



**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: June 1, 2011

TO: Each Regent

FROM: Jane S. Radue *JSR*

RE: Agenda for a meeting of the Board of Regents to be held on June 9 and 10, 2011.

**UNIVERSITY OF WISCONSIN SYSTEM
BOARD OF REGENTS
PUBLIC MEETING NOTICE**

June 9 & 10, 2011
UW-Milwaukee Union
2200 East Kenwood Boulevard
Milwaukee, Wisconsin 53211

Thursday, June 9, 2011

10:00 a.m. All Regents – Wisconsin Room

1. UW-Milwaukee Presentation by Chancellor Michael R. Lovell: UW-Milwaukee - Powerful Ideas Producing Proven Results with Our Community Partners
2. 2011-13 Biennial Budget Update

12:00 p.m. Luncheon – Ballroom East

1:00 p.m. Education Committee – Wisconsin Room

1:00 p.m. Joint meeting of the Capital Planning & Budget Committee and Business, Finance & Audit Committee – Fireside Lounge

1:30 p.m. Business, Finance & Audit Committee – Fireside Lounge

1:30 p.m. Capital Planning & Budget Committee – Ballroom West

Friday, June 10, 2011

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

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

The meeting will be webcast at <http://www.uwex.edu/ics/stream/regents/meetings/> on Thursday, June 9, 2011 at 10:00 a.m. until approximately 12:00 p.m., and Friday, June 10, 2011 at 9:00 a.m. until approximately noon

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee -

June 9, 2011
UW-Milwaukee Union
Wisconsin Room
Milwaukee, Wisconsin

10:00 a.m. All Regents –Wisconsin Room

1. Presentation by UW-Milwaukee Chancellor Michael Lovell: “UW-Milwaukee – Powerful Ideas Producing Proven Results with Our Community Partners”
2. 2011-13 Biennial Budget Update

12:00 p.m. Lunch – Ballroom East

1:00 p.m. Education Committee – Wisconsin Room

a. Consent Agenda:

1. Approval of the Minutes of the April 7, 2011, Meeting of the Education Committee;
2. Announcement of the proffer from the Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music;
[Resolution I.1.a.(2)]
3. UW-Eau Claire: Online Bachelor of Professional Studies in Organizational Leadership and Communication;
[Resolution I.1.a.(3)]
4. UW-Eau Claire: Bachelor of Business Administration in International Business;
[Resolution I.1.a.(4)]
5. UW-Oshkosh and UW-Whitewater: Bachelor of Arts in Japanese Studies;
[Resolution I.1.a.(5)]
6. UW-La Crosse, UW-River Falls, UW-Stevens Point and UW-Superior: Collaborative Online Bachelor of Science in Health and Wellness Management;
[Resolution I.1.a.(6)]
7. UW-Platteville: Online Master of Science in Organizational Change Leadership;
[Resolution I.1.a.(7)]
8. UW-Platteville: Online Master of Science in Supply Chain Management;
[Resolution I.1.a.(8)]
9. UW-Platteville: Online Master of Science in Distance Education Leadership.
[Resolution I.1.a.(9)]

b. UW Colleges:

1. Second Reading of Revised Mission;
[Resolution I.1.b.(1)]
2. Second Reading of Bachelor of Applied Arts and Sciences Degree.
[Resolution I.1.b.(2)]

- c. Transfer Policies and Practices:
 - 1. Overview of UW System Transfer Data;
 - 2. Transfer Equity Study Report;
 - 3. Revised UW System Policy on Transfer.
[Resolution I.1.c.(3)]
- d. Regent Policy Document Review: RPD 14-1 – Nondiscrimination in Oratorical Contests.
[Resolution I.1.d.]
- e. Presentation by UW-Milwaukee Interim Provost Johannes Britz: “Strategic Initiatives to Position UWM for the Future.”
- f. Report of the Senior Vice President:
 - 1. Report on Promotions, Tenure Designations, and Related Academic Approval Items;
[Resolution I.1.f.(1)]
 - 2. LEAP/Inclusive Excellence at the Institutions: UW Colleges and UW-Extension;
 - 3. U.S. Department of Education Program Integrity Regulations.

Acceptance of the Proffer from the Trustees
of the William F. Vilas Trust Estate

EDUCATION COMMITTEE

Resolution I.1.a.(2):

That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents accepts the proffer of \$5,531,039 made by the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2011 to June 30, 2012, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

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

EXECUTIVE SUMMARY

BACKGROUND

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

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

The Board of Regents approved the UW-Madison and UW-Milwaukee requests totaling \$4,982,718 at the April, 2011, meeting. Following that approval, UW System President Reilly sent the formal request to the Trustees, and two weeks later, the Board of Regents received the proffer issued by the Vilas Trustees of the funding available to the UW System for 2011-12. Based on the available funds determined in accordance with the provisions of the will of William F. Vilas, the proffer resulted in an even greater amount than what was requested. The request for the funding of music programs at both UW-Madison and UW-Milwaukee, however, was reduced based on requirements of the Trust for what percentage of the Estate's capital may be used towards music.

The Regents are asked to approve the proffer at their June meeting.

REQUESTED ACTION

Approval of resolution I.1.a.(2), accepting the proffer in the sum of \$5,531,039 from the Trustees of the William F. Vilas Trust Estate.

DISCUSSION

For 2011-2012, the Vilas Trust is able to fund the UW System's request for "Continuation of Approved Programs" for a total of \$3,143,039 to support the following: Vilas undergraduate scholarships; graduate fellowships; Vilas Research Professorships; Retirement Benefits for Vilas Professors; and Vilas Associates in the Arts and Humanities, Social Sciences, Physical Sciences, and Biological Sciences. As a part of the "Continuation" proffer, UW-

Madison will receive \$27,667 for its music request, and UW-Milwaukee \$58,269. The Trust is also able to fund the “One-Time-Only Program Allocation” component of the request from UW-Madison in the amount of \$2,388,000 for additional Vilas professorships and undergraduate scholarships, among other programs. The attached document contains the Vilas Trustees' proffer detailing how the funds will be expended.

WILLIAM F. VILAS TRUST ESTATE
602 PLEASANT OAK DR., SUITE F
OREGON, WISCONSIN 53575

April 20, 2011

The Regents of the University of Wisconsin
1860 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706-1557

Dear Regents:

The fiscal year of the William F. Vilas Trust Estate ended on March 31, 2011. The Trustees met on April 18, 2010, and considered the annual audited financial statements, the request for funding for the Madison campus, as set forth in Chancellor Biddy Martin's letter of March 11, 2011 to President Kevin P. Reilly, and the request for funding from the Milwaukee campus, as set forth in Interim Provost Johannes Britz's letter to President Reilly dated March 15, 2011. Our audit confirmed that the Trust realized net income of \$6,583,185.50 this year. As a result of the losses suffered in the 2008-2009 fiscal year, and after considering the requests for funding, the Trustees have resolved to fund the fixed annual expenditures described in paragraphs (A), (B), (C) and (D) of Article 4 (Fourth) of the Trust, as described in President Reilly's letter. However, the funding of programs for the encouragement of merit and talent and promotion of appreciation for the art of music in paragraph (B) is limited to one-tenth of one percent of the capital of the estate, as shown on the Trust Estate's preceding inventory, (\$104,297.00) and the requests totaled \$135,115. The Trustees reduced both requests proportionately. The Trustees have also resolved to fund Vilas Distinguished Service Professorships described in B. 1.; Vilas Life Cycle Professorship program described in B. 2.; an expanded number of undergraduate scholarships and fellowships described in B. 3.; supplemental research support for Vilas Professor Sau Lan Wu described in B. 4.; a one-year research allocation for retiring Vilas Professor William Brock described in B. 5.; and (as part of the music request) the Pro Arte Quartet Anniversary Project Book described in B. 6. of Chancellor Martin's letter. In accordance with the provisions of the Will of William F. Vilas, the Trustees proffer to the Regents of the University of Wisconsin the sum of **\$5,531,039.00** for its fiscal year July 1, 2011, to June 30, 2012, to be expended in the following manner:

A. CONTINUATION OF APPROVED PROGRAMS

- | | | |
|----|--|---------------------------|
| 1. | Continuation of 10 Vilas Undergraduate Scholarships for the 2010-2011 academic year at \$400.00 each | \$ 4,000.00 |
| 2. | Continuation of 10 Graduate Fellowships for the 2010-2011 academic year: | |
| | a. 5 resident Fellowships at \$600.00 each | \$ 3,000.00 |
| | b. 5 traveling Fellowships at \$1,500.00 each | <u>7,500.00</u> 10,500.00 |

3. Continuation of the salaries and the respective allowances of 16 Vilas Research Professorships:

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

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

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

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

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

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

Richard Davidson – Vilas Research Professor of
 Psychology and Psychiatry, College of Letters and
 Science and Medical School, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

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

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

Judith Kimble – Vilas Research Professor of Biochemistry
 and Medical Genetics, College of Agricultural and Life
 Sciences and Medical School, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

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

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

<u>Emiko Ohunki-Tierney</u> – Vilas Research Professor of Anthropology, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>50,000.00</u>		60,000.00
 <u>Kumkum Sangari</u> - Vilas Research Professor of English, College of Letters and Science, Milwaukee			
Salary	10,000.00		
Auxiliary Allowance	<u>50,000.00</u>		60,000.00
 <u>Elliott Sober</u> – Vilas Research Professor of Philosophy, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>50,000.00</u>		60,000.00
 <u>Erik Olin Wright</u> – Vilas Research Professor of Sociology, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>50,000.00</u>		60,000.00
 <u>Sau Lan Wu</u> – Vilas Research Professor of Physics, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>50,000.00</u>		60,000.00
 Four Vilas Research Professors, Madison, to be appointed commencing July 1, 2011			
Salary for each	10,000.00		
Auxiliary Allowance for each	<u>50,000.00</u>		240,000.00

You have advised us that the salary and auxiliary allowances requested for Vilas Research Professors includes funds for four (4) Vilas Research Professors who are expected to be named by July 1, 2011. While funds for these professors are included in the proffer to the University, it is with the understanding that the salary paid to the newly-appointed Vilas Research Professors will be prorated if they have not been appointed by July 1, 2011, the beginning of your fiscal year. At such time as each such professor is selected by the Regents for the vacated Vilas Professorships, the Trust will pay a prorated salary to such professor, commencing with his or her appointment. There is no requirement that the auxiliary allowance be prorated.

- | | | | |
|----|--|------------------|-----------|
| 4. | a. Continuation of fifty (50) additional undergraduate scholarships at \$400.00 each | 20,000.00 | |
| | b. Continuation of fifty (50) additional graduate fellowships at \$600.00 each | <u>30,000.00</u> | 50,000.00 |
| 5. | Continuation of eighty (80) additional undergraduate scholarships at \$400.00 each under the provisions of Paragraph (3), Article Fourth of the Deed of Gift and Conveyance: | | 32,000.00 |

As to the one hundred thirty (130) additional Vilas Scholarships and the fifty (50) additional Vilas Fellowships provided for in paragraph four and five above, the Regents shall bear in mind the provisions of the Will regarding that the additional Fellowships shall be (a) awarded to graduates of the University of Wisconsin, and (b) the further provisions of the Will that "for at least one-fifth of these scholarships and fellowships, the Regents shall prefer in appointment among worthy and qualified candidates those of Negro blood, if such present themselves. Otherwise than as aforesaid, they shall be governed by the Regents in like manner as those first above provided for."

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|-----|---|------------------|------------|
| 6. | Retirement benefits for ten (11) Vilas Professors at \$2,500.00 each: Berkowitz, Bird, Brock, Hauser, Hermand, Hassan (Milwaukee) Keisler, Lardy, Mueller, Vansina and Weinbrot | | 25,000.00 |
| 7. | 17 Vilas Associates in the Arts and Humanities | | 635,807.00 |
| 8. | 13 Vilas Associates in the Social Sciences | | 560,429.00 |
| 9. | 12 Vilas Associates in the Physical Sciences | | 535,543.00 |
| 10. | 10 Vilas Associates in the Biological Sciences | | 241,324.00 |
| 11. | Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music: | | |
| | a. Madison: Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music | 27,667.00 | |
| | b. Milwaukee: Department of Music Request | <u>58,269.00</u> | 85,936.00 |

TOTAL CONTINUATION REQUEST	\$3,143,039.00
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The foregoing Continuation Request is fully supported by the income earned by the Vilas Trust Estate. In addition, in response to the written request from Chancellor Martin, the Trustees are able to support the following one-time only program allocations described below.

B. ONE-TIME ONLY PROGRAM ALLOCATION

- | | |
|--|------------|
| 1. Sixteen (16) Vilas Distinguished Service Professorships
Funded for two years, at the rate of \$25,000 each year | 800,000.00 |
| 2. Continuation of 1998 and 2002 Expansion of Approved Programs: | |
| a. 1,440 additional undergraduate scholarships at \$400.00 each
pursuant to Article 4, Sections A and E of the Deed of Gift
and Conveyance | 576,000.00 |
| b. 400 additional fellowships at \$600.00 each, pursuant to Article 4,
Sections A and E of the Deed of Gift and Conveyance | 240,000.00 |
| 3. Renewal of Vilas Life Cycle Professorship program
created in 2005 | 372,000.00 |
| 4. Supplemental research funds for Vilas Professor Sau Lan Wu | 350,000.00 |
| 5. One-year allocation for completion of research by retiring Vilas
Professor William Brock | 50,000.00 |

TOTAL ONE-TIME ONLY ALLOCATION \$2,388,000.00

TOTAL PROFFER FOR 2010 – 2011 \$5,531,039.00

Very truly yours,



Robert R. Stroud
Secretary of the Trustees

RRS/gh

cc: President Kevin P. Reilly
Chancellor Biddy Martin
Rita Cheng, Provost & Vice Chancellor, UW-Milwaukee

Program Authorization (Implementation)
Online Bachelor of Professional Studies in
Organizational Leadership and Communication
UW-Eau Claire

EDUCATION COMMITTEE

Resolution I.1.a.(3):

That, upon recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Online Bachelor of Professional Studies in Organizational Leadership and Communication.

**NEW PROGRAM AUTHORIZATION
Online Bachelor of Professional Studies Degree in
Organizational Leadership and Communication
University of Wisconsin-Eau Claire**

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 an Online Bachelor of Professional Studies (B.P.S.) Degree in Organizational Leadership and Communication (OLC) at the University of Wisconsin-Eau Claire (UW-Eau Claire) 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-Eau Claire and UW System Administration will conduct that review jointly, and the results will be reported to the Board.

The liberal studies focus of the proposed degree and major supports the select mission of UW-Eau Claire and the College of Arts and Sciences. This degree program is unique in its design and academic goals compared to other bachelor's degrees at UW-Eau Claire and other UW System institutions. Prompted by the UW System's *Growth Agenda for Wisconsin* which includes the goal of adding 80,000 new graduates over the next 15 years, the B.P.S. will be the first online degree-completion program with an emphasis on liberal studies designed to enable adults with work and family commitments to complete the bachelor's degree, thereby contributing to the workforce for Wisconsin businesses and organizations. The B.P.S. degree in Organizational Leadership and Communication was developed with administrative and financial support from the UW-Extension Division of Continuing Education, Outreach and E-Learning.

REQUESTED ACTION

Approval of Resolution I.1.a.(3), authorizing the implementation of the Online Bachelor of Professional Studies Degree in Organizational Leadership and Communication at UW-Eau Claire.

DISCUSSION

Program Description

The Bachelor of Professional Studies (B.P.S.) is a fully online degree-completion program consisting of a 60-credit comprehensive major in Organizational Leadership and Communication. It is designed for adults who have completed the UW Colleges or comparable Associate of Arts and Sciences degrees. The purpose of the degree is to develop knowledge and skills that can be applied in businesses, social service agencies, non-profit organizations, and municipal and other government settings. Adults will acquire critical thinking and ethical problem-solving abilities; proficiency in written and oral communication; collaborative and leadership skills; skills in using behavioral and quantitative data in decision-making; skills in

using technology in their professions; understanding of how diversity relates to their personal and professional lives; and knowledge about their communities.

Nationally, the B.P.S. is specifically designed, designated, and recognized as a degree-completion program, unlike a Bachelor of Arts or a Bachelor of Science degree. The B.P.S. emphasizes transfer credit acceptance, professionally-applicable knowledge, skills and values, and presumed prior learning assessment credits. The entry requirements are specifically designed to accommodate the abilities and credentials of returning adult students, often requiring a minimum number of transfer credits and/or an associate's degree.

The UW-Eau Claire B.P.S. degree incorporates the basic structure of all bachelor's degree programs at UW-Eau Claire: 120 credits, English and mathematics competencies, foreign language/foreign culture, cultural diversity, general education, and a comprehensive (60 credit) major in Organizational Leadership and Communication. The major consists of three core seminars (3 credits each) and 51 credits in 17 courses designed specifically to enable students to acquire the knowledge and skills described above. The online degree further incorporates the hallmarks of a UW-Eau Claire degree: a capstone requirement, service learning, and opportunities for faculty/student research collaboration.

Program Goals and Objectives

The broad academic objectives of the Bachelor of Professional Studies degree are the same as those of all baccalaureate degrees at UW-Eau Claire: knowledge of human culture and the natural world, creative and critical thinking, effective communication, individual and social responsibility, and respect for diversity among people. The objectives specific to the B.P.S. degree are to develop students' ability to apply the knowledge and skills to their professional settings. Among the learning outcomes for the degree are the following:

- to be able to identify and understand a breadth of knowledge across the arts, humanities, natural sciences, and social sciences to enhance their abilities to adapt to a changing workplace;
- to use behavioral and quantitative data to identify marketplace needs and opportunities and lead their organizations in an ethical and sustainable manner to meet them; and
- to articulate ways in which diversity relates to their personal and professional lives.

Relation to Institutional Mission

The proposed B.P.S. degree in Organizational Leadership and Communication aligns with the select mission of UW-Eau Claire, the Centennial Plan (a strategic plan with goals to be attained by 2016), the 2006 strategic plan of the College of Arts and Sciences, and the UW System *Growth Agenda for Wisconsin*. A common goal of all these plans is to improve opportunities for adults with work and family commitments to attain bachelor's degrees. The proposed degree serves these adult populations by offering the curriculum completely online and by providing a degree completion option for students who have completed an associate degree or

some coursework toward a bachelors' degree. The B.P.S. degree also includes components that are integral to the select mission of the UW-Eau Claire, including a service learning experience, faculty-student research, internship opportunities, and a capstone which provides students with an opportunity to design research projects to improve their workplaces and serve their surrounding communities.

Program Assessment

The Steering Committee overseeing this degree program, in consultation with faculty teaching the courses, will develop a comprehensive assessment plan with standardized rubrics. Several direct (i.e., course-based assessment, student self-assessment, capstone project assessment) and indirect measures (i.e., exit surveys/interviews, alumni survey) will be used to assess student learning outcomes, and this information will be applied to continually improve courses and the overall B.P.S. degree program. The Program Director and Steering Committee will review targeted assignments, graduation/retention data, student graduate surveys, and other data to determine whether or not the program is meeting its goals, and whether they need to make changes to ensure the success of the program.

Need

According to the U. S. Department of Labor, Bureau of Labor and Statistics Occupational Outlook Handbook (2010-2011 Edition), occupations for which demand is expected to grow are precisely those that require knowledge and skills that can be adapted to a changing workplace and world. This outlook is confirmed in the 2009 survey of employers conducted by the Association of American Colleges and Universities. In that survey, 67% of employers believed colleges should place more emphasis on students' ability to understand the global context of situations and decisions; 81% thought colleges should place more emphasis on critical thinking and analytical reasoning; 89% thought colleges should place more emphasis on oral and written communication; 63% thought colleges should place more emphasis on the ability to work with numbers and understand statistics; and 75% thought colleges should place more emphasis on the ability to connect choices and actions to ethical decisions. These are integral to the goals of the proposed Bachelor of Professional Studies degree in Organizational Leadership and Communication.

Interest in the proposed degree is strong among the groups that UW-Eau Claire has surveyed. Among "stop outs" and UW Colleges students, 55% and 65%, respectively, indicated that they are interested in completing an online degree now or in the near future. High percentages of the same groups indicated that they were interested in completing such a degree in the next 2-3 years (80% of the "stop outs" and 95 % of the UW-Colleges students). Large percentages of both groups indicated an interest in the specific courses that will be offered in the proposed B.P.S. degree-completion program.

The two UW Colleges campuses nearest to UW-Eau Claire, UW-Barron County and UW-Marathon County, enroll about 120 and 345 nontraditional students, respectively, each year. Most of those students surveyed expressed the preference to continue their education locally or nearby, indicating considerable potential demand for the proposed B.P.S. degree. Wisconsin

ranks very high among the states in the percentage of residents with Associate's degrees, again indicating a considerable demand for this degree. Moreover, the national market for online education is growing about by 20% annually. Hence, the proposed B.P.S. degree provides UW-Eau Claire with an opportunity to connect with the local community and region, as well as nationally.

Projected Enrollment

The table below indicates projected enrollment in the B.P.S. degree. The projections are based on market data provided by UW-Extension.

	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New Students Admitted	12	17	21	32	42
Continuing Students	0	11	21	26	38
Total Enrollment	12	28	42	58	80
Graduating Students	0	6	12	16	24

Comparable Programs

UW-Eau Claire is the first institution in the UW System to propose the Bachelor of Professional Studies degree offered by a College of Arts and Sciences. Although a number of UW System institutions offer online, hybrid, or collaborative degree-completion programs, none has the focused integration of liberal education courses with 15 credits of business courses designed specifically for this degree. Nationally, universities offer Bachelor of Professional Studies degrees, but these degrees lack the liberal studies emphasis of the proposed B.P.S. degree.

UW-Eau Claire's Bachelor of Professional Studies in Organizational Leadership and Communication differs from programming offered through UW-Stevens Point's College of Professional Studies in that the proposed program is designed specifically as a degree-completion program, is delivered fully online, utilizes a flexible eight-week semester structure designed to serve nontraditional students, and emphasizes a unique combination of communication, business, information literacy, leadership, and community studies in its curriculum. Finally, the proposed program differs significantly from the Organizational Leadership program at UW-Parkside, which is a certificate program and not available online.

Collaboration

At UW-Eau Claire, the B.P.S. will be the first undergraduate online degree to be offered. The degree is the product of the collaboration between the College of Arts and Sciences and the UW-Extension, and currently has one comprehensive major in Organizational Leadership and Communication. Depending upon student interest and workplace demands, other majors may be developed in collaboration with other UW-Eau Claire Colleges and/or other UW System institutions, and the B.P.S. may become an umbrella degree.

Diversity

Content related to diversity, including service learning, through immersion experiences potentially involving multicultural groups, is incorporated into the curriculum and woven into the learning outcomes of the program. Like all programs at UW-Eau Claire, the B.P.S. degree will strive to enroll, retain, and graduate students from underrepresented populations. In fact, it is expected that many of the students who will enroll in the program, i.e., adults with work and family commitments, will come from traditionally underrepresented groups, including multicultural, first-generation, and low-income students.

Efforts will be made to attract students from the growing racial and ethnic diversity of the region's population, including Hmong, American Indians, Latinos, Somalis, and others. In addition, UW-Extension will direct recruitment and marketing efforts to underrepresented groups using the "Diversity & Inclusion Network" and by using a field recruiter who will work with employers to encourage their support for the education of their employees, especially underrepresented groups.

Of the current 16 faculty and staff dedicated to the B.P.S., 11 are female, 5 are male, and 3 are from ethnic minorities. Hiring, if necessary, will be focused on areas that can add diversity to the instructional staff.

Evaluation from External Reviewers

The proposal was received positively by the outside reviewers. One commented as follows:

"I believe that universities should remain rooted in their core mission and vision when they develop new degree programs, but unfortunately this often is not the case, particularly with online programs. The proposed B.P.S. degree program and comprehensive major avoid this mistake. On the contrary, the B.P.S. program and comprehensive major are aligned with UW-Eau Claire's stated mission, fall within the scope of its strategic plan, and incorporate its distinctive educational dimensions (service learning, student-faculty research, collaboration, etc.)."

A second outside reviewer said, "the proposal makes a strong case for the need that the program can address and the potential populations of students who could benefit from the degree and major."

Resource Needs

The initial development and implementation of the program will be funded by 2007-09 Growth Agenda General Program Revenue (GPR) funding from the UW-Extension Adult Student Initiative. The budget is built on the program becoming self-supporting within six years of implementation. UW-Extension is underwriting the investment to develop the program's 20 courses and will also fund UW Eau Claire and UW-Extension program support costs until the program begins to generate revenues in excess of expenses. This is listed in the budget under

year one of “Current Resources” as the Adult Student Initiative (\$610,340). Thus, current and additional expenses will be funded through a combination of GPR and program revenues. Revenue surpluses will be shared equally between the partner institutions. Program tuition for B.P.S. courses will be set at \$375/credit for 2011-2012. For the purpose of budgeting, it has been estimated that tuition will increase at a rate of 4% per year. (In year one, for example, twelve students taking twenty-four credits each, will generate \$108,000 revenues, listed in the budget as “additional resources.”)

The faculty FTEs necessary to teach in this program will be reallocated within UW-Eau Claire and no new faculty lines are required. In the following budget chart, *current costs* include existing faculty and academic staff who will be either teaching courses or administratively supporting the program. *Additional costs* include new faculty and academic staff who will be either teaching courses or administratively supporting the program. As the program grows, if additional faculty are needed, their salary costs, including fringe benefits, will be covered by program revenues to ensure full cost recovery.

Program costs include: compensation to an academic director at UW-Eau Claire and to the faculty that teach the courses each term; staff providing continuing education and outreach support at UW-Eau Claire; one person at UW-Extension to manage the administrative aspects of the collaborative and one to provide student service coordination; and IT staff to design, develop, update, and maintain the online courses. Non-personnel costs include funds for supplies and expense dollars to support each course section, funds to UW-Eau Claire for regional marketing, and funds at UW-Extension for state and national marketing.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(3), authorizing the implementation of the Online Bachelor of Professional Studies Degree in Organizational Leadership and Communication at UW-Eau Claire.

RELATED REGENT POLICIES

Regent Policy Document 4-12: Planning and Review Principles for New and Existing Academic Programs and Academic Support Programs

Academic Informational Series #1 (ACIS-1.0, revised April 2010): Statement of the Regent Policy on Academic Planning and Program Review

BUDGET FORMAT: AUTHORIZATION TO IMPLEMENT

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	0.25	\$35,000	0.25	\$35,000	0.25	\$35,700
Graduate Assistants						
Non-instructional Academic/Classified Staff	3	\$390,300	3	\$399,100	1	\$75,705
Non-personnel						
Supplies & Expenses						
Capital Equipment						
Library						
Computing						
Other (Define)						
Subtotal	3.25	\$425,300	3.25	\$434,100	1.25	\$111,405
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	2.625	\$177,040	3.875	\$312,280	4.25	\$411,300
Graduate Assistants						
Non-instructional Academic/Classified Staff						
Non-personnel						
Supplies & Expenses		\$116,000		\$121,000		\$122,000
Capital Equipment						
Library						
Computing						
Other (Define)						
Subtotal		\$293,040		\$433,280		\$533,300
TOTAL COSTS		\$718,340		\$867,380		\$644,705
CURRENT RESOURCES						
General Purpose Revenue (GPR)						
Gifts and Grants						
Fees						
Adult Student Initiative		\$610,340		\$552,695		\$208,925
Subtotal		\$610,340		\$552,695		\$208,925
ADDITIONAL RESOURCES						
GPR Reallocation (list sources)						
Gifts and Grants						
Fees						
Program Revenue - tuition		\$108,000		\$314,685		\$435,780
Subtotal		\$108,000		\$314,685		\$435,780
TOTAL RESOURCES		\$718,340		\$867,380		\$644,705

Program Authorization (Implementation)
Bachelor of Business Administration in International Business
UW-Eau Claire

EDUCATION COMMITTEE

Resolution I.1.a.(4):

That, upon recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Bachelor of Business Administration in International Business.

NEW PROGRAM AUTHORIZATION
Bachelor of Business Administration in International Business
University of Wisconsin-Eau Claire

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0, revised April 2010), the new program proposal for a Bachelor of Business Administration degree in International Business at the University of Wisconsin-Eau Claire is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The University of Wisconsin-Eau Claire and System Administration will conduct that review jointly, and the results will be reported to the Board.

The College of Business developed and implemented an International Business minor (24 credits) and an International Business certificate (12 credits) program in 2003. Prior to 2003, the College offered an emphasis in International Business with regional concentrations. The success of the International Business minor and input from both internal and external stakeholders led to the development of the International Business major proposal. The proposed major is an interdisciplinary program designed to prepare students for careers in organizations that require a broad business perspective and applicable skills in global business.

Through federal grant funding, the College of Business was able to establish an outreach organization, Northern Wisconsin International Trade Association (NWITA), whose goal is to connect with area businesses engaged in international business activities, assist them in establishing student internships, and provide international business experience to College of Business students. This existing infrastructure for outreach will serve the major well. Federal funds are also available to financially support student internships overseas, study abroad scholarships, and faculty development during the first year of program implementation.

REQUESTED ACTION

Approval of Resolution I.1.a.(4), authorizing the implementation of the Bachelor of Business Administration in International Business at the University of Wisconsin-Eau Claire.

DISCUSSION

Program Description

The International Business major has been designed to be completed in eight semesters. The proposed major builds upon the existing foundations of the Global Studies Minor in the College of Arts and Sciences, the International Business Minor in the College of Business, and the Globalization Learning Goal of the College of Business.

The required curriculum will include courses in accounting, law, information systems, business communications, marketing, management, finance, economics, and foreign languages. Students completing this 60-credit major must satisfy the 31-credit Basic Business Core, upper-level international business courses, an international experience, and a three-credit upper-division foreign language course. The international experience requirement can be satisfied via study abroad, an international internship, or an internationally oriented internship completed with a company located in the U.S. The program also requires students to complete eleven credits of elective courses from the general education disciplines, including the Departments of Art History, Anthropology, Geography, History, and Religious Studies.

Along with knowledge in key areas of business and international studies, the curriculum emphasizes transferable skills such as written and oral communication, analysis and problem-solving, teamwork, and the ability to adapt to a changing workplace. The proposed program will be rigorous, requiring students to complete major coursework from a number of departments across campus. Many of the major's elective courses are currently part of the general education curriculum at the UW-Eau Claire and will give students a broader liberal education along with a global business perspective. Knowledge of diverse perspectives and cultures will be infused into the program through curricular requirements, projects, and assignments. This is a true interdisciplinary major requiring courses from both within and outside the College of Business.

Programs Goals and Objectives

The International Business major will enable students to:

- gain conceptual understandings of international business concepts and issues such as global leadership, cross-cultural communication and negotiation, regional trading blocs such as NAFTA, modes of entry, strategic alliances, and financial markets.
- recognize the similarities and differences in cultures and business customs and their impact on conducting business internationally.
- understand external disciplines (geography, history, political science, law, economics, and anthropology) as they impact the conduct of international business.
- analyze the ethical business practices and social responsibility issues incumbent in a global marketplace.
- assess global market opportunities and conduct an analysis of global markets.

Relation to Institutional Mission

Both the College and the University recognize the importance of preparing undergraduate students for a globally intertwined economy. The mission for UW-Eau Claire includes the statement “a pervasive university commitment to provide ... multicultural and international learning experiences for a diverse world...” The primary mission of the College of Business is to provide undergraduate and graduate students with an excellent business education so they can help build an ethical and prosperous global economy. Thus, the International Business major aligns well with both the University and College missions.

Program Assessment

The assessment processes that are currently in place in the College of Business have been approved by the College's accreditation agency, the Association to Advance Collegiate Schools of Business (AACSB) International, during its last accreditation visit in 2007. Assessment processes modeled after these will be incorporated to assess the outcomes of the learning goals specified for the International Business major. Direct assessment will include written work, outside-the-course assessment exams, and exit interviews. Indirect assessment will include methods such as tracking the number of students in the International Business major who obtain international positions upon graduation, surveys of alumni and employers, and surveys of employers hiring international business graduates. Evaluation of the program will also include an annual review of assessment data and a formal mechanism for initiating, tracking, and assessing curricular changes motivated by the data.

Need

It has become increasingly apparent that the UW-Eau Claire College of Business needs to prepare students for careers in international business. In the global marketplace, international business education should be viewed as a core component of a business student's university education, not as an elective component. The need for this major is evidenced by the rapidly expanding world economy. Many of the current student employment opportunities are with multinational companies in metropolitan areas and these opportunities will only continue to grow as the international economy continues to develop. According to the Wisconsin Bureau of Export Development, for a company to prosper and grow, it must have a global strategy. U.S. exports of goods and services increased 16.8 percent in 2010 from 2009. The Department of Commerce reports that there are still opportunities to increase U.S. exports in the next five to ten years, particularly to China, Brazil, India, Colombia, Indonesia, Saudi Arabia, South Africa, Turkey, and Vietnam (*U.S. Export Fact Sheet, January 13, 2011, the U.S. Department of Commerce International Trade Administration*). The growth in international business will fuel the demand for people with international experience and knowledge, thus increasing the need for students to be studying and learning about international business. A survey of College of Business students and employers also indicated strong support for the implementation of the International Business major.

Preliminary surveys indicate that by 2011-12, a total of 40 students will have declared the major and by 2015-16, these numbers are expected to grow to 71 majors and 18 graduates per year.

Projected Enrollment (5 years)

The table below illustrates the projected participation in the new International Business major. The projections are based on the number of students currently in the College's international programs and College survey results.

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	40	10	19	22	25
Continuing students	0	38	37	42	46
Total enrollment	40	48	56	64	71
Graduating students	0	9	12	15	18

Comparable Programs in Wisconsin

The only two public institutions in Wisconsin that offer an undergraduate degree in International Business are the University of Wisconsin-Madison and the University of Wisconsin-La Crosse. The major is also offered by a handful of private colleges located on the eastern side of the state, including Marquette University in Milwaukee and St. Norbert College in De Pere. No such degree is offered in Northwestern Wisconsin. The International Business major at UW-Eau Claire is distinctive in that it integrates courses from disciplines outside of the College of Business while still incorporating upper-division language proficiency and an international experience.

Further, the driving motivation for the program is to enhance the competitiveness of College of Business graduates. In today's global world, the availability of an international business major is essential to the College's ability to attract, retain, and graduate students appropriately prepared to contribute to the state's workforce.

Comparable Programs outside Wisconsin

The only two public institutions in Minnesota that offer an undergraduate major in International Business are the University of Minnesota and Minnesota State-St. Cloud. Several private colleges in Minnesota also offer the major. Although the University of Minnesota is a larger sized public institution than the UW-Eau Claire, comparison is warranted because of the geographic proximity. Both the Minnesota programs require a core set of business courses and either another functional major or a concentration in business, along with general education courses typically required of all majors in a business school.

The proposed UW-Eau Claire International Business major, in contrast, is interdisciplinary by design. Students in this program will take upper-level international courses from a variety of disciplines outside of business, including anthropology, art history, communication and journalism, economics, foreign languages, geography, history, political science, and religious studies. Additionally, students are required to have either an international experience in the form of a study abroad through which a student is able to receive at least three business credits, a 3-credit international business internship completed overseas, or a 3-credit internship with international business content completed in the U.S. at a multinational company or a small-to-medium-sized business engaged in international business.

Collaboration

Although there already are many international courses on campus, inter-institutional collaboration was sought out for the delivery of some of the courses required in the International Business major. For example, in addition to the Business Core courses being offered face-to-face, they will also be offered online through the University of Wisconsin-Alliance, a partnership through which three University of Wisconsin System schools (UW-Eau Claire, UW-River Falls, and UW-Superior) share in the teaching of online courses. While the Alliance currently offers the core business courses online, additional online course offerings for the international business major are in development.

The possibility of offering the proposed or an equivalent program collaboratively with another institution was considered. However, the need analysis suggests that the major will fill rapidly, and excess capacity to serve other institutions is not anticipated.

Diversity

A number of methods will be used to attract students from diverse backgrounds into the program. Efforts will be made to reach out to potential students from diverse populations, particularly the Hmong and American Indians, but also Hispanics, Somalis, and other populations. The College will work closely with the University's Admissions Office to target high schools with more diverse student populations, such as high schools in the Milwaukee and Minneapolis/St. Paul areas, to enable the College to attract a more diverse student population. Information about the International Business major also will be provided in various venues such as local two-year colleges and the UW-Eau Claire Multicultural Center, as well as campus events such as the Majors Fair and International Folk Fair.

Knowledge about diverse perspectives will be infused into the curriculum through curricular requirements, projects, and assignments. Faculty who are currently teaching the courses which will make up the International Business major's core courses already require their students to read international papers, articles, and reports, and to complete international case studies, projects, and assignments. In addition, guest speakers with varying backgrounds and experiences will introduce a diversity of perspectives into classes.

Examples of courses from outside the College of Business which students will be taking to complete the major include courses such as "History of World Architecture," "Ancient Art and Architecture of Mexico and Central America," "International Economics," and "Economic Development of the Third World," among others. Drawing from these many disciplines will result in a variety of diverse practitioners, ideas, thought processes, and discussions. The major also requires students to either study abroad or complete an international internship, enabling them to interact with individuals and cultures different from their own. The online delivery mode of the degree will enable the UW-Eau Claire to reach more non-traditional students and provide them with a liberal education and global competencies for the 21st century.

Currently, twenty nine faculty/instructional academic staff teach the core courses in the College of Business, including fourteen female faculty, two faculty from India, two faculty from China, and one from Korea.

Evaluation from External Reviewers

The proposal was received positively by the outside reviewers. One commented as follows: “In summary, the proposed IB major looks to be well-designed and in alignment with available resources. It reflects the next step in the continuation of what appears to be a successful effort to internationalize the College of Business.”

A second outside reviewer commented as follows:

“The proposal for the International Business Major reflects careful, thoughtful and systematic effort on the part of those who prepared it. It presents a persuasive case for need and the benefits of the establishment of the major. Particularly persuasive is the support of industry reflected by the survey of businesses and the urging of the International Business Programs Advisory Council. Providing excellent graduates that meet the needs of industry and society is our fundamental purpose. The proposal also reflects close consideration of locally competing university programs and differentiates the proposed program from existing offerings. Finally, the proposal represents value added for students, business, and the university at essentially no additional cost.”

Resource Needs

Given that, a) many of the students in the major are expected to come from those currently enrolled in the International Business minor; b) courses in the major are taught by a variety of instructors from two colleges; and c) there are a wide variety of course options for elective credits, no additional faculty FTE will be required to support the major. Classified staff currently supporting International Business Programs will support the new major.

Professional development funds of \$7,500 are provided in Year 1 from Title VIB Federal grant funds. Two \$1,000 stipends will also be made available for students in the major to assist local businesses through internships. A total of \$9,400 in Year 1 will be provided to students and College of Business faculty and instructional academic staff teaching in the program by the UW-Eau Claire’s Office of Research and Sponsored Programs (ORSP) to support Student Faculty Summer Research collaboration on international business topics.

The “Current Costs” and the salary component of “Current Resources” shown in the budget reflect current faculty effort teaching in the 120-credit degree program. Classified staff currently supporting International Business Programs will support the new major; the budget accounts for 3 percent of the time of the Academic Department Associate (ADA) assisting with the program in initial years, including assistance with course scheduling, meeting arrangements, and other needed support for the International Business programs and other efforts.

The availability of funds from the Title VIB Federal funds in the College of Business will support faculty development and purchase of supplies to support the new program. Title VIB funds will also support two student internships with area companies in Year 1 of the program.

Support for this program will be a priority initiative for private fund-raising within the College, and is anticipated to be strongly supported by donors and members of the external advisory board for the College as the program was initiated through the recommendation of the external community.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(4), authorizing the implementation of the Bachelor of Business Administration in International Business at UW-Eau Claire.

RELATED REGENT POLICIES

Regent Policy Document 4-12: Planning and Review Principles for New and Existing Academic Programs and Academic Support Programs

Academic Informational Series #1 (ACIS-1.0, revised April 2010): Statement of the Regent Policy on Academic Planning and Program Review

Program Authorization (Implementation)
Bachelor of Arts in Japanese Studies
UW-Oshkosh and UW-Whitewater

EDUCATION COMMITTEE

Resolution I.1.a.(5):

That, upon recommendation of the Chancellors of the University of Wisconsin-Oshkosh and the University of Wisconsin-Whitewater and the President of the University of Wisconsin System, the Chancellors be authorized to implement the Bachelor of Arts in Japanese Studies.

NEW PROGRAM AUTHORIZATION
Bachelor of Arts in Japanese Studies
UW-Oshkosh and UW-Whitewater

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in the UW System policy statement, “Academic Planning and Program Review” (ACIS-1.0, revised April 2010), the new program proposal for a collaborative Bachelor of Arts in Japanese Studies at UW-Oshkosh and UW-Whitewater 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-Oshkosh, UW-Whitewater, and System Administration will conduct that review jointly, and will report the results to the Board.

The collaborative Japanese Studies major between UW-Oshkosh and UW-Whitewater builds on the success of the minor in Japanese Language and Culture at UW-Oshkosh, and the Japanese Studies track within the Asian Studies minor at UW-Whitewater. Collaboration between the two campuses will expand the number of elective and advanced courses available to students, and provide a wider array of courses and more frequent course offerings than would be possible by either campus alone, facilitating more rapid student progress through the major.

UW-Oshkosh first offered Japanese language courses in 1987. The following year, second-year language classes were added. A Japanese Studies minor established at UW-Oshkosh in 2000 has become increasingly popular with students, with language course enrollments increasing steadily. UW-Whitewater initiated an Asian Studies minor in 1989. The program slowly grew in its first decade, then was significantly enhanced by a U.S. Department of Education Office of Postsecondary Education Undergraduate International Studies and Foreign Language Program Title VI grant, from 1998-2001. The grant facilitated the development and growth of a Japanese Studies track within the Asian Studies minor. The Japanese track is popular and now accounts for 75% of students in the Asian Studies minor program.

UW-Oshkosh and UW-Whitewater house the strongest Japanese programs among the “cluster” undergraduate institutions. Both offer three years of language instruction, and have rising enrollments in their Japanese language and culture courses. Both are send-sites for Japanese language instruction in the statewide Collaborative Language Program, which transmits foreign language instruction to UW System campuses using distance education technology. Both campuses have active study-abroad exchanges, offer short-term travel-study courses to Japan, and have sponsored many Japan-related events to the campus and community. Active student clubs devoted to Japanese language and culture flourish on both campuses. The highly competitive Japan Exchange and Teaching (JET) Program of the Japanese government has accepted graduates from both campuses. The two campuses have a history of cooperative instruction with each other and with other System campuses, and the number of distance education courses offered on each campus has doubled since the 1999-2000 academic year.

REQUESTED ACTION

Approval of Resolution I.1.a.(5), authorizing the implementation of the Bachelor of Arts in Japanese Studies at the University of Wisconsin-Oshkosh and University of Wisconsin-Whitewater.

DISCUSSION

Program Description

The primary objective of the collaborative Japanese Studies Major is to engage students in an innovative, rigorous, multidisciplinary program that focuses on the language and culture of Japan and Japan's unique and significant role in the global community. The program offers students academic and experiential opportunities to investigate the many facets of Japan's culture while providing them with the linguistic skills necessary to gain direct access to the culture.

Program Goals and Learning Outcomes

The major in Japanese Studies will enable students to:

1. Develop a broad understanding of Japanese culture and civilization from multiple disciplinary perspectives, including the social sciences and humanities;
2. Develop and demonstrate oral and written communication skills in Japanese language at an intermediate-high level of proficiency;
3. Understand and apply knowledge of human cultures, by considering economic, social, and political themes in contemporary Japan, analyzing representations of Japan in literature and the arts within a global context, and applying this knowledge to a field experience in Japan;
4. Understand and apply intercultural knowledge by recognizing distinctive viewpoints within Japanese culture and by examining Japanese culture within a broader, comparative context; and
5. Apply effective research skills, by defining a research problem, choosing a methodological approach with which to collect and analyze data, and presenting original findings in English and Japanese.

Relation to Institutional Mission

The collaborative Japanese Studies Major will help the UW System fulfill its mission of “developing in students heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose.” It will also help meet the UW System goal to “provide a learning environment that fosters the ability to function in a dynamic world community” (one of the UW System’s long-term goals in its annual Accountability Report). It does so in a way that strengthens inter-campus linkages and shares resources across System campuses to maximize their utilization, and also opens new educational opportunities for students in more areas of the state.

In addition to addressing UW-System goals, the major advances a commitment to global education endorsed on both campuses. Both campuses have adopted the Association of American Colleges & Universities' LEAP essential learning outcomes, focused on knowledge of world cultures, intercultural competency, and improved communication skills.

The new major further addresses two of UW-Oshkosh's strategic directions: 1) "to be regionally based and globally connected;" and 2) to "expand regional outreach and domestic and international partnerships." It also fulfills two objectives in the UW-Whitewater strategic plan: 1) to "foster regular programs for intercultural or international study, research and service in every department;" and 2) to "strengthen mutually beneficial curricular and co-curricular outreach and partnerships in the University, the community, and the UW System." For both institutions, the Japanese Studies major will facilitate opportunities for faculty, instructional academic staff, and students to travel to Japan for study and research, as well as bring issues of globalization into campus classrooms.

Program Assessment

The assessment plan for the new major includes frequent and systematic measures of student progress in attaining the program's learning outcomes. Majors will submit three performance assessments selected from three different courses, and these materials will become part of each student's major portfolio. Students are also required to prepare a culminating assignment, such as a thesis, in the capstone course, which will be reviewed by three instructors, at least one of whom will come from the collaborative campus. All majors must also complete an external Japanese language proficiency test, either the American Council on the Teaching of Foreign Languages (ACTFL) test or the Japanese government's official language test, as well as an oral exit interview in Japanese. Finally, student opinion surveys will be administered in all courses in the major. A two-campus collaborative team of instructors will review the assessment data and engage in curriculum review/planning annually.

Need

Fueled by globalization and increasing international trade, travel, and communication, the market demand for college graduates with foreign language and cross-cultural skills is growing. A survey of graduates with an undergraduate Japanese Studies major at one college found they were working in the following occupations: government (consulates, embassies, foreign service); technology positions (computer software and website construction, international technology marketing); translation (written and simultaneous, newspaper reporting, cultural liaison for U.S. and Japanese businesses); health care; law; education (including K-12, college/university, English as a Second Language, and educational outreach); and the non-profit sector. Nearly three-fourths of global human resource executives rated having an international education experience as critical in distinguishing among candidates for a management position.

Moreover, the U.S. Department of Education considers Japanese a "critical need" language. It is the sixth most commonly taught foreign language at four-year higher education institutions nationally. Yet, in the UW System, UW-Madison is the only campus that currently

offers a major in Japanese, and the institution has recently experienced unprecedented growth in enrollments in Japanese.

Increasing the number of graduates with language proficiency and communicative competence in Japanese will not only help meet the U.S. government's "critical need" areas but also will serve to strengthen regional and state trade and commerce. Japan is Wisconsin's fifth-largest export market. In 2009, Wisconsin's exports to Japan totaled \$685 million. Leading export categories included medical and scientific instruments, industrial machinery, and electrical machinery. Many Wisconsin-based companies have major sales operations in Japan, including Kraft Foods, Lands End, Johnson Controls, Briggs & Stratton, Kohler, and Harley Davidson. Over 20 Japanese companies have operations in Wisconsin, including Kikkoman, Toshiba, Sumitomo, Sony and NTT. On a national level, Japan is the world's third largest economy with global leadership in advanced technology, international trade, and financial services. Among the largest Global 500 companies in 2010, Japan ranked second with 71 companies. U.S. foreign direct investments to Japan have grown and the U.S. supplies over 48 percent of Japan's foreign direct investment. According to a U.S. Department of State report, "Japan also is the third-largest foreign market for U.S. agricultural products, with total agricultural exports valued at \$11.2 billion in FY 2009, an almost 15% increase over the \$9.7 billion in agricultural exports recorded by the U.S. Department of Agriculture in FY 2007. . . Trade between the United States and Japan remained strong in 2009. U.S. exports to Japan reached \$51.2 billion in 2009, while U.S. imports from Japan totaled \$195.9 billion in 2009 (\$139.2 billion in 2008)."

A 2007 survey of 600 chief executives of multinational corporations ranked negotiating cultural differences as their #1 concern and a lack of qualified staff as their #2 concern about doing business in Japan. Language proficiency and communicative competence are essential for serious interchange and employees with these skills are in high demand. The Harris Poll reports Japan was the seventh most popular vacation destination for Americans in 2007, and the only non-English speaking destination outside of Europe among the top 10 destinations. During the first six months of 2010, 368,100 Americans visited Japan, an 8.5 percent increase over the same period in 2009. The number of U.S. nationals living in Japan has steadily grown, many of whom are bilingual and bicultural, and they work in tourism, education, media-electronic entertainment, financial services, and trade.

Projected Enrollment (5 years)

Year	Implementation Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New students admitted to Major	15	15	18	22	22
Continuing students in Major		14	26	29	29
Total Enrollment		29	44	51	51
Graduating students			15	20	25

Comparable Programs

In Wisconsin

Currently, only one UW-System campus offers an undergraduate major in Japanese, UW-Madison. From 1996 to 2006, the program remained small (10-16 students) with no growth. From 2007-2008 it exploded in size, peaking 48 students in 2008 and then settling in 2009 at 42 students. The data suggest a growing student interest in Asia, and particularly in Japan. More Wisconsin students could pursue an undergraduate major in Japanese Studies through the proposed collaborative program.

Outside Wisconsin

Fifteen universities in the U.S. offer an interdisciplinary Japanese Studies major (others offer a major exclusively in Japanese language). They are: Case Western Reserve University, Cleveland, OH; DePaul University, Chicago, IL; Dillard University, New Orleans, LA; Earlham College, Richmond, IN; Gettysburg College, Gettysburg, PA; Gustavus Adolphus College, St. Peter, MN; Hope College, Holland, MI; Madonna University, Livonia, MI; Salem International University, Salem, WV; the University of California-San Diego, La Jolla, CA; the University of Hawaii at Hilo, Hilo, HI; the University of San Francisco, San Francisco, CA; Willamette University, Salem, OR; William Jewell College, Liberty, MO; and Yale University, New Haven, CT.

Collaboration

The proposed major is a collaborative program between two campuses, UW-Oshkosh and UW-Whitewater. Each campus will admit students to the major. Students will complete the core language requirement on their home campus. They will be able to take elective and advanced courses through online and distance education offerings of the other campus. Collaboration will allow a greater breadth of offerings and facilitate faster degree-completion than would be possible with a major offered by either campus alone.

Diversity

Both UW-Oshkosh and UW-Whitewater have a strong commitment to advancing diversity and equity. Both have participated in the UW System's Equity Scorecard Project, are actively engaged in AAC&U's LEAP Campaign, and are working to integrate Inclusive Excellence into the daily operation of their institutions. Both campuses are committed to expanding the diversity of their student body, faculty and staff members, infusing diversity into the curriculum, and ensuring equity of outcomes for all their students. At UW-Oshkosh, this goal is reflected in the Academic Program and Student Outcomes Assessment Plan and in the goals to meet the strategic challenges for the student body and faculty mix. Japanese Studies majors can rely on support programs for disadvantaged students and students of color, such as the Center for Academic Support and Diversity and the Center for Academic Resources, and UW-Whitewater offers a similar set of support services. In addition, UW-Whitewater has a recognized Center for Students with Disabilities.

On both campuses, the proposed Japanese studies major will recruit students from the McNair Scholars Program. It will seek involvement by students in the UW-Whitewater King-Chavez Scholars program that encourages participation in travel study and study abroad through internships, research, and other opportunities abroad. At UW-Whitewater, travel study programs to Japan over the past eight years had roughly one-fourth of the student participants from non-majority populations (i.e., African American, Southeast Asian, and Latino). In addition to general campus-wide promotional activities, informational presentations on the new major will be offered to student organizations such as the Black Student Union, Latinos Unidos, and the Southeast Asian Student Organization.

Both campuses intentionally conduct faculty recruitment to attract women and under-represented minorities. A diverse mix of faculty and staff support the program on each campus. They are equally divided by gender and one-third to one-half are persons of Asian descent (from China, Korea, Japan). While the courses for the proposed program already exist as a part of the curriculum and no new faculty are required to start the new major, future recruitments to support this program will be committed to campus goals to increase diversity.

Course work within the Japanese Studies major emphasizes building students' understanding of world cultures and Japanese language skills, thus building the intercultural competency of students.

Evaluation from External Reviewers

Two external reviewers examined the authorization proposal: Dr. Y. H. Tohsaku of the University of California, San Diego, who is an expert on language instruction; and Dr. Gary DeCoker of Earlham College, a recognized authority on Japanese culture who reviews Asian Studies programs around the country. Dr. Tohsaku said, "Based on the documentations supplied to me, it seems that the curriculum of the proposed program is rigorous and of high quality." He also praised its cost-effectiveness. He raised a minor question about differences in the course numbering, titles, and learning objectives in Japanese classes on the two campuses, fearing it might create confusion for students. Language textbooks and materials will be common to both campuses, alleviating potential differences in learning goals and levels, and the language instructors at the two campuses are aligning course numbering and labeling to eliminate the appearance of any difference. Clear learning objectives are coordinated for courses on the two campuses. Dr. DeCoker concluded, "Based on this reviewer's careful reading of the proposal and the course syllabi, the proposed Collaborative Japanese Studies major warrants strong endorsement and immediate approval as it stands."

Resource Needs

Because each campus already offers three years of Japanese language and has an array of courses in the culture, history, literature, religion, politics or economics of Japan, the new major can be accommodated largely by realigning existing resources. Some minor strengthening of the distance education learning area, already in progress, will support the program. No additional faculty positions are requested. UW-Oshkosh will offer 36 credits to the program, i.e., a 12-

credit load for a total of 3 FTE in Faculty/Instructional staff from existing courses and faculty; .25 FTE in classified staff to help with administration; and a .25FTE appointment of a graduate assistant. UW-Whitewater is offering 1.87 FTE for faculty/instructional staff from existing courses and faculty; and is providing .10 FTE for classified staff to assist with administration. As additional costs for a faculty/instructional staff member to coordinate the program (resulting in a 1/8 release time of teaching duties), .125 FTE will be reallocated. A minimal supplies and expenses budget (with a small \$1,000 increase each year) will support instructional materials, faculty development, and coordination between UW-Whitewater and UW-Oshkosh (phone, postage, travel).

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(5), authorizing the implementation of the Bachelor of Arts in Japanese Studies at UW-Oshkosh and UW-Whitewater.

RELATED REGENT POLICIES

Regent Policy Document 4-12: Planning and Review Principles for New and Existing Academic Programs and Academic Support Programs

Academic Informational Series #1 (ACIS-1.0, revised April 2010): Statement of the UW System Policy on Academic Planning and Program Review

CORRECTED BUDGET

Summary of Estimated Costs and Resources for the Program: UW Oshkosh

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	3.00	\$241,824	3.00	\$249,078	3.00	\$256,550
Graduate Assistants	.25	\$12,951	.25	\$13,339	.25	\$13,739
Non-instructional Academic/Classified Staff	.25	\$2,828	.25	\$2912	.25	\$2999
Non-personnel						
Supplies & Expenses		\$2,287		\$2355		\$2425
Capital Equipment						
Library		\$350		\$360		\$370
Computing						
Other (Define)						
Subtotal		\$260,240		\$268,044		\$276,083
ADDITIONAL COSTS						
Personnel						
Faculty/Instructional Staff						
Graduate Assistants						
Non-instructional Academic/Classified Staff						
Non-personnel						
Supplies & Expenses						
Capital Equipment						
Library						
Computing						
moving expenses						
Subtotal						
TOTAL COSTS		\$260,240		\$268,044		\$276,083
CURRENT RESOURCES						
General Purpose Revenue (GPR)		\$260,240		\$268,044		\$276,083
Gifts and Grants						
Fees						
WI Growth Agenda						
Subtotal		\$260,240		\$268,044		\$276,083
ADDITIONAL RESOURCES						
GPR Reallocation (list sources)						
Gifts and Grants						
Fees						
WI Growth Agenda						
Subtotal						
TOTAL RESOURCES		\$260,240		\$268,044		\$276,083

Summary of Estimated Costs and Resources for the Program: UW-Whitewater

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	1.875	\$142,179	1.875	\$146,444	1.875	\$150,837
Graduate Assistants						
Non-instructional Academic/Classified Staff	0.1	\$4,623	0.1	\$4,762	0.1	\$4,905
Non-personnel						
Supplies & Expenses		\$5,000		\$5,500		\$6,000
Capital Equipment						
Library		\$500		\$500		\$500
Computing		\$2,000		\$2,000		\$2,000
Other (Define)						
Subtotal		\$154,302		\$159,206		\$164,242
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	0.125	\$10,855	0.125	\$11,181	0.125	\$11,516
Graduate Assistants						
Non-instructional Academic/Classified Staff						
Non-personnel						
Supplies & Expenses		\$1,000		\$1,500		\$2,000
Capital Equipment						
Library						
Computing		\$1,000		\$1,000		\$1,000
Other (Define)						
Subtotal		\$12,855		\$13,681		\$14,516
TOTAL COSTS	2.1	\$167,157		\$172,887		\$178,758
CURRENT RESOURCES						
General Purpose Revenue (GPR)	1.975	\$137,552	1.975	\$142,456	1.975	\$147,492
Gifts and Grants (Kikkoman)		\$5,000		\$5,000		\$5,000
Fees (Student Technology- Online Courses)		\$6,750		\$6,750		\$6,750
Other (CLP)		\$5,000		\$5,000		\$5,000
Subtotal		\$154,302		\$159,206		\$164,242
ADDITIONAL RESOURCES						
GPR Reallocation (internal reallocation)	0.125	\$10,855	0.125	\$11,181	0.125	\$11,516
Gifts and Grants						
Fees (additional online courses and fees)		\$2,000		\$2,500		\$3,000
Other (Define)						
Subtotal		\$12,855		\$13,681		\$14,516
TOTAL RESOURCES		\$167,157		\$172,887		\$178,758

Program Authorization (Implementation)
Collaborative Online B.S. in Health and Wellness Management
UW-La Crosse, UW-River Falls, UW-Stevens Point, and UW-Superior

EDUCATION COMMITTEE

Resolution I.1.a.(6):

That, upon recommendation of the Chancellors of the Universities of Wisconsin-La Crosse, -River Falls, -Stevens Point, and -Superior, and the President of the University of Wisconsin System, the Chancellors be authorized to implement the Collaborative Online Bachelor of Science in Health and Wellness Management.

NEW PROGRAM AUTHORIZATION

Collaborative Online Bachelor of Science Degree in Health and Wellness Management University of Wisconsin-La Crosse University of Wisconsin-River Falls University of Wisconsin-Stevens Point University of Wisconsin-Superior

With administrative and financial support from UW-Extension Division of Continuing Education, Outreach and E-Learning

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in the UW System policy statement, “Academic Planning and Program Review” (ACIS-1.0, revised April 2010), the new program proposal for a collaborative, online Bachelor of Science (B.S.) Degree in Health and Wellness Management (HWM) at the University of Wisconsin-La Crosse, the University of Wisconsin-River Falls, the University of Wisconsin-Stevens Point, and the University of Wisconsin-Superior, with administrative and financial support from University of Wisconsin Extension, is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The four partner campuses, UW-Extension, and System Administration will conduct that review jointly, and the results will be reported to the Board.

The B.S. in Health and Wellness Management was initiated as a part of the UW-Extension *Adult Student Initiative*, created to better serve adult and nontraditional students in Wisconsin. Following the identification of a potential interest in health and wellness management among adult and non-traditional students, UW-Extension conducted market research to ascertain the extent of that interest. The result of the research indicated interest from both employers and potential students, and was shared with all UW campuses. Based on the research results, the idea for a collaborative online program in health and wellness management, aimed at adult students, was proposed to interested UW institutions.

UW-La Crosse, UW-River Falls, UW-Stevens Point, and UW-Superior self-selected to work together to develop a collaborative, online program. During 2010-11, faculty representatives from the partner institutions convened in several retreats to develop the program outcomes, competencies, and curriculum. Industry representatives were invited to share their views on the value of this type of program and nontraditional students were consulted for their input into the structure of a degree that would be most suitable to nontraditional audiences.

Faculty representatives constructed the HWM curriculum consisting of 21 three-credit courses to meet the needs of nontraditional students. During this development phase, faculty discussed the curriculum and reviewed courses to minimize redundancies, clarified prospective

student audiences, and discussed issues related to online course development, online pedagogy, and online student support services. UW-Extension staff coordinated the discussions and training sessions for campus faculty and representatives. Following implementation, program administrators and an academic director from each collaborating institution will meet at least semi-annually to evaluate the progress of the program and to adjust it to changing needs and circumstances. Faculty teaching in the program will meet annually to discuss online course development, make adjustments to courses, and ensure that the curriculum is aligned with the learning outcomes for the program.

REQUESTED ACTION

Approval of Resolution I.1.a.(6), authorizing the implementation of the Collaborative Online Bachelor of Science Degree in Health and Wellness Management at the University of Wisconsin-La Crosse, the University of Wisconsin-River Falls, the University of Wisconsin-Stevens Point, and the University of Wisconsin-Superior, with administrative and financial support from University of Wisconsin-Extension.

DISCUSSION

Program Description

The collaborative Health and Wellness Management program is intended primarily for adult and nontraditional students. Graduates of the Health and Wellness Management program will have the knowledge and skills necessary to:

- Integrate a wide array of programs to enhance employee safety and wellness and improve work-life balance;
- Influence corporate productivity;
- Engage management and leadership at multiple levels;
- Foster a culture of wellness in organizations;
- Provide passionate and persistent leadership for health and wellness;
- Communicate the value of health and wellness across diverse sectors;
- Develop and maintain collaborations with internal and external partners; and
- Interpret and apply assessment and evaluation information pertaining to health.

The program will be a 63-credit collaborative, online, degree-completion program in Health and Wellness Management, offered jointly by UW-La Crosse, UW-River Falls, UW-Stevens Point, and UW-Superior. Students will choose to apply through one of the four institutions and that institution will become the student's administrative home for the degree. To be eligible for admission, students will be required to have an Associate's Degree from an accredited institution or 60 credits of equivalent coursework. Prerequisites for admission will be Introductory Biology, English Composition, Introductory Psychology, and Introductory Communications, or their equivalents, passed with grades of C or better. Students entering the program must have satisfied minimum general education breadth requirements in humanities and fine arts, natural science/mathematics, social science, and integrated studies, as determined by the general education and graduation requirements of the specific home institution and the UW

System minimum requirements for an Associate Degree. Students wishing to complete a baccalaureate degree entirely online may do so by entering through UW Colleges Online and then gaining admission to the online HWM program.

The program will have an academic director at each institution. Students will receive academic advising regarding admissions, graduation requirements, and financial aid through the administrative home campus. Faculty and academic advisors at each campus will offer virtual office hours through SKYPE and online chat capabilities, as well as by telephone and email. Students will have online library access through the home institution. An HWM program will be housed at UW-Extension and work in concert with program managers and student services staff at the four partner institutions to provide general program information, problem resolution, and career advising online, by phone, or in person. The HWM program manager will be in close contact with the enrolled students and with the academic program directors to provide the hands-on, active support that has been shown to be important for adult and non-traditional learners. Students enrolled in this program will have access to online student services including writing labs, learning readiness assessments, and career advising offered by UW-Extension.

Program Curriculum

The curriculum for the HWM program consists of 21 three-credit courses divided evenly among the four partner institutions. Except for the capstone course, students may take the courses in any order as long they have met the course prerequisites. The program's courses include basic theoretical information; but once students gain the basic knowledge, the content will be comprehended, applied, analyzed, synthesized, and evaluated using practical examples and issues.

PROGRAM COURSE LIST

HWM 300 Introduction to Human Health
 HWM 310 Changes Across the Life Span
 HWM 320 Health and Medical Terminology
 HWM 330 Survey of Information Technology in Health Care
 HWM 340 The Wellness Profession
 HWM 350 Applied Research Methods
 HWM 360 Stress and Dependencies and Addictions
 HWM 370 Health Behavior/Understanding and Effecting Change
 HWM 380 Environmental Health
 HWM 390 Marketing and Communication for Health and Wellness
 HWM 400 Health Resource Management
 HWM 410 Applied Anatomy and Fitness Principles
 HWM 420 Health Literacy
 HWM 430 Population Health
 HWM 440 Health and Wellness Coaching
 HWM 450 Medical Ethics/Policy
 HWM 460 Leadership and Change Management in Health
 HWM 470 Assessment and Evaluation
 HWM 480 Health Benefit Plans and Providers

CAMPUS

UW-River Falls
 UW-River Falls
 UW-Superior
 UW-La Crosse
 UW-Stevens Point
 UW-River Falls
 UW-Superior
 UW-Superior
 UW-La Crosse
 UW-Stevens Point
 UW-River Falls
 UW-Superior
 UW-La Crosse
 UW-La Crosse
 UW-Stevens Point
 UW-River Falls
 UW-Superior
 UW-La Crosse
 UW-Stevens Point

HWM 490 Employee Health and Well Being
HWM 495 Capstone

UW-Stevens Point
Rotates among partners

Program Learning Outcomes

The HWM program will prepare knowledgeable and skillful professionals to assume leadership positions within the public and private sectors. Within organizations, a HWM professional will be able to manage and administer the integration of a wellness culture with a wide array of programs that span across divisions, departments, and business units for the purpose of reducing healthcare costs, improving productivity, enhancing employee safety, and improving both employee well-being and work-life balance. Graduates of the HWM program will be able to:

- Compare and contrast various management/leadership styles and organizational structures related to health/wellness programming.
- Apply appropriate methodologies to assess needs and capacity-related to issues of health and wellness, and provide direction/guidance to their organization in an ethical and sustainable manner to address identified needs.
- Discuss the evolution of health and wellness in the workplace addressing current trends and issues including linkages to current health policy, benefits management, and other disciplines
- Apply critical thinking, creative thinking, and ethical and socially responsible problem-solving related to health and wellness in the workplace.
- Apply the principles of communication and marketing to develop and /or enhance a culture of wellness across diverse constituencies.
- Evaluate the role of technology in relation to their profession.
- Evaluate health and wellness issues through the application of scientific reasoning and evidenced-based research.

Relation to Institutional Mission

The Health and Wellness Management program will contribute directly to the mission of the University of Wisconsin System by supporting the UW System *Growth Agenda for Wisconsin*. The three goals of the *Growth Agenda* are to increase the number of degree-holders in Wisconsin, to increase the number of well-paying jobs, and to build stronger communities. The Health and Wellness Management program will contribute to all three of these by providing a degree that is in demand, supported by Wisconsin businesses, and that enable graduates to help Wisconsin employers reduce their costs, improve productivity, and improve the lives of their employees. More specifically, the Health and Wellness Management program will support UW System efforts to create more pathways that are flexible for older, non-traditional students, as well as new venues specifically designed for working adults.

At UW-La Crosse, the collaborative nature of this degree and the employment settings of graduates further advances UW-La Crosse's mission of fostering curiosity and learning through collaborative, innovation, and the discovery and dissemination of new knowledge. At UW-River Falls, the HWM program addresses the goal to "develop engaged leaders" as defined in "Living the Promise," the university's strategic plan. For UW-Stevens Point, the Health and Wellness Management degree will build upon the university's national leadership in developing the seven-dimension model of wellness and health promotion by expanding its reach into distance learning. At UW-Superior, students who master the liberal arts competencies embedded within the HWM degree will be fulfilling the institution's mission by helping employees maximize their work production in their workplace[s] and by optimizing and understanding their personal wellness.

Program Assessment

The assessment of student learning outcomes for the HWM program will be managed by an assessment team comprised of the four academic program directors and one faculty representative from each partner campus for a total of eight members. This team also serves as the oversight and decision-making body for the program. The term of service for each of the faculty members will be determined by the home campus they are representing. The team will meet semi-annually in person; however, teleconferences may be used to meet more regularly if need arises.

The assessment team will identify and define measures and establish a rubric for evaluating how well students are meeting the program's seven learning outcomes. The team will also identify what data will be needed and serve as the collection point for the data. The rubric will focus on processes and data to measure direct student learning through, for example, the compilation of student portfolios that represent examples of student work obtained from different courses. As a part of the course development process, the assessment team will determine which examples of student work will be most appropriate to demonstrate competency in a specific student outcome.

The team will also receive feedback from a Health and Wellness Management Program Advisory Board, composed of employers and agency representatives, to assess how well program graduates are prepared when they enter employment. Program graduates will be surveyed to determine success in securing employment related to the major, and regarding the types of roles and careers that graduates have entered.

The assessment team will also receive data collected by UW-Extension each semester. UW-Extension will collect and monitor data on new enrollments, retention rates, and graduation rates. Since this program is part of the UW System *Growth Agenda* and the *Adult Student Initiative*, pertinent student demographics will also be collected to determine whether the degree is reaching adult students, and if students in the program are part of a traditionally underserved demographic (as defined by the UW System).

The assessment team will compile these various sources of data and complete an annual report summarizing the data, the assessment of the data, and decisions regarding improvements to the curriculum, structure, and program delivery. The report will be shared with the faculty of

the program and other stakeholders. Decisions of the assessment team will go through the normal curricular processes at each partner institution. The assessment team is responsible for ensuring that recommendations for improvement are implemented.

Student services, instructional, and business office personnel from each institution will also meet annually to review processes and concerns, and to make adjustments as necessary. Program evaluation regarding the collaborative nature of the model will help assess processes critical to the success of the collaboration, such as the financial model, student recruitment and advising, admission and enrollment processes and trends, and curriculum design.

In the long-term, the assessment team will also look into seeking national accreditation for the program. Currently, there are a number of national bodies that accredit health-related degrees; however, none seem to match the intended academic focus of this degree. During the initial years of the program, the assessment team will research the various accreditation possibilities to determine if there is one that fits the intended outcomes and unique disciplinary focus on health and wellness management.

Need

According to the Bureau of Labor Statistics, as healthcare costs continue to rise, insurance companies, employers, and governments are attempting to find ways to curb costs. This effort to create cost-reducing processes is leading to positive anticipated employment growth (18-22 percent) in the health and wellness field. Increasing healthcare costs and a growing number of healthcare coverage options will spur demand for professionals to develop strategically integrated wellness programs. The collaborative B.S. in Health and Wellness is intended to address the demand for professionals who focus on integrating various wellness services (e.g., preventative wellness programming; safety and environmental health risk management; human resources/ benefits management, return-to-work programs, etc.). The education of these professionals will focus on the complexity of the issues and systems management of divergent aspects of healthcare as applied to business and community organizations.

According to a 2009 survey by the Integrated Benefits Institute, 68% of the 400 employers surveyed nationally who provide any health and productivity initiatives said that they plan to add resources to at least one program in the next two years, without decreasing resources for any other program. Large employers such as IBM are investing heavily in healthcare in light of concerns about the rising costs of healthcare expenses. IBM estimates it has saved \$80 million in healthcare costs as a result of healthcare/wellness programs. While employment opportunities exist within these types of corporations through in-house health and wellness programs, additional work settings will include managed care organizations, health insurance companies, hospitals, third-party health administrators, and private, for-profit worksite wellness providers.

Projected Enrollment (5 years)

It is anticipated that the program will have strong enrollment growth in the early years, with the rate of growth leveling in the third through fifth years, then picking up again once the first graduates enter the workplace. The five-year enrollment projection patterns shown in the following table are consistent with those of adult students in other University of Wisconsin online programs. For planning purposes, the chart below estimates that attrition will be moderate—15 percent. It is expected to be less than that most often, especially for students that have been in the program for more than a single year.

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New	42	83	67	33	59
Continuing		36	99	133	107
Total	42	119	166	166	166
Graduating		3	10	40	40

The projections in this chart are conservative, assuming that most students will enroll part-time and take an average of five courses per year. The projections further assume that all students who remain in the program after their first year will graduate—90 percent within four years, 100 percent within five years, or 76 percent and 85 percent, respectively, of the students entering the program.

Comparable Programs

While there are a number of health-related degrees in the UW System, there are no degrees in Health and Wellness Management in the University of Wisconsin System or in the state. The program most similar to this degree is the UW Stevens Point B.S. in Health Promotion and Wellness; however, it is not on-line and does not have a management focus. While there are many traditional health degrees and other health and wellness degrees in the state or nationally, what is unique to this degree is that 1) it adds the management and leadership expertise to create organizational cultures that support healthy lifestyle choices and prevent illness and disease, and 2) it is offered fully online. A health and wellness degree differs from traditional health degrees because of its behavioral and holistic approach to wellness.

Similarly titled degrees nationally include an Athens State University, Georgia, B.S. in Health and Wellness Management; and a State University of New York-Oswego, New York, B.S. in Wellness Management. However, both of these degrees are offered face-to-face for a traditional residential college population.

Collaboration

The Health and Wellness Management program is only possible through collaboration. The four partner institutions will jointly develop, approve, and offer the Health and Wellness Management curriculum. Each institution will offer 5-6 courses each fall and spring, and all four institutions will share equally in the academic oversight of the degree along with providing select

administrative support, student services, and financial management. UW-Extension will provide administrative support, financial investment, fiscal management, technical support, and selected student services for students at all partner institutions. All of the courses and the program curriculum have been approved through the usual governance processes at each institution. All partners will share equally in net revenues.

Diversity

This degree is designed to serve nontraditional student populations. Many students of color, first-generation Americans, first-generation college students, and low-income students often have family or work responsibilities that prevent them from attending college immediately after high school or in traditional formats. The online delivery method provides access for individuals who live at a distance from residential institutions, or who have various home responsibilities that prevent attending classes during traditional day programs. Many adult, nontraditional, and minority students work in the health professions, and this degree allows them to complete a relevant program in a format that enables them to continue to work and attend to other responsibilities.

Recruitment and marketing efforts for this degree will focus on under-represented populations. UW-Extension will advertise this program in minority-focused newspapers, periodicals, e-lists, and websites. UW-Extension has several initiatives currently underway to attract more students of color into the UW System in general. For example, UW HELP brochures focusing on attracting Hispanic and Hmong students to UW institutions are sent to community organizations; student recruiters work with employers to encourage them to support the education of their employees, especially underrepresented minorities; and UW-Extension will develop marketing plans designed to reach specific cultural/ethnic audiences. The partner institutions are committed to recruiting for diversity among their faculty. Currently, there is near equity in the gender distribution of faculty.

In addition, the program will establish a Health and Wellness Management Advisory Board to work closely with employers to encourage them to send their employees through this program. The Advisory Board will invite representation from minority-owned businesses. Their input will be important to ensure that the program reaches out to people of color and other under-represented groups.

Evaluation from External Reviewers

Two external reviewers commented on the program positively. One reviewer commented on the need for this type of program: “Although the institutional mission of the four campuses is primarily to serve the residents of the State of Wisconsin, in my opinion the program could generate International interest due to the worldwide growing interest in wellness and to the worldwide availability of web-based programs.” The second reviewer noted that the proposal contains “A sound plan [that] is outlined to address the critical issues of program assessment and student advising.” Curricular suggestions from the reviewers about the capstone experience were incorporated to strengthen the applied component of the curriculum.

Resource Needs

The initial development and implementation of the program will be funded by 2007-09 *Growth Agenda* General Program Revenue (GPR) funding for the UW-Extension *Adult Student Initiative*. These funds will provide start-up resources until the program can be self-supporting. The budget is built on the program being self-supporting within six years of implementation. UW-Extension is underwriting the investment to develop the program's 21 courses and will also fund UW institutions and UW-Extension program support costs until the program begins to generate revenues in excess of expenses. Thus, current and additional costs will be funded through a combination of GPR and program revenues. In the following budget chart, "additional costs" will be covered by resources and additional FTE allocations from UW-Extension to either buy out current faculty time or provide resources to allow faculty to teach overload. Revenue surpluses will be shared equally among the participating partners.

Program tuition for Health and Wellness Management courses will be set at \$375/credit for 2011-2012, and will be identical at all four partner institutions. For the purpose of budgeting, it has been estimated that tuition will increase at a rate of 4% per year. Students will not be charged any additional fees as part of the program, except for the costs of their books. If students live near their home campus and wish to pay segregated fees for the use of recreational and other facilities, they may do so. However, they will not be required to pay these fees if they do not take advantage of those resources. This tuition rate is based on market demand estimates, as well as comparisons with other online programs in the UW System and nationally.

This budget model is conservative with enrollment estimates below the expected enrollments for the first three years. The tuition revenue estimate is based upon an estimated average enrollment of 36 students x 15 credits/year x \$375/credit in the first year; 108 students x 15 credits/year x \$390/credit in the second year; and 165 students x 15 credits/year x \$405/credit in the third year. If the program does not generate the expected enrollments, the marketing effort will be reevaluated and adjusted to better reach the intended students.

Because this will be a collaborative program, the course development and teaching load is shared among the four partner institutions. Faculty FTEs to teach in this program will be reallocated from each institution and no new faculty positions are required. The partner institutions expect that initial funding from UW-Extension will cover the costs of faculty teaching in this program during the first five years. As the program grows and additional faculty are needed, their salary costs, including fringe benefits, will be covered by program revenues to ensure full cost recovery. Some costs—such as costs to convert classes to online formats—will decrease over time as the online conversion and development process is completed. Other costs—such as faculty instruction—will increase over time as more classes are taught or as new sections are added.

Program costs include compensation to: an academic director at each institution and to the faculty that teach the courses each term; staff providing continuing education and outreach support at each institution; one person at UW-Extension to manage the administrative aspects of the collaborative and one to provide student service coordination; and IT staff to design, develop, update, and maintain the online courses. Non-personnel costs include funds for supplies and expense dollars to support each course section; funds to each institution for regional marketing; and funds at UW-Extension for state and national marketing.

Budget

	FY 2011-12		FY 2012-13		FY 2013-14	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	1.000	\$140,000	1.000	\$140,000	1.000	\$142,800
Academic/Classified Staff	4.250	\$519,800	4.250	\$561,160	2.000	\$208,810
Non-personnel						0
Subtotal	5.250	\$659,800	5.250	\$701,160	3.000	\$351,610
ADDITIONAL COSTS						
Personnel						
Faculty/Instructional Staff	3.125	\$227,500	5.875	\$455,000	6.875	\$559,300
Academic/Classified Staff	.750	\$71,200	1.250	\$134,560	2.500	\$375,840
Other - (S&E)		\$285,500		\$246,000		\$251,000
Subtotal	3.875	\$584,200	7.125	\$835,560	9.375	\$1,186,140
TOTAL COSTS	9.125	\$1,244,000	12.375	\$1,536,720	12.375	\$1,537,750
CURRENT RESOURCES						
Adult Student Initiative		\$1,041,500		\$907,350		\$535,450
Subtotal		\$1,041,500		\$907,350		\$535,450
ADDITIONAL RESOURCES						
Program Revenue-tuition		\$202,500		\$629,370		\$1,002,300
Subtotal		\$202,500		\$629,370		\$1,002,300
TOTAL RESOURCES		\$1,244,000		\$1,536,720		\$1,537,750

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(6), authorizing the implementation of the Collaborative Online Bachelor of Science Degree in Health and Wellness Management at the University of Wisconsin-La Crosse, the University of Wisconsin-River Falls, the University of Wisconsin-Stevens Point, and the University of Wisconsin-Superior, with administrative and financial support from University of Wisconsin Extension.

RELATED REGENT POLICIES

Regent Policy Document 4-12: Planning and Review Principles for New and Existing Academic Programs and Academic Support Programs

Academic Informational Series #1 (ACIS-1.0, revised April 2010): Statement of the UW System Policy on Academic Planning and Program Review

Program Authorization (Implementation)
Online M.S. in Organizational Change Leadership
University of Wisconsin-Platteville

EDUCATION COMMITTEE

Resolution I.1.a.(7):

That, upon recommendation of the Chancellor of the University of Wisconsin-Platteville and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Online Master of Science in Organizational Change Leadership.

NEW PROGRAM AUTHORIZATION
Online Master of Science in Organizational Change Leadership
University of Wisconsin-Platteville

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in the UW System policy statement, “Academic Planning and Program Review” (ACIS-1.0, revised April, 2010), the new program proposal for an Online Master of Science in Organizational Change Leadership at the University of Wisconsin-Platteville is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The University of Wisconsin-Platteville and System Administration will conduct that review jointly, and the results will be reported to the Board.

UW-Platteville online has developed extensive experience in distance education since 1978. The recommendation for developing an online Master of Science in Organizational Change Leadership (OCL) was initiated by the UW-Platteville Distance Education Task Force, which identified unmet demand for such a online program in the UW System. The M.S. in Organizational Change Leadership provides opportunities for students to advance their education and skills in the growing discipline of organizational management and leadership studies. A graduate degree in Organizational Change Leadership will allow currently employed students to move from front-line positions in the field, to more advanced administrative positions. The proposed online program will thus fill a growing need within the ranks of middle and upper management as worldwide change and, in particular, change within the business environment, is increasing at an exponential speed.

REQUESTED ACTION

Approval of Resolution I.1.a.(7), authorizing the implementation of the Online Master of Science in Organizational Change Leadership at the University of Wisconsin-Platteville.

DISCUSSION

Program Description

The proposed program draws on core business leadership concepts, such as strategic thinking and organizational behavior, which are already taught by the contributing departments at UW-Platteville. The MS in OCL directly relates to the operation of UW-Platteville’s current and successful distance programs in business and project management. An online graduate level Organizational Behavior course already exists within the online Project Management program. Other curricular modules are drawn from other existing online courses, such as Quality Management, and Business Ethics. Synergies between the proposed Master of Science in Distance Education Leadership and the Master of Science in Integrated Supply Chain Management are part of the instructional design plan. Further, the program will also use courses

from the following UW-Platteville departments: Communication Technology, Speech, Philosophy, and Economics.

The UW-Platteville Distance Learning Center will provide technical services, admission services, recruiting and marketing, and instructional design. Additionally, the Distance Learning Center acts as an interface between faculty and the Office of the Registrar. The Department of Business and Accounting, housed in the College of Business, Industry, Life Sciences and Agriculture will oversee the new online program. No state funds are requested for this new program as it will be funded by tuition.

The goal of the online M.S. in Organizational Change Leadership is to produce graduates who are capable of filling a growing need for graduate-trained organizational change leaders. Organizational Change Leadership is an integrated degree addressing such issues as the nature of change, the change process, establishing the change vision, the origins of resistance to change in organizations, assessing readiness for change, communication strategies, assessing stakeholders, and sustaining change. Through research, faculty discussions, and the review of professional organizational requirements, the following areas of study have been identified as necessary competencies for the new program in Organizational Change Leadership:

- Leadership;
- Social/industrial Psychology;
- Organizational Behavior;
- Business Development;
- Strategic Thinking and Planning;
- Innovation and Creativity;
- Communication Theory;
- Conflict Resolution and Negotiation;
- Behavioral Economics;
- Analysis of Organizational Performance;
- Open Systems Theory and Systems Thinking; and
- Organizational/Quality Improvement.

A minimum of 30 credits are required for the degree: 17-21 credits will come from the required core area, while 9-13 credits will come from the elective category. At least 21 credits must be 7000-level courses (upper-division, graduate-level courses). The remaining nine credits can be selected from 5000- or 6000-level courses (lower-division graduate courses). Undergraduate courses are not eligible for transfer into the graduate program. The courses will be delivered using the university's online learning platform, Desire2Learn.

Full-time students who enroll for nine credits per semester in the fall and spring can complete the degree in two years. Most students take one or two courses at a time and will finish in three-to-four years. Students are allowed a maximum of seven years to complete the program. Part-time students (enrolled in fewer than nine credits per semester, fall and spring) can complete the degree in three to four years. Due to the nature of the program's delivery, there is an opportunity to serve diverse populations and students will be recruited internationally and from diverse regions in the United States.

Program Goals and Objectives

Graduates of the program will:

- Develop an understanding of the scope, breadth, and function of organizational change;
- Acquire an appreciation and understanding of different perspectives from different disciplines of organizational change;
- Appreciate the challenges of scheduling and executing a plan through an integrated organizational change;
- Assess and understand the hidden costs of organizational change;
- Acquire and analyze pertinent data from computer information systems;
- Demonstrate the collaborative style, innovative spirit, effective communication, and leadership skills of an organizational change professional;
- Discern and act upon opportunities for improvement across the organization; and
- Identify the need to understand ethics, culture, and societal implications as part of the change process.

Relation to Institutional Mission

The Organizational Change Leadership Master's program will enhance the fundamental mission of the University of Wisconsin-Platteville to serve the people of Wisconsin. Providing educational opportunities in the broadly defined field of organizational change leadership will add to the skills and competitiveness of the workforce in Wisconsin and directly support the university's mission to graduate students who are "broader in perspective, more literate, intellectually more astute, ethically more sensitive, and to participate wisely in society as a competent professional and knowledgeable citizen."

(<http://www.uwplatt.edu/academics/catalogs/graduate/current/about.html>). In accordance with this mission, the online M.S. in Organizational Change Leadership will provide students with a broad perspective on the scope, function, and integration of organizational change. The foundation of this program will contain components on ethics, culture, and society. As a program clearly associated with UW-Platteville's undergraduate emphases in education and business, the Organizational Change Leadership Master's program is designed to provide the tools for professionals within these areas to keep up with the rapid changes in their professional fields. In addition, the proposed program will provide the foundation for faculty-initiated scholarly activity in organizational change leadership. This scholarly activity will not only support the program, but also the undergraduate departments to which it is directly linked: Business and Accounting, and Education.

Finally, the Organizational Change Leadership program will be compatible with UW-Platteville's mission to serve as an educational, cultural, and economic development resource to southwestern Wisconsin. Although not all students will be from the area, faculty and staff involved in the program will be a valuable resource for regional businesses.

Program Assessment

The Master of Science in Organizational Change Leadership will have an assigned Program Coordinator supported by the Distance Learning Center. The Program Coordinator is responsible for the overall operation of the degree program, including oversight of instructor evaluation, and ensuring that graduate assessments are implemented and analyzed. Along with direct measures of student learning, each program learning outcome will be linked with specific courses and will be assessed at the end of each course to determine how well the course accomplished its intended goals.

Upon graduation, students will complete a graduation survey, allowing them to identify the specific manner in which they were able to meet the program's academic objectives. The surveys will be administered and analyzed by personnel in the Distance Learning Center and the results shared with the program coordinator, individual instructors, appropriate departments, and the distance education assessment committee. In addition to the course/instructor surveys, assessments are completed when students drop classes or withdraw from the program.

The program will also benefit from regular university-wide assessment. The Academic Planning Council, the Graduate Council, the Assessment Oversight Committee, and the University Academic Budget Committee will analyze program and outcome data. Employer surveys of recent alumni will be conducted as part of this comprehensive assessment plan. The Organizational Change Leadership steering committee will regularly use these assessment tools to evaluate and make necessary adjustments to the program.

Need

The proposed M.S. in Organizational Change Leadership meets the criteria that UW-Platteville has established for its institutional goals as part of the UW System *Growth Agenda for Wisconsin*. The program will allow residents to continue to work in their jobs while obtaining an advanced degree, contributing to workforce knowledge and promotional opportunities for individual employees. UW-Platteville will also be offering this program to out-of-state students.

In order to determine state, regional and national needs, UW-Platteville conducted a market research study for the OCL program in 2010-11, with results as follows:

State and Regional Needs

According to U.S. Department of Labor projections from 2006-2016, there are five main occupational titles that are relevant to the proposed M.S. in Organizational Change Leadership, including: general and operations managers, industrial production managers, all other managers, management analysts, and operations/research analysts. Four of the five occupations that may potentially employ graduates of the M.S. in Organizational Change Leadership, are projected to grow significantly during this period.

National Needs

According to U.S. Department of Labor projections from 2008-2018, there will be five main occupational titles that will draw applicants from a pool of candidates with an M.S. in

Organizational Change Leadership, including: general and operations managers, industrial production managers, all other managers, management analysts, and operations/research analysts. Three of the five occupations show an increase in employment.

Further, the U.S. Department of Labor projects that, from 2008 to 2018, there will be an average of about 100,000 job openings each year which will require or desire a Master's degree with content similar to the proposed M.S. in Organizational Change Leadership. At present, there are approximately 32,000 Master's degrees conferred each year in areas related to the proposed program. Degrees include: Business Administration and Management-General, Office Management and Supervision, Operations Management and Supervision, Organizational Behavior Studies, and Business Administration-Operations-Management-others.

The target groups for recruitment to the OCL program include: performance improvement consultants (internal and external), organizational development professionals, business unit managers/chief operations officers, and human resource management/human resource development professionals.

Projected Enrollment (5 years)

Initially, the program will enroll fifteen new students and build that number to thirty-to-fifty part-time students in each of the following years.

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	15	30	40	40	50
Continuing students		12	30	60	85
Total enrollment	15	42	70	100	135
Graduating students		2	10	15	25

NOTE: The estimates for these enrollments are based on the minimum number of students needed to run this program on a cost recovery basis, after three years. The UW-Platteville Distance Learning Center has successfully launched and obtained cost-recovery status for 3 online graduate programs, each within a 3-year time-frame.

Comparable Programs

After an extensive search, the program planners determined that there are currently no degree programs in the UW System that compete directly with this proposed online M.S. in OCL. Nationally, there are two Organizational Change Master's degrees that are somewhat similar to the proposed degree. However, neither is offered in a distance learning format. One is at Ball State University and is heavily oriented toward Human Resource Management. The other is offered by Northwestern University, which offers similar content to the proposed M.S. in OCL but with far more limited access to students.

Collaboration

The program planners have worked with the faculty from UW-Platteville's Industrial Studies-Manufacturing program and will work with Psychology and Engineering to discover opportunities for sharing faculty expertise. Additionally, the steering committee will be reviewing related certificate programs from accredited institutions (both in- and out-of-state) to determine if transfer and/or articulation agreements can be developed so that students can obtain advanced standing in the program. Such a process has worked well with the University's current online graduate programs. UW-Platteville currently has more than 20 agreements in place which allow students from a variety of fields to participate in its online programs, and building on previous coursework. This collaborative flexibility reduces duplication of programs/courses, and also allows additional opportunities for students to develop their program to best fit individual needs, while still meeting the specific requirements for each program.

Diversity

UW-Platteville has had success in recruiting a diverse student body into its online programs. In UW-Platteville's current online graduate programs, more than 13% of the population is comprised of students of color. In addition, the university serves a wide variety of people at different levels in their professional careers (from mid-career, to displaced workers, to entry-level employees). Also served are a large number of veterans and active military personnel, gaining UW-Platteville recognition as a military-friendly organization. Since their inception, the institution's online graduate programs have served students in all 50 states and 39 countries. The average age of the current student population is 36 and the gender mix is 43 per cent female and 57 per cent male.

Within five years, UW-Platteville hopes to increase its percentage of students of color by two percent through advertising to minorities, disadvantaged groups, and international students. The new Master's program will follow diversity guidelines, as set forth by the University of Wisconsin-Platteville, and the program will utilize resources available on campus, such as the Multi-Cultural Education Resource Center (MERC) and the International Business Resource Center (IBRC) to further improve recruitment and retention.

The program will be advertised nationally and is available to place-bound students since it is offered at a distance. It is anticipated that the program will attract students from areas with highly diverse populations, including an international population. The curriculum will be infused with real-life examples in which students will encounter diverse settings and organizational cultures. Faculty and staff will put into practice the suggestions from the National Center on Universal Design for Learning (to provide multiple means of representation, provide multiple means of action and expression, and to provide multiple means of engagement).

Diverse faculty will be attracted by advertising positions via additional mailings to predominantly black colleges and universities and to Affirmative Action offices of the UW System. In addition, the program will advertise through the *Women in Education* online posting. Further, the University requires that all applicants demonstrate a commitment to fostering and increasing UW-Platteville racial and gender diversity. Retention of faculty is managed through

faculty mentoring, which helps new faculty members establish a support network within the university community; annual detailed feedback on progress toward tenure; and support and direction toward professional development activities, including teaching workshops, professional meetings, etc.

Evaluation from External Reviewers

The M.S. in Organizational Change Leadership proposal was reviewed by two experts familiar with academic requirements and program evaluation; one is a scholar in the organizational change leadership discipline, while the other is an expert working in the field. Both reviewers concluded that the proposed program is well thought-out and addresses key elements of organizational change leadership. Both remarked on their confidence in the proposed curriculum and in UW-Platteville's ability to maintain its new online graduate program based on previous success in distance education. One concluded that "this program appears to be fully feasible, contributes to UWP's strategic mission, is a good fit for the Department of Business and Accounting, and would incur minimal new resource allocation and is of interest to business." The reviewers did not offer any substantial changes to the program proposal itself.

Resource Needs

The funding methodology for this program is cost recovery, using service-based pricing for tuition/fees. This is the same methodology that was used when the first online programs were established at UW-Platteville in 1998-99. This funding model has been approved by UW-Platteville and UW System and covers all direct and indirect expenses of the relevant program within 3 years of its inception. The amount of tuition/fees charged is \$610 per credit.

As noted in the budget table for the first year of *Current Costs for Personnel*, the program has hired a half-time program coordinator. The program coordinator will be responsible for assigning instructors to courses, coordinating the development of courses, instruction of courses, providing career advising, acting as a liaison to the Distance Learning Center and other campus departments, in addition to other duties related to managing and growing the program. Additionally, as noted in the budget table, in year 2 an advisor will be required to provide advice regarding course registration and other program related issues. During the first year, while the program is small, these positions can be combined into one.

Based on past experience, course development costs include instructional design, editing, and payment to faculty. Also, \$40,000 in the first year is provided by current online program carryover. As outlined on the budget, additional costs for year one include: *Faculty/Instructional Staff; Supplies & Expenses; Capital Equipment; Library; Computing & Software; Travel; Professional Development; and Overhead*. Additional costs for years two and three include: *Faculty/Instructional Staff; Non-instructional Academic Staff; Classified Staff; Course Development; Supplies & Expenses; Library; Computing & Software; Travel; Professional Development; and Overhead*. These additional costs are matched by tuition revenue in each year.

ESTIMATED BUDGET						
	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Graduate Assistants						
Non-instructional Academic/Classified Staff (Coordinator)	0.5	\$15,000				
Course Development		\$25,000				
Subtotal		\$40,000				
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff		\$ 23,000		\$50,000	.5	\$155,750 ¹
Non-instructional Academic Staff			2.0	\$135,000	2.5	\$186,500
Classified Staff			.25	\$10,500	1.0	\$41,175
Course Development				\$20,000		\$15,000
Non-personnel						
Supplies & Expenses		\$30,000		\$30,940		\$44,000
Capital Equipment (printer/copier/fax)		\$12,800				\$10,900
Library		\$ 2,000		\$ 3,000		\$ 4,000
Computing & Software		\$15,000		\$21,000		\$25,000
Travel		\$ 4,000		\$ 6,000		\$ 7,000
Professional Development		\$ 4,000		\$ 6,000		\$ 7,000
Other (overhead)		\$19,000		\$25,000		\$30,715
Subtotal		\$ 109,800		\$307,440		\$527,040
TOTAL COSTS		\$ 149,800		\$307,440		\$527,040
CURRENT RESOURCES						
General Purpose Revenue (GPR)						
Gifts and Grants						
Fees						
Other (Define) Carryover		\$ 40,000				
Subtotal						
ADDITIONAL RESOURCES						
GPR Reallocation (Specify source)						
Gifts and Grants						
Fees						
Tuition		\$109,800		\$307,440		\$527,040
Subtotal		\$149,800		\$307,440		\$527,040
TOTAL RESOURCES		\$149,800		\$307,440		\$527,040

¹Note: This includes a .5 position plus overload payments

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution i.1.a.(7), authorizing the implementation of the Online Master of Science in Organizational Change Leadership at UW-Platteville.

RELATED REGENT POLICIES

Regent Policy Document 4-12: Planning and Review Principles for New and Existing Academic Programs and Academic Support Programs

Academic Informational Series #1 (ACIS-1.0, revised April 2010): Statement of the UW System Policy on Academic Planning and Program Review

University of Wisconsin System Academic Planning and Program Review – Appendix C: Principles of Pricing Distance Education Credit Courses, Degree and Certificate Programs, *Academic Informational Series #5.4* (ACIS 5.4, Revised September 2000)

Program Authorization (Implementation)
Online M.S. in Supply Chain Management
University of Wisconsin-Platteville

EDUCATION COMMITTEE

Resolution I.1.a.(8):

That, upon recommendation of the Chancellor of the University of Wisconsin-Platteville and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Online Master of Science in Supply Chain Management.

NEW PROGRAM AUTHORIZATION
Online Master of Science in Integrated Supply Chain Management
University of Wisconsin-Platteville

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in the UW System policy statement, “Academic Planning and Program Review” (ACIS-1.0, revised April 2010), the new program proposal for a Master of Science (M.S.) in Integrated Supply Chain Management at the University of Wisconsin-Platteville is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The University of Wisconsin-Platteville and System Administration will conduct that review jointly, and the results will be reported to the Board.

The recommendation for creating the proposed program was initiated by the University of Wisconsin-Platteville Distance Education Task Force. The task force found the need for an online Supply Chain Management Master’s program to be unmet by the UW System. Integrated Supply Chain Management (ISCM) brings together supply and demand management within and across companies, including the coordination of planning and management of all activities involved in the sourcing and procurement of materials, the conversion of materials, and all logistics management activities. UW-Platteville has long-standing programs at the undergraduate level in Business Administration, Industrial Technology, and Industrial Engineering, which provide the basis for the proposed Master’s degree. The two contributing graduate programs are the Master of Science in Engineering and the Master of Science in Industrial Technology Management, both of which have existed for a number of years. The M.S. in ISCM will not only benefit from shared faculty expertise with the above mentioned graduate programs; it will also reciprocate by sharing courses. This concept of collaboration has been successful in the recently implemented undergraduate emphasis in Supply Chain Management as part of the Business Administration Bachelor’s degree on which the graduate degree is built.

UW-Platteville is ideally suited to offer the online Master’s degree in Integrated Supply Chain Management because of its extensive experience in distance education since 1978. The UW-Platteville Distance Learning Center will provide technical services, admission, recruiting and marketing, and instructional design to the proposed program in ISCM. Additionally, the Distance Learning Center acts as an interface between faculty and the Office of the Registrar. The M.S. in ISCM will be governed by a steering committee with representation from the programs in Business Administration, Industrial Technology, and Mechanical and Industrial Engineering, and will be overseen by the School of Graduate Studies.

REQUESTED ACTION

Approval of Resolution I.1.a.(8), authorizing the implementation of the Online Master of Science in Integrated Supply Chain Management at UW-Platteville.

DISCUSSION

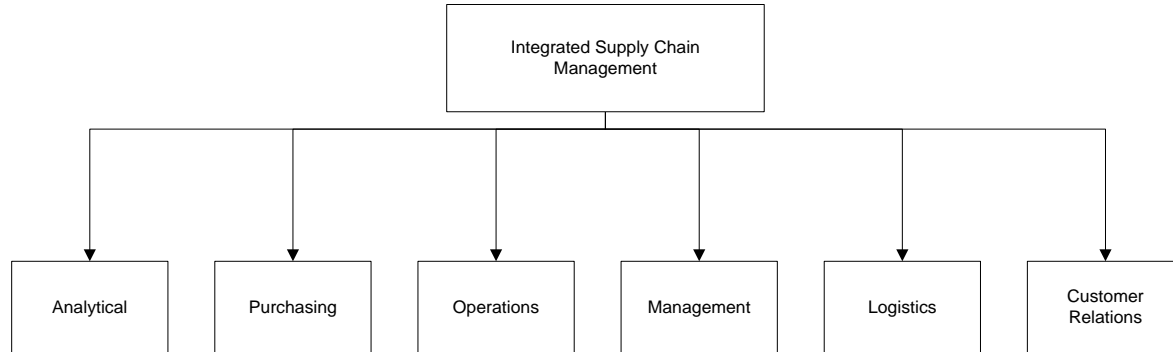
Program Description

The goal of the proposed program is to produce quality graduates with superior knowledge of Integrated Supply Chain Management. Applications to the program will be accepted from baccalaureate degree holders in related disciplines. Most of the prospective students are likely to be currently employed and interested in master's level education in an area of specialization that will help them obtain better opportunities and higher salaries. These students will be recruited regionally, nationally and internationally, and they will likely be enrolled part-time. These graduate-level educated Supply Chain Managers will be capable of filling the growing need for supply chain managers in industries that rely on complex, global, and highly technologized supply chains.

Students will earn the M.S. in Integrated Supply Chain Management degree upon the successful completion of 30 graduate credits with a GPA of 3.0-4.0. After fulfilling requirements in each of the core competency areas, students will focus on at least one competency area in depth, as well as balancing breadth in the three disciplines of Business, Industrial Technology, and Industrial Engineering. The proposed program will be interdisciplinary, with faculty providing courses within their areas of expertise. Primarily, the faculty is housed in the departments of Business and Accounting, Industrial Studies, and Mechanical and Industrial Engineering. Students will select from a variety of courses to complete the degree, as the curriculum allows for a high degree of individualization. Full-time students will be able to complete the M.S. in two years and part-time students in four years.

Through faculty discussions and review of professional organizational requirements, six areas of study have been identified as necessary core competencies for the M.S. in Supply Chain Management. These areas, illustrated in Figure 1 below, include core competencies in analysis, purchasing, operations, management, logistics, and customer relations. A key feature of this degree is the integration of viewpoints from Business, Industrial Technology, and Industrial Engineering. The ISCM program will require a foundation course in supply chain management and additional courses from each of the competency areas, providing a broad overview of supply chain management. Students will choose a concentration of courses within one of the core competency areas to strengthen an area of expertise.

Figure 1. Core Competency Areas for Integrated Supply Chain Management



Program Goals and Objectives

The goal of the Integrated Supply Chain Master's program is to produce graduates who have the knowledge and skills to fill a growing need for supply chain managers. Graduates of the program will:

- Develop an understanding of the scope, breadth, and function of an integrated supply chain;
- Acquire an appreciation and understanding of the perspectives from the different disciplines of an integrated supply chain;
- Demonstrate advanced competencies in one of the focus areas of integrated supply chain management;
- Appreciate the challenges of scheduling and executing a plan through an integrated supply chain, including, but not limited to: procurement, production, and resources;
- Have the ability to assess and understand the complexity of costs throughout the supply chain;
- Have the ability to acquire and analyze pertinent supply chain data from computer information systems;
- Demonstrate the collaboration, innovation, effective communication, and leadership skills of a supply chain professional; and
- Have the ability to discern and act upon opportunities for improvement across the focus areas of the supply chain.

Relation to Institutional Mission

The proposed program will enhance the fundamental mission of the University of Wisconsin-Platteville to serve the people of Wisconsin. Providing educational opportunities in integrated supply chain management will add to the skills and competitiveness of the workforce in Wisconsin, and directly support the university's mission to "graduate students who are broader in perspective, more literate, intellectually more astute, ethically more sensitive, and to

participate wisely in society as a competent professional and knowledgeable citizen” (see <http://www.uwplatt.edu/academics/catalogs/graduate/current/about.html>).

The M.S. in ISCM is “clearly associated with UW-Platteville’s undergraduate emphases in [...] technology management [...] and engineering” and will “provide the foundation for faculty-initiated scholarly activity” in supply chain management. This scholarly activity will not only support the online master’s program but also the undergraduate departments to which it is directly linked: Business and Accounting, Industrial Studies, and Mechanical and Industrial Engineering. Finally, the ISCM program will be compatible with UW-Platteville’s mission to “serve as an educational, cultural and economic development resource to southwestern Wisconsin.” Although not all students will be from the area, faculty and staff involved in the delivery of this proposed program will be a valuable resource for regional businesses.

Program Assessment

Personnel in the UW-Platteville Distance Learning Center will administer and analyze regular assessments of student learning outcomes and program goals. The results are shared with the program coordinator, individual instructors, the appropriate department, and the distance education assessment committee in order to regularly measure the program’s success in meeting the outcomes. Faculty teaching in the program will be trained in online course delivery, appropriate design of student learning outcomes and objectives. The ISCM steering committee will use a variety of the following assessment tools to evaluate and make necessary adjustments to the program.

- Student learning will be measured through individual and team assignments, discussions, and evaluation of special projects in all courses;
- Upon graduation, students complete a graduation survey, which allows them to identify the specific manner in which they were able to meet the program’s academic objectives;
- The program coordinator conducts an analysis when students drop classes or withdraw from the program and informs the Distance Learning Center personnel and the Steering Committee;
- UW-Platteville’s Academic Planning Council, the Graduate Council, the Assessment Oversight Committee, and the University Academic Budget Committee; and
- Employer surveys of recent alumni will be conducted as part of this comprehensive assessment plan.

Need

Within the Supply Chain field, there is a demonstrated need for qualified individuals. Working in the Supply Chain profession was listed as one of the 50 Top Careers for 2011, as captured in *U.S. News and World Report*.¹ A recent MIT study (“Are You Prepared for the Supply Chain Talent Crisis?”) sums up the strong demand: Today’s “supply chain faces a severe

¹ U.S. News and World Report, *The 50 Best Careers of 2011*,
<http://money.usnews.com/money/careers/articles/2010/12/06/the-50-best-careers-of-2011?PageNr=3>

shortage of talent at a time when the demands on the profession have never been greater."² Additional research from a study of supply management professionals conducted by CAPS Research, *Supply Management Talent Development and Retention*, found that, "42 percent (of supply management professionals surveyed) believe the demand for qualified supply management professionals will exceed supply during the next three years."³ One of the significant demands placed on Supply Chains in the future will be the need to increase the skill level of existing professionals in the industry. One of the major factors affecting salary and professional advancement continues to be education. Supply management professionals with a master's degree earn 18 percent more than their counterparts with only a bachelor's degree. Thus, the decision to invest in graduate school either immediately following an undergraduate education or later in one's career is paying off for supply chain management professionals.⁵

Market research conducted by UW-Platteville indicates strong interest in the ISCM program. Significant findings of the study, entitled "Market Research for UW-Platteville's Proposed Online MS Programs" were:

- State and Regional Needs
According to U.S. Department of Labor projections from 2006-2016, there are six main occupational titles that will be greatly influenced by ISCM: purchasing managers, general and operations managers, industrial production managers, all other managers, management analysts, and operations/research analysts. Five of the six occupations that may potentially employ graduates of the ISCM, are projected to grow between 2006 and 2018.
- National Needs
According to U.S. Department of Labor projections from 2008-2018, there are six main occupational titles that will be greatly influenced by ISCM: purchasing managers, general and operations managers, industrial production managers, all other managers, management analysts, and operations/research analysts. Four of the six occupations show an increase in employment.

Projected Enrollment (5 years)

The table below shows the number of students expected to be admitted, continue, and graduate in the implementation year and the next few years. The retention rate is modelled on the existing graduate online programs offered through the Distance Learning Center. The numbers represent projections based on the start-up of the slowest growing online graduate program at UW-Platteville.

2 Ken Cottrill, MIT Center for Transportation and Logistics, *Are You Prepared for the Supply Chain Talent Crisis?* http://www.scmr.com/article/are_you_prepared_for_the_supply_chain_talent_crisis/

3 CAPS Research. *Supply Management Talent Development and Retention Benchmarking Metric Report 2009*. Tempe: CAPS Research, 2009.

5 Yuva, John. "ISM's 2011 Salary Survey." *Supply Management*, May 2011: 22-25.

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	15	30	40	40	50
Continuing students		12	32	60	70
Total enrollment	15	42	72	100	120
Graduating students		2	10	15	25

NOTE: The estimates for these enrollments are based on the minimum number of students that are needed to run this program on a cost-recovery basis, after three years of operation.

Comparable Programs Inside and Outside Wisconsin

There are no programs in the UW-System that are identical to the proposed online M.S. in ISCM. There are master's programs in the UW System with a supply chain component as a concentration or emphasis. None of these programs—e.g., at UW-Milwaukee, UW-Whitewater, and UW-Madison—include the integration of business, industrial studies, and engineering in managing the supply chain in innovative ways. Furthermore, while the ISCM program might be offered at some institutions as part of an M.B.A. program, the proposed program goes beyond the scope of general business principles and includes a more technical focus found in the integration of business, industrial studies, and engineering.

Master's-level programs in Supply Chain Management are available to students online through many public and private U.S. institutions of higher education. Regionally, the only program in Supply Chain Management that can be earned totally online is Pennsylvania State University's online Master in Supply Chain Management degree. The Penn State program includes a broad-based business focus, but does not teach students the technical areas of engineering nor industrial studies. Other related programs in the region are offered in Michigan, Iowa, and Minnesota. However, the vast majority of these programs are either business- or engineering-based. No master's program was identified that includes the integrated aspect resulting from the combination of business, engineering, and industrial studies delivered in an online format. This integration makes the proposed UW-Platteville's online M.S. in ISCM unique.

Collaboration

As a part of this program, the ISCM steering committee is reviewing related certificate programs from accredited institutions (both in and out of state) to determine if transfer and/or articulation agreements can be developed so students can obtain advanced standing in the program. This has been a very successful process that has worked with UW-Platteville's existing online graduate programs. The university currently has more than twenty agreements which allow students from a variety of programs to participate in the proposed online programs, while still taking advantage of previous coursework. The latter reduces duplication of programs and courses, and also allows additional opportunities for students to develop the program that best fits their individual needs, while still meeting the requirements for the ISCM program.

Diversity

Online programs draw students from diverse backgrounds, not limited by geographical boundaries. The ability of UW-Platteville's existing online programs to recruit a diverse student body has been quite successful. Within UW-Platteville's current online graduate programs, more than 13% of the population is comprised of students of color. In addition, UW-Platteville's Distance Learning Center serves a wide variety of people at different levels in their professional careers (from mid-career, to displaced workers, to entry-level employees). The Distance Learning Center also serves a large number of veterans and active military personnel in the online environment and has been recognized as a military-friendly organization. Since inception, UW-Platteville's online graduate programs have served students in all 50 states and 39 countries. The average age of the current student population is 36 and the gender mix is 43 percent female and 57 percent male.

Within 5 years, UW-Platteville hopes to increase its percentage of students of color by two percent through advertising to minorities, disadvantaged groups, and international students. The new M.S. degree will follow diversity guidelines, as set forth by the University of Wisconsin-Platteville and the program will utilize resources available on campus, such as the Multi-Cultural Education Resource Center (MERC) and the International Business Resource Center (IBRC).

The program will be advertised nationally and it is anticipated that the program will attract students from areas with highly diverse populations, including an international population, since students do not have to leave their home to participate in this program.

The curriculum will be infused with examples involving diversity. Faculty and staff will put into practice the suggestions from the National Center on Universal Design for Learning (for example to provide multiple means of representation, multiple means of action and expression, and multiple means of engagement). In addition, a strong effort will be made to hire instructors with diverse backgrounds. Diverse faculty will be attracted by advertising positions via additional mailings to predominantly black colleges and universities, and to Affirmative Action offices of the UW System. In addition, the program will be advertised through the *Women in Education* online posting. Further, the University requires that all applicants demonstrate a commitment to fostering and increasing UW-Platteville racial and gender diversity.

Retention of faculty is managed through faculty mentoring, which helps new faculty members establish a support network within the university community. In addition, faculty receive annual, detailed feedback on progress toward tenure as well as support and direction toward professional development activities, including teaching workshops and professional meetings.

Integrated Supply Chain Management has an inherent international focus. In the online environment, best practices indicate that team work and group discussions help to create a community learning environment that promotes sharing of different points of view. Additionally, the program's course development will be guided by a steering committee to ensure concepts from a variety of perspectives are included.

Evaluation from External Reviewers

Throughout 2010 and 2011, the proposal for the M.S. in ISCM was discussed with a number of Supply Chain executives, not only in Wisconsin and the region, but also on a global basis. Without exception, all were impressed with the innovative collaborative concept of the program. One reviewer, representative of other views as well, stated: “I do like the mix of course offerings across the various colleges as it reflects the cross-functional interaction that one will see and experience in a business environment.” When determining the course mix, the planners of the proposed program also tapped into UW-Platteville’s Department of Business Advisory Council. The Supply Chain representative on the council put significant stress on the global aspect of supply chain in today’s business environment. In response to the need to respond more strongly to globalization forces, the program now includes a foundation course entitled “International Supply Chain Management.”

Two other comments that have been taken into account were the need to incorporate an understanding of marketing and finance into the program. The program will be expanded to include a broader understanding of how sales and marketing, as well as financial principles, impact the supply chain.

Resource Needs

As noted in the budget table for the first year *Personnel Costs*, the program has hired a half-time program coordinator. The program coordinator will be responsible for assigning instructors to courses, coordinating the development of courses, instruction of courses, providing career advising, acting as a liaison to the Distance Learning Center and other campus departments, in addition to other duties related to managing and growing the program. Additionally, as noted in the budget table for the second year *Personnel Costs*, an advisor will be required to provide advising to students on course registration and other program related issues. During the first year, these positions can be combined into one while the program is small.

Based on past experience, course development costs include instructional design, editing, and payment to faculty. Also, \$40,000 in the first year is provided by current online program carryover.

Finally, as outlined on the budget, additional costs for Year One are listed as: *Faculty/Instructional Staff; Supplies & Expenses; Capital Equipment; Library; Computing & Software; Travel; Professional Development; Supplies; and Overhead*. Additional costs for Years Two and Three are listed as: *Faculty/Instructional Staff; Non-instructional Academic Staff; Classified Staff; Course Development; Supplies & Expenses; Library; Computing & Software; Travel; Professional Development; and Overhead*. These additional costs are matched by tuition generation in each year.

ISCM Budget
Estimated Total Cost and Resources

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Graduate Assistants						
Non-instructional Academic/Classified Staff (Coordinator)	0.5	\$15,000				
Course Development		\$25,000				
Subtotal		\$40,000				
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff		\$ 23,000		\$50,000	.5	\$155,750 ¹
Non-instructional Academic Staff			2.0	\$135,000	2.5	\$186,500
Classified Staff			.25	\$10,500	1.0	\$41,175
Course Development				\$20,000		\$15,000
Non-personnel						
Supplies & Expenses		\$30,000		\$30,940		\$44,000
Capital Equipment (printer/copier/fax)		\$12,800				\$10,900
Library		\$ 2,000		\$ 3,000		\$ 4,000
Computing & Software		\$15,000		\$21,000		\$25,000
Travel		\$ 4,000		\$ 6,000		\$ 7,000
Professional Development		\$ 4,000		\$ 6,000		\$ 7,000
Other (overhead)		\$19,000		\$25,000		\$30,715
Subtotal		\$ 109,800		\$370,440		\$527,040
TOTAL COSTS		\$ 149,800		\$307,440		\$527,040
CURRENT RESOURCES						
General Purpose Revenue (GPR)						
Gifts and Grants						
Fees						
Other (Define) Carryover		\$ 40,000				
Subtotal						
ADDITIONAL RESOURCES						
GPR Reallocation (Specify source)						
Gifts and Grants						
Fees						
Tuition		\$109,800		\$307,440		\$527,040
Subtotal		\$149,800		\$307,440		\$527,040
TOTAL RESOURCES		\$149,800		\$307,440		\$527,040

¹Note: This includes a .5 position plus overload payments

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(8), authorizing the implementation of the Online Master of Science in Integrated Supply Chain Management at UW-Platteville.

RELATED REGENT POLICIES

Regent Policy Document 4-12: Planning and Review Principles for New and Existing Academic Programs and Academic Support Programs

Academic Informational Series #1 (ACIS-1.0, revised April 2010): Statement of the UW System Policy on Academic Planning and Program Review

University of Wisconsin System Academic Planning and Program Review – Appendix C: Principles of Pricing Distance Education Credit Courses, Degree and Certificate Programs, *Academic Informational Series #5.4* (ACIS 5.4, revised September 2000)

Program Authorization (Implementation)
Online M.S. in Distance Education Leadership
University of Wisconsin-Platteville

EDUCATION COMMITTEE

Resolution I.1.a.(9):

That, upon recommendation of the Chancellor of the University of Wisconsin-Platteville and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Online Master of Science in Distance Education Leadership.

NEW PROGRAM AUTHORIZATION
Online Master of Science in Distance Education Leadership
University of Wisconsin-Platteville

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in the UW System policy statement, “Academic Planning and Program Review” (ACIS-1.0, revised April 2010), the new program proposal for an Online Master of Science in Distance Education Leadership at the University of Wisconsin-Platteville is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The University of Wisconsin-Platteville and System Administration will conduct that review jointly, and the results will be reported to the Board.

The recommendation for creating the proposed program was initiated by the University of Wisconsin-Platteville Distance Education Task Force. The task force found the need for an online Distance Education Leadership Master’s program to be unmet by the UW System. Leadership in the field of distance education requires an understanding of business administration and the managerial tools used to successfully operate an environment that caters specifically to distance learning. Most distance education leaders work in higher education settings that operate and maintain a distance learning component as a part of their academic curricula.

UW-Platteville is well-positioned to offer the Online Master’s degree in Distance Education Leadership. UW-Platteville has extensive experience in distance education and has been offering coursework at a distance to students since 1978. The UW-Platteville Distance Learning Center will provide technical services, admission, recruiting and marketing, and instructional design to the proposed program in Distance Education Leadership. Additionally, the Distance Learning Center acts as an interface between faculty and the Office of the Registrar. The M.S. in Distance Education Leadership will be governed by a steering committee with representation from programs in Business Administration and will be overseen by the School of Graduate Studies.

REQUESTED ACTION

Approval of Resolution I.1.a.(9), authorizing the implementation of the online Master of Science in Distance Education Leadership at the University of Wisconsin-Platteville.

DISCUSSION

Program Description

The main purpose of the Online M.S. in Distance Education Leadership (M.S. in DEL) is to prepare graduates to assume mid-level and senior responsibilities for planning, directing,

designing, implementing, evaluating, researching, and managing distance education programs. A graduate degree in Distance Education Leadership will specifically allow students to move up from front-line positions in the field, to more advanced administrative positions. Students holding a baccalaureate degree from an accredited institution will be admitted to the program if they meet the qualifications, as outlined by the School of Graduate Studies (<http://www.uwplatt.edu/gradstudies/degrees.html>). While the focus of this degree will be to prepare graduates for work in higher education, professionals involved with distance education in K-12, corporate, and military environments will also benefit from this program. This program is not designed to train instructors or instructional designers in distance education.

The curriculum will include both new and existing courses, some of which will also be a part of UW-Platteville's two other, proposed online Master's degrees in Organizational Change Leadership and Integrated Supply Chain Management. The core courses will include "Introduction to Distance Education Leadership," Organizational Change Leadership: Theory and Techniques," "Foundations, History, and Principles of Distance Education," "Current and Emerging Topics in Distance Education," "Research Methods," and a capstone seminar. Electives include courses in technologies, budgeting, program assessment, legal issues in distance education, change management, and adult learning, among others. A minimum of 30 credits are required to complete the degree: 17-21 credits will come from the required core area, while 9-13 credits will come from the elective category. At least 21 credits must be 7000-level courses (upper-division, graduate-level courses). The remaining 9 credits can be selected from 5000- or 6000-level courses (lower-division graduate courses). Undergraduate courses are not eligible for transfer into a graduate program.

Full-time students enrolled for nine credits per semester in the fall and spring, can complete the degree in two years. All students are allowed a maximum of seven years to complete the program. Most students who will enroll part-time take one or two courses at a time and will finish in three to four years. Part-time students (enrolled in fewer than nine credits per semester, fall and spring) can complete the degree in three to four years.

Course expectations include the infusion of diversity issues within curricula. Due to the nature of delivery, there is an opportunity to serve diverse populations, since students will be recruited internationally and can be home-based. Delivery of the course work will be through UW-Platteville's online platform, Desire2Learn.

Program Goals and Objectives

Graduates of the program will:

1. Develop an understanding of the scope, breadth, and function of distance education.
2. Apply advanced knowledge of distance education history, systems, and elements to the development, management, and leadership associated with distance education programs.
3. Employ qualitative and quantitative research techniques to support evidence based leadership and management practices.

4. Demonstrate leadership skills associated with developing, maintaining, evaluating, and expanding distance education opportunities.
5. Evaluate distance education systems including, for example, provision of learner and faculty support, to improve distance education programs and practices.
6. Analyze issues, challenges, and opportunities associated with distance education systems.
7. Create new and innovative solutions to teaching and learning at a distance with technology through informed, evidence-based leadership practice to shape the future of distance education.
8. Experience and evaluate instruction through various forms of distance education delivery methods.

Relation to Institutional Mission

The Distance Education Leadership program serves the fundamental mission of the University of Wisconsin-Platteville by exposing students to highly trained faculty and to serve the people of Wisconsin

(<http://www.uwplatt.edu/academics/catalogs/graduate/current/about.html>). Providing educational opportunities in Distance Education Leadership will add to the skills and competitiveness of the workforce in Wisconsin and directly support the University's mission to graduate students who are "broader in perspective, more literate, intellectually more astute, ethically more sensitive, and [able] to participate wisely in society as a competent professional and knowledgeable citizen." The Master's of Science in Distance Education Leadership will provide students with a broad perspective of the scope, breadth, and function of distance education.

As a program clearly associated with UW-Platteville's undergraduate programs, particularly those in education and technology management, the M.S. in Distance Education Leadership is designed to provide the tools for professionals to keep up with the rapid changes that are being experienced in their fields of endeavor. Additionally, the program will attract women and help strengthen the University's gender balance as well as its mission to diversify the student body, faculty, and staff. The Distance Education Leadership Master's program will provide the foundation for faculty-initiated scholarly activity in distance education leadership. This scholarly activity will not only support the master's program but also the undergraduate departments to which it is directly linked: Business and Accounting, Education, and Organizational Change Leadership. Finally, the Distance Education Leadership program will be compatible with UW-Platteville's mission to serve as an educational, cultural, and economic development resource to southwestern Wisconsin. Although not all students will be from the area, faculty and staff involved in the master's program will be a valuable resource for regional businesses.

Program Assessment

The Master of Science in Distance Education Leadership will have an assigned Program Coordinator supported by the Distance Learning Center. The Program Coordinator is responsible for oversight of instructor assessments and the overall operation of the program, ensuring that graduate assessments are distributed.

All courses in the major will have course and unit objectives that will be related back to the academic objectives of the program. Each program learning outcome will be linked with specific courses and will be assessed at the end of each course to determine how well the course accomplished its intended goals.

Each faculty member who develops an online course receives training in writing student outcomes and learning objectives. Training is also conducted in the area of student assessment, specifically in relating the assessment mechanisms back to the student learning outcomes. In addition, rubrics are created for each course for use in evaluating the assigned assessments. Each course will include individual and team assignments, discussions, and projects/tests that will allow the instructor to measure how successfully the students are learning the content of the courses, which relates directly back to the academic objectives of the program. Students have the opportunity to evaluate the instructors of each course, along with items associated with course design and objectives.

Lastly, upon graduation, students complete a graduation survey, allowing them to identify the specific manner in which they were able to meet the program's academic objectives. The surveys are administered and analyzed by personnel in the Distance Learning Center and the results are shared with the program coordinator, individual instructors, appropriate departments, and the distance education assessment committee. In addition to the course/instructor surveys, assessments are completed when students drop classes or withdraw from the program.

Need

This program will assist with meeting the needs of Wisconsin residents by increasing the number of degree-holders in the State. The proposed program meets the criteria that UW-Platteville has established for its institutional goals as part of the UW System's *Growth Agenda for Wisconsin*. By allowing residents to continue to work in their jobs while obtaining an advanced degree, UW-Platteville will help increase workforce knowledge and promotional opportunities for individual employees. UW-Platteville will also be offering this program to out-of-state students.

A survey was administered to determine need for a program of this type. A total of 4,800 professionals in the areas of Training and Development, Distance Education directors, and Continuing Education directors were surveyed. The survey was completed by 501 professionals. Of the 511 respondents, 321 responded to the question, "Would you like to be included on a contact list of those interested in more information about the online Master of Science in Distance Education Leadership Program at the University of Wisconsin – Platteville," and 83 of those respondents (26%) indicated that they would like to be contacted. Three hundred twenty-nine respondents answered the question, "I am likely to enroll in the Master's Degree Program in

Distance Education Leadership,” and 20 (6%) responded that they would be highly likely to enroll in the program, while 97 (30%) of the respondents indicated that they may be interested in enrolling in the program. Of the 511 participants, 401 respondents answered the question, “I would recommend the Master's Degree Program in Distance Education Leadership to colleagues or staff at your institution,” and 217 (54%) of the respondents indicated that they would recommend the program to colleagues or staff at their institution. These figures indicate that there are sufficient numbers of potential students interested in enrolling in the Distance Education Leadership Program.

Projected Enrollment (5 years):

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	15	30	40	40	50
Continuing students		12	40	60	70
Total enrollment	15	42	80	100	120
Graduating students		2	10	15	25

NOTE: The estimates for these enrollments were based on the minimum number of students that are needed to run this program on a cost-recovery basis, after 3 years. UW-Platteville has successfully launched and obtained cost-recovery status for 3 online graduate programs, each within a 3-year time-frame.

Comparable Programs

There are currently no degree programs in the UW System that compete directly with the M.S. in DEL. Selected classes offered within UW-Stout’s M.S. in Education Professional Development and UW Milwaukee’s M.S. in Administrative Leadership programs do have distance education content. However, neither program has a significant focus on distance education leadership.

In a review of programs, the program planners located two programs in North America that relate directly to the program elements that are distinctive to the Masters in Distance Education Leadership. One is from the University of Maryland and the other is from Athabasca University in Canada. There are a number of other programs that offer emphasis areas or individual classes in the area of distance education leadership, but no specific online graduate programs in this area.

Collaboration

UW-Platteville and the Distance Learning Center will review the potential for any options for offering Distance Education Leadership as a sub-major (emphasis) in the Master of Science Education program in Adult Education and Higher Education Administration.

Diversity

UW-Platteville's ability to recruit a diverse audience into its online programs has been quite successful. In UW-Platteville's current online graduate programs, more than 13% of the population is comprised of students of color. In addition, the university serves a wide variety of people at different levels in their professional careers (from mid-career, to displaced workers, to entry-level employees). Also served are a large number of veterans and active military personnel. UW-Platteville's distance education programs have helped it to gain recognition as a military friendly organization. Since inception, the institution's online graduate programs have served students in all 50 states and 39 countries. The average age of the current student population is 36 and the gender mix is 43% female and 57 % male.

Within five years, UW-Platteville hopes to increase its percentage of students of color by 2% through advertising to minorities, disadvantaged groups, and international students. The new Master's program will follow diversity guidelines, as set forth by the University of Wisconsin-Platteville and the program will utilize resources available on campus, such as the Multi-Cultural Education Resource Center (MERC) and the International Business Resource Center (IBRC). The program will be advertised nationally and is available to place-bound students since it is offered at a distance. It is anticipated that the program will attract students from areas with highly diverse populations, including an international population, since students do not have to leave their home to participate in this program.

The curriculum will be infused with examples involving diversity. Faculty and staff will put into practice the suggestions from the National Center on Universal Design for Learning (to provide multiple means of representation, to provide multiple means of action and expression, and to provide multiple means of engagement).

Diverse faculty will be attracted by advertising positions via additional mailings to predominantly black colleges and universities, and to Affirmative Action offices of the UW System. In addition, the program will advertise through the *Women in Education* online posting. Further, the University requires that all applicants to faculty and staff positions demonstrate a commitment to fostering and increasing UW-Platteville racial and gender diversity.

Retention of faculty is managed through faculty mentoring, which helps new faculty members establish a support network within the university community; annual detailed feedback on progress toward tenure; and support and direction toward professional development activities including teaching workshops, professional meetings, etc.

Evaluation from External Reviewers

The M.S. in Distance Education Leadership proposal was reviewed by two experts; one is a scholar in the organizational change leadership discipline, while the other is an expert working in the field. Both reviewers concluded that the proposed program was very well thought-out and addresses key elements of distance education leadership. Specifically, both remarked on their

confidence in UW-Platteville's ability to maintain yet another successful online graduate program.

Not only did the reviewers express confidence in the proposal and UW-Platteville's distance education delivery, one also concluded, "The strength of the 30-credit Masters of Science Distance Education Leadership program is its comprehensive objectives, the breadth and depth of the course offerings and the sharing of courses across online graduate programs at UW-Platteville and elsewhere thus avoiding duplication." The reviewers did not offer any substantial changes to the program itself.

Resource Needs

The funding methodology for this program is a cost-recovery basis, using service-based pricing for tuition/fees. This is the same methodology that was used when the first online programs were established in 1998-99 at UW-Platteville. This funding model was approved by UW-Platteville and UW System and covers all direct and indirect expenses of the relevant program within 3 years of its inception. The amount of tuition/fees that is charged is \$610 per credit.

As noted in the budget table for the first year *Personnel Costs*, the program has hired a half-time program coordinator. The program coordinator will be responsible for assigning instructors to courses, coordinating the development of courses, instruction of courses, providing career advising, acting as a liaison to the Distance Learning Center and other campus departments, in addition to other duties related to managing and growing the program. Additionally, as noted in the budget table for the second year *Personnel Costs*, an advisor will be required to provide advising to students on course registration and other program related issues. During the first year, these positions can be combined into one while the program is small.

Based on past experience, course development costs include instructional design, editing, and payment to faculty. Also, \$40,000 in the first year is provided by current online program carryover.

Finally, as outlined on the budget, additional costs for Year One are listed as: *Faculty/Instructional Staff; Supplies & Expenses; Capital Equipment; Library; Computing & Software; Travel; Professional Development; Supplies; and Overhead*. Additional costs for Years Two and Three are listed as: *Faculty/Instructional Staff; Non-instructional Academic Staff; Classified Staff; Course Development; Supplies & Expenses; Library; Computing & Software; Travel; Professional Development; and Overhead*. These additional costs are matched by tuition generation in each year.

BUDGET: Estimated Total Costs and Resources						
	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Graduate Assistants						
Non-instructional Academic/Classified Staff (Coordinator)	0.5	\$15,000				
Course Development		\$25,000				
Subtotal		\$40,000				
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff		\$ 23,000		\$50,000	.5	\$155,750 ¹
Non-instructional Academic Staff			2.0	\$135,000	2.5	\$186,500
Classified Staff			.25	\$10,500	1.0	\$41,175
Course Development				\$20,000		\$15,000
Non-personnel						
Supplies & Expenses		\$30,000		\$30,940		\$44,000
Capital Equipment (printer/copier/fax)		\$12,800				\$10,900
Library		\$ 2,000		\$ 3,000		\$ 4,000
Computing & Software		\$15,000		\$21,000		\$25,000
Travel		\$ 4,000		\$ 6,000		\$ 7,000
Professional Development		\$ 4,000		\$ 6,000		\$ 7,000
Other (overhead)		\$19,000		\$25,000		\$30,715
Subtotal		\$ 109,800		\$370,440		\$527,040
TOTAL COSTS		\$ 149,800		\$307,440		\$527,040
CURRENT RESOURCES						
General Purpose Revenue (GPR)						
Gifts and Grants						
Fees						
Other (Define) Carryover		\$ 40,000				
Subtotal						
ADDITIONAL RESOURCES						
GPR Reallocation (Specify source)						
Gifts and Grants						
Fees						
Tuition		\$109,800		\$307,440		\$527,040
Subtotal		\$149,800		\$307,440		\$527,040
TOTAL RESOURCES		\$149,800		\$307,440		\$527,040

¹Note: This includes a .5 position plus overload payments

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(9), authorizing the implementation of the Online Master of Science in Distance Education Leadership at UW-Platteville.

RELATED REGENT POLICIES

Regent Policy Document 4-12: Planning and Review Principles for New and Existing Academic Programs and Academic Support Programs

Academic Informational Series #1 (ACIS-1.0, revised April 2010): Statement of the UW System Policy on Academic Planning and Program Review

University of Wisconsin System Academic Planning and Program Review – Appendix C: Principles of Pricing Distance Education Credit Courses, Degree and Certificate Programs, *Academic Informational Series #5.4* (ACIS 5.4, revised September 2000)

EDUCATION COMMITTEE

Resolution I.1.b.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin Colleges and the President of the University of Wisconsin System, the Board of Regents approves the University of Wisconsin Colleges' revised mission statement.

**REVISED MISSION STATEMENT
UNIVERSITY OF WISCONSIN COLLEGES
(APPROVAL)**

EXECUTIVE SUMMARY

BACKGROUND

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

The University of Wisconsin Colleges requests approval for its revised mission statement. The new mission statement was developed to accommodate the Colleges' proposed Bachelor of Applied Arts and Sciences degree and addresses the Colleges' goal to provide a single baccalaureate degree that meets local and individual needs. At the same time, it reaffirms the Colleges commitment to prepare traditional-age and returning-adult students for successful pursuit of the Associate of Arts and Science degree and baccalaureate degrees at transfer institutions. It further aligns with the UW System mission to efficiently provide bachelor-level degree program leading to increased educational attainment statewide. The new mission received broad input from campus stakeholders, and was endorsed by Chancellor David Wilson and the UW Colleges Senate on April 23, 2010. Both the new mission and the proposed baccalaureate degree underwent first readings at the June, 2010, Board of Regents meeting.

On Monday, June 28, 2010, a public hearing took place via compressed video, in fulfillment of the statutory requirement. The hearing was chaired by Regent Mark Bradley. All 13 campuses and Madison-based staff were invited to participate. Campus executive officers and deans, campus-based administration, faculty, staff, and students attended the public hearing. In addition, Mark O'Connell, the Executive Director of the Wisconsin Counties Association, participated as did then-Student Regent Jessica Schwalenberg. UW Colleges/UW-Extension Chancellor David Wilson was also present as were members of his Executive Team. In all, approximately 50 people attended from across Wisconsin. Mark O'Connell, representing the Wisconsin Counties Association, provided a strong endorsement of the mission change. Student Regent Jessica Schwalenberg spoke strongly in favor of the proposed changes to the mission of the UW Colleges. Librarians at the UW-Barron County and UW-Sheboygan campuses expressed apprehension over making the transition from a library focused on assisting students with attaining an Associate of Arts and Science degree, to assisting students with earning a Bachelor of Applied Arts and Sciences degree. Specifically, librarians were concerned with matters related to providing student access to library resources and the costs associated with building collections to support the Bachelor of Applied Arts and Sciences degree. Since the public hearing, the UW Colleges Library Council has worked closely with the Office of Academic Affairs to address these issues and, as a result, the budget supporting the proposed Bachelor of Applied Arts and Sciences degree has been revised to address the librarians' concerns and issues.

REQUESTED ACTION

Adoption of Resolution I.1.b.(1), approving the UW Colleges' revised mission statement.

DISCUSSION

The revised mission is an entirely new statement articulating the UW Colleges' mission:

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

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

Current:

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

Revised:

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

Revised (clean):

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

Program Authorization (Implementation)
Bachelor of Applied Arts and Sciences
University of Wisconsin Colleges

EDUCATION COMMITTEE

Resolution I.1.b.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin Colleges and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Bachelor of Applied Arts and Sciences, to be offered regionally on six of the thirteen UW Colleges campuses and in partnership with six UW System comprehensive universities.

NEW PROGRAM AUTHORIZATION

Bachelor of Applied Arts and Sciences University of Wisconsin Colleges (IMPLEMENTATION)

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in the UW System policy statement, “Academic Planning and Program Review” (ACIS-1.0, Revised April 2010), the new program proposal for a Bachelor of Applied Arts and Sciences on six campuses of the University of Wisconsin Colleges is presented to the Board of Regents for implementation. If approved, the program will be subject to a regent-mandated review to begin five years after implementation. The UW Colleges and System Administration will conduct that review jointly, and the results will be reported to the Board. Expansion of the program to other campuses of the UW Colleges may be considered, depending upon the results of the five-year review, and would require approval by the Board of Regents.

The proposed baccalaureate degree program has undergone an initial review. At its June 2010 meeting, the Education Committee heard both the first reading of the UW Colleges’ revised mission, as well as the first reading of the proposed Bachelor of Applied Arts and Sciences. A second reading for approval is necessary because the request entails a mission change to the degree-granting authority of the UW Colleges.

REQUESTED ACTION

Approval of Resolution I.1.b.(2), authorizing implementation of the Bachelor of Applied Arts and Sciences at the University of Wisconsin Colleges.

DISCUSSION

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

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

degree also aligns with the UW System's efforts to ensure that public resources be used efficiently and academic institutions collaborate seamlessly.²

The B.A.A.S. degree supports national goals established by President Barack Obama and by private foundations (e.g., the Lumina Foundation for Education and the Bill and Melinda Gates Foundation), and national professional organizations (e.g., the Association of American Colleges and Universities or AAC&U), to increase the proportion of the U.S. population with associate or baccalaureate degrees to 60 percent or more in the next 15 years.

Program Description

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

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

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

Program Objectives

The fundamental goal of the B.A.A.S. degree is to prepare place-bound adults who live in the six UW Colleges service areas for a life of creative and productive work in a changing and increasingly interdependent world. To accomplish this goal, the B.A.A.S. degree prepares students to apply theoretical knowledge, higher-order intellectual skills, and practical experience

² In meeting its transfer mission, the UW College record is strong. The most recent data indicates that 72 percent of students who enter the UW Colleges and transfer to a four-year UW System institution complete a bachelor's degree within six years. Looked at in another way, among first-time, full-time students, 84% have graduated from the UW Colleges or another higher education institution or are still enrolled at a UW Colleges campus or a campus of another institution of higher education six years after they enter the UW Colleges.

to achieve solutions to complex problems encountered in contemporary workplace and community settings and encased in a global context. The B.A.A.S. degree is built on the AAC&U's *Liberal Education and America's Promise* (LEAP) essential learning outcomes that include knowledge of human cultures and the natural world, practical and intellectual skills, integrative learning, and personal and social responsibility. Degree candidates are expected to achieve and demonstrate the following skill-based learning outcomes:

- Demonstrate analysis, synthesis, evaluation, decision-making, and critical and creative thinking skills to identify, analyze, and develop strategies to meet local community and business needs;
- Demonstrate persistent learning through the capacity to apply research skills, critical analysis, group discussion techniques, and disciplined writing in community and work settings;
- Write coherent, organized, well-developed, and substantive texts that follow the conventions of standard written English;
- Demonstrate a broad knowledge of global issues, processes, trends, and systems, and their relationships to local communities and businesses;
- Communicate effectively across contemporary cultural boundaries and work effectively in a variety of cross-cultural environments;
- Understand the role of service in the development of healthy communities; and
- Apply effective leadership, teamwork, relationship management, and conflict resolution skills in the workplace.

Program Curricular Components

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

B.A.A.S. Degree Completion Requirements

Students in the B.A.A.S. will complete 60 credits: 30 UW Colleges junior/senior-level credits and 30 UW partner junior/senior-level credits

UW Colleges

30 Credits

The UW Colleges will provide:

- 15 credits, Professional Experience*
 - Internship
 - Service-Learning
 - Prior Experiential Learning (maximum of 6 credits)
- 3 credits, Global Studies Core Course
- 3 credits, Cognitive Skills Core Course
- 6 credits, Capstone Senior Seminar
- 3 credits, selected from Global Studies, Cognitive Skills, or Electives

* The number of credits taken in each Professional Experience category will vary depending upon a student's interests and the number of prior-learning credits he or she brings into the program.

UW partner

30 Credits

The UW partner** will provide:

- 9 - 12 credits, Global Studies
- 9 - 12 credits, Cognitive Skills
- 6 - 9 credits, Electives

** The number of credits taken in each category will depend on the category selected for the 3 credits taken at the UW Colleges that can be a Global Studies, Cognitive Skills or Elective course.

1. *Professional Experience*

The Professional Experience component includes 15 credits of experiential learning integrated with academic instruction and any prior experiential learning credits awarded based on an assessment of an experiential learning portfolio.

- a. **Internship:** The internship combines classroom-based education with professional work. Its focus is on career-related skill development. Internships will span an entire term. The internship is arranged with a local business, agency, non-profit, or other type of organization. Applied Studies Coordinators who are based in participating campuses' Student Services offices will work in partnership with the B.A.A.S. degree Program Manager, a faculty team, and others to coordinate the internships.
- b. **Service-Learning:** The central feature of the service-learning component is service to others and reflection upon the role of service in community and individual life. Service-learning projects are integrated into a specific course with variable models for the nature of the integration (i.e., throughout the semester or at particular points in the semester).

Students have an opportunity to gain direct experience with issues they are studying in the course and engage in efforts to analyze and solve work/community-related problems in the context of a faculty-supervised project. As with internships, Applied Studies Coordinators and the Program Manager will coordinate service-learning projects in concert with course instructors.

- c. ***Prior Experiential Learning Assessment:*** The UW Colleges B.A.A.S. degree is designed to have multiple points of access to those who come with skills and knowledge gained in vocational and other non-academic settings. Therefore, a third part of the Professional Experience curriculum is a process by which B.A.A.S. students may present an experiential learning portfolio documenting university-level knowledge of a subject acquired outside a traditional classroom to UW Colleges faculty for evaluation for professional experience credit. The B.A.A.S. will grant a maximum of six credits for prior experiential learning toward the degree requirements.

2. ***Global Studies***

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

3. ***Cognitive Skills***

Problem-solving skills are another key component of modern knowledge-based workplaces and are essential for participation in contemporary community life. In national surveys, employers stress the need for employees to think critically, problem-solve intelligently, and communicate effectively, among other skills.⁴ The Cognitive Skills component consists of five junior/senior-level courses (15 credits) in a variety of disciplines. Students begin their study with a required three-credit UW Colleges core course, *Creative Problem Solving*, which explores the principles and approaches to the creative problem-solving process and emphasizes applying creative problem-solving to situations students are likely to face in their professional lives.

4. ***Capstone Senior Seminar***

The purpose of the two-semester, six-credit capstone senior seminar is for the student to work closely with faculty on the student's professional development. At the completion of

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

⁴“Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn.” The ability to effectively communicate orally and in writing, critical thinking and analytical reasoning skills, the ability to innovate and be creative, and the ability to locate, organize, and evaluate information from multiple sources were cited by employers in this AAC&U study of critical skills insufficiently emphasized in baccalaureate education in the U.S.

the seminar, the student will have a tangible product/report/study to help launch the student into his or her next career stage. During the seminar, one or more B.A.A.S. degree seniors will work closely with a UW Colleges faculty member on a project with regional impact and global perspective using higher-order intellectual skills. Senior status is required for enrolling in the course.

Credit Repository

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

- Credits awarded by the UW Colleges for college courses on transcripts brought by degree-seeking students;
- Credits awarded for prior learning through testing (e.g., CLEP, AP) and/or assessment by academic departments of experiential learning portfolios;
- Any required courses and other degree requirements that must be fulfilled to earn the UW Colleges Associate of Arts and Science degree; and
- Credits earned in the pursuit of the UW Colleges B.A.A.S. degree (at the UW Colleges and transferred from a UW partner institution).

Program Delivery

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

Admission

Admission will be to the UW Colleges and to the B.A.A.S. degree-completion program. Students will apply in the standard manner using the University of Wisconsin Online Admission Application. To take UW partner junior/senior-level courses, the B.A.A.S. student will enroll at the partner institution as a special student in accordance with conditions specified in the Memorandum of Understanding (MOU) between the UW Colleges and the UW partner institution for that partnership. These MOUs include a commitment by the UW partner institutions to ensure space for B.A.A.S. students in their courses. UW partner institution credits

will be transferred back to the UW Colleges and applied toward the 60-credit requirement for the B.A.A.S. degree.

Advising

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

Relation to Institutional Mission

The UW Colleges is proposing a mission change to accommodate the proposed Bachelor of Applied Arts and Sciences degree. The revised mission addresses the need for “providing a single baccalaureate degree that meets local and individual needs.” The UW Colleges B.A.A.S. degree-completion program expands baccalaureate opportunities for place-bound, underserved adult learners, including those who have completed a liberal arts associate degree and would not otherwise be able to pursue a bachelor’s degree. It also opens opportunities to swirling adult populations who will now have an opportunity to consolidate their credits toward the Associate’s degree and continue in the B.A.A.S. degree-completion program. In Fall 2010, 33 percent of all students enrolled in the UW Colleges (and 71 percent of the students enrolled in the UW Colleges Online Program) were adult students. The UW Colleges remains committed to its Associate of Arts and Science degree mission to prepare traditional-age and returning adult students for successful pursuit of baccalaureate degrees at transfer institutions.

The B.A.A.S. degree will also strengthen and enhance the UW Colleges commitment to the Wisconsin Idea of “bringing the resources of the University to the people of the state and the communities that provide and support its campuses.” The B.A.A.S. degree-completion program fits into the broader UW System mission to efficiently provide bachelor-level programs that meet the needs of Wisconsin employers in today’s workplace.

Assessment and Program Evaluation

The assessment process in the UW Colleges is guided and overseen by the UW Colleges Senate Assessment Committee and the Office of Academic Affairs. The UW Colleges Senate Assessment Committee, the Institutional Assessment Coordinator, the Office of Academic Affairs, and academic departments will develop uniform standards (rubrics) applied across academic departments and courses to assess programmatic learning outcomes as a student progresses through the degree. A matrix will be developed to clarify the links between programmatic learning outcomes and B.A.A.S. courses. Assessment will be conducted by faculty in all academic departments each term. Assessment data will be sent to the institutional research office for tabulation and analysis, and the results will be reported back to instructors,

academic departments, the Senate Assessment Committee, and the Office of Academic Affairs, each of which will participate in ongoing efforts to improve delivery of the program. Given the collaborative nature of the B.A.A.S. degree, discussions of assessment results will also occur with faculty and academic departments of the UW partners and between the provosts at the partner institutions. Application of uniform standards to the capstone course project will assess a student's mastery of the overall set of programmatic learning objectives of the B.A.A.S. degree. In addition to assessment of student learning, the UW Colleges will track enrollment, retention, and graduation rates of B.A.A.S. degree students.

Need

The B.A.A.S. degree aligns with the UW System *More Graduates for Wisconsin* goals of increasing the educational attainment of adults in the state of Wisconsin. The B.A.A.S. degree targets place-bound, underserved adults living within driving distance to the six UW Colleges campuses that will offer the degree.

In 2008, 26 percent of the adults in the state as a whole had earned at least a bachelor's degree. However, in five of the six service areas of the UW Colleges campuses that will offer the B.A.A.S. degree, the baccalaureate attainment rate ranged from only 10 to 21.8 percent, notably below the state average of 26 percent. Furthermore, from 2000 to 2007, the counties in these five regions have shown little change in the percentage of adults with at least a baccalaureate degree. Five of the six UW Colleges campuses are involved in this program specifically because they are located in service areas where the percentage of adults with at least a bachelor's degree is substantially below the state average, and where other groups of underserved, place-bound adults are concentrated.⁵

To tackle Wisconsin's higher educational attainment challenge, it is also important to go where there are larger numbers of residents without a bachelor's degree. The UW Campus in the sixth service area that will offer the B.A.A.S. degree, UW-Waukesha, fits this description. Although the average baccalaureate attainment rate in Waukesha County is well above the state's average of 26 percent, because the county population is so large there remains a substantial number of the approximately 150,000 adults 25 years of age and older without baccalaureate degrees. These individuals fit the target population for the B.A.A.S. of first-generation college students, adults, veterans, low-income, or immigrants. It is noteworthy that in Waukesha County, Latino Americans, African Americans, Asian Americans, and Native Americans together accounted for just over one-half of the county's total population growth. In addition, of the approximately 200 veterans enrolled in the six UW Colleges campuses, 35 percent are enrolled at UW-Waukesha. By offering the B.A.A.S. degree at UW-Waukesha, the opportunities available through this degree can reach large pockets of underserved populations that may be place-bound because of employment, family, and the expense of commuting longer distances in an area with limited public transit.

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

All of the service areas of the UW Colleges campuses to offer the B.A.A.S. degree are home to adult learners, whom the Bill and Melinda Gates Foundation call “the new majority.” Gates Foundation data show that three-fourths of college students today work while taking classes, and cycle in and out of colleges and universities accumulating credits, but rarely graduating. This population is comprised disproportionately of low-income students and students of color. Like the Midwest in general, the communities served by the six UW Colleges campuses have an increasing population of Latino American, African American, Asian American, and Native Americans. Since 2000, all of the counties in the service areas of the six UW Colleges campuses have experienced increases in the Latino American, African American, Asian American, and Native Americans populations. In these counties, the population growth of these four groups collectively ranged from a low of 13 to a high of 111 percent. Reaching and successfully graduating these students is a major challenge and necessary in order to replace the baby-boomers, whose retirements will result in a shortage of 14 million college-educated workers over the next decade.⁶

Demographic data from 2008 for the service areas of the six UW Colleges campuses also show evidence of families under financial stress, with most areas having more than 10 percent of the population living below poverty. Per capita annual income in these service areas hovered between \$20,000 and \$27,000 in 2008. Since the downturn that began in 2008, large and small manufacturing plants scattered in communities in the six UW Colleges campuses service areas have experienced layoffs (e.g., Rockwell International and Dean Foods in Richland Center) and even plant closings (e.g., the General Motors plant in Janesville, Wicks Modular Homes in Marshfield, and Fiskars in Sauk City). Many of these currently unemployed adults are also place-bound because of family connections or inability to move without an assured source of income.

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

Projected Enrollment

The table below provides a five-year projection of enrollments in the B.A.A.S. degree. The projections represent the combined total of students enrolled at all six of the UW Colleges campuses offering the B.A.A.S. degree. It assumes an attrition rate of between 5 and 18 percent. It also assumes fifteen contact hours per student each semester, or five three-credit courses,

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

which is full-time status for these adult learners. Full-time students can complete the B.A.A.S. degree requirements in two years.

Enrollment Categories	1st Year	2nd Year	3rd Year	4th Year	5th Year
New Students	72	121	117	120	120
Continuing Students		59	99	96	96
Total Enrollment	72	180	216	216	216
Graduates		56	94	91	91

Comparable Programs

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

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

Collaboration

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

Each UW College/UW partner pair entered into a memorandum of understanding regarding curriculum, budget, advising, financial aid, and related issues. These memoranda of understanding will assure there will be consistency and efficiency in policy matters related to admission, academic advising and financial aid, access to an array of appropriate courses, and transfer of credit for students in the B.A.A.S. degree.

Diversity

The UW Colleges Office of Academic Affairs, together with relevant UW Colleges Senate committees, will oversee the B.A.A.S. degree-completion program, including the establishment of recruitment goals and procedures. Adult student recruiters in collaboration with

local businesses and organizations will be a principal part of institutional efforts to recruit underserved, place-bound adult learners in the communities served by the six UW Colleges campuses. The UW Colleges will use county-level census data and other available data to help establish equity goals and track any changes in the race/ethnicity and socioeconomic status of students enrolling in the program. In addition, the institution will draw on information from a new longitudinal study begun by the UW Colleges institutional research office in fall 2009, to track and report on the first-generation status of new students, which can be disaggregated by race/ethnicity and age.

Development of equity goals for the B.A.A.S. degree will draw upon past efforts to increase diversity in the UW Colleges student body and promote equitable academic outcomes in the UW Colleges Associate of Arts and Science program. The UW Colleges has been an active participant in the Equity Scorecard Project, the UW System Campus Climate Study, the Adult Student Initiative conducted jointly with UW-Extension, Inclusive Excellence, and the Transfer Equity Study. As part of these projects and initiatives, the UW Colleges is addressing the challenge of diversifying the student body through a data-based, analytic approach.

The Equity Scorecard Project provides an example of the institution's data-based approach. The focus of the Equity Scorecard Project in the UW Colleges has been to make progress toward achieving equitable access rates across all race and ethnic groups from the primary feeder high schools for each UW Colleges campus. To facilitate achieving this goal, the institutional research office of the UW Colleges Office of Academic Affairs provides to each of the 13 campuses two sets of reports annually: class sizes for high schools in the campus service area; and enrollment rates by race/ethnicity for the high schools in the campus service area. Similarly, retention rates by race/ethnicity are tracked and reported to each campus annually. These efforts have resulted in an increase in the diversity of the UW Colleges student body and in an increase in retention of the UW Colleges' more diverse student populations. Likewise, designs for assessing student performance in the B.A.A.S. degree will benefit from the UW Colleges Associate of Arts and Science experience of tracking student performance in the top 25 enrolling courses, disaggregated by race/ethnicity, and sharing it with campus deans, academic department chairs, and student services staff. The longitudinal Transfer Equity Study tracks students, disaggregated by race/ethnicity, from entry in the UW Colleges through transfer using several milestone markers along the path.

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

Evaluation from External Reviewers

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

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

The reviewers also praised the creative expansion of resources and relationships built into the collaborative partnerships between the UW Colleges and UW partners and the adequacy of library and student support services. One reviewer pointed to the years of experience the UW Colleges has in serving adult students and training faculty in a variety of course delivery modes. He concluded that “The B.A.A.S. degree reflects a positive trend in extended university education.”

Resource Needs

Students enrolled in the UW Colleges B.A.A.S. degree completion program will pay tuition at the UW comprehensive standard tuition rate. The program budget assumes a 5.5% tuition increase per year, with tuition figures based on estimated student credit hours. It is expected that tuition for credits taken at the UW partner institutions will be at the institution’s distance education rates, since they will primarily be provided in modes other than face-to-face delivery, and will cost more than standard tuition. The UW Colleges and UW-Extension Chancellor’s Innovation Fund will be used for start-up costs and the initial promotion and recruitment efforts.

By the second year of the program, 7.5 FTE faculty members (1.25 FTE per UW Colleges campus) will directly participate in the B.A.A.S. degree program as instructors delivering UW Colleges courses. The program will also need to cover the costs for instructional academic staff to ‘backfill’ for the UW Colleges faculty, who will move from the freshman and sophomore curriculum into the junior and senior curriculum of the B.A.A.S. degree. The

number of instructional academic staff backfilling for these faculty members will be 2.5 FTE in the first year of the program, and 5.0 FTE in the subsequent years. The number of additional non-instructional academic staff positions or portions of positions required to initiate and to continue the program is 4.7 FTE, which include: a .25 FTE program manager; six .25 FTE adult student advisors; six .25 FTE professional experience coordinators; a .50 FTE Registrar's Office staff member; a .25 FTE prior learning assessment coordinator; a .10 FTE library support services automation librarian; and six .10 FTE academic (reference) librarians. On a short-term basis, a 1.0 FTE Financial Aid Office staff member and a .50 FTE credit repository staff member will be hired before the start date of the program's courses.

Supplies and expenses funds will be used for the UW Colleges Marketing Office to develop direct mail recruitment campaigns and for the six campuses to run campus-based media campaigns; for the six UW Colleges campus libraries to acquire faculty-identified electronic and AV materials; for the program manager to travel to the six campuses to work with the professional experience coordinators and provide ongoing assessment of services; and for a computer for the six campus B.A.A.S. adult student advisors, for the prior learning experience coordinator, and for the UW Colleges Credit Repository.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.b.(2), authorizing implementation of the Bachelor of Applied Arts and Sciences at the University of Wisconsin Colleges

RELATED REGENT POLICIES

Regent Policy Document 4-12: Planning and Review Principles for New and Existing Academic Programs and Academic Support Programs

Academic Informational Series #1 (ACIS-1.0, revised April 2010): Statement of the UW System Policy on Academic Planning and Program Review

BUDGET: Estimated Total Costs and Resources

	1st Year 2012-2013		2nd Year 2013-2014		3rd Year 2014-2015	
Current Costs						
Faculty FTE who will shift into the B.A.A.S.	3.75	\$273,748	7.50	\$539,830	7.50	\$ 550,627
<i>Current Subtotal</i>		\$273,748		\$539,830		\$550,627
Additional Costs	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Program Manager	.25	\$28,024	.25	\$28,585	.25	\$29,154
Adult Student Advisors (.25 FTE/campus)	1.5	\$80,307	1.5	\$81,913	1.5	\$83,552
Professional Experience Coordinators (.25 FTE/campus)	1.50	\$80,307	1.50	\$81,913	1.50	\$83,552
PLA Coordinator	.25	\$11,271	.25	\$11,497	.25	\$11,727
Registrar's Staff	.50	\$22,542	.50	\$22,993	.25	\$11,727
Library Staff (.10 FTE/campus & .10 LSS)	.70	\$48,917	.70	\$49,895	.70	\$50,893
Non-Personnel						
Marketing		\$51,000		\$51,000		\$51,000
Program Manager Travel		\$1,500		\$1,500		\$1,500
Library Resources		\$14,420		\$15,541		\$15,899
Librarian Prof Development		\$3,250		\$3,413		\$3,584
<i>Additional Subtotal</i>		\$341,538		\$348,250		\$342,588
Total Costs		\$615,286		\$888,080		\$893,215
Current Resources						
GPR/fees		\$78,748		\$142,030		\$144,871
<i>Current Subtotal</i>		\$78,748		\$142,030		\$144,871
Additional Resources						
Tuition		\$226,750		\$598,053		\$748,344
Chancellor's Initiative Fund		\$309,788		\$147,997		\$0
<i>Additional Subtotal</i>		\$536,538		\$746,050		\$748,344
Total Resources		\$615,286		\$888,080		\$893,215

**OVERVIEW OF DATA FOR
UNDERGRADUATE TRANSFER STUDENTS
TO UNIVERSITY OF WISCONSIN SYSTEM INSTITUTIONS
2009-10**

EXECUTIVE SUMMARY

BACKGROUND

Student transfer and mobility—the movement of students into and out of different colleges and universities over the course of their undergraduate years—are constants of 21st-century American higher education. At its June 2011 meeting, the Education Committee will review three interrelated agenda items focused on transfer. The Committee will 1) receive an overview of data for undergraduate students transferring into UW institutions; 2) review the final report for the Wisconsin Transfer Equity Study; and 3) consider the revised Board of Regents policy on undergraduate transfer. Together, these agenda items provide important focus on student mobility and the large numbers of students who transfer into and out of UW institutions.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

The data summarized below is taken from the University of Wisconsin System *Informational Memorandum on Undergraduate Transfer Students for 2009-10*, prepared by the Office of Policy Analysis and Research. The full Memorandum provides a more complete picture of data on transfer students into UW institutions from a range of perspectives, including sending and receiving institutions, retention and graduation rates, and breakdowns by age, gender, race/ethnicity, among other characteristics.

Transfer Student Enrollment

During the 2009-10 academic year, more than 17,000 students successfully transferred credits from another postsecondary institution into or within the University of Wisconsin (UW) System. This was the highest number of transfer students since the UW System was merged in the early 1970s.

UW System transfers include students transferring between UW institutions or from the Wisconsin Technical College System (WTCS), Wisconsin private institutions, out-of-state institutions, and international institutions. The majority of transfer students (87%) were new transfer students who transferred to a UW System institution that they had not previously attended. Of the 14,755 new transfer students to the UW System in 2009-10:

- 38% transferred between UW institutions;

- 30% transferred from out-of-state institutions;
- 23% transferred from the WTCS; and
- 7% transferred from Wisconsin private institutions and 2% from international institutions.

Among UW institutions, UW-Milwaukee received the most new transfer students (2,424), followed by UW-Madison (1,671), UW-Oshkosh (1,436), and the UW Colleges (1,429).

Transfer Student Characteristics

Of the new transfer students to the UW System in fall 2009:

- 25% entered as freshmen, 38% as sophomores, and 37% as upperclassmen;
- 84% were full-time students;
- 54% were between the ages of 20 and 24;
- 52% were female; and
- 11% were students of color.

Transfer Student Outcomes

The Second-year retention rate and the six-year graduation rate are two indicators of student outcomes to measure success of transfer students at UW System institutions.

Second Year Retention Rate:

- The overall second-year retention rate for fall 2008 new transfer students was 74%.
- New transfers entering in fall 2008 as full-time students persisted at a much higher rate (77%) than those entering as part-time students (57%).
- Students who transferred into the UW System in fall 2008 as upperclassmen had a much higher second-year retention rate (79%) than those who transferred as freshmen (60%).

Six-Year Graduation Rate:

- The overall six-year graduation rate for fall 2003 new transfer students was 61%.
- The six-year graduation rate for the fall 2003 new transfer cohort entering as full-time students was much higher (65%) than for those entering as part-time students (37%).
- Students who transferred into the UW System in fall 2003 as upperclassmen had a much higher six-year graduation rate (70%) than those who transferred as freshmen (39%).

A full copy of the *Informational Memorandum* can be found on the UW System website at: http://www.uwsa.edu/opar/orb-im/im/transfer/ts_0910.pdf

RELATED REGENT POLICIES

Regent Policy Document 7-1: University of Wisconsin System Undergraduate Transfer Policy
Regent Policy Document 7-3: University of Wisconsin System Freshman Admissions Policy

WISCONSIN TRANSFER EQUITY STUDY

EXECUTIVE SUMMARY

BACKGROUND

The second decade of the twenty-first century has been marked by the increasing recognition that America has lost some of its global leadership in higher education attainment, leading President Obama to establish the goal of graduating five million more Americans by 2020. Higher education institutions and policy-makers throughout the country have responded with a number of initiatives designed to increase the number of college graduates. The University of Wisconsin System has launched *More Graduates for Wisconsin*, the second phase of its *Growth Agenda for Wisconsin*, and is a participant in the national initiative, *Access to Success*, led by the Education Trust and the National Association of System Heads. Both of these initiatives set concrete goals for increasing the UW System's number of baccalaureate degree-holders in the coming years. *Access to Success*, moreover, focuses on closing the gap in opportunity, equity, and achievement for students of color compared to their white peers.

The Wisconsin Transfer Equity Study is another initiative in which the UW System has been involved, designed to enhance equity, or parity of outcomes, between students of color and their white peers in transfer and baccalaureate attainment. The Study involved a two-year collaboration among the UW System, the Wisconsin Technical College System, and the Center for Urban Education at the University of Southern California, that sought to identify and address barriers to transfer for students of color in the partner institutions. Completed in November 2010, the final report details key findings and recommendations from the Study.

At its June 2011 meeting, the Education Committee will review three interrelated agenda items focused on transfer. In addition to the Wisconsin Transfer Equity Study, the Committee will consider an overview of transfer data for students across the UW System and the revised Board of Regents policy on undergraduate transfer. Together, these agenda items provide important focus on student mobility and the large numbers of students who transfer into and out of UW institutions.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

The impetus for the Wisconsin Transfer Equity Study arose from the UW System's work with Estela Bensimon and colleagues from the Center for Urban Education on the Equity Scorecard process, an approach to organizational change emphasizing equity for underserved and underrepresented students of color. Equity Scorecard findings from several participating campuses identified multiple and disproportionate barriers to transfer for students of color in comparison to their white peers, thus motivating interest in investigating further and addressing these barriers.

The Transfer Equity Study brought together UW System Administration and institutional leaders, along with their counterparts at the Wisconsin Technical College System, to conduct a review of quantitative data, a multi-state transfer policy audit, and a survey of transfer practices, policies, and programs in operation between UW institutions, and between the UW and the Wisconsin Technical College Systems. Participants included senior leadership from UW System Administration, the Wisconsin Technical College System Office, the UW Colleges, and the Center for Urban Education. In addition, teams of faculty and staff from UW-Milwaukee, UW-Oshkosh, UW-Sheboygan, Milwaukee Area Technical College, and the Fox Valley Technical College joined the study to provide institutional representation that would help identify the challenges to transfer both within and between institutions.

The Wisconsin Transfer Equity Study uncovered a number of inequities in the transfer pathways of students of color, disaggregated by race and ethnicity and varied depending on the sending institution. The inquiry process conducted by team members at the system and institutional levels resulted in insights into the interventions needed to enhance transfer, and at the levels of the classroom, department, institution and inter-institution. The Study focused its lens, moreover, on system policy and campus practice perspectives, resulting in recommendations in both these areas. Recommendations included: strengthening of transfer accountability reporting; setting intra-system “equity benchmarks” for transfer; and strengthening articulation agreements and accommodations for students transferring from WTCS institutions, among others. Some of the Study’s recommendations are addressed in the revised transfer policy that will also be reviewed by the Board of Regents at the June 2011 meeting.

The Wisconsin Transfer Equity Study, like the UW System’s work on *Access to Success* and other initiatives, takes its place as an important component of the UW System’s efforts to advance *Inclusive Excellence*, the UW System’s strategic framework on diversity and equity. This work entails asking UW institutions—and the individuals in those institutions—to hold themselves accountable for achieving equity by asking questions about the effectiveness of their practice, examining appropriate and disaggregated data, and using evidence to develop targeted responses and solutions to the problems of inequity in the educational outcomes of students.

RELATED REGENT POLICIES AND DOCUMENTS

Regent Policy Document 7-1: University of Wisconsin System Undergraduate Transfer Policy

Regent Policy Document 7-3: University of Wisconsin System Freshman Admissions Policy

Regent Resolution 8970: "Resolution to Endorse the UW System's Commitment to Diversity in Phase II of Plan 2008," adopted 2/11/05.

Beyond Plan 2008: Next Steps in the UW System’s Work on Equity, Diversity, and Inclusion, Report to the Board of Regents, March 2009

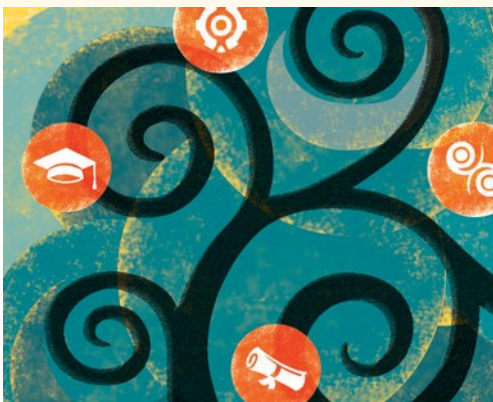
Status Report on Inclusive Excellence, Report to the Education Committee, June 2010

Role of Equity-Mindedness in Inclusive Excellence, Report to the Education Committee, October 2010

The UW System’s Participation in the National Access to Success Initiative, Report to the Education Committee, October 2010

Wisconsin Transfer Equity Study: Final Report

November 2010



Loni Bordoloi Pazich, Project Coordinator
Estela Mara Bensimon, Principal Investigator

with support from The Ford Foundation

Wisconsin Transfer Equity Study: Final Report

This report was written by Loni Bordoloi Pazich, Project Coordinator at the Center for Urban Education, University of Southern California. The study's Principal Investigator, Dr. Estela Mara Bensimon, is a Professor of Higher Education at the University of Southern California Rossier School of Education and Co-Director at the Center for Urban Education, University of Southern California.

HOW TO CITE THIS REPORT:

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Table of Contents

System Team Roster	ii
Wisconsin Transfer Equity Study: Final Report.....	1
Major Goals of the Report	2
What Has Been Learned at the System Level	3
What Has Been Learned at the Campus Level.....	10
System Team Recommendations	12
Technical Appendix.....	15
Appendix A: UW College Students Transferring to UW Universities	15
Appendix B: WTCS Students Transferring to UW Universities	16
Appendix C: All 2-Year Institution Students Transferring to UW Universities	17



Wisconsin Transfer Equity Study

System Team Roster

<i>USC Center for Urban Education</i>	<p>Estela Mara Bensimon, Principal Investigator</p> <p>Alicia C. Dowd, Principal Co-Investigator</p> <p>Loni Bordoloi Pazich, Project Coordinator</p> <p>Megan Chase, Research Assistant</p>
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<i>University of Wisconsin System Administration</i>	<p>Rebecca Martin, Sr. Vice President for Academic Affairs</p> <p>Vicki Washington, Assoc. Vice President, Equity, Diversity and Inclusion</p> <p>Sharon Wilhelm, Assoc. Vice President, Policy Analysis and Research</p> <p>Larry Rubin, Associate Vice President, Student Affairs and Academic Support Services</p> <p>Walter Zakahi, President's Office, American Council of Education Fellow</p>
<i>University of Wisconsin Colleges</i>	<p>Greg Lampe, Vice Chancellor, Academic Affairs</p> <p>Gregg Nettesheim, Sr. Information Manager, Academic Affairs</p>

Wisconsin Transfer Equity Study

Final Report – November 2010

President Obama's goal of graduating five million more Americans by 2020 and regaining our former place in the world as a leader in higher education attainment will be a challenge to all educators. To achieve the nation's educational and economic goals, he points to two-year colleges as the cornerstone to achieving this transformation. The Wisconsin Growth Agenda anticipated the President's charge by seeking to raise the level of baccalaureate attainment among its residents, and identified the improvement of transfer rates as a key strategy toward achieving that goal. As part of its efforts to improve collegiate transfer for students of color, the University of Wisconsin System (UWS) collaborated with the **University of Southern California's Center for Urban Education** and the Wisconsin Technical College System (WTCS) in the **Wisconsin Transfer Equity Study**.

The impetus for the *Wisconsin Transfer Equity Study* arose from findings that emerged from using the Equity Scorecard™, an ongoing initiative designed by the Center to identify and close achievement gaps for historically underrepresented students. The *Wisconsin Transfer Equity Study* seeks to enhance equity, or parity in outcomes, between students of color and their white peers in transfer and baccalaureate attainment. UWS and WTCS have been working at the system and institutional levels to identify and address barriers to transfer for students of color in their programs, practices, and policies. From Fall 2008-Fall 2010, a team of system level administrators representing UWS and WTCS studied ways in which policy could be enhanced to promote transfer for more students of color. The system team created a number of work groups to focus on specific areas of concern. In Spring 2010, teams of faculty and staff at UW-Milwaukee, UW-Oshkosh, UW-Sheboygan, Milwaukee Area Technical College, and Fox Valley Technical College joined the study to provide institutional representation and identify choke points or barriers in the transfer pathway within an institution or between institutions. The work conducted at the system and institutional levels have provided insights into the interventions needed to enhance transfer—at the level of the classroom, department, institution and inter-institution.

The Wisconsin Transfer Equity Study is unique for a number of reasons. First, we holistically examined the challenge of low transfer rates for students of color from a system policy perspective as well as a campus practice perspective. Second, this study enabled Wisconsin to demonstrate that it uses data and creates research-informed policies and practices, in keeping with the goals of President Obama's American Graduation Initiative. Third, this study addresses the timely issue of transfer for students who enroll in WTCS institutions. Our findings demonstrate that students of color are more likely to enter technical colleges in Wisconsin, and as a result, may experience greater structural challenges to entering traditional baccalaureate programs.

Major Goals of This Report

The intent of this report is to:

- Develop and implement targeted strategies to close the long-standing gap in transfer and baccalaureate attainment between white students and African American, Latino/a, American Indian and Southeast Asian students;
- Facilitate the establishment of “equity benchmarks” to track progress toward achieving transfer equity at the system level and for individual campuses using CUE’s Benchmarking Student Success and Equity Tool™ (BESST); and
- Create an organizational culture marked by shared responsibility for outcomes of students of color.

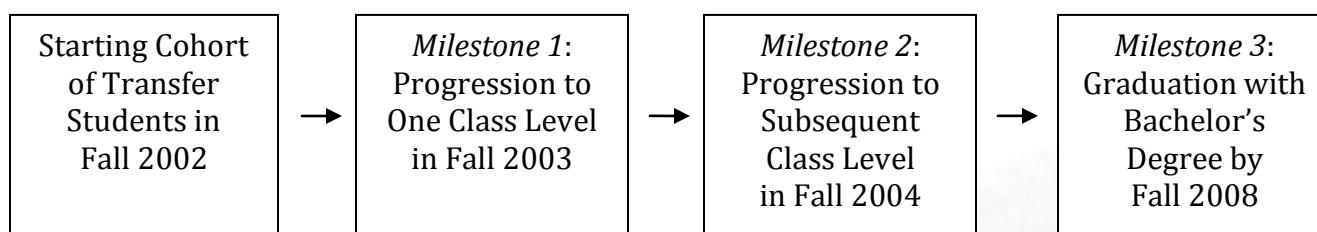


What Has Been Learned at the System Level

The system team has been conferring regularly since Fall 2008. Its major activities to date have included a review of quantitative data, a multi-state transfer policy audit, and a survey of transfer practices, policies, and programs administered to transfer professionals in UWS and WTCS. Two sub-committees on accountability and transfer policy also engaged in inquiry around transfer accountability and articulation for technical programs, respectively. This section of the report provides a brief overview of the transfer challenge faced by Wisconsin and shares findings made by the system team from its inquiry activities.

Using the Benchmarking for Equity and Student Success Tool (BESST)

The system team used a tool developed by CUE called the Benchmarking Equity and Student Success Tool™ (BESST) to track outcomes for transfer students entering UW four-year institutions over time. The tool is designed to track students through key curricular milestones and finally, to graduation. The system team determined the milestones to track:



These milestones were designed to accommodate transfer students entering UW four-year institutions with differing numbers of completed credits under their belt. For example, transfer students may enter four-year institutions with enough credits to have freshman, sophomore, or junior status. The system team used class standing as a rough gauge of progress towards the bachelor's degree, recognizing that institutions have specific distribution requirements for degrees and majors. The system team also tried to accommodate the needs of students who require additional time to complete credits and attain their degrees by spreading the milestones apart. The total time horizon represented in the model, from entering as transfer students to graduating with bachelor's degrees, is six years. Students who progressed one class level or graduated were counted in each milestone. For a full description of the data definitions and the complete data tables, please refer to the appendix. In the discussion of selected findings from the BESST™ that follows, please note that all figures are rounded up.

WTCS Sends More Transfer Students of Color

In Fall 2002, the UW Colleges sent 23 percent more transfer students than WTCS to UW four-year institutions overall (1,611 students from UWC and 1,312 students from WTCS). However, WTCS sent *more than double* the number of students of color (n=159) compared to the UW Colleges (n=65). This trend was particularly pronounced for African-American, Latino/a, and Native American students, as demonstrated by the ratios given below. While the UW four-year institutions have historically had strong transfer relationships with the UW Colleges (UWC), we see that enhancing the transfer partnership with WTCS is also important for UWS to meet its goal to diversify its student body.

- For every one African American student transferring from UWC, eight African American students transferred from WTCS
- For every one Latino/a student transferring from UWC, two Latino/a students transferred from WTCS
- For every one Native American students transferring from UWC, two Native American students transferred from WTCS

Too Few Transfer Students Earn Bachelor's Degrees

Among all students from WTCS and UWC who transferred to UW four-year institutions in Fall 2002, *one-fifth* attained the curricular milestones and graduated with a bachelor's degree by Fall 2008. Students of color represent eight percent of the entering transfer students, but only five percent of the transfer students who graduate. The "cohort graduation rate" for underrepresented populations ranges from a low of five percent for African American transfer students to a relative high of 22 percent for Native American transfer students. The rates for Southeast Asian (8 percent) and Latino/a (10 percent) are also low. Differences in the success experienced by transfer students of color emerge by sending institution. Seventeen percent of transfer students of color from the UWC attain the curricular milestones and bachelor's degree, while ten percent of transfer students of color from the WTCS do the same.

Transfer Students of Color Experience a Curricular "Hump"

An interesting trend emerges when comparing the level of success transfer students experience *within* each curricular milestone. More than half the entering transfer students attain the first milestone. Disaggregated by race/ethnicity and sending institution, at least one-third of students in each group succeed in Milestone 1 (i.e., at least one-third of African American students from WTCS or UWC and so on attain the first milestone.) In the second milestone, students experience the lowest

success rate, representing a hump in students' trajectories as they work to attain their bachelor's degrees. This trend holds true across all racial/ethnic groups, regardless of whether students are from WTCS or UWC. (The exception is Native American students from UWC, who experience the lowest success in the first milestone.) Students experience the greatest success in the third and final milestone. Again, this trend holds true across all racial/ethnic groups and sending institutions. (The exception is African American students from UWC – this group of students experiences the greatest rate of success in the first milestone.) Collectively, these figures suggest that students experience the greatest challenge in the second milestone, and those who get past this milestone are very likely to graduate.

Transfer Maps Tell a Troubling Story

Our “transfer maps” (figures 1 and 2 are representative examples) provided the system team with a snapshot of transfer pathways at the institution-level for students of color. The maps show that “transfer paths” are not as numerous or robust for students of color compared to their white peers across all two- and four-year public institutions in Wisconsin. In this context, “transfer paths” refer to the arrows on the map depicting transfer movement between institutions. When we compare transfer paths available to students of color and white students, we see that more transfer paths are available to white students. For example, at least one white student transferred from Milwaukee Area Technical College to UW-Madison, UW-Eau Claire, UW-River Falls, UW-Platteville, UW-Stevens Point, and UW-Green Bay, while no students of color transferred to these institutions at all. For those transfer paths that exist for both white students and students of color, we see that fewer students of color transfer than their white peers. For example, 13 white students transferred from Milwaukee Area Technical College to UW-Parkside, but only 1 African American student and 1 Latino/a student transferred to the same institution. Finally, the transfer maps show that students of color are more willing to move geographically for transfer than many assume. Other data analyses indicate that transfer students of color are underrepresented, given their enrollment at the sending institution, and that students of color who transfer into four-year institutions are less likely to graduate with baccalaureate degrees. Transfer maps for all University of Wisconsin System institutions and Wisconsin Technical Colleges are available online at: http://cue.usc.edu/projects/wi/transfer_maps.html



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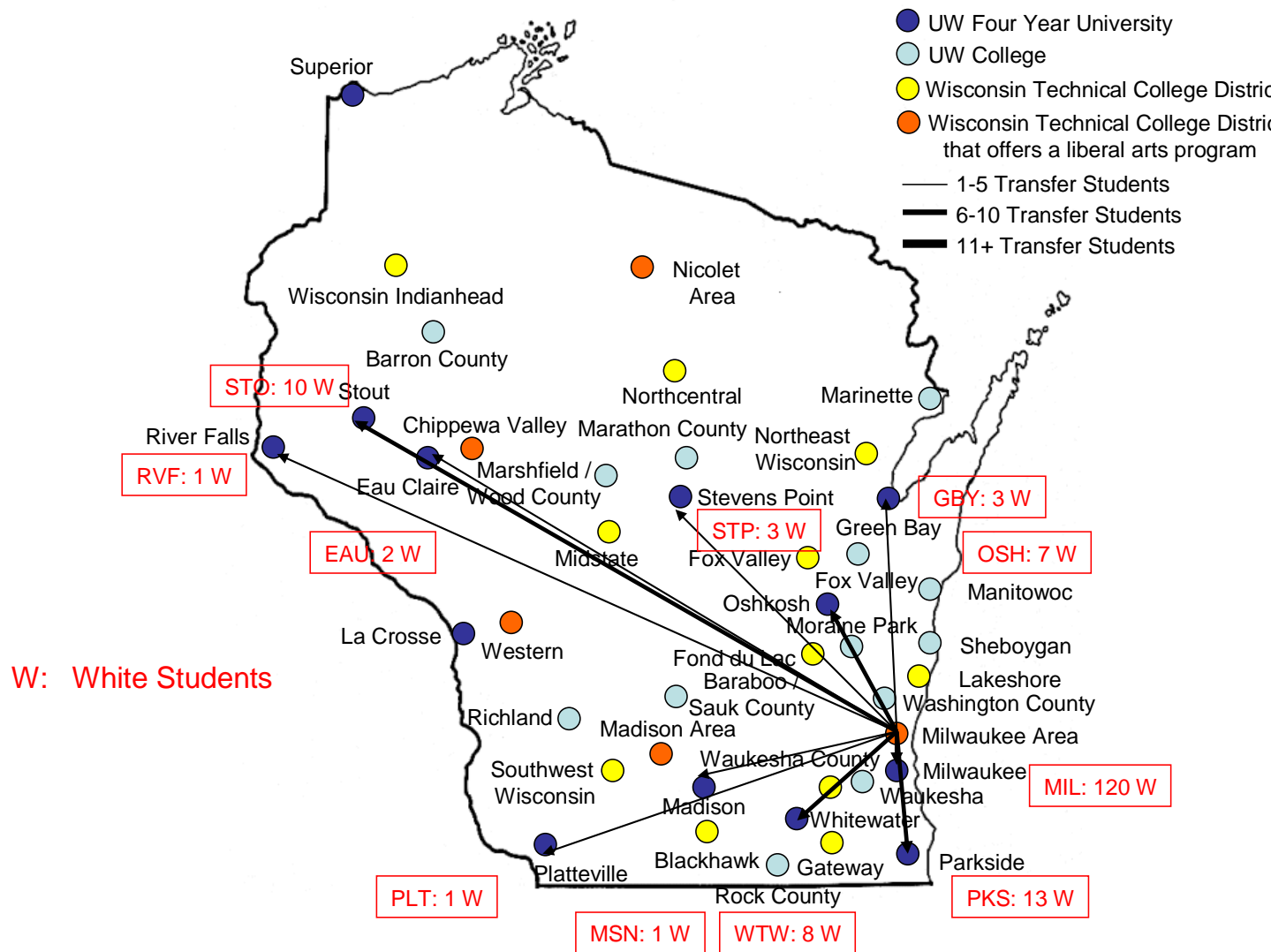


Fig. 2. Transfer pathways for *white students* from Milwaukee Area Technical College to UW four-year institutions in Fall 2008 (Source: UW System Administration Office of Policy Analysis and Research)

Too Little Transfer Accountability

UWS and WTCS have a complex set of policies associated with transfer, including articulation requirements, transfer support services, accountability, communications, etc. We compared transfer policy elements and transfer accountability metrics for UWS and WTCS against those in place for public postsecondary systems in California, Florida, Michigan, Minnesota, Texas, and Washington (many of these states participate in *Access to Success*, an initiative in which UWS is also a participant).

Our multi-state transfer policy scan indicates that Wisconsin has several strengths to be proud of in its transfer policy, especially its online resource for students, the Transfer Information System (TIS). However, transfer accountability needs to be improved. For example, the UWS system accountability report currently includes a hyperlink to a transfer informational memorandum in the “More to Explore” section of the main report but otherwise does not systematically report on transfer. In addition, WTCS has no transfer indicators in its post-graduation survey; and indicators relevant to transfer accountability for students of color are scattered among the various informational memoranda and data reports published by UWS and WTCS. When considering our goals as a system and a state, as well as what has been done in peer postsecondary systems, it is important to have more robust and focused monitoring of indicators relating to transfer equity in our key accountability documents to ensure that the transfer experiences of students of color receive attention and that improvements can be tracked on an annual basis.

Creating a “Transfer-Centric” Culture

Results from an electronic survey of 250+ faculty and administrators at two- and four-year institutions with a role in transfer showed that institutional responsibility for transfer students of color was not highly visible. The most commonly reported reasons for low transfer outcomes experienced by students of color tended to focus on deficits attributed to the student (e.g. “outside commitments”) instead of institutional ineffectiveness in enabling transfer (e.g. “insufficient support through transfer process”).

The survey also showed that the role and visibility for staff positions known as transfer advocates need to be restructured to proactively serve transfer students and students of color. The “transfer advocate” position was created to provide students with an additional resource as they navigate the transfer process, but the electronic survey results revealed problems with the manner in which they operate and are perceived. Less than two-thirds of all respondents (who are transfer or related professionals) were aware of that position. Half of the respondents who attempted to name the transfer advocate either confused the transfer contact person for the transfer advocate, or believed a

colleague to be a transfer advocate when s/he was not. Less than half of the respondents said that they referred students to the transfer advocate. Among those who identified themselves as transfer advocates, half reported having a student referred to them. Finally, the transfer advocates described their role in a manner that seemed to be “reactive” rather than “proactive”; i.e., they answered questions from students as they came in, instead of taking an advocate’s stance by organizing outreach efforts or expanding mentoring or other support resources for students. Collectively, the findings suggest that the transfer advocates at UWS and WTCS are under-utilized and not very visible.

The survey results indicated that articulation between technical/occupational and baccalaureate programs needs to be strengthened to prevent unnecessary loss of credits, which represent a loss of time and money for the students and may discourage them from seeking transfer to obtain bachelor’s degrees. The findings also indicate that students who transfer out are currently seen as “failures,” not “successes” for two- and four-year institutions because no mechanism exists to track whether students have merely withdrawn or have subsequently enrolled in a baccalaureate program. In other words, transfer-outs are currently seen as contributing to attrition, not retention within and graduation from Wisconsin public higher education. We hope to mitigate this perception by devising accountability metrics that fully acknowledge the contributions of sending institutions in the overall baccalaureate attainment rate.

Looking Closely at Articulation

A major theme that emerged in the survey for WTCS transfer professionals is the limited number of technical credits that transfer and apply toward baccalaureate degrees at UW four-year institutions. Additionally, a limited number of technical colleges are statutorily permitted to offer traditional collegiate transfer liberal arts curricula leading to associate of arts or science degrees; the majority of the technical colleges can only offer applied associate degree and certificate programs with a technical/occupational focus. The applied associate degree programs primarily consist of technical/occupational courses and some general education (GE) requirements. Typically, the GE courses in these applied associate degree programs transfer, but the technical courses do not. As a result, technical college students who transfer to UW institutions typically do not enter with junior status, further delaying time to degree attainment. It seems that technical students are deterred from attempting to transfer to UW institutions because of the loss of units and time. The survey also revealed that the main transfer partners for the technical colleges were private institutions that grant credit for technical courses. It appeared that technical students were willing to pay the higher private tuition cost because their time to degree attainment was shorter. The transfer policy sub-committee collected information on models for articulation between applied associate degree and accredited bachelor’s degree programs in public institutions in the states of Georgia, Ohio, Minnesota, South



Carolina, Texas and Washington. This activity generated dialogue about how to ensure that technical students do not lose credits or time to degree upon transfer to UW institutions.

What Has Been Learned at the *Campus Level*

Developmental Education Needs to be Strengthened

Using the BESST™, UW-Sheboygan learned that African American, Latino, and Southeast Asian students are more likely to start their college careers in developmental education courses, and as a consequence, are less likely to accumulate college-level credits and transfer. They looked closely at the culture of developmental education classrooms through a syllabus reflection activity in which syllabi were treated as artifacts of the classroom experience, communicating the instructors' attitudes towards students, teaching philosophy, and classroom culture. The evidence team members found that the syllabi tended to be authoritarian and punitive in tone—lacking in information about resources or supports from the instructor or the campus and lacking a clear sequencing of activities or a calendar of activities to enable students to plan their schedules accordingly. The campus evidence team members also noticed a difference in tone by department, with mathematics syllabi tending to be more minimalist than English department syllabi. As a result of these findings, the campus evidence team will recommend goals based on the BESST™ to be adopted by campus leadership to improve outcomes for students in developmental education by race/ethnicity. The campus evidence team will also encourage the campus committee for faculty development to organize professional development workshops specifically around teaching strategies for students of color in developmental education and creating syllabi that serve as learning and support resources for students.

Recruitment and Enrollment for Transfer Students of Color Need Attention

Among the UW four-year institutions, UW-Oshkosh (UWO) receives the greatest number of transfer students. However, after using the BESST™, the UWO campus evidence team discovered that their incoming transfer population was overwhelmingly white. To investigate why their campus was not bringing in more transfer students of color, the campus evidence team interviewed practitioners in the admissions office to learn more about recruitment practices for transfer students of color. They also interviewed transfer students of color to get their perspective on the transfer admission process and their experiences to date at UW-Oshkosh. The campus evidence team learned that the admissions office had a robust and integrated strategy to recruit first-year students of color but had not devoted the same level of attention to recruiting transfer students of color. While transfer enrollment is an important part of the campus's enrollment management strategy, it had not been used as part of UWO's efforts to diversify its student population. Representatives from the inquiry team are now in conversation with the enrollment management team to implement recommendations to strengthen transfer recruitment for students of color. Furthermore, the campus evidence team will demonstrate

to the campus enrollment management team how to use the BESST™ and initiate dialogue on adopting goals to recruit and retain more transfer students of color.

UW-Milwaukee (UWM) conducted focus groups with students from Milwaukee Area Technical College (MATC) and found that information gaps affected students' transition from MATC to UWM. UWM and MATC serve significant populations of students of color and already have a strong transfer relationship with each other; but the MATC students who transfer are disproportionately more likely to be white. As a result, UWM and MATC will focus on ensuring that more students of color benefit from the transfer partnership. The two campuses are engaged in discussions to open a joint office for transfer students that will be staffed by professionals from both campuses and be located at MATC. UWM will also revise its matriculation and orientation services to better meet the needs of incoming transfer students of color.

System Team Recommendations

Based on findings from its inquiry activities, the system team recommends the implementation of the following steps —

Strengthen Transfer Accountability Reporting

The key accountability instruments for UWS and WTCS include the UWS System Accountability Report and the WTCS Post-Graduation Survey. The readership for these documents includes governance boards and/or legislators. As discussed previously, indicators relevant for transfer equity are not adequately captured in these accountability instruments. The system team recommends that transfer indicators be jointly developed for both UWS and WTCS institutions and that the indicators be included in key accountability instruments. Indicators could be designed to track the number and/or percentage of students who transfer from the UW colleges and technical colleges into the UW four-year institutions; transfer enrollment of students at the UW four-year institutions; and graduation outcomes for incoming transfer students from the UW four-year institutions. All indicators would need to be disaggregated by race/ethnicity.

Set Intra-System “Equity Benchmarks” for Transfer

The system team recognizes that accountability and performance benchmarks for transfer go hand-in-hand, and are interested in adopting “equity benchmarks” to track progress towards achieving transfer equity, or parity, in transfer outcomes. As such, the system team recommends that clear transfer-out and transfer- enrollment goals be set for students of color from the technical colleges entering the UW four-year institutions. These goals should be jointly developed and adopted for the system and campus levels using CUE’s Benchmarking for Equity and Student Success Tool™ (BESST). The transfer goals for UWS would strive to meet the Wisconsin Growth Agenda, a larger effort to raise the number of college graduates, especially for “populations of opportunity”.

Strengthen Articulation for Technical Programs

As a result of findings from the study, as well as dialogue between administrators on the system team, UWS and WTCS hope to increase articulation and degree completion programs for students in technical/occupational programs so that they can transfer with junior status wherever appropriate. Technical programs serving a critical mass of students of color should be targeted first as part of this large-scale articulation effort. The new articulation initiative would involve faculty and staff from the two- and four-year institutions. The system team hopes to replicate the inquiry model used in the *Wisconsin Transfer Equity Study* by letting committee members engage in a transcript study to see

how technical credits are currently transferring and applying towards baccalaureate degrees to generate buy-in for the need to expand articulation with the technical colleges.

Extend Transfer Process Accommodations to WTCS Students

The UWS Board of Regents has crafted “principles of accommodation for transfer” as part of its system transfer policy. These principles currently apply only to students transferring from the UW Colleges to the UW four-year institutions. The principles include: waiver of transfer application fee; acceptance of as many transferable credits as are pertinent to the students’ new curriculum and the institution's graduation requirements, with maximum recognition given to transfer students in satisfying requirements at the receiving institution; and application of academic policies and procedures to continuing and UW System transfer students in a similar manner (e.g., transfer students admitted to the institution may register with similar priority as continuing students). The system evidence team suggests that procedures be developed to have the Board of Regents revise its policy so that the principles of accommodation for transfer will be extended to WTCS students. This is a significant policy change for symbolic as well as practical reasons. Symbolically, it shows that UWS welcomes technical students—who are more likely to be students of color—to pursue their baccalaureate degree at UW four-year institutions. It also provides evidence of a strong and close partnership between UWS and WTCS in ensuring that transfer is a robust pathway to expanded baccalaureate access for populations of color in Wisconsin. From a practical perspective, having the accommodations in place will encourage technical students of color to apply for transfer, as the cost barrier will have been removed. Their transition experience may potentially be less problematic because accommodations regarding academic procedures will be extended to them, including registering at the same time as continuing students. Finally, the new policy will hopefully encourage faculty and administrators at the UW four-year institutions to take more seriously the need to improve articulation with technical/occupational programs.

Strengthen the Role and Visibility of Transfer Advocates

Findings from the survey of transfer professionals suggest that the transfer advocates at UWS and WTCS are under-utilized and not visible to students and other faculty. The system team has discussed the need to re-conceptualize the role of the transfer advocate so that professionals in this position are more knowledgeable about the transfer process and will proactively reach out to students of color. In addition, the team recognized the need to provide more support to the transfer advocate in the form of professional development opportunities on how to be an effective institutional agent for change. Joint discussions between UWS and WTCS have already begun to reposition transfer advocates to be more effective in their roles and responsibilities. A special professional development conference is

being planned for Fall 2010 to train campus teams of transfer advocates in supporting students of color and disseminate findings from the Wisconsin Transfer Equity Study system-wide.

Craft Common Legislative and Public Messages about the Study

The system team would like to ensure that UWS and WTCS jointly craft a clear and compelling message about the work and outcomes arising from participation in the *Wisconsin Transfer Equity Study*. This joint message, devised to resonate with multiple audiences, should connect the need for enhancing transfer and degree attainment for students of color to Wisconsin's future success as a state. The message is an opportunity to counter fears about resource competition.

Technical Appendix

Appendix A: UW College Students Transferring to UW Universities

Ethnicity/ Race	Completion Rate	Starting Cohort	Milestone 1: Students Who Progress One Class Level		Milestone 2: Students Who Progress to the Subsequent Class Level		End Point: Students Who Graduate from UW Universities		Cohort Graduation Rate
		#	%	#	%	#	%	#	
African American	Successful Completion Rate		86%		33%		50%		14.3%
	# of Students Enrolled	7		6		2		1	
	% to original cohort		86%		29%		3.5%		
Latino/a	Successful Completion Rate		72%		15%		100%		11.1%
	# of Students Enrolled	18		13		2		2	
	% to original cohort		72%		11%		11%		
Southeast Asian	Successful Completion Rate		50%		22%		100%		11.1%
	# of Students Enrolled	18		9		2		2	
	% to original cohort		50%		11%		11%		
Other Asian	Successful Completion Rate		69%		56%		60%		23.1%
	# of Students Enrolled	13		9		5		3	
	% to original cohort		69%		38%		23%		
Native American	Successful Completion Rate		44%		75%		100%		33.3%
	# of Students Enrolled	9		4		3		3	
	% to original cohort		44%		33%		33%		
White/ International/ Unknown	Successful Completion Rate		60%		37%		92%		20.7%
	# of Students Enrolled	1546		934		349		320	
	% to original cohort		60%		23%		21%		
All Students	Successful Completion Rate		61%		37%		91%		20.5%
	# of Students Enrolled	1611		975		363		331	
	% to original cohort		61%		23%		21%		
Definitions		Starting Cohort: # Entering as transfer students from UWC in Fall 2002 (Full- and part-time)	Milestone 1: Students who progress one class level in Fall 2003 (that is, from freshman to sophomore, sophomore to junior, junior to senior)		Milestone 2: Students who progress one class level from Fall 2003 to Fall 2004 (that is, sophomore to junior, junior to senior)		End Point: Students who graduate within 4 years from Fall 2004 from all UW Universities		Cohort graduation rate: # of students who graduate by Fall 2008, divided by # of students who entered in Fall 2002

Source: UWSA Office of Policy Analysis and Research

Appendix B: WTCS Students Transferring to UW Universities

Ethnicity/ Race	Completion Rate	Starting Cohort	Milestone 1: Students Who Progress One Class Level		Milestone 2: Students Who Progress to the Subsequent Class Level		End Point: Students Who Graduate from UW Universities		Cohort Graduation Rate
		#	%	#	%	#	%	#	
African American	Successful Completion Rate		33%		26%		40%		3.5%
	# of Students Enrolled	57		19		5		2	
	% to original cohort		33%		9%		3.5%		
Latino/a	Successful Completion Rate		40%		38%		67%		10.0%
	# of Students Enrolled	40		16		6		4	
	% to original cohort		40%		15%		10%		
Southeast Asian	Successful Completion Rate		40%		25%		50%		5.0%
	# of Students Enrolled	20		8		2		1	
	% to original cohort		40%		10%		5%		
Other Asian	Successful Completion Rate		67%		44%		86%		25.0%
	# of Students Enrolled	24		16		7		6	
	% to original cohort		67%		29%		25%		
Native American	Successful Completion Rate		50%		33%		100%		16.7%
	# of Students Enrolled	18		9		3		3	
	% to original cohort		50%		17%		17%		
White/International/ Unknown	Successful Completion Rate		52%		49%		83%		21.0%
	# of Students Enrolled	1153		598		293		242	
	% to original cohort		52%		25%		21%		
All Students	Successful Completion Rate		51%		47%		82%		19.7%
	# of Students Enrolled	1312		666		316		258	
	% to original cohort		51%		24%		20%		

Definitions	Starting Cohort: # Entering as transfer students from WTCS in Fall 2002 (Full- and part-time)	Milestone 1: Students who progress one class level in Fall 2003 (that is, from freshman to sophomore, sophomore to junior, junior to senior)	Milestone 2: Students who progress one class level from Fall 2003 to Fall 2004 (that is, sophomore to junior, junior to senior)	End Point: Students who graduate within 4 years from Fall 2004 from all UW Universities	Cohort graduation rate: # of students who graduate by Fall 2008, divided by # of students who entered in Fall 2002
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Source: UWSA Office of Policy Analysis and Research

Appendix C: All 2-Year Institution Students Transferring to UW Universities

Ethnicity/ Race	Completion Rate	Starting Cohort	Milestone 1: Students Who Progress One Class Level		Milestone 2: Students Who Progress to the Subsequent Class Level		End Point: Students Who Graduate from UW Universities		Cohort Graduation Rate
		#	%	#	%	#	%	#	
African American	Successful Completion Rate		39%		28%		43%		4.7%
	# of Students Enrolled	64		25		7		3	
	% to original cohort		39%		11%		3.5%		
Latino/a	Successful Completion Rate		50%		28%		75%		10.3%
	# of Students Enrolled	58		29		8		6	
	% to original cohort		50%		14%		10%		
Southeast Asian	Successful Completion Rate		45%		24%		75%		7.9%
	# of Students Enrolled	38		17		4		3	
	% to original cohort		45%		11%		8%		
Other Asian	Successful Completion Rate		68%		48%		75%		24.3%
	# of Students Enrolled	37		25		12		9	
	% to original cohort		68%		32%		24%		
Native American	Successful Completion Rate		48%		46%		100%		22.2%
	# of Students Enrolled	27		13		6		6	
	% to original cohort		48%		22%		22%		
White/International/ Unknown	Successful Completion Rate		57%		42%		88%		20.8%
	# of Students Enrolled	2699		1532		642		562	
	% to original cohort		57%		24%		21%		
All Students	Successful Completion Rate		56%		41%		87%		20.2%
	# of Students Enrolled	2923		1641		679		589	
	% to original cohort		56%		23%		20%		
Definitions		Starting Cohort: # Entering as transfer students from WTCS and UWC in Fall 2002 (Full- and part-time)	Milestone 1: Students who progress one class level in Fall 2003 (that is, from freshman to sophomore, sophomore to junior, junior to senior)	Milestone 2: Students who progress one class level from Fall 2003 to Fall 2004 (that is, sophomore to junior, junior to senior)	End Point: Students who graduate within 4 years from Fall 2004 from all UW Universities	Cohort graduation rate: # of students who graduate by Fall 2008, divided by # of students who entered in Fall 2002			

Source: UWSA Office of Policy Analysis and Research

UW System Undergraduate Transfer Policy

EDUCATION COMMITTEE

Resolution I.1.c.(3):

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents endorses the revisions to Academic Information Series 6.0, 6.1, and 6.2, the UW System's policies on undergraduate transfer.

PROPOSED REVISIONS TO THE UW SYSTEM UNDERGRADUATE TRANSFER POLICY

EXECUTIVE SUMMARY

BACKGROUND

The UW System's transfer policy has historically been expressed in the document commonly referred to as Academic Information Series 6.0 (ACIS 6.0), and included in the Admissions Section of the Regent Policy Documents as 7-1. Two other documents have provided additional guidelines to UW institutions on transfer in the UW System: Academic Information Series 6.1 (ACIS 6.1), and Academic Information Series 6.2 (ACIS 6.2). ACIS 6.1 encompasses *Guidelines for Transferring Wisconsin Technical College System Applied Associate Degree General Education Courses*. ACIS 6.2 encompasses the *Guidelines for Developing Program to Program Articulation and Degree Completion Agreements between UW System Institutions and WTCS Districts*.

All UW institutions have followed the policy, procedures, and guidelines articulated in the ACIS documents and they have applied to all students who transfer as undergraduates to UW institutions.

At its June meeting, the Education Committee will consider revisions to the UW System's Undergraduate Transfer Policy, contained in Academic Information Series 6.0, 6.1 and 6.2. At a future meeting, the Board of Regents will address changes to Regent Policy Document 7-1, the Regent policy on undergraduate transfer, based on the revised policies in the ACIS documents.

REQUESTED ACTION

Approval of Resolution I.1.c.(3), endorsing the revisions to the UW System's Undergraduate Transfer Policy.

DISCUSSION

Need for Review and Process

The University of Wisconsin System transfer policies have not been reviewed or revised for five or more years. In Summer 2010, Senior Vice President Rebecca Martin convened the Transfer Policy Review Committee, composed of Transfer Coordinators and UW System Administration staff. Senior Vice President Martin charged the committee to review the System's existing policies (ACIS 6.0, 6.1, & 6.2) and make recommendations that would: update them to better reflect UW System initiatives and the current transfer environment; result in needed policy changes; and improve the clarity and organization of the documents. One expectation for the Review Committee was to revise the transfer policy so that it better aligned with the UW System's *More Graduates for Wisconsin* initiative and other Growth Agenda goals designed to increase opportunities for baccalaureate education.

The proposed revisions were discussed and reviewed by transfer coordinators, Admissions Directors, and Registrars. In addition, they were shared with Provosts at all UW institutions for general university-wide consideration. The attached revisions to the ACIS documents reflect the input received.

Summary and Explanation of Policy Revisions

Similar to the previous version of ACIS 6.0, the revised version of ACIS 6.0 articulating the UW System's transfer policy is grounded in the following enduring principles:

The University of Wisconsin System (UW System) welcomes transfer students from accredited colleges and universities both within and outside Wisconsin. The UW System Undergraduate Transfer Policy endorses a student-centered transfer process which fosters educational attainment, accommodates student mobility, and provides equitable treatment of transfer and continuing students. At the same time, this transfer policy recognizes legitimate differences among educational institutions, their missions and academic programs, and acknowledges institutional autonomy and program integrity. In order to maintain our commitment to transfer students, this policy should be reviewed periodically and updated as needed.

While these principles are retained in the revised policy, the new version of ACIS 6.0 and with it, ACIS 6.2, contain a number of changes, summarized below, which seek to facilitate ease of transfer to students while also maintaining the quality and institutional autonomy of UW institutions.

Recommended Modifications

ACIS 6.0, Undergraduate Transfer Policy

The proposed revisions include minor factual and terminology corrections to reflect changes since 2004, policy clarifications and improvements, and structural/organizational refinements, such as adding a Table of Contents and renaming and re-ordering sections. Listed below are the most significant of these changes:

1. The section on admission practices for transfer students was significantly revised to align with Regent Policy Document 7-3, the University of Wisconsin System Freshmen Admissions Policy.
 - a. The proposed revision says that transfer admission will be based on comprehensive admission review, consistent with the process for freshman admission. Language in the policy that referred to GPA or grade minimum requirements has been deleted.

b. A number of UW institutions have already approved transfer admission policies based upon comprehensive admission review. The proposed revision to ACIS 6.0 would institute that model for transfer admission at all UW institutions.

2. Section III, “Transfer Credit Principles,” has been added to make explicit basic assumptions about transfer. This section ties the transfer principles and practices of UW institutions to the [*Joint Statement on the Transfer and Award of Credit*](#) developed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council on Education (ACE), and the Council for Higher Education Accreditation (CHEA). This document sets forth a number of basic assumptions that have become national standards regarding the transfer of credit between institutions, be they similar or dissimilar, as well as recommended best practices for developing institution-specific policies and procedures.
3. The “Principles of Accommodation” section now groups accommodations based on whether they apply to all transfer students or are specific to those transferring within the UW System, to those transferring with a UW System Associate Degree, and/or to those students transferring from a Wisconsin Technical College. Some of the accommodations that previously were made only for UW System transfer students now are granted to any student transferring into a UW institution.
4. Expectations and processes related to granting transfer credit for prior learning have been collected and placed in a separate section.
5. The 30-credit limit on the number of general education credits that may be transferred to a UW institution from a WTCS applied associate degree has been removed. Each UW institution will determine if and how these courses will transfer based upon the quality and comparability of the coursework and its applicability to degree requirements.

ACIS 6.1, *Guidelines for Transferring Wisconsin Technical College System Applied Associate Degree General Education Courses*

The Committee recommended that ACIS 6.1, be deleted as the content of the policy has been incorporated into or was already addressed in ACIS 6.0.

ACIS 6.2, *Guidelines for Developing Program-to-Program Articulation and Degree-Completion Agreements between UW System Institutions and WTCS Districts*

The Committee recommended the following revisions to ACIS 6.2:

1. Shorten the name to *Guidelines for Articulation Agreements between UW System Institutions and WTCS Districts*.
2. Remove the distinction between program-to-program agreements and degree-completion agreements. All will now be referred to as articulation agreements.

3. Expand and make more explicit the list of information to be included in the written agreement:

- a. add revised date each time the agreement is reviewed;
- b. add date agreement will next be reviewed/updated; and
- c. include a table (suggested format provided) to summarize:
 - i. Course/credits required to earn the UW major;
 - ii. Courses/credits fulfilled by the WTCS program;
 - iii. Courses/credits still to be completed at UW;
 - iv. Total credits for each of the above.

Effects of Changes

The UW System Office of Academic Affairs concurs with the recommendation of the Transfer Policy Review Committee and believes that the proposed revisions to ACIS 6.0, 6.1, and 6.2 will fulfill their intended purposes to: make undergraduate transfer in the UW System as student-centered a process as possible by fostering educational attainment, accommodating student mobility, and providing for the equitable treatment of transfer and continuing students, while at the same time respecting institutional autonomy and the differences among educational institutions, their missions and academic programs.

RELEVANT REGENT POLICIES

Regent Policy Document 7-1: University of Wisconsin System Undergraduate Transfer Policy, commonly referred to as the Academic Information Series (ACIS) 6.0 Transfer Policy

Regent Policy Document 7-3: the University of Wisconsin System Freshman Admissions Policy

Regent Policy Document 4-16: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs.

**UNIVERSITY OF WISCONSIN SYSTEM
UNDERGRADUATE TRANSFER POLICY**

June 9, 2011

This document is a revision of the UW System Undergraduate Transfer Policy, replacing the document last revised on May 7, 2004, and all other prior versions. These provisions establish procedures and guidelines for UW institutions to facilitate the overall transfer process for all students.

Other Relevant Documents:

Planning the Future (12-86)

Undergraduate Transfer Policy Memorandum (12-82)

ACIS 6.1 (4-01)

ACIS 6.2 (4-01)

UWS Transfer Working Group Final Report (6-95)

UWS General Education Transfer Working Group Final Report (9-97)

Statement of Principles on Student Transfer from WTCS to UWS (4-7-2000)

Board of Regents Resolution # 8107 (4-7-2000)

Board of Regents Resolution # 8759 (11-7-2003)

Board of Regents Resolution # 8775 (12-5-2003)

UW SYSTEM UNDERGRADUATE TRANSFER POLICY

Contents

I.	Introduction.....	2
II.	Admission of Transfer Students.....	2
III.	Transfer Credit Principles	4
IV.	Principles of Accommodation.....	5
A.	For All Transfer Students.....	5
B.	For Students Transferring Within the UW System.	6
C.	For Students Transferring with a UW Institution Associate Degree.	7
D.	For Students Transferring From the Wisconsin Technical College System.	8
V.	Credit for Prior Learning	9
VI.	Institutional Responsibilities Regarding Transfer Information	10
VII.	Glossary of Terms	11

I. Introduction

The University of Wisconsin System (UW System) welcomes transfer students from accredited colleges and universities both within and outside Wisconsin. The UW System Undergraduate Transfer Policy endorses a student-centered transfer process which fosters educational attainment, accommodates student mobility, and provides equitable treatment of transfer and continuing students. At the same time, this transfer policy recognizes legitimate differences among educational institutions, their missions and academic programs, and acknowledges institutional autonomy and program integrity. In order to maintain our commitment to transfer students, this policy should be reviewed periodically and updated as needed.

II. Admission of Transfer Students

Transfer students will be evaluated for admission through a comprehensive, individualized review process. This process allows institutions to admit students whose academic preparation, background and personal experience suggest that the student will succeed at the institution, benefit from that educational experience, and contribute to the educational environment. This review process is similar to the practice for the admission of freshmen to UW institutions. (See Regent Policy 7-3, *University of Wisconsin System Freshman Admissions Policy* <http://www.uwsa.edu/bor/policies/rpd/rpd7-3.htm>).

- A. Transfer applicants must demonstrate that they are prepared to do satisfactory academic work at the institution to which they are applying, and that, as members of the campus community, they will benefit from and enrich the educational environment and enhance the quality of the institution. Each applicant's file will be given a comprehensive review. Academic information considered will include the student's post-secondary academic records, and may also include high school records, standardized test scores, and/or other relevant academic information.
- B. While academic factors are the most important consideration, other factors may also be considered. These factors include, but are not limited to, student experiences, work experience, leadership qualities, motivation, community service, special talents, status as a non-traditional or returning adult, status as a veteran of the U.S. military, whether the applicant is socio-economically disadvantaged, and whether the applicant is a member of an historically underrepresented racial or ethnic group.
- C. Transfer students who do not qualify under the provisions above may appeal through the appropriate institutional appeal procedures. Institutions should publish appeal procedures in the catalog or another official institution publication.
- D. Admission requirements into schools/colleges, academic programs or majors may exceed those for admission to the institution. Such requirements for entry shall apply equally to continuing and transfer students.
- E. Admission requirements for non-resident transfer students will be the same as those for other transfer students except that an institution may adopt special requirements for international student applicants. (Note: For purposes of this policy, Minnesota students eligible for reciprocity are considered as residents.)
- F. Regent enrollment planning policy establishes limits on non-resident enrollment (Regent Policy 7-3, University Of Wisconsin System Freshman Admissions Policy). Each UW institution may limit the admission of non-residents to ensure that the total non-resident undergraduate enrollment does not exceed the Regent limit.
 - 1. If the number of qualified non-resident transfer students exceeds the ability of the institution to accommodate them, or if the institution needs to ensure that priority is granted to students transferring from UW institutions as specified in II.F. below, the institution shall determine the criteria for selection from among qualified applicants.
- G. For enrollment management purposes, the number of transfer students admitted may be controlled. In such cases, institutional policy will determine the criteria by which limitations of access shall be applied, but preference for admission of transfer students shall be given to students transferring from the UW Colleges, and from other UW institutions where the student's desired major or program is not offered, subject to the limits of an institution's enrollment target.

III. Transfer Credit Principles

The UW System endorses the *Joint Statement on the Transfer and Award of Credit* developed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council on Education (ACE), and the Council for Higher Education Accreditation (CHEA). This document sets forth a number of basic assumptions regarding the transfer of credit between institutions, be they similar or dissimilar, as well as recommended best practices for developing institution-specific policies and procedures. The complete [*Joint Statement on the Transfer and Award of Credit*](#) can be accessed online on the ACE Web site.

Following the principles set forth in the *Joint Statement*, each UW institution should award transfer credit based on the combination of the quality, comparability, and applicability of the sending institution's academic program.

- A. Quality of the Academic Program. The legitimacy and quality of the sending institution can be evaluated in part by its accreditation status. Both institutional and programmatic accreditation should be considered when assessing the potential for transfer credit.
 - 1. Institutional Accreditation. Credit is generally awarded for college level coursework completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). Foreign institutions must be recognized by the Ministry of Education (or equivalent) in that country.
 - 2. Programmatic Accreditation. If the sending institution is accredited by a programmatic accrediting association recognized by CHEA, credit may be granted in the specialty of accreditation (e.g., art, music, etc.) if recommended by the appropriate academic department or equivalent.
 - 3. Not Accredited. Credit earned in institutions of higher education not accredited as outlined in A.1. or A.2. above, is generally not accepted for transfer. However, credit may be granted for post-secondary work from non-accredited institutions by examination and/or upon departmental evaluation of course syllabi and other program information.
- B. Comparability of the Academic Program. Credit is generally awarded when the sending institution's mission, type of education (occupational, liberal arts, professional), and level of degree (certificate, associate, baccalaureate, graduate) are comparable to that of the UW institution.
- C. Applicability of the Academic Program. Credit is generally awarded when the academic program, level of study, and course content are similar in nature and applicable to the academic program of the UW institution.

IV. Principles of Accommodation

This policy endorses a student-centered transfer process designed to foster educational attainment, meet the needs of transfer students, and provide equitable treatment of transfer and continuing students. To achieve these goals, UW institutions are encouraged to apply the principles of accommodation detailed here.

A. For All Transfer Students

The following principles of accommodation apply to all students transferring into a UW System institution:

1. Institutions should apply transfer credits to degree requirements where appropriate.
2. Institutions should recognize general education/liberal arts requirements in terms of broad academic areas (social sciences, humanities, natural sciences, etc.) as well as specific courses.
3. Institutions may award transfer credit for courses for which they do not have a comparable department or curricular area, or for which they do not have a direct course equivalent. Where appropriate, these credits should apply toward satisfying general education and other degree requirements. When applying a course toward general education/breadth requirements, the receiving institution generally applies it in the same category as similar courses at that institution. However, if the course fulfills a different category at the sending institution and the student requests that the original designation be applied, the request should be approved where appropriate.
4. In granting a direct equivalent to courses taken at other institutions, the attributes of the equivalent course should apply. However, in determining whether to award upper level credit for courses completed by transfer students, institutions may apply the same practice used for their own freshmen and sophomores.
5. UW institutions should apply academic policies and procedures to continuing and transfer students in a similar manner.
6. Students may generally transfer up to 72 degree credits earned at non-baccalaureate institutions. UW institutions may accept additional credits toward the degree where appropriate. This does not alter policies concerning credits to be earned in residence at an institution.
7. UW institutions should apply the same criteria for admission to a major or program, or for applying a course toward a degree, to both transfer students and continuing students.

8. Student course grades may be used as a factor to determine if, and how, transfer credit is applied, but the same principles should be applied to both transfer and continuing students.
9. If a student changes his/her academic major or program, all transfer credits may be reevaluated to determine if, and how, they apply to the new major or program.
10. All students will receive an evaluation of transfer credits. Institutions should make every effort to provide this evaluation prior to enrollment.
11. When a student transfers, the receiving institution will do its own evaluation of the transfer work based on official transcript(s) from each institution the student attended. The student is responsible for submitting official transcript(s) from each sending institution to the receiving institution for the transfer evaluation.
12. Transfer credits that have been awarded should be evaluated to determine which will apply to major requirements, general education/breadth requirements, competency requirements, or the graduation requirements of the specific program the student intends to pursue. Credits which are not applicable to the requirements of the specific program should be noted on an official campus document.
13. UW institutions should make every effort to provide admitted transfer students the opportunity to register with similar access to courses as continuing students.
14. Students should be informed in writing of the opportunity and procedures for appealing any course transfer determination.

B. For Students Transferring Within the UW System

The following additional principles of accommodation apply to students transferring within the UW System:

1. A course designated as fulfilling a general education/breadth requirement at one UW institution should transfer as general education/breadth at the receiving UW institution. This principle should apply whether or not the receiving institution has a direct course equivalent.
2. A course designated as fulfilling an ethnic studies requirement at one UW institution should apply toward the ethnic studies requirement at the receiving UW institution.
3. UW institutions should permit courses completed by UW System transfer students to transfer in accordance with the course equivalency in effect when the courses were taken.
4. UW institutions that permit continuing students to graduate using the catalog requirements in effect at the time of their matriculation should employ the same policy for UW System transfers using their date of matriculation at their first UW institution.

5. When a student transfers within the UW System, the record of all successfully completed undergraduate credit courses taken by the student at UW institutions previously attended should be reported on the transcript or another official campus document.
6. University level courses offered through UW-Extension will transfer on the same basis as equivalent courses taken at UW institutions.

C. For Students Transferring with a UW Institution Associate Degree

For purposes of facilitating transfer between UW institutions, Associate Degrees awarded by UW institutions should include the minimum general education/breadth requirements defined by the UW System Board of Regents (Regent Policy 4-4, Minimum Requirements for an Associate Degree).

In recognition of these common requirements, the following principles apply:

1. The UW baccalaureate-granting institutions shall consider transfer students holding such an Associate Degree to have satisfied the university-wide general education/breadth requirements of the receiving institution.
2. Colleges and schools may require transfer students to complete additional general education/breadth requirements beyond the university-wide total if also required of continuing students.
3. The following may not necessarily be satisfied by the Associate Degree:
 - a. Competency requirements or levels of proficiency (e.g., English composition, speech, foreign language, math, quantitative reasoning) established by the receiving institution for continuing students.
 - b. Upper division general education courses normally required of continuing junior and senior students.
 - c. General education courses that are prerequisites to a particular program or major and are required of continuing students (e.g., micro and macro economics for business majors).
 - d. Requirements mandated by external professional accrediting associations or program approving agencies (e.g., Department of Public Instruction, Accreditation Board for Engineering and Technology, American Assembly of Collegiate Schools of Business).
4. Students who transfer with an Associate Degree awarded by a UW institution which includes an ethnic studies (cultural diversity) component will be considered to have satisfied the ethnic studies requirement at any other UW institution.

5. Transfer credits will be evaluated by the receiving institution on a course-by-course basis to determine if and whether credits will apply beyond the satisfaction of general education breadth requirements.

D. For Students Transferring From the Wisconsin Technical College System

Credit transfer between the Wisconsin Technical College System (WTCS) and the UW System is based upon the following principles:

1. Students transferring from the WTCS accredited liberal arts/collegiate transfer programs, to UW baccalaureate-granting institutions may generally transfer up to 72 credits earned at non-baccalaureate institutions. UW institutions may accept additional credits toward the degree where appropriate. This does not alter policies concerning credits to be earned in residence at an institution.
2. In cases where WTCS liberal arts/collegiate transfer programs award associate of arts/associate of science degrees that specifically align with the associate degrees awarded by UW institutions, the UW baccalaureate-granting institutions shall consider students holding such a degree to have satisfied the university-wide general education/breadth requirements at the receiving institution.
3. Colleges and schools may require transfer students to complete additional general education/breadth requirements beyond the university-wide total if also required of continuing students.
4. The following may not necessarily be satisfied by the WTCS associate of arts/associate of science (liberal arts) degrees:
 - a. Competency requirements or levels of proficiency (e.g., English composition, speech, foreign language, math, quantitative reasoning) established by the receiving institution for continuing students.
 - b. Upper division general education courses normally required of continuing junior and senior students.
 - c. General education courses that are prerequisites integral to a particular program or major and are required of continuing students (e.g., micro and macro economics for business majors).
 - d. Requirements mandated by external professional accrediting associations or program approving agencies (e.g., Department of Public Instruction, Accreditation Board for Engineering and Technology, American Assembly of Collegiate Schools of Business).
 - e. Ethnic studies/cultural diversity requirement

5. UW institutions may grant transfer credit for general education (i.e., in communications, behavioral sciences, social sciences, mathematics, and natural science) offered within a WTCS applied associate degree program. In determining transferability of these courses, each UW institution will take into account the quality and comparability of the coursework and its applicability to degree requirements.
6. UW institutions may grant transfer credit on a course-by-course basis, for occupational and technical coursework leading to an applied associate degree from WTCS programs. In determining transferability of these courses, each UW institution will take into account the quality and comparability of the coursework and its applicability to degree requirements.
7. UW institutions should permit courses completed by WTCS transfer students to transfer in accordance with the course equivalency in effect when the courses were taken.
8. UW institutions should work with WTCS districts to identify areas where programs leading to an applied associate degree have direct relationships with baccalaureate degree programs. Where program relationships are found to exist, transfer articulation agreements, are encouraged. All such credit transfer and articulation agreements should conform to the "University of Wisconsin System Guidelines for Articulation Agreements between UW Institutions and WTCS Districts" (ACIS 6.2).
9. If an articulation agreement is in place, students in certain WTCS applied associate degree programs that subsequently enroll in a related UW baccalaureate degree program may be able to transfer related occupational and technical credits that may not transfer on a course-by-course basis. These credits may transfer to other programs at that institution or to other UW institutions only if a similar credit transfer or articulation agreement exists.

V. Credit for Prior Learning

- A. Each UW institution should provide transfer students the same opportunities as continuing students to demonstrate their competence through the use of internally and/or externally developed tests, portfolio assessment procedures and/or other competency based alternatives.
- B. Credit earned by examination should be clearly indicated on the student transcript. Students who are given credit on the basis of institutional examinations or assessments should be informed that in the event of transfer, they can expect the receiving institution to reevaluate if, and how, such credit will be applied to the degree. (See also Board of Regent Policies [#4-11 Advanced Placement](#), [#7-2 Recognition of International Baccalaureate Program](#), and [#4-17 Advanced-Standing Credit for Project Lead the Way Courses](#).)
 1. Each institution will retain the prerogative to establish proficiency score levels, courses for which credit by examination is deemed appropriate, limitations of credit allowed,

policies regarding testing fees, and other related policies that are consistent with the characteristics, ability and achievement of the particular student body at the institution.

2. UW institutions may grant credit for educational accomplishment attained in extra-institutional settings (e.g., military, work-place training, etc.) on the basis of recommendations from organizations such as ACE's Center for Adult Learning and Educational Credentials or the Council for Adult and Experiential Learning (CAEL) or through portfolio assessment. All credits awarded by the institution based on extra-institutional accomplishment must be clearly indicated on the student transcript.
- C. Upon transfer, credits granted for prior learning experiences at one institution should be evaluated for possible transfer at the receiving UW institution.

VI. Institutional Responsibilities Regarding Transfer Information

- A. The Transfer Information System (TIS) is a source for official UW System institutional undergraduate course and program information. Institutions will provide information and data necessary to keep TIS current and accurate.
- B. UW institutions should provide timely information to UW System about all new programs and curricular changes. The institution initiating curricular action should consider the effects of program development or modification on potential transfer students.
- C. UW institution transfer information should be explicitly stated on the institution's website and in other appropriate sources. Changes in admission and/or program requirements should be announced and well publicized prior to implementation.
- D. Copies of new and updated transfer articulation agreements should be sent to the UW System Office of Academic Affairs.
- E. The UW System Office of Academic Affairs will coordinate systemwide transfer policy and procedures. Questions about interpretation of transfer policy and procedures should be referred to that office.

VII. Glossary of Terms

Terms included in this glossary are defined for purposes of this policy and may not be consistent with definitions used in other settings.

Academic Program

A specifically designed curriculum leading to the attainment of a degree, area of specialization, or certificate.

Accreditation

A process of external quality review created and used by higher education to scrutinize colleges, universities and programs for quality assurance and quality improvement.

Institutional Accreditation

The review and certification of an institution by a regional or national accrediting body.

Programmatic Accreditation

The review of a specific program (e.g., art, music), profession (e.g., engineering, nursing), or freestanding school (e.g., law, medicine) by a professional organization that accredits programs in a particular field.

Applied Associate Degree

A degree awarded by WTCS and other technical institutions upon completion of a program that combines general education and occupational/technical courses and requirements, designed to lead directly to employment in a specific field.

Articulation Agreement

An agreement that is generally between WTCS and UW institutions allowing for transfer of credit, either as course-by-course and/or as a block of credits. These agreements are usually program to program and designed to grant advanced standing in a specific major.

Attribute

A designation assigned to courses offered at an institution. An attribute may designate a course as meeting a requirement, such as breadth, general education, or ethnic studies, may denote the level at which the course is offered, or may in some other way describe the characteristics of a course.

Baccalaureate institution

A four-year, bachelor degree granting institution.

College/School/Graduation Requirements (see Requirements)

Competency/Proficiency Requirements (see Requirements)

Continuing Student

A student who maintains continuous enrollment at the same institution, while working towards program/degree completion (as distinct from a transfer student.).

Course-by-course

The evaluation of transfer courses one-by-one rather than as part of a block of credits.

Credit by Examination

A testing process for awarding college credit based on prior educational experiences (e.g. CLEP, AP, IB, etc.).

Credit for Prior Learning

Credit awarded for college-level knowledge and skills acquired through extra-institutional settings.

Credits

Semester hour units (distinct from quarter or trimester).

Cultural Diversity Requirements (see Requirements)

Degree Requirements (see Requirements)

Ethnic Studies Requirement (see Requirements)

General Education/Breadth Requirements (see Requirements)

Institutional Accreditation (see Accreditation)

Liberal Arts/Collegiate Transfer

A term defining the WTCS programs that offer an associate of arts or associate of science degree and/or prepare the student for transfer to a baccalaureate program (previously referred to as a WTCS College Parallel program).

Major

A field of specialization in undergraduate studies, with specific course requirements, which may be fulfilled by transfer coursework.

Non-Baccalaureate Institution

Two year, associate degree or certificate granting institutions.

Non-Resident Student

A student who does not meet the requirements for paying in-state tuition rates as defined by state statute.

Occupational/Technical Coursework

Courses associated with a program offered at a technical college or institution where the program has a specific focus on job related topics.

Official Campus Document

Summaries, transcripts, degree audits, or other documents displaying transfer credit, either as an electronic or hard copy version.

Programmatic Accreditation (see Accreditation)

Receiving Institution

The institution to which the student is transferring.

Resident Student

A student who meets the requirements for paying in-state tuition rates as defined by state statute.

Requirements

General Education/Breadth

A category of requirements within a degree program that seeks to instill in students a "breadth" or range of knowledge in several disciplines (e.g. humanities, natural sciences, social sciences).

NOTE: The term "general education" can be used in a wide variety of ways and UW institutions do not use the term identically. It may be used very broadly to encompass several kinds of requirements, or narrowly to include only very specific requirements.

College/School/Graduation

A set of requirements that may be university-wide and/or determined by a college/school or program for completion of a degree by students enrolled in that college/school.

Competency/Proficiency

A category of requirements, within a program, that seeks to establish a minimum level of student proficiency in certain disciplines (e.g., English composition, speech, foreign language, math, quantitative reasoning).

Cultural Diversity

Similar in nature to Ethnic Studies requirement, but may also include coursework covering other international or national immigrant groups.

Degree

The combination of requirements necessary to be awarded a degree.

Ethnic Studies

UW System graduation or general education requirement for coursework centered on African-American, Hispanic/Latino, Asian-American, or American Indian populations in the U.S.

University-wide

Requirement(s) that must be completed by all undergraduate degree students enrolled at the institution.

Sending Institution

The institution to which the student is transferring.

Transfer Credit

Credit earned at one institution accepted in transfer at another institution.

Transfer Student

A designation given to a degree-seeking student who transfers credit from another institution of higher education, other than credits earned solely during summer session or while enrolled in high school.

University-wide Requirements (see Requirements)

UW Institution Associate Degree

An associate of arts and science degree awarded by UW institutions which meets the minimum requirements approved by the UW Board of Regents.

**UNIVERSITY OF WISCONSIN SYSTEM
GUIDELINES FOR ARTICULATION AGREEMENTS
BETWEEN UW SYSTEM INSTITUTIONS AND WTCS DISTRICTS**

June 9, 2011

This document provides procedures and guidelines to UW System institutions for developing articulation agreements with institutions within the Wisconsin Technical College System. This document is a revision of the “UW System Guidelines for Developing Program-To-Program Articulations and Degree Completion Agreements Between UW System Institutions and WTCS Districts,” approved in February 2005.

Other Relevant Documents:

UW System Undergraduate Transfer Policy, May 7, 2004

Statement of Principles on UWS/WTCS Credit Transfer (4-7-2000)

**UNIVERSITY OF WISCONSIN SYSTEM
GUIDELINES FOR ARTICULATION AGREEMENTS BETWEEN
UW SYSTEM INSTITUTIONS AND WTCS DISTRICTS**

The UW System Undergraduate Transfer Policy (ACIS 6.0, Revised June 2011) encourages UW System institutions to develop articulation agreements with Wisconsin Technical College System (WTCS) districts where Applied Associate Degree programs have a direct relationship with one of their majors or programs. Articulation agreements may be submitted to the UW System Office of Academic, Faculty, and Global Programs (AFGP) for review to determine if the agreement conforms to the guidelines provided below. It is preferable if these agreements are submitted for review before they are signed or published. When the review process is complete, AFGP will notify the UW institution. It is the responsibility of the UW institution to forward the completed and signed agreement to UW System so it can be added to the official UW System list of WTCS/UW articulation agreements.

The following guidelines should be used in formulating and reporting such agreements:

- A. A programmatic relationship must exist between the WTCS associate degree and the UW major or program.
- B. WTCS courses accepted as part of an articulation agreement should be those that lead to an associate degree. Occasionally a course intended for a diploma or certificate program may be permitted by WTCS to substitute for a course in an associate degree program. Under these circumstances, the UW institution may consider that course for transfer as a part of the articulation agreement. Prior to making such a substitution, AFGP should be consulted.
- C. Students must be enrolled in the UW major or program in which the agreement exists. If the student changes majors or programs, or transfers to a different UW institution, the credits may not be transferable unless a similar agreement exists or if they are accepted on a course-to-course basis.
- D. UW institutions are encouraged to develop articulation agreements that maximize the number of credits that transfer from the WTC program and apply to the UW major, as appropriate.
- E. The final written agreement should include all of the following information:
 - 1. Title of WTCS program;
 - 2. Title of UW program;
 - 3. Rationale for how these programs are related;
 - 4. A table listing WTCS course/credits accepted in transfer and the UW equivalent course/credits;
 - 5. A table (see model table* below) summarizing:
 - a. Courses/credits required to earn the UW major;
 - b. Courses/credits fulfilled by the WTCS program;
 - c. Courses/credits still to be completed at UW;
 - d. Total credits for a, for b, and for c;

6. Other UW academic requirements, such as residency or GPA, that the student must satisfy;
7. Effective date of the agreement;
8. Revised date (if appropriate);
9. Date agreement will next be reviewed/updated;
10. Signatures of the appropriate UW department/program representatives and UW Provost or Chancellor; and
11. Signatures of the appropriate WTCS department/program representatives and WTCS Vice President or President.

* Table to Provide Information Required in #5

	Courses/Credits required to earn the UW major	CR	Courses/Credits Fulfilled by WTCS program	CR	Courses/Credits still to be completed at UW	CR
General Education requirements						
Major requirements						
Other requirements						
TOTAL						

Institutions may modify this table as needed, or use another format, as long as the requested information is provided.

Removal of Regent Policy Document 14-1
Nondiscrimination in Oratorical Contests

EDUCATION COMMITTEE

Resolution I.1.d.:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents authorizes the Secretary of the Board to remove from the Regent Policy Documents RPD 14-1, “Nondiscrimination in Oratorical Contests.”

REGENT POLICY REVIEW PROCESS
RPD 14-1: NONDISCRIMINATION IN ORATORICAL CONTESTS

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. The RPDs address a wide array of subjects, including academic policies and programs, contracts, student activities, and trust and investment policies.

In February 2011, the President of the Board of Regents formally announced the beginning of a process to review and update the RPDs. The review process may result in updating and revising current policies, eliminating obsolete ones, or identifying areas in which new policies are needed. Each policy will be analyzed in light of its original purpose, whether that purpose still exists, and the likely effects of any revisions. Of paramount importance in considering changes to each RPD is the promotion of administrative flexibility and efficiency.

At its June meeting, the Education Committee will consider the removal of 14-1 from the RPDs, "Nondiscrimination in Oratorical Contests," adopted by the Board of Regents in 1973.

REQUESTED ACTION

Adoption of Resolution I.1.d., authorizing the Secretary of the Board of Regents to remove from the Regent Policy Documents RPD 14-1: "Nondiscrimination in Oratorical Contests."

DISCUSSION

The Board of Regents Office has developed a set of guiding principles to direct the analysis of the Regent Policy Documents. These principles include consideration of the extent to which a policy establishes a fundamental principle, serves as an enduring statement, or communicates the Board's expectations for the UW System and/or UW institutions.

In April 1973, the Board of Regents approved resolution 449, requiring UW institutions to withdraw their membership from the Interstate Oratorical Association if the organization continued to have separate competitions for men and women as had been the practice since 1936. The following month, the Interstate Oratorical Association voted to return to a single competition that included both men and women. RPD 14-1 made an important statement when it was approved by the Board of Regents in 1973. While the need for RPD 14-1 became obsolete upon the action of the Interstate Oratorical Association, other Regent policies, such as RPD 14-3 ("Equal Opportunities in Education: Elimination of Discrimination Based on Gender"), provide more comprehensive statements regarding the Board's position on gender and other forms of discrimination.

Approval of Resolution I.1.d. constitutes a small step toward making the Regent Policy Documents a more cohesive set of policies that provide broad, strategic and enduring statements

of the Board's expectations. Upon its removal from the RPDs, RPD 14-1 will be placed in the archives as an important historical document.

RELATED REGENT POLICIES

RPD 14-3 – Equal Opportunities in Education: Elimination of Discrimination Based on Gender, Resolution 449 (approved 4/06/73)

14-1 NONDISCRIMINATION IN ORATORICAL CONTESTS (Formerly 73-6)

The Board reaffirms the policy for the University of Wisconsin System that prohibits participation in, support for, or sanction of activities which discriminate on the basis of sex, when in fact, no exception can be allowed except on the basis of a bona fide physical dichotomy, and in the event the Interstate Oratorical Association continues to divide its oratorical competitions into a "Men's Contest" and a "Women's Contest," the membership of any University of Wisconsin System unit in such Association shall be withdrawn.

History: Res. 449 adopted 4/6/73.

2011 Report on Faculty Promotions,
Tenure Designations, and
Other Changes of Status

EDUCATION COMMITTEE

Resolution I.1.f.(1):

That, upon recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2011 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

UNIVERSITY OF WISCONSIN SYSTEM 2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

BACKGROUND

Each spring, the UW System Office of Academic and Student Services compiles data on tenure designations, promotions, and new tenured appointments made at the fifteen UW institutions. The names of those faculty members who have been newly tenured, promoted, and hired with tenure for Academic Year 2011-2012 are included with this document.

The Board of Regents is required by s. 36.13, Wis. Stats., to approve institutional tenure designations. Pursuant to UWS 3.06, the criteria and procedures for promotion and the granting of tenure are established by each institution, and must include an evaluation of teaching, research, and professional and public service contributions to the institution. Affirmative recommendations must be made by an academic department and the Chancellor. Institutional procedures typically provide for a multi-step review of candidates before a recommendation comes from the Chancellor to the Board of Regents.

In providing the UW System Office of Academic and Student Services with the names of the faculty tenured and promoted by their institutions, Chancellors and/or Provosts send in assurances that they have personally reviewed the dossiers of each of these faculty members and can certify as to the appropriateness of their tenure and promotions.

Although the decision is made at the institutional level, Regent action becomes the final step in the process by which faculty receive tenure.

REQUESTED ACTION

Approval of Resolution I.1.f.(1), approving the 2011 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status.

DISCUSSION

The Annual Tenure and Promotion Report includes the names of those faculty members, arranged by institution, who have been newly tenured, promoted, or hired with tenure. The Board of Regents has delegated authority to grant out-of-cycle tenure to the President of the UW System, and the names of those faculty members who have been approved through the out-of-cycle process since the 2010 Report was issued are also included in the 2011 Report.

The Education Committee has asked to be provided with supplementary data that provides a systemwide perspective on the hiring, tenuring, and promotion of faculty by minority status and gender. That information will be provided separately.

RELATED REGENTS POLICIES

Regent Policy 20-9: Guidelines for Tenured Faculty Review and Development

UW System Unclassified Personnel Guideline (UPG) #5 (revised 11/01/2001)

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EAU CLAIRE	HOADLEY, DIANE	COLLEGE OF BUSINESS			NEW APPOINTMENT	DEAN AND PROFESSOR W/TENURE
UW - EAU CLAIRE	BOURNE, KRISTINA	MANAGEMENT AND MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EAU CLAIRE	CROTHERS, MARIE	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	ERGER, JEFF	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	EVANS, MATTHEW	PHYSICS & ASTRONOMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	FREITAG, RODD	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	GROTE, KATHERINE	GEOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EAU CLAIRE	HARRISON, SUSAN	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	HATI, SANCHITA	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EAU CLAIRE	HLAS, ANNE	FOREIGN LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EAU CLAIRE	HLAS, CHRISTOPHER	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EAU CLAIRE	LEIBHAM, MARY BETH	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EAU CLAIRE	LUO, JIAN	ART & DESIGN	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	MAJSTOROVIC, STEVEN	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MORRISON, JOLINE	COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	NYBROTEN, KATHLEEN	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EAU CLAIRE	PACE, JOEL	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EAU CLAIRE	PETERSON, GEOFFREY	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	SCHAUPP, KRISTIN	PHILOSOPHY AND RELIGIOUS STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EAU CLAIRE	STANDIFER, RHETTA	MANAGEMENT AND MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EAU CLAIRE	STEVENSON, DANIEL	COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	SWANSON, SCOTT	MANAGEMENT AND MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EAU CLAIRE	WHITLEDGE, VICKI	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	WORLEY, JERRY	EDUCATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-GREEN BAY	MATTISON, SUE JOSEPH	EDUCATION			NEW APPOINTMENT	DEAN AND PROFESSOR W/TENURE
UW-GREEN BAY	FINN, KATHLEEN C B	HUMAN DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	TENURE & PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-GREEN BAY	KIMBALL, STEVEN E	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	TENURE & PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-GREEN BAY	LUKESH, JULIE M	NATURAL & APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	TENURE & PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-GREEN BAY	MCINTIRE, MICHAEL J	NATURAL & APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	TENURE & PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-GREEN BAY	SONG, HOSUNG	INFORMATION & COMPUTING SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	TENURE & PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-GREEN BAY	STYLE, CHRISTINE L	ART AND VISUAL DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	TERRY, PATRICIA A	NATURAL & APPLIED SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	VONDRAS, DEAN D	HUMAN DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW - LA CROSSE	JOHNSON, JULIA	COMMUNICATION STUDIES			NEW APPOINTMENT	ASSOCIATE DEAN & ASSOCIATE PROFESSOR W/TENURE
UW - LA CROSSE	BENNIE, BARBARA A	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	BRYAN, JEFFREY C	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - LA CROSSE	BUTTERFIELD, BRADLEY J	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - LA CROSSE	CHERNE, MARGARET	THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - LA CROSSE	ELDER, WALTER E	THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW - LA CROSSE	FUJIE, FUTABA	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	GONGAWARE, TIMOTHY	SOCIOLOGY & ARCHAEOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - LA CROSSE	HAWORTH, ROBERT H	EDUCATIONAL STUDIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW - LA CROSSE	KIRSCH, JANET E	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - LA CROSSE	SANDLAND, GREGORY J	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	SECCHI, DAVIDE	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	STRAUSS, ERIC A	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	THOMSEN, MEREDITH ANN	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW - LA CROSSE	TOBIN, CASEY T	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - LA CROSSE	TORIBIO, SHERWIN G	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	WILLHITE, GARY L	EDUCATIONAL STUDIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM**2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW - LA CROSSE	WRIGHT, GLENN	EXERCISE AND SPORT SCIENCE	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	WYCOFF-HORN, MARCIE	HEALTH EDUCATION & HEALTH PROMOTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - LA CROSSE	YANG, KYUNG HOON	INFORMATION SYSTEMS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	ANEX, ROBERT	BIOLOGICAL SYSTEMS ENGINEERING			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	COFF, RUSSELL	SCHOOL OF BUSINESS			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	DIPRETE, THOMAS	SOCIOLOGY			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	EWING, KATHERINE	ANTHROPOLOGY			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	HENDRICKS, KENNETH	ECONOMICS			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	HURLEY, JAMES	CIVIL & ENVIRONMENTAL ENGINEERING			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	JACOBS, ELIZABETH	MEDICINE			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	KAHL, BRAD	MEDICINE			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LEVINE, JON	NEUROSCIENCE			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	LIPSON, JONATHAN	LAW SCHOOL			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	MIDDLECAMP, CATHERINE	NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	NEVILLE, LEONORA	HISTORY			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	NIEDENTHAL, PAULA	PSYCHOLOGY			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	PORTER, H EILEEN	SCHOOL OF NURSING			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	RATHOUZ, PAUL	BIostatISTICS & MEDICAL INFORMATICS			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	SCERPELLA, TAMARA	ORTHOPEDICS & REHABILITATION			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MADISON	SMITH, LONES	ECONOMICS			NEW APPOINTMENT	PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	TROXEL, RONALD	HEBREW & SEMITIC STUDIES			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	VALENZA, ROBIN	ENGLISH			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	WEBER, SHARON	SURGERY			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	YU, TIMOTHY	ENGLISH			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	AHMAD, NIHAL	DERMATOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	ALAGOZ, OGUZHAN	INDUSTRIAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ALATOUT, SAMER N	COMMUNITY & ENVIRONMENTAL SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ANSARI, ASEEM Z	BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	AYLWARD, WILLIAM	CLASSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	BARFORD, PAUL R	COMPUTER SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	BENEKER, JEFFREY S	CLASSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BLACKWELL, HELEN E	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	BOWE, SCOTT A	FOREST & WILDLIFE ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	BRITLAND, KAREN	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	BROMAN, THOMAS	HISTORY OF SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	CARLSSON, CYNTHIA	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CHRISTIANS, ALLISON D	LAW SCHOOL	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	COOPER, LISA H	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CRACIUN, GHEORGHE	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CRIDLER, KIMBERLY L	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DESAI, ANKUR R	ATMOSPHERIC & OCEANIC SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DISANZA, ANTHONY E	SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	ELLENBERG, JORDAN S	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	ERMAKOFF, IVAN	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	EVERETT, LISA L	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	FAULKNER, JULIA E	SCHOOL OF MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	FERNANDEZ, LUIS A	SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	FISCHER, MARTHA A	SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	GANGNON, RONALD EDWARD	POPULATION HEALTH SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	GASCH, AUDREY P	GENETICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	GEHLBACH, SCOTT G	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	GOLDRICK-RAB, SARA Y	EDUCATIONAL POLICY STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	GRAY, JONATHAN A	COMMUNICATION ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	GROBLEWSKI, GUY E	NUTRITIONAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	HALLORAN, MARY C	ZOOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	HANSEN, KAREN E	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	HASSETT, DAWNENE D	CURRICULUM AND INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	HEINZ, SEBASTIAN	ASTRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	HERNANDEZ, PAOLA S	SPANISH AND PORTUGUESE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	HITCHCOCK, JOHN	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	HOWARD, KIMBERLY A	COUNSELING PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	HOWARD, ROBERT GLENN	COMMUNICATION ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	IBRAHIM, DARIAN M	LAW SCHOOL	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JACKSON, JERLANDO F L	EDUCATIONAL LEADERSHIP & POLICY ANALYSIS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	KECK, JAMES L	BIOMOLECULAR CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	KEELY, PATRICIA J	CELL AND REGENERATIVE BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	KODESH, NEIL R	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	KUCHARIK, CHRISTOPHER J	AGRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LEE, CAROL E	ZOOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	LIBLIT, BENJAMIN R	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LILLY, CATHERINE	CURRICULUM AND INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	LIM, TAI SAN NOAH	SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LOEW, PATRICIA A	LIFE SCIENCES COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	LONG, SHARON C	SOIL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	MA, ZHENQIANG	ELECTRICAL & COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	MAGANA, SANDRA M	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	MATSUMURA, ELLA MAE	SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	MCKINLEY, GALEN A	ATMOSPHERIC & OCEANIC SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MILLER, JOSEPH S	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MINAMI, TAKUYA	COUNSELING PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MITCHELL, JUDITH	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	MITHLO, NANCY M	ART HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MONTARULI, TERESA	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	MORALES, ALFONSO	URBAN AND REGIONAL PLANNING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MOSES, TALLY	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MOYNIHAN, DONALD P	LAFOLLETTE SCHOOL OF PUBLIC AFFAIRS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	NEGRUT, DAN	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	NORK, T MICHAEL	OPHTHALMOLOGY & VISUAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	PAYSEUR, BRET A	GENETICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	PELLEGRINI, MARCELO A	SPANISH AND PORTUGUESE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	POSTLE, BRADLEY R	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	QIAN, ZHIGUANG	STATISTICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	RADELOFF, VOLKER C	FOREST & WILDLIFE ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	RATNER-ROSENHAGEN, JENNIFER	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	RESNICK, DANIEL K	NEUROLOGICAL SURGERY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	RICKENBACH, MARK G	FOREST & WILDLIFE ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	ROJAS, HERNANDO	JOURNALISM & MASS COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ROOT, THATCHER	CHEMICAL AND BIOLOGICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	SCHECHTER, LAURA	AGRICULTURAL & APPLIED ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SCHWARTZ, CHRISTINE	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SCHWEBER, HOWARD H	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	SHEIBANI, NADER	OPHTHALMOLOGY & VISUAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	SHERRARD, CHERENE M	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	SIMPSON, GAIL	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	STAFFORD, CATHERINE A	SPANISH AND PORTUGUESE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	STANIMIROVIC, SNEZANA	ASTRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	STRAUS, SCOTT	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	SWEITZER, NANCY K	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	TANUMIHARDJO, SHERRY A	NUTRITIONAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	TERLAAK, ANN	SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	TLUCZEK, AUDREY	SCHOOL OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	TREVES, ADRIAN	NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	TURKSTRA, LYN	COMMUNICATIVE DISORDERS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	VAN DEELEN, TIMOTHY R	FOREST & WILDLIFE ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	VANDER ZANDEN, M JAKE	ZOOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	VARGHESE, TOMY	MEDICAL PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	VIMONT, DANIEL	ATMOSPHERIC & OCEANIC SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	WANNER, ANJA	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	WARFIELD, TERRY D	SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	WASSARMAN, DAVID A	CELL AND REGENERATIVE BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	WATTIAUX, MICHEL	DAIRY SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	WENDLAND, CLAIRE L	ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	WILLIAMS, JOHN	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	WILLIAMS, NOAH M	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	XU, WEI	ONCOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	YAVUZ, DENIZ	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	YOON, TEHSHIK	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	YU, JAEHYUK	BACTERIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	ZHOU, SHIYU	INDUSTRIAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	ZHU, JUN	STATISTICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MADISON	ZHU, XIAOJIN	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ZLATOS, ANDREJ	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - MILWAUKEE	BERKOWITZ, JOEL B	FOREIGN LANGUAGES & LINGUISTICS			NEW APPOINTMENT	PROFESSOR W/TENURE
UW - MILWAUKEE	BOOTSMA, HARVEY	FRESHWATER SCIENCE			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	CARVAN, MICHAEL	FRESHWATER SCIENCE			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	GALVAO, ANTONIO	ECONOMICS			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	GOETZ, FREDERICK W JR	FRESHWATER SCIENCE			NEW APPOINTMENT	PROFESSOR W/TENURE
UW - MILWAUKEE	JANSSEN, JOHN	FRESHWATER SCIENCE			NEW APPOINTMENT	PROFESSOR W/TENURE
UW - MILWAUKEE	KLAPER, REBECCA	FRESHWATER SCIENCE			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	KLUMP, J. VAL	FRESHWATER SCIENCE			NEW APPOINTMENT	PROFESSOR W/TENURE
UW - MILWAUKEE	MCLELLAN, SANDRA	FRESHWATER SCIENCE			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	MOULTHROP, STUART A	ENGLISH			NEW APPOINTMENT	PROFESSOR W/TENURE
UW - MILWAUKEE	ROSS, ANTHONY D	PRODUCTION & OPERATIONS MANAGEMENT			NEW APPOINTMENT	PROFESSOR W/TENURE
UW - MILWAUKEE	ANCHORDOQUI, LUIS A	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	ANEESH, ANEESH	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	BASKIN, THOMAS W	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	BENDER, KEITH A	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	BERGER, LISA K	SOCIAL WELFARE ADMIN, SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	BIRD-SOTO, NANCY I	SPANISH & PORTUGUESE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - MILWAUKEE	BORNSTEIN, ERICA L	ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	CAHILL, SHAWN P	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	CAMPBELL, BENJAMIN C	ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	CAMPBELL-KYUREGHYAN, NAIRA H	INDUSTRIAL & SYSTEMS ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	CARDENAS, BRENDA E	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	CARLIN, MARTHA	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	CLARK, GEORGE	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	COENEN, AMY M	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	DE ARCENEGUI SIEMENS, F JAVIER	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	DRAME, ELIZABETH R	EXCEPTIONAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	DUNHAM, REBECCA F	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	DUNN, PETER O	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	FEAY-SHAW, SHEILA J	MUSIC DEPARTMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	FLOOD, FRANKLIN D JR	ART DEPARTMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	FRICK, DAVID N	CHEMISTRY AND BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	FRICK, KARYN M	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	GRAYSON, SANDRA M	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - MILWAUKEE	HAIGH, MARIA	INFORMATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	HINCHMAN, EDWARD S	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	HOLDERNESS, REBECCA P	THEATRE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	HRUSKA, GEOFFREY C	MATHEMATICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	LARSON, CHRISTINE L	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	LEBEL, THOMAS P	CRIMINAL JUSTICE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	LIAO, QIAN	CIVIL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	MCHENRY, LINDSAY J	GEOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	MORAN, GRAHAM R	CHEMISTRY AND BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	MU, XIANGMING	INFORMATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	NASIRI, ABDOLHOSEIN	ELECTRICAL ENGINEERING & COMPUTER SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	OLSEN, ERIN K	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	OUALI, HAMID	FOREIGN LANGUAGES & LINGUISTICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	PITT, KRISTIN E	FRENCH & ITALIAN & COMP LITERATURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	RIGONI, KAREN KELLEY	CURRICULUM AND INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	SAFFARINI, DAAD A	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	SAVUNDRANAYAGAM, MARIE	CRIMINAL JUSTICE, SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM
2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - MILWAUKEE	SCHMIDT, MARIUS	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	SEN, ARIJIT H	ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	SMITH, REGINA O	ADMINISTRATIVE LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	SOBOLEV, KONSTANTIN	CIVIL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	SOMMERS, JEFFREY W	AFRICOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	STERN, NATHANIEL E	ART DEPARTMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	SVOBODA, KURT R	PUBLIC HEALTH ADMINISTRATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	TRAFI-PRATS, LAURA	ART DEPARTMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	UDVADIA, AVA J	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	VANG, CHIA Y	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	WESTLUND, ANDREA C	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW - MILWAUKEE	XIE, DEXUAN	MATHEMATICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - MILWAUKEE	ZELL, MAUREEN R	ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW OSHKOSH	ALVAREZ, ISABEL	FOREIGN LANGUAGE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	ASTOLFI, JERI-MAE	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW OSHKOSH	BENTIVENGA, STEPHEN P	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	BRYAN, CATHERINE M	FOREIGN LANGUAGE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	CARLIN, LAURENCE D	PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	CHAPPY, SHARON L	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	COTTI, CHAD D	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	CRAWFORD, KEVIN D	CHEMISTRY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW OSHKOSH	CRAWFORD, NORLISHA F	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW OSHKOSH	CUTLER-LAKE, KARINA E	ART	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW OSHKOSH	FAGGIANI, DONALD	PUBLIC AFFAIRS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	FILAK, VINCENT F	JOURNALISM	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	FURCY, DAVID A	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW OSHKOSH	GARCIA, PENNY ANN	EDUCATION & HUMAN SERVICES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	GEMIN, PAMELA R	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	GIER, R DANIEL	FOREIGN LANGUAGE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	GLEASON, TIMOTHY R	JOURNALISM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW OSHKOSH	GOMEZ-TORRES, DAVID	FOREIGN LANGUAGE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	KUENNEN, ERIC W	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW OSHKOSH	KUHL, MICHELLE M	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW OSHKOSH	LEISEN POLLACK, BIRGIT	MARKETING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	LINDSEY, CHARLES V	EDUCATION & HUMAN SERVICES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW OSHKOSH	LISHNER, DAVID A	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW OSHKOSH	LONG, COLIN J	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW OSHKOSH	MAGUIRE, MILES B	JOURNALISM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	MAGUIRE, ROBERTA S	ENGLISH & HONORS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	MAXWELL, BARBARA SUSAN	ART	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW OSHKOSH	MROTEK GORZEK, LEIGH ANN	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW OSHKOSH	PENNISTON, DAVID K	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	ROSSITER, MARSHA D	EDUCATION & HUMAN SERVICES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	SCOFIELD, THOMAS R	EDUCATION & HUMAN SERVICES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	SCRIBNER, DRUSCILLA L	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW OSHKOSH	SHAW, ALISON A	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	SKONING, STACEY N	EDUCATION & HUMAN SERVICES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM**2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW OSHKOSH	TIPPINS, MICHAEL J	MARKETING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	RETTIG, PERRY R	EDUCATION & HUMAN SERVICES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-PARKSIDE	JOHNSON, THOMAS	CRIMINAL JUSTICE			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-PARKSIDE	ALEXANDER, JEFFREY W.	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-PARKSIDE	CHALASANI, SURESH B.	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	CHEN, TAO	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-PARKSIDE	KHOURY, LAURA	SOCIOLOGY/ ANTHROPOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-PARKSIDE	KIM, SHI HAE	SOCIOLOGY/ ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-PARKSIDE	OSWALD, DANA M.	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-PARKSIDE	WALASEK, RICHARD A.	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW-PLATTEVILLE	ALCALAY, EUGENE	PERFORMING/VISUAL ARTS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-PLATTEVILLE	BENISH, STEVEN GARRITT	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-PLATTEVILLE	BUBOLTZ, JEFFREY T	CHEMISTRY/ENGINEERING PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	BUECHLER, DALE N	ELECTRICAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-PLATTEVILLE	CHANG, MU-LING	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-PLATTEVILLE	COOPER, DAVID T	PERFORMING/VISUAL ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-PLATTEVILLE	GATES, ELIZABETH ANNE	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-PLATTEVILLE	HALE, JOHNNY KEITH	LIBERAL ARTS & EDUCATION	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	HAMMERMEISTER, JOHN E	BUSINESS/ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-PLATTEVILLE	IRA, MICHAEL S	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-PLATTEVILLE	JINKINS, PATRICIA A	MECHANICAL/INDUSTRIAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-PLATTEVILLE	KILE, JUSTIN W	MECHANICAL/INDUSTRIAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-PLATTEVILLE	KLAVINS, SHARON D	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-PLATTEVILLE	LANDGRAF, LISA MARIE	SCIENCE/SOFTWARE ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	LI, QIONG	CHEMISTRY/ENGINEERING PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-PLATTEVILLE	MOIZ, SYED M	BUSINESS/ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	SHARKEY, MICHAEL M	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW-PLATTEVILLE	SMIDT, WARNER KEITH	INDUSTRIAL STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-PLATTEVILLE	SON, WONIM	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-PLATTEVILLE	STANLEY, ADAM C	SOCIAL SCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-PLATTEVILLE	STEINER, CHARLES R	AGRICULTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTED	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	SWENSON, JAMES A	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-PLATTEVILLE	TREWIN, AMANDA L	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTED	PROFESSOR W/TENURE
UW-PLATTEVILLE	UL-HAQ, IRFAN	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-PLATTEVILLE	WRIGHT, KRISTOPHER K	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTED	PROFESSOR W/TENURE
UW-PLATTEVILLE	YUNCK, STEVE A	COMMUNICATION TECHNOLOGIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTED	ASSOCIATE PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-RIVER FALLS	HEPPEN, JOHN	GEOGRAPHY & MAPPING SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	ISENBERG, LISA	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	KILIC, OZCAN	MANAGEMENT & MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-RIVER FALLS	KROUTIL, LISA	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	LYDEN, TIMOTHY	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	ONKEN, MARINA	MANAGEMENT & MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-RIVER FALLS	PARKINSON, MICHELLE	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-RIVER FALLS	POLLACK, HILARY	TEACHER EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-RIVER FALLS	RAYNE, PETER	ANIMAL & FOOD SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	SAVAGE, TODD	COUNSELING & SCHOOL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW-RIVER FALLS	SPICZAK, GLENN	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	STRAUMANIS, ANDRIS	JOURNALISM	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-RIVER FALLS	TUPAN, ALEXANDRU	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-RIVER FALLS	VIGNONA, LAINE	PLANT & EARTH SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	YANG, ZHIGUO	HISTORY & PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STEVENSON POINT	CLANCY, KATHERINE	CNR-WATER DISCIPLINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	CONLEY, PATRICK	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	DAVIS, MATTHEW	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	DIEHM, CHRISTIAN	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	DUBAY, SHELLI	CNR-WILDLIFE DISCIPLINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	ELLERTSON, ANTHONY	COMPUTING & NEW MEDIA TECHNOLOGIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	FELT, ANDREW	MATHEMATICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENSON POINT	GINNETT, TIMOTHY	NATURAL RESOURCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENSON POINT	GOULD, J. CHRISTINE	EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENSON POINT	HAINES, ANNA	LAND USE EDUCATION/CNR	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENSON POINT	HILL, JEANNIE	THEATRE & DANCE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	HILL, STEVEN	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	HUBBARD, JAMEE	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	JABERG, PATRICIA	MATHEMATICAL SCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	KATZMAREK, JOANNE	EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENSON POINT	KING, MELINDA	LIBRARY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENSON POINT	KURIBAYASHI, TOMOKO	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STEVENS POINT	LACKEY, BRENDA	NATURAL RESOURCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENS POINT	MARQUART, KATYA	INTERIOR ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENS POINT	MCCARTY, DANIEL	HEALTH CARE PROFESSIONS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENS POINT	NANDREA, LORRI	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	NEMETH, ROBERT	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENS POINT	NEUMAN, KEVIN	BUSINESS & ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENS POINT	REICH, THOMAS	LIBRARY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENS POINT	SANDHU, DEVINDER	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENS POINT	SCHALOW, CHRISTINE	BUSINESS & ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENS POINT	STEINMETZ, JASIA	HEALTH PROMOTION & HUMAN DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	STERN, KATHERINE	COMPUTING & NEW MEDIA TECHNOLOGIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STEVENS POINT	THIELKING, KRISTIN	ART & DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	TOUMI, ALEX	FOREIGN LANGUAGE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	WENDORF, CRAIG	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	WETTER, ANNIE	HEALTH PROMOTION & HUMAN DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	WILLHOIT, DENNIS	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STEVENS POINT	WILLIAMS, DAVID	PHILOSOPHY, POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW-STOUT	BROWN, AMANDA L	SPEECH	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	BRYAN III, JAMES EDWARD	ART & DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW-STOUT	BUDD, DESIREE LYNN	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	DHARAVATH, HAJI NAIK	APPAREL & COMMUNICATION TECHNOLOGIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	DING, XUEDONG	OPERATIONS & MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	DRESDOW, SALLY A	OPERATIONS & MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	DRZAKOWSKI, KEVIN R	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	FENTON, MARK G	BUSINESS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	GUTMAN, GENE ALLEN	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW-STOUT	HAHN, KIM HONGYOUN	APPAREL & COMMUNICATION TECHNOLOGIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	HOMA, DEBRA B	REHAB & COUNSELING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	HOPP, JUDY JOHANNA	PHYSICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	HORAK, MATTHEW E	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	JONES, GLENDA	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	KARIS, TERRI ANN	HUMAN DEVELOPMENT & FAMILY STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	KLEFSTAD, JILL M	SCHOOL OF EDUCATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW-STOUT	LIVESEY, MATTHEW J	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	MARTINEZ, KIMBERLY CROWELL	SCHOOL OF EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	MITTON, MAUREEN A	ART & DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	NEIDERMYER, GINDY JEAN	APPAREL & COMMUNICATION TECHNOLOGIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	NELSON, ROBERT M	ENGINEERING & TECHNOLOGY	TENURE TRACK	PROFESSOR	TENURED	PROFESSOR W/ TENURE
UW-STOUT	NORTON, NOAH D	ART & DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	NYLAND, RUTH R	SCHOOL OF EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	OLSON, DIANE J	OPERATIONS & MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	PECHA, SHELLEY M	ART & DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	PETRO, JOHN S	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	PICKART, MICHAEL A	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	RODRIGUEZ, GLENDALI	CONSTRUCTION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	SCHLIEVE, AMY C	SCHOOL OF EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	SCHLOSSER, PETER A	APPAREL & COMMUNICATION TECHNOLOGIES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW-STOUT	TURKMEN, AHMET	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	WHEELER, GEOFFREY B	ART & DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

UNIVERSITY OF WISCONSIN SYSTEM**2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW-STOUT	WOLFGRAM, SUSAN MARGARET	HUMAN DEVELOPMENT & FAMILY STUDIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	ZEIDEL, ROBERT F	SOCIAL SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW-SUPERIOR	WACHTER, RENEE	BUSINESS & ECONOMICS			NEW APPOINTMENT	CHANCELLOR AND PROFESSOR W/TENURE
UW-SUPERIOR	CHRISTENSEN, ETHAN	BUSINESS & ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW-SUPERIOR	FAMULE, OLAWOLE	VISUAL ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	ROTH DAY, MONICA	HUMAN BEHAVIOR JUSTICE & DIVERSITY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW-SUPERIOR	SCHMUDE, KURT	NATURAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW-WHITEWATER	DICKMANN, ELLYN M.	CURRICULUM & INSTRUCTION			NEW APPOINTMENT	ASSOCIATE DEAN & ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	MC PHAIL, MARK L.	COMMUNICATION			NEW APPOINTMENT	DEAN & PROFESSOR W/TENURE
UW-WHITEWATER	BURKHOLDER, JO ELLEN	WOMEN'S STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	CHOI, SANG D.	OCCUPATIONAL & ENVIRONMENTAL SAFETY & HEALTH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	CROSS, JULIE A.	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	GLOSSER, STUART M.	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	HOWAT, JOHN D.	FINANCE & BUSINESS LAW	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	JANOVEC, JARED A.	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	JOHNSON, EDRIC C.	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	LANGE, MATTHEW R.	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	LEVY-NAVARRO, ELENA L.	LANGUAGES & LITERATURES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	LOLLAR, XIA L.	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	MORGAN, CAROLYN L.	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	NGUYEN THI, MINHHEIN	MATHEMATICAL & COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	PARYS, JODIE A.	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-WHITEWATER	PENINGTON, BARBARA A.	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED TITLE
UW-WHITEWATER	STEVENS GRIFFITH, AMY CELESTE	SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW COLLEGES	HAGEN, PATRICK	WORLD LANGUAGES	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	DEAN/ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	ABLER, REBECCA	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	ALMANASSRA, MAHMOUD	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	BIBY, H. GENE	COMMUNICATION & THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	CHICK, NANCY	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW COLLEGES	DUNN, TIMOTHY	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	EMBREE, MARLOWE	PSYCH/EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	ENGELHART, HILLARY	WORLD LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	FETTERLY, BRANDON	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	GIBEAU, PETER	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW COLLEGES	GUSTIN, RICHARD	COMMUNICATION & THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW COLLEGES	HEINERT, JENNIFER	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	HOFFMAN, GAIL	HEALTH, EXERCISE SCIENCE & ATHLETICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW COLLEGES	KALISH, CATHERINE	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	KNIGHTEN, RACHEL	WORLD LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	KREIDER, S. EVAN	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	MARTIN, PAUL	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW COLLEGES	MC CALLISTER, ROBERT	GEOGRAPHY/GEOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW COLLEGES	MILLEVOLTE, ANTHONY	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW COLLEGES	PECH, LOUIS	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	PETERSON, ALAYNE	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	SCOTELLO, JOHN	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	SOLESKI, TATIANA	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	WATSON, LEE	HEALTH, EXERCISE SCIENCE AND ATHLETICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW COLLEGES	WORKMAN, PENNY	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

UNIVERSITY OF WISCONSIN SYSTEM

2011 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EXTENSION	BERGER, JEAN T	YOUTH DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	CHILDERS, MICHAEL	SCHOOL FOR WORKERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	FISCHBACH, JASON A	AGRICULTURE/ AGRIBUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	FLICKINGER, ANGELA J	FAMILY DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	HAYNES, BARBARA J	FAMILY DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	KROKOWSKI, KRISTIN S	AGRICULTURE/ AGRIBUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	LIPHART, DOUGLAS B	YOUTH DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	PALMER, KEVIN A	YOUTH DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	PANDIAN, VIJAIKUMAR	AGRICULTURE/ AGRIBUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	PARDEE, MARY ELEANOR	YOUTH DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	PULVERMACHER, COLLEEN	YOUTH DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	PUTNAM, PAUL D	AGRICULTURE/ AGRIBUSINESS	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	SEAMAN, CORRINTHA	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	SPRAIN, JOAN K	FAMILY DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	THOMPSON, CLAIRE	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-EXTENSION	WILLIAMS, KENNETH R	AGRICULTURE/ AGRIBUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

Revised 6/8/11

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.2. Business, Finance, and Audit Committee

Thursday, June 9, 2011
UW-Milwaukee Union
Fireside Lounge
Milwaukee, Wisconsin

10:00 a.m. All Regents – Union, Wisconsin Room

1. UW-Milwaukee Presentation by Chancellor Michael R. Lovell: “UW-Milwaukee – Powerful Ideas Producing Proven Results with Our Community Partners”
2. 2011-13 Biennial Budget Update

12:00 p.m. Lunch – Union, Ballroom East

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

- UW-Milwaukee Presentation: “UW-Milwaukee Master Plan Initiatives: Implementation Begins”

1:30 p.m. Business, Finance, and Audit Committee – Union, Fireside Lounge

- a. Wisconsin Small Company Advancement Program (WiSCAP) 2010 Annual Report
- b. Federal Update
 1. FY12 Federal Priorities
 2. Program Integrity Regulations
- c. Delegation of Certain Unclassified Personnel Flexibilities Permitted Under RPD 6-6: Delegation to the System President
[Resolution I.2.c.]

d. Committee Business

1. Approval of the Minutes of the April 7, 2011 Meeting of the Business, Finance, and Audit Committee
2. 2011-12 Annual Budget Distribution Adjustments
3. UW-Madison Contractual Agreement with Pharmacyclics, Inc.
[Resolution I.2.d.3.]
4. Quarterly Report of Gifts, Grants, and Contracts (3rd Quarter)

e. Human Resource System

1. Status Update
2. Review and Approval of the FY12 Project Implementation Budget
[Resolution I.2.e.2.]

f. Report of the Senior Vice President

WISCONSIN SMALL COMPANY ADVANCEMENT PROGRAM (WiSCAP)

2010 ANNUAL REPORT

EXECUTIVE SUMMARY

BACKGROUND

The 2009 Wisconsin Act 265 authorized WiSys Technology Foundation to conduct the Wisconsin Small Company Advancement Program (WiSCAP) and appropriated \$2 million in funds under s. 20285(1)(cd), Wis. Stats. WiSCAP is formulated to utilize the considerable technical expertise residing in the UW comprehensive campuses to serve the innovation needs of small companies lacking research and development resources. Thus, WiSCAP connects small companies throughout the state to faculty at the UW comprehensive campuses in a combined effort to solve the following challenges in high-tech research, development, education, and job creation:

- While small companies represent a powerful engine for job growth in the country, many have ideas for next generation products but lack the funds, research facilities, and technical expertise to develop and test new products.
- UW System comprehensive campuses have approximately 400 faculty members with technical expertise and resources currently not engaged in product-oriented research.
- A majority of the approximately 90,000 students in the comprehensive campuses do not have opportunities for training in product-oriented, high-tech research, a necessity to compete for high-paying jobs in new knowledge-based businesses.

REQUESTED ACTION

This item is for information only.

DISCUSSION

The Wisconsin Small Company Advancement Program (WiSCAP) initiative was included in the C.O.R.E. Jobs Act bill authored by Senator Julie Lassa and Representative Louis Molepski, Jr. The legislation, formally known as Connecting Opportunity, Research, and Entrepreneurship or the Wisconsin C.O.R.E. Jobs Act, received broad bipartisan support and was signed into law by Governor Jim Doyle on May 10, 2010. The act aims to create new high-tech jobs and businesses, strengthen and expand existing Wisconsin businesses, and educate and train the state's workforce.

The objective of WiSCAP is to fulfill the unmet research and development needs of small companies by connecting them to the underutilized technical expertise of comprehensive campus

faculty and students. WiSCAP is expected to lead to the development of joint intellectual property, marketable products, new job creation and long-term revenue for the campuses. The state allocated \$2 million to WiSCAP to be spent by June 2012 to support research and development projects important for Wisconsin small companies.

Through 2010, eight projects have been approved with approximately \$670,000 in funding allocated. These projects will create six jobs and pay for 3,364 hours of student internships at UW campuses. Further discussions are ongoing with companies on new projects. It is unlikely that WiSCAP funding alone will be sufficient to get the products into the market; it is WiSys's intention to work with the companies and the individual campuses to seek additional extramural funds for further development.

WiSys has formulated detailed WiSCAP guidelines including a grant application process, selection criteria, project management and monitoring, and legal agreements. The attached Request for Proposal document outlines the eligibility requirements and the items taken into consideration prior to a funding decision. Discussions have been conducted with over two dozen Wisconsin companies since January 2010 regarding potential projects, intellectual property, marketing and revenue distribution. Approved and potential WiSCAP projects along with related companies and campuses are listed in Table 1 and Table 2 (pages 5-7).

WiSys has taken steps to manage the financial risk by setting up projects in two or more phases. Each phase is funded based on project progress and milestone achievement. The total budget for the eight approved projects (Table 1) is \$668,643. Of this total, \$472,107.50 is applied to Phase 1 funding; the remaining \$197,535.50 will be allocated when the projects accomplish appropriate milestones.

WiSys is confident that in addition to the growth of the partner companies, the WiSCAP program will broaden technological knowledge, research capacity and discoveries on UW System campuses while enhancing the education of UW students through research and development programs.

WiSys began preparation to launch WiSCAP in January 2010 and identified two dozen small companies suitable for the initiative. Funding was authorized in May 2010 by the state and WiSys then developed legal documentation and administrative and procedural steps. WiSys hired a consultant and student intern to assist the WiSys team and began discussions with potential companies and campuses. The first WiSCAP project was initiated in July 2010 and an additional seven projects were launched by December 2010 with a total budget of \$812,643. If successful, these projects will develop products useful for Wisconsin businesses and create up to 55 new high-paying jobs. The eight funded projects are working to develop the following products:

- 1) Development of a digital network and implantable biosensor to monitor stress-related health issues of dairy cattle (Mensa Systems, LLC of Menomonie, UW-River Falls and UW-Stout). This is an economically important technology for Wisconsin. The major objective is to develop a cost-effective digital network which will provide real-time alerts to Wisconsin dairy farmers when there are changes in the health status of their cattle, ultimately reducing cattle loss.

- 2) A high density energy storage and management system for automobiles and industrial uses (Oshkosh Nanotechnology, renamed as Shamrock Energy, of Oshkosh and UW-Oshkosh). This project generally represents the transformation we are seeing from large-scale manufacturing into high-value products. The project partners are committed to developing the manufacturing process in Wisconsin.
- 3) Production of high quality paper from recycled waste (Abba Makolin Waldron & Associates of Freedom and UW-Stevens Point). The project aims to make the Wisconsin paper industry more cost competitive by using low cost waste fibers to manufacture quality paper.
- 4) Nutraceuticals and antiviral agents from cranberries (Semba Biosciences, Inc. of Madison; Botanic Oil Innovations, Inc. of Spooner; and UW-Oshkosh). The cranberry project will benefit two companies by enabling Semba Biosciences to market specialized instrumentations and Botanic Oil Innovations to market specialized cranberry products.
- 5) Removal of mercury from fish to make fish consumption safer for humans and animals (Creative Culinary Solutions, Inc. of Hartland and UW-Whitewater). The project aims to develop a simple, cost-effective method to remove mercury from fish tissue and will be useful for both the fishing industry and recreational fishermen.
- 6) Development of a pressure balanced hydrogen fuel cell (Cool Sciences, LLC of Colfax and UW-Stout). Hydrogen fuel cells are an attractive, alternative clean-energy technology for electric vehicles producing energy from air and water. However, high costs – due to the need for computerized pressure-balancing and complexity of design and manufacturing – makes mass marketing difficult. The UW-Stout project will develop a simple pressure-balanced system to avoid the need for computerized pressure monitoring and will result in a low-cost product.
- 7) Xolve Inc. (Platteville) was formed based on a breakthrough technology developed at UW-Platteville to manufacture graphene, a nanomaterial from graphite. Graphene holds great promise in terms of improving the strength and other physical and chemical properties of industrial materials. The project will explore the combination of graphene and a proprietary composite obtained from Honda Motor Company, with the goal of developing super-strong and light-weight automotive body parts. If successful, Xolve will continue development with the Honda Motor Company.
- 8) VibeTech, Inc. of Sheboygan has teamed with UW-Stout to develop and test an innovative vibration therapy for patients otherwise unable to conduct exercise routines. An aging but active population has created a fast-growing market need for physical therapies. The VibeTech device is expected to be initially targeted to geriatric patients.

The timeframe to develop marketable products for these projects is estimated to be two to four years. However, there are immediate measureable outcomes:

- Supports 3,364 hours of student internship
- Supports seven high-paying jobs, including six at the comprehensive campuses
- Supports release time for 7 faculty to conduct research

- WiSCAP funding was leveraged to enable Xolve, Inc. to obtain \$2 million in private equity funding
- WiSCAP funding was leveraged to enable Oshkosh Nanotechnology (re-named Shamrock Energy, LLC) to obtain \$580K in private equity funding

Value added by WiSys

- Selection of technologies with significant potential for business growth and benefits to Wisconsin.
- Judicious cost containment, without affecting quality and project outcomes. Total budget request for eight projects was \$1,204,447. After extensive discussions and consultation WiSys was able to reduce the project cost to \$668,643 without sacrificing project outcomes.
- The WiSys team contributes on the average 115 hours per project to draft the application, which relieves the faculty and company from using their time and resources on the draft process including multiple meetings with the companies.
- A technology, patent, market and risk analysis is completed for each project.
- A phased approach to funding projects allows WiSys to monitor progress before funding the next phase.
- New discoveries are protected through WiSys, ensuring a competitive advantage for the Wisconsin company.
- Proactive interactions with the partner company ensure continued funding to develop and market the product through extramural funding opportunities.
- WiSys contributed services at a cost of \$87,142 in 2010.

The table below summarizes the value match WiSys brings to WiSCAP by encouraging companies and participating campuses to contribute additional resources.

Total WiSCAP dollars allocated	Total Company in-kind contribution	Total UW campus contribution	Total WiSys contribution*	Total matching value for WiSCAP funding	Value match for each WiSCAP dollar
\$812,643	\$976,995	\$56,373	\$49,642*	\$1,083,010	1: 1.33

*In 2010, WiSys spent a total of \$87,142 for WiSCAP management (includes legal and travel costs along with salaries for consultant, student intern, manager and administrative assistant). Act 265 allows WiSys to charge \$75,000 administrative cost. WiSys has credited \$37,500 to the administrative cost of WiSCAP and contributed an additional \$49,642 to WiSCAP.

In summary, WiSCAP is off to a robust start, engaging campuses and companies from all over the state. The projects are high-tech with significant market potential and will be beneficial to the people and companies of Wisconsin. WiSys is confident of successfully completing the initiative in 2011.

Table 1: Funded Projects

Company and Campus	Project Description	Potential Benefits
Mensa Systems, LLC. (Menomonie), UW-Stout, UW-River Falls	Develop an implantable biosensor and computer network to continuously monitor the health status of cattle in order to reduce animal loss due to heat stress.	There are 1.3 million dairy cattle in Wisconsin. Potential to create 4 new jobs.
Shamrock Energy, LLC. (Oshkosh), UW-Oshkosh	Develop a nanotechnology-based supercapacitor for energy storage and management in automobiles, hand tools, etc.	Potential to set up manufacturing of the separator technology in Wisconsin. The capacitor market is \$300 million worldwide. Potential to create 8 new jobs.
Creative Culinary Solutions, Inc. (Hartland), UW-Whitewater	Extraction method for removing mercury from fish tissue for human and animal consumption.	A process to reduce/eliminate mercury contamination will improve both commercial and recreational fishing. Potential to create 10-13 new jobs.
Semba Biosciences, Inc. (Madison), Botanic Oil Innovations, LLC. (Spooner), UW-Oshkosh	Identification of antiviral compounds and extraction of nutraceuticals from cranberry.	Demonstrating antiviral property would enhance Wisconsin's cranberry industry. Identification of specific compounds would lead to valuable IP and marketing opportunities. Potential to create 14 new jobs.
Abba Makolin Waldron & Associates, LLC. (Freedom), UW-Stevens Point	Development of a method to maintain quality while reducing cost of papers by an optimal mix of virgin and recycled paper pulp.	Increased use of recycled paper pulp by 10 tons per paper mill per day, saving ~\$1 million. Potential to create 3-4 new jobs.

Table 1: Funded Projects (continued)

Company and Campus	Project Description	Potential Benefits
VibeTech Inc, (Sheboygan), UW-Stout	Development of a vibration treatment device to ameliorate musculoskeletal atrophy and injury in geriatric patients or individuals who are unable to perform normal exercise routines.	Falls and related injuries in the US cost \$19 billion per year. The number of people in some form of rehabilitation is rising and expected to reach 74 million by 2013. Thus the VibeTech device may have a significant market potential. Potential to create 4 new jobs.
Xolve Inc, (Platteville), UW-Platteville	Development of super-strong nanocomposites using graphene for automotive parts and other industrial applications.	The market for nanocomposite plastics was \$586 million in 2009 and is projected to grow at 33% CAGR through 2015. It is expected that Honda Motor Company will enter into a large contract with Xolve, leading to new jobs and income.
Cool Science LLC, (Colfax), UW-Stout	Development of a pressure-balanced hydrogen fuel cell to power small electric vehicles. Simplified and novel design helps avoid costly computerized pressure balance systems.	US market for fuel cell is estimated to be \$598 million in 2010 and is expected to reach \$1.22 billion by 2014. The novel design by Cool Science is being patent protected and is expected to be installed in a golf cart by 2011 for demonstration purposes. Small utility vehicles, carts for university campuses, and golf carts are early targets. Potential to create 6 new jobs.

Table 2: Total Budgets Allocated to UW Campus for each Project

Campus (Partner Company)	Phase I	Phase II	Total	In-Kind from Company
UW-Stout UW-River Falls (Mensa)	\$19,930	- \$29,914	\$49,844	\$166,119
UW-Stevens Point (Abba Makolin Waldron & Associates)	\$7,520	\$82,486	\$90,006	\$92,303
UW-Whitewater (Creative Culinary Solutions)	\$79,762	-	\$79,762	\$86,400
UW-Stout (VibeTech)	\$60,378.50	\$35,513.50	\$95,892	\$211,998
UW-Platteville (Xolve)	\$30,207	-	\$30,207	\$35,275
UW-Oshkosh (Shamrock Energy)	\$121,006	\$49,622	\$170,628	\$205,500
UW-Stout (Cool Science)	\$77,314	-	\$77,314	\$90,000
UW-Oshkosh (Semba/Botanic Oil)	\$74,990	-	\$74,990	\$89,400
Subtotal	\$471,107.50	\$197,535.50	\$668,643	\$976,995
Patenting cost budgeted for 8 projects at \$18,000 per patent	-	-	\$144,000	-
Total			\$812,643	\$976,995

Table 3: Distribution of Funds for Project Activities

	UW-Stout UW-RF Mensa	UW-Osh Shamrock Energy	UW-WW Creative Culinary	UW-SP AMW	UW-Platt Xolve	UW-Stout VibeTech	UW-Osh Semba/ BOI	UW-Stout Cool Science	Total
Salary Res Assistants	0	\$133,208	\$57,800	\$6,294	0	\$74,820	\$52,020	0	\$324,142
Faculty salary	\$19,044	0	\$9,754	0	0	\$4,761	\$11,907	0	\$45,466
Student internship	\$15,200	\$4,920	0	\$3,942	\$3,157	\$2,311	\$2,563	\$7,189	\$39,282
Materials/supplies	\$10,264	\$14,500	\$12,208	\$15,000	\$1,950	0	\$6,000	\$22,000	\$81,922
Travel	0	0	0	0	0	0	0	0	0.0
Prototypes Contracts Equipment	\$5,336	\$18,000	0	\$64,770	\$25,100	\$14,000	\$2,500	\$48,125	\$177,831
Total	\$49,844	\$170,628	\$79,762	\$90,006	\$30,207	\$95,892	\$74,990	\$77,314	\$668,643

Table 4: Active Discussions are Ongoing with the Following Companies and Campuses for Potential WiSCAP Projects in 2011.

	Company, Campus	Project
1	Xolve, Inc (Platteville), UW-Platteville	Nanocellulose for industrial applications
2	Fused Innovation LLC (Neenah), UW-Oshkosh, UW Madison, UW-Stout	Virtual reality based tools for patient rehabilitation
3	Procubed LLC (Kenosha), UW-Stout, UW-Parkside	Innovative wheel chair
4	Ezenwa Biomedical Engineering LLC, (Milwaukee). UW-Stout, BayCare Clinic	Development of smart prosthetics
5	AquaCareH2O (Superior), UW-River Falls, UW-Stout, UW-Eau Claire	Xanthan based products for dysphasia for neonatal and young infants
6	Perceptual LLC, Racine, UW-Parkside	Diagnostic methods based on acoustic perceptual event segmentation
7	Ictect, Inc., Sturtevant, UW-Parkside	IT tools for education

For more information on WiSCAP contact:

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WiSys Technology Foundation
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Contacts at small companies regarding ongoing projects:

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Kenny Smith
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Supporting documents attached:

- 1) WiSCAP funding proposal guidelines

Wisconsin Small Company Advancement Program (WiSCAP)

Request for Proposals
2011-12 Funding Cycle

WiSys Technology Foundation

January 3, 2011

Contact:

Maliyakal John

Managing Director, WiSys Technology Foundation

614 Walnut Street, 13th Floor, Madison, WI 53707

E-mail: Maliyakal@wisys.org; Phone: (608) 265-2135

Request for Proposals

Wisconsin Small Company Advancement Program (WiSCAP)

2011-12 Funding Cycle

WiSys Technology Foundation offers WiSCAP grants to UW comprehensive campuses to develop technology innovations in partnership with Wisconsin small companies to create business growth and jobs. Companies must submit a research proposal jointly with a UW comprehensive campus to WiSys Technology Foundation.

WiSCAP is a new initiative. WiSys reserves the right to modify the current guidelines and criteria in consultation with UW System.

PROPOSAL PROCESS OVERVIEW

Step 1. The company may choose to execute a Confidential Disclosure Agreement with WiSys Technology Foundation prior to discussing details of a project to protect any proprietary information. WiSys shall keep all company proprietary information confidential. A Confidential Disclosure Agreement Form can be found at www.WiSys.org under the “For Industry” tab.

Step 2. WiSys shall facilitate discussions with a UW faculty member and a company representative to prepare a project proposal, which must include the following 5 sections: Introduction, Objectives, Technology Development (R&D), Economic Impact and Budget. (See WiSCAP Full Proposal Format section for details.) WiSys, at its discretion, may divide the project funding into two phases. Phase I funding may be awarded in 2011 and, based on project progress, Phase II funding may be awarded in early 2012 (before May 2012).

WiSCAP ELIGIBILITY AND CONDITIONS

Introduction

- The purpose of WiSCAP is to apply the intellectual potential of UW faculty, staff and students, as well as campus resources, to advance business growth in Wisconsin.
- Generate knowledge and provide industrial research experience to UW students.
- Funding for the 2011-12 year is allocated to UW comprehensive campuses to support the research and development of a product idea from a Wisconsin small company.
- Full proposals are to be submitted jointly by UW faculty and staff, and a Wisconsin small company in all technology/product development areas.
- Funding is available for one year and may be offered in two phases, provided sufficient advancement of research has occurred based on milestone achievements. All funding must be transferred to System campuses for research use before May 2012.
- WiSys will maintain the full confidentiality of all submitted grant applications and documents.

Eligibility

- Wisconsin companies with less than 25 employees are eligible to partner with UW campuses other than UW-Madison and UW-Milwaukee.
- Proposals with multi-campus partnerships, including Madison and Milwaukee will be considered.
- Proposals may request a maximum of \$100,000 in funding. Projects requiring more than \$100,000 must consult WiSys before applying.
- The partnering company must provide matching funding and/or in-kind support (1:1). State government funds cannot be used as matching funding. In-kind support may include technical consultation, use of instruments, equipment, software, facilities, quantifiable technical know-how, and product testing.

Selection Criteria

- Among equally strong proposals, a proposal will be more competitive if it:
 1. Creates jobs at the UW campus and partner company;
 2. Includes a commitment for full or partial fiscal support from a private partner with appropriate agreements to protect UW intellectual property and share economic benefits among participating institutions;
 3. Has appropriate and significant student participation;
 4. Can demonstrate that successful outcomes can be marketed in the immediate future (1-4 years after the completion of the R&D);
 5. Involves multi-campus collaborations;
 6. Is cost-effective. This includes prudent use of funds for fringe benefits and salaries. WiSys will work with campuses to adjust fringe benefits most cost-effectively and may request assistance from campus to supplement fringe benefits.

Guidelines for WiSCAP Full Proposals

- Full proposals must be endorsed by the Provost or designated officer of the System campus applying for the grant and the representative for the partner company.
- Full proposals must be submitted to WiSys Technology Foundation at any time during January 2011 through March 2012, but funding will be based on availability.

Multi-Campus Applications

- For collaborative WiSCAP proposals originating from more than one campus, the leading campus should submit the full application along with cover page and budget page for that institution. Other supporting campuses should submit a cover page and budget page only, using the same project title.
- All proposals become the property of the University of Wisconsin System.

Intellectual Property (IP) and Licensing Based on Project Outcomes

- Agreements are negotiated on a project by project basis. Generally, outcomes from WiSCAP projects are expected to fall into two categories: 1) No new IP generated, and 2) New IP generated. Inventorship is determined according to US patent laws. IP includes, patents, copyrights, trade or service marks, or trade secrets. See WiSCAP Project Outcomes, IP and Licensing Options (Appendix A).

WiSCAP Full Proposal Format

Full proposals should include a cover page and two budget pages (templates attached) and be organized into five sections as described below. Full proposals should not exceed a combined length of 9 pages, excluding cover page and budget forms. Pages should be single-spaced using 12-point type with at least 0.5 inch margins. WiSys strongly recommends that the faculty and partner company consult with our staff prior to and during proposal preparations.

Page Length Requirements

Section 1 & 2: Introduction, Objectives	Max 2 pages (Not including cover page)
Section 3: Technology Development (R&D)	Max 4 pages
Section 4: Economic Impact	Max 2 pages
Section 5: Budget	Max 1 page narrative (Not including budget forms and subcontractor quotes)

Section 1: Introduction

- Partner company information (year founded, state of operations status (LLC, Inc.), number of full-time and part-time employees.
- Proposed technology/product (identify product or technology).
- Describe why the technology/product is important and how it differs from existing technology/products. (How is technology/product superior to existing solutions.)
- List competing technologies/products or companies if known.

Section 2: Objectives

- List objectives in bullet points. Objectives are outcomes of R&D and are product focused.

Section 3: Technology Development (R&D)

- State the problem to be addressed and proposed solution.
- Describe the technology development methods. (List roles of UW and partner company.)
- List milestones to be achieved and corresponding timelines. Provide measurable, realistic milestones for the project. Performance evaluations of these milestones will be used to determine the success of your project.
 - Milestones are project outcomes and closely related to objectives in Section 2.
 - Hiring a technician or publishing a paper is not a milestone.
 - Development of a functional prototype, completing a software development, demonstrating efficacy of a process or product or overcoming a key technical hurdle are milestones.
- Describe the project's IP potential. Describe known competing technologies in the market place and how the proposed technology development may lead to new IP.

Section 4: Economic Impact

- How does the proposed technology or product impact business growth of the partner company?
- Provide any available market estimates, product prices, production costs, and competitive advantages of the new product for US and/or world.
- Market potential, including size, risks, time of entry and US and/or world market share.
- Barriers to market. (Example: capital needed to manufacture.)

Number of potential new jobs expected to be created in the UW System and the company. (Indicate approximate salary range of new jobs.)

Section 5: Budget

- A short budget narrative (not to exceed 1 page) explaining and supporting information included on the budget forms (templates attached) should be prepared as part of the Full WiSCAP proposal. A budget form should be completed for each participating UW campus and for each partnering company. (Budget forms and subcontractor quotes are not included in the 1 page maximum limit.)
- Dollar-to-dollar company match or in-kind support is required. WiSys may at its own discretion divide the project/budget into two phases. Phase I funding may be allocated with the condition that if milestones are met and project progress is satisfactory, phase II funding will be provided before May 2012. WiSys reserves the right to make this decision unilaterally.

Guidelines for the Evaluation of WiSCAP Proposals 2011-12 Funding Cycle

The purpose of WiSCAP is to provide funding *“to promote Wisconsin small company growth, creation of high-paying jobs at UW campuses and creation of knowledge and student learning.”*

Primary Evaluation Criteria Checklist

WiSCAP proposals for product development will be read and evaluated against the following criteria. The overall rating will reflect WiSys’s assessment of how well the project addresses each of these areas. WiSys may consult external experts as needed.

1. **Technical Merit:** Suggested technical solution appears to be sound, feasible in the proposed timeline, cost effective and is timely.
 - Technology may be applicable in more than one product or process
 - Has potential for student learning, advancement of scholarship and faculty interest
 - Has potential for IP
 - Has potential for further extramural funding
2. **Market Merit:** The proposal substantially improves the business of the partner company.
 - Has substantial US and/or world market potential (is quantifiable and is applicable to a single product or multiple products)
 - Results in a new product or service
 - Results in a substantially superior product compared to the existing product (an incremental improvement to the product is not sufficient)
 - Reduces costs and/or increases efficiency and productivity and/or improves sustainability
 - Improves market share of the company
3. **Job Creation Potential:** The project includes well-developed milestones and metrics for evaluating its impact at the end of the grant period.
 - High-paying job creation potential (university or company)
 - Competitive advantage for the company

For additional information on WiSCAP, contact:

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maliyakal@wisys.org

**WISCONSIN SMALL COMPANY ADVANCEMENT PROGRAM
(WiSCAP)
COVER PAGE
Fiscal Year 2011-12**

UNIVERSITY OF WISCONSIN SYSTEM CAMPUS:		AMOUNT REQUESTED: \$	
IN-KIND CONTRIBUTION: \$		PRINCIPAL INVESTIGATOR TITLE:	
PRINCIPAL INVESTIGATOR NAME:		PRINCIPAL INVESTIGATOR TITLE:	
P.I. DEPARTMENT ADDRESS: DEPARTMENT PHONE: FAX: E-MAIL:			
PARTNER COMPANY NAME:		COMPANY CONTACT AND TITLE:	
COMPANY CONTACT ADDRESS: PHONE: FAX: E-MAIL:			
PROJECT TITLE:			
PROJECT SUMMARY: Maximum 200 words (Describe major research objectives and expected outcomes.)			
ESTIMATED US AND/OR WORLD MARKET SIZE:			
UW JOBS CREATED:		COMPANY JOBS CREATED:	

Signature indicates endorsement by the Provost's Office.

--	--

Signature of Provost

Date

--	--

Signature of Company Representative

Date

Section 1 & 2: Introduction and Objectives

Maximum 2 pages.

Introduction

1.1 Partner Company Information

Please include the year founded, state of operations status (LLC, Inc.), number of full-time & part-time employees.

1.2 Proposed Technology/Product

Identify Product or technology

1.3 Impact of the Technology or Product

Describe why the technology/product is important and how it differs from existing technology/products. (How the technology/product is superior to existing solutions.)

1.4 List Competing Technologies, Products or Companies if Known

Objectives

List objectives in bullet points. Objectives are outcomes of R&D and are product focused.

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Section 3: Technology Development (R&D)

Maximum 4 pages.

3.1 State the Problem to be Addressed

3.2 State the Proposed Solution

3.3 Technology Development Methodology

3.3.1 UW Partner Development Steps

3.3.2 Company Partner Development Steps

3.4 Timeline, Milestones and Metrics

List milestones to be achieved and anticipated date of completion. Provide measurable, realistic milestones for the project. Performance evaluations of these milestones will be used to determine the success of your project. Please include preferred project start and end dates.

Milestones are project outcomes and closely related to objectives in Section 2. Hiring a technician or publishing a paper is not a milestone. Development of a functional prototype is a milestone. Achievement of target performance levels (both technical and economic) to make the product a commercial success are milestones.

<i>Milestone</i>	<i>Anticipated Date</i>	<i>How Measured</i>
Project Start		

Project Completion		

Section 3.5 Describe the Project's IP Potential

Section 4: Economic Impact

Maximum 2 pages.

Section 4.1 Impact of Technology or Product on Business Growth of Partner Company

Section 4.2 Market Overview

Provide any available market estimates, projected product prices and production costs of the new product/technology for US. &/or world. Describe competitive advantages anticipated through adaptation of new product/technology. (If necessary, work with WiSys to get market data.)

Section 4.3 Market Potential

Include size, risks, time of entry and market share for US &/or world. Contact WiSys for market data development support.

Section 4.4 Barriers to Market

Example: capital needed to manufacture.

Section 4.5 Job Creation

Number of potential new jobs expected to be created in the UW System and the Partner Company. Indicate approximate salary range of jobs.

Section 5: Budget

Maximum 1 page (not including budget forms and subcontractor quotes)

Dollar-to-dollar company match or in-kind support is required. State government funds cannot be used as matching funding. In-kind support may include technical consultation, use of instruments, equipment, software, facilities, quantifiable technical know-how, and product testing. WiSys may at its own discretion divide the project/budget into two phases. Phase I funding may be allocated with the condition that if milestones are met and project progress is satisfactory, phase II funding will be provided before May 2012. WiSys reserves the right to make this decision unilaterally.

Section 5.1 Budget Narrative

A short budget narrative (not to exceed 1 page) explaining and supporting information included on the budget forms (templates attached) should be prepared as part of the Full WiSCAP proposal.

Section 5.2 Budget Forms

A budget form is required for each participating UW campus and for each partnering company (templates attached). Budget forms and subcontractor quotes are not included in the 1 page maximum limit.

Wisconsin Small Company Advancement Program (WiSCAP)
University of Wisconsin System
2011-12 BUDGET FORM

PROJECT TITLE:				
UW COMPREHENSIVE CAMPUS:		Salary Requested	Fringe Requested	Funds Requested
SENIOR PERSONNEL (Indicate Salary Classification or Non UW Employee)				
1. Principal Investigator:				
2.				
3.				
4.				
OTHER PERSONNEL (Non-Doctoral Institutions) (Note: Funding is not provided for tuition remissions.)	Fringe Rate			
1. Faculty/Academic Staff	44.5%			
2. Classified Staff	57%			
3. Limited Term Employees (LTE)	46%			
4. Research Associates and Interns	34%			
5. Ad Hoc Program Specialist and Undergraduate Assistants	7.65%			
6. Student Hourly	2.5%			
7. Non UW Employee (Do not calculate fringe on non-UW employees)	0%			
Salary Subtotal				
CAPITAL EQUIPMENT (For items over \$1000, list each item separately)				
Subtotal				
SUBCONTRACT COSTS (Identify subcontractor if known. Must attach quotes, which are not included in maximum 2 page budget limit.)				
1. Technology/process/prototype development costs				
2. Material costs				
3. Drafting/designing costs				
4. Testing costs				
5. Delivery charges				
6. Others (explain)				
Subtotal				
TRAVEL				
1. Mileage _____				
2. Meals _____				
3. Lodging _____				
4. Other (explain)				
Subtotal				
SUPPLIES & EXPENSES (List items)				
Subtotal				
TOTAL GRANT REQUEST				

**Partner Company
2011-12 BUDGET FORM**

PROJECT TITLE:			
PARTNER COMPANY SERVICES/FUNDS:	Hours Pledged	\$ Per Hour	Funding Value
Funds			
Consultation Services (List expertise)			
Technical Expert Services			
Prototype Testing Services			
Marketing Services			
Computer Services			
Use Of Facilities (Indicate type of use and value per sq.ft.)			
Use of Instrumentation (List and specify value/hour)			
Value of Software provided to project			
Value of Hardware provided to project			
Value of Underlying Technology Development Cost provided to project			
Value of Underlying Market Development Cost provided to project			
Other			
Salary Subtotal			
TRAVEL (for more information - http://www.uwsa.edu/fadmin/travel.htm) 1. Mileage _____ 2. Meals _____ 3. Lodging _____ 4. Other (explain) _____			
Subtotal			
SUPPLIES & EXPENSES (List items)			
Subtotal			
TOTAL PARTNER COMPANY FUNDS			

Appendix A

IP, Licensing, and Repayment Options for WiSCAP Projects

WiSCAP agreements and licenses for IP that result from WiSCAP projects will be negotiated on a project-by-project basis. WiSys and the Company may negotiate suitable terms for a specific project; however, the following guidelines provide a framework and starting point for the negotiations.

Generally, the results of WiSCAP projects are expected to fall into one of two categories:

- 1) No new Intellectual Property ("IP") is generated, or
- 2) New IP is generated.

Even when no IP is generated, the WiSCAP project may benefit the Company. Guidelines are provided for parties to negotiate appropriate agreements under such conditions. When new IP is generated, it may be owned by 1) the Company, 2) by WiSys, or 3) jointly owned by both the Company and WiSys depending on inventorship. Inventorship for any IP will be determined according to US patent laws. IP includes, but is not limited to, patents, copyrights, trade or service marks or trade secrets.

The following tables summarize the various scenarios and options for the parties to negotiate appropriate agreements.

Table 1: WiSCAP Project Did Not Generate IP

IP Outcome	Company Obligation
No IP generated and no market benefit for Company generated from WiSCAP project.	No reimbursement obligation by the Company
No IP generated, but marketing benefit for company. Examples of market benefits may include research papers that can be referenced for marketing, data obtained for inclusion in extramural funding, efficacy of product verified, comparison with competing products or technologies, etc.	Negotiate repayment of direct R&D costs (in installments).

Appendix A (Continued)

Table 2: WiSCAP Project Generated IP

IP Ownership	Licensing Options	Company Obligations
Inventorship by company only. (Sole ownership rights to the company.)	Company grants paid up research license (non-commercial) to UW for research purposes.	Negotiate reimbursement of direct WiSCAP-paid R&D costs in installments No other royalty obligation by the Company
Inventorship by UW only. (IP is assigned to and owned by WiSys.)	Option 1: Non-exclusive license to Company WiSys free to license the technology (non-exclusive) to third parties.	Royalty bearing license agreement with the Company, containing terms and conditions typically found in license agreements between industry and universities.
	Option 2: Exclusive license to Company	Royalty bearing license agreement with the company, containing terms and conditions typically found in license agreements between industry and universities.
Inventorship by Company and UW. (Joint IP owned by WiSys and Company.)	Option 1: Company has non-exclusive rights to the IP by virtue of its joint ownership If Company has no interest in exclusive license, WiSys is free to license the technology to third parties (non-exclusive license).	Negotiated installment reimbursement or royalty sharing agreement to cover direct WiSCAP-paid R&D costs only.
	Option 2: Exclusive license to Company	Royalty bearing license agreement with the Company, containing terms and conditions typically found in license agreements between industry and universities.

FEDERAL UPDATE: UW SYSTEM INSTITUTIONS 10 YEAR EXTRAMURAL AWARD HISTORY

EXECUTIVE SUMMARY

BACKGROUND

This summary provides a ten-year trend analysis of federal funding awarded to UW System institutions and is intended as background information for the presentation of federal priorities under this agenda item. Regent categories such as Public Service, Instruction, Libraries, Miscellaneous, Physical Plant, and Research have been included in this analysis. Student Aid has been excluded.

It is important to note that some UW System campuses show a greater degree of change, whether based on the yearly, average growth rate or on the funding level comparison of FY 2000 to FY 2010. Major factors driving a higher percentage of change are 1) timing of the appropriations to the individual UW campus, 2) changes in federal priorities and budget initiatives throughout the ten-year period, 3) research initiatives of individual campuses, and 4) American Recovery and Reinvestment Act (ARRA) funding received in the past two years.

REQUESTED ACTION

This item is for information only.

DISCUSSION

For the past 10 years, federal funding trends indicate that UW System campuses, excluding UW-Madison, have had a yearly, average growth rate of 7%. Additionally, when comparing federal funding levels from FY 2000 to FY 2010, UW campuses have received an overall increase of 93% in federal funding, with seven institutions more than doubling over the ten-year period. UW-Madison experienced an average growth rate of 10% while also more than doubling over this period.

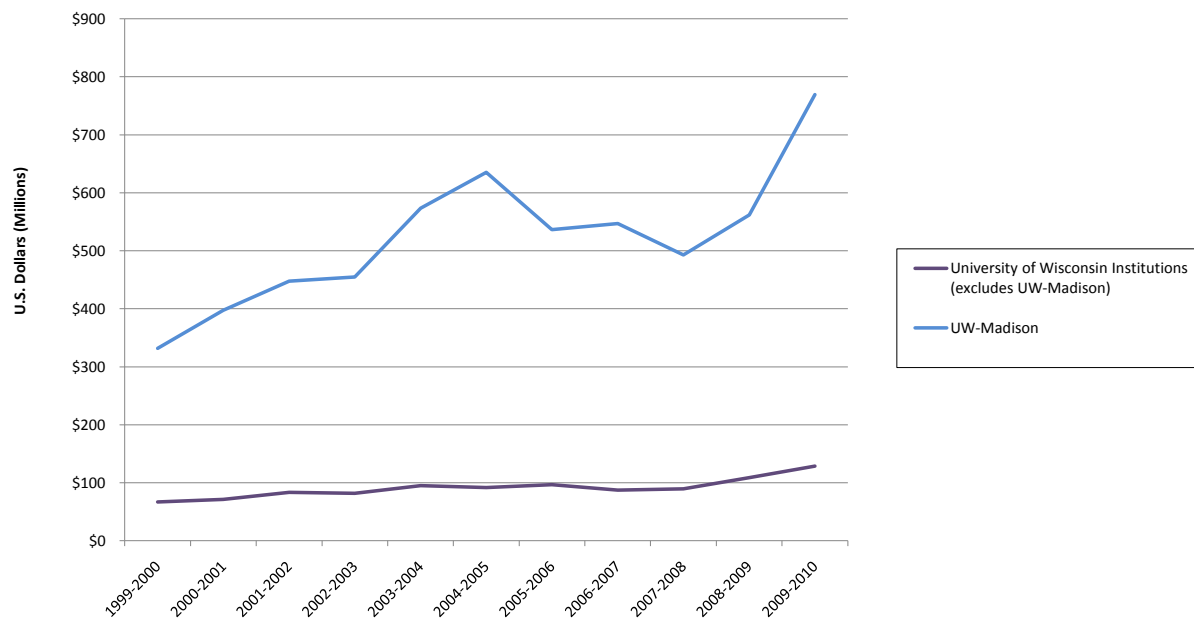
Federal Funding Ten-Year Trends

Campus/Institution	Yearly Average Growth Rate	Overall Increase in Funding FY2000-FY2010
UW-Eau Claire	11%	102%
UW-Green Bay	13%	97%
UW-La Crosse	7%	23%
UW-Madison	10%	132%
UW-Milwaukee	7%	90%
UW-Oshkosh	6%	46%
UW-Parkside	29%	123%
UW-Platteville	55%	126%
UW-River Falls	7%	3%
UW-Stevens Point	23%	207%
UW-Stout	6%	73%
UW-Superior	24%	308%
UW-Whitewater	2%	0%
UW Colleges	156%	214%
UW-Extension	12%	126%
UW System Administration	13%	75%

RELATED REGENT POLICIES

None

UW Federal Funding: 10 Year Trend



Fiscal Year	University of Wisconsin Institutions (excludes UW-Madison)	UW-Madison
1999-2000	\$66,772,580.09	\$331,939,414.00
2000-2001	\$71,397,057.59	\$397,675,809.00
2001-2002	\$83,297,515.15	\$447,855,206.00
2002-2003	\$81,733,527.86	\$454,759,628.00
2003-2004	\$95,372,538.33	\$573,307,684.00
2004-2005	\$92,029,340.81	\$635,320,865.00
2005-2006	\$97,073,530.00	\$536,619,713.00
2006-2007	\$87,707,808.47	\$546,755,031.00
2007-2008	\$89,690,465.54	\$492,747,799.00
2008-2009	\$108,769,104.75	\$562,034,760.43
2009-2010	\$128,575,507.20	\$769,626,205.97
Totals	\$1,002,418,975.79	\$5,748,642,115.40

FEDERAL UPDATE: PROGRAM INTEGRITY REGULATIONS

EXECUTIVE SUMMARY

BACKGROUND

On October 29, 2010, the U.S. Department of Education (“Department”) released new Program Integrity Regulations (“rules”). All postsecondary education institutions that participate in Title IV student aid programs are required to comply with the new rules. While these regulations were primarily intended to address perceived abuses at some proprietary schools, the regulations have significant impact on all postsecondary institutions – including public institutions in the University of Wisconsin System.

REQUESTED ACTION

This item is for information only.

DISCUSSION AND RECOMMENDATIONS

The two documents attached provide a brief summary of these new U.S. Department of Education regulations and the actions that may be required of the University of Wisconsin System institutions. Also included is an FAQ document addressing specific questions about the required State authorization of distance learning programs.

RELATED REGENT POLICIES

None

Program Integrity Regulations

Prepared by Office of General Counsel

SHORT SUMMARY

On October 29, 2010, the U.S. Department of Education (“Department”) released new Program Integrity Regulations (“rules”). All postsecondary education institutions that participate in Title IV student aid programs are required to comply with the new rules. This document provides a brief overview of the regulatory changes and steps toward compliance. Unless otherwise noted below, the effective date of the new rules is July 1, 2011. Please refer to the *Program Integrity Regulation-Working Group Report* for specific recommended actions.

State Authorization Requirements:

State Authorization: Postsecondary institutions are required to comply with all applicable state approval or licensure requirements in each state in which it ‘operates’ and be approved by that state by name. In addition, institutions must provide prospective and enrolled students with contact information of the institution’s accrediting or licensing agency. Public institutions established by state law, such as the University of Wisconsin System and its institutions, are considered instrumentalities of the state and therefore in compliance with the new rule under 600.9(a)(1)(i). However, if the State of Wisconsin creates additional state requirements for operating a postsecondary educational institution, public institutions must demonstrate that they have met all additional requirements in order to comply with the new rules under §600.9(a).

- **Action Required:** Institutions should verify that their programs, certificates and degrees meet any additional licensure requirements under state law. Institutions should review their student application and enrollment materials, website and student handbooks to prepare to include the institution’s accrediting or licensing agency’s contact information. Institutions should create a database to maintain state authorization documentation. This information must be submitted to the Department, upon request, to verify that the institution meets all state requirements.

Complaint Process: Under the new rule, 600.9(c), a state must establish a process under which it can receive, review and appropriately act on certain types of complaints concerning postsecondary education, including the enforcement of applicable state laws. The process must address complaints relating to: 1) consumer protection issues (fraud and abuse); 2) violation of state licensure or accreditation requirements; or 3) “quality” of education (not defined by the rules).

- **Action Required:** The Board of Regents and/or the System Administration have the option to directly receive and respond to student complaints that fall within the complaint categories. Even if handled directly, the Board or System Administration could refer complaints to other agencies for processing, such as the Attorney General’s Office or, for “quality of education” complaints to its accrediting agency, the Higher Learning Commission (HLC). Either option requires action from the State of Wisconsin in order to

meet the requirements of this new regulation by July 1, 2011. These options are currently being considered by the System Administration. Once the complaint process is finalized, the institutions will be required to modify their student handbooks, application and enrollment materials and websites to include the contact information for the office or agency that will handle these types of complaints.

Distance Learning and Correspondence: Under §600.9(c), any institution that offers postsecondary education through distance or correspondence education in a state in which it is not physically located or in which it is otherwise subject to state jurisdiction as determined by the state, must meet the state's requirements to be legally offering postsecondary distance or correspondence education within that state. For example, a student who enrolls in an institution's distance or online program resides (or merely is located) in another state subjects the institution to that state's authorization requirements. The authorization attaches to the immediate (and even temporary) location of the student during his/her enrollment. If the student moves to another state during his/her enrollment in the program, the institution must seek authorization from that state.

Many states not only regulate distance learning, but also require certain costs and fees for registration and approval of these programs. The financial impact on seeking state authorization for UW's distance learning programs may be significant. For example, Oregon State University has determined that it would cost approximately \$750,000 for its seven institutions to continue to offer their current distance learning programs in each state.

Numerous educational organizations and institutions across the country have contacted the Department of Education to express great concern over the huge burden and expense imposed upon public and non-profit institutions. The Department has responded by stating that it does not intend to modify the rule. The Department did, however, recently agree to delay any enforcement action (sanctions) against noncompliant institutions until July 1, 2014.

➤ ***Action Required:*** System Administration is preparing a standard "initial contact" letter to send to each state to initiate the authorization request for UW institutions' distance learning programs. **System Administration will seek to obtain state authorization on behalf of those UW institutions offering distance learning programs, certificates and/or degrees in out-of-state territories.** However, some states will require each institution to submit an application along with supporting distance learning documentation. System Administration will continue to collect information relating to state-by-state requirements and coordinate its efforts with campus officials to assure the most effective and efficient approach toward compliance with this new rule. In the meantime, each institution should initiate the following actions:

- Assign a campus official to be the contact person for System Administration.
- Initiate a review of all distance learning programs, certificates and courses that are offered to students who reside outside of the State of Wisconsin. Create a profile of distance learning programs, certificates or other degree-related on-line correspondence.

- Create a database to retain all pertinent records relating to distance learning programs, letters to states, authorization documents and approvals. This documentation must be provided to the Department, upon request.

Disclosure Requirements: Each institution must provide documentation to the Secretary of the Department of Education (and its prospective and enrolled students) verifying that it is legally authorized to provide postsecondary education programs within a state. Each institution must also provide its enrolled and prospective students with the contact information of the applicable state agency or office where complaints may be filed.

- **Action Required:** As stated above, each institution should review all marketing, recruitment and admission materials and websites to prepare for the necessary changes that will occur to reflect the disclosure and notice requirements for both its in-state programs and out-of-state distance learning programs or courses, and the complaint process. A coordinated effort between System Administration and each campus/college should be used to avoid duplication.

Penalty: A violation under §600.9 could result in one or more of the following sanctions: 1) the institution's loss of eligibility to participate in the federal student financial aid programs; 2) the institution's loss of eligibility to participate in the federal student financial aid programs with respect to the particular state in which the institution is not approved/in compliance; and 3) reimbursement by the institution of all Title IV funds received by each student while the institution was not authorized to provide the education within the respective state(s).

Misrepresentation: To protect consumers, the new rule strengthens the Department's authority to take action against institutions who engage in deceptive advertising, marketing, and sales practices.

- **Action Required:** Institutions should educate all representatives and affiliates on proper recruitment and admissions communications and the consequences of non-compliance. Institutions should also consider providing representatives and affiliates with a point of contact for questions to avoid non-compliance.

Incentive Compensation: The current regulations prohibit schools from compensating admissions recruiters based solely on success in securing student enrollment; however, provisions known as "safe harbors" allowed this questionable practice. The new rule removes all the "safe harbor" provisions. Although the regulation permits proper merit-based compensation adjustments and profit-sharing payments, any employee who receives multiple compensation adjustments in a calendar year and is engaged in any student enrollment or admission activity or in making decisions regarding the award of Title IV program funds is deemed to have received such adjustments based upon success in securing enrollments or the award of financial aid if those adjustments create compensation that is based in any part, directly or indirectly, upon success in

securing enrollments or the award of financial aid. This would include staff who are hired to recruit student athletes and athletic department staff.¹

- **Action Required:** Institutions should review job duties and compensation methods for all employees and entities engaging in student recruitment, admissions activity, or decisions regarding the award of Title IV program funds to ensure that merit-based adjustments have no relationship to success in securing enrollments or the awarding of financial aid.

Validity of High School Diploma: The new rule requires institutions to develop and maintain procedures for evaluating the validity of a student's high school diploma if the institution or the Secretary of the Department of Education has reason to believe that the diploma is not valid or was not obtained from an entity that provides secondary school education. The determination of the validity of high school diplomas refers primarily to the context of Title IV funds and Federal Student Aid. While institutions have discretion in determining validity, the decisions must be reasonable and meet common academic practices. The effective date of this new rule is the 2011-12 award year. It applies to all students.²

- **Action Required:** Institutions must follow existing procedures or develop new policies that assist registrars and admission officials in evaluating the validity of a student's completion of high school and the validity of the high school diploma issued.

Definition of Credit Hour and Accreditation Process: The Department uses “credit hours” to measure a student’s eligibility for federal funding under Title IV. Under previous rules, there was no standard definition for a credit hour. This led to concerns over institutions awarding more credits (and thereby more college aid) than deserved. The new rule clarifies that a credit hour is defined solely for federal program purposes. The Department does recommend 1 credit hour of class instruction and 2 hours of additional work during a 15-week semester. However, the new rule allows institutions to set equivalent measurements of learning outcomes. Institutions retain the right to determine the credit hours applicable to an amount of work verified by evidence of student achievement. Institutions may use a “reasonable” approximation in establishing minimum credit hour requirements for other academic activities, such as laboratory work and internships, etc., which amount to the equivalent level of work over a different length of time.

- **Action Required:** Institutions should review their current policies and practices to determine whether modifications to practices, procedures or policies are necessary to comply with this new rule. There are additional factors to consider. Please refer to the Working Group Report for more detail.

¹ The Department of Education does not consider “bonus” payments made to coaching staff or other athletic department personnel to be prohibited if they are rewarding performance other than securing enrollment or awarding financial aid, such as payments for a successful athletic season, team academic performance, or other measures of a successful team.

² The 2011-2012 Free Application for Federal Student Aid (FAFSA) form will include a question about the validity of the high school diploma. The Department will maintain a list of U.S. public and private high schools that are proven to provide secondary school education and valid diplomas.

Student Eligibility & Aid Determination - Ability To Benefit/Approval of Independent Tests:

The Department is responsible for approving and overseeing Ability to Benefit (ATB) test materials developed by testing companies. The new rules revise test approval procedures and criteria, including those related to tests for speakers of other languages and persons with disabilities.

- **Action Required:** Institutions should develop a procedure for identifying and monitoring students who enroll without a high school diploma or equivalent and who are attempting to become eligible for Title IV aid by successfully completing 6 semester hours applicable toward a degree or certificate offered by the institution.³ Institutions should also establish procedures to ensure that any test accepted as evidence of Ability to Benefit has been approved by the Secretary of Education and continues to be considered valid. Institutions must also document a student's score and ensure that it is considered passing. If an institution uses a State process, it must ensure that the required 95% success rate is maintained by the State, and monitor/verify that each student admitted under the process receives the set of academic services required by the rules.

Satisfactory Academic Progress: Institutions must periodically determine whether students are achieving satisfactory academic progress through a structured and consistent approach toward the evaluation of a student's academic work. To be eligible for Federal Student Aid, students must satisfactorily complete six semester hours toward a degree or certificate. Students not making satisfactory academic progress will not be eligible for Title IV aid.

- **Action Required:** Institutions should determine what they define as “periodically,” “structured” and “consistent.” The pros and cons, and cost of an annual review versus a bi-annual review should be examined. Each institution should consider developing an individual academic plan for each student to ensure that the student will be able to meet satisfactory academic progress standards by a certain deadline.⁴

Verification and Updating of Student Aid Application Information: On an annual basis, students are required to verify that the information on their Free Application for Federal Student Aid (FAFSA) is accurate and up to date.⁵ The new rule requires institutions to verify the information submitted by financial aid applicants under the subsidized student financial assistance programs. Applicants are required to provide these documents or other related information to the Department or the institution, upon request.

- **Action Required:** Each institution's policies and procedures for verifying an applicant's FAFSA information should be reviewed to ensure the policies and procedures include the

³ This will ensure that students are not awarded aid prior to establishing Ability to Benefit/Eligibility and students do receive aid once eligibility is achieved.

⁴ It may be necessary to establish a binding definition of “satisfactory academic progress” under a Board of Regent's policy or System policy.

⁵ The new rule modifies this process to reduce burdens on students and institutions, properly identify fraud, and take advantage of the increased use of the FAFSA simplification efforts that have increased the use of Internal Revenue Service data.

required list of criteria set forth under the new rule. Please refer to the Working Group Report for the full list.

Written Arrangements: Institutions may deliver a portion of another institution's educational program through a written arrangement. The new rules limit the amount of program provided by a school under such arrangement, prohibit arrangements with ineligible institutions that have had their federal student aid participation revoked, and expand the type of information that an institution must disclose to a student enrolled in a program affected by the arrangement.

- **Action Required:** Institutions should designate an academic officer to identify all written arrangements with other institutions to provide part of an education program, to ensure that (1) the institution providing the education program has not had its eligibility under Title IV revoked, and (2) to ensure that students are provided with the required disclosures about the educational program provided by another entity.

Repeat Coursework: Students who repeat coursework generally cannot have the course they repeat count towards the calculation of a full-time course load in a term-based program if previously passed. The new rule expands the definition of full-time student by allowing such courses to count in most cases for one repetition without regard to whether the student previously passed.

- **Action Required:** Institutional policies or practices that allow students to take a class repeatedly until the student reaches a certain desired grade or improves the student's GPA will have to be adjusted. Institutions may need to adjust financial aid allocation for students who intend to re-take a class for a third time. Computers and data-capture procedures will need to be updated.

R2T4 Withdrawal - Determining When a Student Has Withdrawn: The new rule eliminates loopholes and clarifies the calculation for the return of federal funds by defining when a student is considered to have withdrawn from a program.⁶ It also clarifies the circumstances under which an institution is required to monitor a student's attendance for purposes of calculating a return of federal funds. The new rule may increase the number of Title IV return calculations due to the fact that the withdrawal 'trigger' has been extended throughout the payment or enrollment period, instead of the completion of just one module.

- **Action Required:** Institutions must develop processes for obtaining attendance data, confirmation of anticipated return dates and monitoring whether students actually return at that time. Other monitoring actions will likely follow.

Student Aid Disbursements & Refunds: Due to students commonly receiving federal aid after the beginning of a semester, the new rule makes necessary changes to ensure that federal aid recipients who will have credit balances will be able to acquire books and supplies by the 7th day of their payment period. This provision is effective for the 2011-12 award year. For most UW

⁶ Institutions have always tracked student enrollment in module programs beyond the first course/module to determine whether enrollment status changed and Title IV recalculations were necessary.

institutions, the fall 2011 semester will be the first enrollment period in which this provision is effective. However, for "header" UW institutions (i.e., those that count the preceding summer in the academic year), implementation may need to occur in June of 2011.

- **Action Required:** Institutions should take steps to determine which federal Pell Grant-eligible students would have credit balances if all Title IV funds were disbursed 10 days before the beginning of the payment period, provide a way for these students to obtain or purchase required books and supplies through a mechanism that meets the institution's needs, and develop a policy to allow students to opt out of the selected mechanism.

Gainful Employment: The proposed rule requires institutions to provide prospective students with certain information, such as the occupations that the program prepares students to enter, program costs, debt levels, graduation rates, and placement rates. This information must be prominently posted on websites and included in promotional materials. Institutions must provide the Department with information that will allow the determination of student debt levels and incomes after program completion (going back to the 2006-07 award year through 2009-10). This information must be submitted to the Department no later than 10/01/2011.

The proposed rule applies to programs which are at least one academic-year in length, lead to a certificate, degree, or other recognized educational credential and prepare a student for gainful employment in a recognized occupation. The rule does not cover degree programs or two-year programs that are fully transferable to a baccalaureate degree. Certain programs provided by proprietary institutions of higher education or postsecondary vocational institutions are also subject to this requirement. **The Department plans to publish a final rule around October of 2011.**

- **Action Required:** Some initial action may include identifying all covered programs and developing procedures to assess whether any proposed programs would be covered by this rule. For covered programs, institutions should review the regulations, and identify the relevant data and other requirements (such as required disclosures in publications and websites). Institutions may want to identify a compliance officer or designate one individual or office with ensuring compliance. Finally, standard procedures should be developed so that the necessary calculations and reports become part of general business operations and processes. Due to the complex nature of this proposed rule, please refer to this section in the Working Group Report for important compliance details.

INTERNAL DOCUMENT - FOR INSTITUTIONAL USE ONLY

PROGRAM INTEGRITY REGULATIONS

DISTANCE LEARNING AND CORRESPONDENCE

FAQ's

Updated as of May 19, 2011

Q1: What types of online education do the new regulations cover?

A: The new regulations apply to any distance education program, including online instruction, correspondence learning or other form of online instruction that crosses state lines. This could be a degree-granting or non-degree granting program, certificate program or other general online courses.

Q2: What has to occur by July 1, 2011?

A: Each institution that offers distance learning or correspondence in other states must seek (and obtain, if necessary) authorization from each state that a student is located within to offer distance learning or correspondence within that state. The DOE recently issued a Dear Colleague Letter (April 20, 2011) that indicated that for those institutions that have not obtain the required state authorization by July 1, 2011, the DOE will delay any sanctions against those institutions until July 1, 2014 as long as the institutions show "good faith" in seeking the required state authorization.

Q3: What is evidence of "good faith" efforts for purposes of being in compliance after July 1, 2011?

A: The DOE will consider the following evidence in determining whether institutions are continuing to seek state authorization in good faith on and after July 1, 2011:

- Documentation that an institution is developing a distance education management process for tracking students' place of residence when engaged in distance education.
- Documentation that an institution has contacted a state directly to discuss programs the institution is providing to students in that State to determine whether authorization is needed.
- An application to a state, even if it is not yet approved.
- Documentation from a state that an application is pending.

Keep in mind that if a state does not authorize or approve distance education or correspondence activity, then no action is required on the part of the institution. However, for those states creating new requirements or application procedures, institutions are expected to seek authorization under the new requirements or procedures only after they are established. The Department will carefully review instances where an institution may not be acting in good faith, such as where documents show an institution knew of a State requirement and willfully refused to comply with it.

INTERNAL DOCUMENT - FOR INSTITUTIONAL USE ONLY

Q4: What if a state does not regulate distance education?

A: If a state does not regulate online distance education, then the institution must merely show that it has sought approval, but was not required to obtain it.

Q5: Will System Administration request state authorization from all 50 states on behalf of all affected UW institutions?

A: System Administration will assist in coordinating the initial request for state authorization from all affected states from each institution that is operating within those states. However, System Administration may not be able to receive authorization on behalf of its institutions; rather, each institution may be required to request authorization on its own behalf (and pay the costs of application/registration for its programs/courses).

Q6: How will each institution know what each state requires for purposes of authorization?

A: The DOE will create a directory that it will publish on its website to utilize in determining what each state requires for purposes of compliance. System Administration will continue to work with each campus in collecting the necessary data to complete the necessary applications for those states that regulate distance education.

Q7: Will System be assisting the institutions in determining the costs associated with seeking authorization for all affected states?

A: Yes, System will be coordinating the review and evaluation of the costs associated with seeking state authorization; however, each institution must provide System Administration with the necessary information to be able to adequately determine the actual costs associated with this pursuit, as it will depend on the type of distance learning programs offered, and the particular state's requirements and costs for providing such educational programs.

Q8: The DOE recently issued a Dear Colleague Letter (April 20, 2011) which indicated that it will delay enforcement of its penalties against institutions until July 1, 2014. Does this mean we can wait until then to seek state authorization?

A: No. The DOE made it very clear that institutions must continue to act in good faith toward seeking the necessary state authorizations on and after July 1, 2011 in order to be considered in compliance with the new regulations.

Q9: Does the institution have to identify where a student is located and seek approval from the state before enrolling the student in an online program?

A: Yes. If a state requires approval for distance learning or online education to students located in that state, a student is eligible for Title IV funds only if the institution has received the required state approval. The student's location must be reevaluated each time an institution makes a new award to that student.

Q10: What if a student moves from a state in which the institution has authorization to a state where the institution does not have authorization during his/her enrollment in an online program?

A: If a student moves to another state during the program or course enrollment, the DOE guidance suggests that the institution must have obtained state authorization in the other state by the next Title IV award period or payment. Note that this does not mean that the institution is only required to track the location of those students who receive Title IV funding. The DOE is silent on that issue.

Q11: Will campuses be required to seek state authorization from states where students are placed in clinical settings or who participate in field experiences as part of their educational experience?

A: No, as long as the student is enrolled in an educational program where the student receives the majority of his/her classroom instruction from an institution's physical location. Such clinical settings or field experiences would be considered as part of the education offered by the institution in the state it is physically located, not a distance learning or correspondence course.

Q12: Is there a minimum number of student enrollments that would trigger the need for an institution to receive state approval for distance learning or online education?

A: There is no Federal minimum number of enrollments that triggers compliance. However, states may have their own regulations that establish the conditions under which an institution must obtain state approval.

Q13: Are there other factors that may require an institution to seek state authorization other than enrolled students' locations?

A: Yes, some states require an institution to obtain state authorization based on the following factors, above and beyond mere student location, such as: a) if the institution is actively advertising its distance learning programs or courses in the state (even if no student has actually enrolled in the program or course) or targeting recruitment of residents of that state; b) employing faculty who reside in that state; c) using local proctors for tests or exams, among others.

Q14: Is state authorization required for distance learning programs that involve some form of student internship that is performed at a location within a particular state, such as clinical internships or student teaching internships?

A: Yes, some states require an institution to seek state authorization for internship programs in which the student is physically located in the state as a required part of the clinical component. However, mere placement of a student in a facility as an experience-learning program may not trigger state authorization. It depends on what each state requires. For example, the following

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states require an institution to seek state authorization for internships that are part of a distance learning program: Colorado, Iowa, Kentucky, Maine, Mass, New Hampshire, New York, North Carolina, Ohio, Oregon, Tennessee, Texas, Washington, and possibly others. Most of the states do not appear to make a distinction between clinical internships, internships required for licensing, like student teaching, and self-directed internships, such as non-profits. Therefore, programs that contain an internship component or practicum may require the institution to seek state authorization in certain states.

Q15: Do the regulations apply to international programs or study-abroad experiences?

A: No.

Q16: What will DOE require in order to determine whether the institutions are in compliance with the new regulations?

A: Upon request, institutions must provide written documentation to the DOE which indicates that the institution has either received state authorization from all affected states or has been informed by the state that authorization is not required, or has sought state authorization in writing but the state does not regulate the distance learning programs or courses offered by the institution.

Q17: Is the institution required to provide written notice to its students regarding the state authorization for its distance learning or correspondence education?

A: Yes. Institutions must notify all prospective and current students that the institution is authorized to provide distance learning or correspondence education in those particular states where the student is located. This information must include contact information for filing complaints with the institution's accreditor and with any relevant state official or agency that handles student complaints. (Note: WCET has prepared a list of contact information by state where complaints can be filed – the most revised list is dated April 22, 2011). Institutions must provide the complaint process information regardless of whether the affected state regulates distance learning or online courses.

Q18: What if the institution determines that it would be too costly to seek state authorization from each state where its enrolled students are currently located?

A: The decision to offer or continue to offer distance learning programs or correspondence in certain states will be left up to the individual campuses to determine whether the programs are cost-prohibitive.

Q19: What should each institution be doing to prepare for this new regulation as of July 1, 2011?

A: Each institution should assign a campus official or employee to work directly with Carmen Faymonville from System Administration to initiate a review and collection of pertinent

INTERNAL DOCUMENT - FOR INSTITUTIONAL USE ONLY

data that will be necessary to determine whether state authorization is required for each individual campus and its applicable distance learning programs or online courses.

Q20: Will System Administration initiate the request for authorization from each applicable state on behalf of all UW institutions?

A: System Administration is preparing a standard “initial contact” letter to send to each state to initiate the authorization request for UW institutions’ distance learning programs. System Administration will seek to obtain state authorization on behalf of those UW institutions offering distance learning programs, certificates and/or degrees in out-of-state territories. However, some states will require each institution to submit an application along with supporting distance learning documentation. System Administration will continue to collect information relating to state-by-state requirements and coordinate its efforts with campus officials to assure the most effective and efficient approach toward compliance with this new rule. In the meantime, as stated above, each institution should initiate the following actions:

- Assign a campus official to be the contact person for System Administration.
- Initiate a review of all distance learning programs, certificates and courses that are offered to students who reside outside of the State of Wisconsin. Create a profile of distance learning programs, certificates or other degree-related on-line correspondence.
- Create a database to retain all pertinent records relating to distance learning programs, letters to states, authorization documents and approvals. This documentation must be provided to the Department, upon request.

Q21: Who will be required to maintain the necessary documentation in regard to state authorization requests and approvals, for purposes of documenting compliance with the new regulations?

A: Each institution will be responsible for maintaining an adequate data base and filing system to retain all documentation relating to state authorization approvals (and requests) for each of its distance learning programs and online correspondence. This documentation will be necessary to prove compliance to the DOE, upon request.

Q22: What is the penalty for noncompliance?

A: If an institution offers postsecondary education in the form of distance learning or correspondence in a state where it has failed to receive state authorization, institutions will be required to reimburse the DOE for all Title IV funds that were obtained by students during this period of noncompliance. In addition, the DOE may withhold the institution’s eligibility to receive future Title IV funding or aid. Finally, other penalties may be imposed as deemed appropriate by the DOE.

Delegation of Unclassified Personnel Flexibilities
Permitted under RPD 6-6: Delegation to System President

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents:

- (1) endorses the delegation of the UW System President's authority under Regent Policy Document (RPD) 6-6 to (a) the UW Colleges and UW-Extension Chancellor to appoint and set the salary of UW Colleges Interim Deans and the State Geologist; (b) the UW-Madison Chancellor to appoint and set the salary of the Director of the State Laboratory of Hygiene, the Director of the Psychiatric Institute, and the State Cartographer; (c) the UW chancellors to approve named professorships; and (d) the UW Chancellors to grant an unclassified staff member an extension of a non-medical leave of absence beyond five years; and
- (2) approves a change to RPD 20-6, such that non-medical leaves of absence would be reported to the Board upon request, rather than in an annual report.

**DELEGATION OF CERTAIN UNCLASSIFIED
PERSONNEL FLEXIBILITIES
RPD 6-6: DELEGATION TO THE SYSTEM PRESIDENT**

EXECUTIVE SUMMARY

BACKGROUND

The Board of Regents on March 10, 2011 passed a resolution supporting an amendment to 2011 Senate Bill 27 to provide all institutions in the UW System with management flexibilities within the Board of Regents' and UW System's current governance and statutory framework. It was further resolved that the Board delegate the new flexibilities directly to each UW institution. In this same spirit, the President of the UW System has directed UW System Administration staff to review current policies and practices with the goal of providing flexibilities that can be delegated under the existing authority of the Board of Regents and the President of the UW System.

REQUESTED ACTION

Approval of Resolution I.2.c.

DISCUSSION

The primary purpose of the Wisconsin Idea Partnership is to advance the Wisconsin Idea by providing the maximum flexibility to all University of Wisconsin System Chancellors to lead their institutions in the most effective and efficient manner possible, for the benefit of their students, faculty, staff, and local communities. The delegated flexibilities proposed in this resolution continues the practice begun several months ago of bringing recommendations for delegation to the Board of Regents for consideration and foreshadow the greater flexibilities being requested through the Wisconsin Idea Partnership.

RPD 6-6 extends delegation of authority to the President for certain unclassified personnel actions. President Reilly is seeking the Board's endorsement of his delegation to the UW Chancellors of several unclassified personnel actions.

Authority to Appoint and Set Salary for UW Colleges Interim Deans:

On April 8, 2005, the Board of Regents passed resolution 8996 delegating to the UW System President the authority to appoint and set the salaries of the UW Colleges Interim Deans. The

UW System President is now recommending that the UW Colleges and UW-Extension Chancellor be delegated the authority to appoint and set the salary of the UW Colleges Interim Deans. UWS Unclassified Personnel Guideline #5 [s. 5.03(3)(d)] would be revised to reflect this change in delegation.

Authority to Appoint and Set Salary of the State Geologist, Director of the State Laboratory of Hygiene, Director of the Psychiatric Institute, and the State Cartographer:

On October 5, 2001, the Board of Regents passed resolution 8457, delegating to the UW System President the authority to approve the appointment of the State Geologist, the Director of the State Laboratory of Hygiene, the Director of the Psychiatric Institute, and the State Cartographer. These responsibilities were delegated to the President in an effort to eliminate routine items from the Board agenda and allow more time for the Board to focus on policy issues. The UW System President is now recommending that the UW Colleges and UW-Extension Chancellor be delegated the authority to recruit and appoint the State Geologist and the UW-Madison Chancellor be delegated the authority to recruit and appoint the Directors of the State Laboratory of Hygiene and the Psychiatric Institute, as well as the State Cartographer. The State Geologist is a UW-Extension employee; the Directors of the State Laboratory of Hygiene and the Psychiatric Institute, and the State Cartographer are UW-Madison employees. The UW System President recommends that the Chancellors of these institutions have the delegated authority to appoint these employees. UWS Unclassified Personnel Guideline #5 [s. 5.03(7)(c)] would be revised to reflect these changes in delegation.

Authority to Approve Named Professorships:

Board of Regents resolution 8457 (October 5, 2001) delegated to the UW System President the authority to approve named professorships, subject to final Board approval. Named professorships provide a way to honor a university's most prominent faculty members, traditionally by extending additional financial and other resources that serve to acknowledge and underwrite their research, teaching, and/or community service. In 2010, twenty faculty members at five institutions were awarded a named professorship. The Office of Academic Affairs approves the named professorships on behalf of the President and provides the Board with a semi-annual report on the named professorships. The Board no longer approves the named professorships. The UW System President recommends that the UW Chancellors be delegated the authority to approve named professorships. UWS Unclassified Personnel Guideline #5 [s. 5.03(8)] would be revised to reflect this change in delegation.

Authority to Approve Non-Medical Leaves of Absence Beyond Five Years:

Regent Policy Document 20-6, Policy on Non-Medical Leaves of Absence for Unclassified Staff, delegates to the UW Chancellors the authority to grant an unclassified staff member a non-medical leave of absence for a period up to five years. The UW System President has the authority to grant an extension of a non-medical leave of absence beyond the five years. Extensions to non-medical leaves of absence rarely occur. The UW System President recommends that the UW Chancellors be delegated the authority to grant an unclassified staff member an extension of a non-medical leave of absence beyond five years. UWS Unclassified

Personnel Guideline #9 would be revised to include information on non-medical leaves of absence.

The delegation of these unclassified personnel actions will eliminate the need for the President's approval of these actions. It is also recommended that RPD 20-6 be modified to discontinue annual reporting to the Board of Regents on the status and number of unclassified staff members whose leaves of absence have been extended beyond five years. Chancellors would maintain this information and make it available upon request.

The delegation of these flexibilities would take place immediately upon approval of the Board and reflects the Board's and the System President's intent to provide increased flexibilities through the Wisconsin Idea Partnership.

A revised version of RPD 20-6 is attached. RPD 6-6 includes additional delegations that could be considered by the Board of Regents at subsequent meetings. A revised version of RPD 6-6 will be provided at that time.

RELATED REGENT POLICIES

Regent Policy Document 20-6

Regent Policy Documents

20-6 POLICY ON NON-MEDICAL LEAVES OF ABSENCE FOR UNCLASSIFIED STAFF (Formerly 89-8)

Scope

This policy applies to all UW institutions granting non-medical leaves of absence for unclassified staff.

Purpose

Unclassified staff members possess talents, expertise, and interests that are often valued and sought after by organizations and governmental units outside the UW System, or by other institutions within the System. Granting leaves of absence in appropriate circumstances allows unclassified staff members to share these special skills with other entities, and can offer significant benefits both to the staff member's home institution and the outside organization by fostering collaborations and developing productive relationships among businesses, educational institutions, research organizations, and other branches of government.

Policy Statement

It is the policy of the Board of Regents to permit leaves of absence^s for non-medical reasons to be granted to unclassified staff members as follows:

- I. The chancellor of each institution, after considering specific institutional needs, may grant an unclassified staff member a full- or part-time leave of absence without pay for non-medical reasons for a period up to five years.
- II. A leave of absence granted under section I. must specify the period and the percentage time of the leave.
- III. A leave of absence under section I. may be granted for reasons including, but not limited to, the following:
 - A. Allowing the unclassified staff member to engage in entrepreneurial activities such as forming companies or businesses related to or arising in connection with the unclassified staff member's institutional research or area of academic specialization;
 - B. Allowing the unclassified staff member to perform services for another UW System institution or UW System Administration;
 - C. Allowing the unclassified staff member to engage in public service as an elected or appointed official of local, state, or federal government;
 - D. Allowing the unclassified staff member to serve as a fellow of a research entity affiliated or engaged in research with a UW System institution;
 - E. Allowing the unclassified staff member to engage in activities similar or related to those enumerated in this section.
- IV. ~~Upon the recommendation of the chancellor, the UW System president~~chancellor of each institution may grant an unclassified staff member an extension of a leave of absence beyond five years for the reasons enumerated in section III.

~~V. The UW System president will report to the Board of Regents annually on the status and number of unclassified staff members whose leaves of absence have been extended beyond five years.~~

Oversight, Roles & Responsibilities

UW chancellors will be responsible for implementing this policy. The UW Office of Human Resources and Workforce Diversity will monitor compliance with this policy.

History

Res. 5364 adopted 11/10/89; replaces 74-9, 78-3; amended by Res. 8457, 10/5/01; repealed and recreated by Res. 9704. 12/11/09.

UW-Madison Contractual Agreement
With Pharmacyclics, Inc.

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the contractual agreement between the University of Wisconsin-Madison and Pharmacyclics, Inc.

UW-MADISON CONTRACTUAL AGREEMENT WITH PHARMACYCLICS, INC.

EXECUTIVE SUMMARY

BACKGROUND

UW Board of Regents policy requires any grant or contract with private profit-making organizations in excess of \$500,000 be presented to the Board for formal acceptance prior to execution.

REQUESTED ACTION

Approval of Resolution I.2.d.3.

That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the contractual agreement between the University of Wisconsin-Madison and Pharmacyclics, Inc.

DISCUSSION AND RECOMMENDATIONS

The Office of Research and Sponsored Programs at the University of Wisconsin-Madison has negotiated a Clinical Trial Agreement, PCYC-1106 (attached) with Pharmacyclics, Inc. In consideration for providing the Research Services, Pharmacyclics, Inc. shall pay UW-Madison an estimated total amount of \$571,245.57 USD. This Clinical Trial Agreement will be effective upon signature (the "Effective Date") and remain in effect until the study is completed. This research will be conducted by the Comprehensive Cancer Center under the direction of Dr. Vaisalee Kenkre.

The Comprehensive Cancer Center shall provide the clinical research services for the study entitled "A Multicenter, Open-label, Phase 2, Safety and Efficacy Study of the Bruton's Tyrosine Kinase (Btk) Inhibitor, PCI-32765, in Subjects with Relapsed or Refractory de Novo Diffuse Large B-cell Lymphoma, PCYC-1106".

RELATED REGENT POLICIES

Regent Resolution 8074, dated February 2000, Authorization to Sign Documents

QUARTERLY REPORT OF GIFTS, GRANTS, AND CONTRACTS JULY 1, 2010 THROUGH MARCH 31, 2011

EXECUTIVE SUMMARY

BACKGROUND

Prior to 1993, the Board of Regents had been presented a detailed listing of all gift, grant, and contract awards received in the previous month. This reporting protocol was deemed overly labor intensive and information presented was easily misinterpreted. Very few gifts are given directly to the University; the vast majority of gift items listed in these reports represented a pass-through of funds raised by UW Foundations. In addition, reported grant and contract awards frequently span several years, making the monthly figures reported somewhat misleading to the uninformed reader.

In February 1993, the Board adopted a plan for summary reporting on a monthly basis, delegating to the UW System Vice President for Finance acceptance of contracts with for-profit entities where the consideration involved was less than \$200,000. Contracts in excess of \$200,000 were required to come to the Board prior to execution. This \$200,000 threshold was increased to \$500,000 at the Board's September 4, 1997 meeting.

At this same September 4, 1997 meeting, it was noted that, while the monthly summary reporting from UW institutions will continue, the Vice President for Finance will present the information to the Board on a quarterly, rather than monthly, basis. These quarterly summary reports have been presented to the Business, Finance, and Audit Committee since that time and have generally been accompanied by a brief explanation of significant changes.

REQUESTED ACTION

No action is required; this item is for information only.

DISCUSSION

Attached is a summary report of gifts, grants, and contracts awarded to University of Wisconsin System institutions in the nine month period July 1, 2010 through March 31, 2011. Total gifts, grants, and contracts for the period were nearly \$1.2 billion; this is a decrease of \$82.0 million over the same period in the prior year. Federal awards decreased \$21.4 million while non-federal awards decreased by \$60.6 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 (3rd Quarter)**

FISCAL YEAR 2010-2011	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Total	112,401,269	49,123,509	2,525,722	85,699,066	19,582,253	715,495,620	191,635,944	1,176,463,382
Federal	80,106,192	30,740,283	0	14,495,445	0	498,337,457	177,789,439	801,468,816
Nonfederal	32,295,077	18,383,226	2,525,722	71,203,622	19,582,253	217,158,164	13,846,505	374,994,567
FISCAL YEAR 2009-2010								
Total	77,473,043	54,123,449	3,115,337	107,719,309	50,281,854	796,506,330	169,257,747	1,258,477,069
Federal	45,632,566	34,959,278	0	11,266,208	14,945,525	559,359,183	156,680,679	822,843,439
Nonfederal	31,840,478	19,164,172	3,115,337	96,453,101	35,336,329	237,147,147	12,577,068	435,633,631
INCREASE(DECREASE)								
Total	34,928,226	(4,999,940)	(589,614)	(22,020,243)	(30,699,601)	(81,010,710)	22,378,197	(82,013,687)
Federal	34,473,627	(4,218,995)	0	3,229,237	(14,945,525)	(61,021,726)	21,108,760	(21,374,623)
Nonfederal	454,599	(780,945)	(589,614)	(25,249,480)	(15,754,076)	(19,988,985)	1,269,438	(60,639,063)

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2010-2011 (3rd Quarter)

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2010-2011								
Madison	25,158,489	29,776,533	2,474,722	64,899,801	19,183,653	677,712,313	27,916,048	847,121,559
Milwaukee	8,083,010	7,749,294	33,000	5,407,343	0	24,438,164	37,582,633	83,293,443
Eau Claire	1,892,469	1,353,729	0	0	0	759,199	13,760,382	17,765,779
Green Bay	147,789	1,855,246	18,000	157,908	0	478,655	235,468	2,893,066
La Crosse	401,661	129,901	0	954,618	0	1,771,103	10,151,353	13,408,636
Oshkosh	2,787,320	5,533,130	0	0	0	1,154,648	15,442,248	24,917,346
Parkside	594,447	632,605	0	171,680	200,000	194,929	130,005	1,923,666
Platteville	367,500	10,633	0	1,353,854	0	494,261	10,493,873	12,720,121
River Falls	45,782	4,080	0	1,821,460	53,434	133,960	9,500,934	11,559,650
Stevens Point	1,383,656	383,649	0	193,141	0	3,120,605	15,273,364	20,354,415
Stout	4,177,369	295,651	0	2,367,110	96,537	160,654	12,468,849	19,566,169
Superior	31,091	0	0	776,692	0	4,270,475	2,888,904	7,967,162
Whitewater	2,612,288	25,018	0	2,287,686	48,629	125,845	14,645,219	19,744,685
Colleges	6,769	660,698	0	4,394,649	0	28,779	21,146,664	26,237,559
Extension	64,711,629	0	0	0	0	(5,000)	0	64,706,629
System-Wide	0	713,343	0	913,125	0	657,030	0	2,283,498
Totals	112,401,269	49,123,509	2,525,722	85,699,066	19,582,253	715,495,620	191,635,944	1,176,463,382
Madison	20,435,087	14,161,300	0	3,151,488	0	468,916,560	19,840,985	526,505,420
Milwaukee	6,390,977	6,499,820	0	795,494	0	20,808,388	37,544,383	72,039,062
Eau Claire	1,771,927	1,316,150	0	0	0	420,927	13,556,703	17,065,707
Green Bay	104,883	1,583,202	0	75	0	428,456	89,795	2,206,411
La Crosse	36,700	103,896	0	946,294	0	899,538	10,151,353	12,137,781
Oshkosh	1,909,413	5,018,471	0	0	0	687,689	15,442,248	23,057,821
Parkside	529,676	372,038	0	45,250	0	45,000	0	991,964
Platteville	251,024	0	0	1,192,735	0	394,282	10,493,873	12,331,914
River Falls	19,902	0	0	1,392,084	0	71,129	9,461,369	10,944,484
Stevens Point	239,193	110,013	0	0	0	1,307,083	15,273,364	16,929,653
Stout	3,773,632	221,624	0	1,367,952	0	0	12,128,746	17,491,954
Superior	31,091	0	0	0	0	3,692,466	0	3,723,557
Whitewater	2,558,192	0	0	1,620,412	0	0	13,547,344	17,725,948
Colleges	0	655,426	0	3,983,661	0	8,909	20,259,277	24,907,272
Extension	42,054,496	0	0	0	0	0	0	42,054,496
System-Wide	0	698,343	0	0	0	657,030	0	1,355,373
Federal Totals	80,106,192	30,740,283	0	14,495,445	0	498,337,457	177,789,439	801,468,816
Madison	4,723,402	15,615,233	2,474,722	61,748,313	19,183,653	208,795,753	8,075,063	320,616,138
Milwaukee	1,692,033	1,249,474	33,000	4,611,849	0	3,629,776	38,250	11,254,382
Eau Claire	120,542	37,579	0	0	0	338,272	203,679	700,072
Green Bay	42,907	272,044	18,000	157,833	0	50,199	145,673	686,655
La Crosse	364,961	26,005	0	8,324	0	871,565	0	1,270,855
Oshkosh	877,907	514,659	0	0	0	466,959	(0)	1,859,525
Parkside	64,771	260,567	0	126,430	200,000	149,929	130,005	931,702
Platteville	116,476	10,633	0	161,119	0	99,979	0	388,207
River Falls	25,880	4,080	0	429,376	53,434	62,831	39,565	615,166
Stevens Point	1,144,463	273,636	0	193,141	0	1,813,522	0	3,424,762
Stout	403,737	74,027	0	999,158	96,537	160,654	340,103	2,074,215
Superior	0	0	0	776,692	0	578,009	2,888,904	4,243,605
Whitewater	54,096	25,018	0	667,274	48,629	125,845	1,097,875	2,018,736
Colleges	6,769	5,272	0	410,988	0	19,870	887,387	1,330,286
Extension	22,657,133	0	0	0	0	(5,000)	0	22,652,133
System-Wide	0	15,000	0	913,125	0	0	0	928,125
Nonfederal Totals	32,295,077	18,383,226	2,525,722	71,203,622	19,582,253	217,158,164	13,846,505	374,994,567

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2010-2011 (3rd Quarter)

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2009-2010								
Madison	21,166,676	35,510,347	2,440,985	89,568,692	48,933,619	751,510,041	22,052,473	971,182,832
Milwaukee	7,610,516	6,180,008	673,352	2,817,564	0	29,042,688	31,454,868	77,778,996
Eau Claire	1,005,593	1,062,237	0	0	1,300,000	1,428,639	11,887,848	16,684,317
Green Bay	422,956	1,486,692	0	227,821	1,500	1,556,078	4,625,288	8,320,335
La Crosse	652,785	295,029	0	964,108	0	2,561,047	8,107,631	12,580,600
Oshkosh	3,995,611	6,663,586	0	0	0	1,774,115	12,763,170	25,196,482
Parkside	3,082,374	544,506	0	14,634	0	399,166	8,802,419	12,843,099
Platteville	1,093,932	61,826	0	4,512,000	0	30,293	8,752,164	14,450,215
River Falls	58,507	6,578	0	1,980,839	0	92,739	7,286,841	9,425,503
Stevens Point	3,754,530	377,599	0	419,126	0	4,575,649	12,340,178	21,467,082
Stout	4,823,467	128,346	0	2,382,694	0	186,340	9,968,769	17,489,616
Superior	55,341	0	0	720,295	0	2,498,397	2,512,913	5,786,946
Whitewater	289,382	41,721	0	2,480,916	46,735	416,443	12,152,450	15,427,647
Colleges	10,689	438,831	1,000	1,117,007	0	116,408	16,550,735	18,234,671
Extension	29,310,685	0	0	300,000	0	0	0	29,610,685
System-Wide	140,000	1,326,142	0	213,613	0	318,286	0	1,998,041
Totals	77,473,043	54,123,449	3,115,337	107,719,309	50,281,854	796,506,330	169,257,747	1,258,477,069
Madison	18,007,809	18,221,222	0	2,864,212	14,945,525	521,581,362	12,918,256	588,538,386
Milwaukee	5,230,342	5,630,554	0	0	0	24,802,035	31,393,717	67,056,648
Eau Claire	904,431	1,047,279	0	0	0	1,323,323	11,599,798	14,874,831
Green Bay	421,356	1,175,437	0	31,290	0	1,351,879	4,024,626	7,004,588
La Crosse	39,865	152,851	0	911,742	0	1,968,871	8,107,631	11,180,960
Oshkosh	2,864,030	6,416,992	0	0	0	1,208,641	12,750,154	23,239,817
Parkside	2,928,509	386,338	0	0	0	310,930	8,799,739	12,425,516
Platteville	846,755	0	0	1,002,381	0	0	8,752,164	10,601,300
River Falls	51,023	0	0	1,561,236	0	53,637	7,260,841	8,926,737
Stevens Point	2,338,577	110,034	0	286,053	0	3,639,808	12,340,178	18,714,650
Stout	4,511,726	99,215	0	1,530,589	0	186,340	9,712,051	16,039,921
Superior	35,341	0	0	720,295	0	2,210,000	2,512,913	5,478,549
Whitewater	178,387	0	0	1,689,694	0	395,847	11,009,915	13,273,844
Colleges	0	433,213	0	518,716	0	100,678	15,498,696	16,551,304
Extension	7,274,414	0	0	0	0	0	0	7,274,414
System-Wide	0	1,286,142	0	150,000	0	225,832	0	1,661,974
Federal Totals	45,632,566	34,959,278	0	11,266,208	14,945,525	559,359,183	156,680,679	822,843,439
Madison	3,158,867	17,289,125	2,440,985	86,704,480	33,988,094	229,928,679	9,134,217	382,644,446
Milwaukee	2,380,174	549,454	673,352	2,817,564	0	4,240,654	61,151	10,722,348
Eau Claire	101,162	14,958	0	0	1,300,000	105,316	288,050	1,809,486
Green Bay	1,600	311,255	0	196,531	1,500	204,199	600,662	1,315,747
La Crosse	612,920	142,178	0	52,366	0	592,176	0	1,399,640
Oshkosh	1,131,581	246,594	0	0	0	565,474	13,016	1,956,665
Parkside	153,865	158,168	0	14,634	0	88,236	2,680	417,583
Platteville	247,176	61,826	0	3,509,619	0	30,293	0	3,848,914
River Falls	7,484	6,578	0	419,603	0	39,102	26,000	498,766
Stevens Point	1,415,953	267,565	0	133,073	0	935,841	0	2,752,432
Stout	311,741	29,131	0	852,105	0	0	256,718	1,449,695
Superior	20,000	0	0	0	0	288,397	0	308,397
Whitewater	110,995	41,721	0	791,222	46,735	20,596	1,142,535	2,153,804
Colleges	10,689	5,618	1,000	598,291	0	15,730	1,052,040	1,683,367
Extension	22,036,271	0	0	300,000	0	0	0	22,336,271
System-Wide	140,000	40,000	0	63,613	0	92,454	0	336,067
Nonfederal Totals	31,840,477	19,164,171	3,115,337	96,453,101	35,336,329	237,147,147	12,577,068	435,633,630

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2010-2011 (3rd Quarter)

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
INCREASE (DECREASE)								
Madison	3,991,813	(5,733,814)	33,738	(24,668,891)	(29,749,966)	(73,797,728)	5,863,575	(124,061,273)
Milwaukee	472,494	1,569,286	(640,352)	2,589,778	0	(4,604,524)	6,127,765	5,514,447
Eau Claire	886,876	291,492	0	0	(1,300,000)	(669,440)	1,872,534	1,081,462
Green Bay	(275,167)	368,554	18,000	(69,913)	(1,500)	(1,077,423)	(4,389,820)	(5,427,269)
La Crosse	(251,124)	(165,128)	0	(9,490)	0	(789,944)	2,043,722	828,036
Oshkosh	(1,208,291)	(1,130,456)	0	0	0	(619,467)	2,679,078	(279,136)
Parkside	(2,487,927)	88,099	0	157,046	200,000	(204,237)	(8,672,414)	(10,919,433)
Platteville	(726,432)	(51,193)	0	(3,158,145)	0	463,968	1,741,709	(1,730,094)
River Falls	(12,725)	(2,498)	0	(159,379)	53,434	41,221	2,214,093	2,134,147
Stevens Point	(2,370,874)	6,050	0	(225,985)	0	(1,455,044)	2,933,186	(1,112,667)
Stout	(646,098)	167,304	0	(15,584)	96,537	(25,686)	2,500,080	2,076,552
Superior	(24,250)	0	0	56,397	0	1,772,078	375,991	2,180,216
Whitewater	2,322,906	(16,703)	0	(193,230)	1,894	(290,598)	2,492,769	4,317,038
Colleges	(3,920)	221,867	(1,000)	3,277,641	0	(87,629)	4,595,928	8,002,888
Extension	35,400,944	0	0	(300,000)	0	(5,000)	0	35,095,944
System-Wide	(140,000)	(612,799)	0	699,512	0	338,744	0	285,457
Totals	34,928,227	(4,999,939)	(589,614)	(22,020,243)	(30,699,601)	(81,010,710)	22,378,197	(82,013,685)
Madison	2,427,278	(4,059,922)	0	287,276	(14,945,525)	(52,664,802)	6,922,729	(62,032,966)
Milwaukee	1,160,635	869,266	0	795,494	0	(3,993,647)	6,150,666	4,982,414
Eau Claire	867,496	268,871	0	0	0	(902,396)	1,956,905	2,190,876
Green Bay	(316,473)	407,765	0	(31,215)	0	(923,423)	(3,934,831)	(4,798,177)
La Crosse	(3,165)	(48,955)	0	34,552	0	(1,069,333)	2,043,722	956,821
Oshkosh	(954,617)	(1,398,521)	0	0	0	(520,952)	2,692,094	(181,996)
Parkside	(2,398,833)	(14,300)	0	45,250	0	(265,930)	(8,799,739)	(11,433,552)
Platteville	(595,732)	0	0	190,354	0	394,282	1,741,709	1,730,613
River Falls	(31,121)	0	0	(169,152)	0	17,492	2,200,528	2,017,747
Stevens Point	(2,099,384)	(21)	0	(286,053)	0	(2,332,725)	2,933,186	(1,784,997)
Stout	(738,094)	122,409	0	(162,637)	0	(186,340)	2,416,695	1,452,033
Superior	(4,250)	0	0	(720,295)	0	1,482,466	(2,512,913)	(1,754,992)
Whitewater	2,379,805	0	0	(69,282)	0	(395,847)	2,537,429	4,452,104
Colleges	0	222,212	0	3,464,945	0	(91,769)	4,760,581	8,355,969
Extension	34,780,082	0	0	0	0	0	0	34,780,082
System-Wide	0	(587,799)	0	(150,000)	0	431,198	0	(306,601)
Federal Totals	34,473,627	(4,218,995)	0	3,229,237	(14,945,525)	(61,021,726)	21,108,760	(21,374,623)
Madison	1,564,535	(1,673,892)	33,738	(24,956,167)	(14,804,441)	(21,132,926)	(1,059,154)	(62,028,308)
Milwaukee	(688,141)	700,020	(640,352)	1,794,284	0	(610,877)	(22,901)	532,033
Eau Claire	19,380	22,621	0	0	(1,300,000)	232,956	(84,371)	(1,109,414)
Green Bay	41,307	(39,211)	18,000	(38,698)	(1,500)	(154,000)	(454,989)	(629,091)
La Crosse	(247,959)	(116,173)	0	(44,042)	0	279,389	0	(128,785)
Oshkosh	(253,674)	268,065	0	0	0	(98,515)	(13,016)	(97,140)
Parkside	(89,094)	102,399	0	111,796	200,000	61,693	127,325	514,119
Platteville	(130,700)	(51,193)	0	(3,348,499)	0	69,685	0	(3,460,707)
River Falls	18,396	(2,498)	0	9,773	53,434	23,729	13,565	116,400
Stevens Point	(271,490)	6,071	0	60,068	0	877,681	0	672,330
Stout	91,996	44,895	0	147,053	96,537	160,654	83,385	624,519
Superior	(20,000)	0	0	776,692	0	289,612	2,888,904	3,935,208
Whitewater	(56,899)	(16,703)	0	(123,948)	1,894	105,249	(44,660)	(135,067)
Colleges	(3,920)	(346)	(1,000)	(187,303)	0	4,140	(164,653)	(353,081)
Extension	620,863	0	0	(300,000)	0	(5,000)	0	315,863
System-Wide	(140,000)	(25,000)	0	849,512	0	(92,454)	0	592,058
Nonfederal Totals	454,600	(780,944)	(589,614)	(25,249,480)	(15,754,076)	(19,988,985)	1,269,438	(60,639,061)

Reporting Period: April 1-30, 2011

Project Progress on Major Deliverables:

HRS		
Key Area (See Appendix 1 for description)	Accomplishments for April 2011	Status
Business Process and Application Configuration	<ul style="list-style-type: none"> Completed all tasks required to transition from the legacy systems to HRS including manual data entry and execution of processes to ensure that all systems were functioning for go-live. Completed user procedures required for go-live and continued development of other user procedures by functional team which were not required for go-live. Continued collaborating with the Reporting, Data Collection/Conversion, Training, and Security teams in the development of their deliverables. Completed the verification and validation of converted data in collaboration with the Data Conversion team. Continued support of modifications and test faults along with the Development Team. Supported the training team in their campus training events and preparations with campuses for go-live. Completed activities for Dress Rehearsal 4. 	On Schedule
Technical Development	<ul style="list-style-type: none"> Completed the development of all required modifications for Release 1. Completed data collection, cleansing and conversion for implementation of HRS Release 1. Continued development and unit testing of the Enterprise Performance Management (EPM or data warehouse) data views and reports for Deployments 2-13. Continued releasing enhancements and revisions to the Data Dictionary. Continued resolution of test faults discovered in testing of Release 1 reports. Worked with campus groups to ensure that external applications / related projects were prepared for implementation. 	On Schedule

Technical Infrastructure	<ul style="list-style-type: none"> Completed build of production environments. Continued policy based provisioning security as required by the campuses to ensure staff had appropriate access to HRS. Continued the refinement of batch schedule. Environments for HRS were created and refreshed, as required. Continued troubleshooting, analysis and resolution of issues related to performance in the various environments. Implemented the production support change control process. 	On Schedule
Change Management	<ul style="list-style-type: none"> April campus deliverables scorecard completed and posted to the Intranet. Continued the collection of campus and support group readiness measurements via the Implementation Readiness Campus Checklist (IRCC) and ensured that all campuses were prepared for implementation. Revised as needed the forms to be commonly used by all campuses with HRS. Continued the regional delivery of the HRS essentials courses and as needed support for the campuses as they prepared for implementation. 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 updates to the cut-over communication plan. Continued with the development of communication on the portal regarding HRS and self-service. 	On Schedule
Testing	<ul style="list-style-type: none"> Continued regression testing of defects that emerged in the implementation process. 	On Schedule
Project Management and Administration	<ul style="list-style-type: none"> Worked with the HRS Project teams throughout all phases of testing to ensure focus on quality, goals and integrity of processes was maintained. 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	Status
Business Process and Application Configuration	<ul style="list-style-type: none"> Completed all planned configuration items as scheduled. Concluded Integration Test phase and no new requirements were identified. BPA Teams performed the many cutover tasks for go live and will support the system during post deployment. 	On Schedule
Technical Development	<ul style="list-style-type: none"> Completed break-fix development associated with issues identified during regression testing. Packaged and migrated the custom objects as part of the go-live cut-over. Initiated break-fix development associated with payroll preview issues and those that surfaced during the first two weeks in production. 	On Schedule
Technical Infrastructure	<ul style="list-style-type: none"> Completed the preparation of the production environment in advance of the go-live cut-over. Executed the go-live cut-over plan to success. Continued to refine the Tivoli batch schedule by manually executing select batch processing strings as part of the payroll preview testing. Monitored the Tivoli batch schedule during the first two weeks in production and adjusted the schedule as required. 	On Schedule
Change Management	<ul style="list-style-type: none"> Continued to communicate critical project activities by conducting SFS Site Leaders meetings, sending targeted communications to the campus community, and participating in the HRS Wisline teleconferences. 	On Schedule
Testing	<ul style="list-style-type: none"> Concluded execution of Payroll Reconciliation, Performance Testing, and User Acceptance Test phase scenarios and facilitation of daily status meetings. 	Complete
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, go-live cut-over, and production support. Continued to provide guidance in regard to the transformation of the production environment and maintenance of the payroll preview environment. 	On Schedule

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Challenges Encountered Since Implementation and Remedies to Address

- Several issues emerged after the implementation of HRS Release 1:
 - System Performance
 - Several issues with system performance were experienced the first week after go-live. The issues have been resolved and the system is being continuously monitored to ensure stable operations.
 - Time and Labor / Absence Functionality
 - The campuses have had challenges with the new business processes associated with the entry of absences and time. The process is different than legacy and the HRS Project team is working with the campus staff on improvements to the process. Some of the improvements can be made, and the effect realized, in the short-term. Other changes will require more extensive business process and system changes in order to realize improvements.
 - The HRS Project Team hosted a number of online and in person sessions to assist the campuses with their understanding of the business process and with their workload. These sessions will continue until the campuses no longer need them.

Project Expenditures & Projected Fiscal Year End Variance (as of April 30, 2011):

	FY11 Planned	FY11 Costs			FY11 Projected Variances
	BOR FY11 Planned (Jul 10 - Jun 11)	Actual Cost (Jul 10 - Apr 11)	Remaining Cost (May 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	\$ 1,725,117	\$ 777,520	\$2,502,637	\$ 135,064
Technical Development	\$ 10,492,199	\$ 10,196,982	\$ 758,786	\$ 10,955,768	\$ (463,569)
Technical Infrastructure	\$ 3,487,448	\$ 3,417,270	\$ 373,026	\$ 3,790,296	\$ (302,848)
Change Management	\$ 1,723,611	\$ 1,244,949	\$ 267,298	\$ 1,512,248	\$ 211,363
Testing	\$ 4,566,634	\$ 6,352,577	\$ 482,256	\$ 6,834,834	\$ (2,268,200)
Project Management and Administration	\$ 3,522,094	\$ 2,139,407	\$ 454,925	\$ 2,594,332	\$ 927,762
Non-Labor Costs	\$ 1,570,759	\$ 912,162	\$ 801,221	\$ 1,713,383	\$ (142,624)
Sub-Total	\$ 28,000,446	\$ 25,988,465	\$ 3,915,033	\$ 29,903,498	\$ (1,903,052)
Contingency	4,056,144				\$ 4,056,144
Total HRS Project	\$ 32,056,590	\$ 25,988,465	\$ 3,915,033	\$ 29,903,498	\$ 2,153,092
SFS Interface					
SFS Interface	\$ 3,289,545	\$ 2,991,678	\$ 287,740	\$ 3,279,418	\$ 10,127
Contingency	\$ 1,089,956				\$ 1,089,956
Total SFS Interface	\$ 4,379,501	\$ 2,991,678	\$ 287,740	\$ 3,279,418	\$ 1,100,083
Total HRS and SFS Interface	\$ 36,436,091	\$ 28,980,143	\$ 4,202,773	\$ 33,182,916	\$ 3,253,175

Notes on FY11 HRS Project Variance:

- Business Process & 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 and integration 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 FY 2011.
 - 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.

Planned Activities –May 2011

- Stabilization of the system for the campuses.
- Continue working with the Service Center on operation of the new HRS system.
- Continue updating internet/intranet content
- Continue working on development and unit testing for reports and data views for Release 2-13
- Continue working on talent acquisition management functional and technical detailed designs
- Continue documenting the configuration approach for talent acquisition management

Planned Activities – June 2011

- Stabilize HRS
- In partnership with the Service Center provide support to the campus community
- Continue ad hoc end user training as needed
- 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

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.

Human Resource System
Review and Approval of the FY12
Project Implementation Budget

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the Human Resource System implementation budget for fiscal year 2012.

HUMAN RESOURCE SYSTEM REVIEW AND APPROVAL OF THE FY12 PROJECT IMPLEMENTATION BUDGET

EXECUTIVE SUMMARY

BACKGROUND

Following an extensive planning effort, the University of Wisconsin System received approval in September 2009 from the Board of Regents to begin implementation of a new Human Resource System (HRS) using the Oracle/PeopleSoft suite of products called Human Capital Management (HCM). The total budget for the Human Resource System (HRS) project, including planning, is \$81.4 million. The first phase of the project will be completed by June 2011 and provides the majority of functionality for payroll, base benefits, human resources, time and absence reporting, financial integration, and basic reporting. The remaining phases will be completed in the first quarter of calendar year 2012.

At the end of June 2011, the major FY 2011 deliverables and milestones planned for this period of time will be completed on time and within the approved FY 2011 implementation budget of \$36.4 million. The total estimated spending on implementation between September 1, 2009 and June 30, 2011 will be \$65.1 million.

The University of Wisconsin System seeks Board of Regents approval for a FY 2012 budget of \$5.2 million to complete the remaining project phases by March 31, 2012. The budget also continues to include a contingency to cover unforeseen expenses.

REQUESTED ACTION

Approval of Resolution I.2.e.2.

DISCUSSION

FY 2011 Project Summary

The milestones in the FY 2011 HRS project plan are organized in seven key areas: 1) Business Process and Application Configuration; 2) Technical Development; 3) Technical Infrastructure; 4) Change Management; 5) Testing; 6) Project Management and Administration; and 7) HRS/SFS Interface.

The first of these key areas, Business Process and Application Configuration, involves updating the configuration of the PeopleSoft application and the business process documentation to reflect changes as a result of testing. Business Process and Application Configuration milestones will

be completed by the end of fiscal year 2011 as planned, except for some business process documentation that was not needed for go-live in April.

The second key area, Technical Development, includes resolving issues with modifications, interfaces, and reports identified during each testing cycle. It also includes the execution of multiple mock data conversions to validate the completeness and accuracy of converted data. Key activities in this area include the migration of modifications, interfaces, and reports to production environments. Technical development milestones will be completed by the end of fiscal year 2011 as planned.

The third key area, Technical Infrastructure, includes the configuration and testing of PeopleSoft end-user security, the set up and testing of batch scheduling processes, testing and deploying the secure connections to external applications, and completing the installation of the production hardware and infrastructure. The major deliverables will be completed by the end of fiscal year 2011 as planned.

The fourth key area, Change Management, includes communication regarding project progress, development and delivery of end user training, assistance to the UW institutions and the Service Center to adapt work processes and responsibilities based on the new PeopleSoft business process, and support for the transition to PeopleSoft. All UW System institutions participated in training. Each institution also completed a monthly “scorecard” to measure their progress in meeting the project plan’s campus deliverables and their readiness for go live. The Change Management deliverables will be completed by the end of fiscal year 2011 as planned; however, there will be on-going demand for HRS training as part of Operational Services.

The fifth key area, Testing, includes the system, integration, performance, pay check reconciliation, Shared Financial Systems and budget interface post-confirm testing, and user acceptance testing. A testing plan was developed that included all phases of testing. The plan was executed by the end of fiscal year 2011 as planned, though as noted in FY 2011 status reports, completion of each testing phase was a longer duration than planned.

The sixth key area, Project Management and Administration, will meet all major deliverable milestones by the end of fiscal year 2011 as planned. These include the creation and maintenance of a detailed project plan, tracking of and reporting on project activities, and the effective management of all UW personnel and consulting resources.

The final key area, the HRS/SFS (Shared Financial System) interface will have met all major FY 2011 deliverable milestones, as planned, and will be completed by the end of the fiscal year.

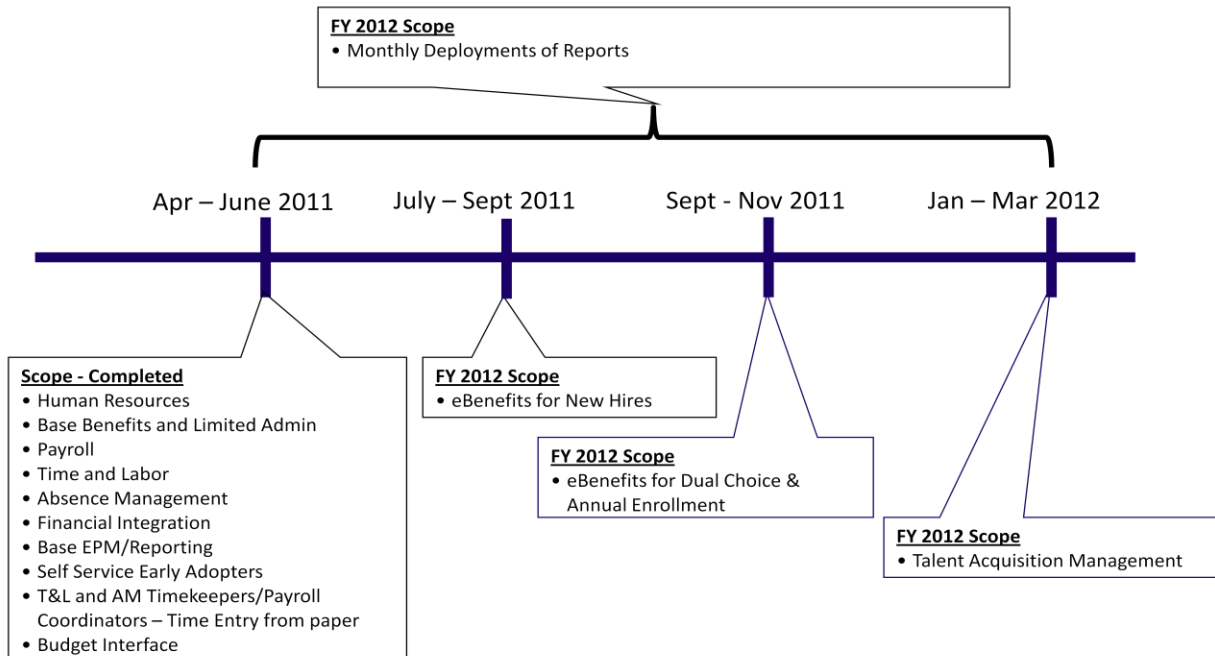
HRS Project Budget

	Planning (FY08 - FY09)	FY10 Actual	FY11 Est. End of Year Actual	FY12 Proposed Budget	Total
HRS Project: Key Areas					
Business Process and Application Configuration	\$ -	\$1,827,993	\$ 2,502,637	\$ 600,355	\$ 4,930,985
Technical Development	\$ -	\$11,486,989	\$ 10,955,768	\$ 1,153,466	\$ 23,596,223
Technical Infrastructure	\$ -	\$1,618,151	\$ 3,790,296	\$ 527,730	\$ 5,936,177
Change Management	\$ -	\$822,281	\$ 1,512,248	\$ 556,440	\$ 2,890,969
Testing	\$ -	\$1,774,216	\$ 6,834,834	\$ 620,120	\$ 9,229,170
Project Management and Administration	\$ -	\$6,149,412	\$ 2,594,332	\$ 653,615	\$ 9,397,359
Non-Labor Costs	\$ -	\$540,000	\$ 1,713,383	\$ 203,081	\$ 2,456,464
Sub Total	\$ -	\$ 24,219,042	\$ 29,903,498	\$ 4,314,807	\$ 58,437,347
Planning	\$ 7,861,091	\$ 4,138,909		\$ -	\$ 12,000,000
Contingency for FY12				\$ 910,621	\$ 910,621
Estimated contingency carry forward	\$ -	\$ -	\$ -	\$ 3,253,175	\$ 3,253,175
HRS Project	\$ 7,861,091	\$ 28,357,951	\$ 29,903,498	\$ 8,478,603	\$ 74,601,143
SFS Interface					
Project	\$ -	\$ 3,526,800	\$ 3,279,418	\$ -	\$ 6,806,218
Contingency	\$ -	\$ -		\$ -	\$ -
SFS Interface	\$ -	\$ 3,526,800	\$ 3,279,418	\$ -	\$ 6,806,218
HRS and SFS Interface Total	\$ 7,861,091	\$ 31,884,751	\$ 33,182,916	\$ 8,478,603	\$ 81,407,361

The FY 2012 proposed budget is \$5,225,428 (\$4,314,807 to support the key project areas and \$910,621 for contingency) and is consistent with the proposed plan as presented in June 2010.

The HRS governance groups and the project team have reviewed the proposed FY 2012 plan and are confident the HRS project releases will be delivered on time and on budget.

HRS FY 2012 Scope & Implementation Schedule



FY 2012 Project Scope Summary

eBenefits:

eBenefits for new hires is targeted for release between July and September. The online, self-service functionality will enable new employees hired at UW to utilize online, self-service functionality to enroll in benefit plans. The functionality will be available to all benefits eligible employees except those with prior WRS service. Online, self-service functionality will also be introduced to all UW System employees for the fall 2011 open enrollment period.

These self-service functions will reduce paperwork at the institutions and workload within the Service Center to process benefit plan enrollments.

Talent Acquisition Management (TAM):

TAM is targeted to go live in the first quarter of 2012 to provide integrated recruiting functionality to campuses. TAM will enable UW and non-UW employees to search, view, and apply for jobs online. TAM will offer UW HR professionals an automated system for generating job postings and managing the recruitment and hiring processes. TAM will interface to WiscJobs, the state of Wisconsin job search site. TAM is fully integrated with HRS, eliminating the need for duplicate data entry at the campuses or at the Service Center.

Monthly deployment of reports:

The project will continue to deploy approximately 30 additional reports, along with the pre-requisite data views that support these reports. These reports are timed to support the business cycles and processes for FY 2012 in the areas of eBenefits, TAM, and end of calendar year processing.

Project accountability will continue to be provided in FY 2012 by quarterly reviews and by periodic project progress reports to the Business, Finance and Audit Committee at every Board of Regents two-day meeting. The HRS periodic progress reports will continue to be shared with the legislative Joint Committee on Information Policy and Technology.

RELATED REGENT POLICIES

None

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Capital Planning and Budget Committee

Thursday, June 9, 2011
UW-Milwaukee Union
Milwaukee, Wisconsin

10:00 a.m. All Regents – Union, Wisconsin Room

1. Presentation by UW-Milwaukee Chancellor Michael Lovell: “UW-Milwaukee – Powerful Ideas Producing Proven Results with Our Community Partners”
2. 2011-13 Biennial Budget Update

12:00 p.m. Lunch – Union, Ballroom East

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

- a. Presentation by Christy L. Brown, UW-Milwaukee Vice Chancellor for Finance and Administrative Affairs: “UW-Milwaukee Master Plan Initiatives: Implementation Begins”

1:30 p.m. Capital Planning and Budget committee – Union, Ballroom West

- b. Approval of the Minutes of the April 7, 2011 Meeting of the Capital Planning and Budget Committee
- c. UW Colleges: Authority to Release Back to Barron County a 0.764 Acre Parcel of Land from the UW-Barron County Lease
[Resolution I.3.c.]
- d. UW-Madison: Authority to Seek a Waiver of s. 16.855, Wis. Stats., to Allow Selection Through a Request for Proposal Process of a Construction Manager-at-Risk for the Badger Performance Center Project
[Resolution I.3.d.]
- e. UW-Madison: Contingent Upon Enumeration, Approval of the Design Report of the University Ridge All Seasons Golf Practice Facility Project and Authority to Seek a Waiver of Wis. Stat. § 16.855 to Allow Single Prime Bidding and Construct the Project
[Resolution I.3.e.]
- f. UW-Whitewater: Contingent Upon Enumeration, Approval of the Design Report of the Carlson Hall Renovation Project and Authority to Construct the Project
[Resolution I.3.f.]

- g. UW-System: Authority to Construct All Agency Maintenance and Repair Projects
[Resolution I.3.g.]
- h. Report of the Associate Vice President
 - 1. Building Commission Actions
 - 2. Capital Budget Update
- i. Closed session for purposes of considering personal histories, as permitted by s.19.85(1)(f), *Wis. Stats.*, related to the naming of facilities at UW-Madison and UW-Parkside and to confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g)

Authority to Release Back to Barron County a
Parcel of Approximately 0.764 Acres from the
UW-Barron County Lease, UW Colleges:
UW-Barron County

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW Colleges Chancellor and the President of the University of Wisconsin System, authority be granted to permanently release a parcel of approximately 0.764 acres from the UW-Barron County lease back to Barron County.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2011

1. Institution: The University of Wisconsin Colleges: UW-Barron County
2. Request: Authority to permanently release back to Barron County, a parcel of approximately 0.764 acres from the UW-Barron County lease.
3. Description and Scope of the Project: Barron County has requested the transfer of a 0.764 acre parcel back to Barron County so it can be sold. (See attached map.)

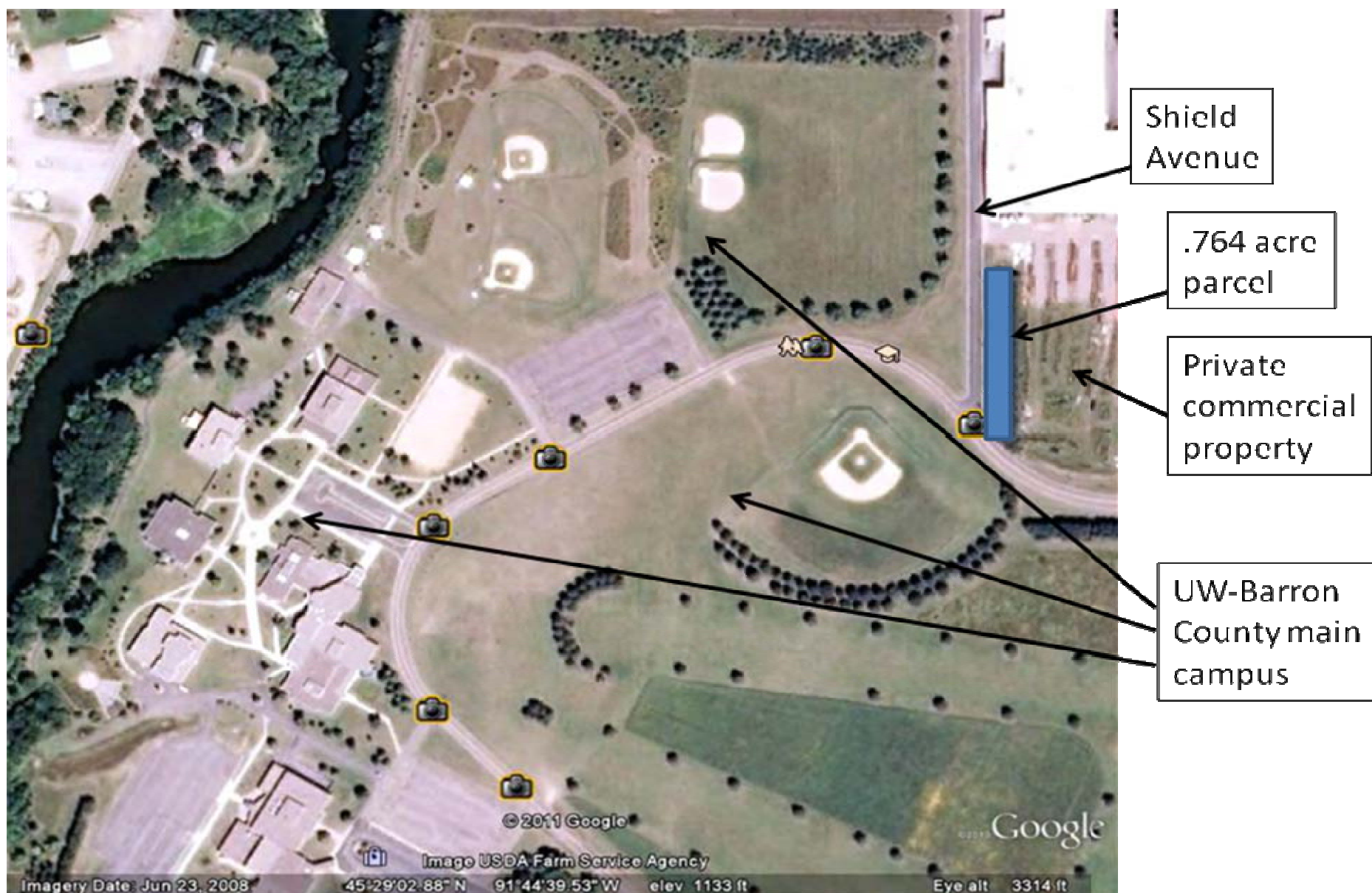
Barron County has leased property to the UW System Board of Regents since 1966 in support of UW-Barron County. Since then, a new city street, Shield Avenue, was constructed in a location that separated this parcel from the rest of the main campus.

4. Justification of the Request: The parcel is owned by Barron County and is included in the long-term lease with the Board of Regents to support UW-Barron County. Since the construction of Shield Avenue, the parcel is no longer contiguous to the balance of the land used to support UW-Barron County.

Although the parcel has remained part of the lease, it does not serve the university programmatically or otherwise. UW-Barron County has no specific plans for this parcel because of its small size, narrow shape, and location.

Since the parcel is contiguous to nearby businesses, Barron County intends to clear the parcel and negotiate its sale for commercial use when this transfer is complete.

5. Budget: There is no university or state budget associated with this action.
6. Previous Action: None.



Authority to Seek a Waiver of § 16.855, Wis. Stats.,
to Allow Selection Through a Request for Proposal
Process of a Construction-Manager-at-Risk for the
Badger Performance Center Project, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to seek a waiver of § 16.855 Wis. Stats., under the provisions of § 13.48 (19) Wis. Stats., to allow selection, through a Request for Proposal process, of a Construction-Manager-at-Risk (CMAR) for construction of the Badger Performance Center project at a preliminary estimated budget of \$76,800,000 (\$49,200,000 Program Revenue Supported Borrowing and \$27,600,000 Gift Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2011

1. Institution: The University of Wisconsin-Madison
2. Request: Authority to seek a waiver of \$16.855 under the provisions of §13.48 (19) Wis. Stats., to allow selection, through a Request for Proposal process, of a Construction-Manager-at-Risk (CMAR) for construction of the Badger Performance Center project at a preliminary estimated budget of \$76,800,000 (\$49,200,000 Program Revenue Supported Borrowing and \$27,600,000 Gift Funds).

Authority to construct the project will be sought for each of the various phases of the project when those phases have reached the Design Report stage.

3. Description and Scope of Project: The project will remodel existing space and construct new space within the McClain Center and Camp Randall Stadium to house programs for the Division of Intercollegiate Athletics. Work will be bid and sequenced in three phases that coordinate with the 2012 and 2013 fall football seasons.

The first phase of the project will construct a new access tunnel from the basement of the McClain Center to the Camp Randall Stadium field. Approximately 20,050 ASF on the first floor and 9,760 ASF on the second floor of Camp Randall Stadium will be remodeled to provide temporary space for functions being relocated from the McClain Center during remodeling. Once the project is completed, these functions will return to the remodeled McClain Center. The stadium areas to be remodeled include team spaces, corridors, restroom and concession spaces that were not renovated during the 2005 Camp Randall Stadium renovation. The remodeled areas will provide new locker room spaces for men's and women's track and field, cross-country, and soccer programs (first floor); space for coaches, staff, and student workers as well as minor expansion of the wrestling mat room and spectator space (second floor). The final component of the first phase work will be the replacement of the artificial turf fields at the McClain Center and Camp Randall Stadium.

The second phase of the project includes a complete renovation of the approximately 52,915 ASF/73,347 GSF McClain Center lower level to house new Badger Football locker suites. The new football team suite will include 125 lockers, recovery, and steam and shower rooms. A locker suite for the football coaches will be adjacent to the team locker suite. An equipment/issue area will be provided that is accessible to the team locker suite. The spaces in this lower level will connect via the new tunnel directly to the Camp Randall field. The lower level will also house Sports Medicine and Athletic Training and a new Strength and Conditioning Center which will include offices,

counseling/conference space, recovery/supplement station, weight training space, cardio training space, storage/equipment maintenance space, restrooms, and a speed training facility. Additional components in the second phase of work will be the replacement of the roof at the McClain Center. The final piece of this phase will be the construction of footings and foundations for a new addition on the north end of Camp Randall Stadium, which will become the new home of the Fetzer Academic Center.

The final phase of the project will construct the new Fetzer Academic Center, which is a 22,455 ASF/32,088 GSF facility located along the northern edge of the current stadium bowl. This two-level, above-grade building will include offices, study rooms (small and medium) open seating/lounge/study spaces, workroom, quiet room, computer lab, library, and restrooms. The existing scoreboard will be dismantled for construction of the addition and replaced upon its completion. The west practice field will receive a new retaining wall and the installation of an artificial turf product similar to those installed at Camp Randall and the McClain Center.

Finally, all remaining site work, including work along Badger Way, Engineering Drive, and the laydown space between Lot 17 and Engineering Hall, will be undertaken once all building work is complete.

4. Justification of the Request: In 2009, the Division of Intercollegiate Athletics began a design study for the Badger Performance Center (BPC) facility. That study, completed in summer of 2010, examined site options and infrastructure issues at the Camp Randall site, and provided a final report that included a preliminary program, project scope, and budget. That scope and budget also incorporated space for the College of Engineering and a UW Sports Medicine Clinic in addition to the space provided for athletics. The study proposed a new building between Lot 17 and Engineering Hall, as well as renovations in the McClain Center and Camp Randall Stadium. That project was included as part of the 2011-13 Capital Budget request. The request included an intention to seek a waiver to hire a construction manager to respond to the project's size and complexity.

In 2010, an architectural/engineering consultant was hired to verify the program outlined in the study and begin schematic design. The project name was changed at that time from Athletic Performance Center to the Badger Performance Center. As part of the program verification process, the new team developed three additional options for the distribution of the program on the site. All four schemes were developed both in plan and three-dimensionally, then they were evaluated against the project goals, budget, and schedule. The reconfigured project described above was chosen as the one that best met the goals of the athletic department. The reconfigured project deleted space that would have been provided for both the School of Engineering and the UW Sports Medicine Clinic.

A waiver is requested because of the complicated nature of the project and the necessity to manage construction around three football season schedules. In order to accommodate the football seasons, it will be necessary to construct the project in phases, the coordination of which can best be performed by a CMAR. The very restricted site poses

unusual challenges for access to the stadium on game days as well as safety around the construction zones, and construction laydown and staging areas. Vehicular and pedestrian traffic flows will also affect the staging and construction of this project.

Experienced contractors will be able to suggest alternative design strategies or construction methods geared to solving anticipated challenges and constraints before design is complete and construction begins. A high degree of early understanding of the project will allow the contractor a strategic advantage in planning and coordination as the project moves into construction.

CMAR delivery was used for the renovation of Camp Randall Stadium, and the university found that this delivery method played an instrumental role in saving time and money, developing and maintaining access during construction, and ensuring safety for those attending events. The same benefits would be advantageous for this project as well.

5. Preliminary Budget and Schedule: The approved budget is \$76,800,000. It is anticipated that the AE team and CMAR will work within the approved budget.

Authority to Construct	October 2011
Bid Phase I	December 2011
Phase I Complete	May 2012

Authority to Construct Phase II and III	March 2012
Bid Phase II	May 2012
Phase II Complete	December 2012

Bid Phase III	October 2012
Phase III complete	December 2013

6. Previous Action:

August 22, 2008 Resolution 9522	Recommended that the Athletic Performance Facility/McClain Center Renovation project be submitted to the Department of Administration and the Building Commission as part of the UW System 2009-11 Capital Budget request, at an estimated cost of \$66,424,000 (\$28,095,000 Program Revenue Supported Borrowing and \$38,339,000 Gifts). The Department of Administration's final recommendations for the 2009-11 Capital Budget did not include this project.
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August 19, 2010 Resolution 9801	Recommended that the Athletic Performance Center project be submitted to the Department of Administration and the Building Commission Center as part of the UW System 2011-13 Capital Budget request, at a total estimated project cost of \$76,800,000 (\$49,200,000 Program Revenue Supported Borrowing and \$27,600,000 Gifts). The Department of Administration's final recommendations supported enumerating this project in the 2011-13 Capital Budget.
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Contingent Upon Enumeration, Approval of
the Design Report of the University Ridge
All Seasons Golf Practice Facility Project
and Authority to Seek a Waiver to Allow
Single Prime Bidding and Construct the
Project, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, and contingent upon enumeration, the Design Report of the University Ridge All Seasons Golf Practice Facility project be approved and authority be granted to seek a waiver of Wis. Stat. § 16.855 under provisions of Wis. Stat. § 13.48 (19) to solicit a single prime bid and construct the project at an estimated total project cost of \$2,800,000 Gift Funds.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2011

1. Institution: The University of Wisconsin-Madison
2. Request: Contingent upon enumeration, the Design Report of the University Ridge All Seasons Golf Practice Facility project be approved and authority be granted to seek a waiver of Wis. Stat. § 16.855 under provisions of Wis. Stat. § 13.48 (19) to solicit a single prime bid and construct the project at an estimated total project cost of \$2,800,000 Gift Funds.
3. Description and Scope of Projects: This project will construct an 8,800 ASF/11,600 GSF all seasons practice facility that will become home for the UW-Madison men's and women's golf teams. The facility will offer the capability to practice golf's short game (chipping and putting) and will provide hitting/driving stations inside the building, some of which may open to the outside. It will also provide appropriate locker spaces as well as a team room and a meeting room.
4. Justification of the Request: The Athletic Department recently received gift funds from two donors expressly for an all seasons practice facility which would be located at University Ridge to address the needs of the UW golf teams. University Ridge is the full time practice and competition site of both Badger men's and women's golf teams, however, neither team has a facility that could be utilized year-round for training and practice purposes. This situation has resulted in the golf teams' inability to provide an environment where student-athletes may hone their golf skills year-round without a concern for weather conditions. This has also proven detrimental to the teams' ability to recruit elite amateur golfers. Moreover, the lack of a functional training and practice facility impacts the achievable levels of performance of individual golfers as well as the teams as a whole. When this facility is completed, it will be used solely by the UW-Madison golf teams and will not be open to the general public.

The original design of this facility used an existing well for water; however, the City of Madison Fire Department required that city water service be extended to the site to provide adequate water pressure. This requirement is estimated to cost an additional \$300,000 more than the enumerated amount anticipated and is now reflected in the total project cost.

Authority is requested to seek a waiver of state statutes to allow for the use of a single prime bid. This project has a critical time schedule to ensure its completion for the 2012 golf season. In addition, this project is totally funded by gift funds. The donors look to the state to provide them with the most efficient process for project design and construction. The campus believes this method of project delivery, which offers a single point of responsibility, will best achieve its goals for the project.

5. Preliminary Budget and Schedule:

Construction	\$2,367,500
A/E and Other Design Fees	194,000
DSF Management Fees	95,000
Contingency	133,300
Special & Movable Equipment	10,200
Total Project Cost	\$2,800,000

35% Design Approval	June 2011
Bid Date	November 2011
Start Construction	January 2012
Substantial Completion	September 2012
Project Close-Out	January 2013

6. Previous Actions:

December 10, 2010 Resolution 9854	Recommended enumeration of the University Ridge All Seasons Golf Practice Facility at a total estimated project cost of \$2,500,000 Gift Funds.
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Approval of the Design Report of the
Carlson Hall Renovation Project and
Authority to 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, and contingent upon enumeration, the Design Report of the Carlson Hall Renovation project be approved and authority be granted to construct the project at a total cost of \$17,000,000 General Fund Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2011

1. Institution: The University of Wisconsin-Whitewater
2. Request: Contingent upon enumeration, approval of the Design Report of the Carlson Hall Renovation project and authority to construct the project at a total cost of \$17,000,000 General Fund Supported Borrowing.
3. Description and Scope of Project: This project remodels the existing 77,660 GSF five story Carlson Hall and constructs a small addition of 5,417 GSF to the existing building for a total 83,077 GSF project. The entire interior of the building will be remodeled and receive new HVAC, electrical, plumbing, fire suppression, access control, and security systems. The mechanical system will be a chilled beam solution using heat recovery and perimeter baseboards. This system was chosen for efficiency and to maximize ceiling heights due to the restricted floor-to-floor dimensions.

The existing concrete structure will remain, with steel structure at the additions. Additional shear walls are required. The existing hydraulic elevator will be removed and a new elevator will be added. LEED (Leadership in Energy and Environmental Design) certification will be pursued. Existing windows will be replaced and one inch of spray insulation will be added to the existing exterior walls to increase building energy efficiency. Minimal landscape work will be required.

4. Justification of the Request: Carlson Hall has served as the center for the College of Business and Economics since it was constructed in 1972. Although many small scale remodeling projects within the building were completed, this facility has never undergone a major renovation. In July of 2009, the College of Business and Economics relocated into a new building (Hyland Hall) and Carlson Hall became vacant.

The vacancy created an opportunity to renovate Carlson Hall, which would allow for the consolidation of the College of Letters and Sciences into one facility from four separate buildings that offer inadequate space. Currently, the department offices of the College of Letters and Sciences are located in White and McCutchan Halls and faculty offices are also located in McCutchan, Heide, Winther, and Upham Halls. In addition to office consolidation, the Languages and Literature Lab will be relocated from McGraw Hall into Carlson Hall. Updating Carlson Hall while it is vacant is more cost-effective and avoids conflicts and disruptions for the occupants of the building.

White Hall and McCutchan Hall were originally constructed as dormitories during the 1960s. They have no central air handling systems and consequently have poor ventilation and no air conditioning. They have inadequately sized electrical systems, which are

unsuited to modern offices, and the solid wall construction and low ceilings make it very difficult to renew or retrofit the building with more modern mechanical, electrical, and data services. The relocation of the College of Letters and Sciences from Heide, Winther, and Upham halls will allow the existing overcrowded departments in those buildings to expand into the vacated space.

The remodeling of Carlson Hall, the repair of its mechanical system, and the consolidation of the College of Letters and Sciences into Carlson Hall are all part of the long range plan for the campus. This project was requested for enumeration in the 2009-11 Capital Budget. However, it was not enumerated due to limited state funding.

5. Budget and Schedule:

Budget	Cost
Construction	\$12,870,000
Contingency (8.3%)	1,074,000
A/E Design Fee	1,011,000
Other Fees	274,000
DSF Fee	556,000
Movable & Special Equipment	1,215,000
Total Project Cost	\$17,000,000

Schedule	Date
Final Documents	July 2011
Bid Date	September 2011
Construction Start	November 2011
Substantial Completion	August 2012

6. Previous Action:

<p>August 22, 2008 Resolution 9529</p>	<p>Recommended enumeration of the Carlson Hall Renovation project at a total project cost of \$16,987,000 General Fund Supported Borrowing as part of the 2007-09 Capital Budget. The project was not recommended for enumeration by the State Building Commission.</p>
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Authority to Construct All Agency
Maintenance and Repair Projects,
UW System

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, authority be granted to construct various maintenance and repair projects at an estimated total cost of \$6,486,500 (\$224,900 General Fund Supported Borrowing; \$5,902,000 Program Revenue Supported Borrowing; and \$359,600 Program Revenue-Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2011

1. Institution: The University of Wisconsin System
2. Request: Authority to construct various maintenance and repair projects at an estimated total cost of \$6,486,500 (\$224,900 General Fund Supported Borrowing; \$5,902,000 Program Revenue Supported Borrowing; and \$359,600 Program Revenue-Cash).

ENERGY CONSERVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
COL	11D2I	UWMTH Multi-Bldg Energy Conservation	\$ -	\$ 1,703,000	\$ -	\$ -	\$ -	\$ 1,703,000
EC SUBTOTALS			\$ -	\$ 1,703,000	\$ -	\$ -	\$ -	\$ 1,703,000

FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
MIL	11E1B	NW Quad Parking Ramp Repr	\$ -	\$ 2,000,000	\$ -	\$ -	\$ -	\$ 2,000,000
MIL	11D2G	Sandburg Hall West Tower Roof Repl	\$ -	\$ -	\$ 235,000	\$ -	\$ -	\$ 235,000
OSH	11D2F	Scott Hall Ext Window Repl	\$ -	\$ 1,687,000	\$ -	\$ -	\$ -	\$ 1,687,000
FM&R SUBTOTALS			\$ -	\$ 3,687,000	\$ 235,000	\$ -	\$ -	\$ 3,922,000

HEALTH, SAFETY, & ENVIRONMENTAL PROTECTION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
WTW	11B3C	Lauderdale Dr. Storm Water Impr	\$ 182,600	\$ -	\$ 111,900	\$ -	\$ -	\$ 294,500
HS&E SUBTOTALS			\$ 182,600	\$ -	\$ 111,900	\$ -	\$ -	\$ 294,500

UTILITIES REPAIR & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
MIL	11A3I	Steam Tunnel Hatch Compliance (Increase)	\$ 42,300	\$ -	\$ 12,700	\$ -	\$ -	\$ 55,000
RVF	11E1C	Lot Q Expansion	\$ -	\$ 512,000	\$ -	\$ -	\$ -	\$ 512,000
UR&R SUBTOTALS			\$ 42,300	\$ 512,000	\$ 12,700	\$ -	\$ -	\$ 567,000

GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
\$ 224,900	\$ 5,902,000	\$ 359,600	\$ -	\$ -	\$ 6,486,500

JUNE 2011 TOTALS

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

Energy Conservation

COL - UW-Marathon County Multi-Bldg Energy Conservation (\$1,703,000): This project implements energy conservation measures throughout six facilities (Art East Building, Art West Building, Boiler House, Fieldhouse, Main Building, and Marathon Hall) and 408,076 GSF based on a recently completed comprehensive investment grade energy audit. The debt service will be paid back from the annual energy savings from the fuel and utilities appropriation (Fund 109).

Project work includes recommissioning and upgrading the HVAC controls; upgrading HVAC equipment motors; installing variable frequency drives on fans and pumps; installing new microcomputer power management; installing occupancy sensors on vending machines; upgrading lighting; installation of an automatic pool cover; and exterior envelope

improvements.

Governor Doyle issued Executive Order 145 on April 11, 2006, relating to Conserve Wisconsin and the creation of high performance green building standards and energy conservation for state facilities and operations. The order included direction that the Department of Administration, in consultation with state agencies and the UW System, set energy efficiency goals for state facilities. The order requires a 20% reduction in energy consumption from fiscal year 2005 levels by fiscal year 2010.

The implementation of the energy conservation opportunities identified in this request will result in an anticipated annual energy cost savings of approximately \$102,000 with a simple payback of approximately 15 years. This is below the state energy fund simple payback requirement of 16 years or a 20-year payback with repayment at a 5.25% bond rate and a 3% inflation rate.

Facilities Maintenance and Repair

MIL - Northwest Quadrant Parking Ramp Maintenance and Repairs (\$2,000,000): This project performs various maintenance and repair operations in the Northwest Quadrant (former Columbia St. Mary's complex) parking ramp to address safety concerns and restore functionality and structural integrity. Project work includes repairing cracked and spalled concrete on all surfaces, replacing the third level traffic membrane, tuckpointing all masonry surfaces, replacing all control joint sealants, repairing spalled concrete block walls, and replacing the stair tower roofing. All steel lintels will be evaluated and repaired or replaced as necessary. Coping stones will be reset over new flashing material. If the coping stones cannot be salvaged and reinstalled, new prefinished metal coping will be installed as a replacement material. The stair tower interior surfaces will be repainted. Electrical conduit will be replaced throughout the ramp. New lighting will be installed where necessary and existing lighting either replaced or repaired and upgraded where possible.

The parking ramp structure is damaged throughout the facility, including cracked and spalled concrete, traffic membrane delamination, leaking joints, and spalled masonry spandrel cladding. The traffic membrane on the third level has extensive wear from snowplowing operations and there are several areas on the lower levels where the membrane has delaminated from the concrete. The masonry spandrel cladding is in poor condition, with many units missing and several locations with rusted masonry ties and evidence of water damage. Electrical power is distributed throughout the facility with metal conduit which is extensively corroded and should be abandoned. The student senate approved a \$15.10 annual segregated fee increase for the 2011-12 academic year to support the Northwest Quadrant parking ramp on March 30, 2011. It is anticipated this fee will be renewed for the 2012-13 academic year, however, if the students choose not to renew this annual fee, the parking ramp will be supported exclusively by user fees.

MIL - Sandburg Hall West Tower Roof Replacement (\$235,000): This project replaces roof coverings and completes all other associated ancillary work to maintain the building envelope integrity and prevent damage to the building and its contents. Project work includes replacing ~6,000 SF of roof covering on Areas E (4,813 SF of membrane roofing), F1 (1,061 SF of multiple-ply built-up roofing), and F2 (126 SF of multiple-ply built-up

roofing) with a new 60-mil EPDM fully adhered roofing membrane. Counterflashings will be reused where possible. Roof copings will be replaced. The lightning protection system will be augmented and replaced to meet current code requirements. It is anticipated the replacement membrane roofing system will use a combination of existing insulation and supplemented new insulation to achieve an insulation value of R26.

The roof sections are more than 33 years old. Recent site inspections by the Physical Plant staff and DSF determined these roof sections require replacement to address leaking, weathered, worn, and/or damaged sections. These repairs will extend the life of the roof sections and prevent moisture from penetrating the building envelope. The housing operation has closed the upper floor and kept it vacant for the past year due to the frequent roof leaks.

OSH - Scott Hall Exterior Window Replacement (\$1,687,000): This project replaces all exterior window assemblies with new energy efficient units, restores the exterior envelope integrity, replaces or repairs deteriorated components, and decreases operational maintenance costs. Project work includes replacing all 707 exterior windows. The existing window assemblies will be removed, salvaged, and materials recycled. The window openings will be prepared for the new window units and interior finishes will be repaired and restored. The operable replacement units will have commercial grade insulated glass set in thermally broken aluminum frames.

Scott Hall is a 10-story, 235,173 GSF, and 534-bed capacity student residence hall constructed in 1967 and the exterior windows are original to the facility. These units have reached the end of their useful lives. The windows are no longer weather tight, the frames are not thermally improved, the window glass is a single pane, and many of the operable sections bind or are no longer functioning. Replacement parts are no longer available but can be specially manufactured at exorbitant cost.

Health, Safety, and Environmental Protection

WTW - Lauderdale Drive Storm Water Improvements (\$294,500): This project increases storm water drainage capacity and resolves flooding issues for the intersection of Lauderdale Drive and Prairie Street near Tutt Hall and Wellers Hall student residences. The underground storm water piping will be replaced with a larger sized pipe and a new northwest overland flow path will be created to direct storm water away from the residence halls.

Project work includes replacing approximately 250 LF of 42-inch storm sewer pipe with 60-inch pipe from Pit 5 (which is located at the end of the existing 60-inch pipe) and discharging into Whitewater Creek. Associated pipe replacement work includes constructing a new 60-inch apron end wall and energy dissipation unit at Whitewater Creek. A new overland flow path directing runoff away from the residence halls will be created and new site grading and landscaping provided to protect the residence halls from flooding. Since UW-Whitewater is about to commence a campus master planning process, the storm water improvements made under this project will provide minimal permanent infrastructure modifications, especially as they relate to roadways, parking lots, and pedestrian walkways. The pending master planning process will identify appropriate solutions to address storm

water for both quantity and quality issues.

The intersection of Lauderdale Drive and Prairie Street is at the heart of a mostly impervious drainage basin, comprised of a high proportion of buildings and paved surfaces. The slopes in this area of campus are also relatively steep and rapidly conduct water to a low point just north of Tutt Hall and Wellers Hall. The 60-inch storm sewer along Lauderdale Drive that discharges into Whitewater Creek is inadequately sized for large rainfall events and routinely floods to depths more than 18 inches. The lower levels of both Tutt and Wellers Halls are between 12 and 18 inches above the street level. Storm water runoff enters these buildings through the sump well, sewer clean-outs, cracks in the foundation and floor, and occasionally the entrances. The lower levels of both Tutt and Wellers Hall were flooded several times during the past few years. Storm water has also flooded the adjacent Parking Lot 19 and damaged vehicles parked along the street.

Utilities Repair and Renovation

MIL - Utility Tunnel Safety and Security Renovation (\$55,000 increase for a total project cost of \$204,500): This project reconstructs seven emergency escape hatches and replaces 29 missing or damaged steam pipe expansion joint covers. Recent evaluation of the utility tunnel revealed that the emergency escape hatches do not meet current Occupational Safety and Health Administration (OSHA) standards, do not provide safe egress from the utility tunnel in an emergency situation, and cannot be secured. This project will widen the hatchways to meet OSHA requirements and provide a secure cover plate to prevent unauthorized access. The steam pipe expansion joint covers prevent injury to maintenance personnel during routine service work.

This request increases the project budget to match recent bid results for the project scope approved under the Small Projects Program. The budget increase is needed to complete the originally approved project scope and intent.

RVF - Parking Lot Q Expansion (\$512,000): This project reconfigures and expands Lot Q to incorporate an alley and a portion of Third Street recently abandoned by the city of River Falls and associated with the Cascade Avenue renovation. Lot Q will be completely reconstructed to create a new 500-stall parking lot, increasing the lot size by approximately 80 stalls. The alley running through the center of the lot and the portion of Third Street north of Cascade Avenue will be incorporated into the new Lot Q design. Project work includes site preparation and grading, pedestrian walkway removal and reconstruction along the southern and eastern edges, installing new asphalt pavement, constructing new concrete curb and gutter, and installing new pavement markings and striping. New lot entrances from Second Street and Spring Street will be constructed. The new lot entrance from Cascade Avenue will be coordinated with the city of River Falls and the Cascade Avenue reconstruction work. New light standards and fixtures will be installed. The electrical distribution will be augmented and reconfigured to match the new lighting layout. The underground storm sewer system will be extended, reconfigured, repaired, and reconnected to the municipal storm sewer system.

UW-River Falls has worked cooperatively with the city of River Falls and the Wisconsin Department of Transportation for the past four years developing concept plans and

preliminary plans for the renovation of Cascade Avenue through campus. This extensive project reconfigures travel lane alignment, constructs a new median, improves crossing safety, and replaces deficient underground utilities. Part of the concept design includes removal of street parking on Cascade Avenue from Spruce Street to South Sixth Street. This parking displacement will be accommodated by expanding Lot Q, located adjacent to Cascade Avenue and approximately in the middle of the section of Cascade Avenue. Lot Q has poor surface conditions and is inefficiently laid out due to the presence of a city alley running north and south. The city plans to abandon this alley and a portion of Third Street to allow for proper parking lot configuration and expansion to accommodate the displaced on-street parking.

4. Justification of the Request: UW System Administration and the Division of State Facilities continue to work with each institution to develop a comprehensive campus physical development plan, including infrastructure maintenance planning. After a thorough review and consideration of approximately 450 All Agency Project proposals and over 4,500 infrastructure planning issues submitted, and the UW All Agency Projects Program funding targets set by the Division of State Facilities (DSF), this request represents high priority University of Wisconsin System infrastructure maintenance, repair, renovation, and upgrade needs. This request focuses on existing facilities and utilities, targets the known maintenance needs, and addresses outstanding health and safety issues. Where possible, similar work throughout a single facility or across multiple facilities has been combined into a single request to provide more efficient project management and project execution.

5. Budget:

General Fund Supported Borrowing	\$ 224,900
Program Revenue Supported Borrowing	5,902,000
Program Revenue-Cash	<u>359,600</u>
Total Requested Budget .	\$ 6,486,500

6. Previous Action: None.

June 1, 2011

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Friday, June 10, 2011
UW-Milwaukee Union
Wisconsin Room
Milwaukee, Wisconsin

9:00 a.m.

All Regents – Wisconsin Room

1. Calling of the roll
2. Approval of the minutes of the February 25 and March 10, 2011 meetings
3. Report of the President of the Board
 - a. Wisconsin Technical College System Board report
 - b. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
5. Presentation of 2011 Teaching Excellence Awards
6. Report and approval of actions taken by the Capital Planning and Budget Committee
7. Report and approval of actions taken by the Education Committee
8. Report and approval of actions taken by the Business, Finance, and Audit Committee
9. Resolutions of appreciation for Regents' service on the Board
10. Resolution of appreciation to UW-Milwaukee for hosting the June meeting
11. Election of officers of the Board of Regents
12. Communications, petitions, and memorials
13. Move into closed session to consider personal histories related to the naming of facilities at UW-Madison and UW-Parkside, as permitted by s. 19.85(1)(f), *Wis. Stats.*; to consider appointment of campus executive officers and deans for UW-Manitowoc, UW-Marathon County, UW-Marshfield, UW-Washington County and UW-Waukesha, as permitted by s. 19.85(1)(c), *Wis. Stats.*; to discuss the report of the Committee on Faculty and Academic Staff Collective Bargaining, as permitted by s. 19.85(1)(e), *Wis. Stats.*; to confer with legal counsel regarding pending or potential litigation, as

permitted by s. 19.85(1)(g), *Wis. Stats.*; and to consider annual personnel evaluations, as permitted by *Wis. Stats.* §19.85(1)(c).

The closed session may be moved up for consideration during any recess in the regular meeting agenda. The regular meeting will reconvene in open session following completion of the closed session.

**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

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

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
Betty Womack

Committee on Faculty and Academic Staff

Collective Bargaining

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

OTHER COMMITTEES & APPOINTMENTS

Diversity Awards Committee

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

Teaching Excellence Awards Committee

Betty Womack (Chair)
Jeffrey Bartell
John Drew
Ed Manydeeds

Academic Staff Excellence Awards Committee

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

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