



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

October 31, 2007

TO: Each Regent

FROM: Judith A. Temby

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

PUBLIC MEETING NOTICE

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at UW-Madison on November 8 and 9, 2007.

Thursday, November 8, 2007

10:00 a.m. – Education Committee with All Regents Invited

- Presentation on Charter School Performance by Professor John Witte, UW-Madison
- UW-Milwaukee's Role in Chartering Schools
1820 Van Hise Hall

11:00 a.m. – All Regents Invited

- UW System Participation in the *College Portrait: A Voluntary System of Accountability* Providing Information on the Undergraduate Student Experience
- 2007-09 Biennial Budget Update
1820 Van Hise Hall

12:30 p.m. – Box Lunch

1:00 p.m. – Committee meetings as follows:

Education Committee
1820 Van Hise Hall

Business, Finance, and Audit Committee
1920 Van Hise Hall

Physical Planning and Funding Committee meeting
1511 Van Hise Hall

Friday, November 9, 2007

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

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

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

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

The meeting will be webcast at <http://www.uwex.edu/ics/stream/regents/meetings/> Thursday, November 8, 2007, at 10:00 a.m. until approximately 12:00 p.m., and Friday, November 9, 2006, at 9:00 a.m. until approximately 12:00 p.m.

10/23/07

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee - Thursday, November 8, 2007
1820 Van Hise Hall
University of Wisconsin-Madison

10:00 a.m. Education Committee – All Regents Invited

- Presentation on Charter School Performance by Professor John Witte, UW-Madison
- UW-Milwaukee's Role in Chartering Schools

11:00 a.m. All Regents

- UW System Participation in the *College Portrait: A Voluntary System of Accountability* Providing Information on the Undergraduate Student Experience
- 2007-09 Biennial Budget Update

12:30 p.m. Box Lunch

1:00 p.m. Education Committee

- a. Approval of the minutes of the September 6, and October 4, 2007, meetings of the Education Committee.
- b. UW System Strategic Framework: Discussion with Representatives from the "Prepare Students" Think Tank.
- c. UW-Platteville: Summary of Accreditation Review by the North Central Association Higher Learning Commission, and Institutional Report on General Education.
- d. Committee Business:
 1. UW-Whitewater: Authorization to Recruit a Chancellor.
[Resolution I.1.d.]
- e. Report of the Senior Vice President:
 1. Report on Annual Program Planning and Review;
 2. Discussion of Education Committee Priorities and Routine Business;
 3. Report on Industrial and Economic Development Research Fund.
- f. Additional items may be presented to the Education Committee with its approval.

CHARTER SCHOOL PERFORMANCE IN WISCONSIN AND UW-MILWAUKEE'S ROLE IN CHARTERING SCHOOLS

EXECUTIVE SUMMARY

BACKGROUND

A charter school is a tuition-free public school created on the basis of a contract or “charter” between the school and a local school board or other authorizer. The “charter” establishing each school is a performance contract detailing the school’s mission, program, goals, students served, methods of assessment, and ways to measure success. The charter school movement is one of the strategies used to expand the idea of public school choice in Wisconsin and the rest of the nation. The movement has grown in the last decade, with over 4,000 charter schools serving more than one million students in 40 states, Washington, D.C., and Puerto Rico. In Wisconsin, recent figures put the number of charter schools at 226. They serve all areas of the state with the greatest concentration in southeastern Wisconsin.

In 1997, Wisconsin law was modified to allow the University of Wisconsin-Milwaukee to charter public schools in the city of Milwaukee. Since that time, the Board of Regents and the Chancellor of UW-Milwaukee have approved eleven charter schools. There are other charter schools operating in the City of Milwaukee, authorized by both the Milwaukee Public School System and the City of Milwaukee, and in 2001, Wisconsin law was further modified to allow the University of Wisconsin-Parkside to establish one independent charter school in the Racine Unified School District. The Board of Regents has the statutory authority to approve the establishment of charter schools by UW-Milwaukee and UW-Parkside.

REQUESTED ACTION

For information purposes only; no action is required.

DISCUSSION

In the effort to ensure that it fulfills its statutory role responsibly, the Board of Regents will hear in November 2007 two presentations focused on charter school performance. The first will focus more generally on the performance of charter schools in Wisconsin; the second on the performance of those charter schools operated under the auspices of UW-Milwaukee’s Office of Charter Schools. Dr. John Witte, Professor of Public Affairs and Political Science at the UW-Madison La Follette School of Public Affairs, will review research assessing charter school performance in Wisconsin at the individual student and school levels. Professor Witte is the co-author with David Weimer, Arnold Shober and Paul Schlomer of “The Performance of Charter Schools in Wisconsin” (*La Follette Policy Report*, Spring-Summer 2007).

UW-Milwaukee Provost Rita Cheng and Dean Alfonso Thurman of the School of Education will then address the specifics of UW-Milwaukee's role in chartering schools, provide an overview of the emerging performance data for UW-Milwaukee's eleven charter schools, and point to how the institution's charter schools contribute to the School of Education's leadership position in urban education.

The charter schools approved by the Board of Regents and the Chancellor of UW-Milwaukee involve a variety of public and private partnerships working to improve educational opportunity and achievement for Milwaukee school children. Through its Office of Charter Schools, located within its School of Education, UW-Milwaukee is committed to chartering only those schools that have the potential to make a significant difference in the educational lives of urban students.

The Office of Charter Schools has developed rigorous requirements that schools must meet in order to obtain and maintain a charter. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals. The decision to renew or non-renew a charter occurs at the end of the third year of operation (first semester of the fourth year) and is based on cumulative results. Renewal of a charter is based on evidence of meaningful progress on key measures of performance. As with initial contracts, the renewal or contract extension is brought before the Board of Regents for their approval. The Regents, then, have continued responsibility for overseeing the progress and success of the UW-authorized charter schools through the contract renewal process.

The evaluation (accountability) process is based on continuous school improvement efforts. The focus is on results, not on procedures or organizational structure. The Educational Criteria for Performance Excellence of the Baldrige National Quality Program provides a framework for school improvement efforts and for performance evaluation. Performance results include: academic achievement; faithfulness to the charter; the focus on the mission and vision; student, parent, and employee satisfaction; fiscal stability; legal compliance; and organizational viability.

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

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999).

UNIVERSITY OF WISCONSIN-MILWAUKEE

OFFICE OF CHARTER SCHOOLS

REPORT TO THE BOARD OF REGENTS

UW - Milwaukee's Role in Chartering Schools

OCTOBER 2007

INTRODUCTION

Background

Wisconsin Statute 118.40 enacted in 1993 enabled school boards to establish charter schools. In 1998 the statute was revised to grant authority to the University of Wisconsin-Milwaukee (University) to authorize charter schools within the city of Milwaukee (City). In 2001, Wisconsin law was further modified to allow the University of Wisconsin-Parkside to establish one independent charter school in the Racine Unified School District.

Definitions

Charter schools are non-sectarian, tuition-free, public schools created on the basis of a contract or "charter" between the school and an authorizer. The role of charter schools is to promote innovation, develop new models of education, and create working environments that foster improved educational opportunities for children.

A charter school authorizer holds: (1) the statutory authority to grant charters to individuals, groups or organizations to operate charter schools in compliance with national and state and requirements; and (2) the responsibility to ensure public accountability.

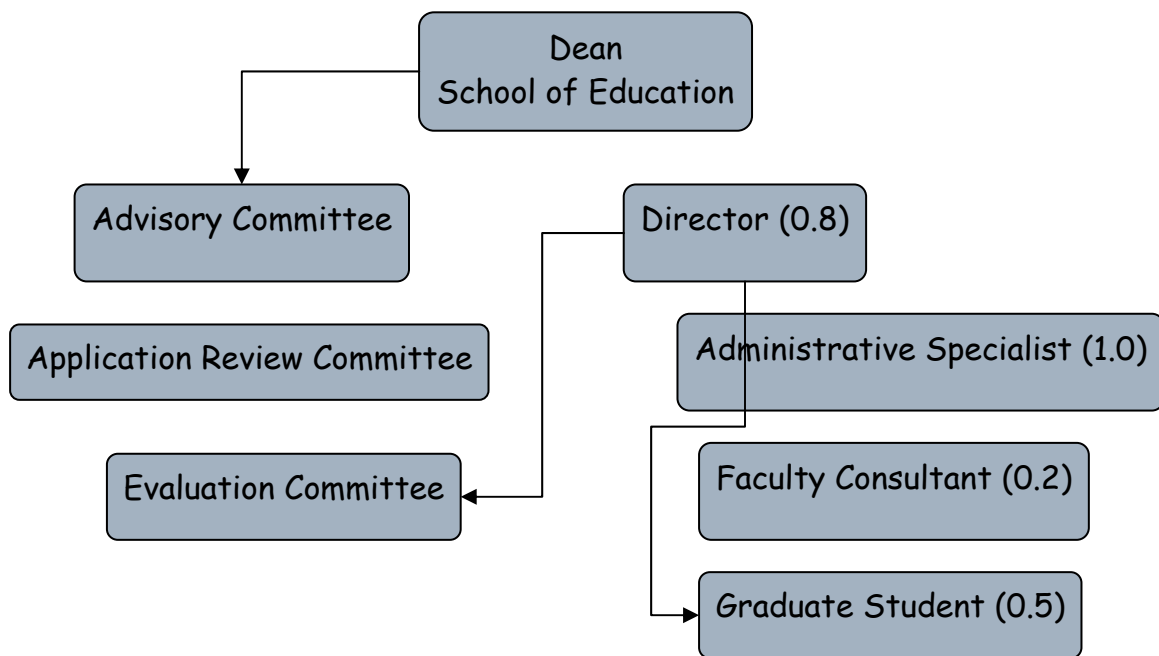
OFFICE OF CHARTER SCHOOLS

The Office of Charter Schools (Office) was created in 1999 within the School of Education (SOE) to carry out the University's responsibilities under the Wisconsin Statute 118.40. The mission of the Office is to cooperate with community organizations, parents, groups, educators, and other individuals who are committed to improving the quality of education in the City to charter successful, innovative schools.

The responsibility of the Office is to: (1) grant charters to organizations, groups, or individuals that demonstrate the capacity to operate high quality schools, (2) establish clear expectations for performance, (3) gather data necessary to ensure that expectations are met, (4) evaluate school progress, and (5) take appropriate action to renew or non-renew charters based on a school's performance in relation to expectations.

The Office is staffed by a director, administrative specialist, faculty statistics adviser, and a doctoral level graduate assistant. An Advisory Committee meets bi-monthly to advise the director. An Application Review Committee meets annually to determine if applications will be recommended for charter status. An Evaluation Committee conducts summative evaluation of each charter school and makes recommendations to the Regents regarding charter renewal. Figure 1, below illustrates the Office organization.

Figure 1: Office Organization Chart



The University has accepted the responsibility for authorizing charter schools in order to take advantage of the flexibility allowed charter schools to develop innovative programs that address the educational needs of children living in the City.

School reform can take many forms and be based on a number of philosophical approaches. It is not the goal of the University to implement a particular philosophy or approach. Rather the University desires to identify those approaches that produce academic results that are valued by society. The University does not intend to operate its own school system or to compete with the Milwaukee Public Schools and has capped the number of charters to be granted at twelve.

State and federal law provides the general framework and the minimum requirements for the development of a charter school application. To become a University authorized charter school, applicants need to do much more than comply with the law. Applicants must provide evidence that the school, as envisioned, truly has the potential to create a high quality educational program with long-term viability.

APPLICATION PROCESS

The University interprets its responsibility to authorize charter schools as a part of a larger attempt to improve education for children in the City. Charter Schools must have programs that provide quality education to urban students and address the critical issues

of today's urban education environment. The academic achievement of children who are viewed as at-risk should be the central focus of the charter school application.

Guiding Principles

The following principles are deemed to be essential to the development of charter schools authorized by the University. These principles are as follows:

1. The charter school should be developed to improve the overall education conditions for children who live in the City.
2. The charter school should reflect the "best educational practices" based upon professional standards and current research.
3. The charter school should be developed to reflect linkages between and among the school, families, and community agencies.
4. The charter school should reflect and be consistent with the UWM-SOE Urban Mission in all respects.
5. The charter school population should reflect the diversity of the population of the City.
6. The administration of the charter school should embody principles of democratic management.
7. The charter school success measures should encompass both academic and social outcomes for children, as well as consumer satisfaction.

Application

The application process begins with the submission of a Prospectus, a short description of the proposed school. It is important within the prospectus to capture the philosophy around which the school will be developed, the mission of the school, and the reason the community needs the school. The Prospectus provides a snapshot of the proposed school, its organizers, curricular focus, instructional methodology, governance, and financial capacity. The information provided by the Prospectus allows the Office to determine if the school has the potential to make a positive educational difference with urban students, is financially sound, and fits with the University's mission. Those organizations, groups, or individuals whose prospectuses are deemed to meet the established criteria are then permitted to submit a full application to the Office. The University has rigorous requirements for potential schools to meet before they are granted an initial, five-year charter. The application must address all state requirements and those established by the University.

Special Education Issues

It is essential that charter school operators understand their requirement for providing special education services for students with disabilities. The provision of special education will have a major impact on financial, personnel, and facility decisions. An independent public charter school must accept all students who apply regardless of disability. The school must either provide required services on site or pay for those

services to be provided by another entity. As part of this requirement, the school must provide an individualized education plan (IEP) and provide the necessary instruction by state licensed personnel.

Application Review

The Office, through the Application Review Committee composed of educators and community members reviews charter school applications. Based on the overall feasibility of the proposal, this review process will identify which applications: (1) will be accepted for further consideration, (2) may be resubmitted with modifications for further consideration, or (3) are denied.

Approval of an application is not a guarantee that the applicant will be awarded a charter. Before an application is finally approved, a contract spelling out all aspects of the charter school operation must be agreed upon. Especially important in the chartering process is the effective use of research literature, the design and focus of the program, and how the proposal integrates organizational structure, budget, and program into an operational whole.

CHARTER CONTRACT

Elements of the Contract

Contract negotiated with prospective charter school operators must meet all requirements of the University's model charter school contract. Charter operators must be prepared to operate in accordance with all applicable state and federal requirements for charter schools. Contracts developed with prospective charter operators follow the approved model contract and contains additional clauses that provide specific information about the charter school, its mission, organization, curriculum, assessment methodology, and instructional philosophy. The major elements are as follows:

1. Article One – Definitions - Key terms of the contract.
2. Article Two - Parties, Authority and Responsibilities.
3. Article Three – Obligations of the Grantee. This essential section recites the requirements of the law and how the grantee will meet those requirements. This includes such topics as: school leadership, a description of the educational program, methods to attain educational goals, assessment methodology, school governance structure, licensure of professional personnel, health and safety, admissions, financial reporting and audits, discipline, insurance standards, and other topics.
4. Article Four – Additional Obligations. This section adds additional considerations that help define the school and its practices including:

compliance with applicable law, maintenance of non-profit status, background screening of employees, employment of personnel, Office administrative fees, student activities and rental fees, transportation contracts, University right to inspect facilities, access to records, financial reporting, submission of school calendar, submission of grant applications, and authorization for release of Department of Public Instruction reports..

5. Article Five – Joint Responsibilities. This section details the review of the management contracts, methods of financial payments, and performance evaluation.
6. Article Six – Notices, Reports and Inspections. This section facilitates certain aspects of the University’s oversight responsibilities and requirements of the grantee to provide certain notices and reports.
7. Article Seven – Miscellaneous Provisions. This section sets forth a code of ethics for charter school board members, requirements for maintenance of public records, and requirements for holding open meetings.
8. Article Eight – Provision Facilitating UW-Milwaukee Research. This section sets forth the guidelines that the University will use to conduct research into the concept of charter schools and their impact upon educational practice.
9. Article Nine – Revocation of Agreement by University. This section establishes how the contract might be defaulted by the grantee and reasons for revocation by the University. This section is critical to the idea that a charter school can be closed for not complying with the law, contract conditions, or failure to meet its educational purpose(s).
10. Article Ten – Termination by the Grantee. This is the reverse of Article 9 describing how the grantee may, under specified circumstances, terminate the contract.
11. Article Eleven – Technical Provisions. This section details standard contract language for mutual protection of the parties.

ACCOUNTABILITY REQUIREMENTS

Introduction

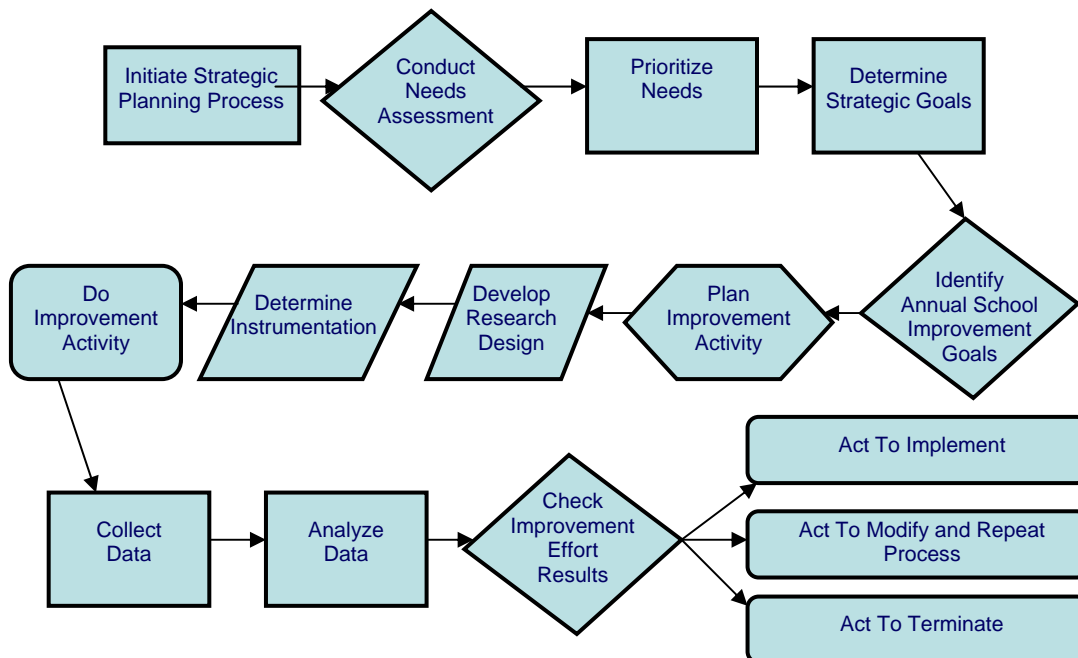
Accountability requirements for annual improvement of operating charter schools and the renewal of a charter employ the same level of rigor as the application process. For a charter school to be successful, the school, as an organization, must develop a systems perspective that aligns, connects, and reinforces efforts of continuous improvement. The school must develop the capacity to use data in a meaningful manner to evaluate

improvement efforts. The school must be creative, adaptive, and flexible in order to take advantage of opportunities for improvement.

Improvement Process

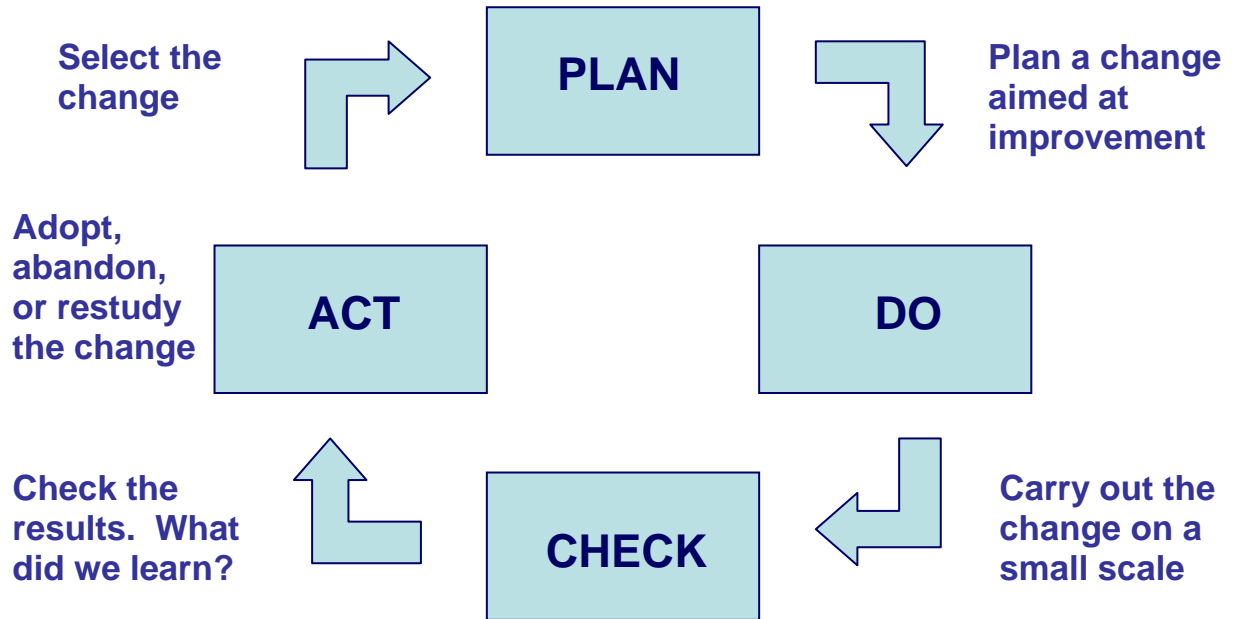
It is the school's responsibility, with guidance from and the approval of the Office of Charter Schools, to develop a school and organizational improvement process. An example of such a process is shown in Figure 2 (below). In general, improvement efforts should follow a cycle of: (1) needs assessment, (2) planning, including design of processes, selection of measures, and deployment of requirements, (3) execution of the plan, (4) assessment of progress, and (5) revision of plans based upon assessment of findings, learning, new inputs, and new requirements.

Figure 2: School Improvement Process



Continuous improvement is a never ending cycle in which areas for improvement are selected, a plan is developed to improve the area selected, action carried out to make the improvement, the results of the improvement checked through data analysis, and the results used to determine further action. A model of the continuous improvement cycle is shown in Figure 3 below.

Figure 3: Continuous Improvement Cycle



Strategic Planning

Strategic planning is a process through which individuals knowledgeable about and intimately involved with an organization conduct an analysis of the organization's strengths, weaknesses, position within the external environment, and opportunities for improvement in order to develop a long range plan for continual improvement.

The purposes of strategic planning are to:

- Gain knowledge of the system's performance.
- Provide long term focus for organizational improvement.
- Align annual plans in order to achieve short-term goals.
- Help everyone in the organization participate successfully in planned change.
- Use new knowledge throughout the organization.
- Accelerate organizational change.

Criteria for Performance Excellence

The Education Criteria for Performance Excellence of the Baldrige National Quality Program provides a systems perspective for managing an organization. A systems perspective means managing the whole organization, as well as its components, as a single, interactive entity. The Educational Criteria focus on results in the key areas of:

- Student learning,
- Needs, expectations, and satisfaction of students, parents, and other stakeholders.
- Budgetary, financial, and market effectiveness.
- Needs, expectations, satisfaction, and development of faculty and staff.
- Overall organizational effectiveness.
- Leadership and social responsibility.

The Educational Criteria are non-prescriptive. The focus is on results, not on procedures or organizational structure. The Criteria are organized around seven areas. The seven categories form the foundation for a needs assessment to identify strategic objectives and annual improvement goals. The seven categories are as follows:

Leadership -- examines how school leaders address school values, directions, and performance expectations and focus on student and stakeholders, student learning, and faculty and staff empowerment, innovation, and organizational learning. It also examines the school's governance and how the school addresses its public and community responsibilities.

Strategic Planning -- examines how the school develops and deploys strategic objectives and action plans and assesses progress relative to these strategic objectives and action plans.

Student, Stakeholder, and Market Focus -- examines how the school determines requirements, expectations, and preferences of students, stakeholders, and markets. It also examines how the school builds relationships with students and stakeholders, and determines the key factors that attract students and partners and lead to student and stakeholder satisfaction, loyalty, persistence and improved educational programs and services.

Measurement, Analysis, and Knowledge Management -- examines how the school selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets.

Faculty and Staff Focus -- examines how the school's work systems and faculty and staff learning enable faculty and staff to develop and utilize their full potential in alignment with the school's overall objectives and action plans. It also examines the school's efforts to build and maintain a work environment and a faculty and staff support climate that are conducive to performance excellence and to personal and organizational growth.

Process Management -- examines key aspects of the school's process management, including learning-centered processes for the educational programs and services and key support processes that create student, stakeholder, and school value.

School Performance Results -- examines the school performance and improvement in key areas: student learning results; student and stakeholder focused results; budgetary, financial, and market performance; faculty and staff results; school operational performance; and governance and social responsibility.

Baldrige Based Needs Assessment

The statements can be evaluated to determine the level of systemization, deployment, and effectiveness of the school's approach to each item. By conscientiously evaluating each statement, school leaders can determine the school's areas of strength and areas in need of improvement. Understanding the school's strengths and weaknesses allows leaders to determine opportunities for improvement that either build on an area of strength or address an area of weakness. The prioritization of these actions, leads to the development of strategic goals and annual improvement goals that are most likely to lead to increased organization effectiveness.

Once areas of improvement have been determine, the following criteria can be used to determine in which areas long range, strategies should be developed and which specific improvement actions should become annual improvement goals. The criteria are as follows:

- The extent to which the improvement in the selected category will positively impact key measures of school performance.
- The present level of performance in the selected category.
- The urgency for improvement in the selected category.

Accountability Plan and Report

The improvement process is communicated through an annual School Accountability Plan that sets forth improvement goals, linkage to strategic goals, background analysis, key measures of success, approach (methodology), deployment (activities), and data collection requirements. The results of improvement efforts are communicated through an annual School Accountability Report.

School improvement planning begins with the development of a strategic plan that clearly states the mission and vision of the school and sets forth measurable student performance standards. Strategic goals are developed through a process utilizing external and internal analysis of the school's position in the market place and reflect macro three to five year initiatives designed to accomplish the school's mission. The internal analysis are derived from a periodic needs assessment and organized according to the six content categories of

the Education Criteria for Performance Excellence. Strategic goals set forth the long term growth and improvement efforts to be undertaken by the school.

Evaluation

Introduction

An initial charter is granted for a five year period during which the school must demonstrate progress toward stated goals. The renewal process begins, in actuality, with the initiation of the charter. Rather than a snapshot view, the renewal process is based on the evaluation of continuous school improvement efforts. The summative evaluation is initiated two years prior to the terminal date of an existing contract so that the decision to extend or not to extend a charter is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action.

The evaluation and renewal process includes the following: (1) On-site inspection/verification by the Office of Charter School staff, (2) Independent review by the Charter School Evaluation Committee (Committee), (3) Approval of the Chancellor, and (4) Approval of the University of Wisconsin System Board of Regents.

Documents Required for the Evaluation

Evaluators will examine multiple information sources from each of the three previous years. Major sources of information are as follows:

- Contract Compliance Records - The Office of Charter Schools will maintain an on-going record of each school's compliance with the requirements of the contract.
- Strategic Plans - Each organization in cooperation with faculty and staff will create and maintain a strategic plan that clearly states the mission, vision, and strategic goals of the school.
- Annual School Accountability Plans - Annually each school will determine a set of improvement goals emanating from its strategic plan and based on analysis of appropriate data.
- Annual School Accountability Progress Reports - annually each school will report on the results of improvement efforts.
- Charter Renewal Application - upon the initiation of the summative evaluation process the school will inform the Office of the School's intent to renew its charter, provide additional information to support the renewal application, and present a case for why the school's charter should be renewed.

Renewal Benchmarks

The Office of Charter Schools has developed a set of Renewal Benchmarks. These Benchmarks serve two functions: (1) they provide a framework around which to gather evidence regarding the school's progress and (2) they provide the school with a guide to what the Evaluation Committee is looking for. By giving details to a school, a school has a better sense of what is expected when it comes to renewal. Therefore, as the Renewal Benchmarks are used during the evaluation visits, no school should be surprised by their content.

Renewal Determination

Renewal of a charter is based on evidence of meaningful progress on key measures of performance stated as follows:

- The well-being of students,
- The academic success (improvement) of students,
- The school's faithfulness to its charter as defined by the contract,
- The ability of leaders to communicate and transmit the mission and vision of the school,
- The extent of parent and student satisfaction,
- The extent of staff satisfaction with individual professional and organizational growth,
- The organizational viability of the charter school,
- The fiscal stability of the charter school,
- The school's record of contractual compliance, and
- The school's record of legal compliance including federal "No Child Left Behind" (NCLB) requirements. NCLB sanctions are described in Appendix W.

Renewal of a charter is usually for an additional four or five-year period. A school, however, may be placed on probation with a charter renewal period less than four or five years. Charter School Extension Guidelines provide direction to the Office regarding renewal decisions.

Charter School Dissolution

In the event that a charter school must be closed either as the result of action taken by the Office of Charter Schools or by the charter school board, it is imperative that dissolution is accomplished in an orderly manner. Students and their parents must be provided assistance to find another school, student records must be properly transferred, personnel records maintained, and financial and contractual obligations met. Dissolution requires the cooperation of the Office and the charter school board.

UWM Charter Schools

UWM currently charters eleven schools that are projected to enroll almost 4,000 students for the 2007-08 school year. A brief description of each school is provided below.

School	Date Opened	Grades Served	Enrollment	Low Income	Minority	Special Education	Average Daily Attendance	Year-to-Year Retention	Emphasis
Milwaukee Academy of Science	8/2000	4K-12	1,000	88.0%	99.5%	11.3%	84.0%	71.4%	Science Education
Business & Economics Academy of Milwaukee	8/2001	4K-08	654	96.8%	99.9%	13.4%	85.0%	55.9%	Business Education
School for Early Development & Achievement	8/2001	4K-02	78	92.5%	96.2%	38.5%	80.0%	61.9%	Special Ed Integration
Young Leaders Academy	8/2002	4K-08	685	93.0%	99.4%	02.7%	89.0%	73.0%	Leadership Development
Milwaukee College Preparatory School	8/2002	4K-08	481	73.0%	99.6%	06.4%	95.2%	91.3%	College Preparation
Woodlands School	8/2004	4K-08	251	27.5%	55.0%	10.8%	89.0%	90.0%	Exploratory Learning
Capitol West Academy	8/2004	4K-06	123	63.4%	83.8%	12.2%	94.6%	69.0%	Individualized Learning
Tenor High School	9/2005	09-12	152	66.5%	88.2%	04.6%	94.8%	75.5%	Trade Career Preparation
Inland Seas School of Expeditionary Learning	1/2006	09-12	44	77.3%	97.8%	11.4%	84.2%	45.4%	Expeditionary Learning
Milwaukee Renaissance Academy	8/2007	06-12	90				TBD	TBD	College Preparation
Seeds of Health Elementary School	08/2007	4K-8	260				TBD	TBD	Community Involvement

Student Achievement

New Charter School Students

Students entering University charter schools, as a group, score well below the general Milwaukee Public Schools (MPS) population in both reading and math on the Wisconsin Knowledge and Concepts Examination (WKCE). Figures 4 and 5 (below) compare the percentage of MPS and entering charter school students scoring proficient and advanced in reading and math.

Figure 4: Percent of MPS and entering charter school students scoring proficient or advanced in reading on the 2006 WKCE.

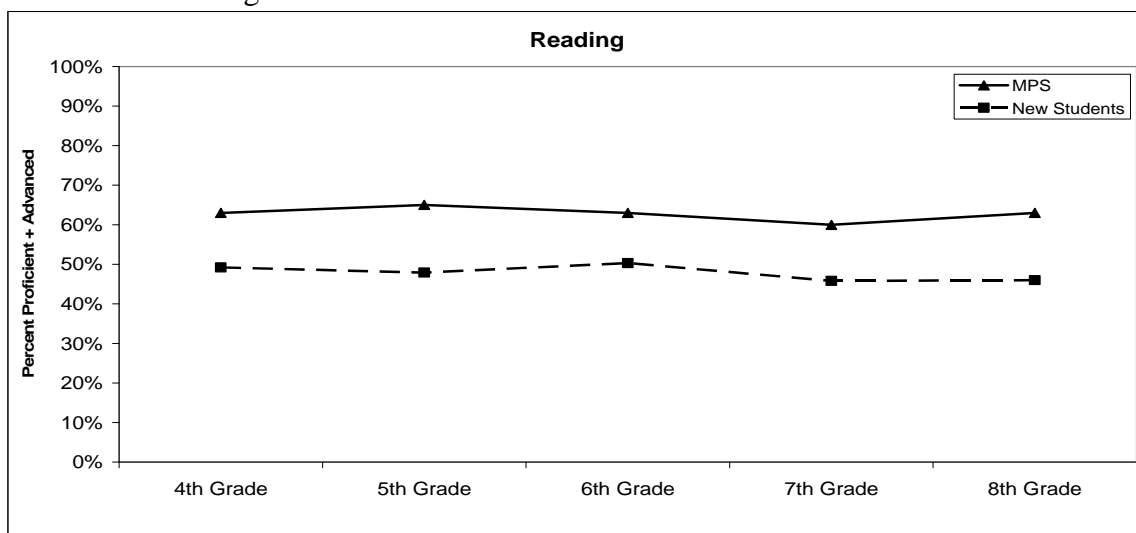
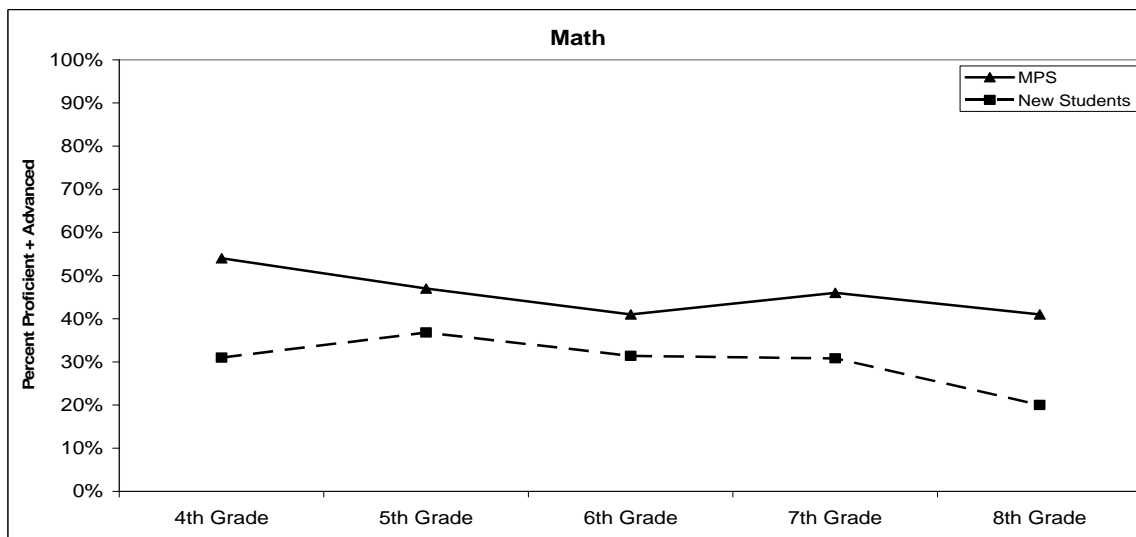


Figure 5: Percent of MPS and entering charter school students scoring proficient or advanced in mathematics on the 2006 WKCE.



Thus, higher achieving students are not leaving MPS to enroll in charter schools. Students enrolling in charter schools have great academic needs. This presents a continuing challenge to the charter schools.

Measuring Progress

The Office of Charter Schools measures student achievement in a variety of ways. Measures include the Wisconsin Knowledge and Concepts Examination (WKCE), the Measures of Academic Progress (MAP) developed by the Northwest Evaluation Association, tests specific to individual schools, and annual parent, student, and staff surveys. Tests specific to individual schools and surveys are not discussed in this report.

The Wisconsin Knowledge and Concepts Examination is administered through the Wisconsin Department of Public Instruction. The examination measures the proficiency level of students in reading, language arts, mathematics, science, and social studies. Proficiency is measured on a four point scale - minimal, basic, proficient, and advanced. The WKCE is a static measure in that it provides information regarding student performance on a single test at a specific time of the school year. Results provide proficiency levels for each student and can be analyzed to determine the general topics which were strengths or weaknesses for the student.

The WKCE was modified for the 2004-5 school year. Results from prior years cannot be compared to results for 2004-06 time period. Further, only grades 4, 8, and 10 were tested in 2004, thus, three years of data are available only for students who were in grade four in 2004. For students in other grades in 2004 only two years of data, 2005-06 and 2006-07, are available.

The best way to measure the effect a school is having on students is by looking at the progress of the same students over time. A group of the same students is termed a "controlled cohort." The Office labels these cohorts according to the projected normal high school graduation year.

The progress of UWM charter school students in the controlled cohort 2013 (fourth graders in 2004) as compared to all MPS students for the same grades and years is shown in Figures 6 and 7 below. In reading, charter school students score slightly below MPS students in grades four and five but slightly exceed MPS students by grade six. In mathematics this trend is more obvious. Charter school and MPS student scores are virtually the same in grade four. Charter school students, however, score better than MPS students in grade 5 and score well above MPS students in grade six.

Figure 6: Percentage of charter school students in controlled cohort 2013 scoring proficient or advanced in reading on the WKCE in comparison to MPS students.

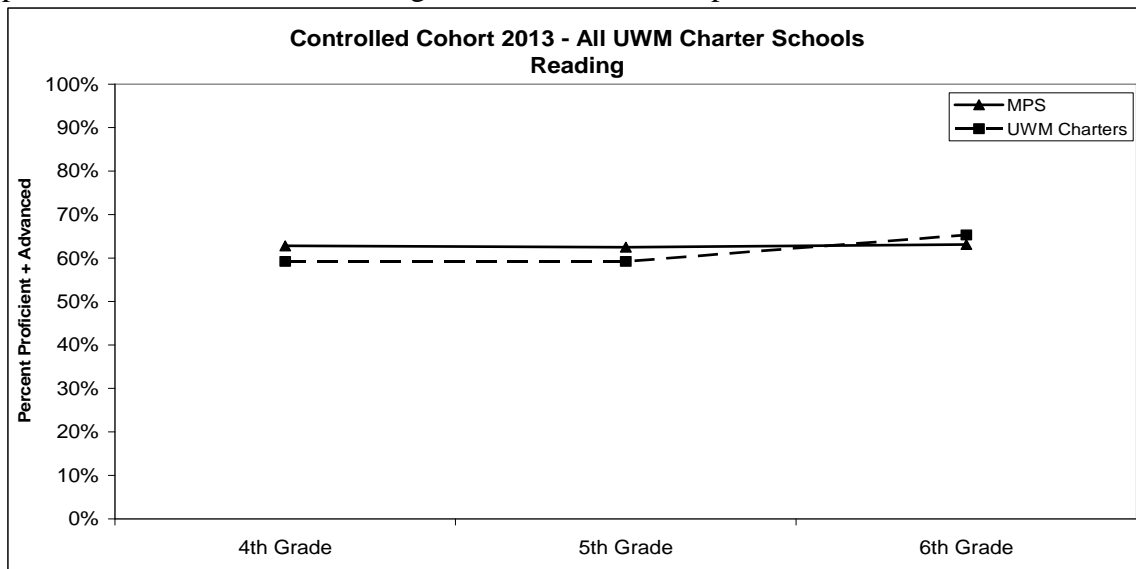
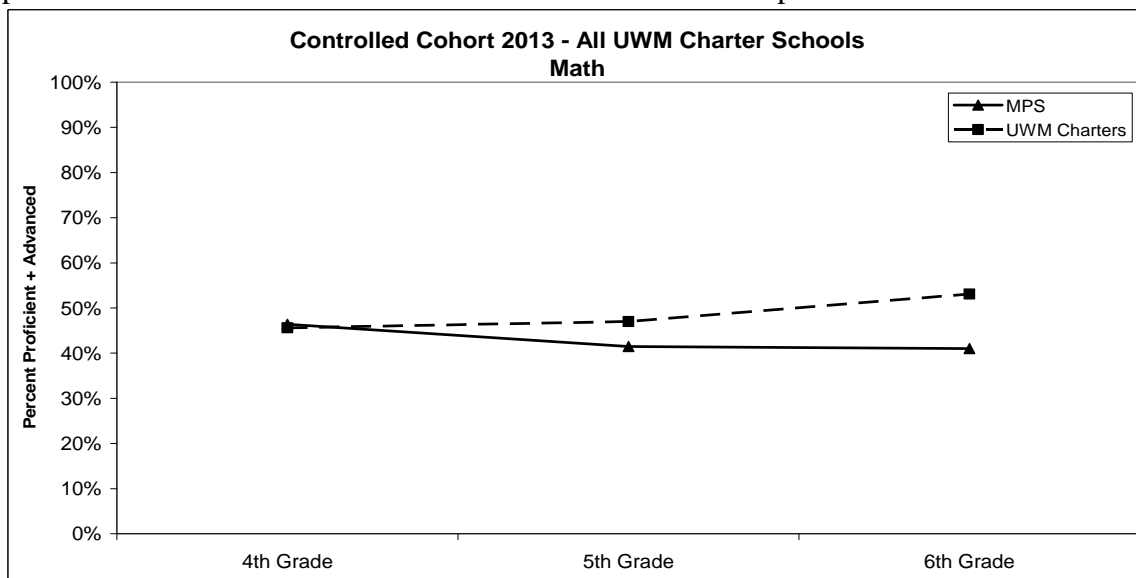


Figure 7: Percentage of charter school students in controlled cohort 2013 scoring proficient or advanced in mathematics on the WKCE in comparison to MPS students.



This same pattern can be seen when comparing results for individual schools at grades four and eight. As shown in Figures 8 through 11, fourth grade students in only two of the six charter schools that serve students in both grades four and eight meet the fourth grade MPS proficiency percentages in reading and mathematics. However, by eighth grade all charter schools are meeting or exceeding the MPS percentages.

Figure 8: Fourth grade reading proficiency results by charter school as compared to MPS.

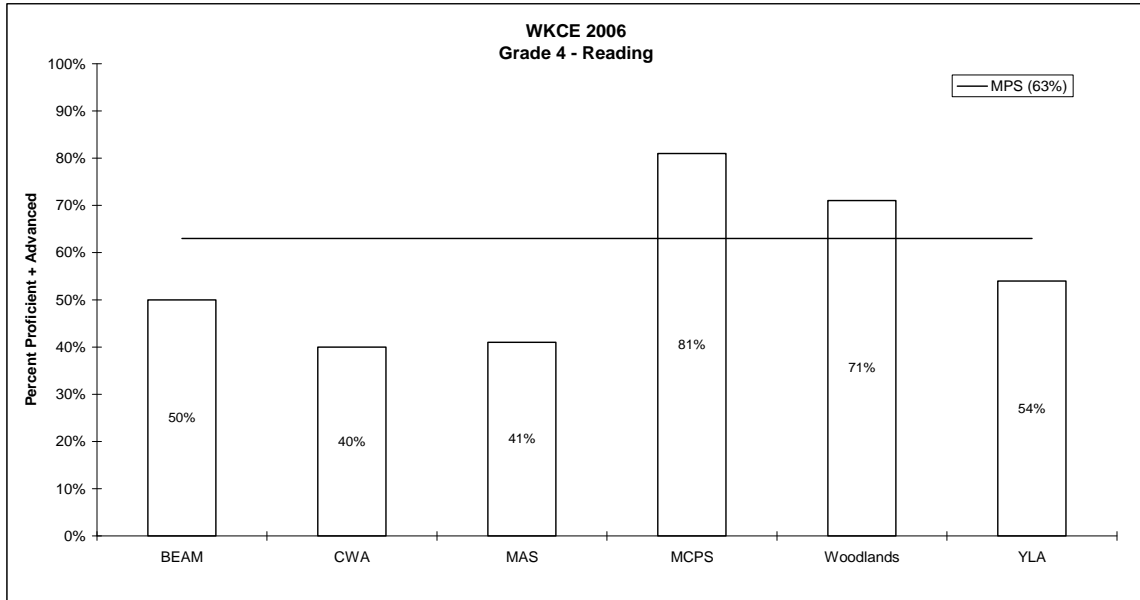


Figure 9: Eighth grade reading proficiency results by charter school as compared to MPS.

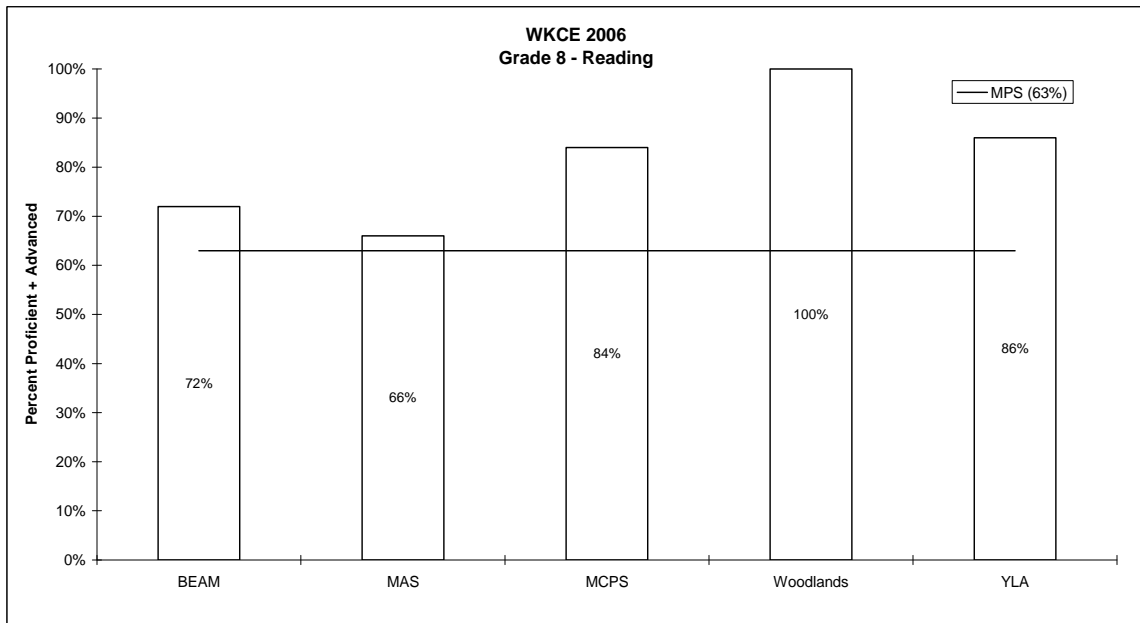


Figure 10: Fourth grade math proficiency results by charter school as compared to MPS.

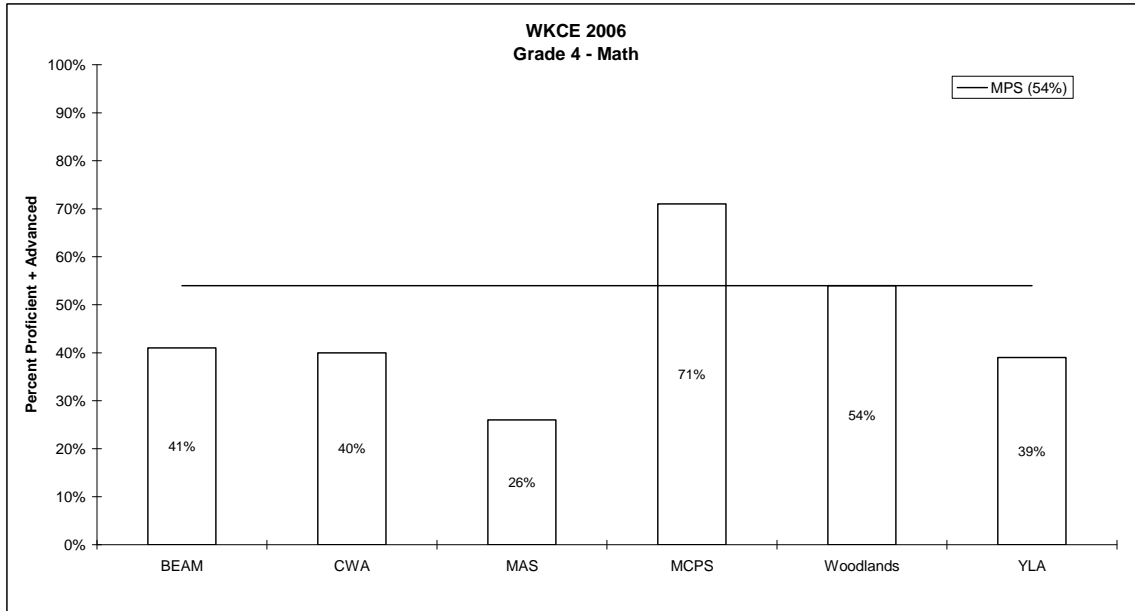
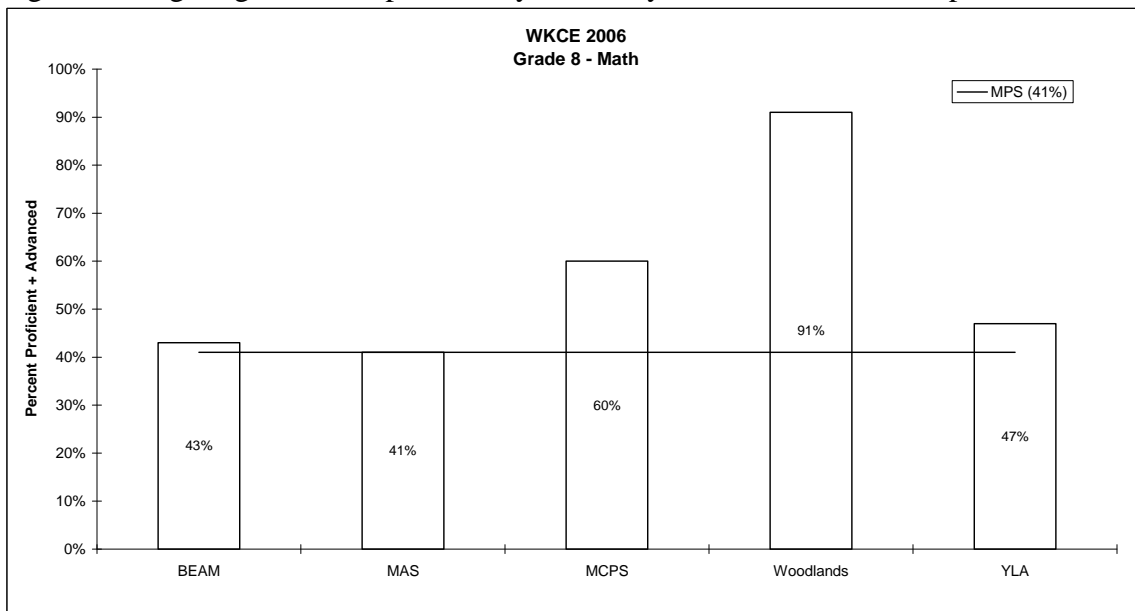


Figure 11: Eighth grade math proficiency results by charter school as compared to MPS.



A three year analysis of data reveals that the percentage of charter school students scoring proficient or advanced in reading and mathematics has exceeded the MPS percentage for the past three years even though MPS percentages have increased over the time period. These data are shown in Figures 12 and 13, below.

Figure 12: Comparison of the percentage of eighth grade charter school and MPS students scoring proficient or advanced in reading on the WKCE for 2004 - 2006.

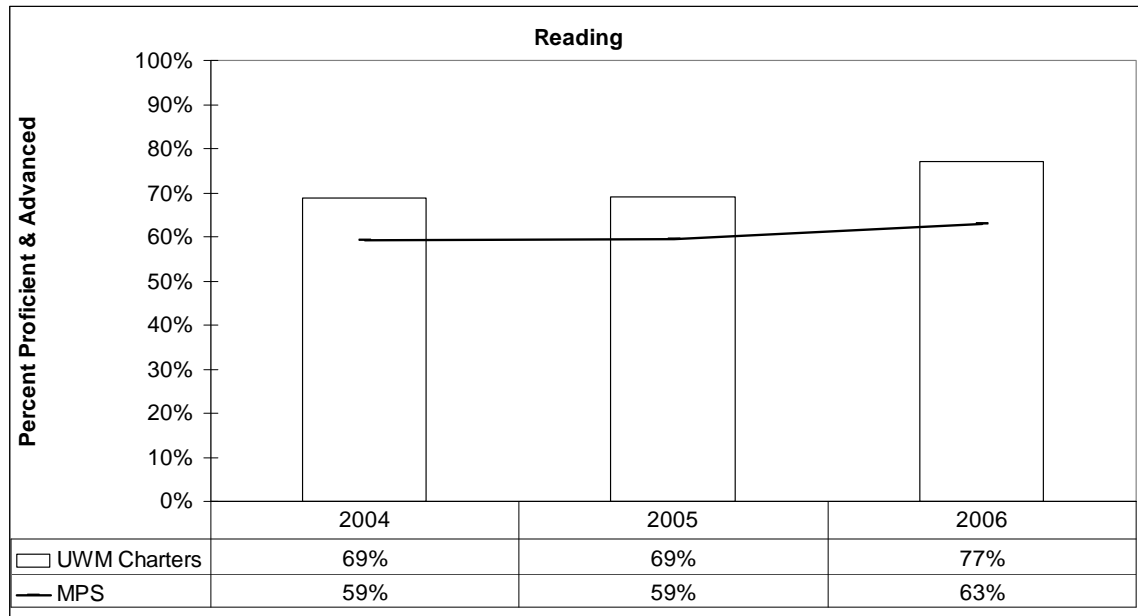
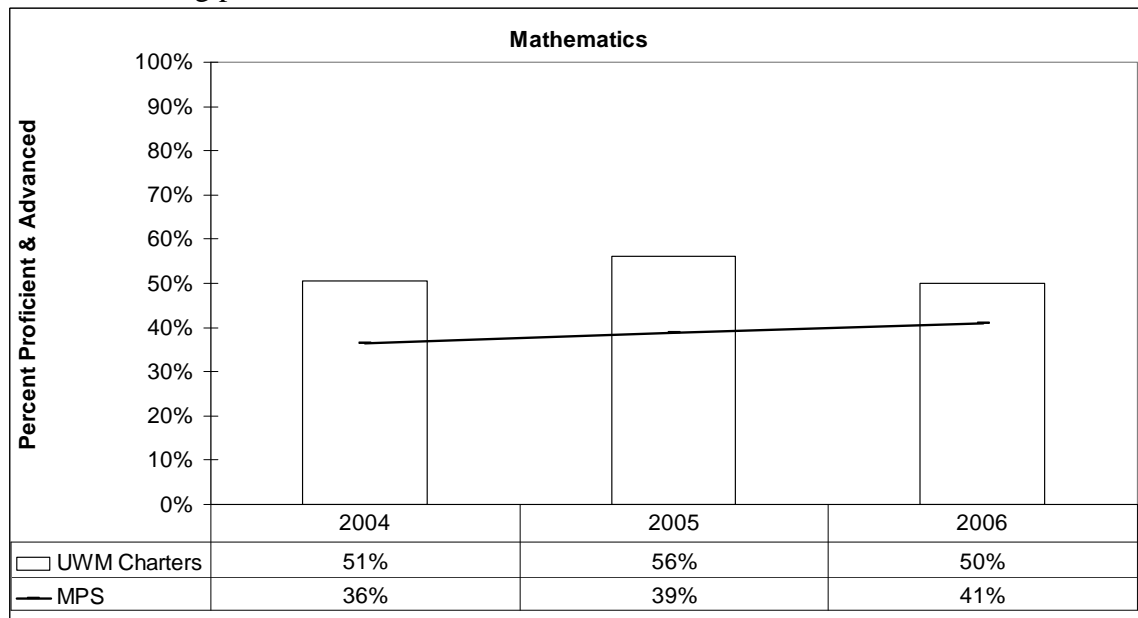


Figure 13: Comparison of the percentage of eighth grade charter school and MPS students scoring proficient or advanced in mathematics on the WKCE for 2004 - 2006.



In summary, students enrolling in charter schools authorized by UWM are, on the average, poor, minority students with great academic needs. As a group, the percentage of students scoring proficient or advanced in reading and mathematics on the WKCE is smaller than the percentage of MPS students scoring proficient or advanced, at least

through fourth grade. Significant progress is shown for same student groups tracked from fourth grade through sixth grade. By eighth grade, the percentage of UWM charter school students scoring proficient or advanced in reading and math exceeds the MPS percentage. Further, the percentage of students in each charter school scoring proficient or advanced in reading and mathematics meets or exceeds the MPS percentage.

Individual Charter School Achievement

Proficiency results for UWM charter schools as a whole and for each individual school will show greater variability than results for the state and MPS because of the smaller number of students. For example, over a three year period grade-to-grade state reading scores varied by 10% while MPS scores varied 25% and UWM charter school scores by 33%.

The following figures track reading and mathematics proficiency results for each charter school on the WKCE for students who were in grade three in 2005 and grade four in 2006 and students in grade seven in 2005 and grade eight in 2006. These results are also compared to the MPS results in the same grade levels and subject areas.

Only one year of data is available for Capitol West Academy. The school was initiated with grades 4K through 2 and one grade was added per year. Thus, the 2006 testing year was the first year that the school had fourth graders.

No WKCE results are presented for the School for Early Development and Achievement because the school serves only 4K through grade 2 students.

Only one year of results are available for the UWM high schools Milwaukee Academy of Science High School and Tenor High School since 2006 was the first year the schools had tenth graders and ninth graders are not tested..

Tenth grade results for the Inland Seas School of Expeditionary Learning present a special case. The school opened in January of 2006, thus, students were not tested in 2005. None of the seven student tested at the beginning of November who attended the school the previous year scored proficient or advanced in reading or mathematics. As a result no graphical information is presented.

Figure 14: Business and Economics Academy of Milwaukee reading proficiency results.

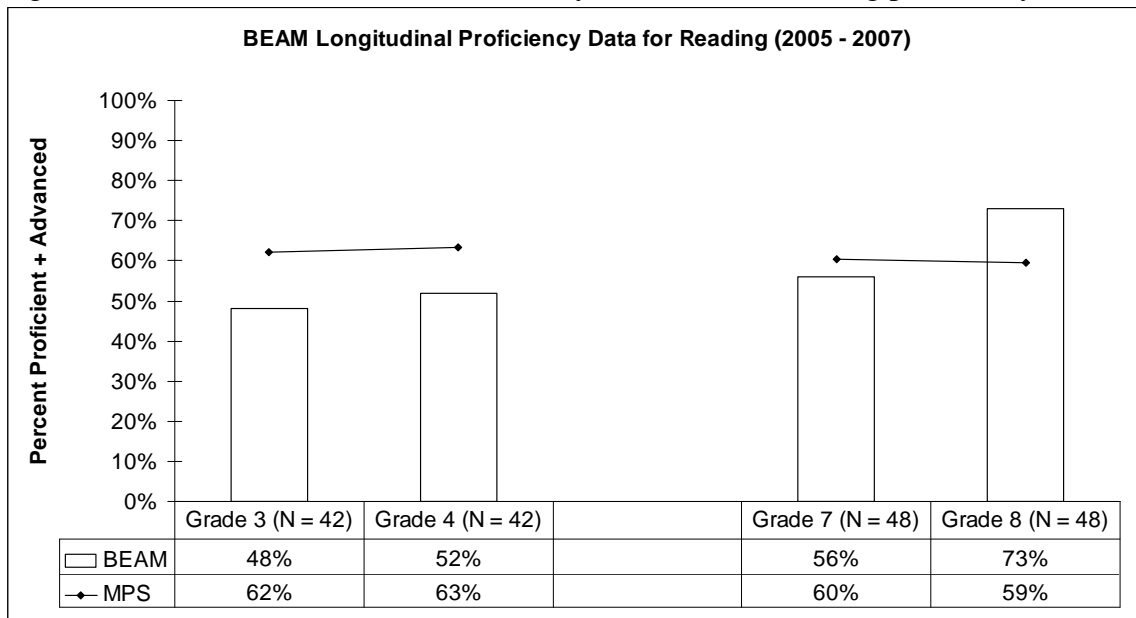


Figure 15: Business and Economics Academy of Milwaukee math proficiency results.

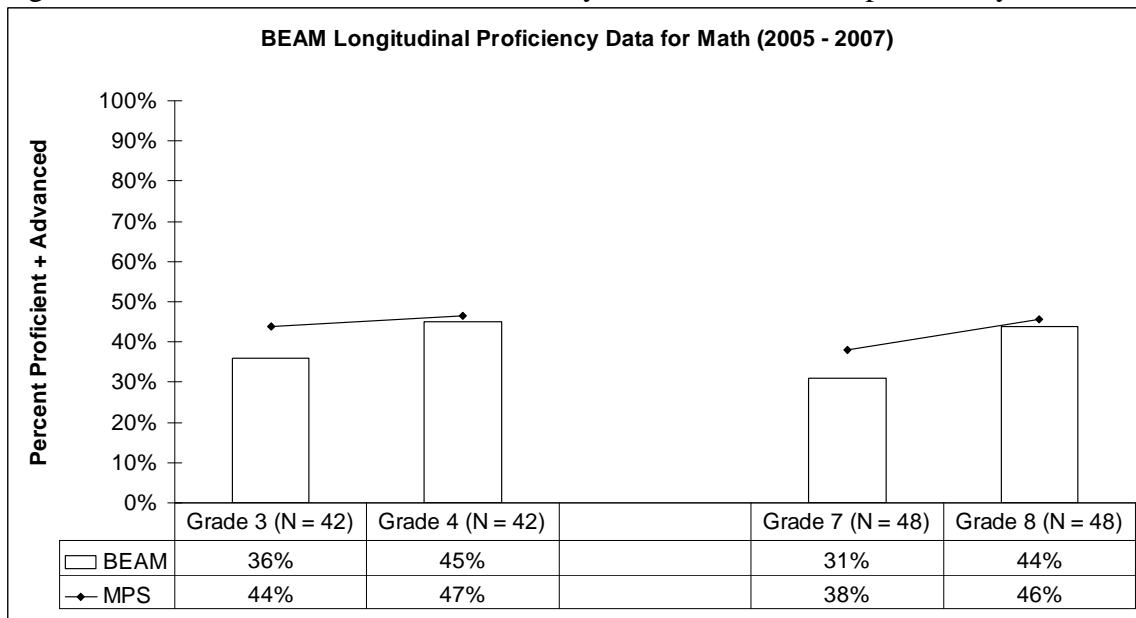


Figure 16: Capitol West Academy reading proficiency results.

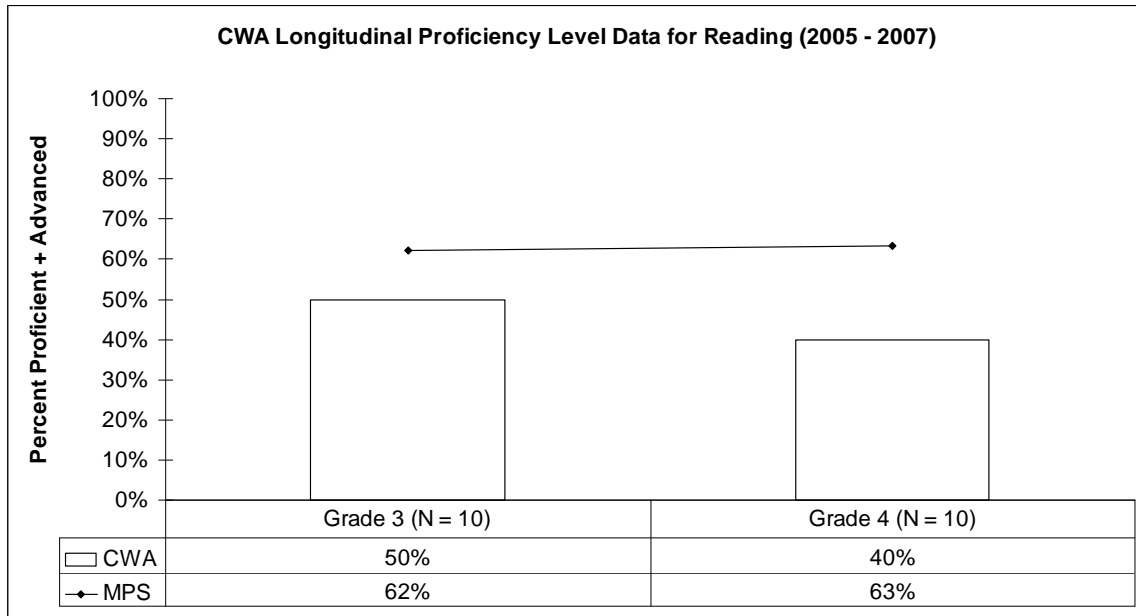


Figure 17: Capitol West Academy math proficiency results.

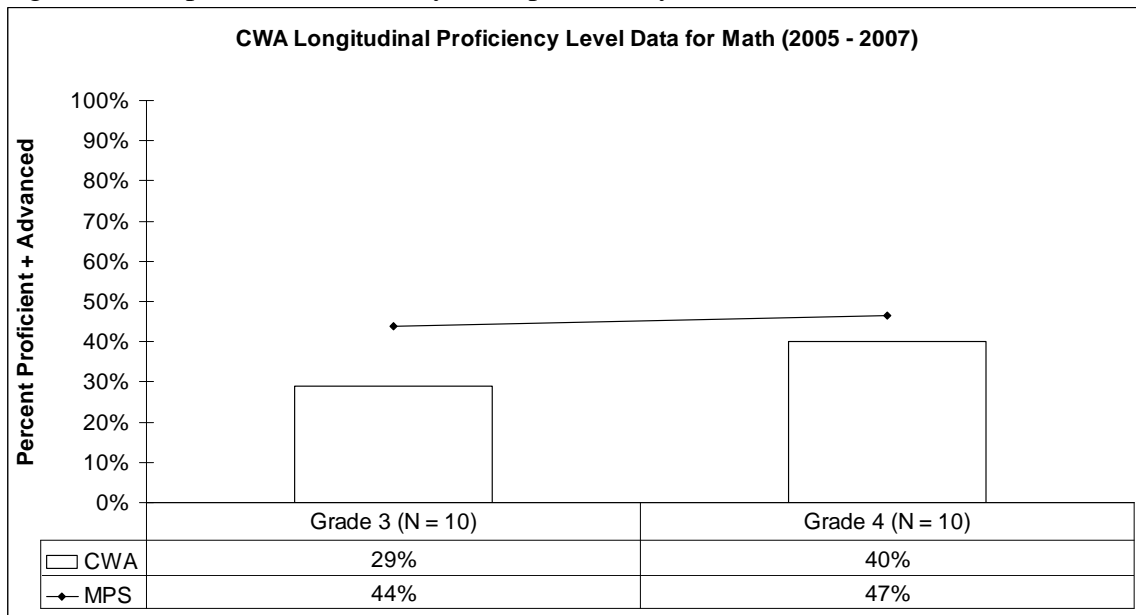


Figure 18: Milwaukee Academy of Science reading proficiency results.

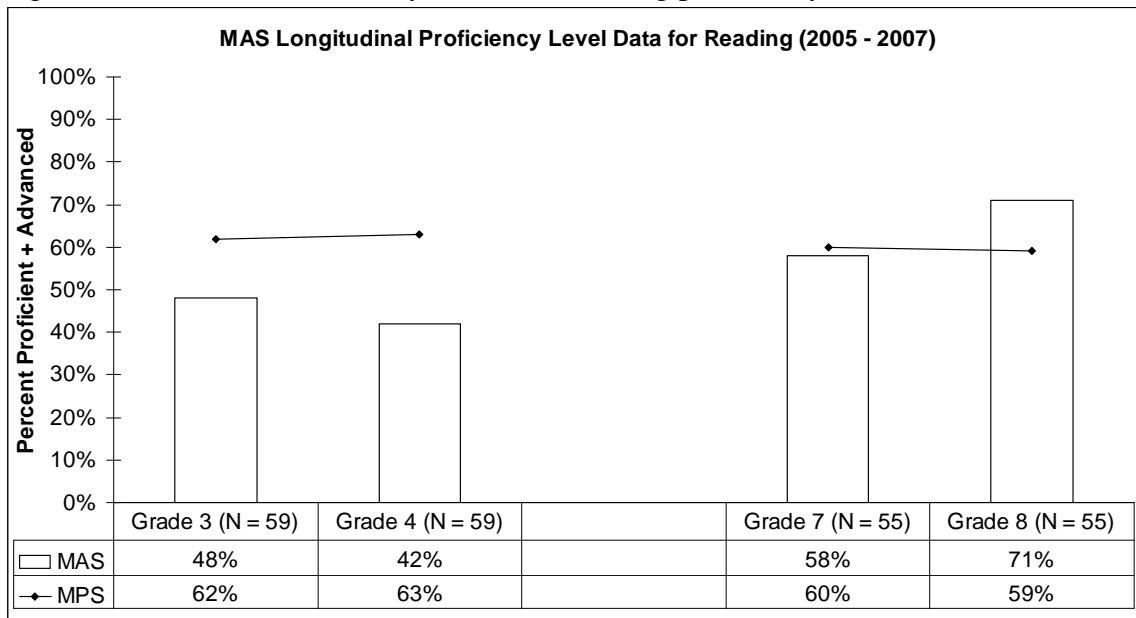


Figure 19: Milwaukee Academy of Science math proficiency results.

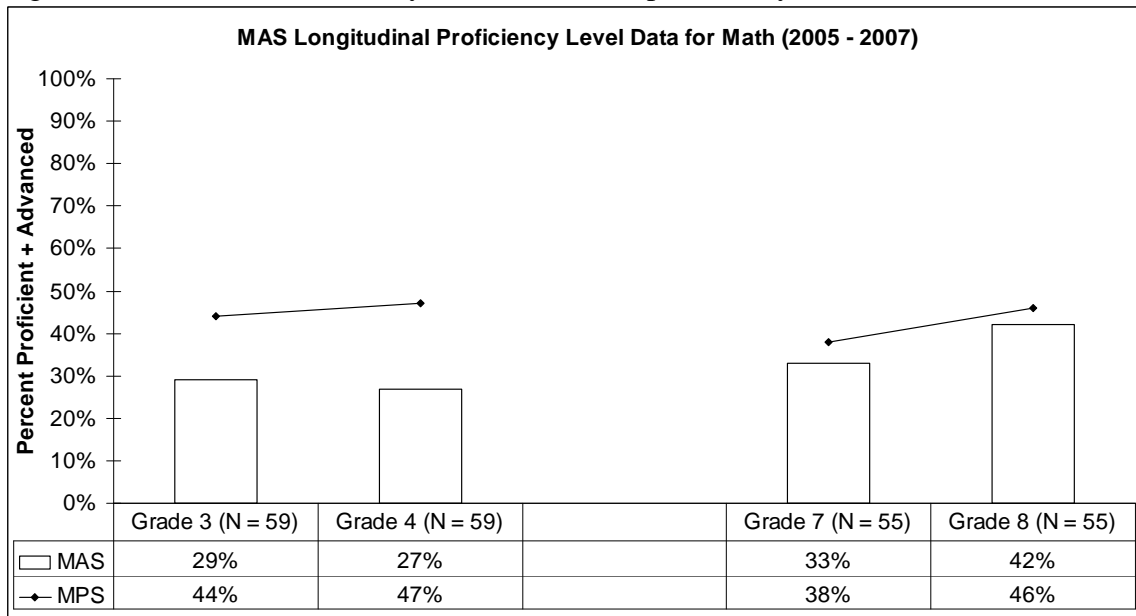


Figure 20: Milwaukee College Preparatory School reading proficiency results.

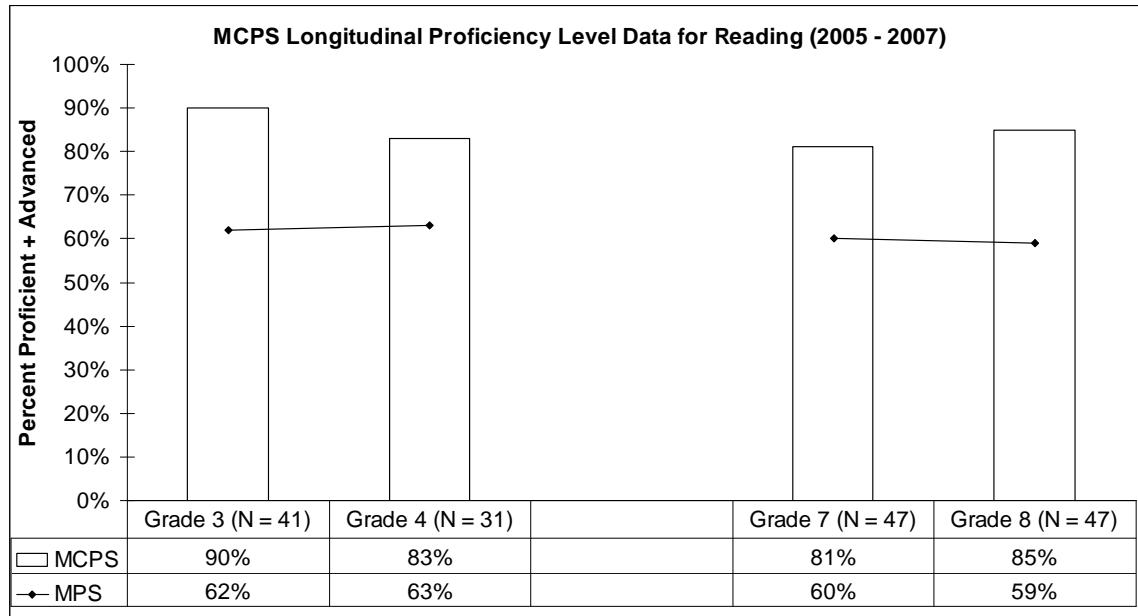


Figure 21: Milwaukee College Preparatory School math proficiency results.

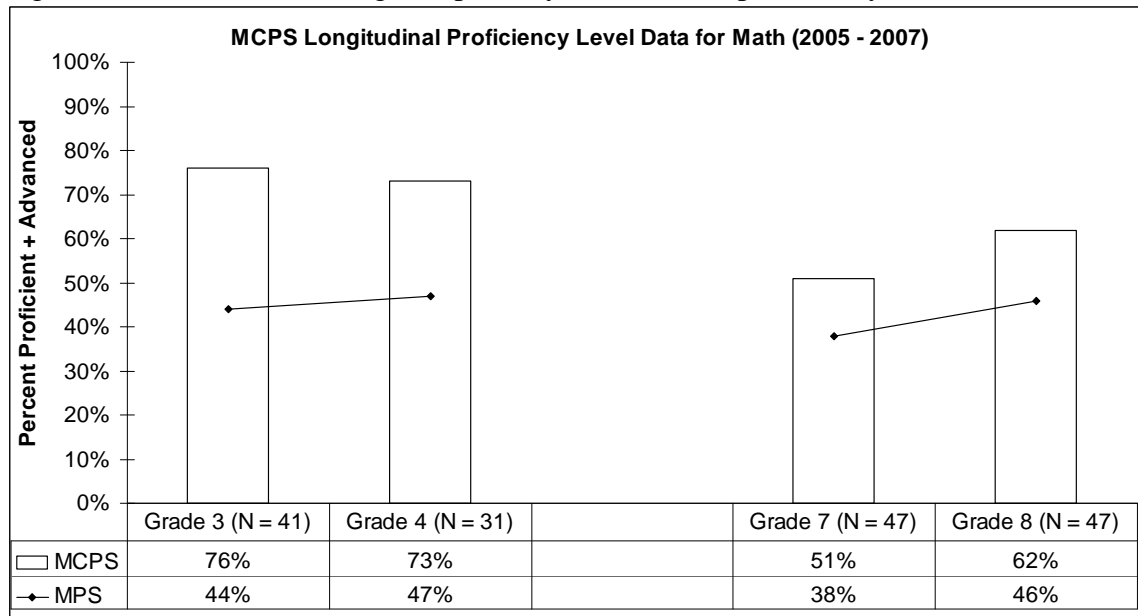


Figure 22: Woodlands School reading proficiency results.

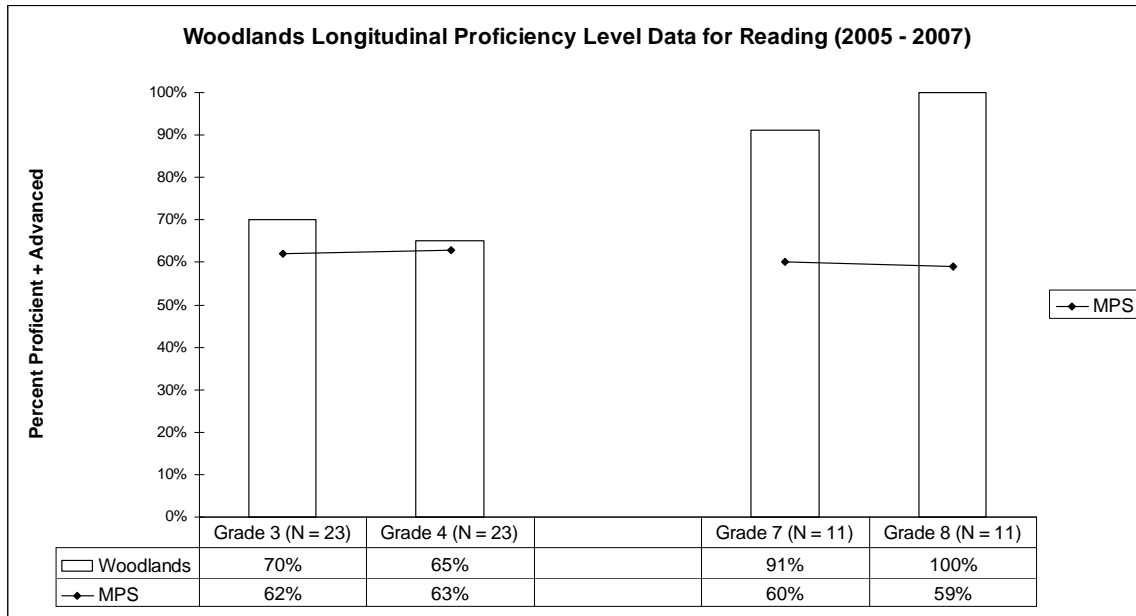


Figure 23: Woodlands School math proficiency results.

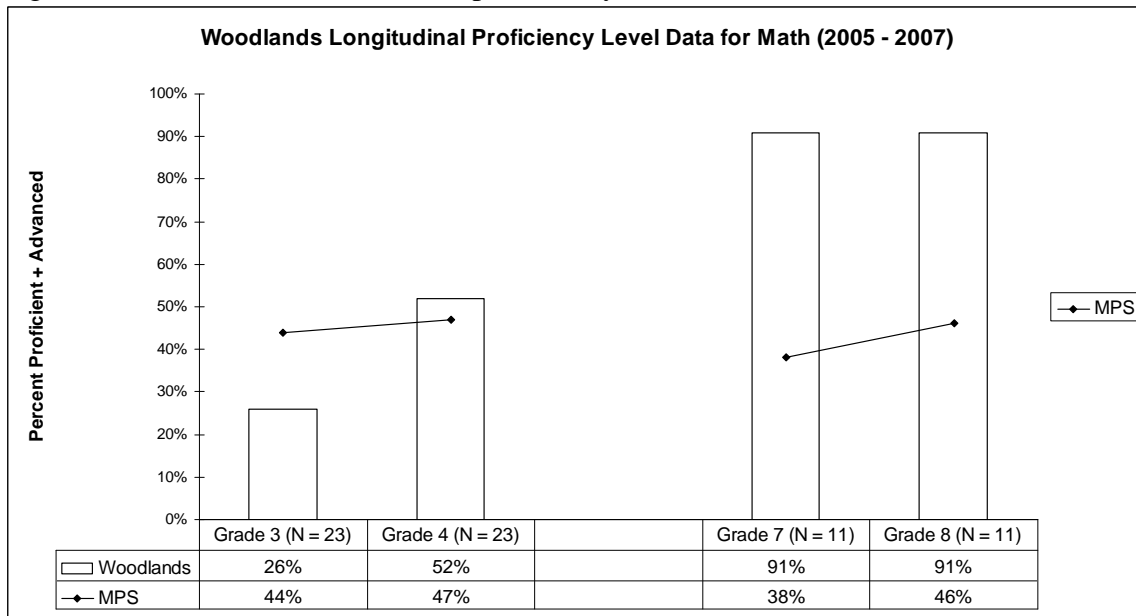


Figure 24: Young Leaders Academy reading proficiency results.

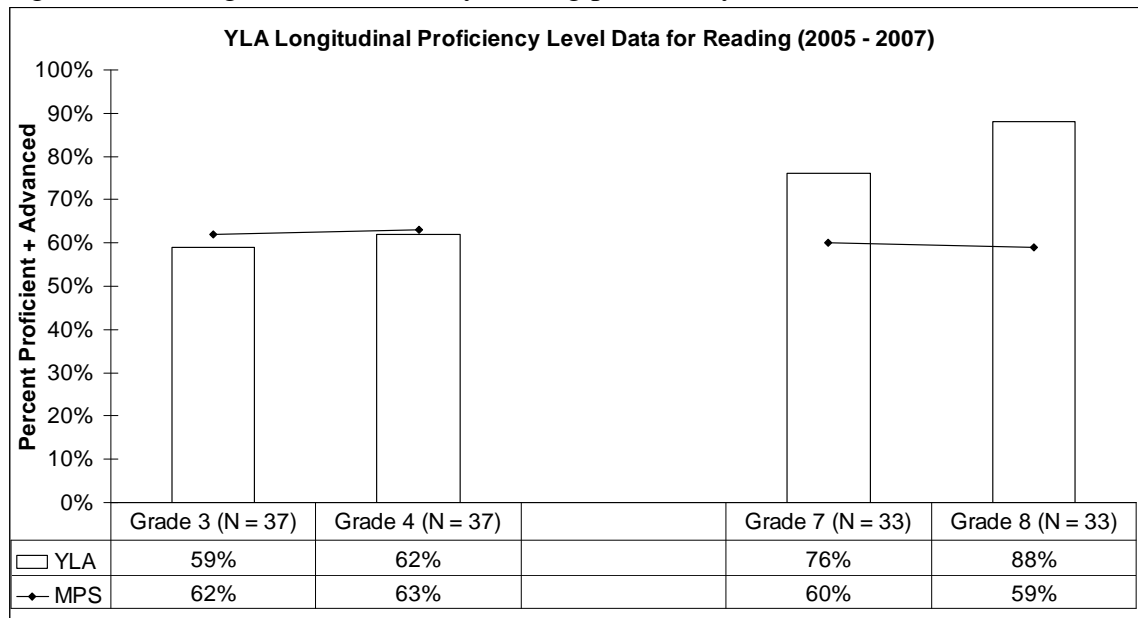


Figure 25: Young Leaders Academy math proficiency results.

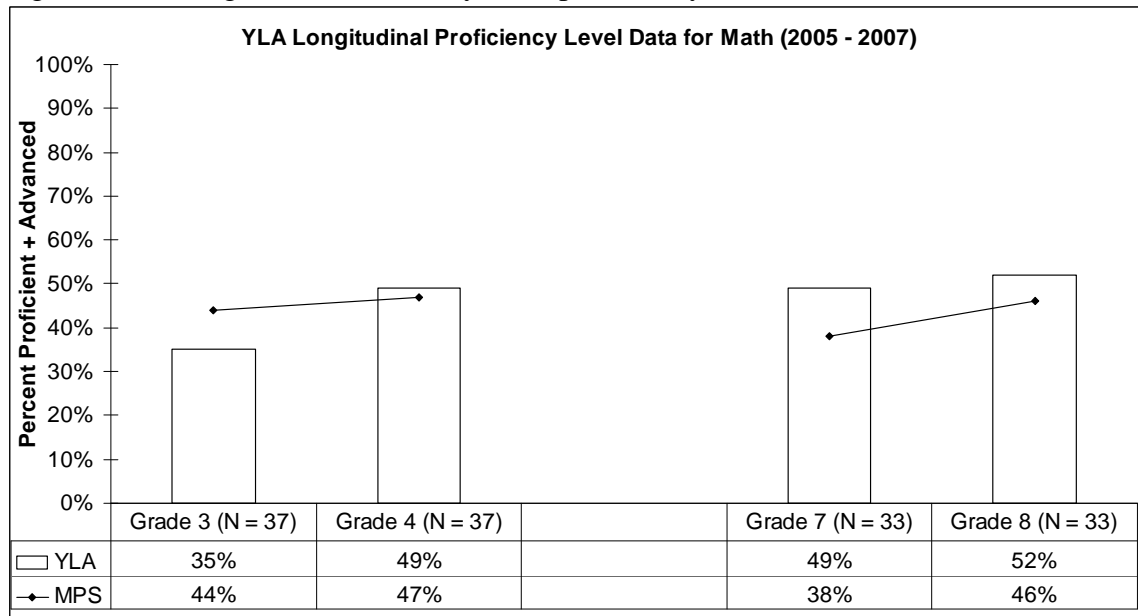


Figure 26: Tenth grade reading results for Milwaukee Academy of Science and Tenor High School compared to MPS.

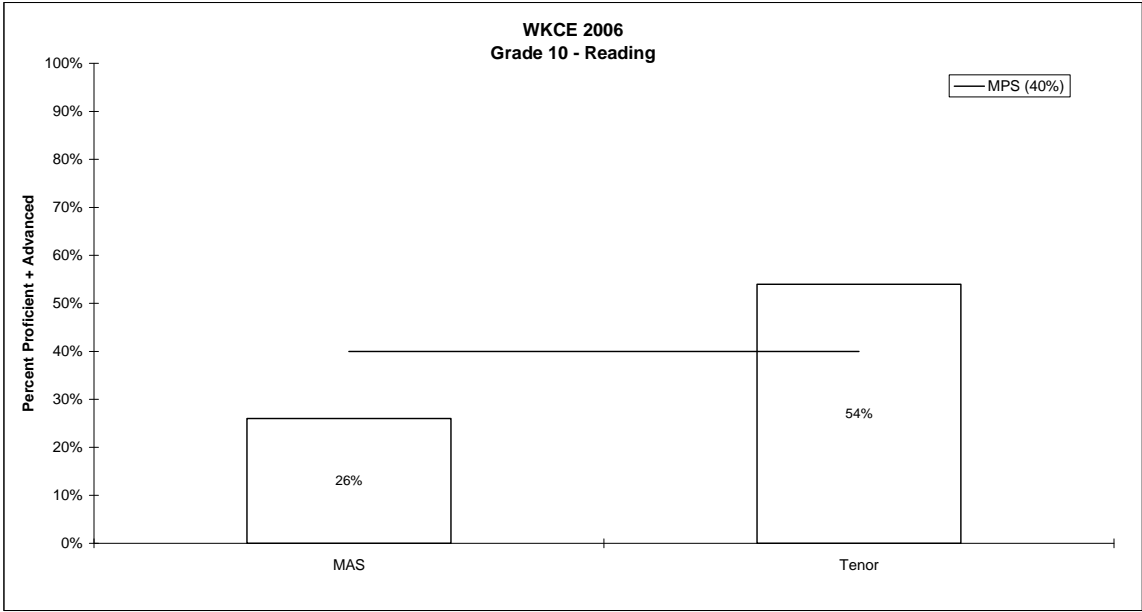
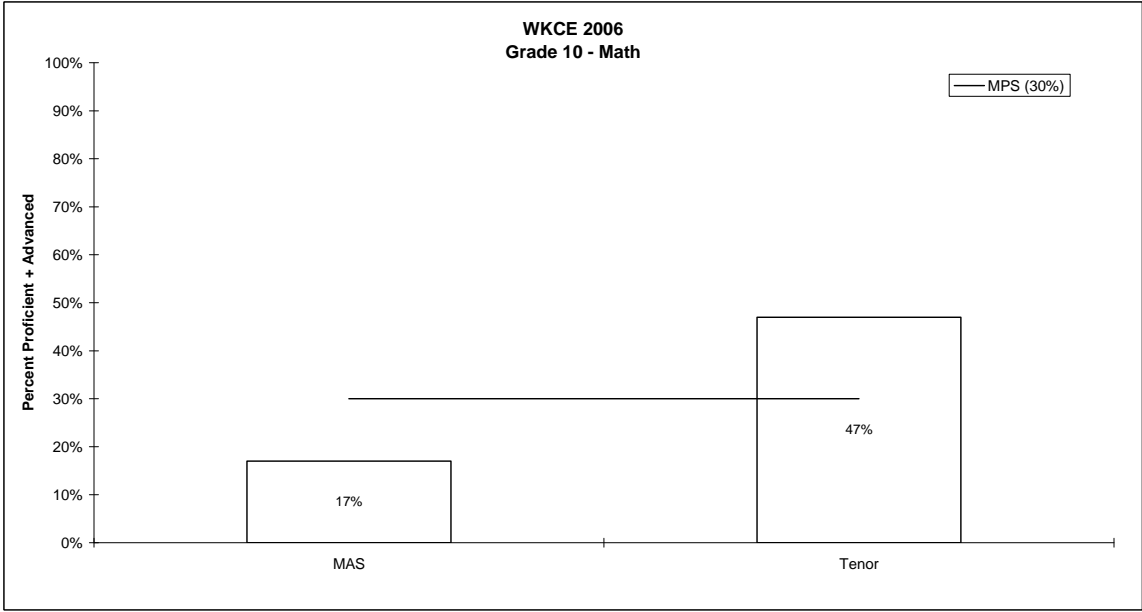


Figure 27: Tenth grade math results for Milwaukee Academy of Science and Tenor High School compared to MPS.



Measures of Academic Progress

Beginning with the 2006-07 school year, the Office of Charter Schools announced that it would require all UWM charter schools to use the Measures of Academic Progress (MAP) administered through the Northwest Evaluation Association (NWEA). The MAP measures academic growth over time for both individual students and groups of students. Students are tested at the beginning, middle, and end of the year. The test is what is termed an "open architecture test" in that it adapts questions to the level of the student. As a result, a precise measure of the student's level of knowledge in each subject, goal area, and sub-skill area is obtained. This then generates specific instructional recommendations to the teacher to help the student master required information.

MAP is aligned with Wisconsin Standards and can be used as an indicator of preparedness for state assessments. Results are reported as norm-referenced, achievement, and growth, providing different perspectives on individual student learning. Reports are returned to teachers within twenty-four hours of test administration. With the results, teachers and administrators are able to: (1) evaluate how they are impacting the academic growth of each student, (2) diagnose the instructional needs of every student, (3) examine trends over time to evaluate program effectiveness, and guide staff development plans.

MAP results are presented in RIT scores which are simply scale scores that can be used to the growth of students and student groups. Since 2006-07 was the first year the schools utilized MAP, only limited and incomplete data are available at this time. A report regarding the results of the MAP can be provided following the 2007-08 school year.

Charter Renewal

The evaluation of the charter schools authorized by UWM is an on-going effort. Monthly visits by the Director of the Office, annual Accountability Plans and Reports all contribute to the evaluation. The summative which results in a recommendation to the Board of Regents is conducted two years prior to the end of the school's charter. These evaluations utilize all available information to answer two questions: (1) is the school an academic success? And (2) is the school an effective, viable organization?

Academic success is measured by eight factors. The factors are: (1) achievement of mission, (2) continual improvement, (3) student proficiency level, (4) student academic growth, (5) existence of a clearly defined and aligned curriculum, (6) strong instructional leadership, (7) positive student behavior, and (8) strong professional development.

The effectiveness and viability of the organization is measured by seven factors. These factors are: (1) effective governance, (2) effective policies, (3) student/parent satisfaction, (4) legal requirement compliance, (5) long range financial planning, (6) internal financial control, and (7) positive financial condition.

Summary

The Office of Charter Schools at the University of Wisconsin-Milwaukee has developed a comprehensive program for the authorization of independent public charter schools in the city of Milwaukee. The authorization process is very demanding and meets the standards established by the National Association of Charter School Authorizers. The rigorous application requirements screen out all but the most able applicants.

Established charter schools must submit annual improvement goals and take concerted action to achieve these goals. Data regarding all aspects of the school including student achievement data are collected and submitted as part of the school's accountability report. The accountability reports form the foundation for a summative evaluation which occurs two years prior to the end of the schools charter. Established renewal benchmarks are used by the Office to determine if a school's charter should be renewed.

Students enrolling in UWM authorized charter school are, on the average, below students enrolled in the Milwaukee Public Schools in reading and mathematics. Through fourth grade, these students, on the average remain behind their MPS peers. Beginning in fifth grade UWM charter school students begin to close the gap with MPS students and by eight grade are performing better than MPS students in both reading and mathematics.

**UW SYSTEM PARTICIPATION IN THE
COLLEGE PORTRAIT: A VOLUNTARY SYSTEM OF
ACCOUNTABILITY PROVIDING INFORMATION ON THE
UNDERGRADUATE STUDENT EXPERIENCE**

EXECUTIVE SUMMARY

BACKGROUND

The Voluntary System of Accountability or VSA is a new program designed to provide greater accountability by public institutions by making available information that is accessible, transparent, and comparable. VSA is jointly sponsored by the Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC). The primary goals of the VSA are to improve public understanding of how public colleges and universities operate, and to affirm the significance of the many diverse missions of U.S. higher education institutions.

Through a web reporting template titled *College Portrait*, the Voluntary System of Accountability provides consistent, comparable, and transparent information on the undergraduate student experience to key higher education stakeholders, including prospective students and their families, public policy makers, legislators, and campus faculty and staff.

The VSA project was funded by a December 2006 Lumina grant. Over 80 higher education leaders from 70 public colleges and universities contributed to the development of the VSA program and data reporting template. UW System President Kevin Reilly and all fourteen UW System Chancellors are committed to participating in the Voluntary System of Accountability.

REQUESTED ACTION

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

DISCUSSION AND RECOMMENDATIONS

The *College Portrait*, the web reporting template by which institutions make their institutional data available, is five pages in length and is organized into three sections:

1. Student and Family Information

This data of the *College Portrait* addresses the question: “What information would be most helpful to prospective students and their families in deciding which college or university best fits their educational wants and needs?” Costs of attendance, degree offerings, living arrangements, student characteristics, graduation rates, transfer rates, and post-graduate plans are included.

2. Student Experiences and Perceptions

The second section of the *College Portrait* provides a snapshot of student experiences and activities and their perceptions of a particular college or university by reporting the results from one of four student engagement surveys. Institutions will report results within six specified constructs that academic research has shown to be correlated with greater student learning and development: group learning; active learning; experiences with diverse groups of people and ideas; student satisfaction; institutional commitment to student learning and success; and student interaction with faculty and staff.

3. Student Learning Outcomes

The third section of the *College Portrait* template reports evidence of student learning in two ways. First, institutions provide a description of how they evaluate student learning. This description includes links to institution-specific outcomes data such as program assessments and professional licensure exams. The second method is a VSA pilot project designed to measure student learning gains in critical thinking (including analytical reasoning) and written communication. An institution will select from one of three instruments to measure these broad cognitive skills. The skills are measured at the institutional level across all academic disciplines and are intended to be comparable across institution types.

Since the measurement of student outcomes at the institutional level is not widespread, many institutions will need a period of time to find the best methods of administration and to determine how to use the test results to improve their educational programs before making the results of the outcomes tests public. For a period of four years, institutions may choose not to publicly report test results. After the four-year period is concluded, institutions will report and update the results at least once every three years.

UW SYSTEM STRATEGIC FRAMEWORK: DISCUSSION ON “PREPARE STUDENTS” THINK TANK

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin System has begun a far-reaching strategic planning process entitled the *UW System’s Strategic Framework to Advantage Wisconsin*. This exercise is expected to culminate in significant themes which may give direction to the preparation of the 2009-11 University of Wisconsin System biennial budget. The framework will be developed through the work of seven *Think Tank Teams* comprised of individuals from UW System institutions, UW System Administration, and various private business enterprises.

REQUESTED ACTION

For information purposes only; no action is required.

DISCUSSION

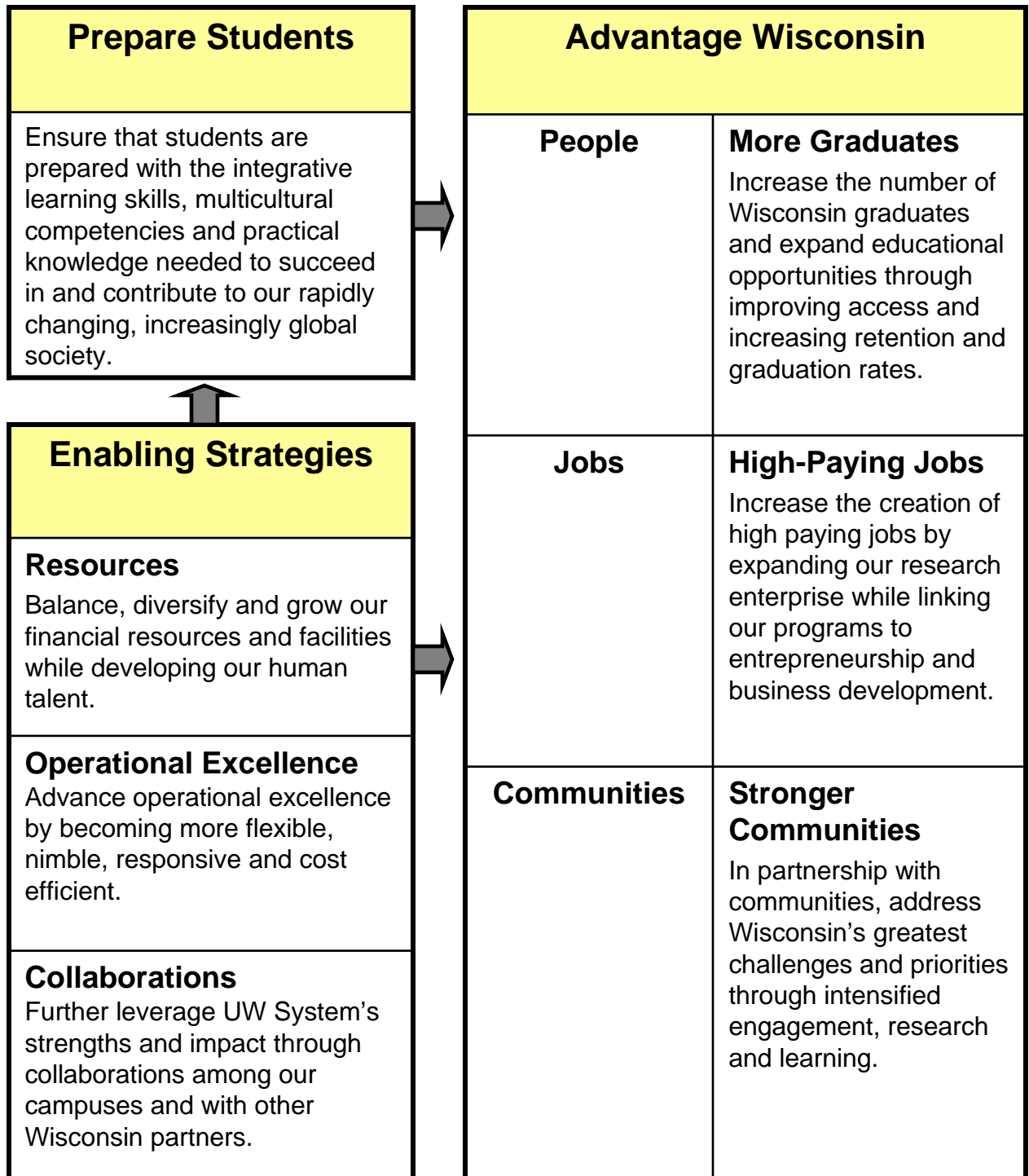
At its November 2007 meeting, the Education Committee will discuss and share its thoughts on the work of the *Advantage Wisconsin* “Prepare Students” Think Tank. The charge of the “Prepare Students” Think Tank is to consider how the UW System can ensure that students are prepared with the integrative learning skills, multi-cultural competencies, and practical knowledge needed to succeed in and contribute to a rapidly changing, increasingly global society. The discussion will provide the Committee with the opportunity to offer its input into the work of the Think Tank.

The Board of Regents Business, Finance & Audit Committee will hold a complementary discussion on the work of two of the other Think Tanks. The charge of the “Resources” Think Tank is to consider how the University can balance, diversify and grow its financial resources and facilities while developing its human talent. The “Operational Excellence” Think Tank will examine how the University might advance operational excellence by becoming more flexible, nimble, responsive and cost-efficient.

RELATED REGENT POLICIES

None.

UW System's Strategic Framework to **Advantage Wisconsin**



Strategic Challenge Questions – Think Tank Team
Questions and background material to consider

Think Tank Number One:
Prepare Students

Question: How can we ensure that students are prepared with the integrative learning skills, multi-cultural competencies and practical knowledge needed to succeed in and contribute to our rapidly changing, increasingly global society?

- How do we establish the core competencies for all UW graduates?
- How can we ensure that UW System institutions are offering the right kinds of college degrees that empower graduates with essential knowledge and skills?
- How can we advance a spirit of discovery in all students?
- How do we enhance multi-cultural competencies in all our graduates?
- How do we help students and citizens better understand the vital importance of a liberal education in today's world?
- How can we better prepare and inspire students to become civically engaged and tomorrow's community leaders?
- How can we better prepare students for facing challenges that we cannot anticipate today?
- How can we more effectively utilize learning outcomes and assessment tools to help to ensure our success?

Possible background material

- Wisconsin demographics and US demographics
- LEAP standards
- VSA proposals
- Pertinent sections of UW Regent Reports-UW System reports

Team Leader: Don Christian, Dean, Arts & Sciences (UW-Eau Claire)

Team Members:

Aaron Brower, Vice provost, Teaching & Learning (UW-Madison)
Joanne Wilson, Professor, Engineering (UW-Platteville)
Kohn Koker, Dean, Liberal Arts (UW-Oshkosh)
Jerry Kapus, Faculty Senate Chair (UW-Stout)
Martha Einerson, Faculty Senate Chair (Superior)
Fay Akindes, Assoc. Prof., Communications (UW-Parkside)
Paul Sandroock, Asst. Dir., Content & Learning Team (Dept. of Public Instruction)
Maria Campbell, Director of Diversity, SC Johnson
Resource: Rebecca Karoff, Lisa Kornetsky

**REPORT ON HIGHER LEARNING COMMISSION ACCREDITATION
AND INSTITUTIONAL REVIEW OF
GENERAL EDUCATION:
UNIVERSITY OF WISCONSIN-PLATTEVILLE**

EXECUTIVE SUMMARY

BACKGROUND

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

In December 2006, an eight-person HLC Evaluation Team visited the University of Wisconsin-Platteville campus. Subsequent to the visit, the Evaluation Team recommended that the University receive an unconditional ten-year re-accreditation, effective through 2016-2017.

REQUESTED ACTION

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

DISCUSSION AND RECOMMENDATIONS

Preparations for UW-Platteville's HLC visit began in the spring of 2004. Provost Carol Sue Butts appointed three co-chairs and a steering committee of fifteen representatives from key academic, administrative, and student areas on campus. At the beginning of the fall semester, committees were named to address each of the five major criteria identified by the HLC. A website was established to provide information to self-study constituencies and to serve the committee members in preparing the final report. The self-study was completed in July 2006, and submitted to HLC.

Following its December 2006 visit, the HLC Evaluation Team confirmed that UW-Platteville meets the organization's core component criteria. The Evaluation Team's final report stated that "the University: (a) acts with integrity and has a mission that is clearly stated, understood, and supported with appropriate resources; (b) employs a strategic planning process

that guides its decision-making and reinforces its key values; (c) demonstrates that it is fulfilling its educational mission; (d) actively promotes a life of learning for its constituents and fulfills its commitment to knowledge in ethical and responsible ways; and (e) builds strong and meaningful partnerships that are mutually beneficial.” More specifically, the final report highlighted the following successes as particularly significant for UW-Platteville:

- A *student-centered focus* was demonstrated by virtually all constituents the HLC Evaluation Team members interacted with.
- The *commitment and enthusiasm* of faculty and academic staff was remarkable.
- *Plans for financial growth* were creative and impressive, including the state-wide engineering collaborative initiative and the Tri-State Initiative.
- The *online distance education program and services* provided by the Distance Learning Center serve as a model for the nation.
- Efforts toward *institutionalizing continuous assessment and improvement processes* are exemplary.
- The *stability of administrative leadership* is extraordinary.
- The *shared governance process* used in decision-making is unique in terms of campuses the Evaluation Team has reviewed.
- Follow-through on the institution’s *diversity plans* has been notable.
- The University is *closely connected to the region*, as demonstrated by excellent service learning outreach activities, and community partnerships.
- The University’s *international efforts*, including study abroad programs, one-to-one exchanges, and short-term study trips, are impressive.

While the Evaluation Team offered many compliments, they also suggested consideration of the following actions to assist UW-Platteville in moving forward:

- Link General Education requirements more closely to the professional programs to help enhance the perception of their importance to students.
- Strengthen the assessment process of General Education and implement systematic approaches to suggested changes.
- Publicize changes and improvements resulting from the assessment process.
- Strengthen the role of department chairs.

UW-PLATTEVILLE’S PHILOSOPHY OF GENERAL EDUCATION

Providing students with a well-rounded, liberal arts education and fostering a passion for lifelong learning are at the core of UW-Platteville’s General Education program. Among other things, the University believes that an educated person:

- is sensitive to the social realities and moral challenges of our time;
- understands his or her culture in a global context;
- comprehends the forces and influences of the past—the judgments, visions, and actions of those who have gone before and have helped shape the present;
- understands human behavior and social existence;

- is able to think creatively and understand experience in imaginative ways; and
- understands the character, structure, and dynamics of the universe in which we live.

Accordingly, the liberal arts areas challenge students to explore the diverse range of disciplines necessary for acquiring the qualities of an educated person. Students in all majors are required to complete the University's General Education program, which covers a core set of competencies and areas. The competencies are comprised of English composition, foreign language, mathematics, speech, and wellness/physical activity. The areas are ethnic studies, fine arts, gender studies, historical perspective, humanities, international education, natural sciences, and social sciences. For each liberal arts competency and area, the University Undergraduate Curriculum Committee (UCCC) has established criteria which must be met for a course to be counted toward fulfillment of that competency and area.

Each discipline plays a significant role in enabling students' thought processes to mature and in promoting the development of clear, coherent, critical, and creative thinking. All UW-Platteville liberal arts courses include:

- the use of writing to learn course material;
- a challenge to think critically;
- the gathering and analysis of information;
- consideration of ethnic, gender, and international issues when applicable to the specific course; and
- a variety of ways of evaluating student learning which do not rely solely on objective tests.

In order to ensure exposure to a variety of disciplines and the various perspectives and methodologies linked to those disciplines, students are required to take courses from multiple disciplines in fulfillment of the liberal arts portion of General Education. Requirements are organized so that students achieve greater depth in at least two disciplines from the liberal arts clusters.

In addition, at the department level, many programs have established liberal arts requirements that go beyond the General Education requirements of the University. In differentiating the Bachelor of Arts (B.A.) from the Bachelor of Science (B.S.) degree, for example, several programs require more advanced coursework in foreign language. Likewise, some departments, especially those in professional-oriented fields, require additional coursework in liberal arts areas as a complement to their own disciplines. For example, many engineering fields require advanced coursework in mathematics and the natural sciences.

ASSESSMENT OF GENERAL EDUCATION

UW-Platteville has a rich history of General Education assessment, focused on student learning outcomes, that has been in process for over 20 years. During 2004-2005, the University updated assessment plans for the 13 components of the General Education program. Subcommittees developed assessment plans for each of the five competencies and eight liberal studies areas. These assessment plans are modeled after the structure of the assessment plans for

the academic majors. Each plan lists a set of goals and student learning outcomes, a set of tools to measure student achievement, and a chart which indicates which specific tools are being used to measure each student learning outcome such as exams, rubrics for assessing student work, formal General Education assessment meetings, and surveys. These mission statements, goals, and student learning outcomes are published in the undergraduate catalog.

In order to ensure that all assessment plans are implemented, each of the General Education competencies and liberal arts areas is assessed on a three-year cycle requiring instructors to address the following as part of each General Education course review:

- What evidence do you have that students achieve your stated learning outcomes?
- What have you learned as a result?
- Document specific changes that have resulted from your assessment efforts.

Among the specific assessment tools currently in place is a General Education survey completed by graduating seniors. The survey lists each of the student learning outcomes for each of the competencies and liberal studies areas within General Education and asks the participants whether or not they believe those outcomes were met in their General Education courses. Overall results of these surveys seem to indicate that many UW-Platteville students do not understand or appreciate the concept of General Education. In addition, the results of the 2004 National Survey of Student Engagement (NSSE) found that the University's students fail to appreciate the importance of General Education.

These findings correspond to the HLC Evaluation Team's suggestion that the University should take actions to enhance the perception of the importance of General Education requirements to students. To address this apparent disconnect between the benefits of, and appreciation for the General Education program, faculty teaching General Education courses must now include information on the General Education competencies in their syllabi along with an enumeration of corresponding student learning outcomes.

ONGOING GENERAL EDUCATION INITIATIVES

Using the HLC Evaluation Team's suggestion to link General Education requirements to the professional programs as a catalyst, UW-Platteville has broadened that suggestion and is conducting a comprehensive review of its General Education program. The HLC Evaluation Team's suggestion is timely, as the last comprehensive review of the University's General Education program was approximately 20 years ago.

Assessment considerations will be incorporated into this review process to ensure that the University proactively addresses the HLC Evaluation Team's suggestion to strengthen its assessment of the General Education program. An *ad hoc* committee is being formed which will investigate various models of General Education and outline a new General Education plan in the Spring of 2008. The 2008-2009 academic year will be used to develop the new model.

Once the new General Education model is complete, Curricular Improvement Funds will be made available to faculty to design new General Education courses that are interdisciplinary

or serve as a bridge between the General Education areas and specific majors (thus addressing the HLC Evaluation Team's suggestions above).

Finally, the Academic Oversight Committee is investigating the possibility of instituting an annual award to a department that exhibits outstanding quality improvements in its assessment process. This also addresses the HLC Evaluation Team's suggestion to strengthen and publicize improvements to assessment at UW-Platteville.

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

<http://www.uwplatt.edu/hlcaccredit/hlcaccredit.pdf>

Authorization to Recruit:
Chancellor
University of Wisconsin-Whitewater

EDUCATION COMMITTEE:

Resolution I.1.d.:

That, the President of the University of Wisconsin System be authorized to recruit for a Chancellor of the University of Wisconsin-Whitewater, at a salary within the Board of Regents salary range for university senior executive salary group three.

Request for Authorization to Recruit

Institution: University of Wisconsin-Whitewater

Type of Request: Chancellor Search

Official University Title: Chancellor

Description of Duties:

As Executive head of his/her respective faculty and institution, the Chancellor is vested with the responsibility of administering Board policies under the coordinating direction of the President and is accountable and reports to the President and the Board on the operation and administration of his/her institution. Subject to Board policy, the Chancellor of the institution in consultation with the faculty is responsible for: designing curricula and setting degree requirements; determining academic standards and establishing grading systems; defining and administering institutional standards for faculty peer evaluation and screening candidates for appointment, promotion and tenure; recommending individual merit increases; administering associated auxiliary services; and, administering all funds, from whatever source, allocated, generated or intended for use by the institution.

Recommended Salary Range: University Senior Executive Group 3
(Salary range for 2006-07 is \$176,113 to \$215,249)

Source of Funds: 102

Replacement Position for: Martha Saunders

Salary of Previous Incumbent: \$190,525

Justification for the Salary Range:

Under Regent Policy 94-4 the Board adopted an executive salary range policy that the salary range midpoint be set at 95% of the peer median and the salary range calculated at 90% and 110% of the midpoint. Effective September 1, 2001, the statutes were amended by the 2001-03 biennial budget act (2001 Wisconsin Act 16) to give the Board of Regents authority to establish salary ranges for the chancellors. The salary range is the actual 2006-07 range last approved by the Board of Regents, February 10, 2006 effective July 1, 2006.

Approved by:

Kevin P. Reilly, President
November 9, 2007

Authorization to Recruit (Approved)(Denied)
By the Board of Regents on _____.

UW-Whitewater Chancellor Competitive Salary Information

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

Regents Salary Range Midpoint:	\$195,681
Regents Salary Range Minimum (90%):	\$176,113
Regents Salary Range Maximum (110%):	\$215,249

2006-07 Peer Group Salaries:

University of Akron	\$325,077
Central Michigan University	\$285,000
University of Northern Iowa	\$275,000
University of Illinois-Springfield	\$251,000
Michigan Technological University	\$250,000
Oakland University	\$230,827
University of Michigan-Dearborn	\$229,295
University of Michigan-Flint	\$229,293
Minnesota State University, Mankato	\$226,615
St. Cloud State University	\$226,615
Eastern Michigan University	\$225,000
Youngstown State University	\$224,121
Northeastern Illinois University	\$220,000
Minnesota State University, Moorhead	\$219,176
Southern Illinois University-Edwardsville	\$217,500
University of Minnesota-Duluth	\$215,000
Bemidji State University	\$207,998
Indiana-Purdue University-Ft. Wayne	\$200,100
University of Southern Indiana	\$196,650
Winona State University	\$192,510
Saginaw Valley State University	\$192,000
Eastern Illinois University	\$186,293
Grand Valley State University	\$185,000
Indiana University-Northwest	\$181,500
Ferris State University	\$180,353
Northern Michigan University	\$170,000
Indiana University-South Bend	\$163,100
Indiana University Southeast	\$163,100

Mean	\$216,719
Median	\$218,338

UW System Non-Doctoral Institution Chancellor Salaries: 11/01/07

UW-Oshkosh	\$201,630
UW-Stout	\$200,681
UW-Platteville	\$199,181
UW-Green Bay	\$196,630
UW-Parkside	\$193,630
UW Colleges/Extension	\$192,500
UW-Stevens Point	\$191,516
UW-Superior	\$190,681
UW-River Falls	\$189,525
UW-Eau Claire	\$186,500
UW-La Crosse	\$184,000
UW-Whitewater (Interim)	\$180,000

Mean	\$192,206
Median	\$192,008

PROGRAM REVIEW AND PROGRAM PLANNING IN THE UNIVERSITY OF WISCONSIN SYSTEM

November 2007

I. Introduction

The University of Wisconsin System Office of Academic and Student Services (ACSS) prepares an annual report on program planning and review to provide an overview of academic program activity across the UW System.

Chapter 36 of the Wisconsin State Statutes places authority to “determine the educational programs offered in the system...” with the Board of Regents. Chapter 36 further provides that UW System Administration (UWSA) has the responsibility to recommend educational programs to the Board. Academic Information Series 1 (ACIS-1) sets forth the Board-approved process for various academic program actions. All new academic programs emerge as a result of a collaborative planning process between UWSA and the proposing campus(es). UWSA recommends new programs to the Board, which has final decision-making authority over program approval.

This year’s report outlines new program planning and approval over the past five years. It also includes information on institutional activity directed at maintaining high-quality academic programs and provides summary information on the following specific academic program activities:

- New program planning and approval;
- Institutional reviews of on-going programs;
- Accreditation reviews in 2006-07;
- Management and continuous improvement of systemwide program array, including changes and proposals to make the process more efficient and effective;
- Wisconsin Technical College System Liberal Arts Associate Degree program.

II. New Program Planning and Approval Process

With few exceptions, all new academic programs are supported through the reallocation of resources of existing programs in an effort to respond to the changing needs of students and the state. There are four major steps in the collaborative program planning process: request from the institution for entitlement to plan a new academic program; authorization by the Board of Regents to implement the new program; implementation of the program following Board approval; and a comprehensive review of the academic program five years after its implementation. It is only after this review that a program is formally approved.

A. Entitlement to Plan

The first step in the new program planning process is for an institution to request from the UWSA Office of Academic and Student Services (ACSS) an entitlement to plan a new academic program leading to a degree. The request contains a brief statement identifying the program and explaining how the program relates to planning issues, including:

- The need for the program;
- The description of the curriculum or student learning outcomes;
- The relation to institutional mission and strategic plan;
- The relation to other programs in the UW System and in the region; and
- The projected source of resources.

ACSS reviews the proposal and circulates the request to the UW System's other institutional Provosts for comment. These comments may lead to further consultation with the requesting institution and other institutions to explore more deeply how the program fits into the systemwide program array and possible collaborative efforts. The request for entitlement to plan is then either granted, deferred for further development, or denied.

Since July 1, 2002, the Office of Academic and Student Services has granted 51 entitlements and returned four to the institution for further development. Eight entitlement requests either expired or were withdrawn. Currently, there are four entitlement requests pending. Of the entitled programs, 20 have been implemented.

B. Authorization to Implement

Once an institution has been granted an entitlement to plan, the next step is for it to develop a proposal for authorization to implement. The request for authorization to implement must address the following:

- Context, including history of the program, relationship to existing programs, relationship to campus mission and strategic plan, and campus program array history;
- State, regional, and national need, including comparable programs within and outside the state, student and market demand for graduates of the program, and possible collaboration or alternative program delivery possibilities;
- Program description and evaluation, including objectives, curriculum, diversity infusion, relationship to other curricula, method of assessment, and use of information technology/distance education;
- Personnel, including what steps will be taken to recruit and retain students, faculty, and staff from diverse populations and perspectives;
- Academic support services including library and advising;
- Facilities and equipment; and
- Budget and finance.

The program proposal undergoes several levels of review, including review by: external consultants; appropriate governance bodies; and a Program Review Committee that consists of a

representative of UW System Administration and representatives of the proposing institution(s). If the program proposal receives positive reviews from the governance groups and the Program Review Committee, the committee recommends that the Provost of the institution seek authorization to implement the program. The Provost submits the authorization proposal and related materials to ACSS where a decision is made as to whether the program warrants submission to the Board of Regents. Following a positive decision, the program is presented to the Education Committee and the Board of Regents for approval. During the past five years, 51 programs were authorized by the Board for implementation.

C. Implementation by the Institution

Once authorized to implement the program, the institution sets an implementation date. Campuses sometimes choose to delay implementation, and on occasion, a campus makes a decision not to go forward with an authorized program because of changed circumstances. Of the 51 programs that were authorized by the Board for implementation during the last five years, 45 have been implemented.

D. Joint Program Review

The final step in the approval of new academic programs is a joint program review conducted approximately five years after the program is implemented. The review is designed to determine how well the program has met its goals and objectives, and whether it has achieved these goals with the resources anticipated.

When the joint program review is completed, the report is submitted to ACSS for formal action on whether to continue the program. If the program is approved for continuation, it is then placed into the institution's normal program review cycle.

E. Summary

The following table shows summary data on the number of entitlements to plan granted by ACSS, authorizations to implement approved by the Board of Regents, and the number of programs implemented from 2002-03 through 2006-07. For purposes of this tally, the academic year begins on July 1 and ends on June 30.

	2002-03	2003-04	2004-05	2005-06	2006-07	Total
Entitlements	10	6	12	14	9	51
Authorizations	10	7	9	10	15	51
Implementations	12	3	13	7	10	45

From July 1, 2002, to date, 51 programs received entitlement to plan, including 26 programs at the baccalaureate level, 14 at the master's level and 11 at the doctoral level.

III. Institutional Program Review

Each UW institution reviews all of its academic programs on a regular cycle, usually every seven to ten years. These reviews are one of the principal means by which UW System institutions ensure continued quality of their programs.

The specific protocols and procedures involved in these reviews vary from institution to institution, reflecting differences in organizational structure and form of faculty governance. However, the process generally involves a thorough self-study by the department or program and a rigorous review by a college or institutional committee. External evaluation is often a part of the review. The results of the review, along with the recommendations, are reported to the appropriate Dean, Provost, and/or designated committee. The institutions also report the results of these reviews to ACSS on an annual basis, along with a brief description of the outcome of each review.

During 2006-07, 110 program reviews were completed, resulting in 15 conditional continuations with annual or interim reports responding to such issues as enrollments, assessment, and curriculum; a suspension of enrollment in one program; two withholding of recommendations to continue; and three discontinuations. Of the program reviews that began in or before 2006-2007, 101 are currently in progress or deferred.

Among the key substantive areas addressed in the campus program reviews undertaken were:

Student learning:

- Student research opportunities;
- Curriculum redesign in response to emerging needs;
- Streamlining, expanding, or reviewing curriculum;
- Mechanisms to enhance transfer opportunities;
- Improving advising, mentoring and admission processes & policies;
- Designing or strengthening internship/clinical experiences; and
- Offering capstone learning opportunities.

Resources (human, physical, financial):

- Mentoring junior faculty;
- Effective recruiting of faculty and students;
- Training departmental leadership;
- Encouraging faculty involvement in professional associations;
- Challenges of aging, too-small, or out-of-date facilities & labs;
- Obtaining financial support for students; and
- Funding research/teaching opportunities for graduate students.

Assessment:

- Strategic planning and establishment of vision/goals;
- Programmatic alignment with institutional priorities;
- Systematic data collection and review of student learning outcomes;

- Identifying optimum enrollment size;
- Adjusting enrollment in light of changing or projected demands; and
- Recruiting and retaining more diversity among faculty and students.

Outreach/Collaboration:

- Service learning opportunities for students;
- Engagement with business and community leaders and employers;
- Interdisciplinary program offerings, research, and courses; and
- Expanding global literacy and engagement.

IV. Program Accreditation

UW System institutions undergo both institutional accreditation and specialized accreditation. Institutional accreditation includes all areas, and focuses on the whole institution as it defines itself. All UW System institutions are accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. Historically, the Education Committee has received a report from each institution that has gone through institutional accreditation, as part of its report on general education. Specialized accreditation addresses specific programs within an institution. This form of accreditation is discipline-specific, often related to professional programs, and in particular professional programs that require graduates to seek licensure to practice.

Specialized accreditation activity at the UW System institutions is consistent with national patterns. Currently, about 260 UW System programs are eligible for accreditation by recognized specialized accrediting organizations, and all doctoral and comprehensive UW System institutions hold multiple specialized accreditations.

In 2006-2007, UW System institutions reported the completion of 46 specialized accreditations. In the past three years, 77 accreditation reviews have been completed, including institutional accreditations. There are 54 accreditation reviews scheduled to begin in 2007-2008.

V. Program Array Management and Continuous Improvement

The process of program planning and review is continually reviewed, revised, and improved in response to recommendations from UW System faculty and administrators and changing priorities and needs. A comprehensive review of the academic program planning and review process was conducted during the 2006-2007 academic year. It included a review of the program review processes of other university systems, examination of principles underlying academic program approval, and the identification of areas in which the process could be made more efficient and effective for the Board, UW institutions and UWSA. That review led to a series of recommendations in the following areas which have been discussed with, and endorsed by the Provosts.

- A. Entitlement to Plan: Entitlements to plan new academic programs need to be acted on expeditiously by the Office of Academic Affairs. To that end, the Office has

committed to act on such requests within two months of receipt, and has limited the time other institutions have to provide feedback to a calendar month.

- B. Process for the approval of a new major currently offered as a sub-major: Many of the new major programs approved by the Education Committee start out as submajors, e.g., minors, concentrations, or areas of emphases. The rationale for proposing the upgrading of such programs to a major typically is based on demonstrated need and demand, and a desire to better serve students by highlighting their area of study. Since the history of such programs as submajors provides evidence of market need and student demand, and since such proposals require little if any additional course, faculty or other resources, the process for approval has been amended by eliminating the entitlement to plan step in such cases. Proposals for new programs that currently exist at an institution as a sub-major will proceed directly with the authorization of a new major, reducing the time for approval by at least two months.
- C. Board of Regents Deliberation and Academic Program Planning: One of the current areas of focus of the Education Committee and the Board is ensuring the effective use of the limited time available for Regent meetings, for all concerned. In the spirit of this goal is the recommendation that the Provosts' reports on HLC accreditation and general education be supplemented with a campus Academic Plan. This Academic Plan would include information on planned academic program additions, modifications, consolidations and eliminations over a five-year time horizon. Adoption of this recommendation would allow for a reconsideration of the protocol used by the Education Committee in its consideration of individual program proposals. Including individual program proposals as part of institutional academic plans would enable the Committee to refocus its attention to the broader campus academic program plan, while alleviating the need to use the time of the Committee and campus personnel to present individual program proposals in all cases.

VI. WTCS Liberal Arts Associate Degree Programs

For the first time in its history, the Board was asked to exercise its statutory authority to consider the Wisconsin Technical College System (WTCS) Board's expansion of Liberal Arts Associate degree-granting authority to an additional WTCS district. After approving a set of principles and criteria, the Board approved the WTCS Board's recommendation that the Chippewa Valley Technical College (CVTC) be granted authority to deliver a liberal arts associate degree program. The Board, however, required that the program be delivered collaboratively by CVTC and the UW institutions in the Chippewa Valley region.

VII. Conclusion

UW System institutions continue to adjust their program array in order to provide the citizens of Wisconsin academic programs that meet individual and state needs. They continue to accomplish this through reallocation of existing budgets.

As is always the case, the creation of new academic programs represents only a small part of institutional program activity. New minors, concentrations, and certificate programs are added and deleted as the needs of the institution, the students, and the state change. In order to serve working adults or place-bound individuals, courses and programs are offered in formats that meet their needs, including distance delivery and through new sites.

The academic program array of the UW System will continue to undergo change as institutions remain flexible and nimble in their response to the changing environment. Each new program subtly changes the institution and the System. The collaboration among the faculty and administration of the institutions, the UWSA staff, and the Board of Regents will be essential to ensure that academic programs continue to be of high quality, well aligned with institutional and system missions, and make efficient and effective use of scarce resources.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.2. Business, Finance, and Audit Committee

November 8, 2007
1920 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

10:00 a.m. Education Committee – All Regents Invited
1820 Van Hise Hall

- Presentation on Charter School Performance by Professor John Witte, UW-Madison
- UW-Milwaukee's Role in Chartering Schools

11:00 a.m. All Regents – 1820 Van Hise Hall

- UW System Participation in the *College Portrait*: A Voluntary System of Accountability Providing Information on the Undergraduate Student Experience
- 2007-09 Biennial Budget Update

12:30 p.m. Box Lunch

1:00 p.m. Business, Finance, and Audit Committee – 1920 Van Hise Hall

- a. Approval of the minutes of the October 4, 2007 Meeting of the Business, Finance, and Audit Committee
- b. Trust Funds
 1. Acceptance of Bequests over \$50,000
[Resolution I.2.b.1.]
- c. UW System Strategic Framework: Discussion on Resources and Operational Excellence
- d. Committee Business
 1. 2007-09 Operating Budget Update
 2. Quarterly Gifts, Grants, and Contracts
 3. Quarterly Budget to Actual
- e. Report of the Vice President
 1. Update on Tuition and Financial Aid Working Group
 2. Review Biennial Pay Plan Process
 3. Preliminary Fall 2007 Enrollments
- f. Additional items, which may be presented to the Committee with its approval

3:30 p.m.

- g. Annual Trust Fund Investment Forum (Room 4151 Grainger Hall)

UW System Trust Funds
Acceptance of Bequests

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System and the Chancellors of the benefiting University of Wisconsin institutions, the bequests detailed on the attached list be accepted for the purposes designated by the donors, or where unrestricted by the donors, by the benefiting institution, and that the Trust Officer or Assistant Trust Officers be authorized to sign receipts and do all things necessary to effect the transfers for the benefit of the University of Wisconsin.

Let it be herewith further resolved, that the President and Board of Regents of the University of Wisconsin System, the Chancellors of the benefiting University of Wisconsin institutions, and the Deans and Chairs of the benefiting Colleges and Departments, express their sincere thanks and appreciation to the donors and their families for their generosity and their devotion to the values and ideals represented by the University of Wisconsin System. These gifts will be used to sustain and further the quality and scholarship of the University and its students.

UW SYSTEM TRUST FUNDS ACCEPTANCE OF BEQUESTS OVER \$50,000

EXECUTIVE SUMMARY

BACKGROUND

Regent policy provides that individual bequests of \$50,000 or more will be brought to the Business, Finance, and Audit Committee so that they can, via resolution, be formally accepted and recognized by the President, Board, and appropriate Chancellor if to a specific campus. The resolution of acceptance, recognition, and appreciation will then be conveyed, where possible, to the donor, the donor's family, and other interested parties.

REQUESTED ACTION

Resolution accepting and recognizing new bequests of \$50,000 or more.

DISCUSSION

Details of new bequests of \$50,000 or more that have been or will be received by UW System Trust Funds on behalf of the Board of Regents are given in the attachment to the resolution.

RELATED REGENT POLICIES

Resolution 8559, June 7, 2002 - Process for Presenting and Reporting Bequests

1. Lemuel R. Boulware Trust

The University of Wisconsin received 15 percent of the residue of the Lemuel Boulware Trust as a result of the transfer of assets from the trust of Norma Boulware (the wife of Lemuel) to Mr. Boulware's trust, and the subsequent termination of Mr. Boulware's trust. By reason of a cross-reference to Mr. Boulware's will, Mrs. Boulware's will appeared to name the University of Wisconsin as the residual beneficiary of her trust. Mr. Boulware, however, later changed the related provision in his will to name Palm Beach Atlantic College the residual beneficiary. In order to avoid litigation as to the effect of this change, and to resolve other disputes arising in connection with the two wills, a court-approved settlement agreement was entered into in 1995. Under the terms of that agreement, 15 percent of the residue was provided for the University of Wisconsin and 85 percent for Palm Beach Atlantic College. Upon termination of Mr. Boulware's trust, the trustee disbursed the proceeds in accordance with this division.

Regarding Mr. Boulware's background, the following is excerpted from his obituary in the New York Times of November 8, 1990: "Lemuel Ricketts Boulware, a former vice president of the General Electric Company who formulated a new approach to union management contract negotiations in the 1950's, died yesterday in Delray Beach, Fla. He was 95 years old. Mr. Boulware was vice president of employee and public relations at General Electric from 1956 to 1961, when he retired. He had been responsible for employee relations since 1947, a year after the company went through what it considered a disastrous strike. He helped develop practices in the company's relations with employees, unions, stockholders, community neighbors and government at all levels through a program intended to inform these groups that General Electric was trying 'to do right voluntarily.' In a bargaining policy that came to be known as Boulwarism, the company listened closely to union demands, examined the wages and working conditions of competitors, conducted extensive research on all issues and then put forward a 'fair, firm offer,' with nothing held back for future concessions. the basic bargaining policy that it ['Boulwarism'] embraced became the hallmark of the company's dealing with its organized employees in the 1950's and 1960's. After a nationwide strike in 1969 and various court decisions that went against General Electric, the company modified its approach the next year and Boulwarism largely faded from the scene. Mr. Boulware was born in Springfield, Ky., and graduated from the University of Wisconsin in 1916, where he was captain of the baseball team. After graduation he taught accounting and commercial law at the Plymouth institute night school in Brooklyn and at Florida Atlantic University. He served in World War I as an infantry captain, and in World War II he was operations vice chairman of the War Production Board, for which he was awarded the Presidential Medal of Merit and a Navy citation." UW-Madison's records indicate that Mr. Boulware received his B.A. in Business in 1917.

Approximately \$396,000 has been received from the Boulware Trust for the benefit of UW-Madison

2. James E. Mars Estate

The Will of James E. Mars states the following:

"III. I., I give \$100,000.00 cash to the University of Wisconsin at Madison, Wisconsin, to be used in an unrestricted manner for the support of the Chemistry Department."

Mr. Mars received his B.S. in Chemistry from UW-Madison in 1954.

This \$100,000 bequest has been used to establish the “James E. Mars Discretionary Chemistry Department Fund.”

3. Virginia F. Landwehr Estate

The Will of Virginia F. Landwehr states the following:

“THIRD (x) Five percent (5%) thereof to University of Wisconsin, Madison to be used for Financial Aid to Graduate Students.”

Ms. Landwehr served as Dean of Students at Northwestern University from 1975 until her retirement in 1992. She joined Northwestern in 1972 as an Associate Dean, and prior to that, she held various administrative positions with the Niles Township (Illinois) High Schools. Ms. Landwehr received an M.S. in Education and Speech from UW-Madison in 1961.

Approximately \$90,000 has been received from the Landwehr estate.

4. James L. Mathewson Trust

The Mathewson Trust document states the following:

“50.2 d. 4 [four 30^{ths} of one portion of the Trust] University of Wisconsin (Madison, 53708) for early childhood education research ‘In Memory of Sophie Blaul Mathewson.’
g. 3 [three 30^{ths} of one portion of the Trust] University of Wisconsin (Madison, 53708) to Engineering Dept. for renewable energy research ‘In Memory of James Stanley Mathewson.’”

Mr. Mathewson’s niece and co-trustee, Carolyn Atkinson, providing the following background information on the donor: “The Mathewson family had strong ties to the University of Wisconsin. Not only did Mr. Mathewson and his sister (my mother) [Mary Mathewson Fisher] attend the University, but his mother [Sophie Blaul Mathewson] and two of her sisters did as well. We are very pleased that a portion of the Trust assets will contribute to research at the University.” James Stanley Mathewson was the donor’s father. UW-Madison’s records indicate that James L. Mathewson received his B.S. in Mechanical Engineering in 1947.

Approximately \$100,000 in total has been received for the benefit of UW-Madison.

5. William R. Fischer Trust

The Fischer trust document states the following:

“THIRD: B. ...to the Board of regents of the University of Wisconsin for the establishment of medical scholarships for needy and qualified medical students attending the University of Wisconsin – Madison, such scholarships to be known and designated as ‘William R. Fischer Medical Scholarships.’ Said Board of Regents or any committee or agency designated by it

shall have sole authority to determine the manner and method of awarding such scholarships.”

Little information about this generous benefactor was available. However, from an obituary provided by the estate’s attorney, the following information was obtained. Mr. Fischer was born July 10, 1910 in Elgin, Illinois, served in the U.S. Army from 1941 to 1945, was employed as a teacher at Kohler High School in Kohler, Wisconsin for 35 years, retired in 1971, and died November 8, 1985 in Sheboygan Falls. At that time, he was survived only by one sister, Beatrice Peterson. UW-Madison records indicate that William Royal Fischer received his B.A. in 1932 and his M.A. in 1934, both in History

Approximately \$1.1 million has been received from the Fischer Trust. The funds have been used to create a Board-designated endowment, the “William R. Fischer Medical Scholarship Fund.”

6. Thomas W. Parker Trust

The Parker Trust document states the following:

“3.02 (b) After the payments in (a) above, Trustee shall distribute the residue of the trust estate to the College of Letters and Science of the University of Wisconsin-Madison to pay the income therefrom for scholarships for junior and senior class students enrolled in the social sciences and humanities.”

The following background information on Mr. Parker was provided by the Trustee: “After serving in the military, Mr. Parker was given a scholarship to the University of Wisconsin, which turned out to be a life-changing experience for him. There were several teachers who mentored Mr. Parker which then led him to further his education at the University of Chicago and ultimately become a teacher at the University of Arizona in Tucson for 20 years.” UW-Madison records show that Thomas W. Parker received his B.A. in 1947 (no major was listed).

The distribution from the Parker Trust is expected to exceed \$850,000.

7. Jacob L. Bernheim Trust

The Bernheim Trust document states the following:

“ARTICLE VII

(e) One-sixteenth by value of the residual estate shall be distributed to the Golda Meir Library of the University of Wisconsin-Milwaukee for the uses and purposes of the American Geographical Society Map Collection.

(g) One-quarter by value of the residual estate shall be distributed to the University of Wisconsin-Madison, Wisconsin; one-half thereof to be used for the general uses and purposes of the University of Wisconsin Law School in Madison, Wisconsin, and the other half to be used by said University for its general uses and purposes.”

From an obituary in the Milwaukee Journal Sentinel dated October 30, 2006, the following biographical information on Mr. Bernheim was obtained: “But for the decision to leave Germany at age 18, Jacob L. Bernheim might have suffered the same fate as virtually all of the Jews in his hometown of Buchau, Germany. Most were lost to the Holocaust. Instead, Bernheim came to

Milwaukee with the help of relatives. His parents soon followed, settling in New York. In 1942, he was drafted. Bernheim, who had learned English in his German high school, was soon transferred from the Signal Corps to Intelligence. He served in North Africa and Europe, winding up with the 7th Army in Germany. He returned to [his hometown] Buchau in May 1945, just after the German surrender. There he tried to find out about friends and relatives. Bernheim was related to Albert Einstein, whose father was born in Buchau. 'I then went to the Einsteins,' he wrote of one relative's family, 'but soon found out that his (Gentile) wife and children were the only ones left.' [Bernheim returned some weeks later and] found that Siegbert Einstein, the missing relative, had been liberated from the Theresienstadt concentration camp by the Russians. He had survived. Once back in his adopted home, Bernheim earned his undergraduate and law degrees from the University of Wisconsin in Madison. After working in other legal positions, he joined the law firm of Michael Best & Friedrich, where he became a longtime partner. 'He was a topnotch labor lawyer on the business side,' said Reserve Circuit Judge Robert W. Landry. 'He was highly respected by both sides of labor law.' 'I was in law school with him, and he was a top scholar,' Landry said, adding that his friend was a welcome addition to any study group. 'He was scholarly in everything he did.' Bernheim never married. 'He was in love when he was young, but being a German Jew, he wanted to have something to offer first,' said Joan 'Chris' Schmidt [, the wife of one of his best friends]. Bernheim loved interests as diverse as downhill skiing and the Milwaukee Symphony Orchestra. Friends described Bernheim as brilliant, something of a perfectionist and a unique blend of frugal and generous. He knew how to pinch a penny but loved showing up with bags of baked goods or a favorite wine. A true wine connoisseur, he could identify almost any vintage, especially if it was from Germany. 'He could even tell you what part of Germany it came from,' Landry said. 'He lived in a world of good ideas and sociability,' Landry said. 'He didn't bother with the trivial.'" UW-Madison records indicate that Jacob L. Bernheim received his B.A. in 1948 and his L.L.B. (J.D.) in 1949.

The total distribution to the UW System is expected to exceed \$1 million.

8. John N. Ashworth Estate

The relevant trust document states the following:

“(4) Distribution to Charity. Upon the death of the Recipient, the Trustee shall distribute all of the then principal and income of the Trust... to the general scholarship funds of Brown University in Providence, Rhode Island and the University of Wisconsin in Madison, Wisconsin, in equal shares, (hereinafter referred to as the Charitable Organizations).”

From an obituary, the following background information on John N. “Newt” Ashworth was obtained: “A long time resident of Berkeley [California], Newt was raised in Barrington, Rhode Island and is a graduate of Brown University. He received his Ph.D. in Chemistry from the University of Wisconsin-Madison in 1948. Newt served his country during World War II by working on the pioneering process of blood fractionation at the Harvard Medical School under the tutelage of Dr. Edwin J. Cohn. This process produced blood products such as gamma globulin, albumin and fibrin. These products, with their powerful anti-shock and blood-clotting effects, were used to treat wounded soldiers on the battlefield. This endeavor saved tens of thousands of lives during World War II and many more since then. While albumin was first used after the attack on Pearl Harbor, Army medics also used it while treating the wounded at Omaha Beach during the Normandy invasion. The use of albumin by those field medics was accurately depicted in the

Steven Spielberg movie 'Saving Private Ryan.' Newt's accomplishments in this field were documented in the book 'Blood: An Epic History of Medicine and Commerce,' and the accompanying documentary series 'Blood,' seen on PBS in 2003. After the war, Newt worked for Cutter Laboratories and the Bayer Corporation in California and the U.S. Food and Drug Administration in Washington, D.C. He also worked for the Red Cross and was a member of the World Health Organization. While his professional accomplishments were many, Newt was most proud of his 52 year marriage to the late Elenore Ashworth. Elenore preceded Newt in death in 2001. Newt and Elenore traveled the world together and it was those memories that brought Newt the most joy after Elenore's passing. Newt will always be remembered for his ability to make friends with anyone he met, his immense intellect and his astounding sense of humor. Newt touched many people in his life and literally had friends all over the country. He visited these friends during several drives he made across the United States. He made his last cross country drive at the age of 82."

Approximately \$850,000 has been received from the Ashworth estate. These funds have been deposited to the "Madison Campus General Scholarship Fund."

UW System Strategic Framework: Discussion on Resources and Operational Excellence

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin System has begun a far reaching strategic planning process entitled the *UW System's Strategic Framework to **Advantage Wisconsin***. This exercise is expected to culminate in significant themes which may give direction to the preparation of the 2009-11 University of Wisconsin System biennial budget. The framework will be developed through the work of seven *Think Tank Teams* comprised of individuals from UW System institutions, UW System Administration and various private business enterprises.

REQUESTED ACTION

This item is for informational purposes only.

DISCUSSION

The committee will discuss and share its thoughts on the work of two of ***Advantage Wisconsin's*** think tank teams. The first, which will be looking at Resources, is to consider how the University can balance, diversify and grow its financial resources and facilities while developing its human talent. The second, which will examine operational excellence, will consider how the University might advance operational excellence by becoming more flexible, nimble, responsive and cost efficient. Today's discussion will provide the Committee with the opportunity to offer its input into the work of these teams.

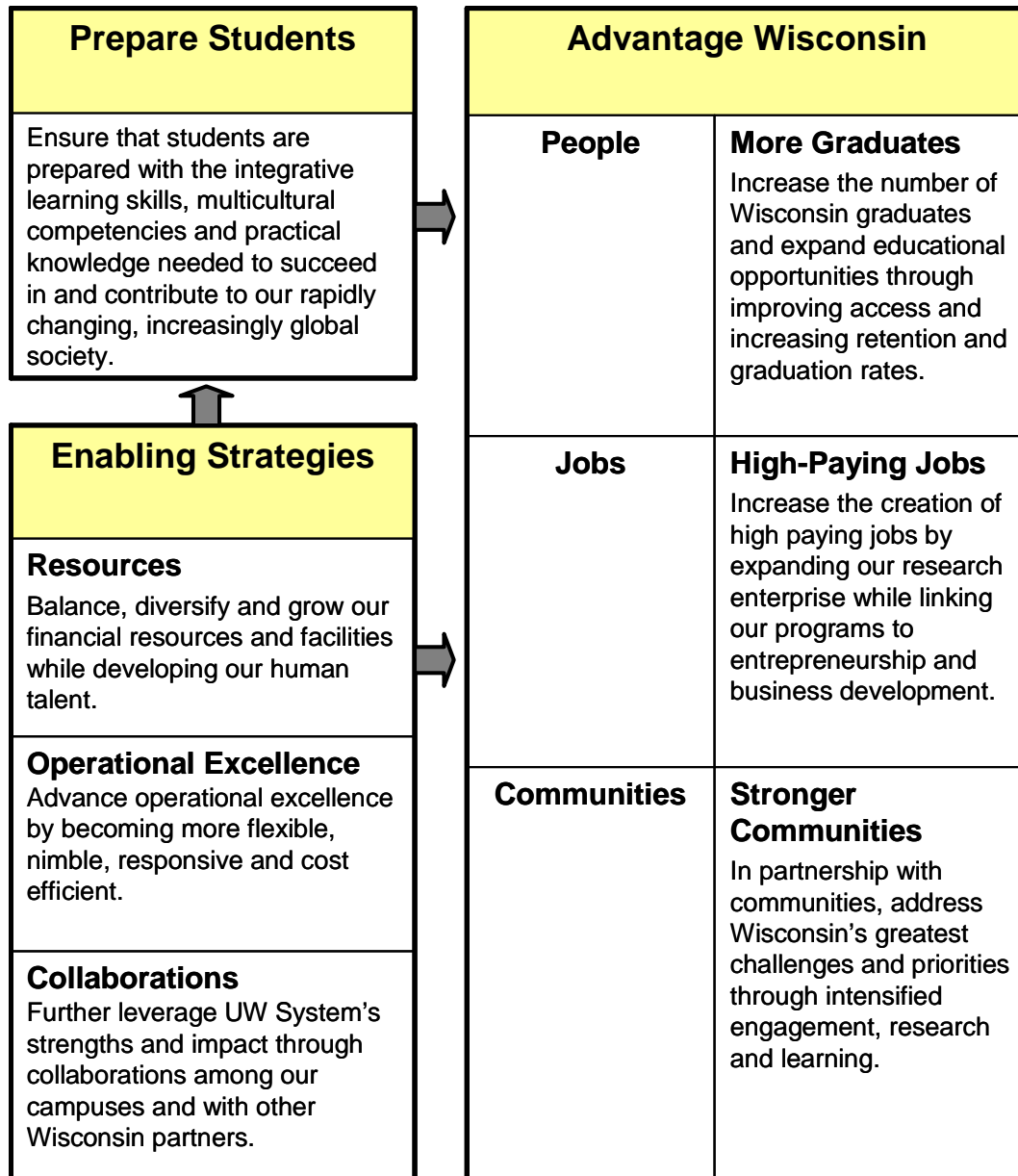
Attached for your information and reference are copies of documents outlining the overall structure of the ***Advantage Wisconsin*** strategic planning exercise and some of the issues to be addressed by each of the two groups under discussion.

In addition to the efforts here, the Education Committee of the Board of Regents will be discussing the work of another team charged with considering how the University can ensure that students are prepared with the integrative learning skills, multi-cultural competencies and practical knowledge needed to succeed in and contribute to our rapidly changing, increasingly global society.

RELATED REGENT POLICIES

N/A

UW System's Strategic Framework to **Advantage Wisconsin**



Strategic Challenge Questions – Think Tank Team
Questions and background material to consider

Think Tank Number Five:
Resources

Question: How can we balance, diversify and grow our financial resources and facilities while developing our human talent?

- Tuition/Aid Task Force is already underway, examining new tuition models (differential, stratified, cohort, etc.) and related issues of affordability and financial aid.
- How can we dramatically increase earned income (classes, auxiliaries, distance learning, continuing education) so as to create more resources and make college education more affordable for those in need?
- Are there untapped opportunities to grow endowments?
- How do we address the vast differences in student economic status and college readiness across campuses?
- Are there ways to raise scholarship money for needy students by asking for gifts from enrolled students' parents, in particular those who have the ability to pay more for their child's college education?
- How do we sustain the quality of our faculty, given compensation challenges issues and impending retirements?

Possible background material

- Composition of UWS revenue (% and trends) and comparison to other higher educational systems
- Distance learning and continuing education status in other comparable higher educational systems
- Faculty retirement projections
- Peer compensation data
- Pertinent sections of UW Regent Reports-UW System reports

Team Members:

Diane Moen, Vice Chancellor (UWSt*)
Andy Richards, Associate Vice Chancellor for Budget and Planning (UWM)
Nancy Turner, Faculty, Department of Social Sciences (UWPlatt)
David Travis, Associate Dean, College of Letters and Science (UWW)
Dev Venugopalan, Associate Vice Chancellor (UWM)
Paul Percy, Dean, College of Engineering (UWMad)
Sharon Radke, Director of Business Services (UWL)
John Neis, Venture Investors
San Orr, UW Foundation past president
Resource: Fred Harris and Bob Jokisch

Strategic Challenge Questions – Think Tank Team
Questions and background material to consider

Think Tank Number Six:
Operational Excellence

Question: How can we advance operational excellence by becoming more flexible, nimble, responsive and cost efficient?

- What are the campus, system, and state regulatory barriers to flexibility, nimbleness, responsiveness and cost efficiency beyond those that the “Charting a New Course” identified?
- How do we advance effectiveness in an environment of limited resources, when greater productivity is being demanded of us in all three facets of our mission – teaching, research, and public service?
- What changes should we make internally to become more flexible and responsive?
- How can we convince state government to accept “Charting a New Course” recommendations for management flexibility?
- How can we reduce credit and time to degree for the average student? What about for the part-time, adult non-residential student?
- How do we improve responsiveness to regional and state occupational and continuing education needs?

Possible background material

- Cost per student trends
- Charting new course recommendations and other pertinent sections of UW Regent Reports-UW System reports
- How UW Hospitals gained freedom: A Case Study
- Comparison UWS regulatory structure to other state systems

Members invited:

Darrell Bazzell, Vice Chancellor for Administration (UWMad)*
Tom Sonnleitner, Vice Chancellor for Administrative Services(UWO)
Tom Dock, Dean, College of Business (UWEC)
Lisa Wheeler, Executive Director, Information Technology Services (UWRF)
Steve Wildeck, Vice Chancellor for Administrative Services (UWCol)
Tim Sewell, Associate Provost for Academic Affairs (UWGB)
Michael Youngman, Northwestern Mutual Life Insurance
Frank Burn, St. Mary’s Hospital
Resource: Debbie Durcan and Ed Meachen

UNIVERSITY OF WISCONSIN SYSTEM
 GIFTS, GRANTS AND CONTRACTS AWARDED
 QUARTERLY REPORT & PRIOR-YEAR COMPARISON
 FISCAL YEAR 2007-2008 - First Quarter

FISCAL YEAR 2007-2008	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Total	23,131,217	25,563,047	1,425,865	28,539,051	13,613,091	209,973,211	53,139,379	355,384,861
Federal	14,520,891	20,755,539	0	8,316,117	0	133,805,358	50,371,315	227,769,219
Nonfederal	8,610,326	4,807,508	1,425,865	20,222,934	13,613,091	76,167,853	2,768,064	127,615,642
FISCAL YEAR 2006-2007								
Total	27,137,200	28,342,508	1,476,344	27,655,870	12,319,096	229,789,420	72,932,823	399,653,261
Federal	14,540,639	24,782,073	40,172	5,733,088	0	162,374,838	68,941,640	276,412,450
Nonfederal	12,596,561	3,560,435	1,436,172	21,922,782	12,319,096	67,414,582	3,991,183	123,240,811
INCREASE(DECREASE)								
Total	(4,005,983)	(2,779,461)	(50,479)	883,181	1,293,995	(19,816,209)	(19,793,444)	(44,268,400)
Federal	(19,748)	(4,026,534)	(40,172)	2,583,029	0	(28,569,480)	(18,570,325)	(48,643,231)
Nonfederal	(3,986,235)	1,247,073	(10,307)	(1,699,848)	1,293,995	8,753,271	(1,223,119)	4,374,831

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2007-2008 - First Quarter

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2007-2008								
Madison	7,875,202	15,485,280	1,425,865	19,618,140	13,464,749	195,530,345	14,856,982	268,256,563
Milwaukee	2,405,936	3,938,834	0	1,034,091	0	11,745,063	896,571	20,020,495
Eau Claire	368,800	942,803	0	0	0	302,956	2,744,008	4,358,567
Green Bay	50,730	402,116	0	115,318	148,342	256,898	2,648	976,052
La Crosse	409,918	637,687	0	779,894	0	540,973	3,076,628	5,445,100
Oshkosh	1,432,334	2,516,259	0	0	0	317,877	4,203,468	8,469,937
Parkside	139,160	322,467	0	9,156	0	562,858	3,321,660	4,355,301
Platteville	41,919	0	0	187,175	0	4,400	3,250,944	3,484,438
River Falls	480,003	46,004	0	1,884,764	0	33,908	2,690,298	5,134,977
Stevens Point	1,084,961	34,073	0	713,165	0	536,161	5,028,785	7,397,145
Stout	2,708,822	105,896	0	1,576,863	0	29,066	2,818,778	7,239,424
Superior	0	0	0	720,295	0	17,123	1,747,165	2,484,583
Whitewater	10,496	5,362	0	906,798	0	38,796	3,851,945	4,813,396
Colleges	229	526,629	0	933,393	0	56,787	4,624,500	6,141,538
Extension	6,122,707	0	0	0	0	0	0	6,122,707
System-Wide	0	599,637	0	60,000	0	0	25,000	684,637
Totals	23,131,217	25,563,047	1,425,865	28,539,051	13,613,091	209,973,211	53,139,379	355,384,861
Madison	6,441,284	11,018,057	0	1,571,180	0	121,703,353	12,844,857	153,578,731
Milwaukee	1,870,238	3,880,434	0	0	0	10,161,394	580,271	16,492,337
Eau Claire	368,800	942,803	0	0	0	257,697	2,744,008	4,313,308
Green Bay	33,130	380,766	0	0	0	250,498	0	664,394
La Crosse	9,500	627,250	0	779,894	0	274,495	3,056,128	4,747,267
Oshkosh	1,251,225	2,402,959	0	0	0	250,468	4,203,468	8,108,120
Parkside	61,500	276,793	0	0	0	530,338	3,309,150	4,177,781
Platteville	0	0	0	0	0	4,400	3,250,944	3,255,344
River Falls	332,894	0	0	1,791,758	0	29,508	2,688,598	4,842,758
Stevens Point	35,704	0	0	686,199	0	273,280	5,028,785	6,023,968
Stout	2,673,380	100,211	0	1,517,457	0	20,000	2,799,478	7,110,526
Superior	0	0	0	720,295	0	0	1,747,165	2,467,460
Whitewater	0	0	0	633,859	0	35,760	3,849,624	4,519,243
Colleges	0	526,629	0	555,475	0	14,167	4,268,839	5,365,110
Extension	1,443,236	0	0	0	0	0	0	1,443,236
System-Wide	0	599,637	0	60,000	0	0	0	659,637
Federal Totals	14,520,891	20,755,539	0	8,316,117	0	133,805,358	50,371,315	227,769,219
Madison	1,433,918	4,467,223	1,425,865	18,046,960	13,464,749	73,826,992	2,012,125	114,677,832
Milwaukee	535,698	58,400	0	1,034,091	0	1,583,669	316,300	3,528,158
Eau Claire	0	0	0	0	0	45,259	0	45,259
Green Bay	17,600	21,350	0	115,318	148,342	6,400	2,648	311,658
La Crosse	400,418	10,437	0	0	0	266,478	20,500	697,833
Oshkosh	181,109	113,300	0	0	0	67,409	0	361,818
Parkside	77,660	45,674	0	9,156	0	32,520	12,510	177,520
Platteville	41,919	0	0	187,175	0	0	0	229,094
River Falls	147,109	46,004	0	93,006	0	4,400	1,700	292,219
Stevens Point	1,049,257	34,073	0	26,966	0	262,881	0	1,373,177
Stout	35,442	5,685	0	59,406	0	9,066	19,300	128,898
Superior	0	0	0	0	0	17,123	0	17,123
Whitewater	10,496	5,362	0	272,939	0	3,036	2,321	294,153
Colleges	229	0	0	377,918	0	42,620	355,661	776,428
Extension	4,679,471	0	0	0	0	0	0	4,679,471
System-Wide	0	0	0	0	0	0	25,000	25,000
Nonfederal Totals	8,610,326	4,807,508	1,425,865	20,222,934	13,613,091	76,167,853	2,768,064	127,615,642

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2007-2008 - First Quarter

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

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2007-2008 - First Quarter

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
INCREASE (DECREASE)								
Madison	(1,811,147)	(1,522,811)	50,030	(130,332)	1,145,653	(19,018,967)	(1,879,127)	(23,166,701)
Milwaukee	290,866	(2,279,358)	(38,600)	(308,929)	0	(1,521,889)	(8,640,069)	(12,497,978)
Eau Claire	(246,600)	623,788	0	0	0	101,683	(2,545,198)	(2,066,327)
Green Bay	39,130	(424,309)	0	(7,397)	148,342	107,810	(3,026,201)	(3,162,624)
La Crosse	381,086	610,534	(13,500)	(20,674)	0	(44,109)	(234,563)	678,774
Oshkosh	(1,438,130)	(230,244)	0	0	0	180,247	(859,531)	(2,347,657)
Parkside	(15,994)	25,626	(6,500)	7,035	0	509,692	342,746	862,605
Platteville	(3,991)	(3,500)	(41,909)	176,495	0	4,400	(495,560)	(364,064)
River Falls	(28,029)	(13,467)	0	950,891	0	26,908	(323,425)	612,878
Stevens Point	(1,317,691)	14,070	0	686,803	0	245,111	(306,815)	(678,522)
Stout	1,586,693	(52,647)	0	113,007	0	(100,861)	(1,623,627)	(77,435)
Superior	0	(10,381)	0	21,949	0	(19,349)	(285,999)	(293,780)
Whitewater	(19,756)	(14,964)	0	(160,967)	0	(248,333)	(768,332)	(1,212,351)
Colleges	(7,500)	(1)	0	300,142	0	(38,553)	1,227,257	1,481,345
Extension	(1,414,921)	0	0	0	0	0	0	(1,414,921)
System-Wide	0	498,203	0	(744,843)	0	0	(375,000)	(621,640)
Totals	(4,005,983)	(2,779,461)	(50,479)	883,181	1,293,995	(19,816,209)	(19,793,444)	(44,268,400)
Madison	840,885	(3,164,640)	0	1,110,893	0	(28,234,393)	(1,148,717)	(30,595,972)
Milwaukee	498,498	(2,129,531)	0	0	0	(978,504)	(8,462,062)	(11,071,599)
Eau Claire	(41,600)	623,788	0	0	0	56,424	(2,545,198)	(1,906,586)
Green Bay	33,130	(408,959)	0	0	0	169,008	(3,007,829)	(3,214,650)
La Crosse	9,500	627,250	0	12,240	0	(41,103)	(255,063)	352,824
Oshkosh	(1,395,187)	(424)	0	0	0	129,788	(859,531)	(2,125,354)
Parkside	(4,154)	(20,008)	0	0	0	530,338	341,671	847,847
Platteville	(45,910)	0	(40,172)	0	0	4,400	(495,560)	(577,242)
River Falls	8,725	0	0	945,018	0	29,508	(325,125)	658,126
Stevens Point	(1,135,885)	0	0	686,199	0	176,980	(306,815)	(579,521)
Stout	1,967,966	(44,332)	0	620,208	0	(106,865)	(1,641,263)	795,714
Superior	0	(7,881)	0	(13,051)	0	(19,000)	(252,999)	(292,931)
Whitewater	0	0	0	(291,409)	0	(247,369)	(766,685)	(1,305,463)
Colleges	0	0	0	222,169	0	(38,692)	1,154,851	1,338,328
Extension	(755,716)	0	0	0	0	0	0	(755,716)
System-Wide	0	498,203	0	(709,238)	0	0	0	(211,035)
Federal Totals	(19,748)	(4,026,534)	(40,172)	2,583,029	0	(28,569,480)	(18,570,325)	(48,643,231)
Madison	(2,652,032)	1,641,829	50,030	(1,241,225)	1,145,653	9,215,426	(730,410)	7,429,271
Milwaukee	(207,632)	(149,827)	(38,600)	(308,929)	0	(543,385)	(178,007)	(1,426,379)
Eau Claire	(205,000)	0	0	0	0	45,259	0	(159,741)
Green Bay	6,000	(15,350)	0	(7,397)	148,342	(61,198)	(18,372)	52,026
La Crosse	371,586	(16,716)	(13,500)	(32,914)	0	(3,006)	20,500	325,950
Oshkosh	(42,942)	(229,820)	0	0	0	50,459	0	(222,303)
Parkside	(11,840)	45,634	(6,500)	7,035	0	(20,646)	1,075	14,758
Platteville	41,919	(3,500)	(1,737)	176,495	0	0	0	213,178
River Falls	(36,754)	(13,467)	0	5,873	0	(2,600)	1,700	(45,248)
Stevens Point	(181,806)	14,070	0	604	0	68,131	0	(99,001)
Stout	(381,273)	(8,315)	0	(507,201)	0	6,004	17,636	(873,149)
Superior	0	(2,500)	0	35,000	0	(349)	(33,000)	(849)
Whitewater	(19,756)	(14,964)	0	130,442	0	(964)	(1,647)	93,112
Colleges	(7,500)	(1)	0	77,973	0	139	72,406	143,017
Extension	(659,205)	0	0	0	0	0	0	(659,205)
System-Wide	0	0	0	(35,605)	0	0	(375,000)	(410,605)
Nonfederal Totals	(3,986,235)	1,247,073	(10,307)	(1,699,848)	1,293,995	8,753,271	(1,223,119)	4,374,831

University of Wisconsin System
Actual Expenditures - GPR / Fees Funds
Through First Quarter FY 2008 (7/1/2007 - 9/30/2007)

I.2.d.3

	Current Year To Date			Prior Year To Date		
	Budget (PY)	Actual	% Expended	Final Budget	Actual	% Expended
Madison	886,221,652	181,601,156	20.5%	886,221,652	181,016,316	20.4%
Milwaukee	304,147,675	67,223,508	22.1%	304,147,675	63,272,409	20.8%
Eau Claire	96,909,735	21,604,502	22.3%	96,909,735	19,571,138	20.2%
Green Bay	48,410,819	9,802,944	20.2%	48,410,819	9,119,311	18.8%
La Crosse	81,796,712	10,046,170	12.3%	81,796,712	16,805,011	20.5%
Oshkosh	93,093,669	18,882,005	20.3%	93,093,669	18,380,128	19.7%
Parkside	45,550,661	9,435,177	20.7%	45,550,661	9,119,788	20.0%
Platteville	61,320,552	13,117,579	21.4%	61,320,552	12,276,755	20.0%
River Falls	57,558,061	12,417,577	21.6%	57,558,061	11,417,613	19.8%
Stevens Point	86,840,404	18,189,952	20.9%	86,840,404	17,643,508	20.3%
Stout	80,118,685	16,971,257	21.2%	80,118,685	16,019,413	20.0%
Superior	31,207,929	6,649,392	21.3%	31,207,929	6,305,397	20.2%
Whitewater	90,387,327	17,652,581	19.5%	90,387,327	17,540,270	19.4%
Colleges	71,058,153	16,807,874	23.7%	71,058,153	16,254,725	22.9%
Extension	45,539,782	12,783,224	28.1%	45,539,782	11,950,970	26.2%
System Admin	9,513,531	2,419,057	25.4%	9,513,531	2,374,866	25.0%
Systemwide	16,802,868	45,696,740	272.0%	16,802,868	7,979,132	47.5%
UW System	2,106,478,215	481,300,695	22.8%	2,106,478,215	437,046,750	20.7%

NOTE: GPR/Fees includes only funds 101-106, 119, 122, 126, 131-132, 158, 171-178, 186, 189, 301, 402, 403, 406 and 601.

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS INVESTMENT POLICIES RELATED TO SOCIAL RESPONSIBILITY

EXECUTIVE SUMMARY

BACKGROUND

Each year, the University of Wisconsin System holds a public forum to gather input and feedback regarding the management of its Trust Fund Holdings. This year's forum is in Room 4151, Grainger Hall on November 8, 2007 from 3:30 to 5:00 p.m.

REQUESTED ACTION

This item is for informational purposes only.

DISCUSSION

The six relevant Regent Policies noted below are provided as general information for persons interested in how the University of Wisconsin System seeks to employ socially responsible investment policies in the context of its Trust Funds management. It is important to recognize that much of the funding held by the UW System Trust Funds Office is managed through outside investment managers and is held in large, broad based pools or "funds". As a result, while the UW System regularly expresses the importance of socially responsible investment principles to its external fund managers, it is somewhat limited in its ability to fully employ these practices. As managers of trust accounts, the UW System Trust Funds Office and its agents must be guided by their fiduciary responsibility to provide prudent investments offering reasonable return.

For additional information on this subject, interested persons may wish to read the February 5, 2004 report prepared by the UW System Trust Funds Office on the topic. The report offers a comprehensive review and assessment of the University's practices in this area. An excerpt summarizing relevant Regent Policies is attached here as a ready reference. A copy of the complete report can be found in the February 2004 regent materials archive at <http://www.uwsa.edu/bor/agenda/2004/february.pdf>.

RELATED REGENT POLICIES

Regent Policy 31- 5: Investments and the Environment
Regent Policy 31- 6: Investment of Trust Funds
Regent Policy 31- 7: Interpretation of Policy 31-6 Relating to Divestiture
Regent Policy 31- 9: Investment Objectives and Guidelines
Regent Policy 31-10: Procedures and Guidelines for Voting Proxies
Regent Policy 31-13: Investment and Social Responsibility

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS

INVESTMENT POLICIES RELATED TO SOCIAL RESPONSIBILITY

CURRENT REGENT POLICIES

There are presently six Regent Policies which touch upon considerations of social responsibility in the investment process for Trust Funds. These policies, or relevant excerpts, are provided below.

Regent Policy 31-5: Investments and the Environment

History: Res. 695 adopted 3/8/74.

Cognizant of the UW System, State and federal commitments to environmental protection and pollution control standards, the Regent Business and Finance Committee, in discharging its responsibility for managing the System's trust fund investments, does so with the expectation that the companies in which it invests will evidence a similar commitment in their respective activities. The System Trust Officer, on behalf of the Committee, shall inform companies in which the System has or subsequently makes investments of this expectation. In the event that any persons or group of persons, after careful investigation and evaluation of facts in evidence, concludes that a company in which the System has investments appears not to be performing in accord with the Committee's expectations and the appropriate governmental standards in this area, the Committee will afford those persons an opportunity to detail their evidence and concern to the Committee. The Committee may afford the company involved an opportunity to respond to the concerns expressed, before deciding what course of action is appropriate.

Regent Policy 31-6: Investment of Trust Funds

History: Res. 1590 adopted 2/10/78; replaces 77-4. (See also 78-2.)

In accordance with Sec. 36.29(1) *Wis. Stats.*, all investments "made in any company, corporation, subsidiary or affiliate which practices or condones through its actions discrimination on the basis of race religion, color, creed or sex. . . ." shall be divested in as prudent but rapid a manner as possible.

Regent Policy 31-7: Interpretation of Policy 78-1 Relating to Divestiture

History: Res. 1615 adopted 3/10/78; amended by Res. 6626, 3/94.

The Board of Regents, to facilitate the implementation of Regent Resolution 1590 (RPD 78-1), interprets that resolution as follows:

1. The words "which practices or condones through its actions" shall be interpreted to mean "employing persons in nations which by their laws discriminate on the basis of race, religion, color, creed or sex."
2. Divestiture shall be accomplished in a prudent manner, in accordance with the following criteria:
 - A. The availability of alternative investments of equal or better potential long-term investment return.

B. Current valuation in relation to historical relationships and alternative investments including, in the case of equities, the following factors:

1. current yield, price earnings ratio, price to book value ratio, earnings and dividend growth rates, both absolutely and in relation to the market as a whole;
2. present fundamental status of the company in terms of current and future earnings and dividend outlook;
3. current level and trend of stock market -- outlook for the next 3, 6 or 12 months;
4. "technical" status and current price trend of stock (absolute and relative to market);
5. and unrealized gain or loss on the stock.

3. The University of Wisconsin System's investment counsel and its Trust Officer shall bring to the attention of the Business and Finance Committee reports of the existence of laws in any other country that require companies doing business in such country to practice or condone discrimination on the basis of race, religion, color, creed or sex. The Business and Finance Committee shall investigate such reports with a view to determining whether Resolution 1590 shall be applied to investments in companies employing persons in the country in question.

Regent Policy 31-9: Investment Objectives and Guidelines

History: Res. 5946 adopted 11/8/97; amended by Res. 5999, 2/92; Res. 6260, 11/92; Res. 6343, 3/93; Res. 6487, 9/93; Res. 7364, 12/96; Res. 7776, 10/98; Res. 8090, 3/00; Res. 8325, 3/01 ; Res. 8640, 12/02. Original document dated 12/8/83.

(As this is a lengthy policy, only the pertinent sections are excerpted below.)

Fiduciary Statement

The overall investment policy shall be to manage Fund assets in a prudent, productive manner in accordance with provisions of pertinent Wisconsin statutes governing the investment of these Trust Funds. (Sections 36.29 and 881.01 *Wis. Stats.* and regent resolutions 695, 1590, 1615 and 7406 are attached.) [These resolutions correspond to Policies 74-3(a), 78-1, 78-2 and 97-1.]

Prohibited Activity

Pursuant to the guidelines specified in this statement, investment activity in the following is prohibited:

- The securities of any issuer which practices or condones through its actions discrimination on the basis of race, religion, color, creed or sex.

Regent Policy 31-10: Procedures and Guidelines for Voting Proxies

History: Res. 6086 adopted 4/10/92. Amendment history is not available.

(As this too is a lengthy policy, some non-pertinent portions are excluded.)

II. For both internally and externally managed assets, non-routine issues will be reviewed with the Business and Finance Committee to develop a position on how the proposals should be voted.

Non-routine issues are defined as:

- A. Acquisitions and mergers;
- B. Stockholder proposals opposed by management and not supported by the portfolio managers;

- C. Amendments to corporate charter or by-laws which might materially affect shareholder rights;
 - D. All issues where the tentative recommendation is to vote against management's position;
 - E. Issues dealing with discrimination (per Ch 36.29 WI STATS and Regent Policies 78-1 and 78-2), the environment (per Regent Policy 74-3(a)), or with substantial social injury (per Regent Policy 97-1);
 - F. Any other issue not covered in I.
- III. The Trust Funds Office will regularly identify non-routine issues for and provide analyses to the Committee to assist it in its review. In analyzing proxy proposals, a variety of information sources may be used, including: our portfolio managers, the proxy statement, the corporation management, the resolution sponsor, the investment community, media reports, and special services such as the Investor Responsibility Research Center.
- IV. To ensure that non-routine proxy proposals are identified, analyzed and reviewed, and that the Committee's voting position is properly determined, conveyed to portfolio managers and then tracked for compliance, the following procedures will generally be followed:
- A. During the first quarter of each year, the Trust Funds Office will identify all non-routine shareholder proposals for the upcoming proxy season (primarily March through May). To the extent possible, these proposals will be grouped into identifiable "issues" (or themes).
 - B. Trust Funds will research and analyze any new non-routine, controversial issues or company-specific proposals. These analyses will consider, among other things, the following factors.
 - Application/interpretation of Regent policies
 - Background and technical requirements of shareholder proposals
 - Expected impact on firms' financial position
 - C. Trust Funds will present the following to the Committee annually for its review (generally at the March Board of Regents meeting; for "off-season" proxies, these will be brought to the Committee at the nearest monthly meeting where possible).
 - A list of new non-routine issues and any company-specific proposals for the upcoming proxy season, to which an existing Regent policy (may) apply
 - A list of previously approved non-routine issues
 - Write-ups/analyses of new and previously approved issues (approved for affirmative voting)
 - A list showing each specific upcoming proposal, by company, and the relevant Regent policy which (may) apply, and the recommended vote (if the shareholder proposal is consistent with Regent policy, does not impose unnecessary or burdensome requirements on the firm, and is not expected to have a highly negative impact on the firm's financial position, an affirmative vote will generally always be recommended)
 - D. The Committee will then vote on all upcoming shareholder proposals presented to them.

- E. Based on the Committee's approvals, Trust Funds will vote the proxies accordingly or will provide the specific voting instructions to the external portfolio managers where necessary.
- F. Portfolio managers will provide quarterly reports of all proxy voting activity for their Trust Funds' portfolios. This reporting will include a summary of each issue, the management recommendation, and the actual vote cast by the manager. Trust Funds staff will review these reports to verify compliance with instructions. Annual notification letters will also be sent to managers reminding them of the Trust Funds proxy voting policy and summarizing its requirements. (In addition, as part of the investment manager search and procurement process, manager candidates will be informed that complying with the proxy voting policy is a mandatory requirement.)
- G. The Trust Funds Office will maintain all supporting research and documentation of proxy votes cast on behalf of the Trust Funds.
- H. Trust Funds will present to the Committee at least annually, the results of the proxy voting season (generally at the September or October Board of Regents meeting).

Regent Policy 31-13: Investment and Social Responsibility

History: Res. 7406, adopted March 7, 1997.

That, upon recommendation of the Business and Finance Committee, the Board of Regents of the University of Wisconsin System in discharging its fiduciary responsibilities for the University Trust Funds will take into account its concerns about corporate responsibility as outlined below.

1. The primary fiduciary responsibility of the Board of Regents is to maximize financial return on invested assets, taking into account an appropriate degree of risk.
2. However, the Board acknowledges the importance of maintaining an awareness of public concerns about corporate policies or practices that are discriminatory (as defined by 36.29(1) *Wis. Stats.*) or cause substantial social injury,* and it will take this factor into account.
3. To enhance the Board's awareness of social concerns the Regents through the Business and Finance Committee will direct UW System Administration to subscribe to a proxy review service which will highlight proxy resolutions related to discrimination and substantial social injury.*
4. The Regents wish to solicit input from students, faculty, alumni and citizens on matters related to social concerns. To obtain this input, the Business and Finance Committee of the Board of Regents will schedule an annual forum at which concerns can be presented by interested parties. This forum will offer the broadest opportunity for System constituencies to present information to the Board of Regents.
5. The Regents are aware that a position on social responsibility may affect potential contributors to the University System. For potential contributors who wish their donations to be invested in funds with social concerns as a high priority, the Business and Finance Committee will ask UW Administrative Staff to explore the use of Investment alternatives to meet such objectives.

* "Substantial social injury" with regard to corporate behavior is defined as the injurious impact on employees, consumers, and/or other individuals or groups resulting directly from specific actions or inactions by a company. Included in this category are actions that violate, subvert, or frustrate the enforcement of rules of domestic or international law intended to protect individuals and/or groups against deprivation of health, safety, basic freedoms or human rights. Only actions or inactions by companies that are proximate to

and directly responsible for identifiable social injury will be regarded as falling within these guidelines. (This definition is borrowed from Stanford University's "Statement on Investment Responsibility Concerning Endowment Securities").



THE BOARD OF REGENTS OF THE UW SYSTEM

Invite you to the: ANNUAL PUBLIC FORUM ON UNIVERSITY INVESTMENTS

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

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

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

Thursday, November 8, 2007
3:30-5:00 p.m.

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

10/25/07

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Physical Planning and Funding Committee

Thursday, November 8, 2007
1220 Linden Drive
Madison, Wisconsin

10:00 a.m. Education Committee - All Regents Invited

- Presentation on Charter School Performance by Professor John Witte, UW-Madison
- UW-Milwaukee's Role in Chartering Schools

11:00 a.m. All Regents

- UW System Participation in the *College Portrait: A Voluntary System of Accountability* Providing Information on the Undergraduate Student Experience
- 2007-09 Biennial Budget Update

12:00 p.m. Box Lunch

1:00 p.m. Physical Planning and Funding Committee – Room 1511

- a. Approval of the Minutes of the October 4, 2007 Meeting of the Physical Planning and Funding Committee
- b. UW-Madison: Approval of the Design Report and Authority to Construct the Lot 36 Parking Ramp Expansion Project
[Resolution I.3.b.]
- c. UW-Madison: Approval of the Design Report and Authority to Adjust the Project Budget and Construct the Biochemistry II Project
[Resolution I.3.c.]
- d. UW-Stevens Point: Authority to Expand the Campus Boundary and Purchase a Parcel of Land for Parking Purposes
[Resolution I.3.d.]
- e. UW-Stevens Point: Authority to Accept a Gift of Land to Benefit the Schmeeckle Reserve Nature Conservancy
[Resolution I.3.e.]
- f. UW-Superior: Approval of the Design Report and Authority to Adjust the Project Scope and Budget and Construct the Jim Dan Hill Library Renovation Project
[Resolution I.3.f.]

- g. UW-Superior: Authority to Adjust the Project Scope and Budget of the Rothwell Student Center Project
[Resolution I.3.g.]
- h. UW-System: Authority to Construct All Agency Maintenance and Repair Projects
[Resolution I.3.h.]
- i. Report of the Assistant Vice President
 - 1. Building Commission Actions
 - 2. Other
- x. Additional items which may be presented to the Committee with its approval
- z. Closed session to consider personal histories, as permitted by s.19.85(1)(f) *Wis. Stats.*, related to the naming of a facility at UW-Madison

Approval of the Design Report and Authority
to Construct the Lot 36 Parking Ramp
Expansion 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, the Design Report be approved and authority be granted to construct the Lot 36 Parking Ramp Expansion project, at an estimated total cost of \$2,150,388 Program Revenue Cash-Parking.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action November 2007

1. Institution: The University of Wisconsin-Madison
2. Request: Requests approval of the Design Report and authority to construct a Lot 36 Parking Ramp Expansion project, at an estimated total cost of \$2,150,388 Program Revenue Cash-Parking.
3. Description and Scope of the Project: This project provides for vertical expansion to the Lot 36 (Steenbock) Ramp located at 1645 Observatory Drive. One-hundred seventeen stalls will be added to the ramp by building out the third level and adding a fourth level to the existing ramp. No additional site work or entry revisions are needed for this project. Traffic impacts on the local roadways have been studied to assure that no significant issues will be generated by the additional cars. The existing structure will remain in partial operation throughout the construction of this addition.
4. Justification of Request: The project will provide additional parking to improve accessibility for staff and visitors to the central campus areas and replace surface parking spaces lost to proposed construction and redevelopment projects in the area.

The 2005 Campus Master Plan reviewed the transportation options – pedestrian, bus, and vehicular – available to the campus, and its recommendations included options to driving alone. The plan also recognized that for many, the automobile will continue to be the commuters' mode of choice. As a result, the plan included new, structured parking to continue providing approximately 13,000 campus parking spaces across campus, while redeveloping existing surface parking lots into building sites and campus open spaces. The ramp addition proposed in this document is part of that overall plan.

The Lot 36 Ramp is currently the only ramp in the campus area between Babcock Drive and the Willow Creek area. It was opened in 1998 with a capacity of 344 stalls, 284 of which were designated for permit holders. Planned development along Observatory Drive and near the lakeshore residence halls will result in the loss of 131 spaces in parking lots 57 and 58. Expansion of Lot 36 will help to mitigate the loss of these surface parking spaces.

When it was constructed nearly 10 years ago, the ramp was engineered to allow for future expansion of two levels, either for additional parking or office-type space. The campus has an agreement with the College of Agricultural and Life Sciences as well as the General Library System that the expansion will be for parking rather than added library/office

space. The campus has also reviewed the planned expansion with the city and neighborhood associations. A complete Environmental Impact Statement (EIS) was undertaken when the original ramp was constructed. An addendum to the EIS is underway and will be completed shortly.

5. Budget:

Budget	Per Program	Per Design
Construction	\$1,989,000	\$1,715,000
Contingency (10%)	199,400	172,000
A/E Design Fees	159,000	169,788
Traffic Study Survey	15,000	0
DSF Management (4%)	87,600	87,600
Plan Review & Misc. Fees	<u>0</u>	<u>6,000</u>
Total Project Cost	\$2,450,000	\$2,150,388

6. Previous Action:

August 17 2006 Resolution 9225	Approved a Lot 36/46 Ramp Expansion project at a total estimated cost of \$7,132,000 (\$4,432,000 Program Revenue Supported Borrowing, and \$2,700,000 Program Revenue-Cash) as part of the 2007-09 Capital Budget request.
-----------------------------------	---

Approval of the Design Report and Authority
to Adjust the Budget and Construct the
Biochemistry II Project, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the of the UW-Madison Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to: (a) increase the project budget by \$6,450,000 (\$950,000 General Fund Supported Borrowing-BioStar, \$2,500,000 Building Trust Funds and \$3,000,000 Gift Funds) and (b) construct the Biochemistry II project at a total cost of \$116,450,000, (\$43,450,000 General Fund Supported Borrowing-BioStar, \$15,000,000 General Fund Supported Borrowing (Sterling Hall), \$2,500,000 Building Trust Funds, and \$55,500,000 Gift Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action November 2007

1. Institution: The University of Wisconsin–Madison
2. Request: Requests approval of the Design Report of the Biochemistry II project and authority to: (a) increase the project budget by \$6,450,000 (\$950,000 General Fund Supported Borrowing-BioStar, \$2,500,000 Building Trust Funds and \$3,000,000 Gift Funds) and (b) construct the Biochemistry II project at a total cost of \$116,450,000, (\$43,450,000 General Fund Supported Borrowing-BioStar, \$15,000,000 General Fund Supported Borrowing (Sterling Hall), \$2,500,000 Building Trust Funds, and \$55,500,000 Gift Funds).
3. Description and Scope of Project: The biochemistry buildings were constructed over the course of almost 100 years during five different phases in 1912, 1937, 1956, 1985 and 1998. This project will remove a small portion of the 1912 and 1937 buildings, all of the 1956 building and a very small portion of the 1985 building. It will construct a research tower at the southwest end of Henry Mall, and renovate or reconstruct three historic buildings on Henry Mall: the Agricultural Journalism Building constructed in 1906, the original Biochemistry Building constructed in 1912 and the first biochemistry addition constructed in 1937. It will demolish the second biochemistry addition constructed in 1956.

The project will infill the area with a new 84,200 ASF/159,000 GSF research tower. The new research tower will be six stories plus a mechanical penthouse above grade. It will have two stories below grade, housing animal research laboratories and a mechanical sub-basement. It will house a 120 seat auditorium, conference rooms, and a lobby reception space on the first floor with research laboratories on the five floors above.

Most of the 1912 and 1937 buildings will be renovated for office and classroom functions on the lower floors, and instructional labs on the upper floors. The back portion of the 1912 section will be removed to create new lecture halls. The façade along University Avenue will remain. The Agricultural Journalism Building on Henry Mall will be renovated to include departmental meeting rooms and dry research labs and it will connect to the new research tower. A total of 54,540, ASF/91,200 GSF will be renovated as part of this project.

In addition to the demolition of the 1956 wing, the project also includes removal of the approximately 6,300 ASF/9,500 GSF auditorium and vivarium wing of the 1985 building as well as the renovation of the remaining parts of the 1985 building where it connects to the new tower. Building Trust Funds are being requested for the demolition of these GPR-supported buildings.

A new entry drive off of Linden Drive will replace the current access to Parking Lot 30 and the loading areas from Henry Mall. A new exterior plaza will connect east to west from Henry Mall just south of the Agricultural Journalism Building.

The Agricultural Journalism Building and the 1912 and 1937 biochemistry buildings are all contributing structures to the Henry Mall Historic District. Renovation and adaptive re-use of these buildings are being combined with modern construction appropriate for a state of the art research building in a manner that will honor the historic nature of the area and provide cutting edge facilities for 21st century research needs. The approach of adaptive re-use of the historic buildings was agreed upon early in the design process. The Wisconsin State Historical Society was consulted throughout the design process and is supportive of this direction.

4. Justification of the Request: This project will provide for research and instructional facilities for the Biochemistry Department in the College of Agricultural and Life Sciences and the Biomolecular Chemistry Department in the School of Medicine and Public Health. It will enhance cross-college scientific collaborations; foster new cooperation in undergraduate, graduate, and professional school education, and produce long-term research, instructional, and support efficiencies.

The new building will be contiguous with the existing 1985 and 1998 buildings, thus creating an interlinked complex housing over 60 research programs. Its construction will allow the replacement of outdated and over-crowded facilities in the Medical Sciences Center complex and the Enzyme Institute. It will provide housing for an expanded campus program in structural biology and provide badly needed modern teaching facilities for the undergraduate and graduate programs of several departments in the Henry Mall area.

This project was enumerated as part of the BioStar Program in the 2001-03 biennium at a total cost of \$85 million. The State Building Commission approved an increase of \$25 million in January 2007. This request for a \$6.5 million increase is the result of receiving more accurate budget numbers and the decision to seek Building Trust Funds for the demolition of existing structures on the site. The total \$31 million dollar increase in project costs since the original enumeration is driven mainly by two factors; today's higher construction costs and an effort to preserve these historic buildings. The enumerated project was originally budgeted in 1998 and, at that time, the projected annual construction escalation was calculated to be 2.5%. However, escalation in recent years was actually 7.5% and construction of this project will start later than was originally anticipated.

The original planning study in 1998 recommended the removal of portions of the 1912 and 1937 buildings and the entire Agricultural Journalism Building. During the design process and after discussions with the State Historical Society, a decision was made to retain a majority of the 1937 building and all of the Agricultural Journalism Building. As a result of this decision, the cost of remodeling increased. This is mainly due to the inefficiencies encountered in the layout of the new program space within existing structural systems, corridors, and stair locations.

5. Budget:

Hazardous Material Abatement	\$ 380,000
Demolition	2,326,000
Construction	90,413,000
Contingency	8,381,000
A/E Fees	7,720,000
Other Consultant Fees	775,000
DSF Mgmt.	4,060,000
Movable Equipment	2,105,000
% for Art	<u>290,000</u>
Total Project Cost	\$116,450,000

6. Previous Action:

August 25, 2000
Resolution 8175

Recommended enumeration of the Biochemistry – Phase II project at a total of \$85,000,000 (\$42,500,000 General Fund Supported Borrowing and \$42,500,000 Gift Funds) as part of the 2001-03 Capital Budget as part of the BioStar Initiative.

January 17, 2007

The State Building Commission by previous action granted authority to: (a) reduce the project scope and budget of Sterling Hall (05E1Z) and (b) reallocate \$15,000,000 GFSB of that money to the Biochemistry II project and (c) increase the gift funding for the Biochemistry project by \$10,000,000.

Authority to Expand the Campus Boundary and
Purchase a Parcel of Land for Parking
Purposes, UW-Stevens Point

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, authority be granted to: (a) expand the campus boundary in five locations as shown on the attached map, and (b) purchase a 0.152-acre parcel of land and improvements located at 1940-1942 Briggs Street in the city of Stevens Point at an acquisition cost of \$98,450 using Program Revenue-Cash.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action November 2007

1. Institution: The University of Wisconsin-Stevens Point
2. Request: Requests authority to: (a) expand the campus boundary in five locations as shown on the attached map, and (b) purchase a 0.152-acre parcel of land and improvements located at 1940-1942 Briggs Street in the city of Stevens Point at an acquisition cost of \$98,450 using Program Revenue-Cash.
3. Description and Scope of the Project: A recently completed master plan for UW-Stevens Point recommended boundary changes in five locations adding a total of approximately 12 acres. More than one-half of this acreage (6.6 acres) will expand the Schmeeckle Reserve conservancy. The remaining parcels will be used to support the academic, research, open space, and parking needs which are outlined in the master plan.

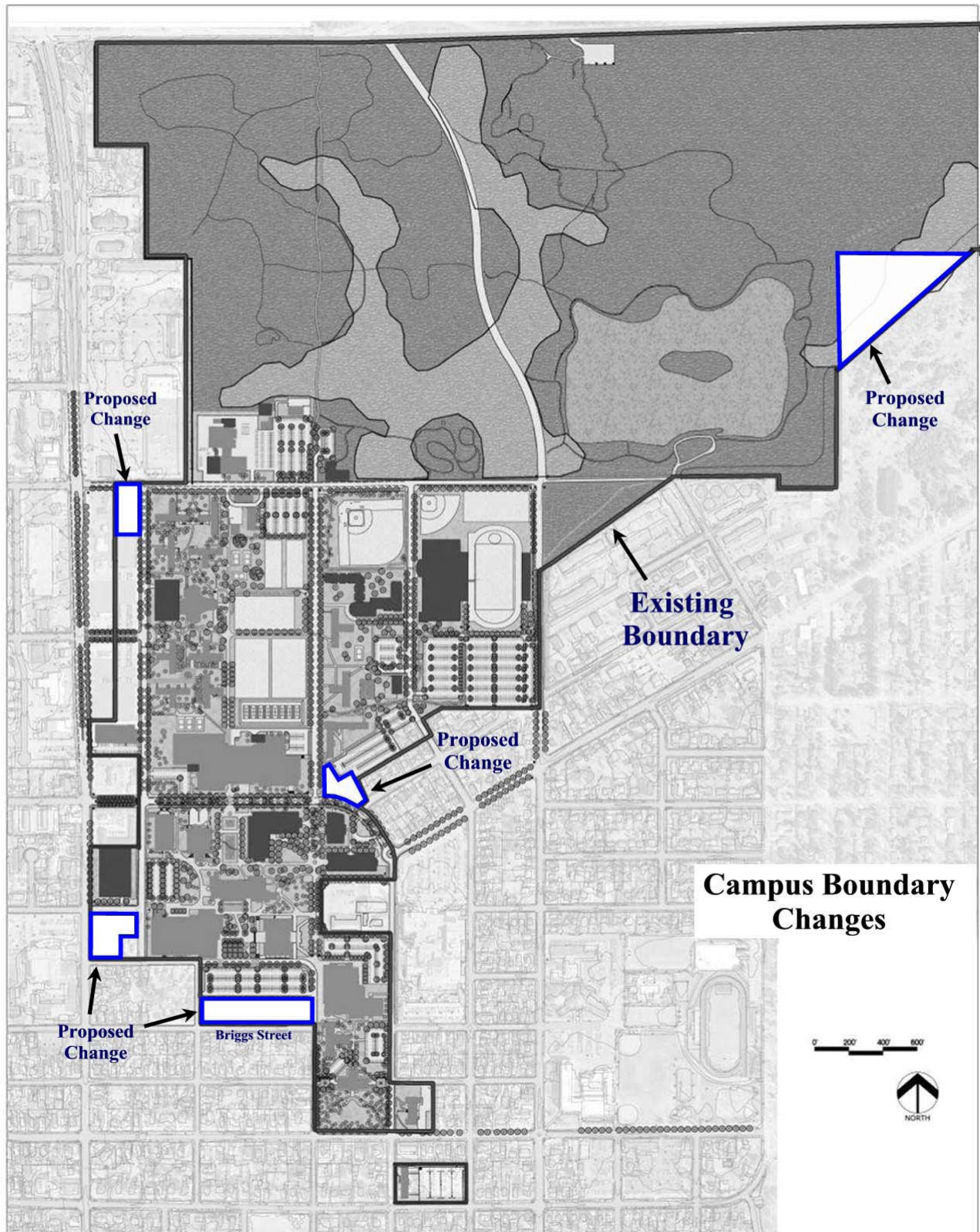
The 0.152-acre parcel at 1940-1942 Briggs Street is located immediately south of campus-owned land. The property is improved with a 1,926 square-foot two-story, wood frame duplex and detached two-stall garage. The purchase price is the average of two independent market appraisals which are \$96,900 and \$100,000. The property is vacant. The owners are willing to sell the parcel at the estimated fair market value and have signed an Option to Purchase. No relocation costs will be incurred as a result of this acquisition.

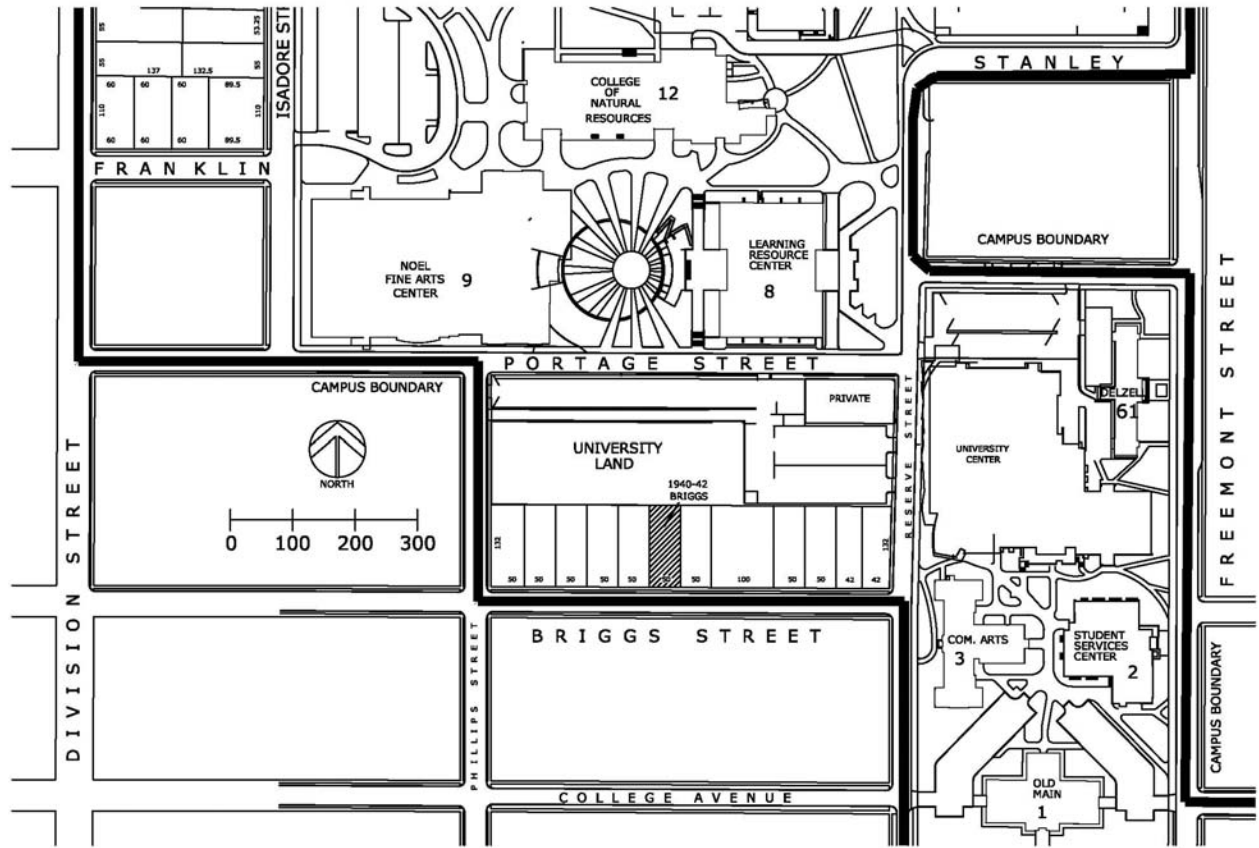
4. Justification of the Project: UW-Stevens Point recently completed a master plan update targeting physical and development changes to meet campus needs over the next 20 to 30 years. Boundary changes were recommended in five locations (Map 1) to support the academic, research, open space, conservancy, and parking needs that were outlined in the plan. Each of the five areas addresses a particular use associated with long range needs. The acquisition of the parcels will occur as properties become available from cooperative sellers and approvals are received.

One such parcel is currently available from a cooperative seller (Map 2) on the southwest edge of campus; it is one of twelve parcels located along the southern half block in this boundary expansion area. It contains an older house that the university will continue to maintain in the short term, so that the character of the neighborhood is not dramatically changed until more parcels are consolidated. The long-term goal for the entire city block is the eventual location of an academic structure. Options may include the incorporation of a university-related residential component into the final site plan.

An environmental audit for the property found no evidence of questionable contaminants or unacceptable environmental hazards. A rental weatherization inspection has been performed and its recommendations completed.

5. Previous Action: None.

**Map 1**



Map 2

Authority to Accept a Gift of Land to Benefit
the Schmeeckle Reserve Nature Conservancy,
UW-Stevens Point

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, authority be granted to accept a donation of two separate adjoining parcels of land approximately 6.63 acres in size to become a part of the university's Schmeeckle Reserve Nature Conservancy.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action November 2007

1. Institution: The University of Wisconsin-Stevens Point
2. Request: Requests authority to accept a donation of two separate adjoining parcels of land approximately 6.63 acres to become a part of the university's Schmeeckle Reserve Nature Conservancy.
3. Description and Scope of Project: Approval of this request will transfer ownership and management responsibility of approximately 6.63 acres of land to expand the Schmeeckle Reserve Conservancy in the northeast corner of campus. The parcels will be transferred by means of quit claim or warranty deed, as appropriate, and include a certified survey map. Separate environmental audits were conducted of each property and are on file. No potential environmental hazards were identified. One parcel is being donated by Arthur R. Ceplina and the adjoining parcel is being donated by Angelo Milano and Francesco Sciarrone. A donated bridge and boardwalk trail across this donated property will be identified by rustic wooden signage as gifts from the Milano, Scirrone, and Ceplina families.
4. Justification of the Project: The Schmeeckle conservancy is a 275-acre natural area set aside to preserve the plant and animal communities typical of central Wisconsin. In 1999 a parcel of land totaling 42.6 acres was accepted as a gift from the city of Stevens Point to become part of the university's Schmeeckle conservancy. The conservancy is a heavily used university teaching resource and is an extremely popular recreation area for students and central Wisconsin residents. Over 200,000 people visit the reserve each year.

A premier feature of the reserve is the 24-acre Lake Joanis. This land donation is critical to providing a visual screen of the lake from a new residential subdivision that is being developed near its eastern shore. The university, the city of Stevens Point, and the land owners anticipated the need to screen Lake Joanis from this development and designed the new subdivision and a vegetative buffer on the donated property during the local plan review process.

Moses Creek flows through this property before re-entering the Schmeeckle Reserve and the academic campus. Maintaining and restoring the stream's natural banks and associated wetlands is critical to the ecology of the Schmeeckle Reserve and to control downstream flooding on the developed portion of campus. This donation of property places an additional 800 linear feet of Moses Creek under university management.

The university is the desired local choice to control and manage these parcels as the reserve's existing policies and management structure can readily be extended to cover this property. The parcels adjoin existing university lands on two sides. Users and the ecosystem would directly benefit by the application of consistent rules and regulations throughout the conservancy area.

There is broad support for this project. The city of Stevens Point and the local land owners have worked in cooperation with the university to expand the reserve. In addition, the Green Circle Trail Committee, the Wisconsin Conservation Hall of Fame, the UW-Stevens Point Foundation, Inc., and the Wisconsin Department of Natural Resources have all demonstrated their support of the project. Adding this acreage to the Schmeeckle Reserve is an excellent opportunity for a cooperative effort to protect a watershed ecosystem with numerous long-term aesthetic, ecological, and economic benefits.

3. Previous Action: None.

Approval of the Design Report and Authority
to Adjust the Project Scope and Budget and
Construct the Jim Dan Hill Library Renovation
Project, UW-Superior

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Superior Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to: (a) increase the project scope and budget by \$1,531,400 (\$406,400 General Fund Supported Borrowing – UW Infrastructure and \$1,125,000 Gift Funds) and (b) construct the Jim Dan Hill Library Renovation project for a estimated total project cost of \$7,823,400 (\$4,292,000 General Fund Supported Borrowing, \$406,400 General Fund Supported Borrowing – UW Infrastructure, and \$3,125,000 Gift Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action November 2007

1. Institution: The University of Wisconsin-Superior
2. Request: Requests approval of the Design Report and authority to: (a) increase the project scope and budget by \$1,531,400 (\$406,400 General Fund Supported Borrowing – UW Infrastructure and \$1,125,000 Gift Funds) and (b) construct the Jim Dan Hill Library Renovation project for a estimated total project cost of \$7,823,400 (\$4,292,000 General Fund Supported Borrowing, \$406,400 General Fund Supported Borrowing – UW Infrastructure, and \$3,125,000 Gift Funds).
3. Project Description and Scope: This project will completely renovate the existing 70,350 GSF Jim Dan Hill Library. Existing finished space on the first and second floors will be reconfigured, and unfinished space in the basement will be finished to provide expanded library space. Improved access will be provided for those with disabilities, an access stair to the basement will be constructed within the library security zone, and a new elevator will be installed. All of the plumbing, mechanical, and electrical systems will be replaced, and a complete automatic fire sprinkler system will be added. A piping connection to the central chilled water plant will be provided. The floor structure will be reinforced to accommodate shelving loads, and compact movable storage will be installed to increase book capacity. Asbestos-containing materials will be abated, new finishes will be installed, and new furnishings will be provided.
4. Justification of the Request: A full justification for this project was provided as part of the 2005-2007 capital budget request. In summary, the existing Jim Dan Hill Library has not been remodeled since its original construction in 1968, and is no longer meeting modern needs. The access to the basement level is outside of the security system, limiting use of the basement to relieve overcrowding on the two floors above. The overall layout is not conducive to modern patterns of library use. All of the plumbing, mechanical, and electrical systems are past their useable lives and functioning poorly. The finishes and furnishings are worn and outdated. The access to those with disabilities is poor. The basement leakage jeopardizes the safety of the materials stored there.

This project, along with the Rothwell Student Center project, which was enumerated in the 2003-05 and 2005-07 capital budgets, and the new academic building project, which is included in the request for the 2007-09 Capital Budget, will require chillers for air-conditioning. Central chiller plants are more energy efficient to operate and require less maintenance than do stand-alone chiller plants in individual buildings. Because the Rothwell Student Center project is expected to be completed before either the Jim Dan Hill Library Renovation project or the new academic building project, the feasibility of providing a district chiller plant in the student center was investigated. An analysis

indicated that the construction costs of a district chiller plant would be very close to that of stand-alone chiller plants, and that a central chiller plant would provide long-term energy and operational savings. Therefore, an increase to the Rothwell Student Center project scope and budget was requested and approved in a June 2007 project to construct a central chiller plant in the student center, using funds that otherwise would have been allocated to the construction of stand-alone chiller plants in the Jim Dan Hill Library Renovation project and the new academic building. The allocation from the Jim Dan Hill project was \$208,000.

A number of issues have contributed to budget problems on this project. The Jim Dan Hill Library Renovation project originally did not include elevator rehabilitation as part of the project scope, since that elevator work was to have been included as part of a larger campus-wide elevator upgrade project. However, since it is more efficient to do the elevator work as part of the larger project, that scope of work was added to this project. During the design of this project, it was discovered that the original building floor structure was not adequate to support the projected load of book shelves, and was substandard even for existing loads. Therefore, it was necessary to add structural reinforcement that was not anticipated as part of the original project scope. The budget originally requested as part of the 2005-07 Capital Budget request, although extremely tight, was reduced by \$844,000 in the Department of Administration's capital budget recommendations through elimination of funds for fixed and movable equipment. Since it is not possible to construct a functional building without such equipment, that equipment has been added back to the project scope. Finally, the original project budget assumed a cost for a stand-alone chiller plant. Instead, this building will be served by a central chilled water plant to be located in the new student center. However, due to the budget difficulties noted above, the funding necessary to cover the allocation for the central plant's equipment and the cost of extending a chilled water line exceeds the budget by approximately \$184,000.

During the design process of this project, an investigation of the basement under-floor drainage system showed that the existing system is completely blocked and non-functional. Since the bulk of the books will be stored in the basement, it is essential that the basement level be kept dry. Therefore, the drainage system will be replaced through an all agency project.

The use of single –prime bidding is being considered for this project. Authority to waive the state statute to allow single-prime bidding may be requested at a later date.

5. Budget:

Budget	%	Cost
Construction		\$5,990,500
Hazardous Materials Abatement		50,000
A/E Design Fees	9.8%	593,500
Plan Review, Testing, and Other Fees		7,000
DSF Mgmt. Fee	4.0%	267,200
Contingency	7.0%	421,200
Movable Equipment		475,000
Percent for Art	0.25%	<u>19,000</u>
Total Project Cost		\$7,823,400

6. Previous Action:

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 Jim Dan Hill Library project was recommended for construction in the 2005-07 Capital Budget 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).

June 8, 2007
Resolution 9365

Approved a budget increase to the Rothwell Student center project of \$208,000 General Fund Supported Borrowing in order to fund a central chiller plant in the Rothwell Student Center that will serve the Jim Dan Hill Library. (The allocation from the Jim Dan Hill project was \$208,000.)

Authority to Adjust the Project Scope and
Budget of the Rothwell Student Center Project,
UW-Superior

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Superior Chancellor and the President of the University of Wisconsin System, authority be granted to increase the project scope and budget of the Rothwell Student Center project by \$2,704,500 (\$2,592,500 Program Revenue-Cash and \$112,000 Agency Funds) for an estimated total project cost of \$24,766,500 (\$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, \$2,704,500 Program Revenue-Cash, \$112,000 Agency Funds–Non GPR, and \$4,000,000 Gift and Grant Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action November 2007

1. Institution: The University of Wisconsin-Superior
2. Request: Requests authority to increase the project scope and budget of the Rothwell Student Center project by \$2,704,500 (\$2,592,500 Program Revenue-Cash and \$112,000 Agency Funds) for an estimated total project cost of \$24,766,500 (\$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, \$2,704,500 Program Revenue-Cash, \$112,000 Agency Funds–Non GPR, and \$4,000,000 Gift and Grant Funds).
3. Project Description and Scope: This request will add construction of a parking lot and an entrance plaza to the previously approved Rothwell Student Center Replacement Project, add architectural and engineering fees to enable Leadership in Energy and Environmental Design (LEED™) certification of the project, and add funds for demolition and movable equipment. The project will construct an approximately 55,700 ASF/ 83,100 GSF replacement facility on a site adjacent to the existing site. The project will provide space for residential and retail dining; meeting rooms; a lounge; areas for recreation, student organizations and administration; 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. After demolition of the existing building, the scope of work in this request will include construction of a parking lot and an entrance plaza for the building.
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. This request adds construction of a parking lot of approximately 125 stalls to the Rothwell project. As originally conceived, the Rothwell project was to have constructed a new building on the site of the existing facility. In order to do this, however, it would have been necessary to demolish the old building and construct the new building in phases so that necessary services provided in the existing Rothwell Student Center could be maintained. During design it was determined that it would be more cost-effective to construct a new facility on a site adjacent to the existing building, and to then demolish the old building once the new building was occupied. However, the new site is partially occupied by a parking lot that provides much-needed parking close to the core of campus. Therefore, although not anticipated by the original scope of work, construction of replacement parking is necessary.

At the time it was determined that replacement parking would be necessary, it was thought that a separate project would be requested to construct that space. However, in order to

have the parking lot completed in time to serve the new building, to avoid construction conflicts between the Rothwell project and the parking lot project, and to assure better design coordination between the two projects, it is more expedient to combine the parking lot work with the scope of other exterior work being done as part of the Rothwell project. This parking work will add an estimated cost of \$350,000 to the cost of the project.

This project was designed based on use of the LEED™ rating system but without an intention to have the project officially certified. However, due to interest by potential donors in sustainable design, a LEED™ silver certification will be sought. The certification process requires additional paperwork that is not part of the standard consulting services. Therefore, an increase in A/E fees of approximately \$112,000 is being requested to pay for these services.

The original budget for this project was developed in the spring of 2003, and students approved a segregated fee increase to fund the project in December of 2004. Since implementation is now occurring over four and one-half years later, construction escalation has reduced the value of the originally-approved amount. During the design process the size of the project was reduced in response to cost concerns, but it was not possible to completely address the budget shortfall with scope reductions. Since it is preferable to fund demolition with cash rather than bonded funding, a decision was made to fund demolition of the original building with an addition of approximately \$797,700 Program Revenue-Cash. In addition, approximately \$1,444,800 of movable equipment will also be funded with cash. The source of cash for both expenses is accumulated reserves.

5. Fee Impact: This increase is being funded with accumulated cash reserves and agency funds and will not result in any increase to student segregated fees or to parking rates. The fee increase for this project is \$80.00. This is the third increase which is being phased in at \$80 a year until the total fees for this project reach \$513.00.
6. Budget:

Budget	%	Cost
Construction		\$17,973,000
Demolition and Abatement		767,000
A/E Design Fees	8.9%	1,707,100
Plan Review, Testing, and Other Fees		179,500
DSF Mgmt. Fee	4.0%	806,100
Contingency	7.0%	1,298,000
Energy Management System		90,000
Movable Equipment		1,887,200
Percent for Art	0.25%	<u>58,600</u>
Total Project Cost		\$24,766,500

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 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 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 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 2005-07 Capital Budget 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 at an estimated cost of \$32,969,000 (\$25,969,000 General Fund Supported Borrowing and \$7,000,000 Gift Funds). 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 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.

June 8,2007
Resolution 9365

Approved the design report and granted 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 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).

Authority to Construct All Agency Maintenance
and Repair Projects, UW System

REVISED

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 \$599,200 (\$254,000 Gift and Grant Funds and \$345,200 Program Revenue Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action November 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 \$599,200 (\$254,000 Gift and Grant Funds and \$345,200 Program Revenue Cash).

FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
PKS	07J1R	Molinaro Hall Photovoltaics	\$ -	\$ -	\$ -	\$ 254,000	\$ -	\$ 254,000
FM&R SUBTOTALS			\$ -	\$ -	\$ -	\$ 254,000	\$ -	\$ 254,000

PROGRAMMATIC REMODELING & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
EAU	07J1L	Hilltop Center Food Court Rmdl	\$ -	\$ -	\$ 345,200	\$ -	\$ -	\$ 345,200
PR&R SUBTOTALS			\$ -	\$ -	\$ 345,200	\$ -	\$ -	\$ 345,200

	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
NOVEMBER 2007 TOTALS	\$ -	\$ -	\$ 345,200	\$ 254,000	\$ -	\$ 599,200

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

Facilities Maintenance and Repair Requests

PKS - 07J1R - Molinaro Hall Photovoltaics (\$254,000): This project installs 25KW of photovoltaic arrays and connects to the campus primary electric grid. The solar electric collectors will reduce the campus energy bills and provide the environmental studies program with an on site example of alternative energy.

This project installs a 20KW photovoltaic, flat roof ballasted racking system on the northwest corner of Molinaro Hall – School of Modern Industry and a 5KW photovoltaic, dual axis tracking pole mounted system north of the Heating and Chilling Plant. Each solar electric collector system will be metered and connected to the campus primary electric grid. Project work includes installation of photovoltaic panels, bracing, and supports; installation and connection of all necessary electrical power lines and equipment and metering equipment; roof penetrations and repair to satisfy warranty conditions for the EPDM adhered membrane roofing system; and site preparation and restoration.

This project advances UW-Parkside's strategic initiative to become known regionally and nationally as a sustainable campus. The photovoltaic system installed under this project

will be incorporated into the environmental studies academic programming and will be used as regional demonstration projects to promote alternative energy.

This project will be funded by grants from We Energies and potentially Focus on Energy. Grant funds will be awarded after the completion of this project. The UW-Parkside Foundation will fund the project work and cover all costs beyond the grants awarded. Upon project completion, UW-Parkside will reimburse the foundation from the energy grants received.

Programmatic Remodeling and Renovation

EAU - 07J1L - Hilltop Center Food Court Remodeling (\$345,200): This project remodels and expands national franchise food service operations in the Hilltop Center food court and improves the food court servery and merchandising areas.

This project remodels 2,400 SF of food court space, including expanding the Taco Bell outlet and converting other food service vendor space into a new Kentucky Fried Chicken outlet. Project work includes expanding food preparation space to accommodate additional food preparation equipment and increasing the servery capacity and customer queuing areas; updating appearance and finishes for franchise branding and improving overall aesthetics; improving the display and convenience merchandising areas; and minor modifications to the electrical, HVAC, and plumbing systems to accommodate the expanded food preparation areas and equipment. The additional food service equipment includes exhaust hood systems, cookers/warmers, a fryer, a toaster, a steamer, point of sale equipment, display coolers, refrigerators, and hand sinks. These items will be purchased directly by the campus food service operation.

The Hilltop Center is the primary dining facility for evening meals at UW-Eau Claire. The facility has not had a major renovation since its construction in 1968, but has had many minor alterations made to food service operations and other uses. Although an infrastructure project is planned in Hilltop for 2011-2013, that renovation will not be soon enough to facilitate contract negotiations between the institution and the food service vendor.

This work is being required by franchise contracts to facilitate, maintain, and expand food menus that are popular with student customers. The work includes equipment required by franchise standards. The Taco Bell outlet has the most popular menu and is the highest sales food venue on the campus. The project will be funded with cash reserves from the food service program revenue and does not involve any student fees.

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. Where possible, similar work throughout a single facility or across multiple facilities has been combined into a single request to provide more efficient project management and project execution.

5. Budget:

Program Revenue Cash.....	345,200
Gifts/Grants Funding	<u>254,000</u>
Total Requested Budget \$	599,200

6. Previous Action: None.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

November 9, 2007
9:00 a.m.
Room 1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

II.

1. Calling of the Roll
2. Approval of the minutes of the October 4 and 5, 2007 meetings
3. Report of the President of the Board
4. Report of the President of the System
 - a. Committee to Review Allocable Segregated Fees status report
 - b. Strategic Framework Update
 - c. Additional items that the President of the System may report or present to the Board
5. Report of the Business, Finance, and Audit Committee
6. Report of the Physical Planning and Funding Committee
7. Report of the Education Committee
8. Additional Resolutions
9. Communications, Petitions, and Memorials
10. Unfinished or additional business
11. Move into closed session to consider a request for review of a UW-Milwaukee personnel decision, as permitted by s.19.85(1)(c), *Wis. Stats.*; to confer with legal counsel regarding pending or potential litigation, as permitted by s.19.85(1)(g), *Wis. Stats.*; and to consider personal histories related to naming a facility at UW-Madison, as permitted by s.19.85(1)(f), *Wis. Stats.*

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

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

President - Mark J. Bradley
Vice President - Charles Pruitt

STANDING COMMITTEES

Executive Committee

Mark J. Bradley (Chair)
Charles Pruitt (Vice Chair)
Elizabeth Burmaster
Danae D. Davis
Milton McPike
Brent Smith
Jesus Salas
Michael J. Spector
David G. Walsh

Business, Finance, and Audit Committee

Brent Smith (Chair)
Eileen Connolly-Keesler (Vice Chair) (Audit Liaison)
Elizabeth Burmaster
Peggy Rosenzweig
Thomas P. Shields

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
David G. Walsh

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
Thomas P. Shields
Michael J. Spector

OTHER COMMITTEES

Liaison to Association of Governing Boards

Eileen Connolly-Keesler

Hospital Authority Board - Regent Members

Milton McPike
Peggy Rosenzweig
David G. Walsh

Wisconsin Technical College System Board

Peggy Rosenzweig, Regent Member

Wisconsin Educational Communications Board

Judith V. Crain, Regent Member

Higher Educational Aids Board

Milton McPike, Regent Member

Research Park Board

David G. Walsh, Regent Member

Teaching Excellence Awards

Danae D. Davis (Chair)
Jeffrey B. Bartell
Milton McPike
Jesus Salas
Colleene P. Thomas

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

To be appointed

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
Interim Chancellor Richard Telfer
Academic Staff Representative Dennis Shaw

Committee on Regent Meeting Effectiveness

Eileen Connolly-Keesler (Chair)
Charles Pruitt
Colleene P. Thomas

The Regents President and Vice President serve as ex-officio voting members of all Committees.

**Board of Regents of
The University of Wisconsin System**

Meeting Schedule 2007-08

2007

February 8th and 9th

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

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

May 10th and 11th

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

July 12th and 13th

September 6th and 7th

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

November 8th and 9th

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

2008

February 7th and 8th, in Madison

March 6th, in Madison

April 10th and 11th, at UW-Extension, Pyle Center

June 5th and 6th, at UW-Milwaukee

August 21st and 22nd, in Madison

October 2nd and 3rd, at UW-Stevens Point

November 6th, in Madison

December 4th and 5th, at UW-La Crosse