



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

May 30, 2007

TO: Each Regent

FROM: Judith A. Temby

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

**PUBLIC MEETING NOTICE**

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at UW-Milwaukee Union, 2200 East Kenwood Boulevard, Milwaukee, Wisconsin on June 7 and 8, 2007.

**Thursday, June 7, 2007**

9:30 a.m. – All Regents

- UW-Milwaukee Presentation: Regional Economic Development Plan  
Union – Wisconsin Room

10:30 a.m. – All Regents

- Dennis Jones, President, National Center for Higher Education  
Management Systems  
Union – Wisconsin Room

12:00 p.m. – Lunch

1:00 p.m. - Education Committee meeting – All Regents Invited

- Plan 2008 Progress Report  
Union – Wisconsin Room

2:00 p.m. - Education Committee meeting  
Union – Wisconsin Room

2:00 p.m. - Joint meeting of the Physical Planning and Funding Committee and the  
Business, Finance, and Audit Committee  
Union – Fireside Lounge

2:30 p.m. - Business, Finance, and Audit Committee reconvened  
Union – E280

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2:30 p.m. - Physical Planning and Funding Committee reconvened

Union – Fireside Lounge

Friday, June 8, 2007

7:30 a.m. – Continental Breakfast Buffet  
Wisconsin Room Lounge

9:00 a.m. – Board of Regents meeting  
Union – Wisconsin Room

*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, June 7, 2007, at 10:00 a.m. until approximately 12:00 p.m., and Friday, June 8, 2007, at 9:00 a.m. until approximately 12:00 p.m.*

*May 24, 2007*

I.1. Education Committee -

Thursday, June 7, 2007  
University of Wisconsin-Milwaukee  
Union - Wisconsin Room  
2:00 p.m.

9:30 a.m. All Regents

- UW-Milwaukee Presentation: Regional Economic Development Plan

10:30 a.m. All Regents

- Dennis Jones, President, National Center for Higher Education Management Systems

12:00 p.m. Lunch

1:00 p.m. Education Committee – All Regents Invited

- Plan 2008 Progress Report

2:00 p.m. Education Committee

- a. Approval of the minutes of the May 10, 2007, meeting of the Education Committee.
- b. Program Authorizations:
  - (1) UW-Parkside: Bachelor of Applied Health Science;  
[Resolution I.1.b.(1)]
  - (2) UW-Milwaukee: B.S. in Computer Engineering;  
[Resolution I.1.b.(2)]
  - (3) UW-Milwaukee: Ph.D. in Information Studies.  
[Resolution I.1.b.(3)]
- c. Presentation: UW-Milwaukee's Dual Mission of Research and Access
- d. Committee business:
  - (1) UW-Green Bay: Mission Revision (First Reading);
  - (2) UW System Appointments to the Natural Areas Preservation Council;  
[Resolution I.1.d.(2)]
  - (3) Report on Promotions, Tenure Designations, and Related Academic Approval Items.  
[Resolution I.1.d.(3)]
- e. Report of the Senior Vice President for Academic Affairs.
- f. Additional items that may be presented to the Education Committee with its approval.

**PROGRESS REPORT ON *PLAN 2008*:  
REFLECTIONS ON THE PAST, PROSPECTS FOR THE FUTURE**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In the effort to advance educational excellence and diversity through expanded opportunity across the University of Wisconsin System, *Plan 2008: Educational Quality through Racial and Ethnic Diversity* was developed in 1998 by the UW System Office of Multicultural Affairs (now called the Office of Academic Diversity and Development), from a wide variety of constituents both internal and external to the UW System. The Plan was formally adopted by the Board of Regents in May, 1998. At that time, the Board directed the President of the UW System to report each biennium on the System's progress in achieving the Plan's seven goals.

Following the adoption of *Plan 2008*, each UW System institution developed an individualized institutional diversity plan focusing on race, ethnicity and economic disadvantage. The Plan's ten-year time horizon was divided into two five-year segments allowing institutions the flexibility to respond to their unique experiences, student demographics, and campus climates, as well as to ever-changing social, economic and legal environments.

During the first phase of the Plan, the UW System Office of Academic Diversity and Development (OADD) worked with the institutions to help facilitate the implementation of their individual plans. OADD presented its first major report on *Plan 2008* to the Board of Regents in fall 2001. In 2004, OADD followed with another Report to the Board, "Diversity: A Wisconsin Commitment, An American Imperative," a mid-point review and assessment outlining institutional and System progress during the first five years of *Plan 2008*, as well as the challenges that remained.

The Board of Regents has provided both support and direction to UW System Administration and the institutions throughout the implementation of *Plan 2008*. After reviewing the midpoint progress of *Plan 2008* in April 2004, the Board established as a priority for Phase II the closing of gaps in retention and graduation between students of color and their white peers. The Board also asked that institutions focus on critically assessing programs to provide for continuous improvement.<sup>1</sup> The Phase II institutional plans were submitted in December 2004, and included a wide range of approaches to addressing the seven goals of *Plan 2008*, among them the Regent focus on closing gaps in enrollment, retention and graduation.

In February 2005, the Board of Regents adopted Resolution 8970, which reaffirmed the Board's compelling interest in and commitment to achieving educational diversity at all UW System institutions through an array of programs, including *Plan 2008*. Resolution 8970 included specific recommendations to be undertaken by the UW System Administration (UWSA) and the institutions in the implementation of Phase II of *Plan 2008*. Among its recommendations, the Board directed UWSA and the institutions to adopt systemwide by June 2005, a diversity accountability report card with measurable goals that would track the progress

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<sup>1</sup> [Plan 2008 Phase I Report - Report on Diversity: A Wisconsin Commitment, An American Imperative, April 2004](#), April 2004 Report to the UW System Board of Regents.

made in closing the achievement gap between UW students of color and white students. The Board also asked for the establishment of a systemwide diversity award recognizing excellence in diversity programming or achievement, increased attention in Phase II to accountability, and recommended that Chancellor evaluations include progress on *Plan 2008* goals.

Under consideration in June 2007 is the penultimate report and evaluation of *Plan 2008* (the years 1998-2007), which highlights both the progress that has been made, and the challenges that remain for the years 2008 and beyond. The report contains summary data from both Phase I (1998-2003) and Phase II (2004-present), and provides examples of best and promising practices implemented to advance the goals of *Plan 2008* at the system and the institutional levels. The report assesses the extent to which the UW System has met the Plan's goals, and also sets the stage for the close of *Plan 2008* and the future strategic action plan for equity and diversity in the University of Wisconsin System.

## REQUESTED ACTION

For information only; no action is required.

## DISCUSSION

This *Plan 2008* Report delivers an assessment of the progress the UW System has made in its efforts to enhance educational excellence and diversity through expanded access and opportunity for students and faculty of color, and for economically disadvantaged students. As the key findings delineated below suggest, the UW System has made some progress on the goals of *Plan 2008*, but not to the extent hoped for. Some of the major challenges to progress continue to be systemic in nature, and therefore strategies to address them require the attention and leadership of many sectors (elementary, secondary and post-secondary), and across all levels of the UW System (the Board of Regents, UW System Administration, UW institutions including Chancellors, Provosts, faculty and staff). Through the analytical framework of the Equity Scorecard, UW System campuses have made significant progress in identifying root causes of problems, and are now developing strategies to remedy them. Given the changing demographics of the state, there is no initiative more critical to the state's future than expanding access to and equity in public higher education.

Some of the Report's key findings include:

- **Enrollment:** Since the inception of the Plan in 1998, enrollments of students of color increased both in number and as a share of all students. Students of color increased from 7.5 percent to 9.4 percent of all undergraduates, and from 8.9 percent to 9.4 percent of graduate and professional students.
- **Retention:** The overall retention gap between students of color and majority students has fluctuated each year since 1998. In Fall 2003, the gap began to increase slightly each year through the Fall of 2004. In Fall 2005, the gap increased a full 2 percentage points from 6.7 percent to 8.7 percent.
- **Degrees Earned:** The number of bachelor's degrees earned by students of color increased both in number and as a percentage of all bachelor's degrees conferred. From 1997-98 to 2005-06, graduates of color increased from 6.4 percent to 7.2 percent of all bachelor's degrees.

- **Financial Aid:** Financial aid is critical to continued progress, especially in order to reduce the higher debt burdens of students of color. UW institutions increasingly rely on private dollars for minority and disadvantaged students to help finance their educations.
- **Accountability:** In response to the Board's call for some kind of diversity report card, six UW institutions volunteered in 2006 to participate in the UW System Equity Scorecard pilot, a self-assessment process to advance institutional accountability and learning to close gaps in achievement and attain equity in educational outcomes.

The data contained in this penultimate *Plan 2008* Report provides a critical opportunity for the UW System to assess its progress to date, and to identify areas where additional work is needed. Further, the Report provides baseline data the UW System can use to define its future strategic actions to: 1) achieve equity in educational outcomes for students; 2) build and strengthen the precollege pipeline; 3) achieve student and workforce diversity; and 4) create inclusive and welcoming climates for all.

## **RELATED REGENT POLICIES**

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

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

Regent Resolution 7692, adopted 5/8/98.

Regent Resolution 8850, adopted 6/10/04.

Regent Resolution 8970, adopted 2/11/05.



**University of Wisconsin System**  
***Plan 2008: Years 1999-2007***

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## **Introduction**

The goal of achieving racial and ethnic diversity in the UW System emerges from its mission to serve all people of the state through educational access and opportunity. The core missions of the System's varied institutions include a commitment to:

*Serve the needs of women, minority, disadvantaged, disabled, and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.*

As a means to fulfill this mission, two principal documents have guided the UW System in its efforts. In 1988, *Design for Diversity* was the first systemwide ten-year strategic plan to achieve the vision of a diverse and culturally enriched academic environment. In 1998, *Plan 2008: Educational Quality Through Racial and Ethnic Diversity* was developed to continue the commitment begun by *Design for Diversity*. Both of these ten-year plans have addressed diversity goals by focusing on African Americans, American Indians, Asian Americans--with an emphasis on Southeast Asians--and Hispanic/Latino populations, based on the principle that increasing the participation of these historically under-served populations would enhance the educational experience of all students, better preparing them to live and work in a multicultural society.

Following the adoption of *Plan 2008*, each UW System institution developed an individualized institutional diversity plan focusing on race, ethnicity and economic disadvantage. The Plan's ten-year time horizon was divided into two five-year segments so that plans would be sufficiently flexible for institutions to respond to their unique experiences, student demographics and campus climates, as well as to ever-changing social, economic and legal environments.

For example, two recent court cases have had important implications for the UW System's implementation of *Plan 2008*. In June 2003, the United States Supreme Court handed down decisions in *Grutter v. Bollinger* and *Gratz v. Bollinger*. These cases reaffirmed the principle that institutions of higher education may use race as a "plus" factor in admission decisions to achieve the educational benefits that flow from a diverse student body, when such use is narrowly tailored. The Court also emphasized that race-conscious efforts should serve institutional missions and the needs of all students. These decisions provided additional support to the UW System's future efforts to achieve equity and diversity for all students, faculty and staff. Among the conclusions drawn from the Supreme Court's decisions was that attaining equity and excellence in educational outcomes for all students requires the UW System to integrate these efforts throughout all aspects of campus and institutional missions and operations.

*Plan 2008* is such an integrated plan, the fundamental vision of which is to enhance the educational experience and success of all students. The seven goals of the Plan acknowledge that accomplishing this vision requires increasing the participation and success of students of color and the economically disadvantaged throughout the UW System. To do that, the UW System must partner with other entities to ensure that these students are well-prepared to access and succeed in higher education; create an environment that enhances learning and respect for racial and ethnic diversity and which includes a faculty and staff that is racially and ethnically diverse; and hold itself accountable to achieving its goals and realizing its vision. The Plan acknowledges that the preparation for success in higher education begins early in a child's educational experience, and that resources must be available to assist those who would otherwise be excluded from participation in higher education for financial reasons.

This report reflects on the first nine years of *Plan 2008* and seeks to guide the development of the UW System's future action plan to achieve diversity, equity and inclusive excellence for economically disadvantaged and underrepresented racial/ethnic groups. This report provides information under each of the seven goals of the plan (Appendix A), including precollege participation, enrollment, graduation rates, faculty and staff data, and an array of other information for campus representatives, policy makers, and constituents. Data contained in this report represent primarily the four race/ethnic groups specified by *Plan 2008*. Data specifically on the economically disadvantaged are not available. However, all *Plan 2008* goals and initiatives serve both racial/ethnic groups and the economically disadvantaged.



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**Plan 2008: Key Findings (Fall 1998- Fall 2006)**

While there is significant overlap across *Plan 2008*'s seven goals in terms of objectives, strategies and results, the key findings for the first nine years are:

**Goal 1:** Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions:

- Enrollments of undergraduate students of color increased from 9,992 in 1998 to 13,713 in 2006. Undergraduates of color increased from 7.5 percent to 9.4 percent of all undergraduates.
- Enrollments of graduate and professional students of color increased from 1,975 in 1998 to 2,249 in 2006. Graduate and professional students of color increased from 8.9 percent to 9.4 percent of all graduate and professional students.
- Service rates for Wisconsin high school graduates of color declined from 23 percent in 1998 to 21 percent in 2006.

**Goal 2:** Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age:

- Participation in UW System M/D precollege programs increased from 2002-03 to 2004-05, but then declined in 2005-06, primarily due to decreases in federal funding and state scholarships.
- Of the M/D precollege participants that the UW System is able to track, 22 percent enrolled in the UW System as new freshmen through fall of 2005.
- UW System precollege programs reach fewer than 8 percent of K-12 students of color in Wisconsin.
- Increased commitment by UW institutions—in terms of both human and fiscal resources—to provide a variety of precollege programs and activities.

**Goal 3:** Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student population as a whole:

- The gap in retention and graduation rates between students of color and white students persists. Among students of color, African Americans and American Indians have the lowest retention and graduation rates.
- The number of bachelor's degrees earned by students of color increased both in number and as a percentage of all bachelor's degrees conferred. From 1997-98 to 2005-06, graduates of color increased from 6.4 percent to 7.2 percent of all bachelor's degrees.
- Master's, doctoral, and professional degrees earned by students of color increased in number but declined as a percentage of all graduate and professional degrees conferred. From 1998-99 to 2005-06, degree recipients of color decreased from 8.1 percent to 7.9 percent of all graduate and professional degrees.

**Goal 4:** Increase the amount of financial aid available to needy students and reduce their reliance on loans.

- Since the 1997-99 biennium, funding for the Lawton Undergraduate Grant and Advanced Opportunities Programs has increased by 65 percent and 50 percent respectively.
- UW institutions have established many privately funded scholarship programs under Plan 2008.

- Almost three-fourths of undergraduates of color (72 percent) had financial need as defined by the Federal Needs Analysis methodology, compared with less than half of white undergraduates (43 percent).
- Debt levels for African American and Hispanic/Latino graduates remain higher than those of white, Asian, and Native American graduates.
- Over the past fifteen years, the average cost of attendance at public four-year institutions has increased at a greater rate than median income of low-income families.

**Goal 5:** Increase the number of faculty, academic staff, classified staff, and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.

- Employees of color have increased in every employment category, both in number and as a percent of all employees, since 1998. Tenured and tenure-track faculty had the greatest number of employees of color in 2006 (1,345). Non-instructional academic staff had the greatest proportion of employees of color in 2006, 14.1 percent of employees.
- Asian employees increased the most since 1998, both in number and as a proportion of all employees.

**Goal 6:** Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.

- Through a variety of programs, initiatives and activities, UW institutions continue efforts to integrate multicultural content into courses, to deepen respect and understanding of racial and ethnic diversity among majority students, and to create supportive learning environments for students of color.
- The UW System Office of Academic Affairs has integrated multicultural infusion and contributions toward diversity into the assessment criteria used for academic program review and approval.
- The UW System Office of Academic Affairs hosted a conference on curricular infusion for UW System faculty and staff.
- The UW System Office of Academic Affairs administers a number of grant and professional development programs for UW System faculty and staff dedicated to advancing diversity in the classroom and beyond.

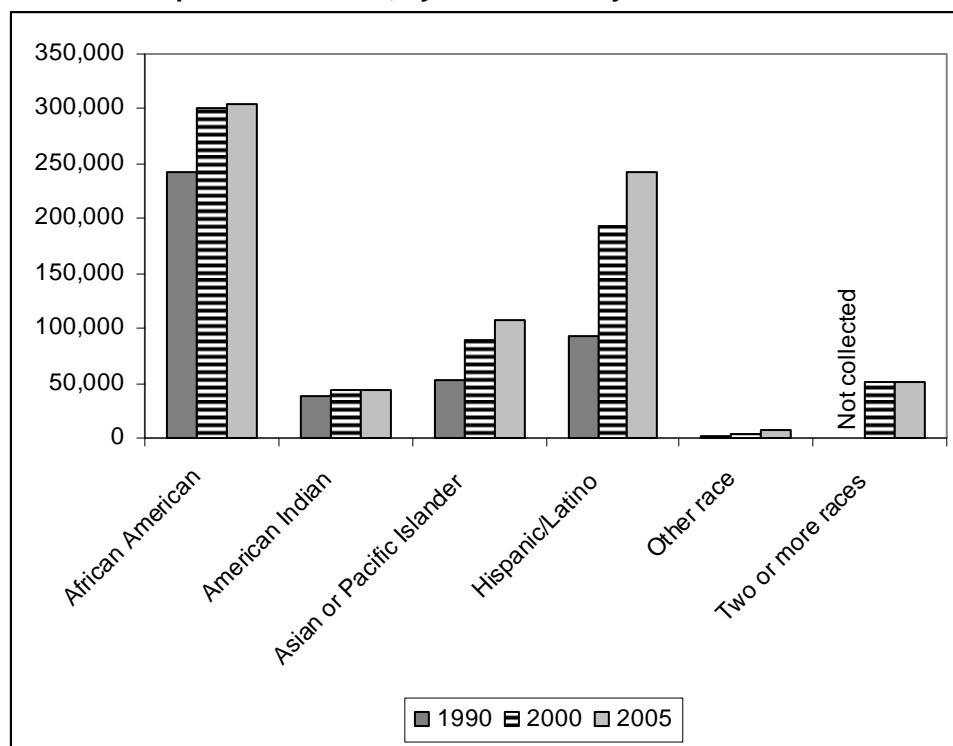
**Goal 7:** Improve accountability of the UW System and its institutions.

- The Board of Regents passed Resolution 8970 in February 2004, asking for greater accountability across the UW System in its efforts to advance diversity.
- Chancellor evaluations include an assessment of institutional progress toward systemwide priorities, including diversity and *Plan 2008*.
- UW institutions have included diversity efforts in program and performance reviews.
- Six UW institutions are piloting the UW System Equity Scorecard Project, a self-assessment process to advance institutional accountability and learning to close gaps in achievement and attain equity in educational outcomes.

**Goal #1: Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.**

As is the case in the rest of the country, the face of Wisconsin is changing. Between 1990 and 2005, the percentage of the state's population made up of people of color increased from 9 percent to 14 percent. The Hispanic/Latino population grew the fastest during this period, from 2 percent to 5 percent of the Wisconsin population, an increase of approximately 150,000 people. African Americans increased from 5 percent to 6 percent of the population, and Asian or Pacific Islanders increased from 1 percent to 2 percent. American Indians remained at 1 percent of Wisconsin's population.

**Wisconsin Population of Color, by Race/Ethnicity**



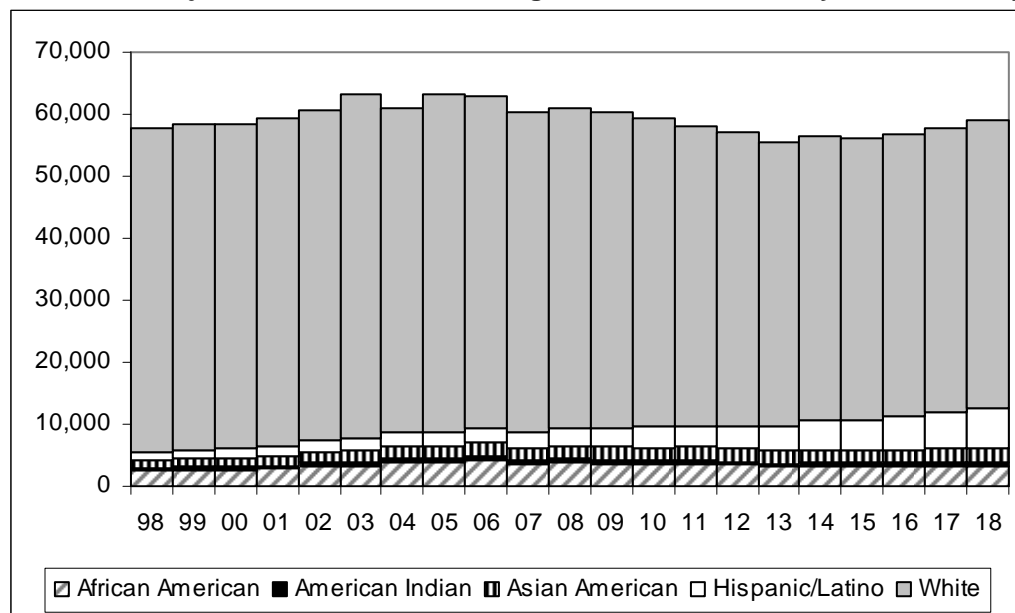
Sources: 1990 Census, 2000 Census, 2005 American Community Survey

Also between 1990 and 2005, several counties experienced significant growth in communities of color. The number of Hispanic/Latino residents more than doubled in Milwaukee County, from approximately 45,000 to 97,000, more than tripled in Dane County, from approximately 5,700 to 19,700, and increased more than fourfold in Brown County, from approximately 1,500 to 13,000. In Marathon County, the Asian population more than doubled from approximately 2,500 to 5,800 residents. The African American community is also growing, although to a lesser degree, and the American Indian community has essentially remained the same.

The demographic changes in the general population are also reflected in Wisconsin's public high schools. Since 1998, high school graduates of color have increased both in number and as a share of all public high school graduates. In 1998, 10 percent of public high school

graduates were graduates of color. By 2006, the proportion rose to 15 percent. By 2018, graduates of color are projected to make up 22 percent of public high school graduates.

#### Actual and Projected Wisconsin Public High School Graduates by Race/Ethnicity

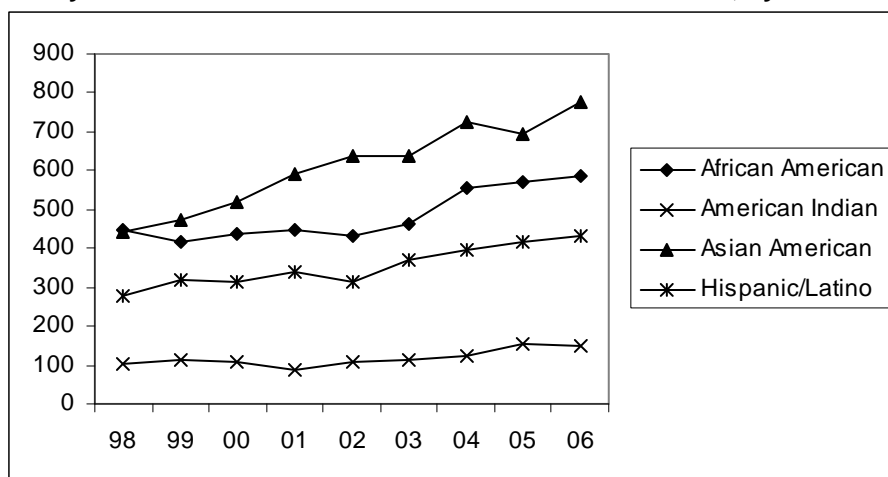


Sources: Wisconsin Department of Public Instruction and Western Interstate Commission for Higher Education.

#### Enrollment of Students of Color in the UW System

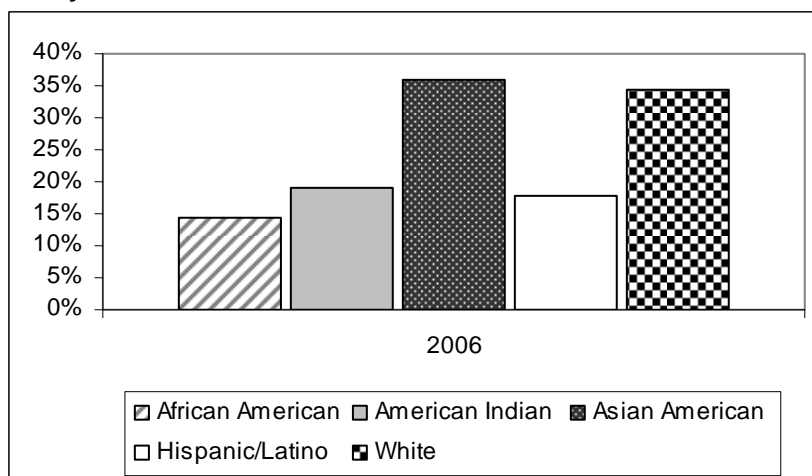
Since 1998, the enrollment of students of color in the UW System has increased, both in absolute number and as a share of total enrollment. The number of Wisconsin high school graduates of color that enrolled at a UW institution immediately after high school graduation has increased since 1998. In fall 2006, 1,941 Wisconsin immediate new freshmen of color enrolled in the UW System, 53 percent more than in 1998, compared to a growth of 6 percent for White students. Asian Americans constituted the greatest number of Wisconsin immediate new freshmen of color in 2006, 775, and experienced the greatest increase from 1998, 76 percent. American Indians constituted the smallest number, 148 in 2006, while African Americans experienced the lowest rate of growth among students of color, 31 percent.

### UW System Wisconsin Immediate New Freshmen of Color, by Race/Ethnicity



Although the number of Wisconsin immediate new freshmen of color has increased since 1998, the number of Wisconsin high school graduates of color increased at a greater rate during the same period. As a result, the service rate, or the percentage of Wisconsin high school graduates of color who immediately enroll in the UW System, decreased slightly from 23 percent in 1998 to 21 percent in 2006. Service rates for individual race/ethnic groups remained relatively stable during this period. In 2006, Asian Americans had the highest service rate, 36 percent. African Americans had the lowest service rate, 15 percent. See Appendix B for details.

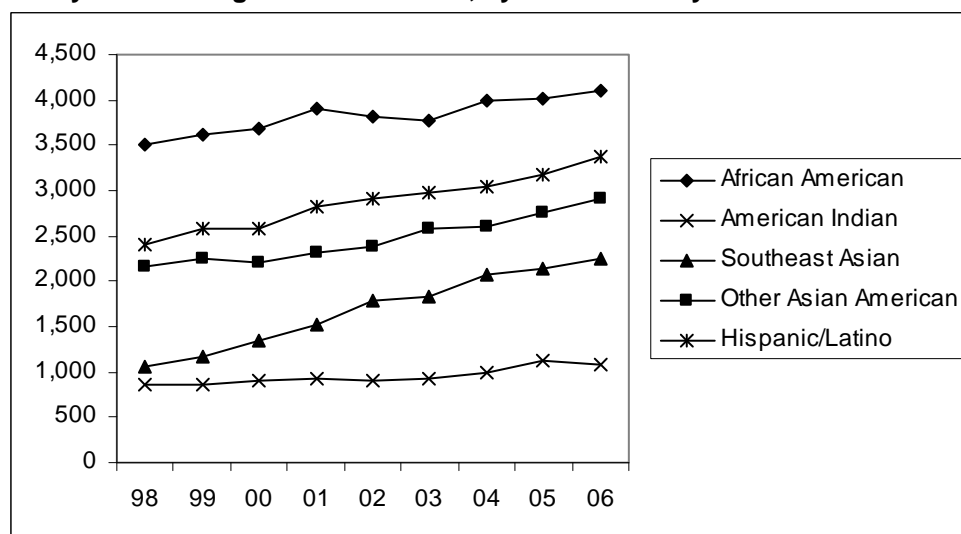
### UW System Service Rates for Wisconsin Immediate New Freshmen, by Race/Ethnicity



### Enrollment by Level

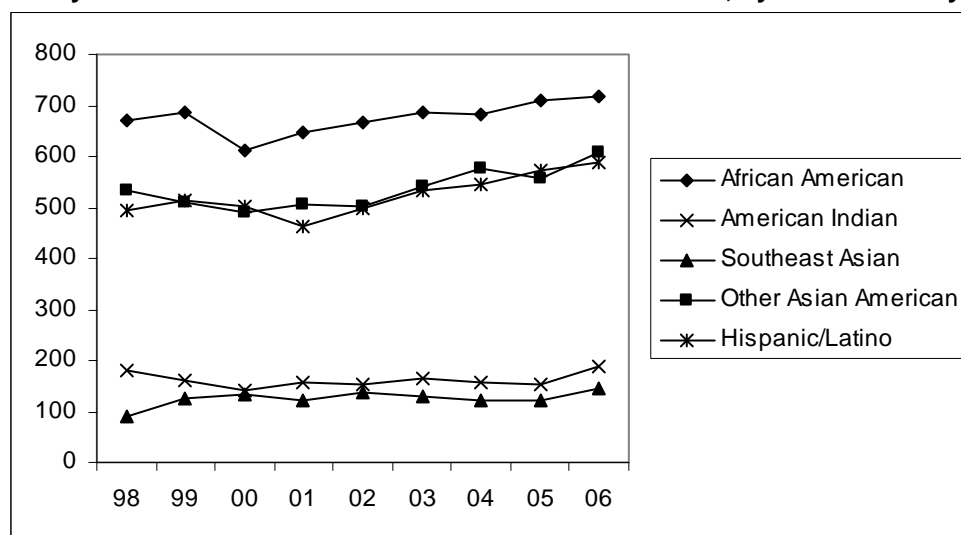
Between 1998 and 2006, the number of undergraduates of color (Wisconsin resident and non-resident) increased 37 percent, from 9,992 to 13,713. The number of Southeast Asian undergraduates more than doubled during this period, from 1,058 to 2,245. Hispanic/Latino undergraduates had the second highest rate of increase, 41 percent. In comparison, the number of white undergraduates increased by 7 percent during this period. See Appendix C for details.

### UW System Undergraduates of Color, by Race/Ethnicity



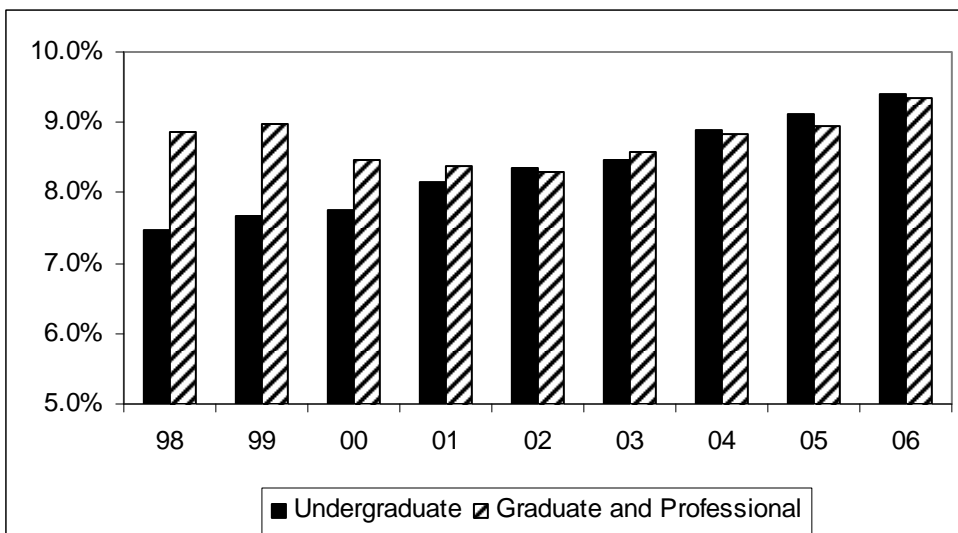
The number of graduate and professional students of color increased at a more modest rate, 14 percent, compared to the 37 percent increase for undergraduates of color. The number of graduate and professional students of color in 1998 (1,975), declined in 2000 before increasing to 2,249 in 2006. During this period, the number of African American graduate and professional students increased 7 percent, the same as the percentage increase in white students. Southeast Asian students had the greatest increase in percentage terms, 58 percent, while Hispanic/Latino students increased the most in number, 94. American Indian students increased at a rate of 4 percent, less than that of white students. See Appendix D for details

### UW System Graduate and Professional Students of Color, by Race/Ethnicity



At both the undergraduate and the graduate/professional levels, students of color increased as a proportion of the student body. Undergraduates of color increased as a share of the student body from 7.5 percent in 1998 to 9.4 percent in 2006. Graduate and professional students of color declined slightly from their share of the student body in 1998, 8.9 percent, to a low of 8.3 percent in 2002, before increasing to 9.4 percent of the student body in 2006. See Appendix E for details.

**UW System Students of Color as a Percent of All Students, by Student Level**

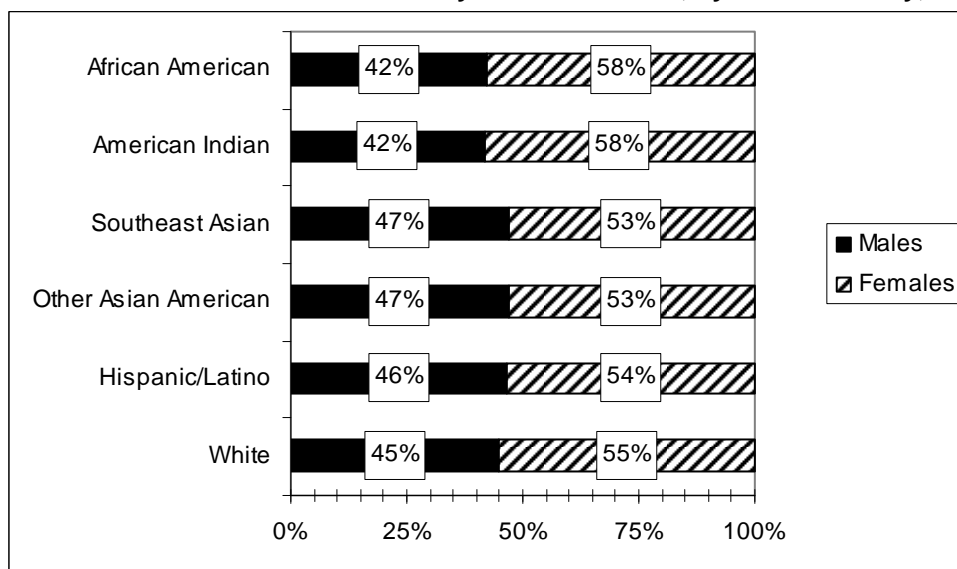


### Enrollment by Gender

The majority of students of color in the UW System are female, 55 percent in 2006. This proportion is the same as the proportion of White students who are female. Since 1998, this proportion has been within 1.5 percentage points of 55 percent both for students of color and for White students.

Among race/ethnic groups, however, the proportion of students who are female varies. In 2006, African Americans and American Indians were the highest proportion female, 58 percent. In contrast, Southeast Asians and other Asian Americans were the highest proportion male, 47 percent. These proportions have been fairly stable since 1998, with the exception of Southeast Asians. In 1998, males comprised 54 percent of Southeast Asian students, declining to 47 percent in 2006. See Appendix F for details.

**Percent Males and Females of UW System Enrollment, by Race/Ethnicity, 2006**



## **Examples of Recruitment Programs That Are Making A Difference**

### **UW-Green Bay NE Wisconsin Initiative**

Established in 2003, this initiative seeks to increase the UW-Green Bay enrollment of students of color from the Green Bay metropolitan and NE Wisconsin regional schools. The project involves a series of highly focused programs, and frequent visits and follow-up activities to area high schools that specifically target local students of color. Programs offered are customized to the interests and needs of the prospective students. The total enrollment of students of color has increased each year from 320 or 7 percent of the student body in 2004, to 399 or 7 percent in 2006 (Note: Even though there was an increase in the absolute numbers of students of color enrollments, the percent representation of students of color did not change because of the overall increase in total enrollments.) The percentage enrollments of the total students of color coming from Green Bay public and other Brown County high schools has increased 44 percent in the past 3 years: in 2004, 91 students or 16 percent; in 2005, 112 students or 19 percent; and in 2006, 131 students or 21 percent.

### **UW-Madison Academic Advancement**

The Academic Advancement Program, housed in the College of Letters and Science, is a well-established program at UW-Madison that focuses on providing access to higher education for disadvantaged students who show high potential and who are academically at risk. The AAP program offers support services for students and is designed to increase access, retention and graduation of multicultural and disadvantaged students. The Academic Advancement Program works closely with the Admissions Office to identify students of color for whom UW Madison is a good match. In 2006, AAP welcomed 110 freshman and 4 transfer students. For the years 1996 through 2003, AAP student retention data from the first to third year ranged from 62.7 to 82 percent.

### **UW-Parkside Stepping Stones**

Established in 1992, this is a comprehensive college preparation program that facilitates a smooth transition from high school to college for students in the 9<sup>th</sup> through 12<sup>th</sup> grades. Programs are held at each high school in Kenosha and Racine, and one high school in Milwaukee. Stepping Stones offers workshops about college selection and admissions, scholarship resources, financial aid and ACT preparation. Students develop personal portfolios and practice writing competitive essays. This program is a collaborative effort involving multiple UW-Parkside offices—Admissions, Financial Aid, Career Center, OMSA, Student Support Services—and area high school districts. Over 150 high school students participate in this program. Ninety-five percent of the graduating seniors who have participated in the program enroll in college, and 47 percent of them enrolled in the UW System. This program is funded by the Wisconsin Department of Public Instruction, area businesses in Kenosha/Racine, and through in-kind donations.

### **UW-Platteville Paths to Platteville**

This recruitment program involves bringing students of color to UW-Platteville for campus visits. Students are recruited to visit, apply and enroll at UW-Platteville. Since the inception of the program in 2002, the number of students participating has increased from 50 to 400 per year. Applications from African American students increased by 46 percent from Fall 2002 to Fall 2006: from 36 in 2002, to 221 in 2006-07. During that same period, the number of applications for Hispanic/Latino students increased from 31 to 51, doubled for American Indian students from 10 to 20, and declined slightly for Asian students from 52 to 50.



From 2002 to 2006-07, new freshman enrollments of African American students increased dramatically, from 9 to 54. Southeast Asian students realized the next largest increase among student of color groups, from 2 to 9 and then to 7. During that same period, enrollments for Hispanic/Latino students increased from 8 to 10, and American Indian enrollments fluctuated between 5 to 7 students.

The program is a collaborative effort involving the Multicultural Educational Resource Center, Admissions, Financial Aid, Student Success Center, the Pioneer Involvement Center and Dining Services.

### **UW-Stevens Point Multicultural Leadership Development Series**

This recruitment program is a collaborative effort involving the Admissions and Student Advising Offices. It targets prospective students of color who meet the admissions criteria. The students participate in three events. The first event occurs during the summer months and is designed to foster team building and leadership development while exposing the students to the UWSP campus and resources. The second event occurs during the fall and exposes the students to the academic programs and campus life at UW-Stevens Point. This event also allows the students to participate in a campus preview, and meet UW-Stevens Point students. The third event, a recruitment outreach event, occurs during the spring and involves the Admissions and Student Advising offices meeting with the prospective students to explain the admissions process, and provide additional details about opportunities and challenges facing new students.

Approximately 90 percent of the summer participants apply for admission to UW-Stevens Point. Since the inception of this program, the number of African American students has increased from 59 to 85 students, Southeast Asian students increased from 66 to 131 students, and Hispanic/Latino students increased from 63 to 87 students.

### **UW-Superior – High Touch Recruitment Program**

This is a collaborative effort by the Admissions Office and Multicultural Affairs. The two offices host a number of activities and programs that involve a series of campus visits for students of color from area high schools. Each distinct race/ethnic group has a day when high school students in that group, visit the campus. For the entire day, each high school student shadows a college student from the same racial/cultural background, attending classes, visiting the residence hall, and eating in the cafeteria. Following the visit, the Admissions and Multicultural Affairs Offices contact each student to help them with the application process. Since the inception of the program in 1998, applications of students of color increased by 117 percent. The number of admits from this group has also increased, although not in proportion to the number of applications. Since 1998 the numbers of students of color enrolled at UW Superior increased from 91 to 160 in 2006. The increases result from an increase in those admitted as new freshman, as well as increases resulting from transfer students from the Wisconsin Indianhead Technical College in Superior.

### **Goal #2: Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.**

The UW System has long realized that it cannot achieve the goals of *Plan 2008* by working alone. Over the life of the plan, precollege partnerships have included those that are funded by foundations, one that was an on-line precollege program for migrant families funded by the Department of Education, and other federally funded programs such as TRIO and GEAR

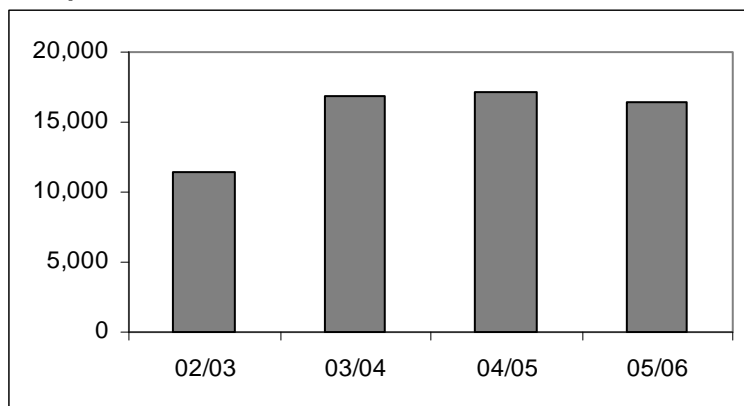
UP, corporate-sponsored K-12 collaborative programs and retention conferences, and federal low-income precollege programs.

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

Since the inception of *Plan 2008*, the UW System and its institutions have made concerted efforts to increase precollege opportunities for M/D students. Registrations in precollege programs have grown dramatically since 1998, reflecting increases in programming and a more concerted effort to identify and count precollege activity across the UW System. Because precollege data collection and analyses were not done uniformly in the early years of *Plan 2008*, this discussion examines recent trends.

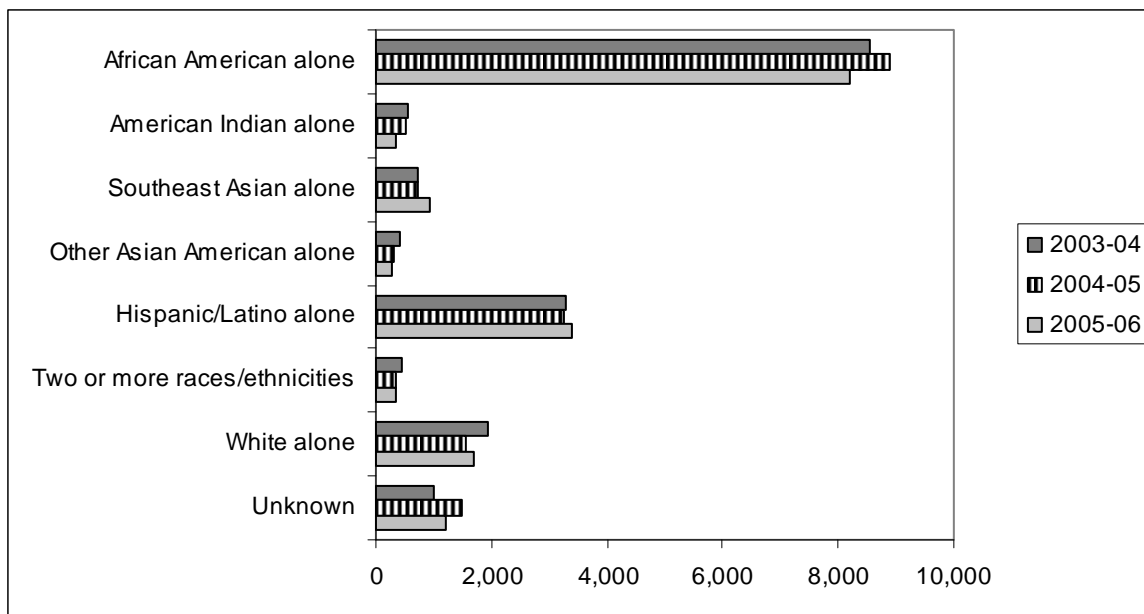
Participation in UW System M/D precollege programs increased from 11,424 enrollments in 2002-03, to a high of 17,073 enrollments in 2004-05. From 2004-05 to 2005-06, enrollments decreased to 16,431, primarily because of a decrease in federal GEAR UP funding and a decline in the number of precollege scholarships from the Wisconsin Department of Public Instruction.

**UW System M/D Precollege Enrollments**  
**Unduplicated Annual Headcount**



Over 80 percent of M/D precollege participants are students of color. African Americans make up half (50%) of M/D precollege participants, with 8,196 enrolled in 2005-06. Hispanic/Latino students are the next largest share of participants, at 21 percent in the most recent year, or 3,405 enrollments. Asian Americans (not Southeast Asians) are the smallest race/ethnic group, with 291 participants in 2005-06. Students indicating two or more races/ethnicities comprise 2 percent of M/D precollege participants. See Appendix G for details.

**UW System M/D Precollege Enrollments by Race/Ethnicity**



Although over 80 percent of UW System M/D precollege participants are students of color, and participation has increased since 2002-03, UW System M/D precollege programs currently reach fewer than 8 percent of the more than 190,000 students of color enrolled in Wisconsin public schools.

Currently, the UW System is able to track only about half of the students beyond their participation in UW M/D precollege programs. Of the UW System M/D precollege participants from 1993-94 to 2005-06, sufficient data exist to track 24,286 participants who are estimated to have graduated from high school. Of these 24,286 participants, 22 percent enrolled in the UW System as new freshmen through fall of 2005.

The UW System continues to improve uniform data collection among UW institutions and explore supplemental ways to improve tracking of precollege participants through high school graduation and on to college both at UW and non-UW institutions.

Below are precollege program exemplars that have proven to be particularly effective in advancing the educational opportunity of students of color and the economically disadvantaged. Also cited are programs that illustrate “promising practices” that, it is anticipated, will eventually prove effective in advancing equity and opportunity for students of color and students who are economically disadvantaged.

## **Precollege Pipeline Programs**

### **UW-Madison PEOPLE**

Established in 1999, the PEOPLE program is a year round college pipeline program for middle and high school students. This exemplary program is funded through state, foundation and corporate sources. This program is a partnership between the UW-Madison School of Education and designated school districts to provide educational services to Wisconsin students in Madison, Milwaukee, Racine, and Waukesha, and from the Bad River, Ho-Chunk, Lac Courte Oreilles, Lac du Flambeau and Menominee Indian Nations. The program requires substantial parent and teacher commitments. The same cohort of students participates in the program each summer until high school graduation.

To date, 99 percent of PEOPLE participants graduated from high school, and 94 percent have enrolled in higher education. Overall, 52 percent of the PEOPLE graduates have enrolled at UW-Madison, and 67 percent enrolled somewhere in the UW System. Ninety-five percent (95%) of the PEOPLE students who entered UW-Madison in fall 2005 were retained from the first to the second year. Ninety-two percent (92%) of the PEOPLE students who entered UW-Madison in fall 2004 were retained from the second to the third year.

Many UW-Madison academic programs and units collaborate with the School of Education towards the success of the program including: the Schools of Business, Human Ecology, Medicine and Public Health, Law, and Veterinary Science; the departments of Engineering, Chemistry, Limnology, Theatre, Music, Anthropology, Art, Journalism; and the Center for Biological Research, the Summer Science Institute, the Research Apprenticeship Program, Career Services, and Information Technology.

The core mission of the program is to increase enrollments and graduation of Wisconsin students who are members of racial/ethnic minorities and low-income students from UW-Madison or other institutions of higher learning. PEOPLE students participate in a rigorous year-round program to strengthen academic skills, explore and cultivate interest in potential college majors and career options, learn about college admissions, major requirements and campus resources, and to provide positive experiences with the UW-Madison campus. PEOPLE high school students work in internships during the summer months.

### **UW-Green Bay Precollege Program Expansion Through Partnerships**

Established in 2003, this program is designed to increase the number of programs offered and students served by UW-Green Bay's precollege programs. It is also designed to improve campus/community relationships with area tribes, K-12 schools, and minority-serving community organizations working to expand educational opportunities for youth. UW-Green Bay has realized a 75 percent increase in the number of precollege students served, from 208 to 362 students. Funding for these programs is the result of successful collaborations with UW-Green Bay, the Oneida Nation, the Entrepreneurs of Color Council of Green Bay, the Green Bay Public Schools and the Wisconsin Department of Public Instruction.

### **UW-Oshkosh *Project Adelante***

*Project Adelante*, funded in 2000 by the U.S. Department of Education and developed by the College of Education and Human Services, was designed to help pre-service teachers, school districts, administrators, and classroom teachers learn effective practices to improve educational achievement for K-12 Limited English Proficiency students, and to improve preparation of pre-

service teachers and graduate teachers. UW-Oshkosh collaborated with UW-Fox Valley, Fox Valley Technical College and several area school districts (Oshkosh Area School District, Neenah School District, Menasha Schools and Appleton Schools) to create this program.. The project aimed to train and license, over a five-year period, 160 new English as a Second Language (ESL) teachers for grades PK-12, and to train at least 100 school administrators and approximately 1,000 pre-service teachers enrolled in UW-Oshkosh's teacher education programs in ESL methods. Within three years, 74 students acquired either initial or professional level ESL licensures through the alternative venue of the project; half of those students enrolled in or completed M.S. degrees. Two-hundred and four undergraduate students received initial or additional licensures for ESL/Bilingual teaching. Twelve school districts and two Head Start programs hired the program graduates, doubling in four years the licensed ESL teachers in the Fox Valley region. In response to PI 34 requirements, the College of Education and Human Services has since modified the program and shifted its focus in undergraduate teacher education.

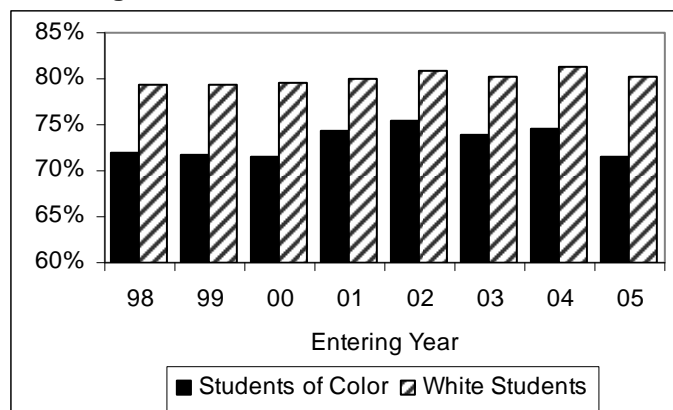
**Goal #3: Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole.**

**Retention**

The first year of college can be a difficult transition period. New freedom and independence, coupled with rigorous courses and social distractions complicate the first year of college for most students. The first year is often a turning point for students, particularly for students of color at majority white institutions. Too often, whether for academic, financial, social, or personal reasons, students decide not to return for the second year.

Students of color entering the UW System are less likely to persist to the second year than white students. Of the new freshmen of color entering full-time in fall 2005, 72 percent returned for the second year at the same UW institution. In comparison, 80 percent of white new freshmen were retained to the second year. Since the entering class of 1998, retention rates of white new freshmen in the UW System increased from 79 percent to 80 percent, while retention rates for students of color fluctuated between 72 and 75 percent. See Appendix H for details.

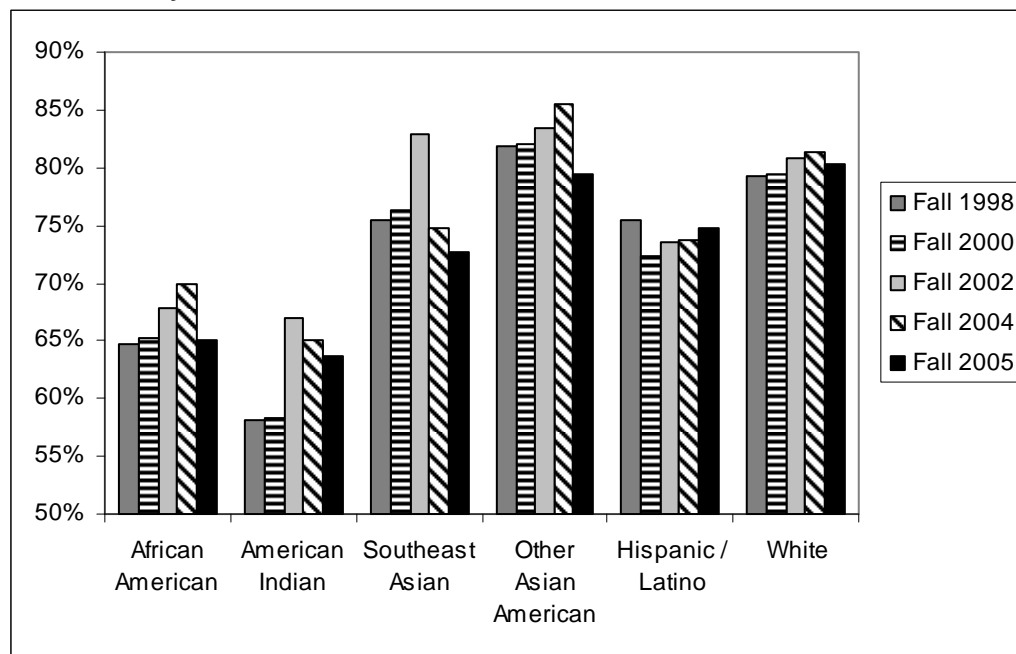
**UW New Freshmen Students of Color & White Students  
Returning to the Same Institution for the Second Year, by Entering Year**



Among race/ethnic groups, African Americans and American Indians persisted to the second year at the lowest rates. From 1998 to 2005, retention rates for African Americans

ranged between 65 percent and 70 percent, while retention rates for American Indians fluctuated between 58 percent and 73 percent. Retention rates for Hispanic/Latino new freshmen declined sharply from 76 percent of those entering in 1998, but increased in subsequent years to 75 percent for the entering class of 2005. Asian American new freshmen (other than Southeast Asians) persisted to the second year at greater rates than white students, with the exception of the entering class of 2005.

#### **UW New Freshmen Returning to the Same Institution for the Second Year, by Entering Year and Race/Ethnicity**



#### **“Closing the Gap” Retention Programs**

##### **UW-Eau Claire Commanding English Program (CEP)**

Established in 1994, the Commanding English Program (CEP) helps U.S. bicultural students (i.e. of Hispanic/Latino and Southeast Asian descent) to develop academic English, and learn strategies to help their successful transition into the campus. Several academic and administrative units collaborate to help the students, including a group of core faculty, academic staff and advisors. They use something comparable to the learning community model to jointly develop and coordinate curricula and guide the students’ academic experiences. In addition to the courses, students work together in extracurricular activities, tutoring and mentoring, and service-learning opportunities.

Evidence suggests that this program is having a positive impact upon efforts to close the achievement gap for CEP program participants at UW-Eau Claire. The average GPA for the 2004-05 cohort of CEP students was 2.96, as compared with the overall GPA for all 1<sup>st</sup> year students at 3.01; for non-CEP students the average GPA was 2.4. In English 110, the GPA for CEP students was 3.33, as compared with all students at 3.08; the average GPA for non-CEP students in English 099 (Developmental English) was 2.91

##### **UW-Madison TRIO Student Support Services**

This is a long-standing, federally funded program designed to increase the retention and graduation of low-income, first-generation students. TRIO is a campus-wide program, open to students from various disciplines. The TRIO program at UW-Madison works with 275 students

per year. From 2005-06 to 2006-07, ninety-two percent (92%) of program participants were retained or graduated.

### **UW-Milwaukee Supplemental Instruction (SI) and the Tutoring Academic Resource Center (TARC)**

Supplemental Instruction is offered to help students in at-risk courses, including large introductory level lecture courses, in which there is a 30 percent or higher rate of Ds, Fs, and Ws (Withdrawals). Supplemental Instruction leaders are advanced students who were previously enrolled in the courses and received no lower than a B+ in the course. SI leaders attend all lectures and hold four review sessions per week. The SI sessions review, reinforce, and clarify course content and incorporate study strategies appropriate for that course. Students are encouraged to attend at least once a week, but may attend any or all of the sessions per week.

The fall 2005 retention rate (to the next semester) for students participating in the Supplemental Instruction sessions is 71 percent (n=21) as compared with a 55 percent (n=613) retention rate for all students who did not participate in SI sessions. A larger number of students of color participated in tutoring; although their retention rate was not as high as that achieved through SI, it still improved. In fall 2005, the first-to-second-year retention rate for the 125 students of color who participated in tutoring was 65.5 percent, as compared with a retention rate of 53.4 percent for the 509 students of color who did not participate in tutoring.

Multiple units and disciplines worked closely with TARC and SI.

### **UW-Stout**

In 2004, UW Stout instituted “academic success plans,” an intensive advising and tutoring initiative for multicultural/disadvantaged students on the campus. The plans involve an assessment of students’ strengths and weaknesses, identification of potential barriers to academic success, discipline-specific tutoring, a course on academic skill development, and cultivation of relationships with the families of students of color. The purpose of this initiative is to ensure that students have the support needed to achieve success at UW-Stout.

Since the initiative was instituted in 2004, the retention rates for M/D students have increased, failure rates have decreased, and contacts with students and families have increased. One feature of the plan is the discipline specific tutoring in math and English. The introduction of the math lab approach, has resulted in a 61 percent reduction in the rate of withdrawals, failures and drop rates in remedial math and a 23 percent reduction in those rates for introductory college math. After one year of the math lab, the gap in failure and withdrawal rates between students of color and white students decreased to less than 20 percent, from more than 40 percent.

This initiative is a collaborative effort involving the following offices or units at UW Stout: Dean of Students, Multicultural Student Services, Financial Aid Office, Office of Admissions and ASPIRE.

### **Mentoring Programs**

#### **UW-Eau Claire Office of Research & Sponsored Programs Diversity Mentoring Program**

Established in 2006, the ORSP developed this program to encourage M/D students to participate in faculty/student research collaborations. Research shows that students who develop a positive relationship with faculty mentors are more likely to succeed in college. The ORSP

works with the Office of Multicultural Diversity and Office of Student Support services to identify potential students and match them with faculty mentors to conduct research projects. During its first year (2005-06), the program served 8 students. One student received an award for his poster presentation at UW-Eau Claire's Research Day; another student presented her findings at a national disciplinary meeting.

### **UW-La Crosse College of Business Administration Student Mentor Program**

Established in 2001, this program is designed to ensure that faculty mentors are assigned to all first-year students of color majoring in business administration. Each year, 12-15 faculty members serve as mentors in addition to their regular academic advising responsibilities. The Office of Multicultural Student Services conducts workshops about effective mentoring of students for faculty in the department. Faculty from each academic department in the College of Business—Accounting, Finance, Economics, Information Systems, Management, and Marketing—participate. In 2001, the first year of this initiative, 13 (92.8 percent) of the 14 students assigned mentors were retained to their fourth year, five of those students graduated (57.1 percent) and three students are still enrolled. Eight (80 percent) of the 10 students assigned mentors in 2003 have been retained through their 3<sup>rd</sup> year.

### **UW-Stevens Point Peer Mentoring**

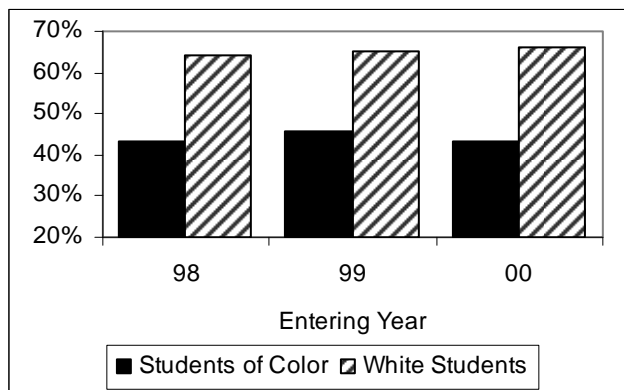
Established in 1997, this program has demonstrated long-term success toward improving the overall retention rate for students of color at UW-Stevens Point. Three-year retention rates have improved from 46.5 to 51.6 percent, with African American students experiencing the largest gain from 39.3 to 63.1 percent. Assessment and evaluation data indicate that 80 percent of the students contacted by the peer mentors realize overall gains. This project is a collaborative effort of the Multicultural Resource Center, the Native American Center and the Peer Mentors.

## **Graduation**

The gap between students of color and white students in second-year retention rates carries over to the rates of graduation within six years from any UW institution. New freshmen of color who entered full-time in fall 2000 graduated by 2006 at a rate of 44 percent, compared with the graduation rate of 66 percent for white new freshmen. This difference in graduation rates is not substantially different from those of the entering class of 1998, which were 43 percent for new freshmen of color and 64 percent for white new freshmen. See Appendix I for details.

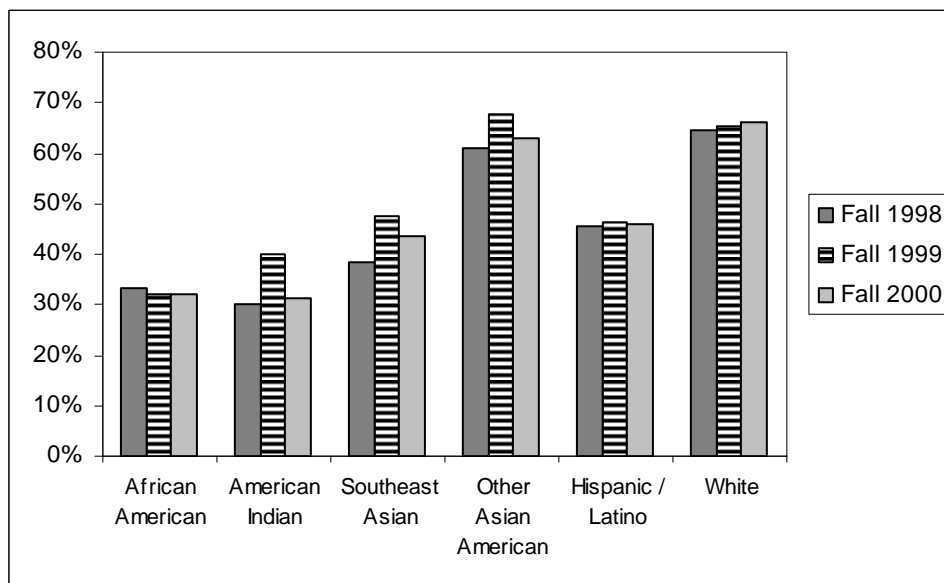


**UW New Freshmen Students of Color & White Students  
Graduating From Any UW Institution Within Six Years, by Entering Year**



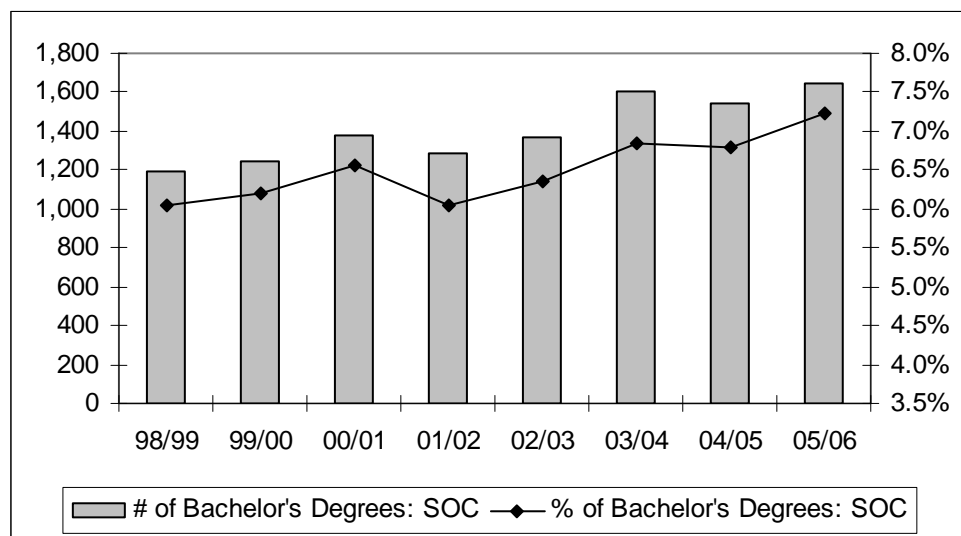
Among race/ethnic groups, graduation rates differ in a pattern similar to that of retention rates, discussed earlier. African Americans and American Indians in the entering classes of 1998, 1999, and 2000 graduated at the lowest rates. Approximately 32 percent of African Americans graduated within six years, while the rates for American Indians ranged between 30 percent and 40 percent. Asian American new freshmen (non-Southeast Asians) graduated at rates similar to those of White new freshmen, between 61 and 68 percent.

**UW New Freshmen Graduating From Any UW Institution Within Six Years, by Entering Year and Race/Ethnicity**



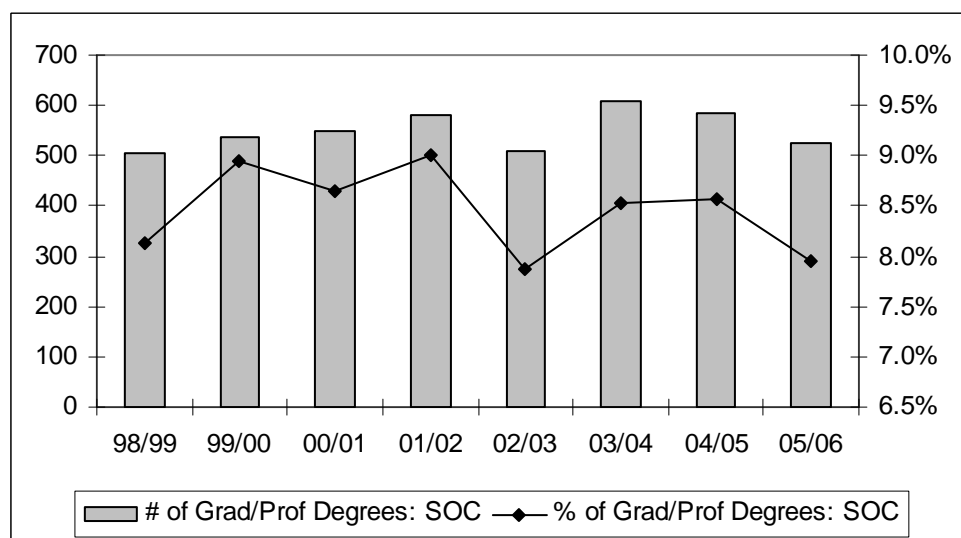
Although a gap in six-year graduation rates persists between students of color and white students, bachelor's degrees earned by students of color have trended upward since the inception of Plan 2008, both in number and as a percentage of all bachelor's degrees conferred. During the 1998-99 academic year, students of color earned 1,256 bachelor's degrees, or 6.4 percent of all bachelor's degrees. By 2005-06, the most recent year available, students of color earned 1,641 bachelor's degrees, or 7.2 percent of the total.

### UW System Bachelor's Degrees Conferred to Students of Color (SOC), in Number and as Percent of Total



Master's, doctoral, and professional degrees earned by students of color increased in number but declined as a percentage of all graduate and professional degrees conferred. Students of color earned 524 graduate and professional degrees in 2005-06, 19 more than the 505 degrees earned in 1998-99. These degrees represented 7.9 percent of all graduate and professional degrees in 2005-06, compared with 8.1 percent in 1998-99. See Appendix J for details.

### UW System Graduate and Professional Degrees Conferred to Students of Color (SOC), in Number and as Percent of Total



## Programs to Improve Graduation Rates

### UW-Stevens Point Project Forward

Established and organized by the School of Education in 2000, this program is funded by the U.S. Department of Education. It is designed to increase the enrollment, retention and graduation of Hmong students and to help them become certified teachers in Wisconsin. To date,

20 graduates of the program are teaching in Wisconsin school districts, 15 students are still enrolled in the program, and their GPAs are above the UW-Stevens Point average.

### **UW-Superior Office of Multicultural Affairs**

The Coordinator of the Multicultural Affairs Office established the improvement of UW-Superior's six-year graduation rate as a target for the campus. The initiative involved the collaborative efforts of the Provost and Multicultural Affairs Coordinator, using an integrated planning and strategic actions approach to support their work to close the gap in graduation rates between students of color and white students. They created a Multicultural Center to serve as a base of support and programming for multicultural/disadvantaged students on the campus. The Center houses the student of color organizations, the Office of Multicultural Affairs, and the American Indian Studies program, as well as a computer lab and study tables. Various academic departments also use the Center for classes, study areas, meetings, and receptions. Since the Center opened, second-year retention rates, and graduation rates have increased for students of color. In 2003, the second-year retention rates for students of color were higher than for students as a whole, 73.3 percent as compared with 63.4 percent. When averaged over a 5-year period, the gap in second-year retention rates narrowed to a 4 percent difference, 63.4 percent for students of color, as compared with students as a whole at 67.8 percent.

### **University of Wisconsin System Alliant Energy/Erroll B. Davis Achievement Awards**

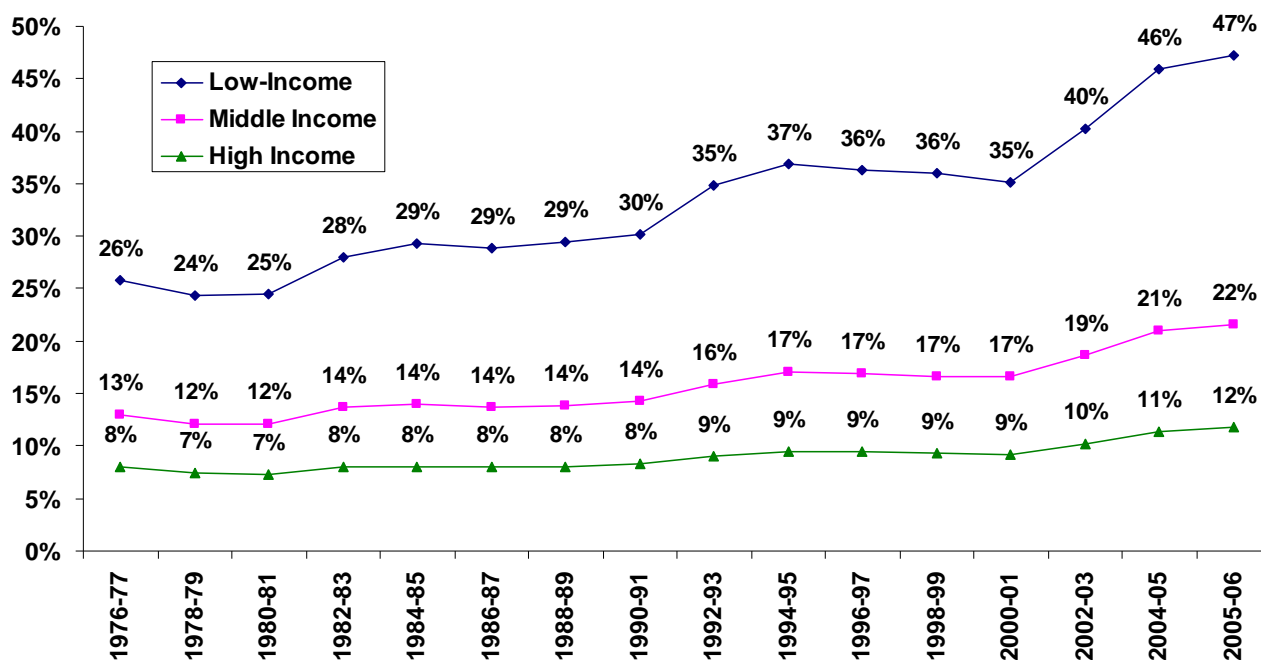
In 2006, the Alliant Energy Foundation presented to the UW System a \$400,000 endowment fund to establish the ALLIANT ENERGY/ERROLL B. DAVIS, JR. ACHIEVEMENT AWARDS. The UW System Administration, UW-Madison and UW-Platteville collaborated with Alliant Energy to define and present the awards to eligible students.

The awards honor outstanding scholarship and community service of undergraduate students from traditionally underrepresented minority groups pursuing a degree in Business or Engineering at UW-Madison and UW-Platteville. The awards provide an incentive for eligible students to engage in community service while attending college, and to graduate with high academic standing. Alliant Energy established the program to recognize and honor Erroll B Davis, former CEO of Alliant Corporation, who was the first Black to head a "Business Week 1000" company and reportedly the only Black CEO of a major public power utility. From 1987 to 1994, Mr. Davis served as a member of the Board of Regents for the University of Wisconsin System.

### **Goal #4: Increase the amount of financial aid available to needy students and reduce their reliance on loans.**

Nationally, over the past fifteen years, the portion of household income of middle-income families needed to pay the costs of higher education—tuition, fees, room and board—has increased from 13 percent to 22 percent. For high-income families the percentage increased from 5 percent to 6 percent. However, higher education costs have increased at a significantly greater rate than has median income for low-income families. Total charges for four-year institutions now represent 47 percent of median income for low-income families compared to 26 percent in the 1976-77 academic year. Grants and financial aid, therefore, play a pivotal role in providing access to college for the economically disadvantaged.

**National Total Charges at Public Four-Year Institutions as a Share of Family Income, 1976-77 to 2005-06 (Enrollment Weighted)**



Source: Annual Survey of Colleges, The College Board, New York, NY; pre-1987-88 tuition data are from Integrated Postsecondary Education Data System (IPEDS), U.S. Department of Education, National Center for Education Statistics; family income data from the U.S. Census Bureau, Current Population Survey. Lowest income quintile (up to \$25,616 for 2005), median income (\$56,194 in 2005), and high income quintile (range = \$103,100 or more in 2005).

In Wisconsin, families of color typically have lower incomes than white families. In 2005, the median income for African American families was 49 percent of the median for all families. American Indian and Hispanic/Latino families had median incomes that were approximately two-thirds of the median for all families. Asian families had the highest median income of families of color, at 97 percent of the median for all families.

**Median Family Income by Race and Ethnicity in Wisconsin, 2005**

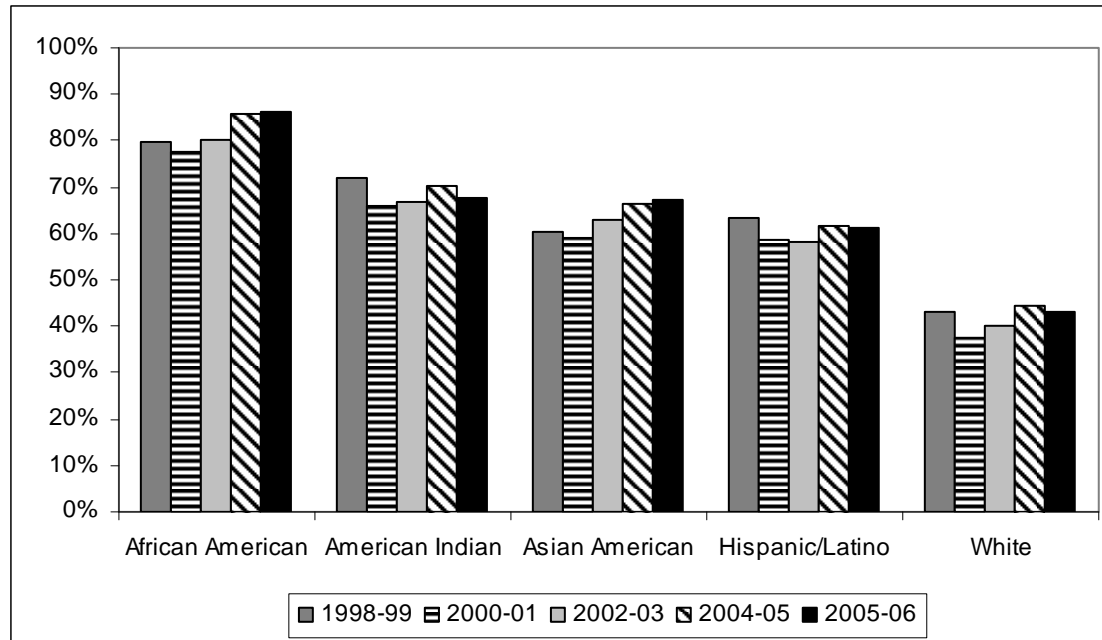
	Median	% of All Families
All Families	\$58,647	100%
African American	\$28,953	49%
American Indian	\$39,508	67%
Asian	\$57,066	97%
White	\$61,104	104%
Hispanic/Latino (any race)	\$36,006	61%

Source: U.S. Census American Community Survey

Among UW System undergraduates, students of color are more likely to have financial need than white students. The majority of UW System undergraduates of color have financial need as defined by the Federal Needs Analysis methodology. In 2005-06, 72 percent of undergraduates of color had financial need, up slightly from 69 percent in 1998-99. In comparison, less than half of white undergraduates had financial need, 43 percent in 1998-99 and in 2005-06.

Among race/ethnic groups, African American undergraduates have been the most likely to have financial need since the inception of *Plan 2008*, with 86 percent having financial need in 2005-06. American Indian undergraduates have been the next most likely to have financial need during this period, with 68 percent having financial need in 2005-06, followed by 67 percent of Asian American, and 61 percent of Hispanic/Latino undergraduates. See Appendix K for details.

### Percent of UW System Undergraduates with Financial Need, by Race/Ethnicity



There are several sources of financial aid available to students in the UW System, including federal (e.g., Pell Grants) and state funding from the Higher Education Aids Board (HEAB), which includes the Wisconsin Higher Education Grant Program (WHEG). Two Wisconsin programs funded through the Legislature target students of color at UW institutions.

The Ben R. Lawton Undergraduate Grant Program for undergraduates and the Advanced Opportunity Program (AOP) for graduate students provide grants to students of color and the economically disadvantaged.

### Changes in Lawton and AOP Grants in the State Biennial Budget 1997-99 and 2005-07

	Lawton	AOP
<b>1997-99</b>		
Biennial Budget		
Increase	\$400,000	\$266,700
Appropriation Total	\$2,406,900	\$4,065,500
<b>2005-07</b>		
Biennial Budget		
Increase	\$608,500	\$534,900
Appropriation Total	\$5,531,400	\$7,090,800
Source: UW System Office of Budget and Planning		

Lawton Undergraduate Grants provide supplementary financial aid to financially needy sophomore, junior, and senior students of color. The grants are a “last grant award,” made after all other state, federal, and scholarship aid has been granted; hence, only the neediest students receive a Lawton grant.

The Lawton Undergraduate Grant and the Advanced Opportunity Programs received increases of 12 percent (\$608,500) and 8 percent (\$534,900), respectively, in the 2005-07 biennial budget.

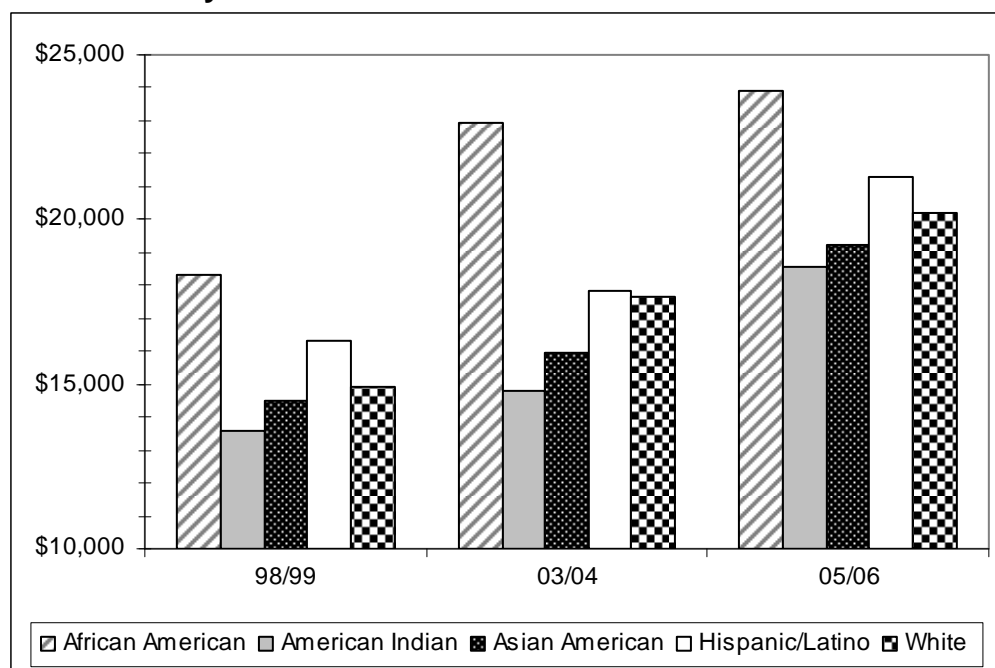
While the increases in the Lawton and AOP Programs have been valuable, they have not kept pace with increases in tuition or the cost of attendance at UW institutions. Nor have they

kept pace with the increases in the number of financially needy undergraduate students of color attending UW institutions.

## Student Debt

While there are grants and loans available to students, loan aid comprises the largest component of financial aid to UW students (72% of total financial aid dollars). This leads to significant student debt. Students of color, except for American Indians and Asians, graduate with higher levels of debt than white students. African American bachelor's degree recipients incurred the highest level of debt, an average of \$23,904 among those with debt in 2005-06. Hispanic/Latino graduates also incurred more loan debt than white graduates, an average of \$21,282 in 2005-06, compared with \$20,222 for Whites. American Indian and Asian American graduates incurred less loan debt than white graduates, with \$18,550 for American Indians and \$19,232 for Asian Americans. See Appendix L for details.

### Average Loan Debt of UW System Bachelor's Degree Recipients With Debt, by Race/Ethnicity



Note: The numbers in the graph above are not adjusted for inflation.

To reduce the need for loans, many UW System institutions augment Lawton, AOP, and other forms of state and federally funded financial aid with privately funded scholarships and grants. Below are examples of some of the privately funded financial aid programs used for scholarships available to students of color:

## Scholarship and Award Programs

### UW-Eau Claire

The Financial Aid office works collaboratively with the Office of Multicultural Affairs to ensure that multicultural/disadvantaged students apply for and receive the maximum amount of financial aid they are qualified to receive. The aim is to leverage tuition waivers, scholarships and other forms of financial aid—federal, state and private—to mitigate the impacts that loans have upon this population of students.

### **UW-Milwaukee and Jane Bradley Pettit Life Impact Program**

This program was established in 2005 to assist low-income single parents in their efforts to attain higher education. Program participants receive a laptop computer, and they have access to a Life Coach, who serves as the first point of contact for all concerns. Each year the students receive a \$5,000 scholarship to cover education-related expenses. The Life Coach follows the students' progress and works with them to provide appropriate campus or community resources and workshops to support their success. The eligibility criteria for this program are: 1) students must be a single parent with a dependent child(ren); 2) accepted for admission as a first-time freshman or new undergraduate transfer student, or as a continuing UW-Milwaukee student in good standing; and 3) have demonstrated financial need as indicated by FAFSA or eligibility for PELL grants. Preferences are given to full-time students or applicants with a 2.5 GPA or better (high school or undergraduate), and to those who are pursuing Bachelor's degrees.

### **UW-Oshkosh Project Alpha**

In 2005, the Financial Aid office revamped its financial aid process to take a more "holistic" approach to several financial aid programs and include program components that focused upon relationship- and community-building to integrate policy, marketing, development and cultural considerations with the goal of improving all processes and practices related to financial aid. The changes resulted in better collaboration between the Financial Aid, Admissions, Academic Support and Diversity, Academic Advising, and the Registrars Offices, and better connections to business, civic, social and other off-campus groups that support diversity. For 2005 – 2007, the financial aid office realized a 13-15 percent increase in on-time financial aid applications from multicultural/disadvantaged students.

### **UW-Platteville Alliant Energy Paths to Platteville Scholarship**

Established in 2006, this scholarship fund results from the collaborative efforts of the Multicultural Resource Center and the UW-Platteville Foundation Office. The aim is to award the \$1,000 renewable scholarships to 25 new students of color to positively influence retention and graduation, and reduce student reliance upon loans.

### **UW-River Falls USDA Multicultural Scholars Program**

The College of Agriculture Food and Environmental Sciences (CAFES) received a \$120,000 grant to enhance collaborations with two high schools, one in Minnesota and the other in Milwaukee, to recruit and retain students of color. Students interested in receiving a scholarship must indicate an interest in pursuing a program in the CAFES. Five students of color in the CAFES received renewable scholarships.

### **UW-Whitewater**

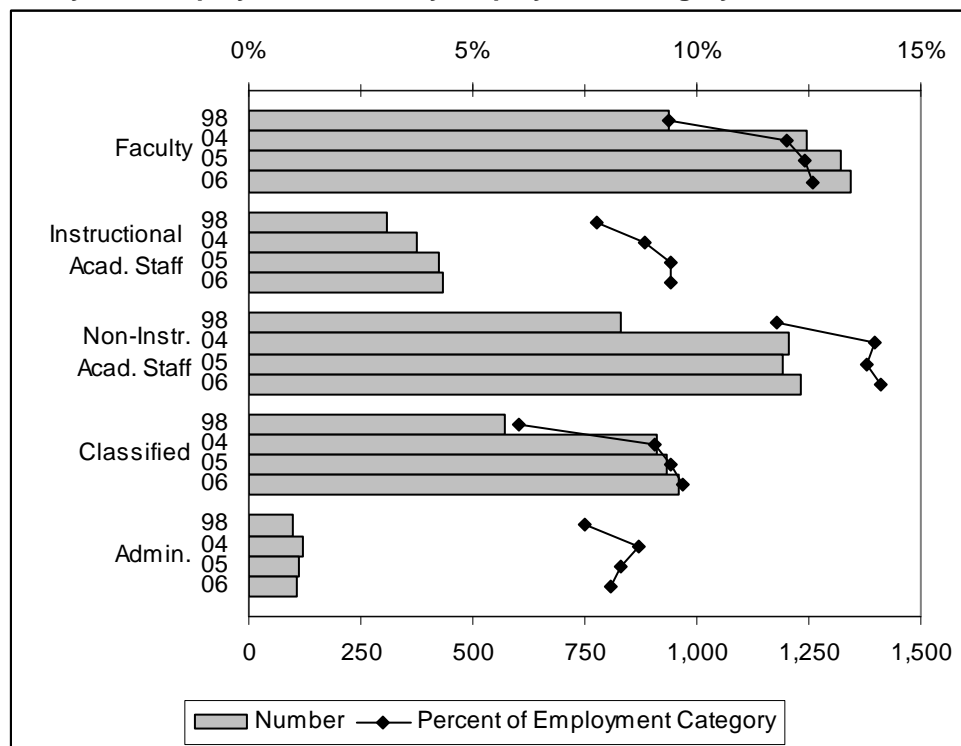
UW-Whitewater has leveraged its Lawton and AOP awards to provide incentives for students to complete undergraduate studies, and to pursue graduate studies. From 2001 through 2007, the M/D students increased participation from 199 participants to 627, an increase of 215 percent. During that same period, the participation rate in AOP increased from 29 to 62 participants, an increase of 114 percent.

**Goal #5: Increase the number of faculty, academic staff, classified staff, and administrators of color, so that they are represented in the UW System workforce in**

**proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.**

Employees of color throughout the UW System have increased in every employment category since the inception of Plan 2008. From 1998, faculty of color increased by 407 to a total of 1,345 in 2006. During the same period, non-instructional academic staff increased by 403 to a total of 1,232 in 2006. Classified staff of color had the greatest percentage increase, 68 percent from 1998 to 2006. Administrators of color had the smallest increase, both in number and in percentage terms, increasing by 8 employees during the period.

**UW System Employees of Color by Employment Category and Year**



Employees of color also comprise a greater share of all employees in 2006 than eight years ago, in every employment category. Non-instructional academic staff had the greatest proportion of employees of color, 14.1 percent in 2006, followed by faculty with 12.6 percent in 2006. The greatest change since 1998 occurred among classified employees of color, which increased from 6 percent of all classified employees to 9.7 percent in 2006. Administrators of color changed the least, rising from 7.5 percent of all administrators to 8.7 percent in 2004 before declining to 8.1 percent in 2006. In 1998, faculty of color represented 9.4 percent of all faculty. By 2006, this proportion increased to 12.6 percent.

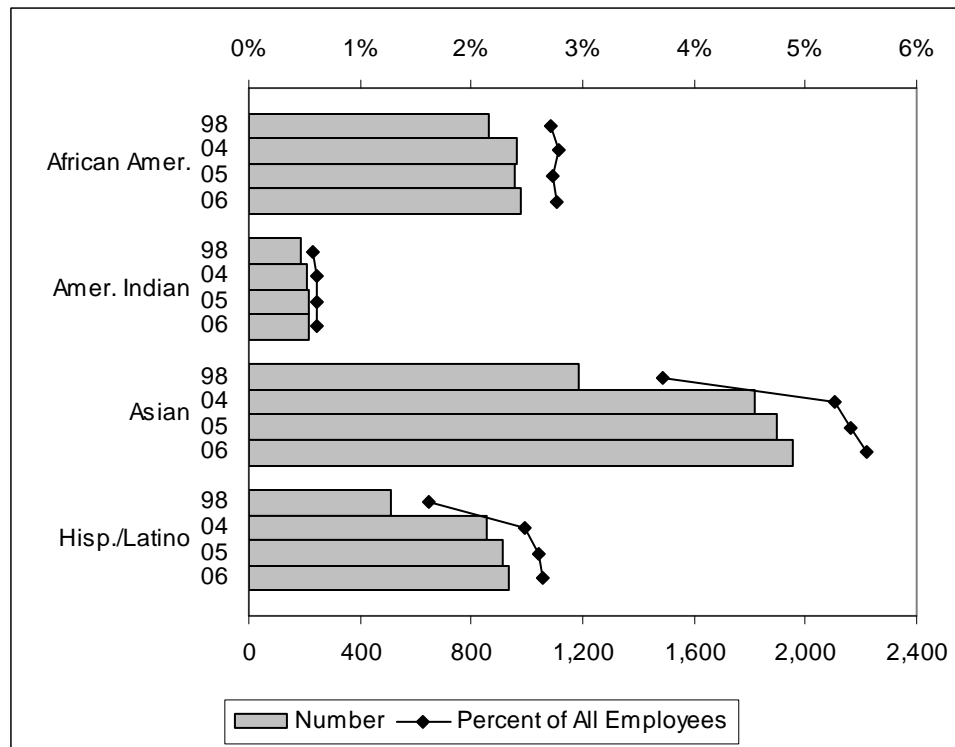
Among race/ethnic groups of color, Asian<sup>2</sup> and Hispanic/Latino employees have increased the most since 1998, both in number and as a proportion of all employees. Asian employees increased from 1,185 in 1998 to 1,954 in 2006. During this period, Asian employees increased from 3.7 percent to 5.6 percent of all employees. Hispanic/Latino employees numbered 513 in 1998 and almost doubled in number to 932 in 2006. During this period,

<sup>2</sup> State and federal regulations that proscribe racial/ethnic definitions and data collection practices for purposes of equal employment opportunities and affirmative action do not distinguish various Asian racial/ethnic groups.



Hispanic/Latino employees increased from 1.6 percent to 2.6 percent of all employees. American Indian employees numbered approximately 200 during this period, and represented 0.6 percent of employees. African Americans increased by 113 in number and increased from 2.7 percent to 2.8 percent of all employees. See Appendix M for details.

#### UW System Employees of Color by Race/Ethnicity and Year



### Recruitment and Retention Programs

#### UW-La Crosse Recruiting for Diversity

In 2006, the Dean of the College of Business Administration hosted a workshop for chairs of search and screen committees for each academic department—Accounting Finance, Economics, Information Systems, Management and Marketing. Of the 22 finalists for eight different teaching and administrative positions, 10 (50 percent) were women and 7 (35 percent) were people of color. This is a promising practice.

#### UW-Parkside Conducting Equitable and Effective Searches Workshops

Recognizing the vital role each search committee plays in determining the campuses' workforce diversity, the Office of Equity and Diversity collaborated with the Provost's Office and faculty to offer this workshop. The workshop aims to ensure that search committees seek the widest pool of applicants, and develop position descriptions and announcements to attract applicants of color. The workshop also seeks to help committee members identify and eliminate biases from the search and screening processes that may unfairly eliminate applicants from racial/ethnic minority groups. At UW-Parkside, 23.8 percent of the faculty are people of color.

#### UW-Superior Proactive Recruitment Efforts

UW Superior set a goal to double the number of faculty and staff of color by 2008. Each department developed an action plan for diversity that included specific, proactive strategies, including the use of a diversity value-added statement on each position announcement. The

campus achieved its hire goal in 2004. Since 1998, the number of faculty of color increased from 5 to 11; the number of academic staff of color increased from 6 to 17. The campus is in the process of identifying effective retention practices.

**Goal #6: Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.**

Critical to the retention and graduation of students of color, as well as the preparation of all students for the world into which they graduate, is a living and learning environment in which diversity is respected and infused. Through a variety of programs, initiatives and activities, UW institutions have worked to integrate multicultural content into courses, to deepen respect and understanding of racial and ethnic diversity among majority students, and to create supportive learning environments for students of color. One indicator of progress toward that goal is the prevalence of Race/Ethnic Studies programs in the UW System. These have increased in the UW System during the first five years of Plan 2008, from 17 to 28 across the UW System.<sup>1</sup>

There are other ways, in addition to curricular reform, academic and student support programs, of infusing diversity, into institutional environments. UW institutions have also integrated diversity into strategic planning efforts. This has included the academic program review process in which programs are evaluated in terms of their contribution to the university's strategic initiatives to promote and improve diversity through curriculum infusion (some specific examples are cited under goal 7 on accountability). In addition, institutions are assessing campus climate to ensure that it is welcoming and supportive of all students and staff.

**Programs and Initiatives**

**UW-Fond du Lac Diversity Circles**

Representatives from 11 community organizations<sup>3</sup>, agencies and government collaborated to organize and implement Diversity Circles, largely in response to survey results indicating that people of color did not feel welcomed and accepted in the Fond du Lac community. Recognizing the impact and significance of the increased representation of African American, Hispanic/Latino and Asian populations in the community, the group decided to implement proactive measures to facilitate discussions that would increase participants' understanding about their and others' attitudes and beliefs about race, and racial issues. To date, 100 adults have participated in the Diversity Circles discussions. Eleven high school students and 9 elementary school students participated in a Diversity Study Circle at their respective schools. 67 percent of the participants said the workshops helped them to talk openly about issues related to race; 80 percent responded that the program increased an understanding of their own attitudes and beliefs about race; 84 percent said the program increased their understanding of other's attitudes and beliefs about race; and 91 percent said their understanding of "racial issues" increased.

**UW-Green Bay Diversity Programming and Outreach Education**

Over 2,300 community members, educators and students have participated in an extensive array of courses, workshops and programs designed to foster dialogue and education

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<sup>3</sup> UW-Fond du Lac Continuing Education, Fond du Lac Council Extension, UW Fond du Lac Student Government, Moraine Park Technical College, Marian College, City of Fond du Lac, Mercury Marine, Safe and Stable Families, Fond du Lac School District/21<sup>st</sup> CCLC, Boys & Girls Club, Moraine Park Diversity Association, United for Diversity, Inc. , and Agnesian Health Care.

about multiculturalism and diversity. The programs, offered by the UW-Green Bay Office of Outreach and Extension included: 1) the “American Indian Studies Summer Institute” (for Tribal Educators, leaders and parents to focus on Menominee Indian student achievement); 2) the “Exploring Hmong Transitions: Enhancing Teaching and Learning for Hmong Students”, to focus the attention of NE Wisconsin educators on strategies to positively impact Hmong student achievement; 3) Practical Strategies of Teaching English Language Learners (ELL), a program to assist NE Wisconsin educators to support ELL student achievement; 4) Spanish for Educators, to help NE Wisconsin educators better support Hispanic student achievement; 5) Brown County Diversity Circles, to foster dialogue and understanding about diversity; and 6) the Leadership Summit on Diversity, to bring together Community leaders, elected officials, and agency representatives to foster dialogue and positive changes across the community in support of diversity and inclusion.

Several university, community and business entities collaborated to develop and implement the programs, including the UW-Green Bay Office of Outreach and Extension, the Modern Languages Department, the Green Bay Packers Organization, the Green Bay Chamber of Commerce, Brown County Extension and the YWCA of Green Bay-DePere.

### **UW-La Crosse Campus Climate Office**

The Campus Climate Office at UW-La Crosse was established in 2005 to foster an inclusive, collaborative, social-justice approach to achieving equity across the entire campus. The Office works to build community and facilitate understanding through educational programming, the development of a hate response team, safe space, and a diversity center, work-life advocacy for faculty and staff, community outreach, and by providing diversity resources for students, faculty and staff. Since its inception, the office has had over 1,500 contacts. Students fund this Office through fees gained from a tuition differential that they requested. A broad cross-section of campus offices and organizations collaborate and contribute to the success of this Office, including the Campus Climate Council, the Equity Scorecard Team, the Joint Minority Affairs Council, the Individual with Disabilities Council, and the Multicultural Recruitment Group.

### **UW-La Crosse Curriculum Infusion Seminar**

The Dean of the College of Business Administration hosted a seminar to encourage and teach faculty and staff how to formally and systematically integrate racial and ethnic diversity into the curriculum and teaching.

### **UW-Oshkosh Workforce Diversity and Infusion of Native American Culture into Nursing Curriculum and Practice**

Established in 2003, this program is a collaborative effort involving UW Oshkosh and its College of Nursing, the College of Menominee Nation, area high schools, clinics and health care institutions. The overall purpose of this program, is to increase the number of culturally diverse baccalaureate prepared nursing students through educational collaboration and supportive activities designed to: (1) increase the awareness of health professional careers among middle and high school students who are Native Americans, students of color generally, and disadvantaged students; (2) establish a collaborative baccalaureate outreach nursing program in a format relevant to and accessible by Native Americans, (3) increase the retention rates of students in the pre-professional and professional phases; and (4) prepare culturally competent nurses. Twenty-four nursing students were involved in the program (LPN and Public Administration); 15 are still in the program with only two lost to attrition. The program resulted

in curricular changes, a curriculum review that includes a cultural competence assessment, and the establishment of a local chapter of the Native American Association.

### **UW System Office of Academic Affairs**

The Office of Academic and Student Services, as part of the UW System's process for the approval of new academic programs, requires academic departments to address: 1) how diversity is incorporated into the curriculum; and 2) how the programs plan to attract and retain diversity among its faculty, staff and students. Proposals for new programs are expected to include information describing how the program will address diversity in the curriculum, and to address the degree to which the program will attract and retain diverse students, faculty, and staff. The Office also requires that institutions' diversity enhancement plans be included in what is presented to the Board of Regents during the program authorization process.

### **Goal #7: Improve accountability of the UW System and its institutions.**

Accountability, at all levels, is a hallmark of a well-managed institution. Accountability is a necessary, but not sufficient, condition to ensure that the goals of the institution are being advanced. Below are some examples of accountability measures relating to diversity in program and performance review.<sup>2</sup>

### **The Equity Scorecard Pilot**

To focus efforts on closing the achievement gaps, six institutions—the UW Colleges, UW-La Crosse, UW-Oshkosh, UW-Milwaukee, UW-Parkside and UW–Whitewater—participated in the Equity Scorecard Project. The Scorecard, developed by Dr. Estela Bensimon of the Center for Urban Education at the University of Southern California, is an institutional self-assessment process for accountability and organizational change, designed to achieve equity in educational outcomes for all students. The process enables institutions to identify unequal results in key areas related to student success. Teams at the institutions are engaged in a systematic process of practitioner inquiry using student data disaggregated by race and ethnicity to pinpoint the underlying causes of the inequities, so that they can define interventions that will lead to equity of results.

The Board of Regents received a detailed presentation on the work of the six institutions participating in the Equity Scorecard Project in April 2007.

### **UW System Chancellor Performance Review**

The performance review process is one mechanism for accountability and to measure results. Chancellors' vision and leadership is prerequisite to institutional change and transformation for diversity and inclusion. Currently, President Reilly asks Chancellors to "assess progress made on certain Regent and system-wide priorities for which they are accountable" including, "enrollments, meeting retention/graduation goals, diversity and Plan 2008 progress."

### **Budget and Expenditures**

The implementation of *Plan 2008* has required significant budgetary commitment from the UW System and its institutions. The changing context of public higher education financing in Wisconsin has meant increased private funding of institutional programs in response to fewer

GPR resources. Institutions have aggressively raised private funds and reallocated internal resources in order to fund the programs listed throughout this report. Since April 1992, the Legislature has required that the Board of Regents provide an annual report to the governor and legislature on the UW System's precollege, recruitment, and retention plan for minority and disadvantaged students, and financial aid distributed to students. The changing context referred to above is documented over time in this annual report, known as the Minority and Disadvantaged Student Report, and reflected in the information below.

## Multicultural/Disadvantaged (M/D) Program Funding

Since 1998, total funding for multicultural/disadvantaged programs and scholarships has increased 103 percent from \$22.6 million to \$45.8 million. Some of the funding increase is attributable to the successful, state-funded 1999-2001 UW System budget initiative of \$1.7 million for Plan 2008, and efforts to hold harmless M/D program funds during the years of state budget cuts. (For institutional detail, see Appendix N, Table A and B.)

Extramural funds comprised 40 percent of total M/D funding in 2005-06 and increased at a much higher rate than other funding sources, a 129 percent increase since 1998. Increases in extramural and institutional (privately financed) scholarships indicate that the largest investment in diversity is from non-state sources, a trend that is also reflective of funding for the UW System as a whole.

The near tripling of institutional (non-government) scholarships from \$3.1 million to almost \$9 million indicates the need for financial aid and scholarship assistance. Fund 402, the legislatively earmarked state funds for Wisconsin multicultural/disadvantage programs increased 42 percent from \$5.9 million to \$8.4 million. Institutional scholarships (non-government sources) increased 189 percent.

**Table 7**  
**UW System Multicultural/Disadvantaged Program Funding (a)**  
**All Fund Expenditures, 1998-99 and 2005-06<sup>3</sup>**

	Total Program Funds & Scholarships	Fund 402 M/D Appropriation Expenditures (a)	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds (b)	Institutional Scholarships (Non- Government Sources) (c)
1998-99	\$22,583,564	\$5,939,563	\$5,635,578	\$7,907,964	\$19,483,105	\$3,100,459
2005-06	\$45,802,622	\$8,416,503	\$10,296,424	\$18,120,795	\$36,833,722	\$8,968,900
\$ Change	\$23,219,055	\$2,476,940	\$4,660,846	\$10,212,831	\$17,350,617	\$5,868,441
%Change	103%	42%	83%	129%	89%	189%

Source: UW System Office of Budget and Planning.

## Precollege, Recruitment, and Retention as a percentage of All M/D Funds

Reflecting a shift in UW institutional priorities, significantly more dollars were spent on precollege and retention programs in 2005-06 than in 1998-99. In 2005-06 UW Institutions served 16,431 precollege students and expended more than \$12.4 million in state Fund 402 dollars (Table 8), approximately 34.3 percent of the total. Those expenditures represent an increase of \$7.8 million, or a 168.45 increase over the amounts expended in 1998-99.

With only small annual increases in state funding for precollege programs, UW institutions have not been able to keep pace with the rate of increases in multicultural and disadvantaged students in Wisconsin's public schools. Even though 82 percent of M/D precollege participants are students of color, at present funding levels, UW institutions are able to serve only 7.5 percent of students of color in Wisconsin public schools.

In 2004-05, almost \$19.9 million or 55.1 percent of all M/D funds were expended on retention programs and activities. Recruitment expenditures were 10.5 percent of the expenditures in M/D funds, or \$3.8 million.

**Table 8**  
**Precollege, Recruitment and Retention as a Percentage of All M/D Funds**

	Precollege	% of Total	Recruitment	% of Total	Retention	% of Total	Total
1998-99	\$4,614,987	26.1%	\$2,462,292	13.9%	\$10,587,621	60.0%	\$17,664,900
2005-06	\$12,385,088	34.3%	\$3,795,570	10.5%	\$19,882,865	55.1%	\$36,063,523
Dollar Change	\$7,770,101		\$1,333,278		\$9,295,244		\$18,398,623
% Change	168.4%		54.1%		87.8%		104.2%

Source: UW System Office of Budget and Planning.

## **Conclusion: Challenges for the Future and Lessons Learned**

The Board of Regents took a bold step in 1998 when it adopted *Plan 2008*. The UW System has made some progress throughout the implementation of the Plan, has had disappointments, faced challenges, and learned a great deal. Pride can be taken in the accomplishments, but energies must be refocused in the areas that present the most vexing challenges.

As the UW System reflects upon its achievements and the unfinished business of *Plan 2008*, many factors must remain under consideration. Demographics, high school graduation rates, and social and economic policies will continue to impact how the UW System pursues its diversity goals. Recognizing and grappling with these factors not only deepens understanding of the political, social and economic constraints now and in the future, but are instrumental to helping the UW System identify and address the opportunities and challenges ahead.

These challenges fall into three major and interrelated areas: 1) Fiscal; 2) Assessment; and 3) Student Success.

### **1. Fiscal**

- A. Program Funding: Renewing gifts and grants to support programming has become increasingly difficult in the current political and economic climates. This requires greater fundraising efforts at a time when the UW System is faced with declining human and financial resources available to support those efforts.
- B. Precollege Funding for Pipeline Programs: Precollege programs at UW System institutions have been unable to keep pace with growth in multicultural and disadvantaged student populations in K-12. Lack of sufficient state funding to mitigate this disparity will undercut the University of Wisconsin System's capacity to maximize opportunities for student populations experiencing the largest rate of growth in this state.
- C. Financial Aid: The Lawton and AOP grant programs have grown over the last five years, but neither has kept pace with tuition increases. The cost of participating in higher education represents a significantly increasing portion of the median income of low-income individuals (see table 10), making financial aid critically important if higher education is to be accessible to lower income students.
- D. TRIO Funding: TRIO funding is insufficient to serve all eligible students. Furthermore, in the recent past, the federal government has either reduced funding, or more narrowly proscribed participant eligibility.
- E. State Aid: State budget cuts have reduced resources available to recruit and retain students in general, and students of color in particular. The city of Milwaukee and the surrounding area has the highest concentration of African Americans, Hispanic/Latinos, and urban American Indians in the state. However, precollege programs reach only a very small proportion of underserved Milwaukee students.

### **2. Assessment**

Assessment of programs that address the goals of *Plan 2008* is complex under the best of circumstances. There are many variables that impact the success of students, the hiring of

faculty and staff, and the achievement of educational outcomes. Determining which of those variables contributes to the success or lack thereof for any given program or student population requires a multi-faceted understanding of how systematic, sustained and effective evaluation should be done in ways that are both quantitative and qualitative. When it is done well, assessment is considered an institution-wide responsibility and not just that of individual program directors.

As a rule (although there are exceptions as noted throughout this report), there is a paucity of data derived from the assessment plans for institutional *Plan 2008* programs. There are several reasons for this. Many institutions changed course mid-way through *Plan 2008*, following their assessment of results for the mid-point review, and the Board of Regents move to refocus efforts on closing gaps in achievement. For many of the new programs developed in Phase II, data is not yet available or is available for only one or two years. Real progress and institutional change must be measured over time.

At the end of Phase II, there are pockets of programs for which the UW System has begun to amass the kind of data that are necessary to assess their effectiveness. For example, the PEOPLE Program at UW-Madison has been in existence long enough for several of its student cohorts to have graduated. Data has been scrupulously collected over time and the program can now document its positive results. Even in a period of constrained resources, UW System Administration must find ways to enable programmers to assess for sustained impact and to measure changes in practice and behavior over time. With assessment woven into the very fabric of the project, the Equity Scorecard Pilot shows enormous potential for providing institutions with an effective model for collecting and analyzing data.

There are also data gaps that must be filled, resulting from data collection limitations. For example, at present the UW System is only able to track participants in its precollege programs for whom there are social security numbers. The UW System has been unable to track precollege participants who have enrolled in other institutions, i.e., students who pursue technical college education, or enroll at private institutions or public institutions outside of the state. Several UW institutions are now subscribing to “Student Tracker,” a post-secondary student data tracking service offered by the National Student Clearinghouse, and may be able to better evaluate the numbers of precollege students who pursue postsecondary education.

### **3. Student Success – Access, Equity and Excellence**

While the topic of Student Success encompasses the first two areas of challenge, with its focus on access, equity and excellence, there are some additional points to make. While pipeline issues remain critical to the success of the UW System’s efforts to diversify its student body, it has often been said that if UW institutions could successfully retain and graduate all the minority and economically disadvantaged students they enroll, the UW System could claim success in many of the *Plan 2008* goals. Hence the Board of Regents’ renewed focus at the close of Phase I on closing the achievement gap.

And hence the promise of the Equity Scorecard Pilot which moves from the deliberate collection of key data to its rigorous analysis, leading to deeper understanding of the “whys” behind the numbers, whether indicative of success or a lack of progress. The Equity Scorecard Pilot, moreover, allows institutions to move beyond the deficit model of student achievement, and into a more nuanced understanding through the assessment of data of the impact on institutional climate for student learning and persistence. By design, the Scorecard builds a



culture of evidence focusing on the spectrum of post-secondary experiences students will have—encompassing access, retention, institutional receptivity and excellence—as they apply, enroll, persist or drop out, and transfer or graduate.

A number of other factors bear close examination in the coming years, including Advanced Placement. Limited access to advanced placement (AP) courses, particularly in rural areas, the inner city, and tribal reservations presents another obstacle to equity and access to higher education. The UW System’s inability to maximize precollege opportunities for those student populations has a direct bearing on its ability to increase the number of college eligible high school graduates.

The State’s economic vitality and growth is dependant upon the degree to which multicultural and disadvantaged students successfully complete postsecondary education. As President Kevin Reilly leads the effort to implement the UW System Growth Agenda and grapple with the “big picture” issues that underpin that agenda, he points to the need to “attract, retain, and graduate a wider, deeper cut of Wisconsin’s population.” This need has everything to do with the UW System’s diversity efforts. Increasing the number of baccalaureate degree-holders, from all segments of Wisconsin’s population, has a direct impact upon research, business and economic development. The availability of high quality professional employment and career opportunities also influence the State’s ability to attract degree-holders from other geographic regions.

A UW education prepares students for success in work and life while the state is provided citizens prepared to address the most urgent of its economic and social challenges. Enhancing diversity is a shared responsibility, and encompasses race and ethnicity in addition to other personal characteristics of UW students and staff. Fulfilling the goals of *Plan 2008* is central to the UW System’s collective capacity to meet that responsibility. Future actions must address the barriers to access, equity and excellence for underrepresented student populations, if the UW System is to be successful in preparing the next generation of citizens and leaders to serve the emerging needs of the state.

## **Lingering Questions**

As the UW System proceeds with developing its next strategic plan for diversity the State, the Board of Regents, UW System Administration, and UW institutional leaders all have a role to play in ensuring continued progress beyond 2008. Access, equity and excellence for multicultural/disadvantaged students from traditionally underrepresented populations must continue to be critical components of future diversity efforts, all aimed at ensuring student success and meeting the state’s needs for economic growth and development. This can only occur in an environment in which higher education is accessible to, and welcoming and supportive of all students, and in one that recognizes and effectively addresses the varied challenges and needs of students and staff.

As articulated above, the lessons learned in 2007 from *Plan 2008* might best be understood as a set of challenges that must be addressed when the UW System institutions define their future strategic actions to achieve diversity, inclusion, equity, and excellence. To be successful, those actions and accountability for their impacts and outcomes, must be effectively integrated throughout the UW System—by each Chancellor, Provost, academic or administrative unit, department, faculty and staff—as well as by UW System Administration.

UW System institutions and UW System Administration are already engaged in various forms of diversity related work beyond that which is addressed in *Plan 2008*. All of these are efforts to be inclusive of difference and responsive to the perspectives of those who have been historically underrepresented, marginalized or excluded. And yet, certain questions remain, which have not yet been adequately answered. For example, how can the UW System best respond to Wisconsin's rapidly changing demographics? How can UW System institutions better assess existing programs to ascertain what is really working, and what is not? How can the UW System collaborate with PK-12 to improve learning outcomes, strengthen academic preparation, and increase college readiness for all students?

How can the UW System work to ensure that institution-wide responsibility to achieve the objectives of diversity, inclusion, equity and excellence is integrated into every aspect of institutional operations? How can UWSA and the institutions continue to support the attainment of diversity, inclusion, equity and excellence for members of targeted, underrepresented racial/ethnic groups, and simultaneously embrace a wider understanding of other major dimensions of diversity (including, for example, ability, age, and sexual orientation)? How can the System widen and strengthen the precollege pipeline to accommodate the ever-increasing numbers of students of color and economically disadvantaged students? How can the UW System strengthen the academic and social development of precollege students and increase readiness for college?

What was noted in the mid-point review of *Plan 2008* still holds true and bears repeating: in the end, diversity must be viewed as a societal, indeed an American, imperative that plays a critical role in developing an educated citizenry dedicated to strengthening democracy and advancing equal opportunity for all people. The UW System's mission goes beyond servicing the individual entitlement to an education. The System exists to advance the public good and invest in the human resources that will lead Wisconsin and the nation into the future. Even though the UW System has attained mixed progress in its efforts to diversify its student and staff populations and to create a learning environment that is inclusive of all, Wisconsin's commitment remains strong.

## Appendix A

### Seven Goals of *Plan 2008*

- GOAL #1** Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.
- GOAL #2** Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.
- GOAL #3** Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole.
- GOAL #4** Increase the amount of financial aid available to needy students and reduce their reliance on loans.
- GOAL #5** Increase the number of faculty, academic staff, classified staff and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.
- GOAL #6** Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.
- GOAL #7** Improve accountability of the UW System and its institutions.

## Appendix B

### UW System Service Rates for Wisconsin Immediate New Freshmen by Race/Ethnicity

		1998	1999	2000	2001	2002	2003	2004	2005	2006
African American	UW System Fall Enrollment	447	416	436	446	432	465	554	573	586
	WI Public HS Graduates	2,528	2,581	2,573	2,835	3,148	3,196	3,815	3,751	4,040
	Service Rate	18%	16%	17%	16%	14%	15%	15%	15%	15%
American Indian	UW System Fall Enrollment	105	113	107	87	109	115	126	156	148
	WI Public HS Graduates	528	538	532	547	623	668	688	700	776
	Service Rate	19%	20%	20%	16%	17%	17%	18%	22%	19%
Asian	UW System Fall Enrollment	440	472	518	590	638	637	726	696	775
	WI Public HS Graduates	1,189	1,373	1,520	1,567	1,757	1,859	2,063	2,011	2,150
	Service Rate	36%	34%	34%	38%	36%	34%	35%	35%	36%
Hispanic/Latino	UW System Fall Enrollment	276	319	312	341	314	368	396	419	432
	WI Public HS Graduates	1,282	1,405	1,446	1,557	1,792	1,870	2,023	2,201	2,430
	Service Rate	21%	22%	22%	22%	18%	20%	20%	19%	18%
Students of Color	UW System Fall Enrollment	1,268	1,320	1,373	1,464	1,493	1,585	1,802	1,844	1,941
	WI Public HS Graduates	5,527	5,897	6,071	6,506	7,320	7,593	8,589	8,663	9,396
	Service Rate	23%	22%	23%	23%	20%	21%	21%	21%	21%
White/Unknown	UW System Fall Enrollment	17,296	17,524	17,214	17,493	17,483	18,352	18,023	18,364	18,392
	WI Public HS Graduates	52,042	52,415	52,474	52,835	53,255	55,677	52,390	54,566	53,610
	Service Rate	33%	33%	33%	33%	33%	33%	34%	34%	34%
Public High School Total	UW System Fall Enrollment*	18,570	18,852	18,595	18,965	18,997	19,944	19,840	20,223	20,343
	WI Public HS Graduates	57,569	58,312	58,545	59,341	60,575	63,270	60,979	63,229	63,006
	Service Rate	32%	32%	32%	32%	31%	32%	33%	32%	32%

\*Total UW System Fall Enrollments includes a small number of International students who graduated from Wisconsin public high schools.

Sources: Wisconsin Department of Public Instruction and University of Wisconsin System.

# Appendix C

## UW System Undergraduate Enrollments by Race/Ethnicity and Fall Term\*

		1998	1999	2000	2001	2002	2003	2004	2005	2006
UW System Total	African American	3,507	3,614	3,685	3,909	3,819	3,765	3,982	4,019	4,105
	American Indian	867	864	912	916	903	928	987	1,117	1,077
	Southeast Asian	1,058	1,178	1,348	1,527	1,776	1,824	2,082	2,146	2,245
	Other Asian Amer.	2,164	2,249	2,196	2,319	2,388	2,570	2,599	2,747	2,910
	Hispanic/Latino	2,396	2,578	2,589	2,833	2,917	2,973	3,052	3,180	3,376
	White/Unknown	120,893	123,458	125,042	126,893	127,244	127,827	127,666	129,454	129,645
	International	2,642	2,610	2,577	2,642	2,437	2,349	2,313	2,272	2,300
UW-Eau Claire	African American	70	83	72	76	60	49	53	51	42
	American Indian	78	66	70	76	71	62	60	57	60
	Southeast Asian	109	118	134	160	134	160	147	147	148
	Other Asian Amer.	90	91	86	104	116	121	128	123	126
	Hispanic/Latino	92	105	96	103	107	103	94	84	99
	White/Unknown	9,596	9,417	9,598	9,658	9,852	9,555	9,533	9,606	9,568
	International	183	126	150	144	114	114	128	122	109
UW-Green Bay	African American	40	41	36	38	45	46	44	52	53
	American Indian	112	112	112	100	92	86	78	103	93
	Southeast Asian	56	59	71	74	75	93	94	99	106
	Other Asian Amer.	32	26	38	45	44	40	49	49	63
	Hispanic/Latino	46	35	34	42	37	45	51	67	66
	White/Unknown	5,220	5,046	5,097	5,245	5,004	5,151	5,122	5,196	5,104
	International	81	85	71	78	73	62	53	56	49
UW-La Crosse	African American	82	84	87	73	73	70	67	64	73
	American Indian	47	54	57	51	53	57	49	57	58
	Southeast Asian	72	83	85	103	104	101	106	99	125
	Other Asian Amer.	87	91	92	95	89	105	116	122	144
	Hispanic/Latino	75	80	97	99	102	124	113	117	124
	White/Unknown	8,131	8,121	7,958	7,981	7,652	7,560	7,300	7,578	7,683
	International	118	133	115	117	94	110	118	123	134
UW-Madison	African American	565	583	611	654	679	717	728	755	814
	American Indian	139	145	140	143	147	155	173	174	167
	Southeast Asian	182	188	234	238	304	344	405	458	489
	Other Asian Amer.	1,040	1,080	994	1,022	1,043	1,051	1,053	1,115	1,175
	Hispanic/Latino	644	681	649	667	709	718	770	828	906
	White/Unknown	25,300	25,596	26,075	26,119	25,932	25,690	25,088	25,254	24,907
	International	1,289	1,299	1,216	1,254	1,143	1,175	1,155	1,167	1,181
UW-Milwaukee	African American	1,652	1,664	1,688	1,798	1,698	1,565	1,655	1,619	1,596
	American Indian	165	143	162	165	154	163	169	184	184
	Southeast Asian	309	362	382	407	463	491	544	535	520
	Other Asian Amer.	416	400	412	435	410	443	479	488	537
	Hispanic/Latino	691	763	788	831	822	822	851	875	918
	White/Unknown	14,863	15,440	15,932	16,509	16,881	17,724	18,819	19,466	19,669
	International	266	238	244	231	201	171	156	159	171
UW-Oshkosh	African American	95	94	92	94	85	105	95	112	117
	American Indian	50	53	47	57	63	76	92	119	123
	Southeast Asian	65	58	57	91	103	110	137	170	192
	Other Asian Amer.	70	74	80	85	124	116	121	136	131
	Hispanic/Latino	100	109	105	108	111	142	123	146	171
	White/Unknown	9,476	9,587	9,593	9,832	10,195	10,317	10,220	10,200	10,208
	International	77	70	69	84	82	77	92	77	60

\*Excludes students studying away.

		1998	1999	2000	2001	2002	2003	2004	2005	2006
UW-Parkside	African American	345	386	406	416	398	419	460	485	487
	American Indian	23	24	26	33	20	26	28	34	29
	Southeast Asian	15	18	17	24	33	41	33	22	44
	Other Asian Amer.	66	79	92	85	98	86	104	131	111
	Hispanic/Latino	259	289	302	340	343	314	307	310	322
	White/Unknown	3,749	3,985	3,932	3,959	3,856	3,979	3,980	3,875	3,830
	International	26	30	56	77	67	74	55	58	50
UW-Platteville	African American	44	52	53	54	55	48	58	56	101
	American Indian	16	13	12	10	17	14	17	25	21
	Southeast Asian	17	4	5	7	9	11	15	22	24
	Other Asian Amer.	44	53	62	51	63	52	47	42	42
	Hispanic/Latino	46	31	31	38	42	38	48	41	59
	White/Unknown	4,717	5,129	5,113	5,177	5,419	5,383	5,397	5,610	5,844
	International	29	24	39	45	44	54	40	44	42
UW-River Falls	African American	28	35	38	52	64	71	65	71	76
	American Indian	17	23	25	22	24	26	32	27	26
	Southeast Asian	33	44	55	62	84	99	100	109	100
	Other Asian Amer.	60	61	60	59	52	56	59	80	89
	Hispanic/Latino	46	52	64	78	63	77	73	60	55
	White/Unknown	5,017	5,169	5,189	5,105	4,919	5,046	5,123	5,286	5,351
	International	27	40	51	62	59	48	59	45	56
UW-Stevens Point	African American	38	39	38	47	58	64	88	84	82
	American Indian	65	65	65	59	67	68	66	67	64
	Southeast Asian	50	43	53	62	82	117	124	131	130
	Other Asian Amer.	41	53	51	54	58	56	58	57	65
	Hispanic/Latino	56	64	51	54	62	83	87	87	96
	White/Unknown	7,787	7,872	7,900	8,016	7,938	7,971	7,977	7,923	8,064
	International	196	184	167	162	163	144	126	118	143
UW-Stout	African American	56	60	58	64	72	77	77	86	96
	American Indian	27	22	31	31	25	24	29	40	51
	Southeast Asian	62	59	54	47	72	68	71	80	95
	Other Asian Amer.	54	67	64	61	71	68	82	74	75
	Hispanic/Latino	40	51	58	54	63	54	50	59	60
	White/Unknown	6,700	6,737	6,898	6,995	7,066	6,862	6,657	7,044	7,050
	International	83	84	77	67	50	38	54	54	90
UW-Superior	African American	14	18	25	22	28	22	34	26	30
	American Indian	40	46	35	55	57	55	66	80	74
	Southeast Asian	2	1	1	2	3	5	5	3	11
	Other Asian Amer.	13	12	10	16	16	14	20	30	23
	Hispanic/Latino	14	18	11	16	15	10	17	18	17
	White/Unknown	2,121	2,219	2,322	2,217	2,266	2,266	2,266	2,298	2,355
	International	69	80	111	115	142	155	150	132	116
UW-Whitewater	African American	338	337	341	339	320	335	413	405	367
	American Indian	28	30	35	35	34	38	47	51	46
	Southeast Asian	29	35	64	69	89	117	131	123	108
	Other Asian Amer.	79	88	83	88	94	100	111	103	109
	Hispanic/Latino	153	161	161	193	204	216	240	232	219
	White/Unknown	8,918	8,862	8,700	8,560	8,713	8,570	8,530	8,420	8,297
	International	107	105	91	81	72	77	78	71	64
UW-Colleges	African American	140	138	140	182	184	177	145	153	171
	American Indian	60	68	95	79	79	78	81	99	81
	Southeast Asian	57	106	136	181	221	67	170	148	153
	Other Asian Amer.	72	74	72	119	110	262	172	197	220
	Hispanic/Latino	134	139	142	210	237	227	228	256	264
	White/Unknown	9,298	10,278	10,735	11,520	11,551	11,753	11,654	11,698	11,715
	International	91	112	120	125	133	50	49	46	35

Appendix D\*

UW System Graduate and Professional Enrollments by Race/Ethnicity and Fall Term

		1998	1999	2000	2001	2002	2003	2004	2005	2006
UW System Total	African American	671	687	612	647	667	688	684	709	718
	American Indian	182	162	143	157	151	163	156	151	189
	Southeast Asian	91	126	132	122	137	128	121	121	144
	Other Asian Amer.	535	510	489	507	503	541	575	558	608
	Hispanic/Latino	496	514	503	464	499	532	546	571	590
	White/Unknown	17,679	17,461	17,416	17,690	18,474	18,709	18,426	18,442	18,869
	International	2,653	2,833	2,923	3,031	3,140	3,184	3,056	3,017	2,930
UW-Eau Claire	African American	4	1	5	2	0	4	4	6	6
	American Indian	5	4	7	8	7	2	1	3	11
	Southeast Asian	1	2	0	0	0	0	1	1	0
	Other Asian Amer.	2	2	2	6	5	4	7	10	3
	Hispanic/Latino	3	1	4	2	3	4	6	3	8
	White/Unknown	612	518	453	491	510	526	510	497	567
	International	7	9	12	12	13	15	17	16	19
UW-Green Bay	African American	2	0	2	1	1	1	1	3	1
	American Indian	16	8	4	14	5	8	5	3	7
	Southeast Asian	0	0	0	0	0	0	1	0	0
	Other Asian Amer.	1	3	3	3	1	4	1	0	0
	Hispanic/Latino	0	1	0	1	1	3	3	1	0
	White/Unknown	225	267	293	342	242	258	219	187	144
	International	9	5	6	6	6	7	7	4	4
UW-La Crosse	African American	4	10	13	12	5	4	7	11	12
	American Indian	5	4	2	5	8	9	5	3	8
	Southeast Asian	4	3	6	10	8	6	2	6	12
	Other Asian Amer.	7	9	13	13	12	7	12	7	9
	Hispanic/Latino	3	11	8	8	11	15	8	12	8
	White/Unknown	810	819	874	1,080	1,407	1,400	1,125	1,182	1,399
	International	22	20	34	37	27	27	32	40	60
UW-Madison	African American	288	288	253	261	265	272	278	288	315
	American Indian	94	83	62	70	75	72	64	65	84
	Southeast Asian	42	71	70	55	60	53	49	60	80
	Other Asian Amer.	373	364	347	338	344	374	388	376	402
	Hispanic/Latino	341	341	318	296	292	319	322	332	346
	White/Unknown	7,394	7,425	7,606	7,647	7,675	7,853	8,002	8,005	7,999
	International	2,053	2,201	2,306	2,395	2,467	2,391	2,275	2,229	2,163
UW-Milwaukee	African American	283	291	254	278	293	273	257	269	263
	American Indian	24	30	34	27	23	29	29	35	41
	Southeast Asian	22	25	34	31	47	43	46	30	30
	Other Asian Amer.	100	86	70	83	78	80	93	97	113
	Hispanic/Latino	111	115	128	103	116	119	139	142	136
	White/Unknown	3,530	3,505	3,399	3,318	3,389	3,373	3,468	3,527	3,594
	International	427	445	426	432	458	515	543	552	537
UW-Oshkosh	African American	13	14	12	11	17	17	16	13	11
	American Indian	14	10	6	6	8	20	28	19	17
	Southeast Asian	3	7	6	10	8	7	8	12	3
	Other Asian Amer.	23	15	24	26	20	24	22	21	25
	Hispanic/Latino	8	12	9	13	10	9	9	11	20
	White/Unknown	1,745	1,521	1,565	1,556	1,660	1,481	1,480	1,425	1,425
	International	31	23	19	21	20	29	30	24	27

		1998	1999	2000	2001	2002	2003	2004	2005	2006
UW-Parkside	African American	4	6	7	7	3	7	5	5	5
	American Indian	0	1	1	1	0	0	0	0	0
	Southeast Asian	1	1	1	1	0	0	0	0	0
	Other Asian Amer.	5	3	1	1	5	4	3	2	3
	Hispanic/Latino	3	3	3	4	5	6	3	4	6
	White/Unknown	154	120	131	112	137	129	91	86	107
	International	5	6	5	8	7	12	5	6	13
UW-Platteville	African American	8	13	8	12	19	28	31	40	38
	American Indian	0	0	0	0	3	4	2	1	1
	Southeast Asian	1	0	1	0	0	0	0	0	1
	Other Asian Amer.	1	2	4	3	6	13	17	8	6
	Hispanic/Latino	2	4	3	2	4	7	8	9	7
	White/Unknown	228	235	229	211	395	448	474	568	615
	International	1	0	12	10	13	56	42	52	12
UW-River Falls	African American	7	6	5	4	4	3	4	7	6
	American Indian	0	1	1	0	0	2	1	3	1
	Southeast Asian	1	0	1	2	2	3	1	1	1
	Other Asian Amer.	6	5	2	2	4	3	3	7	6
	Hispanic/Latino	1	1	1	2	3	4	4	6	5
	White/Unknown	371	329	403	426	394	464	430	420	455
	International	3	3	4	4	4	3	5	4	2
UW-Stevens Point	African American	0	3	0	1	2	1	0	1	2
	American Indian	3	1	3	1	2	3	2	2	2
	Southeast Asian	1	2	5	4	3	4	1	1	3
	Other Asian Amer.	5	3	1	0	2	4	3	3	2
	Hispanic/Latino	1	1	2	4	5	3	3	2	3
	White/Unknown	561	556	467	420	476	512	458	356	384
	International	4	7	3	4	5	4	3	5	8
UW-Stout	African American	19	16	13	16	9	17	19	19	17
	American Indian	8	10	4	7	10	7	6	7	10
	Southeast Asian	13	12	4	5	2	7	5	4	5
	Other Asian Amer.	3	8	8	10	8	9	8	6	4
	Hispanic/Latino	5	6	4	9	13	12	11	11	14
	White/Unknown	615	691	557	644	728	732	644	705	764
	International	46	60	47	42	42	44	37	38	41
UW-Superior	African American	3	3	1	1	4	3	3	2	2
	American Indian	7	5	10	11	5	4	8	6	5
	Southeast Asian	0	0	1	1	1	0	0	0	0
	Other Asian Amer.	2	2	3	5	3	1	2	1	1
	Hispanic/Latino	3	2	1	0	0	0	1	3	3
	White/Unknown	376	369	355	384	354	326	291	275	286
	International	5	5	5	6	8	10	5	2	1
UW-Whitewater	African American	36	36	39	41	45	58	59	45	40
	American Indian	6	5	9	7	5	3	5	4	2
	Southeast Asian	2	3	3	3	6	5	7	6	9
	Other Asian Amer.	7	8	11	17	15	14	16	20	34
	Hispanic/Latino	15	16	22	20	36	31	29	35	34
	White/Unknown	1,058	1,106	1,084	1,059	1,107	1,207	1,234	1,209	1,130
	International	40	49	44	54	70	71	55	45	43

\*Excludes students studying away.



# Appendix E

## UW System Students of Color (SOC), Number and Percent of All Students, by Student Level and Fall Term

			1998	1999	2000	2001	2002	2003	2004	2005	2006
UW System Total	Undergrad	#	9,992	10,483	10,730	11,504	11,803	12,060	12,702	13,209	13,713
	SOC	% of Total	7.5%	7.7%	7.8%	8.2%	8.3%	8.5%	8.9%	9.1%	9.4%
	Grad./Prof.	#	1,975	1,999	1,879	1,897	1,957	2,052	2,082	2,110	2,249
	SOC	% of Total	8.9%	9.0%	8.5%	8.4%	8.3%	8.6%	8.8%	9.0%	9.4%
UW-Eau Claire	Undergrad	#	439	463	458	519	488	495	482	462	475
	SOC	% of Total	4.3%	4.6%	4.5%	5.0%	4.7%	4.9%	4.8%	4.5%	4.7%
	Grad./Prof.	#	15	10	18	18	15	14	19	23	28
	SOC	% of Total	2.4%	1.9%	3.7%	3.5%	2.8%	2.5%	3.5%	4.3%	4.6%
UW-Green Bay	Undergrad	#	286	273	291	299	293	310	316	370	381
	SOC	% of Total	5.1%	5.1%	5.3%	5.3%	5.5%	5.6%	5.8%	6.6%	6.9%
	Grad./Prof.	#	19	12	9	19	8	16	11	7	8
	SOC	% of Total	7.5%	4.2%	2.9%	5.2%	3.1%	5.7%	4.6%	3.5%	5.1%
UW-La Crosse	Undergrad	#	363	392	418	421	421	457	451	459	524
	SOC	% of Total	4.2%	4.5%	4.9%	4.9%	5.2%	5.6%	5.7%	5.6%	6.3%
	Grad./Prof.	#	23	37	42	48	44	41	34	39	49
	SOC	% of Total	2.7%	4.2%	4.4%	4.1%	3.0%	2.8%	2.9%	3.1%	3.2%
UW-Madison	Undergrad	#	2,570	2,677	2,628	2,724	2,882	2,985	3,129	3,330	3,551
	SOC	% of Total	8.8%	9.1%	8.8%	9.1%	9.6%	10.0%	10.7%	11.2%	12.0%
	Grad./Prof.	#	1,138	1,147	1,050	1,020	1,036	1,090	1,101	1,121	1,227
	SOC	% of Total	10.8%	10.6%	9.6%	9.2%	9.3%	9.6%	9.7%	9.9%	10.8%
UW-Milwaukee	Undergrad	#	3,233	3,332	3,432	3,636	3,547	3,484	3,698	3,701	3,755
	SOC	% of Total	17.6%	17.5%	17.5%	17.8%	17.2%	16.3%	16.3%	15.9%	15.9%
	Grad./Prof.	#	540	547	520	522	557	544	564	573	583
	SOC	% of Total	12.0%	12.2%	12.0%	12.2%	12.6%	12.3%	12.3%	12.3%	12.4%
UW-Oshkosh	Undergrad	#	380	388	381	435	486	549	568	683	734
	SOC	% of Total	3.8%	3.9%	3.8%	4.2%	4.5%	5.0%	5.2%	6.2%	6.7%
	Grad./Prof.	#	61	58	57	66	63	77	83	76	76
	SOC	% of Total	3.3%	3.6%	3.5%	4.0%	3.6%	4.9%	5.2%	5.0%	5.0%

			1998	1999	2000	2001	2002	2003	2004	2005	2006
UW-Parkside	Undergrad SOC	#	708	796	843	898	892	886	932	982	993
		% of Total	15.8%	16.5%	17.4%	18.2%	18.5%	17.9%	18.8%	20.0%	20.4%
	Grad./Prof. SOC	#	13	14	13	14	13	17	11	11	14
		% of Total	7.6%	10.0%	8.7%	10.4%	8.3%	10.8%	10.3%	10.7%	10.4%
UW-Platteville	Undergrad SOC	#	167	153	163	160	186	163	185	186	247
		% of Total	3.4%	2.9%	3.1%	3.0%	3.3%	2.9%	3.3%	3.2%	4.0%
	Grad./Prof. SOC	#	12	19	16	17	32	52	58	58	53
		% of Total	5.0%	7.5%	6.2%	7.1%	7.3%	9.4%	10.1%	8.6%	7.8%
UW-River Falls	Undergrad SOC	#	184	215	242	273	287	329	329	347	346
		% of Total	3.5%	4.0%	4.4%	5.0%	5.5%	6.1%	6.0%	6.1%	6.0%
	Grad./Prof. SOC	#	15	13	10	10	13	15	13	24	19
		% of Total	3.9%	3.8%	2.4%	2.3%	3.2%	3.1%	2.9%	5.4%	4.0%
UW-Stevens Point	Undergrad SOC	#	250	264	258	276	327	388	423	426	437
		% of Total	3.0%	3.2%	3.1%	3.3%	3.9%	4.6%	5.0%	5.0%	5.1%
	Grad./Prof. SOC	#	10	10	11	10	14	15	9	9	12
		% of Total	1.7%	1.7%	2.3%	2.3%	2.8%	2.8%	1.9%	2.4%	3.0%
UW-Stout	Undergrad SOC	#	239	259	265	257	303	291	309	339	377
		% of Total	3.4%	3.7%	3.7%	3.5%	4.1%	4.0%	4.4%	4.6%	5.0%
	Grad./Prof. SOC	#	48	52	33	47	42	52	49	47	50
		% of Total	6.8%	6.5%	5.2%	6.4%	5.2%	6.3%	6.7%	5.9%	5.8%
UW-Superior	Undergrad SOC	#	83	95	82	111	119	106	142	157	155
		% of Total	3.7%	4.0%	3.3%	4.5%	4.7%	4.2%	5.6%	6.1%	5.9%
	Grad./Prof. SOC	#	15	12	16	18	13	8	14	12	11
		% of Total	3.8%	3.1%	4.3%	4.4%	3.5%	2.3%	4.5%	4.2%	3.7%
UW-Whitewater	Undergrad SOC	#	627	651	684	724	741	806	942	914	849
		% of Total	6.5%	6.8%	7.2%	7.7%	7.8%	8.5%	9.9%	9.7%	9.2%
	Grad./Prof. SOC	#	66	68	84	88	107	111	116	110	119
		% of Total	5.7%	5.6%	6.9%	7.3%	8.3%	8.0%	8.3%	8.1%	9.2%
UW Colleges	Undergrad SOC	#	463	525	585	771	831	811	796	853	889
		% of Total	4.7%	4.8%	5.1%	6.2%	6.6%	6.4%	6.4%	6.8%	7.0%

# Appendix F

## UW System Enrollment of Males and Females, by Race/Ethnicity and Fall Term

			1998	1999	2000	2001	2002	2003	2004	2005	2006
African American	#	Female	2,376	2,488	2,525	2,694	2,572	2,593	2,702	2,768	2,788
		Male	1,802	1,813	1,772	1,862	1,914	1,860	1,964	1,960	2,035
		Total	4,178	4,301	4,297	4,556	4,486	4,453	4,666	4,728	4,823
	%	Female	56.9%	57.8%	58.8%	59.1%	57.3%	58.2%	57.9%	58.5%	57.8%
		Male	43.1%	42.2%	41.2%	40.9%	42.7%	41.8%	42.1%	41.5%	42.2%
		Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
American Indian	#	Female	595	589	621	659	626	652	694	765	737
		Male	454	437	434	414	428	439	449	503	529
		Total	1,049	1,026	1,055	1,073	1,054	1,091	1,143	1,268	1,266
	%	Female	56.7%	57.4%	58.9%	61.4%	59.4%	59.8%	60.7%	60.3%	58.2%
		Male	43.3%	42.6%	41.1%	38.6%	40.6%	40.2%	39.3%	39.7%	41.8%
		Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Southeast Asian	#	Female	523	633	732	842	980	1,020	1,177	1,210	1,267
		Male	626	671	748	807	933	932	1,026	1,057	1,122
		Total	1,149	1,304	1,480	1,649	1,913	1,952	2,203	2,267	2,389
	%	Female	45.5%	48.5%	49.5%	51.1%	51.2%	52.3%	53.4%	53.4%	53.0%
		Male	54.5%	51.5%	50.5%	48.9%	48.8%	47.7%	46.6%	46.6%	47.0%
		Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Other Asian American	#	Female	1,429	1,450	1,432	1,497	1,566	1,656	1,677	1,737	1,865
		Male	1,270	1,309	1,253	1,329	1,325	1,455	1,497	1,568	1,653
		Total	2,699	2,759	2,685	2,826	2,891	3,111	3,174	3,305	3,518
	%	Female	52.9%	52.6%	53.3%	53.0%	54.2%	53.2%	52.8%	52.6%	53.0%
		Male	47.1%	47.4%	46.7%	47.0%	45.8%	46.8%	47.2%	47.4%	47.0%
		Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Hispanic/Latino	#	Female	1,553	1,711	1,713	1,843	1,916	1,955	1,961	2,057	2,127
		Male	1,339	1,381	1,379	1,454	1,500	1,550	1,637	1,694	1,839
		Total	2,892	3,092	3,092	3,297	3,416	3,505	3,598	3,751	3,966
	%	Female	53.7%	55.3%	55.4%	55.9%	56.1%	55.8%	54.5%	54.8%	53.6%
		Male	46.3%	44.7%	44.6%	44.1%	43.9%	44.2%	45.5%	45.2%	46.4%
		Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
White/Unknown	#	Female	77,251	78,985	79,968	81,355	82,243	82,399	81,670	82,515	82,032
		Male	61,321	61,934	62,490	63,228	63,475	64,137	64,422	65,381	66,482
		Total	138,572	140,919	142,458	144,583	145,718	146,536	146,092	147,896	148,514
	%	Female	55.7%	56.0%	56.1%	56.3%	56.4%	56.2%	55.9%	55.8%	55.2%
		Male	44.3%	44.0%	43.9%	43.7%	43.6%	43.8%	44.1%	44.2%	44.8%
		Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
International	#	Female	2,123	2,171	2,207	2,272	2,325	2,335	2,321	2,322	2,260
		Male	3,172	3,272	3,293	3,401	3,252	3,198	3,048	2,967	2,970
		Total	5,295	5,443	5,500	5,673	5,577	5,533	5,369	5,289	5,230
	%	Female	40.1%	39.9%	40.1%	40.0%	41.7%	42.2%	43.2%	43.9%	43.2%
		Male	59.9%	60.1%	59.9%	60.0%	58.3%	57.8%	56.8%	56.1%	56.8%
		Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total	#	Female	85,850	88,027	89,198	91,162	92,228	92,610	92,202	93,374	93,076
		Male	69,984	70,817	71,369	72,495	72,827	73,571	74,043	75,130	76,630
		Total	155,834	158,844	160,567	163,657	165,055	166,181	166,245	168,504	169,706
	%	Female	55.1%	55.4%	55.6%	55.7%	55.9%	55.7%	55.5%	55.4%	54.8%
		Male	44.9%	44.6%	44.4%	44.3%	44.1%	44.3%	44.5%	44.6%	45.2%
		Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

# Appendix G

## UW System M/D Precollege Enrollments by Race/Ethnicity, Unduplicated Annual Headcount

		African American alone	American Indian alone	Southeast Asian alone	Other Asian American alone	Hispanic/ Latino alone	Two or more races/ ethnicities	White alone	Unknown	Total
UW System Total	03/04	8,555	568	722	400	3,272	436	1,931	1,005	16,889
	04/05	8,882	505	725	317	3,251	343	1,560	1,490	17,073
	05/06	8,196	358	933	291	3,405	329	1,694	1,225	16,431
UW- Madison	03/04	282	12	48	60	186	135	387	146	1,256
	04/05	222	36	77	22	113	46	20	41	577
	05/06	333	56	135	47	161	99	243	243	1,317
UW- Milwaukee	03/04	6,549	101	177	170	2,433	124	547	543	10,644
	04/05	7,117	56	145	126	2,576	125	572	899	11,616
	05/06	6,512	50	92	166	2,579	103	554	781	10,837
UW-Eau Claire	03/04	38	48	34	45	10	0	601	8	784
	04/05	73	44	15	19	24	12	610	51	848
	05/06	40	20	64	17	22	4	381	87	635
UW-Green Bay	03/04	92	45	49	21	54	5	68	22	356
	04/05	67	45	53	20	69	1	60	15	330
	05/06	62	51	70	0	87	1	63	28	362
UW-La Crosse	03/04	53	42	65	31	41	122	19	16	389
	04/05	57	5	145	0	44	8	0	26	285
	05/06	40	0	139	0	60	10	3	23	275
UW- Oshkosh	03/04	123	11	0	29	10	3	3	6	185
	04/05	108	0	0	5	37	1	0	3	154
	05/06	89	1	20	0	33	1	8	0	152
UW- Parkside	03/04	254	4	6	16	68	5	41	68	462
	04/05	182	2	1	13	70	36	49	50	403
	05/06	195	5	2	11	24	24	32	20	313
UW- Platteville	03/04	74	0	1	0	2	0	0	1	78
	04/05	58	0	4	1	0	4	0	1	68
	05/06	100	0	2	1	8	8	4	0	123
UW-River Falls	03/04	24	10	31	1	15	1	3	11	96
	04/05	110	45	0	11	6	2	8	140	322
	05/06	94	5	10	27	11	3	88	15	253
UW- Stevens Point	03/04	75	86	88	10	101	3	38	0	401
	04/05	100	94	44	86	53	2	42	19	440
	05/06	56	43	114	8	115	9	39	3	387
UW-Stout	03/04	94	27	51	0	0	3	6	0	181
	04/05	56	21	69	2	3	10	4	4	169
	05/06	42	6	57	1	1	10	9	1	127
UW- Superior	03/04	134	10	10	0	0	13	9	0	176
	04/05	73	0	43	2	0	6	4	0	128
	05/06	17	0	30	0	0	0	0	0	47
UW- Whitewater	03/04	708	27	52	1	247	9	87	24	1,155
	04/05	573	47	36	3	200	78	82	24	1,043
	05/06	522	39	40	2	230	39	108	9	989
UW Colleges	03/04	55	145	110	16	105	13	122	160	726
	04/05	86	110	93	7	56	12	109	217	690
	05/06	94	82	158	11	74	18	162	15	614

# Appendix H

## UW New Freshmen Students of Color (SOC) and White Students Number Entering and Percent Returning to the Same Institution for the Second Year, by Entering Fall Term

			Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
UW System Total	Cohort (#)	SOC	1,771	1,790	1,854	1,984	2,019	2,113	2,243	2,261
		White	20,972	20,607	20,503	20,814	20,484	20,629	20,038	20,802
	Rate (%)	SOC	72.0	71.8	71.6	74.3	75.4	74.0	74.6	71.6
		White	79.3	79.3	79.5	80.0	80.8	80.3	81.3	80.3
UW-Eau Claire	Cohort (#)	SOC	99	104	76	106	84	87	81	95
		White	2,024	1,897	1,983	2,009	1,957	1,770	1,927	1,952
	Rate (%)	SOC	74.7	76.9	72.4	80.2	79.8	75.9	84.0	80.0
		White	79.4	79.9	78.5	80.2	81.3	79.4	83.0	82.6
UW-Green Bay	Cohort (#)	SOC	37	36	31	34	54	51	63	51
		White	906	828	890	822	825	890	909	842
	Rate (%)	SOC	51.4	61.1	58.1	61.8	70.4	70.6	66.7	60.8
		White	69.9	74.0	74.7	74.8	82.9	74.8	76.1	76.8
UW-La Crosse	Cohort (#)	SOC	84	80	101	83	95	94	92	117
		White	1,649	1,544	1,501	1,504	1,456	1,401	1,435	1,626
	Rate (%)	SOC	77.4	76.3	77.2	78.3	80.0	84.0	77.2	78.6
		White	82.2	82.7	84.5	85.4	84.9	86.1	87.8	85.9
UW- Madison	Cohort (#)	SOC	559	546	535	611	627	613	688	741
		White	4,850	4,831	4,979	5,159	4,704	4,639	4,607	5,013
	Rate (%)	SOC	85.7	86.4	84.7	86.1	89.8	90.0	90.3	90.3
		White	92.8	92.1	91.6	92.6	92.7	92.6	94.3	93.5
UW- Milwaukee	Cohort (#)	SOC	480	436	462	507	500	526	434	463
		White	2,019	2,243	2,187	2,260	2,537	2,866	2,314	2,216
	Rate (%)	SOC	62.1	64.4	66.9	66.1	64.4	63.9	65.9	57.0
		White	71.8	72.8	75.4	74.0	72.6	74.4	74.0	72.4
UW- Oshkosh	Cohort (#)	SOC	68	70	68	87	101	110	109	125
		White	1,820	1,750	1,550	1,726	1,668	1,646	1,588	1,489
	Rate (%)	SOC	69.1	67.1	69.1	71.3	64.4	64.5	73.4	63.2
		White	73.7	71.0	72.2	72.1	76.3	77.0	76.6	75.2

			Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
UW-Parkside	Cohort (#)	SOC	141	164	157	168	130	147	214	193
		White	644	644	578	678	627	713	674	585
	Rate (%)	SOC	58.9	65.2	54.8	65.5	68.5	59.9	63.1	59.6
		White	61.8	62.0	62.5	63.0	66.5	61.9	65.0	63.9
UW-Platteville	Cohort (#)	SOC	44	33	26	25	40	31	39	44
		White	1,070	1,059	925	1,010	1,076	1,084	1,123	1,172
	Rate (%)	SOC	65.9	57.6	76.9	72.0	62.5	64.5	46.2	68.2
		White	79.4	77.2	74.8	76.3	81.5	77.8	77.0	76.9
UW-River Falls	Cohort (#)	SOC	44	55	72	75	69	98	95	82
		White	1,149	1,038	1,018	1,027	969	1,117	1,099	1,103
	Rate (%)	SOC	77.3	45.5	62.5	57.3	68.1	61.2	67.4	50.0
		White	77.1	76.7	74.0	70.9	75.7	78.3	76.6	72.1
UW-Stevens Point	Cohort (#)	SOC	40	55	55	56	72	79	74	63
		White	1,442	1,409	1,438	1,424	1,369	1,403	1,436	1,439
	Rate (%)	SOC	57.5	61.8	69.1	83.9	68.1	78.5	73.0	61.9
		White	77.3	76.4	77.4	77.7	76.2	79.3	76.2	77.2
UW-Stout	Cohort (#)	SOC	39	54	46	44	58	43	73	95
		White	1,287	1,259	1,258	1,225	1,243	1,201	1,157	1,564
	Rate (%)	SOC	64.1	75.9	56.5	63.6	70.7	62.8	58.9	61.1
		White	73.8	76.9	75.5	73.8	72.4	73.7	74.4	72.2
UW-Superior	Cohort (#)	SOC	4	10	11	19	16	15	16	16
		White	356	387	367	289	226	295	295	288
	Rate (%)	SOC	*	*	63.6	68.4	50.0	73.3	68.8	56.3
		White	61.2	68.2	64.9	70.2	69.0	64.7	70.5	66.0
UW-Whitewater	Cohort (#)	SOC	132	147	214	169	173	219	265	176
		White	1,756	1,718	1,829	1,681	1,827	1,604	1,474	1,513
	Rate (%)	SOC	74.2	62.6	67.8	71.6	76.9	71.2	68.3	65.9
		White	75.9	75.2	75.1	77.8	78.2	77.5	78.1	75.3

\*To protect student privacy, rates are not shown when there are 5 or fewer returning students.

# Appendix I

## UW New Freshmen Students of Color and White Students Number Entering and Percent Graduating From Any UW Institution Within Six Years, by Entering Fall Term

			Fall 1998	Fall 1999	Fall 2000
UW System Total	Cohort (#)	SOC	1,771	1,790	1,854
		White	20,972	20,607	20,503
	Rate (%)	SOC	43.1	45.8	43.5
		White	64.4	65.2	66.2
UW-Eau Claire	Cohort (#)	SOC	99	104	76
		White	2,024	1,897	1,983
	Rate (%)	SOC	48.5	57.7	52.6
		White	68.4	70.2	69.5
UW-Green Bay	Cohort (#)	SOC	37	36	31
		White	906	828	890
	Rate (%)	SOC	24.3	38.9	35.5
		White	59.3	58.6	65.4
UW-La Crosse	Cohort (#)	SOC	84	80	101
		White	1,649	1,544	1,501
	Rate (%)	SOC	44.0	56.3	54.5
		White	72.7	73.8	74.2
UW-Madison	Cohort (#)	SOC	559	546	535
		White	4,850	4,831	4,979
	Rate (%)	SOC	63.0	65.4	66.5
		White	82.9	81.9	82.8
UW-Milwaukee	Cohort (#)	SOC	480	436	462
		White	2,019	2,243	2,187
	Rate (%)	SOC	24.2	31.0	26.4
		White	45.6	50.4	52.8
UW-Oshkosh	Cohort (#)	SOC	68	70	68
		White	1,820	1,750	1,550
	Rate (%)	SOC	32.4	50.0	35.3
		White	53.9	57.5	55.8

			Fall 1998	Fall 1999	Fall 2000
UW-Parkside	Cohort (#)	SOC	141	164	157
		White	644	644	578
	Rate (%)	SOC	29.8	24.4	22.9
		White	39.1	41.3	41.3
UW-Platteville	Cohort (#)	SOC	44	33	26
		White	1,070	1,059	925
	Rate (%)	SOC	25.0	33.3	46.2
		White	56.5	60.6	57.4
UW-River Falls	Cohort (#)	SOC	44	55	72
		White	1,149	1,038	1,018
	Rate (%)	SOC	56.8	40.0	41.7
		White	62.4	62.6	62.2
UW-Stevens Point	Cohort (#)	SOC	40	55	55
		White	1,442	1,409	1,438
	Rate (%)	SOC	52.5	49.1	49.1
		White	68.4	68.7	69.0
UW-Stout	Cohort (#)	SOC	39	54	46
		White	1,287	1,259	1,258
	Rate (%)	SOC	38.5	44.4	17.4
		White	53.0	53.5	55.2
UW-Superior	Cohort (#)	SOC	4	10	11
		White	356	387	367
	Rate (%)	SOC	*	*	*
		White	39.3	41.3	39.8
UW-Whitewater	Cohort (#)	SOC	132	147	214
		White	1,756	1,718	1,829
	Rate (%)	SOC	49.2	32.7	38.3
		White	61.8	59.6	61.5

\*To protect student privacy, rates are not shown when there are 5 or fewer graduating students.



# Appendix J

## UW System Degrees Conferred to Students of Color (SOC), in Number and as Percent of Total, by Degree Level

			1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
UW System Total	Bachelor's Degrees	#	1,193	1,242	1,374	1,290	1,363	1,604	1,543	1,641
		% of Total	6.0%	6.2%	6.6%	6.1%	6.4%	6.9%	6.8%	7.2%
	Grad./Prof. Degrees	#	505	536	547	579	511	609	586	524
		% of Total	8.1%	8.9%	8.7%	9.0%	7.9%	8.5%	8.6%	7.9%
UW-Eau Claire	Bachelor's Degrees	#	54	61	55	65	85	75	82	81
		% of Total	3.2%	3.7%	3.4%	3.8%	4.8%	4.1%	4.4%	4.4%
	Grad./Prof. Degrees	#	6	5	2	5	2	10	0	1
		% of Total	3.6%	2.9%	1.1%	4.1%	1.6%	7.5%	0.0%	0.8%
UW-Green Bay	Bachelor's Degrees	#	33	35	35	33	41	45	32	48
		% of Total	4.3%	4.4%	4.3%	3.9%	4.3%	4.9%	3.4%	5.2%
	Grad./Prof. Degrees	#	1	0	0	4	3	5	1	4
		% of Total	3.8%	0.0%	0.0%	6.9%	7.0%	10.4%	1.8%	7.5%
UW-La Crosse	Bachelor's Degrees	#	39	43	56	53	48	67	71	55
		% of Total	3.0%	2.8%	3.8%	3.3%	3.1%	4.1%	4.6%	3.8%
	Grad./Prof. Degrees	#	6	9	16	18	21	19	17	12
		% of Total	1.6%	2.8%	3.8%	4.3%	3.3%	2.7%	3.1%	2.6%
UW-Madison	Bachelor's Degrees	#	418	401	483	431	491	499	508	570
		% of Total	7.5%	7.2%	7.8%	7.3%	8.0%	7.9%	8.0%	8.9%
	Grad./Prof. Degrees	#	305	323	315	292	278	292	303	262
		% of Total	10.1%	10.8%	9.9%	9.5%	8.4%	9.0%	9.2%	8.6%
UW-Milwaukee	Bachelor's Degrees	#	340	364	397	351	314	484	435	417
		% of Total	13.1%	14.4%	14.6%	12.9%	13.7%	13.1%	13.7%	12.9%
	Grad./Prof. Degrees	#	126	150	150	179	154	198	169	161
		% of Total	10.2%	12.0%	12.5%	14.2%	15.1%	13.8%	12.7%	11.6%
UW-Oshkosh	Bachelor's Degrees	#	51	56	56	45	51	55	59	69
		% of Total	3.7%	4.1%	4.2%	3.3%	3.3%	3.4%	3.8%	4.1%
	Grad./Prof. Degrees	#	12	13	11	12	10	17	19	13
		% of Total	3.5%	3.8%	3.2%	3.5%	3.2%	5.2%	6.3%	3.9%
UW-Parkside	Bachelor's Degrees	#	62	81	64	82	85	106	104	98
		% of Total	12.7%	15.4%	11.9%	15.1%	14.3%	17.3%	17.9%	16.9%
	Grad./Prof. Degrees	#	4	2	4	8	1	3	2	3
		% of Total	8.2%	9.5%	11.1%	24.2%	3.3%	7.3%	6.5%	13.0%

			1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
UW-Platteville	Bachelor's Degrees	#	23	17	27	13	26	18	20	24
		% of Total	3.0%	2.3%	3.3%	1.7%	3.1%	2.1%	2.3%	2.7%
	Grad./Prof. Degrees	#	8	4	7	4	2	13	16	13
		% of Total	10.0%	5.6%	13.5%	6.0%	2.9%	10.0%	10.7%	7.0%
UW-River Falls	Bachelor's Degrees	#	30	22	23	38	41	36	41	41
		% of Total	3.7%	2.5%	2.4%	3.6%	3.9%	3.5%	4.1%	4.4%
	Grad./Prof. Degrees	#	3	2	4	3	1	4	2	5
		% of Total	2.3%	2.0%	2.4%	3.1%	0.9%	3.0%	1.6%	3.2%
UW-Stevens Point	Bachelor's Degrees	#	40	38	48	49	41	51	45	56
		% of Total	2.8%	2.7%	3.3%	3.1%	2.7%	3.1%	3.0%	3.7%
	Grad./Prof. Degrees	#	2	2	2	6	2	3	5	4
		% of Total	1.3%	1.0%	1.5%	3.2%	1.5%	1.9%	3.7%	2.6%
UW-Stout	Bachelor's Degrees	#	36	31	35	27	36	46	35	40
		% of Total	3.4%	3.2%	3.3%	2.4%	3.2%	3.8%	2.8%	3.5%
	Grad./Prof. Degrees	#	9	13	14	19	11	14	16	11
		% of Total	3.9%	9.6%	6.9%	7.4%	4.7%	5.2%	6.5%	5.3%
UW-Superior	Bachelor's Degrees	#	12	15	9	19	8	12	10	24
		% of Total	3.3%	4.6%	2.7%	5.5%	2.2%	3.0%	2.2%	5.9%
	Grad./Prof. Degrees	#	4	2	6	6	3	3	3	5
		% of Total	3.7%	2.0%	5.2%	6.4%	2.7%	2.6%	3.0%	5.9%
UW-Whitewater	Bachelor's Degrees	#	55	78	86	84	96	110	101	118
		% of Total	3.6%	4.7%	5.5%	4.7%	5.7%	6.7%	5.9%	6.9%
	Grad./Prof. Degrees	#	19	11	16	23	23	28	33	30
		% of Total	6.5%	4.0%	6.0%	5.7%	6.1%	6.9%	8.7%	7.8%

# Appendix K

## Financial Need of UW System Undergraduate Financial Aid Recipients, by Race/Ethnicity

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
African American	# with Financial Need	2,784	2,751	2,818	2,978	3,019	3,117	3,305	3,379
	% of Enrolled Undergrads	80%	77%	77%	78%	80%	85%	86%	86%
American Indian	# with Financial Need	622	573	594	604	594	633	672	728
	% of Enrolled Undergrads	72%	67%	66%	68%	67%	70%	70%	68%
Asian American	# with Financial Need	1,930	1,964	2,067	2,286	2,598	2,836	3,068	3,244
	% of Enrolled Undergrads	60%	58%	59%	60%	63%	65%	66%	67%
Hispanic/Latino	# with Financial Need	1,510	1,507	1,509	1,595	1,674	1,759	1,859	1,914
	% of Enrolled Undergrads	63%	59%	59%	57%	58%	60%	62%	61%
Students of Color	# with Financial Need	6,846	6,795	6,988	7,463	7,885	8,345	8,904	9,265
	% of Enrolled Undergrads	69%	65%	66%	66%	68%	70%	72%	72%
White/Unknown	# with Financial Need	51,502	47,687	46,258	47,659	50,345	53,351	55,290	54,743
	% of Enrolled Undergrads	43%	39%	38%	38%	40%	43%	44%	43%

# Appendix L

## Cumulative Student Loan Debt of UW System Bachelor's Degree Recipients With Debt, by Race/Ethnicity

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
African American	Loan Recipients	301	294	327	329	329	400	353	424
	Average Debt	\$18,307	\$19,193	\$20,123	\$19,541	\$20,792	\$22,921	\$24,265	\$23,904
American Indian	Loan Recipients	87	92	80	76	91	91	76	86
	Average Debt	\$13,580	\$12,958	\$13,348	\$14,402	\$14,014	\$14,813	\$16,208	\$18,550
Asian	Loan Recipients	275	275	313	293	308	364	381	401
	Average Debt	\$14,522	\$14,581	\$14,483	\$14,269	\$16,218	\$15,982	\$17,840	\$19,232
Hispanic	Loan Recipients	188	219	246	214	241	307	304	271
	Average Debt	\$16,286	\$17,145	\$16,748	\$17,276	\$18,127	\$17,809	\$19,267	\$21,282
Students of Color	Loan Recipients	851	880	966	912	969	1,162	1,114	1,182
	Average Debt	\$16,154	\$16,590	\$16,875	\$16,887	\$18,039	\$18,762	\$20,154	\$21,328
White/Unknown	Loan Recipients	10,558	10,850	11,042	11,524	11,641	12,948	12,840	13,181
	Average Debt	\$14,897	\$15,291	\$15,737	\$16,206	\$16,773	\$17,622	\$18,854	\$20,222
Total*	Loan Recipients	11,409	11,730	12,008	12,436	12,610	14,110	13,954	14,363
	Average Debt	\$14,991	\$15,389	\$15,829	\$16,256	\$16,870	\$17,715	\$18,958	\$20,313

# Appendix M

## UW System Employees by Employment Category and Race/Ethnicity\*

		Faculty	Instructional Academic Staff	Non- Instructional Academic Staff	Admin- istrators	Classified	Total
African American	1998	227	87	181	51	315	861
	2004	228	74	231	70	361	964
	2005	239	82	229	59	350	959
	2006	248	89	249	57	331	974
American Indian	1998	54	20	48	9	54	185
	2004	71	26	53	6	54	210
	2005	75	28	56	6	50	215
	2006	71	25	61	6	53	216
Asian American	1998	485	139	448	21	92	1,185
	2004	698	185	698	19	221	1,821
	2005	740	208	693	19	235	1,895
	2006	762	221	701	18	252	1,954
Hispanic/ Latino	1998	172	61	152	16	112	513
	2004	247	88	222	24	276	857
	2005	268	106	215	26	297	912
	2006	264	99	221	24	324	932
Employees of Color	1998	938	307	829	97	573	2,744
	2004	1,244	373	1,204	119	912	3,852
	2005	1,322	424	1,193	110	932	3,981
	2006	1,345	434	1,232	105	960	4,076
White	1998	8,960	3,561	6,089	1,196	8,855	28,661
	2004	9,037	3,787	7,299	1,247	9,105	30,475
	2005	9,214	4,002	7,337	1,217	8,906	30,676
	2006	9,163	4,064	7,348	1,194	8,854	30,623
Unknown	1998	127	78	115	2	74	396
	2004	95	60	100	1	33	289
	2005	135	82	127	1	49	394
	2006	159	102	151	3	79	494
Total	1998	10,025	3,946	7,033	1,295	9,502	31,801
	2004	10,376	4,220	8,603	1,367	10,050	34,616
	2005	10,671	4,508	8,657	1,328	9,887	35,051
	2006	10,667	4,600	8,731	1,302	9,893	35,193

## Appendix N

**Table A**  
**UW System Minority/Disadvantaged Program Funding <sup>(a)</sup>**  
**1998-99 All Fund Expenditures**

	1997-98	1998-99					
Institution	Total Program Funds & Scholarships	Total Program Funds & Scholarships	Fund 402 M/D Appropriation 20.285(4)(a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds <sup>(b)</sup>	Institutional Scholarships <sup>(c)</sup>
Madison	\$5,961,794	\$6,530,945	\$1,287,698	\$2,361,766	\$915,158	\$4,564,622	\$1,966,323
Milwaukee	\$4,920,678	\$5,354,016	\$1,877,300	\$1,279,622	\$1,361,506	\$4,518,428	\$835,588
Eau Claire	\$1,170,005	\$1,306,450	\$114,869	\$344,260	\$717,144	\$1,176,273	\$130,177
Green Bay	\$785,039	\$886,317	\$79,875	\$54,657	\$669,599	\$804,131	\$82,186
La Crosse	\$1,233,743	\$1,427,708	\$106,262	\$528,785	\$770,161	\$1,405,208	\$22,500
Oshkosh	\$760,927	\$769,870	\$380,828	\$24,959	\$349,982	\$755,769	\$14,110
Parkside	\$506,946	\$536,327	\$232,147	\$11,944	\$250,861	\$494,952	\$41,375
Platteville	\$354,222	\$376,626	\$89,453	\$55,119	\$231,854	\$376,426	\$200
River Falls	\$398,203	\$387,864	\$140,634	\$8,383	\$238,847	\$387,864	\$0
Stevens Point	\$899,476	\$865,650	\$202,258	\$150,995	\$512,397	\$865,650	\$0
Stout	\$740,304	\$633,727	\$218,843	\$108,040	\$298,844	\$625,727	\$8,000
Superior	\$396,354	\$509,496	\$87,029	\$197,647	\$224,820	\$509,496	\$0
Whitewater	\$1,556,414	\$1,621,016	\$671,740	\$84,204	\$865,072	\$1,621,016	\$0
Colleges	\$662,282	\$704,211	\$160,502	\$41,990	\$501,719	\$704,211	\$0
Extension	\$112,045	\$124,604	\$75,782	\$48,822	\$0	\$124,604	\$0
WCWC <sup>(d)</sup>	\$39,670	\$43,968	\$43,968	\$0	\$0	\$43,968	\$0
Systemwide	\$452,900	\$504,760	\$170,375	\$334,385	\$0	\$504,760	\$0
<b>Total</b>	<b>\$20,951,002</b>	<b>\$22,583,564</b>	<b>\$5,939,563</b>	<b>\$5,635,578</b>	<b>\$7,907,964</b>	<b>\$19,483,105</b>	<b>\$3,100,459</b>

(a) Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by UW System to the institutions. Includes precollege and institutional scholarships.

(b) Includes program revenue funds from auxiliaries and special courses.

(c) Reflects institution awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.

(d) WCWC expenditures are as follows: UW-Eau Claire, \$13,824; UW-River Falls, \$5,000; UW-Stout, \$5,055; and UW-Superior, \$20,089.

Source: UW System Office of Budget and Planning.

**Table B**  
**UW System Minority/Disadvantaged Program Funding <sup>(a)</sup>**  
**2005-06 All Fund Expenditures**

Institution	2004-05	2005-06					
	Total Program Funds & Scholarships	Total Program Funds & Scholarships	Fund 402 M/D Appropriation 20.285 (4) (a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds <sup>2</sup>	Institutional Scholarships <sup>3</sup>
Madison	\$16,928,426	\$20,745,401	\$1,785,935	\$7,021,267	\$4,291,513	\$13,098,715	\$7,646,686
Milwaukee	\$10,027,570	\$9,130,012	\$2,252,219	\$1,564,698	\$4,667,329	\$8,484,246	\$645,766
Eau Claire	\$1,876,585	\$1,816,391	\$235,505	\$205,066	\$1,236,106	\$1,676,677	\$139,714
Green Bay	\$1,251,582	\$1,155,641	\$150,633	\$97,649	\$557,359	\$805,641	\$350,000
La Crosse	\$1,984,496	\$2,129,395	\$233,939	\$373,892	\$1,453,722	\$2,061,552	\$67,843
Oshkosh	\$1,061,205	\$1,013,828	\$516,570	\$19,769	\$440,527	\$976,866	\$36,962
Parkside	\$1,085,648	\$950,704	\$344,521	\$104,186	\$459,748	\$908,455	\$42,249
Platteville	\$574,950	\$571,279	\$163,264	\$138,727	\$269,287	\$571,279	\$0
River Falls	\$968,274	\$1,117,823	\$171,149	\$34,585	\$912,089	\$1,117,823	\$0
Stevens Point	\$1,131,087	\$1,167,435	\$299,497	\$144,607	\$723,331	\$1,167,435	\$0
Stout	\$1,298,828	\$1,263,551	\$340,246	\$120,814	\$767,691	\$1,228,751	\$34,800
Superior	\$1,021,545	\$1,026,488	\$165,345	\$160,518	\$700,624	\$1,026,488	\$0
Whitewater	\$2,022,359	\$1,861,994	\$860,480	\$50,630	\$950,883	\$1,861,994	\$0
Colleges	\$1,012,402	\$987,147	\$279,934	\$56,833	\$645,499	\$982,267	\$4,880
Extension	\$134,297	\$128,192	\$102,041	\$26,151	\$0	\$128,192	\$0
Systemwide	\$937,324	\$737,341	\$515,223	\$177,032	\$45,086	\$737,341	\$0
<b>Total</b>	<b>\$43,316,578</b>	<b>\$45,802,622</b>	<b>\$8,416,503</b>	<b>\$10,296,424</b>	<b>\$18,120,795</b>	<b>\$36,833,722</b>	<b>\$8,968,900</b>

<sup>1</sup> Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by UW System to the institutions. Includes precollege and institutional scholarships.

<sup>2</sup> Includes program revenue funds from auxiliaries and special courses.

<sup>3</sup> Reflects institution-awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.

Source: UW System Office of Budget and Planning

Program Authorization (Implementation)  
B.S. in Applied Health Sciences  
University of Wisconsin-Parkside

EDUCATION COMMITTEE

Resolution I.1.b(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Applied Health Sciences.

**NEW PROGRAM AUTHORIZATION  
B.S. in Applied Health Sciences  
University of Wisconsin-Parkside**

**EXECUTIVE SUMMARY**

**BACKGROUND**

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

The proposed BS-AHS program will address a strong regional, statewide, and national need for trained health care professionals by preparing students either for admission into graduate/professional programs in health sciences, such as Athletic Training, Chiropractic, Kinesiology/Exercise Science, Occupational Therapy, Physician Assistant, and Physical Therapy, or for careers in general health sciences, entry-level scientific/medical research, and fitness/health promotion. In addition, this major will address a strong internal need of UW-Parkside students interested in health sciences.

**REQUESTED ACTION**

Approval of Resolution I.1.b.(1), authorizing the implementation of the Bachelor of Science in Applied Health Sciences at UW-Parkside.

**DISCUSSION**

***Program Description***

The Bachelor of Applied Health Sciences is designed to prepare students with an interdisciplinary and liberal arts foundation for professional careers within health care systems. This major is intended primarily for students who wish to pursue advanced degrees and/or careers in the professional fields of Physical Therapy, Occupational Therapy, Chiropractic Medicine, Physician Assistant Education, Athletic Training, and Kinesiology/Exercise Science. The BS-AHS will provide UW-Parkside students with an alternate, pre-professional major that is appropriate for health careers other than currently existing UW-Parkside majors in Biological Sciences, Health, Physical Education, and Athletics, and Nursing. While the majority of graduating students is expected to pursue advanced degrees in Health Care and Health Sciences, students completing this degree will also be competitive for entry-level careers in general health sciences, scientific/medical research, and fitness/health promotion.

The Applied Health Sciences degree is targeted to:

- Current and new students interested in a more direct path to an advanced degree in one of the above-mentioned health care professions;
- Transfer students from technical colleges and other universities;



- Place-bound individuals seeking to complete a baccalaureate degree in the high-demand areas of health care and health science;
- Practicing professionals with technical college degrees; and
- Pre-Nursing students who cannot be accommodated in the nursing program.

The program will be housed in the newly created Center of Health Sciences within the College of Arts and Sciences at UW-Parkside. It will be governed by a steering committee comprised primarily of faculty and academic staff from the Departments of Biological Sciences and Health, Physical Education, and Athletics. A director will oversee the administrative needs of the program as well as sit on the steering committee.

A total of 120 credits must be earned to obtain the BS-AHS degree. The 60-95 credit curriculum in the program consists of 58 credits of core requirements in the BS-ASH major and 10-45 credits in a selected concentration, allowing specialization in one of the following six areas: pre-athletic training, pre-chiropractic, pre-kinesiology/exercise science, pre-occupational therapy, pre-physician assistant training or pre-physical therapy. Students will also take a required capstone internship/fieldwork course. By completing the core courses and the selected courses in the concentrations, students will satisfy requirements for entry into a respective health care graduate/professional program in the above six areas. The completed area of concentration will be stated on the student's transcript.

### ***Program Goals and Objectives***

The primary academic goals and objectives of the AHS major are:

- To provide UW-Parkside students with a rigorous health sciences degree that will allow them to be competitive and successful in entry level health science careers; and
- To provide UW-Parkside students with a rigorous health sciences degree that will allow them to gain admission into professional/ graduate health programs.

### ***Student Learning Outcomes:***

Through the integration of content and hands-on experience, students who graduate with the AHS major will be expected to achieve the following learning outcomes:

- Demonstrate an understanding of the fundamental principles of biology, chemistry, health, and wellness;
- Demonstrate proficiency in various basic and advanced scientific techniques and proper laboratory practice, including the proper use of laboratory equipment and proficiencies in health assessment techniques;
- Apply scientific principles to the study of health science issues;
- Clearly articulate the associated range of practice and expertise within the various health science fields of study;
- Demonstrate effective problem-solving and critical thinking skills as related to health sciences;
- Demonstrate sensitivity to cultural diversity and its impact on the preparation of a health science career;
- Comprehend ethical and moral theory and their relevance to health science fields of study; and
- Use professional standards in written, oral and nonverbal communication to interact with peers and interdisciplinary professionals.

## ***Academic and Career Advising***

Current faculty and staff within the Biology Department and the Health, Physical Education and Athletic Department will advise students who indicate an interest in pursuing an Applied Health Sciences degree. As enrollment increases, additional staff will be needed to cover the demand of the focused advising. This need will be met in year two with the addition of a half-time professional advisor who has expertise in the health related sciences. Special attention will be given to assist students in choosing the academic path best suited to their personal interests, values and abilities. Given the unique nature of each health related profession, advising will consist of continual in-depth discussions of the requirements needed to gain admittance into graduate/professional programs or their chosen health science career area. Students will also be linked to the UW-Parkside Career Center for special career decision workshops and personal career counseling.

## ***Relation to Institutional Mission***

The proposed BS-AHS major serves the institutional mission of UW-Parkside by “*offering high-quality academic programs rooted in the tradition of a liberal education in the arts, sciences, and professions, responsive to the occupational, civic and cultural needs of the region, and actively seek their continual improvement.*” The major will satisfy a critical need of all students interested in pursuing degrees in health-related fields, but especially will provide educational access to the large minority population in southeast Wisconsin, many of whom are place-bound or economically disadvantaged. This commitment to serving minority populations is also noted in UW-Parkside’s institutional mission: “*Attract and retain a diverse and multicultural population of students, faculty and staff.*” It is an interdisciplinary major that will provide “*opportunities for collaborative faculty, student, and staff interaction in support of excellence.*” Students in the proposed major will be able to “*Generate, disseminate and apply knowledge through research, professional and creative activity that benefits communities throughout the region and the world.*”

One of the goals from the strategic growth plan drafted by the University Planning Committee in May, 2005, is “To increase enrollment by developing new programs and enhancing existing programs.” A short-term objective was to “Establish several new undergraduate majors by spring 2006.” The action step stated: “Establish work groups to flesh out undergraduate program proposals in elementary education, and areas such as gerontology, forensics and *health care.*” The proposed BS-AHS major is a direct result of this plan.

## ***Program Assessment***

Student learning outcomes will be assessed at different steps of the curricular process and upon completion of the degree. UW-Parkside requires all academic programs to maintain updated assessment plans and to report every two years on their implementation. Some of the courses in the AHS major are part of the university’s general education program. All courses accepted within the general education program must use rubrics, approved by the general education committee, that assess student performance and evaluate the course.

Assessment and monitoring of student learning outcomes will be a primary and important source of information to determine the effectiveness of the AHS major and future improvement efforts. Student learning outcomes will be assessed using measures such as course-embedded assessment, examination questions, and other activities reflective of student performance. The program’s Capstone

course (AHS 494) will be an important component of the student learning assessment. Students will develop and present a portfolio containing evidence of skills and knowledge gained from the program and demonstrate the application of relevant hands-on professional techniques gained from their internship experience.

On a yearly basis, measurement of student learning outcomes will be shared with faculty and academic staff to enable continuous quality improvements to the curriculum. In addition, student evaluations for each class (each semester) and student entrance and exit interviews will also be used to assess established AHS learning outcomes.

Methods to evaluate the BS-AHS major will utilize several measurements to monitor program quality. The program objectives will be assessed using measurements such as diversity demographics; grade point averages; course enrollment numbers; placement of AHS graduates into health/research related jobs; placement into graduate schools and professional programs; and employer satisfaction surveys. Surveys will be given to external internship supervisors that will assess the quality and preparedness of UW-Parkside students.

Assessment reports prepared by the director of the Center for Health Sciences will summarize the results of each measurement, include interpretation and implication analysis of the results, and conclude with a plan of action for the AHS major. The director and the steering committee will monitor implementation of the program, review the assessment reports, and, if necessary, execute changes to the program based on the assessment reports.

### ***Need***

There are currently more than 750 students (in the areas of pre-health, Health, Physical Education and Athletics, and Nursing) at UW-Parkside who have declared an interest in pursuing careers in the health sciences. However, to date, existing majors on campus do not offer the flexibility and interconnection of classes proposed in the AHS major. Bringing together courses in the academic areas of Biological Sciences and Health, Physical Education, and Athletics will provide a rigorous, logical, series of classes resulting in a major that will enable students to continue to pursue careers in health sciences. To determine the level of student interest in the AHS major, a recent survey (spring 2007) conducted by the authors of the proposal polled students in several introductory and advanced-level classes in the Biological Sciences major and the Health, Physical Education, and Athletics major on campus. Of the 366 students polled, 77% indicated an interest in pursuing the AHS major (52% yes, 25% maybe) if offered at UW-Parkside.

Because of the current limited options for students with health science interests on campus, many students leave the university. Within the last four years, approximately 76% of pre-nursing students who were not accepted into the consortial nursing program left UW-Parkside. Thus, it is intended that the AHS major serve as a strong retention tool by providing existing UW-Parkside students with a health-related major comprising multiple concentrations.

A geographic analysis of the area and research into current and future trends shows an increased need for health care professionals. Based on national<sup>1</sup> and state<sup>2</sup> figures for the period from 2004 to 2014 there is an average of 33% projected growth rate and annual openings for Physical Therapy, Occupational Therapy, Chiropractic Medicine, Physician Assistant, and Athletic Training. In particular, the employment of Physician Assistants is expected to grow much faster than average through the year 2014, ranking it among the fastest growing occupations with an estimated growth rate

of 50% (nationally)<sup>1</sup> and 52% (within Wisconsin).<sup>2</sup> In addition, within the dynamic Milwaukee, Racine, Kenosha, Chicago corridor which defines the region of Southeastern Wisconsin, there is a growing need for both health professionals and baccalaureate-prepared health sciences graduates. Thus, the AHS program is designed to help meet the regional, state and national health care worker needs.

### ***Projected Enrollment (5 years)***

<b><i>Year</i></b>	<b><i>Implementation Year</i></b>	<b><i>2<sup>nd</sup> Year</i></b>	<b><i>3<sup>rd</sup> Year</i></b>	<b><i>4<sup>th</sup> Year</i></b>	<b><i>5<sup>th</sup> Year</i></b>
<b><i>New Students Admitted</i></b>	30	30	40	40	40
<b><i>Continuing Students</i></b>	0	22	40	65	77
<b><i>Total Enrollment</i></b>	30	52	80	105	117
<b><i>Graduating Students</i></b>	0	4	8	20	36

### ***Comparable Programs in Wisconsin:***

The only program within the UW System that is directly comparable to the AHS program is the recently approved Health Science major at UW-Stevens Point. Based on the relatively large distance between the two Universities, there should be no conflict regarding recruitment or retention of students to either program. UW-Milwaukee has several undergraduate degrees within its College of Health Sciences, including degrees in Kinesiology, Athletic Training, and Occupational Therapy. UW-Milwaukee also offers several Clinical/Technical degrees that qualify their graduates to sit for national level certification exams. UW-La Crosse offers several majors/programs within their College of Science and Health, including degree programs in several medical technology areas, athletic training, and a comprehensive Biology major. UW-Green Bay and UW-Oshkosh also offer programs in Human Biology (Green Bay) and Biology/Microbiology (Oshkosh) that share certain characteristics of the proposed AHS major. The proposed major in AHS at UW-Parkside, however, serves a different population of students with different academic needs.

### ***Comparable Programs Outside Wisconsin:***

Nationally, there are many health science programs housed within a variety of departments that are similar to the proposed AHS degree at UW-Parkside. For example, Bowling Green State University offers a Bachelor of Applied Health Science that has a core set of classes and concentrations within various health careers. Indiana University offers a program in Athletic Training (Non-teaching) that would be appropriate for students wishing to enter Athletic Training or Kinesiology programs.

### ***Collaboration***

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<sup>1</sup> Obtained from the Bureau of Labor Statistics, Department of Labor, *Manpower Labor Review* 11/05.

<sup>2</sup> Obtained from the Department of Workforce Development, State of Wisconsin.

The proposed program is structured in such a way that it would enable students from other UW System institutions (2-year or 4-year) to transfer into this program within the first two years, and graduate in four years. UW-Parkside is excited about the possible collaborations that could be created within the UW-System as the result of the AHS major. During the review of the “Entitlement to Plan” for the AHS major, comments from UW-Milwaukee’s Dean Lambrecht of the College of Health Sciences stated: “I also extend the support and cooperation of the UWM College of Health Sciences in helping UW-Parkside students gain access to careers in a variety of health professions.” A strong working relationship with a neighboring UW System university in health science education is viewed as a strength by UW-Parkside in helping to support and create the AHS major.

In addition, UW-Parkside is very interested in pursuing articulation agreements with local technical colleges. Discussions are currently underway with Gateway Technical College regarding the updating of existing articulation agreements. Of particular interest are Gateway’s programs in Clinical Laboratory Technician Dental Hygiene, Health Information Technology, Nursing (Associate Degree), Occupational Therapy Assistant, Physical Therapist Assistant, Radiography, and Surgical Technology. While any number of programs may have some relationship to the new AHS major, the closest matches are with the Clinical Laboratory Technician, Nursing (Associate Degree), and Physical Therapist Assistant programs.

Gateway Technical College students who graduate with technical degrees could be candidates for the AHS major. Evidence supporting this statement can be found in the number of Gateway students who took classes in the Clinical Laboratory Technician program (15), the Physical Therapist Assistant program (140), the Nursing program (1526), the Occupational Therapy Assistant program (3), and the Health Information Technology program (95) during the academic years spanning 2006-2007.

### ***Diversity***

UW-Parkside is well regarded in the UW System for its dedicated and ongoing commitment to recruit and retain diverse faculty, staff, and students. Current departments contributing to the proposed BS-AHS major have a total of sixteen faculty members of color (25%). While the proposed major does not project a significant number of new faculty and staff, the University will continue to be committed to recruiting a culturally diverse campus community. The UW-Parkside student population consists of over 20% students of color; over 60% of the students are first generation (African Americans and Latinos are proportionally overrepresented among first-generation college students), and over 25% are over the age of 25. The Nursing Pre-clinical program had over 27% students of color in the fall of 2005, which reflects the strong interest in health-related fields among the students of color at UW-Parkside.

Southeast Wisconsin has the most diverse population in the state, and UW-Parkside is committed to providing underrepresented groups with the opportunity for a quality education. A major goal of the AHS major is to attract and retain the culturally and economically diverse array of students currently reflected throughout the University. The AHS program will target several existing programs and current recruiting strategies to meet this goal.

Several initiatives currently exist at UW-Parkside that provide information to minority and underrepresented high school students who have a strong interest in science and health. Each summer, the Pre-College Office offer a “Doctors of Our Community” and “Junior Doctors of Our Community” program that introduce “students of color to the variety of health career paths open to talented, motivated, high school students.” Additionally, the Women and Gender Studies program hosts an annual “Women in Science Day” (now in its twentieth year), that presents health and science careers

for female middle school students. The AHS major will be presented and promoted to the students enrolled in these programs. Current recruiting efforts for the Pre-Health Program also include visits to local and regional high school Health Occupations classes that routinely have a high number of students of color and females.

Through these efforts in southeastern Wisconsin (and northern Illinois), students of color and underrepresented student populations will be informed and encouraged to enroll at UW-Parkside and to pursue the AHS major, a previously unavailable pre-professional option in health care.

Complementing these efforts, UW-Parkside prides itself on promoting sensitivity to and awareness of issues of diversity. Thus, it is the intention of the AHS major to continue, as much as possible, to address issues of diversity throughout the content of the proposed curriculum.

### ***Evaluation from External Reviewers***

The first reviewer, a faculty member in Physical Education and Sports Sciences at Hofstra University, had a very positive review of the program stating: “All in all, I am impressed with the program and I am excited about its implementation. The curriculum is intriguing, flexible, and rigorous and should serve the needs of many future students.” He also praised the “interdisciplinary nature of the program,” and stated “Graduates of this program should be well prepared to pursue advanced educational training in medicine, allied health, and a variety of education fields.” The reviewer also suggested adding courses in organic chemistry/biochemistry and “activity” to the pre-kinesiology/exercise science concentration, which will be addressed as feedback is received from the program’s first cohort of graduates.

The second reviewer, a faculty member in Biology at Carroll College, also provided a very positive review of the program, stating: “The comprehensive program is very thorough in its core and varying academic concentrations” and “Overall, I find that the program is well designed to fit the mission of the school and meet the needs of the population that it serves.” The reviewer also pointed out the potential retention benefits of the program stating: “The school and all of its programs in science would likely benefit from the enhanced retention of these (Nursing) students. But also important is that the retention will give students the opportunities to fulfill their career aspirations.” The reviewer was slightly concerned about the provided analysis of space and staffing issues that may be a result of the success of the program, stating: “... I would recommend that the program conduct ongoing analysis of the capacity as retention might increase the size of course sections, increase the number of sections or both. However, this concern addresses an implemented program and should not be viewed as an essential step to implementation.” This important point will be an area of ongoing discussion and analysis and has been addressed with the proposed budget for the AHS major as the program grows.

### ***Resource Needs***

The interdisciplinary nature of the AHS major allows a more efficient use of campus resources. Most of the courses within the major are currently being offered at UW-Parkside and have some additional capacity. Only one new course needs to be added. In order to accommodate anticipated enrollment increases and expansion of the program within three years, and to staff the additional course by the third year of the program, an additional 2.55 FTE for faculty and 0.70 FTE for instructional staff will be required. Advisement of students is a critical element for the AHS major; thus a half-time professional advisor (academic staff) will be required for the program by the second year. In addition, in order to run the program and the newly created Center for Health Sciences a

modest supply and expense budget has been included, as well as new administrative costs in the form of salaries for a half-time classified staff assistant (0.5 FTE by the second year) and the director.

The implementation of the AHS major will not create additional needs for capital resources. However, additional supplies and expense needs are very much anticipated and will include items such as basic medical and clinical supplies, anatomy models, specialized medical software, and specialized equipment for exercise science. Modest additional library support is also anticipated after the first year.

The source of reallocation to fund new positions comes from vacant faculty and academic staff lines that are pooled university-wide and reassigned to meet emerging needs. Tuition and fee revenue will support the modest supplies and expense needs.

### ***Use of Technology/Distance Education***

Application of technology appropriate to the AHS major is integrated into the curriculum. At this point the AHS major will be campus-based and the curriculum will be traditional classroom delivery. If future needs dictate, coursework can be converted to a distance education format. Off campus sites utilizing various health care providers will be made use of during the capstone internship/fieldwork course.

### **RECOMMENDATION**

The University of Wisconsin System recommends approval of Resolution I.1.b.(1), authorizing the implementation of the B.S. in Applied Health Sciences, UW-Parkside.

### **RELATED REGENT POLICIES**

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

## BUDGET: Estimated Total Costs and Income

	First Year		Second Year		Third Year		
<b>CURRENT COSTS</b>	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars	
<b>Personnel</b>							
Faculty	5.57	\$354,689	5.57	\$365,330	5.57	\$376,290	1
Instructional Staff	6.97	\$316,959	6.97	\$326,468	6.97	\$336,262	2
Graduate Assistants	- 0	- 0	- 0	- 0	- 0	- 0	3
Non-instructional Academic Staff	1.00	\$53,486	1.00	\$55,090	1.00	\$56,743	4
Classified Staff	- 0	- 0	- 0	- 0	- 0	- 0	5
<b>Non-personnel</b>							
Supplies & Expenses	- 0	\$53,250	- 0	\$53,250	- 0	\$53,250	6
Capital Equipment	- 0	- 0	- 0	- 0	- 0	- 0	7
Library	- 0	- 0	- 0	- 0	- 0	- 0	8
Computing	- 0	- 0	- 0	- 0	- 0	- 0	9
Other	- 0	- 0	- 0	- 0	- 0	- 0	10
Subtotal	13.54	\$778,384	13.54	\$800,138	13.54	\$822,545	
<b>ADDITIONAL COSTS</b>	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars	
<b>Personnel</b>							
Faculty	- 0.05	\$2,500	1.28	\$68,163	2.55	\$137,765	11
Instructional Staff	- 0	- 0	0.35	\$15,502	0.70	\$31,933	12
Graduate Assistants	- 0	- 0	- 0		- 0		13
Non-instructional Academic Staff	- 0	- 0	0.50	\$22,660	0.50	\$23,340	14
Classified Staff	- 0	- 0	0.50	\$17,205	0.50	\$17,721	15
<b>Non-personnel</b>							
Supplies & Expenses	- 0	\$3,436	- 0	\$6,871	- 0	\$10,307	16
Capital Equipment	- 0	- 0	- 0	- 0	- 0	- 0	17
Library	- 0	- 0	- 0	\$3,784	- 0	\$7,578	18
Computing	- 0	- 0	- 0	- 0	- 0	- 0	19
Other	- 0	- 0	- 0	- 0	- 0	- 0	20
Subtotal	- 0	\$5,936	2.63	\$134,185	4.25	\$228,644	
<b>TOTAL COSTS</b>	13.54	\$784,320	16.16	\$934,323	17.79	\$1,051,189	
<b>CURRENT RESOURCES</b>							
General Purpose Revenue (GPR )		\$778,384		\$800,138		\$822,545	21
Gifts and Grants		- 0		- 0		- 0	
Fees		- 0		- 0		- 0	
Other		- 0		- 0		- 0	
Subtotal		\$778,384		\$800,138		\$822,545	
<b>ADDITIONAL RESOURCES</b>							
GPR Reallocation		\$5,936		\$134,185		\$228,644	22
Gifts and Grants		- 0		- 0		- 0	
Fees		- 0		- 0		- 0	23
Other		- 0		- 0		- 0	
Subtotal		\$5,936		\$134,185		\$228,644	
<b>TOTAL RESOURCES</b>		\$784,320		\$934,323		\$1,051,189	



Program Authorization (Implementation)  
B.S. in Computer Engineering  
University of Wisconsin-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.b(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Computer Engineering.

## **NEW PROGRAM AUTHORIZATION**

BS in Computer Engineering  
University of Wisconsin-Milwaukee

### **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 Bachelor of Science (B.S.) in Computer Engineering at UW-Milwaukee is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The UW-Milwaukee and System Administration will conduct that review jointly, and the results will be reported to the Board.

The Department of Electrical Engineering and Computer Science at UW-Milwaukee requests authorization to implement a B.S. degree program in Computer Engineering. The proposed program will address national and statewide need for graduates in this fast growing field.

#### **REQUESTED ACTION**

Approval of Resolution I.1.b.(2), authorizing the implementation of the B.S. in Computer Engineering at UW-Milwaukee.

#### **DISCUSSION**

##### **Program Description**

The proposed B.S. program in Computer Engineering will be housed in the Department of Electrical Engineering and Computer Science, and will be guided by the Electrical Engineering and Computer Science faculty. This new program is at the interface between the two existing B.S. programs in Electrical Engineering and Computer Science. It makes use of the strengths of the current faculty as well as existing resources such as courses and laboratory facilities.

For the B.S. degree in Computer Engineering, a total of 126 credits are required. Students are required to take at least 10 credits of engineering core, 58 credits of computer engineering major courses, and 27 credits of mathematics and science. Students are also required to satisfy the general education requirements of the university. The curriculum meets the guidelines of the Institute of Electrical and Electronic Engineers for bachelor's degree programs in computer engineering.

The proposed Computer Engineering (CE) program will give UW-Milwaukee students experience and knowledge that have become essential for many technical careers. The new

program will better serve the needs of many students than the existing programs in Electrical Engineering and Computer Science and will help students to graduate in a timely manner. Because many graduates of UW-Milwaukee remain in the southeastern Wisconsin area, companies in this area will benefit from graduates with expertise in computer engineering. Also, because of the large interest in the field, this program should attract more students to UW-Milwaukee.

### **Program Goals and Objectives**

The program aims to provide students with a solid preparation in mathematics, physical sciences, computer software, computer hardware, and appropriate engineering coursework. It will help students understand the tradeoff between hardware/software solutions in many applications, as well as their integration in addressing computer engineering problems.

#### **Objectives**

The graduates of the program will be prepared to:

- have successful careers in computer engineering or related fields;
- work successfully in both independent and team environments; and
- be engaged in continued life-long learning and professional development, including the pursuit of advanced study in computing sciences.

#### **Student Learning Outcomes**

At the time of graduation, students will have achieved the following learning outcomes:

- an understanding of basic computer engineering principles and practices;
- the ability to identify, formulate, and solve computer engineering problems;
- the ability to analyze, design, or implement computer systems or components;
- an understanding of professional and ethical responsibilities;
- the ability to communicate effectively;
- the ability to function in both independent and team environments; and
- a broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

### **Relation to Institutional Mission**

The proposed program is supportive of the Mission Statement of the University of Wisconsin-Milwaukee which states that “to fulfill its missions as a major urban doctoral university and to meet the diverse needs of Wisconsin’s largest metropolitan area, the University of Wisconsin-Milwaukee must provide a wide array of degree programs, a balanced program of applied and basic research.” The proposed program is designed to meet the needs of the region for computer engineers by providing a balance between computer science and electrical engineering desired by employers such as Johnson Controls, Rockwell Automation, GE Healthcare, Astronautics Corporation, and Eaton Corporation.

The program further supports the mission of the College of Engineering and Applied

Science to “provide world-class education, research, and services and act as a catalyst for economic development with a focus on the diverse needs of Southeastern Wisconsin.” The Industrial Liaison Council of the Department of Electrical Engineering and Computer Science has identified the proposed program as a future contributor to the economic development of Southeastern Wisconsin.

## **Diversity**

The Electrical Engineering and Computer Science Department welcomes and actively supports women, minority, part-time, and financially or educationally disadvantaged students through recruitment and scholarship opportunities. The overall strategies employed by the program to increase the gender and race/ethnic diversity of the students in the proposed computer engineering program include:

- Working on the pipeline through a partnership with the Milwaukee “Project Lead the Way,” a local version of the nation-wide effort to provide engineering outreach to high school students, to recruit students from the 17 Milwaukee Public Schools participating in this project.
- Increasing scholarship opportunities through fund-raising and grant opportunities from the National Science Foundation. The College of Engineering and Applied Science has been successful in the recent past in raising support for academically talented underserved populations.
- Offering summer bridge programs to better prepare incoming students in the areas of mathematics and writing.
- Participating actively in the Access to Success programs of the campus to improve the academic success of students. Some of the support programs include free tutoring and first-year student mentoring.
- Providing mentoring opportunities for women and minority students through participation in the MentorNet program. The Society of Women Engineers and the Women in Science and Engineering programs also provide important support networks for women students in computer engineering.
- The College of Engineering and Applied Science is currently in the final stages of recruiting a Director of Diversity and Gender Initiatives and an additional academic advisor to assist in the recruitment and retention of students.

In addition to 15 credits of general education requirements, which include at least one course in cultural diversity, the CE major includes a required professional seminar, and a required course on “Ethics, Society, and Profession” also covering diversity issues. In the “Ethics, Society, and Profession” course, speakers from the industry will be invited to address the value and importance of diversity in the work place. The College of Engineering and Applied Science also requires a professional seminar to be taken by all undergraduate Engineering students at UW-Milwaukee, which also addresses the issue of diversity in the work place.

A variety of approaches are used by the campus and the department to build a diverse pool of applicants for faculty positions. These include expanded outreach to institutions that graduate large numbers of women and minority doctoral students in the computer engineering field, and advertising in publications of women and minority engineering societies. All new faculty are provided with a faculty mentor who can guide them through the initial years of their career through promotion and tenure.

## **Need**

Locally, students who want to study Computer Engineering at UW-Milwaukee have to major in both the Electrical Engineering and Computer Science programs, or choose either an Electrical Engineering or Computer Science major and take many additional technical courses. These paths cost students extra effort and time to graduation. As a result, some students are discouraged from studying Computer Engineering or may even decide not to come to UW-Milwaukee. The CE Department regularly receives inquiries from students about a degree program in Computer Engineering. Many students have chosen other universities when they hear that UW-Milwaukee does not offer this degree program.

The 2005 Bureau of Labor Statistics report forecasts that employment in computer engineering will increase by 27% or more by 2014. A recent report from the Wisconsin Department of Workforce Development projected a 12.3% increase in employment of computer and hardware engineers. According to a survey of employers taken by Money Magazine (November 14, 2004), Computer Engineering is one of the “Top 10 Degrees in Demand.”

The UW-Milwaukee Computer Science Industrial Advisory Board, whose membership includes representatives from several companies in southeast Wisconsin including Johnson Controls, Rockwell Automation, GE Healthcare, Astronautics Corporation, and Eaton Corporation, has enthusiastically supported the development of this program.

The national, state and local need for computer engineering graduates is projected to be strong, leading to excellent employment opportunities for graduates of the program.

## **Comparable Programs**

Statewide, Computer Engineering is offered at the University of Wisconsin-Madison, Marquette University and Milwaukee School of Engineering (MSOE). There are no plans to expand the capacity of these programs. Because of projected employment in computer engineering in the state and nation, there is an unmet projected need in this field. Graduates of UW-Milwaukee stay in Wisconsin at a higher rate than those of other Wisconsin campuses. Therefore, the proposed program will directly benefit Wisconsin industry.

## **Collaboration**

This new program will be jointly offered by the Computer Science and Electrical Engineering programs at UW-Milwaukee. Articulation agreements exist with several colleges and universities, including Milwaukee Area Technical College, UW-Green Bay, UW-La Crosse,

UW-Parkside, and UW-Waukesha. Currently, there is no collaboration with Marquette and MSOE at the undergraduate level primarily due to tuition fee disparities.

### **Use of Technology/Distance Education**

There are no plans at the present time to offer this program as a distance education program.

### **The Projected Enrollment (5 years)**

The following table projects the enrollment data for this program at UW-Milwaukee.

	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New Students Admitted	20	30	40	50	60
Continuing Students	0	14	28	43	57
Total Enrollment	20	44	68	93	117
Graduating Students	0	5	10	15	25

The enrollments indicated in the table include a small number of students who entered UW-Milwaukee as either Electrical Engineering or Computer Science majors. In the first year this number is estimated to be ten and in the second year eight. The enrollment numbers are calculated using a retention rate of 70% from the first to second year, and 80% thereafter. The retention rates are based on the enrollment data experienced at UW-Milwaukee for engineering programs in recent years.

### **Assessment and Program Evaluation**

The program will seek accreditation by the Engineering Accreditation Commission of ABET, the Accreditation Board for Engineering and Technology, Inc. ABET is the national accreditation body for all undergraduate engineering and computing programs. The program objectives and outcomes follow the ABET guidelines for the Engineering Accreditation Commission assessment of student learning outcomes. The program would then be re-accredited by ABET every six years. The CE program assessments will be made using direct and indirect measures at the course level as well as at the program level.

The program-level assessment will include:

- Aggregate assessment of student learning outcomes at the course and program levels.
- An exit survey given to all CE graduating seniors with questions directly addressing all the program objectives and outcomes, as well as work expectations and other aspects of their university experience.
- A periodical survey of program alumni with questions directly addressing all the program objectives, as well as work history and impressions of their university experience.

- Regular consultations with the program's Industrial Advisory Board for revision, development, and improvement of the program.
- Reviews of job placement rates and the University's reports on the status of graduates at five and ten years after graduation.

Assessment of learning outcomes at the course level will involve faculty evaluating student work in specific assignments or projects to identify the strengths and the weaknesses in the achievement of student learning outcomes. The information from all the course-level assessment activities will be aggregated at the program level to identify weaknesses (curricular, delivery of instruction, and other factors). The program-level information will be reviewed annually by Electrical Engineering and Computer Science faculty to take appropriate corrective actions.

### **Evaluation from External Reviewers**

The two external reviewers who reviewed this program proposal are highly respected educators and researchers in Electrical and Computer Engineering, and are also national leaders in the development of computing curricula. Both reviewers strongly support the program proposal. One reviewer observed that the "list of faculty who will be participating in the delivery of courses and academic advising is truly impressive." He added that the proposed curriculum "is of high quality and well thought out." The second reviewer noted that the curriculum "provides a good balance of courses between necessary constituents of an Engineering program while having enough flexibility." He also recognized the strength of the faculty involved in the program.

### **Resource Needs**

Faculty from both the Electrical Engineering and the Computer Science Programs will participate and supervise the Computer Engineering Program jointly. No additional faculty is requested at this time, and only modest additional costs are associated with the delivery of this new program. These are based on additional classified staff and S&E/Capital equipment. The required and elective courses in the CE curriculum as well as the related instructional laboratories are already in place as components of the existing academic programs in Electrical Engineering and Computer Science.

### **RECOMMENDATION**

The University of Wisconsin System recommends approval of Resolution I.1.b.(2), authorizing the implementation of the B.S. in Computer Engineering at UW-Milwaukee.

### **RELATED REGENT POLICIES**

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

## Estimated Total Costs and Resources

### *Total Costs*

	<b>FIRST YEAR</b>		<b>SECOND YEAR</b>		<b>THIRD YEAR</b>	
<b>CURRENT COSTS</b>	<b>#FTE</b>	<b>Dollars</b>	<b>#FTE</b>	<b>Dollars</b>	<b>#FTE</b>	<b>Dollars</b>
Personnel						
Faculty/Academic Staff	3	\$245,200	3	\$252,556	3	\$260,132
Graduate Assistants	0	\$0	0	\$0	0	\$0
Classified Staff	0.1	\$2,780	0.1	\$2,863	0.1	\$2,949
Non-personnel						
Supply & Expenses		\$4,000		\$4,120		\$4,244
Capital Equipment		\$4,000		\$4,120		\$4,244
Library		\$0		\$0		\$0
Computing		\$0		\$0		\$0
Subtotal		\$255,980		\$263,659		\$271,569
<b>Additional Costs (Specify)</b>	<b>#FTE</b>	<b>Dollars</b>	<b>#FTE</b>	<b>Dollars</b>	<b>#FTE</b>	<b>Dollars</b>
Personnel (classified staff)	0.1	\$2,780	0.1	\$2,863	0.1	\$2,949
S&E/Capital Equipment		\$5,000		\$5,200		\$5,500
Total Additional Costs		\$7,780		\$8,063		\$8,449
<b>TOTAL COSTS</b>		<b>\$263,760</b>		<b>\$271,722</b>		<b>\$280,018</b>

### *Total Income*

<b>Current Resources</b>			
Current GPR	\$255,980	\$263,659	\$271,569
<b>Additional Resources</b>			
GPR Reallocation within the College of Engineering & Applied Science	\$7,780	\$8,063	\$8,449
<b>TOTAL RESOURCES</b>	<b>\$263,760</b>	<b>\$271,722</b>	<b>\$280,018</b>



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

EDUCATION COMMITTEE

Resolution I.1.b(3):

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

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

**EXECUTIVE SUMMARY**

**BACKGROUND**

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

The School of Information Studies at UW-Milwaukee requests authorization to implement a Ph.D. in Information Studies. The proposed program will address the national shortage of doctorally educated individuals able to serve as faculty and researchers in the fields of information policy, information organization, and information retrieval.

**REQUESTED ACTION**

Approval of Resolution I.1.b.(3), authorizing the implementation of the Ph.D. in Information Studies, UW-Milwaukee.

**DISCUSSION**

**Program Description**

The Ph.D. in Information Studies will be housed within the School of Information Studies (SOIS) at the UW-Milwaukee. The program seeks to educate graduates for careers in teaching, research, and leadership positions in the information studies discipline and professions. Doctoral graduates in information studies are needed to help design, build, promote, and evaluate the technological and intellectual information services that underpin today's information-driven world.

Qualified students, with a Master's Degree in Library and Information Science or other related degrees, will be considered for this new doctoral program. All students entering the program will take a course sequence, which includes a core background in information studies and emphasizes quantitative, qualitative and other research methods used in information studies. A total of 54 credits (48 for coursework and 6 for the dissertation) must be earned to obtain the degree. The program will offer three options for specialization in the areas of *information policy*, *information retrieval*, and *information organization*. Students will also pursue a secondary area (minor) in one of these areas, another area in information studies (e.g. services to children), another discipline, or an interdisciplinary topic.

In all three of the areas of specialization, SOIS has internationally recognized senior faculty whose demonstrated achievements will attract students to the doctoral program. SOIS faculty rank highly in their scholarly contributions as measured by publications appearing in refereed journals, including two top five placements nationally in per capita publications and total publications by faculty.<sup>1</sup> SOIS faculty currently hold over \$1.6 million in grants.

The School will explore offering portions of the program in a hybrid (combined online and on-campus) format to increase flexibility for students while maintaining scholarly interaction between students and faculty, thus further meeting the needs of potential students.

## **Program Goals and Objectives**

The Doctor of Philosophy in Information Studies prepares graduates for academic and professional careers where an in-depth knowledge of research processes and evaluation is needed. The program emphasizes the study of the representation, storage, retrieval, use, and impact of information resources on society. Graduates will contribute to the knowledge base of the discipline and will take on leadership roles as scholars and administrators in the discipline and the profession. Graduates will be able to:

- 1) Demonstrate knowledge of their chosen area of expertise (major) and their secondary area (minor) including an understanding of existing theory and research;
- 2) Develop, apply, and critically evaluate the relevance of theory and the effectiveness of its application in their area of expertise;
- 3) Assess the range of research methodologies used in information studies and apply in-depth knowledge of one or more methodologies appropriate to their major area of study; and
- 4) Articulate how their major area and their specific research relate to the field of Information Studies as a whole, and how their research contributes to the knowledge-base of the discipline.

## **Relation to Institutional Mission**

The proposed Ph.D. in Information Studies serves the institutional mission of the University of Wisconsin-Milwaukee to “develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university” and to develop “a balanced array of high quality doctoral programs in basic disciplines and professional areas”.

The Ph.D. in Information Studies will contribute to the balance between “pure” and applied research and will link to disciplines with existing doctoral programs to strengthen the research fabric of the University. This program is also consistent with the March 2000 *Report on the Doctoral Program Array at UWM* written by the Graduate School and Graduate Faculty

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<sup>1</sup> Adkins, D., & Budd, J. (2007). Corrigendum to “Scholarly productivity of U.S. LIS faculty”. *Library and Information Science Research*, 29, 154-158. Note, these rankings appear in a corrigendum to the original 2006 article, which initially did not include two SOIS faculty members.

Council of UW-Milwaukee. One of the recommended programs that emerges from the report is a Ph.D. in Information Studies.

### **Assessment and Program Evaluation**

Student learning outcomes will be assessed at each step of the doctoral process and upon completion of the degree. Tools for assessment include preliminary examinations, a dissertation proposal defense, a dissertation defense, student participation in research activities, an exit interview, and a follow-up interview/survey. Evaluation will be performed individually by each student's advisor and doctoral committee, and at the program level by the director of the doctoral program and the SOIS Doctoral Program Committee (DPC). The program will also be subject to the review process of the Graduate School. Supervisors and doctoral committees will analyze and report on individuals' performance in the examinations and defenses to the director and DPC. The director and DPC will assess the results across individuals to identify any necessary changes in curriculum or procedure. The DPC will, in turn, make regular reports and appropriate recommendations for change as required to SOIS Faculty Council. Significant changes to courses or the program will go forward to the Graduate School as is standard practice.

Program outcomes will be measured in terms of satisfaction and success based on the annual rates of retention, the rate of degree-completion, the average time to completion, placement and success rates of graduates, and the collective results of the exit and longer-term interviews/surveys. These measures address the objectives only indirectly, but they can serve as warning flags to problems in the program if they are unsatisfactory and will allow the DPC to fine tune the program components accordingly to most effectively achieve program objectives.

### **Need**

The proposed program at UWM SOIS is focused on three areas of specialization: information organization, information retrieval, and information policy. These areas have been chosen because of high demand amongst employers and deep expertise amongst SOIS faculty. A recent survey of the Association for Library and Information Science Education (ALISE) job postings indicates that of 42 schools advertising for doctoral-trained faculty, 19 (45%) postings requested information organization, 22 (52%) requested information retrieval, and 9 (21%) requested information policy (most postings listed more than one possible area of specialization). The graying of the faculty nationwide is also apparent. The 2004 ALISE Statistics of faculty members in library and information science reported that 57% of faculty members were at least 50 years old and 18% were 60 or older. With a national total of only 782 faculty, even a few retirements can have a major impact, especially on schools that average only 14 faculty members.

The School of Information Studies conducted a survey in January and February of 2007 to gauge student interest in doctoral-level studies in Information Studies at UW-Milwaukee. Forty-eight potential applicants who had expressed interest in the UW-Milwaukee Ph.D. at the American Library Association Conference and at various Midwestern state library association conferences were surveyed by email. More than half (12 out of 19 responding) were particularly interested in pursuing an academic career, and others (8 of 19) indicated an interest in library

management which also frequently requires a Ph.D. This demand is confirmed by one of the external reviewers of the Ph.D. proposal.

### **Projected Enrollment (5 years)**

Year	Implementation year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year
New students admitted	5	5	5	5	5
Continuing students		5	9	12	12
Total enrollment	5	10	14	17	17
Graduating students				3	5

### **Comparable Programs in and outside Wisconsin**

The Ph.D. in Library and Information Studies program at UW-Madison is the only other similar program in Wisconsin. It characterizes itself as having an emphasis “on comprehensive knowledge in library and information studies.” The proposed program at UW-Milwaukee is distinguished from the UW-Madison program by its focus on the areas of information policy, information organization, and information retrieval. The curricular content and the research focus of the faculty of the School of Information Studies at UW-Milwaukee complement those at UW-Madison. In the Midwest, there are only three other doctoral programs in Information Studies—at the University of Michigan, the University of Illinois-Urbana-Champaign, and Indiana University; nationally, there are only 24 programs.

### **Collaboration**

The School of Information Studies has a long history of collaborations, both nationally and internationally, with other institutions. And although this will be primarily a UW-Milwaukee program, doctoral students will have the opportunity to interact with visiting scholars and students from other programs, visit other institutions to support their dissertation research, and have faculty members from those institutions serve on SOIS Ph.D. dissertation committees, where beneficial. Currently, the School maintains a number of such collaborations through formal agreements with institutions in China (Wuhan University, School of Information Management), South Africa (University of Pretoria, Department of Information Science), and Germany (Technical University of Braunschweig-Wolfenbuettel [TUBW], Faculty of Law), for example. The collaboration with TUBW will result in a post-graduate certificate in Information Society Management, with coursework shared between the two institutions of relevance to the information policy specialization.

SOIS is a founding participant in the WISE Consortium (Web-based Information Science Education), in which Web-based graduate courses are shared among more than a dozen institutions located in the U.S., Canada, and New Zealand. The School’s longstanding experience with distance education delivery also makes it possible for students to benefit from international experts in the program specializations, whether through technology delivery or onsite visits by these experts. Relevant onsite coursework from other departments on campus or other UW schools, in particular UW-Madison, will be encouraged to support students’ minor areas in the program.

## **Diversity**

In spite of the difficulty in recruiting members of underrepresented groups to the field of information studies in general, SOIS has successfully doubled the percentage of new minority graduate students in the last two years (from 6% in 2005/06 to 12% in spring 2007), largely due to a federally-funded project and enhanced recruitment strategies. This funding is also available to support doctoral programs. In addition, SOIS will join the group of schools whose students are eligible for the new Doctoral Spectrum Fellowship from the American Library Association. SOIS also looks to the longer term for potential master's level and doctoral students, recruiting students from Tribal colleges into our bachelor's program. Further, SOIS recognizes the effectiveness of minority faculty as mentors and role models. Currently SOIS has 37% minority faculty and will be joined by another African American assistant professor in fall 2007. The School's founding field of librarianship has been 75-90% female since the 1890s. SOIS's student body reflects the same range and faculty are 42% female.

The School's commitment to diversity is also evident in the curriculum, where the Seminar in International and Multicultural Information Services and current topics courses will be available to doctoral students, including Global Issues in Internet Research Ethics, Multicultural Literature for Children, Feminism, Librarianship and Information, and Social and Cultural Issues in the Organization of Information. Diversity is also woven into other courses through units, examples, and assignments on diversity-related topics such as bias and its remediation.

## **Evaluation from External Reviewers**

The proposal was reviewed by two well-positioned scholars involved in doctoral programs in their institutions. One reviewer reported that the specializations proposed in this program would make this a unique program among other Ph.D. programs in the information science field and that the proposed program will make an important scholarly contribution to the field. He suggested that the program could benefit from expanded library resources. In response, it is worth noting that the program does not rely solely on the UW-Milwaukee library resources because of the UW System's "One System, One Library" program in which all UW libraries coordinate and share resources. The second reviewer also found the proposed program to be worthy of adoption based on the need, program strength, faculty scholarly productivity, and the strength of the master's program.

## **Resource Needs**

The new program will not require additional resources outside of SOIS, but will require reallocation of existing resources. The School has been entrepreneurial in how it offers its programs, which has resulted in a steady income to devote to existing and future initiatives like the doctoral program.

The additional courses required to mount the Ph.D. program will not be substantial. SOIS already allocates part of its teaching load toward approximately six sections per year of existing advanced-level courses that will be appropriate seminars for doctoral students. A

minimum of four additional courses requiring 0.5 FTE in additional faculty will be needed. These new courses, along with existing advanced graduate-level coursework (including independent reading/research classes) and relevant graduate courses offered by allied units on campus, will provide a sufficient range of course options for students to complete the program credit requirements.

As a relatively small program, administrative leadership will be provided in the form of a doctoral program director amounting to a 0.25 FTE additional faculty. To address startup issues associated with the program, this level will be increased to 0.5 FTE for the first year. The additional annual resources required in terms of personnel are estimated to average approximately \$215,000 annually over the first three years in faculty, program director and graduate assistant costs. These costs will be absorbed by reallocation of distance education funds within the school and faculty/staff responsibilities. They will not negatively impact the existing graduate and undergraduate programs.

Additional costs incurred by the increase in doctoral students will be reflected in the Supplies and Expenses budget, amounting to an estimated \$10,000 per year to support efforts such as marketing, recruitment and general office supplies. Recruitment will be especially important in the first years of the program to establish expectations and reputation. These costs will be covered by revenue from the Master of Library Science distance education program.

The major resource required to support this initiative will be student support. Support for doctoral students will take the form of project, research, and/or teaching assistantships and tuition scholarships. Approximately five doctoral students will be funded with assistantships each year and an additional five will receive tuition scholarships (an average of approximately \$12,000 per student, totaling \$60,000 per annum). The funding for project assistantships and tuition scholarships will come primarily from revenue generated from the School's existing distance education program. Successful extramural funding efforts will provide additional assistantships to fund students. The teaching of undergraduate and master's courses by doctoral students will enable additional sections and greater numbers in SOIS's master's and bachelor's programs, and decrease the need for adjunct instructors. Increased enrollment will, in turn, bring additional revenue to support doctoral students, particularly through the future possibility of distance education classes. Doctoral students will also be aided and encouraged in applying for external funding to help finance their programs. To fund needed resources, internal reallocation of GPR funds in the form of shifts in teaching and faculty advising responsibilities will be used, along with income generated from distance education classes and enrollment growth in onsite programs.

## **RECOMMENDATION**

The University of Wisconsin System recommends approval of Resolution I.1.b.(3), authorizing the implementation of the Ph.D. in Information Studies at UW-Milwaukee.

## **RELATED REGENT POLICIES**

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



## Estimated Total Costs and Resources

NOTE: All costs reflect current dollars with 3% inflation for subsequent years

	First Year		Second Year		Third Year	
<b>CURRENT COSTS</b>	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
<b>Personnel</b>						
Faculty/Instructional Staff	2	\$191,800	2	\$197,554	2	\$203,481
Graduate Assistants						
Non-instr. Acad. Staff (Advisor)	0.33	\$18,084	0.33	\$18,626	0.33	\$19,185
<b>Non-personnel</b>						
Supplies & Expenses						
Capital Equipment						
Library						
Computing						
Other (Define)						
Subtotal		\$209,884		\$216,180		\$222,666
<b>ADDITIONAL COSTS</b>	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
<b>Personnel</b>						
Faculty/Instructional Staff 0.25 FTE Director (.5 1st yr)	1	\$95,900	0.75	\$74,083	0.75	\$76,305
Graduate Assistants (5 1/3FTE assist.)	1.67	\$120,000	1.67	\$123,600	1.67	\$127,310
Non-instr. Acad. Staff						
<b>Non-personnel</b>						
Supplies & Expenses		\$10,000		\$10,300		\$10,600
Capital Equipment						
Library						
Computing						
Other (Define) - Scholarships:5 @ \$12000		\$60,000		\$61,800		\$63,654
Subtotal		\$285,900		\$269,783		\$277,869
<b>TOTAL COSTS</b>		\$495,784		\$485,963		\$500,535
<b>CURRENT RESOURCES</b>						
General Purpose Revenue (GPR )		\$150,000		\$127,000		\$120,926
Gifts and Grants						
Fees - MLIS Distance Ed.		\$59,884		\$89,180		\$101,740
Other (Define)						
Subtotal		\$209,884		\$216,180		\$222,666
<b>ADDITIONAL RESOURCES</b>						
GPR Reallocation (Internal realloc. in SOIS)		\$137,950		\$145,089		\$152,434
Gifts and Grants						
Fees - MLIS Distance Ed.		\$147,950		\$124,694		\$125,435
Other (Define)						
Subtotal		\$285,900		\$269,783		\$277,869
<b>TOTAL RESOURCES</b>		\$495,784		\$485,963		\$500,535

**REVISED MISSION STATEMENT  
UNIVERSITY OF WISCONSIN-GREEN BAY  
(INITIAL READING)**

**EXECUTIVE SUMMARY**

**BACKGROUND**

The University of Wisconsin-Green Bay requests approval for its newly revised Mission Statement. Following extensive campus discussion and review, the proposed revision was approved by the UW-Green Bay Faculty Senate in April 2007. UW-Green Bay's current Select Mission Statement and the revised Select Mission Statement are provided. The revised document is an entirely new statement articulating UW-Green Bay's select mission.

Chapter 36.09(b), Wis. Stats., requires that "the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted."

**REQUESTED ACTION**

No action is requested at this time. If the Board of Regents agrees, a public hearing will be scheduled. Following that hearing, the proposed revision will be brought before the Board for final approval.

UNIVERSITY of WISCONSIN  
**GREEN BAY**

May 7, 2007

Ronald R. Singer  
Associate Vice President for Academic Affairs  
1640 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin 53706-1559

Dear Ron:

Following an extensive campus discussion and review, the Faculty Senate, at its April 18, 2007 meeting, voted its approval to recommend an alteration of the University of Wisconsin- Green Bay select mission as indicated below.

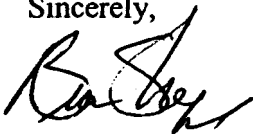
*"The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural, and economic resource."*

**You will find attached a copy of the current UW-Green Bay Select Mission for your review.**

I understand that this action, namely, to "establish or alter the institutional mission" requires University of Wisconsin System Administration and Board of Regents approval.

Please let me know if you require additional information or supporting documentation. Timothy Sewall, Associate Provost for Academic Affairs, is our campus contact and can follow up with you as necessary. He can be reached at 920-465-2033 or [sewallt@uwgb.edu](mailto:sewallt@uwgb.edu).

Sincerely,



Bruce Shepard  
Chancellor



CONNECTING LEARNING TO LIFE

Bruce Shepard, Chancellor

David A. Cofrin Library, Suite 810, 2420 Nicolet Drive, University of Wisconsin-Green Bay, Green Bay, Wisconsin 54311-7001  
Phone (920) 465-2207 • FAX (920) 465-2192

### ***UW-Green Bay Select Mission***

The University of Wisconsin-Green Bay is committed to a distinctive academic plan characterized by strong interdisciplinary, problem-focused liberal education that integrates disciplinary and professional programs appropriate to a comprehensive institution. The University prepares students to evaluate critically and to address the complex issues of their professions and the human experience. To this end:

- a) The University maintains a distinctive academic organization of interdisciplinary units to implement its educational philosophy and meet educational goals.
- b) The University offers programs employing a problem-focused approach, including an emphasis on regional, national, and global environmental issues, and encourages innovative teaching in support of that approach.
- c) The University offers interdisciplinary and disciplinary undergraduate programs in the arts, letters and sciences.
- d) The University offers undergraduate professional and pre-professional programs, especially those responsive to metropolitan and regional needs.
- e) The University provides graduate education at the master's level in select areas built upon its undergraduate emphases and strengths, including programs designed to meet the needs of the region.
- f) The University fosters the interchange of ideas and techniques between the University and the community, provides continuing education, and serves as an intellectual, cultural, and economic resources.
- g) The University maintains a broad range of inter-institutional relationships, including those at the national and international levels, in order to provide maximum educational opportunities for its students and faculty.
- h) The University expects scholarly activity, including research scholarship and creative endeavor that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its select mission.

Proposed May 2007

## Select Mission of the University of Wisconsin-Green Bay

### *Our Mission*

The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural, and economic resource.

Approval of Appointments to  
Natural Areas Preservation Council

EDUCATION COMMITTEE

Resolution I.1.d.(2):

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the reappointment of Dr. Timothy Ehlinger, for a term beginning January 1, 2007, and ending June 30, 2009, as a University of Wisconsin System representative to the Natural Areas Preservation Council.



# Natural Areas Preservation Council

P.O. BOX 7921 · MADISON · WISCONSIN · 53707

May 7, 2007

Dr. Rebecca Martin  
Interim Senior Vice President for Academic Affairs  
University of Wisconsin System  
1620 Van Hise Hall  
1220 Linden Drive  
Madison, WI 53706

Dear Dr. Martin:

The Natural Areas Preservation Council is a legislatively mandated advisory board to the Wisconsin Department of Natural Resources' State Natural Areas Program per §15.347 *Wis. Stats.* The Board of Regents appoints four representatives from the University of Wisconsin System to the 11-member council for three-year terms. The status of the four representatives is as follows:

- The term of Dr. Timothy Ehlinger of the University of Wisconsin-Milwaukee expired on January 1, 2007. However, Dr. Ehlinger has agreed to serve another term on the council and is seeking Board of Regents approval of his reappointment.
- The terms of Dr. Joy Zedler of the University of Wisconsin-Madison and Dr. Dennis Yockers of the University of Wisconsin-Stevens Point were recently extended by the Board of Regents and will expire on June 30, 2009.
- One UW-System appointee to the council remains vacant. The council will forward to the Board of Regents the names of replacement candidates for its consideration.

The council respectfully requests that the Board of Regents consider at its earliest convenience the reappointment of Dr. Timothy Ehlinger to the Natural Areas Preservation Council for a term beginning July 1, 2007 and ending June 30, 2009. To be in compliance with statute, the term dates have been changed from the calendar year to the state's fiscal year.

Please convey the Board's decision and direct any questions you have on this matter to Mr. Thomas Meyer of the State Natural Areas Program staff at the address above, by phone at (608)266-0394, or by email at [thomas.meyer@wisconsin.gov](mailto:thomas.meyer@wisconsin.gov).

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in cursive script that reads "Signe L. Holtz".

Signe L. Holtz  
*Secretary*

2007-08 Report on Faculty Promotions,  
Tenure Designations and  
Other Changes of Status

EDUCATION COMMITTEE

Resolution I.1.d.(3):

That, upon recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2007-08 Report on Faculty Promotions, Tenure Designations and Other Changes of Status be approved.



**UNIVERSITY OF WISCONSIN SYSTEM  
2007-08 REPORT ON FACULTY PROMOTIONS, TENURE  
DESIGNATIONS, AND OTHER CHANGES OF STATUS**

**BACKGROUND**

Each spring, the UW System Office of Academic and Student Services compiles data on tenure designations, promotions, and new tenured appointments made at the fifteen UW institutions. The names of those faculty members who have been newly tenured, promoted, and hired with tenure for 2007-2008 are included with this document.

The Board of Regents is required by Chapter 36.13 of the Wisconsin Statutes to approve institutional tenure designations. Pursuant to UWS 3.06, the criteria and procedures for promotion and the granting of tenure are established by each institution, and must include an evaluation of teaching, research, and professional and public service contributions to the institution. Affirmative recommendations must be made by an academic department and the Chancellor. Institutional procedures typically provide for a multi-step review of candidates before a recommendation comes from the Chancellor to the Board.

In providing the UW System Office of Academic and Student Services with the names of the faculty tenured and promoted by their institutions, Chancellors and/or Provosts send in assurances that they have personally reviewed the dossiers of each of these faculty members and can certify as to the appropriateness of their tenure and promotions.

Although the decision is made at the institutional level, Regent action becomes the final step in the process by which faculty receive tenure.

**REQUESTED ACTION**

Approval of Resolution I.1.d.(3), accepting the Report on 2007-08 Faculty Promotions, Tenure Designations, and Other Changes of Status.

**RELATED REGENTS POLICIES**

None.

UW SYSTEM  
2007 FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

Revised 6/4/07

<b>Institution</b>	<b>Name</b>	<b>Department</b>	<b>Current Title</b>	<b>Current Status</b>	<b>Action Taken</b>	<b>Proposed Title</b>
Colleges/UW-Baraboo	Neal, Tommy L	Chemistry	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Colleges/UW-Fox Valley	Berger, Jean K	History	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Colleges/UW-Fox Valley	Emmert, Scott D	English	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Colleges/UW-Fox Valley	Massey, Pamela A	Phys. Ed.	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Colleges/UW-Fox Valley	Rabideau, Susan M	Comm Arts	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Colleges/UW-Manitowoc	Lutsky, Berel	Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Colleges/UW-Marathon Co	Montgomery, Keith	Geog/Geol	Associate Professor	Tenure	Promotion	Professor
Colleges/UW-Marathon Co	Budde, Diana L	Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Colleges/UW-Marathon Co	Liss, Barry D	Comm Arts	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Colleges/UW-Marshfield	Kleiman, Jeffrey D	History	Associate Professor	Tenure	Promotion	Professor
Colleges/UW-Sheboygan	Uebelherr, Thomas C	Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Colleges/UW-Washington	Lesniak, Joshua P	Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Colleges/UW-Waukesha	Hurst, Craig W	Music	Associate Professor	Tenure	Promotion	Professor
Colleges/UW-Waukesha	Noska, Jeff	Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Colleges/UW-Waukesha	Reinhart, Barbara	Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

UW SYSTEM  
2007 FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

Revised 6/4/07

Institution	Name	Department	Current Title	Current Status	Action Taken	Proposed Title
Eau Claire	Ji, Jianjun	Sociology	Assistant Professor		Promotion	Associate Professor
Eau Claire	Presler, Kristopher K	Mathematics	Assistant Professor		Promotion	Associate Professor
Eau Claire	Tong, Simei	Mathematics	Assistant Professor		Promotion	Associate Prof
Eau Claire	Serros, Sherrie J	Mathematics	Associate Professor		Promotion	Professor
Eau Claire	Barker, Debra K S	English	Associate Professor	Tenure	Promotion	Professor
Eau Claire	Hendrickson, James E	Physics/Astron	Associate Professor	Tenure	Promotion	Professor
Eau Claire	Jansen, Debra A	Adult Hlth Nurs	Associate Professor	Tenure	Promotion	Professor
Eau Claire	Majdalani, Mona C	Curric/Instrctn	Associate Professor	Tenure	Promotion	Professor
Eau Claire	Phillips, James A	Chemistry	Associate Professor	Tenure	Promotion	Professor
Eau Claire	Pinero, Eugenio	History	Associate Professor	Tenure	Promotion	Professor
Eau Claire	Prushiek, Jill	Fdtns Of Educ	Associate Professor	Tenure	Promotion	Professor
Eau Claire	Rhoades, Katherine	Fdtns Of Educ	Associate Professor	Tenure	Promotion	Professor
Eau Claire	Schmitt, Nola A	Family Hlth Nurs	Associate Professor	Tenure	Promotion	Professor
Eau Claire	Weiher, Evan R	Biology	Associate Professor	Tenure	Promotion	Professor
Eau Claire	Cox, Christopher	Library	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Eau Claire	Don, Gary W	Music/Theatr	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Eau Claire	Thompson, Stacy R	English	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Eau Claire	Von Karolyi, Catherine	Psychology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

UW SYSTEM  
2007 FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

Revised 6/4/07

<b>Institution</b>	<b>Name</b>	<b>Department</b>	<b>Current Title</b>	<b>Current Status</b>	<b>Action Taken</b>	<b>Proposed Title</b>
Eau Claire	Dorsher, Michael D	Comm/Journ	Assistant Professor		Tenured	Assistant Professor W/Tenure
Eau Claire	Lindauer, Jeffrey R	Kinesiology	Associate Professor		Tenured	Associate Professor W/Tenure
Eau Claire	Lo, Bruce Wai Ning	Information Systems	Professor		Tenured	Professor W/Tenure

UW SYSTEM  
2007 FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

Revised 6/4/07

Institution	Name	Department	Current Title	Current Status	Action Taken	Proposed Title
Extension	Bruder, Kristen Mary	Family Development	Instructor		Promotion	Assistant Professor
Extension	Peterson, Pamela K	Family Development	Instructor		Promotion	Assistant Professor
Extension	Albrecht, Arlen E	Community Resource Development	Associate Professor	Tenure	Promotion	Professor
Extension	Blewett, Thomas	Community Resource Development	Associate Professor	Tenure	Promotion	Professor
Extension	Cropp, Robert K	Agriculture/Agribusiness	Associate Professor	Tenure	Promotion	Professor
Extension	Forsythe, Kathleen T	Youth Development	Associate Professor	Tenure	Promotion	Professor
Extension	Hill, Daniel J	Community Resource Development	Associate Professor	Tenure	Promotion	Professor
Extension	Hilliker, Mark K	Community Resource Development	Associate Professor	Tenure	Promotion	Professor
Extension	Hobson, Pamela J	Youth Development	Associate Professor	Tenure	Promotion	Professor
Extension	Kohlstedt, Steven E	Community Resource Development	Associate Professor	Tenure	Promotion	Professor
Extension	Matysik, Robert	Youth Development	Associate Professor	Tenure	Promotion	Professor
Extension	Mcintee, Marma Jean	Family Development	Associate Professor	Tenure	Promotion	Professor
Extension	Milligan, Lee T	Agriculture/Agribusiness	Associate Professor	Tenure	Promotion	Professor
Extension	Schleif, Rosanne M	Youth Development	Associate Professor	Tenure	Promotion	Professor
Extension	Andresen, William R	Community Resource Development	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Extension	Bruce, Linda C	Family Development	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Extension	Caravella, Jennifer B	Family Development	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Extension	Grenawalt, Alissa L	Youth Development	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Extension	Hoffman, Jeffrey J	Community Resource Development	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

UW SYSTEM  
2007 FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

Revised 6/4/07

<b>Institution</b>	<b>Name</b>	<b>Department</b>	<b>Current Title</b>	<b>Current Status</b>	<b>Action Taken</b>	<b>Proposed Title</b>
Extension	Kluz, Mary A	Community Resource Development	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Extension	Kornmann, Michael R	Community Resource Development	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Extension	Laberee, Lorraine C	Youth Development	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Extension	Olson, Corliss P	Labor Education	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Extension	Schneider, Dawn M	Youth Development	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Extension	Zander, Jonathan M	Agriculture/Agribusiness	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

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Green Bay	Kersten, Andrew E	Social Change & Development	Associate Professor	Tenure	Promotion	Professor
Green Bay	Meyer, E Nicole	Humanistic Studies/Women's Studies	Associate Professor	Tenure	Promotion	Professor
Green Bay	Nielsen, Kim	Social Change & Development	Associate Professor	Tenure	Promotion	Professor
Green Bay	Chen, Franklin M	Natural & Applied Sciences	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Green Bay	Gates, Alison A	Communication & The Arts	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Green Bay	Hanke, Craig J	Human Biology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Green Bay	Jeon, Woo	Natural & Applied Sciences	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Green Bay	Meacham, Rebecca A	Humanistic Studies	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Green Bay	Meyer, Steven J	Natural & Applied Sciences	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

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La Crosse	Finders, Margaret	Educational Studies			New Appointment	Professor W/Tenure
La Crosse	Gow, Joseph	Communication Studies			New Appointment	Professor & Chancellor W/Tenure
La Crosse	Ali, Ahmed O	Educational Studies	Assistant Professor		Promotion	Associate Professor
La Crosse	Colton, John S	Physics	Assistant Professor		Promotion	Associate Professor
La Crosse	Fisher, Tammy M	Music	Assistant Professor		Promotion	Associate Professor
La Crosse	Rees, Keely S	Health Education & Health Promotion	Assistant Professor		Promotion	Associate Professor
La Crosse	Sallmen, Shauna M	Physics	Assistant Professor		Promotion	Associate Professor
La Crosse	Angell, Carol A	Educational Studies	Assistant Professor	Tenure	Promotion	Associate Professor
La Crosse	Ready, John J	Art	Assistant Professor	Tenure	Promotion	Associate Professor
La Crosse	Jessee, Sharon A	English	Associate Professor	Tenure	Promotion	Professor
La Crosse	Miller, Carol D	Sociology/Archaeology	Associate Professor	Tenure	Promotion	Professor
La Crosse	Schwan, William R	Microbiology	Associate Professor	Tenure	Promotion	Professor
La Crosse	Stapleton, Andrew H	Management	Associate Professor	Tenure	Promotion	Professor
La Crosse	Wilson, Carmen R	Psychology	Associate Professor	Tenure	Promotion	Professor
La Crosse	Wolf, Robert C	Finance	Associate Professor	Tenure	Promotion	Professor
La Crosse	Cary, Melanie	Psychology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
La Crosse	Greiner, Thomas	Physical Therapy	Assistant Professor		Tenured	Assistant Professor W/Tenure
La Crosse	Kopp, Bryan M	English	Assistant Professor		Tenured	Assistant Professor W/Tenure



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La Crosse	Shin, Seung-Ryul	Art	Assistant Professor		Tenured	Assistant Professor W/Tenure
La Crosse	Delgado, Enilda A	Sociology/Archaeology	Associate Professor		Tenured	Associate Professor W/Tenure
La Crosse	Dickmeyer, Scott G	Communication Studies	Associate Professor		Tenured	Associate Professor W/Tenure
La Crosse	Gongaware, Timothy B	Sociology/Archaeology	Associate Professor		Tenured	Associate Professor W/Tenure
La Crosse	Kattchee, Karl M	Mathematics	Associate Professor		Tenured	Associate Professor W/Tenure
La Crosse	Mcandrews, Timothy L	Sociology/Archaeology	Associate Professor		Tenured	Associate Professor W/Tenure
La Crosse	Ritterling, Soojin K	Music	Associate Professor		Tenured	Associate Professor W/Tenure
La Crosse	Rolfhus, Kristofer	Chemistry	Associate Professor		Tenured	Associate Professor W/Tenure

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Madison	Albright, A. Leland	Neurological Surgery			New Appointment	Professor W/Tenure
Madison	Burden, Barry	Political Science			New Appointment	Professor W/Tenure
Madison	Collins, Jannette	Radiology			New Appointment	Professor W/Tenure
Madison	Feigl, Kurt L	Geology & Geophysics			New Appointment	Associate Professor W/Tenure
Madison	Gangl, Markus	Sociology			New Appointment	Professor W/Tenure
Madison	Golden, Robert	Psychiatry			New Appointment	Professor & Dean W/Tenure
Madison	Herrera, Yoshiko	Political Science			New Appointment	Associate Professor W/Tenure
Madison	Hueth, Brent	Agriculture & Applied Economics			New Appointment	Associate Professor W/Tenure
Madison	Jahn, Margaret	Genetics & Agronomy			New Appointment	Professor & Dean W/Tenure
Madison	Kaplan, David	Educational Psychology			New Appointment	Professor W/Tenure
Madison	Kenney, Shannon	Medicine			New Appointment	Professor W/Tenure
Madison	Kydd, Andrew	Political Science			New Appointment	Associate Professor W/Tenure
Madison	Lesieutre, Bernard	Electrical & Computer Engineering			New Appointment	Associate Professor W/Tenure
Madison	Long, Sharon C	Soil Science			New Appointment	Associate Professor W/Tenure
Madison	Ramsey-Musolf, Michael	Physics			New Appointment	Professor W/Tenure
Madison	Resnick, Daniel K	Neurological Surgery			New Appointment	Associate Professor W/Tenure
Madison	Schnack, Dalton	Physics			New Appointment	Professor W/Tenure
Madison	Smith, Jeffrey P	Communication Arts			New Appointment	Professor W/Tenure

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Madison	Snow, Stephen	Dermatology			New Appointment	Associate Professor W/Tenure
Madison	Tobin, Harold J	Geology & Geophysics			New Appointment	Associate Professor W/Tenure
Madison	Tome, Wolfgang	Human Ecology			New Appointment	Associate Professor W/Tenure
Madison	Viaclovsky, Jeff A	Mathematics			New Appointment	Associate Professor W/Tenure
Madison	Vranas, Peter B	Philosophy			New Appointment	Associate Professor W/Tenure
Madison	Washington, Julie	Communicative Disorders			New Appointment	Professor W/Tenure
Madison	Becker, Bryan N	Medicine	Associate Professor	Tenure	Promotion	Professor
Madison	Begam, Richard J	English	Associate Professor	Tenure	Promotion	Professor
Madison	Bent, Andrew F	Plant Pathology	Associate Professor	Tenure	Promotion	Professor
Madison	Borman, Geoffrey D	Educational Leadership & Policy Analysis	Associate Professor	Tenure	Promotion	Professor
Madison	Bowles, Chelcy L	Division Of Continuing Studies	Associate Professor	Tenure	Promotion	Professor
Madison	Brunold, Thomas C	Chemistry	Associate Professor	Tenure	Promotion	Professor
Madison	Chewning, Betty A	School Of Pharmacy	Associate Professor	Tenure	Promotion	Professor
Madison	Colley, Nansi Jo	Ophthalmology & Visual Sciences	Associate Professor	Tenure	Promotion	Professor
Madison	Denu, John M	Biomolecular Chemistry	Associate Professor	Tenure	Promotion	Professor
Madison	Doing, James	School Of Music	Associate Professor	Tenure	Promotion	Professor
Madison	Downs, Karen M	Anatomy	Associate Professor	Tenure	Promotion	Professor
Madison	Eagan, Patrick D	Engineering Professional Development	Associate Professor	Tenure	Promotion	Professor

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Madison	Eriksson, Mark A	Physics	Associate Professor	Tenure	Promotion	Professor
Madison	Farlow, William L	School Of Music	Associate Professor	Tenure	Promotion	Professor
Madison	Feldman, Mikhail	Mathematics	Associate Professor	Tenure	Promotion	Professor
Madison	Fine, Jason P	Statistics	Associate Professor	Tenure	Promotion	Professor
Madison	Freese, Jeremy	Sociology	Associate Professor	Tenure	Promotion	Professor
Madison	Friedl, Andreas	Pathology & Laboratory Medicine	Associate Professor	Tenure	Promotion	Professor
Madison	Gong, Xianghong	Mathematics	Associate Professor	Tenure	Promotion	Professor
Madison	Gooding, Diane C	Psychology	Associate Professor	Tenure	Promotion	Professor
Madison	Gralnick, Lisa B	Art	Associate Professor	Tenure	Promotion	Professor
Madison	Harari, Paul M	Human Oncology	Associate Professor	Tenure	Promotion	Professor
Madison	Hoch, John	Surgery	Associate Professor	Tenure	Promotion	Professor
Madison	Hoyt, William T	Counseling Psychology	Associate Professor	Tenure	Promotion	Professor
Madison	Hutchcroft, Paul D	Political Science	Associate Professor	Tenure	Promotion	Professor
Madison	Johnson, Jeffrey A	School Of Pharmacy	Associate Professor	Tenure	Promotion	Professor
Madison	Kao, Weiyuan John	School Of Pharmacy	Associate Professor	Tenure	Promotion	Professor
Madison	Kwon, Glen S	School Of Pharmacy	Associate Professor	Tenure	Promotion	Professor
Madison	Langston, Nancy E	Nelson Institute For Environmental Study	Associate Professor	Tenure	Promotion	Professor
Madison	Lazarus, Jo-Anne C	Kinesiology	Associate Professor	Tenure	Promotion	Professor

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Madison	Levine, Caroline	English	Associate Professor	Tenure	Promotion	Professor
Madison	Logan, John A	Sociology	Associate Professor	Tenure	Promotion	Professor
Madison	Mathews, Nancy E	Nelson Institute For Environmental Study	Associate Professor	Tenure	Promotion	Professor
Madison	Morgan, Barbara J	Orthopedics & Rehabilitation	Associate Professor	Tenure	Promotion	Professor
Madison	Nathan, Mitchell J	Educational Psychology	Associate Professor	Tenure	Promotion	Professor
Madison	Naughton, Lisa C	Geography	Associate Professor	Tenure	Promotion	Professor
Madison	Olds, Kristopher N	Geography	Associate Professor	Tenure	Promotion	Professor
Madison	Pawley, Christine J	School Of Library & Information Studies	Associate Professor	Tenure	Promotion	Professor
Madison	Pletsch, Pamela K	School Of Nursing	Associate Professor	Tenure	Promotion	Professor
Madison	Prolla, Tomas A	Genetics	Associate Professor	Tenure	Promotion	Professor
Madison	Rahko, Peter S	Medicine	Associate Professor	Tenure	Promotion	Professor
Madison	Rowe, Paul Y	School Of Music	Associate Professor	Tenure	Promotion	Professor
Madison	Rowley, Howard A	Radiology	Associate Professor	Tenure	Promotion	Professor
Madison	Saffman, Mark	Physics	Associate Professor	Tenure	Promotion	Professor
Madison	Sapega, Ellen W	Spanish & Portuguese	Associate Professor	Tenure	Promotion	Professor
Madison	Stahl, Shannon S	Chemistry	Associate Professor	Tenure	Promotion	Professor
Madison	Sun, Dandan	Neurological Surgery	Associate Professor	Tenure	Promotion	Professor
Madison	Suri, Jeremi A	History	Associate Professor	Tenure	Promotion	Professor

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Madison	Taylor, Beverly	School Of Music	Associate Professor	Tenure	Promotion	Professor
Madison	Verna, Gelsy	Art	Associate Professor	Tenure	Promotion	Professor
Madison	Whited, Toni M	School Of Business	Associate Professor	Tenure	Promotion	Professor
Madison	Yang, Tonghai	Mathematics	Associate Professor	Tenure	Promotion	Professor
Madison	Zaeske, Susan M	Communication Arts	Associate Professor	Tenure	Promotion	Professor
Madison	Ahmad, Nihal	Dermatology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Alexander, Caroline M	Oncology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Al-Ghadeer, Moneera	African Languages And Literature	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Andes, David R	Medicine	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Atwood, Craig	Medicine	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Balser, Teresa C	Soil Science	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Beilin, Katarzyna Olga	Spanish & Portuguese	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Bennartz, Ralf	Atmospheric & Oceanic Sciences	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Bussan, Alvin J	Horticulture	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Casid, Jill H	Art History	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Cavagnero, Silvia	Chemistry	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Chen, Herbert	Surgery	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Chung, Moo K	Biostatistics & Medical Informatics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

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Madison	Colquhoun, Jed B	Horticulture	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Conway, Kelley	Communication Arts	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Cui, Qiang	Chemistry	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	De Ferrari, Guillermina	Spanish & Portuguese	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Ellenberg, Jordan S	Mathematics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Enke, Anne	Women's Studies	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Festa, Lynn	English	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Fritsch, Michael K	Pathology & Laboratory Medicine	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Gammie, Stephen C	Zoology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Goldberg, Chad A	Sociology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Hilyard, Stephen J	Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Jackson, Jerlando F L	Educational Leadership & Policy Analysis	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Johnson, Sterling	Medicine	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Jones, Mathew V	Physiology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Karsh, Ben-Tzion	Industrial Engineering	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Keck, James L	Biomolecular Chemistry	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Keely, Patricia J	Pharmacology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Kelly, Daniel Clay	Geology & Geophysics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

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Madison	Kim, Jee-Seon	Educational Psychology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Kleijwegt, Marc	History	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Kling, Pamela J	Pediatrics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Lan, Que	Entomology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Livanos, Christopher	Comparative Literature	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Magana, Sandra M	School Of School Work	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Mcneel, Douglas G	Medicine	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Mecozzi, Sandro	School Of Pharmacy	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Miller, Dennis A	Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Montaruli, Teresa	Physics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Moynihan, Donald P	Lafollette School Of Public Affairs	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Nesper, Larry	Anthropology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Newton, Christina K	Biostatistics & Medical Informatics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Noyce, David A	Civil & Environmental Engineering	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Ohnesorge, John K M	Law School	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Pedersen, Joel A	Soil Science	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Pelegri, Francisco J	Genetics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Peterson, Michael W	Theatre & Drama	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure



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Madison	Pickering, Travis R	Anthropology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Postle, Bradley R	Psychology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Richards, Mark P	Animal Science	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Sanders, Scott T	Mechanical Engineering	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Schweber, Simone A	Curriculum & Instruction	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Shedd, Timothy A	Mechanical Engineering	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Sheehan, John P	Medicine	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Sherrard, Cherene M	English	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Shusta, Eric V	Chemical & Biological Engineering	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Slack, Kristen S	School Of School Work	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Statkiewicz, Max	Comparative Literature	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Thal, Sarah	History	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Thresher, Tanya	Scandinavian Studies	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Tibbetts, Randal S	Pharmacology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Van Melkebeek, Dieter	Computer Sciences	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Vander Zanden, M Jake	Zoology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Whitmire, Ethelene	School Of Library & Information Studies	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Williamson, Robert C	Entomology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

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Madison	Zahner, Susan J	School Of Nursing	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Zhang, Su-Chun	Anatomy	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Zheng, Jing	Obstetrics & Gynecology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Zhou, Shiyu	Industrial Engineering	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Guillot, Michel	Sociology	Associate Professor		Promotion & Tenure	Associate Professor W/Tenure
Madison	Shiu, Gary	Physics	Associate Professor		Promotion & Tenure	Associate Professor W/Tenure

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Milwaukee	Brockman, Bruce	Theatre			New Appointment	Professor W/Tenure
Milwaukee	Johnston, Mark	Occupational Therapy			New Appointment	Professor W/Tenure
Milwaukee	Brady, Patrick R	Physics	Associate Professor	Tenure	Promotion	Professor
Milwaukee	Haertlein Sells, Carol A	Occupational Therapy	Associate Professor	Tenure	Promotion	Professor
Milwaukee	Keith, William M	Communications	Associate Professor	Tenure	Promotion	Professor
Milwaukee	Leske, Jane	Nursing	Associate Professor	Tenure	Promotion	Professor
Milwaukee	Li, Lian	Physics	Associate Professor	Tenure	Promotion	Professor
Milwaukee	Rhyner, Paula M	Communication Sciences & Disorders	Associate Professor	Tenure	Promotion	Professor
Milwaukee	Stabile, Carol A	Journalism And Mass Communication	Associate Professor	Tenure	Promotion	Professor
Milwaukee	Wade, Bruce	Mathematical Sciences	Associate Professor	Tenure	Promotion	Professor
Milwaukee	Wei, Yehua	Geography	Associate Professor	Tenure	Promotion	Professor
Milwaukee	Whittingham, Linda A	Biological Sciences	Associate Professor	Tenure	Promotion	Professor
Milwaukee	Zou, Yi Ming	Mathematical Sciences	Associate Professor	Tenure	Promotion	Professor
Milwaukee	Alkhas, Anita J	French, Italian & Comparative Literature	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Antrop-Gonzalez, Rene F	Curriculum And Instruction	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Banerjee, Sukanya	English	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Buseh, Aaron G	Nursing	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Cameron, Barry I	Geosciences	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

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Milwaukee	Chen, Yea-Fen	Foreign Languages & Linguistics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Creighton, Jolien D	Physics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Dentith, Audrey M	Administrative Leadership	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Drewianka, Scott D	Economics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Dumitrescu, Adrian	Electronical Engineering & Computer Science	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Jeong, Wooseob	Information Studies	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Jordan, Jennifer A	Sociology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Kincaid, Andrew F	English	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Klein-Tasman, Bonita P	Psychology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Lauko, Istvan G	Mathematical Sciences	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Lei, Wen-Chien	Economics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Li, Jin	Civil Engineering & Mechanics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Mcguinness, Aims C	History	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Mckay, Patrick F	Business Administration	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Moline, Lisa A	Visual Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Neumann, Rebecca M	Economics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Paik, Peter Y	French, Italian & Comparative Literature	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Peterson, Christopher W	Music	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

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<b>Institution</b>	<b>Name</b>	<b>Department</b>	<b>Current Title</b>	<b>Current Status</b>	<b>Action Taken</b>	<b>Proposed Title</b>
Milwaukee	Plach, Sandra K	Nursing	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Posnanski, Tracy John	Curriculum And Instruction	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Rast, Joel S	Political Science	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Rei-Doval Grela, Gabriel	Spanish & Portuguese	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Rice, Nancy E	Exceptional Education	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Short, Ruth A	Curriculum And Instruction	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Swaminathan, Rajeswari	Educational Policy & Community Studies	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Wang, Qinghai	Business Administration	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Wiseman, Alan G	Physics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Xu, Jian	French, Italian & Comparative Literature	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Yang, Ching-Hong	Biological Sciences	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Zinck, Bernard F	Music	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Milwaukee	Azenabor, Anthony A	Health Sciences	Associate Professor		Promotion & Tenure	Associate Professor W/Tenure

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Oshkosh	Becker, Stefan	Geography	Assistant Professor		Promotion	Associate Professor
Oshkosh	Robinson, Marty J	Music	Assistant Professor		Promotion	Associate Professor
Oshkosh	Marnocha, Suzanne K	Nursing	Assistant Professor	Tenure	Promotion	Associate Professor
Oshkosh	Ameringer, Carl F	Public Affairs	Associate Professor	Tenure	Promotion	Professor
Oshkosh	Dziedzic, Andrzej B	Foreign Languages	Associate Professor	Tenure	Promotion	Professor
Oshkosh	Hoffmeister, Frank F	Music	Associate Professor	Tenure	Promotion	Professor
Oshkosh	Lareau, Alan H	Foreign Languages	Associate Professor	Tenure	Promotion	Professor
Oshkosh	Lehrmann, Daniel J	Geology	Associate Professor	Tenure	Promotion	Professor
Oshkosh	Moussavi, Saadat	Mathematics	Associate Professor	Tenure	Promotion	Professor
Oshkosh	Neal, Kay E	Communication	Associate Professor	Tenure	Promotion	Professor
Oshkosh	Parks, Marguerite W	Ed & Human Service	Associate Professor	Tenure	Promotion	Professor
Oshkosh	Rauscher, Frances H	Psychology	Associate Professor	Tenure	Promotion	Professor
Oshkosh	Godfrey, Michael R	Business Administration	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Oshkosh	Kostman, Todd A	Biology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Oshkosh	Maher, Craig Svoboda	Public Affairs	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Oshkosh	Roth, Christine A	English	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Oshkosh	Saginak, Kelli A	Ed & Human Service	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Oshkosh	Sandrin, Todd R	Biology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

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Oshkosh	Stelzer, Robert S	Biology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Oshkosh	Beck, Kristine L	Business Administration	Associate Professor		Tenured	Associate Professor W/Tenure
Oshkosh	Bullington, Grady D	Mathematics	Associate Professor		Tenured	Associate Professor W/Tenure
Oshkosh	Cooper, Sheldon J	Biology	Associate Professor		Tenured	Associate Professor W/Tenure
Oshkosh	Gemin, Pamela R	English	Associate Professor		Tenured	Associate Professor W/Tenure
Oshkosh	Pillsbury, Robert W	Biology	Associate Professor		Tenured	Associate Professor W/Tenure

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Parkside	Colston, Herbert L	Psychology	Associate Professor	Tenure	Promotion	Professor
Parkside	Longeway, John L	Philosophy	Associate Professor	Tenure	Promotion	Professor
Parkside	Beyer, Sylvia	Psychology	Associate Professor	Tenure	Promotion	Professor
Parkside	Funkenstein, Susan L	Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Parkside	Garcia, Alvaro	Music	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Parkside	Skalbeck, John D	Geological Sciences	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Parkside	Fok, Chi-Wing	Business	Associate Professor		Tenured	Associate Professor W/Tenure
Parkside	Gonzalez, Gail G	Modern Languages	Associate Professor		Tenured	Associate Professor W/Tenure



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Platteville	Feng, Gang	Electrical Engineering	Assistant Professor		Promotion	Associate Professor
Platteville	Holtz, Christine E	Communication Technologies	Assistant Professor		Promotion	Associate Professor
Platteville	Kraemer, David R B	Mechanical/Industrial Engineering	Assistant Professor		Promotion	Associate Professor
Platteville	Roberts, Matthew W	Civil/Environmental Engineering	Assistant Professor		Promotion	Associate Professor
Platteville	Smidt, Warner Keith	Industrial Studies	Assistant Professor		Promotion	Associate Professor
Platteville	Dahlquist, Daniel	Performing/Visual Arts	Assistant Professor	Tenure	Promotion	Associate Professor
Platteville	Enright, Corinne Sandra	Psychology	Assistant Professor	Tenure	Promotion	Associate Professor
Platteville	Bunte, Alison Lee	Education	Associate Professor	Tenure	Promotion	Professor
Platteville	Kirk, Rea Helene	Education	Associate Professor	Tenure	Promotion	Professor
Platteville	Ofulue, Esther N	Biology	Associate Professor	Tenure	Promotion	Professor
Platteville	Penn, Michael Robert	Civil/Environmental Engineering	Associate Professor	Tenure	Promotion	Professor
Platteville	Schroeder, Machele Kay	Business/Accounting	Associate Professor	Tenure	Promotion	Professor
Platteville	Stjohn, W Doyle	Chemistry/Engineering Physics	Associate Professor	Tenure	Promotion	Professor
Platteville	Weber, Wayne C	Biology	Associate Professor	Tenure	Promotion	Professor
Platteville	Wendorff, Laura Christine	Humanities	Associate Professor	Tenure	Promotion	Professor
Platteville	Wruble, Marc Kevin	Psychology	Associate Professor	Tenure	Promotion	Professor
Platteville	Iselin, John P	Mechanical/Industrial Engineering	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Platteville	Kinwa-Muzinga, Annie	Agriculture	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

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Platteville	Caploe, Joseph G	Performing/Visual Arts	Associate Professor		Tenured	Associate Professor W/Tenure
Platteville	Chang, Mu-Ling	Mathematics	Associate Professor		Tenured	Associate Professor W/Tenure
Platteville	Hansen, Susan Louise	Business/Accounting	Associate Professor		Tenured	Associate Professor W/Tenure
Platteville	Li, Qiong	Chemistry/Engineering Physics	Associate Professor		Tenured	Associate Professor W/Tenure
Platteville	Rawling, Jesse E	Social Sciences	Associate Professor		Tenured	Associate Professor W/Tenure
Platteville	Safari-Shad, Nader	Electrical Engineering	Associate Professor		Tenured	Associate Professor W/Tenure
Platteville	Trewin, Amanda L	Biology	Associate Professor		Tenured	Associate Professor W/Tenure
Platteville	Wright, Kristopher K	Biology	Associate Professor		Tenured	Associate Professor W/Tenure
Platteville	Zauche, Timothy H	Chemistry/Engineering Physics	Associate Professor		Tenured	Associate Professor W/Tenure

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<b>Institution</b>	<b>Name</b>	<b>Department</b>	<b>Current Title</b>	<b>Current Status</b>	<b>Action Taken</b>	<b>Proposed Title</b>
River Falls	Hurt, Charles	Computer Science/Information Systems			Tenured	Professor & Provost W/Tenure
River Falls	Abuhejleh, Ahmad J	Computer Science & Information Systems	Associate Professor	Tenure	Promotion	Professor
River Falls	Alperin, Davida J	Political Science	Associate Professor	Tenure	Promotion	Professor
River Falls	Bustamantemarre, Cecilia	Modern Language	Associate Professor	Tenure	Promotion	Professor
River Falls	Holleran, Thomas K	Teacher Education	Associate Professor	Tenure	Promotion	Professor
River Falls	Keen, Kerry Lee	Plant And Earth Science	Associate Professor	Tenure	Promotion	Professor
River Falls	Mannetter, Terrence A	Modern Language	Associate Professor	Tenure	Promotion	Professor
River Falls	Miller, Darryl W	Business Administration	Associate Professor	Tenure	Promotion	Professor
River Falls	Mogen, Kim L	Biology	Associate Professor	Tenure	Promotion	Professor
River Falls	Nechville, Jerome A	Agricultural Engineering Technology	Associate Professor	Tenure	Promotion	Professor
River Falls	Olson, Dean Ivan	Agricultural Engineering Technology	Associate Professor	Tenure	Promotion	Professor
River Falls	Tarr, Susan Jane	Health & Human Performance	Associate Professor	Tenure	Promotion	Professor
River Falls	Graham, James Carlton	Agricultural Edicatuion	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
River Falls	Hamilton, Hilree J	Music	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
River Falls	Heppen, John J	Geography & Mapping Sciences	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
River Falls	Lyden, Timothy W	Biology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
River Falls	Mak, Peter C	Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
River Falls	Parks, Sarah Sjolie	Music	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

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River Falls	Spiczak, Glenn M	Physics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
River Falls	Varghese, Anthony	Computer Science & Information Systems	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
River Falls	Yang, Zhiguo	History & Philosophy	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

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<b>Institution</b>	<b>Name</b>	<b>Department</b>	<b>Current Title</b>	<b>Current Status</b>	<b>Action Taken</b>	<b>Proposed Title</b>
Stevens Point	Nook, Mark	Physics and Astronomy			New Appointment	Professor & Provost W/Tenure
Stevens Point	Gonchigdanzan, Khurelbaatar	Math/Computing	Assistant Professor		Promotion	Associate Professor
Stevens Point	Judziejewicz, Emmet J	Biology	Assistant Professor		Promotion	Associate Professor
Stevens Point	Biasca, Karyn L	Paper Science	Associate Professor	Tenure	Promotion	Professor
Stevens Point	Bond, Judith W	Music	Associate Professor	Tenure	Promotion	Professor
Stevens Point	Caporale-Hartleb, Diane A	Biology	Associate Professor	Tenure	Promotion	Professor
Stevens Point	Hartleb, Christopher F.	Biology	Associate Professor	Tenure	Promotion	Professor
Stevens Point	Loy, Martin J	Human Promotion & Human Development	Associate Professor	Tenure	Promotion	Professor
Stevens Point	Veum, Michael	Physics/Astronomy	Associate Professor	Tenure	Promotion	Professor
Stevens Point	Wetzel, Nathan R	Math/Computing	Associate Professor	Tenure	Promotion	Professor
Stevens Point	Fernando, Nisha A	Interior Architecture	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stevens Point	Larsen, Eric Jonathon	Geography/Geology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stevens Point	Martin, Elizabeth M	Business/Economics	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stevens Point	Nelson, Nerissa	Teaching-Learning Resources	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stevens Point	Roseman, Molly J	Music	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stevens Point	Singsaas, Eric L	Biology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stevens Point	Summers, Gregory S	History	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stevens Point	Teeple, Scott	Music	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

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Stevens Point	Thielking, Kristin M	Art And Design	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stevens Point	Yahnke, Christopher J	Biology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stevens Point	Dollinger, Robert S	Math/Computing	Associate Professor		Promotion & Tenure	Professor W/Tenure
Stevens Point	Blakeman, John	Political Science	Associate Professor		Tenured	Associate Professor W/Tenure
Stevens Point	Mcginley, Paul M	College Of Natural Resources	Associate Professor		Tenured	Associate Professor W/Tenure

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Stout	Dauplaise, Jeanmarie	English And Philosophy	Assistant Professor		Promotion	Associate Professor
Stout	Schmidt, Charlene E	Food And Nutrition	Assistant Professor		Promotion	Associate Professor
Stout	Lui, Katherine Welch	Operations, Construction And Management	Associate Professor		Promotion	Professor
Stout	Hamilton, Michelle Rose	Rehabilitation And Counseling	Assistant Professor	Tenure	Promotion	Associate Professor
Stout	Harris, Edward B	Hospitality And Tourism	Assistant Professor	Tenure	Promotion	Associate Professor
Stout	Bergquist, Brian C	Hospitality And Tourism	Associate Professor	Tenure	Promotion	Professor
Stout	Deckelman, Steven M	Mathematics, Statistics And Computer Science	Associate Professor	Tenure	Promotion	Professor
Stout	Schultz, Forrest S	Chemistry	Associate Professor	Tenure	Promotion	Professor
Stout	Bogner, Len A	Apparel And Communication Technologies	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stout	Hoel, Anne Kelly	Business	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stout	Jerlach, Lars B	Art And Design	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stout	Keyes, James P	Operations, Construction And Management	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stout	Lokken, Paul R	Business	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stout	Shinde, Nagesh P	Art And Design	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Stout	Teuber, Hollace	Speech Communication, Foreign Languages, Theatre And Music	Assistant Professor		Tenured	Assistant Professor W/Tenure
Stout	Calenberg, Paul A	Speech Communication, Foreign Languages, Theatre And Music	Associate Professor		Tenured	Associate Professor W/Tenure
Stout	Dharavath, Haji Naik	Apparel And Communication Technologies	Associate Professor		Tenured	Associate Professor W/Tenure

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Institution	Name	Department	Current Title	Current Status	Action Taken	Proposed Title
Stout	Dzissah, John Setutsimam	Operations, Construction And Management	Associate Professor		Tenured	Associate Professor W/Tenure
Stout	Gjevre, Joan E	English And Philosophy	Associate Professor		Tenured	Associate Professor W/Tenure
Stout	Lume, Charles Vincent Matson	Art And Design	Associate Professor		Tenured	Associate Professor W/Tenure



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Institution	Name	Department	Current Title	Current Status	Action Taken	Proposed Title
Superior	Cox, Ted B	Ted	Assistant Professor		Promotion	Associate Professor
Superior	Faerber, Matthew L	Music	Associate Professor	Tenure	Promotion	Professor
Superior	Hudelson, Richard H	Social Inquiry	Associate Professor	Tenure	Promotion	Professor
Superior	Sloboda, N Nicholas	Language & Literature	Associate Professor	Tenure	Promotion	Professor
Superior	Crow, Timothy D	Language & Literature	Associate Professor	Tenure	Promotion	Professor
Superior	Fank, Cathy A	Com. Arts	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Superior	Notbohm, Brent L	Com. Arts	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Superior	Pulford, Mary H	Social Inquiry	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Superior	Rosenberg, Steven J	Math/Cscien	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Superior	Schuldt, Jeffrey A	Biology	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Superior	Cleary, Timothy J	Visual Arts	Assistant Professor		Tenured	Assistant Professor W/Tenure
Superior	Bajjali, William	Biology	Associate Professor		Tenured	Associate Professor W/Tenure

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Institution	Name	Department	Current Title	Current Status	Action Taken	Proposed Title
Whitewater	Helm, Amanda E	Marketing	Instructor		Promotion	Assistant Professor
Whitewater	Melero, Pilar	For Language	Instructor		Promotion	Assistant Professor
Whitewater	Bren,Barbara R (1)	Library	Assistant Professor	Tenure	Promotion	Associate Professor
Whitewater	Butchart, James M	Theatre/Dance	Associate Professor	Tenure	Promotion	Professor
Whitewater	Heyning,Katharina E	C & I	Associate Professor	Tenure	Promotion	Professor
Whitewater	Poorman, Paula B	Psychology	Associate Professor	Tenure	Promotion	Professor
Whitewater	Schweigert, Thomas E	Economics	Associate Professor	Tenure	Promotion	Professor
Whitewater	Swanson, Scott R	Marketing	Associate Professor	Tenure	Promotion	Professor
Whitewater	Vogl-Bauer, Sally Marie	Communication	Associate Professor	Tenure	Promotion	Professor
Whitewater	Alario, Margarita V	Soc,Anth&Crimjus	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Anderson, Lawrence M	Political Science	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Choi, Sang D	Oesh	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Henige, Christopher C	Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Kapp, Edward A	Oesh	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Kim, Daniel Indon	Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Lebens, Crista Marie	Phil & Rel St	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Normand, Carol J	Accounting	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Porcaro, Gregory J	Art	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Sintchak, Matthew A	Music	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

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Institution	Name	Department	Current Title	Current Status	Action Taken	Proposed Title
Whitewater	Smudde, Peter M	Communication	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Stevens Griffith, Amy Celeste	Spec Educ	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Stuart, Shannon K	Spec Educ	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Tourigny, Louise	Management	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Zhao, Yushan	Marketing	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure
Whitewater	Zhu, Jianzhou	Fin & Bus Law	Assistant Professor		Promotion & Tenure	Associate Professor W/Tenure

## BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

### I.2. Business, Finance and Audit Committee

June 7, 2007

UW-Milwaukee

Wisconsin Room, Union

9:30 a.m. All Regents

- UW-Milwaukee Presentation: Regional Economic Development Plan

10:30 a.m. All Regents

- Dennis Jones, President, National Center for Higher Education Management Systems

12:00 p.m. Lunch

1:00 p.m. Education Committee – All Regents Invited

- Plan 2008 Progress Report

2:00 p.m. Joint with Physical Planning and Funding – Union, Fireside Lounge

- UW-Milwaukee Presentation: The Role of a Master Plan in Campus Development

2:30 p.m. Business, Finance, and Audit Committee Meeting – Union, Room E280

- a. Approval of the Minutes of the May 10, 2007 Meeting of the Business, Finance, and Audit Committee
- b. Student Financial Aid: 2005-06 Update
- c. Adoption of Regent Policy Document: UW System Policy on Student Lending/Code of Conduct  
[Resolution I.2.c.]
- d. UW Medical Foundation  
(1) Amendments to the Bylaws  
[Resolution I.2.d.(1)]
- e. 2007-09 Biennial Operating Budget Update
- f. Report of the Vice President
- g. Additional items, which may be presented to the Committee with its approval

June 8, 2007

Agenda Item I.2.b.

STUDENT FINANCIAL AID: 2005-06 UPDATE

[http://www.uwsa.edu/opar/orb-im/im/fin\\_aid/fa05-06.pdf](http://www.uwsa.edu/opar/orb-im/im/fin_aid/fa05-06.pdf)

University of Wisconsin System  
Policy on Institutional and Employee  
Relationships with Educational Loan Lenders

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution I.2.c.:

Whereas the University of Wisconsin System (UWS) and its employees adhere to the highest standards of ethical conduct and rigorous professional standards; and

Whereas the Board of Regents believes that the best interests of students and their families should be the primary concern of UW institutions and employees;

Therefore, be it resolved that, upon the recommendation of the President of the UWS, the Board of Regents adopts the attached Policy on Institutional and Employee Relationships with Educational Loan Lenders.

**UNIVERSITY OF WISCONSIN SYSTEM POLICY  
ON INSTITUTIONAL AND EMPLOYEE  
RELATIONSHIPS WITH EDUCATIONAL LOAN LENDERS**

**EXECUTIVE SUMMARY**

**BACKGROUND**

UW institutions and employees are committed to providing assistance regarding financial aid to students and their families in an objective, ethical, and clear manner. Concerns have recently arisen, however, regarding the relationships between educational loan lenders and colleges and universities nationally. One investigation into practices in the student loan industry revealed some potential conflicts of interest among financial aid administrators, including:

- the creation of opportunity loan pools that were funded by educational loan lenders and based on the volume of loans the lender processed for a college or university;
- the operation of call centers by educational loan lender staff who represented themselves as employees of a college or university; and,
- the provision of substantial financial benefits and incentives, including company stock, to financial aid administrators by educational loan lenders.

Responding to these concerns, President Reilly convened a working group in April 2007 to inventory current financial aid practices and system-level policy regarding relationships with educational loan lenders. The first product of the working group was the Resolution, “Student Lending: UW System Business Practices and Code of Conduct,” that was adopted by the Board of Regents in May 2007. This Resolution directed staff to:

- Develop and promulgate a system-wide code of conduct relating to education loans that is consistent with the standards of conduct for state officials and employees under s. 19.41, et seq., Wis. Stats.; UWS 8 and ER-MRS 24, Wis. Adm. Code; and consistent with the code of conduct being developed by the National Association of Student Financial Aid Administrators (NASFAA); and
- Develop and promulgate guidelines for the campuses and their administrators which serve the best interests of students and their families, ensure that any relationships with educational loan lenders, other entities, and organizations are free from conflicts of interests, and specifically address the development and utilization of lender lists.

Resolution I.2.c has been developed as a means of providing a system-wide policy for University of Wisconsin (UW) institutions and employees relating to their relationships with educational loan lenders and student loan practices.

## REQUESTED ACTION

Approval of Resolution I.2.c.

## DISCUSSION

UW employees are subject to the applicable codes of ethics contained in the Wisconsin Administrative Code (Chapters UWS 8 and ER-MRS 24, Wis. Adm. Code). There are, however, no specific Regent policies regarding relationships with educational loan lenders for either UW institutions or employees.

The “Student Lending: UW System Business Practices and Code of Conduct” Resolution adopted in May 2007 anticipated that the National Association of Student Financial Aid Administrators (NASFAA), the financial aid administrators professional organization, would have promulgated a code of conduct regarding relationships with student loan providers by this time, to which UW staff would look for guidance to develop a policy for UW System (UWS) institutions and employees. However, to date, NASFAA has not adopted or released its policy.

Rather than delay the development of a policy for UW institutions and employees while NASFAA develops its policy, UWS staff developed the proposed Policy on Relationships with Educational Loan Lenders for consideration by the Board of Regents. This decision was made based upon two considerations. First, students and their families, as well as the public, need to be reassured and have confidence that UW is addressing this issue. Second, UW staff who interact with educational loans lenders are both looking for and deserve guidance on how to meet the UW institutional expectations and comply with applicable state and federal laws and regulations regarding relationships with such lenders.

Although not an exhaustive list, this policy would:

- integrate the provisions regarding relationships with educational loan lenders with the existing state codes of ethics for unclassified and classified staff;
- prohibit UW institutions and employees from soliciting, accepting, or entering into any agreement in which an educational loan lender provides fees, revenue sharing or material benefits to UW institutions or employees;
- prohibit opportunity loan pools or the use of call centers staffed by educational loan lenders;
- provide guidance regarding lists of educational loan lenders that are created by UW institutions; and,
- provide guidance regarding participation on advisory councils of educational loan lenders, which is consistent with the existing Regent policy on attendance at vendor-sponsored education programs.

In addition, federal legislation (H.R. 890, the, Student Loan Sunshine Act) which would address some of the issues addressed by the Policy, has passed the U.S. House of



Representatives, but has not been scheduled for consideration by the Senate. The proposed Policy would supplement, but not supplant, the provisions of any federal or state legislation that is ultimately enacted.

### **RELATED REGENT POLICIES**

There are no existing Regent policies regarding employee or institutional relationships with educational loan lenders. Payment for employee attendance at vendor-sponsored education programs is governed by UW Financial Administration Policy F-30.

# **§ 13-5 University of Wisconsin System Policy on Institutional and Employee Relationships with Educational Loan Lenders**

## **1.0 SUMMARY**

Students and their families increasingly rely on loans to finance a college education. As a result, University of Wisconsin System (UW) employees and institutions have more frequent interactions with educational loan lenders, and--because of the increasing numbers and complexities of the loans--are often asked by students and their families to provide assistance with regard to their financial aid decisions.

UW institutions and employees are committed to providing that assistance in an objective, fair, clear, and understandable manner. UW institutions and employees have responsibilities to those students and their families who use their professional services, as well as a continuing obligation to maintain the public's confidence. In addition, all UW employees are bound by professional standards and applicable state codes of ethics for unclassified and classified staff (Wis. Stats. § 19.41, et seq., Code of Ethics for Public Officials and Employees; and Chapters UWS 8 and ER-MRS 24, Wis. Adm. Code) that prohibit conflicts of interest. UW employees and institutions support these standards and values, and are dedicated to serving students.

Nevertheless, concerns have been expressed regarding potential conflicts of interest and actions on the part of campuses and lenders of education loans nationally. In order to assure students, their families, and the public that UW institutions and employees continue serving the students' best interests, the following UW System Policy on Institutional and Employee Relationships with Educational Loan Lenders has been developed. This Policy should be viewed as supplemental to, rather than superseding, other applicable state or federal laws and regulations.

## **2.0 SCOPE**

This Policy applies to all UW System institutions.

## **3.0 PURPOSE**

- 3.1 Guided by the precept that the first priority in UW institutional dealings is the best interests of students and their families, UW institutions act with

integrity, objectivity, due professional care, and transparency in their work with educational loan lenders.

- 3.2 UW employees are committed to the highest levels of ethical behavior and professionalism, following both professional standards and the ethical requirements of Wis. Stats. § 19.41, et seq., Code of Ethics for Public Officials and Employees; and Chapters UWS 8 and ER-MRS 24, Wis. Adm. Code.
- 3.3 In addition, UW institutions and employees involved in student lending or who interact with educational loan lenders are governed by the Policy set forth below.

#### **4.0 OBLIGATIONS OF UW INSTITUTIONS**

- 4.1 UW institutions may not solicit, accept, or enter into any agreement in which an educational loan lender provides fees, revenue sharing or material benefits to the UW institution in exchange for the institution or its employees recommending the lender or its loan products.
- 4.2 UW institutions:
  - (a) May not enter into an agreement with a lender of education loans for, or solicit or accept from a lender of education loans, any funds that would be allocated or used for opportunity loan pools or any similar arrangements; and
  - (b) May not solicit or accept assistance for call center or financial aid staffing from a lender of education loans.
- 4.3 UW institutions must inform students who apply for financial aid:
  - (a) That students may use any lender who is eligible to make education loans; and
  - (b) Of available federal loans and encourage students to explore and weigh the use of federal loans that are guaranteed, regulated, and may be more advantageous, before pursuing private or alternative loans.
- 4.4 UW institutions may maintain lender lists, either in print or other media, of educational loan lenders, subject to the following:
  - (a) UW institutions must use an evaluative process for the inclusion of lenders on the list; information regarding the selection of lenders, the

evaluative process used, and the criteria used for such selection must be available to the public upon request;

- (b) A lender list must be accompanied by a statement explaining that students are not limited to the lenders included on the list;
- (c) A lender list must include a minimum of three lenders; and
- (d) UW institutions should work with the educational loan lenders on the list to ensure that specific loan information and key details (including, but not limited by enumeration to, the terms, interest rate, and repayment requirements) are available from the lender in a clear and understandable manner.

4.5 Notwithstanding any other provisions of this Policy, UW institutions may accept from lenders of education loans:

- (a) Counseling and educational materials for use by students and their families regarding student lending laws, education loans, financial literacy, debt management and other topics relevant to providing students and their families with financial aid assistance; any such materials must clearly disclose the source of said materials and may not use trademarks, logos, mascots or other symbols associated with the UW institution that would suggest any UW institutional endorsement of the lender or product;
- (b) Training to UW employees regarding student lending laws, education loans, financial literacy, debt management and other topics relevant to student financial aid; and
- (c) Assistance in the same manner that the U.S. Department of Education may assist UW institutions and employees under the Department's Direct Loan Program.

4.6 Recognizing that separate support organizations, such as alumni associations or booster organizations, may have their own agreements with educational loan lenders, UW institutions will urge such organizations to adhere to appropriate standards of conduct for entering into such agreements, as developed by their professional associations.

## **5.0 OBLIGATIONS OF UW EMPLOYEES**

5.1 UW employees may not solicit, accept, or enter into any agreement in violation of paras. 4.1 and 4.2 of this Policy, and may not engage in conduct that violates the conflict of interest and ethical standards of Wis.

Stats. § 19.41, et seq., Code of Ethics for Public Officials and Employees;  
and UWS 8 or ER-MRS 24, Wis. Adm. Code.

- 5.2 UW employees may, in order to improve service to students, participate on an advisory council of an educational loan lender, but may not receive compensation or reimbursement from the lender for any costs incurred as part of such participation, consistent with UW Financial Administration Policy F-30.
- 5.3 UW employees will be regularly informed regarding the provisions of this Policy, as well as applicable state ethics codes and related state and federal laws and regulations.

## **6.0 RELATED REGENT POLICIES AND SOURCES OF LAW**

Wis. Stats. § 19.41, et seq., Code of Ethics for Public Officials and Employees  
UWS 8, Wis. Adm. Code  
ER-MRS 24, Wis. Adm. Code.  
UW Financial Administration Policy F-30

## **7.0 HISTORY**

This Policy was adopted on \_\_\_\_\_.

Amendments to Bylaws of the  
University of Wisconsin Medical Foundation

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the Chancellor of the University of Wisconsin-Madison, and the Board of the University of Wisconsin Medical Foundation, the Board of Regents approves the amended bylaws of the University of Wisconsin Medical Foundation as presented in Exhibit C of these materials.

Amendments to the Bylaws of  
The University of Wisconsin Medical Foundation

Executive Summary

**Background**

The University of Wisconsin Medical Foundation, Inc. (“UWMF”) is an Internal Revenue Code §501(c)(3) not for profit, non stock corporation organized pursuant to Chapter 181 of the Wisconsin Statutes and pursuant to the authority extended by the Board of Regents (the “BoR”) pursuant to an agreement between the BoR and UWMF dated May 15, 1995 (“Agreement”), marked and attached as “Exhibit A.” Pursuant to the Agreement and UWMF’s corporate bylaws (the “Bylaws”), the UWMF was and is organized to support the missions of the University of Wisconsin School of Medicine & Public Health (“UWSMPH”).

The UWMF Board of Directors (“Board”), in 2005, undertook to review certain governance functions as a consequence of Congressional hearings related to health care not for profit organizations and the implementation by Congress of its Sarbanes Oxley Act (the “Act”) reforms and Internal Revenue Services guidance. As a result of that review, the Board instituted certain policy changes and initiated a review of the Bylaws in an effort to update same. The UWMF Bylaws require BoR approval before any changes to the Bylaws may become effective.

**Requested Action**

The UWMF respectfully requests approval of Resolution I.2.d.(1) amending the Bylaws of the University of Wisconsin Medical Foundation as detailed in these materials.

**Discussion**

The Sarbanes-Oxley Act was passed by Congress in 2002. The Act called for corporate governance reforms for publicly held stock corporations, most notably in the area of financial oversight, and requiring a more active role to be taken by independent directors of publicly held corporations. Although the requirements of the Act apply exclusively to publicly held corporations, many of those reforms translated to the not for profit sector.

Consequent to the implementation of the Act’s reforms, Congress also became interested in the conduct of health care not for profit (“NFP”) organizations and convened public hearings into the matter of reforms for NFP ventures akin to those required by the Act. In 2004, the Senate’s Finance Subcommittee invited members of “Independent Sector,” a not for profit industry organization, to convene the “Panel on the Nonprofit Sector,” (the “Panel”). The Panel is an independent group of nonprofit leaders who have made and continue to make recommendations for actions which strengthen the governance, ethical conduct, and accountability of charitable organizations. The Panel’s final 116 page report was submitted to Congress in June, 2005, and can be found at [http://www.nonprofitpanel.org/final/Panel\\_Final\\_Report.pdf](http://www.nonprofitpanel.org/final/Panel_Final_Report.pdf). The Panel, on

pages 9 and 75 of its report, has recommended that at least one-third of the members of a qualifying public charity's governing board be independent.

The Board initiated a review of its governance practices and the regulatory framework under which UWMF must operate in order to maintain its NFP status. It was concluded that:

- (a) The Board's complement of public directors should be increased to approximately one-third of the Board's membership;
- (b) The Dean of the UWSMPH ("Dean") should be formally designated in the Bylaws as the chair of the Board in order to more closely align the corporate purposes of the UWMF with the missions of the UWSMPH; and
- (c) The Audit Committee should report to the Board.

UWMF management has sought advice and consent regarding enhancement of the Board's composition, designation of the Dean as the Board chair, and certain "cosmetic" changes to the Bylaws, as outlined in Exhibit B, from the following governance bodies:

- UWSMPH Council of Chairs / March 13, 2007 and April 10, 2007
- UWSMPH Council of Faculty / March 14, 2007 and
- UWFMF Board / November 21, 2006, March 20, 2007, and April 17, 2007

As a result of this process, on May 15, 2007, the Board approved amendments to the Bylaws as documented in Exhibit B. Material changes to the Bylaws include the:

- (a) Addition of two (2) additional public members;
- (b) Addition of the "Basic Sciences Chair" director as a full voting member of the Board;
- (c) Modification of the Board attendance necessary to constitute a quorum as an accommodation of the changes noted in (a) and (b), above;
- (d) Specification of the Dean of UWSMPH as the Chair of the Board;
- (e) Removal of obsolete references to the "Physicians Plus Division;"
- (f) Ratification of the Retirement Plan Committee as a standing committee to the Board;
- (g) Clarification of the duties of the Compensation Development Committee and the Compensation Review Committee, incorporating reforms suggested by the Act; and
- (h) Requirement that the Audit Committee report to the Board, a reform suggested by the Act.

### **Attached Documentation**

- Exhibit A - Agreement Between the Board of Regents of the University of Wisconsin System and the University of Wisconsin Medical Foundation
- Exhibit B - An Inventory of Phase I Proposed Amendments to UWMF Bylaws
- Exhibit C - A marked edit version of the Proposed Amendments

### **Related Regent Policy**

None.



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**Agreement Between  
the Board of Regents of the  
University of Wisconsin System  
and the  
University of Wisconsin  
Medical Foundation**

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**May 12, 1995**

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# **Agreement Between the Board of Regents of the University of Wisconsin System and the University of Wisconsin Medical Foundation**

The Board of Regents of the University of Wisconsin System, a body corporate operating under Chapter 36, Wisconsin Statutes ("Board of Regents") and the University of Wisconsin Medical Foundation, a nonstock, non-profit charitable and educational corporation organized under Chapter 181 of the Wisconsin Statutes ("Foundation") enter into this Agreement as of May 12, 1995.

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## **RECITALS**

WHEREAS the Board of Regents is a public body corporate and politic existing under the laws of the State of Wisconsin and charged with primary responsibility for the governance of all academic institutions comprising the University of Wisconsin System, including the University of Wisconsin-Madison and its Medical School, and

WHEREAS the missions of the Medical School are to teach medicine, to engage in medical research and to provide clinical service to the community. These missions are inextricably interrelated. The teaching of medicine and the conduct of medical research require the practice of medicine. Both teaching and research require a base of patients of sufficient size and composition with which to teach students and to provide data for research. The clinical practice of medicine by the Faculty supplies both of these requirements and the fees generated from patient visits provide critical financial support for the Medical School, and

WHEREAS the Medical School currently receives approximately one-half (1/2) of its annual operating budget from the clinical fees generated by its Faculty physicians and Faculty health care specialists, and

WHEREAS for the past two (2) decades, the contributions of clinical Faculty to the Medical School have been effected through the provisions of the Clinical Practice Plan (hereinafter "CPP"), an agreement among the clinical Faculty, UW-Madison and the Board of Regents. Under the provisions of the CPP, fourteen (14) separate and relatively autonomous Departmental Practice Plans (hereinafter "DPPs") have been organized, one (1) for each clinical department of the Medical School. Consistent with the historical character of clinical practice plans throughout the United States, each of the DPPs was responsible for managing its own clinical practice as well as for supporting the interests of the Medical School, and

WHEREAS the relative autonomy of the DPPs and their somewhat divergent clinical interests have not strongly encouraged the growth of a unified administration of the clinical services offered through Medical School Faculty physicians and health care specialists, and

**WHEREAS** the field of health care is in the midst of rapid and radical change that renders the historic character of the CPP, together with its associated DPPs, largely problematic for the current and future needs of the Medical School. In particular, coordinated administration of both primary and specialty health care has become a market necessity - one that requires any group of affiliated physicians and health care specialists to devise a system of practice that is able to do the following: (a) market a range of primary and specialty care services to the general patient population; (b) ensure that the range of care that is offered is cost effective and well managed, such that it is competitive with the burgeoning number of highly competitive managed care organizations that exist on local, regional and national levels; and (c) successfully recruit and maintain a sufficient number of patients for the system to enable continued support of primary and specialty care practitioners, and the Medical School, and

**WHEREAS** the necessity of meeting these three (3) objectives is particularly critical to physicians and health care specialists who are affiliated with an academic medical center such as the Medical School. They must meet these objectives given the higher programmatic costs of the additional Faculty missions of teaching, research, and public service, and

**WHEREAS** the Medical School Faculty physicians and Faculty health care specialists must currently compete for patients with a number of established managed care organizations that operate in Wisconsin - particularly in the southwestern region of the state - which have already contracted with a high percentage of the available pool of health care consumers. As these managed care organizations typically affiliate with specific hospitals, they have decreased the number and frequency of patient referrals to the University of Wisconsin Hospital and Clinics ("University Hospital"), and to Medical School Faculty physicians and Faculty health care specialists. This change in the historic pattern of patient referrals has accentuated the need for University physicians and health care specialists to effect an efficient and comprehensive health care management system, and

**WHEREAS** the Board of Regents recognizes that, in view of the changing national and local health care markets, the continued viability of the Medical School depends, to a large extent, upon the ability of its Faculty physicians and other Faculty health care specialists to provide clinical care in a manner that is cost effective, consistent with trends toward managed care, and supportive of the special needs of an academic medical center for teaching, research, and public service, and

**WHEREAS** its extensive reliance upon fees generated by Faculty clinical practice requires the Medical School to have its Faculty physicians and Faculty health care specialists managing their clinical services in a centralized, cost-effective manner. The Foundation is specially conceived to meet this need and to support the Medical School through direct financial contributions. Equally important, the Foundation is expected to assist the Medical School in the achievement of the three (3) objectives of effective teaching, research, and service in the field of health care, and

**WHEREAS** the existing CPP is an agreement between the Board of Regents and the clinical Faculty, based on the understanding that the Faculty own their practice incomes subject to the provisions contained in the CPP agreement, and

**WHEREAS** the Faculty, by two-thirds (2/3) vote as required by the existing CPP, has voted to replace the existing CPP agreement with a non-profit charitable foundation assuming approval of the Internal Revenue Service and acceptance of this Agreement, and

**WHEREAS** the existing CPP has operated as a series of for-profit departmental practice partnerships which have not been subject to state regulation or restriction such as purchasing and personnel, except as provided by the CPP itself, and

**WHEREAS** the existing for-profit departmental partnerships under the CPP will be replaced by a single group practice operating as a non-profit Foundation, and

**WHEREAS** the Faculty has caused the creation of a nonstock, non-profit charitable and educational corporation named the University of Wisconsin Medical Foundation into which the practice income of the Faculty will be contributed and which will, by this Agreement, be recognized by the Board of Regents as the vehicle for the Faculty's coordination of medical care, collection of practice income and support of medical education and research, and

**WHEREAS** this Agreement defines the relationship between the Foundation and the Board of Regents, and the Medical School requires the Foundation to provide substantial funding to support medical education and research, controls physician incomes, and brings the advantages of high quality, efficient and low-cost patient care that go with group practice, and

**WHEREAS** the Board of Regents recognizes that, while the Foundation is constituted as an entity different in form and function from the CPP, the Foundation does not begin operating in a vacuum; rather, the Foundation will assume existing assets and liabilities, as noted elsewhere, and will operate on the basis of established understandings with respect to issues such as the Faculty ownership of clinical fees apart from that portion of fees dedicated to state interests and the inapplicability of state restriction except as assumed by this Agreement or as otherwise required by law,

**THEREFORE**, having resolved that the Foundation is a reasonable and necessary instrument through which these physicians and health care specialists should support their clinical care activities, the Board of Regents enters into this Agreement with the Foundation to specify the relationship between the Foundation and the Board of Regents, UW-Madison and the Medical School.

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## **Definitions**

**"Faculty"**, when used in this Agreement, includes physician Faculty and physician academic staff with tenure, tenure track, CHS or other UW-Madison-recognized titles. By agreement of the Medical School and the Foundation, individual psychologists, optometrists and dentists having Medical School appointments may be included as participating Faculty and may be eligible to be elected and/or to vote in elections for Foundation directors.

**"Faculty health care specialists"** means psychologists, dentists, and other health care providers who render clinical care to patients or otherwise provide services as defined in §17, below, as a part of their Faculty or academic staff responsibilities with UW-Madison and the Medical School and are compensated by third parties for that patient care. By agreement of the Medical School and the Foundation individual psychologists, optometrists and dentists having Medical School appointments may be included as participating Faculty and may be eligible to be elected and/or to vote in elections for Foundation directors.

**"Managed care"** is a term of general definition that summarizes the trend in local, regional and national health care markets toward coordinated management of patient health care services, specifically a system that provides covered patients with a coordinated level of appropriate care, usually at a defined price.

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## **Replacement of Existing Clinical Practice Plan**

1. This Agreement replaces the CPP, and terminates the relationship between the Board of Regents and the CPP or the various DPPs. The existing CPP will continue to operate until December 31, 1995. The existing partnerships will continue to operate under the terms of the CPP until their dissolution, which is expected to come by year-end 1995 or the first quarter of 1996.
2. The Board of Regents understands the Foundation to be constituted in the manner outlined in its Articles of Incorporation, and to be bound to operate in the manner outlined in its Bylaws, both of which are attached to and made a part of this Agreement. Any change to the Articles requires sixty (60) days written notice to the Board of Regents and to the Chancellor or his or her designee. Any change to the Bylaws requires sixty (60) days advance notice to the Board of Regents and to the Chancellor or his or her designee. During the term of this Agreement and prior to any notice of its termination changes to the Articles and Bylaws are subject to approval by the Chancellor. Such changes shall be assumed to be approved sixty (60) days after notice is delivered. Any disapproval shall be in writing. During the term of this Agreement and prior to any notice of its termination, changes to the composition of the Board of Directors of the Foundation as provided in the Bylaws requires approval by the Board of Regents.

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## **Service to University Interests**

3. The Foundation will, in all respects, function in the interests of the Medical School.
4. The Board of Regents and the Foundation agree that, in all of their activities conducted by and through the Foundation, Medical School Faculty physicians and Faculty health care specialists are, when acting pursuant to this Agreement, acting within the scope of their employment with the State of Wisconsin.

5. The Foundation and its employees shall have access to, and use of, university facilities, equipment and personnel for education, research and service activities that support the missions of the Medical School and UW-Madison.
6. This Agreement shall not affect the roles of the Medical School Faculty physicians, Faculty health care specialists, the Dean of the Medical School, and the Medical School clinical department chairs in managing the academic programs of each clinical department (and, more generally, of the Medical School), setting academic standards for students and post-graduate trainees, or setting criteria for Faculty hiring and promotion.
7. The Medical School will retain ultimate responsibility for the quality, timeliness, and appropriateness of medical care through its Dean, Clinical Departments, Clinical Section Chiefs, and Faculty physicians and Faculty health care specialists. This responsibility may be discharged, to the extent necessary to form and operate a successful group practice that is integral to the missions of the Medical School, through the Foundation.
8. Allocation of state monies provided to the Medical School for education, research, and public service, including funds from the Foundation when provided to the Medical School as outlined later in this Agreement, remain under the direction of UW-Madison, the Dean of the Medical School, clinical department chairs, and clinical department executive committees.

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#### **Faculty Participation**

9. Each Faculty physician or Faculty health care specialist who is a member of an existing departmental practice plan partnership is required to become an employee of the Foundation. All future appointments of Faculty physicians or Faculty health care specialists will require, as a condition of appointment, that the physician or specialist become an employee of the Foundation.

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#### **Foundation Contributions to Medical Education and Research**

10. The Foundation agrees to assume, as the successor operation to the CPP and the DPPs, all current assets, liabilities and commitments of the CPP which are not modified or replaced by this Agreement, and of the various DPPs. The DPPs will transfer all of their current assets to the Foundation as the Foundation begins operations and all assets upon dissolution.
11. The Board of Regents recognizes that Affiliated University Physicians (AUP) will be reorganized into a separate, private non-profit corporation. The DPPs are no longer the members of AUP. The Board of Regents is aware of a long-term contract between AUP and the DPPs which the Foundation will assume and approves the Foundation's stated intention to continue a relationship with AUP.
12. The Foundation will continue the Faculty's financial support of the Medical School through the provisions of this Agreement which replace the CPP's contribution provisions.

13. Financial support required by this Agreement to be made available to or on behalf of the Medical School becomes an asset of the University of Wisconsin System as that support becomes due. The Chancellor, the Dean and the Foundation will determine the due dates for various contributions by written agreement. Payment of the MSDP will be quarterly, beginning with the first payment on September 30, 1996. The Board of Regents has the right to bring an action for specific performance to obtain the agreed financial support if it is not transmitted by the Foundation when due in accord with this Agreement. All funds generated by Foundation activities that are not expressly dedicated in this Agreement to the Medical School constitute assets of the Foundation, consistent with the historic understanding between the Board of Regents and the CPP regarding Faculty ownership of clinical fees.
14. The Board of Regents and the Foundation further agree that, with respect to funds generated by or through the activities of the Foundation and its employees, the laws and regulations of the State of Wisconsin applicable to state funds apply only to such funds as the Foundation is obligated to transmit to the Medical School in accord with this Agreement.

### **Required Contributions**

15. The formulae for contributions for the benefit of the Medical School are contained in Attachment A. That portion relating to contributions will remain in effect until amended. Any amendments relating to contributions require approval of the Chancellor. The University of Wisconsin Foundation will be the depository for contributions for the benefit of the Medical School.
16. The percentage [between five (5) and twenty-five per cent (25%) of gross departmental professional revenues] allocated for research and development will be determined on a yearly basis by the Foundation Departmental Committees as provided in the Foundation Bylaws. In all cases, a minimum of two-and-one-half per cent (2.5%) of departmental professional revenues fees will be deposited to special accounts at the UW Foundation and used to support departmental research as determined by the Departmental Executive Committee.

The balance of the departmental research and development funds will be held by the Foundation and provided to Faculty for research, teaching, service or administrative activities as determined by the Foundation Departmental Committees as provided in the Foundation Bylaws. When a percentage of gross revenues has been assigned to departmental research and development funds, the Foundation Departmental Committees, by majority vote, may distribute those funds to Faculty or programs within the Department. These Foundation Departmental Committees may, on a yearly basis, delegate to the Chair responsibility for assignment of these funds. Monies not encumbered or spent in a given fiscal year may be carried over to subsequent fiscal years and will be held by the Foundation in separate accounts.

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## **Foundation Income/Included Receipts**

17. Each Medical School Faculty member of the clinical departments, as a condition of his/her University employment, will be required to contractually commit certain income to the Foundation. The professional income required to be included in Foundation receipts consists of all collected fees derived from the diagnosis and treatment of patients by the Faculty member. Professional income shall also include fees for court appearances, pretrial legal consultations, all other activities associated with medical-legal services and other services related to patient care or human health. In addition, professional services includes consultation with respect to the operation, supervision and quality control in laboratories. Professional income does not include honoraria, royalties, lecture fees, military pay, or payments for editing scientific publications. Income received for consultations of a purely scientific or educational nature which do not involve, directly or indirectly, the care of specific patients or consultations involving human health is excluded from professional income. Work for charitable organizations may also be exempted by agreement of the Foundation and the Dean. All such outside activities must conform to Medical School and UW-Madison rules and regulations governing the conduct of Faculty and academic staff employees.<sup>1</sup> Because human health is a broad term, the Foundation Board of Directors or a designated subcommittee thereof may grant exceptions as warranted.

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## **Faculty Income and Benefits**

18. Participating Faculty incomes shall, as determined in the manner set forth in the Bylaws, be limited to amounts that reflect market forces. The Compensation Committee of the Foundation shall annually review available compensation information, and recommend compensation maxima by subspecialty to the Foundation Board of Directors, who shall then review, modify and/or adopt them as appropriate. The Foundation shall not pay any compensation in excess of an applicable maximum without the express written approval of the Dean of the Medical School.
19. The Foundation will provide fringe benefit plans, which may include deferred income, health, life and disability insurance, and retirement plans for its employees. These plans shall become the successor to each of the existing departmental plans unless the Foundation Board of Directors determines that there are legal or accounting reasons to continue the existing plans. Monies expended by the Foundation for fringe benefit plans may be treated by the Foundation as a component of the Foundation's operational costs. Fringe benefits provided by the Foundation are in addition to and are not restricted by state standards. Foundation plans and related funds are to be administered by the Foundation and are the property of the Foundation.

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<sup>1</sup> This definition is substantially the same as that contained in the CPP except that the provision relating to medical-legal services has been supplemented to confirm the original intent and long-standing practice under the CPP, and a provision has been added to include services related to laboratory functions.



20. The initial two (2) year compensation system for Medical School Faculty physicians and Faculty health care specialists participating in the Foundation shall be as set forth in Attachment A. Following the initial two (2) years, the Foundation Board of Directors may continue or modify the initial compensation system in accordance with this Agreement. A proposed change to the terms of the Compensation Plan as set forth in Attachment A shall be presented by the Board to an annual or special physician meeting as provided in § 3.9 of the Bylaws. Changes shall not be adopted unless approved by two-thirds (2/3) of those voting in person or by proxy at such meeting. Whether a change requires presentation to the Faculty shall be reviewed by the Council of Chairs and the Council of Faculty who shall advise the Board.
21. The Foundation may compensate, as allowed by University policy, part-time Faculty and academic staff, visiting Faculty and academic staff, fellows, lecturers, and other persons having university appointments by agreement with the Dean and with any academic or clinical department that may be involved.

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### **Subsidiary Corporations**

22. Using that portion of its aggregate professional income not committed to the State of Wisconsin, the Foundation may create or invest in such subsidiary corporations or other business entities as may be necessary or convenient to carry out the purposes of the Foundation as set forth in its Articles and Bylaws. The Foundation shall give the Board of Regents at least sixty (60) days prior notice of the creation of such interests.

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### **Audit**

23. The Foundation shall annually have a financial audit prepared by a qualified independent auditor. The Foundation shall also prepare an annual operating report. Copies of the audit and the annual report shall be furnished by the Foundation to the Dean of the Medical School.

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### **Open Records/Public Meetings**

24. The Foundation hereby agrees that it will be governed in its operations by the State Open Records Law, and its Public Meetings Law.

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### **Amendments**

25. Amendments to this Agreement require consultation with the Council of Chairs and the Council of Faculty, approval of the Chancellor, approval of the Foundation Board unless adopted pursuant to §26 below and approval of the Board of Regents.

26. Medical School Faculty physicians and Faculty health care specialists participating in the Foundation may collectively petition the Foundation Board of Directors, the Dean and the Board of Regents for changes to the Articles of Incorporation and Bylaws of the Foundation, or to this Agreement. A petition of twenty per cent (20%) or more of the participating Faculty will be sufficient to trigger a vote of the entire participating Faculty on such proposed changes. The proposed change, if approved by two-thirds (2/3) of those voting in a mail ballot, will be adopted as approved and forwarded to the Board of Regents for their review under §2, above. Meetings and elections called for this purpose will be conducted under rules and procedures developed by the Dean.

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### **Approval of Board/Removal**

27. The Chancellor must approve each member of the Foundation Board of Directors elected by the Faculty and each chair selected by the Council of Chairs under the provisions of the Bylaws, prior to each such board member taking office. Such approval shall be in writing directed to the President of the Foundation following notification to the Chancellor of the election or selection of the board members. The Chancellor shall not exercise approval authority as provided by this paragraph in a way that limits options such as those outlined in §§29 and 30 of this Agreement.
28. The Chancellor may at his/her discretion remove any director elected by the Faculty or by the Council of Chairs. A notice of removal shall be forwarded by the Chancellor to the President, who shall then call on the Nominations Committee or the Council of Chairs to fill the vacancy as provided in the Bylaws. The Chancellor shall not exercise removal authority as provided by this paragraph in a way that limits options such as those outlined in §§29 and 30 of this Agreement.

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### **Termination**

29. The Board of Regents recognizes that the Foundation is entering into this Agreement on the assumption that, other than open meetings, public records (which have been assumed by contract) and restrictions on the creation of dummy building corporations (which apply to the Foundation but not to any subsidiaries thereto), and the application of state laws and regulations to Foundation financial contributions to the Medical School (state laws and regulations becoming applicable when the designated contributions become due), the Foundation may operate as a private, non-profit, tax-exempt entity, free from the restrictions or requirements that apply to state agencies. The Board of Regents further recognizes that if these assumptions prove invalid or become obsolete, the Foundation or the Board of Regents may pursue the option of terminating this Agreement. In such an event, the parties shall, during any period of notice of termination, endeavor to revise the agreement to a mutually acceptable form.
30. In the event that the Board of Regents or the Foundation, or both, determine that the benefits of this Agreement have diminished to the point that it no longer allows optimal pursuit of those objectives outlined in the Foundation Articles of Incorporation and Bylaws, the Board of Regents and the Foundation shall each have the option of terminating this Agreement, but shall first attempt to revise the Agreement into a form that is mutually acceptable.


31. Notice of termination may be given by either party to the other and such notice shall provide at least six (6) months time to final termination unless shortened by mutual agreement.
32. The Board of Directors and the Foundation agree that if this Agreement (or an amended version thereto) is terminated, the Foundation will be dissolved within six (6) months of the date of termination through the action of the Foundation Board of Directors. The six (6) month period allowed for dissolution is intended for the winding up of the affairs of the Foundation.

#### Other Provisions

33. Any fundraising undertaken on behalf of the University of Wisconsin Medical School and its departments, the University of Wisconsin Hospital and Clinics or the University of Wisconsin, will be coordinated with the University of Wisconsin Foundation.
34. The Board of Regents and the Foundation mutually recognize that, in keeping with the intent of this Agreement and the Articles of Incorporation and Bylaws incorporated into it by reference, the Foundation will be developing relationships and affiliations with hospitals, clinics, health care provider organizations, third-party payors and managed health care systems, and may, in addition, create subsidiary corporations or other business entities to further effect its essential purposes. As the Foundation's efforts in this regard will be enhanced by a perception of stability and predictability associated with its business character, the Board of Regents and the Foundation mutually agree that any contractual relationships developed by the Foundation with other persons or business entities, so long as they are consistent with the essential purposes of the Foundation, will not be altered, abrogated, or otherwise affected by subsequent changes to the Articles of Incorporation, the Bylaws or this Agreement unless so agreed between the Foundation and affected third parties.

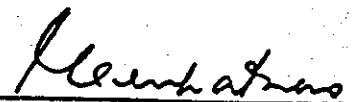
Dated this 12th day of May, 1995, at Madison, Wisconsin.

Board of Regents of the University of Wisconsin System



(Title) Chancellor

University of Wisconsin Medical Foundation



(Title) PRESIDENT

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# Attachment A

## Group Practice Compensation Plan - Years 1 and 2

The goal of the Group Practice, in conjunction with the Medical School, is to develop a comprehensive Compensation Plan that is accountable and fairly values all aspects of academic activities, including research, teaching, clinical service, and administration. The procedure for calculating Faculty Group Practice compensation is as follows:

**1. Compensation Formula:**

$$\text{Revenues} - (\text{Indirect Expenses}) - (\text{Direct Expenses}) \\ + \text{Supplement} + \text{Academic Incentive} = \text{Group Practice Income}$$

**2. Revenues from professional activities include:**

- a) Professional fees related to patient care.
- b) Other services (see definition in #12).

**3. Indirect Expenses:**

- a) Expenses to collect professional fees.
- b) Medical School Development Fund for obligations of present MSDF expense (will be capped at gross MSDF of 1993); if there is a decrease in total Foundation revenues, there will be a proportional decrease in MSDF.
- c) Foundation Capital Fund to fund new facilities and regional primary care network (3% of revenues).
- d) Group Practice Clinical Fund will be used for guarantees of clinical income to new Faculty and to raise clinical incomes of present Faculty to market-competitive levels as needed, with emphasis on primary care (up to 1 % of revenues in Year 1 and increase 1% each year to a maximum of 5%, as needed).

**4. Indirect Expenses in 3a will be allocated in proportion to professional revenues. MSDF will be allocated to departments using current proportions of 1993 MSDF contributions and will be allocated to individual Faculty in departments in proportion to professional revenues. Foundation Capital Fund and Group Practice Clinical Fund will be allocated using the graduated expense allocation table shown in # 13.**

**5. Direct Expenses of clinical departments:**

- a) Department operating expenses.
- b) Department R & D funds (5 - 25% of revenues) can be used for research support and Faculty payments for academic activities such as research, teaching, and administration.
- c) Faculty-reimbursed business expenses.
- d) Faculty supplements (80% of 1994 supplement will be guaranteed in Year 1, 60% in Year 2, 40% in Year 3, 20% in Year 4, and eliminated in Year 5).

6. Direct Expenses in 5a and 5b will be allocated in proportion to clinical revenues.
7. Base Salaries of Faculty members will continue to be the responsibility of the UW Medical School and Clinical Departments. The Medical School will continue the process to assign values to academic activities such as research, teaching, and administration. After this evaluation process has been completed (within two years), it is expected that the concept of accountability will be extended to Faculty base salaries and that Faculty base salaries will be included in the calculation of total Faculty compensation from University and Group Practice sources.
8. Academic Incentives from the Department R & D Fund will be determined by the Foundation Departmental Committee of participating Faculty members of each department and paid to Faculty for research, teaching, and administration (see page 35, §6.7 of the Bylaws).
9. The Compensation Plan will be reviewed by the Board of the Group Practice at the end of Year 2.
10. Existing Contracts with third parties such as the affiliation and related agreements with Aurora in Milwaukee will be continued. The Group Practice will assume the rights and obligations of the Departmental Practice Plans under these agreements.
11. Compensation Caps by subspecialty will be established by the Board of the UW Medical Foundation and approved by the Dean. Caps may be exceeded with approval of the Dean as under the current plan. Earnings in excess of approved caps will be distributed 50% to the Department Research and Development Fund and 50% to Medical School Research Fund.
12. Definition of Professional Income:

The professional income required to be included in Foundation receipts consists of all collected fees derived from the diagnosis and treatment of patients by the Faculty member. Professional income shall also include fees for court appearances, pre-trial legal consultations and all other activities associated with medical-legal services, or other services related to patient care or human health. In addition, professional services include consultation with respect to the operation, supervision and quality control in laboratories.

Professional income does not include honoraria, royalties, lecture fees, military pay, or payment for editing scientific publications. Income received for consultations of a purely scientific or educational nature which do not involve, directly or indirectly, the care of specific patients or consultations involving human health is excluded from professional income; because human health is a broad term, the Foundation Board or a designated subcommittee may grant exceptions as warranted. Work for charitable organizations may also be exempted by agreement of the Foundation and the Dean. All such outside activities must conform to Medical School and UW-Madison rules and regulations governing the conduct of Faculty and academic staff employees.

**13. Proposed Foundation Projected Graduated Expense Allocation for Year 1**  
**3% Foundation Capital and 1% Group Practice Fund**

(Projected expense allocation table applies to Foundation Capital and Group Practice Fund)

Revenues	Base Expense	Marginal Rate	Effective Rate
0	0	1.00%	1.00%
50,000	500	2.00%	1.50%
100,000	1,500	3.00%	2.00%
150,000	3,000	5.00%	2.75%
200,000	5,500	7.00%	3.60%
250,000	9,000	7.00%	4.17%
300,000	12,500	7.00%	4.57%
350,000	16,000	7.00%	4.88%
400,000	19,500	7.00%	5.11%
450,000	23,000	7.00%	5.30%
500,000	26,500	7.00%	5.45%
550,000	30,000	7.00%	5.58%
600,000	33,500	7.00%	5.69%
650,000	37,000	7.00%	5.79%
700,000	40,500	7.00%	5.87%
750,000	44,000	7.00%	5.94%
800,000	47,500	7.00%	6.00%
850,000	51,000	7.00%	6.06%
900,000	54,500	7.00%	6.11%
950,000	58,000	7.00%	6.15%
1,000,000	61,500	7.00%	6.19%
1,050,000	65,000	7.00%	6.23%
1,100,000	68,500	7.00%	6.26%
1,150,000	72,000	7.00%	6.29%
1,200,000	75,500	7.00%	6.32%
1,250,000	79,000	7.00%	6.35%
1,300,000	82,500	7.00%	6.37%
1,350,000	86,000	7.00%	6.39%
1,400,000	89,500	7.00%	6.41%

- 14. Hospital-based physicians, whose work is assigned, may request special Compensation plans. In evaluating their requests, the Compensation Committee shall consider the goals of clinical accountability, clinical productivity and the appropriateness of physician grouping. Such plans may be implemented only after review and approval of the Foundation Board.**

15. Foundation Departmental Committees may recommend a common cancellation policy for a department or a subspecialty group within the department which furthers the goals of the Foundation. Such policies may be implemented only after approval of the Foundation Board.

## UWMF Bylaws Review &amp; Revision 2007 for FY2008 / Phase I

## RELEVANT PROVISIONS OF UWMF BYLAWS

Article XIV Amendments:**Section 14.1 - By the Board of Directors**

“Except as provided in §§ 14.2 and 14.3 below, these Bylaws and the Articles of Incorporation may be altered, amended, or repealed, and new or restated Bylaws or Articles of Incorporation may be adopted by the Board of Directors at any regular or special meeting thereof by the affirmative vote of not less than two-thirds (2/3) of the directors then in office unless a higher number is required by law. *All amendments are subject to prior consultation with the Council of Chairs under § 4.6 and the Council of Faculty under § 5.6. All proposed amendments must be submitted to the Chancellor and the Board of Regents at least sixty (60) days prior to the time they become effective.*”

**Section 14.2 - Approvals**

“If approved by the Faculty as provided in § 3.9, amendments to these Bylaws and to the Articles of Incorporation shall take effect immediately. The Agreement with the Board of Regents may provide the Chancellor with a right to disapprove such changes during the term of such Agreement and prior to notice of termination of that Agreement. The Board of Regents shall be given advance notice of any change to the Bylaws.”

**Section 14.3 - Board Composition**

“Changes to the composition of the Board of Directors will require prior approval of the UW Board of Regents or its designee if so stated in the Agreement with the Board of Regents.”

Article XV, Section 15.2 / Interpretations

“The Board of Directors may interpret, define and clarify the Regents Agreement and these Bylaws as required to conform its operations to changing economic conditions, evolving state and national health policy, and the changing needs of medical education. Such interpretation, definition and clarification by the Board of Directors must be consistent with the Board’s obligations to the Board of Regents.”

[CONTINUE TO NEXT PAGE FOR INVENTORY OF PROPOSED AMENDMENTS]

INVENTORY OF PHASE I PROPOSED AMENDMENTS TO UWMF BYLAWS



## UWMF Bylaws Review &amp; Revision 2007 for FY2008 / Phase I

Change	Description	Section	Faculty Vote	Board of Regents Notice / Approval
Purpose	Change name of Medical School	2.1	No	Notice
Purpose	Modify purpose to support Institute of Medicine recommendations for efficient health care that serves the community. Language comes from IOM report.	2.1(a) and 2.1(b)	No	Possible Approval
Size of Board	Change from 16 members to 19 members	3.2(a)	No	Approval
Number of Public Members	Changed from 4 to 6	3.2(a)(iii)	No	Approval
Basic Sciences Chair Director as Voting Member	Delete 3.2(cc) and replace with 3.2(a)(vi)	3.2(a)	No	Approval
Transition Board	Remove	3.2(d)	No	Notice, per actions in §18.1 and 18.2
Physicians Plus Division	Remove	3.3(e)	No	Notice, per actions in §18.1 and 18.2
Basic Sciences Chair Director	Eligibility for Basic Sciences Chair Director	3.3(e)	No	Approval
Initial Term	Remove – Applies only to initial terms of public directors at time of bylaw amendment made with merger of PPMG	3.4(d)(ii) Exhibit E	No	Approval
Continuation	Modify to accommodate removal of 3.4(d)(ii)	3.4(e)	No	Approval
Re-Election	Modify to accommodate changes to 3.4(d)	3.4(g)	No	Approval
Physicians Plus Director	Remove	3.4(h)	No	Notice, per actions in §18.1 and 18.2
Removal	Clarifies that Chancellor can remove Basic Sciences Chair Director	3.6(a)	No	Notice
Vacancy	Replacement of Basic Sciences Chair Director in event of vacancy	3.7(d)	No	Approval
Term of Replacement	Notes the term for a replacement Basic Sciences Chair Director	3.7(e)	No	Notice
Removal of PPD Director	Remove	3.6(e)	No	Notice, per actions in §18.1 and 18.2
Vacancy of PPD Director	Remove	3.7(f)	No	Notice, per actions in §18.1 and 18.2
Quorum	Change to 10 with change in Board size	3.13	No	Approval

## UWMF Bylaws Review & Revision 2007 for FY2008 / Phase I

Change	Description	Section	Faculty Vote	Board of Regents Notice / Approval
Committees	Adding the Retirement Plan Committee <sup>1</sup> as a standing committee	3.18(c)	No	Notice
Committees	Increase the number of committees to accommodate addition of Retirement Plan Committee as a standing committee to the Board	Article VI	No	Notice
Compensation Development Committee	Adds compliance with IRS NFP compensation principles as a function of the Compensation Development Committee / A Sarbanes Oxley reform driven modification.	6.1(a)	No	Notice
Compensation Development Committee	Clarifies that the Compensation <b>Review</b> Committee approve all policy recommendation suggested by the Compensation Development Committee / A Sarbanes Oxley reform driven modification.	6.1(c)	No	Notice
Compensation Review Committee	Clarifies that the Compensation <b>Review</b> Committee approve all departmental compensation plans / A Sarbanes Oxley reform driven modification.	6.2(c)	No	Notice
Nominations Committee	Provides authority for Nominations Committee to develop a charter and process for future nominations, particularly for directors and committee membership.	6.6	No	Notice
Audit Committee Reporting	Audit Committee should report to the Board / A Sarbanes Oxley reform driven modification.	6.7(b)	No	Notice
Retirement Plan Committee	§6.10 is added to include the Retirement Plan Committee as a standing Committee to the Board. Section provides authority for the Retirement Plan Committee to develop an charter and process for future action, via the addition of an Exhibit I, to be approved by the Board.	6.10	No	Notice
Board Chair	The Dean shall be Chair. More closely aligns UWMF corporate purposes with the missions of the UW School of Medicine & Public Health	8.15(a)	No	Approval
Fiscal Year	Clarifies that the UWMF fiscal year is July 1 through June 30	Article X	No	Notice
Article XVIII	Delete. Marks all former deletions re: PPD.	18.1 / 18.2	No	Notice
Retirement Plan Committee	Will be added by Board with Retirement Plan Committee	Exhibit I	No	No

<sup>1</sup> The Retirement Plan Committee has been in existence in one form or another since the inception of the UWMF Board. This change clarifies that the Retirement Plan Committee is a standing committee reporting to the UWMF Board.

*Draft 3a Bylaws – May 9, 2007*

**BYLAWS OF THE UNIVERSITY OF WISCONSIN MEDICAL FOUNDATION  
AS AMENDED JULY 1, 2007**

**ARTICLE I  
OFFICES**

- 1.1 Principal Office.** The University of Wisconsin Medical Foundation (hereinafter referred to as either the “Foundation” or the “Corporation”) shall maintain a principal office in the State of Wisconsin, which shall be located in the City of Madison, Dane County. The Foundation may have such other offices, and may move its principal office either within or without the City of Madison, Wisconsin, as may be designated from time to time by resolution of the Board of Directors.
- 1.2 Address of Registered Agent.** The Corporation shall maintain a registered agent in the State of Wisconsin whose address may be, but need not be, identical with the principal office of the Corporation. The identity and address of the registered agent may be changed from time to time by resolution of the Board of Directors and filing of a statement with the Wisconsin Secretary of State pursuant to the provisions of the Wisconsin Statutes.

**ARTICLE II  
PURPOSE**

- 2.1** The Corporation has been organized and shall be operated as a medical education and research organization exclusively for charitable, educational and scientific purposes as set forth below. The Corporation shall, in performing its purposes, at all times be operated exclusively for the benefit of, and to support the purposes and operations of, the University of Wisconsin School of Medicine & Public Health (“UW Medical School” or “Medical School”) and the University of Wisconsin-Madison. The purposes of the Foundation are:

- (a)** To further the provision of health care that is safe, effective, patient-centered, timely, efficient, and equitable to all the sick and injured who may come for diagnosis, treatment, and care, without regard to race, color, creed, sex, age or ability to pay for services; and in so doing, promote the improvement of health and the reduction of the burden of illness, injury, and disability in the community served by Foundation physicians. To provide care to Medicare and Medicaid recipients, and particularly to provide such medical care for persons who may seek such care at clinics and hospitals where Foundation physicians practice.

- (b) To support high-quality instruction to medical students at the UW Medical School and to graduates of medical schools who are in post-graduate training programs at clinics and hospitals affiliated with the UW Medical School.
- (c) To attract sufficient levels of patients seeking care at hospitals and clinics affiliated with the UW Medical School to support the teaching, research and service missions of the UW Medical School and the University of Wisconsin-Madison Schools of Nursing & Pharmacy.
- (d) To support medical and scientific research whether that research is conducted independently or in conjunction with the University of Wisconsin-Madison Schools of Nursing & Pharmacy, University Hospital, the UW Medical School and/or other corporations, organizations, foundations, funds, institutions, governmental bodies or individuals.
- (e) To support public and professional education on issues of health care through efforts which may include without limitation conducting, undertaking, promoting and developing discussion groups, forums, panels and lectures for the instruction and training of physicians, health care providers and personnel, patients, and the general public. Special emphasis shall be placed on preventive medicine and meeting the needs of under-served rural and urban populations.
- (f) To develop the administrative capacity to organize the efficient delivery of medical care. To coordinate with hospitals providing such care and particularly with University Hospital.
- (g) To conduct, undertake, promote, develop and carry on other charitable, scientific and educational work of any and every kind. The Foundation may do so either directly or by making or providing donations, gifts, grants, contributions, loans, guarantees, scholarships, fellowships or subsidies. The Foundation may use either net income or the principal assets of the Corporation, or both (without limit as to the amount going to any one recipient or in the aggregate to all recipients). Such donations, gifts, grants, contributions or loans may be to or for the use or benefit of other corporations, organizations, foundations, funds, institutions or governmental entities if they further the teaching, research and public service missions of the Medical School.

- (h) To generate, negotiate, and manage relationships and/or affiliations between the UW Medical School Faculty with hospitals, clinics, health care provider organizations, third-party payors, and managed health care systems as necessary to the realization of the objectives set forth in (a) through (g) above.
- (i) To accumulate and manage capital assets, and collect and distribute clinical revenues and investment income, in ways determined by the Board of Directors to enhance the UW Medical School missions of teaching, research, and public service.
- (j) To engage in and take such action to further the purposes set forth in (a) through (i) above as are consistent with the Articles of Incorporation, the requirements of Chapter 181 Wisconsin Statutes and §501(c)(3) of the Internal Revenue Code of 1986 as amended from time to time.

## ARTICLE III

### *BOARD OF DIRECTORS*

#### **3.1 Powers.**

- (a) **General Powers.** The affairs of the Corporation shall be managed by its Board of Directors and shall be subject to the terms of the agreement with the Board of Regents of the University of Wisconsin System (“Board of Regents”) entitled, “Agreement Between the Board of Regents of the University of Wisconsin System and the University of Wisconsin Medical Foundation” (“Regents Agreement”). The Chancellor must receive advance notice of the formation of any other corporation or legal entity or any acquisition or merger with another corporation or legal entity.
- (b) **Statements of Policy.** Exhibits A to G attached to these Bylaws are statements of policy by the Foundation Board of Directors. Except as otherwise provided in these Bylaws, the policies established in these Exhibits may be changed by majority vote of the Foundation Board with the written approval of the Dean, but without approval by or notice to the Chancellor or Board of Regents.

#### **3.2 Number and Designation.**

- (a) **Generally.** The Board of **Directors shall consist of nineteen (19) members.** Changes to the composition of the Board of Directors

require approval by the Board of Regents. The nineteen (19) directors shall be made up of the following persons:

- (i) one (1) director shall be the Dean of the UW Medical School/Vice Chancellor of Medical Affairs (“Dean”);
  - (ii) one (1) director shall be the President of the Foundation (“President”);
  - (iii) six (6) directors shall be independent members of the public (“Public Directors”) nominated and elected as described in § 3.4(a);
  - (iv) four (4) directors shall be chairs of the Clinical Departments of the UW Medical School (“Chair Directors”) appointed as described in § 3.4(b);
  - (v) six (6) directors including two (2) faculty representatives from district one, two (2) faculty representatives from district two, and two (2) faculty representatives from district three, shall be district faculty members (“Faculty Directors”) nominated and elected as described in § 3.4(c); and
  - (vi) A Basic Science Chair representative, who will be selected via a process to be determined and implemented by the Chairs of the Basic Science Departments of the Medical School, and subject to the approval of the Nominating Committee.
- (b) **Ex-Officio Directors.** The Dean and the President, who are ex-officio directors, shall be full voting members of the Board of Directors.

### 3.3 Qualifications of Directors.

- (a) **Residence.** Directors need not be residents of the State of Wisconsin.
- (b) **Public Directors.** Public Directors shall be representative of the service region of the Foundation including community leaders, health care and health science professionals who are not related to the employees or officers of, or employed by, the Foundation, the University of Wisconsin System or the State of Wisconsin.

- (c) **Chair Directors.** Only chairs of the Clinical Departments of the UW Medical School are eligible to serve as Chair Directors.
- (d) **Faculty Directors.** Any faculty member of the Foundation, other than a chair of a Clinical Department, is eligible to serve as a Faculty Director.
- (e) **Basic Sciences Chair Director.** Only chairs of the Basic Sciences Departments of the Medical School are eligible to serve as the Basic Sciences Chair Director.

### 3.4 Nomination and Election of Directors and Terms of Office.

- (a) **Public Directors.** The Public Directors will be elected by the Board of the Foundation in a process established by Board policy. The Board policy is attached as Exhibit A.
- (b) **Chair Directors.** The Council of Chairs shall select the four Chair Directors.
- (c) **Faculty Directors.**
  - (i) **Districting.** For purposes of these Bylaws, the term “districts” shall be used to define the clinical categories of faculty members of the Foundation as set forth in Exhibit B to these Bylaws.
  - (ii) **Nomination and Election.** The Faculty will elect the Faculty Directors in a process established by Board policy. The Board policy is attached as Exhibit C.
- (d) **Terms of Office.**
  - (i) **Terms of Office.** The four (4) Chair Directors, six (6) Public Directors, six (6) Faculty Directors, and the Basic Sciences Director shall each hold office for a term of three (3) years.
  - (ii) **Initial Term for 2007 Added Directors.** The Initial Terms for the Basic Sciences Director and the two (2) Public Directors who are being added to the Board in 2007, shall begin on July 1, 2007, and shall end on December 31, 2009. Thereafter, the terms of office for these directors

shall be in accordance with the provisions of Article 3.4(d)(i) of these Bylaws.

- (e) **Continuation.** Notwithstanding § 3.4(d)(i) and § 3.4(d)(ii), members of the Board shall hold office until their successor has been elected and qualified. During the term of the Regents Agreement, and prior to a notice of termination of that Agreement, removal of a director by the Chancellor creates an immediate vacancy.
- (f) **Temporary or Interim Appointments.** A person appointed as an “acting” or “interim” Dean or President will be a director during the term of such appointment.
- (g) **Re-election.** All directors may be re-appointed or re-elected, except that ex-officio directors serve until removed or a successor is appointed.

**3.5 Resignation.** A director may resign at any time by filing a written declaration of resignation with the Secretary of the Corporation.

**3.6 Removal.**

- (a) **Removal by Chancellor.** The Chancellor shall have the power to remove, at his or her pleasure, any Faculty Director, any Chair Director or the Basic Sciences Director, subject to the terms of the Regents Agreement.
- (b) **Chair Directors.** Chair Directors may be removed from office with or without cause by a written petition submitted to the Foundation Board and signed by two-thirds (2/3) of the members of the Council of Chairs.
- (c) **Faculty Directors.** Faculty Directors may be removed from office with or without cause by a vote of two-thirds (2/3) of the eligible voters casting a ballot in a recall election. A recall election shall be called by the Board of the Foundation promptly upon presentation to the Board of a written petition signed by one-third (1/3) plus one (1) of the eligible voters. Eligible voters shall be the faculty members from the district represented by the Faculty Director.



- (d) **Removal for Cause.** In the sole discretion of the Foundation Board, any Director may be removed for cause. The Foundation Board shall take into consideration the policy attached as Exhibit D to these Bylaws.

**3.7 Vacancies.** In the event a vacancy occurs on the Board of Directors for any cause such vacancy will be filled promptly.

- (a) **Faculty Directors.** If a vacancy occurs among the Faculty Directors, the Foundation Board shall hold an interim election in accordance with § 3.4(c).
- (b) **Public Directors.** If a vacancy occurs among the Public Directors, the Foundation Board shall hold an interim election in accordance with § 3.4(a).
- (c) **Chair Directors.** If a vacancy occurs among the Chair Directors, the Council of Chairs will fill the position in accordance with § 3.4(b).
- (d) **Basic Sciences Chair Director.** If a vacancy occurs for the Basic Sciences Chair Director, the Chairs of the Basic Science Departments of the Medical School will fill the position in accordance with § 3.2(a)(vi).
- (d) **Ex-Officio Members.** If a vacancy occurs among the Ex-Officio Directors, the position will be filled by the successor or interim successor to the position of Dean or President, as the case may be.
- (e) **Term.** A Chair Director, Faculty Director, Public Director or Basic Sciences Director elected in an interim election shall finish the term of his or her predecessor, unless the remainder of the term is less than six months at the time of the interim election. If the remainder of the term is less than six months, the Chair Director, Faculty Director, or Public Director will finish the term of his or her predecessor and serve the succeeding three-year term.

**3.8 Advice on Personnel Matters.** At least once each three (3) years, or more frequently in their discretion, the Board of Directors shall seek the advice of interested persons, councils, and committees regarding the performance of the CEO.

**3.9 Annual or Special Faculty Meetings.** Annually in conjunction with the Annual Faculty Meeting, there shall be a Foundation meeting of the Board of Directors

with the Foundation's faculty. The Board shall seek the input of the Council of Chairs and the Council of Faculty in setting the agenda for this meeting. Special meetings shall be held on the written petitions of not less than twenty percent (20%) of the Faculty, not less than a two-thirds (2/3) vote of the Council of Faculty or on call of the Board of Directors. The petition, the vote, or the call of the Board of Directors shall specify the agenda for the meeting and notice shall go to each Faculty employee specifying the date, place, and agenda for the meeting at least ten (10) days in advance. Proposed changes to the Bylaws and to the Foundation's Compensation Plan adopted as part of this reorganization or changes to subsequent plans as adopted, shall be presented by the Board of Directors at an annual or special Faculty meeting. Such changes shall not be adopted unless approved by not less than a two-thirds (2/3) vote of those voting in person or by proxy at the meeting or by a mail or electronic ballot circulated after the annual or special meeting. Whether a change is significant enough to require a Faculty vote is a question on which the Board of Directors shall seek the advice of the Council of Chairs and the Council of Faculty.

**3.10 Regular Meeting.** The Board of Directors shall provide by resolution for regular meetings of the Board of Directors, to be held at a fixed time and place, and, upon the passage of any such resolution, such meetings shall be held at the stated time and place without notice other than such resolution.

**3.11 Special Meetings.** Special meetings of the Board of Directors may be held at any time and place for any purpose or purposes, unless otherwise prescribed by statute, on call of the President, or upon the written request of any three (3) directors to the Secretary.

**3.12 Notice and Waiver of Notice.**

(a) **Notice.** Except as provided in § 3.10, notice of the date, time and place of meetings shall be given to members of the Board of Directors. Unless a different time is required by Chapter 181 of the Wisconsin Statutes, notice shall be given orally or in writing delivered personally to each director at least twenty-four (24) hours prior to the meeting. Written notice may be mailed or faxed to each director at least seventy-two (72) hours prior to the meeting in lieu of personal delivery of notice. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail addressed to the director at his or her address as it appears on the records of the Corporation, with postage thereon prepaid. The purpose of and the business to be transacted at any special meeting of the Board of Directors shall be specified in the notice or waiver of notice of such meeting.

(b) **Waiver of Notice.** Whenever Wisconsin Statutes, the Articles of Incorporation or Bylaws of the Corporation require that the

Corporation give any notice, a waiver thereof in writing signed at any time by the person or persons entitled to such notice, shall be deemed equivalent to the giving of such notice. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting except where a director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

**3.13 Quorum.** Ten (10) directors, or, if there are vacancies, fifty-one percent (51%) or more of the directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. If fewer/less than such number/percentage are present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

**3.14 Manner of Acting.** The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the Wisconsin Statutes or by the Articles of Incorporation or Bylaws of the Corporation.

**3.15 Informal Action by Directors.** Subject to the requirement of the Regents Agreement that the foundation be governed by the Wisconsin Public Meetings Law, the Board may take action by unanimous written consent of the Directors. The consent must be in a writing signed by all of the directors entitled to vote with respect to the subject matter thereof, and it must set forth the action to be taken. Such consent may be for any action that the Articles of Incorporation or Bylaws of the Corporation or any provision of law requires to be taken at a meeting, or any other action that might be taken at a meeting. Such consent shall have the same force and effect as a unanimous vote.

**3.16 Presumption of Assent.** A director of the Corporation, who is present at a meeting of the Board of Directors, or a committee thereof, at which action on any corporate matter is taken, is presumed to have assented to the action taken. This presumption will stand unless the director's dissent is entered in the minutes of the meeting or the director files a written dissent to the action with the person acting as the Secretary of the meeting. Such dissent shall be filed before the adjournment of the meeting or shall be forwarded by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

**3.17 Compensation.** Directors may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement policy is authorized by the affirmative vote of a majority of the directors at a meeting at which a quorum is present.

### 3.18 Committees.

- (a) **General Rules Applicable to Committees.** The Board of Directors may create committees in addition to the Standing Committees set forth in paragraph (c) below, having such powers as specified by the Board, and as are then permitted by these Bylaws and by Chapter 181 of the Wisconsin Statutes. The Nominations Committee shall nominate, and the Board of Directors shall appoint members of committees subject to the Board policy, attached as Exhibit E. All committees, with the exception of the Compensation Review Committee and Executive Committee, may include individuals that are not directors. Administrators may be appointed to committees as voting members, except for the Compensation Review and Executive Committees. All committees shall have such powers and duties, as provided in these Bylaws and not inconsistent with paragraph (b) hereof, as may be provided in the resolution creating such committee or as thereafter supplemented or amended by further resolution adopted by similar vote. **The Board of Directors shall appoint the chairs of the committees.** The President shall be a member, ex officio, of all committees with the exception of the Compensation Review Committee and the Audit Committee.
- (b) **Nondelegable Powers; Rules of Committees.** Except for the Executive Committee and the Compensation Review Committee, no committee of the Board of Directors shall be empowered to act in lieu of the entire Board of Directors. Each committee shall fix its own rules governing the conduct of its activities, not inconsistent with rules promulgated by the Board of Directors, and shall make such reports to the Board of Directors of its activities as the Board may request. All the committees may perform an advisory function to the President at the President's request.
- (c) **Standing Committees.** The Operations/Resource Committee, Compensation Development Committee, Compensation Review Committee, Audit Committee, Finance Committee, Compliance Committee, Retirement Committee, Nominations Committee, and Executive Committee constitute the nine (9) Standing Committees of the Corporation. The names and duties of these committees may change from time to time at the discretion of the Board of Directors. As provided in § 3.18(a), the Board of Directors may appoint other committees.
- (d) **Removal.** The Board of Directors may remove or replace a committee member at any time for any reason.

- 3.19 Meetings by Telephone or by Other Communication Technology.** Subject to the requirement of the Regents Agreement that the Foundation be governed by the Wisconsin Public Meetings Law, meetings of the Board of Directors or committees of the Board of Directors may be conducted by telephone or other communication technology in accordance with ch. 181.0820(3) Wis. Stats. or any successor statute thereto. If such a meeting is conducted, all participating directors shall be informed at the time the meeting is to begin that a meeting is taking place at which official business may be transacted and that any director participating in such meeting is deemed present in person at the meeting. At the beginning of such a meeting, and again at the time any vote is taken at such a meeting, each of the directors shall first verify his or her identity and ability to simultaneously hear each other and have communication immediately transmitted to each and all participating directors. Meetings may be held pursuant to this § 3.19 to address and to vote on any matter, which properly comes before the directors pursuant to these Bylaws.

## **ARTICLE IV**

### ***COUNCIL OF CHAIRS***

- 4.1 Members.** There shall be a Council of Chairs made up of the Chairs of the Clinical Departments at the UW Medical School.
- 4.2 Meetings.** The Council of Chairs shall meet upon call of the Dean of the UW Medical School at least quarterly and shall meet upon call by the Council's Chair. Special meetings of the Council of Chairs may be held at any time and for any purpose upon call of the Council Chair or Dean.
- 4.3 Notice.** Notice of meetings of the Council of Chairs shall be given by oral or written notice delivered by mail or personally to each Council member at least seventy-two (72) hours or personally to each member at least twenty-four (24) hours prior to a meeting.
- 4.4 Chair.** The Chair of the Council of Chairs shall be elected according to the procedures adopted by such body.
- 4.5 Quorum.** A majority of the members of the Council of Chairs present at a meeting of the Council of Chairs shall constitute a quorum for the transaction of business at any such meeting.
- 4.6 Powers and Duties.** The Council of Chairs shall advise and consult with the Board of Directors, the President, and the Dean on matters relating to the teaching, research, clinical and public service missions of the UW Medical School and the Foundation and on other issues of mutual concern. Such matters include, but are not limited to, the sale of all or substantially all of the assets or liquidation of the Foundation, the acquisition of major debt (which shall be defined as debt in

excess of ten percent [10%] of the Corporation's annual clinically derived revenues), and a change to these Bylaws or the Articles of Incorporation. It shall advise on the agenda for annual or special Faculty meetings. It may pass advisory resolutions and present them to the Board of Directors.

## **ARTICLE V**

### ***COUNCIL OF FACULTY***

- 5.1 Members.** There shall be a Council of Faculty. Each of the Medical School's Clinical Departments shall elect a Faculty member to the Council of Faculty by majority vote of their Foundation Departmental Committee. Faculty members practicing in Milwaukee County shall elect one (1) Faculty member and Faculty members practicing in locations outside of Dane and Milwaukee counties shall elect one (1) Faculty member. The six Faculty Directors of the Foundation Board of Directors shall be voting ex-officio members of the Council of Faculty.
- 5.2 Meetings.** The Council of Faculty shall meet upon call of the Dean of the UW Medical School at least quarterly and shall meet upon call by the Council's Chair. Special meetings of the Council of Faculty may be held at any time and for any purpose upon call of the Council Chair or the Dean.
- 5.3 Notice.** Notice of meetings of the Council of Faculty shall be given by oral or written notice delivered by mail or personally to each Council member at least seventy-two (72) hours or personally to each member at least twenty-four (24) hours prior to a meeting.
- 5.4 Chair.** The Chair of the Council of Faculty shall be elected according to the procedures adopted by such body.
- 5.5 Quorum.** A majority of the members of the Council of Faculty present at a meeting of the Council of Faculty shall constitute a quorum for the transaction of business at any such meeting.
- 5.6 Powers and Duties.** The Council of Faculty shall advise and consult with the Board of Directors, the President, and the Dean on matters relating to the teaching, research, clinical and public service missions of the UW Medical School and the Foundation and on other issues of mutual concern. Such matters include, but are not limited to, the sale of all or substantially all of the assets or liquidation of the Foundation, the acquisition of major debt (which shall be defined as debt in excess of ten percent [10%] of the Corporation's annual clinically derived revenues), and a change to these Bylaws or the Articles of Incorporation. It shall advise on the agenda for annual or special Faculty meetings. It may pass advisory resolutions and present them to the Board of Directors. Members of the Council of Faculty shall consult with their Foundation Departmental Committee and the

faculty in their Department, and act as a liaison between their Department and the Board of Directors.

## **ARTICLE VI**

### **COMMITTEES**

Each committee of the Foundation Board of Directors shall consist of no less than three (3) members. Subject to the provisions of § 3.18, the Corporation shall have nine (9) standing committees.

#### **6.1 Compensation Development Committee.**

- (a) **Duties.** The Compensation Development Committee shall act in an advisory capacity to the President, the Board of Directors, and the Compensation Review Committee. The Committee shall develop, recommend and monitor issues relating to compensation of the medical staff of the Corporation in accordance with the Foundation's Compensation Plan and to ensure compliance with the compensation requirements and limitations outlined in the Internal Revenue Service code and regulations.
- (b) **Limitations.** The Foundation's Compensation Plan shall be developed and administered in accordance with Internal Revenue Service code and regulations so as to avoid any claim of private inurement to any of the directors, officers or employees of the Corporation. The Plan shall reflect market conditions and be based on available compensation data and surveys prepared by outside consultants. The Foundation shall not pay compensation in excess of an applicable maximum without the express written approval of the Dean.
- (c) **Final Action.** The Compensation Review Committee shall take final action on compensation formulae and policy.

#### **6.2 Compensation Review Committee.** There shall be a Compensation Review Committee.

- (a) **Composition.** Notwithstanding the requirements of § 3.18, the Compensation Review Committee shall consist exclusively of the Public Directors.
- (b) **Powers.** The Compensation Review Committee shall act in accordance with the Foundation's Compensation Plan. The Committee shall make final decisions on such matters after satisfying itself that the standards set in the Foundation's

Compensation Plan have been met. The Committee may request additional data or information prior to approving matters within its jurisdiction.

- (c) **Final Action.** The Compensation Review Committee shall take final action to approve or disapprove all Foundation and Departmental compensation formulae and policy.

**6.3 Changes to the Foundation's Compensation Plan.** In addition to approval by the Board of Directors, changes to the Foundation's Compensation Plan, attached as Exhibit H to these Bylaws, require:

- (a) input from the Council of Chairs and Council of Faculty;
- (b) approval by the members of the Faculty at a special or annual meeting as provided in § 3.9 of these Bylaws; and
- (c) approval of the Chancellor and the Board of Regents as provided in § 25 of the Regents Agreement.

**6.4 Finance Committee.**

- (a) **Budget.** The Finance Committee shall prepare and recommend to the Board of Directors an annual budget for the Corporation. The budget shall include the amounts to be contributed to the Medical School, capital projects, and staffing. The Committee shall coordinate such planning with the Dean of the UW Medical School, the CEO of University Hospital and other affiliated hospitals.
- (b) **Additional Duties and Responsibilities.** The Finance Committee shall, subject to overall guidance by the Board of Directors, establish the fees for services rendered by the Corporation. The Finance Committee shall, subject to guidance from the Board of Directors, establish a billing and collection policy. Generally, the billing policy shall provide that all patients shall be billed for services rendered by the Foundation's employees, although all patients shall be treated without regard to their ability to pay and the Foundation shall fully participate in Medicare, Medicaid and prepaid medical care programs.
- (c) **Other Recommendations and Reports.** The Committee shall recommend to the Board of Directors guidelines for department operating expenses, direct expenses of departments including Faculty business expenses. The Committee will receive at least annually, in a form satisfactory to the Committee, reports on



department operating expenses, direct expenses, and Faculty business expenses. The Board of Directors shall adopt guidelines for operating expenses, direct expenses, and Faculty business expenses as it deems appropriate based on these recommendations.

- 6.5 Compliance Committee.** The duties and responsibilities of the Compliance Committee shall be to establish, implement, maintain and monitor the Foundation Compliance Program.

**6.6 Nominations Committee.**

- (a) **Method of Operation.** In advance of any appointment to any Committee, the Nominations Committee shall propose at least one (1) qualified person for each vacant Committee position, in the manner described in Exhibit E.
- (b) **Broadest Possible Representation.** In making nominations for and appointments to committees, the Nominations Committee and the Board of Directors shall consider the following factors:
  - (i) The departments that may already have Board of Directors or committee representation, and
  - (ii) The length of time since a member of a department has been on the Board or a committee,
  - (iii) Geographic distribution to include non-University Hospital-based physicians; and
  - (iv) Competencies and past service to the organization.

Despite these considerations, the overall criteria of demonstrated interest and ability to contribute shall be paramount in making nominations.

- (c) **Composition, Duties and Responsibilities.** The Board of Directors shall establish, by resolution to be set forth in Exhibit E, the duties, responsibilities, and composition of the Nominations Committee. The Nominations Committee shall include no fewer than four (4) Directors, including at least one (1) Public Director, and shall act in accordance with the principles outlined in subparagraph 6.6 (b), above. The Nominations Committee shall provide oversight for nominations and appointments to Board Committees as well as elections of Faculty Directors to the Board of Directors in accordance with the principles, above, and as are adopted by the Board of Directors and set forth in Exhibit E.

**6.7 Audit Committee.** There shall be an Audit Committee, which shall interview and engage an auditor for the Corporation and supervise the annual audit of its books and records.

(a) **Duties.** The duties of the Audit Committee shall be as described by the Board but the Committee shall address on a continuing basis the Foundation's compliance with rules relating to tax-exempt public foundations.

(b) **Reports to Board.** The Committee will work with the Board on the format of the annual audit, which the Committee shall submit to the Board.

**6.8 Executive Committee.**

(a) **Composition.** The Board of Directors shall establish the composition of the Executive Committee. The initial composition of the Executive Committee is established in Exhibit F.

(b) **Duties and Responsibilities.** The Executive Committee shall have and may exercise, when the Board of Directors is not in session, the power of the Board in the management of the affairs of the Foundation except as limited by § 3.18 herein. The Executive Committee shall determine the agenda for the Board of Directors, oversee and integrate the activities of the Board's Committees, act on behalf of the Board of Directors in emergency situations between Board meetings, and provide a liaison function between the Foundation and the Medical School.

**6.9 Operations/Resource Committee.**

The Operations/Resource Committee will set and monitor service and productivity standards for the Foundation. The Committee will conduct periodic departmental clinical operations reviews, identify and resolve operational issues, and oversee implementation of medical management standards. In addition, the Committee will identify ways to increase clinic efficiencies, and coordinate patient education activities and materials to improve service, delivery efficiency, and promote brand image.

**6.10 Retirement Committee**

(a) **Composition & Reporting.** The Board of Directors shall establish the composition of the Retirement Committee by resolution which shall be added as Exhibit I to these Bylaws. The Retirement Committee shall report directly to the Board of

Directors. The Board of Directors, through Exhibit I, shall establish:

- (i) the composition of the Retirement Committee;
- (ii) the minimum number of times per year that the Retirement Committee shall meet; and
- (iii) the delegation of specific authority for the Retirement Committee to act to set policy and investment guidelines, provided that at least three (3) directors are elected to the Retirement Committee by the Board of Directors.

**(b) Duties and Responsibilities.** The Retirement Committee shall provide oversight and review of fund performance compared to appropriate benchmarks, changes in fund management, and important developments within the economy and securities markets, all of which may have a potential impact on investment strategy, asset allocation, and overall portfolio performance. The Retirement Committee, on an annual basis, will review the menu of funds offered to the fund's participants to determine if the risk level returns, investment discipline and style remain appropriate to the policies and guidelines set forth as provided in Exhibit I. The Retirement Committee will also develop, review, and distribute educational materials, including newsletters and quarterly reports, will be provided to the fund's participants.

## ARTICLE VII

### *FOUNDATION DEPARTMENTAL COMMITTEES*

**7.1 Composition.** Physician Faculty members of each clinical department who are also Foundation employees contributing clinical revenues to the Foundation, shall organize themselves into a Foundation Departmental Committee. By agreement of the Dean and the Board of Directors, Faculty health care specialists other than physicians may be eligible to participate in these committees.

**7.2 Powers.** The Foundation Departmental Committees will make recommendations to the Nominations Committee of the Board of Directors for Standing Committee and other committee positions and elect the members of the Council of Faculty. The Foundation Departmental Committees shall, within the guidelines set by the Board of Directors, decide on direct expense levels for the clinical departments. The expense levels shall include departmental operating expenses, Faculty business expenses, and the level of research and development funds contributed over the minimum level of two-and-one-half percent (2.5%) of Department revenue (or as otherwise agreed to with the Board of Regents). These decisions

may annually be delegated to the departmental chairs by majority vote of the eligible Faculty in each department.

## **ARTICLE VIII**

### **OFFICERS**

- 8.1 Number.** The principal officers of the Corporation shall be a President, one (1) or more Vice Presidents (the number thereof to be determined by the Board of Directors), a Secretary, and a Treasurer, each of whom shall be elected by the Board of Directors. The Board of Directors may designate one (1) of the Vice Presidents as Executive Vice President and may elect such other officers and assistant officers and agents as may be deemed necessary. Any two (2) or more offices may be held by the same person, except the offices of President and Secretary, or President and Vice President.
- 8.2 Election and Term of Office.** The Board of Directors shall elect the officers of the Corporation by the affirmative vote of a majority of directors present at a meeting at which a quorum is present. The Board of Directors will determine the term of office for officers. Each officer will hold office until a qualified successor is elected upon expiration of the term of that officer, or until that officer's death, or until that officer shall resign or shall have been removed in the manner hereinafter provided.
- 8.3 Qualifications of Officers.** Officers need not be residents of the State of Wisconsin. The President shall be a practicing physician member of the Faculty.
- 8.4 Removal.** Any officer or agent elected or appointed by the Board of Directors may be removed or not reappointed by the Board of Directors, whenever, in its judgment, the best interests of the Corporation will be served thereby. Such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment shall not of itself create contract rights.
- 8.5 Vacancies.** The Board of Directors may fill a vacancy in any office because of death, resignation, removal, disqualification or other reason, for the unexpired portion of the term.
- 8.6 Duties.** Officers and agents elected or appointed by the Board of Directors shall have such powers and perform such duties as may, from time to time, be prescribed by resolution of the Board of Directors. Upon the Board of Directors failure to adopt such a specific resolution, such officers and agents shall have the powers and perform the duties that are normally incident to their respective offices.
- 8.7 President.** The President shall be the Chief Executive Officer of the Corporation and, subject to the control of the Board of Directors, shall in general supervise and

control all of the business and affairs of the Corporation. The President shall have authority, subject to such rules as may be prescribed by the Board of Directors, to appoint such agents and employees of the Corporation as he or she shall deem necessary, to prescribe their powers, duties and compensation and to delegate authority to them. Such agents and employees shall hold office at the discretion of the President. The President shall have authority to sign, execute and acknowledge, on behalf of the Corporation, all deeds, mortgages, bonds, stock certificates, contracts, leases, reports and all other documents or instruments necessary or proper to be executed in the course of the Corporation's regular business, or which shall be authorized by resolution of the Board of Directors; and, except as otherwise provided by law or the Board of Directors. The President may authorize the Executive Vice President, if one be designated, or any Vice President or other officer or agent of the Corporation to sign, execute and acknowledge such documents or instruments in his or her place and stead. In general, the President shall perform all duties incident to the office of Chief Executive Officer and such other duties as the Board of Directors may prescribe from time to time.

**8.8 Executive Vice President.** The Executive Vice President, if one is designated, shall assist the President in the discharge of supervisory, managerial and executive duties and functions. In the absence of the President or in the event of his or her death, inability or refusal to act, the Executive Vice President shall perform the duties of the President and when so acting shall have all the powers and duties of the President. He or she shall perform such other duties as from time to time may be assigned to him or her by the Board of Directors or the President.

**8.9 Vice Presidents.** In the absence of the President and the Executive Vice President, or in the event of their deaths, inability or refusal to act, or in the event for any reason it shall be impracticable for them to act personally, the Vice President shall perform the duties of the President. In the event that there is more than one Vice President, the Vice President to perform the duties of the President shall be determined in the order designated by the Board of Directors, or in the absence of any designation, then in the order of their election. When so acting, the Vice President shall have all the powers of and be subject to all the restrictions upon the President. Any Vice President shall perform such other duties and have such authority as from time to time may be delegated or assigned to him or her by the President, the Executive Vice President or the Board of Directors. The execution of any instrument of the corporation by any Vice President shall be conclusive evidence, as to third parties, of his or her authority to act in the stead of the President.

**8.10 Physician-in-Chief.** At the President's discretion, the President may retain the title of Physician-in-Chief. If the President does not elect to retain the title, the Board of Directors may appoint a Physician-in-Chief who may also be appointed one of the Vice Presidents. The Physician-in-Chief shall be responsible for

coordinating the effective, efficient and economic delivery of medical services and for such other duties as may, from time to time, be assigned by the President and the Board of Directors.

**8.11 Secretary.** The Secretary shall:

- (a) keep the minutes of the Board of Directors' or Committees' meetings in one or more books provided for that purpose;
- (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;
- (c) be custodian of the corporate records, and
- (d) in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board of Directors.

**8.12 Treasurer.** If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his/her duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall:

- (a) have charge and custody of and be responsible for all funds and securities of the Corporation;
- (b) receive and give receipts for monies due and payable to the Corporation from any source whatsoever; and deposit all such monies in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and
- (c) in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

**8.13 Other Assistants and Acting Officers.** The Board of Directors shall have the power to appoint any person to act as assistant to any officer, or to perform the duties of such officer whenever for any reason it is impracticable for such officer to act personally. Such assistant or acting officer appointed by the Board of Directors shall have the power to perform all the duties of the office to which such person is appointed to be assistant or acting officer, except as such power may otherwise be defined or restricted by the Board of Directors.

**8.14 Additional Officers.** Any additional officer not specified above shall have only such authority, duties and responsibilities as shall be specifically authorized and designated by the Board of Directors.

#### 8.15 Chair of the Board.

- (a) **The Dean of the Medical School as Chair.** The Dean of the Medical School shall be the Chair of the Board.
- (b) **Election and Term of Vice Chair.** The Vice Chair of the Board of Directors shall be the President of the Foundation. The Vice Chair of the Board of Directors shall hold office for so long as he or she remains President. If a vacancy occurs in the position of Vice Chair, the interim successor to the position of President shall fill the position of Vice Chair.
- (c) **Duties/Role.** The duties and role of the Chair of the Foundation Board shall be as established by resolution of the Foundation Board.

### ARTICLE IX

#### *INDEMNIFICATION OF OFFICERS, DIRECTORS, AND OTHERS*

**9.1 Mandatory Indemnification.** The Foundation shall to the maximum extent permitted under Chapter 181 of the Wisconsin Statutes, as amended, indemnify and allow reasonable expenses of any person who:

- (a) was or is a party or threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative,
- (b) by reason of the fact that:
  - (i) he or she is or was a director, officer, employee or agent of or volunteered services to the Foundation; or
  - (ii) is or was serving at the request of the Foundation as a director, officer, employee or agent of any committee or of any other Foundation enterprise.

Such right of indemnification shall inure to the benefit of the heirs, executors, administrators and personal representatives of such a person.

**9.2 Indemnification Excess.** The indemnification provided directors, officers, agents or employees shall be excess (except as may otherwise be provided by law) to any right of indemnification that they may have as agents or employees of the State of Wisconsin while they are acting within the scope of that employment.

- 9.3 Supplementary Benefits.** The Foundation may supplement the right of indemnification under § 9.1 by the purchase of insurance, indemnification agreements, and/or advances for expenses of any person indemnified.

## **ARTICLE X**

### ***FISCAL YEAR***

The fiscal year of the Foundation shall be July 1 to June 30, or as otherwise designated by the affirmative vote of a majority of directors present at a meeting at which a quorum is present.

## **ARTICLE XI**

### ***SEAL***

There shall be no corporate seal.

## **ARTICLE XII**

### ***CORPORATE ACTS, LOANS, AND DEPOSITS***

- 12.1 Corporate Acts.** Unless otherwise directed by resolution of the Board of Directors or by law, all checks, drafts, notes, bonds, bills of exchange, and orders for the payment of money of the Foundation, and all deeds, mortgages, conveyances, and other written contracts, agreements and instruments to which the Foundation shall be a party, and all assignments or endorsements of stock certificates, registered bonds, or other securities owned by the Foundation shall be signed by the President and by any one (1) of the following officers who is a different person: Vice President, Secretary, or Treasurer. The Board of Directors may, however, delegate such authority, or may authorize any one (1) of such officers or one (1) or more other officers or agents to sign any of such instruments for and on behalf of the Foundation without necessity of counter signature.
- 12.2 Loans.** No fund indebtedness shall be contracted on behalf of the Foundation and no evidences of such indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.
- 12.3 Deposits.** All funds of the Foundation, not otherwise employed or subject to immediate distribution, shall be deposited from time to time to the credit of the Foundation in such banks, savings and loan associations, trust companies or other depositories as the Board of Directors may select.
- 12.4 Creation of State Assets.** Financial support required by the terms of the Regents Agreement to be made available to or on behalf of the Medical School becomes



an asset of the University of Wisconsin System as that support becomes due. The Chancellor and the Foundation will determine the due dates for various contributions annually by written agreement. The Board of Regents has the right to bring an action for specific performance to obtain the agreed financial support if it is not transmitted by the Foundation when due in accord with the referenced Agreement. All funds generated by Foundation activities that are not expressly dedicated in the Agreement to the Medical School constitute assets of the Foundation, consistent with the historic understanding between the Board of Regents and the Clinical Practice Plan regarding Faculty ownership of clinical fees.

### **ARTICLE XIII**

#### ***PHYSICIAN APPOINTMENTS***

The Foundation shall consult with the Dean and relevant UW Medical School academic departments before hiring or contracting with physicians in a particular specialty who are not appointed as Faculty. The employment or personal services contracts with non-Faculty physicians shall expressly provide that they do not become employees of the UW-Madison as a result of said contract, and that the State of Wisconsin is not responsible for their insurance or liability coverage. Foundation physicians who wish to care for patients at University Hospital must have UW Medical School Faculty appointments.

### **ARTICLE XIV**

#### ***AMENDMENTS***

**14.1 By the Board of Directors.** Except as provided in §§ 14.2 and 14.3 below, these Bylaws and the Articles of Incorporation may be altered, amended, or repealed, and new or restated Bylaws or Articles of Incorporation may be adopted by the Board of Directors at any regular or special meeting thereof by the affirmative vote of not less than two-thirds (2/3) of the directors then in office unless a higher number is required by law. All amendments are subject to prior consultation with the Council of Chairs under § 4.6 and the Council of Faculty under § 5.6. All proposed amendments must be submitted to the Chancellor and the Board of Regents at least sixty (60) days prior to the time they become effective.

**14.2 Approvals.** If approved by the Faculty as provided in § 3.9, amendments to these Bylaws and to the Articles of Incorporation shall take effect immediately. The Agreement with the Board of Regents may provide the Chancellor with a right to disapprove such changes during the term of such Agreement and prior to notice of termination of that agreement. The Board of Regents shall be given advance notice of any change to the Bylaws.

- 14.3 Board Composition.** Changes to the composition of the Board of Directors will require prior approval of the UW Board of Regents or its designee if so stated in the Agreement with the Board of Regents.

## **ARTICLE XV**

### ***INTERPRETATIONS***

- 15.1 Agreement.** These Bylaws are part of an overall arrangement with the Board of Regents of the University of Wisconsin System embodied as the Regents Agreement. These Bylaws and that Agreement shall, during the term of the Regents Agreement, be interpreted together to promote the purposes of each.
- 15.2** The Board of Directors may interpret, define and clarify the Regents Agreement and these Bylaws as required to conform its operations to changing economic conditions, evolving state and national health policy, and the changing needs of medical education. Such interpretation, definition and clarification by the Board of Directors must be consistent with the Board's obligations to the Board of Regents.
- 15.3** The term "Faculty" when used in these Bylaws includes physician Faculty and physician academic staff with tenure, tenure track, CHS or other UW-Madison-recognized titles, including paid clinical-track physicians. By agreement of the Medical School and the Foundation, individual psychologists, optometrists and dentists having Medical School appointments may be included as participating Faculty and may be eligible to be elected and/or to vote in elections for Foundation directors.

## **ARTICLE XVI**

### ***INFORMATION***

- 16.1 Minutes.** The minutes of the meetings of the Board of Directors and the meetings of its committees shall be open to review by participating Faculty.
- 16.2 Annual Reports and Audit.** The Board of Directors will prepare an annual report on operations and distribute it to the Dean and to participating Faculty. The Board of Directors will submit to the Dean a copy of the Annual Audit of the Corporation.
- 16.3 Reports to Council of Chairs.** The Foundation will prepare at least quarterly financial reports to the Council of Chairs and the Council of Faculty for their review.

## **ARTICLE XVII**

### ***DISSOLUTION***

The Foundation shall dissolve within six (6) months of the termination of the Agreement referenced in § 15.1 of these Bylaws (or an amended version thereof). The six (6) month period is to be used for the winding up of the affairs of the Foundation.

DRAFT 3a 2007 0509 CJS

**UWMF POLICY ON NOMINATION AND ELECTION**  
**OF PUBLIC DIRECTORS**  
**(EXHIBIT A)**

(A) **Nomination.** Seated Public Directors shall nominate individuals to serve as Public Directors of the Foundation Board. The seated Public Directors shall determine the number of individuals that are nominated. The Foundation Board of Directors may reject the nominations of the Public Directors, in which case the Public Directors shall submit further nominations to the Foundation Board of Directors.

(B) **Election.** Public Directors will be elected to the Board of Directors by a majority of the votes cast at a meeting of the Board of Directors at which a quorum is present.

**UWMF POLICY ESTABLISHING DISTRICTS**  
**(EXHIBIT B)**

**UWMF Department Districts**

<b>District 1</b>
OB/GYN
Family Medicine
Pediatrics
Psychiatry
<b>District 2</b>
Medicine
Neurology
Human Oncology
<b>District 3</b>
Anesthesiology
Neurosurgery
Rehab. Medicine
Ophthalmology
Pathology
Radiology
Surgery

The districts may be amended from time to time by the affirmative vote of at least sixty- percent (60%) of the directors present at a meeting at which a quorum is present.

**UWMF POLICY ON NOMINATION AND ELECTION**  
**OF FACULTY DIRECTORS**  
**(EXHIBIT C)**

Department Chairs will not be eligible for Faculty Director seats.

(A) **Nominations.** The Board of Directors shall be responsible for sending a written notice to the Department Chairs of each District for which a Faculty Director seat is (or will be) open, requesting Foundation Departmental Committee nominations for Faculty Directors. Each Departmental Committee may nominate up to two Faculty members from their Department for each Faculty Director seat. For the Initial Term (as defined in § 3.4(d) of the Foundation Bylaws), Departmental Committees shall nominate Faculty members from the appropriate division.

(B) **Elections.** The Board of Directors shall compile the nominations of the Departmental Committees, create ballots and send the ballots to the appropriate Faculty members. There shall be a separate ballot created for each district (and each division, if applicable) that contains the names of all of the individuals nominated for that district (and division, if applicable). The Board of Directors shall send the ballots to Faculty members in the respective districts (and divisions, if applicable) of the Foundation asking them to vote for (1) candidate for Faculty Director for their own district (and division, if applicable). The Board of Directors shall afford the Faculty a reasonable period of time to return their ballots.

(C) **Runoff Elections.** If a candidate receives a majority of the votes cast in his/her district (and division, if applicable) that candidate shall be the director from that district (and division, if applicable). If no candidate receives a majority of votes cast, the Board of Directors shall conduct a run-off election between the two candidates receiving the most votes.

**UWMF POLICY ON REMOVAL OF  
DIRECTOR FROM OFFICE FOR CAUSE  
(EXHIBIT D)**

The Board of Directors of the Foundation has a responsibility to ensure that the Foundation benefits from the best leadership possible. Such leadership must begin with the Board of Directors. Thus, the Board of Directors must, from time to time, assess the performance, competence, quality, and interests of its individual Directors to assure that the Foundation receives the leadership it needs and deserves.

The Board of Directors may remove a Director that, in the sole discretion and determination of the Board,

- takes action as a Director in a matter in which the Director has a conflict of interest,
- has been convicted of a felony or of a misdemeanor involving moral turpitude,
- focuses on narrow interests of a particular constituency to the detriment of the Foundation as a whole,
- fails to maintain confidentiality of information with which he/she is entrusted, to the detriment of the Foundation,
- fails to attend at least 60% of Board and/or committee meetings scheduled during any six-month period, or
- otherwise conducts him/herself in a manner that harms the interests of the Foundation.

**UWMF POLICY ON NOMINATION AND  
APPOINTMENT OF COMMITTEES  
(EXHIBIT E)**

**Nomination/Appointment of Committee Members.** The nomination and appointment process for committee members shall be overseen by, and the responsibility of, the Nominations Committee.

**(A) Call for Nominations.** The Nominations Committee shall be responsible for sending a written notice to the Chairs of each Clinical Department requesting Foundation Departmental Committee nominations for committee members. Each Chair may nominate up to two (2) faculty members from only their own Department.

**(B) Appointment.** The Nominations Committee shall compile the nominations received pursuant to the above process, and choose at least one, but no more than two candidates for each available committee position. The Nominations Committee shall submit its recommendations to the Foundation Board, and the Foundation Board shall act, as described in § 3.14 of the Foundation Bylaws, to appoint committee members.

**(C) Composition.** Each committee, other than the Executive Committee and the Compensation Review Committee, shall include at least: one faculty representative from each district, one Department Chair representative, and one Board representative.

**(D) Term of Office.** Except for the Executive Committee and the Compensation Review Committee, terms of office for committee members will be three years.

Notwithstanding the foregoing paragraph, the Initial Term of office for committee members shall be for one, two, or three years. The "Initial Term" shall be the first term of office to which the Board appoints committee members after the adoption of these Amended and Restated Bylaws. After the Board appoints committee members, each committee shall hold a lottery to determine terms of office for the Initial Term of committee members. The committee shall structure the lottery so that approximately one-third of the committee members shall have a term of one-year, one-third of the committee members shall have a term of two-years, and one-third of the committee members shall have a term of three-years.



**UWMF POLICY ON COMPOSITION**  
**OF EXECUTIVE COMMITTEE**  
**(EXHIBIT F)**

The Executive Committee shall be made up of:

- (A) the Dean,
- (B) the Chair of the Foundation Board of Directors,
- (C) the President,
- (D) one (1) Public Director, who shall be selected by the Public Directors,
- (E) two (2) Chair Directors:
  - 1. one of whom shall be selected by the Chair Directors; and
  - 2. the second of whom shall be the Chairperson of the Council of Chairs so long as that Chairperson is also a Chair Director, otherwise the second Chair Director shall be selected by the Chair Directors.
- (F) Beginning January 1, 2004, three (3) Faculty Directors, who shall be selected by the Faculty Directors to serve on the Executive Committee.
- (G) The selection of Executive Committee members as made pursuant to paragraphs (D), (E), and (F), above, shall be subject to confirmation by the UWMF Board, and each such Executive Committee term shall not exceed two (2) years.

***Revised By Resolution December 2003***

**UWMF DEFINITION OF PROFESSIONAL INCOME**  
**(EXHIBIT G)**

The professional income required to be included in Foundation receipts consists of all collected fees derived from the diagnosis and treatment of patients by the Faculty member. Professional income shall also include fees for court appearances, pre-trial legal consultations and all other activities associated with medical-legal services, or other services related to patient care or human health. In addition, professional services include consultation with respect to the operation, supervision and quality control in laboratories.

Professional income does not include honoraria, royalties, lecture fees, military pay, or payment for editing scientific publications. Income received for consultations of a purely scientific or educational nature which do not involve, directly or indirectly, the care of specific patients or consultations involving human health is excluded from professional income; because human health is a broad term, the Foundation Board or a designated subcommittee may grant exceptions as warranted. Work for charitable organizations may also be exempted by agreement of the Foundation and the Dean. All such outside activities must conform to Medical School and UW-Madison rules and regulations governing the conduct of Faculty and academic staff employees.

# **UNIVERSITY OF WISCONSIN MEDICAL FOUNDATION, INC.**

## **COMPENSATION PLAN**

### **(EXHIBIT H)**

#### **1. Introduction**

Since its formation, the Foundation has operated under a compensation plan that was part of the Agreement with the Board of Regents of the University of Wisconsin System. That centralized plan addressed both compensation and funds flow. This plan replaces that original plan and focuses on compensation principles and process. The plan does not stand alone; individual Department plans will be developed with the guidance of this plan's Compensation Principles. The resulting Department plans will be the framework within which individual compensation will be determined. The compensation process operates pursuant to the revised Bylaws and is designed to ensure that Internal Revenue Service regulations are observed. The funds flow aspects of the original plan have been modified and are now part of a separate document.

#### **2. Compensation Adjustment Fund and Faculty Start-Up Fund**

##### **(a) Compensation Adjustment Fund**

- (i) Purpose.** The purpose of the Compensation Adjustment Fund (CAF) is to provide support for mission-based clinical work that may not produce adequate revenue to allow market- appropriate compensation under the current UWMF funds flow model. The CAF is an organizational mechanism to ensure that departments have adequate funds available to provide market-based compensation linked to clinical productivity. As an element of the funds flow process, the CAF complements the clinical and academic compensation plans.
- (ii) Methodology.** The size of the CAF will be determined as part of the yearly UWMF budgeting process, taking into account each department's budgeted revenues, benchmark productivity, benchmark compensation goals and expense structure. The process will be as objective and automatic as possible. It will not require Chairs to petition for funds except in conditions of rapidly shifting market conditions or special retention issues. All department budget and compensation fund analyses will be reviewed with each department chairperson for input/feedback.

As part of the yearly budgeting process, the amount of clinical work performed in each Department will be measured against a "blended" benchmark set by the Compensation Development Committee. Benchmarks will be specialty specific. The Compensation Development Committee will also set specialty-specific compensation benchmarks. Published external benchmarks, which are available for most specialties, will be used whenever possible. When published external benchmarks are

not available, UWMF administrative staff will work with department administrators and specialty physician leaders to determine appropriate benchmarks. Since published benchmarks may not accurately reflect current conditions in rapidly changing markets, such markets will be closely monitored and published benchmarks will be adjusted appropriately.

The size of the CAF will reflect UWMF's ability to support market compensation while fulfilling both the academic and clinical missions of the Departments. The initial goal of the CAF is to provide departments with sufficient funds to provide average compensation at the 50<sup>th</sup> percentile in proportion to clinical work accomplished. The CAF will "float" upward and downward in parallel with the economic health of the organization, based on a methodology approved by the Finance Committee and Board. Access to CAF funding will depend upon a department's ability to manage expenses within a set of organizational standards.

**(b) Faculty Start-Up Fund.**

- (i) Purpose.** UWMF must strategically invest in new initiatives in order to evolve and innovate clinically and academically. The funds flow process includes a source of funding that will be used to cover the costs associated with starting a new practice or expanding a program that has been identified as supporting the organization's strategic initiatives. Start-Up funds are intended to be time-limited, in that they will be used to support a faculty member for a defined period of time while a program is being developed or expanded.
- (ii) Compensation Start-Up Fund Criteria.** The UWMF/UW Medical School Joint Personnel Committee and Operations Committee will work collaboratively to analyze recruitment requests that will require Start-Up Fund support. The committees will conduct a thorough analysis of departmental clinical and academic workforce plans, which include the following:
- A description of the new program that requires compensation start-up funding and how it supports the organization's strategic initiatives;
  - Current and expected clinical and academic revenue sources and amounts that result from the new program (including a comparison to industry standards);
  - Current and expected clinical and academic work that results from the new program using measures described in the UWMF and UWMS compensation plans (including a comparison to industry standards);

- Department expenses associated with the new program, including faculty compensation and other operating costs (such as staff salaries, facilities and equipment), education expenses, and research and development;
  - A description of if, how and when the program intends to become financially self-sufficient.
- (c) **Size of Compensation Adjustment Fund and Faculty Start-Up Fund.** The size of the combined funds will range from a low of 1.5% of professional revenue to a high of 7.5% of professional revenue, as defined in the Funds Flow model. The two funds will be budgeted at the same time as part of the annual budgeting process. The size of the Faculty Start-Up Fund will be based upon historical requirements, the economic health of the organization and recruitment plans submitted by departments. Based on current experience, an initial Faculty Start-Up Fund of \$1 million per year is contemplated.

### 3. **Compensation Principles.**

1. The Medical School and the Foundation appoint members of the clinical faculty. Clinical faculty are appointed to a position in a clinical department, or infrequently, in two departments. Clinical faculty have one set of responsibilities encompassing academic, research, clinical and service work. They receive compensation from two sources: UWMF and the University.
2. The Medical School and UWMF direct funds to departments based on separate methodologies. Department Compensation Plans establish the appropriate allocation of funds to individuals to constitute total compensation.
3. Clinical faculty compensation is based on the concept of total effort, which is the aggregate of each faculty member's quality and quantity of academic, research and clinical effort for a specific period of time.
4. Department Compensation Plans will recognize the patient care, teaching and research roles of faculty members. Administrative, community service and other contributions may also be recognized in department plans.
5. Department Compensation Plans will be prepared through shared governance processes. The Dean, UWMF Board of Directors and Compensation Review Committee must approve these plans.
6. Each Department Compensation Plan must include (a) an individual faculty appeal process for annual compensation determinations and (b) a process for department faculty to amend the Department Compensation Plan, subject to approval by UWMF Board of Directors, the Dean and the Compensation Review Committee. The process for amending the compensation plan must require a two-thirds majority of faculty voting to approve amendments.

7. Each Department Compensation Plan must be consistent with IRS standards current at the time for physician compensation.
8. The plan should make compensation vary directly with the amount and quality of faculty academic, research and clinical work.
9. Compensation should be based on prevailing compensation levels for comparable types of physicians, amounts of work and the availability of funds.
10. No individual's total compensation during the transition to this Compensation Plan may decrease from 2001 compensation by more than 5% in 2002, given the same level of individual productivity and organizational economic health. Exceptions require prior approval by Chair, President, and the Dean.

#### 4. **Compensation Process.**

- (a) **Department Compensation Plans.** Each UWMF Departmental Committee will develop a Department Compensation Plan based on the criteria set outlined above. The Departmental Committee will submit its plan to the Compensation Development Committee for review and approval.
- (b) **Compensation Development Committee.** The Compensation Development Committee will be the initial point of review and consideration for Department Compensation Plans, and other matters relating to compensation. The Compensation Development Committee will work to establish compensation guidelines that ensure compensation that is competitive, reasonable and responsive to market changes. The Compensation Development Committee will annually review available compensation studies and data as well as outside consultant surveys and opinions and recommend compensation maxima by subspecialty to the Board of Directors and the Compensation Review Committee. For individual payments above the established maxima, the Committee may recommend exceptions to the Board of Directors, the Compensation Review Committee, and the Dean.
- (c) **Independent Auditor.** The Compensation Development Committee will engage an independent auditor to provide written advice and opinions regarding compensation matters within the Committee's jurisdiction based on available market data. The Compensation Development Committee will, after consultation with the Public Directors and the President, select the independent auditor, to be approved by the Dean. The auditor's written and oral advice will be part of the Compensation Development Committee's record of deliberations and will be forwarded with any recommendations.
- (d) **Dean.** The Dean of the Medical School will participate as a member of the Compensation Development Committee and the Board of Directors. The Dean will review all recommendations for compensation above established maxima. No payment above a maximum may be made without the Dean's approval for employees holding Medical School appointments.

- (e) **Board of Directors.** The Board of Directors will receive the recommendations of the Compensation Development Committee along with supporting documentation and consider such changes, as it deems appropriate in light of the Foundation's mission. The Board's recommendations with respect to compensation matters will be presented to the Compensation Review Committee for final action.
- (f) **Compensation Review Committee.** The Compensation Review Committee is an independent committee whose members are not affected by compensation matters it considers. The Committee will receive all compensation recommendations from the Compensation Development Committee and all actions of the Board of Directors recommending changes to Department Compensation Plans, fringe benefits, compensation maxima, and individual compensation recommendations along with all supporting documentation. The Committee will review sufficient objective, independent data to determine whether its decision on a compensation matter is reasonable and comparable to other arrangements in the marketplace. The Committee will ensure that each Department Compensation Plan complies with then-current IRS standards for physician compensation. The Compensation Review Committee will make final decisions on such matters after satisfying itself that the criteria set out above and then-current IRS standards have been met. The Committee may request additional data or information prior to acting on matters within its jurisdiction. The Committee will document its decisions and the basis for those decisions. Decisions of the Compensation Review Committee on compensation matters are the final decisions of the Foundation, except that action to approve a payment above a compensation maximum requires approval of the Dean for employees holding Medical School appointments.
- (g) **Changes to the Foundation's Compensation Plan.** Changes to the Foundation's Compensation Plan require input from the Council of Chairs and Council of Faculty, approval by the members of the Faculty at a special or annual meeting as provided in § 3.9 of the Foundation's Bylaws, and approval of the Chancellor and the Board of Regents as provided in § 25 of the Regents Agreement.

*\*For this compensation plan, "professional revenue" means fees collected from the diagnosis and treatment of patients by faculty members, less corporate expenses (including contribution to corporate reserves and retained income) and ancillary revenue, technical revenue and other allocable revenue.*

**REVISED May 29, 2007**

**BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM**

**I.3. Physical Planning and Funding Committee**

Thursday, June 7, 2007  
University of Wisconsin-Milwaukee  
Union – Wisconsin Room

9:30 a.m. All Regents

- UW-Milwaukee Presentation: Regional Economic Development Plan

10:30 a.m. All Regents

- Dennis Jones, President, National Center for Higher Education Managements Systems.

12:00 p.m. Lunch

1:00 p.m. Education Committee - All Regents Invited - Wisconsin Room

- Plan 2008 Progress Report

2:00 p.m. Joint meeting of Physical Planning and Funding Committee and Business Finance and Audit Committee - Fireside Lounge (1<sup>st</sup> floor, Union)

- a. UW-Milwaukee Presentation: The Role of a Master Plan in Campus Development

2:30 p.m. Physical Planning and Funding Committee – Fireside Lounge (1<sup>st</sup> floor, Union)

- b. Approval of the Minutes of the May 10, 2007 Meeting of the Physical Planning and Funding Committee
- c. UW-Madison: Authority to Construct the 21<sup>st</sup> Century Telecommunications Project [Resolution I.3.c.]
- d. UW-Madison: Approval of the Design Report, Authority to Construct the East Campus Utility Improvements Project, and Authority to Transfer Funds to the University Square Redevelopment Project [Resolution I.3.d.]
- e. UW-Madison: Approval of the Design Report, Authority to Construct the Arts Relocation Project, and Adjust the Project Budget [Resolution I.3.e.]



- f. UW-Superior: Approval of the Design Report, Authority to Construct the Rothwell Student Center Project, Adjust the Project Scope and Budget, and Seek a Waiver of s.16.855 to Allow for Single Prime Bidding  
[Resolution I.3.f.]
- g. UW System: Authority to Construct All Agency Maintenance and Repair Projects  
[Resolution I.3.g.]
- h. Report of the Assistant Vice President
  - 2007-09 Capital Budget Update
  - Building Commission Actions
  - Minority Business Enterprise Participation
- x. Additional items which may be presented to the Committee with its approval

Authority to Construct the 21<sup>St</sup> Century  
Telecommunications Phase III project,  
UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to construct the 21<sup>St</sup> Century Telecommunications project at a total project cost of \$1,310,000 (\$1,000,000 General Fund Supported Borrowing – 2005-07 UW System Classroom/Instructional Technology and \$310,000 General Fund Supported Borrowing - 2003-05 UW System Classroom/Instructional Technology).

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action June 2007

1. Institution: The University of Wisconsin–Madison
2. Request: Requests authority to construct the 21<sup>st</sup> Century Telecommunications project at a total project cost of \$1,310,000 (\$1,000,000 General Fund Supported Borrowing – 2005-07 UW System Classroom/Instructional Technology and \$310,000 General Fund Supported Borrowing - 2003-05 UW System Classroom/Instructional Technology).
3. Description and Scope of Project: This project is the second phase of a multiple phase project to be funded over several biennia. The project will upgrade the internal building data network infrastructure. Telecommunication cables will be installed in the following buildings: Clinical Sciences Center, Psychology Building, State Hygiene Lab, Sterling Hall – 1917 Wing, Soils-King Hall, Greenhouse-King Hall, and the Nutritional Science buildings. Work will include the installation of: patch panels in each telecom room, Category 5e/6 copper data cabling from each telecom closet to each workstation outlet, and dual data outlets.
4. Justification of the Request: The 21st Century Telecommunications Program began with a generous gift from John Morgridge, Chairman of Cisco Systems, to improve the electronic network equipment of the campus. A fund was established through his charitable organization, the TOSA Foundation, to provide one dollar of Cisco equipment for each two dollars the university spends on Cisco equipment. No specific dollar limit or time frame was set, but the expected value of the offer is \$7.3 million through completion of the 21<sup>st</sup> Century Network Program.

Prior to the gift/project approximately 80 percent of all UW-Madison facilities utilized Category 3 data wiring and UW-Madison was the only campus in the UW System which did not have the majority of its facilities utilizing Category 5e/6 data cable. Category 5e/6 data cable can support data transfer rates of 100 Mbps to 1000 Mbps. The current network cannot meet the increased demand for graphical and streaming data transfers that are required for applications such as distance learning, multimedia, and image processing.

Additionally, the university is remodeling existing telecommunication closets to protect the network investment. When all phases of the project are complete, the campus will have a data and video network that provides outstanding and consistent network capabilities to the majority of facilities on campus.

5. Budget:

	%	Total
Construction		\$1,026,600
Architect & Engineering Services	8	82,200
DSF Fee	4	47,200
Contingency	15	154,000
Total		\$1,310,000

6. Previous Action:

- March 5, 2004  
Resolution 8003 Recommended construction of the 21<sup>st</sup> Century Telecommunications Phase I (internal and external wiring) project at a total project cost of \$4,233,000 (\$1,000,000 General Fund Supported Borrowing - 2003-05 UW System Classroom/Instructional Technology, \$2,486,000 General Fund Supported Borrowing–Facilities Maintenance and Repair, and \$747,000 General Fund Supported Borrowing–Utilities.
- August 19, 2004  
Resolution 8888 As part of the 2005-07 Capital Budget, the Board of Regents recommended enumeration of \$15,000,000 GFSB for the 2005-07 UW System Classroom Renovation & Instructional Technology Improvements project. Also, recommended that \$3,000,000 of the \$15,000,000 be used to upgrade data wiring at selected buildings on the UW-Madison campus. The Building Commission subsequently reduced the budget to \$7,000,000 GFSB.
- September 9, 2005  
Resolution 9057 Approved the 2005-07 Capital Budget revision to comply with direction by the Joint Finance Committee that \$10 million be reduced from the 2005-07 UW System Capital Budget funding of major projects, which included a reduction in funding for the UW System Classroom Renovation/IT Improvements Program from \$7,000,000 to \$2,500,000 General Fund Supported Borrowing. Of the \$2.5 million total funding, \$1.0 million was earmarked for upgrading data cable at UW-Madison.
- March 10, 2006  
Resolution 9153 Recommended construction of the 21<sup>st</sup> Century Telecommunications Phase II (external wiring) project at a total project cost of \$444,000 (\$350,760 General Fund Supported Borrowing–Utilities and \$93,240 Program Revenue-Cash) as part of the UW System request for construction of various maintenance and repair projects.

Approval of the Design Report, Authority to  
Construct the East Campus Utility  
Improvements Project, and Authority to  
Transfer Funds to the University Square  
Redevelopment Project, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, contingent upon enumeration of this project in the 2007-09 Capital Budget, the Design Report be approved and authority be granted to: (a) construct the East Campus Utility Improvements project at an estimated total project cost of \$19,984,000 (\$16,010,000 General Fund Supported Borrowing, and \$3,974,000 Program Revenue Supported Borrowing), and (b) transfer \$2,800,000 (\$2,242,800 GFSB, and \$557,200 PRSB) to the University Square Redevelopment Project for construction of the utility improvements adjacent to that project.

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action June 2007

1. Institution: The University of Wisconsin–Madison
2. Request: Contingent upon enumeration of this project in the 2007-09 Capital Budget, request approval of the Design Report and authority to: (a) construct the East Campus Utility Improvements project at an estimated total project cost of \$19,984,000 (\$16,010,000 General Fund Supported Borrowing, and \$3,974,000 Program Revenue Supported Borrowing), and (b) transfer \$2,800,000 (\$2,242,800 GFSB, and \$557,200 PRSB) to the University Square Redevelopment Project for construction of the utility improvements adjacent to that project.
3. Description and Scope of Project: This project will upgrade east campus utilities in two areas: the East Campus Pedestrian Mall Utility Corridor and the Northeast Utility Connection. The project will be done in four phases to allow coordination with the following projects: University Square, Ogg Hall Demolition, AW Peterson Building Demolition, Chazen Museum Addition, Pres House Residence Hall, Education Building Addition, and reconstruction of Langdon Street by the city of Madison. All phases of the project will be designed at this time. Three of the four phases will be constructed in this biennium and the last phase will be requested in the UW-Madison 2009-11 Capital Budget.

Phase 1 includes the construction of the temporary underground structures (bridges) beneath University Avenue and Johnson Street.

Phase 2 includes construction of the utility tunnel, electrical and signal conduits, storm sewers, sanitary sewers, and water piping under the East Campus Pedestrian Mall from Dayton Street to the north side of University Avenue. The new approximately 1,510 lineal foot long tunnel will contain a 14" high pressure steam line, a 6" pumped condensate return line, and twin 24" chilled water supply and return lines. A new electrical ductbank containing nine 5" primary conduits and twelve 4" signal conduits will be constructed alongside the tunnel. This work will be coordinated with the construction of University Square and the demolition of Ogg Hall. This phase includes the removal of the temporary structures under University Avenue and Johnson Street and the repaving of the streets.

To facilitate construction of the University Square Redevelopment project, Phase 2 of this project will be further divided into two separate units. Phase 2A includes the construction of the tunnel itself from the northern edge of Johnson Street to the northern edge of University Avenue, including construction of ductbanks and conduits. The cost for Phase 2A is estimated by the design consultant to be \$2,800,000. This request will increase the scope and budget of the University Square Redevelopment project by \$2,800,000 and the work will be performed as part of that project. This transfer is necessary to assure the

opening of the retail/housing portions of the project by fall of 2008. It will also avoid construction sequencing problems that would likely arise from shared construction assembly and storage areas. The remainder of the work, including piping for both blocks, is included in Phase 2B and will be bid with the rest of the east campus utility project work.

Phase 3 includes completion of the utility tunnel, power and signal conduits, storm sewers, sanitary sewers, and water piping under the East Campus Pedestrian Mall from the north side of University Avenue to the Library Mall area. The work also includes steam, condensate, compressed air, and signal and power laterals to the Extension Building and Chazen Museum Addition. This work will be coordinated with the demolition of the AW Peterson Building, the Chazen Museum Addition, and the Pres House project. This phase of work also includes partial construction of the chilled water piping, and signal and power conduits in Langdon Street and Park Street. Approximately 140' of twin 24" direct buried chilled water supply and return lines, approximately 150' of twin 20" chilled water supply and return lines, and approximately 200' of twin 10" direct buried chilled water supply and return lines will be installed. Approximately 800' of electrical ductbank containing nine 5" primary conduits and twelve 4" signal conduits will also be constructed. This work will be coordinated with the city of Madison Langdon Street repaving project and the restructuring of the west entrance of the Memorial Union which is part of the Theater Wing Renovation project slated to begin in late 2009.

4. Justification of the Request: The *UW-Madison 2005 Utility Master Plan* recommended a utility corridor to support and expand utility infrastructure on the east side of campus. The project will provide reliable utilities to serve more than a \$100 million worth of gift funded facilities (Chazen Museum Addition, Education Renovation/Addition, and Music Performance), future planned major projects, and existing facilities on the east side of campus.

The 35% Design Report prepared by the consulting firm indicated that additional funds would be needed for the project. The increase was driven by a rise in steel and concrete costs, a higher risk factor for contractors constructing the tunnel, a schedule that called for construction during the winter months, and the construction and removal of temporary bridging under University Avenue and Johnson Streets. In order to keep the project within the enumerated budget, the campus elected to design the entire project, but delay a portion of the construction work from Langdon Street to the Education Building. This work will be requested by UW-Madison as part of the 2009-11 Capital Budget.

It is important to integrate the timing and construction of the utilities work with the other construction projects along the utility corridor. For this reason, construction of Phase 1 was already approved by the Building Commission using \$1.5 million of Program Revenue Supported Borrowing funds so that the work under University Avenue and Johnson Street can occur this summer. Those funds will revert to the original funding source when this utility project is enumerated as part of the 2007-09 Capital Budget.

5. Project Budget:

Budget	Per Program	Per Design*
Construction	\$16,300,000	\$16,300,000
A/E Fees (8%)	1,312,000	1,312,000
DSF Supervision (4%)	717,000	717,000
Contingency (10%)	1,630,000	1,630,000
<u>Haz Mat Abatement</u>	<u>25,000</u>	<u>25,000</u>
Total Project Cost	\$19,984,000	\$19,984,000

\* Project includes three phases with temporary bridges.

6. Previous Action:

February 10, 2007 Resolution 9125	Authorized planning of an East Campus Utility Improvements project to plan utility distribution systems to serve new buildings in planning and design on the east side of the campus.
August 17, 2006 Resolution 9225	As part of the 2005-07 Capital Budget, the Board of Regents recommended enumeration of \$24,704,000 (\$19,889,000 GF SB and \$4,815,000 PR SB) for two utility projects at UW-Madison. The Building Commission subsequently enumerated both projects at the requested amounts and specifically enumerated the East Campus Utility Improvements project at \$19,984,000 (\$16,010,000 GSFB and \$3,974,000 PR SB).



Approval of the Design Report, Authority to  
Construct the Arts Relocation Project, and  
Adjust the Project Budget, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and President of the University of Wisconsin System, the Design Report be approved and authority be granted to: (a) increase the project budget by \$430,000 (\$245,000 General Fund Supported Borrowing-All Agency-Health and Safety and \$185,000 Institutional Funds non-GPR); and (b) construct the Arts Relocation project at an estimated cost of \$9,245,000 (\$2,250,000 General Fund Supported Borrowing-BioStar-Wisconsin Institutes for Discovery, \$245,000 General Fund Supported Borrowing-All Agency-Health and Safety, and \$6,750,000 Gift and Grant Funds).

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action June 2007

1. Institution: The University of Wisconsin–Madison
2. Request: Requests approval of the Design Report and authority to: (a) increase the project budget by \$430,000 (\$245,000 General Fund Supported Borrowing-All Agency-Health and Safety and \$185,000 Institutional Funds non-GPR); and (b) construct the Arts Relocation project at an estimated cost of \$9,245,000 (\$2,250,000 General Fund Supported Borrowing-BioStar-Wisconsin Institutes for Discovery, \$245,000 General Fund Supported Borrowing-All Agency-Health and Safety, and \$6,750,000 Gift and Grant Funds).
3. Description and Scope of Project: This project will renovate approximately 28,750 ASF/43,675 GSF of existing warehouse space, located at 630 West Mifflin Street, for the Department of Art's ceramics, art metal, and papermaking programs. The project scope includes conceptual design of additional remodeled space and an addition for future occupancy by the Tandem Press when Tandem Press adequate funds have been raised to cover the costs of that project.

Renovated space will include a classroom/exhibition space to showcase works of art; instructional lab spaces for the ceramics and papermaking programs; and teaching studios for faculty and graduate students. A new loading dock is included and the newly remodeled art space will be connected to the glass lab and sculpture/foundry programs which are currently located in the warehouse. Plumbing, mechanical, and electrical systems will be upgraded, as necessary, to support the new functions. In addition, the project will include code-mandated electrical and life safety upgrades in approximately 15,500 ASF of non-art department occupied spaces in the building.

4. Justification of the Request: The project will move art programs currently located in substandard facilities in the 700 and 1300 blocks of University Avenue, as well as programs currently located in the Education Building into renovated space at a single consolidated site at the university warehouse. It will provide the Art Department with an improved educational environment for faculty, staff, and students. The relocation of art spaces will allow the demolition of currently occupied space that is on the sites of the Wisconsin Institutes for Discovery and the proposed Music Performance Building. Space in the Education Building will also be vacated, allowing the Education Building Restoration, Renewal, and Addition project to proceed.

The space in the warehouse that is currently used for storage will be empty by the beginning of construction. Current storage activities in the warehouse will be relocated to the new campus warehouse in Verona.

The project was initially estimated at \$8,815,000 which is \$430,000 less than the estimated budget necessary to complete the project. The estimated cost increase includes \$245,000 of unanticipated code-required electrical and life safety upgrades in areas of the building which are not otherwise being remodeled. An additional \$185,000 is necessary to complete the scope of work that was originally identified.

5. Budget:

	%	Cost
Construction		\$7,505,000
Contingency	7.0%	530,400
A/E design & Other Fees		650,000
DSF Management	4.0%	322,400
Movable Equipment		214,000
Percent for Art	0.25%	<u>23,200</u>
Estimated Total Project Cost		\$9,245,000

6. Previous Action:

August 19, 2004  
Resolution 8888

The Education Building Restoration, Renewal, and Addition project was recommended for construction in the 2003-05 Capital Budget Request at an estimated project cost of \$31,000,000 Gift and Grant Funds. The project was subsequently enumerated at that level and funding source.

March 10, 2006  
Resolution 9149

Authorized that planning begin, that a request be made to release \$114,200 Building Trust Funds-Planning, and that \$138,200 Gift Funds be used to prepare preliminary plans and a Design Report for the Warehouse Remodeling Arts Relocation project, at an estimated total cost of \$8,815,000 (\$4,375,000 General Fund Supported Borrowing and \$4,440,000 Gift Funds.)

Approval of the Design Report, Authority to Construct the Rothwell Student Center Project, Adjust the Project Scope and Budget, and Seek a Waiver of s.16.855 to Allow for Single Prime Bidding, UW-Superior

#### PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Superior Chancellor and President of the University of Wisconsin System, the Design Report be approved and authority be granted to: (a) construct the Rothwell Student Center project, (b) increase the project scope and budget by \$1,177,000 (\$208,000 General Fund Supported Borrowing - Jim Dan Hill Library and \$969,000 General Fund Supported Borrowing - New Academic Building), and (c) seek a waiver of s.16.855 under the provisions of s.13.48 (19) to allow for single prime bidding, for an estimated total project cost of \$22,062,000 (\$208,000 General Fund Supported Borrowing – Jim Dan Hill Library, \$969,000 General Fund Supported Borrowing – New Academic Building, \$16,885,000 Program Revenue Supported Borrowing and \$4,000,000 Gift and Grant Funds).

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action June 2007

1. Institution: The University of Wisconsin-Superior
2. Request: Requests approval of the Design Report and authority to: (a) construct the Rothwell Student Center project, (b) increase the project scope and budget by \$1,177,000 (\$208,000 General Fund Supported Borrowing - Jim Dan Hill Library and \$969,000 General Fund Supported Borrowing - New Academic Building), and (c) seek a waiver of s.16.855 under the provisions of s.13.48 (19) to allow for single prime bidding, for a estimated total project cost of \$22,062,000 (\$208,000 General Fund Supported Borrowing – Jim Dan Hill Library, \$969,000 General Fund Supported Borrowing – New Academic Building, \$16,885,000 Program Revenue Supported Borrowing and \$4,000,000 Gift and Grant Funds).
3. Project Description and Scope: This project demolishes the existing 112,933 GSF Rothwell Student Center and constructs an approximately 55,700 ASF/ 83,100 GSF replacement facility on a site adjacent to the existing site. After demolition of the existing building, a separate project will construct a parking lot and entrance plaza for the building. The building includes space for residential and retail dining; meeting room, lounge, recreation, student organization, administration space, and an art gallery. The building also includes space and equipment for a district chiller plant that will serve the Jim Dan Hill Library and the new academic building. Space is also provided for installation of a future chiller and a cooling tower to serve other campus core buildings.
4. Justification of the Request: A full justification for this project was provided as part of the 2003-05 and 2005-07 capital budget requests. In summary, the existing Rothwell Student Center, constructed in 1959, with additions in 1963 and 1967, no longer meets today's needs for a student center. Most of the building's plumbing, mechanical, and electrical systems are at, or past, their useable lives, resulting in a significant amount of backlog maintenance. The building is larger than what is needed for today's functions, yet is configured in ways that make efficient and effective use of space impossible. Finishes are dated, daylighting is extremely limited, and wayfinding is poor, the combination of which result in a dated and unwelcoming appearance. A study that was conducted found that the cost of remodeling and updating could approach the cost of replacement, but without the quality and functionality that a new facility would offer. Therefore, a student referendum approved the construction of a replacement facility instead of remodeling the existing center.

In addition to this project, both the Jim Dan Hill Library project, which was enumerated in the 2005-07 Capital Budget, and the new academic building project, which is included in the request for the 2007-09 Capital Budget, will require chillers for air-conditioning. At

some future time replacement chillers or new chillers will be required as older campus buildings are renovated. Generally, central chiller plants are more energy efficient to operate, and require less maintenance than do stand-alone chillers in individual buildings. Since the Rothwell Student Center project is projected to be completed before the Jim Dan Hill Library project and the new academic building project would require chillers, the feasibility of providing a district cooling plant in the student center was investigated. The analysis indicated that the construction costs of a district cooling plant would be very close to those of stand-alone chillers, and that there would be long-term energy and operational savings with a central plant. Therefore, an increase to the Rothwell Student Center project scope and budget is being requested to construct a district cooling plant.

Since student segregated fees cannot be used to fund chillers for general purpose revenue facilities, the reallocation of funds from the projects that would be served by the district cooling (the Jim Dan Hill Library, and the new academic building) is being requested. The funding to be provided, \$208,000 from the Jim Dan Hill Library project and \$969,000 from the new academic building, would otherwise be used to provide stand-alone chillers in the above projects.

A waiver of state statute is being requested to allow the use of single-prime bidding for this project. In the Duluth-Superior construction market multiple-prime bidding is unusual. It is not being used by local governmental agencies or the state of Minnesota, and its use on this project could impede competitive bidding by otherwise qualified contractors. In addition, the very tight construction schedule for this project will be easier to achieve with a single source of contractor responsibility.

5. Fee Impact: A student referendum held on December 1-2, 2004 indicated support for a new student center project and a segregated fee increase of \$513 to fund the debt service for the project. The fee increase will be phased in over five years as follows:

Fiscal Year	Amount paid per Year
2005-06	\$80
2006-07	\$160
2007-08	\$240
2008-09	\$332
2009-10	\$513
From 2010 through 2026 the annual segregated fee supporting the student center project will be \$513.	

6. Budget:

Budget	%	Cost
Construction		\$17,685,000
A/E Design Fees	8.9%	1,569,800
Plan Review, Testing & Other Fees		175,200
DSF Mgmt. Fee	4.0%	763,000
Contingency	7.0%	1,278,000
Energy Management System		90,000
Movable Equipment		446,000
Percent for Art	0.25%	<u>55,000</u>
Total Project Cost		\$22,062,000

7. Previous Action:

August 22, 2002  
Resolution 8582

The Rothwell Student Center Renovation - Phase I project was recommended for construction in the 2003-05 Capital budget request at an estimated cost of \$7,500,000 Program Revenue Supported Borrowing. The project was subsequently enumerated at that level and funding source.

August 22, 2002  
Resolution 8522

The Jim Dan Hill Library Renovation project was recommended for construction in the 2003-05 Capital Budget request at an estimated cost of \$6,760,000 General Fund Supported Borrowing, but the Department of Administration's final recommendations did not support advancing this project for construction in 2003-05.

August 19, 2004  
Resolution 8888

The Rothwell Student Center Replacement – Phase II project was recommended for construction in the 2005-07 Capital Budget request at an estimated cost of \$12,500,000 (\$8,500,000 Program Revenue Supported Borrowing and \$4,000,000 Gift Funds). The project was subsequently enumerated at \$13,385,000 (\$9,385,000 Program Revenue Supported Borrowing and \$4,000,000 Gift Funds).

August 19, 2004  
Resolution 8888

The Jim Dan Hill Library project was recommended for construction in the 2005-2007 Capital Budget request at an estimated cost of \$7,344,000 (\$5,344,000 General Fund Supported Borrowing and \$2,000,000 Gift Funds). The project was subsequently enumerated at \$6,500,000 (\$4,500,000 General Fund Supported Borrowing and \$2,000,000 Gift Funds).

August 19, 2004  
Resolution 8888

The New Academic Building project was recommended for planning in the 2005-07 Capital Budget request at an estimated cost of \$32,969,000 (\$25,969,000 General Fund Supported Borrowing and \$7,000,000 Gifts). The Building Commission subsequently authorized release of \$689,000 Building Trust Funds-Planning and \$187,000 Gift Funds-Cash to begin planning.

August 17, 2006  
Resolution 9225

The Academic Building-Superior project was recommended for construction in the 2007-09 Capital Budget request at an estimated cost of \$32,343,000 (\$24,143,000 General Fund Supported Borrowing, \$1,200,000 Building Trust Funds-Contingency, and \$7,000,000 Gift and Grant Funds). The Building Commission subsequently recommended this project for enumeration at that level and those funding sources.



Authority to Construct Various Maintenance and  
Repair Projects, UW System

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, authority be granted to construct various maintenance and repair projects at an estimated total cost of \$6,780,100 (\$1,020,700 General Fund Supported Borrowing; \$2,901,200 Program Revenue Supported Borrowing; and \$2,858,200 Program Revenue-Cash).

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action June 2007

1. **Institution:** The University of Wisconsin System
2. **Request:** Requests the authority to construct various maintenance and repair projects at an estimated total cost of \$6,780,100 (\$1,020,700 General Fund Supported Borrowing, \$2,901,200 Program Revenue Supported Borrowing, and \$2,858,200 Program Revenue-Cash).

### FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
EXT	07E2Y	Lowell Hall Elev Repl	\$ 539,100	\$ 290,300	\$ -	\$ -	\$ -	\$ 829,400
MIL	07E2X	Sandburg Commons Roof Repl	\$ -	\$ -	\$ 640,000	\$ -	\$ -	\$ 640,000
MIL	07E2W	Sandburg Elev Safety Modif	\$ -	\$ -	\$ 229,700	\$ -	\$ -	\$ 229,700
PKS	07E2R	Multi-Bldg CW Sys Maint	\$ 179,000	\$ 3,500	\$ -	\$ -	\$ -	\$ 182,500
WTW	07E2P	Knilians/Tutt Restroom Renv	\$ -	\$ 2,275,000	\$ -	\$ -	\$ -	\$ 2,275,000
FM&R SUBTOTALS			\$ 718,100	\$ 2,568,800	\$ 869,700	\$ -	\$ -	\$ 4,156,600

### PROGRAMMATIC REMODELING & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
EXT	06J3D	Pyle Ctr Roof Top Renv (Increase)	\$ -	\$ -	\$ 341,000	\$ -	\$ -	\$ 341,000
MIL	07E2O	Klotsche Ctr Activity Rm Rmdl	\$ -	\$ -	\$ 197,400	\$ -	\$ -	\$ 197,400
PR&R SUBTOTALS			\$ -	\$ -	\$ 538,400	\$ -	\$ -	\$ 538,400

### UTILITIES REPAIR & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
MSN	07E2N	Bradley Hall Elec Service	\$ 302,600	\$ 80,400	\$ -	\$ -	\$ -	\$ 383,000
MSN	06C2K	Campus Dr. Bike Path Ph. I (Increase)	\$ -	\$ -	\$ 695,100	\$ -	\$ -	\$ 695,100
PLT	07E2M	Hickory St. Parking Lot	\$ -	\$ 252,000	\$ -	\$ -	\$ -	\$ 252,000
STO	07E2L	Williams Stadium Turf Repl	\$ -	\$ -	\$ 755,000	\$ -	\$ -	\$ 755,000
UR&R SUBTOTALS			\$ 302,600	\$ 332,400	\$ 1,450,100	\$ -	\$ -	\$ 2,085,100

	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
JUNE 2007 TOTALS	\$ 1,020,700	\$ 2,901,200	\$ 2,858,200	\$ -	\$ -	\$ 6,780,100

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

### Facilities Maintenance and Repair Requests

**EXT - Lowell Hall Elevator Replacement (\$829,400):** This project replaces all elevator related equipment for two 9-stop traction elevators and one 8-stop traction elevator. Project work includes replacing all machine room equipment and rebuilding all door equipment. The original elevator control system will be replaced by a modern microprocessor based

control system. All elevators will be connected to the building automation and monitoring system and a campus access system will also be installed. Fire Fighter Service operation will be provided, including all fire alarm sensors and fire alarm control panel interfaces. Heating and cooling improvements to the equipment rooms will be implemented to satisfy the equipment warranty. Elevator door equipment and control stations will be upgraded to meet ADA requirements.

The elevators are over 40 years old, obsolete, in poor condition, and require constant maintenance. Attempts to improve reliability by replacing parts have not been successful. The DC motor generator machines produce dirt and waste energy. Modern microprocessor controls coupled with new AC elevator machines run clean and are energy efficient. Fire Fighter Service is limited and machine room temperature control is inadequate. This project is needed to ensure reliable service.

MIL - Sandburg Commons Roof Replacement (\$640,000): This project replaces 30,000 SF of built-up bituminous roofing with a new extensive and integrated or modular green roofing system.

The current roofing system is approximately 30 years old, has met or exceeded its useful life, and is due for replacement. Though no significant leaks ever occurred, a considerable percentage of the roofing surface has unstable insulation panels. During heavy rain events, due to poorly installed stone ballast, the insulation panels float. The green roof will reduce the storm water discharge to the municipal storm sewer system and provide increased energy savings. This project provides an attractive, durable, maintainable, and environmentally friendly roofing solution. The roof will provide aesthetic scenery for the Sandburg Hall student residents and illustrate the possibilities and advantages of green campus architecture.

MIL - Sandburg Towers Elevator Safety Modifications (\$229,700): This project installs elevator rope brake safety devices interfaced with the elevator control systems for twelve traction elevators. These devices will activate upon sensing unattended motion in an elevator car and prevent the elevator car from moving from its location. Devices will be installed on each of three elevators located in the north, south, east, and west towers. Project work includes supplying and installing safety devices as well as all wiring, adjustments, and modifications necessary to connect the braking system to the elevator control system.

There have been a number of elevator accidents in the country involving elevator overload conditions. Various safety issues focus on the prevention of injuries caused by elevator cars leaving floors while the doors are still open. This safety device will prevent that situation from happening, as well as elevator over-speed conditions while the car is traveling in an upward direction. The safety devices also activate to prevent motion in the event the cars are overloaded. Elevator rope brake safety devices are currently required by the state elevator code. Although the current code does not require that these devices be retrofitted to existing elevator systems, it is an additional safety feature that can prevent serious injury.

PKS - Multi-Building Chilled Water System Maintenance and Repairs (\$182,500): This project modifies the chilled water system in Communication Arts, Greenquist Hall, Molinaro Hall, Ranger Hall, Sports & Activity Center, Tallent Hall, and Wyllie Hall to allow the building systems to be monitored and controlled properly. Project work includes removing abandoned orifice plate flow meters, chilled water pumps, and three-way bypass control valves, removing constant flow control valves, installing new flow measuring devices in select facilities, and replacing chilled water pumps in select facilities. The project includes all necessary piping modifications and piping insulation to accommodate the above changes and balance the chilled water flows to all of the buildings after the modifications are complete.

The majority of valves and equipment being removed by this project were originally installed for operation in a constant flow chilled water system. The campus chilled water system has since been modified to operate as a variable flow system. The constant flow control valves were installed to correct system imbalances and operating problems and prevent too much chilled water flow to some buildings at the expense of others. The manual balancing valves are corroded, cannot be adjusted, and need to be replaced to allow adjustment of the chilled water flow to each building. The system configuration and operation has been discussed with DSF mechanical staff and it is agreed that the system cannot operate properly as currently configured.

WTW - Knilans Hall and Tutt Hall Restroom Renovation (\$2,275,000): This project renovates ~6,570 SF of shower rooms/restrooms in Knilans Hall and Tutt Hall. The men's and women's shower rooms/restrooms on each floor will be expanded and reconfigured to meet current Americans with Disabilities Act (ADA) accessibility standards. One residence room on each of the 1st through 4th floors will be reallocated to provide additional space for the reconfigured shower rooms/restrooms. Project work includes replacing the following items: leaking shower floor pans, deteriorated plumbing piping, plumbing fixtures, shower room/restroom ventilation, electrical, and lighting systems.

Knilans Hall and Tutt Hall are both 4-story low rise residence halls with basements, constructed in 1966 with one men's and one women's shower room/restroom on each floor above ground, and one small men's and one small women's restroom in the basement. Both buildings were built with the same floor plan. The shower floor pans leak, the plumbing piping is in poor condition, and the pitch on the piping is inadequate to transport waste from the low-flow water closets, resulting in frequently plugged toilets. All plumbing fixtures are old and in poor condition. Ventilation is inadequate and room finishes have deteriorated. Except for the assisted shower room/restroom in Knilans Hall, the shower rooms/restrooms do not meet current ADA standards.

### **Programmatic Remodeling and Renovation**

EXT - Pyle Center Roof Top Renovation (\$341,000 Increase): This project replaces the roof membrane, constructs a room for food service staging and equipment storage in the roof penthouse, and installs new fire protection standpipes in all three egress stairway enclosures.

The design consultant recently completed a life cycle cost analysis for the roofing system. The results indicate it is more cost effective to replace the roof instead of repairing the roof as originally approved. The design consultant also completed a building code compliance review and determined the food service staging and equipment storage activities must be spatially separated from the mechanical equipment in the penthouse. During a design review with the Madison Fire Department, it was determined that new fire protection standpipes were required in all egress stairway enclosures.

MIL - Klotsche Center Physical Activity Room Remodeling (\$197,400): This project remodels 1,045 ASF of a storage room into a physical activity room. Project work includes limited demolition and construction; extension of the HVAC, fire alarm and smoke detection systems into the project area; installation of new room finishes, new mechanical equipment, new lighting fixtures and controls, and electrical power and telecommunication outlets.

The Department of Recreational Sports and Facilities (RSF) needs additional space to program activity classes, both credit and non-credit, along with student organization and sport club activities. Initially, the primary use of the new Physical Activity Room will be the accommodation of credit and non-credit spin bike classes. Despite prior remodeling of two spaces into physical activity rooms during the recent Klotsche Center Addition and Remodeling (99J3N), new program offerings and space requests have continued to exceed the number of hours available. The room will require air conditioning to allow programming of high-intensity activity classes year-round.

### **Utilities Repair and Renovation Requests**

MSN - Bradley Hall Electrical Service (\$383,000): This project constructs a new concrete electrical vault and installs new electrical equipment next to Bradley Hall. The new conditioned concrete vault will be 15 feet square and accessed by a new door in the existing basement wall to room B6 within Bradley Hall. The new equipment will consist of two loop switches, one fused disconnect, and a dry type transformer connected to the Bradley Hall electrical distribution system. A 50-foot long ductbank of four 5-inch conduits will be constructed from the Bradley Hall vault to manhole 10P04. Two cable runs will be extended from the manhole to the new electrical loop switches to connect the new service to the existing distribution loop. After the new service is installed, the existing service to Food Research can be de-energized and removed.

Bradley Hall is provided secondary electrical service from the Food Research Institute building which is scheduled to be razed in the summer of 2008. Prior to demolition, an alternative power supply must be constructed for Bradley Hall. Several alternatives to provide power were reviewed and the project described above represents the best option.

MSN - Campus Drive Bike Path, Phase I (\$695,100 Increase): This request increases the project budget to match recent bid results for the approved project scope.

Several unforeseen conditions have surfaced during the design process the past few months, and each one increases the budget estimate to accomplish the originally approved project scope. To avoid conflicts with ATC's 69 kV electrical line near the proposed bike path, the ramp, the Walnut Street bridge, and associated retaining wall locations had to be shifted significantly. This shift requires soil stabilization, special backfill and restoration techniques, and additional measures to excavate the electrical line. The planned acquisition of an adjacent facility required for right of way was not realized, which also required shifting the most expensive part of the bike path. Erosion control and pedestrian detour analysis required the installation of a stairway east of the bridge.

PLT - Hickory Street Parking Lot (\$252,000): This project constructs a new 80-stall parking lot and 0.3 acre green space on university owned property. Project work includes demolition and removal of two wood framed houses on the site, foundation backfill, and tree removal and vegetation grubbing, as required. Project work also includes all site grading and installation of a new storm sewer system, base and asphalt pavement, concrete curb and gutter, paved pedestrian walkway(s), parking lot and pedestrian walkway lighting, ADA stall signage, pavement striping and markings, and landscaping.

This project will meet additional campus parking demand created by the Ullsvik Center Addition & Remodeling project, which is planned for completion in November 2007. The existing parking areas in close proximity to the Ullsvik Center are undersized for the parking demand. The green space development will serve as a transition space between the residential neighborhood and the campus.

STO - Williams Stadium Turf Replacement (\$755,000): This project replaces 75,000 SF of synthetic turf at the Williams Stadium football field with a modern synthetic turf. Project work includes removal and disposal or salvage of existing turf surface, repairs and reconditioning existing base as required, and repairs and augmentation of subsurface drainage system as required.

The current synthetic turf was installed in 2001 as part of the original Williams Stadium construction and is now considered old turf technology. This upgrade will match turf technology of other fields in the NCAA Division III conference. The cost of turf maintenance is high due to constant algae growth and heavily scheduled field use.

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

5. Budget:

General Fund Supported Borrowing .....	\$ 1,020,700
Program Revenue Supported Borrowing .....	2,901,200
Program Revenue-Cash .....	<u>2,858,200</u>
<b>Total Requested Budget \$</b>	<b>6,780,100</b>

6. Previous Action:

(MSN – Campus Drive Bike Path, Phase I) was previously approved by the Board of Regents in 04/2006 at a total cost of \$834,000 Program Revenue Cash.

(EXT – Pyle Center Roof Top Renovation) was previously approved by the Board of Regents in 11/2006 at a total cost of \$1,044,000 Program Revenue Supported Borrowing.

## BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

June 8, 2007

9:00 a.m.

UW-Milwaukee Union

Wisconsin Room

2200 E. Kenwood Blvd.

Milwaukee, Wisconsin

### II.

1. Calling of the roll
2. Approval of the minutes of the May 10 and 11, 2007 meetings
3. Report of the President of the Board
  - a. Resolution of appreciation to Regent Semenas
  - b. Report on the May 15, 2007 meeting of the Wisconsin Technical College System Board
  - c. Report on the June 6, 2007 meeting of the Hospital Authority Board
  - d. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
5. Report of the Business, Finance, and Audit Committee
6. Report of the Physical Planning and Funding Committee
7. Report of the Education Committee
8. Election of officers of the Board of Regents
9. Additional resolutions
  - a. Resolution of appreciation to UW-Milwaukee
10. Communications, petitions and memorials
11. Additional and unfinished business
12. Move into closed session to consider annual personnel evaluations, as permitted by s.19.85(1)(c), *Wis. Stats.*, and to confer with legal counsel regarding pending or potential litigation, as permitted by s.19.85(1)(g), *Wis. Stats.*

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



## BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

President - David G. Walsh  
Vice President - Mark J. Bradley

### **STANDING COMMITTEES**

#### **Executive Committee**

David G. Walsh (Chair)  
Mark J. Bradley (Vice Chair)  
Elizabeth Burmaster  
Danae D. Davis  
Milton McPike  
Charles Pruitt  
Jesus Salas  
Michael J. Spector

#### **Business, Finance, and Audit Committee**

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

#### **Education Committee**

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

#### **Physical Planning and Funding Committee**

Jesus Salas (Chair)  
Milton McPike (Vice Chair)  
Jeffrey B. Bartell  
Michael J. Falbo  
Thomas P. Shields

#### **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

### **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

#### **Academic Staff Excellence Awards Committee**

Eileen Connolly-Keesler (Chair)  
Danae D. Davis  
Milton McPike  
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

#### **Committee Regarding Faculty/Academic Staff Disciplinary Process**

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

#### **Committee on Regent Response to the Legislative Audit Bureau Audit on Personnel Policies and Practices**

Thomas A. Loftus (Chair)  
Jeffrey B. Bartell  
Eileen Connolly-Keesler  
Judith V. Crain  
Professor Chris Sadler  
Chancellor Saunders  
Academic Staff Representative Dennis Shaw

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

# BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

## 2007 MEETING SCHEDULE

(Held in Madison unless otherwise indicated)

January 4<sup>th</sup> and 5<sup>th</sup> (cancelled, circumstances permitting)

February 8<sup>th</sup> and 9<sup>th</sup>

March 8<sup>th</sup> and 9<sup>th</sup> (at UW-Parkside)

April 12<sup>th</sup> and 13<sup>th</sup> (at UW-Oshkosh)

May 10<sup>th</sup> and 11<sup>th</sup>

June 7<sup>th</sup> and 8<sup>th</sup> (at UW-Milwaukee)

July 12<sup>th</sup> and 13<sup>th</sup>

August 23<sup>rd</sup> and 24<sup>th</sup> (cancelled, circumstances permitting)

September 6<sup>th</sup> and 7<sup>th</sup>

October 4<sup>th</sup> and 5<sup>th</sup> (at UW-River Falls)

November 8<sup>th</sup> and 9<sup>th</sup>

December 6<sup>th</sup> and 7<sup>th</sup> (hosted by UW-Madison)