



**Board of Regents of the University of Wisconsin System
Office of the Secretary**

1860 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706
(608)262-2324

DATE: March 26, 2009

TO: Each Regent

FROM: Jane S. Radue *JSR*

PUBLIC MEETING NOTICE

RE: Agendas and supporting documents for meetings of the Board of Regents and Committees, to be held at UW-Fond du Lac/UW-Extension Fond du Lac County, Fond du Lac, Wisconsin on April 8 & 9, 2010

Thursday, April 8, 2009

8:30 a.m. Continental breakfast – Commons corridor, University Center, Ground level

8:45 or 9:15 a.m. Tour of UW-Fond du Lac campus & UW-Extension Fond du Lac County office – Meet at Commons registration desk, University Center, Ground level

10:00 a.m. All Regents – LGI 113 & 114 University Center, Ground level

- *Leading Locally for Statewide Impact* – UW Colleges and UW-Extension Presentation by Chancellor David Wilson

11:00 a.m. All Regents – LGI 113 & 114 University Center, Ground level

- Discussion: *Growth Agenda Strategies for Economic Recovery and Renewal*

12:30 p.m. Lunch – Commons, University Center, Ground level

1:30 p.m. Board of Regents Standing Committee meetings:

Education Committee – LGI 113 & 114 University Center, Ground level

Business, Finance, and Audit Committee – S112 Science, Ground level

Capital Planning and Budget Committee meeting – S238 Science, Upper level

Friday, April 9, 2009

9:00 a.m. Board of Regents meeting – LGI 113 & 114 University Center, Ground level

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 Jane Radue in advance of the meeting at (608) 262-2324.

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

The meeting will be webcast at <http://www.uwex.edu/ics/stream/regents/meetings/> on Thursday, April 8, 2010 at 10:00 a.m. until approximately 12:30 p.m., and Friday, April 9, 2010 at 9:00 a.m. until approximately 12:00 p.m.

GROWTH AGENDA STRATEGIES FOR ECONOMIC RECOVERY AND RENEWAL

EXECUTIVE SUMMARY

BACKGROUND

The United States faces intensifying global competition and growing demands for a skilled workforce. Although the United States historically has had high rates of educational attainment, a number of other countries are achieving greater rates of college educational attainment among young adults. The nation's and Wisconsin's challenge is to enable more students to obtain college degrees.

In comparison with other states, fewer Wisconsin workers have baccalaureate degrees. In 2008, Wisconsin ranked 29th in the nation in the percentage of adults who hold a four-year degree with 26% of Wisconsin adults having a four-year college degree – two percentage points lower than the national average, and significantly behind Minnesota's 32%. As a result, per capita income in the state continues to trail Minnesota and most other states.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

The *Growth Agenda for Wisconsin* is the UW System's plan to improve the state's competitive edge, nationally and globally. Today, 178,000 students are enrolled at UW System campuses – a record high. About 65% of those students will graduate from a UW school within six years. By most measures, UW System institutions are performing well compared to its peers, but Wisconsin now faces bigger challenges that demand new approaches.

The *Growth Agenda's More Graduates for Wisconsin* aims to graduate more students, with a specific goal of increasing the number of people who earn their associate and bachelor's degrees at a UW System institution. UW campuses plan to confer more than 33,700 undergraduate degrees per year by the year 2025, up from the current rate of about 26,000 per year. Over the next 15 years, the cumulative results of this effort will be 80,000 more graduates for Wisconsin.

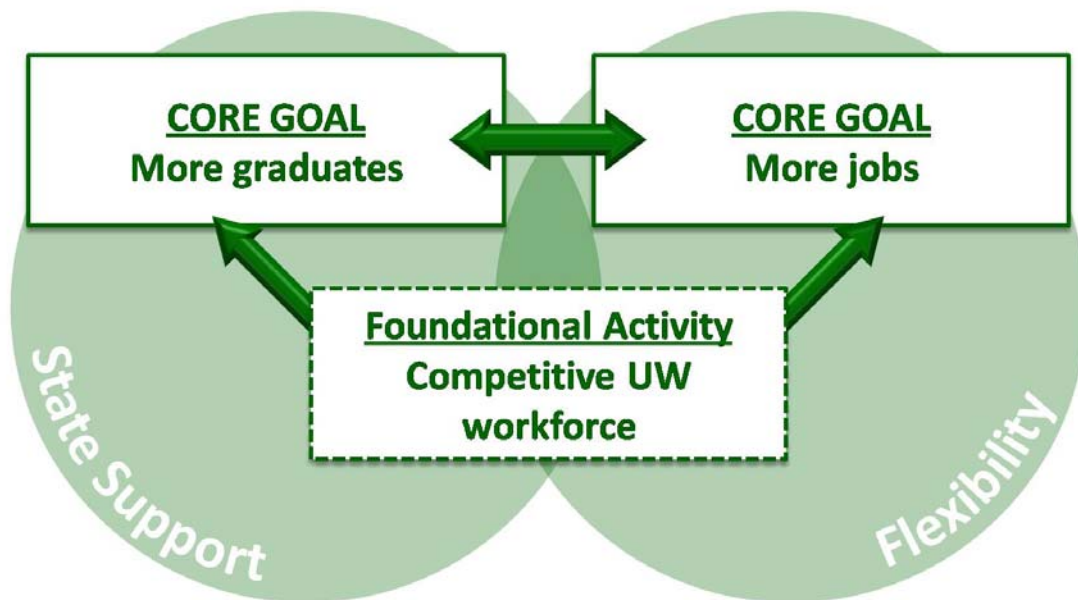
The attached document, *New Strategies for Economic Recovery and Renewal*, serves as a case statement for the Growth Agenda – articulating a compelling case for the University's multi-pronged efforts to create better jobs and produce more graduates, fueled by a competitive academic workforce. Also attached are some preliminary data that will be presented to the Board on April 8, illustrating the long-range effects of UW's "More Graduates for Wisconsin" initiative.

RELATED REGENT POLICIES

None.



UW System's Growth Agenda for Wisconsin: *New Strategies for Economic Recovery and Renewal*



Introduction

The *Growth Agenda for Wisconsin* is the UW System's plan to improve the state's competitive edge, nationally and globally. Developed with broad input, it is a plan to develop the state's human potential, create new jobs, and strengthen local communities. The ultimate goal is an economically robust Wisconsin where current and future generations can enjoy a high quality of life and earn family-supporting wages.

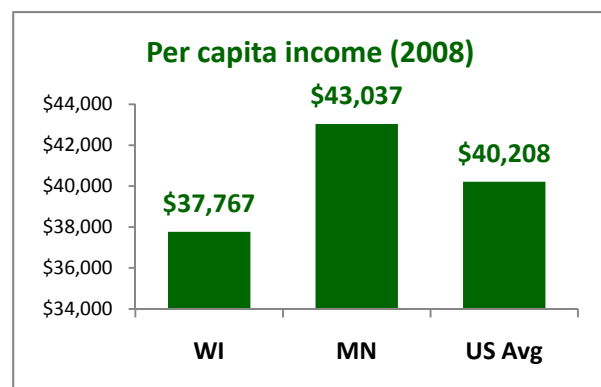
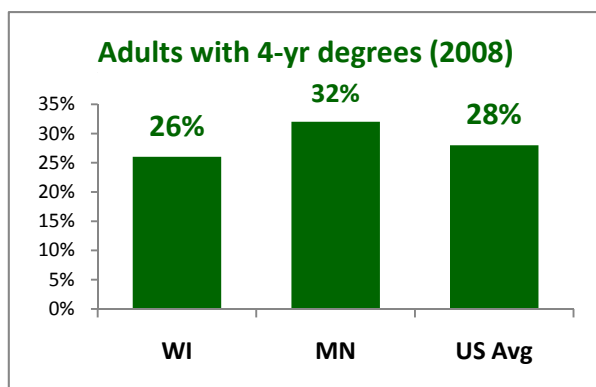
The Growth Agenda seeks to leverage the university's strengths to benefit all Wisconsin citizens. As the nation and the state look to recover from a historic economic downturn, the UW System is refining its strategy and setting new goals that demand bold, creative thinking and strong support.

Wisconsin's Challenges

Today, more than 178,900 students are enrolled at UW System campuses – a record high. About 65% of those students will graduate from a UW school within six years. By most measures, the state's public university is performing well compared to its peers, but Wisconsin now faces bigger challenges that demand new approaches.

Educational Attainment is Lagging

The United States is one of only two developed countries where younger people are not as well educated as their parents. In comparison with other states, fewer Wisconsin workers have baccalaureate degrees. The population moving into Wisconsin tends to be less educated than those attracted to some other states. In 2008, Wisconsin ranked 29th in the nation in the percentage of adults who hold a four-year degree. As a result, per capita income in the state continues to trail Minnesota and most other states.



In a 2008 study, the urban policy group CEOs for Cities made the case that more degree-holders lead not only to higher per capita income, but also a faster rate of economic growth. The report also indicated higher education levels correlate with lower demand on social services and lower poverty rates:

“Across metropolitan areas, improving education levels could be one of the most powerful forces for improving income and economic well-being....Increasing the four-year college attainment rate in each of the 51 largest metropolitan areas by one percentage point, from its current median of 29.4 percent to 30.4 percent, would be associated with an increase in aggregate personal income of \$124 billion per year for the nation.” (“CityDividends” study)

To address this educational deficit, colleges and universities must attract a broader, deeper cut of the population, including under-represented populations, people from lower-income families, and first-generation college goers. In Wisconsin and across the nation, people of color are much more likely to enter the workforce without the educational credentials necessary to succeed. Comparing lower-income families and their higher-earning peers, Wisconsin and the nation continue to struggle with gaps in both college access and college success. Taking into account projected demographic trends, this does not bode well for the future, and this persistent social dilemma translates into an economic imperative for the entire nation.

A more educated workforce – comprised of people who work in and create better jobs – will lead to higher incomes. In turn, this will contribute to a broader tax base and a lighter tax burden on individual citizens and businesses. **If per capita income in Wisconsin were raised to the Minnesota average, residents here would collectively take home \$29 billion more in earnings every year.**

Beyond the purely economic arguments, research shows that a more highly educated population will also be healthier, and less reliant on an overburdened healthcare system. They will be more philanthropic, supporting a network of nonprofit organizations that form a vital safety net for all families. Educated citizens will be more engaged in their communities, and more active in our democratic system of government.

The gap between rich and poor in America has widened, just as the percent of people in the country with college degrees has leveled off. Left unchecked, this trend presents a growing threat to the health of our democratic society.

Need for High-Quality Jobs

Conversations about “job creation” dominate today’s political landscape, yet much of the dialogue understates the significant potential of university-based research and development (R&D) as a prime source of business start-ups and new jobs. The UW System must get better at leveraging its research assets creatively for the benefit of communities, citizens, and the broader state economy.

Globalization and the economic crisis have created serious challenges for Wisconsin, not the least of which are unprecedented layoffs, spikes in unemployment, and shortage of capital. The steep recession comes on top of several trends in the past decade, among them the loss of close to 150,000 manufacturing jobs – 31,000 of them in the last year alone. Moreover, the state trails the U.S. average in business start-ups, high-tech companies, and venture capital.

UW campuses are not immune from the effects of this economic crisis. R&D funding has slowed, enrollments in some professional and executive education programs have dropped, and many new graduates are venturing out into a very lean job market.

To compete, Wisconsin must meet the challenges that threaten its economy and future. We live in an era where innovation and entrepreneurship are the keys to economic growth, so Wisconsin must be an “innovation laboratory” and must take those innovations to market in ways that produce jobs and income.

Approximately 250 start-up or spin-off companies with ties to the university system have been created over the years. Companies in the UW-Madison Research Park alone employ nearly 4,000 people with an average salary of about \$62,000 – nearly twice the state’s per capita income. University-based research contributes to national security, personal health, and quality of life.

Milwaukee, the state’s largest urban center, has a proud manufacturing history, but it lags behind other comparable cities in terms of academic research. For example, the University of Illinois-Chicago campus nearly doubled its research budget over a seven-year period, expanding to \$332 million by 2006. **Similar growth in research capacity at UW-Milwaukee would have a significant impact on the regional economy. Some studies indicate that more academic R&D can be especially helpful to older, established industries that may need help diversifying and upgrading. That is why the UW System is supporting the UW-Milwaukee research growth agenda.**

According to an April 2008 report in the *Milwaukee Journal Sentinel*, that's exactly what happened in Akron, Ohio:

"In northeast Ohio, the University of Akron sits in the middle of former Rubber Capital of the World. But after the loss of tire production jobs left Akron economically depressed, the university has found a way to build on the region's industrial past. While Akron had always had extensive programs in rubber chemistry, it branched into polymers, which are strands of interconnected molecules used in rubber, plastic wraps and many other products. In 1988, the university established its College of Polymer Science and Engineering, which is now the largest program of its kind in the nation and draws researchers from around the world. It has since moved into biotechnology and nanotechnology and supports small and mid-sized companies that work with polymers."

Already, the UW is a destination and fertile source of innovation for entrepreneurs. **In 2009, the Wisconsin Technology Council reported that academic research and development is a \$1.1-billion industry in the state. The spending by that industry translates into more than 38,000 direct and indirect jobs. That is more people than are employed by the plastics and rubber industry (32,380), or by wood product manufacturing (23,790) in Wisconsin.**

The Wisconsin Department of Workforce Development estimated that nearly 1 million jobs will be open in Wisconsin between 2006 and 2016, distributed across the state among approximately 800 occupations within nearly 90 industries. Employment is projected to grow, but at a slower pace than in the past. Changing demand, technology advancements, and global competition will continue to drive the long-term historic shift to the need for more skilled workers in the state.

As a case in point, a January 2010 survey by the Association of American Colleges and Universities (AAC&U) found that employers expect to increase their emphasis on hiring people with a four-year degree and want college graduates to have a blend of liberal education and applied learning experience. In the same study, almost half of employers said their organizations downsized over the past 12 months, but nearly two in five employers expect to increase their staffing in the next 12 months. According to AAC&U:

“In an economy fueled by innovation, the capabilities developed through a liberal education have become America’s most valuable economic asset.” (College Learning for the New Global Century, AAC&U, 2007)

Need for Human Capital

The Growth Agenda is about developing Wisconsin’s advanced human potential, the knowledge-economy jobs that employ that potential, and the thriving communities that sustain citizens and businesses alike. To fulfill this vision, the UW System must have the ability to develop and sustain its own human capital.

Much of the UW System’s work focuses on preparing students with the knowledge, skills, abilities, and habits of mind necessary to succeed in the national and global workforce, and to lead as active citizens in a globally connected, 21st-century democracy. To do this, the UW System must have the means to compete and thrive within an increasingly competitive higher-education labor market. UW institutions must be able to attract, hire, and retain the most diverse and best possible corps of faculty, academic staff, academic leaders, and classified staff. This will require long-term efforts that position the UW System to provide competitive compensation and supportive work environments.

In 2008-09, UW System faculty salaries were 11.42% lower than faculty salaries at comparable peer universities. It is estimated that faculty average salaries will be 11.10% behind peer median salaries by the end of the 2009-11 biennium and 17.9% behind by 2011-13. A 2010 study by the Midwestern Higher Education Compact (MHEC) showed the UW System at or near

the bottom in almost all salary comparisons by type of institution and rank of faculty. The same study noted that salary increases for full professors at UW-Madison and UW-Milwaukee were the lowest among 20 doctoral institutions surveyed.

For UW System's comprehensive institutions, the MHEC study showed the five-year change in salaries for full professors was also the lowest of 12 states in the study, significantly below the rate of inflation, and 8% below the Midwestern average.

Historically, UW System institutions have attempted to address recruitment and retention challenges in part by reallocating base funds. A series of recent budget reductions, lapses, and reallocations have sharply limited the institutions' ability to rely on this practice. More recently, a special recruitment and retention fund was requested and made available in three consecutive biennial state budgets to help address this problem.

The Growth Agenda's success is predicated upon the work of many talented academic professionals who serve students in and beyond the classroom. Academic staff work in admissions, pre-college outreach programs, academic advising, residence halls, financial aid, libraries and other functions to enrich the educational experiences of every student. Academic staff also play major roles in the UW System's instructional mission and research enterprise, as well as in statewide outreach and Extension programs.

While it is more difficult to obtain standardized salary data for academic staff than faculty at peer institutions, challenges have been reported in the recruitment and retention of academic staff across the UW System. As with faculty adjustments, UW System institutions have relied in part on base reallocation of funds to make competitive salary offers and retention adjustments for academic staff. In 2008-09, UW System academic staff salaries were 8.02% lower than such salaries at comparable peer universities. It is estimated that academic staff average salaries will be 9.62% behind peer median salaries by the end of the 2009-11 biennium and 16.42% behind by 2011-13.

The current economic crisis has resulted in real declines in compensation for UW faculty and academic staff, with the rescission of a previously approved 2% pay plan and implementation of mandatory furloughs equal to a 3% pay cut in 2009-10 and 2010-11.

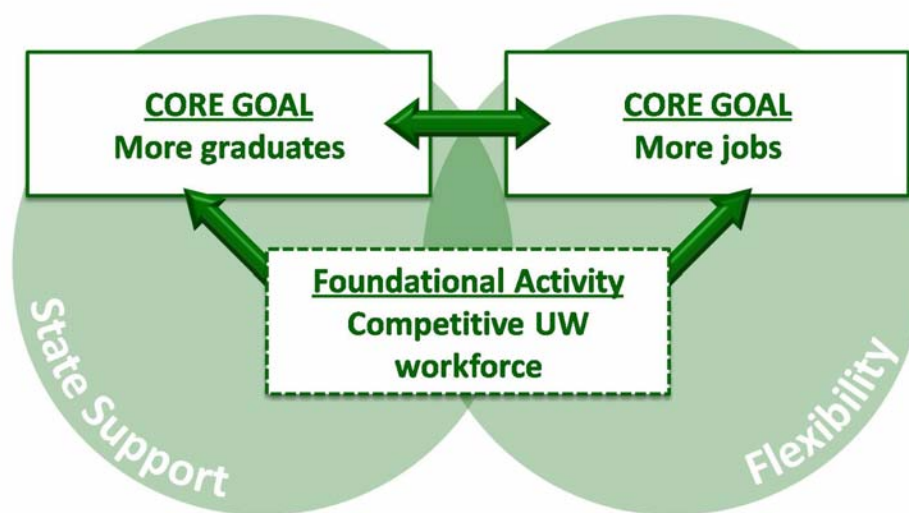
On the plus side, the UW System generally has a competitive advantage with retirement and health care benefits. Wisconsin recently overcame one longstanding disadvantage, relative to peers, by winning the ability to offer full health benefits coverage for domestic partners.

However, UW institutions continue to face one significant disadvantage, with relatively modest tuition assistance benefits for employees, and no benefits available for spouses/partners and children of employees. Other universities and colleges typically provide much richer benefits in this area.

UW System's Response: New Growth Agenda Strategies

The University of Wisconsin System is one of the key ingredients to a secure and decent life for Wisconsinites in 21st-century America. People who care about higher education and believe in its incredible potential have an obligation to make the UW work more effectively and efficiently, and to preserve the quality that has been its hallmark, recognized nationally and internationally.

To help move the state out of the deep recession and prepare for better economic times ahead, the UW System is advancing a new model of renewal and recovery. This is the natural evolution of the Growth Agenda, more sharply focused on the state's immediate and long-term challenges.



As illustrated above, the UW System is advancing a plan with two “core goals”—increasing the number of Wisconsin residents who have a college degree, and leveraging the UW’s research capacity to grow more well-paying jobs.

This plan will include specific, measurable targets that will move Wisconsin and the nation closer to the numbers of college-educated workers found in best-performing countries such as Canada (55%), Japan (54%), and Korea (53%).

At some UW institutions, increasing the number of graduates will entail a renewed focus on graduation rates. Other campuses may look to expanded enrollment, or a combination of retention and enrollment. Some will focus on traditional audiences and delivery methods, while others will turn to distance education and returning adult students. There is no “one-size-fits-

all” solution. Rather, institutions will adopt tailored strategies to address local needs and leverage existing strengths.

New strategies will also build upon the recommendations provided by the UW System’s “Research to Jobs” task force. These efforts will emphasize UW-Madison’s national and global leadership as a research institution and identify new ways to expand UW-Milwaukee’s research capabilities. The plan will also accelerate R&D support at the UW System’s 11 regional comprehensive universities. In each case, expanded research and development activities will be designed to enrich, not diminish, undergraduate education.

Diverse, vibrant, and high-quality faculty and staff are essential to the success of UW System’s Growth Agenda. New strategies must focus on engaging outside experts in a thorough, objective analysis of compensation and benefits, and solutions that will enable and empower the UW System to address specific shortcomings. The review will examine closely the salaries of faculty and staff at UW institutions, comparing them against market data and peers with whom we compete for talent.

To provide a quality education to more students, engage in more research, and sustain a competitive university workforce, the UW System needs not only renewed state investment, but also new administrative and managerial flexibility – the freedom to innovate and embrace best business practices.

The 2010 “Grapevine” report showed that all states are struggling to sustain their commitment to higher education. Even within that context, looking at funding trends over the past several years, Wisconsin still lags most other states in support for higher education:

Percent change in state support for higher education: FY 2010 compared to previous years			
	National Avg.	Wisconsin	WI Rank among 50 states
1-year change	-3.7%	-6.7%	34 th
2-year change	-6%	-3%	20 th
5-year change	13.3%	6.2%	36 th

Historically, states have cut higher education spending during tough economic times, and then reinvested in colleges, universities, and financial aid programs as the economy rebounded. Nobody knows if this pattern of reinvestment will repeat itself. If not, and the current cuts and lapses become permanent, the diminished support will have a direct and significant impact on the UW System’s capacity to enroll students, provide a high-quality education, and preserve affordable access for hardworking families.

Together, upward pressure on enrollment and declining state funding will only serve to intensify the longstanding debate about how public universities should be managed to achieve the highest possible efficiency and quality, while preserving accountability to taxpayers.

For decades, UW System leaders, including Boards of Regents appointed by multiple governors from both parties, have called for greater flexibility in running the state's public university system – something many other public universities already possess. This effort will not make the UW less public. Rather, it is a call to embrace new ways of doing business that will enable the UW System to survive, thrive, and better serve citizens in the public interest.

This component of the Growth Agenda will focus on advocating for new laws, policies, and practices that provide the UW System with the capacity to make management decisions that result in real savings. Significant efficiencies could be achieved in areas such as building processes; procurement; safety and loss; personnel; and investment authority. Savings in these areas could be used to support core educational programs.

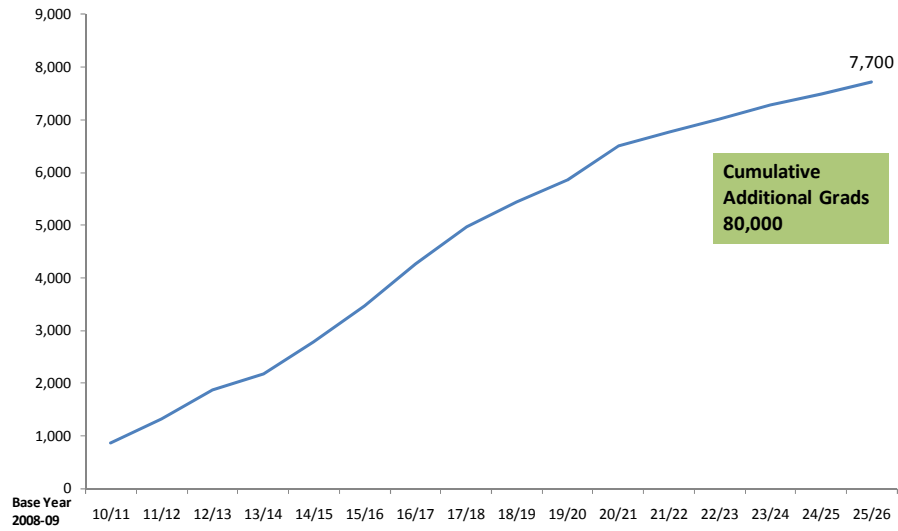
Conclusion

The need for action is clear. To thrive in coming decades and compete effectively with high-performing states and nations, Wisconsin must make higher education a higher priority.

UW System's *Growth Agenda for Wisconsin* is a multi-dimensional approach to a complex problem. Without action now, Wisconsin will continue to slip back in national and international competition, as more of its children seek brighter opportunities elsewhere. Successfully implemented, the benefits of the Growth Agenda will accrue to all Wisconsin residents, their future generations, and the communities where they live and work.

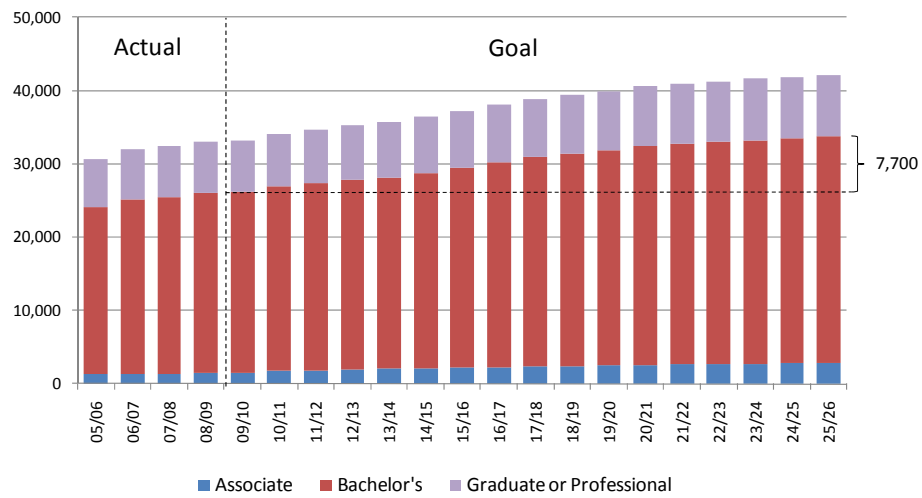
The tradition of high-quality education in Wisconsin and the strength of the UW System can take us there. America's strategic advantage lies in the knowledge and innovation of its people, and we must commit to using and supporting the university to maximize this advantage.

University of Wisconsin System Goals Additional Associate & Bachelor's Degrees



1

University of Wisconsin System Goals All Degrees



2

University of Wisconsin System Goals Degrees by Campus

Cumulative Additional Associate & Bachelor's by 2025-26

UW-Eau Claire	6,750
UW-Green Bay	5,650
UW-La Crosse	4,600
UW-Madison	4,950
UW-Milwaukee	14,050
UW-Oshkosh	7,500
UW-Parkside	1,100

Cumulative Additional Associate & Bachelor's by 2025-26

UW-Platteville	4,350
UW-River Falls	5,600
UW-Stevens Point	3,700
UW-Stout	4,350
UW-Superior	1,700
UW-Whitewater	4,000
UW Colleges	11,700

Cumulative Additional Associate & Bachelor's by 2025-26

UW System	80,000
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REVISED March 29, 2010

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee -

Thursday, April 8, 2010
LGI 113 & 114 University Center
UW-Fond du Lac
UW-Extension Fond du Lac County
Fond du Lac, Wisconsin

10:00 a.m. All Regents – LGI 113 & 114 University Center, Ground level

- *Leading Locally for Statewide Impact* – UW Colleges and UW-Extension
Presentation by Chancellor David Wilson

11:00 a.m. All Regents – LGI 113 & 114 University Center, Ground level

- Discussion: *Growth Agenda Strategies for Economic Recovery and Renewal*

12:30 p.m. Lunch – Commons, University Center, Ground level

1:30 p.m. Education Committee – LGI 113 & 114 University Center, Ground level

a. Sexual Assault Prevention Initiatives at UW Campuses.

b. Consent Agenda:

1. Approval of the Minutes of the February 4, 2010, Meeting of the Education Committee;
2. UW-Stevens Point: Program Authorization of B.F.A. in Interior Architecture;
[Resolution I.1.b.(2)]
3. Approval of requests to Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music.
[Resolution I.1.b.(3)]

c. UW Colleges and UW-Extension: “Expanding Access through Innovation and Collaboration.”

d. Electronic Textbooks and the *Core Concepts* Project at UW-Oshkosh.

e. UW-Eau Claire: First Reading of Revised Mission.

f. UW-Milwaukee Charter Schools:

1. Contract Extension for the YMCA Young Leaders Academy;
[Resolution I.1.f.(1)]

2. Contract Approval for the Urban Day School;
[Resolution I.1.f.(2)]

- g. Report of the Senior Vice President.
- h. Additional items may be presented to the Education Committee with its approval.

SEXUAL ASSAULT PREVENTION INITIATIVES AT UW CAMPUSES

EXECUTIVE SUMMARY

BACKGROUND

Sexual violence has been long been a widespread social problem, nationally and in Wisconsin. In spite of this prevalence, sexual violence remains a severely underreported crime, making it difficult to obtain reliable and consistent data. Underreporting can be attributed largely to the social stigma that remains for victims of sexual violence, who remain physically and emotionally vulnerable, and to the fact that the crime is difficult to prosecute, both through courts of law and through campus judicial systems. Alcohol often plays a role in unwanted sexual contact, and in Wisconsin, a culture of binge drinking and alcohol abuse contributes to the challenge.

The UW System and its institutions have worked to address this complex, societal problem for many years, and in a variety of ways. One of these ways is the UW System Report on Sexual Assault and Sexual Harassment, prepared each spring for the Board of Regents, discussed in public, and reported to the Chief Clerks of each house of the Wisconsin Legislature. The annual reports may be found at: <http://www.uwsa.edu/acss/sexualviolence/resources.htm>

As required by Wisconsin Statutes Section 36.11(22)(b), the System reports annually on the methods each UW System institution uses to disseminate information to students on sexual assault and sexual harassment. The document includes institutional summaries of activities conducted throughout the state to disseminate information and prevent the incidence of sexual assault and harassment, as well as information on systemwide initiatives. It also includes statistics on sexual assaults and on sexual assaults by acquaintances of victims that occurred on each campus during the previous year. Each year, this information is shared with the Board of Regents, and every few years, the System puts together a presentation on the topic to the Education Committee.

The April 2010 meeting of the Education Committee will include presentation and discussion on the national context and the wide variety of initiatives undertaken at UW institutions, to address both the incidence and under-reporting of sexual violence on college campuses.

REQUESTED ACTION

For information purposes only; no action is requested.

DISCUSSION

The mission to educate students remains paramount to UW System institutions, as does the need to ensure their safety. As documented in the annual report, the activities undertaken to help prevent and reduce the incidence of sexual violence for college students are—at their core—

educational. Each UW campus offers educational programs addressing the topic of sexual violence in a wide range of venues, including residence halls, student unions, classrooms, student organization gatherings, and private housing facilities. Campus-based initiatives also work to establish effective and important connections among campus Dean of Students offices and staff, residence hall staff, police and security, counseling and health personnel, local police, community service agencies, and regional hospitals so that student safety and sexual violence may be addressed in a coordinated manner.

In addition to the work outlined in the annual report, the UW System and institutions are engaged in a variety of other endeavors which seek to address the problem of sexual violence on UW campuses more broadly as issues of climate, safety, and equity. These include research-based activities such as the Alcohol and Other Drug Abuse (AODA) Survey, given systemwide to students every two years since 2005, and the Campus Climate Survey, which every UW institution will have conducted by the end of 2010-2011. The surveys provide data and evidence to assess institutional climates along a broad range of indicators (including but not limited to student behaviors and safety), and inform System and institutional policy and programming. The System's work on AODA operates across multiple fronts, focusing on collaborative efforts involving students, faculty, staff, administration and other segments of the university community. More information on the resources, survey, and activities of the UW System's AODA work may be found at: <http://www.uwsa.edu/acss/aoda/>. Additional information on the Campus Climate Survey may be found at: <http://www.uwsa.edu/vpacad/climate/index.htm>.

Finally, the Board of Regents approved in June 2009 revisions to Chapter UWS 17 of the Wisconsin Administrative Code on student conduct. A long and deliberative process resulted in changes to how campuses would conduct nonacademic misconduct disciplinary hearings, and changes which made it easier to punish sex offenders for on- and off-campus behavior. While it is too early to determine how the revisions will impact disciplinary hearings on sexual violence, either for victims or alleged perpetrators, the process considered at great length how best to protect the rights of victims, while also ensuring due process for those charged with misconduct.

The UW System will never be able to eliminate sexual violence completely from its campuses. As evidenced by the annual report and the efforts mentioned above, the commitment of the System and UW institutions remains strong to reduce its incidence through education, a broad set of coordinated activities and collaborative partnerships, policy changes, and research.

RELATED REGENT POLICIES

UW System Sexual Harassment Policy Statement and Implementation (Regent Policy 81-2).

UNIVERSITY OF WISCONSIN SYSTEM REPORT ON SEXUAL ASSAULT AND SEXUAL HARASSMENT 2009 Annual Report

EXECUTIVE SUMMARY

BACKGROUND

Section 36.11(22)(b), Wisconsin Statutes, requires the Board of Regents to report annually to the Chief Clerk of each house of the Legislature on the methods each UW System institution uses to disseminate information to students on sexual assault and sexual harassment. The law requires UW System institutions to incorporate into their new student orientation programs oral and written information on sexual assault and sexual harassment, including information on:

- the legal definitions and penalties for sexual assault, sexual exploitation by a therapist, and sexual harassment;
- generally available national, state, and campus statistics on sexual assault, including statistics on assaults by acquaintances of the victims;
- the rights of victims and the services available to assist a student who is a victim; and
- protective behaviors, including methods of recognizing and avoiding sexual assault and sexual harassment.

In addition, each institution must annually supply to all enrolled students material that includes information on all of the above topics.

This law was enacted in April 1990; this is the eighteenth report to be compiled for the Legislature since its enactment. This report is shared each year with the Board of Regents Education Committee and then forwarded to the Legislature.

Section 36.11(22), Wisconsin Statutes, also requires that each UW institution annually report to the Wisconsin Office of Justice Assistance statistics on sexual assaults and on sexual assaults by acquaintances of the victims that occurred on each campus during the previous year. At the request of the Board of Regents Education Committee, Appendix I of this report includes the statistical information that is sent separately to the Department of Justice Assistance.

DISCUSSION

Each UW institution provided to the UW System Office of Academic and Student Services information on the methods used to disseminate information to students on sexual assault and sexual harassment. In addition, each institution submitted examples of best practices in programming or services that assist student victims of sexual assault or harassment, and that offer education or training in protective behaviors and sexual violence prevention. The summaries provided do not include every event, program, or initiative related to sexual assault at

an institution. Rather, they indicate programs and services identified by the institution as their best practices or most notable efforts during the previous year.

RELATED REGENT POLICIES

UW System Sexual Harassment Policy Statement and Implementation (Regent Policy 81-2).

UNIVERSITY OF WISCONSIN SYSTEM REPORT ON SEXUAL ASSAULT AND SEXUAL HARASSMENT 2009 Annual Report

All UW System institutions provide new students with oral and written information on sexual assault and sexual harassment during new student orientation programs, and provide continuing students with similar information through printed and electronic means.

Section 36.11(22)(1), Wisconsin Statutes, specifies that the materials provided should include the following information:

- the legal definitions and penalties for sexual assault, sexual exploitation by a therapist, and sexual harassment;
- generally available national, state, and campus statistics on sexual assault, including statistics on assaults by acquaintances of the victims;
- the rights of victims and the services available to assist a student who is a victim; and
- protective behaviors, including methods of recognizing and avoiding sexual assault and sexual harassment.

This report summarizes the primary methods used by each institution to comply with s.36.11(22)(1), Wisconsin Statutes. The summaries are not exhaustive of all efforts underway at the institutions. Instead, they summarize the programs institutions have identified as their “best practices” to respond to victims of sexual assault and provide information about sexual assault and its prevention to all students.

Overall, UW System institutions are (1) continually updating and improving the scope and quality of information provided to students; (2) integrating presentations, small-group discussion of the issues, and interactive dramatizations relating to sexual violence into new student orientation programs; (3) providing the educational and resource information required by s.36.11(22), Wisconsin Statutes, on the web or in print form; (4) offering educational programs addressing the topic in a wide range of venues, including residence halls, student unions, classrooms, student organization gatherings, and private housing facilities; and (5) establishing effective and important connections among campus Dean of Students staff, residence hall staff, police & security, counseling and health personnel, local police, community service agencies, and regional hospitals to address sexual violence in a coordinated manner.

This report summarizes the wealth of innovative programs and services that are provided to students, and the institutions’ continuing efforts to educate them about and prevent sexual violence.

SYSTEMWIDE INITIATIVES

The UW System is working toward creating a climate free of sexual violence, both in campus communities and throughout the state. This work goes beyond fulfilling the legislative mandate of 36.11(22), with which the UW System has been in compliance since its enactment in 1990. The UW System actively seeks partnerships with governmental and community partners, funding for campus resources, and provides an annual professional development workshop to campus service providers.

Since 2006, the UW System has participated as a member of a core planning group to develop a Wisconsin Strategic Plan to Address Sexual Violence. This effort is sponsored by the Wisconsin Coalition Against Sexual Assault (WCASA) and the Wisconsin Department of Health and Family Services (DHS) through a cooperative agreement with the federal Center for Disease Control and Prevention (CDC). UW System participation has been important to ensuring that this strategic framework would also be appropriate to and address the needs of post-secondary educational settings. In 2010, UW System representatives continue to participate as members of the Sexual Violence Primary Prevention Plan Advisory Group, and are seeing through the final stages of completion for this strategic plan. The final report, including strategies and actions involving violence prevention work at UW System institutions, will be submitted to the CDC later this year. In addition to the work on this project, the UW System also participates in the work of the Human Trafficking Subcommittee of the Office of Justice Assistance Violence Against Women Advisory Committee.

In 2009, UW System began taking a more active role in acquiring non-state funding for campus sexual violence prevention activities. A grant proposal was written on behalf of one of the comprehensive institutions, in an effort to secure funds for a campus violence prevention office that had lost its previous funding. Although the grant was not awarded, other funds were acquired to maintain the program. Additionally, UW System received a matching grant to provide a sexual violence resource kit, *Inside the Classroom*, to each institution. Extramural funding opportunities to provide resources to campuses are being continually explored.

In April 2009, the UW System hosted campus representatives at an all-day workshop on sexual violence prevention. The all-day 2009 Sexual Violence workshop was entitled *Bystander Intervention: Taking Action*. The workshop featured Dr. Victoria Banyard, Professor of Psychology at the University of New Hampshire. Dr. Banyard's research focuses on examining the effectiveness of relationship violence prevention programs that are grounded in social psychological work on bystander intervention, where participants are approached as potential helpers who have a role to play in ending sexual violence in their own communities, rather than as potential perpetrators or victims. Doctor Banyard discussed key theories of, and empirical research on, health behavior change, causes of sexual violence, and bystander behavior as they inform the design of bystander-focused prevention efforts. The *Bringing in the Bystander*TM program, developed and evaluated at the University of New Hampshire, was presented as an effective practice in this field. Workshops highlighted best practices at campuses, including the Greek Men in Violence Prevention at UW-Madison, Men in Violence Prevention at UW-Stout, and Men United Against Sexual Assault (MUASA) at UW-La Crosse. In addition to being an excellent professional development opportunity for campus violence prevention service

providers, the workshop also created an opportunity for informal networking among the campuses and potential/existing governmental and community partners. The workshop was well-attended and received a great deal of positive feedback from campus participants.

The 2010 Sexual Violence workshop, *UW System Practitioners and Institutions: Satisfying the Requirements of 36.11(22) and Meeting the Needs of Students and Campus Communities*, will take place over two-days in early fall. Major Gene Deisinger, Deputy Chief of Police and Director of Threat Management Services at Virginia Polytechnic Institute and State University, will serve as keynote speaker. His presentation and workshops will focus on leveraging threat assessment strategies to support the work of campus sexual violence prevention programs.

INSTITUTIONAL SUMMARIES

Sexual assault is a complicated social problem and institutional prevention efforts use a range of approaches in an effort to understand the problem, educate students, encourage reporting, and change behaviors in order to prevent incidents. The following institutional programming summaries present examples of this range of strategies including: educating students on the relationship between alcohol and sexual aggression, offering non-alcohol programming, providing educational programming on what constitutes sexual assault, training students to identify high-risk situations and danger signals within relationships, building connections with community prevention/response agencies and local police, actively encouraging reporting by victims following a sexual assault, and establishing reporting/investigative processes that do not revictimize those who have been sexually assaulted.

UW-Eau Claire

This year, a committee of stakeholders from across campus was convened to begin planning for a grant for violence prevention. The committee has been working to identify prevention strategies that could be supported with additional funding. If funded, UW-Eau Claire would join several other UW institutions that have received extramural funding to establish sexual violence prevention programs.

The Party House program, featuring both alcohol and sexual assault education, took place on September 3, 2010. Approximately 1,600 of the UW-Eau Claire's 2,000 first-year students attended the three-hour evening program. They experienced a series of scenes (drunk driving simulation, alcohol poisoning, etc.) on their walk to Davies Center where they participated in a series of interactive house party vignettes, including a sexual assault scenario. The students then travelled to Schofield Auditorium to hear Mike Green speak about alcohol and sexual assault. This program was collaboratively organized and funded program sponsored by Activities and Programs, Athletics, the Center for Awareness of Sexual Assault, the Center for Alcohol Studies and Education, Housing and Residence Life, New Student Initiatives, the Dean of Students Office, Student Health Service, and University Recreation. This program continues to be one of the best received educational programs on campus. It is widely attended by first-year students and continues to receive outstanding evaluations.

The Center for Awareness of Sexual Assault (CASA) continues to be an outstanding program. In May 2007, CASA hired Amanda Mondlock as the full-time Victim Services Coordinator. CASA continues to collaborate with many on- and off-campus groups and agencies, including university and city police, and the Sexual Assault Nurse Examiner (SANE) program. CASA also provides a support group for teenage women who have been abused or assaulted. CASA currently has 30 trained volunteers who staff a 24-hour crisis response line at 716-836-HELP. CASA is currently advertising its services in *Volume One* and has posters in many campus and community locations frequented by the college community, such as nearby bars, coffee shops, and restaurants.

The campus continues its annual *V Day* campaign. Each year this project places a spotlight on sexual violence and violence against women. The *Vagina Monologues* event continues to draw large crowds of over 1000 people, while raising funds for a local women's shelter.

Resident Assistant (RA) staff completed scenario training and a general information session with CASA staff and a SANE nurse to learn more about how to support and assist sexual assault victims. Teresa O'Halloran, UW-Eau Claire's Affirmative Action Director, provided a presentation to RA staff about sexual harassment.

UW-Green Bay

In 2009, UW-Green Bay police officers were sent to Advanced Sexual Assault Training. This training is part of the Brown County Sexual Assault Response Team (S.A.R.T.) Law Enforcement Protocol and directly impacts services to victims of sexual assault. The goals of advanced training are to provide county-wide consistency for response to sexual assault, evidence collection, and sexual assault nurse examiners (SANE). The SANE exam time-frame for DNA collection has been expanded from 96 to 120 hours, which will impact the investigation and prosecution of sexual assault cases. Since the implementation of our S.A.R.T. model, Brown County's sexual assault prosecution rate is the highest in Wisconsin. In addition to advanced training for campus police officers, an additional staff person has been trained to serve as a campus liaison to victims of sexual assault. UW-Green Bay has also adopted the model used by University Police and all other law enforcement agencies and first responders to sexual assault, which is to request a sexual assault advocate from the Brown County Sexual Assault Center to respond to assist the victim. The goal is to improve victim services and support 24 hours a day, 7 days a week, and that this support follows the victim from the time of report all the way through to the end, no matter what course of action is taken. The UW-Green Bay Director of Public Safety was part of a team that presented the Brown County Sexual Assault Response Team model at the State of Wisconsin Sexual Assault Conference.

"Hooking Up," a program sponsored by the UW-Green Bay Healthy Relationships Task Force, was held on campus on September 28, 2009. This well-attended program was led by author Kathleen Bogle and based on her book Hooking Up: Sex, Dating and Relationships on Campus. The book focuses on interviews conducted with students at two east coast college campuses on the topic of sex, casual relationships, and risky behaviors. Topics such as student behaviors, prevalence toward casual sex and other risky behaviors, and current attitudes on college campuses were

covered in this well-advertised presentation open to all on campus. The program generated a lot of conversation and while it was not specifically on sexual violence, it did cover risky behaviors and casual practices that endanger students at a time when sexual assault is prevalent on college campuses. Further, the book was the topic of a book discussion group open to anyone on campus. Free books were given to students agreeing to participate in the book discussion on September 21, 2009. A UW-Green Bay professor led the discussion.

Sexual Assault Awareness Month provided several programs that directly benefited victims of sexual assault by increasing awareness and providing opportunities for participation. One of the programs, the *National Clothesline Project*, addresses violence against women. It allows victims and others to express emotions by decorating t-shirts and then hanging them on a clothesline for public viewing, which not only serves as testimony but also increases awareness of sexual violence. This project ran April 26 – May 9, 2009, and the t-shirts were displayed in the University Union's Cloud Commons.

The *Take Back the Night* March and Rally, held on May 1, 2010, at the Brown County Courthouse and streets of Green Bay, was sponsored by the Sexual Assault Center, Golden House, Residence Life, SAVE (Spreading Awareness of Violence to Everyone), and UW-Green Bay's Healthy Relationships Task Force. A bus took students from campus to the event. Posters, buttons, t-shirts, and a keynote speaker provided education and promoted awareness on sexual violence. The event also serves as a way for victims of sexual violence to have a voice and gain feelings of empowerment.

Another well-attended program that drew attention on campus was "1 vs. 100," a game show format with questions on relationships and sexual violence. This educational and informative program was sponsored by the UW-Green Bay Healthy Relationships Task Force and held on September 16, 2009, in the Christie Theatre. The program pits one contestant against the audience in responding to questions. The fun format engages the audience while addressing difficult issues

UW-La Crosse

Since January 2007, the campus has had a Violence Prevention Specialist (VPS) funded by a grant from the Office on Violence Against Women. The goal of the grant is to change the campus culture regarding violence against women. The VPS offers advocacy and support to students, faculty, and staff affected by sexual assault, relationship violence, or stalking, and works closely with other campus and community service providers, including the Office of Student Life, Counseling and Testing, campus and community law enforcement agencies, and campus and community health services, to ensure that the needs of each victim are met. Seventy-six people (mostly students) have used advocacy services since the program's inception, which represents a significant increase in the number of students seeking help for these issues since the program began. Counting information/referral calls, there have been a total of 170 referrals to the Violence Prevention Office since the Specialist was hired.

In September, the Community Health Specialist and the Violence Prevention Office teamed with numerous other campus departments and student organizations to bring author and educator Jackson Katz to campus as an early kick-off to domestic violence awareness month.

The event was heavily promoted, especially to new students, through Welcome Week materials and letters to faculty. Many instructors suggested that students attend, and some required attendance. The event sold out with over 900 people attending.

The Violence Prevention Specialist co-teaches a new Peer Education Course (1-3 Credits). Students who successfully complete the course have the opportunity to develop and give presentations on sexual violence prevention and related issues to classes and student groups throughout campus.

The Violence Prevention Specialist gives approximately 70 classroom presentations per year about sexual violence and other forms of violence against women, with an emphasis on bystander intervention. As part of the presentation, groups of students are given scenarios from the “Mentors in Violence Prevention” (MVP) curriculum and asked to come up with possible interventions. Most of the instructors for UW-L 100 (Freshman Seminar) request this presentation each year. Many of the students who seek help from the Violence Prevention Office each year specifically mention having become aware of the office through one of these classroom presentations.

The Violence Prevention Specialist also works closely with Residence Life staff, providing yearly education and ongoing support through a series of training sessions. Resident Assistants are encouraged to do anti-sexual violence programming in the halls, and to rely on the Violence Prevention Specialist as a resource. As a result, the Violence Prevention Specialist has seen a significant increase over the past two years in the number of referrals coming from Residence Life staff.

UW-Madison

In July 2009, the *End Violence on Campus* or EVOC grant project offered a specialized training on sexual assault, dating/domestic violence, and stalking to a target audience of 90 sworn UW Police Officers and 10 Judicial Affairs Professionals. The training gave an enhanced understanding of the issues listed above, and provided education on appropriate referrals, new strangulation laws, physical effects of trauma, and victim empathy and appropriate response. Four sessions were offered and 48 UW Police and 10 Judicial Affairs Professionals (7 from the Dean of Student’s Office and 3 from University Housing) were in attendance. Presenters included representatives from the Madison community including the Rape Crisis Center, Domestic Abuse Intervention Services, the District Attorney’s Office, and the Sexual Assault Nurse Examiner (SANE) program of Meriter Hospital. The feedback on the evaluations was very positive and several UW Police Department officers commented that this training should be annual and last for more than 3 hours. In addition, the evaluations indicated the following:

- 89% learned more about the services provided by the Rape Crisis Center, Domestic Abuse Intervention Services, and/or the Victim/Witness Unit at the District Attorney’s office.
- 65% learned new information about interviewing skills and writing crime reports.
- 85% felt that they were more knowledgeable about how to make referrals to local programs that serve victims.

- 84% learned more about how to apply knowledge about victim trauma in their day-to-day work as a law enforcement officer.
- 98% can better identify the physical effects and key elements of strangulation and suffocation.

In November of 2009, the Dean of Student's in collaboration with University Legal, the EVOC grant project, and the Sexual Assault Nurse Examiner (SANE) Program, offered a two-hour training to the University Misconduct Hearing Panel members. This training focused specifically on sensitive cases involving sexual assault, dating/domestic violence, and stalking, and included definitions, enhanced understanding of Wisconsin laws and statutes, how the criminal process differs from the university process, victim empathy and response, reasons why victims may or may not choose to report, vicarious (secondary) trauma, information on the new "burden of proof" standards for sensitive crime cases in the University disciplinary process, how to question victims, and how to manage attorneys during the formal hearing process.

In 2009, UW-Madison started offering a 72-minute online prevention program for first-year students that addresses gender, communication, alcohol, consent, sexual assault, and dating. In the first year, 40% of first-year students participated in this program, and of those who completed the pre- and post-tests, knowledge increased an average of 30% for both men and women. The benefit of programs such as this one, is that students are better able to utilize skills to prevent and intervene in sexual assault. The online program is inclusive and has a LGBT-specific section. In the words of two participants:

- "... it gave a lot of good ways to get yourself out of a sexual assault situation and also described really well what you could do that is viewed as sexual assault that I didn't know before." (male, October 2009)
- "This was an extremely informational program and it was very helpful. I am more conscious of ways to protect myself - I particularly like the verbal judo section because I never know what to say when I don't want to go further with a guy." (female, September 2009)

UW-Milwaukee

At UW-Milwaukee, key persons from the campus Police Department, Norris Health Center, Women's Resource Center (WRC), University Housing, LGBT Resource Center, and other departments provide support services to students, serve together on related committees, and communicate regularly regarding sexual assault and AODA education and prevention. The impact of this collaboration includes the reduction of duplicated services, a comprehensive and cooperative approach to problem-solving, programming that is inclusive of diverse populations, increased ease of referral processes, and greater accuracy of information shared about each others' respective departments.

Similarly, key university staff and departments demonstrate a commitment to sustaining partnerships with community organizations that provide related services, which allow staff to leverage additional support for students, provide more informed and culturally appropriate referrals, effect change on various levels, keep current with new practices and services, and

create new programs based on a greater awareness of needs. For example, the Women's Resource Center (WRC) participates in the Milwaukee Area Sexual Assault Providers Network; the campus LGBT Resource Center works closely with the Milwaukee LGBT Community Center's Anti-9 Violence Project; and Norris Health Center coordinates the Annual UW-Milwaukee Campus and Communities United Against Violence Resource Fair.

- The campus recently hosted SAPPHERE, author of the novel Push, on which the movie "Precious" was based. Over 600 campus and greater Milwaukee community members attended.
- Two workshops were offered for survivors of sexual abuse, focused on creating a healing environment and discussing child sexual abuse.
- April is Sexual Assault month. In 2009, the campus hosted an information fair which included campus groups and community organizations and services. The Fair provides opportunities for students and other campus community members to learn more about services offered as well as volunteer options.
- UW-Milwaukee also worked to encourage positive media awareness around sexual assault services and prevention through interviews given by campus police and the Women's Resource Center. The goal of the interviews is to heighten understanding of services available.

UW-Milwaukee sent two campus police officers to the nationally known R.A.D. (Rape Aggression Defense) Train the Trainers program. The R.A.D. system is a comprehensive, women-only course that begins with awareness, prevention, risk reduction and risk avoidance, while progressing on to the basics of hands-on defense training. These two officers have subsequently given classes to UW-Milwaukee students (the most recent class included 20 people, one of the largest classes to-date). The positive momentum on campus about the R.A.D. training has led to interest in hosting a train-the-trainer session. In addition to the 10-hour R.A.D. course, UW-Milwaukee provides a one-and-a-half hour training, "Introduction to Self Defense."

UW-Oshkosh

The UW-Oshkosh Counseling Center partners with the region's sexual assault center, Reach Counseling Services, to provide an on-campus sexual assault Victim Advocate. The advocate is employed and paid for by Reach Counseling Services through a state Violence Against Women Act (VAWA) Grant. In 2009 the advocate position on campus was increased to 30 hours per week. The advocate has an on-campus office where the university provides support staff, office supplies, and on-campus coordination and supervision through the Counseling Center. The advocate provides students with supportive services for dealing with sexual assault, sexual harassment, and stalking, dating, or domestic violence. The advocate also provides victims with support and information about legal and disciplinary options against perpetrators of dating or domestic violence, stalking, sexual assault, or sexual harassment. The advocate accompanies victims to help them speak up for their rights in any community or campus actions they might choose to pursue; provides them with ongoing support and information through 24-hour crisis support; attends medical or legal appointments with them; and helps with safety planning. Safety planning includes helping victims file restraining or no-contact orders, and

making changes in residence hall or classes to avoid contact with the person who hurt them. The advocate is also a first point of contact for dating/domestic violence and traumatized victims of other crimes. The advocate serves as a conduit to connect dating/domestic violence victims with the community domestic violence advocacy services.

The UW-Oshkosh Dean of Students staff coordinates a weekly Victim Services Coordination Team meeting with representatives from Residence Life, the Counseling Center, the Student Health Center, University Police, Affirmative Action, and advocates from the Campus Violence Prevention Program to review current sexual assault and sexual harassment cases (including dating violence and stalking). The group discusses possible support/counseling/assistance for victims and sanctions/procedures for the accused.

Campus for Awareness and Relationship Education (CARE) and Men's Education Network (MenCARE) is a peer education program coordinated through the Counseling Center, which focuses on awareness and prevention of sexual assault, dating violence, and stalking for students attending UW-Oshkosh. This student organization consists of paid student directors and unpaid undergraduate interns and volunteers supervised by a Center staff advisor. The CARE/MenCARE advisor works with six to ten interns each year. The internship is a collaborative initiative with Reach Sexual Assault Services, African American Studies, Women's Studies, the School of Business, Psychology, Journalism, Sociology, and Career Services. Every year, the student director, interns and peer advocates educate hundreds of students on issues of sexual assault, dating violence, sexual harassment, and stalking. CARE/MenCARE peer educators offer presentations that are available to all university student groups, classes, and community organizations. CARE/MenCARE continues to train all Residence Life Community Advisors (CAs) each year. In addition, CARE and MenCARE students present annually at the University of Wisconsin System Women's Leadership Conference.

The main objective of the Men's Educational Network for Campus Awareness and Relationship Education (MenCARE) is to encourage men to speak out against violence towards women on the UW-Oshkosh campus. The initiative works to inspire more men to take a stand against men's violence and to play an active role in promoting healthy, vibrant relationships. MenCARE worked with fraternities to present "How to Ask for Sex," a talk for men only to educate them on consent and healthy relationships. The group has been active in promoting the White Ribbon Campaign on campus, an international campaign to end violence against women, asking male students to take the pledge and wear a white ribbon. They also started MenTalk, a weekly men's discussion group, to explore gender roles and masculinity.

This year, CARE/MenCARE sponsored or co-sponsored activities on campus such as: the Milwaukee Public Theater's performance of *Unclothed* (100 attended); author and educator Jackson Katz: *Spin the Bottle* (250 attended), the *Take Back the Night* rally and march (450); the *Clothesline Project* (50); *One Red Cup*; the *Tunnel of Oppression*, and the Women's Leadership Conference.

CARE and MenCARE provide extensive informational programming to students on campus. CAs are provided bulletin board templates that educate residents about sexual assault and consent, statistics of how freshman females are most at risk, resources on campus, and how

to help a friend who has been assaulted. Posters are placed on bulletin boards on each floor of the residence halls at the opening of the academic year. Peer educators staff weekly rotating tables around campus to distribute awareness information and promote MenCARE's White Ribbon Campaign. In addition, CARE and MenCARE have developed a poster awareness campaign series addressing victim blame and alcohol. Incoming freshman also receive CARE and MenCARE brochures addressing sexual and dating violence.

UW-Parkside

UW-Parkside completes sexual assault awareness training for Resident Advisors (RAs) and Peer Health Educators (PHEs), focusing on their roles in assisting the victims of sexual violence. The training ensures that RAs and PHEs are prepared in the event of a student reporting an incident of sexual assault or sexual violence, as they are most likely to hear about or become aware of sexual violence/assault occurring on campus.

UW-Parkside also posts varied informational posters around campus addressing the issues of sexual assault and sexual violence, and referring victims to the appropriate resources. This educational effort is aimed at increasing student awareness of these issues, and bringing about a better understanding of the signs and symptoms of abusive relationships.

An officer from the campus's University Police and Public Safety Department serves as a member of the local S.A.R.T. (Sexual Assault Response Team) group in Kenosha County. This group is comprised of local law enforcement, District Attorney's office staff, and local hospital personnel (doctors and SANE personnel). Membership in this group allows UW-Parkside to stay connected to the issues and to community resources, which proves beneficial to student victims as they move through any of the resources (e.g., legal, medical, law enforcement, etc.)

The Student Health & Counseling Center works with victims in all aspects of their recovery from an assault, including: personal counseling to deal with emotional issues (scheduled appointments and crisis calls); emotional support at the hospital, if needed; safety planning; assistance with potential academic hurdles as a result of an assault; and providing emotional support in court should a case go through the criminal justice system. In addition, the health center screens all women who come in for gynecological exams or STI testing for abuse and/or assault upon intake with a Registered Nurse or Nurse Practitioner. This practice is now being implemented for men as well.

UW-Platteville

New students are issued written information in the New Student Orientation handbook, including the website link for detailed information on all topics required under Section 36.11(22), Wisconsin Statutes. One of the informational sessions presented to new students during Orientation is focused on campus safety. University Police personnel emphasize self-protective behaviors, advise on sexual assault resources, and review sexual assault statistics with new students. Counseling staff, residence life staff, student health services staff, and student affairs staff share in the presenting of this information to new students.

The orientation program format is one of verbal presentation to large groups of new students in the campus theatre, followed by a question and answer session. The written information distributed to new students is also reviewed at this time. In order to reach as many new students as possible, four consecutive sessions are held on a single afternoon of the New Student Orientation. The primary goals are to teach self-protective behaviors to students, to raise awareness of the risk of sexual assault, to educate students about resources available related to sexual assault, and to educate the campus's predominantly male student population of their role in preventing sexual assault and sexual violence. Each of the four sessions produce attendance of approximately 150 to 200 new students per session.

Individual counseling for student victims is available through University Counseling Services, where two of the four counselors are women, and prompt support and guaranteed confidentiality are offered to any victims. Residence hall staff are trained annually by staff from University Counseling, University Police, and Student Health Services, both to know how to respond appropriately to victims of sexual assault, and how to program activities in the residence halls that educate and raise awareness for students about sexual assault, relationship violence, and sexual harassment. This group of more than 100 staff members has extensive contact with most of the student body on a regular basis.

"Students Promoting Respect" (SPR) was initiated in spring 2008 and has continued into the 2009-2010 school year, thanks to additional grant funding. The UW-Platteville Student Health Services and University Counseling Services staff coordinates this program which is focused on identifying male student leaders on campus willing to raise awareness in the campus community about sexual assault. This is particularly relevant at UW-Platteville in light of the high male-to-female student ratio. SPR distributes information throughout the year, works to build member awareness of sexual assault issues, and created a Respect video to be used during registration and orientation. Additionally, approximately 700 white wrist bands stating, "UWP Promotes Respect" were handed out across the campus to students, staff, parents and campus visitors.

UW-River Falls

Every new student at UW-River Falls is handed his or her own personal copy of a booklet produced by the University of Wisconsin-River Falls Vice Chancellor for Student Affairs Office entitled *Sexual Assault and Sexual Harassment: Prevention, Resource Information, and Definitions*. Included in this publication are sections on prevention, reporting, resources, victim's rights, legal definitions and penalties, reports and statistics, and related courses and programs. The booklets are distributed during Orientation Week when all new students go through a two-hour training program about sexual assault and sexual harassment. A significant effort is made by all Student Affairs staff at UW-River Falls to do what is possible through a variety of means to ensure that students are aware of information about sexual assault and sexual harassment, know how to access it, and understand what to do should an issue arise.

In addition, the New Student Orientation program each fall includes a special educational session on sexual assault for all incoming students. This two-hour program consists of presentations by professional speakers. In September of 2008, Maria Falzone came to campus and presented her **SEX RULES!** presentation. She discussed sexual assault focusing on a "No

means no, means NO message.” University staff attended these trainings to reinforce campus and local services and resources available to students. Information includes materials on both sexual assault and sexual harassment.

Various services are available for victims of sexual assault, most of which are offered collaboratively with community organizations. The local victim services organization is called Turningpoint and provides free, confidential assistance to survivors of sexual assault, abuse, and harassment. It also offers services and support for victims, including support groups. The community also has a Sexual Assault Nurse Examiner (SANE) program through which specially trained nurses are available to do forensic evidence collection exams at their own facility located in River Falls. The program includes such components as victim support and advocacy, free or reduced-cost exams, and follow-up support and guidance, whether the victim decides to report and prosecute or not. Medical follow-up after the initial crisis—including exams, sexually transmitted disease testing, pregnancy testing, and emergency contraception—are provided to UW-River Falls students at two local clinics through contractual agreements with Student Health Services. Free counseling services are also available for students with on-campus counselors available through the UW-River Falls Counseling Services.

The Campus Sexual Assault Task Force consists of members from SANE, Turningpoint, the River Falls Police Department, local county Victim-Witness Services, and the UW-River Falls offices of Public Safety, Student Health Services, and Counseling Services. The mission of this group is to collaboratively ensure education, resources, and services surrounding the issue of sexual assault on campus and in the community. In the fall of 2006, the Campus Sexual Assault Task Force completed the brochure mentioned above (updated September 2007), that provides comprehensive information on sexual assault resources and services available to students and community members. In addition to being provided to students as a hard copy, the brochure is available on-line at: http://www.uwrf.edu/studenthealth/documents/sexual_assault_guide.pdf.

UW-Stevens Point

Information required by Wis. Stats. 36.11(22), is provided to all continuing students via the UW-Stevens Point web site by the University’s Office of Rights and Responsibilities. In addition, all campus departments are provided with annually updated copies of the document “Community Rights and Responsibilities,” which contains the aforementioned materials. Students are reminded of the materials via an electronic message-of-the-day announcement using the campus web services. Students are also told where they can obtain hard copies of the *Student Rights and Responsibility Handbook*. Training in sexual assault reporting is provided to all new faculty and staff (optional attendance) and Student Affairs directors. New students also receive this information during a mandatory orientation session prior to their arrival at UW-Stevens Point.

UW-Stevens Point’s student orientation program consists of sessions that are spread out over 1 ½ days. Attendance at each session is limited to 150 students and their parents/families. The orientation program consists of presentations where both students and parents attend jointly, as well as sessions that are presented separately.

Student and professional staff on campus are trained in ways to communicate and refer students who have been victims of sexual violence to the appropriate resources. The trainings include immediate action, short-term action, and long-term action. Options are provided to the victim regarding personal recovery, as well as legal and systematic advocacy to prevent re-victimization. Providing options and follow-up care allows the student to take control, while having a support system available to them at all times.

Several offices on campus provide education and training for their members on issues of sexual violence. Greek-letter organizations, the Women's Resource Center, and several athletic teams invite speakers to provide training throughout the year. Applicable resources (handouts and booklets) are available through the Student Health Service, the Counseling Center, and the Student Health Promotion Office. The impact, benefit, or significant innovation of these programs has not been evaluated.

Campus programming for sexual assault education and prevention is further offered through the Student Health Promotion Office. Trained peer educators offer information to dispel myths and encourage discussion about preventing victimization or perpetration of sexual assault. These programs and topics are grounded in the most recent research and are process-evaluated. While the larger impact is unknown, the process evaluation and learning outcomes indicate that the information is valuable and students are able to identify risks and support systems following the program.

UW-Stout

The Campus Violence Prevention Project (CVPP) is federally funded by the Department of Justice as part of their "Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault and Stalking on Campus." The program was funded originally in 2004 and renewed in 2006. The current grant cycle began in October 2009 and will continue for a total of three years. UW-Stout is excited to have received funding for a third cycle and feels that this is evidence of the University's commitment to reduce violence against women on campus by promoting CVPP's most basic mission: *"to institute a campus-wide response to violence against women that 1) prioritizes the needs and safety of student victims and 2) creates positive social change within the campus community by contributing to a positive climate conducive to student success."* The renewal of grant funding to support this program allows for a full-time advocate to provide direct services to victims of violence, education to the campus as a whole, and a collaborative effort to the community and grant partners.

Prior to receiving confirmation of renewed grant funding, CVPP was at risk of discontinuation. Given recent budget cuts across the UW System, UW-Stout would have been unable to fund the CVPP in its entirety. When the campus became aware that the advocate position might be lost and that there would no longer be an advocate on campus to serve as an easily accessible single point-of-contact for student victims, a grassroots effort was formed. The students voted to use money from their segregated fees to fund a .25 advocate position to maintain these valuable services on campus. It was a credit both to the student population, as students recognized the importance of such services, and to CVPP, as a whole, as the program has been effective in raising awareness of such issues on the Stout campus.

April is Sexual Assault Awareness Month and every year UW- Stout recognizes the importance of this month for its community. Once again in 2009, students from the “Abuse and the Family” class, along with CVPP staff and representatives from Bridge to Hope (a local domestic violence shelter), organized *Take Back the Night* for UW-Stout and Menomonie community members. Feedback from attendees suggests that this event impacts everyone in attendance, effectively bringing awareness to the issues of sexual violence. At this event, community members and students are informed of resources that are available to them and friends and family members who may be impacted by sexual violence.

The Men in Violence Prevention (MVP) student organization continues to increase in membership, activities, and visibility at UW-Stout. The MVPs has been a recognized student organization for more than a year, with the goal of recruiting more male students to become involved in this strongly supported group. These males take on a leadership role when they become an MVP. Their role is to promote the social norm of empowering other males to “break the silence” and be a part of the solution to ending violence against women. MVP’s see themselves as part of the solution, not the problem, facing violence against women.

UW-Superior

The Center for Sexual Assault Domestic Abuse (CASDA) is a non-profit organization that educates advocates and shelters victims. The shelter is located on university grounds and is staffed 24-7 by a professional staff. CASDA works collaboratively with the prevention committee, residence life, campus safety, student development and other university offices.

One successful program offered at UW-Superior is the RAD (Rape Aggression Defense) Program in which one officer is nationally certified. This training is well received by women on campus and largely attended by female students and staff. The orientation program includes dramatic presentations by an outside professional acting troupe. The troupe acts out “real life” situations that students may find themselves in during their first year. Following each skit, the actors discuss the circumstances and characters in the routines with the audience and refer students to resources in the area and on campus. It is a powerful presentation intended for a mature audience only.

The Dean of Students Office, the Orientation Office, the Women’s Resource Center, Student Health and Counseling Services, the Center Against Sexual & Domestic Abuse, the Equity and Affirmative Action Office, and Campus Safety are all featured in UW-Superior’s New Student Orientation programs and speak to the problems and concerns of sexual assaults, both on- and off-campus. Sex Signals (a professional acting troupe) works with new students in an interactive session about sexual assault as well. Information is also provided in the Student Handbook, which is distributed by hand to each new student at orientation and discussed in small groups with the orientation group leader. The information in orientation touches approximately 375-400 new students each year.

UW-Superior houses the Students and Staff Against Sexual Assault committee which is recognized by the Chancellor and Provost as a standing university committee. This group is

charged with assessing the needs of the campus regarding sexual assault, bringing programs to campus, and reviewing policies and procedures. In the past few years this prevention committee distributed tip cards to all faculty, staff, and resident assistants in the spring and fall of each semester. The cards are updated and disseminated throughout campus on an annual basis, and are also posted in the restrooms across campus. A campus website provides information on local resources along with tips on how to report and how to assist someone who would like to report a sexual assault. This site is linked to an anonymous reporting form as well. These initiatives were designed to increase reporting and to support victims of sexual violence. In addition to this work, the Committee plans programs for Sexual Assault Awareness Month in April which, in the past, have included:

- A resource fair with information about sexual assault in the student center (e.g., information from CASDA, PAVSA, and Campus Safety);
- A White Ribbon Campaign sponsored by men supporting the end of violence against women;
- Professional speakers such as Jackson Katz on Gender Violence Prevention, Bob Hall on Non-Violent Sexuality, and Mike Domritz on “Can I Kiss You?”;
- *Spin the Bottle*, a movie and discussion program facilitated by a staff member from the local domestic abuse center covering contributing factors to sexual assault (alcohol, social pressures, etc.) and ideas on how to resist those factors; and
- *Take Back the Night* Rally, in which students take a bus to attend the Twin Ports Rally in Duluth, MN.

UW-Whitewater

The University Police Services participates as a member of the Walworth County Multijurisdictional Sexual Assault Response Team (SART). All of the law enforcement departments comprising the team have at least one officer with specialized sensitive crimes training. In the event of a felony sexual assault, if the original police agency’s trained officer cannot respond, the other team members from other police agencies will respond. This increases the likelihood that a specially trained officer will be available to serve any UW-Whitewater student survivors when they contact law enforcement, whether on campus or in Walworth county.

The SART team provides information, referrals, support, transportation, and advocacy to students who have been sexually assaulted and to staff, faculty, friends, and family members concerned about a sexual assault survivor. Throughout the year, extensive information is available on the Sexual Assault Response Team web site, which is advertised in brochures and on posters and magnets all over campus. Topics on the site include: what to do if you have been assaulted; local and campus resources; statistics; health care options; counseling available; the role of alcohol and other drugs; what behaviors are considered sexual assault; the law in Wisconsin; legal options (criminal and disciplinary); victim rights; the Sex Offender Registry; Wisconsin stalking and harassment laws; advice for friends and family; prevention; suggested readings; and links to state and national resources. More information is available on the University Health and Counseling Services web site and the University Police web site, as well as on the Focus on Contemporary Issues web site.

The function of the UW-Whitewater Sexual Assault Prevention Advisory Committee is to advise the Sexual Assault Prevention Coordinator on: identifying campus needs for sexual assault prevention efforts; setting biennial goals; designing a campus plan to meet the goals; suggesting departmental responsibilities for implementation; and reviewing progress, as requested by the Coordinator. An annual summary of programming and progress on goals is submitted to the Dean of Students. The membership consists of representatives from: Student Life and First-Year Experience, Career and Leadership Development, University Health and Counseling Services, University Police, Intercollegiate Athletics, Women's Issues, the Sexual Assault Response Team, Residence Life, the Faculty Senate, the Academic Staff Assembly, Whitewater Student Government, the Residence Hall Association, the Students at Large organization, and the University's community partner, Association for the Prevention of Family Violence.

The Sexual Assault Prevention Advisory Committee conducted a first ever "Be about the Change" button contest in the spring of 2009. All enrolled UW-Whitewater students were invited to create a button design about sexual assault prevention or response. A group of students judged the entries based on which would have the greatest impact on campus. A prize package was awarded to the winner and 1000 buttons of the winning entry were produced and distributed from various sites around campus. Students all over campus wore the winning buttons demonstrating their personal values and behavioral expectations regarding sexual consent and respect.

UW-Colleges

The required information as outlined in Wis. Stat. 36.11(22)(1)(a-d) is provided to new and continuing students through required orientation programs and electronically via student email accounts, campus websites, weekly campus newsletters, and/or through brochures or handouts. These information sources define sexual assault and sexual harassment and refer students to the Student Rights and Regulations handbook for more information. The UW Colleges Alcohol and Other Drug Education Program (AODE) website has a section on healthy relationships, sexual assault, and violence prevention that is available and advertised to all students. Continuing students and new students not attending orientation receive the information through university student email accounts or in paper handouts. All students receive the required notification via email that the Annual Security Report is available on the web, and that a paper copy may be requested.

All new freshmen and new transfer students are required to attend new student orientation programs. The UW Colleges uses a variety of methods during its orientation programs to provide the required oral and written information to new students and their parents. Discussions concerning sexual assault, sexual harassment awareness and prevention, and safety on- and off-campus are included as part of new student orientation. Most Colleges campuses use student services, AODE, or nursing staffs to review the sexual assault information contained in the online publication, "Student Rights and Regulations," and students are given the website where complete information can be found. Contact information is also provided for the new Mental Health Counseling Services on campus. In the event that a student is admitted after the last of these programs has been scheduled, they receive the information in a follow-up mailing, thus ensuring that all new students have access to the required information.

UW Colleges campuses also contract with treatment providers in their communities to provide on-campus mental health counseling services for students. A counselor is available for some hours each week to meet individually with students, and a student victim of sexual violence can now receive up to six counseling sessions from a licensed mental health counselor free of charge. UW-Fond du Lac, UW-Richland, UW-Marshfield/Wood Co., UW-Marathon Co., UW-Marinette and UW-Waukesha have relationships with local agencies involved in sexual assault prevention and domestic violence, and other campuses provide referral services to such agencies. These campuses and their community partner agencies sponsor a wide variety of events, particularly in October during *Domestic Violence Awareness Month*, and in April during *Sexual Assault Awareness Month*, to raise student awareness of issues related to sexual assault and relationship violence. The campus online publication, “Student Rights and Regulations,” also contains a community-based list of sexual assault resources. That same list can be accessed online in multiple locations. In addition, the UW Colleges Campus Mental Health Counselors hold two educational presentations a year for students, and at least one of the presentations includes information about sexual assault prevention and protective behaviors.

Note: UW-Extension is not included in the institutional summaries. Since it is not a campus, UW-Extension does not hold orientation sessions for extension program participants. UW-Extension students do not typically attend a campus, but instead participate in educational programs offered through county extension offices, continuing education and outreach departments across the UW campuses, or correspondence and web-based courses offered through Outreach and E-Learning Extension. Students who do take classes on a UW campus in partnership with UW-Extension receive sexual assault and harassment information through that campus.

APPENDIX I

SEXUAL ASSAULT STATISTICS

Section 36.11(22), Wisconsin Statutes, requires that information about programming and prevention be reported annually to the Board of Regents and forwarded to the Legislature. The statute also requires that each UW institution annually report to the Wisconsin Office of Justice Assistance statistics on sexual assaults and on sexual assaults by acquaintances that occurred on each campus during the previous year. At the request of the Education Committee of the Board of Regents, statistical information that is required to be sent to the Wisconsin Office of Justice Assistance is also included in the annual report as Appendix I.

The statistics are of the incidents of sexual assault reported to campus officials “on-campus” and “off-campus.” Although the statute only requires data regarding assaults on-campus, the UW System has always provided data regarding the sexual assaults of which it is aware that occur off-campus as well. The definition for “campus” that is used by all UW System institutions correlates with another report that each institution is mandated to make to the Department of Education in compliance with the federal Jeanne Clery Act 20 U.S.C. §1092[f].

As shown in the statistical summary that follows, the number of sexual assaults reported to the UW System has not varied significantly during the last several years. However, these numbers do not necessarily reflect the level of sexual assault experienced by students at UW System institutions. The Department of Justice, the American College Health Association (ACHA), the Wisconsin Department of Justice, local law enforcement agencies and national organizations that do research on sexual violence are all in agreement that sexual assault is a seriously under-reported crime. Nationally, studies have shown that only 28% of victims reported sexual assaults to the police (*Criminal Victimization 2000: Changes 1999-2000 with Trends 1993-2000*. Bureau of Justice Statistics, U.S. Department of Justice, June 2001). Similarly, a study in 1997 of students at twelve colleges and universities found that only 22% of rapes and 18% of sexual assaults were reported to any authority or office (Sloan, J.J., Fisher, B.S., & Cullen, F. T., 1997, “Assessing the student right-to-know and campus security act of 1990.” *Crime & Delinquency*, 43(2), 148-168).

Due to the problem of underreporting, there is every reason to believe that the number of *reported* sexual assaults does not reflect the total number of sexual assaults that take place. However, there are national surveys of college students that do provide relatively consistent results on the prevalence of sexual assault for college women. For example, the American College Health Association (ACHA) *2004 National College Health Assessment* study found that 5.9% of college women had experienced rape or attempted rape in the prior year, and 11.9% reported unwanted sexual activity. A major Department of Justice research report on *The Sexual Victimization of College Women*, published in 2000, estimated that 5% of college women experienced rape or attempted rape in an academic year, and 15.5% experienced some kind of sexual victimization. Using these studies, research would indicate that on a campus of 10,000 students, approximately 500 women will experience rape or attempted rape, and 1,500 college women will experience unwanted sexual contact each academic year. As mentioned earlier in this report, the UW System AODA survey of 2007 indicated that 5% of respondents reported

they had been pressured to go further sexually than they wanted. This figure is consistent with the national research cited above.

The sexual assault statistics reported by UW institutions are also consistent with state and national data that show sexual assault is predominantly a crime committed by an acquaintance, not a stranger. In Wisconsin, in 2004, 88.9% of all sexual assaults were perpetrated by someone known to the victim (Wisconsin Office of Justice Assistance Report on Sexual Assaults in Wisconsin 2004: December 2005). National data from 2005 indicate that 75.8% of sexual assault victims knew their offenders (2005 National Crime Victimization Survey. U.S. Department of Justice, Bureau of Justice Statistics. December, 2006.). The reported sexual assaults from UW institutions show a similar pattern with the majority of reported sexual assaults (66%) being perpetrated by an acquaintance.

All UW System institutions are well aware of the problem of underreporting and are trying to raise the profile of sexual assault in order to encourage victims to report and seek assistance. Institutions that have been able to secure additional resources for sexual violence prevention and response programming have raised the profile of this issue on campus and seen an increase in reporting.

NATIONAL, STATE, AND CAMPUS STATISTICS ON SEXUAL ASSAULT¹

NATIONAL & STATE STATISTICS FOR FORCIBLE RAPE: Federal Bureau of Investigation, [Crime in the United States](#) report based on UCR category “forcible rape”².

<u>YEAR</u>	<u>STATE</u>	<u>NATIONAL</u> ³
2004	1,136	95,089
2005	1,226	94,347
2006	1,239	92,757
2007	1,223	90,427
2008	1,123	89,000

STATE STATISTICS FOR SEXUAL ASSAULT⁴: Office of Justice Assistance, State of Wisconsin

<u>YEAR</u>	<u>NUMBER REPORTED</u>
2004	5,618
2005	5,363
2006	5,422
2007	5,220
2008	4,688

2009- UW SYSTEM STATISTICS ON REPORTED SEXUAL ASSAULTS

CAMPUS (reported SA in county)	CAMPUS ⁵ acquaintances/not acquaintances/unknown	OFF-CAMPUS ⁶ acquaintances/not acquaintances/unknown	TOTAL acquaintances/not acquaintances/unknown
Eau Claire (84)	3/0/1	1/6/2	4/6/3
Green Bay (277)	2/0/1	7/0/1	9/0/2
La Crosse (109)	2/0/1	13/0/1	15/0/2
Madison (308)	10/2/1	18/7/7	28/9/8
Milwaukee (946)	8/0/1	8/5/2	16/5/3
Oshkosh (170)	5/0/0	109/2/2	154/2/2
Parkside (150)	0/0/0	1/0/0	1/0/0
Platteville (22)	1/0/1	5/0/0	6/0/1
River Falls (22)	0/0/0	3/1/2	3/1/2
Stevens Point (22)	3/1/2	3/0/1	6/1/3
Stout (22)	2/0/0	5/0/0	7/0/0
Superior (58)	0/0/0	0/0/0	0/0/0
Whitewater (85)	3/0/0	7/1/0	10/1/0
Colleges	0/0/0	0/0/0	0/0/0
Extension	0/0/0	0/0/0	0/0/0
System Total	39/3/8	8180/22/18	120419/25/26

¹Sexual assaults as defined by Wis. Stats. §940.225 and §948.02

²Forcible rape, as defined in the Uniform Crime Reporting (UCR) Program, is the carnal knowledge of a female forcibly and against her will. Assaults or attempts to commit rape by force or threat of force are also included; however, statutory rape (without force) and other sex offenses are excluded.

³Based on data collected by law enforcement agencies

⁴Based on data collected from WI law enforcement agencies for six state of WI specified categories [forcible rape, forcible sodomy, assault with an object, forcible fondling, ejaculate/excrete upon victim, statutory rape].

⁵“Campus” for this report combines reports from the three geographic categories of “campus”, “non-campus” and “public property” as defined by the federal Jeanne Clery Act 20 U.S.C. §1092[f].

⁶“Off-campus” includes reports that did not occur within any of the three areas defined above as “campus” or that did not include information regarding the location of the assault.

Program Authorization (Implementation)
B.F.A. in Interior Architecture
University of Wisconsin-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.b.(2):

That, upon recommendation of the Interim Chancellor of the University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Interim Chancellor be authorized to implement the B.F.A. in Interior Architecture.

NEW PROGRAM AUTHORIZATION

Bachelor of Fine Arts in Interior Architecture University of Wisconsin-Stevens Point

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 Bachelor of Fine Arts in Interior Architecture (BFA-IA) at the University of Wisconsin-Stevens Point is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The University of Wisconsin-Stevens Point and the UW System Administration will conduct that review jointly, and the results will be reported to the Board.

The Division of Interior Architecture at the University of Wisconsin-Stevens Point proposes a Bachelor of Fine Arts degree program in Interior Architecture (B.F.A./IA). The proposed degree will not be an entirely new program, but will be a degree name change of the existing bachelor degree program in Interior Architecture (B.A./B.S. in Interior Architecture) without any modification to the major curriculum. The four-year program of study in B.F.A.-IA will be offered through the Division of Interior Architecture, College of Professional Studies at the University of Wisconsin-Stevens Point. It is proposed that the B.F.A.-IA degree program be implemented for the first time in Semester I: 2010-11.

REQUESTED ACTION

Approval of Resolution I.1.b.(2), authorizing the implementation of a Bachelor of Fine Arts in Interior Architecture at the University of Wisconsin-Stevens Point.

DISCUSSION

Program Description & Rationale

The Bachelor of Fine Arts in Interior Architecture (B.F.A.-IA) will address the need for a more widely recognized professional degree in the design field. The terms “Interior Design” and “Interior Architecture” refer to the same professional discipline. The National Association of Schools of Art and Design (NASAD) uses the terminology interchangeably as well. Currently, the degree program in Interior Architecture offers a choice between a B.A. degree and a B.S. degree in Interior Architecture, both to be completed in four years. The differences between the B.A. and B.S. degrees rest only on the General Degree Requirements (GDR) to be fulfilled outside the interior architecture major. As a result, there is no discipline-specific curriculum

difference between B.A.-IA and B.S.-IA; all IA major students complete a total of 80 credits of interior architecture courses in four years. The courses include content in interior design, art, design technology, and art history. The proposed B.F.A.-IA program will also require a total of 80 credits in the major to be completed within the IA program in four years (see Appendix A), and complies with the current program requirements of NASAD (2009-2010) for a B.F.A. degree in interior design. Forty-one additional credits are required to complete the B.F.A. degree; these requirements are outlined at: <http://www.uwsp.edu/news/uwspcatalog/bmfa%20degree.htm>.

The primary reason for proposing a B.F.A.-IA degree program is to offer a more widely recognized professional degree for interior architecture. Typically, a B.F.A. degree is more specifically associated with design and fine arts disciplines, and, therefore, is acknowledged as a more discipline-specific professional degree than a B.A. or a B.S. degree. Students graduating with a B.F.A.-IA degree may benefit more than other degree holders in the professional field for this reason. In addition, the UW-Stevens Point Interior Architecture program strives to gain more recognition from its accrediting agencies. The existing B.A./B.S. program is accredited by the Council for Interior Design Accreditation (CIDA) as well as NASAD. While, CIDA endorses the B.A./B.S. program as a professional degree program, NASAD recognizes only a B.F.A. degree program as a professional degree program. Therefore, the proposed B.F.A.-IA degree program will be able to be recognized as a professional degree by NASAD as well.

Program Goals and Objectives

The immediate objective of the proposed B.F.A.-IA program is to offer a nationally recognized and nationally accredited professional degree based on the existing Interior Architecture program. The specific academic objectives and intended learning outcomes of students of the B.F.A.-IA program are as follows. Students will:

- Acquire and demonstrate a deep knowledge of design of interior spaces including design conceptualization, programming, space planning, furnishing, materials, finishes, specifications, and construction;
- Develop and utilize a variety of skills related to design innovation, building technology, verbal & visual communication through a variety of media, and professional practice and ethics;
- Sharpen and apply the knowledge of history, theory, and technology of design;
- Acquire a knowledge base of sustainable design and its applications in a variety of buildings and interior spaces; and
- Develop professional expertise, management skills, and ethics required for successful career in the interior design field.

Relation to Institutional Mission

Among the select goals and responsibilities of UW-Stevens Point is to “provide undergraduate professional programs” built on a foundation of liberal studies. This blending of professional education with the traditional comprehensive training of a four-year university degree is not unique to UW-Stevens Point, but it is something the campus strives to emphasize as part of its mission. Included in this array of professional offerings are programs “in

communicative disorders, teacher education, home economics, the visual and performing arts, paper science, and natural resources.” Interior Architecture has long been among the programs offered as part of UW-Stevens Point’s focus on home economics, which also includes programs in child and family studies, dietetics, early childhood education, family and consumer education, human development, and nutrition. The Interior Architecture program has evolved substantially in response to trends within the profession since separating from the former School of Home Economics many years ago. For example, the curriculum has broadened to include classes in commercial design. In addition, the program’s increasing focus on sustainable design and courses based on Leadership in Energy and Environmental Design (LEED) dovetails with UW-Stevens Point’s established emphasis on natural resources. Viewed in this context, the current request to move Interior Architecture from a B.A./B.S. to a B.F.A.—a designation that raises the professional status of the program’s degree with accrediting agencies and employers alike—is therefore a priority in advancing the University’s mission.

Program Assessment

Assessment of the B.F.A.-IA program will be carried out at two levels. First, assessments will be at the curriculum level, in which each course will have well-developed course objectives, student learning outcomes, and performance tasks assigned to it. These student learning outcomes and performance tasks will be very similar to those in the existing B.A./B.S. program that have proven to be successful assessment criteria over time. They are based on the curriculum (professional) standards established by the accreditation boards (both CIDA and NASAD). These will be assessed by Division of Interior Architecture faculty and staff during regular curriculum assessment meetings and annual curriculum retreats, as well as by the accreditation agencies during their scheduled site visits. Secondly, program-level learning outcomes will be measured through assessment by the UW-Stevens Point Assessment Subcommittee on a bi-annual basis. The program assessment components will be similar to the existing B.A./B.S. program.

For both curriculum and program assessment, the Division utilizes a system of multiple measurements. They include an admission design portfolio review at the sophomore level, a professional design portfolio review at the senior level, juried critiques of studio projects by invited design professionals, one-day design projects (design charrettes) based on the practicum exam of the National Council for Interior Design Qualification (NCIDQ), field experiences through internships, and exit interviews of graduating seniors. In addition, compiled analysis of quizzes, exams, assignments, and papers will also provide program-level assessment regarding how well students are meeting the learning outcomes. All faculty and staff of the Division of Interior Architecture participate in an intensive, day-long Curriculum Retreat at the end of each academic year during which curriculum assessment is evaluated. Learning outcomes are assessed for each course and the results of the exit interviews are analyzed. Curricular decisions are made based on the results, which are then incorporated into the new academic year, thus closing the loop of the assessment procedure. The Division’s program assessment is reviewed by the UW-Stevens Point Assessment Subcommittee on a bi-annual basis.

Need

Design professionals are consistently in high demand in the field of interior design. According to the Occupational Outlook Handbook (2008-09 edition), there were 72,000 interior designers employed nation-wide in 2006. Among them, 26% were self-employed (i.e. owned a design practice), another 26% were employed in specialized design services (design firms), while 48% worked in various positions in architectural and landscape architectural services, furniture and home-furnishing stores, building material and supplies dealers, and residential building construction companies. According to the data presented by the Bureau of Labor Statistics, the national employment rate for interior designers is projected to grow 19.5% between 2006 and 2016, which is faster than the average for all occupations. Before the recent economic crisis, the employment placement rate for interior architecture graduates of UW-Stevens Point has been around 90-95%, with placements in regional, state, national, and international locations. Even with the current economic landscape, graduates have been able to secure employment in some form. Typically, graduates from the interior architecture program have been employed as residential designers, commercial designers, hospitality designers, lighting designers, furniture and showroom designers, CAD and other software specialists, and/or project managers. With approximately 2 years of experience following a CIDA-accredited 4-year degree, graduates can take the NCIDQ exam for nationally recognized interior design certification, which makes them even more employable across the nation.

The proposed B.F.A.-IA program and its curriculum serve this growing demand for professionals in the interior design field well. With the recognition of the professional degree status by both CIDA and NASAD, the graduates of the B.F.A.-IA program will be in an improved position to operate in the competitive employment market.

Projected Enrollment (5 Years)

Projected enrollments for the B.F.A.-IA program are best understood in the following context. The interior architecture program currently attracts a considerable number of freshmen to the first year (an average of 60 students). Some of these students enroll in the program without fully understanding the information on the total credit requirements, required comprehensive studio work, and overall workload within an intensive accredited curriculum, despite the fact that this information is readily and explicitly provided to them during their pre-admission visits to the university and during summer freshmen orientation and advising. The primary reason for this high enrollment is the perceived notion that the degree program is about home decorating and make-over designs as widely popularized by the television media. Upon enrolling in the foundation coursework in the first year, some students experience the program's rigorous and comprehensive curriculum and tend to self-select to drop the program. This results in an approximate 39% attrition rate (60 to 40 students).

Further, when students approach the beginning of the sophomore year in the program, the Division conducts an Admission Portfolio Review as mandated by the accrediting agencies (both CIDA and NASAD). At this review, approximately 35 students are selected to continue into the professional sequence of the program (12.5% attrition), based on studio class size guidelines provided by CIDA. These guidelines state that studio instructions should be limited to 15-17

students per section and the program typically offers 2 sections per studio, based on currently available faculty resources. This results in approximately 35 students in each of the sophomore, junior, and senior levels (a total of 105 students).

Despite this loss of students during the first two years, the program has been very successful and has maintained consistently steady enrollments. It is predicted that the enrollment pattern will continue in the proposed B.F.A.-IA program. The new degree will be essentially the same size as the prior degree, growing only minimally to a total of 175 students in the 4th year following implementation.

Year	1st Year	2nd Year	3rd Year	4th Year	5th Year
New Students Admitted (Freshmen students only)	60	65	65	70	70
Continuing Students (Combined total of Sophomore, Junior, & Senior Students)	105	105	105	105	105
Total enrollment	165	170	170	175	175
Graduates	35	35	35	35	35

Comparable Programs

Within the UW System, two other institutions offer interior design programs that are also accredited by the CIDA: the B.S. in Design Studies program (with an option of emphasis in interior design) at the University of Wisconsin-Madison, and the B.F.A. in Art (with an option of emphasis on interior design) at the University of Wisconsin-Stout. Outside of the UW system, Mount Mary College also offers an accredited four-year B.A. degree in interior design.

The proposed B.F.A.-IA program, while closely following all accreditation standards, is fundamentally similar to these programs. However, it will be the only B.F.A. degree program specifically in interior architecture. It will also be the only B.F.A. program in interior design/interior architecture within a college of professional studies. These aspects add more weight to the degree program as it is a more specific profession-related degree name (as compared with a broader degree associated with several other degree options). It will also differentiate the program as one that is grounded in a college dedicated to profession-oriented degree programs.

The University of Minnesota Twin Cities offers an accredited B.S. in interior design program with a curriculum comparable to the proposed B.F.A.-IA program. In Michigan and Illinois, there are seven CIDA-accredited, 4-year programs of interior design in each state. In Iowa, there is one CIDA-accredited B.F.A. program in interior design. Among the programs in Minnesota, Michigan, Illinois and Iowa, only eight 4-year B.F.A. programs can be directly compared with the proposed B.F.A.-IA program in that they are strictly based on the B.F.A. degree requirements and curricula structures.

Collaboration

Future plans within the B.F.A.-IA program include collaborating with other academic programs in design within the state of Wisconsin and offering distance learning options with such institutions. Specifically, it is hoped that a couple of collaborative courses can be developed with the Bachelor of Science in Architectural Studies at the University of Wisconsin-Milwaukee so that students in interior architecture will be able to team-study together with architecture students, mimicking real-world design professionals working in teams on building projects. Additionally, following the implementation of the proposed program, opportunities will be sought for an articulation agreement with the North Central Technical College for a degree-completion arrangement that will enable students with an Associate degree in Architectural-Residential Design to transfer into the B.F.A.-IA major. This will attract more transfer students from the area to UW-Stevens Point.

Diversity

The Division of Interior Architecture boasts a higher percentage of women instructors than many other units on campus. The recruitment of both faculty and students of different backgrounds is challenging. However, the B.F.A.-IA program is committed to attracting and retaining diverse faculty and students. The Equity and Affirmative Action Office of UW-Stevens Point works with each search and screen process within the Division to ensure active recruitment of diverse faculty and staff. The Division maintains a close relationship with the Multicultural Affairs Office as well as the International Students and Scholars Office on campus for recruiting and retaining minority and international students. The University's Admissions Office has several outreach programs to recruit diverse students and the Division participates in these efforts through advising.

Additionally, the B.F.A.-IA curriculum will continue to maintain a strong focus on cultural differences and influences in design, both within and outside the U.S. Several courses are designed to instill knowledge, understanding, appreciation, and application of diversity in society. Such courses in the curriculum include *Survey of Design: Minority Studies in the U.S.* [IA 160; a required course], *Cross Cultural Survey of Applied Design* [IA 150; a design elective and a General Degree Requirement (GDR) course], *History of Non-Western Interior Design and Decorative Arts* [IA 310; a design elective and a GDR course], and *Problems in Interior Architecture* (IA 415; a design elective periodically addressing topics on culture-specific design). Additionally, studio courses at all levels include a significant focus on designing spaces for users with various types of disabilities. Several faculty in the Division of Interior Architecture continue to develop academic work and scholarship on culture-based design and topics of diversity.

Evaluation from External Reviewers

The Division of Interior Architecture obtained two external reviews. These external reviewers were selected on the basis of their academic positions and teaching experience in a B.F.A. program in interior architecture/interior design. Both external reviews were very positive, drawing attention to many strengths of the proposed B.F.A.-IA program. The reviewers praised

the comprehensive structure of the curriculum that offers a wide range of knowledge and skills that students need to become successful professional interior designers. They also applauded the overall proposal to change the degree program to a B.F.A. as it is a more recognized and useful degree. One change suggested by a reviewer was to increase the GPA requirement of 2.5 because it seemed too low for a B.F.A. degree. This suggestion will be taken into consideration by the Curriculum Committee of the Interior Architecture Division, following implementation of the degree.

Resource Needs

The program will require 6 FTE faculty. These faculty are already budgeted for and teaching in the existing B.S./B.A. program. The B.F.A. IA will also require 3.75 FTE instructional academic staff to teach several courses within the curriculum. The courses these instructional staff members currently teach include both required and elective courses in the Interior Architecture curriculum. The program regularly hires instructional teaching staff who offer specialized skills in specific areas of interior design and experience in the professional field, so that they can provide field-related information to the program's students, an important practice in a professional field that is constantly changing.

The major will also be supported by 1 FTE classified staff. This person is already in place and has been supporting the B.S./B.A. program. There is no need for new funding in the program budget. The already-allocated non-personnel budget is to cover the costs of consumable supplies, general services, maintenance & repair, telephones, library books, and faculty travel expenses for conferences. The largest portion of the budget is allocated for the supplies and general services. The Interior Architecture program requires specific supplies related to technology. These include equipment such as plotters for AutoCAD drawings in each studio/lab, dry-mount machines, color printers, and specific types of paper and ink cartridges. The quality of the program depends largely on this equipment and their efficient functioning, so they are regularly maintained and updated. These program-specific supplies are comparable with those in other accredited, professional interior design programs. Additionally, to meet the changing technological demands in the professional field, where graduates will seek successful employment, the Division regularly updates the necessary design-related software in upper-level studio/lab computers. Finally, some costs of regular maintenance and repair of classrooms, such as computer and other technological updates, are included in the program budget.

No additional facilities or capital equipment will be needed for the program. The existing facilities and capital equipment of the Division of Interior Architecture meet the requirements of the proposed B.F.A.-IA program. The College of Professional Studies, the building in which the proposed B.F.A.-IA program will be offered, is well-equipped to accommodate the accessible needs of students, faculty, and staff with disabilities.

Budget Summary: Estimated Total Costs and Resources

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty	6.0	\$ 383, 848	6.0	\$ 391, 525	6.0	\$ 399, 355
Instructional Staff	3.75	\$ 96,063	3.75	\$ 97,984	3.75	\$ 99,944
Classified Staff	1.0	\$ 37,626	1.0	\$ 38,378	1.0	\$ 39,145
Non-personnel						
Supplies & Expenses		\$ 19, 350		\$ 19, 350		\$ 19, 350
Library		\$ 1,700		\$ 1700		\$ 1700
Faculty/Staff Travel		\$ 1,340		\$ 1340		\$ 1340
Subtotal		\$ 539,927		\$ 550,277		\$ 560,834
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel	0	0	0	0	0	0
Nonpersonnel		0		0		0
Subtotal		0		0		0
TOTAL COSTS		\$ 539,927		\$ 550,277		\$ 560,834
CURRENT RESOURCES						
General Purpose Revenue (GPR)		\$ 539,927		\$ 550,277		\$ 560,834
Subtotal		\$ 539,927		\$ 550,277		\$ 560,834
ADDITIONAL RESOURCES						
GPR Reallocation		0		0		0
Subtotal		0		0		0
TOTAL RESOURCES		\$ 539,927		\$ 550,277		\$ 560,834

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.b.(2), authorizing the implementation of a Bachelor of Fine Arts in Interior Architecture at the University of Wisconsin-Stevens Point.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review, Academic Informational Series #1 (ACIS-1.0, Revised June 2009).

APPENDIX A

BFA- INTERIOR ARCHITECTURE			
FOUR-YEAR CURRICULAR PLAN			
FALL SEMESTER		SPRING SEMESTER	
FIRST Year in Interior Architecture Sequence			
IA 100 Professional Orientation IA 101 Color and Design IA 160 Survey of Design (HU1;MNS) ** English or other GDR Math or other GDR Gen Phy Ed/Wellness or other GDR	1 3 3 3 4 1 15 cr.	IA 204 Presentation Techniques I IA 110 Architectural Drafting Art 102 Three-Dimensional Design ** IA 140 History of Arch., Design, Dec. Gen Phy Ed/Wellness or other GDR	4 3 3 3 1 14 cr.
SECOND Year in Interior Architecture Sequence			
IA 211 Interior Architecture I Art 103 Basic Drawing IA 200 Intro. to Prof. Development Psych 110/GDR* GDR Gen Phy Ed/Wellness or other GDR	4 3 1 3 3 1 15 cr.	IA 212 Interior Architecture II IA 216 Materials & Technology IA 370 Computer Applications IA 393 Design Study tour Anthropology/Sociology/GDR* Gen Phy Ed/Wellness or other GDR	4 3 3 1 3 1 15 cr.
Admission Portfolio Review (Studio GPA of 2.5 required. Admission is based on semester-end cum GPA, IA 200, portfolio review, and seat availability)		Laptop purchase required for IA 370	
THIRD Year in Interior Architecture Sequence			
IA 311 Interior Architecture III IA 314 Architectural Systems IA 318 Lighting Design IA 309 History of Int. Design (HU1) IA 301 Design Charrette	4 3 3 3 1 14 cr.	IA Elective IA Elective IA Elective GDR courses OR Semester Abroad Program (International Programs) 12 cr. or more. Strongly recommended for IA Majors. May include a second IA internship in London.	3 3 3 6 15 cr.
SUMMER SESSION: IA 394 Field Experience 1 cr. IA 396 Adv. Field Experience (London or local internship) - IA Elective 1-12 cr.			
FOURTH Year in Interior Architecture Sequence			
IA 411 Interior Architecture IV** IA 395 Professional Practice (WE) IA Elective GDR courses	4 3 3 6 16 cr.	IA 400 Professional Development IA 315 Sustainable Design (EL) ** IA Elective GDR courses	1 3 2 9 15 cr.

All required courses are in blue font. IA Electives are in green font. ** Available in Fall & Spring.

(MNS) = Minority Studies (WE) = Writing Emphasis (EL) = Env. Literacy (NW) = Non-Western

(HU1) = Humanities Area 1 *Two GDR courses also recommended for the BFA-IA degree.

A MINIMUM OF 14 CREDITS OF IA ELECTIVES IS REQUIRED. Design Electives include: **IA 130 (EL), 150 (HU1;NW), 300, 304, 305, 306, 310 (NW; WE; HU1), 313, 331, 360, 391, additional 394, 396, 399, 405, 415, 470, and 490.** The courses in **BOLD** are taught more frequently than others. Only some IA Design elective courses are offered each semester. Other possible IA Design Electives are Art courses (except Art 181), FOR 385 (Landscape Arch), BUS 335 (Retailing), THEA 241 (Scene Design I), and THEA 242 (Lighting Design I) with instructor and IA advisor approval.

For more details: <http://www.uwsp.edu/news/uwspcatalog/interior.htm#courses>

EDUCATION COMMITTEE

Resolution I.1.b.(3):

That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the request to the Trustees of the William F. Vilas Trust Estate for \$3,433,818 for fiscal year July 1, 2010, to June 30, 2011, subject to availability, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences and Music.

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

EXECUTIVE SUMMARY

BACKGROUND

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

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

The proffer is made following receipt, by the trustees, of a certificate or warrant from the Board of Regents showing how the funds will be expended. This request and Resolution I.1.b.(3) constitute that warrant.

Following approval of this resolution, President Reilly will send a formal request to the trustees, who will determine the amount of income that will be available for the various awards (particularly for music, which varies with the value of the trust) and respond with a proffer of funds. The value of the proffer will then be reported to the Board of Regents.

REQUESTED ACTION

Approval of resolution I.1.b.(3), a request to the trustees of the William F. Vilas Trust Estate for \$3,433,818 for fiscal year 2010-2011 for the support of scholarships, fellowships, professorships, and special programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

DISCUSSION

The attached documents contain the responses to the trustees' request and details how the proposed funds will be expended. They have four components: (a) continuation of Trustee-approved programs, UW-Madison (\$3,321,268); (b) support for the *Building a Community of Music Learners* program, UW-Milwaukee (\$62,050); (c) request to fund Kumkum Sangari, Vilas Research Professor in the Department of English, UW-Milwaukee (\$48,000); and (d) continuation of the standard retirement benefit in support of Vilas Professor Emeritus Ihab Hassan, UW-Milwaukee (\$2,500).



March 10, 2010

President Kevin Reilly
University of Wisconsin System
1720 Van Hise Hall
CAMPUS

Dear President Reilly:

In this memo, I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2010 to June 30, 2011 for the University of Wisconsin-Madison.

Our request is framed in careful accordance with both the terms of the Vilas Trust and the needs we have to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty exacerbated by recent budget cuts; and the difficulty many students have in paying for undergraduate or graduate education here because of rising tuition and increasing challenges in finding need-based aid.

We have been informed by Rob Stroud, the attorney for the Vilas Trust, that they have enough money to support all of the permanent programs; those listed in part A. He said that funding for the one-time only programs (that had been funded in the past in Part B) would not be available this year. Our total request is **\$3,321,268**

The programs for which we are requesting funding follow.

A. CONTINUATION OF APPROVED PROGRAMS

- | | | | |
|----|---|--------------|---------|
| 1. | Continuation of 10 Vilas Undergraduate Scholarships at \$400 each | | 4,000 |
| 2. | Continuation of 10 Vilas Graduate Fellowships: | | |
| | a. 5 at \$600 each | 3,000 | |
| | b. 5 Traveling Fellowships at \$1,500 each | <u>7,500</u> | 10,500 |
| 3. | Continuation of 15 Vilas Research Professors at \$10,000 salary plus \$38,000 auxiliary allowances each | | 720,000 |

Vernon Barger - Vilas Research Professor
of Physics, College of Letters and Science

David Bethea - Vilas Research Professor
of Slavic Languages, College of Letters and Science

William A. Brock - Vilas Research Professor
of Economics, College of Letters and Science

William Cronon – Vilas Research Professor
of History and Geography, College of Letters and
Science, and Gaylord Nelson Institute for
Environmental Studies

Richard Davidson - Vilas Research Professor
of Psychology and Psychiatry, College of Letters and
Science and School of Medicine and Public Health

Morton Gernsbacher – Vilas Research Professor
of Psychology, College of Letters and Science

Robert Hauser - Vilas Research Professor
of Sociology, College of Letters and Science

Judith Kimble - Vilas Research Professor
of Biochemistry and Medical Genetics, College of
Agricultural and Life Sciences and School of
Medicine and Public Health

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

Emiko Ohnuki-Tierney - Vilas Research Professor
of Anthropology, College of Letters and Science

Paul Rabinowitz – (he retired as of 12/31/09 and we are in the process of filling his spot) Vilas
Research Professor of Mathematics, College of Letters and Science

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

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

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

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

4.	a. Continuation of 50 additional undergraduate scholarships at \$400 each	20,000	
	b. Continuation of 50 additional graduate fellowships at \$600 each	<u>30,000</u>	50,000
5.	Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas		32,000
6.	Retirement benefits for eight (9) Vilas Professors: Berkowitz, Bird, Goldberger, Hermand, Keisler, Lardy, Mueller, Vansina, and Rabinowitz at \$2,500 each		22,500
7.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music for 2010-11.		21,450
8.	16 Vilas Associates in the Arts and Humanities		533,385
9.	13 Vilas Associates in the Social Sciences		514,558
10.	13 Vilas Associates in the Physical Sciences		517,885
11.	10 Vilas Associates in the Biological Sciences		278,990
12.	Continuation of 1998 and 2002 Expansion of Approved Programs:		
	a. 940 additional undergraduate scholarships at \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance		376,000
	b. 400 additional fellowships at the \$600 level, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance		240,000

Total: Continuation Request

\$ 3,321,268

Please let me know if you have any questions.

Sincerely,



Carolyn "Biddy" Martin
Chancellor

Attachments

xc: Provost Paul M. DeLuca, Jr.
Vice Chancellor Darrell Bazzell
Dean Martin Cadwallader
Asst. Vice Chancellor Tim Norris

February 15, 2010

Dr. Paul M. DeLuca, Jr., Provost
Room 150, Bascom Hall
Re: Vilas Trust proposal

Dear Dr. DeLuca:

The School of Music wishes to apply for funding from the Vilas Trust for the 2010-11 academic year, in support of the Guest Artist Series. (We seek funding for the balance of need from the Anonymous Fund.) The following artists are submitted for consideration by the Trust, together with sponsor, biographical information, anticipated activities and proposed fees.

Composition (Prof. Laura Schwendinger)

1. Jack Quartet \$4,800.

3-day residency to include concert, master classes and readings of compositions by student composers at the School of Music.

The Jack Quartet, comprising violinists Christopher Otto and Ari Streisfeld, violist John Pickford Richards and cellist Kevin McFarland, is acclaimed for high-energy performances of today's most demanding works for string quartet. In 2009, the quartet received an ASCAP/Chamber Music America award for adventurous programming of contemporary music. The quartet has performed at Carnegie Hall, la Biennale di Venezia and the Lucerne Festival, among others. Its concert for the Guest Artist Series will include a new work by Laura Schwendinger.

Voice (Prof. Mimmi Fulmer)

2. Abbie Furmansky, soprano and Daniel Sutton, piano \$5,000.

4-day residency with recital, master classes, informal round table.

Abbie Furmansky graduated from the UW-Madison School of Music with a B.M. degree in 1988. She rose to prominence in Europe as an ensemble member

at Deutsche Oper Berlin, where she quickly established herself in the lyric soprano repertoire. She has performed with New York City Opera, Canadian Opera Company, Washington National Opera, Los Angeles Opera and German and Dutch opera companies and symphony orchestras. Professor Fulmer states, "Her experience with leading-edge directors and conductors makes her a window on the world for our students and musical community."

Strings (Prof. Uri Vardi)

3. Ronald Leonard, cello \$3,000.

2-day residency with recital, cello master class and workshop on orchestral excerpts.

Ronald Leonard was appointed principal cellist of the Los Angeles Philharmonic in 1975 and held that position for 24 years. During his tenure, he performed as concerto soloist with the orchestra many times, under conductors Zubin Mehta, Carlo Maria Giulini, Simon Rattle, Michael Tilson Thomas and Esa-Pekka Salonen. Chamber music has been a major part of his musical career, including festivals at Aspen, Marlboro, Musicorda and Sarasota. As one of the world's leading pedagogues, he has held positions at Aspen, UCLA, USC and the Colburn School, where he currently teaches cello and chamber music and conducts the chamber orchestra.

Percussion (Prof. Anthony Di Sanza)

4. Steven Schick, percussion \$2,700.

3-day residency with recital, master class and lecture on performance and interpretation of contemporary solo and chamber music.

For the past 30 years, Steven Schick has championed contemporary percussion music by commissioning and premiering more than 100 new works. He has worked directly with Iannis Xenakis, Karlheinz Stockhausen, Roger Reynolds, John Luther Adams and David Lang, all of whom were or are significant composers of the 20th and 21st centuries. He is the founder and artistic director of the percussion group "red fish blue fish," the author of "The Percussionist's Art: Same Bed, Different Dreams," and the Distinguished Professor of Music at the University of California, San Diego.

Woodwinds (Prof. Marc Vallon)

5. John Miller, bassoon \$1,200.

2-day residency to include a double bassoon concerto appearance with Prof. Vallon and the UW Chamber Orchestra, a master class for bassoonists and a presentation for all wind players about the orchestral audition process.

John Miller has been the principal bassoonist for the Minnesota Orchestra since 1971. He is a member of the faculty at the University of Minnesota and is one of the few bassoonists of international reputation who has made a successful career as orchestral musician, soloist and chamber music player. He has been a member of countless panels for wind auditions and can shed invaluable light on this important part of a musician's professional life.

6. Cambini Quintet \$3,750.

2-day residency with concert and master class.

The Cambini Quintet is a woodwind quintet specializing in the performance of 18th and 19th century repertoire on period instruments. Its members include flutist Dawn Lawler, artist in residence at the School of Music, and Marc Vallon, assistant professor of bassoon. (Prof. Vallon would not be paid for his participation.) The charm of music from the first half of the 18th century is enhanced by the natural blend and balance obtained by using period instruments, and the approach offers a complementary path of learning for aspiring players of modern instruments. The Cambini Quintet performed at the 2009 Boston Early Music Festival and will perform in Philadelphia and at the Eastman School of Music in 2010.

Woodwinds (Prof. Stephanie Jutt)

7. Mary Stolper, flute \$1,000.

2-day residency with recital and master class.

Mary Stolper was the principal substitute flutist for the Chicago Symphony Orchestra for more than a decade and traveled with the CSO on its world renowned tour of Russia with Georg Solti and on more than 15 European-Asian tours with Daniel Barenboim. She is currently principal flutist of the Grant Park Symphony, Chicago Opera Theater, Music of the Baroque Orchestra and the new music ensemble Fulcrum Point. She is a specialist in contemporary techniques in flute performance and has been a frequent guest recitalist and lecturer on music by women composers. She is chair of the flute faculty at DePaul University, where she has been a faculty member since 1986.

Total budget request for 2010-11: \$21,450.00.

These residencies enrich the concert and teaching life of the School of Music. Students hear eminent musicians who bring different points of view and offer inspiring performances. Opportunities for asking questions and hearing about career paths can sometimes help students make life-changing decisions. Members of the Madison community likewise receive benefits through hearing touring artists. The concerts and master classes are open to the public free of charge.

The School of Music appreciates your consideration of these proposals. Please call John Schaffer, director, at 263-5972 if you have any questions. Thank you very much.

Sincerely,

Richard S. Mumford
Director of Public Relations
and Concert Manager



Academic Affairs

Chapman Hall 230
P.O. Box 413
Milwaukee WI 53201-0413
414-229-4503 *phone*
414-229-4929 *fax*
www3.uwm.edu/dept/acad_aff/

March 12, 2010

TO: Kevin P. Reilly, President
The University of Wisconsin System

FROM: Rita Cheng
Provost and Vice Chancellor

RE: UW-Milwaukee 2010-11 Vilas Trust Support

Please find requests for three proposals that UW-Milwaukee is submitting for the 2010-11 Vilas Trust Funds:

1. Vilas Research Professor Kumkum Sangari, Department of English.
Total Request: \$48,000.00 (\$38,000 for Research Support and \$10,000 for Salary Support)
2. Department of Music, Peck School of the Arts. "*Building a Community of Music Learners*". Total Request: \$62,050 (see attached proposal).
3. Continuation of the standard retirement benefit of \$2,500 in support of Vilas Emeritus Ihab Hassan.

Thank you for your continued consideration and support of these activities. Both the Departments of English and Music are appreciative of this opportunity to gain funding for both venues. The proposal from the Music Department is attached

Should you have any questions, please do not hesitate to contact me, or Associate Vice Chancellor Dev Venugopalan (229-5561).

c: Carlos E. Santiago, Chancellor
Dev Venugopalan, Associate Vice Chancellor
G. Richard Meadows, Dean, College of Letters & Science
Wade Hobgood, Dean, Peck School of the Arts

2010-2011 Vilas Proposal: "Building a Community of Music Learners"

In its 2010-2011 proposal to the William F. Vilas Trust, the UWM Music Department is requesting increased funding to present an expanded series of festivals, workshops, guest artist residencies, and master classes during the upcoming academic year focused on the theme of "Building a Community of Music Learners." The planned activities with national and international professional musicians, clinicians, and scholars are designed to engage and energize relationships between UWM and a variety of communities in Milwaukee and southeastern Wisconsin. These groups include K-12 students; middle school, high school, and collegiate music directors, educators, and performance ensembles; and audiences for a diverse spectrum of musical genres and styles. Vilas-funded activities will encourage collaborations across the departments of Music, Dance, History, and Theatre as well as with the UWM Cultures and Communities program. The interactions among the various groups will occur in classroom and performance settings and will feature distinguished guests with expertise in music ranging from early music to world and contemporary music. Many of these events are specifically designed to encourage UWM students to think about ways they might musically and culturally engage new communities through the exploration of different styles and genres of music and through innovative approaches to programming, outreach, and education.

The activities proposed for the "Building a Community of Learners" initiative are also designed to leverage Vilas support with requests for funding from other sources. Matching grant applications are pending with the Chamber Music America Residency, Partnerships with Pearl Drums, Sabian Cymbal, the Greater Milwaukee Foundation's Dr. Abraham B. and Irma S. Schwartz Fund, and the Early Music Now organization. The Music Department is also planning to request funds for this initiative from the UW System Institute on Race and Ethnicity and internal UWM sources such as the Union Socio-Cultural Programming Office, the Department of Recruitment and Outreach, the American Geographical Society Library, and the Center for 21st Century Studies.

Attached proposal provides specific details on the nineteen activities currently being proposed for Vilas sponsorship during 2010-11.

"Building a Community of Music Learners" Planned Activities

Festivals and Workshops:

1. Woody Herman Jazz Educational Workshop:
Guest artists and clinicians will work and perform with middle school, high school, and collegiate jazz ensembles as well as UWM students.
2. UWM High School Orchestra Honor Festival
Acclaimed conductor/youth orchestra clinician Steven Huang will teach master classes and conduct a rehearsal and performance for more than 100 invited Wisconsin high school string players during a campus residency.
3. UWM High School Honor Choir Invitational
Renowned clinician Dr. Eph Eli and the UWM choral faculty will lead a two-day clinic for area high school honor choirs and over 400 Wisconsin high school singers with intensive coaching sessions.
4. Festival of Men's Voices
Guest vocal quartet *Expedition* will lead area middle school, high school, and college singers in a day-long educational workshop culminating in a closing performance.
5. African Drumming Workshop
World-renowned performing artist Bob Decker will lead a two-day African drumming workshop which will conclude with a concert featuring Mr. Decker and workshop attendees.
6. Double Reed Day
The all-day workshop for pre-college and college students and teachers will include master classes, lectures and sight-reading. Workshop participants will join in a final recital in the double reed ensemble.

Guest Artist and Clinician Residencies:

7. Ry Cooder Residency:
Noted American finger-style guitarist, singer, and composer Ry Cooder's residency will include lectures on the literature of rock and roll and the history and performance of finger-style guitar as well as master classes in guitar.
8. Sam Charles Residency:
The residency of music scholar and Grammy award winner Sam Charles will include a master class/demonstration; a lecture on rock and roll literature and culture, American folk and pop music, and history; and a performance of guitar styles.
9. Yarn/Wire Group Residency:
Yarn/Wire, a New York based music and performance ensemble, will be on campus in a multi-day residency during which time the ensemble members will present a variety of lecture/demonstrations, master classes (on topics including contemporary performance practice, integration of music and theater, orchestration for percussion ensemble, and the integration of instruments and live electronics) and open rehearsals. Yarn/Wire will also perform two concerts during their residency.
10. Jon Faddis Residency:
The residency with legendary jazz trumpet musician Jon Faddis will include a trumpet master class, jazz improvisation class, and performances with the UWM Jazz Ensemble and the Jon Faddis Quartet.
11. David Fallows Residency:
Over a three-day residency David Fallows, an internationally recognized researcher, author, and clinician will present lectures on sixteenth century composers and music and drama in the time of Henry VIII. The residency will include the Flanders Recorder Quartet and is being coordinated with Milwaukee's Early Music Now organization.

Master Classes, Performances and Presentations:

Presentations #12 to 19 include artists from across the spectrum of music making, including Hammond Piano Duo (piano), Raphaella Smits (classical guitar), Chamber Music Milwaukee, Green Mountain Piano Trio, Music at the Mansion (chamber music), Project Trio, Imani Winds, Fifth House Ensemble, Flute Series with Robert Dick (Woodwind Chamber Music), Fretwork, Plain & Easy, Viol Consort, Sinfonia NY, and Flanders Recorder Quartet (Early Music Now series at UWM).

Vilas Funding Request:

1. Woody Herman Jazz Educational Workshop Project Coordinator: Curt Hanrahan	\$ 5,500
2. UWM High School Orchestra Honor Festival with guest artist Steven Huang Project Coordinator: Margery Deutsch	\$ 1,600
3. UWM High School Honor Choir Invitational Project Coordinators: Sharon Hansen, Gloria Hansen, José Rivera	\$ 3,000
4. Festival of Men's Voices Project Coordinator: José Rivera	\$ 2,500
5. African Drumming Workshop Project Coordinator: Carl Storniolo	\$ 4,800
6. Double Reed Day Project Coordinators: John Climer, Caen Thomason-Redus	\$ 500
7. Ry Cooder Project Coordinators: Martin Jack Rosenblum, John Stropes	\$ 2,500
8. Sam Charles Project Coordinators: Martin Jack Rosenblum, John Stropes	\$ 2,500
9. Yarn/Wire Group Residency-Unruly Music Series Project Coordinator: Christopher Burns	\$ 5,000
10. Jon Faddis Residency (Trumpet) Project Coordinator: Kevin Hartman, Brass Area	\$ 6,500
11. David Fallows (Music History) in Coordination with Early Music Now Project Coordinators: Gillian Rodger, Judy Kuhn	\$ 2,800
12. Hammond Duo (Piano) Project Coordinators: Elena Abend, Piano Area	\$ 2,200
13. Raphaella Smits (Classical Guitar) Project Coordinators: John Stropes, René Izquierdo	\$ 2,500
14. UWM Chamber Music Milwaukee Festival Project Coordinators: Gregory Flint, Todd Levy	\$10,000
15. Green Mountain Piano Trio Project Coordinator: Stefan Kartman	\$ 1,300
16. Music at the Mansion Project Coordinator: Jeffry Peterson	\$ 1,200
17. Woodwind Chamber Music - Project Trio, Imani Winds, Fifth House Ensemble Project Coordinator: Caen Thomason-Redus	\$ 2,000
18. Flute Series -- Robert Dick Project Coordinator: Caen Thomason-Redus	\$ 2,000
19. Early Music Now at UWM Project Coordinator: Caen Thomason-Redus	<u>\$ 3,650</u>
Total Vilas Request:	\$62,050

**REVISED MISSION STATEMENT
UNIVERSITY OF WISCONSIN-EAU CLAIRE
(FIRST READING)**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Eau Claire requests approval for its newly revised Mission Statement. The new mission statement is the result of strategic planning completed in 2007-08, and of extensive campus-wide discussion. It was approved by the University Senate and Chancellor Levin-Stankevich in Fall 2009. The revised document is an entirely new statement articulating UW-Eau Claire's mission.

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

REQUESTED ACTION

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

DISCUSSION

UW-Eau Claire's new mission statement is proposed as follows:

We foster in one another creativity, critical insight, empathy, and intellectual courage, the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry.

UW-Eau Claire fulfills its mission through a pervasive university commitment to provide:

- *Rigorous, intentional and experiential undergraduate liberal education for life and livelihood;*
- *Strong, distinctive professional and graduate programs that build on and strengthen our proud tradition of liberal education;*
- *Multicultural and international learning experiences for a diverse world;*
- *Exemplary student-faculty research and scholarship that enhance teaching and learning;*
- *An inclusive campus community that challenges students to develop their intellectual, personal, cultural, and social competencies;*
- *Educational opportunities responsive to the needs of our communities, state, region, and beyond; and*
- *Academic leadership in transforming liberal education.*

Current Mission Statement of the University

The University of Wisconsin-Eau Claire is a comprehensive university whose purpose is to foster the intellectual, personal, social, and cultural development of its students. The University provides an academic environment designed to encourage faculty-student interaction and promote excellence in teaching and learning, scholarly activity, and public service. Its residential setting fosters personal and social development through a rich array of co-curricular activities.

The University's focus is a liberal arts based education across the curriculum in all programs. The University places a special emphasis on experiential learning activities, such as international studies, faculty-student research collaboration, internships, and community service. UW-Eau Claire is the University of Wisconsin System's Center of Excellence for Faculty and Undergraduate Student Research Collaboration.

In addition to the University of Wisconsin System Mission and the Core Mission of the University Cluster Institutions, the University of Wisconsin-Eau Claire has the following select mission:

- to provide undergraduate education in a broad range of programs, based on a strong general education component emphasizing the liberal arts and sciences, offering degrees in the arts and sciences, allied health fields, business, education, nursing, and other areas that grow clearly from university strengths and meet identifiable regional and state needs;
- to provide graduate education, at the master's and specialist levels, in select programs that grow clearly from undergraduate strengths and meet identifiable regional and state needs;
- to support and encourage scholarly activities, including research and creative endeavors, that enhance its programs at the associate and baccalaureate level, its selected graduate programs, and its special mission; and
- to support the cultural, educational, and economic development of the immediate region in a variety of ways, including its outreach and community service programs.

(Approved by University Senate, 2/02)

(Approved by Board of Regents, 11/02)

46-SE-02

UNIVERSITY OF WISCONSIN-EAU CLAIRE

NOTIFICATION OF UNIVERSITY SENATE ACTION

TO: The Chancellor

REFERRAL DATE: September 24, 2009

RE: Senate Action Concerning: Mission Statement

DATE of Senate Action: September 22, 2009

FROM: Susan M. Harrison
(Signed) University Senate Chair

TEXT OF MOTION:

Revised Proposed UW-Eau Claire Mission Statement

We foster in one another creativity, critical insight, empathy, and intellectual courage, the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry.

We fulfill our mission through a pervasive university commitment to provide:

- Rigorous, intentional and experiential undergraduate liberal education for life and livelihood;
- Strong, distinctive professional and graduate programs that build on and strengthen our proud tradition of liberal education;
- Multicultural and international learning experiences for a diverse world;
- Exemplary student-faculty research and scholarship that enhance teaching and learning;
- An inclusive campus community that challenges students to develop their intellectual, personal, cultural, and social competencies;
- Educational opportunities responsive to the needs of our communities, state, region and beyond; and
- Academic leadership in transforming liberal education.

IMPLEMENTATION: Upon Board of Regent Approval

RECEIVED

MAR 16 2010

Chancellor's Office
UW-Eau Claire

Appropriate response is requested. Please notify the Senate by completing this form and returning the yellow copy to the University Senate Office.

☒ Approved, authorized for implementation

☐ Held for further consideration

☐ Not approved

☐ Received/acknowledged

[Signature]
Chancellor's Signature

10/13/09
Date of Response

White copy for Chancellor; Pink copy for Provost/Vice Chancellor; Yellow copy for University Senate Office

rev 10/99

xc: Provost Kleine, Deans Dock, Sukanec, Wood, Zwygart-Stauffacher
Registrar Moore, Wanda Schutner

The University of Wisconsin-Milwaukee
Charter School Contract Extension
Young Leaders Academy

EDUCATION COMMITTEE

Resolution I.1.f.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the extension of the charter school contract with the YMCA Youth Leadership Academy, Inc., together with amendments to the contract, maintaining a charter school known as the Young Leaders Academy, effective July 1, 2010.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
YOUNG LEADERS ACADEMY
CHARTER RENEWAL**

Executive Summary

BACKGROUND

In 1998, Wisconsin Statute 118.40 was amended to grant authority for the University of Wisconsin-Milwaukee (UW-Milwaukee) to authorize charter schools within the city of Milwaukee (City). The central purpose of the charter school legislation is to eliminate a significant portion of statutory requirements and administrative rules and regulations imposed on public schools and, in turn, demand a new type of public accountability tied to actual performance. Accountability requirements for annual improvement and charter renewal of operating charter schools employ a high degree of rigor. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals. The renewal process is based on the evaluation of continuous school improvement efforts. The summative evaluation is initiated two years prior to the terminal date of an existing contract so that the decision to extend or not to extend a charter is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action. Renewal of a charter is usually for an additional four- or five-year period. A school may, however, receive a renewal of less than five years if significant improvements are required. Renewal of a charter is based on evidence of meaningful progress on key measures of performance as follows: student well-being; academic success; faithfulness to the charter; ability to communicate and transmit the mission; parent and student satisfaction; staff satisfaction with professional and organizational growth; viability of the charter school; fiscal stability of the charter school; and contractual compliance.

The Young Leaders Academy, Inc., sponsored by the Greater Milwaukee YMCA, was granted a charter by the University of Wisconsin System Board of Regents in August of 2001 to open the Young Leaders Academy (YLA) in September of 2002. In 2005, the Board of Regents granted a four-year extension. The school operates from a campus at 1350 W. North Avenue, Milwaukee, Wisconsin 53205. Mr. Robert Heger currently chairs the thirteen-member board. Mr. Ronn Johnson is the current executive principal. The UW-Milwaukee Office of Charter Schools and Chancellor Santiago recommend that the Young Leaders Academy receive a full five-year charter renewal.

REQUESTED ACTION

Approval of Resolution I.1.f.(1), authorizing the extension of the charter school contract with the YMCA Youth Leadership Academy, Inc., to operate a public school known as the Young Leaders Academy.

DISCUSSION

SCHOOL PROFILE

The school's program “is based on the fundamental belief that every child has a birthright to a first-class education, which adds meaning, dignity and a sense of community. That birthright is delivered by combining the beneficial rigors of a classical education with the latest in technology and the best teaching and learning practices. The school nurtures the children in the development of leadership, life and social skills, preparing them to become informed, responsible, and productive world citizens.”

YLA enrolls students in four-year old kindergarten through grade 8. The school primarily serves African-American students and has a strong Afro-centric program. Seventy-four percent (74%) of the students come from homes in poverty. The student attendance rate is high, averaging more than 90%. Seventy-seven percent (77%) of the students enrolled during the 2007-08 school year returned to YLA the following year. Student behavior is excellent in both the classroom and the school in general. Eleven percent (11%) of the students qualify for special education.

YLA is staffed by an executive principal, a business manager, three assistant principals, thirty-two teachers, and twenty-three support staff members. The executive principal and assistant principals have teaching roles in addition to their administrative duties. The ethnic mix of the faculty is 3% Asian, 60% Black, 3% Hispanic, 10% Native American, and 23% White. Nineteen percent (19%) of the teachers have completed their master's degrees. The classroom teacher-to-student ratio is 1 to 21. Over the last three years, eighty percent (80%) of the teachers have returned each year.

The YLA educational program focuses on leadership. Leadership training and leadership activities permeate both the regular school day and the after-school co-curricular programs. Positive character traits, including responsibility, integrity and honesty, are taught through the leadership focus. Academic focus and positive behavior are considered essential leadership traits. Student responsibility for achievement is reinforced throughout each instructional situation. A variety of instructional strategies are utilized. These include direct instruction, interactive instruction (debates, role-playing, and laboratory groups), indirect instruction (problem-solving, writing-to-inform, and reflective discussion), independent study, and experimental learning (storytelling, experiments, and educational outings).

The core curriculum consists of language arts, social studies, science, and mathematics. Grade level standards and benchmarks aligned with the Wisconsin state standards guide instruction at each grade level. The leadership theme is integrated throughout the curriculum, focusing on teaching world, political, and corporate leadership. Leadership instruction is designed to teach students about the complexities of contemporary society; enhance their self-confidence, motivation, and self-esteem; and assist with personal development. The Learning for Life program complements leadership training and integrates character development into all lessons.

Over the last three years that YLA has been a charter school, total revenues have increased from \$9,576 per pupil to \$9,950. The major portion of this revenue is state per-pupil aid, which increased only slightly from \$7,689 per pupil in 2005-06, to \$7,775 in 2008-09. YLA also received federal flow-through funds for special education, charter school implementation grants, and federal title dollars. During this same time period, per-pupil expenditures have also risen slightly from \$9,338 in 2005-06, to \$9,455 in 2008-09. In each year, the school was able to pay off significant portions of the debt related to acquiring and equipping the school facility. As of June 30, 2009, YLA had a remaining debt of \$116,000, down from \$789,000 at the beginning of the 2005-06 school year.

Teachers are well-prepared, lessons are meaningful, and students are given many opportunities to take charge of their own learning. A wide variety of instructional methodology is utilized. Students clearly understand what is expected of them. Expectations for learning are high. YLA has a gifted and talented program serving students in grades 4 through 8, in two classrooms differentiated on grade level. Teachers often loop with their class, following students for two or three years. The school is experimenting with single gender classes at various levels.

Student behavior at YLA is exceptional. Students are consistently polite and well-mannered. The environment of the school is safe and orderly. Discipline, where necessary, is applied fairly and consistently and is based on a well-documented discipline program. Students are focused on learning and can clearly articulate the importance of getting a good education. Overall the educational climate is excellent.

YLA has strong leadership in the Board and the Administrative Team. The Board has done an excellent job of establishing appropriate policy and addressing financial concerns. While the school's mission has remained the same, changes in expectations, delivery, and organization have varied over the past seven years. Following initial success and community acceptance, the decision was made to increase enrollment from around 500 students to nearly 700 in 2007. It soon became evident, however, that the larger number of students and the speed at which the additional students were added had overtaxed the school and had begun to create problems in culture and achievement. To the credit of the Board and administration, these problems were recognized and action taken at the end of the 2008-09 school year to reduce enrollment to its previous level (through attrition) and to reemphasize the desired culture of the school. The college-bound nature of the program was reemphasized, school enrollment reduced to around 500 students, bussing eliminated, and staff levels reduced based on determined commitment to the principles of the school. The action exhibited an exemplary focus on the school's mission, the ability of the Board to make difficult decisions, and the agility of the Administrative Team to bring about change.

YLA has a defined curriculum aligned with state academic standards that specifies both content and methodology at each grade level. The academic aspects of the curriculum are bound together by the "Leaders Come Alive" program that connects disciplinary fields and provides the motivational and social factors that create a culture of achievement within YLA. The curriculum is designed to: (1) engage learners; (2) give students choices; (3) involve problem-solving; (4) focus on the world and its people; (5) focus on multiple ways of knowing and learning; (6) advance higher-order thinking; (7) develop creativity; (8) integrate multiculturalism; (9) value

students; (10) connect to students' communities; and (11) involve complex, lifelike, enriching experiences.

The YLA provides an excellent educational environment. Overall, parents are pleased with the school and express their pleasure that they have the opportunity to send their children to YLA. Parents emphasize the positive nature of the school's discipline, the easy access to caring teachers, character development, and that failure is "not considered an option." Over 81% of the parents attended parent-teacher conferences. The average daily attendance rate is 90.3%. The year-to-year return rate for students over the past three years averaged over 70%. Annual satisfaction surveys show that parents understand and support the high expectations the school sets, feel welcome in the school, believe their children are receiving a good education, and feel that the teachers care about their children. The close home/school relationship is revealed in parental comments like "I trust the administration" and "this school makes you parent your children." While still above the average in parent satisfaction for all UW-Milwaukee charter schools, YLA parents express their greatest concerns regarding the timely resolution of concerns and the level of homework difficulty.

Students have a positive attitude regarding the school. Students surveys indicate that students believe they are expected to do their best work at school, feel good when they do well, know the school rules, are encouraged by their teachers to do well, and are receiving a good education. The areas students rate the lowest involve their perception of how well other students follow the disciplinary rules and their relationships with other students.

EVALUATION OF STUDENT PERFORMANCE

The Office of Charter Schools has implemented the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam for all UW-Milwaukee authorized charter schools to determine value-added growth. YLA adopted the examination for the 2008-09 school year. The YLA internet service is part of a larger network serving the YMCA. Major problems were encountered during the implementation because of the available internet connection. Extremely slow internet interaction during test taking resulted in many tests being terminated prior to completion. Thus, the Office believes the overall results lack validity. This conclusion is based on actual use of the internet at YLA and the disparity between MAP results and Wisconsin Knowledge Concepts Examination (WKCE) results.

Students attending YLA consistently outperform their peers in the Milwaukee Public Schools and at some grade levels are close to state-wide proficiency levels. Figures 1 and 2 (below) show the percentage of students in grades 4, 8, and all grades (3 through 8) for the full academic year (FAY) scoring proficient or advanced in reading and mathematics for YLA, MPS, and the state of Wisconsin.

Figure 1: State, YLA, MPS Reading Proficiency Comparison

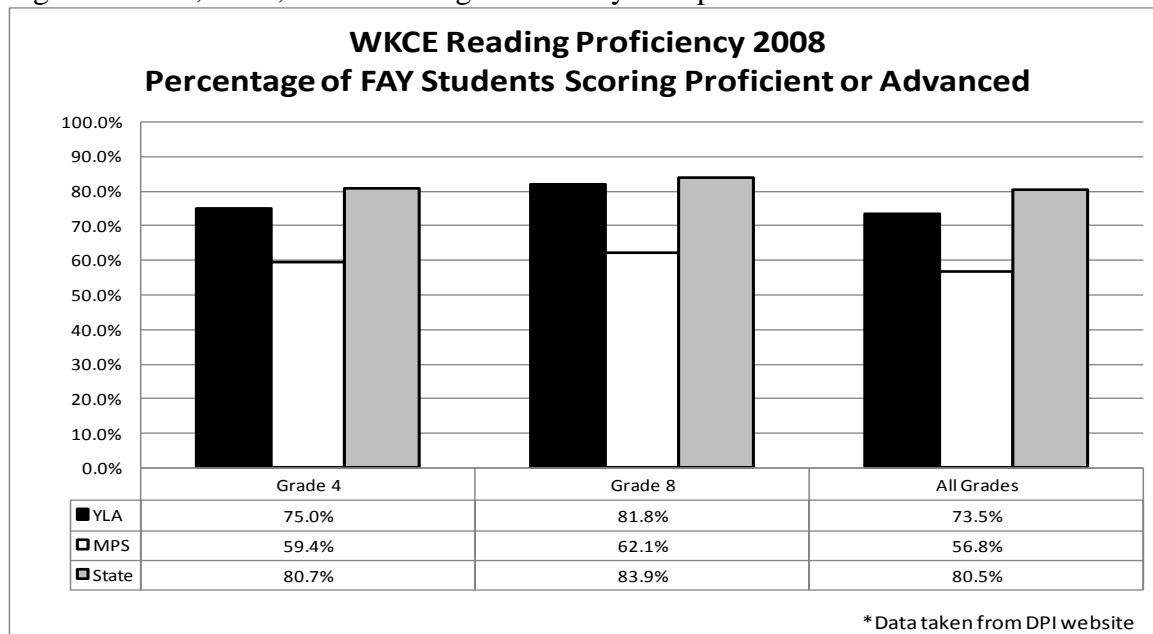
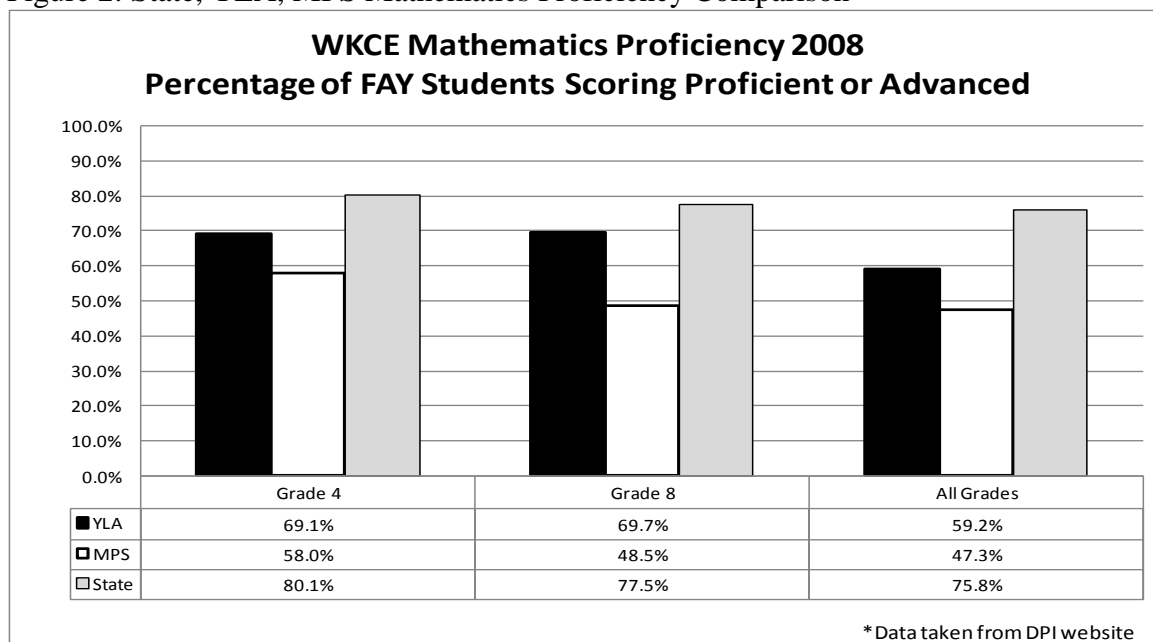


Figure 2: State, YLA, MPS Mathematics Proficiency Comparison



Proficiency results show consistent year-by-year improvement in the percentage of students deemed to be proficient or advanced in both reading and mathematics. Figures 3 and 4 show the percentage of YLA students scoring proficient or advanced from 2005 through 2008.

Figure 3: Reading – Percent Proficient or Advanced 2005 - 2008

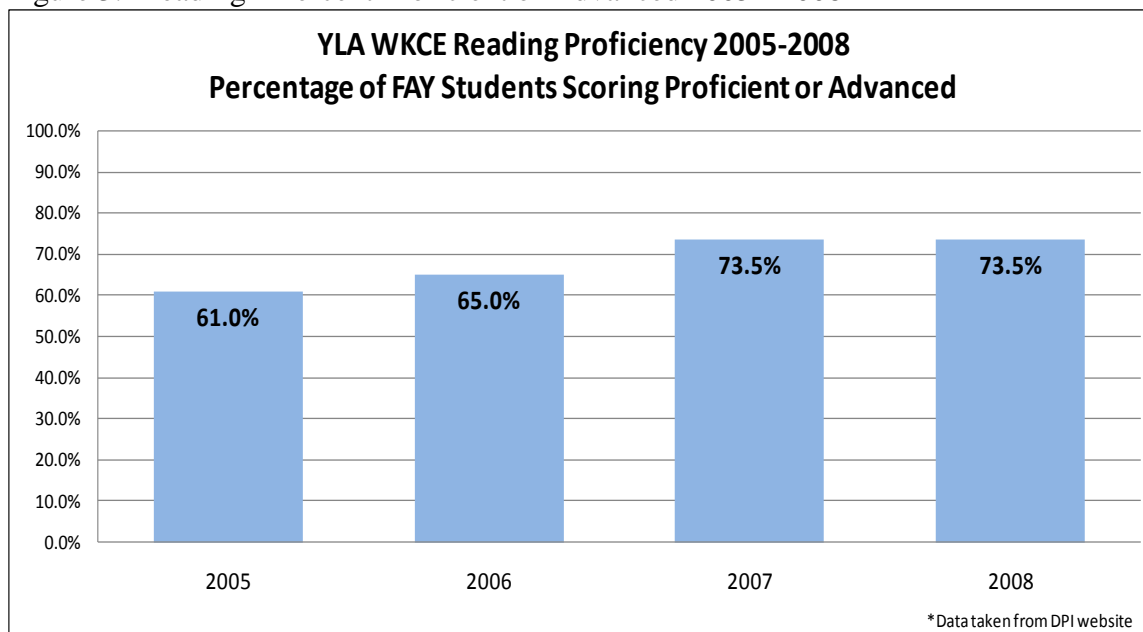
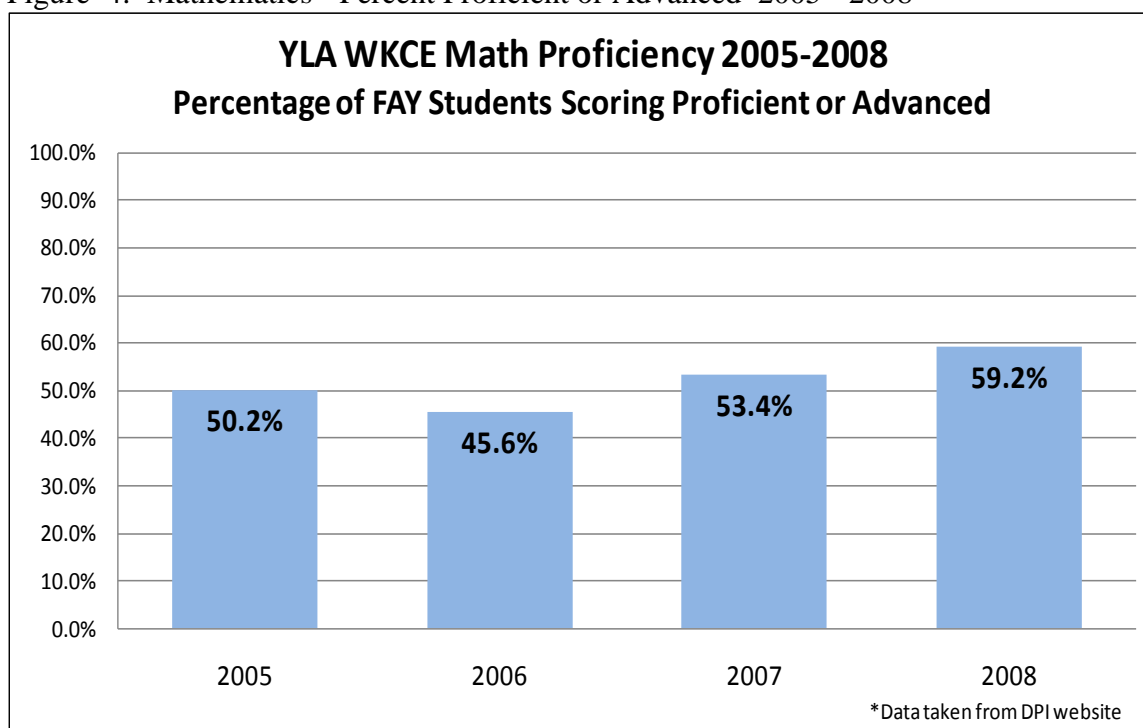


Figure 4: Mathematics - Percent Proficient or Advanced 2005 - 2008



All but three students attending YLA are African-American. Figures 5 and 6 (below) compare the percentage of YLA students in grades 3 through 8 scoring proficient or advanced in reading and mathematics on the WKCE to the percentage of African-American students in grades 3 through 8 scoring proficient or advanced throughout the entire state of Wisconsin for the 2003-04 and 2008-09 school years.

Figure 5: African-American Students Scoring Proficient or Advanced in Reading

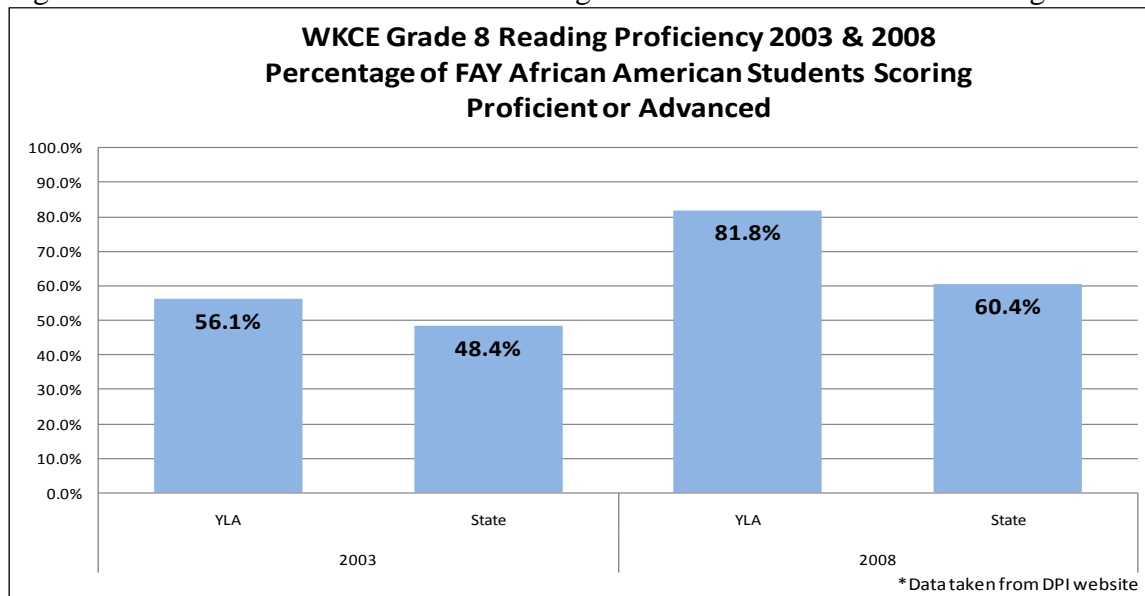
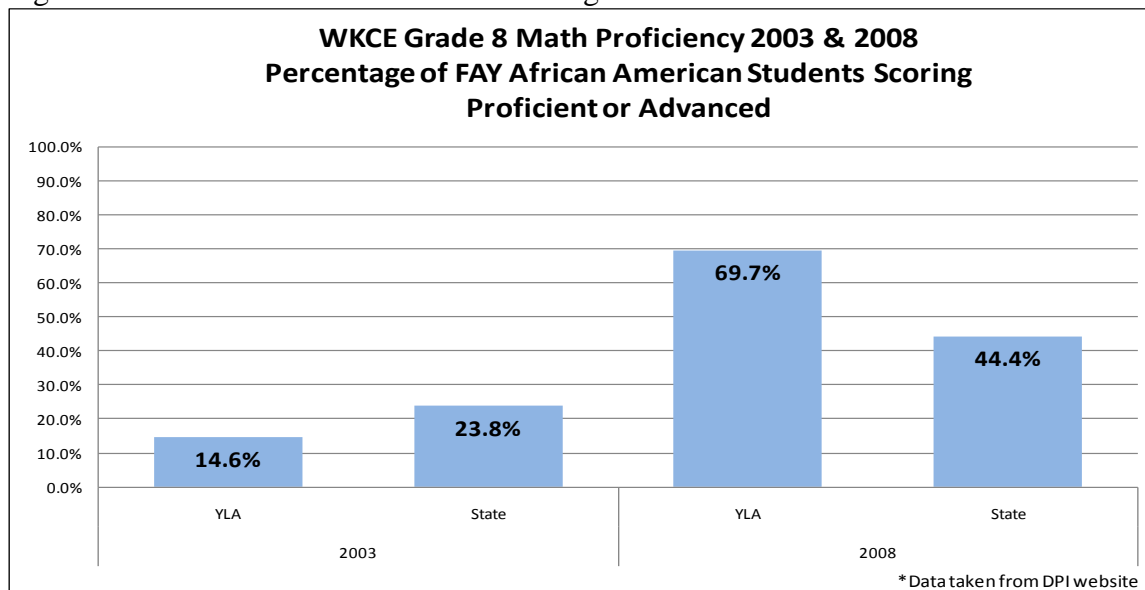


Figure 6: African-American Students Scoring Proficient or Advanced in Mathematics



While the overall percentage of African-American students scoring proficient or advanced in Wisconsin has improved by 12 percentage points in reading and 21 percentage points in mathematics over the five-year period, the percentage of YLA students scoring proficient or advanced has experienced even greater improvement: 26 percentage points in reading and 55 percentage points in mathematics. The 2008-09 total percentage of YLA students scoring proficient or advanced in both reading and mathematics exceeds the African-American student state percentage by more than twenty percentage points in both subjects.

The 2008-09 WKCE results for YLA students in grades 4 and 8 in reading and mathematics were compared to the overall results for the Milwaukee Public Schools (MPS) and,

specifically, to all 62 MPS K-8 schools. Fourteen MPS schools scored as well or outscored YLA in both reading and mathematics. However, only one school, Bethune Academy had similar demographics (race and poverty) to YLA. Almost all of the students attending YLA are African-American. 87% of the students attending Bethune Academy are African-American. Craig Montessori also outscored YLA. Its population is 63% African-American. Its low income population, however, is only 24% compared to the 74% low income population of YLA. The other twelve MPS schools outperforming YLA all have African-American populations of 20% or lower. Figures 7 and 8, below, compare the grade-by-grade performance of YLA students to those at Bethune in reading and mathematics. The greatest difference occurs at grade 3 where Bethune students outscore YLA students by a wide margin. With the exception of grade 3 reading and mathematics results for the two schools are similar.

Figure 7: Comparison of Reading Proficiency Levels for Bethune Academy and YLA

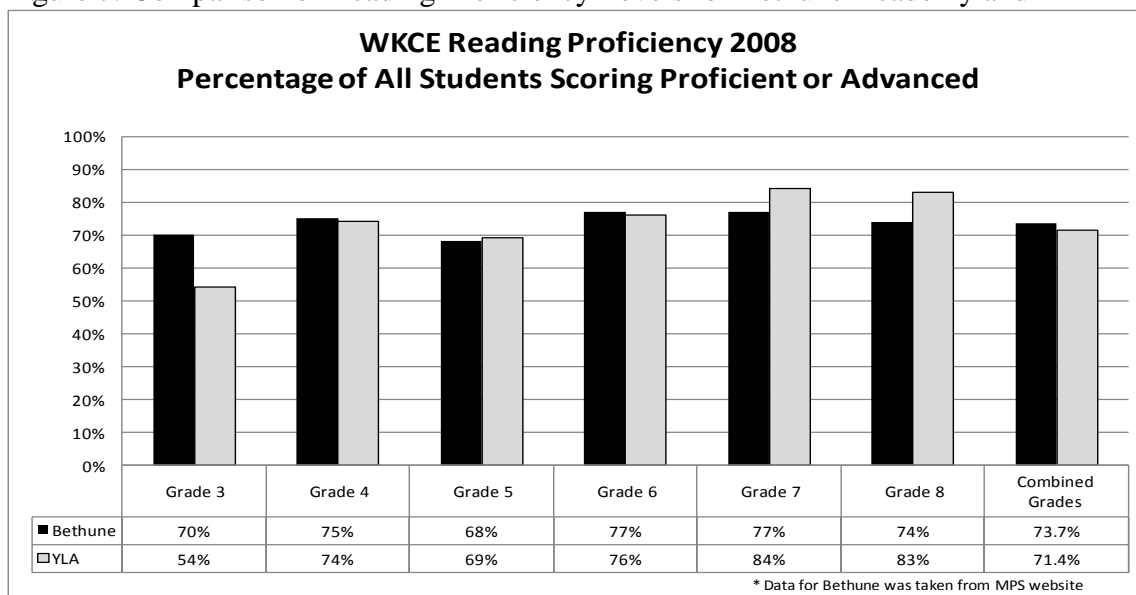
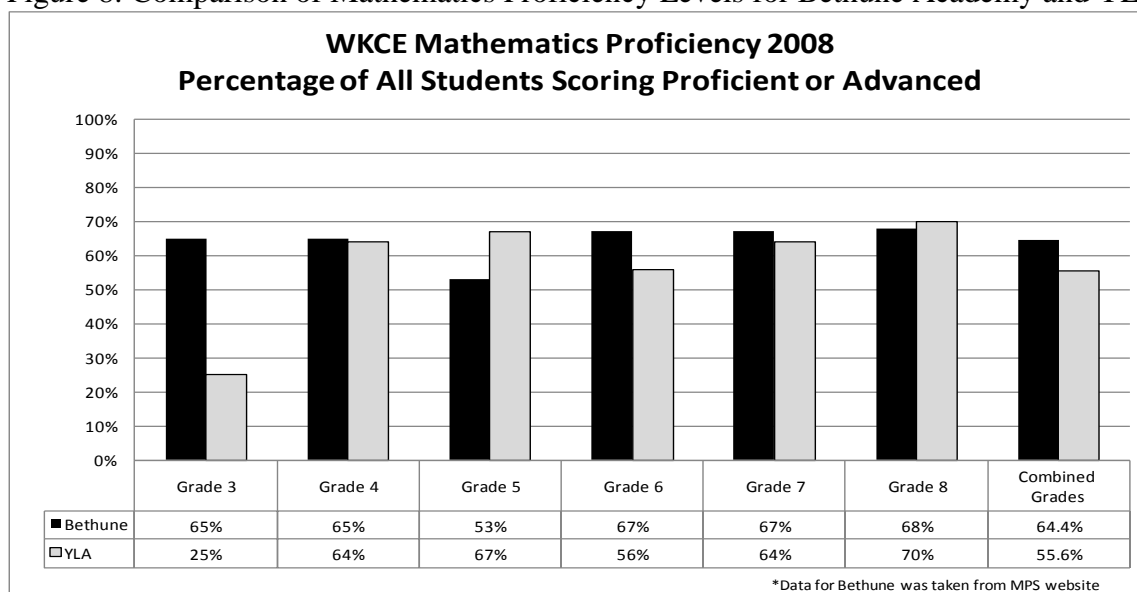


Figure 8: Comparison of Mathematics Proficiency Levels for Bethune Academy and YLA



Figures 9 and 10 compare proficiency levels of all (grades 3-8) full academic year students for YLA and the five MPS schools geographically closest to YLA. The percentage of YLA students scoring proficient or advanced is higher in both reading and mathematics than the percentage of any of the neighboring schools.

Figure 9: Comparison of YLA Student Reading Proficiency Level to Proficiency Level of Students Attending MPS Schools in Closest Geographical Proximity to YLA.

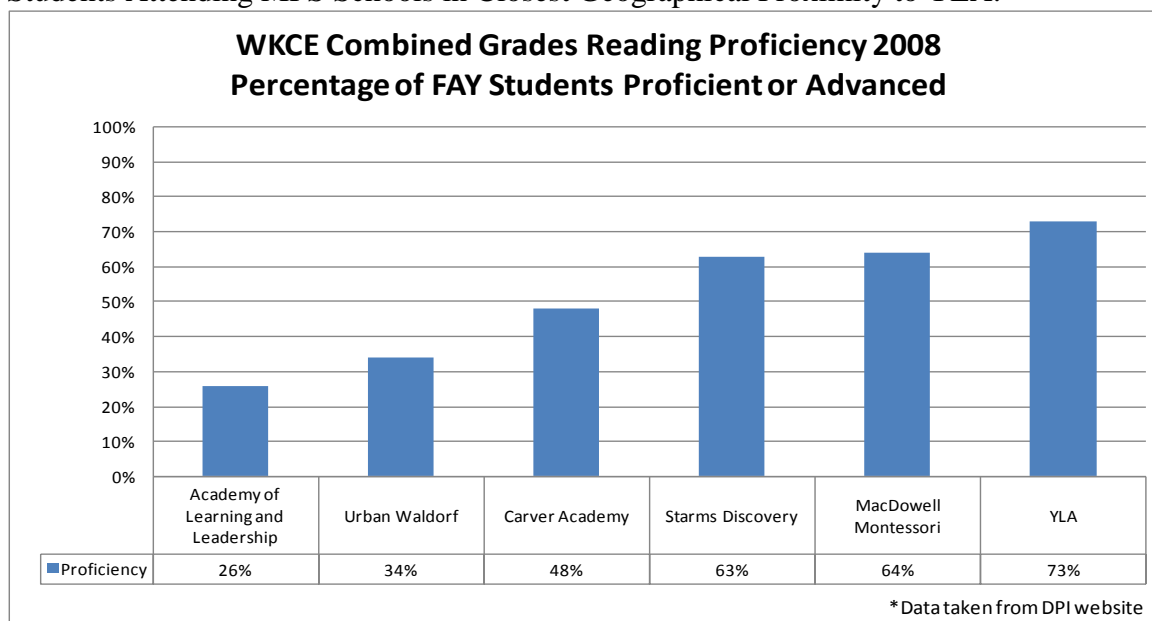
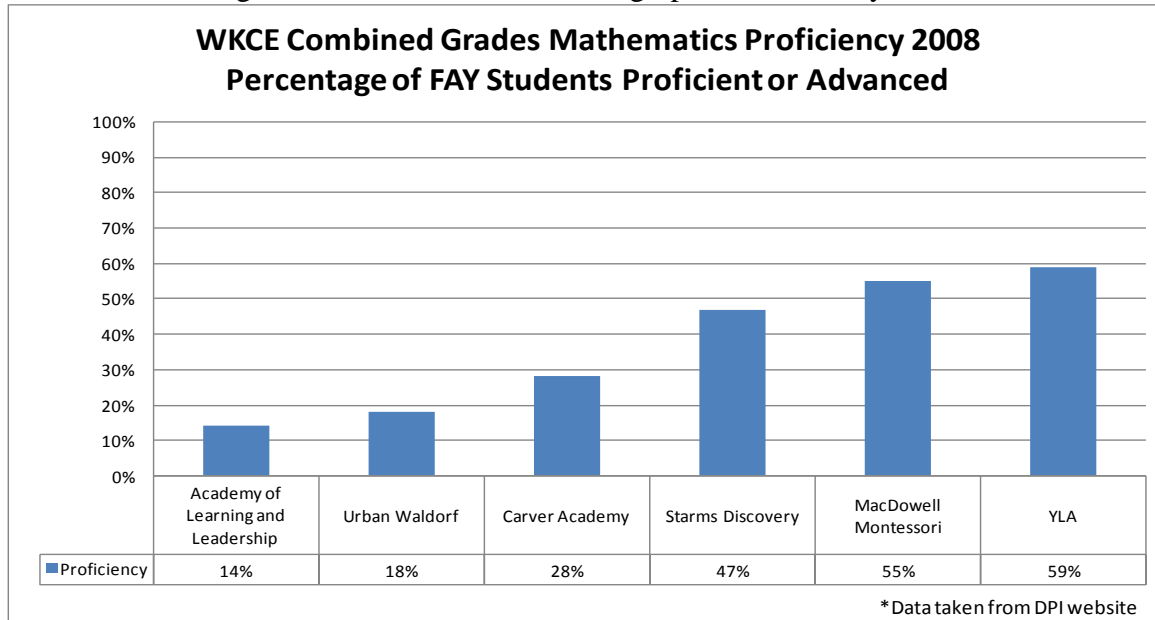


Figure 10: Comparison of YLA Student Mathematics Proficiency Level to Proficiency Level of Students Attending MPS Schools in Closest Geographical Proximity to YLA.



Conclusion

The YLA is one of the higher performing elementary schools in the city of Milwaukee, with over 82 percent of its eighth grade students performing at the proficient or advanced level in reading and 70 percent in mathematics. Science is the school's weakest area with only 48 percent performing proficient or advanced. This performance occurs within an atmosphere of respect and responsibility where student behavior is very positive and few discipline-based disruptions to the educational program occur. Student daily attendance is over 90 percent, and over 70 percent of the students return to the school year-after-year. Leadership is strong with the Board and administration focused on high expectations and the well-being of the students. The financial picture is solid and financial operations are exceptionally well managed. The YLA staff is diverse and focused on the academic achievement of the students. There is a high level of parental support and involvement with over 81 percent of parents attending student conferences. YLA has complied with all state and federal regulations and is in full compliance with its charter agreement with the University of Wisconsin-Milwaukee.

Major recommendations for improvement are: (1) the continued emphasis on academic improvement in all academic areas with special emphasis on science and mathematics; (2) the improvement of internet access for staff and students to fully utilize the Measures of Academic Progress; (3) the development of the on-going capacity to raise funds to augment state revenue; and (4) the development of a centralized school library.

It is recommended that the Young Leaders Academy receive a full five-year charter renewal.

The full Evaluation Report prepared by the UW-Milwaukee Office of Charter Schools for the Board of Regents may be found at: http://www.wisconsin.edu/news/2010/04-2010/UWM_YMCA_Charter_School_Eval_2010.pdf.

The YLA Charter Contract may be found at: http://www.wisconsin.edu/news/2010/04-2010/YMCA_YLA_Charter_contract_2010.pdf.

RELATED REGENT POLICIES

Regent Resolution 8905 (May 7, 1999).

The University of Wisconsin-Milwaukee
Charter School Contract Approval
Urban Day School

EDUCATION COMMITTEE

Resolution I.1.f.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with the Urban Day School, Inc., establishing a charter school known as the Urban Day School, effective July 1, 2010.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
URBAN DAY SCHOOL, INC., CHARTER SCHOOL CONTRACT**

EXECUTIVE SUMMARY

BACKGROUND

Charter schools are intended to offer quality education services to children through the creation of alternative public schools that are not subject to as many of the rules and regulations imposed on school districts. The charter school movement is one of the strategies used to expand the idea of public school options in Wisconsin and the rest of the nation.

In 1997, Wisconsin law was modified to allow the University of Wisconsin-Milwaukee to charter public schools in the city of Milwaukee. Since then, the Board of Regents and the Chancellor of UW-Milwaukee have approved several charter schools, involving a variety of public and private partnerships working to improve educational opportunity and achievement for Milwaukee school children.

The Office of Charter Schools at UW-Milwaukee and Chancellor Santiago recommend that the Urban Day School, Inc., be granted a charter to operate a public school known as Urban Day School (UDS). UDS will be the fourteenth charter school approved by the Board of Regents and operated by UW-Milwaukee. By July 1, 2010, only twelve of the fourteen charters will be operating (the charters for the Academy of Science and Inland Seas School of Expeditionary Learning were not renewed).

The Office of Charter Schools undertook an extensive review process for the Urban Day School that began in May of 2009. The review included an in-depth analysis of the UDS Prospectus by the UW-Milwaukee Charter School Advisory Board and a three-step review of the UDS Charter School Application by the UW-Milwaukee Charter Application Review Committee. The UW-Milwaukee Charter School Advisory Board, the UW-Milwaukee Charter Application Review Committee, and the Director of the Office of Charter Schools recommend approval of the charter school contract to allow UDS to begin operating as a charter school in Fall 2010. UDS is currently a private (voucher) school that has been in operation for over forty (40) years.

REQUESTED ACTION

Approval of Resolution I.1.f.(2), approving the charter school contract with the Urban Day, Inc., to operate a public school known as Urban Day School, effective July 1, 2010.

DISCUSSION

SCHOOL PROFILE

The mission of the Urban Day School (UDS) is “to provide students, pre-kindergarten through eighth grade, with a learning experience that emphasizes academic excellence and personal achievement, enabling students to make a successful transition to high school and to

become value-creating leaders in society.” The purpose of UDS is “to provide students in Milwaukee’s central city neighborhoods with an education characterized by academic rigor, relationships that are healthy, and performance opportunities that fully engage students in learning and challenge them to demonstrate their knowledge by using real world situations.” UDS has as its core beliefs three components—relationships, rigor, and relevance—all of which guide instructional practices.

In addition to the proposed charter school, Urban Day, Inc., provides Head Start services to the community. The Head Start program accepts children on their third birthday and is used as a foundation for later matriculation into UDS. Head Start students and parents are introduced to the practices, attitudes, and behaviors most important for school success. Students are thus prepared to enter kindergarten with the support of parents who understand how they can help their children succeed.

Central to UDS’s work with students and parents is the Department of Child and Family Advocacy (DCFA), a group internal to the school which serves to support students and families by addressing medical and emotional issues, trauma, substance abuse, anger management, physical abuse, malnutrition, extreme poverty, homelessness, and other issues that destabilize children and families. Direct services are provided by UDS wherever possible. When UDS cannot provide the necessary services, DCFA connects the family to collaborative partners and other resources outside the school. DCFA’s mission is to ensure that children attend school and are ready to learn. UDS benefits the community by: (1) Serving as an anchor neighborhood institution in zip codes 53205 and 53206; (2) Providing educational services that take a holistic approach to learning; (3) Offering a tuition-free, 5-week Summer School open to all elementary school children; (4) Offering an innovative student Leadership Program, intensified for Summer School; and (5) Offering an innovative school Child and Family Advocacy Program that “follows the child into the home.”

GOVERNANCE AND LEADERSHIP

UDS is an established school with strong governance. Urban Day, Inc., is a Wisconsin, non-stock, not-for-profit corporation in good standing under Chapter 181 of the Wisconsin State Statutes and 501(c)(3) of the Internal Revenue Code. The school will be a Local Education Agency (LEA) for federal purposes and will act as its own school district. UDS provides educational services to approximately 700 students from two campuses located at 3782 North 12th Street and 1441 North 24th Street. The curriculum and programs at Urban Day’s two neighborhood campuses are identical. One Principal oversees both campuses with onsite coordination provided by a Campus Director and a Dean of Students. Urban Day, Inc., provides central office functions through the President, Business Manager and Director of Admissions.

The Urban Day, Inc. leadership consists of:

Name	Name
John Plantenberg - President	Yolanda Winfrey - Early Childhood Director
Shadowlyon Hendricks-Williams - Principal	Dennis Irwin - Business Manager
Joel Eul - Campus Director, 24 th Street	Debra Dobyns - Campus Director, 12 th Street
Amanda Nehring – Curriculum Director	

Board members are as follows:

Name	Occupation
Peter Bruce - Chairperson	Davis & Kuelthau Law Offices
Margaret Laughlin - Vice Chair	Community Volunteer
Steven Gorzek - Treasurer	M & I Bank
Eva Robertson - Secretary	WE Energies
JoAnne Caldwell	Cardinal Stritch University
Daniel Corry	Big Brothers Big Sisters
Richard Cudahay	Robert Baird & Co.
M. Joseph Donald	Wisconsin State Courts
Dennis J Fitzpatrick	Northwestern Mutual Life
Emery K Harlan	Gonzalez, Saggio & Harlan Law Offices
Toni Holland	Time Warner Cable
Harvey Johnson	Community Volunteer
Sister Joel Read	Alverno college
John Ridley	Physician
Donald Shane	Rosalie Manor
John Steinmiller	Milwaukee Bucks
Frank Thometz	Morgan Stanley & Co.
George Thompson	Community Volunteer

EDUCATIONAL PROGRAM

UDS has integrated its curriculum and instruction through what it refers to as the new 3 Rs, Relationships, Rigor, and Relevance, a new design for urban elementary education. In addition to the core programming of reading, language arts, mathematics, social studies, and science, UDS provides Spanish for students in kindergarten through fourth grade, physical education, technology literacy, an art-music-theater-dance program, and a leadership development program.

UDS curriculum and instructional methodology have the potential to provide students with a strong foundation. Skills will be developed in responsive classrooms marked by standards that include the following elements: opportunities for social interaction, a variety of multimedia presentation modes, opportunities for creative expression, enthusiastic teacher modeling and collaborative involvement, and relationship-building including recognition, praise, and a focus on the positive.

State standards are the basis for the curriculum. Curricular-mapping, aligned to Wisconsin State Standards and a sequence of priority skills and learning objectives, will ensure that all teachers provide the necessary instruction, evidenced by formative and summative assessments. Performance-centered learning will support the curriculum and promote problem-solving, giving students opportunities to apply their learning and justify their understanding through a performance or product.

The UDS Leadership Program will embrace the characteristics of servant leadership: listening, empathy, healing, persuasion, awareness, foresight, conceptualization, commitment to the growth of people, stewardship, and building community.

UDS will provide students with a differentiated and performance-centered instruction that matches their development, and experiences that fit their learning profiles. Emphasis will be placed on diagnostic and formative assessments. Students lacking success based on diagnostic evidence will have additional support to bridge the gaps in their learning. UDS' standardized report cards will show student progress toward achieving the state standards.

The UDS curriculum will be supported through curriculum mapping and the development of Professional Learning Communities.

ELEMENTS OF THE CONTRACT

The contract negotiated with the Urban Day School, Inc., meets all requirements of the UW-Milwaukee model charter school contract. The UDS is prepared to operate in accordance with all applicable state and federal requirements for charter schools. The contract follows the approved model contract and contains additional information that make the contract more complete for the purpose of granting the charter. The major elements are as follows:

1. Article One – Definitions - Key terms of the contract.
2. Article Two - Parties, Authority and Responsibilities.
3. Article Three – Obligations of the Grantee. This section is important in that it recites the requirements of the law and how the grantee will meet those requirements. This includes such topics as: school leadership, a description of the educational program, methods to attain educational goals, school governance structure, licensure of professional personnel, health and safety, admissions, financial audits, discipline, insurance standards, and other topics.
4. Article Four – Additional Obligations. This section adds additional considerations that help define the school, its practices, UW-Milwaukee administrative fees, and financial reporting.
5. Article Five – Joint Responsibilities. This section details the review of the management contracts, methods of financial payments, and performance evaluation.
6. Article Six – Notices, Reports, and Inspections. This section facilitates certain aspects of UW-Milwaukee's oversight responsibilities.
7. Article Seven – Miscellaneous Provisions. Significant in this section are the Code of Ethics provisions.
8. Article Eight – Provision Facilitating UW-Milwaukee Research. This section sets forth the guidelines that UW-Milwaukee will use to conduct research into the concept of charter schools and their impact upon educational practice.

9. Article Nine – Revocation of Agreement by UW-Milwaukee. This section establishes how the contract might be defaulted by the grantee and reasons for revocation by UW-Milwaukee. This section is critical to the idea that a charter school can be closed for not complying with the law, contract conditions, or failure to meet its educational purpose(s).
10. Article Ten – Termination by the Grantee. This is the reverse of Article 9 describing how the grantee may, under specified circumstances, terminate the contract.
11. Article Eleven – Technical Provisions. This section details standard contract language for mutual protection of the parties.

The Urban Day School Charter Contract may be found at:

http://www.wisconsin.edu/news/2010/04-2010/Urban_Day_School_Charter_contract_2010.pdf.

CONCLUSION

The attached contract represents the final phase of the chartering process for the Urban Day School to be chartered under Wisconsin law by UW-Milwaukee. The Urban Day Board and administration are committed to providing a rigorous, comprehensive educational program to students living in the inner city. The cooperative arrangement with Head Start and the Child and Family Advocacy Department have the potential to provide the positive educational beginning that will allow UDS to create a strong educational program, kindergarten through grade eight. The Office of Charter Schools believes that the UDS has the potential to make a positive difference in the educational lives of Milwaukee's children and is worthy of UW-Milwaukee charter status.

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999).

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.2. Business, Finance, and Audit Committee

Thursday, April 8, 2010
S112 Science, Ground Level
UW-Fond du Lac
UW-Extension Fond du Lac County
Fond du Lac, Wisconsin

10:00 a.m. All Regents – LGI 113 & 114 University Center, Ground level

- *Leading Locally for Statewide Impact* – UW Colleges and UW-Extension Presentation by Chancellor David Wilson

11:00 a.m. All Regents – LGI 113 & 114 University Center, Ground level

- Discussion: *Growth Agenda Strategies for Economic Recovery and Renewal*

12:30p.m. Lunch – Commons, University Center, Ground level

1:30 p.m. Business, Finance, and Audit Committee – S112 Science, Ground level

- a. UW Colleges and UW-Extension Presentation: *Leading Local Philanthropic Efforts to Increase Impact*
- b. Trust Funds Items:
 1. Voting of 2010 Non-Routine Proxy Proposals
[Resolution I.2.b.1.]
 2. Annual Endowment Peer Benchmarking Report
 3. Acceptance of New Bequests Over \$50,000
[Resolution I.2.b.3.]
- c. Status Update: Office of Operations Review and Audit
- d. Status Update on Human Resources System
- e. Review and Approval of Revised Differential Tuition Policy
[Resolution I.2.e.]
- f. Committee Business
 1. Review of 2010-11 Annual Distribution Adjustments
- g. Report of the Senior Vice President
- h. Consent Agenda
 1. Approval of the Minutes of the February 4, 2010 Meeting of the Business, Finance, and Audit Committee
- i. Additional items, which may be presented to the Committee with its approval

UW System Trust Funds
Voting of 2010 Non-Routine
Proxy Proposals

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 2010 non-routine shareholder proxy proposals for UW System Trust Funds, as presented in the attachment.

UW SYSTEM TRUST FUNDS VOTING OF 2010 NON-ROUTINE PROXY PROPOSALS

EXECUTIVE SUMMARY

BACKGROUND

Regent Policy 31-10 contains the proxy voting policy for UW System Trust Funds. Non-routine shareholder proposals, particularly those dealing with “social responsibility issues” (e.g., the environment, discrimination, or substantial social injury), are to be reviewed with the Business, Finance, and Audit Committee so as to develop a voting position.

REQUESTED ACTION

Approval of Resolution I.2.b.1.

DISCUSSION AND RECOMMENDATIONS

The dominant social issues for the 2010 season are the following: the environment and sustainability, healthcare issues, human rights, and corporate political contributions. For most of the proxies related to these dominant issues, the Trust Funds’ investment managers will be directed to vote in the affirmative, as they fall under the 25 social issues or themes that the Business, Finance, and Audit Committee has already approved for active voting.

The full report on shareholder proposals for the 2010 proxy season is attached. The report includes summaries of all pre-approved issues, as well as discussion of any new issues.

RELATED REGENT POLICIES

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

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS

Shareholder Proposals and Recommended Votes for 2010 Proxy Season

Background

This annual report is intended to highlight significant "non-routine" proposals, from shareholders or management, which will be voted on by shareholders during the 2010 proxy season. Regent Policy 31-10, "Procedures and Guidelines for Voting Proxies," stipulates that significant non-routine issues are to be reviewed by the Business, Finance, and Audit Committee so as to develop a voting position on them. Non-routine issues are defined as the following: acquisitions and mergers; amendments to corporate charter or bylaws which might affect shareholder rights; shareholder proposals opposed by management; and "social responsibility" issues dealing with the environment, discrimination, or substantial social injury (issues addressed under Regent Policies 31-5, 31-6, and 31-13, respectively).

The majority of significant non-routine proposals are those dealing with social responsibility issues and corporate governance-related proposals which are often opposed by management. To the extent possible, similar shareholder proposals are grouped into identifiable "issues." Generally, it will be these issues (covering similar or identical proposals at various companies) that are reviewed and potentially approved for support by the Committee. On occasion, individual, company-specific proposals not falling under a broad "issue" will also be presented.

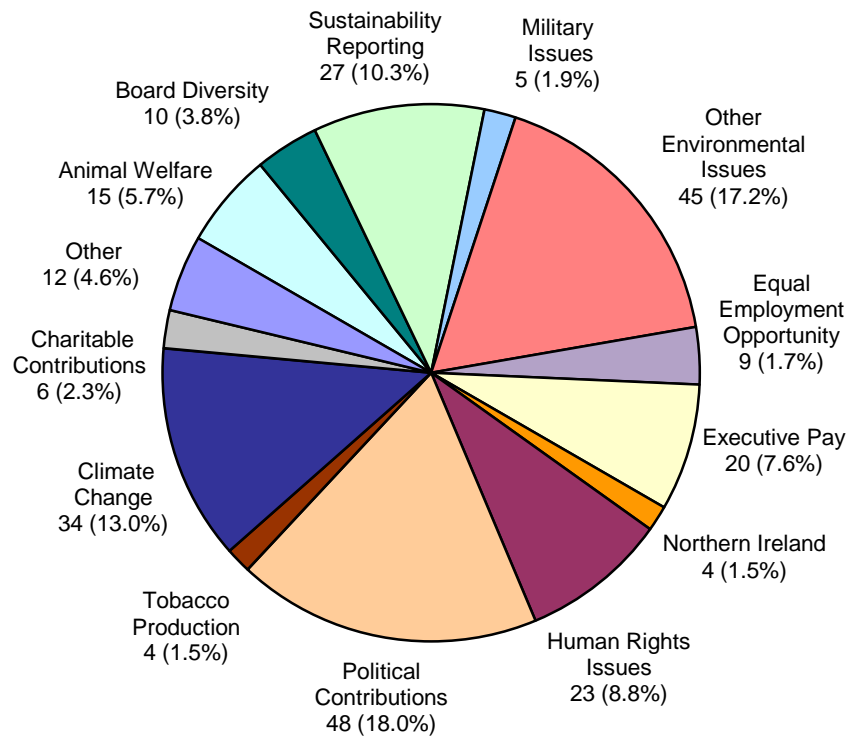
The 2010 Proxy Environment

Shareholders concerned with companies' management of social and environmental issues have filed approximately 320 proposals so far for U.S. firms' annual meetings in 2010, but that number is expected to climb close to last year's total of 385. This year's proxy season has already seen some important shifts in public policy that affect shareholder activism:

- The Supreme Court ruled on January 21, 2010 that restrictions on expenditures by corporations in federal elections violate the First Amendment. As a result, investor activists are increasing their efforts in an ongoing campaign for disclosure of corporate political expenditures. Forty-eight proposals relating to political donations have already been filed in 2010.
- The Securities and Exchange Commission (SEC) voted to increase guidance on corporate disclosure of climate change. While the SEC stopped short of passing their own judgment on whether climate is indeed changing, it did indicate that companies need to be tracking global warming risks.

The dominant social issues for the 2010 season are the following: the environment, climate change, and “sustainability;” healthcare issues; human rights; and corporate political contributions. The following chart depicts the 2010 proxy proposals by major category, in terms of both the number of proposals by category and the percentage of all proposals.

Pending 2010 Social Issue Resolutions



Concerns about the environment have generated the largest single category of social issue proposals for the sixth straight year. Seventy-nine environmental proposals (shown in the chart under “Climate Change” and “Other Environmental Issues”) have been filed so far in 2010, beating the all-time high of 75 in 2008. Forty-three percent of these proposals question companies about climate change, generally asking whether they have undertaken sufficient strategic planning to reduce their greenhouse gas emissions, to increase their energy efficiency, or to otherwise prepare for global climate change. Also noteworthy for the 2010 proxy season are the 23 human rights proposals, including a new effort at getting internet service providers to report on the implications of their control over network access. [Mathiasen and Hadzic, Risk Metrics 2010]

For non-routine corporate governance issues, the dominant category focuses on corporate political contributions and the rationale for them, including engagement in political activity through trade associations (generally a company-funded public relations organization whose purpose is to promote a specific industry through activities such as advertising, publishing, lobbying, and political donations). Forty-eight proposals dealing with political contributions have been filed so far this year.

The Trust Funds proxy voting list may change as more resolutions are filed or come to light. Moreover, some proponents are likely to withdraw their resolutions if the companies agree to some or all of their requests, and other resolutions will be omitted if the Securities and Exchange Commission finds them to be in violation of its shareholder proposal rules.

Specific New Issues for 2010

Two new shareholder campaigns have targeted the environmental impacts of water use. The first issue involves the practice of hydraulic fracturing (a process in which a mix of water, sand, and chemicals are blasted into layers of shale to extract natural gas), which has become more widespread in recent years. Environmentalists are increasingly concerned that wastewater produced from fracturing could harm the water supply or potentially overload water treatment facilities. A typical resolution on this issue asks for a report examining the environmental effects of the company's hydraulic fracturing process. The second issue relates to concerns over coal combustion waste in the water supply. A typical resolution on this issue asks for a report on the company's efforts to reduce the environmental and health hazards associated with coal combustion waste.

While these two campaigns do not represent distinct new issues for 2010, they also do not fall under specific pre-approved issues. However, given the broad environmental concerns expressed in Regent Policy 31-5, we recommend that a catch-all issue be approved for affirmative voting. This issue, or broad category, will be named "Report/Act on Environmental Impact of Various Practices."

Issues Previously Approved

Given below is a list of those issues that the Business, Finance, and Audit Committee has previously approved for support (i.e., voting in the affirmative). A brief re-cap of each of these issues then follows. Any company-specific proposals not falling under a pre-approved issue are given in the voting detail attachment.

PREVIOUSLY APPROVED ISSUES

Issue	Issue	Recommended Vote	Related Regent Policy
1	Report on/implement pharmaceutical policy/pricing	FOR	31-13

2	Report on/label genetically modified organisms (GMOs)	FOR	31-13
3	Shareholder approval for future golden parachutes	FOR	Non-routine corp. governance
4	Redeem or vote on poison pill	FOR	Non-routine corp. governance
5	Report on/implement recycling development programs	FOR	31-5
6	No consulting by auditors	FOR	Non-routine corp. governance
7	Endorse core ILO principles	FOR	31-13
8	Predatory lending prevention	FOR	31-6 and 31-13
9	Report on executive compensation as related to performance and social issues	FOR	31-13 and corp. governance
10	Report on global warming	FOR	31-5
11	Report on international lending policies	FOR	31-13
12	Global labor standards	FOR	31-13
13	Endorse CERES principles	FOR	31-5
14	Report on EEO	FOR	31-6
15	Increase and report on board diversity	FOR	31-6 and 31-13
16	Implement MacBride principles	FOR	31-6 and 31-13
17	Adopt sexual orientation non-discrimination policy	FOR	31-6 and 31-13
18	Report on health pandemic in Africa	FOR	31-13
19	Sustainability reporting	FOR	31-13
20	Review animal welfare methods	FOR	31-13
21	Report on political donations	FOR	31-13
22	Report on product toxicity	FOR	31-5
23	Report on internet privacy	FOR	31-13
24	Adopt Eurodad Charter on responsible lending	FOR	31-6
25	Adopt Health Care Reform Principles	FOR	31-13

1. Pharmaceutical Policies

A major new initiative for the 2002 proxy season were proposals to drug companies on the affordability of AIDS, tuberculosis, and malaria drugs in poor countries. The resolutions ask the companies to "develop and implement a policy to provide

pharmaceuticals for the prevention and treatment" of the three diseases "in ways that the majority of infected persons in poor nations can afford." As discussed under the new issue of reporting on the health pandemic in Africa, individual shareholder proposals should be reviewed here to determine what exactly will be expected of the company. Although proposals asking for reporting on the investigation, analysis and development of policies or programs to provide "affordable" drugs in Africa and other underdeveloped, pandemic-stricken areas should likely be universally supported, proposals requiring implementation of such policies or programs should be individually reviewed.

2. GMOs (Genetically Modified Organisms)

Food manufacturers are not required to label products made with bioengineered ingredients, and as a result many U.S. consumers may not be aware that they are eating foods made from GMOs. GMO developers, many farmers, and the U.S. government all say that bioengineered plants are safe, but critics worry that the plants may threaten the environment, harm humans, and perhaps lead to the extinction of crops' wild cousins, an important repository of plant genetics. The majority of related resolutions ask companies to label their foods made from bioengineered ingredients or to report to shareholders on their use of bioengineered plants and food ingredients made from these plants, as well as the company's position regarding the risks to which these uses may expose it.

3. Golden Parachutes

Large severance compensation agreements for executives, contingent on a change in corporate control have been the subject of shareholder and management interest for many years. Particularly during the 1980s, when hostile takeovers were commonplace, both shareholders and managers came to realize the costs and potential uses of these safety nets. Shareholder proposals typically ask for shareholder approval of future golden parachutes.

4. Poison Pills

Under a typical plan, shareholders are issued rights to buy stock at a significant discount from the market price. The rights are exercisable under certain circumstances, such as when a hostile third party buys a certain percentage of the company's stock. If triggered, the pill would dilute the value and voting power of the hostile party's holdings to such an extent that the takeover attempt presumably would never be made. Pills are not intended to be triggered, but rather serve as a tool to deter any hostile takeover and force would-be acquirers to deal with the board of directors and potentially increase their purchase bid. Boards are not required to get shareholder approval to adopt poison pills, and they rarely do so. Various academic and institutional studies have not convincingly shown that poison pills generally work to the benefit of or detriment of existing shareholders from a purely economic standpoint. The adoption of poison pills can more unambiguously serve to entrench existing boards and management. Convincingly, critics say the overriding issue is the right of shareholder/owners to decide for themselves what protections they want.

5. Recycling

Social investment firms are continuing to press for more recycling. Most proposals ask companies to research how they could make substantive progress in the use of recycled content for their products. Other resolutions ask for a report on the means for achieving a specified percent recovery rate within a reasonable time period. The reports should provide a cost-benefit analysis of options and an explanation of the company's position on recycling policies. In addition, reports should list all steps the company took in investigating options for the cost-effective use of recycled materials.

6. Auditors

There has been a growing concern by both investors and regulators about the provision by auditors of both audit and non-audit services to their audit clients, and the effects of these services on the independence of the audit process. The provision of certain non-audit services by a company's auditor may impair the auditor's independence and impartiality.

7. ILO Principles

The proposals ask companies to endorse core standards promoted by the International Labor Organization (ILO), a multilateral agency affiliated with the United Nations that represents national employer, labor, and government bodies of 174 member states.

8. Predatory Lending

Predatory lending, most often associated with the sub prime sector, is a loosely defined term that encompasses any number of unethical and illegal practices inflicted upon unsuspecting borrowers, often causing them financial distress or ruin. Activist shareholders have intensified a campaign for financial corporations to take steps which address predatory lending. The proposals primarily ask that the companies develop a policy to ensure against predatory lending practices and to report to shareholders on the enforcement of such policies.

9. Executive Compensation

Institutional investors have expressed interest in ensuring that executive pay levels are linked to corporate performance. In fact, increasing pressure since the late 1980s to tie executive compensation more directly to a company's success is contributing to the surge in executive pay. CEO compensation is now steeped with stocks and options, which have become popular vehicles to more closely align management's interests with shareholders' interests. Shareholder groups are asking boards of directors to study and report on executive compensation, and to consider ways to link compensation to corporate financial, environmental, and social performance.

10. Global Warming

Activist shareholders have intensified a campaign for corporations to take steps which address global warming. The typical resolution on global warming asks for a report on (i) what the company is doing in research and/or in action to reduce greenhouse gas emissions, (ii) the financial exposure due to the likely costs of reducing those emissions, and (iii) actions which promote the view that climate change is exaggerated, not real, or that global warming may be beneficial.

11. Equal Employment Opportunity

The shareholder resolutions generally ask companies to make available information that is gathered for and reported to the Equal Employment Opportunity Commission. The information required includes statistical information in defined job categories, summary information of affirmative action policies, and reports on any material litigation involving race, gender, or the physically challenged.

12. International Lending Policies

The effect of international bank lending in developing nations has become an increasing concern for shareholders. Proponents concerned about poverty and debt in developing countries are submitting resolutions relating to commercial bank operations and services. The concern is that people in developing countries have not benefited from the recent increased capital flows to emerging markets. Proposals often ask for the development of a policy toward debt cancellation and provisions for new lending to heavily indebted poor countries or ask companies to develop policies which promote financial stabilization in emerging market economies.

13. Global Labor Standards

Concern about conditions in third world factories that supply U.S. corporations has led to a proliferation of shareholder resolutions from a variety of proponents throughout the 1990s. Proxy proposals will ask companies to take measures to ensure their global operations, or those of their suppliers, meet minimum labor and environmental standards. Companies that adopt favorable global labor policies will be less susceptible to negative impacts.

14. CERES Principles

The principles affirm that corporations have a "responsibility to the environment" and that they "must conduct all aspects of their business as responsible stewards of the environment." There are ten principle statements that address environmental protection and management commitment to the environment. A typical resolution on the environment and CERES (Coalition for Environmentally Responsible Economies principles) asks that the company endorse the CERES principles.

15. Board Diversity

The shareholder resolutions relating to Board diversity ask companies to report on the following issues: a) efforts to encourage diversified representation on the board; b) criteria for board qualification; c) process of selecting board nominees; and d) commitment to a policy of board inclusiveness.

16. MacBride Principles

The MacBride Principles offer a statement of equal opportunity/affirmative action principles for operations in Northern Ireland. These principle statements offer a code of conduct to combat religious discrimination in the Northern Irish workplace.

17. Non-Discrimination: Sexual Orientation

The shareholder resolutions ask companies to implement a policy that prohibits discrimination against employees on the basis of sexual orientation. A typical resolution would ask a company to adopt and implement a written equal opportunity policy barring discrimination on the basis of sexual orientation.

18. African Health Pandemics

The shareholder resolutions ask companies with substantial leverage in the labor markets of sub-Saharan Africa to report on the effect of deadly diseases on the company's operations as well as on any measures taken in response. In addition, resolutions ask pharmaceutical companies to "establish and implement standards of response to the health pandemic of HIV/AIDS, tuberculosis, and malaria in developing countries, particularly Africa."

19. Sustainability

A typical resolution asks firms to prepare a sustainability report at a reasonable cost. The most widely used definition of sustainability is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

20. Animal Welfare

A typical resolution asks firms to review or report on animal treatment or welfare practices, including slaughter methods, with the ultimate objective being to ensure more humane treatment of animals.

21. Report on Political Donations

A typical resolution on this issue asks firms to report on their corporate political contributions, with the objective of holding companies accountable for how corporate political dollars are spent.

22. Report on Product Toxicity

A typical resolution on this issue asks companies to review and report on the toxicity of their products.

23. Report on Internet Privacy

A typical resolution on this issue asks internet service providers for a report examining the effects of the company's internet network management practices regarding public expectations of privacy and freedom of expression.

24. Adopt Eurodad Charter on Responsible Lending

A typical resolution on this issue asks companies to adopt the Eurodad Charter. The charter was developed by a network of non-governmental organizations from 17 countries and outlines the essential components of a responsible loan.

25. Adopt Health Care Reform Principles

A typical resolution on this issue asks companies to adopt and support the Institute of Medicine's health care reform principles.

Recommended Action

Trust Funds staff requests approval to vote in the affirmative for the 39 shareholder proposals presented in the attached list. The majority of these proposals can be viewed as falling under one of the 25 pre-approved "issues." Furthermore, approval is requested to vote in the affirmative on additional proxies coming to vote in 2010 if the proposals can be viewed as falling under one of these approved "issues."

UW TRUST FUNDS
2010 Proxy Season Voting List: Proposals Under Previously Approved Issues

Company	Mtg Date	Proposal	Policy	Vote
ALLERGAN	4/29	Review feasibility of non-animal test methods	31-13	Affirmative
APPLE INC	4/25	Report on sustainability incl climate change impact	31-5/31-13	Affirmative
AT&T	4/30	Report on political contributions	CG	Affirmative
BALDOR ELECTRIC CO	5/1	Report on sustainability incl climate change impact	31-5/31-13	Affirmative
BANK OF AMERICA CORP	4/23	Report on political contributions	CG	Affirmative
CHEVRON	5/26	Adopt comprehensive human rights policy	31-13	Affirmative
CHEVRON	5/26	Report on country selection standards	31-5	Affirmative
CHEVRON	5/26	Report on climate change financial risks	31-5	Affirmative
DOVER CORP	5/6	Report on climate change challenges	31-5	Affirmative
DYNEGY INC	5/21	Set greenhouse gas emission reduction goals	31-5	Affirmative
EXXON MOBIL CORP	5/26	Report on community hazards	31-5	Affirmative
EXXON MOBIL CORP	5/26	Report on energy independence through renewables	31-5	Affirmative
EXXON MOBIL CORP	5/26	Set greenhouse gas emission reduction goals	31-5	Affirmative
EXXON MOBIL CORP	5/26	Report on principles to stop global warming	31-5	Affirmative
EXXON MOBIL CORP	5/26	Report on climate change financial risks	31-5/CG	Affirmative
EXXON MOBIL CORP	5/26	Adopt sexual orientation anti-bias policy	31-13	Affirmative
EXXON MOBIL CORP	5/26	Report on principles to stop global warming	31-5	Affirmative
GILEAD SCIENCES INC	5/11	Report on political contributions	CG	Affirmative
HESS CORP	5/1	Report on political contributions	CG	Affirmative
HEWLETT PACKARD	5/17	Report on human rights policy	31-13	Affirmative
HOME DEPOT	5/1	Report on principles to stop global warming	31-5	Affirmative
HOME DEPOT	5/1	Report on equal employment opportunity policy	31-13	Affirmative
ILLINOIS TOOL WORKS	5/7	Report on political contributions	CG	Affirmative
J CREW GROUP	6/1	Issue sustainability report	31-5/31-13	Affirmative
JP MORGAN CHASE	5/1	Report on political contributions	CG	Affirmative
LOWE'S COMPANIES	5/1	Report on political contributions	CG	Affirmative
PEPSICO INC	5/5	Report on increased recycling goals	31-5	Affirmative
PFIZER INC	5/1	Report on animal testing methods	31-13	Affirmative
THE KROGER CO	6/1	Report on climate change	31-5	Affirmative
TIME WARNER	6/1	Report on sustainability incl climate change impact	31-5/31-13	Affirmative
UNITED HEALTH GROUP	6/1	Report on political contributions	CG	Affirmative
WAL-MART STORES INC	6/1	Report on political contributions	CG	Affirmative
WAL-MART STORES INC	6/1	Report progress on cage-free egg use	31-13	Affirmative
WAL-MART STORES INC	6/1	Report on principles to stop global warming	31-5	Affirmative
WAL-MART STORES INC	6/1	Adopt sexual orientation anti-bias policy	31-13	Affirmative

UW TRUST FUNDS
2010 Proxy Season Voting List: Proposals Involving New Issues

EXXON MOBIL CORP	5/26	Report on environmental impact of fracturing	31-5	Affirmative
EXXON MOBIL CORP	5/26	Report on water use	31-5	Affirmative
FIRST ENERGY CORP	5/18	Report on coal combustion waste	31-5	Affirmative
HESS CORP	5/1	Report on environmental impact of fracturing	31-5	Affirmative

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

UW SYSTEM TRUST FUNDS ANNUAL ENDOWMENT PEER BENCHMARKING REPORT

EXECUTIVE SUMMARY

BACKGROUND

The National Association of College and University Business Officers (NACUBO) and the Commonfund jointly conduct a detailed annual survey of college and university endowments (as of fiscal years ending June 30). This survey gathers data on investment and spending policies and practices, investment performance and fees, staffing, and other measures. The survey provides overall averages, as well as statistics for endowments by different size categories. Also, Penn State University conducts a more limited annual survey of Big Ten endowments. With this peer data, UW Trust Funds compiles its “Annual Endowment Peer Benchmarking Report,” which compares data and characteristics for the UW Trust Funds endowment versus those of various peer groups. The report for fiscal year 2009 is attached.

REQUESTED ACTION

This item is informational only.

DISCUSSION

Key observations from the 2009 peer benchmarking report include the following: (1) annualized investment returns for the UW Trust Funds endowment (i.e., the Long Term Fund) have exceeded the average performance of all peer groups over 1-, 3-, and 5-year periods ended June 30, 2009, and all peer groups except the cohort consisting of endowments with more than \$1 billion in assets for the most recent 10-year period; (2) furthermore, within the “all institution” peer group, for the 1-, 3-, 5-, and 10-year periods, UW Trust Funds’ endowment returns have placed it in the second quartile, top quartile, top decile, and top quartile, respectively; (3) the asset allocation of the UW Trust Funds endowment at June 30, 2009 was overweight to equities (particularly non-U.S.) and, less so, to fixed income, and underweight to “alternative” asset classes, other than private capital, versus most peer groups (particularly in real estate and natural resources); (4) growth from new endowment gifts was below peer levels; (5) UW’s policy spending rate of 4.0 percent was below the “all institution” average of 4.8 percent; (6) long-term investment return objectives are in line with peer group numbers; (7) investment staffing is in line with the average for similar-sized endowments; (8) UW does not use an investment consultant, while most peer institutions do; (9) UW employs fewer investment firms than do peers; and (10) UW has “some form of social investing policy,” as do roughly only one-fifth of the “all institution” group.

RELATED REGENT POLICIES

None.



UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS

**Annual Endowment Peer Benchmarking Report
Year Ended June 30, 2009**

<p style="text-align: center;">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2009</p>

INTRODUCTION

- The Annual Endowment Peer Benchmarking Report utilizes two informational sources: 1) the 2009 NACUBO–Commonfund Study of Endowments (NCSE); and 2) the informal Big Ten survey conducted by Penn State University.
- The peer benchmarking data presented in this report fall into the following categories:
 1. Asset Allocation
 2. Investment Performance
 3. Cost of Managing Investment Programs
 4. Investment Management Practices
 5. New Gifts to Endowment
 6. Spending Policies
 7. Long-Term Return Assumptions
 8. Underwater Funds
 9. Resources, Management, and Governance
 10. Socially Responsible Investing Practices
- Big Ten data is presented wherever possible, as this information represents a distinct subset of the larger population.

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2009</p>
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SUMMARY DATA

	NCSE Study	Big Ten Survey
Number of Institutions Reporting – Public	842	23
Number of Institutions Reporting – Public	306	22
Number of Institutions Reporting – Private	536	1
Largest Endowment – Public	\$14.4 billion ¹	\$4.4 billion ³
Largest Endowment – Private	\$26.0 billion ²	\$5.5 billion ⁴
Average Endowment Size	\$363.0 million	\$1.2 billion
Median Endowment Size	\$75.0 million	\$1.0 billion
Participating UW Institutions	UW System Trust Funds	UW System Trust Funds
	UW-Madison Foundation	UW-Madison Foundation
<i>UW System Trust Funds Endowment</i>	<i>\$269 million</i>	

¹ University of Texas System

² Harvard University

³ University of Virginia

⁴ Northwestern University

UW SYSTEM TRUST FUNDS
Annual Endowment Peer Benchmarking Report
Fiscal Year Ended June 30, 2009

ASSET ALLOCATION

Asset Class	<i>UW Trust Funds</i>¹	NCSE All Pools²	NCSE \$100-\$500MM	NCSE >\$1B	Big Ten Average³
Equities					
U.S. Equities	25%	31%	27%	14%	21%
Non-U.S. Equities	27%	15%	16%	14%	15%
Fixed Income	27%	21%	18%	11%	16%
Alternatives	19%	25%	32%	56%	44%
Private Capital ⁴	10%	6%	8%	19%	15%
Hedge Funds ⁵	9%	13%	18%	24%	18%
Real Estate ⁶	0%	3%	3%	6%	5%
Natural Resources ⁷	0%	3%	3%	7%	6%
Cash/Other	2%	8%	7%	5%	4%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%

¹ It should be noted that UW Trust Funds employs a “global tactical asset allocation” strategy for a significant portion of the endowment fund, which involves tactical shifts in asset allocation. The numbers provided here, however, are allocations only as of the fiscal year-end.

² All NCSE figures represent equal-weighted averages.

³ Big Ten figures represent equal-weighted averages.

⁴ Category consists primarily of venture capital and other private equity.

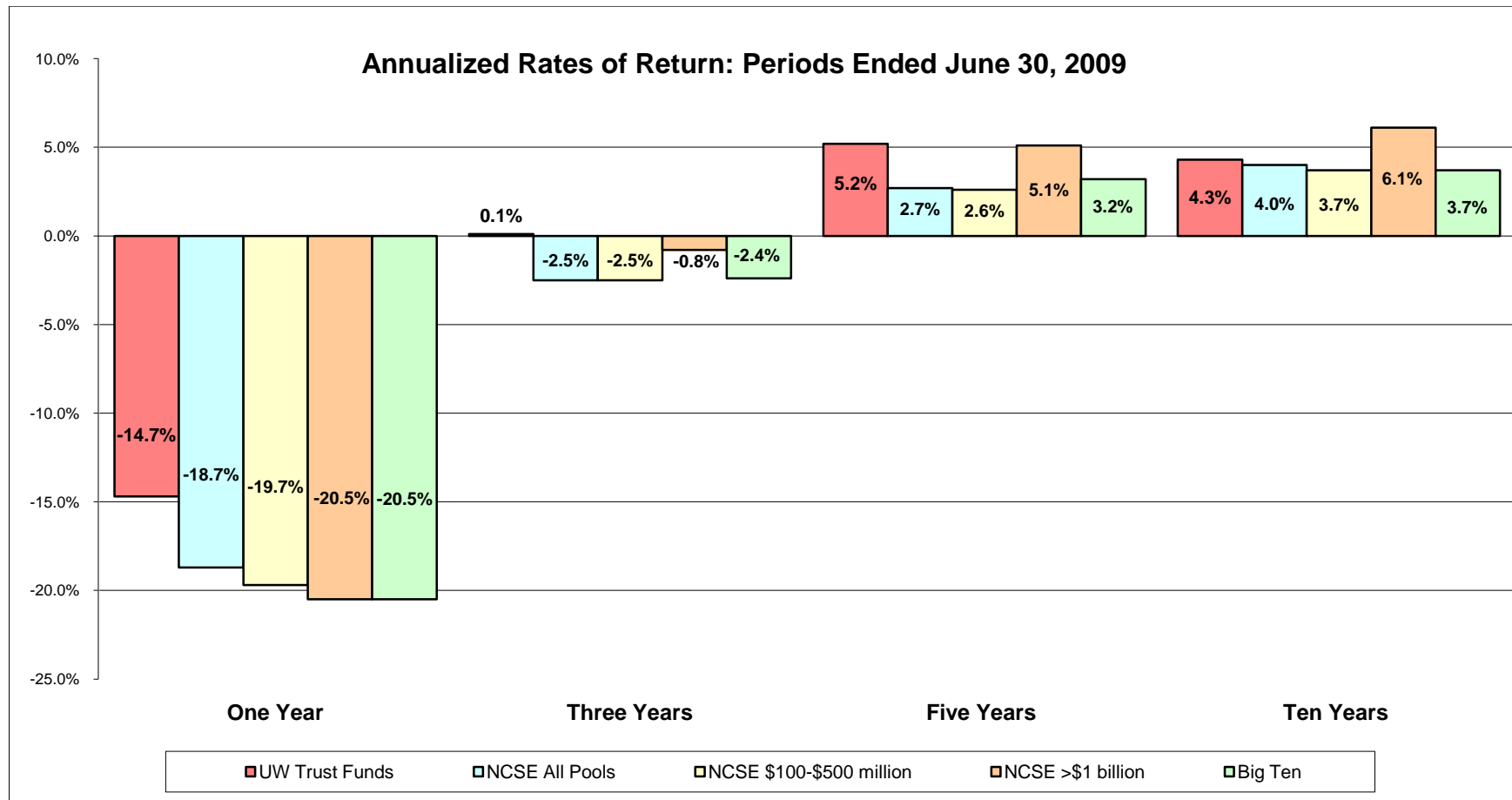
⁵ Category consists primarily of unregulated private investment partnerships investing in mostly marketable securities, but employing strategies (long/short, convertible arbitrage, leverage, etc.) designed to provide for more absolute returns with low correlation to the markets.

⁶ Category includes both public and private real estate.

⁷ Category includes timber, oil and gas partnerships, and commodities.

UW SYSTEM TRUST FUNDS
Annual Endowment Peer Benchmarking Report
Fiscal Year Ended June 30, 2009

INVESTMENT PERFORMANCE¹



¹ Performance figures represent equal-weighted averages.

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2009</p>
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INVESTMENT PERFORMANCE

Range of Returns: NACUBO All Pools

	1 Year	3 Year	5 Year	10 Year
90 th Percentile	-8.1%	1.4%	3.7%	4.4%
75 th Percentile	-12.3%	-0.2%	3.4%	3.9%
<i>Average</i>	-18.7%	-2.5%	2.7%	4.0%
<i>UW Trust Funds Return</i>	<i>-14.7%</i>	<i>0.1%</i>	<i>5.2%</i>	<i>4.3%</i>
<i>UW Trust Funds Rank</i>	<i>2nd Quartile</i>	<i>Top Quartile</i>	<i>Top Decile</i>	<i>Top Quartile</i>

¹ Performance figures represent equal-weighted averages.

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2009</p>
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COST OF MANAGING INVESTMENT PROGRAMS¹

	UW Trust Funds²	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B
Average cost (\$ thousands)	\$2,282	\$1,730	\$1,457	\$20,298
Average cost (basis points)	79	63	70	91
Median cost (basis points)	N/A	53	59	79

¹ Figures represent dollar-weighted averages. Caution must be used in interpreting these figures as the survey data suggests responding institutions experienced difficulties in accurately calculating fees, and reported fees are likely not on an "apples-to-apples" basis.

² UW Trust Funds fees include only asset management and mutual fund expenses; most (87%) of reporting institutions included these fees and some included other fees (e.g., 57% included "direct expenses", 67% included "consultant fees", 14% included "internal staff").

UW SYSTEM TRUST FUNDS
Annual Endowment Peer Benchmarking Report
Fiscal Year Ended June 30, 2009

INVESTMENT MANAGEMENT PRACTICES¹

Active, Passive, Extended Markets

Asset Class/Strategy	<i>UW Trust Funds</i>	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B
U.S. Equities				
Active	84%	76%	72%	82%
Passive/Enhanced Index	16%	24%	28%	18%
Non-U.S. Equities				
Active (EAFE)	66%	61%	68%	57%
Passive (EAFE)	0%	9%	11%	7%
Emerging Markets	34%	30%	21%	36%
Fixed Income				
Active	19%	75%	69%	81%
Passive	60%	11%	17%	5%
U.S. High Yield	21%	4%	5%	5%
Non-U.S.-Developed	0%	8%	7%	7%
Emerging Markets	0%	2%	2%	2%

¹ Figures represent dollar-weighted averages.

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2009</p>
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INVESTMENT MANAGEMENT PRACTICES

Portfolio Rebalancing Practices¹

Rebalancing Frequency	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B
Calendar-based	55%	48%	21%
Annually	10%	10%	0%
Semi-annually	6%	3%	0%
Quarterly	27%	25%	14%
Monthly	8%	5%	2%
Other	4%	5%	5%
Market value-based	76%	79%	75%
Target- and range-based	70%	73%	66%
Response to major cash flows	6%	6%	9%
Other	4%	7%	14%
<i>UW Trust Funds</i>	<i>Review quarterly; target- and range-based</i>		

¹ Multiple responses were allowed.

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2009</p>
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NEW GIFTS TO ENDOWMENT

	UW Trust Funds	NCSE All Pools	NCSE \$100-\$500 million	NCSE >\$1 billion
Average gifts (\$ millions)	\$0.7	\$2.2	\$4.6	\$43.2
Median gifts (\$ millions)	N/A	\$8.4	\$7.6	\$62.3

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2009</p>
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SPENDING POLICIES

Spending Methodology¹

	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B	Big Ten
Percent of a moving average	74.0%	75.0%	56.0%	75.0%
Average percentage used	4.8%	4.8%	4.9%	4.7%
Decide on an appropriate rate each year	9.0%	6.0%	8.0%	0.0%
Spend a pre-specified percentage of beginning market value	4.0%	2.0%	0.0%	0.0%
Weighted average or hybrid method	6.0%	7.0%	15.0%	0.0%
Last year's spending plus inflation	3.0%	5.0%	19.0%	0.0%
Spend all current income	4.0%	5.0%	2.0%	0.0%
Grow distribution at a predetermined inflation rate	1.0%	2.0%	4.0%	4.0%
Other	9.0%	9.0%	13.0%	21.0%
<i>UW Trust Funds</i>	<i>4% of moving 12-quarter average</i>			

¹ Multiple responses were allowed.

UW SYSTEM TRUST FUNDS
Annual Endowment Peer Benchmarking Report
Fiscal Year Ended June 30, 2009

SPENDING POLICIES

Actual Average Spending Rates¹

NCSE All Pools	4.4%
NCSE \$100-\$500 million	4.4%
NCSE >\$1 billion	4.6%
<i>UW Trust Funds</i>	<i>4.1%</i>

¹ Actual average spending rates are computed by dividing endowment dollars actually spent by the beginning endowment value. Figures represent equal-weighted averages.

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2009</p>
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LONG-TERM INVESTMENT RETURN OBJECTIVES

	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B
Less than 5%	2%	2%	2%
5% to 5.9%	8%	7%	4%
6% to 6.9%	3%	3%	4%
7% to 7.9%	7%	7%	0%
8% to 8.9%	31%	34%	33%
9% and over	16%	20%	17%
Do not have return objectives	33%	27%	40%
Average return objective	7.8%	7.9%	8.1%
UW Trust Funds	8.0% - 9.0%		

UW SYSTEM TRUST FUNDS
Annual Endowment Peer Benchmarking Report
Fiscal Year Ended June 30, 2009

UNDERWATER FUNDS¹

	Percent of Endowment Underwater
NCSE All Pools	22%
NCSE \$100-\$500 million	19%
NCSE >\$1 billion	12%
<i>UW Trust Funds</i>	5%

¹ "Underwater funds" represent individual endowment accounts whose market values are below their "historic dollar value" (i.e., the original value of the gift).

<p style="text-align: center;">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2009</p>

RESOURCES, MANAGEMENT, AND GOVERNANCE

Committee Size and Investment Staffing

	Average Number of Committee Members	Average Investment Staffing	Percent Using Consultants ¹
NCSE All Pools	8.1	1.6	80%
NCSE \$100-\$500 million	9.1	1.1	94%
NCSE >\$1 billion	9.8	14.5	65%
<i>UW Trust Funds</i>	6	2	No

Credentials of Employee Most Responsible for Endowment Management

	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B
Employee has MBA, CPA, or CFA	78%	79%	87%
<i>UW Trust Funds</i>	<i>Holds MBA and CFA</i>		

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2009</p>
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RESOURCES, MANAGEMENT, AND GOVERNANCE

Average Number of Separate Investment Firms Used by Asset Class

	<i>UW Trust Funds</i>	NCSE All Pools	NCSE \$100-\$500 mm	NCSE > \$1 billion
U.S. Equities	3	3.9	4.7	6.8
Non-U.S. Equities	2	2.8	3.3	8.1
Fixed Income	2	2.2	2.3	3.4
Alternative Strategies – Direct	1	10.3	10.7	85.1
Alternative Strategies – Fund of Funds	3	2.5	4.0	3.2

<p style="text-align: center;">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2009</p>

SOCIALLY RESPONSIBLE INVESTING PRACTICES

Percent with Some Form of Social Investing Policy

NCSE All Pools	21%
NCSE \$100-\$500 million	24%
NCSE >\$1 billion	44%
<i>UW Trust Funds</i>	<i>Yes¹</i>

¹ *UW Trust Funds actively votes proxies, solicits student and public comment on social issues, and may take ad hoc actions on social responsibility issues.*

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2009</p>
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SOCIALLY RESPONSIBLE INVESTING PRACTICES

SRI Efforts Employed¹

Asset Class/Strategy	UW Trust Funds	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B
Screen all/part of portfolio	Yes	89%	92%	83%
Types of restrictions: ²				
Alcohol	No	37%	21%	4%
Weapons	No	26%	21%	4%
Gambling	No	34%	4%	21%
Tobacco	No	56%	46%	48%
Geopolitical/location specific ³	Yes	39%	46%	87%
Commingled funds application:				
Exempt from SRI policy	No	22%	23%	39%
Screen where possible	Yes	62%	62%	52%
Vote SRI-related proxies	Yes	42%	38%	43%
"Sustainability" considered	Yes	37%	46%	17%

¹ Numbers are percentages of only those institutions reporting some form of social investment policy.

² Multiple responses allowed.

³ UW Trust Funds currently screens, where possible, for Sudan-related investments.

UW System Trust Funds
Acceptance of New 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 Chancellors of the benefiting University of Wisconsin institutions, the Deans and Chairs of the benefiting Colleges and Departments, and the President and Board of Regents of the University of Wisconsin System, 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 NEW BEQUESTS OVER \$50,000**

EXECUTIVE SUMMARY

BACKGROUND

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

REQUESTED ACTION

Approval of Resolution I.2.b.3. accepting and recognizing new bequests of \$50,000 or more.

DISCUSSION

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

RELATED REGENT POLICIES

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

1. Norma Benninger Trust u/w/o Merlin C. Benninger

This bequest is a distribution from the Norma Benninger Trust under the Will of Merlin C. Benninger. The Will states the following under Article Five, section D:

"Part I shall be distributed to the Regents of the University of Wisconsin to establish a fund to be known as the Merlin and Norma Benninger Medical Research Fund. Although I place no binding restriction on the use of such fund, it is my desire that it be used for cancer and heart disease research.

Part II shall be distributed to the Board of Regents of the University of Wisconsin System to be used for the benefit of the University of Wisconsin Arboretum at Madison."

The only information we have been able to obtain about the Benningers is that Merlin received his B.A. from UW-Madison in 1930, and that he enlisted in the U.S. Army in 1942. We are hoping to acquire additional background information on these generous benefactors from the trustee.

Approximately \$550,000 has been received from the Benninger Trust. The portion distributed for the UW Arboretum will be used to establish the "Merlin C. Benninger Endowment Fund," which will be administered by the Director's Office of the UW Arboretum. Regarding the portion distributed to establish a named medical research fund, the UW School of Medicine and Public Health intends to request an exception to Board policy (which would otherwise make this a Board-designated endowment fund), and to use the gift for the funding of the second phase of the Wisconsin Institutes for Medical Research, which will include both cancer and cardiovascular components.

2. James Nelson Humphrey Trust

The James Nelson Humphrey Revocable Trust document states the following under SECOND B. 8.:

"To the UNIVERSITY OF WISCONSIN, Madison campus, in Madison, Wisconsin, one (1) share outright, to be used for the Physics Department."

From Mr. Humphrey's daughter Kathryn, we have learned the following about this donor: "Although he left Wisconsin in 1943 or thereabouts, never to return, he loved UW and his home state. He took a B.S. and M.S. from UW [Madison] in the early 1940s, in physics, and then went on to get a Ph.D. from the University of Maryland in 1954, I believe. He worked for the Navy during WWII and was in the private electronics sector until he retired in 1981. His two brothers and one sister attended UW as well... [My father] was a wonderful and kind man, who taught me almost everything I know about physics (that's not a great compliment) and who instilled in his kids a love of learning and a love of questioning, something we are passing on for yet another generation."

Approximately \$62,000 has been received from the Humphrey Trust. This bequest has been used to establish the "James Nelson Humphrey Trust Fund," which will be administered by the Dean's

Office in the College of Letters and Science, in consultation with the chair of the Department of Physics.

3. Cecil H. Royce Family Trust

Article 3 of the Royce Family Trust document states the following:

“Distribution of Residue: At the settlor’s death, the trustee shall distribute the residue of the trust estate to the endowment of the University of Wisconsin, Madison, Wisconsin, for engineering scholarships.”

From what we have been able to ascertain so far, it seems that Mr. Royce was born in 1919; attended Seymour High School in Seymour, Wisconsin; enlisted in the U.S. Army in 1942; obtained a B.S. in electrical engineering from UW-Madison in 1950; and died in 2009 in San Diego, California, where he last resided. We are hoping to acquire additional background information on this generous benefactor from the trustee.

Nearly \$400,000 has been received from the Cecil H. Royce Family Trust. This bequest will be used to establish the “Engineering Great People Scholarship Fund,” which will be administered by the Dean’s Office in the College of Engineering. The fund will provide scholarship support to students in engineering who are unable to attend UW-Madison without financial assistance. In establishing this fund, the Chancellor and Dean also note that it is anticipated that other undesigned gifts to the College of Engineering may be added to the fund in the future.

4. William D. Wiener Trust

The William D. Wiener Trust states the following under Article IV, 4.1:

“... to be used for their respective general purposes:

- (a) Fifty Thousand Dollars (\$50,000) to the University of Wisconsin, Madison, Wisconsin”

From Mr. Wiener’s sister Betty, we know that William graduated from UW-Madison with a B.S. in Business/Finance and that his four years of college were interrupted by service in the U.S. Navy. William later obtained an MBA from the University of Chicago and went on to work in finance at Inland Steel Company, Chicago, where he remained for his entire career. We also have learned that Mr. Wiener was a long-time supporter of and volunteer with Chicago-based Executive Service Corps (ESC). This non-profit organization’s mission statement is the following: “ESC’s experienced and trained volunteer consultants [largely retired business leaders] strengthen nonprofit organizations and public agencies across the greater Chicago area by bringing them leadership, management and governance skills that are critical to the growth and sustainability of the nonprofit sector.”

This bequest of \$50,000 has been deposited to the “Madison Campus General Scholarship Fund,” a multiple-donor, designated endowment providing undergraduate scholarships at UW-Madison.

OFFICE OF OPERATIONS REVIEW AND AUDIT QUARTERLY STATUS UPDATE

BACKGROUND

This report is presented to the Board of Regents Business, Finance, and Audit Committee to provide: (1) a status report on the major projects the UW System Office of Operations Review and Audit is conducting, and (2) an update on Legislative Audit Bureau projects in the UW System.

REQUESTED ACTION

For information only.

MAJOR OFFICE OF OPERATIONS REVIEW AND AUDIT PROJECTS

- (1) Student Evaluation of Instruction will provide information about how UW institutions implement student evaluation of instruction and the successes and challenges UW institutions have experienced in implementing Regent Policy Document 20-2, which addresses this topic. Review work has begun.
- (2) Prior Learning Assessments will determine the frequency with which students currently receive credit for prior learning, institution staff roles and program oversight, prior learning assessment methods and management practices, and possible policy considerations. Review work has begun.
- (3) Service Learning will review significant risks, potential liabilities, and mitigating actions involved in internships and other programs that integrate community service with academic study. Background research has been conducted and review work will likely begin this summer.
- (4) NCAA Division III Athletic Departments will include an analysis of Division III UW institutions' fiscal controls and compliance with state and NCAA regulations.
- (5) Enterprise Risk Management (ERM) Pilot Project is an effort to identify institutional risks, including financial, strategic, and operational; validate and rank those risks; and develop mitigation plans for selected risks. The project will continue to support two UW institutions that have already implemented ERM, while initiating the ERM process at a third institution this spring. The ERM Project is coordinated by a UW System Administration team of Operation Review and Audit, Administrative Services, General Counsel, and Academic Affairs staff.

LEGISLATIVE AUDIT BUREAU PROJECTS

The Legislative Audit Bureau recently completed the annual compliance audit of federal grants and expenditures, including student financial aid, for FY 2008-09, with the report issued in March 2010. The Audit Bureau is also conducting an evaluation of the use of funds provided to the University of Wisconsin-Madison School of Medicine and Public Health by the Wisconsin United for Health Foundation.

Reporting Period: February 1 - 28, 2010

Project Progress on Major Deliverables for September 1, 2009-June 30, 2010:

HRS		
Key Area (See Appendix 1 for description)	Accomplishments for February 2010	Status
Business Process and Application Configuration	<ul style="list-style-type: none"> Conducted an end-to-end business process demonstration for Process Advisory Groups and Site Leaders in Oshkosh Continued configuration of the system for all defined functionality in scope Business Process teams are working with the Testing team in the identification and documentation of test conditions, test scenarios and test data 	On schedule
Technical Development	<ul style="list-style-type: none"> The detailed designs for the modifications and interfaces continue to be refined and transitioned to the development staff for build of the objects Continued development and unit testing of modifications and interfaces Unit test plans for technical specifications are underway with collaborative reviews and revisions from the functional team members Continued the detailed designs for the data conversion load programs Continued the development of detailed designs for the Enterprise Performance Management (EPM or data warehouse) data views 	Slightly Behind (see challenges)
Technical Infrastructure	<ul style="list-style-type: none"> Auxiliary system (e.g. third party vendors) security controls to ensure secure transmittal of data with HRS have been completed for all systems except International Tax software Completed the identification and documentation of security roles that will be the same across campuses, also known as Universal Roles Completed the integration of address cleansing services with HRS 	On schedule

	<ul style="list-style-type: none"> Environments for HRS are created and refreshed as required 	
Change Management	<ul style="list-style-type: none"> Completed the development of HRS-105, the last in the series of HRS introductory training modules which focused on finance, funding, and budget Completed the development of a high-level business process curriculum plan Began visits to campuses with the Executive Sponsors to apprise the leadership teams on each campus of the status, plans, and expectations for HRS Completed the high-level mapping of current business roles to new business roles for Work Process Analysis Rolled out the campus scorecard and trained each campus in its use and purpose as a measure of readiness for HRS at each campus 	On schedule
Testing	<ul style="list-style-type: none"> Completed the base configuration of the automated testing tool The development of test conditions and test scenarios is underway Began work on the User Acceptance Test communication plan Began the analysis of the protocol to be used for defect resolution and sign-off 	On schedule
Project Management and Administration	<ul style="list-style-type: none"> The detailed build phase project plan is being updated with work effort and task progress provided by each team member. Conducted quality gate reviews for deliverables and developed action plans for failed deliverables Addressed and responded to topics identified in the Quality Assurance Review. 	On schedule

Shared Financial System (SFS) Interface		
Key Area (See Appendix 1 for description)	Accomplishments for February 2010	Status
Business Process and Application Configuration	<ul style="list-style-type: none"> Continued monitoring technical development and business process designs for new configuration items 	On schedule
Technical Development	<ul style="list-style-type: none"> Continued development of modifications based on detailed design Executed unit test plans for modifications Coordinated interdependencies with HRS development Finalizing reporting inventory results with campuses 	On schedule
Technical Infrastructure	<ul style="list-style-type: none"> Continued development of security modifications based on requirements assessment Developing revisions to batch schedule based on requirements assessment Coordinated with HRS Batch team on interdependent processing Prepared for refresh of the development environment 	On schedule
Change Management	<ul style="list-style-type: none"> Conducted monthly Site Leaders conference call to facilitate communications 	Slightly Behind (See Challenges)
Testing	<ul style="list-style-type: none"> Conducted series of testing scenario development meetings Completed initial draft of testing scenarios for team review Continued to work closely with HRS Testing team to plan future test phases 	On schedule
Project Management and Administration	<ul style="list-style-type: none"> Initiated team review of remaining work for March through June Monitored project progress 	On schedule

Challenges Encountered and Remedies to Address

- Staffing challenges remain in both the technical and functional areas of the project. The Project Management Office (PMO) is working with the hiring organizations to actively fill these openings.
- In the area of Technical Development, the HRS Project remains slightly behind schedule. The Project has taken the following actions to address the issue:
 - The development team is reviewing all modifications and interfaces and confirming the estimates. In cases where the estimate has been revised based upon greater knowledge (either increased or decreased), a scope change document has been created.
 - The reporting team is also reviewing all development work for both areas: reports and data warehouse.
 - Once these analyses are completed an assessment of current status to original plan will be prepared along with options for addressing any deviations.
- Staffing challenges continue due to competing priorities with SFS Production support, open positions within the functional team, and increased coordination on the HRS development schedule. The project has taken the following actions to address:
 - Reprioritization of existing Support staff to focus on HRS deliverables
 - Posting of project position to fill the open Change Management position
 - Frequent check points with the HRS development leads and staff to review deliverables and ensure timelines remain on schedule.
 - SFS Project Management is currently assessing needs due to internal staffing changes related to testing coordination, batch scheduling, and cutover coordination.

Project Expenditures (through February 28, 2010):

	FY10 Planned	FY10 Planned YTD (July 09 - Feb 10)	FY10 Actual YTD (July 09 - Feb 10)	FY10 Budget to Actual Variance YTD (July 09 - Feb 10)	Percentage Planned to Actual YTD
HRS Project: Key Areas					
Business Process and Application Configuration	\$ 1,496,348	\$ 1,248,618	\$ 1,302,517	\$ (53,899)	-4.3%
Technical Development	\$ 11,326,031	\$ 5,663,936	\$ 5,404,670	\$ 259,266	4.6%
Technical Infrastructure	\$ 2,322,833	\$ 1,554,970	\$ 867,221	\$ 687,748	44.2%
Change Management	\$ 1,501,276	\$ 590,101	\$ 391,762	\$ 198,339	33.6%
Testing	\$ 2,076,934	\$ 479,571	\$ 363,714	\$ 115,857	24.2%
Project Management and Administration	\$ 5,877,772	\$ 3,482,003	\$ 4,480,541	\$ (998,538)	-28.7%
Non-Labor Costs	\$ 1,171,313	\$ 325,288	\$ 283,565	\$ 41,723	12.8%
Sub Total	\$ 25,772,506	\$ 13,344,486	\$ 13,093,989	\$ 250,497	1.9%
July & August 2009 Planning	\$ 4,138,909	\$ 4,138,909	\$ 4,138,909	\$ -	
Contingency	\$ 2,577,250	\$ 2,331,209	\$ -	\$ 2,331,209	
HRS Project	\$ 32,488,665	\$ 19,814,604	\$ 17,232,898	\$ 2,581,706	
SFS Interface Project	\$ 4,993,610	\$ 2,536,042	\$ 2,223,427	\$ 312,615	12.3%
HRS and SFS Interface Total	\$ 37,482,275	\$ 22,350,646	\$ 19,456,325	\$ 2,894,321	

Comments on Planned to Actual Variances, YTD:

Business Process & Application Configuration:

- Spent additional time configuring the master copy of the configuration database

Technical Development

- Unfilled positions (i.e. build and reporting, etc.)
- Approved conversion, reporting and modification change requests to add development resources; not all resources have yet been added to the team for reporting period.

Technical Infrastructure:

- Deliverables have been completed on schedule with less effort and at less cost than planned due to:
 - Unfilled positions (i.e. migration coordinator, batch schedule, etc.)
 - Reduced time spent on support of the PeopleSoft development environments
 - Timeline shifted on some external applications (i.e. Timeclocks, Address Cleansing, and International Tax)

Change Management:

- Unfilled training developer positions; recruitment is underway.
- Some of the work was shifted to accommodate functional team member focus on modifications specifications

Testing:

- Approved testing team change requests to increase testing staff resources earlier than planned. New resources were added though some of these new resources are not initially billable to the project.

Project Management and Administration:

- Spent more time for new team member orientation activities than scheduled.
- Spent additional time on project plan re-estimation and update efforts to validate resources needed to complete build phase.

Non-Labor Costs:

- Approved change requests to license additional software (e.g. testing and terminal services).
- Storage and backup charges incurred to date have been less than planned.

SFS Interface:

- Deliverables have been completed on schedule with less effort and at less cost than planned to date.
- Unfilled positions due to staffing changes (e.g. testing, change management, batch scheduling).

Planned Activities – March 2010

- Continue development of unit test conditions, scenarios, and data.
- Participate in campus visits with the Executive Sponsors to apprise the campuses of the status of the project, upcoming plans, and expectations
- Deploy the HRS-105 training module focused on finance, funding and budget to the Global Professionals network
- Continue work on high-level business process training
- Plan and conduct the first Work Process Analysis meeting with the Process Advisory Group for that area
- Conduct the end-to-end business process walk through for the Service Center and extended Madison staff
- Complete the development of the detailed designs for the conversion load programs
- Continue to rollout the data conversion tools and training to the campuses
- Begin the development of the data cleansing, collection, and conversion scorecard for monitoring progress in this area
- Continue work on the development of modifications, interfaces, and their associated unit test plans
- Complete the development of detailed designs for the Enterprise Performance Management (EPM or data warehouse) data views
- Complete the functional specifications for the conversion load programs
- Continue work on the preliminary batch schedule

- Complete the analysis of the estimates created for modifications and data conversion to ensure that any revisions to estimates are addressed and in alignment with planned expectations for completion
- Complete the User Acceptance Testing communication plan
- Complete the protocol for sign-off for the various testing phases

Planned Activities – April and May 2010

- Continue development of unit, system, and integration test conditions, scenarios and data
- Complete the population of the “master copy” of the configuration database with setup values
- Continue visits with executive leadership of each campus to discuss plans, expectations, and measurements
- Complete the rollout of data conversion tools and training to the campuses.
- Continue the work process analysis of mapping current roles to future roles to assess impact of change on organizations
- Continue working on detailed designs for reports
- Continue work on the campus-specific role gathering
- Begin the analysis and recommendations for query security
- Complete the performance monitoring approach document
- Begin the development of test data characteristics and expected results

Appendix 1: High-Level Description of Key Areas:

Key Area:	Project activities in key areas:
Business Process and Application Configuration	The configuration of the PeopleSoft software application. Includes documentation of the configuration and validation for future-state business processes.
Technical Development	Development of modifications and interfaces based on functional and technical specifications. Execution of unit testing for modifications and interfaces. Includes development of data views, reports, and data conversion.
Technical Infrastructure	Development of security provisions, building the hardware and infrastructure environment, and connection to external applications.
Change Management	Development of training content, analysis of UW work processes, communication support, and campus change management activities.
Testing	Development of test scripts, scenarios, data, and expected results for phases of testing (application and performance).
Project Management and Administration	Project administration (maintenance of plan, task tracking, and reporting). Preparation of materials for external and external meetings.

UW System
Review and Approval of Revised Differential Tuition Policy

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, Regent Policy Document 32-7, Student Involvement in Differential Tuition Initiatives, be repealed and recreated to read as set forth in Attachment 1.

REVIEW OF DIFFERENTIAL TUITION POLICY AND GUIDELINES

EXECUTIVE SUMMARY

BACKGROUND

The agenda materials for the February, 2010 Board of Regents meeting included a proposed Differential Tuition Policy as well as draft guidelines for UW System institutions. Based on input from Board members at that meeting, a subcommittee was appointed to meet and develop a revised policy for Board consideration at the April meeting. Following the February meeting a request for suggested changes was sent to Board members. The subcommittee (consisting of Regent Brent Smith, Regent Eileen Connolly-Keesler, Chancellor Joe Gow, Sr. Vice President Tom Anderes, and General Counsel Pat Brady, assisted by Board Secretary Jane Radue and Associate Vice President Freda Harris) met on March 3, 2010 and developed the proposed policy and guidelines for the Board's consideration.

The major changes that have been incorporated into Attachment I, the April policy document (versus the document provided in February), are as follows:

1. A sentence has been added to the third paragraph which says that it (the policy) "does not apply to other tuition decisions made by the Board of Regents."
2. The revised document consolidates "institution-wide" and "program-specific" procedures into one section named "Differential Tuition Procedures" to reduce unnecessary duplication.
3. "and consulted", has been added to the section of the procedures that begins with "Students shall be advised."
4. The section on information provided to the board needing to include any official position taken by the student government organization, if one has been provided, has been expanded to include "and the results of any student surveys, referenda, and other solicitations of student input and opinion that were undertaken."
5. The document has been revised to say that "institutions shall provide adequate time (instead of shall attempt to provide) for student government organizations or affected students to review the proposals. In addition, a sentence was added recognizing that the Board of Regents may ask for additional student consultation before approving a differential tuition proposal.
6. A section has been added (combining several of the requirements in the previous version of the policy in a more concise manner) to include the requirement that the differential clearly state the purpose, timing, specific uses, and a description of how the differential will be evaluated, along with any oversight or consultation process.
7. Additional information has been added, to the section on spending decisions being the responsibility of the Chancellor, to reflect that the decisions shall be consistent with "information and procedures described in the proposal submitted to, and approved by, the Board of Regents" and that substantial changes must be approved by the Board.

The proposed guidelines for campuses to use in developing differential tuition initiatives (Attachment 2) have been revised as follows:

1. A sentence has been added to the second paragraph of the section on Institution-wide differential programs which states that “Institutions shall consult with the System President and the President of the Board regarding the proposed size and substance of a differential prior to publicly announcing or seeking student support.”
2. The third paragraph under Institution-wide differential tuition programs, requiring campuses to present an analysis of the impact of the differential on affordability, has been revised to add that the campus shall “meet with the System President” to present the analysis.
3. The Five-Year differential reviews” section has been revised to add a sentence which reads “Based on the evaluation, a decision will be made whether to renew, increase, or decrease the differential.”

System Administration plans to include the guidelines in Financial and Administrative Policy (FAP) F44-Tuition and Fee Policies for Credit Instruction. The guidelines supplement the policy and include such items as factors for institutions to consider when developing differential tuition proposals. Such factors are in UW System guidance, separate from the Board's policy statement, because they provide added detail on the process.

The Board will be updated on any changes to the guidelines annually when differential tuition reviews occur.

The materials for discussion include Attachment I, the Proposed Differential Tuition Policy, and Attachment 2, Proposed Guidelines for Differential Tuition Initiatives.

REQUESTED ACTION

Approval of Resolution I.2.e. to repeal and recreate Regent Policy Document 32-7, Student Involvement in Differential Tuition, as set forth in Attachment 1.

DISCUSSION AND RECOMMENDATIONS

Recommendations are included in the attached paper. Further background is included in the background paper included with the February, 2010 board materials.

RELATED REGENT POLICIES

Regent Policy Document 32-7: Student Involvement in Differential Tuition

PROPOSED POLICY ON DIFFERENTIAL TUITION INITIATIVES

Section 36.27(1), Wis. Stats., restricts the ability of the Board of Regents to set tuition rates for resident undergraduate students. An exception is provided, however, for differential tuition approved by the Board of Regents.

Differential tuition is tuition added to the base tuition level for the purpose of supplementing services and programming for students within an institution. Differential tuition can be assessed to undergraduate students, graduate students, or both. Differential tuition can be implemented in a variety of ways, including within an individual program, on an institution-wide basis, or on a systemwide basis.

The Board has full authority to establish tuition levels for all student groups and classes other than resident undergraduates. Accordingly, this policy describes the student involvement required for Board approval of institution-wide or program-specific differential tuition for resident undergraduate differential tuition. It does not apply to other tuition decisions made by the Board of Regents. It further instructs the UW System President to establish guidelines that address the magnitude of differential tuitions, financial aid components, the number of differential tuitions at a single institution, and the frequency of Board reviews.

I. Definitions

- A. “Institution-wide differential tuition” means tuition added to an institution’s base tuition level as established by the Board of Regents, for the purpose of supplementing services and programming within the institution beyond existing institutional activities supported by General Purpose Revenue (GPR) and Program Revenue (PR) funding, and other revenue sources.
- B. “Program-specific differential tuition” means tuition added to an institution’s base tuition level as established by the Board of Regents, for the purpose of supplementing academic and other student services for a specific program beyond existing program activities supported by GPR and PR funding, and other revenue sources.

II. Differential Tuition Procedures

- A. Students shall be advised and consulted, directly or through their student government organizations, of all planned differential tuition initiatives before proposals are submitted to the Board of Regents.
- B. Differential tuition proposals presented to the Board of Regents shall include a description of the student consultation process and outcome, as well as any official position taken by the student government organization, if one has been provided, and the results of any student surveys, referenda, and other solicitations of student input and opinion that were undertaken. Institutions shall provide adequate time for:

1. The student government organization to review the final proposal in the case of an institution-wide proposal.
2. Affected students to review the final proposal in the case of a program specific proposal.

The Board of Regents may ask for additional student consultation before approving a differential tuition proposal.

C. Differential tuition proposals must clearly state the following information, as established by the institution in consultation with students, when presented to the Board of Regents:

1. The purposes of the proposal, including the educational objectives;
2. The timing of the proposal;
3. The specific uses to which the differential tuition funds will be put, or the process by which such uses will be determined; and
4. How and when the success of the proposal in accomplishing its purposes will be evaluated. Differential tuition proposals must describe any oversight, evaluation, or consultation process for the proposal. The format of this oversight, evaluation, or consultation process must be discussed with students before the proposal is presented to the Board of Regents for approval.

D. The Chancellor of the institution is responsible for determining whether the differential tuition will be forwarded to UW System and the President of the UW System will make the final determination whether a differential tuition proposal is submitted to the Board of Regents for approval.

E. Spending decisions related to the funds generated by an approved differential tuition are the responsibility of the Chancellor of the institution, in accordance with s. 36.09 (3) Wis. Stats, but shall be consistent with the information and procedures described in the proposal submitted to, and approved by, the Board of Regents. Any substantial change in the purposes for which the funding is expended shall be approved by the Board of Regents.

III. General Differential Tuition Procedures -- UW System Guidance

A. The President of the UW System shall develop System guidelines for institutions to use in preparing differential tuition proposals. The guidelines shall address, at a minimum, the following:

1. Factors an institution should consider when determining the magnitude of a differential tuition proposal;
2. How to assure that the differential tuition is affordable for all students, including whether the proposal should include a financial aid component and, if so, the appropriate level of that component;
3. Whether the number of institution-wide and program-specific differential tuitions at a single institution should be limited;
4. The frequency of Board review of differential tuition initiatives.

B. Guidelines developed pursuant to this section shall be provided to the Board of Regents.

PROPOSED GUIDELINES FOR DIFFERENTIAL TUITION INITIATIVES

The following proposed process changes would clarify the approval process now covered by various UW System differential tuition guidelines: *Differential Tuition Process Timeline*, *Institution-wide Differential Tuition Procedures*, and *Program-specific Differential Tuition Procedures*.

Following review by the Board of Regents' Business, Finance, and Audit Committee, these guidelines will be published in the UW System Administration Financial and Administrative Policies (FAP) at <http://www.uwsa.edu/fadmin/fap.htm>.

DRAFT FAP 44 Information - Differential Tuition Guidelines and Timelines

Institution-wide differential programs. In order to preserve transparency for students, parents, and other stakeholders, each UW institution should have no more than one institution-wide differential tuition program. Institutions that currently have more than one institution-wide differential will be required to consolidate or reduce the number of differentials to one during the next five year review. Institutions will work with student leadership to ensure that the single differential continues to reflect current priorities.

Institutions shall consult with the System President and the President of the Board regarding the proposed size and substance of a differential prior to publicly announcing or seeking student support. Institution-wide differentials should reflect a cohesive program to address top institutional priorities that benefit all students. Institution-wide differentials should not support a disconnected array of services and initiatives.

Each campus shall meet with the System President to present an analysis of the impact of the differential tuition on affordability and the need for financial aid, including the economic profile of the students on campus, the number of Pell grant eligible students, existing tuition and fees, and tuition and fees charged at peer campuses. A relatively small program increase will not necessarily dictate needed aid, while a larger institution-wide differential will require financial assistance. An institution may identify sources other than differential tuition to provide additional financial aid, along with a plan to ensure continued availability of those resources.

Some additional factors for consideration in establishing the level of an institution-wide differential are:

- How does the tuition (or cost of attendance) proposed compare to peer institutions?
- What is the current gap in tuition between undergraduate and graduate rates? What is a proper level of tuition difference between the two levels? Once the tuition differential is completely implemented, how will undergraduate level tuition compare to graduate tuition? If the proposal increases tuition up to or above the graduate level, the proposal must be discussed with UW System Administration staff prior to seeking student approval of the amount of the differential. The proposing institution should submit a rationale for why the proposed change should be considered.
- How does the tuition level sought compare to other institutions within the system? For example, would the tuition of a comprehensive institution be higher than that of a research institution? If so, the proposal must be discussed with UW System Administration staff prior to seeking student approval of the amount of the differential, along with the rationale for why the change should be considered.

- How will the tuition increase impact students from low to middleincome families? How can the “sticker shock” be reduced?

Program-specific differential programs. Institutions should have no more than one program-specific differential per each specific disciplinary area of study. Institutions may have one institution-wide differential in conjunction with program-specific differentials.

Program-specific differentials will *generally* be limited to programs with high instructional or support costs. The purpose of a program-specific differential should not be to limit enrollment in high-demand fields or to increase tuition to prevailing market rates. Differential tuition initiatives may be used to increase enrollment, but *not solely* for that purpose. Because all students in the program will be paying the fee, they should receive some additional benefits such as increases to programmatic offerings or services.

Program-specific differentials will have to make provisions to ensure access for resident, low-income students is not reduced.

Nonresident-only tuition programs. Institutions may pursue tuition rate proposals targeted at increasing nonresident student enrollment. These proposals are generally aimed at reducing the Board-approved nonresident tuition rate at a specific institution. Nonresident tuition would cover *at least* the full cost of instruction, and to the extent possible, should strive to cover a portion of the state support for a resident student. Nonresident tuition initiatives could not result in limiting resident student access to educational programs. Tuition proposals that only impact nonresident students are not considered to be differential tuition programs and are not required to follow the differential tuition guidelines. As such, nonresident tuition proposals do not require student consultation.

Five-year differential reviews. In order to provide the Board of Regents with a complete picture of the tuition strategy being pursued at an institution, each institution will review all approved differentials with the Board of Regents once every five years. Based on the evaluation, a decision will be made whether to renew, increase or decrease the differential. This modifies the requirement that each differential should be reviewed individually every five years. Differential tuition initiatives will also come before the Board for revision when *the purpose of the differential is substantially changed*. In this instance, a substantial change to the purpose of the differential would be considered a change that would move away from the initial areas of emphasis for the differential. For example, an initiative that is primarily targeted towards advising would be substantially changed if the funding was used to support increases in faculty. Another example would be a differential that was targeted towards improvements in the library being used for undergraduate research and supporting staff. These types of changes would require Board approval.

Differential tuition modifications. Modifications to the pricing and purpose of differential tuition programs would generally be presented to the Board for approval during the five year differential review.

A proposed timeline will be developed by UW System Administration to assist institutions with planning differential tuition approval and review incorporating the Board’s decisions on process and policy changes.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Capital Planning and Budget Committee -

Thursday, April 8, 2010
S238 Science, Upper level
UW-Fond du Lac
UW-Extension Fond du Lac County
Fond du Lac, Wisconsin

10:00 a.m. All Regents – LGI 113 & 114 University Center, Ground level

- *Leading Locally for Statewide Impact* – UW Colleges and UW-Extension
Presentation by Chancellor David Wilson

11:00 a.m. All Regents – LGI 113 & 114 University Center, Ground level

- Discussion: *Growth Agenda Strategies for Economic Recovery and Renewal*

12:30 p.m. Lunch – Commons, University Center, Ground level

1:30 p.m. Capital Planning and Budget Committee – Science Building, Room S238, Upper Level

- a. Presentation by Fond du Lac County Executive Allen Buechel: *Returns on Local Investments*
- b. Approval of the Minutes of the February 4, 2009 Meeting of the Capital Planning and Budget Committee
- c. UW-Eau Claire: Approval of the Design Report of the New Student Union Project and Authority to Seek a Waiver of Wis. Stat. § 16.855 under Provisions of Wis. Stat. § 13.48 (19) to Accept a Single Prime Contractor Bid and Construct the Project
[Resolution I.3.c.]
- d. UW-Green Bay: Approval of the Design Report and Authority to Construct the Rose Hall/Wood Hall Remodeling Project
[Resolution I.3.d.]
- e. UW-Platteville: Authority to Purchase a Parcel of Land with Improvements Located at 555 Irene Street in the City of Platteville for Parking Purposes
[Resolution I.3.e.]
- f. UW-Stout: Authority to Adjust the Scope and Budget of the Hovlid Hall Renovation and Addition Project
[Resolution I.3.f.]

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

Approval of the Design Report of the New Student Union Project and Authority to Seek a Waiver of Wis. Stats. § 16.855 under Provisions of Wis. Stats. § 13.48 (19) to Accept a Single Prime Contractor Bid and Construct the Project, UW-Eau Claire

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Eau Claire Chancellor and the President of the University of Wisconsin System, the Design Report of the New Student Union project be approved and authority be granted to: (1) seek a waiver of Wis. Stats. § 16.855 under the provisions of Wis. Stats. § 13.48 to allow single prime bidding and (2) construct the New Student Union project at an estimated cost of \$48,802,000 (\$39,917,000 Program Revenue Supported Borrowing and \$8,885,000 Program Revenue-Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2010

1. Institution: The University of Wisconsin-Eau Claire
2. Request: Approval of the Design Report of the New Student Union project and authority to: (1) seek a waiver of Wis. Stats. § 16.855 under the provisions of Wis. Stats. § 13.48 to allow single prime bidding and (2) construct the New Student Union project at an estimated cost of \$48,802,000 (\$39,917,000 Program Revenue Supported Borrowing and \$8,885,000 Program Revenue-Cash).
3. Description and Scope of Project: This project will construct an approximately 101,600 ASF/169,100 GSF three-story student union building, which will replace the existing W.R. Davies University Center, on a site to the southwest of the Davies building. The existing 129,900 GSF Davies building will be demolished and the site will be graded and landscaped to provide a new campus green space. The new building will include space for student organizations, the Student Senate, retailers, dining and food service, meeting rooms, lounges, ballrooms, the University Bookstore, and administrative offices. Modifications to the existing parking lot, drive, and utility services will be included as part of this project as well as the restoration of areas of the Little Niagara Creek that project construction is expected to disturb.

The project will incorporate sustainable design elements with a goal of designing a U. S. Green Building Council LEED™ Silver equivalent building. Elements that will be evaluated for their inclusion into the project include geothermal heating and cooling a portion of the building, installing solar panels to generate hot water, and providing photovoltaic panels to generate electricity.

During the design of this project, it was discovered that the building construction would require the removal of the Council Oak, a tree that commemorates a historical meeting place of Native American tribes. Since the relocation of such an important tree was undesirable, it was decided that the building would be relocated farther east. The current design provides adequate space around the tree to assure its long-term health.

4. Justification of the Request: A full justification of this project was included in the 2007-09 UW System capital budget request. In general, the existing W.R. Davies University Center, the oldest portion of which dates back to 1959, is no longer functional for current uses. Additions over many years have resulted in a building that is not well-organized or flexible. The food service in particular is scattered throughout the existing building, providing operational, service, and seating capacity challenges. Student organization and meeting spaces are also inadequate to meet demand. Finally, given the age of the building, the plumbing, ventilation, and electrical systems are beyond their usable lives, do not operate efficiently, and are expensive to maintain.

Although the option of retaining and remodeling a portion of the existing building was investigated, it was determined that new construction would be more cost-effective, provide more efficient use of space, and offer better functionality than a reuse of the existing building.

This project has a critical time schedule and complicated construction phasing because of its location on a very tight site and a need to provide temporary access to the existing Davies Center, parking areas, and the Nursing Building. The project will also require careful coordination with a separate steam line project in the same area. This requirement of complicated coordination and sequencing is best accomplished through the use of a single prime delivery method, which allows a single entity to have both control of and responsibility for the project's construction site. Therefore, authority is being requested to waive state statute to allow for the use of single prime bidding.

5. Impact on Fees: Based on a projected bond rate of 5.5% for a 20-year bond, debt service for this project will be approximately \$3,220,000 per year. The three major student governance groups previously expressed support for a phased plan that would increase segregated fees to provide both a cash contribution to the project costs and meet future debt service obligations. This plan for increasing segregated fees was supported in a survey of the entire student body.

In August 2000, segregated fees were increased on a phased basis to a total of \$76 per academic year for the originally approved project scope. A project of expanded project scope was approved in December of 2006 with an additional phased fee increase of \$250 per academic year over a four year period from 2008 to 2011. The segregated fee increases that have accumulated to date in a capital reserve account and future fee increases will be collected through the planning/design stages of the project and are expected to generate approximately \$8,885,000. These funds are supporting planning costs through the design report stage as well as a portion of the construction cost. The \$250 fee increase approved in December of 2006 is being phased in over a four year period. The following fee table shows the increases to fees and the cumulative increases since 2002:

Academic Year	Incremental Increase	Cumulative Increase
2002-2003	\$19.00	\$19.00
2003-2004	\$38.00	\$57.00
2004-2005	\$19.00	\$76.00
2007-2008	\$62.50	\$138.50
2008-2009	\$62.50	\$201.00
2009-2010	\$62.50	\$263.50
2010-2011	\$62.50	\$326.00

6. Budget and Schedule:

Budget	%	Cost
Construction		\$37,188,000
Demolition of existing Davies		750,000
Sustainable Design Features		<u>400,000</u>
Total Construction		\$38,338,000
A/E Fees	12.2%	4,686,600
DSF Mgmt. Fee	4.0%	1,619,900
Contingency	5.3%	2,035,500
Movable Equipment		2,000,000
Percent for Art	0.25%	<u>122,000</u>
Total Project Cost		\$48,802,000

101,600 ASF/ 169,100 GSF Efficiency 60%
 Construction Cost per GSF \$227/GSF
 Project Cost per GSF \$289/GSF

Schedule	Date
Program Approval	May 2008
A/E Selection	July 2008
Design Report Completed	March 2010
Bid Date (Const.)	October 2010
Start of Construction	November 2010
Building Substantial Completion & Occupancy	June 2012
Substantial Completion of Site Work	April 2013
Final Completion	May 2013

7. Previous Action:

August 25, 2000 Recommended that the UW-Eau Claire Davies Center Addition and
 Resolution 8175 Remodeling project be submitted to the Department of Administration
 and the State Building Commission as part of the UW System 2001-03
 Capital Budget at an estimated cost of \$8,482,000 Program Revenue
 Supported Borrowing. The project was subsequently enumerated in the
 2001-03 Capital Budget at \$8,510,400 Program Revenue Supported
 Borrowing.

December 6, 2006 Requested authority to amend the 2007-09 Capital Budget to seek
 Resolution 9269 enumeration of additional projects that included the UW-Eau Claire
 Davies Center Replacement project, at an estimated total cost of
 \$48,385,000 (\$39,500,000 Program Revenue Supported Borrowing, and
 \$8,885,000 Program Revenue Cash). The project was subsequently
 enumerated at \$48,802,000 (\$31,406,600 Program Revenue Supported
 Borrowing, \$8,510,400 Existing Program Revenue Supported
 Borrowing, and \$8,885,000 Program Revenue-Cash).

Approval of the Design Report and Authority
to Construct the Rose Hall/Wood Hall
Remodeling Project, UW-Green Bay

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Green Bay Chancellor and the President of the University of Wisconsin System, the Design Report of the Rose Hall/Wood Hall Remodeling project be approved and authority be granted to construct the project at a total cost of \$6,734,000 General Fund Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2010

1. Institution: The University of Wisconsin-Green Bay
2. Request: Requests approval of the Design Report and authority to construct the Rose Hall/Wood Hall Remodeling project at a total cost of \$6,734,000 General Fund Supported Borrowing.
3. Description and Scope of Project: This project remodels 59,366/GSF of office and classroom space in John M. Rose Hall and L.G. Wood Hall. Work in the remodeled areas of both buildings will involve extensive demolition of the existing interior walls, ceilings, lighting, mechanical, electrical, and plumbing systems. The renovation of the second floor of Wood Hall will involve seven classrooms that now have poor sight lines and walls that allow the transmission of sound between rooms. Rose Hall will receive 13,026/GSF and Wood Hall will receive 46,340/GSF of remodeled space. Of this space, approximately 16,586/ASF will be utilized for administrative and academic offices while 20,000/ASF of space will be used for general access classrooms.
4. Justification of the Request: The purpose of this remodeling project is to address the poor design and capacity of classrooms, student lounge and study space, faculty offices, and department adjacencies. These two buildings were constructed in 1974 and neither has undergone any significant remodeling. The improved classroom spaces will address the UW-Green Bay classroom demand analysis that shows a large deficit of rooms with 30 to 50 seats. The campus will gain enhanced scheduling options by creating classrooms more accurately sized to meet the demands of the campus. A second focus of the project is to relocate three major academic departments from other buildings to form a cohesive College of Professional and Graduate Studies. The new offices, conference rooms, work rooms, and reception spaces will consolidate students, faculty, visitors, and staff at one physical location.

The 40,595/GSF John M. Rose Hall was constructed in 1973-74 as one of the last buildings in the university's initial academic core. It houses the university's largest lecture hall, three general assignment classrooms, multiple faculty offices, two conference/meeting rooms, and the animal quarters for laboratory research and instruction. The 2,730 ASF lecture hall and approximately 500 ASF of ancillary spaces will not be a part of this project. With the completion of Mary Ann Cofrin Hall in 2001, faculty offices on the third floor were vacated and classrooms on that floor were taken off-line because they had poor sight lines which included structural columns located in the middle rear area of the rooms. The entire third floor has been vacant since September of 2003 in anticipation of this remodeling project.

The 66,631/GSF L.G. Wood Hall was also constructed in 1973-74 and includes cartography, geography, and geographic information systems classrooms; general assignment classrooms; anatomy, physiology, nursing, and psychology labs; and program offices, which include those for professional programs in business and education. The second floor classrooms have long been problematic because of poor design and sight lines, and have become increasingly deficient as locations for the integration of instructional technology.

6. Budget and Schedule:

Budget	%	Cost
Construction Budget		\$5,178,000
Hazardous Material Abatement		60,000
Contingency	7.0%	367,000
A/E Fees	8.0%	470,000
Other Fees	1.0%	42,000
DSF Mgmt Fee	4.0%	224,000
Movable Equipment		376,000
Percent for Art	.025%	17,000
Total Project Cost		\$6,734,000

Construction Cost per GSF \$87/GSF
 Project Cost per GSF \$113/GSF

Schedule	Date
Bid Date	July 2010
Start of Construction	September 2010
Substantial Completion	May 2011
Final Completion	July 2011

7. Previous Action:

August 19, 2004
 Resolution 8888

Recommended that the UW-Green Bay Rose Hall/Wood Hall Remodeling Project be submitted to the Department of Administration and the State Building Commission as part of the university's 2005-07 Capital Budget request, at an estimated total project cost of \$5,319,000 (General Fund Supported Borrowing). The project was not recommended by the State Building Commission for enumeration at that time.

August 17, 2006
 Resolution 9225

Remodeling Project be submitted as a carryover project from 2005-07 to the Department of Administration and the State Building Commission as part of the university's 2007-09 Capital Budget request, at an estimated total project cost of \$6,734,000 (General Fund Supported Borrowing). The project was subsequently recommended by the State Building Commission for enumeration at that amount.

Authority to Purchase a Parcel of Land with
Improvements located at 555 Irene Street in the
City of Platteville for Parking Purposes,
UW-Platteville

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Platteville Chancellor and the President of the University of Wisconsin System, authority be granted to purchase a 0.19 acre parcel of land with improvements located at 555 Irene Street, in the city of Platteville for \$143,250 plus closing costs using Program Revenue-Cash.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2010

1. Institution: The University of Wisconsin-Platteville
2. Request: Authority to purchase a 0.19 acre parcel of land with improvements located at 555 Irene Street, in the city of Platteville for \$143,250 plus closing costs using Program Revenue-Cash.
3. Description and Scope of Project: This 8,160 square foot property, which is located at 555 Irene Street, is contiguous with other campus-owned land near the southeast corner of campus. The property contains a 1,776 square foot wood frame house that was constructed in 1960 and has no historical significance. The purchase price of \$143,250 is the average of two independent appraisals of \$141,500 and \$145,000 that were completed in 2009. It is anticipated that the house will be demolished and the lot will be improved for use as an expanded parking area.
4. Justification of the Project: This property will allow for the development of an expanded parking area with improved visual access for users. A parking analysis has identified an unmet demand for faculty, student, and visitor parking on the east side and the center of campus.

An environmental audit of the property found no evidence of questionable contaminants or environmental hazards.

5. Previous Action: None.



University of Wisconsin - Platteville

March 12, 2010

— LANDHOLDING BOUNDARY

UW-PLATTEVILLE BUILDING LIST

02	ULLRICH HALL	35	WARNER HALL
03	ART BUILDING	36	WILGUS HALL
04	CENTER FOR THE ARTS	37	DOBSON HALL
05	DOUDNA HALL	38	MELCHER HALL
06	CHILDREN'S CENTER	39	PORTER HALL
07	WILLIAMS FIELDHOUSE	41	MORROW HALL
08	BOEBEL HALL	42	HUGUNIN HALL
10	OTTENSMAN HALL	43	BROCKERT HALL
11A	RUSSELL HALL	44	PICKARD HALL
11B	PIONEER TOWER	45	SOUTHWEST HALL
12	KARRMANN LIBRARY	55	CHANCELLOR'S RESIDENCE
14	ENGINEERING HALL		
31	BRIGHAM HALL	88	SALT BUILDING
32	ROYCE HALL	89	STORES ANNEX & HAZ. WASTE
33	MCGREGOR HALL	90	CENTRAL STORES/MAINTENANCE
34	GARDNER HALL		CENTRAL HEATING
		94	ULLSVIK CENTER
		95	GLENVIEW COMMONS
		99	PIONEER STADIUM

Authority to Adjust the Scope and Budget of the
Hovlid Hall Renovation and Addition Project,
UW-Stout

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Stout Chancellor and the President of the University of Wisconsin System, authority be granted to increase the scope and budget of the Hovlid Hall Renovation and Addition project by \$600,000 Program Revenue-Cash for a revised estimated total project cost of \$13,600,000 (\$8,570,000 Program Revenue Supported Borrowing, \$1,880,000 Residual Program Revenue Supported Borrowing, and \$3,150,000 Program Revenue Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2010

1. Institution: The University of Wisconsin–Stout
2. Request: Authority to increase the scope and budget of the Hovlid Hall Renovation and Addition project by \$600,000 Program Revenue-Cash for a revised estimated total project cost of \$13,600,000 (\$8,570,000 Program Revenue Supported Borrowing, \$1,880,000 Residual Program Revenue Supported Borrowing, and \$3,150,000 Program Revenue Cash).
3. Description and Scope of Project: In general, this project includes the complete renovation of approximately 26,400 ASF/39,900 GSF of space in Hovlid Hall, and the construction of a 19,050 ASF/27,500 GSF addition that connects Hovlid Hall and Fleming Hall and provides modern food service facilities, recreation space, and activity space for the North Campus.
4. Justification of the Request: During construction, some unanticipated subsurface conditions including unsuitable soil and a higher than anticipated water table resulted in additional construction costs. Due to budget considerations, the original project scope included only critical tuckpointing of exterior brick, with an expectation that more complete exterior repair work would be deferred to future projects. However, in order to give the building a uniform appearance and condition, it is more cost effective to do the tuckpointing work and the replacement of a deteriorated exterior stair now.

Finally, the original scope of work included a lower level in the food service addition to house mechanical rooms, storage rooms, and unfinished shell space that could be developed into a future fitness facility. The North Campus has no fitness facility and is more than 12 blocks away from the fitness facilities available on the South Campus. This distance discourages North Campus residents from using the South Campus facilities. A recent university housing analysis showed that there is enough demand for a North Campus fitness facility to justify finishing the shell space now as part of this project. This will allow the campus to benefit from current advantageous construction costs. In addition, the ability to sell fitness center memberships will be a potential revenue stream for housing.
5. Fee Impact: This request will not include any increases in room rates or meal plans beyond those that were previously approved.

6. Budget and Schedule:

	%	Cost
Construction		\$11,650,000
Contingency	5.2%	600,000
A/E design & Other Fees	7.3%	850,000
DSF Management	4.0%	465,000
Percent for Art	0.25%	<u>35,000</u>
Estimated Total Project Cost		\$13,600,000

35% Design Approval	October 2008
Bid Date	February 2009
Start Construction	May 2009
Substantial Completion	July 2010
Project Completion	December 2010

45,450ASF/ 67,400GSF	67% Efficiency
Construction Cost per GSF	\$173
Project Cost per GSF	\$202

7. Previous Action:

August 23, 2002 Resolution 8582	Recommended that the Hovlid Hall Remodeling and Addition project be submitted to the Department of Administration and the State Building Commission as part of the 2003-05 Capital Budget request at an estimated total project cost of \$8,570,000 Program Revenue Supported Borrowing. The project was subsequently enumerated at that level and fund source.
October 3, 2008 Resolution 9434	Approved the Design Report and granted authority to (a) increase the budget by \$3,830,000 (\$1,580,000 Residual Program Revenue Supported Borrowing and \$2,250,000 Program Revenue-Cash) and (b) construct the Hovlid Hall Renovation and Addition project at an estimated total project cost of \$12,400,000 (\$8,570,000 Program Revenue Supported Borrowing, \$1,580,000 Residual Program Revenue Supported Borrowing, and \$2,250,000 Program Revenue-Cash).
May 8, 2009 Resolution 9616	Granted authority to increase the budget of the Hovlid Hall Renovation and Addition project by \$600,000 (\$300,000 Residual Program Revenue Supported Borrowing, and \$300,000 Program Revenue- Cash) for an estimated total project cost of \$13,000,000 (\$8,570,000 Program Revenue Supported Borrowing, \$1,880,000 Residual Program Revenue Supported Borrowing, and \$2,550,000 Program Revenue-Cash).

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 \$13,158,900 (\$489,800 General Fund Supported Borrowing; \$11,479,000 Program Revenue Supported Borrowing; \$947,500 Program Revenue-Cash; and \$242,600 Building Trust Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2010

1. Institution: The University of Wisconsin System
2. Request: Authority to construct various maintenance and repair projects at an estimated total cost of \$13,226,900 (\$489,800 General Fund Supported Borrowing; \$11,479,000 Program Revenue Supported Borrowing; \$947,500 Program Revenue-Cash; and \$242,600 Building Trust Funds).

ENERGY CONSERVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	Z450	TOTAL
MSN	10C2S	Multi-Building Energy Conservation	\$ -	\$ 11,479,000	\$ -	\$ -	\$ -	\$ 11,479,000
EC SUBTOTALS			\$ -	\$ 11,479,000	\$ -	\$ -	\$ -	\$ 11,479,000

HEALTH, SAFETY, & ENVIRONMENTAL PROTECTION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	BTF	Z450	TOTAL
MIL	08A2P	Campus Arc Flash Hazard Analysis	\$ -	\$ -	\$ 64,000	\$ 242,600	\$ -	\$ 306,600
HS&E SUBTOTALS			\$ -	\$ -	\$ 64,000	\$ 242,600	\$ -	\$ 306,600

PROGRAMMATIC REMODELING & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	BTF	Z450	TOTAL
MSN	09I2G	Kohl Center Kitchen Exhaust Renv	\$ -	\$ -	\$ 291,300	\$ -	\$ -	\$ 291,300
PR&R SUBTOTALS			\$ -	\$ -	\$ 291,300	\$ -	\$ -	\$ 291,300

UTILITIES REPAIR & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	BTF	Z450	TOTAL
MSN	09J2L	Cole Beach Tennis Courts	\$ -	\$ -	\$ 530,000	\$ -	\$ -	\$ 530,000
MSN	08I3G	WSHP Chiller No. 1 Repl (Increase)	\$ 489,800	\$ -	\$ 130,200	\$ -	\$ -	\$ 620,000
UR&R SUBTOTALS			\$ 489,800	\$ -	\$ 660,200	\$ -	\$ -	\$ 1,150,000

	GFSB	PRSB	PR CASH	BTF	Z450	TOTAL
APRIL 2010 TOTALS	\$ 489,800	\$ 11,479,000	\$ 1,015,500	\$ 242,600	\$ -	\$ 13,226,900

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

Energy Conservation Requests

MSN - Multi-Building and Utility Tunnel Energy Conservation (\$11,479,000): This project implements energy conservation opportunities in Atmospheric Oceanic and Space Sciences, Biochemistry Addition, Engineering Centers Building, Genetics-Biotechnology, and Rennebohm Hall based on a recently completed comprehensive energy study. The debt service will be paid from the annual energy cost savings from the fuel and utilities appropriation (Fund 109).

Building work includes performance of a wide range of energy conservation measures throughout the campus. The project includes selective de-lamping, re-lamping, and

upgrading lighting ballasts and applying new tinted window film to southern facing exterior windows. Selective HVAC system controls will be replaced with new direct digital controls, the outside air intake and supply airflow will be reduced, the HVAC system will be re-balanced, and selective fumehoods will be replaced with new high performance low flow fumehoods.

The UW-Madison "We Conserve" energy conservation campaign is underway. This campaign proactively works to reduce energy costs by 20% per square foot by the year 2010. This is consistent with the energy reduction goals established in Executive Order 145 dated April 11, 2006. Completing both projects will provide substantial energy cost savings while having a significant impact on the deferred maintenance of the ventilation systems in these buildings. Simple payback will be less than 6 years.

Health, Safety, and Environmental Protection

MIL - Campus Arc Flash Hazard Analysis (\$306,600): This project conducts arc flash hazard surveys and analyses and provides arc flash hazard labeling of the building electrical equipment connected to the campus primary electrical distribution system. This project surveys 39 buildings with a total area of 4,913,220 GSF. A report will be issued for each building using DSF arc flash guidelines and specifications. The building electrical equipment will be labeled as required for arc flash hazards. Only buildings connected to the campus primary electrical system will be studied.

The 2002 National Electric Code (NEC) mandates that a warning label must be placed on electrical equipment that may remain energized during maintenance or repair. Equipment that needs to be labeled includes switchboards, panelboards, control panels, and motor control centers. In order to print the label for each piece of equipment, an analysis is needed to determine the thermal energy hazard that is possible from an arc flash. An analysis includes a survey of the electrical distribution system, preparation of a one-line diagram, a short circuit and coordination study, and a calculation of the arcing fault hazard. Once the level of hazard is calculated, a flash hazard boundary can be set and the appropriate protective clothing can be determined.

Recent Occupational Safety & Health Administration (OSHA) regulations require all persons working on energized electrical equipment to read equipment labels and follow the safety guidelines that are included in the National Fire Protection Association (NFPA) standards. NFPA standards require facility owners to perform an arc flash hazard analysis prior to allowing a worker to perform a task on energized equipment. OSHA requires that employers protect employees from workplace hazards. If OSHA is called in following an incident, they will determine if compliance with NFPA standards would have prevented or lessened the injury and they may cite the employer for not using NFPA standards to protect their employees.

Programmatic Remodeling and Renovation Requests

MSN - Kohl Center Kitchen Exhaust Renovation (\$291,300): This project installs two new canopy exhaust hoods and the associated fire suppression system for new kitchen equipment in room B1311. Because the new exhaust hoods will be installed back to back, a metal stud gypsum wall will be required between the two hoods to manage air flow. The exhaust hoods will be 5 feet deep. One unit will be 9 feet long and the other unit will be 12 feet long. An exhaust fan and fireproof, welded black steel ductwork with double wrap fire insulation will be provided for the new hoods. The exhaust fan will be located directly outside of the bulk carbon dioxide storage room B1337. A new wet chemical fire suppression system will be installed for the exhaust hoods. The kitchen equipment under the new exhaust hoods will be provided with gas piping and a domestic water rough-in to serve the kettle and tilt pans. Project work includes installing a 200-amp shunt-trip breaker and an electrical panel for the kitchen equipment, exhaust hoods, and exhaust fan. Control wiring for the shunt-trip system, exhaust hoods, and temperature controls will also be provided.

Room B1311 currently has one canopy hood with a separate exhaust system over the cooking equipment. Four variable air volume (VAV) boxes with hot water reheat coils provide make-up air from the central air handling system for the kitchen. Two new VAV boxes with hot water reheat coils will be required to provide the additional make-up air for the new hoods. The kitchen is provided with a sprinkler system and sufficient visible fire alarm notification appliances are provided in the space.

This space was originally designed as a finishing kitchen. Since the opening of the Kohl Center, the demands on the space have increased and the space is now used as a production kitchen serving team meals, Kellner Club dinners, and receptions. The hood additions will enable the kitchen to prepare foods in larger quantities, increase the variety of foods offered, expand menus, and minimize advanced food preparation.

Utilities Repair and Renovation Requests

MSN - Cole Beach Tennis Courts (\$530,000): This project constructs six tennis courts and two sand volleyball courts to replace the twelve tennis courts that are located on the site for the new Lakeshore Residence Hall and Food Service facility. The tennis courts and sand volleyball courts will be constructed on the open lot north of Observatory Drive and east of Elm Drive. The tennis courts will be in the north/south orientation and located to the south of Cole Hall. The two sand volleyball courts will be located between the tennis courts and Observatory Drive. Fencing surrounding the tennis courts along Observatory Drive and the baseball field will be removed to accommodate the courts layout. Project work also includes site restoration for all areas disturbed by project work.

The Department of Housing has a memorandum of understanding with the Division of Recreation Sports to replace six of the twelve tennis courts that will be lost as a result of the construction of the Lakeshore Residence Hall project. These courts are required for academic instruction.

MSN - Walnut Street Heating Plant Chiller No. 1 Replacement (\$620,000 increase for a total project cost of \$9,449,900): This request increases the project scope and budget to replace 2,580 evaporator tubes of Chiller 3 and facilitate the chiller conversion to non-ozone depleting refrigerant. Project work includes removing the refrigerant from the chiller and removing the evaporator heads, cutting and pulling the tubes from the evaporator, and installing new tubes by rolling and expanding each tube at the intermediate support sheets and tube sheets. The vessel will then be pressurized and any leaks that are detected will be corrected. The chiller will be recharged with refrigerant and functionality of the system will be tested and confirmed.

The Walnut Street Heating Plant is one of three central plants that generate and distribute chilled water to a majority of the campus for building cooling needs. Chiller 3 is a 5,500 ton steam turbine drive centrifugal chiller that was installed in 1991 and uses ozone depleting refrigerant. This chiller has more than 18 plugged tubes in the evaporator due to previous tube failures. Upon further investigation, the tubes were not properly installed during manufacturing and this has caused excessive tube vibration and wear against the intermediate support sheets. If the tubes are not replaced, tube failures will continue with a potential of causing unscheduled shutdowns during the cooling season. The tube replacement will also increase the thermal efficiency and lower the operating costs of this chiller.

The tube replacement is required before the chiller can be converted to non-ozone depleting refrigerant. Performing the tube replacement work concurrently with the refrigerant conversion will reduce the construction cost and improve the coordination of the work.

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	489,800
Program Revenue supported Borrowing	11,479,000
Program Revenue Cash.....	1,015,500
Building Trust Funds	<u>242,600</u>
Total Requested Budget \$ 13,226,900	

6. Previous Action:

10/03/2008
Resolution 9553

The Board of Regents previously approved MSN - Walnut St. Heating Plant Chiller No. 1 Replacement at an estimated total cost of \$8,829,900 (\$1,881,100 General Fund Supported Borrowing and \$6,762,800 Program Revenue Supported Borrowing).

Authority to Construct Various Classroom
Renovation/Instructional Technology
Improvement Projects, UW System

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the allocation of the Classroom Renovation/Instructional Technology Improvement project funds be approved and authority be granted to construct the related projects at an estimated total cost of \$5,292,800 (\$5,000,000 General Fund Supported Borrowing and \$292,800 Institutional Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2010

1. Institution: The University of Wisconsin System
2. Request: Approval of the allocation of the Classroom Renovation/Instructional Technology Improvement project funds and the construction of the related projects at an estimated total cost of \$5,292,800 (\$5,000,000 General Fund Supported Borrowing and \$292,800 Institutional Funds).
3. Description and Scope of Project: This request will provide funding to continue the UW System Classroom Renovation/Instructional Technology Improvement Program. As in the past, funding will be utilized to update existing general assignment classroom environments and acquire associated furnishings and equipment to improve instructional technology.

Based on campus proposals, it is anticipated that the requested level of funding will result in 31 appropriately sized and equipped classrooms totaling approximately 43,600 assignable square feet. The scope of projects varies from campus to campus. Instructional technology will include equipment such as video/data projectors, document cameras, multi-media computers, video player/ recorders, audio visual controls, and assisted listening systems. Various maintenance needs and improvements in the learning environment will be undertaken such as lighting, flooring, HVAC, acoustics, and seating. In some cases, work may include reconfiguration to improve sight lines, support a variety of teaching models, improve ADA accessibility, and/or modify the space to meet class size needs.

4. Justification of the Request: This project continues the Classroom Renovation/Instructional Technology Improvements Program, which began in the 1995-97 Capital Budget to complete in-building wiring at several institutions and provide classroom renovation, technology improvements, and teleconferencing upgrades. The Board of Regents recommended continuation of this program at \$10 million as part of the 2009-11 Capital Budget and it was subsequently enumerated at \$5.0 million.

Over the past seven biennia, nearly \$52 million was authorized to implement projects under the Classroom Renovation/Instructional Technology Improvements Program, including telecommunications cabling. That figure includes over \$3.0 million of gift, grant, and institutional funds that were provided by the institutions to augment this essential program. This funding has provided a wide spectrum of improvements in more than 530 instructional environments. The overall magnitude of general assignment classroom deficiencies, however, still exceeds \$35 million.

General assignment classrooms serve the instructional needs of virtually every school and college in the UW System, especially undergraduate programs. Overall, the UW System, excluding UW Colleges, has nearly 1,600 general assignment classrooms of varying sizes, encompassing over 1.6 million square feet of space. A vast majority of these essential instructional spaces have not been updated since construction. Survey results of 2006 indicate that approximately 36 percent of the total number of general assignment classrooms require some degree of renovation and 34 percent are

deficient in equipment.

The purpose of the program is to provide appropriate environments to utilize contemporary learning and teaching methodologies. Based on guidelines, the institutions submitted high-priority projects proposed for implementation under this program during the 2009-11 biennium. To a significant degree, priority was given to those proposals that: focus on remodeling, resizing, and upgrading technology in instructional spaces that are heavily scheduled for undergraduate instruction; involve space that was not updated in the past 15 to 20 years; and support classroom demand analyses results.

A proposal form for each project was submitted to the Division of State Facilities. These stated the purpose and scope, the estimated budget, the funding source(s), and the anticipated construction timeline. Each submittal included movable and special equipment lists and a floor plan. Some institutions contributed supplemental funding to achieve a maximum benefit and address additional unmet, high-priority classroom needs. At this point, the institutions have committed \$292,800 for that purpose, which will be used on an as-needed basis.

Based upon the foregoing, 2009-11 Classroom Renovation/Instructional Technology Improvements proposals for each institution will be funded as shown below:

2009-11			
Institution	Classroom/IT GFSB	Other Funds	Total
Eau Claire	\$ 31,801		\$ 31,801
Extension	54,060		54,060
Green Bay	239,100		239,100
La Crosse	342,100		342,100
Madison	1,027,000		1,027,000
Milwaukee	697,000	\$235,000	932,000
Oshkosh	174,200		174,200
Parkside	179,700	20,600	200,300
Platteville	48,000		48,000
River Falls	1,048,939	20,700	1,069,639
Stevens Point	296,200		296,200
Stout	87,000		87,000
Superior	89,400		89,400
Whitewater	685,500	16,500	702,000
TOTAL	\$5,000,000	\$292,800	\$5,292,800

5. Previous Action:

August 22, 2008
Resolution 9529

Recommended that the UW System Classroom Renovation/Instructional Technology Improvements project be submitted to the Department of Administration and the State Building Commission as part of the UW System 2009-11 Capital Budget at a cost of \$10 million General Fund Supported Borrowing. The project was subsequently enumerated at \$5 million.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Friday, April 9, 2010
LGI 113 & 114 University Center
UW-Fond du Lac
UW-Extension Fond du Lac County
Fond du Lac, Wisconsin

9:00 a.m.

II.

1. Calling of the roll
2. Approval of the minutes of the January 8 and February 4 and 5, 2010 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. Wisconsin Public Television – Recognizing Wisconsin’s Vietnam Veterans: Listening and Telling their Stories
 - 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. Resolution of appreciation to UW Colleges and UW-Extension for hosting the April meeting
9. Communications, petitions, and memorials
10. Unfinished or additional business
11. Move into closed session to consider UW-Oshkosh honorary degree nominations, as permitted by s. 19.85(1)(f), *Wis. Stats.*, to consider appointment of a UW-Platteville chancellor, as permitted by s. 19.85(1)(c), *Wis. Stats.*, to discuss collective bargaining activities at UW institutions, as permitted by s. 19.85(1)(e), *Wis. Stats.*, and to confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), *Wis. Stats.*

The closed session may be moved up for consideration during any recess 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)
Stan Davis
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

John Drew (Chair)
Stan Davis
Kevin Opgenorth
Brent Smith
José F. Vásquez
Betty Womack

Diversity Awards Committee

José Vásquez (Chair)
Danae Davis
Kevin Opgenorth
Aaron Wingad
Betty Womack

Special Regent Committee for UW-Platteville Chancellor

Search

Thomas A. Loftus (Chair)
Michael Falbo
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

Special Regent Committee for UWC & UWEX Chancellor

Search

Jeff Bartell (Chair)
Tony Evers
José Vásquez
Aaron Wingad

2010 REGENT MEETING SCHEDULE

February 4 and 5, 2010: In Madison

April 8 and 9, 2010: Hosted by UW Colleges and UW-Extension at UW-Fond du Lac

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