



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

May 27, 2009

TO: Each Regent

FROM: Judith A. Temby

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

PUBLIC MEETING NOTICE

RE: Agendas and supporting documents for meetings of the Board and Committee to be held in Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin on June 4 and 5, 2009.

Thursday, June 4, 2009

10:00 a.m. – All Regents Invited

- Update: 2009-11 UW System Biennial Budget
 - UW System Accountability Report
 - Update: Campus Safety Report
- 1820 Van Hise Hall

12:00 p.m. – Box Lunch

12:30 p.m. – Board of Regents Standing Committee meetings:

Education Committee
1820 Van Hise Hall

Business, Finance, and Audit Committee
1920 Van Hise Hall

Capital Planning and Budget Committee
1418 Van Hise Hall

Friday, June 5, 2009

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

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

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

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

The meeting will be webcast at <http://www.uwex.edu/ics/stream/regents/meetings/> Thursday, June 4, 2009 a.m. at 10:00 a.m. until approximately 12:00 p.m., and Friday, June 5, 2009 a.m. at 9:00 a.m. until approximately 12:00 p.m.

Investing in Wisconsin's Future: UW System's Growth Agenda Accountability Report, 2008-09

Executive Summary

BACKGROUND

Since 1993, the UW System has provided detailed annual accountability reports to the citizens of Wisconsin. These reports reflect the UW System's commitment to demonstrating its accountability to the citizens of Wisconsin. Each annual accountability report covers a broad spectrum of higher education performance measures that address diverse constituent interests. Over the years, ongoing refinements and enhancements have been made to these reports to ensure their continued relevance and value as a resource for all potential users.

This year's report, *Investing in Wisconsin's Future*, builds upon two earlier publications: *Achieving Excellence*, issued annually from 2001 to 2008, and its predecessor, *Accountability for Achievement*, published from 1993 to 1998. *Accountability for Achievement* was one of the first accountability reports for a university system. This year's report continues its predecessor's focus on key performance indicators and has been restructured and expanded to reflect the UW System's Growth Agenda for Wisconsin. *Investing in Wisconsin's Future* is available electronically on the internet at: www.uwsa.edu/opar/accountability.

REQUESTED ACTION

Information only.

DISCUSSION

Investing in Wisconsin's Future represents the UW System's continuing commitment to broad-based accountability to the citizens of Wisconsin. All of the measures in *Investing in Wisconsin's Future* were designed with the mission of the UW System in mind, concentrating on the many ways in which the University of Wisconsin seeks to serve its students and the State of Wisconsin. While it is not feasible to report on every possible area of university activity in a single document, *Investing in Wisconsin's Future* attempts to provide a balanced approach representing a broad diversity of stakeholder interests.

Investing in Wisconsin's Future includes updated information on the UW System's progress on its strategic priorities, which serve as the blueprint for the UW System's Growth Agenda for Wisconsin. The performance measures in the report include not only the traditional, widely-used indicators of access, enrollments, retention, graduation, and resource management, but also indicators of the UW System's impact on Wisconsin communities through civic participation, community outreach and engagement, and its contribution to the Wisconsin economy. In this way, the report more fully reflects the ways in which the UW System is investing in Wisconsin's future.

Each of the 15 UW institutions has created its own individual report as a companion to *Investing in Wisconsin's Future*. These reports provide common performance measures across institutions, but also highlight the unique accomplishments of each UW campus. The institution-specific reports were produced in response to suggestions from members of the Board of Regents who felt that our accountability efforts would be enhanced by the reporting of institutional measures in a format that is consistent across all campuses. Although the systemwide *Investing in Wisconsin's Future* report does include an appendix of selected institutional performance measures, the core purpose of the report is to assess performance at the system level. The institutional reports are designed to demonstrate accountability in light of the specific character and mission of each institution. The UW institutional reports are available electronically on the internet at: www.uwsa.edu/opar/accountability.

In addition to *Investing in Wisconsin's Future*, the UW System further demonstrates its accountability to the public through participation in the Voluntary System of Accountability (VSA). The VSA is a voluntary initiative of public four-year colleges and universities to provide information to parents and students on measureable educational outcomes in an accessible, understandable, and comparable way. Each UW four-year institution provides a College Portrait as part of this initiative, available at: <http://collegeportraits.org>.

June 4, 2009

UW SYSTEM UPDATE ON CAMPUS SAFETY

EXECUTIVE SUMMARY

BACKGROUND

While violence on UW System campuses is not common, national events in 2007 and 2008 heightened the awareness of safety issues. In spring 2007, following the Virginia Polytechnic Institute and State University tragedy, UW System President Kevin Reilly formed the Commission on University Security and charged it with developing recommendations for how UW institutions could prevent, intervene, respond, heal, and resume operations when confronted with the threat, or actual incidence, of major violence on campus. In addition, Governor Jim Doyle established the Task Force on Campus Safety, which was asked to review current campus safety practices, develop best practice criteria, and offer recommendations in connection with campus safety issues in Wisconsin. The reports from these two groups formed the basis of the UW System's Report on Campus Safety, which was presented to the Board of Regents in June 2008.

The 2008 Report on Campus Safety provided an overview of the ongoing efforts UW campuses had engaged in with respect to campus safety. It also set forth expectations that were intended to guide efforts as UW institutions and the UW System as a whole continued to address safety and security issues. The Report identified the prevention, intervention, and aftermath response initiatives that are the responsibility of the institutions, and those that would be undertaken by UW System Administration. This update report describes the UW System's progress toward addressing these expectations.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

The attached UW System Update on Campus Safety summarizes the actions taken by UW institutions and UW System Administration to address campus safety and security expectations identified approximately one year ago. The efforts are reflective of each UW institution's unique needs, size, location, resources, and campus and community culture.

RELATED REGENT POLICIES

None.

University of Wisconsin System Update on Campus Safety June 2009

Introduction

Campus safety has become part of institutional planning decisions made by UW campus leaders in a number of critical areas, including support services for students and staff, campus-wide communication channels, and campus security personnel. Although UW campuses are relatively safe places, notable national tragedies of school violence in 2007 and 2008 have heightened awareness of safety issues on campuses and highlighted the need to periodically revisit these issues in light of the ever changing safety environment.

In the aftermath of the 2007 tragedy at Virginia Polytechnic Institute and State University, UW System President Kevin Reilly created the Commission on University Security (Commission). At the same time, Governor Jim Doyle established the Task Force on Campus Safety (Task Force). Both groups were generally charged with identifying ways in which campuses could prevent, intervene, respond, and resume operations if confronted with the threat or actual incidence of major violence on campus.

The reports from both of these groups formed the basis of the UW System's Report on Campus Safety, which was presented to the Board of Regents at its June 2008 meeting. That report provided an overview of the ongoing campus safety efforts in which UW campuses were engaged and described how UW institutions were responding to recommendations and best practices that emerged from the Commission and Task Force. To help guide campus safety and security efforts, the UW System's Report on Campus Safety also included expectations related to prevention, intervention, and aftermath response, which are identified in italics below, and identified systemwide initiatives that would be undertaken. This report assesses the UW System's progress toward addressing these expectations and initiatives.

Prevention

The UW System's goal is to prevent violence and other harmful behavior, when possible. Successful prevention programs should minimize opportunities for crime and create an atmosphere of awareness and responsibility that reduces the chances of becoming a victim. To accomplish this, the 2008 Report on Campus Safety included expectations related to safety and security awareness campaigns, multi-disciplinary review teams, and policies and procedures.

Safety and Security Awareness Campaigns

Awareness programs are an integral part of the development and implementation of UW institutions' public safety programs. To create a safe and productive environment for the UW community, UW institutions must continue to educate students, faculty, and staff regarding possible safety and security risks and ways to mitigate those risks. As a result, *all UW*

institutions are expected to develop new or enhance existing safety and security awareness programs for students, faculty, and staff, with information appropriately disseminated.

Each UW institution has undertaken some steps toward developing and implementing an awareness campaign tailored to its campus culture and demographics. Given the student and staff turnover each year, UW institutions continue to routinely provide safety information to students and parents during orientation sessions and to faculty and staff during new employee orientation and department meetings. Numerous institutions have also purchased and shown to various groups and classes a video entitled “Shots Fired on Campus – When Lightning Strikes.” This training video is designed to help prepare students, faculty, and staff in the event that an active shooter incident occurs on campus. Other examples of recent campus initiatives include:

- UW-Green Bay and UW-Oshkosh staff offer office safety and violence prevention training and assist in the development of individualized office safety plans.
- UW-La Crosse established a liaison program with Residence Life, in which three police officers are assigned to various residence halls to provide safety programming on a regular basis.
- The UW-Madison Police Department created a six-minute video about surviving an active shooting for students, faculty, and staff, and shared this video with other institutions.
- UW-Parkside has placed informational posters about the proper steps to take in the event of an active shooter in all classrooms.
- The UW-Stevens Point Counseling Center has developed and presented seminars entitled “Dealing with Students in Emotional Distress” to various campus groups and organizations.
- UW Colleges hired a retired UW-Madison police captain to provide campus violence prevention and response training on every Colleges campus. Employee assistance program brochures were also distributed to every faculty and staff member in UW Colleges and UW-Extension.

Multi-disciplinary Review Team

The Commission and Task Force both identified multi-disciplinary review teams as critical structures in identifying and responding to students, faculty, staff, and others who pose a potential threat to the campus community. By bringing together different segments of a campus, such as counseling services, health services, residential life, and police, there is a greater possibility of identifying those displaying behavior of concern and developing appropriate intervention plans. As a result, *all UW institutions are expected to form a functioning multi-disciplinary review team to anticipate, identify, and evaluate threats and other safety concerns.*

The 2008 Report on Campus Safety stated that all UW institutions had a review team in place. These teams continue to operate on UW campuses, with their workload being constant or increasing. UW-Green Bay noted that its Student Behavior Review Team actively reviewed 14 cases in 2006-07, but worked on 137 cases in 2008-09.

In some cases, the institutions have refined their team's responsibilities, memberships, and/or procedures, to improve efficiency and effectiveness. For example:

- UW-Eau Claire developed a web-based form to report students of concern and posted this form on its Dean of Students' web site.
- UW-Madison combined its two review teams for students and employees into one team, and assigned the team responsibility for monitoring non-university affiliated individuals.
- UW-Parkside purchased a software program that allows its Risk Assessment Team to better track incidents of concern.
- UW-Platteville established an email address as a method for students, faculty, and staff to report issues to its review team.
- UW-Stout added a human resources representative to its review team and included faculty and staff behavior issues in the team's responsibilities.

Policies and Procedures

The Commission and Task Force reports identified several administrative policies that could be developed, formalized, or strengthened to enable UW institutions to more effectively intervene when threatening or dangerous behavior is demonstrated. While administrative policies and regulations cannot guarantee safe environments, they may provide prevention and intervention options and help ensure consistent and fair treatment of those on campus. Therefore, the 2008 Report on Campus Safety noted that *UW System Administration would establish workgroups to examine whether and how the proposed changes to existing policies and regulations or the creation of new policies and regulations can further promote campus safety.*

The UW System's most recent and largest undertaking in this area relates to the proposed revisions to Chapters UWS 17 and 18 of the Wisconsin Administrative Code, which address student nonacademic disciplinary procedures and conduct on University lands, respectively. Over the past two years, the UWS 17 and 18 Review Committee has sought various perspectives through the committee process itself, public listening sessions, and public comments submitted during two comment periods. In addition, the Committee researched disciplinary code language at other public universities, model code language, and literature on student discipline. If approved by the Board of Regents during its June 2009 meeting, the revised rules will be submitted to the Legislature for review, with a goal of having new rules in place for the fall 2009 academic semester.

The Commission and Task Force also recommended systemwide policy changes related to voluntary and involuntary withdrawal of distressed students, compassionate refunds, an admissions office protocol when it is learned that a serious offense was committed by an applicant, and issues of non-campus persons that might pose threats. Upon completion of the UWS 17 and 18 process, UW System Administration will further examine whether such policies should be developed and, if so, how these policies should be implemented.

Intervention

Because violent or other harmful behavior cannot be prevented at all times, some safety and security efforts must be directed toward effective intervention. This may include or require counseling and mental health services, university police and security staff, interoperable radios, emergency communication, and crisis response plans.

Counseling and Mental Health Services

UW institutions have seen an increase in the complexity and severity of student mental health issues. While the mental health of students and staff is a broader issue than that of safety, access to mental health services plays an important role in providing a safe and healthy campus environment. Therefore, *all UW institutions are expected to make counseling and mental health services available to students and staff, whether through services on campus or through referrals off campus. In addition, all UW institutions are expected to make progress toward achieving an appropriate level of counseling and mental health services.*

As of June 2008, all four-year UW institutions and four UW Colleges provided some student counseling services, such as assessments, individual counseling, crisis intervention, and outreach. Since then, most UW institutions have taken steps to address the need for additional or more intensive mental health services. For example, through segregated fee funding, all UW Colleges began providing mental health assessments and individual counseling services in the fall 2008 academic semester. Other steps taken by four-year institutions include:

- UW-Eau Claire extended its counseling hours until 9:00 p.m. on Wednesdays and transitioned to a triage system, which allows students in need of immediate counseling to have access to counselors.
- UW-La Crosse has contracted with a psychiatrist, who is available to meet with students for four hours, twice per month.
- UW-Oshkosh hired a half-time counselor to provide support to its Students at Risk Response Team.
- UW-Parkside's Counseling Center hired a full-time counselor and moved an 80 percent position to full-time status.
- UW-Platteville students and the Board of Regents supported a differential tuition effective for the 2008 fall semester. A portion of that funding has been used to add a permanent, full-time counselor in the University Counseling Center, as well as add another position to assist the Behavior Review and Recommendation Team and assist students experiencing emotional, psychological, or other situations that may interfere with successful completion of their academic career.
- UW-Stevens Point has added two full-time and two part-time counselors to its Counseling Center. The Counseling Center and the campus Office of Student Rights and Responsibilities have also collaboratively developed protocol to ease transition back-to-campus for students hospitalized for mental health reasons.
- UW-Stout added a part-time counselor during the 2008-09 academic year, and will hire an additional full-time counselor for the 2009-10 year.

- UW-Whitewater reorganized its University Health and Counseling Services during the 2008-09 academic year, which included the hiring of two part-time counselors.

In addition, at a System level, an ad hoc Mental Health Committee was created under the auspices of the UW System President's Advisory Committee on Health, Safety, and Campus Security. The charge of the Mental Health Committee is to update, expand, and/or elaborate on the language in Regent Policy Document (RPD) 23-1, Basic Health Module, to reflect changing student needs, student demographics, generally accepted mental health care practices, and community resources. The Committee is also charged with providing guidelines or best practices for adopting any changes in RPD 23-1; providing, evaluating, and measuring campus mental health counseling services; and ensuring the desired outcomes are shared across all UW institutions. The Committee's final report is expected later this summer.

University Police and Security Staff

The 2008 Report on Campus Safety noted that *each four-year UW institution is expected to have a police department headed by a well-trained, qualified law enforcement officer, and all campus police officers should be trained in the use of firearms and in responding to various crises, including that of an active shooter.*

All UW institutions have taken steps related to police and security training, staffing levels, and/or equipment. University police and security officers continue to be well trained. Officers regularly attend firearms, active shooter, and threat assessment training. In many cases, the police departments have certified training instructors on staff. In addition, many UW institutions noted that training has been conducted with external emergency response agencies. For example, UW-Milwaukee hosted a three-day multi-jurisdictional active shooter training exercise in May 2009. In addition, UW-River Falls, in partnership with Pierce County and the City of River Falls, has acquired state grant funds to host functional and full-scale training exercises later this summer.

All four-year UW institutions have a police department headed by a law enforcement officer. One of the biggest staffing changes in the last year occurred at UW-River Falls, where, as of February 2009, the campus transitioned from a security department to a police department. In addition to the police chief, UW-River Falls has two full-time certified police officers and is currently in the process of hiring part-time officers. Campus equipment purchases have included ballistic shields and helmets by UW-Eau Claire, tactical rifles by UW-Eau Claire, Oshkosh and Whitewater, and rifle cases that convert to bullet-resistant vests by UW-Platteville.

Radio Interoperability

All UW institutions have working relationships with emergency response agencies in their nearby communities. Assistance from these external agencies is often necessary for special events, such as sporting events and visiting dignitaries, and may be necessary for large-scale acts of violence or public unrest. As noted in the Report on Campus Safety in 2008, all UW police and security departments have informally or formally requested assistance from and provided assistance to local law enforcement agencies in the past. Interoperable radio communication is

critical in these cases, to ensure a seamless working relationship between UW officials and external emergency response agencies. As a result, *the UW System will move to implement interoperable radio systems between campus staff and external response agencies.*

Several UW institutions, including UW-Eau Claire, La Crosse, Stevens Point, and Superior, indicated that their radio equipment has interoperable capabilities and can readily communicate with external emergency response agencies. However, other UW institutions have needed to acquire funding for new or upgraded radio equipment. Some institutions are seeking grant funds. For example:

- UW-Parkside is currently applying for grant monies to be used to upgrade its radio system;
- UW-River Falls has submitted an application to the Wisconsin Office of Justice Assistance to replace its radios; and
- UW-Stout is working with its county emergency management office to be part of a larger grant related to interoperable radio equipment.

Because of the importance of seamless communication during emergencies, UW System Administration agreed to provide the funding, when necessary, for each campus to achieve basic radio interoperability capabilities. To date, UW System Administration funded nearly \$24,000 for such equipment at UW-Platteville.

UW institutions will continue to assess interoperability capabilities, as counties and other emergency response agencies upgrade their radio systems. As further technology or system changes occur in the future, additional UW upgrades may be needed. Funding options may include grants, UW System Administration funding, and campus reallocations.

Emergency Communication

In the aftermath of the tragedy at the Virginia Polytechnic Institute and State University, the issue of emergency notification to the campus community was examined and heavily debated. Timely and redundant notifications are necessary to alert a campus community to the ongoing threat and inform them of any actions they should take. The need for notification and the format that should be used depends on the circumstances of a particular situation and an evaluation of the threat. Because of the vital nature of communication during emergencies, *each UW institution is expected to have a plan for emergency communication to the campus community.*

All UW institutions currently report having emergency communication plans in place. The plans include notifications that use various technologies, including mass emails, reverse 911, text messaging, computer “pop-up” alerts, message boards, sirens, campus public announcement or loudspeaker systems, call centers, and websites. Because the reliability of technologies may vary, a multi-faceted approach is generally used, and all UW institutions reported periodic tests of their communication systems.

Crisis Response Plans

The UW System must be prepared to respond to any disaster or catastrophe that may disrupt its operations or delivery of services. In such an event, a crisis response plan serves as a guideline for developing and implementing a course of action to provide immediate support and meet basic safety needs. As a result, *each UW institution is expected to have a crisis response plan and review it periodically.*

At the time of the 2008 Report on Campus Safety, all UW institutions had developed a crisis response plan that addressed various scenarios, such as active shooters, pandemics, and/or natural disasters. Because these plans are evolving documents, each institution reports conducting numerous table-top and other training exercises of these plans, often in collaboration with local law enforcement and emergency response agencies, and adjusting their plans based on the information learned. For example:

- UW-Milwaukee conducted a table-top exercise in December 2008, using the scenario of a fire and explosion resulting in deaths, injuries, and loss of the campus data center and engineering building. Forty individuals participated, including the Chancellor, his cabinet, Dean of Students, Chief of Police, Campus Health Officer, and staff from Information Technology, Safety and Assurances, Human Resources, Legal Affairs, and Business and Financial Services.
- UW-Platteville conducts a table-top emergency exercise once every six months to test and revise its crisis response plan. The Chancellor's cabinet, auxiliaries' staff, and other key employees have received Incident Command System training from Grant County Emergency Management.
- UW-Whitewater staff, along with area emergency response agencies, participated in a table-top exercise facilitated by the Wisconsin Emergency Management Office. Another functional exercise is scheduled for August 2009.

Aftermath Response

The effects of a traumatizing event may be felt for days, months, or years by individuals who were injured during the event, those who witnessed it, family members of these individuals, law enforcement and emergency medical staff who responded to the event, and the campus community as a whole. Following such an event, one of the UW System's top priorities will be to provide support and assistance to these individuals. Therefore, the 2008 Report on Campus Safety included expectations related to advanced planning and continuity of operations (COOP) plans and effort assessments.

Advanced Planning and COOP Plans

A COOP plan outlines how, in light of a crisis, UW services and operations will continue or resume. While UW institutions have flexibility in choosing how to address specific campus safety and security risks, each COOP plan should be capable of implementation without warning, operational within 12 hours of activation, and able to be maintained for up to two weeks. Therefore, *each UW institution is expected to make progress toward developing and implementing a COOP plan and conduct advanced planning for managing the aftermath of a crisis.*

At the time of the 2008 Report on Campus Safety, UW institutions were in varying stages of preparing their COOP plans, and UW System Administration had contracted with the UW-Madison Police Department to provide COOP planning and maintenance services to all UW institutions. While developing and maintaining COOP plans is time intensive and represents a resource challenge, UW institutions continue to make progress in this area. For example:

- UW-Eau Claire has identified 15 essential areas that must be incorporated within its COOP plan, which is approximately 50 percent complete and projected to be finished by the end of summer 2009.
- UW-Milwaukee has completed phases one through four in almost all critical areas, with the final fifth phase currently being scheduled.
- UW-Stout has created a team that is responsible for developing its COOP plan, which will be completed by August 2009.
- Each UW Colleges campus is developing a COOP plan. They are currently working on the fourth phase, out of five.

Effort Assessments

Evaluating our individual and collective efforts relating to campus safety is a critical component to ensuring that our policies, practices, and programs are as effective as possible. Toward that end, *each UW institution will regularly assess its campus safety and security plans and, after a crisis, conduct a post-incident assessment.*

Several UW institutions noted that an assessment and action report are written and shared with others after the activation of any plan, table-top exercise, or functional exercise. For example, UW-Green Bay and UW-Milwaukee plan on conducting assessments of their responses to the recent H1N1 flu outbreak. Thankfully, many UW institutions have not recently encountered crises that required post-incident assessments. However:

- UW-La Crosse completed assessments after 2008 political campaign visits and after a significant national conference was held on campus in April 2009.
- UW-Milwaukee and UW-Oshkosh reviewed their plans after the June 2008 flooding of critical campus areas.
- UW-Stevens Point staff and the Stevens Point Fire Department completed an assessment after a campus-wide power outage in October 2008, focusing on safety and compliance with electrical, building safety, and fire codes.
- UW-Stout performed a post-incident assessment to evaluate its response to an off-campus house fire that killed three students.
- In summer 2008, UW-Whitewater conducted a post-incident assessment of its response to a boiler explosion, to review the effectiveness of various actions and explore alternative actions that may have led to faster resolutions.

Systemwide Initiatives

In an effort to help UW institutions more effectively and efficiently meet the expectations listed above, the 2008 Report on Campus Safety noted that some communication, coordination, training, and funding efforts would be undertaken on a systemwide basis.

Communication and Coordination

Effective and efficient campus safety and security plans require good communication and coordination between and among UW institutions and with our educational partners. To prevent each UW institution from “reinventing the wheel,” it is important to share campus safety-related issues, problems, and solutions with one another and to take advantage of the State’s and the UW System’s expertise.

To attain this goal, the newly-created President’s Advisory Committee on Health, Safety, and Security has largely taken the lead on systemwide communication and coordination efforts. The Committee was created by expanding the membership of a previously existing group that focused on health and safety issues of students. In addition to one student representative, the Committee currently consists of either a campus or System Administration representative from each of the following areas: academic affairs, student affairs, campus security, risk management, health, legal, government relations and communication, operations review and audit, and human resources.

The Committee is responsible for proactively identifying potential and existing health, safety, and security risks, gathering and sharing information about these risks, and recommending, where practical, systemwide policies, procedures, and guidelines. To date, the Committee has provided leadership in coordinating systemwide safety and security training, reviewing student health insurance issues, and furthering the discussion of campus mental health services with its creation of an ad hoc committee. The Committee is also monitoring and assessing applicable state and federal legislation, such as provisions in the Higher Education Opportunity Act relating to campus safety and security measures.

Training

Training is another critical component in developing, implementing, and maintaining effective campus safety and security plans. Instead of each UW institution establishing its own training program, a systemwide approach would be more efficient in many cases. Therefore, the UW President’s Advisory Committee has assumed the leadership in designing and organizing a comprehensive systemwide health, safety, and security training program.

Threat assessment training was identified as one of the greatest and most immediate training needs for those who have daily interaction with the campus community, including the multi-disciplinary review team members, police officers, faculty, and staff. Systemwide training in this area has been robust:

- In December 2007, 107 participants from various areas, including police, counseling centers, student affairs, and human resources, attended an 8-hour threat assessment training session. All four-year campuses, six UW Colleges, UW Colleges administration,

and UW System Administration were represented. The training was presented by Dr. John Nicoletti, a nationally recognized clinical psychologist and expert on violence, and included information on identifying characteristics of persons on a violence continuum and using different interruption and intervention strategies.

- In June 2008, 138 participants from all 26 UW campuses' multi-disciplinary review teams, UW Colleges Administration, and UW System Administration attended additional threat assessment training. The training included presentations from police, deans of students, and staff from counseling, employee assistance, equity and diversity, disability resource, and legal offices to share ideas and information and included case study discussions.
- In February 2009, approximately 100 UW staff members registered for a third threat assessment workshop. This session focused on record-keeping and various legal issues. It also showcased the best practices put in place by UW campuses.
- In June 2009, UW police personnel will attend a two-day training session that is being offered at three locations. These sessions will provide four hours of training on advanced threat assessment, including the detection, identification, and classification of threats and possible intervention, interruption, and response strategies. The remaining day and a half will be a "train the trainers" session, in which officers will be taught how to best present awareness information to students, faculty, and staff on their campuses in an effort to prevent violent incidents.

Additionally, in January 2009, the President's Advisory Committee sent a training survey to all UW institutions to identify and prioritize other campus training needs. A training program will be developed based on the institutional responses.

Funding and Resource Commitments

The UW System recognizes that the increased safety and security efforts will require attention to funding and resource allocations. While some initiatives may be accomplished with existing staff and resources, others may be more cost- and staff-intensive. Therefore, the 2008 Report on Campus Safety indicated that the UW System would actively explore opportunities for state and external funding to support these efforts.

All UW institutions have needed to address funding implications associated with their safety and security initiatives. Given the current budgetary and economic climate, it is unlikely that UW institutions will be able to secure new or additional state support for these initiatives. Instead, UW institutions are prioritizing their safety and security risks and needs, collaborating with external agencies, and moving related costs to program revenue sources, where possible. In addition, as previously noted in this report, several UW institutions have sought or are currently seeking federal and state grants, and UW System Administration has provided funding for interoperable radios and training. Nevertheless, funding and resources will continue to be a challenge.

Conclusion

While the safety of UW students, faculty, staff, and visitors has always been a priority within the UW System, national incidents of violence in 2007 and 2008 highlighted the need for various campus safety and security measures. In June 2008, the UW System Report on Campus Safety was presented to the Board of Regents. This report identified campus and systemwide expectations to help guide efforts as institutions addressed these issues. The expectations embraced a comprehensive approach to campus safety and security, focusing on how to prevent violence or other harmful behavior, how to intervene when necessary, how to respond after a traumatizing event, and what systemwide efforts could be undertaken.

To identify and assist those in need and to help keep our campuses safe, UW institutions have used their limited resources to implement numerous safety and security initiatives and establish or enhance processes and systems. Since June 2008, all UW institutions have made progress in achieving the expectations outlined in the UW System Report on Campus Safety. Progress in each area does vary, depending on the campuses' demographics, culture, previously existing programs, and resources.

The UW System remains committed to the previously identified prevention, intervention, aftermath response, and systemwide expectations. However, as expected, the initiatives that require extensive staff and funding commitments, such as systemwide policies, mental health counseling, and COOP plans, will take longer to fully implement, and resource challenges will continue to be an issue, given the State's current economic environment.

Revised 5/26/09 – 1:59 p.m.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee - Thursday, June 4, 2009
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

10:00 a.m. All Regents Invited

- Update: 2009-11 UW System Biennial Budget
- UW System Accountability Report
- Update: Campus Safety Report

12:00 p.m. Box Lunch

12:30 p.m. Education Committee

- a. UW-Milwaukee Charter School Contract Extension for the Tenor High School.
[Resolution I.1.a.]
- b. UW-River Falls: Presentation of Campus Academic Plan.
- c. First Readings of Revised Missions:
 1. UW-Stout;
 2. UW-La Crosse.
- d. Consent Agenda:
 1. Approval of the Minutes of the May 7, 2009, Meeting of the Education Committee and of the Joint Meeting of the Education and Business, Finance, & Audit Committees;
 2. UW-La Crosse: B.A./B.S. in Women's Studies;
[Resolution I.1.d.(2)]
 3. UW-Stout: Program Authorization of the B.S. in Game Design and Development;
[Resolution I.1.d.(3)]
 4. UW-Stout: Program Authorization of the B.S. in Property Management;
[Resolution I.1.d.(4)]
 5. Approval: UW System Appointments to the Natural Areas Preservation Council;
[Resolution I.1.d.(5)]
 6. Announcement of the proffer from the Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music.
[Resolution I.1.d.(6)]
- e. Report of the Senior Vice President:
 1. Follow-up on March Discussion of Plan 2008 and Inclusive Excellence;

2. Report on Promotions, Tenure Designations, and Related Academic Approval Items.
[Resolution I.1.e.(2)]
- f. Approval: Revisions to Chapters UWS 17 & 18.
[Resolution I.1.f.]
- g. Additional items may be presented to the Education Committee with its approval.

The University of Wisconsin-Milwaukee
Charter School Contract Extension
for the Tenor High School

EDUCATION COMMITTEE

Resolution I.1.a.:

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the extension of the charter school contract with Seeds of Health, Inc., together with amendments to the contract, maintaining a charter school known as the Tenor High School.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
TENOR HIGH SCHOOL CHARTER RENEWAL**

Executive Summary

BACKGROUND

Wisconsin Statute 118.40 grants authority for the University of Wisconsin-Milwaukee (University) to authorize charter schools within the city of Milwaukee (City). The central purpose of the charter school legislation is to eliminate a significant portion of statutory requirements and administrative regulations imposed on public schools and, in turn, demand public accountability tied to actual performance. The authorization of a charter school requires the creation of a charter (contract) that specifies the requirements under which the school will operate and provides protection to the University and the Board of Regents. An initial contract is granted for a five-year period during which the school must demonstrate progress toward stated goals.

The charter renewal process is based on the evaluation of continuous school improvement efforts through monthly site visits and a summative evaluation that is initiated two years prior to the terminal date of an existing contract. The decision to extend or not to extend a contract is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action. Renewal of a contract is usually for an additional four or five-year period. A school may, however, be given a shorter renewal period if the evaluation reveals specific changes that require closer monitoring. Renewal of a contract is based on evidence of meaningful progress on key measures of performance that include: student well-being, academic success, faithfulness to the charter, ability to communicate and transmit the mission, parent and student satisfaction, staff satisfaction with professional and organizational growth, viability of the charter school, fiscal stability of the charter school, and contractual compliance.

Charter schools are financed through a combination of state and federal aid, and private donations. The University provides no funds for the operation of the charter schools. UW-Milwaukee's Office of Charter Schools (Office) is financed through a fee, currently about 1%, of each school's base state aid, charged to each charter school. No University funds are provided to support the Office. Each charter school must have in force specific insurance coverage, determined by the UW-Milwaukee Risk Management Department, and must, through its insurance program, indemnify and hold harmless the Board of Regents of the University of Wisconsin System, its officers, employees, and agents for any claims or liabilities occurring in connection with the school or its contractor's performance under the contract. The present model contract allows UW-Milwaukee to terminate the contract at any time if student health or safety is in question, or with proper notification for: lack of student academic progress, financial insolvency, noncompliance with applicable law or the contract or falsification of information, insufficient enrollment, or the failure to meet school opening requirements.

Seeds of Health, Inc., was granted an initial charter by the Board of Regents on February 23, 2005, to operate the Career Education Academy as a charter school authorized by UW-

Milwaukee. The school's name was changed to Tenor High School (Tenor) before it was opened in September of 2005. Tenor offers students the opportunity to graduate with both a high school diploma from Tenor and a program certificate from Milwaukee Area Technical College (MATC). Students qualify to attend MATC after passing the MATC Accuplacer Examination and complete their senior year at MATC. Tenor has just concluded its fourth year of operation with an enrollment of 206 students in grades nine through twelve.

Based on its strong performance and operation, UW-Milwaukee Chancellor Carlos Santiago and the Office of Charter Schools recommend that the Tenor High School charter receive a five-year extension.

REQUESTED ACTION

Approval of Resolution I.1.a., authorizing the extension of the charter school contract with the Seeds of Health, Inc., to operate a public school known as the Tenor High School.

DISCUSSION

Evaluation Findings Summary: Tenor High School (THS) has made excellent progress during its initial years of operation. The 2007-08 average daily attendance rate was 96.4%, school discipline is very good, students and parents are highly satisfied with the school. The student population is 80% minority and 68% low income.

Academically, Tenor students are significantly outperforming Milwaukee Public School (MPS) high school students. On a three year average, the percentage of Tenor students deemed to be proficient or advanced on the Wisconsin Knowledge and Concepts Examination (WKCE) exceeded MPS results by 25 percent in reading, 22 percent in language, 18 percent in mathematics, 18 percent in science, and 22 percent in social studies.

On the 2007-08 Measures of Academic Progress (MAP), which measures academic growth for students in grades nine and ten, grade nine students exceeded expected growth in reading and language and grew, but did not exceed expected growth in mathematics; grade ten students exceeded expected growth in reading and mathematics and grew but did not exceed expected growth in language.

In 2007, 46% of eligible Tenor tenth-grade students took the ACT as compared to 43% of MPS students. The average composite ACT score for Tenor students was 18.4 as compared to 17.4 for MPS students.

Tenor is fully compliant with all contractual obligations and meets all financial requirements. Seeds of Health, Inc., provides financial and logistic support for Tenor. The school has strong leadership. The board, executive director, and principal work together to ensure Tenor's success.

The following figures provide a graphical presentation of the Tenor student achievement in comparison to that of Milwaukee Public School students and in regard to expected growth.

Figure 1 shows the reading proficiency level of THS students as compared to MPS students for 2005, 2006, and 2007. THS results exceed MPS results by an average of 24%, with an average of 62% of the students testing as proficient or advanced. The year-to-year THS results show greater variability than the MPS results because of the much smaller number of students. No trends in test scores were evident.

Figure 1: WKCE Reading Proficiency Levels

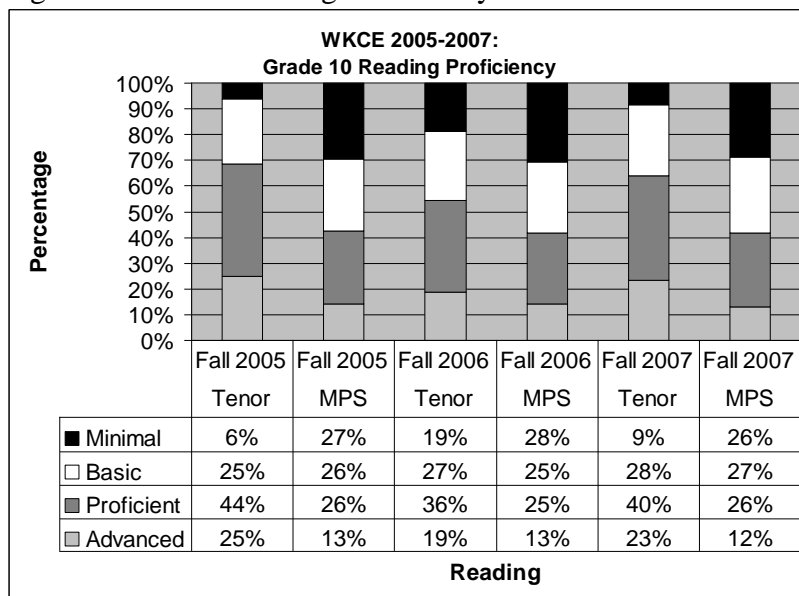


Figure 2 shows the language proficiency level of THS students as compared to MPS students for 2005, 2006, and 2007. THS results exceed MPS results by an average of 22%, with an average of 60% of the students testing as proficient or advanced. The year-to-year THS results show greater variability than the MPS results because of the much smaller number of students. No trends in test scores were evident.

Figure 2: WKCE Language Proficiency Levels

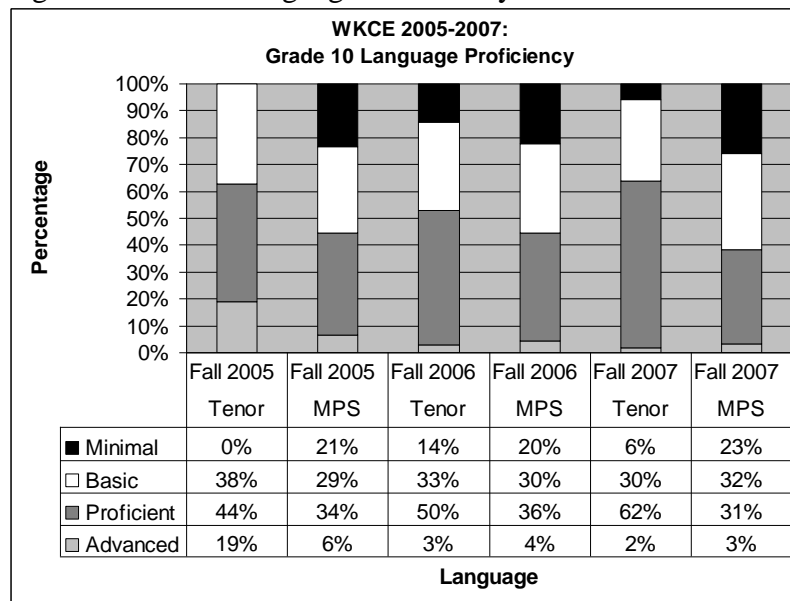


Figure 3 shows the mathematics proficiency level of THS students as compared to MPS students for 2005, 2006, and 2007. THS results exceed MPS results by an average of 21%, with an average of 46.3% of the students testing as proficient or advanced. The year-to-year THS results show greater variability than the MPS results because of the much smaller number of students. No trends in test scores were evident.

Figure 3: WKCE Mathematics Proficiency Levels

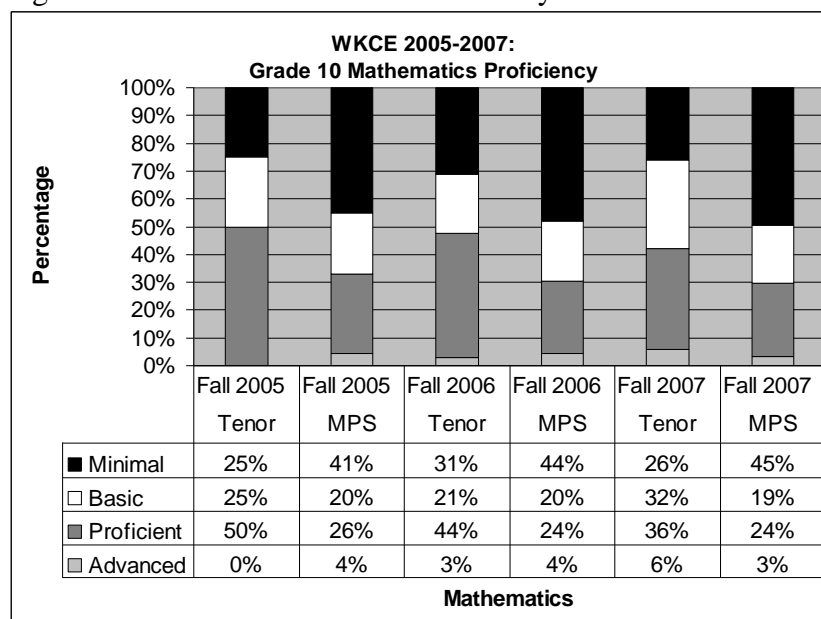


Figure 4 shows the science proficiency level of THS students as compared to MPS students for 2005, 2006, and 2007. THS results exceed MPS results by an average of 21%, with an average of 45% of the students testing as proficient or advanced. Proficiency levels in science are lower than for any other subject area. However, THS results in science showed improvement every year and were 29% higher than MPS results in 2007-08. The year-to-year THS results show greater variability than the MPS results because of the much smaller number of students.

Figure 4: WKCE Science Proficiency Levels

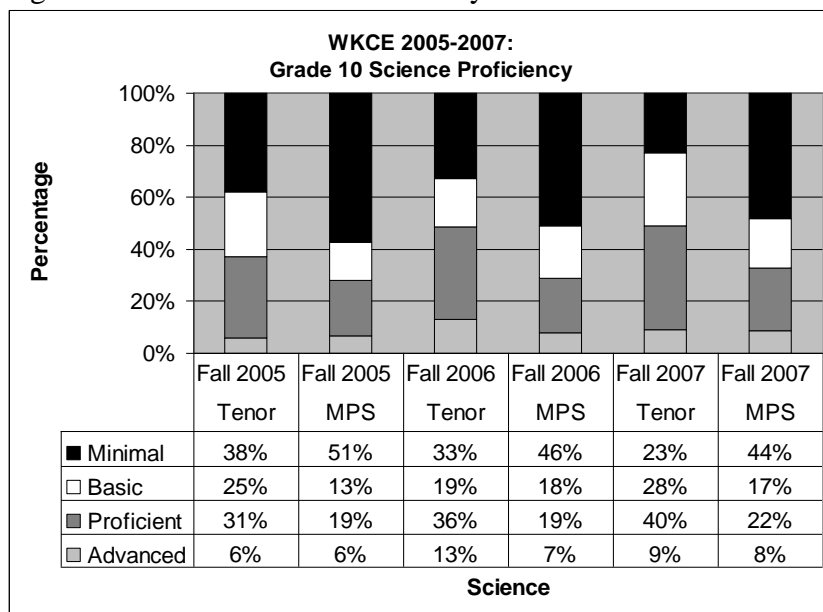
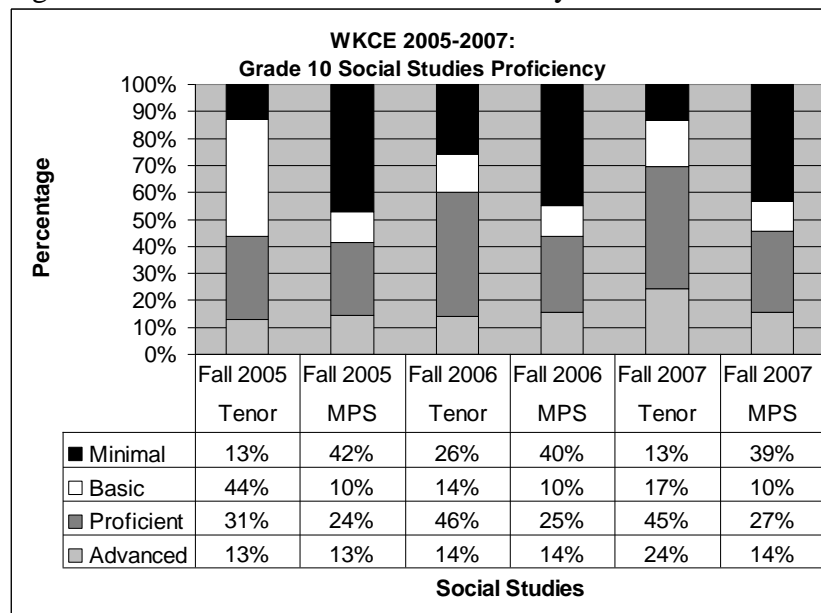


Figure 5 shows the social studies proficiency level of THS students as compared to MPS students for 2005, 2006, and 2007. THS results exceed MPS results by an average of 19%, with an average of 57.6% of the students testing as proficient or advanced. The results show definite improvement from year-to-year, with the 2007-08 results exceeding the 2005-06 results by 25%. The year-to-year THS results show greater variability than the MPS results because of the much smaller number of students.

Figure 5: WKCE Social Studies Proficiency Levels



Measures of Academic Progress (MAP)

Tables 1, 2, and 3 display the results of Fall and Spring MAP assessments in reading, mathematics, and language for Tenor students in grades 9, 10, and 11. The achieved growth is compared to the expected growth norms for the assessment in grades 9 and 10. Growth norms have not been developed for grade 11. Ninth graders exceeded expected growth norms in reading and language but fell below the expected growth level in mathematics. Tenth grade students exceeded expected growth norms in reading and mathematics but fell below expected growth in language. Eleventh grade students grew considerably in all three subject areas.

Table 1

	Reading Fall 2007	Spring 2008	Growth	Expected Growth	Difference
Grade 9	217.2	221.3	4.1*	1.6	2.5
Grade 10	222.0	224.3	2.3*	0.8	1.5
Grade 11	222.8	225.1	2.3	N/A	
Decline	grew, but didn't meet growth norm		*met or exceeded growth norm		

Table 2

	MATH Fall 2007	Spring 2008	Growth	Expected Growth	Difference
Grade 9	224.4	226.2	1.8	3.2	-1.4
Grade 10	225.7	228.7	3.0*	2.8	0.2
Grade 11	229.2	231.4	2.2	N/A	
Decline	grew, but didn't meet growth norm		*met or exceeded growth norm		

Table 3

	Language Fall 2007	Spring 2008	Growth	Expected Growth	Difference
Grade 9	217.4	219.6	2.2*	1.4	0.8
Grade 10	222.7	223.1	0.4	1.1	-0.7
Grade 11	223.3	225.9	2.6	N/A	
Decline	grew, but didn't meet growth norm		*met or exceeded growth norm		

ACT College Entrance Examination

Tenor students interested in attending a four-year university took the ACT college entrance examination in 2007. The THS results are shown in comparison to results for MPS students and all students taking the exam in the state of Wisconsin. The percentage of THS students taking the ACT was slightly higher than for MPS but well below the state level. Results for THS students were higher than those for MPS students by an average of 2.8%. Tenor composite scores ranged from 14 to 24.

Table 4: ACT Test Results

Test Year	# Students	% Students	English	Mathematics	Reading	Science	Composite
2007 - Tenor	21	46	17.9	17.4	18.9	19.3	18.4
2007 - MPS	2,071	43	16.6	17.2	17.9	17.9	17.4
2007 - State	46,430	70	21.6	22.2	22.4	22.4	22.3

MATC Participation

Students at Tenor High School have the opportunity to earn a dual certification: a Tenor High School diploma and a certificate or diploma from Milwaukee Area Technical College (MATC) their senior year. Forty-one seniors were enrolled at Tenor High School for the first semester of the 2008-09 school year. Of the forty-one seniors, thirty-one students (76%) were enrolled at MATC, four students (9.4%) were placed at full-day internships aligned to their career interests, and six students (14.6%) remained at Tenor to complete diploma requirements. These students have the opportunity to attend MATC second semester based upon credit completion and an appropriate placement score on the Accuplacer, the MATC entrance exam which is an indicator used by Tenor as a measure of college readiness.

Upon completion of the first semester, twenty-five students (61%) continued at MATC for the second semester. Five students (12.2%) were not able to continue at MATC due to poor attendance. One student (2.4 %) was not able to continue due to the difficulty of the work. Five of these students have returned to Tenor High School to complete their course work, and will earn a Tenor High School diploma in June; one student transferred to a different high school. Additionally, the six students (14.6%) who began the year at Tenor did not complete enough credits to attend MATC second semester, and will continue second semester at Tenor to

complete their course work needed to graduate in June. Four students (9.4%) continued within their full-day internships aligned to their career interests. The average grade point average of the twenty-five students attending MATC for the first semester and continuing for the second semester is 2.9, the lowest 2.0, and the highest 4.0. Students are enrolled in a variety of programs including: American Indian Studies, automotive maintenance technician, business management, deaf awareness, home inspection, hotel hospitality management, marketing specialist, Microsoft network administration, mechanical and computer drafting, multimedia, phlebotomy, and photography. Of the twenty-five students enrolled at MATC, it is anticipated that all will earn a certificate or diploma and will earn college credits to transfer to a university or to continue at MATC in an Associate Program. The remaining fifteen students will earn a Tenor High School Diploma in June. Thus, forty students will earn either a dual certification diploma or a Tenor High School Diploma.

The evaluation of Tenor High School resulted in several major recommendations for continual improvement, including: (1) the actions necessary to reduce teacher turnover; (2) the establishment of staff development and mentoring programs to improve the instructional capabilities of beginning teachers; and (3) the review, revision, and implementation of mathematics instructional activities which simultaneously move student through high school mathematics and address basic mathematics deficiencies.

Contract

The model charter agreement is updated with each renewal or charter school addition. Significant changes to the Tenor contract include: (1) Article Three, Section 3.1 (11) and Appendix C that specify revenue and expenditure categories which must be included in the annual audit report; (2) Article Nine, Section 9.1 allows the contract to be revoked by UW-Milwaukee if current liabilities exceed current assets, the organization has been adjudged bankrupt, or a qualified audit opinion state that the organization is not a “going concern;” and (3) Article Nine, Section 9.1 allows the contract to be revoked by UW-Milwaukee if enrollment drops below a specified minimum. None of these contractual changes is a concern for Tenor.

It is recommended that Tenor High School receive a full five-year charter renewal. No special conditions are recommended. The full Evaluation Report prepared by the UW-Milwaukee Office of Charter Schools for the Board of Regents may be found at: <http://www.uwsa.edu/bor/agenda/2009/TenorCharterSchoolEvaluation.pdf>. The Tenor High School Charter Contract may be found at: <http://www.uwsa.edu/bor/agenda/2009/TenorCharterSchoolContractRenewal.pdf>.

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999).



Academic Affairs

Provost and Vice Chancellor

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P.O. Box 413
Milwaukee, WI
53201-0413
414 229-4501 phone
414 229-2481 fax
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May 6, 2009

To: Rebecca Martin
Senior Vice President for Academic Affairs, University of Wisconsin-System

From: Rita Cheng 
Provost and Vice Chancellor

Re: Recommendation that Seeds Of Health, Inc. be granted a five year extension to its charter in order to continue to operate a public school known as the Tenor High School.

The Office of Charter Schools (Office) has recommended to Chancellor Santiago and me that the Seeds of Health, Inc. be granted a charter extension to continue to operate a public school known as the Tenor High School (Tenor).

Background: Seeds of Health was granted an initial charter by the Board of Regents on February 23, 2005 to operate Tenor High School (Tenor) as a charter school authorized by the University of Wisconsin-Milwaukee (UWM). The school opened in September of 2005. Tenor is completing its fourth year of operation with an enrollment of 206 students in grades nine through twelve. Twelfth grade student are dually enrolled in Tenor and the Milwaukee Area Technical College (MATC) and are expected upon graduation from Tenor to also earn a certificate from MATC.

Evaluation Findings Summary: Tenor has made excellent progress during its initial years of operation. The 2007-08 the average daily attendance rate was 96.4%, school discipline is very good, students and parents are highly satisfied with the school. The student population is 80% minority and 68% low income.

Academically, Tenor students significantly outperformed the Milwaukee Public School (MPS) high school students in the 2005-08 school years. On a three year average, the percentage of Tenor student deemed to be proficient or advanced on the Wisconsin Knowledge and Concepts Examination (WKCE) exceeded MPS results by 25 percent in reading, 22 percent in language, 18 percent in mathematics, 18 percent in science, and 22 percent in social studies.

On the 2007-08 Measures of Academic Progress (MAP), which measures academic growth for students in grades nine and ten, grade nine students exceeded expected growth in reading and language and grew, but did not exceed expected growth in mathematics, grade ten students exceeded expected growth in reading and mathematics and grew but did not exceed expected growth in language.

In 2007, 46% of eligible Tenor tenth grade students took the ACT as compared to 43% of MPS students. The average composite score for Tenor students was 18.4 as compared to 17.4 for MPS students.

Tenor is fully compliant with all contractual obligations and meets all financial requirements. Seeds of Health, Inc. provides financial and logistic support for Tenor. The school has strong leadership. The board, executive director, and principal work together to ensure Tenor's success.

Major recommendations for continual improvement include: (1) the reduction of teacher turnover, (2) the establishment of staff development and mentoring programs to improve the instructional capabilities of beginning teachers, and (3) the review, revision, and implementation of mathematics instructional activities which simultaneously move student through high school mathematics and address basic mathematics deficiencies.

Contract: The model charter agreement is update with each renewal or charter school addition. Significant changes to the model contract which are included in the Tenor contract are as follows: (1) Article Three, Section 3.1 (11) and Appendix C that specify revenue and expenditure categories which must be included in the annual audit report, (2) Article Nine, Section 9.1 allows the contract to be revoked by UWM if the schools current liabilities exceed current assets, the organization has been adjudged bankrupt, or a qualified audit opinion states that the organization is not a going concern and (3) Article Nine, Section 9.1 allows contract to be revoked by UWM if enrollment drops below a specified minimum. None of these contractual changes are a concern for Tenor High School.

Requested Action: Chancellor Santiago and the Office of Charter Schools request that the Tenor High School Charter be extended for five years.

I am requesting that this be placed on the agenda for the Board of Regents Education Committee meeting in June 2009.

A copy of the revised contract is attached and is also being transmitted electronically to Rebecca Karoff of UW System Academic and Students Services and to Pat Brady of UW System Office of the General Counsel.

If you have questions, please feel free to contact my office at 414-229-4501 or Professor Robert Kattman, Director, Office of Charter Schools at 414-229-5679.

cc: Carlos Santiago, Chancellor
Kirstin Goetz, UWM Legal Affairs
Robert Kattman, Director, Office of Charter Schools

**UNIVERSITY OF WISCONSIN-RIVER FALLS:
PRESENTATION OF CAMPUS ACADEMIC PLAN**

EXECUTIVE SUMMARY

BACKGROUND

In February 2008, the UW System Board of Regents Education Committee and the Office of Academic Affairs instituted a new process whereby UW institutions periodically (e.g., every five years) present their campus academic plans to the Committee. These plans vary from institution to institution and address academic programming and array, re-accreditation, and general education, as appropriate. The campus academic plans 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.

The academic plans are presented to the Board of Regents for information only. Individual academic program proposals continue to follow the program approval process outlined in Academic Information Series-I (ACIS-I Revised) and are subject to Board approval, within the framework of the proposing institution's academic plan.

UW-River Falls has come to a pivotal moment in the institution's history, poised as it is to install a new Chancellor on June 1, 2009, and a new Provost on July 1, 2009. Under the leadership of an Interim Chancellor and Interim Provost, UW-River Falls has continued to make progress on "Living the Promise," the university's strategic planning effort begun by former Chancellor Don Betz. The campus has begun to implement key components of the strategic plan, a process that has coincided with the university's reaccreditation by the Higher Learning Commission (HLC). At the June 2009 meeting of the Education Committee, UW-River Falls will present the highlights of its strategic planning implementation and the HLC visit as part of its campus academic plan.

REQUESTED ACTION

For information purposes only; no action is required.

DISCUSSION

HLC Accreditation

On October 29, 2008, UW-River Falls received official notification from the Higher Learning Commission reaffirming its continued accreditation until its next comprehensive evaluation in 2018-2019. The HLC evaluation team visited the campus on April 21-24, 2008, and completed its report in July 2008. The final report found that UW-River Falls was in fulfillment of all criteria for accreditation and it made no recommendations for follow-up review. The evaluation team commended the campus for a self-study process that was "extremely open and included a wide cross-section of the campus community and its stakeholders." The team

noted the same commitment to transparency and openness in strategic planning and decision-making on campus, citing particularly the “open, transparent and highly participatory budget process” which provides “a means to link intentionally budget decisions to the strategic plan.”

While the written report from HLC did not cite areas of concern, the oral report made by the site visit team to the campus leadership expressed two areas for improvement, which the campus has already begun to address. First, the team acknowledged that assessment of student learning outcomes at UW-River Falls “is still in its infancy,” although the campus has the commitment and structures in place. Since the site visit, the campus’s academic leadership has worked with the Faculty Senate Assessment Committee to revise the process of assessing student learning outcomes in order to integrate it fully into the review of academic programs. The second issue that the HLC evaluation team identified related to the employment of Instructional Academic Staff. The campus has responded by revising the strategic plan to address issues specific to Instructional Academic Staff, such as revising policies for evaluation and promotion, clarifying the place of IAS in the governance structure, and streamlining the process for issuing contracts in a timely way.

Academic Program Prioritization

The Operating Paradigm of “Living the Promise,” the 2007-2012 strategic plan of the University of Wisconsin-River Falls, states that the university will “assess all university programs and units in relation to institutional priorities” and “allocate resources consistent with institutional priorities and program and unit assessments.” For the past two years, the campus has worked to assess all academic programs and administrative units. The campus has now completed the assessment of all administrative units on campus and has identified potential efficiencies through reorganization and process redesign.

Working within the context of shared governance, the campus conducted a comprehensive review of all academic programs, including not only majors but also minors and sub-majors (e.g., emphases, options, and tracks). Academic departments wrote a self study for each of their academic programs, addressing five key criteria: mission and strategic plan; external and internal demand; quality of program inputs and outcomes; productivity, costs, and efficiency; and benchmarking with peers. Each of the university’s four Colleges evaluated programs, which they have forwarded for review at the university level by the Deans Council. The Deans Council will then forward its final recommendations, including graduate programs, to the Faculty Senate for review and approval. As a result of this process, UW-River Falls will be eliminating or reducing 20% of its academic programs, enhancing 20%, and maintaining 60%. While the academic program prioritization process will not be completed until Fall 2009, departments have already recommended programs (including, e.g., the broad area music major, the communicative disorders minor, and the polymer option in the chemistry major) for elimination and reduction based on program level planning.

Academic Plan

UW-River Falls’ academic plan focuses on a continued commitment to the disciplines represented by the College of Arts and Sciences, the College of Agriculture, Food and

Environmental Sciences, the College of Business and Economics, and the College of Education and Professional Studies. The institution will continue to invest in and develop excellent and distinctive programs in Science, Technology, Education, and Mathematics (STEM) education, through the collaboration of all four colleges. Through its strategic plan, *Living the Promise*, UW-River Falls will focus on campus initiatives that involve significant curricular components—modeling sustainability principles, expanding global literacy, developing engaged leaders, and fostering a culture of inclusiveness. The institution will continue to invest in faculty development in the area of high impact pedagogies, such as undergraduate research, first-year experience, service learning, and internships, which are all hallmarks of the primary goal of “Living the Promise,” to create a culture of learning.

With new administrative leadership arriving on campus in Summer 2009, UW-River Falls is poised to build upon its traditions of academic excellence and those initiatives identified through its strategic plan as critical to offering the citizens of Wisconsin a dynamic, relevant, 21st-century education.

REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 2007)
Academic Informational Series #1 (ACIS-1 Revised June 2006)

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

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Stout requests approval for its newly revised Mission Statement. The need for a revised mission statement became clear following the designation of UW-Stout as Wisconsin's Polytechnic University by the Board of Regents in March 2007. That designation led to several changes, including the review of Stout's current mission. A review committee, convened by Chancellor Sorensen and led by Provost Furst-Bowe, developed a new mission statement to more accurately reflect UW-Stout's polytechnic identity and future directions. The revised mission has been reviewed extensively on campus and was approved by UW-Stout's Faculty Senate, Academic Staff Senate, and the Stout Student Association in Spring 2009.

UW-Stout's current Select Mission Statement and the revised Select Mission Statement are provided. The revised document is an entirely new statement articulating UW-Stout's select mission.

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

REQUESTED ACTION

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



Office of the Chancellor

University of Wisconsin-Stout
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Menomonie, WI 54751-0790

715/232-2441
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<http://www.uwstout.edu/chancellor/>

TO: Kevin Reilly, President
University of Wisconsin System
UW System Board of Regents

FROM: Charles W. Sorensen, Chancellor
UW-Stout

A handwritten signature in black ink, appearing to read "Charles W. Sorensen".

DATE: May 13, 2009

RE: Revised UW-Stout Mission

In March 2007, the University of Wisconsin System Board of Regents designated UW-Stout as Wisconsin's Polytechnic University. That led to a variety of internal and external changes at UW-Stout and also led to a review of whether our present [Select Mission](#) meets the needs of UW-Stout as we move into the future.

I therefore asked Provost Julie Furst-Bowe to lead a committee to review the present mission and recommend any changes to me. That committee met over the winter and recommended a new mission that more accurately reflects UW-Stout's future direction. The committee also recommended a new vision statement and list of values.

That updated mission, along with the new vision statement and values, has been reviewed and approved by the Faculty Senate, Senate of Academic Staff and the Stout Student Association. I am proud to forward this new mission to the Board of Regents for their review and approval:

Mission:

University of Wisconsin-Stout is a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and serve a global society.

It was clearly the consensus on campus that this new mission more accurately reflects UW-Stout now and where we are headed as an institution in the 21st century. It also is much easier to understand and use than our present mission statement.

I ask that the Education Committee of the Board of Regents includes this revision on its agenda at the earliest possible meeting so that we may commence the official review and approval process, which will include a Regent-sponsored hearing on campus. It is our hope that the new mission will be in place for the start of the 2009-10 academic year.

Thank you for your timely consideration of our request.



Select Mission of the University of Wisconsin-Stout (Current)

University of Wisconsin-Stout, as a special mission institution, serves a unique role in the University of Wisconsin System. UW-Stout is characterized by a distinctive array of programs leading to professional careers focused on the needs of society. These programs are presented through an approach to learning which involves combining theory, practice and experimentation. Extending this special mission into the future requires that instruction, research and public service programs be adapted and modified as the needs of society change.

- The university offers 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.
- The university integrates the humanities; arts; and natural, physical and social sciences into its undergraduate programs. Experiences in these areas provide a foundation for the major field of study, promote continuing personal and professional growth, and prepare the student to deal constructively with issues and opportunities of the future. The university places special emphasis upon student development.
- The university's programs center on human development and interpersonal relationships, efficient and effective practices in industry, commerce, education and human services and the relationships of individuals to their environment and to society.
- The university develops new educational strategies, provides opportunities to learn through involvement and experimentation, and creates a climate of inquiry. The university experiments with new instructional methods in the interest of improving the learning process.
- The university expects scholarly activity including research, scholarship, development and creative endeavor that supports its programs at the baccalaureate level, its select graduate programs and its select mission.
- The university, through outreach and public service, addresses the needs of society and contributes to the welfare of the state and to its economic and technological development and cooperates with University of Wisconsin-Extension.
- The university cooperates with the other University of Wisconsin institutions; the Wisconsin Technical College System, and other state and national agencies; and participates in statewide, national, and international programs.

Select Mission of the University of Wisconsin-Stout (Revised)

University of Wisconsin-Stout is a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and serve a global society.

Approved by the UW-Stout Faculty Senate, Senate of the Academic Staff, and the Stout Student Association in Spring 2009.

**REVISED MISSION STATEMENT
UNIVERSITY OF WISCONSIN-LA CROSSE
(INITIAL READING)**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-La Crosse requests approval for its newly revised Mission Statement. In its most recent accreditation review of UW-La Crosse, the North Central Association questioned whether the university's current select mission adequately represented the institution's identity. Chancellor Gow and Provost Enz Finken convened an *Ad Hoc* Committee to develop a new mission statement, with the goal of having it in place by Fall 2009, when the campus would embark on strategic planning.

The new mission statement is the result of a highly collaborative campus process, and was approved in Spring 2009 by the UW-La Crosse Student Senate, Academic Staff Council, Faculty Senate, the *Ad Hoc* Committee, and Chancellor Gow. The revised document is an entirely new statement articulating UW-La Crosse's select mission.

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

REQUESTED ACTION

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

LA CROSSE

May 20, 2009

Kevin P. Reilly
President, UW System
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Reilly,

The North Central Association of the Higher Learning Commission noted in their most recent accreditation report that the current Select Mission Statement for UW-L was out of date and probably no longer adequately represented our campus. Last fall, Provost Kathleen Enz Finken formed a committee and initiated a process by which we would develop a revised statement, with the expectation that the new mission statement would serve as the starting point for a strategic planning effort to begin in the fall of 2009.

I am happy to report that, through a highly collaborative process led by Dr. Robert Hoar, Faculty Intern to the Provost and Professor of Mathematics, the campus has settled on a new Select Mission Statement. I have approved this revised statement. My understanding is that the statement must be approved by the Board of Regents. I therefore submit our revised Select Mission Statement to you for inclusion on the agenda for approval by the UW System Board of Regents:

The University of Wisconsin-La Crosse provides a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success. Grounded in the liberal arts, UW-L fosters curiosity and life-long learning through collaboration, innovation, and the discovery and dissemination of new knowledge. Acknowledging and respecting the contributions of all, UW-L is a regional academic and cultural center that prepares students to take their place in a constantly changing world community.

For more information about the process and the results, please visit the following website: <http://iurl.math.uwlax.edu/ProvostWeb/pages/selectmission.html>. Thank you for your attention to this matter. If there is any further information you require, please let me know. I would be happy to follow up, as needed.

Sincerely,



Joe Gow
Chancellor

Enclosure

cc: Rebecca Karoff

Office of the Chancellor

University of Wisconsin-La Crosse, 135 Graff Main Hall, 1725 State Street, La Crosse, WI 54601

Phone: (608) 785-8004, Fax: (608) 785-6907, <http://www.uwlax.edu>

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Current & Proposed Mission Statements

The complete UW-La Crosse Mission Statement is comprised of three components:

- The University of Wisconsin System Mission Statement
- The Core Mission of the University Cluster Institutions
- The Select Mission of the University of Wisconsin-La Crosse

This proposal recommends a new Select Mission Statement

University of Wisconsin System Mission Statement

(applies to all 26 campuses)

The mission of the system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses and to serve and stimulate society by developing in students heightened intellectual, cultural and humane sensitivities, scientific, professional and technological expertise and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

The Core Mission of the University Cluster Institutions

As institutions in the University Cluster of the University of Wisconsin System, the University of Wisconsin-Eau Claire, the University of Wisconsin-Green Bay, the University of Wisconsin-La Crosse, the University of Wisconsin-Oshkosh, the University of Wisconsin-Parkside, the University of Wisconsin-Platteville, the University of Wisconsin-River Falls, the University of Wisconsin-Stevens Point, the University of Wisconsin-Stout, the University of Wisconsin-Superior and the University of Wisconsin-Whitewater share the following core mission. Within the approved differentiation stated in their select missions, each university in the cluster shall:

1. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
2. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling and through university-sponsored cultural, recreational and extra-curricular programs.
3. Offer a core of liberal studies that supports university degrees in the arts, letters and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.
4. Offer a program of pre-professional curricular offerings consistent with the university's mission.
5. Expect scholarly activity, including research, scholarship and creative

endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs and its approved mission statement.

6. Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
7. Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
8. Serve the needs of women, minority, disadvantaged, disabled and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

Support activities designed to promote the economic development of the state.

Current Select Mission of the University of Wisconsin-La Crosse

In addition to the system and core missions, the University of Wisconsin-La Crosse has the following select mission:

The primary purpose of the University of Wisconsin-La Crosse is to provide education leading to baccalaureate and selected graduate degrees supplemented by appropriate research and public service activities as further detailed in the following set of goals:

1. The University shall emphasize excellence in educational programs and teaching.
2. The University shall provide a broad base of liberal education as a foundation for the intellectual, cultural and professional development of the students.
3. The University shall offer undergraduate programs and degrees in the arts, letters and sciences; health and human services; education; health, physical education and recreation; and business administration.
4. The University shall offer graduate programs and degrees related to areas of emphasis and strength within the institution.
5. The University expects scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the baccalaureate degree level, its selected graduate programs and its special mission.
6. The University shall support studies related to the environment, culture, heritage, institutions and economy of La Crosse and the surrounding Upper Mississippi Valley region.

The University shall serve as an academic and cultural center, providing service and professional expertise, and meeting the broader educational needs of the region.

Proposed Select Mission Statement

Campus approval of the new Select Mission Statement for UW-La Crosse

An ad hoc committee consisting of representatives from Student Senate, Academic Staff Council, Faculty Senate, Classified Staff and the Administration developed the proposed select mission statement. The individuals and governance groups listed below approved the statement on the specified dates:

- Student Senate, 4/8/2009
- Academic Staff Council, 4/24/2009
- Faculty Senate, 4/23/2009
- Ad Hoc Committee, 4/29/2009
- Chancellor Joe Gow, 5/8/2009

Proposed Select Mission Statement for UW-La Crosse

The University of Wisconsin-La Crosse provides a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success. Grounded in the liberal arts, UW-L fosters curiosity and life-long learning through collaboration, innovation, and the discovery and dissemination of new knowledge. Acknowledging and respecting the contributions of all, UW-L is a regional academic and cultural center that prepares students to take their place in a constantly changing world community.

Program Authorization (Implementation)
B.A./B.S. in Women's Studies
University of Wisconsin-La Crosse

EDUCATION COMMITTEE

Resolution I.1.d.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.A./B.S. in Women's Studies.

NEW PROGRAM AUTHORIZATION
Bachelor of Arts and Bachelor of Science in Women's Studies
University of Wisconsin-La Crosse

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 Arts and Bachelor of Science in Women's Studies at the University of Wisconsin-La Crosse 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-La Crosse and System Administration will conduct that review jointly, and the results will be reported to the Board.

The Department of Women's, Gender, and Sexuality Studies (WGSS) at UW-La Crosse is housed in the College of Liberal Studies, one of the institution's three colleges. WGSS has been a department since 1987 and has supported a minor since 1987. As a collaborative, interdisciplinary program, some of the courses offered as part of WGSS curricula are taught by other departments across the university, and many taught in WGSS are also cross-listed with other departments. WGSS proposes a major in Women's Studies that emphasizes problem-solving through diversity and global awareness, is designed to stand alone or to complement a second major, and adequately prepares undergraduates for employment in a range of fields or for graduate work in Women's Studies.

REQUESTED ACTION

Approval of Resolution I.1.d.(2), authorizing the implementation of the Bachelor of Arts and Bachelor of Science in Women's Studies at the University of Wisconsin-La Crosse.

DISCUSSION

Program Description

The proposed major consists of 33 credits total, in the following six categories: Introductory (3 credits); Transnational (3 credits); Intimacy, Sexuality, and the Family (6 credits); Gender Stratification (6 credits); Feminisms/Social Change (6 credits); and Theory and Practice (9 credits). Twenty-four credits must be 300-400 level; courses may not count for more than one category. Students majoring in Women's Studies and another major must satisfy requirements for both majors.

Program Goals and Objectives

Students will be able to:

- Assess the impact of sexism, racism, classism, heterosexism, ableism, and the interactions among these systems of power and privilege on their own lives and

attitudes and on the lives of others.

- Identify interactions among gender, race, social class, sexual orientation, and disability in cultural and media products, social, economic, and legal policies and practices, and international relations.
- Evaluate the successes and failures of social movements as they have impacted women, sexual and gender minorities, and concepts of gender and sexuality in the U.S. and elsewhere.
- Identify, analyze, and evaluate the significance of changing definitions of gender, race, social class, sexual orientation, and disability over time, and the relationship of these cultural constructs to maintaining social hierarchies.
- Identify and use feminist, interdisciplinary methods and theories to define and solve a problem or answer a question relevant to the field.
- Create, plan, and carry out a viable, appropriate strategy for addressing gender or sexuality-based inequalities at both the personal and the group level.

Relation to Institutional Mission

The proposed major fulfills the University's goals by emphasizing "excellence in educational programs and teaching," and "providing a broad base of liberal education as a foundation for the intellectual, cultural, and professional development of the students." How the major will enact these aspects of the University's mission can be explained in terms of particular goals in UW-La Crosse's Strategic Plan in the key focus areas of *Academics*, *Student Development*, and *Diversity*:

Academics:

- "Creating a culture where there are high expectations for students and faculty in the areas of academics, scholarship and creative activity, and service" will be advanced with a major requiring considerable upper-level coursework developed by engaged, expert instructors who actively participate in professional development around teaching and learning.
- "Promoting undergraduate and graduate academic programs that deliver a complete, well-rounded education" will be fostered by the breadth of the proposed major.
- "Creating a culture of teaching, scholarship and creative activity, and service conducive to excellence and quality" will be advanced by housing a major in a department already noted for excellence in teaching, scholarship, and service.

Student Development:

- "Enriching learning opportunities both in and out of the classroom" will be enhanced further with the Department's developing international programs and emphasis on service-learning.
- "Promoting inclusive student involvement, leadership, service, and activism across the university and community" will occur throughout the department's curricular and co-curricular activities. The Department is a very active programmer on campus and in the community, creates and supports its own outreach programs through a variety of grants that provide internships for students, and works extensively with Student Affairs and Student Life colleagues to develop co-curricular learning experiences and service-learning and internship opportunities.

Diversity:

- “Building a campus culture that fosters recruitment and retention of a diverse administration, faculty, staff and students” will be infused through multiple lenses of diversity and the program’s focus on problem-solving. WGSS also has a campus-wide reputation for mentoring and supporting women, LGBTQ students, and students and faculty of color, evident in its creation and participation in the Faculty Seminar on Teaching For Diversity, departmental mentoring processes for students, and participation in College mentoring programs for newer faculty.
- “Infusing diversity throughout the curriculum” will be central to the major, as all courses in WGSS examine intersections between gender and one or more other axes of oppression and privilege.

Finally, given the Department’s longstanding emphasis on the intersections among gender and other systematic structures of privilege and oppression, the proposed major will serve UW-L’s Inclusive Excellence goals.

Program Assessment

The Department’s Steering Committee collects data and reviews it annually. The following information is collected from students and analyzed annually to measure learning outcomes and influence programmatic changes:

- Course-embedded assignments linked to specific learning outcomes, along with other major assignments that students view as critical to their learning, are collected in student portfolios and analyzed annually to see if outcomes are being met
- Attitude surveys measuring student engagement are administered to students at the beginning and the end of their program
- A reflective essay written in the senior capstone seminar is examined to gauge students’ perceptions of their learning

Based on assessment of the above data annually, the Steering Committee is charged with making recommendations to the Department for program improvement based on their findings. WGSS has been actively assessing and using assessment data for over ten years.

Need

A Women’s Studies major does not have a single career path. Like many other liberal arts degrees, it readies its graduates for a changing world with multiple and flexible skills, knowledge, and attitudes. Wisconsin is currently focusing a great deal of energy on increasing its number of college graduates and keeping those who do graduate in the state. Wisconsin’s Lieutenant Governor, Barbara Lawton, is especially interested in developing fully the human resources of women in the economy. The mission of the proposed major dovetails well with Lieutenant Governor Lawton’s emphasis on developing an educated core of college graduates who will be part of a broad movement whose very existence catalyzes progress for women in diverse situations, inviting citizens to make their own contributions toward building a sustainable economy in Wisconsin. The proposed major underlines Lt. Governor Lawton’s *Wisconsin Women = Prosperity* initiative and contributes to building a sustainable economy in Wisconsin:

“by empowering women to make their best contributions in corporate, political and civic life; by building a collaborative statewide network among women and allied men; and [by] forging ties with the broadest range of public and private partners.” Additional information on the *Wisconsin Women = Prosperity* Initiative can be found at:

<http://ltgov.wisconsin.gov/docview.asp?docid=13781&locid=126>.

Graduates can and will contribute to those conversations and initiatives with their broad training focused on problem-solving and their knowledge of a full range of diversity issues.

Projected Enrollment (5 years)

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	4	5	5	7	10
Continuing students	0	4	8	10	10
Total enrollment	4	9	13	17	20
Graduating students	0	0	2	5	6

Comparable Programs

In Wisconsin: The UW System has historically valued Women’s Studies, as evidenced by a Board of Regents policy recommending the establishment of Women’s Studies programs as part of the UW System’s goals to eliminate sex discrimination. (Board of Regents Policy 14-3 on the Elimination of Discrimination Based on Gender, found at: <http://www.uwsa.edu/bor/policies/rpd/rpd14-3.htm>.) Majors that prepare students to study and address not just sex discrimination but also the many related issues and opportunities of a diverse society are a logical outcome of those policies and part of the mission of a comprehensive institution. All the four-year institutions in the System offer at least a certificate or a minor in Women’s Studies. Currently, UW-Madison, UW-Milwaukee, UW-Whitewater, UW-Eau Claire, and UW-Oshkosh have majors in Women’s Studies. UW-La Crosse’s WGSS is one of the strongest programs in the state because of its long-term status as an actively engaged department, the number of positions in the department, and the number of co-faculty (27) who offer relevant courses on a predictable rotation. The proposed major is distinctive for its attention to sexuality, which is still unusual in Women’s Studies nationwide, and to transnational issues.

In spring 2009, the department hired a fourth faculty member who will start in fall 2009 to help develop offerings in transnational and queer theory/LGBTQ studies. Combined with current faculty and co-faculty, the list of course offerings in these two areas will be particularly strong. The work on LGBTQ studies and issues benefits from the long collaborative relationships with the UW-La Crosse Pride Center and the La Crosse LGBT Resource Center. The transnational focus is additionally enhanced by strong study-abroad programs, including one with a domestic violence/health focus to Ireland, another in a course that contributes to an LGBT study-abroad program currently working in Paris, France, and a third to Tanzania focused on sustainable development and working with local NGOs that work with women. Finally, the department has a 20-year-old internship program with solid placements especially in the social services, legal, and nonprofit arenas. The proposed program will serve southwestern Wisconsin

and eastern Minnesota students interested in pursuing careers in which understanding women's issues is important.

Outside Wisconsin: The closest program in Minnesota would be at Winona State University. Winona State has a minor in Women's Studies, but no major. Mankato State University, 3 ½ hours northwest of La Crosse, has one of the oldest Women's Studies programs in the nation offering a major, minor, and a Master's Degree in Women's Studies. Northern Iowa University has only an undergraduate minor but offers a Master's Degree in Women's Studies. Except for Mankato State, interdisciplinarity is not a strong focus of these other programs, as it is at UW-La Crosse.

The reputation of UW-La Crosse also enhances the proposed major. With UW-La Crosse's strong position in many of the college rating systems, like Kiplinger's, the new major will attract students who recognize the value of individual attention from faculty members. The careful teaching and mentoring of students is a department hallmark, and this same strength is what has catapulted UW-La Crosse into the limelight nationwide. UW-La Crosse is known for its careful development of students, and the department is a good example of this.

Collaboration

In recent years, the UW System Women's Studies Consortium explored offering a major in Women's Studies that could be offered via distance education across the System. After several years of exploration, the Consortium decided it was not feasible and supported the offering of online courses across the system. UW-La Crosse offers "Women in Politics" as part of that initiative. In the last few months, a Consortium group has begun to revisit the possibility of an online Women's Studies degree, and WGSS at UW-La Crosse is involved in these discussions.

Aside from the online course discussions, the UW System's Women's Studies Consortium supports a Women's Studies Librarian who facilitates research and the scholarship of teaching across the system. Additionally, the Women's Studies Consortium supports a yearly statewide conference and a twice yearly Women's Studies Administrator's meeting. The members of the program at UW-La Crosse have always been active in the Consortium's activities, presenting at the conferences, attending the administrator's meetings, and even chairing and co-chairing the Consortium. UW-La Crosse hosted the state conference in 1997.

The WGSS Department collaborates extensively with the community and has played lead roles in a variety of campus-community partnerships. The Self-Sufficiency Program, a pre-college preparation program that helps low-income parents transition into college, collaborates with the La Crosse School District, offering a class at a local elementary school complete with childcare. The Department of Justice Campus Violence Prevention Grant was a collaborative project with Western Wisconsin Technical College, Viterbo University, and the local Domestic Violence Intervention Project. A funded Teaching History grant allows the program to collaborate with area school districts. There are additional, less formal, collaborations as well. For example, one of the current faculty members has done extensive program evaluation for the

domestic violence and sexual assault service providers who, in turn, welcome UW-La Crosse interns to their programs.

Relationships across campus between the Department and other groups are extensive and include curricular cross-listing, co-curricular planning, and collaborations with student organizations. The proposed major intentionally allows students to create their own pathways through the major, permitting them to develop coursework to enhance a major in a traditional discipline. The major deliberately plays to UW-La Crosse's strengths in the allied health fields, the social services fields like psychology and sociology, the fields of representation and expression such as the arts and the humanities, and in business programs that emphasize diversity as a key component of success. The Department works with the Office of Campus Climate, the Office of Multicultural Student Services, the Pride Center, and Disability Resources Services to plan a variety of events and to support students. The faculty also work with department-sponsored student organizations as well as other student organizations on co-curricular programs.

Diversity

Perspectives: WGSS's curriculum truly focuses on questions of diversity, encompassing and exploring the intersections of race, sex, gender identity and expression, color, creed, disability, sexual orientation, national origin, socioeconomic status, and age. All core faculty emphasize diversity of experience in the development of course materials, and all are trained in feminist theory, which emphasizes critical analysis of the social construction of categories including not only gender, but also race, class, ability, and other aspects of social identities and systems of power and oppression.

Students: WGSS students are typically women, although the minor historically attracts at least a few men. WGSS's fostering of faculty with expertise in Sexuality Studies increasingly attracts historically underserved student populations based not just on gender, sexual orientation, and gender identity, but also on race and social class. Students in the minor are diverse in terms of sexual orientation and social class of origin, and are more diverse in age than is UW-La Crosse as a whole. While it is rare to have more than a handful of students of color in the minor, the number is proportional to the number of students of color at UW-La Crosse. The successful search in 2008-09 to add a fourth faculty member to the Department starting in Fall, 2009, should help to increase the number of students of color in WGSS courses and programs. The Department's strategic plan calls for an active campaign next year to recruit new student populations into the major and minor.

Faculty and Staff: The core faculty and instructional academic staff in WGSS (including the fourth faculty member) are diverse in sexual orientation, social class of origin, race, age, and disability status. The 27 co-faculty include two additional women of color and one man of color, two additional lesbians, one heterosexual man, and one gay man. The group is also diverse in their social class of origin, age, and disability status. All members of the program take very seriously their responsibility to serve as role models, allies, and mentors of students from historically underserved groups.

Evaluation from External Reviewers

The Department examined many other majors across the United States before designing the proposed categories. As both external reviewers noted, the proposed major fits well into the discipline by emphasizing intersections between gender and other systems of inequality, interdisciplinary analysis, and a connection between theory and practice. As one of the external reviewers observed, the proposed major differs from the longstanding minor by 9 credits. The minor (four categories: introductory, capstone, WGS courses, and courses in the traditional disciplines) is structured very differently from the major because the minor was designed to develop interdisciplinary thinking as a supplement to training in a traditional discipline. The major is designed to develop students in the discipline of Women's Studies, providing the skills, knowledge, and theoretical understandings in categories needed to succeed in graduate school or in careers, while still remaining sufficiently compact to permit students to double major with a traditional discipline. The major thus requires coursework in the areas the discipline views as critical to the field, including transnational and research methods. It also demands more rigor of students, including the admission standard of C or better in the first two categories, and 24 of the 33 credits at the 300/400 level. The minor requires none of that. Moreover, both the internal assessment process and the college curriculum committee indicate the need for the Department to revisit the size and structure of the minor.

Both external reviewers cited the inclusion of the transnational category, implying that the Department will not be able to sustain the major without hiring in this field. In response, the current faculty developed two courses with WGSS prefixes to reduce the dependence on co-faculty, and the successful hire with expertise in transnational and LGBTQ studies will reduce the dependence even further. Both reviewers noted the underfunding of the library; UW-La Crosse is not alone in that problem and the Department's faculty have worked closely with a contact in UW-La Crosse's Murphy Library to ensure the development of book collections and databases.

Finally, both reviewers referenced the strong commitment to activism. The internships (built into the senior capstone and also taken by many students as a separate course) place students in many locations in the community and across the campus. WGSS receives university-wide cooperation that enables the Department to provide important opportunities for students.

Resource Needs

The WGSS Department acquired its third faculty member three years ago when a colleague moved from another department. UW-La Crosse's Growth, Quality, and Access plan will add a fourth position specializing in transnational women's issues and LGBTQ studies starting in fall, 2009. One faculty member will lend her expertise on diversity issues in higher education to a new Center for Teaching and Learning starting in fall, 2009, and will be replaced by an outstanding instructional academic staff educator with long term experience teaching in WGSS. It should be noted that, in addition to the 4 core faculty, 27 co-faculty tenured in other departments teach courses approved for WGSS programs (although they are not included in the budget for Women's Studies). The Department is supported by a part-time (50%) Academic Department Associate. The College and Provosts' offices assign capital equipment funds for

computer replacements on a schedule that varies by department; the Department typically needs to replace one computer annually. The Department has operated with the same basic supplies and equipment budget for 20 years but will receive a modest increase of \$300 per year with the addition of the fourth position. The Department collaborates with its students to apply for student organization funds to offer a range of co-curricular events, such as its annual Multicultural Women's Film Festival and lectures by prominent scholars that included motherhood specialist Andrea O'Reilly and historian Linda Kerber in AY 2008-09. The Department has a long record of successful grants directed at violence prevention and working with area history teachers; a portion of the indirect funds from two of these recently-concluded grant projects will fund a new brochure and other student recruitment efforts. These indirect funds are not included in the program budget.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.d.(2), authorizing the implementation of the Bachelor of Arts and the Bachelor of Science in Women's Studies at the University of Wisconsin-La Crosse.

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
UW-La Crosse Women's Studies Program

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff (incl. repl)	3	\$180,685	4	\$235,299	4	\$240,005
Graduate Assistants	0	\$0	0	\$0	0	\$0
Non-instructional Academic/Classified Staff	0.5	\$15,399	0.5	\$15,707	0.5	\$16,021
Non-personnel						
Supplies & Expenses		\$6,700		\$7,000		\$7,000
Capital Equipment		\$0		\$0		\$0
Library (does not include databases)		\$1,500		\$1,500		\$1,500
Computing		\$1,500		\$1,500		\$1,500
Other (Student org funds for co-curricular events)		\$4,380		\$4,480		\$4,580
Subtotal		\$210,164		\$265,486		\$270,606
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	1	\$50,000				
Graduate Assistants						
Non-instructional Academic/Classified Staff						
Non-personnel						
Supplies & Expenses		\$300				
Capital Equipment						
Library						
Computing						
Other (New brochure)						
Subtotal		\$50,300		\$0		\$0
TOTAL COSTS		\$260,464		\$265,486		\$270,606
CURRENT RESOURCES						
General Purpose Revenue (GPR)		\$210,164		\$265,486		\$270,606
Gifts and Grants (indirects from past grants)						
Fees						
Other (Define)						
Subtotal		\$210,164		\$265,486		\$270,606
ADDITIONAL RESOURCES						
GPR Reallocation (list sources)		\$50,300				
Gifts and Grants						
Fees						
Other (define)						
Subtotal		\$50,300		\$0		\$0
TOTAL RESOURCES		\$260,464		\$265,486		\$270,606

Program Authorization (Implementation)
B.S. in Game Design and Development
University of Wisconsin-Stout

EDUCATION COMMITTEE

Resolution I.1.d.(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 B.S. in Game Design and Development.

NEW PROGRAM AUTHORIZATION
Bachelor of Science in Game Design and Development
University of Wisconsin-Stout

EXECUTIVE SUMMARY

BACKGROUND AND HISTORY

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 Game Design and Development 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 System Administration will conduct that review jointly, and the results will be reported to the Board.

The computer and video game industry reported sales of \$9.5 billion on games in 2007. The 28.4% growth in video game sales since 2006 has increased the demand for skilled workers to create more titles. In addition to entertainment, games are used for education and other purposes benefiting society. A serious game may be a simulation which has the look and feel of a game, but corresponds to business operations and military operations. The games are intended to provide an engaging, self-reinforcing context in which to motivate and educate the players. Other purposes for such games include marketing and advertisement. The largest users of serious games are the U.S. government and medical professionals. Other commercial sectors are actively pursuing development of these types of tools as well.

The Applied Mathematics and Computer Science program, established in 1968, and the Art and Design program, established in 1964, are well-respected programs at UW-Stout. In order to respond to student interest and industry demand, in the fall of 2008, a Game Design and Development concentration with 120 credits was integrated into the Applied Mathematics and Computer Science major. Whereas the average class size is 22 students, the demand was so great that the introductory course in Game Design and Development had to enroll 29 students. Further, the department was only able to accommodate seniors, juniors, and sophomores, since the enrollment target was reached before the freshmen registered. Given the popularity of this field and the industry demand, it is important to also place freshmen into this major.

There are currently 20 students enrolled in this Game Design and Development Concentration, with 43 freshman applications for fall 2009, but there is yet no corresponding concentration in the Art major. The industry, however, is looking for graduates who are trained in both the artistic and the new technologies aspects of the field. By blending elements of these existing programs into a new Game Design and Development program, UW-Stout is well positioned to prepare graduates to enter a variety of careers in the fast-growing video game industry. The current Multimedia Design concentration in the Art program will continue as this concentration prepares students for careers other than in the video game industry. However, the Game Design and Development concentration in the Applied Mathematics and Computer

Science program will no longer be available for students once the proposed Game Design and Development program is approved.

REQUESTED ACTION

Approval of Resolution I.1.d.(3), authorizing the implementation of the Bachelor of Science in Game Design and Development at the University of Wisconsin-Stout.

Program Description

The B.S. in Game Design and Development is offered jointly by the Mathematics, Statistics and Computer Science Department, and the Art and Design Department. Its curriculum consists of 120 credits, of which 43 credits will be general education courses, and 29 credits will be game design and development courses. The remaining 48 credits focus on the technical and artistic skills acquired through the study of Computer Science, and Art, respectively.

The B.S. in Game Design and Development will have two parallel 120-credit concentrations, one in Computer Science and one in Art. Each concentration will thoroughly prepare students in their respective disciplines, along with enabling students to pursue careers in the video game industry. The program has been designed to include a common core of courses which give the students an understanding and appreciation of mathematics, computer science, physics, art, writing, and game design and development, regardless of the concentration they have chosen. Students from both concentrations will get extensive interdisciplinary team project experience in game design and development courses, creating a solid knowledge base for the corresponding jobs and responsibilities in the video game industry while fostering a more productive and real-life learning environment.

Students entering the Computer Science concentration must meet the following criteria: rank in the top 50 percent of their class (or for high schools that do not rank, earn a cumulative grade point average of at least 3.0 on a 4.0 scale); have a minimum ACT composite score of 22 (or SAT equivalent); and have a minimum ACT math score of 22 (or SAT equivalent). Students who do not meet these requirements upon admission to UW-Stout will be considered for admission to the program upon completion of Math 121 Introductory College Mathematics II (or transfer equivalent) and a minimum GPA of 2.5.

The program director position will be housed on a rotational basis in either the Mathematics, Statistics and Computer Science Department or the Art and Design Department. The program director will have overall responsibility for curriculum, advisement of all Game Design and Development majors, and will work in coordination with a key faculty member from the opposite discipline to ensure the interdisciplinary nature of the program. The program advisory board will consist of an equal number of faculty from both of the sponsoring departments, as well as industry and student representatives.

Program Goals and Objectives

UW-Stout has identified the following expectations and learning outcomes for all graduates of baccalaureate degree programs. Graduates will possess:

1. The fundamental skills and knowledge defined by the University's approved goals for General Education.
2. The skills needed to perform successfully at the entry level in a career of their choice, and the ability to learn and adapt that will support their continuing career growth and development.
3. The skills and attitudes necessary to have healthy interpersonal relationships in professional, civic, and personal life.

Upon completion of the B.S. in Game Design and Development, graduates will:

1. Have a basic understanding of the historical, cultural, sociological, and psychological aspects of computer and video games.
2. Have a basic understanding of the narrative, visual, audio, and level design principles for computer and video games.
3. Be able to work effectively in goal-oriented game development teams and have well-developed project leadership and management skills.
4. Have developed a solid portfolio illustrating their abilities and work experience. This may include examples of industry experiences, research, writing samples, and creative works.
5. Have experience in a complete realistic game design and development process through participation in an interdisciplinary team-oriented game production project.
6. Show strong evidence of success as a team player with a variety of programmers, artists, and other non-technical team members.
7. Have a clear understanding of current game technology.

In addition, students in the Computer Science concentration will:

1. Have an understanding of the mathematics, physics, computer science, software engineering, and writing skills and concepts used in the design, development, and documentation of computer software and video games.
2. Have developed the skills to be able to quickly learn and adapt to new technologies, environments, and methodologies.

In addition, students in the Art concentration will:

1. Have an understanding of issues related to aesthetics, art and design theory, and critical evaluation of artifacts.
2. Be able to synthesize creative ideas, concepts and technology toward the creation of meaningful and compelling artistic artifacts.

Relation to Institutional Mission

The proposed Game Design and Development program at the University of Wisconsin-Stout will contribute to the advancement of the University's mission and strategic plan and is consistent with the University's polytechnic designation. UW-Stout is characterized by a distinctive array of programs leading to professional careers focused on the needs of society. In the case of Game Design and Development, UW-Stout expects that the student and employer demand will be constant, and even increase, as the needs of society for entertainment and innovative educational materials, based on online video and other visual arts, gain in importance.

The Game Design and Development degree is designed to address projected needs for game design and development professionals in Wisconsin and the nation. It specifically furthers the mission of UW-Stout, which is 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."

Program Assessment

Students will be required to create a portfolio, which will contain their work on significant projects that demonstrate their skills and knowledge in their concentration, and projects that demonstrate their application of these skills in original games. One of the major learning outcomes is the students' ability to synthesize coursework and apply it in the development of a complete, realistic game through participation in an interdisciplinary team-oriented game production project. The comprehensive two-course series in 3D game design and development marks the culmination of each student's program. The portfolio artifacts created by students in these courses will be valuable in assessing the success of the program. The students will be required to document their game project as they would in industry, and a final assessment of the students' grasp of all elements of the program will be analyzed by the industry members of the program advisory board. The results of this portfolio review will be shared by the program director with all faculty teaching in the program, and simultaneously serve to identify any programmatic or curricular weaknesses. Faculty will connect with industry experts to keep the fast-changing knowledge base current and progressively innovative.

The campus Planning and Review Committee (PRC) conducts formal reviews of degree programs on a seven-year cycle. As part of this review, present and past students, faculty, and program advisory committee members are surveyed. The program director will develop a self-assessment report for the Game Design and Development major which is reviewed in a formal hearing conducted by the PRC, with final results presented to the Faculty Senate and the Provost. Based on the results of the PRC review, the program director, in consultation with the faculty teaching in the Game Design and Development major, will address any areas of concern that arise.

UW-Stout university-wide graduate and employer follow-up surveys are conducted regularly by the office of Budget, Planning and Analysis to track one-year and three-year graduates, and

assess employer satisfaction with graduates. Analysis of the results of the surveys by the program director provides an important basis for improvement in the program and its curriculum by program directors and department chairs. Questions related to the program objectives will be included as a supplement to the standard survey.

Need

The need for a major in Game Design and Development, with dual focus on the artistic and the technological aspects of the field is evident in the wide variety of possible employment sites and leading-edge companies producing innovative new gaming technologies. Despite the recession, these industries, with sales for the first quarter of 2009 at \$4.25 billion, have remained profitable and offer graduates many possible job placements.

The career outlook for the software publishing industry, which includes entertainment and educational software, is excellent. The U.S. Bureau of Labor Statistics Career Guide to Industries for 2009 states that, "Employment in the software publishing industry has more than doubled since 1990. As firms continue to invest heavily in information technology, and as the demand for specialized software rises, employment in software publishing is projected to increase by 32 percent from 2006 to 2016." The Wisconsin Department of Workforce Development predicts a 37.8 percent increase in the number of computer software applications engineers, and a 14.4 percent increase in the number of multimedia artists and animators in that same time period.

UW-Stout's Office of Budget, Planning and Analysis conducted a telephone survey of regional employers for Game Design and Development in the winter of 2008-2009. A total of 22 game companies in the Midwest participated in the survey. Based on the survey responses, the following general conclusions about state and regional needs could be drawn.

1. Nineteen out of 22 participants currently hire programmers, artists, or designers. All of the participants interviewed indicated that they anticipate filling at least one additional programming, artist, or designer position in the next five years.
2. Participants were asked how many programmers, artists, and designers currently work for them, as well as how many they typically hire in a year. Approximately 75% of participants currently employ up to 14 programmers, artists, and designers and hire between zero and seven employees from each of the three categories per year.
3. Participants were read a description of the proposed degree program in Game Design and Development at UW-Stout, consisting of a Computer Science concentration and an Art Concentration. All of the participants indicated that they would consider hiring graduates from both the Computer Science concentration of this program and from the Art concentration of this program.

As the video game industry continues to blossom in Wisconsin, UW-Stout's Game Design and Development program will provide the talent necessary to nurture and sustain existing and developing companies in the state, as well as on the regional and national levels. As some graduates might also create new jobs by founding their own firms, the proposed major in Game Design and Development will also help to grow Wisconsin's economy through technology

transfer in local economies, as envisioned by UW System President Kevin Reilly's Growth Agenda.

Projected Enrollment (5 years)

It is anticipated that this program will be in high demand. UW-Stout has received 20 inquiries from high school students looking for a Game Design and Development program, as well as 15 transfer student inquiries. Currently, 20 students are enrolled in the Game Design and Development concentration of the Applied Mathematics and Computer Science program that could potentially switch into this new major. There are currently between 10-15 Art Multimedia Design concentration students who are anticipating switching into this program. Since both the Applied Mathematics and Computer Science program and the Art program are well established and have a large number of students (134 and 897 respectively), the Game Design and Development program will not have a negative effect on the existing majors that are part of UW-Stout's well-defined program array. On the contrary, the Game Design and Development program will create a win-win situation for all programs, by attracting another group of students who would otherwise not have enrolled at UW-Stout. The number of students that may transfer out of the existing programs into the Game Design and Development program will be approximately the same as the number of students who will change majors from Game Design and Development to one of the existing programs.

The table below presents five-year enrollment in the early stages of the program. There will be students from throughout Wisconsin who will transfer into this new program. The internal transfer students and continuing students should be roughly equal to those leaving the program due to attrition. The numbers below anticipate a 75% retention rate from freshman to sophomore year. Once the program is established, it is expected that there will be more transfers into the program than those who exit the program after freshman year. Projections include new student admits, continuing students, total enrollment, and graduating students. These numbers start with a small first-year recruitment and build to a sustainable recruitment level of fifty (50) students per year.

	1st year	2nd year	3rd year	4th year	5th year
New students admitted	15	25	40	50	50
Continuing students	0	11	30	60	87
Total enrollment	15	36	70	110	137
Graduating students				11	19

Comparable Programs in Wisconsin

No other program in the UW System offers the unique combination of knowledge, skills, and application that will comprise the Game Design and Development program. UW-Parkside offers a Digital Arts/Animation major and a Multimedia Digital Arts major is available to students at UW-Whitewater. These programs are similar to the Art concentration of the Game Design and Development program, but do not provide the interdisciplinary collaboration which is emphasized in the Stout program's core courses.

UW-Stevens Point offers a Web and Digital Media Development major which focuses on the creation of interactive web applications, including the creation of online games for both recreational use and business marketing. It does not, however, give students the background in computer science and mathematics, which is needed in the prototype design of video games for console systems and PC games. These games require knowledge of artificial intelligence, physics, complex game engines, and 3D graphics programming. In turn, these highly marketable skills require the solid foundation provided in the Computer Science concentration of the proposed program.

ITT Technical Institute in Green Bay offers a B.S. in Digital Entertainment and Game Design. This program prepares students to create animations, digital games, and multimedia applications, through a series of courses similar to the art concentration of the proposed program. Similarly, Herzing College in Madison offers a B.S. in Interactive and Graphic Arts with a concentration in Game Development.

Comparable Programs outside Wisconsin

In the states adjacent to Wisconsin, few similar programs exist. Westwood College in Illinois offers two separate degrees, a B.S. in Game Software Development and a B.S. in Game Art and Design, comparable to the Computer Science concentration and the Art concentration of the proposed Game Design and Development program respectively, but with no interdisciplinary collaboration. Brown College in Minnesota offers a B.S. in Game Design and Development, consisting of introductory art and programming courses and numerous specialized courses in game design and development, but not a solid background in either foundational area.

De Vry University also offers two separate degrees (similar to Westward College), a Bachelor's degree in Game and Simulation Programming at their Illinois location, and a Bachelor's degree in Multimedia Design and Development at their Minnesota location, both available online.

Collaboration

Several technical colleges offer programs that complement the Game Design and Development program. Initial contact has been made, and transfer agreements will be developed with the Computer Simulation and Gaming program at Milwaukee Area Technical College, the Web and Digital Media Development program at Northcentral Technical College, or the Simulation Emphasis of the Information Technology – Programmer/Analyst program at the Chippewa Valley Technical College.

Collaboration opportunities with UW-Stevens Point, UW-Parkside, and UW-Whitewater, which have closely related programs, are being explored so that unique courses currently offered at other campuses can be made available for students in the Stout program. Courses that are unique to the Game Design and Development program at UW-Stout will become available for off-campus students through distance education technology and/or online options. Common courses will be shared on campus with the existing Applied Mathematics and Computer Science, and Art programs.

Diversity

Students in the Game Design and Development program will be exposed to a diverse set of faculty and academic staff, students, advisory board members, and internship/co-op opportunities in an extremely diverse industry. The Mathematics, Statistics, and Computer Science Department is comprised of 39% women and 35% minorities, while the Art and Design Department is comprised of 42% women and 6% minorities. Global, competitive, quality and diversity issues will be infused in the newly developed Game Design and Development courses.

UW-Stout has an admissions recruiter who focuses her efforts specifically on students interested in programs in the College of Science, Technology, Engineering and Mathematics. The STEM recruiter, along with UW-Stout's minority student recruiter, has identified recruitment initiatives specifically targeted to increase enrollment of students from diverse backgrounds into STEM majors.

UW-Stout has several programs encouraging underserved populations to attend college, and the Game Design and Development program will benefit from these initiatives:

- UW-Stout has four federal TRIO grants that target first-generation, low-income and disabled students. These grants serve approximately 450 students providing academic support and advocacy, learning communities for specific majors, writing tutors, social networking and cultural experiences. The programs also provide a course in Strategies for Academic Success, a seminar in career exploration, and a short-term study abroad experience for participants. The program director will work directly with Trio advisers and administrators to attract and retain students to the Game Design and Development major.
- UW-Stout has implemented several pre-college programs and a Stoutward Bound program. Stoutward Bound is a summer bridge program for students of color to arrive on campus two weeks early, begin classes, and become acclimated to the campus and the Menomonie community.

UW-Stout initiatives which contribute to retention of diverse students from across the campus include:

- Academic and social support for students of color.
- Scholarships for academically qualified STEM majors and minority students.
- Grants for minority and disadvantaged students.
- Campus and Community Coalition on Race and Ethnicity.
- DIAL Floor in residence hall – a racial/cultural diverse learning community.
- Ally Center, Memorial Student Center – a place for diverse groups/individuals to gather for meetings, study, host events, and access resources.
- Participation in UW System's Equity Scorecard Project.

The program director will be working with these different programs and initiatives to make the program more attractive to a diverse student population.

Evaluation from External Reviewers

The Game Design and Development program at UW-Stout has been reviewed by two experts in the field of game design and development education: Dr. Drew Davidson, Director of the Entertainment Technology Center at Carnegie Mellon University, and Dr. R. Michael Young, Co-Director of the Digital Games Research Center at North Carolina State University.

Dr. Young, in his evaluation, stated that “[the] fundamental design of a joint program that builds on distinct strengths from each discipline (as opposed to a program that seeks to create a more blended single curriculum) is sound.” He also indicated that the list of objectives for the program is complete and contains skills that are essential for a strong college hire in the games industry: “Your program emphasizes team work across disciplinary boundaries; you correctly identify this as an essential skill for the games industry, and your team-based project courses should do an excellent job of giving students the skills that they need to fit into a multi-disciplinary game creation environment.” Dr. Young observed that the Computer Science students initially would not develop in-depth skills in drawing, modeling, animation or design skills. This perception has led to the addition of a general education requirement of Art 101 for Computer Science concentration students.

In his evaluation, Dr. Davidson stated that “[a] large strength is the interdisciplinary nature of the degree that accurately reflects the interdisciplinary nature of the field. It is a solid curriculum that reflects a synthesis of the various perspectives involved.” Dr. Davidson suggested that a clearer sense of the end goals of the capstone course sequence be provided, and the program proposers have included this information in the appendix to the Authorization to Implement.

Resource Needs

UW-Stout currently offers a 120-credit B.S. in Applied Mathematics and Computer Science, with a concentration in Game Design and Development, and a B.S. in Art, with a concentration in Multimedia Design. Many of the resources necessary to implement this program are currently in place, including qualified faculty members, courses, and laboratory facilities, which will allow UW-Stout to implement the B.S. in Game Design and Development in a cost-effective manner.

Students in UW-Stout’s Applied Mathematics and Computer Science program are required to complete many of the mathematics and computer science courses required for the Computer Science concentration of the Game Design and Development program, and these courses are currently being offered each semester. Similarly, students in the Art program are required to complete many of the art and design courses required for the Art concentration of the Game Design and Development program, so these courses are currently being offered each semester. These multiple-section courses will be sufficient in the first two years to accommodate the additional students from the Game Design and Development program.

In the first two years, the 1.75 FTE faculty currently providing instructional support for existing courses within the Game Design and Development curriculum will be sufficient to launch the program. The instructional budget line reflects a base salary of \$70,000 per FTE, plus

40.89% fringe for instruction, with 3% annual salary increases. Starting in year one 0.25 FTE for a program director is included as an additional cost provided through GPR reallocation. Based upon the projected program enrollment, an additional 2.0 FTE for instruction will be added in year three through GPR reallocation. The Provost will fund this through her reserve, reallocating from low-enrolled program areas.

Part-time clerical support for the program will be provided by a limited term employee (LTE) through existing GPR. LTE support will remain at the same level for the first three years of program implementation. Fringe is calculated at 29.96% and annual salary increases are calculated at 3%.

Minimal supplies and expenses (\$6800) have been budgeted for program start-up through existing GPR with no plans for increase in the first three years of program implementation. The program director may request up to \$3000 annually for new library resources out of the library's existing GPR budget.

There is no significant expenditure in facilities or hardware needed in the first few years, due to the addition of a new science building, currently being built and scheduled for completion in fall 2010. During the planning of this building, a new advanced computing lab with computing/gaming hardware was specifically designed and budgeted. The second year budget reflects the additional computer equipment that is budgeted for purchase (\$44,400) through funding for the new science building. There will be no significant expenditures in the software area for the first few years due to the key-served software that is currently owned by UW-Stout and the availability of freeware for use in the beginning courses.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.d.(3), authorizing the implementation of the Bachelor of Science in Game Design and Development at the University of Wisconsin-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)

UW-Stout Game Design and Development Budget

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	1.75	\$173,901	1.75	\$179,081	1.75	\$184,415
Graduate Assistants						
Non-instructional Academic/Classified Staff (LTE)		\$3,379		\$3,480		\$3,585
Non-personnel						
Supplies & Expenses		\$6,800		\$6,800		\$6,800
Capital Equipment						
Library		\$3,000		\$3,000		\$3,000
Computing						
Other (Define)						
Subtotal		\$187,080		\$192,361		\$197,800
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel	.25	\$24,843	.25	\$ 25,583	2.25	\$223,591
Nonpersonnel (new computing equipment)				\$44,400		
Other						
Subtotal		\$24,843		\$69,983		\$223,591
TOTAL COSTS		\$211,923		\$262,344		\$421,391
CURRENT RESOURCES						
General Purpose Revenue (GPR)		\$187,080		\$192,361		\$197,800
Gifts and Grants						
Fees						
Other (Define)						
Subtotal		\$187,080		\$192,361		\$197,800
ADDITIONAL RESOURCES						
GPR Reallocation		\$ 24,843		\$25,583		\$223,591
Gifts and Grants						
Fees						
Other (computing equipment funded through new science building)				\$44,400		
Subtotal		\$24,843		\$69,983		\$223,591
TOTAL RESOURCES		\$211,923		\$262,344		\$421,391

Program Authorization (Implementation)
B.S. in Property Management
University of Wisconsin-Stout

EDUCATION COMMITTEE

Resolution I.1.d.(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 B.S. in Property Management.

NEW PROGRAM AUTHORIZATION
Bachelor of Science in Property Management
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 Property Management 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 System Administration will conduct that review jointly, and the results will be reported to the Board.

In 1985 the University of Wisconsin-Stout adopted a 28-credit minor in Property Management that was housed in the department of Hospitality and Tourism. At many universities and institutions of higher education, Property Management is part of the real estate curriculum. At UW-Stout, it was integrated into the Hospitality and Tourism department because Property Management was a component of the hotel portion of the then major of Hotel and Restaurant Management. The minor was developed to serve students majoring in business and in hotel, restaurant, and tourism management. Over the years, the average number of graduates per semester with a minor in Property Management has ranged from 11 to 14 students. These graduates have majored in the business and hotel restaurant and tourism management degree programs which have placement rates of 96% and 95%, respectively.

In 2002, the minor was revised by the Hospitality and Tourism Department to reflect the current trends in the industry. In 2004, the Hotel, Restaurant and Tourism Management major was revised and an elective concentration in Property Management was added to the program. The number of students selecting the concentration each semester has ranged from 37 to 50. While Property Management classes grew in class size, a number of students who desired to go into the field reported that employers were indicating a preference for students who had a major in the field rather than a minor.

UW-Stout, as a special mission institution, serves a unique role in the UW System. UW-Stout is characterized by a distinctive array of programs leading to professional careers focused on the needs of society. Developing the Property Management minor into a major recognizes the growing need for new members of this profession at the same time that a shortage caused by retirements is anticipated. A professional property manager has to possess a diverse skill set in the areas of finance, accounting, tenant and employee relations, and property law. These factors are important reasons for elevating this field of study to major status.

REQUESTED ACTION

Approval of Resolution I.1.d.(4), authorizing the implementation of the B.S. in Property Management at the University of Wisconsin-Stout.

DISCUSSION

Program Description

The B.S. in Property Management is a professional career degree and will be housed in the Department of Hospitality and Tourism in the College of Management. The major in Property Management consists of 124 credits with 42 credits in general education and 82 credits of professional studies. Of the 82 professional studies credits, 57 are required and 25 are elective. It is anticipated that, as the program matures, elective concentrations will be developed. Possible future elective concentrations may be in areas such as residential property, commercial property, and hospitality Property Management.

The curriculum will draw widely from existing courses in the disciplines of business, management, construction, service management, retail, and hospitality. It is designed to prepare students who will manage property for a fee for owners of a wide variety of residential and commercial property. The types of property can range from public housing, apartments, condominiums, community associations, and vacation properties, to offices, industrial parks, and shopping centers. The degree will consist primarily of existing courses from the Departments of Hospitality and Tourism, Business, Management, and Psychology.

The College of Management will develop five new courses for the major. These will include an introductory course to the profession, and courses on marketing and leasing, diversity and social issues, feasibility and investment, ethics in Property Management, and real estate law. In addition, a cooperative education course will be required. In developing the curriculum, close attention was paid to the course requirements offered by the Institute for Real Estate Management (IREM) and other professional associations in the Property Management industry for practitioners wishing to become certified property managers (CPM).

The curriculum will be delivered on campus and the faculty planning the degree will develop online and distance delivery options for students in the future. This could result in a competitive advantage as there do not appear to be many online courses for careers in Property Management for undergraduate students in the region. According to information obtained from industry certification bodies, it is anticipated that a significant portion of students will be already working in the field and require online delivery to complete their degree. It is also anticipated that this will enable the degree program to attract a more diverse student body as it will attract practitioners from large urban centers throughout the region. No less than five departments will be teaching courses in the professional core of the degree. In addition to Business, Hospitality and Tourism, and Management, both the English and Psychology departments will be involved in course offerings.

Program Goals and Objectives

The B.S. in Property Management program will provide a comprehensive and challenging academic experience that will prepare graduates to be leaders in the Property Management profession by meeting the following program objectives and learning outcomes.

Graduates will be able to:

1. Analyze major trends in managing both residential and commercial properties including, multi-family, office, retail, and industrial buildings.
2. Apply accounting, human resource (including both gender and diversity issues), marketing, and leasing skills to meet the objectives of property owners in preserving and adding value to their properties.
3. Develop and apply strategies for attracting new tenants and retaining existing tenants of properties under management.
4. Prepare and analyze budgets and financial statements to meet the needs of property owners in how best to handle their real estate portfolios.
5. Apply the principles of property maintenance and risk management (including environmental concerns connected with the ownership of property) to preserve and enhance the value of owners' properties.
6. Develop and enforce property operating procedures to ensure owner's properties are achieving maximum net operating income, all while acting in an ethical manner.
7. Integrate the knowledge and skills obtained in the courses in the Property Management curriculum through practical experiences in the industry.

Relation to Institutional Mission

A number of societal trends are emerging which together are creating a greater need for the services of professionally educated property managers. As Wisconsin's Polytechnic University, UW-Stout is responding to the statewide need for professionally trained property managers within the field of Property Management by seeking to develop and implement a Bachelor of Science in Property Management.

The proposed major fits well into UW-Stout's program array, which focuses on "programs leading to professional careers focused on the needs of society." The B.S. in Property Management has been designed with input from the industry that will support the graduates by fast-tracking them in the various industry certification processes. It is anticipated that graduates of the program will require very few industry-sponsored courses in their first few years in the field and will progress much faster in obtaining industry professional designations. The degree articulates well with the polytechnic tenet of benefiting students and growing the economy, and directly aligns with UW Stout's mission to provide students with an education that "involves combining theory, practice and experimentation."

Not only does it fit the mission of the University because it prepares students for a professional career in the real estate industry, it also directly meets a number of the goals of UW-Stout's strategic plan (<http://www.uwstout.edu/provost/currhb/accplan.htm>). It aligns particularly well with goal number one to offer "high quality, challenging academic programs that influence and respond to a changing society."

Program Assessment

Annual assessment updates will be completed by the program director summarizing the primary methods and resulting data used to assess student learning and progress throughout the program. An annual report will be published in the Assessment in the Major Report, compiled each year by the Provost's office, and will be shared with Property Management faculty (<http://www.uwstout.edu/provst/aitm/>). Direct methods used regularly to assess student learning outcomes will correlate with program objectives and will include practices like standardized tests, portfolios, course-embedded assessments, and/or other direct measures of student learning and performance. Each method will be summarized separately, allowing for specific information on how well students performed on each of the assessments. Plans for improvement may include proposed modifications in course content, course sequencing, changes in teaching methods, or other proposed changes designed to improve student performance.

Students will be asked to evaluate each course during the final week of the course and to evaluate the course curriculum's effectiveness in helping them to meet specified objectives and learning outcomes. Another key measure of assessing the program will come from employer evaluations of student performance in Co-op/internships. The faculty Co-op mentor will visit work sites and communicate directly with employers regarding the skill sets displayed in a work setting by the program's students. The program advisory board will also assist in any adjustments to the curriculum and course design necessitated by industry trends and needs. UW-Stout's Office of Budget, Planning and Analysis will aid in these processes.

UW-Stout's Planning and Review Committee (PRC) conducts formal reviews of all degree programs every seven years. The program director develops a self-assessment report that is reviewed in a formal hearing conducted by the PRC. Final results are presented to the Faculty Senate and the Provost. The PRC uses the following direct and indirect measures and performance indicators: program enrollment, program retention, student learning as measured by program-specific assessment tools, program graduation rates, graduate placement rates, student surveys, instructor surveys, program advisory committee surveys, and alumni and employer follow-up surveys.

Need

The University of Wisconsin-Stout has been working in collaboration with the Institute for Real Estate Management (IREM) to measure the need for future graduates in the field of professional Property Management. IREM describes its organization on its website as follows:

IREM is the only professional real estate management association serving both the multi-family and commercial real estate sectors. With 80 U.S. chapters, eight international chapters and several other partnerships around the globe, IREM is an international organization that also serves as an advocate on issues affecting the real estate management industry. Collectively, IREM CPM Members in the United States manage over \$1.5 trillion in real estate assets, including 8.4 million residential units and 8.4 billion net square feet of commercial space.

IREM has identified workforce development as one of the five key issues facing the industry today. IREM states the following in its strategic plan, updated in April of 2008: *"The threat of a serious labor shortage looms on the horizon, and management companies are being*

challenged to attract, develop, reward, and retain staff to achieve a quality pool of talent.” In collaboration with IREM, UW-Stout conducted a survey of IREM-certified property managers in both Minnesota and Wisconsin. The survey was developed after speaking with industry leaders in the region. Those survey results substantiate the key finding on the need for workforce development in IREM’s strategic plan. On the survey, the property managers were asked to estimate the number of jobs to be filled over a one-, three-, and five-year time frame. The results indicate a steady number of jobs for the foreseeable future. There appears to be in excess of 100 jobs available for graduates of the program in one year, in excess of 200 jobs in three years, and over 300 jobs in five years.

According to the Bureau of Labor Statistics, in 2006 there were 329,000 people employed as property, real estate, and community association managers. This number is expected to expand to 379,000, an increase of 50,000, by 2016. The Wisconsin Department of Workforce Development projects a 6.7% increase in the number of property managers in the ten-year period from 2006 to 2016, demonstrating the need and opportunity in the Property Management field. St. Cloud State University in Minnesota, an established provider in this discipline, indicated that the demand for property managers was always there, in both good and bad economic times for real estate. This goes to the point that even distressed property needs to be managed.

Moreover, according to IREM, the field of Property Management is growing steadily because of three concurrent trends: (1) the simultaneous growth of the population and its requirements for space has increased the total number of all types of buildings; (2) a larger percentage of real estate is considered investment property; and (3) there is increasingly wide acceptance of the fact that real estate management requires special training and education.

For many years, Property Management was seen as a single course in a four-year real estate program, or a small part of the real estate industry. It is clear from the data and from listening to industry leaders that the discipline of Property Management needs to be elevated to a four-year degree program.

Future Enrollment

Projections allow for an 80% retention rate for continuing students (based upon rates in similar programs at UW-Stout).

	2010	2011	2012	2013	2014
New students admitted	15	25	25	35	40
Continuing Students	20	28	34	27	34
Total Enrollment	35	53	59	62	74
Graduating Students	0	10	25	30	35

Comparable Programs in Wisconsin

There are no programs in Wisconsin that offer a major in Property Management. There are, however, a number of private and public institutions of higher education that offer a bachelor of science in real estate, or a business degree with an emphasis in real estate. While these majors do not offer the specialization and the intense training the proposed UW-Stout program will offer, they serve some limited purpose for comparison. While many of these programs may offer a course in Property Management, none of them have more than a single course, which is not sufficient to meet the multi-faceted and highly technical skills required by the industry.

The **University of Wisconsin-Madison** has a longstanding bachelor's degree in real estate that is ranked as one of the best in the country. Most of the students in the UW-Madison program focus on real estate development and real estate finance, not property management. The UW-Stout program in Property Management is much more geared to the specific industry need for property managers skilled in the day-to-day work of dealing with clients and organizations.

The **University of Wisconsin-Milwaukee** offers an undergraduate certificate in Real Estate, for which a bachelor's degree is required. Between 50 and 60 students a year are awarded the certificate and there are about 100 students enrolled in the program at any given time. Approximately 300 students take the introductory course and about 50 students enroll in the advanced courses. UW-Milwaukee's program serves both traditional and nontraditional students. Compared to a certificate program, the UW-Stout major allows for a more in-depth approach to the course of study, and a broader and more diverse selection of courses to comprehend the field.

The **University of Wisconsin-Whitewater** offers a major in Finance with a Real Estate emphasis, housed in the Finance and Business Law Department. The major has between 100-120 students and about 15 who choose the real estate emphasis each year. There are three courses in the Real Estate core (an introductory course, a course in Real Estate Investment, and a course in Real Estate Development), but no emphasis on property management.

The offering of a B.S. in Property Management will be a valuable addition to the UW System's program array.

Comparable Programs Outside Wisconsin

The **University of St. Thomas's** (UST) real estate program in the Twin Cities, Minnesota, has been in existence since the year 2000, and currently enrolls 85 students. About 20% of their graduates go into Property Management as an entry-level occupation, but eventually move on to other segments of the real estate industry. **St. Cloud State University in Minnesota** has had a real estate program since 1980 and has graduated 450-475 students since its inception. Most of the program's graduates go into the commercial side of real estate, especially brokerage and appraisal, with about 12-15% of them going into Property Management.

Collaboration

In an effort to use and maximize existing UW System resources, discussions have taken place with several two-year colleges in Wisconsin and Minnesota that offer Property Management programs. Waukesha County Technical College in Wisconsin offers a 12-credit technical certificate in Property Management. It also offers a 70-credit Associate of Applied Science degree in Real Estate which incorporates a number of courses directly related to Property Management. Associate Dean Roger Kerkenbush of Waukesha County Technical College has expressed a desire to enter into an articulation agreement with UW-Stout for these two programs. Similarly, Dakota County Technical College in Minnesota offers a Real Estate/Property Management A.A.S. degree, a Real Estate/Property Management Diploma, and a Property Management Certificate. That college has also indicated interest in entering into an articulation agreement with UW-Stout in Property Management.

Diversity

Perspectives

In its 2008 strategic plan the Institute for Real Estate Management (IREM) identified five key issues affecting real estate management today. One of those is workforce development. Under this key issue IREM states, “Diversity within the real estate management industry is not reflective of the diversity of the general population.” IREM has a strategy of developing and implementing an outreach program to interest students in pursuing a career in real estate management. UW-Stout will use strategies of its own and work in cooperation with IREM to alleviate this inequity.

Students

The UW-Stout Bachelor of Science in Property Management program is committed to increasing diversity in the industry by attracting and retaining a more diverse group of students to pursue careers in Property Management. The Property Management faculty and the program director plan to talk to diverse groups of high school students about the advantages of pursuing a career in this profession. In addition, the establishment of articulation agreements with Waukesha County Technical College, Gateway Technical College, and Dakota County Technical College, will provide a mechanism for reaching a more diverse student population. The program will make efforts to actively recruit underserved populations in Wisconsin. The online component of the program (described above) will allow UW-Stout to reach out to practicing property managers in diverse metropolitan areas who are only able to achieve a Bachelor of Science degree through an online program.

Faculty and Staff

In addition, efforts will be made to recruit and retain a diverse faculty for teaching in the program. Currently, 25 % of the faculty of the Department of Hospitality and Tourism were

born in a foreign country. The make-up of the department is diverse in relation to race, age, gender, and national origin, and the retention of faculty is strong. Recently, UW-Stout received three stars on the LBGT-Friendly Campus Climate Index, a national assessment tool for assisting campuses in improving the environment for people on campus who are lesbian, bisexual, gay or transgender.

Evaluation from External Reviewers

The program has adopted a number of the curriculum recommendations made by the outside reviewers. Both reviewers teach at schools that are listed as having comparable programs. Both reviewers suggested adding a specific course in business writing, which is offered by UW-Stout's English department. In addition, one reviewer suggested requiring a course in psychology as the real estate business is relational and requires an understanding of what motivates people. The other reviewer, acknowledging the importance of a basic understanding of geographical information systems, suggested requiring a geography course exposing students to this technology. All of these suggestions were adopted.

Resource Needs

In light of the fact that this new degree program is able to utilize mostly existing resources, there is a minimal budgetary impact. Existing faculty resources should adequately cover the initial delivery of the program. Current GPR budget will fund 1.0 FTE instruction, 0.10 clerical support, \$5000 supplies and expenses, and \$3000 for library resources in year one. An additional 0.25 FTE for the program director position will be funded through GPR reallocation. The increase in FTE instruction in years two (2.00 FTE) and three (3.20 FTE) reflects the increased enrollment in the program but consists of existing faculty and staff. It does not appear that any additional faculty will be required in the next five years unless the program exceeds its projected number of targeted students. If additional resources are required due to high enrollment, these would have to come through GPR reallocation. A modest amount for potential gifts and grants is included under additional resources for each year but program delivery is not dependent on receiving this funding.

Regarding capstones and internships, services will be provided through UW-Stout's Career Services Office. Funding for this division comes directly from student fees and access to learning. The budget includes pay and fringe benefit increases per year on an incremental basis.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.d.(4), authorizing the implementation of the B.S. in Property Management at the University of Wisconsin-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: UW-Stout B.S. in Property Management

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	1.00	\$99,400.00	2.00	\$199,000.00	3.20	\$318,380.00
Graduate Assistants						
Non-instructional Academic/Classified Staff	0.10	\$2,144.00	0.10	\$2,186.00	0.10	\$2,190.00
Non-personnel						
Supplies & Expenses		\$5,000.00		\$5,000.00		\$5,000.00
Capital Equipment						
Library		\$3,000.00		\$3,000.00		\$3,000.00
Computing						
Other (Define)						
Subtotal		\$109,544.00		\$209,186.00		\$328,570.00
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel	0.25	\$24,905.00	0.25	\$25,403.00	0.25	\$25,911.00
Nonpersonnel						
Other (books, software)						
Subtotal		\$24,905.00		\$25,403.00		\$25,911.00
TOTAL COSTS		\$134,449.00		\$234,589.00		\$354,481.00
CURRENT RESOURCES						
General Purpose Revenue (GPR)		\$109,544.00		\$209,186.00		\$328,570.00
Gifts and Grants						
Fees						
Other (Define)						
Subtotal		\$109,544.00		\$209,186.00		\$328,570.00
ADDITIONAL RESOURCES						
GPR Reallocation (Specify source)		\$24,905.00		\$25,403.00		\$25,911.00
Gifts and Grants		\$1,000.00		\$3,000.00		\$5,000.00
Fees						
Other (Define)						
Subtotal		\$25,905.00		\$28,403.00		\$30,911.00
TOTAL RESOURCES		\$135,449.00		\$237,589.00		\$359,481.00

Approval of Appointments to
Natural Areas Preservation Council

EDUCATION COMMITTEE

Resolution I.1.d.(5):

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the appointments of Dr. James Bennett and Dr. Joy Zedler, for terms effective immediately, and ending July 1, 2012, as University of Wisconsin System representatives to the Natural Areas Preservation Council.

UW SYSTEM APPOINTMENTS TO THE NATURAL AREAS PRESERVATION COUNCIL

EXECUTIVE SUMMARY

BACKGROUND

Established by statute in 1951, the Natural Areas Preservation Council advises the Wisconsin Department of Natural Resources' State Natural Areas Program on issues relating to the establishment, protection, and management of Wisconsin's natural areas. It is composed of 11 members with backgrounds in conservation biology, botany, zoology, ecology, and geology. Councilors are appointed for 3-year terms by their respective appointing institutions. The UW System makes four of these appointments, which must be approved by the Board of Regents. The UW System is one of five appointing institutions, which also include the Wisconsin Department of Natural Resources, the Wisconsin Academy of Sciences, Arts & Letters, the Wisconsin Department of Public Instruction, and the Milwaukee Public Museum.

At its May 7, 2009, meeting, the Education Committee approved two individuals as UW System representatives to the Natural Areas Preservation Council (NAPC). At the June meeting, the Committee will be asked to approve two additional UW System appointments. Dr. James Bennett is an Honorary Fellow of Botany and Adjunct Professor in the Institute for Environmental Studies at UW-Madison. His area of study is the ecology and classification of lichens, a specialty not currently represented on the NAPC. Dr. Joy Zedler is currently a member of the NAPC and has agreed to serve another term. She is a Professor of Botany and Aldo Leopold Chair in Restoration Ecology at UW-Madison and brings valuable insight on the restoration and management of natural areas to the Council. If approved, their terms will expire on July 1, 2012.

REQUESTED ACTION

Approval of Resolution I.1.d.(5), authorizing the appointments of Dr. James Bennett and Dr. Joy Zedler as University of Wisconsin System representatives to the Natural Areas Preservation Council.

Acceptance of the Proffer from the Trustees
of the William F. Vilas Trust Estate

EDUCATION COMMITTEE

Resolution I.1.d.(6):

That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents accepts the proffer of \$3,316,899 made by the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2009 to June 30, 2010, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

**ANNOUNCEMENT OF THE PROFFER FROM THE
TRUSTEES OF THE WILLIAM F. VILAS TRUST ESTATE
FOR SUPPORT OF SCHOLARSHIPS, FELLOWSHIPS, PROFESSORSHIPS, AND
SPECIAL PROGRAMS IN ARTS AND HUMANITIES, SOCIAL SCIENCES AND
MUSIC**

EXECUTIVE SUMMARY

BACKGROUND

The terms of the Deed of Gift and Conveyance of the estate of William F. Vilas, subsequently validated and accepted by an act of the Legislature of Wisconsin, provides in part that the Trustees of the Estate may proffer in writing to the Board of Regents funds for the maintenance of scholarships, fellowships, professorships, with their respective auxiliary allowances, and other like endowments specifically enumerated, defined, and provided for by the Deed.

At the beginning of each calendar year, the Trustees of the William F. Vilas Trust Estate formally request that the President of the UW System ask the Chancellors of UW-Madison and UW-Milwaukee to determine from the Vilas Professors the amounts they will request for special project allowances for the ensuing academic year and to obtain from the Chairs of the UW-Madison and UW-Milwaukee music departments their programs and requests for the next year. In addition, the Chancellor of UW-Madison is asked to determine the number of scholarships, fellowships, Vilas Associates, and any other initiatives to be requested.

At the request of the Vilas Trust, UW-Madison scaled back its request for 2009-2010, in anticipation of the projected impact of the challenged economy on the Trust's endowment. The Board of Regents approved the UW-Madison and UW-Milwaukee requests totaling \$5,316,899 at the May, 2009, meeting. Immediately following that approval, the Board of Regents received the proffer issued by the Vilas Trustees of the funding available to the UW System for 2009-10. The available funds are determined in accordance with the provisions of the will of William F. Vilas.

The Regents are asked to approve the proffer at their June meeting.

REQUESTED ACTION

Approval of resolution I.1.d.(6), accepting the proffer in the sum of \$3,316,899 from the Trustees of the William F. Vilas Trust Estate.

DISCUSSION

For 2009-2010, the Vilas Trust is able to fund the UW System's entire request for "Continuation of Approved Programs," which includes funding for: Vilas undergraduate scholarships; graduate fellowships; Vilas Research Professorships; Retirement Benefits for Vilas Professors; Vilas Associates in the Arts and Humanities, Social Sciences, Physical Sciences, and Biological Sciences; and the Music Requests from UW-Madison and UW-Milwaukee. The Trust was not able to fund the "One-Time-Only Program Request" from UW-Madison. The attached document contains the Vilas Trustees' proffer detailing how the funds will be expended.

WILLIAM F. VILAS TRUST ESTATE
602 PLEASANT OAK DR., SUITE F
OREGON, WISCONSIN 53575

UW SYSTEM

MAY 11 2009

May 7, 2009

OFFICE OF THE PRESIDENT

The Regents of the University of Wisconsin
1860 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706-1557

Dear Regents:

The fiscal year of the William F. Vilas Trust Estate ended on March 31, 2009. The Trustees met on April 20, 2009, and considered the annual audited financial statements, the request for funding for the Madison campus, as set forth in Chancellor Biddy Martin's letter of March 13, 2009, to President Kevin P. Reilly, and the request for funding from the Milwaukee campus. Our audit confirmed that the Trust suffered a net loss of income this year. The amount of the net loss was \$7,886,591.00. As a result of the loss, the Trustees are constrained by the terms of the Trust to fund only the fixed annual expenditures described in paragraphs (A), (B), (C) and (D) of Article 4 (Fourth) of the Trust. All of this funding will be drawn from the Surplus on Income account, which the Trustees have maintained to guard against a failure of net income. In accordance with the provisions of the Will of William F. Vilas, the Trustees proffer to the Regents of the University of Wisconsin the sum of **\$3,316,899.00** for its fiscal year July 1, 2009, to June 30, 2010, to be expended in the following manner:

A. CONTINUATION OF APPROVED PROGRAMS

- | | | | |
|----|------------------------------------------------------------------------------------------------------|-----------------|-------------|
| 1. | Continuation of 10 Vilas Undergraduate Scholarships for the 2009-2010 academic year at \$400.00 each | | \$ 4,000.00 |
| 2. | Continuation of 10 Graduate Fellowships for the 2009-2010 academic year: | | |
| | a. 5 resident Fellowships at \$600.00 each | \$ 3,000.00 | |
| | b. 5 traveling Fellowships at \$1,500.00 each | <u>7,500.00</u> | 10,500.00 |
| 3. | Continuation of the salaries and the respective allowances of 16 Vilas Research Professorships: | | |

<u>Vernon Barger</u> – Vilas Research Professor of Physics, College of Letters and Science, Madison	Salary	10,000.00	
	Auxiliary Allowance	<u>38,000.00</u>	48,000.00
 <u>David Bethea</u> – Vilas Research Professor of Slavic Languages, College of Letters and Science, Madison	Salary	10,000.00	
	Auxiliary Allowance	<u>38,000.00</u>	48,000.00
 <u>William A. Brock</u> – Vilas Research Professor of Economics, College of Letters and Science, Madison	Salary	10,000.00	
	Auxiliary Allowance	<u>38,000.00</u>	48,000.00
 <u>William Cronon</u> - Vilas Research Professor of History and Geography, College of Letters and Science and Gaylord Nelson Institute for Environmental Studies, Madison	Salary	10,000.00	
	Auxiliary Allowance	<u>38,000.00</u>	48,000.00
 <u>Richard Davidson</u> – Vilas Research Professor of Psychology and Psychiatry, College of Letters and Science and Medical School, Madison	Salary	10,000.00	
	Auxiliary Allowance	<u>38,000.00</u>	48,000.00
 <u>Morton Gernsbacher</u> – Vilas Research Professor of Psychology, College of Letters and Science, Madison	Salary	10,000.00	
	Auxiliary Allowance	<u>38,000.00</u>	48,000.00
 <u>Robert M. Hauser</u> - Vilas Research Professor of Sociology, College of Letters and Science, Madison	Salary	10,000.00	
	Auxiliary Allowance	<u>38,000.00</u>	48,000.00
 <u>Judith Kimble</u> – Vilas Research Professor of Biochemistry and Medical Genetics, College of Agricultural and Life Sciences and Medical School, Madison	Salary	10,000.00	
	Auxiliary Allowance	<u>38,000.00</u>	48,000.00

Ching Kung – Vilas Research Professor of Genetics,
College of Agricultural and Life Sciences, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>38,000.00</u>	48,000.00

Emiko Ohunki-Tierney – Vilas Research Professor of
Anthropology, College of Letters and Science, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>38,000.00</u>	48,000.00

Paul Rabinowitz - Vilas Research Professor of
Mathematics, College of Letters and Science, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>38,000.00</u>	48,000.00

Kumkum Sangari - Vilas Research Professor of English,
College of Letters and Science, Milwaukee

Salary	10,000.00	
Auxiliary Allowance	<u>38,000.00</u>	48,000.00

Elliott Sober – Vilas Research Professor of Philosophy,
College of Letters and Science, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>38,000.00</u>	48,000.00

Howard Weinbrot – Vilas Research Professor of English,
College of Letters and Science, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>38,000.00</u>	48,000.00

Erik Olin Wright – Vilas Research Professor of
Sociology, College of Letters and Science, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>38,000.00</u>	48,000.00

Sau Lan Wu – Vilas Research Professor of Physics,
College of Letters and Science, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>38,000.00</u>	48,000.00

4.	a.	Continuation of fifty (50) additional undergraduate scholarships at \$400.00 each	20,000.00	
	b.	Continuation of fifty (50) additional graduate fellowships at \$600.00 each	<u>30,000.00</u>	50,000.00
5.		Continuation of eighty (80) additional undergraduate scholarships at \$400.00 each under the provisions of Paragraph (3), Article Fourth of the Deed of Gift and Conveyance		32,000.00
<p>As to the one hundred thirty (130) additional Vilas Scholarships and the fifty (50) additional Vilas Fellowships provided for in paragraph four and five above, the Regents shall bear in mind the provisions of the Will regarding that the additional Fellowships shall be (a) awarded to graduates of the University of Wisconsin, and (b) the further provisions of the Will that "for at least one-fifth of these scholarships and fellowships, the Regents shall prefer in appointment among worthy and qualified candidates those of Negro blood, if such present themselves. Otherwise than as aforesaid, they shall be governed by the Regents in like manner as those first above provided for."</p>				
6.		Retirement benefits for nine (9) Vilas Professors at \$2,500.00 each: Berkowitz, Bird, Goldberger, Hassan (Milwaukee), Hermand, Keisler, Lardy, Mueller and Vansina		22,500.00
7.		17 Vilas Associates in the Arts and Humanities		541,212.00
8.		12 Vilas Associates in the Social Sciences		459,474.00
9.		14 Vilas Associates in the Physical Sciences		587,029.00
10.		9 Vilas Associates in the Biological Sciences		158,294.00
11.		Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:		
	a.	Madison: Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music. (\$21,175.00)		
	b.	Milwaukee: Department of Music Request (\$46,715.00)		67,890.00

12. Continuation of 1998 and 2002 Expansion of Approved Programs:

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| a. 940 additional undergraduate scholarships at \$400.00 each pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance | 376,000.00 |
| b. 400 additional fellowships at \$600.00 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance | <u>240,000.00</u> |

TOTAL CONTINUATION REQUEST	\$3,316,899.00
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The foregoing Continuation Request, since it is not supported by the income earned by the Vilas Trust Estate, will be funded entirely from the Surplus of Income account. Therefore, no funds are available for the one time only program request for \$2,000,000 for support of graduate student research, set forth in B 1 of Chancellor Martin's letter of March 13.

TOTAL PROFFER FOR 2009 – 2010	\$3,316,899.00
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Very truly yours,



Robert R. Stroud
Secretary of the Trustees

RRS/gh

cc: President Kevin P. Reilly
Chancellor Biddy Martin
Rita Cheng, Provost & Vice Chancellor, UW-Milwaukee

2009-10 Report on Faculty Promotions,
Tenure Designations and
Other Changes of Status

EDUCATION COMMITTEE

Resolution I.1.e.(2):

That, upon recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2009-10 Report on Faculty Promotions, Tenure Designations and Other Changes of Status be approved.

UNIVERSITY OF WISCONSIN SYSTEM 2009-10 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

BACKGROUND

Each spring, the UW System Office of Academic and Student Services compiles data on tenure designations, promotions, and new tenured appointments made at the fifteen UW institutions. The names of those faculty members who have been newly tenured, promoted, and hired with tenure for 2009-2010 are included with this document.

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

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

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

REQUESTED ACTION

Approval of Resolution I.1.e.(2), approving the Report on 2009-10 Faculty Promotions, Tenure Designations, and Other Changes of Status.

DISCUSSION

The Annual Tenure and Promotion Report includes the names of those faculty members, arranged by institution, who have been newly tenured, promoted, or hired with tenure. The Board of Regents has delegated authority to grant out-of-cycle tenure to the President of the UW System, and the names of those faculty members who have been approved through the out-of-cycle process since the 2008 Report was issued are also included in the 2009-10 Report.

The Education Committee has asked to be provided with supplementary data that provides a systemwide perspective on the hiring, tenuring, and promotion of faculty by minority status and gender. That information will be provided separately.

RELATED REGENTS POLICIES

Regent Policy 20-9: Guidelines for Tenured Faculty Review and Development
UW System Unclassified Personnel Guideline (UPG) #5 (revised 11/01/2001)

UNIVERSITY OF WISCONSIN SYSTEM
2009-10 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
EAU CLAIRE	GALEN, VANDA	SOCIAL WORK			NEW APPOINTMENT	PROFESSOR
EAU CLAIRE	KLEINE, PATRICIA	ACADEMIC AFFAIRS & FNDTNS OF EDUC			NEW APPOINTMENT	PROFESSOR & PROVOST W/TENURE
EAU CLAIRE	WIGGINS, MATTHEW	KINESIOLOGY			NEW APPOINTMENT	PROFESSOR
EAU CLAIRE	ANDERSON, JULIE A	BIOLOGY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	BEACH, EDWARD ALLEN	PHILOSOPHY & RELIGIOUS STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EAU CLAIRE	BERRY, JANICE K	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EAU CLAIRE	DORSHER, MICHAEL	COMMUNICATION & JOURNALISM		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	DRUCKER, STEPHEN	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EAU CLAIRE	GALLAGHER, WARREN H	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EAU CLAIRE	LINDSEY, TAMARA PHYLLIS	CURRICULUM & INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EAU CLAIRE	LONZARICH, DAVID G	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EAU CLAIRE	WAGNER, PAUL J	COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EAU CLAIRE	WHITFIELD, SCOTT BURWICK	PHYSICS & ASTRONOMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EAU CLAIRE	BENSON, ERICA J	ENGLISH		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	BONNER, JOSEPH MICHAEL	MANAGEMENT & MARKETING		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	DE GRAVE, ANALISA E	FOREIGN LANGUAGES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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EAU CLAIRE	GARVEY, CHRISTA NADINE	MUSIC & THEATRE ARTS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	JANG, WON YONG	COMMUNICATION & JOURNALISM		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	KAKEGAWA, TOMOMI	FOREIGN LANGUAGES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	KAPFER, JACK	COMMUNICATION & JOURNALISM		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	KIM, NAMJI C	MUSIC & THEATRE ARTS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	KIRKHORN, LEEELLEN C	NURSING		ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/TENURE
EAU CLAIRE	LEE, TALI DELIUS	BIOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	OBRIEN, SUSAN M	ART		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	ODAY, KAREN MICHELLE	ART		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	PATCHIN, JUSTIN W	POLITICAL SCIENCE		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	PIERCE, CRISPIN HAYES	PUBLIC HEALTH		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	STADLER, MARIE ALICE	COMMUNICATION DISORDERS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	WILEY, KRISTY JLYN LAUVER	MANAGEMENT & MARKETING		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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EAU CLAIRE	HERMAN, DANIEL P	BIOLOGY		ASSISTANT PROFESSOR	TENURE	ASSISTANT PROFESSOR W/TENURE
EAU CLAIRE	JANOT, JEFFREY M	KINESIOLOGY		ASSOCIATE PROFESSOR	TENURE	ASSOCIATE PROFESSOR W/TENURE
EAU CLAIRE	SERROS, SHERRIE J	MATHEMATICS		PROFESSOR	TENURE	PROFESSOR W/TENURE

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GREEN BAY	HARDEN, THOMAS A.	EDUCATION			NEW APPOINTMENT	PROFESSOR & CHANCELLOR-DESIGNEE W/TENURE
GREEN BAY	WALLACE, JULIA E	HUMAN DEVELOPMENT			NEW APPOINTMENT	PROFESSOR & PROVOST-DESIGNEE W/TENURE
GREEN BAY	DETWEILER, SARAH A	ARTS AND VISUAL DESIGN		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
GREEN BAY	GANYARD, CLIFTON G	HUMANISTIC STUDIES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
GREEN BAY	KURENOK, VLADIMIR	NATURAL AND APPLIED SCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
GREEN BAY	MARTIN, RYAN C	HUMAN DEVELOPMENT		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
GREEN BAY	MEINHARDT, DANIEL J	HUMAN BIOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
GREEN BAY	SALLMANN, JOLANDA M	SOCIAL WORK		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
GREEN BAY	VOELKER, DAVID J	HUMANISTIC STUDIES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
GREEN BAY	WOLF, AMY T	NATURAL AND APPLIED SCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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LA CROSSE	ANDERSON, DAVID A	SOCIOLOGY AND ARCHAEOLOGY			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	BRENNAN, MICHAEL J	SOCIOLOGY AND ARCHAEOLOGY			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	CANON, ELIZABETH B	ENGLISH			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	CHEN, WEN-CHIANG R	EDUCATIONAL STUDIES			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	DOCAN, ANTHONY N	COMMUNICATION STUDIES			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	DOCAN-MORGAN, SARA J	COMMUNICATION STUDIES			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	ESCHENBAUM, NATALIE K	ENGLISH			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	GANSEN, ERIC J	PHYSICS			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	GRIDER, JOHN T	HISTORY			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	HARIED, PETER J	INFORMATION SYSTEMS			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	HUISMAN, DENA M	COMMUNICATION STUDIES			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	KING HEIDEN, TISHA C	BIOLOGY			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	LONGHURST, JAMES L	HISTORY			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	LOVE, MARY S	EDUCATIONAL STUDIES			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	LYBECK, MARTI M	HISTORY			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	MCKELLEY, RYAN A	PSYCHOLOGY			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	OBRIEN, ALEXANDER M	PSYCHOLOGY			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	PEREZ, KATHRYN E	BIOLOGY			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	ROSACKER, KIRSTEN N	ACCOUNTANCY			NEW APPOINTMENT	ASSISTANT PROFESSOR

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LA CROSSE	THOUNE, DARCI L	ENGLISH			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	WENDT, THEODORE J	MATHEMATICS			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	WILLHITE, GARY L	EDUCATIONAL STUDIES			NEW APPOINTMENT	ASSOCIATE PROFESSOR
LA CROSSE	WILLHITE, KATHY J THOMAS	EDUCATIONAL STUDIES			NEW APPOINTMENT	ASSISTANT PROFESSOR
LA CROSSE	ANDERSON, JOSEPH K	THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
LA CROSSE	BLUMENTRITT, TRACIE L	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
LA CROSSE	CHOY, CAMBID J	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
LA CROSSE	DEBOER, BETTY V	PSYCHOLOGY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/TENURE
LA CROSSE	DELGADO, ENILDA A	SOCIOLOGY AND ARCHAEOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
LA CROSSE	GREINER, THOMAS	HEALTH PROFESSIONS	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/TENURE
LA CROSSE	GRUNWALD, SANDRA K	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
LA CROSSE	HENCH, THOMAS J	MANAGEMENT		ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	KOSIAK, JENNIFER J	MATHEMATICS		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	LEDOCQ, REBECCA L	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
LA CROSSE	OPDAHL, ARIC M	CHEMISTRY		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	ROLFHUS, KRISTOFER R	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
LA CROSSE	ROSS, SHERYL T	PHILOSOPHY		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	TERPSTRA, KAREN K	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE

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LA CROSSE	UDERMANN, BRIAN E	EXERCISE AND SPORT SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
LA CROSSE	CHILTON, GALADRIEL	LIBRARY		ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
LA CROSSE	CURRENT, MICHAEL D	LIBRARY		ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
LA CROSSE	SALLMEN, SHAUNA M	PHYSICS		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE

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MADISON	BRITLAND, KAREN	ENGLISH			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
MADISON	EVANS-ROMAINE, KAREN	SLAVIC LANGUAGES			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
MADISON	GHOSH, SHUBHA	LAW SCHOOL			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
MADISON	GOLDBERG, TONY	PATHOBIOLOGICAL SCIENCES			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
MADISON	GRAY, JONATHAN	COMMUNICATION ARTS			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
MADISON	HARTENBACH, ELLEN	OBSTETRICS & GYNECOLOGY			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
MADISON	IKONOMIDOU, HRISSANTHI	NEUROLOGY			NEW APPOINTMENT	PROFESSOR W/TENURE
MADISON	KENT, K. CRAIG	SURGERY			NEW APPOINTMENT	PROFESSOR W/TENURE
MADISON	KERN, ADAM	EAST ASIAN LANGUAGES & LITERATURE			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
MADISON	LEE, JOHN	INDUSTRIAL ENGINEERING			NEW APPOINTMENT	PROFESSOR W/TENURE
MADISON	LUND, DENNIS	SURGERY			NEW APPOINTMENT	PROFESSOR W/TENURE
MADISON	MARTIN, CAROLYN	GERMAN & WOMEN'S STUDIES			NEW APPOINTMENT	PROFESSOR & CHANCELLOR W/TENURE
MADISON	MARTIN, LISA	POLITICAL SCIENCE			NEW APPOINTMENT	PROFESSOR W/TENURE
MADISON	MOYE, FELICIA	SCHOOL OF MUSIC			NEW APPOINTMENT	PROFESSOR W/TENURE
MADISON	PILLERS, DE-ANN	PEDIATRICS			NEW APPOINTMENT	PROFESSOR W/TENURE

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MADISON	ROBERTSON, KELLIE	ENGLISH			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
MADISON	SARFF, JOHN	PHYSICS			NEW APPOINTMENT	PROFESSOR W/TENURE
MADISON	SHUTSKE, JOHN	BIOLOGICAL SYSTEMS ENGINEERING			NEW APPOINTMENT	PROFESSOR W/TENURE
MADISON	WARD, STEPHEN	JOURNALISM & MASS COMMUNICATION, SCH OF			NEW APPOINTMENT	PROFESSOR W/TENURE
MADISON	WITMORE, MICHAEL	ENGLISH			NEW APPOINTMENT	PROFESSOR W/TENURE
MADISON	WRIGHT, RANDALL	SCHOOL OF BUSINESS			NEW APPOINTMENT	PROFESSOR W/TENURE
MADISON	YAVAS, ABDULLAH	SCHOOL OF BUSINESS			NEW APPOINTMENT	PROFESSOR W/TENURE
MADISON	ARPACI-DUSSEAU, ANDREA C	COMPUTER SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	ARPACI-DUSSEAU, REMZI H	COMPUTER SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	ASEN, ROBERT	COMMUNICATION ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	BARAK, PHILLIP W	SOIL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	BARRY, AMY	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	BARTFELD, JUDITH	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	BOW, LESLIE	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	BROMAN, KARL W	BIOSTATISTICS AND MEDICAL INFORMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	CARPENTER, MASON A	SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	CHEN, HERBERT	SURGERY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	CRONE, WENDY C	ENGINEERING PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE

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MADISON	CSIKSZENTMIHALYI, MARK A	EAST ASIAN LANGUAGES & LITERATURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	CURTIN, JOHN J	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	DHARWADKER, APARNA	THEATRE & DRAMA	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	DOWNEY, GREG	JOURNALISM & MASS COMMUNICATION, SCH OF	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	ENSTAD, NAN	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	FOREST, KATRINA	BACTERIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	FRICKE, PAUL M	DAIRY SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	GOODRICH-BLAIR, HEIDI	BACTERIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	HESS, DIANA E	CURRICULUM AND INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	KLEIJWEGT, MARC	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	KNUTH, ERIC J	CURRICULUM AND INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	LI, XIAOCHUN	MECHANICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	LIPASTI, MIKKO H	ELECTRICAL & COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	LUCEY, JOHN A	FOOD SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	MCANULTY, JONATHAN	SURGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	MEYERAND, MARY ELIZABETH	MEDICAL PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	OLIVER, THOMAS R	POPULATION HEALTH SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	ORTALO-MAGNE, FRANCOIS	SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	PEVEHOUSE, JON	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE

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MADISON	PUNTAMBEKAR, SADHANA	EDUCATIONAL PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	RENGEL, ROBERTO	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	RIPORTELLA, ROBERTA	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	ROBERT, STEPHANIE A	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	RUDOLPH, JOHN L	CURRICULUM AND INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	SOVINEC, CARL R	ENGINEERING PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	THOMADSEN, BRUCE R	MEDICAL PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	TOME, WOLFGANG	HUMAN ONCOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	UTTAL, LYNET	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	VENKATARAMANAN, V	ELECTRICAL & COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	VIACLOVSKY, JEFF A	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	WEIGEL, KENT A	DAIRY SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	YOUNG, MORRIS S H	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	ZELDIN, RICHARD S	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	BARGER, AMY J	ASTRONOMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	LAZARIAN, ALEXANDER	ASTRONOMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	MORI, JUNKO	EAST ASIAN LANGUAGES & LITERATURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	RAYMO, JAMES M	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
MADISON	VAN DE WATER, MANON	THEATRE & DRAMA	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE

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MADISON	ALLEN, TODD R	ENGINEERING PHYSICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	AMANN, KURT J	ZOOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	ANDRZEJEWSKI, ANNA V	ART HISTORY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	BANERJEE, SUMAN	COMPUTER SCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	BAUTISTA, LEONELO E	POPULATION HEALTH SCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	BELTRAN, MARY C	COMMUNICATION ARTS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	BERGER, LAWRENCE M	SOCIAL WORK		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	BROSSARD, DOMINIQUE	LIFE SCIENCES COMMUNICATION		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	BURNSIDE, ELIZABETH S	RADIOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	CARTER, ERIK W	REHABILITATION PSYCHOLOGY& SPECIAL EDUC		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	CHUNG, DANIEL J	PHYSICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	COMESANA, JUAN M	PHILOSOPHY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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MADISON	CONLEY, SHAWN P	AGRONOMY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	CONNOR, NADINE P	COMMUNICATIVE DISORDERS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	CULLEN, EILEEN M	ENTOMOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	DAVIS, DONALD R JR	LANGUAGES AND CULTURES OF ASIA		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	DENNIS JR, SAMUEL F	NAT RESOURCES-LANDSCAPE ARCHITECTURE		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	DJAMALI, ARJANG	MEDICINE		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	DRAKE, DAVID	FOREST & WILDLIFE ECOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	FRATTA, DANTE O	CIVIL & ENVIRONMENTAL ENGINEERING		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	GILDRIE-VOYLES, PAUL M	MATERIALS SCIENCE AND ENGINEERING		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	GRATTON, CLAUDIO	ENTOMOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	GRINBLAT, YEVGENYA	ZOOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	HARRIS, DOUGLAS N	EDUCATIONAL POLICY STUDIES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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MADISON	HASHIMOTO, AKIKAZU	PHYSICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	HEEGER, KARSTEN M	PHYSICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	HEIDERSCHEIT, BRYAN C	ORTHOPEDICS AND REHABILITATION		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	HERD, PAMELA	LAFOLLETTE SCHOOL OF PUBLIC AFFAIRS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	HERNDON, MATTHEW F	PHYSICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	HOLLOWAY, TERESA A	ACADEMIC PROGRAMS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	HSIA, FLORENCE C	HISTORY OF SCIENCE		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	HUSTAD, KATHERINE C	COMMUNICATIVE DISORDERS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	JACKSON, RANDALL D	AGRONOMY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	JERAJ, ROBERT	MEDICAL PHYSICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	JIANG, HONGRUI	ELECTRICAL & COMPUTER ENGINEERING		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	JOHNSON, AMAUD J	ENGLISH		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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MADISON	JOHNSON, STEPHEN MARK	COMPARATIVE BIOSCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	KALEJTA, ROBERT F	ONCOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	KELES, SUNDUZ	STATISTICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	LABOSKI, CARRIE A M	SOIL SCIENCE		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	LARSON, ELIZABETH	KINESIOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	LENTZ, RASMUS	ECONOMICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	LOVEMAN, MARA	SOCIOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	MARES, MARIE-LOUISE	COMMUNICATION ARTS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	MITCHELL, JULIE C	MATHEMATICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	PECK, JOANN J	SCHOOL OF BUSINESS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	PETRIELLO, FRANCIS J	PHYSICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	PFEFFERKORN, FRANK E	MECHANICAL ENGINEERING		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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MADISON	POPULIN, LUIS C	ANATOMY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	ROSA, GUILHERME J M	DAIRY SCIENCE		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	SARTORIO, ANA CAROLINA	PHILOSOPHY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	SAUPE, KURT W	MEDICINE		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	SHOEMAKER, KARL BLAINE	HISTORY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	SPIEGELMAN, VLADIMIR	DERMATOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	STRIKER, ROBERT	MEDICINE		ASSOCIATE PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	THOMAS, MICHAEL	BACTERIOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	THOMPSON, ANITA M	BIOLOGICAL SYSTEMS ENGINEERING		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	WATTERS, JYOTI J	COMPARATIVE BIOSCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MADISON	ZHONG, WEIXIONG	PATHOLOGY & LABORATORY MEDICINE		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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MILWAUKEE	ABBOTT, LAWRENCE	BUSINESS/INSTRUCTIONAL			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	ARREDONDO, PATRICIA	EDUCATIONAL PSYCHOLOGY			NEW APPOINTMENT	PROFESSOR W/TENURE
MILWAUKEE	BEAULIEU, DAVID	EDUCATIONAL POLICY & COMMUNITY STUDIES			NEW APPOINTMENT	PROFESSOR W/TENURE
MILWAUKEE	EICHNER, CAROLYN J	HISTORY			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	FLORSHEIM, PAUL	CABHR			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	GOLDSMITH, PATRICK A	SOCIOLOGY			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	HOBGOOD, WADE	ART DEPARTMENT			NEW APPOINTMENT	PROFESSOR W/TENURE
MILWAUKEE	HOOYER, THOMAS	GEOSCIENCES			NEW APPOINTMENT	PROFESSOR W/TENURE
MILWAUKEE	LOVELL, MICHAEL	INDUSTRIAL & MANUFACTURING ENGINEERING			NEW APPOINTMENT	PROFESSOR W/TENURE
MILWAUKEE	REEVE, JOHNMARSHALL	EDUCATIONAL PSYCHOLOGY			NEW APPOINTMENT	PROFESSOR W/TENURE
MILWAUKEE	ARNOLD, BETTINA	ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	ARNOLD, PATRICIA	BUSINESS/INSTRUCTIONAL	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	BREWER, PAUL R	JOURNALISM & MASS COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	CLIMER, JOHN	MUSIC DEPARTMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	DALEY, BARBARA J	ADMINISTRATIVE LEADERSHIP	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	DAVIES, WILLIAM H	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	HAINS, ANTHONY A	EDUCATIONAL PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

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MILWAUKEE	HANSON, GEORGE W	ELECTRICAL ENGINEERG & COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	HELWANY, MOHD B	CIVIL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	IHRKE, DOUGLAS M	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	LISTON, MICHAEL N	PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	PEASE, NEAL H	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	PETERSON, JEFFRY F	MUSIC DEPARTMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	SINHA, ATISH	BUSNIESS/INSTRUCTIONAL	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	SWANSON, KYLE L	MATHEMATICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	WOODS, DOUGLAS W	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	XIE, IRIS	INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
MILWAUKEE	ALINDER, JASMINE A	HISTORY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	BECKMANN-MOEGENBURG, KIMBERLY	ART DEPARTMENT		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	BRISTOW, WILLIAM F	PHILOSOPHY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	CLEARY, TIMOTHY J	EDUCATIONAL PSYCHOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	CZECK, DYANNA M	GEOSCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	DU PLESSIS, JACQUES C	INSTRUCTION		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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MILWAUKEE	FARMER-HINTON, RAQUEL L	EDUCATIONAL POLICY & COMMUNITY STUDIES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	FERRERO, LUCA	PHILOSOPHY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	FLINT, GREGORY J	MUSIC DEPARTMENT		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	GELAN, ABERA	AFRICOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	JANG, HYUNGSHIM	EDUCATIONAL PSYCHOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	KANTER, JONATHAN W	PSYCHOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	KRAVTSOV, SERGEY V	MATHEMATICAL SCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	LYONS, JERI-ANNETTE	CLINICAL LABORATORY SCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	MCGINTY, MATTHEW D	ECONOMICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	MUSE, KEVIN B	FOREIGN LANGUAGES & LINGUISTICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	PERLEY, BERNARD C	ANTHROPOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	RAICU, VALERICA	PHYSICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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MILWAUKEE	SCHNITZER, STEFAN A	BIOLOGICAL SCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	SWARTZ, ANN M	HUMAN MOVEMENT SCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	VANIER, LUC M	DANCE		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	WANG, WEIZHONG	ELECTRICAL ENGINEERG & COMPUTER SCIENCE		ASSOCIATE PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	WU, MIN	HEALTH CARE ADMINISTRATION&INFORMATION		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	YU, HONG	HEALTH CARE ADMINISTRATION&INFORMATION		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	YUE, XIAOHANG	PRODUCTION & OPERATIONS MANAGEMENT		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	ZHANG, BO	EDUCATIONAL PSYCHOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
MILWAUKEE	ZHAO, TIAN	ELECTRICAL ENGINEERG & COMPUTER SCIENCE		ASSOCIATE PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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OSHKOSH	ALBERTS, HEIKE C	GEOGRAPHY		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
OSHKOSH	ATWELL, BRUCE W	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
OSHKOSH	BURNETT, NANCY J	INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
OSHKOSH	COOPER, SHELDON J	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
OSHKOSH	GUEORGUIEV, GUEORGUI T	COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
OSHKOSH	MASTERS, RICHARD A	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
OSHKOSH	RICHARDS, STEPHEN C	PUBLIC ADMINISTRATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
OSHKOSH	VAUGHAN, DANA K	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
OSHKOSH	WADE-SIRABIAN, ELIZABETH I	FOREIGN LANGUAGE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
OSHKOSH	CORTES, ROCIO	FOREIGN LANGUAGE		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
OSHKOSH	COULIBALY, MAMADOU	GEOGRAPHY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
OSHKOSH	DEMPSEY, LEONA F	NURSING - UNDERGRADUATE PROGRAMS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
OSHKOSH	DILKES, DAVID W	BIOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
OSHKOSH	DORN, LISA A	BIOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
OSHKOSH	FONDRIE, SUZANNE E	INSTRUCTION		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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OSHKOSH	GONZALEZ-MUNTANER, ELENA	FOREIGN LANGUAGE		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
OSHKOSH	HALEY, M RYAN	INSTRUCTION		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
OSHKOSH	HERZBERG, LARRY A	PHILOSOPHY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
OSHKOSH	LOEWENSTEIN, KARL E	HISTORY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
OSHKOSH	PERKINS, TROY A	COMMUNICATION		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
OSHKOSH	BEYER, SCOTT B	INSTRUCTION		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
OSHKOSH	HUEN, WING H	COMPUTER SCIENCE		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
OSHKOSH	WESTORT, PETER J	INSTRUCTION		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE

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PARKSIDE	LI, ZHAOHUI	GEOSCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
PARKSIDE	BARBER, LISA M	ART		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
PARKSIDE	SCHMITT, EDWARD R	HISTORY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
PARKSIDE	ZAMEERUDDIN, RIZVANA	BUSINESS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
PARKSIDE	CRAFTON, LINDA K	TEACHER EDUCATION		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE

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PLATTEVILLE	BAYRAKTAR, TUBA	INDUSTRIAL ENGINEERING		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
PLATTEVILLE	BROUSSARD, ROSALYN SHIELDS	SOCIAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
PLATTEVILLE	CIESIELSKI, DENNIS	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
PLATTEVILLE	CORNETT, CHARLES R	EMS OPERATIONS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
PLATTEVILLE	DREFCINSKI, SHANE D	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
PLATTEVILLE	EVENSEN, HAROLD T	EMS OPERATIONS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
PLATTEVILLE	HOERNING, JEFF	EMS OPERATIONS		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
PLATTEVILLE	HUNT, THOMAS C	BILSA OPERATIONS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
PLATTEVILLE	KRUGLER, DAVID F	SOCIAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
PLATTEVILLE	KWON, MIYEON	EMS OPERATIONS		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
PLATTEVILLE	SCHLAGER, LYNN M	MECHANICAL/INDUSTRIAL ENGR	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
PLATTEVILLE	SNYDER, ROBERT J	BILSA OPERATIONS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
PLATTEVILLE	UL-HAQ, IRFAN	EMS OPERATIONS		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
PLATTEVILLE	ZAUCHE, TIMOTHY H	EMS OPERATIONS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
PLATTEVILLE	BAXTER, CHRISTOPHER A	CONT ED-FUND 104 OPER		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
PLATTEVILLE	BOCKHOP, RICHARD L	BILSA OPERATIONS		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
PLATTEVILLE	HAERTZEN, KEVIN J	EMS OPERATIONS		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE

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PLATTEVILLE	HUEBSCHMAN, JEFFREY J	BILSA OPERATIONS		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
PLATTEVILLE	KOU, XIAOMIN	EMS OPERATIONS		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
PLATTEVILLE	LI, WEI	EMS OPERATIONS		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE

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RIVER FALLS	DELGADO, FERNANDO P	COMMUNICATION STUDIES AND THEATRE ARTS			NEW APPOINTMENT	PROFESSOR W/ TENURE
RIVER FALLS	VANGALEN, DEAN	CHEMISTRY			NEW APPOINTMENT	PROFESSOR W/ TENURE
RIVER FALLS	BUTLER, KRISTINE J	MODERN LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
RIVER FALLS	KELM, STEVEN C	ANIMAL AND FOOD SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
RIVER FALLS	KERNAHAN, CYNTHIA ANN	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
RIVER FALLS	KILIAN, CLAIRE MCCARTY	MANAGEMENT & MARKETING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
RIVER FALLS	KORENIC, EILEEN M	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
RIVER FALLS	MARCHAND, DANIEL H	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
RIVER FALLS	MCCANN, LOWELL I	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
RIVER FALLS	ONAN, GARY W	ANIMAL AND FOOD SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
RIVER FALLS	PETERSON, KARL P	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
RIVER FALLS	TOMLINSON, KATHY A	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
RIVER FALLS	BERG, PATRICIA JANE	JOURNALISM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
RIVER FALLS	GILLEN, MARK C	COUNSELING AND SCHOOL PSYCHOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
RIVER FALLS	HARDTKE, RELLEN R	PHYSICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
RIVER FALLS	HARDWICK, ELAINE O	BIOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
RIVER FALLS	HUNZER, KATHLEEN M	ENGLISH		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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RIVER FALLS	PARK, JONG-WON	MUSIC		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
RIVER FALLS	PETKOV, KIRIL P	HISTORY & PHILOSOPHY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
RIVER FALLS	SUN, YUAN	ACCOUNTING AND FINANCE		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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STEVENS POINT	ALDEN, HELENA L	SOCIOLOGY			NEW APPOINTMENT	ASSISTANT PROFESSOR
STEVENS POINT	ALEMAN, STEPHANIE WEPARU	PHILOSOPHY & ANTHROPOLOGY			NEW APPOINTMENT	ASSISTANT PROFESSOR
STEVENS POINT	BARSKE, VALERIE	HISTORY			NEW APPOINTMENT	ASSISTANT PROFESSOR
STEVENS POINT	BODENSTEINER, KARIN	BIOLOGY		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STEVENS POINT	CRAIG-ODDERS, RENEE W	FOREIGN LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
STEVENS POINT	CRIDER, MATTHEW A	THEATRE AND DANCE		INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
STEVENS POINT	HANEY, JAMES M	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
STEVENS POINT	LITTLE, JOHN A	COMMUNICATION		INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
STEVENS POINT	LOWERY, ANGELA J	PSYCHOLOGY		INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
STEVENS POINT	SMITH, JOHN O	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
STEVENS POINT	WILLHOIT, DENNIS W	MUSIC		INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
STEVENS POINT	BARDON, LISA A	SCHOOL OF EDUCATION		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	BENDER, SUSAN M	MUSIC		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	FAKAZIS, ELIZABETH	COMMUNICATION		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	FREIRE, VIRGINIA	BIOLOGY		ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/TENURE
STEVENS POINT	GOTT, PATRICIA ANN	ENGLISH		ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/TENURE
STEVENS POINT	HAUER, RICHARD J	NATURAL RESOURCES		INSTRUCTOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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STEVENS POINT	LIAO, YAN	LRC PUBLIC SERVICES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	MIHM, BARBARA J	BUSINESS AND ECONOMICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	MURASKI, THERESA L	LRC PUBLIC SERVICES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	PALMER, DEBRA L	PSYCHOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	POGELL, SARAH C	ENGLISH		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	RUSSELL, KEVIN R	NATURAL RESOURCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	SAGE, JAMES A	PHILOSOPHY & ANTHROPOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	WERNER, LES P	NATURAL RESOURCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	BERK, STACEY J	MUSIC		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	BLACK, DIANA K	ART		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	BOELK, AMY	SOCIOLOGY		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	DAVIS, JASON R	BUSINESS AND ECONOMICS		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE

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STEVENS POINT	FRY, KARIN A	PHILOSOPHY & ANTHROPOLOGY		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	GONCHIGDANZAN, KHURELBAATAR	MATHEMATICS AND COMPUTING		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	HERMAN, EDWIN P	MATHEMATICS AND COMPUTING		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	JUDZIEWICZ, EMMET J	BIOLOGY		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	KING, JULIA M	SCHOOL OF COMMUNICATIVE DISORDERS		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	MAGYAR-MOE, JEANA L	PSYCHOLOGY		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	MENNINGEN, KENNETH L	PHYSICS & ASTRONOMY		PROFESSOR	TENURED	PROFESSOR W/TENURE
STEVENS POINT	MORRIS, STUART A	ART		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STEVENS POINT	SHAW, PATRICIA A	SCHOOL OF EDUCATION		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE

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STOUT	GALETKA, DAVID	CONSTRUCTION			NEW APPOINTMENT	ASSISTANT PROFESSOR
STOUT	OLSON, KEVIN P	APPAREL & COMMUNICATIONS TECH			NEW APPOINTMENT	ASSISTANT PROFESSOR
STOUT	ATWELL, ROBERT D	ART & DESIGN		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	BEAMER, BRYAN R	OPERATIONS & MANAGEMENT		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	BENDEL, CHRISTOPHER P	MATH, STATS & COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
STOUT	BLAND, CYNTHIA KAY	ART & DESIGN		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	CHRISTIE, DIANE	MATH, STATS & COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
STOUT	DELAMBO, DAVID ANTHONY	REHABILITATION & COUNSELING	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/TENURE
STOUT	HAHN, KIM HONGYOUN	APPAREL & COMMUNICATIONS TECH		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	HOMA, DEBRA B	REHABILITATION & COUNSELING		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	HOPP, JUDY JOHANNA	PHYSICS		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	KLEFSTAD, JILL M	SOE INSTRUCTION		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	MILLER-RODEBERG, MARCIA ANN	CHEMISTRY		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	MULDOON, ANDREA B	ENGLISH & PHILOSOPHY		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	NEIDERMYER, GINDY JEAN	APPAREL & COMMUNICATIONS TECH		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	NOLD, STEPHEN C	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
STOUT	PARSONS, ANN M	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
STOUT	PETRO, JOHN S	ENGINEERING & TECHNOLOGY		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

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STOUT	PICKART, MICHAEL A	BIOLOGY		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	ROHRER, CYNTHIA A	FOOD & NUTRITION		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	SCHOFIELD, NANCY A	ENGINEERING & TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
STOUT	SHUMATE, STEPHEN GREGORY	REHABILITATION & COUNSELING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
STOUT	SPRINGER, SCOTT L	ENGINEERING & TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
STOUT	STANISLAWSKI, DEBBIE LYNN	SOE INSTRUCTION		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	TAYLOR, JULIANNE KAY HASTINGS	SOE INSTRUCTION		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
STOUT	WATTS, JULIE MARIE	ENGLISH & PHILOSOPHY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
STOUT	BRANTMEIER, TAMARA J	ART & DESIGN		ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
STOUT	EBERT, THOMAS A	BUSINESS		ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
STOUT	FICHTER, AMY ELIZABETH	ART & DESIGN		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STOUT	FOLEY, JEANNE M	MATH, STATS & COMPUTER SCIENCE		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STOUT	RISLEY, KRISTIN A	ENGLISH & PHILOSOPHY		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STOUT	THOMAS, KATHLEEN MARIE WAY	SOCIAL SCIENCE		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
STOUT	ZAGORSKI, KIMBERLY L	SOCIAL SCIENCE		ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE

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SUPERIOR	LECK, UWE	MATH & COMPUTER SCIENCES		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
SUPERIOR	MOORE, GREGORY K	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
SUPERIOR	TUCKER, SHIN-PING	MATH & COMPUTER SCIENCES		ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
SUPERIOR	FUJIEDA, ERI	SOCIAL INQUIRY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
SUPERIOR	ALDRIDGE, ERIN R	MUSIC		ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE

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WHITEWATER	ALLSEN, JON M	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
WHITEWATER	ELLENWOOD, CHRISTIAN K	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
WHITEWATER	LIANG, GUOLI	HEALTH, PHY ED, RECREATION & COACHING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
WHITEWATER	PARBOTEEAH, KAVIRAJ PRAVEEN	MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
WHITEWATER	ADDAE, HELENA	MANAGEMENT		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
WHITEWATER	AMBROSE, PAUL J	INFORMATION TECHNOLOGY & BUSINESS EDUCATION		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
WHITEWATER	ANNUCCI, MARILYN G	LANGUAGES & LITERATURES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
WHITEWATER	BENJAMIN, ROBERT A	PHYSICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
WHITEWATER	DEVORE, SIMONE J	SPECIAL EDUCATION		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
WHITEWATER	KAM, TANYA Y	LANGUAGES & LITERATURES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
WHITEWATER	KLEINFELD, MARGO P	GEOGRAPHY & GEOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
WHITEWATER	KUZOFF, ROBERT K	BIOLOGICAL SCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
WHITEWATER	MCGUIGAN, JOHN H III	LANGUAGES & LITERATURES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
WHITEWATER	MORAN, PATRICK J	LANGUAGES & LITERATURES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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WHITEWATER	REID, LINDA A	FINANCE AND BUSINESS LAW		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
WHITEWATER	ROBINSON, THOMAS R	SPECIAL EDUCATION		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
WHITEWATER	WALDMAN, LILA D	INFORMATION TECHNOLOGY & BUSINESS EDUCATION		ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/TENURE
WHITEWATER	YU, QIU HONG	FINANCE AND BUSINESS LAW		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
WHITEWATER	ZHANG, XIAOHONG	ART		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
WHITEWATER	ZIMMERMAN, JEFFREY A	GEOGRAPHY & GEOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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UW-FOX VALLEY	BULTMAN, WILLIAM J	COMPUTER SCIENCE, PHYSICS, ENGR., ASTRONOMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-WAUKESHA	KRYUKOV, ALEXEY	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-MARSHFIELD/WOOD COUNTY	ADAM, IDDRISU	GEOGRAPHY/GEOGRAPHY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-BARABOO/SAUK COUNTY	CAILLIET, CLAUDE	MUSIC		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-ROCK COUNTY	FONS, JOHN T	COMPUTER SCIENCE, PHYSICS, ENGR., ASTRONOMY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MARINETTE	KLEMP, MARK A	CHEMISTRY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WAUKESHA	LEM, ELLYN A	ENGLISH		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MARSHFIELD/WOOD COUNTY	LU, JINBO	MATHEMATICS		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MARSHFIELD/WOOD COUNTY	OBA, DOUGLAS	BIOLOGICAL SCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-FOX VALLEY	PETER, GREGORY A	ANTHROPOLOGY/ SOCIOLOGY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-FOX VALLEY	SHEEHAN, STEVEN T	HISTORY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-ROCK COUNTY	SUAREZ, JEFF W	MUSIC		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-FOND DU LAC	THEYS, RONALD D	CHEMISTRY		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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UW-BARRON COUNTY	WHITE, TRACY K	BIOLOGICAL SCIENCES		ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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EXTENSION	ALLEN, SUSAN	FAMILY DEVELOPMENT			NEW APPOINTMENT	ASSISTANT PROFESSOR
EXTENSION	GRIMM, MICHELLE	YOUTH DEVELOPMENT			NEW APPOINTMENT	ASSISTANT PROFESSOR
EXTENSION	KAKDE, ELA	COMMUNITY RESOURCE DEVELOPMENT			NEW APPOINTMENT	INSTRUCTOR
EXTENSION	KRAUS, GAIL	YOUTH DEVELOPMENT			NEW APPOINTMENT	ASSISTANT PROFESSOR
EXTENSION	OLSON, BETSY	YOUTH DEVELOPMENT			NEW APPOINTMENT	INSTRUCTOR
EXTENSION	SCOTT, LESLY C	YOUTH DEVELOPMENT			NEW APPOINTMENT	ASSISTANT PROFESSOR
EXTENSION	SIDOFF, NICOLE	COMMUNITY RESOURCE DEVELOPMENT			NEW APPOINTMENT	INSTRUCTOR
EXTENSION	STEWART, JENNIFER	COMMUNITY RESOURCE DEVELOPMENT			NEW APPOINTMENT	ASSISTANT PROFESSOR
EXTENSION	STUTTGEN, SANDRA	AG/AGRIBUSINESS			NEW APPOINTMENT	INSTRUCTOR
EXTENSION	TARJESON, SARAH	YOUTH DEVELOPMENT			NEW APPOINTMENT	INSTRUCTOR
EXTENSION	VAN TREECK, CHRISTA	YOUTH DEVELOPMENT			NEW APPOINTMENT	ASSISTANT PROFESSOR
EXTENSION	BARKER, BARBARA H	YOUTH DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EXTENSION	BROOKS, NANCY L	FAMILY DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EXTENSION	CARPER, CARA N	COMMUNITY RESOURCE DEVELOPMENT		INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
EXTENSION	GINTHER, FRANCIS G	YOUTH DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EXTENSION	GREEN, KARL	COMMUNITY RESOURCE DEVELOPMENT		INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
EXTENSION	HADY, ADAM A	AG/AGRIBUSINESS		INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
EXTENSION	HUYCKE, GAIL M	COMMUNITY RESOURCE DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EXTENSION	JONES, ANNA M	COMMUNITY RESOURCE DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE

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EXTENSION	JORGENSEN, JILL A	YOUTH DEVELOPMENT		INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
EXTENSION	KOHLMAN, TINA L	AG/AGRIBUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EXTENSION	MALONE, PATRICIA L	COMMUNITY RESOURCE DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EXTENSION	VIAU, CHRISTOPHER B	YOUTH DEVELOPMENT		INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
EXTENSION	ZIERL, LORI A	FAMILY DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
EXTENSION	ALBARADO, ALIESHA R	AG/AGRIBUSINESS		ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/TENURE
EXTENSION	BROWN, DEMETRIUS	YOUTH DEVELOPMENT		ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/TENURE
EXTENSION	CARATTINI, JACKIE L	FAMILY DEVELOPMENT		ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/TENURE
EXTENSION	DEMONTMOLLIN, JOHN J	YOUTH DEVELOPMENT		ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/TENURE
EXTENSION	ERICKSON, JENNIFER LYNN	COMMUNITY RESOURCE DEVELOPMENT		ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/TENURE
EXTENSION	JAREK, KEVIN D	AG/AGRIBUSINESS		ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/TENURE
EXTENSION	MOHR, DALE W	COMMUNITY RESOURCE DEVELOPMENT		ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/TENURE
EXTENSION	SCHANHOFER, AMY R	COMMUNITY RESOURCE DEVELOPMENT		ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/TENURE
EXTENSION	WIEGAND, RICHARD O	AG/AGRIBUSINESS		ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM
2009-10 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
EXTENSION	WIMME, JOAN	YOUTH DEVELOPMENT		ASSISTANT PROFESSOR	PROMOTION AND TENURE	ASSOCIATE PROFESSOR W/TENURE

Approval of Revisions to
Chapters UWS 17 & 18
Wisconsin Administrative Code

EDUCATION COMMITTEE

Resolution I.1.f.:

That, upon the recommendation of the President of the University of Wisconsin System, the proposed rules amending Chapters UWS 17 and 18, Wis. Admin. Code, are hereby approved, together with the “Report to the Legislature, Clearinghouse Rule 08-099,” and that the Secretary of the Board of Regents, pursuant to s. 227.19, Wis. Stats., notify the presiding officer of each house of the Legislature that the proposed rules are in final draft form, and cause a statement to appear in the Wisconsin Administrative Register that said proposed rules have been submitted to the presiding officer of each house of the Legislature.

**REVISIONS TO
CHAPTERS UWS 17 AND 18, WIS. ADMIN. CODE
JUNE 2009**

EXECUTIVE SUMMARY

BACKGROUND

At the May 2009 Board of Regents Education Committee meeting, the Committee discussed recent proposed revisions to Chapters UWS 17 and 18, Wis. Admin. Code. The Board's review in May was one of many steps in the administrative rulemaking process. Previously, in fall 2008, with the Board's approval, the draft chapters had been submitted to the Wisconsin Legislative Council Rules Clearinghouse for review and comment. In March 2009, the Board of Regents convened a public hearing to receive public comments on the draft rules; written public comments were also accepted. The May revisions were intended to address comments submitted by the Legislative Council Rules Clearinghouse and the public.

The discussion at the May meeting focused on several concerns about the recent revisions. Much of the discussion revolved around whether or not students should be allowed to have lawyers represent them at nonacademic misconduct disciplinary hearings. A related concern was whether an attorney for an accused student would be able to question an alleged victim of sexual assault at a disciplinary hearing. Another concern involved a recent revision that raised the threshold for addressing students' off-campus municipal violations when the violations affect a substantial university interest. Also discussed was the question of whether an accused student can have access to exculpatory information if the investigating conduct officer finds any such information in the course of the investigation.

At its May meeting, the Education Committee agreed to postpone consideration of the rule revisions until June, with certain steps to be taken in the interim. The steps included collecting information on: (1) the number of nonacademic misconduct hearings systemwide, and the extent to which attorneys were present with the accused student at those hearings; (2) the number of suspensions and expulsions; (3) hearing practices in place at the UW institutions for cases of sexual assault; and (4) the availability of pro bono or low-cost legal counsel for accused students without the means to hire counsel. Information has since been collected, and further revisions have been made, for discussion at the June meeting.

After review and consideration of the proposed rules by the Board of Regents, the next step in the rulemaking process is to submit the rules to the state Legislature. Following this Executive Summary is a draft entitled, "Report to the Legislature, Clearinghouse Rule 08-099" (Attachment 1), which would be used to convey the proposed rules to the Legislature. This document is required as part of the state rulemaking process and reflects: (1) proposed Board of Regents responses to the Wisconsin Legislative Council Rules Clearinghouse comments; (2) an overview of the public comments and recommended responses to those comments; and (3) technical details of the rule revisions. Attachment 2, "Recommended Revisions to Chapters UWS 17 and 18, Wis. Admin. Code, June 2009," shows Chapters UWS 17 and 18 in the form in

which they will appear if the most recent revisions are acceptable to the Board and, eventually, to the Legislature.

REQUESTED ACTION

Approval of Resolution I.1.f., that upon the recommendation of the President of the University of Wisconsin System, the proposed rules amending Chapters UWS 17 and 18, Wis. Admin. Code, are hereby approved, together with the “Report to the Legislature, Clearinghouse Rule 08-099,” and that the Secretary of the Board of Regents, pursuant to s. 227.19, Wis. Stats., notify the presiding officer of each house of the Legislature that the proposed rules are in final draft form, and cause a statement to appear in the Wisconsin Administrative Register that said proposed rules have been submitted to the presiding officer of each house of the Legislature.

DISCUSSION

The Clearinghouse review, public hearing, public comment period, and May Education Committee discussion were the most recent events in the revision process. Described below is an overview of: (1) the process for developing the draft rules; (2) the comments received from the Legislative Council Rules Clearinghouse; (3) public comments and responses; (4) additional information collected in response to the Education Committee’s request in May; (5) proposed revisions to the May 2009 draft; and (6) the next steps in the rulemaking process.

Development of the Revised Rules

The process of revising Chapters UWS 17 and 18 began in early 2007. Chapter UWS 17, “Student Nonacademic Disciplinary Procedures,” is the University’s student conduct code. This chapter describes student behaviors that constitute nonacademic misconduct, the disciplinary process, and a range of consequences for nonacademic misconduct. Chapter UWS 18, “Conduct on University Lands,” regulates the behavior of both students and nonstudents, including the public, who use university lands for work, study or recreation. Chapter UWS 18 is enforced by university police, and most violations of Chapter UWS 18 are subject to forfeitures of not more than \$500.

The revision process was initiated to update the two chapters, to respond to concerns about student misconduct off campus, and to incorporate a more educational approach to discipline. In developing its initial recommendations for the Board of Regents, the Chapters UWS 17 and 18 Review Committee considered the diverse interests of students, staff, and the public. Various perspectives were sought through the committee process itself, public listening sessions, and public comments submitted during two comment periods. In addition, the Committee researched disciplinary code language at other public universities, model code language, and literature on student discipline.

Recognizing that the revision process must balance a diverse set of interests, the Review Committee developed principles to guide the process. The Committee’s goal was to advance the mission of the UW System through administrative rules that: (1) promote safety and security;

(2) respect the rights and responsibilities of all persons in the university community; (3) provide notice of behavioral expectations; (4) maintain an educational emphasis; (5) describe clear and understandable procedures; and (5) respect the unique characteristics of each campus community and mission. The October 2008 version of the rules included revisions that:

- Improve the organization of both chapters.
- Update procedures in Chapter UWS 17 and modernize language in both chapters.
- Include an explicit statement about the scope of Chapter UWS 17's conduct rules.
- Add educational or service sanctions, such as community service, courses, or drug or alcohol assessment, as responses to nonacademic misconduct.
- Make the disciplinary hearing process more educational and less legalistic.
- Add behaviors that university police officers have encountered when enforcing Chapter UWS 18.

Comments from Legislative Council Rules Clearinghouse

After the October 2008 Board of Regents meeting, the proposed rules, as approved at that meeting, were submitted to the Wisconsin Legislative Council Rules Clearinghouse. The Clearinghouse provided comments on: (1) form, style and placement in the Administrative Code; (2) adequacy of references to related statutes, rules, and forms; and (3) clarity, grammar, punctuation, and use of plain language.

Many of the Clearinghouse comments were readily addressed within the text of the draft rules. Among these comments were such items as ensuring that paragraphs are numbered properly, replacing "will" or "must" with "shall," and ensuring that statutory references are correct.

Other Clearinghouse comments sought explanations for some of the revisions, based on clarity or plain language considerations. For example, the comments asked for clarification of differences between existing and proposed administrative rules language or suggested particular clarifying language.

The "Report to the Legislature, Clearinghouse Rule 08-099," includes a proposed Board of Regents response to the Clearinghouse comments. Changes in response to comments are incorporated directly into the rule language, while comments seeking explanatory information are addressed individually.

Public Comments

The Board of Regents' public hearing on March 5, 2009 and the written-comment period prior to and following the hearing also yielded an array of comments on the draft rules. Some comments were generally positive, some were generally negative, and some praised the rule changes overall but objected to particular aspects of the rules.

Nearly all of the comments pertained to Chapter UWS 17. Among these, a frequent topic was the draft rules' language making explicit the University's authority to address students' off-

campus misconduct when the conduct affects a substantial university interest. The existing Chapter UWS 17 allows UW institutions to address off-campus conduct under certain circumstances; the revisions provide more guidance in this area. Objections to the off-campus provision of the rule are mainly based on the belief that students' off-campus activities are not, or should not be, of any interest to the university. Supporters of an explicit off-campus scope provision, meanwhile, believe that UW students have a responsibility to engage in proper conduct off campus, as well as on campus, and should be held accountable by the University if they do not.

The May 2009 meeting materials reflected revisions that were made in response to various comments expressed during the public comment process. Revisions in some key areas of concern were: (1) an added statement about the rules' intent to protect students' constitutional rights; (2) a requirement that municipal violations be both serious and repeated (in addition to affecting a substantial university interest) to be subject to Chapter UWS 17; (3) restoration of a student's choice of a hearing examiner or hearing committee, regardless of the proposed sanction; (4) added statements about the role of the lawyer who may accompany an accused student at a disciplinary hearing; and (5) broadened rights to appeal disciplinary sanctions to the Board of Regents.

Additional Information Collected at the Request of the Education Committee

UW institutions' chief student affairs officers responded to the Education Committee's request for additional information about nonacademic misconduct disciplinary cases by completing a survey after the May meeting. While the available information provides a partial picture of aspects of nonacademic disciplinary cases, the information has some limitations. For example, it is not directly comparable across institutions, because some institutions' recordkeeping methods do not allow them to separate out Chapter UWS 17 cases; some institutions were able to provide the requested information for only a portion of the requested five-year period of 2004-05 to 2008-09; some institutions provided information in only some categories; and data in some categories include only a subset of cases. The available data include UW-Madison and UW-Milwaukee.

Cases, Hearings, and Attorney Presence

Despite the variability in the data across UW institutions, the data generally confirm earlier conclusions that the UW System, overall, has few suspensions and expulsions in nonacademic misconduct cases and few nonacademic disciplinary hearings. Relying on the available data, some general conclusions can be drawn about the period from 2004-05 to 2008-09, based on data from 11 UW institutions:

- Chapter UWS 17 investigations resulted in an overall average of approximately 180 cases per institution per year, with a broad range among institutions.
- Based on available data, it appears that slightly more than one percent of cases resulted in disciplinary hearings during the five-year period.

- Information on attorney or advisor presence was available for 94 hearings; an attorney accompanied the accused student at approximately 12 percent of these hearings, and a non-attorney advisor accompanied the accused student at fewer than twenty percent of hearings.

The survey of UW institutions indicated that most UW institutions interpret the existing UWS 17 language to allow an attorney who is present for the accused student to serve as an advisor only, and not to actively represent the accused student.

Asked about pro bono or low-cost legal services available in the community to represent students accused of nonacademic misconduct, three UW institutions indicated that legal services are available. Each of the three indicated that representation at Chapter UWS 17 hearings has not been provided through these legal services. However, UW-Eau Claire reported that legal services funded through segregated fees are available one evening per week; UW-Green Bay indicated that the Dean of Students office makes available a list of law firms willing to provide lower-cost services to students; and UW-Stevens Point indicated that Legal Aid is available to students. The state Public Defender and Legal Action of Wisconsin provide services to indigent or low-income persons, but the information on their websites does not suggest that services would be available for university disciplinary cases. The brief survey undertaken for the Education Committee may not have identified all available legal resources.

Suspensions and Expulsions

With the caveats noted above regarding the limitations of the data, information on suspensions and expulsions in nonacademic misconduct cases at 12 UW institutions for the period of 2004-05 to 2008-09 indicates the following:

- Suspensions for the five-year period totaled approximately 188, or an average of approximately 3.5 suspensions per institution per year, with a broad range among institutions.
- Of 162 suspensions for which data are available, approximately 46 percent were for periods of either two semesters or one year, approximately 28 percent were for either one semester or six months; and approximately 20 percent were for two years.
- Expulsions for the five-year period totaled approximately 13, or an average of fewer than .25 expulsions per institution per year.

Hearing Procedures for Sexual Assault Cases

UW institutions were asked about their procedures for conducting a disciplinary hearing when a student has been accused of sexual assault. Responses indicated that UW institutions have procedures in place that allow for sensitivity to the alleged victim in such situations. Among the procedures are the following: (1) if the accused student wishes to question the alleged victim, he or she may be asked to direct his or her questions through the hearing examiner or hearing committee chair; (2) a screen may be placed so that the alleged victim and accused student are not visible to each other; (3) the alleged victim may provide information and

answer questions by speakerphone or closed circuit video from a separate room; (4) if the alleged victim wishes to address the hearing body, the accused student may be temporarily relocated to another room, to listen by speakerphone; and (5) the alleged victim may be accompanied by a support person. After considering current practices, consulting with experts, and reviewing information from other universities, it was concluded that Administrative Code changes are not necessary to promote sensitivity to alleged victims at nonacademic disciplinary hearings. Training and other methods would be more applicable.

Proposed Revisions to the May 2009 Draft

As a result of the data gathering efforts and further consideration of comments made before, during, and since the May 2009 Education Committee meeting, several conclusions were reached. First, after consideration of all of the aspects of the municipal violations provision, it was decided to retain the municipal violations language that was presented at the May meeting. Second, some minor changes to the introductory phrasing of ss. UWS 17.08 and 17.09 are suggested. Third, more significant revisions are suggested regarding information the conduct officer must provide a student, and regarding the participation of attorneys at hearings. The latter two points are addressed below.

Information Provided to Students

It is suggested that a phrase be added to require a university conduct officer who is seeking a sanction for misconduct to provide the student with access to all the information available to the university regarding the alleged misconduct. This is information that might be found in the course of an investigation. The proposed June revisions are as follows:

UWS 17.11 Disciplinary procedure.

...(4) PROCESS FOLLOWING DETERMINATION BY THE INVESTIGATING OFFICER THAT NONACADEMIC MISCONDUCT OCCURRED.

(a) If, as a result of a discussion under sub. (2) or review of available information, the investigating officer determines that nonacademic misconduct did occur and that one or more of the disciplinary sanctions listed under s. UWS 17.10(1) should be recommended, the investigating officer shall prepare a written report which shall contain all of the following:

1. A description of the alleged misconduct.
2. A description of all information available to the university regarding the alleged misconduct. Such information shall be available to the student upon request, except as may be precluded by applicable state or federal law.
- ~~2.~~ 3. Specification of the sanction sought.
- ~~3.~~ 4. Notice of the student's right to a hearing.
- ~~4.~~ 5. A copy of this chapter and of the institutional procedures adopted to implement this section.

UWS 17.12 Hearing.

...(3) ~~Reasonably~~ No less than 5 days in advance of the hearing, the hearing examiner or committee shall obtain from the investigating officer, in writing, a full explanation of the facts upon which the determination of misconduct was based, and shall provide the student with access to or copies of the investigating officer's explanation, together with any other materials provided to the hearing examiner or committee by the investigating officer, including any additional available information of the type described in s. UWS 17.11(4)(a)2.

Attorneys' Participation at Hearings

Based on the discussion surrounding the question of the proper role of advisors or attorneys accompanying the accused student at a hearing, two significant revisions are suggested. One would add a brief section making clear that nonacademic disciplinary hearings have a fundamentally educational purpose and that they are not regulated by the rules of a courtroom setting. The other seeks to make clear which functions an advisor may or may not perform on behalf of an accused student. For example, the advisor may question adverse witnesses and present information and witnesses on behalf of the student, but the student is expected to answer questions on his or her own behalf. The proposed June revisions are as follows:

UWS 17.12 Hearing.

...(4) The hearing shall be conducted in accordance with the following guidance and requirements:

- (a) The hearing process shall further the educational purposes and reflect the university context of nonacademic misconduct proceedings. The process need not conform to state or federal rules of criminal or civil procedure, except as expressly provided in ch. UWS 17.
- ~~(a)~~ (b) The student shall have the right to question adverse witnesses, the right to present information and witnesses, the right to be heard on his or her own behalf, and the right to be accompanied by an advisor of the student's choice. The advisor may be a lawyer. This advisor may counsel the student, but may not act on the student's behalf except at the discretion of the hearing examiner or committee, or when the student is subject to a sanction of suspension or expulsion or has been charged with a crime in connection with the same conduct for which the student is subject to disciplinary proceedings under ch. UWS 17. In cases where the recommended disciplinary sanction is identified in UWS 17.10 (1)(a) to (h), the advisor may counsel the student, but may not directly question adverse witnesses, present information or witnesses, or speak on behalf of the student except at the discretion of the hearing examiner or committee. In cases where the recommended disciplinary sanction is identified in UWS 17.10(1)(i) or (j), or where the student has been charged with a crime in connection with the same conduct for which the disciplinary sanction is sought, the advisor may question adverse witnesses, present information and witnesses, and speak on behalf of the student. In accordance with the educational purposes of the hearing, the student is expected to respond on his or her own behalf to questions asked of him or her during the hearing.

Next Steps in Rulemaking Process

With the Board of Regents' approval, the proposed "Report to the Legislature," including the amended chapters, will be submitted to the Legislature for review. Thereafter, the rules will be referred to one standing committee in each house. One or both of the committees may waive jurisdiction over the proposed rules, request to meet with the University on the proposed rules, or hold a meeting or hearing to review the proposed rules. Either or both committees may also request modifications to the rules. They may also object to a rule for certain reasons, as specified in state law. If a committee objects to a proposed rule, the rule is referred to the Joint Committee for Review of Administrative Rules for further review and action. If objections arise, the University may promulgate portions of the rules to which there are no objections.

The legislative process will determine the exact promulgation date for the rules. The goal is to have the rules in place for the fall 2009 semester.

RECOMMENDATION

Approval of Resolution I.1.f., that upon the recommendation of the President of the University of Wisconsin System, the proposed rules amending Chapters UWS 17 and 18, Wis. Admin. Code, are hereby approved, together with the "Report to the Legislature, Clearinghouse Rule 08-099," and that the Secretary of the Board of Regents, pursuant to s. 227.19, Wis. Stats., notify the presiding officer of each house of the Legislature that the proposed rules are in final draft form, and cause a statement to appear in the Wisconsin Administrative Register that said proposed rules have been submitted to the presiding officer of each house of the Legislature.

RELATED REGENT POLICIES

Bylaws of the Board of Regents of the University of Wisconsin System, Chapter III, Section 7, "Duties of the Committee on Student Discipline and Other Student Appeals."

ATTACHMENT 1
DRAFT FOR BOARD OF REGENTS REVIEW

STATE OF WISCONSIN
BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

REPORT TO LEGISLATURE
CLEARINGHOUSE RULE 08-099

Agency contact persons: Christopher L. Ashley (608-262-3662)
Jane S. Radue (608-263-4396)
Judith A. Temby (608-262-2324)

Basis and Purpose of the Proposed Rules

Statutes interpreted: Sections 36.11(1), (2) and (8), and 36.35, Stats.

Statutory authority: Sections 36.11(1), (2) and (8), and 36.35, Stats.

Explanation of agency authority: Section 36.35, Stats., authorizes the Board and its designees to discipline students for misconduct, and directs the Board to promulgate rules governing student conduct and procedures for the administration of violations. Sections 36.11(1), (2), and (8), Stats., give the Board of Regents police power over all property owned by the Board, and authority to adopt rules regulating conduct and parking on university lands.

Related statutes or rules: None.

Plain language analysis: As a result of a recent review of ch. UWS 17, relating to student nonacademic misconduct, the board is considering changes in the rules to address issues on campuses and in the broader university community that have arisen since the rules were last significantly revised in May 1996. Specifically, some conduct, such as hazing, falsification of ID cards, and illegal use of alcohol or controlled substances, is not adequately addressed in the current rule. The availability of electronic communications may improve and streamline notice and communication during the disciplinary process by allowing certain notifications to occur electronically rather than solely by personal delivery or first-class mail as currently provided. In addition, it is also desirable to clarify at this time certain terms in the provisions relating to disciplinary sanctions for nonacademic misconduct, including situations in which the misconduct occurs off campus but adversely affects a substantial university interest. The proposed rule also seeks to improve the effectiveness of the disciplinary hearing process, while preserving and protecting students' due process rights.

Ch. UWS 18 addresses operation of motor vehicles, parking, and other conduct on land under the control of the Board of Regents. The Board proposes several amendments to better organize the chapter, and to clarify the scope of prohibitions related to particular kinds of conduct on campus,

such as bicycle riding, selling and soliciting goods and services, smoking within 25 feet of residence halls, using sound-amplifying equipment, and using computers. In the proposed rule, prohibitions on certain types of conduct are grouped according to categories that will make the rule easier to read and understand.

Copies of the text of the rule may be obtained at no charge from the Office of the Board of Regents, 1860 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706 or on the internet at <http://www.wisconsin.edu/admincode>.

Summary of, and comparison with, existing or proposed federal regulations: There is no existing or proposed federal regulation for summary and comparison.

Comparison with rules in adjacent states: Public universities in the adjacent states of Illinois, Iowa, Michigan, and Minnesota each have administrative policies relating to student nonacademic misconduct and conduct on property under the control of the university. Some universities include in their policies the authority to address off-campus misconduct when the conduct affects the university's interests; in adjacent states, these include the University of Illinois at Urbana-Champaign, Southern Illinois University Carbondale, Iowa State University, the University of Iowa, Eastern Michigan University, Western Michigan University, and the University of Minnesota. Additional examples can be found at Indiana University, Ohio State University, Pennsylvania State University, and the University of Washington. Public universities also address municipal law violations in their nonacademic student conduct codes; among these are the University of California-San Diego, the University of Florida, Ohio State University, Pennsylvania State University, and the University of Washington.

Summary of factual data and analytical methodologies: In developing the proposed rules, the University analyzed other public universities' student conduct codes, conducted legal research, and analyzed model student conduct codes.

Analysis and supporting documents used to determine effect on small business: The proposed rules affect only faculty, staff, and students of the University of Wisconsin System, and other persons using University of Wisconsin lands. They have no effect on small business.

Effect on small business: The proposed rules will have no effect on small business.

Responses to Legislative Clearinghouse Recommendations

Various points raised by the Legislative Clearinghouse, in comments 2.a. to j.; 2.l. to r.; 4.a. to c.; and 5.b., c., e., j., m., n., r., w., cc., and dd., have been accepted and incorporated into the revisions to chs. UWS 17 and 18. The following are responses to the remaining questions raised by the Clearinghouse:

Comment 2.k.: In s. UWS 17.14, the phrase, "at its discretion," is unnecessary and should be deleted.

Response: “At its discretion” has not been deleted because it is important to emphasize that the Board must decide in each instance whether to accept an appeal. Also, this phrase is consistent with the parallel appeals provision in ch. UWS 14, “Student Academic Disciplinary Procedures.”

Comment 5.a.: Should institutions be required to adopt policies providing for the designation of investigating officers under s. UWS 17.05, as they are required to for the designation of hearing officers under s. UWS 17.06 and hearing committees under s. UWS 17.07?

Response: Section UWS 17.05 has not been modified because designating investigating officers and appointing hearing examiners and committees are not comparable. The investigating officer is typically a member of the Dean of Students office and has investigations as part of his or her job responsibilities, while the hearing examiner or hearing committee members may hold positions in other areas of the institution, with service as a hearing examiner or committee member being an additional responsibility.

Comment 5.d.: Section UWS 17.07 (2) states that the presiding officer and one other member constitute a quorum for any hearing held by a student nonacademic misconduct hearing committee. Should the rule specify that if a committee consists of more than three members, at least a majority of the membership is required for a quorum?

Response: The hearing committee quorum requirements in proposed s. UWS 17.07(2) are unchanged from the current requirements. The rule has not been modified in response to this comment because the requirements are consistent with those of s. UWS 14.15, regarding student academic misconduct hearing committees. In both instances, committees are to consist of at least three persons, including at least one student, and the definition of a quorum is the same.

Comment 5.f.: Section UWS 17.09 (11) would presumably authorize the university to expel a student for making any knowingly false statement regarding a university matter, regardless of the seriousness or impact, or lack thereof, of the student’s conduct on the university. This authority seems unnecessarily broad and may have potential for abuse. Could the provision be modified to ensure that sanctions imposed for conduct under this section bear a reasonable relationship to the severity of the offense?

Response: Section UWS 17.09(11) has not been modified. It is theoretically possible that the university could expel a student for making a knowingly false statement regarding an inconsequential matter; however, it is unlikely that expulsion, the most severe sanction, would be invoked unless the offense is extremely serious. The investigating officer determines the appropriate sanction only after review of the available information with the student, and sanctions for s. UWS 17.09(11) should bear a reasonable relationship to the severity of the offense, just as the sanctions for any of the other offenses under s. UWS 17.09 should.

Comment 5.g.: Should s. UWS 17.09 (13) apply to on-campus violations of municipal law?

Response: The revision suggested by the comment has not been made, because ch. UWS 18, rather than municipal law, applies on campus.

Comment 5.h.: In s. UWS 17.10 (1) (c), “An order to make” should be inserted before “restitution.”

Response: “Payment of” has been inserted before “restitution.” “An order to make restitution” is typical usage. However, an order to make restitution is usually issued by a court; avoiding the use of “order” keeps the language less legalistic, in keeping with the goal in the current revisions of describing a less legalistic, more educational disciplinary process.

Comment 5.i.: It is unclear what is meant by “service sanctions” in s. UWS 17.10 (1) (d).

Response: Since “service sanctions” are intended to include community service, “including community service” has been added to make this clear. “Service sanctions” were provided as a new sanction option to give conduct officers and hearing examiners and committees the opportunity to craft service-related sanctions that are appropriate to the offense.

Comment 5.k.: Should the rule specify any procedures or standards to be followed by an investigating officer conducting an investigation, other than offering to discuss the matter with the student, under s. UWS 17.11? Also, should the rule establish any standards or policies governing the decision to undertake an investigation?

Response: Section UWS 17.11 has not been modified. The description of this aspect of the process was not changed during the process of revising the rules because the current description has not created difficulties. A discussion with the student is an important step to emphasize, because this is the first of several potential opportunities for the student to be heard during the disciplinary process. Standards or policies for deciding to undertake or for conducting an investigation are not needed, because the decision or investigative steps depend entirely on the unique circumstances of the situation, the extent to which witnesses are involved, available evidence, and other considerations, and are appropriately left to the judgment of the investigating officer.

Comment 5.l.: Section UWS 17.11 (1) could describe the specific steps the investigating officer must take to fulfill the requirement to “offer to discuss the matter with the student.” The rule could also provide for formal notice to the student of the charges that have been made against him or her and the possible sanctions that could be imposed based on those charges.

Response: This section has been modified to specify that the student may be contacted “in person, by telephone, or by electronic mail.” Formal notice to the student of the charges and possible sanctions is provided for in s. UWS 17.11(4)(a).

Comment 5.o.: Section UWS 17.11 (3) (b) should specify the method by which the report must be delivered to the student. Likewise, s. UWS 17.12 (4) (h) should specify how the decision of the hearing examiner or committee should be delivered to the student and s. UWS 17.19 (2) should specify how notification of emergency suspension should be provided to a student. For example, the current rule, in s. UWS 17.06 (4) (h), specifies that the decision must be served on the student either by personal delivery or by first class U.S. mail to his or her current address as maintained by the institution.

Response: The method of delivery of the report, hearing decision, or emergency suspension notification is described in the definition of “delivered,” s. UWS 17.02(4).

Comment 5.p.: Section UWS 17.12 (2) should specify the conditions under which a hearing examiner or committee may order or allow a hearing to take place more than 45 days after receipt of a request or written report.

Response: Section UWS 17.12(2) has not been modified because the conditions under which a hearing may take place more than 45 days after receipt of a request or written report vary significantly from case to case. The individual hearing examiner or committee is in the best position to decide about an extended time period, giving consideration to the particular circumstances and the general rule that hearings should take place within 45 days.

Comment 5.q.: The analysis to the rule should explain why the rule eliminates the right of a student to be represented by an individual of his or her choice, as is provided for under current s. UWS 17.06 (4) (a). Instead of allowing a student to be represented, the rule, in s. UWS 17.12 (4) (a), allows a student to be “accompanied by an advisor” and prohibits the advisor from speaking on the student’s behalf unless given specific permission to do so by the hearing examiner or committee.

Response: The rule was revised because student disciplinary proceedings are intended to be educational processes, with the student speaking for himself or herself. Based on public comments, the s. UWS 17.06(4)(a) has been modified to clarify that the advisor that accompanies a student may be a lawyer and, as amended, the rule no longer prohibits the advisor from speaking on the student’s behalf.

Comment 5.s.: Current s. UWS 17.06 (4) (c) states that any party to a hearing may obtain copies of the record of a hearing at his or her own expense. The rule, in s. UWS 17.12 (4) (c), provides instead that the student charged with misconduct “may request access to the record.” The rule should specify whether access must be granted. In addition, the rule eliminates a provision in the current rule stating that a party that makes a showing of indigence and legal need may be provided a copy of the verbatim hearing testimony without charge. Why does the rule eliminate this provision? Does the university intend to deny a copy of the record to a student who cannot afford to purchase one?

Response: The Board does not intend to deny a copy of the record to any student charged with misconduct. Section UWS 17.06(4)(c) has been modified to clarify that “[t]he student charged with misconduct may access the record, upon the student’s request.” Typically, the student would be provided a copy of an audio tape of the hearing, upon request. Given the minimal cost of such a tape, the reference to indigence no longer seems necessary. The student could also listen to the tape without cost.

Comment 5.t.: The analysis to the rule should explain why the rule, in s. UWS 17.12 (4) (e), provides for a lower standard of proof than is provided under the current rule for imposition of suspension or expulsion for sexual harassment or sexual assault.

Response: Section UWS 17.12(4)(e) provides for a lower standard of proof for sexual harassment or sexual assault cases because of a U. S. Department of Education Office for Civil Rights letter ruling interpreting Title IX of the Civil Rights Act of 1964; the ruling supports application of a preponderance of evidence standard in student misconduct cases involving sexual harassment and sexual assault.

Comment 5.u.: The analysis to the rule should explain why the rule narrows the authority of the Board of Regents to review cases of nonacademic misconduct. Under the current rule, the Board has authority to review any case of student nonacademic misconduct (s. UWS 17.08). The rule limits the Board's review authority to cases in which suspension or expulsion is imposed (proposed s. UWS 17.14).

Response: Section 17.14 has been modified to retain the Board's authority to review any case upon appeal, pursuant to the Bylaws of the Board of Regents.

Comment 5.v.: Section UWS 17.14 should specify the time frame in which the Board must either reach a decision on a case it has agreed to review or notify the parties that it has denied the review request.

Response: The Board intends to address any appeal requests promptly and as early as practicable. Section UWS 17.14 does not include a time frame for response because the parallel provisions in s. UWS 14.10, which covers appeals to the Board of Regents in academic misconduct cases, does not include a time frame.

Comment 5.x.: Current s. UWS 17.10 denies graduation privileges to a student who is subject to, or may be subject to, the following sanctions: restitution, removal from a course in progress, probation, suspension, or expulsion. The rule, in s. UWS 17.16, would also deny graduation privileges to a student who is subject to, or may be subject to, a written reprimand or denial of specified university privileges. Under this provision, when would a student who has received a written reprimand and would otherwise be eligible to graduate be awarded a degree? The rule prohibits the university from awarding a degree to a student who is subject to any disciplinary sanction, so presumably, unless the written reprimand were rescinded, the student would never be allowed to graduate. Also, the rule should specify when a student who is subject to an order to make restitution would be awarded a degree.

Response: Section UWS 17.16 has been modified to clarify that "pendency of the sanction" refers to continuing sanctions or unresolved disciplinary proceedings. The revision was intended to be a simplification; if charges are pending, or a sanction is still in effect, a degree should not be awarded. A reprimand, for instance, as a one-time action, would not subject the student to an ongoing sanction, and the degree should be awarded. On the other hand, if a student has been charged with misconduct close to the time of graduation, the matter should be fully addressed before the degree is awarded.

Comment 5.y.: Section UWS 17.17 states that, on a student’s transcript, suspension should be “noted only for the duration of the suspension period.” Does this mean that once the suspension has expired, the transcript should no longer contain any notation regarding the suspension?

Response: The suspension notation is removed once the suspension period has expired. If necessary, a student can request the removal at the appropriate time.

Comment 5.z.: The first sentence of s. UWS 17.18 should clarify that a student may enroll without having to file a petition when the suspension has expired by its own terms under s. UWS 17.17 (1). In addition, should the rule contain time limits similar to those in the current rule, which provide that a suspended student may not petition for readmission until one-half of the suspension period has elapsed, or until one year after the final determination in an expulsion case?

Response: Section UWS 17.18 of the proposed has been modified to clarify that a student need only file a petition if the suspension has not already expired. The time limits in the current rule were confusing; circumstances vary, and the proposed rule allows each petition to be considered on its own merits.

Comment 5.aa.: Should s. UWS 17.19 (1) (a) state that if a student has agreed to discuss a matter, an emergency suspension may not be imposed until after the discussion has taken place?

Response: Section UWS 17.19(1)(a) has not been modified; if the discussion with the student is delayed, but the danger posed by the student’s continued presence is imminent, the chancellor must have the authority to impose the emergency suspension before the discussion takes place. The proposed rule is intended to address the unusual situation in which a student’s presence on campus would constitute a potential for serious harm to the student or others, pose a threat of serious disruption of university-run or university-authorized activities, or constitute the potential for serious damage to university facilities or property.

Comment 5.bb.: The analysis to the rule should explain why the rule, in s. UWS 17.19 (2), eliminates the right of a student to request a hearing prior to imposition of an emergency suspension, which is currently provided in s. UWS 17.17 (2).

Response: Although current s. UWS 17.17(2) refers to the student’s “opportunity to be heard,” in practice this has been interpreted to mean “opportunity for discussion,” rather than “opportunity for a hearing.” Proposed s. UWS 17.19 reflects the practice of offering an opportunity for discussion. A student who is subject to an emergency suspension has the right to a hearing within 21 days of the imposition of the emergency suspension, unless the student agrees to a later date.

Note: Section 27 of the Text of the Rule incorporates a technical change to restore a reference to s. 18.06(22)(c), which was inadvertently omitted from the Rulemaking Order.

Public Hearing and Comment Summary

The Board of Regents held a public hearing on March 5, 2009 at 7 p.m. in the Zelazo Center, 2419 E. Kenwood Blvd., Room 280, in Milwaukee. The following people registered and provided testimony. All testimony pertained to ch. UWS 17. A number of those who registered in opposition objected to only a portion or portions of the rule.

Public hearing testimony	
In support of ch. UWS 17:	In opposition to ch. UWS 17:
1. Kay Baldwin, UW-Milwaukee neighbor	1. Aaron Brewster, UW-Eau Claire student (also delivered petition from students)
2. J. Gerard Capell, Milwaukee, Murray Hill Neighborhood Association	2. Kirk Cychosz, UW-Stevens Point student
3. Ervin Cox, UW-Madison Dean of Students Office (also written comments)	3. Matthew Dale, UW-River Falls student
4. Marty Collins, UW-Milwaukee neighbor	4. Lizeht Delatorre, UW-River Falls student
5. Cate Deicher, UW-Milwaukee senior lecturer, alumnus, neighbor, parent of student	5. Kyle Duerstein, UW-Milwaukee student (also written comments)
6. Pamela Frautschi, UW-Milwaukee neighbor (also written comments)	6. Omer Farooque, United Council of UW Students
7. Dan McCotter, Milwaukee, block captain, Murray Hill Neighborhood Association	7. Spencer Gansluckner, UW-River Falls student senator
8. Jennifer Oechsner, representing State Senator Jeff Plale (also written comments)	8. Matt Guidry, UW-Stevens Point student government (also written "Student Defense Resolution")
9. Kelley Salas, UW-Milwaukee student and neighbor	9. Chad Johnson, UW-Milwaukee student
10. Jerry Seigmann, UW-Milwaukee neighbor	10. Adam Kissel, Philadelphia, PA, Foundation for Individual Rights in Education (also written comments)
11. Paul Stafford, UW-Milwaukee alumnus, neighbor, landlord	11. Sam Koller, UW-Milwaukee student
12. Fred Stolz, UW-Milwaukee neighbor	12. Tyler Kristopeit, UW-Milwaukee student and neighbor, UW-Milwaukee Student Association
13. Eric Waldron, UW-Milwaukee neighbor and landlord, Historic Water Tower	13. Michael Moscicke, Madison, United Council of UW Students (also written comments)
14. Hope Winship, Madison, representing State Representative Jon Richards (also written comments)	14. Alex Nelson, UW-River Falls
	15. Ben Plunkett, River Falls, County supervisor, Pierce County
	16. Dan Posca, UW-Waukesha student government president
	17. Adam Roberts, UW-River Falls student

	18. Etheleen Rogers, Milwaukee
	19. Emma Sonney, UW-Milwaukee Student Association

The following registered at the hearing, but did not testify:

Registrations	
In support of ch. UWS 17:	In opposition to ch. UWS 17:
1. David Allen, UW-Milwaukee neighbor, Murray Hill Neighborhood Association	1. Melody Firkus, Milwaukee (also concerned about mopeds in ch. UWS 18)
2. Gregory Francis Bird, Milwaukee	2. Joshua Hooten, Milwaukee
3. Andrew Davis, representing State Senator Alberta Darling (also written comments)	3. Stephen Jansen, UW-Whitewater student government (also written comments)
4. Stanley Harrison, Milwaukee, Mariners Neighborhood Association	4. Nicole Juan, Madison, United Council of UW Students
5. Richard Ippolito, Milwaukee	5. Ellen Leedle, UW-Eau Claire
6. Karen Sturm, Milwaukee, landlord and homeowner	6. Cassie McClusky, UW-Waukesha
	7. Courtney Parker, UW-Eau Claire
	8. Emilie Rabbitt, UW-Milwaukee student and community member
	9. Lauren Roedl
	10. Tazzaleen Rogers, Milwaukee
	11. Adam Vanderwerff, UW-Waukesha
Neither for nor against:	
Alana Soehaptono, Milwaukee	

In addition, the Board of Regents allowed written public comments to be submitted through March 13, 2008. The following groups and individuals submitted written comments. (Those who both testified at the hearing and submitted written comments are included in the list of those who testified.)

Written comments	
In support of ch. UWS 17:	In opposition to ch. UWS 17:
1. Michael and Amy Amoroso, UW-Milwaukee neighbors	1. Lauren Crane, UW-Madison, Biological Aspects of Conservation, Legal Studies
2. Matt Kiederlen, Chief, UW-Whitewater Police Services (also supporting ch. UWS 18)	2. Jordan Dennison, UW-Madison
3. Michael J. Maher, Village of Shorewood trustee	3. Donald A. Downs, Committee for Academic Freedom and Rights, with Adam Kissel, Foundation for Individual Rights in Education
4. Faith Mondry, UW-Milwaukee neighbor, law enforcement officer	4. Alex Halverson, UW-River Falls alumnus
5. Ron Schneider, UW-Milwaukee neighbor	5. Jordan Harshman, UW-River Falls student
6. Mike Speich, Milwaukee	6. Katelyn Larsen, UW-La Crosse, Chief

	Justice, Student Association student court, and other justices
7. Jennifer Tamsen, UW-Milwaukee neighbor, alumnus	7. Kyle Olsen, UW-Madison student, Wisconsin Hoofers President
	8. Teresa Pollock, UW-River Falls student
	9. Jori Sigler, UW-Oshkosh Student Association Vice President
	10. Dan Walters, UW-Madison
	11. Christopher Warneke, UW-Madison student
	12. Joshua Wiensch, UW-Madison student
Other:	
Regent Colleene Thomas and Professor Howard Schweber (specific ch. UWS 17 comments)	
Daniel Einstein, UW-Madison Lakeshore Nature Preserve (specific ch. UWS 18 comment)	

Public comments and responses are organized as follows:

1. General public comments about ch. UWS 17.
2. Municipal violations.
3. Substantial university interest.
4. Hearing committee.
5. Representation at hearing.
6. Chancellor's discretion upon appeal.
7. Appeal rights.
8. Level of evidence.
9. Award of degree
10. Other revisions as a result of the public comment process.

1. General public comments about ch. UWS 17	
In support: The tools in Chapter 17 are a good compromise and will help the university address neighborhood concerns and address the small percentage of students who engage in disruptive behavior.	In opposition: The rules have the potential to adversely affect students' lives. The rules should respect students' rights.
Agency response: Language has been added to the ch. UWS 17 policy statement to emphasize that the University respects students' constitutional rights, and that nothing in ch. UWS 17 is intended to restrict students' constitutional rights to freedom of speech and peaceable assembly.	
2. <u>Municipal violations:</u> Proposed s. UWS 17.09(13) prohibited "serious or repeated off-campus violations of municipal law" IF the conduct affects a substantial university interest under s. UWS 17.08(2).	

<p>Public comments in support: The university should have the authority to hold its student body accountable for actions within the communities that host UW facilities. Responsible students have nothing to fear from the changes.</p>	<p>Public comments in opposition: Penalizing students for municipal violations should be the responsibility of local law enforcement. The addition of municipal violations could hurt a student's career.</p>
<p>Agency Response: In response to concerns about the proposed off-campus misconduct provision, proposed s. UWS 17.09(13) has been modified to require that off-campus municipal violations be both serious and repeated. The rules provide the university with an important tool for addressing off-campus misconduct, while at the same time setting forth analytical steps that protect students from inappropriate charges or findings of misconduct: Step 1: If a municipal violation comes to the attention of the university's conduct officer, it must be both "serious and repeated" to be considered a violation of ch. UWS 17. Step 2: Since the violation occurred off campus, the conduct officer must determine whether the conduct affects a substantial university interest under s. 17.08(2). Step 3: A conduct officer must consider whether the conduct meets one of several conditions. The two conditions most likely to apply in the case of a municipal violation are that the student presented a danger or threat to the health or safety of himself, herself or others [s. UWS 17.09(2)(b)], or that the conduct demonstrated a pattern of behavior that seriously impairs the university's ability to fulfill its teaching, research, or public service missions [s. UWS 17.09(2)(c)]. In the application of (2)(c), a pattern and serious impairment must be present. Step 4: After considering charges under ch. UWS 17, the university conducts an investigation. If, after the considerations above and the investigation, a conduct officer decides proceedings under Chapter 17 are warranted, a student has a minimum of two opportunities to be heard – in a discussion with the investigating officer, and at a disciplinary hearing. The student may dispute, among other things, whether the off-campus conduct affected a substantial university interest, rose to the level of a pattern, or caused serious impairment to the university's missions.</p> <p>Among the public universities that have incorporated in their nonacademic student conduct codes the authority to address violations of municipal law are the University of California-San Diego, the University of Florida, Ohio State University, Pennsylvania State University, the University of Washington, as well as public universities in Texas.</p>	
<p>3. Substantial university interest: Under s. UWS 17.08(2), Chapter UWS 17 may apply to the student conduct described in s. UWS 17.09 that occurs outside of university lands only when, in the judgment of the investigating officer, the conduct adversely affects a substantial university interest. In determining whether the conduct adversely affects a substantial university interest, the investigating officer is to consider whether the conduct meets one or more of several conditions.</p>	
<p>Public comments in support: It is a legitimate instructional interest to protect the university's good name and reputation in the community. The rules strike a reasonable balance.</p>	<p>Public comments in opposition: Students should not have to fear abuse of power. The language is vague. Off-campus behavior is private and should be left to existing legal channels to address.</p>

Agency Response:

It is well understood that public universities have the authority to address off-campus misconduct. It is important to retain the concept of “substantial university interest,” because this concept is intended to ensure that off-campus misconduct is subject to Chapter 17 only when it affects the university. The concept is adapted from other universities’ student conduct codes, as well as a model student conduct code. A conduct officer uses discretion and judgment in any case, whether on or off campus. When a conduct officer learns of off-campus misconduct that would be subject to discipline had it occurred on campus, the substantial university interest test ensures the conduct officer considers the adequacy of the connection between the conduct and the university.

Among the other public universities that have incorporated in their student conduct codes the authority to address off-campus nonacademic misconduct when the conduct affects the university’s interests are the University of Illinois at Urbana-Champaign, Southern Illinois University Carbondale, Indiana University, Iowa State University, the University of Iowa, Eastern Michigan University, Western Michigan University, the University of Minnesota, Ohio State University, Pennsylvania State University, and the University of Washington.

- 4. Hearing committee: Under s. UWS 17.12(1), as proposed, if a student requested a hearing to contest the determination that nonacademic misconduct occurred and/or the choice of disciplinary sanction(s), the hearing would be scheduled before a nonacademic misconduct hearing examiner except when the sanction is enrollment restrictions on a course or program, suspension, or expulsion; in the case of these more serious sanctions, the student had a choice between a hearing examiner or committee. The hearing committee would include at least one student.**

Public comments in support:

Students do not have the maturity to make decisions about judging other students.

Public comments in opposition:

Having students as part of the committees makes the process more educational. The revisions do not guarantee that a student representative is present.

Agency Response:

The rule has been modified to return to the current language, which gives a student the right to decide between a hearing examiner and hearing committee, regardless of the recommended sanction. The hearing committee composition for hearings under chs. UWS 14 and 17 is consistent.

- 5. Representation at hearing: Proposed s. UWS 17.12(4)(a) provided the student the right to be accompanied by an advisor of the student’s choice. This advisor would be allowed only to counsel the student and not to speak on the student’s behalf, except at the discretion of the hearing examiner or committee. Section UWS 17.12(4)(b) indicated that the hearing examiner or committee may observe recognized legal privileges.**

<p>Public comments in support: It is standard practice to have no right to active representation at hearing. Concern about due process is more of a lack of faith in the system.</p>	<p>Public comments in opposition: Students should be allowed representation, because most students do not know their rights. Due process requires that similar cases be treated similarly. The right to have recognized legal privileges should not be optional.</p>
<p>Agency Response: Hearings sometimes become overly adversarial and legalistic, and current literature on student discipline promotes the view that disciplinary proceedings should be educational in nature, rather than court-like. The Foundation for Individual Rights in Education notes in “FIRE’s Guide to Due Process and Fair Procedure on Campus,” that “public colleges and universities generally may prohibit” a student from bringing a lawyer to the student’s disciplinary hearing, with some limited exceptions. Further, it is considered standard practice at many universities to allow a student to be accompanied by an advisor who does not speak to the hearing examiner or committee.</p> <p>An educational focus in hearings remains an important goal; however, in response to concerns that were expressed, the language of s. UWS 17.12(4) is being modified to: (1) make explicit the Board’s intent that a student’s advisor at a hearing can be a lawyer; (2) describe the role of the advisor; and (3) state that the hearing examiner or committee shall observe recognized legal privileges.</p>	
<p>6. <u>Chancellor’s discretion upon appeal:</u> Under s. 17.13(2), the chief administrative officer may remand an appealed matter for consideration by a different hearing examiner or committee, or may invoke an appropriate remedy of his or her own, if the chief administrative officer finds that: (1) the information on the record does not support the findings of recommendations of the hearing examiner or committee; (2) established procedures were not followed by the hearing examiner or committee and material prejudice resulted; or (3) the hearing decision was based on factors proscribed by state or federal law regarding equal educational opportunities.</p>	
<p>Public comments: The chief administrative officer should not be able, upon a student’s appeal, to “invoke an appropriate remedy” of his or her own. [17.13(2)] This discretion opens the door to failures of due process. Chancellors are busy and do not have a great deal of time to assess a disciplinary case.</p>	
<p>Agency Response: Chapter 36 gives chancellors broad and significant responsibilities; the level of discretion upon appeal is consistent with those responsibilities. The language regarding appeals to the chancellor is largely consistent with ch. UWS 14, “Student Academic Disciplinary Procedures,” except that ch. UWS 17 allows an appeal in the case of enrollment restrictions on a course or program, in addition to an appeal in the case of suspension or expulsion. However, some language in s. 17.13 is being modified to improve the precision of the language and to use less legalistic language.</p>	
<p>7. <u>Appeal rights:</u> Proposed s. UWS 17.14 allowed for an appeal to the Board of Regents when a student has been suspended or expelled and the student’s appeal to the chief administrative officer under s. UWS 17.13 has been unsuccessful.</p>	

<p>Public comments: Appeals to the Board should be allowed for all sanctions.</p>
<p>Agency Response: While it is reasonable to limit the appeals that go to the Board of Regents, returning to the current rule language would address concerns in this area. Modifications to the proposed rule would allow any case to be appealed to the Board, and the Board, pursuant to the Bylaws of the Board of Regents, decides whether to consider the appeal. This is consistent with students' appeal rights and the Board's discretionary review under ch. UWS 14.</p>
<p>8. <u>Level of evidence:</u> Under proposed s. UWS 17.12(4)(e), a hearing examiner's or committee's finding of nonacademic misconduct must be based on the university's presentation of a preponderance of the evidence in all cases of alleged sexual harassment or sexual assault. For other cases, the evidentiary standard is preponderance of the evidence for less serious sanctions and clear and convincing evidence for the most serious sanctions.</p>
<p>Public comments: A "preponderance of the evidence" standard in cases of sexual harassment and sexual assault is too low a standard, particularly in cases in which the alleged misconduct arises from student speech, which is protected under the First Amendment.</p>
<p>Agency Response: Section UWS 17.12(4)(e) provides for a lower standard of proof for sexual harassment or sexual assault cases because a U. S. Department of Education Office for Civil Rights letter ruling interpreting Title IX of the Civil Rights Act of 1964 supports application of a preponderance of evidence standard in student misconduct cases involving sexual harassment and sexual assault. Section UWS 17.12(4) has been modified to make clear that the evidentiary standards apply regardless of who presents the evidence.</p>
<p>9. <u>Award of degree:</u> The proposed s. UWS 17.16 stated that a student who is under disciplinary charges or who is subject to a disciplinary sanction is not to be awarded a degree during the pendency of the sanction or disciplinary proceeding.</p>
<p>Public comments: "It makes sense that no degree would be awarded if charges are pending. Most conduct cases are adjudicated within a couple of weeks. Unless the student has a specific sanction due (community service, research paper, etc.) from an earlier misconduct case, then the degree should be awarded."</p>
<p>Agency Response: Section UWS 17.16 has been modified to make clear that "pendency of the sanction" refers to a sanction that is continuing or disciplinary charges that are unresolved at the time of commencement. The proposed language was intended to be a simplification -- if charges are pending, or a sanction is still in effect, a degree should not be awarded. A reprimand, for instance, would not be ongoing, and the degree should be awarded. On the other hand, if a student has been charged with misconduct close to the time of graduation, the matter should be fully addressed before the degree is awarded.</p>
<p>10. <u>Other revisions as a result of the public comment process.</u></p>
<p>The Board received suggestions for wording changes in various other sections of chs. UWS 17 and 18, resulting in the following modifications:</p>

- **s. UWS 17.02(4)**, Definition of “delivered” – Modified to direct that notices to students should be delivered by both e-mail and one of the other methods listed in the definitions section.
- **s. UWS 17.09(11)**, Conduct subject to disciplinary action – Modified to refer to a knowingly false “oral or written” statement.
- **s. UWS 17.11(3)**, Disciplinary procedure – Made consistent with 17.11(2) by adding “or review of available information.”
- **s. UWS 18.08(1)(a)**, Animals – Modified to allow the chief administrative officer to prohibit the presence of dogs, cats, and other pets on other designated university lands.

Text of Rule

SECTION 1. UWS 17 is repealed and recreated to read:

CHAPTER UWS 17 STUDENT NONACADEMIC DISCIPLINARY PROCEDURES

UWS 17.01 Policy statement. The missions of the University of Wisconsin System and its individual institutions can be realized only if the university’s teaching, learning, research and service activities occur in living and learning environments that are safe and free from violence, harassment, fraud, theft, disruption and intimidation. In promoting such environments, the university has a responsibility to address student nonacademic misconduct; this responsibility is separate from and independent of any civil or criminal action resulting from a student’s conduct. This chapter defines nonacademic misconduct, provides university procedures for effectively addressing misconduct, and offers educational responses to misconduct. The University of Wisconsin System is committed to respecting students’ constitutional rights. Nothing in this chapter is intended to restrict students’ constitutional rights, including rights of freedom of speech or to peaceably assemble with others.

UWS 17.02 Definitions. In this chapter:

- (1) “Chief administrative officer” means the chancellor of an institution or dean of a campus or their designees.
- (2) “Clear and convincing evidence” means information that would persuade a reasonable person to have a firm belief that a proposition is more likely true than not true. It is a higher standard of proof than “preponderance of the evidence.”
- (3) “Days” means calendar days.
- (4) “Delivered” means sent by electronic means to the student’s official university email address and, in addition, provided by any of the following methods:
 - (a) Given personally.

- (b) Placed in the student's official university mailbox.
- (c) Mailed by regular first class United States mail to the student's current address as maintained by the institution.
- (5) "Disciplinary file" means the record maintained by the student affairs officer responsible for student discipline.
- (6) "Disciplinary probation" means a status in which a student may remain enrolled in the university only upon the condition that the student complies with specified standards of conduct or other requirements or restrictions on privileges, for a specified period of time, not to exceed two years.
- (7) "Disciplinary sanction" means any action listed in s. UWS 17.10(1) taken in response to student nonacademic misconduct.
- (8) "Expulsion" means termination of student status with resultant loss of all student rights and privileges.
- (9) "Hearing examiner" means an individual, other than the investigating officer, appointed by the chief administrative officer in accordance with s. UWS 17.06(2) for the purpose of conducting a hearing under s. UWS 17.12.
- (10) "Institution" means any university, or an organizational equivalent designated by the board, and the university of Wisconsin colleges.
- (11) "Investigating officer" means an individual, or his or her designee, appointed by the chief administrative officer of each institution, to conduct investigations of nonacademic misconduct under this chapter.
- (12) "Nonacademic misconduct hearing committee" or "committee" means the committee appointed pursuant to s. UWS 17.07 to conduct hearings under s. UWS 17.12.
- (13) "Preponderance of the evidence" means information that would persuade a reasonable person that a proposition is more probably true than not true. It is a lower standard of proof than "clear and convincing evidence" and is the minimum standard for a finding of responsibility under this chapter.
- (14) "Student" means any person who is registered for study in an institution for the academic period in which the misconduct occurred, or between academic periods, for continuing students.
- (15) "Student affairs officer" means the dean of students or student affairs officer designated by the chief administrative officer to coordinate disciplinary hearings and carry out duties described in this chapter.
- (16) "Suspension" means a loss of student status for a specified length of time, not to exceed two years, with resultant loss of all student rights and privileges.

(17) “University lands” means all real property owned by, leased by, or otherwise subject to the control of the board of regents of the University of Wisconsin System.

UWS 17.03 Consistent institutional policies. Each institution is authorized to adopt policies consistent with this chapter. A copy of such policies shall be filed with the board of regents and the University of Wisconsin System office of academic affairs.

UWS 17.04 Notice to students. Each institution shall publish ch. UWS 17 on its website and shall make ch. UWS 17 and any institutional policies implementing ch. UWS 17 freely available to students through the website or other means.

UWS 17.05 Designation of investigating officer. The chief administrative officer of each institution shall designate an investigating officer or officers for allegations of student nonacademic misconduct. The investigating officer shall investigate student nonacademic misconduct and initiate procedures for nonacademic misconduct under s. UWS 17.11.

UWS 17.06 Nonacademic misconduct hearing examiner. (1) The chief administrative officer of each institution, in consultation with faculty, academic staff, and student representatives, shall adopt policies providing for the designation of a student nonacademic misconduct hearing examiner to fulfill the responsibilities of the nonacademic misconduct hearing examiner in this chapter.

(2) A hearing examiner shall be selected by the chief administrative officer from the faculty and staff of the institution, pursuant to the policies adopted under sub. (1).

UWS 17.07 Nonacademic misconduct hearing committee. (1) The chief administrative officer of each institution, in consultation with faculty, academic staff, and student representatives, shall adopt policies providing for the establishment of a student nonacademic misconduct hearing committee to fulfill the responsibilities of the nonacademic misconduct hearing committee in this chapter.

(2) A student nonacademic misconduct hearing committee shall consist of at least three persons, including at least one student, except that no such committee shall be constituted with a majority of members who are students. The presiding officer shall be appointed by the chief administrative officer. The presiding officer and at least one other member shall constitute a quorum at any hearing held pursuant to due notice.

UWS 17.08 Nonacademic misconduct occurring on or outside of university lands.

(1) MISCONDUCT ON UNIVERSITY LANDS. Except as provided in s. UWS 17.08(2), the provisions contained in this chapter shall apply to the student conduct described in s. UWS 17.09 that occurs on university lands or at university-sponsored events.

(2) MISCONDUCT OUTSIDE OF UNIVERSITY LANDS. The provisions contained in this chapter may apply to the student conduct described in s. UWS 17.09 that occurs outside of university lands only when, in the judgment of the investigating officer, the conduct adversely

affects a substantial university interest. In determining whether the conduct adversely affects a substantial university interest, the investigating officer shall consider whether the conduct meets one or more of the following conditions:

- (a) The conduct constitutes or would constitute a serious criminal offense, regardless of the existence of any criminal proceedings.
- (b) The conduct indicates that the student presented or may present a danger or threat to the health or safety of himself, herself or others.
- (c) The conduct demonstrates a pattern of behavior that seriously impairs the university's ability to fulfill its teaching, research, or public service missions.

UWS 17.09 Conduct subject to disciplinary action. In accordance with s. UWS 17.08, the university may discipline a student for engaging in, attempting to engage in, or assisting others to engage in any of the following types of nonacademic misconduct:

(1) **DANGEROUS CONDUCT.** Conduct that endangers or threatens the health or safety of oneself or another person.

(2) **SEXUAL ASSAULT.** Conduct defined in s. 940.225, Stats.

(3) **STALKING.** Conduct defined in s. 940.32, Stats.

(4) **HARASSMENT.** Conduct defined in s. 947.013, Stats.

(5) **HAZING.** Conduct defined in s. 948.51, Stats.

(6) **ILLEGAL USE, POSSESSION, MANUFACTURE, OR DISTRIBUTION OF ALCOHOL OR CONTROLLED SUBSTANCES.** Use, possession, manufacture, or distribution of alcoholic beverages or of marijuana, narcotics, or other controlled substances, except as expressly permitted by law or university policy.

(7) **UNAUTHORIZED USE OF OR DAMAGE TO PROPERTY.** Unauthorized possession of, use of, moving of, tampering with, damage to, or destruction of university property or the property of others.

(8) **DISRUPTION OF UNIVERSITY-AUTHORIZED ACTIVITIES.** Conduct that obstructs or impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a person to participate in university-run or university-authorized activities.

(9) **FORGERY OR FALSIFICATION.** Unauthorized possession of or fraudulent creation, alteration, or misuse of any university or other governmental document, record, key, electronic device, or identification.

(10) **MISUSE OF COMPUTING RESOURCES.** Conduct that involves any of the following:
(a) Failure to comply with laws, license agreements, and contracts governing university computer network, software, and hardware use.

(b) Use of university computing resources for unauthorized commercial purposes or personal gain.

(c) Failure to protect a personal password or university-authorized account.

(d) Breach of computer security, invasion of privacy, or unauthorized access to university computing resources.

(11) FALSE STATEMENT OR REFUSAL TO COMPLY REGARDING A UNIVERSITY MATTER. Making a knowingly false oral or written statement to any university employee or agent of the university regarding a university matter, or refusal to comply with a reasonable request on a university matter.

(12) VIOLATION OF CRIMINAL LAW. Conduct that constitutes a criminal offense as defined by state or federal law.

(13) SERIOUS AND REPEATED VIOLATIONS OF MUNICIPAL LAW. Serious and repeated off-campus violations of municipal law.

(14) VIOLATION OF CH. UWS 18. Conduct that violates ch. UWS 18, including, but not limited to, provisions regulating fire safety, theft, and dangerous weapons.

(15) VIOLATION OF UNIVERSITY RULES. Conduct that violates any published university rules, regulations, or policies, including provisions contained in university contracts with students.

(16) NONCOMPLIANCE WITH DISCIPLINARY SANCTIONS. Conduct that violates a sanction, requirement, or restriction imposed in connection with previous disciplinary action.

UWS 17.10 Disciplinary sanctions. (1) The disciplinary sanctions that may be imposed for nonacademic misconduct, in accordance with the procedures of ss. UWS 17.11 to 17.13, are any of the following:

(a) A written reprimand.

(b) Denial of specified university privileges.

(c) Payment of restitution.

(d) Educational or service sanctions, including community service.

(e) Disciplinary probation.

(f) Imposition of reasonable terms and conditions on continued student status.

(g) Removal from a course in progress.

(h) Enrollment restrictions on a course or program.

(i) Suspension.

(j) Expulsion.

(2) One or more of the disciplinary sanctions listed in sub. (1) may be imposed for an incident of nonacademic misconduct.

(3) Disciplinary sanctions shall not include the termination or revocation of student financial aid; however, this shall not be interpreted as precluding the individual operation of rules or standards

governing eligibility for student financial aid under which the imposition of a disciplinary sanction could result in disqualification of a student for financial aid.

UWS 17.11 Disciplinary procedure. (1) The investigating officer may proceed in accordance with this section to impose, subject to hearing and appeal rights, one or more of the disciplinary sanctions listed in s. UWS 17.10(1).

(2) CONFERENCE WITH STUDENT. When the investigating officer concludes that proceedings under this section are warranted, the investigating officer shall promptly contact the student in person, by telephone, or by electronic mail to offer to discuss the matter with the student. The purpose of this discussion is to permit the investigating officer to review with the student the basis for his or her belief that the student engaged in nonacademic misconduct, and to afford the student an opportunity to respond. If the student does not respond to the investigating officer's offer to discuss the matter, the investigating officer may proceed to make a determination on the basis of the available information.

(3) DETERMINATION BY THE INVESTIGATING OFFICER THAT NO DISCIPLINARY SANCTION IS WARRANTED. If, as a result of a discussion under sub. (2) or review of available information, the investigating officer determines that nonacademic misconduct did not in fact occur, or that no disciplinary sanction is warranted under the circumstances, the matter will be considered resolved without the necessity for further action.

(4) PROCESS FOLLOWING DETERMINATION BY THE INVESTIGATING OFFICER THAT NONACADEMIC MISCONDUCT OCCURRED.

(a) If, as a result of a discussion under sub. (2) or review of available information, the investigating officer determines that nonacademic misconduct did occur and that one or more of the disciplinary sanctions listed under s. UWS 17.10(1) should be recommended, the investigating officer shall prepare a written report which shall contain all of the following:

1. A description of the alleged misconduct.
2. A description of all information available to the university regarding the alleged misconduct. Such information shall be available to the student upon request, except as may be precluded by applicable state or federal law.
3. Specification of the sanction sought.
4. Notice of the student's right to a hearing.
5. A copy of this chapter and of the institutional procedures adopted to implement this section.

(b) The written report shall be delivered to the student.

(c) A student who receives a written report under this section has the right to a hearing under s. UWS 17.12 to contest the determination that nonacademic misconduct occurred, the choice of disciplinary sanctions, or both.

1. Where the disciplinary sanction sought is one of those listed in s. UWS 17.10(1)(a) to (g), and if the student desires a hearing, the student shall file a written request with the student affairs officer within 10 days of the date the written report is delivered to the student. If the student does

not request a hearing within this period, the determination of nonacademic misconduct shall be regarded as final, and the disciplinary sanction sought shall be imposed.

2. Where the disciplinary sanction sought is one of those listed in s. UWS 17.10(1)(h) to (j), the investigating officer shall forward a copy of the written report under par. (b) to the student affairs officer. The student affairs officer shall, upon receipt of the written report, proceed under s. UWS 17.12 to schedule a hearing on the matter. A hearing shall be conducted unless the student waives, in writing, the right to such a hearing.

UWS 17.12 Hearing. (1) A student who requests a hearing, or for whom a hearing is scheduled under s. UWS 17.11(3)(c)2., shall have the right to decide whether the matter will be heard by a hearing examiner or a hearing committee.

(2) If a student requests a hearing under s. UWS 17.11(3)(c)1., or a hearing is required to be scheduled under s. UWS 17.11(3)(c)2., the student affairs officer shall take the necessary steps to convene the hearing and shall schedule it within 15 days of receipt of the request or written report. The hearing shall be conducted within 45 days of receipt of the request or written report, unless a different time period is mutually agreed upon by the student and investigating officer, or is ordered or permitted by the hearing examiner or committee.

(3) No less than 5 days in advance of the hearing, the hearing examiner or committee shall obtain from the investigating officer, in writing, a full explanation of the facts upon which the determination of misconduct was based, and shall provide the student with access to or copies of the investigating officer's explanation, together with any other materials provided to the hearing examiner or committee by the investigating officer, including any additional available information of the type described in s. UWS 17.11(4)(a)2.

(4) The hearing shall be conducted in accordance with the following guidance and requirements:

(a) The hearing process shall further the educational purposes and reflect the university context of nonacademic misconduct proceedings. The process need not conform to state or federal rules of criminal or civil procedure, except as expressly provided in ch. UWS 17.

(b) The student shall have the right to question adverse witnesses, the right to present information and witnesses, the right to be heard on his or her own behalf, and the right to be accompanied by an advisor of the student's choice. The advisor may be a lawyer. In cases where the recommended disciplinary sanction is identified in UWS 17.10 (1)(a) to (h), the advisor may counsel the student, but may not directly question adverse witnesses, present information or witnesses, or speak on behalf of the student except at the discretion of the hearing examiner or committee. In cases where the recommended disciplinary sanction is identified in UWS 17.10(1)(i) or (j), or where the student has been charged with a crime in connection with the same conduct for which the disciplinary sanction is sought, the advisor may question adverse witnesses, present information and witnesses, and speak on behalf of the student. In accordance with the educational purposes of the hearing, the student is expected to respond on his or her own behalf to questions asked of him or her during the hearing.

(c) The hearing examiner or committee shall admit information that has reasonable value in proving the facts, but may exclude immaterial, irrelevant, or unduly repetitious testimony. The hearing examiner or committee shall observe recognized legal privileges.

(d) The hearing examiner or committee shall make a record of the hearing. The record shall include a verbatim record of the testimony, which may be a sound recording, and a file of the exhibits offered at the hearing. The student charged with misconduct may access the record, upon the student's request.

(e) The hearing examiner or committee shall prepare written findings of fact and a written statement of its decision based upon the record of the hearing.

(f) A hearing examiner's or committee's finding of nonacademic misconduct shall be based on one of the following:

1. Clear and convincing evidence, when the sanction to be imposed is one of those listed in s. UWS 17.10(1)(h) to (j).
2. A preponderance of the evidence, when the sanction to be imposed is one of those listed in s. UWS 17.10(1)(a) to (g).
3. A preponderance of the evidence, regardless of the sanction to be imposed, in all cases of sexual harassment and sexual assault.

(g) The hearing examiner or committee may impose one or more of the disciplinary sanctions listed in s. UWS 17.10(1)(a) to (g) that differs from the recommendation of the investigating officer. Sanctions under s. UWS 17.10(1)(h) to (j) may not be imposed unless previously recommended by the investigating officer.

(h) The hearing shall be conducted by the hearing examiner or committee, and the university's case against the student shall be presented by the investigating officer or his or her designee.

(i) The decision of the hearing examiner or committee shall be prepared within 14 days of the hearing, and delivered to the student. The decision shall become final within 14 days of the date on the written decision, unless an appeal is taken under s. UWS 17.13.

(j) If a party fails to appear at a scheduled hearing and to proceed, the hearing examiner or committee may either dismiss the case or, based upon the information provided, find that the student committed the misconduct alleged.

(k) Disciplinary hearings are subject to the Wisconsin open meetings law and may be closed if the student whose case is being heard requests a closed hearing or if the hearing examiner or committee determines that it is necessary to hold a closed hearing, as permitted under the Wisconsin open meetings law. Deliberations of the committee shall be held in closed session, in accordance with s. 19.85, Stats. As such, proper notice and other applicable rules shall be followed.

UWS 17.13 Appeal to the chancellor. (1) Where the sanction prescribed by the hearing examiner or committee is one of those listed in s. UWS 17.10(1)(h) to (j), the student may appeal

to the chief administrative officer within 14 days of the date of the written decision to review the decision of the hearing examiner or committee, based upon the record. In such a case, the chief administrative officer has 30 days from receipt of the student's appeal to respond and shall sustain the decision of the nonacademic misconduct hearing examiner or committee unless the chief administrative officer finds any of the following:

- (a) The information in the record does not support the findings or decision of the hearing examiner or committee.
- (b) Appropriate procedures were not followed by the nonacademic misconduct hearing examiner or committee and material prejudice to the student resulted.
- (c) The decision was based on factors proscribed by state or federal law.

(2) If the chancellor makes a finding under sub. (1), the chancellor may return the matter for consideration by a different hearing examiner or committee, or may invoke an appropriate remedy of his or her own.

UWS 17.14 Discretionary appeal to the board of regents. Institutional decisions under ss. UWS 17.11 to 17.13 shall be final, except that the board of regents may, at its discretion, grant a review upon the record.

UWS 17.15 Settlement. The procedures set forth in this chapter allow the university and a student to enter into a settlement agreement regarding the alleged misconduct, after proper notice has been given. Any such agreement and its terms shall be in writing and signed by the student and the investigating officer or student affairs officer. The case is concluded when a copy of the signed agreement is delivered to the student.

UWS 17.16 Effect of discipline within the institution. A student who, at the time of commencement, is subject to a continuing disciplinary sanction under s. UWS 17.10(1) or unresolved disciplinary charges as a result of a report under s. UWS 17.11, shall not be awarded a degree during the pendency of the sanction or disciplinary proceeding.

UWS 17.17 Effect of suspension or expulsion within the university system. (1) Suspension or expulsion shall be systemwide in effect and shall be noted on an individual's transcript, with suspension noted only for the duration of the suspension period.

(2) A student who is suspended from one institution in the University of Wisconsin System may not enroll in another institution in the system until the suspension has expired by its own terms, except as provided in s. 17.18.

(3) A student who is expelled from one institution in the University of Wisconsin System may not enroll in another institution in the system, except as provided in s. UWS 17.18.

(4) A person who is in a state of suspension or expulsion from the university under this chapter, or who leaves or withdraws from the university while under nonacademic misconduct charges under this chapter, may not be present on any campus without the written consent of the chief administrative officer of that campus.

(5) Upon completion of a suspension period, a student who is academically eligible may re-enroll in the institution which suspended him or her, provided all conditions from previous disciplinary sanctions have been met.

UWS 17.18 Petition for restoration of rights after suspension or expulsion. A student who has been suspended may petition to have his or her student status, rights, and privileges restored before the suspension has expired by its own terms under s. 17.17(2). A student who has been expelled may petition for the right to apply for readmission. The petition shall be in writing and directed to the chief administrative officer of the institution from which the student was suspended or expelled or of a different university of Wisconsin institution to which the student seeks admission. The chief administrative officer shall make the readmission decision.

17.19 Emergency suspension. (1) The chief administrative officer may impose an emergency suspension on a student, pending final institutional action on a report of nonacademic misconduct, in accordance with the procedures of this section.

(2) The chief administrative officer of each institution may impose an emergency suspension on a student when all of the following conditions are met:

(a) The investigating officer has made a reasonable attempt to offer the student the opportunity for discussion, either in person or by telephone.

(b) The investigating officer recommends a sanction of suspension or expulsion.

(c) The chief administrative officer concludes, based on the available information, that the misconduct occurred and that the student's continued presence on campus meets one or more of the following conditions:

1. Would constitute a potential for serious harm to the student.

2. Would constitute a potential for serious harm to others.

3. Would pose a threat of serious disruption of university-run or university-authorized activities.

4. Would constitute a potential for serious damage to university facilities or property.

(3) If the chief administrative officer determines that an emergency suspension is warranted under sub. (2), he or she shall promptly have written notification of the emergency suspension delivered to the student. The chief administrative officer's decision to impose an emergency suspension shall be effective immediately when delivered to the student and is final.

(4) Where an emergency suspension is imposed, the hearing on the underlying allegations of misconduct shall be held, either on or outside of university lands, within 21 days of the imposition of the emergency suspension, unless the student agrees to a later date.

(5) An emergency suspension imposed in accordance with this section shall be in effect until the decision in the hearing on the underlying charges pursuant to s. UWS 17.12 is rendered or the chief administrative officer rescinds the emergency suspension. In no case shall an emergency suspension remain in effect for longer than 30 days, unless the student agrees to a longer period.

(6) If the chief administrative officer determines that none of the conditions specified in sub. (2)(c) are present, but that misconduct may have occurred, the case shall proceed in accordance with s. UWS 17.12.

SECTION 2. UWS 18.02(1), (2), (3), (4), (5), (6) and (7) are renumbered and UWS 18.02(7), as renumbered, is amended to read:

UWS 18.02 Definitions. For purposes of this chapter: ~~(3)(1)~~ “Board of regents” or “board” means the board of regents of the ~~university~~ University of Wisconsin ~~system~~ System.

~~(4)(2)~~ “Building” means any structure, including stadia, on university lands.

~~(4)(3)~~ The “chief administrative officer” means the chief administrative officer of an institution or dean of a campus or their designees.

~~(5)(4)~~ “Discharge pollutants into storm sewers” means placing pollutants or water containing pollutants into any storm sewer on or serving university lands.

~~(6)(5)~~ “Discharge pollutants to storm water” means placing pollutants onto university lands so that they are carried by storm water to waters of the state.

~~(7)(6)~~ “Pollutants” has the meaning described in s. 283.01 (13), Stats.

~~(2)(7)~~ “~~Lands~~” “University lands” means all real property owned by, leased by, or otherwise subject to the control of the board of regents.

SECTION 3. UWS 18.04(5) is amended to read:

(5) The chief administrative officer may require the registration of all student, faculty, or staff motor vehicles or bicycles on university lands under said officer’s jurisdiction and may limit or prohibit their use in designated areas during designated hours. Any person who violates institutional regulations promulgated under this subsection may be fined up to \$25.

SECTION 4. UWS 18.06 (title) is amended to read:

UWS 18.06 ~~Conduct on university lands.~~ Protection of resources.

SECTION 5. UWS 18.06(1)(a) and (b) are renumbered UWS 18.06(3)(a) and (b) and amended to read:

UWS 18.06(3) PROHIBITED DUMPING; PROHIBITED DISCHARGES TO STORM WATER. (a) No person may dump or deposit any garbage, waste, hazardous material, ~~trash,~~ ~~debris,~~ rubbish, brush, earth or other debris or fill into any university dumpster or garbage receptacle or on any university lands unless authorized by the chief administrative officer.

(b) No person may discharge pollutants to storm water or ~~into~~ storm sewers on or serving university lands, except where authorized by the chief administrative officer and in conformance with state law.

SECTION 6. UWS 18.06(2) is renumbered 18.06(1) and amended to read:

UWS 18.06(1) PROHIBITED ACTS; LAND. No person may remove any shrubs, vegetation, wood, timber, rocks, stone, earth, signs, fences, or other materials from university lands, unless authorized by the chief administrative officer.

SECTION 7. UWS 18.06(3) is renumbered UWS 18.06(2) and amended to read:

UWS 18.06(2) PROHIBITED ACTS; WILDLIFE. No person may remove, destroy, or molest any bird, animal or fish life within the boundaries of university lands except as authorized by the chief administrative officer or except when this provision conflicts with a special order of the department of natural resources.

SECTION 8. UWS 18.06(4) is renumbered UWS 18.12(8).

SECTION 9. UWS 18.06(5) is renumbered UWS 18.08(1), and UWS 18.08(1)(a), (b), (c), (d), (e), and (f), as renumbered, are amended to read:

UWS 18.08(1) ANIMALS. (a) The presence of dogs, cats, and other pets is prohibited in all university buildings and in arboretums at all times except as authorized by the chief administrative officer. ~~Dogs specially trained or being specially trained to lead blind or deaf persons or to provide support for mobility impaired persons, and wearing harnesses or leashes and special capes, shall be exempt from these provisions.~~ The chief administrative officer may also prohibit the presence of dogs, cats, and other pets on other designated university lands.

(b) The presence of dogs, cats and other pets ~~shall be~~ is prohibited on all university lands not described in sub. (1) unless they ~~animal are~~ is on a leash under the control of and accompanied by a person which is physically controlled by the individual responsible for the animal, except as authorized by the chief administrative officer.

(c) The chief administrative officer may not grant the exceptions allowed under par. (a) and (b) in any outdoor area where food is being served or where animals are otherwise prohibited by signage.

(d) Any pet waste deposited on university lands shall be removed and properly disposed of by the individual responsible for the animal.

(e) Any ~~pet~~ individual found in violation of this subsection may ~~be~~ have the animal for which they are responsible impounded and ~~its owner~~ be subject to the penalty provisions in s. UWS ~~18.07~~ 18.13.

(f) ~~Dogs specially trained or being specially trained to lead blind or deaf persons or to provide support for mobility impaired persons, and wearing harnesses or leashes and special capes.~~ This section does not apply to police and service animals when those animals are working.

SECTION 10. UWS 18.06(6) is renumbered UWS 18.07(3).

SECTION 11. UWS 18.06(7) is renumbered UWS 18.07(2).

SECTION 12. UWS 18.06(8) is renumbered UWS 18.08(3) and amended to read:

UWS 18.08(3) BICYCLES. No person may park or store ~~his~~ a bicycle in buildings, on sidewalks or driveways, or in motor vehicle parking spaces, except in areas designated for that purpose or in bicycle racks, or as authorized by university housing policies. Bicycles shall be parked so as not to obstruct free passage of vehicles and pedestrians. Bicycle riding is prohibited on university lands when and where the intent is to perform tricks or stunts and those tricks or stunts may result in injury to any person or cause damage to property.

SECTION 13. UWS 18.06(9) is renumbered UWS 18.07(1) and amended to read:

UWS 18.07(1) ~~CLIMBING; WALKING ON ROOF.~~ ACCESS TO ROOFS, SERVICE TUNNELS, AND MAINTENANCE FACILITIES PROHIBITED. No person may climb into, out of, or ~~on~~ onto any university buildings, service tunnels or maintenance ~~facility~~ facilities, or walk or climb on upon the roof of a any university building or roof, except when emergency access to a fire escape is necessary, ~~or~~ for required maintenance, or when authorized by the chief administrative officer.

SECTION 14. UWS 18.06(10) is renumbered UWS 18.10(3).

SECTION 15. UWS 18.06(11) is renumbered UWS 18.10(4), and UWS 18.10(4)(d), as renumbered, is amended to read:

UWS 18.10(4)(d) No person may interfere with, tamper with or remove, without authorization, any smoke detector, fire extinguisher, fire hose, fire hydrant or other fire fighting equipment.

SECTION 16. UWS 18.06(12) is repealed.

SECTION 17. UWS 18.06(13) is renumbered UWS 18.09(1), and UWS 18.09(1)(d), as renumbered, is amended to read:

UWS 18.09(1)(d) Notwithstanding s. UWS ~~18.09~~ 18.14, institutional regulations developed pursuant to this subsection shall be reported to the president of the system for review and approval.

SECTION 18. UWS 18.06(14) is renumbered UWS 18.07(4).

SECTION 19. UWS 18.06(15) is renumbered UWS 18.07(7).

SECTION 20. UWS 18.06(16) (a) 1., 2., 3., 4., 5., and 6., are renumbered UWS 18.11(8) (intro.), (a), (b), (c), (d), (e), and (f), and UWS 18.11(8) (intro.), (a), and (c) as renumbered, are amended to read:

UWS 18.11(8) SELLING, PEDDLING AND SOLICITING. No person may sell, peddle or solicit for the sale of goods, services, or contributions on any university lands except in the case of:

(a) ~~When the occupant of~~ Specific permission in advance from a specific university office, or the occupant of a university house, apartment, or ~~dormitory room~~ has given specific permission in advance residence hall for a person engaged in that activity to come to that particular office, house, apartment, or ~~dormitory room~~ residence hall for that purpose.

(c) ~~Hawking~~ Sales of newspapers and similar printed matter outside university buildings.

SECTION 21. UWS 18.06(16m) is renumbered UWS 18.11(9) and UWS 18.11(9)(c), as renumbered, is amended to read:

UWS 18.11(9)(c) Notwithstanding s. UWS ~~18.09~~ 18.14, institutional policies and procedures developed pursuant to this subsection shall be reported to the board of regents for approval.

SECTION 22. UWS 18.06(17) is renumbered UWS 18.08(9), and UWS 18.08(9) (title), and (a), as renumbered, are amended to read:

UWS 18.08(9) ~~SIGNS~~. POSTINGS AND SIGNAGE. (a) No person may erect, post or attach any ~~signs~~ notices, posters, pictures or any item of a similar nature in or on any building or upon other university lands except on regularly established bulletin boards, or as authorized by the provisions of this code or by the chief administrative officer.

SECTION 23. UWS 18.06(18) is renumbered UWS 18.08(11)(b), and UWS 18.08(11)(b), as renumbered, is amended to read:

UWS 18.08(11)(b) No person may smoke in any nonresidential university building except in those areas designated for that purpose.

SECTION 24. UWS 18.06(19) is renumbered UWS 18.08(10).

SECTION 25. UWS 18.06(20) is renumbered UWS 18.07(6) and amended to read:

UWS 18.07(6) RESTRICTED USE OF STUDENT CENTERS OR UNIONS. No person, except members of the student center or union, university faculty and staff, invited guests, and university-sponsored conference groups, may use student center or union buildings and ~~union~~ grounds except on occasions when, and in those areas where, the buildings or grounds are open to the general public.

SECTION 26. UWS 18.06(21) is renumbered UWS 18.11(6) and amended to read:

UWS 18.11(6)(a) University buildings and the university-authorized activities that occur therein are primarily dedicated to the support of the university mission of teaching, research and service. No person may be present in any ~~class, lecture, laboratory period, orientation session, examination, or other instructional session or in any room, office, or laboratory~~ university

building if his or her presence or behavior interferes with this purpose or with the university's administrative operations, is in violation of a university policy, rule, regulation or any other provision of this chapter, or is without the consent of an authorized university official or faculty member.

~~(b) A person shall be deemed without consent~~ Persons present in any class, lecture, laboratory ~~period, orientation session, examination, or other instructional session as prohibited by par. (a);~~ if: 1) ~~such person is not then shall be~~ enrolled and in good standing as a member of the instructional session or 2) ~~such person refuses to provide identification and refuses to leave such session upon request of a member of the~~ shall have the consent of an authorized university administration official or faculty member or other person in charge thereof to be considered legally present.

SECTION 27. UWS 18.06(22)(a), (b), and (c) are renumbered UWS 18.11(7)(a), (b), and (c), and UWS 18.11(7)(a) is amended to read:

UWS 18.11(7)(a) No person, who is in a state of suspension or expulsion from the university under ch. UWS 17, or who takes leave or resigns under charges after being charged by the university under ch. UWS 17, may enter the university lands of any campus institution without the written consent of the chief administrative officer.

SECTION 28. UWS 18.06(22)(d) is renumbered UWS 18.11(7)(f).

SECTION 29. UWS 18.06(23) is renumbered UWS 18.11(4).

SECTION 30. UWS 18.06(24) is renumbered UWS 18.07(5).

SECTION 31. UWS 18.06(25) is renumbered UWS 18.11(5), and UWS 18.11(5)(a)1., as renumbered, is amended to read:

UWS 18.11(5)(a)1. No person may use sound-amplifying equipment on any lands without the permission of the chief administrative officer, except as provided in par. ~~(e)~~ (b).

SECTION 32. UWS 18.06(26) is renumbered UWS 18.10(2).

SECTION 33. UWS 18.06(27) is renumbered UWS 18.10(9).

SECTION 34. UWS 18.06(28) is renumbered UWS 18.08(12), and UWS 18.08(12)(a), as renumbered, is amended to read:

UWS 18.08(12)(a) Every ticket or other evidence of the right of entry to any amusement, game, contest, exhibition, event, or performance given by or under the auspices of the ~~university~~ University of Wisconsin system System, or an institution or center of the ~~university~~ University of Wisconsin system System, shall be considered a revocable license to the person to whom the ticket has been issued and shall be transferable only on the terms and conditions prescribed on the ticket or other evidence of the right of entry.

SECTION 35. UWS 18.06(29) is renumbered UWS 18.10(8), and amended to read:

UWS 18.10(8) ~~SKATEBOARDS, ROLLER SKATES AND ROLLER BLADES~~ PLAY VEHICLES. No person may use a skateboard, roller skates, ~~or use~~ roller blades, in-line skates, or any ~~other~~ similar wheeled devices, a toboggan, or a sled ~~in or anywhere~~ on university ~~buildings,~~ ~~or on sidewalks, roadways or parking areas on university~~ lands, except ~~in areas~~ as designated for ~~this purpose~~ by the chief administrative officer.

SECTION 36. UWS 18.06(30) is renumbered UWS 18.11(2).

SECTION 37. UWS 18.06(31)(a) and (b) are renumbered 18.12(5)(a) and (c).

SECTION 38. UWS 18.06(32) is renumbered UWS 18.08(5), and UWS 18.08(5)(b) as renumbered is amended to read:

UWS 18.08(5)(b) No person may knowingly present a false, altered or duplicate university identification card with the intent that such card be relied upon by university employees, ~~or~~ university agents, or state or local officials in connection with obtaining ~~university~~ services, privileges or goods.

SECTION 39. UWS 18.06(33) is renumbered UWS 18.11(3).

SECTION 40. UWS 18.06(34)(a) and (b) are renumbered UWS 18.10(7)(a) and (b) and amended to read:

UWS 18.10(7) ~~RESISTING OR OBSTRUCTING PEACE POLICE~~ OFFICERS. (a) No person may knowingly resist or obstruct a university ~~peace police~~ officer while that officer is doing any act in an official capacity and with lawful authority.

(b) In this subsection, "obstruct" includes without limitation knowingly giving false information or knowingly placing physical evidence with the intent to mislead a university ~~peace police~~ officer in the performance of his or her duty.

SECTION 41. UWS 18.06(35) is renumbered UWS 18.09(2).

SECTION 42. UWS 18.06(36) is renumbered UWS 18.09(3).

SECTION 43. UWS 18.06(37) is renumbered UWS 18.12(3), and UWS 18.12(3)(a), as renumbered, is amended to read:

UWS 18.12(3)(a) No person may issue any check or other order for the payment of money ~~less than \$1000~~ in an amount not more than \$2,500 which, at the time of issuance, he or she intends shall not be paid.

SECTION 44. UWS 18.06(38)(a) and (b) are renumbered UWS 18.12(2)(a) and (b).

SECTION 45. UWS 18.06(39) is renumbered UWS 18.12(7).

SECTION 46. UWS 18.06(40) is renumbered UWS 18.10(6).

SECTION 47. UWS 18.06(41) is renumbered UWS 18.12(6), and UWS 18.12(6)(b), as renumbered, is amended to read:

UWS 18.12(6)(b) No person may intentionally take and carry away, use, transfer, conceal, or retain possession of movable property of another with a value of at least \$100 but not more than \$5001,000, without consent and with the intent to deprive the owner permanently of such property.

SECTION 48. UWS 18.06(42) is renumbered UWS 18.10(1).

SECTION 49. UWS 18.06(43) is renumbered UWS 18.10(5) and amended to read:

UWS 18.10(5) OPERATION OF A MOTOR VEHICLE OFF ROADWAYS. No person shall operate an unauthorized motor vehicle or motorized device, including motorcycles, mopeds, motor scooters and self-balancing transportation devices, off designated roadways, paved or unpaved, or on service roads or pedestrian paths, regardless of the surface, on university lands, ~~in a manner that may cause damage to property or endanger the safety of any person.~~ This subsection does not apply to motorized wheelchairs or other mobility devices which have the primary design function of assisting the physically challenged.

SECTION 50. UWS 18.06(44) is renumbered UWS 18.08(8).

SECTION 51. UWS 18.06(45) is renumbered UWS 18.12(1).

SECTION 52. UWS 18.06(46) is renumbered UWS 18.11(1).

SECTION 53. UWS 18.06(47) is renumbered UWS 18.08(4).

SECTION 54. UWS 18.06(48) is renumbered UWS 18.08(7), and UWS 18.08(7)(b), as renumbered, is amended to read:

UWS 18.08(7)(b) This subsection shall not apply to minors returning home from functions authorized by any ~~public or parochial~~ school or church religious organization and carrying proof of identification on their persons, or to currently enrolled university students.

SECTION 55. UWS 18.06(49) is renumbered UWS 18.08(2).

SECTION 56. UWS 18.06(50) is renumbered UWS 18.12(4).

SECTION 57. UWS 18.07 is renumbered UWS 18.13 and amended to read:

UWS 18.13. Unless otherwise specified, the penalty for violating any of the rules in ss. UWS 18.06 to 18.12 shall be a forfeiture of not more than \$500, as provided in s. 36.11(1)(c), Stats.

SECTION 58. UWS 18.09 is renumbered UWS 18.14 and amended to read:

UWS 18.14. Institutional regulations promulgated under ss. UWS 18.04 to ~~48.06~~ 18.12 shall take effect when filed with the secretary of the board.

SECTION 59. UWS 18.10 is renumbered UWS.18.15, and UWS 18.15(title), 18.15(1), and 18.15(2), as renumbered, are amended to read:

UWS 18.15. ADDITIONAL STATUTORY PENALTY PROVISIONS REGULATING CONDUCT ON UNIVERSITY LANDS. (1) CONTROLLED SUBSTANCES. The use or possession of controlled substances as defined in s. 961.01(4), Stats., is prohibited on all university property with the specific exemptions set forth in ch. 961, Stats., and as permitted under s. 961.34, Stats. The penalty provisions of ch. 961, Stats., and chs. UWS 17 and 18 may apply to violations occurring on university lands.

~~(2) PERSONS PROHIBITED FROM ENTERING CAMPUSES. Student convicted of dangerous and obstructive crime.~~ STUDENT CONVICTED OF DANGEROUS AND OBSTRUCTIVE CRIME. Section 36.35(3), Stats., provides: “Any person who is convicted of any crime involving danger to property or persons as a result of conduct by him which obstructs or seriously impairs activities run or authorized by an institution and who, as a result of such conduct, is in a state of suspension or expulsion from the institution, and who enters property of that institution without permission of the chief administrative officer of the institution within 2 years, may for each such offense be fined not more than \$500 or imprisoned not more than 6 months, or both.”

SECTION 60. UWS 18.07(title) is created to read:

UWS 18.07. Use of Campus Resources.

SECTION 61. UWS 18.08(title) is created to read:

UWS 18.08. Personal Conduct Prohibitions.

SECTION 62. WS 18.08(6) is created to read

UWS 18.08(6) PHYSICAL SECURITY COMPLIANCE. (a) No person may ignore, bypass, circumvent, damage, interfere with, or attempt to deceive by fraudulent means, any university authorized security measure or monitoring device, whether temporary or permanent, that is intended to prevent or limit access to, or enhance the security of, university lands, events, facilities or portions thereof.

(b) No person may duplicate, falsify or fraudulently obtain a university key or access control device, or make any unauthorized attempt to accomplish the same.

(c) No person who is authorized to possess a university key or access control device may transfer a university key or access control device to an unauthorized person, nor may any unauthorized person be in possession of a university key or access control device.

(d) Any university key or access control device in the possession of an unauthorized person may be confiscated by any authorized university official.

SECTION 63. UWS 18.08(9)(b) is created to read:

(b) No person may fail to comply with a sign that reasonably conveys prohibited behavior and that has been approved and posted on university buildings or lands in compliance with the university's formal process for posting signs. This subsection does not apply to traffic related offenses (ch. 346, Stats.).

SECTION 64. UWS 18.08(11)(a) is created to read:

UWS 18.08(11) SMOKING. (a) No person may smoke in any residence hall or other university-owned or university-leased student housing or in any location that is 25 feet or less from such residence hall or housing.

SECTION 65. UWS 18.09(title) is created to read

UWS 18.09. Alcohol and drug prohibitions.

SECTION 66. UWS 18.10 (title) is created to read:

UWS 18.10. Offenses against public safety.

SECTION 67. UWS 18.11(title) is created to read:

UWS 18.11. Offenses against public peace and order.

SECTION 68. UWS 18.11(7)(d) and (e) are created to read:

UWS 18.11(7)(d) No person who has been determined to have committed serious or repeated violations of ss. UWS 18.06 to 18.12 and to whom the chief administrative officer has issued a written order prohibiting entry on university lands may enter the university lands of that institution.

(e) The provisions of this section in no way limit the chief administrative officer from issuing a written order barring any person from entering the university lands of that institution in accordance with the chief administrative officer's responsibility for the health, safety, and welfare of the university.

SECTION 69. UWS 18.12(title) is created to read:

UWS 18.12. Property Offenses.

SECTION 70. UWS 18.12(1)(e) is created to read:

UWS 18.12(1)(e) Cause an interruption in service by submitting a message or multiple messages to a computer, computer program, computer system, or computer network that exceeds the processing capacity of the computer, computer program, computer system, or computer network.

SECTION 71. UWS 18.12(2)(c) is created to read:

UWS 18.12(2)(c) In this subsection, prima facie evidence that the person intentionally absconded without paying for the food, lodging or other service or intentionally defrauded the university or its employees or agents has the meaning and includes the items of proof set forth in s. 943.21(2), Stats.

SECTION 72. UWS 18.12(5)(b) and (d) are created to read:

UWS 18.12(5)(b) No person may intentionally remove a theft detection device from merchandise, or use a theft detection shielding device, without the merchant's consent and with intent to deprive the merchant permanently of possession, or the full purchase price of the merchandise.

(d) In this subsection, "theft detection device" means any tag or other device that is used to prevent or detect theft and that is attached to merchandise held for resale by a merchant or to property of a merchant, and "theft detection shielding device" means any laminated or coated bag or device designed to shield such merchandise from detection by an electronic or magnetic theft alarm sensor.

SECTION 73. This rule first applies to conduct occurring on or after the effective date of this rule.

SECTION 74. EFFECTIVE DATE. This rule shall take effect on the first day of the month following publication in the Wisconsin Administrative Register as provided in s. 227.22(2) (intro.), Stats.

ATTACHMENT 2
RECOMMENDED REVISIONS TO CHAPTERS UWS 17 AND 18, WIS. ADMIN. CODE
JUNE 2009

Recommended Revisions to Chapter UWS 17, Wis. Admin. Code

17.01 Policy statement. The missions of the University of Wisconsin System and its individual institutions can be realized only if the university's teaching, learning, research and service activities occur in living and learning environments that are safe and free from violence, harassment, fraud, theft, disruption and intimidation. In promoting such environments, the university has a responsibility to address student nonacademic misconduct; this responsibility is separate from and independent of any civil or criminal action resulting from a student's conduct. This chapter defines nonacademic misconduct, provides university procedures for effectively addressing misconduct, and offers educational responses to misconduct. The University of Wisconsin System is committed to respecting students' constitutional rights. Nothing in this chapter is intended to restrict students' constitutional rights, including rights of freedom of speech or to peaceably assemble with others.

17.02 Definitions. In this chapter:

17.02(1) "Chief administrative officer" means the chancellor of an institution or dean of a campus or their designees.

17.02(2) "Clear and convincing evidence" means information that would persuade a reasonable person to have a firm belief that a proposition is more likely true than not true. It is a higher standard of proof than "preponderance of the evidence."

17.02(3) "Days" means calendar days.

17.02(4) "Delivered" means sent by electronic means to the student's official university email address and, in addition, provided by any of the following methods:

(a) Given personally.

(b) Placed in the student's official university mailbox.

(c) Mailed by regular first class United States mail to the student's current address as maintained by the institution.

(d) Sent by electronic means to the student's official University email address.

17.02(5) "Disciplinary file" means the record maintained by the student affairs officer responsible for student discipline.

17.02(6) "Disciplinary probation" means a status in which a student may remain enrolled in the university only upon the condition that the student complies with specified standards of conduct or other requirements or restrictions on privileges, for a specified period of time, not to exceed two years.

17.02(7) "Disciplinary sanction" means any action listed in s. UWS 17.10(1) taken in response to student nonacademic misconduct.

17.02(8) "Expulsion" means termination of student status with resultant loss of all student rights and privileges.

17.02(9) "Hearing examiner" means an individual, other than the investigating officer, appointed by the chief administrative officer in accordance with s. UWS 17.06(2) for the purpose of conducting a hearing under s. UWS 17.12.

17.02(10) "Institution" means any university, or an organizational equivalent designated by the board, and

the university of Wisconsin colleges.

17.02(11) "Investigating officer" means an individual, or his or her designee, appointed by the chief administrative officer of each institution, to conduct investigations of nonacademic misconduct under this chapter.

17.02(12) "Nonacademic misconduct hearing committee" or "committee" means the committee appointed pursuant to s. UWS 17.07 to conduct hearings under s. UWS 17.12.

17.02(13) "Preponderance of the evidence" means information that would persuade a reasonable person that a proposition is more probably true than not true. It is a lower standard of proof than "clear and convincing evidence" and is the minimum standard for a finding of responsibility under this chapter.

17.02(14) "Student" means any person who is registered for study in an institution for the academic period in which the misconduct occurred, or between academic periods, for continuing students.

17.02(15) "Student affairs officer" means the dean of students or student affairs officer designated by the chief administrative officer to coordinate disciplinary hearings and carry out duties described in this chapter.

17.02(16) "Suspension" means a loss of student status for a specified length of time, not to exceed two years, with resultant loss of all student rights and privileges.

17.02(17) "University lands" means all real property owned by, leased by, or otherwise subject to the control of the board of regents of the University of Wisconsin System.

17.03 Consistent institutional policies. Each institution is authorized to adopt policies consistent with this chapter. A copy of such policies shall be filed with the board of regents and the University of Wisconsin System office of academic affairs.

17.04 Notice to students. Each institution shall publish ch. UWS 17 on its website and shall make ch. UWS 17 and any institutional policies implementing ch. UWS 17 freely available to students through the website or other means.

17.05 Designation of investigating officer. The chief administrative officer of each institution shall designate an investigating officer or officers for allegations of student nonacademic misconduct. The investigating officer shall investigate student nonacademic misconduct and initiate procedures for nonacademic misconduct under s. UWS 17.11.

17.06 Non-academic misconduct hearing examiner.

17.06(1) The chief administrative officer of each institution, in consultation with faculty, academic staff, and student representatives, shall adopt policies providing for the designation of a student nonacademic misconduct hearing examiner to fulfill the responsibilities of the nonacademic misconduct hearing examiner in this chapter.

17.06(2) A hearing examiner shall be selected by the chief administrative officer from the faculty and staff of the institution, pursuant to the policies adopted under sub. (1).

17.07 Non-academic misconduct hearing committee.

17.07(1) The chief administrative officer of each institution, in consultation with faculty, academic staff, and student representatives, shall adopt policies providing for the establishment of a student nonacademic misconduct hearing committee to fulfill the responsibilities of the nonacademic misconduct hearing committee in this chapter.

17.07(2) A student nonacademic misconduct hearing committee shall consist of at least three persons,

including at least one student or students, except that no such committee shall be constituted with a majority of members who are students. The presiding officer shall be appointed by the chief administrative officer. The presiding officer and at least one other member shall constitute a quorum at any hearing held pursuant to due notice.

17.08 Nonacademic misconduct occurring on or outside of university lands.

17.08(1) MISCONDUCT ON UNIVERSITY LANDS. Except as provided in s. UWS 17.08(2), the provisions contained in this chapter shall apply to the student conduct described in s. UWS 17.09 that occurs on university lands or at university-sponsored events.

17.08(2) MISCONDUCT OUTSIDE OF UNIVERSITY LANDS. The provisions contained in this chapter may apply to the student conduct described in s. UWS 17.09 that occurs outside of university lands only when, in the judgment of the investigating officer, the conduct adversely affects a substantial university interest. In determining whether the conduct adversely affects a substantial university interest, the investigating officer shall consider whether the conduct meets one or more of the following conditions:

- (a)** The conduct constitutes or would constitute a serious criminal offense, regardless of the existence of any criminal proceedings.
- (b)** The conduct indicates that the student presented or may present a danger or threat to the health or safety of himself, herself or others.
- (c)** The conduct demonstrates a pattern of behavior that seriously impairs the university's ability to fulfill its teaching, research, or public service missions.

17.09 Conduct subject to disciplinary action. In accordance with s. UWS 17.08, the university may discipline a student for engaging in, attempting to engage in, or assisting others to engage in any of the following types of nonacademic misconduct:

17.09(1) DANGEROUS CONDUCT. Conduct that endangers or threatens the health or safety of oneself or another person.

17.09(2) SEXUAL ASSAULT. Conduct defined in s. 940.225, Stats.

17.09(3) STALKING. Conduct defined in s. 940.32, Stats.

17.09(4) HARASSMENT. Conduct defined in s. 947.013, Stats.

17.09(5) HAZING. Conduct defined in s. 948.51, Stats.

17.09(6) ILLEGAL USE, POSSESSION, MANUFACTURE, OR DISTRIBUTION OF ALCOHOL OR CONTROLLED SUBSTANCES. Use, possession, manufacture, or distribution of alcoholic beverages or of marijuana, narcotics, or other controlled substances, except as expressly permitted by law or university policy.

17.09(7) UNAUTHORIZED USE OF OR DAMAGE TO PROPERTY. Unauthorized possession of, use of, moving of, tampering with, damage to, or destruction of university property or the property of others.

17.09(8) DISRUPTION OF UNIVERSITY-AUTHORIZED ACTIVITIES. Conduct that obstructs or impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a person to participate in university-run or university-authorized activities.

17.09(9) FORGERY OR FALSIFICATION. Unauthorized possession of or fraudulent creation, alteration, or misuse of any university or other governmental document, record, key, electronic device, or identification.

17.09(10) MISUSE OF COMPUTING RESOURCES. Conduct that involves any of the following:

- (a)** Failure to comply with laws, license agreements, and contracts governing university computer network, software, and hardware use.

- (b) Use of university computing resources for unauthorized commercial purposes or personal gain.
- (c) Failure to protect a personal password or university-authorized account.
- (d) Breach of computer security, invasion of privacy, or unauthorized access to computing resources.

17.09(11) FALSE STATEMENT OR REFUSAL TO COMPLY REGARDING A UNIVERSITY MATTER.

Making a knowingly false oral or written statement to any university employee or agent of the university regarding a university matter, or refusal to comply with a reasonable request on a university matter.

17.09(12) VIOLATION OF CRIMINAL LAW. Conduct that constitutes a criminal offense as defined by state or federal law.

17.09(13) SERIOUS AND REPEATED VIOLATIONS OF MUNICIPAL LAW. Serious and repeated off-campus violations of municipal law.

17.09(14) VIOLATION OF CH. UWS 18. Conduct that violates ch. UWS 18, including, but not limited to, provisions regulating fire safety, theft, and dangerous weapons.

17.09(15) VIOLATION OF UNIVERSITY RULES. Conduct that violates any published university rules, regulations, or policies, including provisions contained in university contracts with students.

17.09(16) NONCOMPLIANCE WITH DISCIPLINARY SANCTIONS. Conduct that violates a sanction, requirement, or restriction imposed in connection with previous disciplinary action.

17.10 Disciplinary sanctions.

17.10(1) The following are the disciplinary sanctions that may be imposed for nonacademic misconduct, in accordance with the procedures of ss. UWS 17.11 to 17.13, are any of the following:

- (a) A written reprimand.
- (b) Denial of specified university privileges.
- (c) Restitution.
- (d) Educational or service sanctions, including community service.
- (e) Disciplinary probation.
- (f) Imposition of reasonable terms and conditions on continued student status.
- (g) Removal from a course in progress.
- (h) Enrollment restrictions on a course or program.
- (i) Suspension.
- (j) Expulsion.

17.10(2) One or more of the disciplinary sanctions listed in sub. (1) may be imposed for an incident of nonacademic misconduct.

17.10(3) Disciplinary sanctions shall not include the termination or revocation of student financial aid; however, this shall not be interpreted as precluding the individual operation of rules or standards governing eligibility for student financial aid under which the imposition of a disciplinary sanction could result in disqualification of a student for financial aid.

17.11 Disciplinary procedure. (1) The investigating officer may proceed in accordance with this section to impose, subject to hearing and appeal rights, one or more of the disciplinary sanctions listed in s. UWS 17.10(1).

17.11(2) CONFERENCE WITH STUDENT. When the investigating officer concludes that proceedings under this section are warranted, the investigating officer shall promptly contact the student in person, by telephone, or by electronic mail to offer to discuss the matter with the student. The purpose of this discussion is to permit the investigating officer to review with the student the basis for his or her belief that the student engaged in nonacademic misconduct, and to afford the student an opportunity to respond. If the student does not respond to the investigating officer's offer to discuss the matter, the investigating

officer may proceed to make a determination on the basis of the available information.

17.11(3) DETERMINATION BY THE INVESTIGATING OFFICER THAT NO DISCIPLINARY SANCTION IS WARRANTED. If, as a result of a discussion under sub. (2), or review of available information, the investigating officer determines that nonacademic misconduct did not in fact occur, or that no disciplinary sanction is warranted under the circumstances, the matter will be considered resolved without the necessity for further action.

17.11(4) PROCESS FOLLOWING DETERMINATION BY THE INVESTIGATING OFFICER THAT NONACADEMIC MISCONDUCT OCCURRED.

17.11(4)(a) If, as a result of a discussion or review of available information under sub. (2), or review of available information, the investigating officer determines that nonacademic misconduct did occur and that one or more of the disciplinary sanctions listed under s. UWS 17.10(1) should be recommended, the investigating officer shall prepare a written report which shall contain the following:

1. A description of the alleged misconduct.
2. A description of all information available to the university regarding the alleged misconduct. Such information shall be available to the student upon request, except as may be precluded by applicable state or federal law.
3. Specification of the sanction sought.
4. Notice of the student's right to a hearing.
5. A copy of this chapter and of the institutional procedures adopted to implement this section.

17.11(4)(b) The written report shall be delivered to the student.

17.11(4)(c) A student who receives a written report under this section has the right to a hearing under s. UWS 17.12 to contest the determination that nonacademic misconduct occurred, the choice of disciplinary sanction, or both.

1. Where the disciplinary sanction sought is one of those listed in s. UWS 17.10(1)(a) to (g), and if the student desires a hearing, the student shall file a written request with the student affairs officer within 10 days of the date the written report is delivered to the student. If the student does not request a hearing within this period, the determination of nonacademic misconduct shall be regarded as final, and the disciplinary sanction sought shall be imposed.

2. Where the disciplinary sanction sought is one of those listed in s. UWS 17.10(1)(h) to (j), the investigating officer shall forward a copy of the written report under par. (b) to the student affairs officer. The student affairs officer shall, upon receipt of the written report, proceed under s. UWS 17.12 to schedule a hearing on the matter. A hearing shall be conducted unless the student waives, in writing, the right to such a hearing.

17.12 Hearing.

17.12(1) A student who requests a hearing, or for whom a hearing is scheduled under s. UWS 17.11(3)(c)2., shall have the right to decide whether the matter will be heard by a hearing examiner or a hearing committee.

17.12(2) If a student requests a hearing under s. UWS 17.11(3)(c)1., or a hearing is required to be scheduled under s. UWS 17.11(3)(c)2., the student affairs officer shall take the necessary steps to convene the hearing and shall schedule it within 15 days of receipt of the request or written report. The hearing shall be conducted within 45 days of receipt of the request or written report, unless a different time period is mutually agreed upon by the student and investigating officer, or is ordered or permitted by the hearing examiner or committee.

17.12(3) No less than 5 days in advance of the hearing, the hearing examiner or committee shall obtain from the investigating officer, in writing, a full explanation of the facts upon which the determination of

misconduct was based, and shall provide the student with access to or copies of the investigating officer's explanation, together with any other materials provided to the hearing examiner or committee by the investigating officer, including any additional available information of the type described in s. UWS 17.11(4)(a)2.

17.12(4) The hearing shall be conducted in accordance with the following guidance and requirements:

17.12(4)(a) The hearing process shall further the educational purposes and reflect the university context of nonacademic misconduct proceedings. The process need not conform to state or federal rules of criminal or civil procedure, except as expressly provided in ch. UWS 17.

17.12(4)(b) The student shall have the right to question adverse witnesses, the right to present information and witnesses, the right to be heard on his or her own behalf, and the right to be accompanied by an advisor of the student's choice. The advisor may be a lawyer. In cases where the recommended disciplinary sanction is identified in UWS 17.10 (1)(a) to (h), the advisor may counsel the student, but may not directly question adverse witnesses, present information or witnesses, or speak on behalf of the student except at the discretion of the hearing examiner or committee. In cases where the recommended disciplinary sanction is identified in UWS 17.10(1)(i) or (j), or where the student has been charged with a crime in connection with the same conduct for which the disciplinary sanction is sought, the advisor may question adverse witnesses, present information and witnesses, and speak on behalf of the student. In accordance with the educational purposes of the hearing, the student is expected to respond on his or her own behalf to questions asked of him or her during the hearing.

17.12(4)(c) The hearing examiner or committee shall admit information that has reasonable value in proving the facts, but may exclude immaterial, irrelevant, or unduly repetitious testimony. The hearing examiner or committee shall observe recognized legal privileges.

17.12(4)(c) The hearing examiner or committee shall make a record of the hearing. The record shall include a verbatim record of the testimony, which may be a sound recording, and a file of the exhibits offered at the hearing. The student charged with misconduct may access the record, upon the student's request.

17.12(4)(e) The hearing examiner or committee shall prepare written findings of fact and a written statement of its decision based upon the record of the hearing.

17.12(4)(f) A hearing examiner's or committee's finding of nonacademic misconduct shall be based on one of the following:

1. Clear and convincing evidence, when the sanction to be imposed is one of those listed in s. UWS 17.10(1)(h) to (j).
2. A preponderance of the evidence, when the sanction to be imposed is one of those listed in s. UWS 17.10(1)(a) to (g).
3. A preponderance of the evidence, regardless of the sanction to be imposed, in all cases of sexual harassment and sexual assault.

17.12(4)(g) The hearing examiner or committee may impose one or more of the disciplinary sanctions listed in s. UWS 17.10(1)(a) to (g) that differs from the recommendation of the investigating officer. Sanctions under s. UWS 17.10(1)(h) to (j) may not be imposed unless previously recommended by the investigating officer.

17.12(4)(h) The hearing shall be conducted by the hearing examiner or committee, and the university's case against the student shall be presented by the investigating officer or his or her designee.

17.12(4)(i) The decision of the hearing examiner or committee shall be prepared within 14 days of the hearing, and delivered to the student. The decision shall become final within 14 days of the date of the written decision, unless an appeal is taken under s. UWS 17.13.

17.12(4)(j) If a party fails to appear at a scheduled hearing and to proceed, the hearing examiner or committee may either dismiss the case or, based upon the information provided, find that the student committed the misconduct alleged.

17.12(4)(k) Disciplinary hearings are subject to the Wisconsin open meetings law and may be closed if the student whose case is being heard requests a closed hearing or if the hearing examiner or committee determines that it is necessary to hold a closed hearing, as permitted under the Wisconsin open meetings law. Deliberations of the committee shall be held in closed session, in accordance with s. 19.85, Stats. As such, proper notice and other applicable rules shall be followed.

17.13 Appeal to the chief administrative officer.

17.13(1) Where the sanction prescribed by the hearing examiner or committee is one of those listed in s. UWS 17.10(1)(h) through (j), the student may appeal to the chief administrative officer within 14 days of the date of the written decision to review the decision of the hearing examiner or committee, based upon the record. In such a case, the chief administrative officer has 30 days from receipt of the student's appeal to respond and shall sustain the decision of the nonacademic misconduct hearing examiner or committee unless the chief administrative officer finds any of the following:

- (a)** The information in the record does not support the findings or decision of the hearing examiner or committee.
- (b)** Appropriate procedures were not followed by the nonacademic misconduct hearing examiner or committee and material prejudice to the student resulted.
- (c)** The decision was based on factors proscribed by state or federal law.

17.13(2) If the chief administrative officer makes a finding under sub. (1), he or she may return the matter for consideration by a different hearing examiner or committee, or may invoke an appropriate remedy of his or her own.

17.14 Discretionary appeal to the board of regents. Institutional decisions under ss. UWS 17.11 to 17.13 shall be final, except that the board of regents may, at its discretion, grant a review upon the record.

17.15 Settlement. The procedures set forth in this chapter allow the university and a student to enter into a settlement agreement regarding the alleged misconduct, after proper notice has been given. Any such agreement and its terms shall be in writing and signed by the student and the investigating officer or student affairs officer. The case is concluded when a copy of the signed agreement is delivered to the student.

17.16 Effect of discipline within the institution. A student who, at the time of commencement, is subject to a continuing disciplinary sanction under s. UWS 17.10(1) or unresolved disciplinary charges as a result of a report under s. UWS 17.11, shall not be awarded a degree during the pendency of the sanction or disciplinary proceeding.

17.17 Effect of suspension or expulsion within the university system. (1) Suspension or expulsion shall be systemwide in effect and shall be noted on an individual's transcript, with suspension noted only for the duration of the suspension period.

17.17(2) A student who is suspended from one institution in the University of Wisconsin System may not enroll in another institution in the system until the suspension has expired by its own terms, except as provided in s. UWS 17.18.

17.17(3) A student who is expelled from one institution in the University of Wisconsin System may not enroll in another institution in the system, except as provided in s. 17.18.

17.17(4) A person who is in a state of suspension or expulsion from the university under this chapter, or

who leaves or withdraws from the university while under nonacademic misconduct charges under this chapter, may not be present on any campus without the written consent of the chief administrative officer of that campus.

17.17(5) Upon completion of a suspension period, a student who is academically eligible may re-enroll in the institution which suspended him or her, provided all conditions from previous disciplinary sanctions have been met.

17.18 Petition for restoration of rights after suspension or expulsion.

A student who has been suspended may petition to have his or her student status, rights, and privileges restored before the suspension has expired by its own terms under s. 17.17(2). A student who has been expelled may petition for the right to apply for readmission. The petition shall be in writing and directed to the chief administrative officer of the institution from which the student was suspended or expelled or of a different university of Wisconsin institution to which the student seeks admission. The chief administrative officer shall make the readmission decision.

17.19 Emergency Suspension. (1) The chief administrative officer may impose an emergency suspension on a student, pending final institutional action on a report of nonacademic misconduct, in accordance with the procedures of this section.

17.19(2) The chief administrative officer of each institution may impose an emergency suspension on a student when all of the following conditions are met:

- (a)** The investigating officer has made a reasonable attempt to offer the student the opportunity for discussion, either in person or by telephone;
- (b)** The investigating officer recommends a sanction of suspension or expulsion; and
- (c)** The chief administrative officer concludes, based on the available information, that the misconduct occurred and that the student's continued presence on campus meets one or more of the following conditions:
 - 1. Would constitute a potential for serious harm to the student;
 - 2. Would constitute a potential for serious harm to others;
 - 3. Would pose a threat of serious disruption of university-run or university-authorized activities; or
 - 4. Would constitute a potential for serious damage to university facilities or property.

17.19(3) If the chief administrative officer determines that an emergency suspension is warranted under sub. (2), he or she shall promptly have written notification of the emergency suspension delivered to the student. The chief administrative officer's decision to impose an emergency suspension shall be effective immediately when delivered to the student and is final.

17.19(4) Where an emergency suspension is imposed, the hearing on the underlying allegations of misconduct shall be held, either on or outside of university lands, within 21 days of the imposition of the emergency suspension, unless the student agrees to a later date.

17.19(5) An emergency suspension imposed in accordance with this section shall be in effect until the decision in the hearing on the underlying charges pursuant to s. UWS 17.12 is rendered or the chief administrative officer rescinds the emergency suspension. In no case shall an emergency suspension remain in effect for longer than 30 days, unless the student agrees to a longer period.

17.19(6) If the chief administrative officer determines that none of the conditions specified in sub. (2)(c) are present, but that misconduct may have occurred, the case shall proceed in accordance with s. UWS 17.12.

Recommended Revisions to Chapter UWS 18, Wis. Admin. Code

18.01 Jurisdiction. These rules shall regulate conduct on all lands subject to the control of the board of regents of the University of Wisconsin System.

18.02 Definitions For purposes of this chapter:

18.02(1) “Board of regents” or “board” means the board of regents of the University of Wisconsin System.

18.02(2) “Building” means any structure, including stadia, on university lands.

18.02(3) The “chief administrative officer” means the chancellor of an institution or dean of a campus or their designees.

18.02(4) “Discharge pollutants into storm sewers” means placing pollutants or water containing pollutants into any storm sewer on or serving university lands.

18.02(5) “Discharge pollutants to storm water” means placing pollutants onto university lands so that they are carried by storm water to waters of the state.

18.02(6) “Pollutants” has the meaning described in s. 283.01(13), Stats.

18.02(7) “University lands” means all real property owned by, leased by, or otherwise subject to the control of the board of regents.

18.03 Law enforcement.

18.03(1) The board may designate police officers who are authorized to enforce these rules and regulations and to police all lands under the control of the board. These officers shall have all the powers provided in s. 36.11(2), Stats., except where such powers are specifically limited or modified by the board. These officers may accept concurrent appointments as deputy sheriffs.

18.03(2) Uniformed police officers shall be identified by an appropriate shield or badge bearing the word “Police” and a number or name plate, which shall be conspicuously worn when enforcing this chapter. Police officers assigned to non-uniformed duties shall identify themselves with an appropriate badge or police identification card when enforcing this chapter.

18.03(3) Parking attendants are authorized to enforce the parking regulations in s. UWS 18.05.

18.04 Traffic rules.

18.04(1) No person may operate any motor vehicle (self-propelled vehicle) on any roadway under the control of the board without a valid and current operator’s license issued under ch. 343, Stats., except a person exempt under the provisions of s. 343.05, Stats.

18.04(2) No person may operate any motor vehicle on any roadway under the control of the regents unless the same has been properly registered as provided by ch. 341, Stats., unless exempt under the provisions of s. 341.05, Stats.

18.04(3) All provisions of ch. 346, Stats., entitled “Rules of the Road,” which are applicable to highways as defined in s. 340.01(22), Stats., and which are not in conflict with any specific provisions of these regulations, are hereby adopted for the regulation of all vehicular traffic, including bicycles, on all roadways, including those off-street areas designated as parking facilities, under the control of the board and are intended to apply with the same force and effect. All traffic shall obey the posted signs approved by the chief administrative officer regulating such traffic.

18.04(4) All provisions of ch. 347, Stats., entitled "Equipment of Vehicles" which are applicable to highways as defined in s. 340.01(22), Stats., are hereby adopted for the regulation of all vehicular traffic on the roadways under the control of the board and are intended to apply with the same force and effect, except those provisions of ch. 347, Stats., which conflict with specific provisions of these regulations.

18.04(5) The chief administrative officer may require the registration of all student, faculty, or staff motor vehicles or bicycles on university lands under said officer's jurisdiction and may limit or prohibit their use in designated areas during designated hours. Any person who violates institutional regulations promulgated under this subsection may be fined up to \$25.

18.05 Parking rules.

18.05(1) Parking is prohibited at all times on roads, drives and fire lanes traversing university lands, except that the chief administrative officer is authorized to establish parking areas, parking limits, and methods of parking on the lands under said officer's jurisdiction, and may designate parking areas for specific groups at specific times, providing such areas are properly posted as parking areas. Parking in university parking facilities may be restricted or prohibited as required for reasons of maintenance and snow removal.

18.05(2) Except as provided in sub. (3), parking in university parking areas shall be prohibited during posted times to persons other than those specifically assigned to those areas. Motor vehicles so assigned to any parking areas shall be identified by a valid parking permit affixed to the vehicle in a manner prescribed by the chief administrative officer.

18.05(3)(a) In order to provide parking in university parking facilities for patrons of public university events, motor vehicles may be permitted to park in facilities designated for this purpose by the chief administrative officer. Public events parking shall be for a limited time only, not exceeding 12 hours continuously, and appropriate fees may be established. Otherwise valid permits are voidable during this period.

18.05(3)(b) The chief administrative officer may establish visitor parking lots and set appropriate fees for parking in those lots.

18.05(3)(c) Unrestricted and unassigned parking areas for students, faculty, staff and visitors may be established by the chief administrative officer.

18.05(4)(a) Parking shall be prohibited at all times in areas which must be kept clear for the passage of fire apparatus. These areas shall be designated by standard signs reading "Fire Zone, No Parking at Any Time, Day or Night" or "Fire Lane, No Parking at Any Time, Day or Night."

18.05(4)(b) Parking is prohibited at all times in areas which must be kept clear for vehicles to load and unload. These areas shall be designated by appropriate signs.

18.05(5) Motor vehicles parked in a restricted parking area without a valid permit or motor vehicles parked in a fire zone, fire lane, loading zone, or no parking zone, and unlicensed or partially dismantled motor vehicles may, at the owner's expense, be towed from the restricted parking areas and stored. Towed vehicles, if not claimed after notice to the owner, shall be considered abandoned and shall be disposed of as provided in s. 20.909 (1), Stats.

18.05(6) Any person who violates any of the provisions of this section may be fined up to \$200. Each institution shall establish a schedule of fines, which may include penalties for late payment.

18.06(1) Prohibited Acts; Land. No person may remove any shrubs, vegetation, wood, timber, rocks, stone, earth, signs, fences, or other materials from university lands, unless authorized by the chief administrative officer.

<p>18.06(2) Prohibited Acts; Wildlife. No person may remove, destroy, or molest any bird, animal or fish life within the boundaries of university lands except as authorized by the chief administrative officer or except when this provision conflicts with a special order of the department of natural resources.</p>
<p>18.06(3) Prohibited Dumping; Prohibited Discharges to Storm Water. 18.06(3)(a) No person may dump or deposit any garbage, waste, hazardous material, rubbish, brush, earth or other debris or fill into any university dumpster or garbage receptacle or on any university lands unless authorized by the chief administrative officer. 18.06(3)(b) No person may discharge pollutants to storm water or storm sewers on or serving university lands, except where authorized by the chief administrative officer and in conformance with state law.</p>
<p>18.07(1) Access to Roofs, Service Tunnels, and Maintenance Facilities Prohibited. No person may climb into, out of, or onto any university buildings, service tunnels or maintenance facilities, or walk or climb upon any university building or roof, except when emergency access to a fire escape is necessary, for required maintenance, or when authorized by the chief administrative officer.</p>
<p>18.07(2) Closing Hours. 18.07(2)(a) Except as specifically provided in this code, the chief administrative officer may establish closing hours and closed periods for university lands, buildings, or portions thereof. These closing hours and closed periods shall be posted in at least one conspicuous place adjacent to or at the periphery of the area to be closed or, in the case of buildings, on the building. 18.07(2)(b) No person, unless authorized to be present during closed periods, may enter or remain within the designated university lands, buildings, or portions thereof during a closed period established under this section. 18.07(2)(c) For the purpose of par. (b), "person authorized to be present" means a person authorized to be present by an order issued pursuant to par. (a) or s. 36.35(2), Stats. 18.07(2)(d) No person, except those authorized to be present after the posted closing hour, may enter or remain in any university arboretum or picnic area unless traversing those areas or on park roads at the times the roads are open to the public.</p>
<p>18.07(3) Limited Entrance. The chief administrative officer may, by posting appropriate signs, limit or prohibit entrance to university lands, or portions thereof, in order to maintain or preserve an instruction or research area.</p>
<p>18.07(4) Picnicking and Camping. No person may picnic or camp on university lands, except in those areas specifically designated as picnic or camping grounds, or as authorized by the chief administrative officer. No person may violate any rules and regulations for picnicking or camping established and posted by the chief administrative officer. For purposes of this subsection, camping shall include the pitching of tents or the overnight use of sleeping bags, blankets, makeshift shelters, motor homes, campers or camp trailers.</p>
<p>18.07(5) Prohibitions on Blocking Entrances. No person may intentionally physically block or restrict entrance to or exit from any university building or portion thereof with intent to deny to others their right of ingress to, egress from, or use of the building.</p>
<p>18.07(6) Restricted Use of Student Centers or Unions. No person, except members of the student center or union, university faculty and staff, invited guests, and university-sponsored conference groups, may use student center or union buildings and grounds except on occasions when, and in those areas where, the buildings or grounds are open to the general public.</p>
<p>18.07(7) Structures. No person may place or erect any facility or structure upon university lands unless</p>

authorized by the chief administrative officer.

18.08(1) Animals

18.08(1)(a) The presence of dogs, cats, and other pets is prohibited in all university buildings and in arboretums at all times except as authorized by the chief administrative officer. The chief administrative officer may also prohibit the presence of dogs, cats, and other pets on other designated university lands.

18.08(1)(b) The presence of dogs, cats and other pets is prohibited on all other university lands not described in sub. (1) unless the animal is on a leash which is physically controlled by the individual responsible for the animal, except as authorized by the chief administrative officer.

18.08(1)(c) The chief administrative officer may not grant the exceptions allowed under par. (a) and (b) in any outdoor area where food is being served or where animals are otherwise prohibited by signage.

18.08(1)(d) Any pet waste deposited on university lands shall be removed and properly disposed of by the individual responsible for the animal.

18.08(1)(e) Any individual found in violation of this subsection may have the animal for which they are responsible impounded and be subject to the penalty provisions in s. UWS 18.13.

18.08(1)(f) This section does not apply to police and service animals, when those animals are working.

18.08(2) Athletic Events.

18.08(2)(a) No person may enter onto the playing surface of an officially sanctioned athletic event while the event is in progress without prior authorization from the chief administrative officer. An event is in progress from the time when teams, officials, trainers, support staff, or bands first reach the playing surface until the time when they have left.

18.08(2)(b) As used in this subsection, "playing surface" means that area on which the event is contested, together with the contiguous area used by teams, officials, trainers, and support staff.

18.08(3) Bicycles. No person may park or store a bicycle in buildings, on sidewalks or driveways, or in motor vehicle parking spaces, except in areas designated for that purpose or in bicycle racks, or as authorized by university housing policies. Bicycles shall be parked so as not to obstruct free passage of vehicles and pedestrians. Bicycle riding is prohibited on university lands when and where the intent is to perform tricks or stunts and those tricks or stunts may result in injury to any person or cause damage to property.

18.08(4) Deposit of Human Waste Products. No person may deposit human waste products upon, nor urinate or defecate upon, any university lands or facilities other than into a toilet or other device designed and intended to be used to ultimately deposit such human waste products into a septic or sanitary sewer system.

18.08(5) Improper Use of University Identification Cards.

18.08(5)(a) No person may falsify, alter or duplicate, or request the unauthorized falsification, alteration or duplication, of a university identification card.

18.08(5)(b) No person may knowingly present a false, altered or duplicate university identification card with the intent that such card be relied upon by university employees, university agents, or state or local officials in connection with obtaining services, privileges or goods.

18.08(5)(c) No person may knowingly use or permit another person to use a university identification card for the purpose of making a false statement with respect to the identity of the user, and with the intent that such statement be relied upon by university employees or agents in connection with obtaining university services, privileges or goods.

18.08(5)(d) University officials may confiscate false, altered or duplicate university identification cards, or university identification cards used in violation of par. (c).

18.08(6) Physical Security Compliance.

18.08(6)(a) No person may ignore, bypass, circumvent, damage, interfere with, or attempt to deceive by fraudulent means, any university authorized security measure or monitoring device, whether temporary or permanent, that is intended to prevent or limit access to, or enhance the security of, university lands, events, facilities or portions thereof.

18.08(6)(b) No person may duplicate, falsify or fraudulently obtain a university key or access control device, or make any unauthorized attempt to accomplish the same.

18.08(6)(c) No person who is authorized to possess a university key or access control device may transfer a university key or access control device to an unauthorized person, nor may any unauthorized person be in possession of a university key or access control device.

18.08(6)(d) Any university key or access control device in the possession of an unauthorized person may be confiscated by any authorized university official.

18.08(7) Loitering.

18.08(7)(a) No minor person may loiter, idle, wander or play, either on foot or in or on any vehicle of any nature, on university lands between the hours of 11:00 p.m. and 5:00 a.m. on Sunday through Thursday, and the hours of midnight through 5:00 a.m. on Friday and Saturday, unless accompanied by a parent, guardian, or other adult person having care and custody of the minor.

18.08(7)(b) This subsection shall not apply to minors returning home from functions authorized by any school or religious organization and carrying proof of identification on their persons, or to currently enrolled university students.

18.08(8) Misuse of Parking Services.

18.08(8)(a) No person may falsify, alter or duplicate or request the unauthorized falsification, alteration or duplication of any type of university parking permit.

18.08(8)(b) No person may knowingly display on a vehicle, or knowingly allow another person to display on a vehicle, a falsified, altered, duplicated, stolen, lost or found parking permit.

18.08(8)(c) No person may knowingly provide false information to any university employee or agent with the intent to obtain a valid university parking permit.

18.08(9) Postings and Signage.

18.08(9)(a) No person may erect, post or attach any notices, posters, pictures or any item of a similar nature in or on any building or upon other university lands except on regularly established bulletin boards, or as authorized by the provisions of this code or by the chief administrative officer.

18.08(9)(b) No person may fail to comply with a sign that reasonably conveys prohibited behavior and that has been approved and posted on university buildings or lands in compliance with the university's formal process for posting signs. This subsection does not apply to traffic related offenses (ch. 346, Stats.).

18.08(10) Recreational Activities.

18.08(10)(a) No person may swim, fish, boat, snowmobile, ride horseback or use any type of all-terrain or off-road vehicle on university lands except in those areas and at times expressly designated by the chief administrative officer and denoted by official signs.

18.08(10)(b) No person may dock, moor, park, or store any boats, boating gear, snowmobiles, or similar equipment on university lands except under conditions specified by the chief administrative officer.

18.08(11) Smoking.

18.08(11)(a) No person may smoke in any residence hall or other university-owned or university-leased student housing or in any location that is 25 feet or less from such residence hall or housing.

18.08(11)(b) No person may smoke in any nonresidential university building except in those areas designated for that purpose.

18.08(12) Ticket Scalping.

18.08(12)(a) Every ticket or other evidence of the right of entry to any amusement, game, contest, exhibition, event, or performance given by or under the auspices of the University of Wisconsin System, or an institution of the University of Wisconsin System, shall be considered a revocable license to the person to whom the ticket has been issued and shall be transferable only on the terms and conditions prescribed on the ticket or other evidence of the right of entry.

18.08(12)(b) No person may buy or sell a ticket or other evidence of the right of entry for more than the price printed upon the face of the ticket.

18.09(1) Alcohol Beverages.

18.09(1)(a) The use or possession of alcohol beverages is prohibited on all university premises, except in faculty and staff housing and as permitted by the chief administrative officer, subject to statutory age restrictions. The chief administrative officer may generally permit the use or possession of alcohol beverages by promulgating institutional regulations in consultation with appropriate staff and students, or in specific instances by written permission.

18.09(1)(b) No person may procure, sell, dispense or give away alcohol beverages to any person contrary to the provisions of ch. 125, Stats.

18.09(1)(c) In this subsection, "alcohol beverages" means fermented malt beverages and intoxicating liquors containing 0.5% or more of alcohol by volume.

18.09(1)(d) Notwithstanding s. UWS 18.14, institutional regulations developed pursuant to this subsection shall be reported to the president of the system for review and approval.

18.09(2) Possession of Drug Paraphernalia.

18.09(2)(a) No person may use, or possess with the primary intent to use, drug paraphernalia to plant, propagate, cultivate, grow, harvest, manufacture, compound, convert, produce, process, prepare, test, analyze, pack, repack, store, contain, conceal, inject, ingest, inhale or otherwise introduce into the human body a controlled substance or controlled substance analog in violation of ch. 961, Stats.

18.09(2)(b) In this subsection, the term "drug paraphernalia" has the meaning specified in s. 961.571(1), Stats.; the term "controlled substance" has the meaning specified in s. 961.01(4), Stats.; and the term "controlled substance analog" has the meaning specified in s. 961.01(4m), Stats.

18.09(2)(c) In determining whether an object is drug paraphernalia under this subsection, the factors listed in s. 961.572, Stats., and all other legally relevant factors, shall be considered.

18.09(3) Possession of Marijuana.

18.09(3)(a) No person may intentionally use or possess marijuana on university lands, except when such use or possession is authorized under ch. 961, Stats. or is permitted under s. 961.34, Stats.

18.09(3)(b) In this subsection, the term "marijuana" has the meaning specified in s. 961.01(14), Stats.

18.10(1) Assaultive Behavior.

18.10(1)(a) No person may intentionally strike, shove, hit, punch, kick or otherwise subject another person to physical contact or cause bodily harm without the consent of the person.

18.10(1)(b) This subsection shall not be applicable if the individuals involved have a relationship, as defined in s. 968.075(1)(a), Stats., which requires a law enforcement officer to investigate the matter as a domestic abuse incident.

18.10(2) Containers in Spectator Facilities. No person may carry or possess any disposable container within the confines of public areas in spectator facilities. As used in this subsection "disposable container" means any bottle, can, or other container designed or used for carrying liquids or solids, but does not include a personally owned container designed for reuse and originally sold or purchased exclusively as a refillable container. The provisions of this section shall not apply to containers used or supplied by authorized concessionaires who are required to dispense beverages to consumers in either paper or plastic containers.

18.10(3) Dangerous Weapons.

18.10(3)(a) No person may carry, possess or use any dangerous weapon on university lands or in university buildings or facilities, except with the written approval of the chief administrative officer or for law enforcement purposes.

18.10(3)(b) No person may display or portray as real any object that resembles a dangerous weapon on university lands or in university buildings or facilities, except with the written approval of the chief administrative officer.

18.10(3)(c) Dangerous weapons in violation of this subsection may be confiscated and removed from university lands by police.

18.10(3)(d) In this subsection, the term "dangerous weapon" has the meaning specified in s. 939.22(10), Stats.

18.10(4) Fire Safety.

18.10(4)(a) No person may light, build or use, or cause another to light, build or use, any fires, including but not limited to burning candles, burning incense or gas or charcoal cooking appliances, on university lands or in university facilities except in such places as are established for these purposes and designated by the chief administrative officer.

18.10(4)(b) No person may handle burning material in a highly negligent manner. In this subsection, burning material is handled in a highly negligent manner if it is handled under circumstances in which the person should realize that a substantial and unreasonable risk of serious damage to property is created.

18.10(4)(c) No person may throw away any cigarette, cigar, pipe ash or other burning material without first extinguishing it.

18.10(4)(d) No person may interfere with, tamper with or remove, without authorization, any smoke detector, fire extinguisher, fire hose, fire hydrant, fire sprinkler, or other fire fighting equipment.

18.10(4)(e) No person may intentionally give a false fire alarm, whether by means of a fire alarm system or otherwise.

18.10(4)(f) No person may deface, remove, tamper with or obstruct from view any sign which has been posted to provide directions for fire or emergency exits from university facilities.

18.10(4)(g) No person may remain in any university facility or on university lands when an audible or visual fire alarm has been activated or upon being notified by fire fighting, law enforcement or security

personnel to evacuate.

18.10(5) Operation of a Motor Vehicle Off Roadways.

No person shall operate an unauthorized motor vehicle or motorized device, including but not limited to motorcycles, mopeds, motor scooters and self-balancing transportation devices, off designated roadways, paved or unpaved, or on service roads or pedestrian paths, regardless of the surface, on university lands. This section does not apply to motorized wheelchairs or other mobility devices which have the primary design function of assisting the physically challenged.

18.10(6) Possession of Fireworks.

18.10(6)(a) No person may possess or use fireworks on university lands without authorization from the chief administrative officer.

18.10(6)(b) In this subsection, the term "fireworks" has the meaning specified in s. 167.10(1), Stats.

18.10(7) Resisting or Obstructing Police Officers.

18.10(7)(a) No person may knowingly resist or obstruct a university police officer while that officer is doing any act in an official capacity and with lawful authority.

18.10(7)(b) In this subsection, "obstruct" includes without limitation knowingly giving false information or knowingly placing physical evidence with the intent to mislead a university police officer in the performance of his or her duty.

18.10(8) Play Vehicles. No person may use a skateboard, roller skates, in-line skates or any similar wheeled devices, a toboggan, or a sled anywhere on university lands, except as designated by the chief administrative officer.

18.10(9) Throwing Hard Objects. No person may, in a manner likely to cause physical harm or property damage, throw, drop, kick, hit or otherwise project any hard object, bottle, can, container, snowball or other item of a similar nature on university lands or within, or from within, university buildings or facilities.

18.11(1) Computer Use.

18.11(1)(a) No person may, with intent to harass, annoy or offend another person, send a message to the person on an electronic mail or other computerized communication system and in that message use any obscene, lewd or profane language or suggest any lewd or lascivious act.

18.11(1)(b) No person may, with intent to harass, annoy or offend another person, send a message on an electronic mail or other computerized communication system with the reasonable expectation that the person will receive the message and in that message use any obscene, lewd or profane language or suggest any lewd or lascivious act.

18.11(1)(c) No person may, with intent solely to harass another person, send repeated messages to the person on an electronic mail or other computerized communication system.

18.11(1)(d) No person may, with intent solely to harass another person, send repeated messages on an electronic mail or other computerized communication system with the reasonable expectation that the person will receive the messages.

18.11(1)(e) No person may, with intent to harass or annoy another person, send a message to the person on an electronic mail or other computerized communication system while intentionally preventing or attempting to prevent the disclosure of his or her own identity.

18.11(1)(f) No person may, while intentionally preventing or attempting to prevent the disclosure of his or her identity and with intent to harass or annoy another person, send a message on an electronic mail or other computerized communication system with the reasonable expectation that the person will receive

the message.

18.11(1)(g) No person may knowingly permit or direct another person to send a message prohibited by this subsection from any computer terminal or other device that is used to send messages on an electronic mail or other computerized communication system and that is under his or her control.

18.11(2) Disorderly Conduct. No person may engage in violent, abusive, indecent, profane, boisterous, unreasonably loud or otherwise disorderly conduct under circumstances in which the conduct tends to cause or provoke a disturbance, in university buildings or on university lands.

18.11(3) Improper Use of Telephones.

18.11(3)(a) No person may make or cause the telephone of another repeatedly to ring with intent to harass any person at the called number.

18.11(3)(b) No person may make repeated telephone calls, whether or not conversation ensues, with intent to harass any person at the called number.

18.11(3)(c) No person may intentionally use an emergency telephone in a university building or on university lands when the person knows or reasonably should know that no emergency exists.

18.11(3)(d) No person, with the intent to harass or offend, may telephone another and use any obscene, lewd or profane language or suggest any lewd or lascivious act.

18.11(3)(e) No person, with the intent to harass any person at the called number, may make a telephone call, whether or not conversation ensues, without disclosing his or her identity.

18.11(3)(f) No person may knowingly permit any telephone under his or her control to be used for any purpose prohibited by this subsection.

18.11(4) Picketing, Rallies, Parades, Demonstrations and Other Assemblies.

18.11(4)(a) In order to preserve the order which is necessary for the enjoyment of freedom by members of the university community, and in order to prevent activities which physically obstruct access to university lands or buildings and prevent the university from carrying on its instructional, research, public service, or administrative functions, any picketing, rally, parade, demonstration, other assembly, or congregation of spectators to such activity may be declared unlawful if its participants:

1. Intentionally gather or intentionally remain assembled outside any university building in such numbers, in such proximity to each other or in such fashion as to physically hinder entrance to, exit from, or normal use of the building.

2. Intentionally congregate or assemble within any university building in such fashion as to obstruct or seriously impair university-sponsored or university-authorized activities, or in such fashion as to violate any of the following conditions:

a. No group may be admitted into the private office of any faculty member or other university employee unless invited by the authorized occupant of that office, and then not in excess of the number designated or invited by that person.

b. No group may obstruct or seriously impair passage through corridors, stairways, doorways, building entrances, fire exits, and reception areas leading to offices.

c. No group, not authorized to do so by the person in immediate charge of the room, or by a person designated by the chief administrative officer to approve requests for the use of rooms for meetings, may enter or occupy any university building or part thereof.

d. No group may assemble immediately outside rooms at times when they are normally in use for classes, study, or research.

e. No signs supported by standards or sticks shall be permitted in any assembly in a university building.

3. Intentionally create a volume of noise that unreasonably interferes with university-sponsored or university-authorized activities.

4. Intentionally employ force or violence, or intentionally constitute an immediate threat of force or violence, against members of the university community or university property.

18.11(4)(b) For the purpose of par. (a), "intentionally" means that the participant or spectator knew or reasonably should have known that his/her conduct by itself or in conjunction with the conduct of others would have the prohibited effect.

18.11(4)(c) The chief administrative officer may designate a university official or officials who shall have primary authority to implement par. (a). He/she may prescribe limitations for any picketing, rally, parade, demonstration or other assembly in order that it will meet the requirements of par. (a). When informed of any picketing, rally, parade, demonstration, or other assembly which may not comply with par. (a), the chief administrative officer or the designee may proceed immediately to the site and determine if there is compliance with par. (a). If he/she finds a violation of par. (a), he/she may declare the assembly unlawful or he/she may prescribe those limitations on numbers, location or spacing of participants in the demonstration which are reasonably necessary to ensure compliance with par. (a). If he/she prescribes limitations, and if his/her limitations are not observed by the assembly, he/she may then declare the assembly unlawful. Any declaration of illegality or prescription of limitations shall be effective and binding upon the participants in the assembly unless and until modified or reversed.

18.11(4)(d) Any participant or spectator within the group constituting an unlawful assembly who intentionally fails or refuses to withdraw from the assembly after it has been declared unlawful under this section shall be subject to immediate arrest and liable to the penalties of s. UWS 18.13.

18.11(5) Sound-Amplifying Equipment

18.11(5)(a) In order to permit the use of sound-amplifying equipment on university lands, if needed for the dissemination of ideas to large audiences, but to prevent its use from interfering with university functions which inherently require quiet, the following provisions shall apply:

1. No person may use sound-amplifying equipment on any lands without the permission of the chief administrative officer, except as provided in par. (b).

2. In granting or denying permission, the following principles shall govern:

a. Except in extraordinary circumstances, permission may be granted to use the equipment only during the following hours, 12 noon to 1:30 p.m. and 5:00 p.m. to 7:00 p.m. every day, and only when the equipment is more than 50 feet from and directed away from any classroom building, residence hall, library or building being used as a study hall.

b. An applicant for permission shall have the burden of establishing the need for amplification to communicate with the anticipated audience. In particular, the applicant must show that the audience can reasonably be anticipated to include at least 250 people.

c. An applicant for permission shall have the burden of establishing that the volume and direction of the sound from the equipment will minimize interference with other activities.

3. Any request for the permission required by this section must be submitted in writing to the chief administrative officer at least 24 hours prior to the intended use of the sound-amplifying equipment and must be signed by a student or employee of the institution where the equipment is to be used. The request shall contain:

a. The proposed hours, date and location where the equipment is to be used.

b. The size of the anticipated audience and the reasons why the equipment is needed.

c. A description of the proposed equipment which includes the manufacturer, model number, and wattage.

d. The names of the owner of the equipment and of any person or persons, in addition to the person

signing the application, who will be responsible for seeing that the equipment is operated in compliance with the terms of the permit and the provisions of this rule. The chief administrative officer may require the presence of additional persons if said officer believes this is necessary to ensure compliance.

18.11(5)(b) Permits issued by the chief administrative officer shall not be required for the use of university sound-amplifying equipment used with the permission of the university employee having control of the equipment for authorized university classes, research, or meetings in university buildings, or for university sponsored academic, recreational or athletic activities, or for crowd control by authorized university officials.

18.11(5)(c) For the purpose of this section, "sound-amplifying equipment" means any device or machine which is capable of amplifying sound and capable of delivering an electrical input of one or more watts to the loudspeaker.

18.11(6) Persons Prohibited from Entering University Buildings.

18.11(6)(a) University buildings and the university-authorized activities that occur therein are primarily dedicated to the support of the university mission of teaching, research and service. No person may be present in any university building if his or her presence and/or behavior interferes with this purpose or with the university's administrative operations, is in violation of a university policy, rule, regulation or any other provision of this chapter, or is without the consent of an authorized university official or faculty member.

18.11(6)(b) Persons present in any class, lecture, laboratory, orientation, examination, or other instructional session shall be enrolled and in good standing or shall have the consent of an authorized university official or faculty member to be considered legally present.

18.11(7) Persons Prohibited from Entering University Lands.

18.11(7)(a) No person who is in a state of suspension or expulsion from the university under ch. UWS 17, or who takes leave or resigns under charges after being charged by the university under ch. UWS 17, may enter the university lands of any institution without the written consent of the chief administrative officer.

18.11(7)(b) No person who is convicted of any crime involving danger to property or persons as a result of conduct by him or her on university lands may enter any university lands within 2 years of the effective date of his or her conviction without the written consent of the chief administrative officer.

18.11(7)(c) In granting or denying consent to enter a campus under s. 36.35(3), Stats., or par. (a) or (b), the following shall be considered:

1. The probability that the offensive conduct will be continued or repeated by the applicant.
2. The need for the applicant to enter university lands, for example, to attend a university disciplinary hearing in which the applicant is being tried or is to be a witness, or to receive treatment in university hospitals.

18.11(7)(d) No person who has been determined to have committed serious or repeated violations of ss. UWS 18.06 to 18.12 and to whom the chief administrative officer has issued a written order prohibiting entry on university lands may enter the university lands of that institution.

18.11(7)(e) The provisions of this section in no way limit the chief administrative officer from issuing a written order barring any person from entering the university lands of that institution in accordance with the chief administrative officer's responsibility for the health, safety, and welfare of the university.

18.11(7)(f) For the purposes of s. 36.35(3), Stats., and par. (b), "crime involving danger to property or persons" shall mean any crime defined in ch. 940, Stats. (crimes against life and bodily security); s. 941.12, Stats. (interfering with fire fighting); s. 941.13, Stats. (false alarms); s. 941.20, Stats. (endangering safety by use of dangerous weapon); s. 941.21, Stats. (disarming a peace officer); s.

941.23, Stats. (carrying concealed weapon); s. 941.235, Stats. (carrying firearm in public building); s. 941.24, Stats. (possession of switchblade knife); s. 941.26, Stats. (machine guns and other weapons); s. 941.28, Stats. (possession of short-barreled shotgun or short-barreled rifle); s. 941.29, Stats. (possession of firearm); s. 941.295, Stats. (possession of electric weapon); s. 941.30, Stats. (recklessly endangering safety); s. 941.32, Stats. (administering dangerous or stupefying drug); s. 941.37, Stats. (obstructing emergency or rescue personnel); s. 943.01, Stats. (criminal damage to property); s. 943.02, Stats. (arson of buildings; damage of property by explosives); s. 943.03, Stats. (arson of property other than building); s. 943.05, Stats. (placing of combustible materials an attempt); s. 943.06, Stats. (Molotov cocktails); s. 943.10, Stats. (burglary); s. 943.11, Stats. (entry into locked vehicle); s. 943.14, Stats. (criminal trespass to dwellings); s. 943.32, Stats. (robbery); s. 944.20, Stats. (lewd and lascivious behavior); s. 946.41, Stats. (resisting or obstructing officer); s. 947.015, Stats. (bomb scares); s. 167.10, Stats. (fireworks regulated); or attempts to commit any of the above crimes as defined in s. 939.32, Stats.

18.11(8) Selling, Peddling and Soliciting. No person may sell, peddle or solicit for the sale of goods, services, or contributions on any university lands except in the case of:

18.11(8)(a) Specific permission in advance from a specific university office or the occupant of a university house, apartment, or residence hall for a person engaged in that activity to come to that particular office, house, apartment, or residence hall for that purpose.

18.11(8)(b) Sales by an individual of personal property owned or acquired by the seller primarily for his/her own use pursuant to an allocation of space for that purpose by an authorized university official.

18.11(8)(c) Sales of newspapers and similar printed matter outside university buildings.

18.11(8)(d) Subscription, membership, ticket sales solicitation, fund-raising, selling, and soliciting activities by or under the sponsorship of a university or registered student organization pursuant to a contract with the university for the allocation or rental of space for that purpose.

18.11(8)(e) Admission events in a university building pursuant to contract with the university, and food, beverage or other concessions conducted pursuant to a contract with the university.

18.11(8)(f) Solicitation of political contributions under ch. 11, Stats., and institutional regulations governing time, place and manner.

18.11(9) Campaigning in State-owned Residence Halls.

18.11(9)(a) The residence halls students of each institution, subject to the approval of the chief administrative officer, shall establish policies and procedures assuring that political literature may be distributed and political campaigning may be conducted in state-owned residence halls consistent with the rights of residence halls students, and prescribing the time, place and manner in which these activities may be conducted.

18.11(9)(b) Where appropriate and consistent with the rights of residence halls students, the policies and procedures developed under this subsection shall apply to all residence halls at an institution. Matters to be addressed in institutional policies and procedures shall include at least the following:

1. The hours of the day and the time of year, if any, to which particular activities shall be limited.
2. The locations in residence halls, if any, to which particular activities shall be limited.
3. Any requirement for registering or obtaining permission to enter a residence hall before engaging in a particular activity.

18.11(9)(c) Notwithstanding s. UWS 18.14, institutional policies and procedures developed pursuant to this subsection shall be reported to the board of regents for approval.

18.11(9)(d) Institutional policies and procedures developed pursuant to this subsection shall be available at each residence hall, at the office of each chief administrative officer of an institution, and at the office of the secretary to the board of regents.

18.12(1) Computer Data, Programs, Equipment or Supplies. No person may willfully, knowingly and without authorization do or attempt to do any of the following:

18.12(1)(a) Modify, destroy, access, take possession of or copy data, computer programs or supporting documentation;

18.12(1)(b) Disclose restricted access codes or other restricted access information to a person not authorized to possess such codes or information;

18.12(1)(c) Modify, destroy, use, take or damage a computer, computer system or computer network;

18.12(1)(d) Modify, destroy, use, take or damage any equipment or supplies used, or intended to be used, in a computer, computer system or computer network.

18.12(1)(e) Cause an interruption in service by submitting a message or multiple messages to a computer, computer program, computer system, or computer network that exceeds the processing capacity of the computer, computer program, computer system, or computer network.

18.12(2) Fraud in University Accommodations or Eating Places.

18.12 (a) No person may, after having received any food, lodging or other service or accommodation at any university facility or eating place, intentionally abscond without paying.

18.12(b) No person may, while in any university facility or eating place, intentionally defraud the university or its employees or agents in charge of the facility or eating place, in any transaction arising out of the relationship as a user of the facility or eating place.

18.12(c) In this subsection, prima facie evidence that the person intentionally absconded without paying for the food, lodging or other service or intentionally defrauded the university or its employees or agents has the meaning and includes the items of proof set forth in s. 943.21(2), Stats.

18.12(3) Issue of Worthless Check.

18.12(3)(a) No person may issue any check or other order for the payment of money in an amount not more than \$2,500 which, at the time of issuance, he or she intends shall not be paid.

18.12(3)(b) In this subsection, prima facie evidence that the person, at the time he or she issued the check or other order for the payment of money, intended it should not be paid, has the meaning and includes the items of proof set forth in s. 943.24, Stats.

18.12(3)(c) This subsection does not apply to a postdated check or to a check given for past consideration, except a payroll check.

18.12(4) Library Materials.

18.12(4)(a) No person may intentionally take, carry away, transfer, conceal or retain possession of any library material without the consent of a library official, agent or employee and with the intent to deprive the library of possession of the material.

18.12(4)(b) The concealment of library material beyond the last station for borrowing library material in a library is evidence of intent to deprive the library of possession of the material. The discovery of library material which has not been borrowed in accordance with the library's procedures or taken with consent of a library official, agent or employee and which is concealed upon the person or among the belongings of the person or concealed by a person upon the person or among the belongings of another is evidence of intentional concealment on the part of the person so concealing the material.

18.12(5) Retail Theft.

18.12(5)(a) No person may intentionally alter indicia of price or value of merchandise or take and carry away, transfer, conceal or retain possession of merchandise held for resale by a merchant, or property of the merchant, without his or her consent and with intent to deprive the merchant permanently of possession, or the full purchase price of the merchandise.

18.12(5)(b) No person may intentionally remove a theft detection device from merchandise, or use a theft detection shielding device, without the merchant's consent and with intent to deprive the merchant permanently of possession, or the full purchase price of the merchandise.

18.12(5)(c) In this subsection, "merchant" includes any "merchant" as defined in s. 402.104(3), Stats., and any vendor or bookstore authorized to sell in university buildings or on university lands.

18.12(5)(d) In this subsection, "theft detection device" means any tag or other device that is used to prevent or detect theft and that is attached to merchandise held for resale by a merchant or to property of a merchant, and "theft detection shielding device" means any laminated or coated bag or device designed to shield such merchandise from detection by an electronic or magnetic theft alarm sensor.

18.12(6) Theft.

18.12(6)(a) No person may intentionally take and carry away, use, transfer, conceal, or retain possession of movable property of another with a value of under \$100, without consent and with the intent to deprive the owner permanently of such property.

18.12(6)(b) No person may intentionally take and carry away, use, transfer, conceal, or retain possession of movable property of another with a value of at least \$100 but not more than \$1,000, without consent and with the intent to deprive the owner permanently of such property.

18.12(7) Use of Cheating Tokens. No person may obtain the property or services of another by depositing anything which he or she knows is not lawful money or is an unauthorized token in any receptacle used for the deposit of coins or tokens.

18.12(8) Vandalism. No person may break, tear up, mar, destroy or deface any notice, tree, vine, shrub, flower or other vegetation, or dislocate any stones, or disfigure natural conditions, or deface, alter, destroy or damage in any way any other property, real or personal, within the boundaries of any university lands unless authorized by the chief administrative officer.

18.13 Penalties. Unless otherwise specified, the penalty for violating any of the rules in ss. UWS 18.06 to 18.12 shall be a forfeiture of not more than \$500, as provided in s. 36.11(1)(c), Stats.

18.14 Institutional regulations. Institutional regulations promulgated under ss. UWS 18.04 to 18.12 shall take effect when filed with the secretary of the board.

18.15 Additional Statutory Penalty Provisions Regulating Conduct on University Lands.

18.15(1) CONTROLLED SUBSTANCES. The use or possession of controlled substances as defined in s. 961.01(4), Stats., is prohibited on all university property with the specific exemptions set forth in ch. 961, Stats., and as permitted under s. 961.34, Stats. The penalty provisions of ch. 961, Stats., and chs. UWS 17 and 18 may apply to violations occurring on university lands.

18.15(2) STUDENT CONVICTED OF DANGEROUS AND OBSTRUCTIVE CRIME. Section 36.35(3), Stats., provides: "Any person who is convicted of any crime involving danger to property or persons as a result of conduct by him which obstructs or seriously impairs activities run or authorized by an institution and who, as a result of such conduct, is in a state of suspension or expulsion from the institution, and who enters property of that institution without permission of the chief administrative officer of the institution within 2 years, may for each such offense be fined not more than \$500 or imprisoned not more than 6 months, or both."

Revised May 27, 2009 12:40 p.m.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.2. Business, Finance, and Audit Committee

Thursday, June 4, 2009
1920 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

10:00 a.m. All Regents Invited - 1820 Van Hise Hall

- Update: 2009-11 UW System Biennial Budget
- UW System Accountability Report
- Update: Campus Safety Report

12:00 Box Lunch

12:30 p.m. Business, Finance and Audit Committee - 1920 Van Hise Hall

- a. Expanding Access Through Integration in the University of Wisconsin System
David Wilson, Chancellor, UW Colleges and Extension
- b. Update: UW System Identity Theft Prevention Policies
- c. Update: Federal Legislation Affecting Higher Education
- d. Update: Human Resources System (HRS) Project Planning
- e. Consent Agenda
 1. Approval of the Minutes of the May 7, 2009 Meeting of the Business, Finance, and Audit Committee
 2. Approval of a Food Service Contract at UW-Green Bay
[Resolution I.2.e.2.]
 3. Approval of a Bookstore Contract at UW-La Crosse
[Resolution I.2.e.3.]
 4. Approval of a Financial Services Opportunities Contract at UW-Madison
[Resolution I.2.e.4.]
- f. Report of the Senior Vice President
- g. Additional items which may be presented to the Committee with its approval

UPDATE: UW SYSTEM IDENTITY THEFT PREVENTION POLICIES

EXECUTIVE SUMMARY

BACKGROUND

In late 2007, the Federal Trade Commission (FTC) issued a regulation, known as the Red Flags Rule, implementing the Fair and Accurate Credit Transactions Act (FACTA) of 2003. The Red Flags Rule requires financial institutions and creditors holding “covered accounts” to implement an identity theft prevention program that includes detection of “red flags” that may signify identity theft in connection with covered accounts. With respect to certain accounts and transactions, colleges and universities, including UW System institutions, are “creditors” within the meaning of the Rule. The Rule requires boards of covered organizations to develop an initial written program to prevent identity theft, and allows the board to delegate responsibility for implementation of the program to appropriate senior management.

In February 2009, the Board of Regents approved Regent Policy Document (RPD) 21-4, a policy on identity theft detection, prevention, and mitigation. This policy included a directive that the chancellor of each UW System institution, or his or her designee, submit a plan for its identity theft prevention program to the UW System Vice President for Finance for review and approval by no later than April 15, 2009.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

All four-year UW institutions and UW Colleges have completed and submitted plans for their identity theft prevention programs. The plans have been reviewed by the Offices of the General Counsel and Operations Review and Audit, and were found to meet the underlying requirements of RPD 21-4 and FACTA. After reviewing these requirements, UW-Extension determined it does not maintain any “covered accounts,” nor does it anticipate any in the future. As a result, a plan is not needed for UW-Extension at this time.

All submitted plans identify as covered accounts the institutions’ partial payment plans for tuition and housing and accounts established under the federal Perkins Loan Program. Where applicable, UW institutions also identified nursing loan programs, institutional loan programs, and student accounts, such as the Blugold Card accounts at UW-Eau Claire.

The institutional plans identify potential red flags, methods for detecting those red flags, and responses when red flags are noted. Appropriate institutional responses may include, but are not limited to, the following:

- Monitoring a covered account for evidence of identity theft;
- Contacting the student or customer;
- Changing any passwords, security codes, or other security devices that permit access;
- Denying access to a covered account;
- Reopening a covered account with a new account number;
- Not opening a new covered account;
- Closing an existing covered account;
- Notifying law enforcement;
- Not attempting to collect on a covered account or not providing a covered account to a debt collector; and
- Determining that no response is warranted under particular circumstances.

The submitted plans indicate that each identity theft prevention program operates under the auspices of the Chancellor's Office. However, the institutions vary as to the designee who has been delegated authority in this area. Specific oversight authority is delegated to the chief information officer at some campuses, while others have placed this authority with the chief business officer or controller. UW-Oshkosh has created and given authority to an identity theft committee, which includes its Vice Chancellor for Administrative Services (chair), bursar, administration services programmer, internal auditor, and a representative of the Titan Central Office that oversees the student account program.

In all cases, the plans note that the identity theft prevention programs will be reviewed either annually or periodically and that training will occur. Some institutions, including UW-Eau Claire, Parkside, Platteville, and River Falls, specifically indicate that employees will receive training annually, and that new employees will receive training prior to obtaining access to student records and personal information. Most plans also require annual reporting to the chancellor on the program's implementation and compliance. The reports will address program effectiveness, recommended changes, and incidents of actual or attempted identity theft.

The FTC recently announced it will delay the enforcement of the Red Flags Rule until August 1, 2009, to give creditors and financial institutions more time to develop and implement written identity theft prevention programs. The FTC also anticipates releasing a template to help ensure compliance with the law. UW institutions will continue to monitor their activity and possible covered accounts, review FTC guidance as it becomes available, and adjust their identity theft prevention programs accordingly.

RELATED REGENT POLICIES

Regent Policy Document 21-4: Identity Theft Detection, Prevention, and Mitigation.

UW-Green Bay
Food Service Contract with
A'viands, LLC

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the Board of Regents approves the contract with A'viands, LLC to provide Dining Services to the University of Wisconsin-Green Bay, effective August 1, 2009 for a period of seven years.

June 5, 2009

Agenda Item I.2.e.2.

UW-GREEN BAY FOOD SERVICE CONTRACT WITH A'VIANDS, LLC

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Green Bay invited vendors to submit a Sealed Proposal for the Operation of Dining Services consisting of the residence dining program, retail, and catering operations.

The University was interested in a partnership with a dining service contractor that would offer innovative ideas for management of the dining program which is delivered exclusively through a retail-oriented cash and declining balance points plan and not a traditional board plan.

The University required innovative ideas for management and product mix offered through all the retail dining operations as well as suggestions to enhance university dining services for the entire campus community. The goal was to create a total dining service program that meets the needs of a diverse student body, faculty and staff, and an extensive camp/conference program while encouraging growth in all areas of the dining services program. Excellence in food quality and service at a reasonable cost to the students were also goals. The University and the contractor will work cooperatively to complement the mission of the campus and enhance campus life.

REQUESTED ACTION

Approval of Resolution I.2.e.2.

That, upon recommendation of the Chancellor of the University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the Board of Regents approves the contract with A'viands, LLC to provide Dining Services to the University of Wisconsin-Green Bay effective August 1, 2009 for a period of seven years.

DISCUSSION

Dining Services at UW-Green Bay has been contracted out since the early 1980's with its most recent contract expiring on July 31, 2009. The University just completed a major expansion and building project for the university union with significant remodeling of food service areas done in conjunction with that project. The university sought the best structure

or return for the students relative to the dining services pricing. A request for proposal process was used, and three vendors submitted proposals. A'viands, LLC received the highest score and was chosen by an evaluation committee comprised of students, campus staff, a UW peer member, and a UW System procurement staff representative. The proposal submitted meets all of the desired outcomes of UW-Green Bay while maintaining costs at an acceptable level. Some highlights of the contract are as follows:

- Contractor will assume operation of the dining services that provide numerous options, outlets, and service times, while balancing health and convenience
- Contract revenue is valued at over \$2.6 million per year
- The contract life expectancy is seven years
- Several in-house brands, including coffee, subs, and pizza, are provided and the company is committed to using regional food suppliers.

RELATED REGENT POLICIES

Regent Policy Document 13-3: Authorization to Sign Documents

UW-P-101 (Rev. 1/98)
UNIVERSITY OF WISCONSIN SYSTEM
SYSTEM OFFICE OF PROCUREMENT
780 REGENT STREET
MADISON, WI 53715

CONTRACT NO. UD-09-2166

C O N T R A C T

COMMODITY OR SERVICE: DINING SERVICES for the University of Wisconsin-Green Bay.

PERIOD OF CONTRACT: August 1, 2009 through July 31, 2010 with six (6) additional one year periods.

This contract is entered into by and between the State of Wisconsin, University of Wisconsin - System DBA University of Wisconsin-Green Bay, and A'viands (Contractor).

Whereby University of Wisconsin System Office of Procurement agrees to direct the purchase and the Contractor agrees to supply such requirements of the commodity or service cited above in accordance with the terms and conditions of Request for Proposal No. RL-09-2166 and in accordance with Contractors Proposal response and correspondence dated April 7 and 10 which are hereby made a part of this contract.

Contracts estimated to be twenty-five thousand dollars (\$25,000) or more require the submission of a written affirmative action plan. Contractors with an annual workforce of less than twenty-five employees are excluded from this requirement.

Within fifteen (15) days after the award of the contract, the plans shall be submitted to the University of Wisconsin System Office of Procurement, 780 Regent Street, Madison, WI 53715. Contractors and bidders are encouraged to contact this office for technical assistance on Equal Opportunity.

TO BE COMPLETED BY CONTRACTOR:

FOR: STATE OF WISCONSIN
UNIV. OF WISCONSIN SYSTEM

FOR: _____
FIRM NAME

FIRM ADDRESS

BY: Rich Lampe

BY: _____

SIGNATURE: _____

SIGNATURE: _____

TITLE: Director

TITLE: _____

DATE: _____

DATE: _____

PHONE: 608-262-9138

PHONE: _____

FEIN: _____

UW-La Crosse
Bookstore Services Contract with
Follett Higher Education Group

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Board of Regents approves the contract with Follett Higher Education Group to provide Bookstore Services at the University of Wisconsin-La Crosse, effective July 1, 2009 for a period of seven years.

**UW-LA CROSSE BOOKSTORE SERVICES CONTRACT WITH
FOLLETT HIGHER EDUCATION GROUP**

EXECUTIVE SUMMARY

BACKGROUND

UW–La Crosse invited vendors to submit proposals for the operation of its bookstore and textbook rental services. The overall goals were to create a bookstore service program to meet the unique needs of a diverse student population, faculty, and staff; to provide supplementary textbooks and materials, school supplies, apparel, and some consumer technology products; and to operate a textbook rental program.

Students took part in discussions on prices, products, e-commerce, hours of operation, and the potential for future store renovations.

The University and the contractor will work cooperatively to complement the mission of the campus and enhance campus life.

REQUESTED ACTION

Approval of Resolution I.2.e.3.

That, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Board of Regents approves the contract with Follett Higher Education Group to provide Bookstore Services to the University of Wisconsin-La Crosse, effective July 1, 2009, for a period of seven years.

DISCUSSION

Under a request for proposal process, two vendors submitted proposals. Follett Higher Education Group provided the highest scoring proposal. An eight-member evaluation committee including campus staff, students, and a community member along with UW System Procurement staff completed the scoring process. The proposal meets all of UW–La Crosse’s desired outcomes while maintaining pricing at an acceptable level. Contract highlights include:

- Total annual sales revenue will be approximately \$1,335,000.
- UW–La Crosse will receive sales commissions of 12.2 percent for sales up to \$1,000,000 and 14.1% for sales over \$1,000,000, for approximately \$168,000 annually.

The contractor will operate the textbook rental program according to existing textbook policies and procedures which will result in no observable change in services or significant cost to the student. The contractor will make a financial contribution not to exceed \$310,000 to refurbish the current store.

RELATED REGENT POLICIES

Regent Policy Document 13-3: Authorization to Sign Documents

UW-P-101 (Rev. 1/98)
UNIVERSITY OF WISCONSIN SYSTEM
SYSTEM OFFICE OF PROCUREMENT
780 REGENT STREET
MADISON, WI 53715

CONTRACT NO. UE-09-2452

C O N T R A C T

COMMODITY OR SERVICE: BOOKSTORE AND TEXTBOOK RENTAL SERVICES for the
University of Wisconsin-La Crosse

PERIOD OF CONTRACT: July 1, 2009 through June 30, 2010 with six automatic one-year renewal options.
This contract is entered into by and between the State of Wisconsin, University of Wisconsin System DBA
University of Wisconsin-La Crosse, and Follett Higher Education Group (Contractor).

Whereby University of Wisconsin System Office of Procurement agrees to direct the purchase and the
Contractor agrees to supply such requirements of the commodity or service cited above in accordance with
the terms and conditions of Request for Proposal No RL -09-2452 and in accordance with Contractors
proposal response dated April 28, 2009 and correspondence dated May 27, 2009 which are hereby made a
part of this contract.

Contracts estimated to be twenty-five thousand dollars (\$25,000) or more require the submission of a
written affirmative action plan. Contractors with an annual workforce of less than ten employees are
excluded from this requirement.

Within fifteen (15) days after the award of the contract, the plans shall be submitted to the University of
Wisconsin System Office of Procurement, 780 Regent Street, Madison, WI 53715. Contractors and
bidders are encouraged to contact this office for technical assistance on Equal Opportunity.

TO BE COMPLETED BY CONTRACTOR:

FOR: STATE OF WISCONSIN
UNIV. OF WISCONSIN SYSTEM

FOR: _____
FIRM NAME

FIRM ADDRESS

BY: Rich Lampe

BY: _____

SIGNATURE: _____ SIGNATURE: _____

TITLE: Director

TITLE: _____

DATE: _____

DATE: _____

PHONE: 608/262-9138

PHONE: _____

FEIN: _____

EMAIL: Rlampe@uwsa.edu

EMAIL: _____

UW-Madison
Contract for Financial Services Opportunities with
UW Credit Union

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 a contract with the UW Credit Union to provide financial services opportunities (including ATM, Campus Space Lease, and ID-Debit Card services) to the University of Wisconsin-Madison, effective September 1, 2009 for a period of ten years.

UW-MADISON FINANCIAL SERVICES OPPORTUNITIES CONTRACT WITH UW CREDIT UNION

EXECUTIVE SUMMARY

BACKGROUND

A committee of students and staff were appointed by UW-Madison Vice Chancellor Bazzell in November, 2008 to develop a structure by which the University would consider proposals from financial institutions that were interested in providing a desired set of services to be available to staff, students, and the general public at the UW-Madison campus. This Executive Summary outlines the open, inclusive process, and the concluding recommendations.

REQUESTED ACTION

Approval of Resolution I.2.e.4.

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 a contract with the UW Credit Union to provide financial services opportunities (including ATM, Campus Space Lease, and ID-Debit Card services) to the University of Wisconsin-Madison, effective September 1, 2009 for a period of ten years.

DISCUSSION

Over the past fifteen years, universities and colleges around the country have expanded the functionality and services offered through the campus identification card. While a majority of Big Ten institutions and many of the UW System schools already offer debit card functionality through the campus ID, UW-Madison does not yet provide this service. A spring-2008 survey of 9,000 UW-Madison students showed substantial interest in the campus offering an optional debit card program on the UW ID (Wiscard).

In 2007, the UW Board of Regents Business, Finance, and Audit Committee reviewed existing UW System bank debit card programs. In particular, they were interested in the following items (UW-Madison's approach is listed after each):

How the Program Improves Services to Students

The program described here consolidates the campus' desire to (1) physically locate financial institution services in the New South Campus Union (requested by students in campus-wide surveys), (2) replace the current contract for ATM placements on campus; and (3) provide students and staff with the discretionary opportunity to add debit card functionality on their UW Wiscard.

Consolidating services created considerable leverage for the University, encouraging a financial institution to ***provide services to students at a substantial savings*** over what they could achieve on their own in the marketplace, while simultaneously generating significant revenues for the campus.

It is also important to point out that the financial remuneration we are receiving is in no way tied to the number of participants in the optional debit card program. The Committee deemed it essential that the University not be a party to an endorsement arrangement that tied our interest to that of the bank.

This package benefits students and staff by:

- Creating campus revenue intended to benefit those that principally provide the bank with opportunities
- The simplicity and convenience of a multi-purpose card
- Increased security by encouraging a cashless environment
- A checking account option that features no minimum balance, no monthly or online banking account fees, free checks, and free ATM withdrawals
- Student-friendly seminars aimed at encouraging responsible financial practices
- Increased service through integration with other university systems
- A convenient on-campus location for conducting banking business
- The program does not have any credit card program associated with the ID, nor does it promote the use of credit cards in any fashion

The Competitive Procurement Process Used

An open, Invitation to Submit Proposal (ISP) was issued through the UW–Madison Purchasing Office, offering the opportunity to all banks identified as having a physical presence in the greater Madison area. This process included an initial hosted meeting to provide a venue for banks and the University to share interests and ideas. The process established parameters applicable to any proposal, and concluded with an invitation for a Best and Final Offer. Multiple proposals were submitted, and considered by an evaluation committee resulting in the recommendation herein.

Overdraft Fees Charged to the Students

Overdraft fees for students who choose to enroll in the debit card portion of the program are the same as those fees charged to non-students.

Disclosure Statements Associated With the Program

The campus and the service provider will comply with the disclosure requirements as outlined by the Board of Regents in 2007. That is, the following facts will be openly communicated through any brochures created about the program; the Wiscard website; incoming Student Orientation Programs (SOAR); the Wisconsin Week; and all news releases provided by University Communications for the general media and student newspapers:

- UW-Madison is receiving financial support from the financial institution
- Where the financial support is going (i.e., student programs and services)
- A competitive procurement process was used to select the financial institution
- The debit card program is optional and there are other service providers available in the Madison area
- No credit card provisions are granted as part of the campus ID – Debit Card program.

Degree of Student Involvement in Deciding How Any Proceeds Are Used

- Students from the Wisconsin Union Council and the Associated Students of Madison (ASM) served on the ISP development committee
- The Chair of ASM has endorsed the program
- Students will have a voice through their shared governance bodies (Union Council and ASM) to determine how a portion of the debit card proceeds will be used

The Degree to Which the Program Is Optional

The program is entirely optional—the decision whether to open a debit account is up to the individual ID cardholder. There are no financial incentives tied to the bank's success.

Proposed Financial Arrangement Presented for Board of Regents Approval

Upon the completion of the ISP process in late April, the evaluation team made the final selection for Board of Regents Approval:

University of Wisconsin Credit Union (UWCU)

The UW Credit Union has agreed to all provisions previously contained in the ISP, and as outlined herein. Additionally, the UWCU will not require redesign of the campus ID card, nor their logo placement on the card. They are prepared to move immediately, following Board of Regents approval, to implement the debit card functionality on the ID card at their expense, in time for the fall semester.

The financial arrangement agreed to, following their Best and Final Offer, is as follows. This payment schedule reflects a 7 year contract with the possibility of 3 additional 1 year extensions, for a total of 10 years.

Financial Support To Complete The New South Campus Union Including Finished Banking Space

Dollar Amount Committed:	<u>\$1,750,000.00</u>
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ATM Compensation

ATM Compensation Offered in the 1st Year	<u>\$200,000.00</u>
ATM Compensation Offered in the 2nd Year	<u>\$187,500.00</u>
ATM Compensation Offered in the 3rd Year	<u>\$175,000.00</u>
ATM Compensation Offered in the 4th Year	<u>\$162,500.00</u>
ATM Compensation Offered in the 5th Year	<u>\$150,000.00</u>
ATM Compensation Offered in the 6th Year	<u>\$154,286.00</u>
ATM Compensation Offered in the 7th Year	<u>\$158,824.00</u>
ATM Compensation Offered in the 8th Year	<u>\$163,637.00</u>

ATM Compensation Offered in the 9th Year	<u>\$168,750.00</u>
ATM Compensation Offered in the 10th Year	<u>\$174,194.00</u>

Campus Card Partnership

Annual Compensation Offered in the 1st Year	<u>\$250,000.00</u>
Annual Compensation Offered in the 2nd Year	<u>\$262,500.00</u>
Annual Compensation Offered in the 3rd Year	<u>\$275,000.00</u>
Annual Compensation Offered in the 4th Year	<u>\$287,500.00</u>
Annual Compensation Offered in the 5th Year	<u>\$300,000.00</u>
Annual Compensation Offered in the 6th Year	<u>\$308,572.00</u>
Annual Compensation Offered in the 7th Year	<u>\$317,648.00</u>
Annual Compensation Offered in the 8th Year	<u>\$327,273.00</u>
Annual Compensation Offered in the 9th Year	<u>\$337,500.00</u>
Annual Compensation Offered in the 10th Year	<u>\$348,388.00</u>

Total 10 year commitment for facility build-out, ATM, and debit card banking rights:
\$6,459,072.00

In addition, the UW Credit Union will make annual lease payments for space in the New South Campus Union at a rate of \$60/square foot, with an annual escalation clause. The final dimensions of the space are expected to be approximately 900 square feet. Given that the space will not be available until the middle of the second year of the contract, the estimated lease payment (with assumed escalations) over the full life of a possible 10 year contract is approximately \$520,000.

RELATED REGENT POLICIES

Regent Policy Document 13-3: Authorization to Sign Documents

Revised 05/21/09

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Capital Planning and Budget Committee

Thursday, June 4, 2009
Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

10:00 a.m. All Regents Invited – Room 1820

- Update: 2009-11 UW System Biennial Budget
- UW System Accountability Report
- Update: Campus Safety Report

12:00 p.m. Box Lunch

12:30 p.m. – Capital Planning and Budget Committee – Room 1418

- a. Approval of the Minutes of the May 7, 2009 Meeting of the Capital Planning and Budget Committee
- b. UW-La Crosse: Approval of the Design Report and Authority to Construct the Residence Hall Project
[Resolution I.3.b.]
- c. UW-Madison: Authority to Seek a Waiver of Wis. Stat. § 16.855 under Provisions of Wis. Stat. § 13.48 (19) to Allow the Selection of a Construction Manager-at-Risk for Construction of: (1) the Athletics Hockey/Swim Facility and (2) the Wisconsin Energy Institute
[Resolution I.3.c.]
- d. UW-Madison: Authority to Grant Easements to the City of Madison for Access to West Madison Agricultural Research Station Land for Sewer Facilities and Improvements
[Resolution I.3.d.]
- e. UW-Platteville: Authority to Construct a Forensic Laboratory House and Seek a Waiver of Wis. Stat. § 16.855 under Provisions of Wis. Stat. § 13.48 (19) to Allow the University to Construct the Project
[Resolution I.3.e.]
- f. UW-Stevens Point: Approval of the Design Report and Authority to Construct the Waste Management Center Project
[Resolution I.3.f.]

- g. UW System: Authority to Construct All Agency Maintenance and Repair Projects
[Resolution I.3.g.]
- h. Report of the Associate Vice President
 - 1. 2009-11 Capital Budget Update
 - 2. Building Commission Actions
 - 3. Other
- i. Additional items may be presented to the Committee with its approval

Approval of the Design Report and Authority to
Construct the Residence Hall Project,
UW-La Crosse

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-La Crosse Chancellor and the President of the University of Wisconsin System, the Design Report of the Residence Hall project be approved and authority be granted to construct the project at a total estimated cost of \$48,000,000 (\$43,000,000 Program Revenue Supported Borrowing, \$5,000,000 Program Revenue-Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2009

1. Institution: The University of Wisconsin–La Crosse
2. Request: Approval of the Design Report of the Residence Hall project, and authority to construct the project at a total estimated cost of \$48,000,000 (\$43,000,000 Program Revenue Supported Borrowing, \$5,000,000 Program Revenue-Cash).
3. Description and Scope of Project: This project will provide for the construction of a 500-bed, 214,000 GSF residence hall in the northwest quadrant of the campus that will replace Baird and Trowbridge halls.

The five-story building has been designed to include sustainable design principles that emphasize energy efficiency, long term durability, and ease of maintenance, while still retaining a high degree of flexibility. The project goal is to attain a minimum of a US Green Building Council LEED Silver Certification.

Each resident room will share a bathroom with the adjacent room. The living units in this new facility will be designed as eighteen distinct houses. Each house will contain twelve or fourteen double rooms and two single rooms. The rooms will surround a common space at the center of each “house” that will accommodate a common TV viewing and casual gathering area, as well as a quiet gathering area. These two gathering spaces in the “house” will be separated by a kitchenette area containing a sink, microwave, countertops, and casework. Two separate apartments for hall directors are also included in the facility.

Common use spaces in the building include a front desk and lobby area, a computer lab, residence hall association offices, a group study area, a kitchen, a laundry, a game room and a large seminar room that could be subdivided into smaller spaces. In addition, this new facility is designed to house the UW-La Crosse Office of Residence Life, which is currently located in Wilder Hall.

4. Justification of the Request: The university will begin construction of a new academic building in June 2009. The new building will be located at the academic core of campus and will provide an anchor for the future campus mall, as described in the 2005 UW-La Crosse Campus Master Plan. As part of this project, two existing residence halls, Baird and Trowbridge Halls, and an existing administrative building that was formerly a residence hall, Wilder Hall, will be demolished. When this occurs, approximately 400 existing residence hall beds will be removed from the campus inventory. In addition, the UW-La Crosse Office of Residence Life is one of several departments that currently reside in Wilder Hall and when that building is demolished they will no longer have a permanent office location for that program.

In anticipation of the loss of beds, another existing residence hall, Reuter Hall, was demolished and a new Reuter Hall with an additional 180 beds was constructed in 2006. The university is

now in the early stages of implementing a plan to increase enrollment by approximately 500 students during a multi-year plan.

Consequently, the university desires to replace the 400 beds that will be lost when Baird and Trowbridge Halls are demolished, and to also add approximately 100 beds to the overall campus inventory of residence hall spaces to accommodate the current growth. The university also desires to construct a new permanent office suite to accommodate the Office of Residence Life.

5. Budget and Schedule:

Budget	Cost
Construction	\$37,941,000
Energy Management System	517,000
Contingency	2,432,000
A/E Fees	2,975,000
Other Fees	195,000
DSF Management Fee	1,615,000
Movable & Special Equipment	2,205,000
Percent for the Arts	120,000
Estimated Total Project Cost	\$48,000,000

Construction Cost/GSF \$177

Project Cost/GSF \$224

Schedule	Date
Submission of Documents for Final Review	September 2009
Bid Opening	December 2009
Start Construction	January 2010
Substantial Completion/Occupancy	July 2011

Fee Impact: This project will be funded by an increase in room rental rates for all existing residence rooms on campus, as well as a premium rate that will be charged for rooms in the new building. The room rate for the new residence hall will be approximately \$4,100 and the rate for a typical non-improved double occupancy room on campus will be approximately \$3,200 (\$3,130 2008-09). The room rate for a single bedroom in the apartment style residence hall on campus (Reuter Hall) will be approximately \$4,800 (\$4,650 2008-09).

6. Previous Actions:

August 22, 2008
Resolution 9529

Recommended that the Residence Hall Project be submitted to the Department of Administration and the State Building Commission as part of the UW System 2009-11 Capital Budget at an estimated total project cost of \$48,000,000 Program Revenue Supported Bonding. The project was subsequently enumerated at \$49,500,000 (\$44,500,000 Program Revenue Supported Borrowing and \$5,000,000 Program Revenue-Cash).

Authority to Seek a Waiver of Wis. Stat. § 16.855 under Provisions of Wis. Stat. § 13.48 (19) to Allow the Selection of a Construction Manager-at-Risk for Construction of: (1) the Athletics Hockey/Swim Facility and (2) the Wisconsin Energy Institute, 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 seek a waiver of Wis. Stat. § 16.855 under provisions of Wis. Stat. § 13.48 (19) to allow selection of a Construction Manager-at-Risk (CM) for construction of (a) the Division of Intercollegiate Athletics Hockey/Swimming Facility at an estimated budget of \$27,787,000 Gift Funds, and the Wisconsin Energy Institute, at an estimated budget of up to \$100,000,000 (\$50,000,000 General Fund Supported Borrowing and \$50,000,000 Gift and Grant Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2009

1. Institution: The University of Wisconsin-Madison
2. Request: Authority to seek a waiver of Wis. Stat. § 16.855 under provisions of Wis. Stat. § 13.48 (19) to allow selection of a Construction Manager-at-Risk (CM) for construction of (a) the Division of Intercollegiate Athletics Hockey/Swimming Facility at an estimated budget of \$27,787,000 Gift Funds, and the Wisconsin Energy Institute, at an estimated budget of up to \$100,000,000 (\$50,000,000 General Fund Supported Borrowing and \$50,000,000 Gift and Grant Funds).

3. Description and Scope of Projects:

- a. Division of Intercollegiate Athletics Hockey/Swimming Facility: The project will provide a four-level 62,600ASF 86,275 GSF new facility and renovate 5,700 GSF in the existing Kohl Center for a women's/men's hockey practice facility, women's hockey competition facility, and program support for women's/men's swimming. Authority to construct the project will be sought upon final determination of the budget during the design process.

The new construction will include a 92' x 200' ice sheet, bench-style spectator seating for approximately 2,400, UW team locker rooms, a visiting team locker room, concessions, public restrooms, pre-function/circulation space, and women's hockey coaches' offices. It will also include support services, such as locker and team room functions, for the men's and women's swimming programs. In order for these student-athletes to access all existing support services that will be located within the Kohl Center, this proposed facility will be connected by an elevated walkway to the existing Southeast Recreation Facility (SERF) building. Minor work is anticipated within the SERF facility to accommodate the appropriate circulation between the pool and the swimming teams' new locker rooms area.

- b. Wisconsin Energy Institute: The project will design and construct a new WEI facility (up to 200,000 GSF) to support research, outreach, and administrative activities related to renewable energy and sustainability. The WEI facility is planned to be located on the south side of the 1900 Block of Observatory Drive, west of Elm Drive. This site offers programmatic linkages to the adjacent building to the east (Agricultural Engineering Laboratory). Authority to construct the project will be sought upon final determination of the budget through the design process.

The WEI project will consider phasing construction, based on the availability of project funds. The architectural/engineering consultant (AE) team is expected to present design

concepts that could be constructed in two phases of approximately 100,000 GSF each, for a total of 200,000 GSF.

4. Justification of the Requests: In general, using the traditional design-bid-build approach to project delivery, a general contractor would not be involved with a project until after the architect has completed the design. However, over the past 20 years, industry practice has changed and today constructor(s) frequently partner with the consulting AE team from the early design phase through building occupancy. Constructors' preconstruction services allow the owner to make better informed decisions about the project's design, construction, schedule, and budget, thus optimizing the project's value.

Contractor Selection and Competitive Bidding: The construction manager will be selected through a competitive Request for Proposal (RFP) and interview process that is similar to the selection approach used for AE services. Proposals are evaluated with respect to contractor and staff expertise and experience, methods, pre-construction fees, and project schedule. The constructor manager is required to competitively bid all major components of the project, as well as to comply with all prevailing wage statutes.

Cost savings can be garnered by creating incentives to deliver the completed project ahead of schedule and/or below the agreed upon guaranteed maximum price. This is accomplished by establishing project costs early and subdividing work into smaller timely bid packages, which has an added benefit of generally engaging more subcontractors in bidding than a traditional all-inclusive single bid. The timing of the bid packages is based on the needs of the project, closely tied to procurement and delivery, which thereby reduces supplier risk and reduces cost escalation. Construction managers are able to suggest alternative design strategies or construction methods geared to solving anticipated challenges and constraints before design is complete and construction begins. A high degree of early understanding of the project allows the CM a strategic advantage in planning and coordination as the project moves into construction.

- a. Division of Intercollegiate Athletics Hockey/Swimming Facility: The current lease with Dane County for use of the Arena and Bob Johnson Hockey Facility expires in 2011. While the lease may be extended by mutual agreement through 2014, the Division of Intercollegiate Athletics prefers to have the new facility completed in time for the 2012-13 hockey season.

There are a number of site-specific issues that will affect both the staging for and construction of this building. First and foremost is access, both for public events and day-to-day operations of the Kohl Center, the SERF building, and Ogg Residence Hall which are all adjacent to the building site and must remain operational during this project. The Kohl Center will continue to host both athletic and non-athletic events during the construction of the Hockey/Swim Facility. These include basketball and hockey games as well as commencements, WIAA tournaments, and other public concerts and events. Pedestrian, vehicular, delivery, and emergency circulation generated by these these events, as well as from operation of the SERF and Ogg Residence Hall, will require considerable construction period coordination.

The project site is further complicated by surrounding utilities owned by both utility companies and the campus. A private primary electrical duct bank, located under the East Campus Mall, is old and will require extra precautions to protect it. A major private electrical utility line, located south of the SERF building, has clearance requirements that will dictate the minimum height of the elevated walkway between the new facility and SERF. Additionally, there are two electrical lines running underneath Parking Lot 88. The first is a private electrical feeder duct to the Kohl Center and the second is a campus utility package cutting diagonally across the area. These lines will need to be relocated as part of the project.

- b. Wisconsin Energy Institute: The project would benefit by having a CM to assist with the assessment of the scheduling, constructability, costs, and site constraints of the project as both a one and two-phased project. A 10% Concept Report will be developed by the AE team and will benefit from thorough input by the CM related to a functional analysis of the site and building areas including pedestrian patterns, service access, site drainage, and the creation of the adjacent open spaces; site utility locations, capacities, required new services and relocated services; schematic plans, sections, and site layout options; and proposed building systems. Participation in this early phase of conceptual development will facilitate the preparation of an accurate cost estimate prepared by the CM. This will allow confident decision making to pursue either the first phase of a two-phased project or proceed with a full 200,000 GSF project.

Beginning in 2007, the Department of Energy (DOE) committed to investing \$134 million over five years for each of three bioenergy research centers. The University of Wisconsin, in partnership with Michigan State University and other institutions, has received funding to create the Great Lakes Bioenergy Research Center (GLBRC). The center will harness the intellectual powers of the country's top scientists for the purpose of basic research and discovery in biofuels, and tie other renewable energy technologies research across the campus and the State of Wisconsin to the Wisconsin Energy Institute (WEI). The WEI will help meet the pressing national need of creating renewable energy in a sustainable and economically viable manner by developing novel technologies to convert plant biomass into ethanol and other motor fuels. These technologies will encompass sustainable energy crop production and a new generation of processing methods to yield clean renewable fuels.

As part of the successful application to establish the GLBRC, the State of Wisconsin pledged financial support for a facility to be constructed on the UW-Madison campus, as well as additional funds for the UW System to support faculty hiring and faculty time related to bioenergy research, instruction, and outreach.

The GLBRC cooperative agreement negotiated between the DOE and UW System includes clauses for an aggressive implementation plan for start-up and other activities including facilities implementation. The review of grant commitments in spring 2010 will play a key role in the DOE's decision whether to continue funding beyond year five of the grant, based both on performance and remaining scientific opportunities.

Complying with the grant clauses for an aggressive implementation plan to deliver this facility will help to ensure that the State, the UW System, and the GLBRC are well-positioned to obtain funding beyond year five. The use of a CM is one way to illustrate that implementation of the facilities plan is aggressive in both design and construction.

In addition, the UW-Madison is seeking federal funding under the American Recovery and Reinvestment Act of 2009 (ARRA) to finance a portion of the WEI. As part of the ARRA, funds must be spent within a shortened and clearly delineated timeframe. By having a CM involved in the WEI project, the construction schedule can be accelerated, allowing those ARRA dollars to be spent as specified.

It is intended that the new WEI facility leverage every opportunity available to be sustainable in its thinking from conception through construction and commissioning, and operationally for years to come. This facility is expected to support exceptional building system performance as judged by state sustainability guidelines, and to respect the nature of the alternative energy activities within the facility. It is an expectation that this project achieve the highest United States Green Building Council Leadership in Energy and Environmental Design (LEED) rating possible. Careful coordination during early design will be imperative to achieving benchmark energy efficiencies, water use reductions, waste reductions, and several other sustainability goals affecting the building's operations for years to come. The CM will assist in the identification and tracking of sustainability opportunities related to design, constructability, budget, and schedule throughout the project.

The planned site is complicated by an old and inadequate electrical service. Due to the distance required to reach the electrical feeds (i.e. a duct bank along Observatory Drive), and the need to create a circuit to serve this and other future buildings by cabling from both the Pharmacy School and the basement of the Microbial Building, excellent utilities coordination will be necessary. Careful consideration of the scheduling of this work is imperative to the delivery timing of the project. The project will greatly benefit by having early CM input for this coordination and possible early bidding of this work.

Overall, having CM input during the planning and design offers significant benefits to inform the design team, deliver more thorough construction documents, and more consistent scheduling and cost estimating early in the process. Lastly, these benefits can help drive the construction faster, thereby reducing budget escalations.

5. Preliminary Budgets and Schedules:

a. Division of Intercollegiate Athletics Hockey/Swimming Facility:

Construction	\$22,292,000
A/E Design Fees	1783,000
Other Fees	97,000
DSF Management Fees	954,000
Contingency	1,560,000
Movable Equipment	435,000
Special Equipment	597,000
Percent for Arts	<u>69,000</u>
Total Project Cost	\$27,787,000

A/E Selection	May 2009
35% Design Report Approval	January 2010
100% Submittal	June 2010
Bid Date	August 2010
Start Construction	September 2010
Substantial Completion	March 2012
Final Completion	April 2012

b. Wisconsin Energy Institute (WEI):

Construction	\$75,673,000
A/E Fee, Professional Fees/Assoc. Proj. Costs	5,563,000
Asbestos Abatement	52,000
DSF Management Fees	3,332,000
Contingency	7,573,000
Movable Equipment	7,558,000
Percent for Arts	<u>249,000</u>
Total Project Cost	\$100,000,000

A/E Selection	May 2009
Complete 10% Concept Designs	August 2009
35% Design Report to UW/DSF	November 2009
Request Authority to Construct by BOR/SBC	December 2009
100% Design	April 2010
Bid Date	May 2010
Construction Start	June 2010
Construction Substantially Complete	May 2012
Occupancy	June 2012

6. Previous Actions:

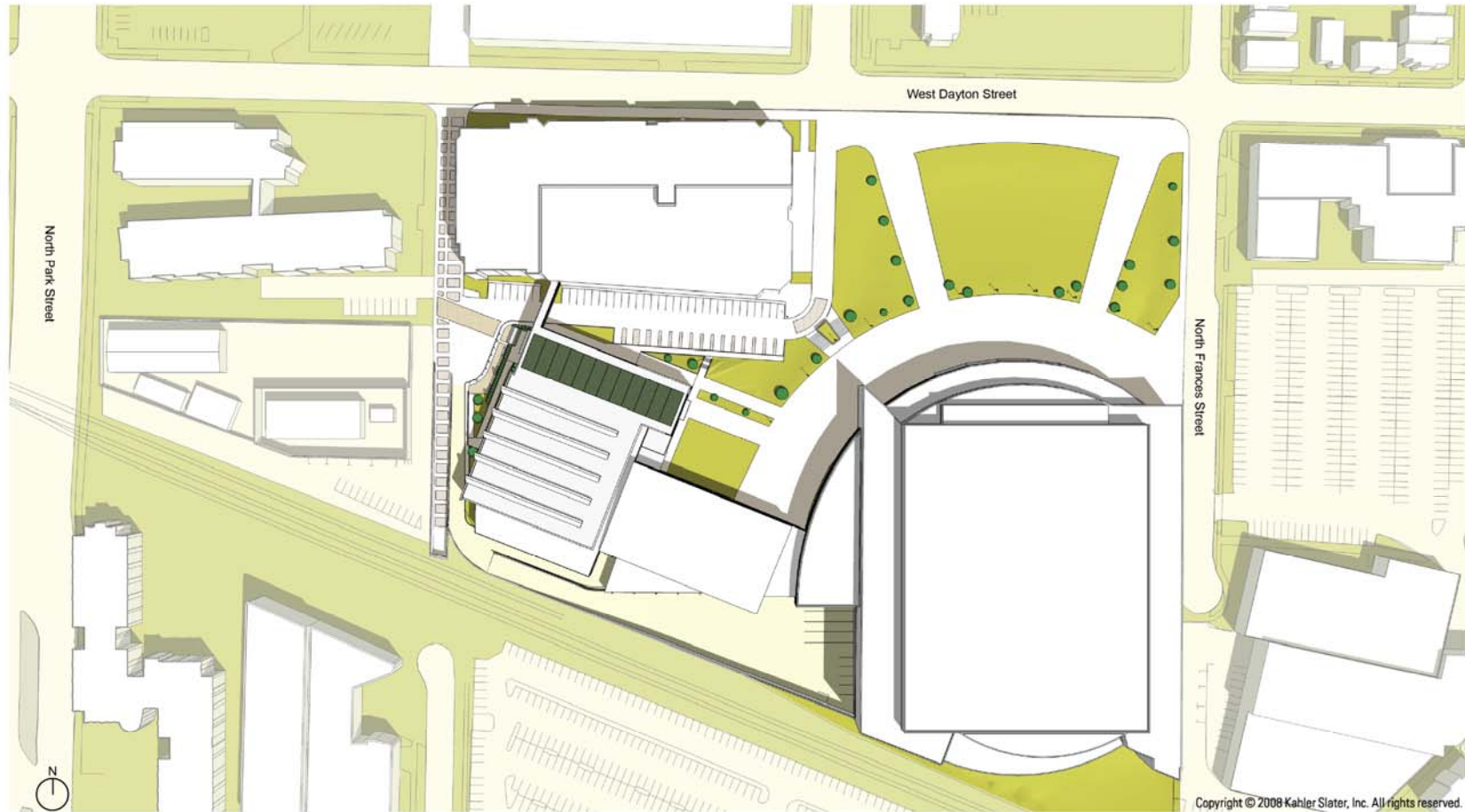
a. Division of Intercollegiate Athletics Hockey/Swimming Facility:

August 22, 2008
Resolution 9529

The Kohl Hockey Practice Facility project was recommended for construction in the 2009-11 Capital Budget request at an estimated total cost of \$25,000,000 Gift Funds. The State Building Commission subsequently recommended the Kohl Center Hockey Facility Addition project for enumeration at an estimated total project cost of \$27,787,000 Gift Funds.

b. Wisconsin Energy Institute: None.

Division of Intercollegiate Athletics Hockey/Swimming Facility



Planned Wisconsin Energy Institute Building Site, showing potential for phasing, if required.



Authority to Grant Easements to the City of
Madison for Access to West Madison
Agricultural Research Station Land for Sewer
Facilities and Improvements, 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, a permanent easement together with a temporary limited construction easement be granted to the city of Madison for access across the West Madison Agricultural Research Station's (WMARS) farm land to construct public sanitary sewer facilities and associated improvements.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2009

1. Institution: The University of Wisconsin-Madison
2. Request: Authority to grant a permanent easement together with a temporary limited construction easement to the city of Madison for access across the West Madison Agricultural Research Station's (WMARS) farm land to construct public sanitary sewer facilities and associated improvements.
3. Description and Scope of Project: This agreement will grant the city of Madison a 20-foot wide by 2,619-foot long permanent easement to construct, operate and maintain new sanitary sewer facilities and improvements, and also grant temporary limited construction easements on one 10-foot wide by 298 foot long strip of land and two five-foot wide strips of land running along the length of the permanent easement. The city of Madison has paid for the survey and submitted construction plans related to the easement and will coordinate and complete the construction at their cost.

The permanent easement runs east to west along an existing gravel farm road and drainage way from Pleasant View Road to the end of the WMARS property (see attached map). The permanent easement does not affect any existing improvements on the station's property. Therefore, no costs will be incurred by the university. In lieu of payment for the property, the city of Madison will grant credits towards future impact fees that UW-Madison would have to pay the city. UW-Madison staff will negotiate a fair market value for the credit with the city.

4. Justification of Request: These improvements are part of the city of Madison's Elderberry Neighborhood Development Plan which requires the installation of the public sanitary sewer facilities and improvements for ongoing residential development around the WMARS property. The WMARS land is currently being used to grow crops in support of the station's research program. The location of the easement along the gravel road will not interfere with the station's use of the crop land.

This easement also enables the university to continue a good working relationship with the city of Madison. Furthermore, these improvements would be required for the future development of the WMARS property if or when it is ever sold for development.

5. Budget: N/A.
6. Previous Action: None.

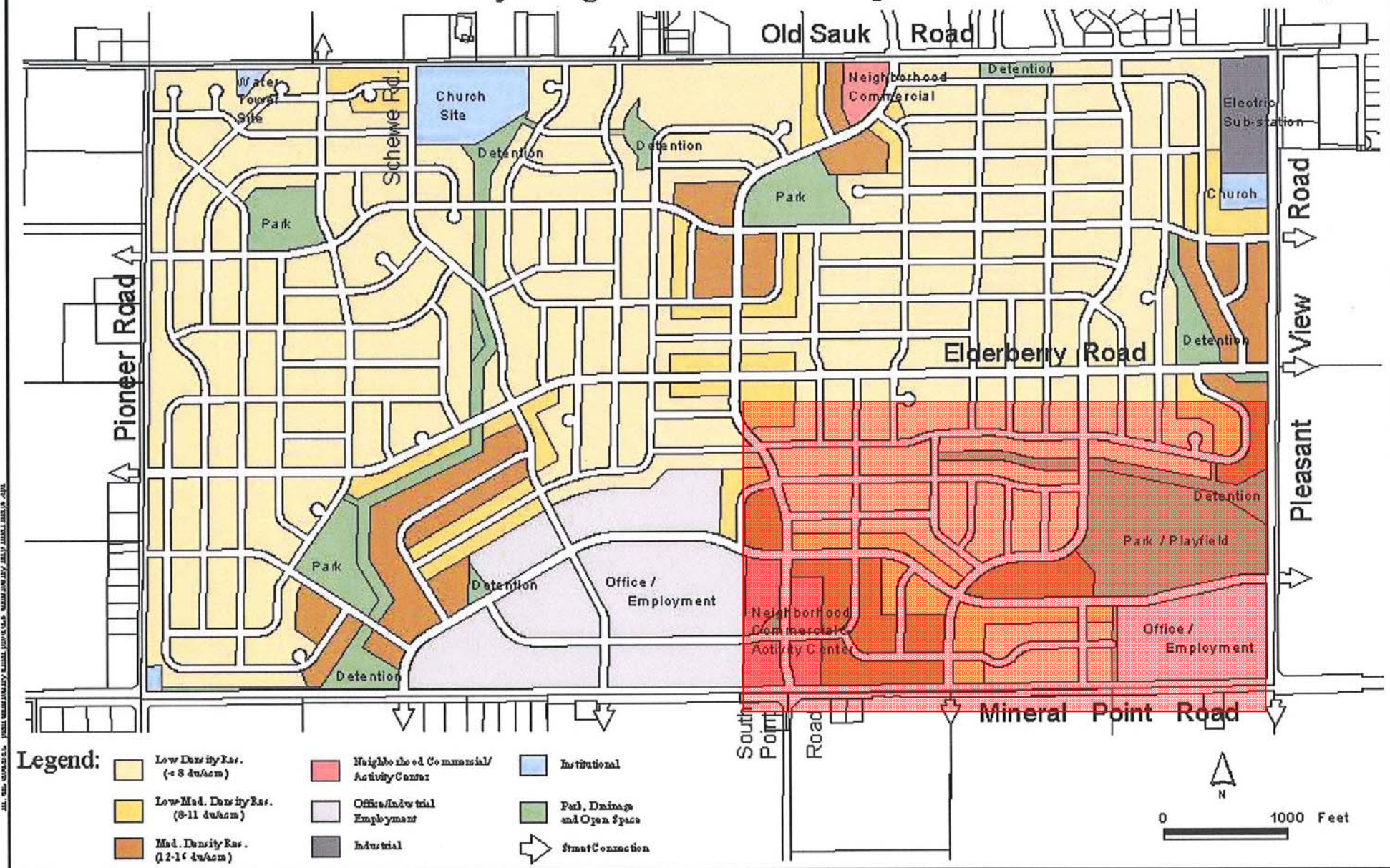
Elderberry Public Sanitary Sewer Easement



Land Use and Street Plan

Elderberry Neighborhood Development Plan

Map 6



UW Affected Property
West Madison ARS

Authority to Construct a Forensic Laboratory
House and Seek a Waiver of Wis. Stat.
§ 16.855 under Provisions of Wis. Stat.
§ 13.48 (19) to Allow the University to
Construct the 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, authority be granted to (a) construct a forensic laboratory house at the UW-Platteville Farm for a total estimated project cost of \$140,000 Agency Funds and (b) seek a waiver of Wis. Stat. § 16.855 under provisions of Wis. Stat. § 13.48 (19) to allow for construction by UW-Platteville Building Construction Management students and selected subcontractors.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2009

1. Institution: The University of Wisconsin-Platteville
2. Request: Authority to (a) construct a forensic laboratory house at the UW-Platteville Farm for a total estimated project cost of \$140,000 Agency Funds and (b) seek a waiver of Wis. Stat. § 16.855 under provisions of Wis. Stat. § 13.48 (19) to allow for construction by UW-Platteville Building Construction Management students and selected subcontractors.
3. Description and Scope of Project: The laboratory house will be built adjacent to the existing Forensic Investigation Research Facility which is located at the UW-Platteville Pioneer Farm, just south of the UW-Platteville Swine Center. The area is currently fenced and will remain so to further control access to the facility after construction. Electric and water utilities are currently available at the UW-Platteville Swine Center and will be the access points for utility development for the proposed structure.

The structure will be a 1500 GSF single-story building with vinyl siding and an asphalt shingled roof. It will have three bedrooms, one bathroom, a kitchen, a living room, and an attached one car garage with gravel driveway. There will be a full basement and attic. One of the bedrooms will have exterior access and will be equipped with two-way mirrors or closed circuit television. It will function as an observation room from which instructors and observers will observe activities taking place within the other portions of the building. The structure will have water, electricity, and associated utilities. A septic system will be included to accommodate the various laboratory and research functions that will take place in this building.

Although this project is not intended to be an actual residence, the house will be built according to the Uniform Building Code and will undergo routine inspections by a state-authorized inspector. The structure will only be used for teaching and research purposes and will not be inhabited.

4. Justification of the Project: During the past seven years the UW-Platteville Building Construction Management students have built one private home per year in the Platteville area. Their involvement included designing the home, estimating materials, developing the project schedule, securing the necessary building permits, bidding various subcontractor work, and providing actual construction labor. These construction projects are required in order to meet the educational objectives of the Construction Laboratory course criteria.

This project will provide an educational opportunity for three different departments at UW-Platteville. The design and building of the forensic laboratory house will be undertaken by the students enrolled in the Building and Construction Management course. When the structure

is completed it will be used as a laboratory for the application of forensic investigation courses by the Criminal Justice Department along with the Building Construction Management students. The students of ornamental horticulture and landscape design courses will also use the surrounding grounds for research.

Currently, there are eight courses in Forensic Investigation being taught at UW-Platteville. The UW System has given permission for UW-Platteville to begin planning a Forensic Investigation major, with an anticipated inauguration of that program in fall 2010. This program is unique both within the Tri-State area and the nation. In order to properly educate, train, and prepare students, it is necessary that they be given the opportunity to put their theoretical learning into practice. For forensic investigation, this includes opportunities to conduct search patterns and participate in activities such as fingerprint collection and preservation, crime scene photography, sketching and mapping, and various other evidence collection techniques.

The existing Forensic Investigation Research Facility is a one-acre plot of land which was set aside for use by the Criminal Justice Department as a place to conduct research related to forensic investigation techniques. The addition of this laboratory house would allow students to conduct practical scenarios in an indoor environment and allow for broader forensic experiences.

It is anticipated that this structure would also be used by university, local, county, state, Tri-State police, and public safety personnel for their required continuing education training relating to tactics, response, crime scene, and emergency incidents. These agencies could also make use of the proposed structure for scenario based learning.

Southwest Wisconsin Technical College, located in Fennimore, Wisconsin, hosts a law enforcement training academy at UW-Platteville each summer. During that time students who attend have the opportunity to attain State of Wisconsin police officer certification. As part of that academy experience, students must undergo a final week of scenario-based training which will appropriately be held at the proposed facility, after its construction.

This project will offer opportunities for the ornamental horticulture students who specialize in the design and management of landscapes. Each year this department works with local residents to design and install a residential landscape project. The construction of this forensic laboratory house will provide an opportunity for ornamental horticulture students to design and implement a residential landscape plan.

The waiver of Wis. Stat. § 16.855 is required to allow UW-Platteville students to perform the project construction and to allow the Construction Management students to select project subcontractors from solicited bids. The estimated project value of these subcontracts will be under \$40,000. Construction will begin in summer 2009 with completion by spring 2010.

5. Previous Action: None.

Approval of the Design Report and Authority to
Construct the Waste Management Center Project,
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, the Design Report of the Waste Management Center project be approved and authority be granted to construct the project at a total cost of \$4,550,000 (\$1,789,000 General Fund Supported Borrowing-Existing and \$2,761,000 General Fund Supported Borrowing).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2009

1. Institution: The University of Wisconsin-Stevens Point
2. Request: Approval of the Design Report and authority to construct the Waste Management Laboratory project at a total project cost of \$4,550,000 (\$1,789,000 General Fund Supported Borrowing-Existing and \$2,761,000 General Fund Supported Borrowing).
3. Project Description and Scope: This project will construct a new 10,000 GSF Waste Management Laboratory and campus resource recovery center on the north end of campus. The proposed lab will feature a pilot wastewater treatment plant, a composting lab, a microbiology lab, and an adjoined recycling center offering co-training opportunities in materials recycling. The wastewater pilot plant will contain a miniature wastewater treatment facility capable of operating at 4,000 gallons per day of continuous flow. The plant will be used as a teaching tool to enhance student understanding of the operational parameters and problems associated with industrial and municipal treatment plants. Components of the plant will include an activated sludge plant, an air supply system, a controlled input feed system, solids settling tanks, feed and storage tanks, a solids dewatering apparatus, solids stabilization units (both aerobic and anaerobic), and an air emission control system. The composting laboratory will consist of a series of composting machines, waste sizing equipment, storage bins, testing apparatus, work surface lab benches, a mixing area, and mixing equipment. The microbiology instruction lab will consist of bench space and wet chemistry facilities to serve twenty students. A single office for record keeping and communication will also be provided.

The resource recovery materials handling center will provide 4,400 ASF space to receive and process campus generated recyclables, which includes office paper, glass and plastic bottles, aluminum cans, and cardboard. The facility will contain one compactor and two bailers to reduce the bulk materials to pallet-sized bails. Storage space will be provided to accommodate thirty cardboard bails (roughly fifty-six cubic yards). A 500-pound hoist will assist workers to dump and remove contaminated material from collected mixed paper bins. An all-weather truck loading dock with an interior ramp will allow truck filling to occur without encountering weather problems and the blowing of debris. The building walls will be of sufficient strength to be used as a backstop for forklift loading of aluminum and cardboard bails.

4. Justification of the Request: The project will serve the Soil and Waste Resources program. The current space for teaching waste management and microbiology courses is insufficient and overcrowded. This negatively impacts program quality for students. This is the first

waste management facility of its kind built at a technical college or university in Wisconsin. There is only one other facility of its type in the Midwest and only three are known to be at higher education institutions across the country.

This is a specialized field requiring credentialed competency for operation. A deficit of replacement operators can be expected. In many smaller Wisconsin communities, the person charged with operating their sanitary waste treatment system is also the same individual responsible for meeting community recycling, land-fill waste diversion, and composting. A lack of operators can have a negative impact on the Wisconsin economy. Several on-campus resource activities, such as resource recovery, composting, grounds maintenance, and hazardous waste disposal directly related to this academic program provide great opportunity to explore first-hand, the waste stream generated by a “community” of roughly 10,000 daily occupants.

This project was submitted as part of the 2003-05 Capital Budget at a requested amount of \$2,479,000, but it was not recommended for enumeration by the building commission. It was resubmitted in the 2005-07 biennium at a project cost of \$2,479,000 and was subsequently enumerated at \$1,789,000 to construct a pre-engineered metal building in lieu of a masonry structure.

Because of the wet and humid conditions posed by the treatment plant, compost lab, and the recycling center, it was determined that the design assumption for a pre-engineered metal building was incompatible with the purpose of the building. The A/E was directed to review the program and provide cost estimates for a masonry building. The gap between the previously enumerated amount and the current amount is the result of several factors.

The original estimate was done according to budget estimating guidelines for a teaching lab at \$175 per GSF. The same guidelines for today indicate a project of \$224/GSF for construction or about \$3.5 million in total project costs for a teaching lab. However, when the programming was complete the majority of the space was considered a research lab with a cost of approximately \$364/GSF.

5. Budget and Schedule:

Construction		\$3,562,000
Contingency	7%	259,000
A/E Design	7%	364,000
Other Fees		93,000
DSF Management Fee	4%	156,000
Movable & Special Equipment		105,000
Percent for the Arts	0.25%	<u>11,000</u>
Total Project Cost		\$4,550,000

BOR/SBC Approval	June 2009
Bid Date	August 2009
Start Construction	October 2009
Substantial Completion	June 2010
Final Completion	August 2010

6. Previous Action:

August 19, 2004
Resolution 8888

The Waste Management project was recommended as part of the 2005-2007 Capital Budget request at an estimated cost of \$2,479,000 General Fund Supported Borrowing. The project was subsequently enumerated at a cost of \$1,789,000 General Fund Supported Borrowing.

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

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, authority be granted to construct maintenance and repair projects at an estimated total cost of \$2,794,300 (\$2,339,300 Program Revenue Supported Borrowing and \$455,000 Program Revenue-Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2009

1. Institution: The University of Wisconsin System
2. Request: Authority to construct maintenance and repair projects at an estimated total cost of \$2,794,300 (\$2,339,300 Program Revenue Supported Borrowing and \$455,000 Program Revenue-Cash).

ENERGY CONSERVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	Z450	TOTAL
OSH	09D2E	Multi-Bldg Energy Conservation	\$ -	\$ 2,339,300	\$ -	\$ -	\$ -	\$ 2,339,300
EC SUBTOTALS			\$ -	\$ 2,339,300	\$ -	\$ -	\$ -	\$ 2,339,300

FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	Z450	TOTAL
PLT	09E1V	Melcher Hall Ext Window Repl	\$ -	\$ -	\$ 455,000	\$ -	\$ -	\$ 455,000
FM&R SUBTOTALS			\$ -	\$ -	\$ 455,000	\$ -	\$ -	\$ 455,000

	GFSB	PRSB	CASH	GIFT/GRANT	Z450	TOTAL
JUNE 2009 TOTALS	\$ -	\$ 2,339,300	\$ 455,000	\$ -	\$ -	\$ 2,794,300

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

Energy Conservation

OSH - Multi-Building Energy Conservation (\$2,339,300): This project implements energy conservation opportunities based on a recently completed comprehensive investment grade energy audit. The debt service will be paid from the annual energy cost savings from the fuel and utilities appropriation (Fund 109).

Project work includes performance of a wide range of energy conservation measures throughout campus. The project upgrades lighting across campus, replaces steam traps, upgrades HVAC systems and controls, and installs solar electric photovoltaic and solar thermal domestic hot water systems. Facility performance indexing (continuous commissioning services) will also be provided.

Governor Doyle issued Executive Order 145 on April 11, 2006 relating to Conserve Wisconsin and the creation of high performance green building standards and energy conservation for state facilities and operations. The order included direction that the Department of Administration, in consultation with state agencies and the UW System, set energy efficiency goals for state facilities. The order requires a 10% reduction in energy consumption from fiscal year 2005 levels by fiscal year 2008 and a 20% reduction by fiscal year 2010.

This project request will assist UW-Oshkosh in complying with the energy reduction goals that are stipulated in Executive Order 145. The performance of the energy conservation opportunities identified in this request will result in an annual energy savings of \$238,038 and a reduction in energy consumption of approximately 19,584 MMBtu's, which is approximately 7% of the current energy consumption.

Facilities Maintenance and Repair Requests

PLT - Melcher Hall Exterior Windows Replacement (\$455,000): This project replaces 132 exterior windows in the residence hall rooms with new energy efficient units. The replacement units will have commercial grade insulated glass set in thermally broken insulated aluminum frames. Melcher Hall (54,445 GSF constructed in 1966) has a ground/basement floor plus four stories above grade. All replacement windows will be set in existing and unmodified masonry openings. The project requires replacing the interior trim, as needed. The windows in the residence hall living spaces, recreation areas, conference room, and lobby areas will be triple pane operational sliding windows. The window units located in the lounges, stairwells and basement areas of building have been satisfactorily replaced in a previous project, and are not included in this project.

The exterior windows are in poor condition. Many of the windows are too large and need to be downsized for efficiency. The window units have been used and abused for over 40 years and the window hardware is failing. Replacement parts are no longer available. Single glaze windows with thermally unbroken, un-insulated frames waste energy. New energy efficient windows will increase the energy efficiency of the building.

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 over 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:

Program Revenue Supported Borrowing	\$ 2,339,300
Program Revenue Cash.....	455,000
Total Requested Budget ..	\$ 2,794,300

6. Previous Action: None.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

June 5, 2009
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

9:00 a.m.

II.

1. Calling of the roll
2. Approval of the minutes of the May 7 and 8, 2009 meetings
3. Report of the President of the Board
 - a. Resolutions of appreciation:
 - (1). Regent Elizabeth Burmaster
 - (2). Regent Colleene Thomas
 - (3). Additional resolutions
 - b. Wisconsin Technical College System Board report
 - c. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
5. 2009 Academic Staff Excellence Awards
6. Report of the Education Committee
7. Report of the Business, Finance, and Audit Committee
8. Report of the Capital Planning and Budget Committee
9. Election of Officers of the Board of Regents
10. Additional resolutions
11. Communications, petitions, and memorials
12. Additional and unfinished business
13. Move into closed session to consider appointment of a UW-Parkside Chancellor, as permitted by *Wis. Stats.* §19.85(1)(c) and (e); to consider appointment of a UW-Platteville Interim Chancellor, as permitted by *Wis. Stats.* §19.85(1)(c) and (e); to confer with legal counsel regarding pending and potential litigation, as permitted by *Wis. Stats.*

§19.85(1)(g); and to consider annual personnel evaluations, as permitted by *Wis. Stats.* §19.85(1)(c).

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

Wisconsin Partnership Program

Roger E. Axtell, Regent Liaison

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

Diversity Awards Committee

José Vásquez (Chair)
Danae Davis
Kevin Opgenorth
Betty Womack

Special Regent Committee for UW-Parkside Chancellor

Search

Michael Falbo (Chair)
Danae D. Davis
John Drew
Michael Spector

Special Regent Committee for UW-Platteville Chancellor

Search

Thomas A. Loftus (Chair)
Mary Quinnette Cuene
Kevin Opgenorth
Betty Womack

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