



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

September 27, 2006

TO: Each Regent

FROM: Judith A. Temby

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

PUBLIC MEETING NOTICE

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at UW-Platteville, Pioneer Student Center, 1 University Plaza, on October 5 and 6, 2006.

Thursday, October 5, 2006

9:30 a.m. – Campus Tours

11:00 a.m. – All Regents

Presentation by Chancellor David Markee:

- Welcome, Introduction to Campus, Ten-Year Highlights
- Diversity Initiatives at UW-Platteville
University Rooms

12:00 p.m. – Luncheon

1:00 p.m. – Education Committee meeting
University Rooms

Business, Finance, and Audit Committee and Physical Planning and
Funding Committee meeting
Platteville Rooms

1:30 p.m. – Business, Finance, and Audit Committee meeting reconvenes
Platteville Rooms

Physical Planning and Funding Committee meeting reconvenes
Mound Room

Friday, October 6, 2006

7:30 a.m. to 8:30 a.m. – Student Leaders Breakfast with the Regents
Pioneer Rooms

9:00 a.m. – Board of Regents meeting
University Rooms

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, October 5, 2006, at 11:00 a.m. until approximately 12:00 p.m., and Friday, October 6, 2006, at 9:00 a.m. until approximately 12:00 p.m.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee - Thursday, October 5, 2006
Pioneer Student Center – University Rooms
University of Wisconsin-Platteville
1:00 p.m.

9:30 a.m. Campus Tours

11:00 a.m. All Regents – University Rooms

Presentation by Chancellor David Markee:

- Welcome, Introduction to Campus, Ten-year Highlights
- Diversity Initiatives at UW-Platteville

12:00 p.m. Lunch

1:00 p.m. Education Committee – University Rooms

- a. Approval of the minutes of the August 17, 2006, meeting of the Education Committee.
- b. Education Committee Planning for Academic Year 2006-07.
- c. Report on Remedial Education in the UW System: Demographics, Remedial Completion, Retention, and Graduation.
- d. Program Authorizations:
 1. M.S. in Computer Science as part of the International Computer Science Program, University of Wisconsin-Platteville;
[Resolution I.1.d.(1)]
 2. Global M.B.A., University of Wisconsin-Oshkosh;
[Resolution I.1.d.(2)]
- e. Background on Wisconsin Technical College System Collegiate Transfer.
- f. Institutional Report on General Education, UW-Milwaukee.
- g. Report of the Senior Vice President for Academic Affairs: Presentation on Distance Learning – UW-Platteville's Niche.
- h. Additional items may be presented to the Education Committee with its approval.

2006 Report on Remedial Education In the University of Wisconsin System

Executive Summary

Background

In November 1988, the Board of Regents passed a resolution requiring students with Mathematics or English deficiencies to take remedial coursework (Resolution 5088). The Board required a report on the status of remedial education in the UW System on an annual basis. In 1997, the Board of Regents passed Resolution 7382, which changed the reporting cycle from one to three years. The current report focuses on data from fall 2002 through fall 2004, in relation to demographic and academic variables. It also shows first-to-second-year retention rates for the fall 2004 cohort, and six-year graduation rates for the fall 1999 cohort.

Requested Action

The purpose of this report is to provide information on remedial education in the UW System. No specific action is requested at this time.

Discussion

New freshmen who are admitted to the University of Wisconsin System come with varying levels of preparedness for success in college-level Math and English. Although the majority of new freshman leave high school with a level of preparation that meets or exceeds that which is required by their respective UW institution, some students who are admitted have deficiencies that need to be remedied through additional coursework. The UW System requires all students who have been identified as being under-prepared in the areas of Math or English to take remedial coursework prior to the completion of their first 30 credits. The ultimate goal of this requirement is to ensure that all new freshmen possess the necessary competencies to succeed in higher education. The individual UW institutions determine how these required remedial classes are offered and oversee the specific curriculum, standards, and methods of instruction.

Remedial Education in the UW System

During the three-year period covered in the 2006 report on *Remedial Education in the UW System*, the percentage of new freshmen who were required to take Math remediation increased from 12.2 percent to 14.9 percent. During the same period of time, the percentage of students who needed English remediation decreased slightly by less than 1 percentage point, from 8.4 percent to 8.1 percent. These percentages are substantially lower than the 20.6 percent required to take Math remediation, and the 10.2 percent required to take English remediation in fall 1990.

The retention rates of remedial students are also addressed in the 2006 report as a measure of success for remedial education programs. Specific focus is on the retention of new freshmen to the second year of college. The data indicate a positive effect on retention for students who were identified as needing remediation and completed remedial coursework within their first year. Second-year retention rates for students who both needed and completed remediation are very close to the rates for students who did not require remediation. This holds true for the retention rates of students needing and completing either Math or English remediation (Math 79.4 percent and English 72.3 percent). These rates are significantly higher than the second-year retention rates of students who were required to take remediation but did not complete the requirement within the first year (Math 38.3 percent and English 35.8 percent).

Six-year graduation rates of the fall 1999 freshmen class cohort provide a picture of the long-term success of students requiring Math and English remediation. The data presented in the report show the graduation rates of new freshmen who started at one UW institution and graduated from any institution within the UW System. Of the new freshmen who needed and completed remediation, 52.5 percent needing Math remediation and 44.6 percent needing English remediation graduated within six years. By contrast, the six-year graduation rate of students who did not require Math remediation was 66.1 percent; the six-year graduation rate of students who did not require English remediation was 64.9 percent.

Conclusion

The majority of students admitted to the UW System are ready for and capable of pursuing college-level Math and English courses. However, every year some students are admitted who are considered to have the potential to succeed but have deficiencies in Math or English. The UW System requires and provides remedial courses for these students. Students identified as needing remediation who successfully complete their remedial courses are retained to the second year at rates comparable to students not needing remediation. Almost half of these students graduate with a baccalaureate degree within six years.

Related Policies

Regent Resolution 5088, revised by Resolution 5957 and 5958 (November 1991), and Resolution 7382 (February 1997), which changed the reporting cycle for the Remedial Report.

Report on Remedial Education in the UW System: Demographics, Remedial Completion, Retention, and Graduation October 2006

Introduction

The purpose of this report is to provide information on new freshmen, beginning in the fall of an academic year, who were identified as needing Math and/or English remediation in the UW System. This report contains four main sections and two appendices:

- Section I: Fifteen-Year Trends in Math and English Remediation
- Section II: Math and English Remedial Requirement by Selected Characteristics of New Freshmen
- Section III: First-to-Second-Year Retention by Math and English Remediation
- Section IV: Six-Year Graduation Rate by Math and English Remediation
- Appendix A: University of Wisconsin System Regent Policy Document: 88-16 Remedial Education Policy
- Appendix B: Math and English Remediation Required by Institution, Fall 2002-Fall 2004

This report examines Math and English remediation at the system level. Comparisons are made between students identified as needing remediation versus those students identified as not needing remediation.

Executive Summary

- ◆ The percentage of new freshmen requiring Math remediation has risen from 12.2 percent to 14.9 percent over the most recent three-year time period spanning fall 2002 to fall 2004. However, the fall 2004 percentage of new freshmen requiring Math remediation is below the fall 1990 level of 20.6 percent (the Board of Regents last modified the remedial education policy in fall 1990).
- ◆ The percentage of new freshmen requiring English remediation has remained stable over the same three-year time period (fall 2002-fall 2004), decreasing very slightly from 8.4 percent in fall 2002, to 8.1 percent in fall 2004. The fall 2004 percentage of new freshmen requiring English remediation is below the fall 1990 level of 10.2 percent.
- ◆ The first-to-second-year retention rate of students completing Math and/or English remediation in their first year is comparable to first-to-second-year retention rates of students who did not require remediation.
- ◆ Compared to Math remediation, students are more likely to complete English remediation in their first year.
- ◆ For students who require Math and/or English remediation, completing the requirement enhances a student's chances of obtaining a bachelor's degree within six years.

Section I: Fifteen-Year Trends in Math and English Remediation

Charts 1 and 2 provide data on the percent of students needing Math and English remediation, from fall 1990 to fall 2004. Appendix B contains institutional-level data, showing the number of students requiring Math and English remediation for the fall 2002 through fall 2004. Over the period since the last report, from fall 2002 to fall 2004, the percentage of new freshmen who were required to take Math remediation increased from 12.2 percent to 14.9 percent. During the same period of time, the percentage of new freshmen needing English remediation declined less than 1 percentage point, from 8.4 percent to 8.1 percent. These percentages are lower than the 20.6 percent of students required to take Math remediation and the 10.2 percent required to take English remediation in fall 1990, when the Board of Regents last modified the remedial education policy.

Chart 1
New Freshmen Needing Math Remediation

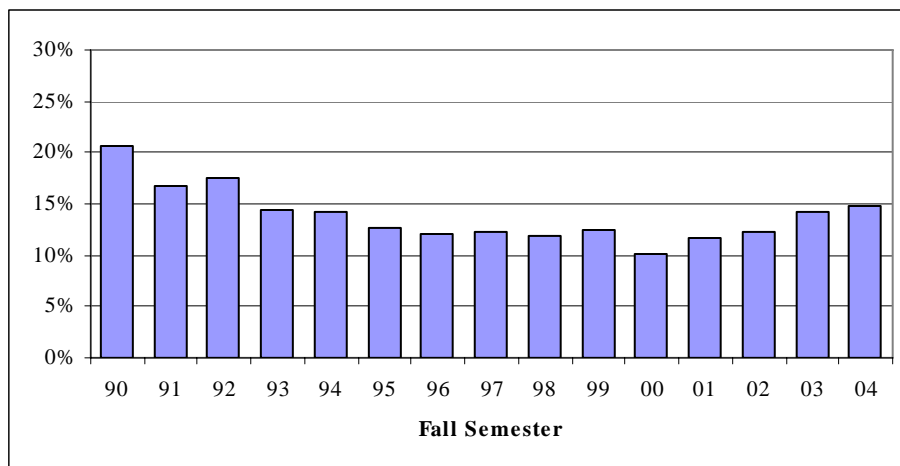
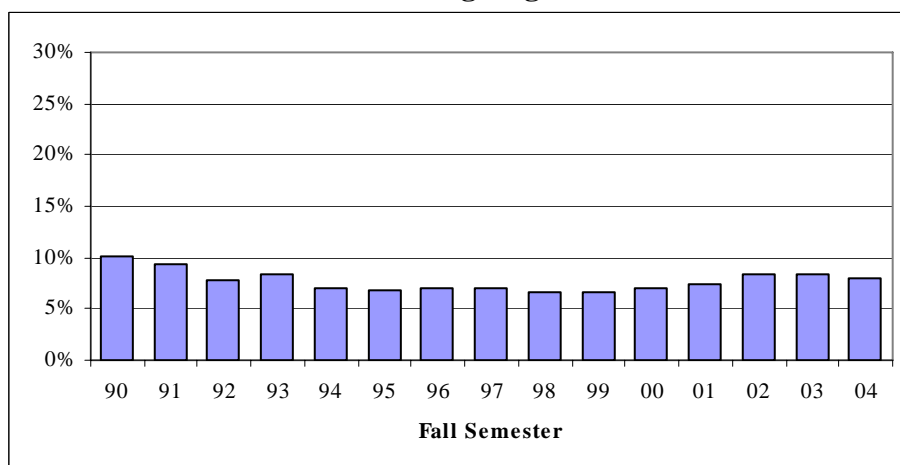


Chart 2
New Freshmen Needing English Remediation



Section II: Math and English Remedial Requirement by Selected Characteristics of New Freshmen

Tables 1 and 2 (see pages 4 and 5) show the numbers and percentages of all new freshmen who needed remediation in relation to demographic and academic variables. Table 1 provides the data regarding students who needed Math remediation and Table 2 provides the data regarding students who needed English remediation. Both tables cover a three-year span from fall 2002 through fall 2004.

In all three years, a higher percentage of females were required to take Math remediation (males 12.4 percent and females 16.9 percent, in 2004). Conversely, a slightly higher percentage of males needed English remediation than did females (males 8.4 percent and females 7.8 percent, in 2004). The percentage for both males and females needing Math remediation increased (males from 9.4 percent to 12.4 percent and females from 14.4 percent to 16.9 percent). However, for both males and females, the percentages needing English remediation declined slightly from fall 2002 to fall 2004 (males from 9.0 percent to 8.4 percent and females from 8.0 percent to 7.8 percent).

The need for remediation is closely related to performance on the ACT examination and to high school class rank: the higher the student's ACT score and class rank, the less likely the need for remediation. In fall 2004, 50.8 percent of students achieving an ACT Math score of 18 or below needed Math remediation. Similarly, 30.7 percent of students achieving an ACT English score of 18 or below needed English remediation. For students who ranked in the lowest quartile of their high school class, 41.4 percent required Math remediation and 21.8 percent required English remediation, contrasting sharply with the highest quartile in which 5.4 percent required Math remediation and 2.5 percent required English remediation. However, in fall 2004, only 4.0 percent of UW new freshmen were in the lowest quartile, while 46.8 percent were in the highest quartile. Grouping the new freshmen into bottom and top half of high school rank, 30.1 percent of the students from the bottom half of their high school class required Math remediation and 18.6 percent needed English remediation. This compares to 10.9 percent of students in the top half who required Math remediation and 5.7 percent who needed English remediation. (Note that the percentages provided in this paragraph are based on the proportion of students for whom high school rank and/or ACT score were available.)

Tables 1 and 2 also report remediation needs of new freshmen by race/ethnicity. In general, students of color entering the UW System as new freshmen require more Math and English remediation. Among students of color entering as new freshmen, African Americans are most likely to require Math remediation (55 percent in fall 2004) and English remediation (40 percent in fall 2004).

Table 1
Students Needing Math Remediation
as a Percent of All New Freshmen
by Student Characteristic

Category	Characteristic	FALL 2002			FALL 2003			FALL 2004		
		All New Fresh	Need Remed	%	All New Fresh	Need Remed	%	All New Fresh	Need Remed	%
Gender	Male	12,151	1,147	9.4%	12,600	1,378	10.9%	12,770	1,585	12.4%
	Female	15,310	2,201	14.4%	15,674	2,625	16.7%	15,635	2,643	16.9%
ACT Math Score*	18 or Lower	5,084	2,272	44.7%	5,457	2,699	49.5%	5,523	2,807	50.8%
	19	1,601	269	16.8%	1,493	331	22.2%	1,883	407	21.6%
	20-21	3,327	298	9.0%	3,188	383	12.0%	2,910	359	12.3%
	22-26	9,188	174	1.9%	9,480	291	3.1%	9,519	281	3.0%
	27-36	6,158	13	0.2%	6,415	11	0.2%	6,552	9	0.1%
H.S. Rank	Bottom Quartile	995	328	33.0%	929	364	39.2%	974	403	41.4%
	3 rd Quartile	3,982	915	23.0%	3,861	1,052	27.2%	3,940	1,078	27.4%
	2 nd Quartile	8,332	1,280	15.4%	8,568	1,589	18.5%	8,052	1,496	18.6%
	Top Quartile	11,499	485	4.2%	11,731	628	5.4%	11,419	615	5.4%
Race / Ethnicity	African American	735	314	42.7%	743	401	54.0%	874	483	55.3%
	American Indian	151	36	23.8%	169	34	20.1%	183	51	27.9%
	Southeast Asian	503	92	18.3%	448	104	23.2%	516	108	20.9%
	Other Asian	459	33	7.2%	524	62	11.8%	562	72	12.8%
	Hispanic/Latino	550	143	26.0%	603	164	27.2%	669	211	31.5%
	<i>Student of Color Subtotal</i>	<i>2,398</i>	<i>618</i>	<i>25.8%</i>	<i>2,487</i>	<i>765</i>	<i>30.8%</i>	<i>2,804</i>	<i>925</i>	<i>33.0%</i>
	White/ International	25,063	2,730	10.9%	25,787	3,238	12.6%	25,601	3,303	12.9%
Total	All Char.	27,461	3,348	12.2%	28,274	4,003	14.2%	28,405	4,228	14.9%

* Subtotals do not necessarily sum to 100% due to missing data.

Table 1 (Math)

- ◆ The percentage of new freshmen requiring Math remediation increased from fall 2002 to fall 2004.
- ◆ Women were more likely to require Math remediation than men. Overall, Math remediation was required more than English remediation.
- ◆ The data show a relationship between performance on ACT and need for Math remediation.
- ◆ There is also a relationship between high school class rank and the need for Math remediation.
- ◆ Among students of color, African Americans are most likely to require Math remediation.

Table 2
Students Needing English Remediation
as a Percent of All New Freshmen
by Student Characteristic

Category	Characteristic	FALL 2002			FALL 2003			FALL 2004		
		All New Fresh	Need Remed	%	All New Fresh	Need Remed	%	All New Fresh	Need Remed	%
Gender	Male	12,151	1,092	9.0%	12,600	1,075	8.5%	12,770	1,075	8.4%
	Female	15,310	1,220	8.0%	15,674	1,277	8.1%	15,635	1,217	7.8%
ACT English Score*	18 or Lower	5,502	1,786	32.5%	5,699	1,840	32.3%	5,942	1,827	30.7%
	19	1,961	137	7.0%	1,835	152	8.3%	1,607	123	7.7%
	20-21	4,435	178	4.0%	4,552	169	3.7%	4,307	149	3.5%
	22-26	8,541	58	0.7%	8,859	66	0.7%	9,109	38	0.4%
	27-36	4,919	4	0.1%	5,088	1	0.0%	5,422	1	0.0%
H.S. Rank	Bottom Quartile	995	191	19.2%	929	201	21.6%	974	212	21.8%
	3 rd Quartile	3,982	645	16.2%	3,861	671	17.4%	3,940	700	17.8%
	2 nd Quartile	8,332	954	11.4%	8,568	1,000	11.7%	8,052	827	10.3%
	Top Quartile	11,499	334	2.9%	11,731	304	2.6%	11,419	286	2.5%
Race / Ethnicity	African American	735	305	41.5%	743	305	41.0%	874	350	40.0%
	American Indian	151	20	13.2%	169	18	10.7%	183	33	18.0%
	Southeast Asian	503	169	33.6%	448	136	30.4%	516	149	28.9%
	Other Asian	459	45	9.8%	524	68	13.0%	562	71	12.6%
	Hispanic/Latino	550	110	20.0%	603	108	17.9%	669	117	17.5%
	<i>Student of Color Subtotal</i>	<i>2,398</i>	<i>649</i>	<i>27.1%</i>	<i>2,487</i>	<i>635</i>	<i>25.5%</i>	<i>2,804</i>	<i>720</i>	<i>25.7%</i>
	White/ International	25,063	1,663	6.6%	25,787	1,717	6.7%	25,601	1,572	6.1%
Total	All Char.	27,461	2,312	8.4%	28,274	2,352	8.3%	28,405	2,292	8.1%

* Subtotals do not necessarily sum to 100% due to missing data.

Table 2 (English)

- ◆ The percentage of new freshmen requiring English remediation decreased slightly from fall 2002 to fall 2004.
- ◆ Men were slightly more likely to require English remediation than women.
- ◆ The data show a relationship between performance on ACT and need for English remediation.
- ◆ There is also a relationship between high school class rank and the need for English remediation.
- ◆ Among students of color, African Americans are most likely to require English remediation.

Section III: First-to-Second-Year Retention by Math and English Remediation

Historical Trends: Fall 1990 through Fall 2004

Charts 3 and 4 provide trend data for the retention rates of students who needed and completed remediation, compared with students who needed remediation but did not complete the remedial requirement. Chart 3 provides retention rates for students who were required to take Math remediation, and Chart 4 provides retention rates for students who were required to take English remediation.

The first-to-second-year retention gap between students who completed remediation and students who did not complete remediation is similar for both Math remediation and English remediation. In the case of Math remediation, the average first-to-second year retention gap, over the 15-year time span, was 35 percentage points. For English remediation, the average first-to-second-year retention gap, over the 15-year time span, was 35 percentage points. In both Math remediation and English remediation, first-to-second-year retention rates decrease from around 70 percent for completers to around 40 percent for non-completers. This is a significant difference in terms of first-to-second-year retention, and highlights the need to encourage students requiring remediation to make completion a priority within their first year of college.

Chart 3
Math Remediation

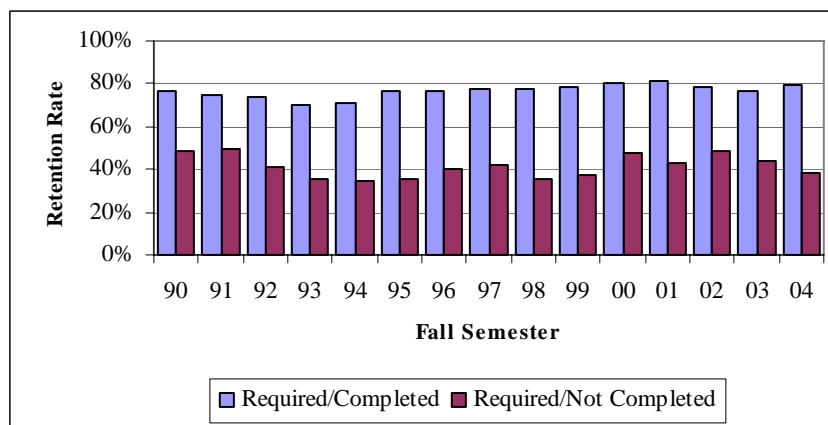
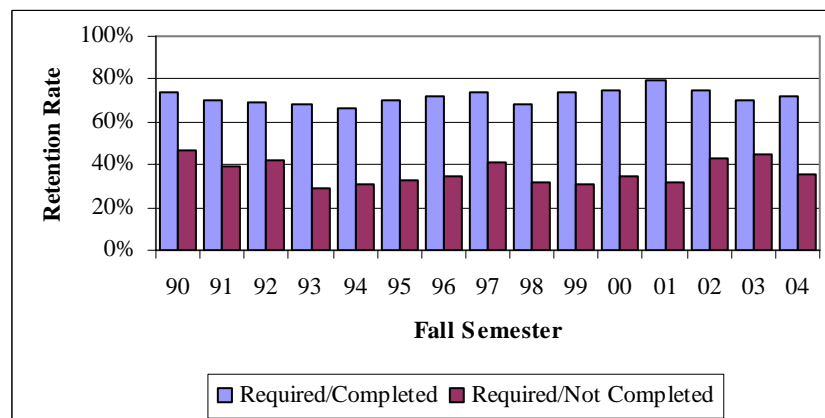


Chart 4
English Remediation



First-to-Second-Year Retention of Fall 2004 New Freshmen in Detail

Figures 1 and 2 (see pages 8 and 9) exhibit second-year retention of fall 2004 new freshmen. Comparisons are presented regarding the retention of students who needed remediation and those who did not. Further comparisons are shown among those who required remediation with respect to the completion of this requirement. Figure 1 presents retention in relation to Math remediation, and Figure 2 presents retention in relation to English remediation.

The figures show that students who required remediation were less likely to be retained to the second year than students who did not need remediation. The differences in retention rates between those who required remediation and those who did not were similar for both Math and English remediation (14.2 percentage points lower for students identified as needing remedial Math, and 14.6 percentage points lower for students needing English remediation). However, for those who needed and completed remediation during their first year, retention rates were comparable to the rates for the students who did not need remediation at all. About 79 percent of students who needed and completed Math remediation were retained to the following year, while only 38.3 percent of those who needed, but did not complete the requirement were retained. Similarly, almost 72 percent of students who needed and completed English remediation were retained to the following year, as compared with only 38.7 percent of students who needed but did not complete remediation. This finding may indicate the effectiveness of the remediation programs that are offered at UW institutions. However, there may be other factors or student characteristics that influence these outcomes, including the variety of student support services that provide training and other assistance to students who need better study techniques, learning strategies, and other higher education survival skills.

Key Findings

Figure 1 (Math)

- ◆ Math remediation was required by 14.9 percent of new freshmen.
- ◆ Of the new freshmen who did not require Math remediation, 77.6 percent were retained.
- ◆ Of those who were required to take remediation, 61 percent completed the requirement within one year.
- ◆ Of those who needed and completed Math remediation during their first year, 79.4 percent were retained to the second year, as compared with 38.3 percent of those who did not complete the requirement during their first year.

Figure 2 (English)

- ◆ English remediation was required by 8.1 percent of new freshmen.
- ◆ Of the new freshmen who did not require English remediation, 76.7 percent were retained.
- ◆ Of those who were required to take remediation, 72.2 percent completed the requirement within one year.
- ◆ Of those who needed and completed English remediation during their first year, 72.3 percent were retained to the second year, as compared with 35.8 percent of those who did not complete the requirement during their first year.

Figure 1
Retention to the Second Year of Fall 2004 New Freshmen
by Completion of Math Remedial Requirement

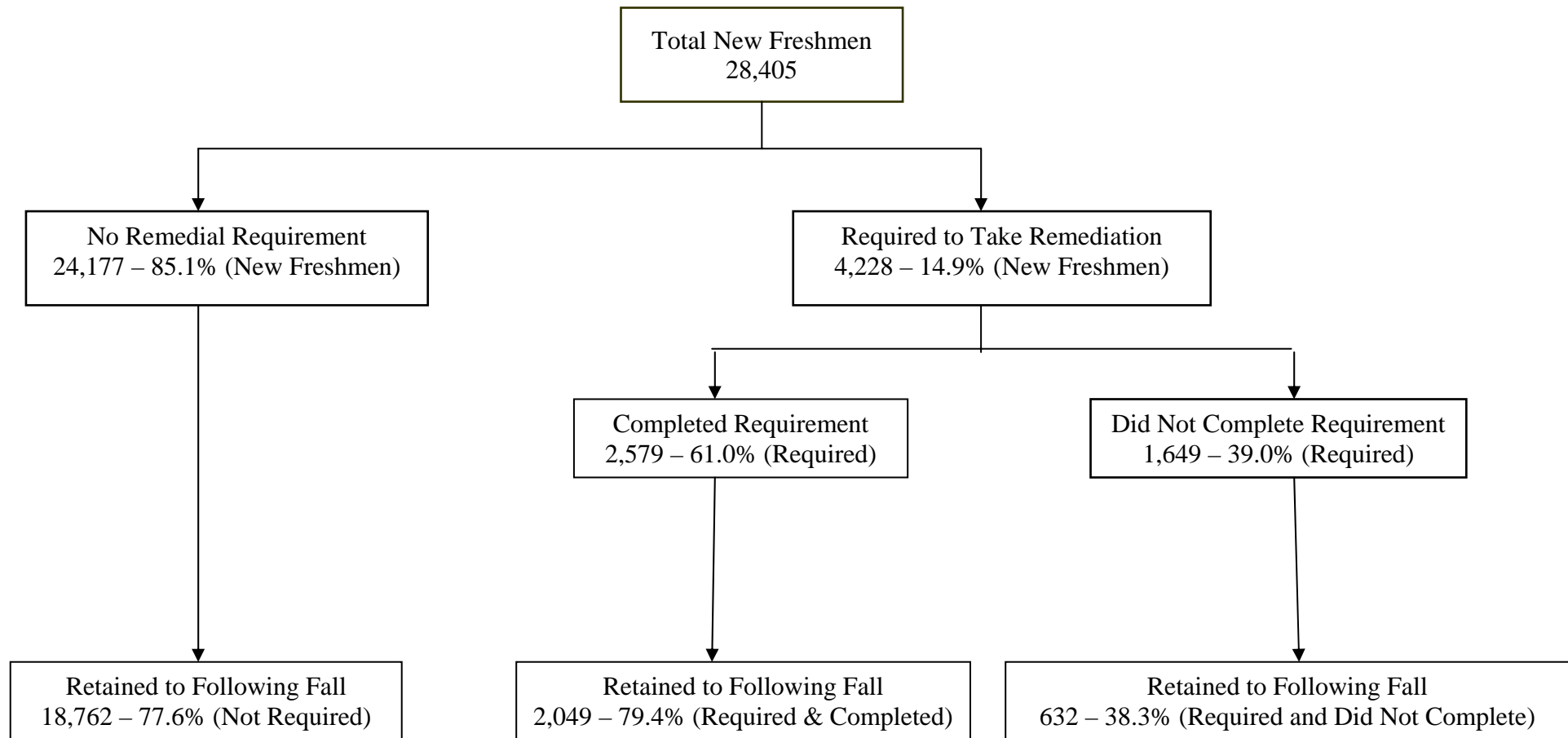
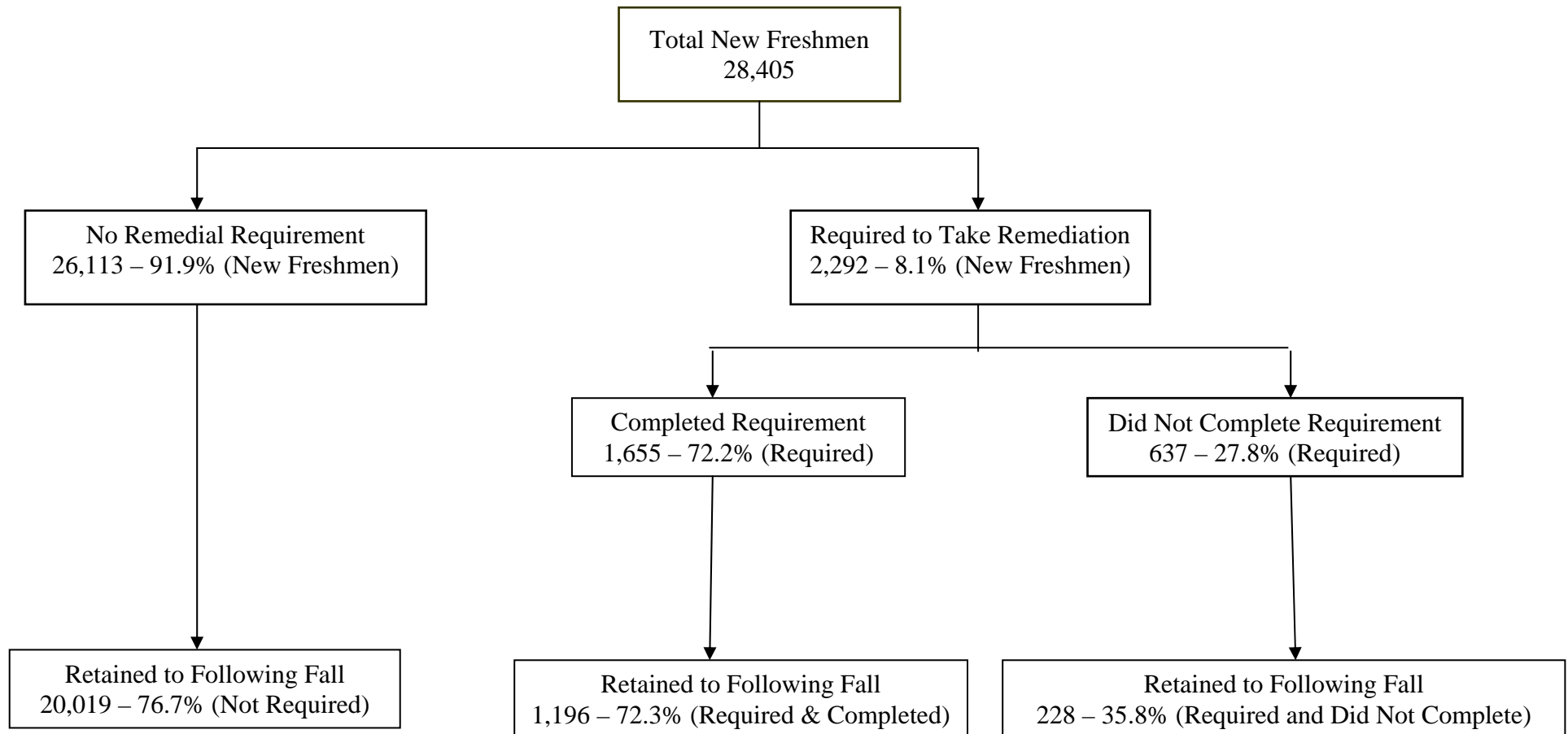


Figure 2
Retention to the Second Year of Fall 2004 New Freshmen
by Completion of English Remedial Requirement



Section IV: Six-Year Graduation Rate by Math and English Remediation

Figures 3 and 4 (see pages 11 and 12) exhibit six-year graduation rates of the fall 1999 cohort of entering freshmen. These graduation rates are for all students who started at one UW institution and graduated from any institution within the UW System. Comparisons are presented regarding the graduation rates of students who needed remediation and those who did not. Figure 3 presents six-year graduation rates in relation to Math remediation, and Figure 4 presents six-year graduation rates in relation to English remediation.

While graduation rates of new freshmen identified as needing remediation are lower than those of new freshmen who do not require remediation, a significant percentage of students requiring remediation successfully complete their undergraduate education. Since all students identified as needing remediation are required to complete their remediation long before graduation, it is difficult to isolate the specific impact of remedial programs on the ability to complete a baccalaureate degree within six years. There are a variety of additional intervening factors that may influence any student's likelihood of graduating with a baccalaureate, including: finances, family obligations, social issues, employment opportunities, personal motivation, etc.

Key Findings

Figure 3 (Math)

- ◆ Math remediation was required by 10.9 percent of new freshmen.
- ◆ Of students who did not require Math remediation, 66.1 percent graduated in six years.
- ◆ Of those who needed and completed remediation, 52.5 percent graduated in six years.
- ◆ Of those who needed Math remediation, 73.2 percent completed the requirement.

Figure 4 (English)

- ◆ English remediation was required by 6.0 percent of new freshmen.
- ◆ Of students not required to take remedial courses, 64.9 percent graduated in six years.
- ◆ Of those who needed and completed remediation, 44.6 percent graduated in six years.
- ◆ Of those who needed English remediation, 81.9 percent completed the requirement.

Figure 3
Six-Year Graduation Rate of Fall 1999 New Freshmen
by Completion of Math Remedial Requirement
(Starting at one UW Institution and Graduating From any UW Institution)

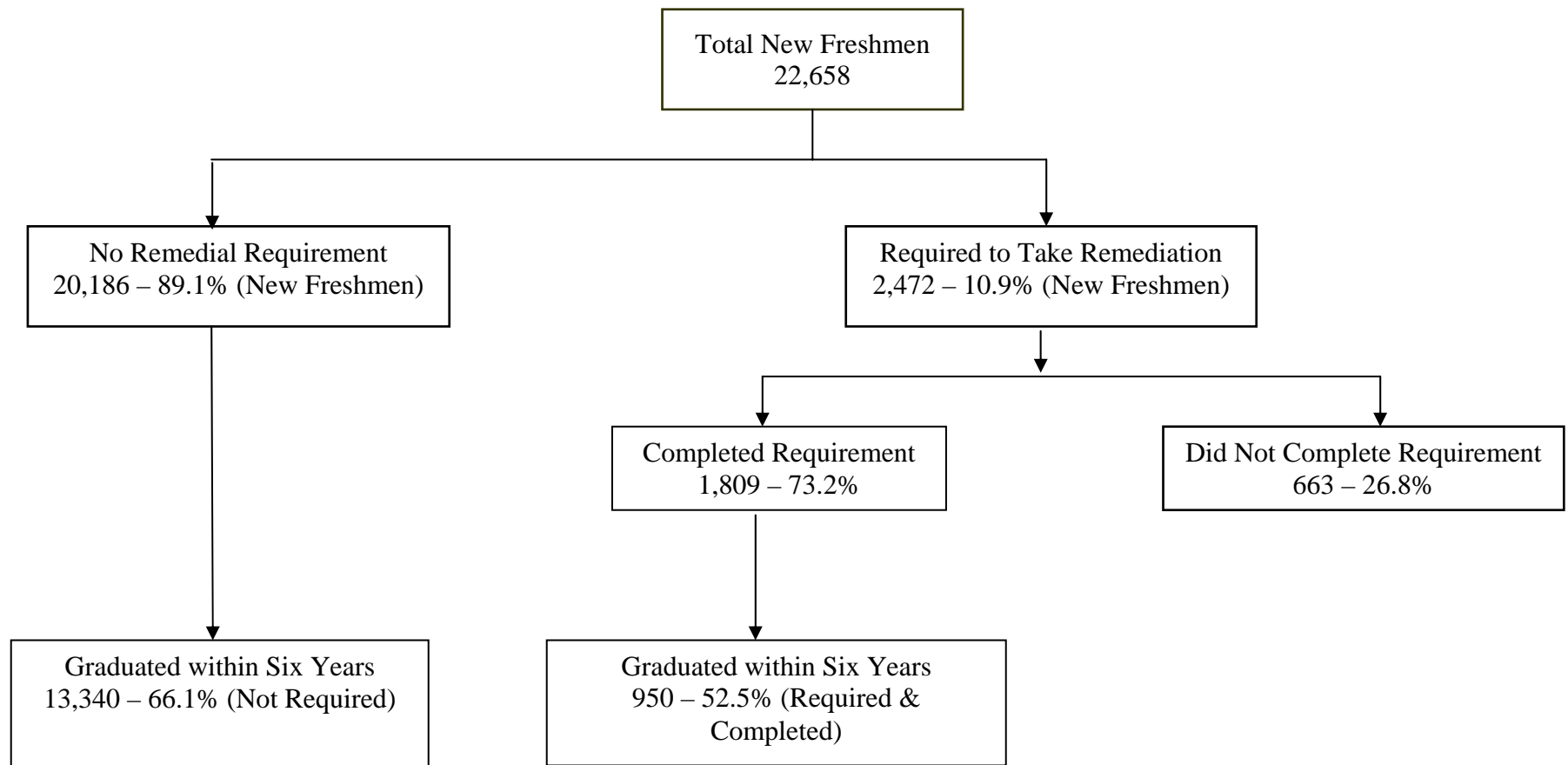
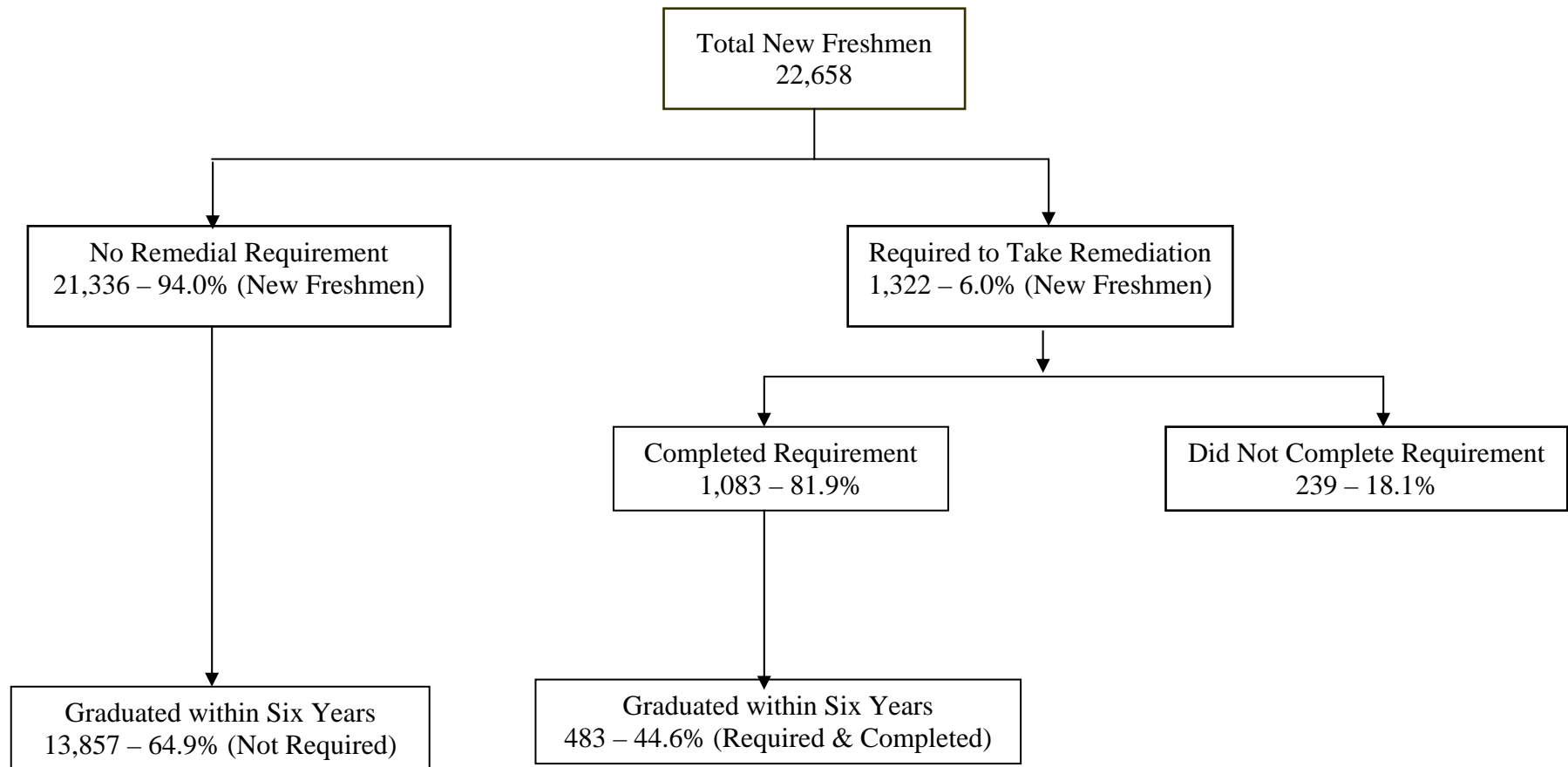


Figure 4
Six-Year Graduation Rate of Fall 1999 New Freshmen
by Completion of English Remedial Requirement
(Starting at one UW Institution and Graduating From any UW Institution)



Appendix A

University of Wisconsin System Regent Policy Documents

(Source: http://www.uwsa.edu/bor/rpd/bor_pols.pdf)

88-16 REMEDIAL EDUCATION POLICY

History: Res. 5088 adopted 11/11/88; amended by Res. 5957 and 5958, 11/91.

1. New freshman who are admitted to institutions of the University of Wisconsin System in accord with criteria approved by the Board of Regents and whose scores on English or mathematics placement or proficiency tests indicate a low probability for success in college level courses in either or both of those subjects shall be required to complete successfully the necessary remedial courses prior to completion of 30 credits. Institutions may grant exceptions to individual students; however, they must clearly document the reasons for such exceptions.
2. Remedial courses in English and mathematics shall not generate credit toward a degree from institutions in the University of Wisconsin System.
3. Remedial courses in English and mathematics offered by institutions of the University of Wisconsin System may be taught by faculty and staff they employ, through University of Wisconsin-Extension, or through contractual arrangements with local VTAE units. An institution's remedial courses should be available for students on its campus. The faculty of the University of Wisconsin System shall control the content, standards, and methods of instruction in its remedial courses.
4. The appropriate credit load for all students enrolled in remedial courses will be determined by the institution. The institution will be expected to advise students carefully about the appropriate number of credits based on students' high school performance and test scores. Beginning in fall of 1990 each institution will provide an annual report to System Administration on the number of new freshman identified as needing remediation in English and/or mathematics and the number who successfully completed remedial courses in English and/or mathematics. The president will use this information to compile an annual report for the Board of Regents.*
5. No later than fall, 1991, all remedial courses in the University of Wisconsin System shall be offered on a fee recovery basis.
6. By October 1989, the University of Wisconsin System shall develop a detailed statement of the minimum college-level skills and competencies students are expected to have in English and mathematics upon entrance to the University. This statement shall be widely circulated and periodically up-dated. It should form the basis for college-preparatory courses in English and mathematics offered by secondary schools and for remedial courses offered by the University.

An initial screening for these competencies shall include admitted freshmen's scores on the "ACT" and any other additional performance criteria that each UW System institution may choose. Students who score above the UW System-established level on the "ACT" mathematics and English subtests are expected to have a high probability of success in college-level courses and may be exempted from further testing. For students who score below the UW System-established level, each institution shall determine the specific instruments and performance criteria used for placement in college-level or remedial courses. Information about the UW System-established level on "ACT" mathematics and English subtests and each institution's instruments and performance criteria shall be made available to the secondary schools and to potential University of Wisconsin students.

7. The University of Wisconsin System will cooperate with the Department of Public Instruction in developing a plan for assessing English and mathematics skills of high school students throughout the state. Examination results shall be made available to students, their parents, and their schools. Students whose scores suggest they are unlikely to place into college-level English and mathematics courses upon entering college shall be encouraged to take courses in high school that are designed to improve their English and mathematics competencies and lessen the possibility of their placing into remedial courses.

*Reporting period changed to once every three years by Res. 7382, 2/7/97.

Appendix B

Students Needing Math Remediation by Institution Fall 2002 through Fall 2004

Institution	Fall 2002		Fall 2003		Fall 2004	
	# Req Rem	% of Total New Freshmen	# Req Rem	% of Total New Freshmen	# Req Rem	% of Total New Freshmen
UW-Madison	53	1.0%	48	0.9%	44	0.8%
UW-Milwaukee	558	16.8%	1,136	29.5%	1,116	29.2%
UW-Eau Claire	132	6.4%	138	7.4%	150	7.4%
UW-Green Bay	127	13.9%	162	16.7%	188	18.8%
UW-La Crosse	77	5.0%	42	2.8%	51	3.3%
UW-Oshkosh	209	11.5%	147	8.2%	159	9.2%
UW-Parkside	421	50.6%	533	54.6%	545	55.3%
UW-Platteville	89	7.9%	95	8.4%	164	13.6%
UW-River Falls	90	8.5%	165	13.4%	151	12.5%
UW-Stevens Point	116	7.9%	131	8.7%	149	9.7%
UW-Stout	105	8.0%	92	7.2%	127	9.8%
UW-Superior	140	44.6%	185	53.6%	156	45.0%
UW-Whitewater	420	20.6%	441	24.1%	390	22.1%
UW Colleges	811	19.6%	688	15.7%	838	19.5%
Total	3,348	12.2%	4,003	14.2%	4,228	14.9%

Note: UW institutions use incoming students' scores on the UW System Mathematics Placement Test, ACT/SAT Math subscores, or a combination of these scores to determine if mathematics remediation is needed. Cutoff scores for mathematics remediation differ across the UW institutions.

**Students Needing English Remediation
by Institution
Fall 2002 through Fall 2004**

Institution	Fall 2002		Fall 2003		Fall 2004	
	# Req Rem	% of Total New Freshmen	# Req Rem	% of Total New Freshmen	# Req Rem	% of Total New Freshmen
UW-Madison	4	0.1%	0	0.0%	0	0.0%
UW-Milwaukee	792	23.9%	799	20.7%	695	18.2%
UW-Eau Claire	27	1.3%	21	1.1%	15	0.7%
UW-Green Bay	69	7.5%	79	8.1%	77	7.7%
UW-La Crosse	38	2.4%	18	1.2%	22	1.4%
UW-Oshkosh	72	4.0%	29	1.6%	42	2.4%
UW-Parkside	245	29.4%	389	39.9%	426	43.2%
UW-Platteville	60	5.3%	58	5.1%	69	5.7%
UW-River Falls	NA	NA	29	2.4%	36	3.0%
UW-Stevens Point	NA	NA	NA	NA	NA	NA
UW-Stout	226	17.2%	191	14.9%	185	14.3%
UW-Superior	61	19.4%	63	18.3%	49	14.1%
UW-Whitewater	333	16.4%	271	14.8%	157	8.9%
UW Colleges	385	9.3%	405	9.2%	519	12.1%
Total	2,312	8.4%	2,352	8.3%	2,292	8.1%

NA = "Not Applicable" or "Not Available"

Note: UW institutions use incoming students' scores on the UW System English Placement Test, ACT/SAT English subscores, or a combination of these scores to determine if English remediation is needed. Cutoff scores for English remediation differ across the UW institutions.

Program Authorization (Implementation)
M.S. in Computer Science
University of Wisconsin-Platteville

EDUCATION COMMITTEE

Resolution I.1.d.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Platteville and the President of the University of Wisconsin System, the Chancellor be authorized to implement the M.S. in Computer Science.

**NEW PROGRAM AUTHORIZATION
Master of Science in Computer Science
University of Wisconsin – Platteville
(IMPLEMENTATION)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised June 2006), the new program proposal for a Master of Science in Computer Science at UW-Platteville is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. UW-Platteville and UW System Administration will conduct that review jointly, and the results will be reported to the Board.

UW-Platteville proposes a Master in Computer Science degree as part of a joint international computer science program developed in conjunction with partner institutions in Germany and Australia. Students will take graduate-level courses in computer science at UW-Platteville and at one of the partner institutions. The program is based on student exchanges: while UW-Platteville students attend classes abroad, students from Germany and Australia attend classes at UW-Platteville.

The proposed major is an outgrowth of a pilot program that was initiated in 2003 as a computer science track within the Master of Engineering program. The pilot was initiated with the University of Applied Sciences in Darmstadt, Germany (FHD). Recently, an additional partnership has also been formed with James Cook University in Townsville, Australia (JCU). Maintaining the Computer Science concentration as a track in the Master of Engineering program is not appropriate because the program has few courses in common with the Master's of Engineering. For curricular reasons and to assist in making the program more visible, UW-Platteville is requesting approval for a Master in Computer Science within the Department of Computer Science and Software Engineering.

REQUESTED ACTION

Approval of Resolution I.1.d.(1), authorizing the implementation of the Master of Science in Computer Science at UW-Platteville.

DISCUSSION

Program Description

The program is designed for recent computer science graduates who value obtaining international experience while pursuing a Master of Science in Computer Science degree. It is intended to prepare students to enter a career in a technical computer science field with an understanding of how the profession is influenced by, and operates within a global environment.

For example, the curriculum will introduce students to practices and regulations specific to international regions and to the influences of culture and tradition in the practice of computer science. These skills, along with the technical component of the program, make the degree distinct from other programs in the discipline and will make the program's graduates attractive to companies conducting business or planning to conduct business in countries around the world.

To be admitted, students are required to have a bachelor's degree in Computer Science, Informatics, Software Engineering, or other closely related field. All instruction will be in English. The curriculum consists of an articulated set of courses at UW-Platteville, FHD in Germany, and JCU in Australia. Students take courses at UW-Platteville and also attend one semester at one of the partner institutions. The curriculum includes required courses to orient students to the culture and/or language of the partner institution. Many of the courses deal specifically with Computer Science topics in an international setting. At least half of the credits earned in this program must be from courses which deal specifically with international or global content.

Students will complete 30 credits with at least fifteen in foundational computer science topics, four in project courses, and two in culture and language. In addition, students will complete either a thesis or a seminar paper. At least nine of the 30 credits must be earned at one of the partner institutions. Students choosing the thesis option are required to include a faculty member from a partner institution on the thesis committee.

Program Goals and Objectives

Graduates of the program will:

1. Demonstrate advanced knowledge and skills in computer science;
2. Apply fundamental theory and practical methods to construct software systems applicable in an international setting;
3. Interact effectively in international and diverse teams;
4. Understand how international differences and regional influences affect work done in computer science;
5. Understand the effect of international regulations and standards on the practice of computer science; and
6. Engage in and recognize the importance of life-long learning.

Graduates will achieve the following learning outcomes:

- Foundation: Graduates will obtain a solid technical foundation in computer science with advanced knowledge in one or more areas.
- Practice: Graduates will be able to apply their knowledge to practical problems in projects involving international companies or issues.
- Culture: Graduates will show evidence of cross-cultural communication skills and understand how international and regional differences influence how work is done in the profession.

- Presentation: Graduates will be capable of effective written and oral communication particularly with respect to preparing, publishing, and presenting of technical material to diverse audiences.
- Growth: Graduates will exhibit skills for adapting to new environments and technologies, adapting to cultural differences, and embracing life-long learning.

Relation to Institutional Mission

Excellence in engineering and technology education are important contributors to UW-Platteville's reputation for excellence. This focus is reflected in UW-Platteville's select mission to "provide graduate programs in areas clearly associated with its undergraduate emphases in education, agriculture, technology management, criminal justice, and engineering." Because computer science is a technological discipline with roots in engineering, the proposed program is closely aligned with the UW-Platteville mission. This unique and innovative international computer science program also reflects UW-Platteville's pledge to "enable each student to become broader in perspective, more literate, intellectually more astute, ethically more sensitive, and to participate wisely in society as a competent professional and knowledgeable citizen" by integrating a curricular requirement for international experience and travel.

Program Assessment

Faculty and staff will use the following tools to annually assess the learning outcomes and the program. Following review of these various assessment tools, an annual report will be prepared noting any deficiencies or areas of concern, and listing steps that will be taken to address the issues. This report will be sent to UW-Platteville's Assessment Oversight Committee and the dean of the graduate school. In addition, the Department of Computer Science and Software Engineering has a Computer Science Advisory Board composed of executives and practitioners. The Advisory Boards meets twice a year to provide advice and feedback to the department about issues involving curriculum, programs, and policies.

- 1. Graduating Student Exit Surveys:** Graduating students will complete an exit survey to identify specific outcomes or areas in which the program is strong or needs improvement.
- 2. Overseas Student Surveys:** students attending UW-Platteville from the partner institutions will be surveyed to evaluate how well the coursework at UW-Platteville fits their needs.
- 3. Student Evaluations from Partner Faculty:** Faculty at partner institutions will evaluate UW-Platteville students with respect to their international experience, and their ability to understand issues from a broader international perspective.
- 4. Alumni Surveys:** Annually, surveys will be sent to two groups of students and their immediate supervisors: alumni who graduated two years previously, and those who graduated five years previously. The surveys will be open ended to provide the program with general feedback.

- 5. Employer Evaluations:** In conjunction with alumni surveys, immediate supervisors will be asked to evaluate graduates on specific, program-related issues such as the effectiveness of their presentation skills, whether they exhibit both foundational and advanced technical skills, how well they work in teams and with diverse colleagues, and how well they adapt to new environments and technologies.
- 6. Thesis and Seminar Paper Evaluation:** Each thesis or seminar paper will be reviewed by an independent reviewer to assess the extent to which the document exhibits advanced knowledge of the content area, an ability to apply the knowledge to new problems, an ability to clearly present technical content, and an understanding of how to obtain and evaluate source materials for new content areas.

Need

The Bureau of Labor Statistics found that two of the top ten growth fields involve software development (a dominant aspect of computer science) with over 350,000 new positions predicted nationwide over the next decade. This growth is also occurring in the state of Wisconsin. For example, the Department of Computer Science and Software Engineering recently polled members of its advisory board and learned that just seven organizations – all located in Wisconsin – had hired over 700 people with computer science degrees within the last three years. Over 100 of the hires over the last three years were people with master's degrees. While most computer science-related positions are filled by people with bachelor's degrees, industry often seeks students with advanced degrees because of their broader understanding of the field, stronger communication skills, and specialized knowledge.

This program also addresses a growing need for computer science graduates with international experience. Large corporations have long had overseas development sites. Today, even moderate and small corporations find they need to establish offices in other countries. In a survey done in 2003 by the computer science program at UW-Platteville, 24 out of 50 companies contacted in the region have operations in other countries and others had plans to establish overseas operations within two years.

International experience is highly valued within the computer science community. A premier, internationally-recognized professional organization in computer science recently published a report, *Globalization and Offshoring of Software*, stating that to remain competitive, computer scientists and other information technology professionals must gain familiarity with other cultures and develop good teamwork and communication skills. The proposed program provides a unique opportunity to obtain first-hand international experiences and skills.

Projected Enrollment (5 years)

As a track within the Master of Engineering program, the pilot program has had only one to two full-time students entering each year. Approval of the Master in Computer Science will increase visibility and enrollment. We anticipate enrollments to increase steadily over time, to up to ten entering students each year as the word spreads about the program. Our experience

with the pilot program suggests that approximately three-fourths of the students will finish within two years of entering the program. Our projections are shown in the following table:

Year	1 st year	2 nd year	3 rd year	4 th year	5 th year
New students admitted	2	4	6	8	10
Continuing students	2	2	3	4	6
Total enrollment	4	6	9	12	16
Graduating students	2	2	3	4	6

Comparable Programs

While a number of campuses in Wisconsin and Minnesota offer master's degrees in computer science, the international focus of this program distinguishes it from the others in the state. The requirement of an international component is unique nationwide. Eastern Michigan University has formed a similar partnership agreement with the University of Applied Sciences in Karlsruhe, Germany; however students in that program are not required to travel overseas.

Collaboration

This program is based on collaboration among faculty at three distinct institutions. These faculty members have worked to establish a joint curriculum, similar entrance requirements, and course offerings that are balanced among the institutions to ensure that students can select an appropriate mix of courses at the three institutions. The ongoing review and curriculum development of the program will continue to involve the partner institutions in assessing and improving the program. UW-Platteville, on behalf of the joint partners, is currently exploring extending the partnership to include a university in China.

Diversity

It is hoped that UW-Platteville's ongoing attention to diversifying the undergraduate study body will provide a more diverse pool of undergraduates with interest in the M.S. program in Computer Science. In addition to ongoing campus-wide recruiting efforts directed at Wisconsin residents from underrepresented populations, UW-Platteville's Tri State Initiative seeks to increase diversity by attracting underrepresented minorities from the Chicago and Rockford, Illinois areas. The department also works with the college's *Women in Engineering* program to attract women to this and other department programs. In addition, an existing institutional exchange program with Mississippi Valley State University, a historically black university, may provide opportunities to recruit their computer science graduates into this graduate program.

Students participating in this program will benefit from the diversity of the student body at the two partner institutions. James Cook University successfully draws many students from eastern Asia and the Indian sub-continent and has focused on providing educational access to Australia's indigenous aboriginal people. The University of Applied Sciences in Darmstadt has over 120 international partners and attracts students from all over the world, especially India and China.

The program has taken steps to control costs in order to attract students who may otherwise not be able to afford a program with an international requirement. Housing expenses abroad are comparable to those of students resident in Platteville. The primary additional cost – compared to a program in which all coursework is done in Wisconsin – will be the airfare to reach the partner institution. Scholarships are available from the College of Engineering, Mathematics, and Science to cover a significant portion of the airfare. One-to-two graduate assistantships will be available each year with funds coming from reallocation of graduate assistantship allocations from academic majors which have experienced declining enrollments.

Evaluation from External Reviewers

External reviews were solicited from computer science faculty members as well as from an industry representative. All were positive towards the program, each remarking on the value and importance of the international component. One reviewer stated, “As globalization gains strength, the United States needs more and more professionals (including those with technical expertise) who understand and appreciate other peoples’ cultures to stay competitive.” One reviewer suggested adding some additional courses to the list of alternatives; these will be considered at the next meeting among the partners.

Resource Needs

To establish the pilot version of the program, faculty positions have already been reallocated within the college to provide approximately one FTE to cover the required coursework for the enrollment of 12-16 students. The need for local faculty is reduced because students take half of their courses at an international partner institution. No additional costs for library or information services are anticipated as a result of the implementation of this program. The current funding for the Department of Computer Science and Software Engineering allows purchasing of sufficient materials for the program. The Karrmann Library and interlibrary loan system provides adequate information services available to our students. All additional resources necessary for the program will be provided by reallocations within UW-Platteville.

Summary of Estimated Costs and Resources

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/ Staff	1	\$68,366	1	\$70,417	1	\$72,529
Graduate Assistants	0	0	0	0	0	0
Classified Staff	0.1	\$2,000	0.1	\$2,000	0.1	\$2,000
Non-personnel						
Supplies & Equipment		\$1,500		\$1,500		\$1,500
Capital Equipment		0		0		0
Library		\$750		\$750		\$750
Computing		\$500		\$500		\$500
Subtotal		\$73,116		\$75,167		\$77,279
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/ Staff	0	0	0	0	0	0
Graduate Assistants	1	\$7,000	2	\$14,000	2	\$14,000
Classified Staff	0	0	0	0	0	0
Non-personnel						
Capital Equipment		0		0		\$4,000
Other (travel)		\$4,000		\$4,000		\$4,000
Subtotal		\$11,000		\$18,000		\$22,000
TOTAL COSTS		\$84,116		\$93,167		\$99,279
CURRENT RESOURCES						
GPR		\$73,116		\$75,167		\$77,279
Gifts and Grants- UW-P Foundation (travel)		\$4,000		\$4,000		\$4,000
Subtotal		\$77,116		\$79,167		\$81,279
ADDITIONAL RESOURCES						
GPR Reallocation (for graduate assistantship)		\$7,000		\$14,000		\$14,000
GPR Reallocation (for capital equipment)		0		0		\$4,000
Subtotal		\$7,000		\$14,000		\$18,000
TOTAL RESOURCES		\$84,116		\$93,167		\$99,279

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.d.(1), authorizing the implementation of the Master of Science in Computer Science at UW-Platteville.

RELATED REGENT POLICIES

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

Program Authorization (Implementation)
Global Master of Business Administration
University of Wisconsin-Oshkosh

EDUCATION COMMITTEE

Resolution I.1.d.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Oshkosh and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Global Master of Business Administration.

**NEW PROGRAM AUTHORIZATION
Global Masters in Business Administration
UW-Oshkosh
(IMPLEMENTATION)**

EXECUTIVE SUMMARY

BACKGROUND

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

The Global MBA program is being created to provide a unique opportunity to students wishing to participate in a truly global educational experience. UW-Oshkosh's existing MBA program has integrated material focusing on the international aspects of business today. However, this does not provide students with the total global educational experience of the proposed program.

The Global MBA has been developed in collaboration with College of Business faculty from two institutions: Darmstadt University in Darmstadt, Germany, and T.A. PAI Management Institute in Bangalore, India. Discussions leading to the creation of this program have been on-going since Spring 2003. Representatives from the three institutions met in Darmstadt, Germany, in August of 2004; in Bangalore, India, in January of 2005; and in Oshkosh in August of 2005. Each of these meetings allowed institutional representatives to work on curriculum, format and delivery plans, and to assess each institution's facilities.

This program provides MBA students from each institution the opportunity to learn about doing business in the global economy through participation in interactive classes with students from other parts of the world and first-hand observations of businesses in these countries. The program is designed to create a balance of students from each country to facilitate this unusual learning experience.

REQUESTED ACTION

Approval of Resolution I.1.d.(2), authorizing the implementation of the Global Master of Business Administration, UW-Oshkosh.

DISCUSSION

Program Description

The vision of the proposed program is *to develop global business leaders through an innovative intercultural educational experience provided by an international alliance of accredited business schools*. The program will consist of 30 credits delivered over 18 months in a cohort structure. Two-thirds of the credits will be taught as on-line courses. The remaining

credits will be taught on-site at each of the three institutions in turn. Each program cohort will consist of 15 to 30 students, evenly distributed among the three institutions. The students must have a Bachelor of Business Administration, a Bachelor of Arts, or a Bachelor of Science degree and a minimum of two years of supervisory or managerial experience. The degree will be granted by the admitting university. All courses will be taught in English.

The curriculum includes the basic functional topics found in most MBA programs. It will also consist of newly created courses, taught with a global focus, and designed to take advantage of the unique aspects of the partnership. The two-week on-site portions of the program will include in-class sessions as well as visits to businesses, government offices or other relevant sites. This format will create a familiarity among the students from the different institutions and will lead to sharing of information and experiences as the students work together on projects. Students will learn about global business while creating professional networks in other parts of the world. An overview of the program design and the curriculum is provided below:

GLOBAL MBA CURRICULUM			
Courses	Credits	Instructing Institution	Delivery Mode
<u>Section 1</u>			
Global Business Environment	2	UW-OSH	On-line
Global Financial Management	2	DARMSTADT	On-line
Ethics and Social Responsibility	2	TAPMI	On-line
Global Management	4	Oshkosh	ON-SITE
<u>Section 2</u>			
Global Project Management	2	UW-OSH	On-line
IT for Global Organisations	2	DARMSTADT	On-line
Global Financial & Cost Accounting	2	TAPMI	On-line
Global Supply Chain Management	4	TAPMI	ON-SITE
<u>Section 3</u>			
Global Strategic Leadership	3	ALL THREE COMBINED	On-line
Project / Thesis Work	3	UW-OSH / TAPMI / DARMSTADT	LOCAL ON-SITE
Global Marketing Management	4	DARMSTADT	ON-SITE

Program Goals and Objectives

Upon completion of the program, each graduate will:

1. Have a broad-based knowledge in accounting, financial, operations, strategic and human resources management, information technology, marketing, global business and leadership;
2. Demonstrate decision-making proficiency in qualitative analysis, quantitative analysis, ethical reasoning, and business problem identification; and

3. Understand how to manage conflict, coach and mentor, communicate, work in a team, and provide leadership.

The learning goals will be reviewed every two years to ensure that they are current and relevant.

Relation to Institutional Mission

The proposed Global MBA program relates to and supports the vision, mission and strategic goals of UW-Oshkosh and the College of Business in the following ways.

1. The mission of UW-Oshkosh is to offer an array of master's and specialist level graduate programs which grow clearly from areas of undergraduate strength and meet the emerging needs of the regions served by the institution.
2. Strategic Direction #4 states "Expand regional outreach and domestic and international partnerships."
3. The vision for the College of Business is to "Be a world-renowned educator of business professionals."

Diversity

The nature of this program offers diversity in both the student body and the faculty teaching the courses. The goal is to have one-third of the students be from each institution and one-third of the credits for the program to be taught by faculty from each institution. In addition, the required travel to each region of the world will expose all students to the diverse cultures in each country. The courses developed for this program will integrate materials and examples from India, Germany and the U.S. The course materials, examples and the diverse student body will create a unique opportunity to learn how to interact and work in a diverse environment.

Need

While determining the need and interest in this type of innovative program is difficult, UW-Oshkosh's College of Business has done preliminary market research using Publitiz Consulting, LLC, to conduct interviews with representatives from seven of the largest businesses in the service area. These are also businesses that provide employment to a significant percentage of UW-Oshkosh's MBA graduates. Five of the seven company representatives stated that they see a need for this type of program and would encourage their employees to enroll in the program.

Research was also conducted by undergraduate students in a marketing research class. They contacted currently enrolled MBA students to see if they saw a need for this type of program. A significant number of the students felt that there was a need and would be interested in this type of program. Over that past year, the College of Business has had 15 potential students enquire about the program and express interest in applying to it.

Comparable Programs

There are no comparable programs in the state of Wisconsin. While there are MBA programs that provide various types of international experiences, including short-term travel abroad and semester abroad programs at partner institutions, none of these programs offer the combination of international cohorts of students, a global curriculum, visits to regions of the world for study at the partner institutions, and the use of on-line technologies within a cohort structure.

Nationally, there are a few similarly innovative programs. Georgia State University has a Global Partners MBA Program, which is a 14-month, full-time program with study experiences on four continents. That program isn't designed for cohorts of students and requires proficiency in a second language. Duke University has a Global Executive Program, the University of Michigan has a 16-month Global MBA program, the University of North Carolina has an MBA Global Program, the University of Texas at Dallas has a Global MBA Online Program, and New York University and Brandeis University also have a version of a Global MBA program.

Collaboration

Collaboration has been the strength of this program from the beginning. The idea for the program came from collaborative discussions with representatives from Darmstadt University. After bringing all of the partners together, the structure of the program was created at meetings in Oshkosh, Germany and India with representatives from all of the institutions present. The oversight committee will consist of representatives from the partnering institutions. The courses will be taught by faculty from each of the institutions. This is a collaborative project in every way.

Use of Distance Technology

Two-thirds of the credits in this program will be taught using on-line technologies. This will permit UW-Oshkosh students to work on collaborative projects and learn from students and faculty at the partner institutions throughout the program.

Academic and Career Advising

The academic and career advising for the Global MBA students will be provided by faculty and staff in the MBA office. The office staff includes the Director, Assistant Director, Advisor and a Program Assistant. Students will also have access to all career advising resources at UW-Oshkosh.

Projected Enrollment

The enrollment projections below reflect the cohort nature of this program.

Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students Admitted	6	10	10	10	10
Continuing Students		5	9	9	9
Total Enrollment		15	19	19	19
Graduating Students		5	9	9	9

Assessment and Program Evaluation

The College of Business at the UW-Oshkosh has been accredited by the Association to Advance Collegiate Schools of Business (AACSB) International since 1978. This accreditation agency is the premier accreditation body for colleges of business in the world. To maintain accreditation, programs offered by the College of Business must have an assessment plan with learning goals that are measured and analyzed, and a process for revising the program where appropriate. These requirements will apply to the Global MBA program.

A committee to oversee and assess the program will consist of directors of MBA programs from each of the participating Colleges of Business. This committee will meet annually to assess the status of the program and make changes and revisions as necessary. The College of Business currently has an assessment plan which involves gathering data from many sources including businesses, alumni, and graduating students. Data is gathered on their perceptions of the program as well as more objective measures of learning outcomes. This data is then used to make changes to the program. The UW-Oshkosh College of Business Graduate Programs Committee has oversight responsibilities, in addition to approving the curriculum for the program.

Evaluation from External Reviewers

Two outside reviews were conducted and helpful input was received from Dr. Manoj Malhotra, the Jeff B. Bates Professor and Chair of the Management Science Department at the Moore School of Business, the University of South Carolina-Columbia, and Dr. Ben Kedia, the Robert Wang Chair of Excellence in International Business and Director of the Wang Center for International Business Education and Research (CIBER) at the University of Memphis. Both reviews were very supportive and felt that this program would add value to graduates of the program. Both reviewers also offered a number of suggestions to consider in developing the program. Suggestions related to integration of the curriculum and consistency of delivery, and are points that will be addressed when the partners meet in Germany this November to analyze the proposed curriculum and develop syllabi for the courses. Several comments were also made with respect to the fixed versus variable costs in the budget. While these issues have subsequently been addressed in the budget, UW-Oshkosh will modify the presentation of the program's financials to address these concerns.

Resource Needs

This program will be self-funded; no GPR funds will be used. A minimum of four students will be required to make it possible to offer the program. If fewer than four students apply for the program in any one year, discussions will be held with the partners to determine the appropriate action to take. The program partners are committed to maintaining the program long enough to allow an enrolled cohort of students to complete the curriculum.

Program Budget

The Program Budget includes all costs associated with student and faculty travel and lodging, except for students' meals.

Estimated Costs	10 Students	5 Students
Faculty Salary – average – 10 credits	\$44, 278	\$44,278
Fringe Benefits – average	13,841	13,841
Internet Stipend	3,450	3450
Travel expense	12,000	12,000
Marketing	15,000	15,000
Administrative	6000	6000
Course Development	10,350	10,350
S&E	2,200	2200
Books	6,000	3000
Trip for Director to attend director's meeting each year	4,000	4000
Student Travel (\$10,000/student)	<u>100,000</u>	<u>50,000</u>
Estimated Total Costs	\$217,119	\$164,119
Estimated Cost/student	\$21,719	\$32,824
Estimated Revenue \$35,000/student	\$350,000	\$175,000

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.d.(2), authorizing the implementation of the Global Master of Business Administration, UW-Oshkosh.

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).

REPORT ON NORTH CENTRAL ACCREDITATION and INSTITUTIONAL REVIEW OF GENERAL EDUCATION: UNIVERSITY OF WISCONSIN-MILWAUKEE

EXECUTIVE SUMMARY

BACKGROUND

The process of institutional accreditation and re-accreditation by the North Central Association of Schools and Colleges (NCA) provides UW System institutions an independent assessment of their academic quality and institutional health. The Board of Regents' Education Committee is customarily provided summary institutional reports on recent North Central Association accreditation visits, followed by a presentation and discussion in the committee meeting with representatives of the institution involved. In conjunction with the NCA 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 April 2005, the NCA Evaluation Team recommended that the University of Wisconsin-Milwaukee receive a ten-year re-accreditation, effective through 2014-15. The NCA Team also recommended two progress reports on: (1) the assessment of student learning outcomes; and (2) enrollment management and the diversification of the student body. Both reports are due in May 2008. The full NCA 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

Summary of NCA Accreditation Review

Following its spring 2005 visit, the NCA evaluation team confirmed that UW-Milwaukee continues to meet its accreditation requirements in the following areas: mission and integrity; preparing for the future; student learning and effective teaching; the acquisition, discovery and application of knowledge; and engagement and service.

The NCA Report concluded that UW-Milwaukee has stayed faithful to its mission, articulated 50 years ago, to take advantage of the opportunities and fulfill the

responsibilities that derive from its location as the population, cultural and economic center of Wisconsin. The Report noted UW-Milwaukee's vision that it is a center for knowledge creation and research, with scholarship representing the primary means by which the University will grow. The Report also noted, however, that this vision must transpire while maintaining a level of access that meets the educational needs of Wisconsin. Within this context, the Report concluded that there have been noteworthy successes over the past decade. These include:

- *Enhancements in strategic planning* – New levels of strategic planning have been implemented and institutionalized leading to positive outcomes (for example, more successful fundraising and degree completion efforts).
- *Enhancements in scholarly capacity* – A broad range of scholarly activities have been expanded and external funding has nearly doubled.
- *Enhancements in engagement* – The University has increased its engagement in the greater community significantly.
- *Enhancements in assessment* – Programmatic assessment, in terms of student learning outcomes, has been initiated campus-wide, and local exemplars are in place for continued improvement in this area.

With both broad-based and specific programmatic successes from the past decade providing the setting, the NCA report also noted that challenges remain to be met by the University. These include:

- *Challenges in fiscal resources* – The diversity of demands on the University, when coupled with reduced financial support from the State, means that an array of resource-related challenges will need to be met. Realistic budgeting as well as increased external fundraising are both key components that are needed to meet this challenge.
- *Challenges in enrollment management and diversity* – As the University reaches its projected student capacity, efforts must be made to assure that the distribution of students between undergraduate and graduate programs is appropriate and that the diversity goals of the University are met.
- *Challenges of assessment* – The initiation of outcomes-based assessment plans in units across campus holds the promise of significant improvements in the collection of data. Making sense and making use of these data will be vitally important if the university wishes to make general progress in enhancing student learning, programmatic assessment and improvement on campus.
- *Challenge of scholarship* – The maintenance of scholarly productivity and the enhancement of the connections between that scholarship and the broader community are indispensable to the long-term vitality of the University.

UW-Milwaukee is aggressively implementing initiatives to address the reporting requirements for the 2008 progress reports requested by the NCA Team, focused on the assessment of student learning outcomes, and enrollment management and the diversification of the student body.

1) The assessment of student learning outcomes.

Across the institution, UW-Milwaukee faculty and staff engage in assessment practices that focus on courses, faculty, degree programs, offerings of the academic units, and the university as a whole. UW-Milwaukee is continuing to strengthen and extend the range of assessment activities, with a special focus on the assessment of student learning outcomes.

Many programs have strong direct and indirect measures of student achievement for majors, including capstone courses, comprehensive exams, research papers, artistic performances, etc. General Education assessment is well established for the core competency areas, and the campus has approved measures to ensure that assessment is similarly rigorous for distribution areas. Significant advances have been made on the campus to document assessment practices and formalize the use of such data in decision making. Departmental student learning outcomes assessment documents are posted on the web pages of the schools and colleges and linked to the Office of Assessment and Institutional Research's website. Departments continue to work to improve their assessment processes and formalize the use of direct and indirect assessment data in making curricular decisions.

In preparation for the NCA 2008 follow-up report, UW-Milwaukee has initiated a Campus Assessment Council to coordinate departmental assessment of student learning outcomes and is planning to implement WEAVE, a web-based assessment reporting tool. There are also a variety of General Education assessment activities, which are described below.

2) Enrollment management and diversification of the student body.

UW-Milwaukee has launched Access to Success, a comprehensive program that encompasses enrollment management, student access and success initiatives, and the University's diversity plan (Milwaukee Commitment II). Access to Success begins with recruitment and admission strategies to maintain access, while also increasing enrollments of diverse, high-achieving students. Most of the strategies adopted in Access to Success comprise a comprehensive and coordinated program to increase first-year student success that includes a Summer Bridge Program, the Freshman Mentoring Network, First-Year Transition Courses, Academic Advising Assessment, Honors programming, redesigned Mathematics courses, a new Multicultural Student Center, Tutoring, establishment of community recruiting sites, Supplemental Instruction, Teaching Teams, and the creation of a web-based Early Warning System. The goals of Access to Success are to:

- Increase first-year retention for all freshmen, especially for freshmen of color and freshmen requiring developmental work, while building the overall diversity and achievement of the student body;
- Increase graduation rates of all students at the institution; and

- Close the gap in retention and graduation rates between students of color and their white peers.

In the area of recruitment, UW-Milwaukee Access to Success initiatives are reaching out to the Milwaukee Public Schools (MPS), as well as alternative and charter schools in the area, through a variety of intensive and focused approaches.

While it is too early to assess the impact of Access to Success on its overall goals, the data do show that, for the entire freshman cohort as well as for targeted groups, those who participate in these strategies demonstrate higher retention and achievement. Especially impressive interventions include Summer Bridge and Supplemental Instruction programs. In addition, students with low math preparation who took a pilot math course that employed technology with instructor/tutor support completed two sequential math courses with high grades in a single semester, enabling them access to curricula requiring college-level mathematics. Based on its assessment of these pilot initiatives, UW-Milwaukee is now expanding program capacity and student participation.

Concurrent with these institutional changes, UW-Milwaukee is participating as one of the pilot UW institutions in the Equity Scorecard project, which seeks to foster educational excellence by closing the achievement gap for historically underrepresented students. The Equity Scorecard is a process of sustained inquiry, using disaggregated data to identify more refined pathways and strategies for eliminating inequities in educational opportunities and outcomes.

The institution believes that all of the measures above will address the specific concerns of the NCA Report.

II. Overview of General Education

In many respects, Milwaukee and its environs are experiencing changes that are occurring in other cities in the United States and throughout the world. In this context, the UW-Milwaukee faculty recognizes that students attending the University must be provided with the intellectual tools and perspective that can address the increasing complexity and magnitude of the world that they will face in their daily lives and professions. UW-Milwaukee faculty members broadly recognize that student learning should foster the development of a foundation for lifelong learning. General Education remains the foundation for that learning.

Among the curricular requirements and options placed before UW-Milwaukee undergraduate students in response to these challenges are the following:

- The General Education component (GER) of every student's program balances the intense focus on a particular area of study with a broad exploration of the arts and humanities, social sciences, and sciences.
- The rich context of a General Education is designed to help students develop an outward-looking intellectual attitude in their lives.

- The GER also stresses ethnic diversity with its requirement that students take at least one course that centers on the subject matter of ethnic diversity.
- The General Education Cultures and Communities certificate program promotes understanding of North American urban society. Its innovative feature of immersing students in Milwaukee community settings has been called a “study abroad at home” experience.

UW-Milwaukee’s specific General Education Requirements (GERs) emphasize breadth of knowledge and the skills of intellectual inquiry. These requirements comprise seven goals. Students should:

1. develop a strong foundation of verbal and quantitative skills;
2. understand the roles of methods and processes and their constraining effects on thought;
3. gain cultural and historical perspectives on the world;
4. develop consciousness of self in relation to tradition;
5. appreciate creativity, including the creation, testing, and application of ideas;
6. see how ideas relate to social structures; and
7. understand how values infuse both action and inquiry.

In order to meet these goals, UW-Milwaukee’s General Education program requires students to acquire basic competencies in math, foreign language, and English composition, and to take classes spread across a credit-distribution pattern in the arts, humanities, social sciences and natural sciences. There is also the cultural diversity requirement.

An innovative component of UW-Milwaukee’s General Education program is the Cultures and Communities certificate, mentioned above. This certificate affords students the option of focusing their distribution requirements through designated, interrelated Cultures and Communities courses. Learning goals for the Cultures and Communities certificate address students’ ability to reflect critically on their own cultural identity in relation to the historical and social construction of categories such as “race” and “ethnicity,” and their ability to collaborate with people from diverse backgrounds.

The lasting impact of UW-Milwaukee’s General Education program is evident in the 2003 survey of alumni: 73 percent of respondents with bachelor’s degrees reported that UW-Milwaukee was very helpful in helping them acquire a broad general education. When alumni were asked to evaluate various components of their UW-Milwaukee experience, general education was one of the items that scored highest.

Institutional Review and Assessment of General Education

All undergraduate degree students at UW-Milwaukee are required to fulfill General Education requirements (GER). The Academic Program Planning and Curriculum Committee (APCC) is the governing body for the approval and continuation of any course carrying GER credit. A subcommittee of the APCC evaluates the syllabus

and course request form and recommends to the full committee formal designation of courses that satisfy the requirements.

Historically, the competency areas of the General Education Requirements have been the focus of much attention, and the assessment of student learning in math, foreign languages, and English composition is quite developed. For example, the composition faculty makes extensive use of portfolios and reflective essays for assessing student learning; the mathematics faculty carefully tracks student placement, achievement, and progression in the math sequence; and the foreign language faculty uses proficiency guidelines established by the American Council on the Teaching of Foreign Languages. Currently, assessment activities are used to make decisions about placement, class size, teaching practices, tutoring, and course content. Indirect assessment of General Education also results from UW System surveys, the Graduating Senior Survey, and alumni surveys. Responses to the educational and personal growth sections of the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) have been used to gain insights into student perceptions of learning.

In contrast to the competency areas, assessment of courses meeting the distribution requirements has been less rigorous. Recognizing this gap in general education assessment, a General Education Assessment Committee was created in the spring of 2003 to address the status of current assessment activities and to plan for improvement in institutional policies and assessment requirements. The assessment focuses on the extent to which the courses meet the seven principal goals of the GERs.

The Committee reviewed all existing assessment activities and developed detailed plans for those areas without adequate assessment practices. In fall 2003, it drafted guidelines that the committee believed would be helpful to the College of Letters and Science and the Peck School of the Arts in developing the self-study document for the impending UW System 10-year program review of the General Education Requirements. This document asked specifically about the assessment practices in place to determine student learning in GER courses.

Ongoing discussions with the APCC are focused on the following agenda:

- Develop specific guidelines within the program review document addressing GER assessment practices and resulting program changes.
- Retain permanent subcommittees for GER and cultural diversity to review requirements and course listings; and
- Delist courses that no longer are able to demonstrate linkage to UW-Milwaukee's general education goals and assessment practices.

The work of the General Education Assessment Committee and the Academic Program Planning Committee has reaffirmed UW-Milwaukee's overall general education goals. With acceptance of the Committee's recommendations, a periodic review for GER courses requiring evidence of effective assessment will be conducted. Faculty members teaching GER courses are expected to link specific course learning goals to GER goals

and to report on how the course is meeting these goals on an annual basis. Institution-wide student and alumni survey data will be provided to GER faculty and programs as another source of data for their deliberations, and data are beginning to be used for student retention and enrollment management purposes. The overall philosophy of UW-Milwaukee's assessment activities is to focus assessment as close to the classroom as possible, and to engage the departments and Associate Deans in the divisions. Departments are held accountable for their assessment practices by the Academic Program Planning Committee and the Provost through the program review process.

UW-Milwaukee's capacity for General Education assessment will be further enhanced by its participation in the 2006 UW System Scholarship of Teaching and Learning Grant program. Through the grant, "Understanding and Describing Student Learning in General Education Courses," UW-Milwaukee's Center for Instruction and Professional Development will: develop models that will better define general education frameworks; connect general education goals to instructional methods and proposed course work; assess student learning in terms of General Education criteria; and encourage cohesive systems for support of student learning in the General Education program.

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).

The NCA Accreditation Report for
UW-Milwaukee is available upon
request from the
Board of Regents Office and may be
found on the web at:

<http://www.uwsa.edu/bor/meetings/archive/2006.htm>.



The Higher Learning Commission

A Commission of the
North Central Association
of Colleges and Schools



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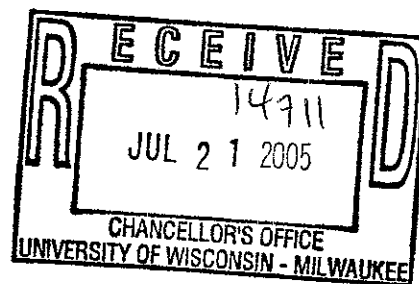
Serving the common good by assuring and advancing the quality of higher learning

July 19, 2005

TO: Chancellor Carlos E. Santiago,
University of Wisconsin-Milwaukee

FROM: John A. Taylor, Associate Director

SUBJECT: Final Team Report



Enclosed is the institution's copy of the final Team Report of a visit to University of Wisconsin-Milwaukee. The Commission encourages you to make additional copies of the Team Report to circulate to your constituencies. In addition, I have attached draft copies of the Statement of Affiliation Status (SAS) and the Organizational Profile (OP). These two documents, the SAS and the OP, will be posted on the Commission website after the Board of Trustees validates the accreditation decision of the Institutional Actions Council or the Review Committee. They are enclosed now for your information and for your review. You will receive an official action letter, an SAS and an OP following validation of the action by the Board of Trustees.

You are asked to acknowledge receipt of the Team Report and the SAS and OP worksheets; and to file on behalf of your institution, a formal written response to the evaluation team's report and recommendation. Your response becomes a part of the official record of the evaluation visit. Your response also serves as an integral part of the evaluation process, and it will be included in the materials sent to the next team that visits your institution. Please send your institutional response to me, send copies to members of the visiting team, and set aside some additional copies for the Commission's review process. (See *Handbook of Accreditation, Third Edition*, Chapter 2.2-2)

In your response, you are also asked to let me know which review option you prefer: the Readers Panel or the Review Committee. A description of these processes appears in the *Handbook*, Chapter 2.2-2 and 2.2-3. Please review these options and advise me as soon as possible, whether you agree essentially with the team's report and recommendation and therefore choose the Readers Panel, or whether you wish to have the team's report and your materials examined by a Review Committee. The next Review Committee meeting is September 26, 2005, in Chicago.

Enclosed please find three evaluation forms. In an effort to strengthen its professional development program for Peer Reviewers, the Commission is initiating this structured method outside of the institution's formal written response to seek from the institution an evaluation of the team. We recommend that you distribute these to knowledgeable people representative of several constituencies at your institution. You can make additional copies if you wish. Your participation is voluntary but greatly appreciated.

If you have any questions concerning the evaluation team's report, the SAS, the OP or the review options, please let me know.

Enclosures

cc: Dr. Phillip E. Jones, Team Chairperson

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of Wisconsin - Milwaukee
Milwaukee, Wisconsin

April 25-27, 2005

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Augustine O. Agho, Dean, School of Health Professions and Studies, University of Michigan-Flint, Flint, MI 58402

Sue Day-Perroots, Dean of Extended Learning, West Virginia University, Morgantown, WV, 26506

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Georgia E. Lesh-Laurie, Chancellor Emeritus, University of Colorado at Denver, Denver, Colorado, 80217

Thomas L McPhail, Professor of Communication, University of Missouri, St Louis, St. Louis, MO 63121

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John C. Ory, Director, Center for Teaching Excellence, Professor, Department of Human Resource Education, University of Illinois at Urbana-Champaign, IL 61820

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of the visit to the University of Wisconsin Milwaukee (UWM) was the comprehensive decennial evaluation for the Higher Learning Commission of the North Central Association pursuant to the recommendations of the last comprehensive evaluation in 1994-95 which was followed by a focus visit in 1998. There was no special focus for this comprehensive evaluation.

B. Organizational Context

UWM is one of 26 campuses in the University of Wisconsin System (UW System) and is one of two doctoral granting universities in the system. The Carnegie Commission designation for UWM is as a Doctoral Research Extensive University. The 93-acre campus is located in a residential area on the east side of the city near Lake Michigan.

A 17-member Board of Regents sets policy for all UW institutions and each university has an advisory Board of Visitors. The UWM Board consists of 20 members who focus on legislative and community relations. The shared governance system for the UW System is codified in state law. Chapter 36 of the Wisconsin Statutes specifies that faculty, students, and academic staff have significant responsibilities in policy making, activities, and personnel matters that affect each of these groups within the University community.

As one of two research universities in the UW System and as an urban university in Milwaukee with a 50 year standing, UWM's activities are guided by the themes of access to quality higher education for its urban residents, excellence in research, and community service and engagement in the city and to the state.

C. Unique Aspects of Visit

There were no variations in this comprehensive visit.

D. Sites or Branch Campuses Visited

None

E. Distance Education Reviewed

None

F. Interactions with Constituencies

1. Chancellor, University of Wisconsin Milwaukee
2. President, University of Wisconsin System (by phone interview)
3. Provost
4. Site Visit Coordinator
5. Special project Assistant
6. Self-Study Steering Committee Chairs and Co-Chairs
7. Dean, College of Letters and Science
8. Associate Deans, College of Letters and Science (4)
9. Assessment Coordinator
10. Dean, School of Architecture and Urban Planning (SARUP)
11. Incoming Chair, Architecture
12. Associate Dean, Urban Planning
13. Undergraduate Advisor, SARUP
14. Student Services Coordinator, Architecture and Urban Planning
15. Interim Associate Dean, SARUP
16. Dean, Peck School of Arts
17. Interim Associate Deans, School of the Arts (20)
18. Assistant Deans, School of Arts (3)
19. Administrator, Office of Student Affairs, School of the Arts
20. Director, Office of Development and marketing, School of the Arts
21. Department Chairs, School of the Arts (5)
22. Faculty, School of the Arts (5)
23. Dean, School of Education
24. Department Chairs, School of Education (4)
25. Dean, College of Nursing
26. Associate Deans, College of Nursing (2)
27. Assistant Dean, College of Nursing
28. Director, Continuing Education and Outreach and the Institute for Urban Health Partnership
29. Faculty, College of Nursing (5)
30. Dean, Helen Bader School of Social Work
31. Associate Administrative Program Specialist, School of Social Welfare
32. Department Chairs, School of Social Welfare (20)
33. Interim Dean, School of Information Studies

34. Acting Associate Dean, School of Information Studies
35. Assistant Deans, School of Information Studies (2)
36. Faculty, School of Information Studies (2)
37. Associate Vice Chancellor, Academic Affairs (2)
38. Senior Policy/Planning Analyst, Academic Affairs
39. Director, Roberto Hernandez Center
40. Director, Center for International Education
41. Director, Equity and Diversity Services
42. Dean, College of Health Sciences
43. Associate Deans, College of Health Sciences (2)
44. Department Chairs, College of Health Sciences (3)
45. Assistant Dean, College of Health Sciences
46. Director, Information Technology and Analysis
47. Interim Director, Information and Media Technology
48. Administrator, My UWM Portal Administrator
49. UWM Webmaster
50. Deputy CIO's, Information and Media Technology (3)
51. Director, Student Technology Services
52. Student Technology Service manager
53. Program Director, Information and Media Technology (5)
54. University of Wisconsin System Regents (8)
55. University of Wisconsin Milwaukee Board of Visitors (3)
56. Member, Emeritus Alumni Board
57. Secretary of the University
58. Administrative Program Manager, Secretary of the University
59. Chairs, UWM Standing Committees
60. Interim Vice Chancellor, Student Affairs
61. Director, Career Development Center
62. Director, Children's Center
63. Executive Director, IRIO and Pre-College Programs
64. Director, Recruitment and Outreach
65. Director and Dean of Students, Student Life
66. Director, Financial Aid
67. Director, Student Union
68. Director, University Housing
69. Interim Director, Norris Health Center
70. Director, Klolsche Center
71. Executive Director, Enrollment Services
72. Director, UWM Libraries

73. Assistant Directors, UWM Libraries (3)
74. University Committee (6)
75. Academic Staff Committee
76. Director of Assessment and Institutional Research
77. Senate Library Committee (15)
78. Students Open meeting (2)
79. Community Partners meeting (8)
80. Student Association (8)
81. Vice Chancellor, Administrative Affairs
82. Associate Vice Chancellor, Administrative Affairs (2)
83. Director, Business and Financial Services
84. Director, Legal Services
85. Director, Internal Audit
86. Director, Environmental Health Safety/Risk Management
87. Administrative Program Manager, Office of Resource Analyses
88. Dean, College of Engineering and Applied Science
89. Associate Deans, College of Engineering and Applied Sciences
90. Director, Student Services, College of Engineering and Applied Sciences (3)
91. Director, Athletics
92. Associate Directors, Athletics (2)
93. Assistant Directors, Athletics (2)
94. Faculty Representative to NCAA, Athletics
95. Student Services Coordinator, Athletics
96. Coordinator, African American Student Academic Services, Letters & Sciences
97. Director, Academic Opportunity Center
98. Director, Tutoring and Academic Resource Center
99. Coordinator, Southeast Asian Student Academic Services
100. Coordinator, American Indian Student Services
101. Information Technology Policy Committee
102. Library Committee
103. Executive Committee, Faculty Senate
104. Assistant Dean, School of Continuing Education
105. Unit Leaders, School of Continuing Education (3)
106. Administrative Program Manager, Special Projects, School of Continuing Education
107. Dean, School of Business Administration (SBA)
108. Chair, Executive Committee, SBA
109. Associate Deans, School of Business Administration
110. Academic Program Director, Center for Technology Innovation

111. Director, Student Advising, SBA
112. PhD Program Coordinator, SBA
113. Assistant Dean, SBA
114. Associate Vice Chancellor, University Relations and Communications
115. Director, Public Information, University Relations and Communications
116. Vice Chancellor, Office of Development/Hefter Conference Center
117. Scholarship Coordinator
118. Controller, UWM Foundation
119. Interim Dean, Graduate School and Associate Provost for Research
120. Interim Associate Dean for Research
121. Research (grant holding) Faculty (3)
122. Director, Research Services and Administration
123. Manager, Technology Transfer
124. Director, Information Technology and Analysis
125. Director, Advanced Analysis Facility
126. Director, Water Institute
127. Director, Laboratory for Surface Studies
128. Assistant Director, Center for 21st Century Studies
129. Director, NIH/NIEHS Marine and Freshwater Biomedical Sciences Center
130. Director, Center for Urban Initiatives and Research

G. Principal Documents, Materials, and Web Pages Reviewed

1. Self-Study Report Citations Documents
2. The Milwaukee Idea Initiative
3. WWM Catalogs/Viewbook (Display Box #5)
4. NCA Accreditation Survey, Administrative programs, Vol. I, II
5. NCA Accreditation Survey, Chairs, Vol. I, II
6. School of Architecture and Urban Planning
7. Peck School of Arts, Vol. I, II
8. School of Business, Administration, Vol. I, II, III
9. School of Continuing Education, Vol. I, II
10. School of Education
11. College of Engineering and Applied Science
12. Graduate School, Vol. I, II
13. College of Health Sciences
14. College of Letters and Science
15. College of Nursing

16. Helen Bader School of Social Welfare
17. Division of Student Affairs, Vol. II, III
18. Chancellor's Strategic Research Development Program
19. General Education Requirements (GER) Assessment
20. Testimony for the Accreditation Team statement presented on April 26, 2005
21. Task Force on Race and Ethnicity Conclusions and Recommendations (DRAFT)
22. UWM 2004-05 Graduate Student and Faculty Handbook
23. UWM 2004-05 Graduate Student Bulletin
24. UWM Annual Financial Reports 2003 and 2004
25. Chapter 36 University of Wisconsin System
26. UWM Undergraduate Catalog 2004-05
27. UWM Policies and Procedures December
28. UWM.edu/dept/acad-aff/selfstudy/overview.cfm

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The UWM self-study is comprehensive in detail and organized to coincide with the substantive content of the new accreditation criteria. Responses to the previously cited concerns in the 1995 accreditation report are integrated into the descriptive analysis pertaining to each criteria. Discussion of the core components of each criteria appears to be integrated into the descriptive narrative. Each criteria progresses from descriptive to analytical comments with each section closing with a discussion and recommendations for future consideration. Evidence for policy, program, and administrative assertions are evident in the self-study. The Team indicated that the self-study seemed to be a candid expression of UWM's current situation.

B. Integrity of the Self-Study Report

The integrity of the process was reflected through the organization of the Steering Committee and the teams of sub-committees to address each criteria. The Steering Committee was composed of the chairs and co-chairs for each criteria team. The teams were composed of administrators, faculty, academic staff and students.

Each NCA Self-Study Team followed a similar outline for describing, analyzing, and assessing the University characteristics pertaining to each criteria. The team's reports appear to have been edited to be consistently candid and evaluative with

supporting evidence

C. Adequacy of Progress in Addressing Previously Identified Challenges

The Accreditation Team believes that previously identified challenges have been adequately addressed with the exception of minority enrollments and diversity that continue to be addressed. Therefore, the Team considers the response of the UWM to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The Team reviewed the required Title IV compliance areas and the student complaint information.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

The institutional mission in University publications is consistently clear and articulates the dual goals of research and access that are delineated in the Self Study report

a. Based on information from the responses of deans and chairs in the Accreditation Web Survey, interviews with UW System Regents and Board of Visitors, and students there appears to be a clear understanding and consensus of interpretation of the institutional mission.

b. There is a clear sense of commitment and integrity in the enunciations spoken by faculty and students about the principles of the mission with recognition of the challenges posed by the dual nature of the mission with respect to the need for resources to enhance research standing while increasing access, retention, and graduation of underserved students.

c. Comments from Faculty Senate members and from graduate and undergraduate students clearly indicate a commitment to learning as a significant aspect of the mission of the University.

2. Evidence that one or more specified Core Components need organizational attention

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no commission follow-up recommended

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission; improve the quality of its education, and respond to future challenges and opportunities

1. Evidence that Core Components are met

- a. The University's planning processes for the future seem to reflect a candid assessment of current and projected funding challenges, a commitment to a well-articulated vision of development as an urban research university offering broad access to underrepresented students, and a thorough analysis of environments: the economy of Milwaukee and that of Wisconsin, the immediate neighborhood of the University and University of Wisconsin System.

- b. According to a University official, “academic priorities drive the facilities plan,” A six-year master plan, updated every two years for the UW System, provides the basis for facilities planning.
- c. Resources allocations are clearly articulated in unusually transparent annual reports and appear closely aligned with the stated mission of the University. “Constant communication” between budget managers at UWM and the UW System contributes to effective management of “remarkably efficient and very lean” operations, according to a University budget official.
- d. The Team noted a pervasive tension between the two primary elements of the University’s missions of research and access. It found that on the whole this tension seems to stimulate creativity. A broad commitment to undergraduate research, for instance, effectively joins “the two missions.” Also working to synchronize these commitments is the widely expressed conviction that “teaching and learning can be significantly better at a research university” (Letters and Science).
- e. A conversation with the president of the University System affirmed that the vision of the campus enjoys system level support and is regarded as realistic and distinctive. The President believes that research can happen through UWM’s realistic strategy of partnerships and will fit with the priority of the UW System on the development of high-paying jobs in the state.

2. Evidence that one or more specified Core Components need organizational attention

- a. The work of the newly formed Enrollment Management Committee has been compiled into a collective report with action and implementation strategies. The report appears comprehensive, yet successful implementation will require sustained commitment and effort.
- b. There appears to be considerable confusion about the manner in which indirect costs get re-distributed across the University. The Team noted that different deans distribute the percentages differently. There is consensus that the distribution method should be known and widely circulated among the deans.

- c. There appears to be a perception that facilities changes seem to take considerable time to get accomplished. There is confusion among researchers as to which administrator has final authority on facility requests
- d. The support for research may be a barrier. Researchers expressed the belief that Research Administration and the Contract Office are understaffed and not prepared to handle the complexity of the contracts that may come before them.
- e. Some researchers expressed the opinion that grants take far too long to be processed, and the institution becomes "reactive" when confronted with a new type of grant.
- f. According to some researchers, it appears that the institution has no stable manner to deal with "bridge" funding, i.e., no money between grants

3. Evidence that one or more specified Core Components require Commission follow-up.

- a. Interviews with administrators, demonstrations by students, testimony from faculty and staff, and institutional data regarding retention and graduation of underrepresented students (13% graduate rate for black students) provides inadequate evidence of reasonably expected progress in race and ethnic diversity since the last comprehensive review in 1995.
- b. The Team learned that there has not been a targeted recruitment program in the city schools of Milwaukee. Careful attention to the demographic profile of the city schools (more than 40% of Milwaukee Public Schools are Black students) and the University's role in a multicultural society seems to necessitate increased emphasis in these areas.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criteria is met; commission follow-up recommended
Progress Report on Enrollment Planning for Race and Ethnic Student
Recruitment, Retention and Graduation 5/01/2008

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

- a. Assessment is increasingly valued as an important element within the University culture. The University's recent appointment of an assessment director offers explicit evidence of this commitment.
- b. The University has a clear commitment to the support of instruction and to the professional development of its faculty. As the Self-Study indicates, two distinct offices, the Learning Technology Center and the Center for Instructional and Professional Development, carry out this commitment.
- c. Technology on the campus seems to reflect a policy of thoughtful investment to support teaching effectiveness and student learning. There appears to be no indication of a pressing need for unprovided technology.
- d. Both undergraduate and graduate students seem to be provided environments and opportunities to learn by assisting faculty on numerous research projects, many of which are connected with the large number of research centers on campus, such as the Centers for Urban Initiatives and Research, Great Lakes Water Institute, and the laboratory for Surface Studies.
- e. The work of the Graduate college and campus IT seem to provide learning resource support through the implementation of the PeopleSoft management system software to make it responsive to graduate student and college needs. For example, the software can be easily used for the retrieval and analysis of graduate student data as well as provide an all-electronic application process.
- f. Teaching effectiveness is one of the factors considered during tenure and promotion review. The University has identified several direct and indirect measures to assess and promote student learning.

- g Effective teaching appears to be valued by the University. Each year over 500 teaching assistants are prepared for their teaching assignments by participating in a two-day training orientation conducted by the Center for Instructional and Professional Development.

2. Evidence that one or more specified Core Components need organizational attention

- a. It was widely acknowledged that many assessment efforts are in the beginning stages and that the very deliberate approach chosen, to work through ten-year program review, will require considerable time to effect campus-wide change. It will also take some time for the evolving “data warehouse” to reach its potential for supporting assessment.
- b. While the decentralized approach is evolving and seems to demonstrate a clear advantage for unit ownership, opportunities to extrapolate institutional findings from such disaggregated information may be limited.
- c. Several program administrators consistently cited the budget strains stemming from enrollment growth and budget cuts having negative impact on pedagogical quality.
- d. Undergraduate enrollment growth may impede progress on the institution increasing the graduate enrollments necessary to achieve the desired graduate/undergraduate student mix.
- e. Managing enrollment caps of some programs by raising admissions grade point levels has challenged efforts to increase underrepresented populations in these programs.
- f. The present process of tuition disbursement developed to enhance enrollment growth in past years does not appear to be uniformly effective across programs at present. There are indications that maintenance of quality instruction and retention efforts are somewhat stifled in programs requiring lower faculty/student ratios for effective instruction.

3. Evidence that one or more specified Core Components require Commission follow-up.

- a. The extensive use of academic staff instructors in some instances may result in limited exposure to tenure track faculty by students in some degree programs.
- b. Interviews with academic and classified staff raised concerns regarding the need to improve campus and classroom climate. Concerns expressed by staff indicated that classroom climate may be negatively impacting retention of students of underrepresented groups.
- c. Concerns exist among some academic staff that workload assignments are not being administered equitably across campus units. In some instances it is viewed that unreasonable expansion of job duties may be causing the collapse of positions to meet budget cut demands.
- d. Concerns were expressed that academic staff are frequently given limited advance notice of teaching assignments which precludes reasonable preparation for their assignments.
- e. A number of both classified and academic staff expressed frustration at administrative climate and practices that reflects a lack of value and recognition for the importance of their contributions to the delivery of students experience at UWM.
- f. Some academic programs, while attempting to engage in assessment, require more support and guidance in developing their programs. While the program review requirements help insure assessment continues, the question remains, "how will the institution provide the support necessary to help departments continue to establish their assessment programs?"

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; Commission follow-up is recommended.

Progress Report on Assessment of Learning and Teaching Effectiveness
5/01/2008

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

- a. To promote scientific inquiry several significant campus efforts to support campus research have occurred since the last accreditation visit. Included in these efforts are:
 1. a federal relations initiative including a UWM lobbyist in Washington,
 2. an office for technology transfer,
 3. training of new faculty regarding where to go for research assistance,
 4. the integration of research goals in strategic planning,
 5. a grant matching fund for equipment,
 6. and Arts & Humanities Travel fund, and
 7. junior faculty grants (up to \$15k).
- b. The campus has a rich tradition of conducting applied research that promotes social responsibility in the Greater Milwaukee area. Research efforts in the professional schools of Architecture, Nursing, and Health Professions are worthy of recognition in this regard.
- c. The new Chancellor invested \$1M to solicit research proposals from campus resulting in eight proposals. The selected proposal was later used to garner an additional \$14M in external funding.
- d. The encouragement of faculty across disciplines to work in research clusters on research projects is being well received by the campus. Early results seem to indicate some success in obtaining external support. For example, faculty in Engineering, Nursing, and the Health Sciences are working together on a grant

from General Electric acquiring \$8M in equipment and the funding of 3-5 graduate assistantships.

- e. A new position of Vice Chancellor for Research has been recently created to give added visibility and support for campus research efforts. It is hoped the new Vice Chancellor's experience in the private sector will assist UWM in the acquisition of additional private support.
- f. The Center for Instructional and Professional Development offers faculty and instructors a continuum of teaching improvement opportunities, from skills development to the completion of Scholarship of Teaching and Learning (SoTL) research projects
- g. The College of Engineering has been successful in steadily increasing extramural funding of research in the past five years in a period of budget declines and concomitant enrollment increases. This is strong evidence of the caliber of the faculty and their commitment to building a strong research enterprise in CEAS.

2. Evidence that one or more specified Core Components need organizational attention

- a. While there was broad recognition of the growing importance of research and creative work as a fundamental mission of the University, there appear to be deficiencies in the research infrastructure. The Team noted an inconsistency across schools and colleges in the assistance provided to faculty in grant and budget preparation. Inadequate and non-competitive funding of graduate stipends could become a major obstacle for the advancement of the research agenda.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met, no commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

- a. UWM has endeavored with particular success to identify its stakeholders—its neighbors in the community, the small businesses of Milwaukee, the educationally underrepresented in the metropolitan area—and to address their needs, from the appointment of an official entrusted with neighborhood relations, to the creation of a Small Business Development Center, to the development of extensive support services for at-risk students and the creation of the position of Vice Chancellor for Partnerships and Innovation.
- b. Members of both the University system's Board of Regents and of the campus's Board of Visitors testified to the University's deep and effective engagement with its multiple constituencies. Community leaders wholeheartedly endorsed the engagement of the University with the community. The "Milwaukee Idea" seems to remain a compelling umbrella for a variety of initiatives directed to community and student needs--most recent seems to be the Small Business Development Center directed to the small business backbone of Milwaukee.

2. Evidence that one or more specified Core Components need organizational attention

- a. While the School of Continuing Education serves a large number of important constituents, various faculty and administrators from schools and colleges expressed concern that the School develops curricula and hires faculty independent of campus counterparts. Concerns about duplication of effort, quality of instruction and lack of coordination were repeatedly expressed.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No Change

B. Nature of Organization

1. Legal status

No Change

2. Degrees awarded

No Change

C. Conditions of Affiliation

1. Stipulation on affiliation status

No Change

2. Approval of degree sites

No Change

3. Approval of distance education degree

No Change

4. Reports required

Progress Report on Enrollment Planning for Race and Ethnicity 5/01/2008

The Team recommends a progress report on:

- a) the establishment and implementation of a targeted recruitment program in the City of Milwaukee and other areas of the state for underrepresented and first generation undergraduate students.
- b) the final conclusions and recommendations from the Task Force on Race and Ethnicity that addresses the campus climate for underrepresented students, faculty and staff.
- c) the coordination of the multiple campus support service and retention programs for underrepresented and underserved students.
- d) the development of University supplemental sources of financial aid for low income and full financial need students.

Progress Report on Assessment of Learning and Teaching Effectiveness 5/01/2008

The Team recommends a progress report on:

- a) the development of evidence of the implementation of department assessment plans
- b) how assessment and results are being used for program improvement.
- c) the equitable uses of academic staff in providing quality instruction

1. Other visits scheduled

None

5. Organization change request

None

E Commission Sanction or Adverse Action

E. Summary of Commission Review

Next Comprehensive Visit 2014-2015

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of Wisconsin – Milwaukee
Milwaukee, Wisconsin

April 25-27, 2005

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

As is the case with many metropolitan and urban universities, there appears to be a tension at UWM between the undergraduate access mission and the research/graduate mission. Arguably, both missions are deeply grounded in the needs of the state. At one level, that tension can be a source of principled debate, energy, and institutional evolution. At another level, such tension can threaten a University's morale and confuse the public. Far better than most, UWM appears to be managing this tension to its advantage. With the clear vision of the chancellor widely understood and supported both by the University community and by the president of the University of Wisconsin System, the salient question is whether over time the state will in fact fund the expectations it has of its Milwaukee campus.

Another distinctive characteristic of the University is its robust commitment to shared governance, which, in the words of one faculty member, "confers tremendous authority and responsibility on the faculty." For instance, tenure recommendations *require* the assent of a faculty member's home department, assessment plans are largely unit-based and unit specific, faculty evaluation forms are unit-specific, department chairs are elected annually and remain answerable to the faculty, and the chancellor presides at meetings of the Faculty Senate. There appears to be a clear sense of pride in this tradition, but the defect of this virtue, if there be one, may lie in a lack of agility and the capacity to mount timely responses to emerging challenges.

A member of the (system) Board of Regents acknowledged that UWM has received "short shrift" over time in terms of budget support. The essential question is whether the State of Wisconsin, given its economic base and structural deficit, can *afford* two doctoral universities. Yet the board member acknowledged, "We must back up what we are expecting from the UWM."

II. CONSULTATIONS OF THE TEAM

A. Learning Assessment

The team learned that since its implementation in 1984, the General Education program has seen a broad proliferation of courses. Courses once added to achieve breadth may now represent critical budget stakes. With the exception of math, composition, and foreign languages, courses for the most part show little evidence of reform.

However, now under way through the program review system is a requirement that all

General Education courses be justified as to how they address institutional learning expectations. Moreover, campus-wide guidelines for syllabi now require explicit statements of learning objectives.

The present process of tuition disbursement developed to enhance enrollment growth in past years does not appear to be uniformly effective across programs at present. There are indications that maintenance of quality instruction and retention of efforts may be somewhat stifled in programs requiring lower faculty/student ratios for effective instruction. This may be a factor to consider in enrollment management planning.

To the University's credit, areas of strength in professional programs seem to be clear, but even in Letters and Science, there is a broad commitment to the clarification of learning objectives, to the application of appropriate means of assessment, and to the use of the information to create program improvements.

The assessment program is very new and departments are at various places in building and implementing programs. The institution plans to use a form of program review to insure that assessment remains a viable activity on campus. However, the language of the program review requires a description of how course content and activities help students meet course objectives but this does not seem to be a measurement of whether or not students achieve those learning objectives.

Some academic programs, while attempting to engage in assessment, require more support and guidance in developing their programs. While the program review requirements help insure assessment continues, the question remains "how will the institution provide the support necessary to help departments continue to establish their assessment programs?"

Both the College of Nursing and the College of Health Science have rigorous, robust, and mature assessment processes in place. These processes engage a wide range of constituencies and use multiple methods of direct and indirect measures. Considerable knowledge and experience in program outcome assessment resides among the faculty and staff of these colleges. These units are a valuable assessment resource of the University that could benefit other units that are still developing their capacity and processes of assessment.

There has not been a history at the University of campus-wide coordination and leadership of program assessment and evidence exists of considerable variation in the level, extent and maturity of assessment practices in campus units. The recent

appointment of a campus Director of Assessment is a very positive step toward unifying assessment activity and is enthusiastically supported by the faculty and staff.

B. Enrollment Management

There is a decentralized approach to Enrollment Management. While this responsibility is under the auspices of the Vice Chancellor for Student Affairs, it is not an identifiable entity.

Retention and graduation of students of color is a persistent problem, with inadequate progress having been made. The low graduation rate is also evident for student athletes of color.

Student enrollment has been increased; however, this has been accomplished non-selectively. The graduation rate of under-prepared African American students was 13%. Poor retention and graduation rates of some African American male student athletes has resulted from recruitment of some at-risk student athletes.

The University would be well served to align recruitment and outreach, financial aid and enrollment services as "Enrollment Management" and to clearly identify senior administrative accountability for integrated leadership, accountability and outcomes. This might insure an integrated approach to recruitment, retention, achievement and graduation of ALL students. Additionally, it would facilitate ongoing assessment and utilization of data to establish annual benchmarks and long term goals, with priority on progressively reducing the persistent gaps for students of color.

UWM Enrollment Management Strategic Plan: Report of the Enrollment Management Steering Committee with Subcommittee Reports and Milwaukee Commitment (April 2005) is evidence of beginning serious attention and action planning regarding the critical issues of retention and graduation. However, planning may be incomplete; timely, effective and sustained action needs to be taken. Resources need to be directed at programs that produce measurable student learning outcomes. A review of the effectiveness of current programs and the allocation/reallocation/restructuring of fiscal and human resources should be included in this process.

University efforts to enhance retention and graduation of students of color would be well served by: 1) analyzing and addressing policies and processes regarding admission and support services for under-prepared students; 2) identification of clear geographic target areas for aggressive and strategic recruitment of qualified students of color for pre-college programs and University admission, including Milwaukee; 3) identification of effective programs as models in producing sustained student learning outcomes and

achievement; 4) enhancing FYE programs with best practices; 5) monitoring and analyzing participation rates of students of color across retention and engagement programs and services, 6) establishing and enhancing articulation agreements with community colleges for some developmental coursework and 2 + 2 programs, and 7) data mining across the recruitment, enrollment, achievement, retention, and graduation continuum. It is suggested that these recommendations are considered in conjunction with the April 2005 Report of the Enrollment Management Steering Committee.

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

INSTITUTION and STATE: University of Wisconsin-Milwaukee, WI

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW: Comprehensive Evaluation Visit for Continued Accreditation

DATES OF REVIEW: 4/25/05 - 4/27/05

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No change

DEGREES AWARDED: B, M, S, D

TEAM RECOMMENDATION: NO Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: International delivery of the Executive MBA is limited to Motorola (China) Electronics, Ltd. Out-of-state offerings are limited to courses.

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW DEGREE SITES: Prior Commission approval required.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission approval required for distance education programs other than those programs offered at the Master's and Doctoral degree level and those offered through the University of Wisconsin System Collaborative Nursing Program.

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: 5/01/2008; Progress Report on Enrollment Planning for Race and Ethnicity, and on Assessment of Learning and Teaching Effectiveness.

OTHER VISITS REQUIRED: None

TEAM RECOMMENDATION: No Change

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 1994 - 1995

YEAR OF NEXT COMPREHENSIVE EVALUATION: 2004 - 2005

TEAM RECOMMENDATION: 2014-2015

ORGANIZATIONAL PROFILE - No Change

INSTITUTION and STATE: University of Wisconsin-Milwaukee, WI

TYPE OF REVIEW:

Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate		
	Associate	0
	Bachelors	83
Programs leading to Graduate		
	Masters	48
	Specialist	1
	First Professional	0
	Doctoral	19

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	None	
Sites:	Janesville (UW-Rock County) ; Manitowoc (UW-Manitowoc) ; Sheboygan (UW-Sheboygan) ; Waukesha (UW-Waukesha) ; West Bend (UW-Washington County) ; Rhinelander (Nicolet Technical College) ; Baraboo (UW-Baraboo/Sauk County) ; Fond du Lac (UW-Fond du Lac) ; Madison (Madison Area Technical College) ; Marinette (UW-Marinette County) ; Milwaukee (Milwaukee Area Technical College) ; Rice Lake (UW-Barron County) ; Richland Center (UW-Richland) ; Waukesha (UW-Waukesha)	
Course Locations:	None	
Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Sites:	None	
Course Locations:	None	
Out-of-USA:	Present Wording:	Recommended Change:

(+ or -)

Campuses: None
Sites: Beijing, China (Motorola
Electronics, Ltd.)
Course Locations: None

Distance Education Certificate and Degree Offerings:

Present Offerings:

Certificate Program for Child Care Directors offered via Internet; Graduate Certif in Professional Writing & Communic offered via Internet; Graduate Certificate in State and Local Taxation offered via Internet; Masters in Library and Information Science offered via Internet; Ph.D. in Nursing offered via Internet; UWS Collaborative BS Nursing Program offered via Internet

Recommended Change:

(+ or -)

REVISED
9/29/06

I.2. Business, Finance, and Audit Committee

Thursday, October 5, 2006
UW-Platteville
Pioneer Student Center

9:30 a.m. Campus Tours

11:00 a.m. All Regents

Presentation by Chancellor David Markee:

- Welcome, Introduction to Campus, Ten-Year Highlights
- Diversity Initiatives at UW-Platteville

12:00 p.m. Lunch

1:00 p.m. Joint session with Physical Planning and Funding Committee
Platteville Rooms

- UW-Platteville: Campus Plan – Now and the Future
- Development and Fundraising Challenges at a Comprehensive Institution

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

- a. Approval of Minutes of the August 17, 2006 Meeting of the Business, Finance, and Audit Committee
- b. Midwest Higher Education Compact: Benefits for Wisconsin
Presentation by President Larry Isaak and Commissioner and Chancellor Emeritus John Kerrigan
- c. Audit Update
 - (1) Academic Performance Standards in Division I and II Athletic Coaches' Contracts
- d. Committee Business
 - (1) Statutorily Mandated Report: Serving Adult Students of the University of Wisconsin through Biennial Budget Appropriations
[Resolution I.2.d.(1)]
 - (2) Discussion of DOA 2007-09 Budget Instructions
- e. Trust Fund Items
 - (1) 2006 Proxy Season Voting Results
- f. Review of Regents' Position on Domestic Partner Benefits

g. Report of the Vice President

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

Office of Operations Review and Audit



Program Review

**Academic Performance Standards in NCAA
Division I and II UW Athletic Coaches'
Contracts and Performance Evaluations**

September 2006

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EXECUTIVE SUMMARY

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 Athletics Association (NCAA) Division I and II athletic programs. These institutions are UW-Madison, Milwaukee, Green Bay and Parkside. In 2005-06, these four institutions enrolled approximately 1,500 student-athletes; fielded more than 50 teams; and employed four athletic directors, 52 head coaches, and 85 assistant coaches to support their athletic programs. The review examined athletic directors' and coaches' contract provisions, other support for athletes' academic achievement, and NCAA guidelines.

Coaches' Contract Provisions

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 academic achievement. Coaches may also directly intervene and provide guidance in cases where student-athletes are having academic difficulty.

UW institutions hire coaches for either limited or fixed-term appointments. Many, but not all, contracts or appointment letters for athletic directors and coaches include a specific clause addressing the academic performance of student-athletes. The contract language differs among institutions. Even though not all contracts included academic performance standards, administrators reported that the academic performance of student-athletes is routinely considered as part of job performance evaluations.

A UW Board of Regents policy could be one way to further emphasize the role of athletic directors and coaches in monitoring and assuring student-athletes' academic achievement. A policy could require that contracts and appointment letters for athletic directors and coaches contain an academic performance clause, to include specific provisions that each institution deems appropriate. A policy could also authorize bonuses for coaches based on specific academic achievement, such as the minimum Academic Progress Rate (APR) score for Division I institutions. An alternative would be to require certain academics-related goals to be met as one condition for coaches to receive annual pay increases; UW-Milwaukee has adopted a similar practice.

Other Support for Academic Achievement

The review explored efforts UW institutions use to support the academic achievement of student-athletes. It found that institutions use a common set of methods to monitor and promote the academic success of students. Some examples include sponsoring formal study halls, providing or coordinating tutoring services, monitoring the academic performance of student-athletes throughout the semester, and coordinating athletic competition with class work.

NCAA Guidelines

The review describes NCAA academic performance guidelines, such as minimum academic requirements that high school students must meet to be eligible to play intercollegiate athletics, standards to assure that student-athletes make progress toward a degree, and minimum grade point average requirements. In addition to setting guidelines, the NCAA monitors and publishes graduation rate data for student-athletes. It takes several years to collect graduation rate data, which limits its usefulness for improving academic performance. To address this concern, the NCAA recently established a new metric for Division I institutions, called the Academic Progress Rate (APR), which provides “real-time” data about the academic success of student-athletes.

The NCAA first began collecting APR data in 2004 for the 2003-04 academic year and released its first preliminary report in 2005. The NCAA issued its first penalties in 2006, using the data to penalize 99 teams nationally, because the teams failed to achieve an APR of 925, which correlates to an expected graduation rate of 50 percent. Under these initial penalties, institutions were not allowed to re-award grant-in-aid to student-athletes in certain situations. UW-Madison’s football team was the only UW team to fall below the cut-score, but it was not penalized because the score was within a range of scores that the NCAA established to account for insufficient data. The NCAA plans to institute additional penalties, such as further aid restrictions, as well as restrictions on recruitment, access to postseason competition, and membership in the NCAA, for teams that consistently fail to meet academic requirements.

In addition to penalties, the NCAA plans to offer a reward system for exceptional academic performance based on the APR. This year, the NCAA recognized teams that were within the top ten percent of teams in each sport. Ten UW teams were recognized as part of that effort, with each team achieving a perfect APR of 1,000. The NCAA is also considering providing financial incentives for top academic achievement to teams that show improvement.

INTRODUCTION

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 Athletics Association (NCAA) Division I and II athletic programs. As part of our review, we also explored NCAA academic guidelines and efforts institutions use to assure the academic success of student-athletes. To conduct the review, we interviewed athletic department administrators at UW-Green Bay, Madison, Milwaukee, and Parkside; reviewed contract and performance evaluation materials; reviewed NCAA guidelines for academic performance; and conducted Internet research to identify academic-performance standards for coaches at higher education institutions in other states.

BACKGROUND

Academic reform efforts in intercollegiate athletics began in the 1980s, when studies showed that a significant number of students who played for Division I-A athletic programs at that time did not ultimately graduate. The studies raised questions about whether student-athletes were prepared for college and whether higher education institutions were providing adequate support to assure the academic success of their student-athletes.

In 1989 the private John S. and James L. Knight Foundation established a Commission on Intercollegiate Athletics to try to identify approaches for reforming a range of issues surrounding intercollegiate athletics, including academic issues. The UW Board of Regents endorsed and adopted ten principles outlined in the Knight Foundation Commission's 1991 report as Regent Policy Document (RPD) 91-7, "Endorsement of Statement of Principles from the Knight Foundation Commission on Intercollegiate Athletics."

Several of the principles relate to the academic success of student-athletes, including requirements that:

- the admission of each student-athlete be based on a determination by admissions officials that the student will have a reasonable promise of success in achieving an academic degree;
- the admission of student-athletes will be based on their showing reasonable promise of being successful in a course of study leading to an academic degree, with that judgment made by admissions officials;
- continuing eligibility to participate in intercollegiate athletics will be based on students being able to demonstrate each academic term that they will graduate within five years of enrollment, with students who do not pass this test not being allowed to play; and
- student-athletes in each sport will be graduated in at least the same proportion as non-athletes who have spent comparable time as full-time students.

A copy of RPD 91-7 is included in the Appendix.

Since the 1980s, the NCAA also initiated a series of reforms designed to improve the academic performance of student-athletes. These include establishing “initial-eligibility” standards and continuing academic eligibility requirements for student-athletes while in a program. The most recent academic reform effort by the NCAA for Division I institutions established more stringent eligibility requirements for recruits, modified the method for calculating graduation rates, and established a new metric for monitoring academic performance.

DISCUSSION AND RECOMMENDATIONS

In 2005-06, UW-Green Bay, Madison, Milwaukee, and Parkside enrolled approximately 1,500 student-athletes, fielded more than 50 teams, and employed more than 50 head coaches to support their athletic programs. Table 1 displays the number of student-athletes and head coaching positions at each of the Division I and II UW institutions.

Table 1
Number of Student-Athletes and Coaching Positions at Division I and II UW Institutions

UW INSTITUTION	STUDENT- ATHLETES	HEAD COACHES	ASSISTANT COACHES
Green Bay	209	12	14
Madison	788	20	47
Milwaukee	288	9	22
Parkside	225	11	2
Total	1,510	52	85

Source: UW institutions

This review explores efforts to monitor the academic performance of student-athletes at NCAA Division I and II UW institutions. The report: 1) assesses the extent to which UW institutions include academic performance standards in athletic directors’ and coaches’ contracts; 2) describes UW institutions’ efforts to support the academic success of student-athletes; and 3) examines NCAA academic performance guidelines for Division I and II UW institutions.

COACHES’ CONTRACTS

Academic success is ultimately the responsibility of individual student-athletes. However, athletic administrators we interviewed believe that coaches play an important role in assuring the academic success of the members of their teams. For example, coaches are responsible for recruiting athletes who are academically prepared for college and for promoting and maintaining an environment that is conducive to academic success. Coaches are also in a position to directly intervene in cases in which student-athletes are having academic difficulty, such as by modifying practice schedules or counseling students about the importance of academic achievement.

Administrators consider the academic performance of student-athletes to be a critical part of UW coaches' jobs. We reviewed the extent to which NCAA Division I and II UW institutions include the academic performance of student-athletes in coaches' contracts and types of coaching appointments.

Academic Performance Clauses in Contracts and Appointment Letters

We asked UW athletic administrators to identify whether academic performance standards are included in coaches' contracts or appointment letters. UW-Green Bay, Madison, and Milwaukee each provided examples of relevant contract language. UW-Parkside administrators reported that they use the standard language that is used for all academic staff and that these appointment letters do not refer to specific job duties. The UW-Parkside letters state that job duties are outlined in the position descriptions and will be the sole basis for review, and the position description includes academic performance criteria. For example, the position description for the head coach indicates that 20 percent of the duties of the position require "sufficient organization skills to direct the program athletically, academically, financially, and socially."

Not all of UW-Milwaukee's head coaching contracts include academic clauses. However, UW-Milwaukee recently adopted new contract language for academic performance and incorporated it into the athletic director's contract and the men's and women's head basketball coaches' contracts. UW-Milwaukee plans to use similar language in all head coaches' contracts as the contracts come due. Table 2 contains the specific language used in these contracts and identifies the positions to which the clause applies.

Table 2
Academic Performance Clauses in UW Athletic Director and Head Coaches' Contracts

UW INSTITUTION	STUDENT-ACADEMIC-PERFORMANCE CLAUSES	POSITIONS
Green Bay	<p>Athletic Director: "Academic Bonus: \$2,500 if the overall academic performance of student-athletes participating in intercollegiate sports during the year shall meet or exceed a yearly cumulative grade point average of 3.1."</p> <p>Coaches: "In addition to the base salary provided in Section 2.1, Coach shall be eligible each fiscal year during the term of this Agreement to receive supplemental compensation in the amount of \$1,000.00 if the overall academic performance of the student athletes participating in [sport] during the year shall meet or exceed a yearly cumulative grade point average of [varies by sport]. Any such supplemental compensation shall be subject to standard federal and state withholding."</p>	Athletic director; men's basketball, women's basketball, women's volleyball, and men's soccer coaches.
Madison	Athletic Director and Coaches: "Academic Policy and Governance. By Wisconsin law and custom, the UW-Madison faculty have certain responsibilities for the governance of the University, including primary responsibility for all academic and educational activities; and that University faculty have delegated to the Athletic Board all the faculty's	Athletic director; all head (and assistant) coaches.

UW INSTITUTION	STUDENT-ACADEMIC- PERFORMANCE CLAUSES	POSITIONS
	<p>responsibility and power over such aspects of intercollegiate athletics. [The athletic director or coach] understand and agree that [his or her] University employment is subject to this system of academic governance.”</p> <p>“...The personal and academic well-being of every student-athlete is the primary concern of the University and the Athletic Board. You agree to take an active role to expedite the progress of each athlete toward a degree, and to cooperate with the staff in the Division’s Student Services program to facilitate that progress.”</p>	
Milwaukee	<p>Athletic Director: “Actively promote student athlete academic performance by promoting an environment which is conducive to student academic achievement, as measured by academic eligibility, retention, and graduation, and which is monitored by the NCAA via Academic Progress Rate.”</p> <p>Coaches: “An important part of Employee’s duties will be the active promotion of student athlete academic performance. It is particularly important that Employee promotes an environment which is conducive to student athlete academic achievement, as measured by academic eligibility, retention, and graduation, and which is monitored by the NCAA via the Academic Progress Rate. Employee’s salary increase will be partly determined by employee’s attention to and progress on these issues.”</p> <p>“...Employee understands that the Athletic Board is very concerned about the well-being of every student-athlete, and agrees that he and each member of his staff will take an active interest with every athlete to expedite progress toward degree.”</p>	<p>Athletic director; men’s and women’s head basketball coaches.</p> <p>UW-Milwaukee indicated it plans to incorporate language similar to the coaches’ clause into the contracts for all head coaches as they come due.</p>

Source: UW institutions

UW institutions report that assistant coaches frequently play an important role in monitoring and assuring the academic success of student-athletes. For example, assistant coaches at UW-Madison have the same language in their contracts as head coaches do, stating that they agree to take an active role in assuring the academic success of student-athletes. UW-Madison administrators report that each head coach may delegate responsibilities differently, but typically assistant coaches are involved in monitoring academic performance.

Administrators from UW-Milwaukee also report that head coaches often delegate the responsibility for monitoring academic performance to an assistant coach. UW-Milwaukee includes academic performance standards in the appointment letters, position descriptions, and performance evaluations of assistant coaches. For example, one position description from UW-Milwaukee states that five percent of one assistant coach’s job duties are to “provide academic advising sessions for student-athletes, assist in course selection and class registration and assist

student-athletes in applying for financial aid.” Another listed “successfully recruit top-level student-athletes to maintain team’s athletic and academic successes” as an assistant coach’s responsibility.

Types of Coaching Appointments and Approvals

The type of appointment a coach has determines, in part, the terms of employment that are included in contracts and appointment letters; the type of appointment also affects the contract approval process. We examined appointment types and the extent to which coaches’ contracts are approved by the Board of Regents.

- Appointment types: We interviewed staff, reviewed a sample of contracts provided by athletic department administrators, and reviewed statutory and UW System policies regarding appointment practices within the UW System to determine coaches’ appointment types. We found that institutions use a variety of appointment and contracting practices for athletic director and coaching positions. Both UW-Milwaukee and UW-Parkside report that they hire all coaches as fixed-term staff, while UW-Madison hires coaches and assistant coaches as limited appointments. Except for part-time coaches who are given fixed-term appointments, UW-Green Bay hires each of its coaches as limited appointments. Athletic directors are also all limited appointments. Both fixed-term and limited appointment contracts for head coaches were for various lengths of time.

In November 2005, the Board of Regents adopted Resolution 9091, which was later adopted as Regent Policy Document (RPD) 05-01. RPD 05-01 restricts the use of limited appointments to only those specifically identified in s. 36.17, Wis. Stats., unless an institution justifies the creation of additional limited appointments and the UW System President authorizes the creation in writing. This formal approval is required only for new positions and when an existing limited appointment position is vacated and filled.

RPD 05-01 went into effect after many of the contracts included in our review were developed. UW System Office of Human Resources staff indicate that they plan to conduct a yearly compliance review of RPD 05-01 to assure that limited appointments are used appropriately.

- Board of Regents approval of contracts: The UW System delegates contracting and employment decisions for coaches to the chancellors, with some exceptions. The Board of Regents reviews a small portion of all athletic contracts offered in the UW System. RPD 87-15 requires institutions to seek approval from the Board of Regents prior to authorizing recruitment or promotion and prior to approving annual merit increases for faculty, academic staff, and limited staff members whose salaries exceed 75 percent of the salary of the UW System President.

We analyzed budgeted base salaries of head coaches in 2005-06 at UW-Green Bay, Madison, Milwaukee, and Parkside. These salary amounts included GPR funding and did not reflect extra income that some coaches may earn as a condition of their contract. A few coaches for high-profile intercollegiate sports receive substantial salaries, which may leave the

impression that all college coaches earn high salaries. However, based on the UW System Redbook Budget, we found a wide range in coaches' salaries.

Table 3 displays the distribution of coaches' salaries by institution and shows that almost half earn less than \$50,000 per year. Several coaches have part-time appointments. For example, at UW-Green Bay, five coaches had part-time positions that paid less than \$15,000 each. Three of UW-Parkside's head coaching positions were part-time and received compensation of between \$5,200 and \$14,000 per year.

Table 3
Coaches Base Salaries by Institution, 2005-06

UW INSTITUTION	\$200,000 OR MORE	\$100,000- 199,999	\$50,000- 99,999	\$25,000- 49,999	\$10,000- 24,999	LESS THAN \$10,000	TOTAL
Green Bay	0	2	0	4	2	4	12
Madison	4	0	16	0	0	0	20
Milwaukee	1	1	3	1	1	1	8
Parkside	0	0	0	8	2	1	11
Total	5	3	19	13	5	6	51
Percentage of Total Coaches	9.8%	5.9%	37.3%	25.5%	9.8%	11.8%	100%

Source: UW System Office of Budget and Planning, 2005-06 Redbook

Based on 2005-06 data, institutions were only required to seek approval by the Board of Regents for new appointments and merit increases for positions for which salaries exceeded \$240,000. Only four coaching positions had base salaries that exceeded the \$240,000 threshold that would require the Board of Regents to approve new contracts or changes to existing employment contracts.

COACHES' PERFORMANCE

Although not all contracts or appointment letters include specific expectations for the academic performance of student-athletes, our interviews and a review of criteria for coaches' annual job-performance reviews indicate that academic issues are one of several components of the annual review. We reviewed the annual performance-review process and incentives for coaches to support strong academic performance.

Annual Performance Reviews

Performance evaluations are the formal process used to review the extent to which employees meet their job expectations. Evaluations may be used to determine whether to renew a contract; terminate an employee; provide merit pay; assure that job expectations are met; or identify corrective action, where necessary, to improve job performance. We found:

- UW-Green Bay: At UW-Green Bay, the athletic director evaluates each head coach's performance. Evaluations address a range of issues, including the quality of work, productivity, judgment and decision-making, problem solving, organizational skills, interpersonal skills, communication, leadership and supervision skills, initiative, independence, and teamwork. Among the criteria is an assessment of the employee's contribution to the university mission and principles, which includes a review of academic performance of student-athletes.
- UW-Madison: At UW-Madison, the sports administrators are responsible for drafting a written evaluation of the head coaches, including a recommendation for renewal or non-renewal. The administrators discuss the evaluations with the head coaches and, along with the athletic director, sign the evaluation forms. The forms are then submitted to the human resources manager, who delivers them to members of the Personnel Committee of the UW Athletic Board. The Personnel Committee considers the evaluations in closed session, as allowed by s.19.85(1)(c), Wis. Stats., and votes on the action recommended by the sports administrators. The Personnel Committee's decisions are advisory to the full Athletic Board. The Personnel Committee may also amend evaluations, with any changes reported back to the coach and to the full board. The Athletic Board votes to accept or not accept the recommendation of the Personnel Committee.

We reviewed the questions UW-Madison's athletic administrators use in their evaluations of coaches. The evaluation form includes several items that relate to the academic performance of student-athletes, such as the team's average grade point average (GPA) over time, as compared to the GPAs of all student-athletes and all UW undergraduates; expectations that the coach interacted appropriately with faculty and academic staff; and expectations that the coach did not have his or her student-athletes exceed approved missed class days. The evaluation establishes goals for the upcoming year for academic success in recruiting and student GPAs. The evaluation form also measures performance on a host of other expectations, such as the team record, compliance with Athletic Board and department policies, and the level of professional interaction with others.

Student evaluations of coaches are also incorporated into the evaluation process at UW-Madison. Student-athletes complete a form that describes their experience with the head coach. One of the eight questions asks student-athletes to rank the extent to which their head coach is "committed to my academic progress" and "is willing to make accommodations for classes, tests, etc." Student evaluations are compiled by staff and included in the coaches' evaluations. Athletic Board members reported that they review these comments carefully.

- UW-Milwaukee: At UW-Milwaukee, each coach is expected to prepare an initial assessment of his or her own performance, which is then reviewed by the athletic director, who prepares a response. The athletic department uses the evaluation form that is standard for all UW-Milwaukee employees and also has a form specifically for athletic coaches. Coaches are awarded up to 30 points for each of ten "objective responsibilities," one of which is "effectively monitored academic progress of student-athletes." Employees may receive a total of 300 points for these objective responsibilities, plus an additional 100 points for their conference record and placement, and another 100 for their overall record. Total possible

points equal 500, with scores used to determine the extent to which the coach meets expectations. In addition, administrators at UW-Milwaukee report that the evaluation of the athletic director includes a review of academic data with the Vice Chancellor for Student Affairs.

- *UW-Parkside*: UW-Parkside requires employees to achieve a satisfactory evaluation of job duties outlined in the position description as a condition of receiving a merit pay increase. Points are assigned to a variety of job expectations, and coaches are evaluated on each of those expectations. Expectations include: 1) management skills, such as budgeting, scheduling, fundraising, assistant coaches' performance, and NCAA rules compliance; 2) sports-related issues, such as practice organization, coaching, player development and player relationships, and media relations; 3) recruiting issues, such as academic preparation and character of players; 4) the academic and social development of the team, which includes player development, commitment, and community service; and 5) department issues, such as policy adherence. Coaches are scored on a scale of one to five for each activity, with one indicating poor performance and five indicating excellent performance. Each of these categories is weighed equally in the overall score for coaching skills, and an overall score of three or above is needed to qualify for merit pay.

Academic-Performance Incentives

Some proponents for academic reform suggest that providing a bonus for academic success, especially in an amount equal to bonuses provided for championships, is an excellent method for institutions to emphasize to athletic directors and coaches that academic success is as important as athletic success. Others argue that assuring the academic success of student-athletes is a basic job expectation for athletic directors and coaches, and they should not be rewarded additionally for performing their duties.

Section 230.12(3)(e), Wis. Stats., authorizes the Board of Regents and UW System to establish compensation and employee benefits, including compensation for across-the-board pay adjustments, merit or other adjustments, and employee benefit improvements for senior executives, faculty, and academic staff employees. Section 36.09(1)(e), Wis. Stats., sets forth the basic statutory authority of the Regents to set salaries of limited appointees, faculty, and academic staff members.

We examined the use of academic performance incentives at UW institutions and higher education institutions in other states. We conducted an Internet search to identify the extent to which coaches' contracts in higher education institutions in other states include academic performance standards. We found that some institutions provide bonuses to coaches for achieving specific academic goals, such as a team achieving a minimum GPA or graduation rate.

We found that UW-Green Bay is currently the only UW institution that offers financial bonuses for academic performance. The Athletic Director receives a bonus of \$2,500 if student-athletes achieve an average minimum GPA of 3.1. This contract also provides bonuses for teams' athletic achievement. Four coaches' contracts at UW-Green Bay contain clauses that provide supplemental compensation in the amount of \$1,000 if the coach's team achieves a

predetermined GPA. The minimum GPA requirement varies by team. These contracts each also have additional bonuses for athletic performance, which are typically larger than the academic bonus. For example, while the men's basketball coach's contract provides a \$1,000 bonus in the event of 20 wins during the season, which is the same as the academic bonus, it also provides \$5,000 for an appearance in the NCAA tournament, and \$2,500 for an appearance in the National Invitational Post Season Tournament (NIT). The women's basketball coach's contract provides a \$2,500 bonus in the NCAA tournament, and \$2,000 in supplemental compensation for each win in the NCAA tournament. Funding for bonuses at UW-Green Bay comes from the department's regular operating budget.

UW-Madison uses private funding, as allowed by NCAA regulations, to pay bonuses for athletic achievement. The payment is subject to the availability of funds from outside sources and is not guaranteed by the University. UW-Madison does not offer similar awards for academic achievement, but requires that coaches achieve a satisfactory or higher on their evaluation, which includes an assessment of academic achievement, to be eligible for any award. At UW-Madison, the Athletic Board is responsible for awarding bonuses to coaches for competitive successes.

Under UW-Milwaukee's contracts, a separate bonus isn't awarded for academic achievement, but the contract identifies specific measures of academic success that the institution plans to use to evaluate the performance of coaches. Future salary increases depend, in part, on the successful academic achievement on those measures.

OTHER EFFORTS TO SUPPORT UW STUDENT-ATHLETES' ACADEMIC SUCCESS

We found that UW institutions use a common set of methods to monitor and promote the academic success of student-athletes. A few examples include:

- *Sponsoring formal "study tables" or study halls:* All athletic departments reported that they sponsor formal study tables, or study halls. Typically, new freshmen and student-athletes with a GPA below a certain level, which is often determined by the individual coach, are required to attend the study table for a designated number of hours per week. The department monitors attendance at study tables.

UW-Green Bay's study table is held in a classroom that may hold up to 130 students. Administrators report that attendance ranges from 50 to 110 students on any given night. Student-athletes that are required to attend a study table based on their year in school or their GPA attend three nights a week for several hours. Some students reportedly also attend voluntarily, to improve their grades.

UW-Parkside sponsors study tables for four hours per week. All new students and students with a GPA of below 2.5, or below an amount determined by the individual coach, are required to attend.

UW-Madison's Athletic Department offers a comprehensive level of academic services through its Office of Academic Services. The office has an annual budget of approximately

\$1.3 million, is managed by an assistant athletic director and employs an assistant director, five advisors, four learning specialists, a tutor coordinator, a life skills coordinator, a computer lab coordinator, and support staff. Academic services are offered at the Fetzer Center, which is described in the Athletic Department literature as a 5,000 square foot, state-of-the-art facility that features “an open area with carrels that can accommodate up to 30 students. There are 11 study rooms of different layouts including a 55-seat auditorium. A computer lab houses 44 personal computers while the entire Center is wired with voice/data jacks and power ports. Student-athletes can drop in before practice or between classes to study and meet with the advisors and grant-in-aid staff whose offices are also located in the center.” UW-Madison also has a satellite office in the Kohl Center so that services may be brought closer to practice sites.

The Academic Enhancement Center at UW-Milwaukee is a state-of-the-art facility located in the athletics department. The Center houses a computer lab, individual tutor meeting rooms, and a room with individual study carrels. Student-athletes sign in and sign out on a computer, which simplifies the process for monitoring their study time.

- Monitoring academic performance: Athletic administrators reported that a staff member from their department contacts professors throughout the semester to request information about student-athletes’ attendance and class performance. In addition, athletic department administrators monitor end-of-term academic performance to assure student-athletes meet NCAA academic performance guidelines.

UW-Milwaukee has one full-time position designated as an academic advisor. In addition, a portion of the Associate Athletic Director’s position is designated for student-athlete academic issues. The advisor works with coaches to develop an academic policy for each team, which describes the number of study hours and the number of times student-athletes are required to meet with an advisor. Among the duties of the academic advisor are to review high school transcripts and advise coaches as to the academic eligibility of potential recruits, as well as to meet with recruits and parents to discuss academic expectations.

- Providing or coordinating tutoring services: Athletic administrators report that they assure that students receive tutoring, as needed, to improve academic performance. UW-Madison’s Office of Academic Services in the Athletic Department employs and trains approximately 100 tutors and mentors. UW-Milwaukee’s athletic administrators reported that they hire 11 to 12 upper-class students to provide tutoring services to student-athletes. UW-Green Bay and UW-Parkside administrators report that they use resources from other departments on campus to provide tutoring to student-athletes.
- Coordinating athletic competition with class work: One challenge for assuring the academic success of student-athletes is to coordinate the travel demands of competition with class attendance. Athletic departments typically ask student-athletes to share their schedule of meets with their professors at the beginning of the term and to coordinate with them to make accommodations for missed classes. Institutions commonly restrict the number and timing of away games for student-athletes, especially during finals week. For example, UW-Madison’s Athletic Board restricts coaches from scheduling competition for more than six

class days per semester. Coaches must receive special permission from the Athletic Board to schedule meets for more than six class days each semester and, when that permission is granted, student-athletes who have GPAs of lower than 2.5 are not allowed to attend the additional meets.

During our review, athletic administrators identified some challenges they face in supporting the academic success of some student-athletes. Administrators noted that they sometimes find it difficult to meet the needs and assure the academic success of student-athletes with learning disabilities. We found that NCAA rules make some accommodations for students with diagnosed learning disabilities. For example, such a student-athlete who did not qualify to compete for the first year may be allowed to compete for four seasons, rather than three, if it can be shown that the learning disability is such that the student cannot progress at a rate to earn a baccalaureate by the beginning of his or her fifth year of enrollment. The student-athlete must have completed 80 percent of his or her designated degree to compete during the fourth season.

Administrators also reported that while most professors are supportive of the needs of student-athletes, a few do not make accommodations to allow students to make up missed class work or do not provide periodic reports about the academic performance of student-athletes. Some administrators indicated that, to the extent possible, they try to steer student-athletes away from courses taught by those professors, especially during a term when the student-athlete is in competition. Administrators reported that if a student-athlete has a conflict between academic and competitive responsibilities, and a professor is unwilling to allow a student-athlete to make up missed work, academic responsibilities take precedence over competition.

NCAA ACADEMIC PERFORMANCE GUIDELINES

In addition to steps UW institutions take to assure that student-athletes succeed academically, the NCAA has established a range of academic requirements. Recent academic reform efforts by the NCAA increased some of the requirements student-athletes must meet to become eligible to play intercollegiate sports, as well as to maintain academic eligibility for competition. Division I institutions may also be subject to penalties for failing to meet academic standards. These standards provide incentives for athletic directors and coaches to assure the academic success of students. We reviewed academic performance guidelines for Division I and Division II student-athletes, examining academic-eligibility requirements for recruits, academic requirements for student-athletes once they are enrolled, efforts to monitor GPAs, and graduation rates for student-athletes.

Initial-Eligibility Requirements

Coaches are responsible for recruiting student-athletes who are academically prepared for college. The NCAA recognizes completion of a combination of core college preparatory courses, minimum GPA, and results from standardized tests as predictors of collegiate academic success. As part of its overall academic reform effort, the NCAA recently increased the number of courses high school students are required to complete to meet NCAA academic-eligibility requirements.

Student-athletes who enroll in a Division I college between 2005 and 2007 and who plan to participate in athletics or to receive an athletics scholarship during the first year must graduate from high school and have completed and earned a certain minimum required GPA in 14 core courses. Those who enroll after 2008 must graduate from high school and have completed 16 courses. Potential student-athletes must also meet a minimum score on a standardized test.

Student-athletes who meet these requirements are “qualifiers” and can practice or compete, receive athletic scholarships, and play four seasons as long as they maintain eligibility for the institution during the first year. Non-qualifiers in Division I institutions are not allowed to practice, play, or receive athletic scholarships during their first year of college.

Beginning in 2005, students who enroll in Division II athletics must graduate from high school and complete 14 core courses. In addition, the Division II student-athletes must have a 2.0 GPA and a combined SAT score of 820 or an ACT sum score of 68. There is no sliding scale in Division II. In Division II, student-athletes may be “partial-qualifiers” if they do not meet all of the academic requirements but have graduated from high school and have either achieved the minimum score on a standardized test or completed the 14 core courses with a 2.0 GPA. Partial qualifiers may practice with the team during the first year, receive an athletic scholarship, and play a total of four seasons, although they cannot compete during the first year of college. In Division II, students who graduate from high school but do not meet the other academic requirements are considered non-qualifiers and may not practice, compete, or receive an athletics scholarship for the first year at college. The student may play four seasons in a sport as long as he or she maintains eligibility from year to year.

Progress-Toward-Degree Requirements

In addition to initial eligibility requirements, NCAA rules require student-athletes to make meaningful, yearly progress toward an academic degree of their choosing to remain eligible to play. For Division I student-athletes, academic eligibility requirements are summarized in NCAA Bylaw Article 14 of the NCAA Division I Manual. NCAA Bylaw 14.01.2 requires student-athletes to “be enrolled in at least a minimum full-time program of studies, be in good academic standing, and maintain progress toward a baccalaureate or equivalent degree.” Under NCAA Bylaw 14.4.3, in order for a Division I student-athlete who entered an institution on or after August 1, 2003 to remain eligible for competition, he or she must:

- complete a minimum of six credit hours in the previous term of full-time enrollment;
- earn 18 semester or 27 quarter hours during the regular academic year;
- complete 24 semester hours or 36 quarter hours of academic credit prior to the start of the second year of enrollment;
- identify a degree program by the third year of enrollment; and

- complete 40 percent of a specific degree program by the third year of enrollment, 60 percent by the fourth year, and 80 percent by the time he or she enters the fifth year of enrollment.

Bylaw Article 14 of the Division II NCAA Manual requires Division II student-athletes to complete six credit hours in the previous term and to designate a degree program leading toward a specific baccalaureate degree by the third year of enrollment.

Minimum Grade Point Average

The NCAA requires a Division I student-athlete to have 90 percent of the minimum GPA the institution requires for graduation as he or she enters the second year of college, 95 percent of the required institutional GPA as he or she enters the third year of college, and 100 percent of the required GPA as he or she enters the final year. The NCAA requires student-athletes in Division II institutions to have a 1.8 GPA after completing 24 semester or 36 quarter hours, a 1.9 GPA after completing 48 semester or 72 quarter hours, and a 2.00 after completing 72 semester hours or 108 quarter hours or more. Under NCAA Bylaws, institutions are allowed to define what constitutes “good academic standing.” The Athletic Board at UW-Parkside established GPA requirements that were more stringent than NCAA guidelines, requiring UW-Parkside student-athletes to have a cumulative GPA of 1.8 or better during the first semester and a 2.0 cumulative GPA thereafter.

UW athletic departments routinely monitor the GPAs of individual student-athletes to assure compliance with NCAA rules, as well as compiling data to monitor performance by sport. Table 4 presents GPA data from each Division I and II UW institution.

Table 4
Grade Point Averages by Sport at Division I and II UW Institutions, 2005-2006 Academic Year

SPORT	UW INSTITUTION			
	Green Bay	Madison	Milwaukee	Parkside
Baseball	N/A	N/A*	2.98	2.86
Men's Basketball	2.65	2.75	2.49	2.78
Men's Crew	N/A	2.99	N/A	N/A
Men's Cross Country	3.19	2.90	3.26	N/A
Football	N/A	2.73	N/A	N/A
Men's Golf	2.92	2.93	N/A	2.90
Men's Hockey	N/A	2.75	N/A	N/A
Men's Nordic Skiing	2.91	N/A	N/A	N/A
Men's Soccer	2.62	3.01	3.00	3.18
Men's Swimming and Diving	2.73	2.90	3.10	N/A
Men's Tennis	3.10	2.84	N/A	N/A
Men's Track	N/A	2.85	3.01	2.94
Men's Wrestling	N/A	2.65	N/A	2.76
Women's Basketball	3.36	2.71	3.20	2.99
Women's Crew	N/A	3.13	N/A	N/A
Women's Cross Country	3.47	3.22	3.30	N/A
Women's Golf	N/A	3.13	N/A	N/A

SPORT	UW INSTITUTION			
	Green Bay	Madison	Milwaukee	Parkside
Women's Hockey	N/A	2.98	N/A	N/A
Women's Nordic Skiing	3.21	N/A	N/A	N/A
Women's Soccer	3.30	3.26	3.47	3.13
Women's Softball	2.99	2.81	N/A	2.84
Women's Swimming and Diving	3.38	3.24	3.18	N/A
Women's Tennis	3.52	3.24	3.21	N/A
Women's Track	N/A	3.09	3.13	3.16
Women's Volleyball	3.18	2.97	3.49	3.17
TOTAL	3.07	2.96	3.20	2.97

Source: UW institutions

*Sport not offered.

Graduation Rates

Graduation rates are another measure athletic directors and coaches use to monitor the academic success of student-athletes. The NCAA collects data from institutions and prepares an annual report describing graduation rates for student-athletes for all NCAA institutions. The report presents the number and percentage of students and student-athletes entering in a given year who graduate within six years and compares graduation rates of student-athletes to the graduation rates of all students, by institution. The report provides data both for those student-athletes who enter in a single year, and a four-class average, which shows the average graduation rate for four entering classes. The four-class average provides more meaningful data for detailed analysis based on race or sport, since there may often be too few students entering in a single year in a specific subcategory to draw conclusions about the data.

The most recent report contains freshmen cohort data for 1998-1999 and a four-class average for students who entered in each year between 1995 and 1998. The report presents data about student-athletes who received athletics aid in one or more of eight categories, football, men's basketball, baseball, men's track/cross country, men's other sports and mixed sports, women's basketball, women's track and cross country, and other women's sports. Table 5 presents graduation data for Division I and II UW institutions for the freshmen cohort entering college in 1998-99.

Table 5
Six Year Graduation Rates for All Students and Student-Athletes for Entering Class of 1998-99

UW INSTITUTION	MEN		WOMEN		TOTAL	
	ALL STUDENTS	STUDENT-ATHLETES	ALL STUDENTS	STUDENT-ATHLETES	ALL STUDENTS	STUDENT-ATHLETES
Madison	74%	51%	78%	81%	76%	65%
Milwaukee	34%	72%	40%	74%	37%	73%
Green Bay	49%	71%	43%	69%	45%	70%
Parkside	27%	53%	32%	38%	30%	44%

Source: NCAA Graduation Rates Report

In the past, the NCAA relied on information institutions provided to the U.S. Department of Education about all students' and student-athletes' graduation rates as part of the federal Student-Right-to-Know Act. However, that data failed to account for student-athletes who transfer to and graduate from another institution. To accommodate this, Division I institutions now also calculate the Graduation Success Rate, which was designed to provide a more accurate description of graduation rates for student-athletes. The Graduation Success Rate adjusts the graduation rate for transfers and for certain other categories of students.

Academic Progress Rate

While graduation rates provide a good indicator of academic success, it takes several years to collect and report the data, which limits the data's usefulness for making management decisions. As a result, the NCAA recently established a new metric designed to provide "real-time" information that institutions and the NCAA now use to monitor the academic progress of student-athletes. We examined how the rate is calculated, as well as associated penalties and rewards and incentives.

APR Calculation

The Academic Progress Rate (APR) is calculated by assigning one point for each student-athlete who receives athletic aid and who continues to enroll as a full-time student or who graduates, and another point if the student remains academically eligible to compete each semester. The maximum number of points a student-athlete can earn in an academic year is four. A team's APR is the total number of points earned, divided by the maximum number of points possible, and then multiplied by 1,000. The NCAA first began collecting data in 2004 for the 2003-04 academic year, released its first preliminary report in 2005, and began issuing penalties based on the first two years of data in early 2006.

Unlike graduation rate data, the NCAA uses the APR data to assign penalties and rewards to institutions. The NCAA has established a benchmark, called the cut-score, under which the NCAA imposes penalties. The current cut-score of 925 equates to an expected 50-percent graduation rate. Table 6 presents the APR scores for Division I UW institutions. As a comparison, the table also presents average APR scores from public institutions nationally for the sports offered by UW institutions.

Table 6
2005 UW Academic Progress Report (APR) by NCAA Division I Sport

SPORT	UW INSTITUTION			ALL PUBLIC INSTITUTIONS
	GREEN BAY	MADISON	MILWAUKEE	
Football	N/A	914	N/A	920
Men's Basketball	937	926	939	917
Baseball	N/A	N/A	953	920
Men's Cross Country	988	1000	982	948
Men's Golf	1000	980	N/A	955
Men's Ice Hockey	N/A	975	N/A	961
Men's Soccer	967	977	973	943

SPORT	UW INSTITUTION			ALL PUBLIC INSTITUTIONS
	GREEN BAY	MADISON	MILWAUKEE	
Men's Skiing	988	N/A	N/A	952
Men's Swimming	989	975	953	961
Men's Tennis	1000	1000	N/A	954
Men's Track, Indoor	N/A	953	971	941
Men's Track, Outdoor	N/A	954	974	940
Men's Wrestling	N/A	975	N/A	929
Softball	979	961	N/A	959
Women's Basketball	985	957	983	953
Women's Cross Country	974	990	989	966
Women's Golf	N/A	952	N/A	968
Women's Ice Hockey	N/A	995	N/A	972
Women's Skiing	983	N/A	N/A	946
Women's Rowing	N/A	985	N/A	975
Women's Soccer	953	989	974	964
Women's Swimming	1000	1000	988	974
Women's Tennis	1000	1000	1000	964
Women's Track, Indoor	N/A	995	967	958
Women's Track, Outdoor	N/A	995	978	959
Women's Volleyball	953	991	1000	963
TOTAL TEAMS	15	23	15	

Source: NCAA

Penalties

Failing to meet the cut-score may result in two types of penalties. First, “contemporaneous” penalties were designed to provide immediate feedback to Division I teams that are failing to meet the academic requirements and to inform the institution that it needs to make changes to improve academics. Institutions that do not meet the 925 cut-score lose their ability to re-award grant-in-aid to another player when a student-athlete withdraws from the institution, does not return the following term, and would not have been academically eligible to compete during the regular academic term had he or she returned to the institution. These student-athletes, who are referred to as “0-for-2” students, would be scored as having zero out of the two possible points under the APR.

The penalty applies only in cases where a student fails to meet the APR for both semesters and only if the team's APR is below 925. For example, the penalty would not apply in a case where a student-athlete was enrolled and academically-eligible during the fall semester but left in the spring semester and would not have been academically eligible to return the following term. Teams with APR scores above 925 also are not penalized even for student-athletes who score “0-for-2” for both semesters. Contemporaneous penalties are limited to approximately 10 percent of the maximum number of scholarships that the NCAA allows a team to award.

In March 2006, the NCAA announced the first round of contemporaneous penalties based on the APR. Of the 99 teams affected, 90 were in men's sports, including 23 in football, 21 in baseball, and 17 in men's basketball. UW-Madison's football team fell below the cut-score but was not

penalized because the score fell within the “squad adjustment rate.” The NCAA established this rate, which is essentially a confidence interval, to account for insufficient data until a full four years of data are collected. The APR was designed to be based on four years of data, but the first four years of data collection won’t be completed until the end of the 2006-07 academic year. During this first year, penalties were not imposed on teams that fell below the cut-score but were still within the squad adjustment rate.

The NCAA plans to begin to eliminate the squad adjustment rate in 2006-07 for any team with an aggregate cohort of 30 or more student-athletes and will completely eliminate the adjustment in 2007-08. In the meantime, the Division I Committee on Academic Performance requires that institutions with teams below 925, including those that fall within the squad adjustment rate, develop and implement an academic improvement plan. Administrators at UW-Madison indicated that they have developed a draft academic improvement plan for the UW football team.

In addition to contemporaneous penalties, the NCAA plans to institute “historical” penalties for institutions that consistently fail to meet academic requirements. These penalties may include further aid reductions, recruiting restrictions, lack of access to postseason competition, and restricted membership in the NCAA. The NCAA plans to base these penalties on both the APR and Graduation Success Rate scores.

Rewards and Incentives

In addition to penalties, the NCAA also plans to offer a reward system for exceptional academic performance based on the APR. This year, the NCAA recognized teams that fell within the top ten percent of teams in each sport, based on the APR. Ten UW teams were recognized as part of that effort, with each achieving a perfect APR score of 1,000, as shown in Table 7.

Table 7
UW Teams Receiving Public Recognition from the NCAA for
Academic Achievement on the APR Score, Division I, 2005-06

UW INSTITUTION	TEAM	
Madison	Men's Cross Country	Women's Swimming
	Men's Tennis	Women's Tennis
Milwaukee	Women's Tennis	Women's Volleyball
Green Bay	Men's Golf	Women's Swimming
	Men's Tennis	Women's Tennis

Source: NCAA

The NCAA is also considering providing other incentives, including financial awards for top academic achievement and for top academic improvement, need-based institutional grants to penalized institutions that show a steady improvement in team APRs, and support for historically under-performing student-athlete populations. In October 2005, the Division I committee on Academic Performance proposed allocating \$10 million for these financial awards. Funding limitations have so far prevented the NCAA from adopting these incentives.

The APR is just one of many initiatives the NCAA developed over the years to monitor and improve the academic performance of student-athletes. The penalties and rewards established by the NCAA, in conjunction with the APR, signal NCAA efforts to promote the academic success of student-athletes.

SYSTEM POLICIES

We examined university system policies and found few examples of formal, written policies addressing the issue of academic performance in coaches' contracts. The University of North Carolina System adopted guidelines for coaches' contracts in 1991 that addressed a range of issues, including the length of contracts, buyout clauses, and outside compensation in coaches' contracts. One part of the policy states that coaches' contracts should foster educational values and that, "in particular, the institution's policy in reference to the recruitment and retention of qualified student-athletes and the necessity that athletes progress toward a degree in a defined academic program should be addressed. The coach should have a clear obligation to contribute to the academic progress of team members under his or her supervision. In addition, the contract should clearly acknowledge that the athletic program under the direction of the coach must comply with the policies of the institution and the NCAA and that the failure of the program to so comply may, at the option of the institution, be deemed a violation of the provisions of the coach's contract."

An Idaho State Board of Higher Education policy states that: "Each contract for a head coach shall include incentives, separate from any other incentives, based upon the academic performance of the student-athletes whom the coach supervises. The chief executive officer of the institution shall determine such incentives. Each institution shall report to the Board annually concerning each coach's performance relative to the academic incentives of the coach's contract."

We suggest that the Board of Regents consider requiring that all athletic directors' and coaches' contracts include an academic performance clause, especially for contracts at Division I institutions that are subject to potential NCAA penalties under the APR. A policy could be one way to further emphasize the role of athletic directors and coaches in monitoring and assuring the academic achievement of student-athletes and could assure that student-athlete academic achievement is considered consistently by Division I and II institutions. Since the NCAA recently established a system that could penalize or provide awards to Division I institutions based on academic performance, a requirement to include an academic performance contract clause might be most appropriate for Division I contracts. This would be consistent with RPD 91-7, which specifically targets Division I institutions.

A system policy could potentially: 1) require that contracts and appointment letters for athletic directors and coaches contain an academic performance clause, with the specific components left to the UW institutions; 2) require that institutions seek funding sources, in compliance with state statutes and NCAA guidelines, and provide financial bonuses based on specific academic achievement, such as a minimum Academic Progress Rate (APR) score for Division I institutions; and/or 3) require that institutions include contract language similar to UW-

Milwaukee's, which does not provide for bonuses but makes satisfactory academic progress on specific academic measures one condition for coaches to receive pay increases.

CONCLUSION

We reviewed the extent to which academic performance standards are included in Division I and II UW athletic directors' and coaches' contracts and performance evaluations. The review found that:

- Institutions use a variety of approaches and appointment strategies for hiring coaches, with varying contract provisions and lengths. Not all contracts explicitly mention academic performance standards. However, academic performance of student-athletes is routinely considered as part of coaches' evaluations. It is one of many factors considered as part of the evaluation.
- The NCAA has established numerous academic requirements, including initial eligibility requirements to assure that student-athlete recruits are academically prepared for college, progress-toward-degree requirements, and requirements that institutions collect data demonstrating that students ultimately graduate. These requirements alone provide incentives for athletic directors and coaches to assure the academic success of student-athletes. Students who do not meet the progress-toward-degree requirements, for example, become ineligible to play and, thus, may hurt a team's chance of success. The new APR system could bring substantial penalties to teams that fail to make the cut-score.
- UW student-athletes generally perform well academically, with many teams having average GPAs above 3.0. With only one exception, which may be resolved once more data is collected, all UW Division I teams exceeded the APR cut-score in the most recent APR report.

We have suggested that the Board of Regents consider requiring that all athletic directors' and coaches' contracts include an academic performance clause, especially for contracts at Division I institutions that are subject to potential NCAA penalties under the APR.

Appendix

RPD 91-7 ENDORSEMENT OF STATEMENT OF PRINCIPLES FROM THE KNIGHT FOUNDATION COMMISSION ON INTERCOLLEGIATE ATHLETICS

History: Res. 5843 Adopted 7/12/91.

The Board of Regents endorses for the UW System's NCAA Division I institutions the Statement of Principles recommended by the Knight Foundation Commission on Intercollegiate Athletics; the Board is committed to the philosophy of firm institutional control of athletics, to the unquestioned academic and financial integrity of athletic programs, and to the accountability of the athletic departments to the values and goals befitting higher education.

Statement of Principles (applies to UW System Division I institutions at Green Bay, Madison, and Milwaukee)

1. The educational values, practices and mission of this institution determine the standards by which intercollegiate athletics program are conducted.
2. The responsibility and authority for the administration of the athletics department, including all basic policies, personnel and finances, are vested in the President.
3. The welfare, health and safety of student-athletes are primary concerns of athletics administration on this campus. This institution will provide student-athletes with the opportunity for academic experiences as close as possible to the experiences of their classmates.
4. Every student-athlete -- male and female, majority and minority, in all sports -- will receive equitable and fair treatment.
5. The admission of student-athletes -- including junior college transfers -- will be based on their showing reasonable promise of being successful in a course of study leading to an academic degree. That judgment will be made by admissions officials.
6. Continuing eligibility to participate in intercollegiate athletics will be based on students being able to demonstrate each academic term that they will graduate within five years of their enrolling. Students who do not pass this test will not play.
7. Student-athletes, in each sport, will be graduated in at least the same proportion as non-athletes who have spent comparable time as full-time students.
8. All funds raised and spent in connection with intercollegiate athletics programs will be channeled through the institution's general treasury, not through independent groups, whether internal or external. The athletics department budget will be developed and monitored in accordance with general budgeting procedures on campus.
9. All athletics-related income from non-university sources for coaches and athletics administrators will be reviewed and approved by the university. In cases where the income involves the university's functions, facilities or name contracts will be negotiated with the institution.
10. Annual academic and fiscal audits of the athletics program will be conducted. The institution will seek NCAA certification that athletics programs comply with the above principles. The institution will promptly correct any deficiencies and will conduct athletics programs in a manner worthy of this distinction.

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the report on Cost Recovery Activity, Credit Enrollment and Unduplicated Student Headcount by Program and Age, 2005-06 Academic Year for submission to the Joint Committee on Finance.

SERVING ADULT STUDENTS OF THE UNIVERSITY OF WISCONSIN THROUGH BIENNIAL BUDGET APPROPRIATIONS

EXECUTIVE SUMMARY

BACKGROUND

In the 1997-99 Biennial Budget, the UW System was given continuing appropriation authority for continuing education program revenue funds. With the passage of the 1999-2001 Biennial Budget, this authority was extended, in part, to the regular tuition appropriation. The flexibility in the use of tuition revenue has contributed to the UW System's ability to serve adult/non-traditional students. The current enrollment policy continues to place a strong priority on services and programming to adult students. 2001 Wisconsin Act 16 [36.11(44)] requires the UW System Board of Regents to report annually on activity in 100 percent tuition funded courses.

REQUESTED ACTION

Acceptance of the report on Cost Recovery Activity, Credits Generated and Unduplicated Student Headcount by Program and Age, 2005-06 Academic Year, for submission to the Joint Committee on Finance.

DISCUSSION

2001 Wisconsin Act 16 [36.11(44)] states that the Board of Regents will report on "each course offered by the system for which the academic fees or tuition charged equals at least 100 percent of the cost of offering the course."

For many years, UW System institutions, through inter-institutional agreements with UW-Extension, have offered credit and non-credit continuing education courses off-campus and during evening/weekend hours. By policy, these courses must be priced to cover the direct cost of instruction. In recent years, the additional tuition flexibility has allowed UW institutions to develop degree credit programs for adults that are priced to cover at least the direct cost of instruction.

The attached report, covering the academic year 2005-06, was constructed using data from the UW System Central Data Request database along with information provided by the campuses on programs offered under service based pricing and distance education pricing policies.

The attached report, Cost Recovery Activity, Credits Generated and Unduplicated Student Headcount by Program and Age, shows that UW institutions served 13,671 adult/non-traditional students (undergraduates age 25 and older and graduate students age 30 and older) in courses and programs that covered at least the direct cost of instruction. These students generated nearly 68,000 credits across the UW institutions.

RELATED REGENT POLICIES

Regent Resolution 8126, June 8, 2000.

University of Wisconsin System
Cost Recovery Activity
Credits Generated and Unduplicated Student Headcount by Program and Age
2005-06 Academic Year

	Under 25/30 Years Old*		25/30 Years and Older*		Total	
	Credits	Students	Credits	Students	Credits	Students
Madison						
Professional French Studies (MS)	307	24	72	9	379	33
Biotechnology (MS)	220	16	398	29	618	45
Master of Engineering (ME)	330	34	708	76	1,038	110
Collaborative Nursing Program	36	3	327	49	363	52
Extension**	22,270	6,335	3,362	924	25,632	7,259
Total	23,163	6,412	4,867	1,087	28,030	7,499
Milwaukee						
Nursing (PHD)	3	1	501	41	504	42
Liberal Studies (MA)	59	6	252	31	311	37
Library and Info Science (MS)	2,225	177	3,272	340	5,497	517
Information Resources (BS)	1,737	81	1,518	99	3,255	180
Executive MBA	92	4	1,698	77	1,790	81
Collaborative Nursing Program	24	3	366	63	390	66
Extension**	71,476	13,770	16,997	3,913	88,473	17,683
Total	75,616	14,042	24,604	4,564	100,220	18,606
Eau Claire						
Collaborative Nursing Program	123	15	143	21	266	36
Contract Courses	266	96	273	103	539	199
Extension**	1,846	453	240	78	2,086	531
Total	2,235	564	656	202	2,891	766
Green Bay						
Collaborative Nursing Program	45	5	639	72	684	77
National Nursing Program	13	2	646	67	659	69
Extension**	2,122	503	2,476	715	4,598	1,218
Total	2,180	510	3,761	854	5,941	1,364
La Crosse						
Extension	4,204	480	5,574	927	9,778	1,407
Total	4,204	480	5,574	927	9,778	1,407
Oshkosh						
Collaborative Nursing Program	41	11	576	86	617	97
Accelerated Nursing Program	417	25	1,962	73	2,379	98
Contract Courses	766	240	1,837	540	2,603	780
Extension**	507	119	700	223	1,207	342
Total	1,731	395	5,075	922	6,806	1,317
Parkside						
Extension	36	17	714	304	750	321
Total	36	17	714	304	750	321

*Age breakouts consist of: (1) undergraduates under 25 versus 25 and older and (2) graduate students under 30 versus 30 and older.

**Extension activity includes only extension credits not included in the specifically identified programs.

University of Wisconsin System
Cost Recovery Activity
Credits Generated and Unduplicated Student Headcount by Program and Age
2005-06 Academic Year

	Under 25/30 Years Old*		25/30 Years and Older*		Total	
	Credits	Students	Credits	Students	Credits	Students
Platteville						
Project Management (MS)	279	30	1,194	165	1,473	195
Criminal Justice (MS)	351	37	289	43	640	80
Engineering (MS)	242	32	387	53	629	85
Extension**	37	28	453	254	490	282
Total	909	127	2,323	515	3,232	642
River Falls						
Management (MS)	144	14	241	47	385	61
School Psychology (EDS)	149	9	120	11	269	20
Extension**	2,297	540	2,008	508	4,305	1,048
Total	2,590	563	2,369	566	4,958	1,129
Stevens Point						
Extension	1,854	494	2,487	840	4,341	1,334
Total	1,854	494	2,487	840	4,341	1,334
Stout						
Vocational Rehabilitation (MS)	573	27	721	50	1,294	77
Training and Development (MS)	496	34	579	65	1,075	99
Career & Technical Education (MS)	124	12	541	67	665	79
Technology Management (MS)	265	20	387	37	652	57
Career, Technical Ed & Training (BS)	272	13	1,251	112	1,523	125
Industrial Management (BS)	779	47	2,734	220	3,513	267
Contract Courses	498	259	4	3	502	262
Extension**	1,407	600	1,866	843	3,273	1,443
Total	4,414	1,012	8,083	1,397	12,497	2,409
Superior						
Extension	1,161	347	838	287	1,998	634
Total	1,161	347	838	287	1,998	634
Whitewater						
Extension	1,731	501	1,080	305	2,811	806
Total	1,731	501	1,080	305	2,811	806
Colleges						
UW Online	4,494	857	5,300	842	9,794	1,699
Extension **	1,421	294	252	59	1,674	353
Total	5,915	1,151	5,552	901	11,468	2,052
Total						
Specific Programs	15,370	2,134	28,936	3,491	44,306	5,625
Extension **	112,369	24,481	39,046	10,180	151,415	34,661
Total	127,739	26,615	67,982	13,671	195,721	40,286

*Age breakouts consist of: (1) undergraduates under 25 versus 25 and older and (2) graduate students under 30 versus 30 and older.

**Extension activity includes only extension credits not included in the specifically identified programs.

UW SYSTEM TRUST FUNDS 2006 PROXY VOTING SEASON RESULTS

EXECUTIVE SUMMARY

BACKGROUND

As provided in Regent Policy 92-4, to the extent that public equity securities are held in separately managed accounts, UW System Trust Funds actively votes its shareholder proxies on “non-routine” items related to corporate governance and social issues including discrimination, the environment, and social injury (as addressed in Regent Policies 74-3(a), 78-1, 78-2, and 97-1). Voting recommendations for such proxies were provided to the Business, Finance, and Audit Committee for their approval earlier this year. The report given here provides information on the actual results of those specific voting efforts, as well as an overview of the year’s proxy season in its entirety.

REQUESTED ACTION

This item is for informational purposes only.

DISCUSSION

The 2006 proxy season saw the filing of 329 proposals related to social issues, only about half of which came to votes. Through the end of June, 177 of these social issue proposals have resulted in shareholder votes, 97 were withdrawn, and 55 were allowed to be omitted by the Securities and Exchange Commission (SEC).

Categories of proposals that have won strong support this year included the following requests of companies: expand or report on their fair employment policies; disclose their political contributions and policy; report on sustainability. All of these categories averaged support of at least 19 percent. Approximately 22 percent of the total issues voted have received support levels greater than 15 percent, up from 17 percent of the issues last year. [Mathiasen & Voorhes, ISS 2006] In contrast, categories of proposals that received low shareholder support for the 2006 proxy season included the following: to review or improve animal welfare; for tobacco companies to restrict their marketing or to support smoking bans. These proposals averaged less than six percent support. Also receiving very low support were conservative-backed proposals asking companies to drop equal treatment protections for gay employees.

Proponents have withdrawn 97 resolutions in 2006, falling short of the all-time high of 113 last year. Generally, a "withdrawal" of a shareholder proposal indicates that an agreement was reached between the proponent and the company, usually in the form of a concession made by the company. The number of resolutions that the SEC agreed companies could omit was

down slightly in 2006. Through the end of June, 55 resolutions had been omitted, compared with 60 in 2005.

UW Trust Funds submitted voting instructions for 37 proposals (including “non-routine” corporate governance proposals), compared with 76 and 144 proposals for the past two years, respectively. The decline in votes submitted is due to the elimination of two large cap U.S. equity managers in March of 2006 and the movement of more equity assets to commingled funds. Of the proxies submitted for voting by the Trust Funds, 14 came to votes, 14 were withdrawn, and nine were omitted.

The primary submissions for the UW Trust Funds on social issues involved the environment and global climate change (11), equal opportunity reporting (five), and human rights and labor standards (four). For corporate governance issues, the UW’s primary submissions involved future golden parachutes reporting (five) and poison pill reporting (four).

The full report, *2006 Proxy Voting Season Results*, giving more detail on the actual voting results and the entire proxy season, is attached.

RELATED REGENT POLICIES

Regent Policy 92-4: Procedures and Guidelines for Voting Proxies.

Regent Policy 74-3(a): Investments and the Environment

Regent Policy 78-1: Investment of Trust Funds

Regent Policy 78-2: Interpretation of Policy 78-1 Relating to Divestiture

Regent Policy 97-1: Investment and Social Responsibility

UW SYSTEM TRUST FUNDS 2006 PROXY VOTING SEASON RESULTS

Introduction

This report summarizes the results of the shareholder proposals for the 2006 proxy season. The UW System Trust Funds actively participates in voting on issues involving “non-routine” items related to corporate governance, and social issues including discrimination, the environment, and social injury as addressed in Regent Policies 74-3 (a), 78-1, 78-2, and 97-1. An attachment to this report gives the detailed listing of the specific UW Trust Funds votes for the 2006 season, as well as the overall results for each shareholder proposal.

Regarding the outcome for a given shareholder proposal, there are three possibilities: the resolution comes to a vote, is withdrawn, or is omitted. If the proposal comes to a vote the following guidelines apply: First-year proxy proposals must win at least three percent support to qualify for resubmission an additional year, second-year proposals must get at least six percent, and proposals in their third-year or more must receive at least ten percent. Any proposal which fails these support levels may not be resubmitted at the company for another three years. It is important to note that shareholder proposals are phrased as a request and are intended to open a dialogue between shareholders and company management; that is, they are generally not binding on the company regardless of the level of support received. A withdrawn proposal generally indicates that an agreement was reached between the proponent and the company, usually in the form of a concession made by the company. For most shareholder activists, success in working out agreements that enable them to withdraw resolutions is a greater victory than a high vote of support. A proposal may be omitted by the Securities and Exchange Commission (SEC) at the request of the involved company. The SEC’s shareholder proposal rule lists 13 substantive reasons why shareholder resolutions can be omitted, ranging from vagueness to irrelevance.

UW Trust Funds subscribes to Institutional Shareholder Services (ISS) for proxy research and voting data. The data and statistics included in this report have been provided by ISS.

2006 Proxy Season Summary

The 2006 proxy season saw the filing of 329 proposals related to social issues, only about half of which came to votes. Through the end of June, 177 social issue proposals resulted in shareholder votes, 97 were withdrawn, and 55 were allowed to be omitted by the SEC (a summary table is included below). Of the 177 proposals that have been voted on, final or preliminary vote results are in for 159.

Categories of proposals that have won strong support this year included the following requests of companies: expand or report on their fair employment policies; disclose their political contributions and policy; report on sustainability. All of these categories averaged support of at least 19 percent. Approximately 22 percent of the total issues voted have received support levels greater than 15 percent, up from 17 percent of the issues last year. [Mathiasen &

Voorhes, ISS 2006] In contrast, categories of proposals that received low shareholder support for the 2006 proxy season included the following: to review or improve animal welfare; for tobacco companies to restrict their marketing or to support smoking bans. These proposals averaged less than six percent support. Also receiving very low support were conservative-backed proposals asking companies to drop equal treatment protections for gay employees.

Proponents have withdrawn 97 resolutions in 2006, falling short of the all-time high of 113 last year. Environmental issues stand out among the withdrawal agreements this year. Among them were a number of proposals on climate change as well as two resolutions on bottle recycling. Another notable environmental withdrawal was the settlement of the long-running request for information from General Electric on expenses incurred in opposing cleanup of PCB-contaminated waterways in New York. In other withdrawal areas, “corporate America continued to separate itself from social conservatives on the gay rights issue, responding quickly to requests for amendment of equal employment opportunity policies to include nondiscrimination on the grounds of sexual orientation.” [Mathiasen & Voorhes, ISS 2006] Eighteen resolutions on the issue were withdrawn, leaving five to come to votes. An additional high-profile withdrawal in the equal employment opportunity category occurred after Wal-Mart posted its EEO-1 form (which analyses employees' race, ethnicity and gender among other statistics) and comparative data on its website.

The number of resolutions that the SEC agreed companies could omit was down slightly in 2006. Through the end of June, 55 resolutions had been omitted, compared with 60 in 2005.

The year 2006 was notable for a new shareholder campaign focused on protecting old forests. International Paper and Kimberly-Clark, which source much of their fiber from Canada’s Boreal forest, the largest remaining intact forest in North America, were asked in first-year proposals to consider phasing out the use of fiber not certified by the Forest Stewardship Council. The proposals achieved single-digit support. A related proposal asked Weyerhaeuser to assess the feasibility of obtaining FSC (Forest Stewardship Council) certification received five percent support. [Mathiasen & Voorhes, ISS 2006]

A summary of the overall number and status of the social issue proposals over the past four years is given in the following table:

Social Issues Proposals 2002-2006*					
	2002	2003	2004	2005	2006
Filed	268	267	327	331	329
Omitted	31	45	49	60	55
Withdrawn	89	91	81	103	97
Voted On	145	129	186	168	177
*For meetings January 1 through June 30.					

In addition, the following chart depicts a summary, by major social issue category, of the voting results for the past four proxy seasons.

Support Levels for Selected Social Issues*					
Subject	2006 Resolutions	Average support 2006	Average support 2005	Average support 2004	Average Support 2003
Environment: Global Warming	10	11.7%	10.8%	16.7%	17.2%
Environment: Genetic Engineering	6	8.5%	5.7%	7.0%	N/A
Environment: Pollutants/Other	27	11.3%	9.1%	14.7%	6.2%
Equal Employment Opportunity	12	15.6%	18.6%	24.7%	18.3%
Executive Pay & Social Performance	7	9.6%	8.6%	8.3%	9.5%
Global Labor Standards	13	9.9%	11.4%	16.6%	9.8%
Human Rights Issues	8	13.4%	8.8%	8.0%	7.8%
Military Issues	4	7.8%	5.9%	6.6%	7.0%
Northern Ireland	5	11.0%	10.4%	9.1%	12.8%
Political Giving/Ties	35	19.6%	10.4%	9.1%	5.9%
Sustainability Reporting	8	26.5%	14.5%	25.1%	24.6%
Charitable Contributions	8	6.3%	6.6%	6.6%	7.7%
Board Diversity	3	29.3%	12.7%	7.0%	30.7%
Animal Welfare	17	5.8%	4.0%	N/A	N/A
Tobacco Production and Marketing	8	3.5%	2.7%	5.8%	5.7%

*All vote support levels shown are calculated according to the formula the SEC uses to determine resubmission eligibility: the percentage of shares voted "for" out of the total voted "for" and "against," excluding abstentions. First-year proposals must win at least three percent support under the formula to qualify for resubmission an additional year, second-year proposals must get at least six percent, and proposals in their third-year or more must score at least ten percent. Any proposal which fails to clear these support levels may not be resubmitted at the company for another three years. It is important to note that shareholder proposals are phrased as a request and are intended to open a dialogue between shareholders and company management; that is, they are generally not binding on the company regardless of the level of support received.

A brief discussion of each of the major social issue proposals for the 2006 season is now provided below.

Animal Welfare

People for the Ethical Treatment of Animals (PETA) sponsored 20 resolutions this year. Two big campaigns accounted for the majority of the proposals. One campaign was on "controlled atmosphere killing" (under which the live animals are sealed in a chamber in which oxygen is gradually replaced with inert gas, and then appear to die peacefully), which PETA and other groups consider a more humane alternative to current slaughter methods. The other campaign asked companies to review laboratory animal welfare standards.

With one exception, none of the proposals PETA filed won more than single-digit support in percentage terms. However, because most of the proposals were appearing at the target companies for the first-time, PETA will be able to resubmit 12 of the 20 resolutions as they passed the three percent resubmission requirement. The one surprise result among the PETA proposals occurred at Wyeth, where the request to review animal welfare standard received over 25 percent support.

PETA withdrew resolutions asking for reports on progress toward using the controlled atmosphere killing method at four companies. PETA withdrew at McDonald's for a second consecutive year after productive talks following the company's report on the subject. It also withdrew at Safeway, Denny's, and Albertson's. [Mathiasen & Voorhes, ISS 2006]

Board Diversity

The Calvert Social Investment Group and Church-affiliated investors continued to search their portfolios for companies with no women or minorities on their boards and to question them about changing their board selection criteria. Fourteen board diversity resolutions were filed, but withdrawal negotiations were very successful and only three of the resolutions came to votes. The Calvert Group withdrew at seven companies that agreed to amend their criteria for board selection to include diversity, and Church groups reached agreements on the other four withdrawals. [Mathiasen & Voorhes, ISS 2006]

Of the three proposals voted, a board diversity proposal received 10.2 percent support at Torchmark, and vote results are not yet available for similar proposals at Bed Bath and Beyond and Monster Worldwide.

Charitable Contributions

Some shareholders have continued to criticize certain corporate contributions as not being related to the company's goals or for violating various social values (such as contributions to Planned Parenthood criticized by anti-abortion activists). Proposals asking for general disclosure of charitable contributions came to votes this year at a total of six companies. The opponents of Planned Parenthood won support of about six percent for their resolutions asking Johnson & Johnson and Northern Trust to disclose their charitable contributions. Vote results are in for similar resolutions at Boeing (10.4 percent), Citigroup (8.7 percent), and PepsiCo (5.8 percent). [Mathiasen & Voorhes, ISS 2006]

Energy and the Environment

The energy and environment category produced the most resolutions again this year, with 77 proposals, 46 of which came to votes. Category proposals were diverse, covering climate change proposals to an anti-toxics campaign from the Investor Environmental Health Network. The category included some of the most significant withdrawals and omissions of the year, as well numerous high-support vote issues.

Ten proposals relating to climate change came to votes from a broad array of proponents. Vote results are in for nine, all but one of which may be resubmitted in 2007. Five of these proposals were filed by proponents who believe that climate change is a major problem and that companies need to reduce their greenhouse gas emissions. Another four proposals asked companies for reports on energy efficiency plans in light of growing public pressure on the issue. Investors supported that proposal by an amazing 39 percent at Standard Pacific, a new record for support on the climate change issue. Proponents

continued to have good success negotiating withdrawals on climate change issues at energy companies. The standard proposal asking for a report on greenhouse gas emissions was withdrawn at Anadarko Petroleum, Devon Energy, Peabody Energy, and four Midwestern utilities when the companies promised to do the report. Additional withdrawals at Alliant, Great Plains, MGE and WPS came after they agreed to disclose how they are preparing for regulatory controls on greenhouse gas emissions, including potential impacts on existing and proposed power plants. The Sisters of St. Dominic, an early leader in the climate change shareholder campaign, withdrew a resolution asking General Motors to reduce greenhouse emissions. The company has significantly increased its reporting on climate change in the last year. [Mathiasen & Voorhes, ISS 2006]

The environmental category involving genetic engineering and genetically-modified organisms in food included six voted proposals. All but one cleared their resubmission levels. The highest vote, with 18 percent support, came at Wendy's International, where a second-year proposal asked the company to identify on its menus where it uses genetically modified ingredients. Proposals asking Dow Chemical and DuPont to report on the potential adverse impact associated with their development of genetically engineered plants each received about seven percent support.

Five proposals that focused on conserving natural resources and natural habitats came to votes. The top-scorer is a first-year proposal asking ConocoPhillips to report on the potential environmental damage that would result from drilling for oil and gas in the areas inside the Alaskan National Petroleum Reserve. Preliminary results indicate it won 26 percent support. Chevron and Exxon were given second-time proposals to report on the potential environmental damage that would result from the company drilling for oil and gas in protected areas. Both of these proposals received lower support of around eight percent. [Mathiasen & Voorhes, ISS 2006]

Equal Employment

Resolutions requesting companies to expand or report on their fair employment policies have been around since social policy resolutions first appeared in the 1970s. Most resolutions were familiar including the now much larger New York City-led campaign to get companies to amend their equal employment policies to bar discrimination against gay employees.

Proponents were able to withdraw 14 of 18 of those proposals because companies agreed to amend their equal employment policies or demonstrated that they had already had gay rights policies in place. Proponents also reached two withdrawal agreements in the long-running campaign to get companies to release their equal employment data. One of those agreements culminated in the withdrawal of a highly publicized shareholder resolution to Wal-Mart. The withdrawal came after the company posted its entire EEO-1 form (which details employees' race, ethnicity and gender, among other statistics) along with comparative data on its website. A large coalition of socially responsible mutual funds and church groups had been proposing this resolution since 2002, asking the company to release its EEO-1 data. Against the backdrop of the largest workplace bias lawsuit in U.S. history, votes for the

proposal had increased steadily, from 11 percent in 2002 to 19 percent in 2005. [Mathiasen & Voorhes, ISS 2006]

Five proposals came to votes concerning non-discrimination on the basis of sexual orientation or sexual identity. Results are only in for two, but they suggest that investors continue to show strong support for these proposals. According to preliminary results, the resolution asking Exxon to amend its company non-discrimination policy to include sexual orientation received just under 35 percent support. A similar first-year proposal at Leggett & Platt also did extremely well, getting 25 percent. Investors also showed strong support, as they have in past years, for proposals asking companies to report on their equal employment policies with regard to women and racial minorities. At Home Depot, a second-year proposal prompted the company's reversal of a 2001 decision not to provide statistical data on its work force. The proposal won 36 percent. At Lockheed Martin, a similar first-year proposal won 25 percent.

In contrast to the above proposals, resolutions from social conservatives asking companies to drop protections for gays and lesbians from their equal employment policies fared poorly. Of the four that came to votes, only the proposal at Ford Motor did well enough, at 4.8 percent support, to be eligible for resubmission. Proposals at American Express, Bank of America, and JPMorgan Chase received support of 2 percent or less. [Mathiasen & Voorhes, ISS 2006]

Executive Pay

The number of resolutions on linking executive pay to social performance measures dropped to nine this year from 19 and 17 the previous two years. Most of the proposals were requests that companies take general social performance into their calculations rather than tie pay to specific social questions. Proposals came to votes at Amgen, AT&T, Du Pont, Exxon and Ford Motor. The highest of the votes came at ExxonMobil and AT&T, where the resolutions won about 13 percent. At Ford Motor, a first-year proposal asking that the board consider "linking a significant portion of senior executive compensation to progress in reducing lifetime product greenhouse gas emissions from the company's new passenger vehicles" received 5 percent support. [Mathiasen & Voorhes, ISS 2006]

Global Labor Standards

The number of resolutions on global labor issues increased slightly this year as did the number of withdrawals. Proponents withdrew 10 of the 23 global labor proposals. Seven of the withdrawals were negotiated by the New York City pension funds, the leading proponent of proposals on international labor standards, but also one that usually insists on substantial concessions from companies before agreeing to withdraw. This year it withdrew at Avon Products, Chico's, Ford Motor, Limited Brands, Mattel DuPont and Timberland after reaching agreements.

Results are in for the 13 proposals that came to votes asking companies to report, improve or monitor the labor standards in their global operations and supply chains. Of

these, the highest support by far was a proposal that C.R. Bard develop, implement, and monitor a code of conduct for its operations and suppliers based on the eight core conventions of the International Labor Organizations and the United Nations Norms for Transnational Corporations. The resolution won 33 percent support. Another eight similar proposals received vote results in the single digits. The remaining four proposals asked firms to institute global monitoring of the core International Labor Organization conventions. Three of the four, at Altria, Cooper Industries and Kimberly-Clark, cleared their resubmission levels. [Mathiasen & Voorhes, ISS 2006]

Health

The SEC made a surprise decision early in the proxy season by allowing Eli Lilly, Merck and Pfizer to omit resubmissions of high-scoring 2005 proposals on drug reimportation. The proposals had requested companies to report on the risks of their policy limiting imports of drugs to Canada. The SEC decisions were the first since the June 2005 decision classifying resolutions that involve evaluation of risk, as “ordinary business issues”. The surprise decisions on drug reimportation were followed by three proposals allowing companies that received resolutions on dealing with the AIDS, malaria and tuberculosis pandemics to omit them as well because they involved evaluation of risk.

One of the AIDS resolutions, at Chevron, was withdrawn after a solid agreement. The company posted an AIDS policy on its website, which also said “Chevron is proud to be among the first companies of our size and scope to develop and implement a global HIV/AIDS policy.” [Mathiasen & Voorhes, ISS 2006]

Human Rights

The human rights category was diverse, with proposals ranging from requests for general human rights policies to resolutions dealing with very company-specific issues. Investors gave strong support this year to proposals that asked companies to adopt comprehensive human rights policies or to report on how they implement such policies. While such proposals earned 11 percent on average in 2004 and 15 percent in 2005, the three such proposals this year, at Boeing, Chevron and Halliburton, earned strong support ranging from 23 to 25 percent. Proposals asking 3M, Illinois Tool Works, and IBM to adopt a set of principles for their operations in China earned only single-digit support. The New York City pension funds withdrew their resolution on ExxonMobil’s security relationships with the Indonesian government, which received eight percent support last year. Fund representatives had received presentations from ExxonMobil on its work in Indonesia on compliance with the U.S. State Department’s Voluntary Principles on Security and Human Rights. The company also agreed to a full review of the issue.

Military Issues

Religiously-affiliated proponents continued, as they have since the 1970s, to propose a mix of military-related resolutions on arms sales and criteria for military contracts. The proposals, however, were unusually low in number this year. No resolutions on military

issues were withdrawn or omitted while four proposals came to votes. The first-year proposals at United Technologies for a report on foreign military sales and at Lockheed Martin and Textron for reports on environmental and human health risks of depleted uranium earned support of six to nine percent. The third-year proposal asking Boeing to develop ethical criteria to guide its military contracting failed to clear its ten percent threshold for resubmission.

Northern Ireland

The New York City pension funds continued their campaign to get companies to implement the MacBride principles against discrimination in the workplace in Northern Ireland, now in its 22nd year. As more and more companies have signed on to the principles, they proposed only seven resolutions this year. Two of the proposals were withdrawn, a proposal at Berkshire Hathaway after the company agreed to implement the principles and cooperate with a survey process and a proposal at Dollar Thrifty after the company explained its ties to Northern Ireland were minimal.

Political Contributions

The shareholder campaign to get companies to detail their political contributions and policy went into its third year and included 36 resolutions, up from 30 last year and included higher support votes and a few more withdrawals. Proposals in this category primarily ask companies to report on the decision-makers and the corporate rationale for political giving, as well as a list of contributions made with corporate funds. Some of the proposals, for the first time, also asked for a reporting of dues paid to trade associations.

Proponents were able to withdraw resolutions at Bristol-Myers Squibb, Coca-Cola, Eli Lilly, McDonald's, Southern, and Staples when the companies provided all the requested information. Thirty proposals came to votes and results are available for 26 of these proposals. With only three exceptions, all received support of ten percent or more, and all but one earned support for resubmission. These proposals have averaged double-digit support from investors since they were first introduced. [Mathiasen & Voorhes, ISS 2006]

Sustainability

Since it first emerged as a proxy voting issue in 2002, sustainability reporting has become one of the most strongly supported social issues. Advocates of sustainability reporting contend that companies which focus on and manage sustainability will improve their long-term shareholder value. Investors this year continued to show strong support for requests to companies to issue broad-based sustainability reports, and hundreds of multinational companies now prepare such reports according to the format developed by the Global Reporting Initiative and the United Nations Environmental Program. Of the 18 sustainability resolutions, proponents worked out withdrawal agreements on half of these, after companies either agreed to produce reports or to assess the costs and benefits of developing such reports.

Tobacco Issues

Activity in 2006 reflected the fact that tobacco issues have become a lower priority of members of the Interfaith Center on Corporate Responsibility, the source of most anti-smoking proposals in recent years. Proponents focused only on the tobacco manufacturers themselves, suspending efforts to push for tobacco stock divestment at insurance and health care firms. Of the eight tobacco-related proposals that came to votes, the results suggest that only three, all at Altria, earned enough support for resubmission. These ask Altria to inform black customers of the health risks of smoking menthol and “light” cigarettes, to stop challenging the health data on environmental tobacco smoke, and to support smoking bans in public spaces. None of the eight proposals, however, earned support greater than 5 percent, and three earned less than three percent support. The SEC staff allowed Loews and Reynolds American to omit resolutions asking them to inform blacks of the risks of menthol and “light” cigarettes. The staff agreed that these were ordinary business matters because they were the subject of pending litigation. [Mathiasen & Voorhes, ISS 2006]

Violent Videos

After success in 2005 getting companies to tighten policies against sales of violent video sales to minors, proponents affiliated with the Interfaith Center offered only one resolution in 2006, to Gamestop. The resolution was withdrawn after the firm agreed to develop and post on its website its policy on the sale of M-rated video games (video games rated “Mature” which contain content appropriate only for those 17 and older).

2006 UW Trust Funds Proxy Results Summary

UW Trust Funds submitted voting instructions for 37 proposals (including “non-routine” corporate governance proposals), compared with 76 and 144 proposals for the past two years, respectively. The decline in votes submitted is due to the elimination of two large cap U.S. equity managers in March of 2006 and the movement of more equity assets to commingled funds. Of the proxies submitted for voting by the Trust Funds, 14 came to votes, 14 were withdrawn, and nine were omitted.

The primary submissions for the UW Trust Funds on social issues involved the environment and global climate change (11), equal opportunity reporting (five), and human rights and labor standards (four). For corporate governance issues, the UW’s primary submissions involved future golden parachutes reporting (four) and poison pill reporting (four).

The highest support vote on an individual social issue came at Exxon Mobil. The resolution, asking the company to adopt a sexual orientation non-discrimination policy, received 35 percent support.

The *UW Trust Funds 2006 Proxy Season Voting List*, providing details on the individual voting results, is attached.

REFERENCES

1. Mathiasen, Carolyn, and Voorhes, Meg. *ISS Corporate Social Issues Reporter*, June/July 2006.

UW TRUST FUNDS
2006 Proxy Season Voting List: Proposals Under Preapproved Issues

Security Description	Date	Proposal	Policy	Vote	Result
AMERICAN INTL GROUP	8/1	Issue sustainability report	74-3/97-1	Affirmative	Withdrawn
AT & T	4/1	Issue sustainability report	74-3/97-1	Affirmative	Withdrawn
AT & T	4/1	Vote on future golden parachutes	CG	Affirmative	Omitted
AVON PRODUCTS INC	5/1	Report on toxicity of product formulation	74-3	Affirmative	4.4%
AVON PRODUCTS INC	5/1	Implement ILO Global Labor Standards	97-1	Affirmative	Withdrawn
BARD INC	4/1	Implement ILO Global Labor Standards	97-1	Affirmative	Omitted
BRISTOL MYERS SQUIBB	5/1	Review animal welfare standards	97-1	Affirmative	5.0%
BRISTOL MYERS SQUIBB	5/1	Redeem or vote on poison pill	CG	Affirmative	Omitted
CHEVRON	4/1	Review animal welfare standards	97-1	Affirmative	6.4%
CHEVRON	4/1	Report on protecting key natural and cultural sites	74-3	Affirmative	8.7%
CHEVRON	4/1	Adopt comprehensive human rights policy	97-1	Affirmative	23.9%
CHEVRON	4/1	Report pandemics' impact on business strategy	97-1	Affirmative	Withdrawn
CHEVRON	4/1	Apply uniform standards to all operations	97-1	Affirmative	Withdrawn
CHEVRON	4/1	Vote on future golden parachutes	CG	Affirmative	Withdrawn
DEVON ENERGY CORP	6/1	Report on greenhouse gas emissions	74-3	Affirmative	Withdrawn
EXELON CORP COM	7/1	Vote on future golden parachutes	CG	Affirmative	43.5%
EXXON MOBIL CORP	5/1	Adopt sexual orientation non-discrimination policy	78-1	Affirmative	34.6%
EXXON MOBIL CORP	5/1	Report on greenhouse gas emissions	74-3	Affirmative	Withdrawn
EXXON MOBIL CORP	5/1	Report on climate change science	74-3	Affirmative	Withdrawn
EXXON MOBIL CORP	5/1	Report on climate Kyoto compliance plans	74-3	Affirmative	Withdrawn
EXXON MOBIL CORP	5/1	Review security arrangements in Indonesia	97-1	Affirmative	Withdrawn
EXXON MOBIL CORP	5/1	Report on global climate change	74-3	Affirmative	Withdrawn
EXXON MOBIL CORP	5/1	Report on protecting key natural and cultural sites	74-3	Affirmative	8.5%
JOHNSON & JOHNSON	4/1	Report on toxicity of product formulation	74-3	Affirmative	Withdrawn
JPMORGAN CHASE & CO	4/1	Redeem or vote on poison pill	CG	Affirmative	17.7%
LOCKHEED MARTIN CORP	4/1	Report on equal employment opportunity	78-1	Affirmative	25.1%
MORGAN STANLEY	3/1	Vote on future golden parachutes	CG	Affirmative	55.5%
R H DONNELLEY CORP	4/1	Redeem or vote on poison pill	CG	Affirmative	Omitted
SEMPRA ENERGY	4/1	Report on greenhouse gas emissions	74-3	Affirmative	Omitted
SEMPRA ENERGY	4/2	Redeem or vote on poison pill	CG	Affirmative	Omitted
SPRINT NEXTEL	4/1	Vote on future golden parachutes	CG	Affirmative	Omitted
STRAYER ED INC	5/1	Adopt sexual orientation non-discrimination policy	78-1	Affirmative	Withdrawn
WELLS FARGO	4/1	Report on global climate change challenges	74-3	Affirmative	Omitted
WELLS FARGO	4/1	Report on fair housing lending policy	78-1	Affirmative	7.3%
WELLS FARGO	4/1	Take steps to prevent predatory lending	78-1	Affirmative	Omitted
WYETH	4/1	Review animal welfare standards	97-1	Affirmative	25.4%
WYETH	4/1	Report on drug price reimportation efforts	97-1	Affirmative	25.5%

Note: A "CG" designation represents a non-routine Corporate Governance proposal.

October 6, 2006

I.2.f.

REVIEW OF REGENTS' POSITION ON DOMESTIC PARTNER BENEFITS

EXECUTIVE SUMMARY

BACKGROUND

In 2004, the Board of Regents endorsed the provision of state group health insurance for domestic partners of all state employees, and requested that group health insurance premiums for domestic partners of University of Wisconsin employees be funded. Governor Doyle included the request in the 2005-07 budget, but subsequently the Legislature did not approve the provision.

A proposed constitutional amendment on the ballot of the November 7, 2006 election states:

"Only a marriage between one man and one woman shall be valid or recognized as a marriage in this state. A legal status identical or substantially similar to that of marriage for unmarried individuals shall not be valid or recognized in this state."

REQUESTED ACTION

The President of the University of Wisconsin System recommends the Board of Regents consider stating its opposition to the proposed marriage amendment to the Wisconsin State Constitution, because the amendment, if adopted, would create substantial uncertainty, including potential legal challenges, about the ability to provide employment benefits to domestic partners.

DISCUSSION

As was discussed at the time of the Board's 2004 action, the lack of domestic partner health insurance benefits puts UW System institutions at a disadvantage in terms of attracting and retaining high quality faculty and staff. UW-Madison is the only campus of the eleven Big Ten universities that is not allowed to offer domestic partner health insurance. An increasing number of businesses, including many in Wisconsin, also provide domestic partner health insurance benefits, as do many public and private Universities.

At the time of the 2004 discussion, statements of support for domestic partner health insurance benefits had been approved by all UW System Faculty and Academic Staff governance groups, as well as various constituent groups including Deans, Chief Student Affairs Officers, and United Council.

While the impact of passage of the constitutional amendment on the ability to provide domestic partner benefits is not certain, passage of similar amendments in other states, including Michigan and Ohio, has led to legal disputes over whether domestic partner benefits can be continued. The passage of the amendment here could raise similar issues and controversy.

There is therefore significant concern regarding this constitutional amendment throughout UW institutions. Several shared governance groups have made public statements against the ban (e.g., UW Colleges Faculty Senate; UW-Eau Claire Faculty Senate; UW Extension Faculty; UW-La Crosse Faculty Senate, Academic Staff Assembly, and Student Government; UW-Madison Faculty Senate and Academic Staff Assembly; UW-Oshkosh Faculty Senate and Senate of Academic Staff). Several other campus governance groups are in the process of announcing their opposition to the ban and the impact it would have on an institution's ability to offer domestic partner benefits.

The absence of domestic partnership health insurance benefits hinders UW System competitiveness. Passage of the proposed constitutional amendment may further impede efforts to obtain such benefits in the future. This would further erode the System campuses' ability to attract and retain faculty, and accelerate the departure of faculty and staff such as Rob Carpick, a prominent UW-Madison researcher with a research portfolio of \$3.4 million in grants, who left in part due to the lack of domestic partnership benefits at UW-Madison (as reported in the Wisconsin State Journal, August 24, 2006). This is one visible record of the loss the state experiences due to the proposed constitutional ban and lack of benefits.

RELATED REGENT POLICIES

Regent Resolutions 8817 and 8933.

I.3. Physical Planning and Funding Committee

Thursday, October 5, 2006
UW-Platteville
Pioneer Student Center

9:30 a.m. Campus Tours

11:00 a.m. All Regents

Presentation by Chancellor David Markee:

- Welcome, Introduction to Campus, Ten-Year Highlights
- Diversity Initiatives at UW-Platteville

12:00 p.m. Lunch

1:00 p.m. Joint session of the Physical Planning and Funding Committee and the Business, Finance, and Audit Committee - Platteville Rooms

- a. UW-Platteville: Campus Plan – Now and the Future
- b. Development and Fundraising Challenges at a Comprehensive Institution

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

- c. Approval of the Minutes of the August 17, 2006 Meeting of the Physical Planning and Funding Committee
- d. UW Colleges: Annual Report of City and County Financial Support
- e. UW-Madison: Authority to Accept a Gift-In-Kind of Land to Enlarge the UW-Madison Arboretum, Finnerud Forest
[Resolution I.3.e.]
- f. UW-Madison: Authority to Lease Space on Behalf of the University of Wisconsin School of Medicine and Public Health, Department of Family Medicine – Wausau Family Medicine Residency Facility
[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
- z. Closed session to consider personal histories, as permitted by s.19.85(1)(f) *Wis. Stats.*, related to the naming of a facility at UW-Green Bay

Authority to Accept a Gift-In-Kind
from the University of Wisconsin
Foundation, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to accept a gift-in-kind of land in the Town of Minocqua, Oneida County, to enlarge the University of Wisconsin-Madison Arboretum's Finnerud Forest. The value of this gift-in-kind from the University of Wisconsin Foundation is approximately \$80,000.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action October 2006

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to accept a gift-in-kind of land in the Town of Minocqua, Oneida County, to enlarge the University of Wisconsin-Madison Arboretum's Finnerud Forest. The value of this gift-in-kind from the University of Wisconsin Foundation is approximately \$80,000.
3. Description and Scope of Project: This gift includes 31.70 acres of undeveloped land adjacent to the south side of the Finnerud Forest. The parcel is located approximately four miles southwest of the downtown Minocqua business district. (See attached location map.)

Mary Barbara Annan of Fairbanks, Alaska, has donated the property to the University of Wisconsin Foundation in memory of her father who knew the Finnerud family. There is a small pond on the property which will be named Annan Pond for her father. At present, there is no name attached to the pond on the US Geological Survey maps, and the Department of Natural Resources has confirmed that it is available for naming.

A Phase I Environmental Site Assessment of the parcel showed no adverse environmental conditions.

The UW-Madison Arboretum will be responsible for long term management. Arboretum management of its remote properties utilizes local stewards as well as staff and faculty from Madison. The management of these additional lands will be integrated with that of the Finnerud Forest.

4. Justification of the Request: The University of Wisconsin Regents accepted a conveyance of interest in the Finnerud property in Oneida County, near Minocqua in 1958. The forest is a 300-acre tract of northern upland forest and sphagnum bog on Kawaguesaga Lake in Oneida County. The forest's main feature is an old-growth red pine stand that is more than 140 years old and one of the few stands of mature pine left in northern Wisconsin. Additional species include white pine, paper birch, red oak, red maple, and aspen. The shrub layer is composed of tree saplings, beaked hazelnut, and various briars, while typical plants of this forest type are pipsissewa, wintergreen, barrens strawberry, bunchberry, and trailing arbutus. Also in the area is an extensive area of bog and bog forest, and about one mile of shoreline on Lake Kawaguesaga.

The Finnerud Forest is a prime example of old-growth conifer-hardwood forest and is extensively used in teaching because it exemplifies the type of forests that existed before

exploitative logging. Research activities have been confined to those that involve little disruption to the site. Examples of projects include studies of the ecophysiology of the understory herb *Trientalis borealis*, function and distribution of mycorrhizal fungi, and old-growth stand structure and development. It is expected that future research activities, including those in the new parcel, will continue to be limited to minimally obtrusive investigations to preserve the forest's pristine character.

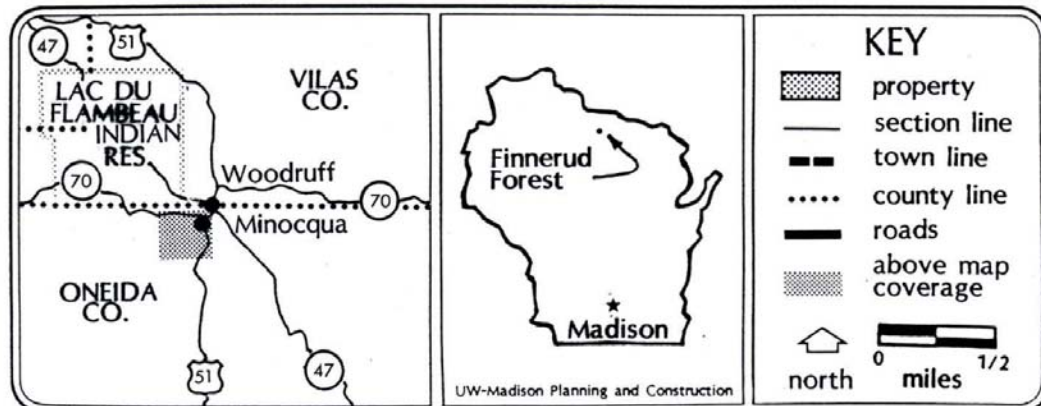
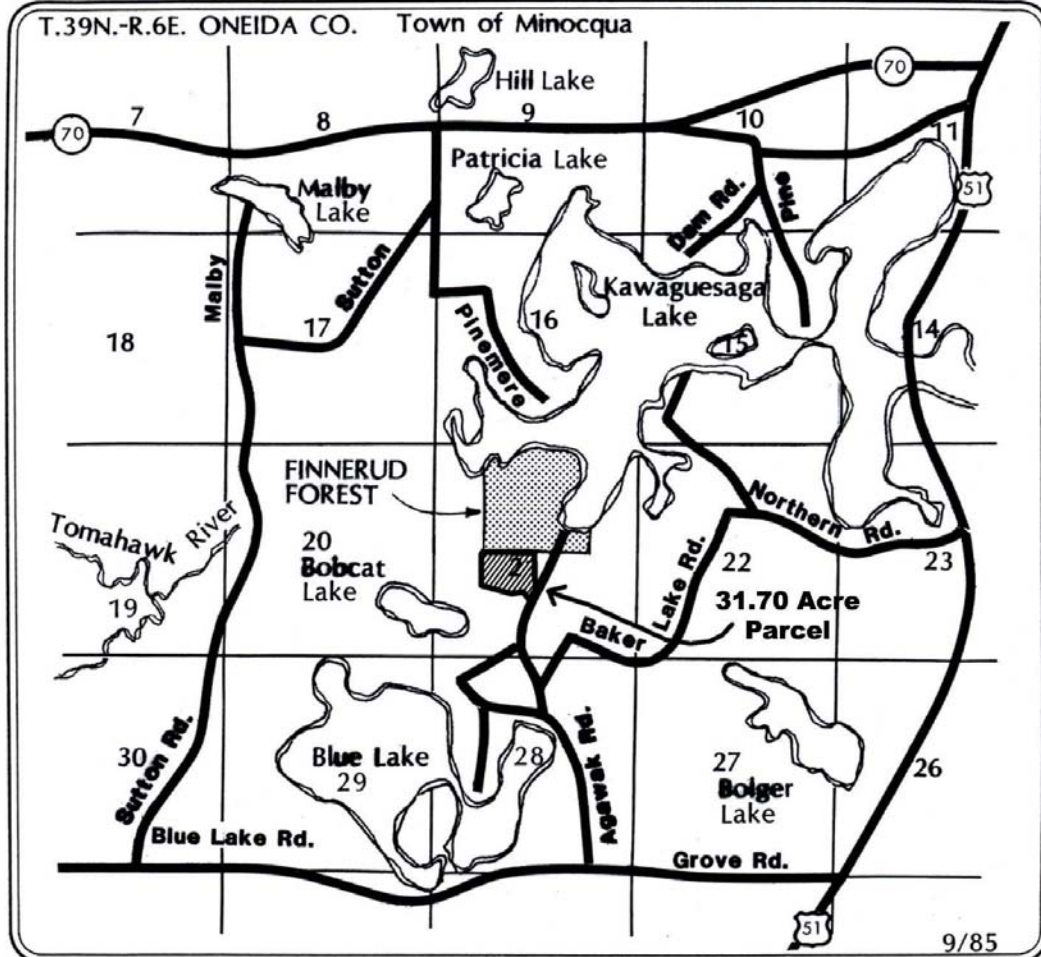
5. Budget: Not applicable.
6. Previous Action: None.

Land Acquisition (Gift-in-kind)



UW-MADISON LAND ATLAS

Finnerud Forest



2A.FIF.03

Authority to lease space for the School of
Medicine and Public Health's Department of
Family Medicine - Wausau Clinic,
UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to lease 21,148 square feet of space at a facility on Wind Ridge Drive, Wausau, Wisconsin, on behalf of the School of Medicine and Public Health's Department of Family Medicine - Wausau Clinic.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action October 2006

1. Institution: The University of Wisconsin-Madison
2. Request: Request s authority to lease 21,148 square feet of space at a facility on Wind Ridge Drive, Wausau, Wisconsin, on behalf of the School of Medicine and Public Health's Department of Family Medicine – Wausau Family Medicine Residency facility (Wausau Clinic).

Lessor: Aspirus Wausau Hospital
PO Box 1395
425 Pine Ridge Boulevard
Wausau, Wisconsin 54402-1395

3. Lease Information: The proposed lease covers 21,148 square feet of patient care and office space at the Aspirus Wausau Hospital for the Department of Family Medicine's Wausau Clinic. The lease is for the period beginning August 1, 2007 (or date of occupancy) through July 31, 2022, at an initial annual rate of \$521,087. That rate includes the annual base rental rate of \$444,108 (\$21/GSF) and estimated annual operating expenses of \$76,979, not including janitorial expenses or real estate taxes. The Aspirus Foundation will in turn increase its contribution to the UW Residency Program by \$340,740 annually. The Hospital is expecting this property to remain tax exempt, but should property taxes be assessed, the Department of Family Medicine would be responsible for a prorated share estimated at \$99,859. The lease will include multiple five-year renewal options.

The lease rental will be financed with department program revenue. Private fundraising will enable the clinic to upgrade to state of the art equipment in this new facility. The Aspirus Wausau Hospital funding to construct the facility is estimated at \$5.8 million, not including the land currently owned by Aspirus valued at \$500,000.

There is no purchase option included in this lease mainly due to the "community funding" of this project.

4. Description and Scope of Project: This lease will address the Wausau Clinic's shortage of space for its medical residency program in family medicine. The current 15,800 GSF clinic, located at 995 Campus Drive in Wausau, is no longer able to meet the needs of its patients and accommodate the educational requirements of the School of Medicine and Public Health.

The project will relocate the clinic from its present facility to a new facility located on a medical campus owned by Aspirus Health Foundation. The Department of Family

Medicine has been working with Aspirus Wausau Hospital over the past year on needs analysis and site planning for the new facility. A preliminary building plan encompassing 28,872 GSF on two levels has been developed. Exam rooms, procedure rooms, laboratory and radiology facilities will be located on the first level of the clinic. Offices, several small conference rooms, and a 70-seat auditorium will be located on the second level. The auditorium and conference rooms will be used primarily for regional continuing medical education activities and community meetings, but will also be available for clinic activities.

5. Justification: The Wausau Clinic is an educational facility that provides training for family medicine residents, medical students, and physician assistant students while providing care for patients from the Wausau area. In 2004 to 2005, the Wausau Clinic accommodated approximately 11,000 patient visits, nearly 40% of which were Medicaid, Medicare, and uninsured patients. The number of patient visits is expected to grow to 18,000 within five years.

The clinic is sponsored by the UW School of Medicine and Public Health's Department of Family Medicine and Aspirus Wausau Hospital. The clinic is one of seven family medicine clinics that are operated by the department and affiliated with a local community hospital (e.g. Eau Claire, Appleton, Northeast Clinic of Madison). The department graduates 30 to 35 board-certified family physicians from the seven clinics each year. The State of Wisconsin benefits from having over 60% of the graduates practice in the state.

The current clinic was built in 1980 and is no longer able to meet the needs of its patients or to accommodate the educational mission of the Department of Family Medicine. The clinic building is owned by the State of Wisconsin and funded by program revenue bonds. Annual payments for principal and interest are \$75,000 a year, and the bond amortization will be complete in fiscal year 2007-08. The land on which the current clinic is located is leased to the state by the North Central Technical College (NTC). Terms of the existing lease stipulate that ownership of the building will go the NTC when the lease is terminated, and that the NTC will assume any remaining debt service.

6. Previous Action: None.

REVISED

9/27/06

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

October 6, 2006

9:00 a.m.

University Rooms

Pioneer Student Center

UW-Platteville

Platteville, Wisconsin

II.

1. Calling of the roll
2. Approval of the minutes of the August 17 and 18, 2006 meetings.
3. Report of the President of the Board
 - a. Report on the September 6, and October 4, 2006 meetings of the Hospital Authority Board
 - b. Report on the September 26, and 27, 2006 meetings of the Wisconsin Technical College System Board
 - c. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. UW-Platteville presentation: The Role of the University in the Region
 - b. Additional items that the President of the System may report or present to the Board
5. Report of the Business, Finance, and Audit Committee
6. Report of the Education Committee
7. Report of the Physical Planning and Funding Committee
8. Additional resolutions
 - a. Resolution of appreciation to UW-Platteville
9. Communications, petitions, or memorials
10. Unfinished or additional business
11. Recess into closed session to consider UW-Madison and UW-Green Bay honorary degree nominations, as permitted by s.19.85(1)(f), *Wis. Stats.*, to confer with legal counsel regarding pending and potential litigation, as permitted by s.19.85(1)(g), *Wis. Stats.*, and to consider naming of a UW-Green Bay facility after a person, as permitted by s.19.85(1)(f), *Wis. Stats.*

The closed session may be moved up for consideration during any recess called in 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)