



Board of Regents of the University of Wisconsin System

Office of the Secretary

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

DATE: November 1, 2010

TO: Each Regent

FROM: Jane S. Radue *JSR*

PUBLIC MEETING NOTICE - REVISED

November 4, 2010

1220 Linden Drive, Van Hise Hall

Madison, Wisconsin

AGENDA

9:00 a.m. Capital Planning and Budget Committee – Room 1511

9:30 a.m. All Regents – Room 1820

1. Calling of the roll
2. Resolution of appreciation in honor of *LZ Lambeau*, May 2010
3. Possible visit by Wisconsin's Governor-elect (candidates invited)
4. Discussion – Brain Gain: University of Wisconsin Alumni Data

11:30 a.m. Box lunch

12:00 p.m. All Regents – Room 1820, continued

5. Discussion – Greater Expectations: Wisconsin's K-12 Common Core State Standards Initiative
6. Report of the Capital Planning and Budget Committee
7. Move into closed session to consider UW-Madison and UW-Parkside honorary degree nominations, as permitted by s. 19.85(1)(f), *Wis. Stats.*, to confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), *Wis. Stats.*, and to deliberate the purchase of public property, as permitted by s. 19.85(1)(e), *Wis. Stats.*

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

The meeting will be webcast at <http://www.uwex.edu/ics/stream/regents/meetings> Thursday, November 4, 2010 from 9:30 a.m. until approximately 2:30 p.m.

**BRAIN GAIN:
UNIVERSITY OF WISCONSIN ALUMNI DATA**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin System is aggressively pursuing its *Growth Agenda for Wisconsin*, a detailed plan to produce more well-prepared graduates and create more better-paying jobs. Together, these efforts will boost Wisconsin's economy and improve the quality of life for all citizens. Plans previously discussed with the Board of Regents call for steady increases in the number of undergraduate degrees conferred each year. Through a combination of efforts focused on both retention and enrollment over a 15-year period, the UW System's *More Graduates* initiative has a goal of producing an additional 80,000 new UW degrees by 2025, over and above current levels. Achieving this lofty goal will require more state resources and greater management flexibility, as the UW System strives to improve its already strong performance.

In pursuit of this goal, the UW System must assure policymakers and citizens alike that new investments and administrative flexibilities will yield measurable results for the state, at a time when many people believe that students are leaving Wisconsin after graduation. Often, these beliefs are at odds with the facts about UW System alumni.

Recent statewide polling data from Refocus Wisconsin and the Wisconsin Policy Research Institute suggest that a majority of Wisconsin residents believe incorrectly that the state's "best and brightest" graduates leave to work in other states after college:

"A majority of Wisconsinites believe the state's best and brightest are leaving Wisconsin to work elsewhere, according to polling results released Sunday that reflected a level of pessimism on several levels. Milwaukeeans in the polling had a more negative outlook than the rest of the state: 68% of Milwaukeeans said the best and brightest leave Wisconsin to work, while 62% of Wisconsin residents agreed with the statement. The same percentage of Milwaukeeans and statewide residents - 58% - said Wisconsin is on the wrong track" (<http://www.jsonline.com/news/wisconsin/101733478.html>); see also <http://www.refocuswisconsin.org/statewide-polling-data#AAGE>).

In a similar vein, the Wisconsin Technology Council has called attention to Wisconsin's perceived brain drain and to the state's poor track record of attracting college-educated workers from elsewhere:

"Other studies have indicated that Wisconsin loses more or less than same number of home-grown college grads as other Midwestern states, but fares poorly in attracting college-educated workers from elsewhere. One explanation is that so-called 'knowledge economy' workers outside Wisconsin aren't aware of the growing diversity in the state's economy. They believe, incorrectly, that most job openings in Wisconsin require only moderate skills (<http://wistechnology.com/articles/5121/>).

These reports indicate the need for a renewed discussion about the phenomena known as “brain gain” and “brain drain,” so that public perception—and lingering questions about the State’s ability to retain and attract educated citizens—can be addressed.

At the November 2010 meeting, the Board will devote part of its one-day policy meeting to discussing the phenomena of “brain gain” and “brain drain” in the context of UW alumni data detailing how many alumni remain in Wisconsin after graduation.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

Recent analyses of University of Wisconsin alumni data, conducted by the UW System Office of Policy Analysis and Research, indicate that a large majority of alumni stay in Wisconsin after graduation, particularly those who were Wisconsin residents prior to enrollment. This may counter perceptions that Wisconsin suffers from an outflow of homegrown talent. The Board’s November discussion will review the alumni data, which examine UW alumni living in Wisconsin according to a number of factors, including demographics, academic disciplines in which they received degrees, and institutions from which they graduated.

These results provide valuable insight into one aspect of the larger brain gain discussion. A fuller understanding of the topic must also include an analysis of in-migration patterns, the state’s ability to attract college-educated adults from other states, those factors that affect people’s decisions to relocate (e.g., jobs, wages, quality of life), and the “net” result of in- and out-migration.

Following the review of alumni data, the November policy discussion will be organized around the following set of questions:

- a) What should be the UW System’s role in pursuing a “brain gain” strategy for Wisconsin? What can the UW System do to communicate that role to the public?
- b) How can the UW System help stimulate job growth (particularly in STEM fields), to strengthen the state’s economy and create attractive career opportunities in Wisconsin?
- c) How can the System strengthen relations between Wisconsin employers and UW institutions to enhance student achievement and employment opportunities for students after graduation?
- d) What are the best ways to enroll and serve students who are more likely to stay in Wisconsin after earning a degree?
- e) What more can the UW System do to help build the stronger communities that attract employers and a college-educated workforce?

**GREATER EXPECTATIONS:
WISCONSIN'S K-12 COMMON CORE STATE STANDARDS INITIATIVE**

EXECUTIVE SUMMARY

BACKGROUND

In recent years, education, policy, and business leaders throughout the United States have recognized the need for academic standards that demand more rigor and clearly identify the knowledge and skills students need for success in post-secondary education and the workforce. A widening achievement gap between students of color and their white peers, growing calls for teacher accountability, a volatile global economy steeped in recession, and the concomitant funding challenges for public school districts nationwide have intensified attention on raising standards and expectations for student achievement from pre-kindergarten through high school. At the federal level, President Obama's national *Race to the Top* education agenda, launched in 2009, was developed to address these challenges and provide funding to facilitate educational reforms in states and K-12 districts throughout the country.

Wisconsin has been active in, and responsive to, this national dialogue for many years, including participation in a number of national initiatives dedicated to revising education standards. This work included the American Diploma Project and the Partnership for 21st-Century Skills, initiatives which helped the Wisconsin Department of Public Instruction (DPI) with a review of model academic standards to provide strong college readiness. In June 2010, State Superintendent Tony Evers and DPI joined many other states in formally adopting the Common Core State Standards for English language arts and mathematics. Developed in partnership with the National Governors Association Center for Best Practices and the Council of Chief State School Officers, the Common Core State Standards provide comparable expectations across districts and states, and establish clear and consistent goals for what students are expected to learn in grades K-12. DPI engaged its numerous stakeholders in providing feedback throughout the year-long development of the Common Core State Standards, a collaborative process led by governors and chief state school officers from 48 states, two territories, and the District of Columbia. Nationally, the process involved extensive review and input by multiple stakeholders, including teachers, school administrators, education experts, and parents. The final standards were informed by nearly 10,000 public comments, as well as by standards from countries with high-performing K-12 educational systems.

At the November 2010 meeting, the Board will devote part of its one-day policy meeting to discussing Wisconsin's participation in the Common Core State Standards Initiative. The Board will consider the significant policy and practice issues the UW System must address as they work in partnership with DPI to implement the new standards, guided by the shared goal to improve students' success in their transition from high school to postsecondary education.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

The development of the Common Core State Standards is a direct response to the growing national consensus that shared educational standards will help ensure that all students, no matter where they live, have access to high-quality education and are ready for college and/or the workforce after high school. The standards define the knowledge and skills students should gain throughout their K-12 educations and (in the language of the national initiative) are:

- Aligned with college and work expectations;
- Clear, understandable and consistent;
- Inclusive of rigorous content and the application of knowledge through high-order skills;
- Built upon the strengths and lessons of current state standards;
- Internationally benchmarked, that is, informed by other high-performing countries, so that all students are prepared to succeed in the global economy and society; and
- Evidence- and research-based.

The Initiative is a state-led, not a federal effort, and in adopting the Common Core State Standards, each state is expected to follow its own procedures and processes for implementation. The new standards define shared goals and raise expectations for English language arts and mathematics; they do not determine how teachers may teach.

In implementing the new standards, the Department of Public Instruction will partner with school districts, universities, and education organizations to provide curriculum models and on-line resources. In Wisconsin, the work builds upon existing initiatives to raise expectations, readiness and achievement, including programs like Youth Options, Youth Apprenticeship, Project-Lead-the-Way, Career Academies, and other existing articulation agreements and dual-credit options. The work will also benefit from the recent creation of “interoperability” data agreements across post-secondary systems in Wisconsin and nationally. Beginning in 2010-2011, DPI will collect data on all courses taught in Wisconsin’s schools, including grades earned in high school. Connecting K-12 with postsecondary data will enable detailed investigation of students’ preparation for college coursework.

The adoption of the Common Core State Standards also involves renewed attention to better assessment of K-12 student learning to indicate college and career readiness. As one of 31 governing states in the consortium known as the SMARTER/Balanced Assessment Consortium, Wisconsin will further work to develop high-quality, common assessments connected to classroom instruction and based on the new standards. The Consortium was formed in response to the *Race to the Top* assessment grant competition to develop an innovative assessment system aligned to the Common Core State Standards.

The UW System’s commitment to the success of educators and students in the PK-12 sector runs deep, and the alignment of System’s work with that of DPI occurs across multiple fronts. Built on a belief in shared responsibility and the understanding that higher education and the PK-12 sector are components of an interdependent educational system, the UW System dedicates considerable resources to the PK-16 arena. The Wisconsin PK-16 Leadership Council

fosters collaboration across the state's four educational sectors, including the UW System, DPI, the Wisconsin Technical College System, and the Wisconsin Association of Independent Colleges and Universities. The UW System's schools of education conduct research that results in the introduction of cutting-edge educational practice into the state's classrooms. UW institutions provide Wisconsin with the majority of its public school teachers, and UW schools of education work closely with local school districts, DPI, and other agencies to ensure quality teaching and learning, align curricular standards, and improve college readiness. Moving forward, the Common Core State Standards will form the focus for student learning in English language arts and mathematics in grades K-12 and thus for teacher preparation and ongoing professional development. The UW System's *Teacher Quality Initiative* directs ongoing program reform efforts across the UW System, comprising various projects designed to document and more fully understand the relationships among teacher preparation, teacher practice, and student learning.

The UW System, its institutions, and the Board of Regents, therefore, are significantly invested in the successful implementation of the Common Core State Standards. Indeed, the success of the UW System's *More Graduates for Wisconsin* initiative depends heavily on the readiness of the state's high school graduates for college-level work, and that readiness depends, in turn, on the quality of the teachers prepared by UW institutions. Focused on the primary goal of improving student success in the transition from high school to postsecondary education, the UW System is committed to collaborating with and supporting DPI as it moves forward in the adoption of the Common Core State Standards.

The Board's November policy discussion will be organized around the following set of questions:

1. How will the adoption of the Common Core State Standards specifically address Wisconsin's growing achievement gap?
2. What are the biggest challenges to implementing the standards initiative—for K-12 education, for the UW System, and for other stakeholders?
3. How can the new state assessments and standards targeting college and career readiness be used to improve students' transition from high school to the UW System?
4. When an assessment of student achievement based on the new standards is implemented, what are the ramifications for evaluating the effectiveness of teacher preparation programs?
5. What would success look like—in two, in four, in ten years?

For more information on Wisconsin's adoption and implementation of the Common Core State Standards, go to the Department of Public Instruction website at: <http://dpi.wi.gov/standards/index.html>. For frequently asked questions on the national Common Core State Standards Initiative, go to: <http://www.corestandards.org/frequently-asked-questions>. Additional information on the national initiative can be found at: <http://www.corestandards.org/>.

RELATED REGENT POLICIES

Regent Resolution 8379: "Resolution to adopt PK-16 Principles directing each UW System Chancellor to work collaboratively with PK-12 and other postsecondary education leaders," adopted 6/8/01.

Summary of DPI and UW System Work that Supports the Common Core State Standards Initiative

The Wisconsin Department of Public Instruction (DPI), the UW System, Wisconsin's other higher education sectors, and educators and school districts throughout Wisconsin have collaborated on a host of initiatives and activities in recent years dedicated to raising expectations and standards for students in K-12, enhancing college readiness and access for a wider and deeper cut of Wisconsin's students, and improving the transition from secondary to postsecondary education.

Summaries of selected initiatives follow:

- **Wisconsin PK-16 Leadership Council:** The Wisconsin PK-16 Leadership Council is led by the heads of the University of Wisconsin System Administration, the Wisconsin Technical College System, the Wisconsin Association of Independent Colleges and Universities, and the Department of Public Instruction. Other members include representation from professional organizations, state agencies, and the legislature. The Council's mission is to foster collaboration among the four sectors of education and to work in partnership with business, industry, and government to enhance learning and learning opportunities throughout the state so that all students are prepared to live in and contribute to a vibrant 21st-century society.
- **American Diploma Project:** Launched by Achieve, Inc., in 2005, the American Diploma Project (ADP) is a network of 35 state education agencies educating nearly 85 percent of all U.S. public school students. The goal is to improve students' college and career readiness. Through the network, governors, state education officials, postsecondary leaders, and business executives work together to improve postsecondary preparation. Wisconsin used the ADP benchmarks and Achieve's feedback to draft preliminary revisions to Wisconsin's standards in English language arts and mathematics.
- **Partnership for 21st Century Skills:** The Partnership (P21) is a national organization that advocates for 21st-century readiness for every student. Members include 17 state education agencies, technology and assessment companies (including Microsoft, Intel, and Apple), media companies (including Walt Disney and Sesame Workshop), and educational professional organizations (including the National Education Association and the Association for Supervision and Curriculum Development). The P21 network provides tools and resources to help schools incorporate the three Rs with the four Cs (critical thinking and problem solving, communication, collaboration, and creativity and innovation), improving students' college and career readiness. Like the American Diploma Project, the Partnership for 21st Century skills helped DPI with a review of its model academic standards, prior to the adoption of the Common Core State Standards.
- **UW System Growth Agenda Initiatives:** With its focus on people, jobs, and communities, the UW System's *Growth Agenda for Wisconsin* provides direction

for how best to educate students for the 21st- century global society, and to strengthen Wisconsin's competitive edge, nationally and globally. The Growth Agenda includes a number of action steps and initiatives focused on improving access, and raising expectations and college readiness. These include: expansion of the **Wisconsin KnowHow2Go Network**, raising college aspirations for young people statewide; and **enhanced collaboration between the state's higher education and PK-12 communities through a focus on improving college preparation in math**. In the past few years, the UW System has provided grant funding to UW institutions in support of work designed to advance these initiatives.

- **UW Precollege Programs:** The UW System has scores of precollege programs designed to raise college aspirations and academic preparation for middle and high school students throughout Wisconsin, especially from those populations historically under-represented at UW institutions.
- **Youth Options:** Wisconsin's Youth Options program allows public high school juniors and seniors who meet certain requirements to take postsecondary courses at a UW institution, a Wisconsin technical college, one of the state's participating private nonprofit institutions of higher education, or one of Wisconsin's tribal colleges. Approved courses count toward high school graduation and college credit. The program opens the door to greater learning opportunities for motivated students considering a technical career, wishing to begin college early, or preparing themselves to enter the workforce immediately after high school graduation.
- **Dual-Credit Options:** Dual-credit programs provide high school students the opportunity to earn university credit while still in high school. They are designed to promote college readiness and facilitate the transition to enrollment in postsecondary institutions. Dual-credit delivery can take place in different settings, including high school classrooms, college campuses, and distance learning courses.
- **Project Lead the Way:** Project Lead the Way (PLTW) is an engineering- and technology-focused curriculum for middle and high schools offered in schools throughout the United States. The program offers students an array of advantages, from career readiness and applied learning experiences, to college preparatory-level classes, labs, and creative exercises. PLTW classes are hands-on and based in real-world experience. Through courses and national examinations offered by Project Lead the Way (PLTW), high school students can master advanced subject matter and document their achievement. In December 2009, the UW System Board of Regents passed a policy providing advanced-standing credit at all UW institutions for Wisconsin high school students who completed PLTW courses from an approved list, and achieved a 70% or higher on the national PLTW college credit end-of-course exam.

Guidance Document for Common Core State Standards Initiative **Last Updated July 30, 2010**

1. What is the Common Core State Standards Initiative?

The Common Core State Standards Initiative is a voluntary effort through the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) Center for Best Practices to develop a common core of standards that are aligned with college and work expectations, include rigorous content and skills, and are internationally benchmarked. The Common Core State Standards Initiative encompasses Common Core State Standards for English language arts, including reading, and mathematics. The intent is that these standards will be aligned to state assessment and classroom practice. Forty-eight states signed a memorandum of understanding to participate in the Common Core State Standards Initiative.

2. Why did Wisconsin join this national initiative?

Wisconsin is committed to ensuring that every child graduates from high school prepared for work, post-secondary education, and success in the global economy and society. The Wisconsin Model Academic Standards developed in the mid-1990's drew substantially from the best-thinking at the time, relying on the work that was done by many of the national professional organizations. Since that time, change has occurred at both the state and national levels. No longer can states afford fifty, individual development processes for standards outlining what students should know and be able to do. While education remains a state responsibility, it is a national priority to ensure our economic security. Further, the children we serve are far more mobile, thus calling for a national consistency. Finally, our students need to be prepared for both careers and post-secondary education; consequently, standards that are benchmarked to the highest levels both nationally and internationally serve as a foundation for that preparation.

3. Who participated in the development of the Common Core State Standards?

The Common Core State Standards were developed by teams of educators and administrators. Three of the organizations participating in the development of the Common Core State Standards include: Achieve, ACT, and the College Board. Some of the organizations that participated in review of the standards included the National Education Association, American Federation of Teachers, International Reading Association, National Council of Teachers of Mathematics, and the National Council of Teachers of English.

4. How was input provided to the development of the Common Core State Standards?

The Common Core State Standards initiative was led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) Center for Best Practices on behalf of the states and territories that signed the Memorandum of Understanding for this project.

State education agencies provided input several times during the development of the standards. The Wisconsin Department of Public Instruction reviewed each draft and sent specific comments as feedback. When CCSSO and NGA released a public draft on March 10, the Department of Public Instruction made the draft available on its website and notified key education stakeholders, encouraging their review and comment on the draft. The public comment period ended April 2. Wisconsin citizens, including parents, educators, and representatives from education organizations submitted comments through the Common Core State Standards website.

5. What does it mean to adopt the Common Core State Standards for English Language Arts and Mathematics?

Adoption means that Wisconsin has taken formal action to make the Common Core State Standards the policy document on which curriculum, instruction, and assessment in the state is based. In Wisconsin, the State Superintendent has the authority to adopt standards. When the Common Core State Standards were finalized on June 2, State Superintendent Tony Evers adopted these standards.

6. Will Wisconsin have additional English language arts and mathematics standards beyond those that are in the Common Core State Standards?

The Common Core State Standards provide an important focus for student learning, allowing valid district to district and state to state comparisons and a common yardstick for assessments. Rather than adding additional standards, Wisconsin's development of model curriculum and sample units of instruction will help shape the implementation of the standards.

7. How will the Common Core State Standards connect to curriculum, instruction, and assessment?

The Common Core State Standards are posted on the Department of Public Instruction's website. Consistent with our commitment to provide local districts with leadership and technical assistance around curriculum, instruction, and assessment, Wisconsin will develop a curriculum framework aligned to the Common Core State Standards. This framework will help districts as they review their curriculum to determine alignment with the Common Core State Standards. State assessment also will be aligned to the Common Core State Standards. Local districts will want to begin to move toward implementing the Common Core State Standards for English language arts and mathematics, to improve student achievement and prepare students to transition from the current WKCE to the new statewide assessment.

As part of the continuing work around the Common Core State Standards, the Department of Public Instruction is partnering with other states in multi-state consortia that will create common assessments for use as summative and benchmark assessments. Through these partnerships and the Common Core State Standards, the Department of Public Instruction will have the capability and capacity to develop high quality assessments in a cost-effective way and that are useful to connect standards with classroom instruction.

8. What does the Common Core State Standards Initiative mean for students with disabilities and for English language learners?

In the development of these standards, the inclusion of all types of learners was a priority. Chosen language was intended to be open and accessible to different learners. Educators may require additional supports and resources to help all students meet these expectations. How these standards are taught is important in reaching all students. For students with disabilities to meet high standards, their instruction must incorporate supports and accommodations such as instructional supports for learning based on the principles of Universal Design for Learning, instructional accommodations and/or assistive technology devices and services to ensure access to the general curriculum and the standards.

9. How will this impact the school and district accountability system in Wisconsin?

Accountability will not end, nor do we want it to end. Schools, districts, and communities as well as the Department of Public Instruction need to know how our students are performing, that they are on track for graduation from high school, and prepared to succeed in post-secondary education and the workforce. Over the years, various organizations have ranked individual states on their standards, assessments, proficiency standards, and other elements of accountability. As we move toward common standards and to common assessments, student achievement and progress will be transparent and comparable.

10. What is the timeline for transition to a Common Core State Standards-based state assessment for Wisconsin?

The federal Elementary and Secondary Education Act (commonly known as No Child Left Behind) requires that each state administer exams for reading and mathematics in each of grades 3-8 and once in high school, plus science once in elementary, middle, and senior high school grades. The Wisconsin Knowledge and Concepts Exam (WKCE) meets these requirements and adds additional assessment in English language arts and social studies. In response to the Race to the Top assessment grant application, Wisconsin became a governing state within the 30-state consortium called the Smarter Balanced Assessment Consortium (SBAC). If funded, the SBAC will develop a next generation assessment system aligned to the Common Core standards. The guiding principles of SBAC mirror the recommendations of Wisconsin's Next Generation Assessment Task Force report (www.dpi.wi.gov/oea/ngatf.html). The development of this assessment will likely occur from 2010 through 2014 and is anticipated to be in place in the 2014-15 school year at the earliest. Piloting and field testing of the summative assessment will occur prior to the projected implementation in 2014-15. The WKCE will be administered in the Fall 2010 and will continue to fulfill federal assessment and accountability requirements under the Elementary and Secondary Education Act (NCLB). The state is exploring all possible options for the interim to facilitate a smooth transition to the new assessment system in 2014-15.

11. What resources will be available to help districts implement Common Core State Standards?

Prior to the emergence of the national Common Core State Standards Initiative, the Department of Public Instruction recognized the need to revise and update Wisconsin's Model Academic Standards. As a result, English language arts and mathematics teams were convened and charged with the responsibility of revision. Good work was done through collaboration with Achieve's American Diploma Project and the Partnership for 21st Century Skills, two national organizations. The emergence of the Common Core State Standards, however, shifted the focus from states individually developing standards to states collaboratively developing standards. Now that the collaboratively-developed Common Core State Standards are finalized and adopted as Wisconsin's standards, the Department of Public Instruction will engage educators in the design of a curriculum framework and illustrative units of instruction incorporating elements of the previous work. These resources and examples of standards-based curriculum and assessments will be posted at the department's website and will provide direction for implementation.

12. What does the section "Literacy Standards for History/Social Studies, Science, and Technical Standards" mean?

The section titled "Literacy Standards for History/Social Studies, Science, and Technical Standards" is part of the English language arts standards. The message is clear, however, that literacy is the responsibility of all teachers, with all teachers teaching students how to apply the literacy skills needed to comprehend the content and demonstrate their understanding of the respective subject. This message is reinforced by the creation of these explicit standards for grades 6-12, while for grades K-5 comparable standards are integrated into the K-5 reading standards. This section provides a framework for a focused, system-wide approach to literacy so that students face the same coordinated expectations around reading and writing in social studies, science, and technical subject areas.

13. Will the academic standards in other subject areas be revised? If so, what is the schedule for revision?

Given that most of the academic standards were developed in the late 1990's along with the many curricular changes that have emerged, it is time for revision. Wisconsin's participation in the Common Core State Standards Initiative is the first step. Conversations are underway at the national level to expand the Common Core State Standards to include science and social studies. Work has begun at the state level to revise the standards in physical education. We are currently finalizing a schedule for revision of the other content areas with academic standards. Updates will continue to be available at <http://www.dpi.wi.gov/standards>.

14. How are other resources and appendices accessed?

Wisconsin's adopted Common Core State Standards are available at the Department's website: <http://www.dpi.wi.gov/standards>. The appendices from the English language arts and mathematics standards will be provided as well as links to other resources as they become available.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Capital Planning and Budget Committee

Thursday, November 4, 2010
1511 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

- 9:00 a.m.
- a. Approval of the Minutes of the October 7, 2010 Meeting of the Capital Planning and Budget Committee
 - b. UW-Eau Claire: Approval of the Design Report of the Children's Center Project and Authority to Adjust the Project Scope and Budget and Construct the Project
[Resolution I.3.b.]
 - c. UW-Milwaukee: Authority to Seek a Waiver of s. 16.855, Wis. Stats., to Allow Selection Through a Request for Proposal Process of a Construction Manager-at-Risk for the Kenwood Interdisciplinary Research Complex Phase I Project
[Resolution I.3.c.]
 - d. UW System: Authority to Construct All Agency Maintenance and Repair Projects
[Resolution I.3.d.]
 - e. Report of the Associate Vice President
 - 1. Building Commission Actions
 - 2. Other
 - f. Additional items which may be presented to the Committee with its approval

Approval of the Design Report of the
Children's Center Project and Authority to
Adjust the Project Scope and Budget and
Construct the Project, UW-Eau Claire

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Eau Claire Chancellor and the President of the University of Wisconsin System, the Design Report of the Children's Center project be approved and authority be granted to: (1) increase the scope and budget of the project by \$1,984,500 (\$61,800 General Fund Supported Borrowing – All Agency, \$175,000 Program Revenue Supported Borrowing, \$1,449,600 Residual Program Revenue Supported Borrowing, and \$298,100 Program Revenue–Cash) and (2) construct the project at an estimated total project cost of \$3,826,500 (\$61,800 General Fund Supported Borrowing – All Agency, \$2,017,000 Program Revenue Supported Borrowing, \$1,449,600 Residual Program Revenue Supported Borrowing, and \$298,100 Program Revenue-Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action November 2010

1. Institution: The University of Wisconsin-Eau Claire
2. Request: Requests approval of the Design Report of the Children's Center project and authority to: (1) increase the scope and budget of the project by \$1,984,500 (\$61,800 General Fund Supported Borrowing – All Agency, \$175,000 Program Revenue Supported Borrowing, \$1,449,600 Residual Program Revenue Supported Borrowing, and \$298,100 Program Revenue–Cash) and (2) construct the project at an estimated total project cost of \$3,826,500 (\$61,800 General Fund Supported Borrowing – All Agency, \$2,017,000 Program Revenue Supported Borrowing, \$1,449,600 Residual Program Revenue Supported Borrowing, and \$298,100 Program Revenue-Cash).
3. Description and Scope of Project: This project will construct a 10,319 ASF/14,709 GSF single story childcare facility to replace the existing facility that is located in the Campus School. That building will be demolished to provide a site for the new Education Building project. The Children's Center will house 11 classrooms plus support spaces including playrooms, kitchen/laundry facilities, offices, a conference room/resource library, and a clinical observation room that will be used to support student instruction for various university programs. The center will have an enrollment of 144 children ranging from infancy through age five.

The new building will be located on a portion of an existing university owned parking lot between the Haas Fine Arts Center and the Human Sciences and Services (HSS) Building, overlooking the Chippewa River. Exterior site work will include fenced playground areas and fill to raise the building site above the existing 100-year flood plain. The Haas Fine Arts parking lot, access road, and drop-off area will be redeveloped to accommodate 268 stalls, approximately the same as the existing capacity. An alternate bid will be sought to construct an additional 18-student classroom, if the budget permits.

4. Justification of the Request: UW-Eau Claire has had an on-campus child care facility since 1973. In 1981, the center moved into the Campus School, when that facility was no longer needed as a lab school. In addition to the Campus School, the Children's Center also leases space off-campus for the infant program. The center is currently licensed for 95 children; the infants and toddlers program is licensed for 27. Approximately 150 children per week are served by the center, which operates year-round, including evening hour operation during the academic year. The center serves children of students, faculty, staff, and children from the community as space permits. There typically is a waiting list for enrollment.

The center employs approximately 100 students and serves as a resource for student learning in a variety of programs and extended educational opportunities at the university. By involvement with the Children's Center, approximately 70 students fulfill field learning requirements from programs including education, psychology, social work, foreign languages, communication disorders, nursing, teaching, speech, journalism, art, math, dance, music, and others.

As part of the planning for the new Education Building project, the Campus School site was identified as a preferred location for the new building. Plans were then made to construct a new Children's Center and a project was enumerated as part of the 2003-05 capital budget. However, concerns about the adequacy of the enumerated budget resulted in a decision to initiate a project that was approximately 70 percent of the original project scope. During predesign it became apparent that a reduced scope would not meet either programmatic needs or the business plan of the center, and a decision was made to increase the project scope to that of the originally-conceived project. It also became clear that the original site for the project would not be adequate to accommodate the building size, necessary playground space, and a drop-off area, and the current site was selected as a suitable location. Both changes resulted in an increased budget. In order to support the increased budget, students were asked to support an increase in segregated fees, and student support for a fee increase was obtained.

The project scope also now includes the redevelopment of the Haas Fine Arts parking lot, and \$239,400 of remaining funding in that project has been added to this budget. The parking lot project originally was initiated as a separate project (DSF #08F2T) before it was known that the Children's Center project would affect the site. Combining these two projects will result in better coordination of design and construction in this entire area.

5. Impact on Fees: UW-Eau Claire student government approved a \$17 per academic year (\$8.50 per semester) increase in the Organized Activity Fee starting in the fall of 2009. The actual implementation of the fee was postponed until the fall of 2010. There will not be any increase to parking fees for the parking lot work.
6. Budget and Schedule:

Budget	%	Cost
Construction (Base Bid)		\$3,052,000
Contingency	8.0%	244,000
A/E Fees		345,000
DSF Mgmt Fee	4.0%	131,900
Movable Equipment		44,000
Percent for Art	0.025%	9,600
Total Project Cost		\$3,826,500

10,319 ASF/ 14,589 GSF Efficiency 70%
 Construction Cost per GSF \$207/GSF
 Project Cost per GSF \$260/GSF

Schedule	Date
Submission of Bid Documents for Final Review	December 2010
Bid Opening	March 2011
Start of Construction	May 2011
Substantial Completion/Occupancy	February 2012

7. Previous Action:

August 22, 2002
 Resolution 8582

Recommended that the Children's Center project be submitted to the Department of Administration and the State Building Commission as part of the UW System 2003-05 Capital Budget request, at an estimated total project cost of \$1,842,000 Program Revenue Supported Borrowing. The project was subsequently enumerated at that level and fund source.

August 22, 2008
 Resolution 9534

Approved the construction of the Hass Fine Arts Parking Lot and Service Drive Resurfacing project at an estimated total project cost of \$272,000 Program Revenue-Cash.

Authority to Seek a Waiver of s.16.855 Wis. Stats., to Allow Selection Through a Request for Proposal Process of a Construction Manager-at-Risk for the Kenwood Interdisciplinary Research Complex 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 a waiver of s.16.855 Wis. Stats., under the provisions of s.13.48(19), Wis. Stats., to allow selection, through a Request for Proposal (RFP) process, of a Construction Manager-at-Risk for the Kenwood Integrated Research Complex (IRC) Phase I project, at an estimated budget of \$75,000,000 (\$73,400,000 General Fund Supported Borrowing and \$1,600,000 Gift/Grant Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action November 2010

1. Institution: The University of Wisconsin–Milwaukee
2. Request: Authority to seek a waiver of s.16.855, Wis. Stats., under the provisions of s.13.48(19), Wis. Stats., to allow selection, through a Request for Proposal (RFP) process, of a Construction Manager-at-Risk for the Kenwood Integrated Research Complex (IRC) Phase I project, at an estimated budget of \$75,000,000 (\$73,400,000 General Fund Supported Borrowing and \$1,600,000 Gift/Grant Funds).
3. Description and Scope of Project: This project is the initial phase of redevelopment in the southwest precinct of campus as described in both the recent campus master plan and predesign documents. UW-Milwaukee 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 the physics labs and the departmental offices. It will construct 92,859 ASF/152,500 GSF of total building area comprised of research labs and core facilities, instructional, collaboration, office, and support space.
4. Justification of the Request: Traditionally, general contractors did not become involved with a project until the architectural/engineering consultant completed the design and the bidding occurred. However, in the past twenty years the industry's practice has evolved and today it is common practice for a contractor to partner with a consulting architectural/engineering team from the early design phase through the completion of a project. Preconstruction services provided by contractors can be of great benefit, especially to research facility projects that involve complex mechanical, electrical, and other technical infrastructure requirements. For example, a contractor experienced in the construction of research and advanced technology projects is able to identify design issues that could have a negative impact on the budget, constructability, or schedule of the project. Such a contractor can suggest alternative design strategies or construction methods that will resolve these issues during the design phase prior to the commencement of construction.

The design and construction of the IRC Phase I project will require highly complex planning and coordination. This will include proper accommodations for connections to future project phases. The proposed facility will contain specialized and advanced technologies that require a unique set of construction resources and knowledge. US Green Building Council Leadership in Energy and Environmental Design (USGBC LEED) certification is a design and construction requirement for this project. The benefit of contractor expertise throughout the design process will allow these issues to be more adequately addressed. As the project proceeds to construction, the contractor's thorough project knowledge gained from participating in the design process will facilitate the identification of construction packages

that coordinate with funding. Better coordination of the bid packages will expedite the construction schedule allowing user groups to occupy the building as soon as possible.

Funding for the project is split over two biennia. In addition, a construction manager process will allow the project to begin with the funding available in 2011 and be completed with the balance of funding that is available in 2013. Finally, the proposed building site, which is located in the heart of campus, poses unique challenges. The construction will take place immediately adjacent to the Kunkle Children's Center, and the safe operation and function of that center must be maintained throughout the construction process. Required utility relocations and shut-downs will affect other science/research facilities in this quadrant; construction staging will impact major parking and delivery areas; demolition of a major pedestrian bridge will require rerouting of circulation; an active greenhouse will need to be relocated in such a manner as to minimize disruption to teaching and research; and complicated topographical grade changes across the site will affect storm water management and construction sequencing. It is imperative that this project have a single entity with deep project understanding to properly coordinate and manage all construction activities within this densely built and heavily utilized part of the UW-Milwaukee campus.

5. Budget and Schedule:

Construction	\$59,950,000
Hazardous Materials Abatement	50,000
A/E Fees	3,720,000
Other Fees	1,612,500
Contingency	4,500,000
DSF Management Fee	2,580,000
Moveable Equipment	2,400,000
Percent for Art	<u>187,500</u>
Total	\$75,000,000

10% Concept Report	March 2011
35% Design Report Submittal	July 2011
Request Authority to Construct	September 2011
Start Construction	March-May 2012
Substantial Completion	May 2014
Occupancy	August 2014

6. Previous Action:

July 13, 2007
Resolution 9874

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 Campus Master Plan.

- January 8, 2010
Resolution 9718
- 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. These projects were subsequently enumerated as requested.
- June 11, 2010
Resolution 9783
- Granted authority 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.

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 \$15,740,100 (\$9,980,400 General Fund Supported Borrowing; \$533,000 Program Revenue Supported Borrowing; \$4,516,700 Program Revenue Cash; and \$710,000 Gift and Grant Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
November 2010

1. Institution: The University of Wisconsin System
2. Request: Authority to construct various maintenance and repair projects at an estimated total cost of \$15,740,100 (\$9,980,400 General Fund Supported Borrowing; \$533,000 Program Revenue Supported Borrowing; \$4,516,700 Program Revenue Cash; and \$710,000 Gift and Grant Funds).

FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	ETF	TOTAL
MIL	10A31	Downer Buildings HVAC Impr (Increase)	\$ -	\$ -	\$ 287,500	\$ -	\$ -	\$ 287,500
FM&R SUBTOTALS			\$ -	\$ -	\$ 287,500	\$ -	\$ -	\$ 287,500

UTILITIES REPAIR & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	ETF	TOTAL
EXT	10J2F	Upham Woods Septic System Repl	\$ 291,500	\$ -	\$ 342,100	\$ -	\$ -	\$ 633,600
GBY	10J2I	East & North Circle Drive Renv	\$ 1,162,400	\$ -	\$ 272,600	\$ -	\$ -	\$ 1,435,000
GBY	10J2T	Utility Tunnel Maint & Repr	\$ 2,443,800	\$ 140,000	\$ 573,200	\$ -	\$ -	\$ 3,157,000
LAX	10J1R	South Campus Ext Lighting Renv	\$ 702,100	\$ -	\$ 487,900	\$ -	\$ -	\$ 1,190,000
MSN	10I3D	Campus Storm Water Detention Ponds	\$ 1,491,000	\$ -	\$ 497,000	\$ 300,000	\$ -	\$ 2,288,000
MSN	10J1M	CSHP CW Dist Pump VFD Repl	\$ 278,000	\$ -	\$ 61,000	\$ -	\$ -	\$ 339,000
MSN	10I3F	Plts 56/10-58/10 Box Conduit Repl	\$ 423,800	\$ -	\$ 141,200	\$ -	\$ -	\$ 565,000
MSN	98593	Storm Water Remediation (Increase)	\$ 1,300	\$ -	\$ 408,700	\$ 410,000	\$ -	\$ 820,000
MSN	10J1X	West Campus Circuits Upgr	\$ 549,000	\$ -	\$ 183,000	\$ -	\$ -	\$ 732,000
PLT	10I2A	Campus Storm Water Detention	\$ 594,500	\$ -	\$ 266,500	\$ -	\$ -	\$ 861,000
RVF	10J1Y	East Res Hall Site Development	\$ -	\$ -	\$ 300,000	\$ -	\$ -	\$ 300,000
STO	09J2N	Steam Loop Ext & Upgr (Increase)	\$ 915,000	\$ -	\$ 610,000	\$ -	\$ -	\$ 1,525,000
STP	10J1B	DeBot Tennis Courts Renv	\$ 487,000	\$ -	\$ 86,000	\$ -	\$ -	\$ 573,000
STP	10J1A	Htg Plnt Controls Repl	\$ 641,000	\$ 393,000	\$ -	\$ -	\$ -	\$ 1,034,000
UR&R SUBTOTALS			\$ 9,980,400	\$ 533,000	\$ 4,229,200	\$ 710,000	\$ -	\$ 15,452,600

	GFSB	PRSB	CASH	GIFT/GRANT	ETF	TOTAL
NOVEMBER 2010 TOTALS	\$ 9,980,400	\$ 533,000	\$ 4,516,700	\$ 710,000	\$ -	\$ 15,740,100

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

Facilities Maintenance and Repair Requests

MIL - Downer Buildings HVAC Improvements (\$287,500 increase for a total project cost of \$8,898,500): This request increases the project budget and scope to include flooring replacement and interior painting in classrooms and corridors in all buildings and all rooms on the third floor of Holton Hall. This work should be completed after the HVAC system renovations are complete and prior to campus reoccupying the spaces. These spaces will be vacant for the duration of the project work and this is an opportune time to address some of the architectural finishes not previously included in the approved project scope.

Utilities Repair and Renovation Requests

EXT - Upham Woods Outdoor Learning Center (Wisconsin Dells) Septic System Replacement (\$633,600): This project replaces six septic systems with three new wastewater treatment systems to address maintenance and reliability issues, meet current Department of Commerce (DCOMM) and Department of Natural Resources (DNR) code requirements, and allow the expansion of overnight capacity licensing to match the current Upham Woods Outdoor Learning Center facility capacity.

The project constructs a new dedicated wastewater treatment system for the Bath House, a new dedicated wastewater treatment system for the Lodge, and a shared wastewater treatment system for other facilities (administration building, dormitory, duplex, and nature center). The new systems total 34,000 gallons of septic tank capacity and 17,500 SF of soil dispersal area. Project work includes all necessary site excavation, storage tanks, piping, valves, controls, equipment, metering devices, pumps, structural vaults, electrical service installation, asphalt pavements, and site restoration. The six existing septic systems will be abandoned in place.

The majority of facilities were constructed between the 1940s and 1960s, and the dormitory and Peters Nature Center were constructed in the 1970s. None of the six septic systems currently in use, which range in age from 33 to 54 years old, meet current code requirements. The existing systems are inadequate for the center to be licensed and operate at full capacity. A study to evaluate water treatment systems alternatives was completed. Five project alternatives were evaluated and this project offers the best approach by offering some redundancy, the least annual operating and maintenance costs, and least disruption of the natural areas. A separate treatment system for the lodge is necessary because of the strength of the waste generated (kitchen, grease, food, etc.). Combining the lodge with other buildings would require a larger and more expensive and complicated treatment system. A similar approach was implemented for the bath house, which is located farther away from the other buildings and would require a larger waste distribution system to travel a significant distance to reach a treatment system near the other buildings.

Several code changes were implemented since the last water treatment system was constructed, including requirements for larger septic tank sizes and drainfield areas. None of the existing systems could be modified to meet current code requirements. While existing septic systems are not typically required to meet current code requirements, this project will replace the aging infrastructure and prevent major disruptions to the center's educational activities. The existing septic systems are well beyond their useful life, and any failures pose contamination threats to the Wisconsin River. In addition, some of the existing systems are located within the river floodplain.

GBY - East Circle Drive and North Circle Drive Renovation (\$1,435,000): This project resurfaces and improves 8,500 LF of asphalt roadway and replaces 1,350 LF of concrete curb and gutter along East Circle Drive and North Circle Drive to address the pavement condition, improve storm water management, and provide a suitable surface for municipal bus service.

East Circle Drive work (Leon Bond Drive to Scottwood Drive) includes pulverizing and resurfacing 5,800 LF of 5-inch asphalt roadway, regrading and augmenting the gravel shoulders to improve storm water drainage, and replacing all road and lane markings. The road section from North Circle Drive to Scottwood Drive will be designed and reinforced to accommodate municipal bus transit service. North Circle Drive work (East Circle Drive to Theater Hall Drive) includes pulverizing and resurfacing 2,700 LF of 5-inch asphalt roadway; regrading and augmenting the gravel shoulders to improve storm water drainage; and replacing 1,350 LF of concrete curb and gutter, culverts, storm inlets, and utility access covers. This road section will be designed and reinforced to accommodate municipal bus transit service.

East Circle Drive and North Circle Drive were constructed in the early 1970s and routine maintenance (crackfilling, infrared thermal bond seamless patching, base patching, selective asphalt overlays) was performed throughout to extend their service life. The pavement surface evaluation and rating (PASER) for these road sections is designated as poor to very poor. The road condition survey identified areas of alligator and severe block cracking, moderate distortions and rutting that are one to two inches deep, extensive patching, and occasional potholes resulting from heavy traffic. Some sections of road have depressions that retain water, which undermines the curbing and deteriorates the road edges.

GBY - Utility Tunnel Maintenance and Repair (\$3,157,000): This project corrects various deficiencies and maintenance problems associated with the central chilled water and steam distribution systems throughout the 5,450 LF underground and navigable utility tunnel. Materials and repair processes will be selected to upgrade the useful life expectancy of the underground utility tunnel and central utility distribution system. This project also implements an energy conservation opportunity by adding insulation jackets to expansion joints and replacing portions of damaged steam and steam condensate pipe insulation. The debt service will be paid back from the annual energy savings from the fuel and utilities appropriation (Fund 109).

Project work includes repair of the concrete utility tunnel structure and enclosure to address areas of accelerated deterioration and water infiltration. Project work also includes repair and replacement of piping supports and stanchions, expansion joint insulation jackets, select steam and condensate and all chilled water pipe insulation, and primary/signal vault drain piping. Abandoned secondary chilled water pump and piping in the tunnel will be removed. All reconstruction, repair, and replacement designs will use corrosive resistant and durable materials and construction methods.

The utility tunnel was constructed in 1969. The tunnel enclosure has numerous areas where the sidewalls and ceiling are cracking and spalling, which allows water infiltration and does

not provide adequate anchoring for the piping supports and guides. Ground water and rainwater infiltration compound problems with the damaged and deteriorated chilled water piping insulation and vapor barrier by accelerating the corrosion of the piping support and guides. The supports for the steam, steam condensate, and compressed air piping have also deteriorated or failed in many areas. Expansion joint lubrication fittings are difficult to access and pose a potential burn hazard for maintenance staff. Ground water is also discharged into the tunnel through drains from the adjacent primary and signal vaults thus further exacerbating the wet conditions in the tunnel. The compressed air piping is corroded in several locations where moisture leaks through the cracks.

LAX - South Campus Exterior Lighting Renovation (\$1,190,000): This project replaces pedestrian walkway exterior lighting and associated underground circuitry throughout the southern portion of campus to improve illumination levels and energy efficiency and to reduce maintenance costs. Project work includes replacing approximately 230 exterior light fixtures and poles in the central and southern campus. The new units will match the acorn style campus fixture standard established as part of the recent Campus Master Plan. All direct buried wiring will be replaced with new wire in underground PVC conduit. Lighting supply conductors and contactors will be replaced in the buildings that provide power for the lighting circuits. Concrete pole bases will be replaced as needed to accommodate the new PVC conduit. New concrete bases will also be installed to provide consistent pole spacing necessary for even illumination along the walkways.

Most of the exterior light fixtures and poles included in this project were installed in the 1970s. Since their original installation, many of the walkways have been modified to match pedestrian circulation patterns, but the light fixtures have stayed in the same location and orientation, resulting in uneven illumination along the walkways. The pole spacing needs to be revised to provide adequate illumination. The 100-watt high-pressure sodium lamps will be replaced by 40-watt induction lamps, resulting in an annual energy savings of approximately 63,500 kilowatt hours.

The underground wiring serving the lighting system is at least thirty years old. The direct buried wiring has deteriorated due to annual freeze-thaw cycles. This results in annual service interruptions as ground movement and moisture causes sections of the wiring system to fail. Since the wiring is not in conduit, it cannot be easily repaired. Repair is especially difficult when the ground is frozen. This causes large portions of the campus walkways to be without illumination for extended periods of time. This wiring needs to be replaced in conduit to provide a safe environment.

MSN - Campus Storm Water Detention Ponds (\$2,288,000): This project implements campuswide storm water management measures in compliance with the UW-Madison Wisconsin Pollutant Discharge Elimination system (WPDES) storm water discharge permit and to improve the quality of non-point source storm water runoff discharging to Lake Mendota. Project work includes designing and constructing three (3) new wet detention ponds totaling 3.6 acres with approximately 9.45 acre-feet of storage capacity, and all site preparation and restoration required at each location. This request is based on the UW-Madison Storm Water Quality Management Plan.

Eagle Heights work includes constructing a new 1.00 acre wet detention pond with 2.28 acre-feet of storage capacity. The pond will be located in the Eagle Heights Apartments complex green space along the south edge of Lake Mendota Drive. Parking Lot 60 work includes constructing a new 2.50 acre wet detention pond with 5.23 acre-feet of storage capacity. The pond will be located on the Lot 60 north of the access road and extending into the green space to the Lakeshore Path and to University Bay Drive. University Bay Drive work includes constructing a new 1.10 acre wet detention pond with 1.94 acre-feet of storage capacity. The pond will be located northwest of the Class of 1918 Marsh along University Bay Drive.

In 2004, and renewed in 2009, the Wisconsin Department of Natural Resources (DNR) issued UW-Madison a WPDES Group Storm Water Discharge permit. UW-Madison is one of 19 surrounding communities regulated by WPDES Permit No. WI-S058416-2. One requirement of the permit is that the university develop and implement a campuswide storm water management program which includes, but is not limited to, the installation and maintenance of pollutant controls, or “best management practices” (BMPs) for the reduction of total suspended solids (TSS) and phosphorous discharged from the municipal separate storm sewer systems (MS4) to the receiving waters of the state.

The university was given until March 31, 2007 to achieve a 20% TSS reduction, and until March 10, 2013 to achieve a 40% TSS reduction in its MS4 discharges. To assess pollutant reduction, the university conducted a water quality analysis using Source Loading and Management Model (SLAMM) software. Based on this analysis, it was determined that the University does meet the 20% reduction requirement, but does not meet the 40% TSS reduction. The analysis evaluated six alternative measures of various combinations of wet detention ponds, street vacuum sweeping, and other BMPs to meet the needed reduction. The alternative chosen requires continuing BMP practices already implemented; street sweeping; constructing the three wet detention ponds included in this request and a new bio-retention device at Lot 11; installing porous paving at Lot 64 and two small Arboretum lots; and removing impervious pavement at the WARF building.

MSN - Charter Street Heating Plant Chilled Water System Distribution Pump Variable Frequency Drive (VFD) Replacement (\$339,000): This project replaces the VFD system for the 1,000-hp chilled water pump to allow effective, energy efficient pumping of chilled water throughout campus. Project work includes removing the failed VFD and associated transformers and replacing them with a new VFD unit. The new drive system will include a bypass motor starter. Chilled water pressure and flow sensor signals will be routed to the VFD controller input for chilled water flow control. The VFD controller output will be connected to the chilling plant digital control system for indication of all run and fault conditions.

The VFD and associated transformers control the 1,000-hp chilled water pump. This drive recently experienced a catastrophic failure requiring complete replacement of the drive with a magnetic drive. The magnetic drive provides no backup means of running this pump, which is critical to the operation of the chilled water system. Replacement of the failed

drive is needed as soon as possible to provide critical chilled water system reliability. This chilled water pump must continue to operate to circulate chilled water to the eastern portion of campus. The magnetic drive allows chilled water pump speed to vary as the chilled water flow or demand changes. This drive is energy efficient at full load, but the efficiency drops at partial load conditions. A VFD drive is more energy efficient over the total operating range.

MSN - Steam Pits 56/10 to 58/10 Concrete Box Conduit Replacement (\$565,000): This project replaces the concrete box conduit and associated steam, condensate, and compressed air piping under Linden Drive, and rebuilds steam pits 56/10 and 58/10. Project work includes rebuilding and enlarging steam pit 56/10 on the north side of Linden Drive near Russell Laboratories, replacing 60 LF of concrete box conduit from steam pit 56/10 to the utility tunnel, and enlarging steam pit 58/10 to the south so a raised/vented access can be constructed in the terrace north of Babcock Hall. Piping will be reconfigured in steam pit 58/10 with the addition of new valves to serve utilities routed to Babcock Hall from either the east or the west.

The steam, condensate, and compressed air piping is routed under the street in a concrete box conduit that has deteriorated beyond repair. The concrete box conduit is relatively shallow and has previously been filled with engineered fill to keep the road and box conduit from collapsing. Accessing steam pit 56/10 for maintenance purposes is difficult due to its size and the three branches of piping connecting to it. The access grating for steam pit 58/10 is located at-grade in the sidewalk on the north side of Babcock Hall. Exposure to the elements has allowed the corrosion of the grating and the piping below. In the winter, the heat from the steam pit melts the snow and at times creates ice on the sidewalk. The access grating is also a slipping hazard.

MSN - Storm Water Remediation (\$820,000 increase for a total project cost of \$4,441,300): This request increases the project budget to match current design consultant estimates. The recent cost estimates for the Secret Pond work and cost overruns for the Phase 2 work significantly exceed the authorized budget and this budget increase is required to bid the project and avoid potential fines levied by the Department of Natural Resources. The Phase 2 work requires the entire length of concrete channel to be replaced and relocated due to poor soil conditions. Further study is also required to determine the feasibility of the proposed Curtis Pond improvements.

MSN - West Campus 15kV Circuits Upgrade (\$732,000): This project reroutes two 15kV electrical distribution circuits and upgrades two 15kV electrical distribution circuits to increase power flow capacity between the Walnut Street Substation and the Microbial Sciences Substation. Project work includes removing 15kV circuits 1370 and 1380 from the Walnut Street Substation and terminating these feeders at the Rennebohm Switching Station. Circuit 1370 will be upgraded from 1/0 AWG to 350 kcmil conductor size. The project also increases the capacity of 15kV circuits 1350 and 1360 by adding conductors to upgrade from two conductor circuits to three conductor circuits. All cable will be installed in the campus underground conduit system and will be terminated on existing 15kV circuit breakers.

Rerouting circuits 1370 and 1380 from the Walnut Street Substation to the Rennebohm Substation will allow a third set of conductors to be added to circuits 1350 and 1360 between the Walnut Street Substation and the Microbial Sciences Substation. The resulting increase in circuit capacity is needed as soon as possible to prevent continued circuit overloading. A recent overload tripped a circuit breaker and caused a power outage to occur impacting approximately 25% of the campus.

PLT - Campus Storm Water Detention (\$861,000): This project implements campuswide storm water management measures on the main campus in compliance with the UW-Platteville Wisconsin Pollutant Discharge Elimination System (WPDES) storm water discharge permit and at the Pioneer Farm as it relates to NR 151 agriculture performance storm water discharge standards.

Main campus project work includes constructing at least two wet storm water detention ponds. Pond 1 (2.25 acres) serves a 103-acre campus basin and Pond 2 (0.45 acres) serves a 65-acre campus basin. The ponds will serve as energy dissipaters, reducing peak flow during storm events and reducing erosion to the Rountree Branch stream banks. Pioneer Farm project work includes installing new storm water control measures (cattle and vehicle crossing, erosion control measures, and fencing to control cattle access to river) for the Galena River. This project will also repair the manure storage facilities, install new clean water diversions contacting the barnyard and feed lots, and improve rainwater diversion from the structures to the feed lots.

In 2007, the Wisconsin Department of Natural Resources (WDNR) issued UW-Platteville a WPDES Storm Water Discharge Permit. One requirement of the permit is that the university develop and implement a campuswide storm water management program which includes, but is not limited to, the installation and maintenance of pollutant controls, or “best management practices” (BMPs) for the reduction of total suspended solids (TSS) and phosphorous discharged from the campus' municipal separate storm sewer systems (MS4) to the receiving waters of the state.

The university was given 24 months from issuance of the permit to achieve a 20% TSS reduction, and until March 10, 2013, to achieve a 40% TSS reduction in its MS4 discharges. To assess pollutant reduction, the university conducted a water quality analysis using Source Loading and Management Model (SLAMM) software. Based on this analysis, it was determined that the university does not meet the 20% TSS reduction required by September 2009, nor the 40% TSS reduction that will be required on March 10, 2013. The analysis identified a combination of bio-filtration/bio-retention devices and construction of new wet detention ponds as the most practical way to achieve TSS reduction on campus, and completing the proposed work will meet the 40% TSS reduction requirement. The Pioneer Farm is not included in the WPDES permit; however, it is subject to the NR151 agricultural performance standards. Proposed work included in this project was identified in the campus storm water management plan completed in 2008 and will update the facilities to meet the required NR151 standards.

RVF - East Residence Hall Site Development (\$300,000): This project reconstructs and reconfigures pedestrian walkways and plazas serving the east campus residence halls (Crabtree Hall, Grimm Hall, McMillan Hall, and Parker Hall) to improve traffic flow for both pedestrians and service vehicles. Project work includes replacing approximately 15,000 SF of pedestrian walkways, 10,000 SF of pedestrian plazas, and twelve exterior light poles/fixtures, concrete bases, and the associated electrical service on the south side of the residence halls. New concrete pole bases will be constructed and evenly dispersed across the project area and along the pedestrian walkways and plazas to provide consistent lighting levels. The new light poles and fixtures will match the campus standard and use more energy efficient fixtures. The main pedestrian walkway will be ten feet wide and the residence hall connector walkways will be eight feet wide.

A new ten foot wide pedestrian walkway bisecting the green space between the residence halls and the Rural Development Institute facility may also be constructed. New concrete pads for bicycle storage and picnic areas will also be sited and constructed within the project area. The site will be re-graded and fill added as necessary to make all walkways and plazas within the project area ADA compliant. The project includes site restoration for all areas disturbed by project work, including turf, nursery stock trees, shrubs, and ornamental plantings.

The pedestrian walkways and plaza development south of the residence halls do not match traffic patterns on campus, nor meet delivery and service vehicle needs. Some of the walkways are also not ADA compliant.

STO – Steam-Loop Extension and Upgrade (\$1,525,000 increase for a total project cost of \$3,620,000): This request increases the project budget to match recent bid results. The project budget increase is needed to complete the originally approved project scope and intent. Project work has been delayed under State Highway 12 due to the discovery of a high pressure natural gas line adjacent to the proposed project work. To avoid an extended shutdown of service to the North Campus, project work and the relocation of the natural gas line has been rescheduled for the summer of 2011. The sanitary and storm sewer lines in 10th Avenue were installed much deeper than anticipated or estimated, and require the steam loop box conduit section planned to cross Tenth Avenue to be installed underneath them and below the groundwater level. This excavation will be much deeper than originally estimated and will require additional shoring to protect the retaining walls and exterior stairways.

STP - DeBot Tennis Courts Renovation (\$573,000): This project reconstructs and expands the eight DeBot tennis courts to address player safety, ADA accessibility, and NCAA competition standards. Project work includes removing the asphalt surface (186' x 229'), clearing and grubbing trees along the north and west court boundaries, grading and preparing the site to accept a larger court footprint (206' x 242'), and installing a new asphalt surface complete with court markings and net standards. All court fencing and supports will be replaced. The four basketball hoops, backboards, and interior court standards will be removed and replaced by three new basketball hoops, backboards and exterior court supports along the west perimeter. A new hard surface practice wall will be

constructed along one court. The wind screening will be replaced with new units that include breakaway connectors. New retaining walls will be constructed to accommodate the lower grade court setting to avoid impacts on the service drive and storage buildings.

The DeBot tennis courts were reconstructed between 1988 (four north courts) and 1994 (four south courts). Routine maintenance (crack filling and court sealing) procedures have been performed since the last reconstruction, yet there are still wide cracks between courts, which indicate settling and significant delamination of the playing surface from the base course. The north and south courts do not meet the 12-foot side by side court separation requirement, and the south courts also do not meet the 21-foot deep backcourt requirement. These offsets are considered to be safe use minimums. The four basketball hoops and standards present safety hazards for tennis players and will be removed.

STP - Heating Plant Controls Replacement (\$1,034,000): This project replaces the single-loop boiler and plant auxiliary controls system with a new programmable logic controller (PLC) based system for a new central control of plant operations. Project work includes removing all boiler and plant auxiliary controls, including field devices, panels, switches, transmitters, actuators, chart recorders, gauges, piping, tubing, wiring, and valves. New central boiler control panels, PLCs, field devices, gauges, switches, valves, conduit, piping, tubing, wiring will be installed. New PLC touch screen controls will be installed on the central control panel and at each boiler unit, and all PLC controls for the boiler and baghouse will be connected to PC monitoring software compatible with the campus automation system (Metasys). The enunciator panel will be upgraded to expand the number of alarm points reported.

With the exception of the baghouse and Boiler No. 3, the plant is utilizing obsolete single-loop digital controllers. These units are now unreliable (with an average of 3 failed controllers per year) and difficult to maintain, and it is difficult to locate replacement parts for them. Boiler No. 1 is currently out of service due to failed controllers and an inability to locate a replacement unit. All spares previously scavenged within the plant have already been utilized and are beginning to fail themselves.

The software and programming code associated with the PLC controls are proprietary, and locked-in to the original supply vendor. These platforms have a short support life, are costly to modify and maintain, inflexible, and unable to provide quick responses to necessary modifications. The state will own the software and programming code implemented under this project, which will reduce long-term operational and maintenance costs, provide more flexibility and quicker response times, and extend the support life of the platform.

4. Justification of the Request: UW System Administration and the Division of State Facilities continue to work with each institution to develop a comprehensive campus physical development plan, including infrastructure maintenance planning. After a thorough review and consideration of approximately 450 All Agency Project proposals and over 4,500 infrastructure planning issues submitted, and the UW All Agency Projects Program funding targets set by the Division of State Facilities (DSF), this request represents high priority

University of Wisconsin System infrastructure maintenance, repair, renovation, and upgrade needs. This request focuses on existing facilities and utilities, targets the known maintenance needs, and addresses outstanding health and safety issues. Where possible, similar work throughout a single facility or across multiple facilities has been combined into a single request to provide more efficient project management and project execution.

5. Budget:

General Fund Supported Borrowing	\$ 9,980,400
Program Revenue Supported Borrowing	533,000
Program Revenue Cash.....	4,516,700
Gifts and Grants Funding.....	<u>710,000</u>
Total Requested Budget ..	\$ 15,740,100

6. Previous Action: None.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

President – Charles Pruitt
Vice President – Michael Spector

STANDING COMMITTEES**Executive Committee**

Charles Pruitt (Chair)
Jeffrey Bartell
Mark Bradley
Judith Crain
Danae Davis
Michael Falbo
Brent Smith
Michael Spector

Business, Finance, and Audit Committee

Brent Smith (Chair)
Michael Falbo (Vice Chair)
Mark Bradley
David Walsh
Aaron Wingad
Betty Womack

Education Committee

Judith Crain (Chair)
José Vásquez (Vice Chair)
Danae Davis
Tony Evers
Jessica Schwalenberg

Capital Planning and Budget Committee

Jeffrey Bartell (Chair)
John Drew (Vice Chair)
Stan Davis
Tom Loftus
Ed Manydeeds

Personnel Matters Review Committee

Danae Davis (Chair)
Judith Crain
John Drew
Aaron Wingad

Committee on Student Discipline and**Other Student Appeals**

Brent Smith (Chair)
Stan Davis
Jessica Schwalenberg
Betty Womack

Committee on Faculty and Academic Staff**Collective Bargaining**

Michael Falbo (Chair)
Tom Loftus
Brent Smith
Michael Spector
Betty Womack

Special Regent Committee for UW-Milwaukee**Chancellor Search**

Danae Davis (Chair)
Judith Crain
Tony Evers
Michael Spector
José Vásquez

OTHER COMMITTEES**Liaison to Association of Governing Boards**

Michael Spector

Hospital Authority Board - Regent Members

Judith Crain
Michael Spector
David Walsh

Wisconsin Technical College System Board

José Vásquez, Regent Member

Wisconsin Educational Communications Board

Judith Crain, Regent Member

Wisconsin Partnership Program

Roger Axtell, Regent Liaison

Higher Educational Aids Board

Jeffrey Bartell, Regent Member

Research Park Board

David Walsh, Regent Member

Teaching Excellence Awards

Betty Womack (Chair)
Jeffrey Bartell
John Drew
Ed Manydeeds
Jessica Schwalenberg

Academic Staff Excellence Awards Committee

John Drew (Chair)
Stan Davis
Brent Smith
José Vásquez
Betty Womack

Diversity Awards Committee

José Vásquez (Chair)
Danae Davis
Ed Manydeeds
Aaron Wingad
Betty Womack

Special Regent Committee for UWC & UWEX**Chancellor Search**

Jeffrey Bartell (Chair)
Tony Evers
José Vásquez
Aaron Wingad

Special Regent Committee for UW-Superior**Chancellor Search**

Mark Bradley (Chair)
Stan Davis
Ed Manydeeds
Jessica Schwalenberg
Brent Smith

UW SYSTEM BOARD OF REGENTS MEETING SCHEDULES

REMAINING MEETING -- 2010

December 9-10, 2010 – Hosted by UW-Madison

REGULAR MEETINGS -- 2011

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