



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

November 1, 2006

TO: Each Regent

FROM: Judith A. Temby

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

PUBLIC MEETING NOTICE

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at UW-Madison on November 9 and 10, 2006.

Thursday, November 9, 2006

10:00 a.m. – All Regents Invited

- Report by the UW School of Medicine and Public Health on its Activities in Milwaukee
1820 Van Hise Hall

11:00 a.m. – Education Committee: All Regents Invited

- Charter School Tutorial
1820 Van Hise Hall

12:00 p.m. – Box Lunch

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

Business, Finance, and Audit Committee and Physical Planning and Funding Committee meeting
1820 Van Hise Hall

1:00 p.m. – Business, Finance, and Audit Committee meeting reconvenes
1820 Van Hise Hall

Physical Planning and Funding Committee meeting reconvenes
1511 Van Hise Hall

Friday, November 10, 2006

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

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

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

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

The meeting will be webcast at <http://www.uwex.edu/ics/stream/regents/meetings/> Thursday, November 9, 2006, at 10:00 a.m. until approximately 12:00 p.m., and Friday, November 10, 2006, at 9:00 a.m. until approximately 12:00 p.m.

UW School of Medicine and Public Health Milwaukee Collaborations

Executive Summary

BACKGROUND

In November 2005, the Board of Regents approved the renaming of the UW Medical School to the UW School of Medicine and Public Health (SMPH). As part of the discussion surrounding the renaming, the School was asked to engage in “good faith” dialogues with UW-Milwaukee and the City of Milwaukee in order to develop and collaborate on strategies addressing the significant public health challenges of the city. The School was further directed to provide the Board of Regents with an annual report on its collaboration with UW-Milwaukee and the city of Milwaukee, and its activities addressing the public health issues facing Milwaukee.

In addition, in June 2006 the Board of Regents asked the SMPH to report on the medical education provided to students at the Milwaukee Clinical Campus through its affiliation agreement with Aurora Health Care. The Board asked that upon assuming the position as Dean of SMPH, Dr. Robert Golden give prompt and careful attention to the question of how best to address the need for continuing physician and medical student involvement with the diverse populations found in substantial numbers in Milwaukee’s central city as a part of its affiliation agreement with Aurora. The Board concluded by asking that the School include a detailed explanation of such student education issues in its fall 2006 report to the Board of Regents.

In presenting the November 2006 report to the Board, Dean Golden will deliver an assessment of the SMPH’s Milwaukee Clinical Campus, with particular emphasis on the urban health educational experiences provided to medical students in accordance with the affiliation agreement with Aurora Health Care.

In December 2006, the Board will hear a report on the planning overseen on behalf of their institutions by three principals: President Kevin Reilly, Mayor Tom Barrett, and Chancellor Carlos Santiago. The principals directed that the planning assess health-related initiatives at UW-Milwaukee and options through which the University might address even more effectively the health needs in the region. Among the options to be explored: the establishment of an accredited school of public health at UW-Milwaukee.

REQUESTED ACTION

For information purposes only; no action is required.

DISCUSSION

Through the Wisconsin Partnership Program (WPP) the UW School of Medicine and Public Health (SMPH) has made major progress in developing strong partnerships between the UW School of Medicine and Public Health and the Milwaukee Health Department and other public and community organizations, with a goal to improve health in the City of Milwaukee. Since 2004, the WPP has awarded more than \$4.6 million to Milwaukee organizations for the following:

- Seven community-academic partnership grants to Milwaukee public and community health organizations for health improvement projects dealing with Milwaukee's most challenging public health issues.
- Development of an effective partnership with the Milwaukee Health Department (MHD) through the population health fellowship program, the Master of Public Health (MPH) student field placements, and support for a training and education coordinator based in the MHD.
- Establishment of research sites in Milwaukee for the Survey of the Health of Wisconsin and the Wisconsin Health Research Network to focus on health disparities, health status, access to care, and health promotion in underserved populations.
- Development of a Milwaukee Regional Cancer Care Network, a collaborative effort of the UW-Milwaukee Partnerships for a Healthy Milwaukee, the Center for Urban Population Health, and the UW Comprehensive Cancer Center, to break down barriers to cancer care and to build community partnerships with underserved minority populations.
- Healthy Wisconsin Leadership Institute, a collaborative effort with the Medical College of Wisconsin, to establish a community team of representatives of the Milwaukee Health Department, New Concepts Self Development Center, Inc., and the Milwaukee Health Services, Inc., to reduce risky sexual behavior of adolescents.
- Support to UW-Milwaukee to increase faculty and staff affiliated with the Center for Urban Population Health, a joint effort of the SMPH, UW-Milwaukee and Aurora Health Care, to expand community partnerships that address the public health needs of Milwaukee.
- Support to the Center for Urban Population Health to develop a health surveillance and information system to understand and address the health status and needs of children in Milwaukee Public Schools.

In addition to the Wisconsin Partnership Program funding described above, the UW School of Medicine and Public Health (SMPH) has awarded a total of \$174,500 in 2006 for the following Milwaukee initiatives:

- Support to the United Community Center in Milwaukee to develop clinical and research programs for Hispanics with Alzheimer's disease.
- Support to UW-Milwaukee for a planning process, in collaboration with the City of Milwaukee, for options to improve public health.

There are three SMPH programs which are based in Milwaukee and which provide service to the community with an emphasis on the underserved populations. The School provides core support for these entities, totaling \$2.88 million annually.

- UW School of Medicine and Public Health Milwaukee Clinical Campus: through an affiliation agreement with Aurora Health Care, medical students are provided education and training in urban health issues.
- Center for Urban Population Health, a joint venture of Aurora Health Care, UW-Milwaukee, and the UW School of Medicine and Public Health.
- UW Center for Tobacco Research and Intervention's site at Aurora Sinai Medical Center.

A detailed report on the above initiatives follows.

RELATED POLICIES

Resolution 9073 (10/7/05)

Resolution 9093 (11/11/05)

**Report to the UW System Board of Regents
UW School of Medicine and Public Health
The Wisconsin Partnership Program
Milwaukee Collaborations**

Introduction

The following report responds to the UW System Board of Regents resolutions of November 2005 and June 2006 requiring the UW School of Medicine and Public Health (SMPH) to report annually on its collaborations with UW-Milwaukee and the Milwaukee community, and to include as well student education issues related to the SMPH's affiliation agreement with Aurora Health Care. This report describes all the Milwaukee health initiatives funded by the Wisconsin Partnership Program (WPP) and provides examples of other Milwaukee initiatives, funded separately by the SMPH, which focus on health improvement.

Background

The SMPH (also to be referred to as the School) is deeply committed to strengthening and expanding its partnerships with public and community health organizations and educational institutions in Milwaukee. The School embraces its role in addressing the challenging public health issues facing the Milwaukee community. The School also appreciates the many opportunities to contribute its academic strengths and perspectives as it collaborates with other organizations to improve health in the State's largest city.

The WPP, through the creation of an endowment resulting from the Blue Cross/Blue Shield conversion to a for-profit corporation, provides support that significantly enhances the School's capacity to collaborate with rural and urban communities across the state on important health initiatives. A critical component of these initiatives focuses on the Milwaukee community and the School's commitment to support programs aimed at eliminating racial and ethnic health disparities as well as addressing the needs of vulnerable populations who face barriers to obtaining healthcare.

WPP-Funded Projects and Activities in Milwaukee

Community-Academic Partnerships

The WPP is based on the premise that community-academic partnerships capitalize on the strengths and unique skills of community-based organizations in combination with the School's faculty and academic staff. These partnerships improve the transfer of knowledge in both directions, from communities to the University and from the University to communities. The WPP awards grants, ranging from \$50,000 to \$450,000, to community organizations for planning or implementation projects which focus on health promotion, disease prevention, health policy and health disparities. To date, the WPP through the Oversight and Advisory Committee has awarded seven community-academic partnership grants to Milwaukee public and community health organizations for health improvement projects. These include a grant to the Milwaukee

Police Department for the Milwaukee Homicide Review Commission, which received national attention in the *New York Times*; the Milwaukee Birthing Project, which provides high risk pregnant women with social support; and the Safe Mom, Safe Baby project, which connects high-risk pregnant women at risk for partner violence with support services.

These grants focus on vulnerable populations in Milwaukee, people who are facing daily challenges to their health and well-being. In another partnership, New Concept Self Development Center, Inc., a human services agency located in the central city, leveraged its WPP award to win a contract from the Federal Emergency Management Agency (FEMA) to provide crisis counseling to individuals who relocated to Milwaukee following Hurricane Katrina.

Currently, the WPP is reviewing applications for the 2006 funding cycle. Over 20 Milwaukee organizations have applied for grants. Following a careful peer-review process directed by the Oversight and Advisory Committee, those proposals with the greatest likelihood for success and the greatest potential for achieving a substantial impact will receive support.

Funds Awarded: \$1,410,488

Collaborations with the City of Milwaukee Health Department

The WPP has provided funding to establish a strong and enduring partnership with the Milwaukee Health Department (MHD). A primary objective has been to promote the MHD as the flagship training site providing practical experience for fellows in the SMPH population health training program and for graduate students in the SMPH Master of Public Health (MPH) program. Collaboration with the MHD is critical to the WPP's efforts to address Wisconsin's need for a sufficient and competent public health workforce. The collaborations are helping to solve critical public health issues in Milwaukee, as indicated by the following:

- Seven MPH students recently completed their 10-week field experience. Four of the students worked directly with the MHD and the remaining students worked with other community organizations in Milwaukee. One of the student projects involved assessing the financial burden associated with dental-related hospital emergency room visits and identifying policy and funding recommendations. Another project focused on identifying factors that may be preventing health officials from stemming the rise of sexually transmitted diseases and unintended pregnancies. The School expects that increasing numbers of MPH students will identify the health department as their top choice for field placement assignments.
- Six of the 11 population health fellows have been assigned to the MHD or community-based organizations in Milwaukee for two years each to work on public health programs in collaboration with MHD staff. These programs include identifying ways to better serve the needs of African-Americans who have been diagnosed with cancer, beginning a city-wide effort to create a long-range HIV/AIDS service plan, and working with Northside neighborhoods and Milwaukee agencies on the development of a new park geared to enhance physical activity. The WPP will continue this level of placement of fellows who

will be assigned to the MHD or other community-based organizations in Milwaukee. The program has already shown a benefit to public health workforce development as a result of the MHD hiring one of the recent graduates.

- A public health training and education coordinator based in the MHD has been recently recruited. The coordinator is responsible for mentoring the population health fellows and MPH students and for ensuring a mutually beneficial experience for all parties. The coordinator also collaborates with the broader public health community in Milwaukee to provide additional training and education opportunities for the students and fellows.
- In response to the MHD's request for support to enhance monitoring and reporting on the health status of Milwaukee, the School's Population Health Institute has added the City of Milwaukee as a separate indicator in its annual publication of the health rankings of Wisconsin counties.

To quote Milwaukee Health Commissioner Bevan Baker, "The City of Milwaukee Health Department and the UW School of Medicine and Public Health have worked very hard over the last year to increase the level of collaboration between the two entities. One result is the new Public Health Training and Education Coordinator funded by the WPP who will be placed at the MHD to enhance public health education, research and practice by providing teaching and mentoring for the fellows, the MPH students, and other learners."

Funds Awarded: \$1,069,000

Milwaukee research sites for the WPP-funded Survey of the Health of Wisconsin and the Wisconsin Health Research Network

The Survey of the Health of Wisconsin (SHOW) will launch a comprehensive, long-range study of the health status of Wisconsin residents through surveys and the collection of blood and tissue samples. The data collected will be a major benefit to Milwaukee's public health community since a significant proportion of the data will be from that region, which includes the largest cluster of the state's minority populations. Thus, Milwaukee will be one of two sites having a permanent examination center for data collection, which will be based at Aurora Sinai Medical Center in the central city. The knowledge generated by this research will complement survey data collected by state and local governmental officials and will provide a valuable resource for future health planning, policies and interventions. In addition, faculty at UW-Milwaukee will be well positioned through participation in the planning to use SHOW's resources, enhancing their opportunities for other external funding. The Milwaukee site will be operational in Summer 2007.

Funds Estimated: \$300,000

The Wisconsin Health Research Network (WiNHR) will establish a collaborative research network of statewide healthcare organizations, including Aurora Health Care, Gundersen Lutheran Healthcare in La Crosse, the Marshfield Clinic System and UW Health in Madison. WiNHR will bring together all of the state's major healthcare providers to focus on translating research into practice in communities. The goal is to

expand each organization's ability to conduct research on topics spanning the spectrum from health services research, health promotion and disease prevention--with the ultimate objective being to improve health and healthcare for the people of Wisconsin. Establishment of the Milwaukee site at the Center for Urban Population Health (CUPH) will foster studies on eliminating health disparities within Milwaukee's underserved populations. For example, the first pilot study relates to developing methods to ensure patient safety in African Americans who are taking the blood-thinning drug Warfarin. Enrolling minority populations in WiNHR studies will help identify the best approaches to treating diverse populations as well as provide access to quality healthcare.

Planning Funds Awarded: \$150,000

Reducing Cancer Disparities through Comprehensive Cancer Control

This program is a statewide effort, jointly funded by the WPP and the Wisconsin Department of Health and Family Services, to reduce disparities in cancer care. There are two major projects in Milwaukee. The first involves establishment of a Regional Partnership Network in collaboration with UW-Milwaukee and the Center for Urban Population Health (CUPH) to bring together healthcare and community organizations to break down barriers to cancer care. The second project is building partnerships with underserved populations, including the African American and American Indian communities, to assess the perceived quality of cancer care within these groups. The pilot data from this project is being used to apply for a multi-year American Cancer Society research grant directed at low income and underserved populations.

Funds Awarded: \$285,000

UW-Milwaukee/Center for Urban Population Health Development Plan

This public health development plan will enable UW-Milwaukee and CUPH to play an expanded role in addressing the public health challenges facing Milwaukee. The primary aim is to recruit faculty and scientists with backgrounds in population health and education with a specific focus on urban health. Building the capacity of UW-Milwaukee with faculty and staff affiliated with CUPH will foster community engagement and community-based research and education to address Milwaukee's urgent public health problems. Funding of this plan enables the WPP to partner with UW-Milwaukee around specific public health objectives from maternal and child health to the health and well-being of older populations.

Funds Awarded: \$1,058,448

Milwaukee Public Schools Program

The "Multilevel Information Systems and Health Promotion Interventions for Milwaukee's School Children" is a collaborative effort of CUPH, UW-Milwaukee School of Nursing and Milwaukee Public Schools (MPS) to address health disparities among preadolescent (ages 6-11) children. Health data is gathered from school health records and surveys of parents and children. Local school health personnel will use the

information to establish health priorities and education programs in targeted schools. Ultimately, the program will promote health and positively affect health related barriers to learning for Milwaukee public school children.

Funds Awarded: \$299,839

Healthy Wisconsin Leadership Institute

The WPP and the Medical College of Wisconsin (MCW) have jointly developed the Healthy Wisconsin Leadership Institute, a statewide public health leadership continuing education and training program. It provides a critical resource for the state that will contribute to the development of a sufficient and competent public health workforce, one of the priorities in the State Health Plan embraced by the WPP. Through collaboration with MCW and other public health partners, the Leadership Institute incorporates expertise from the Milwaukee community and creates programming relevant to Milwaukee's public health education and training needs. The Milwaukee Partnership for Reducing Adolescent Risky Sexual Behavior is receiving training and technical assistance through the Community Teams Program, a year-long applied learning program which is a central component of the Leadership Institute's offerings. The team is composed of representatives from the Milwaukee Health Department, New Concept Self Development Center, Inc., Milwaukee Health Services, Inc., and the Milwaukee Adolescent Health Program. Mobilizing Milwaukee organizations to work together to solve challenging health problems can have a substantial impact on reducing health disparities and provide a collaborative model for tackling other public health challenges.

Funds Awarded: \$30,000

Examples of other SMPH Funding Relating to Milwaukee

United Community Center Alzheimer's Program

The United Community Center (UCC), the largest and most comprehensive human services organization in the state serving Hispanics, is located in the heart of Milwaukee's Latino community. The SMPH Wisconsin Alzheimer's Institute is supporting the development of clinical and research programs through the UCC for Hispanics with Alzheimer's disease. The project has two aims: to address the cultural, mental and physical health needs of the Latino population through early intervention and improved delivery of service for persons suffering from dementia; and to educate physicians on the newest approaches to treating and diagnosing Alzheimer's disease in this growing population. Alzheimer's disease and associated disorders are major health concerns for minority communities. Ensuring their participation in research studies and programs for early intervention is critical to their future well-being.

Funds Awarded: \$124,500

Planning for a School of Public Health at UW-Milwaukee

Funding from the SMPH enabled UW-Milwaukee, in collaboration with the City of Milwaukee, to contract with three consultants to conduct a feasibility study of a school of public health and to prepare a report summarizing their findings and recommendations.

Funds Awarded: \$50,000

Milwaukee Clinical Campus

The Milwaukee Clinical Campus (MCC) has been an essential element of the SMPH for over 30 years. Early in its history the School recognized the need for students to obtain clinical learning experiences with underserved populations. The School's model for doing so has evolved several times, most recently with the formation in July 2006 of the Aurora UW Academic Medical Group (AUWAMG), an Aurora corporation which employs 55 physicians and nine midwives. The AUWAMG acts as a distinct corporation within Aurora with bylaws and governance that dedicate it to excellence in patient care, research, teaching and community service. The Board has 11 members, including two appointed by the SMPH Dean.

Each physician member must have an appointment on a SMPH faculty track, either clinician teacher or clinical health sciences. The Milwaukee faculty members are eligible for promotion and full participation in the academic activities associated with their respective tracks.

The Milwaukee Clinical Campus was created by and continues to be guided by an affiliation agreement between the University and Aurora. The seven year agreement reaffirms the commitment for 150 SMPH medical students to receive a clinical education experience at the MCC each year. About two thirds of all SMPH students will obtain some part of their clinical instruction at MCC, most in internal medicine, primary care and obstetrics/gynecology. Approximately 90 percent of the internal medicine and obstetrics/gynecology experiences and 50 percent of the primary care experiences are with underserved populations.

The affiliation agreement also defines the financial obligations of each party, with Aurora providing all faculty compensation and SMPH contributing \$500,000 for costs associated with student education.

The MCC is a vital component of the SMPH and is valued for its unique contributions to the School's education, research and service missions. The affiliation agreement secures this important component of the School's statewide mission.

Annual Core Support: \$500,000

Center for Urban Population Health

The Center for Urban Population Health (CUPH) was created in April 2001 as a partnership among Aurora Health Care, UW School of Medicine and Public Health, and UW-Milwaukee to improve the health and well-being of Wisconsin's urban communities through health services research, education and training, and health promotion. CUPH conducts projects and studies across the life span including: 1) the special healthcare needs of infants and children, 2) promoting health and eliminating health related barriers to learning for Milwaukee public school children, and 3) adult behavioral health issues, such as alcohol abuse, smoking cessation, and diabetes management.

Annual Core Support: \$380,000

UW Center for Tobacco Research and Intervention

The School's Center for Tobacco Research and Intervention (CTRI) has an active research and outreach presence in Milwaukee. While CTRI is a statewide organization, its largest and most active site outside of Madison is in Milwaukee at Aurora Sinai Medical Center, enabling CTRI to reach underserved and minority populations. In fact, CTRI provides tobacco cessation services to many of the Milwaukee clinics serving minority communities, such as 16th Street Community Health Center, Milwaukee Health Services, Inc., Bread of Healing Free Health Clinic and Gerald L. Ignace Indian Health Center, Inc. Moreover, CTRI is collaborating with a network of minority populations that are working together on tobacco control programs, including tailoring tobacco cessation information and the Wisconsin Tobacco Quit Line to their communities.

Annual SMPH/Federal/State Support: \$2,000,000

Institute for Clinical and Translational Research

The SMPH is preparing a grant application, due in January 2007, for substantial federal support from the National Institutes of Health Clinical and Translational Science Award program to establish an Institute for Clinical and Translational Research. The Aurora Sinai Medical Center will be a major component of this proposed new program. The SMPH has already committed resources which will support clinical research infrastructure at the Aurora Sinai site. This support will provide patients with access to state of the art treatments, and will also help Aurora Sinai physicians become more involved in clinical and population health research.

Estimated Annual Support: \$200,000

Conclusion

In a relatively short period of time, the School, through the WPP, has launched a significant effort to begin a sustainable process of improving the health of the people of Wisconsin. The School and the WPP are acutely aware of the existing and growing public health challenges in Milwaukee, and as this report illustrates, they have begun to address the myriad problems in a variety of creative ways. These initial efforts reflect a long-term commitment to working with public and community health organizations, healthcare providers and educational institutions to improve health in Milwaukee.

A comprehensive and integrated effort will be required to accomplish this ambitious goal, and major gaps still exist. Effective and enduring partnerships among the public and private sectors, including the Medical College of Wisconsin and the State of Wisconsin, are essential to meet the task. No one organization alone can effect substantial and sustainable positive change, but together we have an unprecedented opportunity to make a dramatic difference in the underserved communities of Milwaukee.

For additional information, please refer to Appendix A, *Funds Awarded for Milwaukee Collaborations*.

Funds Awarded for Milwaukee Collaborations

Appendix A

Wisconsin Partnership Program (WPP) Funded Projects and Activities in Milwaukee		Funds Awarded	
<i>Community-Academic Partnerships</i>			
Community Mental Health Training Institute	\$ 25,000		
<u>Community Partner:</u> New Concept Self Development Center, Inc.			
Green City, Health People Eliminating Health Disparities while Revitalizing Milwaukee's Johnson's Park	\$ 50,000	*	
<u>Community Partner:</u> Urban Open Space Foundation, Inc.			
Milwaukee Birthing Project: Improving Birth Outcomes for Mothers and Children	\$ 414,475		
<u>Community Partner:</u> Milwaukee Birthing Project & InHealth Wisconsin			
Milwaukee Homicide Review Commission	\$ 400,001		
<u>Community Partner:</u> Milwaukee Police Department			
Reduce Health Disparities within Lesbian, Gay, Bisexual, and Transgender (LGBT) Populations in Wisconsin	\$ 25,000		
<u>Community Partner:</u> Diverse and Resilient, Inc.			
Reduce Health Disparities within LGBT Populations in Wisconsin	\$ 47,483	*	
<u>Community Partner:</u> Diverse and Resilient, Inc.			
Safe Mom, Safe Baby: A Collaborative Model of Care for Pregnant Women Experiencing Intimate Partner Violence	\$ 448,529		
<u>Community Partner:</u> Aurora Sinai Medical Center			
<i>Collaborations with the City of Milwaukee Health Department</i>			
Master in Public Health (MPH) Student Field Placements in Milwaukee	\$ 150,000	*	
Community-Based Population Health Practice Fellowship	\$ 744,000	*	
Training/Planning Coordinator in Milwaukee Health Department	\$ 175,000	*	
<i>Milwaukee research sites for the WPP-funded Survey of the Health of Wisconsin and the Wisconsin Health Research Network</i>			
Survey of the Health of Wisconsin (SHOW): Development of Milwaukee Site	\$ 300,000	*	estimate
Wisconsin Network for Health Research (WiNHR): Development of Milwaukee Site	\$ 150,000	*	
<i>Reducing Cancer Disparities through Comprehensive Cancer Control</i>			
Milwaukee Regional Partnership Network - Collaboration with UW-Milwaukee and Center for Urban Population Health	\$ 225,000	*	
Building Community-Based Partnerships with Underserved & Minority Populations	\$ 60,000	*	
<i>UW-Milwaukee/Center for Urban Population Health Development Plan</i>	\$ 1,058,448	*	
<i>Milwaukee Public Schools Program</i>	\$ 299,839		
<i>Healthy Wisconsin Leadership Institute</i>	\$ 30,000	*	
Total Wisconsin Partnership Program Funding	\$ 4,602,775		

Funds Awarded for Milwaukee Collaborations

Appendix A (cont'd)

Examples of Other UW School of Medicine and Public Health (SMPH) Funding Relating to Milwaukee	<u>Funds Awarded</u>	<u>Annual Core Support</u>
<i>United Community Center Alzheimer's Program</i>	\$ 124,500	*
<i>Planning for a School of Public Health at UW-Milwaukee</i>	\$ 50,000	*
Grant Total WPP and Other SMPH Funding	<u>\$ 4,777,275</u>	
<i>Milwaukee Clinical Campus</i>		\$ 500,000
<i>Center for Urban Population Health</i>		\$ 380,000
<i>UW Center for Tobacco Research and Intervention</i>		\$ 2,000,000
<i>Institute for Clinical and Translational Research</i>		\$ 200,000 **
Total SMPH Annual Core Support		<u>\$ 3,080,000</u>

* New projects funded in 2006

** Estimated annual support

CHARTER SCHOOL TUTORIAL

EXECUTIVE SUMMARY

BACKGROUND

A charter school is a tuition-free public school created on the basis of a contract or “charter” between the school and a local school board or other authorizer. The “charter” establishing each school is a performance contract detailing the school’s mission, program, goals, students served, methods of assessment, and ways to measure success.

The “charter school movement” has grown in the last decade, with over 3,600 charter schools serving more than one million students in 40 states, Washington, D.C., and Puerto Rico. In Wisconsin, there are 187 charter schools to date. They serve all areas of the state with the greatest concentration in southeastern Wisconsin.

In 1997, Wisconsin law was modified to allow the University of Wisconsin-Milwaukee to charter public schools in the city of Milwaukee. Since that time, the Board of Regents and the Chancellor of UW-Milwaukee have approved nine charter schools. There are other charter schools operating in the City of Milwaukee. In addition to those authorized by the Milwaukee Public School System, the City of Milwaukee has authorized five charter schools.

In 2001, Wisconsin law was further modified to allow the University of Wisconsin-Parkside to establish one independent charter school in the Racine Unified School District. In 2002, the Chancellor of UW-Parkside and the Board of Regents approved the charter for the 21st Century Preparatory School operated by the non-profit Racine Charter One.

REQUESTED ACTION

For information purposes only; no action is required.

DISCUSSION

The statutory role of the Board of Regents is to approve the establishment of charter schools by UW-Milwaukee and UW-Parkside. This decision is based on the UW System Office of the General Counsel’s advice as to whether the charter school meets the legal requirements established by statute, and on the Office of Academic Affairs’ determination that the charter school has the potential to provide high quality education to its students, based on an appropriate system of accountability.

UW-Milwaukee’s chartering responsibility is housed in the Office of Charter Schools, which was created in 1998-99 and chartered its first school in 2000-01.

UW-Milwaukee's goal in chartering schools is to improve the education for disadvantaged urban students and it 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 has developed rigorous requirements that schools must meet in order to obtain and maintain a charter.

An initial charter through UW-Milwaukee is granted for a five-year period during which the school must demonstrate progress towards stated goals. The decision to renew or non-renew a charter occurs at the end of the third year of operation. Renewal of a charter is based on evidence of meaningful progress on key measures of performance. As with initial contracts, the renewal or contract extension is brought before the Board of Regents for their approval. The Regents, then, also have the continued responsibility of overseeing the progress and success of the UW-authorized charter schools through the contract renewal process.

In the broadest of terms, the Department of Public Instruction (DPI) has oversight responsibility for the academic performance of all Wisconsin schoolchildren enrolled in public schools through Wisconsin implementation of the federal "No Child Left Behind" program, charter schools included. Children enrolled in charter schools must take the same standardized tests as their non-charter school peers, including the State's Third-Grade Reading Comprehension Test and the Wisconsin Knowledge and Concepts Examination in grades 4, 8 and 10. The DPI is also involved in the funding of charter schools through a federal grant program it administers that provides planning and implementation grants to charter schools.

**INTERNATIONAL EDUCATION AND STUDY ABROAD
IN THE UNIVERSITY OF WISCONSIN SYSTEM**

EXECUTIVE SUMMARY

BACKGROUND

Two national initiatives in the past year highlight the importance of international education, study abroad, and international exchange programs. In November of 2005, the U.S. Senate passed a resolution designating 2006 as the “Year of Study Abroad” (Senate Resolution 308). The Senate resolution encourages educational institutions, businesses and government agencies to promote and expand study abroad opportunities. In July 2006, legislation was proposed (S. 3744) to establish an Abraham Lincoln Study Abroad Fellowship Program, which would provide grants to institutions to both award study abroad fellowships to undergraduate students and to reform academic programs and institutional policies that inhibit student participation in study abroad. That bill is pending.

More recently, the U.S. Department of Education and the U.S. Department of State designated the week of November 13-17, 2006, as the 7th annual International Education Week. In her statement on International Education Week 2006, Secretary of Education Margaret Spellings notes: “This year’s theme, *International Education: Engaging in Global Partnerships and Opportunities*, presents a golden opportunity to focus on what it takes to create new partnerships and seize new opportunities in the 21st century.”

In Wisconsin, Governor Doyle will recognize International Education Week by signing a proclamation emphasizing the importance of international education and study abroad for fostering understanding between U.S. citizens and citizens from around the world and for preparing U.S. citizens to live and work in a global economy.

In recognition of the Year of Study Abroad and International Education Week 2006, representatives of two UW institutions, UW-Milwaukee and UW-River Falls, will provide the Education Committee with information on two international exchange programs available to students across the UW System: the Hessen/Wisconsin Exchange program with a number of institutions in the State of Hessen, Germany; and CONAHEC, the Consortium for North American Higher Education Collaboration, which advises and connects institutions interested in establishing or strengthening collaborative academic programs in North America. The UW-Milwaukee and -River Falls spokespeople will also briefly describe the kinds of study abroad opportunities available to students at their campuses, which are representative of the broad range of opportunities at all UW institutions.

REQUESTED ACTION

For information purposes only; no action is required.

DISCUSSION

The Board of Regents and UW institutions have long recognized the importance of study abroad and other international education programs for preparing students to live and work in a globally connected and culturally diverse world. In June 2000, the Board set a long-term goal of increasing the proportion of baccalaureate degree recipients who have studied abroad to 25%. This goal is included in the UW System's annual accountability report, *Achieving Excellence*, and participation rates in study abroad programs are measured annually as one indicator of how UW institutions provide a learning environment that fosters the ability to function in a dynamic world community.

While the original goal may have been overly ambitious, the proportion of UW bachelor's degree recipients who studied abroad as undergraduates has nearly doubled over the eight year period spanning 1997-98 to 2004-05, from 6.7% in 1997-98 to 12% in 2004-05. The number of students studying abroad has more than doubled during that same period, from 1,967 students in 1997-98 to 4,107 students in 2004-05. It is important to note that these numbers reflect only students who studied abroad through UW System programs. UW institutions currently offer more than 400 study abroad programs around the world. A number of UW students join programs from non-UW institutions or organizations. Nationally, it is estimated that only one 1% of the students enrolled in U.S. higher education institutions study abroad in any given year.

In addition to taking an active role in encouraging institutions to create opportunities for students to study in other countries, the Board of Regents also requested and received state funding to create a UW System Study Abroad Grant program. The program, which provides grants of up to \$2,000, was created to reduce financial barriers to international study for low-income students. In 2004-05, 795 students received grants through this program.

Students on UW System campuses further gain an international perspective by interacting with students and faculty who come to the U.S. from other countries. In 2005-06, there were 3,926 international students at UW System institutions.

RELATED POLICIES

Resolution 8135 (June 2000), authorizing implementation of new accountability indicators for the UW System.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee - Thursday, November 9, 2006
1920 Van Hise Hall
1220 Linden Drive, Madison
12:30 p.m.

10:00 a.m. All Regents (1820 Van Hise Hall)

- Report by the UW School of Medicine and Public Health on its Activities in Milwaukee

11:00 a.m. Education Committee: All Regents Invited (1820 Van Hise Hall)

- Charter School Tutorial

12:00 p.m. Lunch

12:30 p.m. Education Committee (1920 Van Hise Hall)

- Approval of the minutes of the October 5, 2006, meeting of the Education Committee.
- Presentation in Recognition of 2006 as Year of Study Abroad.
- Revised Faculty Personnel Rules, UW-Green Bay.
[Resolution I.1.c.]
- Appointments to the Oversight and Advisory Committee of the Wisconsin Partnership Fund for a Healthy Future.
[Resolution I.1.d.]
- Authorization to Recruit: Senior Vice President for Academic Affairs, UW System Administration.
[Resolution I.1.e.]
- Summary of Accreditation Review by the North Central Association Higher Learning Commission and Institutional Report on General Education, UW-Whitewater.
- Report of the Senior Vice President for Academic Affairs:
 - Presentation on Distance Learning – UW-Platteville’s Niche;
 - Guidelines and Criteria for Proposed Wisconsin Technical College System Liberal Arts and Pre-Professional Offerings;
[Resolution I.1.g.(2)]
 - Follow-up on Education Committee Planning for 2006-07.
- Additional items may be presented to the Education Committee with its approval.

Amendments to
Faculty Personnel Rules
University of Wisconsin-Green Bay

EDUCATION COMMITTEE

Resolution I.1.c.:

That, upon recommendation of the Chancellor of the University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the Board of Regents approves the amendments to the UW-Green Bay Faculty Personnel Rules.

FACULTY PERSONNEL RULES UNIVERSITY OF WISCONSIN-GREEN BAY

EXECUTIVE SUMMARY

BACKGROUND

Section UWS 2.02, Wisconsin Administrative Code (“Faculty Rules: Coverage and Delegation”) requires that rules, policies, and procedures developed by each institution in the System pursuant to Chapters UWS 3, 4, 5, 6 and 8 must be approved by the Board of Regents before they take effect.

The proposed amendments to the UW-Green Bay Faculty Personnel Rules have been approved by the appropriate faculty governance bodies, and are recommended by Chancellor Bruce Shepard. These revisions have also been reviewed by the UW System Office of the General Counsel and the Office of Academic Affairs.

The proposed amendments are to the UW-Green Bay Faculty Codification Chapter 3 on Faculty Appointments. The changes were adopted by the Faculty Senate on March 15, 2006, and September 13, 2006, respectively. The proposed changes to Section UWGB 3.08.4.d clarify the expected timeline and content of written communications about negative faculty reappointments recommendations. The proposed changes to Section UWGB 3.09 clarify the due process associated with appeals of negative faculty reappointment recommendations. The changes are consistent with UWS Chapter 3.

Following are three versions of the two relevant sections of the UW-Green Bay Faculty Handbook: (A) as currently written; (B) with proposed additions highlighted and proposed deletions crossed out; (C) as these sections would read subsequent to Board approval.

REQUESTED ACTION

Approval of Resolution I.1.c., approving the amendments to the UW-Green Bay Faculty Personnel Rules.

DISCUSSION AND RECOMMENDATIONS

UW System Administration recommends approval of these revisions.

UNIVERSITY of WISCONSIN
GREEN BAY

November 2, 2006

MEMORANDUM

TO: PRESIDENT KEVIN REILLY

FR: BRUCE SHEPARD, CHANCELLOR

RE: CHANGES TO UW-GREEN BAY FACULTY CODIFICATION

It is my pleasure to submit for your consideration proposed changes in the UW-Green Bay Faculty Codification Chapter 3 – Faculty Appointments. These changes were adopted by the Faculty Senate on March 15, 2006, and September 13, 2006, respectively.

- The proposed changes to Section UWGB 3.08.4.d simply clarify the expected timeline and content of written communications about negative faculty reappointments recommendations.
- The proposed changes to Section UWGB 3.09 simply clarify the due process associated with appeals of negative faculty reappointment recommendations.

These changes are consistent with UWS Chapter 3, and the University supports their approval.

Enclosed are three versions of the relevant sections of the UWGB Faculty Handbook: (A) as currently written; (B) with proposed additions highlighted and proposed deletions crossed out; (C) as these sections would read after Board approval of the changes are approved.

I ask that these proposed changes be brought to the Board of Regents for review, approval, and immediate implementation.

Thank you.

Enclosures: UWGB Faculty Handbook Section 3.08.4.d, Versions A, B, and C
UWGB Faculty Handbook Section 3.09, Versions A, B, and C

c: Scott Furlong, Chair 2006/2007 University Committee, w/enc.
Cliff Abbott, Secretary of the Faculty and Academic Staff, w/enc.
Sue Hammersmith, Provost and Vice Chancellor for Academic Affairs, w/enc.

PROPOSED CHANGES TO UWGB FACULTY HANDBOOK,
SECTION 3.08: REVIEW PROCEDURES (MERIT, PROMOTION, RENEWAL)

Version A. As Currently Written:

4. Authority for Decisions for Renewal and Promotion at all Ranks

- a. All recommendations on renewal or nonrenewal, promotion, and tenure shall be initiated by the interdisciplinary unit executive committee (or the interdisciplinary unit of full professors in the case of associate professor to professor promotion considerations). It is the responsibility of the reviewing executive committee to solicit, receive, and show evidence of having considered the evaluations or recommendations of every curricular unit in which the faculty member has served, including UW-Extension. The units will determine, based on the participation of the faculty member, whether an evaluation or a recommendation is appropriate, except in the instance when a faculty member or his/her interdisciplinary unit executive committee requests that a recommendation be forwarded. The review meeting will be open unless the reviewing committee, in accordance with state law and proper notification, authorizes a closed review. The faculty member under consideration has the right to attend reviews, whether open or closed. The chairperson of any executive committee making a recommendation on renewal or nonrenewal, promotion and tenure, shall notify the faculty member in writing 20 days prior to the date of the executive committee review held for the purpose of formulating that recommendation. This document shall be adequate notification to all faculty members in regard to periodic reviews affecting them.
- b. For renewal the reviewing executive committee shall forward its recommendation to the appropriate Dean(s). Where positive recommendations for renewal are received, the appropriate Dean(s) shall forward his/her recommendation (if positive) through the Provost/Vice Chancellor to the Chancellor.
- c. For promotion, the reviewing executive committee or interdisciplinary unit professorial committee shall forward its recommendation to the appropriate Dean's Office. Where positive recommendations for tenure or promotion to associate professor are received, the appropriate Dean's Office shall forward the recommendation and documentation to the Personnel Council for advice. Where positive recommendations for promotion to full professor are received, the appropriate Dean's Office shall forward the recommendation and documentation to the Committee of Six Full Professors for advice. On receipt of the appropriate committee's advice, the appropriate Dean(s) shall forward his/her recommendation (if positive) through the Provost/Vice Chancellor to the Chancellor. The Chancellor shall make his/her recommendation in consultation with the Provost/Vice Chancellor and forward it (if positive) to the President.
- d. The faculty member shall be notified in writing by the committee or office making the recommendation within 20 days after each recommendation at each reviewing level.

Version B. With Proposed Additions Highlighted and Proposed Deletions Crossed Out:

4. Authority for Decisions for Renewal and Promotion at all Ranks

- a. All recommendations on renewal or nonrenewal, promotion, and tenure shall be initiated by the interdisciplinary unit executive committee (or the interdisciplinary unit of full professors in the case of associate professor to professor promotion considerations). It is the responsibility of the reviewing executive committee to solicit, receive, and show evidence of having considered the evaluations or recommendations of every curricular unit in which the faculty member has served, including UW-Extension. The units will determine, based on the participation of the faculty member, whether an evaluation or a recommendation is appropriate, except in the instance when a faculty member or his/her interdisciplinary unit executive committee requests that a recommendation be forwarded. The review meeting will be open unless the reviewing committee, in accordance with state law and proper notification, authorizes a closed review. The faculty member under consideration has the right to attend reviews, whether open or closed. The chairperson of any executive committee making a recommendation on renewal or nonrenewal, promotion and tenure, shall notify the faculty member in writing 20 days prior to the date of the executive committee review held for the purpose of formulating that recommendation. This document shall be adequate notification to all faculty members in regard to periodic reviews affecting them.
- b. For renewal the reviewing executive committee shall forward its recommendation to the appropriate Dean(s). Where positive recommendations for renewal are received, the appropriate Dean(s) shall forward his/her recommendation (if positive) through the Provost/Vice Chancellor to the Chancellor.
- c. For promotion, the reviewing executive committee or interdisciplinary unit professorial committee shall forward its recommendation to the appropriate Dean's Office. Where positive recommendations for tenure or promotion to associate professor are received, the appropriate Dean's Office shall forward the recommendation and documentation to the Personnel Council for advice. Where positive recommendations for promotion to full professor are received, the appropriate Dean's Office shall forward the recommendation and documentation to the Committee of Six Full Professors for advice. On receipt of the appropriate committee's advice, the appropriate Dean(s) shall forward his/her recommendation (if positive) through the Provost/Vice Chancellor to the Chancellor. The Chancellor shall make his/her recommendation in consultation with the Provost/Vice Chancellor and forward it (if positive) to the President.
- d. The faculty member shall be notified in writing **of the recommendation and reasons for the recommendation** by the committee or office making the recommendation within 20 days after each recommendation at each reviewing level. **The faculty member and Executive Committee members should receive a copy of the transmittal letter.**

Version C. Final Copy, After Board of Regents Approval:

4. Authority for Decisions for Renewal and Promotion at all Ranks

- a. All recommendations on renewal or nonrenewal, promotion, and tenure shall be initiated by the interdisciplinary unit executive committee (or the interdisciplinary unit of full professors in the case of associate professor to professor promotion considerations). It is the responsibility of the reviewing executive committee to solicit, receive, and show evidence of having considered the evaluations or recommendations of every curricular unit in which the faculty member has served, including UW-Extension. The units will determine, based on the participation of the faculty member, whether an evaluation or a recommendation is appropriate, except in the instance when a faculty member or his/her interdisciplinary unit executive committee requests that a recommendation be forwarded. The review meeting will be open unless the reviewing committee, in accordance with state law and proper notification, authorizes a closed review. The faculty member under consideration has the right to attend reviews, whether open or closed. The chairperson of any executive committee making a recommendation on renewal or nonrenewal, promotion and tenure, shall notify the faculty member in writing 20 days prior to the date of the executive committee review held for the purpose of formulating that recommendation. This document shall be adequate notification to all faculty members in regard to periodic reviews affecting them.
- b. For renewal the reviewing executive committee shall forward its recommendation to the appropriate Dean(s). Where positive recommendations for renewal are received, the appropriate Dean(s) shall forward his/her recommendation (if positive) through the Provost/Vice Chancellor to the Chancellor.
- c. For promotion, the reviewing executive committee or interdisciplinary unit professorial committee shall forward its recommendation to the appropriate Dean's Office. Where positive recommendations for tenure or promotion to associate professor are received, the appropriate Dean's Office shall forward the recommendation and documentation to the Personnel Council for advice. Where positive recommendations for promotion to full professor are received, the appropriate Dean's Office shall forward the recommendation and documentation to the Committee of Six Full Professors for advice. On receipt of the appropriate committee's advice, the appropriate Dean(s) shall forward his/her recommendation (if positive) through the Provost/Vice Chancellor to the Chancellor. The Chancellor shall make his/her recommendation in consultation with the Provost/Vice Chancellor and forward it (if positive) to the President.
- d. The faculty member shall be notified in writing of the recommendation and reasons for the recommendation by the committee or office making the recommendation within 20 days after each recommendation at each reviewing level. The faculty member and Executive Committee members should receive a copy of the transmittal letter.

PROPOSED CHANGES TO UWGB FACULTY HANDBOOK,
SECTION 3.09: NONRENEWAL OF PROBATIONARY APPOINTMENTS

Version A. As Currently Written:

1. Statement of Reasons

In cases of a negative recommendation, if requested in writing by the faculty member within 10 days of the receipt of a decision, the reasons will be provided in writing to the faculty member by the chairperson of the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which a decision was reached.

2. Reconsideration Procedure

Every faculty member for whom a negative recommendation is made will have the right of reconsideration upon written request of the faculty member within 15 days of receipt of written reasons. The reconsideration review shall be held within 20 days of the written request for reconsideration. The reconsideration committee or office will either be the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which the decision was reached. Reconsideration is not a hearing, or an appeal, and shall be nonadversarial in nature. The format and conditions will be as outlined for the original review--see UWGB 3.08 (5). The faculty member will be notified in writing of the decision of the chairperson of the reconsideration committee, the appropriate Dean(s), or the Chancellor, within 20 days, with a copy to all levels of review within UWGB.

In the event that a reconsideration affirms the nonrenewal decision, the faculty member may appeal under the procedures specified in UWGB 3.10.

Version B. With Proposed Additions Highlighted and Proposed Deletions Crossed Out:

1. **Statement of Reasons**

In cases of a negative recommendation, if requested in writing by the faculty member within 10 days of the receipt of a decision, **a more detailed explanation of the reasons** will be provided in writing to the faculty member **within 10 days of the receipt of the request** by the chairperson of the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which a decision was reached.

2. **Reconsideration Procedure**

Every faculty member for whom a negative recommendation is made will have the right of reconsideration upon written request of the faculty member within 15 days of receipt of written reasons. The reconsideration review shall be held within 20 days of the written request for reconsideration. ~~The reconsideration committee or office will either be the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which the decision was reached.~~

(a) The purpose of reconsideration of a non-renewal decision shall be to provide an opportunity to a fair and full reconsideration of the nonrenewal decision, and to ensure that all relevant material is considered.

1. The reconsideration committee or office will either be the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which the decision was reached. **Such reconsideration shall include, but not be limited to, adequate notice of the time of reconsideration of the decision, an opportunity to respond to the written reasons and to present any written or oral evidence or arguments relevant to the decision, and written notification of the decision resulting from the reconsideration.**
2. Reconsideration is not a hearing, or an appeal, and shall be nonadversarial in nature.
3. The format and conditions will be as outlined for the original review--see UWGB 3.08(5). The faculty member will be notified in writing of the decision of the chairperson of the reconsideration committee, the appropriate Dean(s), or the Chancellor, within 20 days, with a copy to all levels of review within UWGB.
4. In the event that a reconsideration affirms the nonrenewal decision, the faculty member may appeal under the procedures specified in UWGB 3.10 **and UWS 3.08.**

Version C. Final Copy, After Board of Regents Approval:

1. Statement of Reasons

In cases of a negative recommendation, if requested in writing by the faculty member within 10 days of the receipt of a decision, a more detailed explanation of the reasons will be provided in writing to the faculty member within 10 days of the receipt of the request by the chairperson of the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which a decision was reached.

2. Reconsideration Procedure

Every faculty member for whom a negative recommendation is made will have the right of reconsideration upon written request of the faculty member within 15 days of receipt of written reasons. The reconsideration review shall be held within 20 days of the written request for reconsideration.

(a) The purpose of reconsideration of a non-renewal decision shall be to provide an opportunity to a fair and full reconsideration of the nonrenewal decision, and to ensure that all relevant material is considered.

1. The reconsideration committee or office will either be the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which the decision was reached. Such reconsideration shall include, but not be limited to, adequate notice of the time of reconsideration of the decision, an opportunity to respond to the written reasons and to present any written or oral evidence or arguments relevant to the decision, and written notification of the decision resulting from the reconsideration.
2. Reconsideration is not a hearing, or an appeal, and shall be nonadversarial in nature.
3. The format and conditions will be as outlined for the original review--see UWGB 3.08(5). The faculty member will be notified in writing of the decision of the chairperson of the reconsideration committee, the appropriate Dean(s), or the Chancellor, within 20 days, with a copy to all levels of review within UWGB.
4. In the event that a reconsideration affirms the nonrenewal decision, the faculty member may appeal under the procedures specified in UWGB 3.10 and UWS 3.08.

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

EDUCATION COMMITTEE

Resolution I.1.d.:

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 reappointments of Dr. Susan Goelzer and Mr. Douglas Mormann to the UW School of Medicine and Public Health Oversight and Advisory Committee for four-year terms;

AND

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 appointments of Dr. Michael Fleming and Ms. Lorraine Lathen to the UW School of Medicine and Public Health Oversight and Advisory Committee for four-year terms.

November 10, 2006

Agenda Item I.1.d.

**UW School of Medicine and Public Health
Oversight and Advisory Committee
The Wisconsin Partnership Fund for a Healthy Future
Reappointments and Appointments**

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 School of Medicine and Public Health (SMPH) and the Medical College of Wisconsin. The Order required the respective governing body of each school to create an Oversight and Advisory Committee (OAC) consisting of nine members. The SMPH OAC consists of four public members (health advocates) and four SMPH representatives appointed by the UW System Board of Regents, and one member appointed by the Insurance Commissioner. In accordance with the Order, the OAC is responsible for planning and overseeing the use of funds allocated for public health. The committee also reviews, monitors, and reports to the Board of Regents on funds committed for medical education and research.

The Board of Regents first appointed the OAC in August, 2002. 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. Upon 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 has been actively engaged in seeking proposals and making awards in accordance with the Five-Year Plan and the Agreement.

REQUESTED ACTION

Approval of Resolution I.1.d., reappointing Dr. Susan Goelzer and Mr. Douglas Mormann to the UW School of Medicine and Public Health Oversight and Advisory Committee for four-year terms; and appointing Dr. Michael Fleming and Ms. Lorraine Lathen to the UW School of Medicine and Public Health Oversight and Advisory Committee for four-year terms.

DISCUSSION

In accordance with the Insurance Commissioner's Order and the Bylaws of the Oversight and Advisory Committee (OAC) approved by the Board of Regents in February, 2001, the Regents are being asked to reappoint Dr. Susan Goelzer, one of four

SMPH representatives, and Mr. Douglas Mormann, one of four public members, to four-year terms on the OAC.

Dr. Goelzer is Professor of Anesthesiology, Internal Medicine, and Population Health Sciences and is the former Ralph M. Waters Distinguished Chair of Anesthesiology. After obtaining a Master's Degree in administrative medicine with an emphasis in health policy, Dr. Goelzer received a Robert Wood Johnson fellowship. She spent her fellowship year in the U.S. Senate Majority Leader's Office working on issues related to the integration of public health into academic medicine and drafting legislation dealing with health disparities. Dr. Goelzer was initially appointed to the OAC to fill an unexpired term and has actively participated in the implementation of the Wisconsin Partnership Program's Five-Year Plan, development of the Request for Proposals (RFP) to community organizations, allocation of funds, and review of the Program's annual reports. She also serves as one of two OAC representatives on the Medical Education and Research Committee (MERC), which is responsible for the allocation of funds for education and research initiatives. Most recently, Dr Goelzer has been leading the joint evaluation team of OAC and MERC, which is developing the framework for the evaluation of the Five-Year Plan. She is valued member of the OAC, and her continued participation is essential as the Program's evaluation plan is finalized and implemented and the OAC moves toward the development of the next Five-Year Plan.

Douglas Mormann is Director and County Health Officer at the La Crosse County Health Department and serves in leadership capacities in the Wisconsin Public Health Association and the Wisconsin Association of Local Health Departments and Boards. He has a longstanding history in governmental public health and is highly regarded by the public health leaders in the state. Since the committee's inception, Mr. Mormann has been a vital member as the health advocate representing state-wide health care. In 2005, he was appointed chair of the OAC's Public Health Education and Training Subcommittee (PHET) and has effectively led PHET in development of its goals and objectives, inclusion of public health leaders into the subcommittee, and review of and support for the public health education and training initiatives of the Wisconsin Partnership Program. His extensive public health background and experience provide an important perspective to the OAC.

In addition, the Regents are being asked to appoint Dr. Michael Fleming, as one of four SMPH representatives, and Ms. Lorraine Lathen, as one of four public members, to four-year terms on the OAC.

Regent Emeritus Pat Boyle, the Board of Regents' liaison to the Wisconsin Partnership Program, led an *ad hoc* nominating committee to fill the vacant SMPH position. A call for nominees specifying criteria for membership was sent to the SMPH Department Chairs. Based on review of the biographical sketches and letters of support, two nominees were interviewed by Regent Emeritus Pat Boyle, Director Eileen Smith, and Assistant Director Cathy Frey. The interviews were reviewed with Dean Robert Golden, who, with the endorsement of Regent Emeritus Pat Boyle, is recommending Dr. Michael Fleming to the Board of Regents for membership on the OAC.

Dr. Michael Fleming is a senior and well-respected faculty member and clinician in the Department of Family Medicine. His broad interest in public and community

health was established early in his career when he obtained a Master's Degree in Public Health from the University of North Carolina. After a brief period on the faculty at the University of North Carolina, he joined the UW Department of Family Medicine in 1986. Since joining the Department, he has developed a number of major community programs for the prevention and treatment of alcohol and drug problems. He is recognized as an effective teacher and an expert on alcohol addiction, and also leads a research program focused on community-based interventions and translational research. In recognition of his contributions as a teacher, clinician, and researcher, Dr. Fleming recently received the highly prestigious honor of election to the Institute of Medicine. He will bring valuable skills, experience, and expertise to the OAC, which will fit well with the needs of the Committee and its agenda going forward.

As specified in the Insurance Commissioner's Order, the OAC created a nominating subcommittee, composed of the public members and the Insurance Commissioner's appointee, to seek nominations to fill the vacant health advocate position. The subcommittee solicited nominations for advocates representing a minority community, women, children, or senior citizens. Seven nominations were received and after careful review of the resumes and letters of support, the subcommittee decided to interview four candidates who fit the criteria established by OAC. Regent Emeritus Pat Boyle participated in the interviews. Based on the interviews, a decision was made by the Nominating Committee, and endorsed by the OAC, to recommend to the Board of Regents Lorraine Lathen as the health advocate representing women.

Lorraine Lathen is the Vice President of Education and Training at Planned Parenthood of Wisconsin. She has extensive experience in this country as well as abroad working to improve the health of communities through disease prevention, health promotion and education. Ms. Lathen's work experience demonstrates her dedication to mitigating the social and economic impact of poor health and education on disadvantaged populations, including women and minorities. Ms. Lathen was a senior advisor to the Centers for Disease Control and Prevention working on issues specifically related to women's health, such as reproductive rights, family planning, gender-based violence prevention, and HIV/AIDS. Prior to joining Planned Parenthood of Wisconsin, she served as director of education and training at the Milwaukee Urban League. Ms. Lathen has shared her valuable perspective and expertise as a member of OAC's Public Health Education and Training Subcommittee for the past two years. Her broad skills in community advocacy, social marketing, and behavioral health will complement the work of the committee as the health advocate representing women.

The resumes of each of the recommended nominees follow.

RECOMMENDED ACTION

UW System recommends approval of Resolution I.1.d., authorizing the reappointments of Dr. Susan Goelzer and Mr. Douglas Mormann to the UW School of Medicine and Public Health Oversight and Advisory Committee for four-year terms; and the appointments of Dr. Michael Fleming and Ms. Lorraine Lathen to the UW School of Medicine and Public Health Oversight and Advisory Committee for four-year terms.

CURRICULUM VITAE

Susan L. Goelzer MD, MS, CPE

PERSONAL INFORMATION

Birthdate: June 26, 1955
Birthplace: Milwaukee, Wisconsin

OFFICE ADDRESS

Department of Anesthesiology
University of Wisconsin Hospital and Clinics
600 Highland Avenue
Madison, Wisconsin 53792-3272
Phone: (608) 263-0208
Fax: (608) 263-8111
E-mail: goelzer@anesthesia.wisc.edu

PRESENT POSITIONS

Ralph M. Waters Distinguished Chair of Anesthesiology
Professor of Anesthesiology, Internal Medicine, and Population Health Sciences
University of Wisconsin Medical School

Vice President for Perioperative Services
University of Wisconsin Hospital and Clinics

Attending Anesthesiologist
University of Wisconsin Hospital and Clinics
1985- present

PROFESSIONAL EDUCATION

Undergraduate: Northwestern University
Evanston, Illinois 60621
B.S. Engineering, September 1973 to June 1977

Medical School: University of Wisconsin Medical School
Madison, Wisconsin 53706
M.D., August 1977 to May 1981

Graduate: University of Wisconsin Medical School
Madison, Wisconsin 53706
M.S. Administrative Medicine, July 1996 to May 1999

POSTGRADUATE EDUCATION

Internship: University of Wisconsin Hospital and Clinics
Department of Anesthesiology
July 1981 to June 1982

Residency: University of Wisconsin Hospital and Clinics
Department of Anesthesiology
July 1982 to June 1984

Fellowships: Association of American Medical Colleges
Council of Deans Fellowship
June 2005 to June 2006

Robert Wood Johnson Health Policy
Institute of Medicine/National Academies
United States Senate/Office of Senate Majority Leader William H. Frist, MD
Washington DC
September 2002 to October 2003

Critical Care Medicine/Pharmacology Research
University of Wisconsin Hospital and Clinics
Departments of Anesthesiology and Internal Medicine
University of Wisconsin School of Pharmacy
July 1985 to June 1986

Critical Care Medicine and Anesthesiology for Trauma
Maryland Institute of Emergency Medical Services Systems
Shock Trauma Unit, Baltimore, Maryland
January 1985 to July 1985

Critical Care Medicine
University of Wisconsin Hospital and Clinics
July 1984 to January 1985

ACADEMIC APPOINTMENTS

Council of Deans Leadership Fellow 2005 - 2006
Association of American Medical Colleges

Chair, Department of Anesthesiology 1998 - 2006
Ralph M. Waters Distinguished Chair of Anesthesiology
Professor of Anesthesiology, Internal Medicine
and Population Health Sciences
Madison, Wisconsin

Interim Chair, Department of Anesthesiology 1997 - 1998
Professor of Anesthesiology and Internal Medicine
Madison, Wisconsin

Vice Chair of Clinical Operations 1996 - 1997
Medical Director of Clinical Anesthetists
Associate Professor of Anesthesiology and Internal Medicine
Madison, Wisconsin

Director of Residency Education 1990 - 1996
Associate Professor of Anesthesiology
and Internal Medicine
Madison, Wisconsin

Associate Professor of Anesthesiology 1992 - 1998
and Internal Medicine
Madison, Wisconsin

Assistant Professor of Anesthesiology 1985 - 1992
and Internal Medicine
Madison, Wisconsin

OTHER PROFESSIONAL APPOINTMENTS

Wisconsin Society of Anesthesiologists Board of Directors	2005 - Present
University of Wisconsin Medical Foundation Board of Directors	2005 - Present; 2000 - 2002
Governing Board of Directors, Physicians Plus Ambulatory Surgery Center	2004 - Present
Wisconsin United for Health Foundation, Inc. Oversight and Advisory Committee (OAC)	2003 - Present
Medical Education and Research Committee (MERC)	2003 - Present
WUHF Evaluation Team, Co-Chair	2005 - Present
Wisconsin Public Health and Health Policy Institute Executive Committee	2003 - 2004
University of Wisconsin Medical School Executive Committee	2000 - 2003

NATIONAL COMMITTEES

American Society of Anesthesiologists (ASA) House of Delegates	2003 - Present
Delegate	2005
Alternate Delegate	2004
Reference Committee Member	2004
Executive Committee on Economics	2003 - 2006
Committee on Payment Reform	2004 - Present
Committee on Physician Resources	2002 - Present
Committee on Governmental Affairs	2002 - Present
Society of Education in Anesthesia (SEA) Committee on Medical Student Curriculum	2005
Association of Anesthesia Clinical Directors (AACD) Committee on Education	2000 - 2001
National Republican Congressional Committee (NRCC) Business Advisory Council	2001 - Present

EDITORIAL REVIEW

Annals of Surgery	2002 - Present
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UNIVERSITY OF WISCONSIN MEDICAL FOUNDATION

Finance Committee Chair	2005
Member	1997 - Present
Funds Flow Redesign Committee Chair	2005 - Present
Strategic Design Committee	2003 - Present
Audit Committee, Chair	2002 - 2005

MEDICAL SCHOOL COMMITTEES

Academic Planning Council Ad Hoc Subcommittee	2005
Search Committee: Assistant Dean for Human Resources	2005
Faculty Development Summit Committee	2004 - Present
Wisconsin United for Health Foundation, Inc.	

Oversight and Advisory Committee	2003 - Present
Medical Education and Research Committee (MERC)	2003 - Present
WUHF Evaluation Team, Co-Chair	2005 - Present
MERC Application Review Subcommittee	2005
Wisconsin Public Health and Health Policy Institute	2003 - 2004
Executive Committee	
Faculty Mentoring Steering Committee	1999 - 2002
Search Committee: Associate Dean for Faculty Affairs	1999 - 2001

HOSPITAL COMMITTEES

Performance Improvement Coordinating Committee (PICC)	2005 -
UWHC Operations Council	2005 -
Graduate Medical Education Funding Formula Task Force	2004 - Present
UWHC Strategic Plan Finance Subcommittee	2004 - Present
Rapid Design Team	2003 - Present
Ambulatory Surgery Task Force, Chair	2002 - 2003
Professional Conduct Committee	2000 - 2006
UWHC Medical Board	1997 - Present
Operating Room Executive Committee	1997 - Present
Critical Care Committee	1997 - Present; 1987 - 1990

DEPARTMENTAL COMMITTEES

Chairperson: Program Evaluation Committee	2001 - Present
Chairperson: Residency Oversight Committee	2000 - Present
Chairperson: Administrative Oversight Committee	2000 - Present
Chairperson: Leadership Council	1999 - Present
Chairperson: Finance Committee	1997 - Present
Chairperson: Clinical Anesthetists Task Force	1997 - 1999

CONTRIBUTIONS TO FEDERAL LEGISLATION

Medicare Prescription Drug, Improvement and Modernization Act of 2003. Public Law 108-173.
Closing the Health Care Gap Act. S2217.
Patient Safety and Quality Improvement Act of 2004. S720.
Project Bioshield Act of 2004. Public Law 108-276.
Organ Donation and Recovery Improvement Act. S573.
United States Leadership Against AIDS/HIV, Tuberculosis and Malaria Act of 2003. Public Law 108-25.

GRANTS

Robert Wood Johnson Health Policy Fellow 2002-2005 Grant # 133-FC69 - \$148,000

“Educational Grants in Support of Human Patient Simulator Acquisition and Upgrade”

Datex-Ohmeda, 2000 \$100,000

Marquette Medical, 2000 \$60,000

“Educational Grants in Support of Ralph M. Waters, MD Visiting Professor Program”

1998-Present \$170,000

NIH K07 “Partnerships in Health: BASIC Training in Medicine”

Principal Investigator: Susan E. Skochelak, MD, MPH

Total Support: \$933,365

Participation as Steering Committee Partner

Douglas N. Mormann

Education

Saint Mary's College, Winona, MN
Degree: BA Biology, 1971

University of Minnesota School of Public Health, Minneapolis, MN
Degree: MS Environmental Health, 1972

Experience

2/2/84 - Present La Crosse County Health Department
La Crosse, WI

Director / County Health Officer

- Direct a staff of about 80 full and part-time public health professionals including nurses, nutritionists, sanitarians, medical technologists, health educators, and the related administrative and aide support staff.
- Develop and administer a \$3,900,000 annual budget.
- Oversee the ongoing provision of approximately 30 different public health programs at the county level, including home and public health nursing, communicable disease control, health education, WIC, hotel, restaurant and private sewage disposal licensing.

1/4/82 – 2/25/84 Portage County Community Human
Services Department
Steven's Point WI

Coordinator - Div. of Community Health – County Health Officer

- Direct a staff of approximately 30 full and part-time public health professionals including nurses, nutritionists, sanitarians, dental hygienist and aides.
- Develop and administer the Division budget.
- Work with County Board, school districts, media, health care providers and others to implement and promote community health programs including home health, public health and school health nursing, EPSDT, WIC, on-site waste disposal, and communicable disease control programs.

11/75 – 12/81 North Central Area Planning Association, Inc.,
Wausau, WI

Associate Planner

- Analyze current and future needs for health manpower, facilities, and public and environmental health services in North Central Wisconsin.
- Manage the collection, storage and analysis of data necessary to do market analysis of health need and demand.
- Review proposed uses of \$20,000,000 federal funds for health services in the area and advise the federal government on the appropriateness of these expenditures.
- Coordinate citizens, health care providers and public health officials to develop needed health services in a planned fashion.
- Communicate with the public through the media via oral and written reports.

6/74 – 11/75 State of Wisconsin, Division of Health
Madison, WI

Planning Analyst – Health Manpower Maldistribution Project

- Collect and analyze data to determine what incentives could be developed for physicians to locate in rural doctor-shortage areas of Wisconsin.
- Sell legislators, educators and professional physician societies on actions they might take to end this program.

6/73 – 6/74 University of Wisconsin
Department of Preventive Medicine
Madison, WI

Environmental Health Specialist

- Assisted in the development of a field research project to test health impacts of positive environmental health interventions in a community compared to traditional health services.

8/72 – 6/73 United States Government
ACTION/VISTA – People's Opportunity, Inc.
Albion, NY

Volunteer

- Assisted in grant writing, personnel management, and day to day operations of the self-help housing construction non-profit corporation.
- Assisted the development of a community housing development corporation.

Selected Publications

Crossroads Health Care for Rural Wisconsin, State Medical Society of Wisconsin/State of Wisconsin, 1976, reprinted 1979, 64 pages.

"Primary Care Shortage and Health System's Agency's Role in the Solution", ed. Robert Wolensky and Edward Miller, The Small City and Regional Community Proceedings, 1978, pp. 238 - 242.

"EMS Planning and Development at the Regional Level", ed. Steven Marlowe, MD, and Martha McGowan, Workshops in Primary Care; Selections from the Third National Conference on Rural Primary Care, National Rural Primary Care Association, pp. 37 - 42, 1980.

"Fluoridation Referendum in La Crosse, Wisconsin: Contributing Factors to Success", American Journal of Public Health, October, 1989, Volume 79, Number 10, pp. 1405 - 1408, Rhys B. Jones, Douglas N. Mormann and Timothy B. Durtsche.

"Healthier People in Wisconsin: A Public Health Agenda for the Year 2000", Wisconsin Department of Health and Social Services, February, 1990, Co-Chairpersons James Davis, Douglas Mormann, Paul Nannis and Margaret Schmelzer, 212 pages.

"Community-Based Food Safety Survey", Journal of Extension, Spring, 1991, pp. 37 - 38, Gary D. Gilmore, Mary Meehan-Strub and Douglas Mormann.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Michael F. Fleming, MD, MPH	POSITION TITLE Professor		
eRA COMMONS USER NAME mpflemin			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Michigan Technological University	B.S.	1970	Chemistry
Wayne State University	M.D.	1974	Medicine
Medical College of Wisconsin		1977	Family Medicine
University of North Carolina	M.P.H.	1986	Epidemiology

Professional Positions:

1998-date Professor, Family Medicine, University of Wisconsin-Madison
 1999-2002 Director, Research Program, Family Medicine, University of Wisconsin-Madison
 1991-1998 Associate Professor, Family Medicine, University of Wisconsin-Madison
 1986-1991 Assistant Professor, Family Medicine, University of Wisconsin-Madison
 1981-1986 Assistant Professor, Family Medicine, University of North Carolina
 1979-1981 Clinical Assistant Professor, Family Medicine, Michigan State University

Awards and Selected Professional Activities:

2005 to date Member, Institute of Medicine, National Academies, elected 2005.
 1999-2000 Am. Academy of Family Physicians; Task Force on Enhancing Research in Family Medicine,
 1988-to date Research Society on Alcoholism Member
 1990-1996 American Society of Addiction Medicine; Chair of Family Medicine Specialty Caucus
 1996-to date *Ad hoc reviewer for* Family Medicine, Journal of Alcohol Studies, American Journal of Public Health,
 American Board of Family Medicine, Journal of the American Medical Association
 1997-1998 Chair, University of Wisconsin Health Sciences Committee for the Protection of Human Subjects
 1998-to date Ad hoc grant reviewer for the National Institute on Alcohol Abuse & Alcoholism
 1998-2001 NIH National Advisory Council on Alcohol Abuse and Alcoholism Subcommittee on College Drinking
 1999-2002 University of Wisconsin Medical School Academic Planning Council
Best Paper Award, 1997. The Society of Teachers of Family Medicine Annual Conference, Chicago, IL, April 25,
 1998.
Wisconsin Research Paper of the Year, 1997. Wis. Health Services Research Conf, Madison, WI, Oct. 24, 1997.
McGovern Award, 1999. Assoc for Medical Education & Research in Substance Abuse, Ann Mtg, Wash DC, Nov 5,
 1999.

Relevant Journal Articles (partial listing):

1. Bhamb B, Brown D, Hariharan J, Anderson J, Balousek S, Fleming MF. Primary care physician practice behavior and the use of opioids for the treatment of chronic pain. In press. Current Medical Research and Opinions.
2. Mertens J, Flishner B, Fleming M, Wiesner C. Medical conditions of adolescents in privately-funded alcohol and drug treatment programs. Pediatrics. In press 2006.
3. Neuner, B, Fleming, M, Born, R, Weiss-Gerlach, E, Neumann, T, Rettig, J, Lau, Alexandra, Schoenfeld, H, Kallischnigg, G, Spies, C. Predictors for loss to follow-up in young patients with minor trauma in an urban emergency department. Journal of Studies on Alcohol. In press 2006.
4. Brown RT, Zuelsdorf M, Fleming MF. Adverse effects and cognitive function among primary care patients taking opioids for chronic non-malignant pain. Journal of Opioid Management. In press, 2006.
5. Sommers, M.S., Dyehouse, J.M., Howe, S.R., Fleming, M.F., Fargo, J.D., & Schafer, J.C. Effectiveness of brief interventions following alcohol-related vehicular injury: A randomized controlled trial. Journal of Trauma, Injury, Infection, and Critical Care. In press 2006.

6. Fleming, MF, Krupitsky E, Tsoy M, Zvartau E, Brazhenko N, Jakubowiak J, McCaul E. Alcohol and drug use disorders, HIV status and drug resistance in a sample of Russian TB patients. *International Journal of Tuberculosis*. 2006;10(5):565-570.
7. Masotti P, George MA, Szala-Meneok K, Morton AM, Looock C, Van Bibber M, Ranford J, Fleming M, MacLeod S. Preventing fetal alcohol spectrum disorder in aboriginal communities: A methods development project. *PLoS Medicine*/ www.plosmedicine.org. 2006;3(1):24-29.
8. Sullivan-Dillie, K, Mundt M, French MT. Fleming MF, Cost-benefit analysis of a new alcohol biomarker, Carbohydrate Deficient Transferrin, in a chronic illness primary care sample. *Alcoholism: Clinical and Experimental Research*. 2005;29(11): 2008-2014.
9. French M, Mundt M, Fleming MF, Zavala SK. The cost of medical care for patients with diabetes, hypertension and both conditions: does alcohol use play a role? *J Intern Med*. 2005 Jul;258(1):45-54.
10. Fleming MF. Screening and Brief Intervention in Primary Care Settings. *Alcohol Research & Health*. 2004/2005;28(2):57-62.
11. Sommers MS, Howe SR, Dyehouse JM, Fleming MF, Fargo JD, Schafer, JC. Patterns of Drinking Four Weeks Prior to an Alcohol-related vehicular crash. *Traffic Injury Prevention*. 2005;6:110-116.
12. Bertholet N, Daepfen JB, Wietlisbach V, Fleming MF, Burnand B. Reduction of alcohol consumption by brief alcohol intervention in primary care. *Archives of Internal Medicine*. 2005;165:986-995.
13. O'Brien CP, Charney DS, Lewis L, et al. Priority actions to improve the care of persons with co-occurring substance abuse and other mental disorders: a call to action. *Biol Psychiatry*. 2004 Nov 15;56(10):703-13.
14. Brown R, Mundt M, Balousek S, Fleming M. Methadone Maintenance and Male Sexual Dysfunction. *J Addict Dis*. 2005;24(2):91-106.
15. Fleming MF, Brown RT, Brown D. The efficacy of a brief alcohol intervention combined with %CDT levels in patients being treated for type II diabetes and/or hypertension. *J Stud Alcohol*. 2004;9:631-637.
16. Brown RT, Krause C, Fleming MF, Reddy, S. Methadone: A primer on pharmacology and use in chronic pain. *Postgrad Med J*, 2004;80:654-659.
17. Kokotailo PK, Egan J, Gangnon R, Brown D, Mundt M, Fleming M. Validity of the Alcohol use disorders identification test (AUDIT) in college students. *Alcohol Clin Exp Res*. 2004;28(6):914-20.
18. Grossberg PM, Brown DD, Fleming MF. Brief physician advice for high risk drinking among young adults. *Ann Fam Med*, 2004;2(5):474-480.
19. Mundt, MF, Fleming MF. Carbohydrate deficient transferrin: validity of a new alcohol biomarker in a sample of diabetic and hypertensive patients. *JABFP*. In press. 2004.
20. Fleming MF, Anton RF, Spies CD. A review of genetic, biological, pharmacological and clinical factors that affect carbohydrate-deficient transferrin levels. *Alcoholism: Clinical and Experimental Research*, 2004; 28(9):1347-1355.
21. Peralta RL, Fleming MF. Screening for intimate partner violence in a primary care setting: the validity of "feeling safe at home" and prevalence results. *Am Board Fam Pract*. 2003 Nov-Dec;16(6):525-32.
22. Fleming MF. Brief interventions and the treatment of alcohol use disorders: current evidence. *Recent Dev Alcohol* 2003;16:375-90.
23. Hilton ME, Fleming M, Glick H, et. al. Services Integration and cost-effectiveness. *Alcohol Clin Exp Res*, 2003;27(2):271-280.
24. Sommers MS, Dyehouse JM, Howe SR, Wekslman K, Fleming, MF. Nurse, I only had a couple of beers: Validity of self-reported drinking before serious vehicular injury. *American J of Critical Care*. 2002;11(2):1-9.
25. Fleming MF, et al. Brief Physician Advice for Problem drinkers: Long-term efficacy and benefit-cost analysis. *Alcohol Clin Exp Res*. 2002;26(1):36-43.
26. Adams NJ, Plane MB, Fleming MF, Mundt MP, Saunders LA, Stauffacher EA. Opioids and the treatment of chronic pain in a primary care sample. *Journal of Pain and Symptom Management*. 2001;22(3):791-796.
27. Fleming MF, Graham AW. Screening and brief interventions for alcohol use disorders in managed care settings. *Recent Dev Alcohol*. 2001;15:393-416.
28. Isaacson JH, Fleming MF, Kraus M, Kahn R, Mundt M. A National Survey of Training in Substance Use Disorders in Residency Programs. *J Studies on Alcohol*. 2000;61(6):912-915.
29. Fleming MF, et al. Benefit-cost analysis of brief physician advice with problem drinkers in primary care settings. *Medical Care*. 2000;38:7-18.
30. Manwell LB, Fleming MF, Mundt MP, Stauffacher EA, Barry KL. Treatment of problem alcohol use in women of childbearing age: results of a brief intervention trial. *Alcohol Clin Exp Res*. 2000 Oct; 24(10): 1517-24.
31. Fleming MF, et al. Who teaches residents about the prevention and treatment of substance use disorders? A national survey. *Journal of Family Practice*. 1999;48(9):725-729.
32. Fleming MF, et al. Brief physician advice for problem alcohol drinkers: a randomized controlled trial in community-based primary care practices. *JAMA*. 1997; 277(13):1039-1045.

Grants currently funded:**ACTIVE**

5 R01 AA012522-05 (Fleming) 4/1/01-3/30/07 2.4 months
 National Institute on Alcohol Abuse and Alcoholism no cost carryover

Brief Alcohol Intervention: The Healthy Moms Project

The study proposes to test the efficacy of a primary care-based brief intervention with women who resumed heavy drinking during the post-partum period and who used alcohol during a previous pregnancy. The trial will also examine the effects of tobacco use, illicit drug use, depression and domestic violence on alcohol use.

5T32HP10010-14-00 (Fleming PI) 7/1/03-6/30/08 no support
 Health Resources and Services Administration \$427,860

National Research Service Award

The goal of this grant is to train generalist physician scientists. Funding for six fellows. The program currently has five physician fellows in medicine, family medicine, and pediatrics. Fellows are expected to use the 2- or 3-year fellowship to develop the skills and expertise necessary to conduct NIH-level work and to successfully compete for NIH funding.

1 K24 AA015390-01 (Fleming PI) 08/31/05 – 9/20/10 6.0 months

National Institute on Alcohol Abuse and Alcoholism \$120,504

Midcareer Investigatory award in patient-oriented research (K24)

The goal of this application is to provide the PI with 25% time to mentor junior patient oriented investigators and develop new graduate school courses in clinical research as well as an additional 25% time to expand his research program into the areas of alcohol biomarkers, alcohol-related trauma and medication treatment of children with ADHD and fetal alcohol spectrum disorder.

5 R01 AA014685-03 (Fleming PI) 5/1/04-4/30/09 2.4 months

National Institute on Alcohol Abuse and Alcoholism \$510,466

Primary care alcohol intervention in college students

The goal of this project is to test the efficacy of a primary care-based brief intervention protocol in a sample of college students. Outcomes of interest include reduction in high risk drinking; injuries, accidents and other health effects; high-risk sexual activity; unwanted sexual experiences; violence; contacts with dean of students' office, university police and other legal agencies; and health care utilization events, as well as improved academic performance.

5T32 AA014845-03 (Fleming PI) 7/01/04 – 6/03/09 no support

National Institute on Alcohol Abuse and Alcoholism \$196,507

NIH NRSA Institutional Research Training Grant (T32)

The primary goals of the proposed T32 post doctoral fellowship is to train family physicians, pediatricians, internists, obstetricians, surgeons and emergency medicine physicians to successfully compete for NIH research grants; become NIH level scientists; and conduct alcohol research in general medical and surgical care sties.

Pending

National Institute on Alcohol Abuse and Alcoholism. R42 AA016486

Phase I and Phase II STTR application. "Training simulation to teach alcohol screening and brief intervention. SIMmersion, LC. (a) Dale Olsen, PI, Michael Fleming Co-PI. (b) 5% support (c) \$570,745. d) 7/01/06 – 6/30/09. The goal of this grant is to develop an interactive simulated computerized training program focused on alcohol screening and brief alcohol interventions. This project incorporates a number of innovate technology to train health care professionals and students how to better interview and treat patients with behavioral disorders.

Mentor/advisor on currently funded grants:

1. DHHS, National Heart Lung and Blood Institute, K-23 HL68827-01. "Obesity and Cardiac Risk in American Indian Children." (a) Alexandra Adams, PI; MF Fleming, Primary mentor; (b) 7/1/02 – 6/30/06; (c) To test interventions to prevent obesity in AI children and its sequelae; CVD and diabetes.
2. AHRQ, K08 HS13183-01. "Shared decision-making and inappropriate antibiotic use." (a) Elizabeth Cox, PI; (b) M Fleming, Primary mentor; (c) 07/01/02 – 06/30/07; (d) Develop and validate an instrument to measure shared decision-making in pediatric primary care. This instrument will then be used in a cross-sectional study to examine the relationship of shared decision-making to quality of care outcomes for children's upper respiratory infections.

3. National Institute of Health, K-23 Mentored Patient-Oriented Research Career Development Award "The efficacy of Prolotherapy in osteoarthritic knee pain" (a) David Rabago, PI; (b) MF Fleming, Primary mentor, (c) 12/01/03 – 11/30/08; (d) This proposal requests support for a Mentored Clinical Scientist Award (K23) for Dr. David Rabago to develop research expertise in the empirical assessment of physical complementary and alternative medicine (CAM) therapies.
4. National Institute on Drug Abuse, K23 DA017283-01A1. Mentored Patient-Oriented Research Career development Award (K23), "Time-to-event analysis of drug court health outcomes." (a) Randall Brown, PI; (b) MF Fleming, Primary Mentor, (c) 8/1/04 – 7/31/09; (d) K24 training grant to conduct research that examines potential factors contributing to successful completion of substance abuse treatment programming in the Dane County Drug Court Treatment Program.

Consultant on currently funded grants:

1. National Institute on Alcohol Abuse and Alcoholism. (a) Michael French, Univ. Miami, PI; M. Fleming co-investigator; (b) 8/1/06-7/31/11; (c) This award allows Dr. French to work with six alcohol research teams around the US who conduct cost benefit studies.

Previous grants:

NIH funded grants: (partial listing)

1. National Institute on Alcohol Abuse and Alcoholism. 5R21AA013368-02. "HIV Prevention/Alcohol Treatment in a Russian TB sample. MF Fleming, PI; (b) 9/28/01-8/31/05; (c) The goal of this project is to: 1) assess the prevalence of alcohol use and HIV status in a sample of patients in a Russian sample of patients with TB, to conduct a longitudinal study of patients with active TB and to test the efficacy of a day treatment program on reducing alcohol use and increasing compliance with TB medication.
2. National Institute on Drug Abuse. 5R01DA013686-02. "Opioid Addiction in Primary Care Chronic Pain Patients." A) MF Fleming, PI; (d) 9/28/01-6/30/04; (e) The goal of this study is to estimate the frequency of drug addiction in persons with a diagnosis of chronic pain who are currently receiving long-term opioid treatment in primary care settings.
3. Axis-Shield Diagnostics. "The Role of Carbohydrate Deficient Transferrin (CDT) in the Prevention and Treatment of Alcohol Problems in Patients with Hypertension and Diabetes." (a) MF Fleming, PI; (b) 10% effort; (c) \$255,875; (d) 1/1/01–6/1/04; (e) This project has three primary aims. The first is to assess the sensitivity and specificity of the CDT test in heavy drinkers who also have hypertension and diabetes. The second is to assess the efficacy of the CDT when combined with a brief intervention protocol. The third aim is to conduct an economic analysis of the CDT test.
4. National Institute on Alcohol Abuse and Alcoholism. N01AA02008. "Integration of Fetal Alcohol Exposure Clinicians' Guides into Health Care Practice: Curriculum Development for Clinical Training." (a) MF Fleming, PI; (b) 5% effort; (c) \$120,652; (d) 7/1/00–7/1/02; (e) This project is designed to develop methods and training strategies to enable clinicians who care for women and children to utilize the NIAAA Fetal Alcohol Exposure Clinicians' Guides.
5. National Institute on Alcohol Abuse and Alcoholism. 2U10 AA11773-07. "Combined Psychotherapy/ Pharmacology for Alcoholism." (a) A Zweben, PhD, PI (University of Wisconsin-Milwaukee School of Social Work), MF Fleming, Co-PI; (b) 9/1/97-8/31/05; (c) This project is designed test the efficacy of pharmacotherapy and counseling in reducing alcohol use, health care utilization, and in improving health status in persons who are alcohol dependent. Milwaukee is one of 11 sites in this national trial.
6. National Institute of Health. 5 R01 AA012664-03. "Statistical methods for Cost Research in Alcohol Studies." (a) Daniel Polsky, Univ. of Pennsylvania, PI, MF Fleming Co-investigator; (b) 3/01/02 – 8/31/05; (c) The aims of this proposal focus on addressing five problem areas that potentially undermine the policy relevance and interpretability of economic evidence derived from clinical trials.
7. National Institute on Alcohol Abuse and Alcoholism. 5R21AA013368-02. "HIV Prevention/ Alcohol Treatment in a Russian TB sample. MF Fleming, PI; (b) 10% effort; (c) \$250,000; (d) 10/1/01-9/30/04; (e) The goal of this project is to: 1) assess the prevalence of alcohol use and HIV status in a sample of patients in a Russian sample of patients with TB, to conduct a longitudinal study of patients with active TB and to test the efficacy of a day treatment program on reducing alcohol use and increasing compliance with TB medication.
8. Health Resources and Services Administration. 5 D12 HP00068-02 "Title VII Departmental grant." (a) MF Fleming, PI; (b) 7/1/01–9/30/05; (c) The goal of this grant is to enhance the health services research program in the UW department of family medicine.
9. National Institute on Drug Abuse. 5R01DA013686-02. "Opioid Addiction in Primary Care Chronic Pain Patients." A) MF Fleming, PI; (b) 20% effort; (c) \$758,036; (d) 9/28/01-6/30/04; (e) The goal of this study is to estimate the

frequency of drug addiction in persons with a diagnosis of chronic pain who are currently receiving long-term opioid treatment in primary care settings.

10. National Institute on Alcohol Abuse and Alcoholism, R01 AA11450-02. "A Trial of Physician Advice in Polish Primary Care Sites." MF Fleming, PI; (b) 15% effort; (c) \$176,121; (d) 2/1/98-1/31/01; (e) This project is testing the efficacy of brief physician advice in reducing alcohol use, health care utilization, and in improving health status in problem drinkers in 20 Polish primary care clinics.
11. National Institute on Alcohol Abuse and Alcoholism, R01 AA08512-03. Project TrEAT. "A Trial of Physician Treatment of Problem Drinkers." MF Fleming, PI; (b) 30% effort; (c) \$1,693,715; (d) 7/1/91-6/30/97; (e) This randomized clinical trial determined the effectiveness of physician advice on the reduction of alcohol use in adult problem drinkers.
12. National Institute on Alcohol Abuse and Alcoholism, R01 AA08512-03S1. Project GOAL. "A Trial of Physician Treatment of Elderly Problem Drinkers." MF Fleming, PI; (b) 20% effort; (c) \$793,715; (d) 7/1/93-6/30/97; (e) This randomized clinical trial determined the effectiveness of physician advice on the reduction of alcohol use in problem alcohol drinkers over the age of 64.

Lorraine Lathen

NEW VP OF EDUCATION AND TRAINING



"I am pleased to join the efforts of Planned Parenthood and will work to play a pivotal role in reshaping the perception communities of color sometimes have of Planned Parenthood."

Lorraine Lathen has joined Planned Parenthood of Wisconsin as the new vice president of education and training and is responsible for designing, implementing and evaluating PPWI's existing education programs, expanding the reach of educational programs into high-risk communities, and strengthening partnerships with community-based organizations to increase access to information and health care.

She has an impressive educational and professional background, with proven success both in the U.S. and abroad combining community mobilization, social marketing, and behavioral science to mitigate the social and economic impact of poor health and education on disadvantaged populations.

Lorraine is a Wisconsin native and graduate of Marquette University with a bachelor's degree in political science and French. She attended graduate school at American University in Washington, D.C., earning a master's degree in international affairs with a specialization in international relations and economics. Lorraine has extensive experience working to improve the health of communities through education, and has worked in Africa researching the economic impact of HIV and AIDS on rural communities. She was a technical advisor to the Centers for Disease Control and Prevention in Atlanta, and worked as the director of women in development/gender programs, where she was a senior advisor for issues specifically related to women's health, such as reproductive rights, family planning, gender-based violence prevention and HIV/AIDS prevention.

Lorraine cites one of her greatest accomplishments as serving on the United Nations (UN) non-governmental organizations' delegation to the Fourth Annual UN Conference on Women in Beijing, China, where she worked with women from around the world to draft the health component of the UN platform for action.

"Education is key to reducing the incidence of unintended pregnancy and the spread of sexually transmitted infections and Lorraine's vast experience in this regard will greatly enhance our efforts to improve the health of our community," said Jim Stewart, president and CEO of Planned Parenthood of Wisconsin.

Prior to joining PPWI, she served as director of education and training at Milwaukee Urban League (MUL). During her tenure, she was responsible for increasing public visibility of the MUL's Campaign for African American Achievement and implementing programs that recognized over 1,000 students of color for "Doing the Right Thing" in academics, performing arts, sports, and community service, as well as inducting over 300 students of color into the National Achievers Society. She was also responsible for writing a grant proposal that resulted in the distribution of over 9,000 books to low-income families in partnership with Scholastics Inc., as well as coordinating Milwaukee's first annual Education Summit, Rebuilding the Village: Creating a Learning Community.

"I am pleased to join the efforts of Planned Parenthood and will work to play a pivotal role in reshaping the perception communities of color sometimes have of Planned Parenthood," said Lorraine. "I also look forward to working with religious organizations, through Planned Parenthood of Wisconsin's faith-based initiative, and community-based organizations to help meet the reproductive health and sexuality informational needs of diverse populations."

LORRAINE LATHEN

Fourteen years' experience in designing, implementing and evaluating disease prevention and health promotion and urban education programs. Demonstrated ability to manage multiple tasks, lead community mobilization efforts for improved urban education and health, develop and implement culturally effective social marketing campaigns and information, education and communication strategies (IEC). Ms. Lathen provided technical support and direction to USAID/Romania-sponsored activities. More specifically, she assisted USAID, via World Vision in providing technical support and training to NGOs in the design of AIDS prevention social marketing activities.

WORK EXPERIENCE

2002 - present

Milwaukee, WI

Vice President, Education and Training, Planned Parenthood of WI

- **Overall Responsibility:** Responsible for designing, implementing and evaluating PPWI existing education programs, expanding the reach of educational programs into high-risk communities, and strengthening community partnerships.
- **Selected Accomplishment:** During her 9-month tenure at PPWI, Ms. Lathen has trained staff in qualitative research methodologies and social marketing; collaborated with state, private and non-profit agencies to apply the principles of social marketing, behavior science and community involvement to design a statewide media Campaign for the Medicaid Waiver; trained staff to design and implement a three-city client satisfaction study wherein over 800 surveys were collected; expanded PPWI community partnerships; and designed and conducted focus groups with target populations.

2001 - 2002

Milwaukee, WI

Director, Education and Training, Milwaukee Urban League

- **Overall Responsibility:** Implement education program activities designed to close the academic achievement gap between minority and non-minority students. Responsible for the programmatic and operational management of and an adult basic education/GED program, minority apprenticeship program, male adolescent responsibility project and pre-K - high school academic achievement initiative (Campaign for African American Achievement)
- **Selected Accomplishment:** Developed a media strategy that reached over 2 million person with *achievement matters* messages, developed and implemented a summer reading camp for fourth through sixth grade students, increased agency's media visibility in *spreading the gospel that achievement matters* by developing and implementing an educational summit that reached an audience of approximately 2000 youth, parents, educators and public officials, including the State Superintendent of Public Instruction, Elizabeth Burmaster and a representative from the U.S. Department of Education, developed and implemented a logic model for parental involvement in urban education, implemented activities that supported and recognized students for achieving academic excellence and trained *parents as teacher* to further support parental involvement in urban schools.

1999 – 2000

Abidjan, Cote d'Ivoire West Africa

Consultant

- *Overall Responsibility:* Provide technical support to the U.S. Agency for International Development (USAID)-sponsored disease prevention and health promotion programs in West and Central Africa.
- *Selected Accomplishments:* Support USAID's regional efforts to collaborate with UNAIDS, WHO, UNICEF and African ministries of health to document and disseminate *best practices* for the preventing of HIV/AIDS and addressing adolescent reproductive health in West and Central Africa. Conducted a nutritional needs assessment of rural women, infants and children in Cote d'Ivoire.

1997 – 1999

Abidjan, Cote d'Ivoire West Africa

Director, West and Central Africa Health Network, Academy For Educational Development (BASICS Project)

- *Overall Responsibility:* Assist USAID in establishing a health network aimed at strengthening the capacity of African institutions to identify, document and disseminate *best practices* for addressing regional health issues.
- *Selected Accomplishments:* Designed and conducted an eight-country study to assess informational and institutional needs of West African NGOs, MOHs and donor organizations; established 3 regional technical Work groups (Child Survival, Family Planning/Reproductive Health and STD/AIDS Prevention; and leveraged donor funding in support of Network activities.

1989 – 1997

Washington, DC

Senior Program Officer, Academy for Educational Development

- *Overall Responsibilities:* Applied the principles and theories of community involvement, social marketing and behavior science to engage urban and rural communities in the design, implementation and evaluation of targeted, culturally competent disease prevention and health promotion programs. Develop effective IEC strategies to improve the lives of vulnerable populations, with an emphasis on women and children.
- *Selected Accomplishments:* As technical advisor to the Centers for Disease Control and Prevention (CDC)-funded Prevention Marketing Initiative, facilitated the capacity building of five community demonstration sites to apply social marketing, behavior science and community mobilization, in the design and implementation of community-led, HIV prevention programs aimed at reducing sexual transmission of HIV among adolescents and youths. Co-authored technical document entitled, *Youth Involvement in Community HIV/AIDS Prevention*.

As director of the Women in Development/Gender Programs, served as a senior advisor on issues specifically related to women's health, such as reproductive rights, family planning, gender-based violence prevention and HIV/AIDS prevention.

As Senior Program Officer, on the USAID-sponsored AIDSCOM Project, collaborated with the Tanzanian ministry of health and a national labor union to design, implement and evaluate an AIDS in the workplace women's empowerment initiative and assisted the ministry of health/Ghana to develop a mass media AIDS education campaign.

**COUNTRY
EXPERIENCE**

Burkina Faso, China, Cote d'Ivoire, Cameroon, Ghana, Mali, Niger, Romania, Senegal, South Africa, Tanzania, Togo, Uganda, United States, Zimbabwe

LANGUAGES

English (native), French (fluent)

COMPUTER SKILLS

Windows 98, Microsoft (Excel, Publisher, Word, and Works) PowerPoint and Lotus

EDUCATION

-
- *Master of Arts in International Affairs*, specialization in international relations and international economics, American University Washington, DC; 1989
 - *Bachelor of Arts in Political Science and French* Marquette University, Milwaukee, WI; 1985

Authorization to Recruit:
Senior Vice President for Academic Affairs
University of Wisconsin System

EDUCATION COMMITTEE

Resolution I.1.e.:

That, the President of the University of Wisconsin System be authorized to recruit for a Senior Vice President for Academic Affairs, at a salary within the Board of Regents salary range for university senior executive salary group five.

Request for Authorization to Recruit

Institution: University of Wisconsin System Administration

Type of Request: Proposed salary is within Senior Executive Salary Group 5
(\$211,230 to \$258,170 effective 7/1/06)

Official University Title: Senior Vice President for Academic Affairs

Description of Duties:

The Senior Vice President for Academic Affairs reports to the President and serves as a member of the President's cabinet. The position supervises the Office of Academic Affairs, the Office of Academic Diversity and Development, the Office of Academic and Student Services, the Office of Professional and Instructional Development, the Institute on Race and Ethnicity, the Office of Learning and Information Technology, the Office of Policy Analysis and Research, and the Women's Studies Consortium. The Senior Vice President is responsible for: advising the President in matters of University policy in academic affairs; leading, monitoring, and coordinating educational activities of the System; reviewing development of the fifteen institutions' faculty and academic staff personnel policy guidelines; coordinating systemwide student affairs policies; providing leadership in distance education and library planning; and, providing support to the Education Committee of the Board of Regents. The Senior Vice President chairs regular meetings of the System Vice Chancellors/Provosts, Faculty Representatives, Academic Staff Representatives, Chief Student Affairs Officers, and Student Government Leaders.

Recommended Salary Range: \$211,230 to \$258,170 effective 7/1/06

Source of Funds: 301

Replacement Position for: Cora Marrett

Salary of Previous Incumbent: \$236,258 (7/1/06)

Justification of Salary Range:

Commensurate with experience to attract qualified candidates. See attached market information.

Approved by:

Kevin P. Reilly, President
November 10, 2006

Authorization to Recruit (Approved) (Denied)

by the Board of Regents on _____

Relevant Competitive Salary Information

Senior Vice President for Academic Affairs

Salary Range based on Senior Executive Salary Policy:

<u>System Administration Peer Institutions</u>	<u>Sr. Vice President 2004-05 Salary</u>
University of California System	\$380,000
University of Texas System	\$278,409
University of North Carolina System	\$241,042
California State University System	\$239,160
City University of New York	\$225,000
University of Maryland System	\$210,752
State University of New York System	<u>\$201,550</u>
	MEAN \$253,702
	MEDIAN \$239,160
*Estimated 2005-06 Peer MEDIAN (2004-05 + 3.3%):	\$247,052
*Board of Regents MEDIAN (95% of the estimated MEDIAN):	\$234,700
*Board of Regents RANGE (+/- 10% of Median):	\$211,230 to \$258,170

*Ranges for 2006-07 were based on 2004-05 salary survey data rolled up by 3.3% for 2005-06 and adopted by the Board of Regents for 2006-07.

**REPORT ON HIGHER LEARNING COMMISSION
ACCREDITATION AND
INSTITUTIONAL REVIEW OF GENERAL EDUCATION:
UW-WHITEWATER**

EXECUTIVE SUMMARY

BACKGROUND

The process of institutional accreditation and re-accreditation by the Higher Learning Commission (HLC) of the North Central Association provides UW System institutions an independent assessment of their academic quality and institutional health. The Education Committee is customarily provided summary institutional reports on recent Higher Learning Commission accreditation visits, followed by a presentation and discussion in the committee meeting with representatives of the institution involved. In conjunction with the HLC report, *Academic Information Series 1 (ACIS-1)* requires that the institution also report to the Education Committee on their General Education program. This report should include discussion of: (1) the institution's philosophy of general education, including specific goals for the general education curriculum; (2) an overview of the current general education program; (3) a description of how the general education curriculum provides students with opportunities to achieve institutional goals; and (4) a description of an ongoing assessment process for reviewing and improving the general education program.

In March of 2006, an eight-person HLC Evaluation Team visited the University of Wisconsin-Whitewater campus. Subsequent to the visit, the Evaluation Team recommended that the University receive an unconditional ten-year re-accreditation. The full HLC report is being made available as part of the online Board materials and can be found at: <http://www.uwsa.edu/bor/meetings/archive/2006.htm>.

REQUESTED ACTION

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

DISCUSSION AND RECOMMENDATIONS

UW-Whitewater began planning for the self-study in May of 2004, twenty-two months before the evaluation visit. Provost Richard Telfer appointed John Stone, Interim Dean of the School of Graduate Studies & Continuing Education to serve as Campus Coordinator of the self-study process, and Barbara Monfils, Associate Vice Chancellor for Academic Affairs, to serve as Vice Coordinator. In August of 2004, the nineteen-member Self-Study Steering Committee convened, and criterion teams were identified for each of the five major criteria to be addressed in the self-study. The structure of the self-study addressed each criterion as a chapter, and all chapters linked evidence of meeting the criterion with the University's Core Values and Select Mission.

The HLC Evaluation Team confirmed that UW-Whitewater meets the core components of each of the five major criteria. Specifically, the team found that the university: (a) operates with integrity to ensure the fulfillment of its mission; (b) allocates its resources and processes in a way that demonstrates its capacity to fulfill its mission; (c) provides evidence of student learning and teaching effectiveness; (d) promotes a life of learning for its faculty, administration, staff, and students; and (e) identifies its constituencies and serves them in ways they both value. The Evaluation Team found the self-study report to be comprehensive. Moreover, in commenting on the integrity of the report, the Team wrote: "...the self-study report clearly identified institutional strengths, challenges, and strategic planning initiatives related to the [HLC] criteria and the four cross-cutting themes: UW-Whitewater as a Future-Oriented, Learning-Focused, Connected and Distinctive Organization." In addition, UW-Whitewater's request that the Statement of Affiliation Status be changed to read: "No prior Commission approval required to offer online degree programs" was granted.

HLC REVIEW OF GENERAL EDUCATION

The HLC Evaluation team looked at UW-Whitewater's General Education program within the context of the entire campus review. Specifically, the team noted: "The General Education Program aligns the Mission and Core Values of the institution with specific learning objectives and desired outcomes, thereby offering evidence that the institution seeks to provide students with a breadth of knowledge and skills in its educational programs. In addition, the capstone course for the General Education Program, *The World of Ideas*, provides a means of integrating knowledge and skills across content areas covered in other courses." The team also noted that the university has used assessment and program evaluation data to make changes in general education core courses.

INSTITUTIONAL REVIEW OF GENERAL EDUCATION

The General Education program at UW-Whitewater encompasses knowledge, skills, and proficiency requirements in communication and calculation skills, quantitative and technical reasoning, cultural heritages, communities, physical health and well-being, and diversity. Five multidisciplinary courses, each of which brings together material and perspectives from several disciplines, comprise the general education core. Three courses are taken by freshmen: *World of the Arts*; *The Individual & Society*; and either *The U.S. Experience in a World Context* or *Global Perspectives*. The fifth course, *The World of Ideas*, is a junior-level capstone course, which draws on materials from other general education courses to enable students to develop their own interpretation and understanding of selected thinkers and authors whose ideas have shaped contemporary culture and values. The General Education program is designed to achieve 9 outcomes (See Appendix A).

The General Education Review Committee (GERC), consisting of eleven elected faculty members and three ex-officio members (the Associate Dean of the School of Graduate Studies & Continuing Education, a representative of the Provost's office, and

the Assistant Dean of the College of Letters & Sciences), has primary oversight responsibility for the University's General Education program. Faculty from each of the core courses prepare a self-study biennially. The self-study addresses course content, objectives, assessment, challenges, and recommendations. The GERC Committee reviews the self-study during a face-to-face meeting with the coordinator and/or faculty who teach the core course. The GERC Committee then prepares its report with a set of recommendations, which is submitted to the Faculty Senate.

RECENT GENERAL EDUCATION INITIATIVES

In 1999, a campus-wide committee conducted a three-pronged evaluation of the General Education program. Students were surveyed regarding their perceptions of the value of core courses in accomplishing the nine outcomes of General Education. Focus groups of faculty and students identified perceived roadblocks to students' learning in the core courses. Student performance data in core courses was examined. As a result, several changes were implemented in the fall of 2000:

- The number of general education credits was reduced from 50 to 44.
- The course, *Science and Technology*, was changed from a required course to an elective course.
- Students were given a choice of taking either *The U.S. Experience in a World Context* or *Global Perspectives* (both were formerly required).
- A new prefix, GENED, was created, which removed the then-discipline-specific prefixes of the departments in which they had been housed.
- Summer workshops for core course faculty were developed.

Other changes to the General Education program have also been instituted since 2000. These include:

- A one-credit course, *New Student Seminar* (GENED 104), was established to assist new freshmen with transition and retention efforts.
- The proficiency Math course was changed from three to four units (credits) to provide a better grounding in math.
- A sophomore-level GENED travel-study course number was created to encourage students to participate in travel-study opportunities earlier in their studies.
- Learning objectives in *The World of Ideas* course were revised to align more clearly with desired outcomes.
- Multiple sections of core courses developed uniform direct assessment methods.
- Faculty revised content in core courses.

The most labor-intensive direct assessment of general education began in 1999. A team of faculty wanted to determine the effect of the General Education curriculum on student writing and critical thinking. The team developed a composition rubric that assessed thinking, voice, and literacy, and piloted the instrument. In spring 2001, the effort broadened to include essays from both Freshman English 101 and the junior-level *World of Ideas* courses. Because the essays address similar topics, the assessment team members do not know if the essays they are evaluating were written by freshmen or juniors.

Results from General Education writing assessments revealed that students made limited progress in developing writing skills between their freshman and junior years. In 2003-04, the College of Letters & Sciences sponsored a series of events to assist academic departments in the development of initiatives to improve student writing. That same year, with funding from the Provost and the LEARN Center, the campus launched an “Improving Writing in the Major” set of programs and workshops. The University also established the annual University [Student] Writing Awards in 2004 to increase awareness across campus about the importance of student writing.

A similar initiative is underway in development of oral presentation skills with a common rubric used in Fundamentals of Speech and the senior-level Cross-Cultural Communication course in the Communication Department.

In the spring of 2006, a team of faculty attended a conference on General Education sponsored by the American Association of Colleges and Universities. Based on feedback from this team, the Provost has charged an expanded team (with representatives from each college and from the Division of Student Affairs) to conduct a campus-wide discussion of the goals of General Education. This discussion will include, among other topics, consideration of the role of General Education within each academic major.

SUMMARY

UW-Whitewater is committed to the multidisciplinary nature of the General Education program. The General Education Committee continues to maintain an active role in the oversight of this program through biennial reviews of the core courses. GERC reviews and other campus initiatives have resulted in continuous improvement of the general education program, as exemplified in changes listed above. As part of the University’s efforts to enhance assessment efforts throughout all academic programs, future efforts will continue to refine methods of direct assessment of students’ learning in the General Education program, and in continuing to align the General Education program with the themes in the University’s new Strategic Plan, which was developed during the 2005-06 academic year.

RELATED REGENT POLICIES

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

87-1, Principles on Accreditation of Academic Programs (3/6/87).

92-7, Academic Quality Program--Assessment (9/11/92).

APPENDIX A

General Education at UW-Whitewater enhances students' ability to:

1. Think critically and analytically integrate and synthesize knowledge, and draw conclusions from complex material.
2. Make sound ethical and value judgments based on the development of a personal value system, on an understanding of shared culture heritage, and knowledge of past success, failures, and consequences of individual roles and societal choices.
3. Understand and appreciate the culture diversity of the U.S. and other countries, and live responsibly in an interdependent world.
4. Acquire a base of knowledge common to educated persons and the capacity to expand that base over their lifetime.
5. Communicate effectively in written, oral, and symbolic form
6. Understand the nature and physical world, the process by which scientific concepts are developed and modified.
7. Appreciate the fine and performing arts.
8. Develop the mathematical and quantitative skills necessary of calculation, analysis and problem solving.
9. Understand the principles essential for continual mental and physical well-being.



The Higher Learning Commission

A Commission of the
North Central Association
of Colleges and Schools



30 North LaSalle Street, Suite 2400 | Chicago, IL 60602-2504 | 312-263-0456
800-621-7440 | Fax: 312-263-7462 | www.ncahigherlearningcommission.org

Serving the higher learning community by ensuring and advancing the quality of higher learning

September 11, 2006

Chancellor Martha Saunders
University of Wisconsin-Whitewater
800 W. Main St.
Whitewater, WI 53190-1790

Dear Chancellor Saunders:

This letter is formal notification of the action taken concerning University of Wisconsin-Whitewater by The Higher Learning Commission. At its meeting on August 28, 2006, the Institutional Actions Council (IAC) voted to continue the accreditation of University of Wisconsin-Whitewater, and to adopt any new items entered on the attached Statement of Affiliation Status (SAS). The Commission Board of Trustees validated the IAC action through its validation process that concluded on September 11, 2006. The date on this letter constitutes the effective date of your new status with the Commission.

Given the team report's comments on various on-going challenges, particularly assessment and diversity, IAC asked that the action letter mention specifically its support of the team's identification of those areas as deserving institutional attention. There is no required follow-up, just strong counsel to move forward with your efforts to attend to this challenges.

I have enclosed your institution's *Statement of Affiliation Status (SAS)* and *Organizational Profile (OP)*. These documents replace the previous two-part Record of Status and Scope. The SAS is a summary of your organization's ongoing relationship with the Commission. The OP is generated from data you provided in your most recent, (2005-06) Annual Report. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Report, we have made the change on the *Organizational Profile*. No other organizational information was changed.

The attached *Statement of Affiliation Status* and *Organizational Profile* will be posted to the Commission website on Monday, October 2. Before this public disclosure however, I ask that you verify the information in both documents, and inform me before Friday, September 29, of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy in Chapter 7.2 of the *Handbook of Accreditation*. I highly recommend that you review it with care and if you have any questions about how planned institutional changes might affect your relationship with the Commission, you write or call John A. Taylor, D.Mus.Ed., your staff liaison.



Chancellor Saunders
University of Wisconsin-Whitewater
Page two

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Steven D. Crow
Executive Director

Enclosures: Statement of Affiliation Status
Organizational Profile

cc: Evaluation Team Members
Chair of the Board



The Higher Learning Commission

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STATEMENT OF AFFILIATION STATUS

UNIVERSITY OF WISCONSIN-WHITEWATER
800 W. Main St.
Whitewater, WI 53190-1790

Affiliation Status: Candidate: Not Applicable
Accreditation: (1915-22; 1943- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Public
Degrees Awarded: A, B, M, S

Conditions of Affiliation:

Stipulations on Affiliation Status: Accreditation at the Specialist degree level is limited to the Educational Specialist Degree (Ed.S.).

Approval of New Degree Sites: Prior Commission approval required.

Approval of Distance Education Degrees: No prior Commission approval required for the delivery of online degree programs.

Reports Required: None.

Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2005 - 2006
Year for Next Comprehensive Evaluation: 2015 - 2016

Date of Last Action: 09/11/2006

Name Change:

Wisconsin State College at Whitewater to Wisconsin State University at Whitewater (1964) to University of Wisconsin-Whitewater (1972)



ORGANIZATIONAL PROFILE

UNIVERSITY OF WISCONSIN-WHITEWATER
800 W. Main St.
Whitewater, WI 53190-1790

Enrollment Demographics (by headcount) (HLC Posted: 06/05/2006)

	<u>Full-Time</u>	<u>Part-Time</u>
Undergraduate:	8572	815
Graduate:	378	985
Post-baccalaureate First Professional:	0	0
Non-Credit headcount:	0	

Educational Programs (HLC Posted: 06/05/2006)

		<u>Program Distribution</u>	<u>Degrees Awarded</u>
Leading to Undergraduate degrees:	Associate	1	6
	Bachelors	46	1797
Leading to Graduate degrees:	Masters	13	380
	Specialist	1	8
	First Professional	0	0
	Doctoral	0	0
Certificate Programs:	Pre-Associate	0	0
	Other Undergraduate	6	0
	Post-baccalaureate	4	0

Dual Enrollment (HLC Posted: 06/05/2006)

Headcount in all dual enrollment (high school) 21

Off-Campus Activities (HLC Posted: 06/05/2006)

In-State: Campuses: None
 Sites: Janesville (UW Rock County) ; Madison (American Family Ins.)
 Course Locations: 10

Out-of-State: Campuses: None
 Sites: None
 Course Locations: None

Out-of-U.S.: Campuses: None
 Sites: None
 Course Locations: None

Distance Education Certificate and Degree (HLC Posted: 06/05/2006)

Master of Business Administration

Internet



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Chancellor Saunders
University of Wisconsin-Whitewater
Page two

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven D. Crow".

Steven D. Crow
Executive Director

Enclosures: Statement of Affiliation Status
Organizational Profile

cc: Evaluation Team Members
Chair of the Board



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 Sites: None
 Course Locations: None

Distance Education Certificate and Degree (HLC Posted: 06/05/2006)

Master of Business Administration

Internet

Adoption of Criteria for
Approval of Wisconsin Technical College System
Collegiate Transfer Programs

EDUCATION COMMITTEE

Resolution I.1.g.(2):

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

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

EXECUTIVE SUMMARY

BACKGROUND

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

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

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

REQUESTED ACTION

Approval of Resolution I.1.g.(2), adopting the Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs.

DISCUSSION

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

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

ACIS 6.0, the UW System's Undergraduate Transfer Policy. The transfer policy is not being changed.

RECOMMENDATIONS

UW System Administration recommends adoption of the criteria.

RELATED POLICIES

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

Academic Information Series 1.0 (ACIS 1.0)

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

November 2006

Other Relevant Documents:

ACIS 6.0 (May 2004)

ACIS 6.1 (Feb. 2005)

ACIS 6.2 (Feb. 2005)

revised 10-24-06

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

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

In 2005, WTCS indicated that it will pursue additional collegiate transfer offerings through the development of pre-professional programs and through increasing the number of liberal arts (formerly called College Parallel) programs. Liberal arts programs leading to the Associate of Arts (A.A.) or Associate of Science (A.S.) degree are currently offered at three WTCS colleges: Madison Area Technical College, Milwaukee Area Technical College, and Nicolet Area Technical College.

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

I. Pre-Professional Programs

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

Pre-professional programs would be designed to transfer between a specific WTCS college and a specific UWS or other baccalaureate institution, between WTCS and UWS institutions generally, or some combination of the two.

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

36.31(1)

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

36.31(2)

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

Pre-Professional Program Review and Approval Process

1. The general philosophy and structure of the pre-professional degrees will be presented and acted upon at a regularly scheduled meeting of the Education Committee of the BOR. The full BOR will grant final approval.
2. Prior to WTCS State Board approval, WTCS staff and UW System Administration (UWSA) staff will be in communication about the proposed new program so that UWS institutions can be informed and consulted as the pre-professional program is being developed.
3. Proposed new pre-professional programs will be reviewed by WTCS administration and approved by the appropriate District Board and the WTCS State Board.
4. Specific pre-professional disciplinary degrees (e.g. A.S.-Health Sciences, A.A.-Education) will be reviewed and approved by the UW System Associate Vice President for Academic and Student Services as they are developed, based upon criteria that have been approved by the BOR.
5. The UW System Annual Report of Program Planning and Review presented to the BOR Education Committee in the fall of each year will include a report on WTCS pre-professional programs reviewed by UWSA.

Criteria for Pre-Professional Program Approval

UWSA approval of pre-professional programs will be based upon the following criteria.

1. The WTCS State Board has recommended approval of the program.
2. UWS institutions have been given an opportunity to review the program materials and provide comments to UWSA staff.
3. The program meets a demand from a student population that is not currently served by a WTCS or UWS institution, i.e. there is a demonstrated need for the program.
4. The program meets the appropriate accreditation standards and the UW partner institution is authorized to award a degree in the core pre-professional area.
5. Concerns raised by WTCS and/or UWS institutions have been considered and addressed.
6. Collaboration with existing UWS or WTCS programs has been investigated and, when appropriate, initiated.
7. The program is an efficient and effective use of state educational resources.

II. Liberal Arts Programs

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

Liberal Arts Program Review and Approval Process

1. Prior to WTCS State Board approval, WTCS staff and UWSA staff will be in communication about the proposed new program so that UWS institutions can be informed and consulted as the Liberal Arts program is being developed.
2. Proposed new liberal arts programs will be reviewed by WTCS administration and approved by the appropriate District Board and WTCS State Board.
3. Upon District and WTCS State Board approval, the programs will be submitted to the Education Committee and to the full BOR for approval. WTCS staff, in conjunction with UWSA staff, will make a formal presentation on the new liberal arts program to the Education Committee at one of its regularly scheduled meetings. The BOR will grant the final approval for the program.
4. The UW System Annual Report of Program Planning and Review presented to the BOR Education Committee in the fall of each year will include a report on WTCS liberal arts programs approved by the BOR.

Criteria for Liberal Arts Program Approval

BOR approval of new WTCS liberal arts programs will be based upon the program's ability to demonstrate that the following criteria have been met.

1. The WTCS State Board has recommended approval of the program.
2. UWS institutions have been given an opportunity to review the program materials and provide comments to UWSA staff.
3. The program meets a demand from a student population that is not currently served by a WTCS or UWS institution, i.e. there is a demonstrated need for the program.
4. The program meets appropriate accreditation standards.
5. Concerns raised by WTCS and/or UWS institutions have been considered and addressed.
6. Collaboration with existing UWS or WTCS programs has been investigated and, when appropriate, initiated.
7. The program is an efficient and effective use of state educational resources.

UNIVERSITY OF WISCONSIN SYSTEM
UNDERGRADUATE TRANSFER POLICY

5-7-2004

This document is a revision of the UW System Undergraduate Transfer Policy replacing the document last revised on December 8, 2000 and all other prior versions. It incorporates numerous provisions called for by the Board of Regents in "Planning the Future" and the "Statement of Guiding Principles on Student Transfer from the Wisconsin Technical College System to the University of Wisconsin System" of April, 2000. It further incorporates the recommendations of the 1995 UW System Transfer Working Group and the 1997 UW System General Education Transfer Working Group. These provisions establish procedures and guidelines for UW institutions to facilitate the overall transfer process for all students.

Other Relevant Documents:

Planning the Future (12-86)

Undergraduate Transfer Policy Memorandum (12-82)

ACIS 6.1 (4-01)

ACIS 6.2 (4-01)

UWS Transfer Working Group Final Report (6-95)

UWS General Education Transfer Working Group Final Report (9-97)

Statement of Principles on Student Transfer from WTCS to UWS (4-7-2000)

Board of Regents Resolution # 8107 (4-7-2000)

Board of Regents Resolution # 8759 (11-7-2003)

Board of Regents Resolution # 8775 (12-5-2003)

UW SYSTEM UNDERGRADUATE TRANSFER POLICY

May 2004

INTRODUCTION

Mobility is a common human phenomenon. This is particularly true for students in higher education. For several reasons -- a change in major, a family move, the economic or familial necessity of attending college close to home -- students are frequently faced with the need to obtain their collegiate education from two or more institutions.

In response to such needs, the University of Wisconsin System (UW System) welcomes transfer students from other accredited colleges and universities and from other UW institutions. A conscientious effort has been made to create a student-oriented transfer process. The foremost goal is a policy that provides a strong focus toward serving students and strives to treat transfer and continuing students in the same way on program issues (e.g., degree requirements, program changes and registration).

The challenge in this UW System Undergraduate Transfer Policy is to reach an appropriate balance among varied and sometimes competing goals. These goals include: (a) facilitating student mobility; (b) recognizing the distinct mission of each UW institution and the faculty role in the development of the missions; (c) providing information to students on course equivalencies and program requirements throughout the System; and (d) balancing the System concerns with institutional autonomy and program integrity.

I. PRINCIPLES OF ACCOMMODATION FOR TRANSFER STUDENTS

The UW System endorses the "Joint Statement on Transfer and Award of Academic Credit" developed in 1978 by the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education/Commission on Educational Credit, and the Council on Postsecondary Accreditation which states in part that "transfer of credit is a concept that now involves transfer between dissimilar institutions and curricula and recognition of extra-institutional learning, as well as transfer between institutions and curricula of similar characteristics."

Further, the "Joint Statement" addresses distinctions in the purpose of credit acceptance as follows: "At some institutions there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree purposes. A receiving institution may accept previous work, place a credit value on it, and enter it on the transcript. However, that previous work, because of its nature and not its inherent quality, may be determined to have no applicability to a specific degree to be pursued by the student. Institutions have a responsibility to make this distinction and its implications clear to students before they decide to enroll. This should be a matter of full disclosure, with the best interests of the student in mind. Institutions also should make every reasonable effort to reduce the gap between credits accepted and credits applied toward an educational credential."

- A. UW institutions should accept in transfer as much credit as is pertinent to the student's new curriculum and the institution's graduation requirements. In accepting credits from accredited colleges and universities, maximum recognition of courses satisfactorily completed shall be given to transfer students in satisfying requirements at the receiving institution. The "Principles of Accommodation" shall be implemented by recognizing general education/liberal arts requirements in terms of broad academic areas (social sciences, humanities, natural sciences, etc.) as well as specific courses.

UW institutions may award transfer credit for courses for which they do not have a comparable department or curricular area or for which they may not have a direct course equivalent. Where appropriate, these credits should apply toward satisfying general education and other degree requirements.

When applying a course toward general education breadth requirements, the receiving institution would generally apply it in the same category as similar courses at that institution. However, if the course fulfills a different category at the sending institution and the student requests that the original designation be applied, the request should be approved where appropriate under these principles of accommodation.

- B. The following additional principles of accommodation apply to students transferring within the UW System:
1. A course designated as fulfilling a general education breadth requirement at one UW institution should transfer as general education at the receiving UW institution. This principle should apply whether or not the receiving institution has a direct course equivalent that satisfies general education.
 2. A course designated ethnic studies at one UW institution should be applied toward the ethnic studies requirement at the receiving UW institution.
- C. UW institutions should apply academic policies and procedures to continuing and UW System transfer students in a similar manner. In applying this principle, the following examples may be helpful:
1. UW institutions should permit courses completed by UW System transfer students to transfer in accordance with the course equivalency in effect when the courses were taken and when doing so is beneficial to the students.
 2. In determining whether to award upper level credit for courses completed by UW System transfer students, institutions should apply the same practice used for their own freshmen and sophomores.
 3. UW institutions that permit continuing students to graduate using the catalog requirements in effect at the time of their matriculation, should employ the same policy for UW System transfers using their date of matriculation at a UW institution.

4. UW institutions should apply to both UW System transfer students admitted to the institution (see Section II.E.) and continuing students the same criteria for admission to a major or program or for applying a course toward a degree.
 5. UW institutions should permit UW System transfer students admitted to the institution to register with similar priority as continuing students.
- D. If all other conditions for admission are met, credits shall be transferred to the new institution subject to the guidelines elsewhere in this policy and provided that the grades earned in courses at the previous institution are recognized as passing grades at the new institution. However, each institution will determine if, and how, credits will be applied toward a degree.

If a student should subsequently transfer to another academic program or another UW institution, all credits will again be evaluated to determine if, and how, they will be applied toward a degree. Student course grades may be used as a factor to determine if, and how, transfer credit is applied, but the same principles should be applied to both transfer and continuing students.

- E. When a student transfers within the UW System, the record of all successfully completed undergraduate credit courses taken by the student at UW institutions previously attended should be placed on the transcript.

The credits should be evaluated to determine which will apply to major requirements, general education breadth requirements, competency requirements, or the graduation requirements of the specific program in which the student is enrolled. Credits which are not applicable to the requirements of the specific program should be noted on an official institution document.

- F. Students seeking transfer of credit after attending one or more accredited institutions of higher education, who are found to be admissible, and who completed the admission process, shall be given an evaluation of credits prior to enrollment. Degree requirements for full-time and part-time transfer students from UW institutions shall be determined by the same institutional policy used to determine degree requirements for continuing students. Students should be informed in writing of the opportunity and procedures for appealing any course transfer determination.
- G. The Transfer Information System (TIS) is a UW System source for official institutional undergraduate course and program information. Institutions will provide information and data necessary to establish TIS and keep it current and accurate.
- H. Schools, colleges, and departments should provide timely information to other UW institutions about all new programs and curricular changes. The institution initiating curricular action should consider the effects of program development or modification on potential transfer students.

- I. Transfer policies of specific colleges or schools shall be explicitly stated in catalogs and bulletins. Students applying for transfer should be made aware of the UW System transfer policy at the outset through appropriate brochures, pamphlets or bulletins. Changes in admission and/or program requirements should be announced and well publicized prior to implementation via brochures, pamphlets, bulletins, catalogs and TIS.
- J. The UW System Office of Academic Affairs will coordinate transfer policy and procedures within the UW System. Questions about interpretation of transfer policy and procedures should be referred to that office.

II. MINIMUM GENERAL ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS

- A. Normally students with an overall 'C' (2.00 grade point average on a 4.00 scale) average at their previous institution(s) shall be admissible. In fulfilling the institutional mission, it may be necessary for a school, college or department to set standards for entry to their programs which exceed the institution's minimum transfer GPA requirements. Such standards for entry shall apply equally to transfer and continuing students.
- B. Institutions may admit students with less than an overall 'C' average at their previous institution(s) if they would originally have been admissible as a freshman and/or if they would be eligible to continue had they achieved their existing academic record at the new institution.
- C. Admission requirements for non-resident transfer students will be the same as those for other transfer students except that an institution may adopt special requirements for international student applicants. If the number of qualified non-resident transfer students exceeds the ability of the institution to accommodate them, or if the institution needs to ensure that priority is granted to students transferring from UW institutions as specified in II. E. below, the institution shall determine the criteria for selection from among qualified applicants. (Note: For purposes of this policy, Minnesota students eligible for reciprocity are considered as residents.)
- D. Transfer students who do not qualify under the provisions above may appeal through the appropriate institutional appeal procedures. Institutions should publish appeal procedures in the catalog or another official institution publication.
- E. During periods of enrollment management, the number of transfer students admitted may be controlled. In such cases, institutional policy will determine the criteria by which limitations of access shall be applied, but preference for admission of transfer students shall be given to students transferring from the UW Colleges and other UW institutions where the student's desired major or program is not offered, subject to the limits of an institution's enrollment target.

III. TRANSFER OF A UW INSTITUTION ASSOCIATE DEGREE

For purposes of facilitating transfer between UW institutions, Associate Degrees awarded by UW institutions should include the minimum general education breadth requirements defined by the UW System Board of Regents.

The UW baccalaureate-granting institutions shall consider transfer students holding such an Associate Degree to have satisfied the university-wide general education breadth requirements of the receiving institution.

The UW baccalaureate-granting institutions also shall consider transfer students holding such an Associate Degree to have satisfied the college or school general education breadth requirements of the receiving institution. Colleges and schools may require transfer students to complete additional general education credits beyond the university-wide total if required of continuing students.

The following may not necessarily be satisfied by the Associate Degree:

- A. competency requirements or levels of proficiency in English composition, speech, foreign language and math established by the receiving institution for continuing students
- B. upper division general education courses normally required of continuing junior and senior students
- C. general education courses that are prerequisites integral to a particular program or major and are required of continuing students (e.g., micro and macro economics for business majors)
- D. requirements mandated by external professional accrediting associations or program approving agencies (e.g., Department of Public Instruction, American Assembly of Collegiate Schools of Business, National League for Nursing)

Students who transfer with an Associate Degree awarded by a UW institution which includes an ethnic studies (cultural diversity) component will be considered to have satisfied the ethnic studies requirement at any other UW institution.

Transfer credits will be evaluated by the receiving institution on a course-by-course basis for purposes other than determining satisfaction of general education breadth requirements.

IV. RECOGNITION OF INSTITUTIONS AND PROGRAMS

The UW System bases its general policy on the acceptance of credit from another institution on that institution's mission, quality of programs, its accreditation status and its recognition by the American Council on Education (ACE).

A. Institutional Accreditation

Credit earned in institutions of higher education that are accredited is transferable if applicable to the student's degree program at the new institution. If the institution offers both liberal arts collegiate transfer and occupational courses, the full transfer applies only to the liberal arts collegiate transfer courses.

B. Programmatic Accreditation

For schools accredited by a programmatic accrediting association, credit may be granted in the specialty of accreditation (art, music, etc.) if recommended by the appropriate academic department or equivalent.

C. Not Accredited

Credit earned in institutions of higher education that are not accredited is not acceptable for transfer except as outlined below. Students who have taken courses at non-accredited schools may seek credit by examination in courses where continuing students have the right to earn credit by examination. Credit earned in an institution which is a "Recognized Candidate" for accreditation is transferable if applicable to the student's degree program at the new institution.

D. International Students

Credit may be granted for postsecondary work if the institution is listed in the "International Handbook of Universities" or in the "Commonwealth Universities Yearbook". Credit may be granted for postsecondary work from institutions not listed in these publications upon departmental evaluation of program syllabi.

E. Credit by Examination

Each UW institution should provide transfer students the same opportunities as continuing students to demonstrate their competence through the use of internally and/or externally developed tests, portfolio assessment procedures and/or other competency based alternatives. These options will allow any student the opportunity to gain credit by demonstrating competency.

Each institution will retain the prerogative to establish proficiency score levels, courses for which credit by examination is deemed appropriate, limitations of credit allowed, policies regarding testing fees, and other related policies that are consistent with the characteristics, ability and achievement of the particular student body at the institution.

Credit earned by examination should be clearly indicated on the student transcript. Students who are given credit on the basis of institutional examinations or assessments should be informed that in the event of transfer, they can expect the receiving institution to reevaluate if, and how, such credit will be applied to the degree.

F. Non-collegiate Educational Experiences/Credit for Prior Learning

UW institutions may grant credit on the basis of recommendations made by the guides to non-collegiate educational experiences published by the American Council on Education's (ACE) Office on Educational Credit and Credentials, (e.g., the "Guide to the Evaluation of Educational Experiences in the Armed Services" and "A Guide to Educational Credits for Training Programs").

All non-collegiate education courses/credits accepted by the institution must be so designated on the student's transcript. Upon transfer, credits granted for non-collegiate educational experiences at one institution should be evaluated for possible transfer at the receiving UW institution.

V. TRANSFER OF CREDIT FROM NON-BACCALAUREATE INSTITUTIONS

A. Freshman/Sophomore Colleges and Universities

Students transferring from the UW Colleges and other similar freshman/sophomore institutions to UW baccalaureate granting institutions may generally transfer up to 72 semester credits earned at non-baccalaureate institutions. UW institutions may accept additional credits toward the degree where appropriate. This does not alter the regulations concerning credits to be earned in residence at an institution.

B. UW-Extension

University level courses completed through the Independent Study program of UW-Extension will transfer on the same basis as equivalent courses taken at UW institutions.

C. Wisconsin Technical College System

Credit transfer between the Wisconsin Technical College System (WTCS) and the UW System is based upon the following principles:

1. Students transferring from the three WTCS accredited liberal arts collegiate transfer programs at Madison, Milwaukee and Nicolet Area Technical Colleges to UW baccalaureate granting institutions may generally transfer up to 72 semester credits earned at non-baccalaureate institutions. UWS institutions may accept additional credits toward the degree where appropriate. This does not alter the regulations concerning credits to be earned in residence at an institution.
2. UWS baccalaureate institutions shall consider students who have completed an Associate of Arts or Associate of Science degree from any of the three liberal arts collegiate transfer programs and that is specifically aligned with the University of Wisconsin System Associate Degree to have satisfied the university-wide general education breadth requirements at the receiving institution. The UW baccalaureate-granting institutions also shall consider transfer students holding such an Associate

Degree to have satisfied the college or school general education breadth requirements of the receiving institution. Colleges and schools may require transfer students to complete additional general education credits beyond the university-wide total if required of continuing students. The following may not necessarily be satisfied by the WTCS Associate Degree:

- a. Competency requirements or levels of proficiency in English composition, speech, foreign language and mathematics established by the receiving institution for continuing students
- b. Upper division general education courses normally required of continuing junior and senior students
- c. General education courses that are prerequisites integral to a particular program or major and are required of continuing students (e.g., micro and macro economics for business majors)
- d. Requirements mandated by external professional accrediting associations or program approving agencies (e.g., Department of Public Instruction, American Assembly of Collegiate Schools of Business, National League for Nursing)
- e. Ethnic studies/cultural diversity requirement

Transfer credits will be evaluated by the receiving institution on a course-by-course basis for purposes other than determining satisfaction of general education breadth requirements.

3. UWS institutions may accept in transfer and apply up to 30 credits of general education coursework within the areas of communications, behavioral sciences, social sciences, mathematics, and natural science from WTCS programs leading to an applied associate degree. In cases where UWS institutions find such coursework not acceptable for transfer, WTCS students should have the same opportunities as continuing students to earn credit by examination as per ACIS 6.0 IV.E.
4. UWS institutions may accept in transfer and apply on a course-by-course basis, occupational and technical coursework from WTCS programs leading to an applied associate degree.
5. UWS institutions should work with WTCS districts to identify areas where programs leading to an applied associate degree have direct relationships with Baccalaureate Degree programs. Where program relationships are found to exist, transfer articulation agreements are encouraged. All such credit transfer and articulation agreements should conform to the "Guidelines for Developing Program-to-Program Articulation Agreements" (ACIS 6.2). Copies of original and updated agreements should be sent to the UW System Office of Academic Affairs.

Under these articulations, students in certain WTCS Applied Associate Degree programs who subsequently enroll in a related UWS Baccalaureate Degree program may be able to transfer related occupational and technical credits that may not transfer on a course-by-course basis. These credits may transfer to other programs at that institution or to other UW institutions only if a similar credit transfer or articulation agreement exists.

GLOSSARY OF TERMS*

Applied Associate Degree

A degree awarded by WTCS institutions upon completion of a two year program that combines general education with occupational/technical courses designed to lead directly to employment in a specific field.

Breadth Requirements

A category of general education requirements within a degree program that seeks to instill in students a "breadth" or range of knowledge in several disciplines (e.g. humanities, natural sciences, social sciences).

College/School Requirements

A set of requirements that is determined by a college/school for completion of a degree by students enrolled in that college/school.

Competency Requirements

A category of requirements within a degree program that seeks to establish a minimum level of student proficiency in certain disciplines (e.g., English, math).

Continuing Student

A student who enrolls as a new freshman and continues to attend the same institution (i.e., a student who does not transfer).

General Education Requirements

A category of requirements within a degree program that normally consists of basic competencies and breadth of knowledge.

Liberal Arts Collegiate Transfer

A term defining the WTCS program offered specifically for transfer at MATC-Madison, MATC- Milwaukee, and Nicolet Area Technical College. (Previously referred to as "College Parallel").

Nonresident Student

A student who does not meet the requirements for paying in-state tuition rates as defined by state statute.

Resident Student

A student who meets the requirements for paying in-state tuition rates as defined by state statute.

Transfer Credit

Credit earned at one institution accepted in transfer at another institution.

Transfer Student

A designation given to students who transfer credit from another institution of higher education, other than credits earned during Summer Session or while enrolled in high school, and have not previously enrolled at the receiving institution.

University-wide Requirements

A set of requirements that must be completed by all undergraduate degree students enrolled at the institution.

UW Institution Associate Degree

A degree awarded by UW institutions which meets the minimum requirements approved by the UW Board of Regents.

* = Terms included in this glossary are defined for purposes of this policy and may not be consistent with definitions used in other settings.

WISCONSIN TECHNICAL COLLEGE SYSTEM

ASSOCIATE DEGREE OCCUPATIONAL PROGRAMS (Code 10)

(Associate Degree in Applied Arts or Applied Sciences)

- A. Associate degree programs are developed to assist persons preparing for, or advancing in, an occupation. Curricula of associate degree programs are designed to reflect statewide competency requirements for a target job(s) which define the occupational program.

Associate degree programs require a minimum of 60 semester credits. Programs with more than 70 credits in the curriculum require written approval by the WTCS President when needed to meet licensure, certification, and other requirements. Curricula with more than the maximum credits shall reflect the additional credits in the technical studies.

- B. The Technical Studies category includes courses that are specific to, or support the development of, technical skills and knowledge. The credit requirement range for Technical Studies is 36 to 49 credits.
- C. The General Studies category includes general education program courses which relate to the effective functioning of the individual in both occupational and community settings. The credit requirement range for General Studies is 21 to 30 credits. It is further defined by the course categories shown below.

Communications	6 credits
Social Science	3 credits
Behavioral Science	3 credits
Math and/or Science	3 credits
Additional General Education	6 to 15 credits

- D. Credits for electives range from 0 to 6. Electives are used to broaden and enrich the specific program of study.

COLLEGIATE TRANSFER PROGRAMS (Code 20)

Pre-Professional Associate in Arts and Associate in Science

- A. The Pre-Professional Associate in Arts (AA) and Associate in Science (AS) degrees are designed to meet the needs of students who are planning to transfer to a four-year college or university in a specific professional field. At least 60 to 65% of the courses are in liberal arts; the remainder of the coursework is drawn from a career field. The elective requirement shall be met by successful completion of approved courses as described below, or through implementation of the district advanced standing policy.
- B. The Associate in Pre-Professional Studies is offered with an emphasis in Arts or Sciences. The Associate in Pre-Professional Arts (AA) curriculum typically includes more history, humanities, and social and behavior science courses than the corresponding Associate in Pre-Professional Science degree. The Associate in Pre-Professional Science (AS) curriculum typically includes more mathematics and science courses than the corresponding Associate in Pre-Professional Arts degree.

Comparison of Configuration for the Pre-Professional AA and AS Degrees

	<u>Pre-Professional Associate in Arts (AA) Degree</u>	<u>Pre-Professional Associate in Science (AS) Degree</u>
Category Title	Minimum number of credits	Minimum number of credits
English	6	6
Speech	3	3
Humanities	12-15	6
Social Science	6	3
Mathematics	3 - 4 at level of <i>Intermediate Algebra</i> or above (* or **)	20– 24 <u>total</u> credits in Math and Science: 5 at <i>Calculus and Analytic Geometry 1</i> level or above
Natural Science	5 (one lab course)	8 (includes two lab courses, one from each of 2 different science disciplines)
Diversity / Ethnic Studies	3 (course may also count toward social science and/or humanities requirements)	3 (course may also count toward the social science and/or humanities requirements)
World/ Foreign Language	4	4
Pre-Professional	18-21	18-21
Electives	6	3
Total Minimum Credits	63-70	63-70

* Or Quantitative Reasoning or equivalent

** Or 4 – 6 credits in Math for Elementary Teachers (Education Students only)

WISCONSIN TECHNICAL COLLEGE SYSTEM

COLLEGIATE TRANSFER PROGRAMS (Code 20)

Associate in Arts and Associate in Science

- A. The Associate in Arts (AA) and Associate in Science (AS) degrees are designed to prepare students to transfer to four-year colleges and universities by providing a broad background in Liberal Studies. Each degree is designed to provide the flexibility necessary to meet the needs of students regardless of their future academic plans. For students who have not yet decided on a major, the degrees provide exposure to subject areas common to all majors at all colleges and universities. For students who have already selected a major, the degrees can be tailored to meet their general education requirements.

The AA degree is designed to build skills and knowledge in communications, humanities, fine arts, and social sciences. It is the appropriate choice for those who wish to study education, business, any of the social sciences, history, or any of the humanities.

The AS degree is designed to build skills and knowledge in methods of observation, quantitative analysis, and logic in order to understand the mathematical, biological, and physical nature of the world. It is the appropriate choice for students who wish to study mathematics, science, engineering, or medicine.

At the heart of both the AA and AS degrees, the liberal arts core provides the student a well-rounded academic background including written and verbal communication skills, broadly based problem solving abilities, critical thinking abilities, and knowledge of diverse cultures – skills required to succeed in baccalaureate studies and also critical in the workplace. Both degrees are valuable intermediate goals on the road to a four-year degree, provide the preparation necessary to enter or advance in the workplace, and demonstrate rigorous academic accomplishment.

- B. Associate in Arts and Associate of Science degree programs require a minimum of 64 credits. Liberal Arts courses are drawn from the disciplines of English, Speech, Humanities, Social Science, Mathematics, Natural Science and Humanities. Elective credits may be met by the successful completion of approved liberal arts courses as described below, or through implementation of the district advanced standing policy.

Appendix A

WTCS COLLEGIATE TRANSFER PROGRAM DEVELOPMENT AND APPROVAL PROCESS

Scope Proposal

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

Need Demonstration

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

Program Proposal

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

Program Implementation

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

REVISED 11/8/06

I.2. Business, Finance, and Audit Committee

Thursday, November 9, 2006
1820 Van Hise Hall
1220 Linden Drive

10:00 a.m. All Regents

- Report by the UW School of Medicine and Public Health on its Activities in Milwaukee

11:00 a.m. Education Committee – All Regents Invited

- Charter School Tutorial

12:00 p.m. Box Lunch

12:30 p.m. Joint session with Physical Planning and Funding Committee

- Discussion of Renewable Energy Alternatives for UW Institutions

1:00 p.m. Business, Finance, and Audit Committee

- a. Approval of Minutes of the October 5, 2006 Meeting of the Business, Finance, and Audit Committee
- b. Faculty, Academic Staff, and Senior Academic Leaders' Recruitment and Retention Challenges
 - (1) Faculty and Academic Staff Recruitment and Retention Challenges
 - (2) Consideration of Salary Adjustments for Chancellors at UW-Platteville, UW-Stout, and UW-Superior and for a Provost at UW-Platteville
[Resolution I.2.b.(2)]
- c. Audit Update
 - (1) LAB Audit of Personnel Policies and Practices
 - (2) Academic Performance Standards in UW System Athletic Directors' and Coaches' Job Performance Evaluations
[Resolution I.2.c.(2)]
 - (3) Discussion Regarding Scope of Potential Analysis of Policy Options for Board of Regents Oversight of Information Technology Projects
- d. Committee Business
 - (1) Quarterly Gifts, Grants and Contracts Report
 - (2) Role of the Finance Committee/Committee Goals for 2006-07
- e. Report of the Vice President
- f. Additional items, which may be presented to the Committee with its approval
- g. Closed Session to consider trust fund matters as permitted by s.19.85(1)(e) *Wis. Stats.*

3:30 p.m. h. Annual Trust Funds Investment Forum (Room 4151 Grainger Hall)

**FACULTY AND ACADEMIC STAFF
RECRUITMENT AND RETENTION CHALLENGES**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with s. 230.12(3)(e) *Wis. Stats.*, the Board of Regents are charged with the responsibility to recommend to the Director, Office of State Employment Relations a proposal for adjusting compensation and employee benefits for university faculty, academic staff, and senior executives for the 2007-09 biennium. The Director shall submit a proposal for same, which shall be based upon the competitive ability of the Board of Regents to recruit and retain qualified faculty and academic staff, data collected as to rates of pay for comparable work in other public services, universities, and commercial and industrial establishments, recommendations of the Board of Regents, and any special studies carried on as to the need for any changes in compensation and employee benefits to cover each year of the biennium. A pay plan recommendation will be brought to the Board of Regents in December, 2006 for consideration and approval.

REQUESTED ACTION

For information only.

DISCUSSION

The attached information is provided to the Board of Regents as important background information for action that will be requested at the December meeting on a pay plan recommendation for unclassified staff (faculty, academic staff, and academic and administrative leaders). In addition, a panel of faculty and administrators will present information to the Business, Finance, and Audit Committee at the November meeting on specific challenges they have encountered in the recruitment and retention of faculty, academic staff, and academic and administrative leaders.

RELATED REGENT POLICIES

Regent Policy 94-4
Wisconsin Statutes, s. 230.12(3)(e)
Regent Resolutions 8639, 8933, and 9029

Summary of Unclassified Pay Plan Attachments

1. Regent Resolutions 8639, 8933, and 9029
2. Draft Employment Goals, Objectives, and Strategies
3. Pay Plans or “Lifts” for UW System Employees
 - Historical display of faculty, academic staff, classified non-represented, classified represented, and represented TA and PA average pay plan increases
4. UW Pay Plan Requests and what the Legislature Approved (4 Biennia)
 - We asked for between 4.0% and 5.2% each year
 - The legislature approved from 0.0% to 5.2% each year
5. Distribution of Recruitment and Retention (R&R) Funds for 2005-07
 - An explanation of how the R & R funds for the 2005-07 biennium were distributed to the institutions
6. Distance from Peer Group Median by Institution and by UW-Madison, UW-Milwaukee, and UW-Comprehensive Peer Groups
 - By rank, a look at how far institutions are from peer median rates
7. UW System Faculty Percentage Behind Peers Adjusted for the Cost of Living
 - In 2005-06 the UW System faculty are shown to be 9.7% behind their peers
8. Analysis of Faculty Increases Needed to “Close the Gap”
 - 7.35% per year for 2 years
 - OR
 - 5.23% per year for 4 years
 - Receiving approval for either of these approaches will help narrow the market shortfall for Category A staff (Limited and Academic Staff appointments) to a shortfall similar to or less than what we experienced in 1989-90

Minutes of the Board of Regents Meeting, December 5, 2002

2003-05 General Compensation Distribution Plan and Guidelines

Resolution 8639: That upon the recommendation of the President of the University of Wisconsin System, the 2003-05 General Compensation Distribution Plan and Guidelines (Exhibit A) be approved. If changes are required as a result of actions by either the Joint Committee on Employment Relations or legislation, the Executive Committee, in consultation with the System President is authorized to act on these changes.

BUSINESS AND FINANCE COMMITTEE

Resolution:

That upon the recommendation of the President of the University of Wisconsin System, the 2003-05 General Distribution Plan Guidelines for unclassified staff be approved as follows:

- (1) Each chancellor is directed to proceed with faculty and academic staff salary evaluation using a suitable evaluation system, the results of which can be converted to a salary, once the pay plan is known. The salary review should be conducted in accordance with the performance standards outlined in Recommendation #9 of the 1992 Report of the Governor's Commission on University of Wisconsin Compensation. A record of the evaluation judgments shall be made before July 1, as provided in s. 36.09 (1)(j), Wis. Stats.
- (2) The 2003-05 compensation adjustments for faculty, academic staff, and university senior executives shall be provided such that not less than one-third of total compensation shall be distributed on the basis of merit/market and not less than one-third of the total compensation plan shall be distributed on the basis of solid performance. The remaining one-third pay plan allocation may be used to address these and other compensation needs with appropriate attention to pay compression. The President, following consultation with the chancellors, is authorized to earmark up to 10 percent of the total pay plan each year for the chancellors' discretionary use to meet special compensation needs such as: specific market shortfalls by faculty rank; and/or academic staff internal/external pay problems, or to reward faculty and academic staff innovative, and/or collaborative program delivery, and/or exceptional performance in support of institution goals; and/or to correct gender pay inequities in the faculty and academic staff, etc.

Merit/Market determinations for faculty should be based on a systematic performance evaluation program, which identifies positive contributions by the faculty member to teaching, research, public service and/or the support functions inherent in the institution's mission. Assessment of teaching faculty shall include consideration of student evaluations (Regent Policy Document 74-13, October 4, 1974).

Merit/Market determinations for academic, limited and other unclassified staff shall be based on a systematic performance evaluation program which allows supervisory assessment of meritorious performance in their areas of assigned responsibility.

Solid performance adjustments shall be provided to those faculty and academic staff who have demonstrated satisfactory performance.

- (3) Any and all compensation adjustments must be based on performance; across-the-board compensation adjustments not based on merit are prohibited. At a minimum, continuing staff who have performed at a satisfactory level shall be entitled to a compensation adjustment from funds set aside to recognize solid performance, except when an employment contract or administrative practice holds to the contrary.
- (4) Each institution will be required to submit its plans for distribution of the compensation adjustments to System Administration for approval before implementation can be accomplished. System Administration is directed to return any institution's distribution plan not in compliance with the Board guidelines to the involved chancellor for corrective action by the appropriate governance body. Implementation of pay plan adjustments shall be deferred until a distribution plan meets the Board's guidelines.
- (5) Unless otherwise specified by executive/legislative action, the effective dates for the payment of the 2003-05 pay plan rates will be July 1 each year for annual basis employees, the start of the academic year for those on academic year appointments, and other dates as set by the chancellors for persons with appointment periods commencing at times other than July 1 and the beginning of the academic year.
- (6) The President is authorized each year to increase the systemwide faculty salary minima by up to the full amount of the pay plan and rounded to the nearest hundred dollars. For Category B research and instructional academic staff, the Board authorizes the continuation of the current policy linking titles to the faculty salary minima based on percentage relationships approved in the 1994 Gender and Race Equity Study. Salary ranges for Category A academic staff and university senior executives will be established in accordance with the pay plan approved by the Joint Committee on Employment Relations. Unless otherwise provided by law, the Board authorizes the President to adjust the Category A salary ranges by up to the full amount of the pay plan.
- (7) Base salaries shall not be less than the salary minima or pay range minimum. The salary increase shall not move the base salary above the academic staff salary range maximum. Unclassified staff who are currently paid above the maximum shall be eligible for a salary increase of up to half of the amount by which the salary ranges have been adjusted.
- (8) Salary adjustments for promotion in faculty rank shall, on an academic year basis be no less than \$1,000 for promotion to assistant professor, \$1,250 for promotion to associate professor, and \$1,500 for promotion to professor. Institutions may set policies on adjustments for promotions on an annual basis appointment, consistent with these minima.

- (9) The pay plan funding allocation shall be distributed as soon as possible after final approval of the pay plan by executive/legislative action and after the distribution plan is approved by System Administration as being in compliance with these guidelines.
- (10) Each institution shall complete its actions on stipend schedules for non-Represented graduate assistants prior to July 1 and shall establish a factor for adjustments, which can be applied expeditiously to determine stipend increases. Stipend schedules for each graduate assistant category shall be separately established.
- (11) The Board affirms the delegated authority of the President of the System to establish individual salaries at or below 75 percent of the salary of the UW System President within state policy and the funds appropriated for that year. Appropriate annual budget documentation will be reported to the Regents for information.
- (12) If the Regent's meeting schedule does not afford an opportunity for timely action by the full Board on salary adjustments, the Board authorizes the Executive Committee of the Board, in consultation with the System President, to approve any discretionary salary adjustments effective for 2003-04. Appropriate information shall be provided to all members of the Board.
- (13) Compensation actions related to the unclassified pay plan and delegated to the chancellors shall be completed in accordance with statutory requirements, legislative intent, Regent's policy, and shall be reported to System Administration to make possible the preparation of payrolls and reporting to the Board of Regents.

If changes are required to these guidelines as a result of either the Joint Committee on Employment Relations or legislation, the Executive Committee, in consultation with the System President, is authorized to act to modify the guidelines to be consistent with those actions.

Resolution 8933:

Whereas, pursuant to s. 230.12(3)(e) *Wis. Stats.*, the Regents are charged with the responsibility to recommend to the Director, Office of State Employment Relations a proposal for adjusting compensation and employee benefits for university faculty, academic staff, and senior executives for the 2005-07 biennium; and,

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

Whereas, the Board of Regents has considered those factors and heard from constituents in two public listening sessions and concluded that to recruit and retain faculty and academic staff a salary increase of 6.3 percent each year is needed; and,

Whereas, the Board of Regents recognizes a 6.3 percent salary increase is needed in order to obtain competitive faculty salaries by the end of the biennium but will only cut the market gap for academic staff by less than half of what is needed to bring us to competitive academic staff salaries; and,

Whereas, the Board of Regents is cognizant of the difficulty of funding the needed pay plan in the current fiscal climate including lack of availability of full funding in the compensation reserve, of tuition revenue sources, and of base budget reallocation capabilities, our combined request of 5 percent in each year of the 2005-07 biennium from all sources is less than what is needed as noted above; and,

Whereas, the Board of Regents is acutely aware of the negative impact that a lack of domestic partner health care benefits has on our ability to attract and retain not just individuals who would take advantage of this benefit but all faculty and academic staff.

Now, therefore be it resolved;

That the Board of Regents directs the UW System President to notify the Governor and the Legislature that the UW System has identified a need for a 6.3 percent salary increase each year of the 2005-07 biennium for faculty, academic staff and university senior executives in order to obtain competitive faculty salaries and to begin to close the gap with academic staff salaries by the end of the biennium; and

That the Board of Regents directs the UW System President to transmit to the Director of the Office of State Employment Relations, currently available information on unclassified salaries for UW System peer institutions and related economic indices, and request that the Director recommend to the Joint Committee on Employment Relations (JCOER) a salary increase of two percent each year provided sufficient funds are placed in the biennial budget to distribute at least three percent each year to address market adjusted salary needs of the faculty and academic staff; and

That the Board of Regents directs the UW System President to recommend to the Director of the Office of State Employment Relations for transmission to JCOER that:

The UW System be authorized to increase the academic staff salary ranges by the full amount of the pay plan and monies provided to address market adjusted salary needs each year; and,

The salary ranges for university senior executive salary groups one (Vice Chancellors at non-doctoral institutions) and two (Vice Presidents) set by the Board of Regents pursuant to their Executive Salary Policy be adopted; (see Appendix A) and,

The Board of Regents endorses state group health insurance for domestic partners of all UW System employees and encourages the Governor and the Legislature to amend state statutes to provide that benefit and directs the UW System President to work with the Governor and the Legislature toward that end; and

That the Board of Regents adopts the 2003-05 pay plan distribution guidelines for 2005-07 if the pay plan exceeds two percent each year. However, the Board

suspends those pay plan distribution guidelines if the authorized amount for an unclassified pay plan is two percent or less in any year, and directs that in such instance the pay plan percentage be distributed across-the-board to all those who have at least a solid performance rating, with any unused funds distributed by the Chancellor in consultation with the governance bodies to address salary needs specific to their institution; and

That the Board of Regents directs that any and all monies provided to address market adjusted salary needs that may be provided in the biennial budget shall be distributed to correct market needs and salary needs specific to each institution with due regard to establishing average salaries at peer group medians.

Consent Agenda

Adoption of the following resolutions as consent agenda items was moved by Regent Bradley, seconded and carried on a unanimous voice vote.

Revised 2005-06 Pay Plan Guidelines

Resolution 9029: Upon the recommendation of the President of the University of Wisconsin System, the Board of Regents, in order to permit greater flexibility in addressing specific institutional salary needs, revise Regent Resolution 8933 adopted on November 5, 2004 such that institutions be permitted to use the 2003-05 pay plan distribution guidelines for 2005-07 if the unclassified pay plan is two percent or greater in any year.

However, the Board suspends those pay plan distribution guidelines if the authorized amount of unclassified pay plan is less than two percent in any year, and directs that in such instances the pay plan percentage be distributed across-the board to all those who have at least solid performance rating, with any unused funds distributed by the chancellor, in consultation with governance bodies, to address salary needs specific to their institution.

Further, if the pay plan is two percent in any year, the Board permits institutions to distribute the two percent across-the board to all those who have at least solid performance rating, with any unused funds distributed by the chancellor, in consultation with governance bodies, to address salary needs specific to their institution.

**University of Wisconsin System
Unclassified Staff Employment Goal, Objectives, and Strategies
September 22, 2006**

Goal

Our goal for unclassified staff employment is to attract, hire, and retain the best and brightest faculty, academic and administrative leaders, and academic staff.

Compensation Objective

Establishing the goal of wanting to attract, hire, and retain the best and the brightest gives recognition to the value we place on quality teaching, research, student support, and leadership. To be effective, a compensation plan needs to keep up with increases in the cost of living and provide for recognition of meritorious performance. In addition, we also need to be able to anticipate as much as possible and be ready to respond to market factors for individuals and groups of employees.

Strategy: Our strategy is to continue to work toward having competitive salary and benefit packages and the means to address specific market factors for groups and for individuals. We will seek a pay plan that begins to close the gap that exists between our peer institutions' and our median salaries. A recruitment and retention fund will enable us to address market factors for individuals and groups of employees. Fringe benefit plans are part of the value message we send to employees. We will seek to include full benefits coverage for domestic partners of all our employees.

Positive Work Environment Objective

Other factors that impact individual decisions to accept an offer and to stay must also be considered in our overall goal of trying to attract, hire, and retain the best and the brightest. In this regard, the importance of establishing an environment of trust and mutual respect between and among all employees and students at each of our institutions cannot be overstated. The effectiveness of our compensation package in attracting and retaining the best and the brightest will be enhanced by an overall positive institutional environment coupled with a state government and a citizenry that values public higher education and the role it plays in building a strong Wisconsin and a place where each can reach her or his full potential.

Strategy: Our strategy is to continue to work toward building learning and campus communities that foster a shared commitment to act in the best interests of each person whether student, administrator, faculty, or staff. To do this we will promote an educationally purposeful, open, just, disciplined, caring, creative, and celebrative community. Each institution needs to consider how each of these principles is now or can be incorporated into day-to-day decision making toward developing and sustaining an environment of trust that enhances performance.

ATTACHMENT 3

*Employees traded 1% for ESG vacation schedule (effectively adding one week of vacation per year)

UNCLASSIFIED COMPENSATION ADJUSTMENTS
SUMMARY OF UNIVERSITY REQUESTS AND RATES
APPROVED BY LEGISLATURE

		<u>Requested by University</u>		<u>Approved by Legislature</u>	<u>Comments</u>
1999-01					
1999-00	Salary	5.20		5.20	3.2% Funded totally on Fees
2000-01	Salary	5.20		5.20	2.7% Funded totally on Fees with \$28,000,000 additional GPR to offset
2001-03					
2001-02	Salary	4.20	(1)	3.20	All Fee Funded
2002-03	Salary	4.20		4.24	3.2% Fee Funded 1.0% GPR Funded
				2.10	Effective 7/1/02 (Sem 1)
				2.14	Effective 1/1/03 (Sem 2)-Excl. Senior Executives
2003-05					
2003-04		4.00		0.00	
2004-05		4.00		1.00 +.10	.10 Prorated for Academic Appts Also an additional \$250 lump sum provided
2005-07					
2005-06		5.00		2.00	
2006-07		5.00		2.00	July 1, 2006
				2.25	April 1, 2007 (based on rolled up base)
		Total		4.30	Rolled up total 4.30%

(1) Request was to phase the pay plan. 1/2 effective 7/1, the other 1/2 effective 1/1.
Approved amount wasn't phased.

UW System Pay Plan and Recruitment and Retention Funds For the 2005-07 Biennium
Compensation Advisory Committee – October 13, 2006

	Pay Plan	Recruitment and Retention
Requested	2% per year plus unfunded Recruitment and Retention for unclassified staff	3% per year for unclassified staff
Received	2% in 2005-06 and 4.3% in 2006-07 (2% July 2006 and 2.25% April, 2007) for unclassified staff	\$1.7 million in 2005-06 and \$1.6 million in 2006-07 for high demand faculty

Note: A 1% increase for faculty and staff in 2005-06 was estimated to cost \$8.7 million per year.

Distribution – 2005-06

- Pay Plan of 2% was distributed across-the-board for those with solid performance, per the Board of Regents' approved salary distribution guidelines.
- Recruitment and Retention funds were distributed to the doctoral institutions, the comprehensive institutions, the UW Colleges and UW-Extension on the basis of each institutions' percent of total GPR/Fee faculty on the October 2004 Payroll (which is used to determine salary increases). Institutions used these funds in a variety of ways depending upon their unique circumstances to respond to external offers, areas of greatest differential with regard to high demand faculty, to help recruit faculty in areas where they were currently non-competitive, etc. The institutional breakdown of the funding is shown below:

University of Wisconsin System
2005-06 Distribution of High Demand Funds

Campus	Allocation as a % of GPR/Fee Faculty	Percent of Total GPR/Fee Faculty
Madison	406,785	29.74%
Milwaukee	184,150	13.46%
Eau Claire	90,558	6.62%
Green Bay	37,634	2.75%
La Crosse	71,924	5.26%
Oshkosh	81,631	5.97%
Parkside	30,120	2.20%
Platteville	49,209	3.60%
River Falls	49,649	3.63%
Stevens Point	82,548	6.04%
Stout	62,000	4.53%
Superior	23,341	1.71%
Whitewater	77,714	5.68%
Colleges	68,580	5.02%
Extension	51,757	3.79%
SA/SYS	0	0.00%
Fringes @ 21.9%	299,400	
Total	1,667,000	100.00%

Distribution – 2006-07

- Pay Plan – The 4.3% Phased Pay Plan was distributed using the Board's approved guidelines to provide not less than 1/3 for solid performance and not less than 1/3 for merit/market considerations, allowing the Chancellors the discretion to earmark up to 10% of the total pay plan to meet special compensation needs such as market shortfall by faculty rank, innovative, collaborative program delivery and exceptional performance in support of institutional goals.
- Recruitment and Retention funding in the second year was distributed in the same manner as in 2005-06.

UNIVERSITY OF WISCONSIN SYSTEM
DISTANCE FROM THE PEER GROUP MEDIAN (EXCLUDING WISCONSIN)
CLUSTER ANALYSIS PEER GROUP
BASED ON 2005-06 UW AVERAGES AND THE MEDIAN OF PEER GROUP AVERAGES

	2005-06 UW AAUP AVERAGES			2005-06 PEER GROUP MEDIAN			DISTANCE FROM THE PEER GROUP MEDIAN		
	PROFESSORS	ASSOCIATE PROFESSORS	ASSISTANT PROFESSORS	PROFESSORS	ASSOCIATE PROFESSORS	ASSISTANT PROFESSORS	PROFESSORS	ASSOCIATE PROFESSORS	ASSISTANT PROFESSORS
MADISON	\$91,200	\$69,400	\$58,300	\$104,400	\$68,800	\$61,000	\$13,200	(\$600)	\$2,700
MILWAUKEE	\$82,400	\$63,100	\$53,600	\$92,600	\$67,000	\$54,300	\$10,200	\$3,900	\$700
COMPREHENSIVE UNIVERSITIES									
EAU CLAIRE	\$68,100	\$55,700	\$49,500	\$77,700	\$62,200	\$52,500	\$9,600	\$6,500	\$3,000
GREEN BAY	\$66,400	\$54,600	\$47,800	\$77,700	\$62,200	\$52,500	\$11,300	\$7,600	\$4,700
LA CROSSE	\$73,600	\$57,000	\$49,000	\$77,700	\$62,200	\$52,500	\$4,100	\$5,200	\$3,500
OSHKOSH	\$69,100	\$58,700	\$49,800	\$77,700	\$62,200	\$52,500	\$8,600	\$3,500	\$2,700
PARKSIDE	\$71,900	\$59,700	\$54,300	\$77,700	\$62,200	\$52,500	\$5,800	\$2,500	(\$1,800)
PLATTEVILLE	\$68,100	\$55,200	\$48,100	\$77,700	\$62,200	\$52,500	\$9,600	\$7,000	\$4,400
RIVER FALLS	\$63,700	\$56,300	\$49,900	\$77,700	\$62,200	\$52,500	\$14,000	\$5,900	\$2,600
STEVENS POINT	\$68,300	\$54,100	\$45,700	\$77,700	\$62,200	\$52,500	\$9,400	\$8,100	\$6,800
STOUT	\$69,000	\$55,600	\$47,700	\$77,700	\$62,200	\$52,500	\$8,700	\$6,600	\$4,800
SUPERIOR	\$64,000	\$53,100	\$50,100	\$77,700	\$62,200	\$52,500	\$13,700	\$9,100	\$2,400
WHITEWATER	\$71,200	\$57,900	\$53,300	\$77,700	\$62,200	\$52,500	\$6,500	\$4,300	(\$800)
CLUSTER	\$68,600	\$56,600	\$49,300	\$77,700	\$62,200	\$52,500	\$9,100	\$5,600	\$3,200
UW-COLLEGES	\$63,100	\$51,700	\$42,000	\$77,700	\$62,200	\$52,500	\$14,600	\$10,500	\$10,500
UNIVERSITY EXTENSION	\$91,200	\$69,400	\$58,300	\$104,400	\$68,800	\$61,000	\$13,200	(\$600)	\$2,700

SOURCES

- * OPAR's UW PEER GROUP ANALYSIS
(Madison, Milwaukee and Comprehensives) Average Faculty Salary by Rank.
- * AAUP/IPEDS Questionnaires (Miscellaneous section).

UW-Madison Compared to the Peer Group Median Salary Averages
Average Faculty Salary by Rank
2005-2006

Institutions	ERI COLI						
		Adj. Salary	Rank	Adj. Salary	Rank	Adj. Salary	Rank
University of Illinois - Urbana	97.7	\$119,300	1	\$79,400	2	\$71,200	1
Indiana University - Bloomington	89.4	117,300	2	81,400	1	70,000	2
University of Michigan - Ann Arbor	111.6	112,500	3	75,000	3	65,200	5
University of Texas - Austin	103.3	112,000	4	70,600	5	68,400	3
Purdue University	97.8	106,600	5	74,500	4	66,800	4
Ohio State University	107.9	104,400	6	68,800	7	61,000	6
University of Minnesota - Twin Cities	113.8	96,900	7	66,400	9	57,500	8
Michigan State University	113.4	93,400	8	67,400	8	53,100	10
University of Wisconsin - Madison	110.2	91,200	9	69,400	6	58,300	7
University of California - Berkeley	147.9	85,300	10	55,400	11	50,100	11
University of California - Los Angeles	154.9	82,900	11	52,900	12	43,300	12
University of Washington - Seattle	123.4	82,700	12	59,100	10	54,500	9
Peer Group Median (Excluding UW - Madison)		104,400		68,800		61,000	
UW Madison's Average Minus Median		(13,200)		600		(2,700)	
Percentage Increase to Reach Median		14.47%		none		4.63%	

UW-Milwaukee Compared to the Peer Group Median Salary Averages
Average Faculty Salary by Rank
2005-2006

Institutions	ERI COLI						
		Adj. Salary	Rank	Adj. Salary	Rank	Adj. Salary	Rank
SUNY at Buffalo	100.2	\$111,400	1	\$76,700	1	\$63,600	2
Rutgers University - Newark	118.9	99,900	2	72,800	3	60,000	3
University of Texas - Dallas	111.2	98,700	3	75,100	2	74,100	1
University of Louisville	100.0	95,000	4	71,900	4	54,200	8
Georgia State University	117.8	94,900	5	58,500	14	51,000	13
University of Cincinnati	99.1	94,900	5	69,600	5	55,200	4
Temple University	122.0	92,600	7	67,000	7	54,800	5
University of Missouri - Kansas City	107.8	89,300	8	62,500	9	51,700	11
Wayne State University	113.6	88,500	9	67,200	6	54,300	7
University of Illinois - Chicago	123.6	85,800	10	61,000	12	54,200	8
University of Toledo	105.6	84,600	11	61,700	10	54,500	6
Cleveland State University	107.2	84,000	12	61,600	11	48,800	14
UW - Milwaukee	104.9	82,400	13	63,100	8	53,600	10
University of Akron	99.4	82,300	14	60,200	13	51,600	12
Peer Group Median (Excluding UW - Milwaukee)		92,600		67,000		54,300	
UW Milwaukee's Average Minus Median		(10,200)		(3,900)		(700)	
Percentage Increase to Reach Median		12.38%		6.18%		1.31%	

* Note: The University of New Orleans is no longer included in Milwaukee's peer group since they no longer report salary information to AAUP. The last year they did so was in 2002-2003.

UW-Cluster Compared to the Peer Group Median Salary Averages
Average Faculty Salary by Rank
2005-2006

Institutions	ERI COLI						
		Adj. Salary	Rank	Adj. Salary	Rank	Adj. Salary	Rank
Southern Illinois University - Edwardsville	88.0	\$90,900	1	\$73,200	1	\$58,800	3
Western Illinois University	89.8	89,000	2	67,900	4	54,300	10
Michigan Technological University	95.5	88,400	3	69,100	3	64,700	1
Western Michigan University	101.9	88,100	4	66,800	8	52,700	14
University of Illinois - Springfield	94.5	88,000	5	67,700	5	55,700	7
University of Minnesota - Duluth	95.2	87,200	6	71,600	2	56,500	5
University of Northern Iowa	93.8	86,500	7	67,400	6	56,500	6
Central Michigan University	99.2	84,800	8	65,400	11	52,700	14
Wright State University	106.2	83,100	9	62,400	15	50,000	21
Eastern Illinois University	90.0	82,900	10	67,400	6	56,700	4
Grand Valley State University	97.3	82,400	11	63,300	13	49,600	22
Indiana University at South Bend	96.2	81,100	12	58,500	23	51,600	19
Purdue University - Calumet	93.9	80,900	13	62,000	17	52,100	17
Youngstown State University	99.7	80,200	14	64,100	12	53,500	11
Ferris State University	96.9	78,400	15	63,300	13	54,700	9
Indiana University - Southeast	93.7	77,700	16	66,100	10	59,100	2
Minnesota State University - Mankato	98.2	77,400	17	62,200	16	53,100	12
Winona State University	98.2	75,800	18	57,200	25	50,400	20
Eastern Michigan University	105.5	75,700	19	60,900	19	53,000	13
Bemidji State University	95.3	75,600	20	59,100	22	49,600	22
Northern Michigan University	96.7	75,300	21	58,100	24	48,700	28
Indiana University - Northwest	97.2	74,900	22	66,800	8	49,000	26
University of Michigan - Flint	100.8	74,400	23	61,400	18	54,900	8
Indiana Purdue University - Fort Wayne	97.3	73,300	24	59,200	21	52,500	16
Oakland University	117.8	73,300	24	56,300	27	49,000	26
University of Michigan - Dearborn	121.8	71,500	26	55,700	28	51,800	18
University of Southern Indiana	102.1	71,200	27	54,800	29	49,300	24
Minnesota State University - Moorhead	102.4	70,800	28	54,700	30	48,500	29
University of Akron - Wayne	93.2	69,200	29	59,800	20	45,600	31
UW - Comprehensives	99.2	68,600	30	56,600	26	49,300	24
St. Cloud State University	109.6	66,500	31	52,900	31	47,500	30
Chicago State University	124.4	60,500	32	49,700	32	44,000	32
Peer Group Median (Excluding UW - Comprehensives)		77,700		62,200		52,500	
UW Comprehensives' Average Minus Median		(9,100)		(5,600)		(3,200)	
Percentage Increase to Reach Median		13.27%		9.89%		6.49%	

* Note: Saginaw Valley College and Northeastern Illinois University are no longer included in the Comprehensives' peer group since they no longer report salary information to AAUP. The last year they did so was in 1999-2000 and 2003-2004, respectively



Budget & Planning

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ATTACHMENT 7

August 8, 2006

MEMORANDUM

**ADJUSTED FOR COST OF LIVING
USING ECONOMIC RESEARCH INSTITUTE INDEX**

TO: Kevin Reilly
Deborah Durcan
Al Crist
Sharon Wilhelm
Freda Harris

FROM: Erin Hintz

RE: Percentage Behind Peers Using Actual 2005-2006 Salary Data

The attached schedules show the revised calculation of the distance that the UW institutions are behind their peers after all 2005-06 salary adjustments. This calculation was performed earlier in April 2006, but has been done again using updated index figures. The Systemwide percentage increased from 7.48% in 2004-05 to 9.70% in 2005-06.

It should be noted that the standard methodology established back in 1984 was again used to calculate these percentages. This methodology only considers UW institutions that are below their peers and does not take into account the UW institutions that have averages above their peers. If UW institutions with averages above their peers were included, the UW system would be 9.60% behind its peers (see far right column below).

	<u>2004-05</u>		<u>2005-06</u>		2005-06 Actual With Inst. Over & Under Medians <u>Included</u>
	<u>Unadjusted</u>	<u>Adjusted</u>	<u>Unadjusted</u>	<u>Adjusted</u>	
Madison	7.58%	3.01%	8.88%	9.62%	9.52%
Milwaukee	8.08%	5.98%	11.06%	6.95%	6.95%
Comprehensives	9.63%	14.40%	10.02%	10.72%	10.63%
Colleges	7.58%	3.01%	8.88%	9.62%	9.52%
Extension	7.90%	3.05%	9.25%	9.97%	9.53%
Totals	8.40%	7.48%	9.58%	9.70%	9.60%

Using the standard methodology, the GPR/Fee and All Funds costs to raise all Faculty salaries to their peers in 2005-06 is as follows:

	<u>Salaries</u>	<u>Fringe Benefits</u>	<u>TOTAL</u>
GPR	\$26,909,900	\$5,893,300	\$32,803,200
FEES	<u>\$11,960,400</u>	<u>\$2,619,300</u>	<u>\$14,579,700</u>
GPR/FEES	\$38,870,300	\$8,512,600	\$47,382,900
Other Funds	<u>\$3,567,500</u>	<u>\$781,300</u>	<u>\$4,348,800</u>
TOTALS	\$42,437,800	\$9,293,900	\$51,731,700

Adjusted For Cost of Living Using ERI Index

UNIVERSITY OF WISCONSIN SYSTEM SALARY INCREASE NEEDED TO CLOSE THE GAP

2005-06 Distance to the Peer median (Adjusted for Cost of Living)	9.70%
2006-07 Unclassified Pay Plan Increase*	-4.30%
Estimated Peer Increase for 2006-07 (Based on Prior Year Experience)	<u>3.10%</u>
Distance to the Peer Median at the end of the Biennium	8.50%
Assume Peers Increase 3.1% per year in 2007-09	<u>6.20%</u>
Distance to the Peer Median at the end of the 2007-09 Biennium	14.70%
Annual pay plan increase needed to close the gap by 2008-09	7.35%

*Increase over base for a 2% increase in July, 2006 and 2.25% in April, 2007

An alternative approach could be to close the gap over 2 biennia. This could be accomplished as follows:

Distance to the Peer Median at the end of the 2007-09 Biennium	14.70%
Assume 3.1% increase for peers during the 2009-11 Biennium	<u>6.20%</u>
Increase Needed to Reach the Peer Median Over 4 Years	20.90%
Percent Increase Needed in Each Year to Reach the Goal	5.23%

Under this scenario the gap would be closed as follows:

Distance to Peer Median at end of 2006-07	8.50%
Decrease the gap by 2.13% in 2007-08**	<u>-2.13%</u>
Distance to Peer Median at end of 2007-08	6.37%
Decrease the gap by 2.13% in 2008-09	<u>-2.13%</u>
Distance to Peer Median at end of 2008-09	4.24%
Decrease the gap by 2.13% in 2009-10	<u>-2.13%</u>
Distance to Peer Median at end of 2009-10	2.11%
Close the gap in 2010-11	<u>-2.13%</u>
Distance to Peer Median at end of 2010-11	-0.02%

**If the UW System's Pay Plan increases by 5.23% annually and
Peer Salaries Increase by 3.10% annually
The gap will decrease by 2.13% annually

Consideration of Salary Adjustments For
Chancellors at UW-Platteville, UW-Stout, and
UW-Superior, and for a Provost at UW-Platteville

BUSINESS, FINANCE, AND AUDIT COMMITTEE

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

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

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

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

Now, therefore be it resolved;

That, upon recommendation of the President of the University of Wisconsin System, the annual salary for Chancellor Markee, Chancellor Sorensen, Chancellor Erlenbach and Provost Butts be adjusted due to competitive market factors and equity reasons per the attached recommendations, effective November 10, 2006.

**CONSIDERATION OF SALARY ADJUSTMENTS FOR CHANCELLORS AT
UW-PLATTEVILLE, UW-STOUT, AND UW-SUPERIOR, AND FOR A
PROVOST AT UW-PLATTEVILLE**

EXECUTIVE SUMMARY

BACKGROUND

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

REQUESTED ACTION

Approval of Resolution I.2.b.(2)

DISCUSSION

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

RELATED REGENT POLICIES

Regent Policy 94-4

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

Peer Salary Comparison for Non-Doctoral Chancellors

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

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

2004-05 Peer Group Salaries:

UW System Non-Doctoral Institution Chancellor Salaries 7/1/06

Wright State University	\$296,792
University of Akron	\$281,011
Western Michigan University	\$260,000
Central Michigan University	\$236,200
University of Northern Iowa	\$231,050
University of Illinois-Springfield	\$230,625
Western Illinois University	\$225,000
Northeastern Illinois University	\$225,000
Eastern Michigan University	\$222,000
University of Michigan-Flint	\$217,608
Oakland University	\$216,106
St. Cloud State University	\$207,700
Southern Illinois University-Edwardsville	\$205,800
Youngstown State University	\$203,520
Minnesota State University-Mankato	\$202,734
Chicago State University	\$200,448
University of Minnesota-Duluth	\$199,400
University of Michigan-Dearborn	\$197,828
Michigan Technological University	\$195,000
Minnesota State University-Moorhead	\$194,055
Winona State University	\$194,055
Purdue University-Calumet	\$188,100
Grand Valley State University	\$187,932
Indiana-Purdue University-Ft. Wayne	\$186,600
University of Southern Indiana	\$184,600
Saginaw Valley State University	\$181,335
Bemidji State University	\$179,855
Indiana University-Northwest	\$173,955
Eastern Illinois University	\$173,004
Ferris State University	\$170,000
Indiana University-Southbend	\$156,060
Indiana University-South East	\$156,060
Northern Michigan	\$150,000
Mean	\$203,922
Median	\$199,400

UW-Stout	\$184,396
UW-Eau Claire	\$180,000
UW-Stevens Point	\$179,476
UW-Green Bay	\$178,814
UW-Oshkosh	\$178,814
UW River Falls	\$178,507
UW-Whitewater	\$178,507
UW-Parkside	\$178,348
UW-Platteville	\$178,348
UW-Superior	\$178,348
UW Colleges & Extension	\$178,000
UW-La Crosse (interim)	\$176,113
Mean	\$178,973
Median	\$178,507

Peer Salary Comparison for Non-Doctoral Provosts

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

2004-05 peer group median salary:	\$150,000
CUPA-HR projects 3.3% increase in 2005-06	x 1.033
2005-06 projected peer group median:	\$154,950
Executive salary policy cost-of living adjustment	.95
Regents Salary Range Midpoint:	\$147,203
Regents Salary Range Minimum (90%):	\$132,482
Regents Salary Range Maximum (110%):	\$161,923

2004-05 Peer Group Salaries:

University of Akron	\$195,750
University of Northern Iowa	\$186,400
Western Michigan University	\$185,400
Oakland University	\$177,300
University of Michigan-Dearborn	\$175,473
Purdue University-Calumet	\$169,950
Central Michigan University	\$166,860
Grand Valley State University	\$164,827
Wright State University	\$164,116
Eastern Michigan University	\$160,000
Western Illinois University	\$155,256
Saginaw Valley State University	\$154,163
Northern Michigan	\$153,000
Youngstown State University	\$152,982
Ferris State University	\$152,440
Eastern Illinois University	\$150,312
Chicago State University	\$150,000
Southern Illinois University-Edwardsville	\$148,224
Minnesota State University-Mankato	\$148,000
Indiana-Purdue University-Ft. Wayne	\$143,300
University of Minnesota-Duluth	\$140,736
Northeastern Illinois University	\$140,628
St. Cloud State University	\$139,822
Minnesota State University-Moorhead	\$139,660
Indiana University-Southbend	\$138,425
University of Michigan-Flint	\$136,629
Michigan Technological University	\$135,000
Bemidji State University	\$133,204
University of Illinois-Springfield	\$131,292
Winona State University	\$130,000
University of Southern Indiana	\$126,700
Indiana University-Northwest	\$126,000
Indiana University-South East	\$114,915
Mean	\$151,114
Median	\$150,000

UW System Non-Doctoral Institution Vice Chancellor Salaries 7/1/06:

UW-Stout	\$144,000
UW-Green Bay	\$141,594
UW-Oshkosh	\$141,262
UW-River Falls (8-14-06)	\$139,500
UW-Superior	\$139,500
UW-Parkside	\$138,002
UW-Extension	\$137,166
UW-Stevens Point	\$136,949
UW-Platteville	\$136,197
UW-Whitewater	\$135,453
UW Colleges	\$135,010
UW-La Crosse (Interim)	\$132,482
UW-Eau Claire (Interim)	\$131,095
Mean	\$137,555
Median	\$137,166

Recommendation for Base Salary Adjustment for Chancellor David Markee

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

Chancellor Markee is our third longest serving chancellor having assumed his current position 8/13/96. His current salary is only slightly higher than the most recently hired chancellor. Salary compression has resulted from our need to offer higher salaries to attract new chancellors and due to pay plans that have not kept pace with the market resulting in salary inequities among our comprehensive chancellors.

The recommended increase for Chancellor Markee will set his salary \$3,782 below the approved range midpoint. The salary adjustment is made in recognition of his years of service and to establish an equitable salary in comparison to the salaries of more recently hired chancellors. Budget size is also part of the consideration as a proxy for relative complexity of the job compared to other institutions. Of the 11 comprehensive institutions, UW-Platteville's budget is the seventh largest at \$86,025,523 for 2005-06.

Salary Ranges and External Market/Competitive Factors

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

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

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

Base Salary Adjustment Recommendation

7/1/2006 Salary \$178,348

**Base increase requested effective
11/10/06 with Board approval \$13,551**

11/10/06 base salary \$191,899

Base Adjustment Percentage Increase 7.60%

Percent behind 2005-06 projected peer median (\$205,980) 7.34%

Percent behind CUPA median of comparable budget size (\$205,500) 7.09%

Recommendation for Base Salary Adjustment for Chancellor Charles Sorensen

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

Chancellor Sorensen is our longest serving chancellor having assumed his current position 8/15/88. While he is currently our highest paid and longest serving comprehensive chancellor his salary is only marginally higher than the most recently hired chancellor. Salary compression has resulted from our need to offer higher salaries to attract new chancellors and due to pay plans that have not kept pace with the market resulting in salary inequities among our comprehensive chancellors.

The recommended increase for Chancellor Sorensen will set his salary \$417 below the approved range midpoint. The salary adjustment is made in recognition of his years of service and to establish an equitable salary in comparison to the salaries of more recently hired chancellors. Budget size is also part of the consideration as a proxy for relative complexity of the job compared to other institutions. Of the 11 comprehensive institutions, UW-Stout's budget is the sixth largest at \$118,226,238 for 2005-06.

Salary Ranges and External Market/Competitive Factors

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

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

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

Base Salary Adjustment Recommendation

7/1/2006 Salary \$184,396

**Base increase requested effective
11/10/06 with Board approval \$10,868**

11/10/06 base salary \$195,264

Base Adjustment Percentage Increase 5.89%

Percent behind 2005-06 projected peer median (\$205,980) 5.49%

Percent behind CUPA median of comparable budget size (\$232,599) 19.12%

Recommendation for Base Salary Adjustment for Chancellor Julius Erlenbach

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

Chancellor Erlenbach is our second longest serving chancellor having assumed his current position 8/01/96. His current salary is only slightly higher than the most recently hired chancellor. Salary compression has resulted from our need to offer higher salaries to attract new chancellors and due to pay plans that have not kept pace with the market resulting in salary inequities among our comprehensive chancellors.

The recommended increase for Chancellor Erlenbach will set his salary \$12,282 below the approved range midpoint. The salary adjustment is made in recognition of his years of service and to establish an equitable salary in comparison to the salaries of more recently hired chancellors. Budget size is also part of the consideration as a proxy for relative complexity of the job compared to other institutions. Of the 11 comprehensive institutions, UW-Superior's budget is the smallest at \$50,625,951 for 2005-06.

Salary Ranges and External Market/Competitive Factors

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

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

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

Base Salary Adjustment Recommendation

7/1/2006 Salary \$178,348

**Base increase requested effective
11/10/06 with Board approval \$5,051**

11/10/06 base salary \$183,399

Base Adjustment Percentage Increase 2.83%

Percent behind 2005-06 projected peer median (\$205,980) 12.31%

Percent behind CUPA median of comparable budget size (\$195,000) 6.33%

Recommendation for Base Salary Adjustment for Provost Carol Sue Butts

In response to the request from Chancellor David Markee and based on a review of external market/competitive factors and internal salary equity considerations, a \$6,500 base adjustment for Provost Carol Sue Butts is recommended.

7/1/2006 Salary \$136,197

**Base increase requested effective
11/10/06 with Board approval \$6,500**

11/10/06 base salary \$142,697

Base Adjustment Percentage Increase 4.77%

Percent behind 2005-06 Projected peer median (\$154,950) 8.59%

Percent behind CUPA median of comparable budget size (\$148,800) 4.28%

Salary Ranges and External Market/Competitive Factors

	<u>Minimum</u>	<u>Midpoint</u>	<u>Maximum</u>	OSER BOR 7/0106 <u>Maximum</u>
Board of Regent Range (7/1/06)	\$132,482	\$147,203*	\$161,923	\$151,314
Peer Median		\$154,950		
CUPA HR Median		\$148,800**		

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

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

Internal Salary Equity Considerations

- Carol Sue Butts is our longest serving provost having assumed her current position 7/15/98.
- The salary increase requested will place her \$4,506 below the adjusted market based midpoint established with the BOR range effective 7/1/06 and \$8,617 below the OSER recommended and JCOER approved maximum effective 7/1/06.
- The proposed 11/10/06 salary is still \$1,303 lower than the current highest paid comprehensive provost who was hired 7/1/06.

The November 10, 2006 increase for Provost Butts of \$6,500 is justified based on external market/competitive factors and for the purpose of addressing internal salary equity among comprehensive provosts.

Academic Performance Clauses in Coaches'
Contracts/Annual Reporting Requirement

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution I.2.c.(2)

WHEREAS, the Board of Regents is committed to promoting the academic success of all student-athletes within the University of Wisconsin System;

WHEREAS, University of Wisconsin System student-athletes strive for academic, as well as athletic, excellence;

WHEREAS, ten UW Division I teams received public recognition for achieving a perfect score on the National Collegiate Athletic Association's (NCAA) first Academic Progress Rate (APR) report;

WHEREAS, Division I institutions that fail to achieve an acceptable score on the National Collegiate Athletic Association's (NCAA) Academic Progress Rate (APR) may be at risk of incurring penalties from the NCAA; and

WHEREAS, UW athletic directors and head coaches are responsible for recruiting student-athletes who are academically prepared for college and for promoting and maintaining an environment conducive to the academic success of student-athletes;

Now, therefore, be it resolved:

That, upon recommendation of the President of the UW System, the Board of Regents adopts the following policies:

- (1) Each University of Wisconsin institution shall establish academic performance standards for student-athletes and incorporate them into the job expectations of the athletic director and of each head coach. The institution shall assess the extent to which the athletic director and each head coach have met these standards as part of the annual job performance evaluation process.
- (2) In addition, UW institutions participating in NCAA Division I athletics shall provide an annual report to the Board of Regents describing the performance of each Division I team on the NCAA's Academic Progress Rate (APR). Institutions shall also provide the Board of Regents with an academic improvement plan for any team that fails to achieve an acceptable APR score as determined by the NCAA. Currently, an acceptable APR score is 925 or above.

ACADEMIC PERFORMANCE STANDARDS IN UW SYSTEM ATHLETIC DIRECTORS' AND COACHES' JOB PERFORMANCE EVALUATIONS

EXECUTIVE SUMMARY

BACKGROUND

In March 2006, the Board of Regents Business, Finance, and Audit Committee requested that the Office of Operations Review and Audit review the extent to which academic standards are included in coaches' contracts and performance evaluations at UW institutions with National Collegiate Athletic Association (NCAA) Division I and II athletic programs. These institutions are UW-Green Bay, Madison, Milwaukee, and Parkside. The Office of Operations Review and Audit presented a final report to the Business, Finance, and Audit Committee at its October 5, 2006 meeting.

REQUESTED ACTION

Approval of Resolution I.2.c.(2), which establishes formal job expectations requiring athletic directors and head coaches at all UW institutions to promote the academic success of student-athletes. The resolution would also require UW institutions with Division I athletic programs to submit an annual report to the Board of Regents Business, Finance, and Audit Committee describing the performance of each Division I team on the NCAA's Academic Progress Rate (APR), along with an academic improvement plan for any team that fails to achieve an acceptable APR score.

DISCUSSION

While academic success is ultimately the responsibility of individual student-athletes, coaches are responsible for recruiting athletes who are academically prepared for college and for promoting and maintaining an environment that encourages the academic achievement of student-athletes. Coaches may also directly intervene and provide guidance in cases where student-athletes are having academic difficulty. Similarly, athletic directors are responsible for the overall administration of an athletic program, including efforts to assure the academic success of student-athletes.

The Office of Operations Review and Audit found that many, but not all, contracts or appointment letters for athletic directors and coaches at Division I and II UW institutions included a specific clause addressing the academic performance of student-athletes. In some instances, institutions hired head coaches using a standard appointment letter for all fixed-term academic staff. In these cases, the appointment letter did not include specific job duties, but required staff to meet the expectations outlined in the employee's position description. In all cases, administrators reported that they consider the academic performance of student-athletes as part of the annual job performance evaluation process for athletic directors and coaches.

The proposed resolution would require UW institutions to include academic performance standards for student-athletes in the job expectations of all athletic directors and head coaches in the UW System. Institutions could include these expectations in a contract, appointment letter, or a position description, depending on the hiring practices of the institution for each position. In addition, the policy would require institutions to consider the extent to which athletic directors and coaches have met these academic performance standards as part of the annual job performance evaluation process for athletic directors and head coaches.

While the program review report focused only on Division I and II institutions, the policy would apply to all UW institutions, including Division III institutions, as a way to affirm that the Board of Regents is concerned about the academic success of all student-athletes. The policy would give institutions the flexibility to address academic performance in contracts, appointment letters, position descriptions, and performance evaluations as they deem appropriate, within the constraints of any applicable state and federal laws and regulations, university policies, and NCAA regulations. A System policy could assure that all UW institutions hold athletic directors and coaches accountable for the academic success of student-athletes.

The Office of Operations Review and Audit review also found that the NCAA recently established a new metric for monitoring academic performance at Division I institutions, called the Academic Progress Rate (APR). Institutions that do not meet a minimum APR score identified by the NCAA will lose their ability to re-award grant-in-aid to new students in certain situations. The NCAA also plans to institute additional penalties for institutions that consistently fail to meet academic requirements, which may include further aid reductions, recruiting restrictions, prohibitions against postseason competition, and restricted membership in the NCAA. The NCAA requires institutions that do not meet the minimum acceptable APR to develop an academic improvement plan that describes how the institution plans to address academic deficiencies. Currently, the minimum acceptable score is 925 out of 1,000 possible points.

The proposed policy would require UW institutions participating in Division I athletics to provide the Board of Regents Business, Finance, and Audit Committee with an annual report describing the APR for each Division I team in the UW System. Institutions would also be required to provide the Board of Regents with a copy of the academic improvement plan for teams who have an APR below the NCAA's acceptable score. This reporting requirement could highlight student-athletes' academic success and could also alert the Board of Regents to academic deficiencies that may impede the academic success of student-athletes and result in NCAA penalties.

RELATED REGENT POLICIES

Regent Policy 91-7: Endorsement of Statement of Principles from the Knight Foundation Commission on Intercollegiate Athletics.

**Office of Operations Review and Audit**

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DATE: November 1, 2006

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

FROM: Ron Yates, Director *RJ*

SUBJECT: Potential Analysis of Policy Options for Board of Regents Oversight of Information Technology Projects

At your request, our office has developed some background information on the Appointment, Payroll, and Benefits System (APBS) and determined the potential scope of an analysis focused on policy options for Board of Regents oversight of information technology (IT) implementation projects that affect all or most UW institutions.

Background

From 1974, when the merger of the University of Wisconsin institutions and the Wisconsin State Universities was completed, until 1993, the UW System had two payroll processing centers. The Peterson Processing Center, managed by UW-Madison, served UW-Green Bay, Madison, Milwaukee, Parkside, and Extension and UW Colleges. The WARF Processing Center, managed by UW System Administration, served UW-Eau Claire, La Crosse, Oshkosh, Platteville, River Falls, Stevens Point, Stout, Superior, and Whitewater and UW System Administration.

In 1993, because of the cost associated with operating two processing centers and the lack of technical support for the WARF mainframe computer, the UW System consolidated the two processing centers. As a result, the UW Processing Center was established in 1997, and a board was established to oversee the transition. The UW Processing Center used the Peterson Processing Center model, with some improvements, but it remained a legacy mainframe system. An essential component of the Petersen Processing Center model was the Integrated Appointment Data System (IADS), developed primarily for UW-Madison. IADS was designed to integrate recruitment, appointment, payroll, accounting, and budget. However, IADS did not meet all of the needs of individual institutions. Also, the IADS interface with the old payroll system was expensive to maintain.

In 1998, UW System Administration appointed a subcommittee of the UW System Best Business Practices Committee to research appointment, payroll, and benefit systems. The subcommittee issued a number of recommendations, including the use of a common set of business rules, data elements, and definitions to meet the core needs of UW institutions and System Administration, and the purchase of available commercial products to meet these core needs.

In 2000, after conducting a full request-for-proposal process, UW System Administration awarded a contract to purchase Lawson Software's Human Resources software application. Implementation of the Lawson software application began in April 2001 and was scheduled to go live in January 2005. The timelines for the major implementation phases were:

- Planning Phase -- April 2001 to June 2002
- Design and Build Phase -- April 2002 to December 2003
- Preparation Phase -- October 2003 to October 2004
- Execution Phase -- October 2004 to January 2005

Implementation of APBS eventually fell behind schedule. For instance, the planned go-live date was extended from January 2005 to April 2005. In October 2004, the Common Systems Review Group, a systemwide committee responsible for budgeting and funding of all large IT system implementations, commissioned a consultant to review the timelines and costs for the April 2005 go-live schedule. This project management consultant identified a number of risks that would necessitate extending the go-live date to January 2006.

In February 2005, UW System management put the project on hold pending a separate assessment of the ability of the Lawson software application to meet gaps UW-Madison had identified. The assessment estimated that it would cost between \$4.9 million and \$6.3 million to build solutions for the gaps alone.

Concurrent with the UW-Madison Lawson software assessment, UW institution chancellors approved a project to evaluate whether the Oracle/PeopleSoft application was a viable alternative to the Lawson software, and to examine the longer-term viability of the current legacy system. UW chancellors also decided that the UW System should await the Wisconsin Department of Administration's (DOA) choice of a software vendor for its Integrated Business Information System (IBIS) project.

The DOA chose Oracle/PeopleSoft for the IBIS project in early spring and concluded contract negotiations in May 2006. UW System management made the decision to halt implementation of the Lawson system in June 2006, deciding instead to pursue the use of Oracle/PeopleSoft to meet the future need for a UW human resources/payroll/benefits system, and to work in collaboration with DOA. The UW System spent approximately \$26 million on the APBS project before it was discontinued.

Issues Identified in the APBS Implementation

The project management consultant noted several problems with the APBS implementation process, including: absence of a fully defined project plan with realistic timelines; a lack of input or participation from UW IT professionals; a high number of customizations; a lack of project management expertise on the management team; inadequate testing; a lack of consistent communication between the project team and management; and unorganized communication from project management to the steering committee. The consultant and UW management also indicated that the original project costs were underestimated.

An internal UW System analysis concluded that five major IT projects that involved most UW institutions, including APBS, have been implemented since 1997. All but the APBS project were “successfully completed on or near the project timeline with minimal or nonexistent cost overruns.”

Objectives of the Analysis

A number of actions have already been taken, or will be taken, in light of the APBS project:

- 1) aspects of APBS were reviewed by two separate project management consultants;
- 2) UW System management has created a new oversight and management structure for the current system and any future human resources/payroll/benefits applications;
- 3) UW System management has broadened the representation and strengthened the authority of the Common Systems Review Group to monitor the budgets and processes of all systemwide IT implementation projects; and
- 4) the Legislative Audit Bureau is gathering information about APBS as part of its evaluation of major IT systems statewide.

An area that could be addressed is the role of the Board of Regents in project implementation. An analysis of policy options for Board of Regents oversight of projects that affect all or most UW institutions, such as APBS, might be of some benefit. At a minimum, such an analysis could be expected to recommend a structure for the Board to use in providing oversight with respect to future IT projects. The analysis could provide:

- an inventory of major IT projects in the UW System for the past several years;
- a description of the oversight and management structures for IT project implementations;
- a summary of other public university systems’ oversight and management structures for IT project implementations;
- an overview of issues identified in past analyses of APBS and resulting actions;
- a summary of the types of project information the Board has requested or has been provided on major IT projects;
- a summary of policies for Board oversight of the implementation of systemwide projects in other public university systems;
- information from the Association of Governing Boards on how other higher education institutions manage their major IT project implementations; and
- policy options for the Board to consider in carrying out its oversight responsibilities for major IT projects.

Methodology

The analysis will be conducted primarily through document review and staff interviews. Any staff interviews will focus only on topics needed to accomplish the objectives of the analysis. We can begin this analysis as soon as staff resources are available.

Please let me know if you have questions about this proposed project scope.

cc: Vice President Debbie Durcan

UNIVERSITY OF WISCONSIN SYSTEM
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QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2006-2007 - First Quarter

FISCAL YEAR 2006-2007	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Total	27,137,200	28,342,508	1,476,344	27,655,870	12,319,096	229,789,420	72,932,823	399,653,261
Federal	14,540,639	24,782,073	40,172	5,733,088	0	162,374,838	68,941,640	276,412,450
Nonfederal	12,596,561	3,560,435	1,436,172	21,922,782	12,319,096	67,414,582	3,991,183	123,240,811
FISCAL YEAR 2005-2006								
Total	27,404,495	24,798,109	1,350,117	28,828,664	17,573,171	258,737,277	55,013,171	413,705,004
Federal	14,952,886	20,828,663	99,987	6,369,023	0	186,579,165	51,095,632	279,925,356
Nonfederal	12,451,609	3,969,446	1,250,130	22,459,641	17,573,171	72,158,112	3,917,539	133,779,648
INCREASE(DECREASE)								
Total	(267,295)	3,544,399	126,227	(1,172,794)	(5,254,075)	(28,947,857)	17,919,652	(14,051,743)
Federal	(412,247)	3,953,410	(59,815)	(635,935)	0	(24,204,327)	17,846,008	(3,512,906)
Nonfederal	144,952	(409,011)	186,042	(536,859)	(5,254,075)	(4,743,530)	73,644	(10,538,837)

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2006-2007 - First Quarter

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2006-2007								
Madison	9,686,349	17,008,091	1,375,835	19,748,472	12,319,096	214,549,312	16,736,109	291,423,264
Milwaukee	2,115,070	6,218,192	38,600	1,343,020	0	13,266,952	9,536,640	32,518,473
Eau Claire	615,400	319,015	0	0	0	201,273	5,289,206	6,424,894
Green Bay	11,600	826,425	0	122,714	0	149,088	3,028,849	4,138,676
La Crosse	28,832	27,153	13,500	800,568	0	585,082	3,311,191	4,766,326
Oshkosh	2,870,463	2,746,503	0	0	0	137,630	5,062,999	10,817,595
Parkside	155,154	296,841	6,500	2,121	0	53,166	2,978,914	3,492,696
Platteville	45,910	3,500	41,909	10,680	0	0	3,746,504	3,848,503
River Falls	508,032	59,471	0	933,873	0	7,000	3,013,723	4,522,099
Stevens Point	2,402,652	20,003	0	26,362	0	291,050	5,335,600	8,075,667
Stout	1,122,129	158,543	0	1,463,856	0	129,927	4,442,405	7,316,859
Superior	0	10,381	0	698,346	0	36,472	2,033,164	2,778,363
Whitewater	30,252	20,326	0	1,067,764	0	287,129	4,620,277	6,025,747
Colleges	7,729	526,630	0	633,251	0	95,340	3,397,243	4,660,193
Extension	7,537,628	0	0	0	0	0	0	7,537,628
System-Wide	0	101,434	0	804,843	0	0	400,000	1,306,277
Totals	27,137,200	28,342,508	1,476,344	27,655,870	12,319,096	229,789,420	72,932,823	399,653,261
Madison	5,600,399	14,182,697	0	460,287	0	149,937,746	13,993,574	184,174,703
Milwaukee	1,371,740	6,009,965	0	0	0	11,139,898	9,042,333	27,563,936
Eau Claire	410,400	319,015	0	0	0	201,273	5,289,206	6,219,894
Green Bay	0	789,725	0	0	0	81,490	3,007,829	3,879,044
La Crosse	0	0	0	767,654	0	315,598	3,311,191	4,394,443
Oshkosh	2,646,412	2,403,383	0	0	0	120,680	5,062,999	10,233,474
Parkside	65,654	296,801	0	0	0	0	2,967,479	3,329,934
Platteville	45,910	0	40,172	0	0	0	3,746,504	3,832,586
River Falls	324,169	0	0	846,740	0	0	3,013,723	4,184,632
Stevens Point	1,171,589	0	0	0	0	96,300	5,335,600	6,603,489
Stout	705,414	144,543	0	897,249	0	126,865	4,440,741	6,314,812
Superior	0	7,881	0	733,346	0	19,000	2,000,164	2,760,391
Whitewater	0	0	0	925,268	0	283,129	4,616,309	5,824,706
Colleges	0	526,629	0	333,306	0	52,859	3,113,988	4,026,782
Extension	2,198,952	0	0	0	0	0	0	2,198,952
System-Wide	0	101,434	0	769,238	0	0	0	870,672
Federal Totals	14,540,639	24,782,073	40,172	5,733,088	0	162,374,838	68,941,640	276,412,450
Madison	4,085,950	2,825,394	1,375,835	19,288,185	12,319,096	64,611,566	2,742,535	107,248,561
Milwaukee	743,330	208,227	38,600	1,343,020	0	2,127,054	494,307	4,954,537
Eau Claire	205,000	0	0	0	0	0	0	205,000
Green Bay	11,600	36,700	0	122,714	0	67,598	21,020	259,632
La Crosse	28,832	27,153	13,500	32,914	0	269,484	0	371,883
Oshkosh	224,051	343,120	0	0	0	16,950	0	584,121
Parkside	89,500	40	6,500	2,121	0	53,166	11,435	162,762
Platteville	0	3,500	1,737	10,680	0	0	0	15,917
River Falls	183,863	59,471	0	87,133	0	7,000	0	337,467
Stevens Point	1,231,063	20,003	0	26,362	0	194,750	0	1,472,178
Stout	416,715	14,000	0	566,607	0	3,062	1,664	1,002,047
Superior	0	2,500	0	(35,000)	0	17,472	33,000	17,972
Whitewater	30,252	20,326	0	142,496	0	4,000	3,968	201,041
Colleges	7,729	1	0	299,945	0	42,481	283,255	633,411
Extension	5,338,676	0	0	0	0	0	0	5,338,676
System-Wide	0	0	0	35,605	0	0	400,000	435,605
Nonfederal Totals	12,596,561	3,560,435	1,436,172	21,922,782	12,319,096	67,414,582	3,991,183	123,240,811

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QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2006-2007 - First Quarter

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2005-2006								
Madison	9,132,382	12,080,509	1,350,117	21,833,893	17,573,152	243,251,255	14,037,294	319,258,602
Milwaukee	1,578,904	7,365,591	0	1,305,229	0	12,305,532	6,850,793	29,406,048
Eau Claire	412,250	165,362	0	0	0	473,950	4,234,967	5,286,529
Green Bay	3,500	399,550	0	136,898	0	753,929	2,307,648	3,601,525
La Crosse	85,587	505,250	0	561,063	0	654,214	0	1,806,114
Oshkosh	1,762,462	2,542,301	0	0	0	70,530	3,830,051	8,205,344
Parkside	82,489	328,522	0	6,587	0	191,941	2,351,307	2,960,846
Platteville	6,099	111,930	0	81,322	0	11,688	2,637,725	2,848,764
River Falls	641,139	347,357	0	944,975	0	18,364	2,410,096	4,361,931
Stevens Point	2,997,216	173,431	0	33,549	0	720,275	4,835,448	8,759,919
Stout	383,860	135,997	0	1,135,596	0	10,519	3,173,168	4,839,140
Superior	10,000	0	0	691,329	0	127,422	1,664,475	2,493,226
Whitewater	6,101	37,234	0	1,996,408	19	120,354	3,529,220	5,689,336
Colleges	6,348	10,500	0	78,815	0	27,304	3,150,979	3,273,946
Extension	10,296,158	0	0	0	0	0	0	10,296,158
System-Wide	0	594,575	0	23,000	0	0	0	617,575
Totals	27,404,495	24,798,109	1,350,117	28,828,664	17,573,171	258,737,277	55,013,171	413,705,004
Madison	6,339,777	8,703,392	0	1,647,716	0	172,653,581	10,713,500	200,057,966
Milwaukee	1,137,484	7,308,591	0	0	0	11,462,468	6,605,559	26,514,101
Eau Claire	412,250	165,362	0	0	0	396,937	4,234,967	5,209,516
Green Bay	0	371,860	0	0	0	386,394	2,276,354	3,034,608
La Crosse	20,300	505,250	0	539,856	0	535,337	0	1,600,743
Oshkosh	1,690,956	2,429,001	0	0	0	70,530	3,830,051	8,020,538
Parkside	64,489	276,793	0	0	0	185,141	2,332,152	2,858,575
Platteville	296,706	0	99,987	0	0	0	2,637,725	3,034,418
River Falls	563,175	276,696	0	856,594	0	0	2,410,096	4,106,561
Stevens Point	1,698,266	74,300	0	0	0	638,468	4,835,448	7,246,482
Stout	366,315	122,843	0	759,449	0	8,492	3,173,168	4,430,267
Superior	0	0	0	691,329	0	123,422	1,664,475	2,479,226
Whitewater	3,479	0	0	1,850,411	0	116,976	3,524,620	5,495,486
Colleges	6,348	0	0	13,668	0	1,419	2,857,517	2,878,952
Extension	2,353,341	0	0	0	0	0	0	2,353,341
System-Wide	0	594,575	0	10,000	0	0	0	604,575
Federal Totals	14,952,886	20,828,663	99,987	6,369,023	0	186,579,165	51,095,632	279,925,356
Madison	2,792,605	3,377,117	1,350,117	20,186,177	17,573,152	70,597,674	3,323,794	119,200,636
Milwaukee	441,420	57,000	0	1,305,229	0	843,064	245,234	2,891,947
Eau Claire	0	0	0	0	0	77,013	0	77,013
Green Bay	3,500	27,690	0	136,898	0	367,535	31,294	566,917
La Crosse	65,287	0	0	21,207	0	118,877	0	205,371
Oshkosh	71,506	113,300	0	0	0	0	0	184,806
Parkside	18,000	51,729	0	6,587	0	6,800	19,155	102,271
Platteville	(290,607)	111,930	(99,987)	81,322	0	11,688	0	(185,654)
River Falls	77,964	70,661	0	88,381	0	18,364	0	255,370
Stevens Point	1,298,950	99,131	0	33,549	0	81,807	0	1,513,437
Stout	17,545	13,154	0	376,147	0	2,027	0	408,873
Superior	10,000	0	0	0	0	4,000	0	14,000
Whitewater	2,622	37,234	0	145,997	19	3,378	4,600	193,850
Colleges	0	10,500	0	65,147	0	25,885	293,462	394,994
Extension	7,942,817	0	0	0	0	0	0	7,942,817
System-Wide	0	0	0	13,000	0	0	0	13,000
Nonfederal Totals	12,451,609	3,969,446	1,250,130	22,459,641	17,573,171	72,158,112	3,917,539	133,779,648

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FISCAL YEAR 2006-2007 - First Quarter

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
INCREASE (DECREASE)								
Madison	553,967	4,927,582	25,718	(2,085,421)	(5,254,056)	(28,701,943)	2,698,815	(27,835,338)
Milwaukee	536,166	(1,147,399)	38,600	37,791	0	961,420	2,685,847	3,112,425
Eau Claire	203,150	153,653	0	0	0	(272,677)	1,054,239	1,138,365
Green Bay	8,100	426,875	0	(14,184)	0	(604,841)	721,201	537,151
La Crosse	(56,755)	(478,097)	13,500	239,505	0	(69,132)	3,311,191	2,960,212
Oshkosh	1,108,002	204,202	0	0	0	67,100	1,232,948	2,612,251
Parkside	72,665	(31,681)	6,500	(4,466)	0	(138,775)	627,607	531,850
Platteville	39,811	(108,430)	41,909	(70,642)	0	(11,688)	1,108,779	999,739
River Falls	(133,107)	(287,886)	0	(11,102)	0	(11,364)	603,627	160,168
Stevens Point	(594,564)	(153,428)	0	(7,187)	0	(429,225)	500,152	(684,252)
Stout	738,269	22,546	0	328,260	0	119,408	1,269,237	2,477,719
Superior	(10,000)	10,381	0	7,017	0	(90,950)	368,689	285,137
Whitewater	24,151	(16,908)	0	(928,644)	(19)	166,775	1,091,057	336,411
Colleges	1,381	516,130	0	554,436	0	68,036	246,264	1,386,247
Extension	(2,758,530)	0	0	0	0	0	0	(2,758,530)
System-Wide	0	(493,141)	0	781,843	0	0	400,000	688,702
Totals	(267,295)	3,544,399	126,227	(1,172,794)	(5,254,075)	(28,947,857)	17,919,652	(14,051,743)
Madison	(739,378)	5,479,305	0	(1,187,429)	0	(22,715,835)	3,280,074	(15,883,263)
Milwaukee	234,257	(1,298,626)	0	0	0	(322,570)	2,436,774	1,049,835
Eau Claire	(1,850)	153,653	0	0	0	(195,664)	1,054,239	1,010,378
Green Bay	0	417,865	0	0	0	(304,904)	731,475	844,436
La Crosse	(20,300)	(505,250)	0	227,798	0	(219,739)	3,311,191	2,793,700
Oshkosh	955,456	(25,618)	0	0	0	50,150	1,232,948	2,212,936
Parkside	1,165	20,008	0	0	0	(185,141)	635,327	471,359
Platteville	(250,796)	0	(59,815)	0	0	0	1,108,779	798,168
River Falls	(239,006)	(276,696)	0	(9,854)	0	0	603,627	78,071
Stevens Point	(526,677)	(74,300)	0	0	0	(542,168)	500,152	(642,993)
Stout	339,099	21,700	0	137,800	0	118,373	1,267,573	1,884,545
Superior	0	7,881	0	42,017	0	(104,422)	335,689	281,165
Whitewater	(3,479)	0	0	(925,143)	0	166,153	1,091,689	329,220
Colleges	(6,348)	526,629	0	319,638	0	51,440	256,471	1,147,830
Extension	(154,389)	0	0	0	0	0	0	(154,389)
System-Wide	0	(493,141)	0	759,238	0	0	0	266,097
Federal Totals	(412,247)	3,953,410	(59,815)	(635,935)	0	(24,204,327)	17,846,008	(3,512,906)
Madison	1,293,345	(551,723)	25,718	(897,992)	(5,254,056)	(5,986,108)	(581,259)	(11,952,075)
Milwaukee	301,910	151,227	38,600	37,791	0	1,283,989	249,073	2,062,590
Eau Claire	205,000	0	0	0	0	(77,013)	0	127,987
Green Bay	8,100	9,010	0	(14,184)	0	(299,937)	(10,274)	(307,285)
La Crosse	(36,455)	27,153	13,500	11,707	0	150,607	0	166,512
Oshkosh	152,546	229,820	0	0	0	16,950	0	399,315
Parkside	71,500	(51,689)	6,500	(4,466)	0	46,366	(7,720)	60,491
Platteville	290,607	(108,430)	101,724	(70,642)	0	(11,688)	0	201,571
River Falls	105,899	(11,190)	0	(1,248)	0	(11,364)	0	82,097
Stevens Point	(67,887)	(79,128)	0	(7,187)	0	112,943	0	(41,259)
Stout	399,170	846	0	190,460	0	1,035	1,664	593,174
Superior	(10,000)	2,500	0	(35,000)	0	13,472	33,000	3,972
Whitewater	27,630	(16,908)	0	(3,501)	(19)	622	(633)	7,191
Colleges	7,729	(10,499)	0	234,798	0	16,596	(10,207)	238,417
Extension	(2,604,141)	0	0	0	0	0	0	(2,604,141)
System-Wide	0	0	0	22,605	0	0	400,000	422,605
Nonfederal Totals	144,952	(409,011)	186,042	(536,859)	(5,254,075)	(4,743,530)	73,644	(10,538,837)

November 10, 2006

Agenda Item I.2.d.(2)

Role of the Finance Committee/

Committee Goals for 2006-07

B O A R D

B A S I C S

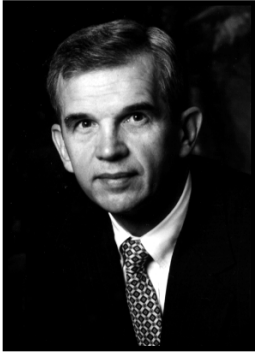
E F F E C T I V E C O M M I T T E E S

THE FINANCE COMMITTEE

BY JAMES E. MORLEY, JR.



ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES



JAMES E. MORLEY, JR.

James E. Morley, Jr. is president of the National Association of College and University Business Officers (NACUBO) in Washington, D.C. Previously, he was senior vice president at Cornell University in Ithaca, N.Y. He also was vice presi-

dent for business and finance at Rensselaer Polytechnic Institute, treasurer at Rider College, comptroller at Syracuse University, and auditor/management consultant at Ernst & Ernst.

Morley serves as treasurer and trustee of the Emma Willard School in Troy, N.Y., and as a member and director of the audit committee of the National Grange Mutual Insurance Co. in Keene, N.H. He has been a board member of School, College, and University Underwriters Limited (SCUUL) since 1986 and is on the board of directors of the United Educators Insurance Risk Retention Group, Inc. Morley has a bachelor of science in mechanical engineering from Rensselaer Polytechnic Institute and a master of science in accounting from Syracuse University.

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The *Board Basics Series* is intended to strengthen the effectiveness of governing boards and trustees by providing information about board roles and responsibilities. This series of publications is intended to inform debate and discussion, not to represent or imply endorsement by the association or its members. Additional copies are available by calling the AGB Publications Department at 800/356-6317.

THE FINANCE COMMITTEE

The traditional role of a college or university finance committee is to oversee an institution's financial operations, ensure that a viable long-range fiscal plan is in place, and recommend financial policies to the board. But the environment in which every institution—large and small, public and independent—currently operates demands that finance committees assume additional responsibilities that are broader in both scope and impact than these three traditional duties. This environment stems from new expectations various constituents are placing upon colleges and universities and is characterized by the following trends:

- Students and families increasingly demand that colleges and universities make a cultural shift from a focus on the producer (faculty) to a stronger emphasis on the customer (students and the general public).
- The measures by which we gauge institutional performance and excellence are shifting from a traditional emphasis on inputs (the number of books in the library or Ph.D.s on the faculty, for example) to a new focus on outcomes (how well students are educated, as evidenced by employment or postgraduate education, for example).
- The number of nontraditional students is growing, thus prompting change in two significant areas: First, their educational needs vary greatly from the four-year, campus-based experience colleges and universities are designed to deliver. And second, they require multiple, flexible delivery systems that often depend upon up-to-date information technology, including distance learning.
- Virtually all higher education institutions face growing fiscal constraints that create the need for more effective planning, resource-allocation, and budget-implementation strategies.

- Traditional colleges and universities are competing to enroll the same pool of students. This competition is further intensified by proprietary institutions and organizations that are expanding their market share of students and from foreign institutions whose strengthened programs are attracting their citizens away from U.S. campuses and recruiting U.S. students to their institutions.

As a result of these and other challenges, the finance committee often finds itself in a leadership role on the governing board and at the center of the institution's most critical decisions. Committee members are required to integrate their traditional responsibilities with their institution's mission and to understand the broad elements of change and its accompanying resource implications. To prepare for this leadership role, all finance committee members must have a firm grasp of their institution's mission, goals, and priorities and insist that expenditures be connected directly with them.

The role of the finance committee may differ somewhat among categories of colleges and universities, and committee members need to carry out their duties in the context of their institution's unique circumstances. For example, at research institutions, finance committee members must understand the complexity of research funding and indirect cost recovery; at comprehensive four-year institutions, committee members must understand their institution's academic focus; and at community colleges, committee members must understand the importance their college places on cost-effective delivery of credit hours. Armed with such mission-specific knowledge, finance committees can do more than prevent bad financial decisions—they can be the guiding force for strategically sound decisions.

At most institutions, the charter or bylaws specify that the finance committee approves operating budgets and capital expenditures above a certain dollar limit. However, such documents also should specify that the finance committee should provide guidance to those who handle the institution's day-to-day operations and prepare financial information in keeping with the institution's mission. The finance committee also may be responsible for reviewing staff-recommended changes in fringe benefits, health care, and retirement packages.



COMMITTEE CHARGE

AMONG THE MOST
DIFFICULT CHALLENGES
A BOARD FACES ARE
THE FISCAL TRADE-OFFS
BETWEEN PROGRAM
AND CAPITAL DECISIONS
IN WHICH EQUALLY
IMPORTANT FINANCIAL
PRIORITIES COMPETE FOR
SCARCE RESOURCES.

The finance committee’s overarching charge is to ensure the fiscal stability and long-term economic health of the institution. Unless separate committees exist for auditing, investments, and budget, these areas should fall within the realm of the finance committee. If the committee’s responsibilities include these areas, the committee chair may wish to establish subcommittees to oversee these important functions, particularly if the committee is large.

Effective budget processes depend upon a clear framework for decision making based on the college or university’s mission, vision, and values. Such a framework enables committee members to recognize when either budgeting processes or decision making become disconnected from the institution’s mission, so the committee chair can work with board’s leadership and the institution’s chief executive to refocus either the decision-making

process or even the institution’s mission, if necessary. When such a framework is in place, the finance committee can better perform its role as the institution’s fiscal gatekeeper.

Among the most difficult challenges a board faces are the fiscal trade-offs between program and capital decisions in which equally important financial priorities compete for scarce resources. For example, finance committees often must resolve the following questions:

- Should reserves or endowment be drawn down to carry out major upgrades to student facilities, laboratories, or classrooms?
- Should an institution borrow the funds necessary to complete major renewal projects or information-technology systems?

THE FINANCE
COMMITTEE'S
OVERARCHING CHARGE
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INSTITUTION.

- What is the right balance between the financial obligations of ensuring a functional and attractive campus and maintaining a high-quality faculty and staff?
- At what point, if any, does the cost of an athletic program outweigh its benefits? Should an athletic program ever take financial precedence over an academic program?

A general approach for a committee to take in assessing and deciding these and other resource, capital, and operational trade-offs is to call for a business plan from the administration. The business-plan approach provides a discipline and structure for documenting options and laying out the rationale for decisions. For a business plan to be successful, it must take into account all aspects of how decision making will affect academic programs and administrative functions.

A business plan devised in this way should include, at minimum, these steps:

- Document the purpose, problem, and/or opportunity.
- Describe the preferred options, explain why they are preferred, and document the research.
- List the rejected options and note why they were rejected.
- Outline the major steps for implementing the plan, including a schedule. Identify the staff members who will carry it out and the various departments that will contribute.
- Identify factors that might jeopardize the plan's success, including financial, technological, organizational, and political risks.
- Refine the processes for keeping the finance committee and board apprised of progress and issues.

COMMITTEE STRUCTURE

An effective finance committee must have a proper balance of members. While selecting committee members with solid financial backgrounds is important, it is equally important to choose members who do not have a financial background but who possess a deep understanding and enthusiasm for the institution's work and mission. Such individuals will bring fresh viewpoints to financial deliberations and remind other committee members that making and holding onto money is not the institution's primary objective.

Ideally, a trustee who is expert in financial matters and is committed to the institution's mission should chair the finance committee. The committee chair also should be a member of the executive committee.

An additional characteristic of an effective finance committee is its continuity—that is, some members should serve for consecutive terms. However, care should be taken to prevent the committee from becoming stagnant because of a lack of fresh ideas and perspectives. Many boards strive to keep a core of experienced, financially oriented members on the committee for several years, while periodically recruiting new committee members whose experiences and interests are largely outside the financial realm. Other boards choose to change the composition of their committees regularly regardless of members' backgrounds. Irrespective of the committee structure an institution selects as most effective for its unique circumstances, the composition of the finance committee should be reviewed annually. A periodic inflow of new trustees ensures fresh perspectives and promotes healthy questioning of the committee charge and processes.

Typically, finance committees are slightly larger than other board committees. To serve a governing board of an independent institution, a finance committee usually has seven to ten members. The boards of public institutions, on the other hand, often are much smaller, and therefore the committees are much smaller.

COMMITTEE RESPONSIBILITIES

The finance committee's basic responsibilities follow:

1. Monitor the institution's financial operations. The finance committee is responsible for monitoring the institution's expenditures and ensuring that they comply with financial expectations. The finance committee also reviews information prepared and presented by the business office to make sure it is accurate, reported in a consistent manner, and in keeping with the institution's vision and mission. If cash flow deviates from the institution's plans or needs, the finance committee must decide upon and take corrective action.

Additionally, finance committee members must understand all of the sources of institutional revenue (the mix of which is unique to each institution and might include funds from tuition, fees, grants, donations, and endowments, among others) and identify and evaluate trends in revenue growth or stagnation and changes in the mix of sources.

2. Oversee annual and long-range operating budgets. The finance committee is responsible for guiding the institution's long-range fiscal plan and annual budget process. At most institutions, budget cycles are well established, and the administration is responsible for developing a detailed annual budget. The finance committee must evaluate the assumptions on which budgets rest, including tuition rates, salary and wage increases, and revenue sources. Further, the committee must scrutinize the validity of other assumptions, including the number of incoming students, class size, retention rates, and costs of new programs.

Committee members also should evaluate how resource allocations support the institution's vision and mission. At regular meetings during the fiscal year, the finance committee should monitor the budget against actual performance to make sure it is realistic, being met, and reflects the institution's goals. The finance committee should examine the long-term financial consequences of the current budget and call for a parallel long-range plan. Among other long-term objectives that should guide the committee's work are asset preservation, financial and facilities growth, and human-resource development.

3. *Ensure that accurate and complete financial records are maintained.*

Another important responsibility of the finance committee is to ensure that the institution’s accounting system is capable of sufficiently gathering, recording, and updating meaningful data about the institution’s performance. The system should follow generally accepted accounting principles—the Financial Accounting Standards Board’s (FASB) for independent institutions and the Governmental Accounting Standards Board’s (GASB) for public institutions. The committee also should verify that the institution is in compliance with all federal, state, and other applicable reporting requirements.

ARMED WITH
MISSION-SPECIFIC
KNOWLEDGE, FINANCE
COMMITTEES CAN DO
MORE THAN PREVENT
BAD FINANCIAL
DECISIONS—THEY CAN

4. *Ensure that timely and accurate information is presented to the board.*

One of the primary responsibilities of the finance committee is to relieve the board of the time-consuming and complex task of examining the institution’s financial details. The committee should present to the board all basic financial

BE THE GUIDING FORCE
FOR STRATEGICALLY
SOUND DECISIONS.

issues in understandable, jargon-free language. Such presentations also should explain clearly the pros and cons and potential ramifications of financial decisions and include the committee’s recommendations. All financial statements and reports presented to the board should be concise and timely.

5. *Submit to the full board for its approval capital budgets that exceed prescribed amounts.* The finance committee should review requests from the president or senior administrators to exceed the budget by a predetermined amount and then submit those requests to the full board for final approval. Additionally, the committee must ensure that such requests support the institution’s mission. Further, the governing board and chief executive should set and agree on guidelines that permit the administration to operate without undue board supervision, while allowing the board to carry out its fiscal-oversight responsibility.

ALL FINANCE
COMMITTEE MEMBERS
MUST HAVE A FIRM GRASP
OF THEIR INSTITUTION'S
MISSION, GOALS, AND
PRIORITIES AND INSIST
THAT EXPENDITURES BE
CONNECTED DIRECTLY
WITH THEM.

6. *Communicate with and educate the board.* One of the finance committee's central responsibilities is to keep the board fully informed of the institution's financial condition. Most important, the finance committee must discuss all aspects of the budget with the board, including its underlying assumptions and how it reflects and supports the institution's vision and mission. The committee should make sure that other board members understand the implications of all financial statements, while also guiding board members toward discussions of policy implications, rather than financial details. Additionally, members of the finance committee should become knowledgeable about general higher education finance practices and present periodic reports to the full board when appropriate, such as during annual retreats, the first meeting of a new academic year, or new-trustee orientation sessions.

CONCLUSION

American higher education is in the midst of a period in which college and university leaders are obliged to conduct vigorous and ongoing analyses of their institutional missions and financial underpinnings. For some institutions, this will mean change or upheaval; for others, such intensive monitoring and examination will mean a steady rudder. Regardless, the finance committee of a board of trustees will continue to carry out important traditional responsibilities in behalf of its institution.

A finance committee can best serve its institution by integrating its basic responsibilities with the institution's mission, responding to the changing needs and expectations of the institution's internal and external constituencies, and facilitating discussions with other board committees, the president, and senior-level administrators.

RESOURCES

Financial Responsibilities of Governing Boards. Washington, D.C., Association of Governing Boards of Universities and Colleges and National Association of College and University Business Officers, 1989. (A revision of this book is due to be published in 1997.)

Hauptman, Arthur M. *The Economic Prospects for American Higher Education*. Association of Governing Boards of Universities and Colleges and American Council on Education, Washington, D.C., 1991.

Holmgren, Norah. *The Finance Committee: The Fiscal Conscience of the Nonprofit Board*. National Center for Nonprofit Boards, Washington, D.C., 1995.

Taylor, Barbara E. and William F. Massy. *Strategic Indicators for Higher Education*. Petersons, Inc., Princeton, N.J., 1996.

“Understanding Financial Statements,” *Trusteeship Portfolios*, Association of Governing Boards of Universities and Colleges, Washington, D.C., 1995.

B O A R D B A S I C S

This publication is part of an AGB series devoted to strengthening the role of key standing committees of governing boards. Several assumptions underpin the series:

- The work of boards should be accomplished in committee. An effective committee system will enhance the productivity of full board meetings.
- The committee structure of any board should mirror the full range of its responsibilities as a legal, corporate entity. That is, the committee organization should cover the oversight roles expected of trustees.
- Although there is no optimum committee system, certain principles and procedures should prevail: The board's bylaws or other operating policy should include a clear, comprehensive statement of responsibility for each standing committee. Each committee should be staffed by an appropriate administrative officer; a trustee or regent should serve as chair. No trustee should serve on more than two active committees, preferably one—excluding the executive committee.
- Before scheduled meetings, each committee member should receive a concise, well-conceived meeting agenda and relevant background information prepared by the committee chair and staff. Committees are responsible for recommending decisions and actions to the full board.
- As committee members seek additional information to fulfill their responsibilities, it is important to strike a balance between “too much” and “too little.” Committee members must guard against requesting overly detailed information to avoid the appearance of becoming embroiled in administration or overburdening it. Before members make information requests, perhaps they would be well-served by asking if all such requests contribute to the committee's and the board's responsibilities for reviewing, setting, or approving institutional policies.

The *Effective Committees* set of booklets comprises publications on the following committees: investment, buildings and grounds, academic affairs, student affairs, finance, development, trustees, audit, and executive. It is part of the AGB **Board Basics Series**. AGB and the authors welcome comments and suggestions to improve this publication and others in the series.



THE BOARD OF REGENTS OF THE UW SYSTEM

Invite you to the: ANNUAL PUBLIC FORUM ON UNIVERSITY INVESTMENTS

The purpose of this annual forum is to provide students and faculty an opportunity to express opinions and/or concerns regarding endowed university investments. Participants are encouraged to register to speak by contacting Tom Reinders at: treinders@uwsa.edu or (608) 265-4174.

An investment holdings list and other information can be found at www.uwsa.edu/tfunds

Room 4151, Grainger Hall
975 University Ave.
Madison, WI

Thursday, November 9, 2006
3:30-5:00 p.m.

Speakers are asked to limit oral remarks to two minutes. Written testimony is invited and encouraged.

I.3. Physical Planning and Funding Committee

Thursday, November 9, 2006
Van Hise Hall
1220 Linden Drive

10:00 a.m. All Regents

- Report by the UW School of Medicine and Public Health on its Activities in Milwaukee

11:00 a.m. Education Committee – All Regents Invited

- Charter School Tutorial

12:00 p.m. Box Lunch

12:30 p.m. Joint session of the Physical Planning and Funding Committee and the Business, Finance, and Audit Committee – Room 1820

- a. Discussion of Renewable Energy Alternatives for UW Institutions

1:00 p.m. Physical Planning and Funding Committee

- b. Approval of the Minutes of the October 5, 2006 Meeting of the Physical Planning and Funding Committee
- c. UW-Eau Claire: Authority to Sell a Parcel of Land to the Department of Transportation
[Resolution I.3.c.]
- d. UW-Platteville: Approval of the Design Report and Authority to Adjust the Project Budget and Construct the New Engineering Building Project
[Resolution I.3.d.]
- e. UW-River Falls: Authority to Exchange a Parcel of Land for Agricultural Purposes
[Resolution I.3.e.]
- f. UW System: Authority to Construct All Agency Maintenance and Repair Projects
[Resolution I.3.f.]
- g. Report of the Assistant Vice President
 - Building Commission Actions
 - Other
- x. Additional items which may be presented to the Committee with its approval

Authority to Sell a Parcel of Land to the
Wisconsin Department of
Transportation, UW-Eau Claire

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Eau Claire Chancellor and the President of the University of Wisconsin System, authority be granted to sell 283 square feet (less than 0.0065 acre) of the 31.88-acre parcel on U.S. Highway 12/West Clairemont Avenue, Eau Claire, Wisconsin, to the Wisconsin Department of Transportation.

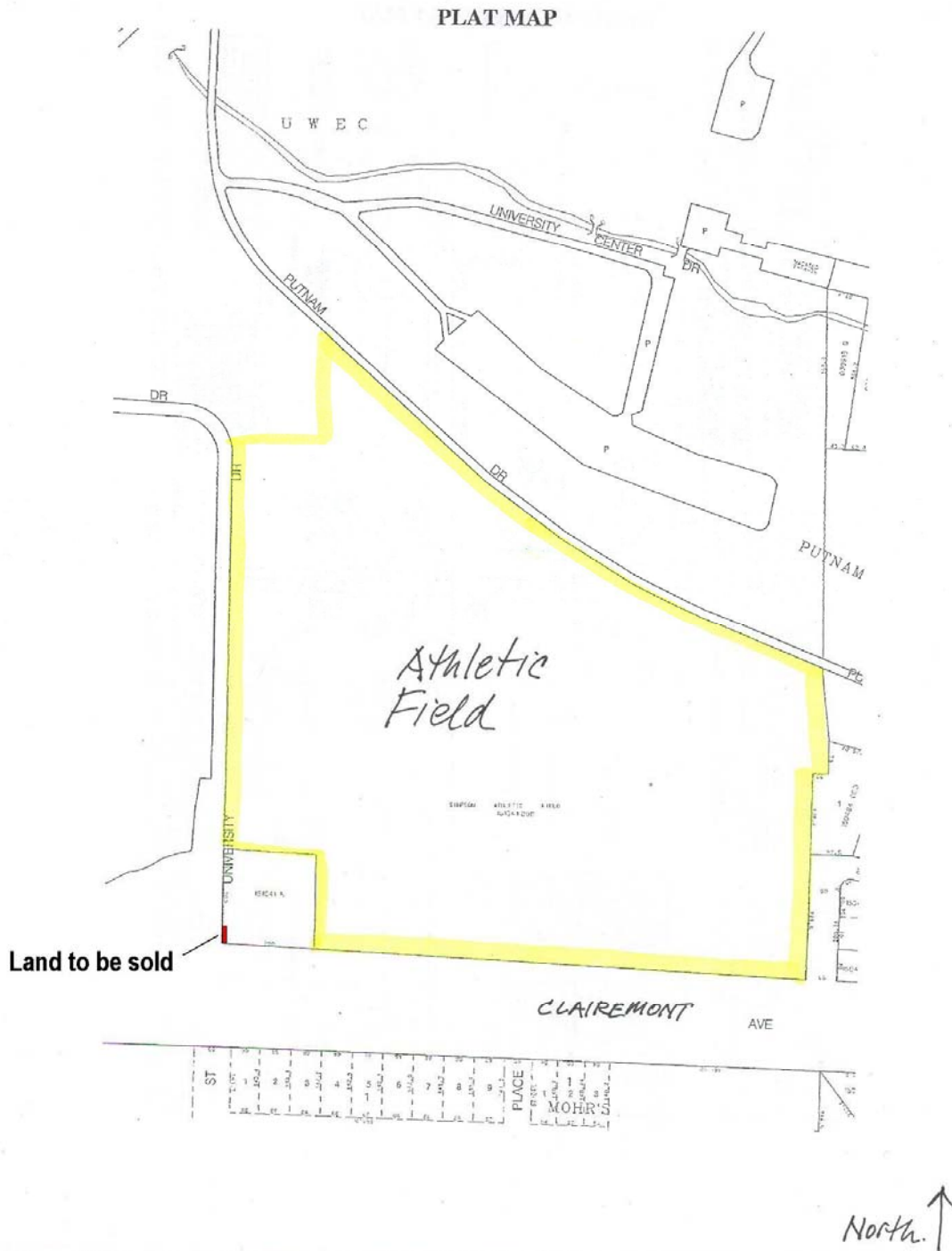
THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action November 2006

1. Institution: The University of Wisconsin-Eau Claire
2. Request: Requests authority to sell 283 square feet (less than 0.0065 acre) of the 31.88-acre parcel on U.S. Highway 12/West Clairemont Avenue, Eau Claire, Wisconsin, to the Wisconsin Department of Transportation.
3. Description and Scope of Project: The property to be sold is located at the northeast intersection of West Clairemont Avenue and University Drive in the city of Eau Claire. The Wisconsin Department of Transportation (WisDOT) is seeking to purchase this property as part of a large right-of-way improvement project. This sliver of land is important to the completion of a multi-purpose trail that is being constructed by WisDOT. The property is currently part of a much larger parcel used for athletic fields. Trail improvements are not anticipated to adversely affect the ongoing use of the property for athletic and recreational purposes. The sale of this property is in the best interest of the university and the public good.

In addition to several pavement and intersection improvements, a multi-purpose trail will be constructed as part of the WisDOT project. The trail will link areas of the community together and improve connectivity, safety, and mobility for bicyclists and pedestrians. Improvements will benefit university students, faculty, and staff, as well as the broader community of Eau Claire.

4. Justification of the Request: Approval of this request will facilitate improvements being made by WisDOT for the benefit of the public. No adverse effect is anticipated.
5. Budget: Not applicable.
6. Previous Action: None.



Approval of the Design Report and Authority
to Increase the Project Budget and Construct
the New Engineering Building Project,
UW-Platteville

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Platteville Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to construct a New Engineering Building Project and increase the project budget by \$350,000 Program Revenue Supported Borrowing for a total project cost of \$27,865,000 (\$350,000 Program Revenue Supported Borrowing-Parking, \$10,000,000 Program Revenue Supported Borrowing, \$10,000,000 General Fund Supported Borrowing, and \$7,515,000 Gifts/Grant Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action November 2006

1. Institution: The University of Wisconsin-Platteville
2. Request: Requests (a) approval of the Design Report, (b) authority to construct a New Engineering Building Project, and (c) increase the project budget by \$350,000 Program Revenue Supported Borrowing for a total project cost of \$27,865,000 (\$350,000 Program Revenue Supported Borrowing-Parking, \$10,000,000 Program Revenue Supported Borrowing, \$10,000,000 General Fund Supported Borrowing, and \$7,515,000 Gifts/Grant Funds).
3. Project Description and Scope: This project will design and construct a new 108,500 gross square foot Engineering building containing 22 labs, nine classrooms, and 32 faculty offices. In response to enrollment growth as part of the Tri-State Initiative, this space will accommodate the College of Engineering Mathematics and Science (EMS) and technology based programs in the College of Business, Industry, Life Sciences, and Agriculture (BILSA). Space will also be provided for the programs of Micro-Electro-Mechanical Systems (MEMS) and Bio-Medical Engineering. This building will be in addition to the existing campus engineering building (Ottensman Hall).
4. Justification: UW-Platteville has a fall 2006 enrollment of 6,300 students. The Tri-State Initiative, approved by the UW-Board of Regents and implemented by UW-Platteville starting in the fall semester of 2005, will incrementally increase the enrollment in technical and professional majors at the university by 1,425 students by the year 2011 and is scheduled to reach 2,000 students by 2015.

The Tri-State Initiative is an economic development tool for the State of Wisconsin that seeks to increase the number of college graduates in professional fields. The Tri-State Initiative will increase the number of students from eastern Iowa and northern Illinois attending and graduating from UW-Platteville with degrees in Engineering, Mathematics and Science, Business Administration, Criminal Justice, Construction Management, and other technical fields.

Based on the Tri-State Initiative, enrollment in the College of Engineering, Mathematics, and Science (EMS) is anticipated to increase by more than 60 percent, from 1,600 in the fall of 2004 to a sustained number of 2,600 by 2015.

A new engineering building, in addition to the existing engineering building, Ottensman Hall (168,829 GSF), is needed to support enrollment growth and the new program emphases of Micro-Electro-Mechanical Systems (MEMS) and Bio-Medical Engineering (BME) in the

College of EMS, and enrollment growth in technology based programs in the College of Business, Industry, Life Sciences and Agriculture (BILSA). Ottensman Hall does not have the classroom, laboratory, and office capacity to support the projected enrollment growth.

Ottensman Hall was built in 1965 to house 650 engineering and science majors and a small addition was added in 1986 to provide a home for an electrical engineering major. Ottensman Hall was built for a mining engineering degree program and a civil engineering degree program. The college now has seven different engineering majors and programs. There are over 1,900 majors within the college of EMS and all are squeezed into Ottensman Hall. The building is extremely overcrowded and lacks proper space for modern technology and teaching techniques.

The original program called for twelve parking spaces. The current project has eighty spaces in the design; therefore, the campus is increasing the project budget to pay for the additional parking out of parking funds.

5. Budget:

Construction	\$22,009,000
Contingency	1,211,000
A/E Design	1,710,000
Other Fees	66,000
DSF Management Fee (4%)	918,000
Moveable and Special Equipment	1,882,000
Percent for Art (0.25%)	<u>69,000</u>
Estimated Total Project Cost	\$27,865,000

6. Previous Action:

August 19, 2004 Resolution 8888	Recommended that the New Engineering Building project be submitted to the Department of Administration and the State Building Commission, as part of the university's 2005-07 Capital Budget request, at \$26,626,000 (\$26,626,000 Program Revenue Supported Borrowing).
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Authority to Exchange a Parcel of Land for
Agricultural Purposes, 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 exchange a 98.9-acre parcel of university-owned land at the UW-River Falls Mann Valley Farm for a 187-acre parcel of land owned by K&S Developers, Inc.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action November 2006

1. Institution: The University of Wisconsin-River Falls
2. Request: Requests authority to exchange a 98.9-acre parcel of university-owned land at the UW-River Falls Mann Valley Farm for a 187-acre parcel of land owned by K&S Developers, Inc.
3. Description and Scope of Project: This transaction will exchange 98.9 acres of agricultural land at the Mann Valley Farm for 187 acres of agricultural land in the Town of Troy, immediately west of the Mann Valley Farm. The exchange, based on appraisals, will result in no transfer of cash between K&S Developers and the Board of Regents of the University of Wisconsin System. Environmental audits were conducted and there are no known environmental hazards associated with the parcels to be exchanged.
4. Justification of the Request: The purpose of the land exchange is to gain additional land for the College of Agriculture, Food and Environmental Sciences. A land needs assessment conducted by the college indicated a need for 295 additional tillable acres of land beyond the 398 acres currently available. This land trade will result in the addition of about 160 tillable acres of land, and will reduce the land deficit. The soil qualities are generally comparable. Minor modifications to fences and access roads on the land to be acquired by the university will be made by K&S Developers to make it more suitable for university farm operations.

This land trade is compatible with land use planning goals of the Town of Troy, St. Croix County, and the city of River Falls. Land to be acquired by K&S Developers through this exchange lies within a tentative town/city joint development boundary which can be served by municipal sewer and water services, making it suitable for high density mixed use development. Land to be acquired by the university through this exchange lies solely within the town of Troy, will not be served by municipal sewer and water services and is not, at this time, destined for rural residential development. No covenants or deed restrictions will be attached to lands involved in the exchange.

Appraisals on all parcels for exchange were prepared in the summer of 2006. The average of the two appraisals shows a fiscal advantage of \$557,500 in favor of the university.

5. Budget: There is no cost associated with this transaction.
6. Previous Action: None.

UW-River Falls Mann Valley Farm Land Trade



KEY



UW Land
To Remain



UW Land
To Be Traded



UW Land
To Be Gained



Drawn: DKB
October, 2006

Authority to Construct Various Maintenance
and Repair Projects, UW System

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, authority be granted to construct various maintenance and repair projects at an estimated total cost of \$11,641,000 (\$2,586,270 General Fund Supported Borrowing; \$61,100 Building Trust Funds; \$4,203,930 Program Revenue Supported Borrowing; \$348,400 Program Revenue Cash; and \$4,441,300 Gifts and Grants Funding).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action November 2006

1. Institution: The University of Wisconsin System
2. Request: Requests the authority to construct various maintenance and repair projects at an estimated total cost of \$11,641,000 (\$2,586,270 General Fund Supported Borrowing; \$61,100 Building Trust Funds; \$4,203,930 Program Revenue Supported Borrowing; \$348,400 Program Revenue Cash; and \$4,441,300 Gifts and Grants Funding).

FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
STO	06J3F	Multi-Bldg Roof Repl	\$ -	\$ 403,000	\$ -	\$ -	\$ -	\$ 403,000
WTW	06J3E	Multi-Bldg Rekey/Card Access	\$ 494,500	\$ 25,500	\$ -	\$ -	\$ -	\$ 520,000
FM&R SUBTOTALS			\$ 494,500	\$ 428,500	\$ -	\$ -	\$ -	\$ 923,000

PROGRAMMATIC REMODELING & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
EXT	06J3D	Pyle Ctr Roof Top Renv	\$ -	\$ 1,044,000	\$ -	\$ -	\$ -	\$ 1,044,000
MSN	05E3E	Camp Randall Heritage Hall	\$ -	\$ -	\$ -	\$ 3,915,000	\$ -	\$ 3,915,000
PR&R SUBTOTALS			\$ -	\$ 1,044,000	\$ -	\$ 3,915,000	\$ -	\$ 4,959,000

UTILITIES REPAIR & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
EAU	06J3C	Multi-Bldg Chiller/Tower Repl (Planning)	\$ -	\$ -	\$ 68,400	\$ -	\$ 61,100	\$ 129,500
WTW	06J3B	Multi-Sport Facility, Ph. II	\$ -	\$ 1,216,700	\$ 280,000	\$ 526,300	\$ -	\$ 2,023,000
WTW	06B2D	Wyman Mall Utility Repl (Construction)	\$ 2,091,770	\$ 1,514,730	\$ -	\$ -	\$ -	\$ 3,606,500
UR&R SUBTOTALS			\$ 2,091,770	\$ 2,731,430	\$ 348,400	\$ 526,300	\$ 61,100	\$ 5,759,000

	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
NOVEMBER 2006 TOTALS	\$ 2,586,270	\$ 4,203,930	\$ 348,400	\$ 4,441,300	\$ 61,100	\$ 11,641,000

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

Facilities Maintenance and Repair Requests

STO – 06J3F - Multi-Building Roof Replacement (\$403,000): This project replaces 33,925 SF of Inverted Roof Membrane Assembly (IRMA) on Antrim Hall (7,554 SF), Froggatt Hall (5,595 SF), Memorial Student Center (11,139 SF), and North Hall (9,086 SF) with a new 60-mil EPDM roofing over existing insulation. Roofing work must be coordinated

around electrical conduits that run across the roofing surface, mechanical equipment curbs, and other roof penetrations. Roof counter flashings and metal roof edges will be replaced as required. Existing insulation and fabric will be removed. Stone ballast will be removed, saved, and reused. It is anticipated the replacement membrane roofing system will use a combination of existing insulation and supplemented new insulation to achieve an R20 to R22 value. This project also installs new safety items including tie-on anchors, ladders, and equipment pads/trays.

These roofs have exceeded their useful lives. All the roof systems have had numerous repairs in the last 5 years. During the last roof inspection it was noted that dry rot has started and the perimeter is drying out.

WTW – 06J3E - Multi-Building Rekeying and Card Access System (\$520,000): This project re-keys and installs a new card access keying system for twenty (20) campus facilities, providing a higher level of security than the present system. The new campus key system includes approximately 3,700 key cylinders and card access locks. The new campus key system will be more difficult to breach and more easily and economically re-keyed should a breach occur. The new system will provide more secure buildings and equipment, and greater safety for building occupants. Main building exterior doors will be re-keyed, and card access locks will be installed on all building exterior doors. All interior doors on high value rooms (computer labs, chemical storage, animal labs, etc.) will be re-keyed and card access locks will be installed. All other interior doors will be re-keyed.

The current campus key system has been in service on campus since the 1980's and includes a mixture of different manufacturer's hardware. The office of Residence Life has adopted and implemented a card access system throughout its residence facilities. The campus has been planning to expand application of this system to all campus buildings. Recent security concerns as well as the longstanding need to establish a standard keying system that can rapidly and inexpensively respond to the need to re-key if a breach in the system occurs, creates an immediate need for this project.

The proposed new system is to include a high security key blank, not available to the public and only sold to the campus directly by the manufacturer. All exterior doors as well as high value rooms (computer labs, chemical storage, animal labs, etc.) will be re-keyed, and card access locks will be installed. This new system will be keyed in a hierarchical keying configuration specific to each building, with building master, building submaster, and room specific locks. Great grand master and building group master keys would be issued only to campus personnel on a strict need-to-access basis.

Programmatic Remodeling and Renovation

EXT – 06J3D - Pyle Center Roof Top Renovation (\$1,044,000): This project converts approximately 4,464 SF of roof top area located on the northeast and approximately 3,174 SF in the southeast corners of the building into terraces. The renovated areas will allow better use of the space to be used during conferences and meetings. Project work includes: extension of emergency stairs, enhancement of existing roof membrane or replacement with

a waterproof system, installation of a concrete roof pavers system, and a guardrail or other means of fall protection. The renovation of the southeast area is dependent on a structural analysis and budget determination of the feasibility of construction in that area. In addition, since the existing penthouse is larger than the building code allows, it is anticipated that a variance from the Wisconsin Department of Commerce, Safety, and Buildings Division might be needed to extend the existing stairs to the roof.

The UW-Extension Conference Pyle Center was renovated in late 1998. Since opening day, the demand for the facility and its services has increased steadily. UW-Extension has continued to find ways to improve space utilization, and meet the demand of customers and visitors. To better utilize existing space, meet the demand for additional services, and raise the service level to a higher standard in the conference and educational setting, the Pyle Center has proposed a project to renovate and convert the roof top to a terrace.

MSN - 05E3E - Camp Randall Heritage Hall (\$3,915,000): This project renovates approximately 8,620 ASF/12,870 GSF in Camp Randall Stadium for the National "W" Club. The project includes renovation of the vacated athletic offices; remodeling of the adjacent areas effected by construction; remodeling wrestling space into new restroom, shower room, and locker room space; converting football office space into team meeting rooms; relocation of staff displaced by construction; construct a new connecting bridge between Camp Randall and the McClain Athletic Center; replace all room finishes in the McClain Athletic Center auditorium; and installation of appropriate fire protection, plumbing, HVAC, and electrical systems in the renovated space. The facility needs of the National W Club include a fully enclosed multi-purpose meeting area, a year round climate controlled facility, a full kitchen and bar to provide food and beverage services, men's and women's restroom facilities, multi-media audio-visual equipment, display cases, and a wall of honor recognizing Heritage Hall donors.

The old National "W" Club Room (Heritage Hall's prior name) within the stadium was demolished to avoid conflicts with utilities. The National "W" Club is comprised of university athletic letter winners and is organized to preserve the traditions and legacy of the Athletic Department. The stadium renovation forced the organization to meet in a temporary open air space on the north end of the stadium. This arrangement is unsuitable for year-round usage and has posed a particular challenge for elderly/disabled members of the group. The club room also served as the Athletic Department's only large meeting room for the athletic board meetings, department administrative meetings, coaches' meetings and press conferences. The size of the space has not been adequately accommodated by alternative meeting rooms within the Athletic Department. The completion of the renovation project and the generous support of the club members will allow the room to be replaced within the stadium.

Utilities Repair and Renovation Requests

EAU – 06J3C - Multi-Building Chiller and Cooling Tower Replacement (\$129,500): A consultant will be retained to prepare preliminary plans, a cost estimate, and a design report to establish a central chilled water system on the upper campus. The project will replace

chillers and related cooling towers, pumps, condensers, and direct expansion (DX) cooling equipment in the Crest Wellness Center, Hilltop Center, Maintenance and Central Stores, McPhee Physical Education & Ade Olson, Towers Hall, and the DOA State Office Building with two new 300-ton chillers. Project work includes all necessary piping, cooling towers, valves, controls, specialties, and insulation. This project also includes removal and disposal of the existing chillers, cooling towers, and related pumps, piping, valves and specialties in the individual buildings as required. 3-way chilled water coil control valves throughout the system will be replaced by new 2-way control valves.

The new chillers and related equipment will be installed in a new Maintenance & Central Stores building addition dedicated solely to the new central chiller plant. Cooling towers will be installed on a new support structure on the roof of the plant. Underground chilled water distribution piping will be installed to each building served by the system. The central plant and distribution piping will be designed to accommodate the connection of other buildings to the system as other aging building primary cooling equipment must be replaced. The design must anticipate the installation of a future third chiller and related equipment.

The individual building chillers, cooling towers, and refrigeration equipment require a high level of maintenance, are at the end of their useful life, and should be replaced. Recent equipment failures at the Crest Wellness Center and Hilltop Center prompted a renewed interest in establishing a central chilled water plant on the upper campus, similar to the central chilled water plant already established on the lower campus. A new centralized chilled water plant will be easier to maintain and will result in more flexible, economical, and efficient operation.

WTW – 06J3B - Multi-Sport Facility, Phase II (\$2,023,000): This project reconfigures approximately 40 acres of the west campus athletic field complex, constructing Phase II of the Multi-Sport Athletic Facility on approximately 17 acres. This site contains the running track with associated areas for track and field events, the women's varsity and practice softball fields, and the baseball fields. This project reconstructs the fields at the Van Steenderen Softball Complex to correct the playing surface deficiencies, provide high quality playing surfaces, and promote proper drainage.

This project installs and extends new underground utility systems throughout the west campus athletic field complex, including electrical power and a new electrical substation, domestic water and irrigation systems, sanitary sewer, and storm sewer. This project provides a new 450 SF modular press box; a new parking lot and pedestrian walkways; new field, pedestrian walkway, and parking lot lighting; new ADA accessible bleachers; and a new scoreboard for the varsity softball field.

The running track was constructed in 1975 and the softball fields were completed in 1976. The track was resurfaced in 1995 and 2002, and reconstructed in 2006. The reconstruction project included relocating the soccer field within the new running track. However, several deficiencies are left unresolved in the west campus athletic fields complex due to the growth of the athletic programs and an aging infrastructure and facilities. New pedestrian circulation,

a parking lot, and fencing are required to create a user-friendly and safe athletic complex.

Softball field playing surfaces are uneven, particularly in the infields. Drainage for these fields is poor, resulting in areas of standing water which pose safety concerns during wet weather. There is no irrigation system serving the west campus athletic complex, which limits maintenance operations and directly impacts the condition and playability of the fields. The softball field bleachers are old metal frame and wood plank structures, not ADA accessible, and are in poor condition. Similar bleachers at the baseball and soccer fields have been removed due to safety concerns.

Electrical service demand has increased since the area was first developed. The area is served by We Energies residential service since it is not connected to the campus electrical distribution system. Additional electrical capacity from the campus electrical distribution system should be provided to meet the increasing program needs.

No public restroom facilities or support facilities are in close proximity to the west campus athletic fields complex. The closest restrooms are located in the Williams Center, which is approximately 1/3 of a mile away. Domestic water, storm and sanitary sewer extensions are needed to support the planned construction in Phase III, which will include accessible public restrooms.

WTW - 06B2D - Wyman Mall Utility Replacement (\$3,606,500): This project replaces underground utilities along the 1,300 LF Wyman Mall utility corridor between Main Street and Starin Road, excluding the area within the Connor University Center Addition and Remodeling Project site. The project replaces domestic water lines, sanitary sewer lines, storm sewer lines, steam box conduit elements, steam condensate lines and telecommunication pits. Work also includes insulating and waterproofing all steam pits within the project area, renovating or replacing selected steam pits, and installing a new electrical power and telecommunications ductbank. New pedestrian walkways, walkway lighting, and landscaping elements will be installed both north and south of the Connor University Center construction site. Utility and surface feature work completed under this project will be coordinated with similar work items completed under the Connor University Center Addition Project (Project No. 06H2L) and the College of Business and Economics Building Project (Project No. 03D1Q).

The construction of the University Center Addition and Renovation Project (Project No. 03H2L) requires rerouting and upgrade of all utility infrastructure in the Wyman Mall utility corridor. The utility lines are beyond their useful lives, in poor condition, and/or are undersized for the imminent load. Utility lines both north and south of the project site need to be upgraded to support this project and the College of Business and Economics Project (Project No. 03D1Q). The new College of Business and Economics facility will be built on the northwest corner of Wyman Mall and Starin Road.

A campus exterior master plan was developed in 1994. Subsequent to the master plan development, several construction projects have been completed or are planned along Wyman Mall that were not included in the master plan, including demolition of the northern portion of the University Center; construction of a Union addition crossing the mall; demolition of Baker Hall and Sayles Hall; and construction of a new School of Business on the former Baker Hall and Sayles Hall site. To provide a consistent site plan coordinating the site work of the building construction projects and following the concepts included in the master plan, a site development project was initiated. New walkways, walkway lighting, and landscaping must be consistent with the site plan developed as part of this project.

4. Justification of the Request: UW System Administration and Division of State Facilities continue to work with each institution to develop a comprehensive campus physical development plan, including infrastructure maintenance planning. After a thorough review of approximately 250 All Agency Project proposals and 520 infrastructure planning issues submitted, and the UW All Agency Projects Program funding targets set by the Division of State Facilities (DSF), this request represents high priority University of Wisconsin System infrastructure maintenance, repair, renovation, and upgrade needs. This request focuses on existing facilities and utilities, targets the known maintenance needs, and addresses outstanding health and safety issues. Where possible, similar work throughout a single facility or across multiple facilities has been combined into a single request to provide more efficient project management and project execution.

5. Budget:

General Fund Supported Borrowing	\$ 2,586,270
Building Trust Funds	61,100
Program Revenue Supported Borrowing	4,203,930
Program Revenue Cash	348,400
Gifts/Grants Funding	<u>4,441,300</u>
Total Requested Budget	\$ 11,641,000

6. Previous Action: None.

REVISED 11/8/06

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

November 10, 2006
9:00 a.m.
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

II.

1. Calling of the roll
2. Approval of the minutes of the October 5 and 6, 2006 meetings
3. Report of the President of the Board
 - a. Report on the October 20, 2006 meeting of the Educational Communications Board
 - b. Report on the August 29 and October 13, 2006 meeting of the Higher Educational Aids Board
 - c. Report on the November 8, 2006, meeting of the Hospital Authority Board
 - d. Report on the October 24, 2006 of the special meeting of the Wisconsin Technical College System Board
 - e. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. Remarks by John Scocos, Secretary, Department of Veterans Affairs, and Student Veteran
 - b. Additional items that the President of the System may report or present to the Board
5. Presentation of 2006 Regents Teaching Excellence Awards
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. Update on Committee Regarding Faculty/Staff Disciplinary Process
10. Additional resolutions
11. Communication, petitions, memorials
12. Unfinished or additional business

13. Recess into closed session to consider appointment of a UW-La Crosse Chancellor, as permitted by s.19.85(1)(c), *Wis. Stats*, and to confer with legal counsel regarding pending or potential litigation, as permitted by s.19.85(1)(g), *Wis. Stats*.

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

BOARD OF REGENTS 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)
Elizabeth Burmaster
Danae D. Davis
Milton McPike
Charles Pruitt
Jesus Salas
Christopher M. Semenas
Michael J. Spector

Business, Finance, and Audit Committee

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

Education Committee

Danae D. Davis (Chair)
Michael J. Spector (Vice Chair)
Judith V. Crain
Mary Quinnette Cuene
Thomas A. Loftus
Christopher M. Semenas

Physical Planning and Funding Committee

Jesus Salas (Chair)
Milton McPike (Vice Chair)
Jeffrey B. Bartell

Personnel Matters Review Committee

Michael J. Spector (Chair)
Jeffrey B. Bartell
Judith V. Crain
Danae D. Davis
Peggy Rosenzweig

Committee on Student Discipline and Other Student Appeals

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

OTHER COMMITTEES

Liaison to Association of Governing Boards

Eileen Connolly-Keesler

Hospital Authority Board - Regent Members

Milton McPike
Peggy Rosenzweig
Brent Smith

Wisconsin Technical College System Board

Peggy Rosenzweig, Regent Member

Wisconsin Educational Communications Board

Eileen Connolly-Keesler, Regent Member

Higher Educational Aids Board

Milton McPike, Regent Member

Research Park Board

Mark J. Bradley, Regent Member

Teaching Excellence Awards

Danae D. Davis (Chair)
Charles Pruitt
Jesus Salas
Christopher M. Semenas

Academic Staff Excellence Awards Committee

Eileen Connolly-Keesler (Chair)
Danae D. Davis
Milton McPike
Gerard A. Randall
Jesus Salas
Brent Smith

Public and Community Health Oversight and Advisory Committee

Patrick Boyle, Regent Liaison

Regent Meeting Improvement Committee

Eileen Connolly-Keesler (Chair)
Charles Pruitt
Gerard A. Randall

Committee Regarding Faculty/Academic Staff Disciplinary Process

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

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 of
The University of Wisconsin System**

Meeting Schedule 2006-07

2006

January 5 and 6 (cancelled, circumstances permitting)

February 9 and 10

March 9 and 10

April 6 and 7 (UW-Green Bay)

May 4 and 5

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

August 17 and 18

October 5 and 6 (UW-Platteville)

November 9 and 10

December 7 and 8

2007

January 4th and 5th (cancelled, circumstances permitting)

February 8th and 9th

March 8th and 9th (at UW-Parkside)

April 12th and 13th (at UW-Oshkosh)

May 10th and 11th

June 7th and 8th (at UW-Milwaukee)

July 12th and 13th

August 23rd and 24th (cancelled,
circumstances permitting)

September 6th and 7th

October 4th and 5th (at UW-River Falls)

November 8th and 9th

December 6th and 7th (hosted by UW-Madison)