



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

Revised 10/2/2009

To: Each Regent

From: Judith A. Temby

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

PUBLIC MEETING NOTICE

RE: Agendas and supporting documents for meetings of the Board and Committee to be held at UW-Eau Claire Davies Center, Eau Claire, WI 53190 on October 15th and 16th, 2009.

Thursday, October 15th, 2009

- | | |
|------------------|---|
| 8:00-10:00 a.m. | Breakfast/Tour of Campus – Davies Center, Dulany Room (240) |
| 10:00-11:00 a.m. | All Regents, Davies Center, Council Fire Room (252) <ul style="list-style-type: none">• Presentation by UW-Eau Claire Chancellor Brian Levin-Stankevich: <i>Transforming Our Future</i> |
| 11:00-12:00 noon | All Regents, Davies Center, Council Fire Room (252) <ul style="list-style-type: none">• The UW System's Participation in <i>Give Students a Compass: A Tri-State Partnership for College Learning, General Education, and Underserved Student Success</i> |
| 12:00-1:00 p.m. | Lunch, Davies Center, Dulany Room (240) |
| 1:00 p.m. | Education Committee, Davies Center, Council Fire Room (252) |
| 1:00 p.m. | Business, Finance & Audit Committee, Davies Center, Eagle Room (229) |
| 1:00 p.m. | Capital Planning & Budget Committee, Davies Center, President's Room (214) |

Friday, October 16th, 2009

9:00 a.m. Board of Regents meeting, Davies Center, Council Fire Room (252)

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 and should be made in advance of the meeting, 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/> on Thursday, October 15, 2009 at 10:00 a.m. until approximately 12:00 p.m., and Friday, October 16, 2009 at 9:00 a.m. until approximately 12:00 p.m.

**THE UW SYSTEM'S PARTICIPATION IN
GIVE STUDENTS A COMPASS:
A TRI-STATE PARTNERSHIP FOR COLLEGE LEARNING, GENERAL
EDUCATION, AND UNDERSERVED STUDENT SUCCESS**

EXECUTIVE SUMMARY

BACKGROUND

The *Give Students a Compass* Project is one of the UW System's signature programs in its collaboration with the Association of American Colleges & Universities (AAC&U) on the LEAP Campaign (*Liberal Education and America's Promise*). LEAP Wisconsin is an initiative of the University of Wisconsin System that seeks to increase understanding of the value and purpose of liberal education for UW students and Wisconsin citizens. In 2005, the Association of American Colleges & Universities (AAC&U) named the University of Wisconsin System its pilot partner in moving the LEAP agenda forward. Wisconsin thus became the first pilot state for AAC&U's advocacy and campus-action activities. The initiative in Wisconsin connects leaders at the 15 UW System institutions, as well as other state colleges and universities, with the broader public to make the case for the importance of a quality liberal education for all citizens.

The Compass Project is a three-year collaborative that seeks curricular redesign for the benefit of all students, in particular those who have been historically under-served by higher education. Supported through funding from the Carnegie Corporation and the Lumina Foundation, it involves three state higher-education systems: the UW System, the California State University System, and the Oregon University System. Each of the state systems has identified three of its campuses to serve as beta or pilot sites for the grant program. The UW System's three Compass campuses are UW-Eau Claire, UW-Milwaukee, and UW-Oshkosh. At the heart of the Compass project is the working hypothesis that state systems can serve as generative catalysts for change, in collaboration with, and supported at the campus level.

The Board of Regents will hear a presentation on the Compass Project at its October 2009 meeting.

REQUESTED ACTION

For information only; no action is required.

DISCUSSION

Overview of the Compass Project

UW-Eau Claire, UW-Milwaukee and UW-Oshkosh were chosen to participate in the Compass Project based on their current engagement with general education reform and their participation in the Equity Scorecard Project. As a part of Compass, each of these campuses are working to foster new program designs that will infuse general education with practices that raise

the levels of performance and success for all students. A critical component of the Compass Project—*Making Excellence Inclusive*—focuses on underserved students by: examining existing effective educational practices (known as High-Impact Practices or HIPs); documenting underserved student participation in them; and ensuring that HIPs become more available to underserved students as a part of redesigned general education programs at Compass campuses. For the purposes of the project, the three campuses have defined “underserved” as students of color, and first-generation and transfer students.

Recent research shows that high-impact teaching practices or HIPs are especially effective at helping students reach those learning outcomes valued most by the academy, in general, and by University of Wisconsin institutions, in particular. These outcomes are what the LEAP Campaign calls the essential learning outcomes and they mirror those comprised by the UW System’s Shared Learning Goals. A part of the UW System’s *Growth Agenda for Wisconsin*, the Shared Learning Goals represent the university’s commitment to prepare students to be competent citizens in the 21st-century, knowledge-based, global society. They include knowledge of human cultures and the natural world; critical and creative thinking skills; effective communication skills; intercultural knowledge and competence; and individual, social, and environmental responsibility.

Moreover, the research has shown that HIPs prove still more effective for historically underserved students: the learning gains made by underserved students who participate in HIPs are dramatic, with significantly increased rates of student retention and engagement. The research also shows, however, that underserved students are least likely to have access to HIPs.

There are a number of intellectually engaging practices defined as high-impact, including first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service and community-based learning, internships, and capstone courses and projects. Descriptions of these practices and the source of the research cited above can be found at: <http://www.aacu.org/leap/hip.cfm>.

Each of the Compass campuses has identified selected HIPs to work on, and each Compass campus is proceeding along a data-informed path towards general education reform. Retention of underserved students has emerged as an essential goal for each of the UW System’s Compass campuses.

Description of Compass Campus Projects

As the following makes clear, the three beta campuses are pursuing different pathways towards their Compass goals, with activities organized and delivered in ways consistent with their institutional missions, governance structures, campus culture, and the educational needs of their student populations.

UW-Eau Claire: UW-Eau Claire is working to infuse the curriculum with High Impact Practices so that all students are served equitably and succeed equally. The several elements of curricular reform include the redesign its General Education program as well as other university graduation requirements. The Compass team has conducted close analysis of student data, disaggregated for particular courses and student populations, that reveals with precision the gaps in access to and participation in HIPs for the campus’s underserved students. The Compass

project is working to develop interventions to address these gaps, including the relation of student advising to HIPs access, which will take place in concert with the expected launching of the revised General Education curriculum.

UW-Milwaukee: Under the umbrella of the LEAP initiative, UW-Milwaukee is engaged in reviewing and improving many aspects of the undergraduate curriculum and experience. The campus's Compass project involves the formulation, adoption, and implementation of a new set of General Education requirements, with inclusive excellence embedded in the new structure. The current requirements (dating from 1984) include competencies (English, math, foreign language), breadth (arts, humanities, natural science, social science), and cultural diversity. In designing the new requirements, the Compass team is using the framework of student learning outcomes to make connections across disciplines and between the first year and the majors, and with a focus on the following high impact practices: freshman seminars, learning communities, study abroad, and undergraduate research.

UW-Oshkosh: The overarching goal of the UW-Oshkosh Compass project is to examine retention efforts in terms of student participation and performance in high impact practices. To that end, the project has two specific goals and an action plan guides the Compass team through an inquiry-based model. Goal one is to increase participation of underserved students in high impact practices to enhance inclusive excellence on the Oshkosh campus. The high impact practices under review for the grant project are First Year Experience, Writing Based Inquiry Studies, the Honors Program, Undergraduate Research, and Study Abroad programs. These high impact practices were selected based on the varying degrees of student selectivity for participation. The second goal for the Compass project is to assist the university's student and academic support programs to meet the distinct needs of transfer and underserved students so that they may be successfully integrated into the university. For the purpose of this grant, underserved students are defined as transfer, minority, and first-generation students. These populations were selected because of the high number of transfer and first-generation students at UW-Oshkosh and because minority students remain the necessary focus of many campus-wide efforts to improve access and retention.

Conclusion

Through the *Give Students a Compass* project, the UW System is working with AAC&U and its sister institutions in California and Oregon to explore and model the ways that state systems can become generative catalysts for change. This is what the UW System has been working towards since becoming a pilot partner in AAC&U's LEAP Campaign in 2005. And this is what the UW System is working towards through the *Growth Agenda for Wisconsin*. The *Growth Agenda* underscores the significant role played by higher education in providing Wisconsin citizens with the knowledge, skills, and habits of mind they need to succeed in the 21st-century global economy. As a part of the Growth Agenda, the System seeks to model Inclusive Excellence by integrating the core values of diversity and equity into all of the UW System's educational and employment practices. The Compass Project might be viewed as a bridge, one that connects several interrelated goals of the *Growth Agenda for Wisconsin* to one another. As such, the Compass Project provides the UW System with the direction to focus its change efforts on transformation that is curricular, cultural and multicultural, and that—above all—places diversity, equity, and excellence at the heart of efforts to improve student learning.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee -

Thursday, October 15, 2009
Davies Center, Council Fire Room
UW-Eau Claire
Eau Claire, Wisconsin

10:00 a.m. All Regents Invited - Council Fire Room (252)

- Presentation by UW-Eau Claire Chancellor Brian Levin-Stankevich: *Transforming Our Future*

11:00 a.m. All Regents Invited - Council Fire Room (252)

- The UW System's Participation in *Give Students a Compass: A Tri-State Partnership for College Learning, General Education, and Underserved Student Success*

12:00 p.m. Lunch

1:00 p.m. Education Committee - Council Fire Room (252)

a. 2009 Report on Remedial Education in the UW System

b. Consent Agenda:

1. Approval of the Minutes of the September 10, 2009, Meeting of the Education Committee and of the Joint Meeting of the Education and Business, Finance, & Audit Committees;
2. Approval: UW-La Crosse Mission Revision;
[Resolution I.1.b.(2).]
3. UW-Milwaukee: Program Authorization of B.A. in Latin American, Caribbean, and U.S. Latino Studies;
[Resolution I.1.b.(3)]
4. UW-Stout: Program Authorization of B.S. in Applied Social Science.
[Resolution I.1.b.(4)]

c. UW-Eau Claire: Presentation of Campus Academic Plan: *Transforming Our Future*

d. UW-Superior: Presentation of Campus Academic Plan

e. Report of the Senior Vice President:

1. Selected Education Committee Priorities and Interests for 2009-2010

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

2009 Report on Remedial Education In the University of Wisconsin System

Executive Summary

Background

In November 1988, the Board of Regents passed a resolution requiring students with Mathematics or English deficiencies to take remedial coursework (Resolution 5088). The Board required a report on the status of remedial education in the UW System on an annual basis. In 1997, the Board of Regents passed Resolution 7382, which changed the reporting cycle from one to three years. The current report focuses on data from fall 2005 through fall 2007, in relation to demographic and academic variables. It also shows first-to-second-year retention rates for the fall 2006 cohort, and six-year graduation rates for the fall 2002 cohort.

As the report indicates, the UW System and its institutions are attentive to the set of circumstances surrounding the need for remediation. In addition to the steps taken by UW institutions to reduce that need (selected examples of which are included in the report), the UW System is involved in a variety of initiatives working to increase the readiness of both incoming and current students for college-level work. Some of these initiatives—like the *KnowHow2Go Network* and the Collaboration with the PK-12 Community to Enrich College Preparation in Math—are a part of the UW System's *Growth Agenda for Wisconsin*. *KnowHow2Go* is working to raise college aspirations in young people and teach them how to successfully access higher education. The PK-12 collaboration includes the identification of competencies needed for college preparation and aligning those with academic standards for high school. The UW System is working collaboratively with the Wisconsin Technical College System, the Wisconsin Association of Independent Colleges and Universities, and the PK-12 community to address math preparation for Wisconsin students as they progress from school, to college, and beyond. Work to date is focused on Math Competency Alignment, through a task force consisting of college and high school math educators from throughout the state, and the Early Math Placement Tool, which will provide high school students with a means of determining how well prepared they are to handle college-level math early enough to enable them to take additional math coursework in high school.

Other efforts include the UW System's participation in Making Opportunity Affordable (MOA) and the American Diploma Project. MOA is a Lumina Foundation-funded project working to increase the level of college degree attainment, in particular for under-represented students in states throughout the country. Wisconsin is one of 11 states selected and funded to do a year of planning and the UW System is the lead entity working in partnership with the state's technical colleges, private colleges, and the Department of Public Instruction to increase access to higher education. Wisconsin is also one of 35 states participating in the American Diploma Project (ADP) Network, dedicated to making sure that every high school graduate is prepared for college or careers through better alignment of both expectations and high school curricula to post-secondary demands.

Requested Action

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

Discussion

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

Remedial Education in the UW System

During the three-year period covered in the 2009 report on *Remedial Education in the UW System*, the percentage of new freshmen who were required to take Math remediation increased from 17.0 percent to 21.3 percent. During the same period of time, the percentage of students who needed English remediation decreased slightly, from 7.8 percent to 6.7 percent.

The retention rates for remedial students are also addressed in the 2009 report as a measure of success for remedial education programs. Specific focus is on the retention of new freshmen to the second year of college. The data indicate a positive effect on retention for students who were identified as needing remediation and completed remedial coursework within their first year. Second-year retention rates for students who both needed and completed remediation are very close to the rates for students who did not require remediation. This holds true for the retention rates of students needing and completing either Math or English remediation (77 percent for Math and 71 percent for English). These rates are significantly higher than the second-year retention rates of students who were required to take remediation but did not complete the requirement within the first year (43.4 percent for Math and 31.6 percent for English).

Six-year graduation rates of the fall 1999 freshmen class cohort provide a picture of the long-term success of students who required Math and English remediation. The data presented in the report show the graduation rates of new freshmen who started at one UW institution and graduated from any institution within the UW System. Of the new freshmen who needed and completed remediation in the first year, 51.1 percent needing Math remediation and 44.1 percent needing English remediation graduated within six years. By contrast, the six-year graduation rate of students who did not require Math remediation was 67.5 percent; the six-year graduation rate of students who did not require English remediation was 67.2 percent.

Conclusion

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

Related Policies

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

Report on Remedial Education in the UW System: Demographics, Remedial Completion, Retention, and Graduation September 2009

Introduction

This report provides information on new freshmen, beginning in the fall of an academic year, who were identified as needing Math and/or English remediation in the UW System. A section is also included on UW institutional efforts to reduce remediation and promote the success of students who need remediation. The report contains six main sections and two appendices:

- Section I: Trends in Math and English Remediation
- Section II: Math and English Remedial Requirement by Selected Characteristics of New Freshmen
- Section III: Math and English Remediation Completion in the First Year
- Section IV: Retention Rate by Math and English Remediation
- Section V: Six-Year Graduation Rate by Math and English Remediation
- Section VI: Efforts to Reduce Remediation and Promote Student Success
- Appendix A: University of Wisconsin System Regent Policy Document: Section IV, 4-8 Remedial Education Policy
- Appendix B: Math and English Remediation Required and Completed by UW Institution, Fall 2005-Fall 2007

Report Highlights

- ◆ The percentage of new freshmen requiring Math remediation has risen from 17.0 percent to 21.3 percent over the most recent three-year time period spanning fall 2005 to fall 2007. The percentage of new freshmen requiring English remediation decreased slightly from 7.8 percent in fall 2005, to 6.7 percent in fall 2007.
- ◆ Compared to Math remediation, students are more likely to complete English remediation in their first year.
- ◆ The second-year retention rate of students completing Math and/or English remediation in their first year is comparable to the second-year retention rate of students who did not require remediation.
- ◆ For students who require Math and/or English remediation, completing the requirement in their first year enhances a student's chances of obtaining a bachelor's degree within six years.
- ◆ UW institutions are involved in a variety of efforts with the goal of reducing the need for Math and English remediation. One set of efforts involves UW faculty working with high schools to align mathematics curricula. UW institutions are also modifying courses using new technologies and techniques to ensure that students who need remediation succeed in their coursework. Additional support is provided to students including workshops/labs with peer and/or faculty assistance and other supplemental learning services.

Section I: Trends in Math and English Remediation

Charts 1 and 2 provide data on the percent of new freshmen needing Math and English remediation from fall 1990 to fall 2007. Over the period since the last report, from fall 2005 to fall 2007, the percentage of new freshmen who were required to take Math remediation increased from 17.0 percent to 21.3 percent. During the same period of time, the percentage of new freshmen needing English remediation declined from 7.8 percent to 6.7 percent. Overall, Math remediation was required more than English remediation. Appendix B contains UW institutional-level data, showing the number and percent of new freshmen requiring Math and English remediation for the fall 2005 through fall 2007.

The percentage of new freshmen needing Math remediation in fall 2007 (21.3%) is higher than the 20.6 percent of new freshmen needing Math remediation in fall 1990, when the Board of Regents last modified the remedial education policy. Over the past 18 years, the percentage of students requiring Math remediation was the lowest in fall 2000 (10.2%) and has been rising since then. The percentage of new freshmen needing English remediation in fall 2007 (6.7%) is lower than the 10.1 percent needing English remediation in fall 1990.

Chart 3 provides data on the percent of new freshmen needing both Math and English remediation from fall 1990 to fall 2007. In fall 2007, 4.5 percent of new freshmen required both Math and English remediation. Over the past 18 years, the percentage of new freshmen needing both Math and English remediation was the highest in fall 1990 (5.3%) and was the lowest in fall 1999 (3.1%).

Chart 1
New Freshmen Needing Math Remediation

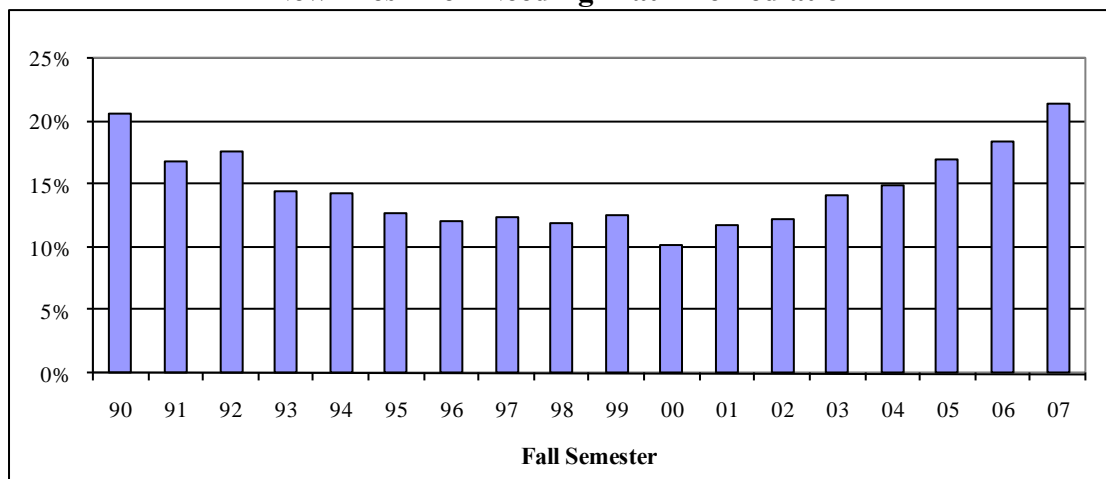


Chart 2
New Freshmen Needing English Remediation

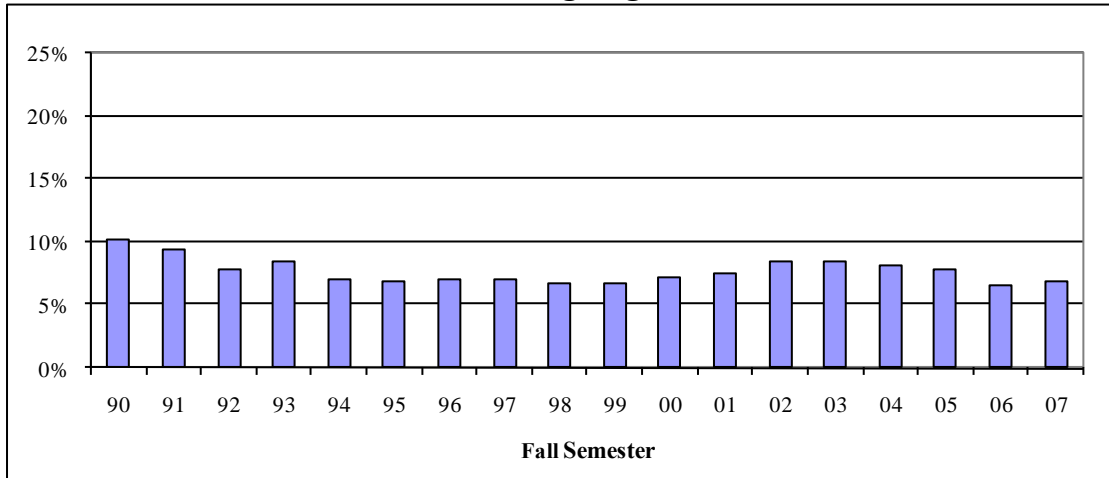
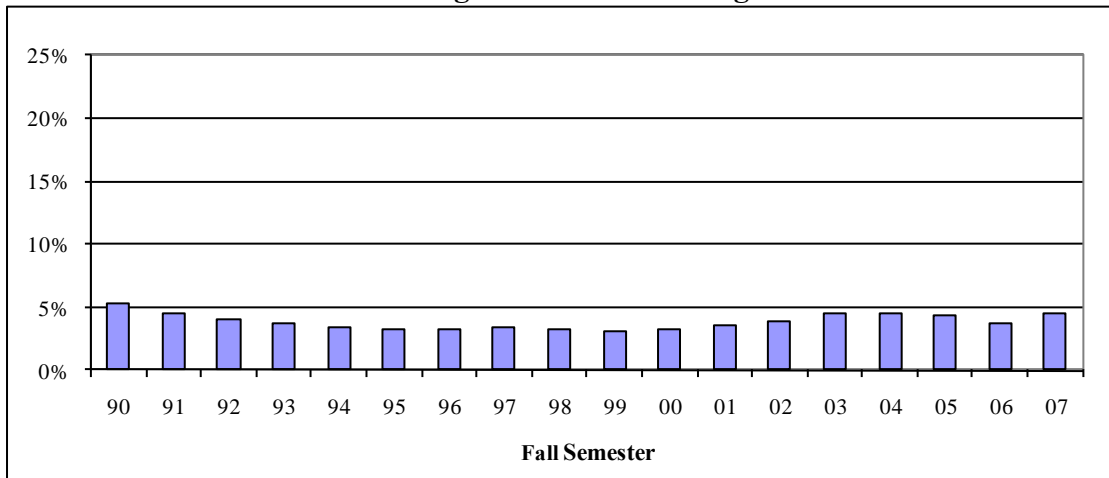


Chart 3
New Freshmen Needing Both Math and English Remediation



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

Tables 1 and 2 show the numbers and percentages of all new freshmen who needed remediation in relation to demographic and academic variables. Table 1 provides the data regarding students who needed Math remediation and Table 2 provides the data regarding students who needed English remediation. Both tables cover a three-year span from fall 2005 through fall 2007.

In all three years, a higher percentage of females were required to take Math remediation (males 19.1% and females 23.2%, in 2007). Conversely, a slightly higher percentage of males needed English remediation (males 7.3% and females 6.3%, in 2007). The percentage for both males and females needing Math remediation increased (males from 14.6% to 19.1% and females from 18.9% to 23.2%). However, for both males and females, the percentages needing English remediation declined slightly from fall 2005 to fall 2007 (males from 8.1% to 7.3% and females from 7.6% to 6.3%).

The need for remediation is closely related to performance on the ACT examination and to high school class rank: the higher the student's ACT score and class rank, the less likely the need for remediation. In fall 2007, 66.7 percent of students achieving an ACT Math score of 18 or below needed Math remediation. Similarly, 30.2 percent of students achieving an ACT English score of 18 or below needed English remediation. For students who ranked in the lowest quartile of their high school class, 55.4 percent required Math remediation and 17.1 percent required English remediation, contrasting sharply with the highest quartile in which 7.6 percent required Math remediation and 2.2 percent required English remediation. However, in fall 2007, only 4.8 percent of UW new freshmen were in the lowest quartile, while 44.5 percent were in the highest quartile. Grouping the new freshmen into bottom and top half of high school rank, 44.4 percent of the students from the bottom half of their high school class required Math remediation and 15.2 percent needed English remediation. This compares to 15.4 percent of students in the top half who required Math remediation and 4.7 percent who needed English remediation. (Note that the percentages provided in this paragraph are based on the proportion of students for whom high school rank and/or ACT score were available.)

Students of color entering the UW System as new freshmen required more Math remediation (35.1% in fall 2007) and English remediation (20.4% in fall 2007) than White/International students. Among students of color, African Americans were most likely to require Math remediation (55.4% in fall 2007) and English remediation (31.4 % in fall 2007).

New freshmen age 20 and over were more likely to require Math remediation than students age 19 and below in all three years. In fall 2007, 43.7 percent of students age 20 and over needed Math remediation, while 20.2 percent of students age 19 and below needed Math remediation. New freshmen age 20 and over comprised 4.8 percent of the new freshmen class in fall 2007. Students age 20 to 24 were more likely to require English remediation than students in other age groups in fall 2005, 2006, and 2007.

New freshmen who received a Pell Grant have a higher rate requiring Math and English remediation than non-Pell recipients. In fall 2007, of new freshmen who received a Pell Grant, 32.7 percent needed Math remediation and 13.3 percent needed English remediation. This compares to 18.6 percent of non-Pell recipients who needed Math remediation and 5.2 percent of non-Pell recipients who needed English remediation.

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

Category	Characteristic	Fall 2005			Fall 2006			Fall 2007		
		All New Fresh	Need Remed	%	All New Fresh	Need Remed	%	All New Fresh	Need Remed	%
Gender	Male	13,410	1,956	14.6%	13,615	2,219	16.3%	14,331	2,743	19.1%
	Female	16,225	3,074	18.9%	15,727	3,158	20.1%	16,321	3,782	23.2%
ACT Math Score*	18 or Lower	5,409	3,100	57.3%	5,646	3,386	60.0%	5,517	3,679	66.7%
	19	1,564	402	25.7%	1,618	497	30.7%	1,769	666	37.6%
	20-21	3,541	561	15.8%	3,656	602	16.5%	3,487	803	23.0%
	22-26	10,339	482	4.7%	10,361	460	4.4%	10,770	767	7.1%
	27-36	6,356	20	0.3%	5,859	17	0.3%	6,618	23	0.3%
H.S. Rank*	Bottom Quartile	1,057	471	44.6%	985	511	51.9%	1,205	668	55.4%
	3rd Quartile	4,286	1,406	32.8%	4,191	1,531	36.5%	4,358	1,804	41.4%
	2nd Quartile	8,264	1,709	20.7%	8,157	1,860	22.8%	8,294	2,149	25.9%
	Top Quartile	11,426	704	6.2%	10,943	683	6.2%	11,125	844	7.6%
Race/ Ethnicity	African American	865	461	53.3%	903	484	53.6%	1,005	557	55.4%
	American Indian	233	61	26.2%	207	57	27.5%	256	69	27.0%
	Southeast Asian	522	132	25.3%	520	120	23.1%	566	150	26.5%
	Other Asian	592	75	12.7%	639	88	13.8%	605	102	16.9%
	Hispanic/Latino	688	193	28.1%	712	216	30.3%	839	271	32.3%
	<i>Students of Color Subtotal</i>	2,900	922	31.8%	2,981	965	32.4%	3,271	1,149	35.1%
	White/International	26,735	4,108	15.4%	26,361	4,412	16.7%	27,381	5,376	19.6%
Age	19 and Under	28,316	4,514	15.9%	28,002	4,878	17.4%	29,195	5,889	20.2%
	20 to 24	881	323	36.7%	886	337	38.0%	914	407	44.5%
	25 to 34	282	126	44.7%	302	117	38.7%	373	174	46.6%
	35 and Over	156	67	42.9%	152	45	29.6%	170	55	32.4%
Pell Grant	Recipient	4,960	1,361	27.4%	5,113	1,512	29.6%	5,857	1,917	32.7%
	Not a Recipient	24,675	3,669	14.9%	24,229	3,865	16.0%	24,795	4,608	18.6%
Total	All Char.	29,635	5,030	17.0%	29,342	5,377	18.3%	30,652	6,525	21.3%

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

Table 1 (Math)

- ◆ The percentage of new freshmen requiring Math remediation increased from fall 2005 to fall 2007.
- ◆ Women were more likely to require Math remediation than men.
- ◆ The data show a relationship between performance on ACT and need for Math remediation.
- ◆ There is also a relationship between high school class rank and need for Math remediation.
- ◆ Among students of color, African Americans are most likely to require Math remediation.
- ◆ Older students are more likely to require Math remediation.
- ◆ Pell Grant recipients are more likely to require Math remediation than non-Pell recipients.

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

Category	Characteristic	Fall 2005			Fall 2006			Fall 2007		
		All New Fresh	Need Remed	%	All New Fresh	Need Remed	%	All New Fresh	Need Remed	%
Gender	Male	13,410	1,082	8.1%	13,615	917	6.7%	14,331	1,040	7.3%
	Female	16,225	1,234	7.6%	15,727	974	6.2%	16,321	1,022	6.3%
ACT English Score*	18 or Lower	5,850	1,760	30.1%	5,959	1,587	26.6%	5,631	1,699	30.2%
	19	1,742	133	7.6%	1,746	74	4.2%	1,837	108	5.9%
	20-21	4,454	185	4.2%	4,739	100	2.1%	4,831	84	1.7%
	22-26	9,263	64	0.7%	9,078	23	0.3%	9,953	31	0.3%
	27-36	5,900	5	0.1%	5,618	5	0.1%	5,909	1	0.0%
H.S. Rank*	Bottom Quartile	1,057	200	18.9%	985	157	15.9%	1,205	206	17.1%
	3rd Quartile	4,286	698	16.3%	4,191	561	13.4%	4,358	640	14.7%
	2nd Quartile	8,264	782	9.5%	8,157	661	8.1%	8,294	680	8.2%
	Top Quartile	11,426	347	3.0%	10,943	248	2.3%	11,125	242	2.2%
Race/ Ethnicity	African American	865	308	35.6%	903	313	34.7%	1,005	316	31.4%
	American Indian	233	22	9.4%	207	13	6.3%	256	22	8.6%
	Southeast Asian	522	175	33.5%	520	116	22.3%	566	137	24.2%
	Other Asian	592	80	13.5%	639	58	9.1%	605	68	11.2%
	Hispanic/Latino	688	122	17.7%	712	89	12.5%	839	124	14.8%
	<i>Students of Color Subtotal</i>	2,900	707	24.4%	2,981	589	19.8%	3,271	667	20.4%
	White/International	26,735	1,609	6.0%	26,361	1,302	4.9%	27,381	1,395	5.1%
Age	19 and Under	28,316	2,186	7.7%	28,002	1,779	6.4%	29,195	1,940	6.6%
	20 to 24	881	92	10.4%	886	94	10.6%	914	92	10.1%
	25 to 34	282	27	9.6%	302	15	5.0%	373	20	5.4%
	35 and Over	156	11	7.1%	152	3	2.0%	170	10	5.9%
Pell Grant	Recipient	4,960	772	15.6%	5,113	654	12.8%	5,857	778	13.3%
	Not a Recipient	24,675	1,544	6.3%	24,229	1,237	5.1%	24,795	1,284	5.2%
Total	All Char.	29,635	2,316	7.8%	29,342	1,891	6.4%	30,652	2,062	6.7%

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

Table 2 (English)

- ◆ The percentage of new freshmen requiring English remediation decreased from fall 2005 to fall 2007.
- ◆ Men were slightly more likely to require English remediation than women.
- ◆ The data show a relationship between performance on ACT and need for English remediation.
- ◆ There is also a relationship between high school class rank and need for English remediation.
- ◆ Among students of color, African Americans are most likely to require English remediation.
- ◆ Students age 20 to 24 are most likely to require English remediation.
- ◆ Pell Grant recipients are more likely to require English remediation than non-Pell recipients.

Section III: Math and English Remediation Completion in the First Year

Charts 4 and 5 provide trend data for the percent of new freshmen who completed remediation in the first year, from fall 1990 to fall 2007. Over the period since the last report, from fall 2005 to fall 2007, the percentage of new freshmen who completed Math remediation in the first year remained steady between 57 percent and 60 percent (59.2% in fall 2007). During the same period of time, the percentage of new freshmen who completed English remediation in the first year increased from 73.6 percent to 75.4 percent. Appendix B contains UW institutional-level data, showing the number and percent of new freshmen who completed remediation in the first year from fall 2005 to fall 2007.

For new freshmen who entered the UW System in fall 2007 and required remediation, the first year Math remediation completion rate was the highest since 1994 and the first year English remediation completion rate was the highest since 2000. Compared to Math remediation, students are more likely to complete English remediation in their first year.

Chart 4
Math Remediation Completed in the First Year

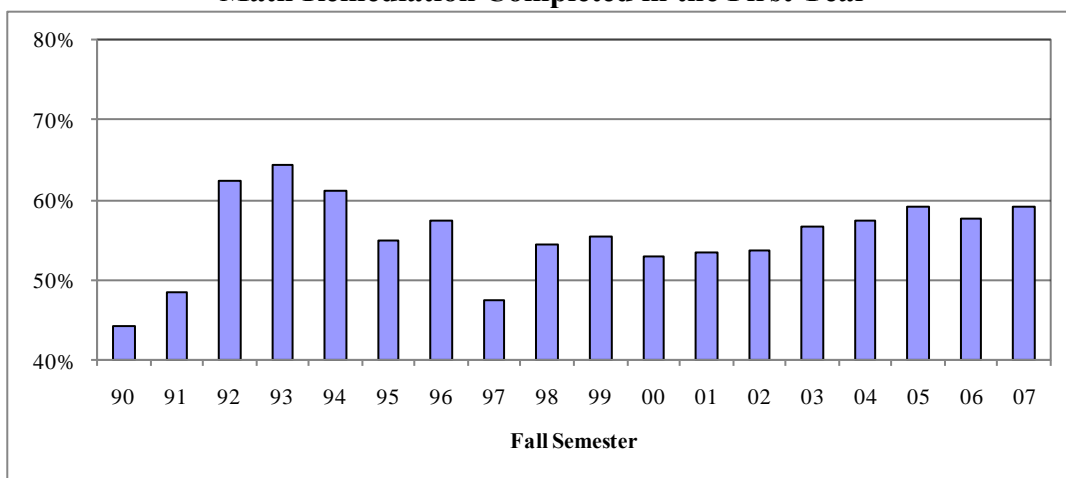
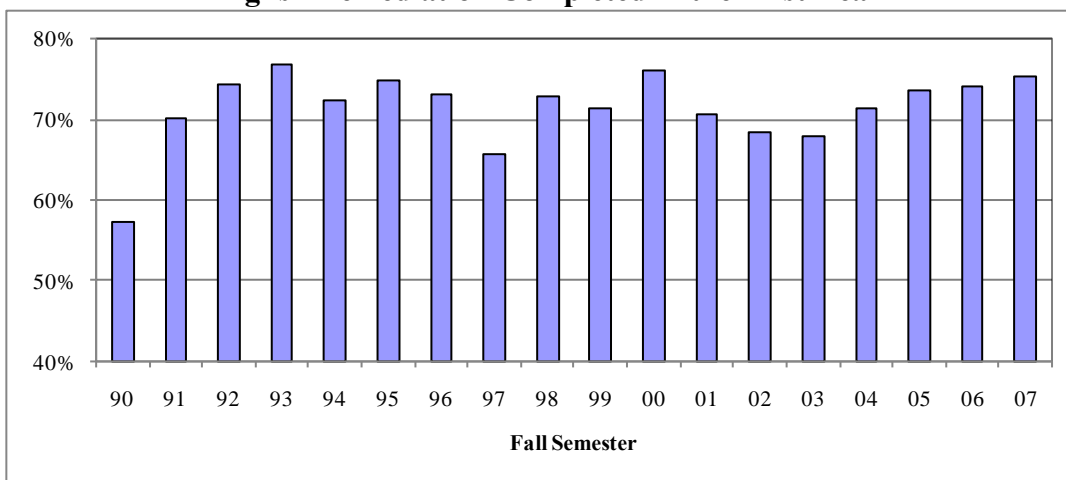


Chart 5
English Remediation Completed in the First Year



Tables 3 and 4 provide the numbers and percentages of new freshmen needing and completing remediation in the first year by selected student characteristics. Table 3 shows the data for students who completed Math remediation in the first year and Table 4 provides the data for students who completed English remediation in the first year. Both tables cover a three-year span from fall 2005 through fall 2007.

In general, for new freshmen needing remediation, students of color were less likely to complete Math and English remediation during their first year than White/International students. Of the new freshmen entering in fall 2007, 47.7 percent of students of color who needed Math remediation completed the remedial requirement in the first year, comparing with 61.7 percent of white/International students. African Americans and American Indians have lower rates of Math remediation completion in the first year than other students of color. Among all students, Southeast Asians have the highest rate of English remediation completion in the first year (81.8% in fall 2007).

Pell Grant recipients identify new freshmen from lower income families. In all three years, students who received a Pell Grant were less likely to complete Math and English remediation in the first year than non-Pell Grant recipients. Of the new freshmen entering in fall 2007 and needing Math remediation, 54.7 percent of Pell Grant recipients completed the requirement in the first year while 61.1 percent of non-Pell recipients completed the requirement in the first year.

Table 3
Students Completing Math Remediation in the First Year
as a Percent of All New Freshmen Needing Math Remediation
by Student Characteristic

Category	Characteristic	Fall 2005			Fall 2006			Fall 2007		
		Need Remed	Compl in the First Year	%	Need Remed	Compl in the First Year	%	Need Remed	Compl in the First Year	%
Race/ Ethnicity	African American	461	184	39.9%	484	169	34.9%	557	228	40.9%
	American Indian	61	28	45.9%	57	27	47.4%	69	28	40.6%
	Southeast Asian	132	92	69.7%	120	74	61.7%	150	91	60.7%
	Other Asian	75	46	61.3%	88	52	59.1%	102	63	61.8%
	Hispanic/Latino	193	115	59.6%	216	121	56.0%	271	138	50.9%
	<i>Students of Color Subtotal</i>	922	465	50.4%	965	443	45.9%	1,149	548	47.7%
	White/International	4,108	2,505	61.0%	4,412	2,660	60.3%	5,376	3,317	61.7%
Pell Grant	Recipient	1,361	724	53.2%	1,512	796	52.6%	1,917	1,048	54.7%
	Not a Recipient	3,669	2,246	61.2%	3,865	2,307	59.7%	4,608	2,817	61.1%
Total	All Char.	5,030	2,970	59.0%	5,377	3,103	57.7%	6,525	3,865	59.2%

Table 4
Students Completing English Remediation in the First Year
as a Percent of All New Freshmen Needing English Remediation
by Student Characteristic

Category	Characteristic	Fall 2005			Fall 2006			Fall 2007		
		Need Remed	Compl in the First Year	%	Need Remed	Compl in the First Year	%	Need Remed	Compl in the First Year	%
Race/ Ethnicity	African American	308	205	66.6%	313	204	65.2%	316	226	71.5%
	American Indian	22	15	68.2%	13	4	30.8%	22	17	77.3%
	Southeast Asian	175	135	77.1%	116	98	84.5%	137	112	81.8%
	Other Asian	80	54	67.5%	58	42	72.4%	68	52	76.5%
	Hispanic/Latino	122	81	66.4%	89	59	66.3%	124	83	66.9%
	<i>Students of Color Subtotal</i>	707	490	69.3%	589	407	69.1%	667	490	73.5%
	White/International	1,609	1,214	75.5%	1,302	996	76.5%	1,395	1,064	76.3%
Pell Grant	Recipient	772	547	70.9%	654	479	73.2%	778	585	75.2%
	Not a Recipient	1,544	1,157	74.9%	1,237	924	74.7%	1,284	969	75.5%
Total	All Char.	2,316	1,704	73.6%	1,891	1,403	74.2%	2,062	1,554	75.4%

Section IV: Retention Rates by Math and English Remediation

Figures 1 and 2 exhibit second-year retention rates of fall 2006 new freshmen. Comparisons are presented regarding the retention rates of students who needed remediation and those who did not. Further comparisons are shown among those who required remediation with respect to the completion of this requirement. Figure 1 presents retention rates in relation to Math remediation; Figure 2 presents retention rates in relation to English remediation.

The figures show that students who required remediation were less likely to be retained to the second year than students who did not need remediation. However, for those who needed and completed remediation during their first year, second-year retention rates were comparable to the rates for the students who did not need remediation. About 77 percent of students who needed and completed Math remediation were retained to the following year, while only 43.4 percent of those who needed but did not complete the requirement were retained. Similarly, almost 71 percent of students who needed and completed English remediation were retained to the following year, compared with only 31.6 percent of students who needed but did not complete remediation.

Students who needed remediation were also less likely to be retained to the third year than students who did not need remediation. Among students who required remediation, those who completed the requirement in the first year had a much higher third-year retention rate than students who did not complete the requirement. Of the new freshmen who needed and completed Math remediation in the first year, 56.8 percent were retained to the third year, while only 29.4 percent of those who needed but did not complete the Math requirement were retained to the third year. Similarly, the third-year retention rate was 52.4 percent for students who needed and completed English remediation during their first year, compared with 23.4 percent for those who did not complete the English requirement during their first year.

These findings may indicate the positive effect of the remediation programs offered at UW institutions on retention rates. Other factors that may influence these outcomes include differences among students in the number of semesters they are enrolled during the first year, and student support services which provide training and other assistance to students who need improved study techniques, learning strategies, and other higher education survival skills.

Key Findings

Figure 1 (Math)

- ◆ Math remediation was required by 18.3 percent of new freshmen in fall 2006.
- ◆ Of the new freshmen who did not require Math remediation, 78.2 percent were retained to the second year and 66.9 percent were retained to the third year.
- ◆ Of those who needed and completed Math remediation during their first year, 77.0 percent were retained to the second year, compared with 43.4 percent for those who did not complete the requirement during their first year.
- ◆ Of those who needed and completed Math remediation during their first year, 56.8 percent were retained to the third year, compared with 29.4 percent for those who did not complete the requirement during their first year.

Figure 2 (English)

- ◆ English remediation was required by 6.4 percent of new freshmen in fall 2006.
- ◆ Of the new freshmen who did not require English remediation, 76.4 percent were retained to the second year and 64.2 percent were retained to the third year.
- ◆ Of those who needed and completed English remediation during their first year, 71.0 percent were retained to the second year, compared with 31.6 percent for those who did not complete the requirement during their first year.
- ◆ Of those who needed and completed English remediation during their first year, 52.4 percent were retained to the third year, compared with 23.4 percent for those who did not complete the requirement during their first year.

Figure 1

**Second Year Retention Rate at Institution Where Started
for New Freshmen Entering Fall 2006
by Completion of Math Remedial Requirement**

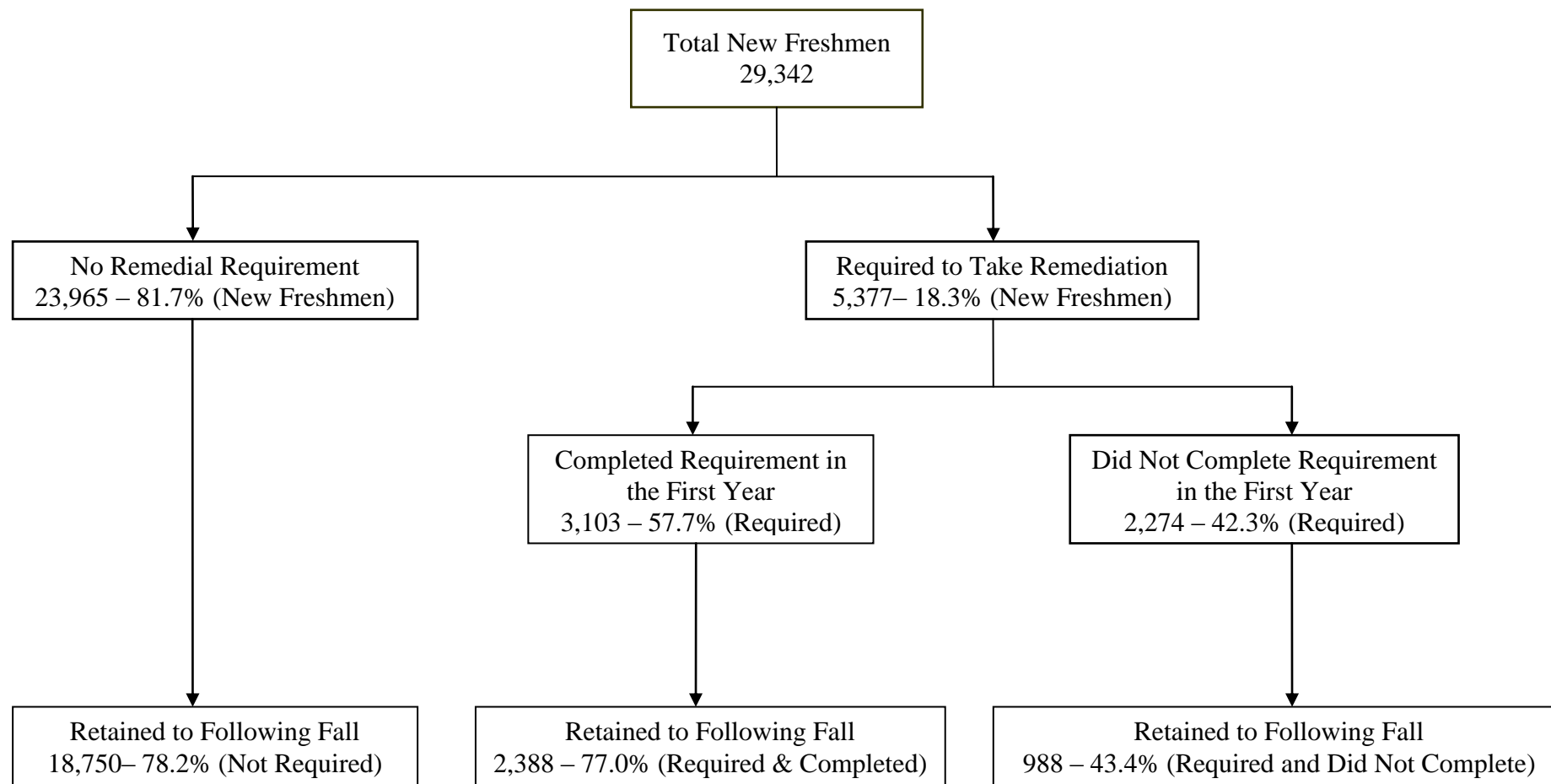
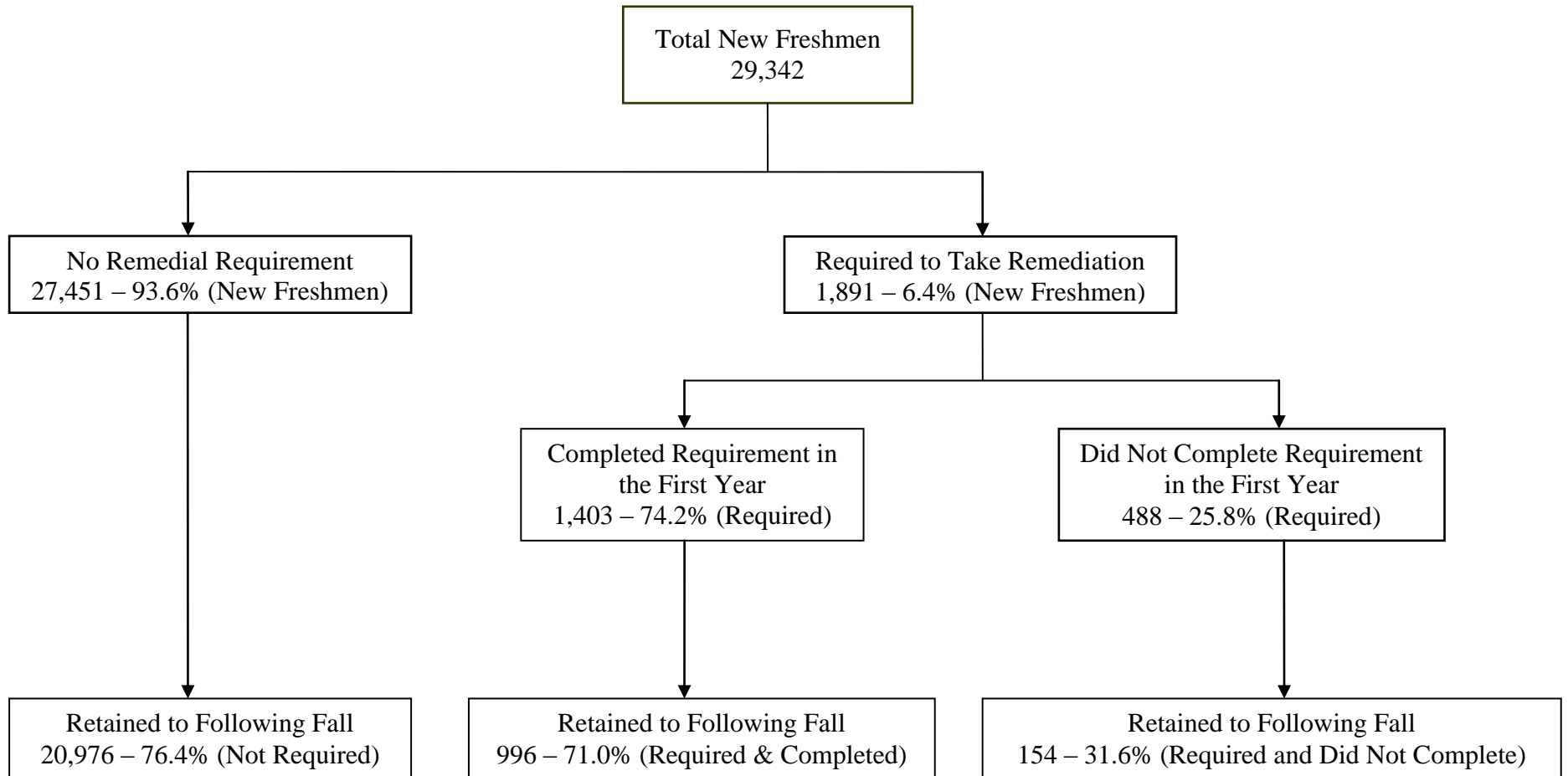


Figure 2

**Second Year Retention Rate at Institution Where Started
for New Freshmen Entering Fall 2006
by Completion of English Remedial Requirement**



Section V: Six-Year Graduation Rates by Math and English Remediation

Figures 3 and 4 exhibit six-year graduation rates of new freshmen entering full-time in fall 2002. These graduation rates are for all students who started at one UW institution and graduated from any institution within the UW System. Comparisons are presented regarding the graduation rates of students who needed remediation and those who did not. Further comparisons are shown among those who required remediation with respect to the completion of this requirement. Figure 3 presents six-year graduation rates in relation to Math remediation; Figure 4 presents six-year graduation rates in relation to English remediation.

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

Key Findings

Figure 3 (Math)

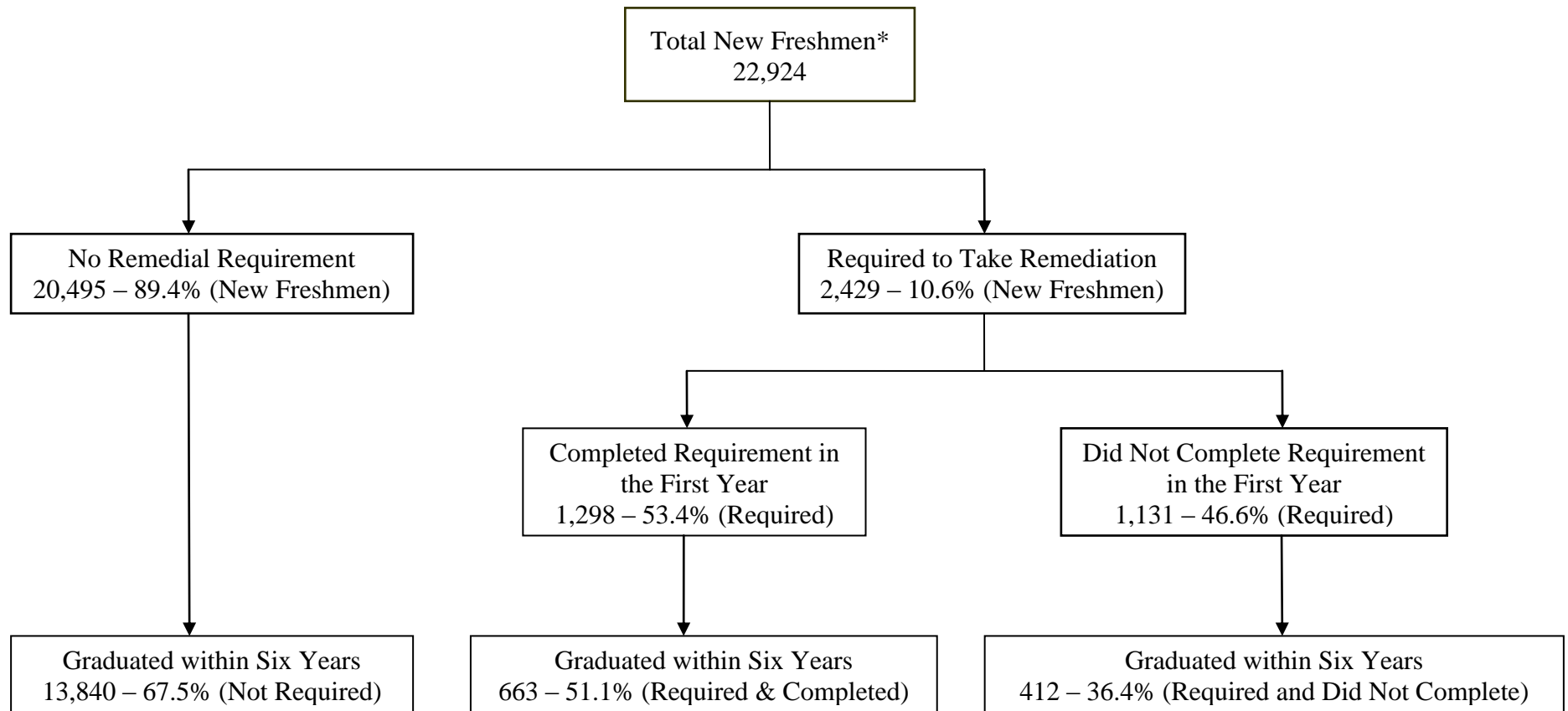
- ◆ Math remediation was required by 10.6 percent of new freshmen entering full-time in fall 2002.
- ◆ Of students who did not require Math remediation, 67.5 percent graduated in six years.
- ◆ Of those who needed Math remediation, 53.4 percent completed the requirement during their first year.
- ◆ Of those who needed and completed Math remediation during their first year, 51.1 percent graduated in six years, compared with 36.4 percent for those who did not complete the requirement during their first year.

Figure 4 (English)

- ◆ English remediation was required by 8.0 percent of new freshmen entering full-time in fall 2002.
- ◆ Of students who did not require English remediation, 67.2 percent graduated in six years.
- ◆ Of those who needed English remediation, 68.1 percent completed the requirement during their first year.
- ◆ Of those who needed and completed English remediation during their first year, 44.1 percent graduated in six years, compared with 31.5 percent for those who did not complete the requirement during their first year.

Figure 3

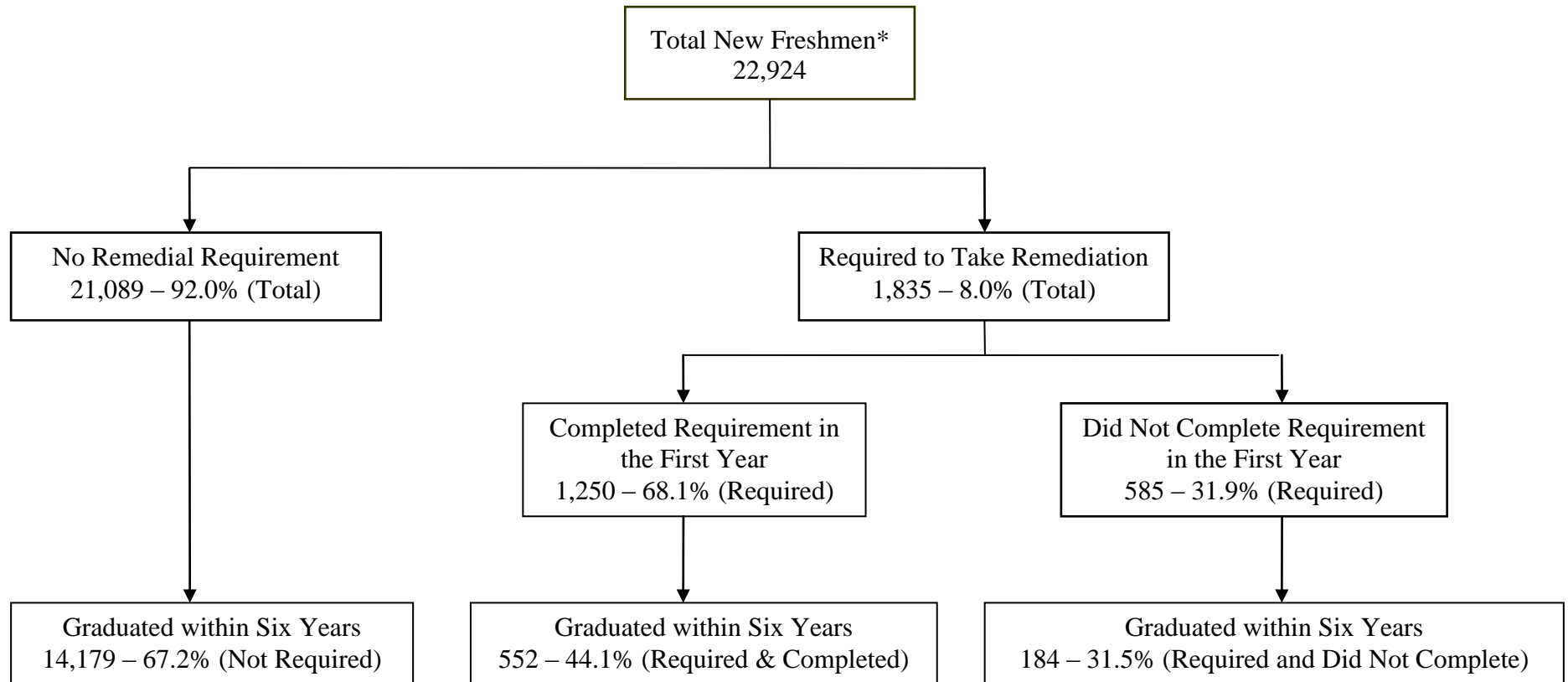
**Six Year Graduation Rate at Any UW Institution
for Full-Time New Freshmen Entering Fall 2002
by Completion of Math Remedial Requirement**



* UW Colleges were excluded.

Figure 4

**Six Year Graduation Rate at Any UW Institution
for Full-Time New Freshmen Entering Fall 2002
by Completion of English Remedial Requirement**



* UW Colleges were excluded.

Section VI: Efforts to Reduce Remediation and Promote Student Success

UW institutions are using a variety of tactics to reduce the need for Math and English remediation, as well as to ensure that the students who need remediation are retained and graduate.

The following is a selection (but by no means comprehensive list) of institutional efforts to reduce the need for Math and English remediation.

- ◆ Collaboration with high schools to align the mathematics curricula.

UW-Stout received a UW System Growth Agenda Grant to collaborate with instructors at Menomonie High School in an effort to better align curricula at the high school and college levels. The goal of this partnership, which will begin in August 2009 and run through the 2009-10 academic year, is to better prepare high school students for success in college mathematics courses.

At UW-La Crosse, the *MathCAST: Collaboration and Alignment to Advance Student Learning in Mathematics project* was recently funded through a UW System Growth Agenda Grant. In order to advance systemwide initiatives, the *MathCAST* project brings together a regional partnership to ensure the preparation and retention of students in rigorous college mathematics courses through 9-14 curriculum alignment, the development of technology-enhanced content modules, and the implementation of a college readiness program that will serve as a vehicle for improving the mathematics achievement of *all* students, especially those from underserved populations.

- ◆ Intervention programs with pre-college populations.

Remediation prevention services provide intervention programs for infants to high school students, designed to eradicate difficulties early enough to foster effective pre-collegiate preparation. The UW-Eau Claire Human Development Center, an interdisciplinary clinical program, offers low-cost assessment, intervention, and school consultation services for children and young adults. The Center helps clients with difficulties that include underachievement, developmental disabilities, learning disabilities, and poor reading skills, all of which have the potential to lead to the need for remedial education at the college level.

Examples of efforts to ensure the success of students who need remediation include:

- ◆ Use of new delivery models for remedial courses.

In spring 2009, UW-Green Bay piloted a new delivery model for remedial mathematics. Instead of the standard 14 week, 3 hour/week, every-other-day class meeting schedule, the course was delivered in an intensive 7 week module in which the students met 5 days a week for either 55 or 80 minutes a day. The course utilized a pedagogical approach whereby content was delivered and practiced daily in the classroom setting. The textbook had a sophisticated online homework and learning support component, and an undergraduate teaching assistant was available to assist students in the classroom and outside the class, either in one-on-one or small group tutorial sessions. The pilot was very successful: 87% of the participants in the pilot section passed the course. Student satisfaction was also very

high. Based on the successful pilot, the program will expand in fall 2009 to include all sections of remedial mathematics.

At UW-Milwaukee, students who are required to take remedial mathematics courses may choose to take the traditional semester-long 090 and 095 classes, or instead elect courses that are mastery-based, self-paced, and technology-supported combinations of 090/095 and 095/105. Students who choose these self-paced options advance quickly—often through three class-levels of mathematics in one semester, and do so with grades of A and B.

- ◆ Providing additional support for students in remedial Math and English courses.

UW-Parkside piloted two sections of Structured Learning Assistance (SLA) in ACSK 015: Elementary Algebra. These sections include an extra hour of workshop led by either mathematics professionals or senior mathematics students. The workshop leader attends all sessions of the class and leads a weekly workshop where students are able to review concepts, ask questions about the homework, and participate in quiz and test reviews.

UW-Platteville's Peer Assisted Learning Program (PAL) is based on the Supplemental Instruction Program used on many campuses. Students who have successfully completed a course participate in the course with the enrolled students, and offer alternative learning sessions outside the classroom. These sessions are in addition to the support offered by the instructors during office hours. The "PALs" offer tutoring, reviews for exams, and laboratory assistance at times when teaching staff are not available. It is not unusual for students to meet with the PALs during late afternoons, evenings, or on weekends.

UW-Whitewater plans to require additional interventions with students who need remedial coursework. Students will be required to enroll in a specific New Student Seminar section for their first semester and have a Career Inventory Program Assessment. These students will be assigned to an Academic Advisor in the Advising Center. They will not only be required to have their mandatory two meetings with their advisor but will be required to have an eight-week grade review. These students will have their grades checked in weeks six-seven and grades will be reviewed in week eight with their advisor. This same procedure will be repeated in the second semester of attendance.

- ◆ Summer bridge programs to give students a head-start on developing college success skills and completing remedial requirements.

UW-La Crosse's Academic Success Institute (ASI) provides a transitional bridge for students between high school and college. Students in the program are: 1) first-generation college students (neither parent earned a bachelor's degree); 2) members of a historically underserved group (multicultural student); or 3) economically disadvantaged. Most of the students in ASI are required to successfully complete the summer program before entering as first year students at UW-La Crosse in the fall semester. ASI students are enrolled in a remedial English course and take a Math workshop in the summer. The summer program extends into the freshman year with additional support for the students as they progress in their coursework.

- ◆ Development of a common set of learning outcomes and professional development for faculty teaching the courses.

UW Colleges English faculty have adopted a uniform set of composition learning outcomes for all composition courses including English 098. These learning outcomes are shared with all instructors and with all students. A workshop is planned for August to discuss implementation. The workshop is open to all English faculty and instructional academic staff members. The English faculty also hosted a Reaching At-Risk Students Workshop with over 100 UW System participants and have developed a web-based resource for instructors.

Each year, a UW Colleges-wide workshop is held, bringing developmental mathematics instructors, including faculty from the mathematics department, together to share and discuss pedagogical practices designed to increase student learning and motivation, use of technology in the classroom, and developing critical thinking and problem solving skills.

Appendix A

University of Wisconsin System Regent Policy Documents

(Source: <http://www.uwsa.edu/bor/policies/rpd/rpd4-8.htm>)

SECTION IV, 4-8 REMEDIAL EDUCATION POLICY

1. New freshman who are admitted to Institutions of the University of Wisconsin System in accord with criteria approved by the Board of Regents and whose scores on English or mathematics placement or proficiency tests indicate a low probability for success in college level courses in either or both of those subjects shall be required to complete successfully the necessary remedial courses prior to completion of 30 credits. Institutions may grant exceptions to individual students; however, they must clearly document the reasons for such exceptions.
2. Remedial courses in English and mathematics shall not generate credit toward a degree from Institutions in the University of Wisconsin System.
3. Remedial courses in English and mathematics offered by Institutions of the University of Wisconsin System may be taught by faculty and staff they employ, through the University of Wisconsin-Extension, or through contractual arrangements with local VTAE Units. An Institution's remedial courses should be available for students on its campus. The faculty of the University of Wisconsin System shall control the content, standards, and methods of instruction in its remedial courses.
4. The appropriate credit load for all students enrolled in remedial courses will be determined by the Institution. The Institution will be expected to advise students carefully about the appropriate number of credits based on students' high school performance and test scores. Beginning in fall of 1990 each Institution will provide an annual report to System Administration on the number of new freshman identified as needing remediation in English and/or mathematics and the number who successfully completed remedial courses in English and/or mathematics. The president will use this information to compile an annual report for the Board of Regents. *
5. No later than Fall 1991, all remedial courses in the University of Wisconsin System shall be offered on a fee recovery basis.
6. By October 1989, the University of Wisconsin System shall develop a detailed statement of the minimum college-level skills and competencies students are expected to have in mathematics and English upon entrance to the University. This statement shall be widely circulated and periodically updated. It should form the basis for college-preparatory courses in mathematics and English offered by secondary schools and for remedial courses offered by the University.
7. An initial screening for these competencies shall include admitted freshmen's scores on the ACT and any other additional performance criteria that each University of Wisconsin System Institution may choose. Students who score above the University of Wisconsin System established level on the ACT mathematics and English subtests are expected to have a high probability of success in college-level courses and may be exempted from further testing. For students who score below the University of Wisconsin System-established level, each Institution shall determine the specific instruments and performance criteria used for placement in college-level or remedial courses. Information about the University of Wisconsin System-established level on ACT mathematics and English subtests and each Institution's instruments and performance criteria shall be made available to the secondary schools and to potential University of Wisconsin students.
8. The University of Wisconsin System will cooperate with the Department of Public Instruction in developing a plan for assessing English and mathematics skills of high school students throughout the state. Examination results shall be made available to students, their parents, and their schools. Students whose scores suggest they are unlikely to place into college-level English and mathematics courses upon entering college shall be encouraged to take courses in high school that are designed to improve their English and mathematics competencies and lessen the possibility of their placing into remedial courses.

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

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

Appendix B

New Freshmen Needing and Completing Math Remediation in the First Year, by UW Institution Fall 2005 through Fall 2007

Institution	Fall 2005				Fall 2006				Fall 2007			
	# Req Rem	% of Total New Freshmen	# Compl	% Compl of Rem Req	# Req Rem	% of Total New Freshmen	# Compl	% Compl of Rem Req	# Req Rem	% of Total New Freshmen	# Compl	% Compl of Rem Req
UW-Madison	63	1.0%	38	60.3%	40	0.7%	15	37.5%	42	0.7%	26	61.9%
UW-Milwaukee	1,251	28.8%	785	62.7%	1,290	31.5%	824	63.9%	1,771	38.5%	1,117	63.1%
UW-Eau Claire	197	9.5%	170	86.3%	181	8.9%	160	88.4%	111	5.5%	93	83.8%
UW-Green Bay	149	16.1%	102	68.5%	174	16.9%	134	77.0%	197	19.6%	148	75.1%
UW-La Crosse	63	3.6%	45	71.4%	70	4.0%	57	81.4%	81	4.6%	61	75.3%
UW-Oshkosh	163	10.0%	118	72.4%	169	9.6%	114	67.5%	627	35.6%	377	60.1%
UW-Parkside	458	52.2%	176	38.4%	517	57.0%	186	36.0%	531	55.8%	268	50.5%
UW-Platteville	575	46.1%	323	56.2%	619	43.0%	320	51.7%	595	38.5%	322	54.1%
UW-River Falls	125	10.3%	51	40.8%	147	11.3%	63	42.9%	141	11.0%	83	58.9%
UW-Stevens Point	141	9.2%	108	76.6%	166	10.1%	136	81.9%	152	9.4%	116	76.3%
UW-Stout	92	5.4%	64	69.6%	84	5.5%	56	66.7%	99	6.6%	79	79.8%
UW-Superior	140	40.5%	77	55.0%	114	36.5%	66	57.9%	124	35.4%	93	75.0%
UW-Whitewater	343	20.0%	296	86.3%	342	18.9%	281	82.2%	428	20.7%	347	81.1%
UW Colleges	1,270	30.8%	617	48.6%	1,464	35.6%	691	47.2%	1,626	38.8%	735	45.2%
TOTAL	5,030	17.0%	2,970	59.0%	5,377	18.3%	3,103	57.7%	6,525	21.3%	3,865	59.2%

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

**New Freshmen Needing and Completing English Remediation
in the First Year, by UW Institution
Fall 2005 through Fall 2007**

Institution	Fall 2005				Fall 2006				Fall 2007			
	# Req Rem	% of Total New Freshmen	# Compl	% Compl of Rem Req	# Req Rem	% of Total New Freshmen	# Compl	% Compl of Rem Req	# Req Rem	% of Total New Freshmen	# Compl	% Compl of Rem Req
UW-Madison	0	0.0%	0	N/A	0	0.0%	0	N/A	0	0.0%	0	N/A
UW-Milwaukee	791	18.2%	621	78.5%	602	14.7%	491	81.6%	713	15.5%	585	82.0%
UW-Eau Claire	13	0.6%	12	92.3%	14	0.7%	13	92.9%	15	0.7%	12	80.0%
UW-Green Bay	61	6.6%	57	93.4%	87	8.5%	79	90.8%	83	8.3%	78	94.0%
UW-La Crosse	34	1.9%	19	55.9%	15	0.9%	6	40.0%	26	1.5%	4	15.4%
UW-Oshkosh	42	2.6%	23	54.8%	25	1.4%	15	60.0%	35	2.0%	23	65.7%
UW-Parkside	348	39.6%	248	71.3%	389	42.9%	282	72.5%	378	39.7%	260	68.8%
UW-Platteville	59	4.7%	41	69.5%	59	4.1%	37	62.7%	80	5.2%	56	70.0%
UW-River Falls	29	2.4%	24	82.8%	19	1.5%	13	68.4%	98	7.6%	84	85.7%
UW-Stevens Point	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UW-Stout	326	19.1%	254	77.9%	193	12.7%	154	79.8%	124	8.3%	96	77.4%
UW-Superior	79	22.8%	48	60.8%	54	17.3%	40	74.1%	68	19.4%	54	79.4%
UW-Whitewater	139	8.1%	132	95.0%	133	7.4%	133	100.0%	145	7.0%	143	98.6%
UW Colleges	395	9.6%	225	57.0%	301	7.3%	140	46.5%	297	7.1%	159	53.5%
TOTAL	2,316	7.8%	1,704	73.6%	1,891	6.4%	1,403	74.2%	2,062	6.7%	1,554	75.4%

NA = "Not Applicable" or "Not Available"

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

EDUCATION COMMITTEE

Resolution I.1.b.(2):

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 University of Wisconsin-La Crosse's revised mission statement.

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

EXECUTIVE SUMMARY

BACKGROUND

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."

The University of Wisconsin-La Crosse requests approval for its 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 Joe Gow and Provost Kathleen 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 revised statement is an entirely new document articulating UW-La Crosse's select mission. It 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.

UW-La Crosse's revised mission statement underwent initial review at the June 4, 2009, meeting of the Education Committee. On September 18, 2009, a public hearing was held on the UW-La Crosse campus, presided over by Chancellor Joe Gow and Regent Brent Smith, and attended by members of the campus community. Over 60 individuals attended the hearing, including campus representatives and 43 members of the public from La Crosse and the surrounding area. The public hearing resulted in broad support for the revised mission statement.

Copies of UW-La Crosse's current mission and its proposed revised mission are attached.

REQUESTED ACTION

Approval of Resolution I.1.b.(2), approving UW-La Crosse's revised mission statement.

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. in Latin American, Caribbean, and U.S. Latino Studies
University of Wisconsin-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.b.(3):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.A. in Latin American, Caribbean, and U.S. Latino Studies.

NEW PROGRAM AUTHORIZATION
Bachelor of Arts in Latin American, Caribbean, and U.S. Latino Studies
UW-Milwaukee

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in the *University of Wisconsin System Guidelines for Academic Program Planning and Approval* (ACIS-1, Revised June 2009), the new program proposal for a B.A. in Latin American, Caribbean, and U.S. Latino Studies at the University of Wisconsin-Milwaukee is presented to the Board of Regents for consideration. If approved, the program will be subject to a Regent-mandated review to begin five years after its implementation. That review will be conducted jointly by UW-Milwaukee and UW System Administration and the results will be reported to the Board.

The proposed interdisciplinary major in Latin American, Caribbean, and U.S. Latino Studies (LACUSL) will be housed in the College of Letters and Science, and jointly administered by the Latino Studies Program and the Center for Latin American and Caribbean Studies. The rationale for this program arose from the impact of globalization, the increasing importance of Latin American countries as political and economic players on the global stage, the growing influence of the Latino population in the U.S., and the increasing number of issues in which both the U.S. and Latin America are stakeholders.

Certificate programs are offered by UW-Milwaukee in Latin American and Caribbean Studies as well as in Latino Studies. While the certificate programs will continue, the proposed major addresses the need for a degree program that is broader and more comprehensive. The proposed program was developed through the cooperative effort of two units at the University of Wisconsin-Milwaukee: the Center for Latin American and Caribbean Studies (CLACS) and the Roberto Hernández Center (RHC), which serves Latino students at UW-Milwaukee and the Latino population of southeastern Wisconsin.

REQUESTED ACTION

Approval of Resolution I.1.b.(3), authorizing the implementation of the B.A. in Latin American, Caribbean, and U.S. Latino Studies at the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description

The Latin American, Caribbean, and U.S. Latino Studies major will be a 120 credit, interdisciplinary degree program of the College of Letters and Science (L&S). Responsibility for the administration of the program will rest equally with both the Center for Latin American and Caribbean Studies (CLACS) and the Latino Studies Program. The CLACS will provide the day-to-day administration of the program, including record keeping, reporting, and academic advising for the major. In addition, students will have access to the advisors at the Roberto Hernández Center (RHC) and to faculty members whose focus is U.S. Latino and/or Latin American and Caribbean studies. Primary oversight of the major will be the responsibility of a

LACUSL Advisory Committee appointed by the Dean of L&S upon recommendation of the CLACS and the Latino Studies Advisory Committees. The committee membership will represent balance among scholars in Latino Studies and in Latin American and Caribbean Studies, and will involve individuals from at least six different departments, including some from outside the College of Letters and Science. The role of the Advisory Committee is equivalent to that of a department faculty's oversight of its academic programs.

The curriculum for the major will include a minimum of 33 required credits composed of 15 credits of Core Courses and 18 credits of Elective Courses. The Core Courses consist of 2 introductory courses (3 credits each), one integrated course (3 credits), one comparative course (3 credits), and one senior research project (3 credits). Beyond the 33 credits required for the major, students will complete up to 29 credits in English and mathematics competency courses, intermediate-level formal reasoning courses, and intermediate-level foreign language courses, with the specific number of credits depending upon the level of students' skills in these areas when they enter the University. Breadth and cultural diversity requirements total an additional 39 credits, and students generally complete 9-12 credits in advanced coursework beyond the major to satisfy a Letters and Science advanced credit requirement. The remaining 19 (or more) credits are electives. These credits may be used to sample new areas of study or to build a level of expertise in one or more areas. A total of 120 credits are required for the degree.

Program Goals and Objectives

The goal of the proposed program is to prepare graduates who will understand the connectedness and diversity of U.S. Latino, Latin American, and Caribbean peoples and issues; analyze the emerging themes from multiple perspectives using innovative approaches; and apply this knowledge and understanding to their work and life experiences. To accomplish this goal, three primary learning outcomes have been defined:

1. Students will be able to communicate the dynamic historical and contemporary interconnectedness of U.S. Latino, Latin American, and Caribbean communities from multiple disciplinary perspectives;
2. Students will demonstrate a depth of knowledge in at least three of the following clusters: 1) Engaging Artistic, Cultural, and Literary Manifestations Across the Americas; 2) Constructing Empires, Colonies, and Nations; 3) Linking Identities, Spaces, and Diasporas; 4) Building Sustainable Communities and Environments; and 5) Communicating Across Cultures and Nations; and
3. Students will apply their knowledge of Latin American, Caribbean, and U.S. Latino peoples to issues researched in a senior project.

Relation to Institutional Mission

The proposed degree contributes to the UW-Milwaukee select mission "...to meet the diverse needs of Wisconsin's largest metropolitan area...[by providing] a wide array of degree programs, a balanced program of applied and basic research, and a faculty... active in public service." Through partnerships with Milwaukee's Latino community organizations to encourage and support Latino education, leadership, advocacy, and applied research, the proposed program

will contribute to the mission of UW-Milwaukee to “maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels.” Through a focus on Wisconsin’s growing global investments, the movement of Latin American countries such as Brazil and Mexico onto center stage as major global economies, and the increasingly important role that Latino populations play in the new configurations of global economics and politics that are affecting the U.S., the program will address the mission to “promote public service and research efforts directed toward meeting the social, economic, and cultural needs of the State of Wisconsin and its metropolitan areas,” and to “provide educational leadership in meeting future social, cultural, and technological challenges.”

Program Assessment

The program will employ both direct and indirect assessment measures to determine the extent to which the proposed learning outcomes are achieved, and will use that information in curriculum revision. In addition to course assignments and exams, the program includes a senior research project that will serve as the primary direct measure of student achievement of learning outcomes. Each student’s project is expected to demonstrate the three learning outcomes specified previously. The Advisory Committee will review the senior research projects of all students who graduate in a particular year to determine how well the students’ projects demonstrate achievement of those outcomes, and the results of this examination will help determine necessary changes in the curriculum. Indirect measures that the Advisory Committee will also review will include student course evaluations, retention/graduation data, exit interview data, and alumni surveys. The results of this assessment will be used to provide feedback to the program as a whole. Individual course measures and summaries of student performance will be reviewed yearly by the LACUSL Faculty Advisory Committee.

Need

Programs such as LACUSL are important to address an increasing national and international need for research and scholarship that move beyond the nation-state and seek to treat the peoples and cultures in the Americas as an integrated unit. The major will serve both students who are interested in developing a deeper understanding of their own cultures and countries of origins, as well as those whose career aspirations are to provide services for Latino communities, especially in public and government services, education, and health. Data show that the Hispanic population in Wisconsin has increased by 48.2%, and are now 5.1% of the state’s population, according to the U.S. Census Bureau in May 2009. In Milwaukee County alone, the Hispanic population rose during that time by 39%, and currently equals 12% of the population.

The *Occupational Outlook Handbook* for 2008-2009 cites the demand for a workforce that can operate in the world’s interwoven societies and marketplaces, with knowledge of both the U.S. and other countries. The *Handbook* projects increases in employment from 2006 to 2016 for the following careers requiring expansive knowledge of societies and/or cultures within and outside the U.S.: Social and Human Service Assistants (34%), Interpreters and Translators (24%), Postsecondary Teachers (23%), Management Analyst (22%), and Urban and Regional Planners (15%). The *Handbook* cites as advantages for job-seekers in the above professions the following: time spent abroad; engagement in direct contact with foreign cultures; and

knowledge of at least one language other than English. The magazine *Hispanic Business*, in an article from its March 2009 issue, noted the “growing need for high-quality, bilingual and culturally diverse educators” (quoting the vice president of the National Education Association). The need is so great in the southwest that teachers are being recruited in Mexico, Spain, and South America. The proposed major provides a solid foundation for students pursuing such careers. Students completing the LACUSL major will have a deep understanding of issues of greatest concern to Latin America, as well as of the cultural differences among Latin American/Caribbean countries and between the U.S. and Latin America that will be critical to businesses and organizations that have connections in that area. In addition to relevant coursework, service learning experiences, local and international internships, and study abroad experiences will be encouraged and will contribute to educating a cadre of individuals uniquely qualified to identify and respond to issues that will arise as the U.S. and Latin America become more entwined.

A survey of current students enrolled in 46 UW-Milwaukee courses in comparative literature, curriculum and instruction, dance, educational psychology, English, geography, health sciences, history, Latino studies, sociology, and Spanish and Portuguese conducted in Spring 2006 revealed a strong interest in the development of a LACUSL program. A total of 220 survey respondents expressed a definite interest in the major – some as a stand-alone major, many as a second major to supplement a traditional major. Given that more than 500 students have graduated in the past four years with more than one major from the College of Letters and Science, the survey results indicate adequate demand from current students for the LACUSL major.

Projected Enrollment (5 years)8

It is anticipated that between 6 and 8 students will enroll each year in the major. At the steady state, the program projects to enroll 27 students in the major and graduate 6 annually.

	Year 1	Year 2	Year 3	Year 4	Year 5
New students	6	6	7	7	8
Continuing students		5	10	15	19
Total enrollment	6	11	17	22	27
Graduates				1	6

Comparable Programs in Wisconsin and in the Nation

There are currently no Latino Studies major programs in the UW System. UW-Eau Claire and UW-Madison have majors focused on Latin American and Caribbean Studies, and four UW institutions offer a concentration in Latin American Studies within an international studies major. Marquette, St. Norbert, and Viterbo also have similar programs, but no private or public institution in the state integrates Latin American/Caribbean Studies with, or even focuses on, Latino Studies.

Outside Wisconsin, a sample of regional institutions in Illinois, Iowa, Michigan, and Minnesota revealed that there are programs related to LACUSL at Gustavus Adolphus College

(GAC), the University of Illinois-Chicago (UIC), and Northeastern Illinois University (NEIU). However, these programs are neither predominantly interdisciplinary nor integrative of both Latino and Latin American/Caribbean studies, qualities that both external reviewers praised in the LACUSL major. GAC and UIC are limited to the humanities and social sciences; GAC and NEIU only offer a minor; and UIC's program is a two-track, rather than an integrated model.

The proposed program has the unique features of: (1) linking Latino studies with the study of Latin American/Caribbean countries by requiring integrative studies courses especially designed for this major; (2) contributing to a greater understanding of the commonalities and differences among Latinos by requiring courses that encourage students to think comparatively and in a broader global context; (3) appealing to a wide range of student interests by including both Letters and Science (L&S) courses as well as courses from the professional schools and colleges (e.g., Architecture, Arts, Business, Education, Engineering, Health Sciences, and Nursing); and (4) allowing students to focus on such specializations as Chicano, Puerto Rican, Andean, and Southern Cone studies, within the major's comparative approach.

Collaboration

LACUSL is by definition an interdisciplinary program. It involves two UW-Milwaukee centers, the Roberto Hernandez Center and the Center for Latin and American Caribbean Studies, and includes the participation of faculty members from a wide array of Letters & Science departments, including the humanities, social sciences, and natural sciences, as well as professional schools and colleges such as Architecture and Urban Planning, Arts, Education, Nursing, and Social Welfare. CLACS, together with UW-Madison's Latin American, Caribbean, and Iberian Studies Center, is in a consortium that provides a focal point for the study of the Latin American region in the upper Midwest. While no formal agreements are in place for the proposed program, the major will explore sharing courses among institutions and Centers as the program grows.

Diversity

The curriculum encompasses the study of cultures and people of Latin America, the Caribbean region, and U.S. Latinos. Requirements include integrative and comparative courses that will provide broad cultural and ethnic perspectives. The program also allows students to specialize in areas such as Chicano and Puerto Rican studies. Because of their teaching and research interests, faculty members who offer courses for the LACUSL major address subjects of interest to students in majors such as Women's and Urban Studies, and certificate programs such as Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies, Cultures and Communities, and Ethnic Studies. The College has offered courses that address such topics as the Perceptions of Latino Women, LGBT Film in Puerto Rico and Mexico, and Latinos in the City.

The program expects to have an important positive effect on the recruitment of more Latino students to UW-Milwaukee and on their retention and graduation by offering an exciting, innovative, and inclusive program, with diverse perspectives, in an area of great interest to Latinos. Latino and Latin American/Caribbean students at UW-Milwaukee have not previously had such a degree opportunity. Given the University's commitment to related innovations, such as the establishment of a new recruitment office at the United Community Center, it is

anticipated that the number of Latino students will increase in future years and that the LACUSL program will be an important attraction for them. At the same time, it is expected that the broad theme of inter-cultural understanding, which is part of the LACUSL major, also will be attractive to majority students and students from other underrepresented minorities who are committed to improving relations among all ethnic, cultural, and gender groups. The LACUSL major is an ideal forum for the examination of these topics.

One-time funds are included in the budget to provide for the preparation of brochures and other recruitment materials, some of which will be designed specifically to appeal to under-represented populations of students. Such materials will emphasize not only the Latino and Latin American/Caribbean cultural aspects of the major, but also the importance of inter-cultural understanding that will be an underlying theme of the major.

Of the initial group of faculty directly participating in the program, 80% are Hispanic/Latino/a, while 30% are women. Nearly fifty percent of the individuals on the current list of advisory faculty and staff come from underrepresented groups. The diversity of faculty and staff teaching involved in the program is another way that the program offers students a broad array of perspectives.

Evaluation from External Reviewers

Both external reviewers were very positive and enthusiastic about the proposed major. They praised the integrated structure of the major, tying together the history of Latinos and Latin America in teaching and research, and avoiding the physical and departmental division that is common at most universities. As one reviewer wrote, "I am most enthusiastic about this proposal that recognizes the increasing importance of the Latino/a population in the US as well as the increasingly global nature of the world in which we live."

The other reviewer called LACUSL a "well-conceptualized and justified initiative," that pursues a "hemispheric or integrated approach." The reviewer notes that the "innovative focus of the new major benefits from current developments in the fields of Latin American and Caribbean area studies, and U.S. Latino ethnic studies." Finally, the reviewer sees this major as contributing to "UW-Milwaukee's leadership role within the system and state," that it fits well with "particular UW-Milwaukee institutional strengths," such as the University's involvement with the community, and is a "strategic investment for UW-Milwaukee."

Resource Needs

Implementation of the program does not require new permanent faculty or staff. Many of the courses counting towards the proposed degree are currently taught and will continue to be taught to meet the needs of other programs. The 2 FTE of current faculty and instructional staff shown in the budget will teach 8 sections of courses each semester which will meet the requirements for this program (including the two required introductory core courses, three selections of integrated courses, and three sections of either comparative or Latino-focused courses). Although created expressly for the LACUSL program, all such courses will attract many students from other majors as well. Conversely, numerous other courses already regularly offered are appropriate choices for students in the LACUSL program to satisfy the other major

requirements. Two of the current academic staff members of CLACS will each devote 20% of their time towards administration of this program. In addition, 10% of one current classified staff will be assigned to this program. Due to the size of the projected enrollment, the increase in advising load is anticipated to be marginal.

The program budget also shows reallocated funds of 0.5 FTE to provide replacement instructional costs to the home departments of faculty members teaching courses for the proposed program, or to hire adjunct instructors for the program. In any particular year, depending on the selection of courses available from regular departmental course offerings, this fund could increase (and funding is promised by the Dean) up to \$40,000 or fall well below \$20,000. Supply and expense funds are included at \$1,800 per year. An additional sum of \$5,500 is allocated to the supply and expense budget in the first year to develop marketing materials and to add Latino items to the current media library to support the program. The budget also allows \$12,000 for one-time course development grants (\$2,000 each) as incentives for faculty to develop new courses. While the vast majority of necessary courses for the major already are in place, six new courses will be developed to augment the integrated course offerings, create a better balance between Latino and Latin American/Caribbean courses available, and address new knowledge and events.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.b.(3), authorizing the implementation of a B.A. in Latin American, Caribbean, and U.S. Latino Studies at the University of Wisconsin-Milwaukee.

RELATED REGENT POLICIES

University of Wisconsin System Academic Information Series #1 (ACIS-1.0, Revised June 2009).

**Budget for B.A. in Latin American, Caribbean, and U.S. Latino Studies
UW-Milwaukee**

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	2.0	\$193,900	2.0	\$199,717	2.0	\$205,708
Non-instructional Academic/Classified Staff	0.5	\$41,832	0.5	\$43,087	0.5	\$44,380
Non-personnel						
Supplies & Expenses		\$200		\$200		\$200
Subtotal	2.5	\$235,932	2.5	\$243,004	2.5	\$250,288
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	0.5	\$20,000	0.5	\$20,600	0.5	\$21,218
Non-personnel						
Supplies & Expenses		\$7,300		\$1,800		\$1,800
Other (course development)		\$12,000				
Subtotal	3.0	\$39,300	3.0	\$22,400	3.0	\$23,018
TOTAL COSTS		\$275,232		\$265,404		\$273,306
CURRENT RESOURCES						
General Purpose Revenue (GPR)		\$235,932		\$243,004		\$250,288
Subtotal		\$235,932		\$243,004		\$250,288
ADDITIONAL RESOURCES						
GPR Reallocation (from College of Letters and Science)		\$39,300		\$22,400		\$23,018
Subtotal		\$39,300		\$22,400		\$23,018
TOTAL RESOURCES		\$275,232		\$265,404		\$273,306

Program Authorization (Implementation)
B.S. in Applied Social Science
University of Wisconsin-Stout

EDUCATION COMMITTEE

Resolution I.1.b.(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 Applied Social Science.

NEW PROGRAM AUTHORIZATION
Bachelor of Science in Applied Social Science
University of Wisconsin-Stout

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0, Revised June 2009), the new program proposal for a B.S. in Applied Social Science 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 UW-Stout Social Science Department has been in existence since the 1940s and historically offered no majors. In 1982, it began offering minors in History, Economics, and Sociology, as well as teaching minors in Economics and History. In 2008, the minor in Geographic Information Systems was implemented. Given Stout's special mission status and the number of surrounding campuses offering traditional majors in individual Social Science programs, the campus began to investigate an alternative and innovative Social Sciences curriculum. In 2000, the Social Science department initiated a proposal for a B.S. in Applied Social Science following several years' discussions within the department about the value and possibilities of a more broadly based, multi-disciplinary educational program. The proposed major seeks to develop students' abilities to apply broad-based knowledge and skills in the workplace, and to integrate academic studies in the arts and sciences with skills development and application through career preparation. The program will feature a solid base in the Social Sciences along with concentrations or minors in specialized areas currently offered at UW-Stout. To achieve its objectives, the program proposes delivery in a learning environment linking the acquisition of knowledge and skills to the needs of the professional world, thus moving broad-based learning from the theoretical to the practical. UW-Stout's designation as Wisconsin's Polytechnic University and the perceived need for broadly prepared graduates with a clear command of the tools, skills, and tenets that lay at the foundation of all the Social Science disciplines, speak to the value of this degree proposal.

REQUESTED ACTION

Approval of Resolution I.1.b.(4), authorizing the implementation of the Bachelor of Science in Applied Social Science at the University of Wisconsin-Stout.

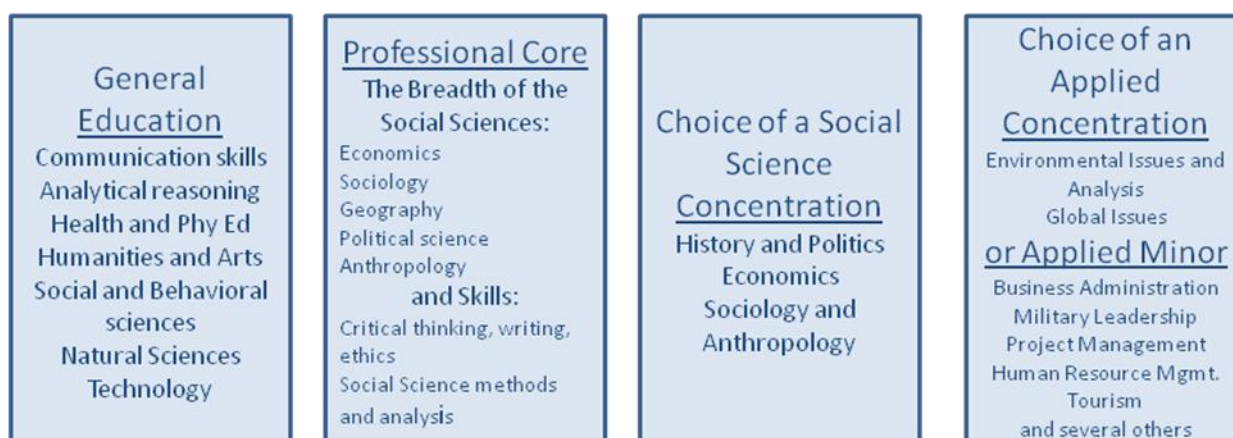
Program Description

The proposed Applied Social Science program will be offered by the Social Science Department in the College of Arts, Humanities and Social Sciences. Its curriculum consists of 120 credits, with a minimum of 43 credits of general education courses and a Social Science professional core of 28 to 38 credits. Students will select a minimum 21-credit Social Science concentration along with an applied concentration or minor for an additional 21 credits.

The B.S. in Applied Social Science is interdisciplinary and features a professional core that provides breadth of knowledge through coursework in the areas of sociology, economics, political science, geography, anthropology, ethics, and critical writing and thinking. The four-course applied social science sequence, which is also part of the core, progresses from an introductory course through two project-based Applied Social Analysis courses and culminates with an Internship/Capstone in Applied Social Science Analysis course to provide depth and rigor in the discipline.

Building on the general education component and professional core of courses, the program offers additional depth of knowledge by giving students the opportunity to select a concentration with additional, upper-level courses in history and politics, economics, or sociology/anthropology. It also offers students an opportunity to combine their broad and deeper knowledge in the Social Sciences with a complementary applied concentration in Environmental Issues & Analysis or Global Studies, or an applied minor such as Business Administration, Disability Services, Environmental Studies, Geographic Information Systems, Human Development and Family Studies, Human Resource Management, Military Leadership, Project Management, or Tourism. The program director will have primary responsibility for advisement and will appoint a faculty member to advise students in each of the concentrations or use existing advisors such as those in the existing applied minors. Additionally, this program and its various curricular options will be discussed in the introductory course "Introduction to Social Sciences".

The Four Components of UW-Stout's Applied Social Science Program



The university's general entrance requirements will apply to those seeking admission into the B.S. in Applied Social Science. A 2.0 GPA in the professional core and concentration coursework will be required for graduation.

Program Goals and Objectives

The Applied Social Science degree will concentrate on four major emphases. It will provide students with: 1) social science theoretical perspectives; 2) a solid knowledge base in the social sciences and history; 3) the ability to apply critical thinking and analytic skills to creatively solve practical problems in the social, economic, and political arenas; and 4) strong leadership and interpersonal skills in an increasingly diverse and changing workforce. Using social science theoretical perspectives and grounded in social science knowledge, students will be able to apply critical and creative thinking skills to successfully problem-solve in their future employment fields. Upon completion of their Applied Social Science degree, students will further have skills in data collection, evaluation and analysis, presentation, and problem-solving.

Students in the B.S. in Applied Social Science program will meet the following general education and program objectives:

General Skills and Abilities (common to all UW-Stout Baccalaureate Degrees)

1. Develop effective reading, writing, speaking, and listening skills and be able to utilize contemporary information and communications systems.
2. Formulate logical and mathematical reasoning related to various branches of knowledge.
3. Acquire knowledge and skills essential to one's physical and mental well being.
4. Think creatively, analyze critically, synthesize clearly, and act responsibly.
5. Develop a critically examined value system and a personal code of ethics.

General Knowledge, Appreciation, and Values (common to all UW-Stout Baccalaureate Degrees)

1. Recognize and appreciate the collective heritage, ideas, and values of a multicultural world and demonstrate sensitivity to socio-cultural diversity and the interdependence of groups in a global society.
2. Understand and appreciate the creativity and imagination expressed in the fine and performing arts to provide a basis for lifelong aesthetic experience.
3. Comprehend and value the natural and physical sciences and their impacts on society.
4. Recognize and appreciate the interrelationships among the ideological, sociological, and technological adaptive systems and their impact on the human experience and the environment.
5. Understand the development and consequences of the behavior of individuals, groups, and institutions in the context of major social, economic, and political forces.
6. Cultivate a historical and political consciousness.
7. Recognize the ongoing and connected nature of human experience over the course of a lifetime.

Professional Program Skills Objectives (Applied Social Science program)

The following Professional Studies learning outcomes will be achieved. Students will be able to:

1. Understand and articulate the ways in which the different social science disciplines reflect social reality and identify similarities and differences among the social science disciplines.
2. Describe the way the different social science disciplines address social issues.

3. Understand and use analytical and research methods of the different social science disciplines that relate to understanding social reality or social issues.
4. Communicate social science concepts and terminology effectively.
5. Critically analyze social science issues within larger historical and global contexts.
6. Understand, interpret, articulate, and apply basic social science research and theory for policy implications.
7. Use information technology to access, retrieve, analyze, and report social science literature and data.
8. Understand the basic fundamentals of multiculturalism, global perspectives, and the contributions of minority and other under-represented populations to a diverse work force.
9. Synthesize concepts and research methods from different social science disciplines and apply these to particular social issues.

Relation to Institutional Mission

The Applied Social Science program will contribute to the advancement of UW-Stout's mission and strategic plan and is consistent with the University's polytechnic designation. According to its select mission, UW-Stout "is characterized by a distinctive array of programs leading to professional careers focused on the needs of society." The Applied Social Science degree is designed to address the projected needs of the state and regional workforce and specifically furthers the mission of the University to offer "public service programs [that can] be adapted and modified as the needs of society change."

With approval from the UW System Board of Regents in 2007, UW-Stout adopted the following definition of a polytechnic university:

"UW-Stout is a comprehensive, career-focused polytechnic university where students, faculty and staff use applied learning, scientific theory and research to solve real-world problems, grow the state's economy and serve society."

While UW-Stout has traditionally focused its efforts on the creation and maintenance of industrial and commercial programs, the changing nature of the economy from the goods production sector to the service sector necessitates that the University also create programs in education, administration, and human services. As UW-Stout selectively expands its program array, the proposed B.S. in Applied Social Science will enhance the University's array in applied learning by offering a program option in the social sciences, an area currently not represented as a major at UW-Stout.

Program Assessment

Students in the Applied Social Science program will be required to create a portfolio, which will contain their work on significant social science projects that demonstrate their skills and knowledge related to the program objectives. The portfolio concept will be initially presented in the Introduction to Social Science course beginning with the student's professional goal statement. The portfolio will be the repository for the projects developed in the three-course sequence of Applied Social Analysis I (sophomore level), Applied Social Analysis II (junior level), and the Internship/Capstone in Applied Social Science (senior level). Students will write a reflection of their learning for each project included in the portfolio. Thus, the portfolio will

provide insight into students' progressive achievement of student learning outcomes correlated with the program objectives from the freshman through senior year. A stratified sample of student portfolios will be assessed each year by faculty teams using a rubric that is based on the nine program objectives. Course-embedded assessments will be conducted for selected courses within the various concentrations. Faculty teams within the concentrations will conduct these assessments.

Results of the portfolio and course-embedded assessments will be the basis of the annual Assessment in the Major report and will be used for continuous program improvement in areas such as course content, course sequencing, changes in teaching methods, or other proposed changes designed to improve student performance. Discussions on strategies for program improvement will be held by the program director with the department faculty, concentration faculty, and the program advisory committee.

Graduate and Employer Follow-up surveys will be conducted on a regular basis to track one-year and three-year graduates, and to assess employer satisfaction with graduates. These survey results will be analyzed by the program director to form an additional basis for improvement in the program and its curriculum. Questions related to the program objectives will be developed by the program director and included as a supplement to the standard survey.

The campus Planning and Review Committee (PRC) will conduct a formal review of the program five years after implementation, to coincide with the UW System joint review, and thereafter on a seven year cycle. The initial PRC review will provide information that will be utilized in the Joint Review process with System. The PRC review process is extensive, including surveys of students, faculty, and program advisory committee members, a self-assessment report by the program director, and a review of the program's enrollment, retention rates, graduation rates, and placement rates. A formal hearing is conducted by the PRC with the program director, department chair and dean. A report with recommendations is presented by the PRC to the Faculty Senate, Provost, and Chancellor. If there are issues of concern, an interim status report may be required prior to the next scheduled review.

Need

Organizations have long known about the advantages of hiring people with social science degrees. A management report conducted by AT&T in 1989 found that *"of all the educational experiences considered among college graduates, undergraduate major was the strongest predictor of managerial performance and progress. Humanities/social science majors had the best overall records with particular strengths in interpersonal and verbal skills and motivation to advance."* A later study, "The Employability of University Graduates in the Humanities, Social Sciences and Education: Recent Statistical Evidence" (1998) found that more than 50% of women in management began their careers with a social science or humanities degree. The national outlook for social science majors is also good:

The *Occupational Outlook 2008-09* (<http://www.bls.gov/oco/oco1002.htm#social>) indicates employment change between 2006-16 for a wide variety of careers in social sciences such as social and community service managers ("much faster than average"), social science research assistants ("as much as average"), social science, other, and in specific fields (generally "as much as average").

It is estimated that employment in Wisconsin will grow about 8% over this time period, resulting in about 927,000 job openings, including replacement needs of about 680,000. Administrative and Support Services, Educational Services, and Social Services in which Applied Social Science program graduates are likely to be employed are listed among the top 10 industries with the most new jobs. The top three occupational groups in terms of both replacement needs and new job growth are Service, Professional and Related, and Office and Administrative Support occupations, respectively. The growth in demand for those occupations with a bachelor's degree (13%) is estimated to outstrip overall employment growth. It is anticipated that this degree will help fill some of the need for graduates with broad-based skills who are well-grounded in the knowledge and perspectives of the social sciences, with abilities to apply these in one of several areas in which they may be employed.

At the campus level there has been growing recognition that while UW-Stout is attractive to students, it must expand its program array to satisfy the needs of its students. The latest Exit Survey Report (BPA, September 19, 2008) conducted by UW-Stout indicates that “overwhelmingly, the primary reason for leaving UW-Stout remains *to pursue a major/program not offered by UW-Stout* (39% in this report, 32% last report).”

The B.S. in Applied Social Science will be the only social science program within UW-Stout's program array. Each year, the University typically enrolls approximately 300 freshman students who have not declared a major. In addition to traditional marketing to prospective freshmen students, the Applied Social Science program will target-market to these undeclared students. UW-Stout also attracts approximately 575 transfer students from the technical colleges, UW Colleges, and other four-year institutions each year and anticipates that the program will be attractive to a portion of these students. Students currently in the Social Sciences minors such as History and Economics may also be internal transfers into the program.

Projected Enrollment (5 years)

It is anticipated that sufficient students will be attracted to the program to ensure its viability. To gauge student interest, 259 students were surveyed between July and October 2008. Freshmen who had not declared a major who were participating in UW-Stout's summer Freshman Orientation, and students who responded to an online survey linked from a mass invitation email to students in select programs at 2-year and Technical College campuses within 70 miles of UW-Stout were surveyed. Of these 259 responses, 15% indicated a high level of interest in the Applied Social Science program.

Table 1 presents the projected five-year enrollment for the proposed program and factors in an 80% retention rate from freshman to sophomore year. It is anticipated that the program will attract both internal and external transfer students and that the program will build to a sustainable recruitment level of 50 students per year by year four.

Table 1: Student Demand – Future Enrollment

Year	Imple- mentation	2 nd year	3 rd year	4 th year	5 th year
New students	15	25	40	50	50
Continuing students	0	12	30	52	66
Total student	15	37	70	102	116
Graduating students	0	0	5	20	35

Comparable Programs in Wisconsin

No other programs in Wisconsin universities offer the distinctive combination of knowledge, skills, and theoretical grounding with practical training that characterize the proposed Applied Social Science program. Typically, universities in Wisconsin offer programs that either comprise traditional social sciences majors (e.g., Economics, Sociology, Political Science), or programs with a practical emphasis, mainly in social work, criminal justice, or teaching. The proposed program is unique in that it offers extensive interdisciplinary grounding in social science theory accompanied by practical training in research methods and general social science practice.

Several universities within the University of Wisconsin System offer broadfield social studies programs. However, these tend to offer general social science instruction, focused mainly at providing students pursuing a teaching certification with an emphasis in general social studies. These universities include UW-Whitewater, UW-Superior, UW-Stevens Point, UW-La Crosse, and UW-River Falls.

Other UW System institutions have social science programs offering students a general background in social studies, including UW-Platteville, and UW-Green Bay. These programs comprise an excellent foundation for further education (graduate school). However, like the above programs, they are not designed as self-contained programs aiming to generate the versatile knowledge and practical application required by social researchers.

Comparable Programs outside Wisconsin

Most comparable programs in regional institutions lack the comprehensive combination of theoretical education and practical application like the one offered by the proposed Applied Social Science program. For example, Cardinal Stritch University offers a broadfield social studies degree for secondary teacher certification which requires no courses relating to the practice of social science data collection and analysis. Saint Mary's University in Minnesota offers a social science major program that may lead to teacher certification. Alverno College offers a broadfield program in social studies for students seeking state teaching certification.

Some peer institutions with a polytechnic emphasis, such as the University of Minnesota-Crookston, offer a major in applied studies, but do not focus on social science. A few other peer institutions provide major programs in social science which resemble the structure and

requirements of UW-Stout's proposed major in Applied Social Science. The focus of these programs is in affording students with both the theoretical background as well as the practical instruction in applied social scientific practice. This is in line with the goals and structure of the proposed program in Applied Social Science

Collaboration

Discussions and/or collaboration have taken place and will continue to take place between the two-year institutions in Wisconsin and UW-Stout with regard to articulation agreements for the Applied Social Science program. These two-year campuses include Chippewa Valley Technical College, Wisconsin Indianhead Technical College, Western Technical College, Northcentral Technical College, and UW-Barron County.

The Applied Social Science program at UW-Stout will be contacting other UW-campuses to investigate the use of specialized courses they may offer in order to offset potentially low-enrollment courses during the first few semesters. Students currently have a substantial variety of courses available through distance learning of which UW-Stout is a significant contributor. These and on-campus courses are often transferable between campuses, which will allow some place-bound students in the program to take coursework elsewhere. Discussions have occurred with UW-Barron County on the possibility of delivering Applied Social Science program coursework simultaneously on both campuses.

Diversity

In the increasingly diverse U.S. society, there is a growing need for people in the workplace to understand diversity and global issues. The Applied Social Science program will help graduates engage with the fundamentals of multiculturalism and global perspectives through its curriculum. It will also work to attract diverse students into the major. The program director will work collaboratively with Admissions and Multicultural Student Services to recruit and retain minority and other underserved populations in the Applied Social Science program.

A broad spectrum of diversity-related courses is integrated within the proposed Applied Social Science curriculum. As part of its academic curriculum, UW-Stout requires ethnic studies and global perspectives components for all its students. These requirements are not only fulfilled but exceeded by the Applied Social Sciences curriculum. Three courses with university-approved ethnic studies designation and four courses with university-approved global perspectives designation are included as requirements within the Professional Core. Each of the three Social Science concentrations has from two-to-six courses with an ethnic studies designation as required or selective courses. Likewise, global perspectives content is also infused within the concentrations. For students especially interested in global issues, Global Studies is offered as an option for students as an applied concentration.

Students in the Applied Social Science program will be exposed to a diverse set of faculty, academic staff, and students. The Social Sciences Department's commitment to diversity, in the broad sense of the term, is reflected in the composition of the department faculty and staff. Currently, full-time women faculty and staff members of the social science department constitute 52% of the department, and UW-Stout's Director of Women's Studies is a tenured member of the Social Science Department. Racial and ethnic diversity is evidenced by faculty and staff members from Iran, Jordan, Kenya, Cyprus, and Nigeria. The Social Science

Department will also focus on U.S. ethnic diversity hires by working closely with the Affirmative Action Office. A new staff member of this office, a woman of Hispanic descent, actively worked with the Department's search committees this past year in generating applicant pools more reflective of the diverse populations in the U.S.

Evaluation from External Reviewers

The Applied Social Science program at UW-Stout has been reviewed by two experts in the area of Applied Social Science: Professor Jack Geller, Head, Arts, Humanities, and Social Sciences Department, University of Minnesota-Crookston; and Professor Thomas Keil, Associate Dean of the New College of Interdisciplinary Arts and Sciences Program at Arizona State University-West.

Dr. Geller, in his evaluation, stated "I really like your concept and strongly believe that such a program would be quite attractive to your students at UW-Stout. In addition, the focus on applied social science is quite congruent with the polytechnic focus of your institution. But most importantly, I really believe that a program like this has enough structure, yet enough flexibility to improve student retention and help prepare your students for a wide array of careers that require a strong focus in the social sciences."

Dr. Geller did suggest that "The Environmental Management application needs to focus more on policy, regulation and social science." This recommendation led to the inclusion of courses in: Public Policy (POLS 315), Environmental Regulation Management (CHEM 452), and both the Sociology of Technology (SOC 300) and Politics and Technology (POLS 250).

In his evaluation, Dr. Keil indicated his belief in the broad appeal of the program stating that, "The program, when implemented, will meet the needs of transfer students from the Wisconsin Technical colleges, returning students, students transferring from community colleges, and traditional students who are looking for a degree that will give them concrete skills for job placement. There is an obvious need for such a program in Wisconsin, given the offerings of the other academic institutions in the social sciences in the state. It also is apparent that there is sufficient student interest in such a program to launch and to sustain such a degree program."

Dr. Keil did suggest that "What makes a program such as this successful is its integration of theory/substantive courses with methodology/statistics courses." New courses will need to be developed that are integrative by definition if a truly interdisciplinary program is to be effective." In response, new courses currently under development in Applied Qualitative Methods and Applied Multivariate Methods have been added to all of the Social Science Concentrations. Additionally, two new courses in Applied Social Analysis were added to the Professional Core.

Resource Needs

UW-Stout currently offers the majority of courses for the Applied Social Science curriculum. The introductory course and the three-course Applied Social Science sequence are the four new courses that are being added to implement the degree. A few additional courses are planned for the concentrations. Thus, UW-Stout will be able to efficiently use existing

resources, including qualified faculty members, courses and facilities, to implement the program in a cost-effective manner.

The first-year budget includes additional personnel resources for a .25 FTE program director and .50 FTE for instruction with an average FTE base salary of \$49,200 plus 40.89% fringe as current cost. The low FTE for year one reflects that the projected 15 enrolled students will primarily be taking general education courses and budgets for two program-specific courses to be offered each semester. The additional .75 FTE in year two and 1.25 FTE in year three reflects the need for specific program-related instruction, for a total of five Applied Social Science courses each semester for year two, and 10 program-specific courses per semester in year three as the enrollment increases from 36 to 70 students, respectively. The existing FTE within the Social Sciences will be reallocated to accommodate teaching these program-specific courses.

Part-time clerical support will be provided by a limited-term employee (LTE) at \$9,600 for year one, which includes the 29.96% fringe. Supplies and services are budgeted at \$3,000 for year one through three, commensurate with similar programs across campus. Similarly, a library budget of \$3,000 is included for year one through three for new program resources.

A GIS lab will be in operation by fall 2010 with the use of a “virtual server” at a cost of \$4500 per year; the cost will be shared between the College of Arts, Humanities and Social Sciences and the College of Science, Technology, Engineering and Mathematics. In year three, \$6,300 will be requested through the campus process for classroom upgrades to furniture, converting a classroom into a seminar room for the capstone courses. Campus classroom upgrades are funded through GPR.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.b.(4) authorizing the implementation of the Bachelor of Science in Applied Social Science 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 2009).

BUDGET FORMAT: AUTHORIZATION TO IMPLEMENT

	Year 1 (2010)		Year 2 (2011)		Year 3 (2012)	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	0.75	\$52,020	0.75	\$53,091	0.75	\$54,153
Graduate Assistants						
Non-instructional Academic/Classified Staff (LTE)		\$9,600		\$9,800		\$10,000
Non-personnel						
Supplies & Expenses		\$3,000		\$3,000		\$3,000
Capital Equipment						
Library		\$3,000		\$3,000		\$3,000
Computing (GIS virtual server)		\$4,500		\$4,500		\$4,500
Other (Define)						
Subtotal		\$72,120		\$73,391		\$74,653
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff			0.75	\$53,091	1.25	\$90,255
Graduate Assistants						
Non-instructional Academic/Classified Staff						
Non-personnel						
Supplies & Expenses						
Capital Equipment						
Library						
Computing						
Other (Define) (seminar room furnishings)						\$6,300
Subtotal		\$0		\$53,091		\$96,555
TOTAL COSTS		\$72,120		\$126,482		\$171,208
CURRENT RESOURCES						
General Purpose Revenue (GPR)	0.75	\$72,120	0.75	\$73,391		\$74,653
Gifts and Grants						
Fees						
Other (Define)						
Subtotal		\$72,120		\$73,391		\$74,653
ADDITIONAL RESOURCES						
GPR Reallocation (with CAHSS funds or from the Provost's reserve)			0.75	\$53,091	1.25	\$90,255
Gifts and Grants						
Fees						
Other (Define) (seminar room furnishings)						\$6,300
Subtotal		\$0		\$53,091		\$96,555
TOTAL RESOURCES		\$72,120		\$126,482		\$171,208

**LATE MAILING NOTICE FOR
EDUCATION COMMITTEE
AGENDA ITEM I.1.c.:
UW-EAU CLAIRE
CAMPUS ACADEMIC PLAN**

**This document is currently
unavailable and will be mailed
separately at a later date.**

UNIVERSITY OF WISCONSIN-SUPERIOR: PRESENTATION OF CAMPUS ACADEMIC PLAN

EXECUTIVE SUMMARY

BACKGROUND

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

At its February 2008 meeting, the Education Committee agreed on a new process whereby UW institutions will periodically present a campus academic plan. Such presentations to the Committee 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.

In 1998, the UW System Board of Regents designated UW-Superior as "Wisconsin's Public Liberal Arts College"; in 2001 the campus adopted a revised mission to reflect this status:

The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse culture and multiple voices.

Since that adoption, UW-Superior has been guided by this mission, as it has examined existing programs, evaluated proposed programs/initiatives, and planned for new programs/initiatives. The UW-Superior Academic Plan summarizes the institution's current academic program array including existing, developing, and new programs and initiatives.

REQUESTED ACTION

For information purposes only; no action is required.

DISCUSSION

As Wisconsin's Public Liberal Arts College, UW-Superior provides an undergraduate academic experience that emphasizes the development of the whole person. Curricular innovation centers on the improvement of the overall student experience. To further its Public Liberal Arts Mission, the campus has embarked upon five initiatives that are infused throughout the student experience: Academic Service Learning, First-year Experience, Global Awareness, Senior Experience, and Writing Across the Curriculum. All these initiatives have become vital, active, staffed components of campus life, and all have established timelines for further development.

UW-Superior serves 2,700 undergraduate and graduate students from the upper Midwest and over 30 different countries with small classes in a friendly, supportive atmosphere. This small size requires the University to guard against program proliferation and to advance new majors and sub-majors carefully and judiciously. In 2004-05, the campus conducted a review of undergraduate majors and sub-majors that reduced the number offered from 79 to 56. Within this context, several new major and minor programs are in process or under consideration. Most recently, UW-Superior has adopted a Sustainable Management Major taught in collaboration with three other UW System institutions, a Global Studies Minor, and a Forensic Chemistry track within the Chemistry Major. Proposals are being reviewed for: majors in Criminal Justice and in Spanish; a minor in Social Work; and a track in Interactive Media.

UW-Superior welcomes nearly half of its new undergraduates as transfer students, many of whom arrive through active articulation agreements within Wisconsin and the region. Currently, the campus is undergoing a systematic review of all existing articulation agreements.

Approximately 11% of UW-Superior students are graduate students in one of seven areas of study. Current Graduate Council initiatives include recruitment and engagement of more international students, improved program assessment, consideration of Master's programs in music and business, and exploration of an Educational Doctorate degree.

UW-Superior has long been recognized for its outreach efforts. The Distance Education Program has served place-bound adults for over 30 years and currently provides roughly 14% of UW-Superior's FTE enrollments. The program offers three Bachelor of Science degree programs with six additional ones under consideration. Superior will also continue to meet regional needs through new and revised programming in Cooperative Extension and Continuing Education, with emphasis on economic development, water quality, and Native American youth.

Research and creative activities are vital components of UW-Superior's liberal arts mission, providing the intellectual underpinnings for academic and outreach activities as well as a model of life-long learning. While UW-Superior is the smallest UW four-year campus, the institution ranks third in the UW-System in the receipt of federally funded grants. In addition to existing research centers and ongoing faculty scholarship, the campus is pursuing two new major research initiatives. In partnership with UW-Extension, the Wisconsin DNR, Coastal Management and others, UW-Superior will be establishing the research priorities for the Lake Superior National Estuarine Research Reserve. The campus is also actively investigating and seeking support for a Superior Research Institute on the Lake Superior waterfront to house a portion of the University's research programs. In addition, the campus has made a significant investment in the Scholarship of Teaching and Learning through the establishment of the Center for Excellence in Teaching and Learning.

While regular program assessment has occurred for many years, the campus is engaged in aligning its assessment with a focus on liberal education and continuous improvement. The campus recently adopted the Self-Study for Continuous Improvement (SSCI) mechanism for assessment of academic programs. In 2009-10, the campus will find or design a mechanism to assess general education learning outcomes, and will research and adopt liberal learning outcomes for all students.

The UW-Superior Academic Plan will be reviewed and revised annually. Primary responsibility for review and revision will rest with faculty governance, with final review and approval by governance bodies and administration.

RELATED REGENT POLICY

University of Wisconsin System Academic Planning a Program Review (November 2007)
Academic Informational Series #1 (ACIS-1, Revised June 2009).

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.2. Business, Finance, and Audit Committee

Thursday, October 15, 2009
Davies Center, Eagle Room
UW-Eau Claire
Eau Claire, Wisconsin

10:00 a.m. All Regents – Council Fire Room (252)

- Presentation by UW-Eau Claire Chancellor Brian Levin-Stankevich:
Transforming Our Future

11:00 a.m. All Regents – Council Fire Room (252)

- The UW System's Participation in *Give Students a Compass: A Tri-State Partnership for College Learning, General Education, and Underserved Student Success*

12:00 p.m. Lunch

1:00 p.m. Business, Finance, and Audit Committee – Eagle Room (229)

- a. UW-Eau Claire Presentation: *Transforming Our Future, The Blugold Commitment*
- b. Status Update on UW System Human Resource System (HRS)
- c. Trust Funds
 1. Managing Endowments: Implications of New Legal, Accounting, and Reporting Frameworks
 2. 2009 Proxy Voting Season Results
 3. Acceptance of New Bequests over \$50,000
[Resolution I.2.c.3.]
- d. Review of Food Service Contract Language Regarding Contractor Employee Transitions
- e. Committee Business
 1. Approval of the Minutes of the September 10, 2009 Meeting of the Business, Finance, and Audit Committee, and the Joint Meeting of the Education and Business, Finance, and Audit Committees

2. Approval of UW-Madison Contract for Merchandising Rights and Facility Rental with Gold Country, Inc.
[Resolution I.2.e.2.]
 3. 2009-10 Committee Agenda and Priorities
- f. Report of the Senior Vice President
 - g. Other items which may be presented to the Committee with its approval

**UW SYSTEM TRUST FUNDS
MANAGING ENDOWMENTS: IMPLICATIONS OF NEW LEGAL,
ACCOUNTING, AND REPORTING FRAMEWORKS**

EXECUTIVE SUMMARY

BACKGROUND

The legal framework governing the management of institutional funds had heretofore consisted primarily of the Uniform Management of Institutional Funds Act (UMIFA), a uniform state law adopted in Wisconsin in 1976 and codified in s. 112.10, Wis. Stats. Reflecting on the 35 years of experience accumulated under UMIFA since it was first introduced in 1972, the Uniform Law Commission (ULC) began work on crafting an updated version of this act. The result was the Uniform Prudent Management of Institutional Funds Act (UPMIFA), approved by the ULC in 2006 and just recently enacted in Wisconsin, becoming effective August 4, 2009. Furthermore, various accounting and disclosure/reporting standards (e.g., FASB/GASB statements) have also evolved over time, giving direct recognition to both UMIFA and now UPMIFA.

REQUESTED ACTION

This item is for informational purposes only.

DISCUSSION

Given the fiduciary responsibilities of the Business, Finance and Audit Committee and the Board of Regents in regard to their oversight of institutional funds held within UW System Trust Funds, it is important that the Committee and the Board be fully apprised of and familiar with the changing laws and standards that apply. The attached report provides a detailed comparison between UMIFA and the new UPMIFA and a discussion of the evolving accounting and disclosure requirements. Current internal policies and practices intended to ensure compliance with applicable standards are then discussed, as are considerations for revisions to such policies/practices in light of the new environment.

RELATED REGENT POLICIES

None.

MANAGING ENDOWMENTS: IMPLICATIONS OF NEW LEGAL, ACCOUNTING, AND REPORTING FRAMEWORKS

Background

The legal framework governing the management of institutional endowment funds had heretofore consisted primarily of the Uniform Management of Institutional Funds Act (UMIFA), a uniform state law adopted in Wisconsin in 1976 and codified in s. 112.10, Wis. Stats. Reflecting on the 35 years of experience accumulated under UMIFA since it was first introduced in 1972, the Uniform Law Commission, or ULC, (formerly known as the National Conference of Commissioners on Uniform State Laws) began work on crafting an updated version of this act. The result was the Uniform Prudent Management of Institutional Funds Act (UPMIFA), approved by the ULC in 2006 and just recently enacted in Wisconsin, becoming effective August 4, 2009.

The following remarks are excerpted from the prefatory comments of the Uniform Law Commission's model UPMIFA:

“UMIFA was drafted almost 35 years ago, and portions of it are now out of date. The prudence standards in UMIFA have provided useful guidance, but prudence norms evolve over time. The new Act provides modern articulations of the prudence standards for the management and investment of charitable funds and for endowment spending. The Uniform Prudent Investor Act (UPIA), an Act promulgated in 1994 and already enacted in 43 jurisdictions, served as a model for many of the revisions. UPIA updates rules on investment decision making for trusts, including charitable trusts, and imposes additional duties on trustees for the protection of beneficiaries. UPMIFA applies these rules and duties to charities organized as nonprofit corporations.

UPMIFA provides guidance and authority to charitable organizations concerning the management and investment of funds held by those organizations, and UPMIFA imposes additional duties on those who manage and invest charitable funds. These duties provide additional protections for charities and also protect the interests of donors who want to see their contributions used wisely.

UPMIFA modernizes the rules governing expenditures from endowment funds, both to provide stricter guidelines on spending from endowment funds and to give institutions the ability to cope more easily with fluctuations in the value of the endowment.

Finally, UPMIFA updates the provisions governing the release and modification of restrictions on charitable funds to permit more efficient management of these funds.”

In addition to a changing legal framework, various accounting and disclosure/reporting standards (i.e., FASB/GASB statements and “staff positions”) have evolved over time, giving direct recognition to both UMIFA and now UPMIFA. This report provides a detailed comparison between UMIFA and the new UPMIFA and a discussion of the evolving accounting and disclosure requirements. Current internal policies and practices intended to ensure compliance with applicable standards are then discussed, as are considerations for revisions to such policies/practices in light of the new environment.

(Note: The full text of UPMIFA as enacted in Wisconsin is provided as an attachment.)

UMIFA versus UPMIFA: Key Differences

Definitions/Concepts

Most importantly, UPMIFA does away with the concept of “historic dollar value” (HDV), which was an integral part of UMIFA. HDV represents the fair value of the endowed gift when it was first received; that is, it is the endowment fund’s beginning value.

Standard of Conduct and Other Considerations in Managing and Investing Institutional Funds

UMIFA’s overall standard of conduct is that the *“members of a governing board shall exercise ordinary business care and prudence under the facts and circumstances prevailing at the time of the action or decision.”* It goes on to say that this exercise should consider certain factors, such as long and short term needs of the institution in carrying out its mission, its present and anticipated financial requirements, expected total investment returns, price level trends, and general economic conditions.

UPMIFA’s standard is that *“each person responsible for managing and investing an institutional fund shall manage and invest the fund in good faith and with the care an ordinarily prudent person in a like position would exercise under similar circumstances.”* UPMIFA goes on to list a set of factors to be considered, if relevant, in managing and investing. These factors essentially include all those contained in UMIFA, as well as the following: expected tax consequences of investment decisions or strategies; the role that each investment or course of action plays in the overall portfolio; other resources of the institution; and the needs of the institution and the fund to make distributions and to preserve capital.

Regarding, specifically, the costs associated with managing and investing, UMIFA provided no explicit direction or guidance. UPMIFA, on the other hand, gives explicit direction to an institution to *“incur only costs that are appropriate and reasonable...”*

Regarding “eligible” investments, neither UMIFA nor UPMIFA provide specific lists but leave investment options essentially wide open (subject to their standards of prudence and care). UMIFA provides that *“any real or personal property deemed advisable by the governing board”* is acceptable. UPMIFA provides that *“an institution may invest in any kind of property or type of investment consistent with this section.”*

Finally, UPMIFA makes it explicit that an institution must diversify its investments, and that it must make decisions about individual investments or assets in an overall portfolio context, not in isolation, and *“as a part of an overall investment strategy having risk and return objectives reasonably suited to the fund and to the institution.”* UMIFA did not specifically address diversification or other concepts derived from “modern portfolio theory.”

Delegation of Management and Investment Functions

Other than its imposition of the “ordinary business care” standard overall, UMIFA provided no express standards regarding the delegation of these functions. UPMIFA, on the other hand, provides certain express expectations in addition to its general imposition of the “prudent person” standard. UPMIFA states that this general standard must be applied when *“selecting an agent;*

establishing the scope and terms of the delegation, consistent with the purposes of the institution and the institutional fund; and periodically reviewing the agent's actions in order to monitor the agent's performance and compliance with the scope and terms of the delegation." Furthermore, UPMIFA provides that an agent has the duty to exercise "reasonable care" and is subject to the institution's state laws and the jurisdiction of its courts. UPMIFA also states that an institution that properly delegates under these standards is not liable for the actions or decisions of the agent.

Appropriation of Appreciation/Expenditure of Funds

UMIFA states that the governing board can appropriate for expenditure, "*so much of the net appreciation, realized and unrealized, in the fair value of the assets of an endowment over the historic dollar value of the fund as is prudent....*" This explicitly sets HDV as a floor, and implies that if there is no appreciation above HDV (i.e., the fund is "underwater"), there can be no further spending until the fund is restored to a level in excess of HDV.

UPMIFA does not contain any reference to HDV or any other explicit limitations on appropriation. Rather, it states in Section 4 that, "*In making a determination to appropriate or accumulate, the institution shall act in good faith, with the care that an ordinarily prudent person in a like position would exercise under similar circumstances, and shall consider, if relevant, the following factors:*

- 1. The duration and preservation of the endowment fund.*
- 2. The purposes of the institution and the endowment fund.*
- 3. General economic conditions.*
- 4. The possible effect of inflation or deflation.*
- 5. The expected total return from income and the appreciation of investments.*
- 6. Other resources of the institution.*
- 7. The investment policy of the institution."*

UPMIFA then provides some important rules of construction. First, it states that, "*To limit the authority to appropriate for expenditure or accumulate..., a gift instrument shall specifically state the limitation.*" It goes on to say that common provisions in a gift instrument, such as the designation of the gift as an endowment or a direction to use only "income" or to "preserve the principal intact," do "*create an endowment fund of permanent duration...*" but "*do not otherwise limit the authority to appropriate for expenditure or accumulate*" under the conditions described in the previous paragraph.

To provide further insight into the UCL's thinking here, given below are excerpts from their Comments to Section 4 of UPMIFA:

"The expenditure rule of Section 4 applies only to the extent that a donor and an institution have not reached some other agreement about spending from an endowment. If a gift instrument sets forth specific requirements for spending, then the charity must comply with those requirements. However, if the gift instrument uses more general language, for example directing the charity to 'hold the fund as an endowment' or 'retain principal and spend income,' then Section 4 provides a rule of construction to guide the charity.

UPMIFA also applies a rule of construction to terms like 'income' or 'endowment.' The assumption in the Act is that a donor who uses one of these terms intends to create a fund that will generate sufficient gains to be able to make ongoing distributions from the fund while at the same time preserving the purchasing power of the fund. Because [HDV] under

UMIFA was a number fixed in time, the use of that approach may not have adequately captured the intent of a donor who wanted the endowment fund to continue to maintain its value in current dollars.... When the institution considers the purposes and duration of the fund, the institution will give priority to the donor's general intent that the fund be maintained permanently. Although the Act does not require that a specific amount be set aside as 'principal,' the Act assumes that the charity will act to preserve 'principal' (i.e., to maintain the purchasing power of the amounts contributed to the fund) while spending 'income' (i.e. making a distribution each year that represents a reasonable spending rate, given investment performance and general economic conditions). Thus, an institution should monitor principal in an accounting sense, identifying the original value of the fund (the historic dollar value) and the increases in value necessary to maintain the purchasing power of the fund."

Release or Modification of Restrictions

UPMIFA provides that an institution may modify a restriction contained in a gift instrument regarding the use or purpose of a fund if the restriction "*becomes unlawful, impracticable, impossible to achieve, or wasteful*" upon application to and approval by the court, and the giving of notification and opportunity to be heard to the State's Attorney General. Such modification, nevertheless, must be "*consistent with the charitable purposes expressed in the gift instrument.*" Furthermore, for smaller, older funds, an institution can release or modify a restriction as described above simply by giving 60 days' notice to the Attorney General of the proposed action. Under the Wisconsin statute, this will apply to funds valued at less than \$75,000 and more than 20 years old.

Under UMIFA, only if the written consent of the donor was unobtainable, could an institution move to release a restriction (modification was not addressed). And in all cases, this would require application to and approval by the court and notification to the Attorney General. If the court found that the restriction was "*obsolete, inappropriate or impracticable,*" it could then release the restriction in whole or in part.

Application to Existing Institutional Funds

UPMIFA states the following: "*This section applies to institutional funds existing on or established after August 4, 2009. As applied to institutional funds existing on August 4, 2009, this section governs only decisions made or actions taken on or after that date.*" Essentially, this means that the Act applies to all institutional funds, new and old, from the effective date forward.

Accounting and Reporting Standards

Accounting and reporting standards, at least for non-governmental or private institutions, have evolved to reflect and recognize the changing legal frameworks for institutional funds, especially in regards to donor-designated endowments. These accounting standards deal primarily with the classification of net assets into various categories (i.e., "unrestricted," "temporarily restricted," and "permanently restricted" net assets) based upon the nature of donor restrictions, if any. (Relevant FASB standards here include Statements 116, 117, 124, and the most recent, FSP 117-1.) The intent of the required accounting presentations is to provide financial statement users (and perhaps donors too) with transparent and understandable information as to the level of funds available to the institution for any purpose, funds restricted as to use and the nature of those restrictions, and the extent and nature of any impairments to amounts deemed permanently restricted. Other disclosure requirements are intended to provide useful information regarding investment and spending

policies.

Governmental accounting and reporting standards (as promulgated under GASB) have to date, not addressed donor-designated endowments as explicitly and in as much detail as have non-governmental standards (as promulgated under FASB). Currently, only GASB 34 addresses accounting and reporting issues dealing with endowments. This standard addresses appropriate net asset classification, and, in this case, calls for the classification of “restricted net assets” into two further categories – “expendable” and “nonexpendable.” “Restricted-nonexpendable” net assets are those “*required to be retained in perpetuity.*” As long as UMIFA reigned, the general presumption was that the HDV of donor-designated endowments would be that amount forever classified as “restricted-nonexpendable.” However, to date, GASB remains silent on the treatment and disclosure of losses in a permanent endowment that decrease its value below that considered to be “permanently restricted” (in GASB parlance) and largely silent on other, fuller informational disclosures. It is anticipated, however, that GASB standards will eventually evolve to more closely mirror FASB standards in this area. Therefore, a look at key requirements under the newer FASB standards is provided here.

Most importantly and most recently, FASB Staff Position (FSP) 117-1, *Endowments of Not-for-Profit Organizations: Net Asset Classification of Funds Subject to an Enacted Version of UPMIFA, and Enhanced Disclosures for All Endowment Funds*, was issued as a direct response to UPMIFA in August 2008 and is effective for private organizations for fiscal years ending after December 15, 2008. The following excerpt from FSP 117-1 provides some background:

“Among its changes, UPMIFA prescribes new guidelines for expenditure of a donor restricted endowment fund (in the absence of overriding, explicit donor stipulations). Its predecessor, UMIFA, focused on the prudent spending of the net appreciation of the fund. UPMIFA instead focuses on the entirety of a donor-restricted endowment fund, that is, both original gift amount(s) and net appreciation. UPMIFA eliminates UMIFA’s *historic-dollar-value* threshold, an amount below which an organization could not spend from the fund, in favor of a more robust set of guidelines about what constitutes prudent spending, explicitly requiring consideration of the duration and preservation of the fund. Questions have arisen about whether UPMIFA’s shift in focus affects the net asset classification of a donor-restricted endowment fund.”

And provided below are key provisions of FSP 117-1:

“Net Asset Classification for Funds Subject to UPMIFA

5. A not-for-profit organization that is subject to an enacted version of UPMIFA shall classify a portion of a donor-restricted endowment fund of perpetual duration as permanently restricted net assets. Consistent with paragraph 14 of FASB Statement No. 116, *Accounting for Contributions Received and Contributions Made*, and paragraph 22 of FASB Statement No. 117, *Financial Statements of Not-for-Profit Organizations*, the amount classified as permanently restricted shall be the amount of the fund (a) that must be retained permanently in accordance with explicit donor stipulations, or (b) that in the absence of such stipulations, the organization’s governing board determines must be retained (preserved) permanently consistent with the relevant law.

Enhanced Disclosures for All Endowment Funds

10. A not-for-profit organization, whether or not it is subject to an enacted version of UPMIFA, shall disclose information to enable users of financial statements to understand the net asset classification, net asset composition, changes in net asset composition, spending policy(ies), and related investment policy(ies) of its endowment funds (both donor-restricted and board-designated).

11. At a minimum, an organization shall disclose the following information for each period for which the organization presents financial statements:

- a. A description of the governing board's interpretation of the law(s) that underlies the organization's net asset classification of donor-restricted endowment funds.
- b. A description of the organization's policy(ies) for the appropriation of endowment assets for expenditure (its endowment spending policy(ies)).
- c. A description of the organization's endowment investment policies. The description shall include the organization's return objectives and risk parameters; how those objectives relate to the organization's endowment spending policy(ies); and the strategies employed for achieving those objectives.
- d. The composition of the organization's endowment by net asset class at the end of the period, in total and by type of endowment fund, showing donor restricted endowment funds separately from board-designated endowment funds.
- e. A reconciliation of the beginning and ending balance of the organization's endowment, in total and by net asset class, including, at a minimum, the following line items (as applicable): investment return, separated into investment income (for example, interest, dividends, rents) and net appreciation or depreciation of investments; contributions; amounts appropriated for expenditure; reclassifications; and other changes.

12. In accordance with the requirements of Statements 117 and 124, an organization also shall provide information about the net assets of its endowment funds, including:

- a. The nature and types of permanent restrictions or temporary restrictions (paragraphs 14 and 15 of Statement 117)
- b. The aggregate amount of the deficiencies for all donor-restricted endowment funds for which the fair value of the assets at the reporting date is less than the level required by donor stipulations or law (paragraph 15(d) of Statement 124)."

Current UW System Internal Policies and Practices

UW System internal policies and practices to help ensure compliance with prior law, UMIFA, have been in place for some time. Regarding UMIFA's spending limitation for donor-designated endowments, and that Act's clear establishment of HDV as the "permanently restricted" floor, the following practices are employed. At the end of each fiscal year, a comparison is made between each donor-designated endowment fund's market value (of its holdings in the Long Term Fund) and its HDV. If a fund's market value is less than its HDV (i.e., it is "underwater"), spending distributions are suspended for the following full fiscal year. The status of such funds is then re-evaluated at the end of the next fiscal year. Also, in the event that the Long Term Fund (the investment pool used for all endowments) experiences a significant market value decline (e.g., ten percent or more) during an intra-evaluation period, Trust Funds staff and the Committee may reconsider the timing of the next determination date (this occurred at December 31, 2008).

Regarding accounting presentations and disclosures in UW System financial statements, the UW System continues to adhere only to relevant GASB requirements. Importantly, the amounts shown

as “restricted – nonexpendable” (or “permanently restricted” in FASB parlance) represent the HDV of all donor-designated endowments. Heretofore, HDV seems to have been the amount universally used to report permanently restricted net assets.

UW System financial statements also currently provide some very basic information regarding investment and spending policies (e.g., asset allocations, the endowment spending rate and how it is applied). However, it should be noted, that very detailed information on investments, investment and spending policies, and expenses is publicly available via the Trust Funds web site.

Possible Revisions to UW System Internal Policies and Practices

In light of the new law, UPMIFA, and evolving accounting and reporting standards, both public and private charitable institutions are reviewing their internal policies and practices, particularly in regards to the management and treatment of donor-designated endowments.

The new Act seems to make clear that in the absence of very specific and certain donor stipulations or limitations regarding spending, an institution will have the authority to deplete an endowment fund below its HDV if deemed prudent to do so considering various factors and circumstances. Nevertheless, the Act and the UCL’s commentary suggest that this could only be prudent on a temporary or short term basis (unless perhaps there is an extended period of deflation, where purchasing power of the original gift grows even without investment gains), as the responsibility remains to preserve purchasing power over the longer term. Also, new accounting and reporting standards, at least for private non-governmental institutions, now give direct recognition to UPMIFA and generally call for a higher level of disclosure to provide financial statement users with more robust information.

Given this new environment, the following UW System internal policy/practice recommendations are offered for consideration:

- Continue to use HDV as that amount reported as “restricted – nonexpendable” or “permanently restricted” for donor-designated endowments (it seems that this may continue to be the default value for many, if not most, institutions).
- Continue to review at least annually, the market value of endowments compared to their HDV, *as well as their CPI or HEPI-inflated HDVs*, and generally operate to restrict spending where the maintenance of purchasing power into perpetuity is deemed to be in jeopardy. However, allow benefiting units to appeal any decisions to curtail appropriation based on extenuating facts and circumstances.
- Provide the “enhanced disclosures for all endowment funds” as prescribed in FSP 117-1, even though application of this standard is not (yet) technically required.
- Review small, older endowments to see if release or modification of restrictions might be warranted; and/or inform benefiting departments that this may be an option.
- Develop a standardized gift “memorandum of understanding” (MOU) and gift language that discusses the flexibility permitted by law with regard to managing donor-designated

endowments. (Note, it is not often that UW System Trust Funds has the opportunity to work with living donors in crafting their gift language, but it does happen on occasion.)

who is holding securities in a fiduciary capacity, any bank or trust company holding securities as a custodian or managing agent, and any bank or trust company holding securities as custodian for a fiduciary may deposit or arrange for the deposit of such securities in a clearing corporation as defined in s. 408.102 (1) (e). When the securities are so deposited, certificates representing securities of the same class of the same issuer may be merged and held in bulk in the name of the nominee of the clearing corporation with any other such securities deposited in that clearing corporation by any person regardless of the ownership of the securities, and certificates of small denomination may be merged into one or more certificates of larger denomination. The records of the fiduciary and the records of the bank or trust company acting as custodian, as managing agent or as custodian for a fiduciary shall at all times show the name of the party for whose account the securities are so deposited. Ownership of, and other interests in, the securities may be transferred by bookkeeping entry on the books of the clearing corporation without physical delivery of certificates representing the securities. A bank or trust company which deposits securities pursuant to this section shall be subject to such rules and regulations as, in the case of state chartered institutions, the division of banking and, in the case of national banking associations, the comptroller of the currency may from time to time issue. A bank or trust company acting as custodian for a fiduciary shall, on demand by the fiduciary, certify in writing to the fiduciary the securities deposited by the bank or trust company in a clearing corporation pursuant to this section for the account of the fiduciary. A fiduciary shall, on demand by any party to a judicial proceeding for the settlement of the fiduciary's account or on demand by the attorney for such a party, certify in writing to the party the securities deposited by the fiduciary in the clearing corporation for its account as such fiduciary.

(2) This section applies to any fiduciary holding securities in its fiduciary capacity, and to any bank or trust company holding securities as a custodian, managing agent or custodian for a fiduciary, acting on December 4, 1975 or who after that date may act, regardless of the date of the agreement, instrument or court order by which appointed and regardless of whether or not the fiduciary, custodian, managing agent or custodian for a fiduciary owns capital stock of the clearing corporation in which the securities are deposited.

History: 1975 c. 107, 199; 1983 a. 189 s. 329 (24); 1985 a. 237 s. 119; 1995 a. 27; 1997 a. 297.

112.08 Premium on bond allowed as expense. Any fiduciary required to give a suretyship obligation may include as a part of the expense of executing the trust the lawful premium paid a surety corporation for executing the obligation.

History: 1977 c. 339; Stats. 1977 s. 112.07; 1977 c. 447; Stats. 1977 s. 112.08.

Legislative Council Note, 1977: This provision is part of s. 204.11, repealed by this act. It has nothing to do with the law of insurance but deals solely with the proper conduct of fiduciaries. As such it belongs in ch. 112 and is transferred there without change. [Bill 258–S]

112.09 Surety, how discharged. (1) Any surety or the personal representative of any surety upon the bond of any trustee, guardian, receiver, executor, or other fiduciary, may be discharged from liability as provided in this section. On 5 days' notice to the principal in such bond, application may be made to the court where it is filed, or which has jurisdiction of such fiduciary or to any judge of such court for a discharge from liability as surety, and that such principal be required to account.

(2) Notice of such application may be served personally within or without the state. If it shall satisfactorily appear to the court or the judge that personal service cannot be had with due diligence within the state, the notice may be served in such manner as the court or judge shall direct. Pending such application the principal may be restrained from acting, except to preserve the trust estate.

(3) If at the time appointed the principal shall fail to file a new bond satisfactory to the court or judge, an order shall be made requiring the principal to file a new bond within 5 days. When

such new bond shall be filed, the court or judge shall make an order requiring the principal to account for all of the principal's acts to and including the date of the order, and to file such account within a time fixed not exceeding 20 days; and shall discharge the surety making such application from liability for any act or default of the principal subsequent to the date of such order.

(4) If the principal shall fail to file a new bond within the time specified, an order shall be made removing the principal from office, and requiring the principal to file the principal's account within 20 days. If the principal shall fail to file the principal's account as required, the surety may make and file such account; and upon settlement thereof and upon the trust fund or estate being found or made good and paid over or properly secured, credit shall be given for all commissions, costs, disbursements and allowances to which the principal would be entitled were the principal accounting.

(5) The procedure for hearing, settling, and allowing the principal's account shall be according to the practice prescribed by ch. 862 for personal representatives. Upon the trust fund or estate being found or made good and paid over or properly secured, the surety shall be discharged from all liability. Upon demand by the principal, the discharged surety shall return the unearned part of the premium paid for the canceled bond.

(6) Any such fiduciary may institute and conduct proceedings for the discharge of the fiduciary's surety and for the filing of a new bond; and the procedure shall in all respects conform substantially to the practice prescribed by this section in cases where the proceeding is instituted by a surety, and with like effect.

History: 1993 a. 486; 2001 a. 102; 2005 a. 155 s. 39; Stats. 2005 s. 112.09.

112.11 Uniform Prudent Management of Institutional Funds Act. (1) **SHORT TITLE.** This section may be cited as the "Uniform Prudent Management of Institutional Funds Act."

(2) **DEFINITIONS.** In this section:

(a) "Charitable purpose" means the relief of poverty, the advancement of education or religion, the promotion of health, the promotion of a governmental purpose, or any other purpose, the achievement of which is beneficial to the community.

(b) "Endowment fund" means an institutional fund or part thereof that, under the terms of a gift instrument, is not wholly expendable by the institution on a current basis. "Endowment fund" does not include assets that an institution designates as an endowment fund for its own use.

(c) "Gift instrument" means a record or records, including an institutional solicitation, under which property is granted to, transferred to, or held by an institution as an institutional fund.

(d) "Institution" means any of the following:

1. A person, other than an individual, organized and operated exclusively for charitable purposes.

2. A government or governmental subdivision, agency, or instrumentality, to the extent that it holds funds exclusively for a charitable purpose.

3. A trust that had both charitable and noncharitable interests, after all noncharitable interests have terminated.

(e) "Institutional fund" means a fund held by an institution exclusively for charitable purposes, but does not include any of the following:

1. Program-related assets.

2. A fund in which a beneficiary that is not an institution has an interest, other than an interest that could arise upon violation or failure of the purposes of the fund.

(f) "Person" means an individual, corporation, business trust, estate, trust, partnership, limited liability company, association, joint venture, public corporation, government or governmental subdivision, agency, or instrumentality, or any other legal or commercial entity.

(g) "Program-related asset" means an asset held by an institution primarily to accomplish a charitable purpose of the institution and not primarily for investment.

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(h) “Record” means information that is inscribed on a tangible medium or that is stored in an electronic or other medium and is retrievable in perceivable form.

(3) STANDARD OF CONDUCT IN MANAGING AND INVESTING AN INSTITUTIONAL FUND. (a) Subject to the intent of a donor expressed in a gift instrument, an institution, in managing and investing an institutional fund, shall consider the charitable purposes of the institution and the purposes of the institutional fund.

(b) In addition to complying with the duty of loyalty imposed by law other than this section, each person responsible for managing and investing an institutional fund shall manage and invest the fund in good faith and with the care an ordinarily prudent person in a like position would exercise under similar circumstances.

(c) In managing and investing an institutional fund, an institution:

1. May incur only costs that are appropriate and reasonable in relation to the assets, the purposes of the institution, and the skills available to the institution.

2. Shall make a reasonable effort to verify facts relevant to the management and investment of the fund.

(d) An institution may pool 2 or more institutional funds for purposes of management and investment.

(e) Except as otherwise provided by a gift instrument, the following rules apply:

1. In managing and investing an institutional fund, the following factors, if relevant, shall be considered:

- a. General economic conditions.
- b. The possible effect of inflation or deflation.
- c. The expected tax consequences, if any, of investment decisions or strategies.
- d. The role that each investment or course of action plays within the overall investment portfolio of the fund.
- e. The expected total return from income and the appreciation of investments.
- f. Other resources of the institution.
- g. The needs of the institution and the fund to make distributions and to preserve capital.
- h. An asset’s special relationship or special value, if any, to the charitable purposes of the institution.

2. Management and investment decisions about an individual asset shall not be made in isolation but rather in the context of the institutional fund’s portfolio of investments as a whole and as a part of an overall investment strategy having risk and return objectives reasonably suited to the fund and to the institution.

3. Except as otherwise provided by law other than this section, an institution may invest in any kind of property or type of investment consistent with this section.

4. An institution shall diversify the investments of an institutional fund unless the institution reasonably determines that, because of special circumstances, the purposes of the fund are better served without diversification.

5. Within a reasonable time after receiving property, an institution shall make and carry out decisions concerning the retention or disposition of the property or to rebalance a portfolio, in order to bring the institutional fund into compliance with the purposes, terms, and distribution requirements of the institution as necessary to meet other circumstances of the institution and the requirements of this section.

6. A person that has special skills or expertise, or is selected in reliance upon the person’s representation that the person has special skills or expertise, has a duty to use those skills or that expertise in managing and investing institutional funds.

(4) APPROPRIATION FOR EXPENDITURE OR ACCUMULATION OF ENDOWMENT FUND; RULES OF CONSTRUCTION. (a) Subject to the intent of a donor expressed in the gift instrument, an institution may appropriate for expenditure or accumulate so much of an endowment fund as the institution determines is prudent for the

uses, benefits, purposes, and duration for which the endowment fund is established. Unless stated otherwise in the gift instrument, the assets in an endowment fund are donor-restricted assets until appropriated for expenditure by the institution. In making a determination to appropriate or accumulate, the institution shall act in good faith, with the care that an ordinarily prudent person in a like position would exercise under similar circumstances, and shall consider, if relevant, the following factors:

1. The duration and preservation of the endowment fund.
2. The purposes of the institution and the endowment fund.
3. General economic conditions.
4. The possible effect of inflation or deflation.
5. The expected total return from income and the appreciation of investments.
6. Other resources of the institution.
7. The investment policy of the institution.

(b) To limit the authority to appropriate for expenditure or accumulate under par. (a), a gift instrument shall specifically state the limitation.

(c) Terms in a gift instrument designating a gift as an endowment, or a direction or authorization in the gift instrument to use only “income,” “interest,” “dividends,” or “rents, issues, or profits,” or “to preserve the principal intact,” or words of similar import:

1. Create an endowment fund of permanent duration, unless other language in the gift instrument limits the duration or purpose of the fund.

2. Do not otherwise limit the authority to appropriate for expenditure or accumulate under par. (a).

(5) DELEGATION OF MANAGEMENT AND INVESTMENT FUNCTIONS. (a) Subject to any specific limitation set forth in a gift instrument or in law other than this section, an institution may delegate to an external agent the management and investment of an institutional fund to the extent that an institution could prudently delegate under the circumstances. An institution shall act in good faith, with the care that an ordinarily prudent person in a like position would exercise under similar circumstances, in all of the following:

1. Selecting an agent.
2. Establishing the scope and terms of the delegation, consistent with the purposes of the institution and the institutional fund.
3. Periodically reviewing the agent’s actions in order to monitor the agent’s performance and compliance with the scope and terms of the delegation.

(b) In performing a delegated function, an agent owes a duty to the institution to exercise reasonable care to comply with the scope and terms of the delegation.

(c) An institution that complies with par. (a) is not liable for the decisions or actions of an agent to which the function was delegated.

(d) By accepting delegation of a management or investment function from an institution that is subject to the laws of this state, an agent submits to the jurisdiction of the courts of this state in all proceedings arising from or related to the delegation or the performance of the delegated function.

(e) An institution may delegate management and investment functions to its committees, officers, or employees as authorized by law of this state other than this section.

(6) RELEASE OR MODIFICATION OF RESTRICTIONS ON MANAGEMENT, INVESTMENT, OR PURPOSE. (a) If the donor consents in a record, an institution may release or modify, in whole or in part, a restriction contained in a gift instrument on the management, investment, or purpose of an institutional fund. A release or modification may not allow a fund to be used for a purpose other than a charitable purpose of the institution.

(b) The court, upon application of an institution, may modify a restriction contained in a gift instrument regarding the management or investment of an institutional fund if the restriction has

become impracticable or wasteful, if it impairs the management or investment of the fund, or if, because of circumstances not anticipated by the donor, a modification of a restriction will further the purposes of the fund. The institution shall notify the attorney general of the application, and the attorney general shall be given an opportunity to be heard. To the extent practicable, any modification must be made in accordance with the donor's probable intention.

(c) If a particular charitable purpose or a restriction contained in a gift instrument on the use of an institutional fund becomes unlawful, impracticable, impossible to achieve, or wasteful, the court, upon application of an institution, may modify the purpose of the fund or the restriction on the use of the fund in a manner consistent with the charitable purposes expressed in the gift instrument. The institution shall notify the attorney general of the application, and the attorney general shall be given an opportunity to be heard.

(d) If an institution determines that a restriction contained in a gift instrument on the management, investment, or purpose of an institutional fund is unlawful, impracticable, impossible to achieve, or wasteful, the institution, 60 days after notification to the attorney general, may release or modify the restriction, in whole or part, if all of the following occur:

1. The institutional fund subject to the restriction has a total value of less than \$75,000.

2. More than 20 years have elapsed since the fund was established.

3. The institution uses the property in a manner consistent with the charitable purposes expressed in the gift instrument.

(7) REVIEWING COMPLIANCE. Compliance with this section is determined in light of the facts and circumstances existing at the time a decision is made or action is taken, and not by hindsight.

(8) APPLICATION TO EXISTING INSTITUTIONAL FUNDS. This section applies to institutional funds existing on or established after August 4, 2009. As applied to institutional funds existing on August 4, 2009, this section governs only decisions made or actions taken on or after that date.

(9) RELATION TO FEDERAL ELECTRONIC SIGNATURES IN GLOBAL AND NATIONAL COMMERCE ACT. This section modifies, limits, and supersedes the federal Electronic Signatures in Global and National Commerce Act, 15 USC 7001 et seq., but does not modify, limit, or supersede section 101 of that act, 15 USC 7001 (a), or authorize electronic delivery of any of the notices described in section 103 of that act, 15 USC 7003 (b).

(10) UNIFORMITY OF APPLICATION AND CONSTRUCTION. In applying and construing this section, consideration shall be given to the need to promote uniformity of the law with respect to its subject matter among states that enact it.

History: 2009 a. 33.

UW SYSTEM TRUST FUNDS 2009 PROXY VOTING SEASON RESULTS

EXECUTIVE SUMMARY

BACKGROUND

As provided in Regent Policy 31-10, to the extent that public equity securities are held in separately managed accounts, UW System Trust Funds actively votes its shareholder proxies on “non-routine” items related to corporate governance and social issues including the environment, discrimination, and substantial social injury (as addressed in Regent Policies 31-5, 31-6, 31-7, 31-13, and 31-16). Voting recommendations for such proxies were provided to the Business, Finance, and Audit Committee for their approval at the May 2009 meeting. The report given here provides information on the actual results of those specific voting efforts, as well as an overview of the year’s proxy season in its entirety.

REQUESTED ACTION

This item is for informational purposes only.

DISCUSSION

The 2009 proxy season saw the filing of 361 proposals related to social issues, with nearly half of them coming to votes. Through the end of June, 174 social issue proposals resulted in shareholder votes, 143 were withdrawn, and 44 were allowed to be omitted by the SEC. Final or preliminary vote results are in for 123 of the voted proposals, of which 32 received greater than 15 percent shareholder support. Until the past several years, few social issue proposals have reached the 15 percent support mark.

As in 2008, the categories of proposals that have won strong support included the following requests of companies: expand or report on their fair employment policies; track and reduce their greenhouse gas emissions; disclose and monitor their political contributions. Each of these categories received, on average, the support of 20 percent or more of votes cast. In contrast, categories of proposals that received low shareholder support for the 2009 proxy season included the following: that tobacco companies restrict their marketing or support smoking bans; that companies end animal testing or adopt humane testing standards. Each of these categories averaged less than five percent support.

Proponents have already withdrawn 143 resolutions in 2009, topping the all-time high of 129 set last year. While some proponents have traditionally been willing to withdraw resolutions for little more than the promise of continued discussion, more and more withdrawals are taking place after the target companies agreed to fully implement the proposals. All but a few of the total withdrawals this year represented concessions made by the target companies. Most notable

among the withdrawal categories were proposals regarding health care and equal employment, where proponents managed 23 and 22 withdrawals, respectively.

The number of resolutions the SEC agreed companies could omit was down from the recent year average. Companies have been allowed to omit 45 social issue resolutions, down from 60 in 2008. The “ordinary business” exclusion, perhaps the most common way a company gets a resolution omitted by the SEC, accounted for nearly half of the 2009 social issues omissions.

UW Trust Funds submitted voting instructions for 60 proposals (including “non-routine” corporate governance proposals), compared with 47 and 60 proposals for the past two years, respectively. Of the proxies submitted for voting by the Trust Funds, 28 came to votes, 22 were withdrawn, nine were omitted, and one is pending.

The primary submissions for the UW Trust Funds on social issues involved the environment and global climate change (20), health care reform (six), human rights (five), and equal employment opportunity (three). For corporate governance issues, the UW’s only submissions involved political donations (12).

The full report, *2009 Proxy Voting Season Results*, giving more detail on the actual voting results and the entire proxy season, is attached.

RELATED REGENT POLICIES

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

Regent Policy 31-5: Investments and the Environment

Regent Policy 31-6: Investment of Trust Funds

Regent Policy 31-7: Interpretation of Policy 31-6 Relating to Divestiture

Regent Policy 31-13: Investments and Social Responsibility

Regent Policy 31-16: Sudan Divestment

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS

2009 Proxy Voting Season Results

Introduction

This report summarizes the results of the shareholder proposals for the 2009 proxy season. The UW System Trust Funds actively participates in voting on issues involving “non-routine” items related to corporate governance, and social issues including the environment, discrimination, or substantial social injury as addressed in Regent Policies 31-5, 31-6, 31-7, 31-13, and 31-16.

An attachment to this report gives the detailed listing of the specific UW Trust Funds votes for the 2009 season, as well as the overall results for each shareholder proposal. The proxy research and voting statistics included in this report were obtained from the Risk Metrics Sustainability Risk Monitor publication. It is worth noting that the Trust Funds can only vote proxies for shares held within separate accounts, not for commingled funds. Currently, 25 percent of the Long Term Fund equities are held in separate accounts, down from 28 percent in 2008.

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

2009 Proxy Season Summary

The 2009 proxy season saw the filing of 361 proposals related to social issues, with nearly half of them coming to votes. Through the end of June, 174 social issue proposals resulted in shareholder votes, 143 were withdrawn, and 44 were allowed to be omitted by the SEC (a summary table is included below). Final or preliminary vote results are in for 123 of the voted proposals, of which 32 received greater than 15 percent shareholder support. Until the past several years, few social issue proposals have reached the 15 percent support mark.

As in 2008, the categories of proposals that won strong support included the following requests of companies: expand or report on their fair employment policies; track and reduce their

greenhouse gas emissions; disclose and monitor their political contributions. Each of these categories received, on average, the support of 20 percent or more of votes cast.

In contrast, categories of proposals that received low shareholder support for the 2009 proxy season included the following: that tobacco companies restrict their marketing or support smoking bans; that companies end animal testing or adopt humane testing standards. Each of these categories averaged less than five percent support.

Proponents have so far withdrawn 143 resolutions in 2009, topping the previous all-time high of 129 set last year. While some proponents have traditionally been willing to withdraw resolutions for little more than the promise of continued discussion, more and more withdrawals are taking place after the target companies agreed to fully implement the proposals. All but a few of the total withdrawals this year represented concessions made by the target companies. Most notable among the withdrawal categories were proposals regarding health care and equal employment, where proponents managed 23 and 22 withdrawals, respectively. The majority of the equal employment withdrawals involved changes in the language of the company's equal employment policy. In the health care category, a typical withdrawal represented a promise by the company to examine comprehensive health care reform. Also withdrawn were 20 proposals regarding sustainability, an area in which companies have been consistently responsive. The majority of these involved a promise by the company to produce a detailed sustainability report. Other notable withdrawals include proposals asking companies to disclose their political contributions, a campaign which has been conducted over the past five years. Seventeen companies agreed to fully disclose political contributions this proxy season.

The number of resolutions the SEC agreed companies could omit was down from the recent year average. Companies have been allowed to omit 45 social issue resolutions, down from 60 in 2008. The "ordinary business" exclusion accounted for nearly half of the 2009 social issues omissions. The ordinary business exclusion is perhaps the most common way a company gets a resolution omitted by the SEC; by claiming that they are already implementing what the resolution requests, or by claiming that the resolution addresses ordinary business. The SEC considers ordinary business matters too routine to be governed by shareholders. The remainder of the omissions came from the SEC concluding the resolutions fell into one of the other 12 substantive exclusion rules allowed under the SEC's shareholder proposal rule.

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

Social Issues Proposals 2005-2009*					
	2005	2006	2007	2008	2009
Filed	331	329	346	373	361
Omitted	60	55	63	60	44
Withdrawn	103	97	109	129	143
Voted On	168	177	174	184	174
*For shareholder meetings January 1 through June 30.					

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

Support Levels for Selected Social Issues					
Subject	2009 Resolutions ¹	Average Support 2009	Average Support 2008	Average Support 2007	Average Support 2006
Political Contributions	55	28.6%	25.2%	20.5%	19.6%
Health Care Reform	46	5.4%	4.3%	N/A ²	N/A ²
Environment: Global Warming	43	23.5%	23.0%	19.7%	11.7%
Equal Employment Opportunity	36	31.7%	23.4%	37.0%	15.6%
Environment: Pollutants/Other	35	14.2%	13.7%	10.3%	11.3%
Sustainability Reporting	30	17.8%	25.3%	20.4%	26.5%
Human Rights Issues	29	12.5%	13.2%	20.7%	13.4%
Animal Welfare	25	4.9%	N/A ²	6.3%	5.8%
Board Diversity	10	18.5%	N/A ²	19.9%	29.3%
Global Labor Standards	9	22.6%	10.5%	9.0%	9.9%
Military Issues	8	5.1%	N/A ²	7.3%	7.8%
Northern Ireland	4	10.1%	11.1%	12.9%	11.0%
Executive Pay and Social Performance	7	5.8%	9.9%	11.1%	9.6%
Tobacco Production and Marketing	7	2.8%	3.1%	1.7%	3.5%

¹ Includes only those resolutions which came to votes.

² Not available, as preliminary or final vote results are available for fewer than two-thirds of the proposals in this category.

A brief discussion of the major social issue proposals for the 2009 season is now provided below.

The Environment

Environment-related proposals once again received the most filings of any social issue area. Investors this year filed 78 environment-related proposals, on par with the 80 filed last year.

The diverse proposals ranged from global warming, to the use of renewable energy, to environmental controversies overseas.

By far, the largest segment of environmental proposals focused on climate change, with over half of the total environmental resolutions filed. Proponents urging companies to take action to reduce their greenhouse gas emissions or support renewable energy initiatives saw increased success for the third straight year. Climate-related proposals have averaged 24 percent support in 2009, compared with 23 and 20 percent in 2008 and 2007, respectively. One specific proposal regarding climate change has received the highest support level ever for an environment-related resolution. The proposal, asking Idacorp to set reduction goals for greenhouse gas emissions, received a whopping 52 percent support. The previous record of 40 percent was set last year. Three additional climate change proposals, at Massey Energy, Mirant, and Dover, also beat the previous record, with all achieving greater than 40 percent support.

The People for the Ethical Treatment of Animals (PETA) launched a new climate change campaign this year regarding emissions from factory farming. Resolutions at Tyson Foods and Hormel asked the companies to disclose greenhouse emissions relating to factory farming. Both proposals received less than three percent support, below the threshold needed for resubmission.

An additional group of environmental proposals focused on the use of natural resources and protecting natural habitats. A proposal at ConocoPhillips asked the company to review the environmental impact of the Alberta, Canada oil sands operation. The resolution was the highest scoring proposal for this group, receiving 30 percent support.

Health Care Reform

Labor activists continued the campaign they began last year after finding a way past the traditionally SEC-blocked universal health care option. Over the years, the SEC staff had frustrated shareholder activists trying to address health care reform by considering company universal health care plans to be fundamentally related to employee benefits, which have always been considered an “ordinary business” matter for management. This current group of health care reform resolutions primarily asked companies to adopt an approach to comprehensive health care reform based on the five principles listed in a 2004 report from the Institute of Medicine, an arm of the National Academy of Sciences. The principles assert that health care coverage should be universal, continuous, and affordable to individuals and families. The proposal was submitted at 41 companies, up from 27 last year.

Health care reform proponents were able to work out agreements that led to withdrawals of nearly half of the proposals submitted. Notable withdrawals included resolutions at 3M, American Express, Du Pont, Exxon Mobil, Home Depot, and Kellogg. However, as was true in the first year of the campaign, none of the proposals that came to votes earned more than single-digit support. Average support for the voted resolutions was five percent, the same as in 2008. The highest support came from a resolution at Boeing, which received eight percent support.

Sustainability

Sustainability is generally defined as meeting the needs of the present without compromising the ability of future generations to meet their needs. Advocates of sustainability reporting contend that companies which focus on and manage sustainability will improve their long-term shareholder value. The sustainability issue has received strong shareholder support since it first appeared in 2002. For the second straight year, sustainability resolutions produced the highest percentage of withdrawals by social issue category, with 20 of the total 30 sustainability resolutions reaching withdrawn agreements. The withdrawals generally involved the target company's agreement to write a detailed sustainability report. The six sustainability resolutions which came to votes averaged 18 percent support.

Human Rights

The number of human rights proposals dipped slightly this year. Twenty-nine proposals were issued, down from 32 last year. The human rights category was diverse, with proposals ranging from general requests for a human rights policy to resolutions focused on internet censorship. Of the total human rights resolutions, 19 were voted, five were withdrawn, and five were omitted.

Voting results within the human rights category was mixed, even among very similar resolutions. For example, resolutions asking companies to establish or review human rights policies averaged 27 percent support at Chevron and Altria, while the same resolutions at Motorola and Occidental Petroleum received only seven percent support.

Global Labor Standards

The number of resolutions on global labor standards continued to fall this year. Only nine proposals were issued, down from 13, 17, and 28 the past three years, respectively. The category, however, has a history of producing favorable withdrawal agreements and achieved another this year at Xerox.

All of the global labor standards proposals involved resolutions asking companies to develop codes based on the International Labor Organization's (ILO) core standards and to provide for independent monitoring of compliance with those codes. The eight ILO standards that are designed as "core" call for non-discriminatory treatment of employees, equal pay for equal work, freedom of association, the upholding of employees' rights to engage in collective bargaining, and the banning of child and forced labor. Of the total nine resolutions on global labor, seven were voted, one was withdrawn, and one was omitted. The resolutions which came to votes averaged 23 percent, up from 11 percent last year, although several are still awaiting final tally.

Equal Employment

The equal employment opportunity category was once again dominated by proposals asking companies to put in place workplace policies ensuring that there is no discrimination on grounds of sexual orientation. Thirty-six proposals were filed, the highest level ever for the equal employment category. The category is also notable for the high percentage of withdrawal agreements achieved, with 22 of the total resolutions being withdrawn. The 12 equal employment resolutions which came to votes averaged 31 percent, up from 23 percent last year.

Political Contributions

The coordinated shareholder campaign to get companies to report on their political contributions and policies is in its sixth year. This year's campaign involved 55 proposals, up from 48 last year, and again exhibited strong shareholder support. Political contribution proposals have averaged 29 percent support so far in 2009, on par with the 26 percent support in 2008. The highest support came from proposals at CVS Caremark (40 percent), and Union Pacific (39 percent). Of the total political contribution resolutions, 35 were voted, 17 were withdrawn, and three were omitted.

Animal Welfare

Activists sponsored 25 resolutions this year, one short of last year's total. Of the total resolutions, 16 were voted, five were withdrawn, and four were omitted. The animal welfare category continued to generate very low levels of support, averaging only five percent support for the resolutions coming to votes.

Board Diversity

The number of resolutions on board diversity has steadily fallen since 2005, with only ten being filed this year. Of the total resolutions, six were withdrawn after agreements, four were voted, and one was omitted. Average support for the six resolutions coming to votes was 19 percent, in line with the category average from recent years.

Executive Pay

The number of resolutions on linking executive pay to social performance measures has dropped to almost zero in the last few years. Only six were proposed, compared with three and six for the past two years, respectively. Of the six resolutions, two came to votes, two are pending, one was withdrawn, and one was omitted. Worth noting was a proposal to link executive pay to social criteria at Exxon Mobil, which won 12 percent support.

Military Issues

Religiously-affiliated proponents continued, as they have since the 1970s, to propose a mix of military-related resolutions on arms sales and criteria for military contracts. There were eight resolutions on military issues, the same as in 2008. Five of the resolutions asked for reports on foreign military sales while the remaining three resolutions asked for reports on space weapon development.

None of the resolutions have earned more than single-digit support. Proposals on foreign military sales at Boeing and Caterpillar received support of seven percent and four percent, respectively. Three resolutions which came to votes are still awaiting tally. As is typical for the military issues category, there were no withdrawals or omissions.

Northern Ireland

The New York City pension funds continued their campaign, now in its 25th year, to get companies to implement the MacBride principles against discrimination in the workplace in Northern Ireland. As more and more companies have signed on to the principles, only four resolutions were issued this year. Three of the four resolutions came to votes. Manpower received 12 percent support while Crane received nine percent. A resolution at BE Aerospace is awaiting the final tally while a withdrawal occurred at TJX Companies after the firm became a MacBride endorser.

2009 UW Trust Funds Proxy Results Summary

UW Trust Funds submitted voting instructions for 60 proposals (including “non-routine” corporate governance proposals), compared with 47 and 60 proposals for the past two years, respectively. Of the proxies submitted for voting by the Trust Funds, 28 came to votes, 22 were withdrawn, nine were omitted, and one is pending.

The primary submissions for the UW Trust Funds on social issues involved the environment and global climate change (20), health care reform (six), human rights (five), and equal employment opportunity (three). For corporate governance issues, the UW’s only submissions involved political donations (12).

The highest support vote on an individual social issue came at Exxon Mobil. The resolution, asking the company to adopt a sexual orientation non-discrimination policy, received 39 percent support.

The *UW Trust Funds 2009 Proxy Season Voting List*, providing details on the individual voting results, is attached.

REFERENCES

1. Mathiasen, Carolyn. *Risk Metrics Group Risk Monitor*. June/July 2009.

UW TRUST FUNDS
2009 Proxy Season Voting List: Proposals Under Previously Approved Issues

Company	Mtg Date	Proposal	Policy	Vote	
ALCOA	5/8	Report on global warming	31-5	Affirmative	Omitted
ALLERGAN	4/30	Review feasibility of non-animal test methods	31-13	Affirmative	Pending
ANADARKO PETROLEUM	5/19	Adopt sexual orientation anti-bias policy	31-6	Affirmative	Pending
APPLE INC	4/25	Report on political contributions	CG	Affirmative	20.2%
APPLE INC	4/25	Report on climate change impact assessment	31-5	Affirmative	Omitted
APPLE INC	4/25	Issue sustainability report	31-5/31-13	Affirmative	8.0%
AT&T	4/24	Report on political contributions	CG	Affirmative	31.8%
AT&T	4/24	Report on internet privacy	31-13	Affirmative	Omitted
AVON PRODUCTS	5/7	Review product safety and nanomaterials	31-5	Affirmative	10.7%
BROADCOM CORP	6/1	Issue sustainability report	31-5/31-13	Affirmative	Withdrawn
BURLINGTON SANTA FE CORP	4/23	Report on political contributions	CG	Affirmative	23.6%
CHEVRON	5/27	Adopt comprehensive human rights policy	31-13	Affirmative	28.0%
CHEVRON	5/27	Report on country selection standards	31-5	Affirmative	28.0%
CHEVRON	5/27	Report on environmental review process	31-5	Affirmative	7.0%
CHEVRON	5/27	Set greenhouse gas emission reduction goals	31-6	Affirmative	Withdrawn
CHEVRON	5/27	Review impact of oil sands operations	31-5	Affirmative	Omitted
CISCO SYSTEMS	11/19	Report on internet privacy	31-13	Affirmative	Pending
COMCAST	5/13	Report on internet privacy	31-13	Affirmative	Omitted
CONOCO PHILLIPS	5/13	Report policy on indigenous peoples	31-5/31-13	Affirmative	Withdrawn
CONOCO PHILLIPS	5/13	Report on political contributions	CG	Affirmative	27.5%
CONOCO PHILLIPS	5/13	Report on community hazards	31-5	Affirmative	Omitted
CONOCO PHILLIPS	5/13	Set greenhouse gas emission reduction goals	31-6	Affirmative	30.5%
CONOCO PHILLIPS	5/13	Review impact of oil sands operations	31-5	Affirmative	30.5%
CONOCO PHILLIPS	5/13	Adopt principles for health care reform	31-13	Affirmative	6.0%
DISCOVER FINANCIAL	4/21	Report on predatory lending	31-6	Affirmative	Withdrawn
DYNEGY INC	5/22	Report on greenhouse gas emissions	31-5	Affirmative	Pending
EXELON	4/28	Report on global warming	31-5	Affirmative	3.9%
EXELON	4/28	Report on political contributions	CG	Affirmative	Withdrawn
EXXON MOBIL CORP	5/28	Report on political contributions	CG	Affirmative	Omitted
EXXON MOBIL CORP	5/28	Development of renewable energy alternatives	31-5	Affirmative	27.3%
EXXON MOBIL CORP	5/28	Report on community hazards	31-5	Affirmative	Withdrawn
EXXON MOBIL CORP	5/28	Contribute to sustainable energy independence	31-5	Affirmative	Withdrawn
EXXON MOBIL CORP	5/28	Report on climate change leadership benefits	31-6	Affirmative	10.0%
EXXON MOBIL CORP	5/28	Set greenhouse gas emission reduction goals	31-6	Affirmative	29.0%
EXXON MOBIL CORP	5/28	Report on plans to drill in Artic National Refuge	31-5	Affirmative	Withdrawn
EXXON MOBIL CORP	5/28	Adopt sexual orientation anti-bias policy	31-6	Affirmative	39.3%
EXXON MOBIL CORP	5/28	Review executive perks and sponsorships	31-13	Affirmative	7.9%
EXXON MOBIL CORP	5/28	Adopt principles for health care reform	31-13	Affirmative	Withdrawn
GENERAL ELECTRIC	4/22	Disclose mercury in florescent lightbulbs	31-5	Affirmative	Withdrawn
GLACIER BANCORP	4/29	Adopt sexual orientation anti-bias policy	31-6	Affirmative	Withdrawn
HALLIBURTON	5/20	Report on human rights policy	31-13	Affirmative	Pending
HALLIBURTON	5/20	Report on political contributions	CG	Affirmative	Pending
INTEL CORP	5/20	Report on water use	31-5	Affirmative	5.9%
JC PENNY CO	5/15	Adopt principles for health care reform	31-13	Affirmative	7.0%
JP MORGAN CHASE	5/19	Report on predatory lending	31-6	Affirmative	8.4%
JP MORGAN CHASE	5/19	Adopt Eorudad Charter on responsible financing	31-6	Affirmative	Withdrawn
MACYS	5/20	Review toxicity of product formulation	31-5	Affirmative	Withdrawn
METLIFE	4/28	Report on response to climate change	31-5	Affirmative	Withdrawn
MORGAN STANLEY	4/21	Report on predatory lending policy	31-6	Affirmative	Withdrawn
PEABODY ENERGY	5/1	Adopt principles for health care reform	31-13	Affirmative	Withdrawn
PHILIP MORRIS	5/27	Adopt comprehensive human rights policy	31-13	Affirmative	Withdrawn
SOUTHWEST AIRLINES	5/20	Issue sustainability report	31-5/31-13	Affirmative	Withdrawn
SPRINT NEXTEL	5/12	Report on internet privacy	31-13	Affirmative	Omitted
STARBUCKS	3/18	Report on political contributions	CG	Affirmative	Withdrawn
STARBUCKS	3/18	Adopt principles for health care reform	31-13	Affirmative	Withdrawn
WELLS FARGO	4/28	Report on predatory lending	31-6	Affirmative	Withdrawn
WELLS FARGO	4/28	Report on political contributions	CG	Affirmative	27.2%
WELLS FARGO	4/28	Report on fair housing lending policy	31-6	Affirmative	Omitted
WYETH	4/29	Report on political contributions	CG	Affirmative	Pending
WYETH	4/29	Adopt principles for health care reform	31-13	Affirmative	Withdrawn

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

UW System Trust Funds
Acceptance of Bequests

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

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

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

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

EXECUTIVE SUMMARY

BACKGROUND

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

REQUESTED ACTION

Approval of Resolution I.2.c.3., accepting and recognizing new bequests over \$50,000.

DISCUSSION

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

RELATED REGENT POLICIES

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

1. Eunice Bonow Bardell Estate

The Will of Eunice Bonow Bardell states the following under Article 4, section C.:

“20% to the University of Wisconsin at Madison, Wisconsin, School of Pharmacy; this bequest shall be designated and earmarked for use as the ‘Eunice Bonow Fellowship.’”

The *Pharmacy Graduate* alumni publication had this to say, in memoriam, about Eunice:

“Eunice Bonow Bardell, PhD, former professor for the UW School of Pharmacy’s extension center in Milwaukee, died January 24, 2007 at the age of 91. Eunice attended UW-Madison and became a registered pharmacist, receiving her doctorate in 1952. She is perhaps best known for her instrumental work in opening a pharmacy department at the Milwaukee Extension Center of the University of Wisconsin where she taught as a professor and lecturer for more than 25 years. ‘Eunice almost single-handedly ran the Milwaukee Branch, where students could take the first year of the pharmacy curriculum at UW-Milwaukee and then transfer to UW-Madison,’ said Dean [Jeanette] Roberts. ‘Eunice will always be known as a true pioneer, setting the stage for generations of women in pharmacy who followed in her path.’”

Approximately \$82,000 has been received from the Eunice Bonow Bardell Estate. The bequest has been used to establish the “Eunice Bonow Fellowship,” which will be administered by the Dean’s Office in the School of Pharmacy.

2. Dorothy M. Keenan Estate

Dorothy Keenan’s Will states the following under Article Four, section D.:

“One-eighth (1/8) to the UNIVERSITY OF WISCONSIN-MADISON, SCHOOL OF FAMILY RESOURCES AND CONSUMER SCIENCES, to be used for student scholarships.”

Ms. Keenan’s obituary provided this background information:

“Dorothy graduated from UW-Madison in 1943, with a Bachelor of Science degree in home economics and education and earned a Master of Science degree in home economics in 1953. She completed her Doctorate at the University of Illinois, School of Education in 1962. From 1943 to 1955, Dorothy served as a home economics instructor at various Wisconsin high schools and became a teaching assistant at the University of Illinois, Urbana, starting in 1955. Dorothy joined Southern Illinois University, Carbondale, as an assistant professor in 1962. Upon her retirement from SIU, she had served there as a full professor for more than 30 years.”

And the School of Human Ecology (formerly known as the School of Family Resources and Consumer Sciences) provided this information from their School newsletter some time ago: “For the last 23 years, Dorothy Keenan has not missed making a gift to benefit the School of Human Ecology. Her gifts are not large but they mean a lot to her and to the School.... When asked what inspired her to support the School, Keenan simply replied, ‘I have always lived frugally, and at some point it dawned on me that I had more money than I needed.’ In addition to supporting UW-

Madison, she also makes gifts to the University of Illinois, Southern Illinois University and several other charitable organizations.”

Approximately \$97,000 has been received from the Dorothy Keenan estate.

3. Pauline H. Risser Estate

The Will of Pauline H. Risser states the following under Article VI:

“Twenty five percent (25%) thereof to the McArdle Laboratory for Cancer Research at the University of Wisconsin, 1400 University Avenue, Madison, Wisconsin.”

Pauline’s connection to the UW, and specifically the McArdle Lab, was through her son, Rex Risser. Given below is the memorial resolution of the faculty of the University of Wisconsin-Madison upon the death of Professor Rex George Risser:

“Professor Rex George Risser was born on December 4, 1947 in Cedar Rapids, Iowa and died suddenly and unexpectedly in Madison, Wisconsin on September 27, 1990. He received a B.S. degree from Iowa State University in 1970 and a Ph.D. degree in 1974 from Harvard University, where he worked with Dr. James Watson. He then did postdoctoral research at the Cold Spring Harbor Laboratory in Cold Spring Harbor, New York, for one year, followed by one year with Dr. Wally Rowe in the Laboratory of Viral Diseases, National Institute of Allergies and Infectious Diseases in Bethesda, Maryland. He joined the faculty of the University of Wisconsin-Madison in 1976 and had been a professor of Oncology at the McArdle Laboratory for Cancer Research since 1987. He is survived by his parents George and Pauline Risser of Cedar Rapids, Iowa.

Throughout his career, Professor Risser did creative work that provided original elucidations of complex biological problems. He first worked with Ron Davies and Nancy Hopkins in Mark Ptashne's laboratory at Harvard to construct a restriction enzyme map of the small DNA virus, simian virus 40, using the PI restriction enzyme. He then went down to Bob Pollack's lab at Cold Spring Harbor where he defined some of the fundamental properties of transformed cells in a beautiful series of experiments with different types of partial transformants. Professor Risser switched to RNA tumor viruses after the spectacular discovery of reverse transcriptase. He was captivated by the beautiful work that Wally Rowe and Jan Hartley were doing with mouse retroviruses and became a postdoctoral fellow of Wally Rowe in Washington, D.C. Both at the National Institute of Allergies and Infectious Diseases and with numerous graduate students and postdoctoral fellows at McArdle Laboratory, he elucidated the mechanism of oncogenesis by the Abelson murine leukemia virus. In addition, he and his students described a key step in the formation of the coat of murine leukemia and human immunodeficiency viruses.

Just before his death, Professor Risser and his laboratory discovered an amazing new technique that promises to make easily available a particular type of specific molecular reagent to isolate cells and proteins. Risser also had just established himself as an important researcher with the AIDS virus, especially in defining the properties of the viral envelope glycoprotein.

For his work Professor Risser was the first winner of the prestigious Wallace P. Rowe Award from the National Institute of Allergies and Infectious Diseases, and he was designated a Scholar of the Leukemia Society of America. His creative insights will be sorely missed by the cancer research community.

Professor Risser shared an unusual rapport with his students and other coworkers. In many respects, they were his extended family, with him providing paternal warmth for all.

Rex Risser had a rare joy in life; his zeal and the twinkle in his eye will be missed. His gourmet dinners at his carefully restored Madison house, his cookouts at his cottage on the Wisconsin River, and his travels with family and friends, will remain valued personal memories.”

Approximately \$61,000 has been received from the Risser estate. The gift has been deposited to the “McArdle Cancer Research Fund,” which is an established Board-designated endowment fund.

4. Arthur R. Mlodozienec Trust

The Arthur R. Mlodozienec Trust document states the following in ARTICLE I, 1.023:

“Distribution of Balance of Trust: Upon the death of the Grantor, the Trustee hereof is directed to make the following specific distributions:

UNIVERSITY OF WISCONSIN SCHOOL OF PHARMACY, \$100,000 cash.”

Unfortunately, the only information we have been able to obtain on this generous benefactor, is that Mr. Mlodozienec received his PhD in Pharmacy at UW-Madison in 1964.

Approximately \$88,000 was received from the Arthur R. Mlodozienec Trust. The funds have been deposited to the “School of Pharmacy – Dean’s Discretionary Research Fund.”

5. Genevieve Gates Porter Estate

The Will of Genevieve Gates Porter states the following under Article 2.3 (b) (ii):

“I give the sum of seventy-five thousand dollars (\$75,000.00) to the UNIVERSITY OF WISCONSIN, Madison, Wisconsin.”

Mrs. Porter’s obituary provided this background information:

“Genevieve Gates Porter died on March 3, 2008. Mrs. Porter was born in Lena, Illinois on September 20, 1909. She was valedictorian of her high school class, and graduated, as did five others of the Gates family (her father, mother, sister, and two uncles) from Northwestern University, where she received her degree in 1930. She received her Master's degree from the University of Wisconsin in 1936, and her degree in library science from the University of Denver in 1945. At each of these institutions she was offered a fellowship to continue her studies. In addition, she attended the National University of Mexico for two summers, took night classes at Augustana College in Rock Island, Illinois, received a secretarial diploma from Rutherford-Metropolitan Business College in Dallas, enjoyed many

short courses at Southern Methodist University, and traveled quite widely.

She taught French and English in Lena and in Moline, Illinois, as well as in Waterloo, Iowa, and had a life teaching certificate in both states. After her graduation from the School of Librarianship, she worked in the Catalog, Circulation and Reference Departments at Mary Reed Library on the campus of the University of Denver; and after moving to Dallas, she spent twenty-four years at Southern Methodist University where she was head of the Reference Department in Fondren Library until she retired in 1975.”

To date, approximately \$72,000 has been received from the Genevieve Gates Porter estate. The funds have been deposited to the “Madison Chancellor’s Discretionary Fund,” which is an established Board-designated fund.

6. David F. Garno Estate

The Will of David F. Garno states the following under Article 8:

“I give and bequeath to the BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM for the UNIVERSITY OF WISCONSIN-MADISON:

- a. SCHOOL OF BUSINESS, one hundred thousand dollars (\$100,000.00) in gratitude for a quality business education.”

David F. Garno of Middleton passed away on December 26, 2008 at the age of 77. Regarding the donor’s background, we know that Mr. Garno graduated from UW-Madison in 1954 with a Bachelor’s degree in Business, having majored in Accounting. Mr. Garno was also a retired Director of the Department of Revenue for the State of Wisconsin.

The bequest of \$100,000 has been received and will be used to establish the “David F. Garno Fund,” which will be administered by the Dean’s Office in the School of Business.

7. Carol L. Cunningham Estate

The Will of Carol L. Cunningham states the following under ITEM VI.:

“I give, devise, and bequeath all of the rest, residue, and remainder of my property, real, personal and mixed, of which I may die seized and possessed, specifically including the proceeds of any life insurance policies insuring my life and made payable to my estate, my Personal Representative or assigns, unto the UNIVERSITY OF WISCONSIN, in Madison, Wisconsin, for the sole and exclusive use and benefit of the University of Wisconsin School of Nursing to provide scholarships for nursing students from Green County, Wisconsin, which scholarships shall be known as the ‘Carol L. Cunningham Nursing Scholarship.’ “

Regarding the donor’s background and connection to UW, we know from the attorney handling the estate that Ms. Cunningham was a retired nurse who had received both her Bachelor’s and Master’s degrees from UW-Madison.

Approximately \$162,000 has been received from the Carol L. Cunningham Estate. The funds have been used to establish the “Carol L. Cunningham Nursing Scholarship Fund,” which will be administered by the Dean’s Office in the School of Nursing.

FOOD SERVICE CONTRACTOR EMPLOYEE TRANSITIONS

EXECUTIVE SUMMARY

BACKGROUND

At the June and July 2009 meetings of the Business, Finance, and Audit Committee, the committee discussed and listened to public comments on a proposed food service contract. Part of the discussion focused on how new food service contractors hired food service workers once they were awarded a contract. The committee and full board asked that a review be conducted of this transition of contractor employees related to UW Food Service Contracts.

REQUESTED ACTION

This item is for information only.

DISCUSSION

The Office of Operations Review and Audit was asked to research Request for Proposal (RFP) language related to food service vendors at higher education institutions nationally. In response, the office reviewed RFP and contract language used by the UW System and at 15 non-UW institutions. In addition, they contacted five major food service vendors and a consultant with over 25 years of food service expertise at institutions of higher education. A copy of their review is attached.

Based on their review, the Office of Operations Review and Audit found it was not standard industry practice to contractually require a new food service vendor to retain all employees of the previous vendor or to mandate specific wages or fringe benefits. Of the 15 non-UW institutions reviewed, only one provided for temporary employee trial periods of the prior vendor's employees. Two other institutions staffed their food service operations with their own employees, so they were not relevant for purposes of this review.

The food service consultant that was interviewed indicated that even when there is no specific language to transfer current contractor employees to a new contractor, employees are typically afforded the opportunity to retain their jobs, if it meets operational needs, with the new contractor. She described a typical employee transition process as including:

- The Contractor holding a meeting to introduce vendor representatives and management to the current contractor employees

- Assuring that everyone will have the opportunity to compete for positions, while recognizing that some employees may choose to retire or leave employment
- Interviewing employees to determine experience and interest in positions
- Sharing hiring criteria with potential employees

In addition to this review, a cross functional group with UW experience in food service operations and food service vendors met to discuss possible contract language and its implications. UW institutional representatives included a business officer, auxiliary services director, and food service director. UW System representatives were from the Office of General Counsel, Human Resources, and Administrative Services/Procurement. The team noted the following:

- Contracted food service employees are skilled and needed by a new vendor so most new vendors seek to hire them when possible.
- Depending on a contractor's proposed program, a different number of employees may be needed than exists with current food programs.
- The team was not aware of problem transitions of employees between contractors over the past years.
- When a campus provides in-house food service, UW-employed food service workers are required by state regulations to compete for positions through the state's hiring process.
- UW-employed food service workers have a 60-day gap in health insurance when starting a new position.
- UW-employed food service workers currently have 8 days of furlough over each of the next two years.

In reviewing the term of labor agreements between the food service vendor and the local labor union, the following was noted:

- The UW System is legally not part of the labor agreement.
- If the new contractor hires a majority of the previous contractor's employees, the new contractor is required to bargain with any incumbent labor union.

Based on the above information, the UW System Office of Procurement will insert language into all future Food Service Request for Proposals that will require food service contractors to take the steps outlined below to ensure that all current contractor employees have an equal opportunity to compete for the jobs with the new vendor when a new contract is awarded. This language will require vendors to:

- Hold a meeting to introduce vendor representatives and management to employees of the current contractor.
- Give assurances that all employees of the current contractor will have the opportunity to compete for positions with the new contractor should they choose to pursue them.

- The new contractor will review hiring criteria with those current contractor employees who are interested in pursuing employment with the new contractor.

RELATED REGENT POLICIES

None




Office of Operations Review and Audit

780 Regent Street, Suite 210
Madison, Wisconsin 53715
(608) 263-3156 Fax: (608) 262-5316
website: <http://www.uwsa.edu>

DATE: September 4, 2009

TO: Ruth Anderson
Rich Lampe

FROM: Julie Gordon 

SUBJECT: Food Service Vendor Procurement Language

The Office of Administrative Services asked us to research Request for Proposal (RFP) and contract language related to food service vendors at higher education institutions. This review was prompted by the Board of Regents' interest in labor issues for current employees when a new food service contractor is hired. Such issues primarily relate to employee retention, wages, benefits, and seniority.

Scope of Review

In response to this request, we reviewed RFP and contract language used by UW System in the past and 15 non-UW institutions. We contacted five major vendors that provide food service to higher education institutions. These included: Aramark, A'viands, Chartwell, Compass-USA, and Sodexo. Of these, we received responses from Aramark, A'viands, and Sodexo. We also interviewed a consultant with over 25 years of experience in negotiating contracts between food service vendors and higher education institutions.

Background

Students, parents, and higher education institutions have high expectations for quality food service. Institutions routinely compete with each other with respect to specialty, ethnic, and other food services to attract and retain students. St. Cloud State University's recognition of this is reflected in its recent RFP for food service, which included a number of goals and objectives to address these values and expectations:

"In summary, the successful proposal will illustrate high value and recognition of the University's character. The intent of the University is that the food service operation will:

- *Improve student retention.*
- *Compliment and encourage on-campus living.*
- *Be distinguished by very high satisfaction of students, faculty, staff and the University's guests.*
- *Increase the volume of food service business on campus.*

Universities: Madison, Milwaukee, Eau Claire, Green Bay, La Crosse, Oshkosh, Parkside, Platteville, River Falls, Stevens Point, Stout, Superior, Whitewater. Colleges: Baraboo/Sauk County, Barron County, Fond du Lac, Fox Valley, Manitowoc, Marathon County, Marinette, Marshfield/Wood County, Richland, Rock County, Sheboygan, Washington County, Waukesha. Extension: Statewide

- *Provide options for evening and weekend students, faculty, staff and visitors. Provide convenient grab and go options at various campus locations that meet busy and varied schedules.*
- *Provide flexible meal plans that offer seamless dining to students.*
- *Provide a financially stable base on which to build an improved program with greater flexibility and responsiveness.*
- *Provide catering that satisfies both student organizations as well as the high end needs of the president and levels in between.*
- *Recognize and use local producers and suppliers.”*

At the same time, there is also increasing pressure to meet the demand for these services without increasing costs to the institution and its students. These expectations and the cost to deliver high quality services are relevant issues to the UW System as well.

RFP and Contract Provisions

In the past, the UW System included RFP and contract language to address the retention of current non-management employees, their rate of pay, and fringe benefits when a new food service vendor is hired. The following standardized language was approved by UW System Administration General Counsel and was most recently used in the UW-Superior procurement process in spring 2008:

7.22.1 Staffing

“An adequate staff of employees shall be on duty for the efficient, prompt and sanitary service of food as well as to guarantee the efficient and accurate handling of financial records. Contractor shall employ on a three month fair trial period, commencing June 1 or August 15, present non-management food service employees at current wage and fringe, but only in such numbers as the contractor deems necessary. For valid reasons within the trial period, the University shall have the right to ask in writing for any employee to be removed from this account.”

However, some have indicated that the temporary employee retention period can be inconsistent with the need for flexibility in implementing new or specialized food service or in improving food service operations. According to the UW System Office of Procurement, the UW System would prefer to be silent regarding the retention, pay, and fringe benefits of current vendor employees.

While the UW System is currently not using such language in its food service RFPs and contracts, we found provisions for the temporary or permanent retention of employees at three other higher education institutions. St. Cloud State’s RFP and contract provide for a 90-day trial period for the prior vendor’s employees:

“The Contractor shall give fair employment, at no less than their existing rate of compensation, to any non-management employees of the current Contractor who seek such employment, for at least 90 calendar days from whence the employees commence

work, in order to determine their ability to perform. After said 90 days have expired, there will be no further obligation of the Contractor to honor this commitment.”

The other two institutions with retention provisions in their RFPs and contracts are slightly different, in that the employees are considered employees of the institution, not the food service vendor. In these cases, the institutions may assume a higher level of responsibility to the employees than if they were employed by the previous food service vendor. In both instances, no specific trial period is established. The procurement documents for Mills College (CA) indicate that:

"Retention of personnel as directed by University at current compensation rate, hire date, and basic schedule subject to adjustment as required. Contractor pays COBRA for gap between University layoff and benefit effective date at 3 months from hire date."

The University of Minnesota-Twin Cities' contract language also requires that current union employees (teamsters) and students be retained:

"Where Teamsters are currently employed, the University will continue to employ these staff as Teamsters. The successful Respondent will manage these employees and reimburse the University for their wages and benefits. In 2.1 TCCD, all areas except Northrop will retain the Teamster employees. All of the coordinate campuses (2.6, 2.7, and 2.8) will retain Teamster staff and the Minnesota Landscape Arboretum (2.2) will as well."

"All non-management employees (Union/Student) are on the University of Minnesota's payroll. All management employees are on Respondent payroll. Supervisors are considered management employees and on Respondent payroll."

"In keeping with the University's policy of providing work experience for its students, the University desires that Respondent use students in its employ to the extent possible. Student workers will be the employees of the University and will be paid no less than the minimum rate established for University student workers. These expenses and benefits will be charged back to Respondent. The University shall have the right to limit the number of hours each student may work, the nature of the work performed and other conditions of employment that the University deems appropriate."

We found in an April 2008 newspaper article that the University of California (UC)-Davis, UC-Irvine, Indiana University, and Kent State University have implemented this contract approach in which employees are university employees, but food service operations are managed by a vendor.

The UW System's food service RFPs and contracts, however, include language specifying that the vendor is responsible for personnel and staffing matters. Typically, the contractor also agrees to other provisions such as being compliant with all applicable state and federal laws, having adequate staff available, and meeting performance goals for provision of service to the university. The UW System language is as follows:

7.23.1 Personnel Staffing

“An adequate staff of employees shall be on duty for the efficient, prompt and sanitary service of food as well as to guarantee the efficient and accurate handling of financial records. The University shall, for valid reasons, have the right to ask in writing for any employee to be removed from this account.”

7.23.3 Personnel Relations

“Personnel relations of employees on the contractor's payroll shall be the contractor's responsibility. The contractor shall comply with all applicable government regulations related to the employment, compensation, and payment of personnel.”

The UW System language was developed to ensure that food services are provided in a cost efficient and legal manner. However, the UW System has reserved the right to intercede based upon an employee's misconduct.

Our review found similar language consistent with these principles in procurement documents for 11 of the 15 institutions we reviewed. One example can be found at Lansing Community College:

“.....the Vendor must have an adequate number of its own non-management employees, which will be directed and supervised by the Vendor. These employees are considered employees of the agent, but must follow campus regulations regarding behavior and safety. The Vendor shall be responsible for the personnel actions of its employees, including recruitment, promotion, transfer, lay-off and termination. Vendor must have adequately trained relief personnel to substitute for absent regular employees.”

Vendor and Consultant Perspective

According to the three responding vendors and a food service contract consultant, specific language requiring the contractor to retain current employees is generally viewed as becoming increasingly uncommon in the industry. However, the food service vendors indicated that with current and previous higher education clients, they have strived to be flexible in the negotiation process in honoring institution policies, principles, and current employee needs with respect to labor issues. For example, the representative from Sodexo (which has food vendor contracts with over 750 higher education institutions in the United States) noted that the company has worked with both union and non-union employees depending upon the campus setting and has worked, to the extent possible, to accommodate current employees with respect to retaining their jobs with wage, benefits, and other concessions. The A'viands representative noted that the company serves numerous facilities where employees are represented by unions and has good relationships with these unions.

The vendors indicated, however, that mandating certain wage agreements or insurance benefits is frequently very challenging because of fixed operation costs and agreements with insurers and other subcontractors that are already pre-determined. This was corroborated by Susan Wilkie,

CEO of Wilkie Enterprises, who has served as a consultant in negotiating university contracts for California and southwest institutions as well as other food contracts throughout the Midwest for the past 25 years.

Ms. Wilke indicated that even when there is no specific language to retain current employees, employees typically are afforded the opportunity to retain their jobs (if it meets operational needs), subject to an employee performance review that is conducted after a specified period of time. In her opinion, these staffing adjustments can often be positive where good employees are retained and service is improved. She described the typical process as follows:

- *A meeting is held to introduce vendor representatives and management to employees.*
- *Assurance is given that everyone will have the opportunity to compete for a position, based on experience, performance, and operational needs.*
- *Employees are interviewed to determine experience and interest in positions and are later assigned to a position.*
- *Evaluation criteria are reviewed with employees.*
- *Some employees may choose to retire or leave employment.*
- *Employees receive orientation to the new vendor and training in each position.*
- *Coaching continues, and employee performance is reviewed after a designated period of time.*

According to Ms. Wilkie, due process can be achieved if a transparent and fair process is used from the beginning to ensure that current employees are afforded the opportunity to retain their jobs at a reasonable, competitive wage based upon their job performance.

Conclusion

Based on our review, we found it is not a standardized industry practice to contractually require a new food service vendor to assume all employees of the previous vendor or to mandate specific wages or fringe benefits. Of the procurement documents we reviewed for 15 non-UW institutions, one provided for temporary employee trial periods of the prior vendor's employees, while two had provisions to require the retention of university employees. RFPs and contracts that offer vendors greater flexibility may allow those vendors to better meet the institution's food service needs in a competitive market where operation costs need to be contained.

For the majority of the institutions we reviewed, the vendor assumed responsibility for personnel, staff, and compliance requirements. University policies and local, state, and federal regulations can also help to ensure that employees are not being discriminated against or treated unfairly. This language can, and often is, placed into the contract.

cc: Deborah Durcan, Vice President for Finance
Jane Radue, Assistant Director, Operations Review and Audit
Tim McClain, Auditor, Operations Review and Audit

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves an additional two-year contract extension with Gold Country, Inc. for space rental and merchandising rights for UW-Madison Athletics, through June 30, 2016.

**UW-MADISON
CONTRACT FOR MERCHANDISING RIGHTS AND FACILITY RENTAL
WITH
GOLD COUNTRY, INC.**

EXECUTIVE SUMMARY

BACKGROUND

UW-Madison seeks to enter into an amended agreement with Gold Country, Inc. for an additional two-year period for the purpose of merchandising rights and facility rental. The details of this arrangement are contained in an amended agreement by and between Gold Country, Inc. and the Board of Regents of the University of Wisconsin System, on behalf of UW-Madison and its Division of Intercollegiate Athletics, for review and acceptance by the Board of Regents.

REQUESTED ACTION

Approval of Resolution I.2.e.2.

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves an additional two-year contract extension with Gold Country, Inc. for space rental and merchandising rights for UW-Madison Athletics, through June 30, 2016.

DISCUSSION

In 2004, UW-Madison Division of Intercollegiate Athletics completed a competitive solicitation process for their retail merchandising rights, including on-site space rental. An award was made to Gold Country, Inc. for a seven-year contract with an additional three-year option available by mutual agreement.

In exchange for those merchandising rights and facility rental, Gold Country, Inc. guaranteed an annual fee payment in the amount of \$300,000 along with additional 35% royalty payment on sales generated from the Division's website merchandising link. There was also a bonus royalty tied to reaching targeted sales volumes as follows: An additional 30% royalty payment on annual sales between \$1,500,000 and \$1,999,999 and a 35% royalty payment on annual sales of \$2,000,000 and above.

In July 2009 the parties mutually agreed to exercise the three-year option to extend the contract through June 30, 2014, and to add an option of two additional years, conditioned on approval by the Board of Regents.

As consideration for exercising the original extension option and adding two more option years, Gold Country, Inc. and the University agreed to amend the contract so that a 20% royalty will be paid on all annual website merchandise sales, without regard to whether the sales occurred from the University's website link or not. The 20% royalty is effective on all website sales made starting July 1, 2009.

The benefit of this extension can be estimated by analyzing the contract year ending June 30, 2008. Gold Country, Inc. had recorded total website merchandising sales of \$709,632.49. Only \$169,801.24 of the sales associated with the Division's website (uwbadgers.com) was subject to a royalty payment which was made in the amount of \$59,430.43. Pursuant to the amended agreement, all website merchandising sales are subject to a royalty payment (20%) which would have amounted to a \$141,926.50 payment to the Division. Projecting into the future, the royalty payments on all website sales should more than double.

Gold Country, Inc. has proven to be a retail savvy, revenue producing partner since the contract inception. For example, in July 2009, Gold Country, Inc. voluntarily remodeled the Kohl Center retail store which is 10 years old. They invested approximately \$164,000 to refurbish the store, improve lighting, retail traffic, and shopper comfort and safety. These improvements were needed and should continue overall improvement of retail sales. The Division's merchandising program has more than doubled in revenue since Gold Country, Inc. took over in 2004.

The Division supports the additional two-year extension of the contract through June 30, 2016 based on Gold Country, Inc.'s partnership, performance, website royalty fee adjustment, and investment in remodeling the Kohl Center retail merchandising store.

The amended agreement has been reviewed by the UW-Madison Division of Intercollegiate Athletics, UW-Madison Administrative Legal Services, and the UW-Madison Office of Vice Chancellor for Administration, and is recommended by the UW-Madison Chancellor and the President of the University of Wisconsin System to the Board of Regents for approval.

RELATED REGENT POLICIES

Regent Policy Document 13-3: Authorization to Sign Documents

BUSINESS, FINANCE, AND AUDIT COMMITTEE 2009-10 COMMITTEE AGENDA AND PRIORITIES

EXECUTIVE SUMMARY

BACKGROUND

Each year, the Business, Finance, and Audit Committee plans its activities, goals and priorities for the upcoming year. These items include regular financial and trust fund reports, statutorily-required reports to the legislature or the Department of Administration (DOA), and other issues related to the operating budget, finances, trust funds, and business operations of the UW System. At the September 2009 meeting, committee members were given a draft list of agenda items and priorities for discussion at this meeting.

REQUESTED ACTION

For discussion purposes only. No action is required.

DISCUSSION

At the September 2009 meeting, the Board of Regents approved the implementation plan and the FY 2009-2010 implementation budget for the Human Resource System (HRS), subject to the negotiation of additional safeguards to the existing UW System contract with Huron Consulting and regular reports on the status of the project and the performance of Huron Consulting's contractual obligations, beginning in October 2009. These reports will be on the committee's agenda at every regularly-scheduled two-day Board meeting until implementation is complete.

In addition to HRS updates, committee priorities for the remainder of FY 2009-2010 will include development of the 2011-13 biennial budget (multiple phases), tuition review and discussion, reporting on large (defined as costing over \$1 million) and high-risk IT projects, the annual financial report, trust fund reports, audit reports, and other quarterly and annual updates.

Other current and emerging issues that are anticipated to require committee attention include differential tuition proposals, veterans tuition/GI Bill issues, textbook costs, food service contract language regarding contractor employee transitions, and impact of the economy on our financial position.

RELATED REGENT POLICIES

None

Business, Finance, and Audit Committee Agenda/Priorities*
Fiscal Year 2009-2010

October (Eau Claire)	UW-Eau Claire Presentation HRS Status Report Trust Funds: Acceptance of New Bequests > \$50,000 Trust Funds: Proxy Season Voting Results Trust Funds: UPMIFA and New Accounting Standards Review of Food Service Contract Language Approval of UW-Madison Contract for Merchandising Rights and Facility Rental with Gold Country, Inc. 2009-2010 Committee Agenda and Priorities
December (Madison)	Joint presentation with Capital Planning and Budget Committee Status Update: Office of Operations Review and Audit Audit Plan for Calendar Year 2010 HRS Status Report Update on Nonresident Tuition Programs Trust Funds: Investment Policy Statement Review/Affirmation; Asset Allocation Report Financial Reporting/Red Book Tutorial Report on Tuition Revenue vs. Tuition Budget Report on Source of Funds % by Campus (November or later each year) Annual Investment Forum
February (Madison)	HRS Status Report UW System IT Strategic Plans (due by March 1st each year) Semi-annual Status Report on Large/Vital Information Technology Projects (WI Stats. S13.58(5)(b)(3)) Approval of Any New Differential Tuitions Annual Financial Report and Auditor's Opinion Annual Trust Funds Report Quarterly Report of Gifts, Grants & Contracts (2nd Qtr FY2010) ==> Now to include ARRA Summary Quarterly Expenditures - Budget to Actual (2nd Qtr FY2010) 2011-13 Biennial Budget Timetable
April (Colleges)	Approval of Annual Budget Distribution Adjustments Trust Funds: Annual Proxy Voting Season Report; Benchmark Report; New Bequests Report on Tuition Revenue vs. Tuition Budget Status Update: Office of Operations Review and Audit 2011-13 Student Priorities for Biennial Budget HRS Status Report
May (1 day) (Madison)	Policy Discussion Item 2011-13 New Initiatives/Systemwide Priorities Approval of UW-Whitewater Food Service Contract HRS Status Report
June (Milwaukee)	UW-Milwaukee Presentation Semi-annual Status Report on Large/Vital Information Technology Projects (also sent to Leg.) Quarterly Report of Gifts, Grants & Contracts (3rd Qtr FY2010) ==> Now to include ARRA Summary Quarterly Expenditures - Budget to Actual (3rd Qtr FY2010) 2010-11 Budget (Tuition - Seg Fees) 2011-13 Cost to Continue; Regent Priorities HRS Status Report

*Priorities include: HRS updates; development of biennial budget (multiple phases); tuition review/discussion; large IT projects; annual financial report; trust fund reports; audit reports and other quarterly and annual updates.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Capital Planning and Budget Committee

Thursday, October 15, 2009
Davies Center, President's Room
UW-Eau Claire
Eau Claire, Wisconsin

10:00 a.m. All Regents Invited – Council Fire Room (252)

- Presentation by UW-Eau Claire Chancellor Brian Levin-Stankevich:
Transforming our Future

11:00 a.m. All Regents Invited – Council Fire Room (252)

- The UW System's Participation in *Give Students a Compass: A Tri-State Partnership for College Learning, General Education, and Underserved Student Success*

12:00 p.m. Lunch

1:00 p.m. Capital Planning and Budget Committee, President's Room (214)

- a. Approval of the Minutes of the September 10, 2009 Meeting of the Capital Planning and Budget Committee
- b. UW-Eau Claire Presentation: Recent Capital Projects
- c. UW-Stout Presentation: Campus Master Plan
- d. UW Colleges: Authority to Enter into a Land Use Agreement with the Wildlife In Need Center to Construct a Wildlife Rehabilitation Clinic and Accept the Facility as a Gift-In-Kind
[Resolution I.3.d.]
- e. UW-Platteville: Authority to Purchase a Parcel of Land at 840 South Chestnut Street to Support the Chestnut Street Realignment and Bridge Replacement Project
[Resolution I.3.e.]
- f. UW-Stevens Point: Approval of the Design Report of the North Campus Chiller Project and Authority to Adjust the Project Budget and Construct the Project
[Resolution I.3.f.]
- g. UW-Stevens Point: Approval of the Design Report and Authority to Construct the Hansen Residence Hall Renovation Project
[Resolution I.3.g.]

- h. UW System: Authority to Construct an All Agency Maintenance and Repair Projects
[Resolution I.3.h.]
- i. Report of the Associate Vice President
 - 1. Building Commission Actions
 - 2. Other
- j. Additional items may be presented to the Committee with its approval

Authority to Enter into a Ground Lease
Agreement with the Wildlife In Need Center to
Allow for Construction of a Wildlife
Rehabilitation Clinic and Grant an Easement,
UW Colleges

REVISED

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW Colleges Chancellor and the President of the University of Wisconsin System, authority be granted to: (1) enter into a ground lease between the University of Wisconsin Board of Regents and the Wildlife in Need Center to allow for construction of a wildlife rehabilitation clinic facility at the UW-Waukesha Sherman Field Station on Board of Regents land at an estimated cost of \$700,000 Gift Funds; and (2) grant an easement for shared roadway and turnaround access.

THE UNIVERSITY OF WISCONSIN SYSTEM

**Request for
Board of Regents Action
October 2009**

1. Institution: The University of Wisconsin-Waukesha
2. Request: Authority to: (1) enter into a ground lease between the University of Wisconsin Board of Regents and the Wildlife in Need Center to allow for construction of a wildlife rehabilitation clinic facility at the UW-Waukesha Sherman Field Station on Board of Regents land at an estimated cost of \$700,000 Gift Funds; and (2) grant an easement for shared roadway and turnaround access.
3. Description and Scope of Project: The UW-Waukesha Field Station is located at W349 S1480 Waterville Road in Oconomowoc, Wisconsin. The field station is approximately 100 acres in size with the northern portion located in the Town of Summit and the southern portion located in the Town of Ottawa. Several farm buildings, a classroom building, a small parking lot, and an access road are currently located on the property which has been predominantly restored to native plant communities. The property is used by UW-Waukesha for academic instruction and research in the natural sciences.

This project will allow the Wildlife in Need Center (WINC), a 501(c)(3) nonprofit organization, to construct an approximately 6,000 GSF wildlife rehabilitation clinic facility, outdoor rehabilitation enclosures, and a small equipment storage building. The new facility will be connected to the classroom building by a joint common entrance and gathering space. The WINC provides rehabilitation to Wisconsin wildlife with the intent to release them back to their native habitat, conduct research designed to further the positive impact of rehabilitation, and provide quality community education programs and services. The cost of the facility is estimated at \$700,000. WINC obtained in excess of the \$700,000 projected cost of this project from private donors and plans to continue its capital fundraising effort to grow an endowment to provide for facility maintenance.

The new wildlife rehabilitation clinic facility will consist of a reception area, office space, feeding rooms, a triage room, multiple treatment rooms, and storage chambers capable of handling a range of small mammals, birds, and reptiles. The building will also include basic laboratory space to support the wildlife rehabilitation and research conducted at the clinic.

WINC, which is headquartered in Oconomowoc Wisconsin, will build, own, and maintain the facility. The Board of Regents will enter into a ground lease with WINC for a nominal sum for an initial period of twenty-five years with a mutually agreed upon twenty-five renewal option. The ground lease will be conditioned on the continued academic benefit to UW-Waukesha instruction and research. At the end of the initial period, the parties will mutually determine the need for renewal considering the academic benefits and facility condition.

The facility will be administered by the current WINC staff. WINC staff and the UW-Waukesha faculty will collaborate to conduct research in the facility. UW-Waukesha will provide student interns to augment WINC staff and volunteers.

4. Justification of the Request: The project is collaboration between the UW-Waukesha and the WINC to augment the university's academic programs and to provide field experience for its programming. The UW-Waukesha Collegium and Field Station Committee support the collaboration between WINC and the UW-Waukesha because of the educational and research opportunities it will afford.

Collaboration with the Wildlife In Need Center (WINC) would yield significant educational advantages for both students and faculty of UW-Waukesha such as:

- Developing student internships and work/study positions in areas such as: biological sciences, ecology, allied medicine, veterinary science, wildlife rehabilitation
- Enhancing existing academic programming in the sciences (e.g., observe surgical procedures, identify animal species, learn food chemistry, relate study of physics to body movement,)
- Enhancing existing academic programming in fine arts
- Expanding programming capacity allowing for development of areas of emphasis and certification programs

Collaboration with WINC will create research opportunities for students and faculty such as tracking songbirds post release, researching the impact of habitat on wildlife, and the impact of wildlife on plant communities.

Collaboration with WINC would forward the mission of the Sherman Field Station. The field station connects people with nature through educational activities fostering awareness and appreciation of the environment and its cultural history.

Collaboration with WINC yields additional physical capacities to the Sherman Field Station such as a versatile connector space between the Gertrude Sherman classroom building and the WINC facility will provide student group work space, study area, faculty/student meeting space, small lecture area, art and other project display areas.

Collaboration with WINC will yield no negative results for the mission of the Sherman Field Station, nor disrupt current programming at the Sherman Field Station, nor yield negative results for the natural setting of the Sherman Field Station.

Collaboration with WINC would elevate the reputation and visibility of the Sherman Field Station in the Waukesha County community and provide marketing advantages that distinguish UW-Waukesha and enhance the UW-Waukesha name recognition and reputation.

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

Authority to Purchase a Parcel of Land at 840
South Chestnut Street to Support the Chestnut
Street Realignment and Bridge Replacement
Project, UW-Platteville

REVISED

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 (1) purchase a property of approximately 1.26 acres, located at 840 South Chestnut Street, Platteville, Wisconsin, for a total cost of \$125,000 (\$86,000 Program Revenue-Cash and \$39,000 Gift Funds) and (2) convey land along Chestnut Street that is necessary to construct the Grant County Chestnut Street Realignment and Bridge Replacement project to the city of Platteville and grant the necessary rights-of-way.

THE UNIVERSITY OF WISCONSIN SYSTEM

**Request for
Board of Regents Action
October 2009**

1. Institution: The University of Wisconsin-Platteville
2. Request: Authority to: (1) purchase a property of approximately 1.26 acres, located at 840 South Chestnut Street, Platteville, Wisconsin, for a total cost of \$125,000 (\$86,000 Program Revenue-Cash and \$39,000 Gift Funds) and (2) convey land along Chestnut Street that is necessary to construct the Grant County Chestnut Street Realignment and Bridge Replacement project to the city of Platteville and grant the necessary rights-of-way.
3. Description and Scope of Project: This property, which is located at 840 South Chestnut Street, Platteville, Wisconsin, abuts university-owned property to the southeast of the Ralph E. Davis Pioneer Stadium.

A Phase 1 Environmental Site Assessment was completed in July 2009 by IIW Engineers and Surveyors as part of the Grant County Chestnut Street Realignment and Bridge Replacement project. This consultant-prepared document states that no environmental conditions were recognized that would likely indicate the presence of hazardous substances or petroleum products on this property under conditions that indicate an existing release, a past release, or material threat of a release of any hazardous substances or petroleum products into structures on the property or into the ground, groundwater, or surface water of the property.

A campus-prepared Environmental Assessment for Real Estate Acquisitions was completed in August 2009. The review revealed insignificant problems and no apparent environmental contamination, and stated that no further examination was necessary.

Two appraisals of this property were completed in the summer of 2009. The two appraisals were \$90,000 and \$82,000, with an average fair-market-value of \$86,000. The owners of the property were unwilling to sell for this amount. To assure timely property acquisition to support the Chestnut Street Realignment and Bridge Replacement project, the campus will purchase the property for \$125,000.

The project will also transfer portions of land adjacent to Chestnut Street to the city of Platteville as determined by engineering design and surveys. The land transfers constitute the university's contribution to the county road improvement project. In addition, some permanent rights-of-way will be granted to the city for road access.

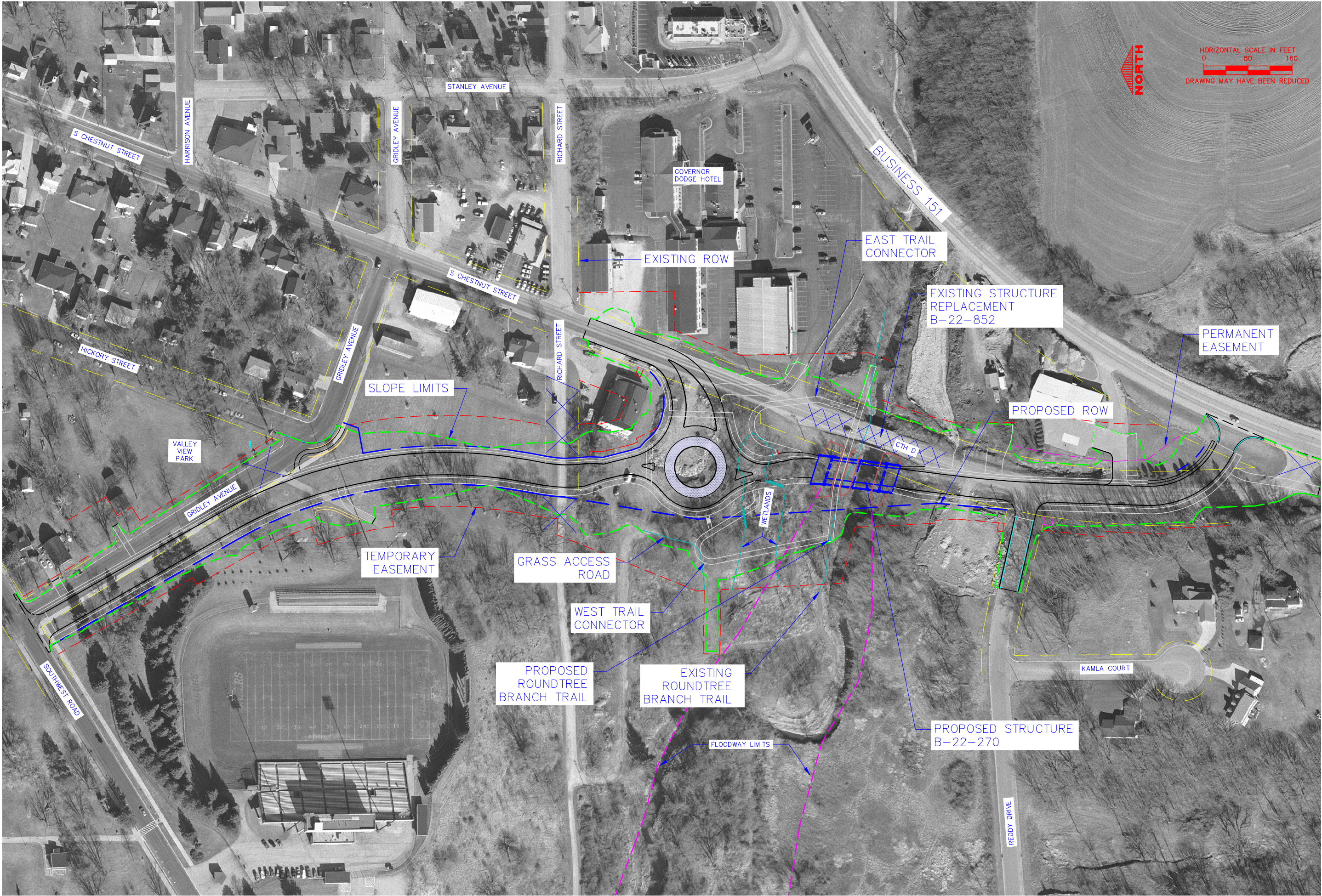
4. Justification of the Project: The 1967 Wisconsin State University-Platteville Master Plan defined two arterial streets flanking the campus, West Main Street to the North, and Hickory Street to the east, as campus boundaries. These two boundaries were further

supported in the university's Campus Development Plan which was reviewed by the Building Commission in March 1995.

University ownership of this property will contribute to the development of a new entrance to the campus from US HWY 151/Business 151. Currently, the best existing vehicle access route to the campus from Business HWY 151 is inefficient, indirect, and does not serve the needs of the campus or the community. The new entrance is supported by the Grant County Highway Commissioner, the city of Platteville, and the campus. The new entrance will be accomplished by the Grant County Highway Department replacing and re-orienting a deteriorated concrete bridge, which is at the end of its lifespan, and the city developing a round-a-bout and new street from the new bridge to the campus. Construction is scheduled to begin in spring 2010.

5. Previous Action: None.

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Project Description:		Sheet Title:	Rev:	Issued For:	Issued Date:	Rev By:
5996-00-00		OVERVIEW				
CHESTNUT STREET/CTH D						
ROUNDTREE BRANCH BRIDGE B-22-0852						
PLATTEVILLE, WI GRANT COUNTY						
SECTION 106						
7/15/2009						
IIV ENGINEERS & SURVEYORS, P.C.						
BRIDGE, EROSION, SOLUTIONS						
4140 HUNTERMAN AVE. SUITE 200						
PLATTEVILLE, WI 53589-1000						
TEL: 608-785-1111 FAX: 608-785-1111						
www.iiv-engineers.com						
Project Mgr: JPN						
Project Number:						
09066-01						
EX1.1						

Approval of the Design Report of the North
Campus Chiller Project and Authority to Adjust
the Project Budget and Construct the 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 for the North Campus Chiller project be approved and authority be granted to increase the budget by \$955,100 (\$615,000 Program Revenue Supported Borrowing, \$114,050 General Fund Supported Borrowing Utilities Repair & Renovation, \$69,900 Program Revenue-Cash, and \$156,150 General Fund Supported Borrowing (reallocated from the Waste Management Lab project) and construct the project at a total cost of \$8,680,100 (\$1,270,200 General Fund Supported Borrowing, \$7,340,000 Program Revenue Supported Borrowing, and \$69,900 Program Revenue-Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action October 2009

1. Institution: The University of Wisconsin-Stevens Point
2. Request: Approval of the Design Report for the North Campus Chiller project and authority to increase the budget by \$955,100 (\$615,000 Program Revenue Supported Borrowing, \$114,050 General Fund Supported Borrowing Utilities Repair & Renovation, \$69,900 Program Revenue-Cash, and \$156,150 General Fund Supported Borrowing (reallocated from the Waste Management Lab project) and construct the project at a total cost of \$8,680,100 (\$1,270,200 General Fund Supported Borrowing, \$7,340,000 Program Revenue Supported Borrowing, and \$69,900 Program Revenue-Cash).
3. Project Description: This project will construct a new north campus chiller plant that will house two 1,000-ton variable speed centrifugal water chillers and related equipment. Operation and control of the north campus chilled water system will be integrated with the existing central and south campus chilled water plants. Minor upgrades of the existing plants are incorporated into this project to make optimum use of all campus chiller plants. The plant will serve twelve student residence halls, DeBot Dining Center, Allen Recreation Center and future GPR supported buildings in the north part of the campus including the new Waste Management Center and the Maintenance and Materiel Building. Approximately 6,000 feet of direct buried chilled water distribution piping will be installed to serve the above buildings and to interconnect the new north campus chilled water distribution system to the current distribution system. The interconnection allows existing excess south loop capacity to be utilized by the north loop and vice versa. Directional drilling will be utilized, where feasible, to minimize any impact to landscaping and the loss of mature trees. Power for the chiller plant will originate from the campus 12,470 V primary electric distribution system.

The direct buried steam and condensate line crossing Maria Drive that currently serves the Maintenance and Materiel Building was determined to be in poor condition and requires replacement. In parallel with the chilled water distribution piping installation, a new steam and condensate box conduit including one new steam pit and new civil utilities that will serve the new Waste Management Center (sanitary sewer, storm sewer and domestic water) will also be installed.

4. Justification: There is no central chilled water system on the north campus. Two residential dining/recreation facilities have stand alone chillers (280 ton total) and four GPR buildings have roughly 50 tons of independent direct expansion systems. Eight residence halls in the DeBot complex will be remodeled over an eight year period. The remodeling includes the installation of 4-pipe in-room heating and cooling equipment making air conditioning possible. A new 330 bed suite style residence hall project, which will be bid in October 2009 for completion in summer 2011, will also require chilled water for in-room temperature

control. Providing air conditioning in the residence halls is necessary to maintain solid summer conference and camp overnight bed counts in those facilities. Summer occupancy provides important support for residential living, capital, and operational budgets.

An engineering study was performed to develop the most cost-effective and efficient plan to size and locate the plant and distribution system for all the buildings of the north campus. This project will provide new variable speed drive chillers that will offer significant savings in electrical consumption and will be used extensively to produce chilled water for the entire campus on all days other than those of the highest cooling demand.

The utilities crossing Maria Drive that serve the new Waste Management Center (chilled water, steam & condensate, sanitary sewer, storm sewer, and domestic water) will be consolidated into this project to improve contractor coordination and minimize traffic disruptions of Maria Drive.

Fee Impact: The Residential Living portion of this project will be financed through room rental rates. The existing rate for a non-improved double occupancy room on campus is \$3,338 in 2009-10. When the project is completed, all room rates will increase by \$89 per year and those buildings with air-conditioning by \$186 per year. These figures will likely trend downward as summer conference rates are increased for the improved facilities. The student centers' portion of the project will result in a board rate increase of \$15.68 per year (0.7%) and a segregated fee increase of \$3.32 per year (0.6%).

5. Budget and Schedule:

Budget	Cost
Construction	\$6,960,000
Contingency	625,600
A/E Design Fees	600,400
Other Fees	190,000
DSF Fees	304,100
Total Project Cost	\$8,680,100

Design Report Completion	September 2009
SBC Authority to Construct	October 2009
Bid Opening	March 2010
Construction Start	May 2010
Substantial Completion	August 2011

6. Previous Action:

August 22, 2008
Resolution 9529

Recommended that the North Campus Chilled Water System project be submitted to the Department of Administration and the Building Commission as part of the UW System 2009-11 Capital Budget request at an estimated total project cost of \$7,725,000 (\$1,000,000 General Fund Supported Borrowing and \$6,725,000 Program Revenue Supported Borrowing). The project was subsequently enumerated at that amount and those funding sources.

Approval of the Design Report and Authority to
Construct the Hansen Residence Hall
Renovation 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 be approved and authority be granted to construct the Hansen Residence Hall Renovation project for a total cost of \$4,986,000 Program Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action October 2009

1. Institution: The University of Wisconsin-Stevens Point
2. Request: Approval of the Design Report and authority to construct the Hansen Residence Hall Renovation Project for a total cost of \$4,986,000 Program Revenue Supported Borrowing.
3. Project Description and Scope: This project will renovate the 54,755 GSF Hansen Residence Hall, located in the South DeBot quadrant on the northwest side of campus. The project will replace existing single-pane room windows with energy efficient thermopane slide-by windows, increase electrical circuit capacity in each room, and upgrade the individual room lighting. The project will replace the steam heating system with a four-pipe HVAC system for heating and future cooling that will provide individual room thermostat control. The 1,100 gallon hot water storage tank will be replaced with instantaneous water heaters with a limited back-up storage capacity offering energy savings.

The entire building will be made accessible with the installation of an elevator and an exterior access ramp. Resident room doors will be replaced with ADA compliant lever hardware. Eleven fully accessible resident rooms will be created and distributed on all four floors. The hall director's apartment will include a separate outside entrance and will also be made accessible.

The front desk in the lobby will be reconfigured and resident mailboxes will be moved to allow space for the elevator. Masonry block walls throughout the building will receive a thin-coat plaster finish and paint. The existing wood-fiber cement panels will be removed in the corridors and all ceilings will be painted. A fire sprinkler system will be installed and the fire and emergency notification system will be upgraded to digital addressable standards.

4. Justification: This project is one part of the Residence Halls Renovation project which was enumerated in the 2007-09 Capital Budget, and includes the renovation of four residence halls (Baldwin, Steiner, Neale, and Hansen halls) on the UW-Stevens Point campus. Hansen Hall, which was constructed in 1967, is a four-story "T" shaped building that was first occupied in 1967. It contains 270 beds in double-loaded corridors. A major renovation in 1993 concentrated primarily on common areas such as shower-rooms, kitchenette-lounges, the installation of recycling chutes, and the removal of all asbestos-containing material in the public areas. All fire alarm systems and voice-data wiring were upgraded but addressable digital and synchronized alarm light technology were not yet available. Any updating done to the resident rooms included only the installation of carpet tile and painting.

During a recent housing master planning effort, issues expressed repeatedly by the residents were: limited room lighting, limited electrical outlets, poor operating condition of the slide-by windows, and the institutional feel of the painted cinder block walls. Of the eight residence halls located on the west side of campus, only two have an elevator or are fully accessible. Adding an elevator to Hanson will provide accessibility to all floors, assist in the delivery of heavy materials during student move-in/move-out times, and facilitate the daily removal of collected recyclables from the basement.

The radiant steam heating system is currently configured with one thermostat that controls the heating of 48 rooms (one half-wing) on four floors. The heat control valves are poorly located and the steam traps are not reliable. Both are a constant source of maintenance problems. The hall is currently air conditioned using window units during the summer months for conferencing and camps. When central chilled water becomes available in 2010, air conditioning will be provided more efficiently and economically. Although not required by code or law, a fire sprinkler system is considered to be an essential life-safety component for this project and its installation is supported by the local fire department. The existing fire alarm and emergency notification system does not meet current standards.

The campus presently manages thirteen, four-story residence halls with approximately 3,100 beds and just over 700,000 GSF. All were constructed in the late 1950s through the 1960s. The housing master planning effort highly recommended making the improvements described above to provide for the long-term safety of the residents, ADA compliance, and a reasonable level of expected housing quality. This is the third of four enumerated renovation projects that will upgrade the south DeBot quadrant residence halls. The fourth project will renovate Neale Hansen Hall and that project is scheduled for the summer of 2011.

5. Budget and Schedule:

Budget	Cost
Construction	\$4,168,000
Contingency (7%)	292,000
A/E Design and Other Fees	334,600
DSF Management (4%)	178,900
Percent for Art	12,500
Total	\$4,986,000

Schedule	
Final Review	December 2009
Bid Opening	February 2010
Start Construction	May 2010
Substantial Completion/Occupancy	August 2010

6. Previous Action:

August 18, 2006
Resolution 9225

Recommended that the Residence Halls Renovation project, estimated at \$19,995,000 Program Revenue Supported Borrowing, be submitted to the Department of Administration and the State Building Commission as part of the UW System 2007-09 Capital Budget request. The project was subsequently enumerated at that amount and funding source.

November 8, 2007
Resolution 9398

Approved the Design Report and granted authority to construct the Baldwin Residence Hall Renovation project for an estimated total cost of \$4,986,000 Program Revenue Supported Borrowing.

August 22, 2008
Resolution 9533

Approved the Design Report and granted authority to construct the Steiner Residence Hall Renovation project at an estimated total cost of \$4,986,000 Program Revenue 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 various maintenance and repair projects at an estimated total cost of \$4,267,000 (\$3,255,800 General Fund Supported Borrowing; \$883,700 Program Revenue Supported Borrowing; and \$127,500 Program Revenue Supported Borrowing).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action October 2009

1. Institution: The University of Wisconsin System
2. Request: Authority to construct various maintenance and repair projects at an estimated total cost of \$4,267,000 (\$3,255,800 General Fund Supported Borrowing; \$883,700 Program Revenue Supported Borrowing; and \$127,500 Program Revenue Supported Borrowing).

UTILITIES REPAIR & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	Z450	TOTAL
MSN	09J1M	Park St 69/12-72/12 Util Repr	\$ 3,133,300	\$ 883,700	\$ -	\$ -	\$ -	\$ 4,017,000
★ OSH	08K2J	Pits A2-A2A/H2-H3 Steam Repr (Increase)	\$ 122,500	\$ -	\$ 127,500	\$ -	\$ -	\$ 250,000
OCTOBER 2009 TOTALS			\$ 3,255,800	\$ 883,700	\$ 127,500	\$ -	\$ -	\$ 4,267,000

★ UW System Administration central PR Cash account [AGFU]

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

Utilities Repair and Renovation Requests

MSN - Park Street and University Avenue Pits 69/12 to 72/12 Utility Repairs (\$4,017,000):

This project replaces the steam, condensate, compressed air, and chilled water piping under the intersection of Park Street and University Avenue between steam pits 69/12 and 72/12. Project work will be coordinated with the city of Madison University Avenue Street Reconstruction project at Park Street. The new steam and chilled water piping will be placed in steel conduits which will be bored under University Avenue in order to reduce the time that this project will impact the reconstruction of University Avenue. The 48-inch steam conduit, under the intersection of Park Street and University Avenue, will be abandoned and the structural integrity stabilized with engineered fill after the new piping installation has been completed.

Project work includes replacing the 24-inch underground chilled water supply and return piping (located below the steam conduit) with new 30-inch piping. Replacing the chilled water piping includes extending the 24-inch chilled water piping north on Park Street past the Humanities Building. This project also includes full restoration of affected areas, including concrete sidewalk and gutter repairs, roadway repairs outside of the intersection, and landscaping.

Construction will be phased to minimize disruption of steam and chilled water services to campus buildings. The chilled water work will be conducted during the early spring and prior to the typical cooling season. Isolation valves will be installed in the chilled water piping to minimize the time periods during which chilled water will not be available to meet year round cooling loads served by this portion of the distribution piping.

The steam, condensate, and compressed air piping is routed under this intersection through a 48-inch steel culvert that has deteriorated beyond repair. The walls of the culvert have rusted through and are leaking onto the piping in many places. The chilled water piping will be increased in size in order to provide additional chilled water capacity and meet the increasing chilled water demand at the north end of Park Street.

This work has been coordinated with the city of Madison University Avenue Reconstruction Project and reduces the cost of this project because all of the street restoration work will be done by the city of Madison. Project work is also being coordinated with the Madison Gas & Electric gas piping work and the high voltage duct installation being installed by American Transmission Company.

OSH - Pits A2-A2A/H2-H3 Steam Line Repairs (\$250,000 increase for a total project cost of \$529,100): This request increases the project budget and scope to address unforeseen conditions encountered during construction. This increase is needed to complete the originally approved project scope and intent.

Project work now requires the replacement of 140 LF of concrete vault across Algoma Boulevard. This section of concrete vault was planned for repair only, but after partial excavation it was evident that the concrete vault had collapsed and repair was no longer an option. Project work now also includes the relocation of 40 LF of municipal water main to avoid interference with the new concrete vault across High Avenue and installation of 144 LF of new 8-inch chilled water lines to the site of the new academic building. This additional work should eliminate excavation of High Avenue in the future as it relates to the new academic 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:

General Fund Supported Borrowing	\$ 3,255,800
Program Revenue Supported Borrowing	883,700
Program Revenue Cash.....	<u>127,500</u>
Total Requested Budget ..	\$ 4,267,000

6. Previous Action:

12/05/2008	OSH - Pits A2-A2A/H2-H3 Steam Line Repairs was previously
Resolution 9579	approved by the Board of Regents at a total project cost of
	\$226,800 (\$122,500 General Fund Supported Borrowing and
	\$104,300 Program Revenue Cash).

Revised: October 14, 2009

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

October 16, 2009

Davies Center, Council Fire Room
UW-Eau Claire
Eau Claire, Wisconsin

9:00 a.m.

II.

1. Calling of the roll
2. Approval of the minutes of the September 10 and 11, 2009 meetings
3. Report of the President of the Board
 - a. Wisconsin Technical College System Board report
 - b. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. Presentation by Michael McPherson, President of the Spencer Foundation and Co-Author of *Crossing the Finish Line: Completing College at America's Public Universities*
 - b. Additional items that the President of the System may report or present to the Board
5. Report and approval of actions taken by the Capital Planning and Budget Committee
6. Report and approval of actions taken by the Education Committee
7. Report and approval of actions taken by the Business, Finance, and Audit Committee
8. Additional resolutions
 - a. Resolution of appreciation to UW-Eau Claire
9. Communications, petitions, and memorials
10. Unfinished and additional business
11. Move into closed session to consider UW-Madison Honorary Degree nominations, as permitted by *Wis. Stats.* 19.85(1)(f); to confer with legal counsel regarding pending or potential litigation, as permitted by *Wis. Stats.* 19.85(1)(g); and to consider a recommendation for secretary of the Board of Regents, as permitted by *Wis. Stats.* 19.85(1)(c).
12. Reconvene in open session for election of secretary of the Board of Regents.

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 – Charles Pruitt
Vice President – Michael Spector

STANDING COMMITTEES

Executive Committee

Charles Pruitt (Chair)
Jeffrey B. Bartell
Mark Bradley
Eileen Connolly-Keesler
Judith Crain
Danae D. Davis
Michael Falbo
Brent Smith
Michael J. Spector

Business, Finance, and Audit Committee

Brent Smith (Chair)
Eileen Connolly-Keesler (Vice Chair) (Audit Liaison)
Michael J. Falbo
David Walsh
Aaron Wingad
Betty Womack

Education Committee

Judith Crain (Chair)
José Vásquez (Vice Chair)
Mark Bradley
Danae Davis
Tony Evers

Capital Planning and Budget Committee

Jeffrey B. Bartell (Chair)
John Drew (Vice Chair)
Stan Davis
Tom Loftus
Kevin Opgenorth

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
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-Platteville Chancellor

Search

Thomas A. Loftus (Chair)
David Walsh
Kevin Opgenorth
Betty Womack

Special Regent Committee for UW-Stevens Point Chancellor

Search

Judith V. Crain (Chair)
Mark J. Bradley
Eileen Connolly-Keesler
José Vásquez

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

2010 REGENT MEETING SCHEDULE

February 4 and 5, 2010: In Madison

April 8 and 9, 2010: Hosted by UW Colleges

May 6, 2010: One Day Meeting in Madison

June 10 and 11, 2010: At UW-Milwaukee (Annual Budget)

August 19 and 20, 2010: In Madison (Biennial Budget)

October 7 and 8, 2010: At UW-Oshkosh

November 4, 2010: One Day Meeting in Madison

December 9 and 10, 2010: Hosted by UW-Madison