



**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: January 31, 2011

TO: Each Regent

FROM: Jane S. Radue *JSR*

PUBLIC MEETING NOTICE

Meetings of the UW System Board of Regents and Committees
to be held at 1220 Linden Drive, Room 1820, Madison, Wisconsin 53706
on February 10 & 11, 2011

Thursday, February 10, 2011

9:30 a.m. Business, Finance, and Audit Committee – Annual Trust Funds Investment
Forum – Room 1920 Van Hise Hall

10:00 a.m. All Regents – Room 1820 Van Hise Hall

1. *“Net Price: What Students Pay for College,”* discussion led by Sandy Baum, higher-education policy analyst and Skidmore College professor emerita of economics
2. *“Addressing Alcohol Use and Abuse on College Campuses,”* discussion led by Brandon Busteed, founder and CEO of Outside The Classroom, and UW-Parkside Chancellor Deborah Ford

12:30 p.m. Box Lunch

1:00 p.m. Education Committee – Room 1820 Van Hise Hall

1:00 p.m. Joint Meeting of the Capital Planning and Budget Committee and the Business, Finance, and Audit Committee – Room 1920 Van Hise Hall

1:30 p.m. Business, Finance & Audit Committee – Room 1920 Van Hise Hall

1:30 p.m. Capital Planning & Budget Committee – Room 1418 Van Hise Hall

Friday, February 11, 2011

9:00 a.m. All Regents – Room 1820 Van Hise Hall

Persons wishing to comment on specific agenda items may request permission to speak at Regent Committee meetings. Requests to speak at the full Board meeting are granted only on a selective basis and should be made in advance of the meeting, to the Secretary of the Board at 1220 Linden Drive, 1860 Van Hise Hall, Madison, WI 53706.

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, February 10, 2011 at 10:00 a.m. until approximately 12:30 p.m., and Friday, February 11, 2011 at 9:00 a.m. until approximately 12:00 p.m.

NET PRICE: WHAT STUDENTS PAY FOR COLLEGE

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 nimbleness will not diminish the University's strong history of, and commitment to, access and affordability for Wisconsin residents.

State funding for higher education has been on the decline for many years, with significant reductions the past several years as states manage the impacts of the global economic downturn. Most universities have had to respond to these funding reductions with increased efficiency measures and higher tuition in order to maintain access and quality. In many cases, these increases in tuition rates have been offset by additional federal and state funded student financial aid.

Much media attention has been focused on the increased tuition rates and rising debt that some students and families take on in order finance their education. What is often absent from the conversation is the amount that students actually end up paying -- the net price when financial aid is subtracted from the "sticker" price (tuition rate) -- and a breakdown of the changing student debt picture.

Often the conversation around increased price (tuition rates) leaves the average taxpayer with the perception that prices are increasing rapidly because universities are not effectively controlling their costs. This perception is in stark contrast to the facts in Wisconsin, where the UW System has taken efforts to keep tuition rate increases moderate and predictable, and where it has held the line on its costs for awarding undergraduate degrees.

Professor Sandy Baum will focus her presentation, "*Net Price: What Students Pay for College*," on the following topics:

1. The cost of education versus the price (tuition rate).
2. The “sticker price” or tuition rate versus the net price paid.
3. Student debt load trends.
4. The benefits of higher education for individuals and society.

The presentation will include national data and trends and information specific to the UW System, where available.

Professor Baum is an independent higher education policy analyst and Professor of Economics Emerita at Skidmore College. Baum earned her B.A. in sociology at Bryn Mawr College and her Ph.D. in economics at Columbia University. She has written extensively on issues relating to college access, college pricing, student aid policy, student debt, affordability, and other aspects of higher education finance.

Professor Baum is the co-author of the Trends in Higher Education series and Education Pays: The Benefits of Higher Education for Individuals and Society for the College Board. Other recent work includes studies of setting benchmarks for manageable student debt levels and of tuition discounting in public and private colleges and universities. She co-chaired the Rethinking Student Aid study group, which issued comprehensive proposals for reform of the federal student aid system and is currently running a Brookings Institution project to develop a framework for improving the equity and efficiency of state grant programs.

REQUESTED ACTION

No action requested; for information only.

**UNIVERSITY OF WISCONSIN SYSTEM
ADDRESSING ALCOHOL USE AND ABUSE ON COLLEGE CAMPUSES**

EXECUTIVE SUMMARY

BACKGROUND

The challenges of alcohol use and abuse on campus are a concern to institutions of higher education across the country. According to national statistics, 83.9% of college students indicate that they have consumed alcohol in the past year and 45.9 % have reported binge drinking in the past two weeks (CORE survey 2006-2008 data). In Wisconsin, 48% of students report drinking prior to coming to college, and 72% report drinking since coming to the university. In addition, in one survey, 51% of UW System students reported binge drinking in the past two weeks (UW System 2009 AODA survey). These statistics are troubling. Also, an “alcohol culture” in Wisconsin is sometimes pointed to as an obstacle that is difficult to overcome on campus.

In addition to the impact alcohol may have on the individual student, the problem of alcohol abuse often affects many others at the university and in the community. The challenge for college campuses is how to address the widespread use of alcohol and alcohol-related problems.

On February 10, 2011, Brandon Busteed, CEO of *Outside the Classroom* and former Duke University Trustee, will be discussing the national landscape of alcohol use on campus. Included in this national overview will be the negative impact that alcohol plays in student retention and graduation, an issue related to our *Growth Agenda* and *More Graduates for Wisconsin* initiatives. Mr. Busteed works with college and university boards to discuss direction and leadership Board members can take on this issue.

Deborah Ford, Chancellor of the University of Wisconsin-Parkside and Chair of the UW System Alcohol and other Drugs Committee, will focus on what is happening in the UW System and why it is important to have Board support and guidance for campus efforts. Chancellor Ford will report on efforts of the AODA Committee and the campus Chancellors in addressing these complex issues.

REQUESTED ACTION

For discussion only; no action requested at this time.

January 31, 2011

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee -

February 10, 2011
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

10:00 a.m. All Regents – 1820 Van Hise Hall

1. “*Net Price: What Students Pay for College*,” discussion led by Sandy Baum, higher-education policy analyst and Skidmore College professor emerita of economics
2. “*Addressing Alcohol Use and Abuse on College Campuses*,” discussion led by Brandon Busteed, founder and CEO of Outside The Classroom, and UW-Parkside Chancellor Deborah Ford

12:30 p.m. Box Lunch

1:00 p.m. Education Committee – 1820 Van Hise Hall

a. Consent Agenda:

1. Approval of the Minutes of the December 9, 2010, Meeting of the Education Committee;
2. UW-Stout: Master of Fine Arts in Design.
[Resolution I.1.a.(2)]

b. Charter School Authorizations and Renewals:

1. UW-Milwaukee: Renewal of Seeds of Health Elementary School Charter;
[Resolution I.1.b.(1)]
2. UW-Milwaukee: Renewal of Milwaukee College Preparatory School-Metcalf Park Campus Charter;
[Resolution I.1.b.(2)]
3. UW-Milwaukee: Authorization of Milwaukee College Preparatory School-Lindsay Heights Campus Charter;
[Resolution I.1.b.(3)]
4. UW-Milwaukee: Authorization of Milwaukee Scholars Charter School;
[Resolution I.1.b.(4)]
5. UW-Parkside: Renewal of 21st Century Preparatory School Charter;
[Resolution I.1.b.(5)]

c. Presentation on Precollege Programs.

d. Report of the Senior Vice President:

1. Inclusive Excellence at the Institutions: UW-La Crosse;
2. Update on Four-Year Degree Completion.

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

Program Authorization (Implementation)
M.F.A. in Design
University of Wisconsin-Stout

EDUCATION COMMITTEE

Resolution I.1.a.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to implement the M.F.A. in Design.

NEW PROGRAM AUTHORIZATION
Master of Fine Arts in Design
University of Wisconsin-Stout

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 Fine Arts in Design at University of Wisconsin-Stout is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. UW-Stout and UW System Administration will conduct that review jointly, and the results will be reported to the Board of Regents.

Traditionally, in the discipline of the Arts, the terminal master's degree (M.F.A.) is considered the highest obtainable degree. The M.F.A. is differentiated from a standard master's degree by a higher credit requirement and proof of mastery of the artistic subject. Unlike in other disciplines, a doctorate in Fine Arts is not required for employment in the education field or for senior positions in the industry sector. The primary focus of the M.F.A. in Design will be on preparing graduates for the workforce in a variety of leadership positions.

The planning of this proposed program evolved from discussions with students, faculty, administration, accrediting teams, the Art and Design Professional Advisory Board, and outside reviewers, who recommended the creation of an M.F.A. in Design. UW-Stout can demonstrate a successful history in delivering a variety of art and design programs at the baccalaureate level for the last forty-five years. The proposed Master of Fine Arts builds on UW-Stout's experience in offering a 124-credit baccalaureate degree in Fine Arts. That program has produced 1,376 graduates over the past 10 years who are employed in design firms, secondary and higher education, and a variety of private and public sectors nationally and internationally.

UW-Stout began offering art programs in the Department of Art and Design in 1965 with a focus on fine arts and K-12 art education. In the 1970s, the Art Department evolved into the Department of Art and Design as design programs were added to the program array. In 2004, the School of Education was formed and the B.S. in Art Education was moved to that unit, with the Department of Art and Design continuing to provide content coursework for the PK-16 Bachelor of Arts in Education. As the department identified expanding needs in design education over the next 30 years, it began to offer programs in Graphic Design, Industrial Design, Interior Design, and Multimedia Design within the B.F.A in Art. Based on UW-Stout's history of delivering both campus-based and online graduate programs, selected areas of the proposed curriculum will be offered in flexible and hybrid forms.

REQUESTED ACTION

Approval of Resolution I.1.a.(2), authorizing the implementation of the Master of Fine Arts in Design at UW-Stout.

DISCUSSION

Program Description

The proposed 60-credit M.F.A. in Design has been created to appeal to local, national, and global students. The primary audience is working professionals who would like to enhance their knowledge and to expand their degree credentials. Standard on-campus delivery of the curriculum will be enhanced by hybrid, flexible on-line, weekend and late-day options, as well as focused summer seminars. No more than 50% of the classes may be taken on-line. Online classes will include coursework in ethics, art/design history, sustainability, and studio coursework. The program format includes an in-person residency requirement to ensure students have a personalized, high-quality learning experience, and that students fully engage with the faculty and graduate students in the program. Students will take 24 credits in core courses, including a minimum of three credits in Research Foundations and six credits towards a Thesis Project. Further, students will earn 36 additional credits, divided into 24 credits in Design Studio and 12 credits in Project Electives.

This program will offer students the flexibility to either explore a focused area in design guided by graduate faculty advisors, or to engage in cross-disciplinary studies in art and design. The core curriculum for this program is different from most traditional M.F.A. degrees in two ways. First, students will engage in coursework in ethics, sustainability, and design education. Second, students will also be required to attend a sequence of graduate seminars that encourage each student to contribute to discussions, challenge traditional ideas, and engage in dialogue with other graduate students in the program. Students from the U.S. and international students will benefit from opportunities to study in other countries under the guidance and advice of the International Education Office at UW-Stout and the Program Director of the M.F.A. in Design.

In addition, students will engage in industry-sponsored projects arranged through UW-Stout's Design Research Center and the Discovery Center. Graduate students will bring a new level of involvement through research and support to both centers that will, in turn, cultivate new relationships with Wisconsin industries. Currently, members of the Department of Art and Design are engaged in five industry-sponsored projects. The expansion of sponsored projects is expected to increase with a graduate program because M.F.A. students are equipped to provide advanced work to clients without the same intensity of supervision as undergraduates and will thus enable the department to increase its industry collaborations.

Program Goals and Objectives

The M.F.A. will provide graduate students with rigorous educational and creative opportunities in focused areas of design. Graduates of this degree program will: (1) demonstrate professional competence in the creation of artifacts in art and design; (2) produce work that shows the integration of knowledge and skills in a selected area of research; (3) complete studies associated with a subfield in design and; (4) produce a final project that demonstrates mastery of the field/discipline. Graduates of the M.F.A. in Design will be able to:

1. Understand the global and cultural context of design;

2. Collaborate across disciplines to achieve innovative solutions;
3. Demonstrate an awareness of current design practice;
4. Identify key issues that respond to design, aesthetics, creativity, and societal need;
5. Engage in independent, focused applied, and theoretical research;
6. Anticipate and bring focus to emerging design issues;
7. Practice ethical research including protection of subjects in the design process;
8. Employ sustainable and environmentally responsible approaches in design;
9. Participate in practice-based and research-led design exploration;
10. Evaluate and articulate design solutions; and
11. Disseminate new knowledge.

Relation to Institutional Mission

The development of a M.F.A. in Design is closely aligned with the university's mission as "a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, strengthen the economy and serve a global society."

Reinforcing UW-Stout's distinct mission as a polytechnic university, this degree offers graduate students interdisciplinary options that go beyond conventional and traditional academic programs. The proposed M.F.A. is career-focused and will "prepare lifelong learners, ethical leaders and responsible citizens through [integrating] applied learning, theory and research with business, education, industry, arts and government," as articulated in the UW-Stout Vision Statement for 2015.

The addition of a terminal Master's Degree in Design to UW-Stout's graduate program array is not only consistent with the mission of the university, but is also timely given the breadth and depth of the scholarly and creative endeavors of the faculty and the department. The program's innovative curriculum and preparation of local, national, and international students in interdisciplinary design embody UW-Stout's shared values for "the advancement of academic excellence; the nobility of spirit, a diversity of people, respect and inclusion for all; the pursuit of innovation, technology and sustainability with a constant eye to the future; the ideals of collaboration, competence and continuous improvement; and the commitment to education as a means to illuminate the lives of all."

Program Assessment

The assessment process for this program will measure, track, and report student learning as it relates to specific program objectives and student learning outcomes. Faculty, practicing professionals, graduates, and the Art and Design Professional Advisory Board will collaboratively review the overall program, including the quality and integrity of various aspects of the program on an ongoing basis. The curriculum is designed to include a yearly portfolio assessment process for each student. In addition, students complete special projects throughout their study and will present a final thesis/exhibition in a public forum to disseminate the findings and artistic achievements. The department will circulate and monitor student instructional evaluations and surveys to ensure student learning objectives are achieved in coursework.

Graduate follow-up studies administered by the department and other units at UW-Stout will monitor graduates' progress and performance at three and five-year intervals. The director's annual program assessment report will document student retention, graduation rates, and placement, and will outline action plans necessitated by the findings from the assessment processes. Finally, the institutional UW-Stout Planning and Review Committee will evaluate the M.F.A. in Design every seven years and make recommendations regarding improvement and continuance of the program.

Need

Across the state, region and nation, employers such as colleges and universities find limited qualified faculty applicants for positions in the areas of Graphic Design, Industrial Design, Interior Design, and Multimedia Design. A position paper published by the Interior Design Education Council (IDEC) in November of 2006 titled *Defining Graduate Education in Interior Design* confirms that "a lack of qualified Interior Design educators does in fact exist..." Therefore, the IDEC recommends the creation of a professionally accredited, terminal degree in design because it "would bring the academic and professional tracks more in-line, and would have a significant impact on the pool of available educators."

The IDEC findings apply to Graphic Design, Industrial Design, and Multimedia Design, as well. To fill anticipated employer needs, it is essential to offer access to expanded graduate design programs which enhance and disseminate new knowledge and practices for emerging needs and conditions instigated by global design competition. UW-Stout's graduate program in design, with its integration of research-based and practice-based components, will be distinct and responsive in preparing future design educators for areas in both higher education and industry. Practicing design professionals indicate that existing M.F.A. programs do not necessarily meet the needs of business and industry. By providing a model for graduate study that incorporates both research-based and practice-based components specifically in design, graduates will be better prepared to respond to the complexity within the design professions and to expand research-driven design.

According to occupational projections from the National Employment Matrix from the United States Bureau of Labor Statistics, the demand for designers in all specializations is expected to be strong for the projection period 2008-2018. Growth projections for specific design careers at the baccalaureate and graduate level include the following data:

Graphic Designers:	+ 12.9%;
Interior Designers:	+ 19.4%; and
Other art/commercial art areas:	+ 9.0%.

It is clear from these projected growth rates that significant demand for well-trained design personnel is expected within the next 10 years and beyond. The design professions will need new and replacement leaders to address expanding future needs to fill behind retiring designers. The proposed M.F.A. in Design will meet this need by equipping students with a more in-depth, interdisciplinary, and advanced education than the baccalaureate-prepared

students. Further, M.F.A. graduates will have an advantage in applying for Higher Education positions because those require terminal degrees.

Student demand for the M.F.A. in Design program is expected to be high, given the collaborative opportunities and possibilities for focused and individualized study. The UW System graduated 1,348 students in 2008-09 with baccalaureate degrees in the Visual and Performing Arts, and this program will be attractive to many of them, as well as to returning students and future cohorts. Since the innovative and interdisciplinary M.F.A. in Design is going to be attractive to students from the region and around the globe, the proposed program expects steady and sustainable enrollment by students from other regions of the United States and abroad.

The M.F.A. in Design will enroll initially nine full-time and part-time students and gradually increase enrollment to 35 students in the fifth year. Below is a projected enrollment chart (assuming approximately 80% retention) for the initial five years:

Year	Implementation year	2 nd year	3 rd year	4 th year	5 th year
Continuing Students	0	8	15	17	21
New Students	9	10	12	15	15
Total Enrollment	9	18	27	32	36
Graduating Students	0	0	7	8	10

Comparable Programs in Wisconsin

Two institutions in the University of Wisconsin System currently offer M.F.A. degrees, each with different areas of focus in comparison to one another and to the proposed UW-Stout M.F.A. in Design. UW-Madison offers M.F.A. degrees in Art /Graphic Design, 2D and 3D Design, as well as an M.F.A. in Human Ecology with a specialization in Design Studies. UW-Milwaukee offers an M.F.A. in Art with concentrations in Painting and Drawing, Sculpture, Ceramics, Fibers, Digital Images and Photographic Processes, Print and Narrative Forms, Design and Interactivity, Jewelry and Metalsmithing, and Intermedia. The proposed UW-Stout program will focus more on comprehensive graduate design studies and will be the only terminal M.F.A. in Design in the UW System and in the region. It does not appear that any private college offers this degree in Wisconsin.

Comparable Programs outside Wisconsin

While other M.F.A. in Design programs do exist outside of Wisconsin, their number is limited. Comparable programs matching the special design of this program are geographically not accessible to the students whom UW-Stout intends to serve, and do not offer individualized course delivery suitable to working adults at the same level. Regional graduate programs with a design component include private institutions such as the Chicago Art Institute and the

Minneapolis College of Art and Design (MCAD). The proposed UW-Stout M.F.A. in Design will be more cost-effective than either of these programs.

Collaboration

Collaboration is an essential part of the proposed M.F.A. in Design. If designers are to be well-informed and reflect the professional workplace, collaboration is an essential element in preparing designers for the future. Therefore, with the opportunity for collaborative experiences with business, education, psychology, the social sciences, technical and professional communications and others that is an integral part of this proposed program, students will elevate their awareness, experience, and knowledge as they engage with other faculty and students from diverse disciplines.

Based on discussions with industry partners eager to engage in further sponsored projects and the Director of UW Stout's Discovery Center, it can be concluded that a significant and growing need for collaboration exists for innovative leaders across all design disciplines. During the past two years, the Department of Art and Design has involved students in sponsored design projects with DesignWise Medical Foundation, Fiskars, Hatco, Manhattan Toys, Nu Pop Movement, Rockler, Sears Holding Company, and TREK.

The Art and Design Professional Advisory Board—consisting of fifteen practicing professionals from Graphic Design, Industrial Design, Interior Design, Multimedia Design and Studio Art—will serve to provide ongoing guidance and opportunities for collaboration with industry. Each semester, the board will meet to discuss topics pertinent to faculty and undergraduate and graduate students in art and design.

The M.F.A. in Design will provide opportunities in partnership with other UW System campuses and will share coursework, where appropriate and available, to support individualized study. This collaboration will help optimize staffing and delivery of this essential and unique component in the M.F.A. in Design. Potential collaborative partners include the Human Ecology Department at UW-Madison which offers a focus in Design Studies. Efforts have been made to identify graduate coursework across the UW System that may be suitable for students in UW-Stout's proposed M.F.A. program. Students may choose appropriate courses delivered online or in-person by UW-Madison, UW-Milwaukee, UW-Eau Claire, and other accredited institutions across the globe. Collaboration with national and international partners in the form of student exchange and study abroad opportunities is considered an important part of the M.F.A. in Design and helps to strengthen UW-Stout's global collaborative efforts.

Diversity

The M.F.A. in Design program and its faculty are dedicated to advancing diversity and equity. As part of the framework of Inclusive Excellence adopted by the UW System, the faculty plan to demonstrate this commitment in three ways: (1) by infusing the program curriculum with diverse perspectives including, but not limited to, those determined by race, sex, gender identity, sexual orientation, religion, socioeconomic status and age; (2) by recruiting a diverse student

population; and (3) by cultivating and taking full advantage of current diversities within the program faculty.

The inclusion of diverse perspectives is integral to the program objectives for students, particularly in objective number one: “Understand the global and cultural context of design.” Its inclusion in the curriculum is a strong indication to prospective students that the M.F.A. in Design program takes diversity seriously and works to prepare students to be practitioners in the global economy. Design necessarily addresses issues of race, class, gender, and other forms of diversity as it responds to diverse needs of consumers and multicultural, as well as intercultural artistic conceptions.

It is expected that the M.F.A. in Design will attract a more diverse student body than currently found in the undergraduate programs at UW-Stout and in the Department of Art and Design because the terminal degree will attract professionals from a variety of backgrounds and geographic areas beyond UW-Stout’s traditional demographic base and region. Diversity of students and faculty will be targeted in recruitment efforts through web-based marketing, publications, and presentations by faculty to identify minority and international candidates. Retention of diverse students and faculty will be a priority of the department and will be reviewed in the annual assessment report. Since this program will be distinct in how it prepares future designers for positions in higher education and the professional world, students from across the U.S.A. and the globe are likely to apply.

This degree program fosters a variety of research guided by faculty members from many diverse backgrounds. The Department of Art and Design is fortunate to have a world-class faculty including members from Denmark, England, India, and China, as well as department members with graduate degrees from across the U.S.A. In this setting, students will enjoy interaction with faculty from around the globe and from a wide variety of professional settings. In filling newly created positions, the department will actively seek candidates from under-represented groups.

Table 1 below shows the diversity of the fall 2009 undergraduate population in the B.F.A. in Art, indicating the current status of diversity in the student population and upon which the proposed M.F.A. program will seek to build. The combined non-white population is 11.16%, with representation from 10 different racial and ethnic groups. Table 2 indicates the gender breakdown by program concentration, showing that females comprise over 70% of the undergraduate student population. It is expected that the M.F.A. in Design will attract more diverse populations than those of the undergraduate program due to its enrollment from a broader range of students beyond the region. The M.F.A. in Design Program Director will work closely with the Graduate School to expand access to a more diverse student population.

Table 1. B.F.A. in Art Student Diversity Population, Fall 2009

	African American	American Indian	Other Asian	Cambodian	Hispanic	Hawaiian or Pacific	Hmong	Mexican	No Response	Puerto Rican	Other	White or Caucasian
Female	4	7	3	5	8	1	9	2	22	1	6	573
Male	6	1	6	1	4	0	13	2	20	2	6	311
Totals	10	8	9	6	12	1	22	4	42	3	12	884

Table 2. B.F.A. in Art Gender Breakdown by Program Concentration, Fall 2009

	Male	Female
Graphic Design	92	227
Industrial Design	121	51
Interior Design	7	213
Multimedia Design	112	68
Studio Art	40	82
TOTAL	372	641

Evaluation from External Reviewers

Barbara Walter, Professor of Art and former Dean of the School of Visual Arts at Syracuse University, and Meredith Davis, Director of Graduate Programs, North Carolina State University served as outside reviewers for the M.F.A. in Design proposal. Because UW-Stout is accredited by the National Association of Schools of Art and Design, it was important to select reviewers from institutions accredited by NASAD. Both individuals have a long history with graduate education and art and design programs. The reviewers provided insightful and useful observations that helped shape the final proposal.

Barbara Walter commented that the M.F.A. in Design program fit well with UW-Stout's mission and vision. She recognized the important proximity to related professions near a large metropolitan area, and commented favorably on the close involvement of the Art and Design Professional Advisory Board and significant research resources provided by UW System. As concerns, she mentioned the importance of providing graduate students with good opportunities to function as teaching assistants, and mentoring by experienced faculty. In response, the department created opportunities for advanced M.F.A. students to teach undergraduate art and design courses.

Meredith Davis was helpful in addressing NASAD accreditation questions, resulting in changes to the course sequence for the research foundation, as well as greater flexibility to allow students to do more focused, individualized study. Davis suggested that requiring only one course in sustainability was minimal and encouraged faculty to incorporate principles of sustainability more widely.

Resource Needs

UW-Stout conducted extensive reviews of various M.F.A. programs to determine services, facilities, tuition levels, and standards expected by accrediting agencies. The proposed program will be supported by “Differential Customized Instruction Tuition” that is based on competitive market tuitions for comparable programs. Tuition for this program is established under UW-Stout authority for differential customized instruction tuition authorized by the UW System and the Board of Regents. To ensure that this program remains competitive with peer institutions, the tuition will be reviewed on an annual basis, and, if necessary, the rate will be adjusted to ensure the viability of this program.

This budget plan supports faculty, support staff, a program director, services, supplies, and software. Enrollment is planned to occur in a progressive manner with nine students in the first year, progressing to an enrollment of thirty-five students in the fifth year. After this initial five-year period, the Program Advisory Committee and UW-Stout administration will review enrollment, resources, and support to determine manageable and appropriate tuition levels for the future. The budget spreadsheet summarizes the anticipated expenses and resources to support the program. Included are initial costs supported by the existing customized instruction funds from the Provost’s Office. This start-up funding supports initial supplies, expenses, and marketing of this new program.

Additional costs and resources supported by “Differential Customized Instruction Tuition” are also outlined in the budget spreadsheet. These include faculty/instructional staff at 1.33 FTE, 2.5 FTE, and 3.5 FTE in the first three years, respectively, to support instructional functions for the program based on the number of students the program is projected to serve and the number of courses that will be newly created for the M.F.A. in Design. Additional graduate assistantships are included at .67 FTE in the third year. Graduate assistantships will be progressively increased as enrollment expands. Non-instructional personnel costs and resources represent needed technical support for digital print functions, digital rendering/software support, and Processes Lab support.

“Differential Customized Instruction Tuition” will also support additional non-personnel lines for supplies and expenses for office functions, workstations for students, digital sketch pads, hardware/software support for graduate assistants/offices, and for marketing the program.

Library support is calculated into this budget to ensure that resources are augmented and enhanced as this graduate program expands. Professional development support is needed to keep faculty/staff current and aware of emerging needs, issues, and content for this graduate program. Specialized software will be provided for graduate students to ensure that they have necessary and current software to support their studies.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(2), authorizing the implementation of the Master of Fine Arts in Design at UW-Stout.

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)

Estimated Total Costs and Resources

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff						
Graduate Assistants						
Non-instructional Academic/ (LTE)						
Non-personnel						
Supplies & Expenses (Provost's CI Reserve - marketing)		\$7,000		\$6,000		\$5,000
Capital Equipment						
Library						
Computing						
Other						
Subtotal	0	\$7,000	0	\$6,000	0	\$5,000
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	1.33	\$85,500	2.5	\$161,000	3.5	\$227,500
Graduate Assistants					0.67	\$18,842
Non-instructional Academic/Classified Staff (LTE) (program assistant and computer support/computer coordinator)		\$17,154		\$26,679		\$32,486
Non-personnel						
Supplies & Expenses (supplies, equipment, travel, marketing)		\$26,188		\$49,725		\$76,124
Capital Equipment						
Library		\$2,000		\$3,000		\$4,000
Computing (computer, digital, software)		\$6,658		\$11,209		\$18,467
Other		\$0		\$0		\$0
University Support Assessment Fees (24% Differential Tuition Indirect)		\$33,000		\$60,387		\$90,581
Subtotal		\$170,500		\$312,000		\$468,000
TOTAL COSTS	1.33	\$177,500	2.5	\$318,000	4.17	\$473,000
CURRENT RESOURCES						
General Purpose Revenue (GPR)						
Gifts and Grants						
Fees						
Other (Provost's CI Reserve - marketing)		\$7,000		\$6,000		\$5,000
Subtotal	0	\$7,000	0.000	\$6,000	0.000	\$5,000
ADDITIONAL RESOURCES						
GPR Reallocation (list sources)						
Gifts and Grants						
Fees						
Other (Define) Customized Instruction Tuition & Provost's CI Reserve		\$170,500		\$312,000		\$468,000
Subtotal	1.33	\$170,500	2.5	\$312,000	4.17	\$468,000
TOTAL RESOURCES	1.33	\$177,500	2.5	\$318,000	4.17	\$473,000

The University of Wisconsin-Milwaukee
Charter School Contract Extension
Seeds of Health Elementary School

EDUCATION COMMITTEE

Resolution I.1.b.(1):

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

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
SEEDS OF HEALTH ELEMENTARY SCHOOL
CHARTER RENEWAL**

EXECUTIVE SUMMARY

BACKGROUND

In 1998, Wisconsin Statute 118.40 was amended to grant authority for the University of Wisconsin-Milwaukee (UW-Milwaukee) to authorize charter schools within the city of Milwaukee (City). The central purpose of the charter school legislation is to eliminate a significant portion of statutory requirements and administrative rules and regulations imposed on public schools and, in turn, demand a new type of public accountability tied to actual performance. Accountability requirements for annual improvement and charter renewal of operating charter schools employ a high degree of rigor. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals.

The renewal process is based on the evaluation of continuous school improvement efforts. The summative evaluation is initiated two years prior to the terminal date of an existing contract so that the decision to extend or not to extend a charter is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action. Renewal of a charter is usually for an additional four- or five-year period. A school may, however, receive a renewal of less than five years if significant improvements are required. Renewal of a charter is based on evidence of meaningful progress on key measures of performance as follows: student well-being; academic success; faithfulness to the charter; ability to communicate and transmit the mission; parent and student satisfaction; staff satisfaction with professional and organizational growth; viability of the charter school; fiscal stability of the charter school; and contractual compliance.

The Seeds of Health, Inc., was granted a charter by the University of Wisconsin System Board of Regents in 2002 to open the Seeds of Health Elementary School (SOHE) in September of 2002. The school operates from two Milwaukee sites, at 2433 S. 15th Street and 1445 S. 32th Street, respectively. Mr. David Hase currently chairs the seven-member board. Ms. Marcia Spector is the executive director, Ms. Karen Rutt the Director of Elementary Education, and Mr. David Flashberger the upper elementary principal.

The UW-Milwaukee Office of Charter Schools recommends that the Seeds of Health Elementary School receive a full five-year charter renewal.

REQUESTED ACTION

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

DISCUSSION

School Profile

Seeds of Health Elementary (SOHE) operates under the umbrella of Seeds of Health, Inc., (SOH, Inc.). SOH, Inc., was incorporated in 1983 as a Wisconsin non-stock, non-profit corporation with 501 (c) (3) status dedicated to addressing the health and educational needs of Milwaukee-area women, adolescents, and children. SOH, Inc., has demonstrated sustained commitment to the academic, health and social development needs of children and adolescents, with a focus on closing the achievement gap for student populations that have been underserved and less successful in the past. The programs provide urban children with educational opportunities in small, creative environments that build strong and positive relationships.

In 2007, SOHE entered into a contract with the University of Wisconsin-Milwaukee to provide educational services to students as a 2r charter school designed and supported by SOH, Inc. The SOHE program is committed to a distinctive mission that provides a traditional, highly rigorous curriculum supported by a relationship-based culture that serves the whole child. The mission of SOHE is to work in strong partnership with parents and community to fully develop the physical, emotional, social and intellectual potential of each child in a safe and supportive learning environment.

SOHE is governed by a seven-member School Board (Board) composed of prominent leaders in business and education. Led by President David Hase and Executive Director Marcia Spector, the Board meets quarterly with additional meetings scheduled as necessary to review operational policies and program accountability outcome data.

Students

SOHE serves students at two sites: Windlake Elementary School (4K- Grade 4) located at 2433 S. 15th Street, and Windlake Academy (Grades 5-8) located at 1445 S. 32nd St. For the 2010-11 school year, SOHE is providing educational services to 389 students at the two sites. The enrollment history of Seeds of Health Elementary is presented in Table 2. School enrollment has steadily increased over the last four years as the program was expanded (in compliance with the initial charter agreement) from 4K- Grade 5, to 4K-Grade 8.

The student body of SOHE is predominantly Latino, reflecting the demographics of the immediate neighborhood. The ethnic makeup of the school is ninety percent (90%) Latino, seven percent (7%) white, and three percent (3%) black. Ninety-eight percent (98%) of the students qualify for the free and/or reduced lunch program. The average daily attendance is 93.4%. Only two students were suspended during the 2009-10 school year. No students have ever been expelled from the school. Approximately eighty-three percent (83%) of the students who attended SOHE the previous year return to the school the next year.

Educational Program

The focus of the SOHE program is to prepare students academically to be successful in life. This is accomplished through a traditionally based academic program that emphasizes reading, writing, and mathematics, presented in a concept-based approach, and embedded in a relationship-based learning environment that includes family and community. Student progress is monitored through ongoing assessments that provide teachers with feedback on individual students and groups and allow for adjustments to help ensure success for all students.

A key component of the program is family involvement. Family involvement in creating the best learning environment for all children is the expectation. The program embraces six tenets of parent involvement: the school is welcoming to parents and visitors, regular communication between school and home, partnership in student learning, parent volunteers, the school as a resource for parents, and parents as decision makers.

Each grade level addresses the five main core subject areas (language arts, reading, math, science, and social studies). The program also offers music, physical education, health, and guidance. Student success in mastering the curriculum is supported by a Summer School program that individualizes skill-building and enrichment courses to fit student needs. The upper elementary students also have a Homework Club, which meets before school and addresses skills not yet mastered. Finally, the school has an after-school tutoring program which builds knowledge and skills for targeted students (Booster Club).

The broad approach to instruction that is being purposefully cultivated is one that supports the social, emotional, constructivist nature of learning. Examples of specific strategies employed by faculty within that approach would include the use of group norms, positive affirmation, graphic organizers, anticipatory set, modeling, guided practice, homework, cooperative learning (e.g., base groups, jigsaws), reciprocal teaching, role play, investigation, debate, and problem solving.

Improvement Goals

The program has focused current improvement efforts in the following four areas:

- Continue to improve academic achievement in reading;
- Continue to improve academic achievement in math;
- Plan for the successful transitioning of grades 5-8 to a separate facility and maintain a K-8 focus; and
- Continue to build relationships with local businesses and civic organizations.

Faculty and Staff

The 2010-11 SOHE faculty consists of 27.6 total teachers; 21.0 regular education, 1.0 special education, 1.2 music, 1.0 physical education, and 3.4 resource teachers. Currently, all teachers are white. Teaching experience of the faculty at the SOHE ranges from one to fourteen years with the average being 6.5 years. All teachers hold a current DPI licensure. Staff turnover

is low. Few faculty or staff choose to leave, and those who do almost always leave for personal reasons.

Special Education Program

Eight percent (8%) of the students have been identified as requiring special education. These students are served in programs for cognitively disabled, other health impaired, and speech and language impairment. During the 2009-10 school year, nine students were referred for special education services, four students were placed in special education, and three students were dismissed from the program.

The special education program is coordinated through CESA #1 and staffed by a full-time special education teacher. Services such as speech and language, physical education, and occupational therapy are provided on a contract basis through CESA #1.

Financial Condition

SOHE is fiscally sound. As of June 30, 2010 SOHE had net assets of \$833,289, and a fund balance of \$1,372,687. During the 2009-10 school year, SOHE had revenues of \$3,891,671 (\$11,151 per pupil), and expenditures of \$3,102,736 (\$8,890 per pupil). It is noted that SOHE bank deposits exceed the FDIC insurance provided by the bank. Present budget management methodologies should be maintained and enhanced where possible. The Board should consider moving some funds to other banks to increase the amount covered by FDIC insurance. The Board should also develop and execute a successful capital campaign to obtain funds needed to provide greater levels of instructional support.

Legal and Contractual Requirements

SOHE has met all federal and state legal requirements and UW contractual obligations during the last five years. SOHE has met and exceeded all achievement levels mandated by the federal "No Child Left Behind Act."

Achievement of Mission and Proficiency

As noted above, SOHE is one of the highest achieving schools in Milwaukee. In fact, there are few other schools with a similar ethnic and socioeconomic mix of students that perform as well. Thus, rather than compare SOHE to surrounding schools within MPS, comparisons are made with overall state performance, the performance of the highest achieving MPS schools, other UW-Milwaukee-authorized K-8 schools, and Milwaukee County suburban school districts.

Figure 1: Five-year comparison of combined (grades 3-8) **WKCE Reading** results for SOHE and the state.

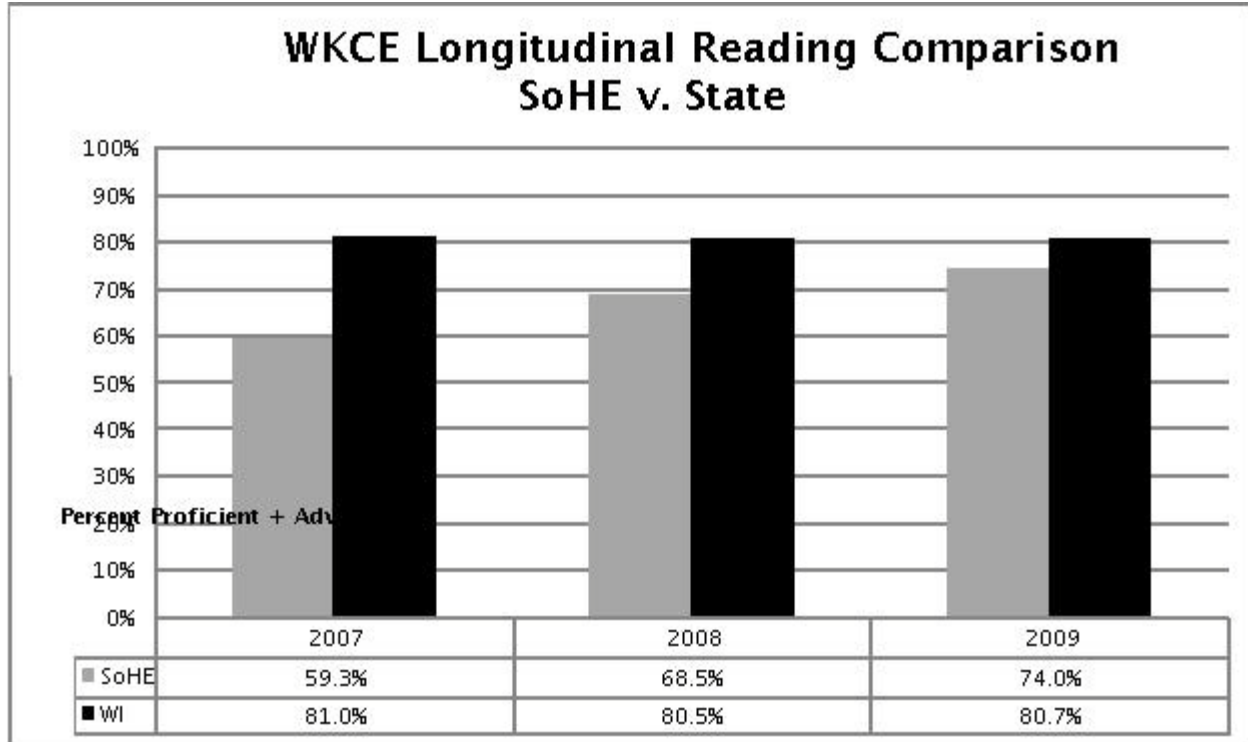
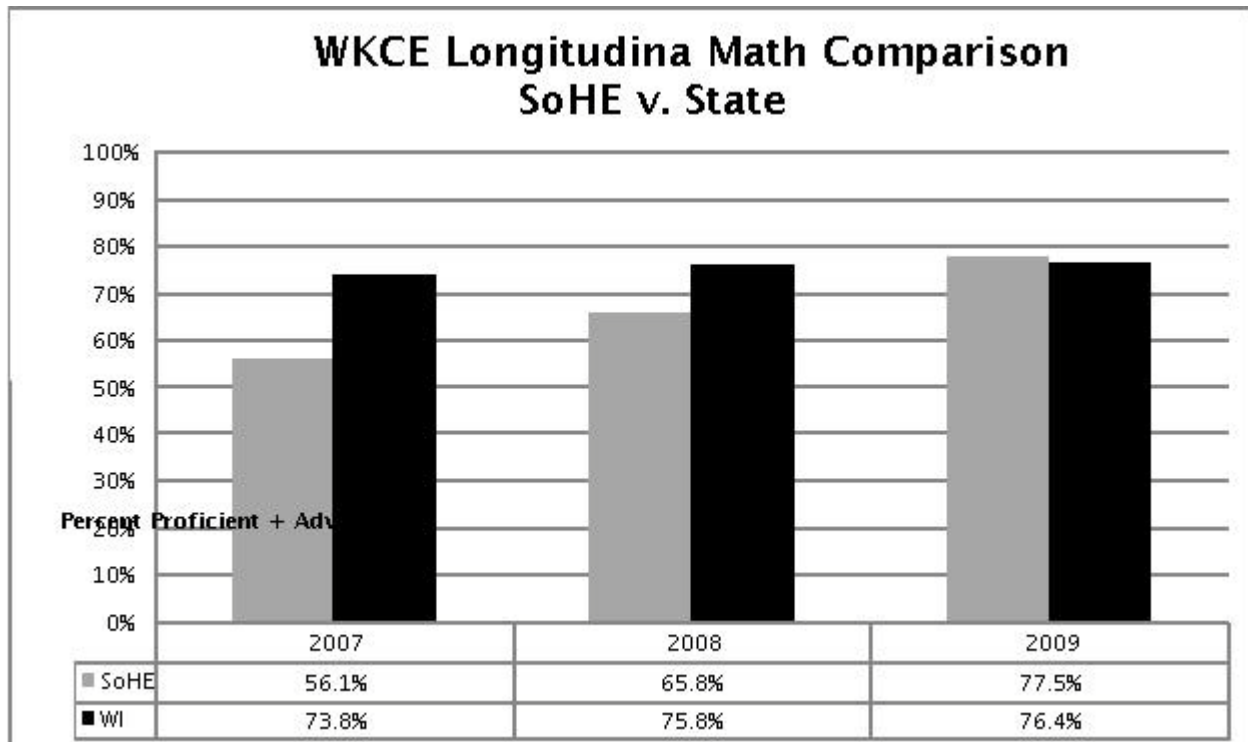


Figure 2: Five-year comparison of combined (grades 3-8) **WKCE Mathematics** results for SOHE and the state.



SOHE has shown steady improvement in both reading and mathematics over the last five years and exceeds state-wide results in mathematics in 2009-10, even while state results continue to improve.

Figure 3: Comparison of combined (grades 3-8) **WKCE Reading** results for SOHE and highest performing MPS schools. Also shown are the minority and low income percentages for each school.

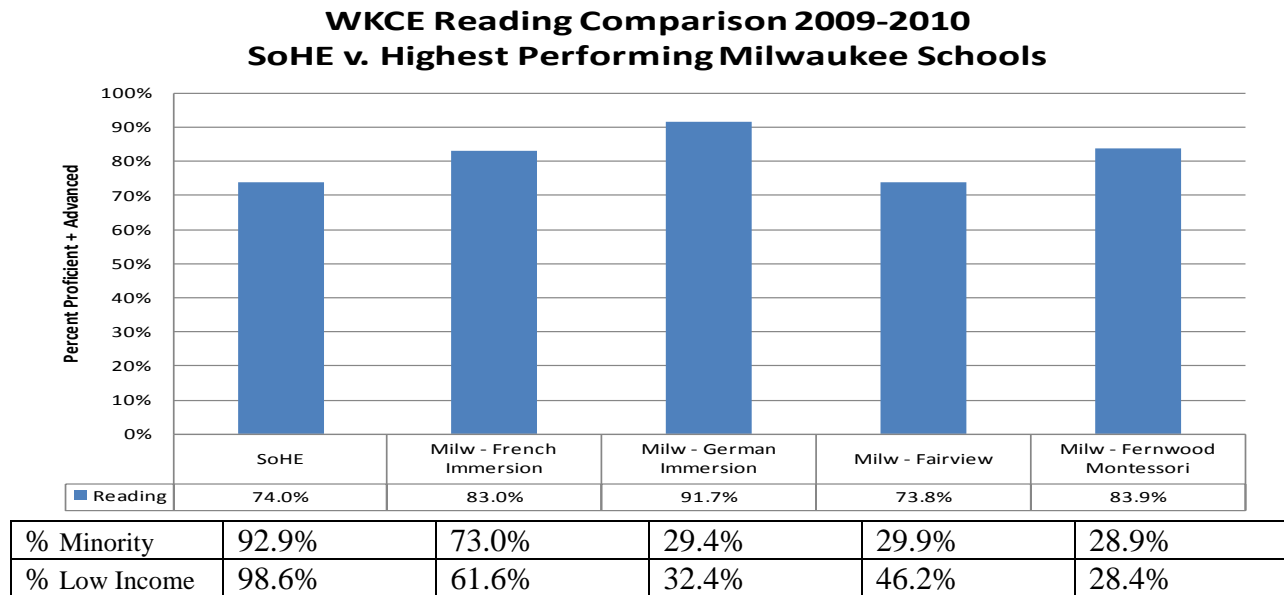


Figure 4: Comparison of combined (grades 3-8) **WKCE Mathematics** results for SOHE and highest performing MPS schools. Also shown are the minority and low income percentages for each school.

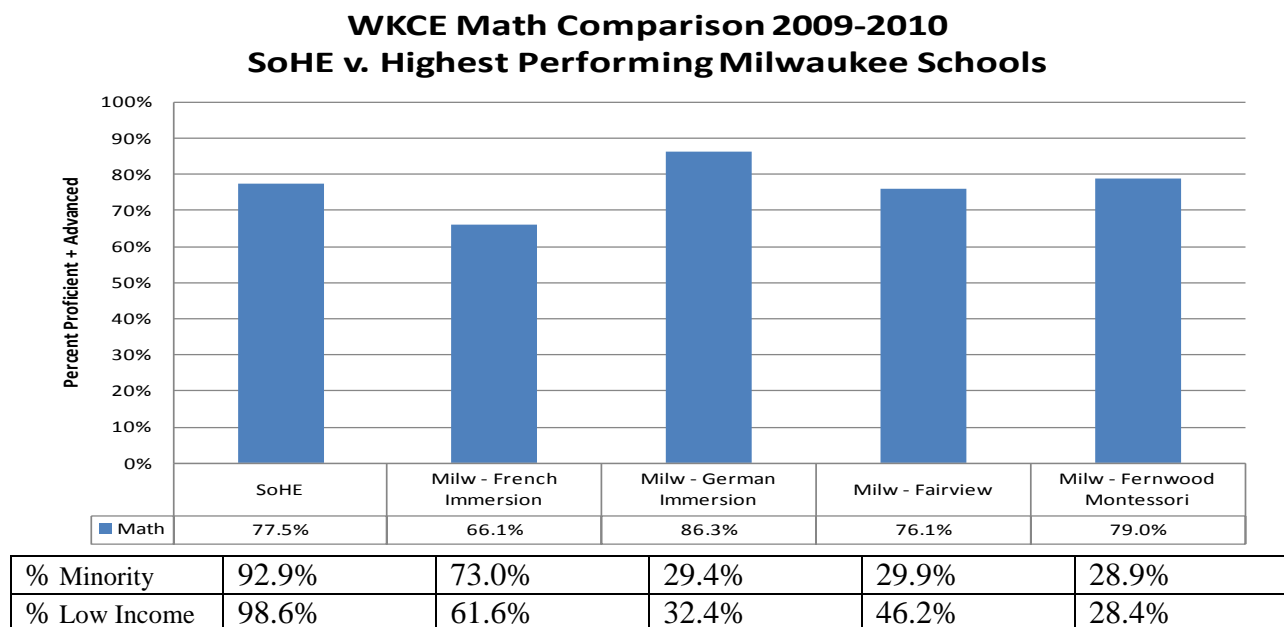


Figure 5: Comparison of combined (grades 3-8) **WKCE Reading** results for SOHE and UW-Milwaukee K-8 Schools

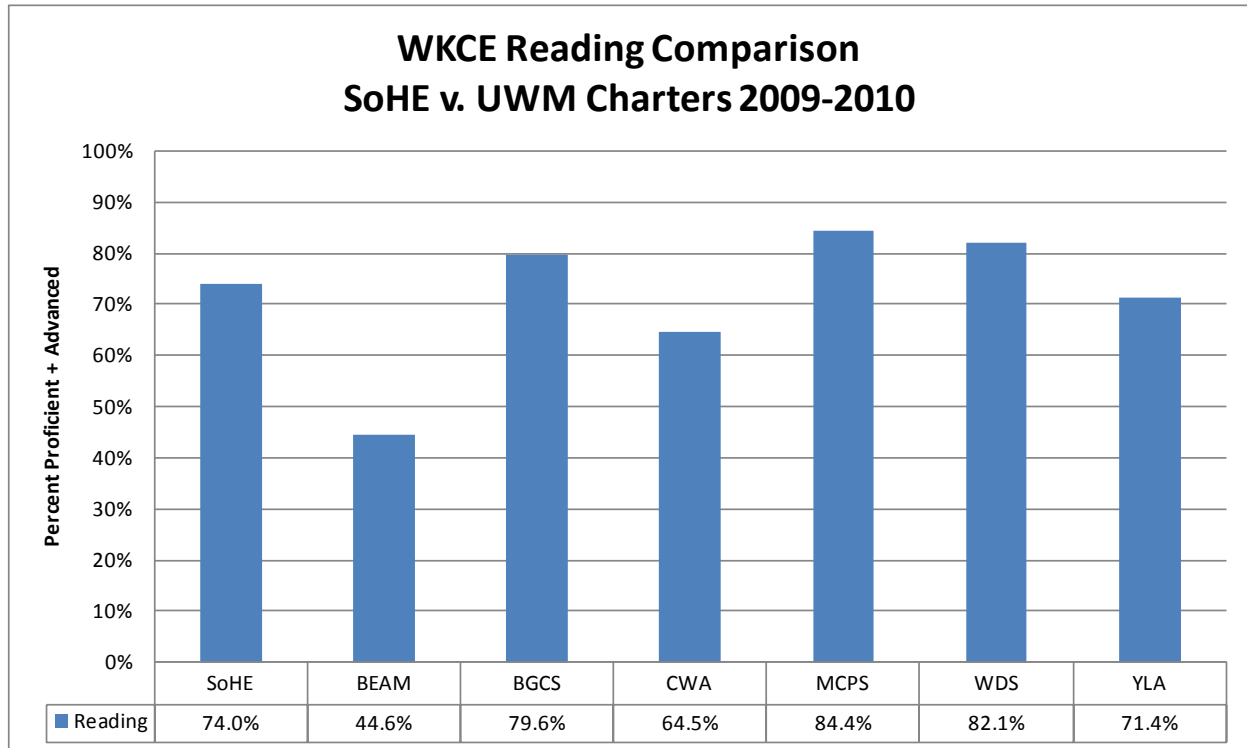
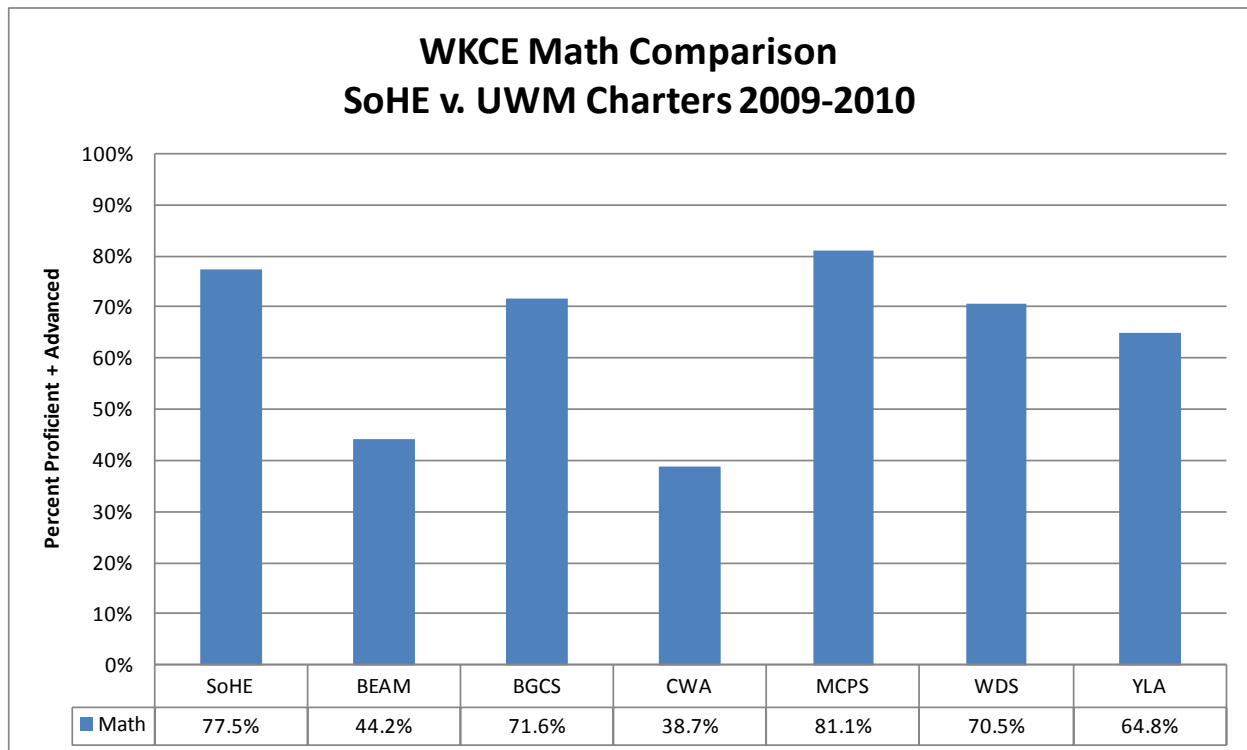


Figure 6: Comparison of combined (grades 3-8) **WKCE Mathematics** results SOHE and UW-Milwaukee K-8 Schools



SOHE is the fourth highest performing UW-Milwaukee charter school in reading (74%), the second highest in mathematics (77.5%) and language (69.2%), and the highest in social studies (94.9%). The weakest SOHE performance area is science in which 48.7% of the students are proficient or advanced.

Figure 7: Comparison of combined (grades 3-8) **WKCE Reading** results SOHE and Milwaukee County suburban schools.

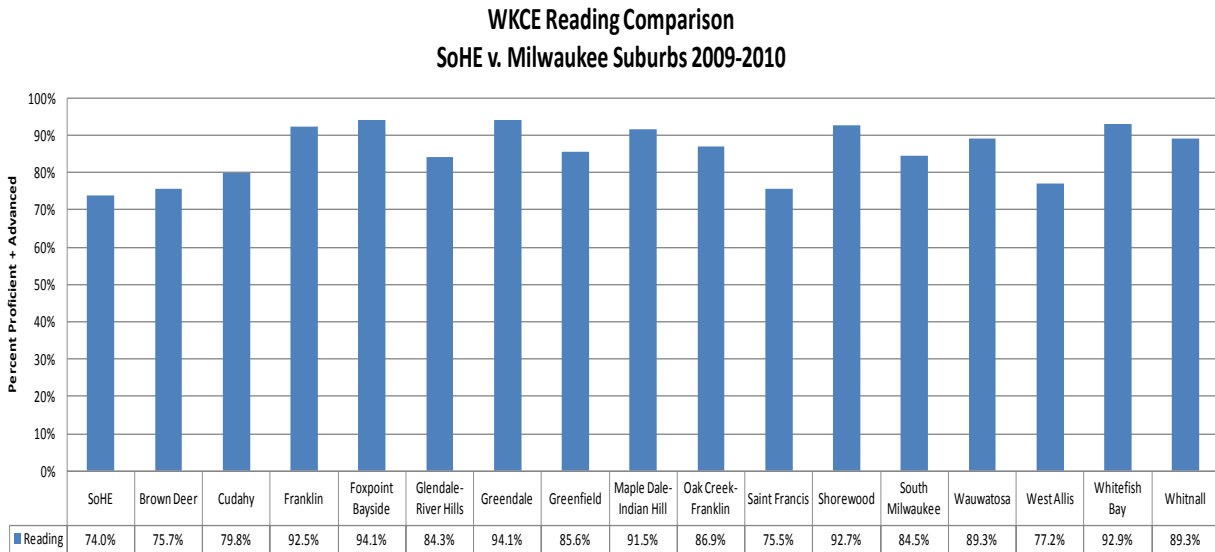
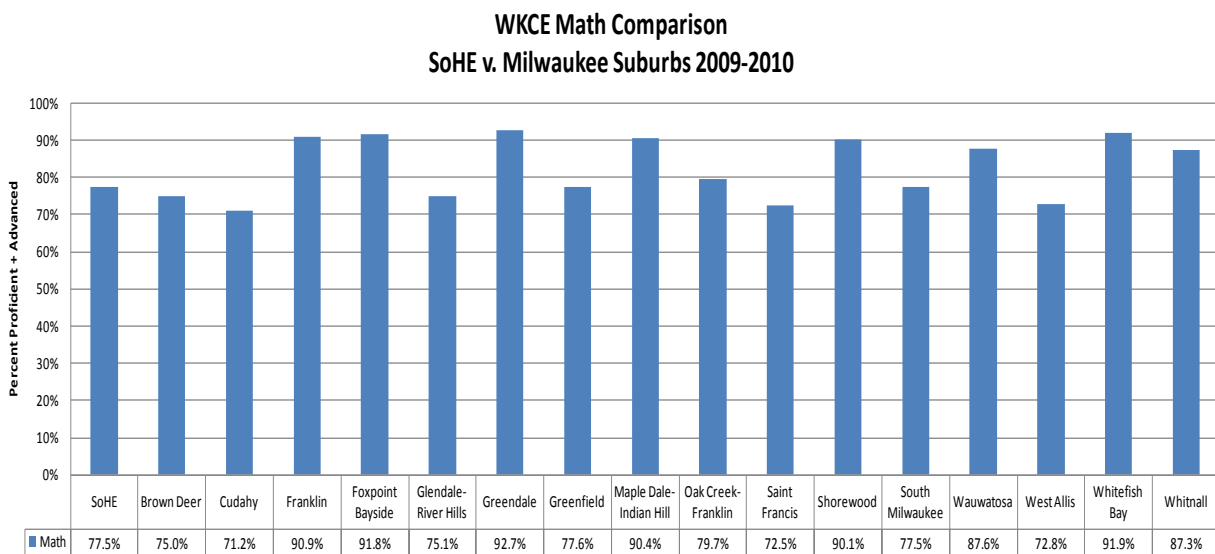


Figure 8: Comparison of combined (grades 3-8) **WKCE Mathematics** results SOHE and Milwaukee County suburban schools.



As noted above, SOHE lags Milwaukee County suburban schools in reading but performs better in mathematics than five of the districts, and as well as two of the districts. SOHE is one of the highest performing low-income schools in the city of Milwaukee. Only MPS specialty schools perform better. The Office of Charter Schools recommends that SOHE determine specific focused improvements in all subject areas with concentrated efforts in reading and science.

Value-Added Growth Measures

The Office of Charter Schools has implemented the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam for all UW-Milwaukee-authorized charter schools to determine value-added growth. SOHE adopted the examination for the 2007-08 school year.

Figure 9: Percentage of students meeting or exceeding growth targets for **Reading** on the Measures of Academic Progress.

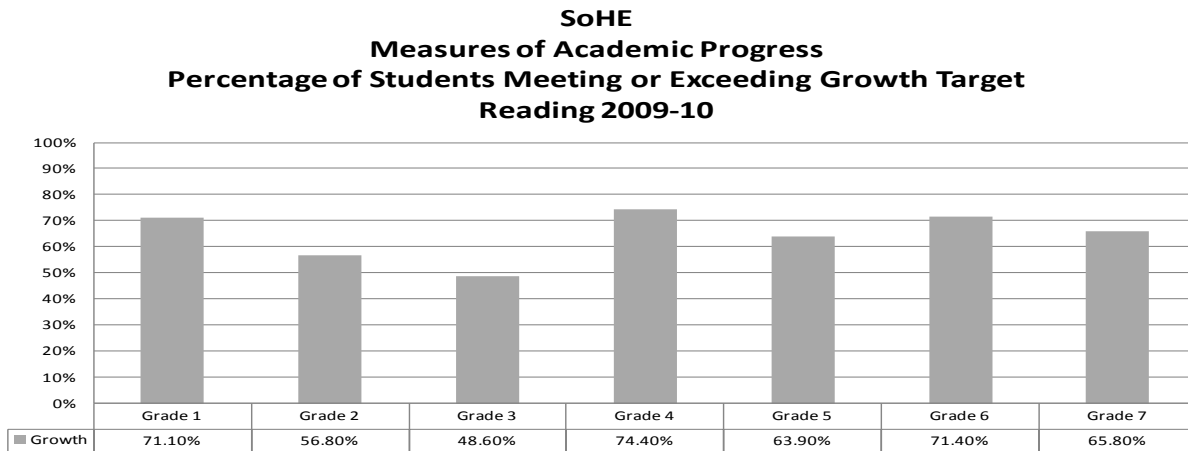
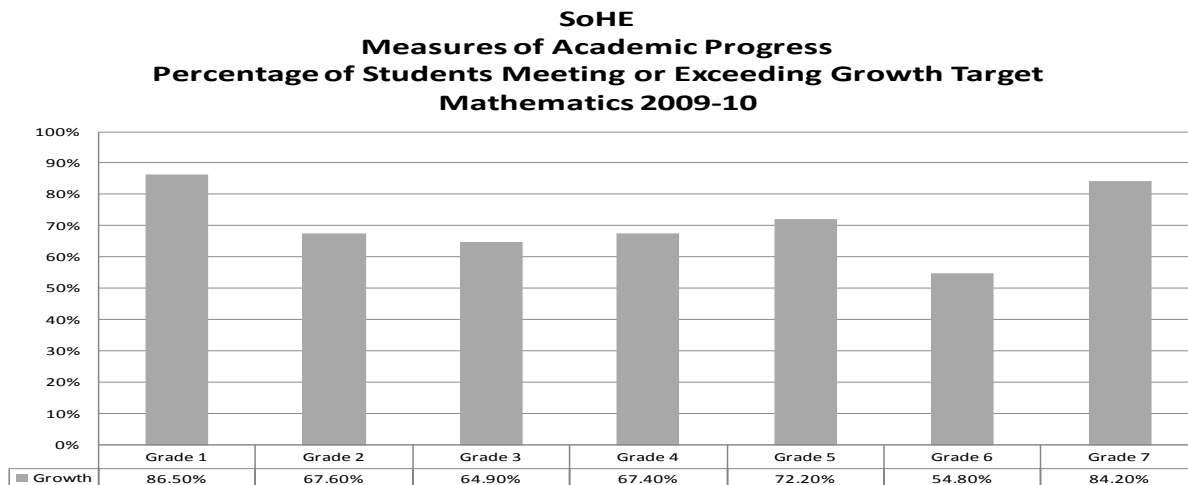


Figure 10: Percentage of students meeting or exceeding growth targets for **Mathematics** on the Measures of Academic Progress.



The Office of Charter Schools recommends that value-added growth continue to be the focus of SOHE's academic efforts. The use of the Measures of Academic Progress from the Northwest Evaluation Association is critical to making the maximum amount of progress. SOHE should use data analysis to determine specifically which students are not making appropriate gains and the reasons the gains are not being made. For example, determination for the lower growth on the fourth grade WKCE reading should be specifically addressed. Student-specific plans should continue to be made to improve the progress of these students.

Major Recommendations For Improvement

Major recommendations for improvement are: (1) the continued emphasis on academic improvement in all academic areas with special emphasis on language and science; (2) specific emphasis on support for students not making appropriate academic gains; (3) involving students to a higher degree in the analysis and understanding learning requirements and the steps needed to improve; (4) the investigation of the possibility of adding Spanish instruction to the overall program; and (5) emphasis on obtaining funding from outside sources.

Charter Renewal Recommendation

It is recommended that the Seeds of Health Elementary School receive a full five-year charter renewal. No special conditions are recommended. SOHE should address the recommendations made in this report and continue to comply with all legal and contractual requirements.

The full Evaluation Report prepared by the UW-Milwaukee Office of Charter Schools for the Board of Regents may be found at:

<http://www.uwsa.edu/news/2011/02-2011/UW-MkeSOHE.pdf>

The SOHE Charter Contract may be found at:

<http://www.uwsa.edu/news/2011/02-2011/UW-MkeSOHCharterSchool.pdf>

RELATED REGENT POLICIES

Regent Resolution 7905 (May7, 1999).

The University of Wisconsin-Milwaukee
Charter School Contract Extension
Milwaukee College Preparatory School-Metcalf Park

EDUCATION COMMITTEE

Resolution I.1.b.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the extension of the charter school contract with the M. C. Preparatory School, Inc., together with amendments to the contract, maintaining a charter school known as the Milwaukee College Preparatory School-Metcalf Park.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
MILWAUKEE COLLEGE PREPARATORY SCHOOL-METCALFE PARK
CHARTER RENEWAL**

EXECUTIVE SUMMARY

BACKGROUND

In 1998, Wisconsin Statute 118.40 was amended to grant authority for the University of Wisconsin-Milwaukee (UW-Milwaukee) to authorize charter schools within the city of Milwaukee (City). The central purpose of the charter school legislation is to eliminate a significant portion of statutory requirements and administrative rules and regulations imposed on public schools and, in turn, demand a new type of public accountability tied to actual performance. Accountability requirements for annual improvement and charter renewal of operating charter schools employ a high degree of rigor. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals.

The renewal process is based on the evaluation of continuous school improvement efforts. The summative evaluation is initiated two years prior to the terminal date of an existing contract so that the decision to extend or not to extend a charter is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action. Renewal of a charter is usually for an additional four- or five-year period. A school may, however, receive a renewal of less than five years if significant improvements are required. Renewal of a charter is based on evidence of meaningful progress on key measures of performance as follows: student well-being; academic success; faithfulness to the charter; ability to communicate and transmit the mission; parent and student satisfaction; staff satisfaction with professional and organizational growth; viability of the charter school; fiscal stability of the charter school; and contractual compliance.

The M.C. Preparatory School of Wisconsin, Inc., was granted a charter by the University of Wisconsin System Board of Regents in 2002 to open the Milwaukee College Preparatory School-Metcalf Park Campus (MCPS) in September of 2002. In 2005, the Board of Regents granted a five-year extension. The school operates from a campus at 2449 N. 36th Street, Milwaukee, Wisconsin 53210. Mr. Ronald Sadoff currently chairs the twelve-member board. Mr. Robert Rauh is the current executive principal.

The UW-Milwaukee Office of Charter Schools recommends that the Milwaukee College Preparatory School-Metcalf Park Campus receive a full five-year charter renewal.

REQUESTED ACTION

Approval of Resolution I.1.b.(2), authorizing the extension of the charter school contract with the M.C. Preparatory School, Inc., to operate a public school known as the Milwaukee College Preparatory School-Metcalf Park Campus.

DISCUSSION

School Profile

The stated mission of MCPS is: “Knowledge plus character pave the road to college and beyond.” This mission is characterized as “(a)n unrelenting focus on academic achievement and character development.” MCPS core beliefs center around an educational philosophy of “love and hard work coupled with a college-bound curriculum grounded in basic skills, outstanding literature and moral virtues. In partnership with parents, the MCPS goal is to provide a nurturing environment of high expectations and accountability that equips all students with the choice to determine their success in life.” The vision of the School is “to be the most outstanding school in the state by empowering all students to become self-determined, self-generated, self-propelled, and self-reliant.”

The core curriculum consists of phonics, reading, poetry, vocabulary, foreign language, and mathematics. The school year follows a traditional September to June calendar with 170 actual teaching days (not including conference days and other non-teaching student contact days). The school day extends from 8:00 a.m. until noon for students in four-year-old kindergarten (plus 87.5 parental outreach hours); 8:00 a.m. to 3:00 p.m. for students in five-year-old kindergarten through grade two; 8:00 a.m. to 3:30 p.m. for students in grades three and four; and 7:45 a.m. to 3:30 p.m. for students in grades five through eight. There is a heavy emphasis each day on social skills, reading, writing, and math, complemented by classes in science, social studies, and co-curricular classes (physical education, technology, art, and music).

The educational program focuses on positive affirmation and critical thinking skills, accompanied by a basic, “no nonsense” educational pedagogy. Positive affirmations and critical thinking skills are intertwined with all instruction. Students are constantly praised for good choices or academic endeavors, and are constantly pushed to make connections, inferences, or comparisons using the Socratic Method. Classes are fast-paced with a lot of emphasis on control. Activities are both mental and physical with students often chanting responses.

The Proactive Discipline System is an essential element in maintaining a school culture of empowerment and learning. The School has earned a reputation for holding high expectations for students both academically and socially. It is expected that all students will live up to those standards. The System is based on the tenets of Steven Covey’s *7 Habits of Highly Effective People*. The first premise of this program is teaching students that they are always responsible for the decisions they make, to begin with the end in mind, or to focus on the big picture. Students begin the year by writing a mission statement, where they focus on their lifetime aims, goals and objectives.

MCPS presently serves 478 students in four-year-old kindergarten through grade 8. The school population is predominantly African-American. Eighty-two percent (82%) of the students come from homes in poverty. The students come from many different Milwaukee neighborhoods, representing sixteen (16) zip codes within the city. Over ninety percent (90%) of the students enrolled during the 2008-09 school year returned to MCPS the following year. The average daily attendance during the 2009-10 school year was ninety-five percent (95%).

Between eleven and twelve percent of the students are identified as requiring special education. Student behavior is excellent in both the classroom and the school in general.

Leadership

The MCPS Board and leadership team are highly mission-driven and guide the staff through hiring practices, the implementation of a culture of high expectations, and the implementation of a robust curriculum. The leadership sets priorities for the school based on student personal and academic needs as revealed through extensive data analysis. High expectations address both personal character and academic achievement. MCPS is fiscally sound, with net assets of \$8,541,000, and a fund balance of \$3,191,952 that includes an endowment fund of \$751,000. During the 2009-10 school year, MCPS had revenues of \$5,543,969 (\$12,104 per pupil) and expenditures of \$5,510,832 (\$12,032 per pupil).

Legal and Contractual Requirements

MCPS has met all federal and state legal requirements and UW contractual obligations during the last five years. MCPS has met and exceeded all achievement levels mandated by the federal “No Child Left Behind Act.”

Achievement of Mission and Proficiency

The MCPS mission, “Knowledge plus character pave the road to college and beyond,” generates three questions: Are students at MCPS gaining knowledge? Are students at MCPS exhibiting positive character traits? Are students completing MCPS ready for rigorous high school programs that will lead them to college admission and graduation? As results on the Wisconsin Knowledge and Concepts Examination show, MCPS is among the highest performing schools in the city of Milwaukee. There are no schools serving a low-income and high-minority population in the city of Milwaukee that compare. Further, MCPS outperformed several Milwaukee County suburban schools during the 2009-10 school year. For example, MCPS had higher proficiency levels in reading than five of the sixteen suburban schools and a similar proficiency level to three other suburban districts. During the 2009-10 school year, MCPS received distinction as a National School of Character—the first school in the state to do so. The award is given to schools on the strength of their character education program and the positive character exhibited by the students. Finally, eighty-nine percent (89%) of the students matriculating from MCPS in 2007 graduated from high school, and seventy-seven percent of those graduating from high school are enrolled in college as of this year. Another seven percent (7%) have enlisted in the military.

Rather than compare MCPS to surrounding schools within MPS, comparisons are made with overall state performance, the performance of the highest achieving MPS schools, other UW-Milwaukee-authorized K-8 schools and Milwaukee County suburban school districts. The performance of MCPS serves as an example of what can be achieved through the creation of a program that stresses strong character development, a culture of learning, and high expectations for achievement. The methodology utilized by MCPS should be carefully studied and replicated throughout the Milwaukee area.

Figure 1: Five year comparison of combined (grades 3-8) **WKCE Reading** results for MCPS and all students in the state of Wisconsin.

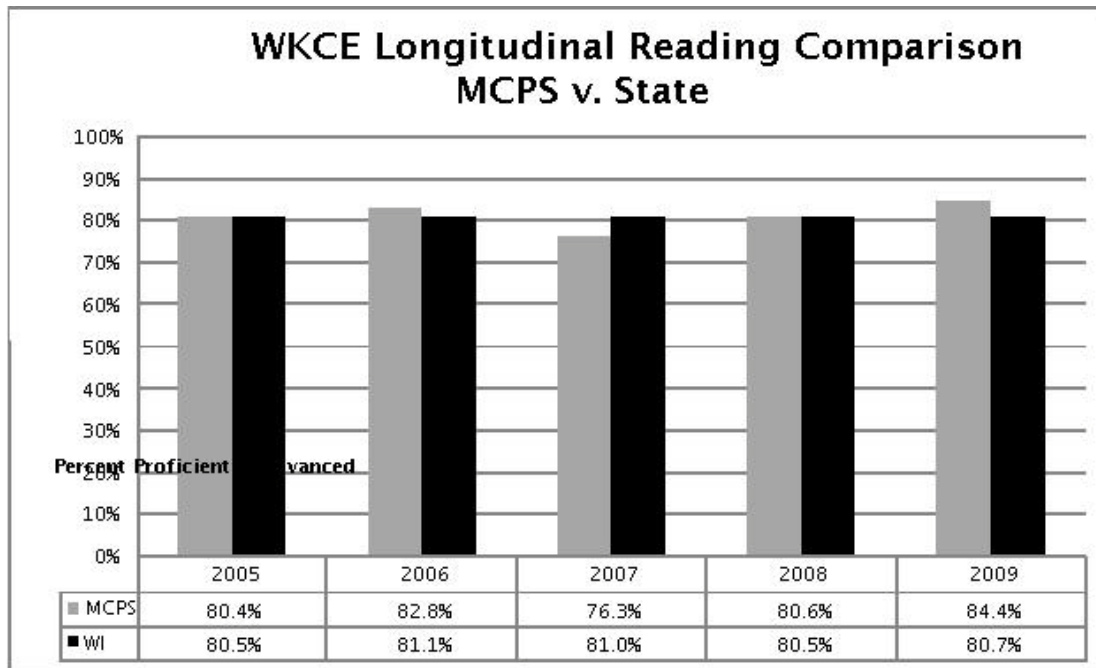
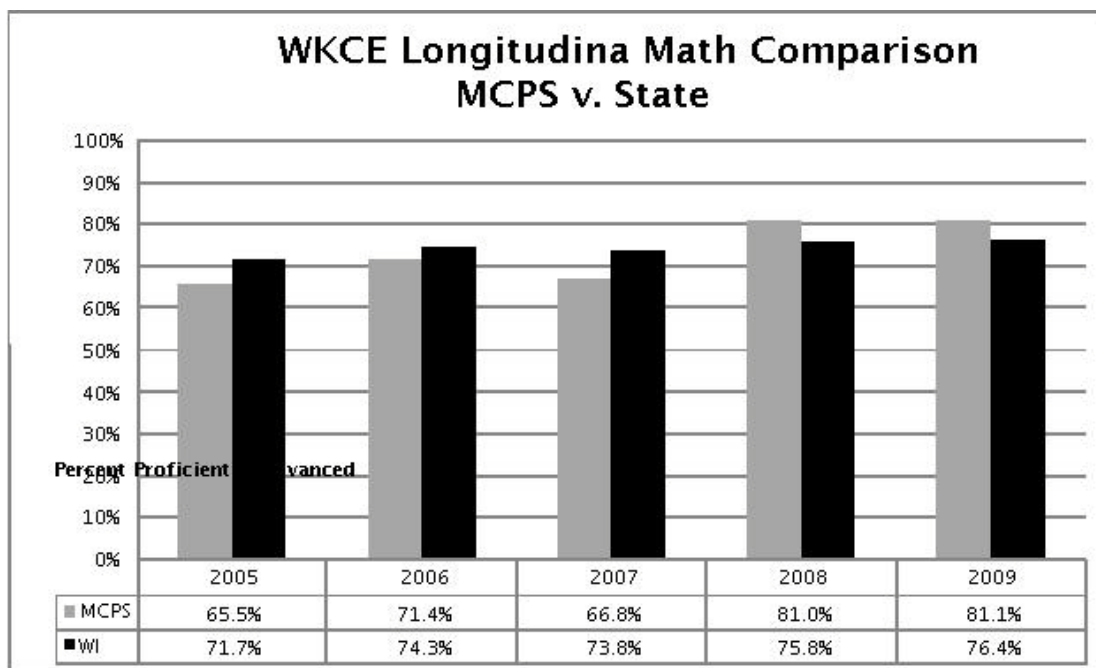


Figure 2: Five year comparison of combined (grades 3-8) **WKCE Mathematics** results for MCPS and all students in the state of Wisconsin.



MCPS has shown steady improvement in both reading and mathematics over the last five years and exceeds state-wide results in both subjects even while state results continue to improve.

Figure 3: Comparison of combined (grades 3-8) **WKCE Reading** results for MCPS and highest performing MPS schools. Also shown are minority and low-income percentages for each school.

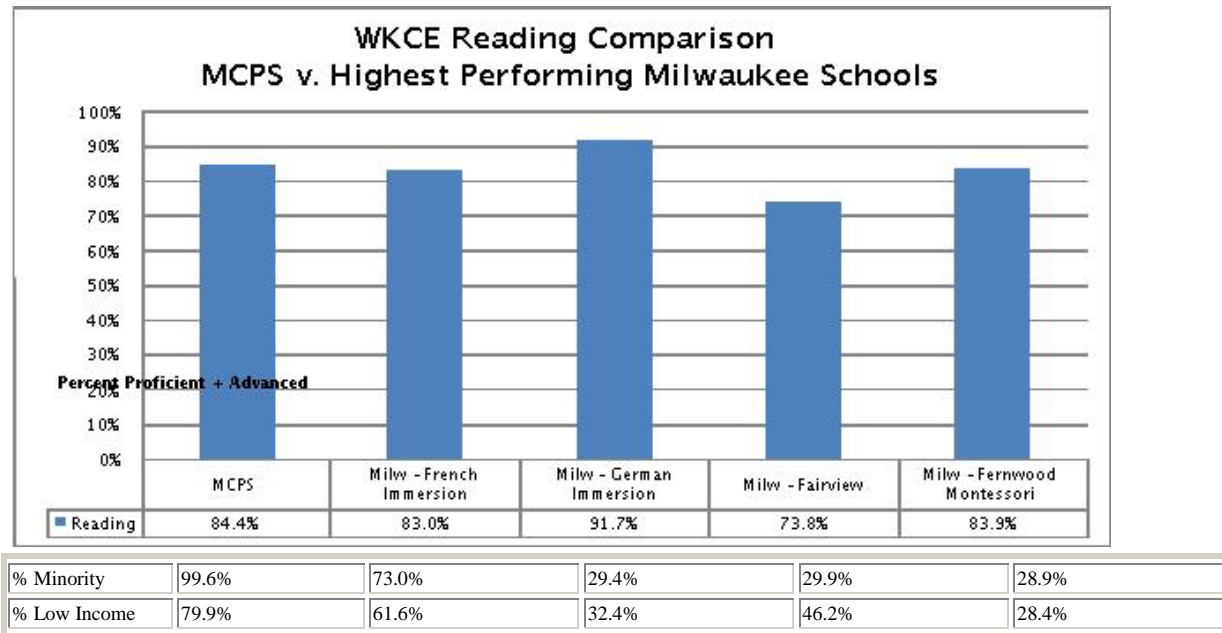


Figure 4: Comparison of combined (grades 3-8) **WKCE Mathematics** results for MCPS and highest performing MPS schools. Also shown are minority and low-income percentages for each school.

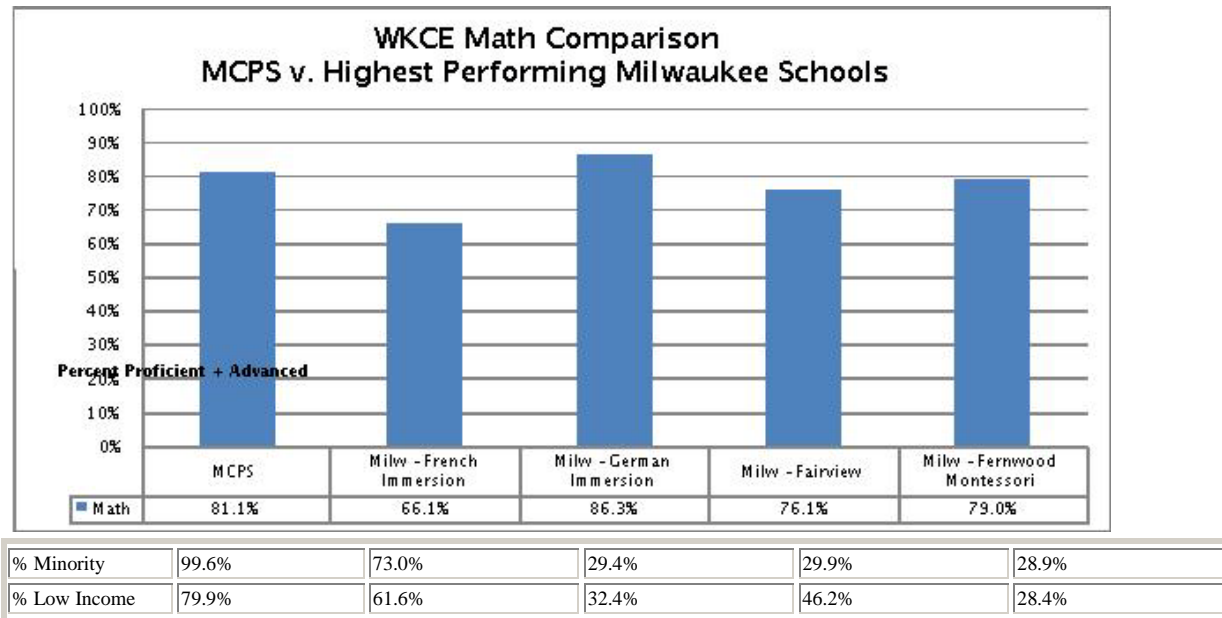


Figure 5: Comparison of combined (grades 3-8) **WKCE Reading** results for MCPS and UW-Milwaukee K-8 Schools

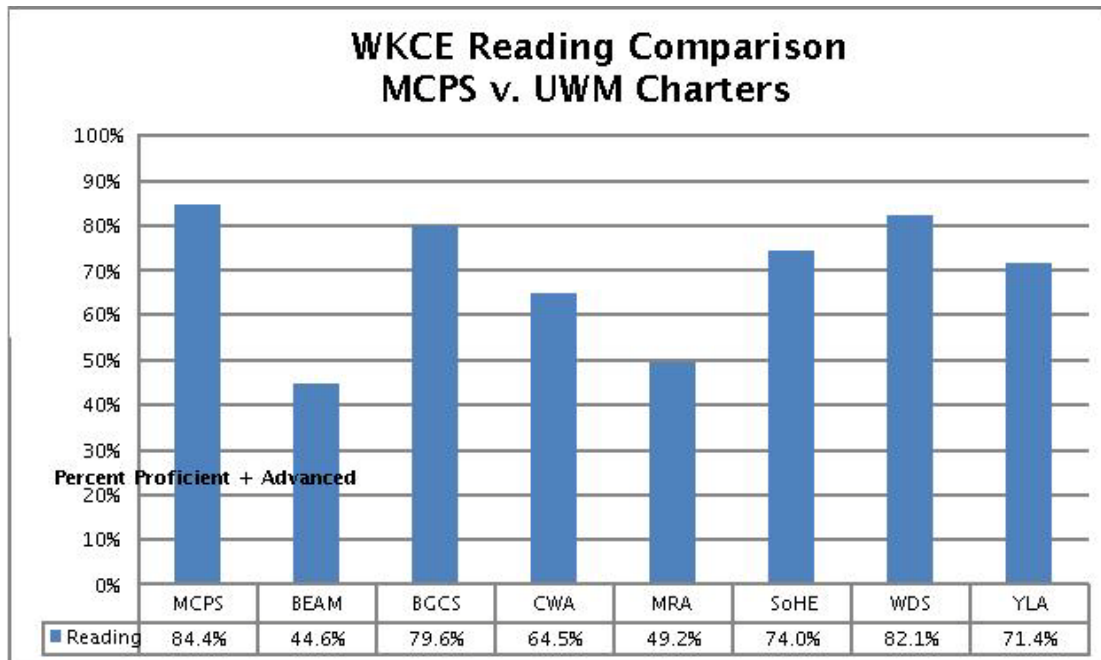
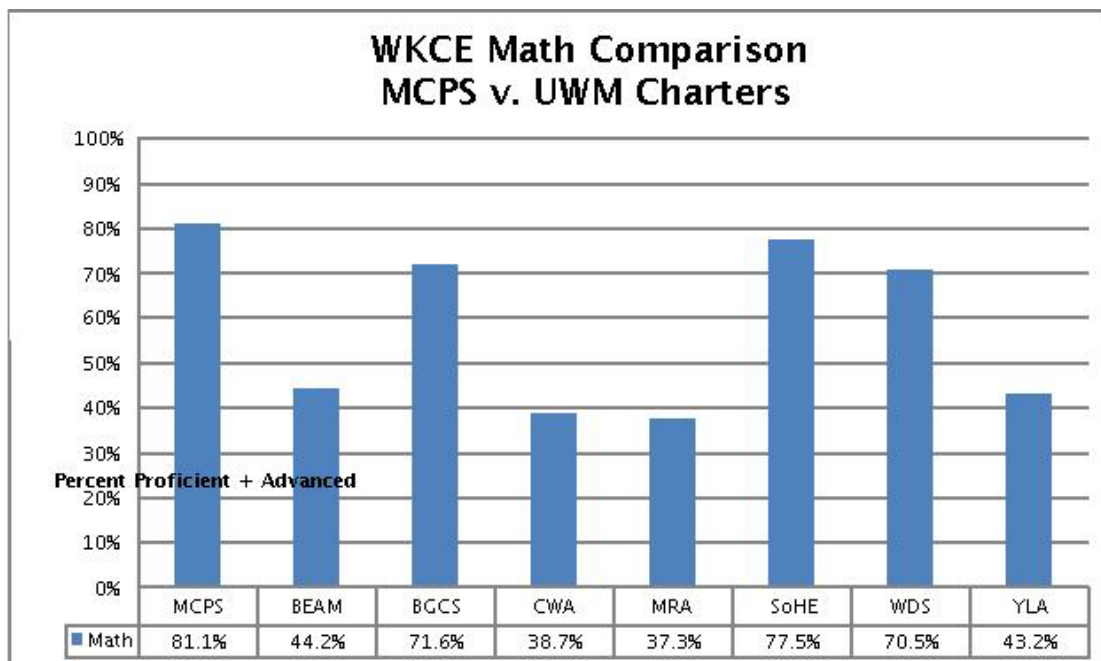


Figure 6: Comparison of combined (grades 3-8) **WKCE Mathematics** results MCPS and UW-Milwaukee K-8 Schools



MCPS is the highest performing K-8 school authorized by UW-Milwaukee in both reading and mathematics. It is also the highest performing in science, with 78.4% of the students scoring proficient or advanced. 68.2% of the MCPS students are proficient or advanced in

language. Both Seeds of Health Elementary and Woodlands School have slightly better proficiency levels, with 69.2% and 69.0% proficient or advanced. Seeds of Health Elementary also performs better in social studies, with 94.9% of the students proficient or advanced compared to 85.2% for MCPS. Thus, MCPS should target these areas for improvement.

Figure 7: Comparison of combined (grades 3-8) **WKCE Reading** results MCPS and Milwaukee County suburban schools.

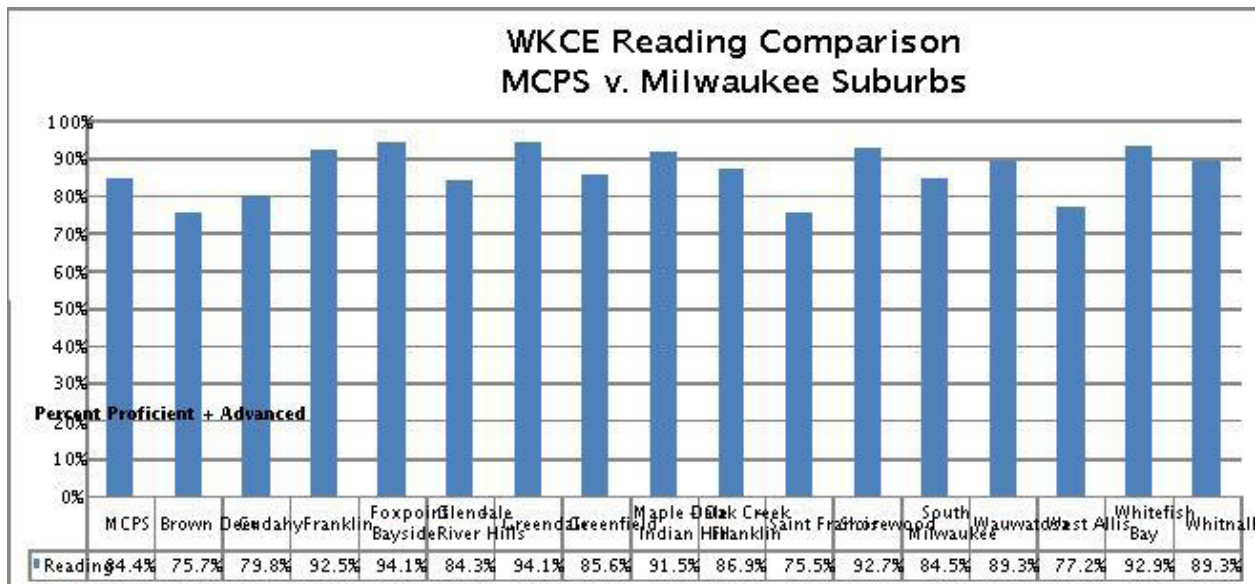
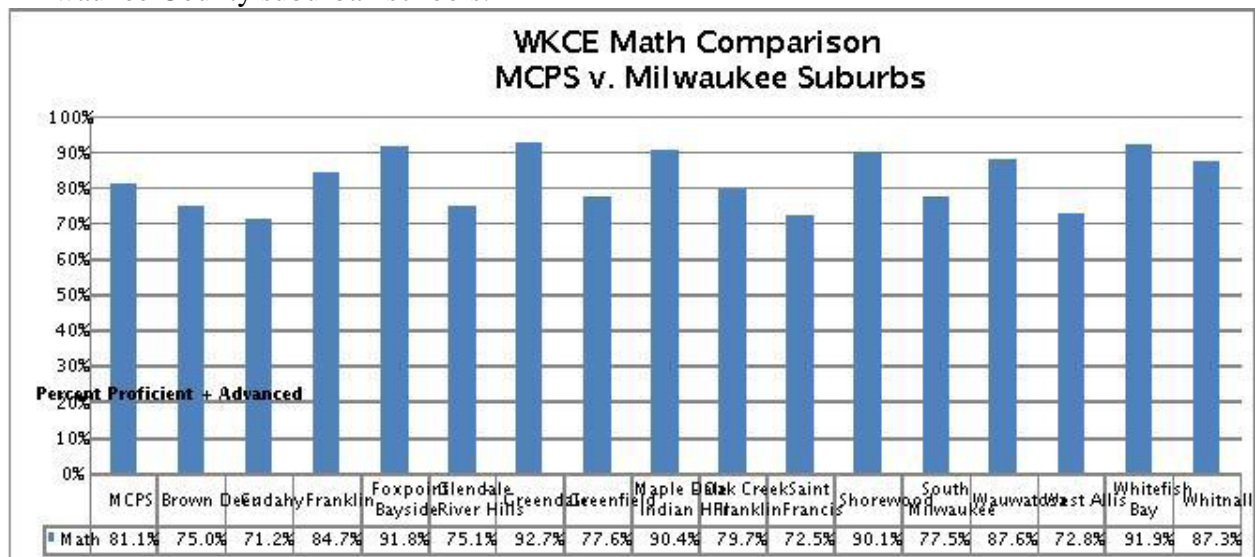


Figure 8: Comparison of combined (grades 3-8) **WKCE Mathematics** results MCPS and Milwaukee County suburban schools.



Major Recommendations

Major recommendations for improvement are: 1) the continued emphasis on academic improvement in all academic areas with special emphasis on language and science; 2) specific emphasis on support for students not making appropriate academic gains; 3) involving students to a higher degree in the analysis and understanding of learning requirements and the steps needed to improve; 4) the continued emphasis on obtaining funding; and 5) the replication of the entire program or major portions of the program in additional schools.

Charter Renewal Recommendation

It is recommended that the Milwaukee College Preparatory School-Metcalf Park Campus receive a full five-year charter renewal. No special conditions are recommended. MCPS should address the recommendations made in this report and continue to comply with all legal and contractual requirements.

The full Evaluation Report prepared by the UW-Milwaukee Office of Charter Schools for the Board of Regents may be found at:

<http://www.uwsa.edu/news/2011/02-2011/UW-MkeCharterSchoolMCPSEval.pdf>

The MCPS Charter Contract may be found at:

<http://www.wisconsin.edu/news/2011/02-2011/UW-Mke-MCPS-MCCharterContract.pdf>

RELATED REGENT POLICIES

Regent Resolution 7905 (May7, 1999).

The University of Wisconsin-Milwaukee
Charter School Contract Approval
Milwaukee College Preparatory School-Lindsay Heights

EDUCATION COMMITTEE

Resolution I.1.b.(3):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with the M. C. Preparatory School, Inc., establishing a charter school known as the Milwaukee College Preparatory School-Lindsay Heights, effective July 1, 2011.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
MILWAUKEE COLLEGE PREPARATORY SCHOOL
LINDSAY HEIGHTS CAMPUS**

EXECUTIVE SUMMARY

BACKGROUND

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

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

The Office of Charter Schools at UW-Milwaukee and Interim Chancellor Michael Lovell recommend that the M. C. Preparatory School of Wisconsin, Inc. (MCPS, Inc.), be granted a charter to operate a public school known as the Milwaukee College Preparatory School-Lindsay Heights (MCP-LH). MCP-LH became the second school operated by MCPS, Inc., in August of 2010 when the Board of Regents approved an expansion of the MCPS, Inc., charter. This emergency action was taken in order to address the needs of students who were without a school because of the closing of the Academy of Learning and Leadership. At the time of approval, the Board of Regents Education Committee was informed that further action regarding the school would probably be recommended by the Office of Charter Schools. It was originally thought that the Lindsay Heights campus would become a replication of the original Milwaukee College Preparatory School. However, because of the educational needs of the students, the Office of Charter Schools was decided that the original MCPS model would not be followed. Rather, MCPS, Inc., schools are similar to those operated by Seeds of Health, Inc., that is, three different schools each operated under a separate charter.

The UW-Milwaukee Office of Charter Schools requests approval of the charter contract to allow MCPS-LH to begin operating as a UW-Milwaukee charter school in Fall 2011.

REQUESTED ACTION

Approval of Resolution I.1.b.(3), approving the charter school contract with the M. C. Preparatory School of Wisconsin, Inc., to operate a public school known as Milwaukee College Preparatory School-Lindsay Heights effective July 1, 2011.

DISCUSSION

School Design

The development of the MCPS-LH was initiated by the MCPS, Inc., a non-stock entity in the state of Wisconsin, and will operate as a 501(c)3 non-profit tax exempt organization. On August 20, 2010, the Board of Regents approved the expansion of the Milwaukee College Preparatory School charter to include the Lindsay Heights campus. This action was taken in an emergency situation because the Academy of Learning and Leadership, a City of Milwaukee charter school, was closed in late July leaving the student population without a school in their neighborhood to attend. Assuming responsibility for the school and its student population was a calculated risk on the part of MCPS, Inc., and the Office of Charter Schools, a risk that both entities felt was necessary to take in order to meet the needs of the student population. The Board of Regents approved the charter expansion with the knowledge that the contractual arrangement between the University and MCPS-LH could change as the action was reviewed.

It was initially assumed that MCPS-LH could serve as a replication of the MCPS-Metcalf Park campus. However, due to several factors, it was decided that the school should follow a different path and become a single-sex school. The decision to become single-sex was made based on several factors: (1) a significant portion of the student population had attended the Academy of Learning and Leadership the previous year; (2) the school culture of the previous school as exhibited through student behavior was not at the level required by MCPS-LH; (3) the students entering MCPS-LH had a low level of achievement. Further, models such as Excellence Boys Charter School of Bedford Stuyvesant and Excellence Girls Charter School of Brooklyn (both part of the Uncommon Schools Network), The Brighter Choice Boys and Girls Schools in Albany, NY, and Urban Prep in Chicago have shown the strength of single-sex educational programs in similar situations. Finally, the decision was supported by the research of Dr. Cornelius Riordan, Associate Professor of Sociology at Providence College, whose work has found that the performance of African-American and Hispanic students in single-sex schools is stronger on all tests, with students scoring, on average, almost a grade above similar students in coeducational settings.

MCPS-LH is located at 1530 West Center Street, Milwaukee, WI, in the Lindsay Heights neighborhood. This area of Milwaukee has been identified by the Illinois Financial Fund (IFF) as one of the areas most in need of “seats in high performing schools.” The school will serve approximately 500 students in grades 4K through grade 8. The campus is composed of two buildings which originally separated students along grade lines 4K – grade 3, and grades 4 through eight. MCPS-LH students will utilize the same buildings, separating students by sex. The school will be led by Executive Director Robert Rauh, Principal Cherise Easley, and Business Manager Thomas Sprague.

The Lindsay Heights neighborhood is roughly a 30-block area in Milwaukee’s central city. It runs from approximately West Center Street south to Walnut Street, east to I-43, and west to N. 20th Street. MCPS-LH intends to build on an improvement effort already initiated by the Lindsay Heights Neighborhood coalition. MCPS-LH will continue its close relationship with the Boys and Girls Club that shares space within the campus. MCPS-LH will seek to enroll

students through neighborhood events and, as was done at the beginning of the 2010-11 school year, by hiring a neighborhood parent to recruit students door-to-door. The school will have frequent and open communication with parents and neighborhood residents.

The core belief of MCPS-LH is that all students can and will learn if provided with outstanding educators, excellent academic and character education programs, and positive support systems. MCPS-LH believes that this can most effectively and expeditiously happen in single-sex classrooms. The school culture will reflect a “No Excuses” approach to urban education. The teachers and leaders will approach the students with high expectations accompanied by a high level of love and support. Students will be pushed to excel in a setting in which the adults work to ensure that every student is successful and no student is allowed to fail.

For students, the environment will first be created by establishing a structured, safe, focused, engaged, and positive atmosphere in the classroom. The single-sex classrooms will help with students’ focus. *The Taxonomy of Highly Effective Teaching Strategies* by Doug LeMov (Uncommon Schools) will be the framework for creating the positive learning environment. The skills of Stephanie Ely, a coach from *Schools That Can Milwaukee* will be employed for *Taxonomy* training. Data-driven instruction and other strategies will ensure strong teaching in every classroom and attention to continuous improvement. In addition, the data, especially from the Northwest Evaluation Association, will help the school to differentiate instruction in the classroom. Compass Learning Odyssey, a computer-guided instruction program, will be used in conjunction with the NWEA results to support student learning. State standards, including the assessment frameworks, grade-level expectations, and the Measures of Academic Progress DesCartes Learning Objectives will steer instruction in reading, writing, mathematics, language arts, social studies, and science. In the early primary grades, reading instruction will be based upon best practices that encompass a balanced literacy approach. Academic growth will be measured each year by the Measures of Academic Progress (MAP). Physical education, art, and instructional technology will round out the school program.

The Special Education program will be governed by the school administrative team, assisted by support from Beverly Luckenbill, a charter school special education consultant, and Marilyn Feingold, who has been contracted with to provide support services to the special education team. Students will be identified through Individualized Education Programs (IEPs) from previous schools and by teacher and/or parent referrals, and further assessed through the Response to Intervention (RtI) process. If testing is needed to help determine eligibility, it is usually done via contracted services with the Wisconsin School of Professional Psychiatry. Students with IEPs will be served by the special education staff and supported by differentiated instruction in the classroom and additional small group support provided by educational assistants.

Governance

The Lindsay Heights Campus will operate under the auspices of the existing MCPS, Inc., Board of Directors (Board). The Board is the policy-making body of MCPS, Inc., and is responsible for determining organizational goals and policies, assuring all fiduciary responsibilities, selecting and conducting the annual evaluation of the executive director who

oversees the organization's operations, and ensuring that the organization operates responsibly and within the highest ethical standards.

Current Board members include:

Milwaukee College Prep Board of Directors	Affiliations
Charlie Trainer	TMB Development Company
Corey Hoze	Associated Bank
Demond Means, Ph.D.	Mequon-Thiensville School District
Jim Rowe	Rowe & Co.
Leslie Dixon	Robert W. Baird & Co.
Micky Sadoff, Founder	Community Volunteer
Patrick English	Fiduciary Management
Ray Manista	Northwestern Mutual
Renita Roberson	Professor, Educational Consultant
Ron Sadoff, Founder	Sadoff Investment Management
Steven Chernof	Godfrey & Kahn
Teddy Werner	Milwaukee Brewers
Thomas Schmid	Robert W. Baird & Co.
Tim Sheehy	MMAC
Tom Florsheim	Weyco Group Inc.
William Johnson	Urban Economic Development Assn.

ELEMENTS OF THE CONTRACT

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

1. Article One – Definitions – Key terms of the contract.
2. Article Two – Parties, Authority and Responsibilities
3. Article Three – Obligations of the Grantee. This section is important in that it recites the requirements of the law and how the grantee will meet those requirements. This includes such topics as school leadership, a description of the educational program, methods to attain educational goals, school governance structure, licensure of professional personnel,

health and safety, admissions, financial audits, discipline, insurance standards, and other topics.

4. Article Four – Additional Obligations. This section adds additional considerations that help define the school, its practices, UW-Milwaukee administrative fees, and financial reporting.
5. Article Five – Joint Responsibilities. This section details the review of the management contracts, methods of financial payments, and performance evaluation.
6. Article Six – Notices, Reports and Inspections. This section facilitates certain aspects of UW-Milwaukee’s oversight responsibilities.
7. Article Seven – Miscellaneous Provisions. Significant in this section are the Code of Ethics provisions (7.2).
8. Article Eight – Provision Facilitating UW-Milwaukee Research. This section sets the guidelines that UW-Milwaukee will use to conduct research into the concept of charter schools and their impact upon educational practice.
9. Article Nine – Revocation of Agreement by UW-Milwaukee. This section establishes how the contract might be defaulted by the grantee and reasons for revocation by UW-Milwaukee. This section is critical to the idea that a charter school can be closed for not complying with the law, contract conditions, or failure to meet its educational purpose(s).
10. Article Ten – Termination by the Grantee. This is the reverse of Article 9 describing how the grantee may, under specified circumstances, terminate the contract.
11. Article Eleven – Technical Provisions. This section details standard contract language for mutual protection of the parties.

The full contract may be found at:

<http://www.wisconsin.edu/news/2011/02-2011/UW-Mke-MCPS-LHCharterContract.pdf>

CONCLUSION

Approval of the contract by the UW System Board of Regents represents the final phase of the chartering process for the MCPS-LH to be chartered under Wisconsin law by UW-Milwaukee. The Office of Charter Schools believes that the MCPS-LH has the potential to make a positive difference in the educational lives of Milwaukee’s children and is worthy of UW-Milwaukee charter status.

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999).

The University of Wisconsin-Milwaukee
Charter School Contract Approval
Milwaukee Scholars Charter School

EDUCATION COMMITTEE

Resolution I.1.b.(4):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with the Milwaukee Scholars Charter School, Inc., establishing a charter school known as the Milwaukee Scholars Charter School, effective July 1, 2011.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
MILWAUKEE SCHOLARS CHARTER SCHOOL**

EXECUTIVE SUMMARY

BACKGROUND

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

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

The Office of Charter Schools at UW-Milwaukee and Interim Chancellor Michael Lovell recommend that the Milwaukee Scholars Charter School, Inc., (MSCS, Inc.) be granted a charter to operate a public school known as the Milwaukee Scholars Charter School (MSCS). The Office of Charter Schools (Office) undertook an extensive review process that began in May of 2009. The review included an in-depth analysis of the MSCS Prospectus by the UW-Milwaukee Charter School Board and a three-step review of the MSCS Charter School Application by the UW-Milwaukee Charter Application Review Committee.

The UW-Milwaukee Charter School Advisory Committee, the UW-Milwaukee Charter Application Review Committee, and the Director of the Office of Charter Schools recommend approval of the charter school contract to allow MSCS to begin operating as a UW-Milwaukee charter school in Fall 2011.

REQUESTED ACTION

Approval of Resolution I.1.b.(4), approving the charter school contract with the Milwaukee Scholar Charter School, Inc., to operate a public school known as Milwaukee Scholars Charter School, effective July 1, 2011.

DISCUSSION

School Profile

The development of the Milwaukee Scholars Charter School was initiated by the MSCS, Inc., a non-stock entity in the state of Wisconsin, and will operate as a 501(c)3 non-profit tax exempt organization. MSCS will be managed by National Heritage Academies (NHA), a charter management organization headquartered in Grand Rapids, Michigan, under a management agreement. NHA operates more than sixty (60) schools in six states and has a record of successfully educating urban students.

MSCS will initially be led by a five-member board. Initial board members include: Christopher Abele, Will Allen, Angela Colbert, Paul Sweeney, and Suzanne Terry (more below).

MSCS will be located at 6900 W. Florist Avenue in the Havenwoods area of the northwest portion of the city of Milwaukee, an area that currently has few K-8 school options. MSCS intends to be a force for positive change in the Havenwoods neighborhood. The school will set high academic standards and promote fundamental values such as integrity, achievement, excellence, and accountability. The K-8 program will offer a rigorous educational program that prepares students for success in high school, college, and throughout life. Through the MSCS program, college graduation will become the expectation, not the exception for students and families.

MSCS will initially serve approximately 413 students in kindergarten through grade five. An additional grade, through grade eight, will be added each year with an expected maximum enrollment of approximately 700 students. Enrollment in MSCS will be open to all students living in the city of Milwaukee with an emphasis on recruitment in the neighborhood in which the school is located. It is estimated that 88% of the students will qualify for the free or reduced lunch program and that 21% will qualify for special education services. It is expected that many students will enter MSCS far below grade level proficiency and that they will require accelerated learning opportunities to be prepared for a rigorous high school program.

School Design

The school is designed to serve the educational needs of students, with a focus on closing the achievement gap for populations that have been historically underserved and less successful in college preparation programs. The program is organized to promote the academic and social growth of students through a challenging, values-based college preparatory curriculum focused on literature, language, history, mathematics, science, and art.

The beliefs guiding the school include: (1) student learning is first and foremost an adult responsibility; (2) a K-8 school design will foster the necessary learning in early years of a child's educational experience; (3) teaching virtues and morals is an equally important piece of a child's education; and (4) all students can learn in an environment with high expectations.

MSCS will operate under a distributed leadership model. The school will be led by a principal with responsibility for instructional leadership. Deans will serve as direct managers of assigned grade levels and will assist the principal with leadership responsibilities. The leadership team will intentionally establish a positive learning environment with specific expectations, rules, procedures, and structures that help students feel welcome, supported, and safe. Specific staff development will be provided to help staff members build positive, productive, and trusting relationships with students. MSCS will utilize a school-wide behavior management program that establishes common expectations to ensure a safe and orderly environment throughout the school.

The standards of MSCS's educational program are those identified with its curriculum, and cover essential learning goals for all students. These learning goals are aligned with the Wisconsin Model Academic Standards and structured through four organizational categories: language arts, mathematics, science, and social studies. They also include character development, art, music, and physical education. The NHA educational program is characterized by common practices called "Simple Rules." The "Simple Rules" represent best practices that have been refined and codified through NHA's experience of managing charter schools. These rules are as follows: measure results; behave with care; "calendarize" priorities; manage instruction; provide essential learning goals for all students; teach virtues; utilize a formative assessment process and common curriculum tools; engage students and parents; clarify instructional intent; and demand rigor.

Student progress will be assessed through the Wisconsin Knowledge and Concepts Examination (WKCE), Measures of Academic Progress (MAP), International Competitions of Assessment in School Writing (ICAS), and the ACT Explore. All test data will be openly shared with parents, students, and the Office of Charter Schools.

Specific support for the health and safety of MSCS students will be facilitated by policy and procedures detailed in the school handbook. The handbook will include description of procedures for maintaining school discipline, including suspension and expulsion procedures. A safety and crisis handbook will also provide direction for MSCS staff.

The delivery of special education services determined by the Individualized Education Plan (IEP) Team will take place in a variety of settings, depending on the needs of the student. There will be a continuum of service delivery settings that consider the least restrictive environment when initially placing a child in special education. The school will ensure that parents of children with special needs are informed of their child's progress on a regular basis. All IEP's will be developed and monitored in compliance with federal and state guidelines.

Governance

MSCS will have significant support through its association with NHA. Of particular importance is that NHA provides a coordinated administration structure and has years of experience in developing effective and sustainable educational programs that are validated by ongoing external reviews, full enrollments, and waiting list subscriptions. The Management Agreement between MSCS, Inc., and NHA will be reviewed and approved by UW-Milwaukee

Legal Affairs prior to approval by MSCS, Inc., to ensure that it meets the University's requirements.

The five-member MSCS Board of Directors serves as the school board for MSCS. The MSCS Board of Directors is composed of experienced people from diverse sectors of the Milwaukee community.

Board members are as follows:

Christopher Abele brings a strong track record of business and community involvement to the Board of Directors, including significant experience on local education initiatives. He is President and Chief Executive Officer of the Argosy Foundation as well as a philanthropist in his own right. He serves on and has chaired numerous nonprofit boards locally, nationally and internationally. He currently chairs The Royal Shakespeare Company of America, the Milwaukee Symphony, and the Milwaukee Film Festival. Through his work with Argosy, he has created and funded programs involving Milwaukee-area public, charter and private schools, as well as the Boys and Girls Clubs and other youth-oriented organizations. Mr. Abele has received numerous awards for effective leadership and speaks regularly on leadership, philanthropy, and nonprofit best practices. *Experience: board governance, education, business*

Will Allen is a long time resident, community advocate, and acclaimed leader in Milwaukee. Chief Executive Officer of Growing Power, Inc., Mr. Allen has become a familiar face in the Havenwoods neighborhood and throughout the city for his "urban farming" initiatives that have brought healthy and sustainable food supplies to both local and international communities. He is a board member for the Agape Meal Program, the Milwaukee Hunger Task Force, the Milwaukee Lakefront Development Committee, and the Community Food Security Coalition. Most recently, Mr. Allen joined First Lady Michelle Obama's initiative to end childhood obesity, was named one of the 100 most influential people in the world by TIME magazine, and assisted in the development of the Walnut Way Conservation Corps, a grassroots initiative to revitalize the near north neighborhood. *Experience: Community development, board governance, executive leadership, organizational management*

Angela Colbert is a business owner and, formerly, a lawyer at Quarles & Brady, LLP. She is currently a member of the Board of Directors of Marquette University High School, the Milwaukee Tennis & Education Foundation and the International Swimming Hall of Fame, and formerly a board member of the University School of Milwaukee, the Milwaukee Public Museum, and the Children's Service Society. Mrs. Colbert and her husband Virgis Colbert are long-time partners of the Thurgood Marshall College Fund (TMCF) which provides scholarships and leadership training to students to attend public Historically Black Colleges and Universities. Recently, Mr. and Mrs. Colbert endowed the "Virgis and Angela Colbert Scholarship" for TMCF. *Experience: Law, board governance*

Paul Sweeney brings more than two decades of experience in business and finance to the Board of Directors, along with a history of service to the Milwaukee Public School system on education issues. He is a Founding Partner of PS Capital Partners, LLC, a private equity firm, and serves on a number of corporate and nonprofit boards, including Community Bank and Trust,

Children's Service Society of Wisconsin, Children's Health Education Center, Skylight Opera Theatre, and the Metropolitan Milwaukee Association of Commerce (MMAC). At the request of the Governor of Wisconsin and the Mayor of Milwaukee, Mr. Sweeney served on the Milwaukee Public Schools Innovation and Advisory Council, and he has worked extensively on a variety of education issues as a committee and board member of the MMAC. *Experience: board governance, education, finance*

Suzanne Terry is a longtime educator and literacy advocate who has worked closely with public, private, and charter schools in urban Milwaukee. Dr. Terry is an Associate Professor of Education in the Language and Literacy Department of Cardinal Stritch University, where she has worked for 20 years. As part of her professional and community work, she has helped create and implement successful literacy programs for K-8 students in public schools, including the A.E. Burdick School and Woodlands Charter School, as well as for St. Joan Antida High School. She is involved in a number of professional organizations, including the American Educational Research Association, National Reading Conference, Wisconsin State Reading Association, International Reading Association, and the Association for Supervision and Curriculum Development. *Experience: education, literacy, academic program development*

The main responsibility of the board will be to ensure that Milwaukee Scholars Charter School is a successful educational institution and that the needs of the students are being met. More specifically, the board will perform all functions essential to governing an effective school and be responsible for its fiscal and academic policies and for meeting the requirements of applicable laws. Over time, the board will seek new members who possess the experience and ability to individually make a meaningful contribution to the board and effectively govern the school.

NHA will provide the board with regular reports on student performance and assessment data. The board will utilize this information to assess the school's progress towards the goals specified in its Accountability Plan. The data will include student performance data from the NWEA assessments and the WKCE. It will also include pertinent operational information such as student count numbers, attrition percentages, student attendance, student discipline, at-risk population, percent of students with an Individualized Education Plan (IEP), and parent satisfaction with the school. NHA will work with school leadership to provide the board with the information needed to assess all aspects of the school's performance.

Elements of the Contract

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

1. Article One – Definitions - Key terms of the contract.
2. Article Two - Parties, Authority and Responsibilities.

3. Article Three – Obligations of the Grantee. This section is important in that it recites the requirements of the law and how the grantee will meet those requirements. This includes such topics as: school leadership, a description of the educational program, methods to attain educational goals, school governance structure, licensure of professional personnel, health and safety, admissions, financial audits, discipline, insurance standards, and other topics.
4. Article Four – Additional Obligations. This section adds additional considerations that help define the school, its practices, UW-Milwaukee administrative fees, and financial reporting.
5. Article Five – Joint Responsibilities. This section details the review of the management contracts, methods of financial payments, and performance evaluation.
6. Article Six – Notices, Reports and Inspections. This section facilitates certain aspects of UW-Milwaukee’s oversight responsibilities.
7. Article Seven – Miscellaneous Provisions. Significant in this section are the Code of Ethics provisions (7.2).
8. Article Eight – Provision Facilitating UW-Milwaukee Research. This section sets forth the guidelines that UW-Milwaukee will use to conduct research into the concept of charter schools and their impact upon educational practice.
9. Article Nine – Revocation of Agreement by UW-Milwaukee. This section establishes how the contract might be defaulted by the grantee and reasons for revocation by UW-Milwaukee. This section is critical to the idea that a charter school can be closed for not complying with the law, contract conditions, or failure to meet its educational purpose(s).
10. Article Ten – Termination by the Grantee. This is the reverse of Article 9 describing how the grantee may, under specified circumstances, terminate the contract.
11. Article Eleven – Technical Provisions. This section details standard contract language for mutual protection of the parties.

The full contract may be found at:

<http://www.uwsa.edu/news/2011/02-2011/UW-MkeScholarsCharterSchool.pdf> .

Conclusion

Approval of the contract by the UW System Board of Regents represents the final phase of the chartering process for the MSCS to be chartered under Wisconsin law by UW-Milwaukee. The Office of Charter Schools believes that the MSCS has the potential to make a positive difference in the educational lives of Milwaukee's children and is worthy of UW-Milwaukee charter status.

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999).

The University of Wisconsin-Parkside
Charter School Contract Extension
21st Century Preparatory School

EDUCATION COMMITTEE

Resolution I.1.b.(5):

That, upon recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the Board of Regents approves the extension of the charter school contract with Racine Charter One, Inc., together with amendments to the contract, maintaining a charter school known as the 21st Century Preparatory School.

**UNIVERSITY OF WISCONSIN-PARKSIDE
21ST CENTURY PREPARATORY SCHOOL
CHARTER RENEWAL**

EXECUTIVE SUMMARY

BACKGROUND

Original legislation creating charter schools was approved by the Wisconsin Legislature in 1994 and amended in 1998 through Wisconsin Statutes 118.40 (2r) to allow the University of Wisconsin-Milwaukee to grant charters within the city of Milwaukee. In 2001, the Wisconsin Legislature amended the statute further to grant chartering authority to the University of Wisconsin-Parkside. Unique to the UW-Parkside legislation are the following conditions: limitation to one charter school within the boundaries of the Racine Unified School District; an enrollment limit of 480 students in a K-8 educational context; and the requirement that the UW-Parkside Chancellor appoint one person to the charter school's board.

In February 2002, the Board of Regents authorized UW-Parkside to enter into a contract with Racine Charter One, Inc., to operate a charter school called the 21st Century Preparatory School (21st Century). The School is located at 1220 Mound Avenue, Racine, WI 53404. Currently, the school enrolls 474 students in grades K4-8, and employs 31 certified teachers. The charter contract was given a five-year renewal in February of 2006.

Accountability requirements for annual improvement and charter renewal of operating charter schools employ a high degree of rigor. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals. Renewal of a charter is usually for an additional four- or five-year period. A school may, however, receive a renewal of less than five years if significant improvements are required. Renewal of a charter is based on evidence of meaningful progress on key measures of performance as follows: student well-being; academic success; faithfulness to the charter; ability to communicate and transmit the mission; parent and student satisfaction; staff satisfaction with professional and organizational growth; viability of the charter school; fiscal stability of the charter school; and contractual compliance.

UW-Parkside initiated a review team of four faculty and three community members in April of 2010 to evaluate the self-study report and related documentation submitted by the 21st Century Preparatory School prior to the site visit. Over a period of five days, team members visited the school, observed classrooms, and participated in meetings with various stakeholders to assess compliance with the contract and assess academic performance in attaining a quality education when compared to local and state standards.

Based on the evaluation report of the review team, the UW-Parkside Office of Charter Schools and Chancellor Ford request that the 21st Century Preparatory School receive a full five-year renewal.

REQUESTED ACTION

Approval of Resolution I.1.b.(5), authorizing the extension of the charter school contract with Racine Charter One, Inc., to operate a public school known as the 21st Century Preparatory School

DISCUSSION

School Profile

The 21st Century Preparatory School is located in a converted industrial site that once housed Western Publishing Company, former publisher of Golden Books. The building's interior was renovated to make it compatible with the look and function of a typical, modern elementary school. One of the major design elements of the renovation called for classrooms to be slightly smaller than those in traditional schools, ensuring that class size would not exceed 18 students. This design decision was guided by research suggesting that reducing class size is an effective way to increase student achievement. Although the school lacks a gymnasium, its enclosed courtyard is used as a playground; its small, all-purpose auditorium provides space for indoor physical activity. The school strives to remain technologically up-to-date, and features three networked computer labs housing 125 new desktop computers and Smart Boards in every classroom. Every effort is made to integrate the use of technology into the curriculum.

Unique to the operation of the school is a longer school day (8:00 a.m. to 4:00 p.m.) and a longer school year (191 days) than traditional schools, and a 200-day teacher contract. Daily schedules are very similar to those of traditional public schools; the extended school day provides time for individual tutoring where necessary, and enrichment activities such as Suzuki violin classes, choir, a Book Buddy Program, and other high-interest programs. In addition, staff members are employed to provide tutoring from 4:00 to 4:30 p.m. for students in need of and interested in receiving extra help. Periodically over the last eight years, the issue of shortening the school day and school year to more closely match those of traditional school district calendars has been discussed. However, board members and school officials continue to believe the additional instructional time afforded by the calendar and schedule in its present form is of great benefit to students. Because busing is not available, parents transport their children to and from school.

The general educational environment of the school is serious; its climate is positive and respectful. The daily operation of the school reflects orderly, efficient student movement within the building and a minimum of behavior problems at transitional times. Teachers practice effective classroom management techniques and enforce high standards with respect to student behavior.

Students

The 2010 enrollment for the School stands at 474 students in a K4-8 program. Students in the primary and intermediate grades are taught in self-contained classrooms by a single

teacher; those in grades 6, 7, and 8 receive instruction from subject matter specialists. Approximately 85% of students return to the school each year, making kindergarten the major point of admission in any academic year. The school employs a “family friendly” admission process that gives preference to children whose siblings are already enrolled at 21st Century. Any vacancies are filled through a random-selection process conducted in the spring of each year; waiting lists are generated for most classes.

The demographic makeup of the school’s population during the 2009-2010 school year was: 52.3% African American; 31.6% White; and 15.4% Hispanic. Native American and Asian American students accounted for less than 1% of enrollment. The gender distribution was 54.4% female and 45.6% male. A total of 57.2% of the student population was considered to be economically disadvantaged and eligible for free- or reduced-price lunch. Since 2002, enrollment has reflected a steadily increasing percentage of minority and economically disadvantaged students.

During the 2009-2010 school year, 21st Century enrolled 42 students in need of special education services. Since the school opened in 2002, special education enrollment has ranged from 8-15% of the school’s population, which is in line with that of other charter schools. The school uses a full-inclusion special education delivery model. One full-time teacher and two aides are responsible for developing and implementing an Individual Education Plan (IEP) for each identified special education student. Most of the students eligible for special education services have been diagnosed with speech and language disorders; the next largest group is made up of those with learning disabilities. The school contracts with outside providers for speech and language, school psychology, and occupational therapy services.

Students at 21st Century are required to wear uniforms, and the vast majority of parents support the uniform policy. Daily attendance over the last four years has ranged from 93% to 97%. The number of disciplinary referrals has declined from a high of 1,079 in 2006-2007, to 492 in 2009-2010. The decrease in the number of referrals is attributed to the work of staff members, who have adopted a unified approach to dealing with discipline problems and more consistent practices in this area.

Curriculum

The curriculum at 21st Century follows a traditional model of reading, math, social studies, science, and language arts. Also included are art, music, and Spanish. In response to student achievement on the Wisconsin Knowledge and Concept Exam (WKCE), the School’s curriculum has undergone changes since its establishment. Staff, with board support, reviewed curricular options to improve reading and math results with particular emphasis on performance in the intermediate grades. The school adopted the Houghton Mifflin reading and math curriculum, on a trial basis, for selected classes, in grades 1-5 during the 2008-2009 school year. Positive teacher feedback in spring of 2009 led to full implementation of the program in 2009-2010. The Houghton Mifflin curriculum is also closely aligned with the Wisconsin State Standards and current public school assessment practices. Evidence of the curriculum’s impact should become apparent once 2010-2011 WKCE and Northwest Evaluation Association Measures of Academic Progress (MAP) test results are released. Another change in the

curriculum came in the form of how instruction was delivered, and involved replacing “pull out” ability grouping (high, medium and low), with “whole group” instruction. This change required teachers to begin offering highly “differentiated” instruction within the classroom.

The curriculum at the middle school level (grades 6-8) follows a traditional model. Academic core classes include language arts, math, social studies, and science; art, music and Spanish are offered as well. All classes are taught by subject area specialists.

School Governance, Leadership, and Staff

The 21st Century Preparatory School is governed by a board of twelve directors, eight of whom are eligible to serve two five-year terms. Three board positions are reserved for parents, who serve two-year terms. One board member is appointed by the UW-Parkside Chancellor, as required by the founding legislation. Indicative of the board’s commitment to the school’s original mission and goals, the board membership has been very stable, with turnover occurring only when terms of service expired. At the end of the 2009-2010 school year, four founding board members left the board after 10 years of dedicated service.

The 21st Century leadership team is led by Superintendent Robert Morelan, Ph.D. He is assisted by Principal Kathleen Vafadari, who joined the school in July 2010. Additionally, the school employs a director of student services; a social worker; a federal program/curriculum coordinator; a business manager and a technology coordinator. It also employs 31 certified teachers, an office staff of three full-time and two part-time clerical workers, and two custodians. Also on staff is a school nurse, who works 28 hours a week. The nurse works directly with students, dispensing medication and providing other services as needed; consults with parents; and provides staff in-service training. Teachers and parents have described the school nurse as a valuable asset.

The 2006 charter renewal report expressed concern about high staff turnover (30%), and suggested that this issue needed to be addressed. Current staff turnover is in the 10% to 15% range and is considered manageable by school administration. Yearly staff development objectives are part of the overall goals of the school. For 2009 -10, the focus was on in-service programs that supported implementation of the new curriculum. Other areas of staff development have focused on use of MAP data and behavior management training just to name a few. Nine additional days are built into the teacher contract to allow for staff development without disrupting the school’s 191-day school year.

Evaluation of Student Performance

21st Century was created to provide the Racine community with a school designed to help urban youth fulfill their educational potential. The school’s mission is to demonstrate that all children—including minorities and those from low-income families—have the ability not only to learn, but also to excel. As a result, teaching and learning at 21st Century is grounded in a strong, academically rigorous curriculum and high standards of teaching and learning.

Legislative and contract requirements call for all 21st Century students to take the same standardized achievement test, the Wisconsin Knowledge and Concepts Exam (WKCE), as all other public school students in the state. Additionally, the school utilizes the Northwest Measurement of Academic Performance (MAP), a method of measuring academic growth that is used by all “2r” charter schools, which are schools that are chartered through a University of Wisconsin institution. The MAP testing takes place in the fall and spring of each school year.

The data presented in this summary include: 2008 WKCE results in reading and math for African American students; 2009 WKCE results in reading and math for 21st Century students compared to overall Racine Unified District results; and 2009 WKCE result in reading and math compared to results for peer urban charter schools authorized by UW-Milwaukee. More extensive data and analysis can be found in the full evaluation reports linked to at the end of this document.

It should be noted that in 2007, 21st Century failed to make “Adequate Yearly Progress” (AYP), as defined by the “No Child Left Behind” Act of 2001, in eighth-grade math. This is believed to be due to two factors: (1) the enrollment of a number of seventh-grade students who demonstrated below-average math achievement, and (2) an ineffective eighth-grade math teacher who has since been replaced. In subsequent years, 21st Century has made AYP.

African American Student Achievement – 2008

The charter application for 21st Century included an expectation that the academic performance of African American students would exceed that of their peers attending schools in the Racine Unified School District. The school’s ultimate goal is to close the “achievement gap” between minority and disadvantaged students and their white counterparts. The two figures below document progress toward that goal.

Figure 1. WKCE Test Results - African American Students - Reading - November 2008

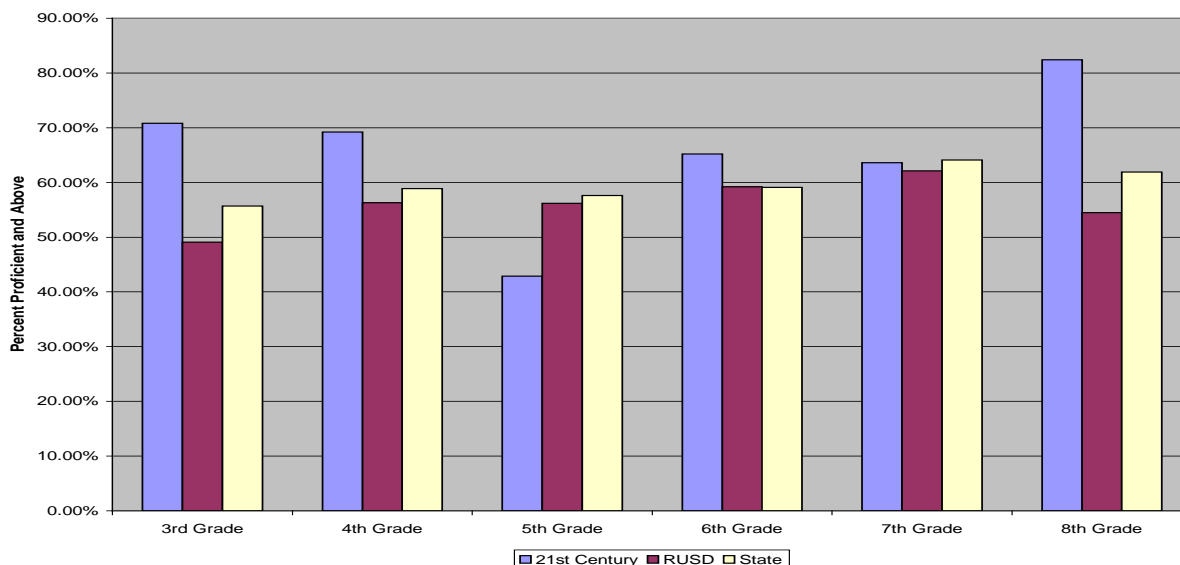
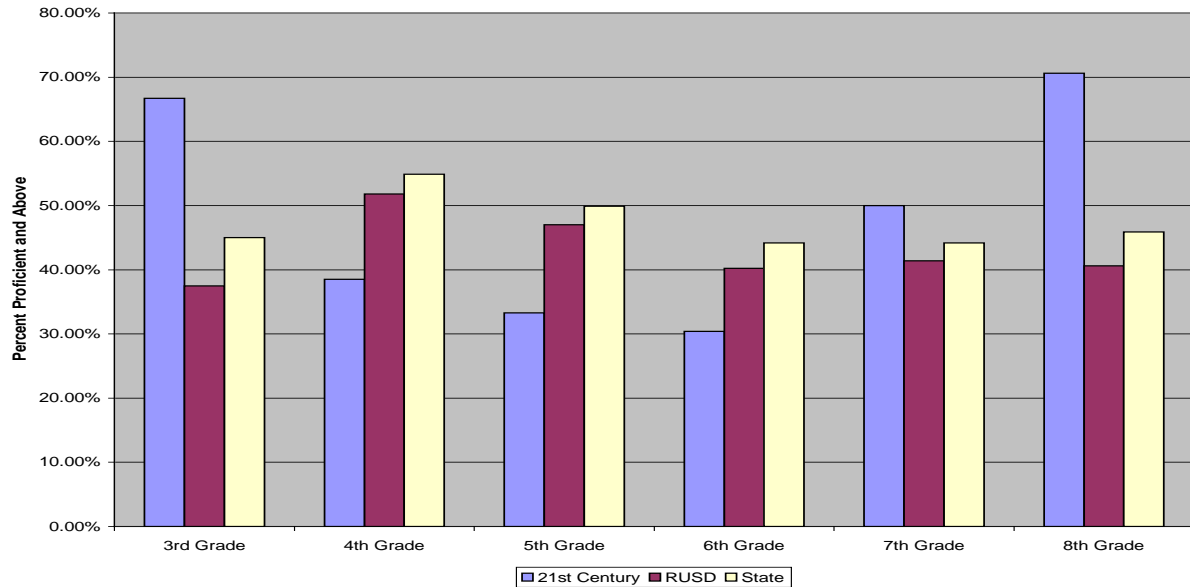


Figure 2. WKCE Test Results - African American Students - Math - November 2008



Results suggest that African American student performance in reading and math in grade 8 at 21st Century exceeds that of their peers in the Racine Unified Schools District and statewide. Consistent with data from all student groups for 2008, the results at grades 4, 5 and 6 have been lower than desired, and have served as catalysts for extensive curricular change at 21st Century, even while the cohort of students in grade 8 has made remarkable progress in both reading and math.

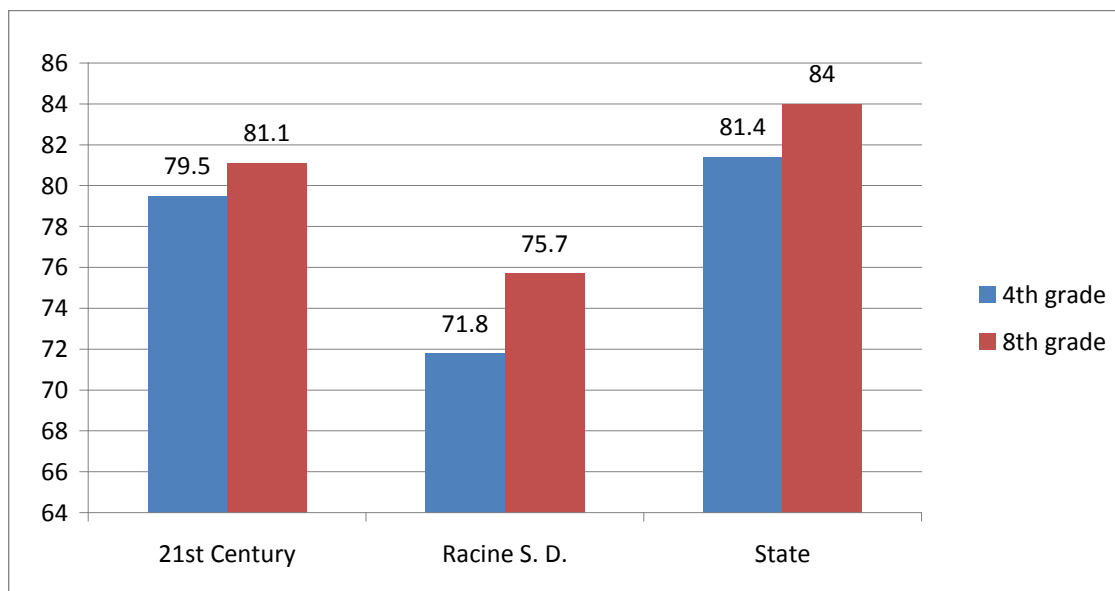
WKCE Test Results-Reading and Math – 2009

WKCE test results presented compare 21st Century student achievement to that of their peers in the Racine Unified School District, other area charter schools, and their peers statewide.

Table 1. General Demographic Characteristics 2009-2010

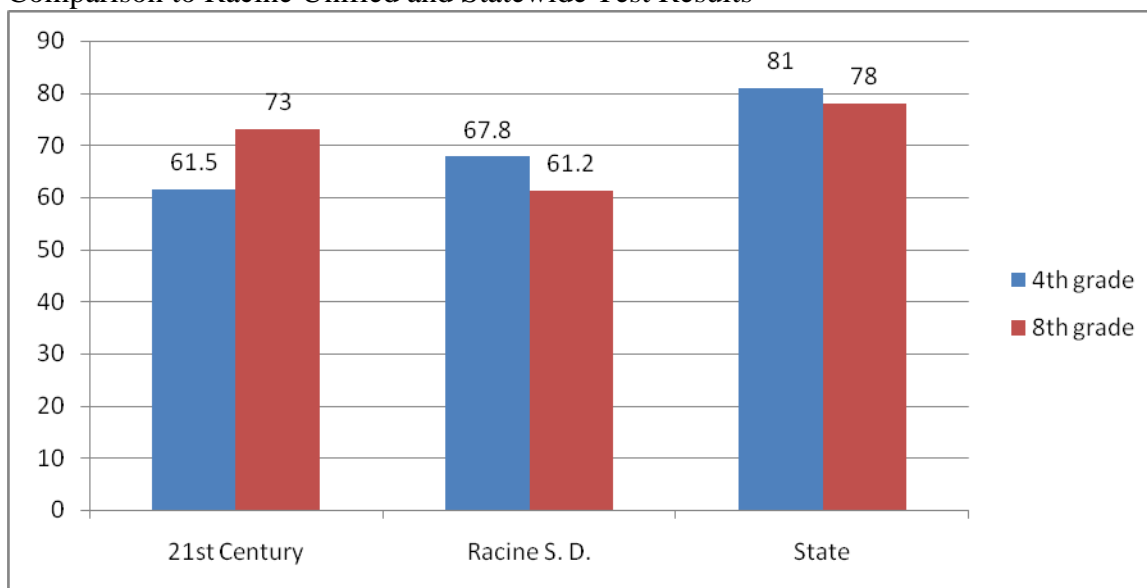
	21 st Century	Racine Unified S.D.	State of Wisconsin
% White	31.6	48.0	76.0
% African-American	52.3	27.3	10.4
% Other	16.1	24.7	13.6
% Economically Disadv.	57.2	56.7	37.2

Figure 3. WKCE Reading Test Scores - 2009 - Grades 4 & 8
Comparison to Racine Unified and Statewide Test Results



2009 Reading scores, in general, suggest that 21st Century is achieving its goal of providing an education that matches or exceeds that of other local schools. Reading scores also approach the statewide average. Of particular note is the fact that 79.5% of fourth graders scored in the advanced or proficient level in reading, the highest percentage in the school's history.

Figure 4. WKCE Math Test Scores - 2009 - Grades 4 & 8
Comparison to Racine Unified and Statewide Test Results

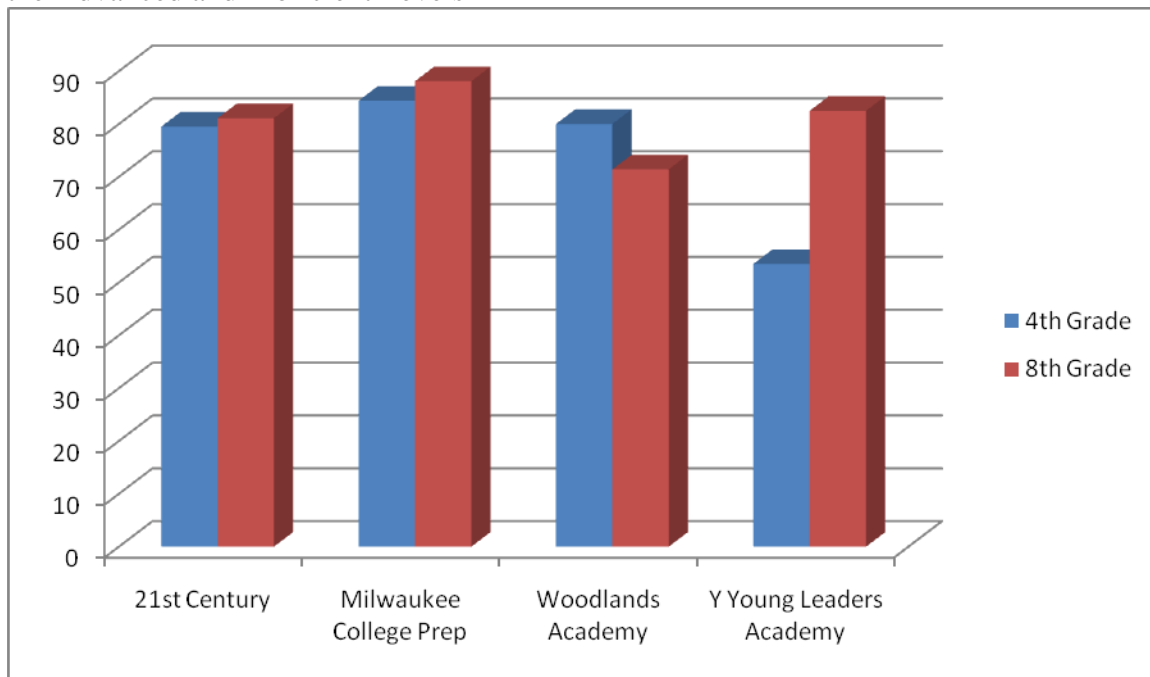


21st Century math achievement in grade 4 is lower than that of Racine Unified, while grade 8 achievement exceeds that of Racine Unified and approaches the statewide average.

Charter School Comparison

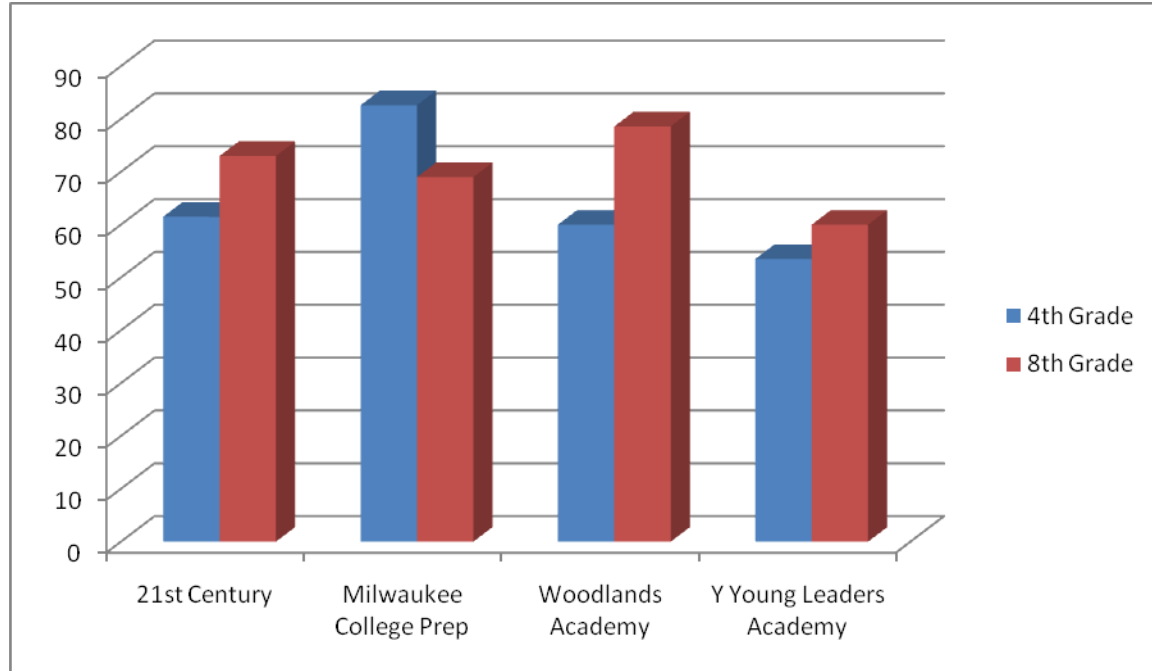
Figures 5 and 6 provide perspective on how 21st Century student achievement compares with that of students attending other area charter schools. These schools are: Milwaukee College Preparatory, one of the highest performing charters; YMCA Young Leaders; and Woodlands, which is demographically most comparable to 21st Century.

Figure 5. WKCE Reading Scores for 2009 - Grades 4 and 8 - Percentage of Students Scoring at the Advanced and Proficient Levels



	4 th Grade	8 th Grade
21 st Century	79.5	81.1
Milwaukee College Prep	84.4	88.1
Woodlands Academy	80.0	71.4
YMCA Young Leaders	53.5	82.5

Figure 6. WKCE Math Scores for 2009 - Grades 4 and 8 - Percentage of Students Scoring at the Advanced and Proficient Levels



	4 th Grade	8 th Grade
21 st Century	61.5	73.0
Milwaukee College Prep	82.6	69.0
Woodlands Academy	60.0	78.6
Y Young Leaders Academy	53.5	60.0

The above data indicate that 21st Century compares well with other successful charter schools serving urban populations in the area. From a policy and practice perspective, a detailed analysis of the instructional programs in place at Milwaukee College Prep, Woodlands Academy, and YMCA Young Leaders Academy, could help evaluate the relative merits of various curriculum models in terms of their effectiveness at boosting achievement for low-income, urban students.

In most cases, 21st Century Preparatory School students are succeeding academically, as determined by standardized test results. Especially noteworthy is the performance of African American students attending 21st Century, whose achievement in reading and math surpasses that of their peers attending other schools in the Racine Unified School District.

Conclusion and Charter Renewal Recommendation

The 21st Century Preparatory School was created to provide the Racine community with an alternative school designed to help urban youth fulfill their educational potential. The school's mission is to demonstrate that all children – including minorities and those from low-income families – have the ability not only to learn, but also to excel. As a result, teaching and

learning at 21st Century is grounded in a strong, academically rigorous curriculum and high standards of teaching and learning.

Results from the charter review process support the conclusion that 21st Century Preparatory School is meeting its mission as well as its contract requirements. The school's board of directors and leadership remain committed to the vision of providing a quality education for youth in the greater Racine community, and the school continues to demonstrate a commitment to data-driven decision-making to continually improve educational opportunity. In general, school operations conform to accepted standards of practice, fiscal management, qualified personnel, and governance practices to sustain the mission and operation of the enterprise.

Further, since the last contract review in 2006, leadership has stabilized and enrollment has remained at maximum levels with waiting lists for admission. The school has initiated curricular changes in an effort to increase academic performance, especially in mathematics, with an emphasis on intermediate grades' tested achievement. Reading and math scores at eighth grade exceed data from selected Racine Unified schools and approach state wide averages. Academic test results for African-American students at 21st Century (WKCE scores) are reported to be higher than Racine Unified School District comparative schools for eighth-grade and state-wide test results.

The school has continued to receive support from the S. C. Johnson Foundation that financed the initial capital construction costs to renovate the building that houses this school. This support will conclude at the end of 2011 as planned in the original grant. School leadership is keenly aware of this transition and has begun steps to implement a fund for future capital costs.

Based on the reports submitted by the charter school and the evaluation team, site visits, and analysis of academic performance data, the UW-Parkside Office of Charter Schools recommends a new five-year contract for Racine Charter One, Inc. Chancellor Ford concurs with this recommendation.

To see the full evaluation report, go to:

<http://www.21stprepschool.org/LinkClick.aspx?link=Charter+Renewal%2fDocument+2.pdf&tab>

The 21st Century Preparatory School charter contract may be found at:

<http://www.uwsa.edu/news/2011/02-2011/UW-ParksideCharterSchool.pdf>

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999)

Regent Resolution 8517 (March 8, 2002)

PRECOLLEGE PROGRAMS IN THE UW SYSTEM

EXECUTIVE SUMMARY

BACKGROUND

Since the early 1970s, the UW System has supported the creation and maintenance of what have become known generally as precollege programs, institutional initiatives designed to supplement the school-based learning of the state's grade school, middle school, and high school student populations. The scope of precollege programs available to young students across Wisconsin today is more wide-ranging than ever, encompassing the fields of art, music, theatre, sports, the culinary arts, and science, technology, engineering and mathematics (STEM), among others.

More importantly, precollege programs have been used as a means of ensuring access and enhancing the college readiness of underrepresented minority students and economically disadvantaged students. Here, too, there are a range of precollege offerings available to underrepresented and disadvantaged students. Some function as booster programs, providing encouragement and exposure to higher education so that young grade-schoolers develop a belief that they can go to college early on in their lives. Others operate as broker programs, providing an array of preparatory services and resources for middle school and high school students that bolster their chances of attending college. Still others are organized to work as bridge programs, ensuring that students making the transition from high school to college have the appropriate financial and educational resources they need to be successful once they have arrived on campus. Most precollege programs sponsored by UW institutions offer hybrid programs that incorporate one or two elements from each of these types of approaches.

As data from the UW System Office of Policy Analysis and Research's most recent Multicultural/Disadvantaged Precollege Programming report shows, these types of precollege programs continue to garner steady student participation over time. In 2007-08, there were approximately 16,156 program registrations made by 14,041 students, an increase of 1,731 registrations made by 12,527 students from the previous year. Of these 14,041 students, roughly 7 percent were in elementary school; 49 percent were enrolled in middle school; and 41 percent were enrolled in high school at the time of their participation. The racial/ethnic representation of these students was also diverse. Fifty-three percent were African American; 2 percent were Native American; 6 percent were Southeast Asian alone; 2 percent were Other Asian; 9 percent were White; 17 percent were Latino, and 4 percent indicated that they were two or more races. Enrollment by gender found more young women participating (57%) than young men (42%). Taken as a whole, these statistics are strong indicators that precollege programs serve as safety nets for the very students who have been historically left behind by higher education, in Wisconsin and the nation, and upon whom the success of the UW System initiative *More Graduates for Wisconsin* depends.

In February 2011, the Board of Regents Education Committee will engage in a discussion of UW-sponsored precollege programs and how they are working to ensure access and the eventual success of the state's underrepresented and disadvantaged students.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

As a part of its engagement with the core goal of “More Graduates,” one of the priorities adopted by the Education Committee for the academic year 2010-11 is “Precollege and Bridge Programs.” The highlighting of these important programs coincides with a number of efforts underway in the UW System’s Office of Equity, Diversity, and Inclusion (EDI). For example, EDI is working collaboratively with UW institutions’ PreCollege Directors and Multicultural/Disadvantaged Coordinators to establish more effective means of precollege program planning, delivery, and assessment. These efforts have been informed by the growing recognition of how vital precollege programs will be in the achievement of institutional goals related to the UW System’s *Growth Agenda* and its *More Graduates for Wisconsin* initiative.

As groundwork, EDI sponsored a two-day seminar in August, 2009, for Precollege Directors and Multicultural/Disadvantaged Coordinators and their teams focused on precollege program recruitment, retention, and assessment. The seminar was led by Dr. Watson Scott Swail, founder of the Educational Policy Institute (EPI) and a specialist in the field of precollege programs and retention. Among other important activities, participants were trained in the application and use of the “logic model,” a planning tool that helps change agents conceptualize their work from beginning to end with an eye towards linking program goals and aims to actual student outcomes. Since this meeting, Precollege Directors and Multicultural/Disadvantaged Coordinators have given presentations using the “logic model” at subsequent professional development meetings, detailing the programmatic changes and outcomes that have resulted from what they have learned over time.

EDI has also worked to integrate its *KnowHow2GoWisconsin* efforts within the UW System’s larger body of precollege efforts. Sponsored by the Lumina Foundation and The Ad Council, *KnowHow2Go* is a national campaign aimed at increasing college awareness and preparedness among the nation’s economically disadvantaged students, first-generation college goers, and underrepresented minority students. Network building, a student peer ambassador program, free on-line test preparation courses, and the maintenance of a website where best programmatic practices can be shared, are a few of the initiatives that *KnowHow2GoWisconsin* has worked on in collaboration with UW System institutions to ensure that UW students and their families have access to the requisite information and resources needed for their academic success.

Additionally, EDI has joined the National College Access Network (NCAN) which allows System institutions to access a host of resources and expertise across the country as they work to refine and enhance their precollege programmatic efforts. Home to more than 250

college access programs, providers, and institutions, NCAN is currently planning, in collaboration with EDI, an April 2011 regional meeting focused on the building of a statewide network of college access and precollege programs. EDI and NCAN will also be working collaboratively throughout 2011 to plan for and conduct an environmental scan of the precollege programs that are sponsored and supported by UW System institutions. The main intent of this scan will be to determine how to best begin building a more seamless, integrated, and effective educational pipeline of precollege programs whose outcomes can be more readily measured.

RELATED REGENT POLICIES

Regent Resolution 8970, adopted 2/11/05.

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

Status Report on Inclusive Excellence, June 2010

REVISED 2/7/11

I.2. Business, Finance, and Audit Committee

Thursday, February 10, 2011
Room 1920 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

9:30 a.m. Annual Investment Forum – Room 1920

10:00 a.m. All Regents, 1820 Van Hise

- “*Net Price: What Students Pay for College*” discussion led by Sandy Baum, Higher-education policy analyst and Skidmore College professor emeriti of economics
- “*Addressing Alcohol Use and Abuse on College Campuses*,” discussion led by Brandon Busteed, founder and CEO of Outside The Classroom, and UW-Parkside Chancellor Deborah Ford

12:30 p.m. Box Lunch

1:00 p.m. Joint Meeting of the Capital Planning and Budget Committee and the Business, Finance, and Audit Committee – Room 1920

- UW Colleges: Report on City and County Financial Support

1:30 p.m. Business, Finance, and Audit Committee – Room 1920

- a. 2010 Annual Financial Report and Auditor’s Opinion
- b. 2010 Annual Trust Funds Report
- c. Review and Adjustment of Differential Tuitions
 1. UW-River Falls Falcon Promise
[Resolution I.2.c.1.]
 2. UW-Superior Experience
[Resolution I.2.c.2.]
 3. UW-Superior Natural Sciences Differential
[Resolution I.2.c.3.]
- d. Operations Review and Audit
 1. Discussion of the 2011 Plan

2. Student Involvement and Consultation in the Allocation of Segregated University Fees
- e. UW System Information Technology Report as Required by Wis.Stats. 13.58(5)(b)(3)
 1. UW Strategic Plans for Major Information Technology Projects
 2. Project Status Report for Major Information Technology Projects
 - f. Committee Business
 1. Approval of the Minutes of the December 9, 2010 meeting of the Business, Finance, and Audit Committee
 2. Report on Quarterly Gifts, Grants, and Contracts (2nd Quarter)
 3. Update on Non-resident Tuition Programs and Reauthorization of the Return to Wisconsin Program
[Resolution I.2.f.3.]
 4. Authorization to Recruit a Limited Appointee (Dean of the Law School) at UW-Madison at a Salary Above 75% of the UW System President's Salary
[Resolution I.2.f.4.]
 5. Authorization to Recruit a Limited Appointee (Dean of the School of Business) at UW-Madison at a Salary Above 75% of the UW System President's Salary
[Resolution I.2.f.5.]
 6. Approval to Submit Rules to the Legislature: Revisions to Wisconsin Administrative Code Chapter 19 Relating to Reinstatement Period for Sick Leave Benefits
[Resolution I.2.f.6.]
 - g. Status Update on Human Resource System
 - h. Report of the Senior Vice President
 - i. Additional items which may be presented to the Committee with its approval

UW SYSTEM 2010 ANNUAL FINANCIAL REPORT AND AUDITOR'S OPINION

EXECUTIVE SUMMARY

BACKGROUND

The UW System publishes an Annual Financial Report that includes financial statements prepared in accordance with Generally Accepted Accounting Principles (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB). The statements are audited by the Legislative Audit Bureau, and also appear, in a somewhat modified format, in the State of Wisconsin's Comprehensive Annual Financial Report (CAFR).

REQUESTED ACTION

This report is submitted for information only.

DISCUSSION AND RECOMMENDATIONS

The UW System's Annual Financial Report for fiscal year 2009-2010 includes an unqualified audit opinion from the Legislative Audit Bureau, a Statement of Net Assets, a Statement of Revenues, Expenses and Changes in Net Assets, and a Statement of Cash Flows. The accompanying Notes to the Financial Statements are an integral part of the financial statements, including both disclosures required by GAAP and explanations intended to aid the reader in understanding the statements. In addition, the Annual Financial Report includes a "Management Discussion and Analysis" (MD&A) section that is intended to provide an objective and easily readable analysis of the UW System's financial activities. The UW System's Annual Financial Report may be found at <http://www.uwsa.edu/fadmin/finrep/afr.htm>.

Preceding the MD&A, financial statements, and notes, are several graphs showing some of the ten-year trend data that have been included in prior annual financial reports. Charts 1 and 2 show the amount of revenue derived, in nominal and inflation-adjusted dollars, respectively, from state appropriations, from tuition and fees, and from all other sources. From FY09 to FY10, state support decreased by \$37.7 million (3.7%); tuition revenue increased by \$73.1 million (7.8%); federal grants and contracts increased by \$80.0 million (10.9%); state, local, and private grants and contracts increased by \$66.8 million (22.4%); and gifts decreased by \$17.8 million (7.1%). State appropriations comprise less than one quarter of the total revenue (20.9%). For the first time in the last ten years, state appropriations were less than tuition and fees. Chart 3 shows the growth in university controlled endowments over the past ten years.

Finally, FY10 total expenses from all funding sources increased by \$117.3 million (2.8%) compared to the prior year's increase of \$245.8 million (6.2%).

RELATED REGENT POLICIES

None

February 10, 2011

Agenda Item I.2.a.

2010 ANNUAL FINANCIAL REPORT AND AUDITOR'S OPINION

The complete report can be viewed at <http://www.uwsa.edu/fadmin/finrep/afr.htm>



UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS

ANNUAL REPORT
Year Ended June 30, 2010

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To the UW System Board of Regents, Donors and Friends, UW Campuses and Departments

The University of Wisconsin System Trust Funds is composed mostly of gifts, grants, and bequests from individuals and corporations. Although active fundraising is primarily the purview of individual campus foundations, the University also benefits from the generosity of alumni and friends who have gifted directly to one of the UW institutions rather than through an affiliated foundation.

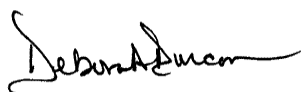
For the fiscal year ended June 30, 2010, UW System Trust Funds received \$6.6 million in gifts, down significantly from the \$13.9 million received in the prior year. Disbursements from Trust Funds to benefiting UW institutions totaled \$16.9 million, compared to \$17.4 million in fiscal year ended June 30, 2009. Consistent with donor designations, disbursements have predominately gone toward student aid, research, instruction, and public service.

Although disbursements and expenses exceeded contributions for the 2009-2010 fiscal year by almost \$11 million, strong investment returns added some \$46 million to total net asset value by year-end. This resulted in an increase in net assets of \$34.3 million. As of June 30, 2010, Trust Funds' net assets totaled \$409.3 million, compared to \$375.0 million at the end of the prior fiscal year.

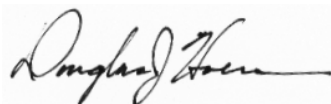
Regarding investment returns, following the steep market declines experienced over the previous two fiscal years, virtually all markets and asset classes (except “cash” or “money markets”) rebounded strongly in fiscal year 2010. For example, as measured by various market indexes, U.S. large company stocks returned 14.4 percent, developed market foreign stocks gained 6.4 percent, emerging market stocks were up 24.1 percent, high yield U.S. bonds soared by 27.5 percent, investment-grade U.S. bonds returned 9.5 percent, and U.S. Treasury Inflation Protection Securities (“TIPS”) gained 9.8 percent. The only significant laggards were commodities, gaining only 2.7 percent, direct commercial real estate, which declined 1.5 percent, and “cash,” which produced an essentially zero percent return. For the 2010 fiscal year, the widely-diversified *Long Term Fund* (used primarily for endowments) gained 12.0 percent. The *Intermediate Term Fund*, invested largely in intermediate-maturity bonds but with some equity exposure, also returned 12.0 percent for the fiscal year. Finally, the low-risk, short-term *Income Fund* returned only 0.3 percent.

The Annual Report that follows includes detailed information on the various investment funds; contributions, disbursements, and expenses; as well as statements of financial position and cash activities.

To the donors, families and friends of all our contributors, we extend our deep gratitude.



Deborah A. Durcan
Vice President for Finance & Trust Officer
University of Wisconsin System



Douglas J. Hoerr, CFA
Director & Assistant Trust Officer
University of Wisconsin System

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SECTION 1:

Overview

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OVERVIEW

The invested Trust Funds of the University of Wisconsin System (UW Trust Funds) consist predominately of gifts from individuals via wills or other trusts, as well as outright gifts from living donors, corporations (including matching gift programs), and external foundations and trusts. Such bequests and gifts come to the Board of Regents of the University of Wisconsin System (the Board) whenever the donor and documentation name the beneficiary as either the Board of Regents, directly, or any UW System institution, without specifically identifying a UW-related foundation. (UW-related foundations are independent entities with separate governing boards.) These gifts or donations originate as either, 1) “true endowments,” where the donor has in essence restricted the use of “principal” and may or may not have imposed additional restrictions as to purpose (in accounting parlance, “restricted – nonexpendable” gifts), or 2) “quasi-endowments,” where the donor has placed no restriction on use of principal and may or may not have imposed restrictions as to purpose (in accounting parlance, either “restricted – expendable” or fully “unrestricted” gifts).

Recognizing that assets invested with UW Trust Funds may have distinctly different investment time horizons, three separate investment pools (or funds) have been created. To accommodate endowed assets (where the “principal” is to be preserved into perpetuity) and other long-term investments, the *Long Term Fund* has been created. To accommodate fully expendable assets that may have a shorter or immediate investment time horizon, the *Intermediate Term Fund* and *Income Fund* have been created (collectively, the Funds). Each of these Funds are accounted for on a unitized basis, similar to a mutual fund, where investors buy and sell Fund units representing proportional shares of the Funds’ underlying investments. The investment objectives for each of the Funds are inherently different and are discussed separately below.

Long Term Fund

Used primarily for investing endowed assets, the principal investment objective of the *Long Term Fund* is to achieve, net of administrative and investment expenses, significant and attainable “real returns,” that is, nominal returns net of expenses, over and above the rate of inflation. By distributing a significant real return stream, disbursements for current expenditure will grow with the rate of inflation so as to maintain their purchasing power and support level into perpetuity. Assets invested in the *Long Term Fund* receive an annual “spending rate” distribution of a set percentage (currently four percent) of the average market value over the prior twelve quarters (three years). The spending rate percentage is reviewed periodically by Trust Funds and the Business, Finance, and Audit Committee of the Board of Regents.

Intermediate Term Fund

The primary objective of the *Intermediate Term Fund* is to provide competitive investment returns consistent with very moderate levels of volatility (ideally, equal to or lower than that expected from an intermediate, investment-grade bond portfolio) and low probability of loss of “principal.” Furthermore, the Fund seeks to maximize its expected return for any given targeted level of volatility.

Income Fund

The *Income Fund* receives spending and interest income distributions from the other Funds. All Trust Funds spending is conducted through the *Income Fund*. The primary objective of the *Income Fund* is to provide competitive investment returns consistent with the need for preservation of “principal” and immediate liquidity. Expected risk and return for the Fund is also expected to be similar to high-quality “money market” funds. By statute, this Fund must reside with the State as part of its agency-commingled State Investment Fund, and it is managed by the State of Wisconsin Investment Board.

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SECTION 2:

Investment Fund Data

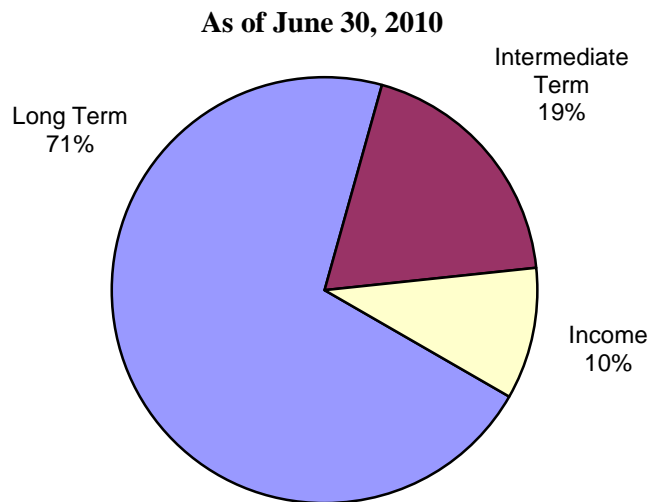
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TOTAL ASSETS
As of Fiscal Years Ended June 30

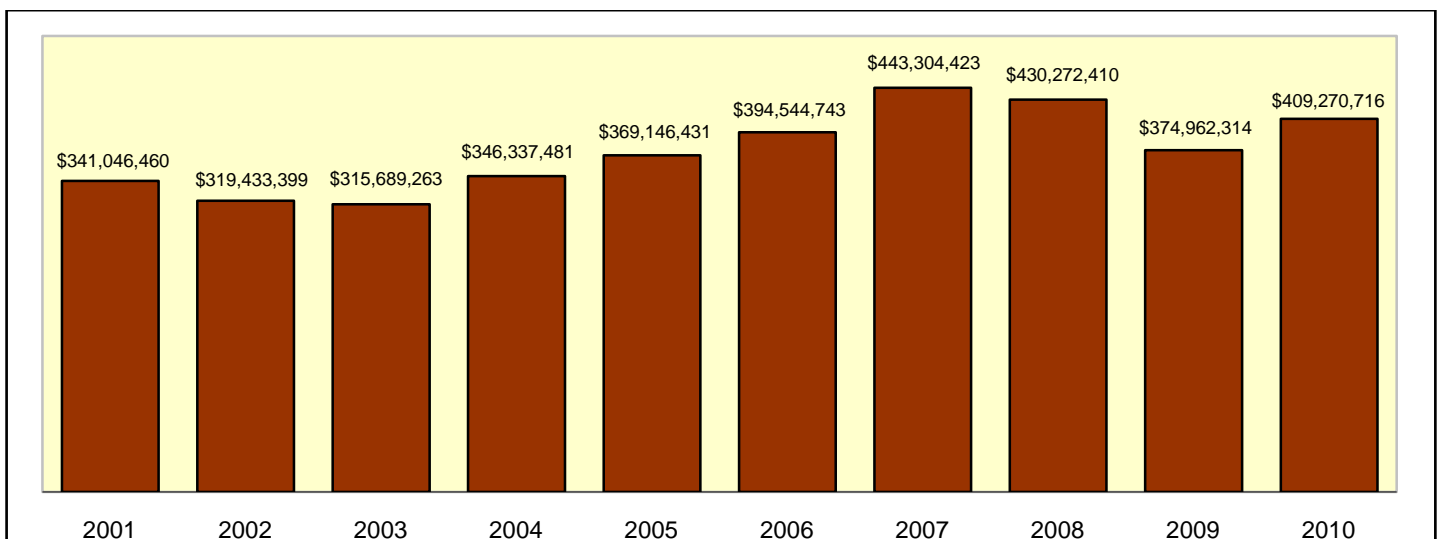
The tables and graphs below provide summary data on the invested assets of the UW System Office of Trust Funds.

MARKET VALUES AND PERCENTS BY FUND

Investment Fund	Market Values (\$millions)	
	2010	2009
Long Term Fund	\$288.6	\$269.0
Intermediate Term Fund	78.0	66.2
Income Fund	42.7	39.8
TOTAL	\$409.3	\$375.0



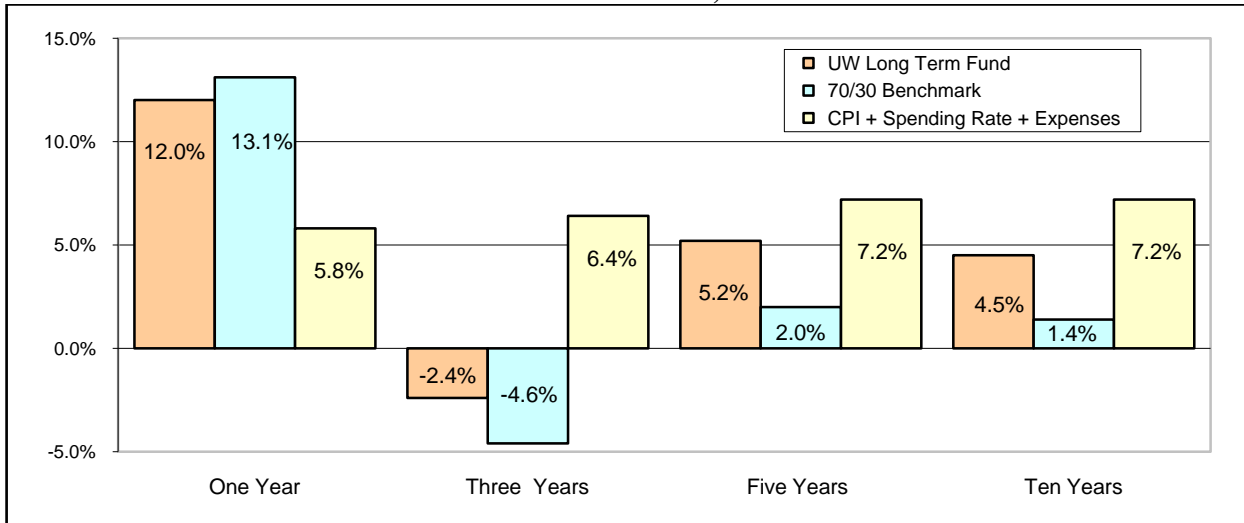
CHANGE IN TOTAL NET ASSETS



LONG TERM FUND
As of Fiscal Years Ended June 30

The following chart depicts the investment performance of the *Long Term Fund* for the most recent fiscal year as well as over longer periods. For comparative purposes, the performance of the following benchmarks are also shown: a more “traditional” and passive portfolio consisting of 70 percent global equities and 30 percent bonds; and a “target” or “hurdle” rate consisting of the inflation rate, plus the spending distribution rate, plus expenses.

INVESTMENT PERFORMANCE
As of June 30, 2010



The annual “spending rate” distribution for the *Long Term Fund* has remained at four percent since June 30, 2005. The ten-year history of the spending rate and dollar distributions is given in the table below.

**TEN-YEAR HISTORY OF
SPENDING RATES AND DISTRIBUTIONS**

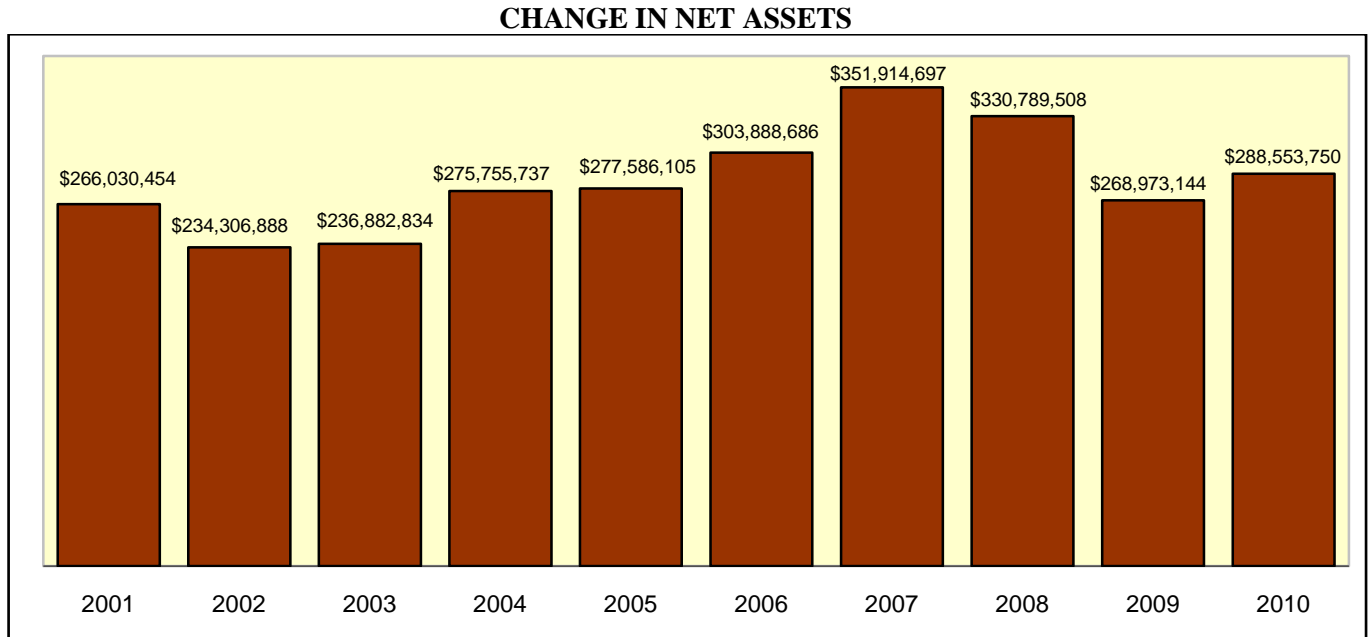
Fiscal Year	Spending Rate	Distribution
2001	5.0%	13,374,215
2002	5.0%	13,451,186
2003	4.9% ¹	12,466,702
2004	4.5%	10,902,801
2005	4.4% ²	10,836,217
2006	4.0%	10,704,542
2007	4.0%	11,636,132
2008	4.0%	12,683,559
2009	4.0%	12,809,947
2010	4.0%	12,414,177
TEN YEAR TOTAL		\$ 121,279,478

¹ This reflects a 5.0% annual rate for the first three quarters and a 4.5% rate for the fourth quarter.

² This reflects a 4.5% annual rate for the first three quarters and a 4.0% rate for the fourth quarter.

LONG TERM FUND
As of Fiscal Years Ended June 30

Contributing to the overall change in the *Long Term Fund's* net assets are the following: new gifts, plus investment returns, less spending distributions and expenses. The following chart depicts the historical change in net assets of the Fund.

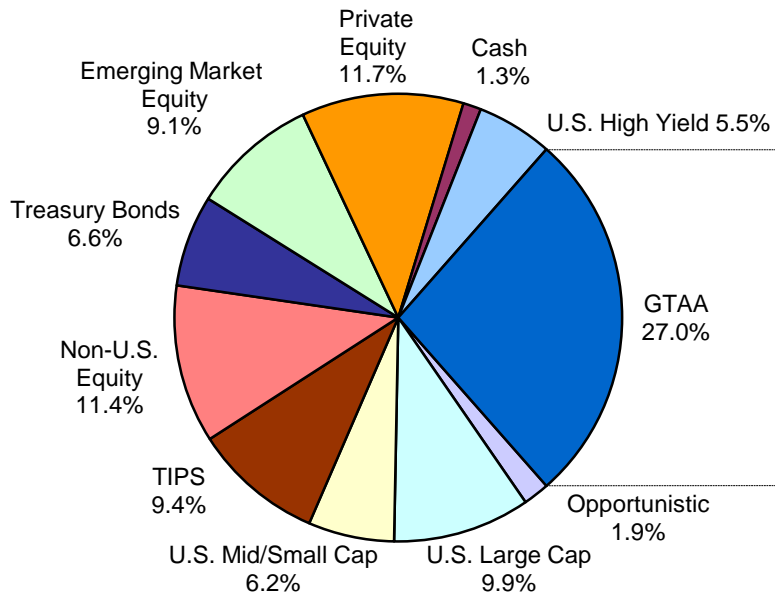


The graphs and charts that follow, present information on the Fund's asset allocation, investment managers, and investment positions.

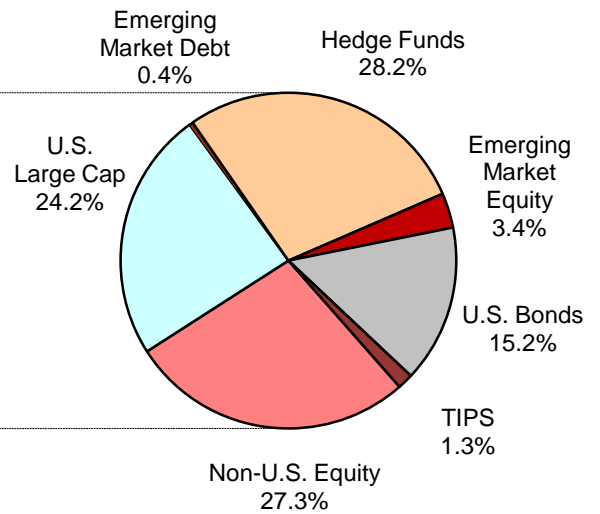
LONG TERM FUND
As of Fiscal Year Ended June 30, 2010

ASSET/STRATEGY ALLOCATIONS

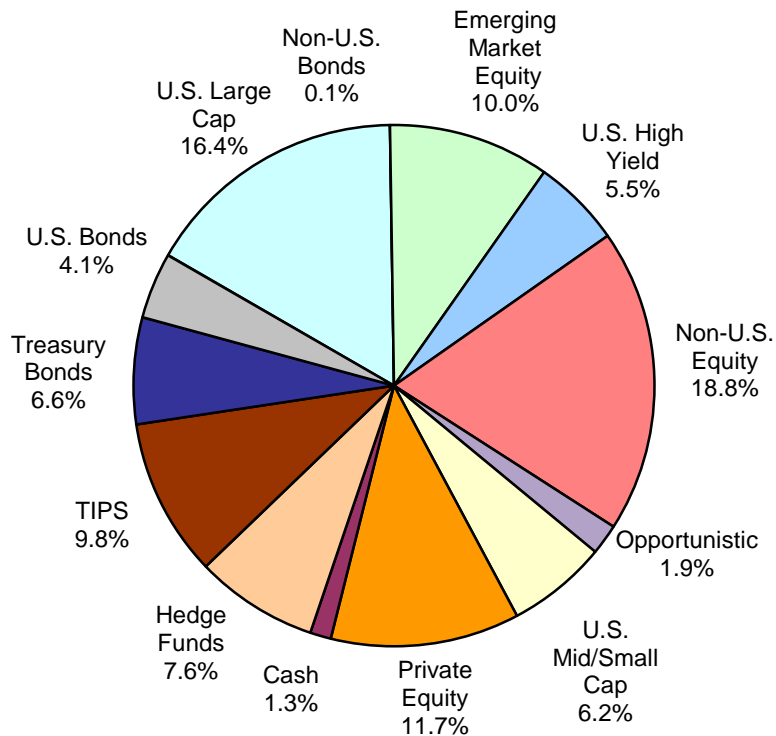
Total Portfolio Asset/Strategy Allocation



Global Tactical Asset Allocation



Total Effective Portfolio Asset Allocation



<p style="text-align: center;">LONG TERM FUND As of Fiscal Years Ended June 30</p>

ALLOCATION BY INVESTMENT MANAGER AND ASSET/STRATEGY CLASS

	2010		2009	
	Market Value	% of Fund	Market Value	% of Fund
Global Tactical Asset Allocation				
GMO Real Return Balanced Strategy	\$77,969,057	27.0%	\$80,917,507	30.1%
U.S. Equities - Large Cap				
UBS Global Asset Management	28,693,447	9.9%	25,906,261	9.6%
U.S. Equities – Mid/Small Cap				
300 North Capital	6,710,350	2.4%	8,367,766	3.1%
Russell 2000 ETF	5,624,246	1.9%	4,703,446	1.8%
Russell Mid-Cap ETF	5,584,737	1.9%	4,548,742	1.7%
		6.2%		6.6%
Non-U.S. Developed Market Equities				
UBS Global Asset Management	32,838,282	11.4%	29,240,208	10.9%
Emerging Market Equities				
GMO Emerging Markets Fund	26,208,974	9.1%	21,947,411	8.2%
U.S. High Yield Fixed Income				
Seix Advisors High Yield Fund	15,876,683	5.5%	15,312,577	5.7%
Private Equity/Venture Capital				
Adams Street Partners	20,084,527	7.0%	15,959,249	5.9%
JP Morgan Investment Management	13,678,207	4.7%	11,022,781	4.1%
		11.7%		10.0%
U.S. Investment-Grade Fixed Income				
Applied Security Analysis Program	45,928,214	16.0%	42,819,100	15.9%
U.S. Cash and Cash Equivalents				
Mellon Common Trust Investment Fund	3,694,707	1.3%	4,163,515	1.5%
Opportunistic				
GMO Emerging Illiquid Fund	5,662,319	1.9%	4,064,571	1.5%
TOTALS	\$ 288,553,750	100.0%	\$ 268,973,144	100.0%

<p style="text-align: center;">LONG TERM FUND As of Fiscal Year Ended June 30, 2010</p>
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SUMMARY OF INVESTMENT POSITIONS

Public Equities – 51.4% of Fund

<u>Top Ten Country Positions</u>	<u>% of Equities</u>
Unites States	47.6%
United Kingdom	6.8%
Japan	6.0%
Korea	3.9%
Russia	3.5%
Brazil	2.9%
Germany	2.6%
India	2.6%
China	2.2%
Canada	2.1%
TOTAL	76.6%

<u>Top Ten Sector Positions</u>	<u>% of Equities</u>
Financials	22.2%
Information Technology	13.3%
Consumer Discretionary	10.5%
Industrials	10.4%
Consumer Staples	8.6%
Energy	8.3%
Health Care	7.3%
Materials	7.1%
Telecommunications	4.8%
Utilities	2.6%
TOTAL	95.1%

<u>Top Ten Holdings</u>	<u>% of Equities</u>
Johnson & Johnson	1.2%
Exxon Mobil	0.9%
GlaxoSmithKline	0.9%
Procter & Gamble	0.9%
Roche AG	0.8%
Samsung	0.8%
Vodafone	0.7%
Oao Gazprom	0.7%
PepsiCo	0.7%
Apple Inc.	0.6%
TOTAL	8.2%

Fixed Income – 26.1% of Fund

<u>Top Country Positions</u>	<u>% of Fixed Income</u>
Unites States	99.7%
Non-U.S.	0.3%
TOTAL	100.0%

<u>Top Sector Positions</u>	<u>% of Fixed Income</u>
U.S. TIPS	38.9%
Cash and Cash Equivalents	32.3%
Corporate Bonds	26.6%
Asset Backed Securities	1.9%
TOTAL	99.7%

<u>Top Ten Non-Govt Holdings</u>	<u>% of Fixed Income</u>
GMAC	0.3%
Ford Motor Credit	0.2%
United Rental	0.2%
Bank of America	0.2%
Icahn Enterprises	0.2%
Hertz Corp.	0.2%
Wind Acquisition Inc.	0.2%
Hertz Corp.	0.1%
Community Health	0.1%
CIT Group	0.1%
TOTAL	1.8%

<u>Average Portfolio Maturity</u>	6.4 Years
<u>Average Portfolio Duration</u>	4.5 Years
<u>Average Portfolio Quality</u>	AA-

Cash – 1.3% of Fund

Mellon Common Trust Investment Fund	100.0%
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<p style="text-align: center;">LONG TERM FUND As of Fiscal Year Ended June 30</p>
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SUMMARY OF INVESTMENT POSITIONS

Hedge Funds – 7.6% of Fund

<u>Hedge Fund Classifications</u>	<u>% of Hedge Funds</u>
Market Neutral/Absolute Return	100.0%

<u>Number of Fund Holdings</u>	11
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<u>Top Five Funds</u>	<u>% of Hedge Funds</u>
GMO Completion	16.7%
GMO Mean Reversion	16.3%
GMO Tactical Opportunities	15.6%
GMO Global Macro	12.4%
<u>GMO Aggressive Long/Short</u>	<u>9.9%</u>
<u>TOTAL</u>	<u>70.9%</u>

Opportunistic – 1.9% of Fund

<u>Investment</u>	<u>% of Opportunistic</u>
GMO Emerging Illiquid Fund, L.P.	100%

Private Equity – 11.7% of Fund

<u>U.S./Non-U.S. Positions</u>	<u>% of Private Equity</u>
U.S.	76.3%
Non-U.S.	23.7%
<u>TOTAL</u>	<u>100.0%</u>

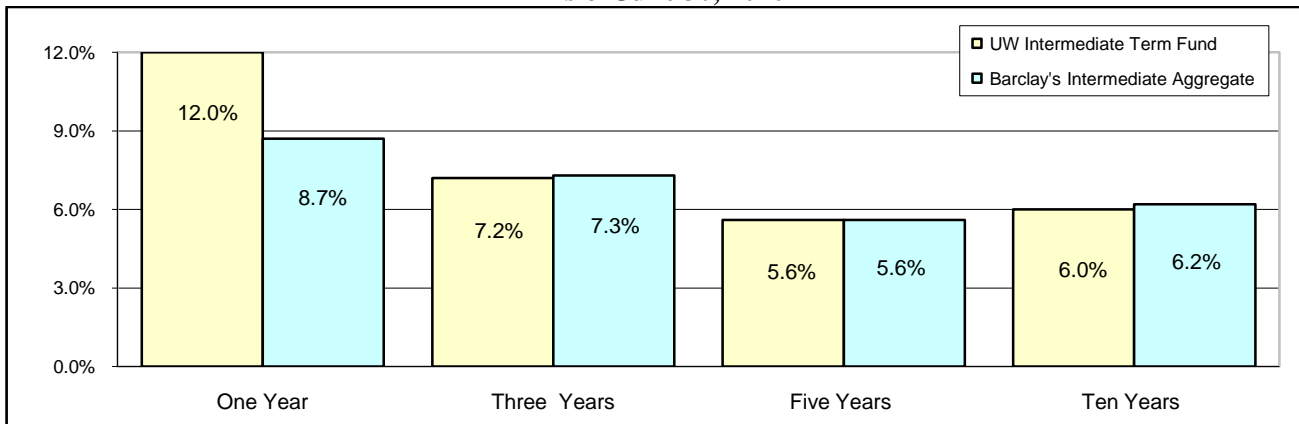
<u>Types of Partnerships</u>	<u>% of Private Equity</u>
Buyouts	48.4%
Venture Capital	28.6%
Special Situations	12.8%
<u>Debt/Restructuring</u>	<u>10.2%</u>
<u>TOTAL</u>	<u>100.0%</u>

<u>Investment Program Inception</u>	2002
<u>Number of Vintage Years</u>	9
<u>Number of Partnerships</u>	499
<u>Number of Underlying Companies</u>	7,708

INTERMEDIATE TERM FUND
As of Fiscal Years Ended June 30

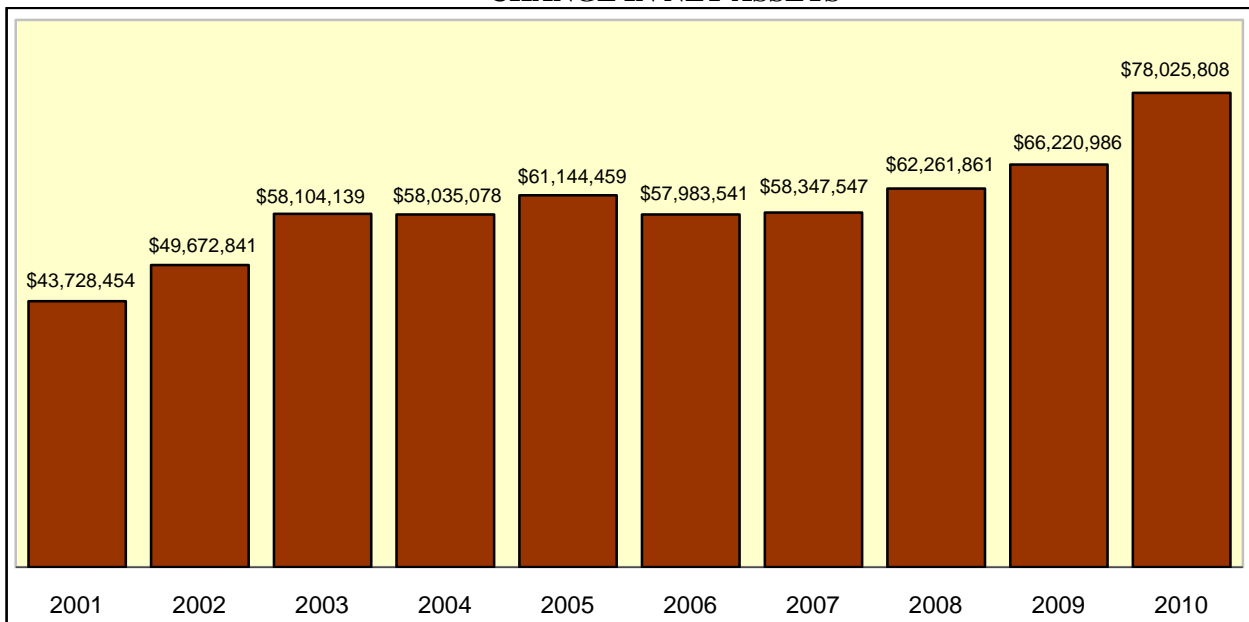
The following chart depicts the investment performance of the *Intermediate Term Fund* for the most recent fiscal year as well as over longer periods. Also shown is the performance of a passive, benchmark index – the Barclay’s Intermediate Aggregate Bond Index.

INVESTMENT PERFORMANCE
As of June 30, 2010



Contributing to the overall change in the *Intermediate Term Fund's* assets are the following: new gifts, plus investment returns, less interest income distributions, expenses, and expenditures of principal. The following chart depicts the historical change in net assets of the Fund.

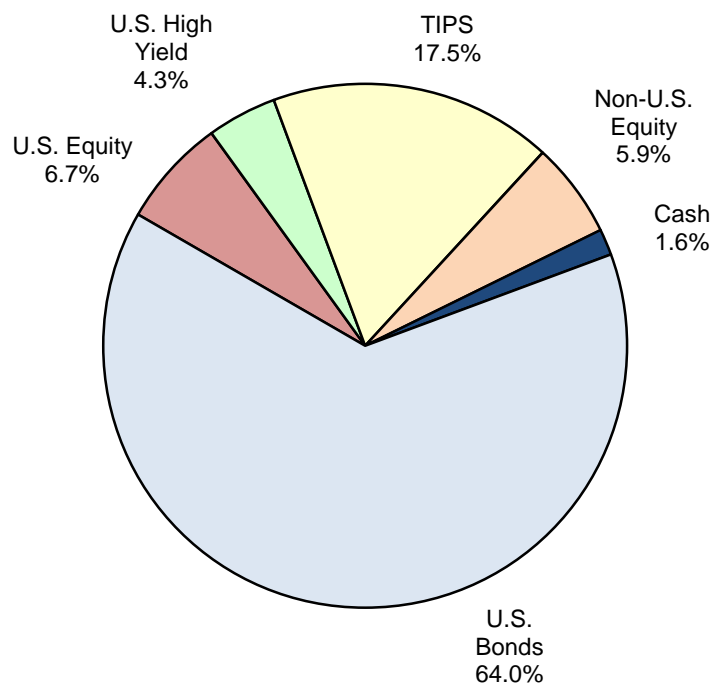
CHANGE IN NET ASSETS



The graphs and charts that follow present information on the Fund’s asset allocation, investment managers, and investment positions.

INTERMEDIATE TERM FUND
As of Fiscal Years Ended June 30

ASSET/STRATEGY ALLOCATIONS



ALLOCATION BY INVESTMENT MANAGER AND ASSET CLASS

	2010		2009	
	Market Value	% of Fund	Market Value	% of Fund
U.S. Equities – Large Cap				
S&P 500 ETF	\$ 5,191,999	6.7%	\$ 4,305,634	6.5%
Non-U.S. Developed Market Equities				
MSCI EAFE ETF	4,594,252	5.9%	4,203,800	6.4%
U.S. High Yield Fixed Income				
Seix Advisors High Yield Fund	3,362,179	4.3%	3,075,005	4.6%
U.S. Investment-Grade Fixed Income				
Reams Asset Management	39,393,088	50.5%	34,992,599	52.8%
Barclays TIPS ETF	13,668,522	17.5%	9,701,335	14.1%
Applied Security Analysis Program	10,534,617	13.5%	9,342,334	14.7%
		<u>81.5%</u>		<u>81.6%</u>
U.S. Cash and Cash Equivalents				
Mellon Common Trust Investment Fund	1,281,151	1.6%	600,278	0.9%
TOTALS	\$ 78,025,808	100.0%	\$ 66,220,986	100.0%

<p style="text-align: center;">INTERMEDIATE TERM FUND As of Fiscal Year Ended June 30, 2010</p>
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Public Equities – 12.6% of Fund

<u>Top Ten Country Positions</u>	<u>% of Equities</u>
Unites States	53.1%
United Kingdom	10.0%
Japan	9.9%
France	4.5%
Australia	4.0%
Switzerland	3.7%
Germany	3.6%
Spain	1.8%
Sweden	1.5%
Netherlands	1.3%
TOTAL	93.4%

<u>Top Ten Sector Positions</u>	<u>% of Equities</u>
Financials	19.7%
Information Technology	12.2%
Industrials	11.5%
Consumer Staples	10.6%
Consumer Discretionary	10.3%
Health Care	10.1%
Energy	9.3%
Materials	6.8%
Utilities	4.4%
Telecommunications	4.4%
TOTAL	99.5%

<u>Top Ten Holdings</u>	<u>% of Equities</u>
Exxon Mobil	1.6%
Apple Inc.	1.3%
Microsoft	1.0%
General Electric	1.0%
Johnson & Johnson	0.9%
Proctor & Gamble	0.9%
IBM	0.9%
AT&T	0.9%
Nestle SA	0.8%
HSBC Holdings	0.8%
TOTAL	10.0%

Fixed Income – 85.8% of Fund

<u>Top Country Positions</u>	<u>% of Fixed Income</u>
Unites States	100.0%

<u>Top Sector Positions</u>	<u>% of Fixed Income</u>
Corporate & Private Placements	29.0%
U.S. TIPS	20.0%
U.S. Government	19.7%
U.S. Government Mortgages	17.2%
Commercial Mortgage Backed	5.9%
Asset-Backed	5.2%
Money Market	3.0%
TOTAL	100.0%

Number of Non-Government Holdings 444

<u>Top Ten Non-Govt Holdings</u>	<u>% of Fund</u>
New Valley Generation	2.2%
Wachovia Bank Mortgage	1.6%
JP Morgan Chase	1.4%
General Electric	1.0%
Credit Suisse	1.0%
Bank of America	0.9%
Monumental Global	0.7%
Time Warner	0.6%
Verizon	0.5%
Farmers Insurance Exchange	0.5%
TOTAL	10.4%

Average Portfolio Maturity 5.5 Years
Average Portfolio Duration 3.8 Years
Average Portfolio Quality AA+

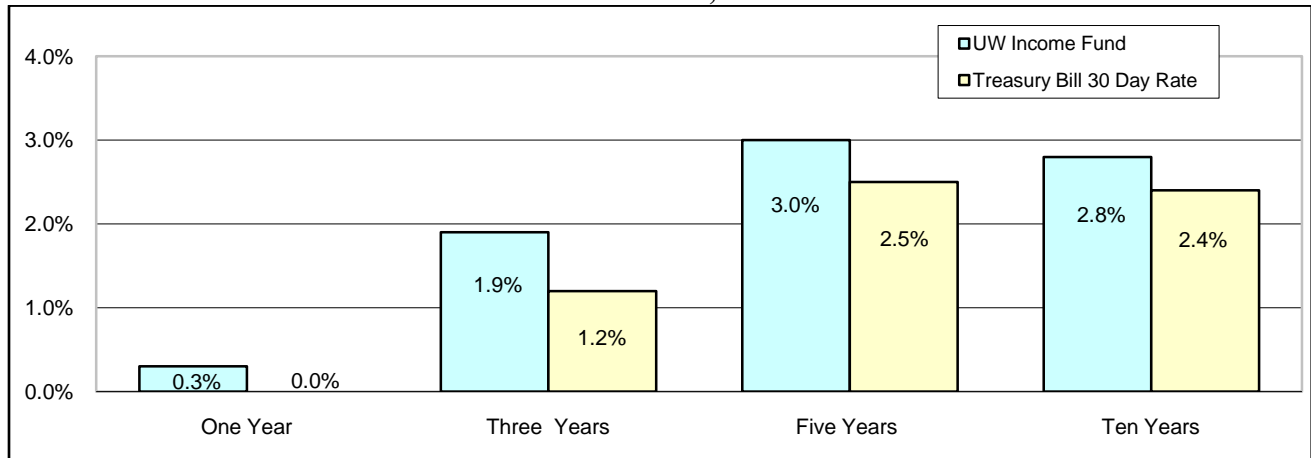
Cash – 1.6% of Fund

Mellon Common Trust Investment Fund 100.0%

INCOME FUND
As of Fiscal Years Ended June 30

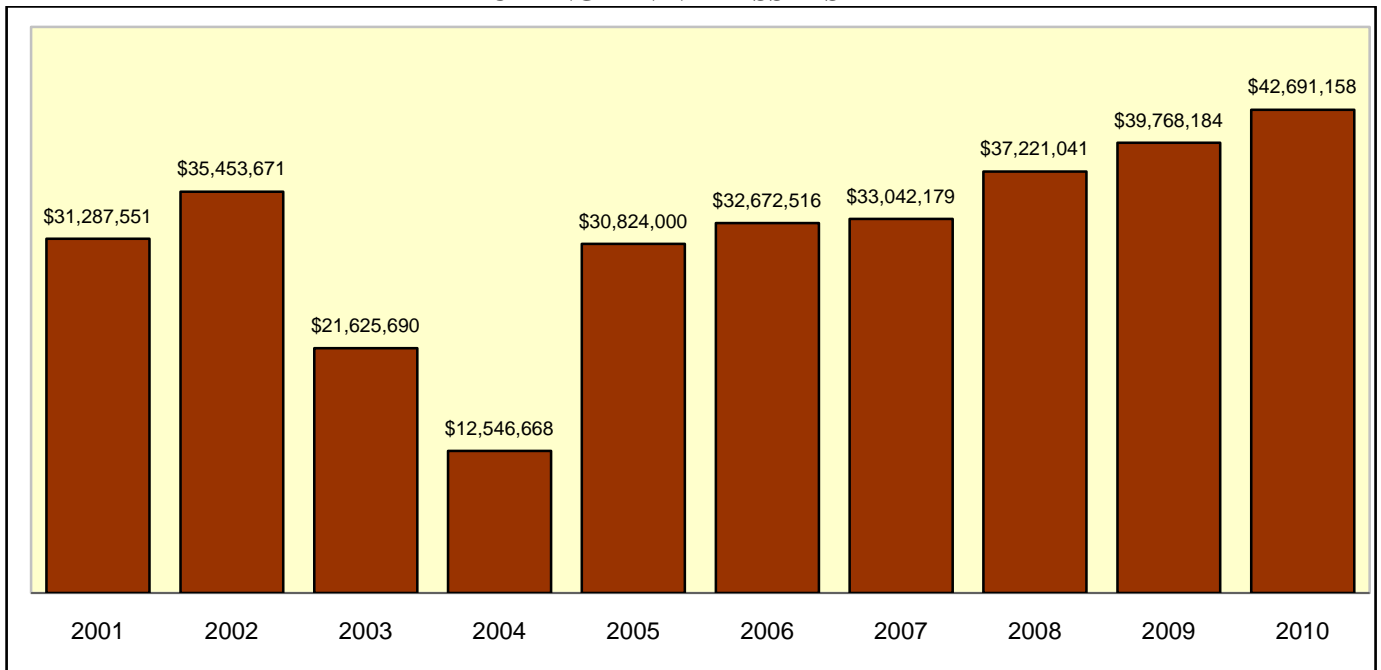
The following chart depicts the investment performance of the *Income Fund* for the most recent fiscal year as well as over longer periods. Also shown, for comparative purposes, is the performance of 30-day Treasury Bills.

INVESTMENT PERFORMANCE
As of June 30, 2010



Contributing to the overall change in the *Income Fund's* net assets are the following: interest income and spending rate distributions received from the *Intermediate* and *Long Term Funds*, plus interest earnings, less expenses and expenditures. The following chart depicts the historical change in net assets of the Fund.

CHANGE IN NET ASSETS



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SECTION 3:

Gifts and Disbursement Data

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<p style="text-align: center;">GIFTS For Fiscal Years Ended June 30</p>
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2010 GIFTS BY TYPE OF GIFT

Gift Type	Total Gifts	Number of Gifts
General Gifts	\$ 3,448,329	402
Bequests	3,191,660	105
Matching Gifts	440	6
TOTAL	\$ 6,640,429	513

Note: General Gifts are generally gifts received from individual living donors, corporations, or foundations. Bequests are generally gifts made through a will or other form of legal trust. Matching Gifts are generally those made by employers or other organizations to match the gifts made by individuals.

2010 GIFTS BY ENDOWMENT CATEGORY

Endowment Category	Total Gifts	Percentage
Quasi Endowment	\$ 5,318,656	80.1%
True Endowment	807,338	12.2%
Designated Endowment	514,435	7.7%
TOTAL	\$ 6,640,429	100.0%

Note: Quasi Endowments are those where the donor has not restricted use of principal. True Endowments are those gifts where the donor has in essence restricted the use of principal. Designated Endowments are those where the donor has not restricted principal, but the benefiting institution or Board of Regents have elected to do so.

2010 GIFTS BY USAGE DESIGNATION

Usage Designation	Total Gifts	Percentage
Miscellaneous	\$ 3,017,124	45.5%
Public Service	2,198,903	33.1%
Student Aid	1,125,082	16.9%
Research	257,276	3.9%
Instruction	42,044	0.6%
TOTAL	\$ 6,640,429	100.0%

Note: The Miscellaneous designation generally indicates that the gift could be used for a purpose not falling strictly within one of the other classifications, for purposes falling within multiple classifications, or for fully discretionary purposes.

<p style="text-align: center;">GIFTS For Fiscal Years Ended June 30</p>
--

2010 GIFTS BY CAMPUS AND COLLEGE

Campus	Total Gifts	Number of Gifts
Madison		
General Education Administration	\$ 1,183,744	8
College of Letters and Science	1,074,268	195
School of Medicine and Public Health	775,763	54
College of Engineering	613,289	18
College of Nursing	345,162	19
Graduate School	274,846	2
School of Business	105,000	2
General Services	101,162	7
School of Human Ecology	97,006	3
School of Pharmacy	81,857	3
School of Education	39,770	32
College of Agriculture & Life Sciences	18,375	9
Academic Services	15,333	1
Officer Education	3,027	10
Madison Subtotal	\$ 4,728,602	363
Extension	2,198,903	50
Superior	47,064	4
Milwaukee	24,909	30
Whitewater	15,333	1
Parkside	9,925	5
Stevens Point	3,000	3
Green Bay	300	3
Colleges	210	3
System Administration	(387,816)	51
TOTAL	\$ 6,640,429	513

Note: The categories of General Education Administration and General Services reflect gifts that are administered by campus administrative units not tied to a specific college or department. These primarily involve student scholarship and loan funds. The gift amount for System Administration is also impacted by timing differences between when new gifts are deposited into the System pending account, and when they are transferred out to individual permanent accounts.

TEN-YEAR HISTORY OF TOTAL GIFTS

Fiscal Year	Total Gifts	As Percent of Prior Year Principal Market Value
2001	\$ 12,643,480	3.8%
2002	11,558,611	3.6%
2003	10,789,314	3.6%
2004	12,805,149	4.3%
2005	8,640,969	2.6%
2006	8,059,469	2.3%
2007	16,478,500	4.5%
2008	11,617,369	3.2%
2009	13,891,569	3.5%
2010	6,640,429	2.0%
TEN YEAR TOTAL	\$ 113,124,859	AVERAGE 3.3%

<p style="text-align: center;">DISBURSEMENTS For Fiscal Years Ended June 30</p>
--

2010 DISBURSEMENTS BY DESIGNATION

Designation	Total Disbursements	Percentage
Research	\$ 7,585,552	44.0%
Student Aid	3,470,818	20.1%
Extension & Public Service	2,295,802	13.3%
Academic Support	1,940,467	11.3%
Instruction	958,539	5.6%
Physical Plant	282,739	3.8%
Student Services	277,076	1.6%
General Operations & Services	42,393	0.2%
Auxiliary Services	8,919	0.1%
Library	1,392	0.0%
TOTAL	\$ 16,863,697	100.0%

TEN-YEAR HISTORY OF TOTAL DISBURSEMENTS

Fiscal Year	Total Disbursements	As Percent of Prior Year Principal Market Value
2001	\$ 17,350,809	5.3%
2002	18,700,470	5.9%
2003	17,014,555	5.7%
2004	21,771,311	7.4%
2005	20,412,504	6.1%
2006	22,382,067	6.5%
2007	24,980,366	6.5%
2008	20,348,667	5.6%
2009	17,446,575	4.4%
2010	16,863,697	5.0%
TOTAL	\$ 197,271,021	AVERAGE 5.8%

<p style="text-align: center;">TOTAL BALANCES As of Fiscal Year Ended June 30, 2010</p>
--

2010 TOTAL FUNDS BY CATEGORY

Category	Principal Market Value	Percentage	Number of Accounts
True Endowment	\$ 163,767,859	41.8%	558
Quasi Endowment	143,592,094	36.7%	822
Designated Endowment	83,648,481	21.5%	134
Term Endowment	137,236	0.0%	2
TOTAL	\$ 391,145,670	100.0%	1,516

Note: The total market value shown in the table above and the two that follow reflect only what is classified as "principal" by the Trust Funds accounting system. Therefore, it does not equal the total Trust Funds market value shown elsewhere in this report, which includes "income." Essentially, total principal market value consists of the market values of the *Long Term* and *Intermediate Term Funds*, plus that portion of the *Income Fund* designated as "principal," which is generally monies awaiting investment in the other Funds.

2010 TOTAL FUNDS BY USAGE DESIGNATION

Usage Designation	Principal Market Value	Percentage	Number of Accounts
Miscellaneous	\$ 167,922,778	42.9%	506
Student Aid	111,658,953	28.5%	655
Research	76,889,918	19.7%	232
Library	12,761,278	3.3%	54
Public Service	12,065,892	3.1%	28
Instruction	8,660,749	2.2%	31
Physical Plant	1,142,702	0.3%	7
General Operations	31,610	0.0%	1
Auxiliary Services	11,790	0.0%	2
TOTAL	\$ 391,145,670	100.0%	1,516

Note: The Miscellaneous designation generally indicates that the gift could be used for a purpose not falling strictly within one of the other classifications, for purposes falling within multiple classifications, or for fully discretionary purposes.

<p style="text-align: center;">TOTAL BALANCES As of Fiscal Year Ended June 30, 2010</p>
--

2010 TOTAL FUNDS BY CAMPUS AND COLLEGE

Campus	Principal Market Value	Percentage	Number of Accounts
Madison			
School of Medicine and Public Health	\$ 68,764,851	17.6%	340
College of Ag & Life Sciences	53,868,048	13.8%	166
College of Letters & Sciences	51,765,673	13.2%	324
General	43,101,875	11.0%	5
General Services	23,572,965	6.0%	77
General Education Administration	16,837,817	4.3%	15
Graduate School	16,833,458	4.3%	32
Business Services	14,629,300	3.7%	24
College of Engineering	9,980,031	2.6%	60
School of Education	6,281,657	1.6%	43
School of Nursing	5,991,068	1.5%	22
General Library	5,847,355	1.5%	16
School of Business	5,461,201	1.4%	21
Division of International Studies	3,753,776	1.0%	4
School of Human Ecology	3,693,598	0.9%	26
School of Pharmacy	3,322,150	0.8%	22
Academic Services	2,727,298	0.7%	9
Law School	2,213,704	0.7%	29
Other	1,805,168	0.5%	11
University Housing	914,207	0.2%	3
Intercollegiate Athletics	903,305	0.2%	8
School of Veterinary Medicine	373,895	0.1%	6
Officer Education (ROTC)	56,623	0.0%	3
Madison Subtotal	\$ 342,699,023	87.6%	1,266
Extension	\$ 13,011,824	3.3%	31
System Administration	12,480,525	3.2%	24
Milwaukee	9,537,304	2.4%	88
Platteville	3,427,369	0.9%	6
Superior	2,383,221	0.6%	14
La Crosse	2,220,690	0.6%	7
Parkside	1,131,670	0.3%	21
Colleges	1,078,617	0.3%	14
Eau Claire	796,738	0.2%	5
Oshkosh	702,920	0.2%	6
Stout	701,118	0.2%	10
Whitewater	459,834	0.1%	12
Green Bay	340,898	0.1%	4
Stevens Point	130,812	0.0%	4
River Falls	43,107	0.0%	4
TOTAL	\$ 391,145,670	100.0%	1,516

Note: The categories of General, General Education Administration, General Services, Business Services, and Academic Services reflect gifts that are administered by campus administrative units not tied to a specific college or department. These primarily involve student scholarship and loan funds. The System Administration market value is also impacted by timing differences between when new gifts are deposited into the System pending account, and when they are transferred out to individual permanent accounts.

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SECTION 4:

Financial Statements

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FINANCIAL STATEMENTS As of Fiscal Years Ended June 30
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STATEMENTS OF FINANCIAL POSITION

	2010	2009
	Total Principal and Income Market Value	Total Principal and Income Market Value
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$ 70,392,220	\$ 68,529,201
Accounts Receivable, Net	788,207	1,150,638
Prepaid Expenses	13,515	0
Total Current Assets	\$ 71,193,942	\$ 69,679,389
Investments		
U.S. Government & Agency Obligations	50,958,872	38,665,656
Corporate Bonds	19,153,454	20,602,238
Mortgage & Asset Backed Securities	4,038,478	6,465,377
Common Stocks	34,725,255	33,931,083
GMO Strategic Opportunities Fund	55,982,123	58,155,616
UBS Int'l Relationship Fund	32,838,282	29,240,208
GMO Emerging Markets Fund III	26,208,974	21,947,411
GMO Emerging Illiquid Fund	5,662,319	4,064,571
iShares Russell Midcap Index	5,584,737	4,548,752
iShares S&P 500 Index	5,187,381	4,305,634
iShares MSCI EAFE Index	4,590,165	4,203,800
iShares Barclays TIPS Index	13,656,363	9,701,335
iShares Russell 2000 Index	5,624,246	4,703,446
Seix High Yield Fund	19,123,481	18,387,582
Limited Partnerships	55,749,669	49,743,921
Total Investments	\$ 339,083,799	\$ 308,666,630
TOTAL ASSETS	\$ 410,277,741	\$ 378,346,469
LIABILITIES & NET ASSETS		
Liabilities		
Accounts Payable and Accrued Liabilities	671,533	3,004,980
Compensated Absences	335,492	379,175
Total Liabilities	\$ 1,007,025	\$ 3,384,155
Net Assets		
Restricted:		
Nonexpendable	133,671,335	122,923,573
Expendable	180,178,717	165,295,490
Student Loans	13,006,142	12,084,217
Other	15,966,710	15,340,719
Unrestricted:	66,447,812	59,318,315
Total Net Assets	\$ 409,270,716	\$ 374,962,314
TOTAL LIABILITIES & NET ASSETS	\$ 410,277,741	\$ 378,346,469

Note: Restricted net assets are subject to externally-imposed stipulations. Restricted – Nonexpendable net assets are subject to an externally-imposed stipulation that they be maintained permanently (generally, these equate to the *Long Term Fund's* "historic dollar value," or original gift principal, of all True Endowments). Restricted – Expendable net assets are subject to externally-imposed stipulations as to usage or purpose, but are otherwise fully expendable (generally, these equate to the market values of all such Designated and Quasi Endowments, plus the *Intermediate Term* and *Income Fund* market values of all True Endowments, and the excess/deficit of the market value over/under the "historic dollar value" for the *Long Term Fund* holdings of True Endowments). Unrestricted net assets are not subject to externally-imposed stipulations of any kind and are fully expendable (generally, these would equate to the market values of all such Designated and Quasi Endowments, plus the *Intermediate Term* and *Income Fund* market values of all True Endowments.)

FINANCIAL STATEMENTS As of Fiscal Years Ended June 30
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STATEMENTS OF CASH ACTIVITIES AND INVESTMENT GAINS

<u>RECEIPTS/GAINS</u>	2010	2009
Contributions	\$6,640,429	\$13,891,569
Net Investment Income, Realized/Unrealized Gains	46,337,241	(47,957,805)
Total Contributions, Investment Gains/Losses	\$ 52,977,670	\$ (34,066,236)
Transfers In:		
From Other UW Funds	2,412,231	2,236,232
Student Loans	950,125	373,151
Total Transfers In	\$ 3,362,356	\$ 2,609,383
TOTAL RECEIPTS/GAINS	\$ 56,340,026	\$ (31,456,853)
<u>DISBURSEMENTS</u>		
Distributions to UW Institutions:		
Student Aid and Services	3,747,894	4,407,469
Instruction	958,539	1,079,776
Research	7,585,552	8,623,844
Extension and Public Service	2,295,802	1,924,202
Academic Support	1,940,467	972,947
Other	335,443	438,337
Total Distributions to UW Institutions	\$ 16,863,697	\$ 17,446,575
Transfers Out:		
To Other UW Funds	3,348,628	4,239,102
Student Loans	256,877	583,188
Total Transfers Out	\$ 3,605,505	\$ 4,822,290
Expenses:		
General Administrative	400,181	447,158
Investment Management and Custody	1,162,241	1,137,219
Total Expenses	\$ 1,562,422	\$ 1,584,377
TOTAL DISBURSEMENTS	\$ 22,031,624	\$ 23,853,242
<u>EXCESS OF RECEIPTS/GAINS OVER DISBURSEMENTS</u>	34,308,402	(55,310,095)
Net Assets Beginning of Period	374,962,314	430,272,409
Prior Period Adjustment	0	0
Net Assets - End of Period	\$ 409,270,716	\$ 374,962,314

Note: Transfers to/from Other UW Funds consist primarily of transfers to/from sponsored gift and grant appropriations where the sponsor requires the funds be invested (or endowed) to benefit the stipulated programs/projects.

SECTION 5:

Supplementary Data

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<p align="center">SUPPLEMENTARY DATA For Fiscal Years Ended June 30</p>
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INVESTMENT MANAGEMENT AND OTHER RELATED FEES

	2010	2009
Intermediate Term Fund		
Reams Asset Management	\$ 74,362	\$ 77,860
Applied Security Analysis Program ¹	0	0
Long Term Fund		
GMO	550,487	579,202
UBS Global Asset Management	441,165	381,343
300 North Capital	84,821	89,296
Legal Fees	4,119	7,313
Total Investment Management Fees²	\$ 1,154,954	\$ 1,130,472

¹ Applied Security Analysis Program is the UW-Madison Business School's applied investment management program for graduate students. Trust Funds pay no management fees to the program.

² The fees listed in the above chart are only those separately billed to UW Trust Funds. Trust Funds also invested through various commingled fund providers: GMO Emerging Markets Fund III, GMO Emerging Illiquid Fund, GMO Real Return Global Balanced Fund, Adams Street Partners Private Equity Funds, JP Morgan Private Equity Funds, Seix Advisors High Yield Fund, iShares Russell 2000 Index Fund, iShares Russell Midcap Index Fund, iShares Barclays TIPS Index Fund, iShares S&P 500 Index Fund, and iShares MSCI EAFE Index Fund. Fees for these funds are taken directly out of fund assets rather than separately billed. Estimated investment management expenses for these various providers for 2010 were as follows: \$285,870; \$65,000; \$260,068; \$348,584; \$294,855; \$97,331; \$2,736; \$1,924; \$23,885; \$10,906; and \$18,276, respectively.

Investment management expenses (including estimated fees through commingled funds) as a percent of total average Trust Fund assets (*Long Term* plus *Intermediate Term Funds*) were 0.74% and 0.68% for fiscal years 2010 and 2009, respectively. Fees as a percent of assets by separate Fund were 0.87% and 0.21% for the *Long Term Fund* and *Intermediate Term Fund*, respectively, for fiscal year ended 2010, versus 0.79% and 0.18%, respectively, for fiscal year ended 2009.

CUSTODY FEES

	2010	2009
Mellon Trust	\$ 7,286	\$ 6,747

Trust Funds' custodial services are provided through a custodial agreement with Mellon Trust. This agreement was negotiated by the State of Wisconsin Investment Board (SWIB), which also employs Mellon. Fees are billed to SWIB and charged back to Trust Funds. Custodial expenses as a percent of average Trust Fund assets were 0.002% and 0.002% for fiscal years 2010 and 2009, respectively. While commingled fund shares are recorded and custodied at Mellon, the actual securities held by these funds are custodied elsewhere.

<p align="center">SUPPLEMENTARY DATA For Fiscal Years Ended June 30</p>
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ADMINISTRATIVE EXPENSES

	2010	2009
Staff and Staff Support		
Salaries	\$ 232,276	\$ 263,443
Fringe Benefits	117,342	129,233
Travel and Training Expenses	10,447	12,182
Publications	1,000	2,612
Telecommunications/Telephone Service	1,210	1,327
Other Expenses	319	830
Computer Hardware/Software	1,897	360
Office Supplies/Equipment	0	113
Professional Services		
Trust Accounting System (SunGard)	34,074	34,371
Information Services Support	1,616	2,687
Total Administrative Expenses	\$ 400,181	\$ 447,158

Total administrative expenses as a percent of average total Trust Fund assets (*Long Term*, *Intermediate Term* and *Income Funds*) were 0.12% and 0.13% for fiscal years 2010 and 2009, respectively.

**UW SYSTEM TRUST FUNDS:
TRUSTEES AND STAFF**

Business, Finance, and Audit Committee of the Board of Regents of the UW System

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

UW System Administration

Senior Management

Kevin P. Reilly, President
Michael L. Morgan, Senior Vice President for Administration and Fiscal Affairs
Deborah A. Durcan, Vice President for Finance and Trust Officer
Tomas L. Stafford, General Counsel and Assistant Trust Officer

Office of Trust Funds Staff

Douglas J. Hoerr, Director and Assistant Trust Officer
Thomas R. Reinders, Senior Investment Portfolio Analyst
Debra Morgan, Senior Accountant
Jamies Erbs, Financial Specialist III

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UW-River Falls Falcon Promise
Undergraduate Differential Tuition

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the Board of Regents approves the expansion of the UW-River Falls undergraduate differential tuition beginning in Fall 2011. The increase to the differential will be phased in over three years. For full-time resident and nonresident undergraduate students, the differential will increase from \$72 per year to \$100 per year in 2011-12; \$130 per year in 2012-13; and \$160 per year in 2013-14. The differential will be prorated for part-time students.

The outcomes of the proposed differential will be presented to the Board of Regents for review in five years (2016).

**UW-RIVER FALLS
THE FALCON PROMISE
UNDERGRADUATE DIFFERENTIAL TUITION

EXECUTIVE SUMMARY**

BACKGROUND

The current undergraduate differential tuition program at UW-River Falls, named Campus Connections for Success, was approved by the Board of Regents in 2007. The differential program supports three initiatives: 1) enhanced library services; 2) centralized testing and tutoring services; and 3) undergraduate research, scholarly, and creative activities. Since Fall 2007, the differential rate has been \$36 per semester (\$72 per year).

This document reviews the outcomes of the existing Campus Connections for Success and proposes an expansion of the differential to support The Falcon Promise – a partnership between students and the University to promote student success and to enhance the learning environment.

REQUESTED ACTION

Approval of Resolution I.2.c.1.

That, upon the recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the Board of Regents approves the expansion of the UW-River Falls undergraduate differential tuition beginning in Fall 2011. The increase to the differential will be phased in over three years. For full-time resident and nonresident undergraduate students, the differential will increase from \$72 per year to \$100 per year in 2011-12; \$130 per year in 2012-13; and \$160 per year in 2013-14. The differential will be prorated for part-time students.

The outcomes of the proposed differential will be presented to the Board of Regents for review in five years (2016).

DISCUSSION AND RECOMMENDATIONS

Review of the Current Differential. Campus Connections for Success supported three programs with the goal of creating a culture of learning: 1) Enhanced Library Services, 2) a Testing and Tutoring Center, and 3) Undergraduate Research, Scholarly, and Creative Activities (RSCA).

1) Enhanced Library Services. Using differential tuition, the library added 16 hours to its regular schedule during the fall and spring semesters. Students submitted a number of positive comments

about the library's hours on a library service quality survey conducted in 2008. The library also keeps hourly gate counts during peak times of the semester to measure demand, and over 100 passes per day were recorded between 11 p.m. and 1 a.m. The differential also supports a 24-hour library computer lab.

The online journal and database resources supported by the differential are used regularly by students. During 2009, 264,798 full-text articles were retrieved from differential-funded resources. Over the past year, full-text article retrievals from the most popular database increased 26 percent, from 218,678 retrievals in 2009 to 273,055 in 2010.

The differential also subsidizes document delivery services for students. This service provides students with resources that are unavailable in the library collection or through interlibrary loan at no cost.

2) Testing and Tutoring Center. In addition to providing a central and dedicated space for testing, tutoring, and other academic support services, the differential supports the SKILL Center - Study Knowledge for Independent Life-Long Learners. The SKILL Center is designed to improve academic success by preparing students to study strategically, think critically, and comprehend effectively. Peer tutors are available to provide group or one-on-one tutoring sessions. Academic assistance is provided to improve note taking, time management, textbook reading, and test preparation.

In Fall 2008, Tutoring Services provided 4,113 hours of tutoring. Tutoring Services evaluations completed by students are used to continually improve the services provided. In the last survey, 84 percent of the 159 student respondents were satisfied with their tutoring.

In the differential proposal approved in 2007, UW-River Falls anticipated hiring a learning disability specialist to diagnose common learning disabilities. However, it was determined that students with learning disabilities are already aware of their needs through the assistance that they receive in middle school and high school. As such, the funding was reallocated to support a new tutoring program in the Academic Success Center that serves over 2,500 students per semester.

UW-River Falls has not yet created a testing center, but has reserved about \$200,000 in differential tuition revenues to purchase furniture, computers, testing materials, and other supplies. The project has been delayed due to space constraints, but a location will be selected after the campus master plan process is completed in Fall 2011.

3) Undergraduate Research, Scholarly, and Creative Activities (RSCA). UW-River Falls is committed to providing students in all disciplines with opportunities to engage in undergraduate research and present their work to peers, faculty, staff, and the public. Current differential tuition funds support the Falcon Grant program, which is unique in that students peer review funding proposals.

From 2007 to 2010, Falcon Grants funded projects or travel to professional conferences for 350 students. In April 2010, more than 70 UW-River Falls students and their professors presented at

the National Conference on Undergraduate Research in Montana. Also in April, three students from the Ice Cube project presented their work at Posters on the Hill in Washington, DC. In May, seven students attended Posters in the Rotunda in Madison to share their original research with state leaders. In November, 42 students presented their research at the UW-River Falls Gala Evening of Research, Scholarly, and Creative Activities, which is the largest group of presenters in the event's history.

Campus Connections for Success Expenditure Summary

	2007-08	2008-09	2009-10	2010-11 (Budgeted)
Library Services	\$130,570	\$160,006	\$169,614	\$172,983
Testing and Tutoring	\$48,806	\$115,587	\$179,560	\$135,250
RSCA	\$33,943	\$37,874	\$ 62,675	\$80,472
Total	\$213,319	\$313,467	\$411,849	\$388,705

UW-River Falls has an \$83,000 differential reserve fund for unexpected expenses like pay plan increases for differential-supported staff, equipment replacement in the library computer lab, additional equipment for the testing center, and increased demand for student research travel grants.

The Falcon Promise. The students and administration of UW-River Falls have successfully collaborated on Campus Connections for Success for over three years. The UW-River Falls community is now interested in expanding their commitment by creating a comprehensive differential tuition program called The Falcon Promise. The goal of The Falcon Promise is to increase student success – especially for first-generation students and students with significant financial need – and to enhance the learning environment. In addition to the activities currently supported by differential tuition, the Falcon Promise will support 1) Expanded Tutoring, 2) More Undergraduate Research Opportunities, 3) Enhanced Learning Spaces, and 4) the Falcon Scholars Challenge.

1) Expanded Tutoring. Building on the successful development of the tutoring center, the differential will support additional peer tutors. In support of the More Graduates for Wisconsin initiative, UW-River Falls has prioritized improving student success in key general education courses. The goal is to decrease D, F, and W grades in these courses by 33 percent over the next three years. Additional group and individual tutoring sessions will be critical towards reaching this goal.

The demand on the SKILLS Center will grow as UW-River Falls continues to serve the needs of students from the region. Notably, 50 percent of students on campus are first generation students, many of whom can benefit from academic support. Additional resources will support this growth.

2) More Undergraduate Research Opportunities. One of the most effective methods for improving undergraduate retention and graduation rates is a robust undergraduate research

program. Strong undergraduate research opportunities already exist in several academic departments. Campus-wide funding for undergraduate research will make these opportunities available to more students across a range of disciplines. Expanded funding for student stipends, project support, and faculty mentor support will provide opportunities to an additional 80 students and 25 faculty mentors annually.

3) Enhanced Learning Spaces. This initiative is a partnership between the students and the university to upgrade classrooms and other academic spaces for 21st century learning. Spaces have been identified and will be prioritized using student-reviewed criteria. Specifically, projects that support undergraduate research will be a priority. UW-River Falls anticipates renovating eight classroom and laboratory spaces over the next five years.

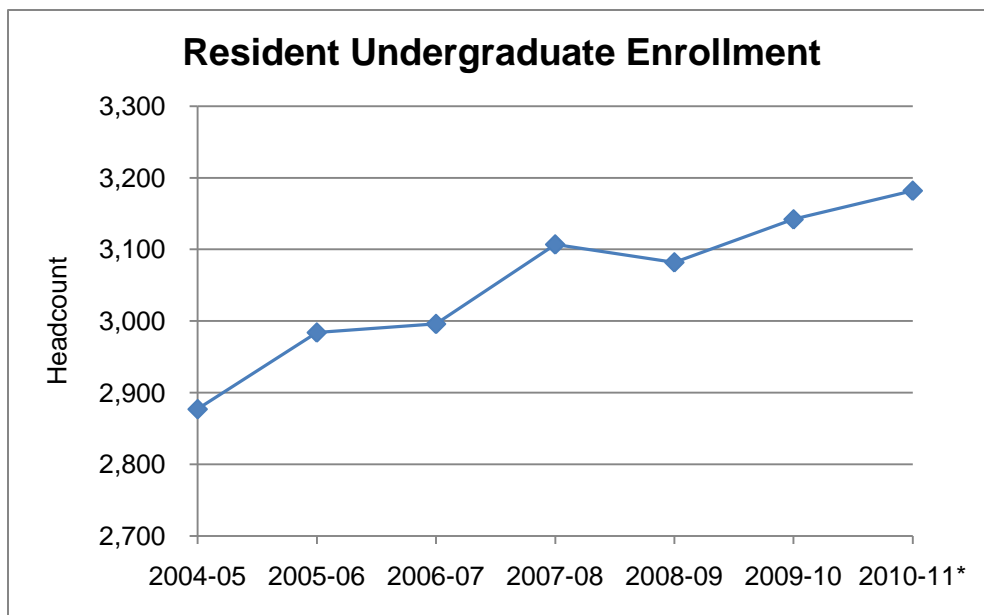
Student differential tuition funds will be used exclusively for technology, furniture, laboratory equipment, and other non-fixed items. The university will provide a dollar-for-dollar match to fund construction and renovation of these learning spaces.

4) Falcon Scholars Challenge. As part of an innovative partnership between the UW-River Falls Foundation and students, the Falcon Scholars Challenge will encourage UW-River Falls alumni and friends to support need-based scholarships. This effort will be part of the University's upcoming comprehensive fundraising campaign.

Falcon Scholars will receive a renewable, \$1,000 scholarship (\$4,000 over four years). Falcon Scholarship funds will be supported by alumni and friends and will have a need-based component (unless the donor requests otherwise). Donors will be encouraged to support a general Falcon Scholars fund, but typical donor designations (e.g., academic major, geographic origin) will be honored. In general, Scholars must maintain a 2.75 GPA.

As part of UW-River Falls' mission to develop leaders with an informed global perspective, differential tuition funds will provide each Falcon Scholar with \$2,000 to study abroad or to participate in undergraduate research activities during their junior or senior year. This student commitment will motivate alumni and friends to support the Falcon Scholars Challenge. Thus, \$2,000 in differential tuition funds will leverage \$4,000 in alumni support. On January 24, 2011 the UW-River Falls Foundation Board of Directors voted unanimously to support the Falcon Scholars program as one of its fundraising priorities.

UW-River Falls anticipates supporting 390 Falcon Scholars over the next five years.



Estimated 5 Year Budget

	2011-12	2012-13	2013-14	2014-15	2015-16
Library Services (Current)	\$172,983	\$172,983	\$172,983	\$172,983	\$172,983
Testing & Tutoring					
Current Funding	\$135,250	\$135,250	\$135,250	\$135,250	\$135,250
New Funding	\$16,526	\$34,232	\$51,938	\$51,938	\$51,938
RSCA					
Current Funding	\$80,472	\$ 80,472	\$80,472	\$80,472	\$80,472
New Funding	\$49,577	\$102,695	\$155,813	\$155,813	\$155,813
Learning Spaces (New)	\$49,577	\$102,695	\$155,813	\$155,813	\$155,813
Falcon Scholars (New)	\$49,577	\$102,695	\$155,813	\$155,813	\$155,813
Total	\$553,962	\$731,022	\$908,082	\$ 908,082	\$908,082

Comparative Analysis. An integral part of UW-River Falls' commitment to providing all students with an outstanding education is making the opportunity affordable. Since the implementation of the differential tuition program in 2007-08, resident undergraduate enrollments have increased from 3,107 to 3,182 headcount. This suggests that the cost of Campus Connections for Success did not discourage students from enrolling at UW-River Falls.

Based on experience with the existing differential, UW-River Falls does not expect the modest increase from The Falcon Promise to reduce overall enrollment or underrepresented student access. UW-River Falls expects to increase student access and success through The Falcon Promise programs. After full implementation of The Falcon Promise, UW-River Falls resident undergraduate tuition is expected to remain in the lowest quarter of the comprehensive tuition peers. Please see the attached table for the full tuition peer comparison.

Student Consultation. The Falcon Promise was developed through a six-month process that actively engaged students in shaping the proposal. Initial discussions between the Chancellor and the student senate president took place in August 2010. The Chancellor, Provost, and other administrators met with the Student Senate Executive Committee and the full Student Senate from September through December to discuss and to modify the proposal.

The Student Senate hosted a broadly advertised “polling event” in November to solicit input on The Falcon Promise. This was a student-led open forum with survey questions created by the student government. Of the 112 students who chose to participate in the survey, 37 percent were supportive of a \$90 increase to the differential, 36 percent were neutral, 25 percent were unsupportive, and 2 percent did not respond to the question.

The Student Senate made significant changes to The Falcon Promise based on discussion and student feedback. Major changes from the earlier proposal included the following:

- Increase in relative funding for undergraduate research (9.5 percent to 30 percent)
- Decrease in funding for enhanced learning spaces (51 percent to 30 percent).
- Prioritization of enhanced learning spaces that support undergraduate research.
- Addition of an interview requirement in selection of Falcon Scholars.

The *Student Voice*, the UW-River Falls newspaper, ran a feature story on December 3, 2010 about the Falcon Promise and directed students to provide input to the Student Senate President and the Chancellor. The Student Senate hosted a campus-wide open forum to hear input on the Falcon Promise on December 9. The *Student Voice* published an editorial endorsing the Falcon Promise on December 10; readers were again encouraged to contact their Senate representatives.

The Student Senate formally approved *The Falcon Promise* by a vote of 18-1 on January 25, 2011.

Initiative Review and Oversight. The current Differential Tuition Oversight Committee will continue to monitor The Falcon Promise. The Committee consists of six students appointed by the Student Senate, four faculty appointed by the Faculty Senate, and four staff appointed by the Vice Chancellor of Administration and Finance. The Director of Student Life chairs the committee. The committee’s responsibilities are as follows:

- To recommend to the Chancellor how the revenue generated by the differential tuition fee should be allocated.
- To monitor progress toward achieving the goals outlined in *The Falcon Promise*.
- To annually review the differential tuition fee program and expenditures.

- To annually report to the Chancellor and the Student Senate on expenditures and progress toward meeting the goals outlined.
- In the event that there is a need to change the use of the differential tuition fee, only the student members of the committee will be allowed to vote on the measure. If approved by the students on the committee, it will be forwarded to the Facilities and Fees Board and then to Student Senate.

RELATED REGENT POLICIES

Study of the UW System in the 21st Century (June 1996)

UW-River Falls: Undergraduate Differential Tuition (April 2007)

Regent Policy Document (RPD) 32-7: Student Involvement in Differential Tuition Initiatives (April 2010)

University of Wisconsin- Comprehensive Universities
Comparison of 2010-11 Academic Year Fees for Incoming Students
Cluster Analysis Peer Group
(Includes Segregated Fees)

	RESIDENT		NON-RESIDENT	
	Undergraduate \$	Rank	Undergraduate \$	Rank
GOVERNOR'S STATE UNIVERSITY	\$13,119	1	\$23,784	3
UNIVERSITY OF MINNESOTA-DULUTH	\$11,969	2	\$13,969	27
MICHIGAN TECHNOLOGICAL UNIVERSITY	\$11,654	3	\$24,164	2
CENTRAL MICHIGAN UNIVERSITY	\$10,380	4	\$23,670	4
CHICAGO STATE UNIVERSITY	\$10,366	5	\$18,376	10
EASTERN ILLINOIS UNIVERSITY	\$9,987	6	\$25,227	1
NORTHEASTERN ILLINOIS UNIVERSITY	\$9,981	7	\$16,881	14
FERRIS STATE UNIVERSITY	\$9,930	8	\$15,900	21
UNIVERSITY OF ILLINOIS-SPRINGFIELD	\$9,917	9	\$19,067	9
WESTERN ILLINOIS UNIVERSITY	\$9,490	10	\$13,100	31
UNIVERSITY OF MICHIGAN-DEARBORN	\$9,455	11	\$20,659	8
WRIGHT STATE UNIVERSITY	\$9,318	12	\$16,626	15
OAKLAND UNIVERSITY	\$9,285	13	\$21,675	6
GRAND VALLEY STATE UNIVERSITY	\$9,088	14	\$13,402	30
WESTERN MICHIGAN UNIVERSITY	\$9,006	15	\$20,894	7
UNIVERSITY OF AKRON	\$8,947	16	\$16,603	18
SOUTHERN ILLINOIS UNIVERSITY-EDWARDSVILLE	\$8,401	17	\$17,703	11
EASTERN MICHIGAN UNIVERSITY	\$8,288	18	\$22,193	5
WINONA STATE UNIVERSITY	\$8,233	19	\$12,616	33
UNIVERSITY OF MICHIGAN-FLINT	\$8,160	20	\$15,914	20
NORTHERN MICHIGAN UNIVERSITY	\$8,089	21	\$12,505	34
INDIANA STATE UNIVERSITY	\$7,714	22	\$16,626	15
BEMIDJI STATE UNIVERSITY	\$7,485	23	\$7,488	35
SAGINAW VALLEY STATE UNIVERSITY	\$7,308	24	\$17,147	13
INDIANA U.-PURDUE U.-FORT WAYNE	\$7,272	25	\$17,466	12
YOUNGSTOWN STATE UNIVERSITY	\$7,199	26	\$12,872	32
UNIVERSITY OF NORTHERN IOWA	\$7,008	27	\$14,596	24
UW-RIVER FALLS with Falcon Promise (Additional \$88)	\$6,982	28	\$14,555	25
MOORHEAD STATE UNIVERSITY	\$6,923	29	\$6,923	36
UW-RIVER FALLS	\$6,894	30	\$14,467	26
MANKATO STATE UNIVERSITY	\$6,725	31	\$13,478	29
ST CLOUD STATE UNIVERSITY	\$6,645	32	\$13,721	28
PURDUE UNIVERSITY-CALUMET	\$6,623	33	\$14,961	23
INDIANA UNIVERSITY-SOUTH BEND	\$6,290	34	\$16,617	17
INDIANA UNIVERSITY-NORTHWEST	\$6,193	35	\$16,381	19
INDIANA UNIVERSITY-SOUTHEAST	\$6,163	36	\$15,428	22

UW-Superior Experience
Undergraduate Differential Tuition

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Superior and the President of the University of Wisconsin System, the Board of Regents approves the expansion of the UW-Superior undergraduate differential tuition beginning in Fall 2011.

The differential will increase from \$103.50 per semester (\$207.00 per year) to \$118.50 per semester (\$237.00 per year). The differential tuition will include resident and nonresident undergraduate students. The differential will be prorated for part-time students.

The outcomes of the proposed differential will be presented to the Board of Regents for review in four years (2015).

UW-SUPERIOR EXPERIENCE UNDERGRADUATE DIFFERENTIAL TUITION

EXECUTIVE SUMMARY

BACKGROUND

In June 2003, the Board of Regents approved a differential tuition at UW-Superior which supported the Jim Dan Hill Library (\$75.00 per semester). In June 2008, the Board reviewed and expanded the differential to include a Career Services component (\$103.50 per semester). As required by the proposal, the differential must be reviewed with the student government and reauthorized by the Board during Spring 2011.

REQUESTED ACTION

Approval of Resolution I.2.c.2.

That, upon the recommendation of the Chancellor of the University of Wisconsin-Superior and the President of the University of Wisconsin System, the Board of Regents approves the expansion of the UW-Superior undergraduate differential tuition beginning in Fall 2011.

The differential will increase from \$103.50 per semester (\$207.00 per year) to \$118.50 per semester (\$237.00 per year). The differential tuition will include resident and nonresident undergraduate students. The differential will be prorated for part-time students.

The outcomes of the proposed differential will be presented to the Board of Regents for review in four years (2015).

DISCUSSION AND RECOMMENDATIONS

Review of the Current Differential. Since the Board of Regents approved the UW-Superior differential in 2008, the rate has remained \$103.50 per semester. The differential supported two components: 1) Jim Dan Hill Library (\$68.50 per semester) and 2) Career Services (\$35.00 per semester).

1) Jim Dan Hill Library. The Jim Dan Hill Library's information literacy program, access to research, and teaching materials are integral to UW-Superior's five Liberal Arts Initiatives: Writing Across the Curriculum, Academic Service Learning, Senior Experience, Global Awareness, and First-Year Experience. Professional librarians review use statistics, monitor the curriculum, and work collaboratively with the UW System libraries to determine which materials

to purchase. Last year, the differential provided almost \$106,000 to support faculty class material and general collection acquisitions. The library also invested \$147,000 from the differential tuition on almost 60 new electronic resources.

The recent library renovation added student open study areas and study rooms. The differential supplemented the student assistant budget to support necessary student access.

2009-10 Proposed and Actual Library Expenditures

	Proposed Budget	2008-09 (Actual)	2009-10 (Actual)	2010-11 (Budgeted)
Database and full-text journal subscriptions	\$139,000	\$136,049	\$147,000	\$160,500
Research and teaching materials for the reference and general collections	\$55,000	\$0	\$0	\$0
Research and teaching materials selected by campus faculty to support the curriculum	\$100,000	\$111,419	\$105,667	\$119,000
Student assistants to maintain library hours	\$12,000	\$58,531	\$27,000	\$0
Total	\$306,000	\$305,999	\$279,667	\$279,500

2) Career Services. Career Services provides a comprehensive array of services and programs with early emphasis on career development in the student's enrollment. In 2009-10, Career Services staff and student peer educators achieved the following:

- Met with 585 individual students/alumni
- Facilitated 187 on-campus student employment interviews
- Delivered 94 workshops or presentations with 3,728 student attendees on topics like interviewing, dining etiquette, resumes, networking, professional skills, strengths assessment, graduate school, and portfolios.

Career Services has also implemented several online resources to connect to students and to help students find careers. For example, JacketJobs, which is a web-based recruiting and event management system, has provided 1,812 employment contacts and 4,071 job/opportunity postings since 2008. Students have logged into the service 13,218 times since 2008, and there are seven video tutorials on YouTube to support students, employers, faculty, and staff.

2009-10 Proposed and Actual Career Services Expenditures

	Proposed Budget	2008-09 (Actual)	2009-10 (Actual)	2010-11 (Budgeted)
Career Services director/coordinator	\$55,000	\$21,202	\$49,437	\$51,000
Career Services support staff	\$30,000	\$8,835	\$32,207	\$36,520
Fringe benefits	\$42,500	\$6,117	\$37,569	\$42,500
Supplies and program expenses	\$29,000	\$15,103	\$113,396	\$14,500
Total	\$156,500	\$51,257	\$232,609*	\$144,520

*reflects prior year carry forward amounts

The Superior Experience. Advancing the collaboration that has existed since 2003, the UW-Superior administration has worked with students to develop The Superior Experience. The Superior Experience will replace the existing differential. The Superior Experience has three components: 1) Technology Enhancement (\$15.00 per semester), 2) Jim Dan Hill Library (\$68.50 per semester), and 3) Career Services (\$35.00 per semester).

1) Technology Enhancement. The recently constructed Swenson Hall provides 26 new classrooms, an enlarged general access lab, a new writing center, two general computer classrooms, two writing labs/classrooms, a language computer laboratory, and a new math/computer science computer classroom. Over 160 new computers will be required in these locations to serve about 50 course sections per semester.

The differential tuition rate will increase by \$15.00 per semester to support classroom and academic lab equipment for Swenson Hall and student assistant funding to maintain the expanded inventory of computers.

Projected Technology Annual Funding, 2011-15

Classroom and academic lab equipment.....	\$45,000
Student assistants	<u>\$20,000</u>
Total	\$65,000

2) Jim Dan Hill Library. The Superior Experience will continue to support library operations. Differential resources will focus on providing resource access and will no longer support student assistants.

Projected Jim Dan Hill Annual Funding, 2011-15

Database and full-text subscriptions	\$160,500
Research and teaching materials, reference and general collections	<u>\$119,000</u>
Total	\$279,500

3) Career Services. The differential will continue to support Career Services. Based on the 2008-09 UW-Superior Undergraduate Employment Survey and current career trends, Career Services will support students and alumni in achieving the following objectives:

- Identify personal skills, abilities, and strengths and relate these skills to appropriate career paths
- Set career goals and create an action plan to reach these goals.
- Make informed decisions to reach career goals
- Prepare professional resumes and practice interviewing techniques to confidently promote skills and abilities
- Research companies to evaluate “fit” with organizations
- Organize and conduct a job search
- Recognize the connection between chosen majors and careers
- Articulate the value of a liberal arts education to employers

Projected Career Services Annual Funding, 2011-15

Director and support staff	\$129,020
Supplies and program expenses	<u>\$26,980</u>
Total	\$156,000

Comparative Analysis. A peer comparison of the UW-Superior tuition and fees is attached. UW-Superior’s position among the peers for resident undergraduate tuition does not change under this proposal (27 of 35).

The following table compares UW-Superior’s resident tuition and segregated fee rates to other UW comprehensive institutions.

2010-11 Resident Undergraduate Tuition and Segregated Fees (1)

		Tuition	Segregated Fees	Total
1	UW-La Crosse	\$6,808.80	\$918.26	\$7,727
2	UW-Superior with Superior Experience	\$5,895.84	\$1,299.52	\$7,195
3	UW-Eau Claire (2)	\$6,121.68	\$1,052.90	\$7,175
4	UW-Superior	\$5,865.84	\$1,299.52	\$7,165
5	UW-Green Bay	\$5,658.72	\$1,314.00	\$6,973
6	UW-Stout (3)	\$6,008.00	\$820.80	\$6,829
7	UW-River Falls (4)	\$5,730.72	\$1,020.00	\$6,751
8	UW-Stevens Point	\$5,658.72	\$1,050.20	\$6,709
9	UW-Whitewater	\$5,856.72	\$830.64	\$6,687
10	UW-Oshkosh	\$5,775.36	\$905.00	\$6,680
11	UW-Platteville	\$5,766.24	\$864.00	\$6,630
12	UW-Parkside	\$5,658.72	\$960.00	\$6,619

(1) Excludes laptop fees and textbook rental fees.

(2) UW-Eau Claire is in the first year of the four-year Blugold Commitment implementation.

(3) UW-Stout charges per-credit tuition. The average Fall 2009 credit load is used to estimate a semester rate.

(4) UW-River Falls has proposed The Falcon Promise, which begins Fall 2011.

Student Consultation. In October 2010, the Student Government Association (SGA) president emailed senate members information on preliminary differential tuition discussions held with the Chancellor. The SGA president also posted “talking points” in the SGA office. The Chancellor and Vice Chancellor for Campus Life attended SGA meetings to present possible uses for differential tuition.

On October 25, the SGA created a subcommittee to research and draft a differential tuition proposal. In November, the subcommittee met with faculty, students, staff, and administrators to discuss possible components of a differential tuition.

On November 15, the SGA hosted a “Meet SGA Night” during which the differential tuition was discussed. Approximately 45 students were in attendance. On November 22, the SGA president asked senate members to seek additional input from students via classroom discussions and informal conversations.

On December 6, the SGA adopted resolution #PR1210-04 supporting the continuance of the Jim Dan Hill Library and Career Services components at the current levels. The SGA also adopted resolution #PR1210-01 supporting a technology enhancement component.

Initiative Review and Oversight. Every September, the SGA will receive annual reports outlining technology, library, and Career Services differential-funded expenditures. The reports will also include planned expenditures and program directions for the upcoming year. The SGA will evaluate The Superior Experience differential and will make ongoing recommendations to

the Chancellor. The Chancellor will review the recommendation of the SGA and will make the final budgetary decision.

The Superior Experience will remain in place until Spring 2015 at which time the SGA will review the differential for continued support.

The outcomes of The Superior Experience will be presented to the Board of Regents in four years (2015).

RELATED REGENT POLICIES

Study of the UW System in the 21st Century (June 1996)

UW-Superior: Undergraduate Differential Tuition for Library Initiatives (June 2003)

UW-Superior: Undergraduate Differential Tuition for Library Initiatives and Student Career Services (June 2008)

Regent Policy Document (RPD) 32-7: Student Involvement in Differential Tuition Initiatives (April 2010)

University of Wisconsin- Comprehensive Universities
Comparison of 2010-11 Academic Year Fees for Incoming Students
Cluster Analysis Peer Group
(Includes Segregated Fees)

	RESIDENT		NON-RESIDENT	
	Undergraduate		Undergraduate	
	\$	Rank	\$	Rank
GOVERNOR'S STATE UNIVERSITY	\$13,119	1	\$23,784	3
UNIVERSITY OF MINNESOTA-DULUTH	\$11,969	2	\$13,969	27
MICHIGAN TECHNOLOGICAL UNIVERSITY	\$11,654	3	\$24,164	2
CENTRAL MICHIGAN UNIVERSITY	\$10,380	4	\$23,670	4
CHICAGO STATE UNIVERSITY	\$10,366	5	\$18,376	10
EASTERN ILLINOIS UNIVERSITY	\$9,987	6	\$25,227	1
NORTHEASTERN ILLINOIS UNIVERSITY	\$9,981	7	\$16,881	14
FERRIS STATE UNIVERSITY	\$9,930	8	\$15,900	21
UNIVERSITY OF ILLINOIS-SPRINGFIELD	\$9,917	9	\$19,067	9
WESTERN ILLINOIS UNIVERSITY	\$9,490	10	\$13,100	31
UNIVERSITY OF MICHIGAN-DEARBORN	\$9,455	11	\$20,659	8
WRIGHT STATE UNIVERSITY	\$9,318	12	\$16,626	15
OAKLAND UNIVERSITY	\$9,285	13	\$21,675	6
GRAND VALLEY STATE UNIVERSITY	\$9,088	14	\$13,402	30
WESTERN MICHIGAN UNIVERSITY	\$9,006	15	\$20,894	7
UNIVERSITY OF AKRON	\$8,947	16	\$16,603	18
SOUTHERN ILLINOIS UNIVERSITY-EDWARDSVILLE	\$8,401	17	\$17,703	11
EASTERN MICHIGAN UNIVERSITY	\$8,288	18	\$22,193	5
WINONA STATE UNIVERSITY	\$8,233	19	\$12,616	33
UNIVERSITY OF MICHIGAN-FLINT	\$8,160	20	\$15,914	20
NORTHERN MICHIGAN UNIVERSITY	\$8,089	21	\$12,505	34
INDIANA STATE UNIVERSITY	\$7,714	22	\$16,626	15
BEMIDJI STATE UNIVERSITY	\$7,485	23	\$7,488	35
SAGINAW VALLEY STATE UNIVERSITY	\$7,308	24	\$17,147	13
INDIANA U.-PURDUE U.-FORT WAYNE	\$7,272	25	\$17,466	12
YOUNGSTOWN STATE UNIVERSITY	\$7,199	26	\$12,872	32
UW-SUPERIOR with Superior Experience	\$7,195	27	\$14,768	24
UW-SUPERIOR with Existing Differential	\$7,165	28	\$14,738	25
UNIVERSITY OF NORTHERN IOWA	\$7,008	29	\$14,596	26
MOORHEAD STATE UNIVERSITY	\$6,923	30	\$6,923	36
MANKATO STATE UNIVERSITY	\$6,725	31	\$13,478	29
ST CLOUD STATE UNIVERSITY	\$6,645	32	\$13,721	28
PURDUE UNIVERSITY-CALUMET	\$6,623	33	\$14,961	23
INDIANA UNIVERSITY-SOUTH BEND	\$6,290	34	\$16,617	17
INDIANA UNIVERSITY-NORTHWEST	\$6,193	35	\$16,381	19
INDIANA UNIVERSITY-SOUTHEAST	\$6,163	36	\$15,428	22

UW-Superior
Natural Sciences Differential
Undergraduate Differential Tuition

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Superior and the President of the University of Wisconsin System, the Board of Regents approves the implementation of a per-credit differential tuition on courses in the UW-Superior Department of Natural Sciences beginning in Fall 2011.

The differential will be \$12.00 per credit and will be charged to resident and nonresident undergraduate students. The differential will apply regardless of the tuition plateau.

The outcomes of the proposed differential will be presented to the Board of Regents for review in four years (2015).

**UW-SUPERIOR
NATURAL SCIENCES DIFFERENTIAL
UNDERGRADUATE DIFFENTIAL TUITION**

EXECUTIVE SUMMARY

BACKGROUND

UW-Superior proposes a Department of Natural Sciences differential tuition to provide funding for analytical instrumentation, maintenance of laboratory equipment, additional field trip experiences, student assistants for laboratory activities and tutoring, and capstone research projects. This differential will replace all special course fees in natural sciences laboratories.

REQUESTED ACTION

Approval of Resolution I.2.c.3.

That, upon the recommendation of the Chancellor of the University of Wisconsin-Superior and the President of the University of Wisconsin System, the Board of Regents approves the implementation of a per-credit differential tuition on courses in the UW-Superior Department of Natural Sciences beginning in Fall 2011.

The differential will be \$12.00 per credit and will be charged to resident and nonresident undergraduate students. The differential will apply regardless of the tuition plateau.

The outcomes of the proposed differential will be presented to the Board of Regents for review in four years (2015).

DISCUSSION AND RECOMMENDATIONS

The Department of Natural Sciences provides roughly 3,500 credit hours of general education instruction each year in environmental and laboratory science. The department also generates over 2,400 upper-level credit hours in biology, chemistry, broad field science, earth science, geographic information systems, and physics. As part of the Academic Service-Learning initiative, the department also strives to provide field opportunities that involve students in local environmental issues.

Despite the efforts of the department to prioritize supply and equipment funds to support classroom activities, the cost of laboratory supplies and field trips has continued to increase. Over \$28,000 is spent annually on chemicals, field trips, biological specimens, glassware, and other laboratory items. Even with an investment of between \$10,000 and \$25,000 per year from laboratory modernization funds, which is over 20 percent of UW-Superior's total modernization funds, the demand for equipment and the maintenance of existing equipment exceeds the available resources. New faculty members are also incorporating more field trips into their courses as teaching styles change.

The Department of Natural Sciences relies heavily on student assistants to prepare the labs, to assist the instructor with lab activities, and to serve as tutors. Additional funding for more student assistants would support laboratory activities and additional tutoring.

As part of UW-Superior's liberal arts mission, students are required to engage in a "Senior Year Experience," which requires the creation of a significant scholarly or creative work. Differential tuition support would provide funds to purchase the supplies and equipment that natural science students need to complete capstone research projects.

Projected Natural Sciences Program Differential Funding for 2011-14

Laboratory equipment acquisitions and maintenance.....	\$43,350
Field trip support.....	\$7,200
Student assistants	\$14,450
Capstone research projects.....	<u>\$5,800</u>
Total	\$70,800

Student Impact. Students with a comprehensive or broad field science major would pay approximately \$672 in additional fees due to the differential tuition. Other science majors are required to take 34 science credits resulting in a differential charge of \$408. Students with a science minor must take 22 credits, and they would pay an additional \$264.

All students are required to take a minimum of four credits in lab sciences. This proposal would raise general tuition costs by approximately \$48 over the entire UW-Superior experience.

While students would pay a differential tuition for science credits, they would no longer be required to pay special course fees for their lab courses. A differential is preferred as the funds can be more flexibly allocated to address priorities, and the differential is more transparent to students.

Providing additional funds for tutors, lab assistants, and student research projects will enhance the student learning experience. Integrating more field experiences into introductory and upper-level classes will engage students in the field of science. And, as laboratory equipment is upgraded, students will work with state-of-the-art instrumentation, adding to their marketability.

Student Consultation. In October 2010, the Student Government Association (SGA) President emailed information on differential tuition discussions with the Chancellor to the Student Senate.

The Chancellor and Vice Chancellor for Campus Life presented possible uses for differential tuition, and, on October 25, the SGA created a sub-committee to research a differential tuition proposal.

On December 6, the differential sub-committee presented the natural sciences differential tuition proposal, which was developed using a variety of feedback gathered from science students. The SGA adopted Resolution #PR1210-02 in support of the natural sciences differential tuition.

To confirm student support for the differential, the SGA surveyed 23 natural science classes. Of the 312 responses, 232 were in favor of the differential and 80 were not in favor.

Review and Oversight. An annual report on differential expenditures and anticipated expenditures for the following year will be presented to the SGA in September. The SGA, in consultation with science majors/minors and appropriate student organizations, will evaluate the natural sciences differential and make ongoing recommendations to the Chancellor. The Chancellor will review the SGA recommendations and will make the final budgetary decision.

In addition, the outcomes of the proposed differential will be presented to the Board for review in four years (2015).

RELATED REGENT POLICIES

Study of the UW System in the 21st Century (June 1996)

Regent Policy Document (RPD) 32-7: Student Involvement in Differential Tuition Initiatives (April 2010)

**OFFICE OF OPERATIONS REVIEW AND AUDIT
REVIEW PLAN
CALENDAR YEAR 2011**

Office History

Prior to 1996, the UW System Office of Internal Audit was responsible for conducting most audits within the UW System. These audits were primarily financial and operational in nature. As a result of a 1996 UW System reorganization, each UW institution was expected to establish at least one auditor position. Institutional auditors were given responsibility for conducting campus-based financial and operational audits. The UW System Office of Internal Audit, later renamed the Office of Operations Review and Audit, was charged with conducting program and management reviews, as well as some financial reviews, with a systemwide impact.

The Office of Operations Review and Audit is responsible for providing objective review and analysis to assure that University of Wisconsin programs, policies, and practices are conducted in accordance with applicable laws and Board of Regents policy. The Office helps ensure University operations are proper, efficient, and effective. Specific responsibilities include:

- reviewing the status of Board of Regents policy implementation;
- reviewing the effectiveness with which the UW institutions or UW System Administration have implemented state or federal legislative requirements;
- conducting research and analysis in other operational areas of interest to the Board of Regents or the UW institutions;
- recommending any necessary changes in programs, policies, or practices at the UW System or institution level; and
- working with the audit offices at the UW institutions to provide assurances to the Board of Regents that necessary financial and management controls are present.

In 2005, the Vice Chair of the Business, Finance, and Audit Committee was designated as the audit liaison to the Board of Regents. Any Regent may submit a request for a review or audit for consideration by the Committee through the audit liaison.

The Office's staff have diverse educational and work backgrounds, including advanced degrees in such fields as public policy analysis, urban and regional planning, and business administration, as well as many years of policy analysis or auditing experience.

Purpose of the Review Plan

To help allocate limited resources within the Office, we have identified programs, policies, and practices to be reviewed at a System level in calendar year 2011. This review plan strives to achieve two objectives: to assure coverage of areas of risk, while

at the same time providing broad coverage of overall UW System operations over time. The review plan is a guide that must remain flexible to accommodate review or audit requests from Regents, requests for assistance from UW institutions, and unexpected occurrences.

In addition, while the review plan identifies formal reviews that will be presented to the Board of Regents, the Office of Operations Review and Audit undertakes other projects that are not included in this plan because they are performed on an ad hoc basis or are intended for internal management purposes. Examples of such projects have included the Office's research for the Ad Hoc Committee on Mental Health, whose report was presented in December 2009; involvement with the President's Advisory Committee on Health, Safety, and Security; and co-management, with the UW System Office of Administrative Services, of a pilot enterprise risk management project.

Development of the Review Plan

The review planning process begins with an understanding of the University's activities and its risks, including operational, reputational, strategic, financial, and compliance risks. We gathered such information by (1) discussing various issues with Regents, UW System Administration management, institutional management, institutional internal auditors, and student representatives; (2) reviewing Board of Regents policies, UW System policies and procedures, state and federal laws and requirements, and changes therein; (3) considering institutional internal audits and external review activities or inquiries, such as those by the Legislative Audit Bureau and federal oversight agencies; and (4) considering areas receiving attention at other colleges and universities.

Several factors were considered to determine which UW programs, policies, or practices should be reviewed. Examples of these factors include whether there have been recent administrative, organizational, or operational changes; whether concerns have been noted in the past; the length of time since the last review; the number of impacted students or employees; external reporting requirements; and potential monetary and/or reputational losses, if issues are not addressed. Potential topics were discussed with the administrators of the affected program or policy areas.

Planned Major Reviews

Several large projects identified in the 2010 review and audit plan are currently underway, including reviews of the Higher Education Location Program (HELP), Family Educational Rights and Privacy Act (FERPA) implementation, and Division III athletic departments. Upon completion of these projects, the issues proposed for review in calendar year 2011, not listed in order of priority, are as follows:

- Undergraduate Academic and Career Advising – One strategic goal of the Growth Agenda is to increase the number of UW graduates. At some UW institutions, this will involve a renewed focus on graduating the students already enrolled. A review may determine how undergraduate advising is organized and supported at UW and peer institutions.

- Social Media – Social media, such as Facebook, Twitter, MySpace, YouTube, and blogs, are redefining how people relate to each other. As a result, institutions of higher education are using social media to a greater extent as a component of their overall marketing strategy, while staff and students utilize them for personal and professional purposes as well. A review may identify best practices in how social media are used, their capabilities and implications, and effective policies for developing and guiding the usage of social media.
- Employee Wellness Programs – A number of higher education institutions and private organizations have implemented employee wellness programs to improve morale, enhance productivity, and generate health care savings. A review may identify unique and best practices for promoting or removing barriers to healthier lifestyles and possibly identify options for generating the savings from such programs.
- Follow-up Review on Policies Affecting Students with Disabilities – In 1999, the Office of Operations Review and Audit reviewed the UW System’s responsibilities to provide services to students with disabilities and the implementation of RPD 14-10 (formerly 96-6), Nondiscrimination on Basis of Disability. A follow-up review may determine the progress toward implementation of prior-review recommendations, as well as identify new approaches, institution policies, and the related cost for providing these services.
- National Collegiate Athletic Association (NCAA) Financial Reporting at UW-Milwaukee and UW-Green Bay – The Office performs agreed-upon procedures for the NCAA-required reports that include fiscal year 2011 revenues, expenses, and capital improvements associated with the institutions’ intercollegiate athletics departments. A private CPA firm performs a similar function for UW-Madison. (NOTE: In conjunction with the institutions, the Office will be reviewing its role in performing the agreed-upon procedures in 2011.)
- WUWM FM 89.7 Financial Statements Audit – This annual audit is conducted to meet requirements of the Corporation for Public Broadcasting.
- NCAA Division III Programs – Except for UW-Madison, Milwaukee, Green Bay, and Parkside, all UW institutions are Division III schools. A review may include an analysis of fiscal controls and compliance with state and NCAA regulations for potentially high-risk areas, such as sponsorships. This is a multi-year project, with several institutions reviewed each year until all are completed.

Next Steps

The list above identifies the topics for review in 2011. However, the specific scope of each review has not been determined. Before fieldwork for any review begins, Operations Review and Audit staff will conduct preliminary research and prepare a project-overview memo, which includes (1) background data and circumstances

prompting the review; (2) the specific purpose(s) and objective(s) of the review; and (3) a description of the project methodology, such as what information would be gathered and who would likely be contacted. The project-overview memo would be discussed with the President, his Cabinet, and appropriate UW System staff. These discussions provide assurance that the Office of Operations Review and Audit is correctly targeting the areas of interest.

In conducting its work, the Office of Operations Review and Audit has no direct authority over or responsibility for the reviewed programs, policies, or practices. As a result, review findings are communicated to the appropriate level of UW management to act upon as they choose. However, as in the past, the Office may provide technical assistance to program managers or staff workgroups charged with developing policy changes. In addition, after administrators have adequate opportunity to implement the recommendations, typically several years, the Office may follow up on implementation and report on progress.

STUDENT INVOLVEMENT AND CONSULTATION IN THE ALLOCATION OF SEGREGATED UNIVERSITY FEES

EXECUTIVE SUMMARY

BACKGROUND

At its August 2010 meeting, members of the Business, Finance, and Audit Committee expressed interest in learning more about how University of Wisconsin (UW) students are involved and consulted in the allocation of segregated university fees. This report provides a summary of: 1) major court decisions related to UW segregated university fees; 2) recent UW System segregated university fees policy developments; and 3) the procedures and structures at each UW System institution for student participation in the allocation of segregated fees.

REQUESTED ACTION

For information only.

DISCUSSION

Segregated university fees are charges, in addition to instructional fees, assessed to all students for services, programs, and facilities that support the mission of a UW System institution.

Major Court Decisions Related to UW Segregated University Fees

A number of court decisions have shaped UW segregated university fee practices. For instance:

- In 1975, the UW-Milwaukee Student Association, two of its officers, and one individual student brought action against UW-Milwaukee Chancellor Werner Baum and the Board of Regents regarding the manner in which student members of the Physical Environment Committee, the Merger Guidelines Committee, and the Segregated Fee Advisory Committee were selected. The Student Association and the students sought a declaration that “the student association has the exclusive rights to make appointments of the student members of various university committees” and that the Chancellor and the Board unlawfully usurped the student association’s “authority when they adopted and implemented procedures by which student members were appointed or elected.” The trial court dismissed the Student Association’s and students’ complaint. The Student Association and students appealed. The Court of Appeals reversed the trial court decision.

- In 1996, three UW-Madison students brought an action against the Board of Regents challenging UW-Madison's mandatory student activity fee. The students claimed that "forcing them to fund other students' political and ideological speech violated their First Amendment rights." The District Court ruled that UW-Madison's mandatory student activity fee program did violate the First Amendment. The Board of Regents appealed. The Court of Appeals affirmed the District Court's decision. The Board of Regents appealed to the U.S. Supreme Court. The Supreme Court, in *Board of Regents v. Southworth*, reversed the lower court decisions. The U.S. Supreme Court ruled that charging segregated fees for extracurricular student speech, which is supported with allocable segregated fees, is permitted provided that the process used to distribute the fees is viewpoint neutral.

Because the question of viewpoint neutrality was not before the Supreme Court, the Supreme Court sent the portion of the complaint about the referendum method of funding student activities back to the Appeals Court. In 2000, The U.S. Court of Appeals ruled that student referenda undermine viewpoint neutrality.

Following the U.S. Supreme Court and subsequent District Court rulings, UW System revised its segregated fee policies to: 1) prohibit the use of referenda in allocating funding to student organizations for extracurricular speech and expressive activities; 2) eliminate the former prohibition on the use of student fees for religious and politically partisan activities; and 3) require that student governments at each UW System institution, in consultation with the Chancellors, develop policies and procedures that set criteria for the allocation of student fees, create records of the allocation deliberations, avoid conflict of interest, and establish an appeals process where funding decisions are alleged not to have been viewpoint neutral.

- In 2007, the Roman Catholic Foundation and two of its student members brought an action against the Board of Regents challenging the constitutionality of UW-Madison's refusal to fund activities involving "worship," "proselytizing," or "sectarian religious instruction" with segregated university fees. The Roman Catholic Foundation claimed that UW-Madison's refusal to fund these activities constituted viewpoint discrimination in violation of the First Amendment. The District Court ruled in 2008 that UW-Madison cannot prohibit or prevent the Foundation from applying for or obtaining reimbursement for activities that involve religious speech considered prayer, worship, and/or proselytizing. The U.S. Seventh Circuit Court of Appeals affirmed the District Court ruling and an appeal has been filed with the U.S. Supreme Court.

Recent UW Policy Developments

In 2006, the UW System Office of Operations Review and Audit reviewed several aspects of segregated university fees, including student involvement in allocating segregated fees. The report made five recommendations, including a multi-part enhancement to the segregated fee-setting process that included involving students early in the budget process, standardizing budget materials, and submitting all non-allocable segregated fee budgets to the Segregated University Fee Allocation Committee (SUFAC) for review. As directed by the Business, Finance, and Audit committee, a system-wide workgroup, consisting of four UW institution administrators

and five student representatives, including a Student Regent, was appointed to identify implementation options for each of the report's recommendations.

After discussing the recommended enhancements to student involvement in the segregated fee-setting process, the workgroup concluded that, due to the variation in student governance structures, no single set of procedures can serve as "best practice" for all institutions to follow. Consequently, the workgroup recommended that revising Board and System administrative policies to reflect the minimum expectations for student involvement would provide the most meaningful impacts. The workgroup presented its recommendations to the Board of Regents in March 2007.

As a result of the workgroup's recommendations, the Board of Regents adopted a number of significant amendments to Regent Policy Document (RPD) 30-5, *Policy and Procedures for Segregated University Fees*, related to the following:

- a) **Procedures for Student Involvement in Non-allocable Segregated Fees.** Under the amended policy, each campus administration, in consultation with its student governance groups, is to develop specific procedures to ensure that there is an opportunity for the SUFAC to conduct timely and meaningful review of the non-allocable fee budgets. A copy of these procedures, signed by appropriate campus administrators and student representatives, is to be filed with System Administration. Any changes to these procedures are to be documented and filed with System Administration.
- b) **Format for Non-allocable Budget Presentation.** The amended policy requires each campus administration to develop, in consultation with its student governance groups, a standardized format for presenting non-allocable segregated fee-funded budgets to the SUFAC.
- c) **Segregated Fee-supported Capital Projects.** The amended policy requires that any proposed major remodeling or major new construction projects that will increase the non-allocable portion of the segregated university fee on any campus are to be reviewed by the Chancellor with appropriate student representation.
- d) **Redirection of Segregated Fees.** The amended policy requires that any proposed redirection of segregated fees assessed for debt service payments that are ending are to be specifically highlighted when non-allocable segregated fee budgets are presented to the SUFAC for review.

Consistent with the changes to RPD 30-5, two UW System Financial and Administrative Policies (F20, *Segregated Fee Expenditures*, and F37, *Segregated Fee Determination and Distribution*), were consolidated into Financial and Administrative Policy F50, *Segregated University Fees*. This new policy clarified minimum requirements for student organizations to obtain official recognition and the leasing of non-university facilities.

All UW institutions have submitted their procedures for student involvement in non-allocable segregated fees to System Administration as required. While details vary, these written

procedures lay out the process and in some cases even specify the timing of when non-allocable segregated fee-funded budgets will be submitted to the SUFAC for review. While the amended Board of Regents and System policies do not specify the process for revising the procedures, it is expected that any revisions to these procedures will continue to be a collaborative effort between campus administration and students, as the procedures must be signed by the appropriate campus administrators and student representatives.

Role of Students

Segregated fees are divided into allocable and non-allocable. Board of Regents and System administrative policies grant the Chancellors, in consultation with the students, the responsibility to define the allocable and non-allocable portions of the segregated fees. These policies also differentiate the roles of students specific to each segregated fee category.

Allocable

The allocable portion provides the major support for campus student activities, such as student government, student organizations, and concerts and lecturers. Board of Regents and UW System administrative policies grant students the primary responsibility for the disposition of allocable segregated fees, subject to the responsibilities of the Chancellors and final confirmation of the Board of Regents.

Non-allocable

The non-allocable portion provides support for certain student services, including health services, student unions/centers, intercollegiate athletics, and child care, and for the long-term financial obligations and operating costs of buildings associated with these services. Board of Regents and UW System administrative policies grant the Chancellors the responsibility for budget development related to non-allocable segregated fees, with opportunities for students to review and offer advice concerning the budget of each program and any proposed remodeling or major new construction project. Use of student referenda for advisory purposes on capital projects is allowed but not required.

Segregated University Fee Allocation Committee (SUFAC)

State Statutes and Board of Regents and UW System administrative policies do not mandate a specific structure for student participation in segregated fee allocation. However, the Board of Regents, through RPD 30-3, *Guidelines for Student Governance*, requires the establishment of a SUFAC or other designated institution-wide body to be responsible for the formulation of allocable segregated fee budgets and for the review of non-allocable segregated fee budgets.

All UW campuses have a SUFAC, although the committee structures vary from campus to campus. The attached table summarizes the structures of SUFACs and procedures for student involvement in the allocation of allocable and non-allocable segregated fees at each UW institution.

RELATED POLICIES

- Regent Policy Document (RPD) 30-3, *Guidelines for Student Governance*
- Regent Policy Document (RPD) 30-5, *Policy and Procedures for Segregated University Fees*
- Financial and Administrative Policy F50, *Segregated University Fees*

Structures and Procedures for Student Involvement in the Allocation of Segregated University Fees

UW Institution	Segregated University Fee Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
Eau Claire	<p>The Student Senate functions as the SUFAC. The Student Senate is composed of the student President, Vice-President, and 30 senators elected by the student body. The Student Senate delegates authority for formulating allocable segregated fee recommendations to the Finance Commission, a standing committee of the Student Senate.</p> <p>The Finance Commission is composed of the commission director (financial director), treasurer of the Student Senate, up to nine student senators, and up to eight students-at-large. The student senators and students-at-large are appointed by the Student Senate President.</p> <p>The Organizations Commission is composed of the commission director, up to seven student senators, and up to six non-senators. During the budgetary period, the Organizations Commission must include at least one Finance Commission member and no more than 13 total members. Subsequent to the Organization Commission's presentation to the Finance Commission and the</p>	<p>Various campus organizations, including honor societies, performing arts, academic, Greek, and sport clubs, prepare and submit their budget requests to the Organizations Commission in September. Working within the guidelines and funding levels provided by the Finance Commission, the Organizations Commission holds hearings to discuss and deliberate the requests.</p> <p>The Organizations Commission then aggregates each of these individual budgets together and submits to the Finance Commission a single line item. This item is added to the other budget requests from organized activities such as Athletics, the Children's Center, Health Services, and Forensics, and they are all submitted to the Finance Commission in September. The Commission holds hearings to discuss and deliberate the requests in October. The Commission presents its recommendations to the Student Senate around the beginning of the spring semester for approval.</p>	<p>The managers of UW programs and centers supported by non-allocable segregated fees develop the segregated fee budgets with their respective advisory boards, which include students. Members of the Finance Commission are invited to participate in these budget discussions. The managers officially present their budgets for review to the Finance Commission in February and to the Student Senate in March. Budget recommendations are later submitted to the Chancellor for approval.</p> <p>Student referendum is not required but has been used on at least one segregated fee-supported capital project.</p>

UW Institution	Segregated University Fee Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
Eau Claire (continued)	<p>conclusion of the budgetary period, membership in the commission is unlimited. The student senators and students-at-large are appointed by the commission director.</p> <p>The Environmental Endeavors Commission is comprised of the commission director and a minimum of nine student members, excluding the director. A minimum of five of the student members must be student senators.</p>	<p>The Environmental Endeavors Commission is a Student Senate commission responsible for allocation of the green fund. The green fund is composed of student segregated fees for the purpose of improving sustainability at University of Wisconsin-Eau Claire.</p> <p>The regular funding allocation period runs from the last week of September until the last week of November. Proposals are due at midnight on Friday of the last week of October. Proposals are reviewed for three weeks during the month of November. Proposals are awarded after a full Senate vote during the first week of December.</p>	

UW Institution	Segregated University Fee Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
Green Bay	<p>The SUFAC is a standing committee of the Student Government Association (SGA). The SUFAC is composed of 24 members (18 voting members and six non-voting members).</p> <p>The 18 voting members include the SUFAC Chair and Vice-Chair who are appointed by the SGA President with the approval of the Senate; eight student senators appointed by the Speaker of the Senate; six at-large student members approved by the SUFAC from applicants from the student body; and two student representatives appointed from the American Intercultural Center and the International Center.</p>	<p>Student organizations prepare and submit their budget requests to the SUFAC in September and October. The SUFAC holds hearings in November to discuss student organizations' budget requests. In February, the SUFAC deliberates the requests. The SUFAC submits its recommendations to the Student Senate in March for approval.</p>	<p>In September, campus administration develops the non-allocable segregated fee budgets and submits the proposed budgets to the SUFAC. Campus administrators present their proposed budgets at SUFAC hearings, typically held between September and November. In November or December, the SUFAC chair meets with officers of the institution, including the Chancellor and Provost, to discuss the segregated fee budgets and rates. The SUFAC chair presents the SUFAC's recommendations to the Student Senate in March for review. After Senate review, the SUFAC chair presents the recommendations to the Dean of Students for submission to the Chancellor for approval.</p> <p>Student referendum has not been used in segregated fee-supported projects or programs.</p>

UW Institution	Segregated University Fee Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
La Crosse	The SUFAC, a standing committee of the Student Senate, is composed of eight students (five senators and three at-large appointees), two faculty members (appointed by the Faculty Senate), the Assistant Chancellor for Student Affairs or designee, and the campus Budget Officer or designee.	Student organizations prepare and submit their budget requests to the SUFAC in November. The SUFAC holds hearings to discuss the requests, deliberates the budget requests, and submits its recommendations to the Student Senate in December for approval.	<p>Department directors prepare their segregated fee budgets and submit them to the SUFAC in November. The SUFAC reviews the budgets with the auxiliary directors and submits its comments to the Student Senate in December. The Student Senate forwards its recommendation to the campus Chief Business Officer (Office of Budget and Finance) by January 15 for review. The Office of Budget and Finance submits the final recommendations to the Chancellor for approval around March.</p> <p>Student referendum is not required but has been used on at least one segregated fee-supported capital project.</p>
Madison	The Student Services Finance Committee (SSFC) functions as the SUFAC. The Committee is a standing committee of the Associated Students of Madison (ASM) and is composed of 16 members. The SSFC members are either ASM members elected by the students (six seats) or student representatives appointed by the ASM Student Council (ten seats).	Student organizations prepare and submit their budget requests to the SSFC in August. The SSFC schedules hearings to discuss the requests and deliberates the budget requests in September and October. The SSFC forwards its recommendations to the ASM Student Council in November for approval.	<p>Program directors prepare their segregated fee budgets in consultation with their respective shared governance advisory committees, which include students. The directors submit their budgets to the SSFC. The SSFC holds hearings on the budgets in February. SSFC recommendations are considered ASM recommendations unless amended by a two-thirds vote of the ASM Student Council within four weeks. The SSFC chair and ASM Student Council Chair present the recommendations to the Chancellor in March.</p> <p>Student referendum is not required but has been used on some segregated fee-supported capital projects.</p>

UW Institution	Segregated University Fee Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
Milwaukee	<p>The Senate Finance Committee (SFC) is the SUFAC, although the task of formulating allocable segregated fees to student organizations is performed by the Senate Appropriations Committee (SAC). Both committees are standing committees of the UW-Milwaukee Student Association (SA).</p> <p>The SFC allocates segregated fee funding to the SA, SAC, and various university departments for student services, activities, programs and facilities. The SFC is composed of 15 members: the SA Vice President; the Speaker of the Student Senate or designee; one student senator appointed by the Speaker; nine student senators selected from the various school or college caucuses; and three student senators appointed by the SA President, subject to the approval of the Student Senate.</p> <p>The SAC provides segregated fee funding to eligible student organizations for special events, travel, and office operations. The SAC is composed of nine members: the SA Treasurer; five members of the SA Senate; and three student organization officers appointed by the SA's Shared Governance Committee.</p>	<p>Student organizations submit their requests to the SAC, which holds hearings in November to consider the spring semester budget requests and in April to consider the fall semester budget requests. The SAC submits its recommendations to the SA Senate and President for approval.</p>	<p>Program directors develop their segregated fee budgets and submit them to the Vice Chancellor for Student Affairs. The Vice Chancellor for Student Affairs schedules a public meeting for each department to present its budget around January. Members of the SFC and SA are invited to participate in these presentations. SFC and SA comments are forwarded to the Vice Chancellor for Student Affairs. The Vice Chancellor for Student Affairs forwards the recommended budgets to the Office of Budget and Planning around February. The Office of Budget and Planning submits the final recommendations to the Chancellor for approval around March.</p> <p>Student referendum has not been used in segregated fee-supported projects or programs.</p>

UW Institution	Segregated University Fee Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
Oshkosh	<p>The Segregated Fee Committee (SFC) is the SUFAC. The Committee has responsibility for recommending both the allocable and the non-allocable fees to the Chancellor, although the task of formulating the allocable recommendations is performed by the Allocations Committee (AC). Both the SFC and AC are UW-Oshkosh (all university) committees. These committees work with but are independent of the Oshkosh Student Association. Both committees are chaired by students.</p> <p>The SFC is composed of 13 members: two faculty (appointed by the Faculty Senate), two academic staff (appointed by the Senate of Academic Staff), one classified staff (appointed by the Classified Staff Advisory Council) and eight students (appointed by the Oshkosh Student Association).</p> <p>The AC is composed of ten voting and two non-voting members. The ten voting members include six students appointed by the Oshkosh Student Association President, two faculty members, and two academic staff members.</p>	<p>Student organizations submit their budget requests to the AC in early October. The AC holds hearings to discuss budget requests in mid-to-late October and submits its recommendations to the SFC. The SFC combines the allocable and non-allocable budget recommendations and forwards the recommendations to the Vice Chancellor for Student Affairs and the Chancellor for approval around February.</p>	<p>Program directors submit their segregated fee budgets to the SFC around October and at least one week before making their budget presentations to the SFC. Most units also have advisory groups composed of students in order to maximize student involvement. Their budgets are approved by the advisory groups before presenting to the SFC.</p> <p>The SFC discusses the budget requests and submits its recommendations, along with the allocable budget requests from the AC, to the Vice Chancellor for Student Affairs and the Chancellor for approval around February.</p> <p>Student referendum is not required but has been used on the majority of segregated fee-supported capital projects.</p>

UW Institution	Segregated University Fees Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
Parkside	The SUFAC is a standing committee of Parkside Student Government Association (PSGA). SUFAC membership is composed of ten voting and three non-voting members. The ten voting members include six students appointed by PSGA, two at-large students elected during PSGA elections, the PSGA President Pro-Tempore, and a PSGA President appointee.	Student organizations submit their segregated fee budget requests to the Student Activities Office in November. The SUFAC holds hearings to discuss the budget requests in December. After the SUFAC completes its deliberations, the SUFAC presents its recommendations to the PSGA Senate for approval.	<p>Campus administration develops the non-allocable segregated fee budgets and submits the proposed budgets to the SUFAC in December. Managers of segregated fee-supported programs present their budget requests to the SUFAC in January. In March, the SUFAC submits its recommendations to the PSGA Senate for review prior to submitting its recommendations to the Chancellor for approval.</p> <p>Student referendum has not been used in segregated fee-supported projects or programs.</p>
Platteville	The SUFAC is a body of student government, but is not a standing committee of the Student Senate. SUFAC is composed of two student representatives from each college, two at-large students elected by the student body, two student representatives appointed by Student Senate, and one student elected from the school of graduate studies.	Student organizations submit their budget requests to the SUFAC in September. The SUFAC holds hearings to discuss and deliberate the budget requests in October and submits its recommendations to the Student Senate. Student Senate takes action on the budgets around November.	<p>Early in the spring semester, the Student Affairs Auxiliary Services office compiles and produces a set of segregated budget documents to senior campus administrators for review. The budget documents include a rate setting report, a room and board comparison, and a six-year rolling history of fees. After incorporating campus administrators' changes, the manager of each segregated fee-supported program submits their respective reports to the SUFAC. Each manager later meets with the SUFAC to discuss the report. The SUFAC reviews the reports and votes to support or not support the recommended budgets as a whole.</p> <p>Student referendum has not been used in segregated fee-supported projects or programs.</p>

UW Institution	Segregated University Fee Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
River Falls	<p>The SUFAC function is divided between the Facilities and Fees Board (for non-allocable), the Allocable Fees Appropriation Board (for allocable student organization funding), and the Sport Club Appropriation Board (for allocable club sport funding.) All three are standing committees of the Student Association.</p> <p>The Facilities and Fees Board is composed of eight members: the board chair (appointed by the Senate President, subject to the confirmation of the Student Senate) and the chairs from the board's seven advisory committees. Membership on these seven advisory committees is determined by the Shared Governance Committee of the Student Association.</p> <p>The Allocable Fees Appropriation Board is composed of nine members: the chair (appointed by the Student Senate President, subject to the confirmation of the Student Senate); four student senators; three at-large students; and one student campus-media representative.</p>	<p>Student organizations submit their budget requests to the Allocable Fees Appropriation Board in December. The Board holds hearings to discuss and to deliberate the requests between February and March. The Board submits its recommendations to the Student Senate in March for approval.</p> <p>Student Sport Clubs submit their budget requests to the Sport Club Appropriation Board in December. The Board holds hearings to discuss and to deliberate the requests between February and March. The Board submits its recommendations to the Student Senate in March for approval.</p>	<p>Program managers prepare their segregated fee budgets and discuss the budgets with their respective student advisory committees. The committee chairs take the budget requests to their representative groups in January. The advisory committees formulate their budget recommendations with the program managers and submit their committees' recommendations to the Facilities and Fees Board. The Facilities and Fees Board forwards its recommendations in February to the Student Senate, which provides the recommendations to the Chancellor for approval.</p> <p>Student referendum is not required but has been used on some segregated fee-supported capital projects.</p>

UW Institution	Segregated University Fee Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
River Falls (continued)	The Sport Club Appropriation Board is composed of nine members: the chair (appointed by the Student Senate President, subject to the confirmation of the Student Senate); the President of the Club Sports Council, two student senators; four at-large students; and the Recreation and Sport Facilities Intern.		

UW Institution	Segregated University Fee Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
Stevens Point	<p>The SUFAC function is divided between the Finance Committee, which is a committee of the Student Government Association (SGA), and various shared governance student advisory committees.</p> <p>The Finance Committee is responsible for formulating allocable fee recommendations. The Committee is composed of one senator from each college, one student-at-large from each college, the SGA assistant budget director, and the SGA Vice-President. Student senators and students-at-large are approved by the Student Senate.</p> <p>Five separate student advisory committees provide budget input to and oversight of five programs supported by non-allocable segregated fees and user fees: dining, student health, university centers, residence halls, and parking. These advisory committees are made up either entirely or primarily of student representatives from across campus.</p>	<p>Student organizations submit their budget requests to the Finance Committee around October or November. The Finance Committee holds hearings to discuss and deliberate funding requests on or before the fifth week of the spring semester. The Committee submits its recommendations to the Student Senate. The Senate debates and takes action on the recommendations on or before the seventh week of the spring semester. The SGA budget director provides the final budget to the Assistant Vice Chancellor for Student Affairs before the end of the eighth week of the spring semester.</p>	<p>The individual advisory committees help formulate and review their respective segregated fee budgets in December. Managers of segregated fee-supported programs present their budgets to the SGA as information items in February. Final recommendations are submitted to the Chancellor for approval in March.</p> <p>Student referendum has not been used in segregated fee-supported projects or programs.</p>

UW Institution	Segregated University Fee Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
Stout	<p>The Stout Student Association (SSA) functions as the SUFAC. The SSA's Student Senate is composed of 29 student senators elected from the four undergraduate colleges or schools (16 senators) and from the graduate school (2 senators). In addition there is at-large (6 senators) and special interest (5 senators) representation. The Financial Affairs Committee of the SSA oversees the allocable fees. The Financial Affairs Committee is composed of eight student senators and is chaired by the Financial Affairs Director, elected by the SSA.</p>	<p>Student organizations submit their budget requests to the Financial Affairs Committee in September. The Financial Affairs Committee holds hearings to discuss requests in October and submits its recommendations to the Student Senate. The Financial Affairs Committee of the Student Senate presents the recommendations to the SSA in November for approval. The allocable segregated fee budgets are due to the Assistant Vice Chancellor for Student Affairs in December.</p>	<p>In September or October, the budget office and the Vice Chancellor for Administrative and Student Life Services meet with SSA President and Director of Financial Affairs to review year-end financial information and financial challenges. In December, managers of segregated fee-supported programs develop their budgets. The budgets and proposed segregated fee rates are submitted to the campus budget office in January. In January, the Chancellor announces the recommended fee levels for the upcoming year. The SSA is given two weeks to review and comment on the information from the Chancellor. The Chancellor finalizes the segregated fee rates about the first week of February. In February and March, the SSA President and Financial Affairs Director are invited to attend budget review meetings held with each segregated fee and auxiliary operation.</p> <p>Student referendum has not been used in segregated fee-supported projects or programs.</p>

UW Institution	Segregated University Fee Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
Superior	The SUFAC is one of the councils of the Student Government Association. The SUFAC is composed of up to eight voting members and up to eight non-voting members. The eight voting members include three at-large students (appointed by the SGA President and confirmed by the Senate) and five student senators. The eight non-voting members consist of the Chancellor's Designee, the SUFAC Director, SUFAC Vice Director, the Student Body President, two at-large ex-officio faculty members, and two at-large ex-officio academic staff members.	Student organizations submit their budget requests to the SUFAC in late September or early October (no later than 50 days after the official start of the fall semester). The SUFAC holds hearings to discuss the requests. The SUFAC takes action on the requests around mid-October to mid-November, and submits its recommendations to the Senate in March for approval.	<p>Program managers submit their segregated fee budgets to the SUFAC in early February. The SUFAC holds open hearings on the submitted budgets in late February, and submits its feedback and recommendations to the Student Senate for review in March. Final recommendations are then submitted to the Chancellor for approval.</p> <p>Student referendum is not required but has been used on some segregated fee-supported capital projects.</p>

UW Institution	Segregated University Fee Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
Whitewater	The SUFAC is a committee of the Whitewater Student Government (WSG). The SUFAC is composed of nine members: four student representatives from the Dean's Advisory Councils (one from each College); two student representatives from the Residence Hall Association; two students from the WSG; and one student appointed by Student Body President. SUFAC actions are reported to the WSG Senate, but a two-thirds vote of the WSG Senate is required to change SUFAC allocation recommendations.	Student organizations submit their budget requests to the SUFAC in October. The SUFAC meets to review and deliberate the requests. The SUFAC submits its allocation recommendations to the WSG Senate for approval.	<p>Program managers develop their segregated fee budgets around December and present the budgets to the Vice Chancellor for Student Affairs. The SUFAC Chair and Vice Chair and the WSG President are invited to participate in each of these budget presentations and have opportunities to ask questions. Once the total allocable and non-allocable fee schedules are developed but before the schedules are presented to the Chancellor in March, the Vice Chancellor for Student Affairs reviews the fee schedules with the SUFAC and WSG.</p> <p>The University Center and Health Center also have advisory boards or committees with student representation. These boards or committees are consulted when formulating the budgets of the respective centers.</p> <p>Student referendum has not been used in segregated fee-supported projects or programs.</p>

UW Institution	Segregated University Fee Allocation Structure	Procedures for Student Participation in Allocable Segregated Fees	Procedures for Student Participation in Non-Allocable Segregated Fees
UW Colleges	<p>At each UW Colleges campus, either a committee of the Student Government Association (SGA) or an all-campus committee is the SUFAC.</p> <p>The all-campus committee, referred to as the Student Life and Interest Committee (SLIC), works with but is independent of the SGA. SLIC is composed of mostly students, but voting members also include representatives from the faculty and academic staff.</p>	<p>Student organizations submit their budget requests to their respective SUFAC in the fall semester (actual month varies by campus). The SUFAC holds hearings to discuss and deliberate those requests late in the fall semester (actual month varies by campus). The SUFAC submits its recommendations to the respective student government for approval early in the spring semester (actual month varies by campus).</p>	<p>The Assistant Deans for Administrative Services develop the non-allocable segregated fee budgets and submit them to the respective SUFAC early in the fall semester (actual month varies by campus). The SUFAC reviews the budgets and forwards its comments to the Assistant Deans for consideration early in the spring semester (actual month varies by campus). Final recommendations are submitted to the Chancellor for approval in February.</p> <p>Student referendum has not been used in segregated fee-supported projects or programs.</p>
UW-Extension	UW-Extension does not assess segregated fees.		

**UW SYSTEM INFORMATION TECHNOLOGY REPORT
UW STRATEGIC PLANS
FOR MAJOR INFORMATION TECHNOLOGY PROJECTS

EXECUTIVE SUMMARY**

BACKGROUND

As prescribed in 2007 Wisconsin Act 20, the Board of Regents is required to create a reporting format for the University of Wisconsin System and each of the University of Wisconsin institutions' "strategic information technology plans." The strategic plans are to be provided to the Board by March 1 of each year.

The statute also requires the Board to create specific and detailed policies on all "large" IT projects [defined as costing over \$1 million] or projects defined as vital to the functions of the system or the institution. These policies were approved [Resolution I.2.e.5.] at the April 2008 meeting, and were submitted to the Joint Committee on Information Policy and Technology for approval.

The statute further requires the Board of Regents to provide to the Joint Committee on Information Policy and Technology on March 1 and September 1 of each year a specific and detailed "progress" report on all large and high-risk projects.

REQUESTED ACTION

This report is for information only.

DISCUSSION AND RECOMMENDATIONS

The first institutional IT plans were submitted for 2008. Some UW institutions had insufficient time to prepare strategic IT plans and the Board did not have sufficient time to create a reporting format. All institutions completed IT strategic plans for 2009 and for 2010. Most of the plans follow a standard format which contains two parts. Part A, *Information Technology & University Strategic Objectives*, includes nine key items: 1) plan development; 2) plan principles; 3) plan outcome measurements; 4) plan relationship to the university's strategic objectives; 5) plan format; 6) critical plan objectives with implementation plans; 7) timeline; 8) description of plan governance; and 9) major themes of the plan. Each strategic IT Plan also includes Part B, *Projects for FY2011*.

Though many of the campus projects for the coming year are very important, only two projects which have not yet been approved will cost over \$1 million. Those two projects, if approved, will be noted in the September 1, 2011 report on large and high-risk projects submitted by the Board to the Joint Committee on Information Policy and Technology. The institutional strategic IT plans may be found at: <http://www.uwsa.edu/olit/cio/ITplans/>

The UW System IT plan, entitled *The Common Systems Roadmap*, has now been in place for four years and has been updated for FY2012. *The Common Systems Roadmap* graphically illustrates and discusses the seven major IT systems our institutions share and work on collaboratively: the Student Information System, Human Resources System, Shared Financial System, Learning Management System, Library Automation System, Middleware Systems, and Wide Area Network. *The Roadmap* also looks ahead to other strategic technology applications the University may adopt in the next ten years to better serve students, faculty, and staff. The UW System *Common Systems Roadmap* is available at: <http://cs.uwsa.edu/documents/default.aspx>

2007 Wisconsin Act 20 also requires the Board of Regents to provide in March and September of each year a specific and detailed progress report on all large and high-risk projects to the Joint Committee on Information Policy and Technology. The Board policy on the format of these reports was approved in April 2008 [Resolution I.2.e.5]. There are three major projects in this report. The report is presented as a separate Business, Finance, and Audit Committee agenda item.

RELATED REGENT POLICIES

25-2 Guide to plan and implement management information systems.

UW SYSTEM INFORMATION TECHNOLOGY REPORT PROJECT STATUS REPORT FOR MAJOR INFORMATION TECHNOLOGY PROJECTS

EXECUTIVE SUMMARY

BACKGROUND

2007 Wisconsin Act 20 requires the Board of Regents to provide in March and September of each year a specific and detailed progress report on all large (defined as costing over \$1 million) and high-risk IT projects to the Joint Committee on Information Policy and Technology. The Board policy on the format of these reports was approved in April 2008 [Resolution I.2.e.5.]. There are three major projects in this report.

REQUESTED ACTION

This report is for information only.

DISCUSSION AND RECOMMENDATIONS

Attached are progress reports on the UW System's three major information technology projects. They include the Oracle/PeopleSoft Campus Solutions (student information systems) implementation at UW-Eau Claire, the Legacy Budget project, and the Oracle/PeopleSoft Human Resource System. All major projects are generally on target with respect to schedule, scope, and budget status. As the Oracle/PeopleSoft Campus Solutions project at UW-Eau Claire has been implemented, this will be the last report on that particular project.

RELATED REGENT POLICIES

25-2 Guide to plan and implement management information systems.

Project: Oracle/PeopleSoft Campus Solutions Implementation, UW-Eau Claire

Description: UW-Eau Claire has replaced its existing mainframe-based student administrative systems with PeopleSoft Campus Solutions software, Version 9. With the implementation of Campus Solutions, UW-Eau Claire is operating the UW's "common system" for student administration.

UW-Eau Claire has implemented the following modules:

- Campus Community: Biographical and demographic information for Campus Solutions. (Went live in September 2009.)
- Admissions: Functionality for processing applicants and admitting students. (Went live in September 2009 for fall of 2010.)
- Financial Aid: Budgeting, packaging, awarding, disbursing, and monitoring of aid. (Went live in summer 2010.)
- Student Records: Functionality to support scheduling classes, registering students, producing transcripts, maintaining academic records, and posting degrees. (On-line catalog went live in fall 2009 for fall 2010. Registration for fall 2010 classes went live in April 2010.)
- Student Financials: Foundation for student financial data, including billing students, maintaining student accounts, calculating tuition, and processing payments. (Went live in August 2010.)
- Campus Solutions Self-Service: Provides web access for students and faculty. (Various pieces went live during 2009/2010.)

UW System Administration has contracted with CIBER, Inc. to provide project planning, and functional and technical consulting resources for the Campus Solutions project at UW-Eau Claire (Contract Number: LT-07-2379).

Project Schedule & Budget:

Schedule: Implementation began in spring 2008 and all modules that were included in the scope of Common Systems funding are currently in production. As such, this will be the final report on the Eau Claire Campus Solutions Implementation.

Project budget for external consulting resources: \$2,761,308.

Source of funds: Common Systems (2/3) and Campus Resources (1/3)

Campus Solutions Implementation, UW-Eau Claire Project Dashboard

(See Appendix 1 for dashboard definitions):

<p>Determine the status for each of the categories below based on the criteria identified on the right and on the back of this page.</p> <p>Insert an X in the column that best describes the status of the category or color/shade the appropriate status box.</p> <p>If a category has a status of Yellow or Red describe the problem/issue and what actions will be taken to correct the problem/issue.</p>		STATUS COLOR INDICATORS
	Green	On target as planned
	Yellow	Encountering issues
	Red	Problems

Project Status Dashboard: Oracle/PeopleSoft Campus Solutions Implementation, UW-Eau Claire	Green	Yellow	Red
Schedule Status	x		
Scope Status	x		
Budget Status	x		
Other Issues (Staffing, Risks, etc.):	x		

Status of Project Planning and Documentation:

Project Component	Status
Governance structure	Established
Project Charter	Completed
Communication Plan	Completed
Project Plan	Completed
Project Budget	Completed
Quality Assurance Plan	Completed

Project: Legacy Budget System Project

Background:

The current Annual Budget Development and Position Control/October Payroll Systems are mainframe systems hosted at UW-Madison's Division of Information Technology (DoIT). The UW System has embarked on a multi-year planning and replacement process for the systems. The first phase in this replacement cycle will require rewriting the Budget System interfaces, batch programs, and data conversions to function with the new PeopleSoft-based Human Resource System (HRS). The second phase will involve development of a business case with requirements, project planning, and the implementation of a new budget system solution that does not run on the mainframe. At the end of the second phase the budget systems will be retired from the mainframe.

The Annual Budget Development System is used by all UW institutions, including System Administration, to develop both salary and non-salary budgets. All institutions have various shadow budget systems to assist them in this process; these shadow systems range from spreadsheets to institutional mainframe systems. The salary information for budget development is loaded from either a recent payroll or the previous year's budget that institutions use as their starting point for budget development. Institutions then distribute the unclassified merit in the budget system by person, fund, and program, and once approved by the Board of Regents, the merit distribution and funding is loaded back to the payroll system.

The Position Control/October payroll System is used for statutorily required quarterly reporting to the State on the number of full time equivalent employees the UW System has by funding source, and is also used in the even-year October months to establish the payroll base on which the UW System can receive funding for pay plan increases from the State. In addition, this information is used for Federal, American Association of University Professor (AAUP), Integrated Postsecondary Education Data System (IPEDS), and other reporting needs by offices in System Administration and at the campuses.

The current budget systems do not provide the features and functions that address contemporary business demands for integrated financial and budget planning. Preparing for the migration of these systems from the mainframe affords the UW an opportunity to review current business processes and requirements, and make improvements such as providing the ability for institutions to do long range planning and budget forecasting. There is not enough time in the HRS implementation plan to simply acquire a new budget system. Therefore, in the first phase of this project, it is necessary to build an interface between HRS and the legacy budget systems.

The interface between the two budget systems and human resource/payroll functions are numerous and it is imperative that UW incorporate these requirements into the implementation of HRS. Phase 2 includes development of a business case with requirements, identification of potential solution options, acquiring a new budget system with enhanced functionality, and the implementation of the new system.

Description – Phase 1: Legacy Budget System Interface to HRS

Phase 1 of the project will focus on the revamping of the Budget System interfaces, batch programs, and data conversions in FY2010 and FY2011.

Phase 1 Schedule: The release schedule of the Budget HRS-Budget System Interface Changes will align with the building, testing, and deployment of HRS: September 2009 – June 2011.

Phase 1 Budget: \$3.8 million (FY2010-FY2011)

Source of funds: Common Systems

Phase 2: Planning the replacement of UW's Budget System.

The University will embark on a multi-year planning effort to replace the Budget System. Activities will include analysis of current business processes and requirements, opportunities for redesigning business processes, identification of potential solution options, and cost-benefit analysis of those potential solutions. At this point and until the business case and requirements are fully understood, the cost of purchasing and implementing a new system is unknown.

Expected project schedule and duration: Planning began in FY2010; the duration of Phase 2 is unknown.

Expected project budget for Phase 2:

A total budget for Phase 2 will not be available until the planning phase is complete. The planning budget for FY2011 is \$62,400.

Source of funds: Common Systems

Phase 1: Legacy Budget System Interface to HRS

(See Appendix 1 for dashboard definitions):

<p>Determine the status for each of the categories below based on the criteria identified on the right and on the back of this page.</p> <p>Insert an X in the column that best describes the status of the category or color/shade the appropriate status box.</p> <p>If a category has a status of Yellow or Red describe the problem/issue and what actions will be taken to correct the problem/issue.</p>		STATUS COLOR INDICATORS
	Green	On target as planned
	Yellow	Encountering issues
	Red	Problems

Project Status Dashboard: Phase 1: Legacy Budget System Interface to HRS	Green	Yellow	Red
Schedule Status	x		
Scope Status	x		
Budget Status	x		
Other Issues (Staffing, Risks, etc.) The Budget Team is testing a variety of employee types and is encountering difficulties with setup of test conditions. The Budget Team is working with the HR Team to build a checklist of Employee ID-to-Test Conditions going forward to serve as a “checkpoint.”		x	

Status of Planning and Documentation to Support Phase 1: Legacy Budget System Interface to HRS

Project Component	Status
Governance structure	Established
Project Charter	Completed
Communication Plan	Included with HRS Plan
Project Plan	Completed
Project Budget	Completed
Quality Assurance Plan	Included with HRS Plan

Project: Oracle/PeopleSoft Human Resource System Project (HRS): Phase 2 Implementation

Description:

The Human Resource System (HRS) Project is a complex, multi-year endeavor to implement Oracle/PeopleSoft Version 9.0 Human Capital Management (HCM) software throughout the University of Wisconsin System. Environmental complexity distinguishes this project from other endeavors undertaken in the UW System and from other implementations of Enterprise Resource Planning (ERP) systems such as Oracle/PeopleSoft's HCM solution at other higher education institutions. This complexity emanates from the foundational structure of personnel operations within the UW System, which defines two separate and distinct employee systems – one for classified staff and one for unclassified staff. The classified personnel system is governed by the policies and procedures of the Office of State Employee Relations (OSER). The unclassified personnel system (for faculty and academic staff members) is governed by policies and procedures provided by the Board of Regents. Within the classified personnel system, there are three types of employee appointments. Within the unclassified personnel system there are seven appointment types. Each of these sub groups of employee appointments are subject to different applications of policies and procedures of their respective governing bodies. In addition, the UW System relies on a diverse array of funding sources and unique combinations of funding sources that vary from semester to semester, adding to the overall complexity of implementing any new payroll and benefits system.

The scope of the Human Resource System (HRS) Project encompasses the replacement of the core Human Resource, Benefit, and Payroll business processes for the thirteen four-year universities, the thirteen two-year UW Colleges campuses, the statewide UW-Extension offices, and the University of Wisconsin System Administration. The impact of this replacement of foundational administrative functionality affects each and every current employee of the University of Wisconsin System, all retirees, and any potential employee of the System.

The overall scope of the Human Resource System (HRS) Project encompasses four primary areas of the project: Business Process/Application, Technical, Change Management, and Testing.

On September 11, 2009, the Board of Regents approved the following resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approve: (a) the System Administration's Project Implementation Plan for the HRS Project and (b) the FY 2010 implementation budget for that project, in each case subject to the negotiation of amendments to the existing HRS system contract with Huron Consulting satisfactory to the Regent President and the System President. It is understood that the Board of Regents will annually review the Project Implementation Plan and that its Business, Finance, and Audit Committee will receive regular reports on the status of the project and the performance of Huron Consulting's contractual obligations, beginning in October 2009, and continuing at every regularly-scheduled two-day Board meeting until implementation is complete.

At the end of June 2010, the major FY2010 deliverables and milestones planned for this period of time were completed on time and within the approved FY2010 implementation budget.

On June 10, 2010, the Board of Regents Business, Finance, and Audit Committee approved the following 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.

Project Schedule for HRS Phase 2 Implementation:

The HRS Implementation will be constructed and delivered in three overlapping phases or releases. Each release follows a proven approach for implementing PeopleSoft functionality; each release includes steps to build, test, deploy, and support the functionality.

Release 1 will constitute the major portion of functionality and the implementation period in second quarter, 2011. Release 1 functionality includes Human Resources, Base Benefits, limited Benefits Administration, Payroll, Time and Labor, Absence Management, earnings statement review, benefits summary review, Time and Labor employee and manager self-service, base reporting, and Shared Financial System interface.

Release 2 functionality delivers Time and Labor and Absence Management self-service, and Enterprise Performance Management. There will be a staggered roll out of self-service features and monthly deployments of reports beginning in second quarter, 2011 and concluding second quarter, 2012.

Release 3 will deliver functionality for eBenefits for graduate hires, dual choice/annual enrollment, and Talent Acquisition Management. Again, the implementation of Release 3 functionality will be staggered beginning third quarter, 2011 and concluding first quarter, 2012.

Complete “HRS: Proposed Plan for Implementation” available at:

<http://hrs.uwsa.edu/about/implementationplan.pdf>

Project Budget for HRS:

	Planning (FY08 - FY09)	FY10 Final Spend	FY11 Approved Budget	FY12 Preliminary Budget	Total
HRS Project: Key Areas					
Business Process and Application Configuration	\$ -	\$1,827,993	\$ 2,637,701	\$ 412,141	\$ 4,877,835
Technical Development	\$ -	\$11,486,989	\$ 10,492,199	\$ 1,546,256	\$ 23,525,444
Technical Infrastructure	\$ -	\$1,618,151	\$ 3,487,448	\$ 524,419	\$ 5,630,018
Change Management	\$ -	\$822,281	\$ 1,723,611	\$ 326,554	\$ 2,872,446
Testing	\$ -	\$1,774,216	\$ 4,566,634	\$ 610,154	\$ 6,951,004
Project Management and Administration	\$ -	\$6,149,412	\$ 3,522,094	\$ 188,338	\$ 9,859,845
Non-Labor Costs	\$ -	\$540,000	\$ 1,570,759	\$ 1,089,632	\$ 3,200,391
Sub Total	\$ -	\$ 24,219,042	\$ 28,000,446	\$ 4,697,494	\$ 56,916,982
Planning	\$ 7,861,091	\$ 4,138,909	\$ -	\$ -	\$ 12,000,000
Contingency	\$ -	\$ -	\$ 4,056,145	\$ 527,933	\$ 4,584,078
HRS Project	\$ 7,861,091	\$ 28,357,951	\$ 32,056,590	\$ 5,225,428	\$ 73,501,060
SFS Interface					
Project	\$ -	\$ 3,526,800	\$ 3,289,545	\$ -	\$ 6,816,345
Contingency	\$ -	\$ -	\$ 1,089,956	\$ -	\$ 1,089,956
SFS Interface	\$ -	\$ 3,526,800	\$ 4,379,501	\$ -	\$ 7,906,301
HRS and SFS Interface Total	\$ 7,861,091	\$ 31,884,751	\$ 36,436,091	\$ 5,225,428	\$ 81,407,361

Source of Funds:

\$19 million (UW System funds set aside for HRS project)

\$12 million (Technology rebate as part of Microsoft class action settlement)

\$50.4 million (UW System reallocation)

Human Resource System (HRS) Project - Phase 2 Implementation Project Dashboard

(See Appendix 1 for dashboard definitions):

<p>Determine the status for each of the categories below based on the criteria identified on the right and on the back of this page.</p> <p>Insert an X in the column that best describes the status of the category or color/shade the appropriate status box.</p> <p>If a category has a status of Yellow or Red describe the problem/issue and what actions will be taken to correct the problem/issue.</p>		STATUS COLOR INDICATORS
	Green	On target as planned
	Yellow	Encountering issues
	Red	Problems

Project Status Dashboard: HRS Implementation	Green	Yellow	Red
Schedule Status:	x		
Scope Status:	x		
Budget Status:	x		
Other Issues (Staffing, Risks, etc.): The HRS Business Process Application (BPA) and Technical Development areas are tracking slightly behind schedule. Work continues to be reviewed and prioritized to ensure that the most critical processes are the top priority. The Testing area of the project continues to track slightly behind schedule. Work continues to be reviewed and prioritized for the Business Process and Application and Testing team members to prevent any further delays.		x	

Status of Planning and Documentation to Support HRS Implementation:

Project Component	Status
Governance structure	Established
Project Charter	Completed
Communication Plan	Completed
Project Plan	Completed
Project Budget	Completed
Quality Assurance Plan	Established

Appendix 1: Project Dashboard Definitions:

Project Status Category Descriptions
<p>Schedule Status (refers to target implementation date of phase or project)</p> <p>Green – Indicates that the project or phase will be completed on target or on the planned date.</p> <p>Yellow – Indicates that the project or phase <u>may be falling behind</u> and work needs to be done to determine if the project can recover and still complete on the scheduled date or if adjustments must be made to the schedule date.</p> <p>Red – Indicates that the project or critical tasks <u>have fallen behind</u> schedule and corrective action must be taken to make the scheduled date or the scheduled date must change.</p>
<p>Scope Status</p> <p>Green – We have not changed the scope in any way that will keep the implementation from meeting the objectives planned for the project.</p> <p>Yellow – The scope of the project has increased. Budget and implementation date are impacted by < 10%. Or the scope of the project has decreased but objectives are not substantially impacted.</p> <p>Red – The scope of the project is under review and changes are being requested that will mean the implementation will not meet the project objectives in some substantial way or doing them later will increase cost 10% or more above the original total cost of the project approved by the sponsors.</p>
<p>Budget Status</p> <p>Green – Currently on target with project budget.</p> <p>Yellow – Project is over budget by 10 – 25%.</p> <p>Red – Project is over budget by 25% or more.</p>
<p>Other Issues (Staffing, Risks, etc.)</p> <p>Green – No staffing, Risks, or other issues/concerns exist.</p> <p>Yellow – Staffing concerns/issues exist that need to be monitored and possible adjustments made. Key staff departing. One or more risks or other issues may be surfacing which need to be monitored and contingency plans developed.</p> <p>Red – Staffing concerns/issues exist and will impact project schedule, budget, deliverables, risks, etc. Key staff lost. One or more risks or other issues have surfaced and will have an impact on budget, deliverables, staffing, scope, and/or schedule. Corrective action must be taken or contingency plans executed.</p>

Minutes
Business, Finance, and Audit Committee
December 9, 2010
UW-Madison

The Business, Finance, and Audit Committee convened at 1:05 p.m. in the Beefeaters Room, in the UW-Madison Memorial Union. Present were Regents Brent Smith, Michael Falbo, Mark Bradley, and David Walsh.

a. UW-Madison Presentation: “*The Case for Flexibility: New Badger Partnership*”: UW-Madison Vice Chancellor Darrell Bazzell presented information and background on the institution’s *New Badger Partnership* proposal for increased autonomy and flexibility from the State. Vice Chancellor Bazzell reported that the University has reached the point where it receives more money from tuition, than from state resources, and because state support has diminished, the University needs more flexibility. He reiterated the importance of protecting the state’s investment and maintaining the University’s competitive position as a world-class research university, and that increased flexibility will allow UW-Madison to add greater value to the state, enhance institutional revenues, and manage their most urgent needs for teaching, research, and outreach.

He reported that UW-Madison provides a major beneficial economic impact to the state, and included the following examples:

- UW-Madison contributes \$9.6 billion back to Wisconsin’s economy annually
- UW-Madison creates nearly 97,357 jobs directly and indirectly
- Every \$1.00 of state tax investment in the University generates \$21.05 of economic activity in Wisconsin
- In 2009, private philanthropy contributed \$228 million to the UW-Madison budget, including \$93 million from out-of-state donors.

Vice Chancellor Bazzell also gave examples of the importance of the University Research Park (URP), including:

- There are 126 companies in 37 buildings
- It employs 3,200 people
- It has an estimated annual payroll of almost \$220 million
- The average salary for Research Park employees is \$64,300
- URP companies support more than 2,500 jobs at Wisconsin-based suppliers
- Approximately 70% of the companies have links to the University of Wisconsin
- The URP is scheduled to double in size with the addition of two new locations in Madison.

He reported that the increased flexibility UW-Madison seeks from the State includes:

- A commitment to continue to fund the state’s share of their current operations
- A new business model that provides greater flexibility to become more efficient and cost effective, including:

- Procurement
- Compensation and hiring
- Tuition and financial aid
- Construction and building projects

He assured the Committee that additional flexibility would come with appropriate oversight, and he stressed that the Partnership Proposal is not a prelude to UW-Madison leaving the UW System.

The Committee had several questions about the details of the proposal, and was told that additional details will be developed as they learn more about possible legislative and gubernatorial interest. Additional information about the New Badger Partnership can be accessed at: www.newbadgerpartnership.wisc.edu.

b. Competitive University Workforce: 2011-13 Unclassified Pay Plan Recommendations and Distribution Plan and Guidelines: President Kevin Reilly reported that state statutes require the Board of Regents to recommend a proposed salary adjustment to the Office of State Employment Relations. He then gave an overview of the importance of the Board's action to recommend a pay plan for faculty and staff. In addition, the flexibilities requested as part of the 2011-12 biennial budget would allow the University to also reallocate to help to solve the competitive compensation issues, and address concerns and recommendations made by the Competitive University Workforce Commission (CUWC) (the final report can be accessed at <http://www.uwsa.edu/bor/agenda/2010/june.pdf>, page 364). Associate Vice President Al Crist highlighted parts of Resolution I.2.b., and reported that most of the UW System peers received salary increases of 1.5% – 3%, while UW System employees got 0%. Vice President Crist indicated that the morale of UW System faculty and staff is suffering due to furloughs, the loss of pay increases, and increased cost of benefits. UW-Oshkosh Chancellor Richard Wells, who was a member of CUWC, said that he and other members of the Commission were surprised at the UW System's lack of flexibility regarding salaries. Regent Michael Falbo, who was also a member of CUWC, agreed.

Associate Vice President Crist reported that the resolution also seeks approval of the general distribution guidelines for any pay plan funding approved by the Joint Committee on Employment Relations (JCOER). He also noted that adjustments for faculty at institutions which have elected to be represented by a union, currently UW-Eau Claire and UW-Superior, will be determined through collective bargaining rather than through the general unclassified pay plan process.

Regent David Walsh suggested some minor edits to the Resolution. Then, upon the motion of Regent Walsh, and the second of Regent Bradley, the Committee unanimously approved Revised Resolution I.2.b. and Guidelines.

[Revised Resolution I.2.b.]

Whereas, pursuant to s.230.12(3)(e) *Wis. Stats.*, the Board of Regents is charged with the responsibility to recommend to the Director of the Office of State Employment Relations (OSER) a proposal for adjusting compensation and employee benefits for faculty, academic staff, and academic and administrative leaders (limited appointees) for the 2011-13 biennium, and,

Whereas, the UW System Board of Regents adopts the Competitive University Workforce Commission's recommendation for a UW System total compensation philosophy 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/attaining competitive benefits, by no later than the end of the 2015-17 biennium, and

Whereas, since salaries represent approximately 73% of total compensation, peer salary analyses will be the principal determinant in setting the target compensation levels for faculty, academic staff, and academic and administrative leaders (limited appointees) in the System, and

Whereas, the Board of Regents requested in the 2011-13 budget: (1) the restoration of the rescinded pay plan which was to have been paid to unclassified staff in June of 2009, (2) additional recruitment and retention base funding, and (3) the base funding which was removed from the 2009-11 budget that resulted in mandatory furloughs for all staff, and

Whereas, in addition, the Board of Regents requested flexibilities in the 2011-13 budget that would provide additional funding and greater latitude in the use of base funds by Chancellors to further the goal of closing the gaps between peer median salaries and our average salaries by no later than the end of the 2015-17 biennium, and

Whereas, the Consumer Price Index for All Urban Consumers (CPI-U) is projected to increase on average by 1.8% each year of the biennium, and

Whereas, salary increases at peer institutions are estimated to increase on average by 2.0% each year of the biennium;

Now, therefore be it resolved;

That the Board of Regents supports the pay plan recommendation of the UW System President providing for a 2% increase each year of the 2011-13 biennium so that average salaries will not fall farther behind peer salaries for faculty, academic staff, and academic and administrative leaders (limited appointees). Whether or not there will be a compensation adjustment for faculty at UW-Eau Claire and UW-Superior, who have elected to be union represented and any other unclassified bargaining unit electing to be union represented before a pay plan is approved by the Joint Committee on Employment Relations (JCOER), will be determined as the result of collective bargaining; and

Further, pursuant to 230.12(3)(e) *Wis. Stats.*, the Board directs the UW System President to transmit to the Director of the Office of State Employment Relations currently available information on unclassified salaries for UW System peer institutions and related economic indices, and the Board's request that the Director recommend to the JCOER a salary increase for each year of the biennium of 2.0% and the necessary related increase for unclassified salary ranges and salary minima; and

Further, to reiterate the Board of Regents 2011-13 budget requests for authorization to increase and redistribute resources to address competitive compensation gaps at each institution in the UW System. These include: (1) the authority to approve compensation levels and salary ranges for employees serving as Vice Presidents or comprehensive

institution Provosts; (2) the ability to determine pay plan increases for faculty, academic staff, and academic and administrative leaders (limited appointees), while taking into consideration state funding and the availability of resources; (3) the ability to make base adjustments for salary increases associated with performance; and (4) to consider compensation needs within the UW System as part of the tuition authority provided under Section 36.27, Wis. Stats.; and

Further, the Board of Regents adopts the attached pay plan distribution guidelines for 2011-13.

2011-13 GENERAL DISTRIBUTION PAY PLAN GUIDELINES FOR UNCLASSIFIED STAFF

That upon the recommendation of the President of the University of Wisconsin System, the 2011-13 General Distribution Pay Plan Guidelines for unclassified staff [faculty, academic staff, and academic and administrative leaders (limited appointees)] be approved as follows;

- (1) Each chancellor is directed to proceed with faculty and academic staff salary evaluations using a suitable evaluation system to assess meritorious performance and solid performance, the results of which can be converted to a salary, once the pay plan is known. The salary review should be conducted in accordance with the performance standards outlined in Recommendation #9 of the 1992 Report of the Governor's Commission on University of Wisconsin Compensation. A record of the evaluation judgments shall be made before July 1, as provided in s. 36.09 (1)(j), Wis. Stats.
- (2) The 2011-13 compensation adjustments for faculty, academic staff, and academic and administrative leaders (limited appointees) shall be distributed on the basis of merit and on the basis of solid performance. Chancellors are authorized to earmark up to 10 percent of the total pay plan each year for the chancellors' discretionary use to meet special compensation needs such as: faculty and/or academic staff internal pay problems; to reward faculty and academic staff innovative and/or collaborative program delivery, and/or exceptional performance in support of institution goals; and/or to correct gender pay inequities in the faculty and academic staff, and academic and administrative leaders (limited appointees.)

Assessment of meritorious performance and solid performance for faculty shall be based on a systematic performance evaluation program, which identifies positive contributions by the faculty member to teaching, research, public service and/or the support functions inherent in the institution's mission. Assessment of teaching faculty shall include consideration of student evaluations (Regent Policy Document 20-2, formerly 74-13, October 4, 1974).

Assessment of meritorious performance and solid performance for academic, limited and other unclassified staff shall be based on a systematic performance evaluation program

which allows supervisory assessment of meritorious performance in their areas of assigned responsibility.

- (3) Market determinations for faculty, academic staff, limited and other unclassified staff are not to be considered in the distribution of pay plan funds.
- (4) Any and all compensation adjustments must be based on performance; across-the-board compensation adjustments not based on merit are prohibited. At a minimum, continuing staff who have performed at a satisfactory level shall be entitled to a compensation adjustment from funds set aside to recognize solid performance, except when an employment contract or administrative practice holds to the contrary.
- (5) Each institution will be required to submit its plans for distribution of the compensation adjustments to System Administration for approval before implementation can be accomplished. System Administration is directed to return any institution's distribution plan not in compliance with the Board guidelines to the involved chancellor for corrective action by the appropriate governance body. Implementation of pay plan adjustments shall be deferred until a distribution plan meets the Board's guidelines.
- (6) Unless otherwise specified by executive/legislative action, the effective dates for the payment of the 2011-13 pay plan rates will be July 1 each year for annual basis employees, the start of the academic year for those on academic year appointments, and other dates as set by the chancellors for persons with appointment periods commencing at times other than July 1 and the beginning of the academic year.
- (7) The President is authorized each year to increase the systemwide faculty salary minima by up to the full amount of the pay plan and rounded to the nearest hundred dollars. For Category B research and instructional academic staff, the Board authorizes the continuation of the current policy linking titles to the faculty salary minima based on percentage relationships approved in the 1994 Gender and Race Equity Study. UW System salary ranges and salary minima will be established in accordance with the pay plan approved by the Joint Committee on Employment Relations.
- (8) Base salaries shall not be less than the salary minima or pay range minimum. The salary increase shall not move the base salary above the UW System salary range maximum. Unclassified staff who are currently paid above the maximum shall be eligible for a salary increase of up to half of the amount by which the salary ranges have been adjusted.
- (9) Salary adjustments for promotion in faculty rank shall, on an academic year basis, be no less than \$1,500 for promotion to assistant professor, \$1,750 for promotion to associate professor, and \$2,000 for promotion to professor. Institutions may set policies on adjustments for promotions on an annual basis appointment, consistent with these minima.
- (10) The pay plan funding allocation shall be distributed as soon as possible after final approval of the pay plan by executive/legislative action and after the distribution

plan is approved by System Administration as being in compliance with these guidelines.

- (11) Each institution shall complete its actions on stipend schedules for non-represented graduate assistants prior to July 1 and shall establish a factor for adjustments, which can be applied expeditiously to determine stipend increases. Stipend schedules for each graduate assistant category shall be separately established.
- (12) If the Regent's meeting schedule does not afford an opportunity for timely action by the full Board on salary adjustments, the Board authorizes the Executive Committee of the Board, in consultation with the System President, to approve any discretionary salary adjustments effective for 2011-12. Appropriate information shall be provided to all members of the Board.
- (13) Compensation actions related to the unclassified pay plan and delegated to the chancellors shall be completed in accordance with statutory requirements, legislative intent, Regent's policy, and shall be reported to System Administration to make possible the preparation of payrolls and reporting to the Board of Regents.

If changes are required to these guidelines as a result of either the Joint Committee on Employment Relations or legislation, the Executive Committee, in consultation with the System President, is authorized to act to modify the guidelines to be consistent with those actions.

c. Operations Review and Audit: Quarterly Status Update: Director Julie Gordon presented a quarterly status update on eight projects currently underway in the UW System: Those projects include:

- (1) Student Evaluation of Instruction
- (2) Credit for Prior Learning
- (3) Student Assistance Funds
- (4) Service Learning
- (5) Family Educational Rights and Privacy Act (FERPA) Implementation
- (6) Higher Education Learning Program (HELP)
- (7) NCAA Division III Athletic Departments
- (8) The Enterprise Risk Management (ERM) Pilot Project

Director Gordon also reported that the Legislative Audit Bureau (LAB) is working on audits of:

- UW System's annual financial report for fiscal 2009-10
- WHA TV and Radio's annual financial reports for fiscal year 2009-10
- the annual compliance audit of federal grants and expenditures, including student financial aid for fiscal year 2009-10

In addition, the LAB is conducting statewide reviews of the use of overtime in state agencies and the implementation of 2005 Wisconsin Act 410, which requires state agencies to report purchasing information to the State's Government Accountability Board.

After Director Gordon's report, Vice President Debbie Durcan notified the Committee that Julie was recently named as the UW System Associate Vice President for Financial Administration, replacing Glen Nelson who departed for the Arizona System earlier in the year.

d.1. Trust Funds: Acceptance of New Bequests Over \$50,000: Regent Resolution 8559 indicates that bequests and/or gifts over \$50,000 be presented to the Business, Finance, and Audit Committee for formal acceptance. Trust Funds Director Doug Hoerr reported that there were five bequests and/or gifts, with a total value of \$2,972,000 for the Committee's approval. Upon the motion of Regent Walsh and second of Regent Falbo, the Committee unanimously approved Resolution I.2.d.2.

[Resolution I.2.d.2.]

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

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

d.2. Trust Funds: Investment Policy Statement Review/Affirmation: Trust Funds Director Hoerr addressed the Committee and explained that no substantive revisions were made to the existing Investment Policy Statement (IPS). He explained that the only revisions made to the document were updates to the current market values of the Funds. An in-depth asset allocation analysis and review is anticipated during the first half of 2011.

Upon the motion of Regent Falbo, and the second of Regent Walsh, the Committee unanimously approved Resolution I.2.d.2.

[Resolution I.2.d.2.]

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the recommended revisions to, and otherwise reaffirms its adoption of, the *Investment Policy Statement* for the University of Wisconsin System Trust Funds.

e. Status Update on the Human Resource System: Michael Morgan, Senior Vice President for Administration and Fiscal Affairs, provided an update on the current status of the UW System Human Resource System project. Senior Vice President Morgan reported that the project continues to be on time and on budget, although the testing phase is running slightly

behind schedule due to additional system testing in order to ensure readiness for going live in Spring 2011. He explained that project team members are meeting with campus staff to ensure that they are working through the processes and personnel needs in order to be ready for the release.

f.1. Approval of the Minutes of the October 7, 2010 meeting: Upon the motion of Regent Walsh and the second of Regent Bradley, the Committee approved the minutes of the October 7, 2010 meeting of the Business, Finance, and Audit Committee.

f.2. Report on Quarterly Gifts, Grants, and Contracts (1st Quarter): Vice President Durcan reported that gifts, grants, and contracts for the first quarter were \$672 million—an increase of \$87.6 million over the same period in the prior year. She also noted that federal awards increased \$69.6 million, and non-federal awards increased by \$18 million.

f.3. UW System Tax Sheltered Annuity Program—Annual Program Participant Fee: Sue Chamberlain, Assistant Vice President for Human Resources, addressed the Committee and explained that approval of Resolution I.2.f.3. would grant the President of the UW System authority to approve changes to the UW System Tax Sheltered Annuity (TSA) Program's annual program participant fee. Assistant Vice President Chamberlain reported that changes initially come through recommendations from the Tax Sheltered Annuity Review Committee (TSARC)—an advisory committee created by the Board of Regents to oversee the program. Assistant Vice President Chamberlain explained that the annual fee is charged only to UW System employees who participate in the 403(b) program, and covers only the cost of administering the program.

She explained that the TSA program is completely voluntary--there is no university or state contribution--and that it is important for participants to financially support the program. The current annual fee is \$9.00 per participant, with a \$10.00 cap in place on the participant fee. Resolution I.2.f.3. would remove the \$10.00 cap and allow the UW System President to set the fee at a level which covers the cost of the program.

Upon the motion of Regent Walsh and the second of Regent Bradley, the Committee unanimously approved Resolution I.2.f.3.

[Resolution I.2.f.3.]

That, upon recommendation of the Tax-Sheltered Annuity Review Committee and the President of the University of Wisconsin System, the Board of Regents authorizes the President of the University of Wisconsin System to assess an annual fee to each employee participating in the UW System Tax Sheltered Annuity Program to cover the costs of administering the program. This resolution supersedes 1994 Regent Resolution 6774.

f.4. Authorization to Recruit a Limited Appointee at UW-Madison at a Salary above 75% of the UW System President's Salary: Associate Vice President Crist addressed the Committee and explained that Regent Policy Document 6-3 requires an institution to request authorization from the Board of Regents to recruit for any faculty, academic or limited staff position at a salary that may exceed 75% of the UW System President's salary. Approval of this resolution would grant UW-Madison authority to recruit a Vice Chancellor for Research and

Dean of the Graduate School at a salary that may exceed 75% of the UW System President's salary. The resolution allows the President to subsequently approve the salary at this level.

Upon the motion of Regent Walsh and the second of Regent Bradley, the Committee unanimously approved Resolution I.2.f.4.

[Resolution I.2.f.4.]

That, upon recommendation of the Chancellor at the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents authorizes UW-Madison to recruit for a Vice Chancellor for Research and Dean of the Graduate School at a salary that may exceed 75% of the UW System President's current salary.

Further, the Board of Regents authorizes the President of the University of Wisconsin System to approve the appointment and the salary for this position.

g. Report of the Senior Vice President

g.1. Budget Update: Senior Vice President Michael Morgan reported that the Department of Administration (DOA) released the Agency Budget Request and Revenue Estimates for FY 2012 and FY 2013. The DOA report indicated that the economic forecast for the next two fiscal years will result in tax revenue growth of 4.2 percent in fiscal year 2011-12, and 3.4 percent in 2012-13. Combined with agency budget requests, the projected gap is expected to be \$1.5 billion on June 30, 2013. The report also noted that across-the-board budget cuts and state employee compensation reductions would have to continue in the 2011-13 biennium.

g.2. Update on Committee Priorities: Senior Vice President Morgan indicated that priorities for upcoming Business, Finance, and Audit Committee meetings include:

- Campus structures for student participation in segregated fee allocations (February 2011)
- For-profit higher education: risks to and opportunities for UW System (March or April 2011)
- The Board's oversight role in Division I athletic programs (June 2011).

Vice President Morgan also indicated the following topics will be scheduled for Committee discussion:

- Strategic Financing: revenue enhancement and cost savings for redirection to strategic priorities
- Energy conservation
- The Enterprise Risk Management program
- Lean manufacturing principles

g.3. Changes to the Auxiliary Reporting Threshold: Senior Vice President Morgan discussed changing the Reporting Threshold for Auxiliary Operations from the current 3-year rolling average of the Wisconsin Disposable Income Per Capita to add a minimum threshold of three percent. Regent Falbo suggested that the current number of campuses that were reported each year as being over the threshold (8) was too many and should be changed to five. The Committee thought that this was workable. In the future, campuses must report to System

Administration for increases that are the higher of the 3-year rolling average of the Wisconsin Disposable Income Per Capita or three percent. System Administration will then provide detailed reports for the top five increases to the Board as long as they exceed the threshold. If only three campuses exceed the threshold, three campuses would have detailed reporting provided to the Board. If six exceed the threshold, five would have detailed information reported to the Board.

h. Other items which may be presented to the Committee with its approval: No additional items were presented to the Committee.

Upon the motion of Regent Bradley and the second of Regent Falbo, the Business, Finance, and Audit Committee adjourned at 3:18 p.m.

Respectfully submitted,

A handwritten signature in black ink, reading "Zayda R. Back". The signature is written in a cursive style with a large, looping initial "Z" and a long, sweeping underline.

Zayda R. Back
Recording Secretary

QUARTERLY REPORT OF GIFTS, GRANTS, AND CONTRACTS JULY 1, 2010 THROUGH DECEMBER 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 six month period July 1, 2010 through December 31, 2010. Total gifts, grants, and contracts for the period were \$855.5 million; this is a decrease of \$36.5 million over the same period in the prior year. Federal awards decreased \$6.8 million while non-federal awards decreased by \$29.7 million.

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 2010-2011 (2nd Quarter)

FISCAL YEAR 2010-2011	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Total	86,872,063.17	41,464,580.97	2,115,151.38	59,971,089.25	16,236,237.00	545,137,241.11	103,738,280.13	855,534,643.01
Federal	69,452,637.85	28,700,000.47	0.00	12,991,228.92	0.00	380,339,658.77	94,193,471.93	585,676,997.94
Nonfederal	17,419,425.32	12,764,579.50	2,115,151.38	46,979,861.33	16,236,237.00	164,797,583.34	9,544,808.20	269,857,645.07
FISCAL YEAR 2009-2010								
Total	49,991,895.17	42,586,247.63	3,020,098.22	74,090,532.53	21,330,971.47	611,884,080.01	89,176,804.34	892,080,629.37
Federal	30,122,195.66	32,709,828.83	0.00	10,466,352.15	0.00	435,363,051.71	83,837,317.59	592,498,745.94
Nonfederal	19,869,699.51	9,876,418.80	3,020,098.22	63,624,180.38	21,330,971.47	176,521,028.30	5,339,486.75	299,581,883.43
INCREASE(DECREASE)								
Total	36,880,168.00	-1,121,666.66	-904,946.84	-14,119,443.28	-5,094,734.47	-66,746,838.90	14,561,475.79	-36,545,986.36
Federal	39,330,442.19	-4,009,828.36	0.00	2,524,876.77	0.00	-55,023,392.94	10,356,154.34	-6,821,748.00
Nonfederal	-2,450,274.19	2,888,161.70	-904,946.84	-16,644,320.05	-5,094,734.47	-11,723,445.96	4,205,322.45	-29,724,237.36

UNIVERSITY OF WISCONSIN SYSTEM
 GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
 QUARTERLY REPORT & PRIOR-YEAR COMPARISON
 FISCAL YEAR 2010-2011 (2nd Quarter)

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2010-2011								
Madison	17,954,876	24,155,096	2,112,151	43,174,619	16,099,120	515,688,522	11,560,547	630,744,931
Milwaukee	6,685,612	7,606,744	3,000	3,259,740	-	19,257,503	19,523,289	56,335,889
Eau Claire	1,880,761	1,353,240	-	-	-	642,399	8,136,450	12,012,850
Green Bay	137,907	1,040,752	-	77,626	-	424,545	233,368	1,914,197
La Crosse	334,654	129,901	-	948,574	-	1,282,199	6,008,584	8,703,912
Oshkosh	2,497,728	5,261,896	-	-	-	1,097,637	8,830,839	17,688,100
Parkside	342,840	372,038	-	62,560	-	77,042	16,827	871,307
Platteville	300,321	10,633	-	1,103,604	-	483,930	5,766,634	7,665,122
River Falls	25,880	4,080	-	1,649,923	53,434	68,980	4,991,612	6,793,909
Stevens Point	1,157,468	274,995	-	112,595	-	2,823,897	8,993,134	13,362,089
Stout	3,485,996	269,670	-	2,116,989	81,364	80,309	7,279,693	13,314,020
Superior	31,091	-	-	776,692	-	2,450,093	2,888,904	6,146,780
Whitewater	2,589,820	18,315	-	1,952,912	2,319	94,246	8,242,259	12,899,870
Colleges	6,769	253,879	-	3,842,130	-	8,909	11,266,140	15,377,828
Extension	49,440,340	-	-	-	-	-	-	49,440,340
System-Wide	-	713,343	-	893,125	-	657,030	-	2,263,498
Totals	86,872,063	41,464,581	2,115,151	59,971,089	16,236,237	545,137,241	103,738,280	855,534,643
Madison	16,233,981	13,208,912	-	2,712,471	-	356,413,560	6,476,228	395,045,152
Milwaukee	5,477,896	6,499,820	-	566,026	-	16,990,603	19,494,539	49,028,884
Eau Claire	1,769,927	1,328,150	-	-	-	353,927	7,985,192	11,437,196
Green Bay	95,000	889,427	-	75	-	417,446	89,795	1,491,743
La Crosse	36,700	103,896	-	946,294	-	651,092	6,008,584	7,746,566
Oshkosh	1,909,413	5,018,471	-	-	-	687,689	8,830,839	16,446,412
Parkside	292,719	372,038	-	45,250	-	45,000	-	755,007
Platteville	194,446	-	-	992,735	-	383,951	5,766,634	7,337,766
River Falls	-	-	-	1,391,717	-	21,910	4,956,047	6,369,674
Stevens Point	142,000	110,013	-	-	-	1,282,954	8,993,134	10,528,101
Stout	3,265,617	221,624	-	1,367,952	-	-	7,280,768	12,135,961
Superior	31,091	-	-	-	-	2,425,588	-	2,456,679
Whitewater	2,548,292	-	-	1,426,975	-	-	7,637,754	11,613,021
Colleges	-	249,306	-	3,541,734	-	8,909	10,673,958	14,473,908
Extension	37,455,556	-	-	-	-	-	-	37,455,556
System-Wide	-	698,343	-	-	-	657,030	-	1,355,373
Federal Totals	69,452,638	28,700,000	-	12,991,229	-	380,339,659	94,193,472	585,676,998
Madison	1,720,895	10,946,184	2,112,151	40,462,148	16,099,120	159,274,962	5,084,319	235,699,778
Milwaukee	1,207,716	1,106,924	3,000	2,693,714	-	2,266,901	28,750	7,307,005
Eau Claire	110,834	25,090	-	-	-	288,472	151,258	575,654
Green Bay	42,907	151,325	-	77,551	-	7,099	143,573	422,454
La Crosse	297,954	26,005	-	2,280	-	631,107	0	957,346
Oshkosh	588,315	243,425	-	-	-	409,948	-	1,241,688
Parkside	50,121	-	-	17,310	-	32,042	16,827	116,300
Platteville	105,875	10,633	-	110,869	-	99,979	-	327,356
River Falls	25,880	4,080	-	258,206	53,434	47,070	35,565	424,235
Stevens Point	1,015,468	164,982	-	112,595	-	1,540,943	-	2,833,988
Stout	220,379	48,046	-	749,037	81,364	80,309	(1,075)	1,178,060
Superior	-	-	-	776,692	-	24,505	2,888,904	3,690,101
Whitewater	41,528	18,315	-	525,937	2,319	94,246	604,505	1,286,848
Colleges	6,769	4,572	-	300,396	-	-	592,182	903,920
Extension	11,984,784	-	-	-	-	-	-	11,984,784
System-Wide	-	15,000	-	893,125	-	-	-	908,125
Nonfederal Totals	17,419,425	12,764,580	2,115,151	46,979,861	16,236,237	164,797,583	9,544,808	269,857,645

UNIVERSITY OF WISCONSIN SYSTEM
 GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
 QUARTERLY REPORT & PRIOR-YEAR COMPARISON
 FISCAL YEAR 2010-2011 (2nd Quarter)

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2009-2010								
Madison	11,283,008	25,776,537	2,353,346	58,821,453	19,984,121	575,906,560	7,836,918	701,961,944
Milwaukee	4,913,449	5,761,351	665,752	1,632,210	-	24,325,401	15,826,517	53,124,678
Eau Claire	904,288	1,056,672	-	-	1,300,000	908,056	6,846,544	11,015,560
Green Bay	301,008	660,141	-	123,092	1,500	1,293,198	4,021,127	6,400,067
La Crosse	595,865	295,029	-	925,708	-	1,765,085	4,819,103	8,400,790
Oshkosh	3,879,000	6,526,717	-	-	-	1,332,316	6,844,422	18,582,455
Parkside	2,817,205	544,506	-	8,835	-	99,190	3,736,470	7,206,206
Platteville	751,876	61,478	-	4,468,020	-	30,293	4,370,783	9,682,450
River Falls	58,507	4,578	-	1,787,986	-	83,113	3,949,900	5,884,083
Stevens Point	3,670,671	219,173	-	341,737	-	2,939,250	7,349,825	14,520,656
Stout	3,137,761	111,533	-	2,128,171	-	186,340	5,755,201	11,319,006
Superior	4,250	-	-	720,295	-	2,498,397	2,512,913	5,735,855
Whitewater	135,750	21,226	-	2,156,836	45,351	161,458	6,811,061	9,331,683
Colleges	8,139	221,165	1,000	762,577	-	37,135	8,496,020	9,526,035
Extension	17,391,119	-	-	-	-	-	-	17,391,119
System-Wide	140,000	1,326,142	-	213,613	-	318,286	-	1,998,041
Totals	49,991,895	42,586,248	3,020,098	74,090,533	21,330,971	611,884,080	89,176,804	892,080,629
Madison	9,226,504	16,649,291	-	2,237,028	-	404,785,538	3,667,012	436,565,373
Milwaukee	3,225,147	5,382,222	-	-	-	21,181,295	15,802,617	45,591,281
Eau Claire	899,931	1,047,279	-	-	-	839,580	6,845,615	9,632,405
Green Bay	311,408	1,025,787	-	17,040	-	1,210,730	4,024,626	6,589,591
La Crosse	14,865	152,851	-	911,742	-	1,184,670	4,819,103	7,083,231
Oshkosh	2,844,030	6,416,992	-	-	-	1,112,871	6,831,406	17,205,299
Parkside	2,665,622	386,338	-	-	-	10,954	3,734,690	6,797,604
Platteville	609,933	-	-	1,002,381	-	-	4,370,783	5,983,097
River Falls	51,023	-	-	1,561,236	-	53,637	3,943,900	5,609,796
Stevens Point	2,333,577	110,034	-	286,053	-	2,183,207	7,349,825	12,262,696
Stout	2,948,981	99,215	-	1,526,589	-	186,340	5,751,001	10,512,126
Superior	4,250	-	-	720,295	-	2,210,000	2,512,913	5,447,458
Whitewater	29,155	-	-	1,689,694	-	143,262	6,202,486	8,064,598
Colleges	-	153,678	-	364,294	-	35,135	7,981,340	8,534,447
Extension	4,957,769	-	-	-	-	-	-	4,957,769
System-Wide	-	1,286,142	-	150,000	-	225,832	-	1,661,974
Federal Totals	30,122,196	32,709,829	-	10,466,352	-	435,363,052	83,837,318	592,498,746
Madison	2,056,504	9,127,247	2,353,346	56,584,426	19,984,121	171,121,022	4,169,906	265,396,571
Milwaukee	1,688,302	379,128	665,752	1,632,210	-	3,144,106	23,900	7,533,398
Eau Claire	4,357	9,393	-	-	1,300,000	68,476	929	1,383,155
Green Bay	(10,400)	(365,646)	-	106,052	1,500	82,468	(3,499)	(189,525)
La Crosse	581,000	142,178	-	13,966	-	580,415	-	1,317,559
Oshkosh	1,034,970	109,725	-	-	-	219,445	13,016	1,377,156
Parkside	151,583	158,168	-	8,835	-	88,236	1,780	408,602
Platteville	141,943	61,478	-	3,465,639	-	30,293	-	3,699,353
River Falls	7,484	4,578	-	226,750	-	29,476	6,000	274,287
Stevens Point	1,337,094	109,139	-	55,684	-	756,043	-	2,257,960
Stout	188,780	12,318	-	601,582	-	-	4,200	806,880
Superior	-	-	-	-	-	288,397	-	288,397
Whitewater	106,595	21,226	-	467,142	45,351	18,196	608,575	1,267,085
Colleges	8,139	67,487	1,000	398,283	-	2,000	514,679	991,588
Extension	12,433,350	-	-	-	-	-	-	12,433,350
System-Wide	140,000	40,000	-	63,613	-	92,454	-	336,067
Nonfederal Totals	19,869,699	9,876,419	3,020,098	63,624,181	21,330,971	176,521,028	5,339,486	299,581,883

UNIVERSITY OF WISCONSIN SYSTEM
 GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
 QUARTERLY REPORT & PRIOR-YEAR COMPARISON
 FISCAL YEAR 2010-2011 (2nd Quarter)

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
INCREASE (DECREASE)								
Madison	6,671,868	(1,621,442)	(241,195)	(15,646,835)	(3,885,001)	(60,218,038)	3,723,629	(71,217,013)
Milwaukee	1,772,164	1,845,394	(662,752)	1,627,530	-	(5,067,897)	3,696,772	3,211,209
Eau Claire	976,473	296,568	-	-	(1,300,000)	(265,657)	1,289,906	997,290
Green Bay	(163,101)	380,611	-	(45,466)	(1,500)	(868,654)	(3,787,759)	(4,485,869)
La Crosse	(261,211)	(165,128)	-	22,866	-	(482,886)	1,189,480	303,122
Oshkosh	(1,381,272)	(1,264,821)	-	-	-	(234,679)	1,986,417	(894,355)
Parkside	(2,474,365)	(172,468)	-	53,725	-	(22,148)	(3,719,643)	(6,334,899)
Platteville	(451,554)	(50,845)	-	(3,364,416)	-	453,637	1,395,851	(2,017,328)
River Falls	(32,627)	(498)	-	(138,063)	53,434	(14,133)	1,041,712	909,826
Stevens Point	(2,513,203)	55,822	-	(229,142)	-	(115,353)	1,643,309	(1,158,567)
Stout	348,235	158,137	-	(11,182)	81,364	(106,032)	1,524,492	1,995,014
Superior	26,841	-	-	56,397	-	(48,304)	375,991	410,925
Whitewater	2,454,070	(2,911)	-	(203,924)	(43,031)	(67,212)	1,431,198	3,568,188
Colleges	(1,370)	32,714	(1,000)	3,079,554	-	(28,226)	2,770,121	5,851,793
Extension	32,049,221	-	-	-	-	-	-	32,049,221
System-Wide	(140,000)	(612,799)	-	679,512	-	338,744	-	265,457
Totals	36,880,168	(1,121,667)	(904,947)	(14,119,444)	(5,094,734)	(66,746,839)	14,561,477	(36,545,986)
Madison	7,007,477	(3,440,379)	-	475,443	-	(48,371,978)	2,809,216	(41,520,221)
Milwaukee	2,252,749	1,117,598	-	566,026	-	(4,190,692)	3,691,922	3,437,603
Eau Claire	869,996	280,871	-	-	-	(485,653)	1,139,577	1,804,791
Green Bay	(216,408)	(136,360)	-	(16,965)	-	(793,284)	(3,934,831)	(5,097,848)
La Crosse	21,835	(48,955)	-	34,552	-	(533,578)	1,189,480	663,334
Oshkosh	(934,617)	(1,398,521)	-	-	-	(425,182)	1,999,433	(758,887)
Parkside	(2,372,903)	(14,300)	-	45,250	-	34,046	(3,734,690)	(6,042,597)
Platteville	(415,487)	-	-	(9,646)	-	383,951	1,395,851	1,354,669
River Falls	(51,023)	-	-	(169,519)	-	(31,727)	1,012,147	759,878
Stevens Point	(2,191,577)	(21)	-	(286,053)	-	(900,253)	1,643,309	(1,734,595)
Stout	316,635	122,409	-	(158,637)	-	(186,340)	1,529,767	1,623,834
Superior	26,841	-	-	(720,295)	-	215,588	(2,512,913)	(2,990,779)
Whitewater	2,519,137	-	-	(262,719)	-	(143,262)	1,435,268	3,548,423
Colleges	-	95,629	-	3,177,440	-	(26,226)	2,692,618	5,939,461
Extension	32,497,787	-	-	-	-	-	-	32,497,787
System-Wide	-	(587,799)	-	(150,000)	-	431,198	-	(306,601)
Federal Totals	39,330,442	(4,009,828)	-	2,524,877	-	(55,023,393)	10,356,154	(6,821,748)
Madison	(335,609)	1,818,937	(241,195)	(16,122,278)	(3,885,001)	(11,846,060)	914,413	(29,696,792)
Milwaukee	(480,586)	727,796	(662,752)	1,061,504	-	(877,205)	4,850	(226,393)
Eau Claire	106,477	15,697	-	-	(1,300,000)	219,996	150,329	(807,501)
Green Bay	53,307	516,971	-	(28,501)	(1,500)	(75,370)	147,072	611,979
La Crosse	(283,046)	(116,173)	-	(11,686)	-	50,692	0	(360,213)
Oshkosh	(446,655)	133,700	-	-	-	190,503	(13,016)	(135,468)
Parkside	(101,462)	(158,168)	-	8,475	-	(56,194)	15,047	(292,302)
Platteville	(36,067)	(50,845)	-	(3,354,770)	-	69,686	-	(3,371,997)
River Falls	18,396	(498)	-	31,456	53,434	17,594	29,565	149,948
Stevens Point	(321,626)	55,843	-	56,911	-	784,900	-	576,028
Stout	31,599	35,728	-	147,455	81,364	80,309	(5,275)	371,180
Superior	-	-	-	776,692	-	(263,892)	2,888,904	3,401,704
Whitewater	(65,067)	(2,911)	-	58,795	(43,031)	76,050	(4,070)	19,764
Colleges	(1,370)	(62,915)	(1,000)	(97,886)	-	(2,000)	77,503	(87,668)
Extension	(448,566)	-	-	-	-	-	-	(448,566)
System-Wide	(140,000)	(25,000)	-	829,512	-	(92,454)	-	572,058
Nonfederal Totals	(2,450,274)	2,888,162	(904,947)	(16,644,321)	(5,094,734)	(11,723,446)	4,205,323	(29,724,237)

Reauthorization of the Return to
Wisconsin Tuition Program

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution I.2.f.3.

Whereas, the Board of Regents approved the Return to Wisconsin tuition program in November 2003 as a pilot program to offer discounted tuition to children of alumni who reside out of state; and

Whereas, the Board of Regents approved a three year extension to the Return to Wisconsin pilot program in April 2007; and

Whereas, the Return to Wisconsin tuition program:

- Provides a modest increase in funding to support Wisconsin resident students without additional GPR appropriations;
- Attracts high quality undergraduate students without displacing Wisconsin resident students;
- Addresses “brain gain” interests by increasing the number of high quality students coming to Wisconsin for their education and potentially staying for their careers;
- Increases the geographic diversity of the student body to enrich the educational experience of all; and
- Creates stronger ties with alumni, possibly resulting in greater future giving; and

Whereas, the Return to Wisconsin pilot has been a success, enrolling 97 nonresident children and/or grandchildren of alumni in 2009-10 and 95 in 2010-11 at UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-River Falls, UW-Stevens Point, and UW-Whitewater;

Therefore, be it resolved that, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents makes the Return to Wisconsin tuition program permanent, and permits other UW System institutions to participate in the program if they so choose.

UPDATE ON NONRESIDENT TUITION PROGRAMS AND REAUTHORIZATION OF THE RETURN TO WISCONSIN PROGRAM EXECUTIVE SUMMARY

BACKGROUND

Nonresident undergraduate enrollments in the University of Wisconsin System declined by more than 900 students between 2001-02 and 2004-05, most likely as a result of dramatic increases in nonresident undergraduate tuition over the same period. This decrease in enrollments resulted in the loss of approximately \$13 million in tuition revenue annually. Nonresident tuition revenue covers the full costs of educating nonresident students, and also provides a tuition subsidy that supports the enrollment of additional resident students.

In response, the Board of Regents approved several initiatives aimed at bringing nonresident tuition more in line with rates charged by the UW System's peers. This document shows nonresident undergraduate enrollments in fall 2010 for three Board of Regents' approved programs:

- I. The Return to Wisconsin Tuition Pilot;
- II. The UW-Platteville Tri-State Initiative; and
- III. The Midwest Student Exchange Program (MSEP).

Additionally, the Return to Wisconsin tuition pilot is due for its three year review by the Board of Regents.

REQUESTED ACTION

Approval of Resolution I.2.f.3., which would make the Return to Wisconsin tuition program permanent, and would open the program to other interested UW System institutions.

DISCUSSION

UW System nonresident undergraduate enrollments decreased by more than 900 students between 2001-02 and 2004-05, likely in response to dramatic increases to nonresident tuition rates during those same years. As a result, the UW System saw a decrease of approximately \$13 million in nonresident tuition revenue each year. This revenue would have covered the full costs of educating the nonresident students, and also would have provided an additional tuition subsidy to support the enrollment of additional resident students.

In response to this drop in nonresident enrollments, the Board of Regents approved three programs aimed at attracting more nonresident students to the UW System. The following table shows the most recent enrollments of nonresident students participating in each of these programs. During the fall 2010 semester, nonresident undergraduate enrollments in these three programs totaled 1,696 headcount students, plus 27 nonresident graduate students.

Return to Wisconsin	95
UW-Platteville Tri-State Initiative	1,245
Midwest Student Exchange Program	<u>383</u>
TOTAL	1,723

Additional information follows on the Return to Wisconsin, the UW-Platteville Tri-State Initiative, and the Midwest Student Exchange Program (MSEP) initiatives and their related enrollments.

I. Return to Wisconsin

In 2003, the Board of Regents approved the Return to Wisconsin tuition pilot program. This program offers discounted tuition to nonresident children and/or grandchildren of alumni at self-selected pilot institutions beginning in the fall 2004 semester. Participating institutions include Eau Claire, Green Bay, La Crosse, Oshkosh, Parkside, River Falls, Stevens Point, and Whitewater.

Tuition for eligible students is discounted to a rate equal to regular nonresident tuition less 25 percent, but not less than the projected cost of a student's education. The student continues to pay all fees, special course charges, room, board, and other expenses at rates applicable to all other students. As stipulated by the Board of Regents, the program is managed to ensure that Wisconsin resident students are not displaced by individuals participating in the program.

During the fall 2010 semester, 95 students were enrolled in the Return to Wisconsin tuition pilot. This is just short of the record high participation of 97 students a year earlier. The majority of these enrollments are at Whitewater and La Crosse.

The Return to Wisconsin tuition pilot is currently due for its three year review by the Board of Regents. Given that the pilot has been a success, Resolution I.2.f.3. makes the Return to Wisconsin tuition program permanent, and would open the program to other interested UW System institutions.

II. UW-Platteville Tri-State Initiative

In February 2004, the Board of Regents approved a workforce development initiative at UW-Platteville that established a special tuition for new students from Illinois and Iowa who enroll in fields that address the workforce needs of both new and established Wisconsin businesses. These fields include engineering, computer science, agriculture, industrial studies that emphasize construction management, business and accounting, and other workforce related professional and pre-professional degrees.

Incoming freshmen students enrolling through the Tri-State Initiative pay resident tuition and fees plus a \$4,000 premium. This premium was set to cover 100 percent of the marginal cost of instruction per student, basic expenses, and reserve requirements; and was designed to minimize cost as a factor for nonresident students when deciding whether to enroll at UW-Platteville.

During the fall 2010 semester, 1,245 students were enrolled in the UW-Platteville Tri-State Initiative. This is a record high. Access for Wisconsin resident students has been maintained as Tri-State Initiative enrollments have increased.

III. Midwest Student Exchange Program (MSEP)

The Board of Regents gave the President of the UW System authority to enter into the Midwest Student Exchange Program (MSEP) in September 2005. The MSEP is an interstate initiative established by the Midwestern Higher Education Compact to increase interstate educational opportunities for students from its member states. At present, this tuition discount program includes the eight participating states of Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, and Wisconsin. Illinois institutions have been authorized to participate as well, but no Illinois institution is doing so at this time. As a result, Illinois residents are not able to participate in the MSEP.

The MSEP provides an opportunity for nonresident students from participating states to attend UW System institutions at a reduced rate on a space available basis. Participating institutions have the ability to tailor the program to their individual campus needs. For example, an institution may select only those degree programs in which it wishes to increase enrollment.

Students who are enrolled in the program are charged 150 percent of the in-state resident tuition rate. A student's MSEP status is retained as long as he/she is enrolled in the program to which the student was originally admitted and the student is making satisfactory progress towards a degree.

Eau Claire, Green Bay, La Crosse, Milwaukee, Oshkosh, Platteville, Stevens Point, Stout, Whitewater, and UW Colleges campus in Marinette are currently participating in the MSEP program. During the fall 2010 semester, 383 nonresident students enrolled across the UW System, which is a record high. Of these students, 356 are enrolled in undergraduate programs and 27 are enrolled in graduate programs. Green Bay (110) and Stevens Point (73) have the largest number of students. Approximately 500 Wisconsin students are participating in other states' programs.

RELATED REGENT POLICIES

Regent Resolution 9321, dated April 13, 2007.

Authorization to Recruit a Limited Appointee (Dean
of the Law School) at UW-Madison at a Salary
above 75% of the UW System President's Salary

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, UW-Madison be authorized to recruit for a Dean of the Law School at a salary that may exceed 75% of the UW System President's current salary.

Further, the Board of Regents authorizes the President of the University of Wisconsin System to approve the appointment and the salary for this position.

AUTHORIZATION TO RECRUIT A LIMITED APPOINTEE (DEAN OF THE LAW SCHOOL) AT A SALARY ABOVE 75% OF THE UW SYSTEM PRESIDENT'S SALARY

EXECUTIVE SUMMARY

BACKGROUND

The incumbent in this position will serve as UW-Madison's Law School dean and will have overall leadership responsibility for advancing UW-Madison's Law School through its legal education programs and its research initiatives, and building strong internal and external communities to support the school's success and growth. The dean will serve as the Law School's chief academic and executive officer with responsibility for fund raising, faculty and staff development, curriculum, personnel oversight, student academic affairs, and planning for and management of a \$26 million budget. Supporting recruitment and market data for similar positions across UW-Madison peer institutions is attached.

REQUESTED ACTION

Approval of Resolution I.2.f.4.

DISCUSSION

Regent Policy Document 6-3 requires an institution to request authorization from the Board of Regents to recruit for any faculty, academic or limited staff position at a salary that may exceed 75% of the UW System President's salary. Unless the Regents request that the appointee be considered by the Board, the President is authorized to approve the appointment and the salary for the appointee in consultation with the UW-Madison Chancellor, if the salary to be offered to the appointee exceeds 75% of the President's salary. Market data for similar positions across UW-Madison peer institutions show salary levels ranging from \$230,402 up to \$429,280, with a median of \$300,949. The most recent UW-Madison Dean of the Law School's salary was \$304,436, and exceeded 75% of the President's salary.

RELATED REGENT POLICIES

Regent Resolution 8168
Regent Policy Document 6-3



Please Note: A change was made to this position announcement on Dec 14, 2010

Working Title: **Dean - Law School**

Official title: DEAN(A20NN)

Degree and area of specialization:

Candidates must possess a record of achievement that qualifies them for tenure at the rank of full professor at the University of Wisconsin-Madison.

Minimum number of years and type of relevant work experience:

Candidates with prior law school teaching and administrative experience are preferred, as is evidence of scholarship (for example, journal articles, books, judicial opinions or other professional writings). Others with significant leadership experience will also be considered.

Principal duties:

The University of Wisconsin-Madison, one of the world's outstanding public research universities, invites applications and nominations for the position of dean of the Law School. The dean leads the advancement of the school through its legal education programs, through its research initiatives, and by building strong internal and external communities to support the school's continued success and growth. The university seeks an individual with a record of visionary leadership who can extend the school's positive trajectory in advancing its excellence in research/scholarship, legal education and public service. The dean serves as the chief academic and executive officer of the school with responsibility for faculty and staff development, personnel oversight, fund raising, budget planning and management, curriculum, and student academic affairs. The school, with a budget of \$26 million, is comprised of approximately 40 tenured and tenure track faculty, 30 clinical professors, 30 professional academic staff, 40 civil service staff, and 800 Juris Doctor, 60 master's and 5 Doctor of Juridical Science students.

The specific duties of the Law School's next dean will include the following:

- Strengthening the vitality of the Law School's educational, scholarly, and public interest mission.
- Continuing the Law School's success in recruiting and supporting highly qualified students and providing them with a superior legal education.
- Enhancing the financial stability and growth of the Law School and continuing to develop its economic and other resources.
- Leading the school's financial planning and budget management.
- Representing the Law School and university to external constituents.
- Leading within a culture of shared governance with the Law School's faculty, staff and students.
- Furthering the Law School's public service commitment.
- Continuing the Law School's long standing commitment to diversity among both students and faculty.
- Promoting a creative, inclusive, and supportive community.

Please see the following web sites for more comprehensive information about UW-Madison and the Law School:

<http://www.wisc.edu>

<http://www.law.wisc.edu>

A criminal background check will be conducted prior to hiring.



Appointment type: Limited Appointee
Department(s): LAW/LAW SCHOOL
Full time salary rate: Minimum \$250,000 ANNUAL (12 months)
Depending on Qualifications
Appointment percent: 100%
Anticipated begin date: June 1, 2011
Number of positions: 1

Department Contact:

Kathryn Hendley
133 Bascom Hall
500 Lincoln Drive
Madison, WI 53706-1380

Phone: 608-262-1677
Phone TTY: 608-263-2473
Fax: 608-265-7806
Email: Law-Search@secfac.wisc.edu

HOW TO APPLY:

Electronic applications and nominations must be received by 15 February 2011 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current resume or curriculum vitae and a cover letter that addresses how their strengths and experience match the duties of the position. Nominators should provide the name of, and contact information for, the nominee. Please note that in accordance with Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names and titles of the finalists who will be interviewed by the chancellor and the provost. Submit applications and nominations electronically to the Chair of the Law School Search and Screen Committee at: Law-Search@secfac.wisc.edu. Questions may be directed to the search committee office at 608-262-1677 or ehanneman@secfac.wisc.edu.

Unless another application procedure has been specified above, please send resume and cover letter referring to Position Vacancy Listing # 66227 to the contact indicated above.

To ensure consideration, application must be received by: February 15, 2011

NOTE: Unless confidentiality is requested in writing, information regarding the names of applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified individuals to apply.

*For more academic job opportunities at the University of Wisconsin-Madison please see
http://www.ohr.wisc.edu/pvl/pvl_internet_report_home.html*

*For more information on the University of Wisconsin-Madison Office of Human Resources please see
<http://www.ohr.wisc.edu/>*

*For more information on the University of Wisconsin-Madison see our home page at <http://www.wisc.edu/>
For UW Madison Campus Safety Information see <http://www.wisc.edu/students/faculty/safety.htm>*

UW-Madison Administrative Salaries Compared with Peer Institutions 2009-10

1225 Dean, Law

Rank	Institution Structure *	Affiliation	Institution Code	Annualized Salary	Vacant?	Years of Service	Official Salary Peer?
1	B	PUBL	SO	\$ 429,280		6	Y
2	B	PUBL	JC	\$ 385,000		1	Y
3	B	PUBL	HQ	\$ 380,000		3	Y
4	B	PUBL	LT	\$ 320,200		3	
5	B	PUBL	YH	\$ 316,900		5	Y
6	A	PUBL	QU	\$ 315,000			
7	B	PUBL	PH	\$ 307,000		6	Y
8	B	PUBL	UW-MSN	\$ 304,436		11	
9	A	PUBL	KI	\$ 302,007		1	Y
10	A	PUBL	WY	\$ 301,898		5	
11	B	PUBL	TL	\$ 300,000			Y
12	B	PUBL	GS	\$ 295,117		7	Y
13	A	PUBL	DX	\$ 279,000		10	
14	B	PUBL	MK	\$ 275,847		5	
15	B	PUBL	KR	\$ 270,000		1	
16	B	PUBL	IF	\$ 266,000		3	
17	B	PUBL	GA	\$ 259,963		5	
18	B	PUBL	DM	\$ 254,904		3	
19	B	PUBL	CE	\$ 230,420		7	
20	B	PUBL	XN		X		
All AAUDE Peers							
Median				\$300,949		5.0	
Mean				\$304,919		4.8	
Standard Deviation				\$49,977		2.9	
Official Salary Peers							
Median				\$ 311,950		5.0	
Mean				\$339,413		4.1	
Standard Deviation				\$51,093		2.5	

Bold indicates UW-Madison Salary Data

*A = Single Unit Institution; B = Institution within a College or University System

Authorization to Recruit a Limited Appointee (Dean of the School of Business) at UW-Madison at a Salary above 75% of the UW System President's Salary

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, UW-Madison be authorized to recruit for a Dean of the School of Business at a salary that may exceed 75% of the UW System President's current salary.

Further, the Board of Regents authorizes the President of the University of Wisconsin System to approve the appointment and the salary for this position.

**AUTHORIZATION TO RECRUIT A LIMITED APPOINTEE (DEAN OF
THE UW-MADISON SCHOOL OF BUSINESS) AT A SALARY ABOVE
75% OF THE UW SYSTEM PRESIDENT'S SALARY**

EXECUTIVE SUMMARY

BACKGROUND

The incumbent in this position will serve as UW-Madison's School of Business dean and will lead the advancement of the school through its education programs and research initiatives for undergraduates, master's students, doctoral students, and other learners. The dean serves as the chief academic and executive officer of the School of Business and carries responsibility for planning and managing a budget of \$68 million; curriculum; faculty and staff development, personnel oversight, and student academic affairs for 75 faculty, 225 professional and civil service staff, and 2,460 students. Supporting recruitment and market data for similar positions across UW-Madison peer institutions is attached.

REQUESTED ACTION

Approval of Resolution I.2.f.5.

DISCUSSION

Regent Policy Document 6-3 requires an institution to request authorization from the Board of Regents to recruit for any faculty, academic or limited staff position at a salary that may exceed 75% of the UW System President's salary. Unless the Regents request that the appointee be considered by the Board, the President is authorized to approve the appointment and the salary for the appointee in consultation with the UW-Madison Chancellor, if the salary to be offered to the appointee exceeds 75% of the President's salary. Market data for similar positions across UW-Madison peer institutions show salary levels ranging from \$308,437 up to \$525,000, with a median of \$423,200. The most recent UW-Madison Dean of the Business School's salary was \$327,828 and exceeded 75% of the President's salary.

RELATED REGENT POLICIES

Regent Resolution 8168
Regent Policy Document 6-3



Please Note: A change was made to this position announcement on Dec 15, 2010

Working Title: **DEAN - WISCONSIN SCHOOL OF BUSINESS**

Official title: DEAN(A20NN)

Degree and area of specialization:

Candidates must possess a record of scholarship and teaching that qualifies them for a tenured appointment at the rank of full professor at the University of Wisconsin-Madison

Minimum number of years and type of relevant work experience:

Candidates will be evaluated on the following professional and personal characteristics: a record of successful visionary and collaborative leadership; strong management, communication and fund-raising skills; commitment to shared governance with faculty, staff and students; a demonstrated commitment to advancing learning, research, and public service; an understanding and appreciation of the diverse missions and constituencies of a major public research university; an ability to engage its constituencies to advance the school; a commitment to the diversity of students, faculty and staff, and to advancing an inclusive diverse climate that stimulates excellence; experience with governmental agencies, philanthropic foundations, and the corporate sector and the ability to represent the school and university effectively in educational, governmental, business, alumni, and public forums.

Principal duties:

The University of Wisconsin-Madison invites nominations and applications for the position of dean of the Wisconsin School of Business. The dean leads the advancement of the school through its education programs for undergraduates, master's and doctoral students, and other learners, through its leading edge research initiatives, and by building strong internal and external communities to support the school's continued success and growth. The university seeks an individual with a record of visionary, optimistic leadership who can extend the school's positive trajectory in advancing its excellence in research/scholarship, learning, and public service.

The dean of the Wisconsin School of Business serves as the chief academic and executive officer of the school with responsibility for faculty and staff development, personnel oversight, fund raising, budget planning and management, curriculum, student academic affairs. The school, with a budget of \$68 million, is comprised of approximately 75 tenured and tenure track faculty, 175 professional staff, 50 civil service staff, 1,800 undergraduate students, and 600 master's and 60 doctoral students. It offers highly regarded degrees in the major fields of business, as well as executive and continuing education programs. It has received national recognition for its unique MBA program with focused specializations. The school features: modern, state-of-the-art facilities in its recently expanded Grainger Hall, and in its Fluno Center for Executive Education; a substantial endowment; a tradition of strong alumni engagement and loyalty; and many strategic business partnerships and partnerships with departments across campus including engineering, economics, international studies, law, mathematics, and statistics. More comprehensive information about the school and the university can be found on the following websites:

<http://bus.wisc.edu/>

<http://www.wisc.edu>

A criminal background check will be conducted prior to hiring.



Appointment type: Limited Appointee
Department(s): BUS/SCH OF BUSINESS
Full time salary rate: Minimum \$228,052 ANNUAL (12 months)
Depending on Qualifications
Appointment percent: 100%
Anticipated begin date: May 1, 2011
Number of positions: 1

Department Contact:

DONALD HAUSCH
133 BASCOM HALL
500 LINCOLN DRIVE
MADISON WI 53706-1380

Phone: 608-262-1677
Phone TTY: N/A
Fax: 608-265-7806
Email: ehanneman@secfac.wisc.edu

HOW TO APPLY:

Electronic applications and nominations must be received by 31 January 2011 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current resume or curriculum vitae and a comprehensive cover letter that addresses how their strengths and experience match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names, addresses, email addresses, and telephone numbers of five references. Candidates will be consulted before references are contacted. Please note that in accordance with Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public, although the university is required to release the names and titles of the finalists who will be interviewed by the chancellor and the provost. Submit applications and nominations electronically to the Wisconsin School of Business Dean Search and Screen Committee at Business-Search@secfac.wisc.edu. Questions may be directed to the search committee office at 608/262-1677 or ehanneman@secfac.wisc.edu. Inquiries, nominations, and application materials may also be directed to the search consultant retained by the committee:

Kenneth L. Kring, Managing Director
Korn/Ferry International
Ken.Kring@KornFerry.com
215-656-5309

Unless another application procedure has been specified above, please send resume and cover letter referring to Position Vacancy Listing # 65575 to the contact indicated above.

To ensure consideration, application must be received by: January 31, 2011

NOTE: Unless confidentiality is requested in writing, information regarding the names of applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified individuals to apply.

For more academic job opportunities at the University of Wisconsin-Madison please see
http://www.ohr.wisc.edu/pvl/pvl_internet_report_home.html

For more information on the University of Wisconsin-Madison Office of Human Resources please see
<http://www.ohr.wisc.edu/>

For more information on the University of Wisconsin-Madison see our home page at <http://www.wisc.edu/>
For UW Madison Campus Safety Information see <http://www.wisc.edu/students/faculty/safety.htm>

Table 1: UW-Madison Administrative Positions and Salaries Compared with Peer Institutions 2009-10

CUPA-HR Position Title	Code	UW- Madison	Mean	Median	% from Median	Official Salary Peer Institutions										
						A	B	C	D	E	F	G	H	I	J	K
Dean, Business	1206	327,828	407,553	423,200	22.5%	373,200	423,200	340,000	333,520	344,500	435,102	308,437	477,000	486,875	525,000	436,248

Notes:

CUPA Position description:

1206 Individual who serves as the principal administrator/head of an academic program, which may be a school, college or department. Include individuals with faculty rank only if their administrative, non-teaching, non-research responsibilities represent at least 50% of their fulltime responsibilities.

Approval to Submit Rules to the Legislature:
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 proposed rule amending Chapter UWS 19, Wis. Admin. Code, is hereby approved, together with the “Report to the Legislature, Clearinghouse Rule 10-104,” and that the Secretary of the Board of Regents, pursuant to s. 227.19, Wis. Stats., notify the presiding officer of each house of the Legislature that the proposed rule is in final draft form, and cause a statement to appear in the Wisconsin Administrative Register that said proposed rule has been submitted to the presiding officer of each house of the Legislature.

**APPROVAL TO SUBMIT RULES TO THE LEGISLATURE:
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. At its June 2010 meeting, the Board approved the proposed rule for submission to the Legislative Rules Clearinghouse. The Board received the report of the Clearinghouse on September 14, 2010, and, in accordance with Wis. Stats. Ch. 227, held a public hearing on November 4, 2010. The rules are now ready for submission to the Legislature.

REQUESTED ACTION

Approval of Resolution I.2.f.6.

That, upon the recommendation of the President of the University of Wisconsin System, the proposed rule amending Chapter UWS 19, Wis. Admin. Code, is hereby approved, together with the “Report to the Legislature, Clearinghouse Rule 10-104,” and that the Secretary of the Board of Regents, pursuant to s. 227.19, Wis. Stats., notify the presiding officer of each house of the Legislature that the proposed rule is in final draft form, and cause a statement to appear in the Wisconsin Administrative Register that said proposed rule has been submitted to the presiding officer of each house of the Legislature.

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. At its June 2010 meeting, Board of Regents approved the proposed rule changes for submission to the Legislative Rules Clearinghouse for review. The Board has addressed the comments of the Clearinghouse in this final draft of the rule. The next step is for the rules and the Clearinghouse report to be submitted to the presiding officer of each house of the Legislature.

Approval of resolution I.2.f.6. would authorize submission of the proposed rules to the presiding officer of each house of the Legislature.

RELATED STATUTES AND REGENT POLICIES

Wisconsin Statutes Section 36.30

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
REPORT TO LEGISLATURE
CLEARINGHOUSE RULE 10-104

Agency Contact Person: Christopher L. Ashley (608-262-3662)

Basis and Purpose of Proposed Rules:

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.

Plain language analysis: 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.

Fiscal estimate: While the Board cannot definitively determine what the fiscal impact of this change would be, the UW System’s experience over the last six years would have yielded an average annual cost of \$82,000 with an average of 15 individuals affected. Our experience is that a substantial portion of this cost would be borne by program revenue rather than State GPR funds.

Responses to Legislative Clearinghouse Comments

The comments of the Legislative Clearinghouse were technical in nature and have been accepted.

Public Hearing and Comment Summary

A public hearing was held on November 4, 2010. No comments were received.

[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 3. INITIAL APPLICABILITY. This rule first applies to reinstatements occurring after July 1, 2010.

SECTION 4. 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.

Reporting Period: December 1-31, 2010

Project Progress on Major Deliverables:

HRS		
Key Area (See Appendix 1 for description)	Accomplishments for December 2010	Status
Business Process and Application Configuration	<ul style="list-style-type: none"> Continued with the combined Iteration 2 / Iteration 3 of Integration Testing for the external to HRS applications (SFS, Budget, JEMS). Completed the execution and support for the combined Iteration 2 / Iteration 3 Integration Test. Completed analysis of test scripts and preparations required for final round of Integration Testing (Iteration 4). Continued support and issue resolution for remaining System Test scripts that have been transitioned to Regression Test to further test functionality of system. Continued development of inventory for user procedures by functional team. Continued collaborating with the Reporting, Data Collection/Conversion, Training, and Security teams in the development of their deliverables. Continued the verification and validation of converted data in collaboration with the Data Conversion team. Continued support of development of ongoing modifications and test faults with Development Team. In collaboration with the Data Conversion team, continued validation of converted data. Continued to support the Payroll Reconciliation and Performance Test phase execution. Continued to support preparation activities for User Acceptance Testing. 	Slightly Behind (see challenges)
Technical Development	<ul style="list-style-type: none"> Continued the development of modifications that are targeted for completion in December. Supported the Regression Test and Integration Test processes through resolution of test faults. Data conversion scorecard completed and sent out 	Slightly Behind (see challenges)

	<p>for review.</p> <ul style="list-style-type: none"> Continued validation of converted data and resolution of issues. Data cleanup and collection met targets set for this period. Completed Mock 7 data conversion which will be used for User Acceptance Testing. Data conversion team continues to resolve conversion issues and address test faults discovered through Integration Testing. Continued development and unit testing of the Enterprise Performance Management (EPM or data warehouse) data views and reports for Releases 2-13. Continued releasing enhancements and revisions to the Data Dictionary. Continued resolution of test faults discovered in Integration Testing of Release 1 reports. Managed and updated the consolidated plan for external applications / related projects to ensure alignment with HRS Project Plan. Continued collection and analysis of campus requirements for identified supplemental systems. 	
Technical Infrastructure	<ul style="list-style-type: none"> Completed the data access request form for review of the acting governance group. This form will be used by campus staff when requesting access. Completed Mock 7 data conversion environment build which will be used for User Acceptance Testing. Continue the build of data-level security profiles for roles that are common across the campuses. Continued the development and refinement of the batch schedule. Continued support of team through Integration, Performance, and Payroll Reconciliation Testing. Environments for HRS have been created and refreshed, as required. Continued troubleshooting and analysis of issues related to performance in the various environments. Continued working with the interdependent project teams to confirm key deliverable milestones and plans and validate alignment with HRS key dates. 	On Schedule

Change Management	<ul style="list-style-type: none"> December campus deliverables scorecard completed and posted to the Intranet. Updated future campus deliverables and communicated requirements to the campuses. Continued the collection of campus readiness measurements. Continued with the analysis and development of forms to be commonly used by all campuses with HRS. Completed the training prototypes. Continued design and development of the training courses. Continued updates to the intranet and internet content and design. Continued the HRS Project story, incorporating input from selected teams on a rotating basis. Continued with the development of communication on the portal regarding HRS and self-service. Continued with the development and installation of ACD (automated call distribution) system for use by the Service Center in support of HRS. Completed the development of a template for user procedures documentation and toolkit to be used by the functional teams to develop documentation in the Knowledgebase. 	On Schedule
Testing	<ul style="list-style-type: none"> Continued regression testing of the outstanding complex modifications. Continued with the combined Iteration 2 / Iteration 3 of Integration Testing for the external to HRS applications (SFS, Budget, JEMS). Completed Iteration 2 and Iteration 3 of Integration Testing. Completed analysis of test scripts and preparations required for final round of Integration Testing (Iteration 4). Completed the development of automation test scripts (which can be run without human intervention) for use in regression testing and used these scripts for validation in Smoke Tests. Completed the Smoke Test for Performance and Payroll Reconciliation which validated the environments for testing. Continued the development of test scripts to be 	Slightly Behind (see challenges)

	<p>executed by the campus staff during User Acceptance Testing.</p> <ul style="list-style-type: none"> • Finalized and secured campus resources to assist in the execution of Payroll Reconciliation Test. • Continued development of scripts for Performance Testing. • Started Performance Test phase execution • Completed browser testing (no major issues discovered). • Completed accessibility (508) testing. No major limitations were discovered. All minor issues are in delivered Oracle / PeopleSoft and will be logged accordingly • Established environment and connectivity to conduct online performance testing at selected campuses. 	
Project Management and Administration	<ul style="list-style-type: none"> • Worked with the HRS Project teams throughout Integration Testing to ensure focus on quality, goals and integrity of processes was maintained. • Developed the Implementation Readiness Criteria Checklist (IRCC) which is both a checklist and a process for the core team, campuses, DoIT, and the Service Center to assess readiness for implementation. • Worked with the external systems (SFS and Budget) to ensure that expectations for quality, integrity and completeness are achieved in defining exit criteria for test phases. • Analyzed the budget and progress to date and made adjustments to ensure focus remains on schedule, cost, and quality of deliverables. 	On schedule

Shared Financial System (SFS) Interface		
Key Area (See Appendix 1 for Description)	Accomplishments for December 2010	Status
Business Process and Application Configuration	<ul style="list-style-type: none"> Completed all planned configuration items as scheduled. Team will review the Integration Test phase results, and if no new requirements are identified, we will conclude this activity. 	On Schedule
Technical Development	<ul style="list-style-type: none"> Completed initial development and unit testing associated with 1042S processing as we understand the requirements today. Note the remaining development will be deferred until after go-live. Continued break-fix development associated with issues identified during Integration Testing. 	On Schedule
Technical Infrastructure	<ul style="list-style-type: none"> Continued to refine the Tivoli batch schedule in preparation for executing the batch schedule during Integration Testing iteration 4 and Performance Testing. Completed initial draft of the SFS detailed cutover plan. Continued to build and maintain the database environments that are required to execute the various test cycles/phases. 	On Schedule
Change Management	<ul style="list-style-type: none"> Continued to refine the SFS tasks that are included in the comprehensive readiness assessment that will be used to gauge whether or not HRS and SFS are prepared for go-live. Continued creation of new training materials. Continued to monitor campus scorecard progress and communicate critical project activities by conducting monthly SFS Site Leaders meetings. 	On Schedule
Testing	<ul style="list-style-type: none"> Completed execution of Integration Test iteration 2 and 3 scenarios and facilitation of daily status meetings. Continued planning for UAT, Performance, and Payroll Reconciliation test phases. 	On Schedule

Shared Financial System (SFS) Interface		
Key Area (See Appendix 1 for Description)	Accomplishments for December 2010	Status
Project Management	<ul style="list-style-type: none"> Continued to monitor, report progress, and provide guidance to the SFS resources that are responsible for development, testing, readiness assessment, and cut-over planning. Continued to provide guidance and align the creation of the Performance, Payroll Reconciliation, and UAT environments with the test phase start date. 	On Schedule

Challenges Encountered and Remedies to Address

- The HRS Business Process and Technical Development areas are tracking slightly behind schedule. Responding to test faults from the Integration Test Phase and regression testing associated with System Test, along with the outstanding development tasks have contributed to this. This work continues to be reviewed and prioritized to ensure that the most critical processes are the top priority.
- The Testing area of the project continues to track slightly behind schedule. December ended with the completion of Integration Test Iterations 2/3. Iteration 4 is now scheduled for January 2011, and the scope of regression testing for that phase is greater than originally planned. The month finished with 3 concurrent test phases active, and January will be introducing a fourth concurrent test phase, User Acceptance Testing. Overtime and weekend work will be required by both Business Process and Application and Testing team members to prevent any further delays.

Project Expenditures & Projected Fiscal Year End Variance (as of December 31, 2010):

	FY11 Planned	FY11 Costs			FY11 Projected Variances
	BOR FY11 Planned (Jul 10 - Jun 11)	Actual Cost (Jul 10 - Dec 10)	Remaining Cost (Jan 11 - Jun 11)	Estimated Cost at Completion (Jul 10 - Jun 11)	Projected Variance for BOR FY11 Planned at June 30, 2011
HRS Project: Key Areas					
Business Process and Application Configuration	\$ 2,637,701	\$ 466,029	\$ 1,750,706	\$ 2,216,735	\$ 420,966
Technical Development	\$ 10,492,199	\$ 7,241,400	\$ 3,967,732	\$ 11,209,132	\$ (716,933)
Technical Infrastructure	\$ 3,487,448	\$ 2,086,196	\$ 1,624,092	\$ 3,710,288	\$ (222,840)
Change Management	\$ 1,723,611	\$ 801,974	\$ 787,450	\$ 1,589,424	\$ 134,187
Testing	\$ 4,566,634	\$ 4,791,876	\$ 1,705,120	\$ 6,496,997	\$ (1,930,363)
Project Management and Administration	\$ 3,522,094	\$ 1,421,394	\$ 1,129,676	\$ 2,551,070	\$ 971,024
Non-Labor Costs	\$ 1,570,759	\$ 656,337	\$ 1,057,046	\$ 1,713,383	\$ (142,624)
Sub-Total	\$ 28,000,446	\$ 17,465,207	\$ 12,021,822	\$ 29,487,029	\$ (1,486,583)
Contingency	4,056,144				\$ 4,056,144
Total HRS Project	\$ 32,056,590	\$ 17,465,207	\$ 12,021,822	\$ 29,487,029	\$ 2,569,561
SFS Interface	\$ 3,289,545	\$ 1,706,856	\$ 1,838,981	\$ 3,545,837	\$ (256,292)
Contingency	\$ 1,089,956				\$ 1,089,956
Total SFS Interface	\$ 4,379,500.96	\$ 1,706,856	\$ 1,838,981	\$ 3,545,837	\$ 833,664
Total HRS and SFS Interface	\$ 36,436,091	\$ 19,172,063	\$ 13,860,803	\$ 33,032,866	\$ 3,403,225

Notes on FY11 HRS Project Variance:

- Business Process and Application Configuration:
 - Have spent less time on configuration management than expected due to less configuration related test faults.
 - Deferred the start of user procedures development to dedicate more resources to testing.
- Technical Development:
 - Spent additional time on system test break fix than originally planned.
- Technical Infrastructure
 - Some Security and Migration team members were not originally planned.
- Change Management
 - Transitioned change management consulting lead earlier than planned.
- Testing
 - System test preparation activities carried over from prior fiscal year into FY2011
 - Spent additional effort creating and modifying test scripts for regression, system and integration testing.
 - Extended duration of testing phases.
- Project Management and Administration
 - Spent more time on development and testing tasks and less time on administrative tasks.
- Non-Labor Costs

- Purchased additional testing software licenses and continue leasing project team space at 660 and 780 Regent Street.
- SFS Interface
 - Decreased the original volume of system testing scenarios and encountered fewer defects than originally planned.
 - Deferred some Payroll Reconciliation and Performance Testing tasks until December and January.

Planned Activities –January 2011

- Complete Integration Test
- Continue Payroll Reconciliation Test
- Complete preparations for User Acceptance Test
- Begin execution of User Acceptance Test
- Continue execution of performance and payroll recon testing
- Continue developing training requirements documents
- Continue creating end user training content
- Continue updating internet/intranet content
- Continue working on development and unit testing for reports and data views for Release 2-13
- Complete build and unit test of outstanding development items
- Continue working on talent acquisition management functional and technical detailed designs
- Continue documenting the configuration approach for talent acquisition management
- Continue development and testing of batch schedule
- Continue to analyze query security requirements
- Execute eighth mock data conversions
- Continue to measure implementation readiness via the IRCC

Planned Activities – February and March 2011

- Complete Payroll Reconciliation Test
- Continue User Acceptance Test
- Complete Performance Test execution
- Complete developing training requirements documents
- Continue creating end user training content
- Continue updating internet/intranet content
- Continue working on development and unit testing for reports and data views for Release 4-6
- Continue working on talent acquisition management functional and technical detailed designs
- Continue documenting the configuration approach for talent acquisition management
- Continue development and testing of batch schedule
- Continue to analyze query security requirements
- Execute cutover rehearsals 1 through 3
- Continue to measure implementation readiness via the IRCC

Appendix 1: High-Level Description of Key Areas:

Key Area:	Project activities in key areas:
Business Process and Application Configuration	Update the PeopleSoft configuration and business process documentation to reflect changes as a result of testing. Develop and deploy user procedures based upon the future state business processes. Practice cutover activities to validate sequence of steps and timeframe needed to complete the transition to PeopleSoft. Deploy the PeopleSoft functionality and provide initial end user support during the transition to production.
Technical Development	Resolve issues with modifications, interfaces and reports noted during each testing cycle. Execute multiple mock conversions and validate the completeness and accuracy of converted data. Migrate tested and operational modifications, interfaces, and reports to production and perform final data conversion during the transition to production.
Technical Infrastructure	Configure and test PeopleSoft end-user security. Procure and build the testing and production hardware and infrastructure. Setup and test the batch schedule. Test and deploy the secure connections to external applications.
Change Management	Communicate project progress and inform end users of the benefits and impacts associated with the implementation of PeopleSoft. Develop and deliver end user training. Assist the campuses and the service center to revise work processes and responsibilities based upon the new PeopleSoft-enabled business processes. Help campuses, service center, and support organizations prepare for the transition to PeopleSoft.
Testing	Prepare for and conduct system, integration, performance, pay check reconciliation, shared financial systems and budget interface post confirm processing, and user acceptance testing.
Project Management	Administer the project (i.e. maintenance of plan, task tracking, and reporting, etc.). Prepare meeting materials and attend internal and external meetings.

January 31, 2011

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Capital Planning and Budget Committee

Thursday, February 10, 2011
1418 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

10:00 a.m. All Regents, 1820 Van Hise

1. “*Net Price: What Students Pay for College*,” discussion led by Sandy Baum, higher-education policy analyst and Skidmore College professor emerita of economics
2. “*Addressing Alcohol Use and Abuse on College Campuses*,” discussion led by Brandon Busteed, founder and CEO of Outside The Classroom; and UW-Parkside Chancellor Deborah Ford

12:30 p.m. Box Lunch

1:00 p.m. Joint Meeting of the Capital Planning and Budget Committee and the Business, Finance, and Audit Committee – Room 1920

- a. UW Colleges: Report on City and County Financial Support

1:30 p.m. Capital Planning and Budget Committee – Room 1418

- b. Approval of the Minutes of the December 9, 2010 Meeting of the Capital Planning and Budget Committee
- c. UW-Madison: Authority to Lease Space for the UW-Madison Graduate School
[Resolution I.3.c.]
- d. UW-Madison: Authority to Acquire Seventy-five Acres of Land for the Future Expansion of University Research Park II
[Resolution I.3.d.]
- e. UW-Madison: Authority to Accept a Gift of Six Acres of Land from the University of Wisconsin Foundation
[Resolution I.3.e.]
- f. UW Hospital and Clinics Authority: Approval to Construct an Autopsy and Pathology Suite Located in the Wisconsin Institutions for Medical Research Building
[Resolution I.3.f.]

- g. UW-Green Bay: Authority to Purchase Three Parcels of Land Totaling 61.78 Acres
[Resolution I.3.g.]
- h. UW-Whitewater: Approval of the Design Report for the Multi-Sport Facility –
Phase III Project and Authority to Adjust the Budget and Construct the Project
[Resolution I.3.h.]
- i. Report of the Associate Vice President
 - 1. Building Commission Actions
 - 2. Other
- j. Additional items which may be presented to the Committee with its approval

Authority to Lease Space for the UW-Madison
Graduate School, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted for the Department of Administration to enter into a new lease agreement for 19,000 square feet of animal holding space on behalf of the UW-Madison Graduate School.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2011

1. Institution: The University of Wisconsin-Madison
2. Request: Authority for the Department of Administration to enter into a new lease agreement for 19,000 square feet of animal holding space on behalf of the UW-Madison Graduate School. (*See below for lease specifics.*)

State Functions at Leased Location	UW-Madison: Graduate School, WI National Primate Research Center
Lease Location	Town of Blue Mounds, Wisconsin
Type of Negotiation or Selection Process	Negotiated Lease
Lessor	H&S Corporation of America, Inc.
Anticipated Occupancy Date	Approx. May 1, 2011
Lease Term	5 years
Escalation Rate	0% on base rent, actual cost for operating expenses
Renewal Option(s)	Two (2) successive five (5) year renewals with an initial 8% escalator on base rent fixed over each 5 yr term. (average less than 1% annual escalator)
Purchase Option	None.
Space Type	Animal holding facility with support areas.
Square Feet	20,000 RSF
Total Net Cost Per Square Foot	<div>\$ 16.42 Base Rent</div> <div>2.53 Taxes and Insurance</div> <div>2.63 Maintenance</div> <div><u>11.46 Operating Expenses</u></div> <div>\$ 30.41 Subtotal/RSF</div> <div>Tenant improvements estimated at \$305,000 shall be paid by Federal Funds and not amortized over the lease.</div>
Annual Cost	\$627,760.00
Funding Source	Federal Funds

3. Description and Scope of Project: This five year lease would provide the Wisconsin National Primate Research Center with holding facilities required for the quarantine of non-human primates prior to their introduction to the colonies on campus. Current temporary holding facilities cannot adequately handle the number of non-human primates required for campus researchers.

This lease rate provides a fully functional holding facility including equipment and generator. The lessor will complete minor tenant improvements such as small repairs and painting. Minimal tenant improvements will be required to improve the security of the facility; tie alarms back to the UW Police Department (UWPD); and install a mound system to handle animal waste. An analysis completed by BT Squared working with the DNR concluded the need for a mound system. UW-Madison agreed to upgrade the animal waste system required for this non-human primate use at an estimated cost of \$105,000. The security upgrades required by the UWPD are estimated at \$200,000. The Graduate School will pay for these tenant improvements with Federal Funds provided to the Wisconsin National Primate Research Center.

4. Justification: The Wisconsin National Primate Research Center is unable to fulfill demands for research animals from its existing non-human primate colonies and has begun acquiring animals from outside sources. Campus quarantine facilities for non-human primates at the Biotron and the Charmany Instructional Facility cannot adequately handle the additional required needs for space, waste removal, sanitation, and ventilation.

The existing Blue Mounds facility was utilized by Harlan Labs until April 2010 when the functions there were consolidated with other Harlan Lab facilities. Leasing it will immediately provide a state-of-the-art facility for quarantine and holding of nonhuman primates. This facility is capable of handling additional large animals for other UW schools and colleges if needed. Leasing will also save the Graduate School the substantial expense required to remodel and equip a similar facility either on or off campus.

5. Budget and Schedule: N/A.
6. Previous Action: None.

Authority to Acquire 75 Acres of Land for
the Future Expansion of University Research
Park II, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to acquire 75 acres of land in the Town of Middleton, Dane County for \$5,650,000 Existing Program Revenue Supported Borrowing plus closing costs and any necessary environmental abatement costs.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2011

1. Institution: The University of Wisconsin-Madison
2. Request: Authority to acquire 75 acres of land in the Town of Middleton, Dane County for \$5,650,000 Existing Program Revenue Supported Borrowing plus closing costs and any necessary environmental abatement costs.

Description: Approval of this request will permit acquisition of a seventy-five acre parcel of land south of the current boundary of the University Research Park II development (see map). This property will be a continuation of the University Research Park. University Research Park, Inc. negotiated the purchase price after completion of an appraisal of \$6,500,000. The parcel is unimproved. The farmstead has been removed and the property is leased for farming. An environmental audit and soil samples have been completed and demonstrate no major environmental risks.

Ms. Ruth Vetter currently owns the parcel. University Research Park, Inc. obtained an offer to purchase from the owners which has been approved by its Board of Trustees. URP, Inc. will assign the offer to the Board of Regents and Title will be conveyed to the Board of Regents. Residual UW System bonding authority will be used to finance the acquisition and University Research Park will pay the principle and interest on the bonds on behalf of the Board of Regents. UW-Madison and University Research Park will enter into an agreement to transfer, as needed at no additional cost, parcels to University Research Park for development.

The property will be subject to annexation, rezoning and plat approval by the city of Madison with all costs and coordination done by the University Research Park.

3. Background and Justification: University Research Park, Inc. was organized in 1984 by UW-Madison and the UW Board of Regents. The first research park located at Mineral Point Road and Whitney Way is almost completely developed and needs another 100-120 acres of land to continue its mission. The development of University Research Park II west of Junction Road (County M) between Valley View Road and Mineral Point Road will continue to provide quality space to faculty entrepreneurs and assist the UW-Madison in transferring technology from the campus to the private sector. It intends to replicate its current success by developing sites and leasing them for startup or maturing companies derived from the UW-Madison technologies. It is anticipated that fully developed, URP2, prior to adding this purchase, will provide 54 building sites for over 200 companies employing 10,000 to 15,000 employees in an atmosphere custom-designed to nurture a productive combination of economic and technological development beneficial to both the university and the state.

In 2001, UW-Madison purchased 113 acres from the Shapiro & Weston Investment Company to provide University Research Park, Inc. with land to continue its mission to encourage partnerships between business and university researchers, responding to the research needs of established and emerging companies. In 2006, the park added an additional 9.36 acres of property that provided a cohesive “front door” for the first phase of University Research Park expansion.

The acquisition of these 75 acres will provide an additional 16 sites for at least 1,000,000 square feet of buildings, 100 companies, and 2,500 employees. Acquisition of this land will defer the park’s movement to the north into property currently farmed by the College of Agricultural and Life Sciences. It will also defer having to move the transmission tower.

4. Budget: Purchase Price: \$5,650,000. The debt service will be financed with revenues derived from the Research Park.

5. Previous Action:

June 8, 2001 Resolution 8386	Granted authority to remove the rezoning requirement to acquire approximately 113 acres of land in the Town of Middleton, Dane County, as authorized by Regent action in December 2000. The acquisition cost is \$4,416,500 Program Revenue Supported Borrowing plus closing costs and environmental abatement costs, if any (funded from University Research Park Revenues). Acquisition will remain contingent upon completion of a favorable environmental assessment.
May 5, 2006 Resolution 9191	Granted authority to acquire 9.358 acres of land in the city of Madison, Dane County, for \$3,434,540 Program Revenue Supported Borrowing plus closing costs and any necessary environmental abatement costs.



Authority to Accept a Gift of Six Acres of
Land from the University of Wisconsin
Foundation, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority to accept a gift from the University of Wisconsin Foundation of approximately six acres of land located in the Town of Cross Plains, Dane County. The appraised value of this gift is approximately \$350,000.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2011

1. Institution: The University of Wisconsin-Madison

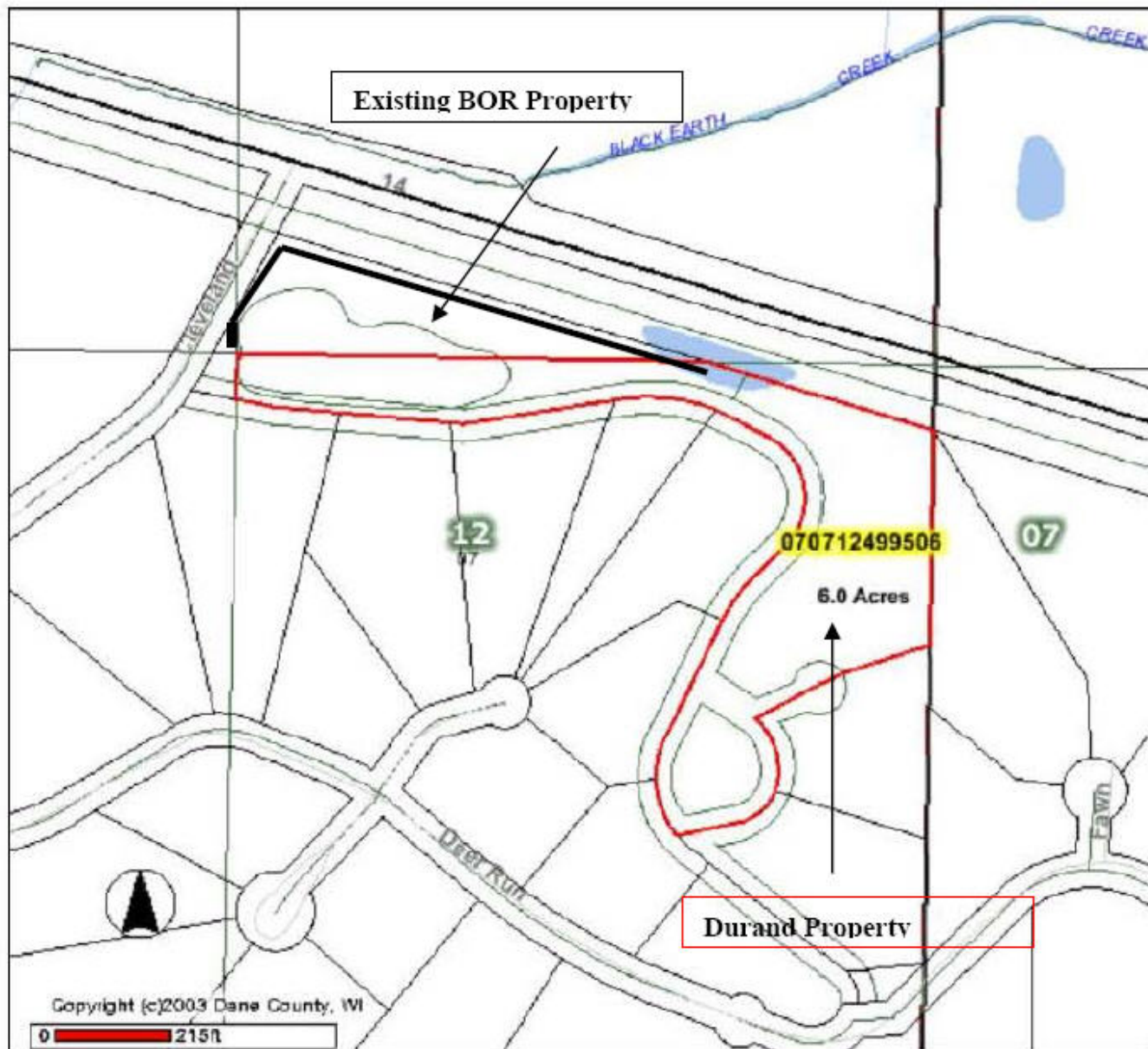
Request: Authority to accept a gift from the University of Wisconsin Foundation of approximately six acres of land located in the Town of Cross Plains, Dane County. The appraised value of this gift is approximately \$350,000.

2. Description and Scope of Project: The property consists of one parcel (six acres) of undeveloped woodland and two ponds. The property is located adjacent to conservancy land owned by the Board of Regents and managed by the UW Arboretum.
3. Justification of the Request: The donors of this property, through the University of Wisconsin Foundation, are Loyal and Bernice Durand. The Durands are professors emeriti at the UW-Madison and have been generous supporters of the campus for a number of years. Both were noted for their service activities at UW-Madison and are lifelong hikers, campers, and environmentalists. They purchased the land they are donating to the UW Arboretum in 1973 with the purpose of conserving it. The six acres of wooded property is undeveloped, and was used by the Durands and their neighbors as a tranquil area to walk and enjoy nature. They have worked for the past decade to control garlic mustard and other invasive species on their property and that of neighbors.

The existing nature conservancy consists of approximately 2.5 acres of open water and upland oak woods. It is primarily used for research by UW faculty and students, but some outside nature organizations also collect data there. The conservancy land is on the northeast edge of the Durand property. The two properties each border the larger of the two ponds: the conservancy on the north and the Durand property on the south. This gift of land would add the rest of the pond, shoreline and upland oak woods to the conservancy.

A Phase I Environmental Site Assessment of the parcel has been completed and shows no adverse environmental conditions.

4. Budget: N/A.
5. Previous Action: None.



Approval to Construct an Autopsy and Pathology
Suite Located in the Wisconsin Institutes for
Medical Research Building, University of
Wisconsin Hospital and Clinics Authority Board

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the University of Wisconsin Hospital and Clinics Authority Board, approval be granted to construct an Autopsy and Pathology suite, which will be located within the Wisconsin Institutes for Medical Research (WIMR) building on the UW-Madison campus, at a total cost of \$11,000,000 Program Revenue - Operating Funds.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2011

1. Institution: The University of Wisconsin Hospital and Clinics Authority
2. Request: Requests approval to construct an Autopsy and Pathology suite which will be located within the Wisconsin Institutes for Medical Research (WIMR) building on the UW-Madison campus, at a total cost of \$11,000,000 Program Revenue - Operating Funds.
3. Description and Scope of Project: This project will construct a new 14,500 ASF/17,000 GSF Autopsy and Pathology suite to be located in the planned “wedge” structure between towers two and three of the WIMR building. Building materials will be compatible with those of the WIMR building. The Department of Administration will review and approve the design and specifications of this project as required by s. 16.85(14), *Wis Stats*.
4. Justification of the Request: The University of Wisconsin Hospital and Clinics (UWHC) and the Department of Pathology have been notified by the VA Hospital that it plans to terminate all space leasing agreements within the next two years. This action will leave the UWHC and the Department of Pathology without a facility to perform medical and forensic autopsies.

As in all academic institutions, the autopsy service at the University of Wisconsin Hospital and Clinics is necessary for education, quality assurance, research, and compassionate care (providing closure for families). The six principal autopsy faculty members at UWHC have diverse training backgrounds and additional expertise in forensic pathology, neuropathology, pediatric pathology, and surgical pathology. In terms of education, the existence of an autopsy service is required of all academic hospitals with residency training and is paramount to the training of pathology residents. The autopsy service has been a consistent source of human tissue for basic and translational research for many years and its educational benefits strongly underscore the need to have it centrally located in the UWHC complex. The UWHC is also committed to transplant science, which is affiliated with the autopsy suite.

The University of Wisconsin Hospital and Clinics does not have a morgue or autopsy facility. All ongoing postmortem related activities are conducted in the VA morgue under a contract with financially unfavorable stipulations. The VA Hospital indicated that it will be eliminating the autopsy facility entirely to use the space for other services. Without a space replacement solution, the aforementioned autopsy service elements will cease to exist.

In addition to autopsy space, UWHC also leases surgical pathology labs and offices in the VA Hospital. The lease/use of this space is also not being renewed by the VA Hospital. This space includes a histology lab, an immunohistochemical lab, a surgical pathology reading room, transcription and clerical support space, as well as office space for faculty and support staff, a residents' room, and a conference room. A goal of the suite construction is to consolidate pathology operations and move them to the WIMR building to gain efficiencies.

The project will also extend the pneumatic tube from the hospital to WIMR building to allow all but the largest specimens to be rapidly sent from operating rooms and other areas of the hospital to the pathology area.

5. Budget: The cost of the project is expected to be \$11 million and UWHC intends to use operating capital to fund the full amount.

Schedule	Date
A/E Selection	July 2011
Construction Manager Selection	March 2012
Construction Start	April 2012
Substantial Completion	January 2013
Final Completion	March 2013

6. Previous Action: None.

Authority to Purchase Three Parcels of Land
Totaling 61.78 Acres, UW-Green Bay

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Green Bay Chancellor and the President of the University of Wisconsin System, authority be granted to purchase three parcels of land totaling 61.78 acres located along and adjacent to County Road A and Point Comfort Lane in the Town of Scott, Brown County, Wisconsin, at an acquisition cost of \$335,000.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2011

1. Institution: The University of Wisconsin-Green Bay
2. Request: Authority to purchase three parcels of land totaling 61.78 acres located along and adjacent to County Road A and Point Comfort Lane in the Town of Scott, Brown County, Wisconsin, at an acquisition cost of \$335,000. The funding for this purchase will be provided by UW Foundation and a federal grant from the U.S. Fish and Wildlife agency.
3. Description and Scope of the Project:
 - (1) Parcel "D1," consists of 57.70 acres of coastal wetland and adjacent woodland habitat along the eastern shore of the Bay of Green Bay in Brown County, Wisconsin. The area includes a dynamic complex of Great Lakes coastal wetlands, nesting habitat for bald eagles and other uncommon species, and outstanding stopover habitat for more than 200 species of migratory birds. The proposed acquisition would link three existing tracts of land owned and managed by the University of Wisconsin as a nature preserve. Like the existing Point au Sable Nature Reserve, the proposed acquisition would be open to the public for recreational opportunities and would be an important site for research and learning by University of Wisconsin-Green Bay students, faculty, and staff.
 - (2) Parcel "D2," consists of 2.51 acres that borders County Road A. This parcel is significant to the university since it provides direct access to Wequiock Creek. Estuarine wetlands near the mouth of Wequiock Creek also provide breeding habitat for fish, including northern pike, bass, and other game species.
 - (3) Parcel "D3," consists of 1.57 acres that has direct access to the Bay of Green Bay. This parcel will be an important site for accessing and sampling the waters of the Bay of Green Bay for scientific studies. Deeded access to the site provides the university direct vehicular access that is otherwise unobtainable. The small parcel also would provide a place for parking vehicles and for mooring a small boat to study the estuarine wetlands located at Point au Sable.

The owner and the university acquired two independent appraisals for all three properties. They were completed in 2008 and 2010. In 2008, the value of the parcels totaled \$335,000. In 2010, the value of the parcels totaled \$360,000.

4. Justification of the Project: The primary purpose of this project is conservation of an intact, coastal wetland complex, part of which is already owned and managed as a natural area. Linkage of existing conservation lands by the proposed acquisition will create opportunities to study long-term effects on bird migrations, water quality, and evolving habitat communities. In addition to the primary conservation objective, this project also will have significant ecological, conservation, recreational, and aesthetic benefits. Point au Sable is located approximately five miles north of the University of Wisconsin-Green Bay campus. The site has long been recognized as a valuable wetland by duck hunters and naturalists; today it preserves one of the few undeveloped estuarine wetlands in the entire Lake Michigan ecosystem. The wetland complex adjoins 122 acres of University of Wisconsin-owned natural area and approximately 60 acres of undeveloped private lands. Together, these tracts encompass the largest coastal wetland along the eastern shore of Green Bay. Estuarine wetlands at this site extend inland from the mouth of Wequiock Creek, a significant waterway that drains a rapidly developing landscape north of the city of Green Bay. The proposed acquisition will provide an important connection between existing tracts owned and managed as natural areas by the University of Wisconsin-Green Bay. Because Point au Sable is one of the most prominent features of the lower Green Bay coastline, it offers a superb aesthetic view for visitors as well as boaters and others who visit lower Green Bay. Within the nature reserve, it is easy to find a point where one can look in every direction and find no evidence that a city of more than 100,000 people lies within a few miles.
5. Previous Action: None.

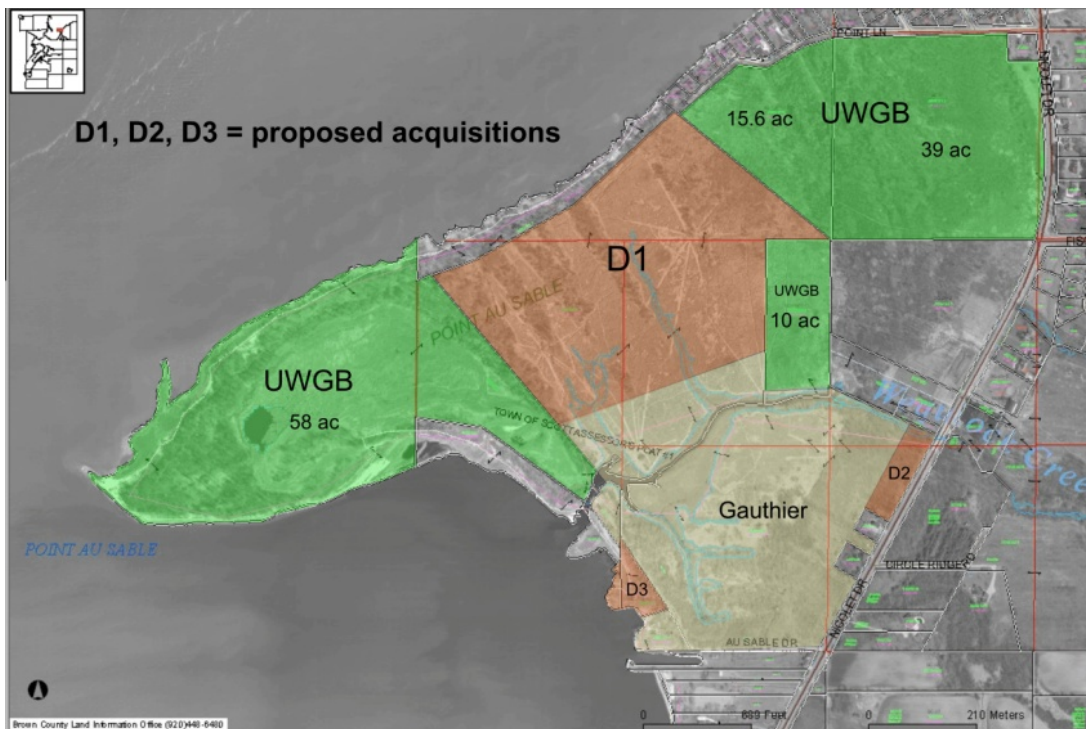


Figure 1. Map of proposed land purchase (D1,D2, D3). Existing (UWGB) nature reserve is shown in green.

Approval of the Design Report for the Multi-Sport Facility – Phase III Project and Authority to Adjust the Budget and Construct the Project, UW-Whitewater

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Whitewater Chancellor and the President of the University of Wisconsin System, the Design Report for the Multi-Sport Facility-Phase III project be approved and authority be granted to construct the softball building portion of the project for \$650,000 by substituting \$350,000 Program Revenue Supported Borrowing for gift funds for a total project cost of \$650,000 (\$350,000 Program Revenue Supported Borrowing, \$60,000 Gift Funds, and \$240,000 Program Revenue-Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2011

1. Institution: The University of Wisconsin-Whitewater
2. Request: Approval of the Design Report for the Multi-Sport Facility-Phase III project and authority to construct the softball building portion of the project for \$650,000 by substituting \$350,000 Program Revenue Supported Borrowing for gift funds for a total project cost of \$650,000 (\$350,000 Program Revenue Supported Borrowing, \$60,000 Gift Funds, and \$240,000 Program Revenue-Cash).
3. Description and Scope of Project: This project will construct 2,145 GSF of space to support the university's softball program. The new building will be located at the existing van Steenderen Softball Complex within the university's Multi-Sport Facility. The building will contain a pressbox, a team locker and shower room, a coach's office and locker room, and public restrooms. Site work will include a new paved entrance plaza, a paved ramp, new concrete and landscape block retaining walls, and site fencing. The building and surrounding site is designed to connect with and provide access to the upper and lower levels of the existing softball grandstand seating structure. The plaza is designed to allow access to the public restrooms from Coulthart Pavilion during non-softball events. The building will be used primarily during the university's softball season, but will be used year-round for office functions, meetings, recruiting, and other related functions. The building's heating systems will be zoned to allow separate controls of occupied and unoccupied spaces during the winter months.

The building will be a two story structure which is constructed of cast-in-place concrete, concrete masonry, and wood framing. The upper level will be accessed from the new entrance plaza and will be adjacent to the top tier of grandstand seating. The lower level will be partially below the grade of the sloping site and the exposed west facade will be accessed by a secondary circulation path below the grandstand. The exterior design will complement existing campus architecture and will incorporate dark gray cement board siding, burnished concrete block veneer, clad wood windows, and a standing seam metal roof.

4. Justification of the Request: The van Steenderen Softball Complex, which includes the women's softball practice and varsity softball fields, was originally constructed in 1976. There is a need for public restroom facilities in the West Campus Athletic Fields Complex. The closest restrooms are located in the Williams Center which is approximately 1,700 feet (one-third of a mile) away. This project will construct ADA compliant public restroom facilities located within the new Softball Support Building. Spectator services are currently non-existent within the west campus athletic area, although large crowds are often attracted

to athletic events that are held there. There are no restrooms, concession facilities, sanitary sewer, or potable water services to that area. There are no support locker facilities for athletes, coaches, officials, or the press. This project will resolve some of those deficiencies by providing a small support building for softball that will include concession areas, public restrooms, locker facilities, press boxes, and coaches' offices.

In the 2007-09 biennium, the Board of Regents supported seeking enumeration of the Multi-Sport Facility Phase III project at a total cost of \$5,886,000 (\$2,450,000 PRSB and \$3,436,000 Gift Funds). This phase of the project included construction of a track/soccer building and a softball building. Upon completion of an athletic master plan, the campus decided to reduce the scope of the project and eliminated the PRSB portion of the request. Unfortunately, they were unable to raise the entire gift amount needed to construct both buildings. In November 2007, the campus conducted another vote to support construction of the softball building only.

Fee Impact: On April 26, 2006 the Segregated Fee Committee (SUFAC) approved an amount of \$3,734,000 for the Multi-Sport Facility projects Phase I, II and a small portion of phase III, beginning in the fall of 2009-10. The \$350,000 softball portion of that amount required a fee of \$3.32. On November 15, 2007 the Segregated Fee Committee (SUFAC) approved an additional amount \$750,000 for another athletic project for the replacement of their football field turf. The \$140,000 softball portion of that amount required a fee of \$1.90. The total segregated fee for this project is \$5.22 and will last for a term of ten years or until 2017. The total segregated fee for 2010-11 is \$830.64.

5. Budget and Schedule:

Budget	%	
Construction		\$530,000
Contingency	5%	26,500
A/E Fee	12%	65,000
DSF Management Fee	4.0%	22,260
Equipment		4,915
Percent for Art	0.025%	1,325
Total Project Cost		\$650,000

Submission of Bid Documents for Final Review	December 15, 2010
Bid Opening	March 1, 2011
Start of Construction	June 1, 2011
Substantial Completion	October 1, 2011
Occupancy	November 1, 2011

6. Previous Action:

August 17, 2006 Resolution 9225	Recommended enumeration of the Multi-Sport Phase III project as part of the 2007-09 Capital Budget at an estimated total cost of \$5,886,000 (\$2,450,000 Program Revenue Supported Borrowing and \$3,436,000 Gift Funds). The project was subsequently enumerated in the 2007-09 Capital Budget at \$3,474,000 Gift Funds.
October 3, 2008 Resolution 9554	Requested authority to revise the funding for the Multi-Sport Phase III project by an increase of \$172,000 Program Revenue Supported Borrowing and a decrease of \$172,000 Gifts Funds and construct the bleacher portion of the project for \$172,000 Program Revenue Supported Borrowing. The total project cost is revised to \$3,474,000 (\$172,000 Program Revenue Supported Borrowing and \$3,302,000 Gift Funds).

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
1220 Linden Drive, Room 1820
Madison, Wisconsin 53706
February 10 & 11, 2011

II.

9:00 a.m. All Regents – Room 1820 Van Hise Hall

1. Calling of the roll
2. Approval of the minutes of the December 9 & 10, 2010 meetings
3. Report of the President of the Board
 - a. Wisconsin Technical College System Board report
 - b. Regent Policy Document review process
 - c. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
5. Presentation of Board of Regents Diversity Awards
6. Report and approval of actions taken by the Business, Finance, and Audit Committee
7. Report and approval of actions taken by the Capital Planning and Budget Committee
8. Report and approval of actions taken by the Education Committee
9. Election of new Assistant Secretary of the Board of Regents
10. Communications, petitions, and memorials
11. Unfinished and additional business
12. Move into closed session to consider a UW-Stevens Point honorary degree nomination, as permitted by s. 19.85(1)(f), *Wis. Stats.*; to consider a compensation adjustment for the UW-Madison head football coach, as permitted by s. 19.85(1)(c), *Wis. Stats.*; to consider a compensation adjustment for a UW-Madison football offensive coordinator, as permitted by s. 19.85(1)(c), *Wis. Stats.*; to consider salary for an interim UW-Superior Chancellor, as permitted by s. 19.85(1)(c), *Wis. Stats.*; to discuss collective bargaining activities at UW institutions, as permitted by s. 19.85(1)(e), *Wis. Stats.*; to consider a student request for review of a UW-Madison decision, as permitted by s. 19.85(1)(f), *Wis. Stats.*; and to confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), *Wis. Stats.*

*The closed session may be moved up for consideration during any recess in the regular meeting agenda.
The regular meeting will reconvene in open session following completion of the closed session.*

REVIEW OF UW SYSTEM BOARD OF REGENTS POLICIES

BACKGROUND

The UW System Board of Regents' policies are codified in Regent Policy Documents (RPDs) that have been adopted over time, some dating back to the creation of the UW System. The Board has adopted these policies under the authority granted in Chapter 36, Wis. Stats., which states:

The primary responsibility for governance of the system shall be vested in the board which shall enact policies and promulgate rules for governing the system, plan for the future needs of the state for university education, ensure the diversity of quality undergraduate programs while preserving the strength of the state's graduate training and research centers and promote the widest degree of institutional autonomy within the controlling limits of system-wide policies and priorities established by the board.

The RPDs address a wide array of subjects, including academic policies and programs, contracts, equal opportunity in education and employment, facilities, student health, tuition and fees, housing, activities of faculty members, student activities, and trust and investment policies. Some policies have been adopted in response to high-priority issues, such as making textbooks affordable, criminal background checks, and relationships with educational-loan lenders.

REQUESTED ACTION

For discussion.

DISCUSSION

The Board of Regents leadership has determined that it would be valuable to review and update the Regent Policy Documents. This review may result in updating and revising current policies or eliminating obsolete ones. The need for a policy review, some preliminary Board determinations, a policy-review methodology, and questions for consideration are described below:

Need for Regent Policy Review

Two areas are ripe for review: (1) the current RPDs, and (2) other resolutions or policy statements of various types that are not currently RPDs, but should be considered for RPD status.

- (1) Current Regent Policy Documents: The RPDs vary in purpose, structure, and type of content. Although the RPDs were organized and made available online several years ago, the current compilation is inadequate in several respects; some policies are out of date; endorse studies or reports, rather than representing policy statements themselves; are time-specific and seemingly of limited application; or refer to other documents that are not easily retrievable. Several examples serve to illustrate the value of examining each RPD:
- (a) RPD 15-1, “Distance Education Pricing Principles,” adopted in 1999, endorses principles that are not included in the RPD itself. The RPD, in its entirety, states: “Upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs. These principles will be reviewed in three years.” Questions to be examined include whether the RPD should state the substance of the principles, rather than stating the fact that the Board approved the principles, and whether the principles remain applicable in 2011.
 - (b) RPD 19-14, “Naming or Dedicating of University Facilities,” adopted in 1996 and last amended in 2006, is an operational policy that indicates that the Board prefers “to commemorate the contributions of individuals to academic excellence through the naming or dedication of scholarships, programs, professorships, and other similar actions. However, the Board recognizes that from time to time there may be a desire to name or dedicate some facilities or portions of the university's buildings or grounds after a person.” The policy states that the Board must approve requests to name an entire building after an individual, with the requests presented first to the Physical Planning and Funding Committee. The policy also sets forth criteria for naming a building after a living individual. The current applicability of the policy could be examined, in addition to updating the committee name to Capital Planning and Budget.
 - (c) RPD 30-1, “Student Publications,” a policy adopted in 1975, states: “Provision of space for campus publications and subscription policies relative to campus publications shall be determined in accord with individual campus policies and procedures.” Whether this policy continues to fulfill a purpose and the current status of the campus policies could be examined.
- (2) Potential Regent Policy Documents: Clear criteria are needed to guide future decisions about what is properly codified as Board of Regents policy. Chapter 36, Wis. Stats., requires policies in selected areas, such as for admissions and credit transfer. In addition, some Board-adopted resolutions and some current UW System Administration policies might most properly be Board policies. The honorary degree policy is one example; although the Board of Regents has a role in the process for awarding honorary degrees, honorary degrees are currently covered in the separate Unclassified Personnel Guidelines (UPG) series.

The Board of Regents Office has been charged with leading a comprehensive effort to review, update, and improve the UW System Regent Policy Documents. The Office will proceed under the guidance and direction of the Board leadership; will work closely with the Offices of the System President, Sr. Vice President for Academic Affairs, Sr. Vice President for

Administration and Fiscal Affairs, and General Counsel; and will consult with the UW Chancellors, staff, and governance groups.

Preliminary Board Determinations

Before the RPDs are reviewed, several decisions will be important. Preliminary Board determinations involve defining what constitutes Board policy as compared with other policies, considering a standard policy structure, and identifying priorities for review:

- (1) **Definition of Board policy**: Before examining individual policy documents, it will be important for Board members to consider what distinguishes Board of Regents policies from other UW policies. Considerations could include, for example, systemwide vs. campus-specific application, short-term vs. enduring effect, procedural vs. non-procedural policy purpose, or general principles to guide future action vs. specific directives.
- (2) **RPD structure**: Including standard elements in each policy could aid in writing and interpreting revised or future policies. A standard structure for all RPDs could be devised based upon examples from other Boards of Regents/Trustees, guidance from the Association of Governing Boards, as well as on the content of the current UW policies. *Attachment 1* compares a UW Board of Regents policy with a University of Minnesota Board of Regents policy that includes “scope,” “definitions,” “guiding principles,” and “implementation” sections.
- (3) **Priorities for review**: The Education Committee generally would act on academic, student, faculty, and governance policies; the Business, Finance and Audit Committee on financial, administrative, and trust-fund policies; and the Capital Planning and Budget Committee on facilities-related policies. When the RPDs are categorized by committee, approximately 69 fall within the purview of the Education Committee; 69 are related to Business, Finance, and Audit; and 15 are related to Capital Planning and Budget. Another eight RPDs are in the “other” category. *Attachment 2* presents examples of policies in each category. It is expected that the Committee chairs would work with Board leadership, UW System Administration, and the Board of Regents Office to identify priorities for review among the policies.

Methodology

Once priorities are identified, the typical methodology for reviewing an RPD will entail:

- (1) research to determine the background of and reasons for the policy;
- (2) consultation with the subject-matter experts within UW System Administration to determine the recent experience with the policy (current applicability, concerns, stakeholders to consult);

- (3) consultation with Board leadership and other Board members, the System President's cabinet, Chancellors, and other campus administrators and/or governance groups, depending on the content of the policy;
- (4) research on other university systems' policies, as appropriate;
- (5) development of a proposal for revisions that addresses any concerns and incorporates a new structure for RPDs; and
- (6) preparation of a report for the Board, to include the background and history of the policy; a description of the relationship of the policy to state statutes, UW administrative rules, or UW System policies; and recommendations for policy revisions and support for the recommendations.

Thus, for example, a review of RPD 19-14, "Naming or Dedicating of University Facilities," would involve: consultation with the Associate Vice President for Capital Planning and Budget; coordination with the Capital Planning Office to solicit input from the Capital Planning and Budget Committee and facilities staff or others at UW institutions; revision of the policy to make any identified revisions, adopt the new structure, and update the reference to Physical Planning and Funding; and submittal of the recommended policy revisions and reasons for the revisions to the Capital Planning Committee for the committee's review and recommendation to the full Board.

Questions for Consideration

- (1) Definition of "Regent policy": What distinguishes a Regent Policy Document from other UW policies? What philosophies should RPDs reflect? Should the Board adopt an RPD addressing creation and deletion of RPDs?
- (2) Structure: Should a standard structure be considered as a method of ensuring certain questions about scope, definitions, or other areas are consistently addressed prior to RPD adoption?
- (3) Priorities: What type of RPDs should committee chairs consider reviewing first? Possibly-obsolete policies, or those that may be superseded by another law or policy? Those related to high-priority UW System goals? Others?
- (4) Review strategies: Should every policy move through a Board committee, or should the Board authorize structural changes to policies without Board review? Should some policies be exempt from review? Can related policies be grouped, considered together, and possibly merged?

RELEVANT REGENT POLICIES

All.

Regent Policy Documents (UW)

SECTION 22: GIFTS, BEQUESTS, ART, AND FUNDRAISING

22-2 DISPOSAL OF WORKS OF ART

(Formerly 73-15)

1. The Regents recognize that the works of art under the control of an art center or gallery are a revolving resource and that maintenance of a quality collection requires periodic exchanges, sales, and acquisitions by the center or gallery.
2. Each center or gallery should have an art accessions committee which is hereby granted authority to dispose by sale or exchange of works of art that are no longer needed or are not useful to the collection. All works to be disposed of will be independently appraised prior to sale and sold for at least the appraised valuation. Exchanges of works of art should include an independent appraisal of all works involved.
3. All dispositions under this action shall be regularly reported to the Board for its review and ratification. If the work of art to be disposed of was acquired as a gift, the donor's letter or other instrument describing the gift and transferring ownership shall be checked for restrictions to assure that no restrictions exist to prevent the disposal.
4. Funds realized from disposed works of art will be used to acquire other works of art in the name of the donor of the disposed works of art, thus perpetuating the donor's name and his/her generosity.
5. Funds from any sale and investment earnings thereon will be and remain trust assets of the respective center or gallery, held for the benefit of the center or gallery with disbursement to be made on recommendation of the appropriate art accessions committee.

History: Res. 584 adopted 10/5/73.

Administrative



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY**

CAMPUS PUBLIC ART

Adopted: March 13, 1953

Amended: July 9, 2004; March 12, 2010

CAMPUS PUBLIC ART

SECTION I. SCOPE.

This policy governs the acceptance, commissioning, development, acquisition, installation, and conservation of public art located on University of Minnesota (University) real estate.

Subd. 1. Exceptions. This policy does not cover the acceptance of small commemorative plaques in buildings or works of art included in museum collections, gallery exhibitions, personal workspaces, reception areas, or meeting rooms.

SECTION II. DEFINITION.

Subd. 1. Campus Public Art. *Campus public art* shall mean art in all forms that is physically or visually accessible to the public through permanent or temporary installation that contributes to the experience of the natural or built public spaces, both indoors and outdoors, on University real estate.

SECTION III. GUIDING PRINCIPLES.

The following principles shall guide the University's acceptance, commissioning, development, acquisition, installation, and conservation of campus public art.

- (a) The University is committed to creative expression that strengthens civil society, and advances the growth of culturally informed University communities, adjacent cities, and the State.
- (b) Campus public art shall embody the University's research, teaching, and public engagement mission.
- (c) Campus public art shall reflect the values and complement the physical characteristics of the University, and shall uphold and promote the principles set out in campus master plans.
- (d) The University aspires to establish a sustainable public art collection that creates, maintains, and enhances an enduring cultural legacy for the University and the State.

SECTION IV. IMPLEMENTATION.

Subd. 1. Campus Master Planning. Decision-making regarding the acceptance, commissioning, development, acquisition, installation, and conservation of campus public art shall be consistent with the master plan for each campus and only works intentionally designed or designated for a specific site will be approved.

Subd. 2. Public Art Plan. The president or delegate shall periodically evaluate campus public art through the development of a campus public art plan.

Subd. 3. Delegation of Authority. The president or delegate shall approve campus public art projects in accordance with other Board of Regents policies and maintain administrative policy and procedures to guide decision-making related to the acceptance, commissioning, development, acquisition, installation, and conservation of campus public art.

UW REGENT POLICY DOCUMENTS (RPDs)
Examples from Among 161 RPDs
Tentative Division by Board of Regents Committee

Regent Policy Document	Policy Title	Year Adopted	Last Revised
EDUCATION COMMITTEE			
1-1	The University of Wisconsin System Mission	1988	-
1-2	Approval of Mission Statements	1988	-
4-1	Recording of Lectures	1977	-
4-12	Planning and Review Principles for New and Existing Academic Programs and Academic Support Programs	1991	-
4-13	Academic Calendar Policy	1992	-
4-17	Advanced-Standing Credit for Project Lead the Way Courses	2009	-
4-18	Making Textbooks Affordable	2010	-
5-1	Academic Quality Program Assessment	1992	-
7-2	Recognition of International Baccalaureate Program	2000	-
9-1	Principles for Developing Alcohol Policies	2001	-
14-1	Nondiscrimination in Oratorical Contests	1973	-
15-1	Distance Education Pricing Principles	1999	-
17-8	Equal Opportunities in Education and Employment	1986	-
17-9	Implementation Plan for "Design for Diversity"	1988	-
24-3	Residence Halls Visitation	1975	1979
28-1	Report of Regent Study Group on the Future of the University of Wisconsin System	1986	-
30-1	Student Publications	1975	-
30-3	Guidelines for Student Governance	1986	1990
BUSINESS, FINANCE, AND AUDIT COMMITTEE			
3-1	Changes to Former University of Wisconsin Laws and Regulations	1972	-
3-2	University of Wisconsin System Public Records Management	2007	-
6-4	Search and Screen Procedures for Chancellors, Senior Vice Presidents or Vice Presidents	1988	2010
11-1	Non-duplication Broadcast Protection Agreement	1973	-
13-5	University of Wisconsin System Policy on Institutional and Employee Relationships with Educational Loan Lenders	2007	-
20-15	Catastrophic Leave for Faculty and Academic Staff 00-6	2000	-
20-16	Bone Marrow and Human Organ Donation Leave for Faculty and Academic Staff	2000	-
22-3	Acceptance of Gifts, Grants, and Bequests	1982	-
29-1	Deputizing Police Officers	1996	2002
30-5	Policy and Procedures for Segregated University Fees	1988	2007
31-2	Management and Administration of Trust Funds	1971	-
31-10	Procedures and Guidelines for Voting Proxies for Trust Funds	1992	-
32-7	Student Involvement in Differential Tuition Initiatives	1999	2010

Regent Policy Document	Policy Title	Year Adopted	Last Revised
CAPITAL PLANNING AND BUDGET COMMITTEE			
19-4	Delegation of Approval Authority for Small Building Project Requests	1985	-
19-5	Authorization to Remove Unneeded Structures	1986	1991
19-6	Distribution of Biennial Minor Projects Allocations	1987	1989
19-7	Development of Facilities in the University of Wisconsin Colleges	1988	-
19-8	Funding of University Facilities Capital Costs	1990	1992
19-9	Long Range Plan for Addressing Physical Plant Needs	1990	-
19-10	Procedures for Security Lighting and Emergency Telephones	1991	-
19-12	Oversight of Facilities Constructed for University Purposes	1992	-
19-13	Acquisition of Property within Approved Campus Development Plan Boundaries	1994	-
19-14	Naming or Dedicating of University Facilities	1996	2006
19-15	Physical Planning Principles	1999	2001
OTHER			
2-1	Emeritus Designation: Regents	1980	-
14-4	Reserve Officers Training Corps	1987	1990
16-1	Environmental Policy Act Implementation	1981	1999
20-14	Future Staffing Principles	2000	2000
33-1	Board of Visitors Membership	1978	1987

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

Danae Davis
Ed Manydeeds
Aaron Wingad
Betty Womack

Teaching Excellence Awards Committee

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

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

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

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

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

Hospital Authority Board - Regent Members

Judith Crain
Michael Spector
David Walsh

Liaison to Association of Governing Boards

Michael Spector

Higher Educational Aids Board

Jeffrey Bartell, Regent Member

Research Park Board

David Walsh, Regent Member

Wisconsin Technical College System Board

José Vásquez, Regent Member

Wisconsin Educational Communications Board

Judith Crain, Regent Member

Wisconsin Partnership Program

Roger Axtell, Regent Liaison

OTHER COMMITTEES & APPOINTMENTS

Diversity Awards Committee

José Vásquez (Chair)

The Regents President and Vice President serve as ex-officio voting members of all Committees.

**UW SYSTEM BOARD OF REGENTS
REGULAR MEETING SCHEDULE -- 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