



**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: April 4, 2012

TO: Each Regent

FROM: Jane S. Radue *JSR*

MEETING NOTICE

Meetings of the UW System Board of Regents and Committees to be held at
UW-Superior Yellowjacket Union, 1605 Catlin Avenue, Superior, WI 54880
on April 12 & 13, 2012

Thursday, April 12, 2012

9:00 a.m. All Regents – Yellowjacket Union – Great Room

1. Calling of the roll
2. UW-Superior Presentation by Chancellor Renée Wachter: “Superior Research”
3. *Presentation and Discussion*: 2013-15 Biennial Budget Priorities

12:00 p.m. Lunch – Jim Dan Hill Library

1:00 p.m. All Regents – Yellowjacket Union – Great Room

4. Resolution of Appreciation for UW-Eau Claire Chancellor Brian Levin-Stankevich

1:15 p.m. Education Committee Yellowjacket Union – Great Room

1:15 p.m. Joint Meeting of the Capital Planning and Budget Committee and the Business, Finance, and Audit Committee – Yellowjacket Union – Room 203

2:00 p.m. Business, Finance, and Audit Committee – Yellowjacket Union – Room 203

2:00 p.m. Capital Planning and Budget Committee – Room 204

Friday, April 13, 2012

9:00 a.m. All Regents – Yellowjacket Union – Great Room

Information about agenda items can be found at <http://www.uwsa.edu/bor/meetings.htm> or may be obtained during the week of the meeting from Jane Radue, Secretary of the Board of Regents, 1860 Van Hise Hall, Madison, WI 53706, (608)262-2324. The meeting will be webcast at <http://www.uwex.edu/ics/stream/regents/meetings/> on Thursday, April 12, 2012, from 9:00 a.m. until approximately 12:00 p.m. and Friday, April 13, 2012, from 9:00 a.m. until approximately 12:00 p.m.

2013-15 BIENNIAL BUDGET PRIORITIES

EXECUTIVE SUMMARY

BACKGROUND

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

REQUESTED ACTION

For information only.

DISCUSSION

At the March Board of Regents meeting, the Board discussed the timeline for developing, approving, and advocating for the biennial budget. There was also an informational presentation on financial aid for University of Wisconsin students.

At the April meeting, the Board will be provided information regarding strategic directions the University might take in 2013-15, building upon the *Growth Agenda for Wisconsin*. The Growth Agenda focuses on More Jobs, More Graduates, and Stronger Communities in Wisconsin. The Growth Agenda cannot be successful without quality institutions, access and affordability for Wisconsin citizens, and accountability to the state. At the April meeting, the presentation and discussion will focus on why the Growth Agenda is, or should be, important to the state; what are the challenges to the Growth Agenda; where are the strategic directions the University should prioritize over the next two years; and whether there are any new areas that UW System Universities, Colleges, and Extension should be prioritizing.

At the June meeting, the Board will: (1) be provided initiatives for consideration as part of the 2013-15 biennial budget based upon the April discussion, and (2) consider options for addressing the financial aid needs of UW System students.

The Board will meet in August to approve a biennial budget request for the University of Wisconsin System for the 2013-15 biennium.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee -

April 12, 2012
UW-Superior Yellowjacket Union
Superior, Wisconsin

9:00 a.m. All Regents – Yellowjacket Union – Great Room

1. Calling of the roll
2. UW-Superior Presentation by Chancellor Renée Wachter: “Superior Research”
3. *Presentation and Discussion:* 2013-15 Biennial Budget Priorities

12:00 p.m. Lunch – Jim Dan Hill Library

1:00 p.m. All Regents – Yellowjacket Union – Great Room

4. Resolution of Appreciation for UW-Eau Claire Chancellor Brian Levin-Stankevich

1:15 p.m. Education Committee – Yellowjacket Union – Great Room

a. Consent Agenda:

1. Approval of the Minutes of the February 9, 2012, Meeting of the Education Committee;
2. Approval of requests to Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music;
[Resolution I.1.a.(2)]
3. UW-Oshkosh: B.S. /B.A. in Interactive Web Management;
[Resolution I.1.a.(3)]
4. UW-Stout: B.F.A. in Interior Design;
[Resolution I.1.a.(4)]
5. UW-Stout: B.F.A. in Industrial Design.
[Resolution I.1.a.(5)]

b. UW-Milwaukee: Ph.D. in Public Health.
[Resolution I.1.b.]

c. UW-Superior Presentation by Interim Provost Faith Hensrud: “High Impact Practices in Action.”

d. Report of the Senior Vice President:

1. Discussion of Findings and Recommendations of the Report of the *Ad Hoc* Committee on UW System Board of Regents Roles and Responsibilities;
2. Status Report on Revisions to the UW System Program Planning and Review Process;
3. Updates on UW System Advisory Committees.

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 approves the request to the Trustees of the William F. Vilas Trust Estate for \$4,546,369 for fiscal year July 1, 2012, to June 30, 2013, subject to availability, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

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

EXECUTIVE SUMMARY

BACKGROUND

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

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

The proffer is made following receipt, by the trustees, of a certificate or warrant from the Board of Regents showing how the funds will be expended. This request and Resolution I.1.a.(2) constitute that warrant.

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

REQUESTED ACTION

Approval of Resolution I.1.a.(2), a request to the trustees of the William F. Vilas Trust Estate for \$4,546,369 for fiscal year 2012-2013 for the support of scholarships, fellowships, professorships, and special programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

DISCUSSION

The attached documents contain the responses to the trustees' request and detail how the proposed funds will be expended. They have five components: (a) continuation of Trustee-approved programs, UW-Madison (\$2,946,226); (b) one-time program allocations, UW-Madison

(\$1,450,200); (c) support for the *Year of the Arts: A 50th Anniversary of the Peck School of the Arts Department of Music*, UW-Milwaukee (\$87,443); (d) request to fund Kumkum Sangari, Vilas Research Professor in the Department of English, UW-Milwaukee (\$60,000); and (e) continuation of the standard retirement benefit in support of Vilas Professor Emeritus Ihab Hassan, UW-Milwaukee (\$2,500).



March 20, 2012

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

Dear President Reilly:

In this memo, I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2012 to June 30, 2013 for the University of Wisconsin-Madison.

Our request is framed in careful accordance with both the terms of the Vilas Trust and the needs we have to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty exacerbated by recent budget cuts; and the difficulty many students have in paying for undergraduate or graduate education here because of rising tuition and increasing challenges in finding need-based aid. Our total request for 2012-2013 is: **\$4,396,426.**

The programs for which we are requesting funding follow.

A. CONTINUATION OF APPROVED PROGRAMS

- | | | | |
|----|--|--------------|---------|
| 1. | Continuation of 10 Vilas Undergraduate Scholarships
at \$400 each | | 4,000 |
| 2. | Continuation of 10 Vilas Graduate Fellowships: | | |
| | a. 5 at \$600 each | 3,000 | |
| | b. 5 Traveling Fellowships at \$1,500 each | <u>7,500</u> | 10,500 |
| 3. | Continuation of 15 Vilas Research Professors
at \$10,000 salary plus \$50,000 auxiliary allowances each | | 900,000 |

Vilas Research Professors

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

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

Susan Coppersmith – Vilas Research Professor
of Physics, College of Letters and Science

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

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

Steven Durlauf – Vilas Research Professor
of Economics, College of Letters and Science

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

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

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

Gregg Mitman - Vilas Research Professor
of History of Science, College of Letters and Science

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

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

Karen Strier - Vilas Research Professor
of Anthropology, College of Letters and Science

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

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

Vilas Distinguished Achievement Professors

Clifton Conrad – Vilas Distinguished Achievement Professor
Educational Leadership and Policy Analysis, School of Education

Michael Culbertson – Vilas Distinguished Achievement Professor
Lab of Genetics, College of Agricultural and Life Sciences

Suzanne Desan – Vilas Distinguished Achievement Professor
Department of History, College of Letters and Science

Wei Dong – Vilas Distinguished Achievement Professor
Design Studies, School of Human Ecology

John Kao – Vilas Distinguished Achievement Professor
School of Pharmacy

Mark Markel – Vilas Distinguished Achievement Professor
School of Veterinary Medicine

Lynn Nyhart – Vilas Distinguished Achievement Professor
History of Science, College of Letters and Science

Amy Stambach – Vilas Distinguished Achievement Professor
Educational Policy Studies, School of Education

Justin Williams – Vilas Distinguished Achievement Professor
Biomedical Engineering, College of Engineering

4.	a. Continuation of 50 additional undergraduate scholarships at \$400 each	20,000	
	b. Continuation of 50 additional graduate fellowships at \$600 each	<u>30,000</u>	50,000
5.	Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas		32,000
6.	Retirement benefits for eleven (11) Vilas Professors: Berkowitz, Bird, Brock, Hauser, Hermand, Keisler, Lardy, Mueller, Rabinowitz, Vansina, and Weinbrot at \$2,500 each		27,500
7.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music at UW-Madison for 2011-12.		24,400
8.	16 Vilas Associates in the Arts and Humanities		587,200
9.	11 Vilas Associates in the Social Sciences		477,058
10.	14 Vilas Associates in the Physical Sciences		640,827
11.	11 Vilas Associates in the Biological Sciences		192,741
<u>Total Continuation Request:</u>			\$2,946,226

B. ONE-TIME PROGRAM ALLOCATIONS

1.	Vilas Distinguished Achievement Professorships Twelve (12) at \$50,000 per professorship funded over two years (\$25,000 each in 2012-13 and the other \$25,000 in 2013-14)	600,000	
2.	Vilas Life Cycle Professorship Program	250,000	
3.	Continuation of 1998 and 2002 Expansion of Approved Programs:		
	a. 750 additional undergraduate scholarships at \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	300,000	
	b. 167 additional fellowships at the \$600 level, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	100,200	
4.	Vilas Professor Sau Lan Wu – supplemental funding request for the Discovery of the Higgs Particle.	200,000	

<u>Total of One-time Program Allocations:</u>	\$1,450,200
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Total of Part A and Part B:

\$4,396,426

Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "David Ward", with a stylized, flowing script.

David Ward
Interim Chancellor

Attachments

xc: Provost Paul M. DeLuca, Jr.
Vice Chancellor Darrell Bazzell
Dean Martin Cadwallader
Asst. Vice Chancellor Tim Norris
Vice Provost Steve Stern
Cynthia Paine, Office of the Provost



Academic Affairs

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

March 14, 2012

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

FROM: Johannes Britz
Interim Provost and Vice Chancellor

RE: UW-Milwaukee 2012-13 Vilas Trust Support

Please find requests for three proposals that UW-Milwaukee is submitting for the 2012-13 Vilas Trust Funds:

1. Vilas Research Professor Kumkum Sangari, Department of English.
Total Request: \$60,000.00 (\$50,000 for Research Support and \$10,000 for Salary Support)
2. Department of Music, Peck School of the Arts. *"Year of the Arts: A 50th Anniversary of the Peck School of the Arts Department of Music"*. Total Request: \$87,443 (see attached proposal).
3. Continuation of the standard retirement benefit of \$2,500 in support of Vilas Emeritus Ihab Hassan.

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

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

c: Michael Lovell, Interim Chancellor
Dev Venugopalan, Associate Vice Chancellor
Rodney Swain, Dean, College of Letters & Science
Wade Hobgood, Dean, Peck School of the Arts



Peck School of the Arts
Department of Music

March 14, 2012

Music Building
PO Box 413
Milwaukee, WI
53201-0413
phone 414-229-5162
fax 414 229 - 2776

MEMORANDUM

TO: Wade Hobgood, Dean
Peck School of the Arts

FROM: Jon Welstead, Music Department Chair
Jonathan Monhardt, Proposal Coordinator

RE: **2012-2013 William F. Vilas Trust Proposal:**
"Year of the Arts: A 50th Anniversary of the Peck School of the Arts
Department of Music"

In its 2011-2012 proposal to the William F. Vilas Trust, the UWM Music Department requested funding to present a series of festivals, workshops, guest-artist residencies and master classes during the 2011-12 academic year focusing on the theme of "Building a Community of Music Learners." Planned activities with national and international professional musicians, clinicians and scholars were designed to engage and establish relationships between UWM and various communities in Milwaukee and southeastern Wisconsin. These included students in middle school and high school and collegiate music directors, educators, performance ensembles and audiences of a wide spectrum of musical genres and styles. The Department of Music is very pleased to report that Vilas-funded activities did indeed encourage collaborations across the departments of Music, Dance, History and Theatre in addition to new initiatives with the UWM Cultures and Communities Program. The interactions among the various groups featured distinguished guests in music ranging from early music to world and contemporary music. Many of those events encouraged UWM students to think about ways they might musically and culturally engage with other communities through the exploration of new styles and genres of music and the pursuit of innovative approaches to programming, outreach and education.

The 2011-2012 year featured world-renowned performers, composers, conductors, ensembles, workshops and master classes, and an open invitation to participate in the various events was extended to area pre-college and senior communities as well as the UWM campus and surrounding communities. During the year the Department of Music hosted over 3,000 students who participated in Honors Orchestra, Honors Band, and an Orchestral Concerto Competition that featured three winning high school performers. Concerts, workshops, master classes, and six artist residencies were also presented in related festivals.

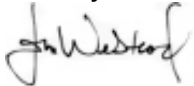
The UWM Department of Music proposes in its request for 2012-2013 Vilas funds to continue its mission of bringing the best of diverse musical experiences and master-teacher-artists to UWM, the Milwaukee metro area, and southeastern Wisconsin. A special anniversary year is underway for the next academic year: the University of Wisconsin-Milwaukee has designated 2012-2013 as the **UWM Year of the Arts** in recognition of the 50th anniversary of UWM's Peck School of the Arts. As a university-wide celebration, the UWM Year of the Arts will inspire campus and community programs, events, activities and academic exploration

throughout the year. The Department of Music, along with other Peck School of the Arts academic departments, will collaborate with campus and community partners. Each of the University's fourteen school and colleges and the many campus centers will incorporate the Year of the Arts theme into their activities.

The Department of Music proposes presenting a series of festivals, workshops, guest-artist residencies and master classes to UWM students and the wider Milwaukee community as a part of the UWM Year of the Arts activities through its Distinguished Artists Series, Guest and Faculty Artists Series, School of Music Festivals and Outreach, College Concert Series, World Music Series and a Colloquium Series featuring guest lecturers and Music Symposia. The activities proposed for "Year of the Arts: A 50th Anniversary of the Peck School of the Arts Department of Music" initiatives represent a foundation for cultivating the arts and supporting our efforts to enhance the quality of the educational experiences offered by the Peck School of the Arts.

The Department of Music wants to continue to articulate to the campus and the greater Milwaukee community that our mission is supported by the William F. Vilas Trust and is proud to say that many of the programs, concerts, lectures and workshops are presented through the continuing sponsorship of the Vilas Trust.

Thank you,

A handwritten signature in dark ink, appearing to read "Jon Welstead". The signature is fluid and cursive, with the first name "Jon" being more prominent.

Dr. Jon Welstead, Chair
Department of Music
Peck School of the Arts
University of Wisconsin–Milwaukee

Proposed Programs in Celebration of the “Year of the Arts”

Festivals and Workshops:

1. John Cohen, Greil Marcus and John Hammond Residencies
Visiting artist residencies, research, analysis and archiving of historical guitar performances in the UWM community as part of Year of the Arts celebrations.
2. Interdisciplinary Text-Score Project
Public lectures, performances and exhibits of UWM faculty, visiting artists and student compositions as part of Year of the Arts celebrations. Work for this project will be archived in the UW–Milwaukee libraries.
3. Wind Ensemble Recording Project
A compact disc recording to showcase UWM faculty, students and alumni as part of Year of the Arts celebrations.
4. Unruly Music, Spektral Quartet Performance and Residency
Residency will include lecture/demonstrations on composition for chamber music, contemporary string performance practice and a pair of concerts featuring the ensemble in the first and UWM student compositions in the second.
5. Woody Herman Educational Jazz Educational Workshop
Guest Latin Jazz artists and clinicians will work and perform with middle school, high school, and collegiate jazz ensembles as well as UWM students.
6. High School Percussion Ensemble Festival
Clinics and workshops will be presented by UWM percussion faculty and members of the guest ensemble, Third Coast Percussion.
7. UWM Brass Day
Clinics, workshops, exhibits and performances by UWM faculty and guest artist Tom Rolfs, principal trumpet with the Boston Symphony Orchestra.
8. UWM Double Reed Day
Day-long festival of performances, coaching and master classes by UWM faculty. ensemble, Third Coast Percussion.

Guest Artist and Clinician Residencies:

9. Corinne Ness Residency
This residency will include three visits by visiting artist Corinne Ness who will present a series of lectures, master classes and individual lessons addressing vocal pedagogy.
10. Marco Tamayo Residency
Internationally known classical guitarist, Marco Tamayo will work with UW–Milwaukee students during a week-long residency culminating in a solo concert for the Milwaukee community.
11. Ted Ganger Residency
The residency of pianist, conductor, vocal coach and composer, Ted Ganger will include master classes, performances and lectures around the theme “The Life of the Working Musician”.

12. Las Guitarras de España, Carlo Basil Residency

Ensemble guests, Las Guitarras de España and guitarist Carlo Basil will conduct workshops and performances of flamenco and world music interpretations of Middle Eastern music traditions.

13. Professor Richard Taruskin residency

Professor Richard Taruskin, author of the six-volume Oxford History of Western Music, comes to Milwaukee as part of a collaboration with the Milwaukee Symphony, where he is a featured pre-concert speaker; his visit to UWM will involve a public colloquium on Russian music, and lectures to UWM music history classes.

14. Alex Ross residency

Alex Ross, music critic for the New Yorker and author of “The Rest is Noise: Listening to the Twentieth Century”, will appear at a public session of the Graduate Studies in Music class, lecture to an undergraduate music history class and speak at convocation on talking and writing about music.

15. Laurel Fay residency

Laurel Fay, the authoritative biographer of Dmitry Shostakovich, comes to Milwaukee as a collaboration between UWM and the Milwaukee Symphony, where she is featured as a pre-concert speaker. She will speak to the Graduate Studies in Music class about archival research on Shostakovich and speak to the Twentieth-Century Music class on myths, realities and controversies about Shostakovich.

16. Richard Boldrey residency

Mr. Boldrey, vocal coach, will be in residence for two days to present a clinic and master classes for the voice and collaborative piano areas at UWM.

17. Jonathan Kreisberg residency

Jonathan Kreisberg, internationally known jazz guitarist, will conduct workshops and present a recital on the UWM campus.

Performances and Presentations:

18. Chamber Music Milwaukee

For the ninth year in a row, Chamber Music Milwaukee will present chamber music concerts at Bader Concert Hall by internationally known ensembles and UW–Milwaukee faculty musicians.

19. Early Music at UWM

For the sixth consecutive year, Milwaukee’s own Early Music Now ensemble will present two concerts on the campus of UW–Milwaukee.

20. Lecture Recital on the Preludes of the Americas

Renowned Brazilian pianist and educator, Ruth Serrao will present a program based on the Preludes of the Americas and will give a public master class in addition to private lessons for UW–Milwaukee piano students.

21. Rembrandt Chamber Players

Chicago-based Rembrandt Chamber Players will present a program of new and traditional chamber works.

Vilas Trust Proposals, 2012-13

	<u>Event</u>	<u>Date</u>	<u>Amount</u>
1	John Cohen and Greil Marcus Residencies, John Hammond Residency and Concert Project Coordinators: J. Stropes, M. Rosenblum	Spring 2013	\$7,000
2	Interdisciplinary Text Score Project Project Coordinator: A. Schoofs	2012-2013 Academic Year	\$5,000
3	Wind Ensemble Recording Project Project Coordinator: J. Climer	Year-long Archiving Project	\$4,000
4	Unruly Music – Spektral Quartet residency Project Coordinator: C. Burns	October 2012, Apr. 2013	\$5,000
5	Woody Herman Educational Jazz Workshop Project Coordinator: C. Hanrahan	March 29-30, 2013	\$6,500
6	High School Percussion Ensemble Festival Project Coordinator: C. Storniolo	February 9, 2013	\$6,823
7	UWM Brass Day, featuring Tom Rolfs Project Coordinator: K. Hartman	Spring 2013	\$2,550
8	Double Reed Day Project Coordinator: C. Thomason-Redus	Fall (Nov.), 2012	\$2,850
9	Musical Theatre Artist-in-residence, Corinne Ness Project Coordinator: T. Kruse Ruck	Fall 2012	\$1,500
10	Marco Tamayo residency Project Coordinator: R. Izquierdo	February 12-16, 2013	\$6,150
11	Ted Ganger, Residency Project Coordinator: V. Errante	March 3-9, 2013	\$3,500
12	Las Guitarras de España, Carlo Basil Project Coordinator: P. Baime	November-12	\$2,000
13	Professor Richard Taruskin residency Project Coordinator: J. Kuhn	September-12	\$1,500
14	Alex Ross residency Project Coordinator: J. Kuhn	November-12	\$3,500
15	Laurel Fay residency Project Coordinator: J. Kuhn	February-13	\$1,000
16	Richard Boldrey residency Project Coordinator: T. Kruse Ruck	Spring 2013	\$1,500
17	Jonathan Kreisberg residency Project Coordinator: J. Stropes	April-13	\$6,000
18	Chamber Music Milwaukee (Four events) Project Coordinators: Flint/Levy	2012-2013	\$12,500
19	Early Music at UWM 2012-2013 Project Coordinator: M. Brauner	Fall & Spring 2012-2013	\$3,400
20	Lecture Recital on the Preludes of the Americas Project Coordinator: E. Abend	November 6-8, 2012	\$1,320
21	Rembrandt Chamber Players Project Coordinator: S. Kartman	February 10, 2013	\$3,850
		TOTAL	\$87,443

Program Authorization (Implementation)
B.B.A./B.S/B.A. in Interactive Web Management
UW-Oshkosh

EDUCATION COMMITTEE

Resolution I.1.a.(3):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Oshkosh and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.B.A, the B.S, and the B.A. in Interactive Web Management.

NEW PROGRAM AUTHORIZATION
B.B.A., B.S., and B.A. Degrees in Interactive Web Management
University of Wisconsin Oshkosh

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 (B.B.A.), Bachelor of Science (B.S.), or Bachelor of Arts (B.A.) in Interactive Web Management at the University of Wisconsin-Oshkosh 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 and UW System Administration will conduct that review jointly, and the results will be reported to the Board.

The new major, Interactive Web Management, will be jointly offered between the College of Business and the College of Letters and Science at UW-Oshkosh. The degree will be managed by an oversight committee consisting of one representative for each of the four participating departments (Information Systems, Marketing, Computer Science, and Journalism). This committee will be responsible for: curriculum, assessment, advising, budget, scheduling, and marketing. Consistent with the UW System's *Growth Agenda for Wisconsin*, the Interactive Web Management major has several goals: to encourage more Wisconsin students to seek baccalaureate degrees; to encourage growth in leading-edge, high-demand fields of study; and, for this program more specifically, to bring new students to the University of Wisconsin-Oshkosh. Through its blend of technology and business, the program is designed to interest those students who were considering associate of arts and associate of science degrees, or those who are looking for continued education in a burgeoning field.

REQUESTED ACTION

Approval of Resolution I.1.a.(3), authorizing the implementation of the B.B.A., B.S., and B.A. degrees in Interactive Web Management at the University of Wisconsin-Oshkosh.

DISCUSSION

Program Description

The proposed program in Interactive Web Management (IWM) is based on offerings from four successful existing programs, all of which are accredited by their respective professional and disciplinary accrediting bodies. It will be jointly offered and managed by the Departments of Journalism, Computer Science, Marketing, and Information Systems. Blending facets of each of those disciplines, the degree prepares students for work at the intersection of technology, marketing, public relations, and media. Graduates of the program will be able to work in areas such as developing and managing web site presences, social media strategy, social

media production, search engine optimization, and online brand presence. The Interactive Web Management major is offered as a Bachelor of Business Administration (B.B.A.), a Bachelor of Science (B.S.), or a Bachelor of Arts (B.A.) degree. The total number of credits for any of the three degree options is 120 credits. Each option requires 42 credits of specific general education credits. For the B.B.A., students will be required to take 44 credits of pre-core and core courses as required for any B.B.A. student. The B.A. and B.S. students will be required to take 24 credits of specific Journalism or Computer Science courses, allowing them to specialize in one of these areas or to broaden their expertise by taking courses in both areas. The program will culminate in an internship experience in the student's chosen field of business administration, journalism, or computer science.

Program Goals and Objectives

Graduates of the Interactive Web Management Major will be able to:

1. Design, create, and manage rich and interactive collaborative technologies that enable creation and sharing of user-generated content and collaboration among users.
2. Apply online marketing, advertising, and public relations strategies, including: search engine optimization, social network penetration, user analytics, and other methods to brand and promote an organization.
3. Develop operational plans for harnessing emerging technologies to support business strategy and enhance the productivity of organizations.
4. Identify and develop ideas for new interactive technology products and services.
5. Use modern multimedia tools to create and manipulate a range of rich digital multimedia.
6. Manage technology infrastructure to support delivery of interactive technologies.
7. Design and implement data collection and sharing mechanisms using modern database techniques.
8. Analyze and address ethical considerations of interactive technologies and online communities.
9. Apply state-of-the-art measures to provide privacy, security, and protection of information assets.

Relation to Institutional Mission

The mission of the University of Wisconsin-Oshkosh includes the statement, *"Sharing our intellectual and specialized capabilities with individuals, organizations and communities in our Wisconsin region and beyond in a way that is responsive to the needs of the people we serve."* Graduates of the Interactive Web Management program will help the University fulfill its mission and meet the needs of Wisconsin's high-tech industry by providing digital media professionals. By developing professionals who are currently in demand and will meet future demand, the program will support regional and state workforce needs. In addition, the entrepreneurial focus of the program will also prepare graduates to pursue new and innovative business ideas in support of the local and national economies. The proposed degree supports the University's strategic initiatives for a high level of student excellence attained through a program that blends learning through engagement, globalization and diversity, and community engagement. The blend of theory across disciplines and its application to the development of

effective interactive digital media and web-based systems clearly addresses the College of Business mission. Further, this degree provides employees who are able to fulfill the needs of a 21st-century workforce for Wisconsin businesses.

Program Assessment

This program will be assessed through the University's existing assessment processes. Each program is required to create an assessment plan and have that plan approved by the college and university assessment committees. Each of the assessment tools in the plan aligns with the student learning outcomes and has a quantified component. The plan consists of learning outcomes, assessment formats, types of assessments, processes to analyze and share assessments, and ways to improve instruction based on assessment results. Assessment reports are created each year and evaluated every two years at the university level. Assessment is also a part of the cyclical program review process that requires both direct and indirect assessments. Lastly, assessment is a part of the accreditation reviews for each of the departments that contribute courses to this major.

For this program, samples of work will be selected from the beginning, mid-point, and end-point of the program. Student learning is directly assessed through a structured portfolio containing evidence of each student's accomplished work in the various courses in the degree, as well as through the a required internship experience. Each student will create the portfolio by submitting significant assignments and projects completed in the different classes they have taken. Along with the professional internship, the portfolio provides students with a culminating experience that will allow them to reflect on their growth and development throughout their progress in the IWM degree.

Need

Currently, there is substantial projected employment growth in the computing and information technology fields, a lack of student interest and low enrollment in many traditional computing/IT programs, and a technology market that is experiencing tremendous growth and demanding employees with a broad knowledge base. The program faculty therefore believe that the graduates of the Interactive Web Management degree will be highly sought after, not only in Wisconsin but also in the national marketplace. Locally, the concerns of some Wisconsin technology companies suggest that while there is a need for skilled employees in web-based technologies, the lack of qualified candidates for these jobs is "the quiet crisis" which presents the "biggest challenge" to employers (Source: <http://wistechnology.com/articles/3804>). In fact, the Wisconsin Department of Workforce Development's Office of Economic Advisors projected that two of the ten fastest-growing occupations requiring a bachelor's degree in the state of Wisconsin from 2008 to 2018 will be technology-related, each offering average salaries of more than \$50,000 annually (Source: http://dwd.wisconsin.gov/oea/employment_projections/long_term_projections.htm). For example, in the Fox Valley alone, computer software engineering jobs are projected to grow 17% from 2008 to 2018 (Source: http://dwd.wisconsin.gov/oea/employment_projections/fox_valley/). Northeast Wisconsin has a fledgling upstart industry with several innovative high-tech firms, such as Nth Penguin, BeanBasket.com, Envano, and MailFoundry.

There are several active initiatives, such as the Council for Innovation, to support these companies and others like them to be created in the region. The proposed IWM degree will help these companies find employees, and graduates of the degree will find fertile ground for starting their own innovative high-tech companies. It is expected that the mix of opportunities in the region will allow the program to draw students from outside Wisconsin and keep them here after they graduate to contribute to the growing information economy in Wisconsin. Nationally, it appears to be the right time to pursue technology-related professions. New developments such as the creation of technology infrastructure, the growth of mobile technologies, and an increase in web-based businesses will provide a multitude of opportunities for Internet specialists (Source: “Career: Are you up to IT?” *The Statesman*. New Delhi: August 2, 2005). These same companies that are investing in electronic commerce and internet technologies will be seeking computer software engineers and those skilled in computer applications, and thus the number of new jobs in these fields is projected to increase by almost 787,500 from 2008-2018. Also related to this proposed major is the projected increase of careers in multimedia art and animation by 14% nationally from 2008 to 2018 (Source: <http://bls.gov/oco/ocos092.htm>).

Projected Enrollment (5 years)

This table shows the number of students projected to be enrolled in the program as it is implemented. A 10% attrition rate is assumed from year to year. Given the interest demonstrated by the media, current students, and area employers, it should be quite attainable to attract 10-20 students per year. The graduation rate is calculated on the assumption that, while some students who enter the program early on will be existing students who have taken some of the courses as part of the current emphasis and thus are able to complete the new program relatively quickly (see below), most students will take the recommended course sequence and graduate in four years.

	Implementation year 2012-2013	Second year 2013- 2014	Third Year 2014- 2015	Fourth Year 2015-2016	Fifth Year 2016- 2017
New students admitted	15	18	18	20	20
Continuing students	0	9	17	23	27
Total enrollment	15	27	35	43	47
Graduating students	5	8	10	13	16

Comparable Programs

Several UW campuses offer degrees in the general area of information technology. For example, UW-Stevens Point offers a Web and Digital Media Development degree emphasizing technology and graphic design, UW-Green Bay offers a communication degree with an emphasis in electronic media, UW-Parkside’s Digital Arts degree focuses on web design, and both UW-Whitewater and UW-Stout offer degrees related to multimedia design. The proposed degree in Interactive Web Management is unique, however, in its emphasis on social media applications in Business and Marketing. An examination of comparable programs regionally and nationally yielded a similar conclusion. Only two programs in the Midwest offered a mix of computer science and business skills: a BS in Computer Gaming and Design at Brown College in Mendota

Heights, Minnesota, and the other was a BS in Interactive Digital Media at Northwest Missouri State in Maryville, Missouri. While both of these programs contained similar components to the proposed degree, they focused more heavily on art and design. The conclusion from examining programs in the state, region, and country is that there is a small number of programs in the field, most of which are focused on the intersection among art, design, and technology.

Collaboration (inter-institutional)

This degree, by its interdisciplinary nature, will lend itself to collaboration among the four participating departments and across two colleges. In addition to the collaboration within the University, there was extensive collaboration with a variety of industry experts who contributed to the program development through their participation on an advisory board for the IWM degree. As the program evolves, the program faculty will seek articulation agreements with two-year campuses offering design and other technology degrees or majors. Faculty research collaboration with other campuses for this new field is another way that the campuses may collaborate. It may also be possible to engage in faculty exchanges, depending on faculty expertise.

Diversity

Students (Recruitment & Retention)

In an effort to improve diversity among the student body, the IWM committee aims to promote the major to women and underrepresented groups in technology-related career paths. Research on the lack of participation by women and other underrepresented groups in information technology/computing suggests that traditional paths are not appealing to these populations (Randall, Price & Reichgelt, 2003). New programs, however, that combine information technology/computing with other disciplines have been shown to have broader appeal to more diverse student populations (McGrath Cohoon & Aspray, 2006). Thus, because the proposed IWM degree is a truly interdisciplinary major, it has the potential to attract more women/underrepresented groups to the information technology/computing disciplines. In addition, work in the field of Internet management and, more specifically, social media has the potential for producing new applications that will realistically address global and societal challenges. The opportunity to make a meaningful difference in the world through the application of technology has also been shown as an effective recruitment angle to attract women to computing-related disciplines. Additionally, to recruit a diverse student body within the major, the Interactive Web Management program will be represented at a variety of campus events including precollege programs and multicultural preview days.

Perspectives (Program Goals for Student Learning, Curriculum, and Pedagogy)

In addition, the program will emphasize the importance of bringing a diverse set of viewpoints to the design and implementation of useful, interactive digital media which both respects and meets the needs of a wide range of users. The importance of gender, race, class, sexuality, and differing abilities will be integrated into the curriculum through courses that emphasize web and technology accessibility, demographics and market segmentation, marketing

strategy, and team skill development. The program will work to ensure that the students who graduate from the IWM major are prepared to enter the diverse workforce by encouraging a diverse population of students within the major and then incorporating group projects and internships. Group projects in class necessitate learning to work with others in spite of any differences, and the required internship means that students will have had some experience with the workforce by the time they have graduated the program. Students will have many options regarding where they complete their internship and they will have the opportunity to do internships in any part of the region, country, or world.

Faculty and Staff (Recruitment & Retention)

The program will work to attract a more diverse applicant pool for faculty and staff positions by posting advertisements in outlets such as *Women in Higher Education*, the *Journal of Blacks in Higher Education*, *LatinosinHigherEd.com*, or *Diverse Issues in Higher Education*, as well as the traditional faculty recruitment venues. Retention of diverse faculty can be attained through aligning them in a mentoring role with minority students, putting them in contact with the diversity services on campus that may be of interest, and attempting to improve the campus environment as it relates to issues of diversity and inclusivity.

High Impact Practices

As a part of the University Studies Program, each student will participate in a variety of high impact practices in fulfillment of their general education requirements. These include learning communities, freshman seminars, First-Year Experiences, capstone experiences, and other common intellectual experiences. Within the major, students will participate in an internship or capstone experience. All of these high impact practices are supported with pedagogies of engagement leading to applied learning and synthesis and discovery of knowledge.

Evaluation from External Reviewers

Two reviewers provided feedback on the program proposal. In response, the IWM committee recommended that a research component be added by including a marketing research course, if supported by student demand and an advisory committee. In addition, project management and related skills will be integrated into suggested electives, and may incorporate the entrepreneurial skill set as described by one of the reviewers. The IWM committee decided to maintain the student portfolio as a way for students to reflect on these skills. The title of the program will stay the same to convey the intent of the technology, and outcomes and objectives in course syllabi will be refined as needed, as the program evolves. The committee will see that emerging trends are included in each course and ask students to comment on this in their internship experiences. Finally, the committee will continue to seek the assistance of the university technical staff where needed throughout the implementation of the program.

Resource Needs

The faculty members and staff needed to teach in this program are already a part of the faculty in the College of Business and the College of Letters and Science. The new program does not require additional faculty or staff at this time. Supplies and expenses, as well as computing and promotional materials, will be provided through existing funding.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(3), authorizing the implementation of the B.B.A., B.S., and B.A. degrees in Interactive Web Technology program at the University of Wisconsin Oshkosh.

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 FORMAT: AUTHORIZATION TO IMPLEMENT

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	2.44	\$139,054	2.44	\$143,226	2.44	\$147,522
Graduate Assistants						
Non-instructional Academic/Classified Staff	0.1	\$3,087	0.1	\$3,180	0.2	\$6,550
Non-personnel						
Supplies & Expenses		\$500		\$514		\$531
Capital Equipment						
Library						
Computing		\$9,000		\$9,270		\$9,548
Promotion		\$1,500		\$1,545		\$1,591
Subtotal		\$153,141		\$157,735		\$165,742
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff						
Graduate Assistants						
Non-instructional Academic/Classified Staff						
Non-personnel						
Supplies & Expenses						
Capital Equipment						
Library						
Computing						
Other (Define)						
Subtotal		\$0		\$0		\$0
TOTAL COSTS		\$153,141		\$157,735		\$165,742
CURRENT RESOURCES						
General Purpose Revenue (GPR)	2.44	\$153,141	\$2	\$157,735	\$2	\$165,742
Gifts and Grants						
Fees						
WI Growth Agenda						
Subtotal						
ADDITIONAL RESOURCES						
GPR Reallocation (list sources)						
Gifts and Grants						
Fees						
Other (Define)						
Subtotal		\$0		\$0		\$0
TOTAL RESOURCES		\$153,141		\$157,735		\$165,742

Program Authorization (Implementation)
B.F.A. in Interior Design
UW-Stout

EDUCATION COMMITTEE

Resolution I.1.a.(4):

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

**NEW PROGRAM AUTHORIZATION
Bachelor of Fine Arts in Interior Design
University of Wisconsin-Stout**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in the UW System Academic Planning and Program Review policy (ACIS-1.0, Revised April 2010), the new program proposal for a Bachelor of Fine Arts (B.F.A.) in Interior Design at the University of Wisconsin-Stout (UW-Stout) is presented to the Board of Regents for consideration. If approved, the program will be subject to a Regent-mandated review to begin five years after its implementation. UW-Stout and UW System Administration will conduct that review jointly, and the results will be reported to the Board.

Increased student interest, employer need, and the recommendations of the accrediting agency, the National Association of Art and Design (NASAD), place the School of Art and Design at UW-Stout in an ideal position to develop specialized design majors. UW-Stout currently offers a B.F.A. in Art with five concentrations in Graphic Design, Industrial Design, Interior Design, Multimedia Design, and Studio Art. The proposed major in Interior Design is submitted for consideration as one among four new design majors that have been identified as viable additions to UW-Stout's program array. At the February 2012, Board of Regents meeting, the B.F.A. in Graphic Design and Interactive Media and the B.F.A. in Entertainment Design were approved. At the April Board meeting, the B.F.A. in Interior Design and the B.F.A. in Industrial Design will be considered as the final two of four stand-alone baccalaureate majors in Fine Arts. The creation of four stand-alone majors—from what had been five concentrations housed within one B.F.A.—will clarify students' educational experiences and expertise, thereby increasing their employability.

The field of interior design encompasses residential and commercial space planning, lighting design, research, construction documentation, and sustainable design. Interior designers are responsible for budgets, materials specifications, contract documents, and lighting systems within interior design projects, and they often work collaboratively with architects and construction professionals. They also practice and understand historical and theoretical design considerations, human factors, professional best practices, and presentation/design communications. In February 2010, the B.F.A. Program Advisory Committee voted unanimously to make the recommendation to develop a new B.F.A. major in Interior Design.

The proposed major is accredited and will be supported by the School of Art and Design's extensive facilities, faculty, and resources. The new degree will provide greater access and retention of students by streamlining the array of course offerings and by providing in-depth advising. In addition, graduates will increase their employability in the rapidly changing design and media field because their specialized knowledge and skills will be readily identifiable to employers on transcripts.

The School of Art and Design at UW-Stout expects that student interest in the field of interior design will continue to grow steadily over the next decade, as the enrollment in the Interior Design concentration within the current B.F.A. has grown from 153 students in 2003, to 189 students in 2010.

REQUESTED ACTION

Approval of Resolution I.1.a.(4), authorizing the implementation of the Bachelor of Fine Arts in Interior Design at the University of Wisconsin-Stout.

DISCUSSION

Program Description

The B.F.A. in Interior Design will provide a learning environment that fosters creativity and collaboration between the art, design, and technical disciplines. By integrating knowledge accumulated through studies in general education, technology, and art and design, interior design students create meaningful, safe, and life-enhancing interior environments that contribute to the cultural, social, and environmental well-being of society. The proposed B.F.A. in Interior Design has been developed to provide graduates with a comprehensive applied learning environment that will prepare its graduates for successful careers in the field of contemporary interior design.

The proposed program is housed within the College of Arts, Humanities and Social Sciences. The curriculum will include a general education core of 42 credits and a major studies core of 82 credits, for a total of 124 credits. In order to provide breadth and technical expertise, selected courses from the UW-Stout programs in Construction, Studio Art and Engineering are required. Interior design students will take “Introduction to Sustainability in Design” as a required General Education course.

The proposed major in Interior Design’s core curriculum builds entirely on existing courses in the current B.F.A. in Art program, including art history courses, fine art studio courses, and art and design foundation courses. The Interior Design Senior Seminar serves as the capstone requirement for students in the proposed program. The capstone serves as a comprehensive, semester-long thesis project incorporating research, space planning, sustainable design, lighting, construction documentation, and material specification with a professional-level project presentation that will culminate in a public exhibition hosted by the School of Art and Design.

Program Goals and Objectives

The B.F.A. in Interior Design program will provide a comprehensive and challenging academic experience to prepare graduates for employment by meeting UW-Stout’s general education objectives and the following professional studies objectives. Upon completion of the B.F.A. in Interior Design, graduates will be able to:

1. Understand the collaborative, multidisciplinary nature of design through exposure to faculty and students from multiple design disciplines.
2. Define, understand, and identify the elements and principles of art and design and apply them to a variety of design solutions.
3. Understand, analyze, and integrate the history of art, design and architecture within a cultural and aesthetic context.
4. Communicate successfully using various means including speaking, writing, and graphic communication including the *discipline-specific* communication of technical information.
5. Apply design solutions in relationship to various social, behavioral, and cultural factors.
6. Apply concepts and issues related to safe, socially responsible design and sustainable design practice, to include an understanding of regulations, codes, and guidelines for safety, sustainability, and accessibility.
7. Understand and utilize various building systems, construction methods, equipment, and materials.
8. Apply methods and theory (best practices) through all research and development phases of the design process.
9. Understand, identify, and specify a variety of furnishings, fixtures, finishes, materials, processes and techniques related to the built environment.
10. Understand and apply standards of practice for the interior design profession including ethics, professional development, and various business models.

Relation to Institutional Mission and Strategic Plan

The proposed B.F.A. in Interior Design program will relate directly to UW-Stout's select mission, goals and strategic plan and will promote its recent designation as Wisconsin's Polytechnic University. The School of Art and Design has a history of providing a career-focused curriculum and applied learning. The School has collaborated with departments across the UW-Stout campus and with businesses in the community and across the region. The proposed program will connect students with small, regional businesses and industry, and it will continue to expand its reach to serve students by creating more applied learning opportunities to serve society in solving real-world problems. The proposed major in Interior Design is a good fit with UW-Stout's strategic implementation of exceptional and diverse programs that combine theory, practice, and experimentation that lead its graduates to professional careers. It highlights and creates an active learning environment that fosters a climate of inquiry, including experimentation, creative research opportunities, and scholarship.

Program Assessment

The School of Art and Design and the program director of the B.F.A. in Interior Design will perform consistent and ongoing evaluations in order to ensure quality instruction and demonstrable student learning outcomes. One of the primary assessment tools the School of Art and Design utilizes is the *Mid-Program Portfolio Review*. As a result of this review, the faculty members examine learning outcomes and further assess the quality of foundation courses.

Another tool to be utilized is the *Summative Senior Level Assessment* that solicits faculty input regarding the outcomes of graduating seniors against the program objectives of the major. Faculty observations are generated through a survey that benchmarks student outcomes in class,

in senior portfolios, and in exhibitions against the related program/concentration objectives. This process ensures a comprehensive assessment of the program and the quality of the intermediate- and advanced-level courses.

Professional Advisory Board members, consisting of art and design professionals and alumni from across the nation, are invested in the success of the program and consult with faculty every semester to discuss industry developments and standards, curriculum, and student learning objectives. Each year, all UW-Stout program directors generate an *Assessment in the Major* report in which student competencies are reviewed through indirect and direct assessments. The program director will use assessment data from this report as another means to continuously improve the program.

Need

According to the U.S. Bureau of Labor Statistics, a postsecondary education is required for entry-level positions in Interior Design, and graduates with an associate's or a bachelor's degree comprise 56.6% of the current population of Interior Designers. The job growth in Interior Design will be enhanced by four key trends: 1) an increasing awareness of the benefits of good design on worker and customer satisfaction; 2) the demand from healthcare industries to design interior facilities to accommodate the aging population; 3) the demand for extensive knowledge of ergonomics and green design with the growth in the elderly population and workplace safety requirements; and 4) the growing demand for home remodeling to accommodate such features as home theaters, home spas, indoor gardens, and outdoor living spaces. Prospects for commercial designers with computer-aided and design software skills are very good and employment opportunities in neighboring states are somewhat higher than in Wisconsin (www.careerinfonet.org). Projections by the U.S. Bureau of Labor Statistics indicate that the future need for Interior Designers will be quite high across the nation as the "employment of Interior Designers is expected to grow approximately 19% between 2008 and 2018, faster than average for all occupations."

Enrollment within the Interior Design submajor supports the need for the major. The concentration in Interior Design has demonstrated strong and consistent growth since it was added in 1974. Fall 2010 enrollment data showed current enrollment at 180 students, and the enrollment has been as high as 209 students. The program has consistently had a high number of applicants with increases in both incoming freshmen and transfer student applications over time. Many transfer students have articulated from two-year programs in the state and region.

Projected Enrollment – Five Years

Table 1 presents information on expected enrollments in the first five years of operation. The proposed major is not intended for program growth at this time and will serve only the number of students that is sustainable. The attrition rate is based on typical retention rates for UW-Stout students at each level of their degree progression.

The School of Art and Design sponsors recruitment activities each year targeting art and design programs and high school Career Days. UW-Stout has scholarships for Art and Design

students. The School of Art and Design is also in the process of creating new print and web-based recruitment materials to promote the B.F.A. in Interior Design.

Table 1—Enrollment Projections (Five Years)

Year	Implementation year (2012)	2nd year	3rd year	4th year	5th year
New students admitted	42	44	45	45	45
Continuing students	135	139	140	140	139
Total enrollment	177	183	185	185	184
Graduating students	37	40	43	42	43

**New students admitted:* These numbers include new freshman and incoming transfer students.

**Continuing students:* While the major will experience some matriculation, the School of Art and Design will be able to sustain projected enrollment caps by managing enrollment numbers as they pertain to the admission of both native students who change majors and transfer students.

Comparable Programs in Wisconsin and the Region

Two UW System institutions have academic programs accredited by the Council of Interior Design Accreditation (CIDA) and NASAD that relate to the proposed B.F.A. in Interior Design at UW-Stout. UW-Madison offers a B.S. in Interior Design and UW-Stevens Point offers a B.F.A. in Interior Architecture. Both UW-Stevens Point and UW-Madison's programs have similar coursework in terms of design, history, materials and technical requirements, mostly due to prescribed accreditation expectations and requirements. However, neither program requires significant studio art courses beyond foundation-level drawing courses. The studio art experience that interior design students obtain at UW-Stout is a distinct component of the proposed B.F.A. in Interior Design program, one that sets UW-Stout apart from other regional institutions.

Minnesota is home to several two-year and four-year interior design programs that offer Associate in Applied Science and Bachelor of Science degrees. The University of Minnesota-Twin Cities offers a Bachelor of Science in Interior Design that has a highly conceptual, theoretical, and research-based curriculum. While there are strengths to that approach, it differs vastly from UW-Stout's applied learning mission that sets the proposed B.F.A. in Interior Design program apart from regional peers. In Chicago, Columbia College, accredited by CIDA, offers robust programs with several of the same strengths: applied learning, studio art, art history, and liberal arts/general education. However, Columbia College's program only addresses commercial interior space design, unlike UW-Stout's, which will include residential design. In sum, the proposed B.F.A. in Interior Design at UW-Stout stands out among its peers because of its breadth and depth of programming, the general education curriculum, and its student-centered learning objectives.

Collaboration

It is expected that opportunities will emerge to collaborate with other institutions within the UW System, including the UW Colleges and the Wisconsin Technical College System, as

this program moves into the future. The College of Arts, Humanities and Social Sciences and the B.F.A. in Interior Design program will pursue articulation agreements with the Wisconsin Technical College System (Fox Valley Technical College, Milwaukee Area Technical College, and Dakota County Technical College, in particular).

Diversity

Diversity and inclusivity are core values at UW-Stout, as evidenced by its mission and university initiatives. The major in Interior Design will support these diversification efforts at the faculty level by fostering a variety of undergraduate research opportunities guided by faculty members from many diverse backgrounds. International diversity in the School of Art and Design's faculty recruitment and retention is evidenced by its world-class faculty, including members from Denmark, England, India and China, as well as faculty who interact with diverse populations across the United States and the globe. The School of Art and Design is also engaged in helping UW-Stout reach the seven goals of its Inclusive Excellence initiative, which establishes specific steps for developing diversity on campus and within academic programs (see <http://www3.uwstout.edu/diversity/ieannouncements.cfm>).

In support of efforts already underway throughout the School of Art and Design, the B.F.A. in Interior Design program and its faculty will continue to demonstrate their commitment to diversity in three ways. They will: 1) infuse required program curricula with themes from a wide range of perspectives, including race, sex, gender identity, sexual orientation, religion, socioeconomic status, and age; 2) recruit and retain a diverse student population; and 3) continue to cultivate diversity within the program faculty. Some results of these past efforts show that student retention initiatives directed at underserved populations prove to be crucial. The School of Art and Design, as demonstrated by the most recently available data (2009-2010), showed marked progress in its "retention rates in program" for all B.F.A. in Art students from minority populations. In 2009-2010, the retention rate for all minority students in the B.F.A. was 93%, up from 68% and 67% in the previous two academic years. The program director also coordinates with Multicultural Student Services to meet with students who come to campus for planned visits, and design faculty members teach a summer "pre-college" event that targets high school students from diverse populations and backgrounds.

Evaluation from External Reviewers

The proposed program was reviewed by a senior industry executive in interior design from Minnesota and the Director of Store Planning & Design from a leading national retail chain, who is also a member of UW-Stout's Art and Design Professional Advisory Board. Both reviewers praised the collaborative, cross-functional, and multi-disciplinary approach of the program and the alignment of the proposed major with commercial design employer demand. One reviewer suggested the addition of formal "membership opportunities outside the wall of the university" and curricular expansion to focus on the social and behavioral sciences, communication skills, and knowledge of building systems, as well as basic legal and accounting learning outcomes.

The other reviewer highlighted the proposed program's impact on the design of "safe, sustainable, industry-leading environments which complement our communities, are thoughtful

capital investments, operate efficiently and provide a comfortable and meaningful experience for its inhabitants.” This reviewer also suggested continuous assessment of coursework and portfolios “as an important guard rail to ensure students are effectively guided towards a career which suits both their desires and abilities.” Input from these reviewers and the Professional Advisory Board has been considered by the academic planners and will guide further curricular development and assessment of the program.

Resource Needs and Budget Overview

UW-Stout currently offers a B.F.A. in Art with a concentration in Interior Design. Many resources necessary to implement this program are currently in place. The proposed B.F.A. in Interior Design will be able to efficiently use existing resources including qualified faculty members, existing courses and existing facilities, resulting in minimal new funding requirements. Currently, the School of Art and Design has the faculty and expertise in place to effectively deliver the required undergraduate coursework for the proposed program without any additional resources. There is no goal to grow enrollments in the new stand-alone major beyond recruiting, admitting, and maintaining the average number of students currently served within the submajor in the existing B.F.A. in Art.

The School of Art and Design currently has 32 tenured or tenure-track positions, and the School utilizes 10 to 14 adjunct academic staff on an as-needed basis. Faculty members deliver courses across disciplines and teach foundation courses required by all B.F.A. students, regardless of sub-specialties or concentrations. Currently, 4.0 FTE are assigned to the Interior Design submajor. Very few, if any, new course sections will be needed in the first years of implementation, so the initial budgetary impact will be minimal.

The proposed program will continue to share supplies and expenses, computing, equipment, and facilities with the other three new B.F.A. design programs and the B.F.A. in Studio Art. Personnel costs specifically attributed for release time required for program leadership, including costs to cover a 0.25 FTE course release back-fill, a \$1,500 stipend, and a ten-day summer contract, have been secured to implement and support this program. The B.F.A. in Interior Design’s release time (0.25 FTE) and \$1,500 stipend for the program director will come from funds reallocated through the College of Art, Humanities and Social Sciences and the Provost’s Office.

Supplies and Expenses, and other non-personnel expenses are extrapolated from the current School of Art and Design’s shared budget, and divided by the number of new stand-alone B.F.A. majors.

BUDGET: Estimated Total Costs and Resources

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	4.00	\$234,644	4.00	\$246,376	4.00	\$258,695
Non-personnel						
Supplies & Expenses		\$1,250		\$1,313		\$1,378
Library		\$3,000		\$3,000		\$2,100
Other (Marketing)		\$1,000		\$1,040		\$1,103
Subtotal	4.00	\$239,894	4.00	\$251,729	4.00	\$263,276
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Program Dir./Summer Stipend	0.25	\$20,037	0.25	\$21,038	0.25	\$22,089
Subtotal	0.25	\$20,037	0.25	\$21,038	0.25	\$22,089
TOTAL COSTS		\$259,931		\$272,767		\$285,365
CURRENT RESOURCES						
General Purpose Revenue(GPR)		\$259,931		\$272,767		\$285,365
Subtotal		\$259,931		\$272,767		\$285,365
ADDITIONAL RESOURCES						
Subtotal		0		0		0
TOTAL RESOURCES		\$259,931		\$272,767		\$285,365

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(4), authorizing the implementation of the Bachelor of Fine Arts in Interior Design at the University of Wisconsin-Stout.

RELATED POLICIES

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

Academic Information Series #1 (ACIS 1.0, Revised April 2010): Statement of the UW System Policy on Academic Planning and Program Review.

Program Authorization (Implementation)
B.F.A. in Industrial Design
UW-Stout

EDUCATION COMMITTEE

Resolution I.1.a.(5):

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

**NEW PROGRAM AUTHORIZATION
Bachelor of Fine Arts in Industrial Design
University of Wisconsin-Stout**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in the UW System Academic Planning and Program Review policy (ACIS-1.0, Revised April 2010), the new program proposal for a Bachelor of Fine Arts (B.F.A.) in Industrial Design at the University of Wisconsin-Stout (UW-Stout) is presented to the Board of Regents for consideration. If approved, the program will be subject to a Regent-mandated review to begin five years after its implementation. UW-Stout and UW System Administration will conduct that review jointly, and the results will be reported to the Board.

Increased student interest, employer need, and the recommendations of the accrediting agency, the National Association of Art and Design (NASAD), place the School of Art and Design at UW-Stout in an ideal position to develop specialized design majors. Currently, UW-Stout offers a B.F.A. in Art with five concentrations in Graphic Design, Industrial Design, Interior Design, Multimedia Design, and Studio Art. The proposed major in Industrial Design is submitted for consideration as one among four new design majors that have been identified as viable additions to UW-Stout's program array. At the February 2012, Board of Regents meeting, the B.F.A. in Graphic Design and Interactive Media and the B.F.A. in Entertainment Design were approved. At the April Board meeting, the B.F.A. in Industrial Design and the B.F.A. in Interior Design will be considered as the final two of four stand-alone baccalaureate majors in Fine Arts. The creation of four stand-alone majors—from what had been five concentrations housed within one B.F.A.—will clarify students' educational experiences and expertise and thereby increase their employability.

The field of industrial design encompasses product design, systems and interface design, ergonomics and sustainability, among other contemporary design considerations. Industrial designers create and develop concepts and designs that optimize the function, value, and appearance of products and systems for the mutual benefit of both user and manufacturer. Among other facets of the industry, industrial designers work as product designers, medical device designers, and as designers for children as well as aging populations, athletes, and individuals with disabilities. In February 2010, the B.F.A. Program Advisory Committee voted unanimously to support and recommend developing a new major in Industrial Design.

The proposed major will be supported by the School of Art and Design's extensive facilities, faculty, and resources, and will provide greater access and retention of students by streamlining the array of course offerings and by providing in-depth advising. In addition, graduates will increase their employability in the rapidly changing industrial design field because their specialized knowledge and skills will be readily identifiable to employers on transcripts.

The School of Art and Design at UW-Stout expects that student interest in the field of industrial design will continue to steadily grow over the next decade as the enrollment in the Industrial Design concentration within the current B.F.A. has grown from 147 students in 2003, to 182 students in 2010.

REQUESTED ACTION

Approval of Resolution I.1.a.(5), authorizing the implementation of the Bachelor of Fine Arts in Industrial Design at the University of Wisconsin-Stout.

DISCUSSION

Program Description

The proposed B.F.A. in Industrial Design is designed to provide graduates with a comprehensive applied learning environment that will prepare them for successful careers in the field of contemporary product design. The proposed program is housed within the College of Arts, Humanities and Social Sciences and will be comprised of 124 credits. The curriculum will include a general education core of 42 credits, a major studies core of 51 credits, and a major studies concentration of 31 credits, for a total of 124 credits. In order to provide breadth and technical expertise, selected courses from the UW-Stout programs in Engineering, Manufacturing, and Applied Photography will be required.

The major in Industrial Design's core curriculum builds entirely on existing courses in the existing B.F.A. in Art program, including art history, fine art studio courses, and art and design foundation courses. In addition to a two-semester capstone requirement, students will be required to complete a co-op, internship, approved field experience, or sponsored project.

Program Goals and Objectives

The B.F.A. in Industrial Design program will provide a comprehensive and challenging academic experience which will prepare graduates for employment by meeting UW-Stout's general education objectives and the following program objectives:

Professional Studies Objectives

Upon completion of the B.F.A. in Industrial Design, graduates will be able to:

1. Understand the collaborative, multidisciplinary nature of design through exposure to faculty and students from multiple design disciplines.
2. Define, understand, and identify the elements and principles of art and design and apply them to a variety of design solutions.
3. Understand, analyze, and integrate the history of art and design within a cultural and aesthetic context.
4. Communicate successfully using various means including speaking, writing, and visual communication, including the *discipline-specific* communication of technical

information.

5. Apply methods and theory and research to design solutions in relationship to various social, behavioral, psychological, and cultural factors.
6. Apply concepts and issues related to safe, ethical, socially responsible design and sustainable design practice to include an understanding of safety and accessibility.
7. Understand, identify, and apply universal design theory and practice, ergonomics, and user interface systems.
8. Apply standards of practice for the industrial design profession including ethics, collaboration, professional development, and various business models.

Relation to Institutional Mission and Strategic Plan

The proposed B.F.A. in Industrial Design program relates directly to UW-Stout's select mission, goals, and strategic plan and promotes its recent designation as Wisconsin's Polytechnic University. The School of Art and Design has a history of providing a career-focused curriculum and applied learning, and members of the School have collaborated with departments across the UW-Stout campus and with businesses in the community and across the region. The proposed program will connect students with small, regional businesses and regional industry, and it will continue to expand its reach to serve students by creating more applied learning opportunities to serve society in solving real-world problems. The proposed major in Industrial Design is a good fit with UW-Stout's strategic implementation of exceptional and diverse programs that combine theory, practice, and experimentation that lead its graduates to professional careers. It highlights and creates an active learning environment that creates a climate of inquiry, including experimentation, creative research opportunities, and scholarship.

Program Assessment

The School of Art and Design and the program director of the Industrial Design program will perform consistent and ongoing evaluations in order to ensure quality instruction and demonstrable student learning outcomes. One of the primary assessment tools the School of Art and Design utilizes is the *Mid-Program Portfolio Review*. As a result of this review, faculty members examine learning outcomes and further assess the quality of foundation courses. The B.F.A. in Industrial Design program will use this review process as a benchmark tool and an opportunity to critically analyze competencies before students begin their courses in Industrial Design.

Another tool to be utilized is the *Summative Senior Level Assessment*, which solicits faculty input regarding the outcomes of graduating seniors against the program objectives of the B.F.A. Faculty observations are generated through a survey that benchmarks student outcomes in class, in senior portfolios, and in exhibitions against the related program/concentration objectives. This process ensures a comprehensive assessment of the program and reviews the impact of the intermediate- and advanced-level courses on student competency development.

Professional Advisory Board members, consisting of art and design professionals and alumni from across the nation, are invested in the success of the program and consult with faculty every semester to discuss industry developments and standards, curriculum, and student learning objectives. Each year, all UW-Stout program directors generate an *Assessment in the Major* report

in which student competencies are evaluated through indirect and direct assessments. The program director will use assessment data from this report as another means to continuously improve the program.

Need

According to the U.S. Bureau of Labor Statistics, a bachelor's degree is required for most entry-level commercial and industrial design positions, with 56.6% of currently employed commercial and industrial designers holding associate's or bachelor's degrees. Although employment opportunities across Wisconsin are expected to be below that of neighboring states in the next few years (www.careerinfonet.org), job projections in the industry are stronger in the region that UW-Stout serves. National projections from the U.S. Bureau of Labor Statistics indicate that "the employment of commercial and industrial designers is expected to grow approximately 9% between 2008 and 2018," a rate of growth deemed "about as fast as average," and those with strong backgrounds in computer-aided design, business, and engineering will have the best opportunities. UW-Stout's curriculum in Industrial Design clearly prepares students for these above-mentioned technology-based skills.

The U.S. Bureau of Labor Statistics projects that future employment growth will result from an increase in demand for new or updated products that improve the quality, usability, comfort, and safety of products. The demand for high-technology products in consumer electronics, transportation, medicine, and transportation are expected to increase the demand for commercial and industrial designers in the years to come.

UW-Stout's B.F.A. in Industrial Design program will be in a unique and strategic position for graduates in the area. The National Association of Schools of Art and Design, the accreditation body for the proposed B.F.A program, accredits approximately 300 programs in art and design; only 40 of those accredited programs offer bachelor degrees in industrial design. The proximity to the Twin Cities metro area provides employment opportunities with many corporations and local and international design consultancies, as well as many other regional employers throughout Wisconsin. The past four years has seen growth in the number of regional and national industrial design internship placements for UW-Stout industrial design students and recent graduates.

Projected Enrollment

Enrollment within the Industrial Design submajor has demonstrated strong and consistent growth since it was added as a concentration in 1974. Fall 2010 data showed enrollment at 176 students. The program has seen a consistently high number of applicants with recent increases in transfer student applications. Many of the transfer students have come from Engineering and Construction programs in the state and in the region. UW-Stout anticipates an even more competitive group of applicants in the immediate future.

Table 1 presents information on expected enrollments in the first five years of operation. The proposed major is not intended for program growth at this time and will serve only the

number of students that is currently sustainable. The attrition rate is based on typical retention rates for UW-Stout students at each level of their degree progression.

Table 1: Enrollment Projection – Five Years

Year	Implementation year (2012)	2nd year	3rd year	4th year	5th year
New students admitted	47	40	45	46	40
Continuing students	140	157	163	163	175
Total enrollment	187	197	208	219	215
Graduating students	34	36	45	45	40

**New students admitted:* These numbers includes new freshman and incoming transfer students.

**Continuing students:* While the major will experience some matriculation, the School of Art and Design will able to sustain the projected numbers by managing enrollment numbers as they pertain to the admission of internal change of majors and transfer students.

Comparable Programs in Wisconsin and Outside the State

The Milwaukee Institute of Art and Design (MIAD) offers the only other industrial design program in Wisconsin. This program is comparable in terms of its product design focus and applied learning goals, but the yearly tuition of \$26,990 makes comparison difficult in terms of cost. Because the program offered at UW-Stout is an existing and highly successful one, the B.F.A. in Industrial Design at UW-Stout is primed to offer a highly competitive and innovative applied design education with exceptional value.

Collaboration

It is expected that opportunities will emerge to collaborate with other institutions within the UW System, including the UW Colleges, and with the Wisconsin Technical College System as this program moves into the future. The College of Arts, Humanities and Social Sciences and the B.F.A. in Industrial Design program will pursue articulation agreements with the Wisconsin Technical College System (Fox Valley Technical College, Milwaukee Area Technical College, and Dakota County Technical College, in particular).

Diversity

Diversity and inclusivity are core values at UW-Stout, as evidenced by its mission and university initiatives. The major in Industrial Design will support these diversification efforts at the faculty level by fostering a variety of undergraduate research opportunities guided by faculty members from many diverse backgrounds. International diversity in the School of Art and Design's faculty recruitment and retention is evidenced by its world-class faculty, including members from Denmark, England, India and China, as well as faculty who interact with diverse populations across the United States and the globe. The School of Art and Design is also engaged in helping UW-Stout reach the seven goals of its Inclusive Excellence initiative, which establish specific steps for developing diversity on campus and within academic programs (see <http://www3.uwstout.edu/diversity/ieannouncements.cfm>).

In support of efforts already underway throughout the School of Art and Design, the B.F.A. in Industrial Design program and its faculty will continue to demonstrate their commitment to diversity in three ways. They will: 1) infuse required program curricula with themes from a wide range of perspectives, including race, sex, gender identity, sexual orientation, religion, socioeconomic status, and age; 2) recruit and retain a diverse student population; and 3) continue to cultivate diversity within the program faculty. Some results of past efforts show that student retention initiatives directed at underserved populations prove to be critical. The School of Art and Design, as demonstrated by the most recently available data (2009-2010), showed marked progress in its “retention rates in program” for all B.F.A. in Art students from minority populations. In 2009-2010, the retention rate for all minority students in the B.F.A. was 93%, up from 68% and 67% in the previous two academic years. The program director also coordinates with Multicultural Student Services to meet with students who come to campus for planned visits, and design faculty members teach a “pre-college” event during the summer, an event that targets students from diverse populations and backgrounds.

In addition to the School of Art and Design’s overall efforts to attract and retain students from racially and/or ethnically diverse populations, the B.F.A. in Industrial Design is poised to draw students from other underserved populations. Given many industrial designers work as product and medical device designers for aging populations and individuals with disabilities, it is expected that individuals with disabilities and older students will be attracted to a program that prepares them for a profession that will optimize the function of products and systems for the benefit of users with disabilities and those with other challenges.

Evaluation from External Reviewers

The proposed program was reviewed by a Senior Marketing Manager from a large manufacturing industry and a Design Manager from a leading national retail chain, both of whom are also members of UW-Stout’s Art and Design Professional Advisory Board. Both reviewers praised the alignment of the proposed major with industry standards and the opportunities for students to participate in developing industry-sponsored products through professional experiences. One reviewer praised the addition of a business fundamentals course as “students will need this foundation to apply their design and problem solving skills within the context of a business environment.” The other reviewer highlighted the proposed program’s “study in ethics, history and cultural awareness” that “assures that studio skills are culturally appropriate and innovative.” This reviewer also suggested that the planners consider expanding the program to include multiple industry experiences within the junior and senior years as those experiences are “critical to making the transition from student to professional.” Input from these reviewers and the Professional Advisory Board have been considered by the academic planners and will guide further curricular development and planning for the program.

Resource Needs and Budget Overview

Currently, the School of Art and Design has the faculty expertise and resources to effectively deliver the required undergraduate coursework in the proposed Industrial Design program. At present, 4.0 FTE are assigned to the existing Industrial Design submajor, and they teach across disciplines with responsibility for teaching the foundational design courses required

by all current B.F.A. design students. Studio art faculty, faculty from this and the other design disciplines, and art historians will be teaching a wide array of the new major's foundation course work, as well as intermediate and advanced required and elective course offerings that are a part of the proposed program core. Very few, if any, new course sections will be needed in the first several years during implementation. As such, the initial budgetary impact will be minimal.

The proposed new program will continue to share supplies and expenses, computing, equipment, and facilities with the other three proposed B.F.A. design programs and the B.F.A in Studio Art. Supplies and Expenses and other non-personnel expenses are extrapolated from the current School of Art and Design's shared budget and divided by the number of proposed stand-alone majors. Personnel costs specifically attributed for release time required for program leadership, including costs to cover a 0.25 FTE course release back-fill, a \$1,500 stipend, and a ten-day summer contract have been secured, and these will be reallocated from funds from the Provost's office.

BUDGET: Estimated Total Costs and Resources

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	4.00	\$226,000	4.00	\$237,300	4.00	\$249,165
Program Director	0.25	\$20,037	.25	\$21,038	.25	\$22,089
Non-personnel						
Supplies & Expenses		\$1,250		\$1,313		\$1,378
Library		\$3,000		\$3,000		\$2,100
Other (Marketing)		\$1,000		\$1,040		\$1,103
Subtotal	4.25	\$251,287	4.00	\$263,691	4.00	\$275,835
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Summer stipend for Program Director		\$1,500		\$1,500		\$1,500
TOTAL COSTS		\$252,787		\$265,191		\$277,335
CURRENT RESOURCES						
General Purpose Revenue(GPR)		\$251,287 (reallocated)		\$263,691 (reallocated)		\$275,835 (reallocated)
Subtotal		\$251,287		\$263,691		\$275,835
ADDITIONAL RESOURCES						
Subtotal		1,500		1,500		1,500
TOTAL RESOURCES		\$252,787		\$265,191		\$277,335

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(5), authorizing the implementation of the Bachelor of Fine Arts in Industrial Design at the University of Wisconsin-Stout.

RELATED POLICIES

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

Academic Information Series #1 (ACIS 1.0, Revised April 2010): Statement of the UW System Policy on Academic Planning and Program Review.

Program Authorization (Implementation)
Ph.D. in Public Health
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.b.:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Ph.D. in Public Health.

NEW PROGRAM AUTHORIZATION
Doctor of Philosophy (Ph.D.) in Public Health with a
Concentration in Community and Behavioral Health Promotion
University of Wisconsin - Milwaukee

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised April 2010), the new program proposal for a Doctor of Philosophy (Ph.D.) in Public Health with a concentration in Community and Behavioral Health Promotion (CBHP) at the University of Wisconsin-Milwaukee is presented to the Board of Regents for consideration. If approved, the program will be subject to a Regent-mandated review to begin five years after its implementation, conducted jointly by the University of Wisconsin-Milwaukee and UW System Administration.

The proposed Ph.D. in Public Health will be housed in the Joseph J. Zilber School of Public Health at UW-Milwaukee (ZSPH). The proposed degree draws on UW-Milwaukee's considerable strength and depth in the areas of social and behavioral health sciences in ZSPH, as well as in associated departments such as communication, psychology, sociology, anthropology, geography, health sciences, nursing, educational psychology, and social welfare. Furthermore, there are active and widespread collaborative research programs representative of these multiple social and behavioral health science disciplines. Faculty and staff have a long history of collaborating under research and programmatic centers including: the Center for Addiction and Behavioral Health Research, the Center for Urban Initiatives and Research, the Center for Urban Population Health, the Center on Aging, the Center for Age and Community, and the Institute for Urban Health Partnerships. The strong interdisciplinary collaborations lay a strong foundation for the proposed degree.

REQUESTED ACTION

Approval of Resolution I.1.b., authorizing the implementation of a Doctor of Philosophy in Public Health with a concentration in Community and Behavioral Health Promotion at the University of Wisconsin-Milwaukee.

Program Description

The proposed Ph.D. in Public Health prepares students to become effective scientific practitioners with capacity to conduct independent research in health education and promotion in academic and applied settings such as non-governmental organizations (business and non-profit), and public service at all levels of national and international government. Grounded in social and behavioral sciences, the proposed degree will train students to study the social determinants of health and to design, implement, and evaluate interventions to improve the health and wellness of communities through collaborative work in the community. All didactic experiences within

this program will integrate the UW-Milwaukee Zilber School of Public Health's central focus on understanding population diversity and promoting social and environmental justice.

To apply for the program, students who meet the Graduate School admission requirements must submit GRE scores, transcripts, a personal statement, and letters of recommendation. While a completed master's degree in public health or the social and behavioral sciences is encouraged, a master's degree is not a prerequisite for admission. For those applicants without a master's degree in a relevant field, most successful candidates will have work, research and/or volunteer experiences that contribute to career development in community health and health promotion. These materials will be considered in a holistic admissions process with special attention to ensure a diverse student body. Students will work with their major professors for guidance in course selection, program planning, and research design.

The proposed degree will require students to complete a total 66 credits, with a minimum course credit distribution as follows: 12 credits in the ZSPH common core courses, 6 credits in the CBHP core courses, 15 credits in methodology courses, 15 credit hours in advanced CBHP courses, 6 credits in elective courses from an approved list of courses offered across campus and in collaboration with other academic units, and six credits of supervised research under the tutelage of a faculty advisor before beginning the dissertation process. In addition, students will need to pass a preliminary examination and complete a dissertation. The expected timeline to program completion (for a full-time student) is four to five years. The expected timeline for a part-time student is seven to eight years. Most required courses will be offered in evenings or online to enable part-time students to complete the degree in a timely fashion.

Program Goals and Objectives

The Ph.D. in Public Health with a concentration in Community and Behavioral Health Promotion will prepare individuals for academic, research, governmental, and policy-making careers. Graduates of the program will be expected to:

1. Apply theoretical perspectives and concepts grounded in the social and behavioral sciences and to the design of public health research;
2. Apply the principles of behavioral measurement, research design, and data analysis in the social sciences to the implementation and evaluation of public health research; and
3. Demonstrate the capacity to communicate with students, researchers, professionals, and community members from a variety of disciplines and perspectives.

Achievement of these objectives by the graduates is facilitated through the curriculum, which includes courses and learning that will train students to:

1. Design and conduct original public health research that incorporates the socio-ecological perspective;
2. Design, develop, and implement innovative, multi-level intervention programs and policies;

3. Develop and apply sound qualitative and quantitative research methodologies for assessing, implementing, and evaluating public health strategies, programs, and policies;
4. Demonstrate capacity for reciprocal engagement and community collaboration. Students will be trained to apply principles such as community empowerment, community-based participatory research, and other bidirectional input models when designing and conducting research or implementing research-focused interventions; and
5. Master the overarching competencies developed for the entire School of Public Health as well as CBHP program-specific competencies.

Relation to Institutional Mission

The proposed program will support UW-Milwaukee in its efforts to “fulfill its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin’s largest metropolitan area” by “providing a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service.” In alignment with UW-Milwaukee’s mission “to promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas,” the proposed program will train students to design, implement, and evaluate interventions to improve the health and wellness of communities through collaborative work in the community. Given its objectives, the proposed program also supports the mission to “provide educational leadership in meeting future social, cultural, and technological challenges.”

Program Assessment

The proposed program will be included in the process for accreditation of the Zilber School of Public Health by the Council on Education for Public Health (CEPH). Adhering to guidelines provided by CEPH, the program evaluation process will be guided by the following set of questions:

1. Does the program and its faculty function in a manner consistent with its mission statement?
2. Are students successfully developing specific competencies, completing the Ph.D. program, and obtaining relevant employment?
3. Are faculty contributing to the public health of the city, state and nation as evidenced by:
(a) grant supported public health research; (b) publications/dissemination; (c) attracting high quality students; and (d) service to the community through outreach and educational activities?
4. Is the program fulfilling its goal of promoting diversity in Public Health?
5. Do stakeholders and partners regard the activities of the School as beneficial to the community?
6. Does the academic climate of the Program support collaborative learning, interdisciplinary exchange, and appropriate outreach activities?

The Graduate Program Committee (GPC) of ZSPH will be responsible for gathering data for evaluation in preparation for the accreditation process. Data will be gathered to address each of the six questions above using both qualitative and quantitative methods. For student learning outcomes, the GPC will obtain the necessary information from student performance in the

qualifying examination and dissertation research work. Other sources of data for assessment include exit surveys, alumni surveys, and input from stakeholders. The data will be reviewed annually (each summer) by the GPC, which will make recommendations for program improvements to the full faculty for consideration. Improvements may focus on enhancements to program requirements, changes in the curriculum, or changes in support for faculty and students.

Need

The [Council on Linkages between Academia and Public Health Practice](#) and the [Institute of Medicine](#) have projected that there will be a critical shortage of Ph.D.-trained Public Health professionals and researchers to: (1) fill the academic positions in new academic programs; (2) play leadership roles in government agencies committed to public health; and (3) address the growing need for translational research created by a failing health system. Schools of public health are in the ideal position to address these shortages because their mission is to provide advanced education and training for future public health professionals and produce public health research and scholarship that will support the health of the region and the nation.

One of the primary goals of the CBHP program is to train the next generation of public health researchers and leaders who have the knowledge, the conceptual understanding, and the research skills needed to promote population and community health and help to eliminate health disparities. A second goal of the CBHP is to build and support a faculty who create research programs that directly address the public health concerns of Milwaukee and Wisconsin, including adolescent childbirth, childhood obesity, infant mortality, sexually transmitted diseases, and substance abuse. In addition to training the next generation of public health workers and leaders, there is an imminent need for creative, effective solutions to some of the City and State's most intractable public health issues. Current and future faculty will remain committed to addressing this need.

Projected Enrollment

Year	1 st year	2 nd year	3 rd year	4 th year	5 th year
New students admitted	5	5	5	5	5
Continuing students	0	4	8	12	16
Total enrollment	5	9	13	17	21
Graduating students	0	0	0	3	7

Comparable Programs In Wisconsin

There are two comparable doctoral programs in Wisconsin. The Public and Community Health Ph.D. program at the Medical College of Wisconsin (MCW) will have a similar community focus, but because it is housed within a medical school, it cannot provide the depth in the social and behavioral health sciences to be offered in the ZSPH at UW-Milwaukee. A Ph.D. Program in Public Health from a research university such as UW-Milwaukee allows students and faculty to take full advantage of close collaboration with other departments, schools, and colleges, including Sociology, Psychology, Political Science, Education, and Social Work. As a

medical school, MCW does not have similar departments, schools, and colleges, and consequently, has a greater emphasis on biostatistics and epidemiology.

UW-Madison's School of Medicine and Public Health offers an interdisciplinary Ph.D. program in Population Health that includes a concentration in Social and Behavioral Health Sciences. This program draws from a similar foundation as the UW-Milwaukee Ph.D. However, the focus and expertise of the UW-Madison program is more heavily on the social epidemiology, methods, and health services aspects of the discipline. There are relatively few specialized theory and methodological courses offered which allow students to develop the skills needed to engage in community-oriented public health research. The UW-Milwaukee Ph.D. in CBHP will be heavily focused on developing, implementing, and evaluating prevention and intervention programs. The UW-Milwaukee program will also have a strong focus on urban health issues due, in part, to its location. As such, the two programs are complementary and students can draw on the strengths of both.

Comparable Programs Outside Wisconsin

There are accredited schools of public health in all of the states that surround Wisconsin (Minnesota, Iowa, Michigan, and Illinois), each of which has a social and behavioral sciences component. Currently, there are 48 accredited schools of public health in the country. Wisconsin is one of few states nationally without an accredited School of Public Health. Doctoral programs are a critical and required component of eligibility for accreditation.

UW-Milwaukee's Ph.D. in CBHP will provide a distinct experience compared to many of the nearby states' schools through its focus on social and environmental justice, its context as an urban public university with a commitment to both student diversity and non-traditional students, and its close relationship to the largest health department in the state.

Collaboration

Collaboration with a variety of academic programs within UW-Milwaukee and with other regional institutions, as well as with community agencies, is essential to ZSPH and its degree programs. Such collaborations not only provide synergies for all partners, but also increase learning and research opportunities for public health students and faculty, as well as opportunities for federal funding. Partnerships ensure connections between public health education and practice. The current list of internal and external collaborating units include the City of Milwaukee Health Department, the Center for Urban Population Health, Center for Addiction and Behavioral Health Research, Children's Environmental Health Sciences Core Center, the University of Wisconsin School of Medicine and Public Health, and the Medical College of Wisconsin. Additionally, a number of CBHP faculty have established partnerships with various community agencies and are actively involved in research studies related to many community health and healthy behavior promotion projects. Such collaborations and partnerships will provide students in the proposed program with opportunities to engage in active research in community settings.

Diversity

The CBHP program strongly supports diversity in several ways. First, the CBHP program is committed to hiring and retaining a diverse faculty who represent different cultural and social perspectives on public health. Among the seven faculty members whose “home” is in the CBHP program, four are ethnic/racial minorities. This diversity is regarded as important to broadening the scope of the conversation about how to best address the public’s health, what public health issues are most pressing, and how to engage communities of color in addressing these issues.

Second, the CBHP faculty is committed to recruiting and retaining a diverse group of students from different social, economic, cultural, and racial/ethnic backgrounds who will contribute to a more inclusive approach to conducting public health research and program implementation. The program faculty believes that training a diverse group of Ph.D. students is critical to addressing some of the health disparities that persist at the local and national level. In the area of Community and Behavioral Health Promotion, including diverse perspectives is necessary to the conduct of high-quality research.

The ZSPH faculty employs several strategies to recruit a diverse group of graduate students. For example:

1. Faculty members actively work with the McNair program to identify interested students and hold information sessions about public health careers.
2. Faculty members work with the Milwaukee Area Health Education Center (AHEC) to identify and mentor under-represented undergraduate students interested in public health research.
3. The ZSPH development staff will assist in the dissemination of faculty research that is directly relevant to the public health of ethnic minority populations.
4. Faculty will apply for NIH research training grants targeting under-represented undergraduates to help attract minority students to the ZSPH. Dr. Paul Florsheim has previously directed federally funded training grants (R25) for minority students and has a strong track record of facilitating the professional development of underrepresented graduate students.
5. ZSPH faculty will recruit minority students and faculty candidates through historically Black colleges, the American Indian Higher Education Consortium, and the Hispanic Association of Colleges and Universities. Minority students will also be recruited locally, though Wisconsin’s AHEC (Area Health Education Centers), which focus on diversifying the health and public health workforce.
6. ZSPH faculty and administration will work to establish a community of scholarship that values diversity through mentoring.

Third, prior to formally creating the ZSPH, the planning committee decided to make social and environmental justice (and the promotion of health equity) the unifying focus of its program. Among the seven faculty in the CBHP program, four explicitly define themselves as “health disparity” scholars, which means that their primary research interests include a focus on documenting, understanding, and/or eliminating disparities in the health outcomes of minority

groups. The other three faculty also conduct research that is relevant to the health concerns of diverse populations and communities, including sexual and ethnic minorities.

Finally, one of the core required classes for all Ph.D. students in the ZSPH programs is entitled “Social and Environmental Justice in Public Health.” This course covers issues related to understanding and appreciating diverse perspectives when engaging in public health research and practice.

Evaluation from External Reviewers

The proposed program was reviewed by two academic leaders in the field. Both reviewers noted that the proposed program is well aligned with social and behavioral aspects of the public health discipline, matches local needs, and is supported by a strong and diverse faculty and strong research centers. In response to a recommendation from one reviewer, the program has incorporated translation of evidence-based initiatives, scaling up effective interventions, and sustainability strategies into three of the courses. The second reviewer recommended including methods coursework in multi-level modeling, geographic information systems, and applied epidemiology. The proposed program has responded by adding coursework in these areas in the core and in elective courses.

Resource Needs

The ZSPH has been building its faculty and staff since its formation in 2009. The proposed program already has sufficient numbers of faculty in the areas of community and behavioral health both within ZSPH and in various collaborating units within UW-Milwaukee. The faculty and instructional staff needed for the program are included in “current costs” in the budget because they are already on staff. The FTE of faculty for the program are calculated based on the level of course offerings and the need for mentoring doctoral students per standard UW-Milwaukee workload guidelines. A half-time academic staff member will work on marketing, admissions, and other functions such as acting as liaison with community partners. The supplies and expenses budget will cover expenses related to marketing and program administration. The program will provide graduate assistantships in proportion to enrollment in the program, funding for which will be allocated from GPR funds and potential extramural awards in ZSPH.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.b., authorizing the implementation of a Doctor of Philosophy in Public Health with a concentration in Community and Behavioral Health Promotion at the University of Wisconsin-Milwaukee.

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

	First Year		Second Year		Third Year	
	(2012-13)		(2013-14)		(2014-15)	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff (1)	1.25	\$162,000	2.5	\$324,000	4	\$518,400
Graduate Assistants						
Non-instructional						
Academic/Classified Staff	.5	\$41,080	.5	\$41,080	.5	\$41,080
Subtotal		\$203,080		\$365,080		\$559,480
ADDITIONAL COSTS						
Personnel						
Faculty						
Graduate Assistants	1.5	\$47,738	3.0	\$95,475	4.5	\$143,213
Non-instructional						
Academic/Classified Staff						
Non-personnel						
Supplies & Expenses(2)		\$10,000		\$10,000		\$10,000
Subtotal		\$57,738		\$105,475		\$153,213
TOTAL COSTS		\$260,818		\$470,555		\$712,693
CURRENT RESOURCES						
General Purpose Revenue (GPR) (3)		\$203,080		\$365,080		\$559,480
Subtotal		\$203,080		\$365,080		\$559,480
ADDITIONAL RESOURCES						
GPR Allocation and reallocation within ZSPH		\$57,738		\$105,475		\$153,213
Tuition Revenues						
Grant Revenue						
Subtotal		\$57,738		\$105,476		\$153,213
TOTAL RESOURCES		\$260,818		\$470,555		\$712,693

(1) Salaries and fringe based upon average faculty salary of \$90,000.

(2) Marketing and office supply expenses

(3) Faculty are already in place.

April 3, 2012

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.2. Business, Finance, and Audit Committee

Thursday, April 12, 2012
Yellowjacket Union – Room 203
UW-Superior
Superior, Wisconsin

9:00 a.m. All Regents - Yellowjacket Union – Great Room

- Calling of the roll
- UW-Superior Presentation by Chancellor Renee Wachter:
“Superior Research”
- *Presentation and Discussion:* 2013-15 Biennial Budget Priorities

12:00 p.m. Luncheon – Jim Dan Hill Library

1:00 p.m. All Regents - Yellowjacket Union – Great Room

- Resolution of Appreciation for UW-Eau Claire Chancellor Brian Levin-Stankevich

1:15 p.m. Joint Meeting of the Capital Planning and Budget Committee and the Business, Finance, and Audit Committee – Yellowjacket Union – Room 203

- UW-Superior Presentation: “A Campus Transformed”
- Overview of items taken up by the Legislative Task Force on UW Restructuring and Operational Flexibilities: Additional operating flexibilities that could be provided to UW System institutions

2:00 p.m. Business, Finance, and Audit Committee – Yellowjacket Union – Room 203

a. Tuition-Related Issues

1. Review of UW-Stevens Point’s Differential Tuition Proposal

2. Approval of Extension of Reviews of Differential Tuitions Previously Scheduled in 2011-13
[Resolution I.2.a.2.]

b. Trust Funds

1. Peer Endowment Benchmarking Report
2. Voting of 2012 Non-Routine Proxy Proposals
[Resolution I.2.b.2.]

c. Committee Business

1. Approval of the Minutes of the February 9, 2012 meeting of the Business, Finance, and Audit Committee
2. Review and Approval of the UW-Madison Contractual Agreement with Pfizer, Inc.
[Resolution I.2.c.2.]
3. Review and Approval of the UW-La Crosse Dining Services Contract
[Resolution I.2.c.3.]

d. Report of the Senior Vice President

1. Status Update on Human Resource System
2. Status Update on University Personnel Systems
3. Review of the 2012-13 Annual Distribution Adjustments

UW-STEVENS POINT UNDERGRADUATE DIFFERENTIAL TUITION PROPOSAL

EXECUTIVE SUMMARY

BACKGROUND

The 2011-13 biennial budget (Act 32) includes a provision that limits tuition increases at UW institutions to 5.5 percent in both years of the biennium. Differential tuition programs with escalator clauses that were already approved by the Board of Regents are exempted from the limitation. New differential tuition proposals, or increases not previously approved by the Board, may not be implemented by the Board until the tuition cap expires.

UW-Stevens Point students and administrators worked closely with UW System Administration staff and several state legislators to advance legislation to modify the tuition cap. Specifically, the proposed legislation would have permitted Regent consideration of a new differential tuition, called The Pointer Compact, with implementation as early as Fall 2012. While the proposed legislation received favorable reception from some legislators, it did not pass in the Spring legislative session, so the tuition cap remains.

Student leaders and the administration continue to express enthusiasm for bringing the Pointer Compact to the Board of Regents for approval after the tuition cap expires in July 2013.

REQUESTED ACTION

For information only.

DISCUSSION

The Pointer Compact is a shared commitment between the students, faculty, staff, alumni, and friends of UW-Stevens Point to ensure that graduates are equipped to succeed in a rapidly changing global society and a knowledge-based economy. The Pointer Compact would 1) expand the availability of high-demand classes, 2) provide students with greater academic support, 3) improve faculty teaching, 4) expand learning experience opportunities, and 5) support financial aid.

1) High-Demand Classes. At UW-Stevens Point, many academic programs are experiencing bottlenecks in lower- and upper-division undergraduate courses. These bottlenecks prevent students from enrolling in classes when they need them.

The Pointer Compact would support at least 20 new teaching faculty positions, which equates to about 160 additional course sections per year. Faculty would be hired in areas with current enrollment demands.

2) *Greater Academic Support.* The Pointer Compact would support expanded academic advising, group tutoring services in mathematics and the sciences, individual tutoring for students with special needs, supplemental instruction in high-risk courses, and career counseling. While these services would certainly benefit students who are struggling, all students would have improved access to resources that prepare them for life after graduation.

3) *Improved Faculty Teaching.* The Center for Academic Excellence and Student Engagement (CAESE) is UW-Stevens Point's faculty teaching center. The center's mission is to assist faculty and staff in adopting creative, cutting-edge learning strategies. These strategies include first-year seminars, service learning, and e-portfolios.

The Pointer Compact would support ongoing instructional development in general education, a CAESE director, an assessment coordinator to evaluate student learning, an educational technology coordinator to facilitate technology adoption, and an administrative assistant.

4) *Learning Experience Opportunities.* Learning experience opportunities has three components: a comprehensive first-year experience; service learning; and undergraduate research, artistic/creative projects, and capstone experiences.

Research shows that providing a comprehensive first-year experience is among the best ways to improve academic performance, retention rates, and four-year graduation rates. The UW-Stevens Point first-year experience would include new first-year seminars, a peer mentor program, expanded learning communities, an early warning system to aid struggling students during their first year on campus, and a staff position to coordinate these activities.

Service learning encourages academic achievement, civic engagement, and personal growth. A half-time coordinator within CAESE would help faculty develop service learning in their classes. Expanding the service-learning program would provide students with meaningful opportunities to fulfill a new experiential learning requirement for graduation, which will begin in Fall 2013.

By participating in undergraduate research and artistic/creative projects, students learn to integrate theory with practice in their chosen fields, work closely with faculty, and develop career skills. The Pointer Compact would support a faculty mentor program and provide competitive student grants for projects. The differential will also be used to purchase necessary equipment for laboratories and studios. These additional resources support a new capstone experience requirement for graduation with robust projects that enhance a student's marketability.

5) *Financial Aid.* UW-Stevens Point would hold Pell-eligible students harmless from the Pointer Compact tuition increase. In the 2010-11 academic year, UW-Stevens Point enrolled 2,876 Pell-eligible student FTEs.

The anticipated budget for all of the components is attached to the end of this document (Table 3).

Under the Pointer Compact, students would pay an additional \$324 per semester, \$648 annually. The differential initiative would be implemented over three years based on class standing. Table 1 details the tuition schedule assuming a Fall 2013 implementation:

Table 1: Differential Tuition Per Semester

Class Standing	Fall 2013	Fall 2014	Fall 2015
Freshman (Up to 30 Credits)	\$324 (100%)	\$324 (100%)	\$324 (100%)
Sophomore (30 to 59 Credits)	\$243 (75%)	\$324 (100%)	\$324 (100%)
Junior (60 to 89 Credits)	\$162 (50%)	\$243 (75%)	\$324 (100%)
Senior (90 or More Credits)	\$81 (25%)	\$162 (50%)	\$324 (100%)
Non-Degree Seeking Student	\$324 (100%)	\$324 (100%)	\$324 (100%)

For example, a student who is a sophomore in Fall 2013 would pay 75 percent of the differential. In the following year, Fall 2014, a sophomore student would pay 100 percent of the differential.

Student consultation. In April 2010, UW-Stevens Point formed the Differential Tuition Committee to begin outlining campus priorities. The Committee was composed of a broad group of Student Government Association (SGA) representatives, faculty, and administrators. Through the following academic year, the committee worked with the campus community to identify areas for improvement and to finalize recommendations for the Pointer Compact. The student members of the Committee were central in determining how to shape the proposal and how to educate the student body.

Using a website and brochures, the SGA launched a campaign to solicit student input. The SGA's efforts included the following:

- Hosting several open forums for students.
- Engaging deans in an effort to reach out to the student organizations within each college.
- Hosting information tables in the University Center to educate students and to gather feedback.
- Working with Residence Hall Association leadership to host presentations with question-and-answer sessions in each of the thirteen residence halls.
- Hearing testimony and holding discussions on the Pointer Compact during several formal SGA sessions.

In November 2011, the SGA invited students to participate in a survey via email. One thousand students responded, which is 11 percent of undergraduates. When asked if they supported the

Compact, 20 percent responded “yes,” 15 percent responded “maybe,” 39 percent responded “no,” and 26 percent responded “unsure/unknown.”

Table 2 summarizes student responses by each component of the Pointer Compact:

Table 2: Student Survey Results

	Support	Do Not Support	Unsure
Eliminating undergraduate course bottlenecks	59%	18%	23%
Student academic support services	58%	27%	15%
The Center for Academic Excellence and Student Engagement	34%	37%	29%
Creating a comprehensive first-year experience	32%	47%	22%
Service learning	41%	33%	26%
Undergraduate research, creative projects, and capstone courses	57%	27%	17%
Financial Aid support	71%	20%	9%

Following the survey, SGA made several changes intended to address student concerns. The most significant addition was the three-year implementation plan that exempted upper-division students from paying for components, like the first-year experience, from which they would not benefit.

In addition, the SGA strengthened the student majority on the Pointer Compact Advisory Board. The SGA also reserved the right to recommend that the differential tuition end before the five-year review by the Board of Regents. These components are discussed in greater detail in the next section on *Initiative review and oversight*.

In December 2011, the SGA approved a resolution of support for the Point Compact on a vote of 21 in favor, 3 opposed, and 1 abstention.

Initiative review and oversight. UW-Stevens Point would establish a Pointer Compact Advisory Board to evaluate the success of the differential and to make annual allocation recommendations to the chancellor. The Advisory Board would have eight voting members - six students appointed by the SGA and two faculty. The Vice Chancellors for Student Affairs, Business Affairs, and Academic Affairs would also sit on the Advisory Board as nonvoting members.

The Advisory Board may, at any time, request that the SGA re-evaluate the Pointer Compact. The SGA may also initiate an evaluation of the Pointer Compact with governance groups at any time. If the SGA finds that the Pointer Compact is no longer accomplishing its purposes, it would forward its findings to the administration, governance groups, and the Advisory Board. The Advisory Board may issue a vote of no confidence following a failed evaluation by the SGA.

Following a vote of no confidence, there would be a one-year probationary period for further analysis and to gather student input. At the end of the probationary period, the Advisory Board would send a recommendation for action to governance groups, the chancellor, and the Board of Regents.

If the Advisory Board issues a vote of no confidence during two consecutive years, the chancellor would recommend to the Board of Regents that the differential be discontinued.

The Strategic Planning Committee would also annually review the accountability reports from each area receiving revenue to ensure that strategic goals were being met.

RELATED REGENT POLICIES

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

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

Table 3: Anticipated Budget for the Pointer Compact

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FTE
Expected Revenue:	\$2,988,043	\$4,246,898	\$5,832,351	\$5,832,351	\$5,832,351	
Budget:						
<i>Reducing Bottlenecks</i>						
Faculty	\$1,465,600	\$1,494,912	\$1,524,810	\$1,555,306	\$1,586,413	20.0
<i>Tutoring/Advising</i>						
Tutoring		\$82,960	\$82,960	\$82,960	\$82,960	
Supplemental Instruction			\$97,800	\$97,800	\$97,800	
Advising Coordinator		\$0	\$60,992	\$62,212	\$63,457	1.0
First Year Retention Coordinator		\$0	\$60,992	\$62,212	\$63,457	1.0
Career Advisor		\$59,796	\$60,992	\$62,212	\$63,457	1.0
Disability Services Advisor		\$59,796	\$60,992	\$62,212	\$63,457	1.0
Supplies and Equipment		\$2,600	\$2,600	\$2,600	\$2,600	
Total	\$0	\$205,153	\$427,330	\$432,209	\$437,186	4.0
<i>CAESE</i>						
Director			\$137,233	\$139,978	\$142,777	1.0
Assessment Coordinator			\$91,489	\$93,318	\$95,185	1.0
Educational Technology Coordinator			\$91,489	\$93,318	\$95,185	1.0
Administrative Assistant			\$30,496	\$31,106	\$31,728	0.5
Supplies and Equipment			\$100,000	\$100,000	\$100,000	
Total	\$0	\$0	\$450,706	\$457,720	\$464,875	3.5
<i>First-Year Experience</i>						
First-Year Seminars	\$100,000	\$141,000	\$141,000	\$141,000	\$141,000	
First-Year Coordinator		\$89,695	\$91,489	\$93,318	\$95,185	1.0
Early Warning System		\$30,000	\$30,000	\$30,000	\$30,000	
Peer Mentor and Learning Communities		\$100,000	\$100,000	\$100,000	\$100,000	
Total	\$100,000	\$360,695	\$362,489	\$364,318	\$366,185	1.0
<i>Service Learning</i>						
Course Development Fund		\$100,000	\$200,000	\$200,000	\$200,000	
Service Learning Coordinator			\$45,744	\$46,659	\$47,592	0.5
Total	\$0	\$100,000	\$245,744	\$246,659	\$247,592	0.5
<i>Research</i>						
Student Research/Capstone Grants		\$175,000	\$300,000	\$300,000	\$300,000	
Lab Modification Fund			\$200,000	\$200,000	\$200,000	
Faculty Mentor Program			\$150,000	\$150,000	\$150,000	
Total	\$0	\$175,000	\$650,000	\$650,000	\$650,000	
<i>Financial Aid</i>						
Grants to Pell-Eligible Students	\$1,395,396	\$1,882,801	\$1,905,688	\$1,929,033	\$1,952,844	
<i>Other</i>						
Contingency	\$27,047	\$28,337	\$265,584	\$197,104	\$127,256	
Total Budget	\$2,988,043	\$4,246,898	\$5,832,351	\$5,832,351	\$5,832,351	29.0

Extension of Differential Tuition Reviews

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents suspends review of any current differential tuition programs until February 2013.

UNIVERSITY OF WISCONSIN SYSTEM UNDERGRADUATE DIFFERENTIAL TUITION REVIEWS

EXECUTIVE SUMMARY

BACKGROUND

The Board of Regents approved changes to RPD 32-7, Student Involvement in Differential Tuition, in April of 2010. Section III.A.4. required the President of the UW System to develop guidelines that established, at a minimum, the frequency of Board review of differential tuition initiatives.

The guidelines developed by System Administration were as follows:

Five-year differential reviews. In order to provide the Board of Regents with a complete picture of the tuition strategy being pursued at an institution, each institution will review all approved differentials with the Board of Regents once every five years. Based on the evaluation, a decision will be made whether to renew, increase or decrease the differential.

REQUESTED ACTION

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents suspends review of any current differential tuition programs until February 2013.

DISCUSSION

2011 Wisconsin Act 32, the biennial budget, included a provision that capped tuition increases at 5.5%. There were no exceptions for differential tuition initiatives. As such, a campus could only bring forward differential initiatives for review as long as it did not include a recommendation to increase the differential. This could lead to the Board's reviewing a differential this year, with no increase requested, and being asked to consider an increase to the same differential in another year or beyond.

The five-year differential tuition review is a labor intensive process for the institutions involved, requiring considerable data collection and analysis, student involvement, and planning. Asking UW institutions to undertake this task twice in a span of a few years requires staff resources that are already stretched thin. In order to reduce administrative and academic time and financial costs and to ensure that the Board has a comprehensive review, including an institution's request to change a differential to reflect evolving needs, an extension of the time for reviews is

requested until February 2013, when the Board may consider recommended changes for Fall 2013 after the existing tuition cap expires.

RELATED REGENT POLICIES

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

**UW SYSTEM TRUST FUNDS
ANNUAL ENDOWMENT PEER BENCHMARKING REPORT
EXECUTIVE SUMMARY**

BACKGROUND

The National Association of College and University Business Officers (NACUBO) and the Commonfund jointly conduct a detailed annual survey of college and university endowments (as of fiscal years ending June 30). This survey gathers data on investment and spending policies and practices, investment performance and fees, staffing, and other measures. The survey provides overall averages, as well as statistics for endowments by different size-categories. Also, Penn State University conducts a more limited annual survey of Big Ten and other peer endowments. With the data from these two surveys, UW Trust Funds compiles its “Annual Endowment Peer Benchmarking Report,” which compares data and characteristics for the UW Trust Funds endowment versus those of various peer groups. The report for fiscal year 2011 is attached.

REQUESTED ACTION

This item is informational only.

DISCUSSION

Key observations from the 2011 peer benchmarking report include the following: 1) annualized investment returns for the UW Trust Funds endowment (i.e., the Long Term Fund) have exceeded the average performance within the “all institution” peer group over 1-, 3-, 5-, and 10-year periods ended June 30, 2011; 2) furthermore, while for the 1-year period, UW Trust Funds’ endowment return placed it in the second quartile, for the 3-, 5-, and 10-year periods, top-quartile performance was achieved; 3) the asset allocation of the UW Trust Funds endowment at June 30, 2011 was overweight to equities (particularly non-U.S.) and, to a lesser extent, to fixed income and underweight to “alternative” asset classes (particularly in hedge funds, real estate, and natural resources), other than private capital, versus most peer groups; 4) growth from new endowment gifts was below peer levels; 5) UW’s policy spending rate of 4.0 percent was below the “all institution” average of 4.7 percent; 6) long-term investment return objectives are in line with peer group numbers; 7) investment staffing is in line with the average for similar-sized endowments; 8) UW does not use an investment consultant, while most peer institutions do; 9) UW employs fewer investment firms than do peers; and 10) UW has “some form of social investing policy,” as do roughly only one-fifth of the “all institution” group.

RELATED REGENT POLICIES

None.



UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS

**Annual Endowment Peer Benchmarking Report
Year Ended June 30, 2011**

<p style="text-align: center;">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>

INTRODUCTION

- The Annual Endowment Peer Benchmarking Report utilizes two informational sources: 1) the 2011 NACUBO–Commonfund Study of Endowments (NCSE); and 2) the informal “Peer Benchmark Survey” conducted by Penn State University (hereafter referred to as the Penn State Survey).
- The NCSE is an annual survey of college and university endowments which reports data on investment and spending policies and practices, investment performance and fees, staffing, and other measures. The 2011 study included 528 private and 295 public institutions with an average endowment size of \$496 million.
- The 2011 Penn State Survey reports data from 27 university endowments including 17 from Big Ten institutions and 10 from other “peer” universities. The survey contains data on investment performance, asset allocation, and spending policies. The institutions included had an average endowment size of \$2.1 billion. The Penn State Survey data is presented wherever possible, as this information represents a distinct subset of the larger population.
- The data presented in the report that follows falls into the following categories:
 1. Asset Allocation
 2. Investment Performance
 3. Cost of Managing Investment Programs
 4. Investment Management Practices
 5. New Gifts to Endowment
 6. Spending Policies
 7. Investment Return Objectives
 8. Underwater Funds
 9. Resources, Management, and Governance
 10. Socially Responsible Investing Practices

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>
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SUMMARY DATA

	NCSE Study	Penn State Survey
Number of Institutions Reporting – Total	823	27
Number of Institutions Reporting – Public	295	24
Number of Institutions Reporting – Private	528	3
Largest Endowment – Public	\$17.1 billion ¹	\$8.1 billion ³
Largest Endowment – Private	\$31.7 billion ²	\$7.2 billion ⁴
Average Endowment Size	\$496.0 million	\$2.1 billion
Participating UW Institutions	UW System Trust Funds	UW System Trust Funds
	UW-Madison Foundation	UW-Madison Foundation
	UW-Eau Claire Foundation	
	UW-Oshkosh Foundation	
<i>UW System Trust Funds Endowment</i>	<i>\$342 million</i>	

¹ University of Texas System

² Harvard University

³ University of Michigan

⁴ Northwestern University

UW SYSTEM TRUST FUNDS
Annual Endowment Peer Benchmarking Report
Fiscal Year Ended June 30, 2011

ASSET ALLOCATION

Asset Class	<i>UW Trust Funds</i>¹	NCSE All Pools²	NCSE \$100-\$500MM	NCSE >\$1B	Penn State Survey³
Equities					
U.S. Equities	24%	31%	28%	16%	19%
Non-U.S. Equities	32%	17%	19%	16%	16%
Fixed Income	22%	19%	16%	10%	15%
Alternatives	21%	27%	32%	53%	46%
Private Capital ⁴	12%	8%	9%	22%	18%
Hedge Funds ⁵	8%	13%	16%	19%	18%
Real Estate ⁶	0%	2%	2%	5%	5%
Natural Resources ⁷	1%	4%	5%	7%	5%
Cash/Other	1%	6%	5%	5%	4%
TOTAL	100%	100%	100%	100%	100%

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

² All NCSE figures represent equal-weighted averages.

³ Penn State Survey figures represent equal-weighted averages.

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

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

⁶ Category includes both public and private real estate.

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

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>
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ASSET ALLOCATION

Changing or Considering Changing Asset Allocation Approach of Portfolio

	<i>UW Trust Funds</i>	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B
Changing or considering changing?	Yes	15%	17%	22%
Classifications under consideration: ¹				
Growth assets	No	61%	57%	75%
Risk reduction	No	74%	79%	81%
Inflation protection (real assets, TIPS)	Yes	76%	83%	75%
Opportunistic	Yes	50%	55%	63%
Liquidity	No	28%	21%	31%
Other	Yes	10%	10%	19%

¹ Multiple responses were allowed. Figures here represent only those institutions planning to make asset allocation changes.

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>
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ASSET ALLOCATION

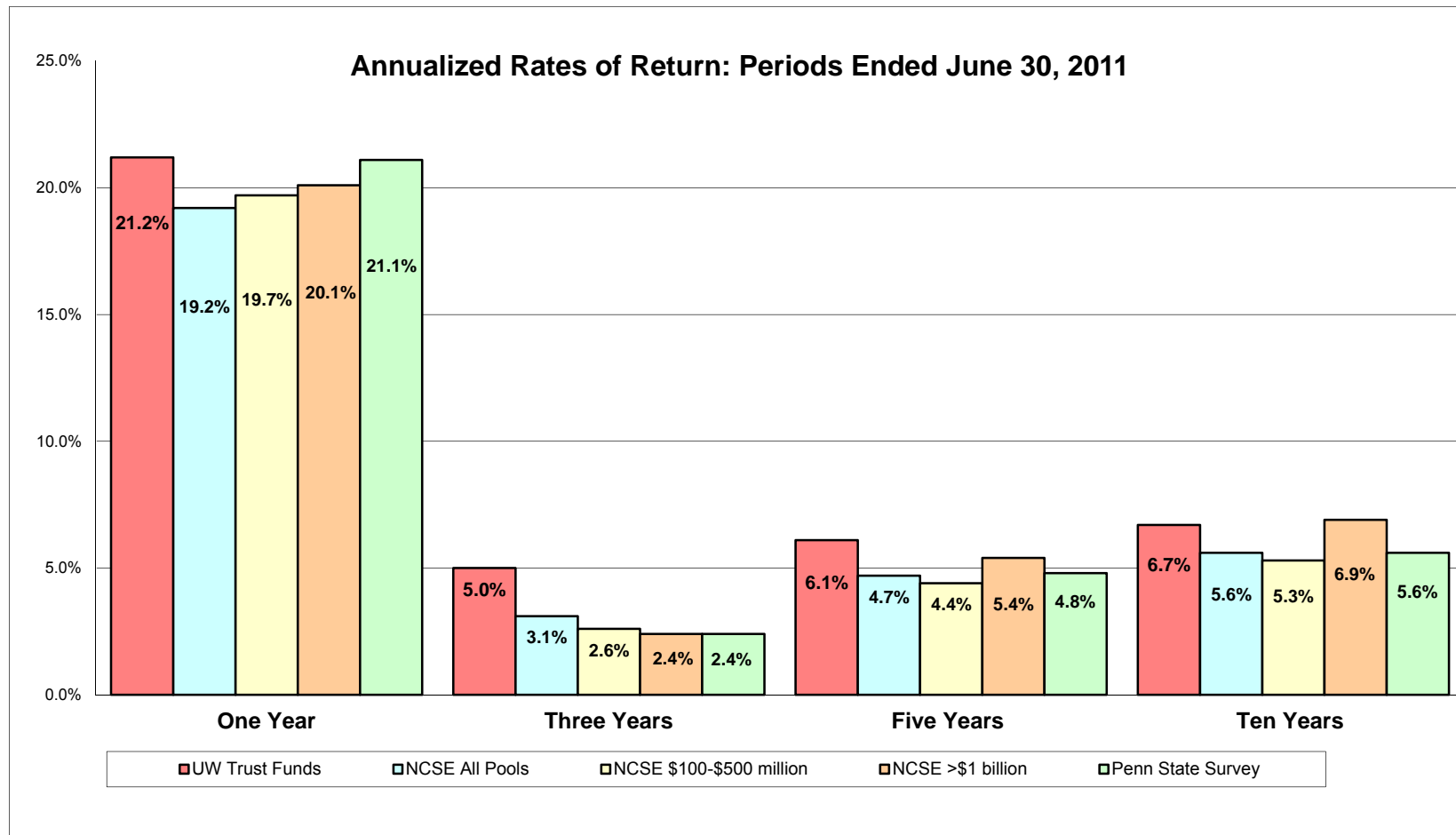
Percent Allocated to Liquidity Categories in Fiscal Year 2011¹

Liquidity Category	<i>UW Trust Funds</i>	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B
Daily	60%	47%	43%	20%
Monthly	26%	19%	20%	16%
Quarterly	0%	9%	11%	11%
Annually	0%	7%	8%	11%
Illiquid	14%	15%	16%	36%
Other	0%	3%	2%	6%

¹ Responses shown here are only for those institutions (535) that reported they use such liquidity classifications.

UW SYSTEM TRUST FUNDS
Annual Endowment Peer Benchmarking Report
Fiscal Year Ended June 30, 2011

INVESTMENT PERFORMANCE



<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>
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INVESTMENT PERFORMANCE

Range of Returns: NCSE All Pools

	1 Year	3 Year	5 Year	10 Year
25 th Percentile	23.5%	3.9%	4.9%	5.8%
Average	19.2%	3.1%	4.7%	5.6%
<i>UW Trust Funds Return</i>	<i>21.2%</i>	<i>5.0%</i>	<i>6.1%</i>	<i>6.7%</i>
<i>UW Trust Funds Rank</i>	<i>2nd Quartile</i>	<i>Top Quartile</i>	<i>Top Quartile</i>	<i>Top Quartile</i>

Range of Returns: Penn State Survey¹

	1 Year	3 Year	5 Year	10 Year
25 th Percentile	23.4%	3.8%	5.9%	7.4%
Median	20.6%	2.3%	4.6%	5.8%
75 th Percentile	18.7%	1.6%	3.7%	4.6%
<i>UW Trust Funds Return</i>	<i>21.2%</i>	<i>5.0%</i>	<i>6.1%</i>	<i>6.7%</i>
<i>UW Trust Funds Rank</i>	<i>2nd Quartile</i>	<i>Top Quartile</i>	<i>Top Quartile</i>	<i>2nd Quartile</i>

¹ Note that for the Penn State Survey cohort, the average endowment size is \$2.1 billion, the median endowment size is \$1.5 billion, and the UW Trust Funds endowment is the 5th smallest reporting organization among the 27 represented here.

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>
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COST OF MANAGING INVESTMENT PROGRAMS¹

	UW Trust Funds²	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B
Average cost (\$ thousands)	\$2,507	\$1,850	\$1,490	\$18,531
Average cost (basis points)	80	64	68	96
Median cost (basis points)	N/A	51	54	83

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

² UW Trust Funds fees include only asset management and mutual fund expenses; most (86%) of reporting institutions included these fees and some included other fees (e.g., 58% included "direct expenses", 64% included "consultant fees", 19% included "internal staff").

UW SYSTEM TRUST FUNDS
Annual Endowment Peer Benchmarking Report
Fiscal Year Ended June 30, 2011

INVESTMENT MANAGEMENT PRACTICES¹

Active, Passive, Extended Markets

Asset Class/Strategy	<i>UW Trust Funds</i>	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B
U.S. Equities				
Active	82%	73%	72%	74%
Passive/Enhanced Index	18%	27%	28%	26%
Non-U.S. Equities				
Active (EAFE)	62%	49%	61%	43%
Passive (EAFE)	0%	14%	13%	14%
Emerging Markets	38%	37%	26%	43%
Fixed Income				
Active	16%	66%	66%	66%
Passive	56%	11%	14%	9%
U.S. High Yield	28%	8%	6%	10%
Non-U.S.-Developed	0%	13%	12%	13%
Emerging Markets	0%	2%	2%	2%

¹ Figures represent dollar-weighted averages.

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>
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INVESTMENT MANAGEMENT PRACTICES

Portfolio Rebalancing Practices¹

Rebalancing Frequency	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B
Calendar-based	48%	52%	31%
Annually	10%	11%	3%
Semi-annually	3%	3%	1%
Quarterly	25%	27%	14%
Monthly	7%	7%	7%
Other	3%	4%	6%
Market value-based	100%	100%	98%
Target- and range-based	87%	89%	81%
Response to major cash flows	27%	25%	17%
Other	3%	0%	3%
<i>UW Trust Funds</i>	<i>Review quarterly; target- and range-based</i>		

¹ Multiple responses were allowed.

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>
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NEW GIFTS TO ENDOWMENT

	NCSE All Pools	NCSE \$100-\$500 million	NCSE >\$1 billion
Average gifts (\$ millions)	\$8.3	\$6.2	\$61.1
Median gifts (\$ millions)	\$2.3	\$3.9	\$44.7
<i>UW Trust Funds</i>	<i>\$4.4 million</i>		

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>
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SPENDING POLICIES

Spending Methodology¹

	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B	Penn State Survey
Percent of a moving average	75.0%	74.0%	53.0%	70.0%
Average percentage used	4.7%	4.8%	4.8%	4.6%
Decide on an appropriate rate each year	12.0%	11.0%	12.0%	0.0%
Spend a pre-specified percentage of beginning market value	4.0%	4.0%	1.0%	0.0%
Weighted average or hybrid method	7.0%	10.0%	12.0%	0.0%
Last year's spending plus inflation	5.0%	6.0%	16.0%	9.0%
Spend all current income	4.0%	4.0%	3.0%	0.0%
Grow distribution at a predetermined inflation rate	0.0%	2.0%	0.0%	0.0%
Other	7.0%	5.0%	14.0%	39.0%
<i>UW Trust Funds</i>	<i>4% of moving 12-quarter average</i>			

¹ Multiple responses were allowed.

<p style="text-align: center;">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>

SPENDING POLICIES

Actual Average Spending Rates¹

NCSE All Pools	4.6%
NCSE \$100-\$500 million	5.0%
NCSE >\$1 billion	5.2%
<i>UW Trust Funds</i>	<i>4.7%</i>

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

UW SYSTEM TRUST FUNDS
Annual Endowment Peer Benchmarking Report
Fiscal Year Ended June 30, 2011

INVESTMENT RETURN OBJECTIVES

Average Index-Based Return Objectives

Consumer Price Index (CPI)	CPI/HEPI Plus 5.0%
Higher Education Price Index (HEPI)	HEPI Plus 5.1%
<i>UW Trust Funds</i>	<i>CPI/HEPI Plus 5.0%</i>

Average Absolute Return Objectives

NCSE All Pools	7.7%
<i>UW Trust Funds</i>	<i>7.5% - 8.5%</i>

<p style="text-align: center;">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>

UNDERWATER FUNDS¹

	Percent of Endowment Underwater
NCSE All Pools	4.9%
NCSE \$100-\$500 million	4.6%
NCSE >\$1 billion	5.9%
<i>UW Trust Funds</i>	<i>0.0%</i>

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

<p style="text-align: center;">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>

RESOURCES, MANAGEMENT, AND GOVERNANCE

Committee Size and Investment Staffing

	Average Number of Committee Members	Average Investment Staffing	Percent Using Consultants ¹
NCSE All Pools	8.1	1.6	81%
NCSE \$100-\$500 million	8.8	1.1	91%
NCSE >\$1 billion	9.5	10.2	68%
<i>UW Trust Funds</i>	5	2	No

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>
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RESOURCES, MANAGEMENT, AND GOVERNANCE

Average Number of Separate Investment Firms Used by Asset Class

	<i>UW Trust Funds</i>	NCSE All Pools	NCSE \$100-\$500 mm	NCSE > \$1 billion
U.S. Equities	3	4.1	4.4	6.9
Non-U.S. Equities	2	3.2	3.4	8.3
Fixed Income	3	2.6	2.8	3.7
Alternative Strategies – Direct	1	13.2	9.7	84.1
Alternative Strategies – Fund of Funds	3	2.8	4.4	3.0

UW SYSTEM TRUST FUNDS
Annual Endowment Peer Benchmarking Report
Fiscal Year Ended June 30, 2011

SOCIALLY RESPONSIBLE INVESTING PRACTICES

Percent with Some Form of Social Investing Policy

NCSE All Pools	18%
<i>UW Trust Funds</i>	Yes¹

¹ *UW Trust Funds are subject to various Regent Policies dealing with SRI, actively votes SRI-related proxies, solicits student and public comment on social issues, and may take ad hoc actions on social responsibility issues.*

Criteria Considered in Policy¹

	<i>UW Trust Funds</i>	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B
Environmental	Yes	5%	6%	5%
Social	Yes	15%	17%	16%
Governance	Yes	4%	6%	7%
Other	N/A	3%	3%	8%
None	N/A	71%	73%	55%
No answer	N/A	11%	8%	23%

¹ *Multiple responses were allowed.*

<p align="center">UW SYSTEM TRUST FUNDS Annual Endowment Peer Benchmarking Report Fiscal Year Ended June 30, 2011</p>
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SOCIALLY RESPONSIBLE INVESTING PRACTICES

Percent that Vote Proxies Consistent with Social Investing Policy¹

	<i>UW Trust Funds</i>	NCSE All Pools	NCSE \$100-\$500MM	NCSE >\$1B
Yes	Yes	45%	45%	50%
No	N/A	14%	22%	6%
No answer	N/A	41%	33%	44%

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

UW System
Voting of 2012 Non-Routine
Proxy Proposals

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

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

**UW SYSTEM TRUST FUNDS
VOTING OF 2012 NON-ROUTINE PROXY PROPOSALS
EXECUTIVE SUMMARY**

BACKGROUND

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

REQUESTED ACTION

Approval of Resolution I.2.b.2.

DISCUSSION AND RECOMMENDATIONS

The dominant social issues for the 2012 season are the following: corporate political contributions and lobbying, the environment and “sustainability,” equal employment opportunity, and animal welfare. For most of the proxies related to these dominant issues, the Trust Funds’ investment managers will be directed to vote in the affirmative, as they fall under the 26 social issues or themes that the Business, Finance, and Audit Committee has already approved for active voting.

The full report on shareholder proposals for the 2012 proxy season is attached. The report includes summaries of all pre-approved issues, as well as discussion of any new issues.

RELATED REGENT POLICIES

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

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS

Shareholder Proposals and Recommended Votes for 2012 Proxy Season

Background

This annually-provided report is intended to highlight significant "non-routine" proposals, from shareholders or management, which will be voted on by shareholders during the 2012 proxy season. Regent Policy 31-10, "Procedures and Guidelines for Voting Proxies," stipulates that significant non-routine issues are to be reviewed by the Business, Finance, and Audit Committee so as to develop a voting position on them. Non-routine issues are defined as the following: acquisitions and mergers; amendments to corporate charter or by-laws which might affect shareholder rights; shareholder proposals opposed by management; and "social responsibility" issues dealing with the environment, discrimination, or substantial social injury (issues addressed under Regent Policies 31-5, 31-6, and 31-13, respectively).

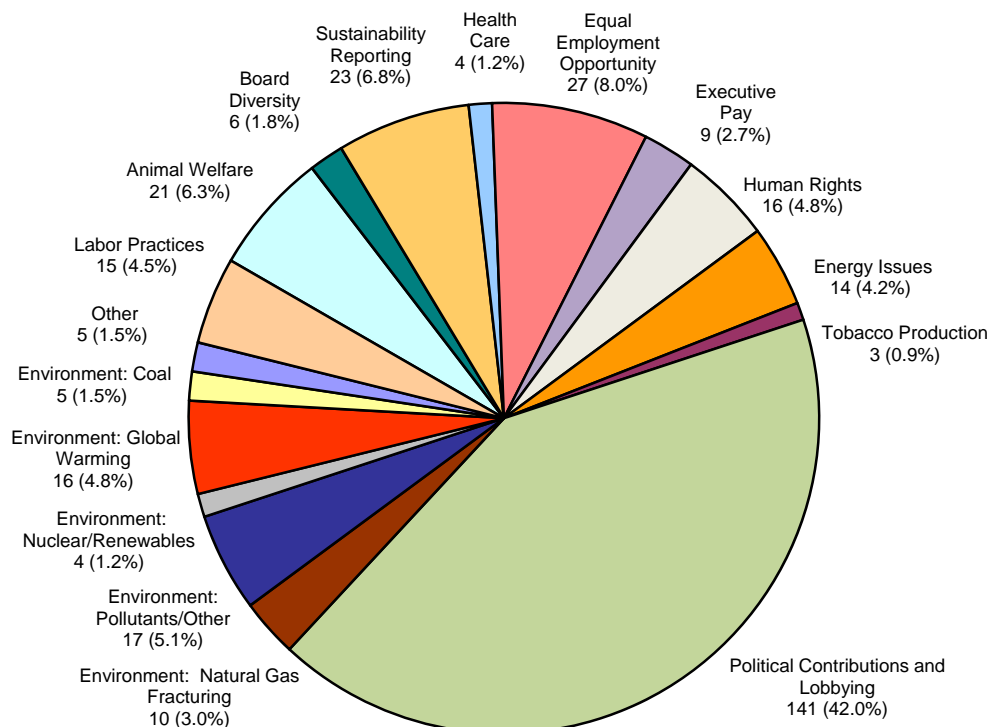
The majority of significant non-routine proposals are those dealing with social responsibility issues and corporate governance-related proposals which are often opposed by management. To the extent possible, similar shareholder proposals are grouped into identifiable "issues." Generally, it will be these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

UW Trust Funds subscribes to the Institutional Shareholder Services (ISS) for proxy research and voting data. The data and statistics included in this report have been provided by ISS. All proxy resolutions are individually reviewed by Trust Funds staff, including the actual company proxy statements (when available).

The 2012 Proxy Environment

As of early March, shareholders concerned with companies' management of social and environmental issues have filed approximately 336 proposals for the annual meetings of U.S. firms in 2012, about the same number as of this time last year. The dominant social issues for the 2012 season are the following: corporate political contributions and lobbying, the environment and "sustainability," equal employment opportunity, and animal welfare. The following chart depicts the 2012 proxy proposals by major category, in terms of both the number of proposals by category and the percentage of all proposals.

Pending 2012 Social Issue Resolutions



For the first time, political contributions, bolstered by a new campaign on the disclosure of corporate lobbying spending, represented the largest single category of social issue proposals. So far in 2012, 141 proposals relating to political contributions have been filed, as concerns have only intensified about the 2010 *Citizens United v. Federal Elections Commission* Supreme Court decision (which ruled the government may not restrict or ban spending by corporations to support or oppose political candidates in federal elections). Nearly half of these resolutions included requests for disclosure of lobbying expenditures in addition to political contributions.

The proposals in this category generally ask the target company to prepare an annual report disclosing “a listing of political contributions (both direct and indirect, including payments to trade associations) and payments used for lobbying, including the amount of the payment and the recipient. In addition, the report should include company policy, procedures, and the decision-making process governing political expenses and lobbying.

The environmental category, which had been the top social issue category for seven straight years, dropped one spot. The varied category (shown in the chart under Global Warming, Coal, Nuclear/Renewables, Natural Gas Fracturing, and Pollutants/Other) included 52 proposals, down from last year’s all time high of 79. The decrease in

environmental resolutions was due primarily to a considerable drop in global warming-related proposals. There are only 16 global warming resolutions for 2012, down from 41 just two years ago.

The other top categories – equal employment opportunity, sustainability reporting, and animal welfare – all received more than 20 proposals each. The number of human rights-related resolutions, however, has dropped below 20 for the first time in a decade.

Reflecting decreasing interest by activists, the number of resolutions related to tobacco issues and global labor codes, both which had topped the list ten years ago, are now at barely detectable levels. In addition, for the second straight year there are no specific proposals on military issues.

Also noteworthy for the 2012 proxy season is the return of nuclear power as a proxy issue. Revived concerns about nuclear plant safety following Japan's Fukushima tsunami-related plant crisis and the U.S. East Coast earthquake, both in 2011, resulted in seven resolutions proposed to U.S. utility companies. These proposals generally ask the company to appoint a committee of independent directors to review nuclear safety policies and practices. [Mathiasen, Institutional Shareholder Services 2012]

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

Specific New Issues for 2012

There are no new specific issues for the 2012 proxy season.

Issues Previously Approved

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

PREVIOUSLY APPROVED ISSUES

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

25	Adopt health care reform principles	FOR	31-13
26	Report/act on environmental impact of various practices	FOR	31-5

1. Pharmaceutical Policies

Proposals to drug companies on the affordability of AIDS, tuberculosis, and malaria drugs in poor countries began a decade ago. The resolutions ask the companies to "develop and implement a policy to provide pharmaceuticals for the prevention and treatment" of the three diseases "in ways that the majority of infected persons in poor nations can afford." Although proposals asking for reporting on the investigation, analysis and development of policies or programs to provide "affordable" drugs in Africa and other underdeveloped, pandemic-stricken areas should likely be universally supported, proposals requiring implementation of such policies or programs should be individually reviewed.

2. GMOs (Genetically Modified Organisms)

Food manufacturers are not required to label products made with bioengineered ingredients, and as a result many U.S. consumers may not be aware that they are eating foods made from GMOs. GMO developers, many farmers and the U.S. government all say that bioengineered plants are safe, but critics worry that the plants may threaten the environment, harm humans, and perhaps lead to the extinction of crops' wild cousins, an important repository of plant genetics. The majority of related resolutions ask companies to label their foods made from bioengineered ingredients or to report to shareholders on their use of bioengineered plants and food ingredients made from these plants, as well as the company's position regarding the risks to which these uses may expose it. There are no GMO resolutions for the 2012 proxy season.

3. Golden Parachutes

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

4. Poison Pills

Under a typical plan, shareholders are issued rights to buy stock at a significant discount from the market price. The rights are exercisable under certain circumstances, such as when a hostile third party buys a certain percentage of the company's stock. If triggered, the pill would dilute the value and voting power of the hostile party's holdings to such an

extent that the takeover attempt presumably would never be made. Pills are not intended to be triggered, but rather serve as a tool to deter any hostile takeover and force would-be acquirers to deal with the board of directors and potentially increase their purchase bid. Boards are not required to get shareholder approval to adopt poison pills, and they rarely do so. Various academic and institutional studies have not convincingly shown that poison pills generally work to the benefit of or detriment of existing shareholders from a purely economic standpoint. The adoption of poison pills can more unambiguously serve to entrench existing boards and management. Convincingly, critics say the overriding issue is the right of shareholder/owners to decide for themselves what protections they want.

5. Recycling

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

6. Auditors

These proposals were prompted by concern from both investors and regulators about the provision by auditors of both audit and non-audit services to their audit clients, and the effects of these services on the independence of the audit process. The provision of certain non-audit services by a company's auditor may impair the auditor's independence and impartiality.

7. ILO Principles

The proposals ask companies to endorse core standards promoted by the International Labor Organization (ILO), a multilateral agency affiliated with the United Nations that represents national employer, labor, and government bodies of 183 member states. The core standards represent commitments to uphold basic human values and worker rights.

8. Predatory Lending

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

9. Executive Compensation

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

10. Global Warming

Global warming resolutions were down for the first time in many years. Global warming proposals take on various different forms, however, a typical resolution on global warming asks for a report on (i) what the company is doing in research and/or in action to reduce greenhouse gas emissions, (ii) the financial exposure due to the likely costs of reducing those emissions, and (iii) actions which promote the view that global warming is exaggerated, not real, or that global warming may be beneficial.

11. Equal Employment Opportunity

The shareholder resolutions generally ask companies to make available information that is gathered for and reported to the Equal Employment Opportunity Commission. The information required includes statistical information in defined job categories, summary information of affirmative action policies, and reports on any material litigation involving race, gender, or the physically challenged. For 2012, as in recent years, most of the resolutions primarily address sexual orientation nondiscrimination.

12. International Lending Policies

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

13. Global Labor Standards

Concern about conditions in third world factories that supply U.S. corporations has led to a proliferation of shareholder resolutions from a variety of proponents. Proxy proposals generally ask companies to take measures to ensure their global operations, or those of

their suppliers, meet minimum labor and environmental standards. Companies that adopt favorable global labor policies will be less susceptible to negative impacts.

14. CERES Principles

The principles affirm that corporations have a "responsibility to the environment" and that they "must conduct all aspects of their business as responsible stewards of the environment." There are ten principle statements that address environmental protection and management commitment to the environment. A typical resolution on the environment and CERES (Coalition for Environmentally Responsible Economies principles) asks that the company endorse the CERES principles. There are no CERES principles resolutions for the 2012 proxy season.

15. Board Diversity

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

16. MacBride Principles

The MacBride Principles offer a statement of equal opportunity/affirmative action principles for operations in Northern Ireland. These principle statements offer a code of conduct to combat religious discrimination in the Northern Irish workplace. There have been no McBride Principles resolutions for the past proxy seasons.

17. Non-Discrimination: Sexual Orientation

These proposals typically ask target companies to "amend its equal employment opportunity policy to explicitly prohibit discrimination based on sexual orientation and gender identity".

18. African Health Pandemics

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

19. Sustainability

A typical resolution asks firms to prepare a sustainability report at a reasonable cost. The most widely used definition of sustainability is "development that meets the needs of the

present without compromising the ability of future generations to meet their own needs.” The sustainability issue has received strong shareholder support since it first appeared in 2002. As a result, the number of sustainability resolutions has been dropping as fewer obvious target companies remain.

20. Animal Welfare

A typical resolution asks firms to review or report on animal treatment or welfare practices, including slaughter methods, with the ultimate objective being to ensure more humane treatment of animals. The number of animal welfare resolutions had been on the decline in recent years but it returned as a top issue category this year with 21 resolutions.

21. Report on Political Contributions

A typical resolution on this issue asks firms to report on their corporate political contributions, with the objective of holding companies accountable for how corporate political dollars are spent. In 2012, corporate lobbying language has been added to approximately half of the resolutions in this category.

22. Report on Product Toxicity

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

23. Report on Internet Privacy

Implications resulting from internet use management are at issue for the fourth straight year in 2012. A typical resolution on this issue asks internet service providers for a report examining the effects of the company’s internet network management practices regarding public expectations of privacy and freedom of expression. This year, the proposals again focus on “net neutrality,” concern about the ability of the internet service providers to control access to information.

24. Adopt Eurodad Charter on Responsible Lending

A typical resolution on this issue asks companies to adopt the Eurodad Charter. The charter was developed by a network of non-governmental organizations from 19 countries and outlines the essential components of a responsible loan. There are no resolutions for this issue in the 2012 proxy season.

25. Adopt Health Care Reform Principles

A typical resolution on this issue asks companies to adopt and support the Institute of Medicine’s Health Care Reform Principles.

26. Report/Act on Environmental Impact of Various Practices
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Given the broad environmental concerns expressed in Regent Policy 31-5, this pre-approved issue is for environmental resolutions which do not fall under other specific pre-approved issues.

Recommended Action

Trust Funds staff requests approval to vote in the affirmative for the 17 shareholder proposals presented in the attached list. The majority of these proposals can be viewed as falling under one of the 26 pre-approved “issues.” Furthermore, approval is requested to vote in the affirmative on additional proxies coming to vote in 2012 if the proposals can be viewed as falling under one of these approved “issues.”

UW TRUST FUNDS
2012 Proxy Season Voting List: Proposals Under Previously Approved Issues¹

Company	Mtg Date	Proposal	Regent Policy	Pre-Approved Issue Number
AFLAC INC	6/7	Report on political contributions and policy	31-13	21
ALLERGAN	6/7	Report on political contributions and policy	31-13	21
AMAZON	4/29	Report on climate change impact	31-5	10
APPLE INC	6/7	Report on political contributions and policy	31-13	21
BOEING CO	5/2	Report on political contributions and policy	31-13	21
COLGATE-PALMOLIVE	5/3	Report on package recycling ²	31-5	5
EOG RESOURCES INC	5/3	Report on environmental impact of fracturing	31-5	26
GENERAL DYNAMICS CORP	5/1	Review human rights policy	31-13	7
JP MORGAN CHASE	5/1	Report on political contributions	31-13	21
KRAFT FOODS	5/1	Report on package recycling ²	31-5	5
KRAFT FOODS	5/1	Report on business impact of deforestation ³	31-5	26
KRAFT FOODS	5/1	Report on lobbying payments and policy	31-13	21
MERCK & CO	5/1	Report on animal testing	31-13	20
NEXTERA ENERGY	5/1	Review nuclear plant safety policies	31-5/31-13	26
PHILIP MORRIS	6/1	Form an ethics committee on marketing to children	31-13	26
ULTRA PETROLEUM CORP	5/2	Report on environmental impact of fracturing	31-5	26
UNITED HEALTH GROUP	5/1	Report on lobbying payments and policy	31-13	21

¹ All votes are in the affirmative.

² The resolution asks the company to issue a report "assessing the feasibility of adopting a policy of Extended Producer Responsibility for post-consumer product packaging as a means of reducing carbon emissions and air/water pollution resulting from the company's business practices."

³ The resolution asks the company to issue a report describing how it is "assessing the company's supply chain impact on deforestation and the company's plans to mitigate these risks." The resolution notes that as one of the largest consumer products companies, it uses a variety of products whose demand is fueling deforestation.

UW-Madison Contractual Agreement
with Pfizer, 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 Pfizer, Inc.

UW-MADISON CONTRACTUAL AGREEMENT WITH PFIZER, 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 of Regents for formal acceptance prior to execution.

REQUESTED ACTION

Approval of Resolution I.2.c.2.

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 Pfizer, Inc.

DISCUSSION AND RECOMMENDATIONS

The Office of Research and Sponsored Programs at the University of Wisconsin-Madison has negotiated a Data Analysis Research Agreement (attached) with Pfizer, Inc. In consideration for providing the Research Services, Pfizer, Inc. shall pay UW-Madison an estimated total amount of \$761,259. This Data Analysis Research Agreement will be effective upon signature and remain in effect for four years. This research will be conducted by the Department of Biostatistics & Medical Informatics under the direction of Dr. Thomas Cook.

The Department of Biostatistics & Medical Informatics shall provide the analysis plan and detailed confidential interim analyses for the Independent Data Monitoring Committee (IDMC). The Statistical Data Analysis Center (SDAC) agrees to be the statistical data analysis center for the Independent Data Monitoring Committee for the Pfizer clinical trials. The Department will review reports by assigned treatment of safety data across and within the double-blind and mixed-blind clinical trials.

RELATED REGENT POLICIES

Regent Policy Document 13-1, dated February 2012, General Contract Signature Authority, Approval, and Reporting

UW-La Crosse
Dining Services Contract with Sodexo Operations

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Board of Regents approves the contract with Sodexo Operations to provide Dining Services at the University of Wisconsin-La Crosse effective July 1, 2012, for a period of one (1) year with the option of six (6) additional one-year periods.

UW-LA CROSSE DINING SERVICES CONTRACT WITH SODEXO OPERATIONS

EXECUTIVE SUMMARY

BACKGROUND

UW-La Crosse invited vendors to submit proposals to operate its dining services, believing there was potential to increase retail sales and enhance its residential dining program. To meet these objectives, UW-La Crosse requested that proposals include innovative management, expansion of campus sustainability, and high quality dining programs. The goal was to create a total dining service program, meeting the needs of the student body, faculty/staff, and a camps and conferences program, in addition to providing catering for a series of unique high-profile programs. UW-La Crosse sought excellence in quality of food and service at a reasonable cost to students.

The University and the contractor will work cooperatively to complement the institutional mission and enhance campus life.

REQUESTED ACTION

Approval of Resolution I.2.c.3.

That, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Board of Regents approves the contract with Sodexo Operations to provide Dining Services at the University of Wisconsin-La Crosse effective July 1, 2012, for a period of up to seven years.

DISCUSSION

UW-La Crosse has contracted for dining services since the 1970's, with its current contract expiring on June 30, 2012. Under a request for proposal process, three vendors submitted proposals. Sodexo Operations received the highest total score. A thirteen-member evaluation committee, including six students, six staff, one external reviewer, and UW System Procurement staff, completed the scoring process. The Sodexo Operations proposal meets all of UW-La Crosse's desired outcomes. Contract highlights include:

- The contractor will operate all dining services, including the residential dining program, retail operations, catering, summer camps, and conferences.

- Contract revenue is valued at over \$7.0 million annually over seven years.
- The Contractor will invest \$950,000 into updating and upgrading current dining facilities.
- Dining options include regional/national brands such as Erbert and Gerbert's, Starbucks, Einstein Bros Bagels, Peet's Coffee & Tea, and company brands to expand service to students.
- A more substantial emphasis on sustainability includes: 1) a goal to work more closely with local vendors; 2) a goal to have at least one of the restaurants certified as a "green" restaurant; and 3) a pledge to purchase 90% of food locally.
- The contract with Sodexo Operations will allow students more flexibility as to when and how they redeem their meal plan meals.
- Increased exhibition cooking will be offered, focusing on fresh and "to-your-order" cooking.
- The contract will offer increased hours in both the primary dining location and within the student center.
- "Grab-and-go" service will be available until 1:00 a.m. seven days a week.
- The contract will offer expanded menus featuring authentic recipes from around the world and use of a celebrity chef.

RELATED REGENT POLICIES

Regent Policy Document 13-1: General Contract Signature Authority, Approval, and Reporting

Reporting Period: January 1 – February 29, 2012

Project Progress on Major Deliverables:

HRS Project		
Key Area (See Appendix 1 for Description)	Accomplishments	Status
Business Process and Application Configuration	Talent Acquisition Management (TAM): <ul style="list-style-type: none"> Completed Integration Test and User Acceptance Test Completed the planned training events Prepared for cut-over 	TAM: Complete
Technical Development	Talent Acquisition Management (TAM): <ul style="list-style-type: none"> Resolved Integration and User Acceptance test faults as they were identified by the testing team Provided general support of all test phases Prepared for cut-over by preparing code for migration 	TAM: Complete
Technical Infrastructure	Talent Acquisition Management (TAM): <ul style="list-style-type: none"> Provided general support in the closure of all test phases Completed the environment preparations for production and code migrations for go-live Prepared user roles and authorizations 	TAM: Completed
Change Management	Talent Acquisition Management (TAM): <ul style="list-style-type: none"> Worked with the institutions to prepare them for implementation through regularly scheduled calls Developed and administered readiness assessments to ensure that campuses were prepared for implementation 	TAM: On Schedule
Testing	Talent Acquisition Management (TAM): <ul style="list-style-type: none"> Supported Integration Test completion and User Acceptance Test initiation Documented and facilitated the resolution of key testing issues 	TAM: Complete
Project Management	<ul style="list-style-type: none"> Continued to provide guidance and oversight to the Release 2 and 3 implementation teams 	On Schedule

HRS Project		
Key Area (See Appendix 1 for Description)	Accomplishments	Status
	<ul style="list-style-type: none"> Continued to monitor the financials for Releases 2 and 3 Continued to report status to leadership for Releases 2 and 3 	

Challenges Encountered

- Talent Acquisition Management (TAM):
 - Three institutions postponed implementation of TAM beyond the implementation window of first quarter 2012. The decision did not affect the February 20, 2012 implementation for the remainder of the UW institutions; nor did it affect the HRS project budget. The project team will continue to work with the three institutions to determine a more appropriate implementation window at some later, but undetermined time.
 - Issues were experienced with security during the implementation of TAM. The issue was related to the migration of the roles into a production environment and was resolved quickly. Changes to the migration process have been identified for future releases.

Project Expenditures (through February 29, 2012):

	FY12 Planned		FY12 Costs			FY12 Projected Variance
	BOR FY12 Planned (Jul 11 - June 12)		Actual Cost (Jul 11 - Feb 12)	Remaining Cost (Mar 12 - June 12)	Estimated Cost at Completion (Jul 11 - June 12)	Projected Variance for BOR FY12 Planned
HRS R2/R3 Key Areas						
Business Process and Application	\$ 600,355	\$ 231,186	\$ 91,810	\$ 322,996	\$ 277,359	
Technical Development	\$ 1,153,466	\$ 1,315,846	\$ 41,208	\$ 1,357,054	\$ (203,588)	
Technical Infrastructure	\$ 527,730	\$ 196,497	\$ 55,065	\$ 251,562	\$ 276,168	
Change Management	\$ 556,440	\$ 323,576	\$ 138,624	\$ 462,200	\$ 94,240	
Testing	\$ 620,120	\$ 525,859	\$ 58,353	\$ 584,212	\$ 35,908	
Project Management	\$ 653,615	\$ 779,601	\$ (29,041)	\$ 750,560	\$ (96,945)	
Non-Labor	\$ 203,081	\$ 161,876	\$ 42,600	\$ 204,476	\$ (1,395)	
Subtotal	\$ 4,314,807	\$ 3,534,441	\$ 398,619	\$ 3,933,060	\$ 381,747	
Project Contingency	\$ 910,621	\$ -	\$ 14,430	\$ 14,430	\$ 896,191	
Total HRS R2/R3 Project	\$ 5,225,428	\$ 3,534,441	\$ 413,049	\$ 3,947,490	\$ 1,277,938	

Notes on Budget to Actual Variance YTD:

- Business Process and Application:
 - Team spent less time than originally planned on business process tasks.
- Technical Development:
 - Added two reporting developers and retained a reporting resource to supplement D4-D14 report development.
 - Additional time spend on TAM interface work.
- Technical Infrastructure:
 - Spent less time on applications infrastructure than originally planned.
- Change Management:
 - Spent less time on training efforts than originally planned.
- Testing:
 - TAM team spent additional time on testing activities than originally planned.
- Project Management and Administration:
 - Updated and corrected resource rates since budget was approved in June.
 - UW resources have worked overtime causing additional fringe costs up front.
- Project Contingency:
 - Reduced to account for adjustments in resource rates since budget was approved in June.

Planned Activities – March 2012

- TAM
 - Provide post-implementation support.
 - Provide ongoing change management support.
 - Close out the project for TAM Release.

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.

2012-13 UW SYSTEM ANNUAL DISTRIBUTION ADJUSTMENTS FOR NEW GPR/FEE FUNDING

EXECUTIVE SUMMARY

BACKGROUND

The State of Wisconsin budgets on a two-year budget cycle. Accordingly, the 2011-13 biennial budget included funding for both the 2011-12 and 2012-13 fiscal years. Funding appropriated may increase or decrease when comparing one fiscal year to the other.

REQUESTED ACTION

This item is for information only.

DISCUSSION

For the fiscal year 2012-13, new GPR/Fee funding was included in the following areas:

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

The budget flat funds the Lawton Undergraduate Minority Retention Grant and the Advanced Opportunity Program in 2012-13. Total funding for 2012-13 will be allocated based on each institution's proportion of a three-year rolling average headcount of minority/disadvantaged students.

2. TUITION INCREASE GRANT (TIG)

The budget does not increase the GPR funding for the Tuition Increase Grant, providing \$6.4 million in 2012-13. This program provides grants to students from families with income of less than \$60,000, who do not receive a WHEG award from the Higher Educational Aids Board (HEAB), have unmet financial need and have been continuously enrolled since 2010-11. The funding level is expected to be sufficient to provide grants to all eligible students because some students will have graduated, transferred to another institution, or have otherwise become ineligible for the program. Funding in 2012-13 will be allocated based on the two-year average of Pell grants and the total available program budget.

3. UTILITIES

The budget increases GPR for utilities in 2012-13 by \$18,000,000. Institutional budgets will be based upon the 2011 fiscal year estimated actual expenditures increased for fiscal year 2012 and 2013 new space and operational adjustments for the cogeneration and Charter Street power plants at UW-Madison, based on the amounts received in the biennial budget. The remaining funding will be held centrally.

4. STUDENT TECHNOLOGY FEE

The budget provides an additional \$1,229,900 Fees in 2012-13 to reflect changes related to additional tuition revenue generated by the student technology fee to meet student needs for instructional technology and information access. Allocation of the student technology fees is based on a percentage of the 2010-11 academic year and summer session tuition budgets excluding the student technology fee.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Capital Planning and Budget Committee

Thursday, April 12, 2012
Yellowjacket Union
UW-Superior
Superior, Wisconsin

9:00 a.m. All Regents - Yellowjacket Union – Great Room

- Calling of the roll
- UW-Superior Presentation by Chancellor Renée Wachter: “Superior Research”
- *Presentation and Discussion*: 2013-15 Biennial Budget Priorities

12:00 p.m. Luncheon – Jim Dan Hill Library

1:00 p.m. ● Resolution of Appreciation for UW-Eau Claire Chancellor Brian Levin-Stankevich

1:15 p.m. Joint Meeting of the Capital Planning and Budget Committee and the Business, Finance, and Audit Committee – Yellowjacket Union – Room 203

- a. UW Superior Presentation: Physical Transformation of the Campus
- b. Overview of items taken up by the Legislative Task Force on UW Restructuring and Operational Flexibilities: Additional operating flexibilities that could be provided to UW System institutions

2:00 p.m. Capital Planning and Budget Committee – Yellowjacket Union – Room 204

- c. Approval of the Minutes of the March 8, 2012 Meeting of the Capital Planning and Budget Committee
- d. UW-Madison: Approval of the Design Report of the All-Seasons Softball Practice Facility Project and Authority to Construct the Project
[Resolution I.3.d.]
- e. UW-Madison: Authority to Accept a Gift of Twenty-five Acres of Land for the Future Expansion of University Research Park II
[Resolution I.3.e.]
- f. UW-Madison: Approval of the Design Report and Authority to Increase the Project Scope and Budget and Construct the Student Athlete Performance Center – Phase III Project
[Resolution I.3.f.]

- g. UW-Madison: Authority to Grant a Permanent Easement to the Village of Shorewood Hills for Road Construction and Improvement Purposes
[Resolution I.3.g.]
- h. UW-Milwaukee: Authority to Lease Space for the School of Freshwater Sciences and the College of Engineering and Applied Sciences.
[Resolution I.3.h.]
- i. UW-Milwaukee: Authority to Purchase the Joseph J. Zilber School of Public Health Building
[Resolution I.3.i.]
- j. UW-Platteville: Authority to Develop a Residence Hall and Dining Facility under the Terms of a Lease Agreement with the University of Wisconsin–Platteville Real Estate Foundation
[Resolution I.3.j.]
- k. UW System: Authority to Construct Classroom Renovation/Instructional Technology Improvement Projects
[Resolution I.3.k.]
- l. UW System: Authority to Construct All Agency Maintenance and Repair Projects
[Resolution I.3.l.]
- m. Report of the Associate Vice President
Building Commission Actions
- n. Closed session for purposes of considering personal histories, as permitted by s.19.85(1)(f), *Wis. Stats.*, related to the naming of a facility at UW-Whitewater

Approval of the Design Report of the All-Seasons
Softball Practice Facility Project and Authority to
Construct the Project, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Interim Chancellor and the President of the University of Wisconsin System, the Design Report of the All-Seasons Softball Practice Facility project be approved and authority be granted to construct the project at an estimated total project cost of \$2,325,000 Gift Funds.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2012

1. Institution: The University of Wisconsin-Madison
2. Request: Approval of the Design Report of the All-Seasons Softball Practice Facility project and authority to construct the project at an estimated total project cost of \$2,325,000 Gift Funds.
3. Description and Scope of Projects: This project constructs a new 12,400 ASF/14,930 GSF softball practice facility that will be home for the UW-Madison's softball team. The new facility will be connected via a vestibule to an existing space which houses the locker rooms for the home team, the visiting team, and the coaches. The new facility will be constructed of brick walls with a standard flat roof and will house a large indoor practice field with a clear inside height of 24 feet. The new facility will also include a team lounge, a team conference room, an umpire locker room, and storage spaces. The project will upgrade finishes in the three existing locker rooms and training room and will provide associated site improvements.
4. Justification of the Request: The Athletic Department recently received gift funds from the Goodman Foundation expressly for an all-seasons practice facility, which would be located at the Goodman Diamond, to address the needs of the UW softball team. The Goodman Diamond is the full-time practice and competition site of the Badger softball team; however, it is not a facility that can be utilized year-round for training and practice purposes. This situation has resulted in the inability to provide an environment where student-athletes could hone their skills year-round without a concern for weather conditions. This has also proven detrimental to the team's recruiting ability. Moreover, the lack of a functional training and practice facility impacts the achievable levels of performance of individual players, as well as the whole team.
5. Preliminary Budget and Schedule:

Construction	\$1,955,000
A/E	195,000
DSF Management Fees	75,000
Other Design Fees	40,000
Contingency	0
Special and Movable Equipment	60,000
Total Project Cost	\$2,325,000

35% Design Approval	April 2012
Bid Date of Bid Package 1	May 2012
Bid Date of Bid Package 2	July 2012
Start Construction	June 2012
Substantial Completion	January 2013
Project Close-Out	August 2013

6. Previous Actions:

August 21, 2008
Resolution 9529

Recommended enumeration of the West Campus Athletic Facilities Improvement project at a total estimated project cost of \$7,947,000 (\$3,973,500 Program Revenue Supported Borrowing and \$3,973,500 Gift Funds).

Authority to Accept a Gift of Twenty-five Acres of
Land for the Future Expansion of University
Research Park II, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Interim Chancellor and the President of the University of Wisconsin System, authority be granted to accept a gift of approximately twenty-five acres of land, which is located in the Town of Middleton, Dane County, for the future expansion of University Research Park II. The value of this gift is estimated at approximately \$1,500,000.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2012

1. Institution: The University of Wisconsin-Madison
2. Request: Approval to accept a gift of approximately twenty-five acres of land, which is located in the Town of Middleton, Dane County, for the future expansion of University Research Park II. The value of this gift is estimated at approximately \$1,500,000.
3. Description: Approval of this request will permit acquisition of an additional twenty-five acres of land south of the current boundary of the University Research Park II development. The final value of the gift will be determined upon completion of a pending appraisal. This property adjoins the parcel acquired by the Board of Regents in February 2012. This parcel is wooded and unimproved. An environmental audit and an analysis of soil samples have been completed and demonstrate no major environmental risks.

Ms. Ruth Vetter currently owns the parcel. Title will be conveyed to the Board of Regents. The property will be subject to annexation, rezoning, and plat approval by the city of Madison with all costs and coordination completed by the University Research Park.

4. Background and Justification: University Research Park, Inc. was organized in 1984 by UW-Madison and the University of Wisconsin System Board of Regents. The first research park, which is located at Mineral Point Road and Whitney Way, is almost completely developed and needs another 100 to 120 acres of land to continue its mission. The development of University Research Park II west of Junction Road (County M) between Valley View Road and Mineral Point Road will continue to provide quality space to faculty entrepreneurs and assist UW-Madison in the transfer of technology from the campus to the private sector. The research park intends to replicate its current success by developing sites and leasing them for startup or maturing companies that are derived from the UW-Madison technologies. When fully developed, University Research Park II will provide an atmosphere that is custom-designed to nurture a productive combination of economic and technological development beneficial to both the university and the state.

In 2001, 113 acres were purchased from the Shapiro and Weston Investment Company to provide University Research Park, Inc. with land to continue its mission to encourage partnerships between business and university researchers, responding to the research needs of established and emerging companies. In 2006, an additional 9.36 acres of property were

added that provided a cohesive “front door” for the first phase of University Research Park expansion. In 2012, 75 acres were acquired from Ms. Vetter. That purchase permitted University Research Park II to expand to the south, thereby deferring growth to the north into land currently farmed by the College of Agricultural and Life Sciences. The need to relocate the transmission tower was similarly postponed.

The 25 acres addressed by this request will be used for open space to benefit University Research Park and the neighborhood. This was a condition put forth by Ms. Vetter. Additionally, city approval was predicated on the establishment of park land, which is a requirement of all developments in Madison.

5. Budget: N/A.

6. Previous Action:

June 8, 2001 Resolution 8386	Granted authority to remove the rezoning requirement to acquire approximately 113 acres of land in the Town of Middleton, Dane County, as authorized by Regent action on December 2000. The acquisition cost is \$4,416,500 Program Revenue Supported Borrowing plus closing costs and environmental abatement costs, if any (funded from University Research Park Revenues). Acquisition will remain contingent upon completion of a favorable environmental assessment.
May 5, 2006 Resolution 9191	Granted authority to acquire 9.358 acres of land in the city of Madison, Dane County, for \$3,434,540 Program Revenue Supported Borrowing plus closing costs and any necessary environmental abatement costs. <i>(note: for the expansion of University Research Park)</i>
February 11, 2011 Resolution 9870	Granted authority to acquire 75 acres of land in the Town of Middleton, Dane County for \$5,650,000 Existing Program Revenue Supported Borrowing plus closing costs and any necessary environmental abatement costs.



UNIVERSITY RESEARCH PARK²

UNIVERSITY OF WISCONSIN-MADISON



Vetter Gift Property – Twenty-five Acres



Approval of the Design Report and Authority to
Increase the Project Scope and Budget and Construct
the Student Athlete Performance Center–Phase III
Project, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Interim Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to increase the project scope and budget by \$9,365,000 Gift Funds and construct Phase III of the Student Athlete Performance Center project at a cost of \$33,315,000 Gift Funds, for a revised total estimated project cost of \$86,165,000 (\$49,200,000 Program Revenue Supported Borrowing and \$36,965,000 Gift Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2012

1. Institution: The University of Wisconsin-Madison
2. Request: Approval of the Design Report and authority to increase the project scope and budget by \$9,365,000 Gift Funds and construct Phase III of the Student Athlete Performance Center project at a cost of \$33,315,000 Gift Funds, for a revised total estimated project cost of \$86,165,000 (\$49,200,000 Program Revenue Supported Borrowing and \$36,965,000 Gift Funds).
3. Description and Scope of Project: The Student Athlete Performance Center project is composed of three phases that will remodel existing space within the McClain Center and Camp Randall Stadium and construct an addition on the north end of Camp Randall. The spaces will house programs for the Division of Intercollegiate Athletics. The project also includes the replacement of the McClain Center roof, replacement of turf at the McClain Center and Camp Randall Stadium, updates to the scoreboard and sound system at Camp Randall Stadium, and site improvements.

Work in the third and final phase of the project will construct the Stadium North Addition and the Student Athlete Atrium, and will complete the renovation within Camp Randall Stadium. Together, the north addition and atrium will be 20,200 ASF/ 32,300 GSF. The north addition will house the Fetzer Academic Center which is being relocated from the basement of the McClain Center. The student athlete atrium joins the north addition to the existing McClain Center.

The site work components include upgrades to Badger Way, Engineering Drive, and the North Practice Field area. The multi-purpose green space plaza will be completed in this phase of the project. Work on Badger Way encompasses improvements to the pedestrian/bicycle path extending from Breese Terrace to the Arch near the entrance of the Camp Randall Memorial Park, just south of Engineering Hall on North Randall Avenue. Exterior site work includes upgrades to the west end of Engineering Drive, enhancements to the plaza space in front of the new addition along Badger Way, and major landscape upgrades in paving and landscaping east of the Lot 17 Parking Ramp. The existing Lot 17 surface parking lot will be removed and replaced with an updated multi-purpose plaza and green space. This will serve as a gathering space for a variety of activities from day-to-day student use to large activities on football game days.

A new Stadium Scoreboard and Sound System will also be completed in Phase 3.

The Athletic Department is also requesting that additional improvements be included with the third phase of this project. Those improvements, which are all within Camp Randall Stadium, include:

- waterproofing of the seating on the stadium's west side
- Wisconsin Club air conditioning
- enhancements to the stadium scoreboard
- additional stadium signage

4. Justification of the Request: This project is intended to serve the needs of student athletes by upgrading or replacing athletic facilities on the UW-Madison campus that are outdated and undersized. In order to accommodate the 2012 and 2013 fall football seasons, the project, which is being constructed in and adjacent to both Camp Randall Stadium and the McClain Center, is being bid and sequenced in three phases. Project phasing has been designed to minimize disruption of the existing operations.

The new space in the north addition will house the Athletic Department's Fetzer Academic Center and will provide a modern learning environment for casual study, group projects, seminars, and traditional classroom instruction for all UW student athletes and the academic advisors, counselors, learning specialists, and tutors who work with them. A variety of room sizes will accommodate groups as large as 150 people. Additionally, on football game days, the larger multi-purpose rooms in the Fetzer Center will be available for a variety of functions.

This atrium provides a single entrance point along Badger Way for the athletics facility and improves circulation between facilities. Together, these two spaces will create a new entry façade for the north end of Camp Randall Stadium.

Badger Way is a pedestrian and bicycle route on campus that connects the west campus residential areas to the Union South, the Engineering campus, the eastern part of campus, and downtown Madison via West Dayton Street. During Badger football games, this area is highly utilized by students and other game attendees. Upgrading this path will provide improved access to the area for students and visitors, while maintaining its existing use and access to the athletic facilities and the engineering campus.

Air conditioning for the Wisconsin Club and the waterproofing of the west side seating areas are maintenance items that were previously identified by the Athletic Department. Utilization of the architect/engineer team and construction management, which are already under contract for the larger project, will minimize costs and avoid the disruption of undertaking this work at a future date.

The upgrades being made to the scoreboards will increase the inventory available for corporate sponsorships, advertising and video displays, and replay options. Each of these will be a revenue producing component for the self-supporting operations within the UW

Athletic Department. Additional advertising panel boards will be added to the main Camp Randall scoreboard. Fascia boards will be added to the west side press box ring beam and to the east side suites and clubs. The upgrades to the stadium signage will move the names of the retired jerseys from the west side fascia to the east side fascia. Signage that notes the recent Big Ten championships and all Rose Bowl appearances will also be added to the east side suites and clubs fascia.

All of these enhancements will be funded by a combination of Athletic Department gift funds and corporate sponsorships. No ticket price increases will be implemented to pay for these enhancements.

5. Phase III Budget and Schedule:

Construction	\$27,625,000
Construction Contingency	1,660,000
AE Fees	0
DSF Fee	1,180,000
Project Contingency	2,850,000
Total Phase II Budget	\$33,315,000

Phase III BOR/SBC Approvals	April 2012
CMAR GMP*	May 2012
Final Design and Bidding	August 2012
Start of Construction	December 2012
Substantial Completion	December 2013

CMAR = construction manager at risk

GMP = guaranteed maximum price

6. Previous Action:

August 19, 2010
Resolution 9801

Approved the Badger Performance Center project as part of the 2011-13 Capital Budget Request at an estimated project budget of \$76,800,000 (\$49,200,000 Program Revenue Supported Borrowing and \$27,600,000 Gift Funds).

June 10, 2011
Resolution 9921

Granted authority 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).

October 7, 2011
Resolution 9984

Approved the Design Report for Phase I of the Student Athlete Performance Center project and granted authority to construct Phase I of the project at a cost of \$17,870,000 Program Revenue

Supported Borrowing, as a portion of the total estimated project cost of \$76,800,000 (\$49,200,000 Program Revenue Supported Borrowing and \$27,600,000 Gift Funds).

March 8, 2012
Resolution 10043

Approved the Design Report and granted authority to construct Phase II of the Student Athlete Performance Center project at a cost of \$34,980,000 (\$31,330,000, Program Revenue Supported Borrowing and \$3,650,000 Gift Funds) of the total estimated project cost of \$76,800,000 (\$49,200,000 Program Revenue Supported Borrowing and \$27,600,000 Gift Funds).

Authority to Grant a Permanent Easement to the
Village of Shorewood Hills for Road Construction
and Improvement Purposes, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

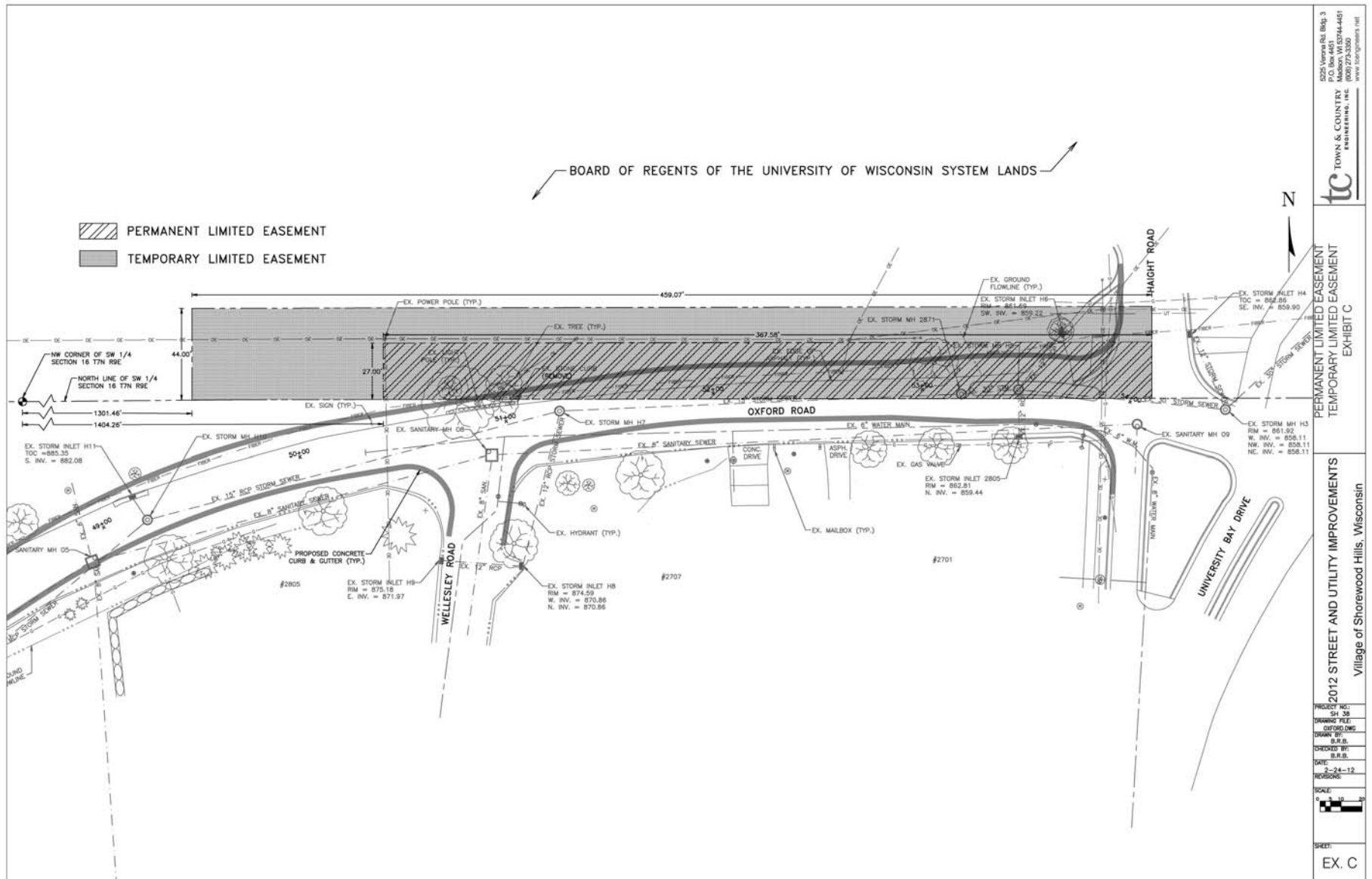
Resolution:

That, upon the recommendation of the UW-Madison Interim Chancellor and the President of the University of Wisconsin System, a permanent easement 367.5 feet long and 27 feet wide along Oxford Road be granted to the Village of Shorewood Hills.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2012

1. Institution: The University of Wisconsin–Madison
2. Request: Authority to grant a permanent easement along Oxford Road, which is located in the Village of Shorewood Hills, Wisconsin, to the Village of Shorewood Hills for the purposes of road reconstruction.
3. Description and Scope of Project: This request will grant a permanent easement 367.5 feet long and 27 feet wide to the Village of Shorewood Hills for the construction and use of sanitary sewer, storm sewer, water lines, and public road improvements to Oxford Road. The easement includes, but is not limited to, the rights of ingress and egress; the operation of necessary equipment; and the right to protect, remove, or plant any vegetation that the village may deem desirable to prevent the erosion of soil.
4. Justification of the Request: Oxford Road is immediately adjacent to the western property line of UW-Madison, but it does not serve or provide access to any university facilities. It is completely a Village of Shorewood Hills road, and the road reconstruction project will be fully funded by the Village. The easement is needed to provide more right-of-way on the north side of the road in order to install a public sidewalk to serve village residents on the south side of the road. Currently, there is no sidewalk in this section of Oxford Road. This easement provides no direct benefit to the campus or the Board of Regents, but will allow the university to continue a good relationship with the neighboring Village of Shorewood Hills.
5. Budget: Not Applicable.
6. Previous Action: None.



Authority to Lease Space for the School of
Freshwater Sciences and the College of Engineering
and Applied Sciences, UW-Milwaukee

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, authority be granted for the Department of Administration to enter into a new lease of 15,107 gross square feet at the Water Accelerator Building on behalf of the UW-Milwaukee School of Freshwater Sciences and the College of Engineering and Applied Sciences.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2012

1. Institution: The University of Wisconsin–Milwaukee
2. Request: Approval for the Department of Administration to enter into a new lease of 15,107 gross square feet at the Water Accelerator Building on behalf of the UW-Milwaukee School of Freshwater Sciences and the College of Engineering and Applied Sciences. (*See below for lease specifics.*)

State Functions at Leased Location	This shall be a research, lab, and office facility
Lease Location	7 th floor, 223 W. Pittsburgh Avenue (Water Accelerator Building) Milwaukee, WI
Type of Negotiation or Selection Process	Sole Source
Lessor	Water Accelerator, LLC
Anticipated Occupancy Date	May 1, 2013
Lease Term	10 years
Escalation Rate	1.7% on base rent, 1.5% on NNNs - reconciled.
Renewal Option(s)	Two, 5-year options
Purchase Option	No – multi-tenant building
Space Type	Office, lab, and research
Square Feet	12,734 usable – rent based upon 15,107 rentable sq. ft. (RSF)
Total Gross Cost Per Square Feet (includes breakdown of Operating Costs per SF)	\$15.00 – Base Rent \$7.77 – Operating Expenses (<i>Real Estate Tax \$2.30; Utilities \$1.80; Janitorial \$0.65; snow/landscape \$0.23; misc. \$2.79</i>) \$14.87 Amortization payment \$37.64 Total Cost per RSF
Annual Gross Cost Year One	\$568,689
Funding Source	UW Milwaukee Fund 150 Research Funds

Note regarding Operating Expenses - utilities included in the lease will be metered and direct billed to tenant.

This unique project is a collaboration between universities and businesses that will create an environment for education, research, and advanced business development in the water industry. Initially, the tenants of the building may include the Milwaukee Water Council, UW-Milwaukee, UW-Whitewater, A.O. Smith, and Badger Meter.

The gross annual lease rate is \$22.77/SF or approximately \$343,986 for the first year. The base rent is \$15.00/sf and operating expenses are estimated to be \$7.77/SF. This is a true triple net lease, wherein the operating expenses shall be reconciled annually. The base rate includes a Lessor Tenant Improvements (TIs) contribution of \$60/SF of usable area (\$764,040.)

Total cost for TIs and certain Furniture, Fixtures and Equipment (FF&E) is estimated at \$2,450,686. UWM shall amortize the differential of this cost (\$1,686,646) over the initial term of the lease at a 6% interest rate. This shall add annual payments of \$224,702 (\$14.87/SF) for the first ten years of this lease.

3. Description and Scope of Project: This lease will accomplish the creation of the initial space of 15,107 GSF to support the School of Freshwater Sciences and College of Engineering and Applied Science research development component of the Water Accelerator Building. This will provide approximately 9,000ASF to support wet and dry lab research development spaces, optical bench space, dedicated and collaborative offices, and meeting and support spaces for research development.

The School of Freshwater Science technologies envisioned include: new water quality sensors incorporating genomics, remote sampling and monitoring devices including robotics, imaging devices for microscopic organisms, and water/sediment interface sampling and monitoring equipment. The School of Engineering technologies envisioned include: new batteries, novel desalination equipment, and nano materials.

Access to shared core facilities of a lecture hall, exhibition space, a gathering area, and a flow lab provide one-of-a-kind resources in this seven story, 98,000 GSF building in Walker's Point. Parking will be available for staff and visitors in the building parking lot.

4. Justification: In less than four years, Milwaukee has solidified its position as one of a few international leaders focused on water research and water technology. Critical to this achievement has been the work of UWM. As our state's leading academic institution with respect to finding water quality solutions and training the next generation of the world's water professionals, UWM is essential to strengthening and growing Wisconsin's water technology business cluster. At the heart of any proven job creation and growth strategy is the development of research initiatives that catapult business and university applied technology research. Evidence of this success can be seen in Silicon Valley, the Research Triangle, and Wisconsin's own biotechnology cluster in Madison. The roots for this type of collaboration are now being established with Milwaukee's water technology cluster. The Milwaukee Water Council is developing the next key component, the Water Accelerator Building. It will be the only building that will bring together established large and small water companies, start-up technology businesses, and academic researchers.

In 2010, with a \$675,000 grant from the National Science Foundation, the Milwaukee region created an Industry/University Collaborative Research Center (I/U CRC) that linked UW-Milwaukee, Marquette University, the Milwaukee Water Council, and six regional water businesses. The NSF funding was instrumental in triggering an additional \$1.5 million in support from six Milwaukee-based water enterprises. The I/U CRC will not only help boost economic growth and improve water quality, but it will also advance the understanding of new water technologies and policies and help water equipment manufacturers increase competitiveness by adopting new technologies and stimulating entrepreneurship.

This facility will bring together researchers and scientists from the public and private sectors to collaborate and develop commercially viable water technology solutions. Therefore, the Milwaukee Water Council is creating a Water Accelerator Building that will house water-related research facilities for universities, existing water-related companies, and accelerator space for new, emerging water-related companies.

Some research of SFS and CEAS has been constrained by lack of space for existing projects, and the number of innovations identified will soon exceed the small number of development laboratories designated for the new SFS facilities which will be completed in December of 2013. Additional allocation in the new SFS facilities is not an option as it would compromise core research. In effect, all development work will cease unless additional usable space is available. This leased space will provide that space, and will accelerate development of current research by its earlier availability in May 2013.

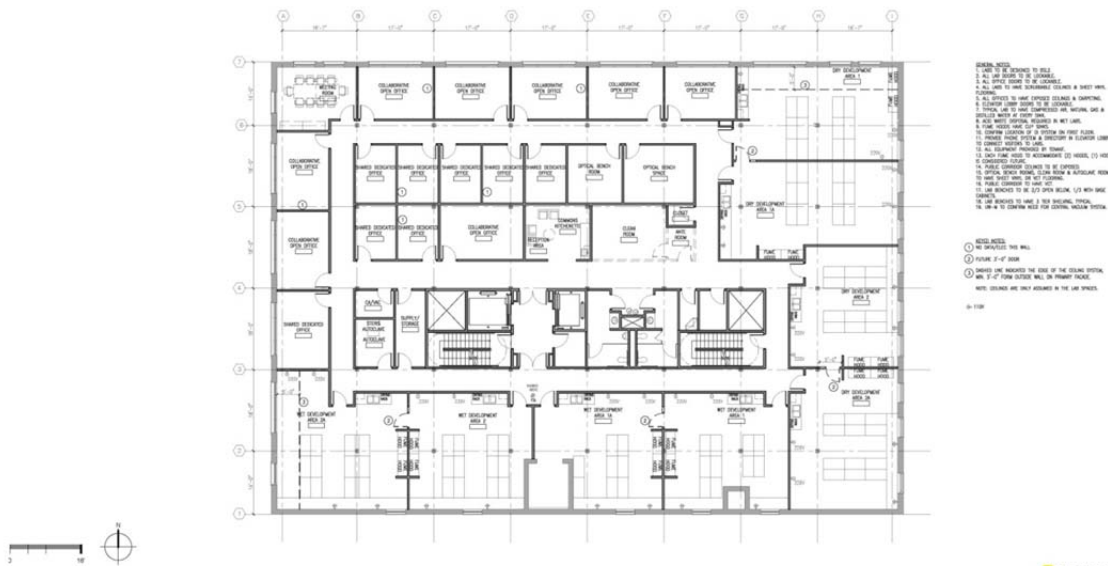
The Center will be a venue for attracting and creating new businesses in the water industry as well as address key local and global water-quality technology and policy issues. At the present time, the following water-related businesses have signed leases or intend to lease: Badger Meter, A.O. Smith, Veolia Water North America, WaterTech of America, Zenos Energy, PaveDrain, and Gannett Fleming. Another four or five companies will finish out the space in the building. All of these businesses will conduct their own research in the building or implement their own technology, testing, and piloting of academic applied research.

The space at the Water Accelerator Building will be designated for development and consolidation of proof of concept prototypes. As a demonstration space, it allows investors to review and undertake due diligence and work related to the patenting process, such as broadening and demonstrating experimental applications. It is expected that development will be accelerated, investors will identify with the separation of development and research, and the new investment will be incentive for new jobs.

This collaborative center will allow the School of Freshwater Sciences and the College of Engineering and Applied Science to support robust development opportunities in conjunction with ongoing and expanding research.

5. Budget and Schedule: n/a
6. Previous Action: None.

The architectural site plan for Reed Street Yards is a detailed conceptual layout. The plan shows a large, irregularly shaped park area bounded by Reed Street to the north and West Alameda Street to the south. The park is divided into several distinct zones, including a 'PARKING LOT' on the left, a 'PLAY AREA' in the center, and a 'WATER COURSE' on the right. The plan also shows surrounding streets such as West Alameda Street, West Franklin Street, and West Harrison Street. Various buildings and structures are depicted, including a 'HOTEL' on the left, a 'CONVENT' in the center, and a 'WATER COURSE' on the right. The plan includes numerous annotations and labels, such as 'REED STREET YARDS', 'PARKING LOT', 'PLAY AREA', 'WATER COURSE', 'HOTEL', 'CONVENT', and 'WATER COURSE'. The plan is a black and white line drawing with various symbols and text used to convey the design intent.



Kahler Slater
experience design



HKS HOLDINGS, LLC

**UNIVERSITY OF WISCONSIN
MILWAUKEE**

223 W. PITTSBURGH • MILWAUKEE WATER COUNCIL

PL-07-71 #13 FEBRUARY 2012

Authority to Purchase the Joseph J. Zilber School of
Public Health Building, UW-Milwaukee

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, authority be granted to request the release of \$12,250,000 Program Revenue Supported Borrowing to purchase the Joseph J. Zilber School of Public Health building at 1240 North 10th Street, Milwaukee, Wisconsin, and to exercise the request to purchase the building in July 2012.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2012

1. Institution: The University of Wisconsin-Milwaukee
2. Request: Authority to request the release of \$12,250,000 Program Revenue Supported Borrowing, which was enumerated in the 2011-13 Capital Budget, to purchase the Joseph J. Zilber School of Public Health building at 1240 North 10th Street, Milwaukee, Wisconsin, and to exercise the request to purchase the building in July 2012.
3. Description and Scope of Project: This request facilitates the purchase of a building currently under lease which will house the new Zilber School of Public Health. It is located in downtown Milwaukee as part of the redevelopment of the historic Pabst Brewery. Under the lease agreement, the developer renovated an existing 32,700 GSF five-story building and constructed a 24,750 GSF five-story addition. The total 57,460 GSF facility will provide approximately 34,000 ASF to support the initial research, core facilities, collaboration, administration, teaching/instruction, and external partners needs of the Zilber School of Public Health.

The completed building is a component of the on-going master-planned redevelopment of the historic Pabst Brewery in downtown Milwaukee as initiated in 2006 by the purchase of the vacant property by Joseph J. Zilber. A model for sustainability practices, the overall development has completed the first certification requirements for platinum level in the LEED (Leadership in Energy and Environmental Design) for Neighborhood Development program. Already completed renovations and newly constructed projects in the mixed-use development include a 95-unit apartment building, a 908 stall parking structure, open spaces, and a multi-tenant office building. The project is financially assisted by a \$10 million gift from Joseph J. Zilber's Brewery Project LLC. The gift is structured to reflect the donation of the property (\$1.0 million) and then seven annual payments of \$1,285,714.

4. Justification: UWM is currently in a 19-year lease with Brewery Project LLC which began as construction of the project began. The annual base rental rate is \$1,240,000. All operating expenses are the responsibility of the university. Annual rent escalation is 2.5%.

Options to purchase the property from Brewery Project LLC were included in the lease agreement. The earliest option is tied to the receipt of the certificate of occupancy (estimated to be June 1, 2012) and is based on the cost of the development, excluding land and existing building costs. Thereafter, annual options to purchase are granted with the purchase price escalating at 2% per year.

5. Previous Action:

March 16, 2011	Recommended enumeration of the Authorized the Purchase of the School of Public Health Building project as part of the 2011-13 Capital Budget at an estimated total project cost of \$12,250,000 Existing Program Revenue Supported Borrowing. The project was subsequently enumerated at that level and funding source.
December 15, 2010	Approved an operating lease with purchase option provisions that conform to Wisconsin Constitutional provisions for 57,460 SF on behalf of the UW-Milwaukee School of Public Health at an estimated annual base lease cost of \$1,650,826.

Authority to Develop a Residence Hall and Dining Facility under the Terms of a Lease Agreement with the University of Wisconsin-Platteville Real Estate Foundation, UW-Platteville

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Platteville Chancellor and the President of the University of Wisconsin System, authority be granted to permit the development of a residence hall and dining facility under the terms of a lease agreement with options to purchase with the University of Wisconsin – Platteville Real Estate Foundation.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2012

1. Institution: The University of Wisconsin-Platteville
2. Request: Authority to permit the development of a residence hall and dining facility under the terms of a lease agreement with options to purchase with the University of Wisconsin – Platteville Real Estate Foundation. See below for the specifics of the lease.

State Functions at Leased Location	UW-Platteville Residence Hall and Food Service
Lease Location	On UW-Platteville Campus
Type of Negotiation or Selection Process	Development of a new true lease. The housing and dining operations will be managed by the University under the lease and after purchase.
Lessor	University of Wisconsin – Platteville Real Estate Foundation
Anticipated Occupancy Date	August 1, 2013
Lease Term	Term of 50 years, with 10-year renewals
Escalation Rate	2% annually on base rate
Renewal Option(s)	10-year renewals, unless terminated
Purchase Option	Tenant shall have the option to purchase the facility upon completion at an agreed upon price and at later dates for fair market value.
Space Type	Residence Hall and Food Service
Square Feet	172,166 GSF
Total Triple Net Cost Per Square Feet	\$13.67 Base \$0.70 Common Area Maintenance/Insurance \$14.36 Subtotal \$1.45/GSF Separate Utilities \$15.81/GSF Total cost
Annual Cost	\$2,472,784 without utilities \$2,722,784 Total
Funding Source	UW-Platteville Program Revenue

3. Description: The University of Wisconsin-Platteville Real Estate Foundation (REF) will construct a building of approximately 172,000 GSF and a total estimated cost of \$28,700,000 (\$167 per gross square foot) to provide student housing and a dining facility. The ground floor will consist of dining facilities; floors one through five will provide housing for 416 students. The REF, working with C.D. Smith Construction Services, will design, construct, and finance the project. The building will be constructed on approximately two acres of land owned by the Board of Regents under the terms of a

ground lease. The Board of Regents will enter into a lease agreement, with an option to purchase the facility upon completion at an agreed upon price and at later dates at fair market value. The housing and dining operations will be managed by UW-Platteville under the lease and after purchase. The lease agreement will have an initial term commencing August 1, 2013, with a term of 50 years with ten-year renewals, unless terminated. The key terms of the agreements are below.

The REF shall, at its sole cost and expense:

- a. Design and construct the project, including financing and all necessary reviews and permits, with occupancy no later than August 1, 2013.
- b. As necessary, make true and complete applications for all rezoning, permits, approvals, variances, licenses, certificates and consents required or desirable to enable the REF to commence and carry out the construction
- c. Include in the design process an assessment of stand-alone utilities and connection to the UW-Platteville central heating system.
- d. Obtain all financing necessary for the construction of the project.
- e. Competitively bid out all of the work performed.

UW-Platteville will submit a request to enumerate \$28,700,000 in program revenue supported borrowing to the Board of Regents for inclusion in the 2013-15 capital budget for purchase of the facility upon completion. UW-Platteville, working with UW System, will complete the WEPA requirements for the project.

The REF and the University will share any savings below the not-to-exceed-price evenly (50/50) in setting the final purchase price for the facility. The University will assign staff to work with the REF in monitoring actual costs and utilization of contingency funds.

Upon signing of the lease-purchase agreement, the University will pay the REF \$350,000 within 30 days. This will be credited to the University at the time of purchase or in the first year's lease payments.

4. Justification: The University of Wisconsin-Platteville currently faces a critical housing shortage. The current total student enrollment is 7,900. Enrollment is projected to increase to more than 8,200 by 2013. The current on-campus housing provides a total of ten (nine traditional and one suite-style) residence halls with approximately 2,700 available beds to house a sophomore and freshman projected population of nearly 3,000 for 2013. Increasing student demand will be partially met when the REF opens a 620-bed residence hall in August 2012.

In 2011-12, approximately 376 juniors and seniors lived in the residence halls; however, there is additional demand for on-campus housing from juniors and seniors. The campus began turning away transfer students who requested housing in May 2011.

The table below shows actual housing allocation and total beds for Fall 2011, and projected housing allocation and beds for Fall 2012, Fall 2013 (with the additional 400 beds as requested via the ground lease), and the implementation of the master plan.

For Fall 2012 and Fall 2013, the projections below do not provide for housing all of the “Other Freshman and Sophomores” on campus. In other words, additional beds could be assigned beyond the 3,320 for Fall 2012 and 3,720 for Fall 2013. The University’s master plan goal is to provide housing for about 50% of students (5,000+) on-campus or in off-campus housing that includes quality management, programming, and other services that support increased retention and higher graduation rates.

Students	2011	2012	2013	Master Plan Goal
Freshmen	1,600	1,650	1,732	1,900+
Other Freshmen and Sophomores	724	1,270	1,588	2,400+
Upperclassmen	376	400	400	700+
Total	2,700	3,320	3,720	5,000+

The goal of the requested building project is to construct a residence hall to meet more of the existing and projected demand for on-campus housing by 2013. The campus goal is that the facility be financially self-sustaining.

The nine original residence halls were constructed in the 1960s. These facilities lack many of the current amenities and are in need of eventual updating or replacement. The gross square footage of these legacy buildings also provides far less space per bed than modern buildings. The 1960s era buildings are traditional double rooms with common lavatory and bathing facilities on each floor or wing. In 2005, a single 380-bed suite-style residence hall was constructed (Southwest Hall).

The UW-Platteville Master Plan provides for a new residence hall and dining facility in Phase 1 at the location requested for the development. The dining facility is planned to serve Southwest Hall, this facility, the off-campus Rountree Commons, other students, and employees.

The proposed project and partnership with the UW-Platteville Real Estate Foundation provides the residence and dining facility at a cost per square foot below that of other recent projects. The savings will be shared; a portion of the savings will go directly to students through lower overall costs for housing and dining than otherwise possible. A portion of the savings will go to an endowment to benefit students in the future.

5. Budget: \$28,700,000 Program Revenue Supported Borrowing will be requested by UW-Platteville in the 2013-15 capital budget to allow for the purchase of the completed project.
6. Previous Action: None.



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

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the allocation of the Classroom Renovation/Instructional Technology Improvement Program funds be approved and authority be granted to construct the related projects at an estimated total cost of \$10,585,250 (\$5,000,000 General Fund Supported Borrowing, \$5,000,000 General Fund Supported Borrowing All Agency Remodeling Funds, and \$585,250 Institutional Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2012

1. Institution: The University of Wisconsin System
2. Request: Approval of the allocation of the Classroom Renovation/Instructional Technology Improvement Program funds and the construction of the related projects at an estimated total cost of \$10,585,250 (\$5,000,000 General Fund Supported Borrowing, \$5,000,000 General Fund Supported Borrowing All Agency Remodeling Funds, and \$585,250 Institutional Funds).
3. Description and Scope of Project: This request will provide funding to continue the UW System Classroom Renovation/Instructional Technology Improvement Program. As in the past, funding will be utilized to update existing general assignment classroom environments and acquire associated furnishings and equipment to improve instructional technology. Due to the costly nature of comprehensive renovations and technology, coupled with the high demand for funding under this program, \$5 million of General Fund Supported Borrowing-All Agency Remodeling funds are being added to the \$5 million of General Fund Supported Borrowing specifically enumerated for classroom renovations, for a total of \$10 million. This is consistent with the \$10 million funding level recommended for this program by the Board of Regents as part of the 2011-13 Capital Budget.

Based on campus proposals, it is anticipated that the requested level of funding will result in the renovation of 36 appropriately sized and equipped instructional spaces totaling approximately 45,914 assignable square feet. The scope of projects varies from campus to campus. Instructional technology will include equipment such as video/data projectors, document cameras, multi-media computers, video player/ recorders, audio visual controls, and assisted listening systems. Various maintenance needs and improvements in the learning environment will be undertaken such as lighting, flooring, HVAC, acoustics, and seating. In some cases, work may include reconfiguration to improve sight lines, support a variety of teaching models, improve ADA accessibility, and/or modify the space to meet class size needs.

Nearly one-third of the proposals will create active learning environments. These technology-enhanced instructional spaces enable students to work both individually and in groups, fully engaging in a variety of learning strategies in one setting. Active learning leads to improved understanding and retention of information as well as development of problem solving and critical thinking skills. The benefits of active learning environments are leading to a greater demand for these instructional spaces.

4. Justification of the Request: This project continues the Classroom Renovation/Instructional Technology Improvements Program, which began in the 1995-97 Capital Budget to complete in-building wiring at several institutions and provide classroom renovation, technology improvements, and teleconferencing upgrades. The Board of Regents recommended continuation of this program at \$10 million as part of the 2011-13 Capital Budget and it was subsequently enumerated at \$5 million.

Over the past eight biennia, approximately \$57 million was authorized to implement projects under the Classroom Renovation/Instructional Technology Improvements Program, including telecommunications cabling. That figure includes over \$3 million of gift, grant, and institutional funds that were provided by the institutions to augment this essential program. This funding has provided a wide spectrum of improvements in more than 560 instructional environments.

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

The purpose of the program is to provide appropriate environments to utilize contemporary learning and teaching methodologies. Based on guidelines, the institutions submitted high-priority projects proposed for implementation under this program during the 2011-13 biennium. To a significant degree, priority was given to those proposals that: focus on remodeling, resizing, and upgrading technology in instructional spaces that are heavily scheduled for undergraduate instruction; involve space that has not been updated in the past 15 to 20 years; and support classroom demand analyses results.

A proposal form for each project was submitted to the Division of State Facilities. These stated the purpose, scope, estimated budget, funding source(s), and anticipated construction timeline. Each submittal included movable and special equipment lists and a floor plan. Some institutions contributed supplemental funding to achieve a maximum benefit and address additional unmet, high-priority classroom needs. At this point, institutions have committed \$585,250 for that purpose, which will be used on an as-needed basis.

2011-13 Classroom Renovation/Instructional Technology Improvements proposals would be funded for the following institutions as shown below:

2011-13

Institution	Classroom/IT GFSB	Other Funds	Total
Eau Claire	\$ 763,000	\$12,000	\$ 775,000
Extension	179,600		179,600
Green Bay	1,719,100		1,719,100
La Crosse	1,384,100		1,384,100
Madison	968,500		968,500
Milwaukee	1,956,200	452,000	2,408,200
Oshkosh	250,600		250,600
Platteville	694,100		694,100
River Falls	2,001,700	115,000	2,116,700
Superior	83,100	6,250	89,350
TOTAL	\$10,000,000	\$585,250	\$10,585,250

5. Previous Action:

August 19, 2010
Resolution 9801

Recommended that the UW System Classroom Renovation Instructional Technology Improvements project be submitted to the Department of Administration and the State Building Commission as part of the UW System 2011-13 Capital Budget at a cost of \$10 million General Fund Supported Borrowing. The project was subsequently enumerated at \$5 million.

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 \$2,683,100 (\$1,684,500 General Fund Supported Borrowing; \$267,600 Program Revenue Supported Borrowing; and \$731,000 Program Revenue Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2012

1. Institution: The University of Wisconsin System
2. Request: Authority to construct various maintenance and repair projects at an estimated total cost of \$2,683,100 (\$1,684,500 General Fund Supported Borrowing; \$267,600 Program Revenue Supported Borrowing; and \$731,000 Program Revenue Cash).

FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
GBY	12C2L	Multi-Bldg Hydraulic Elev Renv	\$ 1,684,500	\$ 267,600	\$ -	\$ -	\$ -	
MIL	10D1P	USRB Code Upgrades	\$ -	\$ -	\$ 671,000	\$ -	\$ -	\$ 671,000
FM&R SUBTOTALS			\$ 1,684,500	\$ 267,600	\$ 671,000	\$ -	\$ -	\$ 2,623,100

UTILITIES REPAIR & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
LAX	11C1Q	Whitney Center Ret Wall Repl (Increase)	\$ -	\$ -	\$ 60,000	\$ -	\$ -	\$ 60,000
UR&R SUBTOTALS			\$ -	\$ -	\$ 60,000	\$ -	\$ -	\$ 60,000

	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
APRIL 2012 TOTALS	\$ 1,684,500	\$ 267,600	\$ 731,000	\$ -	\$ -	\$ 2,683,100

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

Facilities Maintenance and Repair Requests

GBY - Multi-Building Hydraulic Elevator Renovation (\$1,952,100): This project renovates three 3-stop hydraulic elevators and two 4-stop hydraulic elevators and repairs a stage lift in six academic buildings to reduce repairs, improve reliability, and reduce energy use. Project work includes renovating all elevator cars and replacing all equipment in the machine rooms and all door equipment for the 3-stop hydraulic elevators in Environmental Science, Rose Hall, and Theater Hall and for the 4-stop hydraulic elevators in the Studio Arts Building and Wood Hall. All original elevator control equipment will be replaced with modern microprocessor based control systems that include soft start capability. All single wall jacks will be replaced with double bottom jacks inside PVC liners. Firefighter service operation will be provided, including all fire alarm devices and panel interfaces. Heating and cooling improvements to the equipment rooms will be implemented as needed to satisfy equipment warranty. Elevator door operation will be modified to meet ADA requirements. This project also repairs the stage lift in the Weidner Arts Center and completely replaces the stage lift control system.

Prior to renovating the elevators, a modernization survey will be performed by an elevator design professional. The elevator design professional will be engaged throughout the

project to evaluate the specifications, determine specific compliance, and consult on installation issues.

The elevator equipment in these five buildings is more than 38 years old and should be replaced to ensure reliable service to thousands of daily building occupants. The machines are obsolete, in poor condition, and require constant maintenance. Attempts to improve reliability by replacing parts have not been successful. The motors and hydraulic pumps are beyond their useful life and need replacement. All single bottom jacks will be replaced by double bottom jacks inside PVC liners to meet current code. Modern microprocessor controls with new elevator machines are energy efficient. Firefighter service is limited and there is inadequate machine room temperature control. The stage lift is inoperable and must be repaired to meet the needs of academic programs and auxiliary productions.

MIL - University Services and Research Building Code Compliance Renovation (\$671,000): This project addresses various life safety, egress, and accessibility code compliance issues throughout the facility and constructs a new stairway upgrade to serve current functional needs. Project work includes correcting egress issues, including door swing direction, hardware configurations, ramp construction, and signage. A new exterior stair will be constructed to comply with egress travel distance requirements. Elevator and electrical upgrades will be performed to meet code requirements, and security hardware issues will be addressed to provide proper separation between disparate building occupants. Arc-flash analysis for the entire facility will be provided and an as-built documentation set created for all mechanical, electrical, and plumbing systems. Two additional sets of male and female restrooms will be constructed on the upper level. A new interior stairway will be constructed in the lobby.

The University Services and Research Building (USRB) is located approximately two miles northwest of the main campus. Acquired in 2004, USRB was initially occupied by the administration, Facility Services shops and stores, campus printing services, and campus central mail services, along with a portion of the building leased by a private sector bindery company. In the summer of 2009, the private sector lease expired making an additional 72,102 GSF available for campus use. The campus has been able to use this additional space to meet growing academic research space needs, especially in engineering. The light industrial characteristics of the building, such as its high-bay spaces, accommodate research needs that cannot be adequately addressed by spaces on the main campus.

An existing egress stairway provides access and entrance to the research space. This project will construct a new interior stairway from the lobby at ground level to the upper level. The code deficiencies include accessibility, egress, emergency lighting and power, fire alarm and smoke detection systems, and security.

Utilities Repair and Renovation Requests

LAX - Whitney Center Retaining Wall Replacement (\$60,000 increase for a total project cost of \$412,000): This request increases the project scope and budget to replace the reinforced concrete pedestrian bridge (30 LF and 22 and a half feet wide) that is partially

supported by the retaining wall. The bridge structure and hand railings have deteriorated significantly. It has been determined that it is not feasible to repair and restore the bridge as originally approved and that the structural integrity of the bridge would become suspect if it were temporarily supported during the replacement of the retaining wall structure. Replacing the bridge now is the most cost effective and efficient solution to provide a safe and secure structure.

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	\$ 1,684,500
Program Revenue Supported Borrowing	267,600
Program Revenue Cash	<u>731,000</u>
Total Requested Budget \$ 2,683,100	

6. Previous Action:

April 8, 2011	The Board of Regents previously approved LAX - Whitney Center
Resolution 9913	Retaining Wall Replacement at an estimated total cost of \$352,000
	Program Revenue Cash.

Revised 4/9/2012

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
UW-Superior Yellowjacket Union
1605 Catlin Avenue, Superior, WI 54880
April 12 & 13, 2012

II.

9:00 a.m. All Regents – Yellowjacket Union – Great Room

1. Calling of the roll
2. Approval of the minutes of the February 10, 2012 meeting
- 2.-A. Remarks by Selected Student Government Leaders on Cultivating Shared Governance Relationships
3. Report of the President of the System
 - a. Update on recent events
 - b. News from around the UW System
4. Report of the President of the Board
 - a. Wisconsin Technical College System Board report
 - b. Update on recommendations of the Ad Hoc Committee on Board Roles and Responsibilities and Ad Hoc Work Group on UW System Structure and Governance
 - c. Revisions to Board of Regents Bylaws, Chapter I
[Resolution II.4.c.]
5. Recess for a meeting of the Research, Economic Development, and Innovation (REDI) Committee – All Regents -- Yellowjacket Union – Great Room
 - a. Overview of purpose of REDI Committee
 - b. Update on hiring process for Associate Vice President for Economic Development
 - c. UW-Superior Presentation: “NorthWERD: A New Promise for Regional Education”
 - d. WiSys Presentation: “UW Comprehensives: A Resource for Economic Growth through Technology Development”
 - e. Adjourn REDI Committee meeting
6. Report and approval of actions taken by the Education Committee
7. Report and approval of actions taken by the Business, Finance, and Audit Committee

8. Report and approval of actions taken by the Capital Planning and Budget Committee
9. Update on Legislative Task Force on UW Restructuring and Operational Flexibilities
10. Recognition of Regent Troy Sherven's service on the Board
11. Resolution of appreciation to UW-Superior as host of the April meeting
12. Communications, petitions, and memorials
13. Reconvene and move into closed session to consider personal histories related to the naming of facilities at UW-Whitewater, as permitted by s.19.85(1)(f), *Wis. Stats.*; and to confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), *Wis. Stats.*

*The closed session may be moved up for consideration during any recess in the regular meeting agenda.
The regular meeting will reconvene in open session following completion of the closed session.*

Approval of Revisions to Update
Chapter I of the Bylaws of
the Board of Regents

BOARD OF REGENTS

Resolution II.4.c.:

That, upon the recommendation of the President of the Board of Regents of the University of Wisconsin System, the Board of Regents approves the attached revisions to update Chapter I of the Bylaws of the Board of Regents.

UW SYSTEM BOARD OF REGENTS BYLAWS REVISIONS

Chapter I

BACKGROUND

The Bylaws of the Board of Regents, Chapter I, require updating to reflect operational changes that have occurred over time.

REQUESTED ACTION

Approval of Resolution II.4.c.

DISCUSSION

The proposed revisions, attached, provide several updates, including changes to:

- (1) Recognize that the Board's two-day meetings are held on both Thursday and Friday;
- (2) Refer to the Board's two one-day meetings each year;
- (3) Update the notice requirements for special meetings by indicating that notice may be provided by email, rather than only by mail or personal service;
- (4) Remove the limitation that Board meetings must be held in Madison and specify that meetings are to be held throughout the System; and
- (5) Eliminate some items from the order of business that have not been used in recent years or that do not meet notice requirements.

RELATED REGENT POLICIES

No applicable Regent Policy Documents

Bylaws of the Board of Regents of the University of Wisconsin System

CHAPTER I MEETINGS AND BUSINESS OF THE REGENTS

Annual Meetings

Section 1. ~~Each~~The annual ~~m~~Meetings of the Board of Regents of the University of Wisconsin System (“the Board”) shall be held, unless otherwise specially ordered, on the Thursday and Friday following the first Monday in June.

Regular Meetings

Section 2. Unless otherwise specially ordered, ~~R~~egular meetings of the Regents-Board shall be held at regular intervals six times each calendar year on the Thursday and Friday following the first Monday in ~~each a~~ month, except that the August meeting shall be held on the Thursday and Friday following the third Monday. In addition, twice each year, a one-day meeting shall be held on the Thursday following the first Monday in a month. Annually, the Board shall adopt a 12-month calendar of meeting dates and locations, after consideration of a related recommendation from the Secretary of the Board.

Special Meetings

Section 3. A special meeting of the ~~Regents of the University of Wisconsin System~~Board may be called at any time, upon request of at least five members of the Board or by the President of the Board. The notice calling any special meeting of the Board shall ~~normally~~ be served-sent by the Secretary ~~on-to~~ each member of the Board in writing, by mail, personal service or email, at least five days before the time of the meeting. ~~Where~~If, in the judgment of the President of the Board, following consultation with available members of the Executive Committee, it is determined that a special Board meeting is required with notification of less than five days, but not less than two days, such a meeting may be called, provided the subject is limited ~~, all available members of the Board are queried by phone or personal contact~~ and two-thirds of ~~those contacted agree~~Board members have consented to the meeting. ~~Unless the call of a special meeting is limited, it shall be valid to act on any subject within the power of the Board.~~

Place of Meetings

Section 4. ~~All m~~Meetings of the Board shall be held in Madison, ~~unless otherwise ordered by the Board~~except that up to four meetings each year may be held at UW institutions throughout the System, on a rotating basis.

Quorum

Section 5. A majority of the members of the Board shall constitute a quorum of the Board. A majority of the members of a committee of the Board shall constitute a quorum of that committee. *Ex-officio* members of Board committees shall not be counted in determining the number required for a quorum, but may be counted in determining that a quorum is present at a meeting of the committee.

Parliamentary Rules and Order of Business

Section 6. General parliamentary rules as set forth in *Robert's Rules of Order*, current edition, and as modified by rules and regulations of the Board, shall be observed in conducting the business of the Board ~~in session~~and its committees.

The ~~order of business agenda~~at for all two-day meetings shall ~~be as follows~~include at least the following:

- (1) Calling of the roll
- (2) Approval or amendment of the minutes of the proceedings of ~~the last prior~~ meetings
- (3) Report of the President of the Board
- (4) Report of the President of the ~~University~~ System
- ~~(5) Report of the Secretary~~
- (6) Reports of standing committees
- ~~(7) Reports of special committees~~
- ~~(8) Additional resolutions~~
- (9) Communications, petitions, and memorials
- ~~(10) Unfinished and additional business~~

Revisions Incorporated:

CHAPTER I
MEETINGS AND BUSINESS OF THE REGENTS

Annual Meetings

Section 1. Each Annual Meeting of the Board of Regents of the University of Wisconsin System (“the Board”) shall be held, unless otherwise specially ordered, on the Thursday and Friday following the first Monday in June.

Regular Meetings

Section 2. Unless otherwise specially ordered, regular meetings of the Board shall be held at regular intervals six times each calendar year on the Thursday and Friday following the first Monday in a month, except that the August meeting shall be held on the Thursday and Friday following the third Monday. In addition, twice each year, a one-day meeting shall be held on the Thursday following the first Monday in a month. Annually, the Board shall adopt a 12-month calendar of meeting dates and locations, after consideration of a related recommendation from the Secretary of the Board.

Special Meetings

Section 3. A special meeting of the Board may be called at any time, upon request of at least five members of the Board or by the President of the Board. The notice calling any special meeting of the Board shall be sent by the Secretary to each member of the Board in writing, by mail, personal service or email, at least five days before the time of the meeting. If, in the judgment of the President of the Board, following consultation with available members of the Executive Committee, it is determined that a special Board meeting is required with notification of less than five days, but not less than two days, such a meeting may be called, provided the subject is limited and two-thirds of Board members have consented to the meeting.

Place of Meetings

Section 4. Meetings of the Board shall be held in Madison, except that up to four meetings each year may be held at UW institutions throughout the System, on a rotating basis.

Quorum

Section 5. A majority of the members of the Board shall constitute a quorum of the Board. A majority of the members of a committee of the Board shall constitute a quorum of that committee. *Ex-officio* members of Board committees shall not be counted in determining the number required for a quorum, but may be counted in determining that a quorum is present at a meeting of the committee.

Parliamentary Rules and Order of Business

Section 6. General parliamentary rules as set forth in *Robert's Rules of Order*, current edition, and as modified by rules and regulations of the Board, shall be observed in conducting the business of the Board and its committees.

The agenda for all two-day meetings shall include at least the following:

- (1) Calling of the roll
- (2) Approval or amendment of the minutes of the proceedings of prior meetings
- (3) Report of the President of the Board
- (4) Report of the President of the System
- (5) Reports of standing committees
- (6) Communications, petitions, and memorials

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

II.5. Research, Economic Development, and Innovation Committee

Friday, April 13, 2012
Yellowjacket Union – Great Room
UW-Superior
Superior, Wisconsin

- a. Overview of purpose of REDI Committee
- b. Update on hiring process for Associate Vice President for Economic Development
- c. UW-Superior Presentation: “NorthWERD: A New Promise for Regional Education”
- d. WiSys Presentation: “UW Comprehensives: A Resource for Economic Growth through Technology Development”

NORTHWEST WISCONSIN EDUCATORS FOR REGIONAL DEVELOPMENT (NorthWERD)

BACKGROUND

The Northwest Wisconsin Educators for Regional Development (NorthWERD) is a recently developed regional consortium of educational institutions from northwestern Wisconsin. The purpose of NorthWERD is to respond to the needs of regional economic developers and students, and identify regional economic trends and opportunities for graduates as they choose career paths.

NorthWERD is comprised of representatives from public, private, and tribal K-16 learning institutions, including UW-Superior, UW-Barron County, UW-Extension, Wisconsin Indianhead Technical College, Northcentral Technical College, Lac Courte Oreilles Community College, Northland College, and CESA 12.

REQUESTED ACTION

For information and discussion only; no action is required at this time.

DISCUSSION

At its April 2012 meeting, the Board of Regents' Research, Economic Development, and Innovation Committee will hear a presentation regarding a brief history of the NorthWERD consortium development and how its members plan to create connections and build educational bridges to the future for students, citizens, communities, and the regional economy of greater northwest Wisconsin.

An agenda from the NorthWERD signing ceremony in March 2012, fact sheet, and NorthWERD memorandum of understanding are included in the materials.

The presentation will include time for Regents' questions and discussion. Speakers will include:

- Dr. Reneé Wachter, Chancellor, UW-Superior
- Dr. Bob Meyer, President, Wisconsin Indianhead Technical College

RELATED REGENT POLICIES

No applicable Regent Policy Documents



Northwest Wisconsin Educators for Regional Development

Memorandum of Understanding Signing Ceremony

Wednesday, March 28, 2012 • 9 a.m. • Lac Court Oreilles Community College

AGENDA

- **Welcome/Introductions**
- **Mission-Purpose-Focus**
- **Guest Speaker – Linda Bartelt, Executive Director, NEW ERA**

Northeast Wisconsin Educational Resource Alliance (NEW ERA) is an alliance of 13 higher education colleges in northeast Wisconsin collaborating on initiatives that enhance the quality of life and economic vitality of the region. Linda Bartelt has a professional background in business and served in various executive leadership roles at Kimberly Clark Corporation, Oshkosh Corporation's Pierce Manufacturing and at the University of Wisconsin Oshkosh Center for Community Partnerships. Linda will provide an overview of NEW ERA and its national distinction in regional collaboration of higher education institutions.

- **Official Document Signing**

Cooperative Educational Service Agency 12 – James Lee for Kenneth Kasinski, Administrator

Lac Courte Oreilles Ojibwa Community College – Raymond Burns, Interim President

Northcentral Technical College – Dr. Lori Weyers, President

Northland College – Dr. Michael Miller, President

University of Wisconsin Colleges and University of Wisconsin-Extension – Dr. Ray Cross, Chancellor

University of Wisconsin-Superior – Dr. Renee Wachter, Chancellor

Wisconsin Indianhead Technical College – Dr. Robert Meyer, President

- **Panel Q & A**
- **Closing Remarks**

Purpose

To continue a conversation among northwest Wisconsin educators who are involved in strategic initiatives and collaborations for educational attainment and economic development.

Vision

The Northwest Wisconsin Educators for Regional Development (NorthWERD) promotes innovation and takes action to provide more seamless opportunities for educational attainment and career preparation. By creating connections and eliminating barriers amongst the NorthWERD partners, we will build educational bridges to the future for the students, citizens, communities and regional economy of greater northwest Wisconsin.

Initial Focus Areas

Responding to Regional Needs: Collaboratively assess the broad educational and economic development needs of the region and partner to meet those needs as appropriate.

Economic Development Enhancement: Assess existing research and engage in additional research as needed to understand the future educational needs and economic opportunities of the region.

Career Pathways to Success: Develop educational pathways that are responsive to existing and emerging career pathways and that span two or more of the NorthWERD partners. Take action to create, strengthen and communicate these educational pathways to students, parents and the public.



Northwest Wisconsin Educators for Regional Development

FACT SHEET

Northwest Wisconsin educators form NorthWERC group

What: Eight institutions in Northwestern Wisconsin are joining together to form a regional consortium of educational partners called Northwest Wisconsin Educators for Regional Development or NorthWERC. The group has been developed to respond to the needs of regional developers and students, as well as identify regional economic trends and opportunities for graduates as they choose a career path.

Who: NorthWERC comprises representatives from public, private and tribal higher learning institutions and agencies, including Wisconsin Indianhead Technical College campuses, UW-Barron County, UW Colleges, UW-Extension, UW-Superior, Lac Courte Oreilles Community College, Northcentral Technical College, C.E.S.A. 12 and Northland College.

Why: NorthWERC has outlined four focus areas that will help participating institutions be more responsive to economic development needs in order to promote healthier, sustainable communities. The consortium of educators will focus on responding to regional educational and economic development needs, assess existing research and gather additional data to pinpoint economic opportunities, provide career pathways to success and offer academic advising and assessment for parents and students.

Signing Members of the Consortium:

Cooperative Educational Service Agency 12, Kenneth Kasinski, Administrator
Lac Courte Oreilles Ojibwa Community College, Ray Burns, Interim President
Northland College, Michael Miller, President
Northcentral Technical College, Dr. Lori Weyers, President
University of Wisconsin Colleges and University of Wisconsin-Extension, Ray Cross, Chancellor
University of Wisconsin-Superior, Renee Wachter, Chancellor
Wisconsin Indianhead Technical College, Bob Meyer, President

Contact: Organizations and individuals interested in discussing opportunities to work with NorthWERC can contact the group's president Bob Meyer, President, Wisconsin Indianhead Technical College
Phone: 715.468.2815 Ext. 2227 Cell: 715.651.9696
Fax: 715.468.2599 e-mail: Bob.Meyer@WITC.edu



Northwest Educators for Regional Development (NorthWERD) Memorandum of Understanding

In executing this memorandum, the undersigned agree, on behalf of their respective institutions, to the formation of a regional consortium of educational partners in Northwest Wisconsin.

The consortium is formed to continue a conversation among northwest Wisconsin educators who are involved in strategic initiatives and collaborations for educational attainment and economic development.

The initial identified purposes for this educational consortium will be:

- To facilitate educational partnerships with regional development groups in Northwest Wisconsin.
- To facilitate educational collaboration, leveraging our collective resources to meet current and emerging educational needs of the people, businesses, governments, organizations, and communities in the region.

In carrying out these purposes, the consortium will advance regional and state economic vitality.

We agree to the following initial activities of the consortium:

- Designation of a staff representative for each of our institutions to serve as the initial steering committee of the consortium.
- Creation of an appropriate formal organization structure.
- Development of a process of engagement in regional-scale economic development initiatives, with the goal of providing seamless educational and workforce development access and linkages to opportunities for collaborative research.

We commit our institutions to carry out these activities in a spirit of mutual support and shared vision, focusing upon the important work of improving the quality of life and economic strength of the region we serve.

Members of the Consortium

Cooperative Educational Service Agency 12

Kenneth Kasinski, Administrator	Date
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Lac Courte Oreilles Ojibwa Community College

Raymond Burns, Interim President	Date
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Northcentral Technical College

Dr. Lori Weyers, President	Date
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Northland College

Dr. Michael Miller, President	Date
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University of Wisconsin Colleges and University of Wisconsin-Extension

Dr. Ray Cross, Chancellor	Date
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University of Wisconsin-Superior

Dr. Renee Wachter, Chancellor	Date
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Wisconsin Indianhead Technical College

Dr. Robert Meyer, President	Date
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WISYS TECHNOLOGY FOUNDATION
UW Comprehensives: A Resource for Economic Growth through Technology Development

BACKGROUND

WiSys Technology Foundation, Inc. (WiSys), established in 2000 as an affiliate of the Wisconsin Alumni Research Foundation (WARF), operates as a private nonprofit organization for the benefit of the UW System. WiSys works with the eleven UW comprehensive institutions as well as the thirteen UW colleges to support research and technology development, link campus innovators with industry leaders, and speed technology transfer through patent and licensing activities.

REQUESTED ACTION

For information and discussion only; no action is required at this time.

DISCUSSION

At its April 2012 meeting, the Board of Regents' Research, Economic Development, and Innovation Committee will hear a presentation about WiSys's activities and successes, which include managing research and development grants for the UW System; facilitating nine start-up companies, sponsoring a variety of public events; and providing technology assessment, patent, and licensing services to campus inventors. WiSys has established a portfolio of patented technologies in a range of fields that are available for commercial licensing at rates designed to spur entrepreneurial activity and product development.

By connecting innovators from UW System campuses with industry leaders through strategic initiatives such as the Wisconsin Small Company Advancement Program and the Wisconsin Medical Entrepreneurship Foundation, WiSys works to advance the state's knowledge economy and accelerate business activity in the state.

Presenters will include:

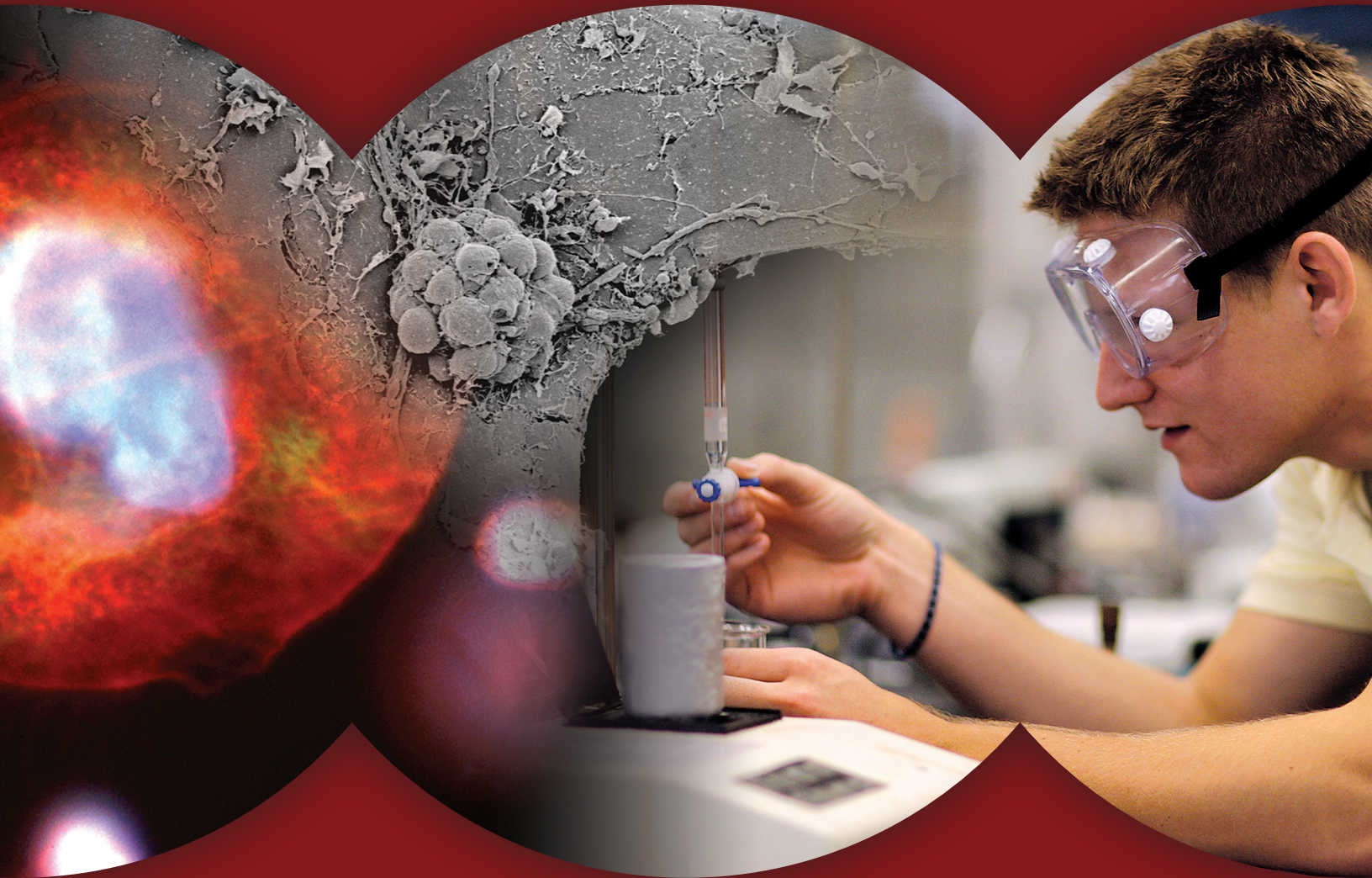
- Maliyakal John, Managing Director, WiSys Technology Foundation
- James Hamilton, Wisconsin Distinguished Professor, Chemistry & Engineering Physics, UW-Platteville; Founder, Xolve, LLC; inventor of a novel graphene technology
- Kenneth Smith, Research Specialist, UW-Stout; Founder and President, Cool Science, LLC; inventor of a novel hydrogen fuel cell technology
- Students from two UW institutions

RELATED REGENT POLICIES

No applicable Regent Policy Documents

WiSys

Technology Foundation, Inc.



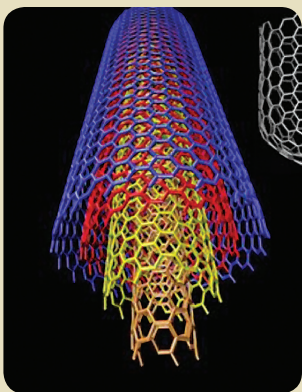
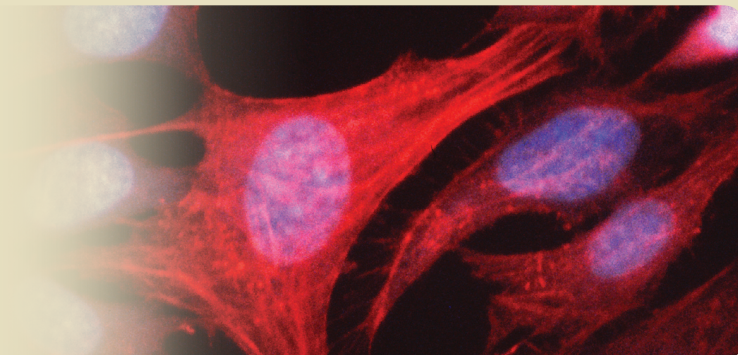
NURTURING INNOVATION BUILDING PARTNERSHIPS ADVANCING WISCONSIN

WiSys and the University of Wisconsin System are leading the way to exciting opportunities in high-tech research and industry collaborations throughout the state. Since its inception in 2000, WiSys, an affiliate of the Wisconsin Alumni Research Foundation (WARF), has been working with the eleven UW System comprehensive campuses to facilitate cutting-edge research programs, protect and generate patentable discoveries, and foster the career development and scholarship required for today's knowledge-based economy.

WiSys is forging campus-industry collaborations to develop next-generation technologies and products. The critical combination of developing interdisciplinary collaborations, providing needed resources and manpower, and accelerating technology transfer drives innovation and positions UW campuses and Wisconsin as leaders for generations to come.

“WiSys has had a major impact on the culture of research at my campus. There is now an overall excitement within the whole campus community to support and engage in innovative research as a result of the efforts made by WiSys,” said Professor Tim Lyden, UW–River Falls.

Right, an image of Lyden's work on cell fusion.



Professor Jim Hamilton (UW–Platteville) and his student, Philip Streich, made a major breakthrough in nanotechnology by discovering how to dissolve and process carbon nanotubes (pictured at left) reliably and inexpensively. Hamilton credits WiSys with facilitating his research: “WiSys has made an enormous difference in facilitating and enabling research and development at a comprehensive campus like UW–Platteville, especially in transitioning from the lab to the commercialization phases. Without guidance and vision from WiSys, we simply would not have been able to accomplish what we have.”

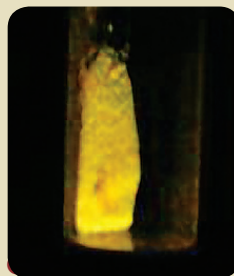


PATENTING AND LICENSING

WiSys has three approaches to advancing technology development at the UW System: patenting and licensing, facilitating research and development, and building collaborations. Patents and licenses are vitally important for keeping a competitive edge in the growing knowledge-based economy. They protect against unfair competition, leverage capital investment for marketing, and are valuable for career advancement of faculty and students. WiSys works closely with the faculty, staff, and students of each campus to learn about research interests and currently is pursuing patent protection for approximately 50 discoveries.

Our qualified staff conducts technology assessment and patent and market research. Inventors who have ideas, prototypes, or inventions are encouraged to contact WiSys before disclosing their inventions to third parties. Selected inventions can be patent-protected, and all patenting and licensing costs are covered. Revenues generated from licensing are distributed to the inventors, campuses, WiSys, and the UW System.

WiSys markets the technologies to appropriate industries or universities, giving special emphasis to Wisconsin companies. We also encourage researchers to explore their entrepreneurship options. NovaScan LLC, Mycophyte Discovery LLC, Graphene Solutions LLC, and Oshkosh Nanotechnology LLC are examples of Wisconsin startups based on WiSys technologies and led by UW faculty.



“WiSys provides the muscle that helps me to get new projects underway and obtain patents,” said UW–Oshkosh Professor [Name]

Pictured is a quantum dot phosphor from Gibson's work on improving solid-state lighting.



FACILITATING RESEARCH AND DEVELOPMENT (R&D)

In addition to patenting and licensing, WiSys facilitates dynamic research and development programs that train students and generate new discoveries. In today's top tier college classrooms, instructors are integrating R&D training with traditional teaching. UW comprehensive campuses are making the same transition: brilliant and energetic faculty are leading students to become the next generation of inventors and high-tech workers for the state of Wisconsin.

At UW campuses in Platteville, Stevens Point, and Whitewater, students perform hands-on research in carbon nanotubes, nanowires, and nanocomposites, respectively. Students also are involved in investigating cancer stem cells at River Falls, quantum dot phosphors for lighting at Oshkosh, bioenergy at Stevens Point, rational drug design at Eau Claire, identification of natural therapeutic compounds at La Crosse, and solar energy at Stout. Throughout the UW System, students are enriching their educational experience while contributing to critical scientific advances that will shape the future.

Several discoveries made with the involvement of students are being patented and marketed. Students are an integral part of teams working on research areas ranging from nanomaterials to disposable shoe packaging.

Supporting R&D programs will have a significant impact on the growth of local and state economies by training the future workforce and filling the technology pipeline for business growth. WiSys plays a vital role in this process by managing and facilitating R&D funding programs for the System administration.



WiSys Manages Five R&D Grant Opportunities for the UW System

ARG The Applied Research Grant is a one-year grant available to UW faculty from any discipline and any campus. ARG is directed towards projects that will impact the state economy.

WiTAG The WiSys Technology Advancement Grant is targeted to developing technologies with market potential.

ARG-WiTAG The combined ARG and WiTAG grant is available to researchers in science and technology at the comprehensive campuses. Madison and Milwaukee faculty must collaborate with comprehensive campus faculty to be eligible for funding.

PDF The Prototype Development Fund is available to inventors who have disclosed discoveries to WiSys and are interested in developing a functional prototype.

RTG The Re-Assignment Time Grant distributes funds to assist UW System faculty in developing and submitting extramural grant applications.

WiSys has simplified the grant application process, built accountability, and targeted projects with economic potential. ARG- and ARG-WiTAG-supported projects have yielded 17 discoveries over the last two years that are being protected through patent applications.

Visit the “For Researchers” section at www.wisys.org for application information and materials for all five programs.

BUILDING COLLABORATIONS



The third cornerstone of our strategy for technology development in Wisconsin is building collaborations among UW System campuses, the state's research institutions, and small- and medium-sized companies. Clinical organizations such as Marshfield Clinic and the Medical College of Wisconsin, along with the UW System comprehensive campuses, employ researchers with strong technical expertise. Their enormous intellectual potential has not yet been fully utilized by our state, but WiSys and the UW System are bringing together researchers from these organizations and UW System campuses to collectively develop technologies and products. Collaborative R&D with Marshfield Clinic is already in progress at four UW campuses.

"I've seen WiSys grow from just an idea to an organization that brings together high-energy individuals and institutions across the state for productive and innovative research and development."

— Carl Gulbrandsen, Managing Director of WARF

The key to large-scale success lies not only in collaborations between UW institutions and clinical organizations, but also in partnerships with Wisconsin industry. WiSys continually seeks productive and mutually beneficial partnerships across our state. The following companies have partnered with UW System campuses to bring discoveries to life:

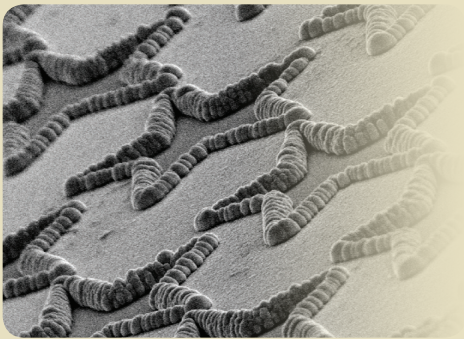
- BioDiagnostics and Brownseed Genetics — increased oil content in corn
- Bubbling Springs Solar — superior solar panels for water heaters
- OEM Fabricators — osteoporosis treatment device
- Phillips Plastics — next-generation biomedical innovations
- Spectrum Industries, Inc. — science laboratory workstation for disabled students
- Weinbrenner Shoe Company — superior design of fireboot soles

These partnerships are forerunners of a trend in which our comprehensive campuses develop technologies and products for Wisconsin companies and contribute directly to the growth of the state economy.

Developing Partnerships Among Brilliant Minds

WiSys conducts workshops each year on a variety of topics including bioenergy, nanosciences, medical devices, clinical sciences, tissue engineering and biopolymers. University and industry experts are invited to attend and encouraged to discuss possible collaborative projects.

Our largest gathering, the Wisconsin Science & Technology Symposium, is held annually. Participants meet to network and listen to presentations given by researchers from the UW System and Marshfield Clinic, in addition to representatives from other clinical and state organizations and industry. The symposium showcases the breadth and quality of research across the state.



“WiSys has helped me to be more creative in the laboratory and connect with other experts in Wisconsin. The success I am having in research also shows in my teaching,” said Professor Mike Zach, UW–Stevens Point. Zach has been working with his team on a new method of depositing semiconductor nanowires (pictured left).

Connecting our most innovative minds from the university and industry helps transition Wisconsin to a new knowledge-based economy. WiSys assists researchers, institutions, and the state in moving forward. Tom Still, president of the Wisconsin Technology Council, states: “WiSys is a tireless advocate for academic research and development around the state and helps forge collaborations.”



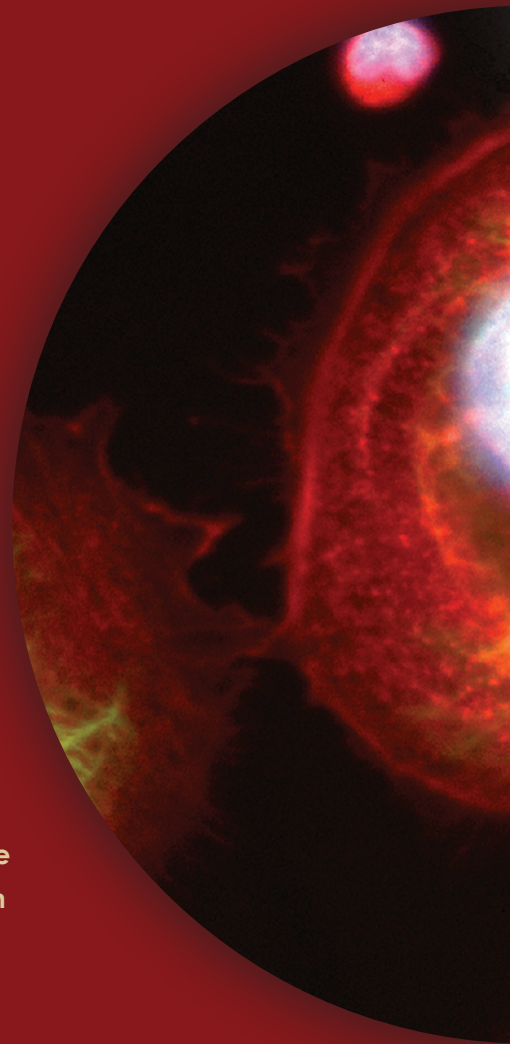
Top Photo by Bill Hoepner, UW–Eau Claire.

If you are a UW System researcher or a company representative and haven't worked with WiSys before, please contact Maliyakal John at 608.265.2135 or maliyakal@wisys.org.

THE FUTURE IS NOW

WiSys's vision for the future includes the creation of emerging technology centers, which will tap the unique resources of our comprehensive campuses and act as primers for innovation and discovery. These technology centers will form a nucleus for economic development in different regions, energizing faculty and motivating local industry partners. Each center will form partnerships with other UW System campuses, encouraging interdisciplinary research and real-world applications.

This vision is closely aligned with the plans of the state and the UW System. Speaking at the Wisconsin Science & Technology Symposium, Governor Jim Doyle emphasized the role of science and technology in revitalizing Wisconsin: "We're staking our future on good science and the development of good technology from that science." System President Kevin Reilly also believes that technological advancement is the key to future success, and his Growth Agenda envisions a UW System that leads the way in technology innovations for the common good of the state and country.



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7/15/2011

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March 8, 2012 – In Madison

April 12-13, 2012 – Hosted by UW-Superior

June 7-8, 2012 – Hosted by UW-Milwaukee

August 23-24, 2012 – In Madison

October 4-5, 2012 – Hosted by UW-Stout

November 8, 2012 – In Madison

December 6-7, 2012 – Hosted by UW-Madison

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