



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

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

DATE: June 2, 2010

TO: Each Regent

FROM: Jane S. Radue *JSR*

PUBLIC MEETING NOTICE

Agenda for meetings of the Board of Regents and Committees, to be held at UW-Milwaukee Union, 2200 East Kenwood Boulevard, Milwaukee, Wisconsin on June 10 & 11, 2010

Thursday, June 10, 2010

9:00 a.m. All Regents – Union, Wisconsin Room

1. UW-Milwaukee Presentation: “Progress, Perceptions and Presidents: Taking the Initiative at UW-Milwaukee”
2. Approval of UW System 2010-11 Annual Operating Budget
[Resolution 2.]
3. 2011-13 Biennial Budget: Strategic Financing for the *Growth Agenda*:
 - a. Research to Jobs
 - b. More Graduates for Wisconsin
 - c. Financial Aid[Resolution 3.c.]

12:00 p.m. Lunch – Golda Meir Library: Soref Learning Commons

1:00 p.m. All Regents Invited – Education Committee – Union, Wisconsin Room

- UW Colleges:
 1. First Reading of Revised Mission
 2. First Reading of Bachelor of Applied Arts and Sciences Degree

2:00 p.m. Joint Meeting of Education Committee and Business, Finance, and Audit Committee – Union, Wisconsin Room

- Program Review by the Legislative Audit Bureau of the Wisconsin Partnership Program for a Healthy Future

- 2:00 p.m. Capital Planning and Budget Committee – Union, Ballroom East
- 2:30 p.m. Education Committee – Union, Wisconsin Room
- 2:30 p.m. Business, Finance, and Audit Committee – Union, Fireside Lounge

Friday, June 11, 2010

9:00 a.m. Board of Regents meeting – Union, Wisconsin Room

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, June 10, 2010 from 9:00 a.m. until approximately 12:00 p.m. and approximately 1:00 p.m. to 2:00 p.m., and Friday, June 11, 2010 at 9:00 a.m. until approximately 12:00 p.m.

2010-11 Annual Operating Budget
(including Rates for Academic
Tuition, Segregated Fees, Textbook
Rental, Room and Board, and
Apartments; Academic Tuition
Refund Policy and Schedule; and
Annual Distribution Adjustments)

BOARD OF REGENTS

Resolution 2.

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 2010-11 annual operating budget, including rates for academic tuition, segregated fees, textbook rental, room and board, and apartments; the tuition refund policy and schedule; and annual distribution adjustments as attached in the document 2010-11 Operating Budget and Fee Schedules, June, 2010. The 2010-11 amounts are:

GPR	\$1,179,337,184	21.1%
<u>Academic Tuition</u>	<u>\$1,111,743,774</u>	<u>19.9%</u>
Total GPR/Fees	\$2,291,080,958	41.0%
<u>Other*</u>	<u>\$3,302,248,991</u>	<u>59.0%</u>
Total	\$5,593,329,949	100.0%

*Includes auxiliaries, federal and private gifts, grants and contracts, other operating receipts, non-credit instruction, and trust funds.



2010-11 Operating Budget and Fee Schedules

The University of
Wisconsin System
June, 2010

2010-11 OPERATING BUDGET AND FEE SCHEDULES

TABLE OF CONTENTS

	<u>Page</u>
EXECUTIVE SUMMARY AND INTRODUCTION	i
 A. CHANGES IN FUNDING	
Table A-1 UW System 2009-10 to 2010-11 Changes by Institution	A-1
Consolidated Schedule	A-2
 B. ACADEMIC TUITION AND REFUND POLICY AND SCHEDULE	
2010-11 Tuition Rates	B-1
Table B-1 UW System Proposed 2010-11 Tuition Schedule for Full Academic Year and Summer Session	B-3
Table B-2 UW System Consolidated Schedule of Tuition and Segregated Fees	B-8
UW System Tuition Refund Policy and Schedule	B-9
 C. UW AUXILIARY OPERATIONS	
Program Summary	C-1
Table C-1(a) 2010-11 Academic Year Segregated Fees	C-3
Table C-1(b) 2010-11 Academic Year Segregated Fees (excluding Major Projects)	C-4
Table C-2 2010-11 Academic Year Room and Board Rates	C-5
Table C-3 2010-11 Academic Year Segregated Fee Explanations	C-6
Table C-4 2010-11 Academic Year Textbook Rental Fees	C-23
Table C-5 2010-11 Academic Year Residence Hall and Meal Plan Rates	C-24
Table C-6 2010-11 Academic Year Other Residence Halls and Meal Plan Rates	C-27
Table C-7 2010-11 Apartment Monthly Rates	C-29
Table C-8 Auxiliary Operations Budget Summary (Funds 123, 128, 129, 528, and 530)	C-30
Table C-9 Auxiliary Resources and Expenditures	C-31
 D. ANNUAL DISTRIBUTION ADJUSTMENTS	D-1
 APPENDIX A: SUMMARY OF DIFFERENTIAL TUITION PROGRAMS	App A-1

2010-11 ANNUAL OPERATING BUDGET

EXECUTIVE SUMMARY

The 2010-11 Operating Budget is based upon the funding provided in the Wisconsin 2009-11 Biennial Budget. The state's fiscal situation appears to be slowly improving but there are still significant challenges that must be addressed.

Full-time annual employees are required to take 8 days of furlough this year. There are no salary increases for most state employees, and there is a \$200 million lapse requirement for the 2009-11 biennium that has yet to be assigned by the Department of Administration to state agencies. In addition, fringe benefit costs have increased significantly more than anticipated.

Affordability

The Wisconsin Higher Education Grant (WHEG-UW) program for UW students was flat funded in 2009-10, but will increase in the 2010-11 year by \$3.3 million, or 6.1%. The flat funding of WHEG combined with an increase in student applications resulted in an increase in the number of students who were eligible for WHEG but unable to receive a grant. More than 7,400 students were wait listed in the current (2009-10) fiscal year. However, the increase in funding combined with changes to the WHEG formula will result in approximately 1,800 additional students receiving a WHEG award in the upcoming (2010-11) fiscal year.

In addition, the state budget provides \$8.3 million in 2010-11 for the UW System to support the Tuition Increase Grant (TIG) financial aid program. This program serves resident undergraduate students from families with incomes of less than \$60,000 (the median family income for Wisconsin). Students must have unmet financial need and not have received aid under the WHEG program. In 2009-10 over 10,700 students received an award through the TIG program. The TIG funding, combined with a \$200 increase in the maximum award for the federal Pell Grants, should allow the UW System to provide additional financial aid to students whose families earn up to \$60,000, effectively holding them harmless from this year's general tuition increases. Students who participated in the program in 2009-10, and still remain eligible, will be held harmless for two years of general tuition increases. \$6.4 million of the funding for TIG is ongoing and comes from state GPR. The other \$1.9 million is one-time funding the State transferred from UW Auxiliary Operations.

The operating budget includes a freeze on tuition at UW Colleges for the fourth consecutive year. This freeze allows a low-cost entry point to higher education for approximately 13,800 Wisconsin citizens. In addition to lower tuition, students can take advantage of the savings of living closer to home for a period of time by using guaranteed transfer programs and the UW-Madison Connections Program. Currently, about 2,500 students each year transfer from a UW Colleges campus to one of the four-year institutions.

UW-Madison and UW-Eau Claire have included strong financial aid components in the differential tuition programs that are being phased in at their institutions to ensure that students are not priced out of an education.

UW System institutions have continued to seek additional private funding to provide financial aid. Funding for institutional grants has increased from \$35.2 million in 2003-04 to \$56.1 million in 2008-09 (the most recent year for which information is available) representing a 59.4% increase in five years.

In addition, the UW System has moved forward with initiatives that could reduce time to degree and therefore the cost of achieving a degree. By completing a college degree in four years rather than five, a student at a comprehensive institution could save around \$15,000. To help students who are interested in this option, UW institutions are developing templates for achieving certain degrees in four years. In addition, UW-Stout plans to offer three-year degree programs in Business Administration, Psychology, and Hotel, Restaurant, and Tourism Management. A three-year degree completion plan will be developed for students who sign a contract indicating that they understand the program requirements. The programs are slated to begin this fall (Fall 2010). Students will be given priority when registering for classes and will be required to enroll in winter and summer session classes.

I. 2010-11 GPR/FEE CHANGES

2009 Wisconsin Act 28, the 2009-11 Biennial Budget, provides \$23.1 million of net new GPR resources, along with \$4.2 million of tuition revenue in the UW System budget for 2010-11, a total increase of \$27.3 million GPR/Fees. Changes in funding include:

Reductions:

- ✓ A \$31 million decrease in funding due to a transfer of GPR between the 2009-10 year and the 2010-11 fiscal year. This resulted in a one-time increase of \$15.5 million in the 2009-10 fiscal year, and a one-time decrease in funding of \$15.5 million in 2010-11.
- ✓ A \$2 million decrease in GPR to remove one-time funding provided to UW-Madison in 2009-10 for Genomics.

Increases:

- ✓ A \$30 million increase in GPR to lower the general budget reduction from \$65 million in 2009-10 to \$35 million ongoing.
- ✓ \$8.2 million GPR for the UW-Madison Wisconsin Institutes for Discovery.
- ✓ \$6.4 million in GPR for the Tuition Increase Grant (plus \$1.9 million in one-time auxiliary funds).
- ✓ \$5.0 million GPR/Fee funding for recruitment and retention of faculty and certain academic staff.
- ✓ \$5.0 million in GPR/Fee funding for utilities.
- ✓ \$3.9 million GPR in debt service.
- ✓ \$624,300 GPR for minority and disadvantaged financial aid, \$4,600 in funding for leases and \$1.1 million Fees for the student technology fee.

GPR/Fee Funding Changes from 2009-10 to 2010-11

	GPR	Fees	Total
2009-10 Operating Budget Document	\$1,139,816,724	\$1,051,408,117	\$2,191,224,841
Legislative Budget Changes	\$23,100,700	\$4,167,400	\$27,268,100
Academic Fee Continuing Appropriation Changes, including Credit Outreach		\$24,594,899	\$24,594,899
Estimated Health Insurance, Retirement, and Pay Plan	\$16,419,760	\$16,073,358	\$32,493,118
Use of furlough savings for one-time reduction		\$15,500,000	\$15,500,000
Furlough savings included in 2009-10 Budget		(\$17,000,000)	(\$17,000,000)
Tuition Offset to Base Reduction		\$17,000,000	\$17,000,000
Subtotal – 2010-11 Changes	\$39,520,460	\$60,335,657	\$99,856,117
2010-11 Budget	\$1,179,337,184	\$1,111,743,774	\$2,291,080,958

After pay plan and other adjustments, GPR will increase by \$39.5 million (3.4%), and tuition revenue, resulting from standard tuition increases, differentials, and additional enrollments, will increase by \$60.3 million (5.7%) Table A-1 provides a detailed allocation of changes in GPR/Fee funding by institution from 2009-10 to 2010-11.

In addition to the changes in the biennial budget, it is recommended that \$17.0 million of tuition revenue be used to offset the general budget reduction. Combined with the \$18 million of tuition offset in the 2009-10 budget, this will result in a complete offset of the \$35 million ongoing general reduction. However, institutions will still need to manage the ongoing 1% across the board reductions of \$10.2 million GPR and the \$8.8 million of across the board program revenue reductions.

One of the largest contributors to GPR/Fee increases are the larger than anticipated increases in health insurance and retirement costs in 2009-10, which are reflected in the estimated increases for the 2010-11 year. The annual budget also reflects the settlement of several small collective bargaining agreements.

II. 2010-11 RECOMMENDED ANNUAL TUITION RATES

As described above, the recommended tuition increases for 2010-11 will generate \$17 million to fully offset the general budget reduction of \$35 million (along with the \$18 million offset previously approved in 2009-10). The budget also assumes the continued reallocation of \$17 million of tuition funds (due to state-imposed furloughs). These resources will allow the UW System to move forward with a number of its Growth Agenda goals and to minimize the impact of cuts and lapses on core services provided to students. Temporarily reallocating the \$17 million will reduce the impact of cuts and lapses on the institutions, improve service to current students, and allow lower, more predictable tuition increases in the 2011-12 fiscal year.

Recommended tuition increases for resident undergraduate students are \$638 at UW-Madison, including the second year of a four-year \$250-per-year differential increase, \$379 at UW-Milwaukee, and \$295 at the UW Comprehensive universities. Consistent with recent Board practice, recommended tuition increases for nonresident undergraduates and resident graduate students are at the same dollar amount as those for undergraduate resident students.

Tuition at the UW Colleges will remain frozen at 2006-07 rates. This is the fourth consecutive year of freezing these rates, maintaining a lower-cost entry point for Wisconsin citizens at 13 campuses across the state.

For the third consecutive year, a freeze of nonresident graduate tuition is recommended. Freezing nonresident graduate tuition will reduce the cost of providing tuition remissions, and provide a boost to the research mission of UW System institutions. Tuition for nonresident graduate students ranges from \$660 to \$2,600 higher at UW System institutions than at peer institutions. Nonresident graduate students provide critical support to research activities and provide classroom instruction as teaching assistants at UW System institutions, particularly at UW-Madison and UW-Milwaukee. Providing nonresident tuition remissions are a must in order to compete for the best and brightest graduate students and are often legislatively required. These remissions place a significant financial burden on academic departments and a disincentive for faculty to seek research grants.

Tuition for undergraduate nonresident students will increase by the same dollar amount as resident undergraduate students. With these increases, tuition will be sufficient to cover the full cost of their education plus the equivalent of the average state support for a resident student. Providing competitive nonresident undergraduate tuition rates has been successful in increasing the number of both nonresident and resident students enrolled in the UW System. Data from Fall 2009 indicate that nonresident enrollment has grown by more than 3,519 headcount overall while resident enrollments are up by 5,086 since 2006-07. Increasing the number of nonresident undergraduate students continues to provide additional resources to educate Wisconsin resident students.

III. AUXILIARY OPERATIONS AND OTHER FUNDS

Recommended segregated fee rate increases at the four-year institutions average 6.1% for 2010-11. Reasons for the rate increases include:

- Student approved facility enhancements at UW-Eau Claire, UW-La Crosse, UW-Parkside, UW-River Falls, UW-Stout, and UW-Superior.
- Higher costs associated with student approved or initiated programs, increases to compensation for represented classified staff, and supplies and expenses. Table C-3 provides a more detailed explanation of segregated fee increases.

Recommended segregated fee increases at the UW Colleges average 3.8%. Changes are largely due to increases in organized activities and athletics, along with the addition of mental health services to campuses.

Recommended Room and Board rates at the four-year institutions increased an average of 3.8%. Increases are primarily attributed to the following:

- Renovations to residence halls and facility maintenance projects.
- A new meal plan program at UW-Whitewater and extended service hours at UW-Milwaukee, UW-Eau Claire, UW-Parkside, UW-Platteville, and UW-Superior.

The consolidated tuition and fee schedule (A-2) provides the total cost of education for a typical freshman who lives in a residence hall and participates in the meal plan. This schedule also includes the number of students at each institution who are expected to participate in the meal plan and contract for rooms. In most cases, these students represent less than one-third of the total headcount population at an institution. However, for these students, the average cost increase for 2010-11 is 5.1%, ranging from 3.1% at UW-La Crosse to 7.2% at UW-Eau Claire.

The major drivers of increases at UW-Eau Claire are the first phase of the BluGold Commitment differential which increases tuition \$300 per year for four years, the final phase of increases to fund the student center, a new student-initiated \$20 sustainability fee, and increased funding to add staff in health services.

The 2010-11 auxiliary operations budget includes adjustments covering increased compensation (to generate the funds needed to pay the represented classified increases that were implemented in June 2009 even though the associated funding was lapsed back to the state), changes in supplies and expenses, added health care costs, new services, additional capital expenditures, and a required 1% reduction of \$5.3 million that the UW System will need to lapse back to the state. Planned expenditures will decrease 0.1% in 2010-11 to \$692 million.

Total Other Funds, which include auxiliaries, federal and private gifts, grants, and contracts, other operating receipts, noncredit instruction, and trust funds, will increase \$739.2 million. This is a 28.8% increase over 2009-10, and will support 59.0% of the total budget. The change is primarily due to required participation in the Federal Direct Student Loan Program which increases the budget by more than \$680 million. These funds are “pass-through” dollars for the UW System and reflect resources that are already included in tuition and fee revenues. The UW System is required to lapse \$8.8 million in program revenue funds in 2010-11 for the 1% across-the-board reductions, including \$5.3 million in auxiliary funds. Another \$8.0 million of program revenue funding will lapse back to the state for furloughs, as well as \$5.4 million for the rescinded 2% pay plan.

A. CHANGES IN FUNDING

TABLE A-1
University of Wisconsin System
Fiscal Year 2010-11 Annual Budget
Changes By Institution
GPR/Fees

	2009-10 GPR/Fees	Recruitment and Retention	Compensation	Tuition Targets and Differential Tuition	Financial Aid	Utilities/Debt Service	Government Efficiency Lapse	Remove FY10 Use of Furlough Savings	2010-11 Tuition Offset	Temporary Use of Tuition Furlough Savings	Other ¹	2010-11 GPR/Fees	Total Change
Madison	660,137,223	2,067,446	520,640	11,076,599	173,803	5,051,176	(315,078)	(6,366,500)	6,366,500	4,883,647	5,949,798	689,545,254	29,408,031
Milwaukee	221,042,177	484,811		4,980,000	218,090	422,469	(111,728)	(2,257,600)	2,257,600	1,853,514	160,265	229,049,598	8,007,421
Eau Claire	72,551,168	154,572			34,300	930,150	(49,800)	(846,600)	846,600	771,900	55,548	74,447,838	1,896,670
Green Bay	38,741,945	61,261			46,975	109,606	(24,000)	(408,000)	408,000	372,000	25,727	39,333,514	591,569
La Crosse	61,965,108	135,504			(8,888)	121,139	(41,500)	(705,500)	705,500	547,726	47,801	62,766,890	801,782
Oshkosh	74,120,094	151,732		1,003,915	66,501	142,210	(40,131)	(810,900)	810,900	643,940	54,419	76,142,680	2,022,586
Parkside	36,474,280	62,884			27,938	208,532	(22,800)	(387,600)	387,600	353,400	21,121	37,125,355	651,075
Platteville	52,950,397	98,991		880,967	38,537	132,903	(28,100)	(477,700)	477,700	391,139	32,584	54,497,418	1,547,021
River Falls	42,227,635	93,311		(60,330)	(1,559)	100,538	(23,725)	(479,400)	479,400	432,624	32,044	42,800,538	572,903
Stevens Point	62,885,034	131,447			6,386	181,425	(41,400)	(703,800)	703,800	604,447	47,056	63,814,395	929,361
Stout	59,420,193	114,002		187,380	5,047	145,784	(37,700)	(640,900)	640,900	514,974	46,239	60,395,919	975,726
Superior	24,351,924	43,410		125,251	(2,922)	77,057	(12,620)	(255,000)	255,000	198,067	12,425	24,792,592	440,668
Whitewater	67,611,421	149,703		628,000	(920)	136,258	(42,700)	(725,900)	725,900	596,797	55,753	69,134,312	1,522,891
Colleges	52,377,471	123,739		(647,276)	21,012	1,187,953	(38,000)	(646,000)	646,000	589,000	42,742	53,656,641	1,279,170
Extension	86,192,311	184,187				3,786	(43,400)	(737,800)	737,800	652,486	1,272,609	88,261,979	2,069,668
System Admin./Systemwide	88,162,437				6,400,000	1,014	(32,400)	(550,800)	550,800	445,077	85,578	95,061,706	6,899,269
System Total-Excl. Fringe Benefits	1,701,210,818	4,057,000	520,640	18,174,506	7,024,300	8,952,000	(905,082)	(17,000,000)	17,000,000	13,850,738	7,941,709	1,760,826,629	59,615,811
Fringe Benefits	490,014,023	943,000	31,972,478	4,395,892			(94,918)			1,649,262	1,374,592	530,254,329	40,240,306
System Total	2,191,224,841	5,000,000	32,493,118	22,570,398	7,024,300	8,952,000	(1,000,000)	(17,000,000)	17,000,000	15,500,000	9,316,301	2,291,080,958	99,856,117

(1) Includes \$8.2 million for Wisconsin Institute for Discovery, \$1.1 million for the Student Technology Fee, \$2.0 million for Credit Extension, and a \$2 million reduction for the removal of the Wisconsin Genomics Initiative.

UNIVERSITY OF WISCONSIN SYSTEM
2010-11 CONSOLIDATED SCHEDULE OF TUITION, SEGREGATED FEES, AND ROOM AND BOARD
Reflecting the Typical Costs of a Resident Freshman Living on Campus
Doctoral and Comprehensive Universities

Campus	FY11 Tuition	Change	FY11 Seg Fee	Change	FY11 Room Rate	Change	FY11 Meal Plan	Change	FY11 Total	Total Increase	Total % Increase	# of Room Contracts	# of Meal Plans	Fall Headcount
Madison (1)	7,933	638	1,050	36	4,772	188	2,663	90	16,418	952	6.2%	6,828	6,828	41,654
Milwaukee	7,269	379	882	70	4,350	212	2,668	(32)	15,169	629	4.3%	2,597	3,675	30,418
Eau Claire (2)	6,122	595	1,053	131	2,920	90	2,850	50	12,945	866	7.2%	3,561	3,780	11,216
Green Bay	5,659	295	1,314	64	3,700	300	1,750	150	12,423	809	7.0%	491	787	6,638
La Crosse (3)	6,809	384	918	14	3,240	0	2,390	0	13,357	398	3.1%	2,770	2,553	10,009
Oshkosh	5,775	298	905	33	3,552	112	2,424	0	12,656	443	3.6%	3,110	4,032	13,192
Parkside	5,659	295	960	48	3,914	114	2,060	110	12,593	567	4.7%	1,002	1,069	5,303
Platteville	5,766	300	864	16	3,106	90	2,102	116	11,838	522	4.6%	2,627	3,081	7,803
River Falls	5,731	295	1,020	67	3,400	162	2,130	38	12,281	562	4.8%	2,509	3,043	6,728
Stevens Point	5,659	295	1,050	20	3,438	102	2,322	46	12,469	463	3.9%	3,035	3,007	9,209
Stout (4)	5,813	306	821	82	3,300	100	2,260	124	12,194	612	5.3%	2,918	3,010	9,017
Superior	5,866	295	1,300	134	3,050	90	2,280	155	12,496	674	5.7%	680	560	2,794
Whitewater	5,857	306	831	30	3,232	160	2,170	214	12,090	710	6.2%	3,600	3,600	11,139
Average	6,148	360	997	57	3,536	132	2,313	82	12,994	631	5.1%	35,728	39,025	165,120

(1) The UW-Madison tuition increase includes \$250 for the Madison Initiative. This is the second of four planned increases for the initiative.

(2) The UW-Eau Claire tuition includes \$300 for the Bugold Initiative. This is the first of four planned increases for the initiative.

(3) The UW-La Crosse tuition rate is for students starting at UW-La Crosse in Fall 2008. Students starting before Fall 2008 pay a lower rate as part of the Growth, Quality, and Access differential tuition program.

(4) UW-Stout is the only UW institution to charge a per-credit tuition rate. The full-time tuition rate shown is the per-credit rate multiplied by the average resident undergraduate credit load in Fall 2008. The actual tuition increase paid by a student will vary based on the number of credits taken.

UNIVERSITY OF WISCONSIN SYSTEM
2010-11 CONSOLIDATED SCHEDULE OF TUITION, SEGREGATED FEES, AND ROOM AND BOARD
Reflecting the Typical Costs of a Resident Freshman Living on Campus
UW Colleges

UW Colleges	FY11 Tuition	Change	FY11 Seg Fee	Change	FY11 Room Rate	Change	FY11 Meal Plan	Change	FY11 Total	Total Increase	Total % Increase	# of Room Contracts	# of Meal Plans	Fall Headcount
Baraboo	\$4,268	\$0	\$392	\$7					\$4,660	\$7	0.2%			
Barron	\$4,268	\$0	\$330	\$30					\$4,598	\$30	0.7%			
Fond du Lac	\$4,268	\$0	\$337	\$11					\$4,605	\$11	0.2%			
Fox Valley	\$4,268	\$0	\$264	\$26					\$4,532	\$26	0.6%			
Manitowoc	\$4,268	\$0	\$314	\$3					\$4,582	\$3	0.1%			
Marathon	\$4,268	\$0	\$276	\$5	\$2,725	\$0	\$1,565	\$79	\$8,834	\$84	1.0%	136	136	1,388
Marinette	\$4,268	\$0	\$292	\$5					\$4,560	\$5	0.1%			
Marshfield	\$4,268	\$0	\$343	\$5					\$4,611	\$5	0.1%			
Richland	\$4,268	\$0	\$349	\$5					\$4,617	\$5	0.1%			
Rock Cty	\$4,268	\$0	\$307	\$3					\$4,575	\$3	0.1%			
Sheboygan	\$4,268	\$0	\$308	\$34					\$4,576	\$34	0.7%			
Washington	\$4,268	\$0	\$327	\$2					\$4,595	\$2	0.0%			
Waukesha	\$4,268	\$0	\$304	\$6					\$4,572	\$6	0.1%			

<p>B. ACADEMIC TUITION AND REFUND POLICY AND SCHEDULE</p>
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2010-11 TUITION RATES

Recommended Tuition Increases: Recommended tuition increases for resident undergraduate students are \$638 at UW-Madison, \$379 at UW-Milwaukee, and \$295 at the UW Comprehensive universities for the 2010-11 academic year. The UW-Madison tuition increase includes \$250 for the second year of the undergraduate tuition differential approved in May 2009. Consistent with recent Board practice, recommended tuition increases for many other student groups are at the same dollar amount as those for undergraduate resident students.

The recommendation for the UW Colleges is to keep tuition at 2006-07 rates. This would be the fourth consecutive year of no increase in UW Colleges tuition, and would provide a lower-cost entry point for students at 13 campuses across the state.

For the third consecutive year, a freeze of nonresident graduate tuition at 2007-08 rates is recommended. Freezing nonresident graduate tuition will reduce the cost of providing remissions, and provide a boost to the research mission of UW System institutions. Tuition rates for nonresident graduate students are currently \$660 to \$2,600 higher at UW System institutions than at peer institutions. Nonresident graduate students provide critical support to research activities and provide classroom instruction as teaching assistants at UW System institutions, particularly at UW-Madison and UW-Milwaukee. Providing nonresident tuition remissions are a must in order to compete for the best and brightest graduate students. These remissions place a significant financial burden on academic departments and a disincentive for faculty to seek research grants.

Peer Comparisons: The following table summarizes the distance to the peer median for UW System institutions in 2009-10, and the proposed changes for 2010-11. The table includes both tuition and segregated fees. The combination of tuition and segregated fees at UW System universities has been significantly lower than at peer institutions, and will remain so in 2010-11.

2009-10 PEER GROUP TUITION AND SEGREGATED FEE COMPARISONS				
	<u>Tuition and Segregated Fees</u>	<u>Peer Group Midpoint</u>	<u>Distance From Peer Midpoint</u>	<u>Proposed 2010-11 Change</u>
<u>UW-MADISON</u>				
Resident Undergraduate	\$8,310	\$9,803	-\$1,493	\$674
Nonresident Undergraduate	\$23,059	\$25,639	-\$2,580	\$1,174
Resident Graduate	\$10,514	\$11,331	-\$817	\$424
Nonresident Graduate	\$25,068	\$24,407	\$661	\$36
<u>UW-MILWAUKEE</u>				
Resident Undergraduate	\$7,702	\$8,328	-\$626	\$399
Nonresident Undergraduate	\$17,431	\$19,318	-\$1,887	\$399
Resident Graduate	\$9,998	\$11,271	-\$1,273	\$399
Nonresident Graduate	\$23,664	\$21,647	\$2,017	\$20
<u>UW COMPRHENSIVES</u>				
Resident Undergraduate	\$6,309	\$8,071	-\$1,762	\$315 to \$726
Nonresident Undergraduate	\$13,882	\$15,857	-\$1,975	\$315 to \$726
Resident Graduate	\$7,651	\$8,165	-\$514	\$311 to \$429
Nonresident Graduate	\$17,716	\$15,108	\$2,608	\$16 to \$135

Projected Peer Increases: The following table summarizes 2010-11 estimated academic year tuition and dollar increases over 2009-10 actual academic year tuition for UW-Madison and its peer institutions that have already set tuition rates for 2010-11. UW-Madison's tuition would be the second or third lowest among Big Ten institutions. Peer institution tuition increases for UW-Milwaukee and UW Comprehensive universities are not available at this time.

UW-MADISON 2010-11 RESIDENT UNDERGRADUATE <i>TUITION</i> COMPARISON*		
	<u>Dollar Increase</u>	<u>Tuition</u>
Illinois	\$905	\$10,389
Indiana	\$402	\$8,124
Iowa	\$348	\$6,130
Michigan State	\$510	\$10,920
Minnesota	\$401	\$9,521
Ohio State	\$558	\$8,541
Purdue	\$410	\$8,592
UW-Madison	\$638	\$7,933

* Rates shown are for new, entering students. The UW-Madison rate includes the second \$250 differential tuition increase.

Law School Tuition: Recommended tuition for UW-Madison Law School students will increase by an additional \$1,200 for resident and nonresident students, or \$1,588 in total. During the 2010-11 fiscal year one-third of the additional funding would be used for Financial Aid, one-third for faculty hiring likely in the areas of Business and other high demand areas, and one-third for student services. Current Law School resident tuition rates are considerably lower than rates at peer institutions.

School of Pharmacy Tuition: Tuition for resident students in the School of Pharmacy is recommended to increase by the same percentage as resident undergraduate students, and tuition for nonresidents would increase by the same dollar amount. The additional funding will be used to enhance and support clerkship sites located throughout Wisconsin with a focus on rural parts of the state. This will help address key areas of pharmacist shortages. The funding will also provide additional support for laboratory courses and student services.

Tuition Tables: The recommended 2010-11 tuition schedule, including all UW System differential tuition programs/rates and summer session rates, is shown in Table B-1. Table B-2 shows the consolidated schedule of tuition and segregated fees for 2010-11. The UW System tuition refund policy and schedule follows on pages B-9 and B-10.

TABLE B-1

**UNIVERSITY OF WISCONSIN SYSTEM
2010-11
TUITION SCHEDULE**

	Annual Tuition	Semester Tuition	Summer Tuition (a)
<u>UW-Madison</u>			
Resident			
Undergraduate	\$7,933	\$3,967	\$1,983
Bachelor's of Business Administration	\$8,933	\$4,467	\$2,233
Certificate in Business	\$8,233	\$4,117	\$2,058
Engineering	\$9,333	\$4,667	\$2,333
Graduate	\$9,887	\$4,944	\$2,472
Business Masters	\$11,343	\$5,672	\$2,836
Law School	\$16,995	\$8,498	\$4,249
Medical School	\$22,967	\$11,484	N/A
Veterinary School	\$17,085	\$8,543	\$4,271
Pharmacy	\$13,618	\$6,809	\$3,404
Nonresident			
Undergraduate	\$23,183	\$11,592	\$5,796
Bachelor's of Business Administration	\$24,183	\$12,092	\$6,046
Certificate in Business	\$23,483	\$11,742	\$5,871
Engineering	\$24,583	\$12,291	\$6,146
Graduate	\$24,054	\$12,027	\$6,014
Business Masters	\$25,678	\$12,839	\$6,420
Law School	\$36,532	\$18,266	\$9,133
Medical School	\$33,704	\$16,852	N/A
Veterinary School	\$24,769	\$12,385	\$6,192
Pharmacy	\$26,075	\$13,038	\$6,519
<u>UW-Milwaukee</u>			
Resident			
Undergraduate	\$7,269	\$3,635	\$1,817
Graduate	\$9,565	\$4,782	\$2,391
Communication Science & Disorders	\$11,478	\$5,739	\$2,869
Occupational Therapy	\$11,478	\$5,739	\$2,869
Business Masters	\$10,959	\$5,479	\$2,740
Nonresident			
Undergraduate	\$16,998	\$8,499	\$4,249
Midwest Student Exchange - Undergraduate	\$10,904	\$5,452	\$2,726
Graduate	\$22,852	\$11,426	\$5,713
Midwest Student Exchange - Graduate	\$14,348	\$7,174	\$3,587
Communication Science & Disorders	\$27,423	\$13,711	\$6,856
Occupational Therapy	\$27,423	\$13,711	\$6,856
Business Masters	\$24,316	\$12,158	\$6,079
Midwest Student Exchange - Business Masters	\$14,348	\$7,174	\$3,587
Additional Per Credit Differential Tuition (b)			
Sheldon B. Lubar School of Business Administration		\$20	\$20
College of Engineering and Applied Science		\$21	\$21
College of Nursing		\$31	\$31
Peck School of the Arts		\$21	\$21
School of Architecture 100 Level Courses		\$12	\$12
School of Architecture 200-800 Level Courses		\$43	\$43

- (a) Represents tuition for a "full-time" summer session student, which is defined as half of the full-time academic year semester
 (b) These amounts are in addition to regular tuition for resident and nonresident students taking courses in these disciplines.

TABLE B-1 (Continued)

**UNIVERSITY OF WISCONSIN SYSTEM
2010-11
TUITION SCHEDULE**

	<u>Annual Tuition</u>	<u>Semester Tuition</u>	<u>Summer Tuition (a)</u>
<u>UW-Eau Claire</u>			
Resident			
Undergraduate	\$6,122	\$3,061	\$1,530
Graduate	\$7,001	\$3,500	\$1,945
Business Masters	\$7,555	\$3,777	\$2,099
Nonresident			
Undergraduate	\$13,695	\$6,847	\$3,424
Return to Wisconsin Program	\$10,387	\$5,193	\$2,597
Midwest Student Exchange - Undergraduate	\$8,951	\$4,476	\$2,238
Graduate	\$16,771	\$8,386	\$4,659
Midwest Student Exchange - Graduate	\$10,501	\$5,251	\$2,917
Business Masters	\$17,351	\$8,676	\$4,820
Midwest Student Exchange - Business Masters	\$11,055	\$5,528	\$3,071
<u>UW-Green Bay</u>			
Resident			
Undergraduate	\$5,659	\$2,829	\$1,415
Graduate	\$7,001	\$3,500	\$1,945
Nonresident			
Undergraduate	\$13,232	\$6,616	\$3,308
Return to Wisconsin	\$9,924	\$4,962	\$2,481
Midwest Student Exchange - Undergraduate	\$8,488	\$4,244	\$2,122
Graduate	\$16,771	\$8,386	\$4,659
Midwest Student Exchange - Graduate	\$10,501	\$5,251	\$2,917
<u>UW-La Crosse</u>			
Resident			
Undergraduate (Enrolled Prior to Fall 2008)	\$5,779	\$2,889	\$1,445
Undergraduate (Enrolled After Fall 2008)	\$6,809	\$3,404	\$1,702
Graduate	\$7,121	\$3,560	\$1,978
Occupational Therapy	\$8,521	\$4,261	\$2,367
Business Masters	\$7,675	\$3,838	\$2,132
Physical Therapy/Physician Assistant	\$8,521	\$4,261	\$2,367
Physical Therapy - Doctoral Program	\$9,565	\$4,782	\$2,391
Nonresident			
Undergraduate (Enrolled Prior to Fall 2008)	\$13,352	\$6,676	\$3,338
Undergraduate (Enrolled After Fall 2008)	\$14,382	\$7,191	\$3,595
Return to Wisconsin (Enrolled Prior to Fall 2008)	\$10,044	\$5,022	\$2,511
Return to Wisconsin (Enrolled After Fall 2008)	\$11,074	\$5,537	\$2,768
Midwest Student Exchange - UG (Prior to Fall 2008)	\$8,608	\$4,304	\$2,152
Midwest Student Exchange - UG (After Fall 2008)	\$9,638	\$4,819	\$2,410
Graduate	\$16,891	\$8,446	\$4,692
Midwest Student Exchange - Graduate	\$10,621	\$5,311	\$2,950
Occupational Therapy	\$20,246	\$10,123	\$5,624
Business Masters	\$17,472	\$8,736	\$4,853
Midwest Student Exchange - Bus Masters	\$11,175	\$5,588	\$3,104
Physical Therapy/Physician Assistant	\$20,246	\$10,123	\$5,624
Physical Therapy - Doctoral Program	\$22,852	\$11,426	\$5,713

TABLE B-1 (Continued)

UNIVERSITY OF WISCONSIN SYSTEM
2010-11
TUITION SCHEDULE

	Annual Tuition	Semester Tuition	Summer Tuition (a)
<u>UW-Oshkosh</u>			
Resident			
Undergraduate	\$5,775	\$2,888	\$1,444
Graduate	\$7,001	\$3,500	\$1,945
Business Masters	\$7,555	\$3,777	\$2,099
Nonresident			
Undergraduate	\$13,348	\$6,674	\$3,337
Return to Wisconsin Program	\$10,040	\$5,020	\$2,510
Midwest Student Exchange - Undergraduate	\$8,605	\$4,302	\$2,151
Graduate	\$16,771	\$8,386	\$4,659
Midwest Student Exchange - Graduate	\$10,501	\$5,251	\$2,917
Business Masters	\$17,351	\$8,676	\$4,820
Midwest Student Exchange - Business Masters	\$11,055	\$5,528	\$3,071
<u>UW-Parkside</u>			
Resident			
Undergraduate	\$5,659	\$2,829	\$1,415
Graduate	\$7,001	\$3,500	\$1,945
Business Masters	\$7,555	\$3,777	\$2,099
Nonresident			
Undergraduate	\$13,232	\$6,616	\$3,308
Return to Wisconsin	\$9,924	\$4,962	\$2,481
Midwest Student Exchange - Undergraduate	\$8,488	\$4,244	\$2,122
Graduate	\$16,771	\$8,386	\$4,659
Midwest Student Exchange - Graduate	\$10,501	\$5,251	\$2,917
Business Masters	\$17,351	\$8,676	\$4,820
Midwest Student Exchange - Business Masters	\$11,055	\$5,528	\$3,071
<u>UW-Platteville</u>			
Resident			
Undergraduate	\$5,766	\$2,883	\$1,442
Graduate	\$7,001	\$3,500	\$1,945
Nonresident			
Undergraduate	\$13,339	\$6,670	\$3,335
Undergraduate Tri-State Initiative	\$10,166 \$9,766	\$5,083 \$4,883	\$2,542 \$2,444
Midwest Student Exchange Program Undergraduate	\$8,596	\$4,298	\$2,149
Graduate	\$16,771	\$8,386	\$4,659
<u>UW-River Falls</u>			
Resident			
Undergraduate	\$5,731	\$2,865	\$1,433
Graduate	\$7,001	\$3,500	\$1,945
Nonresident			
Undergraduate	\$13,304	\$6,652	\$3,326
Return to Wisconsin Program	\$9,996	\$4,998	\$2,499
Graduate	\$16,771	\$8,386	\$4,659

TABLE B-1 (Continued)

**UNIVERSITY OF WISCONSIN SYSTEM
2010-11
TUITION SCHEDULE**

	<u>Annual Tuition</u>	<u>Semester Tuition</u>	<u>Summer Tuition (a)</u>
<u>UW-Stevens Point</u>			
Resident			
Undergraduate	\$5,659	\$2,829	\$1,415
Graduate	\$7,001	\$3,500	\$1,945
Collaborative Audiology	\$9,887	\$4,944	\$2,472
Nonresident			
Undergraduate	\$13,232	\$6,616	\$3,308
Return to Wisconsin	\$9,924	\$4,962	\$2,481
Midwest Student Exchange - Undergraduate	\$8,488	\$4,244	\$2,122
Graduate	\$16,771	\$8,386	\$4,659
Midwest Student Exchange - Graduate	\$10,501	\$5,251	\$2,917
Collaborative Audiology	\$24,054	\$12,027	\$6,014
<u>UW-Stout (c)</u>			
Resident			
Undergraduate		\$210	\$210
Graduate		\$337	\$337
Nonresident			
Undergraduate		\$468	\$468
Midwest Student Exchange - Undergraduate		\$310	\$310
Graduate		\$620	\$620
Midwest Student Exchange		\$497	\$497
<u>UW-Superior</u>			
Resident			
Undergraduate	\$5,866	\$2,933	\$1,466
Graduate	\$7,001	\$3,500	\$1,945
Nonresident			
Undergraduate	\$13,439	\$6,719	\$3,360
Midwest Student Exchange - Undergraduate	\$8,695	\$4,348	\$2,174
Graduate	\$16,771	\$8,386	\$4,659
Midwest Student Exchange - Graduate	\$10,501	\$5,251	\$2,917
<u>UW-Whitewater</u>			
Resident			
Undergraduate	\$5,857	\$2,928	\$1,464
Graduate	\$7,001	\$3,500	\$1,945
Business Masters	\$7,555	\$3,777	\$2,099
Nonresident			
Undergraduate	\$13,430	\$6,715	\$3,357
Return to Wisconsin Program	\$10,122	\$5,061	\$2,530
Midwest Student Exchange - Undergraduate	\$8,686	\$4,343	\$2,172
Graduate	\$16,771	\$8,386	\$4,659
Midwest Student Exchange - Graduate	\$10,501	\$5,251	\$2,917
Business Masters	\$17,351	\$8,676	\$4,820
Midwest Student Exchange - Business Masters	\$11,055	\$5,528	\$3,071

TABLE B-1 (Continued)

**UNIVERSITY OF WISCONSIN SYSTEM
2010-11
TUITION SCHEDULE**

	<u>Annual Tuition</u>	<u>Semester Tuition</u>	<u>Summer Tuition (a)</u>
<u>UW Colleges</u>			
Resident			
Undergraduate	\$4,268	\$2,134	\$1,067
Nonresident			
Undergraduate	\$11,252	\$5,626	\$2,813
Midwest Student Exchange	\$6,402	\$3,201	\$1,601

TABLE B-2

**UNIVERSITY OF WISCONSIN SYSTEM
CONSOLIDATED SCHEDULE OF TUITION AND SEGREGATED FEES
2010-11 ACADEMIC YEAR**

	Academic Tuition		Segregated Fees (a)	Total Tuition and Fees	
	Residents	Nonresidents		Residents	Nonresidents
<u>Doctoral Universities</u>					
Undergraduate					
UW-Madison	\$7,933	\$23,183	\$1,050	\$8,983	\$24,233
UW-Milwaukee	\$7,269	\$16,998	\$832	\$8,101	\$17,830
Graduate					
UW-Madison	\$9,887	\$24,054	\$1,050	\$10,937	\$25,104
UW-Milwaukee	\$9,565	\$22,852	\$832	\$10,397	\$23,684
Law	\$16,995	\$36,532	\$1,050	\$18,045	\$37,582
Medicine	\$22,967	\$33,704	\$1,050	\$24,017	\$34,754
Veterinary Medicine	\$17,085	\$24,769	\$1,050	\$18,135	\$25,819
<u>Comprehensive Universities General Rates</u>					
Undergraduate					
UW-Eau Claire	\$6,122	\$13,695	\$1,053	\$7,175	\$14,748
UW-Green Bay	\$5,659	\$13,232	\$1,314	\$6,973	\$14,546
UW-La Crosse	\$6,809	\$14,382	\$918	\$7,727	\$15,300
UW-Oshkosh	\$5,775	\$13,348	\$905	\$6,680	\$14,253
UW-Parkside	\$5,659	\$13,232	\$960	\$6,619	\$14,192
UW-Platteville	\$5,766	\$13,339	\$864	\$6,630	\$14,203
UW-River Falls	\$5,731	\$13,304	\$1,020	\$6,751	\$14,324
UW-Stevens Point	\$5,659	\$13,232	\$1,050	\$6,709	\$14,282
UW-Superior	\$5,866	\$13,439	\$1,300	\$7,165	\$14,738
UW-Whitewater	\$5,857	\$13,430	\$831	\$6,687	\$14,260
UW-Stout (b)	\$210	\$468	\$27	\$237	\$496
Graduate					
UW-Eau Claire	\$7,001	\$16,771	\$1,053	\$8,054	\$17,824
UW-Green Bay	\$7,001	\$16,771	\$1,314	\$8,315	\$18,085
UW-La Crosse	\$7,121	\$16,891	\$918	\$8,039	\$17,810
UW-Oshkosh	\$7,001	\$16,771	\$905	\$7,906	\$17,676
UW-Parkside	\$7,001	\$16,771	\$960	\$7,961	\$17,731
UW-Platteville	\$7,001	\$16,771	\$864	\$7,865	\$17,635
UW-River Falls	\$7,001	\$16,771	\$1,020	\$8,021	\$17,791
UW-Stevens Point	\$7,001	\$16,771	\$1,050	\$8,051	\$17,822
UW-Superior	\$7,001	\$16,771	\$1,300	\$8,300	\$18,071
UW-Whitewater	\$7,001	\$16,771	\$831	\$7,832	\$17,602
UW-Stout (b)	\$337	\$620	\$27	\$364	\$647
<u>UW Colleges</u>					
UW-Baraboo/Sauk	\$4,268	\$11,252	\$392	\$4,660	\$11,644
UW-Barron	\$4,268	\$11,252	\$330	\$4,598	\$11,582
UW-Fond Du Lac	\$4,268	\$11,252	\$337	\$4,605	\$11,589
UW-Fox Valley	\$4,268	\$11,252	\$264	\$4,532	\$11,515
UW-Manitowoc	\$4,268	\$11,252	\$314	\$4,582	\$11,565
UW-Marathon	\$4,268	\$11,252	\$276	\$4,544	\$11,527
UW-Marinette	\$4,268	\$11,252	\$292	\$4,560	\$11,544
UW-Marshfield/Wood	\$4,268	\$11,252	\$343	\$4,611	\$11,595
UW-Richland	\$4,268	\$11,252	\$349	\$4,617	\$11,600
UW-Rock	\$4,268	\$11,252	\$307	\$4,575	\$11,558
UW-Sheboygan	\$4,268	\$11,252	\$308	\$4,576	\$11,560
UW-Washington	\$4,268	\$11,252	\$327	\$4,595	\$11,579
UW-Waukesha	\$4,268	\$11,252	\$304	\$4,572	\$11,555

(a) Excludes United Council of UW Student Government's Fee Assessment and textbook rental fees.

(b) UW-Stout charges per-credit tuition and segregated fees. The UW-Stout laptop fee is not included.

Tuition and segregated fee rates shown in this table have been rounded to the dollar. Campus fee schedules and student billing statements will include actual rates that will be within a dollar of these rates.

UW System Tuition Refund Policy and Schedule

Refunds shall be made in accordance with Section Q. Refunds/Withdrawals/Drops and Attachment C of the Financial and Administrative Policy F44.

Q. Refunds/Withdrawals/Drops

UW System institutions are responsible for complying with federal regulations governing participation in the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965, as amended. To the extent that these regulations require a larger refund to federal funding sources than the amount specified by the refund policy stipulated below, the student will be responsible for the difference.

For refund, withdrawal, drop/adds and late payment purposes, the first session week is defined to end as of the close of regular business on Friday of the first full calendar week or, at the institution's option, after five class days.

Up to the end of the second session week (as institutionally defined) or the end of the 10th day of class, refunds for any credit reduction shall be at 100 percent (less the optional withdrawal fee). During the third and fourth session week, the refund shall be reduced to 50 percent and after the fourth session week, there shall be no refunds of tuition. At the institution's option, a flat add/drop fee as approved by the Vice President for Business and Finance may be assessed after the 100 percent refund period to cover administrative costs. The fee shall be deposited to Fund 128.

The burden of proof in determining the date of withdrawal/drop shall be on the student. The same refund schedule shall apply to both withdrawals and class drops. During the 100 percent refund period, a student who adds and drops credits of concurrently offered classes within the same session week shall be assessed additional fees or receive a refund based on the net result of those adds and drops. After the 100 percent refund period, students will be assessed for all adds and drops. If a part-time student only adds credits during the session week, the credits should be assessed at the full per-credit rate disregarding any previous refunds. Undergraduate students who take 12 through 18 credits and graduate students should not pay more than full-time student fees. Undergraduates who take more than 18 credits shall have the refund schedule applied to those credits which exceed the 18 credit plateau. Exceptions to this provision must have the prior approval of the Vice President for Business and Finance or designee.

In those instances in which a student can document nonattendance at the institution after having enrolled in one or more courses, the student shall be assessed fees equal to 20 percent of the original fees due, reduced to resident rates, plus the late payment fee.

The refund policy may be adjusted for differences in starting dates and session lengths. Exceptions may be made, at the institution's option, for changing sections within a course.

At the institution's option, a withdrawal fee not to exceed \$50 may be assessed during the first session week and up to \$100 during the second session week. The withdrawal fee shall be deposited to Fund 128 and used to support the fee collection operations and defray the cost of processing withdrawals.

ATTACHMENT C

REFUND AND PAYMENT SCHEDULES FOR WITHDRAWALS OR DROPS

SESSION LENGTH	REFUND SCHEDULE FOR WITHDRAWALS OR DROPS					PAYMENT SCHEDULE FOR WITHDRAWAL, CANCELLATION OF REGISTRATION OR DROPS WITHOUT PAYMENT OF FEES (Assessment for administrative costs is in addition to percents noted.)				
	Week of Session					Week of Session				
	Week 1	Week 2	Week 3	Week 4	Thereafter	Week 1	Week 2	Week 3	Week 4	Thereafter
12 weeks and over	100%	100%	50%	50%	None	None	None	50%	50%	100%
8 weeks thru 11 weeks	100%	50%	25%	None	None	None	50%	75%	100%	
5 weeks thru 7 weeks	100%	50%	None	None		None	50%	100%	100%	
3 weeks thru 4 weeks	100%	25%	None	None		None	75%	100%	100%	
2 weeks	100%	None				None	100%			

NOTE: For sessions of shorter duration, campuses should extend schedules appropriately.

Source: Financial and Administrative Policy (F44)

C. UW AUXILIARY OPERATIONS

As approved by the Board of Regents in 1996, explanations of auxiliary rate increases will focus on those above the 3 year rolling average increase in Wisconsin Disposable Income Per Capita (1.9 percent for 2010-11). General increases across the system include the following:

- **Segregated fee rate increases average 6.1 percent. Excluding major projects, segregated fees increased by an average of \$30 or 4.2 percent.**
- **Segregated fee increases at the UW Colleges average 3.8 percent.**
- **Room and Board rate increases average 3.8 percent.**

PROGRAM SUMMARY

Auxiliary operations are self-supporting programs whose primary purpose is to provide services to the students (e.g., residence halls, student centers/unions, student health clinics, bookstores) and whose secondary purpose is to provide services to staff (e.g., parking, clinics, conferences, printing and duplicating services) and occasionally the general public. User fees, segregated fees, merchandise sales, and interest earnings generate revenues for auxiliary operations, and the operations are allowed to maintain reserves with funds used for new facilities, remodeling/additions, deferred maintenance, high cost equipment, debt service obligations, and to ensure adequate funding for current operations. Students participate in the programming and budgeting process through institutional Segregated University Fee Allocations Committees (SUFACs).

Based on direction from the Business, Finance, and Audit Committee of the Board of Regents, the increases in major auxiliary rates are subject to a reporting threshold equal to the 3-year rolling average change in Wisconsin Disposable Income Per Capita (1.9 percent for 2010-11). Institutions with rate increases below that threshold have reduced annual budget paperwork and those above must continue to provide detailed reporting on their rate increases. The threshold applies separately to the following major auxiliary categories: Segregated Fees (in total), Room and Board rates, Textbook Rental, and Apartment Rental rates. Tables C-3 through C-6 include explanations of increases for those institutions above the 1.9 percent threshold.

OPERATIONS HIGHLIGHTS

The 2010-11 auxiliary operations budget includes adjustments covering increased compensation, supplies and expenses, new services, new buildings, and facility maintenance projects.

- Expenditures will decrease 0.1 percent in 2010-11 to \$692 million.
- Revenues from charges to students for segregated fees and room and board charges will increase by \$24 million or 7.0 percent. Auxiliary rates are determined by the institutions in cooperation with the students, and reviewed and approved at the system level.

SEGREGATED FEES

The average segregated fee (excluding UW Colleges) is \$997 with an average increase of \$57 (6.1 percent); institution rate changes range from \$14 to \$134 (1.6 percent to 14.3 percent).

The average segregated fee increase for four-year institutions, excluding major projects is \$30 (4.3 percent). Table C-1 shows the 2010-11 percent increase and total segregated fees by institution. Table C-3 explains the increases for those institutions above the 1.9 percent threshold and which portion of the increase can be attributed to major projects.

Ten of the thirteen four-year institutions exceed the 1.9 percent reporting threshold for the following reasons:

- Seven of the institutions exceeded the 1.9 percent reporting threshold due to major projects and student approved facility enhancements at UW-Eau Claire, UW-La Crosse, UW-Milwaukee, UW-Parkside, UW-River Falls, UW-Stout, and UW-Superior.

- Other costs influencing segregated fee increases include higher compensation, student initiated programming, and supplies and expenses. The breakdown of Operations vs. Major Projects 2010-11 (Table C-3) provides a more detailed explanation of all the segregated fee increases beyond the 1.9 percent reporting threshold.

The UW Colleges average segregated fee is \$319 with an average increase of \$11 (3.8 percent); institution rate changes range from \$2 to \$34 (.6 percent to 12.3 percent). Four of the thirteen Colleges exceed the 1.9 percent reporting threshold due to the addition of mental health services on campus, facilities improvements, the addition of new student organizations, travel cost increases for athletics, and student-initiated programming.

ROOM AND BOARD

The average room and board rate is \$5,849 with an average increase of \$213 (3.8 percent); institution rate changes range from \$0 to \$450 (0 percent to 9.0 percent). For additional information see Table C-5.

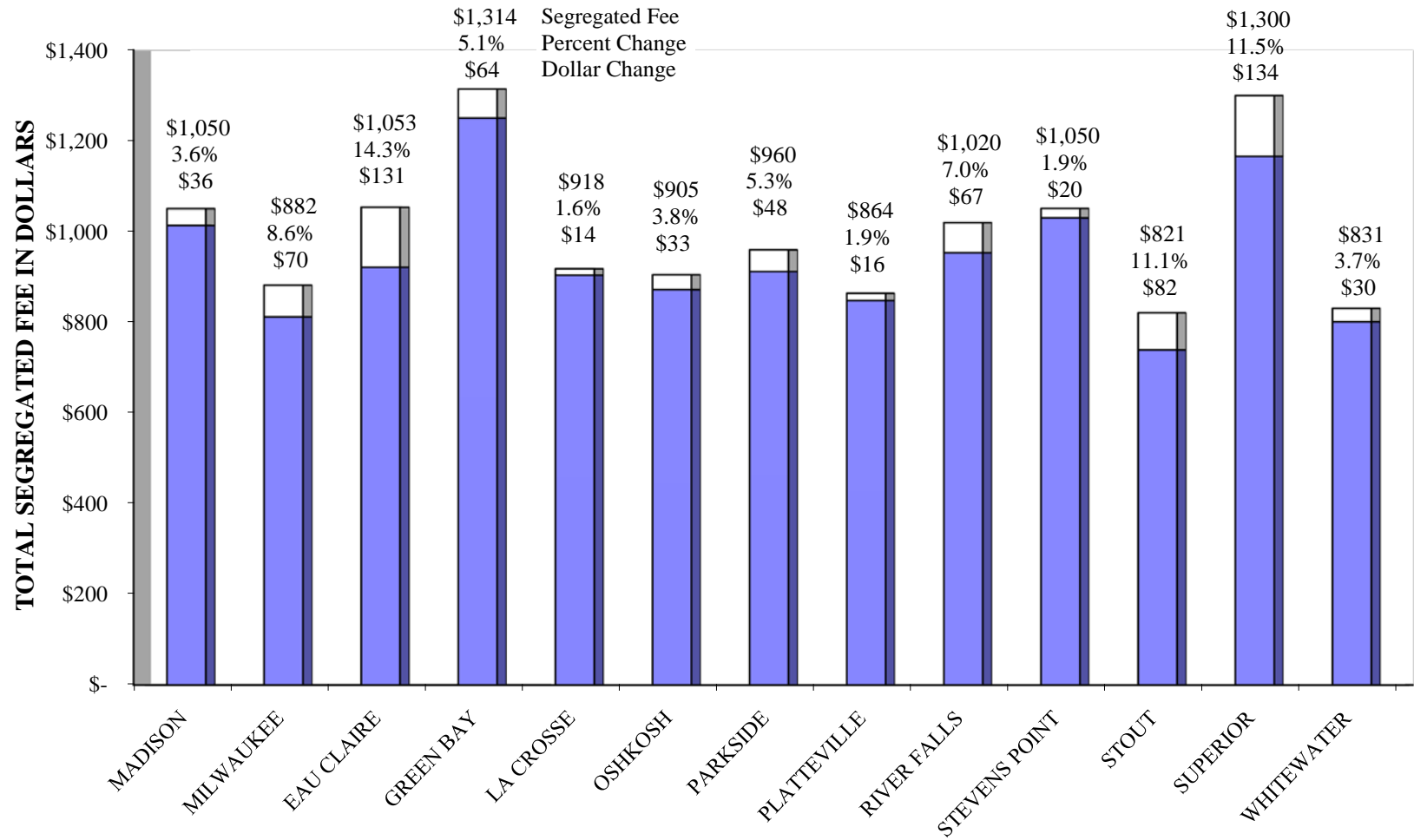
Eleven of the fourteen institutions exceed the 1.9 percent reporting threshold for room and board for the following reasons:

- New and renovated residence halls at UW-Madison, UW-Milwaukee, UW-River Falls, UW-Stevens Point, and UW-Stout.
- Facility maintenance projects at UW-Eau Claire, UW-Green Bay, UW-Parkside, UW-Platteville, and UW-Superior.
- New meal plans and extended food service hours at UW-Milwaukee, UW-Eau Claire, UW-Parkside, UW-Platteville, UW-Superior, and UW-Whitewater.
- Other costs influencing room and board increases include higher compensation, debt service, supplies and expenses, and utilities. Table C-5 provides a more detailed explanation of all the room and board fee increases beyond the 1.9 percent reporting threshold. At some of the institutions, major projects or student initiated programs are the primary reasons for the increases.

See Tables C-4 and C-7 for Textbook Rental and Apartment rates.

TABLE C-1 (a)

**UW SYSTEM AUXILIARY OPERATIONS
2010-11 ACADEMIC YEAR
DOCTORAL & COMPREHENSIVE
SEGREGATED FEES***



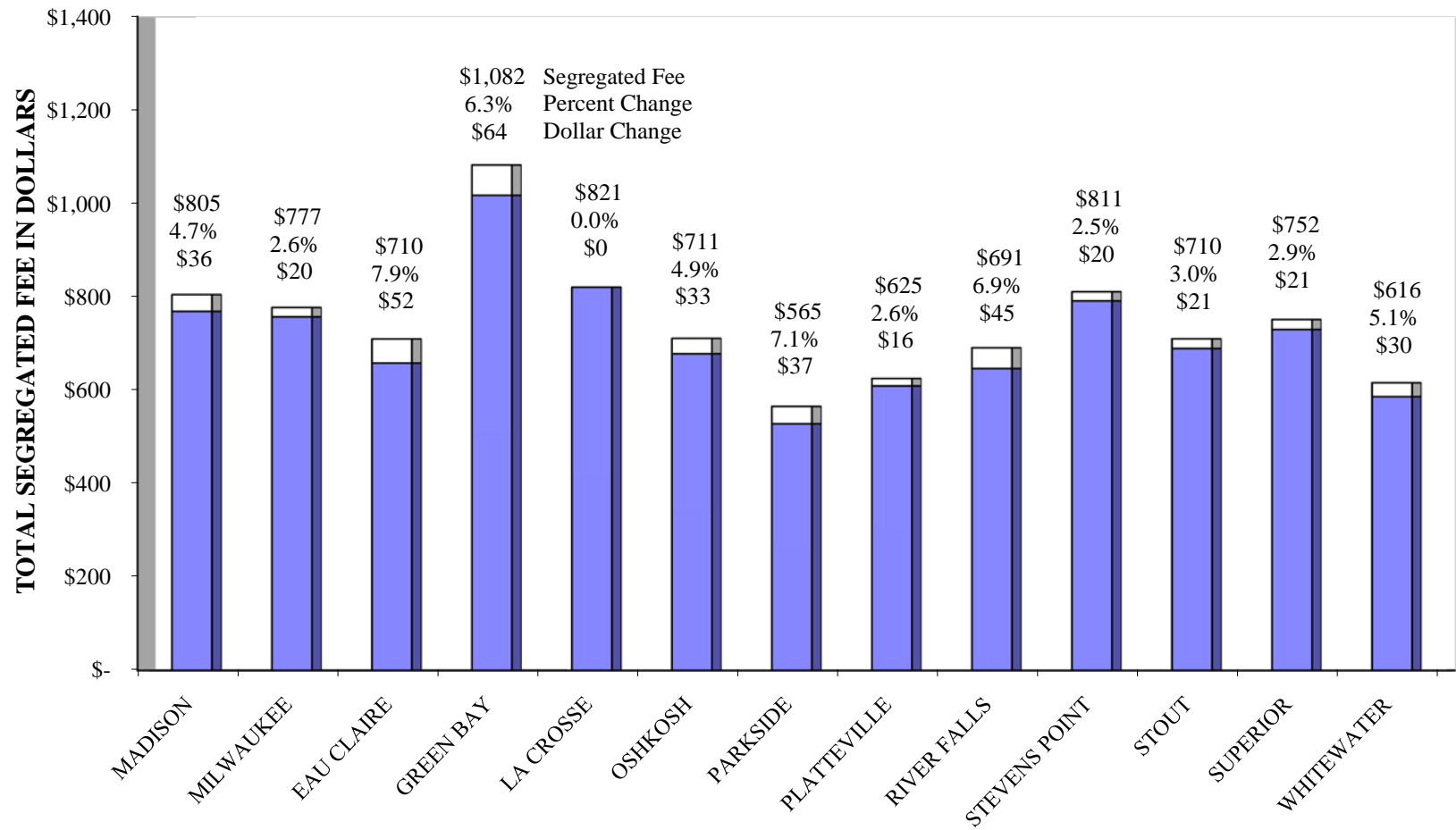
*For additional information, see Table C-3



*Divide by two for semester rates

TABLE C-1(b)

**UW SYSTEM AUXILIARY OPERATIONS
2010-11 ACADEMIC YEAR
DOCTORAL & COMPREHENSIVE
SEGREGATED FEES EXCLUDING MAJOR PROJECTS***



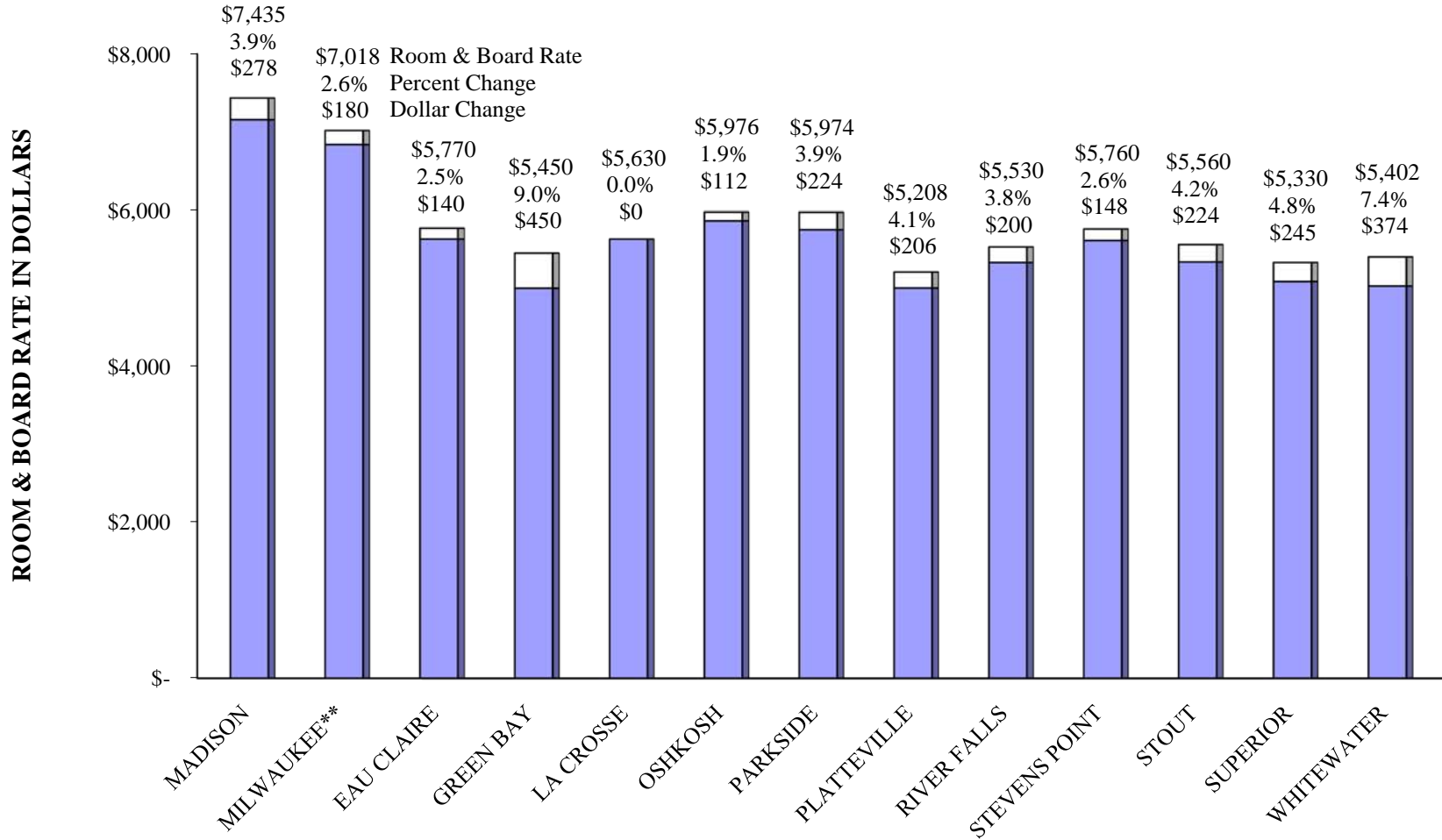
*For additional information, see Table C-3



*Divide by two for semester rates

TABLE C-2

**UW SYSTEM AUXILIARY OPERATIONS
2010-11 ACADEMIC YEAR
DOCTORAL & COMPREHENSIVE
ROOM & BOARD RATES***



*For additional information, see Table C-5

** Includes \$40/year Sandburg Hall Admin. Council Fee

■ 2009-10 Rate □ 2010-11 Increase

TABLE C-3
University of Wisconsin System
Segregated Fees
2010-11 Academic Year
(Major Projects are those that have been or will be enumerated)

UW-Madison	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec. Center</u>	<u>Rec. Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$19.32	\$0.00	\$0.00	\$79.46	\$0.00	\$0.00	\$38.90	\$0.00	\$0.00	\$211.28	\$107.44	\$312.60	\$0.00	\$769.00
2010-11 Oper.	\$19.70	\$0.00	\$0.00	\$81.71	\$0.00	\$0.00	\$39.15	\$0.00	\$0.00	\$225.35	\$107.44	\$331.65	\$0.00	\$805.00
Oper. \$ Change	\$0.38	\$0.00	\$0.00	\$2.25	\$0.00	\$0.00	\$0.25	\$0.00	\$0.00	\$14.07	\$0.00	\$19.05	\$0.00	\$36.00
Oper. % Change	2.0%	0.0%	0.0%	2.8%	0.0%	0.0%	0.6%	0.0%	0.0%	6.7%	0.0%	6.1%	0.0%	4.7%
<i>Major Projects</i>														
2009-10 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13.00	\$0.00	\$0.00	\$192.00	\$0.00	\$0.00	\$40.00	\$245.00
2010-11 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13.00	\$0.00	\$0.00	\$192.00	\$0.00	\$0.00	\$40.00	\$245.00
MP \$ Change	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
MP % Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Total Seg Fees</i>														
Total 2009-10	\$19.32	\$0.00	\$0.00	\$79.46	\$0.00	\$0.00	\$51.90	\$0.00	\$0.00	\$403.28	\$107.44	\$312.60	\$40.00	\$1,014.00
Total 2010-11	\$19.70	\$0.00	\$0.00	\$81.71	\$0.00	\$0.00	\$52.15	\$0.00	\$0.00	\$417.35	\$107.44	\$331.65	\$40.00	\$1,050.00
Total \$ Change	\$0.38	\$0.00	\$0.00	\$2.25	\$0.00	\$0.00	\$0.25	\$0.00	\$0.00	\$14.07	\$0.00	\$19.05	\$0.00	\$36.00
Total % Change	2.0%	0.0%	0.0%	2.8%	0.0%	0.0%	0.5%	0.0%	0.0%	3.5%	0.0%	6.1%	0.0%	3.6%

Major operational increases requested by UW-Madison are made up of:

- \$19.05 for health services includes \$5.79 for increased fringe benefit costs, \$4.58 for increased maintenance and operational requirements including four additional custodial staff, \$3.64 for supplies and expenses resulting from moving to a larger facility, \$2.69 to replenish depleted reserve balances, and \$2.35 for compensation costs for represented classified staff and new staff required to meet the more than 10% increase in demand for services.
- \$14.07 for the Unions, of which \$10 is part of a three year student approved plan to address deferred maintenance issues at the Memorial Union and to keep current on maintenance issues of the new South Campus Union which will maximize the longevity of the Unions. The remaining \$4.07 is for compensation costs for represented classified staff, increases in utilities, and for new maintenance and custodial staff at the new South Campus Union.
- \$2.25 in organized activities which includes compensation costs for represented classified staff, increases in health insurance costs and retirement, an ASM approved change to stipends for student officers, a new tenant support service, increased travel and creative art grants, and a new reserve dedicated to the replacement of equipment for the new Student Activity Center.

UW-Milwaukee	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$24.90	\$155.50	\$6.60	\$28.20	\$26.50	\$30.30	\$0.00	\$0.00	\$48.50	\$174.90	\$84.20	\$173.80	\$3.90	\$757.30
2010-11 Oper.	\$25.20	\$155.50	\$6.00	\$30.00	\$28.60	\$34.30	\$0.00	\$0.00	\$48.90	\$174.90	\$90.20	\$179.80	\$3.90	\$777.30
Oper. \$ Change	\$0.30	\$0.00	(\$0.60)	\$1.80	\$2.10	\$4.00	\$0.00	\$0.00	\$0.40	\$0.00	\$6.00	\$6.00	\$0.00	\$20.00
Oper. % Change	1.2%	0.0%	-9.1%	6.4%	7.9%	13.2%	0.0%	0.0%	0.8%	0.0%	7.1%	3.5%	0.0%	2.6%
<i>Major Projects</i>														
2009-10 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10.70	\$0.00	\$0.00	\$0.00	\$43.90	\$0.00	\$0.00	\$0.00	\$54.60
2010-11 MP	\$0.00	\$50.00	\$0.00	\$0.00	\$0.00	\$10.70	\$0.00	\$0.00	\$0.00	\$43.90	\$0.00	\$0.00	\$0.00	\$104.60
MP \$ Change	\$0.00	\$50.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50.00
MP % Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	91.6%
<i>Total Seg Fees</i>														
Total 2009-10	\$24.90	\$155.50	\$6.60	\$28.20	\$26.50	\$41.00	\$0.00	\$0.00	\$48.50	\$218.80	\$84.20	\$173.80	\$3.90	\$811.90
Total 2010-11	\$25.20	\$205.50	\$6.00	\$30.00	\$28.60	\$45.00	\$0.00	\$0.00	\$48.90	\$218.80	\$90.20	\$179.80	\$3.90	\$881.90
Total \$ Change	\$0.30	\$50.00	-\$0.60	\$1.80	\$2.10	\$4.00	\$0.00	\$0.00	\$0.40	\$0.00	\$6.00	\$6.00	\$0.00	\$70.00
Total % Change	1.2%	32.2%	-9.1%	6.4%	7.9%	9.8%	0.0%	0.0%	0.8%	0.0%	7.1%	3.5%	0.0%	8.6%

Major operational increases requested by UW-Milwaukee are made up of:

- \$6 for transit due to increased costs for the Milwaukee County Transit student bus program.
- \$6 for University Health includes additional staffing to address the increased demand for services.
- \$4 for the Recreation Center for operating costs, including capital equipment replacement and to maintain minimum campus operating reserves.
- \$2.10 for parking due to increased costs for the shuttle program.

The Major Project change requested by UW-Milwaukee is made up of:

- \$50 for the capital bonding of a student approved athletic facility.

UW-Eau Claire	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$12.32	\$75.93	\$16.50	\$91.49	\$0.00	\$0.00	\$27.07	\$0.00	\$0.00	\$300.00	\$22.50	\$112.19	\$0.00	\$658.00
2010-11 Oper.	\$11.83	\$78.76	\$16.50	\$116.73	\$0.00	\$150.00	\$28.39	\$0.00	\$0.00	\$152.90	\$23.50	\$131.25	\$0.00	\$709.86
Oper. \$ Change	(\$0.49)	\$2.83	\$0.00	\$25.24	\$0.00	\$150.00	\$1.32	\$0.00	\$0.00	(\$147.10)	\$1.00	\$19.06	\$0.00	\$51.86
Oper. % Change	-4.0%	3.7%	0.0%	27.6%	0.0%	100.0%	4.9%	0.0%	0.0%	-49.0%	4.4%	17.0%	0.0%	7.9%
<i>Major Projects</i>														
2009-10 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$263.50	\$0.00	\$0.00	\$0.00	\$263.50
2010-11 MP	\$17.04	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$326.00	\$0.00	\$0.00	\$0.00	\$343.04
MP \$ Change	\$17.04	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$62.50	\$0.00	\$0.00	\$0.00	\$79.54
MP % Change	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	23.7%	0.0%	0.0%	0.0%	30.2%
<i>Total Seg Fees</i>														
Total 2009-10	\$12.32	\$75.93	\$16.50	\$91.49	\$0.00	\$0.00	\$27.07	\$0.00	\$0.00	\$563.50	\$22.50	\$112.19	\$0.00	\$921.50
Total 2010-11	\$28.87	\$78.76	\$16.50	\$116.73	\$0.00	\$150.00	\$28.39	\$0.00	\$0.00	\$478.90	\$23.50	\$131.25	\$0.00	\$1,052.90
Total \$ Change	\$16.55	\$2.83	\$0.00	\$25.24	\$0.00	\$150.00	\$1.32	\$0.00	\$0.00	-\$84.60	\$1.00	\$19.06	\$0.00	\$131.40
Total % Change	134.3%	3.7%	0.0%	27.6%	0.0%	0.0%	4.9%	0.0%	0.0%	-15.0%	4.4%	17.0%	0.0%	14.3%

Major operational increases requested by UW-Eau Claire are made up of:

- Shifting \$150 from the Student Center to the Recreation Center as the result of a reorganization within Student Affairs.
- \$25.24 in organized activities of which \$20.04 is made up of student initiated programming for the Environmental Responsibility Account. \$3.64 is for increases in programs such as the student newspaper, Student Senate, Center for Alcohol Studies and Education (CASE) and the Student Organizations Fund. The remaining \$1.56 is for increased fringe benefit costs.
- \$19.06 for Health and Counseling. \$15.80 will support two additional counselors due to increased demand for services, \$2.28 is for increased costs for medical supplies and immunizations, and \$.98 is due to increased fringe benefit costs.
- \$2.83 in athletics is for increased fringe benefit and travel costs.

Major Projects changes requested by UW-Eau Claire are made up of:

- \$62.50 to support the construction of the new student union which was approved by the Board of Regents in December of 2006. This is the last of four increases.
- \$17.04 will be used to construct a new Children's Center. In March of 2009 the student passed a resolution in support of this fee.

UW-Green Bay	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$0.00	\$226.96	\$12.97	\$79.39	\$0.00	\$70.63	\$117.17	\$0.00	\$126.88	\$272.25	\$0.00	\$114.13	(\$2.35)	\$1,018.03
2010-11 Oper.	\$0.00	\$241.62	\$14.49	\$94.94	\$0.00	\$71.98	\$117.33	\$0.00	\$135.08	\$278.72	\$6.43	\$114.13	\$7.25	\$1,081.97
Oper. \$ Change	\$0.00	\$14.66	\$1.52	\$15.55	\$0.00	\$1.35	\$0.16	\$0.00	\$8.20	\$6.47	\$6.43	\$0.00	\$9.60	\$63.94
Oper. % Change	0.0%	6.5%	11.7%	19.6%	0.0%	1.9%	0.1%	0.0%	6.5%	2.4%	0.0%	0.0%	n/a	6.3%
<i>Major Projects</i>														
2009-10 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$165.23	\$0.00	\$0.00	\$66.74	\$0.00	\$0.00	\$0.00	\$231.97
2010-11 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$165.33	\$0.00	\$0.00	\$66.70	\$0.00	\$0.00	\$0.00	\$232.03
MP \$ Change	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.10	\$0.00	\$0.00	-\$0.04	\$0.00	\$0.00	\$0.00	\$0.06
MP % Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	-0.1%	0.0%	0.0%	0.0%	0.0%
<i>Total Seg Fees</i>														
Total 2009-10	\$0.00	\$226.96	\$12.97	\$79.39	\$0.00	\$70.63	\$282.40	\$0.00	\$126.88	\$338.99	\$0.00	\$114.13	-\$2.35	\$1,250.00
Total 2010-11	\$0.00	\$241.62	\$14.49	\$94.94	\$0.00	\$71.98	\$282.66	\$0.00	\$135.08	\$345.42	\$6.43	\$114.13	\$7.25	\$1,314.00
Total \$ Change	\$0.00	\$14.66	\$1.52	\$15.55	\$0.00	\$1.35	\$0.26	\$0.00	\$8.20	\$6.43	\$6.43	\$0.00	\$9.60	\$64.00
Total % Change	0.0%	6.5%	11.7%	19.6%	0.0%	1.9%	0.1%	0.0%	6.5%	1.9%	0.0%	0.0%	n/a	5.1%

Major operational increases requested by UW-Green Bay are made up of:

- \$15.55 in organized activities due to an increase in the number of student organizations requesting and receiving funding as approved by the student government.
- \$14.66 for athletics which was student approved. The increases are due to travel and equipment costs, and operational costs associated with increasing the visibility of campus sports to generate additional user fees.
- \$9.60 in other due to the use of reserves in 2009-10.
- \$8.20 in student life for a half time program coordinator to assist with student programming and activities on campus.
- \$6.47 for the union due to increases in fringe benefits and the replacement of furniture and equipment.
- \$6.43 for transit to support the Upass program which the student government approved to encourage students to use city buses to and from campus.

UW-La Crosse	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$24.28	\$62.99	\$8.90	\$54.41	\$0.00	\$156.63	\$38.78	\$36.33	\$0.00	\$155.44	\$0.00	\$273.21	\$10.00	\$820.97
2010-11 Oper.	\$24.74	\$67.26	\$8.90	\$45.62	\$0.00	\$156.63	\$38.67	\$37.02	\$0.00	\$153.44	\$0.00	\$278.40	\$10.00	\$820.68
Oper. \$ Change	\$0.46	\$4.27	\$0.00	(\$8.79)	\$0.00	\$0.00	(\$0.11)	\$0.69	\$0.00	(\$2.00)	\$0.00	\$5.19	\$0.00	(\$0.29)
Oper. % Change	1.9%	6.8%	0.0%	-16.2%	0.0%	0.0%	-0.3%	0.0%	0.0%	-1.3%	0.0%	1.9%	0.0%	0.0%
<i>Major Projects</i>														
2009-10 MP	\$0.00	\$0.00	\$0.00	\$2.00	\$0.00	\$20.52	\$0.00	\$0.00	\$0.00	\$60.51	\$0.00	\$0.00	\$0.00	\$83.03
2010-11 MP	\$0.00	\$0.00	\$0.00	\$2.00	\$0.00	\$20.52	\$0.00	\$0.00	\$0.00	\$75.06	\$0.00	\$0.00	\$0.00	\$97.58
MP \$ Change	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14.55	\$0.00	\$0.00	\$0.00	\$14.55
MP % Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	24.0%	0.0%	0.0%	0.0%	17.5%
<i>Total Seg Fees</i>														
Total 2009-10	\$24.28	\$62.99	\$8.90	\$56.41	\$0.00	\$177.15	\$38.78	\$36.33	\$0.00	\$215.95	\$0.00	\$273.21	\$10.00	\$904.00
Total 2010-11	\$24.74	\$67.26	\$8.90	\$47.62	\$0.00	\$177.15	\$38.67	\$37.02	\$0.00	\$228.50	\$0.00	\$278.40	\$10.00	\$918.26
Total \$ Change	\$0.46	\$4.27	\$0.00	-\$8.79	\$0.00	\$0.00	-\$0.11	\$0.69	\$0.00	\$12.55	\$0.00	\$5.19	\$0.00	\$14.26
Total % Change	1.9%	6.8%	0.0%	-15.6%	0.0%	0.0%	-0.3%	0.0%	0.0%	5.8%	0.0%	1.9%	0.0%	1.6%

Major Projects changes requested by UW-La Crosse are made up of:

- \$14.55 for the planning of a new Union and Dining Services complex scheduled to be included in the 2011-13 capital budget.

UW-Oshkosh	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$12.61	\$57.40	\$15.00	\$80.74	\$0.00	\$111.37	\$15.05	\$21.49	\$0.00	\$237.45	\$10.96	\$116.06	\$0.00	\$678.13
2010-11 Oper.	\$13.12	\$60.27	\$16.00	\$90.22	\$0.00	\$110.55	\$15.98	\$22.57	\$0.00	\$251.02	\$11.89	\$119.51	\$0.00	\$711.13
Oper. \$ Change	\$0.51	\$2.87	\$1.00	\$9.48	\$0.00	(\$0.82)	\$0.93	\$1.08	\$0.00	\$13.57	\$0.93	\$3.45	\$0.00	\$33.00
Oper. % Change	4.0%	5.0%	6.7%	11.7%	0.0%	-0.7%	6.2%	5.0%	0.0%	5.7%	8.5%	3.0%	0.0%	4.9%
<i>Major Projects</i>														
2009-10 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$173.08	\$0.00	\$0.00	\$0.00	\$20.79	\$0.00	\$0.00	\$0.00	\$193.87
2010-11 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$173.08	\$0.00	\$0.00	\$0.00	\$20.79	\$0.00	\$0.00	\$0.00	\$193.87
MP \$ Change	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
MP % Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Total Seg Fees</i>														
Total 2009-10	\$12.61	\$57.40	\$15.00	\$80.74	\$0.00	\$284.45	\$15.05	\$21.49	\$0.00	\$258.24	\$10.96	\$116.06	\$0.00	\$872.00
Total 2010-11	\$13.12	\$60.27	\$16.00	\$90.22	\$0.00	\$283.63	\$15.98	\$22.57	\$0.00	\$271.81	\$11.89	\$119.51	\$0.00	\$905.00
Total \$ Change	\$0.51	\$2.87	\$1.00	\$9.48	\$0.00	-\$0.82	\$0.93	\$1.08	\$0.00	\$13.57	\$0.93	\$3.45	\$0.00	\$33.00
Total % Change	4.0%	5.0%	6.7%	11.7%	0.0%	-0.3%	6.2%	5.0%	0.0%	5.3%	8.5%	3.0%	0.0%	3.8%

Major operational increases requested by UW-Oshkosh are made up of:

- \$13.57 for the Union, of which \$8.15 will support one half of an Inclusive Excellence Advisor to advise diverse student groups and for additional student help to assist with programming. The remaining \$5.42 will be used for the replacement of dining services equipment.
- \$9.48 in organized activities due to funding new student organizations and the Student Savings Club which provides students with discounts at more than 30 participating businesses.
- \$3.45 for University Health due to increases in the costs of supplies and to replenish reserves.
- \$2.87 for intercollegiate athletics to support a portion of two athletic trainer positions.

UW-Parkside	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$21.34	\$83.18	\$6.39	\$107.86	\$0.00	\$17.12	\$16.54	\$0.00	\$15.75	\$141.03	\$0.00	\$83.84	\$34.79	\$527.84
2010-11 Oper.	\$22.59	\$85.50	\$6.57	\$144.07	\$0.00	\$23.46	\$13.96	\$0.00	\$2.91	\$144.09	\$0.00	\$86.18	\$35.83	\$565.16
Oper. \$ Change	\$1.25	\$2.32	\$0.18	\$36.21	\$0.00	\$6.34	(\$2.58)	\$0.00	(\$12.84)	\$3.06	\$0.00	\$2.34	\$1.04	\$37.32
Oper. % Change	5.9%	2.8%	2.8%	33.6%	0.0%	37.0%	-15.6%	0.0%	-81.5%	2.2%	0.0%	2.8%	3.0%	7.1%
<i>Major Projects</i>														
2009-10 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$384.16	\$0.00	\$0.00	\$0.00	\$384.16
2010-11 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$394.84	\$0.00	\$0.00	\$0.00	\$394.84
MP \$ Change	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10.68	\$0.00	\$0.00	\$0.00	\$10.68
MP % Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.8%	0.0%	0.0%	0.0%	2.8%
<i>Total Seg Fees</i>														
Total 2009-10	\$21.34	\$83.18	\$6.39	\$107.86	\$0.00	\$17.12	\$16.54	\$0.00	\$15.75	\$525.19	\$0.00	\$83.84	\$34.79	\$912.00
Total 2010-11	\$22.59	\$85.50	\$6.57	\$144.07	\$0.00	\$23.46	\$13.96	\$0.00	\$2.91	\$538.93	\$0.00	\$86.18	\$35.83	\$960.00
Total \$ Change	\$1.25	\$2.32	\$0.18	\$36.21	\$0.00	\$6.34	-\$2.58	\$0.00	-\$12.84	\$13.74	\$0.00	\$2.34	\$1.04	\$48.00
Total % Change	5.9%	2.8%	2.8%	33.6%	0.0%	37.0%	-15.6%	0.0%	-81.5%	2.6%	0.0%	2.8%	3.0%	5.3%

Major operational increases requested by UW-Parkside are made up of:

- \$36.21 in organized activities to support student initiated positions such as a leadership coordinator and student government administrator, and the establishment of a fund to provide for additional programming as needed throughout the year.
- \$6.34 for the recreation center. \$5.86 to repair the weight room and replace equipment, and \$.48 due to the use of reserves in 2009-10.
- \$3.06 for the student center and \$2.34 for health services to due to the use of reserves in 2009-10.

Major Projects changes requested by UW-Parkside are made up of:

- \$10.68 for debt service on the Student Center expansion project.

UW-Platteville	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$10.00	\$79.00	\$18.00	\$98.00	\$15.00	\$46.00	\$0.00	\$24.00	\$0.00	\$216.00	\$0.00	\$95.00	\$8.00	\$609.00
2010-11 Oper.	\$10.00	\$83.00	\$18.00	\$98.00	\$15.00	\$50.00	\$0.00	\$25.00	\$0.00	\$220.00	\$0.00	\$98.00	\$8.00	\$625.00
Oper. \$ Change	\$0.00	\$4.00	\$0.00	\$0.00	\$0.00	\$4.00	\$0.00	\$1.00	\$0.00	\$4.00	\$0.00	\$3.00	\$0.00	\$16.00
Oper. % Change	0.0%	5.1%	0.0%	0.0%	0.0%	8.7%	0.0%	4.2%	0.0%	1.9%	0.0%	3.2%	0.0%	2.6%
<i>Major Projects</i>														
2009-10 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$79.00	\$0.00	\$30.00	\$0.00	\$130.00	\$0.00	\$0.00	\$0.00	\$239.00
2010-11 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$79.00	\$0.00	\$30.00	\$0.00	\$130.00	\$0.00	\$0.00	\$0.00	\$239.00
MP \$ Change	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
MP % Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Total Seg Fees</i>														
Total 2009-10	\$10.00	\$79.00	\$18.00	\$98.00	\$15.00	\$125.00	\$0.00	\$54.00	\$0.00	\$346.00	\$0.00	\$95.00	\$8.00	\$848.00
Total 2010-11	\$10.00	\$83.00	\$18.00	\$98.00	\$15.00	\$129.00	\$0.00	\$55.00	\$0.00	\$350.00	\$0.00	\$98.00	\$8.00	\$864.00
Total \$ Change	\$0.00	\$4.00	\$0.00	\$0.00	\$0.00	\$4.00	\$0.00	\$1.00	\$0.00	\$4.00	\$0.00	\$3.00	\$0.00	\$16.00
Total % Change	0.0%	5.1%	0.0%	0.0%	0.0%	3.2%	0.0%	1.9%	0.0%	1.2%	0.0%	3.2%	0.0%	1.9%

UW-River Falls	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$0.00	\$90.50	\$28.00	\$65.50	\$0.00	\$0.00	\$21.00	\$42.00	\$63.00	\$203.00	\$0.00	\$125.00	\$8.50	\$646.50
2010-11 Oper.	\$0.00	\$95.00	\$28.00	\$65.50	\$0.00	\$0.00	\$29.00	\$42.00	\$85.00	\$211.00	\$0.00	\$127.00	\$8.50	\$691.00
Oper. \$ Change	\$0.00	\$4.50	\$0.00	\$0.00	\$0.00	\$0.00	\$8.00	\$0.00	\$22.00	\$8.00	\$0.00	\$2.00	\$0.00	\$44.50
Oper. % Change	0.0%	5.0%	0.0%	0.0%	0.0%	0.0%	38.1%	0.0%	34.9%	3.9%	0.0%	1.6%	0.0%	6.9%
<i>Major Projects</i>														
2009-10 MP	\$16.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35.00	\$0.00	\$4.00	\$0.00	\$220.00	\$0.00	\$0.00	\$32.00	\$307.00
2010-11 MP	\$16.00	\$0.00	\$0.00	\$0.00	\$0.00	\$42.00	\$0.00	\$8.00	\$0.00	\$220.00	\$0.00	\$0.00	\$43.00	\$329.00
MP \$ Change	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7.00	\$0.00	\$4.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11.00	\$22.00
MP % Change	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	34.4%	7.2%
<i>Total Seg Fees</i>														
Total 2009-10	\$16.00	\$90.50	\$28.00	\$65.50	\$0.00	\$35.00	\$21.00	\$46.00	\$63.00	\$423.00	\$0.00	\$125.00	\$40.50	\$953.50
Total 2010-11	\$16.00	\$95.00	\$28.00	\$65.50	\$0.00	\$42.00	\$29.00	\$50.00	\$85.00	\$431.00	\$0.00	\$127.00	\$51.50	\$1,020.00
Total \$ Change	\$0.00	\$4.50	\$0.00	\$0.00	\$0.00	\$7.00	\$8.00	\$4.00	\$22.00	\$8.00	\$0.00	\$2.00	\$11.00	\$66.50
Total % Change	0.0%	5.0%	0.0%	0.0%	0.0%	20.0%	38.1%	8.7%	34.9%	1.9%	0.0%	1.6%	27.2%	7.0%

Major operational increases requested by UW-River Falls are made up of:

- \$22.00 in student life to support a portion of a multicultural position and to better align revenues with expenditures.
- \$8.00 in recreation sports due to an increase in club sports teams and the expansion of the outdoor recreation program.
- \$8.00 at the student union for increased supplies and custodial services due to an increase in usage of more than 25% in the past three years.
- \$4.50 for intercollegiate athletics which is the last of a five year student approved increase to support the athletics programs.
- \$2.00 for University Health due to increased costs of supplies.

Major Projects changes requested by UW-River Falls are made up of:

- \$11.00 for the Hagestad remodeling project. \$7.00 for the Recreation Center project which was reduced in 2009-10 due to delays in the project. These increases bring the fees back to the full funding levels. These projects were approved by the Board of Regents in December 2008 and September 2006, respectively.
- \$4.00 for the Ramer Field Remodel which was approved by the Board of Regents in September 2008.

UW-Stevens Point	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$7.15	\$64.18	\$11.00	\$139.35	\$0.00	\$0.00	\$21.40	\$0.00	\$0.00	\$259.60	\$13.92	\$263.50	\$11.40	\$791.50
2010-11 Oper.	\$7.56	\$79.95	\$11.00	\$95.25	\$0.00	\$0.00	\$22.42	\$0.00	\$0.00	\$265.60	\$20.90	\$267.00	\$41.52	\$811.20
Oper. \$ Change	\$0.41	\$15.77	\$0.00	(\$44.10)	\$0.00	\$0.00	\$1.02	\$0.00	\$0.00	\$6.00	\$6.98	\$3.50	\$30.12	\$19.70
Oper. % Change	5.7%	24.6%	0.0%	-31.6%	0.0%	0.0%	4.8%	0.0%	0.0%	2.3%	50.1%	1.3%	264.2%	2.5%
<i>Major Projects</i>														
2009-10 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$239.00	\$0.00	\$0.00	\$0.00	\$239.00
2010-11 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$239.00	\$0.00	\$0.00	\$0.00	\$239.00
MP \$ Change	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
MP % Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Total Seg Fees</i>														
Total 2009-10	\$7.15	\$64.18	\$11.00	\$139.35	\$0.00	\$0.00	\$21.40	\$0.00	\$0.00	\$498.60	\$13.92	\$263.50	\$11.40	\$1,030.50
Total 2010-11	\$7.56	\$79.95	\$11.00	\$95.25	\$0.00	\$0.00	\$22.42	\$0.00	\$0.00	\$504.60	\$20.90	\$267.00	\$41.52	\$1,050.20
Total \$ Change	\$0.41	\$15.77	\$0.00	-\$44.10	\$0.00	\$0.00	\$1.02	\$0.00	\$0.00	\$6.00	\$6.98	\$3.50	\$30.12	\$19.70
Total % Change	5.7%	24.6%	0.0%	-31.6%	0.0%	0.0%	4.8%	0.0%	0.0%	1.2%	50.1%	1.3%	264.2%	1.9%

UW-Stout	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$0.00	\$95.70	\$10.80	\$109.50	\$0.00	\$56.40	\$42.60	\$0.00	\$0.00	\$240.82	\$0.00	\$131.10	\$2.40	\$689.32
2010-11 Oper.	\$0.00	\$102.90	\$10.80	\$109.50	\$0.00	\$57.60	\$44.40	\$0.00	\$0.00	\$246.43	\$0.00	\$136.20	\$2.40	\$710.23
Oper. \$ Change	\$0.00	\$7.20	\$0.00	\$0.00	\$0.00	\$1.20	\$1.80	\$0.00	\$0.00	\$5.61	\$0.00	\$5.10	\$0.00	\$20.91
Oper. % Change	0.0%	7.5%	0.0%	0.0%	0.0%	2.1%	4.2%	0.0%	0.0%	2.3%	0.0%	3.9%	0.0%	3.0%
<i>Major Projects</i>														
2009-10 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$49.58	\$0.00	\$0.00	\$0.00	\$49.58
2010-11 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$110.57	\$0.00	\$0.00	\$0.00	\$110.57
MP \$ Change	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60.99	\$0.00	\$0.00	\$0.00	\$60.99
MP % Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	123.0%	0.0%	0.0%	0.0%	123.0%
<i>Total Seg Fees</i>														
Total 2009-10	\$0.00	\$95.70	\$10.80	\$109.50	\$0.00	\$56.40	\$42.60	\$0.00	\$0.00	\$290.40	\$0.00	\$131.10	\$2.40	\$738.90
Total 2010-11	\$0.00	\$102.90	\$10.80	\$109.50	\$0.00	\$57.60	\$44.40	\$0.00	\$0.00	\$357.00	\$0.00	\$136.20	\$2.40	\$820.80
Total \$ Change	\$0.00	\$7.20	\$0.00	\$0.00	\$0.00	\$1.20	\$1.80	\$0.00	\$0.00	\$66.60	\$0.00	\$5.10	\$0.00	\$81.90
Total % Change	0.0%	7.5%	0.0%	0.0%	0.0%	2.1%	4.2%	0.0%	0.0%	22.9%	0.0%	3.9%	0.0%	11.1%

Major operational increases requested by UW-Stout are made up of:

- \$7.20 in athletics is for increases in supplies and expenses, and a student approved capital equipment replacement plan. Funding will be used on items such as backboard lights and new lockers.
- \$5.61 for the Union is due to increases in fringe benefits, insurance, supplies and utilities.
- \$5.10 for University Health is due to higher salaries required for medical professionals.

Major Projects changes requested by UW-Stout are made up of:

- \$60.99 is the second of three increases for the Memorial Student Center renovation project. This project was approved by the Board of Regents in December of 2008.

UW-Superior	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$0.00	\$161.53	\$18.00	\$132.86	\$0.00	\$62.46	\$35.90	\$39.26	\$0.00	\$178.00	\$0.00	\$99.66	\$2.50	\$730.17
2010-11 Oper.	\$0.00	\$167.51	\$18.00	\$136.49	\$0.00	\$65.20	\$37.82	\$41.45	\$0.00	\$181.00	\$0.00	\$101.55	\$2.50	\$751.52
Oper. \$ Change	\$0.00	\$5.98	\$0.00	\$3.63	\$0.00	\$2.74	\$1.92	\$2.19	\$0.00	\$3.00	\$0.00	\$1.89	\$0.00	\$21.35
Oper. % Change	0.0%	3.7%	0.0%	2.7%	0.0%	4.4%	5.3%	5.6%	0.0%	1.7%	0.0%	1.9%	0.0%	2.9%
<i>Major Projects</i>														
2009-10 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20.00	\$0.00	\$415.00	\$0.00	\$0.00	\$0.00	\$435.00
2010-11 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20.00	\$0.00	\$528.00	\$0.00	\$0.00	\$0.00	\$548.00
MP \$ Change	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$113.00	\$0.00	\$0.00	\$0.00	\$113.00
MP % Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	27.2%	0.0%	0.0%	0.0%	26.0%
<i>Total Seg Fees</i>														
Total 2009-10	\$0.00	\$161.53	\$18.00	\$132.86	\$0.00	\$62.46	\$35.90	\$59.26	\$0.00	\$593.00	\$0.00	\$99.66	\$2.50	\$1,165.17
Total 2010-11	\$0.00	\$167.51	\$18.00	\$136.49	\$0.00	\$65.20	\$37.82	\$61.45	\$0.00	\$709.00	\$0.00	\$101.55	\$2.50	\$1,299.52
Total \$ Change	\$0.00	\$5.98	\$0.00	\$3.63	\$0.00	\$2.74	\$1.92	\$2.19	\$0.00	\$116.00	\$0.00	\$1.89	\$0.00	\$134.35
Total % Change	0.0%	3.7%	0.0%	2.7%	0.0%	4.4%	5.3%	3.7%	0.0%	19.6%	0.0%	1.9%	0.0%	11.5%

Major operational increases requested by UW-Superior are made up of:

- \$5.98 for intercollegiate athletics due to increasing travel costs, need to replace equipment, and additional student help.
- \$3.63 in organized activities to provide stipends for those serving in student government leadership positions, for the Student Center Program Council to pay for campus events throughout the year, and for increased student help at the Women's Resource Center/Gender Equity Program and KUWS radio.
- \$3.00 for the Union to increase student help that is required due to increased hours of operation.
- \$2.74 for the recreation center will support increased operating costs and the replacement of equipment.
- \$2.19 for two maintenance projects in the Wessman Arena.

Major Projects changes requested by UW-Superior are made up of:

- \$113.00, which is the last of six increases supporting the construction and debt service for new Yellowjacket Union which was approved by the Board of Regents in August 2004.

UW-Whitewater	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$7.48	\$55.67	\$10.56	\$69.43	\$0.00	\$0.00	\$18.84	\$28.56	\$0.00	\$237.48	\$0.00	\$158.16	\$0.00	\$586.18
2010-11 Oper.	\$7.48	\$56.87	\$11.04	\$74.91	\$0.00	\$5.72	\$18.88	\$28.56	\$0.00	\$244.44	\$0.00	\$168.00	\$0.00	\$615.90
Oper. \$ Change	\$0.00	\$1.20	\$0.48	\$5.48	\$0.00	\$5.72	\$0.04	\$0.00	\$0.00	\$6.96	\$0.00	\$9.84	\$0.00	\$29.72
Oper. % Change	0.0%	2.2%	4.5%	7.9%	0.0%	100.0%	0.2%	0.0%	0.0%	2.9%	0.0%	6.2%	0.0%	5.1%
<i>Major Projects</i>														
2009-10 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22.22	\$0.00	\$0.00	\$0.00	\$135.00	\$0.00	\$0.00	\$57.52	\$214.74
2010-11 MP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22.22	\$0.00	\$0.00	\$0.00	\$135.00	\$0.00	\$0.00	\$57.52	\$214.74
MP \$ Change	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
MP % Change	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Total Seg Fees</i>														
Total 2009-10	\$7.48	\$55.67	\$10.56	\$69.43	\$0.00	\$22.22	\$18.84	\$28.56	\$0.00	\$372.48	\$0.00	\$158.16	\$57.52	\$800.92
Total 2010-11	\$7.48	\$56.87	\$11.04	\$74.91	\$0.00	\$27.94	\$18.88	\$28.56	\$0.00	\$379.44	\$0.00	\$168.00	\$57.52	\$830.64
Total \$ Change	\$0.00	\$1.20	\$0.48	\$5.48	\$0.00	\$5.72	\$0.04	\$0.00	\$0.00	\$6.96	\$0.00	\$9.84	\$0.00	\$29.72
Total % Change	0.0%	2.2%	4.5%	7.9%	0.0%	25.7%	0.2%	0.0%	0.0%	1.9%	0.0%	6.2%	0.0%	3.7%

Major operational increases requested by UW-Whitewater are made up of:

- \$9.84 to support counselor positions for the Campus Assessment, Response, and Evaluation (CARE) Team.
- \$6.96 for facility improvements at the University Center including a roof replacement and new Air Handler Unit.
- \$5.72 for the recreation center to fund 15% of the gym I floor replacement.
- \$5.48 in organized activities due to increases in the student allotment of funding for programs, and to replenish depleted reserves.

UW-Baraboo	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$0.00	\$133.19	\$19.19	\$129.31	\$0.00	\$0.00	\$0.00	\$0.00	\$35.74	\$0.00	\$0.00	\$31.81	\$35.76	\$385.00
2010-11 Oper.	\$0.00	\$127.74	\$18.28	\$180.56	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30.00	\$35.74	\$392.32
Oper. \$ Change	\$0.00	(\$5.45)	(\$0.91)	\$51.25	\$0.00	\$0.00	\$0.00	\$0.00	(\$35.74)	\$0.00	\$0.00	(\$1.81)	(\$0.02)	\$7.32
Oper. % Change	0.0%	-4.1%	-4.7%	39.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-5.7%	-0.1%	1.9%

UW-Barron	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$6.40	\$92.50	\$18.70	\$96.20	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40.50	\$0.00	\$27.00	\$18.90	\$300.20
2010-11 Oper.	\$4.10	\$108.00	\$19.00	\$120.70	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32.50	\$0.00	\$27.00	\$18.90	\$330.20
Oper. \$ Change	(\$2.30)	\$15.50	\$0.30	\$24.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$8.00)	\$0.00	\$0.00	\$0.00	\$30.00
Oper. % Change	-35.9%	16.8%	1.6%	25.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-19.8%	0.0%	0.0%	0.0%	10.0%

Major operational increases requested by UW-Barron are made up of:

- \$24.50 in organized activities to support new programs and student organizations such as music productions and the photography club; and to support student events throughout the year.
- \$15.50 in athletics for fringe benefit increases and to increase depleted reserves.

UW-Fond du Lac	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$0.00	\$132.94	\$16.02	\$42.00	\$0.00	\$0.00	\$0.00	\$0.00	\$57.46	\$33.88	\$0.00	\$36.56	\$7.52	\$326.38
2010-11 Oper.	\$0.00	\$142.70	\$17.64	\$124.94	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9.16	\$0.00	\$35.24	\$7.70	\$337.38
Oper. \$ Change	\$0.00	\$9.76	\$1.62	\$82.94	\$0.00	\$0.00	\$0.00	\$0.00	(\$57.46)	(\$24.72)	\$0.00	(\$1.32)	\$0.18	\$11.00
Oper. % Change	0.0%	7.3%	10.1%	197.5%	0.0%	0.0%	0.0%	0.0%	-100.0%	-73.0%	0.0%	-3.6%	2.4%	3.4%

Major operational increases requested by UW-Fond du Lac are made up of:

- After the shift of \$57.46 from student life to organized activities, \$11.40 will be used for student initiated programming to support lectures, fine arts, and drama; and \$4.94 is to support half of a student activities coordinator.
- \$9.76 in athletics for student initiated salary increases to recruit and retain experienced coaching staff and to provide higher wages to student help, in addition to increases for equipment and travel costs.

UW-Fox Valley	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$2.28	\$50.90	\$8.96	\$125.32	\$0.00	\$0.00	\$0.00	\$0.00	\$21.26	\$0.00	\$0.00	\$0.00	\$29.46	\$238.18
2010-11 Oper.	\$3.06	\$49.60	\$8.72	\$158.30	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18.82	\$25.30	\$263.80
Oper. \$ Change	\$0.78	(\$1.30)	(\$0.24)	\$32.98	\$0.00	\$0.00	\$0.00	\$0.00	(\$21.26)	\$0.00	\$0.00	\$18.82	(\$4.16)	\$25.62
Oper. % Change	34.2%	-2.6%	-2.7%	26.3%	0.0%	0.0%	0.0%	0.0%	-100.0%	0.0%	0.0%	100.0%	-14.1%	10.8%

Major operational increases requested by UW-Fox Valley are made up of:

- After the shift of \$21.26 from student life to organized activities, the remaining increase of \$7.58 is being used for a .25 FTE increase in staffing the Writing Center.
- \$18.82 for Health Service is a student approved increase to support mental health services on campus and contract for services equivalent to .25 FTE.

UW-Manitowoc	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$8.00	\$134.00	\$9.64	\$137.48	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22.00	\$0.00	\$311.12
2010-11 Oper.	\$8.00	\$150.00	\$9.14	\$116.58	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22.00	\$8.00	\$313.72
Oper. \$ Change	\$0.00	\$16.00	(\$0.50)	(\$20.90)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8.00	\$2.60
Oper. % Change	0.0%	11.9%	-5.2%	-15.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.8%

UW-Marathon	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$0.00	\$109.34	\$7.68	\$61.14	\$0.00	\$0.00	\$0.00	\$0.00	\$64.26	\$0.00	\$0.00	\$12.44	\$15.78	\$270.64
2010-11 Oper.	\$0.00	\$110.16	\$1.92	\$132.10	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15.54	\$16.06	\$275.78
Oper. \$ Change	\$0.00	\$0.82	(\$5.76)	\$70.96	\$0.00	\$0.00	\$0.00	\$0.00	(\$64.26)	\$0.00	\$0.00	\$3.10	\$0.28	\$5.14
Oper. % Change	0.0%	0.7%	-75.0%	116.1%	0.0%	0.0%	0.0%	0.0%	-100.0%	0.0%	0.0%	24.9%	1.8%	1.9%

UW-Marinette	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$0.00	\$130.00	\$9.10	\$42.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30.00	\$0.00	\$32.00	\$43.90	\$287.00
2010-11 Oper.	\$0.00	\$145.12	\$8.98	\$48.84	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29.64	\$0.00	\$27.44	\$31.98	\$292.00
Oper. \$ Change	\$0.00	\$15.12	(\$0.12)	\$6.84	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$0.36)	\$0.00	(\$4.56)	(\$11.92)	\$5.00
Oper. % Change	0.0%	11.6%	-1.3%	16.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-1.2%	0.0%	-14.3%	-27.2%	1.7%

UW-Marshfield	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$4.66	\$162.50	\$5.34	\$82.68	\$0.00	\$0.00	\$0.00	\$0.00	\$17.88	\$0.00	\$0.00	\$49.42	\$16.40	\$338.88
2010-11 Oper.	\$4.66	\$161.62	\$4.88	\$107.02	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$47.68	\$17.56	\$343.42
Oper. \$ Change	\$0.00	(\$0.88)	(\$0.46)	\$24.34	\$0.00	\$0.00	\$0.00	\$0.00	(\$17.88)	\$0.00	\$0.00	(\$1.74)	\$1.16	\$4.54
Oper. % Change	0.0%	-0.5%	-8.6%	29.4%	0.0%	0.0%	0.0%	0.0%	-100.0%	0.0%	0.0%	-3.5%	7.1%	1.3%

UW-Richland	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$2.00	\$131.68	\$18.20	\$149.06	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30.00	\$12.20	\$343.14
2010-11 Oper.	\$2.00	\$131.68	\$18.20	\$77.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$74.00	\$0.00	\$31.00	\$14.20	\$348.58
Oper. \$ Change	\$0.00	\$0.00	\$0.00	(\$71.56)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$74.00	\$0.00	\$1.00	\$2.00	\$5.44
Oper. % Change	0.0%	0.0%	0.0%	-48.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%	16.4%	1.6%

UW-Rock County	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$5.52	\$87.32	\$18.36	\$147.52	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14.00	\$31.22	\$303.94
2010-11 Oper.	\$7.26	\$93.92	\$17.28	\$143.72	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12.62	\$31.96	\$306.76
Oper. \$ Change	\$1.74	\$6.60	(\$1.08)	(\$3.80)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$1.38)	\$0.74	\$2.82
Oper. % Change	31.5%	7.6%	-5.9%	-2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-9.9%	2.4%	0.9%

UW-Sheboygan	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$0.00	\$113.98	\$9.12	\$102.88	\$0.00	\$0.00	\$0.00	\$0.00	\$34.22	\$0.00	\$0.00	\$14.50	\$0.00	\$274.70
2010-11 Oper.	\$0.00	\$117.76	\$9.62	\$156.68	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24.36	\$0.00	\$308.42
Oper. \$ Change	\$0.00	\$3.78	\$0.50	\$53.80	\$0.00	\$0.00	\$0.00	\$0.00	(\$34.22)	\$0.00	\$0.00	\$9.86	\$0.00	\$33.72
Oper. % Change	0.0%	3.3%	5.5%	52.3%	0.0%	0.0%	0.0%	0.0%	-100.0%	0.0%	0.0%	68.0%	0.0%	12.3%

Major operational increases requested by UW-Sheboygan are made up of:

- After the shift of \$34.22 from student life to organized activities, the remaining increase of \$9.46 is being used to increase the Student Activities Coordinator position from .25 to .50 FTE, and \$7.12 will be used for new student clubs.

- \$9.86 for Health Services will be used to expand the mental health services for students.

- \$3.78 in athletics is due to increased travel costs and the expansion of the basketball program to include a women's club.

UW-Washington	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$0.00	\$107.58	\$13.90	\$76.25	\$0.00	\$0.00	\$0.00	\$0.00	\$70.16	\$0.00	\$0.00	\$50.28	\$6.97	\$325.14
2010-11 Oper.	\$0.00	\$107.00	\$14.58	\$140.38	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$58.24	\$6.82	\$327.02
Oper. \$ Change	\$0.00	(\$0.58)	\$0.68	\$64.13	\$0.00	\$0.00	\$0.00	\$0.00	(\$70.16)	\$0.00	\$0.00	\$7.96	(\$0.15)	\$1.88
Oper. % Change	0.0%	-0.5%	4.9%	84.1%	0.0%	0.0%	0.0%	0.0%	-100.0%	0.0%	0.0%	15.8%	-2.2%	0.6%

UW-Waukesha	<u>Child Care</u>	<u>Inter. Athletics</u>	<u>Mun. Services</u>	<u>Org. Activities</u>	<u>Parking</u>	<u>Rec Center</u>	<u>Rec Sports</u>	<u>Stad/ Arena</u>	<u>Student Life</u>	<u>Union/ Center</u>	<u>Transit/ Bus</u>	<u>Univ. Health</u>	<u>Other</u>	<u>Total</u>
<i>Operations</i>														
2009-10 Oper.	\$1.30	\$66.79	\$8.63	\$108.79	\$0.00	\$0.00	\$0.00	\$0.00	\$54.96	\$0.00	\$0.00	\$35.93	\$21.70	\$298.10
2010-11 Oper.	\$1.04	\$71.44	\$7.68	\$168.64	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35.44	\$19.52	\$303.76
Oper. \$ Change	(\$0.26)	\$4.65	(\$0.95)	\$59.85	\$0.00	\$0.00	\$0.00	\$0.00	(\$54.96)	\$0.00	\$0.00	(\$0.49)	(\$2.18)	\$5.66
Oper. % Change	-20.0%	7.0%	-11.0%	55.0%	0.0%	0.0%	0.0%	0.0%	-100.0%	0.0%	0.0%	-1.4%	-10.0%	1.9%

TABLE C-4
**UW SYSTEM AUXILIARY OPERATIONS
2010-11 ACADEMIC YEAR
TEXTBOOK RENTAL RATES**

<u>Institutions</u>	<u>2009-10 Rate</u>	<u>2010-11 Rate</u>	<u>Increase</u>	<u>Percent Change</u>
Eau Claire	\$180.00	\$185.40	\$5.40	3.0%
La Crosse	\$180.00	\$183.42	\$3.42	1.9%
Platteville	\$142.00	\$142.00	\$0.00	0.0%
River Falls	\$143.30	\$143.30	\$0.00	0.0%
Stevens Point	\$133.20	\$135.60	\$2.40	1.8%
Stout (Based on 30 credits)	\$163.20	\$166.20	\$3.00	1.8%
Whitewater	\$143.52	\$148.80	\$5.28	3.7%
<u>UW Colleges</u>				
Barron	\$139.50	\$150.00	\$10.50	7.5%
Richland	\$136.00	\$138.52	\$2.52	1.9%

**EXPLANATIONS OF INCREASES IN 2010-11
TEXTBOOK RENTAL RATES THAT ARE GREATER THAN 1.9 PERCENT**
Institutions

Whitewater: The increase will be used to cover new debt service costs associated with the Moraine Hall remodel as well as increasing textbook prices.

Eau Claire: The increase will be used to accommodate cost increases related to books and other instructional materials provided via rental.

Barron: The increase will be used to cover a rise in textbook costs, as well as enrollment growth changes at the institution. When a class size outgrows the allotted book level for that course, new books must be purchased for all students, not just the students over the allotted limit.

TABLE C-5

**UW SYSTEM AUXILIARY OPERATIONS
2010-11 ACADEMIC YEAR
RESIDENCE HALLS AND MEAL PLANS***

	Residence Halls (1)			Meal Plans (1)				Total			
	2009-10 Rate	2010-11 Rate	Increase	2009-10 Rate	2010-11 Rate	Increase	Type	2009-10 Rate	2010-11 Rate	Increase	Percent Change
Madison	\$4,584	\$4,772	\$188	\$2,573	\$2,663	\$90	Total Board	\$7,157	\$7,435	\$278	3.9%
Milwaukee (2)	\$4,138	\$4,350	\$212	\$2,700	\$2,668	(\$32)	Value Plan	\$6,838	\$7,018	\$180	2.6%
Eau Claire	\$2,830	\$2,920	\$90	\$2,800	\$2,850	\$50	All-Access	\$5,630	\$5,770	\$140	2.5%
Green Bay (3)	\$3,400	\$3,700	\$300	\$1,600	\$1,750	\$150	Ala Carte	\$5,000	\$5,450	\$450	9.0%
La Crosse	\$3,240	\$3,240	\$0	\$2,390	\$2,390	\$0	19 Meal	\$5,630	\$5,630	\$0	0.0%
Oshkosh	\$3,440	\$3,552	\$112	\$2,424	\$2,424	\$0	15 Meals/Week	\$5,864	\$5,976	\$112	1.9%
Parkside	\$3,800	\$3,914	\$114	\$1,950	\$2,060	\$110	Ala Carte-1	\$5,750	\$5,974	\$224	3.9%
Platteville	\$3,016	\$3,106	\$90	\$1,986	\$2,102	\$116	Average	\$5,002	\$5,208	\$206	4.1%
River Falls	\$3,238	\$3,400	\$162	\$2,092	\$2,130	\$38	14 Meal	\$5,330	\$5,530	\$200	3.8%
Stevens Point	\$3,336	\$3,438	\$102	\$2,276	\$2,322	\$46	175 + 75	\$5,612	\$5,760	\$148	2.6%
Stout	\$3,200	\$3,300	\$100	\$2,136	\$2,260	\$124	Plan 3	\$5,336	\$5,560	\$224	4.2%
Superior	\$2,960	\$3,050	\$90	\$2,125	\$2,280	\$155	Black and Gold	\$5,085	\$5,330	\$245	4.8%
Whitewater	\$3,072	\$3,232	\$160	\$1,956	\$2,170	\$214	19 Meal Plan	\$5,028	\$5,402	\$374	7.4%
System Avg:	\$3,404	\$3,536	\$132	\$2,231	\$2,313	\$82		\$5,636	\$5,849	\$213	3.8%
Colleges (Marathon County)	\$2,725	\$2,725	\$0	\$1,486	\$1,565	\$79	UW-14	\$4,211	\$4,290	\$79	1.9%

- Notes:
- (1) Residence Hall rate is for most popular double room and meal plan for most institutions. Madison meal plan includes a membership fee and average spending per student, while Platteville's includes an average of all meal plans.
 - (2) Included in the rates above is a student approved activity fee of \$40, which is paid by all residents living in the Sandburg Towers.
 - (3) Green Bay's most popular room plan is a four-student apartment rate (see the apartment schedule).
 - (4) For other Residence Hall and Meal Plan rates, please see table C-6.

*Divide by 2 for semester rate.

TABLE C-5 (CONTINUED)

<p>EXPLANATIONS OF INCREASES IN 2010-11 RESIDENCE HALLS AND MEAL PLAN RATES ABOVE THE 1.9 PERCENT THRESHOLD</p>
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•UW-Madison:

Room rates will increase by \$188 due to debt service increases and capital projects. Bonds have been issued for the Chadbourne and Barnard renovation projects. Capital projects include HVAC and tiling at Merit House, Adams/Tripp Heating Design, Ogg Hall North Basement, Ogg Hall Resnet Network Access Control, and continued construction of the University Houses utility infrastructure.

Meal plan rates will increase by \$90 due to debt service increases and capital projects. Debt service will increase for the Lakeshore and Gordon Commons projects starting in FY11. Capital projects include replacement of point of sale equipment, equipment for dining prep and serving areas, and a remodel of Frank's Coffee House.

•UW-Milwaukee:

Room rates will increase by \$212, including Sandburg Hall Administrative Council fee increase of \$2, due to the addition of a facilities maintenance specialist, increased maintenance and custodial supplies and services, increased student salaries to support shuttle services, reduced reserves and support of campus programs (COAST and Neighborhood Housing).

Meal plan rates will decrease by \$32 due to a restructuring of the meal plan program.

•UW-Eau Claire:

Room rates will increase by \$90 due to facilities maintenance and operational increases. Maintenance and repair are required for windows, roof, HVAC and electrical systems. Operational costs will increase due to staffing changes and fringe benefit increases.

Meal plan rates will increase by \$50 due to CPI adjustments as specified in the food service contract.

•UW-Green Bay:

Room rates will increase by \$300 due to maintenance projects. Maintenance projects include modernization of the fire alarm system, roof replacement, a maintenance shop addition, and replacement of some floor and window coverings.

Meal plan rates will increase by \$150 due to rising food costs and utilities.

•UW-Parkside:

Room rates will increase by \$114 due to the need for maintenance on the University apartments.

Meal plan rates will increase by \$110 due to increases passed on from the contract food provider.

TABLE C-5 (CONTINUED)

<p>EXPLANATIONS OF INCREASES IN 2010-11 RESIDENCE HALLS AND MEAL PLAN RATES ABOVE THE 1.9 PERCENT THRESHOLD</p>
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•UW-Platteville:

Room rates will increase by \$90 due to costs associated with remodeling and the purchase of a new storage shed.

Meal plan rates will increase by \$116 as a result of reconfiguring the meal plan structure and an increase in operating costs. Fringe benefit costs increased and debt service increased as a result of the Glenview remodeling project.

•UW-River Falls:

Room rates will increase by \$162 due to an addition to the suite style residence hall and an increase in debt service payments.

Meal plan rates will increase by \$38 due to cost increases in operating costs.

•UW-Stevens Point:

Room rates will increase by \$102 due to debt service projected for the new suite style residence hall under construction.

Meal plan rates are increasing by \$46 due to debt service for the new chiller being added on the north end of campus, a roof repair on the DeBot dining facility, and a new dish machine and pulper in the dining room.

•UW-Stout:

Room rates will increase by \$100 due to an increase in operational expenses and debt service. Debt service is increasing as a result of the Hovlid Hall Renovation project which will be completed July of 2010.

Meal plan rates will increase by \$124 due to an increase in debt service and operational expense. Debt service will increase as a result of renovations to Price Commons and Hovlid Hall.

•UW-Superior:

Room rates will increase by \$155 due to upgrade and repair projects. Upgrades will be made to the fire alarm systems and repairs will be made to flooring, masonry and roofing.

Meal plan rates will increase by \$90 due to costs associated with expanded meal plan offerings. The Yellowjacket Union will be offering longer service hours.

•UW-Whitewater:

Room rates will increase by \$160 due to the Residence Life master plan which has scheduled the renovation of one hall each year.

Meal plan rates will increase by \$214 due to a new food service contract, a new air handling unit, remodeling and landscaping.

<p align="center">TABLE C-6</p> <p align="center">UW SYSTEM AUXILIARY OPERATIONS</p> <p align="center">2010-11 ACADEMIC YEAR</p> <p align="center">OTHER RESIDENCE HALLS AND MEAL PLAN RATES*</p>

<u>Single Room Rates</u>		<u>Other Room Rates</u>		<u>Other Board Plans</u>	
Madison	\$5,501	Smith Hall Doubles New Ogg Doubles Friedrick Center Merit Hall	\$5,647 \$5,647 \$5,473 \$5,473	Base meal rate is \$1,489 and students may deposit any amount for purchase of food	
Milwaukee	Purin \$5,780 Sandburg \$5,210*	Large Single (Sandburg) Small Double (Sandburg) Double (Purin) Triple (Sandburg)	\$6,530* \$4,890* \$4,550 \$3,780*	Premium	\$3,800
	*Included is a student approved activity fee of \$40, which is paid by all residents living in the Sandburg Towers.			Standard	\$3,234
Eau Claire	\$4,220			Dining Deluxe	\$2,900
				Declining Balance Plan	\$2,750
Green Bay - See Apartment Rates		None		None	
La Crosse	\$4,240	Reuter Apartment Type	\$4,820	14 Meals + Points	\$2,360
				10 Meals + Points	\$2,330
				On-Campus Block Plan 2	\$1,230
				Off-Campus Block Plan 1	\$602
Oshkosh	\$4,916	Taylor Hall Single	\$5,433	250 meals/block	\$3,240
		GCC Single	\$4,916	200 meals/block	\$2,800
		Designer Single	\$4,689	Titan Dollar	\$2,630
		Taylor Hall Double	\$4,071	21 meals/week	\$2,570
				150 meals/block	\$2,220
				100 meal block	\$1,300
				Upper class 100 meal block	\$1,300
				50 meal block	\$660
Parkside	\$4,448	Single (Suites at Parkside)	\$5,012	25 meal block	\$340
		Single (Ranger Hall)	\$4,556	Plan 4 - Parkside Plus	\$2,720
		Double (Suites at Parkside)	\$4,302	Plan 3 - Green & Black	\$2,500
		Double (Univeristy Apartments)	\$3,808	Plan 2 - Ranger	\$2,280
		Small Double (University Apartments)	\$3,398		
Platteville	\$3,876	Southwest Hall	\$4,293	200 Meals/sem + 100/sem	\$2,924
				19 Meals/Week	\$2,722
				175 meals + \$100/sem	\$2,700
				14 Meals/week +\$50/sem	\$2,662
				150 Meals/sem +\$100/sem	\$2,534
				110 Meals/sem +\$125 /sem	\$1,800
				90 Meals/sem +\$100/sem	\$1,506
				75 Meals/sem +\$100/sem	\$1,216
				50 Meals/sem +\$75/sem	\$852

TABLE C-6 (Continued)
UW SYSTEM AUXILIARY OPERATIONS
2010-11 ACADEMIC YEAR
OTHER RESIDENCE HALLS AND MEAL PLAN RATES*

	<u>Single Room Rates</u>	<u>Other Room Rates</u>	<u>Other Board Plans</u>
River Falls	\$4,400	Suite \$4,400	19 Meal Plan \$2,174
Stevens Point	\$4,868		125 + 125 \$2,322 225 + 50 \$2,322 275 + 25 \$2,322
Stout	\$4,300	Quadruple \$4,700	Plan 4 \$2,400 Plan 2 \$2,120 Plan 1 \$1,980
Superior	\$4,250	Triple \$3,050	Superior Plan \$2,680
Whitewater	\$4,400	Suite \$4,800 Large Single \$3,992 Extended Double \$3,736 Triple \$2,800	Mega Point \$3,400 Redemption Value 1 \$2,600 Full Point \$2,300 24 Meal \$2,220 14 Meal \$2,120 10 Meal \$2,080 Redemption Value 2 \$1,600 Off Campus Block \$150
Colleges		Double-NTC \$2,835	NTC-19 \$1,672 UW-19 \$1,617 NTC-14 \$1,615 NTC-10 \$1,539 UW-10 \$1,495

TABLE C-7

UW SYSTEM AUXILIARY OPERATIONS 2010-11 ACADEMIC YEAR MONTHLY APARTMENT RATES

	<u>2009-10</u> <u>Rate</u>	<u>2010-11</u> <u>Rate</u>	<u>Increase</u>	<u>Percent</u> <u>Change</u>
<u>Student Apartments</u>				
<u>Madison (Eagle Heights)</u>				
One Bedroom	\$655	\$670	\$15	2.3%
Two Bedroom	\$730	\$745	\$15	2.1%
Three Bedroom	\$860	\$875	\$15	1.7%
Small Three Bedroom	\$860	\$875	\$15	1.7%
Large Two Bedroom	\$835	\$850	\$15	1.8%
Large Three Bedroom	\$960	\$975	\$15	1.6%
Three Bedroom Townhouse	\$990	\$1,005	\$15	1.5%
<u>Madison (Harvey Street)</u>				
One Bedroom	\$590	\$605	\$15	2.5%
Two Bedroom	\$765	\$780	\$15	2.0%
<u>Milwaukee (Kenilworth) (1)</u>				
One Bedroom Standard	\$950	\$975	\$25	2.6%
One Bedroom Upgrade	\$1,000	\$1,010	\$10	1.0%
Two Bedroom Standard	\$590	\$620	\$30	5.1%
Two Bedroom Upgrade	\$620	\$650	\$30	4.8%
Three Bedroom Standard	\$510	\$540	\$30	5.9%
Three Bedroom Upgrade	\$565	\$600	\$35	6.2%
<u>Green Bay</u>				
One Bedroom/One Student	\$433	\$433	\$0	0.0%
One Bedroom/ Two Students	\$433	\$433	\$0	0.0%
Two Bedrooms/Four Students	\$378	\$411	\$33	8.7%
<u>Faculty Apartments</u>				
<u>Madison</u>				
One Bedroom	\$770	\$785	\$15	1.9%
Two Bedroom	\$910	\$925	\$15	1.6%
Three Bedroom	\$990	\$1,005	\$15	1.5%

(1) Kenilworth rates are per individual contract.

**EXPLANATIONS OF INCREASES IN 2010-11
APARTMENT RATES THAT ARE GREATER THAN 1.9 PERCENT**

Institutions

UW-Madison: The average increase is 1.9% even though the individual rate increases vary.

UW-Milwaukee: The increases ranging from \$10 to \$35 in the Milwaukee apartment rates will cover contributions to lease payments, utilities, and supplies and services required to maintain the building.

UW-Green Bay: The \$33 increase will cover anticipated expenses for the modernization of the fire alarm system, and replacement of roofs, flooring and window coverings in the apartments.

TABLE C-8
UNIVERSITY OF WISCONSIN SYSTEM
2010-11 AUXILIARY OPERATIONS BUDGET SUMMARY
(FUNDS 123, 128, 129, 528, AND 530)¹

Table below shows the change in the source of revenue supporting the 2010-11 auxiliary operations (Source of Funds), and how the revenue will be expended (Expenditures)

<u>Source of Funds</u>	<u>2009-10</u>	<u>2010-11</u>	<u>Change</u>
Receipts			
Segregated University Fee	\$ 138,879,586	\$ 147,929,547	6.5%
Room and Board	206,760,929	221,822,439	7.3%
Other Receipts	305,594,162	323,672,704	5.9%
Interest Receipts	<u>4,261,879</u>	<u>1,407,838</u>	<u>-67.0%</u>
Total Receipts	\$ 655,496,556	\$ 694,832,528	6.0%
Operating Contributions from Reserves ²	<u>37,358,304</u>	<u>(2,562,056)</u>	<u>-106.9%</u>
Total	\$ 692,854,860	\$ 692,270,472	-0.1%
<u>Expenditures</u>			
Operations ³			
Salaries and Wages	\$ 194,154,826	\$ 190,626,934	-1.8%
Fringe Benefits	68,659,234	70,260,213	2.3%
Supplies & Expenses	398,599,879	402,465,734	1.0%
Sales Credits	(97,682,540)	(96,732,196)	-1.0%
Aids to Individuals/Special Purpose	14,577,796	13,928,606	-4.5%
Capital	<u>45,773,034</u>	<u>36,645,843</u>	<u>-19.9%</u>
Sub-total	\$ 624,082,229	\$ 617,195,134	-1.1%
Debt Service	<u>68,772,631</u>	<u>75,075,338</u>	<u>9.2%</u>
Total	\$ 692,854,860	\$ 692,270,472	-0.1%

¹ Funds 123 - Debt Service, Fund 128 - Auxiliaries, Fund 129 - Stores, Fund 528 - Athletic Auxiliaries, and Fund 530 - Athletic Nonincome Sports. Does not include Physical Plant Service Departments (Fund 120) of \$2,105,700

² Operating Contributions from Reserves shows the difference between Total Expenditures and Other Receipts, drawn from Auxiliary Reserve Balances

³ Amounts do not include unallocated spending authority for debt service of \$6,742,362 in 10-11

TABLE C-9
UNIVERSITY OF WISCONSIN SYSTEM
2010-11 ANNUAL BUDGET
AUXILIARY RESOURCES AND EXPENDITURES
BY INSTITUTION

	Revenues					Operating Contributions From Reserves	Total Resources Required	Expenditures (1)		
	Segregated Fees	Room and Board	Other (2)	Interest	Subtotal			Fund 123 (4)	Funds 128 & 129 528 & 530 (3)	Total
Madison	\$ 39,505,200	\$ 53,320,600	\$ 182,258,500	\$ 551,300	\$ 275,635,600	\$ (1,441,038)	\$ 274,194,562	\$ 31,760,400	\$ 242,434,162	\$ 274,194,562
Milwaukee	23,371,900	22,793,562	41,682,327	81,336	87,929,125	(443,370)	87,485,755	3,921,155	83,564,600	87,485,755
Eau Claire	11,919,108	14,022,320	6,221,307	200,000	32,362,735	(1,725,537)	30,637,198	1,457,745	29,179,453	30,637,198
Green Bay	6,180,616	3,008,000	10,458,680	80,457	19,727,753	580,857	20,308,610	1,118,658	19,189,952	20,308,610
La Crosse	9,656,582	17,829,749	5,961,750	17,690	33,465,771	(163,670)	33,302,101	3,485,940	29,816,161	33,302,101
Oshkosh	8,269,058	20,174,198	18,371,571	38,665	46,853,492	(1,932,532)	44,920,960	4,849,439	40,071,521	44,920,960
Parkside	4,092,761	5,382,617	3,561,436	21,000	13,057,814	1,086,190	14,144,004	4,411,667	9,732,337	14,144,004
Platteville	5,461,460	15,170,989	7,569,063	21,306	28,222,818	722,432	28,945,250	4,026,374	24,918,876	28,945,250
River Falls	7,213,024	13,860,321	5,349,945	54,558	26,477,848	(970,799)	25,507,049	3,119,542	22,387,507	25,507,049
Stevens Point	9,862,900	17,609,500	15,285,645	105,000	42,863,045	582,773	43,445,818	6,469,933	36,975,885	43,445,818
Stout	7,348,362	\$15,415,622	6,214,583	47,273	29,025,840	(208,438)	28,817,402	3,235,700	25,581,702	28,817,402
Superior	3,006,062	3,443,140	3,560,267	8,500	10,017,969	(383,477)	9,634,492	1,024,659	8,609,833	9,634,492
Whitewater	9,319,338	19,204,044	10,687,591	113,433	39,324,406	(363,870)	38,960,536	5,932,536	33,028,000	38,960,536
Colleges	2,723,176	587,777	4,001,655	34,520	7,347,128	431,466	7,778,594	-	7,778,594	7,778,594
Extension	-	-	1,469,391	32,800	1,502,191	1,358,671	2,860,862	261,590	2,599,272	2,860,862
SYS/SA	-	-	1,018,993	-	1,018,993	308,286	1,327,279	-	1,327,279	1,327,279
TOTAL	\$ 147,929,547	\$ 221,822,439	\$ 323,672,704	\$ 1,407,838	\$ 694,832,528	\$ (2,562,056)	\$ 692,270,472	\$ 75,075,338	\$ 617,195,134	\$ 692,270,472

(1) Fund 123 - Debt Service, Fund 128 - Auxiliaries, Fund 129 - Stores, Fund 528 - Athletic Auxiliaries, and Fund 530 - Athletic Nonincome Sports

(2) Includes transfers

(3) Includes amounts for Athletics - Fund 528 (\$75,316,400) and Fund 530 (\$366,100)

(4) 2010-11 amounts do not include unallocated spending authority for debt service of \$6,742,362 in Fund 123 and \$2,105,700 in Fund 120 for Physical Plant Service Departments

D. 2010-11 ANNUAL DISTRIBUTION ADJUSTMENTS

2010-11 UW SYSTEM ANNUAL DISTRIBUTION ADJUSTMENTS

DISTRIBUTION ADJUSTMENTS FOR NEW GPR/FEE FUNDING

A. NEW UW SYSTEM DISTRIBUTION ADJUSTMENTS

1. OPERATIONS BUDGET REDUCTION

The budget reduces UW System's state operations appropriations by \$49,500,000 in 2009-10 and by \$50,500,000 in 2010-11. The \$50.5 million consists of a \$35 million base reduction and a one-time reduction of \$15.5 million. The net impact of the change is a \$1 million further reduction to UW System campuses in 2010-11. The reduction is allocated based on each institution's share of the UW System's 2008-09 GPR/Fee budget excluding debt service, utilities, financial aid, separately budgeted academic tuition, and Extension credit programs. The 2010-11 reduction amounts by institution are as follows:

Campus	Change in 2010-11	One Time Share of Reductions
Madison	\$374,500	\$5,804,700
Milwaukee	132,800	2,058,400
Eau Claire	49,800	771,900
Green Bay	24,000	372,000
La Crosse	41,500	643,200
Oshkosh	47,700	739,300
Parkside	22,800	353,400
Platteville	28,100	435,500
River Falls	28,200	437,100
Stevens Point	41,400	641,700
Stout	37,700	584,300
Superior	15,000	232,500
Whitewater	42,700	661,800
Colleges	38,000	589,000
Extension	43,400	672,700
System Admin/Systemwide	32,400	502,500
Total	\$1,000,000	\$15,500,000

Institutions will be provided maximum flexibility to manage reductions within the following principles:

- a. Institutions should seek to minimize, to the extent possible, reductions that directly impact the ability to instruct and serve students while recognizing that some impact is unavoidable.

- b. Institutions should consider eliminating or merging academic programs and majors that have low enrollments or are similar to programs elsewhere in the UW System. Such eliminations should be coordinated across the System so that the same majors are not simultaneously removed everywhere.
- c. One-time reduction opportunities (e.g. hiring slowdowns, travel restrictions, etc.) should be considered in the short term to give Provosts and Chancellors time to plan more permanent modifications including changes to program array.
- d. Minority and Disadvantaged Programs will receive no more than a proportionate share reduction in budget cuts.
- e. The Growth Agenda will be slowed during this period due to budget reductions.

2. RECRUITMENT AND RETENTION OF FACULTY, INSTRUCTIONAL AND RESEARCH ACADEMIC STAFF

The 2009-11 biennial budget provides \$5,000,000 in 2009-10 and an additional \$5,000,000 in 2010-11 to support competitive compensation for faculty, instructional academic staff, and research academic staff in high-demand and/or mission-critical academic disciplines. Funding will be distributed based on each institution's proportion of the approved all funds October 2008 payroll base for faculty, instructional academic staff, and research academic staff. The \$5,000,000 in 2010-11 is distributed as follows:

Campus	Distribution
Madison	\$2,548,000
Milwaukee	597,500
Eau Claire	190,500
Green Bay	75,500
La Crosse	167,000
Oshkosh	187,000
Parkside	77,500
Platteville	122,000
River Falls	115,000
Stevens Point	162,000
Stout	140,500
Superior	53,500
Whitewater	184,500
Colleges	152,500
Extension	227,000
System Administration	0
Total	\$5,000,000

Guidelines for Use of Funds

- Use of funds is limited to salary dollars.
- Because of the critical need for funding to address competitive salary concerns, all recruitment and retention dollars should be used in the year allocated.
- Funding is not limited to matching outside offers but can be used to support proactive market based salary increases when those disparities can be documented.
- Recruitment and retention funding cannot be provided in an across-the-board fashion.
- This funding may not be used to address widespread compression issues.
- Funding may not be granted to officials with titles of Dean and above.

3. LAWTON UNDERGRADUATE MINORITY RETENTION GRANT/ADVANCED OPPORTUNITY PROGRAM (AOP)

The budget increases funding for the Lawton program by \$358,400 and the AOP by \$265,900 in 2010-11. Total funding for 2010-11 will be allocated based on each institution's proportion of a three-year rolling average headcount of minority/disadvantaged students.

4. TUITION INCREASE GRANT (TIG) PROGRAM

The budget provides \$4.1 million PR in 2009-10 and \$8.3 million (\$6.4 million GPR/\$1.9 million PR) in 2010-11 for grants to students from families with income of less than \$60,000 with unmet financial need. The grants will correspond to any increase, or any portion of an increase, in general tuition charged to the student. Funding in 2010-11 will be allocated during the year based on the relative proportion of students at each institution who are eligible for a grant and the total available program budget.

5. UTILITIES

The budget provides an increase of \$5,044,000 for utilities in 2010-11. The base level of funding is the 2007-08 expenditure level. The base is adjusted using the Department of Administration (DOA) inflation scalers by commodity code. Funding for new space, debt service on energy projects, solid waste removal, and operational adjustments for the cogeneration power plant on the UW-Madison campus is added, based on the amounts requested in the biennial budget, by campus.

6. STUDENT TECHNOLOGY FEE

The budget provides an additional \$106,900 in 2009-10 and \$1,089,100 in 2010-11 to reflect changes related to additional tuition revenue generated by the student technology fee to meet student needs for instructional technology and information access. Allocation of the student technology fee is based on a percentage of the 2008-09 academic year and summer session tuition budgets excluding the student technology fee.

B. INSTITUTIONAL INITIATIVES

Funding for institutional initiatives will be allocated to the designated institutions based on gubernatorial and legislative intent.

1. WISCONSIN INSTITUTES FOR DISCOVERY

The budget provides \$8,198,100 in 2010-11 for the Wisconsin Institutes for Discovery, a public research institute charged with enhancing human health and welfare through interdisciplinary research spanning biotechnology, nanotechnology, and information technologies. This funding is allocated to UW-Madison.

<p>APPENDIX A. SUMMARY OF DIFFERENTIAL TUITION PROGRAMS</p>
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UW SYSTEM DIFFERENTIAL TUITION BY CAMPUS JUNE 2010

Institution	Tuition Program	Description	Pricing	Annual Increase	Next Board Review
UW-Madison	School of Business - Undergraduate	Implemented Fall 2007. The differential rate applies to all undergraduate students enrolled in the Bachelor's of Business Administration (BBA) major and Certificate in Business (CIB) program. The differential will be reviewed by the campus and students after the 2011-12 academic year.	BBA tuition increased by \$500 per semester (\$1,000 per year). CIB tuition increased by \$150 per semester (\$300 per year).	None	2014
	School of Engineering – Undergraduate Differential Tuition	The differential applies to all undergraduate students enrolled in the Engineering Major beginning in Fall 2008. The differential must be reviewed by the Board of Regents following Spring 2011.	The differential will be phased in over three years: \$300 per semester in 2008-09, \$500 per semester in 2009-10, and \$700 per semester in 2010-11.	None beyond 2010-11	2011
	The Madison Initiative for Undergraduates	Approved in May 2009. The differential applies to all undergraduate students. The Initiative will add faculty and instructional support, improve student services, and increase need-based financial aid. The differential must be reviewed by the Board of Regents after four years (2013-14).	The differential will be phased in over four years. For residents, the differential will be \$250 in 2009-10; \$500 in 2010-11; \$750 in 2011-12; and \$1,000 in 2012-13. For non-residents, the differential will be \$750 in 2009-10; \$1,500 in 2010-11; \$2,250 in 2011-12; and \$3,000 in 2012-13.	None beyond 2012-13	2014

DIFFERENTIAL TUITION (continued)

UW-Milwaukee	Peck School of the Arts - Undergraduate	Implemented Fall 2004. Differential rate applies to all undergraduate courses provided by the Peck School of the Arts, with the exception of eight 100-level General Education Requirement courses.	\$10 per credit in 2004-05, \$15 per credit in 2005-06, and \$20 per credit in 2006-07. The differential is \$21.20 per credit in 2010-11.	May increase by 3% annually through Fall 2012	2013
	College of Engineering and Applied Science – Undergraduate and Graduate	Implemented Fall 2004. Applies to all undergraduate and graduate courses provided by the college.	\$5 per credit in 2004-05, \$10 per credit in 2005-06, \$15 per credit in 2006-07, and \$20 per credit in 2007-08. The differential is \$20.80 per credit in 2010-11.	May increase by 4% annually through Fall 2012	2013
	Sheldon B. Lubar School of Business Administration – Undergraduate	Implemented Fall 2004. Differential rate applies to all 200- to 600-level courses provided by the School.	\$10 per credit in 2004-05, \$15 per credit in 2005-06, and \$20 per credit in 2006-07. The differential continues at \$20 per credit.	May increase by 3% through Fall 2012	2013
	College of Nursing – Undergraduate	Implemented Fall 2004. Applies to all undergraduates enrolled in clinical major courses within the College.	Differential of \$30 per credit applied to all 300-level courses in 2004-05, and to all 300- and 400-level courses beginning in 2005-06. The differential is \$30 per credit in 2010-11.	May increase by 3% annually through Fall 2012	2013
	School of Architecture and Urban Planning (SARUP) – Undergraduate and Graduate	Implemented Fall 2006. Supports a desktop computer workstation program with enhanced support services for architecture students. Will be reviewed by the Student Senate after the third year of operation.	\$11.55 per credit for all Department of Architecture courses and an additional \$31.45 per credit (\$43 total) for all courses at the 200 through 800 levels.	May increase by 5% annually	2013

DIFFERENTIAL TUITION (continued)

UW-Eau Claire	The Blugold Commitment - Undergraduate	In 2010, UW-Eau Claire expanded their existing differential in support of the Blugold Commitment – a commitment to extraordinary learning, affordable education, and globally prepared graduates from Wisconsin. The differential supports high-impact practices, additional faculty, and financial aid.	For full-time resident and nonresident undergraduate students, the differential will increase from \$163 per year to \$463 per year in 2010-11; \$763 per year in 2011-12; \$1,063 per year in 2012-13; and \$1,363 per year in 2013-14.	None beyond 2013-14	2016
UW-La Crosse	Academic Excellence Initiatives – Undergraduate and Graduate	Implemented Fall 2003. The differential provides financial support for academic advising, diversity initiatives, undergraduate research, and international education.	In Fall 2010, the differential tuition rate will be \$60 per semester (\$120 per year). The rate will increase to \$66 per semester (\$132 per year) in Fall 2011. The rate will then be adjusted by 6% annually through Fall 2014.	Increases by 6% annually through Fall 2014. None beyond Fall 2014	2013
	Growth, Quality, and Access - Undergraduate	Approved by the Board of Regents in December 2007. The differential is used to hire additional faculty and staff and to purchase instructional supplies and equipment.	Tuition increased by \$250 per semester for Fall 2008. In 2009-10, tuition increased by another \$250 per semester. The differential is \$515.00 per semester in 2010-11.	Increase will be sufficient to cover salary and fringe increases and is not expected to be larger than the undergraduate tuition increase	2013
UW-Oshkosh	Oshkosh Personal Development Compact – Undergraduate	Implemented Fall 2003 to provide funding to enhance assessment, advising, co-curricular involvement, and emotional wellness. Emphasis is placed on student retention, reduced time to graduation, and increased graduation rates.	The undergraduate tuition differential is \$58.35 per semester in 2010-11.	Differential increases by 3% annually	2012

DIFFERENTIAL TUITION (continued)

UW- Platteville	Regional Enrollment Plan – Undergraduate	Implemented Fall 2005. Offers a differential tuition rate to nonresident, undergraduate students from Illinois and Iowa who enroll in fields that address the workforce needs of both new and established Wisconsin businesses.	Eligible students will be charged the resident tuition rate plus a premium of \$4,400 \$4,000 per year.	Premium will increase to \$4,400 in Fall 2010. After Fall 2010, the premium may increase up to the resident undergraduate tuition rate.	2013
	Academic and Support Services – Undergraduate	Approved by the Board of Regents in April 2008. The differential expands student services (e.g., Writing Center and Tutoring Center), supports additional mental health staff, funds career services staff, and provides financial support to students completing their senior capstone project.	Differential tuition will be 1.9% of the resident undergraduate tuition rate for all undergraduates. In 2010-11, this is \$53.76 per semester.	As a percent of tuition, the differential increases with tuition	2013
UW-River Falls	Undergraduate Differential Tuition	Implemented Fall 2007 to provide funding for enhanced library services, a testing and tutoring center, and undergraduate scholarly research and creative activities (USRC).	Tuition will increase \$36 per semester (\$72 per year). This rate will remain flat for four academic years and will then be reviewed for reauthorization by a campus oversight committee made up of an equal representation of students, faculty, and staff.	None	2012
UW-Stout	Customized Instruction	Implemented Fall 1999. Provides tuition flexibility to determine and charge market rates for customized programs, certificates, and courses to meet the needs of business and industry. Courses will be typically provided in alternative time frames (i.e., summer, evenings, and/or weekends.)	Market tuition rates will vary by program. For 2009-10, undergraduate rates varied from \$278 to \$400 per credit. Graduate rates varied from \$360 to \$510 per credit.	Variable based on market rates	2016

DIFFERENTIAL TUITION (continued)

UW-Stout (continued)	Access to Learning – Undergraduate and Graduate	Implemented Fall 1999. The differential tuition provide access to active learning programs that promote critical and creative thinking abilities in students. The differential provides expanded access to campus laboratories, cooperative education programs, field trips, and instructional materials.	Both residents and nonresidents pay the same differential tuition amount, which equals 5% of undergraduate and graduate tuition. In 2010-11, this was \$10.00 per credit for undergraduates and \$16.03 per credit for graduates.	As a percent of tuition, the differential increases with tuition	2016
UW-Superior	Undergraduate Differential Tuition	Beginning in Fall 2008, the differential supports Jim Dan Hill Library operations and expands student career services. The differential will be reviewed following Spring 2011.	All undergraduate students are assessed an additional \$103.50 per semester. The differential fee is prorated for part-time students.	None	2011
UW- Whitewater	Advising and Integrated Freshman Experience Program – Undergraduate	Implemented Fall 2002 to promote continual student success through a multilevel advising model and an integrated freshman experience program.	Undergraduate tuition increases by an amount equal to 3.5% of the resident undergraduate tuition rate. In 2010-11, this is \$99.00 per semester.	As a percent of tuition, the differential increases with tuition	2012

2011-13 BIENNIAL BUDGET: STRATEGIC FINANCING FOR THE *GROWTH AGENDA*

EXECUTIVE SUMMARY

BACKGROUND

The Board of Regents is required by statute to submit a biennial budget to the State of Wisconsin, no later than September 15 of even numbered years. In order to submit the budget on time, the Board generally meets in late August to approve the budget for submission.

At the April Board of Regents meeting, the Board discussed the More Graduates for Wisconsin strategic plan for the UW System. In May, the Board discussed strategic financial planning. At this June meeting, the Board will: (1) discuss initiatives for consideration as part of the biennial budget, and (2) consider options for addressing the financial aid needs of UW System students.

- (1) New Initiatives: This packet provides brief descriptions of potential 2011-13 biennial budget new initiatives in two strategic areas: Research to Jobs and More Graduates. The dollar requirements for these initiatives have not yet been fully developed but will be provided in July for the Board's input prior to the August meeting, when the biennial budget request will be presented for approval. Information regarding standard budget adjustments (also known as cost-to-continue), program revenue request initiatives, and statutory changes will be discussed in some detail in the Business, Finance, and Audit Committee meeting.

No action is being requested in June on the new initiatives. During the summer, the Board will have the opportunity to meet with staff to discuss all potential initiatives that have been brought forward, and will be asked to provide feedback on how to proceed in finalizing the budget for the August Board meeting.

- (2) Financial Aid: A resolution (based on recommendations from the Board in prior years) has been developed for submission to the Higher Educational Aids Board, supporting an expanded program that would grow WHEG awards to match tuition dollar increases. The resolution needs to be acted upon to meet the budget development timeline of the Higher Educational Aids Board. They have asked that the Board of Regents submit their WHEG-UW recommendations no later than June 30.

REQUESTED ACTION

Approval of resolution 3.c., requesting that the statutory language of the WHEG-UW program be modified to provide that each student's WHEG-UW award will increase by at least the same dollar amount as the dollar increase in undergraduate tuition, thereby granting a "dollar-for-dollar" hold harmless increase to eligible University of Wisconsin students.

RELATED REGENT POLICIES

32-5 Tuition Policy Principles

Research to Jobs: UW Comprehensive Institutions

In 2009, President Reilly appointed a Research to Jobs Task Force to investigate ways that the UW System can leverage its faculty and research resources to help stimulate job creation, strengthen the state economy, and sustain long-term economic growth. The Task Force completed its work and issued a report in September 2009. A Research to Jobs Implementation Committee was then convened in February 2010 to translate the Task Force's recommendations into actionable measures and proposals. Their recommendations include:

- A week-long course to teach basic business and entrepreneurial skills (entrepreneurial bootcamp). The current program at UW-Madison could accommodate some additional students, but expansion to other areas of Wisconsin or additional times or sites at UW-Madison require increased support.
- A UW System website for posting start-up ideas and requests for collaborations, support, and resources. A professionally-managed, interactive and multifunctional website could use social networking tools to provide a forum for collaboration and resource sharing, as well as allow students and researchers to share ideas and discuss solutions to problems.
- Expansion of the Wisconsin Discovery Portal database, which allows the public to identify faculty and staff who have certain technical expertise. The portal would include areas of research expertise, current funding, issued patents and patent applications, technologies available for licensing, recent publications, and contact information.
- Encouraging the establishment and growth of emerging technology centers across the UW System. These centers will leverage multiple resources to create new jobs through research, development and technology innovation, as well as adding and retaining jobs by strengthening existing businesses.

Efforts to link businesses to UW resources and encourage research, entrepreneurship, and job creation, however, are not limited to these initiatives. If these goals are to be achieved, faculty and research academic staff need both resources and support. UW comprehensive institutions cite support for faculty release time and summer stipends, grant-writing assistance, supplies and equipment, and matching/seed funding as critical to enhancing and supporting efforts to increase and stimulate research. Increased funding would provide institutions the flexibility to manage resources to meet their specific needs and be able to respond to research and funding opportunities and regional needs as they arise.

Planned

Outcomes: Provide additional opportunities to participate in entrepreneurship training.
Establish a website for posting ideas and requests for collaboration and support.
Expand the Wisconsin Discovery Portal database to include all UW institutions.
Create or enhance three emerging technology centers.
Provide institutions with flexible funding to support targeted research activities.

Research to Jobs: UW-Madison – Supporting the Research Enterprise

This initiative seeks to maximize the impact of the Madison Initiatives for Undergraduates (MIU) on UW-Madison's research enterprise by ensuring top-flight graduate assistant support for new faculty. As part of the MIU, a tuition differential that was implemented in 2009-10, 75 new faculty positions will be added in key science and technology related fields such as Chemistry, Mathematics, Biology, and Environmental Science.

These proposed new faculty positions will help to eliminate bottlenecks in key gateway courses, thereby increasing access to high-demand majors and reducing time to degree. However, these faculty will also share the same high research productivity goals and responsibilities that have made UW-Madison one of the nation's premier research institutions. In 2007-08, UW-Madison ranked third among all institutions, and second among public institutions, in total research and development expenditures. UW-Madison attracted over \$800 million in external research funding to Wisconsin in 2008-09, while in 2008, 144 new U.S. patent applications were filed and over \$54 million in licensing income from technology transfer was generated. It is expected that these new faculty will attract over \$35 million in externally funded grant activity, thereby significantly increasing UW's contribution to the state's economic growth.

Faculty, however, cannot develop grant proposals and conduct the types of research that will attract external funding and produce additional opportunities for technology transfer and licensing opportunities without the assistance and support of high-quality graduate assistants to work on these projects. Based on current experience and research models, each of the new faculty will need approximately three graduate assistants to work on externally funded research projects. While external grant funding will cover the direct costs of these graduate assistants, including stipends and fringe benefit costs, these grants cannot fund the tuition waivers that are required by state statute and necessary if UW-Madison is going to attract the best graduate students-those who can work on cutting-edge research endeavors-in an increasingly competitive environment. Therefore, this initiative requests funding to cover the cost of the tuition waivers associated with these graduate assistants.

Planned

Outcomes: Hire an additional 225 graduate assistants to support 75 new faculty positions, and work on externally funded research projects (leveraging \$35 million in external funding).

Research to Jobs: UW-Milwaukee – Powering Southern Wisconsin’s Knowledge-Based Economy Phase II

This initiative would fund Phase II of a three-biennia Research Initiative. Phase I (2007-09) provided \$8,399,400 GPR and \$1,230,100 Fees (\$9,629,500 GPR/Fees biennial total) and 60 FTE faculty/academic staff to focus on research in the areas of biomedical and health technologies, advanced manufacturing, and other science and engineering fields in order to strengthen the level of research in southeastern Wisconsin and translate outcomes into economic development. Phase I also invested in graduate education in advanced manufacturing and biomedical research, and expanded undergraduate research. Phase II was previously requested, but did not receive funding, in the 2009-11 Biennial Budget.

Phase II (2011-13) would provide seed funding for selected research projects, adds staff to secure additional grant and corporate partnership funding, and provides for expanded access to library resources such as electronic journals and research materials. Increased support for information technology (IT), including research computing capabilities, will enhance efforts in science and engineering. Phase II also anticipates cluster hires in advanced manufacturing and healthcare/biomedical engineering and science, and power, energy, and sustainability. These cluster hires are expected to attract federal and other research funding and foster economic activity through the creation of intellectual property, technology transfer, and business startups.

Funding would also support faculty and the administrative infrastructure of the new Schools of Public Health and Freshwater Sciences in order to build the necessary research, instructional and outreach capacity, including expanding degree offerings. Finally, this initiative will enhance and expand undergraduate research and internship opportunities, and allow UW-Milwaukee to attract and retain outstanding graduate students, focusing on health sciences, the Schools of Public Health and Freshwater Sciences, and the STEM fields.

In 2008-09, UW-Milwaukee had over \$53.6 million in research expenditures, which represents an increase of 150% from the beginning of the decade. It is expected that the requested state funds and the expanded research focus under Phase II will allow UW-Milwaukee to secure additional external grants and contracts.

Supporting

Funds: The increased research emphasis will attract additional external funding and partnerships.

Planned

Outcomes: Additional faculty and staff for Schools of Public Health and Freshwater Sciences.
Cluster hires to attract research funding and stimulate economic activity.
Enhanced undergraduate research and internship opportunities.
Provide seed money for research projects.
Expanded access to library and information technology resources.
Increased ability to attract and retain outstanding graduate assistants.

Research to Jobs: UW Library Research Commons

This initiative would increase access for students, faculty and staff, to many core resources in a wide range of subject areas. It will also support the expansion of existing electronic resources currently held by the UW-Madison Libraries to all UW faculty and students, thereby building the research capacity of the entire UW System. The libraries have received no funding increases since 1999. With an average inflation rate of 9 percent per year, significant cuts in research subscriptions have been necessary. Due to the lack of timely, accurate, and comprehensive scholarly resources, faculty and other researchers have difficulty keeping up-to-date in their field and maintaining a competitive edge in acquiring extramural funding, passing current knowledge on to their students, and transferring their research into economic growth for the state of Wisconsin.

Planned

Outcomes: Recruiting, retaining, and graduating the best and brightest undergraduate and graduate students by equipping them with the information and tools they need to do their best work.

Expanding student participation in research to achieve a more competitive intellectual edge systemwide.

Attracting and retaining a highly accomplished faculty whose expertise and drive contribute to the discovery and dissemination of knowledge.

Supporting the production of technologies and products that generate license fees and spur the creation of start-up companies, which tend to arise and flourish within 50 miles of the “home” university.

Accelerating grant awards and related revenue flows to the UW by providing faculty with access to the most comprehensive, up-to-date knowledge base.

Fostering more R&D at state and local government agencies through connections with UW library resources.

More Graduates for Wisconsin (MG4W)

The More Graduates for Wisconsin initiative will provide funding to increase the number of graduates produced in the UW System. In 2008, Wisconsin was ranked 29th in the nation for the percentage of adults holding a bachelor's degree, a full six percentage points behind Minnesota. To address this educational deficit, the UW System must attract a broader, deeper cut of the population, with a particular focus on traditionally underrepresented populations. If per capita income in Wisconsin were raised to the Minnesota average, residents would collectively take home an additional \$29 billion annually. The research shows that more degree-holders in the state will lead not only to higher income levels, but to more rapid economic growth, decreased demand on social services, and lower poverty rates. By improving access to quality higher education and increasing the overall number of degrees awarded, this initiative will better prepare more graduates so current and future generations can enjoy a higher quality of life in a more economically robust community.

Utilizing a dual-pronged approach of increased access and improved retention, the UW System goal of 80,000 additional graduates is set to be achieved by 2025. Funding for the 2011-13 biennia will provide transformational dollars to assist institutions in catalyzing new strategies and expanding those that have proven successful, to increase enrollments and improve retention during the first phase of implementation. These strategies include:

- Enhanced student services to support students throughout their academic career, utilizing an early warning system to identify at-risk students and provide mentoring.
- Increased recruitment and retention efforts for underserved populations
- High Impact Practices such as first-year seminars, undergraduate research, writing-intensive courses, learning communities and experiential learning
- New and expanded K-12 pipeline programs and bridge programs
- Alternative pathways such as online programs, 3-year degrees, a credit repository, programs targeting adult students, and credit for prior learning
- Focus on transfer students through expanded collaborations with the Wisconsin Technical College System and the UW Colleges.
- UW-Extension Continuing Education Outreach and E-Learning

Planned

Outcomes: More than 5,600 FTE additional enrollments by Fall 2012, including approximately 2,300 additional students retained over the current levels from Fall 2014 to Fall 2015. Subsequent funding requests would lead to additional enrollments, an increased number of students retained, and more graduates for the state of Wisconsin. The evidence is clear: a more educated population will be healthier, more philanthropic, and more engaged in their communities and the democratic process.

Financial Aid: Wisconsin Higher Education Grant

	<u>2011-12</u>	<u>Increase in 2012-13</u>	<u>Ongoing Base</u> <u>Increase</u>
GPR	\$13,807,800	\$15,251,800	\$29,059,600
Fees (Tuition)	\$0	\$0	\$0
GPR/Fees	\$13,807,800	\$15,251,800	\$29,059,600

The Wisconsin Higher Education Grant (WHEG) is the state's primary need-based financial aid program for providing assistance to low-income undergraduate students to increase access to higher education and attainment of a college education. The program is administered by the Higher Educational Aids Board (HEAB), with a separate appropriation specifically designated for grants to students attending UW institutions. HEAB has requested a funding recommendation from the Board of Regents by the end of June for consideration in that agency's budget submission.

The state statutes provide a statutory link to tuition for UW's WHEG appropriation, so that the appropriation increases by the same percentage as tuition. The statutory link was suspended in 2009-10 and the WHEG program was level funded, which, combined with an increase in the number of student applications, led to approximately 7,400 of the almost 33,000 WHEG eligible students not receiving grants due to insufficient funding, producing an estimated WHEG funding shortfall of \$17.8 million for UW students.

The proposed 2011-13 Budget request for WHEG includes two components. First, sufficient funding is requested to hold WHEG recipients harmless from tuition increases in order to ensure that WHEG awards maintain their value over time. The Board of Regents submitted similar requests in both the 2007-09 and 2009-11 Budgets. The request assumes tuition will increase by 5.5% (which is the same percentage that would have been used for the statutory link).

Second, the requested funding would allow more students to receive WHEG awards during the 2011-13 biennium, thereby helping to address the number of eligible students who did not receive an award in 2009-10. This level of funding would increase the number of students who receive WHEG awards by 5% annually. The WHEG funding requested for 2011-13 seeks to ensure that students can receive the awards for which they are eligible, while providing awards that are meaningful in size relative to the cost of college attendance.

Planned

Outcomes: Increase funding to provide WHEG awards to additional eligible students.
Ensure that WHEG awards maintain their value relative to the cost of higher education.

Financial Aid: UW System Programs

	<u>2011-12</u>	<u>Increase in 2012-13</u>	<u>Ongoing Base</u> <u>Increase</u>
GPR	\$7,029,500	\$5,175,000	\$12,204,500
Fees (Tuition)	\$0	\$0	\$0
GPR/Fees	\$7,029,500	\$5,175,000	\$12,204,500

The UW budget includes state GPR funding for three financial aid programs: the Tuition Increase Grant, the Lawton Undergraduate Minority Retention Grant, and the Advanced Opportunity Program. These programs provide targeted financial aid to eligible students for college access and retention.

The Tuition Increase Grant (TIG) program was created in the 2009-11 Budget to provide grants to hold students whose family income is less than \$60,000, and who do not receive a Wisconsin Higher Education Grant, harmless against increases in tuition. In order to be eligible for a TIG in 2011-12 and subsequent years, a student must have been enrolled during 2010-11 and maintained continuous enrollment. The UW System recommends expanding the TIG program to include students who first enroll at a UW institution in 2011-12 or 2012-13, thereby assisting four cohorts of students.

The Lawton Undergraduate Minority Retention Grant program provides supplementary aid to financially needy sophomore, junior, and senior students of color. State statutes link funding increases for the Lawton Grant program to the estimated average tuition increase percentages at UW institutions for the next academic year, a requirement typically referred to as the “statutory link.” This provision intends to ensure that the appropriation for this program increases at the same percentage rate as tuition.

The Advanced Opportunity Program provides financial aid to recruit and retain multicultural and economically disadvantaged graduate and professional students. The statutes do not provide a link to tuition, however, the UW System has historically based the funding request upon the percentage increase in tuition, thereby mirroring the statutory link for the Lawton Grant. This approach ensures that grants through this program can maintain their value relative to increases in the cost of pursuing an advanced degree.

	2011-12	2011-12	2012-13	2012-13
	Increase (\$)	Funding	Increase (\$)	Funding
Tuition Increase Grant	\$6,200,000	\$12,600,000	\$4,300,000	\$16,900,000
Lawton Grant	\$371,700	\$7,129,600	\$392,100	\$7,521,700
Advanced Opportunity Program	\$457,800	\$8,780,600	\$482,900	\$9,263,500

Planned

Outcomes: Increase financial aid by \$1.7 million for the Lawton Grant and Advanced Opportunity Program to allow these programs to maintain their value relative to tuition.

Increase financial aid by \$10.5 million for the Tuition Increase Grant to expand this program to students who enroll during the 2011-13 biennium.



Office of the Chancellor

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June 3, 2010

President Kevin Reilly
US System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 54751

Dear President Reilly:

I am pleased to present to you the final report of the Research to Jobs Implementation Committee that I had the privilege to chair. You appointed the committee earlier this year to move forward with the important recommendations made in the Final Committee Report of the Research to Jobs Task Force that was presented to the Board of Regents in September 2009.

You charged the Implementation Committee to:

- Evaluate which recommendations will be most effective in stimulating start-ups and which will be most effective in helping mature businesses create jobs;
- Assess which recommendations will have the most impact, especially in terms of job creation, and should be the primary areas of focus for the University of Wisconsin (UW) in its 2011-13 biennial budget request for the state;
- Determine which recommendations are sustainable (self-funding) over the long term;
- Explore ways to coordinate implementation of these recommendations with similar or related existing efforts, both within and outside the UW System;
- Find the best ways to leverage the resources of UW-Madison, UW-Milwaukee, and the comprehensive institutions to enhance job creation across Wisconsin, including enhancing the link between basic and applied research;
- Consider the potential partnerships or funding opportunities with other state (such as DWD or Commerce) or federal agencies for these recommendations or for other joint job creation efforts; and,
- Develop a reporting framework for the recommendations.



The Implementation Committee, which met twice as a full body and several times as two subcommittees, researched related recommendations, developed implementation action steps, and made funding estimates. Additionally, one of our members addressed a separate recommendation concerning a UW System Web Portal. The results of the Committee's work are contained in the attached Report, which I believe presents the steps necessary to successfully implement many of the Task Force's recommendations.

The Committee also commissioned the Applied Research Center at UW-Stout to conduct a survey of the comprehensive institutions. The survey found that, while much good work is already underway, there is a need for additional resources and coordination, so that these existing initiatives can be expanded in an effective manner. The survey's executive summary is included as Appendix C of the Report, and a copy of the entire survey report is attached for your review.

While the recommendations included in the Research to Jobs Report would play a significant role in leveraging UW's research resources and capacities, the economic challenges facing Wisconsin are varied and changing. Therefore, the Implementation Committee encourages the support and consideration of additional innovative approaches for enhancing job creation and stimulating economic development.

I would like to thank you for the opportunity to lead the Implementation Committee and thank the members for their hard work and dedication to both the University of Wisconsin System and creating a brighter economic future for our state.

Sincerely,

A handwritten signature in black ink, appearing to read "Charles W. Sorensen". The signature is fluid and cursive, with the first name "Charles" and last name "Sorensen" clearly distinguishable.

Charles Sorensen
Chancellor
Chair, Research to Jobs Implementation Committee

Attachments:

Report of the Research to Jobs Implementation Committee
Research to Jobs Survey Report

**REPORT OF THE RESEARCH TO JOBS
IMPLEMENTATION COMMITTEE**

**Submitted to
Dr. Kevin Reilly
UW System President
May 2010**

RESEARCH TO JOBS TASK FORCE IMPLEMENTATION COMMITTEE

Chair:

Charles Sorensen, Chancellor, UW-Stout

Members:

Mark Bradley, Attorney, Ruder Ware, LLSC

Patricia Brady, General Counsel, UW System Administration

Mark Cook, Board Chair and Founder, Isomark, LLC

Kathleen Enz Finken, Provost, UW-La Crosse

Carl Gulbrandsen, Managing Director, WARF

Thomas Harden, Chancellor, UW-Green Bay

Charles Hoslet, Managing Director, Office of Corporate Relations, UW-Madison

Kim Kindschi, Executive Director, Division of Entrepreneurship & Economic Development,
UW-Extension

Frank Langley, President and CEO, MPP Group

Brian Levin-Stankevich, Chancellor, UW-Eau Claire

Thomas Mackie, Co-founder, TomoTherapy, Inc.

John Neis, Managing Director, Venture Investors

Aaron Olver, Secretary, Wisconsin Department of Commerce

Christine Quinn, Provost, UW-Extension

Andy Richards, Senior Special Assistant to the President, UW System Administration

Tom Still, President, Wisconsin Technology Council

Brian Thompson, President, UW-Milwaukee Research Foundation

Dennis Winters, Chief Labor Economist, Wisconsin Department of Workforce Development

Staff and Research Support to Committee:

Kris Frederick, Budget & Policy Analyst, UW System Administration

Grant Huber, Special Assistant, Communications and External Relations, UW System Administration

Doug Mell, Executive Director of Communications and External Relations, UW-Stout

Rita Sears, Special Assistant to the President, UW System Administration

INTRODUCTION

In February 2009, University of Wisconsin (UW) System President Kevin Reilly appointed a Research to Jobs Task Force, chaired by Carl Gulbrandsen, managing director of the Wisconsin Alumni Research Foundation, to investigate ways in which UW can leverage its faculty, students and research resources to help stimulate job growth and strengthen the state economy. The Task Force completed its work and issued a final report, which included a set of recommendations (see Appendix A), in September 2009. One of the recommendations was the creation of an implementation committee to ensure that the initiatives included in the Task Force's final report do not languish.

In late February 2010, President Reilly convened a Research to Jobs Implementation Committee, chaired by Dr. Charles Sorensen, Chancellor of UW-Stout, to continue moving forward and take the next steps to translate the Task Force's recommendations into actionable items. President Reilly specifically asked the Implementation Committee to:

- Evaluate which recommendations will be most effective in stimulating start-ups and which will be most effective in helping mature businesses create jobs;
- Assess which recommendations will have the most impact, especially in terms of job creation, and should be the primary areas of focus for UW in its 2011-13 biennial budget request for the state;
- Determine which recommendations are sustainable (self-funding) over the long term;
- Explore ways to coordinate implementation of these recommendations with similar or related existing efforts, both within and outside the UW System;
- Find the best ways to leverage the resources of UW-Madison, UW-Milwaukee and the comprehensive institutions to enhance job creation across Wisconsin, including enhancing the link between basic and applied research;
- Consider the potential partnerships or funding opportunities with other state (such as DWD or Commerce) or federal agencies for these recommendations or for other joint job creation efforts; and,
- Develop a reporting framework for the recommendations.

Approach

The Implementation Committee held full meetings of all members on February 26 and April 13, 2010. During the initial meeting, it was determined that the best way to proceed was for subcommittees to research and assess the various proposals, taking charge of these initiatives and reporting back with recommendations to the full Implementation Committee. It was initially determined that since the initiatives fell into three general areas, three subcommittees would be appropriate. The Implementation Committee believed that the proposals included by the original Task Force under the "communications" section were supportive of the other recommendations. Therefore, the subcommittees were also instructed to assess which of the proposals under the Communications section would provide the most assistance, and how these initiatives could be integrated into an overall strategy.

The three proposed subcommittees, and the associated Task Force recommendations (see Appendix A), were:

- Portals - databases or Internet resources that provide information about and linkages to UW faculty and other resources (*recommendations #3,10*)
- Entrepreneurs – programs and initiatives that train or support entrepreneurship (*recommendations #2,3,4,5,6,7*)
- Centers (emerging technology centers) – entities that promote technology transfer or provide support to mature businesses (*recommendations #1,9,11*)

After additional review with the Implementation Committee chair and the subcommittee chairs, it was decided that the Portals recommendations did not require an entire subcommittee for review, and could be pursued either as part of the Entrepreneurs Subcommittee (#3) or as a stand-alone project (#10). Charles Hoslet, managing director of the UW-Madison Office of Corporate Relations, agreed to review recommendation #10 in conjunction with the Wisconsin Alumni Research Foundation (WARF).

Centers

(*recommendations #1,9,11*)

Brian Levin-Stankevich (Chair)
 Mark Bradley
 Patricia Brady
 Carl Gulbrandsen
 Thomas Harden
 Frank Langley
 Christine Quinn
 Andy Richards
 Charles Sorensen
 Brian Thompson

Entrepreneurs

(*recommendations #2,3,4,5,6,7*)

Kathleen Enz Finken (Chair)
 Mark Cook
 Charles Hoslet
 Kim Kindschi
 Thomas Mackie
 John Neis
 Aaron Olver
 Tom Still
 Dennis Winters

The Implementation Committee also developed a set of evaluation criteria and questions (see Appendix B) for the subcommittees to use during their discussions. The subcommittees were not charged with obtaining answers to these questions, but were to use the set of criteria as a starting point for discussions and as a way to frame their research. The subcommittees reviewed the assigned recommendations in order to assess costs, funding opportunities, short- and long-term returns, and possible prioritization for state funding in the 2011-13 budget.

Both subcommittees analyzed their assigned Task Force recommendations and developed a set of action steps and anticipated funding. A set of steps and funding needs were also developed for the Discovery Portal recommendation. The subcommittee reports are presented in the following sections, and a list of the action steps and anticipated funding are include in Appendix D.

Furthermore, it was determined that, in order to understand how the Task Force recommendations and any proposed implementation plans and funding proposals fit within existing efforts and programs at UW's comprehensive institutions, some baseline information about current operations was needed. To assess and collect this information, the UW-Stout Applied Research Center surveyed the comprehensive institutions about current activities.

The executive summary of the survey is attached as Appendix C. While the survey covered each of the Task Force recommendations regarding Portals, Centers and Entrepreneurship, two findings stand out in relation to the Committee's work:

- There is support for a Portal or database that contains information for all UW System institutions, but there is concern about the need to retain institutional identities and oversight of programs, as well as reflect regional needs and priorities; and,
- There are a variety of programs designed to achieve many of the Task Force’s objectives and recommendations already underway at the comprehensive institutions; however, there is a need for both coordination of efforts and additional resources to allow for the expansion of these initiatives, as many currently operate with low levels of support.

The Implementation Committee believes this information will be extremely useful in developing a comprehensive, statewide approach by UW System institutions for translating research into jobs, assisting mature businesses and encouraging economic development across Wisconsin.

Findings

As the Task Force Report indicated, there is no magic bullet for stimulating start-ups and job creation, and the variety of needs to be addressed requires a broad response. The Implementation Committee concurs and feels that significant improvements to the state economy will require a comprehensive strategy with multiple components, and any successful strategy must focus on long-term programs and approaches. While successes will not occur overnight, a sustained focus on, and investment in, initiatives that build firms from the ground up and develop partnerships with mature businesses has a much greater chance for making successful and lasting contributions to Wisconsin than a focus on short-term returns and quick fixes. In addition, these are the types of initiatives that leverage UW’s strengths in innovation and research, and therefore which UW is best prepared to contribute.

The Implementation Committee broadly conceived the concept of self-sustaining projects, as some of the proposals considered to be the most valuable may never be “purely” self-sustaining in terms of revenue generated versus the cost of program operation. However, given the potential for job creation and business expansion, which will result in corresponding increases in tax revenues, many of these initiatives have the potential to generate benefits to Wisconsin that will far exceed their cost as measured by direct cash outlays.

The Implementation Committee found that these initiatives could be accomplished with a reasonable investment of resources, including new state funding that would be requested through the 2011-13 biennial budget process. The recommendations of the Entrepreneurs Subcommittee could be implemented for less than \$500,000 annually, some of which could be generated through in-kind or private sources, for a total cost below \$1 million for the biennium. The Discovery Portal would cost approximately \$170,000 for the 2011-13 period, with an additional \$40,000 in 2013-14 and a similar amount in ongoing costs after this initial three-year development period.

The cost of the centers, recommended by the Centers Subcommittee, will vary depending on several factors, including the number of centers moving forward, the amount of base start-up funding to be provided each year and the resource commitment required of the participating institutions. The subcommittee did note that annual funding needs could exceed \$1.5 million per center, with seven centers costing \$10.5 million annually. A 2011-13 biennial budget request could seek lower amounts of initial funding, which could gradually increase over a period of three years as a way to phase-in the state commitment for this initiative.

The CORE Jobs Act, which was signed into law on May 10, 2010, is supportive of these types of programs and provides partial funding for two of these identified initiatives, which reduces the need to secure funds through the state biennial budget process. First, \$125,000 is provided annually to support an existing UW business plan competition, aside from the Burrill Business Plan Competition at UW–Madison. UW must secure matching funds from private contributions in order to receive the state funds. Second, \$400,000 is appropriated during the 2009–11 biennium to develop an emerging technology center at the UW–La Crosse. UW must also secure matching funds from “non-state” sources, which can include in-kind contributions, in order to access these funds.

In addition to the action steps and anticipated funding regarding the specific Task Force initiatives, the Implementation Committee recommends that each project under the Research to Job framework should be required to develop outcomes and accountability metrics, so that progress can be measured, and revisions and improvements can be developed and implemented. Due to the administrative alternatives available for implementing these recommendations, the Committee decided not to adopt specific benchmarks or evaluation criteria, but believes that the criteria used by the subcommittees can serve as a good starting point for developing project outcomes.

The Implementation Committee also believes that ongoing, hands-on management of these and similar research to jobs efforts, such as a central support infrastructure, should be strongly considered. Similarly, the conversations and discussions among the Committee members were both important and helpful for not only crafting the recommendations, but also for providing a forum to share ideas and information. This could be accomplished through a working group, dedicated staff or some other structure that would provide leadership and coordination of efforts among the doctoral and comprehensive institutions and UW Colleges/Extension. Extensive coordination and collaboration already occurs among UW colleagues at the research level, as well as among the three research foundations — the Wisconsin Alumni Research Foundation (WARF), the UWM Research Foundation and the WiSys Technology Foundation. The Implementation Committee strongly believes that these types of dialogues have significant value and should continue. There is a need, however, to build upon existing efforts and, especially, to create additional forums for dialogue and partnerships; to establish a mechanism for locating funding opportunities and potential partnerships; and, when needed, to provide administrative and financial support for researchers, grant applications and related projects.

Finally, the Committee believes that the Task Force recommendations and the associated action/implementation steps presented in this report are important components in any strategy for translating and linking UW’s research — and research capacity — into jobs. The Committee recognizes, however, that other approaches and initiatives also will (and must) play an important role in stimulating economic development. Therefore, UW institutions and staff should not be limited to these recommendations, but should be actively encouraged to think creatively, pursue other proposals and experiment with alternative program designs as a means of developing a basket of options that can comprise a comprehensive approach to research innovation, job creation and business assistance.

CENTERS SUBCOMMITTEE REPORT

The report of the original Research to Jobs Task Force, delivered to the University of Wisconsin System Board of Regents in September 2009, recommended the establishment of seven Emerging Technology Centers (ETCs) to augment the two existing centers at UW-Platteville and UW-River

Falls. The concept for these centers was limited to a suggested technology area and a limited number of industry partners (see page 39 in the original Task Force Report).

The final Research to Jobs Task Force report laid out the following objectives of these centers:

- Undertake cutting-edge R&D in select emerging technology areas;
- Develop products and technologies useful for Wisconsin industries;
- Engage students in R&D training and instill passion for research;
- Encourage the development of technologies leading to start-up companies;
- Educate students and faculty in entrepreneurship;
- Attain self-sufficiency in five years;
- Generate opportunities leading to the creation of high-paying jobs; and,
- Engage emeritus faculty and retired industrial scientists in productive R&D.

Comprehensive campuses would establish these centers “to direct and stimulate research in specific technology areas important for Wisconsin’s growth.”

The Implementation Committee found that these were worthy goals and saw the need to incorporate into them considerations and criteria that will allow for the creation of technology-specific research programs within and among the comprehensive universities. However, after much discussion and study, the Implementation Committee now believes the original concept of the ETCs, as envisioned in the September 2009 report, should be broadened and the scope of the ETCs be expanded.

Furthermore, it recognizes the need to support other, broader types of centers that are either already operational or nascent and develop private sector relationships.

A broad range of models of technology or research centers were reviewed — from pure incubator programs to broad-based campuses that are fully integrated with industrial parks. Some of the examples were related to expertise in specific technologies. Where these exist in sufficient critical mass to build infrastructure around them and to connect to developing companies, technology-specific centers should be supported.

The Implementation Committee, however, recognizes that there are additional needs in the Wisconsin economy, particularly in many regions of Wisconsin. While some of these may be best served by technology-specific centers of the type proposed by the final Task Force report, these should not be the only types of centers encouraged among the comprehensive universities.

The Implementation Committee believes that one size does not fit all and that centers could encompass a broad array of scopes and types; the word “center” representing a configuration of resources brought to bear on the economic development of the region without prejudicing the type of organization or structure such a center might employ. Any funding that becomes available through this project should serve to create incentives for comprehensive campuses to find the most effective ways to connect with their region’s businesses and industries and to contribute to economic development and job growth. Campuses can do this while also meeting many of the objectives outlined in the original Research to Jobs Task Force Report.

Principles

These are the principles that the Implementation Committee recommends be used when evaluating proposals for funding a particular center:

- Centers must contribute to economic development through regional connections, collaboration across institutions and sectors, public-private partnerships and networking.
- Centers can create new jobs through R&D and technology creation.
- They can also create jobs by attracting new employers to the research they perform or the services they provide.
- Finally, they can add or retain jobs by strengthening existing, mature businesses and industry sectors by helping them stay competitive and/or expand, thereby retaining and attracting new companies to Wisconsin.
- Any funding in this area should be available to both establish new centers and strengthen the capacity of proven existing centers. Centers should be collaborative in nature and, ideally, would include multiple UW, educational and industry partners.
- Campuses and centers must leverage the multiple resources available across each particular campus and within the UW System for infrastructure support for R&D and business development (e.g. grant writing capacity, grant management services and staffing, project management and faculty expertise available at other campuses).

Criteria

The Implementation Committee recommends the following criteria for reviewing specific center proposals:

- There must be a clear indication that the campus(es) leadership is firmly committed to the center proposal. There is no guarantee that funding for all the myriad needs of the center will be provided by the UW System or other funding sources. The center may very well require a campus to adjust spending priorities to support the center. This will require firm leadership at the campus level to champion the center's cause.
- Proposals must demonstrate that faculty and academic staff are committed to the long-term research and service objectives of the center. Along with this, the institution's leadership should indicate a commitment to provide faculty and staff with the time needed for their involvement. Ideally, then, centers should be established where there is already some evidence of faculty/academic staff engaged in outreach, engagement and research with students and external partners.
- Proposals must demonstrate collaboration beyond one institution, including multicampus collaboration, engagement with technical colleges or collaborations that incorporate the research universities and/or other institutions.
- Center leadership must demonstrate a track record and strong commitment to partnerships with Wisconsin businesses, entrepreneurs or industry. The center goal is to turn research into jobs. This can only be accomplished by working closely with the private sector for job creation.
- Since the centers should encourage spin-off businesses, mechanisms to train and mentor faculty, staff and students in business and entrepreneurship, and plans to deal with commitment and conflict of interest issues must be addressed in the proposals.
- Proposals should demonstrate that the centers will provide an opportunity for involving students in the research being conducted.
- Proposals must identify the staffing and other infrastructure resources needed and costs anticipated by the center. They also should outline efforts underway to leverage such infrastructure resources through collaborations or reallocated resources on campus.
- Proposals must clearly contain a business model, preferably one that indicates the center, over time, has the ability to become self-sustaining. However, the Implementation Committee understands that not all centers can become self-sustaining; these centers contribute to the educational mission of the institution and should be viewed in that context.

Obstacles

The Implementation Committee believes there are some obstacles standing in the way of successful centers in the UW System. These include:

- Faculty at comprehensive universities can have a hard time finding additional time to devote to research and development activities because of already high workloads, including teaching, scholarly research, service, and advisement. However, there is concern that simply “buying out” the course loads of these faculty and hiring adjunct faculty could alter the “teaching mission” of the comprehensive universities. Many of the models reviewed by the Implementation Committee involved building or leasing space for research and incubation activities. This would require flexibility, given existing restrictions on capital funding sources and leasing practices. Centers will need to be responsive to opportunities.
- There is anecdotal evidence that caps on faculty overload earnings hampers recruiting from current faculty for entrepreneurial activity. The UW System should review the caps, and they should be abandoned or adjusted to ensure that faculty and academic staff members are not discouraged financially for entrepreneurial activity.

Final points

The major questions that the Implementation Committee considered were the number of centers that would be appropriate for the UW System and where they should be located. In the end, the Committee’s consensus was that the centers should span regional campuses where appropriate. The UW System cannot afford to build discrete, self-contained centers throughout the state.

The Implementation Committee believes very strongly that the UW System should support centers that have a regional draw and provide service across the state.

Concerning costs, the original Research to Jobs Task Force Report estimated the cost to UW System for each center at \$1.1 million over four years. Of this amount, \$450,000 in start-up funding would be required in the first year of operation. The Implementation Committee decided not to make a funding recommendation at this time because it had significantly broadened the center concept as envisioned by the original Task Force report; the original task force report indicated that the total five-year cost of each center could exceed \$2.5 million.

ENTREPRENEURS SUBCOMMITTEE REPORT

The Entrepreneurs Subcommittee evaluated the following recommendations from the Research to Jobs Task Force (original Task Force recommendation number in parentheses):

- Weeklong course to teach basic business and entrepreneurial skills (#2);
- UW System website for posting start-up ideas and requests (#3);
- UW systemwide business plan competition (#4);
- UW Certificate Educational Program on Technology Transfer (#5);
- Wisconsin Entrepreneur-in-Residence Program (#6); and
- Wisconsin Tech Transfer CEO Placement Program (#7).

The subcommittee recognizes the value of each recommendation as part of a comprehensive strategy for launching both businesses and an entrepreneurial workforce from UW System institutions. The

attached “Vision: Research to Start-ups” chart (see page 15) presents the elements in the translation of academic research into jobs. It clearly illustrates the recommendations made by the original Task Force for the creation of jobs and their interdependence with UW System, Wisconsin business and investor communities, and state government. Recommendations made by the original Task Force are shown by the corresponding number indicated above and were the focus of the Entrepreneurs Subcommittee.

The original Task Force’s recommended initiatives are already underway, either in other states or at a particular UW institution. Therefore, when able, the subcommittee conducted a series of conference calls with the administrators of these programs. These discussions provided subcommittee members with a better understanding of the program operations, the related costs and implementation issues associated with the programs, and approaches for expanding and leveraging existing programs statewide at a minimal cost. The subcommittee was especially interested in learning how these recommendations assist with job creation, or support efforts to translate research into jobs. An additional consideration was the need to understand how to best evaluate these recommendations as possible investments of public resources.

The subcommittee believes that each of the recommendations represents a valuable tool as part of a comprehensive strategy to encourage entrepreneurship, foster collaboration and shepherd ideas and talent through the critical initial stages of development. Each of the recommendations helps to address a critical gap in training, a missing resource that restricts the development of new businesses or breakthrough ideas, or a need to foster entrepreneurship among both undergraduate and graduate students.

In terms of job creation, all of these proposals are best viewed as longer-term investments that will not produce large returns in the short term (less than three years). However, they are essential components of any strategy if Wisconsin is to develop and retain the talent that will create breakthrough technologies that will spur job creation in emerging fields. The enhanced training, entrepreneurship education and access to capital provided through these recommendations also will provide existing, mature businesses with talented leaders and the resources necessary for expansion within Wisconsin.

In addition, each of these recommendations is a relatively low-cost option — when combined, the proposals total less than \$7 million. The potential return on this small investment, however, is quite large. If only one or two new ideas from the business plan competition leads to the formation of new businesses, or the website attracts investment and collaboration that leads to a new technology that can be implemented by Wisconsin businesses, then the public could recoup this small investment many times over. The subcommittee, therefore, believes that, overall, these proposals represent a wise investment in the economic future of Wisconsin and the economic security of its citizens.

More detailed discussions of the recommendations and the subcommittee’s findings are presented below:

Weeklong course to teach basic business and entrepreneurial skills (#2)

The subcommittee discussed this proposal with Dan Olszewski, who, along with Prof. Anne Miner and John Morgridge, started the Wisconsin Entrepreneurial Bootcamp (WEB), which is hosted and coordinated by the Wisconsin School of Business (UW-Madison). This is a low-cost program, requiring a cash expenditure of approximately \$50,000 annually, primarily for texts, materials and meals for the participants. Aside from some teaching assistant support,

instruction is provided by School of Business faculty and national and local business leaders. Currently, between 50-60 students participate each year, with the audience generally consisting of graduate students in engineering, science, medicine and law (approximately two-thirds are Ph.D. students). The program could accommodate an additional 20-30 graduate students without diminishing its quality or effectiveness. It is available to students free-of-charge through support from private donors with faculty and staff costs (of approx. 1.5 times direct costs) provided by the School of Business. Incorporating students from outside UW-Madison would require providing housing and coordination and would, therefore, increase the cost of the WEB.

The subcommittee believes there is a great and increasing need to provide entrepreneurship training opportunities to undergraduates and graduates, and that an expanded entrepreneurial bootcamp model is one way to address this need. Replication outside the Madison or Milwaukee metro areas could provide challenges, as there is a need for a critical mass of students, business faculty, staff and members of the business community to develop and sustain such a program over time. Similarly, the in-person, participatory aspect of the program is critical to success, so simply providing Internet, videoconference or telepresence access to this course is not an appropriate substitute or addition to the current program design. The Wisconsin Department of Commerce's Forward Innovation Fund, while not a source of long-term funding, could provide initial funding to start smaller, pilot bootcamp initiatives.

Therefore, the subcommittee recommends pursuing the following implementation steps/action items:

- Work with the Wisconsin School of Business to expand the Wisconsin Entrepreneurial Bootcamp by 20-30 graduate students;
 - Investigate ways to encourage participation by undergraduates or design an additional program for them;
 - Investigate ways to encourage participation by graduate students from outside Madison in the WEB; and
 - Identify funding sources to support expanded entrepreneurial bootcamp opportunities. This could include support for housing for attendees from outside Madison and/or creation of a second course, which could be offered at UW-Madison through a residential model with on-campus housing, or at another institution that can provide the appropriate administrative infrastructure and critical mass of resources to support the course.
- ❖ Anticipated funding need: \$50,000-\$100,000 per year, through a combination of direct base funding, in-kind support and/or private donors.

UW System website for posting start-up ideas and requests (#3)

The subcommittee believes this proposal has the potential for being a gem for Wisconsin, in terms of encouraging collaboration, matching ideas with resources and providing talent with support. Although patterned after the University of California, Berkeley's "Big Ideas @ Berkeley" marketplace, a UW website could be more than a source for requesting and finding funding for research ideas or connections to potential partners. A robust, professionally managed website could be interactive and multifunctional, using social networking tools to provide a forum for collaboration and resource sharing. It would also be a vital communications link for information about the variety of programs available and projects

underway, both within the UW System and across Wisconsin. This website could include a variety of functions, such as:

- Linking students and/or researchers to foster collaboration by sharing ideas and discussing solutions to problems;
- Providing a forum for soliciting capital or other support, and for matching donations or support with these requests;
- Fostering discussions and networking across UW institutions;
- Connecting ideas and people with knowledge and expertise; and,
- Providing a one-stop resource for finding information about federal, state and private programs, grants and funding opportunities.

The subcommittee is concerned, however, that without strict administration and management, the website could simply become another search engine or a marketing venue for private firms looking to increase sales, rather than a tool to support research and innovation. Therefore, while the website must be dynamic, it also must be closely monitored, with membership limited to UW students, faculty and other approved parties, such as angel investors and venture capitalists, business professionals and Wisconsin state economic development officers. A professional administrator/manager is needed to provide the required ongoing staff support — for both monitoring the website and finding additional resources to include, such as tracking the availability of outside opportunities for funding and training; exploring new uses and possibilities for the website; and seeking outside (nonpublic), ongoing financial support. This position also would be responsible for marketing and driving traffic to the website.

Therefore, the subcommittee recommends pursuing the following implementation steps/action items:

- Investigate existing UW resources and systems, such as the Center for Advanced Technology and Innovation (CATI) website at UW-Parkside which links companies' unused technological assets with existing and up-start firms, which can be leveraged to form a base for building a UW website;
 - Convene a group of individuals with knowledge and skills in research, entrepreneurship and information technology to develop a scope statement for the development and ongoing maintenance/administration of a website;
 - Contract for the development and implementation of the website; and,
 - Recruit and hire appropriate staff to manage and administer the website.
- ❖ Anticipated funding need: \$100,000-\$200,000 per year, through a combination of public funds and private donors. The subcommittee believes that, given the small cost but potential benefit to all UW System institutions and students, as well as the potential return in terms of possible technology transfer opportunities and business start-ups, this would be an appropriate item to include as a budget request for the 2011-13 state budget.

UW systemwide business plan competition (#4)

The subcommittee discussed this recommendation with John Surdyk of the Wisconsin School of Business (UW-Madison), which conducts the G. Steven Burrill Business Plan Competition. The competition is limited to UW-Madison students and includes a series of seminars to assist with plan development. The seminars are not limited to competition participants and, therefore,

provide a source of training in entrepreneurship for all students. A mock competition is staged early in the process for students to present their concepts to professional communications, business and business law experts to provide early feedback, as well as to develop networking opportunities. The 2009 competition attracted 18 teams (with 30 students), with a top cash prize of \$10,000. Several of these plans have been translated into actual businesses. Similar to the entrepreneurial bootcamp, a business plan competition is a low-cost program model, requiring small cash expenditures for materials, prize money and incidentals. The program demands approximately \$30,000 per year in staff time, using student hourly help and the partial time of one tenured faculty member and one academic staff person. Ongoing staff support is crucial, as student-run competitions can lack institutional memory, which can be a hindrance to success. The most critical component of a successful competition is finding volunteers to serve as judges, advisers, seminar presenters — locating and leveraging business expertise among alumni and the community.

The subcommittee believes a business plan competition offers another avenue for providing entrepreneurship training and skills development opportunities to both graduate and undergraduate students. A systemwide approach to a competition, however, would likely require that one institution take the lead in coordinating the program. This approach would also require the necessary resources to coordinate such a competition across multiple institutions, including staff and the technology to potentially broadcast the program seminars and student presentations to multiple locations. Aside from funding, the largest challenge will be finding the base of volunteers to provide business expertise and advice to students, either through the seminars, the project/plan development stage or the judging process.

The subcommittee recommends pursuing the following implementation steps/action items:

- Work with the Burrill Business Plan leadership and representatives from other UW institutions to develop a program model that could be administered across the UW System;
 - Investigate the resource and infrastructure needs to implement this program;
 - Coordinate with the Wisconsin Technology Council so that the winners of the UW competition advance to the Governor's Business Plan Competition; and,
 - Identify a lead institution and sources of ongoing funding to support a competition.
- ❖ Anticipated funding need: \$100,000-\$150,000 per year for resources, dedicated staff and prize money, through a combination of direct base funding from institutions, in-kind support and/or private donors.

UW Certificate Educational Program on Technology Transfer (#5)

UW institutions should view technology transfer and entrepreneurial education as critical parts of any curriculum, and should be encouraged to provide seminars and educational opportunities in these areas. The subcommittee believes the most immediate need, however, is for more short-term, specialized training that will put this information and skills into the hands of economic development professionals. This need is especially critical in the emerging area of technology transfer, as a gap appears to exist in this field, in terms of both the availability of focused training and knowledge about the variety of resources available. Institutions should be encouraged to work with their local business and economic development communities to determine their needs in this area, as well as the best ways to provide this training and skills development, from conferences to short-course and online training, to full certificate programs.

Based on discussions with economic development professionals, it appears that low-cost, flexible training options, such as online modules or courses, would be viewed as most useful.

The subcommittee found that while there are organizations, such as the Wisconsin Economic Development Association, that provide training in this area, there is little coordination and no central resource for finding available training opportunities. Therefore, there is also a pressing need for coordination among the training programs currently offered for economic development professionals and a one-stop database for finding training opportunities.

The subcommittee recommends pursuing the following implementation steps/action items:

- Encourage UW institutions, WARF, WiSys and the UWM Research Foundation to work with the business community and economic development agencies to determine where training needs exist and how to best meet these needs;
- In conjunction with the Wisconsin Department of Commerce, work with the Wisconsin Economic Development Association to expand the availability of training opportunities regarding technology transfer; and,
- Encourage the development of a centralized, actively managed database or resource where training opportunities for economic development professionals can be listed.

❖ Anticipated funding need: none at this time.

Wisconsin Entrepreneur-in-Residence (#6) and Tech Transfer CEO Placement Programs (#7)

The subcommittee discussed these programs with LeAnn Auer, executive director of the Michigan Venture Capital Association (MVCA), which administers the Entrepreneur-in-Residence (EIR) and CEO Placement programs in Michigan. These are not state programs, but are private loans administered by a 501(c)(6) membership organization, using a \$1 million grant provided by the Michigan 21st Century Jobs Fund. The CEO Placement program, which assists Michigan venture capital firms with recruiting CEOs, has placed eight CEOs with firms spread across Michigan that have created approximately 100 jobs in the three years since the program was established — with some companies already attracting additional investments of venture capital and repaying their loans.

The entire \$1 million grant has been allocated through loans; it was recommended that a more appropriate and effective starting base for a comparable program in Wisconsin would be \$3-\$4 million. Aside from this funding for the loans, the cost to manage and operate the program is low, with legal fees and other incidental costs totaling less than \$35,000 over a three-year period. Depending on the administrative model selected, some resources for staff and oversight would also be required.

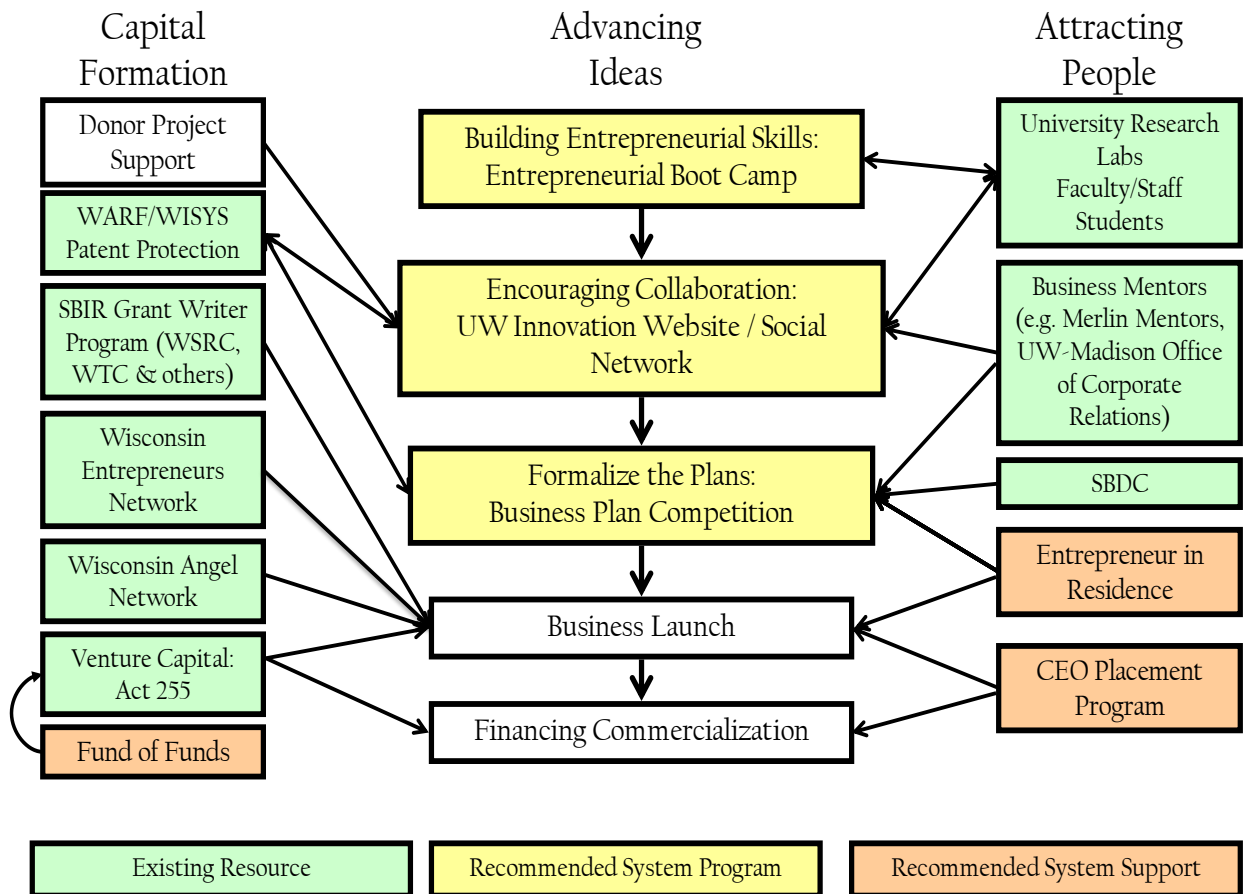
The subcommittee believes these proposals would be valuable tools for encouraging and attracting venture capital in Wisconsin, and would provide a relatively short-term return on the funds invested. The program would provide a critical link between the initial start-up phase and the stable small business. This program does not, however, fit within the UW's typical purview or skill set. A more logical and appropriate entity to spearhead these programs would be the Wisconsin Department of Commerce or a similar agency with a specific economic development mission that has experience working with venture capital and administering these types of programs. Furthermore, the subcommittee noted this proposal would likely require

legislative approval and, given the state's current fiscal climate, approval of this recommendation might be challenging. Nonetheless, the potential of the CEO Placement program to have a positive impact on business growth in a relatively short period of time suggests that the program should be viewed as an important option.

The subcommittee recommends pursuing the following implementation steps/action items:

- Share information regarding the EIR and CEO Placement programs with the Wisconsin Department of Commerce for consideration for development and inclusion as part of its venture capital initiatives.
- ❖ Anticipated funding need: none for the UW System.

Vision: Research to Start-Ups



EXPANSION OF THE DISCOVERY PORTAL REPORT

Expand Wisconsin Discovery Portal database (#10)

The Wisconsin Discovery Portal is a Web-based database that can be freely accessed by the public to identify all UW-Madison faculty and certain staff with technical expertise, including (among other things) their areas of research expertise, current funding, issued patents and patent applications, technologies available for licensing, recent publications and their contact information. This provides an opportunity for industry to identify potential collaborators for sponsored research, consultants and campus resources or facilities that may be available to them on a fee-for-service basis. Currently, the database has close to 3,000 UW-Madison faculty and staff listings. The Wisconsin Alumni Research Foundation (WARF) developed the Portal and the WiSys Technology Foundation (WiSys) manages/updates it on a regular basis.

An expanded Portal, which would cover faculty at other UW System campuses, was discussed with the managing directors of WARF and WiSys. They both agreed that the Portal can and should be expanded to include all faculty and technical experts at all the other UW System institutions (UW-Milwaukee, the 11 comprehensive campuses and the 13 two-year campuses). While this approach would be slightly more expensive than including only individuals in the science and technology areas, to include all faculty and technical experts from the other institutions, so that we are not artificially limiting access to faculty/staff with which companies may want to interact, imposes only a marginal increase in costs.

It was also determined that these added functions would be beneficial and make the Portal more robust:

- The ability to search/sort by campus;
- Technology transfer office contact information; and
- A “license ready” technology list for each campus.

In addition, marketing of the availability of the expanded Portal will be important to ensuring that business and industry around the state is aware of this valuable resource. Strategies likely to be used include preparing permanent posters for exhibitions; creating a Discovery Portal booth for workshops and symposia; e-mail, website and regular mail communications to companies; inclusion of Portal news in faculty seminars; and prominent links on campus websites. The Portal currently receives approximately 650 unique visits per month, resulting in nearly 6,000 pageviews. However, considering that no major marketing efforts have been done for the Portal to date, WiSys expects to double the total traffic over time, resulting in approximately 1,000-1,300 unique visits and 10,000-12,000 pageviews per month.

Therefore, the following implementation steps/action items are recommended:

- Designate a management team to lead the development of the expanded Portal, oversee implementation and provide ongoing high-level oversight;
- Collaborate with WiSys on the development and implementation of the expanded Portal; and,

- Recruit and hire appropriate staff to manage, administer and market the Portal.
- ❖ Anticipated funding need: approximately \$202,000 over the first three years, with roughly \$40,000 per year in ongoing costs (plus standard personnel and fringe increases) for subsequent years.

Appendices:

- A: List of Research to Jobs Task Force Recommendations
- B: List of Research to Jobs Implementation Committee Evaluation Criteria
- C: Executive Summary: Research to Jobs Survey of UW Comprehensive Institutions
- D: List of Implementation Committee Action Steps and Recommendations

Appendix A

List of Research to Jobs Task Force Recommendations

Job Creation through Start-ups

1. **Recruit experienced SBIR** grant writers to assist University of Wisconsin System start-ups attract early non-dilutive funding.
2. **Week long course to teach basic business and entrepreneurial skills** to students, staff, and faculty in the scientific and engineering disciplines. This is modeled after the successful entrepreneurial boot camp on the UW-Madison campus.
3. **A UW System website for posting start-up ideas and requests** for support, which may include employment, advisors, financial support, etc. (the “UW Innovation Machine”).
4. **A UW system-wide business plan competition** modeled after the Burrill Business Plan Competition on the University of Wisconsin-Madison campus.
5. **A UW Certificate Educational Program on Technology Transfer** for economic development professionals and business incubator managers.
6. **Wisconsin Entrepreneur-in-Residence Program** to identify and retain qualified and experienced CEO candidates for start-ups.
7. **Wisconsin Tech Transfer CEO Placement Program** to award loans to early-stage companies to recruit CEOs.
8. **UW System Leave of Absence policy** be modified to encourage faculty to engage in Wisconsin startup companies.

Growth of Mature Business

9. **Development of Emerging Technology Centers in the UW System** to focus on specific technologies and connect with companies throughout the State.
10. **Expand Wisconsin Discovery Portal database** to include all UW campus faculty to facilitate inter-campus and industry collaborations.
11. **Remove existing barriers** and promote research as an integral part of undergraduate teaching.

Communicating the Critical Role of UW Research to the Public and Industry

12. **Improve the UW’s tele-presence statewide**, whether through internal communications tools or through mediums such as Wisconsin Eye, the Big 10 Network, WisBusiness.com, the Wisconsin Technology Network and other targeted sources that offer online video options. These are opportunities to showcase UW R&D success stories.
13. **Make better use of alumni publications**, both print and online.
14. **Use available “ambassadors” more effectively**. These include alumni, “star” business partners and license-holders, faculty and staff who have successfully worked with business, and students – who are ultimately the No. 1 “tech transfer” product of the university.
15. **Consider establishing a UW System version of the UW-Madison Office of Corporate Relations**, working through that existing framework, to better connect businesses working with the nondoctoral comprehensive campuses.
16. **A Wisconsin Idea bus tour** or similar outreach function such as The Wisconsin Edge, which is cosponsored by WARF. This process and others have highlighted “best practice” examples of university-industry collaboration.
17. **Gain a better grasp of “new media”** and determine ways to better help news organizations in performing an increasingly difficult, resource-restrained job.

18. **Start-up funding for the Center on Public Opinion and Technology (CPOT)** within the UW-Madison Department of Life Sciences Communications would help put that research into the right hands – and launch a national center that could eventually pay dividends to the university.
19. **Routinely capture business community opinion using survey research tools.** The Wisconsin Technology Council and WisBusiness.com have launched a “Tech Leadership Survey” to regularly sample business opinion in that sector.
20. **Improve marketing of the technologies in the WARF, UWM Research Foundation, and WiSys portfolios,** especially to small- and medium-sized businesses and Wisconsin trade associations that often represent those businesses.
21. **Leverage UW System graduates in the Milwaukee area,** where there are excellent examples of collaboration (the GE Healthcare “master agreements” with WARF, for example) but a lack of recognition. The UW System should work harder to close the Milwaukee-Madison cultural and business divide while supporting the growth of the UW-Milwaukee research infrastructure.
22. **Use statewide and regional groups to communicate** the fact that UW-Madison R&D is available to be deployed anywhere in Wisconsin (or the world) and that all UW System campuses offer significant R&D capacity, either individually or collectively.
23. **Consider reviving the Wisconsin Economic Summit.** The focus of the next summit might be twofold: “best practices” in Wisconsin and elsewhere, and getting direct feedback on business needs.
24. **Commit the resources** for the UW System’s “Growth Agenda” to be successful.

Appendix B

List of Research to Jobs Implementation Committee Evaluation Criteria

- What are the outcomes?
 - Number of jobs created?
 - Number of tech transfer agreements?
 - Number of start-ups/new businesses?
 - Number of patents filed?
 - Number of program participants/attendees?
 - Number of individuals/businesses aided?
 - Number of faculty participants?
- What is the cost?
 - Overall cost?
 - Cost per outcome?
 - How much funding can be leveraged (leveraged \$ per \$ invested)?
 - Can the program be implemented with existing funds?
 - What is the GPR cost?
 - How much new GPR would need to be requested?
- Is outside funding currently available?
 - Funding through state grants, programs or agencies?
 - Funding from federal sources?
 - Is private funding/are private sources (grants, contracts, partnerships) available?
 - Is outside funding sustainable?
 - As one-time or ongoing funding?
 - Is outside funding sufficient for implementation stage (until project becomes self-funding/sustaining)?
- Is the project sustainable/viable over the long term?
 - Will project become self-funding?
 - If so, when would this occur/how long?
 - How much initial investment is required?
 - What is the cost until project becomes self-sustaining?
 - How will the project be self-sustaining/what is the source of sustaining funds?
- Are there potential partners?
 - Are private partners available?
 - Can partners provide funding?
 - Public sector collaborations?
 - Number of UW System institutions participating?
 - State agencies/programs?
 - What would be the relationship between the partners?

Appendix C

Executive Summary

Research to Jobs Survey of UW Comprehensive Institutions

This is a report of a survey administered to all eleven UW System Comprehensive Universities in spring 2010. The response rate was 100%, with eleven Comprehensives submitting data. The report describes the responses by each of the Comprehensives to the survey questions and provides information on what is already being done in regards to the recommendations of the Research to Jobs Task Force, namely:

- Connect with Wisconsin Industry
- Promote a culture of entrepreneurship
- Promote research as an integral component of teaching in the comprehensive campuses
- Recommendations for private sector or joint public private sectors

The authors believe the data support the following conclusions:

Part 1: Portals

1. The most frequently mentioned resource to link entrepreneurs and researchers with **mentors, advisors and possible collaborators** was the Small Business Development Center (SBDC) at their University (8 Comprehensives).
2. Two comprehensives listed their University Foundations as a resource to link entrepreneurs and researchers with **donors**. Other resources listed include: Institute for Entrepreneurship and Innovation, Angel Mentors Group, Center for Advanced Technology and Innovation, within colleges, SBDC, and Office of Research and Sponsored Programs.
3. Eight Comprehensives reported having worked with the Wisconsin Angel Network, and UW-Eau Claire reported working indirectly with them via a local agency.
4. Just over ½ of the Comprehensives reported having a publicly accessible database. If they had such a database, information about faculty, faculty research interests, faculty technical expertise, resources available, and potential interest in collaborations was most frequently available.

Part 2: Centers

1. No Comprehensive reported having grant writers who assist with obtaining funding for start-ups. However, just over half have other staff who assist with obtaining funding for start-ups. Most often, they report to a Dean or Associate Vice Chancellor.
2. Three comprehensives reported having applied for SBIR grants in the last 3 years, and one (UW-Green Bay), received a grant, with \$16,000 in federal funding provided.
3. Most (10) Comprehensives report having some incentives in place to promote research and remove barriers. Most frequently mentioned strategies were: reductions in teaching load (10), help in seeking extramural funds to continue research projects (10), support personnel to provide legal

and/or administrative assistance on research projects (8), seed funds to conduct feasibility studies for research projects (7) and communication about confidentiality and proprietary information when partnering with industry (6). There was a broad range of scope, with some of the Comprehensives cautioning that their scope is very narrow.

4. New/Emerging Businesses: Eight Comprehensives report having Centers in place to focus on specific technologies and connect with companies throughout the state. The Center heads most frequently report to Deans, along with a Vice Chancellor, and an Executive Director (who reports to Provost).
5. Mature Businesses: Eight Comprehensives report having Centers that work with mature businesses on technology development. As was the case with the previous question, the Center director most frequently reports to a Dean.
6. 70% of the Centers provide internship opportunities for students.
7. Less than $\frac{3}{4}$ of the Comprehensives reported at least one partnership with a regional company on a joint research/development project. One institution reported 15 partnerships.

Part 3: Entrepreneurship

1. Training is most often available in: basic business principles, financial strategies, key tools and concepts for starting a new firm, how to understand and use financial analysis, and the passion and perils of entrepreneurship as a life path (offered at 73% of the Comprehensives).
2. Students are most frequently offered training in key considerations in basic business principles, financial strategies, core knowledge, and the passion and perils of entrepreneurship as a life path (offered at 36% of the Comprehensives).
3. Faculty/Staff are most frequently offered training in basic business principles and financial strategies (offered at 27% of the Comprehensives).
4. There has been participation from six Comprehensives in the Governor's Business Plan Contest. UW-Platteville has had the most success thus far, with a Grand Prize Winner in 2008.
5. Eight Comprehensives participate in a Business Incubator and ten Comprehensives participate in an Economic Development Organization. Five Comprehensives offer training in technology transfer, with one offering training to Business Incubator Managers and Economic Development professionals.
6. Four Comprehensives indicated that they have processes in place to help connect start-ups with potential CEO candidates. The existing Centers at the Comprehensives provide the connection largely on an informal basis.

Appendix D

List of Implementation Committee Action Steps and Recommendations

Centers Subcommittee:

Encourage the establishment and/or growth of emerging technology centers (ETC) across the UW System (#9)

- Work with the Board of Regents, Legislature and governor to raise awareness of the need for and value of ETCs. It is vital that this discussion include the broad range of ETCs called for in the Implementation Committee's report;
 - Work with UW System administration and the Board of Regents to put in place useful and practical criteria for evaluating ETC proposals from campuses, using the principles and criteria set forth in the Implementation Committee's report;
 - Work with the private sector to raise awareness of the need for ETCs, with the goal of increasing business and industry support for these campus-based initiatives. (The Centers Subcommittee report indicated that collaboration was a key factor in the success of any ETC);
 - Work with UW System administration and the Board of Regents to remove any obstacles that prevent full faculty and staff participation in ETC efforts, including caps on faculty overload earnings;
 - System and campus leaders must reach out to regional economic development officials, when appropriate, to begin discussions about the UW System's ETC efforts; and,
 - Review existing policies that may limit the ability to build or lease space needed for ETCs.
- ❖ The Implementation Committee decided not to make a funding recommendation at this time because it had significantly broadened the center concept as envisioned by the original Task Force report; but, it did indicate that funding needs could exceed \$1.5 million for each center.

Entrepreneurs Subcommittee:

Weeklong course to teach basic business and entrepreneurial skills (#2)

- Work with the Wisconsin School of Business to expand the Wisconsin Entrepreneurial Bootcamp by 20-30 graduate students;
- Investigate ways to encourage participation by undergraduates or design an additional program for them;
- Investigate ways to encourage participation by graduate students from outside Madison in the WEB; and
- Identify funding sources to support expanded entrepreneurial bootcamp opportunities, which could include support for housing for attendees from outside Madison and/or creation of a second course that could be offered at UW-Madison through a residential model with on-campus housing, or at another institution that can provide

the appropriate administrative infrastructure and critical mass of resources to support the course.

- ❖ Anticipated funding need: \$50,000-\$100,000 per year, through a combination of direct base funding, in-kind support and/or private donors.

UW System website for posting start-up ideas and requests (#3)

- Convene a group of individuals with knowledge and skills in research, entrepreneurship and information technology to develop a scope statement for the development and ongoing maintenance/administration of a website;
 - Contract for the development and implementation of the website; and,
 - Recruit and hire appropriate staff to manage and administer the website.
- ❖ Anticipated funding need: \$100,000-\$200,000 per year, through a combination of public funds and private donors. The subcommittee believes that, given the small cost but potential benefit to all UW System institutions and students, as well as the potential return in terms of possible technology transfer opportunities and business start-ups, this would be an appropriate item to include as a budget request for the 2011-13 state budget.

UW systemwide business plan competition (#4)

- Work with the Burrill Business Plan leadership and representatives from other UW institutions to develop a program model that could be administered across the UW System;
 - Investigate the resource and infrastructure needs to implement this program; and
 - Identify a lead institution and sources of ongoing funding to support a competition.
- ❖ Anticipated funding need: \$100,000-\$150,000 per year for resources, dedicated staff and prize money, through a combination of direct base funding from institutions, in-kind support and/or private donors.

UW Certificate Educational Program on Technology Transfer (#5)

- Encourage UW institutions, WARF, WiSys and the UWM Research Foundation to work with the business community and economic development agencies to determine where training needs exist and how to best meet these needs; and,
 - Encourage the Wisconsin Department of Commerce to develop a centralized, actively managed database or resource where training opportunities for economic development professionals can be listed.
- ❖ Anticipated funding need: none at this time.

Wisconsin Entrepreneur-in-Residence (#6) and Tech Transfer CEO Placement Programs (#7)

- Share information regarding the EIR and CEO Placement programs with the Wisconsin Department of Commerce for consideration for development and inclusion as part of its venture capital initiatives.
- ❖ Anticipated funding need: none for the UW System.

Discovery Portal:Expand Wisconsin Discovery Portal database (#10)

- Designate a management team to lead the development of the expanded Portal, oversee implementation and provide ongoing high-level oversight;
- Collaborate with WiSys on the development and implementation of the expanded Portal; and Recruit and hire appropriate staff to manage, administer and market the Portal.
- ❖ Anticipated funding need: approximately \$202,000 over the first three years, with roughly \$40,000 per year in ongoing costs (plus standard personnel and fringe increases) for subsequent years.

BOARD OF REGENTS

Resolution 3.c.

WHEREAS, the Wisconsin Higher Education Grant program for University of Wisconsin students (WHEG-UW) is the primary state need-based financial aid program to assist low-income students in accessing and attaining a college education; and,

WHEREAS, increasing the number of Wisconsin residents with college degrees will help to secure the state's future civic and economic vitality; and,

WHEREAS, the Board of Regents is greatly concerned that individuals from lower- and middle-income backgrounds are facing a future with fewer opportunities and greater economic uncertainty; and,

WHEREAS, the Board of Regents has made it a priority to increase opportunities for low- and middle-income students to participate in public higher education in Wisconsin; and,

WHEREAS, fiscal pressures, including increased unemployment, have reduced family incomes and greatly increased the demand for financial aid, especially in need-based programs such as WHEG-UW; and,

WHEREAS, Wisconsin ranks below the peer average in state grant awards per full time equivalent (FTE) undergraduate students and many students have increasingly relied on loans and personal debt to finance their college education; and,

WHEREAS, funding for WHEG-UW did not increase in 2009-10 and increased by \$3.3 million for 2010-11; and,

WHEREAS, the combination of flat funding and increased demand for WHEG-UW resulted in an estimated 7,400 eligible students not receiving a grant and an aggregate funding shortfall exceeding \$17.8 million in 2009-10; and,

WHEREAS, additional funding that increases each student's WHEG-UW award to match the change in tuition will help assure that students are not priced out of college due to increases in tuition and will assist families and students with their financial planning for higher education; and,

WHEREAS, additional funding that increases the number of grants available through WHEG-UW will help to ensure that more students receive the financial aid for which they are eligible; and,

WHEREAS, the Board of Regents has identified increased need-based financial aid as critical to securing Wisconsin's civic and economic future and the success of the Growth Agenda.

THEREFORE, BE IT RESOLVED that the Board requests that the statutory language of the WHEG-UW program be modified to provide that each student's WHEG-UW award will increase by at least the same dollar amount as the dollar increase in undergraduate tuition, thereby granting a "dollar-for-dollar" hold harmless increase to eligible University of Wisconsin System students.

June 3, 2010

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee -

Thursday, June 10, 2010
UW-Milwaukee Union
Wisconsin Room
Milwaukee, Wisconsin

9:00 a.m. All Regents – Union, Wisconsin Room

1. UW-Milwaukee Presentation: “Progress, Perceptions and Presidents: Taking the Initiative at UW-Milwaukee.”
2. Approval of UW System 2010-11 Annual Operating Budget
[Resolution 2.]
3. 2011-13 Biennial Budget: Strategic Financing for the *Growth Agenda*:
 - a. Research to Jobs
 - b. More Graduates for Wisconsin
 - c. Financial Aid[Resolution 3.c.]

12:00 p.m. Lunch – Golda Meir Library: Soref Learning Commons

1:00 p.m. Education Committee: All Regents Invited – Union, Wisconsin Room

- a. UW Colleges:
 1. First Reading of Revised Mission;
 2. First Reading of Bachelor of Applied Arts and Sciences Degree.

2:00 p.m. Joint Meeting of the Education Committee and the Business, Finance, & Audit Committee – Union, Wisconsin Room

- Program Review by the Legislative Audit Bureau of the Wisconsin Partnership Program, UW School of Medicine and Public Health.

2:30 p.m. Education Committee – Union, Wisconsin Room

- b. Status Report on Inclusive Excellence.
- c. Consent Agenda:
 1. Approval of the Minutes of the April 8, 2010, Meeting of the Education Committee;
 2. UW-Platteville: Program Authorization of B.S. in Forensic Investigation;
[Resolution I.1.c.(2)]
 3. UW-Milwaukee: Program Authorization of M.S. in Freshwater Sciences and Technology;
[Resolution I.1.c.(3)]

4. UW-Green Bay: Revisions to Faculty Personnel Rules;
[Resolution I.1.c.(4)]
 5. UW-Eau Claire: Second Reading of Revised Mission;
[Resolution I.1.c.(5)]
 6. Announcement of the proffer from the Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music.
[Resolution I.1.c.(6)]
- d. UW-Oshkosh: First Reading of Revised Mission.
- e. UW-Milwaukee: Presentation by Interim Provost Johannes Britz.
- f. UW-Milwaukee Doctoral Program Authorizations:
1. Ph.D. in Sociology;
[Resolution I.1.f.(1)]
 2. Ph.D. in Freshwater Sciences and Technology.
[Resolution I.1.f.(2)]
- g. UW System Policy for Making Textbooks More Affordable
[Resolution I.1.g.]
- h. Report of the Senior Vice President:
1. Report on Promotions, Tenure Designations, and Related Academic Approval Items;
[Resolution I.1.h.(1)]
 2. Monitoring Low-Degree-Producing Programs;
 3. Review of Education Committee Priority Areas.
- i. Additional items may be presented to the Education Committee with its approval.

**REVISED MISSION STATEMENT
UNIVERSITY OF WISCONSIN COLLEGES
(FIRST READING)**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin Colleges requests approval for its newly revised mission statement. The new mission statement was developed to accommodate the Colleges' proposed Bachelor of Applied Arts and Sciences degree, which will also undergo a first reading at the June, 2010, Board of Regents meeting. The revised mission statement addresses the Colleges' goal to provide a single baccalaureate degree that meets local and individual needs. At the same time, it reaffirms the Colleges commitment to prepare traditional-age and returning-adult students for successful pursuit of the Associate of Arts and Science degree and baccalaureate degrees at transfer institutions. It further aligns with the UW System mission to efficiently provide bachelor-level degree program leading to increased educational attainment statewide.

The new mission received broad input from campus stakeholders, and was endorsed by Chancellor David Wilson and the UW Colleges Senate on April 23, 2010. The revised document is an entirely new statement articulating UW Colleges' 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

The revised mission statement for the UW Colleges is proposed as follows:

The University of Wisconsin Colleges is a multi-campus institution committed to high quality educational programs, preparing students for success at the baccalaureate level of education, providing the first two years of a liberal arts general education that is accessible and affordable, providing a single baccalaureate degree that meets local and individual needs, and advancing the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses.

University of Wisconsin Colleges
Mission Revision
Endorsed by the UW Colleges Senate
April 23, 2010

Current:

The University of Wisconsin Colleges is a multi-campus institution that prepares students for success at the baccalaureate level of education, provides the first two years of a liberal arts general education that is accessible and affordable, and advances the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses.

Revised:

The University of Wisconsin Colleges is a multi-campus institution ~~that committed to high quality educational programs,~~ preparings students for success at the baccalaureate level of education, providings the first two years of a liberal arts general education that is accessible and affordable, providing a single baccalaureate degree that meets local and individual needs, and advancesing the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses.

Revised (clean):

The University of Wisconsin Colleges is a multi-campus institution committed to high quality educational programs, preparing students for success at the baccalaureate level of education, providing the first two years of a liberal arts general education that is accessible and affordable, providing a single baccalaureate degree that meets local and individual needs, and advancing the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses.

NEW PROGRAM AUTHORIZATION
Bachelor of Applied Arts and Sciences
University of Wisconsin Colleges
(INITIAL REVIEW)

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0, Revised April 2010), the new program proposal for a Bachelor of Applied Arts and Sciences on five campuses of the University of Wisconsin Colleges is presented to the Board of Regents for initial review. As stipulated by ACIS-1.0, this program proposal will be on the agenda for a second review at a forthcoming meeting of the Board of Regents Education Committee, at which time the Board of Regents will take final action on this request. If approved, the program will be subject to a regent-mandated review to begin five years after implementation. The UW Colleges and System Administration will conduct that review jointly, and the results will be reported to the Board. Expansion of the program to other campuses of the UW Colleges may be considered, depending upon the results of the five-year review.

The proposed baccalaureate degree program will undergo both an initial review and a second review for approval because it entails a mission change to the degree-granting authority of the UW Colleges. At its June 2010 meeting, the Education Committee will hear both the first reading of the UW Colleges' revised mission, as well as the first reading of the proposed Bachelor of Applied Arts and Sciences.

REQUESTED ACTION

No action requested at this time.

DISCUSSION

The UW Colleges Bachelor of Applied Arts and Sciences (B.A.A.S.) degree-completion program is aligned with the UW Colleges mission of accessibility, affordability, and responsiveness to the needs of the Wisconsin students and communities that provide and support its campuses. The proposed program fills an important niche in the UW System array of degrees: it creates a new pathway through the UW Colleges for place-bound, underserved¹ adult learners to obtain a bachelor's degree and contribute to local workplace and community needs. While retaining its traditional transfer mission, the UW Colleges B.A.A.S. degree will advance the UW System's Growth Agenda and its goal of increasing the proportion of the Wisconsin population with higher education credentials to 30 percent by 2025. The B.A.A.S. degree also aligns with the UW System's efforts to ensure that public resources be used efficiently and academic institutions collaborate seamlessly.

¹ These include "swirling" adults, men and women who step in and step out of colleges and universities accumulating credits, and not always graduating.

The B.A.A.S. degree supports national goals established by President Barack Obama and by private foundations (e.g., the Lumina Foundation for Education and the Bill and Melinda Gates Foundation), and national professional organizations (e.g., the Association of American Colleges and Universities), to increase the proportion of the U.S. population with associate or baccalaureate degrees to 60 percent or more in the next 15 years. As an applied, locally-focused, and customized degree that places the local in a global context, the B.A.A.S. degree-completion program meets an increasingly recognized programmatic need. In a recent national survey, over two-thirds of employers indicated that the learning outcomes for baccalaureate training should place more emphasis upon student success in a global economy.²

Program Description

The B.A.A.S. degree is a 60-credit (20 courses) degree-completion program to be offered regionally on five of the thirteen UW Colleges campuses and in partnership with five UW System comprehensive universities (hereafter referred to as UW partners), as listed below.

UW Colleges Campus	UW partner(s)
UW-Baraboo-Sauk County	UW-La Crosse
UW-Barron County	UW-Superior UW-Stout
UW-Marshfield/Wood County	UW-Stevens Point
UW-Richland	UW-Platteville
UW-Rock County	UW-Platteville

Students with a UW Colleges Associate of Arts and Science degree, or those who have earned a comparable liberal arts associate degree, can seek admission to the program. The degree will be granted by the UW Colleges. The UW Colleges campus provides 30 credits (10 courses) of core requirements. The remaining 30 credits (10 courses) will be selected from junior/senior-level courses of the UW partner institution(s). Some UW partners will offer a pre-determined progression of selected courses, while others will offer an array of courses for students to choose among. Working with their respective provosts, UW partner faculty together with the UW Colleges Senate Bachelor of Applied Arts and Sciences Curriculum Committee will identify a list of approved courses that will be available from each UW partner.

The fundamental goal of the B.A.A.S. degree is to prepare place-bound adults who live in the five UW Colleges service areas for a life of creative and productive work in a changing and increasingly interdependent world. To accomplish this goal, the B.A.A.S. degree prepares students to apply theoretical knowledge, higher-order intellectual skills, and practical experience to achieve solutions to complex problems encountered in contemporary workplace and community settings. The junior/senior curriculum of the B.A.A.S. degree is built on the Association of American Colleges and Universities *Liberal Education and America's Promise* (LEAP) essential outcomes that include knowledge of human cultures and the natural world, practical and intellectual skills, integrative learning, and personal and social responsibility.

² "Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn," A Survey among Employers Conducted on Behalf of the Association of American Colleges and Universities by Hart Research Associates, January 20, 2010.

Program Curricular Components

Four sequenced curricular components of Professional Experience, Global Studies, Cognitive Skills, and a Capstone Senior Seminar make up the 60-credit degree-completion program. The table below provides an overview of the B.A.A.S. degree curriculum and shows which courses are offered by UW Colleges and which by the UW partner.

B.A.A.S. Degree Completion Requirements	
Students in the B.A.A.S. will complete 60 credits: 30 UW Colleges junior/senior-level credits and 30 UW partner junior/senior-level credits	
UW Colleges	30 Credits
The UW Colleges will provide:	
<ul style="list-style-type: none">▪ 15 credits, Professional Experience*<ul style="list-style-type: none">▪ Internship▪ Service-Learning▪ Prior Learning (maximum of 6 credits)▪ 3 credits, Global Studies Core Course▪ 3 credits, Cognitive Skills Core Course▪ 6 credits, Capstone Senior Seminar▪ 3 credits, Global Studies, Cognitive Skills, or Electives	
* The number of credits taken in each Professional Experience category will vary depending upon a student's interests and the number of prior-learning credits he or she brings into the program.	
UW partner	30 Credits
The UW Partner** will provide:	
<ul style="list-style-type: none">▪ 9 - 12 credits, Global Studies▪ 9 - 12 credits, Cognitive Skills▪ 6 - 9 credits, Electives	
** The number of credits taken in each category will depend on the category selected for the 3 credits taken at the UW Colleges that can be a Global Studies, Cognitive Skills or Elective course.	
Total	60 Credits

1. Professional Experience

The Professional Experience component includes 15 credit hours of experiential learning integrated with academic instruction, and prior professional-level learning with an academic component. Students who wish to do so will be able to provide a portfolio of prior learning for credit evaluation.

- a. **Internship:** The internship combines classroom-based education with professional work. Its focus is on career-related skill development. Internships will span an entire term. The internship is arranged with a local business, agency, non-profit, or other type of organization. Applied Studies Coordinators who are based in participating campuses' Student Services offices will work in partnership with the B.A.A.S. degree Program Manager, UW-Extension Cooperative Extension county-based offices, a faculty team and others to coordinate the internships.
- b. **Service-Learning:** The central feature of the service-learning component is service to others and reflection upon the role of service in community and individual life. Service-learning projects are integrated into a specific course with variable models for the nature of the integration (i.e., throughout the semester or at particular points in the semester). Students have an opportunity to gain direct experience with issues they are studying in the course and engage in efforts to analyze and solve work/community-related problems in the context of a faculty-supervised project. As with internships, Applied Studies Coordinators and the Program Manager will coordinate service-learning projects in concert with course instructors.
- c. **Prior Learning Assessment:** The UW Colleges B.A.A.S. degree is designed to have multiple points of access to those who come with skills and knowledge gained in vocational and other non-academic settings. Therefore, a third part of the Professional Experience curriculum is a process by which B.A.A.S. students may present a prior learning portfolio of professional-level knowledge on a subject acquired outside a traditional classroom to faculty for evaluation for credit. The B.A.A.S. will grant a maximum of six credits for prior learning experience toward the degree requirements.

2. **Global Studies**

The 21st century knowledge-based workplace is enmeshed in global networks. For these reasons, employers indicate that they need employees who bring knowledge of other peoples and cultures, the ability to work across cultures, and knowledge of global structures and processes important to making good business decisions.³ The Global Studies component consists of five junior/senior-level Global Studies courses (15 credit hours). Students begin their study with a required three-credit UW Colleges core course, *The World in the 21st Century*. This course is an interdisciplinary study of current trends that have global impact. A multi-disciplinary faculty team will develop the course to address a specific theme of global importance that will vary by campus and change periodically (e.g., human health, emerging technologies, human diversity, and human impact on the environment).

3. **Cognitive Skills**

Problem-solving skills are another key component of modern knowledge-based workplaces and are essential for participation in contemporary community life. In national surveys, employers stress the need for employees to think critically, problem-solve intelligently, and communicate effectively, among other skills.⁴ The Cognitive Skills component consists of

³“Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn.” The ability to understand the global context of situations and decisions was strongly endorsed by the employers in this national survey.

⁴“Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn.” The ability to effectively communicate orally and in writing, critical thinking and analytical reasoning skills, the ability to innovate

five junior/senior-level courses (15 credit hours) in a variety of disciplines and contexts. Students begin their study with a required three-credit UW Colleges core course, *Creative Problem Solving*, which explores the principles and approaches to the creative problem-solving process and emphasizes applying creative problem-solving to situations students are likely to face in their professional lives.

4. Capstone Senior Seminar

The purpose of the two-semester, six-credit capstone senior seminar is for the student to work closely with faculty on the student's professional development. At the completion of the seminar, the student will have a tangible product/report/study to help launch the student into his or her next career stage. During this full academic year, one or more B.A.A.S. degree seniors will work closely with a UW Colleges faculty member on a project with regional impact and global perspective using higher-order intellectual skills. Senior status is required for enrolling in the course.

Credit Repository

It is essential that working adults who have stepped in and stopped out while earning credits in a variety of colleges and universities be able to track their progress toward a baccalaureate degree. To move toward this goal, a Web-based credit repository is a part of the proposed B.A.A.S. degree program. A UW Colleges Credit Repository for adult learners in the B.A.A.S. degree program will contain information on:

- Credits awarded, upon application to the UW Colleges and following standard processes of evaluation by the UW Colleges Registrar, for college courses on transcripts brought by degree-seeking students;
- Credits awarded for prior learning, following standard processes of evaluation by the UW Colleges Registrar and by processes developed by academic departments in the UW Colleges to evaluate prior-learning assessment portfolios;
- Any required courses and other degree requirements that must be fulfilled to earn the UW Colleges Associate of Arts and Science degree; and
- Credits earned in the pursuit of the UW Colleges B.A.A.S. degree (at the UW Colleges and transferred from a UW partner institution).

Program Delivery

The UW Colleges will draw on its extensive experience in student-centered course delivery to employ multiple modes of instruction, including face-to-face, compressed and streaming video, online, and blended modes of delivery that combine face-to-face and learning at a distance. Further, courses will be offered in a variety of instructional formats, including accelerated blended courses, regional seminars, and evening courses, and at times convenient for adult learners to attend classes. When possible, UW Colleges faculty will be approved by the appropriate UW partner academic department to teach a UW partner's course at the participating

and be creative, and the ability to locate, organize, and evaluate information from multiple sources were cited by employers in the AAC&U study of critical skills insufficiently emphasized in baccalaureate education in the U.S.

UW Colleges campus. UW partners are also able to offer flexible course delivery, including face-to-face, online, and other distance formats.

Admission

Admission will be to the UW Colleges and to the B.A.A.S. degree program. Students will apply in the standard manner using the University of Wisconsin Online Admission Application. The B.A.A.S. degree will be added to the e-application as a subgroup of the UW Colleges (this is similar to how majors are added to the form at other UW System institutions). To take UW partner junior/senior-level courses, the B.A.A.S. student will enroll at the partner institution as a special student in accordance with conditions specified in a Memorandum of Understanding (MOU) between the UW Colleges and the UW partner institution for that partnership. These MOUs will include a commitment by the UW partner institutions to ensure an agreed-upon number of spaces for B.A.A.S. students in their courses. UW partner institution credits will be transferred back to the UW Colleges and applied toward the 60-credit requirement for the B.A.A.S. degree.

Advising

UW Colleges adult student advisors will be responsible for academic advising of B.A.A.S. degree students, including advising about UW partner course requirements, course scheduling, and registering for classes. The B.A.A.S. Degree Program Manager will facilitate communication among UW Colleges and UW partner academic departments, relevant governance groups, and the UW Colleges Office of the Registrar, and will keep UW Colleges adult student advisors updated on curricular matters. The UW Colleges Registrar will record credits earned toward the degree. In addition, UW Colleges will provide B.A.A.S. degree-seeking students with financial aid and financial aid advising.

Relation to Institutional Mission

The UW Colleges is proposing a mission change to accommodate the proposed Bachelor of Applied Arts and Sciences degree. The revised mission addresses the need for “providing a single baccalaureate degree that meets local and individual needs.” The UW Colleges B.A.A.S. degree-completion program expands baccalaureate opportunities for place-bound, underserved adult learners, including those who have completed a liberal arts associate degree and would not otherwise be able to pursue a bachelor’s degree. It also opens opportunities to swirling adult populations who will now have an opportunity to consolidate their credits toward the Associate’s degree and continue in the B.A.A.S. degree-completion program. In fall, 2009, 33 percent of all students enrolled in the UW Colleges (and 71 percent of the students enrolled in the UW Colleges Online Program) were adult students. The UW Colleges remains committed to its Associate of Arts and Science degree mission to prepare traditional-age and returning adult students for successful pursuit of baccalaureate degrees at transfer institutions.

The UW Colleges B.A.A.S. degree will also strengthen and enhance the institution’s commitment to the Wisconsin Idea of “bringing the resources of the University to the people of the state and the communities that provide and support its campuses.” The UW Colleges

B.A.A.S. degree-completion program fits into the broader UW System mission to efficiently provide bachelor-level programs that meet the needs of Wisconsin employers in today's workplace.

Assessment and Program Evaluation

The assessment process in the UW Colleges is guided and overseen by the UW Colleges Senate Assessment Committee and the Office of Academic Affairs. To conduct the assessment of the B.A.A.S. degree, the UW Colleges will follow the established pattern for assessing the Associate of Arts and Science degree. The UW Colleges Senate Assessment Committee, the Institutional Assessment Coordinator, the Office of Academic Affairs, and academic departments will develop and implement assessment tools and rubrics for the B.A.A.S. degree. The Senate Assessment Committee will establish uniform standards (rubrics) to be applied across academic disciplines to measure learning outcomes. A matrix will be developed to clarify the links between learning outcomes and B.A.A.S. degree courses. Assessment will be conducted by faculty in all academic departments each term. Assessment data will be sent to the institutional research office for tabulation and analysis, and the results will be reported back to instructors, academic departments, the Senate Assessment Committee, and the Office of Academic Affairs, each of which will participate in ongoing efforts to improve delivery of the B.A.A.S. degree courses and program. Given the collaborative nature of the B.A.A.S. degree, discussions of assessment results will also occur with faculty and academic departments of the UW partners and between the UW Colleges Provost and the Provosts of the respective UW System partner institutions. In addition to assessment of student learning, the UW Colleges will track enrollment, retention, and graduation rates of B.A.A.S. degree students.

Need

The B.A.A.S. degree aligns with the UW System *More Graduates for Wisconsin* goals of increasing the educational attainment of adults in the state of Wisconsin. The B.A.A.S. degree targets place-bound, underserved adults living within driving distance to the five UW Colleges campuses that will offer the degree. These campuses are located in service areas where the percentage of adults with at least a bachelor's degree is substantially below the state average and where other groups of underserved, place-bound adults are concentrated.⁵

By 2008, nearly 26 percent of the adults in the state as a whole had earned at least a bachelor's degree. In 2000, the most recent period for which complete data is available, the percent of the population 25 years of age or older with at least a four-year college degree ranged from 10 percent to 21.8 percent in the service areas of the five UW Colleges campuses. During the period from 2000 to 2007, most counties in the service areas where the B.A.A.S. degree will be offered have shown little change in the percent of adults with at least a baccalaureate degree. The majority of the counties in the service areas for which educational attainment data was available in 2007 reported from 15 to 20 percent of the adults 25 years and older had obtained at least a bachelor's degree, which is eleven to six percent lower than in the state as a whole.

⁵ Service areas of the UW Colleges campuses that will offer the B.A.A.S. degree include their home and neighboring counties: Sauk, Columbia, Juneau, and Adams; Barron, Chippewa, Polk, Washburn, and Rusk; Wood, Clark, Jackson, and Juneau; Richland, Vernon, Crawford, and Grant; Rock, Walworth, and Green..

The service areas of the five UW Colleges campuses to offer the B.A.A.S. degree are home to adult learners whom the Bill and Melinda Gates Foundation call “the new majority.” The Gates Foundation data show that three-fourths of college students today work while taking classes, and cycle in and out of colleges and universities accumulating credits, but rarely graduating. This population is comprised disproportionately of low-income students and students of color. Reaching and successfully graduating these students is a major challenge and necessary in order to replace the baby-boomers, whose retirements will result in a shortage of 14 million college educated workers over the next decade.⁶

Like the Midwest in general, the communities served by the five UW Colleges campuses have an increasing population of Latino, African, Asian, and Native Americans. Since 2000, all of the counties in the service areas of the five UW Colleges campuses have experienced increases in the Latino, African, Asian, and Native Americans populations. In these counties, the population growth of Latino, African, Asian, and Native Americans collectively ranged from 13 to 111 percent, with the most frequent rates falling between 38 and 62 percent.

Demographic data for the service areas of the five UW Colleges campuses also show evidence of families under financial stress. The percent of persons below poverty in 2008 varied from four to thirteen percent, with most above ten percent. Per capita annual income in the service areas hovered between \$20,000 and \$27,000 in 2008. Large and small manufacturing plants scattered in communities in the five UW Colleges campuses service areas have experienced layoffs (e.g., Rockwell International and Dean Foods in Richland Center; Flameau, Inc., and Grede Foundries in Baraboo; and Fiskars in Sauk City) and even plant closings (e.g., the General Motors plant in Janesville, and Wicks Modular Homes in Marshfield) during the economic downturn that started in 2008. Many of the currently unemployed adults are also part of the place-bound population.

A UW Colleges market study conducted with 500 businesses and organizations in 2008 found strong support among the employers interviewed for the B.A.A.S. degree. A majority of employers indicated that it is somewhat difficult to find and hire qualified workers as the local labor market fell slightly short of their organization's needs. The B.A.A.S. degree could help fill the need for a larger, more qualified local labor supply. Employers with 100 or more employees anticipated that the need for employees with a bachelor's degree in applied liberal arts and sciences would increase in the next five years. One-third of the employers indicated that the ability to earn a B.A.A.S. degree at a UW Colleges campus in their area was a major advantage for their employees, who could continue to work while seeking a bachelor's degree that could qualify them for job advancement and increased income.

⁶ Remarks to the American Council on Education by Hilary Pennington, Director of Education, Postsecondary Success, and Special Initiatives at the Gates Foundation, March 8, 2009.

Projected Enrollment

The table below provides a five-year projection of enrollments in the B.A.A.S. degree. The projections below represent the combined total of students enrolled at all five of the UW Colleges campuses offering the B.A.A.S. degree. It assumes an attrition rate of between eleven and eighteen percent over the five years of the program. It also assumes twelve contact hours per student each semester, or four three-credit courses, which is part-time status for these adult learners. Students who take two additional summer courses can complete the B.A.A.S. degree requirements in two years, for an estimated graduation rate of 93 percent.

Enrollment Categories	1st Year	2nd Year	3rd Year	4th Year	5th Year
New Students	75	127	137	137	137
Continuing Students		62	113	113	113
Total Enrollment	75	189	250	250	250
Graduates		58	107	107	107

Comparable Programs

Three bachelor's degree programs in Wisconsin may be compared with the UW Colleges B.A.A.S. degree: the UW-Green Bay Bachelor of Applied Studies (B.A.S.) degree, the UW-Oshkosh Bachelor of Applied Studies (B.A.S.) degree, and the UW-Oshkosh Bachelor of Liberal Studies (B.L.S.) degree. They are similar in their focus on developing business and workplace skills; however, the UW Colleges B.A.A.S. degree differs from each of these degrees by degree content, target population, delivery location, and level of collaboration with UW System comprehensive universities and community partners. The B.A.A.S. degree is designed to meet the needs of communities with concentrations of place-bound, underserved adults in Wisconsin's central and western corridor, and offer these students a bachelor-level education in collaboration with a UW comprehensive partner.

Over 40 applied baccalaureate degrees from universities across the country were reviewed as part of the development process of the B.A.A.S. degree. Three of the applied baccalaureate degrees reviewed are offered by universities in neighboring states: the University of Iowa, the University of Minnesota, and the University of Minnesota-Crookston. Because of distances involved, these programs would not compete for the local, place-bound adult students that are the primary audience for the B.A.A.S. degree.

Collaboration

The B.A.A.S. degree builds on the nearly century-old history of the UW Colleges as one of collaboration with other academic institutions, especially institutions in the UW System. The B.A.A.S. degree is deliberately constructed on a rich tradition of preparing first-generation, traditional-age, and adult learners for successful completion of baccalaureate degrees. The B.A.A.S. degree creates a new pathway for place-bound, underserved adult learners in five UW Colleges communities in western and central Wisconsin.

Provost to provost meetings took place throughout spring 2010 to discuss the details of the B.A.A.S. degree completion program. Curriculum, budget, advising, financial aid, and related issues were the focus of talks to agree upon memoranda of understanding between the UW Colleges and the UW partner. These memoranda of understanding will be finalized in the summer of 2010, and will be completed prior to the request for Regent action on this proposal. They will serve as the foundational agreement to assure the B.A.A.S. degree-seeking student consistency and efficiency in policy matters related to admission, academic advising and financial aid, access to an array of appropriate courses, and transfer of credit.

Diversity

The UW Colleges Office of Academic Affairs, together with relevant UW Colleges Senate committees, will oversee the B.A.A.S. degree completion program, including the establishment of recruitment goals and procedures. Adult student recruiters in collaboration with local businesses and organizations will be a principal part of institutional efforts to recruit underserved, place-bound adult learners in the communities served by the five UW Colleges campuses. The UW Colleges will use county-level census data and other available data to help establish equity goals and track any changes in the race/ethnicity and socioeconomic status of students enrolling in the program. In addition, the institution will draw on information from a new longitudinal study begun by the UW Colleges institutional research office in fall 2009, to track and report on the first-generation status of new students, which can be disaggregated by race/ethnicity and age.

Development of equity goals for the B.A.A.S. degree will draw upon past efforts to increase diversity in the UW Colleges student body and promote equitable academic outcomes in the UW Colleges Associate of Arts and Science program. The UW Colleges has been an active participant in the Equity Scorecard Project, the UW System Campus Climate Study, the Adult Student Initiative conducted jointly with UW-Extension, and a Transfer Equity Study currently in progress. As part of these projects and initiatives, the UW Colleges is addressing the challenge of diversifying the student body through a data-based, analytic approach. For example, the focus of the Equity Scorecard Project in the UW Colleges has been to make progress toward achieving equitable access rates across all race and ethnic groups from the primary feeder high schools for each UW Colleges campus. To facilitate achieving this goal, the institutional research office of the UW Colleges Office of Academic Affairs provides to each of the 13 campuses two sets of reports annually: class sizes for high schools in the campus service area, and enrollment rates by race/ethnicity for the high schools in the campus service. Similarly, retention rates by race/ethnicity are tracked and reported to each campus annually. These efforts have resulted in a modest increase in the diversity of the UW Colleges student body and in a modest increase in retention of the UW Colleges' more diverse student population.

Likewise, designs for assessing student performance in the B.A.A.S. degree will benefit from the A.A.S. experience of tracking student performance in the top 25 enrolling courses, disaggregated by race/ethnicity, and sharing it with campus deans, academic department chairs, and student services staff. The longitudinal Transfer Equity Study tracks students, disaggregated by race/ethnicity, from entry in the UW Colleges through transfer using several milestone markers along the path. The early data for the UW Colleges' traditional-age student population

indicate that, at each step of the transfer process, African, Latino, and Native Americans are more likely to fall behind or drop out than are their Asian, Southeast Asian or White counterparts. Data is not available to know whether adult learners will also follow this pattern.

The analysis of data from the UW System Campus Climate Study has resulted in the ongoing development of campus-based Inclusive Excellence strategies to ensure a climate conducive to the success of all students. Campus teams working in response to the Climate Study have developed recommendations to increase the number of faculty and staff completing the UW Colleges/UW-Extension Multicultural Awareness Training program. Some campuses are working to initiate “Safe Spaces” programs to provide locations and trained staffers for those wishing to report harassment and other concerns about climate.

In addition to using data to assess how well the UW Colleges is attracting and retaining a diverse student body, the B.A.A.S. degree curriculum includes academic content to expand and deepen understanding of diversity. The importance of diversity to this degree program is evidenced by the Global Studies curricular component (e.g., world cultures, world religions, comparative social or political systems). That component and the experientially based aspects of the curriculum intentionally incorporate diverse perspectives. Given the many ways in which today’s workplace reflects diversity, the internship and service-learning curriculum will provide students with an opportunity to work and learn in diverse settings with people from different cultural, socioeconomic, religions, sexual orientations, and worldviews. By design, this experiential learning will come back into the classroom to be informed by the academic content of the course, discussion, and reflection.

Evaluation from External Reviewers

The program was reviewed by a director of academic and student support services of an institution with multiple campuses and a statewide mission, and by a chief executive officer of a large community college who is a national leader in the development of baccalaureate degrees programs in two-year institutions. Both found the B.A.A.S. degree-completion proposal to fit the needs of adult learners and potential employers. One wrote: “the degree had been carefully constructed to serve the specific and challenging needs of students encumbered by family responsibilities, jobs and limited income who have historically struggled to attain a college degree.”

Both also lauded the curriculum. One called it a creative and impressive curriculum driven by critical learning outcomes that are blended throughout. He wrote, “I am most impressed with how the B.A.A.S. degree’s ‘theoretical knowledge, higher-order intellectual skills and practical experience’ are blended so thoroughly throughout the curriculum. [. . . T]his approach, opposed to the ‘track’ offerings [. . .] is, I believe, a unique and vibrant attempt to blend the ‘practical learning’ desired by students and the corporate/business world with the critical inquiry goals of the academy.” The other wrote that the curriculum had an “unusual level of creative forethought.” He praised its “commitment to preparing students for real life in a global society,” found it particularly important to build the curriculum around expected outcomes that would facilitate occupational advancement, and thought the accelerated blended courses an attractive delivery mode.

The reviewers also praised the creative expansion of resources and relationships built in the collaborative partnerships between the UW Colleges and UW partners and the adequacy of library and student support services. One reviewer pointed to the years of experience the UW Colleges has in serving adult students and training faculty in a variety of course delivery modes and he concluded that “The B.A.A.S. degree reflects a positive trend in extended university education.” One reviewer raised the concern that the future job market will call for technologically-oriented jobs, not ones that emphasize creative problem solving, cultural understanding, and career-oriented professional development. This concern reflects, in fact, an ongoing discussion in education circles of the value of specific skill-based applied degrees compared to liberal-arts-based applied degrees as they relate to the nature of the current and future economy.

Resource Needs

Students enrolled in the UW Colleges B.A.A.S. degree completion program will pay tuition at the UW comprehensive standard tuition rate and on a per-credit basis. The program budget assumes a 5.5% tuition increase per year. While per-credit tuition can be more expensive if students are taking more than 12 credits per term, since it is expected that most B.A.A.S. students will take 12 or fewer credits per term, a per-credit tuition structure will not be more costly for most students. Tuition rates for the courses taken at the UW partner institutions will also be on a per-credit basis and will be agreed upon and documented in the memoranda of understanding that will be finalized during the summer of 2010. It is expected that tuition for credits taken at the UW partner institutions will be at the institution’s distance education rates, since they will primarily be provided in modes other than face-to-face delivery, and will cost more than standard tuition. The UW Colleges and UW-Extension Chancellor’s Innovation Fund will be used for start-up costs and the initial promotion and recruitment efforts. Additional GPR funds through the *More Graduates for Wisconsin* initiative will be requested in the 2011-13 biennial budget process. Should this budget DIN not be funded, resource needs will be met through internal reallocation requiring consultation with the appropriate governance bodies advisory to the Chancellor.

By the second year of the program, 6.0 FTE faculty members (1.25 FTE per UW Colleges campus) will directly participate in the B.A.A.S. degree-completion program as instructors delivering UW Colleges courses. The program will also need to cover the costs for instructional academic staff to ‘backfill’ for the UW Colleges faculty, who will move from the freshman and sophomore curriculum of the Associate of Arts and Science degree, into the junior and senior curriculum of the B.A.A.S. degree. The number of instructional academic staff backfilling for these faculty members will be 2.5 FTE in the first year of the program, and 5.0 FTE in the subsequent years. The number of additional non-instructional academic staff positions or portions of positions required to initiate and to continue the program is 7.5 FTE, which include: a 1.0 FTE program manager; five .50 FTE adult student advisors; five .25 FTE Applied Studies coordinators; a .75 FTE Registrar’s Office staff member; a two-year (FY11 & FY12) .50 FTE credit repository staff member; five .10 FTE academic (reference) librarians; and an eight-month 1.0 FTE Financial Aid Office staff member (the latter position is needed only in 2010-2011 and thus does not appear on the budget below).

Additional funds for supplies and expenses will be used to supplement funding for the UW Colleges Online Writing Lab (OWL) and five campus academic skills learning labs; for the UW Colleges Marketing Office to develop direct mail recruitment campaigns and for the five campuses to run campus-based media campaigns; for the five UW Colleges campus libraries to acquire faculty-identified print, electronic, and AV materials; for the program manager to travel to the five campuses to work with the Applied Studies Coordinators and provide ongoing assessment of services; for maintenance of the credit repository infrastructure; and for a computer for each of the five campus adult student advisors.

RECOMMENDATION

No action requested at this time.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.0, Revised April 2010).

BUDGET: Estimated Total Costs and Resources

	1st Year 2011-2012		2nd Year 2012-2013		3rd Year 2013-2014	
Current Costs						
Faculty who will shift into the B.A.A.S.	3.13	\$228,123	6.25	\$509,609	6.25	\$571,177
<i>Current Subtotal</i>		\$228,123		\$509,609		\$571,177
Additional Costs	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Program Manager	1.0	\$122,152	1.0	\$124,595	1.0	\$127,087
Adult Student Advisors (.50 FTE/campus)	2.5	\$133,846	2.5	\$136,522	2.5	\$139,253
Applied Studies Coordinators (.25 FTE/campus)	1.25	\$66,923	1.25	\$68,261	1.25	\$69,626
Registrar's Staff	.75	\$34,490	.75	\$35,180	.75	\$35,883
Credit Repository Staff	.50	\$30,291				
Library Staff	.50	\$34,941	.50	\$35,640	.50	\$36,352
Non-Personnel						
Online Writing Lab Support		\$10,000		\$10,000		\$10,000
Campus Learning Lab Support (\$5K/campus)		\$25,000		\$25,000		\$25,000
Marketing		\$90,000		\$90,000		\$90,000
Library Support		\$10,000		\$10,000		\$10,000
Program Manager Travel		\$1,500		\$1,500		\$1,500
Repository Maintenance		\$5,000		\$5,000		\$5,000
Computers for new staff		\$5,500				
<i>Additional Subtotal</i>		\$569,642		\$541,698		\$549,701
Total Costs		\$797,765		\$1,051,307		\$1,120,878
Current Resources						
GPR/fees		\$60,227		\$117,948		\$120,307
<i>Current Subtotal</i>		\$60,227		\$117,948		\$120,307
Additional Resources						
Tuition		\$213,750		\$563,766		\$779,259
Chancellor's Initiative Fund		\$523,788		\$148,281		\$0
2012-13 DIN Funding		\$0		\$221,312		\$221,312
<i>Additional Subtotal</i>		\$737,538		\$933,359		\$1,000,571
Total Resources		\$797,765		\$1,051,307		\$1,120,878

STATUS REPORT ON INCLUSIVE EXCELLENCE

EXECUTIVE SUMMARY

BACKGROUND

At its March 2009 meeting, the UW System Board of Regents undertook a policy discussion of the next steps in the UW System's work on equity, diversity, and inclusion, with a particular focus on Wisconsin's shifting demographic, economic, and social contexts. The Board reviewed the final report and evaluation of *Plan 2008: Educational Quality Through Racial and Ethnic Diversity* (comprising the years 1998-2008), which highlighted both the progress made, and the challenges that remained. At that time, the Board considered a set of recommendations made in the final report, heard a presentation on several intermediate strategies taken by the UW System and its institutions to advance diversity prior to the endpoint of *Plan 2008*, and began a discussion of *Inclusive Excellence*, the umbrella framework under which, moving forward, the UW System and its institutions would strategically address diversity, equity, and inclusion.

Over the course of the last year and a half, the Office of Equity, Diversity, and Inclusion (EDI) has been working to inculcate throughout the UW System the guiding principles, overall philosophy, and the transformative potential of *Inclusive Excellence*, an approach to institutional change initially developed by the Association of American Colleges and Universities, the UW System's partner in the LEAP Campaign (*Liberal Education and America's Promise*). The central premise of *Inclusive Excellence* holds that unless colleges and universities begin to more deliberately and intentionally integrate their diversity efforts into the core aspects of institutional life—including their academic priorities, leadership, decision-making, day-to-day operations, quality improvement initiatives and campus cultures—they will continue to meet with the same limited success as they have before.

Inclusive Excellence was one of the eleven original *Growth Agenda for Wisconsin* Action Steps announced in early 2008, and is essential to preparing students for responsible, ethical, and engaged citizenship to meet the System's broad goal of promoting excellence in professional, civic, and personal life. In recent months, the System has announced the next phase of the *Growth Agenda*, with goals for UW campuses to increase the number of graduates systemwide by 30%. Over 15 years, the cumulative gains will result in 80,000 more graduates for Wisconsin. *Inclusive Excellence* will play a critical part in achieving that work. As *More Graduates for Wisconsin* gets underway, it is clear that the System will not be able to meet its goals without successfully educating more historically underserved students.

In June 2010, the Education Committee will hear a status report on *Inclusive Excellence*.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

Inclusive Excellence is designed to help UW institutions establish a set of comprehensive, well-coordinated strategic actions that foster greater diversity, equity, inclusion, and accountability at every level of institutional life. It builds on both the Equity Scorecard and the Campus Climate projects in their efforts to foster positive institutional change, and their insistence that diversity is an integral part of academic and institutional excellence. *Inclusive Excellence* is intended to help UW System Administration and institutions continue in their commitment to seed and cultivate these efforts. Seeding work of this magnitude requires time, however, in order to undertake assessments of previous practices and efforts, reflect on what worked and what did not, and initiate future organizational planning. Moreover, in order to be successful, *Inclusive Excellence* requires substantive change in practice, a higher level of consciousness, and sustained effort to result in the kind of unprecedented transformation the UW System is seeking, and UW students need for full participation in the 21st-century global society.

The status report will discuss the first steps of the overall process of seeding *Inclusive Excellence* systemwide, which has involved key meetings and conversations with UW institutions and their student, faculty, and staff constituents to begin the envisioning and planning that are necessary to its successful implementation. It will also summarize the key concepts of the approach, related activities, and early lessons learned that will need to be taken into account as the work moves forward.

RELATED REGENT POLICIES

Plan 2008: Educational Quality Through Racial and Ethnic Diversity; A Report to the Board of Regents, May 1998.

Plan 2008 Phase I Report - Report on Diversity: A Wisconsin Commitment, An American Imperative, April 2004.

Plan 2008: Reflections on the Past, Prospects for the Future, June 2007

Beyond Plan 2008: Next Steps in the UW System's Work on Equity, Diversity, and Inclusion, March 2009

Regent Resolution 7692, adopted 5/8/98.

Regent Resolution 8850, adopted 6/10/04.

Regent Resolution 8970, adopted 2/11/05.

Inclusive Excellence
Status Report to the UW System Board of Regents
Education Committee
June 10, 2010

Introduction

Over the course of the last year and a half, the Office of Equity, Diversity, and Inclusion (EDI) has been working to inculcate throughout the UW System the guiding principles, overall philosophy, and the transformative potential of *Inclusive Excellence*, an approach to institutional change initially developed by the Association of American Colleges and Universities (AAC&U). In brief, *Inclusive Excellence* is intended to help UW System Administration and institutions continue in their commitment to seed and cultivate those efforts that will result in greater diversity, equity, inclusion, and accountability across every level of university life.

Set against the historical backdrop of the other major diversity plans that have guided System efforts over the course of the last two decades, *Inclusive Excellence* represents the necessary next step in the UW System's evolution as a system of higher education committed to creating the diverse institutional environments that have proven vital to UW students' personal growth, learning, and achievement. In years prior, the UW System took its guidance from the plans *Design for Diversity* and *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*. Under both of these plans, UW institutions were to become more accessible and responsive to the educational needs of underrepresented minorities and the economically disadvantaged, two populations whose participation at the postsecondary level has been hobbled by long-standing inequities in access, representation, and academic achievement.

As the final reports for *Design for Diversity* and *Plan 2008* acknowledged, progress was made in increasing the representation of these groups within the wider UW System but not to the robust degree expected. For example, while more underrepresented minorities have enrolled in UW institutions than ever before, their presence among student and faculty ranks remains disproportionately smaller than current demographics of the state. Furthermore, the retention and graduation rates for students in this group still trail those of their White counterparts.

Thus, there remains a considerable amount of work to be done. Today, the central question that the UW System contends with is how to persist in its pursuit of diversity in ways that result in the much-needed gains that are essential to the equitable access, learning, and achievement among all UW students. How can the UW System harness its best resources—human, financial, and otherwise—to create the deep and pervasive change to which it has long been committed, but remains elusive?

To guide UW institutions in answering these critical questions, the UW System has offered the framework of *Inclusive Excellence* whose central premise holds that unless colleges and universities begin to more deliberately and intentionally integrate their diversity efforts into the core aspects of institutional life—including their academic priorities, leadership, decision-making, day-to-day operations, quality improvement initiatives and campus cultures—they will continue to meet with the same limited success as they have before.

Moreover, as the name *Inclusive Excellence* conveys, the question of quality—both institutional and academic—is at stake in the efforts to integrate more intentionally diversity into the heart of the higher education enterprise. The very quality of the education the System promises to its students depends upon the equity of the education experienced by historically underrepresented students, and the mastery of intercultural competence essential for 21st-century citizenship for those students historically in the majority. The UW System’s commitment to excellence and quality is exemplified by its pioneering role in the Association of American Colleges & Universities *Liberal Education and America’s Promise*, or LEAP, Campaign. Indeed, LEAP Wisconsin shares the same goals as *Inclusive Excellence* and represents one of the best ways in which the System can arrive at the promise embodied in *Inclusive Excellence*.

Equally important is the role played by *Inclusive Excellence* in achieving the second phase of the UW System’s *Growth Agenda, More Graduates for Wisconsin*. *Inclusive Excellence* was one of the eleven original *Growth Agenda* Action Steps announced in early 2008. It is essential to preparing students for responsible, ethical, and engaged citizenship to meet the System’s broad goal of promoting excellence in professional, civic, and personal life. In recent months, the System has announced the next phase of the *Growth Agenda*, with goals for UW campuses to increase the number of graduates systemwide by 30%. Over 15 years, the cumulative gains will result in 80,000 more graduates for Wisconsin. As President Reilly has said, “This is a significant goal. Achieving it will require hard work and persistence. Clearly, it would be much easier to maintain the status quo – enrolling the same slice of high school graduates with the same retention rates and the same graduation rates. In that scenario, the number of UW graduates would likely decline over time, due to shifting demographic trends and shrinking numbers of high school students. This is a case where standing still is the same as stepping backward.”

Seeding work of this magnitude requires time, however, in order to undertake assessments of previous practices and efforts, reflect on what worked and what did not, and initiate future organizational planning. This status report will discuss the first steps of the overall process of seeding *Inclusive Excellence* systemwide, which has involved key meetings and conversations with UW institutions and their student, faculty, and staff constituents to begin the envisioning and planning that are necessary to its successful implementation. The report opens with a brief introduction to some of *Inclusive Excellence*’s key dimensions.

Background of Inclusive Excellence

Definition

There are numerous ways that one can define *Inclusive Excellence*. The definition that has been presented to UW institutions is multidimensional in meaning:

- In one respect, *Inclusive Excellence* is **an approach to diversity work** that seeks to make more explicit the vital connections that exist between diversity and the core missions of learning, teaching, research, workforce preparation, and global citizenship;
- In another, *Inclusive Excellence* is **an end goal, an outcome**, a way of measuring and characterizing institutional achievement and success;
- In practice, it is a form of **institutional planning** centrally concerned with producing equity in educational outcomes; fostering critical learning through the sustained and deliberate engagement with diversity; and establishing institutional hallmarks of excellence that are highly inclusive in nature; lastly,
- As an institution becomes more proficient in the work, it is expected that *Inclusive Excellence* will become **a guiding institutional philosophy** that informs the way UW Systems generally operate.

The Four Pillars of Inclusive Excellence

There are four basic notions that inform the foundation of *Inclusive Excellence*. They are often referred to as the “four pillars” because they are fundamental to the ways in which institutions need to think about and define their work under *Inclusive Excellence*. They include:

- **Core to Mission:** In order for institutions to transform themselves into truly equitable and inclusive environments, they must place diversity at the center of institutional life so that it becomes a key organizing principle around which other institutional decisions are made;
- **Widespread Engagement:** If institutions are to truly fulfill their educational missions as colleges and universities dedicated to serving all students, they must engender a more comprehensive, widespread level of engagement at all levels and ranks;
- **Close Attention to Students:** Institutions need to cultivate a close attentiveness to the student experience itself, including the impact of race and ethnicity, and the influence of physical ability, sexual orientation, gender expression, socioeconomic background, and first-generation status on their learning experiences; and
- **Joint Pursuit of Diversity and Excellence:** These ideals cannot be pursued independently of one another. The two must be sought in ways that underscore the interconnected and interdependent goals that they are.

Success under *Inclusive Excellence*

Success under *Inclusive Excellence* will be recognized by numerous hallmarks, some of which include:

- The **institutionalization of equity and diversity**, where they are embraced as core values and used to inform campus decision-making, educational practices, and policy-making;
- **Greater compositional and equitable representation** in the diversity among faculty, students, staff, and other university personnel;
- **Improved campus climates** that provide a strong, abiding sense of belonging and community for all UW students;
- Greater numbers of UW students who possess the requisite **multicultural competencies** they need to navigate an increasingly diverse democracy; and
- The **enhanced capacity of UW System** institutions to meet the ever-emerging and complex needs of its students, the state, and society, now and in the future.

Inclusive Excellence Planning and Implementation Process

The UW System first presented the framework of *Inclusive Excellence* (IE) to the Board of Regents in March 2009, at the same time that the final *Plan 2008* report was delivered. Even before that time, the groundwork was being laid to aid UW institutions in understanding the framework, its guiding principles, and its potential value to the System.

From Fall 2008 through January 2009, the UW System Office of Equity, Diversity and Inclusion (EDI), along with various members of the UW System *Inclusive Excellence* Leadership Team, met with different groups and visited UW System institutions to activate the pre-planning and planning phases of the work necessary to achieve *Inclusive Excellence*. Early in this process, EDI met with the UW System President's Cabinet and Academic Affairs Council, Chancellors, Provosts, Faculty and Staff Representatives, Multicultural/Disadvantaged and Precollege Directors, and the UW System President's Council on Diversity to set the stage for a series of system-wide meetings and campus visits.

Two systemwide meetings were held in 2009 to engage the primary practitioners and constituent groups at the institutions more deeply in the strategies, goals, and planning process for *Inclusive Excellence*. An extensive set of materials was shared with participants, including: an *Inclusive Excellence* FAQ, a Table of the Educational and Societal Benefits of Diversity, and an IE Planning Template, all developed by EDI; a three-part monograph about *Inclusive Excellence*, published by the American Association of Colleges and Universities; and several articles about "Equity-Mindedness" and outcome equity published by the Center for Urban Education. The materials were designed to serve as catalysts enabling practitioners to conceptualize, plan, and prioritize the work at the individual, systemic, and institutional levels, and in academic and student support programs. They also served to help participants identify and define the various levels of planning and implementation required to actualize *Inclusive Excellence* outcomes, as well as possible hurdles or barriers to success.

System-wide Feedback Group Meeting, February 2009

In February 2009, UW System hosted the first day-long IE statewide planning meeting to gather individual and collective input about planning and implementing *Inclusive Excellence* strategies. UW System extended invitations to provosts and asked them to organize and support the participation of campus teams. Teams comprised of faculty and staff responsible for handling diversity programs for their institutions gathered to contemplate how to define, develop appropriate strategies for, and identify strategic partners and collaborators necessary to institute change at their home institutions.

The System team also hoped to garner institutional wisdom and insights on: the impacts and outcomes of Plan 2008, the Equity Scorecard, and the Climate Study from institutions that participated in those efforts; and the level of engagement that either helped or impeded widespread adoption of coherent, comprehensive plans to achieve equity and inclusion, including a better overall understanding of the lingering effects of and continuing implications of prior diversity efforts on the System's current plans. The meeting was designed to help UW System create a process that would build upon existing efforts to achieve equity and inclusion,

spur the adoption of effective assessment practices focused on equity outcomes, and facilitate better overall coordination of diversity programs and resources to leverage institution-wide changes and better results for students. Other meeting outcomes included: designing an appropriate process for the campus visits the UW System IE Leadership Team would be making in coming months; initial crafting of a communications strategy for the UW System and the institutions; developing an implementation timeline; reaching understanding on professional development needs; and developing appropriate metrics, benchmarks, and accountability and reward systems.

The IE Feedback Group convened in 2009 will have a continuing role, as needed, in conceptualizing *Inclusive Excellence* for the UW System and its institutions and in identifying individuals and groups essential to its success. Group members will also provide guidance and insights regarding effective implementation processes for their home institutions and system-wide, appropriate materials, messaging, professional development needs, and assessment.

Statewide Inclusive Excellence Constituency Group Meeting, August 2009

The second systemwide meeting hosted by the UW System IE Leadership Team was the IE Constituency Group Meeting in August 2009. Again, provosts were invited to create and support the participation of teams from their institutions. Provosts tapped practitioners responsible for functional areas that had a direct impact upon or control over diversity-related programs, and for programs that supported student success and excellence for students. Institutional teams were comprised of individuals with a range of roles and responsibilities, including provosts, chief diversity officers, multicultural/disadvantaged coordinators, LGBTQ program staff, admissions officers, academic advisors, and student services program support personnel.

The purposes of the Constituency Group meeting were to: increase participants' understanding of *Inclusive Excellence* principles and how their implementation would result in changes in practice, student outcomes, and institutional culture; help participants begin to identify potential IE goals and strategies; identify institutional leaders, key collaborators, and constituencies who needed to be involved and at what level(s); determine next steps in the change process (personal, institutional); and identify professional development and other help the UW System could provide.

Both of the systemwide meetings were effective in advancing understanding and beginning to create shared ownership for the work of *Inclusive Excellence*. They were also critical to the next step in the process: campus visits by the IE Leadership Team.

Institutional Visits

To date, members of the UW System IE Leadership Team have participated in ten institutional visits focused on *Inclusive Excellence*: UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, **UW-Stevens Point**, UW-Stout, UW-Whitewater, and UW Colleges and UW-Extension. Yet to be scheduled are campus visits with UW-Madison, UW-Milwaukee, and UW-Superior. Members of the institutions' IE Feedback Teams often hosted the UW System team members and were instrumental in planning and organizing the visits.

The campus visits have been the primary mechanism for transitioning the UW System’s work from *Plan 2008*, to a greater and more targeted focus on outcome equity and excellence. The visits have served several overarching purposes: 1) to build support among the campus leadership and more broadly the campus community—including members of the governance (faculty, staff and students) and constituency groups—about the principals and concepts of *Inclusive Excellence*; 2) to share information about the typical stages of development involved in creating a comprehensive, integrative approach to achieving equity and excellence in outcomes; 3) to increase the UW System’s understanding of the type and degree of work around diversity and equity that is already underway at the institutions; 4) to develop a sense of leadership and institutional readiness to undertake planning, development, and assessment for *Inclusive Excellence*; and, finally, 5) to dispel misinformation about and respond to questions, concerns or fears about *Inclusive Excellence*.

Institutions planned and organized the campus visits in consultation with EDI. The day typically began with meetings with the Chancellor’s and/or Provost’s Cabinets or similar leadership bodies. Discussion served to clarify *Inclusive Excellence* principles and core strategies, reiterate that this “new direction” should build upon existing efforts to close equity gaps, and emphasize that the work needed to incorporate the “unfinished agenda” of *Plan 2008*, as well as utilize the Equity Scorecard and Climate Study findings and other related assessments. The critical need to integrate the work into campus and departmental strategic, operational, and academic plans was also emphasized during the visits.

Meetings with the institutional leadership were most often followed by meetings with the constituency groups that have historically been involved in “diversity” work. These included members of campus Diversity Committees, Chief Diversity Officers, Multicultural/Disadvantage Coordinators, Women’s Studies Consortium, members of the Inclusivity Initiative for LGBTQ people, Precollege Directors, Equity Scorecard Team members/leaders, and other student support personnel.

Throughout 2009 and into 2010, EDI staff have also held discussions about *Inclusive Excellence* at statewide meetings of the human resources and affirmative action directors, and the multicultural/disadvantaged coordinators and precollege directors. All of these meetings have been essential prerequisites to increasing understanding about, and building support for *Inclusive Excellence* systemwide. They also served as vehicles for addressing misinformation about *Plan 2008* and *Inclusive Excellence*, and mitigating fears, distrust, and resistance to moving in this “new” direction.

Next Steps

Following the two systemwide and constituency group meetings and the campus visits, UW institutions have begun to make operational the guiding principles of *Inclusive Excellence* and to integrate the approach and strategies into all aspects of their institutional planning. Institutions have been encouraged to continue honoring the progress made throughout *Plan 2008*, while also recognizing that the gains made at the end of *Plan 2008* were not enough to close the achievement gap that still persists for underserved students, nor to achieve the equity, the inclusiveness, and the excellence at the heart of both IE and *More Graduates for Wisconsin*.

While this report focuses on the groundwork being laid by EDI and the UW System IE Leadership Team, in collaboration with the institutions, future reports to the Board of Regents will include summary information on the institutional work taking place around *Inclusive Excellence*.

Common Themes (Lessons Learned)

Despite the different institutional cultures and the myriad topics and ideas discussed during conversations with various campus constituencies, there were several common themes that emerged over the course of the institutional visits. These themes were largely related to the challenges that UW institutions felt they were facing in: determining the starting points for their *Inclusive Excellence* work; being responsive to the needs of various diversity groups; and garnering broader campus buy-in and support. Another major challenge facing institutions is the misunderstanding by some that this work means “treating everyone the same,” as opposed to understanding equity and equitable outcomes based upon the lived experiences of people in society and in educational institutions, in the context of and recognition that not all forms of human diversity have the same impact on one’s likelihood of success. Such equity-mindedness is not always immediately grasped by people and can take time to develop.

Likewise, there remains a lack of understanding that excellence must include diversity as a constituent part. This is not lip service; rather, this concept speaks directly to what is a quality education in the 21st-century global society. The consensus that the UW System has achieved in terms of its shared learning goals, grounded, as they are, in AAC&U’s essential learning outcomes, will help to reinforce this understanding as the work of *Inclusive Excellence* moves forward. The commitment to quality must be more intentionally understood as including a commitment to diversity and equity. Indeed, UW System institutions must systematically leverage diversity to enhance both student learning and institutional excellence.

Defining the Scope of the Work

Many of the questions the System IE Leadership Team have heard repeatedly throughout this planning process has been about starting points. What is the best way to undertake this work? How and where do we begin? These questions were proffered by many different individuals in a variety of institutional roles, and out of a desire to achieve several aims at once: to assure that their work is relevant to their campus context, well-informed by data, appropriately defined so as to be measureable and reasonably attainable, will allow them to identify areas that would enable them to take some form of immediate action, and, finally, will result in changes that matter. Institutions must not only grapple with and make sense of their institutional data; they must also be able to engage in a series of critical self-assessments about institutional performance and equity gaps. They need to integrate definitive equity goals and metrics into the strategic, operational, and academic plans for their institutions. Last, the prioritization process has to involve an identification of “low-hanging” fruit for early successes along with the identification and assessment of improvements in practice that will most benefit students and close equity gaps. This line of questioning reinforces the need for institutions to more intentionally examine (again, as needed) the findings from their Equity Scorecard and Climate Study initiatives.

Integration not Addition

All too often reactions to conversations about *Inclusive Excellence* evolved to “starting a new program” without an assessment of program effectiveness for existing programs. Proceeding down that path could deflect precious limited resources away from programs that work and result in departments and institutions engaging in programs that are not effective, do not close equity gaps, nor improve climate or engagement. Again, close analysis of existing institutional data will be critical in achieving integration in the work being carried out, and the work that matters the most.

Fostering Widespread Engagement

Challenged by the pervasive individual and cultural mindsets that “diversity” is someone else’s job, or that it’s not relevant to “my/your/our work,” institutions need to systematically adopt policies and practices that facilitate engagement by individuals who are not diversity practitioners. Success in this area will require communication of the expectations, priorities, and targeted professional development to build individual and institutional capacity to understand and implement the necessary changes in policy and practice. Likewise, a realignment of existing reward structures, along with related policies and practices, will need to accompany these new directions and changes in priorities. A renewed focus on faculty and staff development, faculty tenure, rank, and promotion procedures, and other areas have to be tackled as a part of this process.

Emerging Priorities for System-Wide Implementation of Inclusive Excellence

Much like what the UW System saw with *Design for Diversity* and *Plan 2008*, there will undoubtedly be variability in the ways UW institutions approach the work of *Inclusive Excellence*. Their institutional cultures and practices, the demographic composition of their campuses, and the varied nature of the particular challenges they face when it comes to the work of diversity will affect the character and scope of their *Inclusive Excellence* plans. Yet, in the course of EDI’s campus visits, listening sessions, and conversations with institutional stakeholders, it has become clear that there are essential priorities surrounding the work of *Inclusive Excellence* that must not be lost or overlooked in the planning of campus initiatives. They are characterized as priorities because, in many cases, they represent some of the seminal actions that need to occur as institutions carry out their *Inclusive Excellence* plans. They should be thought of as extensions of *Inclusive Excellence*’s guiding principles, as pathways that ensure shared responsibility, a keen attentiveness to students, effective implementation, and, most importantly, that situate equity and diversity at the center of institutional life. These priorities include:

Fostering capacity among leadership, faculty, staff, and students to move the work of equity, diversity, and inclusion forward.

Improving campus climate for all diverse UW System students, faculty, staff, and community members.

Strengthening the pipeline of pre-college programs and outreach efforts across the UW System as well as the state.

Engaging critical partners such as administrative leadership, faculty, and other internal and external stakeholders in the work of fostering greater equity, diversity, and inclusion.

Supporting institutional assessment so that the UW System can harness its most valuable resources—human and financial—more effectively and create the change it seeks.

Ensuring accountability for those results, efforts, and actions that do not move diversity and equity work forward.

Enhancing the intentional and sustained engagement with diversity to enhance learning and mutual understanding.

Reinforcing the connections between *Inclusive Excellence* and the daily operations, practices, and patterns that govern the everyday work of the System and its institutions.

Related Work

In fact, the emerging priorities and guiding principles of *Inclusive Excellence* enumerated above are both reinforced and made operational by other work taking place throughout the UW System. For example, the first annual President’s Summit on Excellence in Teaching and Learning, held at the end of April 2010, convened several hundred UW faculty and staff and featured over 100 sessions, dozens of which focused on and were informed by *Inclusive Excellence* theory and practice. The Summit provided an invaluable opportunity to showcase *Inclusive Excellence* and the ways in which it needs to permeate the teaching and learning that takes place throughout the UW System.

The UW System Office of Academic Affairs administers two grant programs which fund institutional work to advance Growth Agenda priorities. With resources provided by the Office of the Senior Vice President, the *Closing the Achievement Gap* program has funded two years of grant projects, with a third cohort of grants about to be announced. These grants fund institutional projects that seek to close the achievement gap between students of color and their white peers by developing and supporting programs effective in fostering access and excellence for historically underrepresented populations. A total of \$300,000 has been made available for this program in each of the last three years. Seven proposals were funded in the program’s first year (2008-09), and six were funded in the second year (2009-10). Examples of funded projects include: “Dismantling Racism” at UW-Eau Claire; a mentoring program at UW-La Crosse; the U-Pace Project at UW-Milwaukee, which helps students of color master introductory psychology in an intensively supported online environment; the adoption of an elementary school by UW-Platteville students, who mentor and provide one-on-one tutoring to disadvantaged students; and the Springboard Program at UW-Stout, a learning community for underrepresented minority students focusing on academic preparedness.

The second program, *Supporting the Growth Agenda*, is now in its second year of operation and funds projects that advance Growth Agenda priorities, including work directly in support of *Inclusive Excellence*. The Senior Vice President for Academic Affairs has provided \$500,000 for this program in each of its first two years. The priority areas for 2009-10 included pre-college programs designed to improve college readiness and raise post-secondary expectations for historically underrepresented populations around the state, and collaboration with the PK-12 community to enrich college preparation in math, among others. The 2010-11 priority areas include: strategies that improve retention and increase degree attainment at the undergraduate level; the expansion of High Impact Practices targeted at underrepresented students; and (again) collaboration with the PK-12 community to enrich college preparation in math. In the program's first year, 12 grants were funded. Examples include: five *KnowHow2Go* programs at the UW Colleges, UW-Marquette, UW-Milwaukee, UW-Parkside, and UW-Superior; and five projects aimed at improving math preparation and curricular alignment to improve college readiness for high school, including one at UW-Milwaukee that works with newly certified MPS high school math teachers. Numerous institutional projects relating to *Inclusive Excellence* were submitted to the 2010-11 grant competition and final determination of funded grants will conclude shortly.

A search was just completed for a full-time LGBTQ Coordinator, who will join the Office of Equity, Diversity and Inclusion in June, ensuring that the dimensions of sexual orientation and gender identity will be better represented in the work of the office and its leadership of Inclusive Excellence throughout the System. The new LGBTQ Coordinator will direct the UW System's Inclusivity Initiative for LGBTQ People and serve as System liaison to the Inclusivity Initiative's large constituency group.

The *Give Students a Compass* project, an AAC&U-administered grant in which the UW System is collaborating with the Oregon and California State University Systems, is completing its second year. The project is working to reform General Education through more engaged teaching and learning (High Impact Practices), with a focus on underserved students in particular, at UW-Eau Claire, UW-Milwaukee, and UW-Oshkosh. A signature piece of the UW System's LEAP initiative, the Compass Project provides direct pathways to achieving *Inclusive Excellence*.

The UW System has joined with 23 other public higher education systems in the *Access to Success Initiative* (A2S), a project of the National Association of System Heads and The Education Trust, in the commitment to cut the college-going and graduation gaps for low-income and minority students in half by 2015. With support from The Education Trust, the chief executives of the 24 systems have agreed to pursue aggressive goals aimed at improving student success and cutting in half by 2015 the gaps in college-going and completion that separate low-income and minority students from their peers. Each *Access to Success* participating system sets its own improvement targets and agrees to a common set of metrics to evaluate progress. As a part of the project, the UW System has created a plan to cut its achievement gaps and increase degree production for underrepresented minorities, thus aligning the national project with the benchmarking and goal-setting of the *More Graduates* Initiative. Indeed, the goals of the *Access to Success* project coalesce with those of *Inclusive Excellence*, focusing on building system capacity to lead change, and engaging and mobilizing campuses around critical issues like enrollment management to increase campus diversity, redesigning developmental math courses,

and improving degree completion. The project also aligns with the UW System's commitment to provide increased levels of transparency, accountability, and responsibility for the success of *all* its students.

Through each of these activities and initiatives, the UW System, in collaboration with the institutions, is working to provide leadership and build capacity towards achieving the outcomes of *Inclusive Excellence*. The desired result is a coordinated approach to systemic change and realization of the Growth Agenda's overarching goal to make higher education in Wisconsin a catalyst for educational, social, civic, and economic transformation.

Conclusion

As the UW System launches the next phase of the *Growth Agenda* through *More Graduates for Wisconsin*, it is clear that the System will not be able to meet its goals without successfully educating more historically underserved students. Plan 2008's most frustrating legacy is the lack of progress made in closing the retention and graduation gaps for students of color, almost systematically across the board at every UW institution. For all the gains made in the last decade in enrollment and first-to-second year retention rates, graduation rates remain unsatisfactorily low for most UW institutions. This lack of progress was noted by Regent Danae Davis with the presentation of the System's annual accountability report in May 2010. Emphasizing that "our students, faculty, staff, and communities deserve so much better from us," Regent Davis called for more urgency and more robust delivery of the System's goals for student success.

Delivering on the promise of *Inclusive Excellence* and the goals of *More Graduates for Wisconsin* will not be easy. There is a balancing act required in the interactions between the UW System's and the institutions, characterized by the recognition that the hoped-for progress has been made, and, yet, "business as usual" will not get the System to where it needs to be. To repeat the words of President Reilly, "This is a case where standing still is the same as stepping backward." Both the System and the institutions have dedicated significant resources—human and financial—to this work over the past decades. Nonetheless, the achievement gap between many students of color and other underserved populations remains troublingly large. Changing practice to situate *Inclusive Excellence* at the core of institutional life is the System's best bet for meeting the goals of *More Graduates*, and for educating students to succeed in the 21st-century global society. For reasons that are practical and idealistic, it is time to fulfill that promise to truly democratize higher education in this country, a promise made decades ago with the GI Bill that remains unfulfilled, in particular in the context of this country's changing demographics. Diversity and equity cannot be viewed as add-ons, a luxury that would be attended to if more resources were available. They are imperatives: critical to ensuring that *More Graduates* will succeed; and essential to the UW System fulfilling its commitment to provide a quality education to all the students who enter the doors of its institutions.

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Program Authorization (Implementation)
B.S. in Forensic Investigation
University of Wisconsin-Platteville

EDUCATION COMMITTEE

Resolution I.1.c.(2):

That, upon recommendation of the Interim Chancellor of the University of Wisconsin-Platteville and the President of the University of Wisconsin System, the Interim Chancellor be authorized to implement the B.S. in Forensic Investigation.

NEW PROGRAM AUTHORIZATION
Bachelor of Science in Forensic Investigation
University of Wisconsin-Platteville

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0, Revised April 2010), the new program proposal for a Bachelor of Science in Forensic Investigation at the University of Wisconsin-Platteville 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-Platteville and System Administration will conduct that review jointly, and the results will be reported to the Board.

Forensic Investigation is one of the fastest-growing specializations in the discipline of Criminal Justice, educating students in various investigative methods and crime-scene processing techniques such as fingerprint identification, crime-scene mapping, legal aspects, and forensic photography (www.bls.gov/opub/mlr/2005/11/art5exc). These advanced, science-driven skills are in high demand in private industries as well as in municipal, county, state, and federal law enforcement. While graduates of Criminal Justice programs find employment in a wide variety of careers and sectors, employers have unmet needs in the forensic investigation sector. Employed as police officers, evidence technicians, and investigators in private security firms working in loss prevention, insurance fraud investigation and so forth, forensic investigators contribute to the innovative ways in which forensic investigation is utilized within American society. In addition, forensic investigators also confront the fundamental ethical issues of forensic investigation in their lives as citizens involved in their communities.

In order to meet existing and emerging needs for a baccalaureate-educated, and well-rounded workforce in criminal justice fields, social service agencies, applied research, as well as industry, the proposed new professional degree in Forensic Investigation will help students gain a critical understanding of the system of criminal justice and the society in which it functions. The primary goal of the proposed program is to prepare successful forensic investigators with a strong liberal arts background equipping them with the critical thinking and reasoning skills necessary to be productive criminal justice professionals in the 21st century.

UW-Platteville's Criminal Justice department has a 30-year history of successfully placing liberally educated baccalaureate degree-holders with a variety of employers who prefer baccalaureate-holders to just technically trained students. Employers from a variety of private and public sectors in the field approached UW-Platteville's Department of Criminal Justice to help fill the demand for a better-educated law enforcement workforce with specializations in specific areas of Criminal Justice, such as Forensic Investigation. In response to these requests, the Department of Criminal Justice at UW-Platteville began offering an emphasis in Forensic Investigation within its Criminal Justice major in the fall of 2007. Currently, 79 students are enrolled in this emphasis. For non-Criminal Justice-majors seeking to complement their majors (e.g. in the related fields of chemistry, biology, and psychology), the department of Criminal Justice also developed a minor in Forensic Investigation in the fall of 2007.

This minor currently enrolls 24 students. The Department of Criminal Justice now proposes to build on the existing minor and emphasis to offer students a more in-depth theoretical and practical preparation in forensic investigation.

REQUESTED ACTION

Approval of Resolution I.1.c.(2), authorizing the implementation of the Bachelor of Science in Forensic Investigation at the University of Wisconsin-Platteville.

DISCUSSION

Program Description

The proposed Bachelor of Science degree in Forensic Investigation at UW-Platteville, offered by the Department of Criminal Justice housed in the College of Liberal Arts and Education, is designed to have a multidisciplinary foundation. It combines the expertise of faculty in the Criminal Justice fields currently offered by the department with the experience of expert practitioners in the theory and practice of crime scene processing. Program operation and development will be overseen by a 0.2 FTE Program Director. Students will complete a total of 120 credits in four years. In order to gain a strong foundation in the AAC&U and UW System LEAP learning outcomes, students take 49-53 credits in General Education, as required for all UW-Platteville baccalaureate students (<http://www.uwplatt.edu/academics/catalogs/undergraduate/current/gened.html>). Students will acquire a strong foundation in Criminal Justice principles by taking 12 credits of core courses, such as “Introduction to Criminal Justice” (3cr.), “Research Methods in Criminal Justice” (3cr.), “Criminal Law” (3cr.), and a “Criminal Justice/Forensic Investigation Seminar” (3cr). Student will earn 37-39 credits in specialized forensic investigation courses and advanced natural science courses delivered by the cooperating departments of Biology and Chemistry. In these core courses, students will learn strategies specific to the documentation, collection, and preservation of physical evidence at the scene of the crime rather than in the laboratory. The additional 6-10 credits required for the baccalaureate degree are obtained in elective courses, which can include elective internships, field placements, and cooperative experiences.

Objectives

The primary goal of the major is to provide a quality education in the theory and practice of methodologies and analysis used in the forensic investigation process. The specific academic objectives and intended learning outcomes of students of the B.S. program in Forensic Investigation are as follow. Students will:

- Analyze and evaluate social, cultural, and technological change and its impact on forensic investigation in writing and in oral communication;
- Demonstrate in-depth knowledge of substantive areas within the discipline of forensic investigation and its relationship to the discipline of criminal justice;
- Develop professional expertise and ethics in describing items of physical evidence at a crime scene, and utilize methods of collection, preservation, analysis, comparison, and report preparation;

- Identify the legal issues involved in crime scene processing and evidence collection and explain fundamental crime scene processing techniques with various types of physical evidence;
- Develop a realistic and broader perspective of the theories, techniques and practices which apply to virtually all investigations; and
- Understand the role of the forensic investigator as an expert witness.

Relation to Institutional Mission

Among the select mission goals of the University of Wisconsin-Platteville is the focus on pioneering leadership in educational programs that prepare students for “strong values, commitment to excellence, leadership for a stronger world and a knowledge of technology [...] for life in the 21st century” (www.uwplatt.edu/academics/catalogs). The proposed major is highly compatible with those goals and with UW-Platteville’s mission to provide baccalaureate degree programs which have been identified as institutional areas of emphasis. Forensic Investigation is one of these special, prioritized foci, selected for its ability to serve the needs of all students and in particular the needs of women, minority, disadvantaged and non-traditional students, and to serve as an educational, cultural, and economic development resource to southwestern Wisconsin.

The development of the Forensic Investigation major also dovetails with UW-Platteville’s Tri-State Initiative, a 10-year targeted workforce development program supported by the State of Wisconsin and aimed at identifying workplace shortfalls in several occupational fields, including UW-Platteville’s signature program in criminal justice with which the B.S. in Forensic Investigation will be aligned (<http://www.uwplatt.edu/admission/tristate/>).

Program Assessment

Student learning outcomes will be measured by direct and indirect faculty and institutional assessment, primarily at the curriculum level. Incoming students will take a baseline assessment examination to record their knowledge at the onset of their educational experience. This examination will be repeated during their final semester at UW-Platteville. Department-level program assessment will include employer surveys and an active feedback loop derived from yearly examination of retention in gateway courses and curricular changes adopted by faculty through a continual examination of instructional techniques.

Each course offered in the proposed major has specific course objectives and is aligned with discrete student learning outcomes which will be evaluated by instructors and reported to the program director (see matrix in appendix 1). These student learning outcomes are further aligned with program assessment criteria, including enrollment and retention analysis, used both in the department of Criminal Justice and in the College of Liberal arts and Education. All students must pass the Department of Criminal Justice’s writing proficiency examination. Students also complete a departmental senior exit survey which is administered in the capstone course (the Forensic Investigation/Criminal Justice seminar) and used for both program and curricular assessment.

A detailed follow-up questionnaire measuring usefulness and applicability of the program and its curriculum in the work environment will be sent to graduates one and three years after graduation.

Other program-level outcomes will be measured through policies enacted by UW-Platteville's Academic Planning Council (APC) and continuous review of the program by college and university committees.

Need

National and regional studies have determined that employer demand for criminal justice and forensic investigation graduates will outnumber available candidates. UW-Platteville has been able to supply an educated regional workforce in criminal justice-related occupations but the demand in the state continues to grow in proportion to crime rates and societal changes.

In January 2010, the UW-Platteville Institutional Research Office conducted market research of employment projections in fields closely associated with forensic investigation. While minimum qualifications are an associate degree or 60 college credits for entry-level positions in policing, the research demonstrates that applicants who possess a baccalaureate degree are more successful and are more easily placed. The market research also indicates that forensic investigators, as part of the group of criminal justice professionals, are part of a high-wage and fast-growth occupation. The Occupational Outlook Handbook (OOH) is projecting a 36.4% increase in employment opportunities for this field from 2004-2014. Peer comparison states are projecting increases: Michigan is projecting a 22 % increase, while both Illinois and Iowa are projecting 29 % increases. Wisconsin expects similar growth to its regional neighbors, approximating 24%.

The demand for those with a forensic investigation background also continues to grow in the private sector. The insurance industry, private security, and retail loss prevention will demand employees with extensive investigative backgrounds. The OOH is projecting an 18-26 % increase for private investigators, a 9-17 % increase for surveillance officers, and similar growth of 9-17 % for claims adjusters. The combination of growing student interest and available jobs makes for a viable and robust market environment. A B.S. in Forensic Investigation also prepares students for access to graduate programs in a variety of fields, including law school, where students with a foundation in forensic investigation will thrive.

Projected Enrollment:

Year	Implementation year	2 nd year	3rd year	4th year	5th year
New students admitted	65	25	35	40	45
Continuing students	N/A	47	54	67	56
Total enrollment	65	72	89	107	101
Graduating students	N/A	N/A	N/A	38	35

Comparable Programs

No other public or private university in Wisconsin offers a bachelor's degree in Forensic Investigation. UW-Platteville would substantially contribute to the UW System program array by being the first and only institution to offer this degree. Whereas UW-Milwaukee offers a certificate program within their Criminal Justice program that allows a student to obtain a 21-credit certificate in death

investigation, forensic science or forensic toxicology, the proposed major would offer a comprehensive and in-depth study of this discipline.

Outside Wisconsin, Lewis University in Romeoville, Illinois (a small private school), offers a Bachelor of Arts in Forensic Investigation. This program consists of a 50-credit major of which 33 are traditional Criminal Justice courses. UW-Platteville's major in Forensic Investigations, however, focuses distinctively on the theory and technical skills necessary to effectively process crime scenes and provides students with a more in-depth experience of theory and praxis in Forensic Investigation. By strengthening the student's immersion into theoretical and practical problems of investigation through more in-depth instruction, labs, and field experiences, the overall quality of the education is designed to surpass mere technical training offered by technical colleges and institutions.

There are only four Forensic Investigation programs within the United States which contain similar course content, comparable to the curriculum proposed for the Forensic Investigation major at UW-Platteville. They are found at: West Virginia University, Marshall University (WV), Jacksonville State University (AL), and Mountain State University (WV). These programs have shown successful career placement of students majoring in this field, however, their geographic locations make them largely unavailable to the student population served by UW-Platteville.

Collaboration

The field of forensic investigations is a well-knit field of cooperation and collaboration. Faculty will incorporate outside resources and personnel from local, state, federal, and international police, and emergency services personnel and institutions in an effort to educate students on the global response to crime scenes. A future collaborative delivery of courses through video-streaming and webcasts with some UW System institutions is in the planning stages. In addition, combined field experiences and short-term study abroad efforts will likely involve inter-institutional partners. Articulation and other collaborative agreements with vocational/technical and with two-year colleges will help to supply a sustainable student pipeline. Courses on crime-scene investigation and forensic efforts offered through the Continuing Education program at UW-Platteville are aimed at citizens and practitioners alike.

Diversity

The University of Wisconsin-Platteville believes that diversity and inclusion are a fundamental component of a student's educational experience. Faculty and staff members will work with campus organizations and offices (such as the Multi-Culture Educational Resource Center, the GLBTQ Alliance organization, and other student and faculty groups) to help strengthen diversity at UW-Platteville. To that end, all search and screen committees will include a person of color and a diversity representative. Recruitment for tenure-track positions will be intensified by contacting graduate programs at universities historically comprised of a high percentage of people of color. The Criminal Justice Department will further continue to review, expand, and ensure incorporation of academic content which provides comprehensive instruction about people of color, women, and others who experience disadvantage and challenges because of racism, sexism, heterosexism, ableism, and religious intolerance. In response to the UW-Platteville Inclusive Excellence Initiative, the Department of Criminal Justice will be developing a plan that outlines specific actions that will contribute to the achievement of UW-Platteville's Human Diversity Strategic Theme.

There are currently six faculty members and five academic staff members within the Criminal Justice Department, including one faculty member and one academic staff member who teach core courses within the field of forensic investigation. Currently, only one of 10 members of the department is a person of color, however, diversity in gender, sexual orientation, and country of origin are present. As the proposed Forensic Investigation major grows, the Department will work intentionally to proportionally increase the diversity of its students, faculty, and curriculum. With new hires planned for the program in coming years, every effort will be made to hire women (who are traditionally underrepresented in the field of Criminal Justice) and faculty of color.

A 2009 statistical analysis conducted by the UW-Platteville Admissions Office revealed that the Criminal Justice Department had the highest percentage of growth in enrolling students of color since the Fall of 2004, when such statistical record-keeping began. As of Fall 2009, 19% of the students of color at UW-Platteville were enrolled in the Criminal Justice program, and nearly half of those were enrolled in Forensic Investigation courses. The Department's five-year goal is to increase the number of students of color from currently 9% to 11% after the first year of implementation. Concurrently, the program director and faculty will engage in student recruitment efforts that will help boost the enrollment of females from the current figure of 41% to 47%.

Evaluation from External Reviewers

The Department of Criminal Justice obtained two external reviews and incorporated reviewer comments and suggestions into the program and curriculum to meet the expectations of both the University and the discipline. One practitioner in the field of law enforcement was selected to comment on the curriculum's applicability and trends in the field, in particular the need for more baccalaureate rather than associate's degrees. This reviewer stated that students who specialize in Forensic Investigation are much more likely to be "competitive in applications to medium-size law enforcement agencies." This reviewer also praised the "in-depth instruction in various areas of investigation and the program's internship opportunities and lab/ field facilities."

The second reviewer was selected to provide insight into the academic quality of the proposed major. This reviewer had astute perceptions regarding employer demand for liberally educated baccalaureate degree-holders rather than minimally-trained graduates. This reviewer also expressed some concerns vis-à-vis academic rigor and curriculum design, in response to which the Department of Criminal Justice developed appropriate improvements and adjustments to the required core courses. Specifically, the required number of science foundation courses was increased, as well as the incorporation of history, theory, and social science background into existing courses. In addition, the revised curriculum now integrates the general education courses more succinctly to support the student learning outcomes in ethics, critical thinking skills, and writing and oral communication.

Resource Needs

A majority of the courses needed for the delivery of the proposed major in Forensic Investigation are already offered in the emphasis and in the minor. A need for additional sections of the core Forensic Investigation courses will be evaluated in the third year following implementation.

Currently, 1.5 FTE instructional academic staff are dedicated to instruction of forensic investigation-related courses. The positions are funded through revenue from the Tri-State Initiative. One of the academic staff FTE has been converted to a tenure-track faculty line beginning in Fall of 2010 and the position has already been filled. This 1.0 FTE incorporates the 0.2 FTE duties for the program director. Therefore, the current costs and the Year One costs will be the same, with the exception of the addition of associated library costs.

In Year Two, 1.0 FTE (tenure-track) for course instruction will be added. This addition results in a cost increase of approximately \$78,000 over Year One in Year Two. There is no additional anticipated FTE need for Year Three. Therefore, the only increases in cost between Years Two and Three are associated with inflation costs for library, computer, and supplies.

There are expenses associated with the purchase of faculty computer equipment in Years One and Two to support the new tenure-track lines. An additional FTE filled by instructional academic staff will be added by the 5th year of program implementation.

Other, departmentally required Criminal Justice courses that count for the minor, the concentration, and the proposed new major, are taught by faculty and staff members of the Department of Criminal Justice. Currently, the Department of Criminal Justice has an allocation of 12.6 FTE from the College of Liberal Arts and Education. The total number of FTE will not change with the addition of the proposed new major because existing FTE from the Tri-State Initiative will be shifted.

Current classified staff associated with the forensic investigation concentration and minor is at 0.2 FTE and is likely to remain at this level for Years One-Four of the program implementation.

The UW-Platteville Foundation account established for Criminal Justice/Forensic Investigation will be utilized for upkeep and maintenance costs associated with forensic equipment and instructional aides. It is anticipated that such annual costs will continue to run at \$1,500-3,500, depending on the necessity of replacement costs associated with equipment. There will be a need for occasional capital upgrades to stay current with the latest forensic technology. This is not anticipated to occur until after the third year of program implementation, as a result of recent lab upgrades and equipment purchases. For equipment upkeep and purchases, annual costs of \$3,000 are projected. These costs will be defrayed through anticipated annual gifts and contributions to the UW-Platteville Foundation.

It is also anticipated that this new major will have associated costs pertaining to time/fringe benefits of the Criminal Justice Department Chair and Program Assistant. These are minimized due to the role that the Program Director will play. However, they are included as FTE for "Non-instructional Academic/Classified Staff" for all three budgeted years.

Assuming enrollment growth occurs as proposed, the Provost is prepared to re-allocate the necessary resources to support this major as laid out in the attached budget worksheet, pending the program's authorization and implementation.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.c.(2), authorizing the implementation of the B.S. in Forensic Investigation at the University of Wisconsin-Platteville.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series # 1 (ACIS-1.0, Revised April 2010).

Budget

	Fall 2010 = FY2011		Fall 2011=FY2012		Fall 2012=FY2013	
	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instruc- tional Staff	1.5	\$93,000	1.5	\$95,000	1.5	\$97,000
Graduate Assistants						
Non-instructional Academic/ Classified Staff	0.125 0.125	\$14,150 \$7,900	0.125 0.125	\$14,430 \$8,060	0.125 0.125	\$14,720 \$8,220
Non-personnel						
Supplies & Expenses		\$3,000		\$3,250		\$3,500
Capital Equipment						
Library		\$3,586		\$3,945		\$4,340
Computing		\$1,200		\$1,500		\$1,750
Other (Define)						
Subtotal		\$122,836		\$126,185		\$129,530
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel			1	\$77,000	1	\$78,000
Non-personnel -Computers				1,000		-
Other (Library)						
Subtotal		-		\$78,000		\$78,000
TOTAL COSTS		\$122,836		\$204,185		\$207,530

CURRENT RESOURCES			
General Purpose Revenue (GPR)	\$28,636	\$29,685	\$30,780
Gifts and Grants	\$1,200	\$1,500	\$1,750
Fees (TRI-STATE INITIATIVE)	\$93,000	\$95,000	\$97,000
Other (Define)			
Subtotal	\$122,836	\$126,185	\$129,530
ADDITIONAL RESOURCES			
GPR Reallocation (Specify Source)			
Gifts and Grants			
Fees (TRI-STATE INITIATIVE)		\$78,000	\$78,000
Other (Define)			
Subtotal	-	\$78,000	\$78,000
TOTAL RESOURCES	\$122,836	\$204,185	\$207,530

Program Authorization (Implementation)
M.S. in Freshwater Sciences and Technology
University of Wisconsin-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.c.(3):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the M.S. in Freshwater Sciences and Technology.

NEW PROGRAM AUTHORIZATION
Master of Science in Freshwater Sciences and Technology
University of Wisconsin-Milwaukee

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0, Revised April 2010), the new program proposal for a Master of Science (M.S.) in Freshwater Sciences and Technology at the University of Wisconsin-Milwaukee is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The University of Wisconsin-Milwaukee and System Administration will conduct that review jointly, and the results will be reported to the Board.

The new program will be housed in the School of Freshwater Sciences (SFS), a non-departmentalized school at UW-Milwaukee. The new program will rely on the long-standing strength of UW-Milwaukee's research programs in freshwater science and technology, as well as courses offered across various disciplines on relevant topics. At the time of the School's formation, it was intended that it would house academic programs at the master's and doctoral level. The School's establishment was authorized by the Board of Regents in June 2008, and legislative approval for the school came in 2009. The proposed M.S. degree will provide interdisciplinary education with freshwater sciences and technology as the central focus. The primary objective of the program is to produce graduates who are experts in freshwater sciences and technology, with the skills to communicate and collaborate with other disciplines, policymakers, and the general public. Graduates will be prepared to enter the workforce or to continue into additional graduate studies.

REQUESTED ACTION

Approval of Resolution I.1.c.(3), authorizing the implementation of the Master of Science in Freshwater Sciences and Technology at the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description

The M.S. in Freshwater Sciences and Technology will admit students with a baccalaureate degree in biology, chemistry, economics, geosciences, mathematics, physics, public policy, or other appropriate natural science, social science or engineering discipline. Students will pursue either: 1) a thesis track including 30 credits of courses and a successful thesis defense; or 2) a professional track made up of 36 credits which include an internship. Courses will be offered in freshwater systems, human and ecosystem health, freshwater technology, and freshwater economics, policy and management. Full-time students are expected to complete the requirements in two years. Classes will be offered in the evening allowing for working adults to enroll and complete the program on a part-time basis.

In the thesis track, students will take 9 credits of science core courses, complete an integrative seminar (2 credits), a practicum requirement (4 credits), electives (9-12 credits), and research (3-6) credits. In the professional track, students will complete 15 science core credits, 9 elective credits, 9 credits in the professional core made up of business management courses, and an internship for 3 credits. The following chart shows the typical timeline for completing the M.S. degree.

Year 1	Thesis track	Professional science track
Fall	Establish plan of study Form Thesis Advisory Committee Begin core course requirements Complete 9 course credits	Establish plan of study Select advisor Begin core course requirements Begin professional courses Complete 9 course credits
Spring	Complete core requirements Complete 9 course credits Begin research Submit research proposal	Complete 9 course credits
Summer	Research	Internship (3 credits)
Year 2		
Fall	Proposal defense/preliminary oral exam Complete 3 course credits and 3 research credits	Complete 9 course credits
Spring	Complete 3 course credits and 3 research credits Thesis defense	Complete 6 course credits

Program Goals and Objectives

The primary objective of the program is to produce M.S. graduates who are experts in freshwater sciences and technology, with the skills to communicate and collaborate with other disciplines, policy-makers, and the general public. Graduates will be prepared to enter the workforce or continue into additional graduate studies. The necessary broad scientific knowledge and skills will be acquired through a core course sequence, and the specific project and research skills expected of graduates will be gained through completing a thesis or internship experience.

The thesis and professional tracks have slightly different objectives. The thesis track equips graduates with skills required for research activities, and is the traditional preparation for either doctoral studies or employment. The professional track is a more recent development for science graduates and has been promoted by the Council of Graduate Schools and the National Science Foundation. The professional track model combines advanced science content with the development of workplace skills (management, leadership, project management, etc.). These two components of the program's curriculum are brought together through the internship experience that allows the student to use their acquired knowledge and skills in business or the public sector.

A graduate of this program will be expected to have developed:

1. Broad knowledge of various sciences, technologies, and management issues to facilitate interdisciplinary approaches to solving problems related to fresh water.
2. Skills required for communicating and working with natural scientists, engineers, social scientists, managers, business leaders, policy makers, and the general public.
3. Skills required to work within a workforce setting (professional track) or conduct research (thesis track) on freshwater-related problems.

Relation to Institutional Mission

The proposed program fits well with the mission of UW-Milwaukee. As a major research university, UW-Milwaukee has a critical role to play in offering a balanced array of basic and professional programs to meet the needs of the State of Wisconsin and its metropolitan area. The M.S. program in Freshwater Sciences and Technology will constitute for the State of Wisconsin the first degree program devoted specifically to the study of freshwater sciences and technology. In conjunction with other UW-Milwaukee academic programs and the research efforts of the School of Freshwater Sciences and the College of Engineering and Applied Science, this program will significantly aid the entire state through the development of a highly trained workforce in freshwater resources. Because of the direct relevance of fresh water to human health and the potential of creating a southeastern Wisconsin manufacturing and research water-hub, the program will contribute both to the health of the world's people, and also to the economic development of the state and region. The presence of a critical mass of expertise in freshwater sciences will contribute to the solution of both health and economic development problems and produce a sustained expertise base in these critical areas by training the next generation of scientists.

Program Assessment

Assessment of overall student success will use the following tools and measures: oral and written examinations that mark stages in students progress toward the M.S.; student research publications and presentations; assessments of students as research assistants and project assistants; and student exit interviews. Students' career progress, a crucial indicator of the program's success, will be tracked after graduation. The internship coordinators will review the outcomes of the placements. This information will be valuable in determining how the scientific community regards the program's graduates. All of the assessment information will become part of an electronic database. If intermediate assessments indicate a need for curriculum modification, the faculty will make changes. Changes might include additional or altered course work or content, revision of prerequisites, or modification of the overall program structure.

The School's faculty graduate program committee will be responsible for collecting the information described above on a yearly basis. This committee will then evaluate the data in light of the program's goals and objectives, prepare an annual report on the status of the program that includes recommendations for modifications, and work with the faculty to implement the recommendations.

Need

The scientific community widely recognizes the need for a multidisciplinary approach to the study of freshwater studies. The diverse problems emerging today leave the traditional disciplinary approaches to freshwater studies inefficient and even counter-productive. Several recent national studies have called for major investments by the United States in freshwater research, large lakes research, and a revitalized investment in education and training in freshwater studies. Despite these recommendations, this global mandate has yet to be carried out in the U.S. There is a dearth of multidisciplinary programs in North America, including the Midwest, which provide training in the full spectrum of freshwater studies. It is also clear that there is a growing need for graduate training in this area given the strong national demand projected for water-related scientists over the next decade (18-31% for environmental scientists, hydrologists, and environmental engineers in recent Department of Labor statistics). A survey of 31 southeastern Wisconsin employers (including local government, industry, and non-profit firms) strongly supported development of a M.S. degree program in Freshwater Sciences and Technology (particularly the professional track), and 25 indicated an interest in hiring graduates of such a program. This shows the clear demand that exists for students with the skills and knowledge the proposed program will provide.

Projected Enrollment (5 years)

The program intends to initially admit 10 students with the total enrollment rising to 32 by the third year of the program.

Professional science track					
Year	1 st year	2 nd year	3 rd year	4 th year	5 th year
New students admitted	8	12	15	15	15
Continuing students	0	7	11	14	14
Total enrollment	8	19	26	29	29
Graduating students	0	7	11	14	14
Thesis track					
Year	1 st year	2 nd year	3 rd year	4 th year	5 th year
New students admitted	2	3	4	4	4
Continuing students	0	2	2	3	3
Total enrollment	2	5	6	7	7
Graduating students	0	2	3	4	4

Comparable Programs in Wisconsin

While there are no directly comparable programs in Wisconsin, UW-Stevens Point offers a M.S. degree in Natural Resources with courses in a variety of water-related subject areas, including limnology, aquatic toxicology, groundwater, watershed management, and water chemistry. UW-Green Bay offers a M.S. in Environmental Science and Policy with areas of emphasis in ecosystems studies, resource management, and environmental policy and administration. While both programs offer opportunities for studies related to water quality and watershed management, the proposed program differs in its comprehensive and

integrative treatment of all areas of freshwater science and technology. UW-Madison has a nationally recognized M.S. program in limnology and marine science, as well as other programs for students with interest in freshwater studies. The proposed program offers a greater breadth of coursework with core courses in freshwater systems, human and ecosystem health, freshwater technology, and freshwater economics, policy and management, and unique Great Lakes research experience that the others do not.

Comparable Programs outside Wisconsin

There are seven degree-granting programs in the U.S. in (Fresh)Water/Hydrology. None of these are in the Midwest. Internationally, there are four comparable programs in Canada and several in Europe and Australia. Like the proposed program, the international programs are organized around the need for a multidisciplinary approach to freshwater science.

Collaboration

Collaborations within UW-Milwaukee extend to the College of Engineering and Applied Science, the College of Letters and Science, the National Institute of Environmental Health Sciences Children's Environmental Health Sciences Core Center, and the School of Public Health. Faculty from these entities will be involved in teaching and supervising research of the students through joint appointments. Current research collaborations with the U.S. Geological Survey, the National Oceanic and Atmospheric Administration (NOAA), the U.S. Environmental Protection Agency, the U.S. Department of Agriculture, and the Wisconsin Department of Natural Resources offer potential locations where students in the program could conduct collaborative research or complete internships. One-hundred-and-twenty water-related businesses in southeastern Wisconsin also will provide potential internship opportunities for students.

Diversity

This program supports the mission of the UW-Milwaukee "to further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students." The current scientist staff at the University's Great Lakes Wisconsin Aquatic Technology and Environmental Research (WATER) Institute is 25% women and 8% minorities. To increase their representation, all faculty recruitments will work to attract and hire highly qualified female and minority candidates. The program anticipates a substantial pool of diverse applicants because freshwater science, its technology, and health issues relate to issues of environmental justice and health disparities. Such applications will be encouraged through advertising positions in appropriate venues.

The proposed program will further encourage individuals of diverse backgrounds to pursue the M.S. degree through aggressive promotion of the program. Program mailings will target students in the sciences at Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities. In addition, faculty in the School will seek out potential collaboration with faculty at these institutions and make presentations at freshwater conferences as a means of recruiting graduate students. More specifically, the

program will make use of its urban location to recruit minority students from southeastern Wisconsin, and build on UW-Milwaukee's existing research collaboration.

The program faculty already have several existing connections that will be used to recruit new students. One scientist is a member of the Society for Advancement of Chicanos and Native Americans in Science (SACNAS), and regularly attends their annual meetings to talk with students about career paths. Another scientist and an affiliated scientist collaborate with the Great Lakes Intertribal Council and the Great Lakes Native American Research Center for Health in research and science education programs. Two scientists have developed partnerships with a number of community-based organizations in the near north side of Milwaukee especially along the 30th Street Industrial Corridor, a predominantly African-American area of Milwaukee. Several scientists also have relationships with the Sixteenth Street Community Health Center, which serves a predominantly Hispanic and Laotian population. All of these collaborations will be used to recruit students from these communities.

The curriculum will be continually updated to reflect the latest knowledge and theories concerning potential disparities in access to fresh water across cultural, social, geographic, and political boundaries.

Evaluation from External Reviewers

The proposal was reviewed by two nationally recognized scholars engaged in water-related research and academic programs. Both reviewers were positive about the program and provided valuable insights. In response to the reviewer comments, several aspects of the program, including the advisory structure for students in the professional track and the structure and coordination of internship experiences, were modified and improved.

Resource Needs

The proposed program requires the creation of five new courses, an integrative seminar, and two practicum experiences. The faculty contributing to the program will be made up of joint appointments using current, ongoing faculty FTE already employed within the School of Freshwater Sciences and Technology, 3 FTE new faculty positions currently under recruitment, and the conversion of current Ph.D.-level scientists to faculty. The program will be implemented over three years and, when fully implemented, will require 6.1 FTE faculty. A number of elective courses that will be part of the program are currently taught in other schools across UW-Milwaukee. The addition of students from the proposed program will not necessitate the addition of new sections in these courses. The FTE faculty assigned to the program will contribute to the program through teaching courses, mentoring graduate students, and participating in overall program oversight. The program will add a 0.5 FTE academic staff person for program administration and student services. The budget includes support for four graduate assistants in each year of the program. Besides current resources, the program will rely on an ongoing allocation from the Provost, a small one-time gift, and standard graduate tuition revenues.

Proposed Budget

	2010-11		2011-12		2012-13	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty Staff	3.1	\$367,364	3.9	\$476,033	4.9	\$616,034
Subtotal		\$367,364		\$476,033		\$616,034
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty Staff			1	\$118,504	1.2	\$125,100
Graduate Assistants	2	\$78,874	2	\$80,642	2	\$82,498
Academic Staff	0.5	\$41,700	0.5	\$42,951	0.5	\$44,240
Non-personnel						
Supplies & Expenses		\$300		\$450		\$650
Other (Ship time)		\$7,500		\$7,500		\$7,500
Subtotal		\$128,374		\$250,047		\$259,988
TOTAL COSTS		\$495,738		\$726,080		\$876,022
CURRENT RESOURCES						
General Purpose Revenue (GPR)	3.1	\$367,364	3.9	\$476,033	4.9	\$616,034
Gifts and Grants (Received)		\$6,674				
Subtotal		\$374,038		\$476,033		\$616,034
ADDITIONAL RESOURCES						
GPR Reallocation (list sources)						
Campus support from Provost		\$41,700		\$161,455		\$169,340
Tuition Revenues		\$80,000		\$88,592		\$90,648
Subtotal		\$121,700		\$250,047		\$259,988
TOTAL RESOURCES		\$495,738		\$726,080		\$876,022

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.c.(3)., authorizing the implementation of the Master of Science in Freshwater Sciences and Technology at the University of Wisconsin-Milwaukee.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review, Academic Informational Series #1 (ACIS-1.0, Revised April 2010)

Amendments to
Faculty Personnel Rules
University of Wisconsin-Green Bay

EDUCATION COMMITTEE

Resolution I.1.c.(4):

That, upon recommendation of the Chancellor of the University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the Board of Regents approves the amendments to Chapters 3 and 51 of the UW-Green Bay Faculty Personnel Rules.

FACULTY PERSONNEL RULES UNIVERSITY OF WISCONSIN-GREEN BAY

EXECUTIVE SUMMARY

BACKGROUND

Section UWS 2.02, Wisconsin Administrative Code (“Faculty Rules: Coverage and Delegation”) requires that rules, policies, and procedures developed by each institution in the System pursuant to Chapters UWS 3, 4, 5, 6, 7 and 8 must be approved by the Board of Regents before they take effect.

The proposed amendments to the UW-Green Bay Faculty Personnel Rules have been approved by the appropriate faculty governance bodies, and are recommended by Chancellor Thomas Harden. These revisions are consistent with UWS Chapter 3, and have been reviewed by the UW System Office of the General Counsel and the Office of Academic Affairs.

The proposed amendments are to Chapters 3 and 51 of the UW-Green Bay *Faculty Handbook*, and were adopted by the Faculty Senate on November 18, 2009. The proposed changes clarify and update portions of the Faculty Personnel Rule Policy Procedures by importing certain provisions from the UW-Green Bay *Faculty Handbook* relating to letters of appointment, part-time appointments, and changes in appointment percentage for faculty members. The proposed revisions also add provisions relating to emeritus titles, and the effect of leaves of absence on a faculty member’s committee service.

Following are three versions of the relevant section of the UW-Green Bay *Faculty Handbook*: (A) as currently written; (B) with proposed additions in bold and proposed deletions crossed out; (C) as these sections would read subsequent to Board approval.

REQUESTED ACTION

Approval of Resolution I.1.c.(4), approving the amendments to the UW-Green Bay Faculty Personnel Rules.

DISCUSSION AND RECOMMENDATIONS

UW System Administration recommends approval of these revisions.



Office of General Counsel

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Patricia A. Brady
Christopher L. Ashley
Anne E. Bilder
Jennifer Sloan Lattis
Paige Reed
Tomas L. Stafford

MEMORANDUM

TO: Board of Regents Education Committee

FROM: Christopher Ashley, Senior System Legal Counsel

RE: Changes to UW-Green Bay Faculty Rules

DATE: May 12, 2010

As required by UWS 2.02, UW-Green Bay has forwarded proposed changes to its faculty rules for Board consideration and approval.

As indicated in Chancellor Harden's transmittal letter to President Reilly, the proposed revisions clarify portions of the Faculty Personnel Policy Procedures by importing certain provisions from the UW-Green Bay Faculty Handbook relating to letters of appointment, part-time appointments, and changes in appointment percentage for faculty members. The proposed revisions also add provisions relating to emeritus titles, and the effect of leaves of absence on a faculty member's committee service.

The UW System Office of General Counsel has reviewed these proposed revisions and finds them to be consistent with State law and applicable Board and UW System policy.

Version A. As Currently Written:

**FACULTY PERSONNEL POLICY PROCEDURES
UWGB CHAPTER 3 FACULTY APPOINTMENTS**

UWGB 3.01 TYPES OF APPOINTMENTS.

Faculty appointments carry the following titles: professor, associate professor, assistant professor, and instructor. Faculty appointments are either tenure or probationary appointments.

UWGB 3.02 RECRUITING.

Recruiting for faculty shall be the responsibility of individual departments or administrative units. The faculty shall develop procedures relating to recruitment of members of the faculty, after consultation with appropriate students and with the appropriate Dean(s) and/or the Provost/Vice Chancellor for Academic Affairs (hereinafter referred to as Provost/Vice Chancellor). These procedures shall be subject to the approval of the Chancellor. Recruitment shall be consistent with State and Federal laws regarding nondiscriminatory and affirmative action procedures and provide for departmental peer review and judgment in the recruiting process.

UWGB 3.03 APPOINTMENTS – GENERAL

Probationary appointments are made by the Chancellor only upon the affirmative recommendation of a interdisciplinary unit executive committee and the appropriate Dean(s), and in consultation with the Provost/Vice Chancellor. Tenure appointments, in addition, require the advice of the Personnel Council. If an appointment is to be divided among several interdisciplinary units or between an interdisciplinary unit and University Extension (a "collaborative appointment"), one interdisciplinary unit shall be the principal sponsor of the recommendation for appointment, and the responsibility for that appointment is with the principal sponsor.

UWGB 3.04 TENURE APPOINTMENTS

Tenure appointment means an appointment, one-half time or more, for an unlimited period normally granted to all professors and associate professors and to other members with faculty appointments designated as having tenure by the Board of Regents.

1. Except as provided under 2., the Board may grant a tenure appointment upon the affirmative recommendation of the appropriate interdisciplinary unit, the appropriate Dean(s), and the Chancellor in consultation with the Provost/Vice Chancellor, via the President of the System. The privilege of serving on unit executive committees and the authority to vote on personnel, budget, and curriculum matters is associated with the awarding of tenure rather than with rank. Neither the Chancellor nor the appropriate interdisciplinary unit executive committee nor Dean may base a tenure recommendation upon impermissible factors, as defined by the Board by rule.
2. The Board may grant a tenure appointment without the affirmative recommendation of the appropriate interdisciplinary unit executive committee and Dean if all of the following apply:
 - a. The Board has the affirmative recommendation of the Chancellor.
 - b. The Committee on Rights and Responsibilities, on appeal, has reviewed the negative recommendation of the interdisciplinary unit or Dean, and finds that the negative decision was based upon impermissible factors, as defined in UWS 3.08 and UWGB 3.10.
 - c. The Board has the affirmative recommendation of a special faculty committee appointed by the Chancellor, only after all normal reconsideration and appeal procedures have been exhausted, to review the individual's record with reference to criteria for tenure as published

in the Faculty Handbook. No person may be appointed to the special committee unless the person is knowledgeable or experienced in the individual's academic field or in a substantially similar academic field. No member of the special committee may be a member of the individual's interdisciplinary unit if that body made the negative decision. The special committee may not base its tenure recommendation upon impermissible factors, as defined in UWS 3.08 and UWGB 3.10.

UWGB 3.05 PROBATIONARY APPOINTMENTS

A probationary appointment is for no less than half time and is normally held at the rank of instructor or assistant professor, and may be held on initial appointment at the rank of associate professor or full professor, during the probationary period that precedes determination of tenure status. A full-time probationary appointment shall not exceed seven academic years. A longer maximum probationary period is provided for part-time appointments of at least half time.

1. Previous probationary service in other colleges and universities may be taken into account in computing a person's probationary period and so indicated in the letter of appointment. If a credit is given for prior service, it shall affect only the date by which a decision on tenure must be made. It shall not apply to notice provisions under UWGB 3.11, seniority under UWGB 5.07, or other provisions of these rules, unless otherwise specified in appointment letters.
2. Tenure is not acquired solely because of years of service.
3. A leave of absence, sabbatical or a teacher improvement assignment does not constitute a break in continuous service and shall not be included in the seven year period under UWGB 3.05.
4. Circumstances in addition to those identified under sub. (3) that do not constitute a break in continuous service and that shall not be included in the seven year period include responsibilities with respect to childbirth or adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond the control of the faculty member, when those circumstances significantly impede the faculty member's progress toward achieving tenure. It shall be presumed that a request made under this section because of responsibilities with respect to childbirth or adoption shall be approved. A request shall be made before a tenure review commences under UWGB 3.08 (2).
 - a. A request for additional time because of responsibilities with respect to childbirth or adoption shall be initiated in writing by the probationary faculty member concerned and shall be submitted to the Provost/Vice Chancellor for Academic Affairs who shall consult with the faculty member's budgetary unit chair and the appropriate Dean(s). A denial of a request shall be in writing and shall be based upon clear and convincing reasons. The Provost/Vice Chancellor shall specify the length of time for which the request is granted. More than one request may be granted.
 - b. A request for additional time because of responsibilities other than childbirth or adoption shall be submitted to the Provost/Vice Chancellor for Academic Affairs who shall consult with the faculty member's budgetary unit and the appropriate Dean(s). A denial of a request shall be in writing and shall be based upon clear and convincing reasons. More than one request may be granted but the total, aggregate length of time of all requests, except for a request because of responsibilities with respect to childbirth or adoption, granted to one faculty member shall be no more than one year.

UWGB 3.06 PROBATIONARY ASSISTANT PROFESSORS, ASSOCIATE PROFESSORS, OR PROFESSORS

The initial probationary appointment at the rank of either assistant professor, associate professor, or professor shall be for no more than three years. After not more than six years of full-time service at

this university, as an assistant professor, associate professor, or professor, or after the equivalent of not more than six years of full-time service at this university in the ranks of instructor and assistant professor combined, a faculty member will be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. The above provisions do not preclude the awarding of tenure after a period of service shorter than six years.

UWGB 3.07 PROBATIONARY INSTRUCTORS

Instructors are appointed annually. After not more than six years of service at this university as an instructor, an instructor shall be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. The above provisions do not preclude promotion and tenure after a period of service shorter than six years.

UWGB 3.08 REVIEW PROCEDURES (MERIT, PROMOTION, RENEWAL)

1. Merit Review Procedures for all Faculty

a. The performance of each tenured faculty member shall be reviewed annually or biennially (every second year) by the faculty member's interdisciplinary unit executive committee. Non-tenured faculty will be reviewed annually by the executive committee, or the review may be combined with a retention review in a given year. The review shall be of the faculty member's performance from the beginning of one appointment period to the beginning of the next appointment period. The results of the review shall be communicated to the faculty member by his/her chairperson within 30 days of the completion of the review.

b. Each curricular unit in which the faculty member serves, including UW-Extension, shall participate in the review process. Each unit other than the interdisciplinary unit in which the faculty member votes shall prepare an evaluation based on the faculty member's participation in that unit and forward this evaluation to the chairperson of the interdisciplinary unit in which the faculty member votes, with a copy to the appropriate Dean(s).

The recommendation of the interdisciplinary unit executive committee shall be forwarded to the appropriate Dean(s) and shall reflect all evaluations received from each curricular unit. In cases of significant disagreement in merit evaluations between curricular units, consultation between the chairpersons of each unit, for purposes of resolving the differences, shall take place before the final recommendation is forwarded to the appropriate Dean(s) by the interdisciplinary unit chairperson.

c. Merit reviews will be open unless the reviewing committee, in accordance with state law and proper notification, authorizes a closed review. The faculty member under consideration has the right to attend reviews, whether open or closed.

d. Secret ballots may not be taken at any review session, open or closed, and any member of the reviewing committee may require that a vote be taken in such manner that the vote of each member be ascertained and recorded

2. Requested Reviews for Promotion and Renewal at all Ranks

- a. A faculty member may request, in writing, of his/her interdisciplinary unit chairperson consideration for promotion once in any of the first six years of his/her appointment. This request for consideration is to be honored.
- b. A probationary faculty member may be considered for promotion in any of the first six years of his/her appointment if so requested by two members of his/her interdisciplinary unit executive committee, professorial committee (or advisory committee). Such a consideration must be with the knowledge and consent of the faculty member.

3. Responsibility for Reviews for Promotion and Renewal at all Ranks

- a. For faculty below the rank of associate professor, the review will be conducted by the interdisciplinary unit executive committee.
- b. Promotion to tenure requires the review and recommendation of the interdisciplinary unit executive committee and the advice of the Personnel Council. The advice of the Personnel Council is required also for promotion of tenured assistant professors to the rank of associate professor.
- c. For promotion review of associate professors, the initial review will be conducted by the full professors of that interdisciplinary unit. Where there are not at least three full professors in the interdisciplinary unit, the interdisciplinary unit executive committee will invite professors, in consultation with the appropriate Dean(s), from related interdisciplinary units to be part of the professorial committee. If the initial review results in a positive recommendation, this recommendation will be forwarded by the appropriate Dean(s) to the Committee of Six Full Professors, elected by the faculty, for advice.

4. Authority for Decisions for Renewal and Promotion at all Ranks

- a. All recommendations on renewal or nonrenewal, promotion, and tenure shall be initiated by the interdisciplinary unit executive committee (or the interdisciplinary unit of full professors in the case of associate professor to professor promotion considerations). It is the responsibility of the reviewing executive committee to solicit, receive, and show evidence of having considered the evaluations or recommendations of every curricular unit in which the faculty member has served, including UW-Extension. The units will determine, based on the participation of the faculty member, whether an evaluation or a recommendation is appropriate, except in the instance when a faculty member or his/her interdisciplinary unit executive committee requests that a recommendation be forwarded. The review meeting will be open unless the reviewing committee, in accordance with state law and proper notification, authorizes a closed review. The faculty member under consideration has the right to attend reviews, whether open or closed. The chairperson of any executive committee making a recommendation on renewal or nonrenewal, promotion and tenure, shall notify the faculty member in writing 20 days prior to the date of the executive committee review held for the purpose of formulating that recommendation. This document shall be adequate notification to all faculty members in regard to periodic reviews affecting them.
- b. For renewal the reviewing executive committee shall forward its recommendation to the appropriate Dean(s). Where positive recommendations for renewal are received, the appropriate Dean(s) shall forward his/her recommendation (if positive) through the Provost/Vice Chancellor to the Chancellor.
- c. For promotion, the reviewing executive committee or interdisciplinary unit professorial committee shall forward its recommendation to the appropriate Dean's Office. Where positive recommendations for tenure or promotion to associate professor are received, the appropriate Dean's Office shall forward the recommendation and documentation to the Personnel Council for advice. Where positive recommendations for promotion to full professor are received, the

appropriate Dean's Office shall forward the recommendation and documentation to the Committee of Six Full Professors for advice. On receipt of the appropriate committee's advice, the appropriate Dean(s) shall forward his/her recommendation (if positive) through the Provost/Vice Chancellor to the Chancellor. The Chancellor shall make his/her recommendation in consultation with the Provost/Vice Chancellor and forward it (if positive) to the President.

d. The faculty member shall be notified in writing of the recommendation and reasons for the recommendation by the committee or office making the recommendation within 20 days after each recommendation at each reviewing level. The faculty member and Executive Committee members should receive a copy of the transmittal letter.

5. Conduct of the Review for Promotion and Renewal at all Ranks

a. Review (whether required or by request) by executive committees, by the Personnel Council, by the interdisciplinary unit professorial committees, or by the Committee of Six Full Professors, shall be open unless the reviewing committee, in accordance with state law and proper notification, authorizes a closed review. The faculty member under consideration has the right to attend reviews, whether open or closed.

b. The faculty member under consideration shall be notified in writing 20 days (25 days if by first class mail) prior to the date of review of the time and place of the review session.

c. Secret ballots may not be taken at any review session, open or closed, and any member of the interdisciplinary unit executive committee, the Personnel Council, the interdisciplinary unit professorial committee, or the Committee of Six Full Professors, may require that a vote be taken in such manner that the vote of each member be ascertained and recorded.

d. The review of the faculty member shall be based upon the promotion and merit file, and oral evidence introduced by members of the Reviewing Committee. However, no new evidence reasonably expected to affect negatively the outcome of the review should be introduced unless the candidate has prior knowledge of such evidence. The faculty member's promotion and merit file shall be open to the faculty member, the reviewing committees, and reviewing offices only. During an open review, and only during an open review, the faculty member's promotion and merit file is open.

e. At the time of notification of the date of review, the faculty member shall be invited to clarify materials in his/her promotion and merit file. The faculty member may answer questions from the reviewing committee if he/she desires.

f. Accurate summary notes shall be made of all review sessions and the final recommendation to the appropriate Dean(s) shall be accompanied by a clear statement of reasons used in reaching the recommendation.

UWGB 3.09 NONRENEWAL OF PROBATIONARY APPOINTMENTS

1. Statement of Reasons

In cases of a negative recommendation, if requested in writing by the faculty member within 10 days of the receipt of a decision, a more detailed explanation of the reasons will be provided in writing to the faculty member within 10 days of the receipt of the request by the chairperson of the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which a decision was reached.

2. Reconsideration Procedure

Every faculty member for whom a negative recommendation is made will have the right of reconsideration upon written request of the faculty member within 15 days of receipt of written reasons. The reconsideration review shall be held within 20 days of the written request for reconsideration.

a. The purpose of reconsideration of a non-renewal decision shall be to provide an opportunity to a fair and full reconsideration of the nonrenewal decision, and to ensure that all relevant material is considered.

1. The reconsideration committee or office will either be the interdisciplinary unity executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which the decision was reached. Such reconsideration shall include, but not be limited to, adequate notice of the time of reconsideration of the decision, an opportunity to respond to the written reasons and to present any written or oral evidence or arguments relevant to the decision, and written notification of the decision resulting from the reconsideration.
2. Reconsideration is not a hearing, or an appeal, and shall be nonadversarial in nature.
3. The format and conditions will be as outlined for the original review, see UWGB 3.08(5). The faculty member will be notified in writing of the decision of the chairperson of the reconsideration committee, the appropriate Dean(s), or the Chancellor, within 20 days, with a copy to all levels of review within UWGB.
4. In the event that a reconsideration affirms the nonrenewal decision, the faculty member may appeal under the procedures specified in UWGB 3.10 and UWS 3.08.

UWGB 3.10 APPEAL OF NONRENEWAL DECISION

The Committee on Rights and Responsibilities shall be the faculty hearings and appeals committee. In the event a reconsideration affirms a nonrenewal decision, a faculty member may appeal a nonrenewal decision to the Committee on Rights and Responsibilities. Written requests for an appeal shall be forwarded by the faculty member to the Committee on Rights and Responsibilities within 20 days of receipt of the reconsideration decision (25 days of notice if by first class mail). If the faculty member wishes to have counsel present, he/she must so advise in writing, the chairperson of the Committee on Rights and Responsibilities so that the Committee on Rights and Responsibilities may have counsel present.

Such review shall be held not later than 20 days after the request, except that this time limit may be enlarged by mutual consent of the parties, or by order of the review committee. The faculty member shall be given at least ten days' notice of such review. The burden of proof in such an appeal shall be on the faculty member, and the scope of the review shall be limited to the question of whether the decision was based in any significant degree upon one or more of the following factors, with material prejudice to the individual:

- a. conduct expressions, or beliefs which are constitutionally protected, or protected by the principles of academic freedom, or
 - b. factors proscribed by applicable State or Federal law regarding fair employment practices, or
 - c. improper consideration of qualifications for reappointment or renewal as defined above.
- For purposes of this section, "improper consideration" shall be deemed to have been given to the qualifications of a faculty member in question if material prejudice resulted because of any of the following:
1. The procedures required by rules of the faculty or Board were not followed, or
 2. Available data bearing materially on the quality of performance were not considered, or
 3. Completely unfounded or arbitrary assumptions of fact were made about work or conduct.

The Committee on Rights and Responsibilities shall report its decisions as to the validity of the appeal to the body or official making the nonrenewal decisions and to the Provost/Vice Chancellor and the Chancellor.

Such a report may include remedies which may, without limitation because of enumeration, take the form of a reconsideration by the decision maker, a reconsideration by the decision maker under instructions from the committee, or a recommendation to the next higher appointing level, or directly

to the Chancellor if provisions under 51.04 and UWGB 3.04 pertain in the case of a negative decision regarding tenure. Cases shall be remanded by the decision maker in all instances unless the Committee on Rights and Responsibilities specifically finds that such a remand would serve no useful purpose. The Committee on Rights and Responsibilities shall retain jurisdiction during the pendency of any reconsideration. The decision of the Chancellor will be final on such matters. Within UWGB, any question concerning the interpretation of these guidelines shall be resolved by a decision of the Committee on Rights and Responsibilities.

UWGB 3.11 NOTICE

A faculty member who is employed on probationary appointment (UWGB 3.06 AND 3.07) shall be given written notice of his/her reappointment or nonreappointment for another academic year in advance of the expiration of his/her current appointment as follows:

- a. When the appointment terminates at the end of the academic year, not later than 28 February of the first academic year and not later than 30 November of the second consecutive academic year of service;
- b. If the initial appointment terminates during the academic year, at least three months prior to its termination; if a second consecutive appointment terminates during the academic year, at least six months prior to its termination;
- c. After two or more years of continuous service at an institution of the University of Wisconsin System, such notice shall be given at least 12 months before the expiration of the appointment.

UWGB 3.12 ABSENCE OF PROPER NOTIFICATION

If proper notice is not given in accordance with UWGB 3.11 above, the aggrieved faculty member shall be entitled to a one-year terminal appointment. Such appointments, however, shall not result in the achievement of tenure.

UWGB 3.13 LEAVE OF ABSENCE

A faculty leave of absence is defined as an extended absence from full or partial university responsibilities, granted by the appropriate Dean(s), upon recommendation of the UWGB interdisciplinary unit executive committee. A leave shall neither constitute a break in continuous service nor shall it be included in a probationary period. Ordinary leave is granted for one year. Only under exceptional conditions, and with the recommendation of the unit, may a year-long leave be extended an additional year. A leave of absence implies a return to university duties at the end of a leave.

UWGB 3.14 MILITARY LEAVE

In accordance with State statutes and national policy, the university cooperates in facilitating the return to normal occupation of a faculty member who serves the Federal Government in the interest of national defense. Military leave is granted as follows:

1. Faculty with tenure shall be granted leaves of absence for Federal service and the departure and return shall be in accordance with Section 45.50 of the Wisconsin Statutes.
2. Faculty in probationary status shall be granted leaves of absence for Federal service, and the departure and return shall be in accord with the general intent of Section 45.50, Wisconsin Statutes, to the extent that university requirements and standards will allow. To prevent prejudice against the person concerned, leave granted here under shall not be deemed probationary service.

UWGB 3.15 RETIREMENT

Retirement policy for members of the faculty is determined by the Board of Regents. Information about retirement policy and specific benefits may be obtained from the Office of Human Resources.

UWGB 3.16 SICK LEAVE

Sick leave policy for members of the faculty is governed by the provision of UWS 19. The Family and Medical Leave Act of 1993 requires covered employers to provide up to 12 weeks of unpaid, job protected leave to eligible employees for certain family and medical reasons. Information about the sick leave policy and the Family Medical Leave Act may be obtained from the Office of Human Resources.

UWGB 3.17 LIMITATION

Tenure and probationary appointments at UWGB are confined to UWGB, except that other institutions within the University of Wisconsin System may agree to share tenure appointments through established procedures. The explicit agreement shall specify both the tenure responsibility and the budget responsibility.

Board of Regents Originally Approved Chapters 3-6 on 5 September 1980

UWGB Faculty Senate Revised and Approved 13 May 1992 [3.08 1(a),(c)]

Board of Regents Approved Revisions 10 July 1992

UWGB Faculty Senate Revised and Approved 19 October 1994 [3.05 (3-4)]

UWGB Faculty Senate Revised and Approved 15 April 1998 [3.08 1(a)]

UWGB Faculty Senate Revised and Approved 17 February 1999 [3.05 1]

UWGB Faculty Senate Revised and Approved 18 February 2004 [3.08 1(c), 4(a), 5(a)(b)]

Board of Regents Approved Revisions 10 September 2004

UWGB Faculty Senate Revised and Approved 15 March 2006 [3.08 4(d); 3.09 1]

UWGB Faculty Senate Revised and Approved 13 September 2006 [3.09 2(a) 1-4]

Chancellor Approved 22 September 2006

Board of Regents Approved 10 November 2006 - Revisions to 3.08 and 3.09

Version B. With Proposed Additions Highlighted and Proposed Deletions Crossed Out:

FACULTY PERSONNEL POLICY PROCEDURES

UWGB CHAPTER 3 FACULTY APPOINTMENTS

UWGB 3.01 TYPES OF APPOINTMENTS.

1. Faculty appointments carry the following titles: professor, associate professor, assistant professor, and instructor. Faculty appointments are either tenure or probationary appointments.

UWGB 3.02 RECRUITING.

Recruiting for faculty shall be the responsibility of individual departments or administrative units. The faculty shall develop procedures relating to recruitment of members of the faculty, after consultation with appropriate students and with the appropriate Dean(s) and/or the Provost/Vice Chancellor for Academic Affairs (hereinafter referred to as Provost/Vice Chancellor). These procedures shall be subject to the approval of the Chancellor. Recruitment shall be consistent with State and Federal laws regarding nondiscriminatory and affirmative action procedures and provide for departmental peer review and judgment in the recruiting process.

UWGB 3.03 LETTER OF APPOINTMENT

Each person to whom a new appointment is offered must receive an appointment letter in which an authorized official of the institution details the terms and conditions of the appointment, including, but not limited to, duration of the appointment, salary, starting date, ending date, general position responsibilities, probationary or tenure status, and crediting of prior service. Accompanying this letter for new faculty shall be an attachment detailing University and System rules and procedures relating to faculty appointments. If the appointment is subject to advance approval of the Board of Regents, a statement to this effect must be included in the letter.

UWGB ~~3.03~~ **3.04** APPOINTMENTS – GENERAL

Probationary appointments are made by the Chancellor only upon the affirmative recommendation of an interdisciplinary unit executive committee and the appropriate Dean(s), and in consultation with the Provost/Vice Chancellor. Tenure appointments **and promotions to tenure**, in addition, require the advice of the Personnel Council. If an appointment is to be divided among several interdisciplinary units or between an interdisciplinary unit and University Extension (a "collaborative appointment"), one interdisciplinary unit shall be the principal sponsor of the recommendation for appointment and the responsibility for that appointment is with the principal sponsor.

UWGB ~~3.04~~ **3.05** TENURE APPOINTMENTS

Tenure appointment means an appointment, one-half time or more, for an unlimited period normally granted to all professors and associate professors and to other members with faculty appointments designated as having tenure by the Board of Regents.

1. Except as provided under 2., the Board may grant a tenure appointment upon the affirmative recommendation of the appropriate interdisciplinary unit, the appropriate Dean(s), and the Chancellor in consultation with the Provost/Vice Chancellor, via the President of the System. The privilege of serving on unit executive committees and the authority to vote on personnel, budget, and curriculum matters is associated with the awarding of tenure rather than with rank. Neither the Chancellor nor the appropriate interdisciplinary unit executive committee nor Dean may base a tenure recommendation upon impermissible factors, as defined by the Board by rule.

2. The Board may grant a tenure appointment without the affirmative recommendation of the appropriate interdisciplinary unit executive committee and Dean if all of the following apply:

- a. The Board has the affirmative recommendation of the Chancellor.
- b. The Committee on Rights and Responsibilities, on appeal, has reviewed the negative recommendation of the interdisciplinary unit or Dean, and finds that the negative decision was based upon impermissible factors, as defined in UWS 3.08 and UWGB 3.10 **3.12**.
- c. The Board has the affirmative recommendation of a special faculty committee appointed by the Chancellor, only after all normal reconsideration and appeal procedures have been exhausted, to review the individual's record with reference to criteria for tenure as published in the Faculty Handbook. No person may be appointed to the special committee unless the person is knowledgeable or experienced in the individual's academic field or in a substantially similar academic field. No member of the special committee may be a member of the individual's interdisciplinary unit if that body made the negative decision. The special committee may not base its tenure recommendation upon impermissible factors, as defined in UWS 3.08 and UWGB 3.10 **3.12**.

3. Personnel Council Advice on Tenure Appointment. Before an appointment is made within an interdisciplinary unit to a position of tenure or to associate professor where tenure had been granted previously at a lower rank, the appropriate Dean(s) shall seek the advice of the Personnel Council.

4. Tenure is not acquired solely because of years of service. Provisions as to duration of the probationary period merely establish limits beyond which decisions and actions may not be delayed.

5. Changes in Proportion of Time. The percentage of time specified in a tenured faculty appointment may not be diminished or increased without the mutual consent of the faculty member, the executive committee of the interdisciplinary unit, and the appropriate Dean(s) unless the faculty member is dismissed for cause, pursuant to 36.13 (5) of the Wisconsin Statutes, or is terminated or laid off pursuant to 36.21 of the Wisconsin Statutes.

UWGB 3.05 ~~3.06~~ PROBATIONARY APPOINTMENTS

1. A probationary appointment is for no less than half time and is normally held at the rank of instructor or assistant professor, and may be held on initial appointment at the rank of associate professor or full professor, during the probationary period that precedes determination of tenure status. A full-time probationary appointment shall not exceed seven academic years. A longer maximum probationary period is provided for part-time appointments of at least half time.

2. Computation of Part-time Service. Part-time service at less than one-half time shall not be counted in the probationary period of the instructor or assistant professor. Each year of service at the rate of at least one-half time but not more than three-quarters time shall count as half of a year for probationary purposes, and service at a rate greater than three-quarters time shall be counted as a full year. In no case shall the probationary period

exceed 13 years, with the decision to retain or dismiss being made no later than the 12th calendar year.

3. Changes in Proportion of Time. The percentage of time within the term provided for in a probationary appointment, full or part-time, may not be diminished or increased without the mutual consent of the faculty member, the executive committee of the interdisciplinary unit, and the appropriate Dean(s) unless the faculty member is dismissed for just cause pursuant to 36.13 (5) of the Wisconsin Statutes or is terminated or laid off pursuant to 36.21 of the Wisconsin Statutes.

~~4.~~ **4.** Previous probationary service in other colleges and universities may be taken into account in computing a person's probationary period and so indicated in the letter of appointment. If a credit is given for prior service, it shall affect only the date by which a decision on tenure must be made. It shall not apply to notice provisions under UWGB ~~3.11~~ **3.13**, seniority under UWGB 5.07, or other provisions of these rules, unless otherwise specified in appointment letters.

~~2. Tenure is not acquired solely because of years of service.~~

~~3.~~ **5.** A leave of absence, sabbatical or a teacher improvement assignment does not constitute a break in continuous service and shall not be included in the seven year period under UWGB ~~3.05~~ **3.06**.

~~4.~~ **6.** Circumstances in addition to those identified under sub. ~~(3)~~ **(5)** that do not constitute a break in continuous service and that shall not be included in the seven year period include responsibilities with respect to childbirth or adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond the control of the faculty member, when those circumstances significantly impede the faculty member's progress toward achieving tenure. It shall be presumed that a request made under this section because of responsibilities with respect to childbirth or adoption shall be approved. A request shall be made before a tenure review commences under UWGB ~~3.08~~ **3.10 (2)**.

a. A request for additional time because of responsibilities with respect to childbirth or adoption shall be initiated in writing by the probationary faculty member concerned and shall be submitted to the Provost/Vice Chancellor for Academic Affairs who shall consult with the faculty member's budgetary unit chair and the appropriate Dean(s). A denial of a request shall be in writing and shall be based upon clear and convincing reasons. The Provost/Vice Chancellor shall specify the length of time for which the request is granted. More than one request may be granted.

b. A request for additional time because of responsibilities other than childbirth or adoption shall be submitted to the Provost/Vice Chancellor for Academic Affairs who shall consult with the faculty member's budgetary unit and the appropriate Dean(s). A denial of a request shall be in writing and shall be based upon clear and convincing reasons. More than one request may be granted but the total, aggregate length of time of all requests, except for a request because of responsibilities with respect to childbirth or adoption, granted to one faculty member shall be no more than one year.

~~UWGB 3.06~~ **3.07** PROBATIONARY ASSISTANT PROFESSORS, ASSOCIATE PROFESSORS, OR PROFESSORS

The initial probationary appointment at the rank of ~~either~~ assistant professor, associate professor, or professor shall be for no more than three years. After not more than six years of full-time service at this university, as an assistant professor, associate professor, or professor, or after the equivalent of not more than six years of full-time service at this university in the ranks of

instructor and assistant professor combined, a faculty member will be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. **Promotion to the rank of associate professor after an initial probationary appointment always includes the granting of tenure.** The above provisions do not preclude the awarding of tenure after a period of service shorter than six years.

UWGB ~~3.07~~ 3.08 PROBATIONARY INSTRUCTORS

Instructors are appointed annually. After not more than six years of service at this university as an instructor, an instructor shall be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. The above provisions do not preclude promotion and tenure after a period of service shorter than six years.

UWGB 3.09 PART-TIME FACULTY APPOINTMENTS

1. An individual may be given a tenured or probationary appointment if he/she serves one-half time or more. Tenure may be granted only to a faculty member whose appointment is at least one-half time.

2. A faculty member who is on a part-time appointment shall be so designated in the University budget. The letter of appointment shall clearly state the fraction of appointment and assignment and any subsequent modification shall be in writing, with copies to all parties concerned. The fraction of appointment may be changed only by mutual agreement of the faculty member, the interdisciplinary unit executive committee, and the appropriate Dean(s).

3. If tenure for a part-time faculty member is recommended by the interdisciplinary unit executive committee, the following procedures shall be followed:

- a. The appropriate Dean(s) and the Personnel Council shall follow the normal tenure review procedures as provided in UWGB 3.05.**
- b. The interdisciplinary unit is responsible for making clear to the appropriate Dean(s), to the Personnel Council, and to the persons involved, what portion of a position (e.g., one-half or three-quarters time) would be assured by granting tenure.**
- c. In all respects other than the length of the probationary period, standards of performance and scholarly quality shall be the same for part-time as for full-time assistant professors. As with other probationary faculty members, a decision concerning tenure may be made before the end of the probationary period if the quality of the candidate's work warrants it.**

UWGB ~~3.08~~ 3.10 REVIEW PROCEDURES (MERIT, PROMOTION, RENEWAL)

1. Merit Review Procedures for all Faculty

- a. The performance of each tenured faculty member shall be reviewed annually or biennially (every second year) by the faculty member's interdisciplinary unit executive committee. Non-tenured faculty will be reviewed annually by the executive committee, or the review may be combined with a retention review in a given year. The review shall be of the faculty member's performance from the beginning of one appointment period to the beginning of the next appointment period. The results of the review shall be communicated to the faculty member by his/her chairperson within 30 days of the completion of the review.**

b. Each curricular unit in which the faculty member serves, including UW-Extension, shall participate in the review process. Each unit other than the interdisciplinary unit in which the faculty member votes shall prepare an evaluation based on the faculty member's participation in that unit and forward this evaluation to the chairperson of the interdisciplinary unit in which the faculty member votes, with a copy to the appropriate Dean(s).

The recommendation of the interdisciplinary unit executive committee shall be forwarded to the appropriate Dean(s) and shall reflect all evaluations received from each curricular unit. In cases of significant disagreement in merit evaluations between curricular units, consultation between the chairpersons of each unit, for purposes of resolving the differences, shall take place before the final recommendation is forwarded to the appropriate Dean(s) by the interdisciplinary unit chairperson.

c. Merit reviews will be open unless the reviewing committee, in accordance with state law and proper notification, authorizes a closed review. The faculty member under consideration has the right to attend reviews, whether open or closed.

d. Secret ballots may not be taken at any review session, open or closed, and any member of the reviewing committee may require that a vote be taken in such manner that the vote of each member be ascertained and recorded.

2. Requested Reviews for Promotion and Renewal at all Ranks

a. A faculty member may request, in writing, of his/her interdisciplinary unit chairperson consideration for promotion once in any of the first six years of his/her appointment. This request for consideration is to be honored.

b. A probationary faculty member may be considered for promotion in any of the first six years of his/her appointment if so requested by two members of his/her interdisciplinary unit executive committee, professorial committee (or advisory committee). Such a consideration must be with the knowledge and consent of the faculty member.

3. Responsibility for Reviews for Promotion and Renewal at all Ranks

a. For faculty below the rank of associate professor, the review will be conducted by the interdisciplinary unit executive committee.

b. Promotion to tenure requires the review and recommendation of the interdisciplinary unit executive committee and the advice of the Personnel Council. The advice of the Personnel Council is required also for promotion of tenured assistant professors to the rank of associate professor.

c. For promotion review of associate professors, the initial review will be conducted by the full professors of that interdisciplinary unit. Where there are not at least three full professors in the interdisciplinary unit, the interdisciplinary unit executive committee will invite professors, in consultation with the appropriate Dean(s), from related interdisciplinary units to be part of the professorial committee. If the initial review results in a positive recommendation, this recommendation will be forwarded by the appropriate Dean(s) to the Committee of Six Full Professors, elected by the faculty, for advice.

4. Authority for Decisions for Renewal and Promotion at all Ranks

a. All recommendations on renewal or nonrenewal, promotion, and tenure shall be initiated by the interdisciplinary unit executive committee (or the interdisciplinary unit of full professors in the case of associate professor to professor promotion considerations). It is the responsibility of the reviewing executive committee to solicit, receive, and show evidence of having considered the evaluations or recommendations of every curricular unit in which the

faculty member has served, including UW-Extension. The units will determine, based on the participation of the faculty member, whether an evaluation or a recommendation is appropriate, except in the instance when a faculty member or his/her interdisciplinary unit executive committee requests that a recommendation be forwarded. The review meeting will be open unless the reviewing committee, in accordance with state law and proper notification, authorizes a closed review. The faculty member under consideration has the right to attend reviews, whether open or closed. The chairperson of any executive committee making a recommendation on renewal or nonrenewal, promotion and tenure, shall notify the faculty member in writing 20 days prior to the date of the executive committee review held for the purpose of formulating that recommendation. This document shall be adequate notification to all faculty members in regard to periodic reviews affecting them.

b. For renewal the reviewing executive committee shall forward its recommendation to the appropriate Dean(s). Where positive recommendations for renewal are received, the appropriate Dean(s) shall forward his/her recommendation (if positive) through the Provost/Vice Chancellor to the Chancellor.

c. For promotion, the reviewing executive committee or interdisciplinary unit professorial committee shall forward its recommendation to the appropriate Dean's Office. Where positive recommendations for tenure or promotion to associate professor are received, the appropriate Dean's Office shall forward the recommendation and documentation to the Personnel Council for advice. Where positive recommendations for promotion to full professor are received, the appropriate Dean's Office shall forward the recommendation and documentation to the Committee of Six Full Professors for advice. On receipt of the appropriate committee's advice, the appropriate Dean(s) shall forward his/her recommendation (if positive) through the Provost/Vice Chancellor to the Chancellor. The Chancellor shall make his/her recommendation in consultation with the Provost/Vice Chancellor and forward it (if positive) to the President.

d. The faculty member shall be notified in writing of the recommendation and reasons for the recommendation by the committee or office making the recommendation within 20 days after each recommendation at each reviewing level. The faculty member and Executive Committee members should receive a copy of the transmittal letter.

5. Conduct of the Review for Promotion and Renewal at all Ranks

a. Review (whether required or by request) by executive committees, by the Personnel Council, by the interdisciplinary unit professorial committees, or by the Committee of Six Full Professors, shall be open unless the reviewing committee, in accordance with state law and proper notification, authorizes a closed review. The faculty member under consideration has the right to attend reviews, whether open or closed.

b. The faculty member under consideration shall be notified in writing 20 days (25 days if by first class mail) prior to the date of review of the time and place of the review session.

c. Secret ballots may not be taken at any review session, open or closed, and any member of the interdisciplinary unit executive committee, the Personnel Council, the interdisciplinary unit professorial committee, or the Committee of Six Full Professors, may require that a vote be taken in such manner that the vote of each member be ascertained and recorded.

d. The review of the faculty member shall be based upon the promotion and merit file, and oral evidence introduced by members of the Reviewing Committee. However, no new evidence reasonably expected to affect negatively the outcome of the review should be introduced unless the candidate has prior knowledge of such evidence. The faculty member's

promotion and merit file shall be open to the faculty member, the reviewing committees, and reviewing offices only. During an open review, and only during an open review, the faculty member's promotion and merit file is open.

e. At the time of notification of the date of review, the faculty member shall be invited to clarify materials in his/her promotion and merit file. The faculty member may answer questions from the reviewing committee if he/she desires.

f. Accurate summary notes shall be made of all review sessions and the final recommendation to the appropriate Dean(s) shall be accompanied by a clear statement of reasons used in reaching the recommendation.

UWGB ~~3.09~~ 3.11 NONRENEWAL OF PROBATIONARY APPOINTMENTS

1. Statement of Reasons

In cases of a negative recommendation, if requested in writing by the faculty member within 10 days of the receipt of a decision, a more detailed explanation of the reasons will be provided in writing to the faculty member within 10 days of the receipt of the request by the chairperson of the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which a decision was reached.

2. Reconsideration Procedure

Every faculty member for whom a negative recommendation is made will have the right of reconsideration upon written request of the faculty member within 15 days of receipt of written reasons. The reconsideration review shall be held within 20 days of the written request for reconsideration.

a. The purpose of reconsideration of a non-renewal decision shall be to provide an opportunity to a fair and full reconsideration of the nonrenewal decision, and to ensure that all relevant material is considered.

~~1-~~ **b.** The reconsideration committee or office will either be the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which the decision was reached. Such reconsideration shall include, but not be limited to, adequate notice of the time of reconsideration of the decision, an opportunity to respond to the written reasons and to present any written or oral evidence or arguments relevant to the decision, and written notification of the decision resulting from the reconsideration.

~~2-~~ **c.** Reconsideration is not a hearing, or an appeal, and shall be non-adversarial in nature.

~~3-~~ **d.** The format and conditions will be as outlined for the original review, see UWGB ~~3.08~~ **3.10(5)**. The faculty member will be notified in writing of the decision of the chairperson of the reconsideration committee, the appropriate Dean(s), or the Chancellor, within 20 days, with a copy to all levels of review within UWGB.

~~4-~~ **e.** In the event that a reconsideration affirms the nonrenewal decision, the faculty member may appeal under the procedures specified in UWGB ~~3.10~~ **3.12** and UWS 3.08.

UWGB ~~3.10~~ 3.12 APPEAL OF NONRENEWAL DECISION

The Committee on Rights and Responsibilities shall be the faculty hearings and appeals committee. In the event a reconsideration affirms a nonrenewal decision, a faculty member may appeal a nonrenewal decision to the Committee on Rights and Responsibilities. Written requests for an appeal shall be forwarded by the faculty member to the Committee on Rights and Responsibilities within 20 days of receipt of the reconsideration decision (25 days of notice if by

first class mail). If the faculty member wishes to have counsel present, he/she must so advise in writing the chairperson of the Committee on Rights and Responsibilities so that the Committee on Rights and Responsibilities may have counsel present.

Such review shall be held not later than 20 days after the request, except that this time limit may be enlarged by mutual consent of the parties, or by order of the review committee. The faculty member shall be given at least ten days' notice of such review. The burden of proof in such an appeal shall be on the faculty member, and the scope of the review shall be limited to the question of whether the decision was based in any significant degree upon one or more of the following factors, with material prejudice to the individual:

- a. conduct expressions, or beliefs which are constitutionally protected, or protected by the principles of academic freedom, or
 - b. factors proscribed by applicable State or Federal law regarding fair employment practices, or
 - c. improper consideration of qualifications for reappointment or renewal as defined above.
- For purposes of this section, "improper consideration" shall be deemed to have been given to the qualifications of a faculty member in question if material prejudice resulted because of any of the following:

- 1. The procedures required by rules of the faculty or Board were not followed, or
- 2. Available data bearing materially on the quality of performance were not considered, or
- 3. Completely unfounded or arbitrary assumptions of fact were made about work or conduct.

The Committee on Rights and Responsibilities shall report its decisions as to the validity of the appeal to the body or official making the nonrenewal decisions and to the Provost/Vice Chancellor and the Chancellor.

Such a report may include remedies which may, without limitation because of enumeration, take the form of a reconsideration by the decision maker, a reconsideration by the decision maker under instructions from the committee, or a recommendation to the next higher appointing level, or directly to the Chancellor if provisions under ~~51.04~~ and UWGB ~~3.04~~ **3.05** pertain in the case of a negative decision regarding tenure. Cases shall be remanded by the decision maker in all instances unless the Committee on Rights and Responsibilities specifically finds that such a remand would serve no useful purpose. The Committee on Rights and Responsibilities shall retain jurisdiction during the pendency of any reconsideration. The decision of the Chancellor will be final on such matters.

Within UWGB, any question concerning the interpretation of these guidelines shall be resolved by a decision of the Committee on Rights and Responsibilities.

UWGB ~~3.11~~ 3.13 NOTICE

A faculty member who is employed on probationary appointment (UWGB ~~3.06~~ **3.07** and ~~3.07~~ **3.09**) shall be given written notice of his/her reappointment or non-reappointment for another academic year in advance of the expiration of his/her current appointment as follows:

- a. When the appointment terminates at the end of the academic year, not later than 28 February of the first academic year and not later than 30 November of the second consecutive academic year of service;
- b. If the initial appointment terminates during the academic year, at least three months prior to its termination; if a second consecutive appointment terminates during the academic year, at least six months prior to its termination;

c. After two or more years of continuous service at an institution of the University of Wisconsin System, such notice shall be given at least 12 months before the expiration of the appointment.

UWGB ~~3.12~~ **3.14** ABSENCE OF PROPER NOTIFICATION

If proper notice is not given in accordance with UWGB ~~3.11~~ **3.13** above, the aggrieved faculty member shall be entitled to a one-year terminal appointment. Such appointments, however, shall not result in the achievement of tenure.

UWGB ~~3.13~~ **3.15** LEAVE OF ABSENCE

1. A faculty leave of absence is defined as an extended absence from full or partial university responsibilities, granted by the appropriate Dean(s), upon recommendation of the UWGB interdisciplinary unit executive committee. A leave shall neither constitute a break in continuous service nor shall it be included in a probationary period. Ordinary leave is granted for one year. Only under exceptional conditions, and with the recommendation of the unit, may a year-long leave be extended an additional year. A leave of absence implies a return to university duties at the end of the leave.

2. Leaves and Committee Service. Any faculty taking a sabbatical or leave of absence for one semester or more shall relinquish his/her right of participation in All-University governance during the remaining term of the governance unit to which he or she was elected or appointed. A letter of resignation from any All- University standing elected or standing appointed council or committee must be tendered to the Secretary of the Faculty and Academic Staff well in advance of the beginning of the fall semester of the academic year involved.

UWGB ~~3.14~~ **3.16** MILITARY LEAVE

In accordance with State statutes and national policy, the university cooperates in facilitating the return to normal occupation of a faculty member who serves the Federal Government in the interest of national defense. Military leave is granted as follows:

1. Faculty with tenure shall be granted leaves of absence for Federal service and the departure and return shall be in accordance with Section 45.50 of the Wisconsin Statutes.
2. Faculty in probationary status shall be granted leaves of absence for Federal service, and the departure and return shall be in accord with the general intent of Section 45.50, Wisconsin Statutes, to the extent that university requirements and standards will allow. To prevent prejudice against the person concerned, leave granted here under shall not be deemed probationary service.

UWGB ~~3.15~~ **3.17** RETIREMENT

Retirement policy for members of the faculty is determined by the Board of Regents. Information about retirement policy and specific benefits may be obtained from the Office of Human Resources.

UWGB ~~3.16~~ **3.18** SICK LEAVE

Sick leave policy for members of the faculty is governed by the provision of UWS 19. The Family and Medical Leave Act of 1993 requires covered employers to provide up to 12 weeks of unpaid, job protected leave to eligible employees for certain family and medical reasons.

Information about the sick leave policy and the Family Medical Leave Act may be obtained from the Office of Human Resources.

UWGB 3.17 3.19 LIMITATION

Tenure and probationary appointments at UWGB are confined to UWGB, except that other institutions within the University of Wisconsin System may agree to share tenure appointments through established procedures. The explicit agreement shall specify both the tenure responsibility and the budget responsibility.

UWGB 3.20 EMERITUS TITLES

- 1. Emeritus designation is an honorary title which may be granted to professorial faculty upon their retirement from UWGB. It normally corresponds to the faculty title last held by the faculty member. In exceptional cases the emeritus title may correspond to an administrative title held at the time of retirement from UWGB (e.g., Dean Emeritus).**
- 2. The nomination of a faculty member for emeritus status may come from any member of the University community, but requires a recommendation by the appropriate faculty unit, the appropriate Dean(s), the Provost/Vice Chancellor for Academic Affairs, and the Chancellor. In those exceptional cases where there is no appropriate faculty unit, the University Committee will consider the nomination, and submit its recommendation to the Chancellor.**
- 3. Emeritus status, although allowing a continuation of some of the perquisites of a faculty member, does not permit a person to participate in the governance of the University. [See the appropriate Dean(s) for the perquisites granted.]**

UWGB 3.21 AMENDMENTS

Amendments of this chapter are under the jurisdiction of the Faculty and must carry by a two-thirds majority of the Faculty Senate.

[for ch 3]

Board of Regents Originally Approved Chapters 3-6 on 5 September 1980

UWGB Faculty Senate Revised and Approved 13 May 1992 [3.08 1(a),(c)]

Board of Regents Approved Revisions 10 July 1992

UWGB Faculty Senate Revised and Approved 19 October 1994 [3.05 (3-4)]

UWGB Faculty Senate Revised and Approved 15 April 1998 [3.08 1(a)]

UWGB Faculty Senate Revised and Approved 17 February 1999 [3.05 1]

UWGB Faculty Senate Revised and Approved 18 February 2004 [3.08 1(c), 4(a), 5(a)(b)]

Board of Regents Approved Revisions 10 September 2004

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UWGB Faculty Senate Revised and Approved 13 September 2006 [3.09 2(a) 1-4]

Chancellor Approved 22 September 2006

Board of Regents Approved 10 November 2006 - Revisions to 3.08 and 3.09

[for ch 51]

UWGB Faculty Senate, 12 May 1976

UWGB Faculty Senate, as amended, 23 February 1977

Effective 1 September 1977

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UWGB Faculty Senate, revised and approved, 16 October 1991

51.04 A.--language changes, approved via System Administration, 28 May 1992

51.12--language changes, approved via System Administration, November 1992

UWGB Faculty Senate, revised and approved, 21 September 1994 [51.05 D (5)]

UWGB Faculty Senate, revised and approved, 24 March 1999 [51.05 D (2-3)]

Version C. Final Copy, After Board of Regents Approval:

FACULTY PERSONNEL POLICY PROCEDURES

UWGB CHAPTER 3 FACULTY APPOINTMENTS

UWGB 3.01 TYPES OF APPOINTMENTS.

1. Faculty appointments carry the following titles: professor, associate professor, assistant professor, and instructor. Faculty appointments are either tenure or probationary appointments.

UWGB 3.02 RECRUITING.

Recruiting for faculty shall be the responsibility of individual departments or administrative units. The faculty shall develop procedures relating to recruitment of members of the faculty, after consultation with appropriate students and with the appropriate Dean(s) and/or the Provost/Vice Chancellor for Academic Affairs (hereinafter referred to as Provost/Vice Chancellor). These procedures shall be subject to the approval of the Chancellor. Recruitment shall be consistent with State and Federal laws regarding nondiscriminatory and affirmative action procedures and provide for departmental peer review and judgment in the recruiting process.

UWGB 3.03 LETTER OF APPOINTMENT

Each person to whom a new appointment is offered must receive an appointment letter in which an authorized official of the institution details the terms and conditions of the appointment, including, but not limited to, duration of the appointment, salary, starting date, ending date, general position responsibilities, probationary or tenure status, and crediting of prior service. Accompanying this letter for new faculty shall be an attachment detailing University and System rules and procedures relating to faculty appointments. If the appointment is subject to advance approval of the Board of Regents, a statement to this effect must be included in the letter.

UWGB 3.04 APPOINTMENTS – GENERAL

Probationary appointments are made by the Chancellor only upon the affirmative recommendation of an interdisciplinary unit executive committee and the appropriate Dean(s), and in consultation with the Provost/Vice Chancellor. Tenure appointments and promotions to tenure, in addition, require the advice of the Personnel Council. If an appointment is to be divided among several interdisciplinary units or between an interdisciplinary unit and University Extension (a "collaborative appointment"), one interdisciplinary unit shall be the principal sponsor of the recommendation for appointment and the responsibility for that appointment is with the principal sponsor.

UWGB 3.05 TENURE APPOINTMENTS

Tenure appointment means an appointment, one-half time or more, for an unlimited period normally granted to all professors and associate professors and to other members with faculty appointments designated as having tenure by the Board of Regents.

1. Except as provided under 2., the Board may grant a tenure appointment upon the affirmative recommendation of the appropriate interdisciplinary unit, the appropriate Dean(s), and the Chancellor in consultation with the Provost/Vice Chancellor, via the President of the System.

The privilege of serving on unit executive committees and the authority to vote on personnel, budget, and curriculum matters is associated with the awarding of tenure rather than with rank. Neither the Chancellor nor the appropriate interdisciplinary unit executive committee nor Dean may base a tenure recommendation upon impermissible factors, as defined by the Board by rule.

2. The Board may grant a tenure appointment without the affirmative recommendation of the appropriate interdisciplinary unit executive committee and Dean if all of the following apply:
 - a. The Board has the affirmative recommendation of the Chancellor.
 - b. The Committee on Rights and Responsibilities, on appeal, has reviewed the negative recommendation of the interdisciplinary unit or Dean, and finds that the negative decision was based upon impermissible factors, as defined in UWS 3.08 and UWGB 3.12.
 - c. The Board has the affirmative recommendation of a special faculty committee appointed by the Chancellor, only after all normal reconsideration and appeal procedures have been exhausted, to review the individual's record with reference to criteria for tenure as published in the Faculty Handbook. No person may be appointed to the special committee unless the person is knowledgeable or experienced in the individual's academic field or in a substantially similar academic field. No member of the special committee may be a member of the individual's interdisciplinary unit if that body made the negative decision. The special committee may not base its tenure recommendation upon impermissible factors, as defined in UWS 3.08 and UWGB 3.12.
3. Personnel Council Advice on Tenure Appointment. Before an appointment is made within an interdisciplinary unit to a position of tenure or to associate professor where tenure had been granted previously at a lower rank, the appropriate Dean(s) shall seek the advice of the Personnel Council.
4. Tenure is not acquired solely because of years of service. Provisions as to duration of the probationary period merely establish limits beyond which decisions and actions may not be delayed.
5. Changes in Proportion of Time. The percentage of time specified in a tenured faculty appointment may not be diminished or increased without the mutual consent of the faculty member, the executive committee of the interdisciplinary unit, and the appropriate Dean(s) unless the faculty member is dismissed for cause, pursuant to 36.13 (5) of the Wisconsin Statutes, or is terminated or laid off pursuant to 36.21 of the Wisconsin Statutes.

UWGB 3.06 PROBATIONARY APPOINTMENTS

1. A probationary appointment is for no less than half time and is normally held at the rank of instructor or assistant professor, and may be held on initial appointment at the rank of associate professor or full professor, during the probationary period that precedes determination of tenure status. A full-time probationary appointment shall not exceed seven academic years. A longer maximum probationary period is provided for part-time appointments of at least half time.
2. Computation of Part-time Service. Part-time service at less than one-half time shall not be counted in the probationary period of the instructor or assistant professor. Each year of service at the rate of at least one-half time but not more than three-quarters time shall count as half of a year for probationary purposes, and service at a rate greater than three-quarters time shall be counted as a full year. In no case shall the probationary period exceed 13 years, with the decision to retain or dismiss being made no later than the 12th calendar year.
3. Changes in Proportion of Time. The percentage of time within the term provided for in a probationary appointment, full or part-time, may not be diminished or increased without the

mutual consent of the faculty member, the executive committee of the interdisciplinary unit, and the appropriate Dean(s) unless the faculty member is dismissed for just cause pursuant to 36.13 (5) of the Wisconsin Statutes or is terminated or laid off pursuant to 36.21 of the Wisconsin Statutes.

4. Previous probationary service in other colleges and universities may be taken into account in computing a person's probationary period and so indicated in the letter of appointment. If a credit is given for prior service, it shall affect only the date by which a decision on tenure must be made. It shall not apply to notice provisions under UWGB 3.13, seniority under UWGB 5.07, or other provisions of these rules, unless otherwise specified in appointment letters.

5. A leave of absence, sabbatical or a teacher improvement assignment does not constitute a break in continuous service and shall not be included in the seven year period under UWGB 3.06.

6. Circumstances in addition to those identified under sub. (5) that do not constitute a break in continuous service and that shall not be included in the seven year period include responsibilities with respect to childbirth or adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond the control of the faculty member, when those circumstances significantly impede the faculty member's progress toward achieving tenure. It shall be presumed that a request made under this section because of responsibilities with respect to childbirth or adoption shall be approved. A request shall be made before a tenure review commences under UWGB 3.10 (2).

a. A request for additional time because of responsibilities with respect to childbirth or adoption shall be initiated in writing by the probationary faculty member concerned and shall be submitted to the Provost/Vice Chancellor for Academic Affairs who shall consult with the faculty member's budgetary unit chair and the appropriate Dean(s). A denial of a request shall be in writing and shall be based upon clear and convincing reasons. The Provost/Vice Chancellor shall specify the length of time for which the request is granted. More than one request may be granted.

b. A request for additional time because of responsibilities other than childbirth or adoption shall be submitted to the Provost/Vice Chancellor for Academic Affairs who shall consult with the faculty member's budgetary unit and the appropriate Dean(s). A denial of a request shall be in writing and shall be based upon clear and convincing reasons. More than one request may be granted but the total, aggregate length of time of all requests, except for a request because of responsibilities with respect to childbirth or adoption, granted to one faculty member shall be no more than one year.

UWGB 3.07 PROBATIONARY ASSISTANT PROFESSORS, ASSOCIATE PROFESSORS, OR PROFESSORS

The initial probationary appointment at the rank of assistant professor, associate professor, or professor shall be for no more than three years. After not more than six years of full-time service at this university, as an assistant professor, associate professor, or professor, or after the equivalent of not more than six years of full-time service at this university in the ranks of instructor and assistant professor combined, a faculty member will be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. Promotion to the rank of associate professor after an initial probationary appointment always includes the granting of

tenure. The above provisions do not preclude the awarding of tenure after a period of service shorter than six years.

UWGB 3.08 PROBATIONARY INSTRUCTORS

Instructors are appointed annually. After not more than six years of service at this university as an instructor, an instructor shall be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. The above provisions do not preclude promotion and tenure after a period of service shorter than six years.

UWGB 3.09 PART-TIME FACULTY APPOINTMENTS

1. An individual may be given a tenured or probationary appointment if he/she serves one-half time or more. Tenure may be granted only to a faculty member whose appointment is at least one-half time.
2. A faculty member who is on a part-time appointment shall be so designated in the University budget. The letter of appointment shall clearly state the fraction of appointment and assignment and any subsequent modification shall be in writing, with copies to all parties concerned. The fraction of appointment may be changed only by mutual agreement of the faculty member, the interdisciplinary unit executive committee, and the appropriate Dean(s).
3. If tenure for a part-time faculty member is recommended by the interdisciplinary unit executive committee, the following procedures shall be followed:
 - a. The appropriate Dean(s) and the Personnel Council shall follow the normal tenure review procedures as provided in UWGB 3.05.
 - b. The interdisciplinary unit is responsible for making clear to the appropriate Dean(s), to the Personnel Council, and to the persons involved, what portion of a position (e.g., one-half or three-quarters time) would be assured by granting tenure.
 - c. In all respects other than the length of the probationary period, standards of performance and scholarly quality shall be the same for part-time as for full-time assistant professors. As with other probationary faculty members, a decision concerning tenure may be made before the end of the probationary period if the quality of the candidate's work warrants it.

UWGB 3.10 REVIEW PROCEDURES (MERIT, PROMOTION, RENEWAL)

1. Merit Review Procedures for all Faculty
 - a. The performance of each tenured faculty member shall be reviewed annually or biennially (every second year) by the faculty member's interdisciplinary unit executive committee. Non-tenured faculty will be reviewed annually by the executive committee, or the review may be combined with a retention review in a given year. The review shall be of the faculty member's performance from the beginning of one appointment period to the beginning of the next appointment period. The results of the review shall be communicated to the faculty member by his/her chairperson within 30 days of the completion of the review.
 - b. Each curricular unit in which the faculty member serves, including UW-Extension, shall participate in the review process. Each unit other than the interdisciplinary unit in which the faculty member votes shall prepare an evaluation based on the faculty member's participation in that unit and forward this evaluation to the chairperson of the interdisciplinary unit in which the faculty member votes, with a copy to the appropriate Dean(s).

The recommendation of the interdisciplinary unit executive committee shall be forwarded to the appropriate Dean(s) and shall reflect all evaluations received from each curricular unit. In cases of significant disagreement in merit evaluations between curricular units, consultation between the chairpersons of each unit, for purposes of resolving the differences, shall take place before the final recommendation is forwarded to the appropriate Dean(s) by the interdisciplinary unit chairperson.

c. Merit reviews will be open unless the reviewing committee, in accordance with state law and proper notification, authorizes a closed review. The faculty member under consideration has the right to attend reviews, whether open or closed.

d. Secret ballots may not be taken at any review session, open or closed, and any member of the reviewing committee may require that a vote be taken in such manner that the vote of each member be ascertained and recorded.

2. Requested Reviews for Promotion and Renewal at all Ranks

a. A faculty member may request, in writing, of his/her interdisciplinary unit chairperson consideration for promotion once in any of the first six years of his/her appointment. This request for consideration is to be honored.

b. A probationary faculty member may be considered for promotion in any of the first six years of his/her appointment if so requested by two members of his/her interdisciplinary unit executive committee, professorial committee (or advisory committee). Such a consideration must be with the knowledge and consent of the faculty member.

3. Responsibility for Reviews for Promotion and Renewal at all Ranks

a. For faculty below the rank of associate professor, the review will be conducted by the interdisciplinary unit executive committee.

b. Promotion to tenure requires the review and recommendation of the interdisciplinary unit executive committee and the advice of the Personnel Council. The advice of the Personnel Council is required also for promotion of tenured assistant professors to the rank of associate professor.

c. For promotion review of associate professors, the initial review will be conducted by the full professors of that interdisciplinary unit. Where there are not at least three full professors in the interdisciplinary unit, the interdisciplinary unit executive committee will invite professors, in consultation with the appropriate Dean(s), from related interdisciplinary units to be part of the professorial committee. If the initial review results in a positive recommendation, this recommendation will be forwarded by the appropriate Dean(s) to the Committee of Six Full Professors, elected by the faculty, for advice.

4. Authority for Decisions for Renewal and Promotion at all Ranks

a. All recommendations on renewal or nonrenewal, promotion, and tenure shall be initiated by the interdisciplinary unit executive committee (or the interdisciplinary unit of full professors in the case of associate professor to professor promotion considerations). It is the responsibility of the reviewing executive committee to solicit, receive, and show evidence of having considered the evaluations or recommendations of every curricular unit in which the faculty member has served, including UW-Extension. The units will determine, based on the participation of the faculty member, whether an evaluation or a recommendation is appropriate, except in the instance when a faculty member or his/her interdisciplinary unit executive committee requests that a recommendation be forwarded. The review meeting will be open unless the reviewing committee, in accordance with state law and proper notification, authorizes a closed review. The faculty member under consideration has the

right to attend reviews, whether open or closed. The chairperson of any executive committee making a recommendation on renewal or nonrenewal, promotion and tenure, shall notify the faculty member in writing 20 days prior to the date of the executive committee review held for the purpose of formulating that recommendation. This document shall be adequate notification to all faculty members in regard to periodic reviews affecting them.

b. For renewal the reviewing executive committee shall forward its recommendation to the appropriate Dean(s). Where positive recommendations for renewal are received, the appropriate Dean(s) shall forward his/her recommendation (if positive) through the Provost/Vice Chancellor to the Chancellor.

c. For promotion, the reviewing executive committee or interdisciplinary unit professorial committee shall forward its recommendation to the appropriate Dean's Office. Where positive recommendations for tenure or promotion to associate professor are received, the appropriate Dean's Office shall forward the recommendation and documentation to the Personnel Council for advice. Where positive recommendations for promotion to full professor are received, the appropriate Dean's Office shall forward the recommendation and documentation to the Committee of Six Full Professors for advice. On receipt of the appropriate committee's advice, the appropriate Dean(s) shall forward his/her recommendation (if positive) through the Provost/Vice Chancellor to the Chancellor. The Chancellor shall make his/her recommendation in consultation with the Provost/Vice Chancellor and forward it (if positive) to the President.

d. The faculty member shall be notified in writing of the recommendation and reasons for the recommendation by the committee or office making the recommendation within 20 days after each recommendation at each reviewing level. The faculty member and Executive Committee members should receive a copy of the transmittal letter.

5. Conduct of the Review for Promotion and Renewal at all Ranks

a. Review (whether required or by request) by executive committees, by the Personnel Council, by the interdisciplinary unit professorial committees, or by the Committee of Six Full Professors, shall be open unless the reviewing committee, in accordance with state law and proper notification, authorizes a closed review. The faculty member under consideration has the right to attend reviews, whether open or closed.

b. The faculty member under consideration shall be notified in writing 20 days (25 days if by first class mail) prior to the date of review of the time and place of the review session.

c. Secret ballots may not be taken at any review session, open or closed, and any member of the interdisciplinary unit executive committee, the Personnel Council, the interdisciplinary unit professorial committee, or the Committee of Six Full Professors, may require that a vote be taken in such manner that the vote of each member be ascertained and recorded.

d. The review of the faculty member shall be based upon the promotion and merit file, and oral evidence introduced by members of the Reviewing Committee. However, no new evidence reasonably expected to affect negatively the outcome of the review should be introduced unless the candidate has prior knowledge of such evidence. The faculty member's promotion and merit file shall be open to the faculty member, the reviewing committees, and reviewing offices only. During an open review, and only during an open review, the faculty member's promotion and merit file is open.

e. At the time of notification of the date of review, the faculty member shall be invited to clarify materials in his/her promotion and merit file. The faculty member may answer questions from the reviewing committee if he/she desires.

- f. Accurate summary notes shall be made of all review sessions and the final recommendation to the appropriate Dean(s) shall be accompanied by a clear statement of reasons used in reaching the recommendation.

UWGB 3.11 NONRENEWAL OF PROBATIONARY APPOINTMENTS

1. Statement of Reasons

In cases of a negative recommendation, if requested in writing by the faculty member within 10 days of the receipt of a decision, a more detailed explanation of the reasons will be provided in writing to the faculty member within 10 days of the receipt of the request by the chairperson of the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which a decision was reached.

2. Reconsideration Procedure

Every faculty member for whom a negative recommendation is made will have the right of reconsideration upon written request of the faculty member within 15 days of receipt of written reasons. The reconsideration review shall be held within 20 days of the written request for reconsideration.

- a. The purpose of reconsideration of a non-renewal decision shall be to provide an opportunity to a fair and full reconsideration of the nonrenewal decision, and to ensure that all relevant material is considered.
- b. The reconsideration committee or office will either be the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which the decision was reached. Such reconsideration shall include, but not be limited to, adequate notice of the time of reconsideration of the decision, an opportunity to respond to the written reasons and to present any written or oral evidence or arguments relevant to the decision, and written notification of the decision resulting from the reconsideration.
- c. Reconsideration is not a hearing, or an appeal, and shall be non-adversarial in nature.
- d. The format and conditions will be as outlined for the original review, see UWGB 3.10(5). The faculty member will be notified in writing of the decision of the chairperson of the reconsideration committee, the appropriate Dean(s), or the Chancellor, within 20 days, with a copy to all levels of review within UWGB.
- e. In the event that a reconsideration affirms the nonrenewal decision, the faculty member may appeal under the procedures specified in UWGB 3.12 and UWS 3.08.

UWGB 3.12 APPEAL OF NONRENEWAL DECISION

The Committee on Rights and Responsibilities shall be the faculty hearings and appeals committee. In the event a reconsideration affirms a nonrenewal decision, a faculty member may appeal a nonrenewal decision to the Committee on Rights and Responsibilities. Written requests for an appeal shall be forwarded by the faculty member to the Committee on Rights and Responsibilities within 20 days of receipt of the reconsideration decision (25 days of notice if by first class mail). If the faculty member wishes to have counsel present, he/she must so advise in writing the chairperson of the Committee on Rights and Responsibilities so that the Committee on Rights and Responsibilities may have counsel present. Such review shall be held not later than 20 days after the request, except that this time limit may be enlarged by mutual consent of the parties, or by order of the review committee. The faculty member shall be given at least ten days' notice of such review. The burden of proof in such an

appeal shall be on the faculty member, and the scope of the review shall be limited to the question of whether the decision was based in any significant degree upon one or more of the following factors, with material prejudice to the individual:

- a. conduct expressions, or beliefs which are constitutionally protected, or protected by the principles of academic freedom, or
- b. factors proscribed by applicable State or Federal law regarding fair employment practices, or
- c. improper consideration of qualifications for reappointment or renewal as defined above.

For purposes of this section, "improper consideration" shall be deemed to have been given to the qualifications of a faculty member in question if material prejudice resulted because of any of the following:

- 1. The procedures required by rules of the faculty or Board were not followed, or
- 2. Available data bearing materially on the quality of performance were not considered, or
- 3. Completely unfounded or arbitrary assumptions of fact were made about work or conduct.

The Committee on Rights and Responsibilities shall report its decisions as to the validity of the appeal to the body or official making the nonrenewal decisions and to the Provost/Vice Chancellor and the Chancellor.

Such a report may include remedies which may, without limitation because of enumeration, take the form of a reconsideration by the decision maker, a reconsideration by the decision maker under instructions from the committee, or a recommendation to the next higher appointing level, or directly to the Chancellor if provisions under UWGB 3.05 pertain in the case of a negative decision regarding tenure. Cases shall be remanded by the decision maker in all instances unless the Committee on Rights and Responsibilities specifically finds that such a remand would serve no useful purpose. The Committee on Rights and Responsibilities shall retain jurisdiction during the pendency of any reconsideration. The decision of the Chancellor will be final on such matters.

Within UWGB, any question concerning the interpretation of these guidelines shall be resolved by a decision of the Committee on Rights and Responsibilities.

UWGB 3.13 NOTICE

A faculty member who is employed on probationary appointment (UWGB 3.07 and 3.09) shall be given written notice of his/her reappointment or non-reappointment for another academic year in advance of the expiration of his/her current appointment as follows:

- a. When the appointment terminates at the end of the academic year, not later than 28 February of the first academic year and not later than 30 November of the second consecutive academic year of service;
- b. If the initial appointment terminates during the academic year, at least three months prior to its termination; if a second consecutive appointment terminates during the academic year, at least six months prior to its termination;
- c. After two or more years of continuous service at an institution of the University of Wisconsin System, such notice shall be given at least 12 months before the expiration of the appointment.

UWGB 3.14 ABSENCE OF PROPER NOTIFICATION

If proper notice is not given in accordance with UWGB 3.13 above, the aggrieved faculty member shall be entitled to a one-year terminal appointment. Such appointments, however, shall not result in the achievement of tenure.

UWGB 3.15 LEAVE OF ABSENCE

1. A faculty leave of absence is defined as an extended absence from full or partial university responsibilities, granted by the appropriate Dean(s), upon recommendation of the UWGB interdisciplinary unit executive committee. A leave shall neither constitute a break in continuous service nor shall it be included in a probationary period. Ordinary leave is granted for one year. Only under exceptional conditions, and with the recommendation of the unit, may a year-long leave be extended an additional year. A leave of absence implies a return to university duties at the end of the leave.

2. Leaves and Committee Service. Any faculty taking a sabbatical or leave of absence for one semester or more shall relinquish his/her right of participation in All-University governance during the remaining term of the governance unit to which he or she was elected or appointed. A letter of resignation from any All-University standing elected or standing appointed council or committee must be tendered to the Secretary of the Faculty and Academic Staff well in advance of the beginning of the fall semester of the academic year involved.

UWGB 3.16 MILITARY LEAVE

In accordance with State statutes and national policy, the university cooperates in facilitating the return to normal occupation of a faculty member who serves the Federal Government in the interest of national defense. Military leave is granted as follows:

1. Faculty with tenure shall be granted leaves of absence for Federal service and the departure and return shall be in accordance with Section 45.50 of the Wisconsin Statutes.
2. Faculty in probationary status shall be granted leaves of absence for Federal service, and the departure and return shall be in accord with the general intent of Section 45.50, Wisconsin Statutes, to the extent that university requirements and standards will allow. To prevent prejudice against the person concerned, leave granted here under shall not be deemed probationary service.

UWGB 3.17 RETIREMENT

Retirement policy for members of the faculty is determined by the Board of Regents. Information about retirement policy and specific benefits may be obtained from the Office of Human Resources.

UWGB 3.18 SICK LEAVE

Sick leave policy for members of the faculty is governed by the provision of UWS 19. The Family and Medical Leave Act of 1993 requires covered employers to provide up to 12 weeks of unpaid, job protected leave to eligible employees for certain family and medical reasons. Information about the sick leave policy and the Family Medical Leave Act may be obtained from the Office of Human Resources.

UWGB 3.19 LIMITATION

Tenure and probationary appointments at UWGB are confined to UWGB, except that other institutions within the University of Wisconsin System may agree to share tenure appointments through established procedures. The explicit agreement shall specify both the tenure responsibility and the budget responsibility.

UWGB 3.20 EMERITUS TITLES

1. Emeritus designation is an honorary title which may be granted to professorial faculty upon their retirement from UWGB. It normally corresponds to the faculty title last held by the faculty member. In exceptional cases the emeritus title may correspond to an administrative title held at the time of retirement from UWGB (e.g., Dean Emeritus).
2. The nomination of a faculty member for emeritus status may come from any member of the University community, but requires a recommendation by the appropriate faculty unit, the appropriate Dean(s), the Provost/Vice Chancellor for Academic Affairs, and the Chancellor. In those exceptional cases where there is no appropriate faculty unit, the University Committee will consider the nomination, and submit its recommendation to the Chancellor.
3. Emeritus status, although allowing a continuation of some of the perquisites of a faculty member, does not permit a person to participate in the governance of the University. [See the appropriate Dean(s) for the perquisites granted.]

UWGB 3.21 AMENDMENTS

Amendments of this chapter are under the jurisdiction of the Faculty and must carry by a two-thirds majority of the Faculty Senate.

[for ch 3]

Board of Regents Originally Approved Chapters 3-6 on 5 September 1980
 UWGB Faculty Senate Revised and Approved 13 May 1992 [3.08 1(a),(c)]
 Board of Regents Approved Revisions 10 July 1992
 UWGB Faculty Senate Revised and Approved 19 October 1994 [3.05 (3-4)]
 UWGB Faculty Senate Revised and Approved 15 April 1998 [3.08 1(a)]
 UWGB Faculty Senate Revised and Approved 17 February 1999 [3.05 1]
 UWGB Faculty Senate Revised and Approved 18 February 2004 [3.08 1(c), 4(a), 5(a)(b)]
 Board of Regents Approved Revisions 10 September 2004
 UWGB Faculty Senate Revised and Approved 15 March 2006 [3.08 4(d); 3.09 1]
 UWGB Faculty Senate Revised and Approved 13 September 2006 [3.09 2(a) 1-4]
 Chancellor Approved 22 September 2006
 Board of Regents Approved 10 November 2006 - Revisions to 3.08 and 3.09

[for ch 51]

UWGB Faculty Senate, 12 May 1976
UWGB Faculty Senate, as amended, 23 February 1977
Effective 1 September 1977
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51.04 A.--language changes, approved via System Administration, 28 May 1992

51.12--language changes, approved via System Administration, November 1992
UWGB Faculty Senate, revised and approved, 21 September 1994 [51.05 D (5)]
UWGB Faculty Senate, revised and approved, 24 March 1999 [51.05 D (2-3)]

Version A. As currently Written:

**UWGB CHAPTER 51
APPOINTMENTS AND TEMPORARY TEACHING APPOINTMENTS**

51.01 TITLES

A. Faculty appointments carry the following titles: professor, associate professor, assistant professor and instructor.

B. Temporary teaching appointments carry the following titles: lecturer, laboratory teaching specialist, teaching specialist, athletic specialist, community lecturer, teaching assistant and those that carry visiting, adjunct, and clinical titles.

51.02 TENURE AND PROBATIONARY APPOINTMENTS

Faculty appointments are either tenure or probationary appointments. Probationary appointments are granted only upon the affirmative recommendation of the interdisciplinary unit executive committee, the appropriate Dean(s), and the Chancellor in consultation with the Provost/Vice Chancellor. Tenure appointments and promotions to tenure require, in addition, the advice of the Personnel Council. If an appointment is to be divided among several interdisciplinary units or between an interdisciplinary unit and University Extension (a "collaborative appointment"), one interdisciplinary unit shall be the principal sponsor of the recommendation for appointment, and the responsibility for that appointment is with the principal sponsor.

51.03 LETTER OF APPOINTMENT

Each person to whom a new appointment is offered must receive an appointment letter in which an authorized official of the institution details the terms and conditions of the appointment, including, but not limited to, duration of the appointment, salary, starting date, ending date, general position responsibilities, probationary or tenure status, and crediting of prior service. Accompanying this letter for new faculty shall be an attachment detailing University and System rules and procedures relating to faculty appointments. If the appointment is subject to advance approval of the Board of Regents, a statement to this effect must be included in the letter.

51.04 TENURE APPOINTMENT

A. Definition. Tenure appointment means an appointment, one-half time or more, for an unlimited period granted normally to all professors and associate professors and to other members with faculty appointments designated as having tenure by the Board of Regents.

1. Except as provided under 2., the Board may grant a tenure appointment upon the affirmative recommendation of the appropriate interdisciplinary unit, the appropriate Dean(s), and the Chancellor in consultation with the Provost/Vice Chancellor, via the President of the System. The privilege of serving on unit executive committees and the authority to vote on personnel, budget, and curriculum matters is associated with the awarding of tenure rather than with rank. Neither the Chancellor nor the appropriate interdisciplinary unit executive committee nor Dean may base a tenure recommendation upon impermissible factors, as defined by the Board by rule.

2. The Board may grant a tenure appointment without the affirmative recommendation of the appropriate interdisciplinary unit executive committee and Dean if all of the following apply:

- a. The Board has the affirmative recommendation of the Chancellor.
- b. The Committee on Rights and Responsibilities, on appeal, has reviewed the negative recommendation of the interdisciplinary unit or Dean, and finds that the negative decision was based upon impermissible factors, as defined in UWS 3.08 and UWGB 3.10.
- c. The Board has the affirmative recommendation of a special faculty committee appointed by the Chancellor, only after all normal reconsideration and appeal procedures have been exhausted, to review the individual's record with reference to criteria for tenure as published in the Faculty Handbook. No person may be appointed to the special committee unless the person is knowledgeable or experienced in the individual's academic field or in a substantially similar academic field. No member of the special committee may be a member of the individual's interdisciplinary unit if that body made the negative decision. The special committee may not base its tenure recommendation upon impermissible factors, as defined in UWS 3.08 and UWGB 3.10.

B. Personnel Council Advice on Tenure Appointment. Before an appointment is made within an interdisciplinary unit to a position of tenure, or to associate professor where tenure had been granted previously at a lower rank, the appropriate Dean(s) shall seek the advice of the Personnel Council.

C. Tenure is not acquired solely because of years of service. Provisions as to duration of the probationary period merely establish limits beyond which decisions and actions may not be delayed.

D. Changes in Proportion of Time. The percentage of time specified in a tenured faculty appointment may not be diminished or increased without the mutual consent of the faculty member, the executive committee of the interdisciplinary unit, and the appropriate Dean(s) unless the faculty member is dismissed for cause, pursuant to 36.13 (5) of the Wisconsin Statutes, or is terminated or laid off pursuant to 36.21 of the Wisconsin Statutes.

51.05 PROBATIONARY APPOINTMENT

A. Definition. A probationary appointment is for no less than half-time and is held during the probationary period that precedes determination of tenure status. Although a probationary appointment is ordinarily made at the rank of instructor or assistant professor, a person from outside the University of Wisconsin-Green Bay may be granted an initial probationary appointment at the rank of associate professor or professor.

B. Length of Probationary Appointment. A full-time probationary appointment shall not exceed seven academic years. Recommendations on promotion to tenure may only come within the first six years of full-time appointment (see UWGB 3.06 and 3.08). The seventh year of a probationary appointment is, by this definition, specifically precluded as one in which a recommendation for promotion to tenured rank may be initiated. A longer maximum probationary period is provided for part-time appointments of at least half time (see 51.05 D.4).

C. Changes in Proportion of Time. The percentage of time within the term provided for in a probationary appointment, full or part-time, may not be diminished or increased without the mutual consent of the faculty member, the executive committee of the interdisciplinary unit, and

the appropriate Dean(s) unless the faculty member is dismissed for just cause pursuant to 36.13 (5) of the Wisconsin Statutes or is terminated or laid off pursuant to 36.21 of the Wisconsin Statutes.

D. Calculating the Probationary Period

1. Leave of Absence. The period of an approved leave of absence is not counted in the probationary period.

2. Probationary Service from Other Institutions. Previous probationary service in other colleges and universities may be taken into account in computing a person's probationary service and the number of years to be counted for this purpose will be indicated in the letter of appointment.

3. Computation of Part-time Service. Part-time service at less than one-half time shall not be counted in the probationary period of the instructor or assistant professor. Each year of service at the rate of at least one-half time but not more than three-quarters time shall count as half of a year for probationary purposes, and service at a rate greater than three-quarters time shall be counted as a full year. In no case shall the probationary period exceed 13 years, with the decision to retain or dismiss being made no later than the 12th calendar year.

4. Circumstances in addition to those identified under sub. (1) that do not constitute a break in continuous service and that shall not be included in the seven year period include responsibilities with respect to childbirth or adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond the control of the faculty member, when those circumstances significantly impede the faculty member's progress toward achieving tenure. It shall be presumed that a request made under this section because of responsibilities with respect to childbirth or adoption shall be approved. A request shall be made before a tenure review commences under UWGB 3.08 (2).

a. A request for additional time because of responsibilities with respect to childbirth or adoption shall be initiated in writing by the probationary faculty member concerned and shall be submitted to the Provost/Vice Chancellor for Academic Affairs who shall consult with the faculty member's budgetary unit chair and the appropriate Dean(s). A denial of a request shall be in writing and shall be based upon clear and convincing reasons. The Provost/Vice Chancellor shall specify the length of time for which the request is granted. More than one request may be granted.

b. A request for additional time because of responsibilities other than childbirth or adoption shall be submitted to the Provost/Vice Chancellor for Academic Affairs who shall consult with the faculty member's budgetary unit and the appropriate Dean(s). A denial of a request shall be in writing and shall be based upon clear and convincing reasons. More than one request may be granted but the total, aggregate length of time of all requests, except for a request because of responsibilities with respect to childbirth or adoption, granted to one faculty member shall be no more than one year.

E. Probationary Assistant Professors

1. If a person is appointed assistant professor, the initial appointment shall be for no more than three years.

2. After not more than six years of full-time service at this University as an assistant professor, or after the equivalent of not more than six years of full-time service at this University in the ranks of instructor and assistant professor combined, an assistant professor shall be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. The above provisions do not preclude promotion and tenure after a period of service shorter than six years.

F. Probationary Instructors

1. Instructors are appointed annually.

2. After not more than six years of service at this University as an instructor, an instructor shall be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. The above provisions do not preclude promotion and tenure after a period of service shorter than six years.

G. Probationary Professors or Associate Professors

1. An initial faculty appointment to the rank of professor or associate professor may be made with or without the granting of tenure. Promotion to the rank of associate professor always includes the granting of tenure.

2. The initial probationary appointment at the rank of either professor or associate professor shall be for no more than three years.

3. After not more than six years at this university as a probationary professor or associate professor, a faculty member will be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. The above provisions do not preclude the awarding of tenure after a period shorter than six years.

51.06 PART-TIME FACULTY APPOINTMENTS

A. An individual may be given a tenured or probationary appointment if he/she serves one-half time or more. Tenure may be granted only to a faculty member whose appointment is at least one-half time.

B. A faculty member who is on a part-time appointment shall be so designated in the University budget. The letter of appointment shall clearly state the fraction of appointment and assignment and any subsequent modification shall be in writing, with copies to all parties concerned. The

fraction of appointment may be changed only by mutual agreement of the faculty member, the interdisciplinary unit executive committee, and the appropriate Dean(s).

C. If tenure for a part-time faculty member is recommended by the interdisciplinary unit executive committee, the following procedures shall be followed:

1. The appropriate Dean(s) and the Personnel Council shall follow the normal tenure review procedures as provided in 51.04. 19

2. The interdisciplinary unit is responsible for making clear to the appropriate Dean(s), to the Personnel Council, and to the persons involved, what portion of a position (e.g., one-half or three-quarters time) would be assured by granting tenure.

3. In all respects other than the length of the probationary period, standards of performance and scholarly quality shall be the same for part-time as for full-time assistant professors. As with other probationary faculty members, a decision concerning tenure may be made before the end of the probationary period if the quality of the candidate's work warrants it.

51.07 NOTICE PERIODS

A. A faculty member holding a probationary appointment shall be given written notice of his/her reappointment or non-reappointment for another academic year in advance of the expiration of his/her current appointment as follows:

1. When the appointment expires at the end of an academic year, not later than 28 February of the first academic year and not later than 30 November of the second consecutive academic year of service;

2. If the initial appointment expires during an academic year, at least three months prior to its expiration; if a second consecutive appointment terminates during the academic year, at least six months prior to its expiration;

3. After two or more years of continuous service, such notice shall be given at least 12 months before the expiration of the appointment.

B. Absence of Proper Notification. If proper notice is not given in accordance with the above, the faculty member shall be entitled to a one-year terminal appointment. Such appointments, however, shall not result in the achievement of tenure.

51.08 LEAVE OF ABSENCE FOR FACULTY

A. Definition. A faculty leave of absence is defined as an extended absence from full or partial University responsibilities, granted by the appropriate Dean(s) upon recommendation of the interdisciplinary unit. A leave shall neither constitute a break in continuous service nor shall it be included in a probationary period. Ordinarily leave is granted for one year. Only under exceptional conditions and with the recommendation of the unit, may a year-long leave be

extended an additional year. A leave of absence implies a return to University duties at the end of the leave period.

B. Leaves and Committee Service. Any faculty taking a sabbatical or leave of absence for one semester or more shall relinquish his/her right of participation in All-University governance during the remaining term of the governance unit to which he or she was elected or appointed. A letter of resignation from any All- University standing elected or standing appointed council or committee must be tendered to the Secretary of the Faculty and Academic Staff well in advance of the beginning of the fall semester of the academic year involved.

C. Military Leave. In accordance with state statutes and national policy, the University cooperates in facilitating the return to normal occupation of faculty who serve the federal government in the interest of national defense. Military leave is granted as follows:

1. Faculty with tenure shall be granted leaves of absence for federal service, and their departure and return shall be in accord with Sec. 45.50, Wisconsin Statutes. Following return, they shall continue in tenure status.

2. Faculty on probationary status shall be granted leaves of absence for federal service, and their departure and return shall be in accord with the general intent of Sec. 45.50, Wisconsin Statutes, to the extent that University requirements and standards will allow. To prevent prejudice against the person concerned, leave granted hereunder shall not be deemed probationary service.

51.09 RETIREMENT

Retirement of a faculty member is no longer a mandatory requirement according to State Statutes. Any retired faculty member may be engaged for service at the discretion of the Chancellor.

51.10 TEMPORARY TEACHING APPOINTMENTS OR SPECIAL NON-TENURE TRACK APPOINTMENTS

A. Lecturers and Laboratory Teaching Specialists. Lecturer, and laboratory teaching specialist, are titles for persons who possess qualifications appropriate for carrying out independent instructional responsibilities in the academic program of UWGB but for whom a tenured or probationary appointment is inappropriate. The individual may hold a full or part-time appointment on an annual, academic, or shorter term basis, or, in special circumstances, two or three years. These titles carry no tenure or probationary implications. Lecturers and laboratory teaching specialists are appointed by the appropriate Dean(s) on the affirmative recommendation of the appropriate interdisciplinary unit executive committee.

Note: The following paragraph from the Academic Staff Governance Handbook 2.02(2)(b) applies to Lecturers:

Appointment as a lecturer on a one-half (50%) time or greater basis. Lecturers will receive a one-year appointment through the fourth year of employment. Beginning no later than the fifth year of consecutive appointment, they will receive a two-year appointment; beginning no later 21

than the eleventh year of consecutive employment, they will receive a three-year appointment. All appointments will be fixed-term appointments and will be subject to all provisions (including notification periods) governing fixed-term appointments. This provision for multiple-year appointments will hold only for persons on 102 or predictable funding.

Note: the following notice periods apply to lecturers:

1 year appointment (1st & 2nd years) 3 months notice

1 year appointment (3rd & 4th years) 6 months notice

2 year appointment (5th through 10th years) 1 year notice

3 year appointment (begins 11th year) 1 year notice

All notice deadlines are prior to the ending date of the appointment. If an employee is notified earlier than the notice date, he or she still remains employed until the end of the appointment.

B. Specialists: Teaching and Athletic. Specialists, teaching and athletic, are titles for persons who participate in educational programs on a temporary or regular basis, but for whom a tenure or probationary appointment is inappropriate. The individuals may hold a full or part-time appointment for a specified period of time, normally on an annual, academic, or shorter term basis. These titles carry no tenure or probationary implications. Athletic specialists and teaching specialists are appointed by the appropriate Dean(s) on the affirmative recommendation of the appropriate interdisciplinary unit executive committee.

C. Teaching Assistant. Teaching assistant is a title for the graduate student with a part-time appointment for a specified period of time, who is assigned teaching responsibilities in an academic program under the supervision of a faculty member. The title carries no tenure or probationary implications. Teaching assistants are appointed by the appropriate Dean(s) on advice of the appropriate interdisciplinary unit and the Associate Dean of Graduate Studies.

D. Visiting Titles. When a person holding a ranked faculty position or its equivalent and on leave from another institution assumes a temporary academic assignment at the University for a period normally not longer than one year, the appropriate title shall be his/her ranked faculty title as used in the other institution, preceded by the qualifying term "visiting." Visiting faculty are appointed by the appropriate Dean(s) on the affirmative recommendation of the appropriate interdisciplinary unit executive committee.

E. Adjunct Title. A person whose training and qualifications are comparable to those of ranked faculty and whose duties and program responsibilities are designed to advance the educational and research functions of the University, but whose assignments do not include the full range of expectations of teaching, scholarship, and service, may be assigned a ranked faculty title preceded by the qualifying term "adjunct." The title may be used for part-time appointments and is to be used for individuals whose principal professional careers are outside of 22 University instruction but who are asked by the institution to assume recurring special teaching assignments. Adjunct titles are made upon a positive recommendation of the appropriate interdisciplinary unit executive committee with the approval of the appropriate Dean(s). The appointment is made for a fixed period of time and the adjunct title shall be so designated at the time of the initial appointment. Such titles carry no expectation of tenure and are not subject to the provisions of UWS 1 to 8.

F. Community Lecturer. A person whose professional career is outside of the University but who is given occasional responsibilities designed to assist the educational and research functions of the University, may be given the title of "Community Lecturer" on recommendation of the appropriate interdisciplinary unit executive committee and with the approval of the appropriate Dean(s). This title carries no expectation of compensation or tenure, is not subject to the provisions of UWS 1 to 8, and is annually renewable.

G. Clinical Lecturer. Lecturers whose instructional responsibilities are in the supervision of the clinical training of students may be given the title "Clinical Lecturer." This title carries no expectation of tenure, and is annually renewable. Clinical lecturers are appointed by the appropriate Dean(s) on the affirmative recommendation of the appropriate interdisciplinary unit executive committee.

51.11 CONVERSION OF PROBATIONARY APPOINTMENTS TO NON-TENURE APPOINTMENTS

An interdisciplinary unit executive committee may not convert a probationary appointment to that of adjunct appointment or academic staff appointment or other temporary appointment in which that person would perform academic or teaching duties similar to those of his/her probationary appointment in order to circumvent a decision on promotion, or a decision between retention or non-retention.

51.12 FACULTY STATUS

Members of the academic staff teaching fifty percent or more (14 or more credits per year or its equivalent) will normally be granted "Faculty Status" by the Provost/Vice Chancellor, usually during the first year of an appointment. The designation is initiated as a recommendation from the appropriate interdisciplinary unit executive committee to the appropriate Dean(s), who recommends to the Provost/Vice Chancellor, who then must seek the approval of the University Committee. Faculty status is conferred for the duration of the lecturer's appointment. Faculty Status will continue with any renewal of the initial appointment, so long as the conditions of appointment remain the same. However, both the reappointment recommendation to the appropriate Dean(s) and the Dean's reappointment letter will stipulate any continuation of Faculty Status. Any substantive change in the conditions of the lecturer's reappointment will require a full-process reconsideration of Faculty Status. Members of the academic staff who have been given faculty status have employment rights under the rules and policies concerning academic staff. In addition, they shall be counted in Faculty voting districts, and have the 23 right to vote for and serve on faculty committees, including the Faculty Senate, when not excluded by the non-tenured nature of their appointments.

51.13 EMERITUS TITLES

A. Emeritus designation is an honorary title which may be granted to professorial faculty upon their retirement from UWGB. It normally corresponds to the faculty title last held by the faculty member. In exceptional cases the emeritus title may correspond to an administrative title held at the time of retirement from UWGB (e.g., Dean Emeritus).

B. The nomination of a faculty member for emeritus status may come from any member of the University community, but requires a recommendation by the appropriate faculty unit, the appropriate Dean(s), the Provost/Vice Chancellor for Academic Affairs, and the Chancellor. In those exceptional cases where there is no appropriate faculty unit, the University Committee will consider the nomination, and submit its recommendation to the Chancellor.

C. Emeritus status, although allowing a continuation of some of the perquisites of a faculty member, does not permit a person to participate in the governance of the University. [See the appropriate Dean(s) for the perquisites granted.]

51.14 AMENDMENTS

Amendments of this chapter are under the jurisdiction of the Faculty and must carry by a two-thirds majority of the Faculty Senate.

APPROVED:

UWGB Faculty Senate, 12 May 1976

UWGB Faculty Senate, as amended, 23 February 1977

Effective 1 September 1977

UWGB Faculty Senate, as amended, 22 February 1989

UWGB Faculty Senate, revised and approved, 18 April 1990

UWGB Faculty Senate, revised and approved, 16 October 1991

51.04 A.--language changes, approved via System Administration, 28 May 1992

51.12--language changes, approved via System Administration, November 1992

UWGB Faculty Senate, revised and approved, 21 September 1994 [51.05 D(5)]

UWGB Faculty Senate, revised and approved, 24 March 1999 [51.05 D(2-3)]

Version B. With Proposed Additions Highlighted and Proposed Deletions Crossed Out:

UWGB CHAPTER 51
~~APPOINTMENTS AND TEMPORARY TEACHING APPOINTMENTS~~

51.01 TITLES

A. ~~Faculty appointments carry the following titles: professor, associate professor, assistant professor and instructor.~~

~~B. Temporary teaching appointments carry the following titles: lecturer, laboratory teaching specialist, teaching specialist, athletic specialist, community lecturer, teaching assistant and those that carry visiting, adjunct, and clinical titles.~~

~~51.02 TENURE AND PROBATIONARY APPOINTMENTS~~

~~Faculty appointments are either tenure or probationary appointments. Probationary appointments are granted only upon the affirmative recommendation of the interdisciplinary unit executive committee, the appropriate Dean(s), and the Chancellor in consultation with the Provost/Vice Chancellor. Tenure appointments and promotions to tenure require, in addition, the advice of the Personnel Council. If an appointment is to be divided among several interdisciplinary units or between an interdisciplinary unit and University Extension (a "collaborative appointment"), one interdisciplinary unit shall be the principal sponsor of the recommendation for appointment, and the responsibility for that appointment is with the principal sponsor.~~

~~51.03 LETTER OF APPOINTMENT~~

~~Each person to whom a new appointment is offered must receive an appointment letter in which an authorized official of the institution details the terms and conditions of the appointment, including, but not limited to, duration of the appointment, salary, starting date, ending date, general position responsibilities, probationary or tenure status, and crediting of prior service. Accompanying this letter for new faculty shall be an attachment detailing University and System rules and procedures relating to faculty appointments. If the appointment is subject to advance approval of the Board of Regents, a statement to this effect must be included in the letter.~~

~~51.04 TENURE APPOINTMENT~~

~~A. Definition. Tenure appointment means an appointment, one half time or more, for an unlimited period granted normally to all professors and associate professors and to other members with faculty appointments designated as having tenure by the Board of Regents.~~

~~1. Except as provided under 2., the Board may grant a tenure appointment upon the affirmative recommendation of the appropriate interdisciplinary unit, the appropriate Dean(s), and the Chancellor in consultation with the Provost/Vice Chancellor, via the President of the System. The privilege of serving on unit executive committees and the authority to vote on personnel, budget, and curriculum matters is associated with the awarding of tenure rather than with rank. Neither the Chancellor nor the appropriate interdisciplinary unit executive committee nor Dean may base a tenure recommendation upon impermissible factors, as defined by the Board by rule.~~

~~2. The Board may grant a tenure appointment without the affirmative recommendation of the appropriate interdisciplinary unit executive committee and Dean if all of the following apply:~~

- a. ~~The Board has the affirmative recommendation of the Chancellor.~~
- b. ~~The Committee on Rights and Responsibilities, on appeal, has reviewed the negative recommendation of the interdisciplinary unit or Dean, and finds that the negative decision was based upon impermissible factors, as defined in UWS 3.08 and UWGB 3.10.~~
- c. ~~The Board has the affirmative recommendation of a special faculty committee appointed by the Chancellor, only after all normal reconsideration and appeal procedures have been exhausted, to review the individual's record with reference to criteria for tenure as published in the Faculty Handbook. No person may be appointed to the special committee unless the person is knowledgeable or experienced in the individual's academic field or in a substantially similar academic field. No member of the special committee may be a member of the individual's interdisciplinary unit if that body made the negative decision. The special committee may not base its tenure recommendation upon impermissible factors, as defined in UWS 3.08 and UWGB 3.10.~~

~~B. Personnel Council Advice on Tenure Appointment. Before an appointment is made within an interdisciplinary unit to a position of tenure, or to associate professor where tenure had been granted previously at a lower rank, the appropriate Dean(s) shall seek the advice of the Personnel Council.~~

~~C. Tenure is not acquired solely because of years of service. Provisions as to duration of the probationary period merely establish limits beyond which decisions and actions may not be delayed.~~

~~D. Changes in Proportion of Time. The percentage of time specified in a tenured faculty appointment may not be diminished or increased without the mutual consent of the faculty member, the executive committee of the interdisciplinary unit, and the appropriate Dean(s) unless the faculty member is dismissed for cause, pursuant to 36.13 (5) of the Wisconsin Statutes, or is terminated or laid off pursuant to 36.21 of the Wisconsin Statutes.~~

51.05 PROBATIONARY APPOINTMENT

~~A. Definition. A probationary appointment is for no less than half time and is held during the probationary period that precedes determination of tenure status. Although a probationary appointment is ordinarily made at the rank of instructor or assistant professor, a person from outside the University of Wisconsin Green Bay may be granted an initial probationary appointment at the rank of associate professor or professor.~~

~~B. Length of Probationary Appointment. A full-time probationary appointment shall not exceed seven academic years. Recommendations on promotion to tenure may only come within the first six years of full-time appointment (see UWGB 3.06 and 3.08). The seventh year of a probationary appointment is, by this definition, specifically precluded as one in which a recommendation for promotion to tenured rank may be initiated. A longer maximum probationary period is provided for part-time appointments of at least half time (see 51.05 D.4).~~

~~C. Changes in Proportion of Time. The percentage of time within the term provided for in a probationary appointment, full or part time, may not be diminished or increased without the mutual consent of the faculty member, the executive committee of the interdisciplinary unit, and~~

the appropriate Dean(s) unless the faculty member is dismissed for just cause pursuant to 36.13 (5) of the Wisconsin Statutes or is terminated or laid off pursuant to 36.21 of the Wisconsin Statutes.

D. Calculating the Probationary Period

1. Leave of Absence. The period of an approved leave of absence is not counted in the probationary period.

2. Probationary Service from Other Institutions. Previous probationary service in other colleges and universities may be taken into account in computing a person's probationary service and the number of years to be counted for this purpose will be indicated in the letter of appointment.

3. Computation of Part-time Service. Part-time service at less than one-half time shall not be counted in the probationary period of the instructor or assistant professor. Each year of service at the rate of at least one-half time but not more than three-quarters time shall count as half of a year for probationary purposes, and service at a rate greater than three-quarters time shall be counted as a full year. In no case shall the probationary period exceed 13 years, with the decision to retain or dismiss being made no later than the 12th calendar year.

4. Circumstances in addition to those identified under sub. (1) that do not constitute a break in continuous service and that shall not be included in the seven-year period include responsibilities with respect to childbirth or adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond the control of the faculty member, when those circumstances significantly impede the faculty member's progress toward achieving tenure. It shall be presumed that a request made under this section because of responsibilities with respect to childbirth or adoption shall be approved. A request shall be made before a tenure review commences under UWGB 3.08 (2).

a. A request for additional time because of responsibilities with respect to childbirth or adoption shall be initiated in writing by the probationary faculty member concerned and shall be submitted to the Provost/Vice Chancellor for Academic Affairs who shall consult with the faculty member's budgetary unit chair and the appropriate Dean(s). A denial of a request shall be in writing and shall be based upon clear and convincing reasons. The Provost/Vice Chancellor shall specify the length of time for which the request is granted. More than one request may be granted.

b. A request for additional time because of responsibilities other than childbirth or adoption shall be submitted to the Provost/Vice Chancellor for Academic Affairs who shall consult with the faculty member's budgetary unit and the appropriate Dean(s). A denial of a request shall be in writing and shall be based upon clear and convincing reasons. More than one request may be granted but the total, aggregate length of time of all requests, except for a request because of responsibilities with respect to childbirth or adoption, granted to one faculty member shall be no more than one year.

E. Probationary Assistant Professors

~~1. If a person is appointed assistant professor, the initial appointment shall be for no more than three years.~~

~~2. After not more than six years of full time service at this University as an assistant professor, or after the equivalent of not more than six years of full time service at this University in the ranks of instructor and assistant professor combined, an assistant professor shall be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. The above provisions do not preclude promotion and tenure after a period of service shorter than six years.~~

F. Probationary Instructors

~~1. Instructors are appointed annually.~~

~~2. After not more than six years of service at this University as an instructor, an instructor shall be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. The above provisions do not preclude promotion and tenure after a period of service shorter than six years.~~

G. Probationary Professors or Associate Professors

~~1. An initial faculty appointment to the rank of professor or associate professor may be made with or without the granting of tenure. Promotion to the rank of associate professor always includes the granting of tenure.~~

~~2. The initial probationary appointment at the rank of either professor or associate professor shall be for no more than three years.~~

~~3. After not more than six years at this university as a probationary professor or associate professor, a faculty member will be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. The above provisions do not preclude the awarding of tenure after a period shorter than six years.~~

51.06 PART-TIME FACULTY APPOINTMENTS

~~A. An individual may be given a tenured or probationary appointment if he/she serves one half time or more. Tenure may be granted only to a faculty member whose appointment is at least one half time.~~

~~B. A faculty member who is on a part-time appointment shall be so designated in the University budget. The letter of appointment shall clearly state the fraction of appointment and assignment and any subsequent modification shall be in writing, with copies to all parties concerned. The~~

~~fraction of appointment may be changed only by mutual agreement of the faculty member, the interdisciplinary unit executive committee, and the appropriate Dean(s).~~

~~C. If tenure for a part time faculty member is recommended by the interdisciplinary unit executive committee, the following procedures shall be followed:~~

~~1. The appropriate Dean(s) and the Personnel Council shall follow the normal tenure review procedures as provided in 51.04. 19~~

~~2. The interdisciplinary unit is responsible for making clear to the appropriate Dean(s), to the Personnel Council, and to the persons involved, what portion of a position (e.g., one-half or three-quarters time) would be assured by granting tenure.~~

~~3. In all respects other than the length of the probationary period, standards of performance and scholarly quality shall be the same for part time as for full time assistant professors. As with other probationary faculty members, a decision concerning tenure may be made before the end of the probationary period if the quality of the candidate's work warrants it.~~

~~51.07 NOTICE PERIODS~~

~~A. A faculty member holding a probationary appointment shall be given written notice of his/her reappointment or non-reappointment for another academic year in advance of the expiration of his/her current appointment as follows:~~

~~1. When the appointment expires at the end of an academic year, not later than 28 February of the first academic year and not later than 30 November of the second consecutive academic year of service;~~

~~2. If the initial appointment expires during an academic year, at least three months prior to its expiration; if a second consecutive appointment terminates during the academic year, at least six months prior to its expiration;~~

~~3. After two or more years of continuous service, such notice shall be given at least 12 months before the expiration of the appointment.~~

~~B. Absence of Proper Notification. If proper notice is not given in accordance with the above, the faculty member shall be entitled to a one-year terminal appointment. Such appointments, however, shall not result in the achievement of tenure.~~

~~51.08 LEAVE OF ABSENCE FOR FACULTY~~

~~A. Definition. A faculty leave of absence is defined as an extended absence from full or partial University responsibilities, granted by the appropriate Dean(s) upon recommendation of the interdisciplinary unit. A leave shall neither constitute a break in continuous service nor shall it be included in a probationary period. Ordinarily leave is granted for one year. Only under exceptional conditions and with the recommendation of the unit, may a year long leave be~~

~~extended an additional year. A leave of absence implies a return to University duties at the end of the leave period.~~

~~B. Leaves and Committee Service. Any faculty taking a sabbatical or leave of absence for one semester or more shall relinquish his/her right of participation in All University governance during the remaining term of the governance unit to which he or she was elected or appointed. A letter of resignation from any All University standing elected or standing appointed council or committee must be tendered to the Secretary of the Faculty and Academic Staff well in advance of the beginning of the fall semester of the academic year involved.~~

~~C. Military Leave. In accordance with state statutes and national policy, the University cooperates in facilitating the return to normal occupation of faculty who serve the federal government in the interest of national defense. Military leave is granted as follows:~~

~~1. Faculty with tenure shall be granted leaves of absence for federal service, and their departure and return shall be in accord with Sec. 45.50, Wisconsin Statutes. Following return, they shall continue in tenure status.~~

~~2. Faculty on probationary status shall be granted leaves of absence for federal service, and their departure and return shall be in accord with the general intent of Sec. 45.50, Wisconsin Statutes, to the extent that University requirements and standards will allow. To prevent prejudice against the person concerned, leave granted hereunder shall not be deemed probationary service.~~

51.09 RETIREMENT

~~Retirement of a faculty member is no longer a mandatory requirement according to State Statutes. Any retired faculty member may be engaged for service at the discretion of the Chancellor.~~

51.02 51.10 TEMPORARY TEACHING APPOINTMENTS OR SPECIAL NON-TENURE TRACK APPOINTMENTS

A. Lecturers and Laboratory Teaching Specialists. Lecturer, and laboratory teaching specialist, are titles for persons who possess qualifications appropriate for carrying out independent instructional responsibilities in the academic program of UWGB but for whom a tenured or probationary appointment is inappropriate. The individual may hold a full or part-time appointment on an annual, academic, or shorter term basis, or, in special circumstances, two or three years. These titles carry no tenure or probationary implications. Lecturers and laboratory teaching specialists are appointed by the appropriate Dean(s) on the affirmative recommendation of the appropriate interdisciplinary unit executive committee.

Note: The following paragraph from the Academic Staff Governance Handbook 2.02(2)(b) applies to Lecturers:

Appointment as a lecturer on a one-half (50%) time or greater basis. Lecturers will receive a one-year appointment through the fourth year of employment. Beginning no later than the fifth year of consecutive appointment, they will receive a two-year appointment; beginning no later than

the eleventh year of consecutive employment, they will receive a three-year appointment. All appointments will be fixed-term appointments and will be subject to all provisions (including notification periods) governing fixed-term appointments. This provision for multiple-year appointments will hold only for persons on 102 or predictable funding.

Note: the following notice periods apply to lecturers:

1 year appointment (1st & 2nd years) 3 months notice

1 year appointment (3rd & 4th years) 6 months notice

2 year appointment (5th through 10th years) 1 year notice

3 year appointment (begins 11th year) 1 year notice

All notice deadlines are prior to the ending date of the appointment. If an employee is notified earlier than the notice date, he or she still remains employed until the end of the appointment.

B. Specialists: Teaching and Athletic. Specialists, teaching and athletic, are titles for persons who participate in educational programs on a temporary or regular basis, but for whom a tenure or probationary appointment is inappropriate. The individuals may hold a full or part-time appointment for a specified period of time, normally on an annual, academic, or shorter term basis. These titles carry no tenure or probationary implications. Athletic specialists and teaching specialists are appointed by the appropriate Dean(s) on the affirmative recommendation of the appropriate interdisciplinary unit executive committee.

C. Teaching Assistant. Teaching assistant is a title for the graduate student with a part-time appointment for a specified period of time, who is assigned teaching responsibilities in an academic program under the supervision of a faculty member. The title carries no tenure or probationary implications. Teaching assistants are appointed by the appropriate Dean(s) on advice of the appropriate interdisciplinary unit and the Associate Dean of Graduate Studies.

D. Visiting Titles. When a person holding a ranked faculty position or its equivalent and on leave from another institution assumes a temporary academic assignment at the University for a period normally not longer than one year, the appropriate title shall be his/her ranked faculty title as used in the other institution, preceded by the qualifying term "visiting." Visiting faculty are appointed by the appropriate Dean(s) on the affirmative recommendation of the appropriate interdisciplinary unit executive committee.

E. Adjunct Title. A person whose training and qualifications are comparable to those of ranked faculty and whose duties and program responsibilities are designed to advance the educational and research functions of the University, but whose assignments do not include the full range of expectations of teaching, scholarship, and service, may be assigned a ranked faculty title preceded by the qualifying term "adjunct." The title may be used for part-time appointments and is to be used for individuals whose principal professional careers are outside of University instruction but who are asked by the institution to assume recurring special teaching assignments. Adjunct titles are made upon a positive recommendation of the appropriate interdisciplinary unit executive committee with the approval of the appropriate Dean(s). The appointment is made for a fixed period of time and the adjunct title shall be so designated at the time of the initial appointment. Such titles carry no expectation of tenure and are not subject to the provisions of UWS 1 to 8.

F. Community Lecturer. A person whose professional career is outside of the University but who is given occasional responsibilities designed to assist the educational and research functions of the University, may be given the title of "Community Lecturer" on recommendation of the appropriate interdisciplinary unit executive committee and with the approval of the appropriate Dean(s). This title carries no expectation of compensation or tenure, is not subject to the provisions of UWS 1 to 8, and is annually renewable.

G. Clinical Lecturer. Lecturers whose instructional responsibilities are in the supervision of the clinical training of students may be given the title "Clinical Lecturer." This title carries no expectation of tenure, and is annually renewable. Clinical lecturers are appointed by the appropriate Dean(s) on the affirmative recommendation of the appropriate interdisciplinary unit executive committee.

51.03 ~~51.11~~ CONVERSION OF PROBATIONARY APPOINTMENTS TO NON-TENURE APPOINTMENTS

An interdisciplinary unit executive committee may not convert a probationary appointment to that of adjunct appointment or academic staff appointment or other temporary appointment in which that person would perform academic or teaching duties similar to those of his/her probationary appointment in order to circumvent a decision on promotion, or a decision between retention or non-retention.

51.04 ~~51.12~~ FACULTY STATUS

Members of the academic staff teaching fifty percent or more (14 or more credits per year or its equivalent) will normally be granted "Faculty Status" by the Provost/Vice Chancellor, usually during the first year of an appointment. The designation is initiated as a recommendation from the appropriate interdisciplinary unit executive committee to the appropriate Dean(s), who recommends to the Provost/Vice Chancellor, who then must seek the approval of the University Committee. Faculty status is conferred for the duration of the lecturer's appointment. Faculty Status will continue with any renewal of the initial appointment, so long as the conditions of appointment remain the same. However, both the reappointment recommendation to the appropriate Dean(s) and the Dean's reappointment letter will stipulate any continuation of Faculty Status. Any substantive change in the conditions of the lecturer's reappointment will require a full-process reconsideration of Faculty Status. Members of the academic staff who have been given faculty status have employment rights under the rules and policies concerning academic staff. In addition, they shall be counted in Faculty voting districts, and have the right to vote for and serve on faculty committees, including the Faculty Senate, when not excluded by the non-tenured nature of their appointments.

51.05 ~~51.14~~ AMENDMENTS

Amendments of this chapter are under the jurisdiction of the Faculty and must carry by a two-thirds majority of the Faculty Senate.

APPROVED:

UWGB Faculty Senate, 12 May 1976

UWGB Faculty Senate, as amended, 23 February 1977

Effective 1 September 1977

UWGB Faculty Senate, as amended, 22 February 1989

UWGB Faculty Senate, revised and approved, 18 April 1990

UWGB Faculty Senate, revised and approved, 16 October 1991

51.04 A.--language changes, approved via System Administration, 28 May 1992

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UWGB Faculty Senate, revised and approved, 21 September 1994 [51.05 D(5)]

UWGB Faculty Senate, revised and approved, 24 March 1999 [51.05 D(2-3)]

Version C. Final Copy, After Board of Regents Approval:

UWGB CHAPTER 51 TEMPORARY TEACHING APPOINTMENTS

UWGB 51.01 TYPES OF TEMPORARY TEACHING APPOINTMENTS.

Temporary teaching appointments carry the following titles: lecturer, laboratory teaching specialist, teaching specialist, athletic specialist, community lecturer, teaching assistant and those that carry visiting, adjunct, and clinical titles.

UWGB 51.02 TEMPORARY TEACHING APPOINTMENTS OR SPECIAL NON-TENURE TRACK APPOINTMENTS

1. Lecturers and Laboratory Teaching Specialists. Lecturer and Laboratory Teaching Specialist are titles for persons who possess qualifications appropriate for carrying out independent instructional responsibilities in the academic program of UWGB but for whom a tenured or probationary appointment is inappropriate. The individual may hold a full or part-time appointment on an annual, academic, or shorter term basis, or, in special circumstances, two or three years. These titles carry no tenure or probationary implications. Lecturers and Laboratory Teaching Specialists are appointed by the appropriate Dean(s) on the affirmative recommendation of the appropriate interdisciplinary unit executive committee.

Note: The following paragraph from the Academic Staff Governance Handbook 2.02(2)(b) applies to Lecturers:

Appointment as a lecturer on a one-half (50%) time or greater basis. Lecturers will receive a one-year appointment through the fourth year of employment. In special circumstances Lecturers may be appointed for two or three years. Beginning no later than the fifth year of consecutive employment, they will receive a two-year appointment; beginning no later than the eleventh year of consecutive employment, they will receive a three-year appointment. All appointments will be fixed-term appointments and will be subject to all provisions (including notification periods) governing fixed-term appointments. This provision for multiple-year appointments will hold true only for persons on 102 or predictable funding.

Note: the following notice periods apply to Lecturers:

- 1 year appointment (1st & 2nd years) 3 months notice
- 1 year appointment (3rd & 4th years) 6 months notice
- 2 year appointment (5th through 10th years) 1 year notice
- 3 year appointment (begins 11th year) 1 year notice

All notice deadlines are prior to the ending date of the appointment. If an employee is notified earlier than the notice date, he or she still remains employed until the end of the appointment.

2. Specialists: Teaching and Athletic. Specialists, teaching and athletic, are titles for persons who participate in educational programs on a temporary or regular basis, but for whom a tenure or probationary appointment is inappropriate. The individuals may hold a full or part-time appointment for a specified period of time, normally on an annual, academic, or shorter term basis. These titles carry no tenure or probationary implications. Athletic specialists and teaching specialists are appointed by the appropriate Dean(s) on the affirmative recommendation of the appropriate interdisciplinary unit executive committee.

3. Teaching Assistant. Teaching Assistant is a title for the graduate student with a part-time appointment for a specified period of time, who is assigned teaching responsibilities in an academic program under the supervision of a faculty member. The title carries no tenure or probationary implications. Teaching Assistants are appointed by the appropriate Dean(s) on advice of the appropriate interdisciplinary unit and the Associate Dean of Graduate Studies.

4. Visiting Titles. When a person holding a ranked faculty position or its equivalent and on leave from another institution assumes a temporary academic assignment at the University for a period normally not longer than one year, the appropriate title shall be his/her ranked faculty title as used in the other institution, preceded by the qualifying term "visiting." Visiting faculty are appointed by the appropriate Dean(s) on the affirmative recommendation of the appropriate interdisciplinary unit executive committee.

5. Adjunct Title. A person whose training and qualifications are comparable to those of ranked faculty and whose duties and program responsibilities are designed to advance the educational and research functions of the University, but whose assignments do not include the full range of expectations of teaching, scholarship, and service, may be assigned a ranked faculty title preceded by the qualifying term "adjunct." The title may be used for part-time appointments and is to be used for individuals whose principal professional careers are outside of University instruction but who are asked by the institution to assume recurring special teaching assignments. Adjunct titles are made upon a positive recommendation of the appropriate interdisciplinary unit executive committee with the approval of the appropriate Dean(s). The appointment is made for a fixed period of time and the adjunct title shall be so designated at the time of the initial appointment. Such titles carry no expectation of tenure and are not subject to the provisions of UWS 1 to 8.

6. Community Lecturer. A person whose professional career is outside of the University but who is given occasional responsibilities designed to assist the educational and research functions of the University, may be given the title of "Community Lecturer" on recommendation of the appropriate interdisciplinary unit executive committee and with the approval of the appropriate Dean(s). This title carries no expectation of compensation or tenure, is not subject to the provisions of UWS 1 to 8, and is annually renewable.

7. Clinical Lecturer. Lecturers whose instructional responsibilities are in the supervision of the clinical training of students may be given the title "Clinical Lecturer." This title carries no expectation of tenure, and is annually renewable. Clinical Lecturers are appointed by the appropriate Dean(s) on the affirmative recommendation of the appropriate interdisciplinary unit executive committee.

UWGB 51.03 CONVERSION OF PROBATIONARY APPOINTMENTS TO NON-TENURE APPOINTMENTS

An interdisciplinary unit executive committee may not convert a probationary appointment to that of adjunct appointment or academic staff appointment or other temporary appointment in which that person would perform academic or teaching duties similar to those of his/her probationary appointment in order to circumvent a decision on promotion, or a decision between retention or non-retention.

UWGB 51.04 FACULTY STATUS

Members of the academic staff teaching fifty percent or more (14 or more credits per year or its equivalent) will normally be granted "Faculty Status" by the Provost/Vice Chancellor, usually

during the first year of an appointment. The designation is initiated as a recommendation from the appropriate interdisciplinary unit executive committee to the appropriate Dean(s), who recommends to the Provost/Vice Chancellor, who then must seek the approval of the University Committee. Faculty Status is conferred for the duration of the lecturer's appointment. Faculty Status will continue with any renewal of the initial appointment, so long as the conditions of appointment remain the same. However, both the reappointment recommendation to the appropriate Dean(s) and the Dean's reappointment letter will stipulate any continuation of Faculty Status. Any substantive change in the conditions of the lecturer's reappointment will require a full-process reconsideration of Faculty Status. Members of the academic staff who have been given faculty status have employment rights under the rules and policies concerning academic staff. In addition, they shall be counted in Faculty voting districts, and have the right to vote for and serve on faculty committees, including the Faculty Senate, when not excluded by the non-tenured nature of their appointments.

51.05 AMENDMENTS

Amendments of this chapter are under the jurisdiction of the Faculty and must carry by a two-thirds majority of the Faculty Senate.

APPROVED:

UWGB Faculty Senate, 12 May 1976

UWGB Faculty Senate, as amended, 23 February 1977

Effective 1 September 1977

UWGB Faculty Senate, as amended, 22 February 1989

UWGB Faculty Senate, revised and approved, 18 April 1990

UWGB Faculty Senate, revised and approved, 16 October 1991

51.04 A.--language changes, approved via System Administration, 28 May 1992

51.12--language changes, approved via System Administration, November 1992

UWGB Faculty Senate, revised and approved, 21 September 1994 [51.05 D(5)]

UWGB Faculty Senate, revised and approved, 24 March 1999 [51.05 D(2-3)]

EDUCATION COMMITTEE

Resolution I.1.c.(5):

That, upon recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Board of Regents approves the University of Wisconsin-Eau Claire's revised mission statement.

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

EXECUTIVE SUMMARY

BACKGROUND

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

The University of Wisconsin-Eau Claire requests approval for its revised mission statement. The revised statement is the result of strategic planning completed in 2007-08, and of extensive campus-wide discussion. It received the support of the Student Senate, and was approved by the University Senate and Chancellor Levin-Stankevich in Fall 2009. The revised mission underwent initial review at the April 8, 2010, meeting of the Education Committee.

On May 19, 2010, a public hearing was held on the UW-Eau Claire campus, in fulfillment of the statutory requirement. It was presided over by Regents Mark Bradley and Aaron Wingad, and attended by members of the campus community. The hearing included comments from the Chancellor and University Senate chair as to the process the campus community followed in revising and approving the proposed statement, and the ways in which it will be disseminated when approved by the Board of Regents. The revision was begun in response to a campus-wide consensus that the written mission needed to better reflect the aspirational, "lived" mission of the University, as it is broadly understood by faculty, staff and students. A representative from the University Planning Committee, which coordinated the revision process, commented on the high level of engagement by faculty, staff, and students who were involved in discussion forums, meetings with governance bodies, consultation with students, and participation in online surveys.

REQUESTED ACTION

Approval of Resolution I.1.c.(5), approving UW-Eau Claire's revised mission statement.

DISCUSSION

UW-Eau Claire's new mission is an entirely new statement and 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

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

EDUCATION COMMITTEE

Resolution I.1.c.(6):

That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents accepts the proffer of \$3,733,818 made by the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2010 to June 30, 2011, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

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

EXECUTIVE SUMMARY

BACKGROUND

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

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

The Board of Regents approved the UW-Madison and UW-Milwaukee requests totaling \$3,433,818 at the April, 2010, meeting. Following that approval, UW System President Reilly sent the formal request to the Trustees, and in May, the Board of Regents received the proffer issued by the Vilas Trustees of the funding available to the UW System for 2010-11. The proffer included funding in addition to what was requested, based on the available funds determined in accordance with the provisions of the will of William F. Vilas.

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

REQUESTED ACTION

Approval of resolution I.1.c.(6), accepting the proffer in the sum of \$3,733,818 from the Trustees of the William F. Vilas Trust Estate.

DISCUSSION

For 2010-2011, the Vilas Trust is able to fund the UW System's entire request for "Continuation of Approved Programs," which includes funding for: Vilas undergraduate scholarships; graduate fellowships; Vilas Research Professorships; Retirement Benefits for Vilas Professors; Vilas Associates in the Arts and Humanities, Social Sciences, Physical Sciences, and Biological Sciences; and the Music Requests from UW-Madison and UW-Milwaukee. The Trust was also able to fund the "One-Time-Only Program Request" from UW-Madison for the Renewal of the Vilas Life Cycle Professorship Program, which was not a component of the

request approved by the Board in April. The attached document contains the Vilas Trustees' proffer detailing how the funds will be expended.

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

May 3, 2010

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

Dear Regents:

The fiscal year of the William F. Vilas Trust Estate ended on March 31, 2010. The Trustees met on April 16, 2010, and considered the annual audited financial statements, the request for funding for the Madison campus, as set forth in Chancellor Biddy Martin's letter of March 10, 2010, to President Kevin P. Reilly, supplemented by Provost Paul M. DeLuca's letter to the William F. Vilas Trust Estate dated April 15, 2010, and the request for funding from the Milwaukee campus, as set forth in Provost Rita Cheng's letter to President Reilly dated March 12, 2010. Our audit confirmed that the Trust realized net income of \$4,855,922.48 this year. As a result of the losses suffered in the previous year, and after considering the requests for funding, the Trustees have resolved to fund the fixed annual expenditures described in paragraphs (A), (B), (C) and (D) of Article 4 (Fourth) of the Trust, as described in President Reilly's letter and the Vilas Life Cycle Professorship program described in paragraph 3 of Provost DeLuca's letter. In accordance with the provisions of the Will of William F. Vilas, the Trustees proffer to the Regents of the University of Wisconsin the sum of **\$3,733,818.00** for its fiscal year July 1, 2010, to June 30, 2011, to be expended in the following manner:

A. CONTINUATION OF APPROVED PROGRAMS

- | | | |
|----|---|----------------------------|
| 1. | Continuation of 10 Vilas Undergraduate Scholarships
for the 2010-2011 academic year at \$400.00 each | \$ 4,000.00 |
| 2. | Continuation of 10 Graduate Fellowships for the
2010-2011 academic year: | |
| | a. 5 resident Fellowships at \$600.00 each | \$ 3,000.00 |
| | b. 5 traveling Fellowships at \$1,500.00 each | <u>7,500.00</u> 10,500.00 |
| 3. | Continuation of the salaries and the respective
allowances of 16 Vilas Research Professorships: | |
| | <u>Vernon Barger</u> – Vilas Research Professor of Physics,
College of Letters and Science, Madison | |
| | Salary | 10,000.00 |
| | Auxiliary Allowance | <u>38,000.00</u> 48,000.00 |

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

<u>Emiko Ohunki-Tierney</u> – Vilas Research Professor of Anthropology, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>38,000.00</u>		48,000.00
 <u>Paul Rabinowitz</u> - Vilas Research Professor of Mathematics, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>38,000.00</u>		48,000.00
 <u>Kumkum Sangari</u> - Vilas Research Professor of English, College of Letters and Science, Milwaukee			
Salary	10,000.00		
Auxiliary Allowance	<u>38,000.00</u>		48,000.00
 <u>Elliott Sober</u> – Vilas Research Professor of Philosophy, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>38,000.00</u>		48,000.00
 <u>Howard Weinbrot</u> – Vilas Research Professor of English, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>38,000.00</u>		48,000.00
 <u>Erik Olin Wright</u> – Vilas Research Professor of Sociology, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>38,000.00</u>		48,000.00
 <u>Sau Lan Wu</u> – Vilas Research Professor of Physics, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>38,000.00</u>		48,000.00

We have been advised that Professor Rabinowitz retired at the end of the calendar year 2009 and therefore would not be entitled to receive a salary as a Vilas Professor in the 2010-2011 academic year. The salary and auxiliary allowance for Professor Rabinowitz is included in the proffer to the University with the understanding that all or part of the salary designated for Professor Rabinowitz will be paid to a newly-appointed Vilas Professor. At such time as another professor is selected by the Regents for the Vilas Professorship vacated by Professor Rabinowitz, the Trust will pay a prorated salary to such professor, commencing with his or her appointment. There is no requirement that the auxiliary allowance be prorated.

4.	a. Continuation of fifty (50) additional undergraduate scholarships at \$400.00 each	20,000.00	
	b. Continuation of fifty (50) additional graduate fellowships at \$600.00 each	<u>30,000.00</u>	50,000.00
5.	Continuation of eighty (80) additional undergraduate scholarships at \$400.00 each under the provisions of Paragraph (3), Article Fourth of the Deed of Gift and Conveyance:		32,000.00
	As to the one hundred thirty (130) additional Vilas Scholarships and the fifty (50) additional Vilas Fellowships provided for in paragraph four and five above, the Regents shall bear in mind the provisions of the Will regarding that the additional Fellowships shall be (a) awarded to graduates of the University of Wisconsin, and (b) the further provisions of the Will that "for at least one-fifth of these scholarships and fellowships, the Regents shall prefer in appointment among worthy and qualified candidates those of Negro blood, if such present themselves. Otherwise than as aforesaid, they shall be governed by the Regents in like manner as those first above provided for."		
6.	Retirement benefits for ten (10) Vilas Professors at \$2,500.00 each: Berkowitz, Bird, Goldberger, Hassan (Milwaukee), Hermand, Keisler, Lardy, Mueller, Rabinowitz and Vansina		25,000.00
7.	16 Vilas Associates in the Arts and Humanities		533,385.00
8.	13 Vilas Associates in the Social Sciences		514,558.00
9.	13 Vilas Associates in the Physical Sciences		517,885.00
10.	10 Vilas Associates in the Biological Sciences		278,990.00
11.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:		
	a. Madison: Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music	21,450.00	
	b. Milwaukee: Department of Music Request	<u>62,050.00</u>	83,500.00

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

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

TOTAL CONTINUATION REQUEST \$3,433,818.00

The foregoing Continuation Request is fully supported by the income earned by the Vilas Trust Estate. In addition, in response to the written request from Provost DeLuca, the Trustees are able to support the following one-time only program allocation described below.

B. ONE-TIME ONLY PROGRAM ALLOCATION

- 1. Renewal of Vilas Life Cycle Professorship program
created in 2005 \$ 300,000.00

TOTAL PROFFER FOR 2010 – 2011 \$3,733,818.00

Very truly yours,


Robert R. Stroud
Secretary of the Trustees

RRS/gh

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

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

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Oshkosh requests approval for its newly revised mission statement. The new mission statement was developed throughout Spring 2010 to better reflect the University's institution-wide commitment to liberal education and to the broader community it serves. It also better represents UW-Oshkosh's vision, core values, and strategic directions. The new mission received broad input from campus stakeholders, and was approved by Chancellor Richard Wells and the UW-Oshkosh Faculty Senate, Academic Staff Senate, and Student Association Assembly and Senate in April and May, 2010. The revised document is an entirely new statement articulating UW-Oshkosh'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-Oshkosh's revised mission statement is proposed as follows:

The University of Wisconsin Oshkosh provides a wide array of quality educational opportunities to the people of northeastern Wisconsin and beyond through the discovery, synthesis, preservation and dissemination of knowledge. The interaction of our dedicated faculty, staff and students fosters an inclusive learning environment that prepares our graduates to meet the challenges of an increasingly global society.

The current mission statement is attached, along with a longer document that embeds the proposed revised mission in the larger context of UW-Oshkosh's vision, core values, strategic directions, and institution-wide student learning outcomes.

University of Wisconsin Oshkosh
Current Select Mission Statement

SELECT MISSION of the University of Wisconsin Oshkosh

As adopted by the Board of Regents of the University of Wisconsin System.

In addition to the system and core missions, UW Oshkosh has the following SELECT MISSION:

Ours is a comprehensive public university with unique ties to both urban and rural environments. We have a tradition of strong programs in the arts and sciences and in select professional career fields. Our faculty and staff are united in believing that the fundamental purpose of a university education is to develop thinking men and women capable of independent growth and adaptation in all roles of life. Accordingly, our select mission as a university is:

- a. To acquire, preserve, and disseminate knowledge.
- b. To provide undergraduate course-work designed to develop learning proficiencies and to cultivate the values and perspectives of educated citizens—in particular, respect for human dignity and cultural diversity, commitment to personal excellence, and the habit of taking thought.
- c. To challenge students to develop their talents, intellectual interests, and creative abilities; to promote an appreciation for both continuity and change; to provide the impetus for a lifelong commitment to, and enthusiasm for, learning; and to prepare persons for critical evaluation and decision making.
- d. To expect scholarly activity, including research, scholarship, and creative endeavor that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its special mission.
- e. To provide a broad range of undergraduate degree programs in the arts and sciences, business administration, education, and nursing.
- f. To offer an array of master's and specialist level graduate programs which grow clearly from areas of undergraduate strength and meet the emerging needs of the regions which we serve.
- g. To develop and offer programs and services responding to the needs of the people, institutions, and communities which we serve.

Abridged from the Select Mission Statement adopted by the UW Board of Regents.

Our MISSION is to serve people by:

- Providing students with access to a high-quality, affordable, comprehensive education that enables them to develop their general intellectual capacities, specific interests and abilities through academic programs and personalized student development services.
- Fostering scholarly activities of faculty, students and staff related to teaching, research, intellectual activities, creative expression and service.
- Sharing our intellectual and specialized capabilities with individuals, organizations and communities in our Wisconsin region and beyond in a way that is responsive to the needs of the people we serve.

University of Wisconsin Oshkosh Proposed Revision of Select Mission Statement

University of Wisconsin System Mission Statement

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

The Core Mission of the University Cluster Institutions

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

- a. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
- b. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling and through university-sponsored cultural, recreational and extra-curricular programs.
- c. Offer a core of liberal studies that supports university degrees in the arts, letters and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.
- d. Offer a program of pre-professional curricular offerings consistent with the university's mission.
- e. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs and its approved mission statement.
- f. Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- g. Participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
- h. Serve the needs of women, minority, disadvantaged, disabled and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.
- i. Support activities designed to promote the economic development of the state.

Revised Select Mission of the University of Wisconsin Oshkosh

The University of Wisconsin Oshkosh provides a wide array of quality educational opportunities to the people of northeastern Wisconsin and beyond through the discovery, synthesis, preservation and dissemination of knowledge. The interaction of our dedicated faculty, staff and students fosters an inclusive learning environment that prepares our graduates to meet the challenges of an increasingly global society.

The UW Oshkosh Student Learning Outcomes

UW Oshkosh prepares graduates who are talented, liberally educated, technically skilled global citizens and are fully engaged as leaders and participants in civic, economic, political and social life.

Prepared by a shared-governance team composed of U-Plan representatives (Denise Robson, Victor Alatorre, Thomas Wolf, Amanda Bain) and administrators (Susan Nuernberg, John Koker, Lane Earns, Richard Wells)

May 12, 2010

University of Wisconsin Oshkosh Proposed Revision of Select Mission Statement

The University fulfills its learning mission through a commitment to providing a 21st century liberal education that is grounded in a set of student learning outcomes unanimously adopted by the Faculty Senate on May 13, 2008.

The University embraces the following definition of liberal education:

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

[Source: Advocacy “What is a liberal education?” at http://www.aacu.org/advocacy/What_is_liberal_education.cfm]

- ★ Knowledge of Human Cultures and the Physical and Natural World
 - Through study in fine and performing arts, humanities, mathematics and science, and social science

Focused by engagement with big questions, both contemporary and enduring
- ★ Skills, both Intellectual and Practical, including
 - Identification and objective evaluation of theories and assumptions
 - Critical and creative thinking
 - Written and oral communication
 - Quantitative literacy
 - Technology and information literacy
 - Teamwork, leadership, and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance
- ★ Responsibility, as Individuals and Communities, including
 - Knowledge of sustainability and its applications
 - Civic knowledge and engagement—local and global
 - Intercultural knowledge and competence
 - Ethical reasoning and action
 - Foundations and skills for lifelong learning

Developed through real-world challenges and active involvement with diverse communities
- ★ Learning: Integrated, Synthesized, and Advanced, including
 - Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

[Note: Learning Outcomes are adapted from AAC&U report, College Learning for a New Global Century
[http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf]

Vision Statement

The University of Wisconsin Oshkosh will be a national model as a responsive, progressive, and scholarly public service community known for its accomplished record of engaging people and ideas for common good. It will be admired for:

- Enrichment and Leadership that emphasizes intellectual, civic, ethical, and personal development for students, faculty, and staff.

University of Wisconsin Oshkosh

Proposed Revision of Select Mission Statement

- The Centrality of the Student-Faculty Relationship that is distinguished by active learning, mutual respect, and collaborative scholarship.
- Teaching Excellence that is characterized by diversity, discovery, engagement, innovation, dialogue, and dissemination.
- Scholarly Achievement that furthers new knowledge through diverse methods of inquiry and is applicable to multiple audiences.
- Partnerships that mutually serve, stimulate, and shape the University and the broader public.

Core Values

- Knowledge and Continuous Learning.
We believe that the pursuit of knowledge, understanding, meaning, and personal development should be encouraged across all stages of life.
- Diversity and Inclusivity.
We believe that a university community connects the perspectives and backgrounds of diverse social and academic groups of people. To meet this aim, a university community must be inclusive in its composition and support a civil atmosphere and a tolerant environment for learning.
- Quality and Achievement.
We believe that the university should provide a wide range of high-quality educational and scholarly opportunities that stimulate activity and recognize achievement by students, faculty, and staff.
- Freedom and Responsibility.
We believe that members of a university community must be free to pursue academic, artistic, and research agendas that are essential to the University Mission, while contributing to an open and collegial environment that promotes reasoned inquiry, intellectual honesty, scholarly competence, and the pursuit of new knowledge.
- Engagement and Support.
We believe the vitality of ideas is supported by mutually reinforcing relationships that involve students, faculty, staff, administrators, and the broader community. The student-faculty relationship is the most central relationship in the university. This spirit of engagement must also extend beyond the borders of our campus as we seek to stimulate, serve, and shape our society.
- Social Awareness and Responsiveness.
We believe that educators and students should explore and engage the challenges that confront regional, national, and global communities, using their intellectual and creative capabilities to understand, investigate, and solve problems. Social awareness will allow us to respond to domestic and international needs for equitable and sustainable societies.

Strategic Directions

- Develop a Diverse, Engaged Community of Lifelong Learners and Collaborative Scholars.
The University of Wisconsin Oshkosh will be regionally based and globally connected. We are a community of critical, creative, and constructive thinkers who approach academic and social issues in an informed and principled way. Our learning community is distinguished by a pervasive commitment to diversity and inclusivity, international perspectives, support for those with disabilities or special needs, and engaged community service.
- Enhance Teaching Excellence, Active Learning and Dynamic Curricular Programs.

University of Wisconsin Oshkosh Proposed Revision of Select Mission Statement

The University of Wisconsin Oshkosh will enhance the scholarly and physical environment we provide for teaching excellence, active learning, and dynamic curricular programs. The university will encourage, support, and intensify efforts to engage students inside and outside of the classroom.

- Foster Research, Intellectual Activity, and Creative Expression.

The University of Wisconsin Oshkosh will sustain, support, and enhance a vigorous scholarly environment for research, intellectual activity, and creative expression. We will encourage faculty, students, and staff to generate and maintain connections to professional communities and the people, institutions, and communities we serve. Faculty, staff, and students will seek opportunities to work together to discover, share, and apply knowledge.

- Expand Regional Outreach and Domestic and International Partnerships.

The University of Wisconsin Oshkosh will expand and support collaborative relationships that contribute to the development of knowledge and its application in new situations while maintaining its core values. We encourage principled and responsive relationships that draw on the ideas, ambitions, and talents of the university and its external partners.

- Promote Representative Leadership, Responsive Shared Governance, and Flexible Resource Stewardship.

The University of Wisconsin Oshkosh will promote accessible, representative, and altruistic leadership, responsive shared governance, and flexible resource stewardship. We will be broad, open, and inclusive in governance processes and will align our human, physical, and financial resources to meet our established priorities.

Program Authorization (Implementation)
Ph.D. in Sociology
University of Wisconsin-Milwaukee

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 Chancellor be authorized to implement the Ph.D. in Sociology.

NEW PROGRAM AUTHORIZATION
Doctor of Philosophy in Sociology
University of Wisconsin-Milwaukee

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0, Revised April 2010), the new program proposal for a Doctor of Philosophy (Ph.D.) in Sociology at the University of Wisconsin-Milwaukee is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The University of Wisconsin-Milwaukee and System Administration will conduct that review jointly, and the results will be reported to the Board.

The new program will be housed in the Department of Sociology in the College of Letters and Science at UW-Milwaukee. The new Ph.D. program in Sociology will be built upon the strong intellectual foundations and proven track record of the department's Master of Arts program that has been offered since 1964. Through the master's program, the relationship with the Urban Studies Ph.D. program, and service on many dissertation committees in departments across the University, faculty members in the Department of Sociology have developed extensive experience in managing the demands of a graduate program, working with doctoral students, and nurturing interdisciplinary connections that are important to the functioning of a strong Ph.D. program. Students from the M.A. program consistently place into top Ph.D. programs in Sociology in the country. The new program will be critical to further grow the research programs of faculty in Sociology, and it will serve the unique needs of the region in training students in the core areas of social inequalities and social institutions. The program will prepare students for careers in academia, and public, private, and non-profit sectors.

REQUESTED ACTION

Approval of Resolution I.1.f.(1), authorizing the implementation of the Doctor of Philosophy at the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description

The program is designed for students who have completed a master's degree in Sociology. Students must successfully complete 30 credits of coursework beyond the master's level, a preliminary examination, and 6 credits towards the dissertation, as well as satisfy a foreign language or specialized skill to graduate from the program. Full-time students are expected to complete the requirements in four years. Classes will be offered in the evening, allowing for working adults to enroll and complete the program on a part-time basis. In exceptional situations, students may be admitted to the program with the B.A. degree at the

discretion of the Graduate Program Committee of the department. Such students will complete 24 credits of coursework required at the master's level in addition to the above requirements.

Students will choose from one of two core substantive areas, either (a) social inequalities or (b) social institutions. Course work includes 9 credits in the area of specialization, 9 credits of electives, 3 credits of an additional methodology course, and 9 credits of core courses. The major professor, selected by the student by the end of the first year, and the initial advisor will guide the students through the program and into the labor market and career opportunities.

The following chart shows the expected timeline for full-time students in the program:

Begin core courses; complete 9 course credits	Complete core courses; 9 course credits; teaching seminar; begin researching dissertation topics	Continue researching topics for dissertation	6 course credits, research for dissertation, choose advisor	6 course credits, Dissertation proposal prep, form committee, prep for prelim	Research for dissertation proposal; prep for prelim		Data collection, research, writing for dissertation	Research and writing dissertation	Complete dissertation	
Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
YEAR 1			YEAR 2			YEAR 3			YEAR 4	

Program Goals and Objectives

The proposed program will provide students with advanced theoretical, methodological, and analytical abilities with which to examine, explore, advance, and apply sociological knowledge in their area of specialization. Students will demonstrate:

- knowledge of general sociological theory, both classical and contemporary, with particular expertise in sociological theories of either social inequalities or social institutions;
- expertise in advanced methodologies for the analysis of social data, including both qualitative and quantitative approaches;
- the ability to apply appropriate sociological theories to explain social phenomena and to critically evaluate such explanations; and
- the ability to apply appropriate sociological methodologies to empirically examine sociological theories and to evaluate critically the application of such methodologies.

Relation to Institutional Mission

The mission of UW-Milwaukee as a major research university in a metropolitan area is to serve the educational and research needs of Wisconsin and, through the completion of this primary mission, advance the economic, social, cultural, and environmental development of the southeastern region of the state. Specifically, the proposed program will help in the fulfillment of the mission to “develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university,” to “continue development of a balanced array of high quality doctoral programs in basic disciplines and professional

areas,” and to “engage in a sustained research effort which will enhance and fulfill the University’s role as a doctoral institution of academic and professional excellence.” Additionally, given the location, evening program offerings, and the highly diverse faculty, the proposed program expects to make a significant contribution to the mission to “further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.”

Program Assessment

Doctoral programs, and especially those in the early stages of implementation, have long time horizons and therefore require some time to pass before full program assessments can be conducted. Nonetheless, the Department will implement an ongoing schedule of assessment activities to begin within the first year of the program’s inception, as follows:

- *Internal Self-Study:* Using the objectives outlined above, performance data will be collected from two primary sources: the preliminary examination and the oral defense of the dissertation. At these two points, the faculty members on each student’s examination and dissertation committees will be asked to formally assess in written form whether the student has achieved the objectives set out by the program. The graduate committee will meet annually to discuss these reports and consider and plan for any necessary programmatic changes. At the end of the fourth year of the program, the Director of Graduate Studies will commence a complete written analysis of the program, from its admissions procedures to the performance of its students and faculty using the above assessment data (from student evaluations of faculty, student assessments, preliminary examinations, and dissertations), and adhering to the UW-Milwaukee Graduate Faculty Council (GFC) review template.
- *Peer Review:* Per UW-Milwaukee GFC guidelines, the program will undergo a full review after its first five years in operation. The above internal self-study will be updated and serve as the starting point for this review conducted by the GFC.
- *Annual Review of Student Evaluations of Faculty:* The department graduate committee will review course evaluations at the end of each semester as a means of gaining feedback on the program from its students.
- *Student Assessments:* As is done currently with the Master’s program, the Department will conduct confidential surveys of its graduate students as they complete the program. These will be reviewed by the Director of Graduate Studies and graduate committee and used to evaluate and make changes in the program as necessary to achieve the program goals.
- *Alumni Assessments:* The Department will conduct a survey of program alumni (including those who have left the program prior to finishing) every five years to assess their view of the program and its strengths and weaknesses with respect to program goals.

In combination, these assessment mechanisms will be used to determine the success of the program in meeting its objectives with respect to the scholarly training, professional development, and career enhancement of students. The data collected through these assessment activities also will help identify problems and areas where the program can be improved.

Need

National trends and employment data suggest a solid market for Sociology Ph.D.s in academia and other sectors, though these have been clouded somewhat by the recent economic downturn in the United States. The American Sociological Association (ASA) reports that 1,650 positions were listed for Sociology Ph.D.s in the Association's job bank in 2006, the highest listing of jobs over the last decade. This listing covers mainly the academic market for assistant professors and therefore shows only a portion of the overall job market. Compare this number to the roughly 550 Ph.D. degrees awarded in Sociology each year. The ASA analysis does not include postdoctoral positions, positions for which no rank is specified, academic jobs that do not involve national searches, nor many non-academic jobs. The need to fill academic jobs is expected to become even more acute due to retirements and to growth in undergraduate programs in Sociology. Nationally, 32% of Sociology faculty are projected to retire by 2012, and the number of baccalaureate degrees in Sociology has been steadily increasing. Locally, there has been a 30% increase in the number of B.A. degrees in Sociology in the UW system during the ten-year period between 1995-96 and 2005-06.

Further, the program faculty's assessment of the local and regional labor market is that there is a significant untapped potential for Sociology Ph.D.s in both academic and non-academic settings. The strong M.A. program has had a great deal of success in recent years in placing students as researchers and analysts in both for-profit and nonprofit settings, including A.C. Nielsen Research, Kohl's Department Stores, M&I Bank, Hunter Business Group, Market Probe, Trust Solutions, the Alliance for Families and Children, the Center for Addiction and Behavioral Health Research, the Center for Urban Initiatives and Research, and Ejj Olson and Associates, among others. Faculty contacts with local employers indicate an unmet need for skilled Ph.D.-level researchers who are capable of sophisticated analysis of social data, just the sort of training the proposed program will provide.

Student demand exists for the proposed program. The Department polled its students in January of 2007 and again in October of 2009. Among the 50 percent of those students intending to pursue a Ph.D., all but one indicated that they would be interested in continuing at UW-Milwaukee if there was a doctoral program available.

Projected Enrollment (5 years)

The program intends to admit 5 students in each of its first three years and 5 students in succeeding years, funding the majority but not all of those students. As with the current master's program, the majority of classes are planned to be in the evenings to accommodate part-time students who will not be seeking teaching assistantships.

Year	1st year	2nd year	3rd year	4th year	5th year
New students admitted	5	5	5	5	5
Continuing students	0	5	9	13	14
Total enrollment	5	10	14	18	19
Graduating students	0	0	0	3	4

Comparable Programs in Wisconsin

Currently, UW-Madison is the only university in Wisconsin offering a Ph.D. in Sociology. The UW-Milwaukee Department has consulted with the Department of Sociology at UW-Madison about its plans and the Executive Committee of the Department of Sociology at UW-Madison has strongly endorsed the efforts to build a Ph.D. program at UW-Milwaukee.

The proposed program is differentiated from the program at Madison in its substantive content, the students served, and how they are served. Madison offers its students more than 30 different specialty areas within the field of Sociology. Rather than attempting to compete with such a diverse array, the UW-Milwaukee program will offer a deep, focused, and integrated program centered on the strengths of the UW-Milwaukee Sociology faculty, strengths that also lie at the core of the discipline as a whole. As mentioned above, students will focus their course work in the study of either social inequalities or social institutions. Madison's program is highly ranked and draws its students mainly from outside Wisconsin. The proposed program expects to draw students both nationally and, importantly, from Southeastern Wisconsin. By offering classes in the evenings, the proposed program is also oriented to serve a wider array of students, including working adults. Such a schedule also helps the full-time students on teaching assistantships to more easily schedule their teaching duties during the day.

Comparable Programs Outside Wisconsin

There are five doctoral programs in the neighboring states of Illinois and Minnesota, four in the Chicago area, and one in Minneapolis. Programs at Northwestern University, the University of Chicago, and the University of Minnesota-Minneapolis bear significant similarity to Madison's program in that they operate in a national market for students, serving primarily national demand and needs rather than regional or local ones. The University of Illinois-Chicago (UIC) and Loyola University programs are more akin to UW-Milwaukee's proposed program in terms of their general aims and the population they serve. Nonetheless, neither Loyola nor UIC represents significant competition for the proposed program given that UW-Milwaukee intends to primarily serve the urban and regional population of southeastern Wisconsin, where commuting distance will be an important factor in school selection. That said, the proposed program will be qualitatively competitive with other programs in the area and nationally, with the aim of competing for strong Ph.D. students just as the University competes with others for strong faculty members.

Collaboration

Through participation in the Urban Studies Ph.D. program and through other research activities, Sociology faculty have established interdisciplinary collaborations at UW-Milwaukee with other social science programs. Students in the program will have the opportunity to take elective courses from related departments and collaborate with other faculty at UW-Milwaukee in their dissertation research.

Diversity

The Ph.D. program in Sociology plans to exemplify the framework of Inclusive Excellence adopted by the UW-System. This framework views excellence and diversity not as competing goals but as intertwined necessities in any programmatic definition of academic and institutional quality. The model holds that programs can only be excellent if they are diverse and this Ph.D. will meet that model.

The nature of Sociology as a discipline requires critical analyses in relation to all processes of human behavior. As a result, all of the courses offered within the department inherently include issues of race, class, gender, or other forms of social identity. The curricular foci of the Ph.D. program are social inequalities and social institutions. By their nature, both foci deal with diversity at personal, social, and institutional levels. The program is designed to enable students to achieve the ability to study, analyze, and research in these areas of specialization in a setting of their choice. Faculty research currently includes areas such as interracial friendships, residential segregation, school segregation and educational outcomes, racial profiling by immigration officials, labor in India, new forms of migration, ethnic nationalism, race and class in postindustrial society, gender and technology, gender and care, race/class/gender/sexual identity, race and the state, and Native Americans in the criminal justice system. The faculty currently offer graduate courses on migrant incorporation, sociology of the body, the reproduction of minority communities, urban social structures, race and ethnic relations, gerontology, and gender.

The graduate program in Sociology at UW-Milwaukee attracts a higher than average percent of targeted racial/ethnic (TRE) minorities. The Sociology M.A. program currently enrolls 14.3% TRE students, compared to the campus average of 9.1%. Additionally, nine of the 17 Sociology faculty are persons of color. Using Equity Scorecard strategies of inquiry, the department found that in the M.A. program, student scores on the Graduate Record Examination (GRE) were not a clear indicator of student success in the program. With the large racial, class, and gender gaps in GRE scores, use of such scores for admission might pose an artificial barrier for increasing student diversity. For this reason, the GRE requirement will not be included for admission to the proposed PhD. The program believes that its ability to identify talented graduate students will not be undermined by this change, but that it will help with recruiting more diverse graduate students. In addition, the Sociology Department has been working with the McNair Program at UW-Milwaukee, which targets underrepresented groups on the basis of race, ethnicity and social class, and provides them opportunities to conduct research with faculty members, hence increasing the diversity of the Department's pool of prospective students. Last summer, Sociology faculty members worked individually with four McNair Scholars. The Department hopes that this type of individualized mentoring will result in well-qualified undergraduates who are well-positioned to continue into a Ph.D. program. In addition, the Director of Graduate Studies routinely meets with prospective students who are directed to the Department through the McNair Program.

Evaluation from External Reviewers

The program proposal was reviewed by two nationally recognized scholars from doctoral programs in Sociology. Both reviewers concluded that the proposed program was sound. The proposal was revised to provide suggested clarifications. In response to one reviewer's thoughts about the training of doctoral students as effective teachers, the program will offer and require students seeking teaching assistant positions to take a one-credit seminar in the Teaching of Undergraduate Sociology. This course will be taught in the spring semester and be used to prepare doctoral students to step into the classroom in the following fall semester. The seminar will not be required of students who do not intend to pursue a career in teaching and who do not seek teaching assistantship support.

Resource Needs

The proposed program requires the addition of four new courses. Program faculty are already in place. The program will add 10 half-time teaching assistantships in order to provide financial support and academic opportunities to students in the program. The program will add 0.5 FTE classified staff to facilitate recruitment efforts and admissions procedures and manage teaching assistant assignments. The budget also reflects the purchase of a computer, and a small amount for marketing and incidental expenses. The funding for these additional costs will come from reallocation of GPR dollars within the College of Letters and Science. The reallocation will be possible through funds generated by the gradual elimination of lecturer positions in favor of positions for advanced-level graduate students.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.f.(1), authorizing the implementation of the Doctor of Philosophy in Sociology at the University of Wisconsin-Milwaukee.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.0, Revised April 2010).

BUDGET

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	1.625	\$163,466	2.125	\$221,751	4.00	\$432,986
Graduate Assistants	1.00	\$35,695	1.00	\$37,051	1.00	\$38,456
Non-instructional Academic/Classified Staff	0.25	\$15,854	0.25	\$16,437	0.25	\$17,041
Non-personnel						
Supplies & Expenses		\$4,000		\$4,000		\$4,000
Subtotal	2.875	\$219,015	3.375	\$279,239	5.25	\$492,483
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Graduate Assistants	1.00	\$35,695	3.00	\$111,154	5.00	\$192,283
Classified Staff	0.50	\$31,708	0.50	\$32,874	0.50	\$34,083
Non-personnel						
Supplies & Expenses		\$2,500		\$1,500		\$1,500
Other (PC/Software for students)		\$2,500		\$2,500		\$2,500
Subtotal	1.50	\$72,403	3.50	\$148,028	5.50	\$230,366
TOTAL COSTS		\$291,418		\$427,267		\$722,849
CURRENT RESOURCES						
General Purpose Revenue (GPR)		\$219,015		\$279,239		\$492,483
Subtotal		\$219,015		\$279,239		\$492,483
ADDITIONAL RESOURCES						
GPR Reallocation (College of Letters & Science)		\$72,403		\$148,028		\$230,366
Subtotal		\$72,403		\$148,028		\$230,366
TOTAL RESOURCES		\$291,418		\$427,267		\$722,849

Corrected Version
Program Authorization (Implementation)
Ph.D. in Freshwater Sciences
University of Wisconsin-Milwaukee

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 Chancellor be authorized to implement the Ph.D. in Freshwater Sciences.

**NEW PROGRAM AUTHORIZATION
Doctor of Philosophy in Freshwater Sciences
University of Wisconsin-Milwaukee**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0, Revised April 2010), the new program proposal for a Doctor of Philosophy (Ph.D.) in Freshwater Sciences at the University of Wisconsin-Milwaukee (UW-Milwaukee) is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. UW-Milwaukee and System Administration will conduct that review jointly, and the results will be reported to the Board.

The new program will be housed in the School of Freshwater Sciences (SFS), a non-departmentalized school at UW-Milwaukee. The new program will rely on the long-standing strength of UW-Milwaukee's research programs in freshwater science and technology, as well as courses offered across various disciplines on relevant topics. At the time of the School's formation, it was intended that it would house academic programs at the master's and doctoral level. The School's establishment was authorized by the Board of Regents in June 2008, and legislative approval for the school came in 2009. The goal of the proposed Ph.D. degree is to create a research and educational environment that integrates science, engineering, and policy in order to: 1) explore and discover promising concepts and methods for the sustainable and equitable use and management of freshwater resources worldwide; and 2) to educate Ph.D. scientists to think and operate across diverse fields of inquiry related to water and freshwater ecosystems. The graduates of this program will possess cutting-edge knowledge and skills that will make them leaders in efforts to protect, restore, and sustain the health and well-being of freshwater resources and the lives of people dependent upon them.

REQUESTED ACTION

Approval of Resolution I.1.f.(2), authorizing the implementation of the Doctor of Philosophy in Freshwater Sciences at the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description

The program will admit students with a degree in biology, chemistry, economics, geosciences, mathematics, physics, public policy, or other appropriate natural science, social science or engineering discipline. Students must complete 54 credits beyond the baccalaureate degree. The curriculum consists of 18 credits of required courses including Aquatic Ecosystem Dynamics, Freshwater Analysis, Environmental Health of Freshwater Ecosystems, and Freshwater Economics, Policy & Management, as well as two integrative seminar courses and two Freshwater Sciences Practicum courses. Additionally, students must complete at least nine credits of dissertation research and 27 credits of elective courses to meet the degree requirements. The exact balance between dissertation and elective credits will depend on the individual student's background and his/her Ph.D. committee's evaluation of the student's course

needs. A master's degree is not required for admission. Students entering who have completed a master's degree may apply up to 24 credits towards the Ph.D. requirements. The student's Ph.D. committee will assess the student's course needs during the first year, and approve the student's plan of study. Full-time students are expected to complete the requirements in four years. Classes will be offered in the evening allowing for working adults to enroll and complete the program on a part-time basis.

The following chart shows the expected timeline for full-time students:

Year 1	Fall	Begin Core Curriculum Interview faculty about research
	Winterim	Practicum course #1
	Spring	Complete Core Curriculum Form Ph.D. Advisory Committee Meet with Committee to develop Plan of Study Qualifying Exam
	Summer	Practicum course #2 Research work
Year 2	Fall	Continue formal course work Retake Qualifying Exam (if necessary) Research work
	Spring	Complete formal course work Research work Submit Dissertation Proposal Defend Dissertation Proposal and apply for Dissertator status Submit annual Progress Report
Year 3		Research work Submit annual Progress Report
Year 4		Research work Write Dissertation Present Research Seminar Defend Dissertation Apply for Graduation Graduation

Program Goals and Objectives

The primary objective of the program is to produce Ph.D. graduates who are experts within a focused research area, with the skills to communicate and collaborate with other disciplines, policy-makers, and the general public. They should be prepared for either academic research or professional careers.

A graduate of this program will be expected to have developed:

1. An extensive knowledge of one specific scientific discipline related to freshwater and its associated research skills.
2. Broad knowledge of various sciences, technologies, and management issues to facilitate interdisciplinary approaches to solving problems related to fresh water.
3. Skills required to conduct an independent research program as demonstrated by their dissertation and associated publications and presentations.
4. Skills required to communicate and work with natural scientists, engineers, social scientists, managers, business leaders, policy-makers, and the general public.

Relation to Institutional Mission

The proposed program contributes to UW-Milwaukee's mission to "offer a balanced array of high quality doctoral programs in basic disciplines and professional areas," and also to "promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan area." Water-related issues will become increasingly important and complex for the state, and the nation. The proposed program will train the scientists and scholars who will provide future leadership and will be involved in solving problems related to freshwater systems. Because of the direct relevance of fresh water to human health and the potential of creating a southeastern Wisconsin manufacturing and research water-hub, the program will contribute both to the health of the world's people, and also to the economic development of the state and region. The presence of a critical mass of expertise in freshwater sciences will contribute to the solution of both health and economic development problems and produce a sustained expertise base in these critical areas by training the next generation of scientists.

Program Assessment

The program will be assessed through the use of a range of tools and metrics to measure how well students are meeting the program outcomes. These include: reviewing the oral and written examinations that mark stages in students' progress toward the Ph.D.; evaluating publications and presentations resulting from student research; and conducting exit interviews with graduates. Compiled data from all students will be analyzed by faculty to identify strengths and weaknesses of the program in terms of curriculum, structure, and implementation. Students' career progress, a crucial indicator of the program's success, will be tracked after graduation. This information will be valuable in determining how the scientific community regards program graduates.

The School's faculty graduate program committee will be responsible for collecting the information described above on a yearly basis. This committee will then evaluate the data in light of the program goals and student learning outcomes to prepare a report on the status of the program. The committee will work with the faculty to implement any recommendations for revision or modification. All of the assessment information will become part of an electronic database. If intermediate assessments indicate a need for curriculum modification in terms of altered course work or content, revision of prerequisites, or modifications to the overall program, the committee will work with the faculty to make appropriate changes.

Need

As freshwater resources have become more stressed, using and managing these resources requires skills that cut across traditional disciplinary boundaries. Freshwater research, management, policy, and industry require individuals who are able to understand and interpret the results of scientific research while at the same time able to communicate effectively with each other. Policy must be directed by an understanding both of natural systems and socio-economics. Industry requires professionals who are knowledgeable in cutting-edge technology, and have the technical skills and business acumen to translate water supply and water technology into financial gain. As the management of freshwater resources becomes more challenging, there is increased demand and opportunity for the development of technological solutions. The graduates of the proposed program will be ideal candidates for such positions.

Reports from the National Research Council (NRC) and American Society of Limnology and Oceanography have recognized the need for research programs that utilize a multidisciplinary approach to environmental sciences, including the science of freshwater systems. The National Science Foundation (NSF) Advisory Committee for Environmental Research and Education has also made a similar recommendation. The proposed program, with its interdisciplinary approach, is structured to respond to need. Additionally, the NRC and NSF have both called for major investments by the United States in freshwater research and large lakes research. The U.S. Department of Labor predicts an 18-31% growth in the national market for environmental scientists, hydrologists, and environmental engineers, and the proposed program is intended to prepare its graduates for this market.

Projected Enrollment (5 years)

The program intends to initially admit 4 students each year. After the fourth year, the program will admit 8 students per year. At full implementation, the program will graduate 6 students per year.

Year	1 st year	2 nd year	3 rd year	4 th year	5 th year
New students admitted	4	4	6	8	8
Continuing students	0	4	7	10	13
Total enrollment	4	8	13	18	21
Graduating students	0	0	2	4	6

Comparable Programs in Wisconsin

The only existing doctoral program in a related field in Wisconsin is at UW-Madison, which has a nationally recognized Ph.D. program in Limnology and Marine Science. The proposed program differs by taking a more multi-disciplinary approach to freshwater science than is traditionally employed in limnology and aquatic science programs.

Comparable Programs Outside Wisconsin

There are seven Ph.D.-granting programs in the U.S. in Freshwater/Hydrology, at the University of Arizona, the University of Florida, the University of New Mexico, the University of Washington, Colorado State University, Georgia Tech University, and the New Mexico Institute of Mining and Technology. None of these is in the Midwest. Internationally, there are four comparable programs in Canada and several in Europe and Australia. The international programs are similar to the proposed program in that they offer a multidisciplinary approach to freshwater science.

Collaboration

At UW-Milwaukee, the program will collaborate with the College of Engineering and Applied Science, the College of Letters and Science, the National Institute of Environmental Health Sciences Children's Environmental Health Sciences Core Center, and the School of Public Health. Faculty from these entities will be involved in teaching and supervising research of the students through joint appointments with the Ph.D. in Freshwater Sciences. Current research collaborations with the U.S. Geological Survey, the National Oceanic and Atmospheric Administration (NOAA), the U.S. Environmental Protection Agency, the U.S. Department of Agriculture, and the Wisconsin Department of Natural Resources also offer potential opportunities for students to conduct collaborative research.

Program faculty have had informal discussions with faculty at UW-Green Bay, -Madison, -Oshkosh, -Stevens Point, and -Whitewater about possible collaborations between UW-Milwaukee faculty and faculty at their institutions. Collaboration with these institutions could potentially involve providing additional course work and field-training experiences for graduate students, synergistic graduate committee advising opportunities for faculty throughout the UW System, and intercampus, collaborative, extramurally funded research projects. UW-Milwaukee scientists and faculty have current collaborations with UW-Madison faculty at the Center for Limnology, the Center for Climatic Research, the Nelson Institute, and the Center for Sustainability and Global Environment, among others.

Diversity

The curriculum of the proposed program and current research conducted at SFS addresses disparities in access to fresh water across social, geographic, and political boundaries.

The program will encourage individuals of diverse backgrounds to pursue studies in this program and will aggressively seek to recruit a diverse student body. Program faculty plan to send mailings to students in the sciences at Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges and Universities, and to seek out collaboration with faculty at these institutions. In addition, the program will make use of its location to recruit minority students from southeastern Wisconsin. This will entail recruiting within UW-Milwaukee for students from relevant undergraduate and master's-level programs, and using the University's community involvement to bring SFS programs more visibly into the community. SFS faculty have local connections that will be used in recruiting students. One scientist in the School is a member of the Society for Advancement of Chicanos and Native Americans in Science (SACNAS) and regularly attends their annual meetings to talk with students about career

paths in the sciences. Another scientist and an affiliated scientist collaborate with the Great Lakes Intertribal Council and the Great Lakes Native American Research Center for Health in research and science education programs. Two scientists have developed partnerships with a number of community-based organizations in the near north side of Milwaukee, especially along the 30th Street Industrial Corridor, a predominantly African-American area of Milwaukee. Several scientists have relationships with the Sixteenth Street Community Health Center, which serves a predominantly Hispanic and Laotian population. All of these collaborations will be used to recruit students from these communities.

The School of Freshwater Sciences is committed to identifying, recruiting, and retaining diverse faculty from under-represented groups. The current scientist staff at the School of Freshwater Sciences is 25% women and 8% minorities. To increase the number of women and people of color on staff, all faculty recruitments will work to attract and hire highly qualified female and minority candidates.

Evaluation from External Reviewers

Two external consultants reviewed the proposal for the program. While both reviewers were in support of the program, they provided useful suggestions on several aspects that have been incorporated into a revised proposal. One reviewer raised questions about the number of scientists compared to faculty teaching in the program. This issue is being addressed as several SFS current research scientists will be converted to faculty members by the time the program is implemented. In response to a comment from one reviewer that the requirement for students to be published in a peer-reviewed publication prior to graduation could delay a student's graduation given publication calendars, the requirement was modified to state that students need only have an article accepted for publication by a peer-reviewed journal.

Resource Needs

The proposed program requires the creation of five new courses, an integrative seminar, and two practicum experiences which will be shared with the proposed Master of Science program. Faculty contributing to the program will include current faculty with joint appointments in SFS, .9 FTE of a new faculty position currently under recruitment (3 FTE will be hired to provide .9 FTE to the Ph.D. program, 1.2 FTE to the Masters program, and the remaining FTE to other faculty responsibilities), and conversion of current Ph.D.-level scientists to faculty. A number of elective courses for the program are currently taught in other schools across UW-Milwaukee. Those courses all have the capacity to accept additional Ph.D. students from this program without adding additional sections. The program will add 0.5 FTE academic staff for program administration and student services. The budget also includes support for 1.5 FTE graduate assistants in the first year of the program, which will increase to 5 FTE graduate assistantships by the third year. It is expected that there will be additional graduate assistant support from extramural research funds. The funding identified under "research grants and other gifts" will come from faculty research grants and private donations. The University's Great Lakes Wisconsin Aquatic Technology and Environmental Research (WATER) Institute, which has been integrated into SFS, has a strong track record of receiving research grant funding. The Institute faculty, who will now be teaching in this program, will continue to receive funds for graduate assistants supported by research grants and the program is working with the UW-

Milwaukee Foundation to identify private donors. In addition, SFS intends to reallocate some of the revenues generated by the M.S. program to augment graduate assistant support in the Ph.D. program.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.f.(2), authorizing the implementation of the Doctor of Philosophy in Freshwater Sciences at the University of Wisconsin-Milwaukee.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.0, Revised April 2010)

School of Freshwater Sciences: Ph. D. Program

	2010-11		2011-12		2012-13	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty	1.9	\$225,158	2.6	\$317,355	4.3	\$540,602
Subtotal		\$225,158		\$317,355		\$540,602
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty	0	\$0	0.7	\$82,953	0.9	\$93,825
Graduate Assistants	1.5	\$118,311	3.5	\$282,247	5.0	\$412,490
Academic Staff	0.5	\$41,700	0.5	\$42,951	0.5	\$44,240
Non-personnel						
Supplies & Expenses		\$200		\$300		\$350
Other (Ship time)		\$5,000		\$5,000		\$5,000
Subtotal		\$165,211		\$413,451		\$555,905
TOTAL COSTS		\$390,369		\$730,806		\$1,096,507
CURRENT RESOURCES						
General Purpose Revenue	1.9	\$225,158	2.6	\$317,355	4.3	\$540,602
Gifts and Grants (existing Shaw Foundation award)		\$68,511		\$51,991		\$22,824
Subtotal		\$293,669		\$369,346		\$563,426
ADDITIONAL RESOURCES						
Campus support (Provost)		\$41,700		\$125,904		\$138,065
Vice Chancellor for Research						
Research Assistantship program		\$45,000		\$45,000		\$45,000
Chancellor Fellowship program		\$10,000		\$10,000		\$10,000
SFS (Internal reallocation)				\$99,914		\$175,020
Research Grants and other Gifts				\$80,642		\$164,996
Subtotal		\$96,700		\$361,460		\$533,081
TOTAL RESOURCES		\$390,369		\$730,806		\$1,096,507

Approval of UW System Regent Policy on
Making Textbooks More Affordable

EDUCATION COMMITTEE

Resolution I.1.g:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the UW System Regent Policy on Making Textbooks More Affordable.

**UNIVERSITY OF WISCONSIN SYSTEM
REGENT POLICY FOR MAKING TEXTBOOKS MORE AFFORDABLE**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin System Board of Regents has been concerned with the high costs of textbooks for a number of years. In 2007, the Board commissioned the report “Textbook Costs in Higher Education” from the Office of Operations Review and Audit in order to find more cost-effective ways to combat rising textbook prices by the UW System and its institutions. The recent economic downturn has brought into even sharper focus the financial burden placed on students and their families as textbook costs rise unabated.

To address the situation, the University of Wisconsin System has undertaken a number of activities designed to keep textbooks more affordable. Some institutions within the System have encouraged their faculty to adopt textbooks early to enable students to purchase books from competitively priced sources, while others have established textbook rental programs. To date, seven UW institutions, including the UW Colleges, have textbook rental programs: UW-Eau Claire; UW-La Crosse; UW-Platteville; UW-River Falls; UW-Stevens Point; UW-Stout; UW-Whitewater; UW-Barron County; and UW-Richland. Pilot textbook rental programs have been established at UW-Marshfield/Wood County and UW-Sheboygan. Despite these efforts, the unabated rising cost of textbooks continues to be a major concern for the University of Wisconsin System as it seeks to maintain access and affordability for UW System students while ensuring the quality of the educational experience.

In the effort to alleviate this burden and maintain access and affordability for UW students, the UW System developed a set of interim guidelines intended to help the System and its institutions make textbooks more affordable. At its May 2009 meeting, the Board of Regents approved the interim guidelines, as prelude to the development of a Regent policy in Academic Year 2009-10. In approving the interim guidelines, the Board instructed the UW System Office of Academic Affairs to develop a policy aimed at making textbooks more affordable to students.

At its June, 2010, meeting, the Board of Regents Education Committee will consider a textbook policy, developed in accordance with the Board-approved guidelines and with extensive input from UW institutions. The development and timing for bringing this policy to the Board has been designed to align with new federal regulations on textbooks. In July 2010, the Federal Government will put into place rules requiring additional information on textbooks to be provided to students by textbook publishers and higher education institutions, as a part of the Higher Education Opportunity Act (HEOA) of 2008. Pending Board approval, the UW System policy will go into effect on July 1, 2010, to coincide with the new federal requirements.

REQUESTED ACTION

Approval of Resolution I.1.g., adopting the UW System Regent Policy for Making Textbooks More Affordable.

DISCUSSION

The proposed policy follows closely the UW System Board-approved Interim Guidelines for Making Textbooks More Affordable. The Interim Guidelines were developed with extensive input from UW System Provosts, Chief Business Officers, and Faculty and Academic Staff Representatives, and modeled on the University System of Maryland Textbook Policy of 2009 and Section 133 of the HEOA of 2008.

The proposed policy takes into consideration several factors, including: 1) the UW System governance structure; 2) the primary role or responsibility of the faculty and instructional academic staff in selecting textbooks as an integral element in curriculum development; and 3) market forces that involve bookstores and textbook publishers.

Federal Requirement

The proposed policy also takes into consideration the imminent action of the federal government. By July 2010, all institutions within the University of Wisconsin System will need to comply with Section 133 of the 2008 Higher Education Opportunity Act which, among its provisions, requires that *“to the maximum extent practicable, each institution of higher education receiving Federal financial assistance shall:*

1. *Disclose on the institution’s Internet course schedule and in the manner of the institution’s choosing, the International Standard Book Number (ISBN) and retail price information of required and recommended college textbooks and supplemental materials for each course listed on the institution’s course schedule used for preregistration and registration purposes.*
2. *If the ISBN number is not available for such college textbook or supplemental material, then the institution shall include in the Internet course schedule the author, title, publisher and copyright date for such college textbook or supplemental material. If the institution determines the disclosure of the information required above is not practicable for a college textbook or supplemental material, then the institution shall so indicate by placing the designation “To Be Determined” in lieu of the information required.”*

Proposed Policy

The UW System Policy on Making Textbooks More Affordable follows:

- A. All institutions within the University of Wisconsin System shall develop and implement schedules for the early adoption of textbooks (requiring purchase) to allow students time to order textbooks from competitively priced sources. It is expected that all institutions will achieve this goal by the end of 12 months from the effective date of this policy.

- B. Each bookstore owned by a UW institution shall provide faculty and instructional academic staff who are placing book orders with current information about the retail price of selected course materials. A bookstore not owned by a UW institution, but granted a contract to operate on a campus prior to the development of this policy, shall, to the extent possible, also provide faculty and instructional academic staff who are placing book orders for purchase with current information about the retail price of selected course materials.
- C. To enhance the viability of used textbooks as an option for lowering the costs of textbooks to students, to the extent feasible and appropriate, faculty and instructional academic staff teaching the same course for multiple semesters are encouraged to use the same textbooks and course materials for multiple semesters.
- D. Whenever appropriate within the goals of the course, faculty and instructional academic staff are encouraged to order new editions of textbooks only if older editions are not of comparable educational content or are no longer available through normal distribution channels. In such cases, instructors are encouraged to list information pertinent to previous editions which are acceptable for use.
- E. When available, and economically advantageous to students, faculty and instructional academic staff shall request unbundled versions of textbook and course materials.
- F. To the extent possible, if bundled materials are assigned, bookstores owned by UW institutions shall make available both bundled and unbundled versions of the materials for purchase. In situations where bundled materials are assigned, institutions and bookstores should clarify whether students can purchase either the bundled package or all required portions of the bundle individually.
- G. When appropriate and available for purchase, faculty and instructional academic staff shall encourage students to purchase electronic versions or other alternative formats of textbooks.
- H. All UW institutions shall continue to look for creative ways to lessen the financial hardship of college textbook purchases, such as: targeted scholarship and financial aid funds, exploration of economically viable textbook rental programs for selected courses, consideration of placing selected course materials on reserve in campus libraries, using information in the public domain (custom publishing), and encouraging student-managed initiatives such as textbook swaps.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.g., adopting the UW System Regent Policy for Making Textbooks More Affordable.

RELATED REGENT POLICIES

Interim Guidelines for Making Textbooks More Affordable, adopted May 2009.

2010 Report on Faculty Promotions,
Tenure Designations, and
Other Changes of Status

EDUCATION COMMITTEE

Resolution I.1.h.(1):

That, upon recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2010 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

UNIVERSITY OF WISCONSIN SYSTEM 2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

BACKGROUND

Each spring, the UW System Office of Academic and Student Services compiles data on tenure designations, promotions, and new tenured appointments made at the fifteen UW institutions. The names of those faculty members who have been newly tenured, promoted, and hired with tenure for Academic Year 2010-2011 are included with this document.

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

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

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

REQUESTED ACTION

Approval of Resolution I.1.h.(1), approving the 2010 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status.

DISCUSSION

The Annual Tenure and Promotion Report includes the names of those faculty members, arranged by institution, who have been newly tenured, promoted, or hired with tenure. The Board of Regents has delegated authority to grant out-of-cycle tenure to the President of the UW System, and the names of those faculty members who have been approved through the out-of-cycle process since the 2009 Report was issued are also included in the 2010 Report.

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

RELATED REGENTS POLICIES

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

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - EAU CLAIRE	BAO, LI-YING	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - EAU CLAIRE	BOULTER, JAMES EDWARD	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - EAU CLAIRE	BRYANT, WINNIFRED M	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - EAU CLAIRE	BURNS, CHARLENE E	PHILOSOPHY & RELIGIOUS STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - EAU CLAIRE	CARNEY, MICHAEL J	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - EAU CLAIRE	FERNANDEZ, MANUEL	FOREIGN LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - EAU CLAIRE	FLOYD, CHRISTIAN H	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - EAU CLAIRE	FORD, LYLE	PHYSICS & ASTRONOMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - EAU CLAIRE	FORMAN, PAMELA J	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - EAU CLAIRE	GANNON, EDWARD BRIAN	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - EAU CLAIRE	GERMONPREZ, RAYMOND M	INFORMATION SYSTEMS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - EAU CLAIRE	HOWE, R. MICHAEL	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - EAU CLAIRE	JOHNSON, CORNELIA W	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - EAU CLAIRE	JOHS-ARTISENSI, JENNIFER L	ALLIED HEALTH, MANAGEMENT & MARKETING, PUBLIC HEALTH	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - EAU CLAIRE	LAPP, CHERYL	NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/TENURE
UW - EAU CLAIRE	LOOMIS, ALLYSON ANN GOLDIN	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW - EAU CLAIRE	LUO, JIAN	ART	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - EAU CLAIRE	PATTEE, DEBORAH KAY	CURRICULUM & INSTRUCTION, EDUCATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW - EAU CLAIRE	PRATT, JEAN ADELLE	INFORMATION SYSTEMS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - EAU CLAIRE	SEN, ASHA	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - EAU CLAIRE	STECHEER, GEORGE	PHYSICS & ASTRONOMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - EAU CLAIRE	WATERS, MATTHEW	FOREIGN LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - EAU CLAIRE	WELLNITZ, TODD A	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-GREEN BAY	ARENDT, LUCY A	BUSINESS ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW - GREEN BAY	BAUER-DANTOIN, ANGELA C	HUMAN BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - GREEN BAY	CAGLAR-CLARK, ATIFE	NATURAL AND APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW - GREEN BAY	DAMKOEHLER, TONI L	ARTS AND VISUAL DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW - GREEN BAY	DORNBUSH, MATHEW E	NATURAL AND APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW - GREEN BAY	GALLAGHER-LEPAK, SUSAN M	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW - GREEN BAY	LOR, PAO	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW - GREEN BAY	LUCZAJ, JOHN A	NATURAL AND APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW - GREEN BAY	RUSS, MEIR	BUSINESS ADMINISTRATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW - LA CROSSE	BARNES, ERIC I	PHYSICS	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	BERLIN, CYNTHIA J	EARTH SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - LA CROSSE	CASHION, MATTHEW D	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	CHILTON, GALADRIEL	LIBRARY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	GERBER, D TIMOTHY	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - LA CROSSE	HART, DAVID W	ENGLISH	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	HASENBANK, JON F	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	KOSIAK, JENNIFER J	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW - LA CROSSE	LOH, ADRIENNE P	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - LA CROSSE	MALLY, KRISTIN K	EXERCISE & SPORT SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW - LA CROSSE	OPDAHL, ARIC M	CHEMISTRY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW - LA CROSSE	PEIRCE, JAMES P	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW - LA CROSSE	POULTON, LESLEE	MODERN LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - LA CROSSE	ROSS, SHERYL T	PHILOSOPHY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW - LA CROSSE	SLOAN, DONALD E	ART	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW - LA CROSSE	THOMSEN, MEREDITH	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	WRIGHT, GLENN A	EXERCISE & SPORT SCIENCE	TENURE	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW - LA CROSSE	YU, CHIA-CHEN	EXERCISE & SPORT SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	BARBER, CLIFTON	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BERNARD, KRISTEN	PATHOBIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CAMPAGNOLA, PAUL	BIOMEDICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	FLANAGAN, CONSTANCE	SCHOOL OF HUMAN ECOLOGY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	GONG, SHAOQIN	BIOMEDICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	IP, MICHAEL	OPHTHALMOLOGY & VISUAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LIPSON, JONATHAN	LAW SCHOOL	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	LIU, BO	SURGERY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LLOYD, RICARDO	PATHOLOGY & LABORATORY MEDICINE	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	NOONAN, KENNETH	ORTHOPEDICS AND REHABILITATION	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	PAGE, RICHARD	MEDICINE	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	PIXLEY, KEVIN	AGRONOMY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SHULL, JAMES	ONCOLOGY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	TEJEDO-HERRERO, LUIS	SPANISH AND PORTUGUESE	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	VATAN, FLORENCE	FRENCH AND ITALIAN	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	WOLLACK, JAMES	EDUCATIONAL PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	YANG, JAY	ANESTHESIOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	ANE, JEAN-MICHEL M	AGRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - MADISON	ANGUS, JENNIFER R	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	ARCHBOLD, ANN M	THEATRE & DRAMA	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	BALSTER, NICHOLAS J	SOIL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	BEDNAREK, SEBASTIAN Y	BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	BOLDYREV, STANISLAV	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	BROWN, RICHARD L	FAMILY MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	BRUNET, JOHANNE	ENTOMOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	BUTCHER, SAMUEL E	BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	CAMBURN, ERIC	EDUCATIONAL LEADERSHIP & POLICY ANALYSIS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	CHAMBERLAIN, MICHAEL	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	CHOPRA, PREETI	LANGUAGES AND CULTURES OF ASIA	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	CHRISTIAN, BRADLEY T	MEDICAL PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	COLBERT, LISA H	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	COMPTON, KATHERINE	ELECTRICAL & COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	CONNORS, MICHAEL G	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	COON, JOSHUA J	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	CRAVEN, MARK W	BIostatISTICS AND MEDICAL INFORMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	DANAHER, DAVID S	SLAVIC LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - MADISON	DARIEN, BENJAMIN J	MEDICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	DASU, SRIDHARA RAO	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	DAVIS, MORRIS A	SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	DOVAT, SINISA	PEDIATRICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	ECKHARDT, JONATHAN T	SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	ESSEX, MARILYN J	PSYCHIATRIC INSTITUTE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	EWIG, CHRISTINA	GENDER AND WOMEN'S STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	FEIGL, KURT L	GEOSCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	FERRIER, NICOLA J	MECHANICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	FORREST, LISA J	SURGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	FOX, CATHERINE A	BIOMOLECULAR CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	GILMORE, JANET C	NAT RESOURCES-LANDSCAPE ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	GOPALAN, PADMA	MATERIALS SCIENCE AND ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	GUBNER, JOHN A	ELECTRICAL & COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	GUMPERZ, JENNY E	MEDICAL MICROBIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	HAWKINS, MARGARET R	CURRICULUM AND INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	HEMATTI, PEIMAN	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	HETZLER, MARK M	SCHOOL OF MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - MADISON	HOGLE, LINDA F	DEPT OF MEDICAL HISTORY AND BIOETHICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	HOTCHKISS, SARA	BOTANY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	HULL, CHRISTINA M	BIOMOLECULAR CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	HUNTINGTON, RANIA	EAST ASIAN LANGUAGES & LITERATURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	IKEDA, AKIHIRO	GENETICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	INGHAM, BARBARA H	FOOD SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	ISKANDAR, BERMANS J	NEUROLOGICAL SURGERY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	JANSKEY, SHELLEY	HORTICULTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	JIN, SONG	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	JOHNSON, SUSAN L	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	KNEZEVIC, IRENA	ELECTRICAL & COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	KOLTYN, KELLI F	KINESIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	KWEKKEBOOM, KRISTINE L	ACADEMIC & STUDENT SVCS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	MAGNUSON, KATHERINE	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	MARAVELIAS, CHRISTOS T	CHEMICAL AND BIOLOGICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MARI-BEFFA, GLORIA	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	MARKER, PAUL C	PHARMACY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	MARTIN, ANN SMART	ART HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - MADISON	MARULASIDDAPPA, SURESH	PATHOBIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	MASON, ANDREA	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	MASTERS, KRISTYN S	BIOMEDICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	MCDERMOTT, ROBERT F	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	MEDINA, RUBEN	SPANISH AND PORTUGUESE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	MITCHELL, PAUL D	AGRICULTURAL & APPLIED ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	MLADENOFF, NANCY A	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	MORGAN, DANE D	MATERIALS SCIENCE AND ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	MUIR, PETER	SURGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	MURPHY, WILLIAM L	BIOMEDICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	NELSON, ADAM R	EDUCATIONAL POLICY STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	NITSCHKE, JACK B	PSYCHIATRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	OCONNOR, DAVID H	PATHOLOGY & LABORATORY MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	ORTIZ-ROBLES, MARIO	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	OSORIO, JORGE E	PATHOBIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	OTEGUI, MARISA S	BOTANY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	PATANKAR, MANISH S	OBSTETRICS & GYNECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	PATEL, JIGNESH M	COMPUTER SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - MADISON	PAUL, SEAN T	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	PHILLIPS COURT, KRISTIN	FRENCH AND ITALIAN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	PLOEG, HEIDI-LYNN	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	POEHLMANN, JULIE A	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	PORTER, JACK R	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	PUGLIELLI, LUIGI	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	PURNELL, THOMAS C	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	RAIMY, ERIC S	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	RAKEL, DAVID P	FAMILY MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	REEDER, SCOTT B	RADIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	ROGERS, TIMOTHY T	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	ROSENTHAL, DAVID AARON	REHAB PSYCHOLOGY & SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	SCHROEDER, SISSEL	ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	SCHROEPFER, TRACY A	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	SCHWENDINGER, LAURA	SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	SEROOGY, CHRISTINE M	PEDIATRICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	SHIU, GARY	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	SIMS, PATRICK J	THEATRE & DRAMA	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - MADISON	SKAIFE, HOLLIS A	SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	SLACK, KRISTEN S	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	SLUKVIN, IGOR I	PATHOLOGY & LABORATORY MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	STANLEY, EMILY H	ZOOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	STONE, DONALD S	MATERIALS SCIENCE AND ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	SUN, XIN	GENETICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	SWEET, JAMES H	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	SZLUFARSKA, IZABELA A	MATERIALS SCIENCE AND ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	TAYLOR, CHRISTOPHER P	SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	THIBEAULT, SUSAN	SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	THIFFEAULT, JEAN-LUC	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	TOBIN, HAROLD J	GEOSCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	TOWNSEND, PHILIP A	FOREST & WILDLIFE ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	TRAINOR, AUDREY A	REHAB PSYCHOLOGY & SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	TURLEY, RUTH N	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	VALLON, MARC	SCHOOL OF MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	VAN SWOL, LYN M	COMMUNICATION ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	WANG, YAHZEN	STATISTICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - MADISON	WILKERSON, KIMBER L	REHAB PSYCHOLOGY & SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	WILLIAMS, JUSTIN	BIOMEDICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	XENOS, MICHAEL	COMMUNICATION ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	XU, HUIFANG	GEOSCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	YACKEE, SUSAN W	LAFOLLETTE SCHOOL OF PUBLIC AFFAIRS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	ZHANG, CHUNMING	STATISTICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MADISON	ZHANG, ZHENGJUN	STATISTICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MADISON	ZHOU, YONGMING	ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MILWAUKEE	ENGEL, JOYCE	OCCUPATIONAL THERAPY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MILWAUKEE	ENWEMEKA, CHUKUKA	HUMAN MOVEMENT SCIENCES	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MILWAUKEE	GRUSIN, RICHARD	ENGLISH	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MILWAUKEE	SMITH, ROBERT S	HISTORY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	WILLIAMS, DEMETRIUS K	FRENCH & ITALIAN & COMP LITERATURE	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	AKDERE, MESUT	ADMINISTRATIVE LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	ARMSTRONG, BRIAN	ELECTRICAL ENGINEERG & COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	BALES, BARBARA L	CURRICULUM AND INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	BERG, CRAIG A	CURRICULUM AND INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	BURNS, LOREN C	MUSIC DEPARTMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	CHEN, JIAN	CHEMISTRY AND BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	CHENG, CHRISTINE CALYNN T	ELECTRICAL ENGINEERG & COMPUTER SCIENCE	TENURE TRACK	ASSISITANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	CHENG, YIQIANG	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	CHO, KYOUNG AE	ART DEPARTMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	CORNELIUS, CHRIS T	ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	DORNBOS, STEPHEN Q	GEOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	FERGUSON, KENNAN R	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	FERREIRA, CESAR G	SPANISH & PORTUGUESE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - MILWAUKEE	HAIGH, THOMAS D	INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	HENDERSON, LARETTA	INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	HOSSEINI, HOSSEIN	ELECTRICAL ENGINEERG & COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	KALTER, BARRETT D	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	KOUKLIN, NIKOLAI A	ELECTRICAL ENGINEERG & COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	KUCHIN, SERGEI V	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	LEY, BARBARA L	JOURNALISM & MASS COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	LI, YAOYU	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	MCROY, SUSAN W	ELECTRICAL ENGINEERG & COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	MILLER, CARY	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	MILLER, JANICE	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	MUELLER, JENNIFER J	CURRICULUM AND INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	OTTO-SALAJ, LAURA L	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	OXFORD, RAQUEL M	CURRICULUM AND INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	SEYMOUR-JORN, CAROLINE	LINGUISTICS, FRENCH & ITALIAN & COMP LIT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	SINGH, ROMILA	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	SOBTI, MANU P	ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	TIFFANY, TANYA J	ART HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - MILWAUKEE	VESELY, FILIP	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	WISNESKI, DEBORA B	CURRICULUM AND INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	WOEHL, JORG C	CHEMISTRY AND BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	YING, LEI	ELECTRICAL ENGINEERG & COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	YOUNG, ERICA B	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	ZHANG, JIN	INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	ZHAO, DAZHONG	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW - OSHKOSH	ALBERTS, HEIKE C	GEOGRAPHY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW - OSHKOSH	ASTOLFI, JERI-MAE G	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - OSHKOSH	BARRICELLI, FRANCA	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	CRAWFORD, KEVIN D	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - OSHKOSH	CUTLER-LAKE, KARINA E	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - OSHKOSH	DEMONTIGNY, STEPHANIE M	RELIGIOUS STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - OSHKOSH	FELDMAN, JAMES W	INTERDISCIPLINARY STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - OSHKOSH	HART, JOAN E	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	HIATT, ERIC E	GEOLOGY, REVENUE CONTRACTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	HOHBEIN-DEEGEN, MONIKA	FOREIGN LANGUAGE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - OSHKOSH	JOHNSON, MARIANNE F	ECONOMICS, INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	KALINOSKI, RICHARD A	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	KALTCEVA, NADEJDA T	FACULTY DEVELOPMENT, PHYSICS-ASTRONOMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	KLEINHEINZ, GREGORY T	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	KUENNEN, ERIC W	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - OSHKOSH	LAMMERS, THOMAS G	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	LILLY, BRYAN	MARKETING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	MAXWELL, BARBARA SUSAN	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW - OSHKOSH	NIENDORF, BRUCE D	INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	PALMERI, ANTHONY K	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	PAULSEN, TIMOTHY S	GEOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	RIVERS, KIMBERLY A	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	SHAFFER, JULIE A	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	SHORS, TERI	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	SIEMERS, DAVID J	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - OSHKOSH	STRAUCH-NELSON, WENDY J	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-PARKSIDE	BROWN, TERESA	ENGLISH	TENURE	PROFESSOR	NEW APPOINTMENT	PROVOST & PROFESSOR W/TENURE
UW-PARKSIDE	EBBEN, WILLIAM	HEALTH, EXERCISE SCIENCE & SPORT MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW - PARKSIDE	DANA, SEIFDEEN N	SOCIOLOGY-ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - PARKSIDE	MOATS, SANDRA A	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - PARKSIDE	MULLEN, MEGAN G	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - PARKSIDE	WARREN, JAMES S	THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - PARKSIDE	YOHNK, DEAN R	THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - PARKSIDE	ZHENG, WEIJUN	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW - PLATTEVILLE	ALBERS, MARK B	INDUSTRIAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW - PLATTEVILLE	BARRACLOUGH, DOMINIC J	EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - PLATTEVILLE	BAYRAKTAR, TUBA	MECHANICAL/INDUSTRIAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW - PLATTEVILLE	BURNS, TERESA M	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - PLATTEVILLE	CURRAS, CHRISTINA J	CIVIL/ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - PLATTEVILLE	HALE, JOHNNY KEITH	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION DENIED	ASSISTANT PROFESSOR W/TENURE
UW - PLATTEVILLE	HOERNING, JEFF	MECHANICAL/INDUSTRIAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW - PLATTEVILLE	KILE, JUSTIN W	MECHANICAL/INDUSTRIAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - PLATTEVILLE	KLAVINS, SHARON D	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - PLATTEVILLE	KNOX, CHARLES M	INDUSTRIAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW - PLATTEVILLE	KWON, MIYEON	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW - PLATTEVILLE	MCCABE, COLLEEN A	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - PLATTEVILLE	MEYERS, MARK S	CIVIL/ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - PLATTEVILLE	REDDY, RAMI A	AGRICULTURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - PLATTEVILLE	ROWE, MICHAEL C	COMPUTER SCIENCE/SOFTWARE ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - PLATTEVILLE	ROWLEY, DAVID G	SOCIAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - PLATTEVILLE	STANLEY, ADAM C	SOCIAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW - PLATTEVILLE	STIPE, SYDNOR S	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - PLATTEVILLE	SWENSON, JAMES A	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - PLATTEVILLE	TEMBEI, JOHN N	AGRICULTURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - PLATTEVILLE	THOMPSON, MICHAEL K	CIVIL/ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW - PLATTEVILLE	TIGERMAN, KATHLEEN JOY	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - PLATTEVILLE	WEIN, KORY G	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - PLATTEVILLE	WILLIAMS, MARY ROSE	COMMUNICATION TECHNOLOGIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW - PLATTEVILLE	YANG, QI LUO	COMPUTER SCIENCE/SOFTWARE ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - RIVER FALLS	BARNETT, THOMAS W	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - RIVER FALLS	BENSON, JOY K	BUSINESS ADMIN, MANAGEMENT & MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - RIVER FALLS	BUTTLES, TIMOTHY J	AGRICULTURAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - RIVER FALLS	COFFMAN, ROBERT L	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - RIVER FALLS	DAVIS, TRICIA M	SOCIOLOGY, ANTHROPOLOGY & CRIMINAL JUSTICE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - RIVER FALLS	GHENCIU, IOANA	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - RIVER FALLS	HARRIS, MICHAEL D	COMMUNICATIVE DISORDERS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - RIVER FALLS	KRAUS, NEIL J	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - RIVER FALLS	MILLER, MICHAEL D	TEACHER EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - RIVER FALLS	OCONNELL, TRACY E	JOURNALISM	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - RIVER FALLS	PAVLOV, VLADIMIR G	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - RIVER FALLS	SCHNEIDER-REBOZO, ELIZABETH	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - RIVER FALLS	SWANSON, LORI A	COMMUNICATIVE DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - RIVER FALLS	TUBRE, TRAVIS C	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - RIVER FALLS	WARD, GAYLE C	TEACHER EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - RIVER FALLS	WRIGHT, MARY FRANCES	TEACHER EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STEVENSON POINT	DEMCHIK, MICHAEL C	NATURAL RESOURCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	DORUSKA, PAUL	CNR-FORESTRY DISCIPLINE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	GUAY, DON F	PAPER SCIENCE & ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	HENNING, REBECCA L	SCHOOL OF COMMUNICATIVE DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	HUSPENI, TODD C	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	LAMB, KATHLEEN A	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	ROTH, KRISTIN L	HEALTH, EXERCISE SCI&ATHLETICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	SIRABIAN, ROBERT H	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	WETTER, THOMAS J	SCHOOL OF HEALTH PROMOTION & HUMAN DEV	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW-STOUT	ANDERSON, JEFF	MATH, STATS & COMPUTER SCIENCE	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-STOUT	KLIPPEL, ROBERT	BUSINESS	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-STOUT	UPCHURCH, RANDALL	HOSPITALITY & TOURISM	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-STOUT	ATWELL, ROBERT D	ART & DESIGN	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	BASU, LOPAMUDRA	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	BEAMER, BRYAN R	OPERATIONS & MANAGEMENT	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	BLAND, CYNTHIA KAY	ART & DESIGN	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	BRANTMEIER, TAMARA J	ART & DESIGN	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	BROWN, AMANDA L	FOREIGN LANG, THEATRE & MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	CARLSON, KITRINA MARIE	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	DEERY, KATHLEEN M	REHABILITATION & COUNSELING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	DOLL, KEVIN C	HUMAN DEV & FAMILY STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW-STOUT	FENTON, MARK G	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	FITCH, BRIAN CRAIG	ENGLISH & PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	GHENCIU, PETRE ION	MATH, STATS & COMPUTER SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	HORAK, MATTHEW E	MATH, STATS & COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	KAPUS, JERRY S	ENGLISH & PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	KASSAMA, LAMIN S	FOOD & NUTRITION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW-STOUT	KENNEDY, DOUGLAS S	HOSPITALITY & TOURISM	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	LIVESEY, MATTHEW J	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	MASON, TERRENCE R	MATH, STATS & COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	MCCULLOUGH, LAURA ELLEN	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	MEKRAZ, ADEL MOHAMED	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW-STOUT	MILLER-RODEBERG, MARCIA ANN	CHEMISTRY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	MULDOON, ANDREA B	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	QALYOUBI-KEMP, RULA TAHER	SOCIAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	RODRIGUEZ, GLENDALI	CONSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	ROHRER, CYNTHIA A	FOOD & NUTRITION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	SCHMIDT, LAURA JEAN	MATH, STATS & COMPUTER SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	SCHUMACHER, JADA K	ART & DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	STANISLAWSKI, DEBBIE	SCHOOL OF EDUCATION, SOE INSTRUCTION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	WEISSENBURGER, JACALYN W	SCHOOL OF EDUCATION, SOE INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STOUT	WRIGHT, JOSEPH ALLEN	CONSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW-SUPERIOR	BAJJALI, WILLIAM	NATURAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	BERRY, KEITH P	COMMUNICATING ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-SUPERIOR	BORST, KIM P	VISUAL ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-SUPERIOR	CROSS, ELLA M.	WRITING, READING AND LIBRARY SCIENCES	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	KROPID, WENDY M	EDUCATIONAL LEADERSHIP	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	LECK, UWE	MATH & COMPUTER SCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-SUPERIOR	MARCINIEC, PEGGY V	EDUCATIONAL LEADERSHIP	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	TUCKER, SHIN-PING	MATH & COMPUTER SCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2010 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW-WHITEWATER	KOPPER, BEVERLY	PSYCHOLOGY	TENURE	PROFESSOR	NEW APPOINTMENT	PROVOST & PROFESSOR W/TENURE
UW-WHITEWATER	AHMAD, YAMIN S	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	BERTOZZI, ELENA	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	BHATTACHARYYA, PRAJUKTI	GEOGRAPHY & GEOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	CHAN, CATHERINE	CHEMISTRY, BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	CHEN, XUEQING	MATHEMATICAL AND COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	CURRAN, KRISTEN L	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	DEGREGORIO, ALICIA	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	EMREY, JOLLY A	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	FERENCZ, JANE R	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	FOX, ROBIN K	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	FREDERICK, EDWARD R	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	HARTWICK, JAMES M	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	JEFSON, CRISTY A	HEALTH, PHY ED, RECREATION &	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	KASHIAN, RUSSELL D	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	MELERO, PILAR	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	MELTON, RENEE M	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	NEDDENRIEP, CHRISTINE E	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

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UW-WHITEWATER	OLDANI, MICHAEL J	SOCIOLOGY ANTHROPOLOGY &	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	SCHERR, TRACEY G	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	STALDER, DANIEL R	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	THIBODEAUX, JENNIFER D	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	TOWNSEND, ALISON BEATRICE	LANGUAGES & LITERATURES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	TUREK, SHEILA MARIE	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

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INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW COLLEGES	SHORT, JOHN N	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	DEAN/ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	BARKER, BRETT R	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	CARPENTER, DENNIS D	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	DECKER, STEVEN J	COMM & THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	EMERSON, NORLENE R	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	FOY, JOSEPH J	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	GIORDANO, ERIC R	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	HOLDHUSEN, MARK H	ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	JACOBS, MICHAEL D	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	KLUBERTANZ, THOMAS H	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW COLLEGES	LAVRENTIEV, ALEXANDER	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	ONODA, MEGUMI	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	PRUITT, JOHN A	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	SOMA, NANCY L	SPANISH, WORLD LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	THERING, TIMOTHY B	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	WEST, KEITH D	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW COLLEGES	WRIGHT, JOHN W	COMM & THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	YANG, YONGJUN	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

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UW COLLEGES	ZOREA, AHARON W	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

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UW-EXTENSION	CALVERT, MATTHEW C	YOUTH DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	CAMPBELL WOOD, MARY H	FAMILY DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	CARPER, CARA N	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	CREVIER, NANCY	FAMILY DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	DOLL, BEVERLY A	FAMILY DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	FISCHBACH, JASON A	AGRICULTURE/ AGRIBUSINESS	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	GOTKOWITZ, MADELINE B	ENVIRONMENTAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	GREEN, KARL	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	HUNTZICKER, STEVEN	AGRICULTURE/ AGRIBUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	JORGENSEN, JILL A	YOUTH DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	KAZMIERSKI, ROBERT D	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	KENNEDY, JUDITH A	YOUTH DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	KEOWN-BOMAR, JULIE A	FAMILY DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	KUELZ, DAWN M	YOUTH DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	MALEK, FAYE M	FAMILY DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	MAYER, MARK W	AGRICULTURE/ AGRIBUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-EXTENSION	MITCHELL, AMY	YOUTH DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	MOELLENDORF, DEBORAH K	YOUTH DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

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UW-EXTENSION	MUHAR, CYNTHIA M	FAMILY DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	PETERSON, PAMELA K	FAMILY DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	RIZZO, WILLIAM	COMMUNITY RESOURCE DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	SCHNEIDER, NICHOLAS N	AGRICULTURE/ AGRIBUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	SPAULDING, MOLLY M	FAMILY DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	STERRY, RYAN A	AGRICULTURE/ AGRIBUSINESS	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	THOMPSON, CLAIRE H	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	VANDER VELDE, KEITH	AGRICULTURE/ AGRIBUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

**PROPOSED ADDITION TO ACIS-1:
MONITORING LOW-DEGREE-PRODUCING PROGRAMS**

EXECUTIVE SUMMARY

Background

In 2009, the UW System undertook an extensive review of its undergraduate degree program array. This review was referred to as the “UW System 2009 Program Realignment Initiative.” The goals of this initiative were to assess the following: 1) enrollment in various degree programs; 2) duplication and frequency of degree programs; and 3) degree production. Another goal of the initiative was to develop guiding principles for program discontinuations or eliminations while taking into consideration the capacity of the system as a whole to provide certain programs to the citizens of Wisconsin. In February 2010, the report on the initiative was presented to the Education Committee of the University of Wisconsin System Board of Regents.

The report was received with great interest by the Education Committee. The Committee was particularly interested in programs that produced an average of no more than five degrees a year over the ten-year period the study covered, especially when these programs were offered by 50 percent or more of the UW institutions. The Committee requested that the UW System Office of Academic Affairs find ways to address:

1. Degree programs producing fewer than an average of five degrees a year over a given period;
2. Degree programs producing fewer than an average of five degrees a year over a given period and offered by 50 percent or more of the UW institutions.

After consultation with the UW System Provosts and Faculty Representatives, the Office of Academic Affairs developed a plan for monitoring low-degree-producing academic programs. The plan provides guiding principles that uphold institutional autonomy in determining program array while also ensuring that the UW System continues to provide the citizens of Wisconsin with a broad range of high-quality academic programs while making the best use of limited resources. The guiding principles will become a part of ACIS-1, the UW System’s statement of the Regent Policy on Academic Planning and Program Review, and will be presented to the Education Committee at its June 2010 meeting.

Requested Action

For information only; no action is required.

Discussion

The University of Wisconsin System is instituting the following guidelines, effective July 1, 2010, to address the concerns of the Education Committee of the Board of Regents regarding low-degree-producing programs:

1. The office of the Associate Vice President for Academic, Faculty, and Global Programs will conduct a review of all undergraduate majors in the UW System for degree productivity every five years. This review may be conducted separately or in conjunction with other University of Wisconsin System required reviews of academic programs. This review will commence with low-degree-producing programs identified in the 2009 Program Realignment Initiative.
2. For undergraduate degree programs offered by *less than* 50 percent of the UW institutions, including individually designed majors and very specialized programs that are not expected to produce a large number of graduates, degree productivity expectations will be addressed by individual campuses based on their mission and resources.
3. For undergraduate degree programs offered by *more than* 50 percent of the UW institutions, the degree productivity expectation is 25 graduates over a five-year period or an average of five per year. The review period for new programs in this category will begin six years after the degree program's implementation.
4. For each program or major not meeting the degree productivity expectation, the provost will submit a brief justification and request for continuation. If approved, the program will remain in the regular or normal program review cycle.
5. A program or major where the degree productivity expectation is not met and substantive questions remain will enter a monitoring phase for a period up to five years. If, at the end of the monitoring period, the program has still not achieved the degree productivity expectation, the institution will be encouraged to pursue any of the following options:
 - a. Combining the program with another program;
 - b. Offering the program in collaboration with another institution where there may be interest;
 - c. Suspending new enrollment into the program;
 - d. Closing the program.
6. Institutions may establish and follow policies or guidelines that require more stringent expectations than these proposed guidelines. At institutions where such policies/guidelines already exist and require more stringent expectations, those campus policies/guidelines will take precedence over the ACIS-1 guidelines.
7. Justification and request for a program or major continuation should be submitted to the Office of the Associate Vice President for Academic, Faculty, and Global Programs along with the annual report on program review. In addition, this information will be added to the request for the annual report on program review.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.0, Revised April 2010)

May 28, 2010

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.2. Business, Finance, and Audit Committee

Thursday, June 10, 2010
UW-Milwaukee Union
Fireside Lounge
Milwaukee, Wisconsin

9:00 a.m. All Regents – Union, Wisconsin Room

1. UW-Milwaukee Presentation: “Progress, Perceptions and Presidents: Taking the Initiative at UW-Milwaukee”
2. Approval of UW System 2010-11 Annual Operating Budget
[Resolution 2.]
3. 2011-13 Biennial Budget: Strategic Financing for the *Growth Agenda*:
 1. Research to Jobs
 2. More Graduates for Wisconsin
 3. Financial Aid[Resolution 3.c.]

12:00 p.m. Lunch – Golda Meir Library: Soref Learning Commons

1:00 p.m. Education Committee – All Regents Invited – Union, Wisconsin Room

- UW Colleges:
 1. First Reading of Revised Mission
 2. First Reading of Bachelor of Applied Arts and Sciences Degree

2:00 p.m. Joint Meeting of the Education Committee and the Business, Finance, and Audit Committee – Union, Wisconsin Room

- a. Program Review by the Legislative Audit Bureau of the Wisconsin Partnership Program, UW School of Medicine and Public Health

2:30 p.m. Business, Finance, and Audit Committee – Union, Fireside Lounge

- b. UW Trust Funds
 1. JP Morgan Commercial Real Estate Presentation
 2. Request for Principal Expenditure
[Resolution I.2.b.2.]
- c. Human Resources System
 1. Status Update
 2. Review and Approval of the FY11 Project Implementation Budget
[Resolution I.2.c.2.]

- d. Committee Business
 - 1. Discussion of Cost to Continue Items in the 2011-13 Biennial Budget
 - 2. Quarterly Report of Gifts, Grants, and Contracts (3rd Quarter)
 - 3. Approval of Revisions to Wisconsin Administrative Code Chapter 19
Relating to Reinstatement Period for Sick Leave Benefits
[Resolution I.2.d.3.]
- e. Consent Agenda
 - 1. Approval of the Minutes of the May 6, 2010 Meeting of the Business,
Finance, and Audit Committee
- f. Report of the Senior Vice President
- g. Additional items which may be presented to the Committee with its approval

**PROGRAM REVIEW BY THE LEGISLATIVE AUDIT BUREAU
OF THE WISCONSIN PARTNERSHIP PROGRAM
UW SCHOOL OF MEDICINE AND PUBLIC HEALTH**

EXECUTIVE SUMMARY

BACKGROUND

The State Commissioner of Insurance issued an order in March 2000 that detailed the requirements of the conversion of Blue Cross Blue Shield United of Wisconsin from a not-for-profit corporation to a for-profit publicly held stock insurance corporation. Under the terms of the order, proceeds from the conversion were to be split between the UW School of Medicine and Public Health and the Medical College of Wisconsin. Over a period of several years, a total of \$311.8 million was transferred to endowments held by the UW School of Medicine and Public Health. The School expended \$44.1 million on public health and medical education and research grants and administration through December 31, 2008.

The Commissioner's order also required that each school undergo a program evaluation every five years. The Legislative Audit Bureau has conducted the first program evaluation, which was released on May 12, 2010.

REQUESTED ACTION

For information purposes only; no action is required.

DISCUSSION

In conducting the first evaluation, the Legislative Audit Bureau analyzed the application materials, progress reports, and financial data related to 40 projects from each school. The Audit Bureau found that both schools "...generally complied with the requirements they established for awarding and monitoring their funding..." and that "most grantees met the objectives described in their proposals."

The Legislative Audit Bureau offered the following recommendations to improve project oversight: ensure that project proposals include clear objectives before funds are awarded; improve project monitoring, including clarifying when grantees must notify program staff of modifications to project objectives; ensure that grant applicants disclose all external funding on their supplanting forms; and clarify conflict-of-interest policies. The Audit Bureau also identified certain policy issues that the State Commissioner of Insurance may wish to address in collaboration with the two schools and the Wisconsin United for Health Foundation, the entity

created with the Commissioner's original order and currently serving as a forum for public comment on the schools' programs.

The report summary is provided for reference. The summary and the full program evaluation were mailed to the Board of Regents in May 2010, and can be found at the Legislative Audit Bureau's website (<http://www.legis.state.wi.us/lab/>).

RELATED REGENT POLICIES

None

An Evaluation:

Medical Education, Research, and Public Health Grants

Medical College of Wisconsin

*UW School of Medicine
and Public Health*

May 2010

Report Highlights ■

Endowments were established at each of Wisconsin's two medical schools when Blue Cross Blue Shield became a for-profit corporation.

The schools were ordered to use 65.0 percent of the funds for medical education and research, and 35.0 percent for public health projects.

Both schools generally complied with requirements for awarding and monitoring their grant funding.

Guidance from the Commissioner of Insurance could help clarify certain policy issues.

Under the terms of a March 2000 order issued by the Office of the Commissioner of Insurance, Blue Cross Blue Shield United of Wisconsin converted from a not-for-profit hospital service insurance corporation to a for-profit, publicly held stock insurance corporation and provided \$630.4 million to endowments held by the Medical College of Wisconsin and the University of Wisconsin (UW) School of Medicine and Public Health. The order specified that 65.0 percent of funds be used for medical education and research and 35.0 percent be spent for public health initiatives.

The Commissioner's order required that each school obtain a program evaluation every five years. At the request of the Commissioner and both schools, we conducted the first of these evaluations by analyzing:

- provisions of the Commissioner's order;
- oversight of the programs by the Wisconsin United for Health Foundation and the Commissioner of Insurance;
- each school's process for awarding grants;
- the adequacy and effectiveness of the schools' efforts to monitor and oversee grantees;
- the extent to which grantees achieved their objectives; and
- policy issues related to the use of funds in the programs' first years.

We conducted the same analyses for both schools, but we did not directly compare their performance because they established separate programs with their own planning and governance systems.

Key Facts and Findings

Wisconsin's two medical schools received \$630.4 million to support medical education, research, and public health.

Expenditures through December 31, 2008, totaled \$76.2 million.

From 2004 through 2008, grant funding was awarded to 396 projects.

Of the 80 projects we reviewed, 46 achieved all or most of their objectives.

A prohibition on supplanting is not clearly defined in the Commissioner's order.

Program Establishment and Oversight

Wisconsin United for Health Foundation was established by order of the Commissioner of Insurance to receive the proceeds of the conversion and distribute the funds to the two medical schools after reviewing and approving each school's spending plans. Reviews and approvals occurred in March 2004.

The Foundation had formal oversight and enforcement authority during the implementation period. Currently, it serves as a forum for public information and comment.

At each school, a committee of senior administrators or faculty oversees the medical education and research funds, while an oversight and advisory committee composed of health care advocates, community leaders, school representatives, and an appointee of the Commissioner of Insurance oversees the public health funds.

Endowment Balances and Expenditures

The schools' endowments conserve most of their principal and use investment income to fund projects. Endowment balances increased from 2004 through 2007 but decreased in 2008 because of the economic downturn. They regained some value in 2009.

At the end of 2009, the Medical College had an endowment balance

of \$340.1 million, while the UW School of Medicine and Public Health had an endowment balance of \$325.1 million.

From program inception through December 31, 2008, the Medical College spent \$32.1 million, while the UW School of Medicine and Public Health spent \$44.1 million.

Expenditures Through December 31, 2008 (in millions)		
	Medical College	UW
Medical Education and Research Grants	\$17.4	\$26.7
Public Health Grants	11.6	14.5
Program Administration	3.1	2.9
Total	\$32.1	\$44.1

Grant Application and Awards

From 2004 through 2008, 396 projects were awarded grant funding. We reviewed a diverse sample of 20 medical education and research projects and 20 public health projects funded by each school. Results are summarized in a separate document ([report 10-7](#)).

In our review of the application and award procedures, we found that most applications included the required materials. However, the proposed objectives for 14 of the 80 grants we reviewed were unclear or appeared to be overly ambitious.

For example:

- one Medical College project that was awarded \$242,600 had two broad goals—providing mental health educational services to providers and to consumers—but the grant application did not cite more specific objectives for the services to be provided; and
- a UW project was awarded \$450,000 to fund implementation of a home visitation program for low-income families, but the grant application did not detail the types of activities and services to be provided.

Improving the schools' application review procedures could help to ensure that program funds are awarded to applicants whose objectives are clear and realistic.

Monitoring and Oversight

Both schools oversee their grants primarily by requiring grantees to submit periodic progress reports. We identified 6 instances in which the submitted reports did not include sufficient information to determine their progress and 18 instances in which grantees modified their projects' objectives or activities, typically without formal approval or acknowledgment by the schools.

For example, one UW project that was awarded \$299,800 collected information instead of creating a new electronic database of student health information, and a Medical College project that

was awarded \$50,000 intends to conduct case studies of a sample of participating companies instead of a comprehensive evaluation of those companies' wellness programs.

Achieving Project Outcomes

We analyzed the activities of the 80 projects we selected for review to determine whether grantees had achieved the objectives included in their original grant proposals.

We found that 46 of the 80 grants achieved all or most of their objectives or appear likely to do so by the end of their grant periods.

For example:

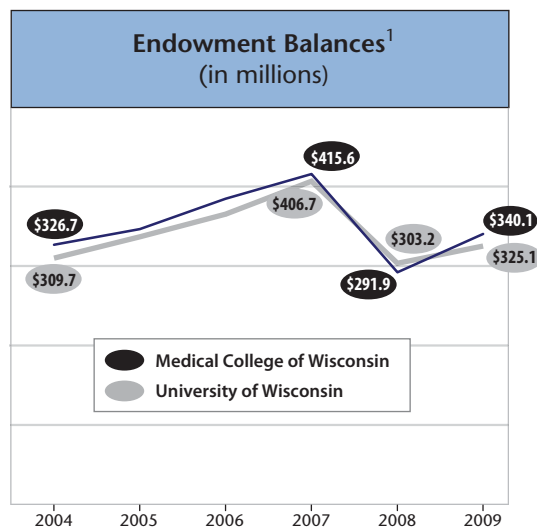
- one Medical College education project that was awarded \$105,000 achieved all of its objectives related to developing and promoting a consumer Web site with information on how to find quality health care information on the Internet; and
- a UW public health project that was awarded \$49,700 achieved all of its objectives and trained 270 teachers and child care providers to plan and maintain vegetable gardens, resulting in the establishment of 68 new gardens that served 1,100 children statewide.

However, 5 of the 80 projects we reviewed either met few of their objectives or are at risk of not meeting them, including:

- a \$450,000 Medical College public health project to address the prevention and reduction of obesity that did not develop a community action plan, conduct any of its proposed evaluations, or report on most of its objectives; and
- a \$25,000 UW public health planning project that did not complete its primary goal of developing a strategic plan for an organization of family caregivers, nor did it apply for grants to continue support of the organization.

Future Considerations

Both schools have carefully monitored their endowment balances.



¹ As of December 31 each year.

As the values of their endowments declined, both schools reduced funding for existing grants and the number of grants they awarded in 2008. However, continued monitoring of endowment balances

will be important, as will monitoring of the schools' conflict-of-interest policies.

We reviewed conflict-of-interest policies for each school's oversight and advisory committee. The policies in place at the time of our review did not clearly require committee members to abstain from voting on projects proposed by organizations that employed them or with which they had other financial relationships. The policies also did not require oversight and advisory committee members to absent themselves during deliberations on proposals by these organizations.

We also identified several policy issues for which the March 2000 order by the Commissioner of Insurance offered limited guidance. These issues could be addressed by the Commissioner in cooperation with the Foundation and the two schools:

- clarifying the allowable uses of medical education and research funds;
- redefining the supplanting prohibition and its requirements for grant applicants;
- determining the degree to which medical education and research funds should be competitively allocated; and
- determining the appropriate level of public health funding the schools may expend directly.

The Legislative Audit Bureau is a nonpartisan legislative service agency that assists the Wisconsin Legislature in maintaining effective oversight of state operations. We audit the accounts and records of state agencies to ensure that financial transactions and management decisions are made effectively, efficiently, and in compliance with state law, and we review and evaluate the performance of state and local agencies and programs. The results of our audits, evaluations, and reviews are submitted to the Joint Legislative Audit Committee.

Recommendations

Our report includes recommendations for the Medical College of Wisconsin and the University of Wisconsin School of Medicine and Public Health to:

- ☑ ensure that project proposals include clear objectives before funds are awarded ([pp. 24, 38, 61, and 72](#));
- ☑ improve project monitoring, including clarifying when grantees must notify program staff of modifications to project objectives ([pp. 27, 40, and 75](#));
- ☑ ensure that grant applicants disclose all external funding on their supplanting forms ([pp. 50 and 83](#)); and
- ☑ clarify conflict-of-interest policies ([p. 88](#)).

In addition, we recommend that:

- ☑ the Medical College of Wisconsin include its unallowable cost policy in the guidelines for medical education and research grants ([p. 21](#)); and
- ☑ the Commissioner of Insurance work with the Foundation and both medical schools to clarify several policy issues in order to ensure that funds are spent in a manner that is consistent with the intent of the order ([p. 93](#)).

Additional Information

For a copy of report 10-6, which includes responses from the Medical College of Wisconsin and UW School of Medicine and Public Health, call **(608) 266-2818** or visit our Web site:



www.legis.wisconsin.gov/lab

Address questions regarding this report to:

Paul Stuibler
(608) 266-2818

Legislative Audit Bureau

22 East Mifflin Street
Suite 500
Madison, WI 53703
(608) 266-2818

Janice Mueller
State Auditor

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS J.P. MORGAN COMMERCIAL REAL ESTATE PRESENTATION

EXECUTIVE SUMMARY

BACKGROUND

Commercial real estate as a distinct asset class for possible inclusion in the UW System Trust Funds' Long Term ("endowment") Fund was first discussed with the Business, Finance, and Audit Committee at its meeting in April 2005. At that meeting, the Committee was provided with a "white paper" entitled, "Introduction to Real Asset Classes: Real Estate," which concluded a series of reports on inflation-hedging, real-return asset classes. That paper offered the following summary: "General conclusions are that real estate, particularly via direct private equity, may be a reasonable, if not overly compelling, addition to the endowment portfolio (Long Term Fund) at some level yet to be determined and recommended. Preferences as to specific investment vehicle, structure, and manager would also be recommended at a later date. The dichotomy between the characteristics (returns, volatilities, and correlations) of private equity real estate and REITs ["real estate investment trusts," which are publicly-traded stocks of real estate operating companies] remains troubling and apparently still not fully resolved. In the meantime, an initial 'conservative' conclusion would be that ... open-end, institutional commingled vehicle[s] investing directly in income-producing properties may make the most sense." (The complete 2005 report on real estate is available upon request.)

While commercial real estate has been considered a viable and potentially desirable asset class for the UW Trust Funds' Long Term Fund for some time, no investments have been made to date for a variety of reasons. And, in the Trust Funds' Investment Policy Statement, commercial real estate falls under the broad category of "real assets" (along with timber, commodities, and other natural resources), which themselves fall into the still broader classification of "real and inflation-hedge assets." The target and current allocations to these investment categories as of December 31, 2009 are as follows:

Real and Inflation-Hedge Assets	Target Allocation	Current Allocation
U.S. TIPS	5.0%	8.5%
Real Assets	<u>17.5%</u>	<u>0.0%</u>
	22.5%	8.5%

The allocation to TIPS has been consciously kept higher than target (and has been above 9% at times over the past few years) in recognition of the lack of any exposure to "real assets." Although not set in policy targets, a possible eventual filling of the "real assets" allocation might look something like this: 5% in timber, 5% to 7.5% commercial real estate, and 5% to commodities and other natural resources. Regarding allocations to commercial real estate by other endowments and foundations, the 2009 NACUBO/Commonfund Study reported an overall average allocation of three percent, three percent for funds with \$100 to \$500 million in assets, and seven percent for funds with over \$1 billion; and the average allocation for "Big Ten" institutions was six percent.

REQUESTED ACTION

This item is informational only.

DISCUSSION

There are several reasons why UW Trust Funds' staff has not previously moved forward with actually investing in commercial real estate. In regards to a desirable entry point, valuations had been a concern, and certainly the overall market meltdowns of 2007-2008 gave further cause for trepidation. Also, it was felt that further research was needed on how a commercial real estate sub-portfolio would be structured and implemented. There are, for example, various broad categories of real estate strategies and fund types, such as "core," "value-add," and "opportunistic;" "open-end" versus "closed-end" funds; and there is the question of U.S. and non-U.S. opportunity sets and allocations. Furthermore, given the many unique and challenging aspects of direct commercial real estate investment and the nature of the investment vehicles and structures involved, lengthy and in-depth due diligence of prospective investment managers becomes paramount. One real estate investment manager that Trust Funds' staff has evaluated for a number of years now is the Global Real Assets group of J.P. Morgan Asset Management. UW Trust Funds has had a long relationship with J.P. Morgan Asset Management (its Private Equity Group now oversees half of the Long Term Fund's private equity investments), and the firm is considered to be a "strategic partner," capable of providing wide-ranging, global investment expertise and advice.

Commercial real estate, despite "normally" providing good diversification away from other asset classes and markets, was not at all immune to the "Great Recession/Great Reset" of 2007-2009. Although, as always, lagging in its performance response to widespread and significant economic forces, commercial real estate has also declined, and is only now beginning to show signs of stabilization, if not recovery. (For instance, for all of 2009, the return of commercial real estate as measured by the NCREIF Property Index was -16.8 percent, while large-cap U.S. stocks had rebounded by +26.5 percent.) As such, commercial real estate valuations have become significantly more compelling today than they have been for at least the past five years. As yet another step toward potentially implementing a first-time allocation to direct commercial real estate, representatives from J.P. Morgan Asset Management have been asked to provide a presentation to the Business, Finance, and Audit Committee giving their perspective on this unique asset class and the current state of the real estate market.

RELATED REGENT POLICIES

None.

UW System Trust Funds
Request for Principal Expenditure
Benninger Bequest

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon recommendation of the Dean of the UW School of Medicine and Public Health, the Chancellor of UW-Madison, and the President of the University of Wisconsin System, the principal of the bequest from the Norma Benninger Trust u/w/o Merlin C. Benninger is to be made available for spending.

**UW SYSTEM TRUST FUNDS
REQUEST FOR PRINCIPAL EXPENDITURE
Bequest from the Norma Benninger Trust u/w/o Merlin C. Benninger**

EXECUTIVE SUMMARY

BACKGROUND

In the event a donor gives no direction as to the use of a gift's principal, current Board of Regents policy requires that all such quasi-endowments greater than \$250,000 become Board-designated endowments. As a designated endowment, only the income from the gift is made available for expenditure. If an exception to this restriction is desired, whether at the time of initial gift acceptance or at a later date, a request with appropriate justification must be submitted to the Vice President for Finance for consideration at the next meeting of the Business, Finance, and Audit Committee.

REQUESTED ACTION

Approval of Resolution I.2.b.2., request for principal expenditure.

DISCUSSION

A bequest in the amount of \$274,845 has been received 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."

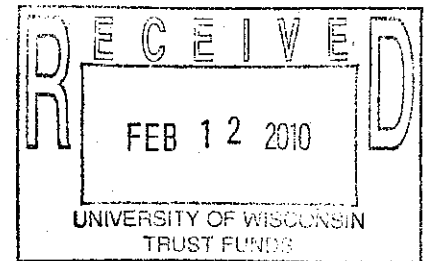
The UW School of Medicine and Public Health is requesting an exception to Board policy, which would otherwise make this a Board-designated endowment fund. The School wishes to use the principal of this gift toward the funding of the second phase of the Wisconsin Institutes for Medical Research, which will include both cancer and cardiovascular components. A letter from Dean Robert Golden describing the School's request in more detail is attached.

RELATED REGENT POLICIES

Regent Policy 31-15: *Policy on Quasi-Endowments*.



DATE: February 4, 2010
TO: Doug Hoerr
UW Trust
From: Robert N. Golden, M.D. *RG*
Dean, UW School of Medicine and Public Health
Re: Norma Benninger Trust



The School of Medicine and Public Health is pleased to accept the gift from the Norma Benninger Trust u/w/o Merlin C. Benninger.

We would like to place the gift into a new account established at the School level, UDD A53. These funds will be held for funding of the second phase of the Wisconsin Institutes for Medical Research (WIMR) which will include both cancer and cardiovascular components, consistent with the will language.

At this time, we would like to request an exception to the Board of Regents policy to endow all gifts in excess of \$250,000. The gift will help meet the remaining funding needs for this urgently needed facility. At this time, Phase II of WIMR is priced at approximately \$135,000,000 of which \$67M has been enumerated already as part of the 2011-2013 state capital budget. Of the remaining need, we have received a fundable score for a Federal stimulus grant of \$15,000,000 and are awaiting final word on a second \$15,000,000 grant. Additionally, the UW Foundation is in the process of finalizing a gift of \$10,000,000 or more for this project. This additional funding will help us reach our total funding goal to commence construction as quickly as possible.

WIMR Phase II is currently the single most important research need of the School of Medicine and Public Health. We have previously requested similar treatment for gifts during Phase I of the facility and may make additional requests based on the receipt of future gifts and project needs at that time. The entirety of this gift, principal and earnings, will be used to help fund the project. As we have done with previous gifts, we will select an appropriate naming opportunity to go along with this gift. We will work with your office to notify the appropriate parties once construction is underway and the naming opportunity has been selected.

If there are any additional questions regarding this gift, please contact Kenneth Mount, Associate Dean for Fiscal Affairs, at (608) 263-4938.

Reporting Period: April 1 - 30, 2010

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

HRS		
Key Area (See Appendix 1 for description)	Accomplishments for April 2010	Status
Business Process and Application Configuration	<ul style="list-style-type: none"> Presented the features and functionality of the Benefits area at the Madison Showcase, highlighting the open enrollment process Continued system configuration for all defined functionality in scope Business Process teams continued working with the Testing team to identify and document test conditions, test scenarios and test data Business Process teams continued collaborating with the Reporting, Data Collection/Conversion, Training, and Security teams in the development of their deliverables Completed the analysis of requested scope changes and assessed impact to the project in collaboration with the Technical Development team 	Slightly Behind (see challenges)
Technical Development	<ul style="list-style-type: none"> Continued development and unit testing of modifications and interfaces Completed rollout of the data collection and cleansing tools and processes to the campuses for the first phase of collection and cleansing Continued development and unit testing of the Enterprise Performance Management (EPM or data warehouse) data views Completed the analysis and prioritization of reporting and data warehouse tasks Completed the assessment of scope changes for changes related to functionality and to refinements in technical approach. Began developing detailed 	On Schedule (see challenges)

	designs for the approved scope changes.	
Technical Infrastructure	<ul style="list-style-type: none"> Continued campus specific role gathering and normalization for security Completed analysis and obtained approval from HRS governance on the approach for implementing row level security Developed the high-level initial batch schedule Environments for HRS have been created and refreshed as required Working with the interdependent project teams to confirm key deliverable milestones and plans 	On schedule
Change Management	<ul style="list-style-type: none"> Conducted Benefits overview training at selected locations across the state focusing on Benefits Eligibility and Enrollment Continued campus visits with the Executive Sponsors to apprise the leadership teams on each campus' status, plans, and expectations for HRS Revised the campus scorecard, the measurement of readiness for HRS at each campus, to include criteria for Shared Financial System (SFS) Continued the collection of campus readiness measurements and produced the monthly campus scorecard Completed the Work Process Analysis for <i>Hire a Person with Position – Classified</i> with Site Leaders and HR Directors details of the expected changes to the process at each campus Prepared to pilotcall tracking functionality for Employee Services (a component of the Service Center). This pilot will provide valuable information needed to define the Help Desk structure and processes 	On schedule
Testing	<ul style="list-style-type: none"> In collaboration with Shared Financial System and Budget system staff, analyzed options for parallel testing to assure that requirements for an end to end test from HRS through those systems. A recommendation for parallel test was presented and approved Continued the development of test conditions, test scenarios and test data in collaboration with the 	Slightly behind (see challenges)

	Business Process teams <ul style="list-style-type: none"> • Restructured the approach to the development of test conditions, test scenarios, and test data to include more involvement by the functional teams in these deliverables • Confirmed approach for performance testing of HRS (both HCM and EPM) at selected campuses • Revised the HRS Project Plan for the Test Phase to extend the duration of the individual phases e.g. system, integration, etc. and overlap the phases based upon current knowledge of scope, resources, and timeline • Began campus visits to provide overview of upcoming Test Phase plans, expectations and roles/responsibilities for campus staff 	
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 • Continued the development of the detailed FY2011 work plan 	On schedule

Shared Financial System (SFS) Interface		
Key Area (See Appendix 1 for description)	Accomplishments for April 2010	Status
Business Process and Application Configuration	<ul style="list-style-type: none"> • Completed all planned configuration items as scheduled. Team will continue to monitor technical development and business process designs if new configuration items are identified. 	On schedule
Technical Development	<ul style="list-style-type: none"> • Developed key metric tracking spreadsheet for outstanding work. • Continued technical development on multiple modifications, including reallocation of resources to work on remaining outstanding modification efforts. • Executed unit test plans as technical modifications were completed. • Continued joint development and unit testing of HRS modification dependencies. 	On Schedule (See Challenges)

Technical Infrastructure	<ul style="list-style-type: none"> Continued development of Batch Schedule to accommodate changes to the nightly schedule Focused security efforts on refining roles for new roles within the Accounts Payable area Implemented a monitoring tool to assist with the integration of the data synchronizations between HRS and SFS 	On Schedule (See Challenges)
Change Management	<ul style="list-style-type: none"> Began development of Training Deployment plan Continued meeting with area leads to build Training Curriculum Rolled out SFS campus “scorecard” in April to the SFS Site Leaders Conducted monthly Site Leaders conference call to facilitate communications 	On Schedule
Testing	<ul style="list-style-type: none"> Drafted initial testing execution plan for System Testing, including timeline, test data approach, and scripts to execute. Developed joint approach with HRS and Budget teams to address parallel testing requirements. 	On schedule
Project Management	<ul style="list-style-type: none"> Identified tasks scheduled for completion during FY10 that will carry forward into FY11 efforts. Developed action plans for Change Management, Technical Development, and Technical Infrastructure deliverables Continued the development of the detailed FY2011 work plan 	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.
- The Business Process and Testing areas remain slightly behind schedule in the development of test conditions, test scenarios and the creation of test data. The Project has taken the following actions to address the issue:
 - The Business Process team is allocating more resources to work collaboratively with the Test team in development of these deliverables
 - The Test team members are co-locating with the Business Process teams on a scheduled basis to maximize opportunities for collaboration and development
 - Additional test team members have been added to the project to assist in the development of deliverables

- In the area of Technical Development, the HRS Project is on schedule for those deliverables within the original scope. Several mandatory scope changes have been identified which will not be completed in timeframe defined for the original plan i.e. June 30, 2010. These scope changes will be incorporated into the Fiscal Year 2011 planning efforts. Examples of these scope changes are:
 - Furlough Processing – The delivered Oracle PeopleSoft functionality for Furlough processing works for UW except for those employees who are furloughed on a percentage basis.
 - Absence Management / Time and Labor Integration – The integration of these two business process areas is complicated due to the unique requirements of the UW System in how absences are planned and time taken and recorded.
 - E-Profile (Employee Self Service) – UW-Whitewater is the only UW System campus that has Oracle PeopleSoft HCM installed locally. UW-Whitewater is currently using eProfile, a feature allowing employees to update some of their own personal data. HRS leadership has approved the implementation of this eProfile functionality for release 1. The functionality will provide improved functionality for all UW campuses.
- SFS Technical Development continues to require monitoring and adjustments to staffing in order to complete HRS efforts while continuing with SFS Production support. The SFS PMO continues take the following actions to limit impact to the overall timeline:
 - Re-allocated SFS Technical Support staff to focus on HRS deliverables.
 - Developed detailed metric tracking spreadsheet to give visibility to outstanding development items.

Project Expenditures (through April 30, 2010):

	FY10 Planned	FY10 Planned YTD (July 09 - Apr 10)	FY10 Actual YTD (July 09 - Apr 10)	FY10 Budget to Actual Variance YTD (July 09 - Apr 10)	Percentage Planned to Actual YTD
HRS Project: Key Areas					
Business Process and Application Configuration	\$ 1,496,348	\$ 1,412,957	\$ 1,688,104	\$ (275,147)	-19.5%
Technical Development	\$ 11,326,031	\$ 9,346,763	\$ 8,453,230	\$ 893,533	9.6%
Technical Infrastructure	\$ 2,322,833	\$ 2,085,584	\$ 1,337,436	\$ 748,148	35.9%
Change Management	\$ 1,501,276	\$ 1,108,875	\$ 654,385	\$ 454,490	41.0%
Testing	\$ 2,076,934	\$ 1,391,425	\$ 910,636	\$ 480,789	34.6%
Project Management and Administration	\$ 5,877,772	\$ 4,721,154	\$ 5,285,216	\$ (564,062)	-11.9%
Non-Labor Costs	\$ 1,171,313	\$ 429,525	\$ 364,787	\$ 64,737	15.1%
Sub Total	\$ 25,772,506	\$ 20,496,283	\$ 18,693,795	\$ 1,802,487	8.8%
July & August 2009 Planning	\$ 4,138,909	\$ 4,138,909	\$ 4,138,909	\$ -	
Contingency	\$ 2,577,250	\$ 2,198,590	\$ -	\$ 2,198,590	
HRS Project	\$ 32,488,665	\$ 26,833,782	\$ 22,832,704	\$ 4,001,077	14.9%
SFS Interface	\$ 4,993,610	\$ 3,510,194	\$ 2,897,612	\$ 612,582	17.5%
HRS and SFS Interface Total	\$ 37,482,275	\$ 30,343,975	\$ 25,730,316	\$ 4,613,659	15.2%

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 resources are not initially billable to the project.

Project Management and Administration:

- Included 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.
- Consulting out-of-pocket actual expenses to date are less than originally planned.
- Trending towards incurring less internal costs than originally planned.

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 less than planned.
- Production hardware and software purchases are being deferred to FY11.

SFS Interface:

- Deliverables have been completed on schedule with less effort and at less cost than planned to date.

Planned Activities – May 2010

- Complete the population of the “master copy” of the configuration database with setup values
- Coordinate HRS Project work on Portal / Presentation of Self-Service with the existing Service Center Portal effort underway
- Continue work on the development of modifications, interfaces, and their associated unit test plans
- Continue the development of the reporting detailed designs
- Continue to coach the campuses on data conversion cleansing and collection activities
- Continue the development of the data cleansing, collection, and conversion scorecard for monitoring progress in this area
- Continue work on the detailed batch schedule and incorporate schedules of related systems
- Begin Enterprise Performance Management (EPM or data warehouse) role gathering for Security

- Begin discussion of data governance for the HCM and EPM systems within the scope of the HRS Project
- Continue the analysis and recommendations for query security
- Continue to participate in scheduled campus visits with the Executive Sponsors to apprise the campuses of the status of the project, upcoming plans, and expectations
- Continue work on high-level business process training focusing on Time and Labor/Absence Management
- Continue the Work Process Analysis meetings with the Process Advisory Group and subject matter experts to refine the understanding of the impact HRS will have on the each campuses' processes and staff
- Continue development of test conditions, scenarios, and data
- Continue work on the performance monitoring approach document

Planned Activities – June and July 2010

- Complete development of system and integration test conditions, scenarios and data
- Begin System Test
- Complete scheduled visits with executive leadership of each campus to discuss plans, expectations, and measurements
- Continue the work process analysis of mapping current roles to future roles to assess impact of change on organizations
- Continue working on development and unit testing for reports and data views
- Continue work on the campus-specific role gathering for security
- Complete the performance monitoring approach document

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.

Review and Approval of Human Resource System
FY 11 Project Implementation Budget

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the Human Resource System implementation budget for fiscal year 2011.

**UNIVERSITY OF WISCONSIN SYSTEM
HUMAN RESOURCE SYSTEM
FY11 PROJECT IMPLEMENTATION BUDGET

EXECUTIVE SUMMARY**

BACKGROUND

Following an extensive planning effort, the University of Wisconsin System received approval in September 2009 from the Board of Regents to begin implementation of a new Human Resource System (HRS) using the Oracle/PeopleSoft suite of products called Human Capital Management (HCM). The total budget for the Human Resource System (HRS) project, including planning, is \$81.4 million. The first phase of the project will be completed by June 2011 and will provide the majority of functionality for payroll, base benefits, human resources, time and absence reporting, financial integration, and basic reporting. The remaining phases will be completed in the first half of 2012.

At the end of June 2010, the major FY 2010 deliverables and milestones planned for this period of time will be completed on time and within the approved FY 2010 implementation budget of \$33.4 million. The total estimated spending on implementation between September 1, 2009 and June 30, 2010 will be \$28.2 million.

The University of Wisconsin System seeks Board of Regents approval for a FY 2011 budget of \$35.9 million to complete the first phase of the project by June 2011. The \$81.4 million budget as presented in September 2009 remains unchanged; however, the budget request for FY 2011 is higher than what was originally presented. The FY 2011 budget represents adjustments in timing to complete certain deliverables between fiscal years, and additional costs due to unexpected UW staffing challenges, and additional work effort and changes. The budget also continues to include a reserve to cover unforeseen expenses.

Shifting the timeframe for completing project activities within the overall project timeline is normal in any large project. The HRS governance groups and the project team are confident the HRS project will be delivered on time and on budget.

REQUESTED ACTION

Approval of Resolution I.2.c.2.

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the Human Resource System implementation budget for fiscal year 2011.

DISCUSSION

The milestones in the FY 2010 HRS project plan are organized in seven key areas: 1) Business Process and Application Configuration; 2) Technical Development; 3) Technical Infrastructure; 4) Change Management; 5) Testing; 6) Project Management and Administration; and 7) HRS/SFS Interface.

The first of these key areas, Business Process and Application Configuration, involves configuring the PeopleSoft application to fit the University's business requirements and to identify modifications that have to be made to the application to meet state and other mandatory requirements. A very important milestone involved helping campuses identify the required business processes to conduct business operations using the Oracle PeopleSoft application. All Business Process and Application Configuration milestones will be completed by the end of fiscal year 2010 as planned.

The second key area, Technical Development, includes building modifications and interfaces based upon functional and technical specifications. It also includes preparation for converting all data from the legacy system, as well as from identified campus data sources, and preparations for loading data into the new Oracle/PeopleSoft operational system and the new data warehouse. Major modifications and interfaces defined in the original plan will be completed by the end of the fiscal year. New modifications identified during FY 2010 and a few changes to planned FY 2010 minor modifications will be completed by the end of July 2010.

The third key area, Technical Infrastructure, includes development of security plans, building the hardware environment and connecting to external applications. The timing for completing the purchase and installation of the production hardware was deferred from FY 2010 to FY 2011 to more closely align with the overall timeframe for completing the first phase of the project. The remaining FY 2010 major deliverables will be completed by the end of fiscal year 2010 as planned.

The fourth key area, Change Management, includes training, analysis of institutional work processes, communication, and campus change management. A communication plan has been developed. All UW System institutions are participating in work process analyses and training "global professionals" on their campuses who will know the entire PeopleSoft system from end-to-end. Every campus fills out a monthly "scorecard" to measure their progress in meeting the project plan's campus deliverables. There are now five online training courses focused on specific modules of the HR system. The FY 2010 deliverables will be completed by the end of fiscal year 2010 as planned.

The fifth key area, Testing, includes the development of test scripts, scenarios, data and expected results. A testing plan has been developed that includes all phases of testing. The testing scripts and scenarios needed to support the testing efforts in FY 2011 will be completed by the end of fiscal year 2010 as planned.

The sixth key area, Project Management and Administration, will meet all major deliverable milestones by the end of fiscal year 2010 as planned. These include creation of a project decision making process; the establishment of a team at UW-Eau Claire devoted to implementing the final phase of the project, the Talent Acquisition Management module; the creation of a detailed project plan; and the effective management of all UW personnel and consulting resources.

The final key area, the HRS/SFS (Shared Financial System) interface is on budget and has met all its major FY 2010 deliverable milestones as planned.

FY 2011 Budget

	Planning (FY08 FY09)	FY10 Est. End of Year Actual	FY11 Proposed Budget	FY12 Preliminary Budget	Total
HRS Project: Key Areas					
Business Process and Application Configuration	\$ -	\$ 1,771,750	\$ 2,637,701	\$ 412,141	\$ 4,821,592
Technical Development	\$ -	\$ 11,686,521	\$ 10,492,199	\$ 1,546,256	\$ 23,724,976
Technical Infrastructure	\$ -	\$ 1,763,597	\$ 3,487,448	\$ 524,419	\$ 5,775,464
Change Management	\$ -	\$ 1,070,489	\$ 1,723,611	\$ 326,554	\$ 3,120,654
Testing	\$ -	\$ 1,640,430	\$ 4,566,634	\$ 610,154	\$ 6,817,218
Project Management and Administration	\$ -	\$ 6,112,083	\$ 3,522,094	\$ 188,338	\$ 9,822,516
Non-Labor Costs	\$ -	\$ 524,374	\$ 1,570,759	\$ 1,089,632	\$ 3,184,765
Sub Total	\$ -	\$ 24,569,244	\$ 28,000,446	\$ 4,697,494	\$ 57,267,184
Planning	\$ 7,861,091	\$ 4,138,909	\$ -	\$ -	\$ 12,000,000
Contingency	\$ -	\$ -	\$ 3,705,943	\$ 527,933	\$ 4,233,876
HRS Project	\$ 7,861,091	\$ 28,708,153	\$ 31,706,388	\$ 5,225,428	\$ 73,501,060
SFS Interface					
Project	\$ -	\$ 3,678,636	\$ 3,289,545	\$ -	\$ 6,968,181
Contingency	\$ -	\$ -	\$ 938,120	\$ -	\$ 938,120
SFS Interface	\$ -	\$ 3,678,636	\$ 4,227,665	\$ -	\$ 7,906,301
HRS and SFS Interface Total	\$ 7,861,091	\$ 32,386,789	\$ 35,934,053	\$ 5,225,428	\$ 81,407,361

The proposed FY 2011 budget has been adjusted from the planned budget presented in September 2009. There are major reasons for adjustments:

- The project deferred the production hardware purchases from FY 2010 to FY 2011 to more closely align the timing of the purchase and installation of this hardware with the first phase implementation go-live date.

- The project accelerated the development of a set of reports planned for FY 2012 up to FY 2011 because these reports will be needed sooner after the first phase go-live than was originally planned.
- The project identified additional modifications, a few changes to planned modifications, and additional PeopleSoft functionality which will be needed to support UW's unique regulatory requirements. These additions and changes have added more effort to the project than originally planned; however, they will not affect the timeline for completing the first phase go-live by June 2011.
- Staffing challenges remain in both the technical and functional areas of the project. The Project Management Office is working with the hiring organizations to actively fill these openings. Until these openings are filled, consulting resources will be used.

FY 2011 Milestones

The first phase of the project will be completed by June 2011 and will provide the majority of functionality for payroll, base benefits, human resources, time and absence reporting, financial integration, and basic reporting. The Business Process team will work with the other project teams to ensure that testing, security roles, modification development, and interfaces are all working properly as defined in the business process specifications. The Technical Team will complete the few additional modifications, correct defects discovered in testing, and convert the needed legacy data into the new Oracle/PeopleSoft system. The Technical Infrastructure Team will maintain multiple database environments to support the testing and deployment activities. The team will test the batch schedule and validate that interfaces into and out of HRS work as designed. The Testing Team will execute the system tests, the integration tests, the parallel tests, the performance tests, and the user acceptance tests. They will document all defects discovered, work with the Business Process and Technical teams to timely resolve identified defects, and retest the corrected defects. The Change Management Team will use the campus scorecard to validate that each institution will be ready to go-live by June 2011. The team will deliver comprehensive training to campus staff affected by HRS, and will validate that each campus is aware of the changes to business processes that will result from the implementation of the HRS project. The team will also establish the HRS help desk to respond to questions and issues before, during and after go-live. The Project Management Team will manage resources to the plan, develop and deliver reports to governance groups, conduct campus visits to confirm readiness, and monitor project financials. The HRS/SFS Interface Team will complete the changes to the shared financial systems as a result of the implementation of HRS, test these changes to confirm the changes work as planned, and fix and retest any defects discovered during testing.

Project accountability will continue to be provided in FY 2011 by quarterly reviews and by periodic project progress reports to the Business, Finance and Audit Committee at every Board of Regents two day meeting. The HRS periodic progress reports will continue to be shared with the legislative Joint Committee on Information Policy and Technology.

RELATED REGENT POLICIES

None

QUARTERLY REPORT OF GIFTS, GRANTS, AND CONTRACTS JULY 1, 2009 THROUGH MARCH 31, 2010

EXECUTIVE SUMMARY

BACKGROUND

Prior to 1993, the Board of Regents had been presented a detailed listing of all gift, grant, and contract awards received in the previous month. This reporting protocol was deemed overly labor intensive and information presented was easily misinterpreted. Very few gifts are given directly to the University; the vast majority of gift items listed in these reports represented a pass-through of funds raised by UW Foundations. In addition, reported grant and contract awards frequently span several years, making the monthly figures reported somewhat misleading to the uninformed reader.

In February 1993, the Board adopted a plan for summary reporting on a monthly basis, delegating to the UW System Vice President for Finance acceptance of contracts with for-profit entities where the consideration involved was less than \$200,000. Contracts in excess of \$200,000 were required to come to the Board prior to execution. This \$200,000 threshold was increased to \$500,000 at the Board's September 4, 1997 meeting.

At this same September 4, 1997 meeting, it was noted that, while the monthly summary reporting from UW institutions will continue, the Vice President for Finance will present the information to the Board on a quarterly, rather than monthly, basis. These quarterly summary reports have been presented to the Business, Finance, and Audit Committee since that time and have generally been accompanied by a brief explanation of significant changes.

REQUESTED ACTION

No action is required; this item is for information only.

DISCUSSION

Attached is a summary report of gifts, grants, and contracts awarded to University of Wisconsin System institutions in the nine month period July 1, 2009 through March 31, 2010. Total gifts, grants, and contracts for the period were \$1.258 billion; this is an increase of \$180.2 million over the same period in the prior year. Federal awards increased \$213.3 million while non-federal awards decreased by \$33.1 million.

The large increase in federal awards was primarily driven by substantially increased research funding opportunities associated with the American Recovery and Reinvestment Act (ARRA). Decreases in non-federal awards in the miscellaneous and public service categories result mostly from a significant jump in such funding during the prior year. Significant awards from the Wisconsin Alumni Research Foundation (WARF) and other UW Foundations which were received in the prior year were not repeated in the current year.

RELATED REGENT POLICIES

Regent Resolution Number 7548 dated September 4, 1997

UNIVERSITY OF WISCONSIN SYSTEM
 GIFTS, GRANTS AND CONTRACTS AWARDED
 QUARTERLY REPORT & PRIOR-YEAR COMPARISON
 FISCAL YEAR 2009-2010 Third Quarter

FISCAL YEAR 2009-2010	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Total	77,473,044	54,123,449	3,115,337	107,719,309	50,281,854	796,506,330	169,257,747	1,258,477,070
Federal	45,632,566	34,959,278	0	11,266,208	14,945,525	559,359,183	156,680,679	822,843,439
Nonfederal	31,840,478	19,164,171	3,115,337	96,453,101	35,336,329	237,147,147	12,577,068	435,633,631
FISCAL YEAR 2008-2009								
Total	85,913,656	49,789,559	1,679,168	142,513,418	21,209,425	647,740,600	129,387,323	1,078,233,149
Federal	41,748,031	32,095,787	155,979	8,468,909	191,396	412,021,526	114,771,687	609,453,315
Nonfederal	44,165,625	17,693,772	1,523,189	134,044,509	21,018,029	235,719,074	14,615,636	468,779,834
INCREASE(DECREASE)								
Total	(8,440,612)	4,333,890	1,436,169	(34,794,109)	29,072,429	148,765,730	39,870,424	180,243,921
Federal	3,884,535	2,863,491	(155,979)	2,797,299	14,754,129	147,337,657	41,908,992	213,390,124
Nonfederal	(12,325,147)	1,470,399	1,592,148	(37,591,408)	14,318,300	1,428,073	(2,038,568)	(33,146,203)

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2009-2010 - Third Quarter

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2009-2010								
Madison	21,166,676	35,510,347	2,440,985	89,568,692	48,933,619	751,510,041	22,052,473	971,182,832
Milwaukee	7,610,516	6,180,008	673,352	2,817,564	0	29,042,688	31,454,868	77,778,996
Eau Claire	1,005,593	1,062,237	0	0	1,300,000	1,428,639	11,887,848	16,684,317
Green Bay	422,956	1,486,692	0	227,821	1,500	1,556,078	4,625,288	8,320,335
La Crosse	652,785	295,029	0	964,108	0	2,561,047	8,107,631	12,580,600
Oshkosh	3,995,611	6,663,586	0	0	0	1,774,115	12,763,170	25,196,482
Parkside	3,082,374	544,506	0	14,634	0	399,166	8,802,419	12,843,099
Platteville	1,093,932	61,826	0	4,512,000	0	30,293	8,752,164	14,450,215
River Falls	58,507	6,578	0	1,980,839	0	92,739	7,286,841	9,425,503
Stevens Point	3,754,530	377,599	0	419,126	0	4,575,649	12,340,178	21,467,082
Stout	4,823,467	128,346	0	2,382,694	0	186,340	9,968,769	17,489,616
Superior	55,341	0	0	720,295	0	2,498,397	2,512,913	5,786,946
Whitewater	289,382	41,721	0	2,480,916	46,735	416,443	12,152,450	15,427,647
Colleges	10,689	438,831	1,000	1,117,007	0	116,408	16,550,735	18,234,671
Extension	29,310,685	0	0	300,000	0	0	0	29,610,685
System-Wide	140,000	1,326,142	0	213,613	0	318,286	0	1,998,041
Totals	77,473,043	54,123,449	3,115,337	107,719,309	50,281,854	796,506,330	169,257,747	1,258,477,069
Madison	18,007,809	18,221,222	0	2,864,212	14,945,525	521,581,362	12,918,256	588,538,386
Milwaukee	5,230,342	5,630,554	0	0	0	24,802,035	31,393,717	67,056,648
Eau Claire	904,431	1,047,279	0	0	0	1,323,323	11,599,798	14,874,831
Green Bay	421,356	1,175,437	0	31,290	0	1,351,879	4,024,626	7,004,588
La Crosse	39,865	152,851	0	911,742	0	1,968,871	8,107,631	11,180,960
Oshkosh	2,864,030	6,416,992	0	0	0	1,208,641	12,750,154	23,239,817
Parkside	2,928,509	386,338	0	0	0	310,930	8,799,739	12,425,516
Platteville	846,755	0	0	1,002,381	0	0	8,752,164	10,601,300
River Falls	51,023	0	0	1,561,236	0	53,637	7,260,841	8,926,737
Stevens Point	2,338,577	110,034	0	286,053	0	3,639,808	12,340,178	18,714,650
Stout	4,511,726	99,215	0	1,530,589	0	186,340	9,712,051	16,039,921
Superior	35,341	0	0	720,295	0	2,210,000	2,512,913	5,478,549
Whitewater	178,387	0	0	1,689,694	0	395,847	11,009,915	13,273,844
Colleges	0	433,213	0	518,716	0	100,678	15,498,696	16,551,304
Extension	7,274,414	0	0	0	0	0	0	7,274,414
System-Wide	0	1,286,142	0	150,000	0	225,832	0	1,661,974
Federal Totals	45,632,566	34,959,278	0	11,266,208	14,945,525	559,359,183	156,680,679	822,843,439
Madison	3,158,867	17,289,125	2,440,985	86,704,480	33,988,094	229,928,679	9,134,217	382,644,446
Milwaukee	2,380,174	549,454	673,352	2,817,564	0	4,240,654	61,151	10,722,348
Eau Claire	101,162	14,958	0	0	1,300,000	105,316	288,050	1,809,486
Green Bay	1,600	311,255	0	196,531	1,500	204,199	600,662	1,315,747
La Crosse	612,920	142,178	0	52,366	0	592,176	0	1,399,640
Oshkosh	1,131,581	246,594	0	0	0	565,474	13,016	1,956,665
Parkside	153,865	158,168	0	14,634	0	88,236	2,680	417,583
Platteville	247,176	61,826	0	3,509,619	0	30,293	0	3,848,914
River Falls	7,484	6,578	0	419,603	0	39,102	26,000	498,766
Stevens Point	1,415,953	267,565	0	133,073	0	935,841	0	2,752,432
Stout	311,741	29,131	0	852,105	0	0	256,718	1,449,695
Superior	20,000	0	0	0	0	288,397	0	308,397
Whitewater	110,995	41,721	0	791,222	46,735	20,596	1,142,535	2,153,804
Colleges	10,689	5,618	1,000	598,291	0	15,730	1,052,040	1,683,367
Extension	22,036,271	0	0	300,000	0	0	0	22,336,271
System-Wide	140,000	40,000	0	63,613	0	92,454	0	336,067
Nonfederal Totals	31,840,477	19,164,171	3,115,337	96,453,101	35,336,329	237,147,147	12,577,068	435,633,630

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2009-2010 - Third Quarter

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2008-2009								
Madison	31,759,499	32,709,385	1,270,752	129,002,302	20,927,703	607,166,088	33,880,112	856,715,841
Milwaukee	7,559,413	5,577,545	250,085	2,049,154	0	24,250,373	15,108,191	54,794,760
Eau Claire	646,483	734,950	0	0	0	1,150,132	8,613,041	11,144,606
Green Bay	132,612	1,118,075	0	99,417	0	1,958,270	3,211,649	6,520,024
La Crosse	347,561	496,624	6,000	863,214	0	1,702,814	6,012,684	9,428,897
Oshkosh	2,741,333	6,240,609	0	0	0	841,260	8,253,779	18,076,981
Parkside	1,168,751	494,702	1,002	58,145	120,000	226,478	6,502,699	8,571,777
Platteville	651,856	56,644	149,979	1,149,193	0	157,640	5,427,335	7,592,647
River Falls	436,150	115,364	0	2,238,609	13	81,276	5,189,853	8,061,265
Stevens Point	4,787,293	517,930	0	413,467	0	4,382,785	9,028,464	19,129,939
Stout	3,610,726	94,703	0	2,406,028	0	73,896	7,211,867	13,397,220
Superior	30,186	0	0	0	160,496	4,893,806	1,857,764	6,942,252
Whitewater	106,744	19,019	0	2,888,580	1,213	311,466	8,043,066	11,370,088
Colleges	2,025	371,739	1,350	1,039,808	0	57,756	11,046,820	12,519,499
Extension	31,933,024	0	0	300,000	0	29,600	0	32,262,624
System-Wide	0	1,242,270	0	5,500	0	456,960	0	1,704,730
Totals	85,913,656	49,789,559	1,679,168	142,513,418	21,209,425	647,740,600	129,387,324	1,078,233,150
Madison	16,922,882	17,271,944	0	1,289,630	30,900	379,651,811	22,341,880	437,509,047
Milwaukee	5,577,141	5,143,412	6,000	0	0	19,624,520	14,267,337	44,618,411
Eau Claire	535,630	719,828	0	0	0	1,026,227	8,492,849	10,774,534
Green Bay	108,416	973,425	0	13,857	0	1,670,066	3,050,780	5,816,544
La Crosse	150,874	298,124	0	761,347	0	899,920	6,006,161	8,116,426
Oshkosh	1,840,992	5,604,250	0	0	0	456,766	8,252,779	16,154,787
Parkside	1,086,074	298,825	0	5,000	0	0	6,276,191	7,666,090
Platteville	400,396	0	149,979	981,731	0	72,000	5,427,335	7,031,441
River Falls	307,997	0	0	1,730,552	0	0	5,055,781	7,094,330
Stevens Point	2,368,854	117,001	0	286,053	0	3,057,253	9,028,464	14,857,625
Stout	3,130,409	90,969	0	1,619,074	0	56,279	7,189,717	12,086,448
Superior	30,186	0	0	0	160,496	4,750,364	1,857,764	6,798,810
Whitewater	90,817	0	0	1,355,271	0	279,287	7,488,939	9,214,314
Colleges	0	371,739	0	426,394	0	20,073	10,035,711	10,853,916
Extension	9,197,362	0	0	0	0	0	0	9,197,362
System-Wide	0	1,206,270	0	0	0	456,960	0	1,663,230
Federal Totals	41,748,031	32,095,787	155,979	8,468,909	191,396	412,021,526	114,771,687	609,453,315
Madison	14,836,617	15,437,441	1,270,752	127,712,672	20,896,803	227,514,277	11,538,232	419,206,794
Milwaukee	1,982,272	434,133	244,085	2,049,154	0	4,625,853	840,854	10,176,350
Eau Claire	110,853	15,122	0	0	0	123,905	120,192	370,072
Green Bay	24,196	144,650	0	85,560	0	288,204	160,869	703,480
La Crosse	196,687	198,500	6,000	101,867	0	802,894	6,523	1,312,471
Oshkosh	900,341	636,359	0	0	0	384,494	1,000	1,922,194
Parkside	82,677	195,877	1,002	53,145	120,000	226,478	226,508	905,687
Platteville	251,460	56,644	0	167,462	0	85,640	0	561,206
River Falls	128,153	115,364	0	508,057	13	81,276	134,072	966,935
Stevens Point	2,418,439	400,929	0	127,414	0	1,325,532	0	4,272,314
Stout	480,317	3,734	0	786,954	0	17,617	22,150	1,310,771
Superior	0	0	0	0	0	143,442	0	143,442
Whitewater	15,927	19,019	0	1,533,309	1,213	32,179	554,127	2,155,774
Colleges	2,025	0	1,350	613,415	0	37,684	1,011,109	1,665,582
Extension	22,735,662	0	0	300,000	0	29,600	0	23,065,262
System-Wide	0	36,000	0	5,500	0	0	0	41,500
Nonfederal Totals	44,165,625	17,693,772	1,523,189	134,044,509	21,018,029	235,719,074	14,615,637	468,779,835

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2009-2010 - Third Quarter

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
INCREASE (DECREASE)								
Madison	(10,592,823)	2,800,962	1,170,233	(39,433,611)	28,005,916	144,343,953	(11,827,639)	114,466,991
Milwaukee	51,103	602,464	423,267	768,410	0	4,792,315	16,346,677	22,984,236
Eau Claire	359,110	327,287	0	0	1,300,000	278,507	3,274,807	5,539,711
Green Bay	290,344	368,617	0	128,404	1,500	(402,192)	1,413,639	1,800,311
La Crosse	305,224	(201,595)	(6,000)	100,894	0	858,233	2,094,947	3,151,703
Oshkosh	1,254,278	422,977	0	0	0	932,855	4,509,391	7,119,501
Parkside	1,913,623	49,804	(1,002)	(43,511)	(120,000)	172,688	2,299,720	4,271,322
Platteville	442,075	5,182	(149,979)	3,362,806	0	(127,346)	3,324,829	6,857,567
River Falls	(377,643)	(108,786)	0	(257,771)	(13)	11,463	2,096,988	1,364,238
Stevens Point	(1,032,763)	(140,331)	0	5,659	0	192,864	3,311,714	2,337,143
Stout	1,212,741	33,643	0	(23,334)	0	112,445	2,756,902	4,092,397
Superior	25,155	0	0	720,295	(160,496)	(2,395,409)	655,149	(1,155,306)
Whitewater	182,638	22,703	0	(407,663)	45,522	104,977	4,109,383	4,057,559
Colleges	8,664	67,092	(350)	77,199	0	58,651	5,503,916	5,715,172
Extension	(2,622,339)	0	0	0	0	(29,600)	0	(2,651,939)
System-Wide	140,000	83,872	0	208,113	0	(138,674)	0	293,311
Totals	(8,440,613)	4,333,890	1,436,169	(34,794,109)	29,072,429	148,765,730	39,870,423	180,243,919
Madison	1,084,927	949,278	0	1,574,582	14,914,625	141,929,551	(9,423,623)	151,029,339
Milwaukee	(346,799)	487,142	(6,000)	0	0	5,177,514	17,126,380	22,438,237
Eau Claire	368,801	327,451	0	0	0	297,096	3,106,949	4,100,297
Green Bay	312,940	202,012	0	17,433	0	(318,187)	973,846	1,188,044
La Crosse	(111,009)	(145,273)	0	150,395	0	1,068,951	2,101,470	3,064,534
Oshkosh	1,023,038	812,742	0	0	0	751,875	4,497,375	7,085,030
Parkside	1,842,435	87,513	0	(5,000)	0	310,930	2,523,548	4,759,426
Platteville	446,359	0	(149,979)	20,650	0	(72,000)	3,324,829	3,569,859
River Falls	(256,974)	0	0	(169,316)	0	53,637	2,205,060	1,832,407
Stevens Point	(30,277)	(6,967)	0	0	0	582,555	3,311,714	3,857,025
Stout	1,381,317	8,246	0	(88,485)	0	130,061	2,522,334	3,953,473
Superior	5,155	0	0	720,295	(160,496)	(2,540,364)	655,149	(1,320,261)
Whitewater	87,570	0	0	334,423	0	116,560	3,520,976	4,059,530
Colleges	0	61,474	0	92,323	0	80,606	5,462,985	5,697,387
Extension	(1,922,948)	0	0	0	0	0	0	(1,922,948)
System-Wide	0	79,872	0	150,000	0	(231,128)	0	(1,256)
Federal Totals	3,884,535	2,863,491	(155,979)	2,797,299	14,754,129	147,337,657	41,908,992	213,390,124
Madison	(11,677,750)	1,851,684	1,170,233	(41,008,192)	13,091,291	2,414,402	(2,404,016)	(36,562,348)
Milwaukee	397,902	115,321	429,267	768,410	0	(385,199)	(779,703)	545,998
Eau Claire	(9,691)	(164)	0	0	1,300,000	(18,589)	167,858	1,439,414
Green Bay	(22,596)	166,605	0	110,971	1,500	(84,005)	439,792	612,267
La Crosse	416,233	(56,322)	(6,000)	(49,501)	0	(210,718)	(6,523)	87,169
Oshkosh	231,240	(389,765)	0	0	0	180,980	12,016	34,471
Parkside	71,188	(37,709)	(1,002)	(38,511)	(120,000)	(138,242)	(223,828)	(488,104)
Platteville	(4,284)	5,182	0	3,342,156	0	(55,346)	0	3,287,708
River Falls	(120,669)	(108,786)	0	(88,455)	(13)	(42,174)	(108,072)	(468,169)
Stevens Point	(1,002,486)	(133,364)	0	5,659	0	(389,691)	0	(1,519,882)
Stout	(168,576)	25,397	0	65,151	0	(17,617)	234,568	138,924
Superior	20,000	0	0	0	0	144,955	0	164,955
Whitewater	95,068	22,703	0	(742,086)	45,522	(11,583)	588,407	(1,970)
Colleges	8,664	5,618	(350)	(15,124)	0	(21,954)	40,931	17,785
Extension	(699,391)	0	0	0	0	(29,600)	0	(728,991)
System-Wide	140,000	4,000	0	58,113	0	92,454	0	294,567
Nonfederal Totals	(12,325,148)	1,470,399	1,592,148	(37,591,408)	14,318,300	1,428,073	(2,038,569)	(33,146,205)

Revisions to Wisconsin Administrative Code
Chapter 19 Relating to Reinstatement
Period for Sick Leave Benefits

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution

That, upon the recommendation of the President of the University of Wisconsin System, the Secretary of the Board of Regents and staff transmit the attached draft rules amending Chapter 19, Wisconsin Administrative Code, to the Legislative Council for review, pursuant to Chapter 227, Wisconsin Statutes.

**REVISIONS TO WISCONSIN ADMINISTRATIVE CODE
CHAPTER 19 RELATING TO REINSTATEMENT PERIOD FOR SICK
LEAVE BENEFITS**

EXECUTIVE SUMMARY

BACKGROUND

The proposed amendments to Chapter UWS 19, Wisconsin Administrative Code, will change the sick leave reinstatement period for unclassified employees who leave and then return to employment in the UW System from three to five years to be consistent with the current policy for classified staff. The proposed changes also make a non-substantive correction to the definition of “sick leave” to conform to the federal Family and Medical Leave Act which has changed since Chapter UWS 19 was first promulgated.

REQUESTED ACTION

Approval of Resolution I.2.d.3.

That, upon the recommendation of the President of the University of Wisconsin System, the Secretary of the Board of Regents and staff transmit the attached draft rules amending Chapter 19, Wisconsin Administrative Code, to the Legislative Council for review, pursuant to Chapter 227, Wisconsin Statutes.

DISCUSSION

Chapter 227 of the Wisconsin Statutes sets forth the procedures for amending the Wisconsin Administrative Code. Under those procedures, Regent President Pruitt authorized publication of a statement of scope of the proposed rule changes in the Wisconsin Administrative Register in January 2010. The next step is for the Board of Regents to approve the proposed rule changes for submission to the Legislative Rules Clearinghouse for review.

Approval of resolution I.2.d.3. would authorize submission of the proposed rules to the Legislative Rules Clearinghouse.

RELATED STATUTES AND REGENT POLICIES

Wisconsin Statutes Section 36.30

ORDER OF THE BOARD OF REGENTS OF
THE UNIVERSITY OF WISCONSIN SYSTEM AMENDING RULES

[INTRODUCTORY CLAUSE]

The Board of Regents proposes an order to amend UWS 19.01 and 19.03, relating to accrual and use of sick leave by faculty, academic staff, and limited appointees of the University of Wisconsin System.

[ANALYSIS PREPARED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF
WISCONSIN SYSTEM]

Statutes interpreted: Section 36.30, Stats.

Statutory authority: Section 36.30, Stats.

Explanation of agency authority: Section 36.30, Stats., authorizes the Board to promulgate rules regulating sick leave for University of Wisconsin System faculty, academic staff, and employees holding positions under section 20.923(4g) and (5), Stats.

Related statutes or rules: Sections 40.05(4)(b), 40.05(4)(bp), 40.95, 103.10, and 230.12(9), Stats.

Summary of proposed rule: The proposed rule would amend Ch. UWS 19, Wis. Admin. Code, to change the sick leave reinstatement period for unclassified employees who leave and then return to employment in the UWS from three to five years to be consistent with the current policy for classified staff. The proposed rule also would make a non-substantive correction to the definition of “sick leave” to conform to the federal Family and Medical Leave Act which has changed since Ch. UWS 19 was promulgated.

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

Comparison with rules in adjacent states: There are no comparable rules in other states.

Summary of factual data and analytical methodologies: There were no factual data or analytical methodologies used to develop the proposed rules.

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

Agency contact person: Christopher L. Ashley, Senior System Legal Counsel, University of Wisconsin System Administration, 1808 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706. Telephone: (608) 262-3662. Email: cashley@uwsa.edu.

Comments and deadline for submission: The notice of public hearing will contain this information.

[TEXT OF RULE]

SECTION 1. UWS 19.01 is amended to read:

UWS 19.01 Definition. Sick leave refers to absences of faculty, academic staff and limited appointees of the University of Wisconsin System due to personal illness, injury, disability, ~~or pregnancy, or adoption,~~ as well as attendance on a member of the immediate family of the employee whose condition or death requires the employee's direct care, if such absences are being charged against the employee's accumulated sick leave credits.

SECTION 2. UWS 19.03 is amended to read:

UWS 19.03 If the employee terminates employment with the University of Wisconsin System other than through retirement or death, unused sick leave shall be terminated but shall be reinstated if the employee is reappointed to any sick leave eligible position within the system within ~~3-5~~ years. A reappointment after the expiration of the reinstatement period shall be treated as an initial appointment for purposes of this chapter.

SECTION 4. INITIAL APPLICABILITY. This rule first applies to reinstatements occurring after July 1, 2010.

SECTION 5. EFFECTIVE DATE. This rule shall take effect on the first day of the month following publication in the Wisconsin administrative register as provided in s. 227.22(2)(intro.), Stats.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Capital Planning and Budget Committee -

Thursday, June 10, 2010
UW-Milwaukee Union
Ballroom East
Milwaukee, Wisconsin

9:00 a.m. All Regents – Union, Wisconsin Room

1. UW-Milwaukee Presentation: “Progress, Perceptions and Presidents: Taking the Initiative at UW-Milwaukee”
2. Approval of UW System 2010-11 Annual Operating Budget
[Resolution 2.]
3. 2011-13 Biennial Budget: Strategic Financing for the *Growth Agenda*:
 - a. Research to Jobs
 - b. More Graduates for Wisconsin
 - c. Financial Aid[Resolution 3.c.]

12:00 p.m. Lunch – Golda Meir Library: Soref Learning Commons

1:00 p.m. Education Committee: All Regents Invited – Union, Wisconsin Room

- UW Colleges:
 1. First Reading of Revised Mission
 2. First Reading of Bachelor of Applied Arts and Sciences Degree

2:00 p.m. Capital Planning and Budget Committee – Union, Ballroom East

- a. Approval of the Minutes of the May 6, 2010 Meeting of the Capital Planning and Budget Committee
- b. UW-Milwaukee Campus Master Plan Presentation
- c. UW-Madison: Approval of the Design Report of the Gordon Commons Expansion 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-Madison: Approval of the Design Report of the Lakeshore Residence Hall Development Project and Authority to Increase the Project Budget and Construct the Project
[Resolution I.3.d.]
- e. UW-Madison: Approval of the Design Report of the Charter Street Heating Plant Rebuild Project and Authority to Construct the Project
[Resolution I.3.e.]
- f. UW-Milwaukee: Authority to Request the Release of Building Trust Funds to Prepare Preliminary Plans and Design Reports for the Kenwood Integrated Research Complex – Phase I Project and the Freshwater Sciences Initiative Research Building - Phase I Project
[Resolution I.3.f.]
- g. UW-Oshkosh: Authority to Purchase a Parcel of Land with Improvements Located at 608 Algoma Boulevard, Oshkosh, Wisconsin
[Resolution I.3.g.]
- h. UW-River Falls: Approval of the Design Report of the George S. Fields South Fork Suites Addition Project and Authority to Construct the Project
[Resolution I.3.h.]
- i. UW-Stevens Point: Approval of the Design Report of the Neale Residence Hall Renovation Project and Authority to Construct the Project
[Resolution I.3.i.]
- j. UW System: Authority to Construct All Agency Maintenance and Repair Projects
[Resolution I.3.j.]
- k. Report of the Associate Vice President
 - 1. Building Commission Actions
 - 2. Other
- l. Additional items which may be presented to the Committee with its approval

Approval of the Design Report of the Gordon Commons Expansion Project and Authority to Seek a Waiver to Accept a Single Prime Contractor Bid and Construct the Project, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, the Design Report of the Gordon Commons Phase I & II project be approved and authority be granted to (a) seek a waiver of Wis. Stat. § 16.855 under the provisions of Wis. Stat. § 13.48 (19) to allow single prime bidding and (b) construct the project at an estimated cost of \$34,124,000 (\$33,056,000 Program Revenue Supported Borrowing [Housing], \$1,000,000 Program Revenue-Cash [Housing], \$39,700 Gift Funds and \$28,300 Program Revenue-Cash [Transportation]).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2010

1. Institution: The University of Wisconsin–Madison
2. Request: Approval of the Design Report of the Gordon Commons Phase I & II project and authority to (a) seek a waiver of Wis. Stat. § 16.855 under the provisions of Wis. Stat. § 13.48 (19) to allow single prime bidding and (b) construct the project at an estimated cost of \$34,124,000 (\$33,056,000 Program Revenue Supported Borrowing [Housing], \$1,000,000 Program Revenue-Cash [Housing], \$39,700 Gift Funds and \$28,300 Program Revenue-Cash [Transportation]).
3. Description and Scope of Project: Phase I of this project will construct a new 67,276 ASF/103,620 GSF Gordon Commons Food Service facility on the site of the former Ogg Hall. Phase II will demolish the existing Gordon Commons and construct an open space consisting of a large open lawn area with a landscaped perimeter and terraces. This space will be used for passive outdoor recreation, casual dining, catered events, and UW-Housing programs.

The first floor of the new building will consist of a marketplace food venue along with dining areas, food production space, a convenience store, and a coffee/ice cream shop. The interior dining areas will overlook the open space. The second floor will house large meeting rooms and support spaces able to accommodate up to 1,000 people. The lowest level will include a food production facility, bulk storage plus distribution space, offices, and a receiving dock area.

First floor space in Witte Hall, which is located across Lake Street, will be remodeled for the Division of University Housing Diversity Center as part of this project. A small addition will be included to create a new entrance for the hall and provide a separate entrance for the Diversity Center.

This project will incorporate sustainable design elements with a goal of designing a building with a U.S. Green Building Council LEED™ Silver equivalent rating. The project will include a green roof and the installation of solar panels to generate hot water.

4. Justification of the Request: A full justification of this project was included in the 2009-11 UW System capital budget request. Gordon Commons is a 74,700 ASF/93,760 GSF two-story building that was constructed in 1965 to serve as the dining facility for over 3,000 residents of the southeast area of campus. The commissary or central kitchen for the entire University Housing Food Service program is also located in this building. At the time when Gordon Commons was designed and constructed, Housing's Food Service program was a traditional, all-you-can-eat, single-line cafeteria operation serving three

meals per day. This type of food service required six dining rooms and serverly lines in order to feed the 3,000 plus residents who came to eat during short periods of time.

Today, the residents of the southeast area of campus have more food choices than ever before and may eat at locations across campus that offer food service available from 7:00 a.m. to 1:00 a.m.

During the past 40 years, the seating areas in the dining rooms have been refurbished and refinished several times, but the serveries for both spaces are basically the same as they were in 1965. Kitchen areas for both the commissary and Gordon Commons food service have changed very little in that same time period.

In recent years, it has become increasingly clear that to meet the ever changing food service needs and preferences of students, it is necessary to undertake major renovations and/or expand existing food preparation and service areas within Gordon Commons. The new food venue will have marketplace style food preparation and serving areas that allow for easily changed menus and the ability to do speed-scratch and made-to-order cooking at each location within the serving area. Dining areas provide flexible facilities for meetings and activities to promote living/learning opportunities for students.

In addition, there is a great need to provide more gathering space for residents in this area of University Housing for both structured and unstructured living/learning opportunities. This new facility will enable Gordon Commons to become a community center for the students living in the southeast area of campus.

In 2009, when this project was enumerated, the scope included program space for the McBurney Disability Resource Center and an underground parking deck that would serve approximately 100 visitors and some McBurney Center staff and clients. Within six months, the campus was presented with an opportunity to relocate the McBurney Center to the University Square Building. This was deemed a better alternative to space in Gordon Commons because of the ease of accessibility to the University Square building, its proximity to public parking and paratransit drop-offs, and its co-location with other student services programs and activities. The campus chose that option and space for McBurney was removed from the Gordon Commons project. Likewise, since the project's enumeration, a reconsideration of the parking availability in the lower campus area coupled with the high cost of underground parking construction led to the removal of the parking component from this project. A total of \$68,000 was spent for planning the McBurney Center and parking portions before they were removed from the project and that amount is reflected in the project budget on the next page.

This request also includes a request for a waiver to allow the use of single prime bidding. This project has a critical time schedule and complicated construction phasing because of its location on a tight site and the need to provide continued access for both students and suppliers to the existing Gordon Commons as well as the East Campus Mall. The requirement of complicated coordination and sequencing schedule is best accomplished

through the use of a single prime delivery method, which allows a sole entity to have both control of and responsibility for the project's construction site.

5. Fee Impact: The costs of the Lakeshore Residence Hall Development and the Gordon Commons Phases I and II projects, from preliminary design to the completion of construction, will be spread over five years in gradual increases to room rates. During the five year period, the rates will increase by \$90 each year for the Lakeshore project and by \$60 each year for the Gordon Commons project. UW-Madison housing rates are consistently the lowest of those in the Big Ten.

6. Budget and Schedule:

Construction Cost	\$28,112,000
Contingency	1,406,000
A/E Design Fee	2,259,000
McBurney/Parking Pre-Design Fees	68,000
Other Fees	263,000
DSF Management Fees	1,181,000
Movable & Special Equipment	750,000
% for Art	85,000
Total Project Cost	\$34,124,000

BOR/SBC Approval	June 2010
Submission of Bid Documents for Final Review	August 2010
Bid Opening	December 2010
Start of Construction	March 2011
Substantial Completion, Phase I	May 2012
Occupancy	July 2012
Substantial Completion, Phase II	June 2013

7. Previous Action:

August 21, 2008 Resolution 9529	Approved the Gordon Commons Phases I & II project as part of the 2009-11 Capital Budget request at an estimated total project budget of \$41,305,000 (\$33,056,000 Program Revenue Supported Borrowing [Housing], \$4,487,000 Program Revenue Supported Borrowing [Parking], \$2,762,000 Gift Funds, and \$1,000,000 Program Revenue-Cash).
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Approval of the Design Report of the Lakeshore
Residence Hall Development Project and Authority
to Increase the Project Budget and Construct the
Project, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, the Design Report for the Lakeshore Residence Hall Development project be approved and authority be granted to: (a) increase the project scope and budget by \$530,000 (\$419,000 General Fund Supported Borrowing and \$111,000 Program Revenue-Cash) and (b) construct the project for a total project cost of \$48,170,000 (\$45,932,000 Program Revenue Supported Borrowing [Housing], \$1,708,000 Program Revenue-Cash [Housing], \$419,000 Existing General Fund Supported Borrowing, and \$111,000 Program Revenue-Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2010

1. Institution: The University of Wisconsin–Madison
2. Request: Requests approval of the Design Report for the Lakeshore Residence Hall Development project and authority to: (a) increase the project scope and budget by \$530,000 (\$419,000 General Fund Supported Borrowing and \$111,000 Program Revenue-Cash) and (b) construct the project for a total project cost of \$48,170,000 (\$45,932,000 Program Revenue Supported Borrowing [Housing], \$1,708,000 Program Revenue-Cash [Housing], \$419,000 Existing General Fund Supported Borrowing, and \$111,000 Program Revenue-Cash).
3. Description and Scope of Project: This project is the first of a two phase project that will significantly improve housing and food service facilities located in the west lakeshore area of campus and increase residence hall capacity to satisfy the demand of students and parents for on-campus housing. The first phase includes a 138,387 ASF/228,209 GSF building that will provide housing for 412 students as well as a new food service facility that will replace an outdated one.

The residence hall portion of the building will offer a modified traditional residence hall arrangement. The 202 double occupancy rooms will be arranged in clusters of five rooms whose occupants will share a bathroom. Additional units include eight single bedroom units for house fellows and a separate two bedroom apartment for an on-site residence life staff member.

The food service venue is designed to meet the needs of the approximately 3,250 students living in the lakeshore area. It will seat 450 students and during peak periods will have the capacity to serve nearly 1,350 meals. It will provide a marketplace type of food preparation and serving area that will allow menu concepts to be easily changed and support speed-scratch and made-to-order cooking or assembly at each location within the serving area.

The project scope is being increased to extend a 13.8 kV distribution circuit to the site. The existing 4160V distribution system does not have adequate capacity to serve the new building. Power and signal conduits were installed as part of the Lakeshore and Central Campus utility projects but no electric conductors were installed. The new circuit will serve the new residence hall/food service facility and also provide capacity to the buildings along Elm Drive such as Goodnight Hall, Bradley Hall, Friedrich Hall, etc. The work will be funded from savings from the Walnut Street Substation Upgrade project which cost approximately \$1.8 million less than its enumeration.

This project will incorporate sustainable design elements and meet the Division of State Facilities (DSF) sustainability requirements. Among the elements that will be included in the project are green roofs and the installation of solar panels to generate hot water.

The development will displace approximately 94 existing surface parking spaces in lots 32 and 58. Those spaces will be replaced in future proposed parking structures on campus. Phase I will also displace 12 tennis courts. Six of the 12 courts will be relocated to the Cole Beach site south of Cole Hall as part of a separate project funded by University Housing. Housing will also pay for the installation of two sand volleyball courts at the Cole Beach site. Once constructed, both sites will be maintained by the Division of Recreational Sports.

4. Justification of the Request: A full justification of this project was included in the 2009-11 UW System capital budget request. In general, the current stock of university housing does not have sufficient capacity (beds) to satisfy the demand of all first-year students who want to live on-campus in a residence hall. The proposed new hall will increase current capacity to a level that will provide all first-year students the opportunity to live on campus. The new food service unit and program space will provide students with the desired food service and residence hall programs.

The food preparation and dining space in Holt Commons currently serves the Lakeshore residence halls. It occupies the same structural space as it did forty-eight years ago when dining service involved a single-line cafeteria operation serving three meals a day. The construction of a new food service facility as part of this project will allow the Division of Housing to correct deficiencies detailed in the 2004 Food Service Study by modernizing its food preparation and service areas.

The increase in scope is due to the addition of 7,000 linear feet of 15 KV cabling for electrical conductors to serve this facility. Because power to that area of campus is now limited, the Campus Master Utility Plan proposed the installation of new conductors with the first major building constructed in this area of the campus. Since this new line will eventually serve both PR and GPR facilities, the funding split associated with capital utility projects will be applied. GPR funding will come from residual bonding from another campus utility project.

5. Fee Impact: The costs of the Lakeshore Residence Hall Development and the Gordon Commons Phases I and II projects, from preliminary design to the completion of construction, will be spread over five years in gradual increases to room rates. During the five year period, the rates will increase by \$90 each year for the Lakeshore project and by \$60 each year for the Gordon Commons project. UW-Madison housing rates are consistently the lowest of those of those in the Big Ten.

6. Budget and Schedule:

Construction	\$37,381,000
Utility Extension (Electrical)	440,000
Contingency (8%)	3,026,000
A/E Fee	3,635,000
Other Fees	300,000
DSF Management	1,634,000
Movable Equipment	1,634,000
% for Art	<u>120,000</u>
Total Project Cost	\$48,170,000

Submission of Bid Documents for Final Review	August 2010
Bid Date	November 2010
Start of Construction	March 2011
Completion	June 2012

7. Previous Action:

August 21, 2008	Recommended the Lakeshore Residence Halls and Food Service project
Resolution 9529	as part of the 2009-11 Capital Budget at an estimated project budget of \$59,463,000 (\$57,775,000 Program Revenue Supported Borrowing and \$1,688,000 Program Revenue-Cash).

Approval of the Design Report of the Charter Street
Heating Plant Rebuild Project and Authority to
Construct the Project, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, the Design Report of the Charter Street Heating Plant (CSHP) Rebuild project be approved and authority be granted to (a) request the release of the remaining \$220,636,600 Program Revenue Supported Borrowing funding authorized for the project and (b) construct the project for an estimated total project cost of \$245,136,600 Program Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2010

1. Institution: The University of Wisconsin-Madison
2. Request: Approval of the Design Report of the Charter Street Heating Plant (CSHP) Rebuild project and authority to (a) request the release of the remaining \$220,636,600 Program Revenue Supported Borrowing funding authorized for the project and (b) construct the project for an estimated total project cost of \$245,136,600 Program Revenue Supported Borrowing.
3. Description and Scope of the Project: The project will demolish portions of the existing Charter Street Heating Plant (CSHP) on the UW-Madison campus and will construct additions to the existing heating plant including: Dayton Street Building (46,522 GSF), Boiler #8 Building (5,700 GSF), Boiler #8 Air Quality Control Systems (AQCS) Building (13,369 GSF), and a Control/Electrical Building (6,463 GSF). Ancillary facilities will include a Biomass Material Receiving Building (18,420 GSF), three new boiler stacks (250', 180', and 165' tall), a 350,000 gallon fuel oil tank, and fuel storage silos (573,400 cu ft).

Plant boiler capacity will be increased from 800,000 lbs/hr to 1,100,000 lbs/hr. Coal boilers 1 through 4 (500,000 lbs/hr) will be retired and gas/oil boiler #5 (300,000 lbs/hr) will be retained. Two new gas/oil boilers #6 and # 7 (225,000 lbs/hr each) and one new biomass boiler #8 (350,000 lbs/hr) will be installed. Biomass fuel handling and storage equipment will be installed. Boiler AQCS will include: a particulate filter baghouse, a selective catalytic reduction (SCR) system, and, if required, a sorbent injection system to meet WDNR/EPA air permit requirements. Balance of plant and ancillary equipment that is necessary to run the plant, feed water system, water treatment system, air compressors, condensate collection systems, digital controls, and electrical system upgrades and additions are also included in the project.

Plant electrical generation capacity will be increased from 9.8 MW to 29.8 MW by the installation of a new 20 MW steam turbine generator, and a new 13.8 kV switching station which will be constructed to distribute power to campus substations. The existing 9.8 MW steam turbine generator will be retained.

Rail facilities on the CSHP site and within the existing rail corridor east to West Washington Street will be upgraded. Approximately 4,765 feet of track will be removed and approximately 4,085 feet of track will be installed as part of this project. The existing rail spur south of the plant will be demolished and a new rail siding will be constructed east of Park Street. The rail bridges at Park Street and East Campus Mall will be expanded to add another rail line. The pedestrian/bike path will be relocated.

Parking Lot # 45 will be demolished to allow construction of the new Dayton Street Building. A new parking lot will be constructed along the west side of Mills St. This will result in the net loss of 45 parking spaces. Future Boiler #9 will be constructed on the new parking lot site.

4. Justification of the Request: This project is a result of the Amended Consent Decree entered in the United States District Court for the Western District of Wisconsin. The Amended Consent Decree required the Department of Administration (DOA) and the University of Wisconsin (UW) to conduct a comprehensive study to evaluate alternatives to bring the Charter Street Heating Plant (CSHP) into compliance with the Clean Air Act and for making necessary upgrades to other state-owned heating plants in Wisconsin. Independent of the study and in conjunction with a directive from Governor Jim Doyle in 2007, coal at the CSHP will be phased out as a fuel source by the year 2012. As an interim measure until the CSHP rebuild is complete, natural gas will be the sole fuel source.

This project was included in the state's 2009-11 Capital Budget and a full justification was submitted at that time. The budget authorized \$250,636,600 Program Revenue Supported Borrowing to replace the coal fired boilers with new natural gas boilers, and the installation of a new biomass boiler and a new steam turbine electrical generator. The project scope also included a rail delivery system upgrade, biomass fuel handling, and biomass fuel storage.

Because the CSHP rebuild is a major construction project with potentially significant environmental effects and/or controversy, it has been classified as a Type I action requiring an Environmental Impact Statement (EIS). The EIS is being prepared in accordance with the Wisconsin Environmental Policy Act (WEPA), Wisconsin Statutes 1.11, and UW System Administration Guidelines. A public hearing on the draft environmental impact statement was held on May 5, 2010. Comments that were received during the draft EIS comment period, both written and oral, will be included in the final EIS. A final EIS document will be made available for a 30 day public review period in a similar manner as the draft EIS, with a formal public hearing being conducted to present the impacts of the proposed project and to solicit additional public comment on the project.

5. Fee Impact: The program revenue supported borrowing debt service will be paid through the UW System fuel and utilities appropriation (Fund 109). That appropriation is funded on a biennial basis in the state biennial budget. The traditional funding sources for the appropriation are approximately 45% general purpose revenue and 55% tuition and other program revenue sources. However, this appropriation is for fuel purchases and it is not the GPR/PR split used for debt service. It is not anticipated that any tuition will contribute to debt service. However, the cost of converting from coal as the primary fuel to biomass will increase the cost of fuel purchases. At this time the exact percent of the cost is unknown.

The UW-Madison West Campus Cogeneration Facility (WCCF) power plant was also funded with program revenue supported borrowing and debt service paid through Fund

109. To determine the methodology of cost sharing between general purpose revenue and program revenue, an annual report is required by statute. The statute was amended to include reporting on the new Charter Street Heating Plant.

Wis. Stats. 36.11(48) **Report on utility charges; assessment of certain utility charges.** The board shall ensure that the University of Wisconsin-Madison reports annually to the department of administration on utility charges in the following fiscal year to fund principal and interest costs incurred in purchasing the Walnut Street steam and chilled-water plant enumerated under 2003 Wisconsin Act 33, section 9106 (1) (g) 2. and in renovating and adding an addition to the Charter Street heating and cooling plant enumerated under 2009 Wisconsin Act 28, section 9106 (1) (g) 3., and the methodology used to calculate those charges. The board may not assess the utility charges until the charges are approved by the department of administration.

The required report has been used to apply an annually adjusted split between GPR and PR funds for debt service based on consumption by type of connected space. Currently, the split for the WCCF debt service is 81% GPR and 19% PR.

The WCCF was constructed for the purpose of increasing capacity to provide additional steam and chilled water. However, the CSHP is primarily replacing existing production capacity. Approximately 72% of the project cost is to replace the existing facility, which was originally constructed entirely with GPR funds. The remaining 28% of the project cost is to increase capacity.

Because the CSHP is a GPR facility and the project is primarily replacing existing capacity, the university is proposing that GPR funds pay 100% of the debt service for that portion of the project that is replacing capacity and that the remaining portion of the project be split between GPR and PR under Wis. Stat. §36.11 (48).

The estimated debt service after all bonds are issued is represented in the table below.

	WCCF method: GPR/PR split applied to entire project	Proposed method: GPR funds applied to replacing existing capacity; GPR/PR split applied increased capacity
GPR	\$13,574,000	\$15,866,500
PR	\$3,184,000	\$891,500
Total	\$16,758,000	\$16,758,000

6. Project Budget and Schedule:

<u>Project Budget</u>	<u>Cost</u>
Construction	\$193,705,000
Fees / Contingency / Utilities	26,931,600
Equipment Pre-purchase / Fees	<u>24,500,000</u>
Total Project Cost	\$245,136,600

<u>Project Schedule</u>	<u>Date</u>
Building Commission Authority to Construct	June 2010
Start Construction	August 2010
Gas Boiler Operation (No Coal)	October 2011
Substantial Completion	March 2013

7. Previous Actions:

May 8, 2009 Resolution 9613	Granted authority to waive s. 16.855 to allow a design-build entity to design and construct a Physical Plant Shops/Office Building at a total cost not to exceed \$4,600,000 existing Program Revenue Supported Borrowing. (Those funds transferred to the Physical Plant Shops/Office Building Construction project.)
September 11, 2009 Resolution 9681	Granted authority to pre-purchase equipment and complete the Design Report for the Charter Street Heating Plant Rebuild project at an estimated total cost of \$24,500,000 Program Supported Borrowing.
September 11, 2009 Resolution 9682	Granted authority to increase the budget of the Physical Plant Shops/Office Building by \$1,400,000 (\$900,000 Program Revenue Supported Borrowing and \$500,000 Agency Cash) for a revised total budget of \$6,000,000 (\$5,500,000 Program Revenue Supported Borrowing and \$500,000 Agency Cash). Those funds were transferred to the Physical Plant Shops/Office Construction project.

Authority to Request the Release of Building Trust
Funds to Prepare Preliminary Plans and Design
Reports for the Kenwood Integrated Research
Complex – Phase I Project and the Freshwater
Sciences Addition – Phase I Project,
UW-Milwaukee

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, authority be granted to seek the release of \$4,280,000 Building Trust Funds–Planning to plan the Kenwood Integrated Research Complex – Phase I project and the Freshwater Sciences Addition – Phase I project.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2010

1. Institution: The University of Wisconsin-Milwaukee
2. Request: Authority to seek the release of \$4,280,000 Building Trust Funds–Planning for the following major projects:

Inst.	Project Name	Total Project Budget	GFSB	PRSB/Gifts	BTF-Planning
MIL	Kenwood Integrated Research Complex–Phase I	\$75M	\$73.4M	\$1.6M	\$2,694,000
MIL	Freshwater Sciences Addn–Phase I	\$50M	\$50M		\$1,586,000
	TOTAL				\$4,280,000

3. Description and Scope of Project: Consultants will be retained to prepare preliminary plans, cost estimates, and design reports for the two projects above that were advance enumerated in the 2009-11 biennium.

UW-Milwaukee Kenwood Integrated Research Complex -- \$2,694,000 BTF-Planning

This project is the initial phase of a multi-phase major redevelopment on the campus' southwest precinct described in both the recent master plan and pre-design documents. UWM has an acute need for new and expanded Science, Technology, Engineering, and Mathematics (STEM) facilities. This project will address the most urgent STEM academic and core research needs and include the relocation of physics labs and departmental offices. It will construct 273,300 ASF/455,600 GSF of total building area comprised of research labs and core facilities, instructional and collaboration space, and office and support space. The project will also construct a tunnel connection to Lapham Hall.

Future phases of this project will address additional coherent increments of new construction to accommodate current unmet space needs and core facilities, as well as some anticipated growth. For example, the next phase will contain similar types of additional space but with a higher ratio of teaching labs and classrooms. Ultimately, it is anticipated that the overall complex will be developed from east to west and contain nearly 500,000 gross square feet. As construction phases are undertaken, demolition of the Kunkle Center and the Physics Building will be necessary in accordance with the Campus Master Plan.

UW-Milwaukee Freshwater Sciences Addition -- \$1,586,000 BTF-Planning

This project will construct the initial phase of an Integrated Marine, Freshwater, and Atmospheric Research Laboratory on the site of the existing Great Lakes Research Facility (GLRF). The project will construct a three or four story addition of approximately 125,000 gross square feet to the existing Great Lakes Research Facility (GLRF) with possible

renovations in the existing building. Shared research support core facilities will be created for computation and visualization, genomics, biosecurity (Biosafety Levels 2 and 3), and trace analysis. The addition will also house research collaboration areas such as conference/meeting rooms, visiting scientist support space, and outreach spaces. This proposed project will be the next step of fully developing a Harbor Campus on and around the existing GLRF property. A future Phase II will address the balance of the highest priority research and academic needs with the construction of a small addition, completion of interior renovations, site improvements, and an upgrade of the aquaculture infrastructure.

The project is a critical component of a regional focus on freshwater research and business development. To complement this investment in freshwater research, the city of Milwaukee will plan, design, and construct the rebuilding of Greenfield Avenue into a boulevard in conjunction with the state construction project in 2011. In addition, the city will seek to rebuild the railroad underpass in conjunction with the future rail lines and will seek additional private development in the surrounding properties. The city will work with We Energies to plan and construct a barrier along Greenfield Avenue to shield an existing coal pile from the neighborhood.

In addition, the city has provided a TIF for the development of the Reed St. Yards for private development in freshwater-related research and industry. To anchor this initiative, the UWM Foundation and Milwaukee 7 Water Council will plan and develop a School of Freshwater Sciences business and research center of approximately 50,000 GSF at Reed St. Yards. The facility will house offices, conference space, business accelerator, and applied research space. Construction could begin as early as mid-2011.

UW-Milwaukee will build on its 40-year-old history of the Great Lakes WATER Institute and the key role that freshwater has played in the health and economy of the region as it opens the nation's first School of Freshwater Sciences with a mission of promoting transformative research and graduate education. This project is necessary to create a research environment that attracts a diverse group of researchers by providing them with both the tools and the colleagues to advance fundamental and strategic science. It will provide state-of-the-art laboratories for interdisciplinary research that will focus on climate systems and forecasting, ecosystem management, environmental health, and integrated marine technologies. The facility will provide scientists and students an opportunity to engage with one other in interdisciplinary lines of scientific inquiry; to share data, knowledge, and models; and to accelerate the pace of discovery and innovation.

Design, construction, and equipping of a new state-of-the-art 120-foot research vessel will be undertaken as a future project component.

4. Justification of the Request: The release of planning funds will enable the hiring of architectural/engineering consultants for the above projects to prepare preliminary plans, cost estimates, and design reports. Approval of the design reports and authority to construct these projects will be sought when planning is complete and detailed budgets have been developed.

5. Budget and Schedule: Preliminary detailed budgets and schedules were prepared by consultants in conjunction with each project's pre-design phase. Each project will require approximately 3½ years for completion.

6. Previous Action:

July 13, 2007
Resolution 9374

Granted authority to seek the release of \$2,000,000 Building Trust Funds – Planning for the purpose of hiring a master planning consultant and preparing a UW-Milwaukee campus master plan that includes potential new sites for university facilities.

July 9, 2009
Resolution 9658

Granted authority to seek the release of \$525,000 Building Trust Funds-Planning for additional detailed planning in conjunction with the UW-Milwaukee Campus Master Plan.

December 11, 2009
Resolution 9709

Granted authority to seek enumeration of the School of Freshwater Sciences Research Building Phase I, \$50,000,000 General Fund Supported Borrowing (GFSB) (\$43,400,000, 2009-11 and \$6,600,000 2011-13) as the initial project of the University of Wisconsin-Milwaukee Master Plan Initiative, and that the remaining \$73,400,000 GFSB, \$55,600,000 Program Revenue Supported Borrowing, and \$60,000,000 Gifts/Grants will be allocated to additional projects in the Master Plan Initiative at the next meeting of the Board of Regents. The projects were subsequently enumerated at those levels and fund sources.

January 8, 2010
Resolution 9717

Granted authority to seek enumeration of the following major capital projects with funding provided in 2009 Wisconsin Act 28:

- (1) Kenwood Integrated Research Complex (IRC) Phase I at a total estimated cost of \$75,000,000 (\$43,400,000 existing General Fund Supported Borrowing 2011-13; \$30,000,000 existing GFSB 2013-15; and \$1,600,000 million Gifts and Grants).
- (2) Columbia St. Mary's Hospital Purchase and Redevelopment at a total estimated cost of \$31,000,000 (\$30,000,000 existing Program Revenue Supported Borrowing and \$1,000,000 Building Trust Funds).
- (3) Neeskay Research Vessel at a total estimated cost of \$20,000,000 Gifts and Grants.

The projects were subsequently enumerated at those levels and fund sources.

Authority to Purchase a Parcel of Land with
Improvements Located at 608 Algoma Boulevard,
Oshkosh, Wisconsin, UW-Oshkosh

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Oshkosh Chancellor and the President of the University of Wisconsin System, authority be granted to expand the campus boundary and purchase a 2.41-acre parcel of land and improvements located at 608 Algoma Street in the city of Oshkosh at an acquisition cost of \$1,480,000 General Fund Supported Bonding.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2010

1. Institution: The University of Wisconsin-Oshkosh
2. Request: Authority to expand the campus boundary and purchase a 2.41-acre parcel of land and improvements located at 608 Algoma Street in the city of Oshkosh at an acquisition cost of \$1,480,000 General Fund Supported Bonding.
3. Description and Scope of the Project: The former Lincoln Elementary School, located at 608 Algoma Boulevard, adjacent to the southern edge of campus at the northeast corner of Algoma Boulevard and Wisconsin Avenue will be purchased (see attached map). The 2.41-acre parcel contains a 32,720 GSF two-story brick structure with classrooms and offices and a partially finished basement, a 102-space parking lot, and two fenced outside playground areas with playground equipment. Residential property adjoins this parcel to the north, south, and east, and Scott Hall borders on the west.

The purchase price is the average of two independent market appraisals which are \$1,650,000 and \$1,310,000. The city of Oshkosh, which owns the property, is willing to sell the parcel at the estimated fair market value and has accepted an option to purchase.

4. Justification of the Project: The University of Wisconsin-Oshkosh must purchase additional property to address its strategic growth and development goals. The specific attributes of the Lincoln School property make it ideal for accommodating unique programs which require a high degree of public access. The space on campus vacated by the targeted programs can be better utilized to address core academic space needs.

The acquisition of the Lincoln School property will provide an opportunity to move two programs with significant public interaction to appropriate facilities in a highly visible, easily accessed location. The Children's Learning and Care Center provides day care services for the children of students and faculty as well as learning opportunities for students in early childhood education. The program is currently located on several floors of Swart Hall, which is an academic building in the center of campus with limited access for drop off/pick-up of children. The first level of Lincoln School will provide a nearly ideal facility for this program because the site provides for easy drop off/pick-up of children, contains fenced playground areas with appropriate play equipment, and offers ample parking.

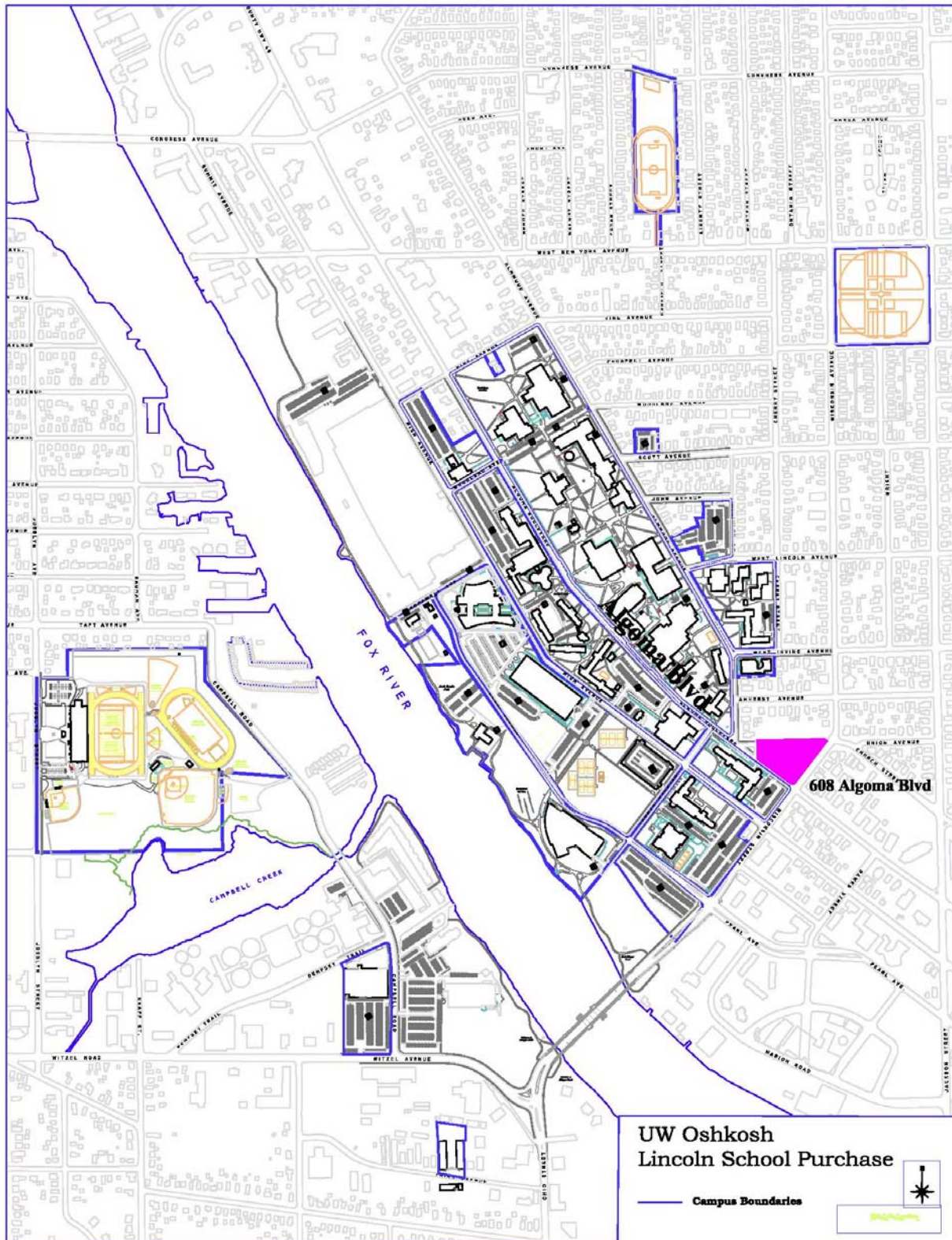
Lincoln School's second floor will house all of the components of the Center for New Learning. This program is geared toward non-traditional students and adults who access services at off hours and would benefit from an easily accessed location. The Center for New Learning is currently located on the third floor of Dempsey Hall, the main

administrative building located at the center of campus. It is difficult for the target audience to find and access services at its current location.

An environmental audit for the property found no evidence of questionable contaminants or unacceptable environmental hazards. Impacts to the operating budget are anticipated to be approximately \$55,000 annually for utilities and custodial staff.

The funds used for this purchase were enumerated for land acquisition in 2003-05 (\$2,950,000 GFSB) and 2005-07 (\$2,500,000). These funds were enumerated within the All Agency Land Acquisition category intended for the purchase of the AxlelTech factory and land adjacent to UW-Oshkosh. Negotiations were unsuccessful and the purchase never occurred. The factory is still operating under new ownership. Since enumeration, the Board of Regents and State Building Commission drew on these funds to approve the purchase of two other properties at UW-Oshkosh totaling \$2,677,700 in November 2006.

5. Previous Action: None.



Approval of the Design Report of the George S.
Fields South Fork Suites Addition Project and
Authority to Construct the Project, UW-River Falls

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-River Falls Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to construct the South Fork Suites Addition project for an estimated total project cost of \$18,935,000 Program Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2010

1. Institution: The University of Wisconsin-River Falls
2. Request: Approval of the Design Report and authority to construct the South Fork Suites Addition project for an estimated total project cost of \$18,935,000 Program Revenue Supported Borrowing.
3. Description and Scope of Project: The South Fork Suites Addition project will construct a new 82,870 GSF/52,706 ASF 240 bed building attached to the north end of the existing George R. Field South Fork Suites residence hall. Construction of the new four story building will contain the following functions:
 - Eleven residential “clusters”, each containing 12 bedrooms, four bathrooms, a kitchenette, living room, and closets
 - Two apartments for a hall manager and an area coordinator
 - A living-learning center featuring a large meeting/programming space with a catering kitchen, building lobby/lounge, service desk, and two faculty offices
 - Partial penthouse for mechanical and support systems

Work will also include construction of a 120-stall parking lot, site work, landscaping, and extension of Wild Rose Avenue.

The project is being designed with the intent of obtaining US Green Building Council LEED™ certification.

4. Justification of the Request: Full justification of this request was provided in the 2007-09 biennial capital budget. This request was based on the construction of additions that matched the original building design. In 2008, a review of current housing stock and types of rooms, assisted by the housing consulting firm of Anderson-Strickler, indicated that UW-River Falls did not need additional suite-style housing of the type that was assumed in the 2007-09 capital budget request, but instead could use a hybrid style of “resident-cluster” housing. This style of housing provides a transition between the limited privacy of traditional dormitory-style housing and the increased privacy of suite-style housing. Resident-cluster housing provides increased privacy over traditional housing but also encourages community, and is targeted for second year students. Interviews with staff and students also revealed the need for more common space for residential life programming than was provided in the original South Fork Suite Addition. Based on this information, the project scope and budget were adjusted as part of the 2009-11 biennial capital budget to reflect the change from 60 four-person suites to 11 twenty-two person residential clusters, and to include the addition of programming and support space.

UW-River Falls has a very successful residential living program providing housing for 40 percent of the student population. The popularity of the original South Fork Suites exceeded expectations and the building was fully occupied at the start of fall semester in 2005 when the building opened. Since then campus residence hall occupancy has exceeded capacity every year. In 2009, the campus was no longer able to meet demand by increasing capacity in the existing residence halls, and was forced to house some students in rented hotel rooms. This project will provide additional beds to meet this long-standing demand.

5. Fee Impact: The campus Facilities and Fees board affirmed a facility and fee plan that was based on an annual revenue increase of 5.0% (decreased from 6.5% two years ago) for double rooms, and slightly different increases for single rooms and suites. That plan included constructing an addition to South Fork Suites during the 2009-2011 biennium with occupancy in Fall 2012. Below is a schedule of room rates by housing type for 2008-2012. This room rate schedule will keep room rates at UW-River Falls in the mid-range of all UW campuses:

<u>Housing Type</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
Double Room	\$3,084	\$3,238	\$3,400	\$3,570
Single Room	\$4,104	\$4,238	\$4,400	\$4,570
Suite-style Rm.	\$4,104	\$4,238	\$4,400	\$4,570

The parking lot expansion will be funded from parking revenues. Parking permit fees for resident students in 2010-2011 will be \$245 per year. No parking fee increases are anticipated due to this project.

6. Budget and Schedule:

Budget	%	Cost
Construction		\$15,500,000
A/E Fees	8.9%	1,380,000
Other Fees		166,000
DSF Mgmt Fee	4.0%	666,900
Contingency	7.0%	1,124,700
Percent for Art	0.025%	47,400
Movable Equipment		50,000
Total Project Cost		\$18,935,000

52,706 ASF/ 82,870 GSF	Efficiency	63.6%
Construction Cost per GSF	\$187/GSF	
Project Cost per GSF	\$229/GSF	

Schedule	Date
Design Report Completed	May 2010
Bid Date	December 2010
Start of Construction	February 2011
Substantial Completion	May 2012
Final Completion	August 2012

7. Previous Action:

August 17, 2006
Resolution 9225

Recommended that the South Fork Suites Addition project be submitted to the Department of Administration and the State Building Commission as part of the 2007-09 Capital Budget request at an estimated total project cost of \$14,586,000 Program Revenue Supported Borrowing. The project was subsequently enumerated at that level and funding source.

August 22, 2008
Resolution 9529

Recommended that an increase to the South Fork Suites Addition project be submitted to the Department of Administration and the State Building Commission as part of the 2009-11 Capital Budget request at an estimated total project cost of \$18,935,000 Program Revenue Supported Borrowing. The project was subsequently enumerated at that level and funding source.

Approval of the Design Report of the Neale
Residence Hall Renovation Project and Authority to
Construct the Project, UW-Stevens Point

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, the Design Report of the Neale Residence Hall Renovation project be approved and authority be granted to construct the project for a total cost of \$4,986,000 Program Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2010

1. Institution: The University of Wisconsin-Stevens Point
2. Request: Approval of the Design Report of the Neale Residence Hall Renovation project and authority to construct the project for a total cost of \$4,986,000 Program Revenue Supported Borrowing.
3. Project Description and Scope: This project will renovate the 53,917 GSF Neale Residence Hall, which is located in the South DeBot quadrant at UW-Stevens Point. The project will replace existing single-pane room windows with energy efficient thermopane slide-by windows, increase electrical circuit capacity in each room, and upgrade individual room lighting. The project will replace the steam heating system with a four-pipe HVAC system for heating and cooling and provide individual room thermostat control. The existing instantaneous steam to hot water conversion unit will be modified to include tank storage capability that is expected to reduce steam spike demands at the central heating plant. The installation of a roof mounted solar thermal collection array will augment hot water heating for the facility.

The entire building will be made accessible by the installation of an elevator and an exterior access ramp. Resident room doors will be replaced and ADA compliant lever hardware will be installed. Eleven fully accessible resident rooms will be created and lower level rest rooms will be made fully accessible. An outside entrance and landing will be provided for the hall director's apartment.

A fire sprinkler system will be installed throughout the building and the fire and emergency notification system will be upgraded to digital addressable standards. The front desk in the lobby will be re-configured and resident mailboxes will be moved to allow space for the elevator. Masonry block walls in resident rooms and resident floor corridors will receive a thin-coat plaster finish and paint. Acoustical material will be removed from the corridor ceilings and all resident room and corridor ceilings will be painted. Carpeting will be replaced in the resident rooms, main corridors, front lobby, and all lower level rooms.

This renovation is designed to be recognized for sustainable design and operation as a LEED™ Existing Building (LEED-EB). It is anticipated that this will be the first existing building in the UW System to achieve this designation.

4. Justification: This project is the final building to be renovated as part of the UW-Stevens Point Residence Halls Renovation project, which was enumerated in the 2007-09 Capital Budget. Neale Hall was constructed in 1965 and is a four-story "T" shaped building. It contains 270 beds in double-loaded corridors. A major renovation in 1994 concentrated

primarily on common areas such as shower-rooms, kitchenette-lounges, the installation of recycling chutes, and the removal of all asbestos containing material in the public areas. All fire alarm systems and voice-data wiring were upgraded but addressable digital and synchronized alarm light technology were not available at that time. Any updating of the resident rooms was limited to only the installation of carpet tile and repainting.

During a 2006 Housing Master Plan effort, issues of concern expressed repeatedly by student residents were: limited room lighting, limited electrical outlets, poor operating condition of the slide-by windows, and the institutional feel of the painted cinder block walls. Of the eight residence halls located on the west side of campus, only three have an elevator or are fully accessible. Adding an elevator to Neale will provide accessibility to all floors, assist in the delivery of heavy items during student move-in and move-out times, facilitate the daily removal of collected recyclables from the basement, and support emergency response teams when a rescue stretcher is needed.

The radiant steam heating system is currently configured with one thermostat that controls the heat in 48 rooms (one half of a wing) on four floors. The heat control valves are poorly located and the steam traps are not reliable. Both items are a constant source of maintenance problems. The hall is currently air conditioned using window units during the summer months for conferences and camps. When central chilled water becomes available in 2011, air conditioning will be provided more efficiently and economically. Although not required by code or law, a fire sprinkler system is considered to be an essential life-safety component for this project and its installation is supported by the local city fire department. The existing fire alarm and emergency notification system does not meet current standards.

The campus presently manages twelve, four-story residence halls with approximately 3,100 beds and just over 700,000 GSF. All were constructed in the late 1950s through 1960s. The 2006 Housing Master Plan highly recommended making the improvements described above to provide for the long term safety of the residents, ADA compliance, and a reasonable level of expected housing quality. This is the fourth and final hall of the enumerated renovation project for the south DeBot quad residence halls. The pursuit of the LEED-Existing Building designation continues a UW-Stevens Point tradition of commitment to demonstrate, implement, and advance practical sustainable design and building operations.

5. Budget and Schedule:

Budget	Cost
Construction	\$4,168,000
Contingency (7%)	272,000
A/E Design and Other Fees	334,600
LEED EB Certification Costs	20,000
DSF Management (4%)	178,900
Percent for Art	<u>12,500</u>
Total	\$4,986,000

Schedule	
Final Review	December 2010
Bid Opening	February 2011
Start Construction	May 2011
Substantial Completion/Occupancy	August 2011

6. Previous Action:

August 18, 2006 Resolution 9225	Recommended that the Residence Halls Renovation project, estimated at \$19,995,000 Program Revenue Supported Borrowing, be submitted to the Department of Administration and the State Building Commission as part of the UW System 2007-09 Capital Budget request. The project was submitted for enumeration in the 2007-09 Capital Budget at \$19,995,000 Program Revenue Supported Borrowing.
November 8, 2007 Resolution 9398	Approved the Design Report and granted authority to construct the Baldwin Residence Hall Renovation project for an estimated total cost of \$4,986,000 Program Revenue Supported Borrowing.
August 22, 2008 Resolution 9533	Approved the Design Report and granted authority to construct the Steiner Residence Hall Renovation project at an estimated total cost of \$4,986,000 Program Revenue Supported Borrowing.
October 15, 2009 Resolution 9692	Approved the Design Report and granted authority to construct the Hansen Residence Hall Renovation project for a total cost of \$4,986,000 Program Revenue Supported Borrowing.

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

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, authority be granted to construct various maintenance and repair projects at an estimated total cost of \$12,690,100 (\$11,591,300 Program Revenue Supported Borrowing and \$1,098,800 Program Revenue-Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2010

1. Institution: The University of Wisconsin System
2. Request: Authority to construct various maintenance and repair projects at an estimated total cost of \$12,690,100 (\$11,591,300 Program Revenue Supported Borrowing and \$1,098,800 Program Revenue-Cash).

ENERGY CONSERVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	ETF	TOTAL
MIL	10E2T	Multi-Bldg Energy Conservation, Ph. II	\$ -	\$ 10,979,200	\$ 393,100	\$ -	\$ -	\$ 11,372,300
OSH	09D2E	Multi-Bldg Energy Conservation (Increase)	\$ -	\$ 250,000	\$ -	\$ -	\$ -	\$ 250,000
EC SUBTOTALS			\$ -	\$ 11,229,200	\$ 393,100	\$ -	\$ -	\$ 11,622,300

FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	ETF	TOTAL
EXT	09L2J	Lowell Hall Bathroom Renv (Increase)	\$ -	\$ 362,100	\$ -	\$ -	\$ -	\$ 362,100
FM&R SUBTOTALS			\$ -	\$ 362,100	\$ -	\$ -	\$ -	\$ 362,100

PROGRAMMATIC REMODELING & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	ETF	TOTAL
OSH	10E2W	Field Studies Lab Rmdl	\$ -	\$ -	\$ 705,700	\$ -	\$ -	\$ 705,700
PR&R SUBTOTALS			\$ -	\$ -	\$ 705,700	\$ -	\$ -	\$ 705,700

	GFSB	PRSB	CASH	GIFT/GRANT	ETF	TOTAL
JUNE 2010 TOTALS	\$ -	\$ 11,591,300	\$ 1,098,800	\$ -	\$ -	\$ 12,690,100

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

Energy Conservation

MIL - Multi-Building Energy Conservation, Phase II (\$11,372,300): This project implements energy conservation opportunities based on a recently completed comprehensive investment grade energy audit of five high-rise academic buildings on the main campus. The debt service will be paid from the annual energy cost savings from the fuel and utilities appropriation (Fund 109).

Project work includes performance of a wide range of energy conservation measures in the Chemistry Building, Fine Arts Complex, Golda Meir Library, Lapham Hall, and Sabin Hall. The project improves exterior envelope weather seals, retro-commissions all HVAC and mechanical systems, optimizes laboratory exhaust systems, retrofits all constant volume systems to new variable air volume systems, and installs removable insulation sleeves to select piping and valve locations. The lighting will be upgraded, a new PC power management system will be implemented, domestic water flows will be minimized where practical, steam traps will be replaced, and a maintenance and verification program will be implemented to reduce future failures.

Governor Doyle issued Executive Order 145 on April 11th, 2006 relating to Conserve Wisconsin and the creation of high performance green building standards and energy conservation for state facilities and operations. The order included direction that the Department of Administration, in consultation with state agencies and the UW System, set energy efficiency goals for state facilities. The order requires a 20% reduction in energy consumption from FY05 levels by FY10.

This project enables UW-Milwaukee to comply with the energy reduction goals stipulated in Executive Order 145 for the buildings covered in this project. The implementation of the energy conservation opportunities identified in this request will result in an anticipated annual energy cost savings of approximately \$730,000 (28.8%) with a simple payback of less than 16 years. This equates to the state energy fund payback requirement of 20 years with repayment at a 5.25% bond rate and 3% annual rate of inflation. The anticipated energy reduction of approximately 14 million kilowatt-hours (42.4 kBTU/GSF) is 26.2% of the current energy consumption in these buildings.

OSH - Multi-Building Energy Conservation (\$250,000 increase for a total project cost of \$2,589,300): This request increases the budget and scope of the project to fund various energy conservation opportunities (ECOs) that were proposed in the original facility assessment but not implemented, and additional ECOs that were discovered during construction of the project. Throughout campus, the exterior lighting (attached to buildings, parking lots, and pedestrian walkways) will be converted from high pressure sodium lamps to higher efficiency induction lighting. Variable speed drives will be installed on the gymnasium air handling units in Albee Hall and the Kolf Physical Education Center. The simple payback of this project is less than 11 years.

Facilities Maintenance and Repair Requests

EXT - Lowell Hall Bathroom Renovation (\$362,100 increase for a total project cost of \$509,780): This request increases the budget and scope of the project to expand the front desk registration area, provide uniform accommodations in all guest room bathrooms, and match current design consultant estimates. The recent cost estimates significantly exceed the authorized budget and this increase is required to bid the project and complete the originally approved project scope and intent under the Small Projects Program. Project work will include partial renovation of 36 guest room bathrooms (30 SF/each) to match the renovations included in the Lowell Hall Guest Room Remodeling project. All interior finishes, sink fixtures, vanities, and amenities will be replaced. The front desk area (100 SF) will be expanded to provide additional workstation space and storage.

The guest room bathroom finishes are worn and the fixtures require frequent maintenance to keep in operation. The front desk area presently is not adequate to handle the multiple personnel and provide the storage space required to support the 57 remodeled guest rooms.

Programmatic Remodeling and Renovation

OSH - Field Studies Lab Remodeling (\$705,700): This project will remodel 2,581 ASF of underutilized space into a new biological materials testing laboratory suite to support the new anaerobic biodigester.

Laboratory suite work will include the remodeling of the 1,027 SF boat repair shop into the new biological materials testing laboratory (research laboratory and preparation areas). This space will support microbiological methane evolution studies (fermentation) for various fuel feed stock materials (agricultural and plant byproducts). It is anticipated that the quantities will be limited to less than 10 gallons per material type sealed in containers and all testing will be conducted in sealed mini-bioreactors. Office suite work includes the remodeling of the 1,554 SF boat house into a new laboratory office suite (two offices, a conference room, a reception area, and a storage room).

This project will provide the necessary testing and research facilities to support the new anaerobic biodigester, which will create green energy from organic waste. The research and testing of various potential feedstock materials is a necessary educational link between the campus and the facility. This project supports continued campus efforts to develop sustainability as an area of distinction for UW-Oshkosh.

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

5. Budget:

Program Revenue Supported Borrowing	\$11,591,300
Program Revenue Cash.....	<u>1,098,800</u>
Total Requested Budget ..	\$12,690,100

6. Previous Action:

June 4, 2009 Resolution 9651	The Board of Regents previously approved the UW-Oshkosh Multi-Building Energy Conservation project at an estimated total cost of \$2,339,300 Program Revenue Supported Borrowing.
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June 3, 2010

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Friday, June 11, 2010
UW-Milwaukee Union
Wisconsin Room
Milwaukee, Wisconsin

9:00 a.m.

II.

1. Calling of the roll
2. Approval of the minutes of the May 6, 2010 meeting
3. Report of the President of the Board
 - a. Wisconsin Technical College System Board report
 - b. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. Report of the Competitive University Workforce Commission
 - 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. 2010 Academic Staff Excellence Awards
9. Resolutions of appreciation
 - a. Resolution of appreciation for Regent Kevin Opgenorth
 - b. Resolution of appreciation for UW Colleges and UW-Extension Chancellor David Wilson
 - c. Resolution of appreciation to UW-Milwaukee for hosting the June meeting
 - d. Additional resolutions
10. Approval of 2011 Meeting Schedule
[Resolution II.10.]
11. Approval of Board of Regents bylaws revisions
[Resolution II.11.]
12. Election of Officers of the Board of Regents
13. Communications, petitions, and memorials

14. Unfinished or additional business

15. Move into closed session to discuss collective bargaining activities at UW institutions, as permitted by s. 19.85(1)(e), *Wis. Stats.*; to consider appointment of a UW-Richland executive officer and dean, as permitted by s. 19.85(1)(c), *Wis. Stats.*; to confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), *Wis. Stats.*; and to consider annual personnel evaluations, as permitted by *Wis. Stats.* §19.85(1)(c).

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



COMPETITIVE UNIVERSITY WORKFORCE COMMISSION

Final Report
June 2010

TABLE OF CONTENTS

INTRODUCTION	3
BACKGROUND	4
FINDINGS	5
RECOMMENDATIONS	7
APPENDIX	10

INTRODUCTION

The *Growth Agenda for Wisconsin* is the University of Wisconsin System's long-term strategic plan to strengthen Wisconsin by increasing the number of baccalaureate degree holders and well-paying jobs in Wisconsin communities. Created after a strategic planning process in 2007, the *Growth Agenda* has three core principles: to grow people, jobs, and communities. Since the *Growth Agenda's* inception, and despite a struggling economy, enrollment at UW institutions reached an all-time high in the fall of 2009 with nearly 179,000 students. In 2010, the *Growth Agenda* will include more specific increases in graduation targets that should propel Wisconsin to be a national leader in its number of degree holders per capita.

The University System's ability to deliver these goals is dependent on a variety of funding mechanisms. It is also dependent on having a high quality faculty, academic staff, and academic and administrative leaders (limited appointees). Federal and state funding, tuition, and continuing improvements in cost efficiency are all necessary for the System to optimize its operations. Competitive compensation and benefits are also required in order to recruit and retain a top-notch University System workforce. The ability of the UW System to deliver on the *Growth Agenda* requires that a reasonable match be found between quality of programs and services and the compensation of those who create and deliver them.

With national studies directly tying a state's per capita income and quality of life to a more educated citizenry, the University of Wisconsin System is a major contributor to the high quality of life enjoyed by residents of the state, through its dedicated efforts to educate and prepare students to become successful and productive members of the workforce. The UW System, through its intellectual capital, not only creates jobs but also provides the educated workforce necessary to fill those jobs. The UW System institutions directly and indirectly create and sustain businesses in Wisconsin.

In February of 2010, UW System President Kevin P. Reilly announced formation of the Competitive University Workforce Commission (hereafter referred to as the "CUWC" or the "Commission"). The Commission was composed of 19 members, including members from the private sector, the UW System Board of Regents, former leaders of state government, and UW System faculty and staff. (A complete list of the CUWC's membership is provided in Attachment A of the Appendix.)

The Commission's charge was: "to measure current compensation and benefit levels of System employees against their counterparts in institutions with which it most actively competes for talent, i.e., its peer institutions; and to make recommendations on how best to close any 2010 competitive gap in compensation and/or benefits, along with a timeline for doing so."

The CUWC met four times, between February and May, 2010. The Commission gathered and reviewed extensive materials presented and provided by members of the Commission and by UW System academic and administrative leaders. In addition, the CUWC reviewed compensation-related materials from both the business and higher education communities.

This is the final report of the Commission. It is intended that some recommendations be implemented immediately, while others may be longer-term goals. The full report will be presented to the President of the UW System at the June 2010 Board of Regents meeting. The President will use the report as he develops budget and policy recommendations for the Board of Regents for the next biennium, as well as when he reviews progress on the goals of the *Growth Agenda*.

BACKGROUND

The University of Wisconsin System is comprised of 13 four-year and 13 two-year institutions as well as statewide Extension offices. The fall 2009 enrollment at UW institutions approached 179,000. With more than 30,000 employees, the UW System is the largest employer in Wisconsin. The focus of the Commission study was on the 21,000 unclassified employees in the UW System categorized according to certain titles of faculty, academic staff, and academic and administrative leaders (limited appointees).

FACULTY

By statute, faculty is defined as individuals holding a specific rank within an academic department or its functional equivalent in a UW System institution. There are four faculty ranks: instructor, assistant professor, associate professor, and professor.

ACADEMIC STAFF

Academic staff are defined by statute. Academic staff are professional administrative personnel, other than faculty or classified staff, with duties primarily associated with higher education institutions or their administration. Academic staff includes student services personnel, admissions officers, and advisors and those who may perform in an instructional or research capacity, such as lecturers or researchers.

ACADEMIC/ADMINISTRATIVE LEADERS (Limited Appointees)

Academic/administrative leaders (limited appointees), defined by statute, are at-will employees serving in titles such as chancellor, vice chancellor, dean, and vice president.

CURRENT PROCESS FOR DETERMINING COMPENSATION INCREASES

Annual compensation increases for UW System faculty, academic staff, and academic/administrative leaders (limited appointees) are currently determined through the state pay plan process, which sets compensation increases for all state government employees. The state pay plan is approved on a biennial cycle during the same period as, but in a separate process from, the state biennial budget.

The current process for determining pay plan recommendations for UW System employees begins with the System President's consultation with the UW System Compensation Advisory Committee (CAC) on a proposed pay plan recommendation. The President then submits a recommendation (which may be modified from that of the CAC) to the Board of Regents to approve or modify. The Board then forwards its recommendations to the Director of the Office of State Employment Relations (OSER). The OSER director (who also can modify the recommendations) then forwards the recommendations to the legislative Joint Committee on Employment Relations (JCOER) for action. Historically, pay plan increases approved by JCOER have been linked to those of other non-represented state civil service employees.

Supplemental compensation for UW System faculty and academic staff to augment the annual pay plan can be approved as part of the biennial operating budget by recommendations made to the Governor by the Board of Regents when the Board submits its biennial budget request; by the Governor when he/she submits a budget to the legislature; or added anytime during deliberations made by the state's Joint Committee on Finance or by the full legislative bodies. Historically, the legislature has approved various supplements above the pay plan for certain UW System unclassified employees, including the 1985, 1989, 1991, and 1993 biennial budgets. In the 2005, 2007, and 2009 biennial budgets, funding was included for recruitment and retention of certain faculty and academic staff.

FINDINGS

The Commission finds that the current compensation system and the level of compensation for UW System faculty, academic staff, and academic and administrative leaders (limited appointees) are not adequate and that a number of deficiencies exist.

- Average salaries for professors are 9.31%, 28.70%, and 20.00% behind peer median salaries at UW-Madison, UW-Milwaukee, and the UW Comprehensive institutions, respectively. For associate professors, the average salary at UW-Madison exceeds the median peer salaries, while average salaries are 20.88% and 17.37% behind the median peer salaries for UW-Milwaukee and the UW Comprehensive institutions, respectively. At UW-Madison, assistant professors' average salaries exceed the peer median, while at UW-Milwaukee they are 13.37% behind the peer median, and 10.56% behind the peer median at the UW Comprehensive institutions.¹ (*See Attachment B in Appendix*)
- Among academic staff/limited appointees across the UW System, salaries average 8.02% below peers. (*See Attachment C in Appendix*)
- Average salaries for lecturers in the UW System are 23.68% behind peers. For researchers, average salaries are 12.18% behind comparable positions, and for

¹ Adjusted for cost-of-living; peer universities established by 1984 legislative commission.

scientists, average salaries are about on par with market comparisons. (*See Attachment D in Appendix*)

- Senior academic/administrative leaders' salaries are also behind peer medians. (*See Attachment E in Appendix*)

If not remedied in a timely fashion, the Commission believes that these deficiencies could have a damaging effect on the UW System, the UW System's ability to achieve the goals of its *Growth Agenda for Wisconsin*, and on the quality of life in Wisconsin.

The UW System is ultimately a people business, and its success will be determined to a large extent by the quality of the human capital it attracts, employs, and retains.

The CUWC offers the following comments on the findings:

1. Wisconsin has the least position and compensation control among Big Ten institutions (*See Attachment F in Appendix*). Unlike other Big Ten institutions, UW-Madison and other UW institutions:
 - Must report all positions to the state and count them as state employees (only three other Big Ten institutions must do this);
 - Have the compensation of faculty and academic staff tied to other state employees (only true in Wisconsin);
 - Are not allowed to keep all interest earnings on tuition (only true in Wisconsin); and
 - Have statutory limits on tuition increases (only true in Wisconsin).
2. UW institutions are not allowed to use performance as a reason for adjusting salaries with anything other than state-approved pay plan resources. Base budget resources may not be used for merit pay increases.

Per 36.09(1)(j) Wisconsin Statutes, the Board of Regents can only utilize the following reasons to authorize the use of base resources to adjust salaries:

- Correction of salary inequities;
 - Funding job reclassifications;
 - Funding promotions;
 - Recognizing competitive factors.
3. The Board of Regents does not have the authority to adjust UW System salary ranges except as authorized by OSER, per an Opinion of the Wisconsin Attorney General.
 4. The Board of Regents is not authorized to increase tuition revenues to address compensation needs. Per 36.27(1)(am)(2), the Board may not increase resident undergraduate tuition for compensation beyond an amount sufficient to cover the approved recommendations of the Joint Committee on Employment Relations.

5. The Board of Regents has limited authority with regards to purchasing, capital project planning and expenditure, and management of other areas like utilities, telecommunications, and fringe benefits. More authority in these areas could result in increased available resources funding to offset market salary inequities.

RECOMMENDATIONS

The state of Wisconsin has a well-established history of commitment to higher education and has earned a reputation for being a strong leader in serving the needs of the people of the state. As expounded by the Wisconsin Idea, the boundaries of the University of Wisconsin System are the boundaries of the State, and there is a long heritage of meshing the needs of the broader community with the System's expertise and services. The University of Wisconsin System is attractive to faculty and staff across the nation due to its strong reputation for excellence in teaching and research, licensing and commercialization, the quality of the faculty, the resourcefulness of the staff, and the quality of the student body (both undergraduate and graduate) as exemplified by its outstanding alumni (which include CEOs of top corporations and Nobel Prize nominees).

Wisconsin is also fortunate to have all of its public universities in one system. Having one public university system increases collaboration, efficiency, and the sharing of best practices and creative solutions. It also enhances vital connections to the private sector generally and business communities specifically, as evidenced by the research parks across the state and the strong mutual commitment between the UW System and the communities and regions in which each institution is located.

The UW System generally has a competitive advantage with regard to health care and retirement benefits, assisted by the recently granted ability to provide domestic partner benefits. Because of this competitive advantage with benefits, competitive salaries can be achieved by reaching peer median salaries and not having to go to the top of salary ranges. However, average salaries for faculty and staff are below the medians of their respective peers.

It is important to note that when faculty, academic staff, and academic/administrative leaders leave the UW System, the cost in both human capital and financial resources to recruit for these positions can be substantial. For example, faculty recruitment costs at a doctoral institution can exceed a half-million dollars when laboratory equipment, space, and funding for graduate assistants are included as part of the start-up package. Therefore, every effort to retain faculty, academic staff, and academic/administrative leaders – versus new recruitment – is more cost-effective, but it requires resources and the flexibility to establish a competitive total compensation package to be successful.

The Competitive University Workforce Commission (CUWC) strongly recommends the development of a University of Wisconsin System compensation plan that will enable the UW

System to deliver on its strategic plan for the *Growth Agenda for Wisconsin*. By fulfilling the *Growth Agenda's* core goals of increasing graduates and increasing jobs in the state, the System will educate tomorrow's workforce, prepare them to work in high-demand fields, perform state-of-the-art research, assist businesses in solving tomorrow's problems, and sustain healthy communities through civic engagement. The underlying foundation to achieve these goals is a competitive UW System workforce. This strategic partnership with the state can only be achieved with both increased state support and increased flexibility.

The Commission further recommends the state reinvest in the University of Wisconsin System to provide adequate compensation for the top quality faculty, academic staff, and academic and administrative leaders (limited appointees). Such a reinvestment would result in measureable achievements toward attaining core goals including increasing the number of baccalaureate degrees, providing the workforce for the future, and improving knowledge transfer to business.

More specifically, the CUWC recommends aligning the UW System's human capital with the goals of the UW System's *Growth Agenda* by advancing the following recommendations:

1. The UW System Board of Regents should adopt a UW System total compensation philosophy that states that the average salaries of faculty, academic staff, and academic and administrative leaders (limited appointees) should reach their respective peer median salary levels, while retaining competitive benefits, by no later than the end of the 2015-2017 biennium. While this reflects an extended timeline, the urgency of restoring the University System's competitive position should be broadly communicated.
2. Salaries represent approximately 73% of total compensation. Therefore, peer salary analyses should be the principal determinant in setting the target compensation levels for faculty, academic staff, and academic and administrative leaders (limited appointees) in the System.
3. The UW System Board of Regents should seek additional flexibility from the state to increase and redistribute resources to address competitive compensation needs across the entire UW System. The Regents should be provided the authority to determine pay plan increases for faculty, academic staff, and academic and administrative leaders (limited appointees), taking into consideration state funding and additional available resources.
 - The Board should work with the state to develop an alternative process for determining compensation (pay plan plus base adjustments). For example, consideration should be given to:
 - Utilizing a separate process from that used for other state employees when determining pay plan increases for faculty, academic staff, and academic and administrative leaders (limited appointees);

- Changing state statutes to include performance among the permissible reasons for using internal resources to augment salaries;
 - Providing the Board the flexibility to address salary needs when setting tuition rates.
- The Board should work with the Legislature and the Wisconsin Department of Administration (DOA) to explore entrepreneurial ways to generate funds as a means of addressing salary issues. The Board should seek greater flexibility and freedom to manage operations. Savings realized from flexibility could be redirected by the UW System to address high priority needs. Some examples include:
 - Flexibilities in the capital budget process to allow for greater speed in project completion and reduced costs;
 - Additional procurement delegation to the Board of Regents;
 - Management of facilities, utilities, telecommunications, and fringes, with savings accruing to the UW System.

In return for flexibility, further accountability and performance measures must be developed and incorporated into the annual UW System accountability report.

4. Competitive compensation should be included in the UW System Administration's and each institution's advocacy campaign directed at faculty, students, alumni, business leaders, community organizations, the Governor, and the Legislature.
5. A formal mechanism for sharing institutional human resources best practices across the UW System should be established. Institutions should be encouraged to target areas of greatest need.
6. The Board should consider establishing some form of a Regents' committee to focus on human capital to keep this issue at the forefront of its stewardship responsibilities. Human capital is essential to keeping the UW System and the state competitive.
7. President Reilly should consider establishing workgroups to explore the following issues:
 - Tuition remission and/or tuition assistance programs for employees, spouses, partners, and dependents;
 - Alternatives that maximize the UW System's autonomy and financial capacity to effectively allocate all funds;
 - How pay plan funds are allocated as a means of addressing competitive compensation gaps;
 - The appropriateness of the current institutional peer groups.

APPENDIX

ATTACHMENT A - MEMBERS OF THE COMPETITIVE UNIVERSITY WORKFORCE COMMISSION

Kathi Seifert, retired Executive Vice President, *Co-Chair*
Kimberly-Clark Corporation
Neenah, WI

Michael J. Spector, Regent, *Co-Chair*
Milwaukee, WI

Jennifer Alexander, President
Greater Madison Area Chamber of Commerce, and President, Thrive
Madison, WI

Christy Brown, Vice Chancellor
Finance & Administrative Affairs
UW-Milwaukee
Milwaukee, WI

Craig Culver, President
Culver's Frozen Custard
Prairie du Sac, WI

Donna Dahlvang, Sr. Student Services Coordinator
(Academic Staff Representative)
UW-Superior
Superior, WI

Paul DeLuca, Provost
UW-Madison
Madison, WI

Debbie Durcan, Vice President Finance
UW System
Madison, WI

Michael Falbo, Regent
Chairman/CEO TierOne Bank
Hartland, WI

Charles Grossklaus, Chief Executive Officer
Royal Credit Union
Eau Claire, WI

Joe Heim, Professor
(Faculty Representative)
UW-La Crosse
La Crosse, WI

Larry Isaak, President
Midwestern Higher Education Compact
Minneapolis, MN

Sue Marks, CEO
Pinstripe
Brookfield, WI

Marc Marotta, Partner
Foley & Lardner
Milwaukee, WI

Brian Rude, Vice President
External and Member Relations
Dairyland Power Cooperative
La Crosse, WI

Deloris Sims, Chairman
Legacy Bank
Milwaukee, WI

Rick Wells, Chancellor
UW-Oshkosh
Oshkosh, WI

Steve Wildeck, Vice Chancellor
Administrative & Financial Services
UW Colleges/UW-Extension
Madison, WI

Arthur Zintek, Corporate Vice President
Human Resources
Wisconsin Energy Corporation
Milwaukee, WI

Staff to the Commission:

Tom Anderes, Senior Vice President
Administration and Fiscal Affairs
UW System
Madison, WI

Al Crist, Associate Vice President
Human Resources and Workforce Diversity
UW System
Madison, WI

Freda Harris, Associate Vice President
Budget and Planning
UW System
Madison, WI

Heather LaRoi, Sr. University Relations Specialist
Communications & External Relations
UW System
Madison, WI

Rita Sears, Special Assistant
Office of the President
UW System
Madison, WI

Jess Tormey, Special Assistant
Communications & External Relations
UW System
Madison, WI

Kate Wodyn, Executive Staff Assistant
Administrative and Fiscal Affairs
UW System
Madison, WI

UW-Madison Compared to the Peer Group Median Salary Averages - Adjusted
Average Faculty Salary by Rank (Academic Year - 9 Month Basis)
Adjusted for the Cost of Living
2008-2009

Institutions	ERI COLI	Professor		Associate Professor		Assistant Professor	
		Adj. Salary	Rank	Adj. Salary	Rank	Adj. Salary	Rank
University of Illinois - Urbana	94.2	\$137,600	1	\$88,600	2	\$81,000	1
University of Michigan - Ann Arbor	105.0	135,300	2	88,700	1	77,700	3
Ohio State University	97.3	129,900	3	86,500	3	77,100	4
University of Texas - Austin	103.0	128,400	4	82,800	7	79,400	2
Michigan State University	100.3	121,500	5	85,600	4	66,700	8
Purdue University	96.0	119,800	6	83,500	6	75,300	5
Indiana University - Bloomington	103.3	114,600	7	79,000	8	68,800	7
UW-Madison	99.9	109,600	8	84,600	5	73,100	6
University of Washington - Seattle	118.5	102,700	9	73,500	9	65,800	9
University of Minnesota - Twin Cities	128.2	99,400	10	67,200	10	58,500	10
University of California - Berkeley	151.7	94,600	11	63,300	11	53,600	11
University of California - Los Angeles	163.2	88,500	12	56,400	12	48,800	12
Peer Group Median (Excluding UW-Madison)		119,800		82,800		68,800	
UW-Madison's Average Minus Median		(10,200)		1,800		4,300	
Percentage Increase to Reach Median		9.31%		none		none	

UW-Milwaukee Compared to the Peer Group Median Salary Averages - Adjusted
Average Faculty Salary by Rank (Academic Year - 9 Month Basis)
Adjusted for the Cost of Living
2008-09

Institutions	ERI COLI	Professor		Associate Professor		Assistant Professor	
		Adj. Salary	Rank	Adj. Salary	Rank	Adj. Salary	Rank
SUNY at Buffalo	104.4	\$121,300	1	\$84,300	2	\$68,600	3
Rutgers University - Newark	115.0	120,900	2	86,000	1	75,600	2
Georgia State University	110.2	110,500	3	70,000	8	59,100	9
University of Texas - Dallas	113.4	110,000	4	84,100	3	76,700	1
University of Missouri - Kansas City	97.9	109,000	5	77,100	5	63,700	5
Wayne State University	104.4	106,200	6	80,700	4	66,100	4
University of Cincinnati	98.5	101,200	7	73,500	7	61,100	6
University of Louisville	100.8	100,500	8	76,400	6	58,300	10
Temple University	129.0	95,300	9	67,700	12	48,100	15
Cleveland State University	104.4	95,100	10	68,300	10	56,800	11
University of Toledo	101.3	93,100	11	69,300	9	61,100	6
University of Akron	101.7	90,900	12	68,300	10	59,200	8
University of Illinois - Chicago	137.8	86,100	13	61,300	13	52,900	13
UW-Milwaukee	119.5	78,400	14	59,400	14	53,100	12
University of New Orleans	124.0	70,900	15	53,200	15	50,200	14
Peer Group Median (Excluding UW-Milwaukee)		100,900		71,800		60,200	
UW-Milwaukee's Average Minus Median		(22,500)		(12,400)		(7,100)	
Percentage Increase to Reach Median		28.70%		20.88%		13.37%	

UW Comprehensives Compared to the Peer Group Median Salary Averages - Adjusted
Average Faculty Salary by Rank (Academic Year - 9 Month Basis)
Adjusted for the Cost of Living
2008-2009

Institutions	ERI COLI	Professor		Associate Professor		Assistant Professor	
		Adj. Salary	Rank	Adj. Salary	Rank	Adj. Salary	Rank
Wright State University	99.0	\$100,500	1	\$73,800	6	\$63,200	4
Western Illinois University	88.5	98,500	2	76,500	2	62,000	9
Western Michigan University	97.6	97,000	3	72,400	7	57,100	23
University of Northern Iowa	90.2	96,300	4	77,800	1	61,800	11
University of Illinois - Springfield	92.7	96,200	5	71,600	10	59,300	18
Michigan Technological University	98.2	95,400	6	76,000	3	72,200	1
Central Michigan University	98.2	94,000	7	72,200	8	59,200	19
University of Minnesota - Duluth	98.5	93,900	8	74,400	4	56,900	24
Southern Illinois University - Edwardsville	93.9	91,100	9	74,300	5	62,200	7
Eastern Illinois University	95.0	90,500	10	71,800	9	62,700	6
University of Michigan - Dearborn	110.0	89,700	11	71,500	11	64,600	2
Indiana University - Southeast	90.4	88,300	12	70,100	15	63,500	3
Youngstown State University	100.6	88,200	13	69,900	16	58,100	20
Oakland University	106.1	88,000	14	67,700	22	59,600	17
Minnesota State University - Mankato	100.6	88,000	14	69,300	17	61,400	12
Bemidji State University	93.2	87,700	16	71,000	12	62,000	9
Grand Valley State University	100.2	87,400	17	68,100	20	54,500	27
University of Michigan - Flint	99.9	86,500	18	67,500	23	62,900	5
Winona State University	99.1	86,200	19	66,100	25	57,800	21
Purdue University - Calumet	98.0	86,200	19	66,900	24	59,800	15
Eastern Michigan University	103.1	85,700	21	68,900	18	59,700	16
Indiana Purdue University - Fort Wayne	93.5	85,600	22	67,900	21	62,200	7
Ferris State University	98.0	85,500	23	68,200	19	60,700	14
St. Cloud State University	99.1	85,100	24	70,300	14	61,400	12
Northern Michigan University	98.4	83,400	25	64,800	27	54,200	28
University of Southern Indiana	95.4	82,300	26	66,000	26	57,300	22
Minnesota State University - Moorhead	101.5	81,300	27	64,300	28	56,700	25
University of Akron - Wayne	94.1	80,200	28	70,800	13	n/a	n/a
Indiana University at South Bend	98.4	79,400	29	59,300	30	54,900	26
Indiana University - Northwest	101.8	78,300	30	63,500	29	51,900	30
UW Comprehensives	99.5	73,000	31	59,300	30	54,000	29
Northeastern Illinois University	137.5	59,000	32	48,900	33	44,400	31
Chicago State University	137.5	58,500	33	49,900	32	43,900	32
Peer Group Median (Excluding UW Comprehensives)		87,600		69,600		59,700	
UW Comprehensives' Average Minus Median		(14,600)		(10,300)		(5,700)	
Percentage Increase to Reach Median		20.00%		17.37%		10.56%	

* Note: Saginaw Valley College is no longer included in the Comprehensives' peer group since they no longer report salary information to AAUP. The last year they did so was in 1999-2000.

CUPA-HR Peer Salary Comparisons
(2008-09 Administrative and Mid-Level Compensation Survey Titles)

UW-Madison Peer Group Overall Median \$60,270

UW-Madison Average \$57,651

*Percentage increase needed
to reach the peer median* **4.54%**

UW-Milwaukee Peer Group Overall Median \$58,698

UW-Milwaukee Average \$56,972

*Percentage increase needed
to reach the peer median* **3.03%**

UW Comprehensive Peer Group Overall Median \$58,443

UW Comprehensive Average \$51,228

*Percentage increase needed
to reach the peer median* **14.08%**

Combined Peer Groups' Median \$59,571

UW System Average \$55,147

*Overall percentage increase needed
to reach the overall peer median* **8.02%**

(CUPA-HR titles do not include executives, coaches, or academic deans)

UW System October 2008 Average Salary Data and FTE			2008-09 IPEDS Lecturer Data from Peer Institutions			% Needed to Reach Peer/Market Average or Median
Lecturers	Avg Salary	Total FTE	Lecturers	N= (lecturers reported)	Overall Average Salary	
Distinguished Lecturer	60,580	12.00	34 Peer Institutions Reporting	3,010	51,115	23.68%
Senior Lecturer	49,023	420.28				
Lecturer	41,249	1,060.87				
Associate Lecturer	32,805	396.54				
		1,889.69				
Madison		207.08				
Milwaukee		353.60				
Comprehensives		1,329.01				
Overall Lecturer Avg	41,329					
UW System October 2008 Average Salary Data and FTE			2008-09 CUPA-HR Faculty Salary Survey			
Researchers	Avg Salary	Total FTE	Researchers - All Disciplines Combined			
Distinguished Researcher	76,729	5.80		Averages		12.18%
Researcher	58,601	177.82		Beginning Level	Senior Level	
Associate Researcher	49,748	145.58			Combined Levels	
Assistant Researcher	41,309	151.27				
		480.47	All Public Institutions	44,301	70,795	
Madison		440.72	N Researchers	3,526	1,352	
Milwaukee		29.23	N Institutions	31	33	
Comprehensives		10.52			36	
Overall Researcher Avg	50,693					
UW System October 2008 Average Salary Data and FTE			SimplyHired Scientist PayScale Web Search (2008-09)			
Scientists	Avg Salary	FTE	Scientist Titles	Low	Typical	
Distinguished Scientist	89,602	9.40	Median Across Titles	45,079	57,076	
Senior Scientist	74,933	139.64	(Space Scientist, Food, Scientist, Medical Scientist, Research Scientist, Crop Research Scientist, etc.)			-0.37%
Associate Scientist	59,295	181.74				
Assistant Scientist	46,929	239.86				
		570.64				
Madison		531.10				
Milwaukee		29.08				
Comprehensives		10.46				
Overall Scientist Avg	58,423					

Peer Salary Comparison for UW System President

Salary Range for 2009-10 Calculated in Accordance with Board of Regents' Policy 6-5:

Regents' Salary Range Minimum:	\$360,126
Regents' Salary Range Midpoint:	\$400,140
Regents' Salary Range Maximum:	\$440,154

CUPA-HR Median for President: \$455,000

Based on institutions of the similar size budget and doctoral level programs from the CUPA-HR (College and University Professional Association for Human Resources) 2008-09 salary survey of 1,329 institutions.

2008-09 Peer Group Salaries:		UW-System President's Salary 2009-10
Highest	\$750,000	\$414,593
Lowest	\$421,500	
Mean	\$521,554	<div style="border: 1px solid black; padding: 2px;"> <i>Percent behind the Peers = 18.19%</i> </div>
Median	\$490,000	

Participating Peers

California State University System
 CUNY System
 SUNY System
 University of California System
 University of North Carolina System
 University of Texas System
 University System of Maryland

Peer Salary Comparison for UW System Senior Vice Presidents

Salary Range for 2009-10 Calculated in Accordance with Board of Regents' Policy 6-5:

Regents' Salary Range Minimum:	\$211,230
Regents' Salary Range Midpoint:	\$234,700
Regents' Salary Range Maximum:	\$258,170

CUPA-HR Median for Sr. Vice President (Chief Academic Officer): \$340,000

CUPA-HR Median for Sr. Vice President (Chief Business Officer): \$275,910

Based on institutions of the similar size budget and doctoral level programs from the CUPA-HR (College and University Professional Association for Human Resources) 2008-09 salary survey of 1,329 institutions.

UW-System Senior Vice Presidents' Salaries 2009-10

2008-09 Peer Group Salaries:

Highest \$378,000

\$245,000 (Sr VP-Academic Affairs)

\$245,000 (Sr VP-Admin & Fiscal Affrs)

Lowest \$174,951

Mean \$286,636

Median \$292,161

<i>Percent behind the Peers = 19.25%</i>

Participating Peers

California State University System

CUNY System

SUNY System

University of North Carolina System

University of Texas System

University System of Maryland

Peer Salary Comparisons for UW System Vice President for Finance

2009-10 OSER Recommended and JCOER Approved Salary Range:

OSER Range Minimum: \$146,867
 OSER Range Midpoint: \$163,185
 OSER Range Maximum: \$179,503

Salary Range for 2009-10 if Calculated in Accordance with Board of Regents' Policy 6-5:

Regents' Salary Range Minimum: \$169,241
 Regents' Salary Range Midpoint: \$188,045
 Regents' Salary Range Maximum: \$206,850

CUPA-HR Median for Vice President-Finance (Chief Financial Officer): \$252,420
Based on institutions of the similar size budget and doctoral level programs from the CUPA-HR (College and University Professional Association for Human Resources) 2008-09 salary survey of 1,329 institutions.

UW System Vice President's (Finance) Salary 2009-10

2008-09 Peer Group Salaries:

Highest \$250,000

Lowest \$110,722

Mean \$186,851

Median \$193,341

\$170,856

<i>Percent behind the Peers = 13.16%</i>
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Participating Peers

CUNY System

SUNY System

University of North Carolina System

University of Texas System

University System of Maryland

Peer Salary Comparison for UW-Madison Chancellor

Salary Range for 2009-10 Calculated in Accordance with Board of Regents' Policy 6-5:

Regents' Salary Range Minimum:	\$369,907
Regents' Salary Range Midpoint:	\$411,008
Regents' Salary Range Maximum:	\$452,109

CUPA-HR Median for Chancellor: \$429,201

Based on institutions of the similar size budget and doctoral level programs from the CUPA-HR (College and University Professional Association for Human Resources) 2008-09 salary survey of 1,329 institutions.

2008-09 Peer Group Salaries:

UW-Madison Chancellor's Salary 2009-10

Highest \$802,125

\$437,000

Lowest \$395,500

Mean \$513,594

Median \$455,000

Percent behind the Peers = 4.12%

Participating Peers

Indiana University, Bloomington
Michigan State University
Purdue University, West Lafayette
The Ohio State University
University of California, Berkeley
University of California, Los Angeles
University of Illinois, Urbana-Champaign
University of Michigan, Ann Arbor
University of Minnesota, Twin Cities
University of Texas, Austin
University of Washington

Peer Salary Comparisons for UW-Madison Vice Chancellor/Provost

Salary Range for 2009-10 Calculated in Accordance with Board of Regents' Policy 6-5:

Regents' Salary Range Minimum:	\$238,468
Regents' Salary Range Midpoint:	\$264,965
Regents' Salary Range Maximum:	\$291,461

2008-09 CUPA-HR Median for Vice Chancellor/Provost: \$340,000

Based on institutions of the similar size budget and doctoral level programs from the CUPA-HR (College and University Professional Association for Human Resources) 2008-09 salary survey of 1,329 institutions.

2008-09 Peer Group Salaries		UW-Madison Vice Chancellor/Provost's Salary 2009-10
Highest	\$517,500	
Lowest	\$293,440	
		\$291,461
Mean	\$361,313	
Median	\$352,500	

Percent behind the Peers = 20.94%

Participating Peers

Indiana University
Ohio State University
Michigan State University
Purdue University
University of California-Berkeley
University of California-Los Angeles
University of Illinois-Urbana
University of Michigan
University of Minnesota
University of Texas-Austin
University of Washington

Peer Salary Comparison for UW-Milwaukee Chancellor

Salary Range for 2009-10 Calculated in Accordance with Board of Regents' Policy 6-5:

Regents' Salary Range Minimum:	\$297,183
Regents' Salary Range Midpoint:	\$330,203
Regents' Salary Range Maximum:	\$363,223

CUPA-HR Median for Chancellor: \$402,000

Based on institutions of the similar size budget and doctoral level programs from the CUPA-HR (College and University Professional Association for Human Resources) 2008-09 salary survey of 1,329 institutions.

2008-09 Peer Group Salaries:		UW-Milwaukee Chancellor's Salary 2009-10
Highest	\$527,403	UW-Milwaukee \$300,550 (w/personal services contract)
		UW-Milwaukee \$280,550 (w/o personal services contract)
Lowest	\$244,062	
Mean	\$365,494	<i>Percent behind the Peers = 13.87%</i>
Median	\$342,248	

Participating Peers

Cleveland State University
 Georgia State University
 Rutgers University-Newark
 SUNY-Buffalo
 University of Akron
 University of Cincinnati
 University of Illinois-Chicago
 University of Louisville
 University of Missouri-Kansas City
 University of New Orleans
 University of Texas-Dallas
 University of Toledo
 Wayne State University

Peer Salary Comparison for UW-Milwaukee Vice Chancellor/Provost

Salary Range for 2009-10 Calculated in Accordance with Board of Regents' Policy 6-5:

Regents' Salary Range Minimum:	\$194,307
Regents' Salary Range Midpoint:	\$215,897
Regents' Salary Range Maximum:	\$237,487

2008-09 CUPA-HR Median for Vice Chancellor/Provost: \$267,695

Based on institutions of the similar size budget and doctoral level programs from the CUPA-HR (College and University Professional Association for Human Resources) 2008-09 salary survey of 1,329 institutions.

		UW-Milwaukee Vice Chancellor/Provost's Salary 2009-10
2008-09 Peer Group Salaries:		
Highest	\$390,000	
		\$226,643
Lowest	\$147,400	
Mean	\$275,618	
Median	\$267,513	
		Percent behind the Peers = 18.03%

Participating Peers

Cleveland State University
 Georgia State University
 Rutgers University-Newark
 SUNY-Buffalo
 Temple University
 University of Cincinnati
 University of Illinois-Chicago
 University of Louisville
 University of Missouri-Kansas City
 University of New Orleans
 University of Texas-Dallas
 Wayne State University

Peer Salary Comparisons for Non-Doctoral (Comprehensive) Chancellors

Salary Range for 2009-10 Calculated in Accordance with Board of Regents' Policy 6-5:

Regents' Salary Range Minimum:	\$194,146
Regents' Salary Range Midpoint:	\$215,718
Regents' Salary Range Maximum:	\$237,290

CUPA-HR Median for Chancellors: Budget Quartile 2 = \$243,600 (GBY, PKS, SUP); Budget Quartile 3 = \$260,000 (PLT, RVF); Budget Quartile 4 = \$285,200 (EAU, LAC, OSH, STP, STO, WTW, COL/EXT)

Based on institutions of the similar size budget and master level programs from the CUPA-HR (College and University Professional Association for Human Resources) 2008-09 salary survey of 1,329 institutions.

2008-09 Peer Group Salaries: UW System Non-Doctoral (Comprehensive) Chancellors' Salaries 2009-10

Highest \$355,350

UW-Oshkosh	\$217,401
UW-Green Bay	\$216,000
UW-Stout	\$214,084
UW-Superior	\$205,759
UW Colleges/Extension	\$200,868
UW-River Falls	\$200,000
UW-Whitewater	\$199,500
UW-Parkside	\$199,500
UW-Eau Claire	\$197,949
UW-La Crosse	\$197,808
UW-Stevens Point (Interim)	\$194,146
UW-Platteville (Interim)	\$194,146

Lowest \$181,650

Mean \$256,392
Median \$249,500

Mean \$203,097
Median \$199,750

Percent behind the Peers = 22.85%

Participating Peers

Bemidji State University
Eastern Michigan University
Indiana University-South Bend
Michigan Technological University
Northeastern Illinois University
Purdue University-Calumet
Southern Illinois Univ.-Edwardsville
University of Michigan-Dearborn
University of Northern Iowa
Western Michigan University
Youngstown State University

Central Michigan University
Grand Valley State University
Indiana University-Southeast
Minnesota State Univ.-Mankato
Northern Michigan University
Saginaw Valley State University
University of Akron
University of Michigan-Flint
University of Southern Indiana
Winona State University

Eastern Illinois University
Indiana University-Northwest
Indiana-Purdue Univ.-Ft. Wayne
Minnesota State Univ.-Moorhead
Oakland University
St. Cloud State University
University of Illinois-Springfield
University of Minnesota-Duluth
Western Illinois University
Wright State University

Peer Salary Comparisons for Non-Doctoral Vice Chancellors/Provosts

2009-11 OSER Recommended and JCOER Approved Salary Range:

OSER Range Minimum: \$125,505
 OSER Range Midpoint: \$142,449
 OSER Range Maximum: \$159,393

2009-10 Salary Range Calculated in Accordance with Board of Regents' Policy 6-5:

Regents' Salary Range Minimum: \$143,083
 Regents' Salary Range Midpoint: \$158,981
 Regents' Salary Range Maximum: \$174,879

2008-09 Peer Group Salaries:

Highest: \$237,930

Lowest: \$142,659

Mean \$221,180

Median \$172,845

UW System Non-Doctoral (Comprehensive) Vice Chancellor/Provosts' Salaries 2009-10

UW-Green Bay	\$162,500*
UW-Whitewater (4/1/10)	\$159,393
UW-Eau Claire	\$157,000
UW Colleges	\$156,000
UW-Extension	\$156,000
UW-Oshkosh	\$155,943
UW-River Falls	\$153,000
UW-Parkside (3/22/10)	\$152,000
UW-La Crosse	\$150,000
UW-Stout	\$149,817
UW-Superior	\$145,373
UW-Platteville (Interim)	\$143,083
UW-Stevens Point (Interim)	\$143,083

Mean \$152,553

Median \$153,000

Percent behind the Peers = 13.30%

Participating Peers

Bemidji State University	Central Michigan University	Eastern Illinois University
Eastern Michigan University	Grand Valley State University	Indiana University-Northwest
Indiana University-South Bend	Indiana University-Southeast	Indiana-Purdue Univ.-Ft. Wayne
Michigan Technological University	Minnesota State Univ.-Mankato	Minnesota State Univ.-Moorhead
Northeastern Illinois University	Northern Michigan University	Oakland University
Purdue University-Calumet	Saginaw Valley State University	St. Cloud State University
Southern Illinois Univ.-Edwardsville	University of Akron	University of Illinois-Springfield
University of Michigan-Dearborn	University of Michigan-Flint	University of Minnesota-Duluth
University of Northern Iowa	University of Southern Indiana	Western Illinois University
Western Michigan University	Winona State University	Wright State University
Youngstown State University		

*The JCOER approved salary range maximum was \$162,581 when the salary was set. The range maximum was subsequently reduced to \$159,393 when JCOER rescinded the 2.0% pay plan.

Public Big 10 Management Flexibilities					
	Authority to create positions by need regardless of funding source.	State and Non-State funded positions reported to state and counted in "total state employees" figures	Faculty or Academic Staff compensation tied to other state employees (civil service)	State limits tuition revenue expenditures to specific appropriation level.	Keep interest earnings on tuition revenue
Illinois	Yes	Yes	No	No	Yes
Indiana	Yes	Yes	No	No	Yes
Iowa	Yes	Yes	No	No	Yes
Michigan	Yes	No	No	No	Yes
Michigan State	Yes	No	No	No	Yes
Minnesota	Yes	No	No	No	Yes
Ohio State	Yes	No	No	No	Yes
Purdue	Yes	No	No	No	Yes
Wisconsin	No	Yes	Yes	Yes, However can exceed for statutorily defined reasons.	No

Attachment F

Approval of 2011 UW System
Board of Regents Regular
Meeting Schedule

Resolution II.10.

That the Board of Regents adopt the attached draft regular-meeting schedule for 2011.

**UW SYSTEM BOARD OF REGENTS
REGULAR MEETING SCHEDULE -- 2011**

DRAFT 6-4-2010

February 10-11, 2011 – In Madison

March 10, 2011 – In Madison

April 7-8, 2011 – Hosted by UW-Platteville

June 9-10, 2011 – Hosted by UW-Milwaukee

July 14-15, 2011 – In Madison

September 8, 2011 – In Madison

October 6-7, 2011 – Hosted by UW-Green Bay

December 8-9, 2011 – Hosted by UW-Madison

**UW SYSTEM BOARD OF REGENTS
REGULAR MEETING SCHEDULE -- 2011**

DRAFT 6-4-2010

February 10-11, 2011 – In Madison

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September 8, 2011 – In Madison

October 6-7, 2011 – Hosted by UW-Green Bay

December 8-9, 2011 – Hosted by UW-Madison

Amendment of Board of Regents
Bylaws to Create Standing
Committee on Faculty and
Academic Staff Collective Bargaining

Resolution II.11:

That the Board of Regents adopt the attached amendments to Chapter III, Section 1.g. and Section 8 of the Bylaws of the Board of Regents, creating and describing the duties of a standing Committee on Faculty and Academic Staff Collective Bargaining.

BOARD OF REGENTS BYLAWS AMENDMENT
Creation of Committee on Faculty and
Academic Staff Collective Bargaining

EXECUTIVE SUMMARY

BACKGROUND

The 2009-11 budget legislation (2009 Act 28) created a new subchapter of state employment relations law -- the Faculty and Academic Staff Labor Relations Act (FASLRA) -- authorizing faculty and academic staff in the University of Wisconsin System to join a union for the purposes of bargaining collectively with the UW System.

REQUESTED ACTION

Approval of resolution II.11, amending the Bylaws of the Board of Regents to create a Board of Regents Committee on Faculty and Academic Staff Collective Bargaining as the seventh standing committee of the Board and describing the Committee's duties.

DISCUSSION

The budget legislation directs the Board of Regents to establish a collective bargaining capacity and to negotiate and administer collective bargaining agreements with faculty and academic staff unions. Because collective bargaining with faculty and academic staff unions falls outside of the duties of the six standing committees of the Board, it is necessary to establish a new standing committee to carry out the Board's responsibilities under the new law.

The following revisions in the relevant sections of the bylaws would establish the new committee and describe its duties; language is consistent with that of other Board of Regents standing committees.

Chapter III, "Committees of the Board," is amended as follows:.

"Section 1. There shall be ~~six~~ seven standing committees of the Board of Regents as follow:

...

- g. **Committee on Faculty and Academic Staff Collective Bargaining** consisting of at least three members appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members and the President shall designate the Chair of the Committee.

...

**Duties of the Committee on Faculty and
Academic Staff Collective Bargaining**

Section 8. The Committee on Faculty and Academic Staff Collective Bargaining shall have charge of consideration of all matters relating to collective bargaining under ch. 111, subch. VI, Wis. Stats., “University of Wisconsin System Faculty and Academic Staff Labor Relations.”

RELATED REGENT POLICIES

Bylaws of the Board of Regents of the University of Wisconsin System

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
Judith Crain
Danae D. Davis
Michael Falbo
Brent Smith
Michael J. Spector

Business, Finance, and Audit Committee

Brent Smith (Chair)
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

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
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
Brent Smith
José F. Vásquez
Betty Womack

Diversity Awards Committee

José Vásquez (Chair)
Danae Davis
Aaron Wingad
Betty Womack

Special Regent Committee for UW-Stevens Point Chancellor

Search

Judith V. Crain (Chair)
Mark J. Bradley
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