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

November 26, 2008

TO: Each Regent

FROM: Judith A. Temby

PUBLIC MEETING NOTICE

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at UW-La Crosse in the Cartwright Center, 1741 State St., La Crosse, Wisconsin 54601 on December 4 and 5, 2008.

Thursday, December 4, 2008

8:30 a.m. – Campus Walking Tour (weather permitting)

10:00 a.m. – 11:00 a.m. – **All Regents Invited**

- UW System Climate Study

Vahalla B, Cartwright Center

11:00 a.m. – 12:00 noon – **All Regents Invited**

- *The Story Behind the Numbers*, UW-La Crosse Presentation

Vahalla B, Cartwright Center

12:00 noon – 1:00 p.m. – Lunch with Student Affairs Administration Graduate Students
Vahalla A, Cartwright Center

1:00 p.m. – 2:00 p.m. – Joint Meeting:
Education Committee and Business, Finance, and Audit Committee
Vahalla B, Cartwright Center

1:00 p.m. – Capital Planning and Budget Committee
Room 326, Cartwright Center

2:00 p.m. – Education Committee reconvene
Room 337, Cartwright Center

Business, Finance, and Audit Committee reconvene
Room 259, Cartwright Center

5:00 p.m. – Reception Vahalla, Cartwright Center

Friday, December 5, 2008

8:00 a.m. – Student Breakfast with Regents
Ward Room, Cartwright Center

9:00 a.m. – Board of Regents meeting
Vahalla B, Cartwright Center

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, December 4, 2008, at 10:00 a.m. until approximately 12:00 p.m., and Friday, December 5, 2008, at 9:00 a.m. until approximately 12:00 p.m.

UNIVERSITY OF WISCONSIN SYSTEM CLIMATE STUDY

EXECUTIVE SUMMARY

BACKGROUND

Research in higher education shows that creating a welcoming climate helps to maintain an institutional environment free from discrimination, with equal learning opportunities for all students and academic freedom for all faculty. In fact, numerous publications have confirmed the pedagogical value of a welcoming climate and a diverse student and faculty community on enhanced learning outcomes.

In the past few years, there has been growing awareness at several UW institutions and System Administration of bias-related incidents at UW institutions. The UW System formed a task force to investigate the possibility of a systemwide climate study, and to research firms with expertise in conducting climate studies in higher education. After researching options and consulting widely with Chancellors, Provosts and campus governance groups, the UW System decided to undertake a broad-based systemwide climate study that would provide data for institutions and UW System. Rankin & Associates was chosen to lead the project because of their nationally recognized reputation for conducting multiple-identity climate surveys in higher education.

In Fall 2006, five UW institutions volunteered to participate in the pilot year of the climate study project, including the UW Colleges, UW-Oshkosh, UW-La Crosse, UW-Milwaukee, and UW-Stevens Point. Groundwork for the Climate Study was begun in Fall 2007, and the Climate Study survey was administered at the five participating institutions in Spring 2008. Throughout Fall 2008, results have been shared with the participating institutions. An overview of the Climate Study, including results, will be presented to the Board of Regents at their December 2008 meeting.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

The Climate Study survey was made available to all students, staff, and faculty on participating campuses. It assessed the climate for diversity and inclusion at each campus with regard to multiple identity groups (e.g. race/ethnicity, gender, religious affiliation, veteran status, age, sexual orientation, etc.). Results of the Climate Study are meant to provide the UW System and participating institutions with information, analysis, and recommendations to address areas of need at the institutional and the System levels.

REPORT OF THE UNIVERSITY OF WISCONSIN SYSTEM CLIMATE STUDY

Introduction

Research in higher education shows that creating a welcoming climate helps to maintain an institutional environment free from discrimination, with equal learning opportunities for all students and academic freedom for all faculty. In fact, numerous publications have confirmed the pedagogical value of a welcoming climate and a diverse student and faculty community on enhanced learning outcomes. Studies have shown that campus climate not only affects the creation of knowledge, but also impacts members of the academic community who, in turn, contribute to creating campus environment (Hurtado, 2003; Milem, Chang, & Antonio, 2005). Assessing a work or study environment based on people's perceptions of how welcome, safe, comfortable, and included they feel, can provide insights that help universities deliver a quality education and institutional climate that meets the need of *all* individuals.

The UW System considers climate an important factor in the fulfillment of its mission and of the Growth Agenda for Wisconsin. The Growth Agenda seeks to provide students with the knowledge and skills they need to succeed in the 21st-century global economy. In addition, central to the mission of the UW System and its institutions is the goal to "serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff." To enable the success of both its mission and the Growth Agenda, the University of Wisconsin System must ensure that students obtain the skills, knowledge, abilities, and multicultural competence to work effectively with, and live among people who represent diverse backgrounds, perspectives, and cultures. Climate, then, becomes a critical component in the recruitment and retention of students and faculty, and in the achievement and demonstration of educational excellence and quality through equity and diversity.

Background

In the past few years, there has been growing awareness at several UW institutions and System Administration of bias-related incidents at UW institutions, making campus climates hostile and unwelcoming for a number of students and staff. This awareness led to the decision to explore the development of a systemwide campus climate survey. The UW System formed a task force to investigate the possibility of a systemwide climate study, and to research firms with expertise in conducting climate studies in higher education. Such a study would allow the UW System and its institutions to develop evidence-based understanding of climate issues at UW institutions, and aid in the development and implementation of data-informed ways to address those issues.

After researching options and consulting widely with Chancellors, Provosts, and institutional governance groups, the UW System President decided to provide financial support for the development of a broad-based systemwide climate study that would provide data for

institutions and UW System. Rankin & Associates was chosen to lead the project because of their nationally recognized reputation for conducting multiple-identity climate surveys in higher education. They have conducted climate study assessments at over sixty institutions, including some university systems and state government agencies. Five UW institutions volunteered to participate in the pilot year of the climate study project: the UW Colleges, UW-Oshkosh, UW-La Crosse, UW-Milwaukee, and UW-Stevens Point.

Description of Process

The Climate Study survey was made available to all students, staff, and faculty at participating campuses. It assessed the climate for diversity and inclusion at each campus with regard to multiple identity groups (e.g. race/ethnicity, gender, religious affiliation, veteran status, age, sexual orientation, etc.), and was designed to provide the UW System with institutional information, analysis, and recommendations to address areas of need at the campus, institutional, and System levels.

Timeline

In September of 2007, Rankin and Associates began the process with interviews of nineteen fact-finding (or focus) groups comprised of employees and students representing *all* of the UW campuses. A variety of systemwide constituencies participated in the groups, including representatives of the Minority/Disadvantaged Coordinators, the Inclusivity Initiative for LGBTQ (Lesbian, Gay, Bisexual, Transgender and Questioning) People, the Women's Studies Consortium, individuals with disabilities, and governance groups for faculty, staff and students. The focus groups' discussions held in Madison informed the development of the primary survey tool.

Around the same time, the UW System established a Climate Study Working Group whose membership included representatives from the pilot institutions and UW System administrators. The Working Group was formed to assist the Rankin consultant with developing the survey so that it would appropriately reflect the UW System's context, mission, and goals and objectives for the survey. Throughout the process, members of the Climate Study Working Group have collaborated and worked with the participating institutions, the consultant, and UW System administrators on all phases of the process, including the review of drafts of the final reports.

In December 2007, the survey template was sent to the five pilot institutions for further tailoring. A Diversity Leadership Committee at each institution developed additional region-specific survey questions, assisted the Institutional Review Board, prepared a marketing strategy, and designed the process for distributing survey invitations and instruments. The Climate Study Working Group representatives worked with the consultant to implement the survey. All faculty, staff, and students had the opportunity to respond to the survey (via web or paper-pencil) during a 2-4 week period in the Spring semester of 2008. Altogether, seventeen campuses—13 UW College campuses and four comprehensives—were surveyed. Results were presented in the form of individual campus reports from October through November of 2008.

Methodology

The Rankin & Associates methodology, called the *Transformational Tapestry Model,* is a comprehensive, five-phase, strategic model of assessment, planning, and intervention. While the climate survey serves as a diagnostic tool, the Rankin model promotes institutional transformation based on survey results. The model, based on critical theories concerning the expression of power and privilege, assumes that power differentials—earned and unearned—are central to all human interactions (Brookfield, 2005). The model posits that everyone has multiple social identities, and thus both the opportunity and responsibility to address the oppression of underserved or marginalized groups within the power, privilege, and social hierarchies within institutions. Contextualizing climate in terms of power and privilege leads to the implementation of powerful strategies for change. This approach requires institutions to examine climate issues from a systemic perspective, as research suggests that no single intervention is powerful enough to affect institutional change (Pascarella & Terenzini, 2005; Smith, et al., 1997).

To effectively encourage change, institutions (including the UW System) need to use multiple forces in multiple settings. Simply stated, campus climate transformation starts with the systems that maintain the power imbalance. Within this model, "climate" is defined as the *current attitudes, behaviors, and standards and practices of employees and students of an institution*. In this work, there is particular concern about climate for individuals from traditionally underrepresented and underserved groups. The work focuses on attitudes, behaviors, and standards/practices *that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential*. This definition not only includes those who are traditionally excluded or underserved, it also includes the needs, abilities, and potential of *all* groups.

Transformative change involves the reconstruction of previous social constructs of bigotry toward a positive perception of difference, where differences are valued rather than tolerated, assimilated, or merely allowed. The unique cultural identities and traditions through which academic institutions maintain the paradigms of inequity and discrimination must be challenged, uprooted, and transformed to build and sustain communities of difference. Transformational change requires support from senior administrators, collaborative leadership, a bold vision for change, staff development, and a series of visible actions. A paradigmatic cultural shift occurs only when all members of the community develop and implement new understandings of campus processes and structures. Utilizing this premise, the *Transformational Tapestry Model* can assist the campus community with actualizing and fully utilizing the benefits of a community of difference through the use of specific assessment and intervention strategies.

The *Transformational Tapestry Model* identifies six areas within the higher education system that influence campus climate: (1) access/retention; (2) research/scholarship; (3) inter- and intra-group relations; (4) curriculum and pedagogy; (5) university policies and service; and (6) external relations. Rankin & Associates asserts that changes in these areas will result in systemic, organizational change.

The *Transformational Tapestry Model* includes four phases:

Phase I: Preparing the campus involves modifying the process to fit the specific needs of the institution and developing a communication or marketing plan for distribution of the survey and of the project's findings. A campus team is formed to work with the consultant on these aspects as well as to assist with the Institutional Review Board Process.

Phase II: Carrying out the contextualized assessment involves invitation to all members of the community to take the survey via internet or paper/pencil, followed by final collection of results, and quantitative and qualitative analysis of data.

Phase III: Sharing the results with the community includes sharing drafts with the campus team, tailoring reports to provide additional analysis, if necessary, and presentation of final reports to the campus community.

Phase IV: Transforming the campus community follows the comprehensive internal assessment. The campus team, with feedback from their respective constituent groups, creates a *Strategic Plan for Equity and Community* with immediate, short-term, and long-term actions.

This comprehensive model for assessing and transforming campus climates in higher education has guided Rankin's work with more than 70 colleges and universities over the last decade. Following the model results in an intentionally inclusive and contextually-based understanding of how students, faculty, and staff members are experiencing the campus climate. Because the model's development is grounded in research, it resonates with faculty members; because it encourages a broad understanding of power and privilege, it includes individuals from groups who may normally feel excluded from campus climate issues (e.g., White people). Finally, Rankin & Associates have witnessed the transformative power of the dialogue created by following the processes of the model on many college campuses.

Survey Results

Aggregate Data

The final survey instrument used by the participating UW System institutions included 87 questions (each institution could add up to 10 questions pertaining to their campus), and included many "skip" questions as well as space where respondents could provide commentary. The survey provided data regarding respondents' personal experiences, perceptions of climate, perceptions of institutional actions, and input into recommendations for change. The information reported does not include data where respondents indicated "other," and in some categories, data was missing. Aggregate responses to the survey can be broken down as follows:

- 13,469 people responded to the call to participate in Spring 2008 reflecting a 9% - 23% response rate range for the 5 participating institutions.
- 1,322 faculty members (34%), 1,037 Academic Staff (42%), and 929 Classified Staff (40%) responded.
- 9,686 students (14%) responded to the survey.
- Of the total number of students, 999 were students of color, 8,488 were white students, 5,847 were women students, and 2,685 were men students.
- Of the total number of respondents:

- 11,720 were white, 1,468 were people of color.
- 319 respondents had physical disabilities, 222 had learning disabilities, and 388 had psychological conditions.
- 12,053 respondents were heterosexual, 815 were lesbian, gay or bisexual.
- 8,979 respondents were women, 4,362 were men, and 36 were transgendered, and 26 identified as "other" (androgynous, or gender queer).

The final aggregate report for all five institutions is still being completed by Rankin & Associates. They have identified in the meantime several salient themes that seem to be consistent across all of the participating campuses (with some variability):

- 72% to 87% of respondents indicated that they were "comfortable" or "very comfortable" with the overall climate at their institution.
- 287 respondents indicated that they had been sexually assaulted on or off campus. The majority of respondents who believed they had been sexually assaulted were students, most often women or sexual minorities.
- The majority of those who believed they had been sexually assaulted did not report it for the following reasons: they were too embarrassed; they thought they would not be believed; their perpetrators were friends whom they did not want to get in trouble; they blamed themselves (e.g. dressing inappropriately, at a party late, drinking too much alcohol).
- Retention of students of difference emerged as a real challenge. Approximately one third of student respondents seriously considered leaving the institution. Of that total, students of color and students who identify as gay, lesbian or bisexual were the two groups most likely to consider leaving.
- There was widespread institutional classism between and among the following peer groups: faculty, academic staff, and classified staff.
- Staff respondents (especially classified staff) perceived that they had less status, and therefore less privilege within the institution than other employees.
- Faculty dissatisfaction most often revolved around issues of mentoring (for faculty of color) and the need for more research money (all faculty).
- Harassment is a challenge at UW institutions. Most observed that campus harassment was based on sexual orientation, race/ethnicity, or gender.
- Over half of all the respondents in the UW System expressed their belief that diversity initiatives were relevant to their work.

Individual Campus Data

UW-Stevens Point:

- 51 respondents (3%) believed that they were victims of sexual assault and the majority of those did nothing to report it.
- 17% of respondents believed they had experienced some form of exclusionary, intimidating, offensive or hostile conduct, and the majority of those did not report it.
- The greatest source of perceived harassment was generally within the same status group (e.g. student against student, faculty against faculty, staff against staff).

- 50% of Lesbian, Gay, and Bisexual respondents believed they had experienced harassment in the form of derogatory remarks.
- Classified and Academic Staff felt less appreciated than their faculty colleagues.

UW-Oshkosh:

- Overall, classified staff members and students of color are less satisfied and comfortable on campus than others.
- One quarter of all respondents indicated that they were aware of, or believed they had observed harassment on campus within the past two years.
- Most of the observed harassment was based on sexual orientation (49%), gender (30%), ethnicity (29%), race (28%), gender identity (24%), and gender expression (24%).
- 50% of employee respondents thought providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families would positively affect the climate.
- More than three-quarters of all employees thought the following initiatives would also positively affect the climate on campus: improving and promoting access to mentoring for minority faculty/students/staff new to campus (76%), and providing a clear protocol for responding to hate/hostile incidents at the campus level (81%) and departmental level (77%).
- The culture of drinking in Wisconsin, in evidence at UW-Oshkosh, plays a significant role in sexual assaults. Victims' comments often indicate they had been drinking and, when they knew the assailant, that person had also been drinking.
- Despite significant campus efforts to support inclusion and diversity, most respondents, primarily students, did not know whether or not key administrators, staff, and faculty supported diversity.

UW-Milwaukee:

- 61% of respondents with learning disabilities (and 51% with physical disabilities) believed they had experienced offensive, hostile, or intimidating behavior based on their disability.
- 51% of sexual minorities reported they experienced harassment based on their sexual orientation.
- 25 % of respondents believed they had personally experienced offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus. The conduct was most often based on the respondents' university status (31%) defined as position within the institution, with the greatest source of perceived harassment within the same status group (e.g., student against student, faculty against faculty).
- One-third of all respondents indicated that they were aware of or believed they had observed harassment on campus within the past two years. The perceived harassment was most often based on race and ethnicity.
- Most of the observed harassment was based on race (36%), ethnicity (36%), gender (33%), and sexual orientation (28%).

UW-La Crosse:

- 14% of responding students and 30% of responding employees have personally experienced "exclusionary, intimidating, offensive and/or hostile conduct."
- A significant percentage of employees who experienced such conduct felt it was due to "institutional status," i.e. their status as instructional or non-instructional academic staff and classified employees, versus faculty.
- 96 students and employees (4% of respondents) believed they had been the victim of sexual assault; 86 of 96 were students; 57% occurred off campus.
- 90% of all respondents believed the Chancellor's Office has visible leadership that fosters inclusion of diverse members of the campus community.

UW Colleges:

- Staff respondents perceived that they had less status and, consequently, less privilege within the institution than other employees. Staff members in general were more likely than faculty and student respondents to experience harassment, and more than one-quarter identified "institutional status" as the basis for the harassment.
- Higher percentages of sexual minority respondents believed they had experienced harassment. More than half of LGB respondents indicated that the harassment was based on their sexual orientation, while one percent of heterosexual respondents attributed the harassment to their sexual orientation.
- LGB student respondents were the least satisfied demographic group with their educations and the ways their academic careers have progressed.
- 62% of employees felt that providing on-campus child care services would positively affect the climate.

Conclusion

Nearly two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning a college or university must provide a climate where: "… intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990). During that same time period, the Association of American Colleges and Universities challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (AAC&U, 1995). AAC&U proposed that colleges and universities commit to "the task of creating… inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard." AAC&U suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy must be to create a climate that cultivates diversity and celebrates difference.

While the Climate Study findings indicate that the majority of UW students, staff and faculty from participating institutions are satisfied with the climate and continue to thrive at their institutions, there are still considerable numbers of students, staff and faculty who are not

thriving. The UW System now has solid data that provides a picture of where the problems lie. Chancellors and Provosts who volunteered to carry out the climate study at their respective institutions have indicated an interest in ensuring that each individual campus member is given the same opportunity to succeed as the majority. As one Provost indicated, "one sexual assault on campus is too many." Leaders on campuses have already engaged in conversations about ways to improve climate and are working with the Diversity Leadership Team at each institution to develop both short-range and long-range goals that will foster equity, diversity and inclusion. In addition, four more Chancellors are committed to carrying out the Climate Study in the second round from December 2008 to December 2009: UW-Eau Claire, UW-Parkside, UW-River Falls, and UW-Whitewater. UW System and institutional leadership continue to show strength on creating campus communities that welcome, support, and value each and every individual.

REVISED 11/26/08 – 8:45 a.m.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee - December 4, 2008
University of Wisconsin-La Crosse
Cartwright Center – Room 337
La Crosse, WI

10:00 a.m. All Regents Invited – Vahalla B, Cartwright Center

- UW System Climate Study

11:00 a.m. All Regents Invited – Vahalla B, Cartwright Center

- *The Story Behind the Numbers*, UW-La Crosse Presentation

12:00 p.m. Lunch with Student Affairs Administration Graduate Students –
Vahalla A, Cartwright Center

1:00 p.m. Joint Meeting: Education Committee and Business, Finance, and Audit Committee –
Valhalla B, Cartwright Center

- *2009-2014 Five-Year Plan* for the Wisconsin Partnership Program, University of Wisconsin School of Medicine and Public Health.
  [Resolution I.1.A.]

2:00 p.m. Education Committee – Room 337, Cartwright Center

a. UW-La Crosse – Presentation of Campus Academic Plan – Kathleen Enz Finken, Provost and Vice Chancellor.

b. UW System Growth Agenda Action Steps: Endorsement of Shared Learning Goals.
   [Resolution I.1.b.]

c. UW-Milwaukee Program Authorizations:
   1) Ph.D. in Environmental & Occupational Health;
      [Resolution I.1.c.(1)]
   2) Doctor of Nursing Practice.
      [Resolution I.1.c.(2)]

d. Report of the Senior Vice President:

   1. Review of Sabbatical Guidelines;
   2. Other.

e. Consent Agenda:

   1. Approval of the Minutes of the October 2, 2008, Meeting of the Education Committee;
   2. UW-Eau Claire: Program Authorization of B.S. in Materials Science;
      [Resolution I.1.e.(2)]

3. UW-Stout: Program Authorization of Bachelor of Science Education;
   [Resolution I.1.e.(3)]
4. UW-Stout: Program Authorization of Bachelor of Science Technology Education;
   [Resolution I.1.e.(4)]
5. UW-Stevens Point: Program Authorization of B.S. in Geosciences;
   [Resolution I.1.e.(5)]
6. UW-Stevens Point: Establishment of a Lumber Grading Training Program.
   [Resolution I.1.e.(6)]

f. Additional items may be presented to the Education Committee with its approval.

Wisconsin Partnership Program
UW School of Medicine and Public Health
2009 - 2014 Five-Year Plan

EDUCATION COMMITTEE
BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution I.1.A.:

That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Madison, the Board of Regents approves the 2009 - 2014 Five-Year Plan of the Wisconsin Partnership Program, which was collaboratively developed by the Oversight and Advisory Committee and the Medical Education and Research Committee of the UW School of Medicine and Public Health, in accordance with the Order of the Insurance Commissioner and the Grant Agreement between the UW System Board of Regents, the UW Foundation, and the Wisconsin United for Health Foundation, Inc.

WISCONSIN PARTNERSHIP PROGRAM
2009-2014 FIVE-YEAR PLAN

EXECUTIVE SUMMARY

BACKGROUND

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

The Insurance Commissioner's Order required the University of Wisconsin Board of Regents to create an Oversight and Advisory Committee (OAC) consisting of four public members (health advocates) and four SMPH representatives appointed by the Regents, and one member appointed by the Insurance Commissioner. In accordance with the Order, the OAC is responsible for directing and approving the use of funds for public health. The committee also reviews, monitors, and reports annually to the Board of Regents on funds committed for medical education and research.

The SMPH, in collaboration with the OAC, developed the original Five-Year Plan entitled, *The Wisconsin Partnership Fund for a Healthy Future*, describing the uses of the funds. The plan also called for the appointment by the SMPH of the Medical Education and Research Committee (MERC), composed of a cross-section of the faculty, representatives of OAC, and leaders of the SMPH, to direct and approve the allocation of funds for medical education and research.

Following approval of the Five-Year Plan by the Board of Regents in April 2003, the plan was reviewed and subsequently approved by the Wisconsin United for Health Foundation (WUHF) in March 2004. Formed to realize the full value of Blue Cross/Blue Shield and to transfer the proceeds from the sale of the stock to the two medical schools, WUHF is charged to review and approve the revised five-year plans, ensuring compliance with the Insurance Commissioner's Order. Following the March 2004 approval, WUHF transferred the funds to the UW Foundation for management and investment based on the Agreement between the UW Foundation, the Board of Regents, and WUHF (Agreement). Since March 2004, the OAC and the MERC have been actively engaged in seeking proposals and making awards in accordance with the Five-Year Plan and the Agreement.

As required by the Insurance Commissioner's Order and the Agreement, every five years the SMPH, in collaboration with the OAC and MERC, must create a new plan describing the categories of future investments. In anticipation of the expiration of the current Five-Year Plan in March 2009, both committees have been engaged for over a year in extensive planning, evaluating, and seeking information leading to the development of

the 2009-2014 Five-Year Plan of the Wisconsin Partnership Program. The OAC and MERC have exercised due diligence in the drafting of the plan to insure that the requirements of the Insurance Commissioner's Order have been met, including seeking public input and providing for OAC's role to advise and comment on MERC's activities. Board of Regents approval is sought for the new plan, which covers the direction and categories of initiatives, as well as the financial management of funds over the next five years.

REQUESTED ACTION

Approval of Resolution I.1.A., approving the 2009 - 2014 Five-Year Plan of the Wisconsin Partnership Program of the UW School of Medicine and Public Health.

DISCUSSION

For the past five years, the Wisconsin Partnership Program (WPP) has been dedicated to improving the health of Wisconsin residents through investments in research, education, and community partnerships that have spanned the state.

The 2009-2014 Five Year Plan provides the direction and categories of investments going forward. The Plan's overarching goal is to build upon the program's most successful efforts and strategically focus investments in areas that will result in the greatest improvements in health and in the reduction of health disparities.

The first five years have focused on establishing a foundation for significant and sustainable changes in health and health care, and on helping to build the capacity of community organizations throughout the state. From 2004 through November 2008, the WPP awarded 180 grants totaling over $69 million to university faculty and staff, and to community organizations from around the state. Through these awards, the WPP has worked to:

- Establish baseline data on Wisconsin's health status and health disparities and evaluate opportunities for improving Wisconsin's health though its support of programs such as, the Survey of the Health of Wisconsin and the production of the companion reports, *Health of Wisconsin Report Card* and *Opportunities to Make Wisconsin the Healthiest State*.
- Build the capacity of community organizations dedicated to improving the health of the public. The WPP has supported the development of 100 community-academic partnerships statewide that are working to implement initiatives resulting in improvements in health policy, practice, and interventions.
- Support training opportunities for medical and public health practitioners and train new practitioners. The WPP supported the creation of a Master of Public Health degree that will produce 50 public health professionals annually, the development of the Wisconsin Academy of Rural Medicine, designed to meet acute physician shortages in rural areas of the state, and effected changes in the education of medical students to provide a more comprehensive approach to

addressing the health challenges of the 21st century. Collaboratively with MCW, the WPP also supported the establishment of the Healthy Wisconsin Leadership Institute which has reached more than 700 public health practitioners throughout the state.

- Invest in research designed to address both short- and long-term health issues. The WPP has supported a range of basic, clinical, translational, and applied public health research including projects investigating antibiotic resistance, iron deficiency, patient-specific therapeutic strategies for breast cancer, and improving birth outcomes for African-American women. Emphasis has been placed on effecting collaborations with faculty throughout the UW System and with state and community organizations in order to achieve a broader approach to important health and health care issues.

Another continuing priority of the WPP is the transformation of the UW School of Medicine and Public Health. Based on a strategic plan created by Dean Robert Golden, this transformation will enhance the missions of the School by incorporating the principles and practices of public health into education and research, and by expanding the School's engagement with communities in support of the Wisconsin Idea.

Outlined in this document are the respective plans of the WPP's two governance committees – the Oversight and Advisory Committee (OAC) and the Medical Education and Research Committee (MERC). The 2009-2014 Five-Year Plan reflects extensive stakeholder input and a continuing commitment to many of the core programs and directions established in the first five years. Additionally, several new programs and emphases have been included, such as OAC's Targeted Funding Initiatives initially focused on reducing health disparities in birth outcomes in Southeastern Wisconsin. Further, Sustainability Grants will be offered for successful community projects to enable refinement and replication of their outcomes.

MERC will be developing a new targeted competitive program with a focus on a number of Wisconsin's public health challenges, such as alcohol abuse and obesity. Moreover, MERC is committed to expanding the pool of faculty with interests in public and community health through faculty development programs and recruitment of senior faculty leaders with experience in community engagement. These programs and areas of emphasis provide a clear direction for both committees over the next five years and underscore the significance of community engagement and collaborations to the WPP's future endeavors.

Changes in public health and the success of the WPP's efforts are affected by many factors, including federal and state policy, economic conditions, and individual choices and behaviors. The WPP, however, has set the direction for making substantial and measurable improvements in the health of the public. The WPP will rely on feedback from its valued stakeholders through surveys, forums, interviews, and written evaluations to ensure that this unique partnership maintains its commitment to making Wisconsin a healthier state for all.

A solid foundation has been set over the past five years, resulting in a clear statement of purpose for the Wisconsin Partnership Program. Through education and research initiatives and partnerships with community organizations, and as a result of the significant changes taking place within the School to embrace public health, the WPP is striving to build healthier communities throughout Wisconsin.

RECOMMENDED ACTION

The University of Wisconsin System recommends approval of Resolution I.1.A., approving the 2009-2014 Five-Year Plan of the Wisconsin Partnership Program of the UW School of Medicine and Public Health.

RELATED REGENT POLICY

None.

DRAFT

Wisconsin Partnership Program

University of Wisconsin School of Medicine and Public Health

2009-2014 Five-Year Plan

Table of Contents

Executive Summary

For the past five years, the Wisconsin Partnership Program (WPP) has been dedicated to improving the health of Wisconsin residents through investments in research, education and community partnerships that have spanned the state.

The new five-year plan provides the direction and categories of investments going forward. Our goal is to build upon our most successful efforts and strategically focus investments in areas that will result in the greatest improvements in health and the reduction of health disparities.

The WPP was created in 2004 with funds stemming from the conversion of Blue Cross/Blue Shield United of Wisconsin that were distributed between the University of Wisconsin School of Medicine and Public Health (School) and the Medical College of Wisconsin (MCW). Since the beginning, the WPP has received valuable direction and guidance from the state health plan, *Healthiest Wisconsin 2010*, in working toward its goal of making Wisconsin a healthier state for all.

The first five years have focused on establishing a foundation for significant and sustainable changes in health and health care, and on helping to build the capacity of community organizations throughout the state. From 2004 to 2008, the WPP awarded 176 grants totaling nearly $69 million to university faculty and staff and community organizations from around the state. Through these awards, the WPP has worked to:

- Establish baseline data on Wisconsin's health status and health disparities and evaluate opportunities for improving Wisconsin's health though its support of programs such as, the Survey of the Health of Wisconsin and the production of the companion reports, Health of Wisconsin Report Card and Opportunities to Make Wisconsin the Healthiest State.
- Build the capacity of community organizations dedicated to improving the health of the public. The WPP has supported the development of 100 community-academic partnerships statewide that are working to implement initiatives resulting in improvements in health policy, practice and interventions.
- Support training opportunities for medical and public health practitioners and train new practitioners. The WPP supported the creation of a Master of Public Health degree that will produce 50 public health professionals annually, the development of the Wisconsin Academy of Rural Medicine, designed to meet acute physician shortages in rural areas of the state, and effected changes in the education of medical students to provide a more comprehensive approach to addressing the health challenges of the 21st century. Collaboratively with MCW, the WPP also supported the establishment of the Healthy Wisconsin Leadership Institute which has reached more than 700 public health practitioners throughout the state.
- Invest in research designed to address both short- and long-term health issues. The WPP has supported a range of basic, clinical, translational and applied public health research including projects investigating antibiotic resistance, iron deficiency, patient-specific therapeutic strategies for breast cancer, and improving birth outcomes for African-American women. Emphasis has been placed on effecting collaborations with faculty throughout the UW System and with state and community organizations in order to achieve a broader approach to important health and health care issues.

Another continuing priority of the WPP is the transformation of the School. Based on a strategic plan created by Dean Robert Golden, this transformation will enhance the missions of the School by incorporating the principles and practices of public health into education and research and by expanding the School's engagement with communities in support of the Wisconsin Idea.

Outlined in this document are the respective plans of the WPP's two governance committees – the Oversight and Advisory Committee (OAC) and the Medical Education and Research Committee (MERC). The 2009-2014 Five-Year Plan reflects extensive stakeholder input and a continuing commitment to many of the core programs and directions established in the first five years. Additionally, several new programs and emphases have been included, such as OAC's Targeted Funding Initiatives and Collaboration Sustainabilty Grants and MERC's new targeted competitive program and commitment to community engagement. These programs and areas of emphasis provided a clear direction for both committees over the next five years and underscore the significance of community engagement and collaborations to the WPP's future endeavors.

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While the future holds great promise for achieving success in addressing some of Wisconsin's public health challenges, it must be noted that this is a long-term process. Changes in public health and the success of the WPP's efforts are affected by many factors, including federal and state policy, economic conditions, and individual choices and behaviors. But the WPP has set the direction for making substantial and measurable improvements in the health of the public. The WPP will rely on feedback from its valued stakeholders through surveys, forums, interviews and written evaluations to ensure that this unique partnership maintains its commitment to making Wisconsin a healthier state for all.

A solid foundation has been set over the past five years, resulting in a better defined statement of purpose. Through education and research initiatives and partnerships with community organizations, and as a result of the significant changes taking place within the School to embrace public health, the WPP is building healthier communities for all of the people of Wisconsin.

Introduction

The University of Wisconsin School of Medicine and Public Health (School) is proud to present the 2009–2014 Five-Year Plan of the Wisconsin Partnership Program (WPP).

The challenge to improve the health of the public is formidable and requires a firm foundation of policies and procedures to implement the WPP's goals. The first five years since 2004 have been invested in building this foundation

The second five-year plan for this unique program, created solely to improve the health of the public in Wisconsin, follows the successful implementation of the inaugural five-year plan, approved by the UW System Board of Regents and the Wisconsin United for Health Foundation, Inc. (WUHF). Since the first plan took effect in 2004, the WPP has built a firm foundation of policies and procedures for implementing the program's goals and objectives.

Operation of the WPP is guided by its foundation documents: the Insurance Commissioner's Order of March 28, 2002; the Grant Agreement of March 24, 2004, between the WUHF, the University of Wisconsin Foundation, and the University of Wisconsin System Board of Regents; and the current Five-Year Plan of the WPP.

The WPP's two governance committees, the Oversight and Advisory Committee (OAC) and the Medical Education and Research Committee (MERC), have crafted a comprehensive course for improving Wisconsin's health as mandated by the foundation documents. The committees have approached their work with dedication to the WPP mission, vision and goals.

This remarkable program came about because Blue Cross/Blue Shield United of Wisconsin converted to a for-profit entity. The conversion was approved with the provision to distribute the proceeds from the sale of the company to the two Wisconsin medical schools with the expressed purpose of improving the health of the public. The UW School of Medicine and Public Health is grateful for the confidence placed in its stewardship of this critical resource.

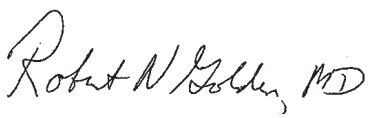
The presentation of the 2009-2014 Plan begins with the Statement of Purpose, detailing the mission, vision and guiding principles of the WPP. This is followed by an overview of the past five years, citing goals, objectives, strategies and accomplishments. The overview discusses the considerations for identifying future investments to be made in the coming five years by the two committees – OAC and MERC. It concludes with the categories of funding opportunities to be supported by each committee.

Complementary to these sections, readers will find a review of the processes used to gather advice from the many stakeholders on the past, current and future activities of the WPP. An important component of this discussion is the comprehensive evaluation plan to ensure the program is focused on progress towards achieving its goals. The Five-Year Plan ends with a review of the programmatic and financial management of the WPP, including a description of the processes required to comply with the foundation documents.

The challenge to improve the health of the public is formidable, and success is not guaranteed. However, what has been accomplished to date is the development and implementation of a program which has set the direction for making substantial and measurable improvements in the health of the public.

The challenges are great, but these resources provide an extraordinary opportunity for the WPP to expand the Wisconsin Idea and the WPP's service to the state

The 2009-2014 Plan provides a description of the activities of the efforts of the WPP since its inception and goals for the future. This plan presents a roadmap for making Wisconsin a healthier state for all.



Robert N. Golden, M.D.
Dean, University of Wisconsin School of Medicine and Public Health
Vice Chancellor for Medical Affairs, UW-Madison

Statement of Purpose

The Wisconsin Partnership Program (WPP) is dedicated to improving the health and well-being of the public through investments in research, education, prevention practices and interventions, and policy development. The goal during the next five years is to show progress in improving the health of individuals, families and communities in Wisconsin.

To provide guidance and accountability for WPP investments, a mission, vision and guiding principles defining goals and funding priorities were developed. These statements and guiding principles are the framework for forming partnerships and collaborations to make Wisconsin a healthier state for all.

Mission:

The WPP will serve the public health needs of Wisconsin and reduce health disparities through initiatives in research, education and community partnerships.

Vision:

Making Wisconsin a healthier state for all.

Guiding Principles:

Prevention: Promote health and prevent disease, injury and disability

Partnership: Seek out, encourage and support community-University partnerships

Enhancement: Advance and replicate innovative and transformational population health programs

Responsiveness: Accelerate existing and stimulate new initiatives with the greatest potential to improve population health

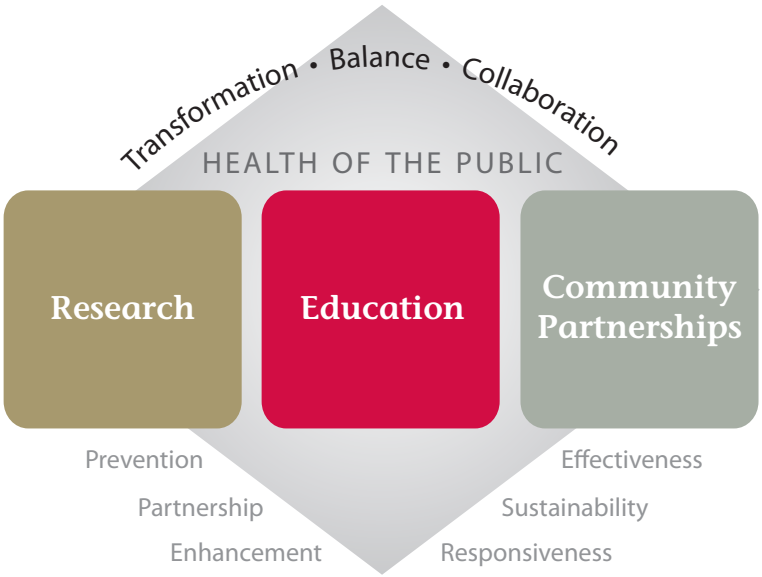
Effectiveness: Support the translation and application of evidence-based practices and policies

Sustainability: Enhance and leverage other resources to help programs evolve and become self-sustaining

Health improvement in Wisconsin is defined in two ways: improving health indicators (i.e., decreasing morbidity and mortality) and health related quality of life, and reducing health disparities. Progress will be determined through effective health policies, interventions, and practices over the short-term, and through improvements in health care, health behaviors, socioeconomic factors, and the physical environment over the long-term.

To accomplish the mission and vision, the WPP will invest in a balanced portfolio of community partnerships, education and research initiatives, and community engagement strategies, and support the transformation to an integrated school of medicine and public health.

The greatest strength of the WPP is the connection of the UW School of Medicine and Public Health (School) with people, partners and resources statewide. Through collaboration and partnerships, the people of Wisconsin will benefit from the shared knowledge, experience and resources of the School and communities.



Overview of the 2004-2009 Five-Year Plan

Background

The establishment of the Wisconsin Partnership Program (WPP) provided the UW School of Medicine and Public Health (School) with an unparalleled opportunity to address Wisconsin's growing and complex public health challenges – by linking the resources of the WPP with the expertise of the School.

With that linkage as the backdrop, the WPP formed to improve the health of the public by promoting health, preventing and treating disease and eliminating health disparities. Since its start, the WPP's themes have been the promotion of the Wisconsin Idea through community engagement, innovation and balance in education and research, and the transformation of the School into an integrated school of medicine and public health. The transformation has inspired the WPP to embrace the Wisconsin Idea with a focus on public health, as the School collaboratively reaches out into the state with programs to promote healthier communities.

Incorporating public health into the core missions of the School is a founding principle of the WPP. The first visible step toward fulfilling this principle was the decision to change the School's name to the UW School of Medicine and Public Health. The School's leadership recognized that the WPP's mission and vision could not be achieved without providing opportunities and support to faculty and staff to address the state's public health challenges. The School's ultimate goal is to integrate biomedical sciences with public health to benefit Wisconsin residents in lasting ways. The WPP has provided the direction, resources, structure and processes to link communities with the School to accomplish that goal. The connection between the WPP and the School's transformation is an underpinning of the program. Without this connection, the potential to achieve healthier communities would be diminished.

Throughout its existence, the WPP has received valuable direction and guidance from the state health plan, *Healthiest Wisconsin 2010*. To that end, the WPP has worked diligently to fund community projects and initiatives aligned with the public health priorities mandated in the state health plan, while simultaneously supporting innovative education and research initiatives aimed at transferring knowledge and discovery to communities statewide. The WPP has accomplished this by establishing the following three broad areas of focus:

Community-Academic Partnerships

Working towards building an effective public health system that values the needs of all requires strong partnerships. Community-based approaches and collaboration among individuals, organizations and state and local institutions are vital to developing and implementing interventions to improve public health. Through an emphasis on community-academic partnerships, the School collaborates with local and state partners to share its expertise and to learn from communities how to apply the best approaches to satisfy health needs. The WPP views the establishment of these partnerships as a foundation for improving the health of Wisconsin communities.

Public Health Education and Training

With the growing public health workforce shortage at local, state and national levels, there is an increasing need for a cadre of highly skilled public health professionals to protect the public's health and well-being. Long-term and sustainable programs to train the workforce and cultivate strong public health leaders are a central WPP focus. The WPP provides substantial support to alleviate the workforce shortage and address future public health challenges through education and training programs.

Medical Education and Research

The University of Wisconsin-Madison is known for educating leaders in science, education and other areas crucial to addressing the state's pressing issues. The UW School of Medicine and Public Health's education and research efforts are central to improving the health of the public. The challenge is to support the creation and dissemination of knowledge that can be translated into interventions that help people lead healthier lives.

The WPP has been instrumental in expanding the research opportunities for faculty to achieve a more balanced portfolio of basic, clinical, translational and applied public health research with a focus on engaging communities. In addition, the WPP has supported reforming the medical education curriculum to train future physicians to deal with Wisconsin's public health challenges, such as obesity, smoking and drug and alcohol abuse. The WPP has promoted a balance between the teaching of acute and chronic care management and the prevention of disease. The WPP also has focused on being responsive to the health needs of rural populations.

Organizational Strategies

The WPP applies its three focus areas through the following organizational strategies:

- Promote community engagement through partnerships with community organizations, local and state governmental units, American Indian Tribes and health care providers.
- Support the Wisconsin Idea by promoting health, improving health care and reducing health disparities across the state.
- Encourage faculty and staff collaborations beyond the traditional boundaries of the School to include the UW-Madison, UW System, and government and community organizations.
- Maintain a balanced portfolio of investments in education and research, and a continuum of basic, clinical, translational and applied public health research.
- Support initiatives with proven practices and data specific to Wisconsin's public health issues.
- Promote leveraging of the WPP's resources to sustain and replicate successful programs.
- Evaluate the WPP's performance and short- and long-term impact of awards.
- Accelerate the sharing of knowledge with communities to close the gap between what we know and what we do.
- Advance the transformation of the school to an integrated school of medicine and public health.

These strategies enable the WPP to get the most from its considerable investments. This includes maintaining and replicating initiatives shown to have the greatest impact on health – and the greatest potential to improve Wisconsin's health and health care.

Governing Committees

The work of the WPP is carried out by its two major governance committees - the Oversight and Advisory Committee (OAC) and the Medical Education and Research Committee (MERC). Both committees provide oversight, advice and programmatic balance, and emphasize innovation, creativity and excellence in processes for awarding grants and evaluating outcomes. The two committees carefully exercise their fiduciary responsibilities with keen awareness of the high expectations for the WPP to improve the health of the public.

The OAC is a nine-member panel including representatives of urban and rural areas, the Office of the Wisconsin Commissioner of Insurance and representatives from the School. The OAC directs and allocates funds for community-based public health initiatives across the state and for public health education and training programs. The OAC also provides advice and comment on the expenditures of the MERC, which is composed of School leadership, faculty and OAC representatives. The MERC directs and allocates funds to support medical education and research initiatives with an emphasis on health promotion, prevention and the diagnosis and treatment of disease. Both committees oversee competitive, targeted and strategic initiatives directed toward health and health care.

Communication between the OAC and MERC is a high priority. The committees regularly share information regarding activities and awards. Two OAC members serve as full voting members of MERC; regular committee updates are presented at both committee meetings; the MERC chair presents quarterly reports to OAC; and OAC and MERC meet jointly twice annually.

As indicated, the OAC has the responsibility to comment and advise regarding MERC expenditures. As part of the development of this five-year plan, OAC prepared a detailed report for MERC on the relationship between both committees, and on MERC's activities during the past five years, and made suggestions for future collaborations and interactions. OAC commended MERC's efforts in building a culture conducive to community engagement within the School through its support of the transformation.

OAC's advice and comments can be found in the Appendix of this plan.

Wisconsin Partnership Program Accomplishments

The sole purpose of the WPP is to improve the health of the public. Over the last five years, the WPP built the foundation to meet this challenge. It is from these beginning efforts that the WPP has structured a comprehensive program for the next five years. The WPP is proud to highlight its accomplishments, made possible by the dedication and collaboration of the two governing committees - OAC and MERC.

- Created 100 community-academic partnerships statewide to support the Wisconsin Idea with a focus on public health improvements.
- Bolstered community-faculty ties with support for community-based research and interventions.
- Partnered with state and local groups on health interventions.
- Forged collaborations on public health issues between School faculty and staff and their counterparts at the UW-Madison, UW System, and state government.
- Implemented a Master of Public Health degree program, public health fellowships and leadership training to respond to the needs of the state for a sufficient and competent public health workforce.
- Effected changes in the medical education curriculum to integrate the practices and principles of public health.
- Responded to the shortage of physicians in rural areas by establishing a rural medical education program.
- Designated transformation of the School as a top objective of the WPP by developing a strong link between medicine and public health.
- Provided training, technical assistance and grant-writing workshops to help applicants develop strong community-academic partnerships.
- Developed transparent, accessible and objective grant processes, resulting in 176 grants totalling approximately $69 million to community organizations, faculty and staff.
- Implemented a comprehensive evaluation plan to measure progress on outcomes and impact on the health of the public.

Specific accomplishments of OAC and MERC are described in the next two sections.

Oversight and Advisory Committee Accomplishments

The OAC launched two major programs in the last five years - the Community-Academic Partnership Fund, and Public Health Education and Training Initiatives. Since 2004, OAC has awarded 100 grants to community organizations that promote community-academic partnerships and supported 3 major educational programs to train the public health workforce.

The OAC established relationships with communities throughout the state and has gained a better understanding of what is needed to support the development of successful community-academic partnerships. Together with community partners, and in collaboration with the Medical College of Wisconsin Consortium on Public and Community Health, Inc., OAC has made significant contributions toward building the state's public health capacity and advancing the vision of *Healthiest Wisconsin 2010* of healthy people in healthy communities.

The OAC has awarded more than $22 million in grants to governmental and non-profit community-based organizations in Wisconsin. The partnerships represent new and developing collaborations on a broad range of health promotion and disease prevention programs. Although many of these programs are still evolving, OAC expects them to generate lasting effects on population health.

A major component of the original five-year plan was to enhance and connect the on-campus education programs in public health with practitioners in the state. To help improve leadership skills and ensure an adequately trained public health workforce, OAC made the following three major public health education and training awards for a total of $3 million.

- The OAC and the Medical College of Wisconsin Consortium on Public and Community Health, Inc. jointly established the Healthy Wisconsin Leadership Institute. The Institute supported collaborative leadership training and learning sessions for local coalitions and the public health workforce. Since 2004, more than 700 public health leaders and practitioners have participated in the Leadership Institute programs.

- The Wisconsin Population Health Fellowship program was formed to provide two-year intensive public health training experiences for recent graduates in public health-related disciplines. Since 2004, the program has matched 15 population health fellows with local and state organizations to provide direct public health service on local health problems.
- The School's Office of Continuing Professional Development in Medicine and Public Health collaborated with the Wisconsin Division of Public Health and others to improve access to quality continuing public health education and training for practitioners in the state.

These training programs have widespread support among statewide partners for building and sustaining a sufficient and competent workforce in Wisconsin.

Medical Education and Research Committee Accomplishments

During the past five years, MERC launched major programs that linked with the five focus areas articulated in the 2004-2009 Five-Year Plan: Innovations in Medical Education, Wisconsin Population Health Research Network, Emerging Opportunities in Biomedicine and Population Health, Human Proteomics and Regenerative Medicine, and Molecular Medicine and Bioinformatics.

These focus areas were designed to provide the education and research direction and essential infrastructure to optimize the transfer and application of knowledge to communities to advance population health. Within this context, the Dean of the School collaborated with MERC to provide start-up funding for strategic programs supportive of the transformation to an integrated school of medicine and public health.

Most of these programs are ongoing and some still are building their capacity and the structure necessary to achieve their aims. Nevertheless, because of these programs, important changes are already happening in the education and research direction of the School through incorporation of the purpose and objectives of the WPP and through support of the transformation. Some highlights of the multi-years targeted education and research awards are highlighted in the following boxes:

Targeted Programs

EDUCATION PROGRAMS - More than $7 million was awarded to respond to Wisconsin's health workforce needs:

- **Innovations in Medical Education:** Redesigned medical student curriculum promoting a new approach to medical education that integrates principles and practices of public health with traditional medicine; added new courses and content to curriculum in ethics, professionalism, population health and cultural competence; enhanced the use of simulations and standardized patients in the Clinical Training and Assessment Center to assess medical student skills.
- **Master of Public Health (MPH):** Created the MPH program to help meet the state's workforce needs; graduated 30 students to date with an anticipated class size of up to 50 students by 2010.
- **Wisconsin Academy of Rural Medicine (WARM):** Founded WARM to respond to rural health needs by increasing the number of School graduates who practice in rural areas; enrolled 18 students in the program with an anticipated annual enrollment of 25 students by 2010.
- **Health Sciences Library:** Expanded the Library's resources to support the incorporation of public health into the core missions of the School.
- **Distance Education:** Developed an extensive video library available to the public as well as faculty and staff, highlighting health research and education events; received more than 400,000 visits to the website since January 2007.

Targeted Programs

RESEARCH PROGRAMS - More than $28 million was awarded along a continuum of basic, clinical, translational and applied public health research focused on health promotion and the diagnosis and treatment of disease. Examples of awards are:

- **UW Institute for Clinical and Translational Research:** Transfers knowledge and discovery to clinical practice in communities; a collaborative effort with the UW-Madison's Schools of Nursing, Pharmacy, and Veterinary Medicine and the College of Engineering, and the Marshfield Clinic.
- **Wisconsin Network for Health Research:** Collaborations between Aurora Health Care, Gundersen Lutheran, Marshfield Clinic and UW Health to link researchers and health care organizations across the state to improve patient care.
- **Health Innovation Program:** Developed a model to improve health care delivery, including integration of research with practice; created an infrastructure to encourage translational research and promote improvements in the coordination of care, patient safety, use of technology and the reduction of health disparities.
- **Survey of the Health of Wisconsin:** Identifies issues and trends by collecting data on environmental, biological and behavioral factors affecting public health for use of health care providers, researchers, state officials and policy makers.
- **Center for Urban Population Health (CUPH)-Public Health Development Plan:** Responds to urban health needs in Milwaukee by building CUPH's capacity to engage in community-based research with an emphasis on underserved populations.
- **Reducing Cancer Disparities Through Comprehensive Cancer Control:** Supports two-part program of community-based partnerships with underserved populations, and development of a Milwaukee Cancer Care Network to promote access to care.
- **Making Wisconsin the Healthiest State:** Informs the WPP and state and local decision-makers about future investments to improve the health of the public through the development of the companion reports: the *Health of Wisconsin Report Card* and *Opportunities to Make Wisconsin the Healthiest State*.
- **Advancing Evidence-Based Health Policy in Wisconsin:** Supports stronger links between worlds of policy-making and scholarly research with timely, nonpartisan evidence for crafting solutions to health issues.
- **Human Proteomics and Regenerative Medicine:** Develops a research facility to identify molecular markers of health, disease sand risk factors; establishes a program to overcome obstacles to using stem cells to treat human disease.
- **Wisconsin Center for Infectious Diseases:** Creates a campus wide effort of physicians and scientists through the establishment of a Center focusing on combating the spread of infectious diseases due to the overuse of antibiotics.
- **Preclinical Alzheimer's disease in African Americans:** Supports design and testing of interventions to delay or prevent the onset of Alzheimer's disease in underserved populations.

Competitive Request for Proposals

MERC also created two competitive programs for faculty: the New Investigator Program (NIP) and the Collaborative Health Sciences Program (CHSP), each supporting innovative education and research ideas that align with the goals and objectives of the WPP. NIP awards have covered topics ranging from shedding light on how Alzheimer's disease develops and advancing novel therapies targeting influenza to preventing infection by drug-resistant bacteria through the use of dietary supplements. CHSP awards have supported programs ranging from correcting Vitamin D inadequacy in rural populations and developing a new smoking cessation treatment tailored for American Indians to improving birth outcomes in the African American community in Racine. Awards for both programs total more than $7 million.

While it is premature to fully assess the impact of the awards, it is not premature to conclude that the availability of these awards has broadened the research scope of the School's faculty to include more projects focusing explicitly on the health of the public. The awards also have focused on medical education reform to ensure a physician workforce trained to address Wisconsin's health challenges in an increasingly diverse population. By embracing the Wisconsin Idea, these grant programs have fueled far more collaborations and partnerships beyond the School than had previously existed.

Grant Awards 2004 - August 2008

Figure 1. WPP Grant Awards by Category

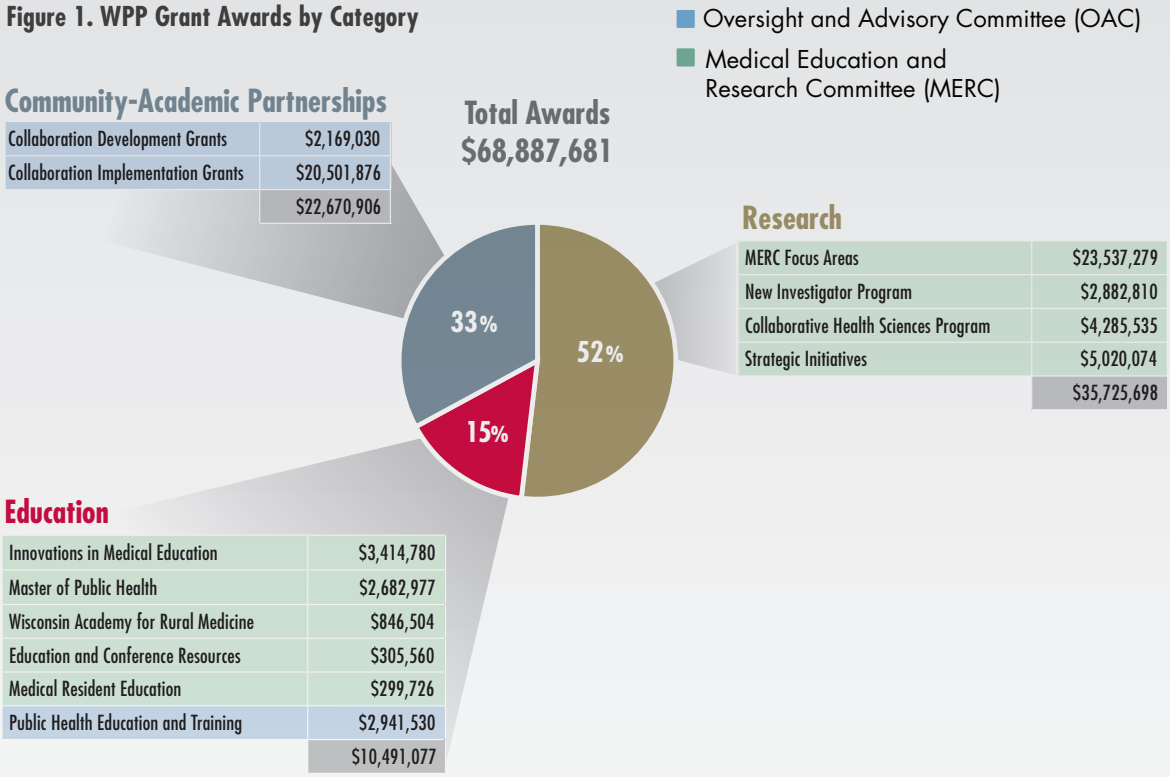


Figure 2. WPP Grant Awards by Year

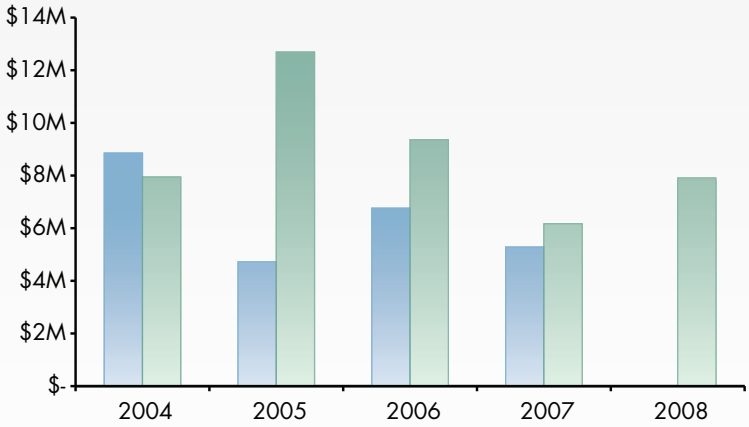


Table 1: WPP Applications and Funding by Competitive Program

Competitive Grant Program	Number of Proposals Received	Amount of Request	Number and Percent Funded	Amount Funded
Collaborative Health Sciences Program	82	$22,798,877	12 (15%)	$4,585,261
New Investigator Program	158	$9,826,915	29 (18%)	$2,882,810
Collaboration Development Grants	203	$8,044,397	52 (26%)	$2,169,030
Collaboration Implementation Grants	295	$112,642,743	48 (16%)	$20,501,876

Figure 3: WPP Statewide Collaborations and Partnerships

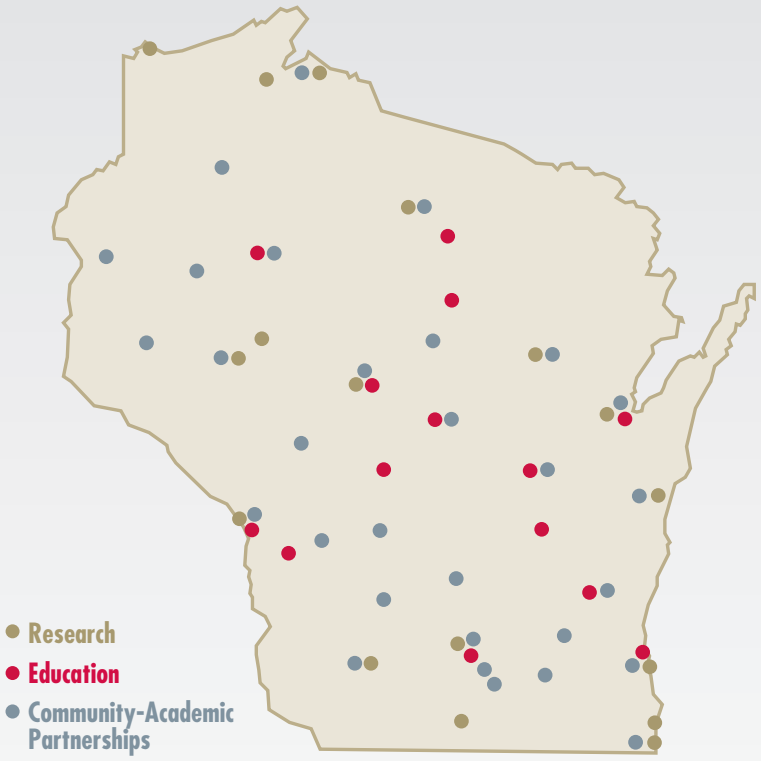


Table 2: WPP Grant Awards by State Health Plan and Research Priorities

Health Priorities	# of Grants	$ Amount	% of Total
Access to primary and preventive health services	26	$9,623,221	14%
Adequate and appropriate nutrition	6	$1,409,318	2%
Alcohol and other substance use and addiction	9	$2,408,028	3%
Existing, emerging, and re-emerging communicable diseases	10	$2,610,926	4%
Environmental and occupational health hazards	4	$1,225,000	2%
High-risk sexual behavior	1	$25,000	<1%
Intentional and unintentional injuries and violence	12	$3,636,155	5%
Mental health and mental disorders	8	$1,595,559	2%
Overweight, obesity, and lack of physical activity	20	$3,687,881	5%
Social and economic factors influencing health	8	$2,298,345	3%
Tobacco use and exposure	10	$2,598,474	4%
System (Infrastructure) Priorities			
Integrated electronic data and information systems	4	$5,038,368	7%
Community health improvement processes and plans	10	$3,271,594	5%
Coordination of state and local public health system partnerships	6	$1,296,264	2%
Sufficient, competent workforce	13	$12,033,547	17%
Research Priorities			
Other MERC Funded Research	29	$16,130,001	23%
	176	**$68,887,681**	**100%**

Considerations in the Development of the 2009-2014 Five-Year Plan

To be responsive to the needs of the state and ensure achievement of health improvement goals, the Wisconsin Partnership Program (WPP) developed an inclusive and multifaceted approach for internal and external stakeholder input into the development of the five-year plan. These approaches include the UW School of Medicine and Public Health (School) transformation plan and strategic discussions from the two governing committees, the Oversight and Advisory Committee (OAC) and the Medical Education and Research Committee (MERC). The outcomes of the strategic discussions are described in the relevant sections of this plan.

To assure considerable opportunity for external stakeholder participation, the WPP also provided numerous options for public input on perceived state and local health needs and priorities for the five-year plan. A comprehensive evaluation of the WPP's past efforts and reliable health data from a statewide needs assessment were also major contributions.

Transforming the School: The Strategic Plan

A major consideration for this plan is detailed in *Transforming the School of Medicine and Public Health: The Strategic Plan*. Created by the Dean of the School, Robert Golden, MD, this document describes the goals and strategies guiding the transformation to an integrated school of medicine and public health. The objective is to create a superior education, research and community engagement enterprise integrating biomedical sciences, care of individual patients and the health of diverse populations to address the evolving health and health care needs of Wisconsin.

The WPP is central to a transformed school through its support for community partnerships, research and education initiatives with an increasing emphasis on public health. Consistent with the goals of the initial plan, the SMPH transformation will continue to be a central focus of the WPP.

The strategic plan outlines the steps toward transformation over the next five years. Key criteria for selecting priorities, goals and strategies include the following:

- Determine Wisconsin's greatest needs as defined by disease burden, potential for health impact and geography.
- Leverage strengths and seek collaborative opportunities.
- Focus on issues of underserved populations.

Learning from the Community: Stakeholder and Public Response

The WPP recognizes that communities have significant expertise to inform its program priorities. Learning from the community and seeking input about their needs and views is an important strategy to help shape the development of WPP's funded initiatives. To obtain a comprehensive perspective of stakeholders and assure that the WPP is responsive to the people of Wisconsin, the program implemented three approaches to assure opportunities for public comment on plans for the next five years: a public comment questionnaire, community forums and stakeholder interviews.

Detailed results are described in the companion report, *Measuring our Progress: The Wisconsin Partnership Program Evaluation*.

Public Comment Questionnaire

The UW Survey Center issued an anonymous general Public Comment Questionnaire in 2008, resulting in more than 550 responses. The survey asked respondents to answer four questions on program priorities for the WPP's next five-year plan. The distribution included an extensive list of School faculty, staff and individuals having contact with the WPP during the last five years.

The survey asked for:

- Suggestions on how best to use the WPP's resources.
- Health areas in which the WPP should invest to advance public health.
- Recommendations for research or projects to best meet the goals of the *WPP Healthy Birth Outcomes Initiative*.
- General suggestions for WPP's five-year plan.

Community Forums

Two community forums were held – Waukesha and Stevens Point – in Spring 2008. The audience provided valuable insights into the activities and efforts of the WPP and requested support in the three areas listed below:

- Community access to academic partners
- Technical assistance in program evaluation
- Sustained funding for successful programs

Stakeholder Interviews

The UW Survey Center conducted 41 interviews with stakeholders of the WPP. Those interviewed were equally divided between members of the faculty of the School and members of external groups. The joint OAC/MERC Evaluation Implementation Subcommittee selected the stakeholders to be interviewed and developed the format and questions. Interviews addressed three basic questions:

- How is the WPP helping to advance the transformation of the School?
- How should the WPP align with Wisconsin's strategic plan for health, *Healthiest Wisconsin 2010*?
- What should be the WPP's priorities going forward?

Measuring Progress: Wisconsin Partnership Program Evaluation

The comprehensive evaluation of WPP's progress as described in the companion report, *Measuring our Progress: The Wisconsin Partnership Program Evaluation* was another major consideration for this plan. Three levels of progress assessment evaluation were used: evaluation of broad strategic activities, grant-making processes and individual grant evaluations. A brief description of each follows.

Strategic Evaluation

The WPP conducted a strategic evaluation in 2008 to track progress on goals and strengthen program-wide implementation. The two governing committees (OAC and MERC) identified central elements of a five-part framework to assess progress in advancing the program's mission and guide the five-year plan development. The evaluation considered the following five strategic focus areas:

- ***Advancing the Public Health System:*** Considered how the program is helping to advance the capacity of Wisconsin's public health system through directed grants to advance the goals and objectives of the state health plan.
- ***UW School of Medicine and Public Health Transformation:*** Considered how the WPP is helping to advance the School's transformation to an integrated school of medicine and public health.
- ***Balanced Research and Education Portfolio:*** Determined how expenditures reflect a range of research and education initiatives by time and approach with a timeline for results.
- ***Community-Academic Partnership Model:*** Determined how the WPP is promoting successful and effective collaborations, and how they are contributing to improvements in population health.
- ***Governance and Stewardship:*** Provided an assessment of the program's governance and stewardship responsibilities.

Process evaluations

To assure that funds are being used effectively, the two Committees annually examined how they solicit, review and make grant awards. The WPP has also devoted attention to finding ways to gather feedback from stakeholders, including grantees, grant-seekers and key leaders in Wisconsin by using anonymous surveys, interviews and forums. These evaluations help refine and revise the grant-making process as needed, providing continuous quality improvement. Process evaluations were helpful in directing WPP grant-making activities for this five-year plan.

Individual grant evaluations

The WPP's resources are devoted to making grants to faculty and community organizations to advance the program's mission and goals. Individual grant evaluations assess the impact of awards, and help direct program improvement. To assess progress and outcomes, grantees submit regular progress reports reviewed by WPP staff and committee members. At project completion, grantees submit final reports outlining results and outcomes that are reviewed by the WPP staff and by the appropriate committee.

Statewide Health Assessment – *Making Wisconsin the Healthiest State*

A major consideration in the development of this five-year plan is the MERC-funded initiative, *Making Wisconsin the Healthiest State*. The findings of this project are available in two companion reports -- the *Health of Wisconsin Report Card* and *Opportunities to Make Wisconsin the Healthiest State*. The WPP will use the results of this project to direct and focus resources during the next five years.

Making Wisconsin the Healthiest State project aims:

- Characterize the population health of Wisconsin (including disparities) and compare to the nation.
- Identify evidence regarding the most effective policies and programs in altering determinants to improve outcomes.
- Develop recommendations for a balanced health investment portfolio of policies and programs to guide Wisconsin toward becoming the healthiest state.

2009-2014 Five-Year Plan Program Framework

Oversight and Advisory Committee Future Investments

The goal of the Oversight and Advisory Committee (OAC) is to improve the health of the people of Wisconsin by making grant awards for health promotion, disease prevention and public health workforce development, and to close the gap in health disparities through targeted initiatives in partnership with the UW School of Medicine and Public Health (School).

The OAC held a strategic planning session in February 2008 to develop a framework for allocating and directing resources to strengthen future grant programs and initiatives. OAC members reflected on the effectiveness of past efforts, recommended strategies and actions to improve established programs, and identified collaborative opportunities to work with the Medical Education and Research Committee (MERC). OAC also focused on its WPP stewardship responsibility and the importance of ensuring due diligence in the allocation of funds.

During the strategic planning process, OAC identified and committed to a major new funding initiative to reduce maternal and infant health disparities in Wisconsin. Over the next five years, OAC may identify other targeted initiatives to complement broad transformational efforts in response to the greatest health needs of the state. The purpose is to identify focused funding priorities that balance investments and maximize impact. However, the OAC will continue to respond to local needs by supporting programs in areas that advance the state health plan overall.

The OAC strongly supports the partnership model as embodied in the Community-Academic Partnership Fund, where public health practitioners, community leaders, and faculty work collaboratively to identify health issues facing communities. Those connections greatly increase the state's capacity to improve health through the collaborations and partnerships between the University and community-based organizations.

The OAC agreed that the key attributes of the Community-Academic Partnership Fund include the following:

- A formal structure to connect communities with faculty from the School, UW-Madison and other campuses throughout the UW System.
- Critical financial resources for communities to implement programs that address the priorities of the state health plan.
- Promotion of the School as a statewide resource through faculty expertise.
- Promotion of the WPP's mission to respond to the health needs of the state and reduce health disparities.

OAC Initiatives

Guided by the annual survey of applicants, the public comment survey and communication with stakeholders, the OAC reviewed past grant-making practices and identified the following four objectives for improving the Community-Academic Partnership Fund over the next five years:

- Improve the balanced portfolio by:
  - — Increasing statewide reach and access across geographic regions and size of organizations
  - — Supporting successful programs that show promise of sustainability
  - — Emphasizing targeted initiatives that will result in the greatest improvements in the public's health
- Create stronger community-academic partnerships by:
  - — Increasing access to and making connections between academic and community partners
  - — Supporting networks to engage and offer incentives to faculty working with communities from the School and throughout the UW System
  - — Advancing opportunities for faculty development in community partnerships
  - — Incorporating program improvement elements identified through periodic grant evaluations to support partnership development
- Enhance learning and sharing by:
  - — Convening partners working in common areas to facilitate shared learning
  - — Increasing access to evidence-based and best-practice knowledge on community practices and policies
  - — Disseminating grant results that offer promising solutions to community problems
- Strengthen community capacity by:
  - — Increasing practical skills of individuals working in community-based organizations to design and implement their own research and program evaluation
  - — Increasing use of evidence-based and best-practice knowledge on community practices and policies
  - — Improving sustainability through technical assistance on grant writing and other resource development
  - — Improving learning through collaborative leadership development

Community-Academic Partnership Fund (CAPF)

Goal: Support a range of community-based partnerships and initiatives to improve health policies, practices and interventions at the individual and community level.

Strategy: Foster an environment that promotes innovative solutions to critical public health problems through collaboration and community-academic partnerships.

Funding Priorities: Projects must align with the WPP mission, vision and guiding principles and goals and objectives of the existing state health plan to transform the public health system, to eliminate health disparities, and to promote and protect health for all. (See Appendix for *Healthiest Wisconsin 2010 Framework*.)

To guide investments and maximize health improvement opportunities, the OAC will also establish funding priorities for programs that align with the framework for *Opportunities to Make Wisconsin the Healthiest State*. This framework involves three major components, the social and physical environment, individual health behaviors, and the broad public health and health care system. (See Figure 4 below).

Community-Academic Partnership Fund (CAPF): Grant Categories

To achieve multiple goals, the CAPF will continue to support collaboration development and implementation grants and create a new sustainability grant category. The CAPF also will develop one or more targeted funding initiatives. Grant categories follow a continuum of community-directed programs to more focused and proactive initiatives responding to the greatest needs of the state. This "family" of grant programs progresses from the generation and testing of partnerships and ideas to strong evidence-based programs and focused efforts necessary to achieve improvements in population health.

Collaboration Development Grants are small discretionary awards supporting a range of programs from the development of community academic partnerships, capacity-building initiatives, needs assessment, evaluation or demonstration projects to smaller implementation programs.

Collaboration Implementation Grants are more expansive awards to implement evidence-based programs in health promotion, disease, injury, or disability prevention, or programs that reduce health disparities. This grant category supports transformational projects with strong evidence of need and the potential for significant impact, and application or replication. For this grant category, evidenced-based practices are interventions for which scientific evidence consistently shows that the practice improves outcomes.

Collaboration Sustainability Grants are awards to support the continuation of successful implementation grants where sustainability is likely but require further support. Programs are more likely to become sustainable when they can demonstrate measurable improvements in health outcomes. Therefore, a strong evaluation and the dissemination of findings across a wide audience are important outcomes of this new award category. For this grant category, sustainability includes the long-term viability of programs or services through statewide or local health system or policy changes.

Targeted Funding Initiatives

The OAC will create a fourth CAPF award category for program-defined initiatives to support WPP's strategic goals. Already under way is the *WPP Healthy Birth Outcomes Initiative* - a long-term commitment to reducing birth outcome health disparities in Wisconsin. During the next five years, OAC may periodically consider other focus areas, weighing funding availability with priority public health needs. These initiatives may consider a variety of approaches including innovative partnerships, policy and advocacy, capacity building,

Figure 4: Opportunities to Improve Wisconsin Health

Social & Physical Environment	Health Behaviors	Health Care & Public Health Systems
• Education	• Nutrition	• Access to healthcare
• Employment	• Physical Activity	• Cost of health care
• Environmental contamination	• Risky sexual behavior	• Governmental public health
• Healthy child development	• Substance use and abuse	• Health care coverage
• Housing	• Unintentional injuries	• Health care quality
• Income/poverty	• Unsafe driving	
• Social connectedness	• Violence	

Source: *Opportunities to Make Wisconsin the Healthiest State*, UW School of Medicine and Public Health, UW Population Health Institute, Department of Population Health Sciences, February 2008.

evaluation and communication activities. Targeted funding initiatives provide further opportunities for collaboration with MERC in strategic areas. These strategically directed initiatives should result in measurable improvements in the health of individuals and communities.

WPP Healthy Birth Outcomes Initiative

The *WPP Healthy Birth Outcomes Initiative* is a multi-year, multi-million dollar initiative to reduce health disparities in the state by focusing on immediate needs of African American women and their families. Working with targeted Southeastern Wisconsin communities, the WPP seeks to improve birth outcomes and reduce infant mortality disparities while developing statewide capacity to sustain this effort long-term.

The disparity of outcomes between white and non-white births is one of Wisconsin's most critical health problems. Although Wisconsin is a leader among states for its low white infant mortality rate (number of infant deaths per 1,000 live births), the infant mortality rate for African Americans in Wisconsin is the country's highest. Infants born to African American women in Wisconsin are three to four times more likely to die before their first birthday than infants born to white women. During the past 20 years, virtually no decline has occurred in Wisconsin's African American infant mortality rate. Further, Wisconsin's national ranking for African American infant mortality has fallen from among the best (lowest) rates in the country to the worst (highest). Of the 40 states reporting infant mortality data in 2000-2002, Wisconsin had the worst African American infant mortality rate.

Development of the WPP Healthy Birth Outcomes Initiative

OAC conducted extensive planning with other experts in an exploration of where to best target resources to develop the *WPP Healthy Birth Outcomes Initiative*.

The year-long effort involved:

- Commissioning a comprehensive research study and white paper
- Convening local and national leaders for a "Wisconsin Infant Mortality Summit" at the Wingspread Conference Center in Racine
- Consulting with communities through public forums and surveys
- Dedicating a full-time *WPP Healthy Birth Outcomes* senior program officer and,
- Creating a steering committee to provide direction and expert consultation

Planning and Implementation – Through local community development coalitions, OAC will invest in multiple strategies for conditions that support healthy birth outcomes for women and their families in targeted communities. Planning grants, followed by more extensive implementation grants, will look beyond individual behaviors and health care for solutions supporting healthier birth outcomes known to reduce health disparities. Development coalitions in eligible communities may apply for planning funds to develop local partnerships, mobilize the community, build capacity and create a strategic implementation plan. Planning will also include a needs assessment and analysis of programs and strategies that have been successful and promising practices.

The OAC recognizes the importance of community partners in laying the groundwork for this work. By collaborating to address the interdependent conditions that influence health, OAC will work in partnership with communities and will engage inter-professional academic expertise to support community efforts. A steering committee will engage the community in the design of the initiative, and will serve as a permanent liaison between the OAC, School and community.

Public Health Education and Training

In the first five-year plan, WPP identified the *Healthiest Wisconsin 2010* infrastructure priority," sufficient, competent workforce", as a framework for developing public health education and training initiatives. Wisconsin communities need an adequately trained workforce to address critical public health issues. To accomplish this, the workforce must be skilled in multiple intervention approaches, with a focus on population-based health improvement strategies. The WPP will continue to address the state health plan workforce priority and emerging needs through population health fellowships, continuing public health education and leadership training opportunities for public health professionals.

Public Health Education and Training Subcommittee (PHET)

In April 2008, OAC and the PHET subcommittee held a joint five-year plan strategy session to provide recommendations on core programs, identify areas for program improvement and consider new initiatives. Important discussion topics included an assessment of current programs, evaluation criteria, and the role of the PHET Subcommittee. Members also considered potential collaborations with the MERC.

OAC and PHET members recognized the important developmental work accomplished during the first plan in identifying needed skills and developing new training opportunities. Funded programs provided a crucial structure to connect the workforce with the academic resources in the School, the Medical College of Wisconsin and other higher education institutions. Following this discussion, the OAC enthusiastically agreed to ongoing support for the Healthy Wisconsin Leadership Institute, Wisconsin Population Health Fellowship program and Continuing Public Health Education.

The OAC and PHET members identified the following criteria to guide their decision on program modifications over the next five years:

Criteria for PHET Program Refinements

- Increase statewide reach and access across a variety of geographic regions and organizations.
- Improve the diversity among trainees to reflect the diversity of the population.
- Assure public health competencies and values into training initiatives.
- Focus training and curriculum on cultural competencies.
- Increase the number of UW SMPH MPH students receiving fellowships.
- Increase the number of fellows who intend to live and work in Wisconsin.
- Develop new collaborative partnerships and relationships with the School and other academic institutions.
- Enhance coordination between the education programs in MERC and OAC.

Public Health Education and Training Initiatives

Goal: The goal of PHET is to support education and training opportunities for Wisconsin's public health professionals and the broad public health workforce to ensure a sufficient and competent workforce.

Strategy: Provide education and training opportunities to strengthen Wisconsin's public health workforce through improved access to training opportunities in continuing public health education, applied postgraduate service learning, and leadership development.

PHET Core Programs

Healthy Wisconsin Leadership Institute

The Healthy Wisconsin Leadership Institute is an education and training resource jointly supported with the Medical College of Wisconsin. Its aim is to develop community leaders who engage in innovative activities, working across sectors to protect and to promote the health of the public. The Healthy Wisconsin Leadership Institute consists of the following two major program areas:

- Community Teams Program - a year-long applied learning program to facilitate the development of collaborative leadership and public health skills among teams of individuals mobilizing communities to identify and solve health problems. Participants take part in a curriculum delivered through a series of face-to-face workshops and distance-based educational sessions. Team members apply new skills as they work on health improvement projects in their home communities.
- Individual Learning Opportunities - a variety of learning options for individualized education on specialized topics. Through regional workshops, forums, customized training, consultation and technical assistance, online resources and mentoring opportunities, individual learners develop required knowledge and skills to be more effective as leaders in the public health workforce.

The Leadership Institute's goals over the next five years include increasing diversity among participants, improving geographic distribution, enhanced learning models and curricular changes to meet the needs of learners.

The Wisconsin Population Health Fellowship Program
The Wisconsin Population Health Fellowship Program is an intensive two-year service-learning program for Master of Science, Master of Public Health or doctorate graduates in public health or related disciplines. The program provides applicants with practical field assignments in community-based, non-profit, and governmental and health service organizations. The primary goal of the Fellowship Program is to develop the next generation of public health officials and administrators skilled in planning, implementation and evaluation of public health programs. At the heart of the program is a commitment to public service. Fellows receive direct hands-on training in high quality organizations working on relevant and timely public health issues. By the end of the two-year period, fellows will successfully complete the program's performance requirements. These requirements represent the core set of diverse skill sets necessary for leading and managing public health programs.

Continuing Public Health Education
In the first five-year plan, the School's Office of Continuing Professional Development in Medicine and Public Health developed multiple approaches to address the continuing education needs of public health workers. The program developed tools to identify individual needs and incentives for continuing education. Building on this effort, Continuing Public Health Education will provide new resources to public health practitioners and the broad public health workforce seeking continuing education and training to support local community health improvement plans. OAC may offer small training stipends to governmental or non-profit organizations as incentives to participate in workshops, conferences and other professional activities including programs offered through the Healthy Wisconsin Leadership Institute. The focus is to encourage individuals to obtain skills and competencies necessary to implement and sustain community-wide improvement processes and plans.

Medical Education and Research Committee Future Investments

The goal of the MERC is to improve the health of the public by allocating funds for innovative education and research initiatives dedicated to health promotion, disease prevention, and the diagnosis and treatment of disease. The overall objective is to transfer knowledge and research results to communities to close the gap between what we know and what we do. Since its formation in 2004, the MERC has made 73 awards totaling more than $43 million.

To prepare for the development of the five-year plan, the MERC began a strategic planning process in September 2007 when members assessed accomplishments, identified potential growth areas and discussed investment strategies. An address from Dean Robert Golden, MD, opened the strategic planning session and set the stage for a comprehensive discussion. The session concluded with a summary document outlining directions to build on the foundation and principles of the initial five-year plan. Community health perspectives were offered by OAC members who joined with the MERC in the discussion of potential collaborations between the two committees. MERC members spent subsequent meetings refining the written summary of the strategic planning session, titled *Strategic Planning Overview and Outcomes*.

The summary includes Dean Golden's goals, objectives and priorities for research and education, as well as strategies to speed the transformation to an integrated school of medicine and public health. In addition, participant suggestions were grouped into categories of education, research, service/outreach, faculty development and OAC/MERC collaboration. Within this context, challenges and issues were identified. These include: achieving balance in research and education initiatives to ensure the greatest return on investments; determining the most effective approaches to community engagement; and developing a decision-making process to determine continued support of projects funded during the initial five-year plan.

To ensure a thorough deliberation of ideas leading to specific recommendations for the plan, the MERC established three subcommittees on education, research and service. The name of the service subcommittee was ultimately changed to community engagement to reflect the importance of partnerships between the School and communities and the significant role community engagement plays in the School's transformation. Membership on the three subcommittees included all MERC members, with the addition of OAC members to the community engagement subcommittee.

Each subcommittee was directed to respond to the respective suggestions and issues in the *Strategic Planning Overview and Outcomes* document, and to identify goals, strategies and initiatives incorporating the themes of the strategic planning session. The objective was to create a list of education, research and community engagement priorities for further consideration.

As a result of the subcommittees' reports, a framework was developed by MERC for education and research initiatives, incorporating the concept of community engagement and the exploration of collaboration and linkages between the OAC and MERC. Recurrent themes were pinpointed, with specific reference to the urgent need for faculty expansion and development in public and community health to achieve the goals of improving the health of the public and accelerating the School's transformation.

These discussions included the topic of continued funding of multi-year, targeted initiatives approved in the initial five-year plan. Consideration also was given to the structure and membership of MERC – to assure broad representation from faculty as well as the School's leadership and to reflect the focus of the framework of MERC's future investments. Maintaining MERC as an open, accessible and objective decision-making body for the approval and evaluation of innovative education and research initiatives was endorsed.

Building upon the subcommittees' reports, the following framework was developed by MERC to provide a basis for new and ongoing investments, with the objective of promoting health, preventing and treating disease, educating future health professionals and scientists and reducing health disparities. Agreement also was reached to continue the allocation of a percentage of available MERC funds to the Dean of the School for strategic initiatives supporting this framework.

Common priorities identified by each subcommittee

MERC identified common priorities in the subcommittees' reports considered essential to realizing the goals and objectives of the framework. The need for faculty expansion and development and approaches to effect collaborations between OAC and MERC were common themes. Agreement was reached to address them in the following ways:

Faculty Development and Expansion

Growth of applied public health research as well as community engagement through education and research initiatives is hampered by the limited number of faculty and staff with the necessary expertise and interest. Building the School's capacity to become a model of successful community engagement requires both the recruitment of faculty with public and community health expertise and the development of programs and incentives to engage existing faculty in the transformation to an integrated school of medicine and public health.

MERC will support these efforts by providing programmatic resources and by creating professorships and other support mechanisms for faculty focused on the Dean's priority areas aimed at promoting the School's transformation. This initiative will be accomplished by hiring faculty in selected targeted areas, such as public and community health, health services research, health policy and/or community-based participatory research. MERC will also work with the Dean of the School to develop an implementation process for this initiative that includes a commitment to ensuring diversity in the candidate pool.

Collaboration of OAC and MERC

Each subcommittee studied possible OAC and MERC collaborations, with special attention to the potential impact of joint funding on specific long-term public health challenges. Joint funding opportunities include: OAC's *Healthy Birth Outcomes Initiative*; research or evaluation components of OAC's community grants; a special initiative on a public health issue agreed to by both committees; educational projects linking students with community organizations; and educational initiatives including the public health workforce, health care leaders, legislators and other public and private health policy makers. OAC and MERC will work together to determine joint projects in alignment with the above examples.

Subcommittee Reports

Each MERC subcommittee developed initiatives, goals and strategies related to its specific concentration area. These initiatives provide the framework for MERC's investments in the next five years. The framework includes opportunities for the Dean of the School and the MERC to jointly explore initiatives to respond to the needs of underserved populations.

Education

Goal: Promote and implement creative education strategies to prepare Wisconsin's future health professionals, and public health and scientific workforce to meet the health needs of Wisconsin.

Strategy: Initiatives will be based on effective methods of teaching and learning – supported through faculty development – and will incorporate program evaluation.

Emphasis will be on forging new directions in medical and public health education to better meet health care challenges, including the needs of underserved populations. Educational connections between community service and the OAC will be established to benefit future health professionals and to support collaboration between the School and the community.

Education Initiatives

New directions in medical, public health and graduate education will result from the development of the following initiatives:

- Assess the needs of the public health workforce for a distance education public health certificate program and/or a distance Master of Public Health degree.
- Redesign the third and fourth medical student clinical years with:
  - a better balance of acute care and chronic care management with the prevention of disease through health promotion and effecting change in individual health behaviors;
  - hands-on experiences for students working in communities on public health challenges, such as drug and alcohol abuse, the needs of the homeless, lead paint abatement and communicable diseases.
- Develop scholarly concentrations for medical students in areas such as leadership, research and public health, including the availability of certificates.
- Establish an overarching professional training program for graduate students and post-doctoral trainees focusing on ethics, clinical research, public health and professional development, including secondary degrees or certificates in areas such as public health or statistics.
- Create opportunities for multidisciplinary student teams to work in communities through collaboration with OAC.

Research

Goal: Support research programs encompassing biomedical sciences, patient care and the health of populations through prevention, diagnosis, treatment and cure of disease, with an emphasis on reducing health disparities.

Strategy: Promotion of a balanced portfolio of investments along a continuum of basic, clinical, translational and applied public health research to benefit the health of individuals, families and communities, and the promotion of OAC/MERC collaborations around targeted initiatives.

Community Engagement

Goal: Foster and strengthen partnerships between the School and Wisconsin communities to enhance the School's impact through community-based research, education and service - thereby advancing the transformation to an integrated school of medicine and public health.

Strategy: Strengthen the School's capacity in public and community health, recognizing the vital role community engagement plays in supporting the transformation to a school of medicine and public health and in ensuring a balanced portfolio of investments.

Research Initiatives

MERC will continue to support the following two programs, enabling faculty to compete for funding for new research initiatives. This will be accomplished through an annual call for proposals aligned with the WPP's goals and objectives.

- The Collaborative Health Sciences Program (CHSP), implemented in the initial five-year plan, is a competitive process for associate and full professors and distinguished and senior scientists. The CHSP will continue to emphasize new and innovative collaborations both within and outside the School with the greatest potential to build healthier communities and to leverage other resources.
- The New Investigator Program (NIP), implemented in the initial five-year plan, is a competitive process for assistant professors beginning their careers who have research interests in addressing Wisconsin's public health issues. The NIP supports preliminary work on important health issues, which, if successful, is likely to result in leveraging other funds.

MERC also will develop a targeted competitive program parallel to the Collaborative Health Sciences Program. This program will bridge basic to clinical to translational to applied public health research and emphasize the following:

- Areas identified by the Dean of the School to promote the transformation to an integrated school of medicine and public health. These include obesity, neurosciences, aging, alcohol abuse and health policy development.
- Other areas, driven by available health data, including processes or systems, such as access to care, reducing health disparities and quality of care improvements.
- Specific diseases, such as cardiovascular conditions and cancer, that are significant health issues in Wisconsin.

Community Engagement Initiatives

The following initiatives will support the School's objective to become a model of successful community engagement resulting in substantial and measurable improvements in the health of the people of Wisconsin:

- Expand community-based research capacity through faculty expansion and development.
- Partner with existing UW centers and link with external organizations to improve the health of communities.
- Develop support services, such as a shared service to support faculty, staff and students interested in conducting community-based research, and an evaluation research shared service where technical assistance, program planning, evaluation services and library resources are available to communities.
- Support and expand community education that engages students in assessing and addressing community health needs.

Support for Targeted Initiatives Funded in the Initial Five-Year Plan

MERC discussions also focused on the significant support of targeted initiatives that were a core component of the education and research awards in the initial five-year plan. These initiatives are related to the following five focus areas: Innovations in Medical Education; the Wisconsin Population Health Research Network; Human Genomics and Regenerative Medicine; Molecular Medicine and Bioinformatics; and Emerging Opportunities in Biomedicine and Population Health.

Some of these initiatives are long term and may require continued funding from MERC for an undetermined period to show results. A number remain in early development stages, yet to be fully operational. Some have been building the necessary infrastructure. Others are further along in their development but need time to achieve sustainability. Please refer to pages 8 and 9 for examples of these initiatives.

MERC has designed a thorough review process to evaluate these initiatives to determine if additional funding is warranted beyond the conclusion of the award. Moreover, MERC recognizes continuation funding of existing projects cannot be unlimited without affecting the committee's capacity to support new initiatives. An important consideration in the process will be an evaluation of the Principal Investigator's plan to seek additional sources of funding. MERC is mindful of the need to preserve its funding flexibility in order to be responsive to the range of new initiatives fitting the plan's framework.

Reorganization of the Medical Education and Research Committee

As part of the plan's development, a review of the structure and composition of MERC was undertaken with the objective to ensure broad representation and to reflect the focus of MERC's framework for future investments. This review resulted in the following outline for reorganization:

- A nomination process will be held for three faculty positions and one academic staff position. The faculty positions will include one representative from the basic sciences, one from the clinical sciences, and one from population health sciences. MERC will review the nominations and develop a slate of candidates for election by the School faculty or academic staff, as appropriate.
- The Basic Science Caucus and the Council of Clinical Chairs each will recommend to the Dean one candidate from each group.
- The Dean will appoint the representatives from the School's leadership, including the chair of the MERC.
- The OAC will appoint two representatives – the chair of OAC and a public member.
- The Dean will appoint a member from the University or the community with expertise in public and community health.

Terms will be three years and initially will be staggered to ensure continuity.

Conclusion

Within MERC's framework, Wisconsin's public health challenges will be addressed comprehensively through partnerships linking the School with UW campuses, communities, state and local governmental units, and through targeted collaborations between OAC and MERC. These approaches provide unparalleled opportunities to close the gap between what we know and what we do to the ultimate benefit of the health of the people of Wisconsin.

Wisconsin Partnership Program Evaluation

To improve results over the next five year period, the WPP will continue to implement a comprehensive evaluation process that measures progress in both program strategies and outcomes. The evaluation will provide on-going information to help improve the way grants are awarded, monitored and supported. The evaluation will also provide timely information to help guide program improvement efforts to increase effectiveness and ultimately achieve greater impact. The WPP will measure progress and success in three ways:

- Outcome evaluation to assess the impact of individual awards, provide accountability and encourage replication.
- Process evaluation to measure the effectiveness of program implementation and to support better decision making.
- Strategic evaluation to track program-wide progress toward mission, vision and goals.

WPP will use a variety of evaluation approaches for the entire program and each program area as described below.

Population Health Improvement: The project, *Making Wisconsin the Healthiest State* will provide baseline data to the WPP to plan and assess progress in statewide population health improvement. The project identifies and tracks proven policies, recommends the most effective interventions and highlights areas where further research is needed. Health improvement is defined in two ways: improving health indicators (i.e., decreasing morbidity and mortality) and health related quality of life, and reducing health disparities. WPP progress is determined by measuring grant related outcomes that directly or indirectly improve health policies, interventions, and practices over the short-term, and through improvements in health care, health behaviors, socioeconomic factors and the physical environment over the long-term.

Oversight and Advisory Committee Initiatives: The OAC will invest in community-academic partnerships, targeted initiatives and public health workforce development strategies. Core programs include the Community-Academic Partnership Fund and Public Health Education and Training initiatives. OAC will evaluate its work through a broad portfolio of programs that emphasize improvements in overall health and the reduction of health disparities. OAC will define and apply short- and long-term indicators of success and assess those indicators at regular intervals to guide annual and midcourse corrections. Formal evaluation reports will focus on outcomes and progress against plans and specific health improvement objectives using the state health plan priorities as a guide.

Medical Education and Research Initiatives: The MERC committee will invest in research and education activities and community engagement strategies. Core programs include competitive and MERC targeted initiatives. MERC will evaluate its work thorough a conceptual framework for award allocation that emphasizes the improvement of overall health and the reduction of health disparities. The framework will be designed to measure the desired impact, direction and balance of future MERC awards by incorporating the following elements:

- Identify critical areas of concentration.
- Seek to align with the State's most important public health concerns.
- Commit to a routine strategic assessment of the optimal allocation among multiple dimensions.
- Define and apply short- and long-term metrics of success.

The WPP will measure these outcomes on an ongoing basis to assess progress and revise activities and funding decisions accordingly.

Program and Financial Management

Policies and procedures related to management and stewardship of funds of the Wisconsin Partnership Program (WPP) are governed by the following foundation documents: the Insurance Commissioner's Order of March 28, 2002; the Grant Agreement between the Wisconsin United for Health Foundation, Inc. (WUHF), the University of Wisconsin Foundation and the University of Wisconsin System Board of Regents, dated March 24, 2004; and the current five-year plan.

Program Management

The administrative staff of the WPP provides a full range of services. These services range from supporting applicants and grantees to monitoring grants and assessing progress to ensuring compliance with the requirements and responsibilities of the WPP. Led by a director, the WPP staff also benefits from significant in-kind program support from the administration of the UW School of Medicine and Public Health (School).

The in-kind support from the school's administration has held administrative costs through 2007 to approximately 5 % of total grant awards, (Administrative costs are funded from the two accounts of Medical Education and Research, and Public Health – 65% and 35% respectively.)

School administrators and staff who have provided support include: Vice Dean/Chair of the Medical Education and Research Committee (MERC), Associate Dean for Fiscal Affairs who oversees the financial management of the Program, Fiscal staff, Human Resources and Payroll staff, Information Technology staff and attorneys from the UW-Madison Office of Legal Services.

WPP staff is mindful of the program's growing requirements and monitors operations for future staffing needs to maintain the capacity to responsibly and effectively manage the program.

University of Wisconsin Foundation Policies and Investments

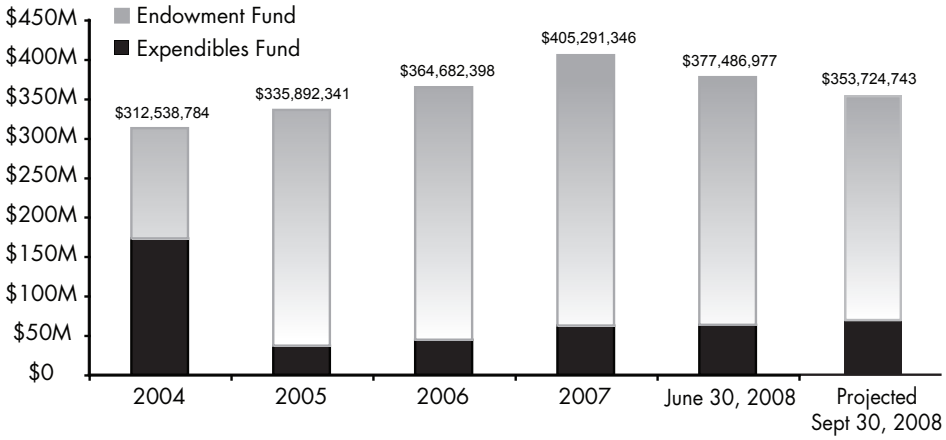
The University of Wisconsin Foundation (UWF) manages the investment of all funds for the WPP. As required, separate accounting is maintained for both the Public Health and Medical Education and Research components of the program. For investment purposes, the funds are divided between the Expendables Portfolio and the Endowment Portfolio of UWF. Each portfolio is invested following the policies and allocation guidelines of UWF. Consistent with the Order and Grant Agreement, the WPP funds received from WUHF are treated as a permanent endowment. This means the original principal transfers of $266,598,534 in 2001 ($30,000,000 of the original transfer was not endowed) and $15,229,208 in 2007 must be maintained in perpetuity. These funds have been invested in the Endowment Portfolio. As the endowment earns income, a portion of these earnings is made available for spending, and a portion is retained and reinvested to provide higher levels of spending in subsequent years. Using this model, the income available for programs can increase as costs grow with inflation. The objectives of the Endowment Portfolio are to achieve a long-term annualized return that creates an income stream to fund programs, preserves the real value of the funds and provides for real growth. Specific information regarding the UWF endowment is available at: http://www.uwfoundation.wisc.edu/media/documents/pdf/endowment_2007.pdf

Income made available to spend is invested in the Expendables Portfolio while the original principal and undistributed earnings are invested in the Endowment Portfolio. The original $30,000,000 of funding that was available for spending also was invested in the Expendables Portfolio. The objective of the Expendables Portfolio is to preserve principal and provide a competitive money market yield.

The following chart shows the total value of funds invested at UWF including the breakdown of funds between the Expendables and Endowment Portfolios. During the first year of the program, the investment of funds into the Endowment Portfolio was made during four quarters following a dollar-cost-averaging model. The chart reflects the lower level of funds in the Endowment Portfolio at that time.

The chart also shows an increase in the Expendables Portfolio in 2007 and through June 30, 2008 of approximately $15 million. This reflects the 2007 funding from WUHF which will be invested in the Endowment Portfolio when the financial markets regain stability.

Figure 5: WPP Value of Funds Held at the University of Wisconsin Foundation



*As this plan is being written, the stock market is undergoing significant volatility. The WPP will monitor the spending policy closely and may make changes in the annual spending budget based on investment returns at any time deemed prudent.

Spending Policy

The Oversight and Advisory Committee (OAC) and Medical Education and Research Committee (MERC) re-evaluated their spending policies in February 2008 based on the investment returns of UWF since March 2001 and available balances at that time. The WPP had received comments from the public suggesting more income should be made available for programs. Both committees agreed they could establish higher distribution rates from UWF earnings while still maintaining appropriate inflationary growth rates and preserving the original principal. The committees also want to have a predictable revenue stream.

OAC and MERC each elected to set their annual spending budgets at 5% of the total funds held at UWF as of the prior December 31. This rate was within the range of UWF's spending policy and was deemed prudent based on current returns and balances available for expenditure.*

This decision sets the annual amount of funds to be released from the endowment for expenditure. It does not place a cap on total spending and does not preclude special initiatives funded from prior endowment distributions. The program will continue to attempt to balance the responsibility to preserve assets for future funding with the need to address the pressing public health issues facing Wisconsin.

Fund Distribution and Allocation

Throughout WPP's first five years, the allocation of funds between public health initiatives and medical education and research initiatives has been 35% public health and 65% medical education and research. The WPP has divided all funds received from the WUHF into distinct accounts using this ratio. The value of the permanently endowed accounts also reflects this ratio and will do so unless the allocation is changed. The total balance of funds (endowment and available for spending) will not reflect this exact ratio as the spending of available funds is not identical between the public health and medical education and research initiatives.

Annual Budget

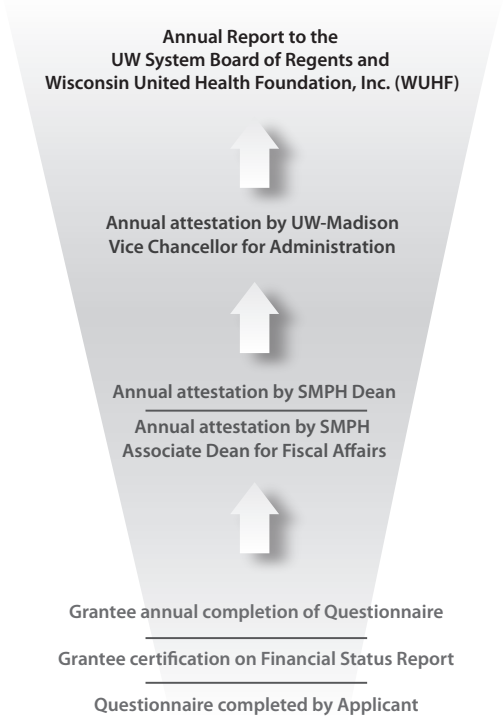
Consistent with the spending policy, both OAC and MERC develop and approve annual budgets. These budgets are used to determine the number and size of awards. They are based on the anticipated funds that will be available and incorporate existing commitments. In addition, the administrative budget undergoes a review and approval process by both OAC and MERC annually. This component is then allocated to each committee's budget based on the existing allocation of funds, which is currently 35% public health and 65% medical education and research.

Supplanting Policy

The Order includes a prohibition of using WPP funds "to supplant funds or resources that are available from other sources." This non-supplanting provision remains a key requirement of the program and all its grantees. The prohibition applies to all layers of the program. A monitoring system has been developed to make sure these funds are not used to replace existing funds, whether at the level of the University of Wisconsin or at the level of an individual grant recipient.

To insure compliance at the University and the School levels, annual written fiscal attestations are required of the Vice Chancellor for Administration of UW-Madison, the Dean of the School and the Associate Dean for Fiscal Affairs of the School. These statements are included in the annual report of the WPP presented to the University of Wisconsin System Board of Regents and WUHF. Individual grant recipients are required to complete questionnaires when applying for funds and with each annual funding cycle, as well as attest to non-supplanting as part of their financial reports. During the first five years of the WPP, the non-supplanting policies have been continuously clarified and strengthened. The WPP monitors the effectiveness of the policies on an ongoing basis and will continue to revise these policies as needed to insure compliance with this provision.

Figure 6: Supplanting Review Process



Financial Monitoring and Reporting

Since its inception, the WPP has done the utmost to create a responsible and transparent reporting process that meets the requirements of both the Order and Grant Agreement. Key elements have included separate financial and accounting for the funds of the program at both UW-Madison and the UWF. The WPP also has maintained separate accounts for the Public Health and Medical Education and Research allocations of the program.

To monitor individual awards, a series of financial reports were created to be periodically completed by grant recipients. These reports are reviewed by staff members and reported in aggregate to the OAC and MERC. Any questions raised by the reports are investigated. Should a significant question of compliance or appropriateness arise, staff members report the issue to the OAC or MERC as appropriate. Along with the recipient-prepared reports, information on MERC grant expenditures is fully available to the program and the Fiscal Affairs Department of the School. To better monitor external grant recipients of OAC, the WPP has begun a periodic review process using an external consulting firm. Each year a number of external grant recipients will be selected for review. The external consultants provide a summary of their findings to the WPP for each grant being reviewed.

The WPP has prepared an annual financial report for each year of its existence. The report, incorporated into the WPP's annual reports, encompasses the investment activity from UWF as well as the expenditure activity from UW-Madison. The Annual Report is approved by the OAC and MERC, and is forwarded to the UW System Board of Regents. After acceptance by the Board of Regents, it is forwarded to WUHF for review and public comment. The format for the annual financial reports has changed slightly during the initial five years to improve clarity and transparency, and to comply with accounting policies. The WPP will continue to revise the format as needed to meet these goals.

At the writing of this plan, the WPP is planning for the first program and financial audits as proscribed by the Order. These audits must take place at least every five years.

Assessment of the Allocation between Public Health and Medical Education and Research

The OAC has the authority under the Order to increase or decrease the 35% of funds that are allocated for public health. As stipulated by the Order, a change in the allocation requires a two-thirds vote of all members of the OAC at the time of the approval of the five-year plan. In the first five years of the program, this allocation was reviewed annually by the OAC and the allocation remained at 35% through the entire period. This process has been described each year in the Annual Report and will continue to be reported in future Annual Reports.

Committee Membership

Oversight and Advisory Committee Membership

Health Advocate Appointees

Lorraine Lathen, MA, Secretary
Executive Director, Jump at the Sun Consultants, Inc.
Advocacy Category: Women's Health

Douglas N. Mormann, MS, Vice Chair
Health Officer, La Crosse County Health Department
Advocacy Category: Statewide Health Care

Gregory Nycz
Executive Director, Family Health Center of Marshfield, Inc.; Director, Health Policy, Marshfield Clinic
Advocacy Category: Rural Health

June Martin Perry, MS
President, Access to Success in Nonprofit Management and Succession Planning
Advocacy Category: Urban / Community Health

Insurance Commissioner's Appointee

Martha E. Gaines, JD, LLM
Director, Center for Patient Partnerships;
Clinical Professor of Law, UW Law School

UW School of Medicine and Public Health (SMPH) Appointees

Philip M. Farrell, MD, PhD
Professor, Departments of Pediatrics and Population Health, UW SMPH

Valerie J. Gilchrist, MD
Chair, Department of Family Medicine, UW SMPH

Susan L. Goelzer, MD, MS, CPE, Chair
Professor, Departments of Anesthesiology and Population Health Sciences, UW SMPH

David A. Kindig, MD, PhD
Emeritus Professor, Department of Population Health Sciences, UW SMPH

Board of Regents Liaison

Roger Axtell
Regent Emeritus and Liaison to the Wisconsin Partnership Program, UW System Board of Regents

WISCONSIN PARTNERSHIP PROGRAM STAFF

Eileen Smith, Assistant Dean

Cathy Frey, Associate Director

Chris Blakey, University Services Associate

Tonya Mathison, Administrative Manager

Shannon Sparks, PhD, Program Officer

Karla Thompson, CPA, Chief Accountant

Members of the Medical Education and Research Committee

Leaders of Focus Areas of Excellence

Cynthia Czajkowski, PhD
Professor, Department of Physiology, UW SMPH
Focus Area: Emerging Opportunities in Biomedicine and Population Health

Richard Moss, PhD
Professor and Chair, Department of Physiology, UW SMPH
Focus Area: Human Genomics and Regenerative Medicine

Javier Nieto, MD, PhD, MPH
Professor and Chair, Department of Population Health Sciences, UW SMPH
Focus Area: Wisconsin Population Health Research Network

Susan Skochelak, MD, MPH
Professor, Department of Family Medicine; Senior Associate Dean for Academic Affairs, UW SMPH
Focus Area: Innovations in Medical Education

George Wilding, MD, MS
Professor, Department of Medicine; Director, UW Paul P. Carbone Comprehensive Cancer Center, UW SMPH
Focus Area: Molecular Medicine and Bioinformatics

Administration

Paul DeLuca, PhD, Chair
Professor, Department of Physics; Vice Dean, UW SMPH

Jeffrey Grossman, MD, Vice Chair
Professor, Department of Medicine; Senior Associate Dean of Clinical Affairs, UW SMPH; President and CEO, UW Medical Foundation

Gordon Ridley
Senior Associate Dean for Administration and Finance, UW SMPH

Jeffrey Stearns, MD
Professor, Department of Family Medicine, UW SMPH; Associate Dean, Medical Education, Milwaukee Clinical Campus, Aurora Sinai Medical Center

Basic Science Chairs

Norman Drinkwater, PhD
Professor and Chair, Department of Oncology, UW SMPH

Rodney Welch, PhD
Professor and Chair, Department of Medical Microbiology and Immunology, UW SMPH

Clinical Chairs

William Busse, MD
Professor and Chair, Department of Medicine, UW SMPH

Thomas Grist, MD
Professor and Chair, Department of Radiology, | UW SMPH

Faculty with Population Health Experience

Cynthia Haq, MD
Professor, Departments of Family Medicine and Population Health Sciences, UW SMPH; Director, Center for Global Health, UW-Madison

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

Faculty at Large

Sanjay Asthana, MD
Professor, Department of Medicine; Section Head, Geriatrics and Gerontology

Molly Carnes, MD, MS
Professor, Department of Medicine, UW SMPH; Director, UW Center for Women's Health

Academic Staff

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

Oversight and Advisory Committee Appointees

Susan L. Goelzer, MD, MS, CPE
Professor, Departments of Anesthesiology and Population Health Sciences, UW SMPH

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

WISCONSIN PARTNERSHIP PROGRAM

2009-2014 Five-Year Plan

Appendix

University of Wisconsin
SCHOOL OF MEDICINE
AND PUBLIC HEALTH

WISCONSIN PARTNERSHIP PROGRAM
2009-2014 Five-Year Plan
Appendix

Minutes

UW School of Medicine and Public Health
Medical Education and Research Committee
5:00 PM – October 13, 2008 – 4201 HSLC

Members Present: Bill Busse, Paul DeLuca, Norm Drinkwater, Susan Goelzer, Jeff Grossman, Cindy Haq, Rick Moss, Javier Nieto, Greg Nycz, Mary Beth Plane, Patrick Remington, Gordon Ridley, Jeff Stearns, Rod Welch, George Wilding

Members Absent: Sanjay Asthana, Molly Carnes, Cindy Czajkowski, Tom Grist, Susan Skochelak

Staff: Cathy Frey, Tonya Mathison, Ken Mount, Eileen Smith, Karla Thompson

Invited Guests: Maureen Smith

Other Guests: Byron Crouse

DeLuca called the meeting to order at 5:05pm.

1. Approval of September 8, 2008 minutes

Busse moved approval of the draft September 8, 2008 minutes. Grossman seconded and the motion was unanimously approved.

2. Announcements

Joint MERC/OAC meeting – October 15, 1:00pm, 4201 HSLC

Smith distributed the agenda for the joint meeting of the MERC and the Oversight and Advisory Committee (OAC) on October 15 which will focus on the 2009-2014 Five-Year Plan.

WUHF review of 2007 Annual Report

Smith reported on the September 26 meeting with the Wisconsin United for Health Foundation, Inc. (WUHF) to review the Wisconsin Partnership Program (WPP) 2007 Annual Report, which went well.

New Investigator Program update

The New Investigator Program Application Review Subcommittee will meet on October 27 to discuss the 25 applications submitted during the 2008 cycle. The Subcommittee will compile and forward a ranked list of applicants to the MERC Executive Subcommittee which was charged by MERC to make a final determination of the applicants to be interviewed. MERC will interview finalists on November 10.

3. MERC Executive Subcommittee report

DeLuca reported that the October 6 Executive Subcommittee meeting focused on discussion of the 2009-2014 Five-Year Plan and the financial projections for the WPP which will be covered later in the meeting.

4. Oversight and Advisory Committee (OAC) report

Goelzer provided an overview of the September 17 OAC meeting. The committee welcomed Valerie Gilchrist as a new School representative. Four membership terms expire in October – Greg Nycz, June Martin Perry, David Kindig, and Philip Farrell – and all but June Martin Perry have agreed to be re-appointed. OAC spent considerable time discussing a draft of the 2009-2014 Five-Year Plan. Suggestions were incorporated into the version that is being discussed later in the meeting.

The OAC established the ad hoc Healthy Birth Outcomes Steering Subcommittee with the purpose of leading the development of the Healthy Birth Outcomes Initiative and establishing the planning and implementation proposal and award process. The Subcommittee was charged with providing overall leadership and establishing strategic direction to the WPP for the Healthy Birth Outcome Initiative. It will develop a program framework, set goals and objectives, expectations and indicators of success using short-term and long-term benchmarks. Philip Farrell has agreed to co- chair the committee of 10-15 members.

Goelzer reported that the 85 Community-Academic Partnership Fund proposals submitted in August are undergoing an external review. The OAC added an expert review process for the top-ranked implementation grants with three to four panels of eight individuals who will provide a panel review for the top ranked proposals.

5. *Health Innovations Program (HIP)* interim progress report presentation

Maureen Smith, MD, PhD, MPH, presented an interim progress report on the *Health Innovation Program* (HIP). Following a question by DeLuca on HIP's funding sources, Smith clarified that the program received funding from MERC, UW Institute for Clinical and Translational Research, UW-Madison Graduate School and the Medical College of Wisconsin. Busse commented that HIP provides mentoring services to researchers, which has resulted in their being more competitive for extramural funding. Smith noted that HIP focuses on capacity building and investing in high quality projects where there may not be other funding sources. Remington commented that the HIP's administrative structure could be a model of success that could be applied in other programs. He asked for clarification of who makes up HIP's staff and what they do. Nycz recommended seeking an annual contribution from the UW Hospital and Clinics since HIP provides quality care improvement services.

There was a general consensus by MERC that HIP has been successful in engaging trainees, recruiting faculty, and supporting a diversity of projects. Considering the relatively low level of

activity in health services research at the start of this project, there has been tremendous progress in stimulating new activity in this area which is critical to the transformation of the School.

6. Discussion and decision on 2009-2014 Five-Year Plan

DeLuca reported that there was general agreement by the Executive Subcommittee that the 2009-2014 Five-Year Plan was well-written and accurately reflects the MERC's discussions and decisions for new and requests for renewals of initiatives funded in the first five year plan. Smith noted that the draft plan includes a new section on the WPP evaluation and that an executive summary is being drafted. A separate report detailing the methods and findings of the evaluation will be released in conjunction with the plan.

MERC discussed the following changes to the plan:

- Clarify that MERC's education initiatives will meet health care challenges, including addressing the needs of underserved populations.
- Ensure 2nd bullet under Community Engagement Initiatives on page 21 is inclusive of external organizations.
- Change 2nd bullet under Medical Education and Research Initiatives on page 23 to "Seek to align with the state's most important public health concerns."

Remington moved approval of the WPP 2009-2014 Five-Year Plan with specific reference to the sections relevant to MERC and with incorporation of the changes discussed by MERC. Drinkwater seconded and the motion was unanimously approved. The plan will be discussed with OAC at the joint meeting, including a review of the WPP's mission and vision.

7. Presentation of financial projections

Mount presented an overview of financial projections for MERC during 2009-2014, including potential MERC and Strategic ongoing projects as well as potential new initiatives. With recent volatility in the stock market, he estimates at least a 10% decrease in the value of the endowment. As of December 31, 2008, Mount expects annual interest income from the endowment and expendable funds of over $10 million and one-time cash of over $29 million, respectively.

DeLuca reported that the Executive Subcommittee recommended reducing the amount of funding available for MERC potential ongoing projects to allow for funding of new initiatives. Mount projects a reduction of one-time cash of up to $8.4 million per year for ongoing and new initiatives during 2009-2014: The assumptions for new initiatives are as follows:

- Committing $1 million annually to expand the competitive Collaborative Health Sciences Program (CHSP) to include several awards targeting areas specified in the 2009-2014 Five-Year Plan,

- Providing $500,000 annually to develop and expand faculty in applied public health research and community engagement,
- Dedicating $1 million annually to joint OAC/MERC initiatives, and
- Providing $500,000 annually to shared services supporting community-based research.

Mount recommended including a contingency in future Memoranda of Understanding which indicates that MERC may renegotiate budgets if the committee's spending policy changes. For example, a change in MERC's spending policy may be required if there is continued volatility in the stock market.

Mount will present the financial projections to OAC later this month.

8. Discuss application process for targeted grants concluding within the next six months

Discussion of the application process for targeted grants was deferred until a future meeting.

DeLuca adjourned the meeting at 7:00pm.

Recorder, Tonya Mathison

Draft Minutes

UW School of Medicine and Public Health
Oversight and Advisory Committee and
Medical Education and Research Committee
1:00 PM – October 15, 2008 – 4201 HSLC

Members Present: Bill Busse, Molly Carnes, Paul DeLuca, Norm Drinkwater, Phil Farrell, Valerie Gilchrist, Susan Goelzer, Cindy Haq, David Kindig, Lorraine Lathen, June Martin Perry, Doug Mormann, Rick Moss, Javier Nieto, Greg Nycz, Mary Beth Plane, Pat Remington, Rod Welch

Members Absent: Sanjay Asthana, Cindy Czajkowski, Meg Gaines, Tom Grist, Jeff Grossman, Gordon Ridley, Susan Skochelak, Jeff Stearns, George Wilding

Staff: Chris Blakey, Cathy Frey, Tonya Mathison, Ken Mount, Eileen Smith, Shannon Sparks, Karla Thompson

Invited Guest: Robert Golden

Other Guests: Bev Boehm, Lowell Boehm, Brynne McBride, Kevin Wymore

1. Welcome, introductions and remarks

Dean Robert Golden called the meeting to order at 1:10pm. He welcomed everyone to the fourth joint meeting of the OAC and MERC which was focused on the Wisconsin Partnership Program (WPP) 2009-2014 Five-Year Plan. Since the Medical Education and Research Committee (MERC) had not been formed at the time of the development and approval of the initial plan, this is the first opportunity for joint participation by the Oversight and Advisory Committee (OAC) and the MERC to craft a plan for the next five years. There has been an increasing level of bidirectional communication between the OAC and MERC which has led to the development of several collaborative efforts.

Golden noted that as a result of the efforts of the OAC and MERC, the UW School of Medicine and Public Health (School) has extended its reach beyond the traditional boundaries to engage communities. This is an example of the Wisconsin Idea with the School sharing resources and expertise with communities, and communities sharing their experiences, skills and local knowledge with the School.

Golden commented on the remarkable progress made since the start of the WPP, and the significant opportunities ahead to improve the health of the people of Wisconsin. He thanked members of the OAC, MERC and the WPP Evaluation Implementation Subcommittee for their contributions in the development of the plan, as well as the committee chairs – Susan Goelzer and Paul DeLuca – for their leadership. Golden also thanked WPP's partners throughout the state for helping to shape our mission and vision.

Dean Golden called attention to the expiration of June Martin Perry's term on the OAC. He expressed his appreciation for her many contributions to the work of the committee and expected there would be opportunities to obtain her advice in the future.

2. Financial projections

Mount presented an overview of the financial projections for the WPP during 2009-2014 with an emphasis on the recent volatility in the stock market and its effect on the value of the endowment. Mount will provide regular updates to the OAC and MERC with the expectation that the committees will have to consider possible changes to their spending policies.

3. Discussion of 2009-2014 Five-Year Plan

Overview of Plan Development

Susan Goelzer and Paul DeLuca led a discussion of the WPP 2009-2014 Five-Year Plan – starting with an overview of the intensive and comprehensive process for soliciting input from internal and external groups. The UW Survey Center conducted in-depth personal interviews on the WPP's role in advancing the transformation of the School and alignment with the state health plan, *Healthiest Wisconsin 2010*. A general comments questionnaire was also distributed via an unduplicated and anonymous survey conducted by the UW Survey Center asking a series of open-ended questions to gain perspectives on potential priorities for the plan. In addition, two community forums were held for participants to learn about the development of the plan and provide comments to the School.

The WPP Evaluation Subcommittee met throughout 2008. The Subcommittee reviewed findings and provided valuable recommendations to OAC and MERC in five strategic focus areas critical to the development of the plan: advancing the public health system, transformation of the School, balanced research and education portfolio, Community-Academic Partnership model, and governance and stewardship.

The OAC and MERC each held strategic planning sessions in early 2008 to assess accomplishments, identify potential growth areas and consider investment strategies. In May, both committees met independently and jointly to review and comment on drafts of the plan. In addition, OAC provided essential feedback on the MERC section of the plan in the approved *Advice and Comment* document. Following approval by the OAC and MERC, the report will be reviewed by the Wisconsin United for Health Foundation, Inc. on November 6 and by the UW System Board of Regents on December 4.

Statement of Purpose: Mission and Vision Statements (page 4)

Following discussion of proposed mission and vision statements for the WPP, there was general agreement to clarify the statements as follows:

- Mission: *The WPP will serve the public health needs of Wisconsin and reduce health disparities through initiatives in research, education and community partnerships*.
- Vision: *Making Wisconsin a healthier state for all.*

Statement of Purpose: Graphic (page 4)

Following discussion of the graphic in the Statement of Purpose, there was general agreement to:

- change "community engagement" to "community partnerships", and
- include "health of the public" in the center of the graphic emphasizing the focus of the WPP's research, education and community partnership efforts on making Wisconsin a healthier state for all.

Collaboration of OAC and MERC

Goelzer referred to page 20 of the plan, Collaboration of OAC and MERC, which lists the following possible joint initiatives: the Healthy Birth Outcomes Initiative; research or evaluation components of OAC's community grants; a special initiative on a public health issue agreed to by both committees; educational projects linking students with community organizations; educational initiatives which include a broad spectrum of the public health workforce.

DeLuca recommended (1) convening a joint OAC/MERC subcommittee to explore these initiatives, (2) forming sub-groups focused on each initiative that report to a joint OAC/MERC subcommittee; or, (3) charging OAC and MERC with focusing on specific initiatives with regular updates to each committee by the two members with joint appointments. Golden was concerned about the limitations of a joint committee and considered using an external consultation process.

Approval of WPP 2009-2014 Five-Year Plan

The OAC and MERC also discussed the following additional revisions to the plan:

- Key Fund Attributes (page 14): Refer to the state health plan in the 2nd bullet rather than specifying *Healthiest Wisconsin 2010*.
- Faculty Development and Expansion (page 20): Include a commitment to ensuring diversity in the candidate pool.
- Education Strategy (page 20): Ensure a focus on the needs of the people of Wisconsin.

Nycz moved approval of the WPP 2009-2014 Five-Year Plan with incorporation of the changes discussed by OAC and MERC. Remington seconded and the motion was unanimously approved.

4. Member wrap-up comments

Golden asked for additional comments. Haq emphasized the importance of the reorganization of MERC described on page 22 of the plan. DeLuca indicated that the transition process will be developed over the next several months.

5. Next joint meeting – Spring 2009

The next joint meeting of OAC and MERC will take place in Spring 2009, most likely in April.

Golden adjourned the meeting at 2:30pm.

Recorder, Tonya Mathison

Secretary, Lorraine Lathen

Draft Minutes

UW School of Medicine and Public Health (SMPH)
Oversight and Advisory Committee (OAC)
1:00 PM – October 29, 2008 – 4201 HSLC

Members Present: Phil Farrell, Meg Gaines, Valerie Gilchrist, Susan Goelzer, David Kindig, Lorraine Lathen, June Martin Perry, Doug Mormann, Greg Nycz

Staff: Cathy Frey, Tonya Mathison, Eileen Smith, Shannon Sparks, Karla Thompson

Invited Guest: Robert Golden

Other Guests: Aaron Conklin, Kevin Wymore

1. Call meeting to order

Goelzer called the meeting to order at 1:05pm.

2. Announcements

Review of the 2009 – 2014 Five-Year Plan

The Wisconsin United for Health Foundation, Inc. (WUHF) will review the Wisconsin Partnership Program (WPP) 2009 – 2014 Five-Year Plan on November 6. The Medical College of Wisconsin will also present their five-year plan.

The UW System Board of Regents will review the plan on December 4.

OAC Call for Nominations

June Martin Perry's term on the OAC has concluded and she has decided not to seek reappointment. Dean Golden presented a plaque honoring her dedicated service as an urban health advocate on the committee.

3. Financial Status Report

Mount presented a financial status report on the WPP's total cash flow and budget planning projections. With recent volatility in the stock market, he estimates at least an 18% decrease in the value of the endowment. As of December 31, 2008, Mount expects expendable funds for OAC of just under $14 million and the endowment value at its floor of just over $98.5 million for the OAC portion of the funds. Mount noted that if the value of the endowment drops below the floor, there is effectively no income available for distribution.

Following a financial status update in November, OAC will discuss possible changes to its spending policy including a discussion of both continuing and new investments.

4. Discussion and vote on allocation for public health and health care provider education and research

As required in the addendum to the Five-Year Plan and the Grant Agreement, the OAC reviewed and assessed the allocation percentage for public health and health care provider education and research initiatives. There was general agreement by OAC that the committee had sufficient information to assess and advise on the allocation percentage given the development of the 2009–2014 Five-Year Plan and review of the preliminary WPP evaluation results.

Nycz commended MERC's efforts to incorporate community engagement in the next plan. Mormann added that he is optimistic of the potential public health impact of MERC's new initiatives. Kindig agreed that MERC's framework is promising and encouraged the committee to continue its efforts to align with the most important public health concerns and to apply short-term metrics. Gaines emphasized the importance of building interdisciplinary partnerships with Schools and Colleges across Campus with a focus on sharing information with Wisconsin's communities. Goelzer indicated that the candidates for the Associate Dean for Public Health position in the School all have strong backgrounds in building interdisciplinary partnerships.

Kindig moved that the OAC shall continue to annually review the allocation of 35 percent for public health and 65 percent for health care provider education and research for the Wisconsin Partnership Program 2009-2014 Five-Year Plan as required by the Grant Agreement between the Wisconsin United for Health Foundation, Inc, the University of Wisconsin Foundation and the University of Wisconsin System Board of Regents. Further that the 36/65 percent allocation should remain unchanged. Nycz seconded and the motion was unanimously approved.

5. Discussion and vote on the 2009-2014 Five-Year Plan

Following discussion of the Wisconsin Partnership Program 2009-2014 Five-Year Plan, Nycz moved approval of the public health portion of the plan, which includes community academic partnership and public health workforce development awards. Further, that the OAC informs the UW System Board of Regents that it has advised and commented on the health care provider education and research portion of the plan through actions described in the approved document, *"OAC Advice and Comment Process"* and affirms that it has provided a community perspective to the Medical Education and Research Committee's processes. Mormann seconded and the motion was unanimously approved.

6. Update on WPP Special Initiative – Healthy Birth Outcomes

Goelzer reported that the Program Officer position for the Healthy Birth Outcomes received 25 applications. Interviews of the finalists took place earlier this week.

Frey presented a revised purpose and charge of the Healthy Birth Outcomes Steering Committee. Following a motion and second by Gaines and Lathen, respectively, to implement a targeted nomination process for the Steering Committee, OAC considered the following revisions to the purpose and charge of the Committee:

- Purpose and Charge: The Steering Committee will consist of 10–15 members appointed by the OAC in the following general categories:
  - Experts in maternal and child health related fields
  - Leaders from the health care provider and payer communities
  - Leaders with expertise in the field representing targeted communities
  - Others as appropriate with a particular needed perspective
- Steering Committee Process: 2nd bullet should reflect the use of a targeted nomination process.

The motion passed by a unanimous vote of the committee. OAC will review the nominees for the Steering Committee in November.

7. Adjourn – Next Meeting November 19, 2008 1-4 pm

Goelzer adjourned the meeting at 2:30pm.

Recorder, Tonya Mathison

Secretary, Lorraine Lathen

June 18, 2008

Wisconsin Partnership Program
Oversight and Advisory Committee (OAC)

OAC Advice and Comment Process

The Insurance Commissioner's Order describes this responsibility as follows:

Advise and Comment on Medical Education and Research Committee (MERC) Expenditures annually and as a component of the Five Year Plan process.

- Annually:
  - As stated in the Insurance Commissioner's Order, "the OAC must at least annually review the expenditure of funds for health care provider and medical research for the purposes of preparing a report. The OAC must prepare an advisory report to the Board of Regents, the WUHF, and the public concerning the use of funds for health care provider education and medical research, etc." "The Commissioner expects that the medical school and the OAC will conduct a coordinated process to meet these reporting requirements"

    (Note: This requirement is complied with through various points of contact between OAC and MERC and is documented through the development and approval of the Annual Reports. This process has been accepted by the Wisconsin United for Health Foundation (WUHF) as fulfilling the requirements of the Order.

- Five Year Plan process:
  - Allocation between Public Health and Healthcare Provider Education and Research: As stated in the Insurance Commissioner's Order, "The public health allocated percentage is 35% unless that percentage is increased or decreased by the affirmative vote of two thirds of all the members of the OAC at the time the five year plan is approved."

    (Note: This requirement was complied with and expanded by the OAC's decision to vote annually.)

  - As stated in the Insurance Commissioner's Order, "The OAC must approve the portion of a five year plan that addresses public health. The OAC shall make its advisory recommendation to the Board of Regents concerning the remaining portion of the plan (i.e. education and research)."

(Note: For the current five year plan, this requirement was complied with through OAC's participation in the development of the plan and its advice to the Vice Dean on development of the education and research initiatives. MERC was conceived in the plan and appointed after the approval of the plan with the important inclusion of OAC representatives)

In order to fulfill the above responsibilities the members of OAC must be well informed on the activities of MERC and have an active role in the ongoing decision making process. During the first five year plan OAC has approached these responsibilities through a number of activities:

- Coordinated Annual Reports which provide detailed programmatic and financial information regarding all grants, programs, and activities.
- Appointment of the OAC Chair and one Public Member to the MERC as voting members.
- Appointment of the Chair of OAC to the MERC Executive Committee.
- Joint OAC/MERC Meetings twice per year.
- Monthly reports to OAC on MERC activities, including the sharing of MERC minutes. Each discussion is recorded in the minutes of the meetings.
- Monthly reports to MERC on OAC's activities, including the sharing of OAC minutes. Each discussion is recorded in the minutes of the meetings.
- Quarterly reports to OAC from the MERC Chair.
- Participation of OAC members in the MERC Strategic Planning Meeting in September, 2007 for the next five year plan.
- Participation of four OAC members, Mike Fleming, June Martin-Perry, Greg Nycz, and Susan Goelzer, on the MERC Subcommittee for Community Engagement.
- Annual review and vote on the allocation.
- Joint OAC/MERC Evaluation Implementation Committee, chaired by the OAC chair.
- Periodic presentations by MERC Principal Investigators to OAC.
- Monthly meetings of the respective chairs of OAC and MERC and the Director of the WPP with the Dean.

OAC is committed to continuing the above regular, collaborative interactions with MERC during the next Five-Year Plan. These interactions extend significantly beyond the intent of the Order, and have added to the increasing recognition and elevation of community engagement in the decision-making process of the MERC.

OAC commends MERC on its efforts in beginning to build a culture conducive to community-based research and to the transformation of the School. There are many examples of MERC funded programs which have a strong element of community engagement or community impact or which are directed towards building a sufficient and competent public health workforce.

The three MERC Subcommittee reports on education, research and community engagement underscore MERC's commitment to expanding the opportunities for University-Community collaborations to advance health. Each subcommittee report supports the expansion and development of faculty to conduct community-based intervention research, evaluation and community-engaged education, as well as the development of OAC/MERC collaborations designed to improve the health of the public.

As the next Five-Year Plan is developed, OAC strongly supports MERC's consideration of the following:

- Continue the level of information exchange and interactions as established.
- Ensure the participation of the Associate Dean for Public Health in advising MERC on all aspects of community engagement and in implementing the recommendations of the MERC Community Engagement Strategic Plan Subcommittee.
- Target funding for combined OAC/MERC projects.
- Encourage a continuous evolution of increased support for research and education proposals that show promise to improve health and reduce health disparities in Wisconsin in the short to medium term
- Include an element of community engagement in MERC projects.
- Increase opportunities for community engagement in MERC planning and awards processes through representation from public and community health organizations on review panels of MERC.
- Develop faculty and programs in community-based research.
- Expand education support beyond medical students and residents to include a broad spectrum of the public health work force, including local public health department staff but also heath care leaders, community health workers, nonprofit leaders, legislators, and other public and private public health policy makers.
- Examine comprehensively the advantages and disadvantages of developing a preventive medicine residency program that is jointly funded by OAC and MERC.
- Develop policies and processes to promote community engagement as articulated in Dean Golden's strategic plan for the transformation.
- Include in the community engagement strategy activities which go beyond community-based research, such as technical assistance to community organizations and UW Extension approaches and methods, which facilitate community engagement.

Resolution: Approval of the 2009 -2014 Five-Year Plan

Move approval of the public health portion of the plan, which includes community academic partnership and public health workforce development awards. Further, that the Oversight and Advisory Committee (OAC) informs the UW System Board of Regents that it has advised and commented on the health care provider education and research portion of the plan through actions described in the approved document, "OAC Advice and Comment Process" and affirms that it has provided a community perspective to the Medical Education and Research Committee's processes.

As approved by the Oversight and Advisory Committee on October 29, 2008.

Resolution: Allocation of Funds

Move that the Oversight and Advisory Committee shall continue to annually review the allocation of 35 percent for public health and 65 percent for health care provider education and research for the Wisconsin Partnership Program 2009-2014 Five-Year Plan as required by the Grant Agreement between the Wisconsin United for Health Foundation, Inc, the University of Wisconsin Foundation and the University of Wisconsin System Board of Regents. Further that the 36/65 percent allocation should remain unchanged.

As approved by the Oversight and Advisory Committee on October 29, 2008.

FRAMEWORK

PLANNING

IMPLEMENTATION

Framework for Wisconsin's Public Health System Transformation 2000–2010

Shared Vision of Wisconsin's Public Health System Partners

Healthy people in healthy Wisconsin communities

A healthy Wisconsin is a place where…

- All residents reach their highest potential
- Communities support the physical, emotional, mental, spiritual, and cultural needs of all people
- People work together to create healthy, sustainable physical and social environments for their own benefit and that of future generations

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Guiding Principles / Core Values of the Public Health System Partners

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Mission

To protect and promote the health of the people of Wisconsin

Core Public Health Functions

1. ***Assessment:*** Determine community strengths and current/emerging threats to the community's health through regular and systematic review of the community's health indicators with the public health system partners.
2. ***Policy Development:*** Establish a community health improvement plan and action steps with the public health system partners to promote and protect the health of the community through formal and informal policies, programs, guidelines, environmental changes, and programs and services.
3. ***Assurance:*** Address current/emerging community health needs/threats through governmental leadership and action with the public health system partners. Take necessary/reasonable action though direct services, regulations, and enforcement. Evaluate the improvement plan and actions, and provide feedback to the community.

Essential Public Health Services

1. Monitor health status to identify community health problems
2. Identify, investigate, control, and prevent health problems and environmental health hazards in the community
3. Educate the public about current and emerging health issues
4. Promote community partnerships to identify and solve health problems
5. Create policies and plans that support individual and community health efforts
6. Enforce laws and regulations that protect health and insure safety
7. Link people to needed health services
8. Assure a diverse, adequate, and competent workforce to support the public health system
9. Evaluate effectiveness, accessibility and quality of personal and population-based health services
10. Conduct research to seek new insights and innovative solutions to health problems
11. Assure access to primary health care for all
12. Foster the understanding and promotion of social and economic conditions that support good health

Overarching Goals

Eliminate Health Disparities | ***Promote and Protect Health for all*** | ***Transform the Public Health System***

System (Infrastructure) Priorities

- Integrated electronic data and information systems
- Community health improvement processes and plans
- Coordination of state and local public health system partnerships
- Sufficient, competent workforce
- Equitable, adequate, and stable financing

Health Priorities

- Access to primary and preventive health services
- Adequate and appropriate nutrition
- Alcohol and other substance use and addiction
- Environmental and occupational health hazards
- Existing, emerging, and re-emerging communicable diseases
- High risk sexual behavior
- Intentional and unintentional injuries and violence
- Mental health and mental disorders
- Overweight, obesity, and lack of physical activity
- Social and economic factors that influence health
- Tobacco use and exposure

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Policy Recommendations

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Actions and Interventions by the Public Health System Partners

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Outcomes: Improved Health of the Public and Improved Public Health System Capacity

UNIVERSITY OF WISCONSIN-LA CROSSE: PRESENTATION OF CAMPUS ACADEMIC PLAN

EXECUTIVE SUMMARY

BACKGROUND

In the effort to improve its effectiveness and spend its meeting time on substantive discussion of the academic issues facing the University of Wisconsin System and it institutions, the Board of Regents Education Committee in conjunction with the Office of Academic Affairs has implemented a more streamlined process for considering institutional reports on academic planning, re-accreditation, and general education to the Board of Regents, and has shifted its focus to institutional academic plans.

At its February 2008 meeting, the Education Committee agreed on a new process whereby UW institutions will periodically present a campus academic plan. Presentations to the Committee will allow Committee members to direct their attention to a more comprehensive understanding of each institution's academic program planning and array, as well as the alignment of that array to each institution's distinct mission and identity.

Presented in conjunction with the Board of Regents' visit to the university, the UW-La Crosse Campus Academic Plan summarizes the institution's academic program array including existing, new, and proposed academic programs and initiatives. With new senior leadership in place, including the Chancellor and Provost, UW-La Crosse is poised to begin strategic planning that will capitalize on the university's strengths in undergraduate education and select graduate programming.

REQUESTED ACTION

For information purposes only; no action is required.

DISCUSSION

UW-La Crosse is a comprehensive university which offers a broad range of bachelor's degree programs, as well as master's degree programs in selected fields, including the M.B.A., Community Health Education, Occupational Therapy, Physician Assistant, Clinical Exercise Physiology, Software Engineering, School Psychology, and multiple concentrations in the biological sciences. The Clinical Doctorate in Physical Therapy is offered in a consortium with UW-Milwaukee. As a leading educator in the biological sciences and healthcare industry in Wisconsin, UW-La Crosse enjoys close collaboration with the Gundersen Lutheran Medical Foundation, the Mayo School of Health Sciences, and Franciscan Skemp Healthcare.

Academic programs at UW-La Crosse are located in three Colleges (Science and Health; Liberal Studies; Business Administration), and two Schools (Arts and Communication; Education). New programs in the planning and/or approval stages include undergraduate majors in Statistics; Women's, Sexuality, and Gender Studies; and the B.F.A. in Studio Art. New

Master's degree programs include Medical Dosimetry and Archaeology. All of these programs build on historical academic strengths of the university. A collaborative Associate of Science degree with Western Technical College was approved by the Board of Regents in August 2008.

UW-La Crosse offers selected programs online, including an accredited M.S. in Student Affairs Administration and the only online certificate in Medical Dosimetry in the country, among others. In addition, a long and impressive history of continuing education programming includes consistently high-quality, timely, and educationally relevant offerings from pre-college programs through the Learning in Retirement program, which currently boasts over 250 active members. Since its inception in 1998, the Master of Education-Professional Development program, offered in a Learning Communities model for K-12 educators, has graduated over 2,600 students.

At UW-La Crosse, high value is placed on experiences which support and enrich the academic environment. In 2007-2008, over 500 UW-La Crosse students participated in study abroad programs, while the university hosted over 350 international students and visiting scholars on its campus. UW-La Crosse has numerous international agreements and contract programs which bring both undergraduate and graduate students to study in La Crosse, and allow the campus's native students to benefit both academically and culturally through study at foreign institutions. In addition, over 800 students were placed in career-related internships last year, while hundreds of students participated in mentored undergraduate research projects.

As the institution enters 2009, the 100th anniversary of the founding of UW-La Crosse, there is no formal "academic plan" in place, and the most recent Strategic Plan for the institution dates to 2004, prior to the arrival of any of the current senior administrators. With that in mind, the following represents the proposed course of action:

- A task force is currently developing a new Select Mission Statement to replace the existing statement, which is over 20 years old. Two recent online campus surveys requesting feedback on the mission of the university provide the starting point for this process, which will include full campus participation and, eventually, Board of Regents approval.

- In the Spring semester, 2009, the university expects to name a task force to consider a possible reorganization of departments, and/or colleges to more effectively align programs to enhance synergies, create efficiencies, and strengthen alliances. The Chancellor and Provost believe that several re-organizations carried out in the last decade bear a thoughtful and thorough review.

- With a new Select Mission Statement as the focal point, UW-La Crosse will then move into a full strategic-planning mode, the core of which will be a new academic plan. Key factors which will influence the development of the plan will be new available facilities (the new academic building slated for completion in August, 2011), stable leadership in the deans' positions after several years of interim leadership, and the impact of the state budget crisis on current activities

and programs. The university's goal will be to produce a workable, responsible plan that reflects the needs and values of its various constituents.

UW-La Crosse enjoys an excellent reputation as a student-centered campus offering outstanding academic and co-curricular programs which prepare students for a lifetime of success. Through a thoughtful, inclusive, and guided planning process, UW-La Crosse will be prepared to continue that legacy into the next 100 years.

RELATED REGENT POLICY

University of Wisconsin System Academic Planning a Program Review (November 2007), Academic Informational Series #1 (ACIS-1 revised June 2006).

EDUCATION COMMITTEE

Resolution I.1.b.:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents endorses the UW System's Shared Learning Goals for Baccalaureate Students in fulfillment of the Growth Agenda for Wisconsin Action Step #1.

GROWTH AGENDA ACTION STEPS: ENDORSEMENT OF SHARED LEARNING GOALS

EXECUTIVE SUMMARY

BACKGROUND

The *Growth Agenda for Wisconsin* is a plan to achieve access and affordability for UW students, and boost economic growth for the state. With reinvestment from the state, the University of Wisconsin System seeks to: 1) enroll more Wisconsin residents and graduate more four-year college-degree holders; 2) attract college graduates from other states to Wisconsin; and 3) use university resources to grow knowledge-economy jobs for Wisconsin's future.

Building on *A Growth Agenda for Wisconsin*, Advantage Wisconsin is the UW's strategic framework to produce more graduates, stimulate the creation of high-paying jobs, and build stronger communities. Derived from that framework are a set of eleven Action Steps that, in turn, work to implement the goals of the *Growth Agenda*. Growth Agenda Action Step #1 states, "Commit to a coherent set of learning outcomes for all UW baccalaureate graduates: the UW System will articulate succinctly and clearly what its baccalaureate graduates ought to know and be able to do as competent citizens in a 21st century knowledge-based, globally competitive democracy."

REQUESTED ACTION

Approval of Resolution I.1.b., endorsing the University of Wisconsin's Shared Learning Goals for Baccalaureate Students.

DISCUSSION

The implementation of this Action Step has followed a deliberate process. Recognizing that the identification of institutional learning outcomes falls under the purview of the faculty, in Spring 2008, Senior Vice President Rebecca Martin invited a large group of faculty and other campus leaders to develop a process for establishing learning outcomes at the System level that would both meet the goal of Action Step #1, and respect the individual mission, autonomy, identity, and culture of each UW institution. The process also needed to respect and uphold the UW System's tradition of shared governance, which gives UW faculty at each UW institution authority over curricular matters, including General Education and assessment of student learning.

On May 22, 2008, over 60 representatives from UW System institutions, including faculty and staff, met to discuss the adoption of a set of systemwide student learning outcomes. This meeting resulted in the determinations that 1) there were significant similarities in learning outcomes already in place on UW System campuses, and 2) that these learning outcomes would be better represented as shared learning goals at the System level. The May 22 meeting concluded with a decision to prepare a document that would describe learning goals and values shared by all UW System institutions. It was agreed that such a document would be useful when

campus members speak to their various constituents and audiences about the value and purpose of the baccalaureate degree, particularly those outside the university community. Within the university community, the shared learning goals document would be useful for faculty, administrators, and staff in their ongoing work to guide liberal education initiatives, to design curricula distinctive to each institution, and to support professional development opportunities for faculty and instructional staff. A smaller group of those in attendance at the meeting agreed to form a Shared Learning Goals Committee in order to move the agreed-upon work forward.

On September 23, 2008, a first draft of the UW System Shared Learning Goals statement was distributed for feedback to all those faculty and staff who attended the May 22 meeting. On October 2, the Shared Learning Goals Committee met to review the feedback and further revise the UW System Shared Learning Goals statement. The revised document was sent out on October 7 for a second review to all who attended the May meeting. This additional vetting resulted in a penultimate draft of the UW System Shared Learning Goals for Baccalaureate Students that was sent to all the attendees of the May 22 meeting for their final approval on November 5. The final draft was shared with Senior Vice President Martin on November 12, and then with President Reilly.

The statement of the UW System Shared Learning Goals for Baccalaureate Students represents the commitment by UW System Institutions to prepare graduates to be competent citizens in the 21st-century, knowledge-based, global society. It recognizes and builds upon—but does not supplant—the important work of faculty at each UW institution. Prepared with collective input from members of each UW System Institution, the Shared Learning Goals are presented to the Board of Regents for their endorsement.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.b., endorsing the University of Wisconsin's Shared Learning Goals for Baccalaureate Students.

RELATED REGENT POLICIES

None.

University of Wisconsin System
Shared Learning Goals for Baccalaureate Students

All bachelor degree programs offered by University of Wisconsin System institutions have certain goals and purposes. While respecting the individual missions and practices of each UW System institution, the following describes a set of learning goals shared by all of our institutions, even though each institution may approach these goals differently. The essence of these learning goals is a commitment to liberal education.

The University of Wisconsin System embraces the definition of liberal education developed by the American Association of Colleges and Universities, a definition informed by AAC&U's dialogue with hundreds of colleges, universities, and business and civic leaders.

> Liberal education is a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. These broad goals have been enduring even as the courses and requirements that comprise a liberal education have changed over the years. Characterized by challenging encounters with important and relevant issues today and throughout history, a liberal education prepares graduates both for socially valued work and for civic leadership in their society. It usually includes a general education curriculum that provides broad exposure to multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of concentration. [http://www.aacu.org/advocacy/What_is_liberal_education.cfm]

It is within this larger context of liberal education that we envision the *UW System Shared Learning Goals*.

The *UW System Shared Learning Goals* provide a framework to communicate the meaning and value of a college education to students, parents, and the broader community.

The *UW System Shared Learning Goals* provide support to faculty, instructional and academic staff to be more intentional in their teaching and learning activities. They may be used to guide those at individual institutions to write specific, assessable, objectives for student achievement, and to develop curriculum.

The *UW System Shared Learning Goals* provide support to faculty, instructional and academic staff to become more intentional in their teaching, learning, and extra-curricular activities.

These five shared goals were derived from extensive discussions among faculty and staff representing every institution within the University of Wisconsin System. They represent the synthesis and essence of the goals of these various institutions.

University of Wisconsin System Shared Learning Goals for Baccalaureate Students

- **Knowledge of Human Cultures and the Natural World** including breadth of knowledge and the ability to think beyond one's discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.

- **Critical and Creative Thinking Skills** including inquiry, problem solving, and higher order qualitative and quantitative reasoning.

- **Effective Communication Skills** including listening, speaking, reading, writing, and information literacy.

- **Intercultural knowledge and competence** including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.

- **Individual, Social and Environmental Responsibility** including civic knowledge and engagement (both local and global), ethical reasoning, and action.

Many University of Wisconsin System campuses are currently working to advance these primary learning goals and values. However, we can be more intentional, coordinated, systematic, and effective in educating the citizens that our communities, state, and nation need.

United in our focus on these shared learning goals, the University of Wisconsin System is committed to preparing students with the learning they need to become life-long learners, to enjoy a high quality of life, and to succeed in and contribute to our rapidly changing, increasingly global society.

Reference

College Learning for the New Global Century, AAC&U, January 2007
http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf

Program Authorization (Implementation)
Ph.D. in Environmental & Occupational Health
University of Wisconsin-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.c.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Ph.D. in Environmental & Occupational Health.

New Program Authorization
Doctor of Philosophy in Environmental and Occupational Health
University of Wisconsin - Milwaukee

Executive Summary

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised June 2006), the new program proposal for a Doctor of Philosophy in Environmental and Occupational Health (EOH) at the University of Wisconsin-Milwaukee is presented to the Board of Regents for consideration. If approved, the program will be subject to a Regent-mandated review to begin five years after its implementation, conducted jointly by the University of Wisconsin-Milwaukee and UW System Administration.

The proposed program will initially be housed as an interdisciplinary doctoral program in the Graduate School of UW-Milwaukee. It is anticipated that when the new School of Public Health (SPH) at UW-Milwaukee receives final legislative approval, the proposed program will be moved to the SPH as one of the doctoral-level programs meeting the accreditation criteria defined by the Council on Education for Public Health (CEPH).

The Ph.D. in EOH draws on UW-Milwaukee's existing faculty strength in the areas of environmental health and occupational health, currently dispersed among a range of academic departments including Chemistry, Health Sciences, Industrial Engineering, Occupational Therapy, Nursing, and Biological Sciences. The program also draws on strong research collaborations through UW-Milwaukee's Children's Environmental Health Sciences Core Center (which is a National Institute of Environmental Health center of excellence) with the Medical College of Wisconsin (MCW), and Children's Hospital of Wisconsin.

This program builds on conversations with MCW over many years about interest at both institutions in developing a joint Ph.D. program in public and community health. After investigating a range of possible program collaborations, it was decided that each institution would develop an independent Ph.D., with students benefitting from access to courses and faculty at both institutions. The proposed doctoral program will therefore enhance already strong collaborative research ties between faculty at the two institutions.

REQUESTED ACTION

Approval of Resolution I.1.c.(1), authorizing the implementation of a Doctor of Philosophy degree in Environmental and Occupational Health at the University of Wisconsin-Milwaukee.

Program Description

The Ph.D. program in Environmental and Occupational Health is designed to prepare graduates for careers in research in many settings, including academia, non-governmental organizations (business and non-profit), and public service at all levels of national and international government. The curriculum is a balance of didactic instruction and original, thesis-driven research.

Students who meet the Graduate School admission requirements with a bachelor's degree in a science discipline comprising at least four laboratory courses and one course in statistics will be admitted to the program. An initial advisor will be assigned to the admitted student. By the end of the first year, the student will be expected to select a major professor who will act as the research mentor and as the academic advisor.

The program requires students to complete a minimum of 60 credits beyond the bachelor's degree including a minimum of 19 required core course credits, at least 12 elective credits, and research. The coursework is intended to provide the students with breadth in the major areas of public health, as well as depth in the chosen area of specialization. The core courses will provide breadth in the areas of biostatistics, epidemiology, bioethics, molecular and cell biology, and sociological issues related to environmental health. The program offers the following areas of specialization:

- Environmental Health – toxicology, environmental determinants of disease, nutrition
- Occupational Health and Safety – industrial hygiene, ergonomics
- Ecosystems, Cities, and Health – interactions of natural and built environments, urban and rural environmental health, freshwater, health

Students will be expected to successfully complete a doctoral preliminary examination and a final defense of the dissertation. A full-time student should be able to complete the degree in four years. Student research will focus on the environmental determinants of disease in general population and occupational settings, and will investigate the interaction of such environmental factors with individual facets of disease susceptibility, including genetics, age, and development. Environmental and occupational factors cover biological agents, chemicals, and physical impacts. The faculty supporting the doctoral degree in environmental and occupational health bring particular strength in children's environmental health, Great Lakes/freshwater quality, infectious disease, and health in relation to cardiovascular and neurobehavioral diseases and disorders. Associated research expertise lies in signal transduction mechanisms, oxidative stress, gene-environment interactions, clinical and community environmental health studies, and technical innovation. Importantly, unusual strength in these areas links together basic research at UW-Milwaukee and clinically based studies involving MCW faculty.

Graduate students will be supported by graduate project assistant funds. The budget includes support for all students in the first three years. In later years, it is expected that research

advisor grant funds and training grant funds will provide support for many of the students in the doctoral program, as is done in other doctoral programs.

Program Goals and Objectives

Graduates of this program will be able to understand and interpret the relevant literature in their field and conduct original research as judged by peer review. They will be effective communicators of their work in professional settings through written and oral presentations.

Upon successful completion of the Ph.D. program, graduates will be able to:

1. Apply public health science theories, principles, and methods when developing and implementing public health programs and research.
2. Correlate issues of population diversity and social justice with principles of environmental and occupational health.
3. Describe the major environmental and occupational agents and their effects on human populations and the environment.
4. Describe genetic, physiologic, and environmental factors that affect susceptibility to adverse health outcomes following exposure to common hazards.
5. Explain current environmental risk assessment methods.
6. Describe approaches for detecting, preventing, and controlling environmental hazards that pose risks to human health and safety.
7. Identify the general mechanisms and/or modes of action of agents in creating an adverse response to environmental exposures via various routes and doses.
8. Develop an original hypothesis and design research studies to test it, then conduct appropriate research to produce a definitive result.
9. Demonstrate acceptable skills in scientific writing and oral presentation to both scientific audiences and the general public.
10. Demonstrate knowledge of relevant literature for selected area of study including identification of knowledge gaps.

Relation to Institutional Mission

UW-Milwaukee's mission is to provide high quality education at the undergraduate and graduate levels. By achieving distinction through the quality of research and the graduate student body, the Environmental and Occupational Health doctoral program will enhance the University's mission to "engage in a sustained research effort which will enhance and fulfill the University's role as a doctoral institution of academic and professional excellence" and to "attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities." It will constitute the first such degree program in the State of Wisconsin and, integrated with the rest of the distinctive academic offerings of the School of Public Health, will serve as the intellectual leader in this discipline for the entire State. Because of the direct relevance of environmental and occupational health to the well-being of the State's citizenry and businesses, the program will contribute to both the health and well-being of communities and to healthy economic development, thereby advancing UW-Milwaukee's mission to "promote research and public service efforts directed toward meeting the social, economic, and cultural needs of the state of Wisconsin and its metropolitan areas."

Through its collaborations with regional partners, including MCW, Children's Hospital of Wisconsin, the Milwaukee Health Department, and faculty at UW-Madison, the proposed program will advance the mission to "establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels."

The proposed program is in direct support of UW-Milwaukee's strategic vision to link advanced research and related student education with the future vitality of Milwaukee and the State of Wisconsin. It foresees a network of intellectual partnerships in the region and recognizes that the university will need to foster multi-disciplinary, inter-institutional collaboration to achieve it. The doctoral program in Environmental and Occupational Health is focused in its research, teaching, and outreach on the major health problems facing society, in general, and Milwaukee, in particular.

Program Assessment

Achievement of specific competencies by students, as outlined in the program goals and objectives, will be assessed in individual courses through publications and presentations resulting from student research, and through an assessment of the effectiveness of students as research and project assistants. Exit interviews will be conducted to obtain student perspectives on the program components. Student performance in oral and written examinations will be used to assess student competencies and to assess the effectiveness of the program components. Students' career progress will be tracked after graduation. All assessment information will be kept in an electronic database. The program faculty will review the assessment information annually to draw conclusions on the program effectiveness and to make appropriate modifications.

Need

Many of the State's severest environmental health concerns are concentrated in Milwaukee and other metropolitan areas. For example, 7% of Milwaukee children show blood lead levels above the maximum permissible level (Milwaukee Health Dept.); 27% of 1-3 year olds have asthma (MCW study); 23% of children are obese (recent MCW report). The tuberculosis case rate in Milwaukee is 7.5 per 100,000, while in Wisconsin as a whole it is only 2.1 (based on 1999 census data). According to the 2007 Big Cities Health Inventory, the infant mortality for the city of Milwaukee gives it a ranking of seventh out of the 53 largest cities in the U.S. The disparity between Milwaukee's infant mortality rates for African Americans and whites is one of the worst in the nation. Moreover, the related problem of low birth weight babies and their susceptibility to such diseases as diabetes and cardiovascular disease as adults is a major issue among minority populations, and 10% of births fall into this category. This program, by conducting research and training highly educated scientists, will contribute to the solution of these persistent problems. The inter-institutional nature of the doctoral program in environmental and occupational health will facilitate cooperation among key institutions throughout the region and the State, such as the Milwaukee Health Department, the MCW, Marquette University, UW-Madison, and the Marshfield Clinic. UW-Milwaukee's recognized leadership in the research on environmental aspects of freshwater science provides a unique

opportunity to the proposed program in translating science to effective public health practice related to freshwater.

Additionally, the program meets the need for trained professionals in environmental and occupational health as documented by the American Public Health Association. The lack of expertise in this area will become increasingly evident as current personnel retire. No other program of this type exists in the State to graduate professionals with the expertise that will be needed to address these environmental and public health issues. The State of Wisconsin Bureau of Environmental Health strongly supports this degree program because of the shortage of qualified professionals in environmental health.

Projected Enrollment

The program anticipates a gradual increase in enrollment as more faculty members are hired and as marketing of the program reaches a greater audience. The student body will increase in tandem with the faculty during the early years of the program.

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	4	4	6	6	6
Continuing students	0	4	7	12	15
Total enrollment	4	8	13	18	21
Graduating students	0	0	0	2	4

Comparable Programs In Wisconsin

The proposed Ph.D. provides broad-based course work and research in environmental and occupational health, within the context of public health, and will be unique in the State of Wisconsin. The UW-Milwaukee program will be the only one in Environmental and Occupational Health in the state of Wisconsin.

The University of Wisconsin School of Medicine and Public Health at UW-Madison offers a Ph.D. degree in Molecular and Environmental Toxicology. This interdisciplinary, stand-alone program specializes in two areas: health-related toxicology and toxicants in the environment. Its focus, interests, and programmatic connections are different than those of the proposed program. As such, there will be opportunities to work together to enhance the overall coverage of research and advanced academic programming in environmental and occupational health. Importantly, members of the UW-Madison program are already part of the research community supporting the proposed doctoral program in Environmental and Occupational Health.

MCW offers a Ph.D. in Community and Public Health. It is offered through the College's Department of Population Health and provides a generalist degree in Public Health that does not include the environmental and occupational health focus of the UW-Milwaukee program.

Comparable Programs Outside Wisconsin

There are schools of public health in all of the states that surround Wisconsin (Minnesota, Iowa, Michigan and Illinois), each of which has an environmental health component. They are part of the group of 40 accredited schools of public health in the U.S. Each of these programs in the Midwest region has distinct emphases. For example, the University of Iowa centers its research on rural environmental health. None of the programs in the region share the UW-Milwaukee program focus of children's environmental health, particularly in the urban context, or includes a focus on freshwater and health. Emphases on children's environmental health and on the role of freshwater in community health will give the proposed program distinctive characteristics that will attract students from across the nation and internationally.

Collaboration

UW-Milwaukee is home to a National Institute of Environmental Health center of excellence, the Children's Environmental Health Sciences Core Center. The Center's membership includes numerous MCW faculty who are currently involved in many joint research projects with UW-Milwaukee investigators. Its partner is the Children's Environmental Health Institute, an organization supported by UW-Milwaukee and the Children's Research Institute, the research arm of Children's Hospital and Health System and the MCW's Department of Pediatrics. Thus far, these institutions have provided generous funding for a number of inter-institutional pilot research projects in children's environmental health. Research collaborations extend to faculty from Marquette University and the University of Wisconsin-Madison. The level of cooperation may be gauged by the fact that the campus committee appointed to develop the doctoral program in environmental and occupational health included faculty and staff from MCW.

It is expected that the proposed Ph.D. program will extend the continuation of faculty research partnerships between basic and community/clinical health research specialists across these institutions. In addition, the current sharing of research resources and impetus to collaborate will intensify as MCW moves toward realizing its regional Clinical Translational Science Institute, a partnership between the MCW, UW-Milwaukee, and other regional academic research organizations.

UW-Milwaukee and MCW have a cooperative, long-term administrative relationship which makes it possible to take courses at either institution without barriers. The inclusion of the Milwaukee Health Department as a partner in the School of Public Health is considered vital for success. It is anticipated that Milwaukee Health Department personnel will serve as mentors, professors, and research collaborators to students in the program. For environmental and occupational health, this connection will be key to establishing programs in Milwaukee to translate research findings into prevention /intervention activities.

Diversity

Faculty will continually update the curriculum to reflect the latest knowledge and theories regarding health disparities among various racial, ethnic, or economic groups, potential factors (genetic, environmental) in health outcomes, and environmental justice issues as they relate to particular populations and communities. Faculty in the program have pursued and will continue to pursue research relating to diverse communities and environmental and occupational health areas. For example, members of the program are working on such topics as the effects of lead and treatments to counteract its behavioral effects, obesity in minority communities, and effective means to alter adverse nutritional habits in minority populations. Mercury and PCB toxicology, and communication tools to inform minority populations of the risks and benefits of fish consumption is another project. Another is investigating the exposure and birth-related outcomes of maternal exposure to solvents in Milwaukee. The City of Milwaukee is expected to serve as a primary resource for describing and addressing problems in environmental and occupational health.

Recruitment efforts will include aggressive promotion of the program to diverse populations of students, including targeted mailings to students in the sciences at Historically Black Colleges and Universities (HBCU), potential collaboration with faculty at HBCU, interactions with minority groups and clubs at area universities, and presentations at the American Public Health Association conferences, which is a major recruiting area for doctoral students. Effective mentoring of students and the support for students are features of the proposed program that assist students to successfully complete their degrees. In addition, the program will consistently strive for diversity within its faculty ranks through actively recruiting women and individuals from under-represented groups, and working to help them achieve professional success. Currently, among the 46 faculty working with the program, 17 are women, and 3 are minorities.

Evaluation from External Reviewers

The proposed program was reviewed by two leaders in the field of environmental and occupational health research and doctoral programs. Suggestions from the reviewers related to the admission and support of students, the organization of courses in the curriculum, and research areas. The present version of the program proposal has addressed all of the input from the reviewers.

Resource Needs

As this Ph.D. degree program is launched, it will be offered by 1.75 FTE faculty at UW-Milwaukee in multiple disciplines. Potential research mentors for students will also come from the current research collaborators from regional institutions. Three (3) new faculty will be recruited in 2008-09 and join the faculty in 2009-10 in the area of Children's Environmental Health. These hires received funding as part of the 2007-09 biennial budget process. It is planned that four (4) additional faculty will join the future School of Public Health and contribute to the mission of this Ph.D. program with funding anticipated through the 2009-2011 biennial budget process. By the third year of the program, these new faculty hires will account for an additional 2 FTE, so that the program will have 3.75 FTE total faculty. A 0.5 FTE

academic staff professional will support the marketing and administrative operation of the doctoral program. A further 0.5 FTE classified staff position will be required beginning in Year 2 for clerical, bookkeeping, and record keeping duties. Graduate assistant support is budgeted at 50% appointment level.

Supplies and expense dollars will be used to create marketing materials. These dollars decrease in subsequent years as it is expected that initial expenses for marketing and establishing the initial instructional supplies are higher than the continuing expenses in these categories.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.c.(1), authorizing the implementation of a Doctor of Philosophy degree in Environmental and Occupational Health at the University of Wisconsin-Milwaukee.

RELATED REGENT POLICIES

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

Program Budget

	First Year (2009-10)		Second Year (2010-11)		Third Year (2011-12)	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff[1]	1	$120,000	1.25	$155,250	1.75	$220,684
Graduate Assistants						
Non-instructional						
Academic/Classified Staff	0.5	$22,500	0.5	$23,288	0.5	$24,103
Subtotal		$142,500		$178,538		$244,787
ADDITIONAL COSTS						
Personnel						
Faculty[1]	0.75	$90,000	1.75	$217,350	2	$249,560
Graduate Assistants[2]	2	$77,400	4	$154,800	7	$270,900
Non-instructional						
Academic/Classified Staff			0.5	$22,500	0.5	$23,288
Non-personnel						
Supplies & Expenses[3]		$20,000		$15,000		$10,000
Subtotal		$187,400		$409,650		$553,748
TOTAL COSTS		$329,900		$588,188		$798,535
CURRENT RESOURCES						
General Purpose Revenue (GPR)		$142,500		$178,538		$244,787
Subtotal		$142,500		$178,538		$244,787
ADDITIONAL RESOURCES						
GPR						
(Approved 2007-09 DIN request for 3						
new faculty, and proposed 09-11 request)		$90,000		$183,150		$249,560
GPR		$97,400		$226,500		$304,188
Subtotal		$187,400		$409,650		$553,748
TOTAL RESOURCES		$329,900		$588,188		$798,535

[1] Faculty FTE computed as 0.25 FTE for a program coordination and the rest for instruction and research mentoring.
[2] Graduate assistants budgeted to receive 50% appointments.
[3] Supplies and expenses show initial marketing expenses, and continuing instructional supplies and expenses. The costs are expected to be higher in the first two years due to initial expenses.

Program Authorization (Implementation)
Doctor of Nursing Practice
University of Wisconsin-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.c.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Doctor of Nursing Practice.

NEW PROGRAM AUTHORIZATION
Doctor of Nursing Practice (DNP)
University of Wisconsin-Milwaukee

EXECUTIVE SUMMARY

BACKGROUND

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

The proposed DNP will be housed in the College of Nursing at UW-Milwaukee. Currently, nursing students are prepared as Family Nurse Practitioners and Clinical Nurse Specialists in the Master of Science degree programs. The proposed DNP program would replace this current route of academic preparation to prepare graduates as Advanced Practice Nurses. This change is being made in response to national changes in academic preparation required for advanced practice nursing. The American Association of Colleges of Nursing (AACN) has decided to move the current level of preparation necessary for advanced practice nursing from the master's degree to the doctorate level by 2015, in concurrence with all advanced practice nursing specialty groups, as well as all state boards of nursing, accrediting agencies, and practice groups. The proposed degree aligns UW-Milwaukee's program with the national professional program norms and is needed to position UW-Milwaukee's graduates on an equal footing in the marketplace.

REQUESTED ACTION

Approval of Resolution I.1.c.(2), authorizing the implementation of the Doctor of Nursing Practice program at the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description

The Doctor of Nursing Practice at UW-Milwaukee provides clinical doctoral nursing education for advanced nursing practice. The degree represents the highest academic preparation in clinical nursing. The DNP will prepare practitioners who are able to utilize their education and expertise in evidenced-based practice to provide outstanding care and collaborative leadership that will impact and improve clinical care delivery, patient outcomes, and system management.

The Doctor of Nursing Practice (DNP) is a three-year, full-time, 64-credit post-baccalaureate program, which includes 30 credit hours of theoretical courses composed of an advanced nursing practice core (9 credits), a research core (9 credits), and a systems core (12 credits). The core courses have been carefully constructed to incorporate the AACN competencies for DNP graduates. Part-time study is also an option. Upon completion of the core theoretical components, students will select either Family Nurse Practice (FNP) or Clinical Nurse Specialist (CNS) as their area of specialization. Within the CNS specialty, they can choose a focus in Adult, Childbearing, Pediatrics, or Psych-Mental Health.

Students may also select non-clinical specializations in either a systems or aggregate specialty which will support student development as community health clinical nurse specialists and as nursing system leaders. Each specialty choice requires 21 credits of theoretical credits and a 540-clock-hour clinical or application practicum (9 credits) designed to foster development of foundational skills in the specialty area.

In addition to changes in the foundational core and clinical practicum, the DNP is differentiated from the current master's program by the addition of a clinical residency requirement (4 credits) of 460 clock hours. The DNP residency will serve to provide an in-depth, clinical experience for students. This advanced residency will provide the opportunity for students to link policy-making with clinical practice and systems, translate research into practice, and serve as change agents for health care, as well as further developing clinical skills. The combination of practicum and residency provides the 1000 hours required by the American Nurses Credentialing Center as the minimum required clock hours for certification eligibility for Advanced Practice Nurses.

Nurses who already have a master's degree in nursing will be able to enter a post-master's DNP track which will be a one-year, full-time, 28-credit program for currently certified and licensed advanced practice nurses. This option includes 24 credits of theoretical courses as foundation, and a 4-credit clinical residency (460 clock hours). These students do not require a clinical practicum, as they will have already completed their practicum during their master's degree program. Students will be admitted to this program in cohorts to facilitate progression and to minimize resource demands. The post-master's courses will all be on-line, as it is expected that these nurses will already be in practice. The on-line component will allow practicing nurses to return to school while remaining employed and in their home communities.

Doctoral education is distinguished by the completion of a project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. Both post-baccalaureate or post-master's students will develop a practice portfolio, and will complete a capstone project. The practice portfolio will be a collection of required scholarly components that demonstrates a student's scholarship as a clinical expert practicing at the highest level of advanced practice nursing. The portfolio will demonstrate evidence of competency in all domains of doctoral level practice. The DNP capstone project will be a scholarly project that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. The outcome of the DNP capstone project will be a tangible and deliverable academic product that is derived from the practice immersion experience and will be reviewed and evaluated by an academic committee. It may be based upon a pilot study, a program

evaluation, a quality improvement project, an evaluation of a new practice model, a consulting project, or an integrated critical literature review, manuscripts submitted for publication, substantive involvement in a larger endeavor, or other practice project.

Achievement in courses is determined by examinations, written papers, and oral presentations; achievement in the clinical practicum is based upon meeting the clinical objectives. Readiness to progress into the residency will be determined by successful completion of the core courses and clinical practicum, and successful completion of a preliminary exam. Students are determined to have completed their capstone project and met program outcomes by a faculty committee review of the student's portfolio.

Program Goals and Objectives

At the completion of the DNP program students will be able to:

- Analyze and integrate nursing science with knowledge from diverse disciplines as the basis for the highest level of nursing practice.
- Demonstrate collaborative leadership in the development and evaluation of models for improving patient and population health outcomes.
- Utilize the processes of scientific inquiry to explore clinical phenomena and facilitate evidence based nursing practice.
- Apply technology and information systems for the improvement and transformation of health care.
- Influence policy development that shapes health care delivery, financing, and regulation.
- Expand personal and professional competencies to assume emerging advanced nursing practice roles.

Relation to Institutional Mission

The proposed program is consistent with UW-Milwaukee's mission to provide a "wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service." Specifically, the DNP program will prepare professionals who can participate in leadership to address limited resources and disparities that exist, and to "promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas." As the state's only public urban university, UW-Milwaukee has a responsibility to prepare health professionals at the highest levels to meet the increasing health and health-related needs of those living in Milwaukee and beyond by providing a critical bridge between the research and practice in order to promote improved health outcomes for patients.

Program Assessment

The College of Nursing has a comprehensive evaluation plan across all of the academic programs in the College to assess and document achievement of learning objectives on a formative and summative basis. Program evaluation is achieved through monitoring the aggregate student outcomes. This is achieved in numerous ways, including student surveys done mid-program, at the end of the program, and one year following graduation, as well as with performance measures including success on national certification exams required for licensure (ANCC) and employment following graduation. The data from each area of the evaluation plan are reviewed annually by the Graduate Program Committee and recommendations for change in courses, curriculum, admission, and progression requirements are forwarded to course faculty or the full faculty, as appropriate.

The program will seek accreditation by the Commission on Collegiate Nursing Education. The DNP will need to have been in existence for one year prior to seeking accreditation, so the earliest it will be eligible for accreditation is 2010. Initial accreditation for new programs is for five years. The program plans to seek accreditation in 2011-2012 or 2012-2013, which would allow the program to be fully accredited before the first group of post-baccalaureate nursing students graduate in 2014. This is important as post Bachelor of Science in Nursing students must graduate from an accredited program to be eligible for certification. Post-master's students in the DNP will have already been certified.

Need

The health outcomes of Milwaukee residents are among the worst in the nation while the city's medical costs are among the highest. Many of these key health issues are related to areas of practice that are in the domain of professional nursing practice, such as health promotion and prevention activities, lifestyle modification, and chronic disease management. In many instances, there is evidence in the literature that can be applied to these problems, but there has been a slow rate of application "at the bedside" or in the community. As the largest health profession, nurses are best equipped to make an impact on these issues that affect both quality of life for many and the economics of the region.

The needed shift in care will require nurses who are prepared to identify and apply scientific principles and research findings to health care practice. The changing demands of this nation's complex health care environment require the highest level of scientific knowledge and practice expertise to assure high-quality patient outcomes. Research has established a clear link between higher levels of nursing education and better patient outcomes. The DNP provides education and experience in: advanced competencies for increasingly complex clinical, faculty, and leadership roles to influence clinical prevention, health care delivery, and health care outcomes for individuals or populations; system change and organizational leadership to strengthen and improve practice, health care delivery, and health care policy; and evidence-based practice, technology, and information systems for the improvement and transformation of patient-centered health care.

Graduates of the DNP program will also be sought after as faculty needed to train new registered nurses. Projections on supply, demand, and shortages of registered nurses from the National Center for Health Workforce Analysis in the Bureau of Health Professions, Health Resources, and Services Administration (HRSA), shows Wisconsin will not have shortages in registered nurses prior to 2010. Beginning in 2010, however, the projected shortages increase quickly. By 2015, the projected shortage of registered nurses in Wisconsin will be 4,100 FTE and by 2020, the projected shortage will be 10,200 FTE. Demand for registered nurses from 2004 to 2014 is projected to increase in all ten regions of the State. Based on projections from the Wisconsin Department of Workforce Development (DWD) for the period 2004-2014, there will be 2,610 openings for registered nurses; 1,600 of these openings will be for new positions, and 1,010 will be replacement positions. This represents a 33% increase projected in positions state wide by 2014. DWD projections indicate that the Milwaukee region (Milwaukee, Washington, Ozaukee, and Waukesha Counties) is the top region in the state with the greatest increase in new nursing positions through 2014 at 810. This will require an expansion of educational capacity in the face of a critical faculty shortage. The Wisconsin Nurse Faculty Shortage Task Force (WNFSTF) reported in 2007 that "the vacancy rate for nurse educators in Wisconsin is 5.6 % (12.6 % at the Ph.D. level and 4% at the Master's level)" (p.7). The need for doctorally prepared nurses exists in both the academic, as well as the service sectors, given that health systems are "increasing their focus on outcomes of care, patient safety, and evidence-based practice" (WNFSTF, 2007, p. 10). Graduates from DNP programs will provide one important solution to this problem.

The need for doctorally prepared advanced practice nurse clinicians and nurse faculty will increase as current clinicians and faculty retire. Nearly 60% of nursing faculty nationwide will reach retirement age in the next decade, and graduations from Ph.D. programs will not be sufficient to replace them. Based on age distributions of the existing faculty, UW-Milwaukee's College of Nursing (CON) is faced with 50% of its faculty who are eligible for retirement within the next 5 years. Among the ranks of instructional staff who typically teach undergraduate and graduate courses, retirements in the next five years can be expected in the 35-40% range.

Student and employer interest in this program is strong. The College of Nursing Student Affairs Office reports regular inquiries for DNP information and applications from clinicians in the community, as well as from current undergraduate and graduate students, indicating strong interest in enrollment. At a minimum, there is at least one inquiry daily by phone. The College's community partners regularly ask when UW-Milwaukee will be able to provide students with these credentials for their agencies.

Projected Enrollment (5 years)

The program expects to enroll both master's-prepared and baccalaureate-prepared nurses, in stair-step fashion. The projected enrollment numbers are based on UW-Milwaukee's experience in nursing enrollments. If approved, the program will be implemented in fall 2009 with 30 students admitted into the post-master's program. In fall 2010, the program will admit the first class of post-baccalaureate students into the DNP.

Year	Implementation Year	2nd year	3rd year	4th year	5th year
New students admitted	30 (MS)	30 (MS) 35 (BS) 65 (total)	30 (MS) 35 (BS) 65 (total)	30 (MS) 35 (BS) 65 (total)	30 (MS) 35 (BS) 65 (total)
Continuing students	0	30	65	100	100
Total enrollment	30	95	130	165	165
Graduating students	0	30	30	65	65

Within the College of Nursing, a careful screening and admission process, and structured and individualized academic advising, result in attrition that is extremely low or nil.

Comparable Programs in Wisconsin

A number of other graduate nursing programs in Wisconsin are transitioning their advanced practice nursing master's programs to DNP programs. Marquette University's DNP program began in the fall semester, 2008. Marquette's DNP will continue to offer the same areas of specialization offered previously in the master's program, and those specializations are different from those offered at UW-Milwaukee. Other private universities in Wisconsin, including Concordia University and Viterbo University, are also in the process of planning for the transition of their advanced practice master's program to the DNP. Edgewood College is in the early stages of developing a DNP program.

UW-Madison's DNP program is also under development, with an anticipated start date of fall 2009. UW-Eau Claire and UW-Oshkosh are developing a collaborative DNP program, also projected to begin in fall 2009. Considerable discussion has taken place among all of the UW graduate nursing programs. In a briefing paper developed by the UW System Nursing Deans for the Board of Regents in 2007, the importance of maintaining and ideally increasing enrollments in graduate advanced practice nursing programs was highlighted. Each of the UW System's graduate nursing programs will be needed to continue to provide access to advanced practice education in Wisconsin.

The UW-Milwaukee DNP will be especially appealing to nurses already in practice who will be able to remain in their jobs and home community while pursuing the on-line, post-master's option of the DNP program.

Comparable programs outside Wisconsin

There are several DNP programs offered in neighboring states: the University of Illinois at Chicago, Rush University, the University of Minnesota, Minnesota State University at Morehead, Winona State University in Minnesota, and the University of Iowa all have DNP programs in place. Only the University of Illinois in Chicago offers its program via distance

education in either an on-line or video-conferencing format. Historically, UW-Milwaukee has not competed with these programs for students, given location, course delivery methods, and cost.

Collaboration

The proposed DNP will involve collaboration among a number of UW-Milwaukee schools and colleges, and among UW System institutions. Interdisciplinary courses will be used to support this degree, including core courses from the College of Business, School of Education, and, in the future, the School of Public Health. It is also intended that many of the College of Nursing's courses will be open to students in other departments and students in the proposed program will take some required and elective courses in other UW-Milwaukee departments.

Within the UW System, the four institutions with graduate nursing programs have agreed that course collaboration will be explored for specialty practice theory courses, for electives in very specialized focus areas (i.e. genetics), for core courses to facilitate student progression, and during the start-up of the transitioning programs. The sharing of courses will strengthen all programs, and maximize resources. As an example, Madison will offer the psych-mental health specialty courses, whereas Milwaukee will likely offer the community health specialty courses for all of the UW System DNP programs. These courses will be offered on-line to facilitate student enrollment and access to students from the UW DNP nursing programs across the state. Capitalizing on faculty expertise will facilitate the offering of elective courses that might have limited enrollment were they offered solely on any one campus.

Diversity

The UW-Milwaukee College of Nursing has a long history of commitment to student diversity in all of its programs. In 2007, 18% of undergraduates in the CON were students of color, and12% of graduate students were students of color. This compares favorably to enrollment in nursing programs in the UW System as a whole, where 11% of the undergraduate population and 7.5% of the graduate population are students of color. Nationally, 12% of undergraduate nursing students are students of color, while less than 10% of the students enrolled in nursing doctoral programs are students of color. The CON exceeds national averages for undergraduate male students enrolled in nursing programs. Men accounted for 11% of undergraduate students and 9 % of masters level students at UW-Milwaukee, compared with 10% and 6% at the UW System nursing programs as a whole, and 10% of undergraduate students nationally. Of the 33 tenured/tenure-track faculty in the CON, 15% are faculty of color and 3% are male. The 56 instructional academic staff in the CON include 9% male and 6% staff of color. Faculty diversity at UW-Milwaukee is comparable to national statistics on diversity among nursing faculty.

The DNP program will benefit from existing strategies that are in place to recruit a diverse student body, including outreach through presentations at targeted college fairs and high schools, advertising, and exhibiting in local, regional, and national publications and events, including, as examples, Minority Nurse, the National Hispanic Nursing Association Meeting, and the National Black Nurses Association Meeting. The CON is committed to increasing

undergraduate diversity as an important strategy to create a pipeline for diversity in the graduate programs.

The UW-Milwaukee faculty utilize a variety of strategies, both theoretical and practical, to educate and inform students throughout their academic experiences about issues related to diversity and the multiplicity and variety of communities and cultures locally, nationally, and globally. In the curriculum, diversity is introduced through the presentation of community- or culture-specific health care beliefs and attitudes, and by providing nurses the education necessary to enable them to offer patients health care that is culturally appropriate and competent.

Evaluation from External Reviewers

The proposal was reviewed by two nationally recognized academic leaders in the field of nursing practice. Both reviewers recommended approval of the program as proposed. One reviewer commended the collaborative efforts undertaken by program faculty in developing similar programs at other UW schools. Both reviewers made suggestions to clarify some of the curriculum elements and their suggestions have been incorporated into the program proposal.

Resource Needs

This program will be funded by current resources and resources received for 4 FTE faculty as a part of the 2009-2011 state budget initiative to advance nursing education. As mentioned previously, the DNP will be phased in as the existing master's advanced nursing practice programs are phased out. Current resources supporting the master's programs will be transitioned to the DNP program over a period of three years. All tenured, tenure track, and doctorally prepared clinical faculty are involved in clinical projects in the current advanced practice master's program and will be involved similarly in the DNP program in a direct instructional mode, capstone project supervision, and/or advising role. It is estimated that when the DNP program is ramped up to its full implementation, the equivalent of 10 FTE faculty and clinical instructional staff will be involved in the program. These faculty, along with the current faculty and staff involved with the master's program who will be redeployed to the DNP program, are sufficient to successfully deliver the DNP program. In addition, one existing FTE academic staff position in the Student Affairs area is allocated to staff advising of graduate students. Clerical support will be provided by 0.25 FTE classified staff currently supporting the master's program. No new additional academic staff is needed for this program.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.c.(2), authorizing the implementation of the Doctor of Nursing Practice at the University of Wisconsin-Milwaukee.

RELATED REGENT POLICIES

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

BUDGET FORMAT: AUTHORIZATION TO IMPLEMENT
Estimated Total Costs and Resources

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	2	$180,000	8	$720,000	10	$900,000
Graduate Assistants	0	0	0	0	0	0
Non-instructional Academic/Classified Staff	1.25	$67,355	1.25	$70,723	1.25	$74,259
Non-personnel						
Supplies & Expenses	$5500		$5775		$6100	
Capital Equipment	0		0		0	
Library	0		0		0	
Computing	0		0		0	
Other (Define)	0		0		0	
Subtotal	$252,855		$796,498		$980,359	
ADDITIONAL COSTS						
Personnel	0	0	0	0	0	0
Nonpersonnel	0		0		0	
Other	0		0		0	
Subtotal	0		0		0	
TOTAL COSTS	$252,855		$796,498		$980,359	
CURRENT RESOURCES						
General Purpose Revenue (GPR)	$252,855		$796,498		$980,359	
Gifts and Grants	0		0		0	
Fees	0		0		0	
Other (Define)	0		0		0	
Subtotal	$252,855		$796,498		$980,359	
ADDITIONAL RESOURCES	0		0		0	
GPR Reallocation (Specify source)	0		0		0	
Gifts and Grants	0		0		0	
Fees	0		0		0	
Other (Define)	0		0		0	
Subtotal	0		0		0	
TOTAL RESOURCES	$252,855		$796,498		$980,359	

RECONSIDERATION OF SABBATICAL GUIDELINES FOR ACADEMIC YEARS 2010-2012 THE UNIVERSITY OF WISCONSIN SYSTEM

EXECUTIVE SUMMARY

BACKGROUND

Each December, formal announcement of those faculty members receiving sabbatical assignments is made by UW System institutions to the Board of Regents. The purpose of the UW System Faculty Sabbatical Program is to provide in-depth study opportunities for faculty members. Sabbaticals offer opportunities for faculty in all disciplines to acquire and/or develop new knowledge in their fields and incorporate them into their classroom activities.

Every few years the Education Committee of the Board of Regents reviews guidelines for the UW System Sabbatical Program. The purpose of the guidelines is to enable the Board to recommend priorities for institutional sabbatical decisions without continually revising the sabbatical policy contained in Academic Planning Statement #3.3 (ACPS 3.3), *The Faculty Sabbatical Program.*

The Education Committee last reviewed the Sabbatical Guidelines in December, 2005. Those guidelines included the recommendation that UW institutions continue to give consideration to projects that support the mission of the institution, in recognition of the fact that sabbatical leaves are supported by the institution and are to serve institutional purposes. They also included a set of emphases focusing on: Interdisciplinary Activities; Scholarship of Teaching and Learning; Collaborative Program Activities; International Education; and Application of Technology to Instruction and Distance Education. The Regents asked that the Provost at each institution take responsibility for ensuring that the guidelines are observed as part of the institutional approval process, while also supporting the efforts of faculty members to pursue and develop their individual areas of research and teaching expertise.

The existing guidelines were shared with members of the Education Committee, as well as with Chancellors, Provosts and Faculty Representatives, prior to the December 4, 2008, meeting. These constituent groups were asked to recommend changes to the guidelines and to reconsider the emphases, in particular, in light of the Growth Agenda for Wisconsin or other factors that will aid the UW System in meeting 21st-century challenges, both domestically and globally. At its December meeting, the Education Committee will undertake discussion of the guidelines and issue a revised document that pertaining to sabbatical assignments for the biennium covering 2010-12.

REQUESTED ACTION

No action is requested.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning Statement #3.3, *The Faculty Sabbatical Program* (Revised Summer 1994).

SABBATICAL GUIDELINES
ACADEMIC YEARS 2007-2009
THE UNIVERSITY OF WISCONSIN SYSTEM

EXECUTIVE SUMMARY

BACKGROUND

In December 1999, the Board of Regents approved a resolution directing the Office of Academic Affairs to develop biennial sabbatical guidelines, beginning in academic years 2001-03. The purpose of these guidelines is to enable the board to recommend priorities for sabbatical decisions without continually revising the sabbatical policy contained in Academic Planning Statement #3.3 (ACPS 3.3), *The Faculty Sabbatical Program*. Section B.3 of that policy states that "preference shall be given to those making significant contributions to teaching and who have not had a leave of absence, regardless of source of funding, in the previous four years." Beginning this year, the biennial guidelines will be adopted at the December meeting, along with the announcement of the 2006-07 sabbaticals.

In recent years, the Education Committee has asked that UW institutions continue to give consideration to projects that support the mission of the institution, in recognition of the fact that sabbatical leaves are supported by the institution and are to serve institutional purposes. The Committee also asked the institutions to ensure that the Regent emphases are being followed. The Provosts at each institution have responsibility for ensuring that the guidelines are observed as part of the institutional approval process, while also supporting the efforts of faculty members to pursue and develop their individual areas of research and teaching expertise.

The following emphases have been recommended by the Education Committee in recent years for inclusion in the biennial guidelines:

- Interdisciplinary activities;
- Scholarship of teaching and learning;
- Collaborative program activities;
- International education; and
- Application of technology to instruction and distance education.

REQUESTED ACTION

No action is requested.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning Statement #3.3, *The Faculty Sabbatical Program* (Revised Summer 1994).

Program Authorization (Implementation)
B.S. in Materials Science
University of Wisconsin-Eau Claire

EDUCATION COMMITTEE

Resolution I.1.e.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Materials Science.

NEW PROGRAM AUTHORIZATION

Bachelor of Science in Materials Science Comprehensive Major
College of Arts and Sciences
University of Wisconsin-Eau Claire

EXECUTIVE SUMMARY

BACKGROUND

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

The Materials Science program has grown naturally out of strong, well-established science programs at the University of Wisconsin-Eau Claire. The faculty developing the proposed major are natural scientists whose scholarly focus is materials science. This faculty cohort has worked together on research, curriculum development, and outreach initiatives for over 10 years. A program director identified from this group will coordinate oversight of the proposed curriculum; because this major is interdisciplinary, the Dean of the College of Arts and Sciences will have administrative oversight of the major.

The field of materials science is the study of "condensed matter" (i.e., solids and liquids), and the closely related field of nanoscience–the science of matter at sizes of 100 nanometers or less–is an area that has grown out of chemistry, physics, and engineering. Nanotechnology is viewed as the design of material on the nanoscale. Input from potential employers and graduate programs as to what they would expect from students with such a background has been incorporated into the major.

In 2004, the Materials Science Center was established at UW-Eau Claire to coordinate collaboration with local industry (including industries in plastics, catalysts, metallurgy, microelectronics, data storage, and optical devices), enable stronger collaboration with faculty at UW-Stout and Chippewa Valley Technical College (CVTC), and foster economic development by providing support to prospective industries based in materials science. By 2006, resources limited UW-Eau Claire's ability to respond to industry requests, while at the same time, demand for graduates trained in materials science was growing. In the 2007-2009 biennium, the State of Wisconsin provided approximately $3 million to fund the NanoSTEM decision item narrative (DIN) to further develop materials science in Chippewa Valley; $1.8 million of those funds have been targeted to support materials science at UW-Eau Claire.

REQUESTED ACTION

Approval of Resolution I.1.e.(2), authorizing the implementation of the B.S. in Materials Science at UW-Eau Claire.

DISCUSSION

Program Description

The Materials Science comprehensive major at UW-Eau Claire is designed to give students a strong background in the fundamental sciences and mathematics. The structure of the major is deliberately interdisciplinary and broadly defined—hence comprehensive—and consistent with UW-Eau Claire's approach to liberal education. The students will specialize within materials science through a chosen emphasis in one of six areas. Students who enter the workforce after graduation (including industries identified above), or who pursue a graduate education in the physical sciences or engineering, will be well served by the major.

Objectives

The undergraduate major in Materials Science at the University of Wisconsin-Eau Claire will prepare and graduate students who:

- Understand the fundamental science that underlies materials science and nanoscience, enhancing adaptation to the rapidly changing landscape and driving the development of future technologies.
- Understand the structure, properties, performance, and processing of materials.
- Communicate effectively with their colleagues and the general public.
- Contribute substantively to science, technology, the environment, and society by applying their broad understanding to technical and social concerns.
- Integrate understanding from diverse viewpoints and work respectfully with all people.

Relation to Institutional Mission

The objectives listed above for the new major are well aligned with several aspects of UW-Eau Claire's mission and with the university's new *Centennial Plan* (UW-Eau Claire's new eight-year strategic plan). UW-Eau Claire's mission and the proposed major align well in that both:

- Provide an undergraduate education emphasizing the liberal arts and sciences that also meets identifiable regional and state needs.
- Support and encourage scholarly activities, including research and creative endeavors.
- Support educational and economic development of the immediate region by outreach to local industry and area schools, and service to the community.

Graduates of the new major can find employment in the immediate region in plastics, microelectronics, metallurgy, data storage, and optical devices, as well as provide the necessary workforce to attract new companies (see "Need" for additional details).

Looking toward the future, the goals of the proposed major are also well aligned with the three major Learning Goals outlined in UW-Eau Claire's *Centennial Plan*:

> *Foster purposeful learning* – part of this goal is to "reaffirm the centrality of a liberal education… and create a richly integrated campus and beyond-campus experience." The Materials Science major has a strong liberal education emphasis and an interdisciplinary foundation spanning multiple academic disciplines. The intentional connection to regional business partners and academic institutions will help to integrate connections on campus as well as forge new connections with off-campus partners.

Promote connected learning – this goal serves to "expand experiential learning opportunities; promote learning that connects and transcends disciplines and connects the university and community; and recruit and retain diverse students, faculty, and staff."
The Material Science major requires students to build on their classroom learning through experiential learning in the form of research-based lab projects, student-faculty research collaborations, internships with industrial partners, or outreach initiatives to area elementary and secondary schools.

Accelerate global learning – this goal seeks to "make possible an international or multicultural immersion experience for all students, diversify and internationalize the campus and curriculum, and expand international student enrollment".
The Material Science major offers students an opportunity to connect via internships with scientists overseas and within the U.S. by taking advantage of connections that UW-Eau Claire faculty have with collaborators off-campus. Importantly, the materials science program seeks to recruit diverse students by committing an FTE to strengthen the campus's connection to and recruiting efforts in regional high schools that serve Native American and Hmong populations

Need

According to the U.S. Department of Labor, the employment of materials scientists (for all degree levels) is expected to grow by nine percent over the decade from 2006-16, similar to the average for all occupations. This national trend in demand is reflected by local need: communication with companies located in the Chippewa Valley who would benefit from such graduates (e.g., Cray, Phillips Plastics, Hutchinson Technology, TTM Technologies, Siemens, and OEM fabricators) indicate that there is a need for employees with expertise in materials and analysis methods. Conversations with similar companies who are considering establishing operations in the Chippewa Valley indicate that the availability of people with a bachelor's degree in Materials Science is one factor in determining if they will relocate.

A survey of UW-Eau Claire alumni with chemistry or physics degrees found that 43% of those responding would have considered the proposed major if it had been available at the time they were at UW-Eau Claire. The same fraction (43%) also noted that the major would have enhanced their career skills. A survey of area employers indicated that 39% of those who responded would definitely or very likely hire a graduate with a materials science major, and 23% indicated that they were somewhat likely to hire a graduate of the program. Another 32% thought it possible but unlikely that they would hire a Materials Science graduate.

The projected number of students for the first five years of the major is shown in the table below. The number of new and transfer students is estimated to be 11-17 per year, and a retention rate of 81% (based on average new student retention) lowers the "continuing students" total.

Projected Enrollment (5 years)

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	11	15	16	17	16
Continuing students	0	9	20	32	35
Total enrollment	11	24	36	49	51
Graduating students	0	1	1	11	14

Comparable Programs

Four programs in Wisconsin and two in Minnesota have materials science-related majors: UW-Stout and UW-Oshkosh have materials-related emphases in other majors, Winona State (MN) has a Composite Materials Engineering major, and UW-Milwaukee, UW-Madison, and the University of Minnesota have Materials Science and Engineering majors. Almost all of these programs have a strong emphasis on engineering. A search for similar programs at primarily undergraduate institutions nationwide reveals only a few materials science majors, all at universities that have a strong engineering program. At universities similar to UW-Eau Claire, a few have support for only a minor in materials science. UW-Eau Claire is therefore positioned to be the first university in the nation with a liberal education-based materials science major.

Collaboration

UW-Eau Claire is working with UW-Stout and CVTC in the area of nanoscience and nanotechnology. The three-campus collaboration has already enjoyed success. Materials science courses developed and taught at UW-Eau Claire comprise part of the capstone courses for CVTC students enrolled in a nanotechnology associates degree program. The development of these courses was the result of a National Science Foundation (NSF) grant involving the three institutions. Online offerings for some proposed courses might be appropriate, especially for survey courses that provide an overview of the field. Faculty are exploring partnerships with UW-Stout and Purdue University in this regard. The hands-on, experiential dimension to the proposed program and the emphasis on liberal education, however, would preclude a substantial online component to the major.

Program Assessment and Student Advising

The program director and materials science faculty will evaluate statistical data about the program as they carry out an assessment of the program annually. Embedded course assessment methods as well as student written reports and oral presentations will be used to evaluate and improve the curriculum. Student performance in the capstone course will be used as a "summative assessment" of the program. Student feedback on the overall program ("exit interviews") will serve as the final assessment measure. And since specific efforts will be made to recruit and retain a diverse student and faculty population, performance in these areas will receive specific attention. Feedback from graduate programs and employers about the preparation of materials science graduates will also be solicited and used to improve curriculum delivery and content.

The new program builds on existing programs in chemistry, physics, and mathematics. Because of the natural overlap in introductory requirements between the new program with chemistry and physics degree programs, it is expected that students will be able to transfer between these degree programs with minimal impact on their time to degree. Students declaring a major in materials science will be advised by faculty working in the program.

Diversity

In parallel with the development of a comprehensive major in Materials Science at UW-Eau Claire, the campus is examining its priorities as part of its strategic planning. A central and cross-cutting theme among the seven goals outlined in the campus *Centennial Plan* is to create an environment that is more equitable, diverse, and inclusive for all people. The faculty

involved in developing the Comprehensive Major in Materials Science are committed to this vision. Efforts, some already under way, to make this vision a reality are outlined below.

Outreach Efforts

Outreach to students at area schools and teachers: Faculty and students in the Physics, Astronomy, and Chemistry departments at UW-Eau Claire have presented disciplinary demonstration shows for students at area schools. These efforts continue and will serve as models for new outreach efforts in materials science and nanoscience. Materials Science faculty and staff will also continue to work with local K-12 educators to improve access of underserved populations to UW-Eau Claire. UW-Eau Claire science faculty have created workshops for teachers who wish to develop professionally in their field. Materials Science faculty will partner with these on-campus experts and develop outreach efforts that help teachers to connect to UW-Eau Claire.

National and International Connections: Faculty in the Materials Science program will establish connections to institutions of higher learning, both inside and outside the U.S. Current connections between UW-Eau Claire faculty with partners overseas build on relationships with scientists in France, Ireland, Korea, Spain, and Sweden. A proposal to the Department of Education's Fund for Improvement for Postsecondary Education (FIPSE) program for an international student exchange program is being planned.

Equity scorecard Focus on Student admissions and gateway courses: UW-Eau Claire is participating in the "Equity Scorecard" project to assess how well the university serves students of color in four key areas: access, retention, excellence, and institutional receptivity. Working with the newly hired STEM recruiter in Admissions, faculty and staff in Materials Science and various student service offices are exploring ways to further diversify the student population. The Scorecard results identified "gatekeeper" courses (including Chemistry 103 and Math 109, prerequisite courses for the new major) that may limit the representation of students of color on UW-Eau Claire's campus. Faculty in Chemistry, Math, and Materials Science will examine the curriculum in these courses for the pedagogic approaches that may be placing students of color at a disadvantage.

Admissions Recruiter to broaden dissemination and address student access: In the summer of 2008, Materials Science faculty worked with Admissions staff to hire a new STEM recruiter, funded by the NanoSTEM DIN. This Admissions Counselor will connect with students who are underrepresented in STEM and enable those students to pursue opportunities available to them, including a degree in Materials Science.

Faculty mentors: A diverse and engaged faculty can serve as role models for students from underrepresented groups, offer enriching research opportunities, and foster institutional leadership, thereby lowering barriers that these students encounter. Faculty hiring in Materials Science will build on recruiting methods developed by the Women in Science and Engineering Leadership Institute (WISELI) at UW-Madison.

Fostering Anti-Racist Practices and Policies

Barriers to retaining a diverse faculty include examining the institutional reward system and eliminating antiquated governance practices. These barriers must be eliminated if the campus's *Centennial Plan*, which states that "diversity and inclusiveness [will] be a defining characteristic

of all our actions," is to be realized. One such effort within the College of Arts and Science has been to work with the nationally recognized consulting team "Dismantling Racism Works," which examines institutional practices that are characteristic of an exclusionary organization. Materials Science faculty have been involved in Dismantling Racism workshops and discussions, the goal of which is to build a welcoming, inclusive, and anti-racist organization.

Curricular Initiatives

Students will benefit from Experiential Learning opportunities, and meet UW-Eau Claire's graduation requirements which include courses addressing Cultural Diversity, Foreign Language or Foreign Culture, and a wide array of courses from four main disciplinary areas. The field of materials science itself (and especially nanoscience) has been driven in part by ethnic minority and women scientists and engineers who have contributed to the field's rapid growth. Discussion of the history and evolution of materials science will thus highlight the diverse contributors to the field as well as the diverse disciplines of these contributors.

External Evaluators and Accreditation

Two faculty (a scientist and an engineer) external to UW-Eau Claire reviewed the program proposal and found it to be of high caliber. As one reviewer noted, "only a few peer institutions offer interdisciplinary materials science programs outside of engineering departments . . . Among these, Eau Claire is farthest along and has the strongest resume of accomplishment." It should be noted that, while ABET (Accreditation Board for Engineering and Technology) accreditation is available for a Materials Engineering major, UW-Eau Claire has no interest in pursuing ABET accreditation, and the more science-based program being proposed here is not designed to satisfy those standards.

Resource Needs

The resources to hire new faculty and staff, acquire new instrumentation, renovate existing space, establish the academic program, and facilitate outreach to local industry and schools will be drawn solely from the 2007-09 NanoSTEM DIN. No new or additional resources are required.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e.(2), authorizing the implementation of the Bachelor of Science in Materials Science at UW-Eau Claire.

RELATED REGENT POLICIES

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

Projected costs and resources for the new major. An annual salary adjustment of 3.5% is assumed; the same rate is assumed for inflation of costs for supplies and expenses. Supplies are primarily associated with teaching; Capital Equipment costs cover new instrument acquisition for teaching and outreach.

BUDGET FORMAT: AUTHORIZATION TO IMPLEMENT						
	2009-2010		2010-2011		2011-2012	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	0.25	$15,000	0.5	$31,050	1	$64,274
Graduate Assistants						
Non-instructional Academic/Classified Staff	0	$0	0	$0	0	$0
Non-personnel						
Supplies & Expenses		$52,000		$53,820		$55,704
Capital Equipment		$0		$0		$0
Library		$0		$0		$0
Computing		$0		$0		$0
Other (Define)		$0		$0		$0
Subtotal		$67,000		$84,870		$119,978
ADDITIONAL COSTS						
Personnel						
Faculty/Instructional Staff	3.25	$195,000	4	$247,200	5	$350,097
Graduate Assistants						
Non-instructional (Admissions, Science)	1	$50,000	1	$50,000	1	$50,000
Academic/Classified Staff	0.25	$10,000	0.25	$10,300	0.25	$10,609
Non-personnel						
Supplies & Expenses		$50,000		$60,000		$70,000
Capital Equipment		$601,600		$590,600		$580,100
Library		$10,000		$10,500		$11,000
Computing		$10,000		$10,500		$10,500
Other		$0		$0		$0
Subtotal		$926,600		$979,100		$1,082,306
TOTAL COSTS		$993,600		$1,063,970		$1,202,284
CURRENT RESOURCES (DIN)						
General Purpose Revenue (GPR)		$67,000		$84,870		$119,978
Gifts and Grants						
Fees						
Other (Define)						
Subtotal		$67,000		$84,870		$119,978
ADDITIONAL RESOURCES (DIN)		$926,600		$979,100		$1,082,306
GPR Reallocation (list sources)						
Gifts and Grants						
Fees						
Other (Define)						
Subtotal		$926,600		$979,100		$1,082,306
TOTAL RESOURCES		$993,600		$1,063,970		$1,202,284

Program Authorization (Implementation)
Bachelor of Science Education
University of Wisconsin-Stout

EDUCATION COMMITTEE

Resolution I.1.e.(3):

That, upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Bachelor of Science Education.

NEW PROGRAM AUTHORIZATION

Bachelor of Science in Science Education
University of Wisconsin-Stout

EXECUTIVE SUMMARY

BACKGROUND

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

The Wisconsin Department of Public Instruction approved a broadfield science major certification at the University of Wisconsin-Stout in 2004. The program curriculum was collaboratively developed by faculty members from the Applied Science program and the School of Education. UW-Stout currently offers this program as a concentration in the B.S. in Applied Science degree program. The new B.S. in Science Education at UW-Stout will offer students teaching certifications in biology, chemistry, physics, and broadfield science.

REQUESTED ACTION

Approval of Resolution I.1.e.(3), authorizing the implementation of the B.S. in Science Education at the University of Wisconsin-Stout.

DISCUSSION

Program Description and Background

The proposed B.S. in Science Education will require students to complete general education courses (41 credits), science courses in a major certification area (28 credits), science courses in a minor science certification (18 credits), pedagogical courses in education (26 credits), and field experiences (17 credits). The courses for each science certification major and minor are aligned to the Wisconsin Model Academic Standards in science and approved by the Wisconsin Department of Public Instruction.

Program Goals and Objectives

The program is designed to prepare pre-service teachers for effective and reflective practice as science teachers. The program objectives were adapted from the ten Wisconsin Teaching Standards.

Upon completion of the science education program, students will be able to:

1. Understand the central concepts, tools of inquiry, and structures of the science disciplines she or he teaches and create learning experiences that make these aspects of subject matter meaningful for students.
2. Understand how young people learn and develop, and provide learning opportunities that support their intellectual, social, and personal development in the context of science education.
3. Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners, including those with disabilities and exceptionalities.
4. Understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills to prepare for life in a scientifically sophisticated society.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use knowledge of effective verbal, nonverbal, and medial communication techniques to foster activity inquiry, collaboration, and supportive interaction in the science education classroom and laboratory.
7. Design instruction based upon sound knowledge of science, related disciplines, students, the community, and the goals of science education.
8. Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Use reflective practices to continually evaluate the effects of his or her choices and actions on learning, students, parents, and colleagues.
10. Demonstrate the professional and ethical behavior necessary to foster professional relationships with colleagues, parents, and agencies in the community to support student learning.

Relation to Institutional Mission and Academic Plan

The creation of a science education program at the University of Wisconsin-Stout will contribute to the advancement of the University's mission and strategic plan. According to its current mission statement, UW-Stout "is characterized by a distinctive array of programs leading to professional careers focused on the needs of society." The science education degree is designed to address current and projected teacher shortage areas in Wisconsin and the United States, and specifically furthers the mission of the university to offer:

> "undergraduate and graduate programs leading to professional careers in industry, commerce, education and human services through the study of technology, applied mathematics and science, art, business, industrial management, human behavior, family and consumer sciences, and manufacturing-related engineering and technologies" (http://www.uwstout.edu/geninfo/mission.shtml).

The creation of a science education program also aligns well with UW-Stout's strategic plan which states that UW-Stout should focus on "applied programs leading to successful careers in industry, commerce, *education* and human services" (emphasis added). Creating this new program also aligns with the vision of the School of Education which states that "the School of Education (SOE) faculty and staff have the vision of preparing teachers and other professional educators who are reflective practitioners and engage in evidence-based practice" (http://www.uwstout.edu/soe/). Finally, the University of Wisconsin-Stout was officially designated Wisconsin's polytechnic university in 2007. Adding a degree program in science education is a significant step toward embodying that polytechnic identity.

Program Assessment

The proposed degree program in science education is a performance-based program and, as such, evaluates degree candidates' knowledge, skills, and dispositions relative to the ten Wisconsin Teacher Standards and the UW-Stout conceptual framework and domains. Candidates' knowledge, skills, and dispositions are systematically assessed throughout the program using a benchmark system. While knowledge is primarily assessed via traditional exams and grades, skills and dispositions are assessed via student performance and behaviors. Students submit portfolios containing authentic evidences of the standards against which they are being assessed. Professional education and content faculty, as well as advisory committee members were involved in the development of the assessment plan.

Benchmark I assesses students prior to their admission to the School of Education based upon course completion, grades, PPST (Praxis I) scores, criminal background check results, disposition forms, portfolio artifacts, and an interview with faculty. Benchmark II assesses students prior to the student teaching semester based upon course completion, grades, Praxis II scores, disposition forms, portfolio artifacts, and an interview with faculty. Finally, Benchmark III assesses students prior to graduation from the School of Education based upon course completion, grades, disposition forms, portfolio artifacts, and successful completion of student teaching. The assessment plan will be reviewed and refined each year. The UW-Stout Teacher Education Assessment plan crosses program boundaries, as many elements of the assessment system are common across education programs.

Need

Many important education constituencies have called for improvements in teacher quality, particularly in high-demand and high-priority areas such as math, science, and technology. A decade ago, educational professionals were calling for improvement to science education in publications such as the *Benchmarks for Science Literacy* (http://www.project2061.org/publications/bsl/online/bolintro.htm), published by the American Association for the Advancement of Science, through Project 2061. Likewise, in 1996, the National Research Council published the *National Science Education Standards* (http://www.nap.edu/readingroom/books/nses/notice.html) in an attempt to improve the quality of science education in the United States. The supply and quality of science teachers is vitally important to Wisconsin and the nation's ability to compete in a global economy increasingly reliant on math, science, and new technologies.

According to the Wisconsin Department of Public Instruction (DPI), when school administrators were asked to identify critical shortage areas based on projected vacancies, general science was cited as a "critical shortage area" (http://dpi.wi.gov/tepdl/pdf/supdem06.pdf). Furthermore, the number of emergency and special licenses granted by the Wisconsin DPI provides evidence for a high-demand market for science teachers in the state of Wisconsin. In total, there were 80 teachers in the state of Wisconsin who taught middle school or high school science classes they were not certified to teach during the 2005-2006 school year. Of these teachers, 55 were certified teachers in a different discipline or subject area altogether who were teaching science courses. The remaining 25 taught science classes with a bachelor's degree and without teaching certification. In a subject area that has become a national priority, this is an alarming number. The establishment of a science education degree program at the University of Wisconsin-Stout will make a contribution to meeting this demand and result in graduates who are highly marketable.

Projected Enrollment (5 years)

The projections for anticipated enrollment and number of degrees to be granted for each of the first five years are provided below. The number of new students is estimated based upon past enrollments and realistic anticipated growth. The number of continuing students is estimated based on a 70% retention rate of new students.

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	4	6	8	10	10
Continuing students	10	11	12	14	16
Total enrollment	14	17	20	24	26
Graduating students	2	3	4	5	6

Comparable Programs in Wisconsin

All 32 four-year colleges and universities in the state of Wisconsin (19 private and 13 public colleges and universities) currently offer science education programs, including UW-Stout. At present, UW-Stout's is the only science education program in the UW System offered as a concentration or submajor within another degree program, in this case applied science. Despite the availability of science education programs in Wisconsin, the supply of highly qualified and certified science teachers has consistently fallen short of the demand in Wisconsin and nationally. The creation of a degree program is intended to increase the profile and marketability of a science education degree at UW-Stout. The addition of biology, chemistry, and physics certifications in this new degree program to the existing broadfield science certification will allow UW-Stout to attract and retain more science education students.

There are similarities between the science education degree program being proposed at UW-Stout and the other science education programs in the UW system. First, the pedagogical components of teacher education are quite similar across campuses. These include courses in educational psychology, multiculturalism, reading, inclusion, and methods, as well as pre-student teaching and student teaching field experiences. Second, the science education programs throughout the UW system offer multiple certifications for students, including broadfield science, biology, chemistry, physics, earth science, astronomy, and environmental science. Third, all teacher education programs in the state of Wisconsin must meet the requirements of Wisconsin Law PI-34 and receive approval from the Wisconsin Department of Public Instruction. In this respect, the science education programs at each UW campus are guided by the same overarching goals and guidelines for teacher preparation.

There are some characteristics of the proposed science education degree program at UW-Stout, however, that are unique and innovative. First, the pedagogical preparation of science education students begins with an introductory course offered in the freshmen year. Second, the content pedagogy is offered collaboratively with the technology education program on campus. These collaborative courses include *Intro to Science and Technology Education* (STMED 160), *Methods, Curriculum, and Instruction I* (STMED 260), *Pre-student Teaching Field Experience* (STMED 360), *Lab and Classroom Management* (STMED 390), and *Methods, Curriculum, and Instruction II* (STMED 460). This interdisciplinary collaboration is unique in the UW system and creates an opportunity to address the educational synergy between the fields of science and technology. Third, the science content requirements for the science education degree at UW-Stout require students to complete a certification in two science areas, one major and one minor certification. Fourth, the science education program will offer a capstone seminar course in which students will review research literature in the field of science education, conduct a research project, and develop a professional development plan similar to that required for initial educators.

Comparable Programs Outside Wisconsin

As in the state of Wisconsin, most of the four-year colleges in the state of Minnesota offer science education degree programs. In chemistry, for example, 21 of 28 four-year colleges and universities in Minnesota offer chemistry teaching certification. However, unlike Wisconsin, the state of Minnesota does not offer minor certifications. The pedagogical preparation and content preparation are quite similar. These programs typically require that students take courses in educational psychology, multiculturalism, reading, inclusion, methods, and science content, as well as pre-student teaching and student teaching field experiences.

Collaboration

The Science Education program shares common curricula with other education programs and applied science programs at UW-Stout. The science education students complete a variety of courses required for all education students, including *Educational Psychology* (EDUC 303), *Foundations in Education* (EDUC 326), *Multiculturalism* (EDUC 336), *Cross-Cultural Experience* (EDUC 376), *Reading and Language Development* (EDUC 382), and *Inclusion* (SPED 430). In addition, the science education and technology education faculty have

collaborated to design interdisciplinary courses in science and technology education. The science education faculty has also worked closely with the applied science faculty to ensure that the science content courses meet the needs of the science education students and address the Wisconsin Model Academic Standards in science. The School of Education at UW-Stout is also currently collaborating with UW-Barron County to facilitate transfer of students into the education programs at UW-Stout. Finally, the science education faculty at UW-Stout also collaborates with other science education faculty around the state of Wisconsin. Currently, the science education faculty is participating in the Wisconsin Grassroots Teacher Quality Assessment Model to develop an assessment tool for student teachers in math and science.

Diversity

Students enrolled in this program will have numerous opportunities to be taught by diverse faculty, complete field experiences in diverse settings, and complete a diversity-rich curriculum. The School of Education has adopted an Inclusive Education Diversity plan and implemented a Recruitment and Retention Plan focused on increasing the diversity and diversity preparation of education candidates. A full-time School of Education Diversity Recruitment and Retention specialist who works closely with the Multicultural and Admission Offices has been employed since summer, 2008. Examples of initiatives include a Diversity Speaker Series, targeted recruitment in diverse schools, hosting pre-college events for diverse middle and high school students, a faculty-student reading club focused on increasing an understanding of educational diversity, and mentoring of diverse students.

All education majors at UW-Stout complete a series of courses concerned primarily with diversity, a requirement that exceeds the campus Ethnic Studies requirement. Through completion of approved courses and outcomes, graduates provide evidence of their appreciation, understanding, and valuing of diversity. Courses that students in this program will complete that deal directly with cultural issues include *World History*, *Multiculturalism*, *Inclusion, Educational Psychology*, and *Cross-Cultural Field Experience*. Diversity competencies are also embedded to a significant degree in the content of other education courses. All students complete field experiences with students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Students' electronic portfolios provide evidence of their knowledge and appreciation of cultural diversity, as well as their ability to teach diverse students and students with disabilities. The annual dispositional review of each education student by faculty includes assessment of student's dispositions related to beliefs and attitudes about diversity.

Evaluation from External Reviewers

The science education program at UW-Stout has been reviewed by two experts in the field of science education, Dr. James Stewart of the University of Wisconsin-Madison, and Dr. Fred Finley of the University of Minnesota. Dr. Stewart identified the ability of the new program to certify teachers in broadfield science, biology, chemistry, and physics, and hence address the shortage of teachers in these disciplines, as a strength of the program. He also praised the Science Education Capstone course for its ability to "involve [students] in the

research literature and in conducting a small research study." In response to Dr. Stewart's concern over the number of elective science courses and lack of required courses, two more required courses were added to the major certifications in biology, chemistry, and physics. This reduced the number of elective science courses for each certification area by six or seven credits. Finally, Dr. Stewart believed that the science education program should be "overseen by a faculty member." For this reason, the School of Education will replace the current .50 FTE academic staff position in science education with a .50 FTE faculty position.

Dr. Finley praised the new certifications for being well aligned to the university's goals, history of the university, and Wisconsin teaching standards. He described the assessment system employed at UW-Stout as "very strong." He also identified the "collaboration with other departments" and the "effort to bring some interdisciplinarity to the program" as strengths of the program. Although he praised the interdisciplinary approach, he questioned whether the combined science and technology pedagogical courses would sufficiently address science pedagogy and standards. Dr. Finley also shared two of the concerns expressed by Dr. Stewart. First, he was concerned about the lack of required courses for each science certification. Second, he was very concerned about the current staffing of the program, stating that "The lack of faculty members in science education is very problematic." It is anticipated that the current academic staff allocation for Science Education will be converted to a faculty position.

Resource Needs

The academic staff position in science education will increase from .40 FTE to .50 FTE in the first year of the new degree program. There will be no additional pedagogical science education academic staff or faculty required for the implementation of the program. This allocation would be increased if the enrollment dictates. The science education degree program will utilize many faculty members in the School of Education to teach professional education pedagogical courses such as Inclusion, Educational Psychology, etc. Faculty from the departments of Biology, Physics, and Chemistry will teach the science content coursework. Finally, three classified staff in the School of Education currently provide certification, budget, clinical placement, and classified support to the program. Because science education already exists as a concentration at UW-Stout, there will also be no additional facilities or materials needed for the implementation of the new degree program. The facilities used by the science departments are currently used for the science education program as well.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e (3), authorizing the implementation of the B.S. in Science Education program at UW-Stout.

RELATED REGENT POLICIES

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

Budget: Estimated Total Cost and Resources for the B.S. Science Education

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel:			.	0	0	0
Faculty/Instructional Staff	.40	$18,800	.40	$18,800	.40	$19,176
2% Raises		0		$376		$384
44.5% Fringe Benefits		$8,366		$8,533		$8,704
Graduate Assistants	0	0	0	0	0	0
Non-instructional Academic/Classified Staff	.07	$1,890	.07	$1,890	.07	$1,928
2% Raises		0		$38		$39
59% Fringe Benefits		$1,115		$1,138		$1,161
Non-personnel:						
Supplies & Expenses		$2,283		$2,283		$2,283
Capital Equipment		0		0		0
Library		0		0		0
Computing		0		0		0
Other		0		0		0
Subtotal		$32,454		$33,058		$33,675
ADDITIONAL COSTS						
Personnel	.10	$4,700	.10	$4,700	.10	$4,734
Raises		0		$94		$96
Fringe Benefits		$2,092		$2,133		$2,139
Non-personnel		$2000		$2000		$2000
Other		$500		$500		$500
Subtotal		$9,292		$9,427		$9,469
TOTAL COSTS		$41,746		$42,485		$43,144
CURRENT RESOURCES						
General Purpose Revenue (GPR)		$32,454		$33,058		$33,675
Gifts and Grants		0		0		0
Fees		0		0		0
Other		0		0		0
Subtotal		$32,454		$33,058		$33,675
ADDITIONAL RESOURCES		0		0		0
GPR Reallocation (School of Education)		$7,292		$7,427		$7,469
GPR Reallocation (Library)		$2,000		$2,000		$2,000
Subtotal		$9,292		$9,427		$9,469
TOTAL:		$41,746		$42,485		$43,144

Program Authorization (Implementation)
Bachelor of Science Technology Education
University of Wisconsin-Stout

EDUCATION COMMITTEE

Resolution I.1.e.(4):

That, upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Bachelor of Science Technology Education.

NEW PROGRAM AUTHORIZATION

Bachelor of Science in Technology and Science Education
University of Wisconsin-Stout

EXECUTIVE SUMMARY

BACKGROUND

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

REQUESTED ACTION

Approval of Resolution I.1.e.(4), authorizing the implementation of the Bachelor of Science in Technology and Science Education at the University of Wisconsin-Stout.

DISCUSSION

Program Description

The proposed B.S. in Technology and Science Education program offers students a major teaching certification in technology education and a major or minor certification in biology, chemistry, or physics. To fulfill these requirements, students will be required to complete general education courses (41 credits), technology courses (32 credits), science courses (18 credits), pedagogical courses in education (29 credits), and field experiences (17 credits). The program curriculum was collaboratively developed by faculty members from the Applied Science program and the School of Education. The courses for the technology teaching major certification, and the science teaching certification majors and minors, are aligned to the Wisconsin Model Academic Standards and approved by the Wisconsin Department of Public Instruction. There are no colleges or universities in the state of Wisconsin that offer a collaborative, interdisciplinary degree in Technology and Science Education.

Program Goals and Objectives

The objectives of the program are designed to prepare preservice teachers for effective and reflective practice as technology and science teachers. The program objectives were adapted from the ten Wisconsin Teaching Standards.

Upon completion of the Technology and Science Education program, students will be able to:

1. Understand the central concepts, tools of inquiry, and structures of technology and science, and create learning experiences that make these aspects of subject matter meaningful for students.
2. Understand how young people learn and develop, and provide learning opportunities that support their intellectual, social, and personal development in the context of technology and science education.
3. Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners, including those with disabilities and exceptionalities.
4. Understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills to prepare for life in a technologically and scientifically sophisticated society.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use knowledge of effective verbal, nonverbal, and medial communication techniques to foster activity inquiry, collaboration, and supportive interaction in the technology and science education classroom and laboratory.
7. Design instruction based upon sound knowledge of technology and science, related disciplines, students, the community, and the goals of technology and science education.
8. Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Use reflective practices to continually evaluate the effects of his or her choices and actions on learning, students, parents, and colleagues.
10. Demonstrate the professional and ethical behavior necessary to foster professional relationships with colleagues, parents, and agencies in the community to support student learning.

Relation to Institutional Mission and Academic Plan

The creation of a Technology and Science Education program at the University of Wisconsin-Stout will contribute to the advancement of the University's mission and strategic plan. According to its current mission statement, UW-Stout "is characterized by a distinctive array of programs leading to professional careers focused on the needs of society." The Technology and Science Education degree is designed to address current and projected teacher shortage areas in Wisconsin and the U.S. and specifically furthers the mission of the university to offer:

> "undergraduate and graduate programs leading to professional careers in industry, commerce, education and human services through the study of technology, applied mathematics and science, art, business, industrial management, human behavior, family and consumer sciences, and manufacturing-related engineering

and technologies" (http://www.uwstout.edu/geninfo/mission.shtml).

The creation of a Technology and Science Education program also aligns well with UW-Stout's strategic plan which states that UW-Stout should focus on "applied programs leading to successful careers in industry, commerce, *education* and human services" (emphasis added). Creating this new program also aligns with the vision of the School of Education which states that "the School of Education (SOE) faculty and staff have the vision of preparing teachers and other professional educators who are reflective practitioners and engage in evidence-based practice" (http://www.uwstout.edu/soe/). Finally, the University of Wisconsin-Stout was officially designated Wisconsin's polytechnic university in 2007. Adding a degree program in Technology and Science Education is a significant step toward fulfilling that polytechnic identity.

Program Assessment

The proposed degree program in Technology and Science Education is a performance-based program and as such, evaluates candidate's knowledge, skills, and dispositions relative to the ten Wisconsin Teacher Standards and the UW-Stout conceptual framework and domains. Candidates' knowledge, skills, and dispositions are systematically assessed throughout the program using a benchmark system. While knowledge is primarily assessed via traditional exams and grades, skills and dispositions are assessed via student performance and behaviors. Students submit portfolios containing authentic evidences of the standards against which they are being assessed. Professional education and content faculty, as well as Advisory Committee members were involved in the development of the assessment plan.

Benchmark I assesses students prior to their admission to the School of Education based upon course completion, grades, PPST (Praxis I) scores, criminal background check results, disposition forms, portfolio artifacts, and an interview with faculty. Benchmark II assesses students prior to the student teaching semester based upon course completion, grades, Praxis II scores, disposition forms, portfolio artifacts, and an interview with faculty. Finally, Benchmark III assesses students prior to graduation from the School of Education based upon course completion, grades, disposition forms, portfolio artifacts, and successful completion of student teaching. The assessment plan will be reviewed and refined each year. The UW-Stout Teacher Education Assessment plan crosses program boundaries, as many elements of the assessment system are common across education programs.

Need

Many important education constituencies have called for improvements in teacher quality, particularly in high-demand and high-priority areas such as math, science, and technology. A decade ago, educational professionals were calling for improvement to science education in publications such as the *Benchmarks for Science Literacy* (http://www.project2061.org/publications/bsl/online/bolintro.htm), published by the American Association for the Advancement of Science, through Project 2061. Likewise, in 1996, the National Research Council published the *National Science Education Standards*

(http://www.nap.edu/readingroom/books/nses/notice.html) as an attempt to improve the quality of science education in the United States. Shortly thereafter, in 2000, the International Technology Education Association and the Technology for All Americans Project published *Standards for Technological Literacy: Content for the Study of Technology* (http://www.iteaconnect.org/TAA/TAA.html).

These initiatives were rolled out at a time when other political groups called for improvements in Science, Technology, Engineering, and Mathematics (STEM) education. In 2002, the National Academy of Engineering and the National Research Council published *Technically Speaking: Why all Americans need to know more about Technology* (http://www.nae.edu/nae/techlithome.nsf). In this breakthrough publication, Pearson & Young (2002) argued "Science and technology are so closely connected in the modern world that it is hard to think about them as separate entities . . . In the vast majority of U.S. classrooms, however, technology is not treated as a partner to science or recognized as a major influence on society" (p. 106). They go on to suggest that academic areas such as science should align their content with technology content in ways suggested by the appropriate national standards: "For example, in science, boards of education might refer to Benchmarks for Science Literacy, the National Science Education Standards, and the Standards for Technological Literacy: Content for the Study of Technology" (Pearson & Young, 2002. p. 106).

One of the recommendations highlighted in this publication suggests "NSF, DoED, and teacher education accrediting bodies should provide incentives for institutions of higher education to transform the preparation of all teachers to better equip them to teach about technology throughout the curriculum" (p. 107). In a more recent publication, *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future* (2006), an argument is made that the recruitment and retention of science, engineering, and mathematics teachers is one of the most important factors "if the United States is to compete successfully in the 21st century" (pp. 5-2). The proposal to create a new Technology and Science Education teacher preparation degree at UW-Stout is exactly the type of program being suggested by these initiatives.

According to the Wisconsin Department of Public Instruction, general science and technology education are both cited as "critical shortage areas" for teachers (http://dpi.wi.gov/tepdl/pdf/supdem04.pdf). The number of emergency and special licenses granted by DPI grants, as shown in the table below for the year 2005-06, is another indicator of teacher shortages in technology and science.

Emergency License Totals, 2005-2006

	1 Year License (TeachingOut of Content Area)	1 Year Permit (BS without certification)	TOTAL
Technology	11	21	32
Science	55	25	80

Finally, current students in technology education provide another valuable source of data. Technology Education majors attending Advisement Day during the spring of 2006 were

surveyed to determine interest in a joint certification program in Technology and Science Education. Of the 116 technology education majors that returned the survey, 60 (52%) indicated they were either interested or very interested in this type of program. While current technology education majors would not necessarily be the target market for this program, it is good to know that there is significant interest in the program from current students.

Projected Enrollment (5 years)

The projections for anticipated enrollment and number of degrees to be granted for each of the first five years are provided below. The number of new students is estimated based upon the survey of technology education students mentioned above. A 70% retention rate is assumed and included in the figures indicated in the following table.

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	5	10	15	20	20
Continuing students (Total enrollment previous year – graduation previous year)	5	10	20	25	25
Total enrollment (New + Continuing Students)	10	20	35	45	45
Graduating students	0	0	10	20	20

Comparable Programs in Wisconsin

All 32 four-year colleges and universities in the state of Wisconsin currently offer science education programs and two universities offer Technology Education (UW-Platteville and UW-Stout), but there are no other universities that offer a combined science and technology degree program. There are some similarities between the Technology and Science Education degree program being proposed at UW-Stout and the other science education programs in the UW system, in terms of the pedagogical components required for teacher education (e.g., courses in educational psychology, multiculturalism, reading, inclusion, and methods, as well as pre-student teaching and student teaching field experiences). Education programs throughout the UW system offer multiple certifications for students to pursue including broadfield science, biology, chemistry, physics, earth science, astronomy, and environmental science. All programs

must receive approval from the Wisconsin Department of Public Instruction to offer such certification options.

The proposed Technology and Science Education degree program at UW-Stout will offer students DPI teaching certification in technology and education, and one or more areas of the following DPI science certifications: broadfield science, biology, chemistry, and physics. In doing so, the curriculum and assessment systems for technology education and science education programs are aligned with the ten Wisconsin Teaching Standards. The programs emphasize the integrated nature of science and technology or address the needs of schools hoping to find teachers with multiple teaching certifications. Unlike traditional science education teacher preparation programs, teachers dually prepared in science and technology education are better prepared to teach pre-engineering curriculum at the high school level. Incorporated into the program is curriculum related to preparation to implement pre-engineering curriculum such as Project Lead-the Way. The current placement rate for UW-Stout's Technology Education graduates is 97%. It is expected that teachers with dual certifications will be highly sought after and will have a similar placement rate within the state of Wisconsin, in surrounding states, and nationally.

The proposed Technology and Science Education program at UW-Stout is unique in its ability to educate new teachers in the overlapping fields of science and technology. This program provides future teachers the potential to successfully implement pre-engineering courses and programs at the middle and high school levels. There are other characteristics of the proposed Technology and Science Education degree that are unique in that the content pedagogy is offered collaboratively with technology and science education faculty, staff, and students teaching and learning together. Courses include *Intro to Science and Technology Education* (STMED 160), *Methods, Curriculum, and Instruction I* (STMED 260), and *Professional Semester* (STMED 360). This interdisciplinary collaboration offers an opportunity to address the synergy between the fields of science and technology in the context of educational goals.

Finally, this program will require students to study and become certified in two disciplines identified as high-need areas in Wisconsin and the United States (U. S. Department of Education Office of Postsecondary Education Policy & Budget Development Staff (March, 2008). *Teacher Shortage Areas Nationwide Listing 1990-91 through 2007-08.* http://www.ed.gov/about/offices/list/ope/pol/tsa.pdf). Given attrition and retirement rates for teachers as projected by DPI (2007) in *Supply and Demand: An examination of data trends in educational personnel for Wisconsin public schools* (http://dpi.wi.gov/tepdl/pdf/supdem07.pdf), and data from the Wisconsin Department of Workforce Development ((July 2008). *Wisconsin's Job Outlook 2006-2016* (http://dwd.wisconsin.gov/oea/employment_projections/wisconsin/lt_summary.pdf), the long-term employment outlook for graduates of the proposed program is favorable. Educational services, including teaching, is in the top ten of Wisconsin's growth industries with middle school teachers accounting for 740 new jobs and vocational education teachers accounting for 590 new jobs between 2006 and 2016 in the state of Wisconsin.

Comparable Programs Outside Wisconsin

UW-Stout is a leader in developing a dual Technology and Science Education program. There are no other institutions in the state, region, and perhaps the nation, which are offering a program similar to this one. This fact will allow UW-Stout to market itself as a leader in the education field.

Collaboration

The faculty of the Science Education and Technology Education programs have collaborated to design interdisciplinary courses in science and technology education. These courses include *Introduction to Science and Technology Education* (STMED 160), *Methods, Curriculum, and Assessment I* (STMED 260), and *Professional Semester: Methods, Curriculum, Assessment, Classroom Management, and Prestudent Teaching* (STMED 360). These courses will be taught by faculty and staff members from both programs and co-taught whenever possible.

UW-Stout students and faculty in the current Science Education and Technology Science programs are extensively involved in collaborative initiatives with other universities, technical colleges, and PK-12 partners. Students and faculty in the proposed program will continue a high level of collaboration. The School of Education is in the development phase of working with Wisconsin's K12 Energy Education Program or KEEP, which focuses on Energy Education. Science and Technology Education students will be working to align national and state standards in Science and Technology to curriculum developed by the National Geographic's *Jason Project*, a national program connecting young students to science. Both Science and Technology Education faculty went to *Jason* training to start collaborating more effectively with Wisconsin teachers. Many students are also involved in tutoring at local K-12 sites and at UW-Stout. UW-Stout hosts the Wisconsin Science Olympiad State competition for high school students every other year, which involves competition in both science- and technology-related events. Student organizations affiliated with the Technology and Science Education program, such as TECA (Technology Education Collegiate Association), host events for area schools. Students coordinate events such as the annual Rube-Goldberg Machine contest and the annual Supermileage Vehicle Contests. These activities historically draw between 75 and 150 students interested in technology, science, math, and engineering to UW-Stout's campus. Technology and Science Education students are required to participate as meet workers for Skills USA, Future Lego League, and Technology Education Collegiate Association (TECA) activities. Technology and Science Education students are also involved with UW-Stout's annual Technology Conference. All of Stout's students are also encouraged to attend national and local education conferences whenever available.

Finally, the students in the proposed program will have multiple opportunities to be involved in research and grants led by university faculty. For example, students and faculty will work together to develop curricula in environmental science, in which high school students will participate in the removal of invasive species in Dunn County.

Articulation agreements with other UW System schools will make it possible for students to complete some of their course work locally before coming to UW-Stout. UW-Stout and UW-Barron County currently have an advisement agreement in place relative to education courses. Personnel from UW-Stout, UW-Platteville, Wisconsin's Department of Public Instruction, and several Wisconsin Technical Colleges have begun meeting to develop articulation agreements related to teacher certification in Science and Technology Education. Some general education courses will be available online making it easier for students to make progress toward graduation before coming to UW-Stout.

Diversity

Students enrolled in this program will have numerous opportunities to be taught by diverse faculty, complete field experiences in diverse settings, and complete a diversity-rich curriculum. The School of Education has adopted an Inclusive Education Diversity plan and implemented a Recruitment and Retention Plan focused on increasing the diversity and diversity preparation of education candidates. A full-time School of Education Diversity Recruitment and Retention specialist who works closely with the Multicultural and Admission Offices has been employed since summer 2008. Examples of initiatives include a Diversity Speaker Series, targeted recruitment in diverse schools, hosting pre-college events for diverse middle- and high-school students, a faculty-student reading club focused on increasing an understanding of educational diversity, and mentoring of diverse students.

All education majors at UW-Stout complete a series of courses concerned primarily with diversity, a requirement that exceeds the campus Ethnic Studies requirement. Through completion of approved courses and outcomes, graduates provide evidence of their appreciation, understanding, and valuing of diversity. Courses that students in this program will complete that deal directly with cultural issues include *World History*, *Multiculturalism*, *Inclusion, Educational Psychology*, and *Cross-Cultural Field Experience*. Diversity competencies are also embedded to a significant degree in the content of other education courses. All students complete field experiences with students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Students' electronic portfolios provide evidence of their knowledge and appreciation of cultural diversity, as well as their ability to teach diverse students and students with disabilities. The annual dispositional review of each education student by faculty includes assessment of student's dispositions related to beliefs and attitudes about diversity.

Evaluation from External Reviewers

The Technology and Science Education program at UW-Stout has been reviewed by two experts in the field of technology education: Dr. Daniel Householder, Co-Principal Investigator of the National Center for Engineering and Technology Education, and Dr. William Havice of Clemson University.

Havice described the program as "an innovative and necessary model technology teacher education program." Householder described the plan as "timely," noting that "the need for

teachers with a depth of understanding in the two fields is clearly recognized." Positive aspects of the program included using a broad preparation in math, science, and technology within given constraints expected for baccalaureate graduation and teacher certification and aligning two different disciplinary fields. Householder noted that there was limited experience providing pedagogical content in science and technology within a professional sequence of courses. He recommended seeking funded scholarships and implementation of a learning community component to enhance recruitment. Scholarship opportunities for students interested in teaching pre-engineering related content have been developed and are currently being marketed at UW-Stout.

Two experts in the field of science education also reviewed the program: Dr. James Stewart, Professor of Science Education at the University of Wisconsin-Madison, and Dr. Fred Finley of the University of Minnesota. Dr. Stewart stated, "There is merit in a program that would lead to science teachers who have a greater background and experience in technology education." In response to Dr. Stewart's concern over the number of elective science courses and lack of required courses, two more required courses were added to the major certifications in biology, chemistry, and physics. While he expressed concern over certifying teachers in science with only a minor certification, the Wisconsin Department of Public Instruction has approved the science certifications included in the program. Finally, in response to Dr. Stewart's concern that the science education program should be "overseen by a faculty member," the School of Education anticipates replacing the current .50 FTE academic staff allocation in science education with a .50 FTE faculty allocation.

Resource Needs

The current budget includes support for program directors, academic staff, clerical support, and services and supplies, some of which are already used to support the science education concentration. Currently, the science education concentration includes a .40 FTE academic staff position that includes responsibilities as a program director and instructor in science education. It is expected that the Science Education program director will also serve as the program director for the dual certification. Approximately 7 FTE are currently devoted to the stand-alone Technology Education (TECED) and Science Education (SCIED) programs and that number includes School of Education and content faculty. Based on projected enrollment in the dual program, the percentage of FTE devoted to dual-enrolled students would initially be .175 increasing to .70 by year 3. Because all the coursework required in the dual program is already provided for TECED and SCIED students, students in the dual program will supplement enrollment rather than require additional sections during the initial years of implementation. Because this is a new program, $2,000 will be allocated for program recruitment during the first two years. The average services/supplies of $1,750 per FTE have been applied for faculty/staff support. Access to learning laboratory support has also been applied based on the percentage of students anticipated being served in the dual program. The cost-per-credit will be similar to other undergraduate teacher education programs at UW-Stout.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e.(4), authorizing the implementation of the B.S. in Technology and Science Education program at UW-Stout.

RELATED REGENT POLICIES

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

Budget: Estimated Total Cost and Resources for the B.S. in Technology Education and Science Education

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	***#FTE***	***Dollars***	***#FTE***	***Dollars***	***#FTE***	***Dollars***
Personnel:						
Program Director	.10	$5,000	.10	$5,000	.15	$7,650
Faculty/Staff	.175	$8,750	.50	$25,000	.7	$35,700
Academic Staff/Lab Support	.025	$925	.05	$1850	.10	$3,774
Unclassified Rasises (2%)				$637		$943
Unclassified Fringe (44.5%)		$6,530		$14,457		$21,390
Classified Staff:	.20	$5,400	.2	$5,400	.20	$5508
Classified Rasies (2%)				$108		$110
Classified Fringe (59%)		$3,186		$3,250		$3,315
Graduate Assistants	0	0	0	0	0	0
Non-personnel :						
Supplies& Expense		$2,625		$3,413		$4,088
Capital Equipment						
Library		$2,000		$2,000		$2,000
Computing						
Other:						
SUBTOTAL Current Costs		*$34,416*		*$61,115*		*$84,478*
ADDITIONAL COSTS						
Unclassified	.05	$2,800	.05	$2,800	.05	$2,856
Unclassified Raise (2%)				$56		$57
Unclassified Fringe (44.5%)		$1,246		$1,271		$1,296
Non personnel:		500		500		500
Other Text Books Lab Mod Equipment		$2,500		$34,118		0
Subtotal Additional Costs		*$7,046*		*$38,745*		*$4,709*
TOTAL COSTS (current + additional)		**$41,462**		**$99,860**		**$89,187**
CURRENT RESOURCES						
General Purpose Revenue (GPR)		$34,416		$61,115		$84,478
Gifts and Grants						
Fees						
Other Lab Mod				$34,118		
Subtotal		*$34,416*		*$95,233*		*$84,478*

ADDITIONAL RESOURCES			
GPR Reallocation (School of Education)	$5,046	$2,627	$2,709
Library Resources	$2,000	$2,000	$2,000
Subtotal	*$7,046*	*$4,627*	*$4,709*
TOTAL RESOURCES (current + additional)	**$41,462**	**$99,860**	**$89,187**

Program Authorization (Implementation)
B.S. in Geosciences
University of Wisconsin-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.e.(5):

That, upon recommendation of the Chancellor of the University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Geosciences.

NEW PROGRAM AUTHORIZATION
Bachelor of Science in Geoscience
University of Wisconsin-Stevens Point

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program review (ACIS-1.0 revised), the new program proposal for a Bachelor of Science in Geoscience at the University of Wisconsin-Stevens Point is presented to the Board of Regents for consideration. If approved, the program will be subject to a Regent-mandated review to begin five years after its implementation. UW-Stevens Point and UW System Administration will conduct that review jointly, and the results will be reported to the Board.

The University of Wisconsin-Stevens Point Department of Geography and Geology requests approval for a new Geoscience Major to complement the existing Geography major. This request has been approved by the UW-Stevens Point Curriculum Committee and the Faculty Senate (May 2, 2007).

REQUESTED ACTION

Approval of Resolution I.1.e.(5), authorizing the implementation of a Bachelor of Science in Geoscience at the University of Wisconsin-Stevens Point.

DISCUSSION

Program Rationale

The Bachelor of Science in Geoscience (BS-GS) will address the need for baccalaureate-prepared geoscientists in the Upper Midwest and will integrate the fields of Geoscience (environmental geology, energy, Earth materials, hydrogeology, structural geology, and field work), Geographic Information Systems (GIS), and remote sensing. The assimilation of modern technological skills within a solid foundation of geologic principles will provide Wisconsin students with critical career skills and knowledge. Alumni surveys, student questionnaires, business hiring patterns, and government reports all illustrate the need for students educated in geosciences.

The Bachelors of Science degree in Geoscience will provide a strong foundation in the natural sciences, Earth materials (minerals, rocks, soil and water), GIS, cartography, and remote sensing, which will be required of all majors. Additional required courses in calculus, physics, and chemistry will also prepare students for advanced degrees and boost employment opportunities in the Geoscience arena.

This preparation will enable UW-Stevens Point Geoscience students to obtain employment in a wide variety of disciplines, including energy and Earth materials fields such as oil and gas exploration, metallic ores and rock aggregate quarries, and gravel pits. The 2006 Report from the American Geological Institute (AGI) states that there are "more jobs currently available for Geoscience graduates at all levels than applicants to fill them." Other viable avenues of employment include the environmental consulting industry, geospatial analysis, water resource management, environmental planning, K-12 science education, high-technology and communication industries, finance and business, and federal, state and county government positions. Some of these fields expect to replace over 50% of their Geoscience technical workforce within the next 10 years (*2006 AGI Report on Student and Faculty Employment Attitudes in the Geosciences* at http://www.agiweb.org).

Program Description

The Geoscience major will consist of five required core courses (15 credits) and courses in one of three options: Environmental Analysis, Teaching Certification, and Hydrogeology.

Core Courses (15 credits): The Department proposes five core courses for the Geoscience Major. Students will be required to take 5 credits of introductory geology courses (physical geology and earth history), 4 credits of a sophomore-level course (mineralogy and petrology), and 6 credits in an upper-level course (structural geology and sedimentology).

Environmental Analysis Option (48 credits)*:* In addition to the 15 credits of core courses, students will be required to take 29 credits of geology and geography courses for the Environmental Analysis Option (e.g. Environmental Hazards, Climate Change).

***T*eaching *Certification Option (40-42 credits)*:** In addition to the 15 credits of core courses, students will be required to take 12-14 credits of geology and geography courses, and 13 credits of Physics & Chemistry for the Teaching Certification Option.

***Hydrogeology Option (59-64 credits)*:** In addition to the 15 credits of core courses, students, will be required to take 23-25 credits of geology and geography courses (e.g. Geomorphology), and 21-24 credits of Chemistry, Math, and Physics for the Hydrogeology Option.

The goal of the program is to provide students with the education and skills needed to obtain employment in a wide variety of Geoscience professions. The Geoscience program will provide Wisconsin students with a demanding and applied curriculum that will successfully prepare them for 21st century challenges and the education and skills needed to obtain employment in a wide variety of geo-related professions.

The Geoscience program will serve the following groups of students:

1. Students seeking employment with private businesses related to energy, Earth materials extraction, environmental consulting, geospatial analysis, water resource management, or environmental planning;
2. Students interested in teaching science in primary or secondary schools;
3. Students seeking admission to graduate school in geoscience, geography, geology, earth science, or environmental science programs;
4. Students seeking employment with local, county or state government agencies involved with natural resources, geo-hazard assessment, or planning;
5. Current UW-Stevens Point and two-year campus students with natural science career goals related to Geoscience; and
6. Adults seeking to complete a second or interrupted baccalaureate degree.

Relation to Institutional Mission

The Bachelor of Science degree in Geoscience directly relates to UW-Stevens Point's institutional mission which focuses upon integrating scientific, professional, and technological expertise within a diverse liberal arts education. This degree will provide students experience in the analysis of digital data and remote sensing imagery with which to assess environmental conditions, hydrogeologic systems, or other geographic-based issues that involve the practical application of geology. In so doing, students will be prepared to succeed in the 21st-century knowledge economy through an emphasis on high-technology, scientific skills coupled with ground-based field studies—a comprehensive approach used by professionals in studying the Earth that fulfills UW-Stevens Point's liberal arts education objectives, as well as prepares students for Geoscience and environmental jobs. Increasingly, students graduating from traditional Geography, Geology, and Earth Science programs throughout the United States are recognizing that high-technology skills are necessary to obtain employment in the workplace or to succeed in graduate school. The UW-Stevens Point Geoscience program will address this need.

The Geoscience major is also aligned with UW-Stevens Point's VISION 2015:

- By providing challenging learning and leadership experiences that prepare students to be global citizens. Geoscience focuses upon global natural resources and geo-hazards while developing local and regional solutions.

- As an integral part of the liberal arts and sciences, directed towards stewardship of natural resources.

- Through the wise stewardship of natural resources resulting in community wellness and the development of a vibrant, healthy economy.

Diversity

Students:

Women and minority groups have been particularly underrepresented in the natural sciences. A report by NSF's Directorate for Geosciences (GEO) indicates that "statistical data confirm under representation of women, African-Americans, Hispanic-Americans, Native-Americans/Native-Alaskans and persons with disabilities in science and engineering in general, and the Geosciences in particular" *(NSF Geosciences Beyond 2000* NSF 00-27 (http://www.geo.nsf.gov/geo/diversity/geo_diversity_strategy_document_jan_01.html). The addition of a new Bachelor of Science degree in Geoscience will provide increased opportunity for all Central Wisconsin students who select science majors, in particular women who are generally not well represented in STEM fields but who are representing an increasing portion of students pursuing Geosciences. The growth rate for women in the Geosciences has increased from 22 percent in 1986, to 40 percent in 2000. The Geography & Geology Department has been successful in involving female students in classroom and research programs and would like to expand upon these pilot programs to improve minority student involvement as well. The Department of Geography and Geology is well positioned to do this through its course offerings in cultural geography, world regional geography, as well as courses in the geography of China, Africa, and other locations.

In addition, the Department offers field trips and research opportunities to students, which contribute to deeper inter- and multi-cultural competence. The Department leads students to international regions such as China, Uganda, and Morocco. Within the United States, field trip and research opportunities have been provided to regions such as the Mississippi Delta, New York City, Texas, Hawaii, and Native American lands in New Mexico and Arizona. Within Wisconsin, the Department has been active in providing student internships to Native American reservations in Shawno County. Through the Department's growing GIS (Geographic Information Systems) Center, it hopes to expand upon these efforts in attracting Native Americans and other diverse students to the program. UW-Stevens Point also has the highest student participation rate of any UW institution in International Programs. The University and the Department recognize the need to attract diverse students as well as to encourage Wisconsin students to travel domestically and abroad to increase global awareness.

UW-Stevens Point is committed to increasing diversity through recruiting efforts designed to attract international students as well as minority students from throughout the United States. The Department is beginning to develop more aggressive recruiting plans based on discussions with the UW-Stevens Point Admissions Office. Although these plans will take a few years to administratively put into practice, the Department will engage in the following activities:

- Develop and distribute to schools throughout Wisconsin a Geoscience Guide for Program of Study, highlighting important aspects of the program including the both the Geography and Geoscience Majors.

- Alert ~500 guidance counselors throughout the state at a series of regional meetings for high school guidance counselors that UW-Stevens Point participates in about the new Geoscience major. These meetings occur from mid-September through October.

- Submit information to *Counselor Online*, which is accessed by the 500 Wisconsin Guidance Counselors regarding the development and implementation of the Geoscience Major.

- Purchase information from ACT Corporation regarding high-performing, under-represented students throughout the region who express an interest in Geoscience. Information about the new program will then be mailed to those students indentified in Wisconsin.

- Create a brochure in cooperation with the UW-Stevens Point Fine Arts program highlighting the Geoscience Major and the Department of Geography and Geology. The brochure will be used as a marketing tool and sent to the aforementioned institutions and students.

- Contact undeclared UW-Stevens Point freshmen regarding the program and the new Geoscience major.

- Engage in Open House activities highlighting the new major.

- Give Geoscience presentations to Central Wisconsin schools.

Over the past decade, the Department has been recruiting future students by giving Geoscience presentations to Central Wisconsin elementary schools, creating mineral and rock sets for public schools, offering field trips in the Midwest and to U.S. National Parks, developing UW-Stevens Point Open House Global Positioning Satellite (GPS) exercises, and engaging in other community activities to increase the awareness of prospective students to the field of Geoscience. At present, two of the approximately 12 UW-Stevens Point students that intend to declare a Geoscience major are members of federally recognized minority groups (Native American and Latino), giving the Department an approximate rate of 17% of potential majors from minority groups. Through active recruitment at local K-12 schools, the Department intends to improve upon this rate and will also work to recruit minority students from throughout the United States, as well as international students from abroad as part of the UW-Stevens Point VISION 2015 agenda.

Faculty and Staff:

Among the six primary faculty members teaching Geoscience courses, two are women. A wide variety of specializations will be covered by Geoscience personnel, including environmental geology, climate change, fluvial geomorphology, hazards, and structural geology. Recent hires (replacing retired faculty) have presented the

Department with greater breadth and knowledge in Geoscience and associated Geo-related techniques that will provide full curriculum coverage of the new major.

Geoscience Career Opportunities (Market Research)

A 2002 Report on the Status of Academic Geoscience Departments, prepared by the AAPG (American Association of Petroleum Geologists), states that the top three strength areas identified for Geoscience Departments are environmental geology, hydrogeology, and stratigraphy. In addition, the AAPG report indicates that remote sensing and GIS have gained increasing importance in the Geoscience realm, and that 49% of graduating students find employment in the environmental sector. While these fields continue to experience growth, the energy and ore mineral sector has also experienced phenomenal growth since 2002. This growth has not been unanticipated which is why the new Geoscience Major is being developed.

A December 2007 report by the American Geophysical Institute (AGI) reports that geoscientists trained in resource exploration are in high demand, with salaries increasing 55% over the past 3 years and anticipated to rise still higher (http://www.agiweb.org/workforce/Currents-003-StartingSalaries.pdf). Rapid job growth in Geoscience responds to an interplay of increasing global consumption and decreasing availability of energy resources and Earth materials (metals, industrial minerals and water). Geoscience growth is particularly important to the United States economy. A 2006 AGI Report (*Student and Faculty Employment Attitudes in the Geosciences* at http://www.agiweb.org) states that "A growing portion of decision makers in academia, private industry and government are concerned about shortages in the science, engineering and technology workforce. This heightened awareness is due in part to several reports released in the last year looking at the nation's competitiveness in the global market." Increasingly, scientists, business leaders, and concerned citizens recognize the need to study Earth systems and the effects of human actions on those systems.

In 2003, the International Union of Geodesy and Geophysics (IUGG) produced a report, "Geosciences and the Future," which planned for both long-term changes (50 years) and short-term priorities (over the next 10 years) in the field of Geoscience. The report indicated that the most important development in Geoscience is the deployment of integrated global observational satellite systems. B. Clark Burchfiel, President of the Geological Society of America, in his 2003 Presidential address, stated that "New technologies applied to Geoscience yield new scientific data that permit us to advance our understanding of geological processes" (New Technology: New Geological Challenges, in *GSA Today*, v. 14, no. 2, p. 4., February 2004). UW-Stevens Point's proposed bachelor's degree in Geoscience will address these technological needs by integrating traditional geology and earth science with GIS and remote sensing spatial analysis.

Finally, the 2008-2009 U.S. Bureau of Labor Statistics Report (http://www.bls.gov/oco/ocos288.htm) states: "Employment growth of 22 percent for

geoscientists is expected between 2006 and 2016, much faster than the average for all occupations. The need for energy, environmental protection, and responsible land and water management will spur employment demand. Employment in management, scientific, and technical consulting services should continue to grow as more geoscientists work as consultants. These services have increased their hiring of geoscientists in recent years because of increased government contracting, and private corporations' need for technical assistance and environmental management plans. Moreover, many geoscientists monitor the quality of the environment, including aquatic ecosystems, deteriorating coastal environments, and rising sea levels—all of which will create employment growth for them."

Comparable Programs

In Wisconsin:

The UW-Stevens Point Geoscience Major will provide a unique program in the Midwest. A number of UW System institutions offer excellent geology or Earth science major programs, including geology majors at UW-Madison, UW-Oshkosh, UW-Eau Claire, UW-Parkside, and UW-River Falls. UW-Green Bay offers an Earth science major. UW-Milwaukee does have a Geoscience major, consisting of a geology-geophysics option and a general option. Neither of the UW-Milwaukee options requires GIS or remote sensing courses. UW-Stevens Point does not seek to replicate existing programs at other UW campuses. Rather, the campus will provide a distinctive degree in the UW System offering students a program that integrates Geoscience, GIS, and remote sensing into the core curriculum.

Outside Wisconsin:

Universities in neighboring states also commonly offer geology, Earth science or Geoscience majors. UW-Stevens Point's Geoscience degree program will be distinctly different from out-of-state programs in that the focus is upon the rapidly emerging use of GIS and remote sensing digital geo-based databases and methodologies. The new Geoscience program has the potential to help recruit out-of-state students.

Collaboration

The proposed program draws on the strengths of a number of UW-Stevens Point academic areas and approaches, e.g. natural science, GIS and remote sensing technology, and field based courses. The Geoscience program is well positioned to collaborate with the College of Natural Resources (CNR), as well as with other Departments within the College of Letters and Science such as Biology, Chemistry, and Physics/Astronomy. The Department's undergraduate research initiatives are often based on collaboration between various departments and faculty in order to provide student with the critical support needed to complete multi-disciplinary projects. A number of prospective Geoscience majors are interested in double majoring in Soils and Groundwater programs within CNR, as well as in Physics, Biology, and Natural Science in the College of Letters and Science. In addition to those students already enrolled at UW-Stevens Point, the Department is interested in attracting students who have completed programs at two-year institutions

such as UW-Marathon County, Mid-Tech Community College in Stevens Point, and Mid-Tech Community College in the Wausau Region.

Use of Technology/Distance Learning

The Geoscience major will be offered as a residential, campus-based program; portions of the program, however, may be offered through on-line classes. If demand warrants, additional classes that do not have a laboratory component may be offered on-line in the future. Classroom and laboratory facilities in the Department are in compliance with the American Disabilities Act. The Department will work with the Office of Student Disabilities to ensure individual students receive the appropriate accommodations necessary to allow them to pursue their educational goals.

Academic and Career Advising

Members of the Department of Geography/Geology will advise students interested in pursuing a Geoscience major. The Department requires students to consult with their advisor before requesting authorization to register for courses. In addition, career advising is also available through the UW-Stevens Point Career Services Office.

Projected Enrollment (5 years)

The Department projects that 4-6 students will be admitted to the Geosciences major during the first year, and 6-9 students by the fifth year. In five-year projections, student attrition is anticipated to be compensated by incoming students (Table 1).

Table 1. Projected Number of Students

YEAR	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	FIFTH YEAR
New Students	4-6	4-8	4-8	6-9	6-9
Continuing Students	0	4-6	8-14	12-20	14-23
Total Students	4-6	8-14	12-22	18-29	20-32
Graduating Students	0	0	0-2	4-6	8-10

Assessment and Program Evaluation

The Department of Geography/Geology will establish an assessment tool for the Geoscience major as required by UW-Stevens Point policies. The Department will utilize the "Assessment of the Geography Major" document as a template.

The Department will maintain the following data regarding the major:

- The number of majors and the number of gradating majors each year;
- The number of majors who attend graduate school;
- Job placement information for graduates including types of jobs and their

geographical location;

- The number of students pursuing each of the three options in the major;
- Semester-by-semester student evaluation of instruction and courses as required by UW-Stevens Point policies; and
- A five-year evaluation of the program as required by the Board of Regents for all new academic programs.

The Department's Assessment Committee will be charged with executing the assessment program and evaluating assessment data. The Committee will be composed of at least three members of the Department, and will write biennial assessment reports which may include recommendations for revisions to the major that will be submitted to the Department, the Dean of the College, and the University's Assessment Subcommittee.

Evaluation from External Reviewers

The Department obtained two external reviews of the proposed Geoscience Major, from Andrew Knudson of Lawrence University, and Diane Kiesel from UW-Baraboo. Both reviews were highly supportive of the major and provided helpful recommendations. Dr. Knudson and Dr. Kiesel recognized the need for broadly trained geoscientists and approved of the options and the courses being offered. Dr. Kiesel suggested that the Environmental Analysis Option include a chemistry course and a "Geological Site Investigation" course. Dr. Knudson recommended a chemistry and physics course for the Environmental Analysis Option. Upon approval of this major, those changes will be implemented through the UW-Stevens Point curriculum committee. Dr. Knudson also recommended that the Department consider expanding the Mineralogy and Petrology course into a two-semester sequence, as well as expand the Earth History course. The Department will also consider implementing these changes.

Resource Needs

The new Geosciences Bachelors of Science degree is being accomplished without the need for additional resources. The Department already has the faculty resources to staff the degree, as well as sufficient laboratory and technological resources to support the program. There is a very small increase in FTE needs and associated GPR dollars that will be managed through re-allocation of time and supplies monies within the Department of Geography/Geology. The Department is also fairly successful in acquiring grants for specialized equipment and anticipates at least $10,000 in grants in the second and third years for laboratory capital equipment. Otherwise, the Department will request the normal laboratory modernization funds available to each campus every year. The Department of Geography/Geology currently has the capacity in existing courses to accommodate projected enrollment increases. Given the number of students the program is projected to serve, it is anticipated that the major will require only .07 FTE in its inaugural year (2008-09), growing to 0.28 in its third year (2010-2011). Given the classes that are already taught in the Department as well as in associated Departments, including Math, Chemistry, Physics, and Natural Resources, the additional FTE resources needed are minimal. There will be two new courses taught within the

Geography/Geology Department managed through class re-assignment by current faculty members.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e.(5), authorizing the implementation of a Bachelor of Science in Geoscience at the University of Wisconsin-Stevens Point.

RELATED REGENT POLICIES

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

Proposed Budget for UW-Stevens Point B.S. in Geoscience

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	.07	$ 6,173	.15	$13,835	.28	$ 27,716
Graduate Assistants	0	0	0	0	0	0
Non-Instructional Academic /Classified Staff	.01	$ 611	.02	$ 1,314	.03	$ 2,119
Subtotal Personnel		$6,784		$15,149		$29,835
Non-Personnel						
Supplies & Equipment	$ 233		$ 519		$ 977	
Capital Equipment	$ 20,000		$ 40,000		$ 60,000	
Library	$ 60		$ 110		$ 180	
Computing	$ 150		$ 310		$ 480	
Student Help	$ 720		$ 1,200		$ 3,600	
Non-Personnel Subtotal	$ 21,163		$ 42,139		$ 65,237	
ADDITIONAL COSTS						
Personnel						
Faculty/Instructional Staff	0	0	0	$ 692	0	$ 1,386
Graduate Assistants	0	0	0	0	0	0
Non-Instructional Academic /Classified Staff	0	0	0	0	0	0
Non-Personnel	0		0		0	
Supplies & Equipment	0		0		0	
Capital Equipment	0		0		0	
Library	0		0		0	
Computing	0		0		0	
Student Help	0		0		0	
Subtotal						
TOTAL COSTS	$ 27,947		$ 57,980		$ 96,458	
CURRENT RESOURCES						
GPR	$ 27,947		$ 47,980		$ 86,458	
Gifts and Grants	0		$10,000		$10,000	
Fees	0		0		0	
Other (Define)	0		0		0	
Subtotal	$ 27,947		$ 57,980		$ 96,458	
ADDITIONAL RESOURCES						
GPR Reallocation (list sources)	0		0		0	
Gifts and Grants	0		0		0	
Fees						
Reallocation of Resources in the Department of Geography/Geology	0		0		0	
Subtotal	0		0		0	
TOTAL RESOURCES	$ 27,947		$ 57,980		$ 96,458	

Establishment of the Lumber Grading Training Program
University of Wisconsin-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.e.(6):

That, upon recommendation of the Chancellor of the University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Board of Regents delegates to the Dean of the College of Natural Resources at the University of Wisconsin-Stevens Point, the authority to establish a lumber grading training program in accordance with 2007 Wisconsin Act 208 of the Wisconsin Legislature.

Establishment of Lumber Grading Training Program at the University of Wisconsin-Stevens Point

EXECUTIVE SUMMARY

BACKGROUND

2007 Wisconsin Act 208 establishes an exemption from construction standards for certain load-bearing lumber and establishes a "Lumber Grading Training Program." It requires that sawmill owners attend a lumber grading training and be certified every five years that they have completed this training. Act 208 further specifies that the training be done by a Wisconsin Department of Natural Resources employee and the Forest Product Outreach Program at the University of Wisconsin-Stevens Point. The training component is currently being developed by Robert Govett, Professor of Forestry in the College of Natural Resources at the University of Wisconsin-Stevens Point, with assistance from Terry Mace of the Department of Natural Resources.

The Act, which is attached, sets forth requirements for both the Department of Natural Resources ("department") and the Board of Regents ("board"):

> *The department, in cooperation with the board, shall establish a procedure under which the department determines successful completion of the training program and issues certifications of accomplishment to individuals who are certified or recertified as having successfully completed the training program. Under the procedure, the department employee may delegate to the program instructors the process of determining successful completion and issuing certificates of accomplishment.*

In order to enact this legislation, the Board of Regents needs to delegate to the Dean of the College of Natural Resources at the University of Wisconsin-Stevens Point, the authority to establish a procedure in cooperation with the Department of Natural Resources that determines successful completion of the Lumber Grading Training Program and issues certifications of accomplishment to individuals who are certified or recertified as having successfully completed the training program.

REQUESTED ACTION

Approval of Resolution I.1.e.(6), delegating to the Dean of the College of Natural Resources at the University of Wisconsin-Stevens Point the authority to establish a lumber grading training program in accordance with 2007 Wisconsin Act 208 of the Wisconsin Legislature.

Date of enactment: **April 7, 2008**

2007 Senate Bill 28 Date of publication*: **April 21, 2008**

2007 WISCONSIN ACT 208

AN ACT ***to renumber and amend*** 101.977; ***to amend*** 101.66 (1); and ***to create*** 36.25 (47), 101.66 (1m) and 101.977 (2) of the statutes; **relating to:** exemption from construction standards for certain load−bearing dimension lumber and establishing a training program in the grading of lumber.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1b. 36.25 (47) of the statutes is created to read:

36.25 **(47)** LUMBER GRADING TRAINING PROGRAM. (a) In this subsection:

1. "Department" means the department of natural resources.

2. "Department employee" means an employee of the department who is knowledgeable in the marketing of forest products and who is selected by the secretary to act under this subsection.

(b) The forest products outreach program at the University of Wisconsin−Stevens Point, in cooperation with the department, shall establish a basic lumber grading training program for individuals and establish the general requirements for successfully completing the training program, including requirements for initial certification and recertification. The training program shall be offered in the extension on an annual basis. The faculty at the forestry outreach program, in cooperation with the department employee, shall develop and establish the content of the training program and shall determine the certification requirements for instructors teaching the training program. Instructors shall be certified by the department.

(c) The department, in cooperation with the board, shall establish a procedure under which the department determines successful completion of the training program and issues certifications of accomplishment to the individuals who are certified or recertified as having successfully completed the training program. Under the procedure, the department employee may delegate to the program instructors the process of determining successful completion and issuing certificates of accomplishment.

(d) An individual holding an initial certificate of accomplishment shall be recertified under the training program every 5 years.

(e) The department employee may exempt from the training program an individual who has any of the following:

1. A bachelor's or postgraduate degree in forest products or wood science and technology.

2. A degree that is equivalent to a degree specified in subd. 1.

3. A level of experience or background in understanding wood properties, construction, and design that the department employee determines to be equivalent to the level of understanding held by an individual who successfully completes the training program.

* Section 991.11, WISCONSIN STATUTES 2005−06 : Effective date of acts. "Every act and every portion of an act enacted by the legislature over the governor's partial veto which does not expressly prescribe the time when it takes effect shall take effect on the day after its date of publication as designated" by the secretary of state [the date of publication may not be more than 10 working days after the date of enactment].

(f) The department employee shall issue a certificate of accomplishment to each individual who meets the requirement under par. (e). A certificate of accomplishment issued under this subdivision applies only to the initial certification requirement and an individual receiving such a certificate must be recertified as required under par. (d).

SECTION 1m. 101.66 (1) of the statutes is amended to read:

101.66 **(1)** ~~Every~~ Except as provided in sub. (1m), every builder, designer, and owner shall use building materials, methods, and equipment which are in conformance with the one− and 2−family dwelling code.

SECTION 2. 101.66 (1m) of the statutes is created to read:

101.66 **(1m)** (a) No person may use in a one− or 2−family dwelling load−bearing dimension lumber that has not been tested and approved for conformance as required by the department unless the lumber is approved for use under par. (c) and one of the following applies:

1. The lumber has been milled at the request of the person owning the lumber for use in the construction of the dwelling, and the dwelling will be inhabited by the person owning the lumber.

2. The person milling the lumber sells the lumber directly to a person who will inhabit the dwelling or to a person acting on his or her behalf and for whom a building permit has been issued for the dwelling.

(b) The lumber shall be milled so that it meets or exceeds the requirements of the one− and 2−family dwelling code. The person milling the lumber shall provide to the person receiving the lumber a written certification that the lumber meets or exceeds these requirements. The department shall design and provide forms for this purpose.

(bn) A person may not provide a written certification under par. (b) unless the person has been issued a certificate of accomplishment evidencing certification or recertification under the lumber grading training program under s. 36.25 (47) and the person has received the certificate within the 5 years before providing the written certification. The person shall attach to the written certification a copy of his or her certificate of accomplishment.

(c) Upon receipt of a copy of the certification required under par. (b) an inspector who is certified under sub. (2) may either authorize the use of the lumber, reject the use of the lumber, or authorize its use subject to more restrictive construction requirements, including requirements as to size, spacing, length of spans, and design.

SECTION 3. 101.977 of the statutes is renumbered 101.977 (1) and amended to read:

101.977 **(1)** ~~A~~ Except as provided in sub. (2), a person who constructs a multifamily dwelling shall use building materials, methods, and equipment that are in conformance with the standards prescribed under s. 101.973 (1).

SECTION 4. 101.977 (2) of the statutes is created to read:

101.977 **(2)** (a) No person may use in a multifamily dwelling load−bearing dimension lumber that has not been tested and approved for conformance as required by the department unless the lumber is approved for use as provided under par. (c) and if one of the following applies:

1. The lumber has been milled at the request of the person owning the lumber for use in the construction of the multifamily dwelling, a dwelling unit of which will be inhabited by that person.

2. The person milling the lumber sells the lumber directly to a person who will inhabit the dwelling unit in the multifamily dwelling, or to a person acting on his or her behalf and for whom a building permit has been issued for the multifamily dwelling.

(b) The lumber shall be milled so that it meets or exceeds the requirements of the standards prescribed in s. 101.973. The person milling the lumber shall provide to the person receiving the lumber a written certification that the lumber meets or exceeds these requirements. The department shall design and provide forms for this purpose.

(bn) A person may not provide a written certification under par. (b) unless the person has been issued a certificate of accomplishment evidencing certification or recertification under the lumber grading training program under s. 36.25 (47) and the person has received the certificate within the 5 years before providing the written certification. The person shall attach to the written certification a copy of his or her certificate of accomplishment.

(c) Upon receipt of a copy of the certification required under par. (b), an inspector who inspects multifamily dwellings for compliance with this subchapter may either authorize the use of the lumber, reject the use of the lumber, or authorize its use subject to more restrictive construction requirements, including requirements as to size, spacing, length of spans, and design.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Capital Planning and Budget Committee

Thursday, December 4, 2008
University of Wisconsin-La Crosse
Cartwright Center

10:00 a.m. All Regents Invited - Vahalla B, Cartwright Center
- UW System Climate Study

11:00 a.m. All Regents Invited - Vahalla B, Cartwright Center
- *The Story Behind the Numbers*, UW-La Crosse Presentation

12:00 noon Lunch with Student Affairs Administration Graduate Students - Vahalla A, Cartwright Center

1:00 p.m. Capital Planning and Budget Committee - Room 326, Cartwright Center

a. Approval of the Minutes of the October 2, 2008 Meeting of the Capital Planning and Budget Committee

b. UW-La Crosse: Master Plan Update

c. UW-Madison: Approval of the Design Report and Authority to Construct the TomoTherapy Addition Project for the School of Veterinary Medicine [Resolution I.3.c.]

d. UW-Madison: Authority to Demolish the Union South Building and Hi Ray Hall for Purposes of Site Development [Resolution I.3.d.]

e. UW-Oshkosh: Approval of the Design Report and Authority to Adjust the Budget and Construct the Academic Building Project [Resolution I.3.e.]

f. UW-Platteville: Approval of the Design Report and Authority to Construct the Williams Fieldhouse Addition - Phase I Project [Resolution I.3.f.]

g. UW-Stevens Point: Authority to Accept a Gift of Land to Benefit the Treehaven Field Station [Resolution I.3.g.]

h. UW-Whitewater: Approval of the Design Report and Authority to Construct the Drumlin Hall Dining Hall Renovation Project
[Resolution I.3.h.]

i. UW System: Authority to Seek Enumeration of Additional 2009-11 Capital Budget Projects – (1) UW-Milwaukee Master Plan Initiative, (2) UW-River Falls Hagestad Hall Renovation Project (including waiver of Regent Policy 19-8 to fund the project), and (3) UW-Stout University Centers Renovation and Infrastructure Project
[Resolution I.3.i.]

j. UW System: Authority to Construct All Agency Maintenance and Repair Projects
[Resolution I.3.j.]

k. Report of the Associate Vice President
   1. Building Commission Actions
   2. Other

l. Additional items may be presented to the Committee with its approval

z. Closed session to confer with legal counsel regarding pending or potential litigation, as permitted by s.19.85(1)(g), *Wis. Stats*.

Approval of the Design Report and Authority to Construct the TomoTherapy Addition Project for the School of Veterinary Medicine, UW-Madison

CAPITAL PLANNING AND BUDGET 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 TomoTherapy Addition project for the School of Veterinary Medicine at an estimated total project cost of $2,546,000 Gift Funds.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2008

1. Institution: The University of Wisconsin-Madison

2. Request: Approval of the Design Report and authority to construct the TomoTherapy Addition project for the School of Veterinary Medicine at an estimated total project cost of $2,546,000 Gift Funds.

3. Project Scope and Description: This project will construct a 3,465 ASF/6,125 GSF addition to the School of Veterinary Medicine to house a veterinary TomoTherapy unit. The addition will be located on the northeast side of the current School of Veterinary Medicine Building. The facility will include space for the TomoTherapy unit, support spaces to manage the operation of the unit and prepare animals for procedures, a physical therapy room, and mechanical space.

4. Justification of the Request: The Veterinary Medical Teaching Hospital (VMTH) opened in 1983, which is the same year the first students enrolled in the School of Veterinary Medicine. The hospital supports the school's provision of excellent primary and specialized care for a variety of animals (including equine patients).

   The School of Veterinary Medicine has one of the top veterinary oncology programs in the nation. Since 1996, small animal oncology cases alone have doubled from 1,884 to 3,785 per year. By 2006, oncology care represented 21% of all small animal cases, the highest demand among the specialty and primary care services. The hospital's Animal Cancer Treatment program promotes the philosophy of improving the quality of life while using the most advanced techniques to treat cancer. Advances are improving cancer treatment of both companion animals and humans while reducing the suffering and deaths of many pets with cancer.

   TomoTherapy is a unique combination of radiation treatment and a helical CT scanner that offers superior tumor control with much less toxicity. While the school's existing cobalt-60 radiation unit can treat cancers in pets, the unit is outdated. For example, because the current unit cannot pinpoint treatment the way TomoTherapy technology can, pets with tumors near the eye or other sensitive tissues will often lose the eye or other tissue to radiation burns. This project will allow Wisconsin to become the first veterinary medical school to offer this brand new technology.

5. Budget and Schedule:

Construction	$1,899,000
Contingency	190,000
Other Fees	69,000
AE Fees	198,000
DSF Fees	84,000
Movable Equipment	100,000
Percent For Art	6,000
Total	$2,546,000

BOR/SBC Approvals	December 2008
Bid Opening	March 2009
Start of Construction	April 2009
Completion/Occupancy	July 2010

6. Previous Action:

December 7, 2007 Resolution 9426	Granted authority to seek enumeration of the School of Veterinary Medicine TomoTherapy Addition Project at an estimated total cost of $2,546,000 Gift Funds.

Authority to Demolish the Union South Building and Hi Ray Hall for Purposes of Site Development, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to demolish the Union South building and the Hi Ray Hall building on the UW-Madison campus at a total estimated cost of $2,325,000 Program Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2008

1. Institution: The University of Wisconsin–Madison

2. Request: Authority to demolish the Union South building and the Hi Ray Hall building on the UW-Madison campus at a total estimated cost of $2,325,000 Program Revenue Supported Borrowing.

3. Description and Scope of Project: This project will demolish and remove two buildings on the UW-Madison campus: Union South, which is located at 227 North Randall Avenue, and Hi Ray Hall, which is located at 1308 West Dayton Street, to clear the site for the construction of a new south campus union. Work will include abatement of all hazardous materials in each building. Wisconsin Asbestos and Lead Management System (WALMS) surveys have been completed for each of the facilities.

4. Justification of the Request: This project will demolish the existing 66,800 ASF/113,000 GSF Union South and the 5,310 ASF/7,640 GSF Hi Ray Hall. On an enlarged site comprised of this cleared land and additional adjacent land, a new 187,054 ASF/279,134 GSF facility will be constructed. The new building will accommodate food service, recreational activities, retail services, meeting and conference spaces, and 60 guest/hotel rooms. In addition, the project will include a 178-stall parking ramp under the new building.

   This project has an unusually tight schedule with completion scheduled by March 2011 to accommodate the hosting of the prestigious National Science Olympiad by the College of Engineering in the new facility during May of 2011.

   Expediting the demolition for this project will:

   - allow the construction-manager-at-risk to discover potential subsurface conflicts on the site that may affect the design and cost for the new building;
   - save up to six weeks on the current schedule which will save the project approximately $480,000;
   - ensure that Leadership through Energy and Environmental Design (LEED) credits for reuse and recycling of construction materials during demolition can be achieved; and
   - allow more effective coordination with the co-located Randall-Dayton Utility Project which is already underway.

5. Budget and Schedule:

Abatement/Construction Costs		$1,750,000
Contingency	15 %	262,500
A/E Design Fees	7%	122,500
Equipment/Other		100,000
DSF Mgmt. Fees	4 %	90,000
		$2,325,000

SBC Approval December 2008
Demolition February 2009

6. Previous Action:

February 8, 2008 Resolution 9435	Authorized requesting a waiver of Wis. Stats. s. 16.8555 to allow alternative forms of delivery for various projects including the UW-Madison South Campus Union Replacement project for Construction Manager-at-Risk.
December 8, 2006 Resolution 9269	Recommended that the South Campus Union and Memorial Theater Wing Renovation project be submitted to the Department of Administration and the State Building Commission as an additional project of the UW System 2007-09 Biennial Capital Budget at an estimated cost of $139,700,000 ($126,200,000 PRSB and $13,500,000 Gift Funds). The South Campus Union Replacement project was subsequently enumerated with total funding of $87,700,000 ($85,700,000 PRSB; $2,000,000 Gifts & Grants).

Approval of the Design Report and Authority to Adjust the Budget and Construct the Academic Building Project, UW-Oshkosh

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Oshkosh Chancellor and the President of the University of Wisconsin System, the Design Report of the New Academic Building Project be approved and authority be granted to: (a) increase the budget by $214,000 Program Revenue Borrowing (Utilities Fund) and $25,000 Building Trust Funds, and (b) construct the project at a total cost of $48,239,000 ($40,000,000 General Fund Supported Borrowing, $214,000 Program Revenue Borrowing, $25,000 Building Trust Funds and $8,000,000 Gift Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2008

1. Institution: The University of Wisconsin Oshkosh

2. Request: Approval of the Design Report of the New Academic Building Project and authority to: (a) increase the budget by $214,000 Program Revenue Borrowing (Utilities Fund) and $25,000 Building Trust Funds, and (b) construct the project at a total cost of $48,239,000 ($40,000,000 General Fund Supported Borrowing, $214,000 Program Revenue Borrowing, $25,000 Building Trust Funds and $8,000,000 Gift Funds).

3. Description and Scope of Project: The project will construct a new 116,020 ASF/185,632 GSF academic building located on the site of the existing facilities management building. The project demolishes the 34,781 ASF/40,278 GSF facilities management building, a 30year-old metal maintenance headquarters structure.

   Thirty-eight percent of the new academic building will be occupied by 29 general assignment classrooms which will be equipped with modern educational technology. This building will provide approximately 44,500 ASF of general access classroom space, 20,300 ASF of instruction/open labs, 1,600 ASF of research labs, 10,100 ASF of instructional support and student study space, 39,500 ASF to accommodate the office and resource functions of the College of Business, and ten academic departments from the College of Letters and Science which will relocate to the new building.

   The new building will be connected to the campus telecommunications fiber optic backbone, voice and data lines, the fire alarm reporting system, and the steam, chilled water, and electrical distribution systems, all of which have adequate capacity for this new building.

   The design of the new building is heavily influenced by the principles of sustainability. The building shape, facades, and orientation were designed to allow as much natural daylight as possible to enter the space which reduces the need for artificial illumination. The building includes a large interior open courtyard that provides open gathering and collaborative learning spaces and allows light into the interior areas of the building. Low volatile organic compounds (VOC) materials will be specified for the facility as well as finish materials that are renewable or contain recycled products. The building and systems will be designed to be 45% to 50% more energy efficient than the current State of Wisconsin Building Code with a minimum goal of 45kbtu/sf including 10% renewable energy. Currently, the design includes solar thermal energy for heating potable water. This system would also augment the building's heating system. There is also a goal to include photo-voltaic, solar flares, a wind turbine, and a green roof as additional renewable energy sources. The design of these systems will be further developed in the next few

months. The campus will seek a LEED™ rating for this building. It is anticipated that the building will be able to obtain a LEED™ Gold Rating. The campus also plans to use the renewable energy sources as an educational tool.

4. Justification of the Request: A full justification for this project was provided as part of the 2007-09 Capital Budget request. In summary, there are numerous space shortages for academic departments and a lack of adequate general assignment classrooms on the campus. Many of the existing classrooms are too small for the class sections that they support and they cannot be reconfigured into larger rooms due to the structural grids of the existing buildings. This project is a significant first step in solving these major space issues.

   Along with the shortage of appropriate classroom space, the various academic departments and all of their associated programs have grown significantly in the last thirty-seven years without any corresponding growth in building space. No new academic building space has been added on the UW Oshkosh campus since the completion of Kolf Physical Education Center in 1971. As a result, many of the departments on campus are suffering from a severe space shortage.

   The demolition of the Facilities Management Center will allow the new academic building to be located close to the academic core of campus and adjacent to Clow Social Science Center and Nursing/Education, which are two of the campus's largest classroom buildings.

   The current project has 4% renewable energy production built into the mechanical systems. This is 6% less than the goal outlined in the Request for A/E Services. The campus and the Division of State Facilities have agreed to fund additional design services to research ways to build systems that will achieve the difference. This may become an add alternate to the project at bid time.

5. Budget and Schedule:

Budget	Cost
Construction	$37,971,000
Contingency	1,898,000
A/E Design Fee:	2,765,000
Other Fees	741,000
DSF Fee	1,594,000
Movable & Special Equipment	3,150,000
Percent for Art	120,000
Total Project Cost	$48,239,000

Schedule	Date
Final Documents	May 2009
Bid Date	July 2009
Construction Start	September 2009
Substantial Completion	July 2011

6. Previous Action:

August 19, 2004 Resolution 8888	Recommended that the UW-Oshkosh Academic Building Project be submitted for planning to Department of Administration and the State Building Commission as part of the university's 2005-07 Capital Budget request, at an estimated total project cost of $51,232,000.
October 7, 2005 Resolution 9082	Granted approval to request that the State Building Commission authorize release of $992,000 Building Trust Funds–Planning to use with $198,000 Gift Funds to plan the UW-Oshkosh Academic Building project. The State Building Commission subsequently authorized release of funds for planning.
August 17, 2006 Resolution 9225	Recommended that the UW-Oshkosh Academic Building project be submitted to the Department of Administration and the State Building Commission as part of the university's 2007-09 Capital Budget request, at an estimated total project cost of $48,000,000. ($40,000,000 General Fund Supported Borrowing, $8,000,000 Gift Funds). The project was subsequently recommended by the State Building Commission for enumeration at that amount and to be merged with the Facilities Maintenance Relocation Acquisition project for a total project budget of $54,296,000 ($45,946,000 General Fund Supported Borrowing, $8,000,000 Gift Funds, and $350,000 Program Revenue Supported Borrowing)

Approval of the Design Report and Authority to Construct the Williams Fieldhouse Addition - Phase I Project, UW-Platteville

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Platteville Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to: (a) increase the project scope and budget by $1,639,000 existing Program Revenue Supported Borrowing, (b) seek a waiver of Wisconsin Statutes s.16.855(14) under the provisions of s. 13.48 (19) to accept a single prime contractor bid for the project, and (c) construct the Williams Fieldhouse Addition Phase I project at a total project cost of $5,366,000 Program Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2008

1. Institution: The University of Wisconsin-Platteville

2. Request: Approval of the Design Report and authority to: (a) increase the project scope and budget by $1,639,000 existing Program Revenue Supported Borrowing, (b) seek a waiver of Wisconsin Statutes s.16.855(14) under the provisions of s. 13.48 (19) to accept a single prime contractor bid for the project, and (c) construct the Williams Fieldhouse Addition Phase I project at a total project cost of $5,366,000 Program Revenue Supported Borrowing.

3. Description and Scope of Project: This project will construct a two story, 19,200/GSF addition and remodel 7,360/GSF of existing space. The new addition will have a multipurpose exercise classroom and cardio workout machine area on the upper level along with restrooms and mechanical space. Areas for the heavier free weights and weight machines, as well as the outdoor recreation sports services office and storage areas, will be located on the ground level with at-grade access. The addition will be connected on both levels to the existing Williams Field House. The existing space will be reconfigured to accommodate the coaching and wrestling programs.

   This new addition will be steel frame constructed and fully sprinklered. The addition will allow for a transparent north façade that will provide natural (cool) daylighting to most program spaces and offer views to a rain garden feature adjacent to the building. Sustainability is a driving force in the design of this building addition. In addition to focusing on daylighting, this facility will address stormwater by providing a rain garden, at the north façade visible from both floors of the new facility. Rain falling on the roof will be routed to the rain garden to delay and reduce its impact on the university's storm drain system.

   This project was designed with enhanced mechanical, electrical and plumbing (MEP) systems and building details that can easily accommodate the Phase II addition which is planned for construction within two years. A previously approved portion of this project involves the installation of recreational level lighting for the outdoor track and track infield.

4. Justification of the Request: The Williams Fieldhouse (1961) and the Williams Fieldhouse Addition (1989) were both designed for a much smaller student population with different fitness and recreational needs. The student demand for physical wellness facilities, including cardiovascular conditioning and strength-training equipment, has greatly increased during the past few decades.

   This project was enumerated in 2007-09 as a single-phase consisting of an 8,960 GSF addition containing a gymnasium, restrooms, locker rooms, and equipment storage space at a total cost estimate of $3,727,000. The campus decided to undergo a formal master plan for the facility

due to the desire to build a new pool in the future. The existing swimming pool in Williams Fieldhouse was constructed in 1961. Its mechanical system has deteriorated, and the pool is too narrow and short to meet NCAA requirements and the needs of the campus.

In October 2007, a formal comprehensive project pre-planning process was initiated involving campus staff, UW System, Division of State Facilities, an architectural firm, and their engineering consultants. The process defined the needs of the campus beyond the original project scope, and advised that they be addressed in two separate phases.

Phase I of the project (this request) would construct 19,200 GSF of new space to satisfy student wellness, recreation, and general education needs.

Phase II, requested in the 2009-11 Capital Budget, would create a new NCAA competition pool and a recreational pool facility, add restrooms to support the outdoor track, reuse existing space for a 9,000 GSF auxiliary gymnasium, address needed training space upgrades, and increase locker room space. The Phase II portion of this project was recommended by the Board of Regents in the 2009-11 Capital Budget request at $9,500,000 ($4,500,000 Program Revenue Supported Borrowing and $5,000,000 Gift Funding).

UW-Platteville, under the Tri-State Initiative, plans to incrementally increase on-campus headcount enrollment by 35% from 2004 to 2011. Fall 2004 enrollment was 5,700 students, fall 2008 enrollment is 7,189 students, and the campus goal for fall 2011 and beyond is a sustained enrollment of 8,000 students. The purpose of this two-phase project is to satisfy the increasing student demand for wellness, fitness facilities, and recreation space including training, conditioning, and practice space for athletic teams, intramurals, and club sports such as volleyball, wrestling, basketball, and cheerleading.

In 2005, the existing Fitness Center (cardiovascular and weight training area) hosted 5,000 individual user visits. That number is projected to increase by an additional 5,000 to 10,000 annual visits by 2009. This increase in visits is based on student population growth and more frequent student use.

The existing cardiovascular and weight training area in Williams Fieldhouse is inadequate and does not have enough capacity. Currently, it is a single room in the interior of the building with inadequate ventilation, no air conditioning, and no natural light. The room is functionally too small and was not designed for the current purpose or volume of use.

The wrestling room has structural columns in the middle of the room which result in a sub-standard area for training and coaching. No adequate multi-purpose space exists for general physical education classes or the storage of recreational outdoor equipment. Several coaching staff offices in the building are located in storage and custodial spaces which were not designed for occupancy.

5. Fee Impact: In November 2006, the Segregated University Fee Allocation Commission (SUFAC) approved a $44 ($22 per semester) fee in support of the entire Phase I project. The fee was implemented in two steps; for 2007-08 a $22 per year ($11 per semester) fee was charged. The full fee of $44 per year will be collected beginning in 2008-09. In addition to formal approval, the UW-Platteville student body voted in October 2006 in a non-binding

survey to support the $22 per semester increase in non-allocable Segregated University Fees to pay for an expansion to Williams Fieldhouse. The results of the vote were 896 for and 399 against, with 20.6% of the student population voting.

Due to enrollment growth, the segregated fees collected for the Pioneer Student Center yielded more revenue than anticipated. Subsequently, on October 2, 2008, the Segregated University Fee Allocation Commission (SUFAC) voted to lower the segregated fee for the Pioneer Student Center by $17 and reallocate that amount to the Williams Fieldhouse Addition Phase I project.

6. Budget and Schedule:

Budget	%	Cost
Construction		$3,989,000
Contingency	7.0%	300,000
A/E Fees	10.0%	288,000
DSF Management	4.0%	170,000
Other Fees & Testing		66,000
Movable Equipment	3.5%	189,000
Percent for Art	0.25%	13,000
Total Phase I Project Cost		**$5,015,000**
Pre-planning Study		101,000
Outdoor Lighting Project		250,000
Total Project Cost		**$5,366,000**

Schedule	Date
Bid Date	Mar. 2009
Start of Construction	May 2009
Substantial Completion	Nov. 2009
Final Completion	Dec. 2009

7. Previous Action:

August 17, 2006 Resolution 9225	Recommended that the Williams Fieldhouse Addition project be submitted to the Department of Administration and the State Building Commission as part of the UW System 2007-09 Capital Budget at an estimated cost of $3,727,000 Program Revenue Supported Borrowing. The project was subsequently enumerated at that level and funding source.
June 6, 2008 Resolution 9511	Granted authority to construct the Outdoor Track Lighting portion of the Williams Fieldhouse Addition Phase I project at a cost of $250,000 Program Revenue Support Borrowing.

Authority to Accept a Gift of Land to Benefit
the Treehaven Field Station, UW-Stevens Point

CAPITAL PLANNING AND BUDGET 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 gift from the UW-Stevens Point Foundation of approximately 21 acres of land which is valued at $31,650 and located at the Treehaven Field Station near Tomahawk, Wisconsin.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2008

1. Institution: University of Wisconsin-Stevens Point

2. Request: Authority to accept a gift from the UW-Stevens Point Foundation of approximately 21 acres of land which is valued at $31,650 and located at the Treehaven Field Station near Tomahawk, Wisconsin.

3. Description and Scope of Project: This gift of land will expand the boundaries of university-owned acreage to approximately 40 acres (a quarter-quarter section) at the Treehaven Natural Resource and Education Center near Tomahawk, Wisconsin, in Lincoln County. The consolidated 40-acre parcel will be approximately 1,350 feet by 1,310 feet.

4. Justification of the Project: The current 18.9 acres of university owned land at Treehaven was transferred by the UW-Stevens Point Foundation in two stages: 6.9 acres were transferred in 1984 and 12 acres were transferred in 2003. The UW-Stevens Point Foundation originally received the land in 1979 as part of a gift of 960 acres to create Treehaven. This property carries a deed restriction that the land will always be used to support environmental education.

   The original gift of land contained a restriction that no more than 10 acres could be transferred from control by the foundation. The restriction resulted in some irregular land boundaries to contain all of the university owned structures that are needed to operate the field station. The restriction was eased by the original donors allowing up to 20 acres to be transferred in 2002 to accommodate construction of four duplex cabins. A land survey of the 2003 transfer showed that a radio transmitter tower was still outside the acreage. Instead of creating a new irregular parcel to capture the transmitter, the recommended approach was to request easing the restriction to allow the transfer of a full quarter-quarter section (40 acres). This has been accomplished and will allow sufficient space for future growth and facility needs.

   An environmental audit was completed and no significant limitations were identified. The land is currently property-tax exempt, therefore, this ownership change will not result in any tax impact to local taxing authorities.

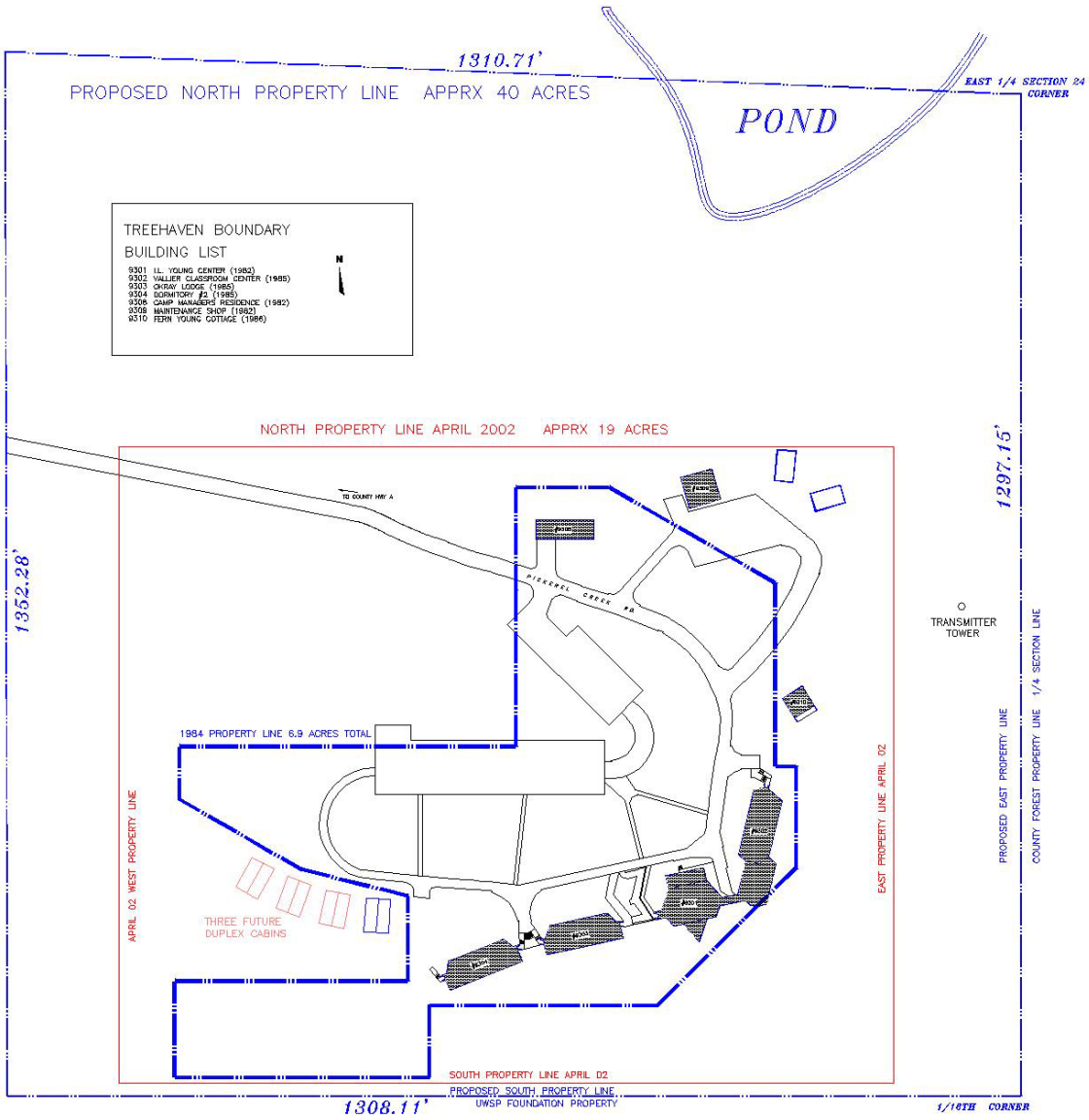
   The Treehaven Field Station is a residential natural resources education and conference facility that is located in Lincoln County between Rhinelander and Tomahawk, Wisconsin. The Field Station was first occupied in 1984 to fulfill direct field study requirements for graduation from the UW-Stevens Point College of Natural Resources (CNR). It is located on a glacial ridge overlooking 1,400 acres of forest and wetlands and contains approximately 43,000 GSF of facilities including two dormitories, a classroom and dining

center, two cabins, a manager's home, and various maintenance and storage buildings. Students majoring in natural resources must attend one of two six-week sessions held each summer at Treehaven where they gain field experience in forestry, wildlife management, soil science, and water resources. During the remainder of the year the facility is used for a number of short courses through CNR, other UW-Stevens Point colleges, and UW-Extension. The facilities are also available to other state agencies and private/public groups for education, meetings, and retreats on a fee basis.

5. Budget: None.

6. Previous Action:

April 5, 2002 Resolution 8533	Granted authority (a) to accept a gift of approximately 12 acres of land, three existing buildings and one new two unit cabin from the UW-Stevens Point Foundation at the university owned Treehaven Field Station near Tomahawk, Wisconsin, Lincoln County and (b) for the officers of the Board of Regents to enter into a land use agreement with the UW-Stevens Point Foundation to permit the foundation to construct three additional two-unit cabins at an estimated cost of $180,000 Gift Funds per cabin.


1310.71'
PROPOSED NORTH PROPERTY LINE APPRX 40 ACRES
EAST 1/4 SECTION 24 CORNER
POND
TREEHAVEN BOUNDARY
BUILDING LIST
9301 LL. YOUNG CENTER (1982)
9302 VALLIER CLASSROOM CENTER (1985)
9303 OKRAY LODGE (1985)
9304 DORMITORY #2 (1985)
9306 CAMP MANAGERS RESIDENCE (1982)
9308 MAINTENANCE SHOP (1982)
9310 FERN YOUNG COTTAGE (1986)
N
NORTH PROPERTY LINE APRIL 2002 APPRX 19 ACRES
1352.28'
1297.15'
TRANSMITTER TOWER
1984 PROPERTY LINE 6.9 ACRES TOTAL
THREE FUTURE DUPLEX CABINS
APRIL 02 WEST PROPERTY LINE
EAST PROPERTY LINE APRIL 02
PROPOSED EAST PROPERTY LINE
COUNTY FOREST PROPERTY LINE 1/4 SECTION LINE
SOUTH PROPERTY LINE APRIL 02
PROPOSED SOUTH PROPERTY LINE
UWSP FOUNDATION PROPERTY
1308.11'
1/16TH CORNER

Approval of the Design Report and Authority to Construct the Drumlin Hall Dining Hall Renovation Project, UW-Whitewater

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Whitewater Chancellor and the President of the University of Wisconsin System, the Design Report of the Drumlin Hall Dining Hall Renovation project be approved and authority be granted to: (a) increase the budget by $109,000 Program Revenue-Cash, and (b) construct the project for a total cost of $1,384,000 ($1,275,000 Program Revenue Supported Borrowing and $109,000 Existing Program Revenue-Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2008

1. Institution: The University of Wisconsin–Whitewater

2. Request: Approval of the Design Report of the Drumlin Hall Dining Hall Renovation project and authority to: (a) increase the budget by $109,000 Program Revenue-Cash, and (b) construct the project for a total cost of $1,384,000 ($1,275,000 Program Revenue Supported Borrowing and $109,000 Existing Program Revenue-Cash).

3. Description and Scope of Project: This project will construct a 2,525/GSF addition and a new entry with a staircase, an elevator, and a gathering space to the south side of Drumlin Hall. It will renovate 1,411/GSF of space on both the first and second floors. The existing first floor restroom facilities will be replaced with two unisex rest rooms. The second floor restrooms will be renovated to provide accessibility. Access to the second floor from the new addition will involve a minor alteration to the existing convenience store and the food service operations area.

4. Justification of the Request: Drumlin Hall Dining Hall (33,407/GSF) was constructed in 1965. It primarily serves the six low-rise residence halls on the west side of campus, although it is open to all students. The first floor was originally designed as a food service support area with a loading dock, large refrigeration and freezer rooms, a food storage room, general access restrooms, employee locker rooms, a mechanical room, and electrical vaults. The only elevator in the facility, which was originally constructed as a freight elevator, is located in the center of the first floor and provides access to the second floor through the existing kitchen. The elevator has since been modified for disabled accessibility with modifications that include the relocation of controls and the addition of door safety sensors.

   Drumlin Hall was originally intended to serve the student dining needs of the west residence hall complex but is now expected to serve the campus at large. As a result, the customer approach to Drumlin Hall is no longer only from the west, but is now also from the east. The approach from the east presents the customer with an unsightly view of the loading dock, dumpsters, and a grease trap.

   During the summer of 2004, the second floor dining area was extensively renovated. The food service venue was changed from an all-you-can-eat venue to a food court concept with food preparation now visible to the student customers. The kitchen functions were distributed among the restaurants in the food court which made kitchen space available. The Drumlin Market, which is a fast food and convenience store operation, was moved to the second floor to complement this new food court concept.

The new southeast restructuring with a stairway and an elevator will provide a more welcoming entrance to the building versus having patrons enter through a maze of concrete corridors. This design will allow all customers, including disabled patrons, a more efficient and appealing entrance to the campus that includes better access to service functions located on the first floor and in the second floor food court.

5. Budget and Schedule:

Budget	%	Cost
Construction		$1,040,000
Contingency	7.5%	100,000
A/E Fees		143,000
DSF Mgmt Fee	4.0%	47,000
Plan Review/Testing		11,000
Energy Management Systems		20,200
Hazardous Material Abatement		20,000
Percent for Art	0.25%	3,000
Total Project Cost		$1,384,000

Schedule	
BOR/SBC Approval	December 2008
100% Construction Documents	December 2008
Bid Opening	February 2009
Construction Start	May 2009
Interior Work Substantially Complete	August 2009
Addition Complete	October 2009
Final Acceptance	December 2009

6. Previous Action:

August 17, 2006 Resolution 9225	Recommended that the Drumlin Hall Dining Hall Dining Hall Renovation Project be submitted to the Department of Administration and the State Building Commission as part of the UW System 2007-09 Capital Budget at an estimated cost of $1,275 Program Revenue Supported Borrowing. The project was subsequently enumerated at that level and funding source

Authority to Seek Enumeration of Additional 2009-11 Capital Budget Projects – (1) UW-Milwaukee Master Plan Initiative, (2) UW-River Falls Hagestad Hall Renovation Project, and (3) UW-Stout University Centers Renovation and Infrastructure Project, UW System

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the 2009-11 Capital Budget Revisions and Additions request be submitted to the Department of Administration and the State Building Commission.

1. UW-Milwaukee: Master Plan Initiative
   $240,000,000, ($123,400,000 General Fund Supported Borrowing*, $55,600,000 Existing Program Revenue Supported Borrowing, $1,000,000 Building Trust Funds, and $60,000,000 Gift Funds),
   *Inclusive of $20M request with BOR-approved 2009-11Capital Budget Request

2. UW-River Falls: Hagested Hall Renovation Project
   $4,000,000 ($3,125,000 Program Revenue Supported Borrowing and $875,000 Program Revenue-Cash)

3. UW-Stout: Memorial Student Center Renovation Project
   $18,000,000 Program Revenue Supported Borrowing

THE UNIVERSITY OF WISCONSIN SYSTEM

2009-11 CAPITAL BUDGET REVISIONS AND ADDITIONS

Background

Since the 2009-11 Capital Budget recommendations were considered by the Board of Regents in August 2008, additional progress has been made on three projects in planning that are now ready for further consideration. It is common that all projects in planning at UW System institutions cannot be fully prepared for recommendation by the August meeting in which the biennial budget is proposed. The Department of Administration's Division of State Facilities is aware of the three potential modifications. The projects do not impact the previous prioritization of state funded projects adopted by the Board of Regents. Two of the projects involve student segregated fees that have been approved this fall.

Recommendation

Approve modification the 2009-11 Capital Budget recommendation previously submitted to the Department of Administration in September 2008 with the following requests for enumeration.

Major Projects
(alphabetical order)

1. UW-Milwaukee Phase I Master Plan Initiative 2009 - 2015

$66,800,000	**New GFSB**
$56,600,000	**Existing GFSB**
$55,600,000	**Existing PRSB**
$1,000,000	**Building Trust Fund**
$60,000,000	**Gifts**
$240,000,000	**Total**

(in Millions)

Biennium	GFSB	PRSB	Gift/Grant	BTF	Total
2009-11	$43.4	$27.8	$10.0	$.5	$81.7
2011-13	$50.0	$27.8	$20.0	$.5	$98.3
2013-15	$30.0		$30.0		$60.0
Totals	$123.4	$55.6	$60.0	$1.0	$240.0

This request modifies the UW System six-year plan and 2009-11 Capital Budget by requesting a multi-biennia fund for development of projects at UW-Milwaukee. The total amount of state funding requested is approximately the same amount as proposed in the six-year plan for UWM. However, this initiative provides flexibility in determining the specific projects to be funded, the mix of fund sources, and the sequence in which the projects will be constructed. This request is modeled after the 2001 UW-Madison BioStar Initiative that enumerated state funds with matching gift funds over multiple biennia for the development of specific academic and research facilities.

As an institution of access and research, UWM serves as a major catalyst to Southeastern Wisconsin's economic development in the era of the knowledge based economy. Core to success in this new economy is the technological change and innovation being produced in the research university. UWM currently lacks adequate research facilities to grow in key economic drivers of health, engineering, and the sciences.

Collaborative efforts by academia, government, and health care providers resulted in the State Building Commission authorizing $2,000,000 in planning funds for a comprehensive master plan including an academic health center and future school of public health in downtown Milwaukee and an engineering/research campus expansion. Commenced in early 2008, the master plan will be completed by the end of 2009.

The Phase I investment strategy for the University of Wisconsin - Milwaukee over the next six years is equally divided between three components: the comprehensive campaign, the research growth initiative, and government/private resources. The Research Growth Initiative (RGI) at UWM has been a preview of research collaboration and growth. Over 300 RGI proposals were evaluated in 2006, generating an unprecedented burst of entrepreneurial creativity on campus.

Through the current master planning effort, scenarios are being developed that will help position the campus to more nimbly respond to opportunities as they arise. These opportunities will leverage partnerships, land transactions, and infrastructure to best meet the evolving academic, research and decompression needs of the institution. Such investments in scientific research and development will stimulate collaboration and pay economic dividends for the institution, the region, and the state.

A series of collaborative investments which will align with the recommendations of the master plan have been identified to address UWM's research and development needs. They include the following projects (in alphabetical order) which would be eligible for Phase I:

a. Columbia-St. Mary's Hospital Acquisition and Renovation
Columbia-St. Mary's Hospital (CSM) is building a new replacement facility and will vacate its facilities adjacent to the UW-Milwaukee campus in 2010. The purchase and remodeling of the former Columbia Hospital would add seven major facilities and 10.9 contiguous acres to UW-Milwaukee. The CSM campus has facilities built between 1919 and 1993, totaling 828,000 gross square feet. In addition, there are 174 surface parking spaces and a five-story parking structure with 788 spaces.

b. Freshwater Science/Great Lakes Research Facility Renovation and Addition; and Replacement of the Research Vessel "Neeskay"
The recently-created School of Freshwater Science has significant space needs. This priority project will address its initial needs, the majority of which were previously identified in conjunction with the 2003 Great Lakes Research Facility (GLRF) Master Plan Study. Previously presented as incremental projects, the immediate needs of the newly established School of Freshwater Science and the economies and cohesiveness realized by implementing one building project has motivated the University to consolidate these projects.

c. Integrated Research Building – Phase I
This project will fully plan for the construction of a multi-phase major integrated research

facility on the University of Wisconsin - Milwaukee's main campus and construct Phase I. The initial phase will be approximately 40,000 ASF/ 60,000 GSF of new construction, and will include classrooms, dry and wet instructional labs, research labs, and office and support space.

d. Development of Non-contiguous Land Acquisitions and Expansions

UWM is evaluating several land acquisition options in the near term to improve and expand academic and research programs in high demand fields of study necessary for the economic growth that is essential to Wisconsin. As these opportunities are further developed into specific projects, UWM and UW System will seek authority to plan and request release of funding through the traditional means of approval by the Board of Regents and State Building Commission.

This initiative will address the planning and construction of facilities for multiple disciplines through collaborative investments and partnerships at one or more non-contiguous sites. Included will be a combination of additional space for the existing College of Engineering and Applied Sciences, the College of Health Sciences, the College of Nursing and various Natural Sciences within the College of Letters and Science. Sites will also address potential expansion for Biomedical Engineering, Advanced Manufacturing and the new School of Public Health. Potential locations include sites in downtown Milwaukee as well the Milwaukee County grounds in Wauwatosa.

2. UW-River Falls	**Hagested Hall Renovation Project**	**$3,125,000**	**PRSB**
		$875,000	**PR – Cash**
	18,060 GSF Renovated Space	**$4,000,000**	**Total**

This project remodels approximately 13,435ASF/18,060 GSF in Hagestad Hall on three floors creating a central, one-stop enrollment services center. Departments served by the remodeled space include: admissions, financial assistance, registrar, bursar, and graduate admissions. Significant interior demolition will occur; no major modifications are needed to the existing reinforced concrete and steel structure. New work includes constructing a variety of new spaces to meet program needs; replacement of required mechanical, electrical, and plumbing equipment and finishes; remodeling stairs; and the installation of new technology.

This facility previously served as the campus student center; a replacement facility, the University Center, was completed and occupied in January, 2007. The building has been renamed Hagestad Hall. The space to be remodeled was vacated in January of 2007 and was used as temporary office and classroom space. Space planning efforts have confirmed the re-use of Hagestad Hall as a student services center. In the future, space will be remodeled for an information technology service center, outreach programs, and the academic success center, completing the concept of a centralized, one-stop student services center.

Fee Impact

This request includes a waiver of Regent Policy 19-8 to allow the use of student-approved segregated fees to fund the $4 million remodeling project. The regent policy specifies that facilities that house student administrative services should be funded by state general funds.

In this situation, the university constructed a new student union that was completed in January 2007 leaving the former Hagestad student union vacant. UW-River Falls has consistently

requested state funding for the renovation of Hagestad. However, due to funding constraints and higher priorities at UWRF and throughout the UW System, it would be years before state funding would be available for the renovation. Desiring new space for student administrative services, the campus is requesting the use of segregated fees to support the project.

Proposed increases in segregated fees at UWRF must be approved by the Student Facilities and Fees Board. Following their approval, the Student Senate reviews the entire segregated fee budget and either approves or disapproves. It is then forwarded to the Chancellor for final approval. In this case, the Facilities and Fees Board and Student Senate approved the segregated fee increase for Hagestad Hall remodeling. The fee impact is $43 per year, per FTE student.

3. UW-Stout **Memorial Student Center Renovation** **$18,000,000 PRSB**
30,150 ASF Renovated Space

This project will remodel approximately 30,150 ASF of the space in the existing Memorial Student Center (MSC). The work will include remodeling and relocation of food service venues; student organization, student newspaper, and student government spaces; the bookstore; the service center; and meeting rooms. Lounge space will be increased and the building core will be remodeled to provide better wayfinding, an improved visual connection between floors, and additional natural light. Finishes will be updated throughout the building, and the main entrance to the building will be improved to make it more welcoming and visible. The work will also include renovating and updating the infrastructure of the entire building to include plumbing, mechanical, electrical, telecommunications, and life safety systems; and will also replace exterior windows. The scope of the project will not include remodeling or updating of the Great Hall, Ballrooms A, B, or C, kitchen, building support areas, or administrative offices.

The MSC was constructed in 1985 and contains 59,193 ASF/100,786 GSF on three floors. The center has not had any major updating since its original construction. Circulation between the two floors is inconvenient and confusing. In addition, the location and layout of functions do not serve current needs. A pre-design which will inform the design process for MSC has been completed.

Fee Impact
On October 28, 2008 the Thirty-Ninth Congress of the University Student Senate of the Stout Student Association approved support of an eighteen million dollar renovation project for the Memorial Student Center through a segregated fee increase. The segregated fee increase is based on anticipated enrollment projections and twenty-year bonds. The total fee increase is $171.88 and will be phased in over three years in the following schedule: 2009-10 $47.22; 2010-11 $56.66; and 2011-12 $68.00.

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

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the 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 $10,564,100 ($5,380,400 General Fund Supported Borrowing, $191,800 Program Revenue Supported Borrowing, $861,500 Gifts and Grants, $639,000 Agency Cash, $2,791,400 Program Revenue-Cash, and $700,000 Other Funding Sources Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2008

1. Institution: The University of Wisconsin System

2. Request: Authority to construct various maintenance and repair projects at an estimated total cost of $10,564,100 ($5,380,400 General Fund Supported Borrowing, $191,800 Program Revenue Supported Borrowing, $861,500 Gifts and Grants, $639,000 Agency Cash, $2,791,400 Program Revenue-Cash, and $700,000 Other Funding Sources Cash).

FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	OTHER	TOTAL
LAX	08K1W	Angell/Coate/Drake Roof Repl	$ -	$ -	$ 589,000	$ -	$ -	$ 589,000
LAX	08K1X	Laux/Sanford Hall Roof Repl	$ -	$ -	$ 214,000	$ -	$ -	$ 214,000
		FM&R SUBTOTALS	**$ -**	**$ -**	**$ 803,000**	**$ -**	**$ -**	**$ 803,000**

HEALTH, SAFETY, & ENVIRONMENTAL PROTECTION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	OTHER	TOTAL
MSN	06G2R	Storm Water Pond Repr (Increase)	$ 204,000	$ -	$ -	$ -	$ 700,000	$ 904,000
		HS&E SUBTOTALS	**$ 204,000**	**$ -**	**$ -**	**$ -**	**$ 700,000**	**$ 904,000**

PROGRAMMATIC REMODELING & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	OTHER	TOTAL
EAU	08G3D	Phillips Hall MSC Lab Rmdl	$ -	$ -	$ -	$ -	$ 639,000	$ 639,000
GBY	08K1T	Housing Maint Facility Addn	$ -	$ -	$ 315,000	$ -	$ -	$ 315,000
LAX	06D2R	Harring Stadium Veterans Hall	$ -	$ -	$ -	$ 500,000	$ -	$ 500,000
		PR&R SUBTOTALS	**$ -**	**$ -**	**$ 315,000**	**$ 500,000**	**$ 639,000**	**$ 1,454,000**

UTILITIES REPAIR & RENOVATION

	INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	OTHER	TOTAL
★	GBY	08K1S	Campus Switchgear Repl	$ 1,231,600	$ -	$ 92,700	$ -	$ -	$ 1,324,300
	MIL	08K1V	Parking Lot 18 Reconst	$ -	$ -	$ 261,900	$ 361,500	$ -	$ 623,400
★	MIL	08K1R	Utility Tunnel Maint & Repr	$ 2,310,000	$ -	$ 690,000	$ -	$ -	$ 3,000,000
★	MSN	07H4T	Campus Snow Pile Mgmt Site (Increase)	$ 83,200	$ -	$ 22,100	$ -	$ -	$ 105,300
	MSN	06L2I	Dayton St-Randall Ave Utilities (Increase)	$ 721,600	$ 191,800	$ -	$ -	$ -	$ 913,400
	MSN	08D2D	Goodman Softball Complex Upgr (Increase)	$ -	$ -	$ 86,900	$ -	$ -	$ 86,900
★	OSH	08K2J	Pits A2-A2A/H2-H3 Steam Repr	$ 122,500	$ -	$ 104,300	$ -	$ -	$ 226,800
★	PLT	08K1Y	Htg Plnt Boiler Repl & UST	$ 707,500	$ -	$ 415,500	$ -	$ -	$ 1,123,000
			UR&R SUBTOTALS	**$ 5,176,400**	**$ 191,800**	**$ 1,673,400**	**$ 361,500**	**$ -**	**$ 7,403,100**

	GFSB	PRSB	PR CASH	GIFT/GRANT	OTHER	TOTAL
DECEMBER 2008 TOTALS	**$ 5,380,400**	**$ 191,800**	**$ 2,791,400**	**$ 861,500**	**$ 1,339,000**	**$ 10,564,100**

★ *UW System Administration central PR Cash account [AGFU]*

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

These projects repair and/or replace approximately 55,800 SF of roofing on five buildings at UW-La Crosse to maintain the buildings' envelope integrity and prevent damage to the buildings and contents.

a) LAX - Angell Hall/Coate Hall/Drake Hall Roof Replacement ($589,000): This project replaces 37,580 of ballasted membrane roofing and 1,630 SF of metal canopy roofing on Angell Hall, Coate Hall, and Drake Hall. Project work includes replacing the roofing ballast, roofing membrane, all flashing, metal work, and parapet caps, as necessary, to provide a complete new roof system.

b) LAX - Laux Hall/Sanford Hall Roof Replacement ($214,000): This project replaces 16,590 of ballasted membrane roofing on Laux Hall and Sanford Hall. Project work includes replacing the roofing ballast, roofing membrane, all flashing, metal work, and parapet caps as necessary to provide a complete new roof system.

The roof sections are between 20 and 25 years old. Recent site inspections by UW-La Crosse physical plant staff and DSF determined that these roof sections require replacement to address current leaking sections, weathered and worn sections, and/or damaged sections. These repairs will extend the life of the roof sections and prevent moisture from penetrating the building envelope.

Health, Safety, and Environmental Protection

MSN - Storm Water Pond No. 4 Repairs ($904,000 increase for a total project cost of $1,431,000): This request increases the project budget to match recent bid results. The project budget increase is needed to complete the originally approved project scope and intent and to avoid having fines imposed by the Department of Natural Resources. Trucking, utility modification, and site preparation costs are significantly higher than estimated in the original approval.

Programmatic Remodeling and Renovation

EAU - Phillips Hall Materials Science Center Laboratory Remodeling ($639,000): This project remodels 3,160 SF on the first floor to complete a new Materials Science Center research laboratory suite. The laboratory suite will include a research laboratory, a computer laboratory, a software engineering laboratory, an optics laboratory, a metal shop workroom, a conference/seminar room, a program center, and faculty offices. Existing space will be reallocated and renovated to create contiguous areas and appropriate adjacencies among the program functions.

Project work includes partial to complete infrastructure renovation in all project areas, and the reconfiguration of spaces into a cohesive laboratory suite. Project work also includes asbestos abatement of 2,400 SF of VAT floor tile, 240 SF of laboratory countertops, and mechanical piping insulation.

This project resolves space demands for the new interdisciplinary materials science program, which was authorized in the 2007-09 biennial budget through the Nanotechnology/Science, Technology, Engineering, and Math (NanoSTEM) initiative. The NanoSTEM program is a regional initiative, with cooperation among UW-Eau Claire,

UW-Stout, and the Chippewa Valley Technical College. This program authorized UW-Eau Claire to create science faculty and staff positions for interdisciplinary research, education, and outreach to Chippewa Valley businesses. In order to meet the program needs, UW-Eau Claire must create program space to enable collaboration among faculty and staff, students, and local businesses.

Adequate and appropriate space to meet the program needs has been identified and allocated within Phillips Hall, which was constructed in 1963 with an addition constructed in 1968. The infrastructure in Phillips Hall was renovated, but program space was not, and the laboratory configurations and infrastructure performance designed in the 1960's do not meet the modern standards for science facilities. This project will provide modern and flexible facilities to meet the demands of a progressive program.

GBY - Housing Maintenance Facility Addition ($315,000): This project constructs a 1,600 GSF vehicle maintenance shop and storage addition and makes road circulation improvements and extensions as necessary to accommodate the new addition.

The addition will be constructed on the east end of the building. Roofing and fascia materials on the original building will be replaced to match the new addition. Siding material for the addition will be selected and finished to match the existing building. The new addition will include three overhead doors for vehicle entry, one vehicle bay with a hydraulic lift, and one vehicle bay with a mechanical lift for loading and unloading equipment onto trucks and trailers. The hydraulic vehicle lift will be located in a higher volume bay that will also include a mezzanine storage level.

Project work also includes constructing an exterior covered materials storage area with a concrete slab enclosed by chain link fencing. Roadway modifications and extensions will be constructed to improve vehicle circulation between the east housing parking lot and the apartment building parking lot.

The Housing Maintenance Facility was constructed in 1996 and was designed to support approximately 1,100 student residents with only 3 full-time maintenance staff. Residence Life currently supports nearly 2,000 student residents and employs 5 full-time maintenance staff and 40 students. This building addition will help support the current student resident population and will provide adequate space for future growth up to an additional 1,000 student residents and the corresponding additional maintenance staff.

LAX - Roger Harring Stadium Veterans Hall of Honor and Stadium Graphics ($500,000 increase for a total project cost of $16,308,921): This project constructs a Veterans Hall of Honor and installs graphics on the exterior of the stadium structure. Project work includes the design and construction of interior finishes, lighting, displays, and technology to provide a comprehensive tribute to the armed forces veterans within the Veterans Hall of Honor. This project will also design and install graphics on the exterior of the stadium to create a unique sense of facility identification and enhance the stadium façade. Some measure of donor recognition will be included in the exterior graphics package.

The main entrance to the new stadium and fields project, which is under construction, was originally programmed as a Veterans Hall of Honor to replace the Hall of Honor in the original stadium which was demolished before the new stadium construction began. The space was intended to be a focal point of the new facility and it relates to an exterior veterans monument and pedestrian mall which are located at the stadium's main entrance. The veterans' tribute played a significant role in generating large donations for the stadium and fields project. The project donors and the UW-La Crosse Foundation anticipate the development of the Veterans Hall of Honor into a high quality space that provides an appropriate tribute.

In addition, there are several opportunities for graphics on both the exterior and interior of the stadium that were not fully developed during the design process of the stadium and fields project. This project will design and construct the Veterans Hall of Honor, exterior graphics, and provide for donor recognition with a consistent theme.

Utilities Repair and Renovation Requests

GBY - Campus Switchgear Replacement ($1,324,300): This project replaces the campus primary electrical service switchgear, capacitor bank, and a portion of the distribution network. This project improves the electrical distribution system reliability, provides a safe enclosed area to operate the circuit breaker switchgear, and provides additional circuit breakers in new cubicals to feed a new capacitor bank and support future campus loads. Project work includes replacing one row of exposed switchgear with a new row of metal clad switchgear in a sheltered aisle enclosure, and the capacitor bank enclosure. The new switchgear row will include compartments for two main circuit breakers and ten feeder draw-out air magnetic or vacuum circuit breakers, along with a power transformer/panel, a control power supply, and metering. This project also replaces two primary feeders serving the Heating and Chilling Plant and replaces one exterior pad mounted sectionalizing switch near the Physical Plant building.

The campus electrical service consists of two circuits fed from the Wisconsin Public Service (WPS) substation, located just south-west of the campus Heating Plant and switchgear yard. The WPS preferred and alternate source circuits terminate on two main breakers that feed seven feeder breakers. Four feeders serve campus buildings and two feeders serve the campus Heating and Chilling Plant. The switchgear is more than 35 years old, the equipment is beyond its useful life, and repair parts are difficult to obtain. The exterior gear configuration requires operation and maintenance activities to occur in all types of weather, which poses a safety concern. Project No. 8402-85 replaced all feeders except the two serving the Heating and Chilling Plant. Feeder No. 3 (1970) and Feeder No. 4 (1981) are more thanb 25 years old and should be replaced. The manhole grounding systems have corroded wire to rod connections and need to be cleaned. One pad mount sectionalizing switch with a cracked arc shield needs replacement.

MIL - Parking Lot 18 Reconstruction ($623,400): This project reconfigures and reconstructs the parking lot, installs a new revenue control system, and incorporates recommended sustainable storm water management techniques. Parking Lot 18 will be re-

designed from a 53-stall parking lot into a 52-stall parking lot with 2,000 SF of new green space and will eliminate a vehicular dead end. The new parking lot configuration will include three accessible stalls and six motorcycle stalls. A new revenue control system will also be installed.

Project work includes site preparation, milling the existing asphalt pavement, installing new asphalt pavement and concrete parking bumpers, constructing new concrete curb and gutter, augmenting and repairing the underground storm sewer system, as necessary, extending electrical distribution and connections for the new revenue control system, installing new pavement markings and striping, and landscaping and site restoration. The parking lot design will be based on both a recent study and the campus storm water master plan.

The parking lot paving surface has deteriorated and sub-surface faults have caused extensive areas of failure. The resulting water infiltration in the failed paving areas has also caused damage to the underground utility tunnel structure, the supports, the piping, and the insulation below the parking lot. Previous utility repairs, which were conducted during several years, have resulted in a patchwork of pavement surfaces and led to several areas with differential settlement. The pavement condition can no longer be repaired or restored through routine maintenance operations, and reconstruction is the only option.

MIL - 08K1R - Utility Tunnel Maintenance & Repair ($3,000,000): This project corrects various deficiencies and maintenance problems associated with the central chilled water and steam distribution systems throughout the underground and navigable utility tunnel. Materials and repair processes will be selected to upgrade the useful life expectancy of the underground utility tunnel and central utility distribution system. Project work includes repair and reconstruction of the concrete utility tunnel structure and enclosure to address areas of accelerated deterioration and water infiltration. Project work also includes repair and replacement of deteriorated sections of chilled water piping, steam and condensate piping, piping supports and stanchions, and piping insulation. All reconstruction, repair, and replacement designs will use corrosive resistant and durable materials and construction methods throughout the 4,800 LF utility tunnel.

The utility tunnel was constructed between 1969 and 1972. The tunnel enclosure has numerous areas where the sidewalls and ceiling are cracking, shearing, and spalling which allows water infiltration and does not provide adequate anchoring for the piping supports and guides. Limited areas of the tunnel enclosure have failed and are supported by temporary construction. Ground water and rain water infiltration compound problems with the damaged and deteriorated chilled water piping insulation vapor barrier by accelerating the corrosion of the piping, supports, and guides. There have been several recent chilled water piping failures that required difficult, untimely, and expensive repairs. These failures usually have required the chilled water distribution system to be shut down for two weeks at a time. The supports for the steam, steam condensate, and compressed air piping have also deteriorated or failed in many areas.

MSN - Campus Snow Pile Management Site ($105,300 increase for a total project cost of $252,008): This request increases the project budget to match design consultant estimates for the project scope approved under the Small Projects Program. The recent cost estimates significantly exceed the authorized budget and this project budget increase is required to bid the project. This request also increases the project scope to complete an environmental impact assessment and relocation of the project site further south to accommodate a wetland area newly designated by the Department of Natural Resources.

MSN - Dayton Street and Randall Avenue Utilities ($913,400 increase for a total project cost of $6,113,400): This request increases the project budget to match recent bid results. The project budget increase is needed to complete the originally approved project scope and intent. Excavation and utility installation costs are significantly higher than estimated in the original approval due to the congestion of utilities along this utility corridor. The congestion of the utility corridor requires the duct bank and utility pits to be installed significantly deeper than originally estimated, increasing the excavation and bank stabilization and shoring costs.

MSN - Goodman Softball Complex Upgrades ($86,900 increase for a total project cost of $233,141): This request increases the project budget to match recent design consultant estimates for the project scope approved under the Small Projects Program. The recent cost estimates significantly exceed the authorized budget and this project budget increase is required to bid the project. This request also increase the project scope to include multiple practice areas for several field events (discuss, hammer throw, javelin), increases the area for the javelin throw landing zone, and upgrades the javelin throw running surface.

OSH - Pits A2-A2A/H2-H3 Steam Line Repairs ($226,800): This project repairs or replaces 420 LF of underground steam and condensate line sections between pits at two locations, one section crossing Algoma Boulevard and another crossing High Avenue.

This project repairs 140 LF of concrete vault crossing Algoma Boulevard between steam pits A2 and A2A, located near the front entrance of Dempsey Hall. Project work includes excavating the pipe vault and steam pit A2, removing the vault cover, repairing structural damage, re-insulating the steam line, constructing a new vault cover, and waterproofing the pit vault and pit A2. A new drain tile will be installed on both sides of the pit vault for the entire length between pits A2 and A2A.

The project also replaces 280 LF of direct buried, 8-inch steam line crossing High Avenue between steam pits H2 and H3, located near the Facilities Management Center. Project work includes constructing between 210 to 280 LF of new concrete vault to enclose the new steam line and existing condensate line and a new steam pit, as necessary.

Repairing or replacing the degraded steam line sections will allow the campus utility to operate efficiently and properly. The deteriorated condition of the steam lines negatively impacts the energy efficiency of the steam distribution system and results in significant and unexpected spikes in the steam load.

Pits A2 and A2A are located in the center of campus in an area of high foot traffic. During the spring thaw or during heavy rain, water infiltrates these vaults and flashes into steam when it comes into contact with the steam and condensate lines. As a result, significant steam clouds emanate from these pits and cause a safety concern for the pedestrians and vehicular traffic along Algoma Boulevard. On several occasions, steam has seeped into the basement of Clow Hall and has set off the fire alarm.

The section of condensate line between pits H2 and H3 was replaced in 1995 and again in 2002, the second time utilizing a PVC jacket. A portion of the condensate line was exposed during a summer 2008 excavation of a new electrical and signal conduit system installation. The outer jacket of the direct buried steam line had deteriorated, exposing large perforations of the outer PVC jacket that allowed ground water to come in contact with the steam line. Most of the insulation between the jackets was compromised. Due to the high water table in this area, this project will enclose both the new steam line and existing condensate line within a concrete vault to provide the most durable protection available.

PLT - Heating Plant Summer Boiler Replacement & Underground Storage Tank Installation ($1,123,000): This project replaces the summer boiler with multiple modular boilers with increased capacity and installs a new underground fuel oil storage tank. Project work includes demolition and disposal of the gas fired summer boiler; installation of multiple modular boilers with an increased combined capacity; and installation of a new underground fuel tank sized to allow continuous full load operation of the new modular boilers for two days using the backup fuel supply. Project work also includes installation of all necessary electrical controls and wiring; site excavation, landscaping, and site restoration for the underground fuel tank installation. Underground and interior building fuel piping installation and all electrical and mechanical system connections associated between the new modular boilers and new underground fuel tank will also be included.

This project provides an adequate backup fuel source that will allow the new boilers to be used when natural gas is not available. The summer boiler only operates on interruptible natural gas. In the event that one of the larger capacity coal fired boilers fails during cold weather, the summer boiler must be used to meet the campus steam load. If such a failure occurs during a natural gas curtailment, the summer boiler could not be used, and the heating plant would not have enough capacity to meet the campus steam load.

The summer boiler was installed in 1962 and is energy inefficient at the low and high end of its capacity range. The small capacity limits its use to only three months of the year. Replacing the burner to allow it to burn fuel oil is not reasonable due to the boiler's age, poor efficiency, and inadequate capacity. New modular, dual fuel boilers are physically small enough to leave space for the installation of additional boilers to accommodate future growth. Providing additional summer boiler capacity will extend its use into the spring and fall seasons and allow the coal fired boilers to be taken off-line for longer periods of time. This project will improve the heating plant's efficiency and provide more time for annual cleaning, servicing, and the repair of the coal-fired boilers.

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 and consideration of approximately 450 All Agency Project proposals and more than 4,500 infrastructure planning issues submitted, and the UW All Agency Projects Program funding targets set by the Division of State Facilities (DSF), this request represents high priority University of Wisconsin System infrastructure maintenance, repair, renovation, and upgrade needs. This request focuses on existing facilities and utilities, targets the known maintenance needs, and addresses outstanding health and safety issues. Where possible, similar work throughout a single facility or across multiple facilities has been combined into a single request to provide more efficient project management and project execution.

5. Budget:

General Fund Supported Borrowing	$ 5,380,400
Program Revenue Supported Borrowing	191,800
Agency Cash	639,000
Program Revenue Cash	2,791,400
Gifts/Grants Funding	861,500
Other Funding Sources Cash	700,000
Total Requested Budget	**$ 10,564,100**

6. Previous Action:

08/18/2006 Resolution 9236	The Board of Regents previously approved 06G2R (MSN - Storm Water Pond No. 4 Repairs) at an estimated total cost of $402,000 ($152,000 General Fund Supported Borrowing and $250,000 Grants).
02/09/2007 Resolution 9297	The Board of Regents previously approved 06L2I (MSN - Dayton Street and Randall Avenue Utilities) at an estimated total cost of $5,200,000 ($4,108,000 General Fund Supported Borrowing and $1,092,000 Program Revenue Supported Borrowing).

Revised 11/28/08

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

December 5, 2008
9:00 a.m.

UW-La Crosse
Cartwright Center
Vahalla B
La Crosse, WI

II.

1. Calling of the roll

2. Approval of the minutes of the November 6, 2008 meeting

3. Report of the President of the Board
   a. Wisconsin Technical College System Board Report
   b. Additional items that the President of the Board may report or present to the Board

4. Report of the President of the System
   a. Update on Growth Agenda Action Steps
   b. Additional items that the President of the System may report or present to the Board

5. Report of the Education Committee

6. Report of the Business, Finance, and Audit Committee

7. Report of the Capital Planning and Budget Committee

8. Additional resolutions
   a. Resolution of appreciation to UW-La Crosse

9. Communications, petitions, and memorials

10. Unfinished and additional business

11. Move into closed session to confer with legal counsel regarding pending or potential litigation, as permitted by s.19.85(1)(g), *Wis. Stats.*, and to consider a UW-Milwaukee honorary degree nomination, 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

Revised 11/25/08, 1:00 p.m.

I.2. Business, Finance, and Audit Committee

December 4, 2008
UW-La Crosse
259 Cartwright Center

10:00 a.m. All Regents Invited – Valhalla B. Cartwright Center

- UW System Climate Study

11:00 a.m. All Regents Invited – Valhalla B. Cartwright Center

- *The Story Behind the Numbers,* UW-La Crosse Presentation

12:00 p.m. Lunch

1:00 p.m. Joint Meeting: Education Committee and Business, Finance & Audit – Valhalla B, Cartwright Center

- *2009-2014 Five-Year Plan* for the Wisconsin Partnership Program, University of Wisconsin School of Medicine and Public Health.
  [Resolution I.1.A.]

2:00 p.m. Business, Finance, and Audit Committee – Cartwright Center, Room 259

a. State Fiscal Update

b. Approval of 2009-11 Unclassified Pay Plan Recommendations
   [Resolution I.2.b.]

c. Operations Review and Audit
   1. Follow-up on Occupational Health and Safety Training
   2. Follow-up on Cost of Textbooks
   3. Status Update

d. Trust Funds: Affirmation of UW System Investment Policy Statement
   [Resolution I.2.d.]

e. Committee Business
   1. Review of Source of Funds by UW System Institution
   2. Quarterly Gifts, Grants, and Contracts (1st Quarter)
   3. Approval of UW-Madison Contract with Collegiate Licensing Company
      [Resolution I.2.e.3.]

f. Report of the Vice President

g. Consent Agenda
    1. Approval of the Minutes from October 2, 2008 Meeting of the Business, Finance, and Audit Committee
    2. Approval of the Minutes from November 6, 2008 Meeting of the Business, Finance, and Audit Committee

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

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

Whereas, the University of Wisconsin System vision, embodied in the UW System's Growth Agenda for Wisconsin, is to be the state's premier developer of advanced human potential, the knowledge-economy jobs that employ that potential, and the thriving communities that sustain citizens and businesses alike; and,

Whereas, the Growth Agenda is a plan to produce more college graduates, stimulate job creation, and strengthen local communities; and,

Whereas, the UW System's success in achieving this vision and implementing the Growth Agenda requires the ability to effectively leverage its own human capital; and,

Whereas, to succeed in an increasingly competitive national and global higher-education marketplace, the UW System must have the means to continue attracting, hiring, and retaining the most diverse and best possible corps of faculty, academic staff, academic leaders, and classified staff which will require long-term efforts that position the UW System to provide both competitive compensation and supportive work environments; and,

Whereas, pursuant to s.230.12(3)(e) *Wis. Stats*., the Regents are charged with the responsibility to recommend to the Director of the Office of State Employment Relations a proposal for adjusting compensation and employee benefits for faculty, academic staff, and senior academic leaders for the 2009-11biennium; and,

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

Whereas, for the 2007-08 fiscal year average faculty salaries are 9.89% behind peer median salaries: and

Whereas, with an originally estimated 3.1% increase in peer median salaries for the current year and for each year of the 2009-11 biennium, a 7.78% increase each year of the biennium would close the gap between average faculty salaries and faculty peer median salaries; and

Whereas, the Board of Regents is cognizant of the difficulty of funding the pay plan needed to close the gap between our average faculty salaries and faculty peer median salaries in the current economic environment; and

Whereas, while original estimates of the widening of the salary gap with peers were made prior to the down turn in the economy, an assumption can be made that peer salary increases will not be as high as the earlier estimate, and

Whereas, while formal final information on salary increases at peer institutions is not available, a reasonable estimate is that peer median salaries will increase on average by 2% each year of the next biennium; and

Whereas, the Board of Regents embarked on a plan beginning with the 2007-09 biennium that recommended a 5.23% pay plan each year for the next four years that would close the gap between our average faculty salaries and peer median salaries: and

Whereas, the current economic conditions require an adjustment to the plan initiated in 2007-09, and

Whereas, the Board of Regents is committed to continuing to close this gap in our ability to offer competitive salaries, and

Now, therefore be it resolved;

That the Board of Regents supports the pay plan recommendation of the UW System President providing for increases such that average unclassified salaries will not fall farther behind peer salaries for each year of the 2009-11 biennium for faculty, academic staff, and senior academic leaders. Pursuant to 230.12(3)(e) *Wis. Stats.*, the Board directs the UW System President to transmit to the Director of the Office of State Employment Relations currently available information on unclassified salaries for UW System peer institutions and related economic indices, and the Board's request that the Director recommend to the Joint Committee on Employment Relations a salary increase for each year of the biennium of 2.5%, and the necessary related increase for unclassified salary ranges and salary minima.

Further, the Board of Regents directs the UW System President to convey to the Director of the Office of State Employment Relations the Board's endorsement of state group health insurance for domestic partners of all state employees, and encourages the Governor and the Legislature to amend state statutes to provide that benefit.

Further, the Board of Regents adopts the pay plan distribution guidelines originally adopted in 2003-05 for 2009-11 if the pay plan exceeds 2% each year. However, the Board suspends those pay plan distribution guidelines if the authorized amount for an unclassified pay plan is 2% or less in any year, and permits that in such instance the pay plan percentage may be distributed across-the-board to all those who have at least a solid performance rating, with any unused funds distributed by the Chancellor to address critical salary needs.

2009-11 UNCLASSIFIED PAY PLAN RECOMMENDATIONS

EXECUTIVE SUMMARY

BACKGROUND

Funding for biennial pay plan awards for faculty, academic staff, and senior academic leaders is budgeted along with salary increases for all classified state employees in the "compensation reserve" appropriation contained in the state biennial budget. In order to advise the Governor and the Legislature of the projected salary increases needed to competitively recruit and retain faculty, academic staff, and senior academic leaders, the Board is expected to make known its pay plan request in time for biennial budget deliberations. Moreover, pursuant to s. 230.12(3)(e) *Wis. Stats.*, the Board is required to convey faculty, academic staff, and senior academic leader salary recommendations to the Director of the Office of State Employment Relations (OSER) so that the Director may make a pay plan recommendation to the Legislature's Joint Committee on Employment Relations (JCOER). JCOER possesses the final authority to approve pay plan recommendations except for those matters which require legislative action for implementation. The UW System President will transmit the Board's 2009-11 unclassified pay plan recommendation to the OSER Director immediately following Board action.

At the request of the UW System President, information was provided in November to the Board of Regents on the University of Wisconsin System Academic Workforce Recruitment and Retention Challenges. Information included the age of our unclassified employees, a history of recent pay plan experience, the current gap between unclassified staff median salaries and peer median salaries, and a copy of the Guidelines for Establishing 2008-09 Unclassified Pay Plan Adjustments and Salary Rates. In addition, the Board also heard from three institutional representatives who described the impact of non-competitive salaries on recruitment and retention efforts at their institutions. The documentation and the presentations serve as a foundation for the action the System President asks the Board to take at the December meeting.

The University of Wisconsin System vision is to be the state's premier developer of advanced human potential, the knowledge-economy jobs that employ that potential, and the thriving communities that sustain citizens and businesses alike. This vision is embodied in UW System's Growth Agenda for Wisconsin – a plan to produce more college graduates, stimulate job creation, and strengthen local communities.

The UW System's success in achieving this vision and implementing the Growth Agenda requires the ability to effectively leverage its own human capital. To succeed in an increasingly competitive national and global higher-education marketplace, the UW System must have the means to continue attracting, hiring, and retaining the most diverse and best possible corps of faculty, academic staff, academic leaders, and classified staff. This will require long-term efforts that position the UW System to provide both competitive compensation and supportive work environments.

REQUESTED ACTION

Approval of Resolution I.2.b.

The resolution directs the UW System President to transmit to the Director of the State Office of Employment Relations the Board of Regents recommendations regarding unclassified compensation and employee benefits that require action by the Joint Committee on Employment Relations.

DISCUSSION AND RECOMMENDATIONS

The System President has received the advice and counsel of the systemwide Compensation Advisory Committee composed of faculty and academic staff representatives of each institution and the nine-member Fringe Benefits Advisory Committee. The compensation committee reviewed salary data from established peer groups and national reports on faculty salaries. The committee also examined projections of several economic indicators obtained from the U.S. Bureau of Labor Statistics, Wisconsin Economic Outlook, and the Wisconsin Department of Revenue. The fringe benefits committee reviewed information concerning the number and availability of group health insurance plans to university faculty and staff and their families, as well as domestic partners, the competitive impact of employee premium cost sharing, and peer institution employee and family tuition remission provisions.

Salary Increases Needed to Reach Peer Group Medians

Reported peer salary data for 2007-09 indicated that faculty will enter the 2009-11 biennium 9.89% below peer group medians. By Regent Resolution 9528, the Board adopted the 2009-11 UW System GPR/Fee Biennial Operating Budget Request that included $10 million in ongoing new funding to address critical recruitment and retention increases in faculty, instructional, and research academic staff salaries to move toward competitive market salaries. Although faculty, instructional, and research academic staff will not achieve peer market median salary levels if that amount is set aside for retention purposes, it does help in restoring some of the lost market standing.

Pay Plan Needed to Prevent Further Erosion of Salaries Relative to Peer Group Medians

Preliminary survey results taken prior to the current economic turndown suggested that faculty, academic staff, and many academic leaders at peer institutions would see pay increases during 2009-11 of 3.1% each year of the biennium. While final data are not available on the impact of the economic turndown on these estimates, it seems reasonable to assume that peer institutions would increase salaries on average by 2% each year of the 2009-11 biennium.

Adjust Unclassified Staff Salary Ranges and Salary Minima by the Total Salary Increase Plan

The unclassified compensation plan submitted by OSER to JCOER contains the authority to adjust unclassified staff salary ranges. Since the unclassified staff title and salary range structure was established in 1986, the Board has recommended that the salary ranges and salary minima be increased by at least the full amount of any pay plan.

Domestic Partner Benefits

The UW-Madison is the only Big 10 university that does not provide domestic partner health benefits for its employees. The Fringe Benefits Advisory Committee strongly believes that in the absence of domestic partner benefits, it will grow more difficult for the UW System to retain existing faculty and staff and to recruit new faculty and academic staff to replace our rapidly aging workforce. In the UW System pay parity request adopted in April 2004, the Board made known that it "endorses state group health insurance for domestic partners of all state employees, funded from the compensation reserve in the same way as for all other state employees."

Distribution Guidelines

Pay plan distribution guidelines are used by the UW System President when directing chancellors to begin faculty and academic staff performance evaluations, so that the results of those evaluations may be converted to compensation awards consistent with the Board of Regents' criteria for pay plan increases. Chancellors and faculty and academic staff governance bodies use the guidelines to develop merit pay distribution plans for their institution. Their distribution plans are designed to allow performance results to be converted to compensation adjustments irrespective of the specific amount of the pay plan. The 2003-05 general compensation distribution guidelines adopted as resolution 8639 in December 2002 are again recommended for use in distributing the 2009-11 compensation plan allocations. The guidelines provide that "not less than one-third of total compensation plan shall be distributed on the basis of merit/market and not less than one-third of the total compensation plan shall be distributed on the basis of solid performance." Those guidelines should apply to any pay plan greater than 2%, but pay plans of 2% or less may be distributed across-the-board to satisfactory performers.

RELATED REGENT POLICIES

Regent Policy 6-5 Executive Salary Structure
Regent Resolution 8639 - General Compensation Distribution Guidelines for 2003-05
Regent Resolution 9528 - 2009-11 UW System GPR/Fee Biennial Operating Budget

PROGRESS REPORT: OPERATIONS REVIEW AND AUDIT ON OCCUPATIONAL HEALTH AND SAFETY TRAINING FOR UW SYSTEM EMPLOYEES

EXECUTIVE SUMMARY

BACKGROUND

The follow-up review from Operations Review and Audit identified a list of recommendations for improvement in the following areas:

- Training administration
- Promotion of a safety culture
- Systemwide coordination

Currently, occupational health and safety training for UW System employees has the following features:

- Safety training is done locally, at each campus.
- Sometimes training is centralized through a campus safety manager, or it may be decentralized with some training organized at the departmental level.
- There does not exist a central electronic system that allows tracking of health and safety training for UW System employees.
- Supervisors vary in their vigilance in ensuring that employees have met training requirements.
- Campus safety departments are frequently staffed by one person and manage a broad array of responsibilities [see Attachment A].

This report provides a plan for responding to the audit. Recommendations fall into two categories: operational and cultural. The operational recommendations involve specific tasks and resources, and offer clear-cut alternatives for decision and action. The cultural recommendations will tend to require solutions that are long-term in scope, and include an accountability component that touches on areas much broader than workplace safety. This accountability component in particular will require leadership, participation, and buy-in across the campus organization.

The opinions of the UW System Risk Management Council were sought out and incorporated into this follow-up. The Risk Management Council consists of safety/risk managers from three campuses and the Office of Safety and Loss Prevention (OSLP), and provides the perspective of campus safety and risk managers on many important issues.

REQUESTED ACTION

For information only

DISCUSSION

Training Administration

Review occupational health and safety training regulations to identify training needs.

Key stakeholders

Campus occupational safety managers, risk managers, other environmental health & safety (EH&S) staff, first line supervisors, Office of Safety and Loss Prevention.

Plan outline

Occupational safety managers have reviewed regulations and identified general industry and other known training needs required by regulations and standards. [See Attachment B.] The Office of Safety and Loss Prevention at UW System Administration has processes in place to identify new general regulations in the environmental health and safety area that apply to general campus operations. Departments or campuses with highly specialized activities need to maintain or implement processes to identify new regulatory requirements applicable to their operations.

Develop a plan to prioritize and meet training requirements.

Key stakeholders

Key stakeholder is management, from academic and administrative departmental management down to first-line supervisors. Other stakeholders include campus safety managers.

Plan outline

As noted in the audit, UW System institutions have varying levels of health and safety training programs in operation. To implement a robust training program, UW System institutions would plan for the following:

- Identify the training needs for the campus, based on its personnel and programmatic health and safety exposures [see Attachment B for required and recommended training]
- Determine resources/budget to meet training needs
- Select the most efficient methods of delivery for each training and target audience
- Assess program effectiveness and correct deficiencies

Assure that there are procedures in place to identify and refer employees to required training. Assure that all training is properly documented.

Due to the complexity of the health and safety environment in higher education, UW System employees require individual training profiles to address their work exposures. The UW System institutions currently do not have an electronic system that allows development and tracking of individual training profiles. Successful training administration depends on the availability of an

integrated and comprehensive tracking system. This tracking system could be used in other program areas that need to track training for individual employees.

Key stakeholders

The human resources department and the information technology department are the key stakeholders. Other stakeholders include supervisors, employees, academic and administrative department management, and safety managers.

Plan outline

There are two phases to this issue.

1. Implement or develop a system that can address the training administration and tracking needs of the UW System.
2. Create and document a training profile for each current employee and job position, contingent on the development and implementation of a UW System training administration system.

Promoting a Safety-Oriented Culture

Promote a safety-oriented culture that seeks to exceed minimum standards outlined in health and safety regulations by: 1) promoting employee involvement in health and safety activities, and 2) developing supervisor accountability systems that promote workplace safety.

According to Occupational Health and Safety Association (OSHA), a strong safety and health culture is the result of:

- Positive workplace attitudes
- Involvement and buy-in of all members of the workforce
- Mutual, meaningful, and measurable safety and health improvement goals
- Policies and procedures that serve as reference tools, rather than obscure rules
- Personnel training at all levels within the organization
- Responsibility and accountability throughout the organization

In 1994, the Board of Regents adopted by resolution the UW System Written Health and Safety Program Plan (See Attachment C) which incorporated many of the elements critical to promoting a safety oriented culture. These include:

- Written mission statement
- Written performance/accountability standards and objectives for managers and supervisors
- Recordkeeping
- Health and safety training and education
- Periodic health and safety inspections/surveys
- Accident investigations
- Worker's compensation claims management and return to work programs

The successful long term promotion of a safety oriented culture requires the creation of a solid foundation. This foundation should be based upon adherence to regulations, policy, and best practices for occupational health and safety.

Key Stakeholders

UW System Board of Regents, Campus and System Administration Senior Management are essential for the success of this component. Other stakeholders include academic and administrative department management, supervisors, union leadership, and employees.

Plan Outline

Convene a cross-functional team consisting of senior management from academic and business services to review and update the 1994 health and safety plan. The revised plan will serve as a road map toward a UW System safety oriented culture.

Systemwide Coordination

Establish a formal consortium or consortia for developing and delivering safety training.

Key stakeholders

UW System Administration, UW System Risk Management Council, campus safety managers, and safety specialists.

Plan outline

The consortium has been formed as a cooperative effort among UW System institutions, with no funding resources.

UW System Administration staff felt that guidance and general direction of the activities of the consortium would be best served with direction from campus safety managers. The UW System Risk Management Council is organized and well-suited for this task, and has agreed to provide this guidance function for consortium activities. Anticipated challenges for the consortium include: funding for development, delivery and training contractors, and long-term commitment of consortium representatives.

UW System Administration is meeting with Wisconsin Technical College System (WTCS) risk management staff to identify cooperative training and loss control efforts.

Summary

The UW System Administration strongly supports the goals of these recommendations including convening a cross-functional team comprised of senior management to review and update the 1994 Board of Regents Written Health and Safety Plan. The UW System is committed to implementing these recommendations in as timely a fashion as funding and staffing resources allow.

The successful administration of occupational safety training will be achieved through the application of management attention, supported by the installation and proper use of an employee training database and reporting tool. Those two items are critical—with those in place, other key aspects such as supervisor and employee participation, or appropriate training content and delivery, can be readily managed. Cooperative efforts, such as the training consortium, might assist with specialty content, different delivery methods, or content variety.

The establishment and maintenance of a stronger safety culture within UW System campuses should have at its foundation a functional occupational safety and health program. Each campus will need to adopt a program and management procedures that work best for their campus. OSHA's Safety and Health Program Management Guidelines offer a framework of the most important program elements. Other universities that have achieved distinction for their safety and health programs can be used as models. These long term efforts will require a high degree of commitment that could be obtained through continued Board of Regents attention or policy.

RELATED REGENT POLICIES

None

Attachment A — Typical scope of duties for campus occupational safety department

Background

Campus safety departments (often, this is one person) are frequently responsible for providing support services to the campuses in a variety of areas. Often these include risk management, occupational safety, environmental affairs, property/casualty and worker's compensation claims. At the UW System level, the Office of Safety and Loss Prevention (OSLP) provides support to the campuses in those areas.

Systemwide figures that illustrate program scope include:

- total insurable value of $13 billion in property assets
- worker's compensation program covers 30,000 employees
- strives to ensure a safe learning environment for 170,000 students and countless visitors
- manage programs with annual premiums of:
    - $4.8 million in worker's compensation,
    - $4.4 million in property insurance and
    - $2 million in general liability and medical malpractice premiums.

Occupational Health & Safety and Environmental Affairs

Areas of employee safety and health, and environmental management are all driven by multiple and complex state and federal regulations. These regulations are overseen by a number of state and federal agencies.

For many functions, campus safety and environmental staff have primary responsibility for program management. For other functions, they provide consulting and technical expertise to campus departments.

Some functions that need to be managed include:

- employee training
- recordkeeping
- written programs
- safety inspections
- accident investigations
- industrial hygiene surveys
- safety equipment recommendations
- regulatory code assistance
- hazard prevention guidance

Worker's Compensation Program

UW System is delegated by the State Department of Administration to manage worker's compensation cases. Campus staff coordinate injury reporting, facilitate supervisor involvement during claim investigations and initiate return to work options where appropriate. Campus and OSLP staff work closely on all claims to ensure their effective management. UW System adjusts about 1,200 claims each year.

Liability Program

Campus staff have responsibility for liability program management, including but not limited to:

- contract review for insurance requirements
- development of master affiliation agreements for student internships
- tenant user liability programs for special events
- domestic and international health insurance for students
- liability protection for student academic pursuits
- student organizations
- driving and fleet issues
- sponsored camps and clinics

Property Program

Campus staff, in conjunction with OSLP, manage and maintain the property inventory for UW System. This vast and complicated property program includes the asset management of buildings, contents including libraries and special collections, foreign property, and business interruption.

Required & Recommended Environmental Health and Safety Training Summary

Note: The need for the following training should be determined by first conducting a job safety analysis.

Type of Activity/Training	Legal Authority (Regulation)*	Who Receives	How Often
Accident Prevention Signs/Tags	OSHA 1910.145(c)(1)(ii), (2)(ii) and (3)	All employees	**Initial/Periodic**
Asbestos Awareness Course	OSHA 1910.1001(j)(7)(iv)	Maintenance/custodial employees who perform housekeeping operations in an area which contains ACM or PACM. General Industry work. Note 2 hour construction class (below) will satisfy this requirement.	**Initial/Annual Refresher**
Asbestos Two-Hour Class IV work related to construction activities.	OSHA 1926.1101(k)(9)(vi) & 40 CFR 763.92(a)(2)	Maintenance and custodial activities during which employees contact but do not disturb ACM or PACM and activities to clean up dust, waste and debris resulting from Class I, II, and III construction activities.	**Initial/Annual Refresher**
Asbestos 16 Hour - Class III work related to construction activities.	OSHA 1926.1101(k)(9)(v) & 40 CFR 763.92(a)(2)	Work by authorized and assigned Maintenance personnel related to repair and maintenance operations, where "ACM", including TSI and surfacing ACM and PACM, is likely to be disturbed.	**Initial/Annual Refresher**
Bloodborne Pathogens	OSHA 1910.1030(g)(2)	Employees reasonably anticipated to have occupational exposure to blood or other potentially infectious materials (i.e. responders, custodians, etc).	**Initial/Annual Refresher**
Compressed Gases	OSHA 1910.101	Employees who handle and work with compressed gases.	**Initial/Periodic**

Type of Activity/Training	Legal Authority (Regulation)*	Who Receives	How Often
Confined Space Entry with basic first aid and adult cardiopulmonary resuscitation (AED training recommended inclusion).	OSHA 1910.146(g) WI Department of Commerce 32.29 and 32.29	• Authorized permit required confined space entrants/attendants, supervisors & rescue personnel. • Note: Permit space rescuers require additional training and shall practice rescues annually. Note – Stevens Point Fire Department serves as UWSP rescue.	**Initial/ Periodic/**
Cranes, Derricks. - Overhead and gantry cranes; Crawler locomotive and truck cranes.	OSHA 1910.178(l); OSHA 1910.180(i)(5)(ii)	Employees involved with crane/derrick operations. Operators of overhead and gantry cranes. Operators of cranes.	**Initial/Periodic**
DRIVER – 15 Passenger Van	State of WI, DOA and UWSA, UWSP Policy.	All drivers of 12/15 passenger vans.	**Initial/Periodic**
DRIVER – Defensive Driving	Available	Automobile drivers on UWSP business	Initial/Periodic
Electrical Safety	OSHA, 1910.332(b)(1) 1910.269	Blue collar supervisors, electrical and electronic engineers, electrical and electronic equipment assemblers, electrical and electronic technicians, electricians, industrial machine operators, material handling equipment operators, mechanics and repairers, painters, riggers and roustabouts, stationary engineers, and welders and any other employee working with electrical equipment	**Initial/Periodic**

Type of Activity/Training	Legal Authority (Regulation)*	Who Receives	How Often
Emergency Action / Means of Egress / Fire Prevention (Emergency Management Plan)	OSHA 1910.38(a)(5)(i), (ii)(a) through (c) and (iii); 1910.38(b)(4)(i) and (ii)	All employees.	**Initial/Periodic**
Ergonomics - office ergonomics, industrial ergonomics, lifting safety, body mechanics, etc.	Recommended - Not Required by Standard.	As applicable. Depending on position. Work with EHS to assist in assessing needs.	Initial/Periodic
Employee Rights/Responsibilities.	WI State Statute 101.055	All employees informed.	Upon Hire
Fall Protection - General Maintenance	1910.23, 1910 Subpart D, 1910.132 (a), and, Section 5 (a)	Individuals exposed to unprotected areas where there can be falls greater than four feet and those who would be required to wear fall protection equipment.	**Initial/Periodic**
Fall Protection - Construction Activities	1926.503; 1926.501	Individuals involved in construction activities exposed to falls greater than six feet. Those that would be required to wear fall protection equipment.	**Initial/Periodic**
Fire Extinguishers	OSHA 1910.157	Designated employees. For designated individuals required/requested to utilize a fire extinguisher as part of their job.	**Initial/Annual Refresher**
Fire Extinguishing systems, employee alarm systems, fire detection systems.	OSHA 1910 Subpart L - Fire Protection	For employees responsible for maintenance and/or repair of these systems (related to OSHA required systems).	**Initial/Periodic**
First Aid/Medical Services	1910.151(b)	In the absence of an infirmary, clinic, or hospital in near proximity to the workplace which is used for the treatment of all injured employees, a person or persons shall be adequately trained to render first aid.	**Initial/Annual Refresher**

Type of Activity/Training	Legal Authority (Regulation)*	Who Receives	How Often
First Aid/CPR/AED	Required in certain job descriptions.	As required by individual departments (i.e. Lifeguards, Security, Camp personnel, Protective Services, etc.).	**Initial/Annual Refresher**
Flammable /Combustible Liquids	OSHA, 1910.106(b)(5)(vi)(v)(2) & (3)	Flammable liquid station operators and other applicable employees who work with flammable liquid tanks.	**Initial/Periodic**
Formaldehyde	OSHA, 1910.1048(n)	All employees who are assigned to workplaces where there is exposure to formaldehyde participate in a training program, except that where the employer can show, using objective data, that employees are not exposed to formaldehyde at or above 0.1 ppm, the employer is not required to provide training.	**Initial/Annual Refresher**
Hazard Communication	OSHA, 1910.1200(h)	All employees exposed to hazardous chemicals.	**Initial/Periodic**
Hazardous Material (DOT)	DOT, 49 CFR 172.704	All HazMat Employees (those handling hazardous materials). Employees involved in the shipment or receiving of hazardous materials in transit.	**Initial & Refresher every 3 years**
Hazardous Material Emergency Release Response			
• HAZWOPER Awareness Level	OSHA 1910.120 (q)	Individuals who are likely to witness or discover a hazardous substance release. THIS TRAINING COVERED IN EMERGENCY ACTION TRAINING and SPCC.	**Initial/Annual Refresher**

Type of Activity/Training	Legal Authority (Regulation)*	Who Receives	How Often
• HAZWOPER First responder operations level.	OSHA 1910.120 (q)	Individuals who respond to releases or potential releases of hazardous substances as part of the initial response to the site for the purpose of protecting nearby persons, property, or the environment from the effects of the release. They are trained to respond in a defensive fashion without actually trying to stop the release or clean it up.	**Initial/Annual Refresher**
• HAZWOPER Hazardous materials technician.	OSHA 1910.120 (q)	Personnel expected to respond to uncontrolled emergency spills. Hazardous materials technicians are individuals who respond to releases or potential releases for the purpose of stopping the release. Nuisance spills, minor releases, etc. which are not emergencies should be handled under Hazard Communication training.	**Initial/Annual Refresher**
• HAZWOPER Hazardous materials specialist.	OSHA 1910.120 (q)	Hazardous materials specialists are individuals who respond with and provide support to hazardous materials technicians.	**Initial/Annual Refresher**
• HAZWOPER On scene incident commander.	OSHA 1910.120 (q)	Incident commanders, who will assume control of the incident scene beyond the first responder awareness level,	**Initial/Annual Refresher**
Hazardous Waste □	EPA / WI DNR, NR 664 (via NR 662)	Employees involved in the generation, accumulation, storage, spill response, handling, labeling, shipping, or management of any hazardous waste.	**Initial/Annual Refresher**
Hoists – material & personnel and elevators □	OSHA, 1926 Subpart N □	Affected employees using this equipment.	**Initial/Periodic**

Type of Activity/Training	Legal Authority (Regulation)*	Who Receives	How Often
Laundry Machines	OSHA 1910.264(d)(1)(v)	Laundry Machine operators - Employees shall be properly instructed as to the hazards of their work and be instructed in safe practices, by bulletins, printed rules, and verbal instructions.	**Initial/Periodic**
Lead Awareness	OSHA 1910.1025(l)(1)(i)	Employees who may have potential for lead exposure such as maintenance custodial individuals. Note: exposure above lead action level requires further training, but is not applicable at UWSP.	**Initial/Periodic**
Lead Construction/Remodeling Activities	OSHA 1926.62(l)	Individuals involved in construction activities where lead could be disturbed or individuals removing incidental amounts of lead. Note: exposure above lead action level requires further training, but is not applicable at UWSP.	**Initial/Annual Refresher**
Liquefied Petroleum (LP) Gases	OSHA 1910.110(b)(16)	Individuals using/handling LPG tanks.	**Initial/Periodic**
Lockout/Tagout Authorized	1910.147(c)(7)(i)(A)	A person who locks out or tags out machines or equipment in order to perform servicing or maintenance on that machine or equipment. An affected employee becomes an authorized employee when that employee's duties include performing servicing or maintenance covered under this section.	**Initial/Periodic**
Lockout/Tagout Affected	OSHA 1910.147(c)(7)(i)(B)	An employee whose job requires him/her to operate or use a machine or equipment on which servicing or maintenance is being performed under lockout or tagout, or whose job requires him/her to work in an area in which such servicing or maintenance is being performed.	**Initial/Periodic**
Lockout/Tagout Awareness	OSHA 1910.147(c)(7)(i)(C)	All employees. Conducted in NEO Safety Training	**Initial**

Type of Activity/Training	Legal Authority (Regulation)*	Who Receives	How Often
Logging Operations	OSHA 1910.266(i)(1) and (2)(i) through (iv); (3)(i) through (vi); (4) and (5)(i) through (iv); (6) and (7)(i) through (iii); (8) and (9)	All employees involved in covered logging operations.	**Initial/Periodic**
New Employee Safety Training and Department Specific Safety Procedures	Covers various standards and includes various EHS training topics	All Employees. Includes awareness level training on many of the topics list in this spreadsheet, such as Hazard Communication, Emergency Action, LOTO Awareness, BBP Awareness, CSE Awareness, Fire Extinguisher, PPE, Accident Reporting, etc.	**Initial**
Occupational Exposure to Hazardous Chemicals in Labs	1910.1450(f)	All employees who work with hazardous chemicals in laboratory settings	**Initial/Periodic**
Occupational Noise Exposure	1910.95(k) & 1910.95(i)(4)	All employees who are exposed to noise at or above an 8-hour time-weighted average of 85 decibels.	**Initial/Annual Refresher**
Occupational Noise Exposure Awareness	Recommended – Not required by standard.	Recommended for Maintenance/Custodial and others in higher noise level work areas.	Initial
Personal Protective Equipment	OSHA, 1910.132(f)(1)(i) through (v); (2), (3)(i) through (iii) and (4)	All employees required to wear any personal protection equipment. Note: certain types of PPE have specific training requirements, i.e. respirators.	**Prior to Initial Use / Periodic.**
Powered Industrial Trucks	OSHA 1910.178(l)	Operators of powered industrial trucks (i.e. forklifts, other)	**Initial/Three Year Evaluation/Periodic and/or if the operator is in an accident or changes occur in the workplace or type of truck used.**

Type of Activity/Training	Legal Authority (Regulation)*	Who Receives	How Often
Powered Platforms, Aerial Lifts (Bucket Lifts), Vehicle Mounted Work Platforms.			
• Powered platforms for building maintenance	1910.66(i)(1) & Appendix C	Operators of powered platforms	**Initial/Periodic**
• Vehicle-mounted elevating & rotating work platforms. Aerial Lifts. Bucket Lifts	1910.67(c)(2)(ii)	Operators of powered platforms/Ariel lifts	**Initial/Periodic**
• Manlifts.	1910.68(b)(1)	Operators of manlifts	**Initial/Periodic**
Powered Tools	Recommended. Possibly General Duty Clause, Section 5(a)(1) OSH Act	All employees who work with powered tools	**Initial/Refresher**
Radiation, Ionizing	1910.1096(f)(3)(viii) & 1910.1096(i)(2)	Employees working in any area where ionizing radiation exposure levels are present above set levels.	**Initial/Periodic**
Radiation Workers (NRC)	NRC 10 CFR 19.12	Apply to all persons who receive, possess, use, or transfer material licensed by the Nuclear Regulatory Commission	**Initial/Periodic**
Respiratory Protection	OSHA, 1910.134(k)	Individuals wearing an air purifying respirator, supplied air respirator, or self-contained apparatus.	**Initial/Annual Refresher**
Respiratory Protection - Voluntary Filtering Face Piece (Dust Mask) Use	OSHA 1910.134(c)(2)(ii) 1910.134 appendix D	Individuals voluntarily wearing a filtering facepiece (non-mandatory/below PEL use)	**Initial/Periodic**

Type of Activity/Training	Legal Authority (Regulation)*	Who Receives	How Often
Scaffolding	OSHA 1926.454(a)(1); (5) and (b)(1) through (4) and (c)(1)	All employees who work on scaffolds. Each employee who performs work while on a scaffold in a construction related activity. Individuals using scaffolds for general maintenance should also receive appropriate training. This also includes individuals working scissor lifts.	**Initial/Periodic**
Servicing of Single and Multi-Piece Rim Wheels	OSHA, 1910.177(c)	Employees servicing Multi-Piece and Single-Piece Rim Wheels	**Initial/Periodic**
Spill Prevention, Control, and Countermeasures	40 CFR 112 & WI's Spill Law 292.11 ; 40 CFR 112.7(f)	Employees handling oil (including used vegetable oil). Discharge Prevention Briefings	**Initial / Annual Refresher**
Supervisory EHS Overview Training	Recommended - Not Required by Standard.	For UWSP Supervisors to provide them overview of Environmental Health and Safety requirements related to their position and responsibilities. Including accident investigation/reporting, OSHA requirements, EPA/DNR requirements, Worker Compensation, etc.	Initial
Telecommunications	1910.268	For employees that work directly on "telecommunications centers" and at telecommunications "field installations"	**Initial/Periodic**

Type of Activity/Training	Legal Authority (Regulation)*	Who Receives	How Often
Toxic and Hazardous Substances	OSHA 1910 Subpart Z - Toxic and Hazardous Substances	Individuals exposed to various specific hazardous substances listed in 1910 Subpart Z (i.e. Formaldehyde, Inorganic arsenic, etc) above the set action level or PEL. Note: certain items may be already listed above (i.e. BBP). The remaining items in 1910 Subpart Z will depend on the extent a listed substance is used in a specific area. Need to determine on case-by-case basis. Review with EHS as needed.	**Initial/Annual or Quarterly (for some). Review with EHS to determine applicability.**
Trenching/Excavations	OSHA 1926.650, 1926.651, 1926.652	Individuals working in trenching/excavations or supervising, designing this work.	**Initial/Periodic**
Ventilation (Personal Protection, Open Surface Tanks)	OSHA, 1910.94	Employees working around open surface tanks.	**Initial/Periodic**
Welding, Cutting, Brazing	OSHA,1910 Subpart Q; 1910.252(a)(2)(xiii)(C); 1910.253(a)(4); 1910.254(a)(3); 1910.255(a)(3)	All employees who perform welding/cutting operations	**Initial/Periodic**
Working and Walking Surfaces	OSHA, 1910 Subpart D	All exposed workers. Dependent on position. No specific training requirements in Subpart D, however recommended ladder safety, others as applicable to position.	Initial/Periodic Change in worksite/equipment

Type of Activity/Training	Legal Authority (Regulation)*	Who Receives	How Often
General Safety training issues not covered above, but would be viewed as a general duty to provide (i.e. trained in use of powered tool, specific department hazards, etc.), that are specific to an individual position.	General Duty Clause, Section 5(a)(1) OSH Act	As applicable	**As applicable.**

Notes:

1. The above are typical training requirements, however not all safety and environmental training topics are listed. Individual jobs may require additional and/or more specific training. Basic safety training for all tasks must be an integrated aspect of department's everyday operations. Contact the campus safety department for assistance in determining training requirements. A job safety analysis should be performed to assist with this assessment.
2. Training in the "How Often" Column which is in **bold** print is required by the Standard (as listed).
3. The term **periodic training** generally means refresher training that is needed when job procedures/policy, equipment, processes, chemicals, hazards, duties, responsibilities, or other aspects affecting the safety of the job/employee change or it is determined employees are deficient in the understanding/skill level required for the job and thus employees must be updated. Periodic training may also be requested by the supervisor or directed by management. Supervisors must be reviewing their need for periodic training and ensuring their employees receive it appropriately.
4. Annual refresher training is training that is a REQUIRED annual (or as stated frequency) event per the listed standard. This is done in order to maintain the understanding/skill level required by most performance-based standards. The refresher does not need to necessarily be the full class, but a review of the basics and necessary updates.
5. Recommended training, such as ergonomics and material handling, should be conducted periodically to help reduce injuries and increase efficiency. Supervisors may work with the safety department to determine proper course offerings or customize as necessary.
6. Supervisors are responsible for ensuring their employees are trained in all applicable topics and for maintaining training documentation for their employees.
7. It is critical that all training be documented with name of course, content, instructor, date, and signature of attendees.

References:

1. OSHA - http://www.osha.gov/Publications/osha2254.pdf
2. Wisconsin Department of Risk Management.

Attachment C

UNIVERSITY OF WISCONSIN SYSTEM
WRITTEN HEALTH AND SAFETY PROGRAM

UNIVERSITY OF WISCONSIN SYSTEM
WRITTEN HEALTH AND SAFETY PROGRAM

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin System has had a long-standing commitment to provide a healthy and safe working environment for its faculty, staff and students. The respective functions of environmental health and safety, risk management and workers compensation claims management have been operational for a number of years at many of the campuses and in System Administration. Recently, these functions at the System Administration level have been consolidated into one office of "Safety and Loss Prevention" to enable us to undertake a more proactive program to address our responsibilities and reduce our costs.

Our efforts in this arena were reinforced when in July of 1993, Governor Thompson issued Executive Order #194 which requires a written Health and Safety Program Plan be prepared by each agency, campus and institution. This order encouraged and reaffirmed the direction of UW System efforts in loss prevention.

The attached written program is an extension of work already underway to preserve and protect UW System resources. It identifies 13 work activities which parallel the elements required in Executive Order 194 and represents a composite of those initiatives deemed necessary to enhance our progress in achieving an effective loss prevention program.

As with any continuous quality improvement process, our written program and future initiatives must necessarily be dynamic. The inevitable adoption of new regulatory standards, rising medical and claims costs, and shrinking resources will compel us to evaluate innovative approaches through the strategic planning process to address these challenges. The elements addressed in the written program will serve as a benchmark by which we can measure our progress and adjust priorities accordingly to meet the needs of our customers.

REQUESTED ACTION

Approval of Resolution I.3.H. adopting the University of Wisconsin System's written health and safety program, developed in response to the Governor's Executive Order #194.

DISCUSSION AND RECOMMENDATIONS

Resolution I.3.H.: Adoption of the University of Wisconsin System's Written Health and Safety Program Plan

Adoption of the Written Health and Safety Program Plan, by approval of Resolution I.3.H., would provide for the following:

- Continued support for campus autonomy to manage loss prevention programs at the local level.
- Campus alliance with System Administration staff to provide for coordination of loss prevention initiatives.
- On-going technical consultation to guide campus staff in their efforts to maintain health, safety and environmental compliance.

RELATED REGENT POLICIES

There are no formal Board of Regents policies relating directly to this subject.

UNIVERSITY OF WISCONSIN SYSTEM
WRITTEN HEALTH AND SAFETY PROGRAM

INTRODUCTION

The following "Written Health and Safety Program" was developed in response to the Governor's Executive Order #194, which is attached in Appendix I.

This Program provides the outline for complying with the Executive Order which mandates that each campus must develop and promulgate a comprehensive written health and safety program and action plans. UW System Administration negotiated with the Department of Administration (DOA) to accept this written program on behalf of all campuses to serve as a guide for further developments. Each campus is charged with developing and implementing specific action plans based on its priorities.

PROGRAM ELEMENTS

There are thirteen required elements contained in the nine-point executive order. This program identifies each of those required elements and describes the initial steps taken to address them. This program should be regarded as an evolutionary process that will be refined continuously as program elements are further developed.

PROGRAM ELEMENT I: Mission Statement

It is the goal of the UW System to provide a safe and healthful higher education environment for faculty, staff, students, and persons utilizing UW System programs and using UW System facilities.

We strive to meet this goal with:

- proactive loss prevention, health, safety, and environmental management;
- quality claims management;
- protection of UW System assets.

No job or course of academic study is so important and no request so urgent that one cannot take time to perform that function safely and in compliance with overall environmental regulation.

Throughout the UW System, the respective functions of Worker's Compensation, Environmental and Occupational Health and Safety, and Risk Management should coordinate to provide comprehensive technical and responsive service.

Faculty, management, and supervisors are responsible for demonstrating leadership in developing proper attitudes toward environmental health and safety, and providing necessary resources to conduct activities safely and ensure environmental compliance.

Employees and students are responsible for the continuous practice of safety while performing their duties. This requires cooperation with all aspects of environmental health, safety, and risk management

policies and guidelines.

PROGRAM ELEMENT II. Written performance/accountability standards and objectives for managers and supervisors to reduce occupational injuries and illnesses and enhance workplace health and safety

A. Where campuses have their action plans underway, professional outside consultation is being brought in to conduct supervisor safety training.

B. UW System Administration staff have requested that DOA staff take a leadership role on behalf of all state agencies in working with the Department of Employment Relations to incorporate safety responsibilities in supervisory training and position descriptions. With that as a foundation, UW System Administration staff can develop a framework within which UW System institutions can achieve this goal.

PROGRAM ELEMENT III. Recordkeeping for Safety and Health Compliance Activities and Programs

A. The UW System Administration Office of Safety and Loss Prevention staff coordinate the development and maintenance of policy manuals (Environmental Health and Safety, Risk Management, and Worker's Compensation) which address specific regulatory areas. All required records and reports are identified and described in those manuals.

B. DOA's Worker's Compensation Computer System will satisfy agency requirements for OSHA 200 compliance.

C. UW System Environmental Health and Safety staff meet regularly with Department of Industry, Labor and Human Relations staff to keep current with their regulations, inspection priorities, and to convey consistent interpretations to UW System campuses and institutions.

D. Compliance activity priorities are based on various factors including safety data trends or rates of citations indicating areas that need attention.

PROGRAM ELEMENT IV. Designated Agency Health and Safety Coordinators

A. The UW System Administration has designated its Environmental Health and Safety Manager (EH&S) as the agency-level coordinator.

B. Each UW System Institution has designated an EH&S Manager and an Occupational Safety Manager. In most cases, these responsibilities are assigned to the same individual. The names are available upon request.

PROGRAM ELEMENT V. Establish Health and Safety Committees

A. The UW System Administration has developed a comprehensive Environmental Health and Safety Manual to provide policy and technical guidance. Section I.B. of that manual includes an extensive description of the mission, make-up, function and goals of campus Environmental Health and Safety Committees.

B. Each institution is responsible for establishing its own Health and Safety Committee. System Administration staff will assist with those efforts upon request.

PROGRAM ELEMENT VI. Written Work Rules and Safe Work Practices

A. Each campus is responsible for developing its own standard operating procedures/work rules which conform to UW System policy, regulations and health and safety action plans as required by the Governor's Executive Order #194.

B. All UW System employees have a responsibility to consider safety a high priority. Those in management and supervisory positions should use their authority and leadership skills to develop department-wide support for employee safety and health.

C. UW System employees are responsible for their own safety and health as well as the safety and health of their co-workers.

D. Personal protection equipment is provided to employees, along with instructions and training regarding their proper use.

E. Back power training programs have been initiated to demonstrate proper exercise and lifting and moving techniques.

PROGRAM ELEMENT VII. Health and Safety Training and Education

A. UW System Administration's Office of Safety and Loss Prevention staff develop training aids and instructional materials, and plan and sponsor Systemwide conferences for EH&S and Occupational Safety staff, Risk Management, and Workers Compensation staff.

B. UW System Administration's Office of Safety and Loss Prevention conducts topical training according to current program initiatives, and as requested by institutions. Specialized training consultants are brought in as needed to provide program-specific training.

C. The *UW System Environmental Health and Safety Manual* serves as the policy and technical guidance for the Environmental/Occupational Health and Safety program. There are numerous instructions, guides and training programs contained in the manual.

D. UW System Administration EH&S staff have provided and/or coordinated training to campus staff in a variety of areas including but not limited to: Right-to-Know, Hazardous Waste Management, Spill Response, Chemical Safety Practices, Machine Guarding, Accident Analysis/Investigations, Ergonomics, and Bloodborne Pathogens.

PROGRAM ELEMENT VIII. Establish a procedure for conducting periodic health and safety inspections/surveys

A. UW System Administration EH&S staff arrange for loss control inspections to be conducted by outside consultants and funded by DOA. These audits are conducted at each four- and two-year campus every two years. Each campus is, within a specific timeframe, responsible for following up on deficiencies noted.

B. UW System Administration EH&S staff conduct management reviews of varying scope, based on needs identified by the campus EH&S Manager. Reports include recommended solutions.

C. UW System Administration EH&S staff work with campus counterparts to remedy deficiencies found in both types of audits as well as regulatory (DILHR, DNR) inspection follow-up.

PROGRAM ELEMENT IX. Minimize the risk of occupational injuries and illnesses by the use of recommended loss prevention and control techniques

A. UW System Administration EH&S staff use an analysis of the findings of contractor loss control inspections, EH&S Management Reviews, regulatory inspections, and other sources of loss or risk information, to determine priorities and address issues.

B. UW System Administration staff will make every effort to use the following hierarchy to eliminate and control identified job hazards:

1. Engineering controls: e.g., flammable storage cabinets, eye wash stations, improved ventilation systems, fume hood and fire extinguisher inspections.

2. Procedural and administrative controls: e.g., substitution of less toxic materials, hepatitis vaccinations.

3. Personal protective equipment: e.g., respiratory protection, safety glasses/goggles, hearing protection, gloves, etc.

C. The UW System Administration Office of Safety and Loss Prevention staff will continue to serve as staff to the campuses and pursue funding sources for safety and loss prevention activities. Examples include the UW System Uninsured Loss Fund, the Rank Fund, DOA's Safety Training and Equipment fund.

PROGRAM ELEMENT X. Promote health and safety awareness and safe work practices

A. UW System Administration EH&S staff produce a quarterly Environmental Health and Safety newsletter to keep campus staff current on EH&S topics.

B. UW System Administration EH&S staff produce topical brochures (e.g. Art Hazards, Compressed Gas Cylinders, Fume Hood Safety, etc.).

C. UW System Administration EH&S staff maintain a training resources library of videos and literature that are made available on a loan basis, free of charge.

D. UW System Administration Office of Safety and Loss Prevention staff conduct ad hoc meetings and teleconferencing for regulatory updating and compliance strategy development.

PROGRAM ELEMENT XI. Accident Investigation and Reporting Procedures

A. The accident report form has been modified and incorporated into a comprehensive computerized Worker's Compensation data system with detailed instructions for completing it. The development of this data base will enhance uniform reporting and recordkeeping and stimulate prompt attention to accidents and their causes.

B. All accidents involving UW System employees require some degree of analysis to correct deficiencies which might cause recurrence. Accident analysis is used to establish relevant facts surrounding the accident; collect opinions of those present regarding the accident's cause; and determine how to prevent future accidents.

C. Each campus's Occupational Safety manager has been offered training in accident analysis, through the Annual UW System Occupational Safety training session and also via consultants specializing in this field.

PROGRAM ELEMENT XII. Worker's Compensation Claims Management

A. The UW System provides Worker's Compensation coverage to employees who have incurred work related injuries or illnesses. This coverage includes partial wage replacement and full payment of reasonable medical and rehabilitation costs. In case of death, Workers' Compensation benefits are paid to the employee's dependents.

B. The UW System has recently converted to a new Worker's Compensation claims management data system. It is anticipated that this system will facilitate our claims management process, and produce more reliable data.

C. UW System Administration has reassigned staff to provide a full-time claims management supervisor.

D. UW System Administration claim's staff will engage the services of consultants to provide medical case management which include utilization review, medical bill auditing, and rehabilitation services.

E. Specific claims management responsibilities may be decentralized as campuses develop expertise in various Worker's Compensation areas.

F. The UW System Administration will provide training to campus Worker's Compensation staff.

PROGRAM ELEMENT XIII. Promote the early return to work of injured employees using transitional work assignments and other rehabilitation strategies

A. The UW System will work with the Human Resources Staff, Department of Employment Relations, and unions to promote early return to work programs within legal, financial and medical constraints.

B. UW System Administration staff have initiated a Job Safety Analysis pilot project through the Department of Administration. When completed, the job safety analyses will be used to consider the feasibility of an individual's ability to be returned to work in a job which does not compromise his/her healing process and does bring the individual into a productive status with his or her university.

OFFICE OF OPERATIONS REVIEW AND AUDIT
QUARTERLY STATUS UPDATE

BACKGROUND

This report is presented to the Board of Regents Business, Finance, and Audit Committee to provide: (1) a status report on the major projects the UW System Office of Operations Review and Audit is conducting, and (2) an update on Legislative Audit Bureau projects in the UW System.

REQUESTED ACTION

For information only.

MAJOR OFFICE OF OPERATIONS REVIEW AND AUDIT PROJECTS

(1) Energy Conservation will identify energy conservation practices at UW System institutions, good practices in energy conservation policy, and possible policy options for further consideration. A report is being drafted.

(2) UW-Sponsored Camps and Clinics will examine the administrative practices of camps and clinics, as well as UW institutions' efforts to address participants' health and safety and to provide oversight of camps and clinics. Review work has begun.

(3) Excess Credit Policy will review procedures and policies UW institutions have adopted to implement the excess credit policy (RPD 4-15), adopted in December 2002; the number of students affected by the policy; and efforts to limit the number of students reaching the excess credit threshold. Review work has begun.

(4) Oversight of Student Organizations will identify efforts to manage risk associated with student organization activities. A report is being drafted.

(5) Academic Fees audits are being conducted to determine the adequacy of policies, procedures, and internal controls related to the assessment and collection of student fees. A review of the UW Colleges' procedures has begun.

(6) The WUWM FM 89.7 Financial Statements Audit, an audit conducted annually at UW-Milwaukee to meet Corporation for Public Broadcasting requirements, has been completed.

LEGISLATIVE AUDIT BUREAU PROJECTS

The Legislative Audit Bureau is working on: (1) the UW System's annual financial report, which will be completed in December 2008, and (2) the annual compliance audit of federal grants and expenditures, including student financial aid, for FY 2007-08, with a report due in spring 2009. The Audit Bureau is also conducting a statewide analysis of savings and efficiencies gained from the State's Accountability, Consolidation, and Efficiency (ACE) Initiative.

December 4, 2008 Agenda Item I.2.c.2.

FOLLOW UP ON THE COST OF TEXTBOOKS

EXECUTIVE SUMMARY

BACKGROUND

The UW System Office of Operations Review and Audit finalized a program review entitled, "Textbook Costs in Higher Education" in April 2007. This review, which was requested by the Business, Finance, and Audit Committee, identified factors driving textbook cost increases and identified strategies that UW System faculty, students, and institutions could use to control textbook costs.

The report recommended that each institution involve faculty, students, bookstore managers, and others in examining textbook selection and selling practices, with the goal of choosing and implementing cost-saving strategies for that institution. At the request of the Business, Finance, and Audit Committee, in December 2007, an update was provided on strategies UW System institutions had adopted to control textbook costs and additional strategies they anticipated adopting in the future. This is the second progress report on such initiatives.

REQUESTED ACTION

For information only.

DISCUSSION

When evaluating strategies for addressing textbook costs, each UW System institution needs to consider the environment in which it operates. Several UW System institutions require students to purchase textbooks, while others operate textbook rental programs, in which student segregated fees cover the use of most required textbooks. A variety of business models are also used for the operation of university bookstores. In all cases, existing contracts and relationships need to be considered when evaluating approaches to reduce textbook costs and the timeframe in which they can be accomplished. In addition, legislative requirements may play a role in the strategies and priorities that UW System institutions establish for implementing cost-saving initiatives.

Textbook Rental Programs

The National Association of College Stores estimates that nationally, only one percent of institutions offer a textbook rental program. However, at the time of the initial Office of Operations Review and Audit review, seven four-year UW System institutions and two UW Colleges operated textbook rental programs. The segregated fees for these programs for the 2004-05 academic year through 2008-09 are provided in Table 1. Given that estimates to purchase all books and supplies ranged from nearly $650 to $900 per academic year in 2003-04, the UW System textbook rental programs have often been cited as a model for controlling textbook costs for students.

Table 1: Annual Textbook Rental Fees at UW System Institutions
Academic Years 2004-05 through 2008-09

UW SYSTEM INSTITUTION	2004-05	2005-06	2006-07	2007-08	2008-09
Eau Claire	$154.00	$161.00	$168.00	$168.00	$174.00
La Crosse	148.61	152.00	157.00	157.00	157.00
Platteville	136.00	140.00	140.00	140.00	140.00
River Falls	118.00	118.00	123.30	133.30	143.30
Stevens Point	130.80	130.80	130.80	130.80	130.80
Stout	129.05	135.14	141.23	151.80	157.50
Whitewater	120.00	124.80	127.68	130.80	134.64
Barron	120.00	120.00	121.36	130.00	134.80
Richland	123.00	123.00	127.00	131.90	132.90
Average	**$131.03**	**$133.83**	**$137.91**	**$141.51**	**$144.99**

Though students may need to purchase some supplemental materials and textbooks under a textbook rental program, some UW System institutions attempt to minimize these purchases. For example, UW-Platteville limits a student's required purchases to $7 per credit.

Two UW Colleges have recently initiated pilot textbook rental programs. In the December 2007 update report, it was noted that UW-Marshfield/Wood County was offering a textbook rental program for select math courses. For the 2008-09 academic year, UW-Marshfield/Wood County staff indicate that almost every academic discipline on campus is participating in the program at some level. Staff estimate that 45 to 50 percent of all courses currently offer a rental option, but the goal is to have an 80 percent participation rate. Participation in the rental program requires a six-semester commitment to use the same textbook. The UW-Marshfield/Wood County rental rates vary by course and are set at 25 percent of the textbook's replacement cost.

Following UW-Marshfield/Wood County's lead, for the current academic year, UW-Sheboygan is piloting a textbook rental option for one math course. For this course, students have the option of renting the textbook for $35, while the retail value is $120.

Textbook Purchase Programs

Within the UW System, UW-Green Bay, Madison, Milwaukee, Oshkosh, Parkside, Superior, and the majority of the UW Colleges continue to require students to purchase textbooks. Students' actual textbook costs at these institutions depend on several factors, such as the number of enrolled credits and courses taken. As a result, the institutions' estimated costs of attendance include varying amounts for textbooks and supplies, ranging from $500 for the 2008-09 academic year at UW-Oshkosh to $990 at UW-Madison.

While rental programs have been considered on these campuses, they have not been implemented. The primary reasons for not doing so include the significant start-up costs and the potential limitation of textbook choices, since rental programs typically require a four- to six-semester commitment to use a book.

However, all UW System institutions are concerned about the cost of textbooks and, for the 2008 fall semester, UW-Milwaukee is piloting a guaranteed buy-back program. UW-Milwaukee refers to this program as "a bridge to a pilot rental program." Though there is no long-term commitment to use textbooks, this program, which consists of approximately 20 titles, offers students purchasing books in select courses (primarily 100, 200, or 300 level) the foreknowledge that they can be sold at semester-end for 50 percent of the new book cost. UW-Milwaukee staff indicated they anticipate continuing this program as long as it remains sustainable or until a trial rental program is initiated.

Other initiatives to control textbook costs are centered on promoting early textbook-adoption decisions, educating students and faculty regarding textbook costs, and providing alternatives to traditional textbook purchases, such as textbook swaps and library reserves.

Early Textbook Adoptions - As noted in the initial program review, several bookstore managers indicated that the single most effective strategy for reducing textbook costs may be faculty making textbook adoption decisions as early as possible. Early decisions give the bookstores time to extensively shop the used textbook market. In addition, bookstores are able to offer students the maximum amount for their used textbooks if bookstores are informed that an instructor plans to use a textbook again.

To encourage instructors to make early adoption decisions, UW System institutions have reported undertaking different initiatives.

- UW-Milwaukee developed an early-adoption campaign. The focal point of this campaign has been a notice hung on office doors, reminding instructors that early adoption could save UW-Milwaukee students money. Other components of the campaign have been mass emails and group presentations.
- UW-Parkside's efforts include developing an online textbook adoption process, conducting personal visits with departments and faculty offices and with new faculty, and sending focused emails to faculty and teaching academic staff.
- UW-River Falls' early-adoption efforts have resulted in more adoption decisions being made in a timely manner. For the fall 2007 semester, approximately 60 percent of textbook adoption decisions were made by July 1, while nearly 79 percent of the

decisions were made by July 1 for the fall 2008 semester. UW-River Falls staff noted that this increase in timely decisions allowed more purchases to be made from the used textbook market.

- UW-Whitewater notifies instructors electronically when adoption decisions are due and provides instructions for online ordering. Follow-up announcements are sent shortly before the due date and if necessary, subsequent to that.

Education Regarding Textbook Costs - Several campuses are also pursuing ideas to provide additional information on textbook options to students and instructors. For example, to help educate students about textbook costs, UW-Green Bay developed an informational brochure for students regarding textbook purchase options. UW-Madison Libraries updated their "Tips to Students" brochure and posted it on their website. The UW-Madison Vice Provost for Teaching and Learning also sent an email to all faculty and instructors prior to the fall 2008 semester with tips and guidelines on their role to help students manage textbook costs. According to UW-Madison staff, a similar email is anticipated prior to the start of each semester. UW-Platteville monitors textbooks that receive little or no use during a semester, as reported by students on course evaluations, and shares that information with the schools.

Alternatives to Traditional Textbook Purchases - Several campuses identified initiatives that are potentially lower-cost alternatives than purchasing traditional textbooks. These initiatives include electronic books (e-books) and library reserves.

Several UW System institutions reported that the form, content, and means of delivery of e-books are still under development, and the general demand remains light. However, due to changing technologies and student preferences, some campuses offer e-book options. Beginning in the fall 2008 semester, approximately 30 e-books were available to UW-Green Bay students at a cost generally lower than used books. UW-Oshkosh reported making e-books available for two courses. Ten percent of the students selected the e-book option for one course, while one percent of the students in the second course chose an e-book. UW-Superior students may currently choose between a traditional textbook and an e-book for three classes. In addition, UW-Superior has started discussions to provide e-books to students in distance learning classes.

Another approach to reduce textbook costs is to place textbooks on reserve at libraries. Several campuses reported purchasing textbook copies for high-enrollment courses and placing them in library reserves.

Textbook Legislation

In recent years, several states, including Wisconsin, have attempted to legislatively address increasing textbook costs. Assembly Bill (AB) 883 was introduced in Wisconsin's 2007-2008 legislative session. Though it failed to pass, AB 833 would have required textbook publishers to provide the textbook price and history of revisions to instructors at institutions of higher education. Efforts to reduce textbook costs were also included in the federal College Opportunity and Affordability Act, which reauthorized the Higher Education Act and was signed into law in August 2008.

In accordance with the College Opportunity and Affordability Act, higher education institutions will be required, effective July 2010, to disclose in their course schedules the International Standard Book Number (ISBN), which is unique to each title, and retail price information for every required and recommended textbook. The intent is to inform students of textbook costs prior to their registering for a class and allow them to shop for less expensive options online or elsewhere. Institutions may indicate that the ISBN and price information is "to be determined" if they are unknown at the time the course schedules are set.

Several UW System institutions already provide this information in some form. For example, UW-Green Bay's student government website posts the ISBNs. In late 2007, the UW-Milwaukee Bookstore began providing all available ISBNs and edition detail on course materials reported by faculty. UW-Oshkosh and UW-Madison began offering similar information for the spring 2008 and fall 2008 semesters, respectively.

The College Opportunity and Affordability Act also places two requirements on textbook publishers. First, publishers are required to offer all "bundled" textbooks and supplemental materials for sale as separate items. Since supplemental materials are occasionally not needed for a course but provided as one package with a textbook, unbundling the items may reduce a student's cost. Second, publishers must provide faculty with information on price, copyright dates of the three previous editions, any substantial revisions between a new edition and prior iterations, and whether the textbook is available in any other format and at what price. By providing this information, the intent is that instructors will be more cost-conscious when selecting textbooks.

Conclusion

The seven four-year UW System institutions and two UW Colleges that operate full textbook rental programs have been cited as models for controlling textbook costs, with annual rental fees ranging from nearly $131 to $174 in the 2008-09 academic year. Two additional UW Colleges have recently implemented some type of rental program as well. Many of the remaining UW System institutions have considered such programs, but indicate they are unable to implement them, largely due to the necessary start-up costs and limited textbook options. Other strategies identified by UW System institutions primarily focus on early textbook adoption decisions by instructors, education regarding textbook costs, and alternatives to traditional textbooks.

In the future, UW System institutions will determine whether additional textbook disclosures are needed to meet new federal requirements. UW System institutions indicated they will also continue to evaluate the success of their implemented strategies and assess any new approaches for containing textbook costs.

RELATED REGENT POLICIES

None.

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents, in regards to the *Investment Policy Statement* for the University of Wisconsin System Trust Funds, approves the revisions described below and otherwise affirms its adoption of the policy statement:

1) The allocation range for the investment strategy Global Tactical Asset Allocation (in Appendix 6) is changed from "23 percent to 27 percent" to "20 percent to 30 percent," with no change to the target allocation of 25 percent.

2) The allocation range for Private Equity (in Appendixes 5 and 6) is changed from "seven percent to 13 percent" to "five percent to 15 percent," with no change to the target allocation of ten percent.

3) In the summary description of Regent Policy 31-13, *Investment and Social Responsibility* (in Appendix 3), the wording "a proxy review service will be subscribed to" is changed to "proxy review will be conducted."

December 5, 2008 Agenda Item I.2.d.

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS INVESTMENT POLICY STATEMENT

EXECUTIVE SUMMARY

BACKGROUND

The current version of Regent Policy 31-9, the *Investment Policy Statement* ("IPS") for the UW System Trust Funds, was adopted by the Board at its meeting of December 7, 2007. The preface of that document states the following under the section entitled *Review of the IPS*: "Given the centrality of the IPS itself in ensuring that the Board meets its fiduciary responsibilities and effectively oversees the management of the investment program, it is imperative that the Board review the IPS on an on-going basis. Although long-range and strategic in nature**, t**he IPS should nevertheless be considered a living document; revisions and further refinements may be required as and when goals, constraints, or external market conditions change significantly."

Two key elements of the IPS are the strategic asset allocation targets for both the Long Term and Intermediate Term Funds, and the spending policy for the Long Term Fund (the Fund used for endowments). Historically, separate asset allocation analyses and spending policy reviews for the Long Term Fund were presented to the Board annually. As these elements have now been incorporated into the IPS, an annual review of the IPS in its entirety will provide for the periodic review of asset allocations and spending policy.

REQUESTED ACTION

Approval of Resolution I.2.d.

DISCUSSION

External market conditions have certainly changed significantly over the past year, as risky assets and markets of all stripes have declined precipitously in value, and the volatility of markets has reached unprecedented levels. However, these developments have not prompted a complete revisit of asset allocations. Nonetheless, for the Long Term Fund, revisions to the allowable allocation ranges for the investment strategy "Global Tactical Asset Allocation" and to the asset class "Private Equity" are being recommended as described below.

The allocation range for Global Tactical Asset Allocation is currently set (in Appendix 6 of the IPS) at 23 percent to 27 percent, with a target of 25 percent. It is recommended that this allocation range be revised to 20 percent to 30 percent, with no change to the target allocation. Given the large target allocation to this strategy, the current allowable range is deemed too restrictive compared to the ranges for other asset classes and strategies.

The allocation range for Private Equity is currently set (in Appendixes 5 and 6) at seven percent to 13 percent. It is recommended that this allocation range be revised to five percent to 15 percent, with no change to the target allocation. The difficulties in achieving and maintaining a target allocation to Private Equity were discussed at length in the report entitled *Update on Private Equity Program*, which was presented to the Board at their meeting of August 22, 2008. The allowable range recommended here better reflects these realities.

The other key element of the IPS as it pertains to the Long Term (or the "endowment") Fund, is the spending distribution policy. No changes are being recommended to the current policy, which calls for a distribution of four percent per annum of the Fund's rolling three-year average market value.

Finally, consistent with the revision made to Regent Policy 31-13, *Investment and Social Responsibility*, at the Board meeting of June 6, 2008, a change has been made to the summary description of that policy given in Appendix 3 of the IPS. This wording change is as follows: from "a proxy review service will be subscribed to," to "a proxy review will be conducted."

RELATED REGENT POLICIES

Regent Policy 31-9: *Investment Policy Statement*
Regent Policy 31-13: *Investment and Social Responsibility*

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2008-2009 - First Quarter

FISCAL YEAR 2008-2009	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Total	**26,923,416**	**23,527,172**	**444,540**	**46,161,759**	**13,758,061**	**271,487,626**	**65,568,706**	**447,871,280**
Federal	**16,016,612**	**16,167,625**	**0**	**4,316,218**	**0**	**159,171,000**	**60,821,827**	**256,493,282**
Nonfederal	**10,906,804**	**7,359,547**	**444,540**	**41,845,541**	**13,758,061**	**112,316,626**	**4,746,879**	**191,377,998**
FISCAL YEAR 2007-2008								
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**
INCREASE(DECREASE)								
Total	**3,792,199**	**(2,035,875)**	**(981,325)**	**17,622,708**	**144,970**	**61,514,415**	**12,429,327**	**92,486,419**
Federal	**1,495,721**	**(4,587,914)**	**0**	**(3,999,899)**	**0**	**25,365,642**	**10,450,512**	**28,724,063**
Nonfederal	**2,296,478**	**2,552,039**	**(981,325)**	**21,622,607**	**144,970**	**36,148,773**	**1,978,815**	**63,762,356**

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2008-2009 - First Quarter

FISCAL YEAR 2008-2009	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Madison	10,505,282	14,921,070	413,455	40,202,969	13,758,007	251,162,879	17,533,190	348,496,852
Milwaukee	3,350,353	2,325,653	25,085	720,050	0	8,673,969	1,505,055	16,600,165
Eau Claire	486,272	707,828	0	0	0	996,378	5,039,017	7,229,495
Green Bay	23,696	7,200	0	5,060	0	1,470,445	2,769,094	4,275,495
La Crosse	228,576	300,199	6,000	0	0	646,040	3,329,344	4,510,159
Oshkosh	1,647,095	4,166,295	0	0	0	428,392	4,694,490	10,936,272
Parkside	25,685	29,151	0	35,290	0	76,548	3,850,308	4,016,982
Platteville	185,517	0	0	0	0	0	3,884,722	4,070,239
River Falls	22,219	72,545	0	1,095,670	0	350	2,949,925	4,140,709
Stevens Point	2,451,853	267,195	0	332,072	0	2,811,493	5,298,339	11,160,952
Stout	887,194	91,103	0	1,635,643	0	46,729	4,290,490	6,951,159
Superior	0	0	0	0	0	4,813,804	1,857,764	6,671,568
Whitewater	15,427	5,556	0	1,983,759	54	257,389	4,255,980	6,518,165
Colleges	1,750	25,785	0	151,246	0	45,930	4,310,988	4,535,699
Extension	7,092,497	0	0	0	0	0	0	7,092,497
System-Wide	0	607,592	0	0	0	57,280	0	664,872
Totals	**26,923,416**	**23,527,172**	**444,540**	**46,161,759**	**13,758,061**	**271,487,626**	**65,568,706**	**447,871,280**
Madison	5,096,148	8,253,871	0	709,109	0	141,434,590	13,693,214	169,186,932
Milwaukee	2,476,749	2,263,244	0	0	0	7,268,528	1,273,416	13,281,937
Eau Claire	486,272	707,828	0	0	0	927,958	5,039,017	7,161,075
Green Bay	0	0	0	5,060	0	1,417,730	2,734,055	4,156,845
La Crosse	50,889	296,699	0	0	0	470,103	3,328,969	4,146,660
Oshkosh	1,375,630	3,804,636	0	0	0	199,187	4,694,490	10,073,943
Parkside	8,402	0	0	5,000	0	0	3,755,708	3,769,110
Platteville	169,517	0	0	0	0	0	3,884,722	4,054,239
River Falls	9,562	0	0	968,847	0	0	2,924,639	3,903,048
Stevens Point	2,239,000	117,001	0	286,053	0	2,336,245	5,298,339	10,276,638
Stout	748,450	90,969	0	1,406,265	0	46,729	4,270,340	6,562,753
Superior	0	0	0	0	0	4,750,364	1,857,764	6,608,128
Whitewater	0	0	0	919,159	0	253,886	4,202,881	5,375,926
Colleges	0	25,785	0	16,725	0	8,400	3,864,273	3,915,183
Extension	3,355,993	0	0	0	0	0	0	3,355,993
System-Wide	0	607,592	0	0	0	57,280	0	664,872
Federal Totals	**16,016,612**	**16,167,625**	**0**	**4,316,218**	**0**	**159,171,000**	**60,821,827**	**256,493,282**
Madison	5,409,134	6,667,199	413,455	39,493,860	13,758,007	109,728,289	3,839,976	179,309,920
Milwaukee	873,604	62,409	25,085	720,050	0	1,405,441	231,639	3,318,228
Eau Claire	0	0	0	0	0	68,420	0	68,420
Green Bay	23,696	7,200	0	0	0	52,715	35,039	118,650
La Crosse	177,687	3,500	6,000	0	0	175,937	375	363,499
Oshkosh	271,465	361,659	0	0	0	229,205	0	862,329
Parkside	17,283	29,151	0	30,290	0	76,548	94,600	247,872
Platteville	16,000	0	0	0	0	0	0	16,000
River Falls	12,657	72,545	0	126,823	0	350	25,286	237,661
Stevens Point	212,853	150,194	0	46,019	0	475,248	0	884,314
Stout	138,744	134	0	229,378	0	0	20,150	388,406
Superior	0	0	0	0	0	63,440	0	63,440
Whitewater	15,427	5,556	0	1,064,600	54	3,503	53,099	1,142,239
Colleges	1,750	0	0	134,521	0	37,530	446,715	620,516
Extension	3,736,504	0	0	0	0	0	0	3,736,504
System-Wide	0	0	0	0	0	0	0	0
Nonfederal Totals	**10,906,804**	**7,359,547**	**444,540**	**41,845,541**	**13,758,061**	**112,316,626**	**4,746,879**	**191,377,998**

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2008-2009 - 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 2008-2009 - First Quarter

INCREASE (DECREASE)	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Madison	2,630,080	(564,210)	(1,012,410)	20,584,829	293,258	55,632,534	2,676,208	80,240,289
Milwaukee	944,417	(1,613,181)	25,085	(314,041)	0	(3,071,094)	608,484	(3,420,330)
Eau Claire	117,472	(234,975)	0	0	0	693,422	2,295,009	2,870,928
Green Bay	(27,034)	(394,916)	0	(110,258)	(148,342)	1,213,547	2,766,446	3,299,443
La Crosse	(181,342)	(337,488)	6,000	(779,894)	0	105,067	252,716	(934,941)
Oshkosh	214,761	1,650,036	0	0	0	110,515	491,022	2,466,335
Parkside	(113,475)	(293,316)	0	26,134	0	(486,310)	528,648	(338,319)
Platteville	143,598	0	0	(187,175)	0	(4,400)	633,778	585,801
River Falls	(457,784)	26,541	0	(789,094)	0	(33,558)	259,627	(994,268)
Stevens Point	1,366,892	233,122	0	(381,093)	0	2,275,332	269,554	3,763,807
Stout	(1,821,628)	(14,793)	0	58,780	0	17,663	1,471,712	(288,265)
Superior	0	0	0	(720,295)	0	4,796,681	110,599	4,186,985
Whitewater	4,931	195	0	1,076,962	54	218,593	404,035	1,704,769
Colleges	1,521	(500,844)	0	(782,147)	0	(10,857)	(313,512)	(1,605,839)
Extension	969,790	0	0	0	0	0	0	969,790
System-Wide	0	7,955	0	(60,000)	0	57,280	(25,000)	(19,765)
Totals	**3,792,199**	**(2,035,875)**	**(981,325)**	**17,622,708**	**144,970**	**61,514,415**	**12,429,327**	**92,486,419**
Madison	(1,345,136)	(2,764,186)	0	(862,071)	0	19,731,237	848,357	15,608,201
Milwaukee	606,511	(1,617,190)	0	0	0	(2,892,866)	693,145	(3,210,400)
Eau Claire	117,472	(234,975)	0	0	0	670,261	2,295,009	2,847,767
Green Bay	(33,130)	(380,766)	0	5,060	0	1,167,232	2,734,055	3,492,451
La Crosse	41,389	(330,551)	0	(779,894)	0	195,608	272,841	(600,607)
Oshkosh	124,405	1,401,677	0	0	0	(51,281)	491,022	1,965,823
Parkside	(53,098)	(276,793)	0	5,000	0	(530,338)	446,558	(408,671)
Platteville	169,517	0	0	0	0	(4,400)	633,778	798,895
River Falls	(323,332)	0	0	(822,911)	0	(29,508)	236,041	(939,710)
Stevens Point	2,203,296	117,001	0	(400,146)	0	2,062,965	269,554	4,252,670
Stout	(1,924,930)	(9,242)	0	(111,192)	0	26,729	1,470,862	(547,773)
Superior	0	0	0	(720,295)	0	4,750,364	110,599	4,140,668
Whitewater	0	0	0	285,300	0	218,126	353,257	856,683
Colleges	0	(500,844)	0	(538,750)	0	(5,767)	(404,566)	(1,449,927)
Extension	1,912,757	0	0	0	0	0	0	1,912,757
System-Wide	0	7,955	0	(60,000)	0	57,280	0	5,235
Federal Totals	**1,495,721**	**(4,587,914)**	**0**	**(3,999,899)**	**0**	**25,365,642**	**10,450,512**	**28,724,063**
Madison	3,975,216	2,199,976	(1,012,410)	21,446,900	293,258	35,901,297	1,827,851	64,632,088
Milwaukee	337,906	4,009	25,085	(314,041)	0	(178,228)	(84,661)	(209,930)
Eau Claire	0	0	0	0	0	23,161	0	23,161
Green Bay	6,096	(14,150)	0	(115,318)	(148,342)	46,315	32,391	(193,008)
La Crosse	(222,731)	(6,937)	6,000	0	0	(90,541)	(20,125)	(334,334)
Oshkosh	90,356	248,359	0	0	0	161,796	0	500,511
Parkside	(60,377)	(16,523)	0	21,134	0	44,028	82,090	70,352
Platteville	(25,919)	0	0	(187,175)	0	0	0	(213,094)
River Falls	(134,452)	26,541	0	33,817	0	(4,050)	23,586	(54,558)
Stevens Point	(836,404)	116,121	0	19,053	0	212,367	0	(488,863)
Stout	103,303	(5,551)	0	169,972	0	(9,066)	850	259,508
Superior	0	0	0	0	0	46,317	0	46,317
Whitewater	4,931	195	0	791,662	54	467	50,778	848,086
Colleges	1,521	0	0	(243,397)	0	(5,090)	91,054	(155,912)
Extension	(942,967)	0	0	0	0	0	0	(942,967)
System-Wide	0	0	0	0	0	0	(25,000)	(25,000)
Nonfederal Totals	**2,296,478**	**2,552,039**	**(981,325)**	**21,622,607**	**144,970**	**36,148,773**	**1,978,815**	**63,762,356**

UW-Madison Trademark Licensing Agreement
with Collegiate Licensing Company.

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves an eight-year contract with Collegiate Licensing Company to administer UW-Madison's trademark licensing program effective July 1, 2008 to June 30, 2016.

AGENCY AGREEMENT BETWEEN COLLEGIATE LICENSING COMPANY AND UNIVERSITY OF WISCONSIN-MADISON

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Madison (UW-Madison) has had an agency agreement with the Collegiate Licensing Company (CLC) since 1987, when the University entered into an agreement that granted CLC the right to administer UW-Madison's Trademark Licensing program. UW-Madison proposes to extend and modify the current agreement with CLC, as discussed further below.

The initial contract with CLC was for five years, through June 30, 1992. The contract has been renewed, with amended terms, on four occasions: first, for the period from July 1, 1992 through June 30, 1996; for the period from July 1, 1996 through June 30, 2001; again for the period from July 1, 2001 through June 30, 2006; and then again for the current term that runs from July 1, 2003 through June 30, 2010.

Since the contract was last renewed in 2003, CLC has collected $10,298,566 in royalties on behalf of UW-Madison, bringing the cumulative total collected since 1987 to $24,139,273. Half of the revenue received by UW-Madison under this contract has been used to finance undergraduate scholarships (Bucky Badger Grant Scholarships), with the bulk of the remainder going to support the Athletic Department. Many of the Bucky Grant recipients are first-generation college students. Revenues from this contract also have provided the operating budget for the UW-Madison Office of Trademark Licensing, which provides trademark services to many units on campus.

CLC is generally acknowledged as the leader in its industry. In fact, it is generally acknowledged as the key player in creating and nurturing the entire collegiate licensing industry. Currently, more than 180 schools, bowls and conferences in 45 states, including the NCAA, contract with CLC for their trademark licensing services. Minnesota, which for a long time maintained an independent trademark licensing program, is one of the most recent additions to CLC, joining UW-Madison and fellow Big 10 schools Michigan, Penn State, Illinois, Purdue, and Northwestern. There truly are no other firms that can offer the breadth of promotional opportunities, licensing expertise, enforcement services, and negotiating leverage with manufacturers as is provided by CLC.

When the contract was renewed in 2001, UW-Madison negotiated two key additions to the contract, which will remain in effect in the contract. First, the CLC contract contains a Code of Conduct provision, which requires manufacturers that supply apparel used in connection with UW-Madison logos to comply with various measures that address concerns regarding manufacturing conditions. UW-Madison retains the right to require CLC to incorporate additional Code of Conduct provisions, and to provide services related to a Code of Conduct such as factory monitoring, upon request. Secondly, the CLC contract contains a provision that permits UW-Madison to retain 100% of the royalties from an exclusive apparel supply contract that exceed the standard 10% royalty rate.

The proposed addendum to modify and extend the CLC contract would make three changes to the existing agreement: (1) the end date of the agreement would be extended for an additional eight years, from July 1, 2008 to June 30, 2016 (current agreement is for seven years), and (2) the royalty rates will be adjusted to effectively increase UW-Madison's share. Under the current contract, UW-Madison retains a flat 85% share of all royalties collected. Under the proposed addendum, UW-Madison would receive 85% of the first $1.5 million in annual gross royalties, 90% of the next $2 million, and 92.5% of all annual revenue in excess of $3.5 million. The most royalties that CLC has ever collected on behalf of UW-Madison in one year is $2.8 million in 2007-08 and it has generated more than $2 million the past two years. The new royalty rate would have resulted in an additional $66,711 for UW-Madison in 2007-08. The third change is that UW-Madison will be granted Most Favored Customer status.

REQUESTED ACTION

That upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents formally accepts, prior to execution, a new agency agreement between the Collegiate Licensing Company and the University of Wisconsin-Madison for the administration of its Trademark Licensing Program effective July 1, 2008 for eight years.

DISCUSSION

The Collegiate Licensing Company has worked in partnership with UW-Madison since 1987, together creating one of the more successful collegiate licensing programs in the country. CLC's resources and expertise have been a significant contributing factor to UW-Madison's consistent placement among the top 15 licensing programs in the country, in terms of visibility and royalties generated. In recent years, CLC was instrumental in maximizing exposure and revenues from football bowl games and NCAA tournament appearances, and in addressing the host of enforcement and administrative issues which accompany such prominent appearances by UW-Madison teams.

CLC has been very pro-active in seeking to address concerns regarding labor and

manufacturing conditions. CLC has incorporated a significant Code of Conduct into its manufacturer licensing agreements, including addenda to its Code tailored to suit the needs of different institutions. The continuing presence in the CLC contract of a provision that specifically permits UW-Madison to request an even more comprehensive Code of Conduct and the performance of services by CLC with respect to such Code makes the agreement flexible enough to accommodate changing expectations for manufacturers of apparel bearing UW-Madison trademarks and logos.

RELATED REGENT POLICY

Regent Policy 93-1 Authorization to Sign Documents (Regent Resolution 8074); Regent Policy 91-6 UW Policy on Collegiate Licensing (Regent Resolution 5791).

Revised 11/28/08

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

December 5, 2008
9:00 a.m.

UW-La Crosse
Cartwright Center
Vahalla B
La Crosse, WI

II.

1. Calling of the roll

2. Approval of the minutes of the November 6, 2008 meeting

3. Report of the President of the Board
   a. Wisconsin Technical College System Board Report
   b. Additional items that the President of the Board may report or present to the Board

4. Report of the President of the System
   a. Update on Growth Agenda Action Steps
   b. Additional items that the President of the System may report or present to the Board

5. Report of the Education Committee

6. Report of the Business, Finance, and Audit Committee

7. Report of the Capital Planning and Budget Committee

8. Additional resolutions
   a. Resolution of appreciation to UW-La Crosse

9. Communications, petitions, and memorials

10. Unfinished and additional business

11. Move into closed session to confer with legal counsel regarding pending or potential litigation, as permitted by s.19.85(1)(g), *Wis. Stats.*, and to consider a UW-Milwaukee honorary degree nomination, 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)
Jeffrey B. Bartell
Elizabeth Burmaster
Eileen Connolly-Keesler
Danae D. Davis
Brent Smith
Michael J. Spector
David G. Walsh

Business, Finance, and Audit Committee
Brent Smith (Chair)
Eileen Connolly-Keesler (Vice Chair) (Audit Liaison)
Elizabeth Burmaster
Michael J. Falbo
Betty Womack

Education Committee
Danae D. Davis (Chair)
Michael J. Spector (Vice Chair)
Judith V. Crain
Mary Quinnette Cuene
Thomas A. Loftus
Colleene P. Thomas

Capital Planning and Budget Committee
Jeffrey B. Bartell (Chair)
José F. Vásquez (Vice Chair)
John Drew
Kevin Opgenorth
David G. Walsh

Personnel Matters Review Committee
Michael J. Spector (Chair)
Judith V. Crain
Danae D. Davis
John Drew

Committee on Student Discipline and Other Student Appeals
Brent Smith (Chair)
Kevin Opgenorth
Michael J. Spector
Betty Womack

OTHER COMMITTEES

Liaison to Association of Governing Boards
Eileen Connolly-Keesler

Hospital Authority Board - Regent Members
Judith Crain
Michael J. Spector
David G. Walsh

Wisconsin Technical College System Board
José F. Vásquez, Regent Member

Wisconsin Educational Communications Board
Judith V. Crain, Regent Member

Higher Educational Aids Board
Jeffrey Bartell, Regent Member

Research Park Board
David G. Walsh, Regent Member

Teaching Excellence Awards
Danae D. Davis (Chair)
Jeffrey B. Bartell
John Drew
Colleene P. Thomas
José F. Vásquez
Betty Womack

Academic Staff Excellence Awards Committee
Eileen Connolly-Keesler (Chair)
John Drew
Kevin Opgenorth
Brent Smith
José F. Vásquez
Betty Womack

Wisconsin Partnership Program
Roger E. Axtell, Regent Liaison

Special Regent Committee for UW-Green Bay Chancellor Search
Judith V. Crain, (Chair)
Eileen Connolly-Keesler
Mary Quinnette Cuene
Michael Falbo
Betty Womack

Special Regent Committee for UW-River Falls Chancellor Search
Brent Smith, (Chair)
Eileen Connolly-Keesler
Charles Pruitt
José F. Vásquez

Special Regent Committee for UW-Parkside Chancellor Search
Michael Falbo (Chair)
Danae D. Davis
John Drew
Michael Spector

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

2009 BOARD OF REGENTS MEETING SCHEDULE

February 5 and 6, 2009, in Madison

March 5, 2009, one-day meeting in Madison

May 7 and 8, 2009, hosted by UW-Milwaukee

June 4 and 5, 2009, in Madison

July 9, 2009, one-day meeting in Madison

September 10 and 11, 2009, hosted by UW-Whitewater

October 15 and 16, 2009, hosted by UW-Eau Claire

December 10 and 11, 2009, hosted by UW-Madison