DATE: February 2, 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
1220 Linden Drive, Room 1820, Madison, Wisconsin 53706 on February 9 & 10, 2012

Thursday, February 9, 2012

7:30 a.m.   All Regents – Room 1920

               Move into closed session to confer with legal counsel regarding pending or
               potential litigation, as permitted by s. 19.85(1)(g), *Wis. Stats.*

10:00 a.m.   All Regents – Room 1820

               1. Calling of the roll
               2. Strategies for Cost Containment and Improved Educational Attainment
               3. Update on Legislative Task Force on UW Restructuring and Operational
                  Flexibilities
               4. Report of the Ad Hoc Working Group on System Structure and Governance

12:00 p.m.   Box Lunch

12:30 p.m.   Education Committee – Room 1820

12:30 p.m.   Joint Meeting of the Business, Finance, and Audit Committee and the Capital
               Planning and Budget Committee – Room 1920

1:15 p.m.   Business, Finance, and Audit Committee – Room 1920

1:15 p.m.   Capital Planning & Budget Committee – Room 1418

<u>Friday, February 10, 2012</u>

9:00 a.m.   All Regents – Room 1820

Information about agenda items can be found at <u>http://www.uwsa.edu/bor/meetings.htm</u> 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 <u>http://www.uwex.edu/ics/stream/regents/meetings/</u> on Thursday, February 9, 2012, at 10:00 a.m. until approximately 12:00 p.m., and Friday, February 10, 2012, at 9:00 a.m. until approximately 12:00 p.m.

UNIVERSITY OF WISCONSIN SYSTEM
STRATEGIES FOR COST CONTAINMENT AND
EDUCATIONAL ATTAINMENT

EXECUTIVE SUMMARY

BACKGROUND

Within the last three years, there have been two national calls made to higher education systems and institutions. The first was a call to increase the country's educational attainment by returning the United States to its previously held position as the world leader in the percentage of adults with a college degree by the year 2020. The University of Wisconsin System stepped up to this challenge in creating the *Growth Agenda for Wisconsin*, and one of its stated goals is to increase the number of degrees conferred each year by nearly one-third, resulting in a cumulative gain of 80,000 more graduates by 2025. Attaining this goal means increasing access to—and success in—higher education for people who have not traditionally entered and completed post-secondary education.

The second call is one to control the rising cost of a college education. This call was made clear in President Obama's recent State of the Union Address, but has been growing louder for several years, exacerbated by the country's economic recession, dramatic increases in the numbers of students attending college, and the concomitant accumulation of debt by those students. Collectively, these two national calls ask higher education in the United States to conduct some changes in the way it does business, toward the goals of improved educational access, attainment, and affordability for students.

The UW System has always strived to control the costs of attending UW institutions, and the stewardship of resources inherent in the second call is a stated part of the mission statement for the University of Wisconsin System Administration:

> *With the Board of Regents, the UW System Administration leads and serves the UW System institutions, as a champion of higher education and a responsible steward of resources.*

The mission statement goes on to say that, in fulfillment of the mission and under the direction of the UW System President, UW System Administration *aligns university programs with the current and future needs of the state and the nation, acquires and manages the human, physical, and financial resources needed to advance public higher education in Wisconsin, and ensures the effective and efficient use of resources.* (The full statement may be found at: http://www.wisconsin.edu/about/mission.htm.)

At the February 2012 meeting, the Board of Regents will discuss ways the System and its institutions are working to meet the goals of increasing educational attainment, while at the same time controlling the total cost of education. A presentation will include a retrospective on funding in the UW System over the last 30 years, and the return on that investment in terms of

educational attainment, as well as institutional examples of strategies being taken to contain costs.

REQUESTED ACTION

For information only; no action is required.

RELATED REGENT POLICIES

Some of the Regent Policy Documents (RPDs) most relevant to educational attainment include those on "Admissions Policies" (Section 7 of the RPDs), and "Equal Opportunity Policies" (Section 17 of the RPDs); some of those most relevant to cost containment include those on "Fiscal Policies and Procedures" (Section 21 of the RPDs), and "Tuition/Fees" (Section 32 of the RPDs).

Board of Regents

1860 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706
(608)262-2324
email: board@uwsa.edu
website: http://www.uwsa.edu

February 9, 2012
Agenda Item 4.

DATE: February 3, 2012

TO: UW System Board of Regents President Michael Spector

FROM: Regent Vice President Brent Smith, Chair
             Regent Judith Crain
             UW-Eau Claire Chancellor Brian Levin-Stankevich
             UW-Milwaukee Chancellor Mike Lovell
             UW System President's Chief of Staff Andy Richards
             Regent Chuck Pruitt
             UW-Oshkosh Chancellor Rick Wells

SUBJECT: Report of the Ad Hoc Work Group on UW System Structure and Governance

Thank you for the opportunity to serve on the Ad Hoc Work Group on UW System Structure and Governance. This report is offered for your consideration and for Board of Regents discussion. In addition, it is hoped that the background information contained in the report will prove useful as the legislative Special Task Force on UW Restructuring and Operational Flexibilities studies the complex issues related to the structure of the University of Wisconsin System.

INTRODUCTION

The Work Group was charged with two related goals: (1) analyzing one of the six issues identified in the legislation creating the Special Task Force, i.e., "whether there is a need to restructure the UW System and, if so, make recommendations as to a new governance structure;" and (2) identifying governance structures from university systems around the country, in response to President Reilly's recommendation, following the Report of the President's Advisory Committee on the Roles of UW System Administration, that a statewide conversation occur on the benefits and drawbacks of establishing campus-based institutional boards.

After analyzing these two areas, the Work Group concluded that restructuring should be undertaken only if it furthers the mission of the UW System. Specifically, the Group concluded that:

1. The mission of the UW System can be advanced through significant changes that would better reflect changing economic realities and strengthen the System's ability to fulfill its goals.

Universities: Madison, Milwaukee, Eau Claire, Green Bay, La Crosse, Oshkosh, Parkside, Platteville, River Falls, Stevens Point, Stout, Superior, Whitewater,
Colleges: Baraboo/Sauk County, Barron County, Fond du Lac, Fox Valley, Manitowoc, Marathon County, Marinette, Marshfield/Wood County, Richland,
Rock County, Sheboygan, Washington County, Waukesha, Extension: Statewide

2. As a university system serving a public purpose, the UW System needs much greater independence from state-level restrictions that hold it back from accomplishing its mission.

3. Institution-level advisory boards, or "Chancellors' Advisory Councils," should be enhanced to provide greater advice and advocacy for individual UW System institutions. In addition, consideration should be given to implementing a systemwide advisory council, comprised of members of the institution-level councils, to consider matters of statewide concern.

4. Regional education councils would further support both the missions of individual institutions, and also economic development throughout the state.

This report describes the Work Group's reasoning for each of these conclusions.

ADVANCING THE MISSION OF THE UW SYSTEM

Several components form the core of the UW System's governance structure, as created by state statute: governance and oversight of the System vested in a single Board of Regents; assignment to the System president and institutional chancellors of the responsibility to manage UW System institutions; and shared governance roles for faculty, academic staff, and students. The Work Group began its consideration of whether there is a need to restructure the UW System by examining: (1) the mission and goals of the System's structure; and (2) recent administrative changes and economic realities that may affect the need for restructuring.

Structure Should Serve System Mission and Goals

The Work Group recognized that the mission of the UW System is a central consideration underlying the question of "whether there is a need to restructure" the UW System. The Group agreed that form should follow function – that the structure of the System should serve to strengthen the System's ability to accomplish its mission, as adopted by the Legislature:

> to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses and to serve and stimulate society by developing in students heightened intellectual, cultural and humane sensitivities, scientific, professional and technological expertise and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth. [s. 36.01(2), Wis. Stats.]

The Work Group believes that the value of today's Wisconsin public higher education system, as created by the Governor and the Legislature forty years ago, is as great as ever. Consistent with the UW System's mission, research shows that higher education strongly benefits both individuals and communities. Those with bachelor's degrees earn more than those who have completed high school. Unemployment rates decline as education levels increase. Increased levels of educational attainment are associated with a wide array of societal benefits,

such as enhanced worker productivity; increased rates of volunteerism, voting, and blood donation; lower rates of poverty, smoking, and incarceration; and lower crime rates.

Research also shows that universities contribute to local economic development. According to a study by Richard K. Lester of the MIT Industrial Performance Center, "universities can help to attract new human, knowledge, and financial resources from elsewhere. They can help to adapt knowledge originating elsewhere to local conditions. They can help to integrate previously separate areas of technological activity. They can help to unlock and redirect knowledge that is already present in the region but is not being put to productive use."

For all of these reasons, Wisconsin needs better-prepared and more college graduates. By 2018, an estimated 61 percent of jobs in Wisconsin will require postsecondary education, 139,000 more than in 2008. When he spoke to the Board of Regents shortly after his election, Governor-elect Walker emphasized economic development and the alignment between the need for job growth in the state and the innovation and creativity of the UW System.

The question of what would constitute a "need to restructure" the UW System might also be answered by looking at whether goals that led to the creation of the current System structure still exist. Among the reasons for the formation of the UW System were to:

- improve the efficiency of public higher education in Wisconsin;
- eliminate competition for resources between separate boards of regents;
- promote the ease of credit transfer among institutions;
- eliminate the duplication of unnecessary programs; and
- promote the sharing of ideas and stimulate creativity and growth.

All of these goals remain important today, and the existence of the System has led to significant progress on all of them. For example, increases in efficiency have been achieved through administrative collaboration and programmatic and technological improvements. Credit transfer within the UW System is nearly seamless. In some respects, the goals now have a different focus. State funds represent a smaller percentage of the UW System's funding, for instance, and institutions potentially compete for students' tuition revenue, rather than for state funding.

If the structure of the System is to advance the mission and goals of the UW System, as we believe it should, then the structure should advance the goals of more, better-prepared college graduates; greater administrative efficiency; stronger advocacy for state and private funding; and greater collaboration.

Recent Administrative Changes and Current Economic Realities

Recent changes that have already occurred may support in some new ways the mission and goals of the UW System. First, the 2011-13 biennial budget, passed by the Legislature in June 2011, authorized some changes that are viewed as positive steps toward achieving additional, even more significant management flexibility in the future. The budget bill, for example, authorized the Board of Regents to allocate GPR funds to UW System institutions in the form of block grants; delegated authority to enter into contracts for some supplies and

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services related to higher education; and authorized the development of new university personnel systems. Second, President Reilly appointed the President's Advisory Committee on the Roles of UW System Administration and charged it with recommending how to reshape the working relationship between UW System Administration and the UW System institutions. In response to the report, President Reilly announced that UW System Administration staff would take on a more consultative role and called upon the UW System's 14 chancellors to assume new leadership roles and more control over budgeting, financial management, and other operational decisions.

It could be argued that the changes promoted by the biennial budget and the President's Advisory Committee should be allowed to "play out" prior to consideration of further change, since these changes address some of the possible goals of restructuring – greater administrative efficiency, stronger advocacy for state and private funding, and greater collaboration. However, the Work Group recognized that certain other factors favor more immediate changes:

- increasing reliance on private donations for UW System capital and operating support, and a need for more voices advocating for community investment and engagement in public higher education throughout Wisconsin;

- the UW System's significant role in economic development through the education and development of the state's workforce and creation of innovative research and technologies; and

- the fact that the UW System is but one part of the state's educational system and that collaboration with other sectors of the state's educational system will better serve the citizens, businesses, and communities of Wisconsin.

Therefore, the Work Group concluded that the policy goals that led to the creation of the UW System continue to be important. Despite recent administrative changes, current economic realities and a dynamically changing higher-education landscape at the federal level require the UW System to reposition itself to continue to meet those goals and to more effectively serve the citizens of the state. The remainder of this report discusses possible approaches to this repositioning: (1) the UW System's role in serving a public purpose; (2) institution-level board structures; and (3) a possible new regional approach to higher education collaboration.

THE UW SYSTEM'S ROLE IN SERVING THE PUBLIC PURPOSE

UW System institutions serve important public purposes. They are engaged in developing talent, resources, and innovations that fuel the state's quality of life, as well as the economies of communities throughout the state. The Work Group considered how the System's relationship with state government might be changed to strengthen the System's ability to fulfill its public purpose.

Despite recent gains in flexibility, the UW System remains highly regulated by the state Department of Administration and other state entities in ways that hamper UW institutions' ability to operate in an innovative or entrepreneurial fashion. Aims McGuinness, of the National

Center for Higher Education Management Systems, has indicated that most states and countries have shifted away from models in which the state owns, controls, and subsidizes public universities, and instead are focusing on how the university enterprise connects to the future of the state.

Dr. McGuinness has pointed to Wisconsin as an example of a state that continues to have a high degree of control and regulation over its public university system. The state's procedural control and regulation of the UW System encompasses such management areas as construction and project management, compensation, purchasing and contracting, regulation of tuition and fees, and handling of revenue.

In a recent presentation to the Special Task Force on UW Restructuring and Operational Flexibilities, Dr. McGuinness outlined various principles of effective university systems. Among these principles was a strategic plan for the university system, including metrics linked to the future of the state, such as educational attainment, the economy, and quality of life. Other principles were: clearly defined missions; clear lines of authority and responsibility among the system board, system president, and chancellors; and effective and efficient management of every institution.

Heavy external regulation runs counter to the establishment of the most effective type of university system. Regulation has limited the ability of the Board of Regents to govern the UW System and of the UW institutions to fulfill their public purpose in serving the citizens of the state. The transfer of additional authority to the Board of Regents is necessary to change the structural relationship between the state of Wisconsin and the UW System. Strengthening the Board's role in a variety of significant management areas will strengthen the System:

Management Authority Needed to Enhance the University's Public Purpose Mission

Management Area	The Board of Regents should have authority to:
Capital Planning	• Approve, design, contract, and manage capital projects.
Procurement	• Control procurement and make all purchasing decisions for the UW System.
Financial Management	• Retain, manage, and invest funds. • Set tuition and fees.
Human Resources	• Set and adjust compensation for all UW System employees.
The Board of Regents should be expected to:	
Reporting	• Report on the UW System's progress in meeting significant accountability measures that are linked to the future of the state.

The UW System can better meet its public purpose if the Board of Regents is authorized to govern the System more fully. To this end, **the Work Group recommends the Board of Regents seek full authority to set tuition and to manage the System's financial and human resources, capital projects, and procurement activities**. With greater authority to govern its own activities, the Board can further delegate to UW System institutions the ability to align System resources with the types of degrees that will best serve the state of Wisconsin and provide greater accountability for results.

State funding no longer provides the resources necessary to completely serve the state's growing needs for higher education. During this time of limited public funding, the UW System needs control over its management and operational decision-making in order to increase efficiency, serve more students, enhance quality, help grow the economy, and compete in global talent markets.

GOVERNING AND ADVISORY BOARD STRUCTURES

To assist the Work Group in considering the concept of institution-level boards within the UW System, the Group examined: (1) other public university systems' structures; and (2) structural changes within the purview of the Board of Regents that would serve the university's public purpose mission.

Other Public University Systems' Structures

Research on governance structures in other public university systems reveals wide variation across the country. According to a 2008 survey by the Association of Governing Boards, these structures include governing systems, coordinating authorities, independently governed institutions, and various combinations of these. Examples include the following:

- Governing systems: Governing systems may include only two-year institutions, only four-year institutions, or both two- and four-year institutions, and may be statewide or include only a segment of the state's institutions. Some systems encompass all two-year and four-year institutions in the state (e.g., Alaska, Hawaii, Idaho, Kansas, Montana, North Dakota, Nevada, Rhode Island and Utah); some states have statewide governing boards for four-year institutions (e.g., Arizona, Florida, Iowa, Mississippi, North Carolina, Oregon, and South Dakota); and some states have multiple systems of four-year institutions (e.g., California, Colorado, Illinois, Indiana, Louisiana, Nebraska, Oklahoma, Pennsylvania, and Texas).

  Several states, such as Wisconsin, have one or more university governing systems that include both two- and four-year institutions (e.g., Arkansas, Georgia, Minnesota, New York, Oklahoma, Tennessee, Texas, Vermont), with the state of Georgia having a governance structure most similar to Wisconsin's.

- System and institutional governing boards: Only four states -- Florida, North Carolina, Pennsylvania, and Utah -- have systems with systemwide governing boards that also include institution-level governing boards. The Utah system includes all two-year and four-year institutions, each with their own governing board, while the systems in Florida and North Carolina include only the four-year institutions in the state, each with their own governing board. Pennsylvania has one system of four-year institutions, each of which has its own governing board; a second system of four-year institutions that do not have institutional governing boards; and three independent institutions, each with their own governing board.

- Statewide coordinating boards and institutional governing or advisory boards: Michigan, New Jersey, Ohio, South Carolina, Virginia, and West Virginia do not have governance

systems; rather, each institution has its own governing board. However, with the exception of Michigan, each of these states has a statewide coordinating or advisory board for higher education.

Just as the types and configurations of other states' board structures vary widely, so do their responsibilities. Among these responsibilities are: strengthening community relations and fundraising; being involved in the selection of chancellors; adopting policies on admissions, student conduct, procurement, facilities, and other matters; approving academic programs; overseeing trust funds; approving budget requests; and establishing or approving tuition. *Appendix 1* highlights responsibilities of systems with institution-level *governing boards*. *Appendix 2* shows examples of and characteristics of institution-level *advisory boards*.

UW System Structure and Institution-Level Boards

Board of Regents policy (Regent Policy Document 33-1) authorizes UW System institutions to create institution-level advisory boards. The policy specifically requires Boards of Visitors for UW-Madison and UW-Milwaukee and authorizes other chancellors to establish such boards "in order to assist and advise the Regents, system President and Chancellors." The Work Group considered: (1) existing institution-level boards within the System; (2) the possibility of institution-level governing boards; and (3) new ideas for enhancing the System's existing institution-level advisory board structure.

Existing Advisory Boards within the UW System

Among UW System institutions, ten of fourteen (with UW Colleges and UW-Extension combined) have some type of institutional advisory board or group, ranging from an informal group of advisors that the chancellor consults as needed, to boards with by-laws, terms for members, and other formalities. These boards range in size from five to approximately 30 members, with the members generally, but not always, selected by the chancellors. In interviews the Board of Regents Office conducted on behalf of the Work Group, UW System chancellors who have institutional advisory boards identified the primary role of their boards as providing advice and direction.

Institution-level Governing Board Considerations

Perspectives on the potential value of institution-level governing boards vary, as do views on the authority that such boards should have. UW System chancellors were asked to describe their level of interest in having an institution-level board with more authority than the current institution-level advisory boards. More than half of the chancellors indicated that they had little or no interest in having an institutional board with more authority. They identified potential disadvantages of institution-level governing boards, suggesting that such boards would:

1. add another "boss" to whom chancellors must report, which may create confusion regarding lines of responsibility and accountability;
2. potentially diminish chancellors' authority, control, and autonomy;
3. add a layer of bureaucracy at a time when the UW System is trying to reduce bureaucracy;

4. create a risk of institution-level board members attempting to micromanage an institution;
5. be time-consuming and potentially costly because of the need to staff a board and manage board relations;
6. promote competition for resources among institutions;
7. be unhelpful to smaller institutions or areas of the state with lower populations and fewer representatives in the Legislature; and
8. create an opportunity for local politics to influence institutional decisions.

Several chancellors expressed interest in institution-level governing boards. The University of North Carolina (UNC) System has been cited as one example of a systemwide governing board that delegates certain authority to institution-level governing boards. The Work Group carefully considered the types of delegation that do and do not occur under the UNC model, as well as the numerous drawbacks associated with institution-level governing boards. A significant feature of the UNC model is delegation from the System board to institution-level boards, rather than delegation to chancellors. This may result in greater local-level participation in decision-making, but it also dilutes chancellors' authority.

The Group concluded that an institution-level advisory board structure, with governing authority vested in the Board of Regents and delegated to chancellors, would be a better approach for enhancing UW System institutions' ability to fulfill their unique missions, without creating an undue administrative burden for chancellors.

New Institution-level Advisory Board Structure and Future Changes

In further considering institution-level advisory boards, the Work Group recognized that recent administrative changes in the UW System and current economic realities require a hard look at possible changes in institution-level advisory boards. UW System chancellors identified the following needs that could be addressed by strengthened institution-level boards:

1. enhanced advocacy for the institution with the public, business community, Legislature and Governor;
2. increased attention on the unique aspects of each institution;
3. greater opportunity for citizen involvement to support and obtain more flexibilities;
4. more accountability, closer to the institutions; and
5. greater engagement of an institution with the community, promoting better understanding of the campus culture and environment.

Therefore, the Work Group focused on a possible approach for enhancing the structure of chancellors' advisory boards. Chancellors could convert, expand, or create institution-level advisory boards, with membership to be determined by the chancellor. Members might include influential alumni; institution foundation board members; and local education, business, or community leaders. The size of each institution's board would vary based on the interests and needs of each chancellor. Such boards would be optional for each institution. The statewide Board of Regents would retain its current statutory roles and responsibilities and would receive additional input on the needs of specific institutions through a formal process involving the institution-level boards.

Each institution-level advisory board, perhaps termed a "Chancellor's Advisory Council," would:

- advise the chancellor regarding advocacy approaches, community needs, and community relations;
- offer feedback and advice to the chancellor on an institution's strategic planning efforts;
- advocate for the institution's needs in the community or with state legislators and the Governor's office;
- plan, participate in, or advise on efforts to seek alternative resources on behalf of the institution; and
- work with the UW System president and administration, through the respective chancellors, to advocate for the UW System and its institutions.

The chancellors of UW-Madison and UW-Milwaukee, in particular, have expressed interest in developing or reinvigorating their institution-level advisory boards. A significant change would be to have Regents serve on these boards. This would add a new dimension to the Regent-institution relationship that could be implemented relatively quickly and would facilitate communication among chancellors, Regents, UW System Administration, and third-party advocates about the specific needs of an institution. If this approach were adopted, either for these two institutions or more broadly, the Regent president could, at a chancellor's request, appoint one to three Regents to serve on each institution-level advisory board. In addition, Regent members could address the Board of Regents regularly (e.g., twice a year) to discuss issues related to the institution-level boards on which they serve.

This approach to institution-level advisory boards or councils raises the question of a possible conflict between a Regent's role as an institution-level board member and his or her systemwide responsibilities. The Work Group concluded, however, that this approach is consistent with the recently-adopted legislation on Board of Regents geographic representation and the existing practice of individual Regent assignments to "buddy" institutions. Regents could be reassigned periodically by the Board president and would need to be attentive to maintaining a systemwide perspective.

Thus, because institution-level advisory boards have the potential to strategically engage community members and others and to enhance advocacy on behalf of UW System institutions during a time of challenging economic realities, **the Work Group recommends that:**

- **UW System chancellors continue to develop and rely upon institution-level advisory boards;**
- **the Board of Regents amend its policy on Boards of Visitors to describe new Chancellors' Advisory Councils; and**
- **upon a chancellor's request, the Regent president appoint one to three Regents to serve on each chancellor's Advisory Council.**

Only when the Board of Regents gains much greater authority for management and leadership decision-making does the Work Group believe it would be worthwhile to discuss possible delegation of a greater degree of authority from the Board to institution-level councils.

In the event of such a discussion, several principles should apply: (1) institution-level boards would remain the creation of the Board of Regents, as the Board would be best positioned to determine the amount of authority to vest in them; (2) tuition-setting authority would remain vested in the Board of Regents; and, similarly, (3) authority to select chancellors would remain with the Board of Regents. Any conversation about allocating certain types of authority to institution-level boards – along with commensurate levels of accountability for good stewardship – should give the highest priority to preserving the strengths of the current governing structure.

The Work Group also considered the portion of the current Board of Visitors policy related to a systemwide advisory council. Board policy allows each institutional Board of Visitors to designate two representatives to serve on a systemwide council of visitors to consider matters of systemwide concern. The systemwide council's relationship to the Board of Regents would need better definition than the policy now provides. However, in the spirit of enhanced communication and relationships among members of the Board of Regents and UW System constituencies, **the Work Group recommends that the Board of Regents consider how to best implement a systemwide advisory council that would offer insights and advice**. In addition to the council's relationship to the Board (e.g., whether Regents would serve on the council and whether the council would report periodically to the Board), considerations would include how frequently such a council would be convened, and whether it would be convened by the Board or by the System president.

REGIONAL EDUCATION COUNCILS

The Work Group discussed the role that UW System institutions play in developing, strengthening, and supporting the state's economy and recognized that although the UW System has a significant role to play, it is only one sector of the state's educational system. Increasing efforts to work collaboratively with other sectors of the state's educational system, including technical colleges; private, not-for-profit colleges; and K-12 school districts, would best serve the citizens, businesses, and communities of Wisconsin. Communication and collaboration can advance UW System institutions' ability to advance their missions.

In this context, the Work Group discussed the efforts of New North, Inc. and the Northeast Wisconsin Educational Resource Alliance (NEW ERA). New North, Inc. is a consortium of business, education, civic and other leaders in the 18-county region of northeastern Wisconsin who work collaboratively to promote and expand economic development efforts, job growth, and economic vitality for the region. NEW ERA, a partner of New North, Inc., includes leaders of technical colleges and UW institutions in the 18-county region who work to foster regional partnerships to better serve citizens' educational needs. In southeastern Wisconsin, the Milwaukee 7 is a regional, cooperative economic development platform. The Work Group concluded that similar regional collaborations involving other sectors of the state's educational system would expand educational cooperation and, consistent with the *Growth Agenda*, benefit businesses and communities in more regions of the state.

In addition, regional councils could promote transfer, outreach, and college readiness efforts, as well as existing work related to improving student learning and the success of underrepresented groups. Regional councils also could serve as resources for communities,

businesses, and local governments, to advance common interests; address educational aspects of community and economic development issues on a regional basis; and to advance partnerships with business, industry, and other groups.

The Work Group agreed that the distinctiveness of the UW System institutions suggests that a one-size-fits-all approach would not recognize the varying missions, capacities, and strengths of each institution. For example, while many UW institutions serve a regional constituency of businesses and communities, the same is not true for UW-Madison, which has an even broader constituency. For institutions such as UW-Platteville and UW-Superior, regional partnerships might appropriately involve business, community, and educational sectors in nearby states.

Chancellors could work with technical college presidents to identify logical boundaries for each region, such as boundaries that align with technical college district boundaries, Cooperative Educational Service Agency (CESA) boundaries, or regional territories identified by the Wisconsin Economic Development Corporation. Chancellors might initially convene the regional councils, with the expectation that leadership of the councils could rotate among members. Chancellors might also work with council members and UW System Administration to secure funding to staff and support the regional councils.

To recognize the needs of each area of the state and to develop partnerships that are effective for each institution, **the Work Group recommends that the Board of Regents formalize the expectation that UW System chancellors will work to develop (or to further develop) regional councils designed to enhance regional collaboration among educational institutions and business and other regional interests**. Existing models may be New North, Inc. and the Milwaukee 7. To enhance the councils' relationship with the Board of Regents, the Group anticipates that Regents might be appointed to serve on them. Progress toward regional collaboration should be reported to the Board of Regents through periodic updates from the participating Regents and chancellors.

SUMMARY AND CONCLUSION

The structure of the UW System should serve the mission and goals of the System. Under the authority of a central governing Board, the System is, by any number of measures, continuing to fulfill an important purpose in the state. Consistent with effective practices in higher education and, to fulfill the System's role as a public purpose university, the work group recommends that the Board of Regents seek greater authority to exercise state-delegated management decision-making authority.

In analyzing the advantages and disadvantages of institution-level advisory boards, the Work Group identified as a primary advantage the possibility that this structure could increase the number of individuals advocating on behalf of an institution within a community, or with members of the Legislature or the Governor. In addition, if chancellors appoint members of institution-level advisory boards, this would provide chancellors with a way to acknowledge, honor, and engage alumni and other community members. The Work Group recommends that UW System chancellors continue to develop and rely upon institution-level advisory boards, and

that the Board of Regents amend its policies to describe new Chancellors' Advisory Councils. The Work Group further recommends that the Board of Regents consider the implementation of a systemwide council consisting of members of the Chancellors' Advisory Councils.

Institution-level governing boards currently are not seen as supporting the System's mission and goals, as they have significant disadvantages, including the potential for increased competition among institution-level boards and the Board of Regents for limited state resources. Establishment of institution-level boards also increases the opportunity for conflict or public disagreement between the local boards and the chancellors or the local boards and the Board of Regents regarding roles, authority, responsibility, or accountability. Institution-level boards with governing authority could dilute the existing authority, not only of the Board of Regents, but also of chancellors. Such boards also could create an administrative burden for chancellors.

While a discussion of institution-level governing boards could be worthwhile if the Board of Regents gains much more administrative authority, the Work Group believes that at this time the challenges associated with local governing boards would outweigh the benefits. Any proposals involving local governing boards should include a careful assessment of the likely effects on the quality and efficiency of public higher education in Wisconsin, the allocation of limited state resources, the potential for duplication, the operational costs associated with any new structures, the relationship between the UW System institutions and the Board of Regents, and accountability to the public.

Finally the Work Group considered the creation of a regional education council structure as a way of further advancing the missions of each UW institution in a regional context. The Work Group recommends that the Board of Regents formalize the expectation that UW chancellors will work to develop, or to further develop, regional councils designed to enhance collaboration among educational institutions and business and other regional interests.

President Spector, we look forward to discussing the concepts presented in this report during the February Board of Regents meeting, and thereafter.

APPENDIX 1: UNIVERSITY SYSTEMS WITH INSTITUTIONAL BOARDS WITH GOVERNING AUTHORITY			
	STATE UNIVERSITY SYSTEM OF FLORIDA	**UNIVERSITY OF NORTH CAROLINA SYSTEM**	**PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION (PASSHE)**	**UTAH SYSTEM OF HIGHER EDUCATION**
System Board	Board of Governors	Board of Governors	Board of Governors	Board of Regents
System CEO	Chancellor	President	Chancellor	Commissioner of Higher Education
Institutional Board	Board of Trustees	Board of Trustees	Council of Trustees	Board of Trustees
Institutional CEO	President	Chancellor	President	President
Size of Institutional Board	13 members, including the chair of the faculty senate and president of student government	13 members, including 1 student member	11 members, including 1 student member	10 members
Appointing Authority for Institutional Boards	Governor appoints 6 of 11; Board of Governors appoints 5 of 11	Governor appoints 4 of 12; Board of Governors appoints 8 of 12	Governor appoints	Governor appoints 8 of 10
Term of Members	5 years	4 years	6 years	4 years
Number of Institutions	11 institutions	16 institutions	14 institutions	9 institutions
Appointment of Institutional CEO	• Select institutional president subject to the confirmation of the candidate by the Board of Governors. • Establish the powers and duties of the institutional president.	• Conduct search for chancellor and submit names to the System president for appointment by the System Board. • Consult with chancellor before appointments are made to senior positions and tenured positions. • Act on other appointments based on recommendations from the chancellor.	• Make recommendations to the System Chancellor related to appointment, retention and dismissal of the institutional president following consultation with students, faculty and alumni. • Evaluate the president; forward results and recommendation to the System Chancellor for submission to the System Board.	• System Board consults with institutional board of trustees regarding the appointment of the institutional president.
Public Relations			• Assist the institutional president in developing proper relations. • Represent the institution at official functions of the Commonwealth.	• Facilitate communication between the institution and the community. • Perpetuate and strengthen alumni and community identification with institutional traditions and goals.
Student Admissions, Services, & Discipline	• Adopt regulations or policies in areas including but not limited to: admission and enrollment; activities and organizations; anti-hazing, related penalties, and program for enforcement; and uniform student code of conduct and related penalties.	• Makes final decisions on admission appeals. • Reviews and approves the recommendations of the chancellor regarding student services. • In conjunction with System board, prescribes policies for student conduct, activities, government, and athletics.	• Review and approve recommendations of the institutional president regarding standards for admission, discipline, and expulsion of students.	

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APPENDIX 1: UNIVERSITY SYSTEMS WITH INSTITUTIONAL BOARDS WITH GOVERNING AUTHORITY				
	STATE UNIVERSITY SYSTEM OF FLORIDA	UNIVERSITY OF NORTH CAROLINA SYSTEM	PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION (PASSHE)	UTAH SYSTEM OF HIGHER EDUCATION
Facilities and Properties	• Must obtain prior approval from the Board of Governors before entering into a binding contractual obligation to improve real property that will result in a commitment of state funds for the development, construction, operation, or maintenance of an educational or research facility. • Acquire real and personal property and contract for the sale and disposal of. • Submit to the Board of Governors for approval, plans for all new campuses and instructional centers. • Administer a program for the maintenance and construction of facilities. • See link below for additional examples.	• Prepare and maintain the campus master plan. • May authorize the purchase or sale of any real property under $50,000. • Has broad authority over the development of capital projects, after approval by the state and the System board. • Authority for traffic and parking regulations. • Oversight of campus power plants, utilities, and child development center.	• Review and approve recommendations of the institutional president pertaining to policies and procedures for use of facilities/property. • Conduct an annual inspection of facilities and make recommendations regarding maintenance and construction to the Board of Regents.	• Review and approve institutional operating policies, approve presidential recommendations to design and construct facilities, and buy and sell property within parameters set by Board of Regents.* • Approve strategic and master plans related to land acquisitions, capital development and improvement project planning prior to submission by the president to the Board of Regents.
Academic Programs	• Adopt regulations or policies in areas including but not limited to: authorization and discontinuation of degree programs; articulation and access; minimum academic performance standards for the award of a degree; student financial assistance; student records and reports; and reasonable accommodation of religious observances. Such regulations or policies shall be consistent with any applicable Board of Governors' regulations.	• Make final decisions on appeals regarding awarding of academic degrees.	• Approve schools and academic programs.	• Approve strategic and master plans related to academic program planning prior to submission by the president to the Board of Regents. • Review and approve academic program quality reviews, certificates, minors, emphases and options recommended within existing programs, and program cancellations and name changes.*
Fiscal	• Responsible for the financial management of the institution. • Engage in sound debt management practices for the issuance of debt by	• Oversee endowment or trust funds. • Approves regulations on student financial aid for programs funded by the institution.		• Review institutional audits.* • Review and approve reports on financial performance, bad debt write-offs, lease agreements, and

	STATE UNIVERSITY SYSTEM OF FLORIDA	UNIVERSITY OF NORTH CAROLINA SYSTEM	PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION (PASSHE)	UTAH SYSTEM OF HIGHER EDUCATION
	the institution and its direct support organizations, and comply with the guidelines established by the Board of Governors re: the authorization, issuance and sale of university and direct support organization debt. •Account for expenditures of all funds in accordance with guidelines or regulations established by the Board of Governors, and as provided by state or federal law.			budget transfers.* •Approve institutional residence budgets.* •Approve salary budgets, as appropriate.* •Review and approve reports on athletics, auxiliary and service enterprises, development fund, discretionary fund, investments, leased property, money management, and real property.*
Budget	•Submit an institutional budget request to the Board of Governors for approval in accordance with guidelines established by the Board of Governors.	•Advise chancellor regarding budget estimates and administration of the budget.	•Review and approve the recommendations of the president related to the annual operating and capital budget requirements for forwarding to the Board of Regents.	•Approval of budget requests prior to submission by the president to the Board of Regents.
Fees	• Establish tuition and fees in accordance with regulations established by the Board of governors.	•Ensures the collection of tuition and fees, as approved by the System Board. •Reviews the chancellor's recommendations to the president on special fees charged to students.	•Review and approve charges for room and board and other fees, except for student activity fees. (Note: Tuition set by Board of Regents, not Council of Trustees.)	•Approval of tuition and fee adjustment recommendations prior to submission by the president to the Board of Regents.
Contracts & Purchases	• Promulgate regulations that establish basic criteria related to the procurement of commodities and contractual services.		•Review and approve all contracts and purchases negotiated or awarded by the president.	•Review and approve research and training contracts and grants within parameters set by the Board of Regents, budgetary work programs, and campus regulations.*
Mission	• Responsible for the administration of the institution in a manner dedicated to and consistent with the institution's mission which shall be consistent with the mission and purposes of the System as defined by the Board of Governors.	•Ensure compliance with mission assigned to the institution by the Board of Governors.		•Monitor implementation of institutional mission, including reviews and updates.* •Approve mission statements, goals, and objectives, prior to submission by the president to the Board of Regents.
Other Responsibilities	•The Board of Governors shall establish the powers and duties of the Board of Trustees, and delegate powers and duties to the boards of	•Approves individuals for honorary doctorates. •Promote the sound development of the institution within the functions	•Take other actions as necessary to effectuate the powers and duties delegated. •Authorize police to carry firearms.	• Assist in planning, implementing, and executing fundraising and development projects to supplement

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	STATE UNIVERSITY SYSTEM OF FLORIDA	UNIVERSITY OF NORTH CAROLINA SYSTEM	PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION (PASSHE)	UTAH SYSTEM OF HIGHER EDUCATION
APPENDIX 1: UNIVERSITY SYSTEMS WITH INSTITUTIONAL BOARDS WITH GOVERNING AUTHORITY				
	trustees so that the university boards have all the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university. • See link below for additional examples of responsibilities.	prescribed for it. • Serve as advisor to the System board on matters pertaining to the institution. • Serve as advisor to the chancellor concerning the management and development of the institution.		institutional appropriations. • Select recipients of honorary degrees.
Comments	Structure has been in place less than 10 years; lots of turmoil during that time. Noticeable friction between the two levels of governing boards has improved with time, in part because system board appoints 5 members of the institutional boards.	Structure in place for almost 40 years. Institutional Chancellors view local boards as assets; the system President also views the local boards as a source of help, and another layer of support for higher education. The local boards have a considerable amount of authority—a delicate balance that has been established over time.		The institutional boards have substantial authority from statutes and through delegation by the system board. Structure seems to work better for smaller institutions; tension created due to competition between institutions for dollars and support. Confusion at the flagship institution as to which board the president reported to. The role and authority of the system board has significantly diminished in recent years.

* Identifies responsibilities delegated by the Utah System of Higher Education Board of Regents to the board of trustees.

Sources:
State University System of Florida: Board of Governors website (http://www.flbog.org/about/); Board of Governors regulation 1.001 (University Board of Trustees Powers and Duties); Mikey Bestebreurtje, Corporate Secretary, Board of Governors.
University of North Carolina: Board of Governors website (http://www.northcarolina.edu/content.php/bog/index.htm); Harry Peterson, former Chief of Staff to former UW-Madison Chancellor Shalala..
PASSHE: PASSHE website (http://www.passhe.edu/inside/bog/Pages/BOG-Home.aspx) ; Act 188 of 1982, Commonwealth of Pennsylvania.
Utah System: Board of Regents website (http://www.higheredutah.org/about/board-of-regents/); Board of Regents policies and Procedures, section R220; Harry Peterson.

Compiled by UW System Board of Regents Office

APPENDIX 2: UNIVERSITY SYSTEMS WITH INSTITUTIONAL BOARDS WITH AND ADVISORY ROLE				
	UNIVERSITY SYSTEM OF GEORGIA	**UNIVERSITY OF MAINE SYSTEM**	**UNIVERSITY SYSTEM OF MARYLAND**	**STATE UNIVERSITY OF NEW YORK**
System Board	Board of Regents	Board of Trustees	Board of Regents	Board of Trustees
System CEO	Chancellor	Chancellor	Chancellor	Chancellor
Institutional Board	None	Board of Visitors	Board of Visitors	University Council
Institutional CEO	President	President	President	President
Size of Institutional Board	Not applicable	Up to 20 members	Varies	10 members, including 1 student member
Appointing Authority for Institutional Boards	Not applicable	Recommended by president; confirmed by the Board of Trustees	Selected by institutional president, but approved by Board of Regents	Governor appoints 9 of 10
Term of Members	Not applicable	3 years	Varies	7 years
Number of Institutions	35 institutions	7 institutions	13 institutions	64 institutions
Areas of Responsibilities for Institutional Boards				
Appointment of Institutional CEO			• May vary by institution.	• Recommend to the System board candidates for appointment as institutional President.
Public Relations		• Advocate for the university.	• May vary by institution.	• Foster the development of advisory citizens' committees and appoint the members of such committees.
Fundraising		• Raise private funds for the university.	• May vary by institution.	
Student Admissions, Services, & Discipline			• May vary by institution.	• Make regulations regarding the conduct and behavior of students. • Review all major plans of the institutional president and make recommendations; major plans include expansion or restriction of student admissions and appraisal or improvement of student activities and housing.
Facilities and Properties			• May vary by institution.	• Make regulations governing the care, custody and management of lands, grounds, buildings and equipment. • Name buildings and grounds. • Prescribe for and exercise supervision over student housing

APPENDIX 2: UNIVERSITY SYSTEMS WITH INSTITUTIONAL BOARDS WITH AND ADVISORY ROLE				
	UNIVERSITY SYSTEM OF GEORGIA	**UNIVERSITY OF MAINE SYSTEM**	**UNIVERSITY SYSTEM OF MARYLAND**	**STATE UNIVERSITY OF NEW YORK**
				and safety. • Review all major plans of the institutional president and make recommendations; major plans include expansion of institutional plans and appraisal or improvement of student housing.
Academic Programs		• Review for final recommendation to the System board new academic programs.	• May vary by institution.	• Review all major plans of the institutional president and make recommendations; major plans include appraisal or improvement of academic programs and of standards for the earning of degrees.
Fiscal			• May vary by institution.	
Budget			• May vary by institution.	• Review proposed budget and recommend to the System board a budget for the institution.
Fees		• Review for final recommendation to the System board tuition increases.	• May vary by institution.	
Contracts & Purchases			• May vary by institution.	
Mission		• Advise the institutional president on community and regional needs.	• May vary by institution.	
Other Responsibilities		• Submit an annual report of activities to the System board.	• May vary by institution.	• Review all major plans of the institutional president and make recommendations; major plans include appraisal or improvement of the faculty and other personnel. • Report to the System board annually and at other times as needed. • Perform other powers and duties as authorized or required by the System board. • Make regulations necessary for the performance of duties.

APPENDIX 2: UNIVERSITY SYSTEMS WITH INSTITUTIONAL BOARDS WITH AND ADVISORY ROLE				
	UNIVERSITY SYSTEM OF GEORGIA	**UNIVERSITY OF MAINE SYSTEM**	**UNIVERSITY SYSTEM OF MARYLAND**	**STATE UNIVERSITY OF NEW YORK**
Comments	Institutions may have affiliated boards that serve in an advisory capacity. The University of Georgia has an affiliated foundation board which advises the institutional president and fundraises for the university. Other affiliated boards related to research, alumni, real estate and athletics also assist the institution. These boards are advisory in nature, and have no authority over the president. The System Board of Regents is the only governing board for the institution.	Institutional boards have been in place for less than 15 years. These advisory boards have been helpful to institutional presidents of the smaller institutions, but have been the source of tension at the flagship institution as some want the institutional board to have decision-making authority.		Structure works fairly well. About 15 years ago there was an effort among local councils to gain more control, but the system board resisted. Provide an opportunity to share information with local communities; advocate for institutions.

Sources:

University System of Georgia: Board of Regents website (http://www.usg.edu/regents/); Margaret Amstutz, Chief of Staff to the President of the University of Georgia.

University of Maine System: Policy Manual-Charter of University of Maine System (http://www.maine.edu/system/policy_manual/policy_section102.php);
 Harry Peterson.

University System of Maryland: University System of Maryland website (http://www.usmd.edu/usm/); Board of Regents Policies and Procedures, Section I, Systemwide Councils and Institutional Boards.

SUNY: New York State Education Law, Article 8, Section 356; Association of Council Members and College Trustees website (http://www.suny.edu/act/);
 Harry Peterson.

Compiled by UW System Board of Regents Office

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BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1.　　　Education Committee -　　　　　　　　February 9, 2012
　　　　　　　　　　　　　　　　　　　　　　　1820 Van Hise Hall
　　　　　　　　　　　　　　　　　　　　　　　1220 Linden Drive
　　　　　　　　　　　　　　　　　　　　　　　Madison, Wisconsin

7:30 a.m.　　　All Regents – 1920 Van Hise Hall

　　　　　　　Move into closed session to confer with legal counsel regarding pending or
　　　　　　　potential litigation, as permitted by s. 19.85(1)(g), *Wis. Stats.*

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

　　　　　1. Calling of the Roll
　　　　　2. Strategies for Cost Containment and Improved Educational Attainment
　　　　　3. Update on Legislative Task Force on UW Restructuring and Operational
　　　　　　　Flexibilities
　　　　　4. Report of the *Ad Hoc* Working Group on System Structure and Governance

12:00 p.m.　　Box Lunch

12:30 p.m.　　Education Committee – 1820 Van Hise Hall

　　　　　a. Consent Agenda:

　　　　　　　1. Approval of the Minutes of the December 8, 2011, Meeting of the
　　　　　　　　　Education Committee;
　　　　　　　2. UW-Milwaukee: B.S. in Nutritional Sciences;
　　　　　　　　　[Resolution I.1.a.(2)]
　　　　　　　3. UW-Stout: B.F.A. in Entertainment Design;
　　　　　　　　　[Resolution I.1.a.(3)]
　　　　　　　4. UW-Stout: B.F.A. in Graphic Design and Interactive Media.
　　　　　　　　　[Resolution I.1.a.(4)]
　　　　　　　5. UW-Platteville: B.S. in Sustainable and Renewable Energy Systems;
　　　　　　　　　[Resolution I.1.a.(5)]

　　　　　b. UW-Madison: M.S. and Ph.D. in Epidemiology.
　　　　　　　[Resolution I.1.b.]

　　　　　c. Charter School Authorizations and Renewals:

　　　　　　　1. UW-Milwaukee: Renewal of Capitol West Academy;
　　　　　　　　　[Resolution I.1.c.(1)]
　　　　　　　2. UW-Milwaukee: Renewal of School for Early Development and
　　　　　　　　　Achievement;
　　　　　　　　　[Resolution I.1.c.(2)]

    3. UW-Milwaukee: Authorization of Breakwater Lighthouse Charter School;
        [Resolution I.1.c.(3)]

d. Annual Program Planning and Review Report.

e. Report of the Senior Vice President:

    1. Update on Academic Affairs Advisory Committees;
    2. Update on *Growth Agenda for Wisconsin* Grant Program;
    3. Recent LEAP Wisconsin Developments.

EDUCATION COMMITTEE

Resolution I.1.a.(2):

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 B.S. in Nutritional Sciences.

NEW PROGRAM AUTHORIZATION
Bachelor of Science in Nutritional Sciences
University of Wisconsin-Milwaukee

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 Science in Nutritional Sciences 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. UW-Milwaukee and System Administration will conduct that review jointly, and the results will be reported to the Board.

The proposed program will be housed in the College of Health Sciences (CHS) with the Departments of Human Movement Sciences (HMS) and Health Sciences (HS) collaborating in offering the program. The College of Health Sciences currently offers an educational Certificate in Nutrition. The certificate program was developed at UW-Milwaukee in the mid-1990's as a means of supporting student interest in nutritional sciences. In recent years, there has been demand among students and professionals in the health services industry for a more formal program in nutritional sciences. This demand, in conjunction with the growing incidence of health issues rooted in over- and under- nutrition, has led to the collaboration of faculty from the College of Health Sciences to develop a Bachelor of Science degree in Nutritional Sciences which integrates scientific knowledge and research in nutrition with professional and practical applications. The program is intended to target undergraduate/freshman students and direct them on a path for the four-year degree.

REQUESTED ACTION

Approval of Resolution I.1.a.(2), authorizing the implementation of the Bachelor of Science in Nutritional Sciences at the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description

The field of nutritional sciences investigates the metabolic and physiologic responses of the body to diet. The study of nutrition is also increasingly concerned with the influence of culture, public policy, and media on food consumption patterns and health status. By its nature, the proposed program is interdisciplinary and draws on the strength of existing faculty and staff in the College of Health Sciences and across UW-Milwaukee. In addition, the program will draw on the strong community ties developed by faculty as the foundation for partnerships with local organizations and institutions for guest lecturers and experiential learning opportunities for students. Ideal candidates for the degree will be high school graduates interested in health sciences and a career path focused on health promotion and disease prevention.

Students must successfully complete a minimum of 129 credits. Students admitted as intended majors will complete 66 credits in the first two years, including general education, prerequisite courses in biological sciences and chemistry, as well as a 15 credit-core in nutritional sciences. Upon successful completion of the first two years with a cumulative grade point average of 2.75, students will be admitted to the major and will complete 63 credits (including 21 elective credits) of professional studies that emphasize the integration of nutritional knowledge, and the interpretation and application of nutrition-oriented research. An integrative capstone course is required of all students. Students who do not meet minimum eligibility requirements and/or are not accepted into the major will be advised to consider other majors in the College that better fit their achievements and interests.

After completion of the proposed program, students will be prepared to work towards the advancement of the health and well-being of individuals and communities in a variety of roles and settings such as:
- Coordinating community wellness programs;
- Advising and creating policy to ensure food product safety;
- Conducting research in the biological sciences;
- Investigating nutrient needs, functions, or interaction in humans;
- Advising in the development, production, and marketing of food, beverages, nutrient supplements, and pharmaceutical products; and
- Consulting and/or writing for print and broadcast media regarding nutrition and health topics.

Program Goals and Objectives

The mission of the Nutritional Sciences Program is to provide undergraduate interdisciplinary courses that focus on the biological, physiological, behavioral, and environmental aspects of the human organism, including an examination of the influence of factors such as culture, public policy, and media on food consumption, nutrition, and health outcomes. The Nutritional Sciences Program also provides an excellent foundation for advanced studies in nutrition, health, and bioscience fields.

Academic goals: The B.S. in Nutritional Sciences Program will:
- Provide a comprehensive, science-based education in nutrition to enable students to thrive in further academic pursuits or future work environments;
- Develop students' critical-thinking, problem-solving, and communication skills in the context of nutritional science;
- Encourage students to assume the responsibility for life-long learning and continued professional development; and
- Allow for creativity and flexibility as the field of nutritional sciences grows and evolves.

Learning outcomes: After completion of the B.S. program in Nutritional Sciences, students will be able to:
1. Recognize the relationship between food, nutrients, and human health and well-being;

2. Describe multiple levels of influence (i.e., intrapersonal, interpersonal, institutional/organizational, community, political, and cultural) that shape food choice and eating behavior;
3. Discuss the function, physiology, dietary sources, and symptoms and consequences of deficiency and toxicity for macro- and micronutrients;
4. Apply nutrition principles to the human life cycle: nutrient functions, needs, sources, and alterations during pregnancy, lactation, growth and development, maturation, and aging;
5. Assess and evaluate the nutritional status and dietary intake of individuals, communities, and special populations;
6. Explain the roles nutrition and dietary intake have in the development and treatment of diet-related diseases, as well as in disease prevention and wellness;
7. Design and evaluate nutrition-related programs and services aimed to improve the dietary intake and nutritional status of individuals and communities;
8. Identify local, state, and federal agencies, programs, and policies that directly impact food consumption, food safety, and public health; and
9. Identify, access, and evaluate the level of evidence for and credibility of various sources of food and nutrition information (e.g., popular diet programs, mass media, peer-reviewed scientific journals), and utilize accordingly.

Relation to Institutional Mission

The proposed Nutritional Sciences Program is consistent with UW-Milwaukee's mission to develop high-quality undergraduate education programs that "*meet the diverse needs of Wisconsin's largest metropolitan area*" and *"provide a balanced program of applied and basic research, and a faculty who are active in public service."* By preparing graduates to enter the workforce to address persistent health issues such as obesity and to promote healthy diets, the proposed program supports UW-Milwaukee's mission "*to provide educational leadership in meeting future social, cultural and technological challenges."*

Program Assessment

The Program's success in meeting stated learning outcomes will be assessed by compiling and evaluating data collected in student portfolios consisting of exams from required courses, specific learning objective assessments, and reports prepared in the capstone courses. Exit interviews will be conducted with graduating students. Tracking of graduates and their subsequent involvement in graduate education and/or work in nutrition-related careers will be carried out as a method of assessing the value of the program to the students. Program assessment and post-graduate tracking data will be reviewed annually by the Program steering committee, comprised of faculty and academic staff who are active in delivering the Nutritional Sciences curriculum, as well as the chairperson from each collaborating department. Program assessment data will be compared to peer and national norms, evaluated for success or areas needing improvement, and necessary improvements will be implemented each academic year.

Need

The Nutritional Sciences Program will help meet the growing need for highly trained, culturally competent graduates by preparing students for employment in nutrition-related fields

or graduate programs. According to the Bureau of Labor Statistics, employment of nutrition graduates is expected to grow between 9 and 15 percent over the next 8 years, primarily due to an increased emphasis on disease prevention through improvement of dietary intake and eating behavior. The majority of jobs held by nutrition graduates are in hospitals, nursing care facilities, outpatient care centers, offices of physicians and other health practitioners, correctional facilities, health departments, other public-health-related areas, and food service (industry made up of firms providing food services on contract to facilities such as colleges and universities, airlines, correctional facilities, and company cafeterias). In the spring of 2008, close to 100 students responded to a survey distributed in three nutrition courses in the College. More than half of the students reported they would be likely or definitely interested in pursuing a degree in nutrition/dietetics if offered at UW-Milwaukee. Approximately 30% of respondents also indicated they were either likely or definitely transferring to another school to pursue a nutrition degree because UW-Milwaukee did not currently have one.

Projected Enrollment (5 years)

If approved, the Program will be implemented for Fall 2012, allowing students currently enrolled as first- and second-year students in CHS to enroll in the major and earn a Bachelor of Science in Nutritional Sciences.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
New students admitted	8	12	14	14	14
Continuing students	0	8	13	19	24
Total Enrollment	8	20	27	33	38
Graduating Students	0	6	7	8	13

Comparable Programs

Several institutions in the University of Wisconsin System and two private schools in Wisconsin offer programs in Dietetics. However, only one program offers a B.S. degree in Nutritional Sciences (UW- Madison). While the proposed program shares a similar foundation in the biological and chemical sciences as Dietetic programs, it is not a Dietetics program and does not fulfill the academic requirements to become a Registered Dietitian (RD), which would also include completion of a dietetic internship and national examination.

The proposed Nutritional Sciences Program at UW-Milwaukee is distinct from the UW-Madison program in several ways.
- The proposed Program will offer the first nutritional sciences major in Southeastern Wisconsin to be offered by a public university.
- With strong ties to the disciplines of the health sciences and kinesiology, the faculty and curriculum is more multidisciplinary than traditional nutritional sciences programs.
- UW-Milwaukee's urban setting will offer students unique opportunities to observe and address nutritional issues from a public health perspective not available to those enrolled in more "bench science" or laboratory-oriented nutrition programs.
- The proposed program facilitates collaboration with other academic units including the College of Nursing, the Center for Urban Population Health and UW-Milwaukee's Zilber

School of Public Health, existing community partners, and ongoing research to inform practice.
- UW-Milwaukee's diverse student body, coupled with its mission to be an "accessible" campus, will train a culturally competent cohort of nutrition professionals equipped to respond to the unique health demands of an increasingly diverse population.

There are Nutrition Programs in all of the states that surround Wisconsin (MN, IA, MI, IN, and IL). None of these existing programs directly serve southeastern Wisconsin, and only those within the University of Minnesota system would offer tuition reciprocity for Wisconsin residents. Furthermore, none simultaneously assists in the development of strong partnerships with the disciplines of health sciences and kinesiology in an urban setting, as the proposed UW-Milwaukee program will do.

Collaboration

The Program has several aspects of collaboration built into it. It is designed as an interdisciplinary program offered by two departments within CHS working together. There are ties to the science departments as well as to other related areas, including Public Health, Sociology, Anthropology, and Psychology. The College of Health Sciences currently has an articulation agreement in place with Milwaukee Area Technical College (MATC) to support students interested in pursuing a bachelor's degree. In particular, it is anticipated that graduates of MATC's Dietetic Technician-Registered program will find UW-Milwaukee's Bachelor's Degree in Nutritional Sciences Program very attractive. The Program will continue to work with MATC faculty to encourage a seamless transition into the Nutritional Sciences degree program for eligible students.

Diversity

The College of Health Sciences is committed to having programs accessible to students of diverse backgrounds, and to providing exposure to coursework and practicum settings that promote diversity. The challenges to recruiting and retaining minority and women students in science-based disciplines have been the subject of numerous national reports. Marketing of the proposed Nutritional Sciences program to diverse high school students through open houses and other outreach activities will provide the necessary opportunity for interested students to learn about the program. Working with MATC towards a seamless transition into the proposed program will also present opportunities to recruit students who have already invested in a related two-year program in dietetic technology. The departments participating in this degree program are active in the use of all Campus, College, and Department resources to promote retention, including programs like Access to Success, Early Warning, tutoring and advising, as well as individual meetings with appropriate personnel.

Faculty recruitment efforts, such as postings in print and electronic media (including those targeted at under-represented groups), word of mouth, and attendance at appropriate academic/professional conferences will be used in the new program. In addition, Search and Screen committees in the College of Health Sciences require representation from diverse and under-represented groups as a means of encouraging diverse thought and decision-making in the hiring process.

The Program's curriculum includes coursework that integrates themes of diversity throughout. Courses such as *Why we eat what we eat: an ecological approach*, *Nutrition throughout the lifecycle*, *Public health nutrition and food politics*, and *Cultural diversity in health sciences* provide students with cultural, sociological, and economic perspectives on nutrition. Guest lectures will be selected throughout the curriculum based on their expertise on disenfranchised and diverse populations, or from their own experience as a member of an underrepresented group. Students in the program are required to participate in community cultural activities and events representing diverse populations as a means to foster and enhance awareness and appreciation for the needs of diverse individuals.

Evaluation from External Reviewers

The proposal was reviewed by two external reviewers who are coordinators of nutrition programs. In response to one of the reviews, the program faculty revised the curriculum to increase the natural science requirements in the program and reduced the number of nutrition courses. These revisions better define the program as a generalist degree in nutrition with a strong foundation in the sciences and make this also a solid pre-professional degree for those interested in going on to medical, pharmacy, or dental schools. The second reviewer also recommended a strong science base focused on nutrition (not on dietetics). The revisions based on the input from both reviewers have strengthened the program by sharpening its focus.

Resource Needs

The additional resources needed to launch the program are minimal and include a small amount for supplies and expenses. The faculty and staff already teach the initial courses needed for the program as part of the current certificate program. There is additional capacity in these courses for the anticipated numbers of students. After the first two years, it will be necessary to add an additional faculty and a teaching academic staff-person to the program to teach all of the courses in the major. These hires will be accomplished through a reallocation of existing vacant lines in the College of Health Sciences designated to support this program.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(2), authorizing the implementation of the Bachelor of Science in Nutritional Sciences 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

	First Year 12-13		Second Year 13-14		Third Year 14-15	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	2	$121,000	2	$121,000	2	$121,000
Graduate Assistants						
Non-instructional						
Academic/Classified Staff	0.25	$8,000	0.25	$8,000	0.25	$8,000
Non-personnel						
Supplies & Expenses						
Subtotal		$129,000		$129,000		$129,000
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff					2	$127,050
Graduate Assistants						
Non-instructional						
Academic/Classified Staff						
Non-personnel						
Supplies & Expenses *		$2,000		$2,000		$2,000
Capital Equipment						
Subtotal		$2,000		$2,000		$129,050
TOTAL COSTS		$131,000		$131,000		$258,050
CURRENT RESOURCES						
General Purpose Revenue (GPR)		$129,000		$129,000		$129,000
Gifts and Grants						
Fees						
Other (Define)						
Subtotal		$129,000		$129,000		$129,000
ADDITIONAL RESOURCES						
GPR Reallocation (CHS allocation of vacant positions and S&E)		$2,000		$2,000		$129,050
Gifts and Grants						
Fees						
Other (Define)						
Subtotal		$2,000		$2,000		$129,050
TOTAL RESOURCES		$131,000		$131,000		$258,050

*Supplies and expense to include office supplies, copying, instructional technology, and instructor resources.

EDUCATION COMMITTEE

Resolution I.1.a.(3):

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 Entertainment Design.

NEW PROGRAM AUTHORIZATION
Bachelor of Fine Arts in Entertainment 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 Entertainment 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.

Currently, the School of Art and Design 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 Entertainment 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 based on industry feedback, student interest, and a recommendation by the accrediting agency, the National Association of Schools of Art and Design (NASAD). Beginning with the February meeting, UW-Stout will bring these four distinct B.F.A. degrees before the Board of Regents, two at the February meeting of the Education Committee, and two at the April meeting. If approved, these design programs will become four stand-alone majors in: 1) Entertainment Design; 2) Graphic Design and Interactive Media; 3) Industrial Design; and 4) Interior Design. 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 proposed major in Entertainment Design grows out of the existing sub-major in Multimedia Design, which has been in existence since 1998 and has graduated 163 students in the last eight years. In February 2010, the B.F.A Program Advisory Committee voted unanimously to support the development of a separate major in Entertainment Design, with three concentrations: 1) Animation; 2) Comics and Sequential Art; and 3) Digital Cinema. The field of Entertainment Design encompasses many disciplines and is also known as Digital Art, Concept Art, Animation, Graphic Arts, 2D/3D Modeling, and Interactive Design.

REQUESTED ACTION

Approval of Resolution I.1.a.(3), authorizing the implementation of the Bachelor of Fine Arts in Entertainment Design at the University of Wisconsin-Stout.

DISCUSSION

Program Description

The proposed B.F.A. in Entertainment Design is designed to provide graduates with marketable job skills for careers in the rapidly expanding and innovative fields of digital media. The proposed program is housed within the College of Arts, Humanities and Social Sciences, and will be comprised of 124 credits. The current sub-major in Multimedia Design and other existing curricula in the School of Art and Design provide all of the functioning components of the proposed B.F.A. in Entertainment Design and its three concentrations, Animation, Comics and Sequential Art, and Digital Cinema. The curriculum will include a general education core of 42 credits, a major studies core of 49-52 credits, and one of three concentrations at 30-33 credits each, for a total of 124 credits.

The sequence of courses is designed to equip students with a firm grounding in general education, as well as a strong foundation in art and design. The common major studies core provides the students with an understanding and appreciation of studio art, design, art history, writing, and entertainment design. Students will gain competencies in the principles and elements of art and design, creative writing, story-boarding, drawing, painting, software, concept development, and creative problem-solving.

As students progress towards their second and third years, they will begin taking intermediate-level studio courses within their concentrations. Building on the foundations and major studies core, each concentration contains a sequence of courses that will prepare students for careers in their specific fields. The Animation concentration curriculum focuses on 2D, 3D, and Stop Motion Animation. The Digital Cinema concentration curriculum focuses on camera-based filmmaking and visual effects. The Comics and Sequential Art concentration curriculum prepares students to use digital illustration, drawing, and painting as crafts for storytelling and design communication. Students from all three concentrations will experience extensive interdisciplinary and team project learning to prepare them for careers in the entertainment industry. During the fourth year, students will complete the program with a 2-semester capstone course.

Program Goals and Objectives

The B.F.A. in Entertainment Design will provide a comprehensive and challenging academic experience, which will prepare graduates for employment and entrepreneurship by meeting the following program objectives:

Professional Studies Objectives:

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

1. Understand and apply knowledge, techniques, and methods necessary to become a successful production artist.
2. Understand the collaborative, multidisciplinary nature of art and design through

exposure to faculty and students from multiple design disciplines.

3. Define, understand, and identify the elements and principles of art and design and apply them to a variety of art and design solutions.
4. Understand, analyze, and integrate art, design, and technology within a historical, cultural, and aesthetic context.
5. Communicate successfully using various means including speaking, writing, and graphic communication, as well as the *discipline-specific* communication of technical information.
6. Apply art and design solutions in relationship to various social, behavioral, and cultural factors.
7. Utilize industry-standard software, equipment, production technologies, and materials.
8. Apply methods and theory (best practices) through all research and development phases of the art and design process.
9. Apply visual storytelling techniques and cinematic structure to a variety of creative problems/projects.
10. Understand and apply standards of practice for the entertainment design profession including ethics, professional development, and business models.

The B.F.A. in Entertainment Design will include three concentrations: Animation; Comics and Sequential Art; and Digital Cinema.

Concentration Specific Objectives:

Students attaining the Animation concentration will be able to:

- Demonstrate an ability to visually tell stories using a variety of animation practices and techniques (2D, 3D, Stop Motion).
- Draw, model (three-dimensionally), and illustrate using a variety of traditional and computer-based tools.

Students attaining the Comics and Sequential Art concentration will be able to:

- Understand contemporary comic book production techniques and be capable of producing professional-level books and stories.
- Demonstrate an ability to visually tell stories using a variety of illustration, drawing, painting, and graphic techniques.

Students attaining the Digital Cinema concentration will be able to:

- Demonstrate an ability to visually tell stories using a variety of contemporary and historical cinema practices.
- Utilize cinematic equipment (cameras, lights, rigs, and computer software) for a range of cinematic outcomes.

Relation to Institutional Mission and Strategic Plan

The proposed B.F.A. in Entertainment 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 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 will continue to expand its reach to serve students by creating more applied learning opportunities and by serving society in solving real-world problems. The proposed major in Entertainment 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 B.F.A. in Entertainment Design program will use 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. This Mid-Program Review provides an opportunity to critically analyze the relationship between the programmatic foundation core courses and student competencies.

Summative Senior Level Assessment, which solicits faculty input regarding the outcomes of graduating seniors against the program objectives of the B.F.A. in Art as well as the five concentrations, will continue to provide a longitudinal data comparison as it will be extended to the new major. Faculty observations are generated through a survey that benchmarks student outcomes in class, in senior portfolios, and in exhibitions against the related program and concentration objectives. This process ensures a comprehensive assessment of the program and the intermediate- and advanced-level courses, and the proposed program will continue to utilize this assessment model. In addition to the above assessment methods, the current and proposed program has a Professional Advisory Board consisting of art and design professionals and alumni from across the nation. The faculty members meet with Board members every semester to discuss industry developments and standards, curriculum, and student learning objectives. Each year, all UW-Stout's program directors generate an Assessment in the Major report in which student competencies are reviewed through indirect and direct assessments.

Need

According to the U.S. Bureau of Labor Statistics, a bachelor's degree is required for most entry- and advanced-level design positions, with 62% of currently employed Multimedia Artists and Animators holding bachelor's degrees. Although employment opportunities across Wisconsin will remain generally stable over the next few years (www.career.info.net), job projections in the entertainment industry are particularly strong in the region that UW-Stout serves. National projections from the U.S. Bureau of Labor Statistics indicate that "the employment of Entertainment Designers (e.g., multimedia designers, animators, digital

cinematographers) is expected to grow approximately 14% - 29% between 2008 and 2018," at a rate of growth deemed "at or faster than average."

The U.S. Bureau of Labor Statistics projects an increased demand for digital illustrators as media companies will replace print periodicals. The demand for cinematographers and animators, both in 2D and 3D, will continue to rise as popular media delivery options widen through online and hand-held channels. Graduates possessing animation and video skills will be needed for marketing and advertising as companies continue to utilize more special effects and motion graphics. The demand for Animators is also increasing in the scientific research community and the healthcare industry.

The decline of Hollywood's domination of entertainment industry production brought on by technology shifts, virtual production, and tax incentives, has opened the door to regional production in a variety of locales that until recently were not considered entertainment meccas. UW-Stout's close proximity to several world-class design centers (i.e., Madison, Milwaukee, Chicago, and Minneapolis) will allow for industry partnership development. Many companies, both regionally and nationally, are hiring small teams of freelancers or contract employees who work from remote studios (and sometimes from home). These opportunities are growing at a fast rate through online networks, crowd sourcing, and freelance opportunities.

Projected Enrollment

Table 1 shows a projection of enrollment in the proposed major for the first five years after implementation**.** The enrollment within the Multimedia Design sub-major has demonstrated extraordinary growth since it was added as a concentration in 1998. Fall 2010 enrollment data showed current enrollment at 179 students. The School of Art and Design anticipates healthy and stable enrollments at about the current enrollment capacity.

Table 1: Enrollment Projections – Five Years

	Implementation year 2012-2013	2nd year	3rd year	4th year	5th year
New students admitted	42	45	43	45	41
Continuing students	105 (140-35*)	97**	98	93	86
Total enrollment	147	142	141	138	127
Graduating students	32	30	36	34	39

Anticipated migration of interactive design and web design students moving from the existing Multimedia sub-major to the proposed Graphic Design and Interactive Media program.
*** The numbers cited for continuing students factor in a 15% average attrition rate. Historically, retention rates in the B.F.A. program have been 7% - 15% higher than the UW-Stout average.*

Comparable Programs in Wisconsin

UW-Stout's proposed Entertainment Design stands out among its peers in the UW System. There are currently no Entertainment Design majors within the UW-System program array that mirror the broad specialty focus of the proposed program. Whereas similar programs with slightly different names, such as Game Design and Development, are offered by several

institutions, both private and public, students interested in the unique combination of subfields proposed in the Entertainment Design program at UW-Stout are currently not served. UW-Madison, the UW-Milwaukee Peck School of Art, UW-Whitewater, and UW-Parkside offer digital media programs, and UW-Stevens Point's program offers a web application and game design focus. Upper-division Design Studio courses at these institutions do not compare to the scope of the UW-Stout Animation, Comics and Sequential Art, and Digital Cinema concentrations.

Outside Wisconsin, there are five NASAD-accredited programs in the state of Minnesota, among them the Minneapolis College of Art and Design (MCAD) and the Art Institutes International Minnesota (AII), which do not prepare students with a broad foundation in the liberal arts as will UW-Stout's program.

Collaboration

The College of Arts, Humanities and Social Sciences and the B.F.A. in Entertainment Design program will pursue articulation agreements within the Wisconsin Technical College System (e.g. ,with Fox Valley Technical College, Milwaukee Are Technical College, and Dakota County Technical College.).

Diversity

Diversity and inclusivity are core values practiced at UW-Stout, as evidenced by university initiatives such as Inclusive Excellence, which establishes specific steps for developing diversity on campus and within academic programs. The proposed major in Entertainment Design will be a part of that initiative and work to actively advance its projected outcomes.

The major in Entertainment Design fosters a variety of research guided by faculty members from many diverse backgrounds. International diversification of the faculty has been advanced by hiring faculty from Denmark, England, India and China, as well as faculty with degrees from across the United States and around the globe. In addition to having a diverse faculty, the B.F.A. Program Director has developed a strong relationship with the Multicultural Student Services staff and prospective students by instituting school visits and tours to introduce visitors to the program. Further, the School of Art and Design has begun to offer a design-focused summer pre-college class session, offered through the Multicultural Students Services office, the first of which had the highest number of participants in 2011. Various faculty mentor students as part of the ASPIRE program, a federally funded program designed to assist students and improve the campus climate in order to increase the retention and graduation rate of first-generation college students, students receiving Pell grants, or students with disabilities.

The B.F.A. program in Entertainment Design and its faculty plan to demonstrate their commitment to diversity in three ways: 1) infuse required program curriculum 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. These diversification and inclusivity goals will

be realized by increased enrollment and retention of students from various backgrounds, including variations in race, ethnicity, and socio-economic class.

According to the UW-Stout College of Arts, Humanities and Social Sciences "Inclusive Excellence Plan," the School of Art and Design showed marked progress in its retention rates 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. It is expected that students that are underrepresented in the higher education system, particularly minority students, will be attracted to this program.

Evaluation from External Reviewers

The proposed Bachelor of Fine Arts in Entertainment Design was reviewed by two external industry consultants. Both reviewers highlighted industry demand for the planned concentrations within the Entertainment Design major. One of the reviewers confirmed a large client base within several industries in the region, such as health care, advertising, music and performance venues, packaging, product design, and more. "Based on the curriculum," he wrote, "it appears that UW-Stout is preparing entertainment design students for a variety of possible jobs, while nurturing them to develop expertise in one or two areas of the discipline […]." The second reviewer, a UW-Stout BFA in Art-Studio Art graduate, found that the proposed degree highlights the existing strengths of the BFA programs at UW-Stout, writing that [the proposed major in Entertainment Design] "is the ideal marriage of studio art and digital media, with an edge towards innovation […]." Suggestions of the reviewers to require web design and to develop a course in illustration will be considered as the curriculum is adjusted in response to assessments.

Resource Needs and Budget Overview

Together with the three other proposed B.F.A. majors that will be brought before the Board of Regents in February and April 2012, the proposed major in Entertainment Design will share resources across disciplines to maintain a sustainable and successful program. The proposed B.F.A. in Entertainment Design will efficiently use current resources, including existing courses, facilities, and faculty expertise. 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 needed. There is no goal to grow enrollments in the new stand-alone major beyond the average number of students that are currently served within the sub-majors in the existing B.F.A. in Art.

The School of Art and Design currently has 32 tenured or tenure-track positions, and utilizes 10-14 academic staff (adjunct) on an as-needed basis. Faculty 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 Multimedia Design sub-major, and they form the basis for the new major and its two sub-majors. Very few, if any, new course sections will be needed in the first several years of implementation of this proposed program, so 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 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, will be reallocated from current (0.5) Program Director position resources.

BUDGET: Estimated Total Costs and Resources

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	4.0	$226,000	4.0	$237,300	4.0	$249,165
Program Director	0.25	$20,037		$21,038		$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	4.0	$263,691	4.0	$275,835
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Subtotal		$0		$0		$0
TOTAL COSTS		**$251,287**		**$263,691**		**$275,835**
CURRENT RESOURCES						
General Purpose Revenue(GPR)		$251,287		$263,691		$275,835
Subtotal		$251,287		$263,691		$275,835
ADDITIONAL RESOURCES						
Subtotal		0		0		0
TOTAL RESOURCES		$251,287		$263,691		$275,835

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(3), authorizing the implementation of the Bachelor of Fine Arts in Entertainment 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.

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 Graphic Design and Interactive Media.

NEW PROGRAM AUTHORIZATION
Bachelor of Fine Arts in Graphic Design and Interactive Media
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 Graphic Design and Interactive Media 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 Graphic Design and Interactive Media is submitted for consideration as one among four new design majors that have been identified as viable additions to UW-Stout's program array. Beginning with the February meeting, UW-Stout will bring these four distinct B.F.A. degrees before the Board of Regents, two at the February meeting of the Education Committee, and two at the April meeting. If approved, these design programs will become four stand-alone majors in: 1) Graphic Design and Interactive Media; 2) Entertainment Design; 3) Industrial Design; and 4) Interior Design. 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 Interactive Media encompasses web design, interface design, application design, and motion graphics. Today's leading Graphic Design firms incorporate interactive media into traditional graphic design services. At UW-Stout, web design and interactive design have been offered as part of the B.F.A. submajor in Multimedia. In February 2010, the B.F.A. Program Advisory Committee voted unanimously to support and recommend the development of a new major in Graphic Design and Interactive Media. The proposed major realigns the curriculum to combine graphic design and interactive design into one program. Within the new major, students may choose from two concentrations in 1) Design, and 2) Interactive Media. A major in Graphic Design and Interactive Media will prepare students for employment in the graphic design and interactive media industry (e.g., as a Graphic Designer, Web Designer, Brand Strategist, Art Director, Identity Systems Designer, or Application Designer.)

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 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 graphic design and interactive media will remain strong over the next decade as the enrollment in the Graphic Design program within the current B.F.A. has grown from 179 students in 2003, to 266 students in 2010. Further, the new major will support other existing art/design submajors in other majors at UW-Stout, including the B.S. in Game Design and Development, the B.S. in Packaging, the B.S. in Graphic Communications Management, and the B.S. in Art.

REQUESTED ACTION

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

DISCUSSION

Program Description

The proposed Bachelor of Fine Arts in Graphic Design and Interactive Media is designed to provide graduates with marketable job skills and the flexibility to adapt to the rapidly changing nature of the design job market in the United States and globally. The major will be housed within the College of Arts, Humanities and Social Sciences' School of Art and Design and requires 124 credits for graduation. The curriculum will include a general education core of 42 credits, a major studies core of 58-61 credits, and 21-24 credits in one of two concentrations, either Design or Interactive Media. In order to provide breadth and technical expertise, selected courses from the UW-Stout programs in Construction, Professional Communication and Emerging Media, Psychology, Applied Photography, and Graphics Communication Management are required.

The major in Graphic Design and Interactive Media's core curriculum builds entirely on existing courses in the B.F.A. in Art program, along with existing courses in the Graphic Communications Management department, the Psychology department, and the Digital Humanities submajor. In addition to a capstone course, students must fulfill an Experiential Learning requirement, such as, internship, co-op, international study abroad, or field experience.

Program Goals and Objectives

The B.F.A. in Graphic Design and Interactive Media will provide a comprehensive and challenging academic experience, which will prepare graduates for employment and entrepreneurship by meeting the following program objectives:

Professional Studies Objectives:

Upon completion of the B.F.A. in Graphic Design and Interactive Media, graduates will be able to:

1. Define, understand, and identify the elements and principles of art and design and apply them to a variety of design problems and solutions.
2. Understand, analyze, and integrate the history of art, design, and architecture within a cultural and aesthetic context.
3. Apply design solutions in relationship to various social, behavioral, and cultural factors.
4. Apply concepts and issues related to safe, socially responsible design and sustainable design practice, to include an understanding of ethical and cultural responsibility.
5. Apply methods and theory (best practices) through all research and development phases of the design process.
6. Understand and apply standards of practice for the graphic design and interactive media profession including ethics and professional development.
7. Utilize fine arts, traditional media, and evolving digital media and/or technology in the development and creation of design solutions.
8. Communicate successfully using various means including speaking, writing, and graphic communication, and including discipline-specific communication of technical information.

Concentration Objectives:

In addition, each submajor has additional, specific learning objectives and requirements that are tailored to that area of concentration.

Students attaining the Design concentration will be able to:

- Effectively use, create, and leverage letterforms and typography in the creation of design and communication solutions.
- Understand the psychology of consumerism and its application to marketing, advertising, and branding design solutions.

Students attaining the Interactive Design concentration will be able to:

- Apply contemporary interactive design techniques.
- Learn to use new media, software, and coding languages.
- Employ theory in the practice of designing interfaces and user experiences.

Relation to Institutional Mission and Strategic Plans

The proposed B.F.A. in Graphic Design and Interactive Media program relates directly to UW-Stout's select mission, goals, and strategic plan and promotes its recent designation as Wisconsin's Polytechnic University. Faculty in the Arts and Design discipline have a history of working with small regional businesses and regional industry, and will continue to expand their reach to serve students by creating more applied learning opportunities. Graphic Design and

Interactive Media graduates will be serving society by solving real-world problems. Graphic Design and Interactive Media students will have the opportunity to participate in internships and co-ops with sponsoring companies, such as Target Corporation, 3M, Red Cedar Plastics, Trek Bicycles, and Great Northern Corporation.

Program Assessment

The School of Art and Design and the program director of the Graphic Design and Emerging Media 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, the faculty members examine learning outcomes and further assess the quality of foundation courses. The Mid-Program Review provides an opportunity to critically analyze the relationship between the programmatic foundation core courses and student competencies.

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 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 bachelor's degree is required for most entry- and advanced-level positions in the areas of Graphic Design, which includes Interactive Media. The job growth in Graphic Design will be enhanced by four key trends: 1) the demand for internet advertising and interactive design; 2) the demand from industries looking to "re-design" or retain their image as they develop new products or offer new services (the health care industry, in particular); 3) the demand for marketing by industries adopting sustainable measures, production processes, or materials; and 4) the demand for motion graphics and digital interfaces/applications. Opportunities for Graphic Design and Interactive Media graduates will remain generally steady in Wisconsin over the next few years, with an expected increase in openings for designers with experience in website development or animation (www.careerinfonet.org). Projections by the U.S. Bureau of Labor Statistics indicate that the "employment of Graphic Designers is expected to grow approximately 13% between 2008 and 2018." Student interest in the B.F.A. in Graphic Design and Interactive Media is evidenced through consistently high enrollments in the current submajors and inquiries by prospective

students.

Projected Enrollment

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 sustained. The attrition rate is based on typical retention rates for UW-Stout students at each level of their degree progression. The existing Graphic Design concentration has continually had the highest number of applicants and represents the largest submajor within the current B.F.A. in Art major. Based on past enrollment history, during the first year of implementation, the School of Art and Design expects a migration of approximately 35 current freshmen and sophomore students from the existing multimedia design submajor into the proposed new program. The School of Art and Design will closely monitor enrollment so that it can offer sufficient courses to allow students to graduate in four years. In the future, given proper resources and facilities, as well as an improved budgetary climate, the School of Art and Design may research the possibility of program growth.

Table 1: Enrollment Projection—Five Years

	Implementation year (2012)	2nd year	3rd year	4th year	5th year
New students admitted	45	56	58	60	55
Continuing students enrolled in the existing concentration	222 (187 + 35*)	196	168	162	170
Total enrollment	267	252	226	222	225
Graduating students	46	54	48	46	50

Anticipated number of interactive/web design students moving from Multimedia Design/Entertainment Design to Graphic Design and Interactive Media.

Comparable Programs

The proposed B.F.A. in Graphic Design & Interactive Media program is unique in the UW System because of the breadth and depth of curricular offerings and the applied learning focus of the curriculum. Two of the eleven UW System institutions offering a Bachelor of Fine Arts with a concentration in Graphic Design are accredited by NASAD. Four of the programs that are similar to the proposed new major have a fine arts focus, rather than in-depth course offerings in Design and Interactive Media. Whereas two of the programs similar to the proposed major focus primarily on Web Design and digital interfaces, four of the competitor programs offer only three graphic design courses in their programs. In the region of the upper-central Midwest, among the most comparable and competitive programs at the baccalaureate level are the University of Minnesota's and Iowa State University's programs in Graphic Design. The Minneapolis Community and Technical College offers an Applied Associate of Science in Graphic Design, including Web and Interactive Media.

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 Graphic Design and Interactive Media 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 Graphic Design and Interactive Media 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.).

The B.F.A. in Graphic Design and Interactive Media program and its faculty plan to demonstrate their commitment to diversity in three ways: 1) infuse required program curriculum 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 "pre-college" event during the summer, an event that targets students from diverse populations and backgrounds.

Evaluation from External Reviewers

The proposed Bachelor of Fine Arts in Graphic Design and Interactive Media was reviewed by two external consultants: a Senior Graphic Designer at a local corporation in Chippewa Falls, Wisconsin; and the Founder and Creative Director of a major Design firm in San Francisco, California. Both reviews affirmed the need for the proposed B.F.A. in Graphic Design and Interactive Media at UW-Stout. One reviewer stated that "[…] UW-Stout provides a very strong multi-disciplinary curriculum […] equipping students with the necessary skills to be successful in their careers." The other reviewer referred to the "big picture" perspective of the

program, and asserted that the improved balance of breadth and depth "will give graduates a competitive edge." Both reviewers commended the addition of an experiential learning requirement (i.e., a co-op, internship, international study, or field experience), stating that this additional "real world" experience would help graduates be better prepared to be productive in the workplace.

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 Graphic Design and Interactive Media program. Currently, 4.0 FTE are assigned to the existing Graphic Design submajor, and they teach across disciplines with responsibility for teaching the design foundation courses required by all current B.F.A. design students. Faculty expertise is shared with other programs, such as the teaching of courses required for the B.S. in Game Design and Development and for concentrations in Packaging and Graphic Communications Management. Likewise, studio art faculty, faculty from the other design disciplines, and art historians will be teaching a wide array of the new major's foundation coursework, as well as intermediate and advanced required and selective 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 of implementation of the new Graphic Design and Interactive Media major, and therefore the initial budgetary impact will be minimal.

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. Additional personnel costs are specifically attributed for release time required for program leadership (Program Director), including costs to cover a 0.25 FTE course release back-fill, a $1,500 stipend, and a ten-day summer contract. These costs are being reallocated from the College of Arts, Humanities and Social Sciences Associate Dean position.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(4), authorizing the implementation of the Bachelor of Fine Arts in Graphic Design and Interactive Media 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.

Budget Overview

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	0.4	$212,467	0.4	$223,090	0.4	$234,244
Academic/Classified Staff						
Non-personnel						
Supplies & Expenses	4.0	$1,250	4.0	$1,313	4.0	$1,378
Library		$2,100		$2,100		$2,100
Other (Marketing)		$1,000		$1,050		$1,103
Subtotal	4.5	$216,817	4.5	$227,553	4.5	$238,825
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Program Director	0.25	$20,037	0.25	$21,038	0.25	$22,089
Subtotal		$20,037		$21,038		$22,089
TOTAL COSTS		**$236,854**		**$248,591**		**$260,914**
CURRENT RESOURCES						
General Purpose Revenue(GPR)		$216,817		$227,553		$238,825
Subtotal		$216,817		$227,533		$238,825
ADDITIONAL RESOURCES						
GPR Reallocation		$20,037 (Internal Reallocation)		$21,038 (Internal Reallocation)		$22,089 (Internal Reallocation
Subtotal		$ 20, 037		$ 21,038		$22,089
TOTAL RESOURCES		**$236,854**		**$248,591**		**$260,914**

EDUCATION COMMITTEE

Resolution I.1.a.(5):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Platteville and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Sustainable and Renewable Energy Systems.

NEW PROGRAM AUTHORIZATION
Bachelor of Science in Sustainable and Renewable Energy Systems
University of Wisconsin-Platteville

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 Science (B.S.) in Sustainable and Renewable Energy at the University of Wisconsin-Platteville is presented to the Board of Regents for consideration. If approved, the program will be subject to a Regent-mandated review to begin approximately five years after its implementation. The University of Wisconsin-Platteville and UW System Administration will conduct that review jointly, and the results will be reported to the Board.

The proposed B.S in Sustainable and Renewable Energy Sources (SRES) is an on-campus program capitalizing on the extensive faculty expertise and facilities at UW-Platteville. The program will be housed in the College of Engineering, Mathematics, and Science (EMS), and will be administered by the Department of Electrical Engineering. In this non-engineering program, students will build a solid understanding of the field of renewable energy, sustainability practices, and energy efficiency technology. The program will develop future scientists and business-persons who will understand the technologies used, as well as the economics and environmental impacts of energy usage throughout society. The program will have two emphases: one on Analysis and Design, the other on Development and Management.

REQUESTED ACTION

Approval of Resolution I.1.a.(5), authorizing the implementation of the Bachelor of Science in Sustainable and Renewable Energy major at the University of Wisconsin-Platteville.

DISCUSSION

Program Description

The Renewable and Sustainable Energy Systems (SRES) Program is designed to prepare students with a strong foundation in renewable as well as traditional energy systems and their economic and environmental impacts on society. Traditional energy sources include coal, natural gas, petroleum, and nuclear, whereas non-traditional sources include renewable energy such as hydro, wind, solar, geo-thermal, wave, hydrogen, and bio-energy. The proposed program strives to help UW-Platteville students develop an in-depth and interdisciplinary understanding of technical, economic, social, and environmental issues related to energy, renewable energy including bio-fuels and renewable products, as well as associated markets in the framework of sustainability. Another goal of the program is to increase public awareness of energy issues through presentations, workshops, forums, or discussions. Ultimately, the

program strives to educate students to understand the technical, economic, social, political, and environmental aspects of various sources of energy within the framework of sustainability, thereby becoming more knowledgeable citizens. The proposed program will require an independent study (1 credit) or cooperative education experience (2 credits), in order to provide students with industry experience in renewable energy projects prior to graduation.

It is anticipated that the graduates of the SRES program will join the workforce in a variety of industries such as utilities, energy producers, energy assessment companies, construction companies interested in energy efficient buildings, as well as federal and state governments. The program plans to graduate people who will be able to work with the engineers, scientists, and community leaders who will lead Wisconsin and the Midwest through the next energy revolution.

Program Goals and Objectives

The curriculum in SRES strives to provide students with a strong foundation in the technical, economic, environmental, and social aspects of traditional and renewable energy systems, including bio-energy and products. A Renewable Energy Advisory Board made up of 30 leaders in sustainable energy from industry in Wisconsin, Illinois, and Iowa has solicited educational programming and research from UW-Platteville, and guided our efforts in establishing the following broad program goals:

- To equip students with the abilities to assess the relative merits and potential impacts of different energy sources within the framework of sustainability;
- To graduate students with strong foundational skills in business and management aspects of renewable energy projects;
- To prepare students who are knowledgeable citizens prepared for the green jobs of the future; and
- To support business and community partners through projects, seminars, and workshops.

The Student Learning Outcomes related to the above goals are as follows. Graduates of the program will be able to:

- Understand and evaluate the role of energy and renewable energy, its sources, limitations, and use patterns in society;
- Understand economic, environmental, and social aspects of energy, renewable energy, and other limited resources within the framework of sustainability;
- Assess the relative merits and potential impacts of different energy sources within the framework of sustainability;
- Understand how multiple technologies and disciplines work together in SRES through hands-on experience with energy and renewable energy technologies; and
- Effectively communicate with people of diverse backgrounds both in writing and orally.

Relation to Institutional Mission

The proposed program relates to the UW-Platteville mission in the following ways. By its interdisciplinary nature (drawing breadth from the fields of agriculture, engineering, business, science, industrial technology, sociology, and education), the program will enable students to become "broader in perspective" and "to participate wisely in society as competent professionals and knowledgeable citizens." With its link to local industry, the SRES program will "serve as an educational, cultural and economic development resource to southwestern Wisconsin." By incorporating diverse disciplinary perspectives and engaging diverse students, the SRES major will help UW-Platteville realize its vision of "diversifying the student body, faculty, and staff." Finally, the program supports UW-Platteville's emphasis on "applied research and creative endeavors" through its capstone project and internship credit.

Program Assessment

Program faculty will be involved in continuous assessment of the program's outcomes and objectives, using both direct and indirect measures. Program faculty will meet annually to review data derived from the feedback of students, alumni, and employers. The following data will be collected and examined by the committee to see if students are meeting the outcomes:

- Evaluation of the student's performance by the student's direct supervisor at the end of his/her summer internship or co-op experience, a required part of the major (direct measure);
- Evaluation of the student's capstone project in Energy 4920 (direct measure);
- College surveys of graduates two years after graduation (indirect measure);
- College surveys of employers two years after graduation (indirect measure); and
- Exit surveys of graduates by *SRES Program Coordinator* (indirect measure).

In addition, the University's Assessment Oversight Committee assesses majors on a three-year cycle. For these reviews, the program director prepares a self-assessment report that describes the assessment process and includes the data referred to above.

Finally, given the program's strong relationship with the Renewable Energy Industrial Advisory Board, program faculty plan to present updates on the major's goals and request feedback twice each year.

Need

The number of studies that have been done in the last few years researching green jobs and jobs in renewable energy have been extensive. According to a 2010 article by the Ernest Orlando Lawrence Berkeley National Laboratory on "Energy Efficiency Services Sector Workforce Education and Training Needs," *(http://eetd.lbl.gov/ea/ems/reports/lbnl-3163e.pdf)*, there will be an increase in energy efficiency services of "two- to four-fold by 2020 to 220,000 person-years of employment or up to 380,000 (high–growth scenario)." While this projected increase is for the whole country, it can be extrapolated that Wisconsin will need a large work-force trained in the area of energy efficiency.

UW-Platteville's University Researcher performed a search for job openings in the areas of science management, urban and regional planners, and environmental scientists/specialists. This report showed that there would be an expected 83,000 job openings nationally in these specific areas of employment. Within the states of Wisconsin, Iowa, and Illinois, over 300 openings every year in these areas are anticipated.

A 2010 report from the Office of Energy Independence showed a growth in Wisconsin of over 15,000 jobs in the green energy sector within the next 15 years (http://www.worldwatch.org/). With the growth in current areas of employment and in newly created areas of employment, the graduates of the proposed program will find ample job opportunities within the state and region.

Projected Enrollment (5 years)

	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	15	20	30	40	50
Continuing students	0	12	27	49	67
Total enrollment	15	32	57	89	117
Graduating students	0	0	0	11	14

These numbers are based upon University averages of around 80% retention of incoming freshman and a graduation rate of 70%, and projected growth of majors over five years. It is possible, however, that the enrollment could be higher, based on the experience of the collaborative Online B.S. in Sustainable Management (implemented by UW-Extension and partners in 2009), which almost doubled the anticipated number of students in the program's first year. If UW-Platteville's proposed major has the same success, the number of incoming freshman will need to be limited to 50, given space and safety limitations for lab equipment and the current number of faculty available to teach upper-level courses.

Comparable Programs in Wisconsin

There are many graduate and technical degree programs which focus on renewable energy and sustainability. However, few of them are offered to undergraduates, and fewer still focus on energy systems and performance. UW-Madison offers a number of graduate programs, such as the certificate in Energy Analysis and Policy. The Wisconsin Technical College System has two relevant associate's degree programs. Mid-State Technical College offers associate degrees in Bio-refinery Technician, Electrical Power Engineering Technician, Energy Efficiency Technician, Renewable Electricity Generation, Renewable Energy Specialist, and Renewable Thermal Energy Technician. The Lakeshore Technical College offers a Wind Energy Technician degree as well.

The two comparable four-year degrees in the UW System are: the B.S. in Environmental Policy and Planning at UW-Green Bay with a curriculum primarily based in the social sciences; and the Online B.S. in Sustainable Management offered by UW-Extension in collaboration with UW-Parkside, UW-River Falls, UW-Stout, and UW-Superior. The proposed B.S. in Sustainable and Renewable Energy Systems is unique in that is a face-to-face program that emphasizes

energy systems and their impacts on business, communities, and the environment, and thus requires significant technical skills in addition to an interdisciplinary background.

Comparable Programs outside Wisconsin

Regionally, Illinois State University has a Renewable Energy undergraduate major which has two tracks: technology, and economics. The program focuses on bio-fuels, wind and solar energy, and regulatory issues. Southern Illinois University Carbondale offers a B.S. degree in Environmental Resources, in which environmental decision-making, management, and sustainability are addressed. The University of Minnesota offers a M.S. in sustainable architecture. Iowa State University offers a M.S. degree in sustainable agriculture. Maharishi University of Management in Iowa offers a B.S. degree in Environmental Science/Sustainable Living. In Michigan, Aquinas College offers a B.S. degree in Sustainable Business and a M.S. degree in Management Sustainable Business Concentration. Also, Wayne State University offers the Engineering Bachelor of Science Degree with an Alternative Energy Technology Concentration. While all of these programs are related to the proposed major, none have the unique focus on energy systems.

Collaboration (inter-institutional)

During fall 2009, Mesut Muslu, Professor of Electrical Engineering and Chair of the University Renewable Energy Council, contacted a number of UW institutions to see if there were opportunities for collaboration in renewable energy education and research. The UW Institutions visited were UW-Milwaukee, UW-Extension, and UW-Stevens Point. Of these programs, UW-Stevens Point is working on establishing a minor, UW-Milwaukee has developed a certificate program (together with the Milwaukee Area Technical College), and UW-Extension has developed the collaborative online Sustainable Management degree, primarily for working adults. Although there is a general desire for collaboration with regard to research and course sharing, it was clear that the proposed SRES program and its requirements and settings were significantly different from the programs mentioned above. However, there was enthusiasm for collaboration in the future, and, given UW-Platteville's facilities and training in video streaming, it is believed that this can be accomplished after a few years of offering the program. UW-Platteville is considering accepting credits applied to the SRES major from several courses offered by the online collaborative Sustainable Management program (offered through UW-Extension); however, agreements related to transfer of credit and fee structures need to be worked out once the major is approved.

Diversity

Perspectives (Program goals for student learning, curriculum, pedagogy)

The University of Wisconsin-Platteville believes that diversity is a fundamental component of a student's educational experience. Diversity in the curriculum will be encouraged and incorporated within the course make-up and delivery. For instance, to better serve the non-traditional population the ability to offer a number of these courses at a distance will be explored. The Electrical Engineering Program has already been offering four-year degrees at UW-Rock

County and Fox Valley via streaming video and will serve as a successful model if this delivery method is explored further.

Students (Recruitment & Retention)

Currently, UW-Platteville's undergraduate student population is 64% male and 36% female. For Engineering programs at UW-Platteville, the percentage of men to women is 89% to 11%. In the Renewable Energy courses offered for the minor, the ratio is about 80% male to 20% female, showing a higher percentage of females than typical is for the College. The major is expected to follow the enrollment trends of the minor and help increase the percentage of females within the College of EMS. The Renewable Energy minor has already recruited a higher percentage of non-traditional students than other majors on campus, and the program looks forward to having these students continue in the major as they bring a broader picture with their personal experiences. To encourage this enrollment, the possibility of using streaming video lectures for off-location students as well as the possibility of offering evening courses that accommodate the needs of adult and underserved students will be explored. The program will also work with the UW-Platteville Office of Multicultural Student Affairs as well as the office of Women in Engineering Mathematics and Science to recruit students of color and other underserved populations.

Faculty and Staff (Recruitment & Retention)

The SRES program will continue to support efforts by the university to enhance and expand outreach, recruitment, and support programs to raise the proportion of people of color, women, and other underrepresented groups in faculty and staff positions. All search and screen committees will have a person of color and a diversity representative on the committee. All tenure-track positions will be advertised in graduate programs historically comprised of a high percentage of people of color, as well as in traditional avenues. Diverse faculty will be recruited by advertising positions via additional mailings to predominantly black colleges and universities, and to Affirmative Action offices of the UW System. In addition, the program will advertise through the Women in Education online posting and the Women in Science listserv. Furthermore, the University requires that all applicants demonstrate a commitment to fostering and increasing UW-Platteville's racial and gender diversity. Retention of faculty is managed through: faculty mentoring, which helps the new faculty member establish a support network within the university community; annual detailed feedback on progress toward tenure; and support and direction toward professional development activities including teaching workshops, professional meetings, etc.

Evaluation from External Reviewers

The four reviewers, from higher education and industry, recommended that the program move forward and emphasized that the graduates would have excellent job opportunities. Through their recommendations, as well as those of the Advisory Board, the decision was made to develop the two different emphases: Analysis & Design, and Development & Management. The reviewers also emphasized the need for flexibility to adjust the curriculum quickly as new technologies are developing rapidly in this area. Finally, the reviewers encouraged the program

proposers to continue developing ties with industry as well as other higher learning institutions in the area to complement the program. One reviewer concluded: "Renewable and sustainable energy education requires the support and collaboration of many disciplines and fields; UW-Platteville is uniquely situated to provide such support. UW-Platteville has the optimal combination of support disciplines to provide the necessary background, experience and expertise for a comprehensive major in sustainable and renewable energy systems."

Resource Needs

Personnel: It is anticipated that 4.5 faculty members will be needed to start the new program/department in SRES. This will include a 0.25 FTE Department Chair and 4.25 teaching positions. These teaching positions will be added over four years based on the need for classes or multiple sections. Also anticipated is the need for 1.25 FTE in non-instructional staff, including a 0.50 FTE administrative support person, a 0.25 FTE computer support person, and a 0.50 FTE technical support person to install and repair equipment in the Renewable Energy center and labs.

Capital Equipment: Energy monitoring equipment will need to be purchased to assist in developing an energy efficiency core, algae growth and processing equipment, as well as wind monitors for educational purposes. The costs for this equipment are estimated in the range of $190,000 over the first two years. UW-Platteville has committed $120,000 in the first year, and $70,000 in the second year to complete these acquisitions. A total of $20,000, above grants and donations, will be needed for capital equipment on a yearly basis. Examples of the equipment to be purchased include bench scale solar panels, windmills, anaerobic digesters, energy efficiency monitors, and anemometers.

Supplies & Expenses: It is anticipated that $20,200 will be needed in supplies and expenses each year, which will include travel for faculty development and supplies for lab and office equipment. One of the goals of this new major will be to develop activities such as certification programs, educational workshops, summer camps, and/or K-12 activities that are accessible to people outside of the University. The amount of $5,000 has been allocated per year for outreach and it is anticipated that some of these activities will generate income.

Resources -GPR Reallocation (TSI funding): Significant portion of the cost of the SRES major in the first few years will be funded by UW-Platteville's Tri-State Initiative (TSI).

Gifts and Grants: UW-Platteville is gearing up for a Capital Campaign for fund-raising and has identified the SRES major as a priority. It is anticipated that the gifts related to the SRES major will increase over the years as indicated in the budget.

Other (Sustainable Activities): Funding in this category will be possible via the new block grant funding model provided to the UW System by the State. Through block grant funding, any savings realized from student- or faculty-proposed sustainability activities across campus will go into the SRES program's budget. This will encourage campus-wide efforts toward sustainability and educate the campus as a whole about energy usage. After three or four years, these savings would go back into the general campus budget.

RECOMMENDATION

       The University of Wisconsin System recommends approval of Resolution I.1.a.(5), authorizing the implementation of the Bachelor of Science in Sustainable and Renewable Energy at the University of Wisconsin-Platteville.

RELATED REGENT POLICIES

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

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

BUDGET FORMAT: AUTHORIZATION TO IMPLEMENT

	First Year		Second Year*		Third Year*	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	0	$22,200	0	$22,200	0	$22,200
Graduate Assistants	0	$0	0	$0	0	$0
Non-instructional Academic/Classified Staff	0	$0	0		0	$0
Non-personnel						
Supplies & Expenses		$5,000		$5,000		$5,000
Capital Equipment		$0		$0		$0
Library		$0		$0		$0
Computing		$0		$0		$0
Other (faculty develop & travel)		$10,000		$10,000		$10,000
Subtotal	0	$37,200	0	$37,200	0	$37,200
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	1.5	$160,834	2.5	$276,118	3.5	$380,173
Graduate Assistants	0	$0	0	$0	0	$0
Non-instructional Academic/Classified Staff	0.5	$31,110	1.25	$80,520	1.25	$82,936
Non-personnel						
Supplies & Expenses		$15,200		$15,200		$15,200
Capital Equipment		$120,000		$70,000		$20,000
Library		$3,000		$3,000		$3,000
Computing		$3,000		$2,000		$1,000
Other (Outreach)		$5,000		$5,000		$5,000
Subtotal	2	$338,144	3.75	$451,838	3.75	$507,309
TOTAL COSTS		**$375,344**		**$489,038**		**$544,509**
CURRENT RESOURCES						
General Purpose Revenue (GPR)		$0		$0		$0
Gifts and Grants**		$10,000		$10,000		$10,000
Fees		$0		$0		$0
Other (Define)***		$27,200		$27,200		$27,200
Subtotal		$37,200		$37,200		$37,200
ADDITIONAL RESOURCES						
GPR Reallocation (list sources)		$328,144		$331,838		$277,309
Gifts and Grants		$10,000		$100,000		$200,000
Fees		$0		$0		$0
Other (Define)****		$0		$20,000		$30,000
Subtotal		$338,144		$451,838		$507,309
TOTAL RESOURCES		**$375,344**		**$489,038**		**$544,509**

EDUCATION COMMITTEE

Resolution I.1.b.:

That, upon the recommendation of the Chancellor of the University
of Wisconsin-Madison and the President of the University of
Wisconsin System, the Chancellor be authorized to implement the
M.S. and the Ph.D. in Epidemiology.

NEW PROGRAM AUTHORIZATION
Master of Science (M.S.) and Doctor of Philosophy (Ph.D.)
In Epidemiology
University of Wisconsin-Madison

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 an M.S. and Ph.D. in Epidemiology at the University of Wisconsin-Madison is presented to the Board of Regents for consideration. If approved, the program will be subject to a Regent-mandated review to begin five years after its implementation. The University of Wisconsin-Madison and System Administration will conduct that review jointly, and the results will be reported to the Board.

The graduate program in Epidemiology will be housed in the Department of Population Health Sciences in the School of Medicine and Public Health (SMPH). Epidemiology is the specialized field of inquiry primarily concerned with identifying the causes of disease in populations, and as such encompasses a rich and specialized methodology including observational and experimental study designs, statistical methods, an understanding of pathogens, environmental and behavioral risk factors, and human biology and physiology. The importance of epidemiological methods has grown to meet threats of global infectious diseases and the complex health challenges presented by an aging population, as well as to capitalize on the growing understanding of human genetics.

REQUESTED ACTION

Approval of Resolution I.1.b., authorizing the implementation of the Master of Science and the Doctor of Philosophy in Epidemiology at the University of Wisconsin-Madison.

DISCUSSION

Program Description

As a founding discipline of public health, epidemiology seeks to identify and characterize the determinants of disease and health-related conditions in the population, including aspects of health disparities among demographic groups. The proposed curriculum has been adapted from the American College of Epidemiology and the Association of Schools of Public Health Workshop on Doctoral Education in Epidemiology. Coursework in three core areas—epidemiological research methods (a four-course sequence), biostatistical methods (a four-course sequence), and human biology and physiology—plus electives and research credits will bring the total credit requirement for the M.S. to 33 credits, and the Ph.D. to 65 credits. An ethics course will be required for all students. For the M.S. degree, students will complete 9 credits in the Epidemiology core courses, 6 credits from the Biostatistics courses, at least 9 credits of

specialization courses, 1 credit of graduate seminar, at least 1 credit of Ethics, and 3-5 research/thesis credits. M.S. students will complete a major project or a thesis appropriate to an M.S. degree. For the Ph.D. degree, students will complete 12 credits in the Epidemiology core courses, 12 credits from the Biostatistics core, at least 12 credits of Specialization courses, 2 credits of graduate seminar, at least 1 credit of Ethics, minor courses (9-12 credits) and 6-12 thesis credits. In keeping with the standards of research doctoral education, Ph.D. students complete a qualifying exam related to proficiency in the content area, a preliminary exam related to their proposed research to qualify for doctoral candidacy, a dissertation on an original research project, and an oral defense of their dissertation research. Areas of specialization will mirror faculty research expertise, which currently include cancer, cardiovascular disease, neurological diseases, infectious diseases, renal diseases, diseases of aging, environmental epidemiology, global health, childhood diseases, genetics, and epidemiological methods.

Program Goals and Objectives

The overall goal of the Graduate Program in Epidemiology is to prepare students to create, integrate, disseminate, and apply knowledge in epidemiology.

Graduates with a M.S. in Epidemiology will be able to:
a. formulate a research question, and design appropriate study aims to answer the question;
b. determine the appropriate study design to address the question;
c. have sufficient understanding of the disease or health outcome to measure it in a population setting;
d. identify risk or preventive factors that contribute to or determine the outcome;
e. review scientific literature;
f. write a research protocol that describes the process that will lead to successful completion of the study;
g. identify, access, and analyze existing datasets from international, national, state, and local sources;
h. collect, manage, and analyze data using best practices and state-of-the art statistical tools;
i. interpret the results of statistical analyses; and
j. prepare reports, abstracts, presentations, and manuscripts to communicate results to the scientific community.

Graduates with a Ph.D. in Epidemiology, in addition to the objectives of the M.S. degree, will be able to:
a. contribute new knowledge to the field of epidemiology;
b. design, conduct, and manage independent research on both theoretical and applied epidemiologic problems;
c. comprehensively and systematically review research literature, understanding multiple models of disease origin and transmission to develop novel hypotheses;
d. collect, manage, and analyze complex data sets;
e. manage research personnel in carrying out studies;
f. form collaborations with colleagues from a broad range of disciplines to carry out complex projects; and

g. teach the principles of epidemiological methods and disseminate knowledge of epidemiology.

Relation to Institutional Mission

As a major research university with growing strength in health sciences and public health, it is timely for UW-Madison to implement the graduate program in Epidemiology. The program is aligned with the purpose of the School of Medicine and Public Health to "preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all." The goals of the graduate program in Epidemiology address the aims of the Wisconsin Idea by expanding the university's ability to study and offer strategies to improve important aspects of the health and environment of the citizens of Wisconsin. In addition, as a field of study committed to understanding the determinants of health in the population, and with a fundamental alliance with the aims of public health, the program will complete the portfolio of programs necessary to complete the transition from a medical school to a school of medicine and public health. Specifically, the program is aligned with the mission of "addressing the evolving health and healthcare needs" of Wisconsin, serving as a model for the nation, and "advancing a research agenda focusing on diversity and ethnic and racial disparities" in health care.

Through an intentional pattern of hiring over the last ten years, the number of faculty with expertise in epidemiology in the Department of Population Health Sciences has grown from a handful to 18 out of the 24 full-time tenured/ tenure-track faculty members. Affiliate faculty with expertise in epidemiology and related disciplines are housed across campus in other health science departments and in a range of basic science departments.

Program Assessment

Evaluation of the effectiveness of the program and curriculum will be based on information collected on student learning at key milestones. The program staff and the faculty steering committee will review and evaluate the assessment information on an annual basis and consider any programmatic or policy changes that may be necessary. Assessment evidence will include: a review of collective student performance on the qualifier exam, formal and informal perspectives of the teachers of core courses on student progress and performance, the quality of student involvement in epidemiology research, the quality of student presentations of their research proposals and results at seminars, the quantity and quality of publication of graduate student research in peer-reviewed epidemiology and public health journals, and the quantity and quality of oral and poster presentations by students at national and international Epidemiology meetings. Student perceptions of learning and feedback for program improvement will be monitored using exit surveys and/or exit interviews. In addition, career progression of graduates will be monitored by annual surveys of alumni and through colleague contacts.

Need

The proposed graduate program will prepare students to fill a range of positions in epidemiological research and practice in academic, commercial, international, and government

settings. A shortage of trained epidemiologists has existed in public health agencies for decades. The demand for workers with specialized epidemiology training was illustrated by a 2004 study: among 37 state health agencies, 40 percent identified a shortage of epidemiologists and 43 percent of responding states did not employ a professional in the role of State Chronic Disease Epidemiologist. External reviewer letters confirmed that the job market for Epidemiologists is strong and would not be saturated by graduates of the proposed program.

The M.S. and Ph.D. are in demand among prospective students. The Department of Population Health Sciences also houses the M.S. and Ph.D. in Population Health, a multi-disciplinary graduate program incorporating training in health services research, health policy, health economics, epidemiology, and biostatistics. The Population Health program lacks the disciplinary focus on Epidemiology that many prospective students are seeking and UW-Madison routinely loses top M.S. and doctoral candidates to other universities. Prospective students are often surprised to find that UW-Madison does not offer the M.S. and Ph.D. in Epidemiology, given the depth and breadth of faculty expertise in Epidemiology.

Projected Enrollment (5 years)

At steady state (approximately 8 to 10 years after implementation) projections for graduates are five M.S. students and eight Ph.D. students annually. Similar to other doctoral programs, we anticipate an eventual completion rate of between 70-80%.

Projected enrollment over five years for the Ph.D. in Epidemiology

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	3	10	10	15	15
Continuing students	0	2	10	16	27
Total enrollment	3	12	20	31	42
Graduating students	0	0	2	1	3

Projected enrollment over five years for the M.S. in Epidemiology

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	0	5	5	5	5
Continuing students	0	0	4	5	6
Total enrollment	0	5	9	10	11
Graduating students	0	0	4	4	4

Comparable Programs

Currently, no other university in Wisconsin offers a Ph.D. program in Epidemiology. The School of Public Health (SPH) at UW-Milwaukee is proposing an Epidemiology graduate program. The Medical College of Wisconsin offers a M.S. in Epidemiology, a Master of Public

Health (online), and a M.S. in Clinical and Translational Science that includes an epidemiology concentration.

Nationally, there are approximately 30 Ph.D. programs in Epidemiology. Eight of UW-Madison's eleven peer universities have Ph.D. programs in Epidemiology, including well-established, top-ranked programs at Michigan, Minnesota, UCLA, UC-Berkeley, and the University of Washington. The University of Illinois-Chicago, the University of Iowa, and Northwestern University are other Midwestern universities with related programs. Wisconsin is the only Midwestern state that does not offer an M.S./Ph.D. program in Epidemiology at its public research universities.

Collaboration

Students in the graduate program in Epidemiology will benefit from strong collaborations across UW-Madison. The program and most faculty are based in the Department of Population Health Sciences, and faculty who have expertise to advise graduate students are also located in other health sciences and basic sciences units, including the Department of Statistics, the School of Nursing, and the School of Veterinary Medicine.

UW-Milwaukee also plans to develop a graduate program in Epidemiology. Leadership teams from the SMPH (UW-Madison) and the SPH (UW-Milwaukee) have met to discuss curriculum development, research collaboration, and opportunities for students to gain experience and training between the two campuses. The details of these potential collaborations will emerge as faculty are hired at UW-Milwaukee and program details are developed.

Diversity

The field of Epidemiology is the science behind the growing subject of health disparities research and is fundamentally concerned with differences in the distributions of health and disease in populations. The curriculum is acutely attuned to the concerns of different social, biological, cultural, and behavioral characteristics of populations, and how these characteristics influence health and well-being of populations and the individuals within them.

Student Diversity. Programs of the Department of Population Health Sciences have been successful in recruiting and retaining students from groups traditionally underrepresented in the sciences: 20% of Fall 2011 enrolled students are members of targeted minority groups, compared to 9% for all UW-Madison graduate students. Students from diverse racial/ethnic and socio-economic backgrounds will be recruited and supported through targeted marketing efforts in collaboration with the Graduate School, the graduate program in Population Health Sciences and the Master's in Public Health. Representatives from these programs recruit at the Society for Chicanos and Native Americans in Science (SACNAS) annual meeting and the Annual Biomedical Research Conference for Minority Students, and can provide information and program materials to interested students. Program faculty participate in the Summer Research Program in Computation Biology and Biostatistics (CBB) run by the Department of Biostatistics and Medical Informatics, which introduces minority and disabled students to the field of Biostatistics. Epidemiology will recruit at the UW-Madison Biosciences Preview Weekend

(BOPS), which sponsors weekend visits by prospective graduate students in the biosciences from underrepresented groups.

Faculty Diversity. Because this program has been planned with the understanding that no new faculty will be required to successfully meet the objectives of the program, the diversity of the faculty is reflected in the characteristics of the current faculty of 18, which include 9 women and 3 faculty from underrepresented minority groups. One faculty member is a recipient of the Outstanding Woman of Color in Education award. The program's diversity compares favorably to UW-Madison as a whole: about 17% of current UW-Madison faculty are from under-represented minorities and about 30% are women. Any future faculty hires for this program will be aligned with the faculty diversity hiring initiatives of the School of Medicine and Public Health and UW-Madison. Hiring departments must file a Recruitment Efforts Plan (REP) before advertising a faculty position. Efforts to expand the pool of minority and women candidates in the sciences, in particular, have been the special focus of the Women in Science and Engineering Leadership Institute (WISELI), which has served as a campus- and nation-wide resource for teaching hiring committees how to overcome implicit bias in reviewing applications, interviewing candidates, and making hiring decisions. All chairs of search committees in Epidemiology will be required to participate in WISELI workshops. If the opportunity arises, the department will make use of university-level Strategic Hiring Funds that help fund the initial years of high-priority faculty hires, including tenured or tenure-track minority faculty.

Evaluation from External Reviewers

Three distinguished educators from the departments of Epidemiology at the University of Michigan, the University of Washington, and the University of South Carolina provided letters of evaluation. The letters provided a number of suggestions for enhancements to the proposed program and many of those suggestions were integrated into planning. For example, a course option for training in SAS, a widely used analytical software application, was added and the biostatistics requirements were clarified. Reviewers confirmed that the offering is appropriate to UW-Madison and a critical addition for the growth of the department and the School of Medicine and Public Health. To quote from one letter, "based on the track record of this department and its current chair, I have no doubt that the Ph.D. program will become a sought-after, highly regarded, productive program with graduates who make substantial contributions to epidemiological research, education, and practice."

Resource Needs

The graduate program in Epidemiology will be funded from reallocation by the Department of Population Health Sciences and the School of Medicine and Public Health, as well as the investments already made to build the Epidemiology expertise among faculty and expand course offerings. This program will draw on the existing breadth and depth of faculty and on the substantial research funding held by major professors that will contribute to graduate student support. No additional faculty hires or capital resources are required. The program faculty anticipate that the contributions of graduate students to research productivity will enhance the grant-getting capacity of the department. Program faculty have a strong record of extramural research support: in 2011, total research support among the epidemiology program

faculty exceeded $63 million. As part of the transition from the Medical School to the School of Medicine and Public Health in the early 2000's, library resources are already in place to support this research area. The Department of Population Health Sciences employs two full-time support staff for graduate program management and through updates in data management infrastructure and adoption of procedural efficiencies, the existing faculty and staff will be sufficient to support the addition of the graduate program in Epidemiology.

The budget covers both the M.S. and Ph.D. because the two programs are inextricably interwoven, the faculty and staff will work with the entire cadre of students, and efficiencies will be achieved by administering and teaching the students as a unified program.

An estimated current cost of the faculty contribution is arrived at by totaling the estimated contribution from many faculty members at 5 FTE, and those FTE will be contributed by reallocation from existing programs ($525,000). Approximately $50,000 is budgeted for program administrative and student services support. An estimated $15,000 is budgeted for office supplies, and $10,000 is budgeted for recruiting, including print and web materials, travel for candidates, and travel for recruiting trips, with increases over the next three years as the program enrollment grows.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.b., authorizing the implementation of the Master of Science and the Doctor of Philosophy in Epidemiology at the University of Wisconsin-Madison.

RELATED REGENT POLICIES

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

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

University of Wisconsin-Madison, MS/PhD-Epidemiology
BUDGET FORMAT: AUTHORIZATION TO IMPLEMENT

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	5	$525,000	5	$540,750	5	$556,973
Administrative Support Staff	0.5	$25,000	0.5	$25,750	0.5	$26,523
Student Services Coordinator	0.5	$25,000	0.5	$25,750	0.5	$26,523
Non-personnel						
Supplies & Expenses						
Equipment						
Library						
Computing/IT support						
Other (Define)						
Subtotal		$575,000		$592,250		$610,019
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff						
Support Staff						
Graduate Assistants (75% of students fun	13	$364,000	20	$560,000	24	$672,000
Non-personnel						
Supplies & Expenses		$15,000		$15,450		$15,914
Equipment						
Library						
Recruiting		$10,000		$15,000		$20,000
Subtotal		$389,000		$590,450		$707,914
TOTAL COSTS		$964,000		$1,182,700		$1,317,933
CURRENT RESOURCES						
General Purpose Revenue (GPR)		$600,000		$622,700		$645,933
Gifts and Grants						
Subtotal		$600,000		$622,700		$645,933
ADDITIONAL RESOURCES						
GPR Reallocation (PHS and SMPH)						
Gifts and Grants (for graduate assistantships)		$364,000		$560,000		$672,000
Subtotal		$364,000		$560,000		$672,000
TOTAL RESOURCES		$964,000		$1,182,700		$1,317,933

Faculty salaries are based on an average full professor salary of $105,000. Increases are calculated at 3% annually.
Among the 18 program faculty, an estimated 5.0 FTE of effort will be reallocated to this program from other activities.
Salary estimates for administrative support and student services assume a 50% reallocation of current staff.
Graduate assistant support (est $28K per student) is estimated for 75% of enrolled students and will come from
research grants.

Draft 11.27.2011

EDUCATION COMMITTEE

Resolution I.1.c.(1):

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

UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
CAPITOL WEST ACADEMY
CHARTER RENEWAL

Executive Summary

BACKGROUND

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

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

Capitol West Academy, Inc., was granted a charter by the University of Wisconsin System Board of Regents in April of 2004, and opened Capitol West Academy (CWA) with students in grades K5-3 in September of 2004. CWA operates from a campus at 3939 N. 88th Street, Milwaukee, Wisconsin, which it leases from St. Aemilian-Lakeside, Inc., a non-profit human services organization that provides foster care, education, and mental health services throughout southeastern Wisconsin. St. Aemilian-Lakeside has served as the sponsor for CWA, since its opening, providing financial support and sharing part-time staff. CWA continues to contract with St. Aemilian-Lakeside to provide finance, HR, marketing, fund development, and IT services. Mr. Jon E. Anderson chairs the fourteen-member board. Mrs. Donna Niccolai-Weber is the Executive Director/Principal.

The UW-Milwaukee Office of Charter Schools, with the support of Chancellor Michael Lovell and Interim Provost Johannes Britz, recommends that Capitol West Academy receive a four-year charter renewal.

REQUESTED ACTION

Approval of Resolution I.1.c.(1), authorizing the extension of the charter school contract with Capitol West Academy, Inc., to operate a public school known as Capitol West Academy.

DISCUSSION

School Profile

The mission of CWA is to: "provide a safe nurturing educational environment where children, with the support of their families and the community, learn and grow to be successful life long learners and productive citizens." CWA articulates its core values as follows:

> *Our learning environment is dependent on the collaborative and dedicated efforts of students, parents, staff and the wider community. At Capitol West Academy each child will: Demonstrate academic mastery; apply critical thinking and develop meta-cognition skills; embrace ethical standards of conduct and respect for others; understand the strength of diversity; demonstrate leadership through the core values of respect, responsibility, honesty and achievement; and value the importance of learning.*

The school's vision is that "rigorous academics and character development inspire lifelong learning." The vision is elaborated as follows:

> *Capitol West Academy (CWA) reflects the importance of a school that provides all children an opportunity for a successful, permanent, and accountable educational experience. CWA creates a strength-based learning environment for a diverse population of students that integrates parental involvement, teachers who are trained in understanding neurodevelopment and a reproducible design of educational and social success. CWA is committed to a school environment that results in students who are prepared socially and academically to enter the high school environment with a vision of success.*

Capitol West Academy has a strong philosophical foundation and clear goals for success. Now in its eighth year of operation, CWA is still a relatively young school and still very much a work in progress. The full complement of grades was not attained until the 2009-10 school year. Thus, the school has been in a "developing" mode for virtually all of its existence. It has been necessary to add staff, cope with staff mobility, make administrative changes, constantly recruit students, and deal with financial difficulties. At the same time, it has had to work continuously to improve the academic performance of its students. Capital West Academy has made significant progress but continues to struggle with these issues.

Students

At the time of the last review, which took place during the 2007-08 school year, CWA's enrollment stood at 145 students. Since that year, enrollment rose to 173 students in 2008-09, 212 students in 2009-10, and to 223 students in 2010-11 across grades 4K to 8. CWA is an

integrated school with approximately 76% African American, 8% White, 5% Hispanic, 4% Asian students, and 7% other. Slightly fewer than 80% of the students qualified for free and/or reduced lunch in 2010-11, up from 75.5% in 2009-10, and 77% in 2008-09.

In each of the last three years, more than one-third of the total student enrollment has been new to the school that year. Thus, 38% of the students were new in 2008-09; 36% were new in 2009-10; and 39% were new in 2010-11. During 2010-11, there were only 11 students in the 7th grade while all of the other grades had at least 21 students. The seventh grade enrollment of 11 was down from 14 the previous year, and 15 the year before that. Student mobility, and especially the loss of students in the upper grades, has had significant impact on the school. Parents have moved their children from CWA at the middle-school grades because of their belief that the students were not getting a complete middle-school education. The small number of students precludes the offering of additional courses and extracurricular activities, which parents want for their children. Seeing the small numbers confirms these concerns and leads to further student withdrawals.

Average daily attendance for 2010-11 was very high at slightly over 96%, even though transportation is not provided and parents must bring their children or create car pools to provide transportation. During 2010-11, 49 students were suspended for a total of 163 days which is essentially the same as the previous year. No students have been expelled from CWA. The 2010-11 count submitted to the Department of Public Instruction indicates a special education enrollment that was approximately 11% of the total CWA enrollment. This percentage has been fairly consistent over the past five years.

Educational Program

Capitol West Academy's goal is to provide a structured environment with an integrated curriculum. Teaching on any given subject overlaps into other academic areas, as well as with service learning. Student-led project-based activities are planned and implemented. Instruction focuses not only on the standard academic areas, but also on character development and helping students make sound decisions and develop critical thinking skills. Teachers are expected to tailor instructional practices to meet the varied needs of the learners.

Teaching of reading includes a dual emphasis on decoding skills and comprehension skills. Reading skills are reinforced by a focus on developing writing skills. Similarly, the teaching of mathematics includes a dual emphasis on competency in basic math facts and the development of higher-order thinking skills necessary to understand and solve word problems. The adoption of Rocket Math at all grade levels addresses the need to improve competency in basic facts. Improving reading and mathematics achievement is furthered by professional development, the use of MAP assessments, the assistance of the Coordinator of Curriculum and Learning Support (a new position in 2010-2011), and 90 minutes of instructional time each day in both subjects.

CWA's character development program is multi-faceted. The core values of respect, responsibility, honesty, achievement, and citizenship are accepted by students and reinforced by teachers and staff. Each day begins with an all school "Morning Circle," during which students recite the CWA pledge and teachers report something positive for each class. Capitol West

Academy has been chosen by the Wisconsin Character Education Partnership as a *Promising Practice Award Winner* for the last two years.

CWA considers parents to be an essential component of the educational program. Regular communication with parents is through the *Passport to Success* program, which facilitates daily sharing of information about each child with his or her parents. The Parent Advisory Committee organized training sessions for parents to learn about *Power School*, which provides parents with the ability to check their children's grades on line.

Project-based activities provide the opportunity for students to integrate discrete skills and abilities. The curriculum is designed to allow each child the opportunity to explore his/her own special skills and interests. Lessons can be adjusted to meet each child's interests, needs, and overall development.

Service learning is incorporated throughout the curriculum and provides a method by which students learn and develop through active participation. At the elementary level, service learning helps students to become aware of their roles as citizens and learn to understand others. Service learning helps foster civic responsibility and is integrated into, and enhances the academic curriculum of the students.

Improvement Goals

CWA has established a set of improvement goals, which include:

1. Improve reading achievement by increasing student decoding and comprehension skills.
2. Improve math achievement by increasing student comprehension of word problems and competency in basic math facts.
3. CWA will continue to increase parent participation in school activities.
4. Ensure that the school culture includes a focus on character education.
5. CWA will hire and retain highly qualified teaching staff.
6. Develop and implement a system to analyze student achievement data to drive instruction.

Faculty and Staff

CWA had a faculty of 20.55 FTE in 2010-11. This included 12 classroom teachers, two special education teachers, the executive director, the Coordinator of Curriculum and Learning Support, and the Coordinator of Student and Academic Services. The latter two positions were new in 2010-11. All faculty are licensed by the Department of Public Instruction. Non-teaching staff includes one special education aide, 2.7 FTE Title I aides, and 2.0 office assistants. All faculty and all except one staff member were white. Average daily attendance for faculty was 97.8% in 2010-11. Staff mobility is another important issue that has had significant impacts on the school. There have been 48 new faculty hires from 2004-05 through 2010-11, and there are only two faculty members remaining from the first year of the school. Fourteen members of the faculty in 2010-11 were hired in that year or the previous year. However, between 2010-11 and

2011-12, faculty stability has increased dramatically, and there has been only one new hire in 2011-12.

Special Education Program

Special education services provided at CWA are cross-categorical in an inclusionary environment based on the student's Individualized Education Program or IEP. Services include supplementary aides and program modifications, such as small group instruction, one-on-one instruction, and other support provided to students in regular education classrooms. Students receiving special education services make up approximately 11% of the total CWA enrollment. There were two special education teachers and one special education aide in 2010-11.

Finances

According to audited financial statements for the year ending June 30, 2011, CWA had total unrestricted revenues of $2,156,904. The major portion of this revenue is state per-pupil aid that totaled $1,656,075. CWA also received federal flow-through funds for special education, and federal title program dollars totaling $401,600. Contributions of $23,427 were received. During this period, total expenses were $2,242,386 for a loss in net assets of $85,482. This loss was due to lower-than-planned enrollment. In the 2010 budget year, CWA registered a $115,720 increase in net assets. A $660,000 loan from St. Aemilian-Lakeside shows as a note payable and results in a net deficit in assets. CWA maintains that there is little risk of SAL calling the loan.

Legal and Contractual Requirements

Capitol West Academy has met all national and state legal requirements. The school is in full compliance with all requirements of the school's charter with the University of Wisconsin-Milwaukee. Capitol West Academy has met annual yearly progress (AYP) requirements of No Child Left Behind in each of the last three years.

Achievement of Mission and Student Proficiency

As mentioned above, the mission of CWA is to: "provide a safe nurturing educational environment where children, with the support of their families and the community, learn and grow to be successful life long learners and productive citizens." In the perception of parents and teachers, CWA provides a safe environment for students. Almost all of the parents (95%) agree or strongly agree that the school is orderly, and 90% give pupil safety a grade of "A" or "B." Similarly, 17 of 19 teacher respondents gave pupil safety a grade of "A" or "B." In a disappointing rating, only 54% of the students gave an "A" or "B" grade to the item: "Safety of the school."

Almost all of the parents think the school has appropriately high expectations for the students. Ninety-seven percent (97%) of the parents either agree or strongly agree with the statement, "The school has high expectations for my child." And the same percentage either agrees or strongly agrees with the statement, "The school expects quality work of the students."

As shown in the following tables, student proficiency has improved from 2008 to 2010, based on results from the Wisconsin Knowledge and Concepts Examination (WKCE). In 2009, the percentage of CWA students who scored proficient or advanced in reading was greater than the Milwaukee Public School (MPS) average and in 2010, it was essentially the same. CWA percentages have been substantially below the state average over the past three years. In mathematics, the percentage of CWA students who scored proficient or advanced was lower than the MPS average in both 2008 and 2009, but improved significantly in 2010, exceeding the MPS average. As in reading, the CWA percentage of proficient or advanced students was below the state average.

Reading: Percentage Proficient and Advanced

	2008	2009	2010
State	81.4	81.5	83.0
MPS	58.6	58.9	60.9
CWA	50.0	64.5	61.0

Mathematics: Percentage Proficient and Advanced

	2008	2009	2010
State	76.7	77.3	77.2
MPS	49.1	50.8	50.0
CWA	37.8	38.8	57.3

As indicated in the graphs below, there was substantial variation among grades on the 2010 WKCE test. In reading, 41% of third-grade students were proficient or advanced, and 92% of fourth-grade students were proficient or advanced. In three of the other four grades (fifth, sixth and eighth), more than 50% of the students were proficient or advanced in reading; in seventh grade, however, only 43 % of the students were proficient or advanced. In mathematics, at least 50% of the students in grades 3-6 scored proficient or advanced on the 2010 WKCE exam. Indeed, 85% of fourth grade students scored in those categories. However, 43% of seventh grade students and only 33% of eighth grade students scored proficient or advanced. It should be noted that with approximately 20 students per grade, percentages will change about 5% if only one student moves from not-proficient to proficient, or vice versa. The grade-by-grade percentages in the graphs below have to be read with this in mind.

FAY refers to students who were enrolled at Capitol West Academy for the full academic year.

Capitol West Academy WKCE Reading 2010 (FAY All Grades)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Minimal	0.25	0	0.06	0.11	0	0.13
Basic	0.33	0.08	0.31	0.28	0.57	0.25
Proficient	0.33	0.69	0.5	0.39	0.29	0.56
Advanced	0.08	0.23	0.13	0.17	0.14	0.06

Capitol West Academy WKCE Math 2010 (FAY All Grades)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Minimal	0.33	0	0.06	0.22	0.14	0.44
Basic	0.17	0.15	0.19	0.17	0.43	0.25
Proficient	0.33	0.62	0.56	0.5	0.43	0.25
Advanced	0.17	0.23	0.19	0.06	0	0.06

Overall, the school has seen improvement in student proficiency, particularly in the early grades. The challenge is to continue this growth consistently into the upper grades. Improving student stability at CWA will help but there also have to be improvements in using data to improve achievement, in consistent use of differentiation of instruction, and in making maximum use of the 90-minute sessions in reading and mathematics. Further, better use of the science lab and incorporating reading and mathematics into science and social studies will help with developing higher-order thinking skills. There is a need to identify and address the reasons for the perception of students regarding school safety and discipline.

Value-Added Growth Measures

The Office of Charter Schools has implemented the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam for all UW-Milwaukee-authorized charter schools to determine value-added growth. The MAP uses a kind of scoring known as RIT, which helps to measure individual student growth over time, whether from fall to spring, or from fall of one year to fall of the next year.

As noted in the following tables, reading results for the 2010-11 school year were positive, with students in six of the eight grades exceeding expected growth. Students in the other two grades, four and six, grew but did not meet the level of growth expected. In contrast, only students in first and sixth grades exceeded expected growth in mathematics. Students in the other grades showed growth but did not reach the level of growth expected.

MAP Reading Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
1	154.3	173.5	16.5	**19.2**
2	168.0	185.5	14.6	**17.5**
3	181.8	192.2	10.2	**10.4**
4	194.2	199.7	7.2	5.5
5	198.6	205.9	5.6	**7.3**
6	203.4	206.6	4.4	3.2
7	204.4	211.5	4.1	7.**1**
8	211.7	217.8	3.7	**6.1**

MAP Mathematics Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
1	155.5	176.2	17.2	**20.7**
2	176.2	188.3	13.4	12.2
3	187.9	197.7	11.1	9.8
4	196.7	205.1	8.6	8.4
5	203.7	209.0	8.0	5.3
6	207.8	216.6	6.0	**8.8**
7	211.6	211.9	5.0	0.3
8	217.2	220.6	4.0	3.4

Major Recommendations For Improvement

The complete evaluation report prepared by the UW-Milwaukee Office of Charter Schools is available at: http://www.wisconsin.edu/news/2012/02-2012/Charter-School-Evaluation_Capitol_West_Academy.pdf . The report's key recommendations include:

1. Beginning with 4K, CWA must develop cultural aspects that promote an academic attitude on the part of the students. Specifically, those work skills that relate to being on time, focusing on work, working hard, and sticking to the work until completed must be promoted.
2. Academic expectations must be increased at all grade levels.
3. The robustness of the process for the utilization of the Measures of Academic Progress must be increased. Specifically, results should be compiled at the school level, distributed to teachers in a manner to provide availability of maximum improvement data, and regular meetings should be held between teachers and administrators to discuss the progress of each student and to create specific academic goals.
4. Plans must be developed and implemented to improve the recruitment and retention of students.
5. The Evaluation Committee supports the continuation of grades 6-8 (middle school) as part of the Capitol West program. CWA must work with parents and students to add program aspects that maintain student enrollment, improve the transition from middle school to high school, and provide increased middle school activities for students. A concerted effort is needed to address this issue, considering everything from location of classrooms, to advanced courses, to athletics.
6. CWA should aggressively seek funds to enable the purchase of Compass Learning or a similar program to provide computer-assisted tutoring for students.
7. Intensive staff development to enable teachers to accomplish recommendations 1, 2, and 3 must occur.
8. Teacher evaluations should be explicitly tied to annual school improvement goals.
9. Emphasis must be placed on all subject areas with special concern for mathematics and science. The science lab should be fully scheduled so that as much hands-on instruction as possible occurs.

Renewal Recommendations

It is recommended that Capitol West Academy receive a four-year charter renewal.

Renewal Conditions

No special conditions are recommended. Capitol West Academy should address the recommendations made in this report and continue to comply with all legal and contractual requirements.

Elements of the Contract

The contract renewal negotiated with Capitol West Academy Inc., meets all requirements of the UW-Milwaukee model charter school contract. Capitol West Academy, Inc., is prepared to operate in accordance with all applicable state and federal requirements for charter schools. The full contract is available at: http://www.wisconsin.edu/news/2012/02-2012/Charter-School-Contract_Capitol-West-Academy.pdf.

Approval of the contract by the UW System Board of Regents is necessary for the CWA to continue to be chartered under Wisconsin law by UW-Milwaukee. The Office of Charter Schools believes that the CWA has made, and will continue to make, a positive difference in the educational lives of Milwaukee's children and is worthy of UW-Milwaukee charter status.

EDUCATION COMMITTEE

Resolution I.1.c.(2):

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

UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
SCHOOL FOR EARLY DEVELOPMENT AND ACHIEVEMENT
CHARTER RENEWAL

EXECUTIVE SUMMARY

BACKGROUND

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

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

The School for Early Development and Achievement, Inc., was granted an initial charter by the University of Wisconsin System Board of Regents on December 8, 2000, to operate the School for Early Development and Achievement (SEDA), the third charter school authorized by the University of Wisconsin-Milwaukee. SEDA began operation in September of 2001 and continues to operate at its present location, 2020 W. Wells, Street, Milwaukee, Wisconsin.

The UW-Milwaukee Office of Charter Schools, with the support of Chancellor Michael Lovell and Interim Provost Johannes Britz, recommends that the School for Early Learning and Development receive a four-year charter renewal, with the next review to be conducted in 2015.

REQUESTED ACTION

Approval of Resolution I.1.c.(2), authorizing the extension of the charter school contract with School for Early Development and Achievement, Inc., to operate a public school known as the School for Early Learning and Development.

DISCUSSION

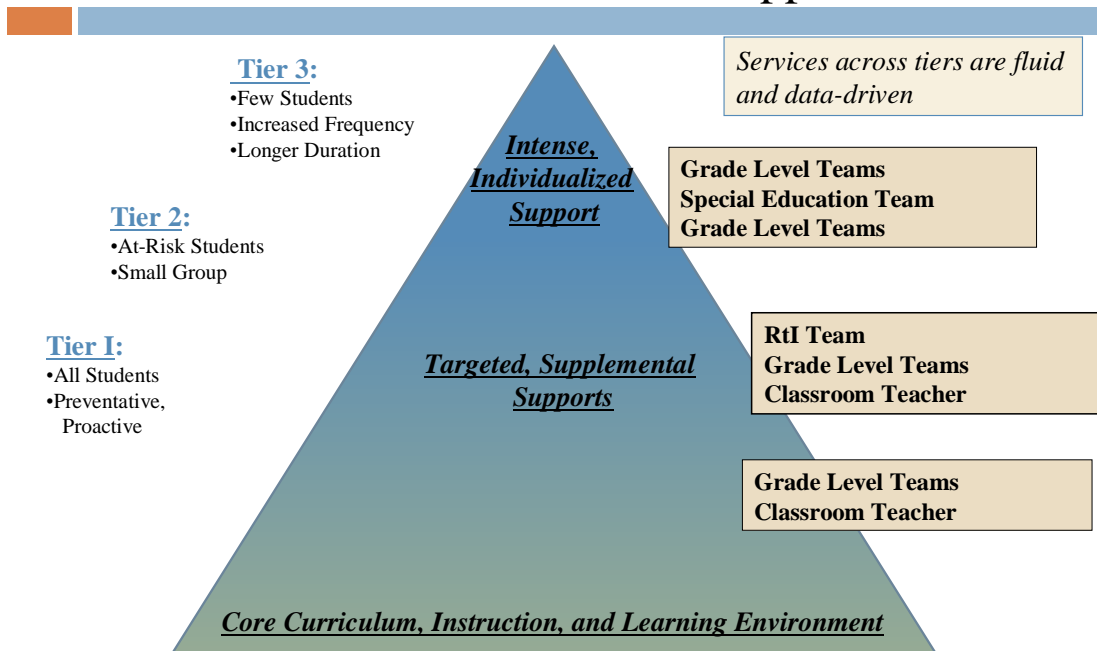**School Profile and Educational Program**

SEDA's mission is to "increase the developmental competencies and educational achievement of children birth through age eight as a solid foundation for success throughout life." SEDA is a unique laboratory school utilizing early intervention strategies to serve children in three-year-old kindergarten through grade two. Seventy-seven (77) students are enrolled for 2011-12. Maximum capacity for the school is not to exceed 100 students. SEDA provides a full-inclusion environment for special education students, who make up about thirty-four percent (34%) of the enrollment.

SEDA is sponsored by the Milwaukee Center for Independence (MCFI), whose executive director, Dr. Howard Garber, is the principle architect of the SEDA vision. Under his leadership MCFI has played an important supporting role in the development and continued growth of the school. SEDA was initially challenged in its operations by low enrollment, high costs, and issues associated with leadership and staff turnover, as the school worked to establish a culture and program to meet the distinct needs of its population. These challenges led to the Board of Regents granting a three-year contract renewal in 2008, at the recommendation of the UW-Milwaukee Office of Charter Schools. A three-year renewal is given when a school needs to make significant changes in order to fulfill the original charter proposal and expectations of the Office of Charter Schools.

The SEDA instructional model is the strength of the school program. The program focus includes: (1) individualized, balanced early literacy instruction; (2) collaborative, professional, data-driven decision-making; (3) full inclusion classroom setting using a Response to Intervention Model; and (4) comprehensive educational support services to families. In collaboration with parents, SEDA teachers develop an individualized learning plan, the SEDA Plan, for each pupil. The SEDA Plan includes age-appropriate, academic, and social learning benchmarks drawn from the SEDA curriculum and parent consultations. The performance benchmarks are identified through initial screening and serve as the template for individual performance goals and outcomes. All decisions related to classroom organization, instructional planning and implementation, and student progress reporting are based on pupil performance data.

SEDA has adopted a Response to Intervention (RtI) model for providing early intervention services. RtI provides a framework with which to share problem-solving resources to attain positive academic outcomes for all pupils. Following the RtI model, SEDA organizes intervention resources in a manner that allows for intensive, individualized support as pupils display increased learning difficulties. With RtI, SEDA students receive individualized academic support; have ambitious goals set for school performance, and are closely monitored to ensure that the identified goals are met.

SEDA Response to Intervention (RtI) System for Academic and Behavioral Supports

Tier 3:
•Few Students
•Increased Frequency
•Longer Duration

Tier 2:
•At-Risk Students
•Small Group

Tier I:
•All Students
•Preventative, Proactive

Intense, Individualized Support

Targeted, Supplemental Supports

Core Curriculum, Instruction, and Learning Environment

Services across tiers are fluid and data-driven

Grade Level Teams
Special Education Team
Grade Level Teams

RtI Team
Grade Level Teams
Classroom Teacher

Grade Level Teams
Classroom Teacher

Three types of data are gathered in the school's RtI practice: (1) universal screening data obtained upon school entrance that are used to identify pupils who are not making academic or behavioral progress at expected rates (rates based on benchmarks); (2) data obtained through diagnostic assessment that are used to determine what students can and cannot do in important academic and behavioral domains; and (3) data obtained through progress monitoring that are used to determine if academic or behavioral interventions are producing desired effects.

Evaluation Findings Summary

SEDA strives to accomplish its mission while working with a population of primary age children that consists of approximately 2/3 traditionally developing and 1/3 special education students. Further, almost all of the "regular" education students fall into the designation of "children at risk" based on economic data. To accomplish its mission, SEDA's educational environment addresses both academic and social-emotional needs. The school environment provided is reflected in the school's per-student expenditure which is consistently 200% of the monies available for charter school reimbursement. The high level of expenditure provides a pupil/teacher ratio of approximately 9:1. Each classroom is staffed by a certified teacher and has at least one classroom aide. Additional special educational support—including Speech & Language, Physical Therapy, Nursing, etc.—are contracted for on an as-needed basis. Taken all together, these levels of support are outstanding and maximize individual attention. The individual attention given to each student, and the frequent, in-depth communication with parents, have led to a high level of parental satisfaction. Individual students, some with severe disabilities, have made remarkable progress.

SEDA has a well-defined curriculum, which consists of language and literacy, mathematical thinking, social studies, physical development and health, scientific thinking, art, and music therapy. Benchmarks and performance indicators are specified by grade level for each strand. All SEDA instructional benchmarks are aligned with State standards. SEDA employees receive professional development and support for extension of learning in all areas of the curriculum.

It is very difficult to quantify overall student growth for SEDA. The range of abilities and disabilities is such that it requires an almost individual review of each child's progress. Student progress for many special education students can only be reviewed through IEP protocols and anecdotal records. Because SEDA serves only 3K through Grade 2 students, proficiency levels on the Wisconsin Knowledge and Concepts Examination are not determined. Consequently, student progress in literacy and mathematics is measured through the use of curriculum-based assessment tools designed to support the Response to Intervention Model. The assessments currently used are as follows: Creative Curriculum Assessments, Assessment Evaluation and Programming System (AEPS) test, Young Children's Test (Y-CAT), *Get It, Got It, Go*, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and NWEA's Measure of Academic Progress (MAP) assessment. Results of curriculum-based assessments are reported to parents via quarterly updates to each child's SEDA Plan. Overall, classroom measures such as *Get It, Got It, Go*, DIBELS, and MAP, show positive growth for most students, with the gains made by traditionally developing students exceeding, as expected, the gains made by disabled students.

It is understood that assessment of primary grade regular education and special education students cannot be done in the same manner as assessment for older students. That is the reason why state assessment systems begin with grade three. While many "classroom" measures like those mentioned above exist, most are not normed and it is difficult to determine expected performance. Recognizing the difficulty of the task, it is essential that SEDA develop a comprehensive, systematic student assessment system. The present array of classroom measures does not provide adequate information on which to base judgment regarding the school as a whole.

There appears to be a clear understanding (by parents, students, and teachers) about the standards for behavior. The school is safe and orderly. Classrooms are well-organized, and firm and consistent communication techniques are utilized. Atypical displays of behavior related to specific disabilities are prevalent but are effectively managed by staff members. Classmates routinely ignore disability-related inappropriate behavior and demonstrate a willingness to assist peers displaying atypical behavior.

SEDA maintains a schedule of professional development that addresses the needs of school initiatives and pupil outcomes. As a component of the annual performance review process, SEDA employees identify professional development needs and seek to identify opportunities with content that addresses these needs through continuing education. SEDA staff members have access to a variety of professional development opportunities provided through

the Milwaukee Center for Independence Human Resources Department, the Wisconsin Department of Public Instruction, and higher education institutions.

Leadership has been SEDA's greatest challenge in developing the program's potential. Prior to the appointment of the current principal, administrative leadership was inconsistent and fostered low morale and high mobility among the faculty and staff. The 2009-10 faculty survey noted dissatisfaction among almost all certified employees. The previous charter review noted concerns with the Board not monitoring the situation closely enough and not taking corrective action in a timely manner. The current review team believes that this problem has been addressed with new leadership, increased codification of program operations, and improved staff morale and parent support.

Faculty and staff satisfaction has increased dramatically under the new leadership. The review team interviews with staff were very positive regarding the operation of the program, noting a clear improvement over prior years. Programs have been stabilized and assessment programs appropriately put in place. The Board recently codified the 2009 SEDA Procedures and Policies document, which includes: (1) Pedagogical Standards comprising detailed curriculum and instruction methodology guidelines linked to pupil performance benchmarks and school-wide, comprehensive assessment procedures; (2) Personnel Performance Standards composed of job descriptions and duties matched to pedagogical practice, performance appraisal guidelines, and rubrics; and (3) Board Monitoring Standards consisting of specific duties and monitoring responsibilities for the Personnel Committee, Instruction and Assessment Committee, and the Finance Committee.

SEDA has complied with all applicable laws and regulations and the provisions of its charter contract. SEDA is not an ordinary school. The provision of services for the children with severe disabilities is expensive. State and federal aid cover only a portion of the school's expenses. The support of MCFI is essential for SEDA's existence. Annual school audits show that appropriate internal controls and procedures are in place. SEDA has complied with financial reporting requirements. SEDA maintains no financial reserve. State and federal funding, as stated above, provide less than half of SEDA's operating budget. MCFI, the parent organization, undertakes a significant challenge each year in the fund-raising needs for this school. Financially, this program could not be replicated with current charter funding patterns.

SEDA, with support from MCFI, is a viable organization, which serves the needs of a very special population of students. The efforts of the school, along with the financial support of MCFI, have created a program that addresses the needs of these students and that in many cases has made gains possible that would not have occurred in a less rich and intensive environment. While the problems that occurred during the 2006-07 and 2007-08 school years severely compromised SEDA's progress, the school has made significant headway in correcting its challenges and problems and is making positive steps in achieving its educational goals and mission.

Charter Renewal Findings

The evaluation team identified a number of improvements made since the school was last reviewed in 2008, along with a number of recommendations for continued improvements necessary to SEDA's successful operation as a UW-Milwaukee-authorized charter school.

Improvements since the last evaluation include:
1. Stabilized leadership that is developing a focus for the program.
2. Enrollment balance between traditionally developing students (2/3) and students with disabilities (1/3), which was an original goal of this program.
3. Enrollment that approximates maximum capacity for this program and facility.
4. Articulation of a curriculum that further defines the program.
5. Reports by teachers of positive elements of a professional development community.
6. Increased expectations for performance.
7. Positive steps toward a defined system of assessment, especially for the k3-k5 population.
8. Continued financial support from parent organization to sustain SEDA's educational program.
9. High parent satisfaction and support.

A number of areas were identified for continued development to be considered as part of the ongoing evaluation process for SEDA's participation in the UW-Milwaukee Charter Program:

1. School needs to systematize its evaluation model and present it as part of its ongoing annual accountability reports to UW-Milwaukee, with particular attention to the needs of special education students and traditionally developing students.
2. School needs to review its academic expectations for traditionally developing students to ensure that they have adequate skills for transition to 3rd grade. It also needs to more fully benchmark the academic program for staff and parents alike.
3. The informal process of guiding parents in the transition to, and selection of, a new school needs to be formalized.
4. Financial status between SEDA and MCFI must be clarified so as not to suggest that the contribution from MCFI is a loan.
5. Parent support efforts, while positive, could be more formally organized so that they are more sustainable.

The complete evaluation report is available at: http://www.wisconsin.edu/news/2012/02-2012/Charter-School-Evaluation_School-for-Early-Development-and-Achievement.pdf.

Charter Renewal Recommendation

The Charter School Evaluation Team recommends to the UW-Milwaukee Office of Charter Schools a contract renewal for a period of four years based on the progress made since

the last review and the school's current operation, which evinces a convergence of the mission and vision, with the educational practices in evidence at the school. This recommendation recognizes that the school still faces challenges, and that continued progress toward the school's goals requires a strong commitment by school leadership and staff to bring the program to a high level of quality in education and services for a complex array of children.

Approval of the contract by the UW System Board of Regents is necessary for SEDA to continue to be chartered under Wisconsin law by UW-Milwaukee. The full contract is available at: http://www.wisconsin.edu/news/2012/02-2012/Charter-School-Contract-School-for-Early-Development-and-Achievement.pdf.

EDUCATION COMMITTEE

Resolution I.1.c.(3):

That, upon recommendation of the Chancellor of the University of
Wisconsin-Milwaukee and the President of the University of Wisconsin
System, the Board of Regents approves the charter school contract with
the Lighthouse Academies of Wisconsin, Inc., establishing a charter
school known as the Breakwater Lighthouse Charter School, effective July
1, 2012.

UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS

BREAKWATER LIGHTHOUSE CHARTER SCHOOL

EXECUTIVE SUMMARY

BACKGROUND

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

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

The Office of Charter Schools at UW-Milwaukee, Dean Carol Colbeck, Provost Johannes Britz, and Chancellor Michael Lovell recommend that the Lighthouse Academies of Wisconsin, Inc., be granted a charter to operate a public school known as the Breakwater Lighthouse Charter School (BWLCS). The Office of Charter Schools undertook an extensive review process that began in February of 2010. The review included an in-depth analysis of the BWLCS Prospectus by the UW-Milwaukee Charter School Board and a three-step review of the BWLCS Application by the UW-Milwaukee Charter Application Review Committee.

The UW-Milwaukee Charter School Advisory Committee, the UW-Milwaukee Charter Application Review Committee, and the Director of the Office of Charter Schools recommend approval of the charter school contract to allow BWLCS to begin operating as a UW-Milwaukee charter school in Fall 2013.

REQUESTED ACTION

Approval of Resolution I.1.c.(3), approving the charter school contract with the Lighthouse Academies of Wisconsin, Inc., to operate a public school known as Breakwater Lighthouse Charter School, effective July 1, 2013.

 SCHOOL DESIGN

The development of the Breakwater Lighthouse Charter School was initiated by the Lighthouse Academies of Wisconsin, Inc. (LAW Inc.), a non-stock entity in the state of Wisconsin, and will operate as a 501(c)3 non-profit tax exempt organization. BWLCS will be managed by Lighthouse Schools (LHS), a nonprofit charter management organization headquartered in Framingham, Maine, under a management agreement. LHS currently operates

seventeen schools in five states and the District of Columbia. This includes North Point Lighthouse Charter School, which is authorized by the City of Milwaukee Charter School Authority. Lighthouse has a record of successfully educating urban students.

BWLCS will initially be led by a nine-member board. Initial board members include: James Brooks, Danny Glodberg, Pam Gustafson, Aaron Seligman, Michael Ronan, Adam Peck, Anna Hammernik, Peggyanne Ecclesine, and Robert Stearns. Once the school begins to operate, Michael Ronan, Anna Hammernik, Peggyanne Ecclisine, and Robert Stearns, who are employees of LHS, will be replaced by local individuals, including at least two parents.

BWLCS will be located in the northwest portion of the city of Milwaukee, an area that, at present, has few high-quality school options. The school will have a rigorous curricular program with a college focus. The curricular program will provide students with the academic, cultural, and social foundation needed in order to be prepared for college. In addition, college readiness will be a focus that permeates the school culture. All classrooms will be named for colleges and universities. Upper-level students will participate in annual college visits. Students in 7th and 8th grade will also engage in *CollegeEd*, a collaborative academic and career planning curriculum for students and families, designed to empower students with the skills and knowledge to envision their goals and achieve success in higher education.

In addition, BWLCS will infuse art activities and techniques into the teaching and assessment of all core subjects. Arts infusion is designed to increase student engagement and help develop a deeper understanding of core concepts, ultimately leading to increased student achievement. BWLCS will work collaboratively with local arts partners and identify a school-based arts infusion specialist to support this element of the design.

The LHA Education model is anchored in the Wisconsin State Standards and the Common Core Standards. These standards define what students should know and be able to do at each particular grade level. High-quality, research-based curricular programs will provide the foundations for school-wide instruction and will be used to assist students in reaching the State and Common Core Standards.

BWLCS believes that a social curriculum is as important as the academic curriculum in fostering positive behavior and academic achievement. Academic programs must be connected to an intentionally designed school culture that makes learning the highest priority in the building, creates the order that makes hard work possible, and helps everyone feel safe and respected. In addition, BWLCS believes that there are a set of qualities (social skills and character traits) that all children need in order to be successful. These qualities are included in the SHINE character education program: self-discipline, humility, intelligence, nobility, and excellence. To ensure that all students develop these qualities and skills, BWLCS will use the student-centered, research-based *Responsive Classroom and Development Design* program, with the foundations of the program developed in the early grades and continuing into the upper grades.

Data from assessments and teacher observations will drive instruction at BWLCS. Effective schools use assessment to determine individual student needs, measure progress, and

build cultural achievement. Through the use of varied standardized and curricular assessments, teachers are well informed on the instructional priorities of each student. In *The 90-90-90 Schools: A Case study*, Douglas Reeves identifies the focus on student data from frequent assessments as a key characteristic of schools with high performance, high poverty, and high minority populations. In order for teachers to meet the needs of each individual student, it is critical that they have clear pictures of what the students know and do not know. Reeves' study concludes that schools that achieved significant academic improvement provide frequent performance feedback to students. To ensure that every child masters the work necessary to prepare them for college, BWLCS will allow for more time on task. This means a longer school year (190 instructional days) and a longer school day (8 hours).

When fully enrolled, BWLCS will have a maximum of 644 students divided into three smaller academies: Lower Academy, with 244 students; Upper Academy with 200; and College Prep with 200. A 20:1 student-to-teacher ratio will be maintained in kindergarten and 25:1 ratio in grades 1 through 8.

BWLCS will invest significant time both before and after school and during the school year to provide intensive professional development for all staff members. A minimum of 20 professional development days will be scheduled each year to develop the skills and knowledge of teachers and other staff members. The focus on professional development will enable instructional team members to develop specific strategies, receive feedback on their actions, reflect on areas for growth, and implement newly learned strategies. During a summer professional development institute in year one of the school, all teachers will participate in a week-long *Responsive Classroom and Development Design* program to lay the foundation for school and classroom culture.

GOVERNANCE AND LEADERSHIP

BWLCS will build governance and school management around four levels of support. A knowledgeable and experienced board will govern the school; a school leadership team comprised of a principal, directors of instruction, and a family coordinator will provide instructional leadership, community outreach and day-to-day management; operational and educational support will be provided by the staff of Lighthouse Academies, Inc.; and a cadre of highly qualified teachers will provide in-class instruction and student support.

An effective Board is essential to the success of the school. Board members must possess the right personal characteristics and attitudes for the position. Board members will be recruited who have a specific expertise to contribute to the school, a commitment to the school, a shared vision of success, high expectations for the students, the ability to work well with others, and an orientation towards results. Once the school is open, the Board will allow parents to nominate themselves for a one-year term on the Board. Two parents will be selected each year.

The Board, in its governance role, will have strategic oversight over: operations, finances, personnel, contracts, consultant support, and community relations. The essential functions of the Board include: principal recruitment, selection, and compensation; employment,

assignment, and compensation of staff; development of manuals and handbooks; evaluation and assessment; operation assistance and oversight; and administrative support.

ELEMENTS OF THE CONTRACT

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

1. Article One – Definitions - Key terms of the contract.

2. Article Two – Parties, Authority and Responsibilities.

3. Article Three – Obligations of the Grantee. This section is important in that it recites the requirements of the law and how the grantee will meet those requirements. This includes such topics as: school leadership, a description of the educational program, methods to attain educational goals, school governance structure, licensure of professional personnel, health and safety, admissions, financial audits, discipline, insurance standards, and other topics.

4. Article Four – Additional Obligations. This section adds additional considerations that help define the school, its practices, UW-Milwaukee administrative fees, and financial reporting.

5. Article Five – Joint Responsibilities. This section details the review of the management contracts, methods of financial payments, and performance evaluation.

6. Article Six – Notices, Reports and Inspections. This section facilitates certain aspects of UW-Milwaukee's oversight responsibilities.

7. Article Seven – Miscellaneous Provisions. Significant in this section are the Code of Ethics provisions (7.2).

8. Article Eight – Provision Facilitating UW-Milwaukee Research. This section sets forth the guidelines that UW-Milwaukee will use to conduct research into the concept of charter schools and their impact upon educational practice.

9. Article Nine – Revocation of Agreement by UW-Milwaukee. This section establishes how the contract might be defaulted by the grantee and reasons for revocation by UW-Milwaukee. This section is critical to the idea that a charter school can be closed for not complying with the law, contract conditions, or failure to meet its educational purpose(s).

10. Article Ten – Termination by the Grantee. This is the reverse of Article 9 describing how the grantee may, under specified circumstances, terminate the contract.

11. Article Eleven – Technical Provisions. This section details standard contract language for mutual protection of the parties.

The full contract may be found at: http://www.wisconsin.edu/news/2012/02-2012/Charter-School-Contract_Breakwater-Lighthouse.pdf.

The Management Agreement between LAW, Inc., and BLHCS will be reviewed and approved by UW-Milwaukee Legal Affairs prior to approval by LAW, Inc., to ensure that it meets the University's requirements.

Conclusion

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

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999).

UNIVERSITY OF WISCONSIN SYSTEM
PROGRAM PLANNING AND REVIEW
2010-11 ANNUAL REPORT

1. Introduction

The University of Wisconsin System (UWS) Office of Academic, Faculty, and Global Programs (AFGP) prepares an annual report summarizing activity related to the UW System program array, including the planning, authorization, implementation, review, discontinuation, and suspension of academic programs across the UW System.

Chapter 36 of the Wisconsin State Statutes places authority to "determine the educational programs offered in the system…" with the Board of Regents. Chapter 36 further provides that UW System Administration (UWSA) has oversight over program array and is responsible for recommending educational programs to the Board. Academic Information Series 1 (ACIS-1) sets forth the Board-approved process for various academic program actions, which is designed to enable UW institutions to maintain high-quality academic programs through efficient and effective use of available resources.

At its February 2012 meeting, the Board of Regents Education Committee will be presented with the 2010-2011 Annual Report, which covers the period July 1, 2010, through June 30, 2011, and includes the following:

- Guiding Principles and UWS Program Planning and Review Process;
- Five-Year Summary of Program Planning & Review (PP&R) Activity Systemwide;
- Institutional PP&R Activity for 2010-11;
- Considerations Regarding the Future Role of UWSA in Program Planning and Review;
- Appendix A: Academic Program Planning Process;
- Appendix B: The Academic Program Planning "Pipeline"; and
- Appendix C: Core Program Planning and Review Team.

The report is presented for information only and requires no action by the Regents.

2. Guiding Principles and UWS Program Planning and Review Process

a) *Guiding Principles:* Academic Information Series I (ACIS 1.0) is the statement of Regent policy on academic planning and program review. ACIS 1.0 delineates clear principles for considering new program proposals at the institutional, System, and Board levels. The principles include:
- using resources effectively to develop and maintain high-quality programs;
- providing the most cost-effective university system for the citizens of Wisconsin;
- ensuring that academic programs are consistent with UW System and institutional missions;
- reducing unnecessary program duplication; and

- maintaining excellent undergraduate basic arts, humanities, social science, and science programs at each institution.

b) *Overview of the Current Program Planning and Review Process*: Program planning and review in the UW System is a collaborative process that involves the participation of institutional faculty and administration along with UW System Administration. There are four major steps in the program planning and review process: 1) the request from the institution for **entitlement to plan** a new academic program; 2) **authorization to implement** the new program by the Board of Regents; 3) **implementation** by the institution following Board approval; and 4) a comprehensive **joint review** of the academic program approximately five years after its implementation. If the program is approved for continuation after the joint review, it is placed into the institution's regular program review cycle. For more details on the program planning process, please see Appendix A.

3. **Summary of Program Planning & Review (PP&R) Activity Systemwide**

Changes in the program array occur as a result of several factors. These factors include long-range planning by institutions, supply and demand for certain programs, changes in the educational landscape, and the needs of the state. Institutional missions guide all changes.

Table 1 summarizes program planning activity by institution during the 2010-11 academic year. Table 2 shows summary data for the last five academic years and Tables 3-16 provide a breakdown of 2010-11 program planning activities by institution, including plans for the near future.

Entitlements ranged from the baccalaureate to the graduate degree level. Some examples of innovative programs that were entitled included: a B.S. and B.A. in Environmental Science at UW-Whitewater; and a collaborative online B.S. in Health Information Management and Technology offered by UW-Green Bay, UW-Parkside, and UW-Stevens Point, with administrative and financial support from UW-Extension. Authorizations included the B.A.A.S. at the UW Colleges, and three online M.S. degrees in Distance Education Leadership, Integrated Supply Chain Management, and Organizational Change Management at UW-Platteville. Implementations included a B.F.A. in Interior Architecture at UW-Stevens Point, and an M.S. and Ph.D. in Linguistics at UW-Milwaukee.

Of the degrees implemented, baccalaureate degrees outnumber graduate degrees. Within the baccalaureate category, B.S. degrees outnumber B.A. and other baccalaureate degrees. Among the graduate degree implementations, master's-level programs outnumber doctoral programs, with Master of Science and Master of Arts degrees reaching equal numbers. One doctoral/research institution and two comprehensive institutions implemented Doctor of Nursing Practice (D.N.P.) degrees, whereas Ph.D.s were implemented only by doctoral/research institutions, as appropriate to their missions. Five of the 15 newly implemented programs are in health-related areas, demonstrating a significant growth in allied/applied health/medical programming in the UW System.

3a. Program Planning Activities in 2010-11

Table 1 shows entitlement, authorization, implementation, discontinuation, and suspension activities of programs at each institution in the UW System in academic year 2010-11. During the year under review, 19 programs were entitled, 16 authorized, 15 implemented, eight discontinued, and three suspended.

3b. Comparison of Activities over the Last Five Years – 2006-2011

Table 2 shows summary data for the last five academic years (from July 1, 2006, to June 30, 2011) on the number of programs receiving entitlement to plan, those authorized for implementation, and programs implemented. During this period, 80 programs received entitlement to plan, 77 programs were authorized, 71 programs were implemented, 23 programs were discontinued, and eight were suspended. Of all the programs implemented from 2006-2011, there were 15 doctoral degrees, 16 master's-level degrees, and 40 baccalaureate degrees.

Table 1. PP&R Activity 2010-11 by Campus

	Entitled	Authorized	Implemented	Discontinued	Suspended
UW Colleges		1			
UW-Eau Claire	1	2	1		1
UW-Extension					
UW-Green Bay					
UW-La Crosse	1		1		
UW-Madison	3	2	1	8	
UW-Milwaukee	5	3	5		1
UW-Oshkosh			2		
UW-Parkside					
UW-Platteville		4	1		1
UW-River Falls	1				
UW-Stevens Point	2		2		
UW-Stout	1	2	2		
UW-Superior					
UW-Whitewater	3				
Collaborative: LAX, RVF, STP, SUP, EXT (Health & Wellness Management)	1	1			
Collaborative: EAU, GBY, PKS, STP, EXT (Health Info Mgt. & Technology)	1				
Collaborative: OSH & WTW (Japanese Studies)		1			
TOTALS	19	16	15	8	3

Table 2. PP&R Activity over the Past Five Years Systemwide

	2006-07	2007-08	2008-09	2009-10	2010-11	Total
Entitled	9	23	14	15	19	80
Authorized	15	9	23	14	16	77
Implemented	12	9	16	19	15	71
Discontinued	3	3	5	4	8	23
Suspensions	0	0	0	5	3	8

4.   Institutional Program Planning and Review Activity for 2010-11

4.a Summaries of Activities per UW Institution

Table 3. UW Colleges

Program Name	Degree	Action	Date
Applied Arts & Sciences	B.A.A.S.	Authorized	June 2011

Table 4. UW-Eau Claire

Program Name	Degree	Action	Date
International Business	Bachelor of Business Admin.	Exp. Review Authorized	4/21/2010 6/10/2011
Organizational Leadership & Communication	Bachelor of Professional Studies	Entitled Authorized	3/9/2011 6/10/2011
Nursing Practice	D.N.P.	Implemented	Fall 2010
Teaching	M.A.	*Suspended*	2010-11

Table 5. UW-Green Bay

Program Name	Degree	Action	Date
Health Information Mgmt & Technology (collaborative w/ PKS, SP, Ext.)	B.S.	Entitled	5/13/2011
New Academic Programs in Initial Planning Stages			
Electrical Engineering Technology	B.S.		
Mechanical Engineering Technology	B.S.		

Table 6. UW-La Crosse

Program Name	Degree	Action	Date
Statistics	B.S.	Exp. Review	3/2/2011
Health, Wellness Mgmt (collaborative w/RF, SP, SUP, Ext.)	B.S.	Exp. Review / Authorized	4/13/2011 / 6/2011
Medical Dosimetry	M.S.	Implemented	Summer 2010
New academic programs in the initial planning stage or under consideration for the future:			
a) Revising proposal for B.F.A.			

Table 7. UW-Madison

Program Name	Degree	Action	Date
Athletic Training	B.S.	Exp. Review	3/29/2011
Epidemiology	M.S./Ph.D.	Entitled	2/17/2011
Environmental Studies	B.A./B.S.	Authorized	4/7/2011
Environmental Sciences	B.S.	Authorized	4/7/2011
Nursing Practice, Doctor of	D.N.P.	Implemented	Fall 2010
Recreation Resources Mgmt	B.S.	*Discontinued*	2010-11
Medical Genetics	Ph.D.	*Discontinued*	2010-11
International Business	M.B.A./M.S.	*Discontinued*	2010-11
Actuarial Science	M.S.	*Discontinued*	2010-11
Human Ecology	B.S.	*Discontinued*	2010-11
Industrial Relations	M.A./M.S./Ph.D.	*Discontinued*	2010-11
Physical Therapy	M.P.T	*Discontinued*	2010-11

Table 8. UW-Milwaukee

Program Name	Degree	Action	Date
Architecture	M.S.	Entitled	11/16/2010
Medical Diagnostic Sciences	M.S.	Entitled	1/26/2011
Epidemiology	Ph.D.	Entitled	3/9/2011
Social Sciences & Community Health	Ph.D.	Entitled	3/9/2011
Medical Laboratory Sciences	M.S.	Entitled	1/26/2011
Linguistics	M.A. & Ph.D.	Authorized Implemented	8/20/2010 Fall 2010
Public Health	Master's	Authorized	4/7/2011
Freshwater Sciences & Technology	M.S.	Implemented	Fall 2010
Freshwater Sciences	Ph.D.	Implemented	Fall 2010
Latin American, Caribbean & U.S. Latino Studies	B.A.	Implemented	Fall 2010
Real Estate & Urban Development	Bachelor's	*Suspended*	3/29/2011
New academic programs in the initial planning stage or under consideration for the future:			
Ph.D.- Kinesiology			
Ph.D.- Civil Engineering			
Ph.D.- Electrical Engineering			
Ph.D.- Mechanical Engineering			
Ph.D.- Industrial Engineering			
Ph.D.- Materials Engineering			
Ph.D.- Computer Science			
M.S.- Sustainability & Peace Studies			
B.A.- American Indian Studies			
B.A.- Ancient Mediterranean Studies			
B.S.- Applied Math, Business and Economics			
B.S.- Software Engineering			
M.S.- Microbial Biotechnology			
M.S. and/or Ph.D.- Neuropsychology			
Ph.D.- Public Health Administration and Policy			
Ph.D.- Social Sciences and Community Health			

Table 9. UW-Oshkosh

Program Name	Degree	Action	Date
Japanese Studies (collab. w/WTW)	B.A.	Authorized	6/10/2011
Environmental Health	B.S.	Implemented	Fall 2010
Nursing Practice	D.N.P	Implemented	Fall 2010
New academic programs in the initial planning stage or under consideration for the future:			
a) B.B.A.- Interactive Media Design;			
b) M.S.E.- Human Services and Nonprofit Leadership			
c) M.S.E.- Childhood Studies			
d) Bachelor's - Management			
e) Licensure – Education (Principal)			

Table 10. UW-Parkside

Program Name	Degree	Action	Date
Health Information Management and Technology (collaborative w/GB, SP, Ext.)	B.S.	Entitled	Spring 2011
New academic programs in the initial planning stage or under consideration for the future:			
a) M.S.- Physician's Assistant			
b) M.S.- Sports Management			
c) M.A.- Music Education			
d) B.A.- Music Education			
e) M.S.- Clinical Psychology and Counseling			

Table 11. UW-Platteville

Program Name	Degree	Action	Date
Forensic Investigation	B.S.	Implemented	July 2010
Distance Education Leadership – Online	M.S.	Authorized	June 2011
Integrated Supply Chain Management – Online	M.S.	Authorized	June 2011
Organizational Change Management – Online	M.S.	Authorized	June 2011
Microsystems and Nanotechnology	B.A./B.S.	Authorized	April 2011
Business Administration/Economics	Bachelor's	*Suspended*	2010-11

Table 12. UW-River Falls

Program Name	Degree	Action	Date
Applied Science	Bachelor's	Entitled	3/25/2011
Health, Wellness Mgmt (collaborative w/LAX, SP, SUP, Ext.)	B.S.	Authorized	4/2011
New academic programs in the initial planning stage or under consideration for the future:			
a) M.S.- Sustainable Community Development			
b) M.S.- Biomedicine in collaboration with UW-Stout and the Marshfield Clinic, River's Cancer Center at River Falls Hospital in conjunction with University of Minnesota.			

Table 13. UW-Stevens Point

Program Name	Degree	Action	Date
Interior Architecture	B.F.A.	Implemented	Fall 2010
Social Work	Bachelor's	Implemented	Fall 2010
Health and Wellness Management (collaborative w/LAX, RF, SUP, EXT)	B.S.	Authorized	Spring 2011
Health Information Management and Technology (collaborative w/GB, PKS, EXT)	B.S.	Entitled	Spring 2011
Urban and Regional Planning	B.S.	Exp. Review	Spring 2011
Natural Resources	Master's	Entitled	Summer 2011
New academic programs in the initial planning stage or under consideration for the future:			
a) B.S. Completion Program in Nursing (both traditional program and online through the established BSN@Home program)			

Table 14. UW-Stout

Program Name	Degree	Action	Date
Applied Social Science	B.S.	Implemented	Summer 2010
Cognitive Science	B.S.	Implemented	Summer 2010
Health, Wellness & Fitness	B.S.	Authorized	Spring 2011
Fine Arts/Design	M.F.A.	Authorized	Spring 2011
Industrial and Applied Mathematics	Prof. Science Master's (P.S.A.)	Entitled	Spring 2011
Graphic Design and Interactive Media	B.F.A.	Exp. Review	Summer 2011
Industrial Design	B.F.A.	Exp. Review	Summer 2011
Interior Design	B.F.A.	Exp. Review	Summer 2011
Entertainment Design	B.F.A.	Exp. Review	Summer 2011
New academic programs in the initial planning stage or under consideration for the future:			
a) M.S.- Construction Management			
b) M.S.- Biomedical Sciences			
c) M.S.- Homeland Security			
d) M.S.- Sustainability Management (collaborative)			
e) Ed.D.- Career and Technical Education			

Table 15. UW-Superior

Program Name	Degree	Action	Date
Health and Wellness Management (collaborative w/LAX, RF, SP, Ext.)	B.S.	Authorized	Spring 2011

Table 16. UW-Whitewater

Program Name	Degree	Action	Date
Japanese Studies (collaborative w/OSH)	B.A.	Authorized	June 2011
Computer Science	B.S.	Exp. Review	Spring 2011
Environmental Science & Studies	B.A./B.S.	Entitlement	Spring 2011
International Business	B.B.A.	Exp. Review	Summer 2011
New academic programs in the initial planning stage or under consideration for the future:			
a) B.S.- NanoScience/Nanotechnology			
b) B.S.- Biochemistry			
c) B.F.A.- Graphic Design			
d) Non-Licensure B.S.E. Degree			

Table 17. Collaborative Degrees

Program Name	Degree	Action	Date
Health, Wellness Mgmt (collaborative w/LAX, RF, STP, SUP, Ext.)	B.S.	Exp. Review Authorized	4/13/2011 6/2011
Health Information Mgmt & Technology (collaborative w/GB, Parkside, STP, Ext.)	B.S.	Entitled	5/13/2011
Engineering Technology (collaborative – Stout, Colleges, NWTC)	B.S.	Retroactively authorized as collaborative degree only; previously delivered only by UW-Stout	Spring 2011
Japanese Studies (collaborative – Oshkosh, Whitewater)	B.A.	Authorized	6/10/2011

4b. Institutional Self-reviews and Accreditations

Once an academic program has been implemented, institutions engage in several different forms of program review, both at the individual program level and at the institutional level. According to ACIS 1.0, each institution is responsible for comprehensive and intensive re-examination of all academic programs and academic support programs, and these institutional self-reviews are placed on a regular schedule. As a means of attesting that educational quality has met standards external to the institution, UW System institutions and some individual academic programs voluntarily seek evaluation by an accreditation agency or professional association. ACIS 1.0 requires that the results of institutional reviews of academic programs, along with the results of accreditation reviews and other decisions concerning accreditation, be reported to UW System Administration and included in the annual program report to the Board of Regents. A summary of the institutional program reviews and accreditation activity at each UW institution follows.

UW Colleges:
No (re-)accreditations and no institutional program reviews reported.

UW-Eau Claire:

Program Accreditations: Out of a total of seven programs that underwent review by professional accrediting agencies, four were approved for re-accreditation, and three are awaiting final results.

Institutional Reviews: None completed in 10-11; five programs are scheduled for review in 2011-12; and one is deferred to 2012-13.

UW-Green Bay:

Program Accreditations: Two programs underwent review by professional accrediting agencies and both were approved for re-accreditation.

Joint Reviews: One collaborative degree program review was deferred to allow the collaborative partner institution additional time for its internal campus review.

Institutional Reviews: Out of a total of seven degree programs that underwent review, five were completed and recommended for continuation, and two are in progress.

UW-La Crosse:

Program Accreditations: One program underwent review by professional accrediting agencies (in one case the Wisconsin Department of Public Instruction) and was approved for re-accreditation. (Another program was submitted on 6/28/2011 to the Higher Learning Commission (HLC) for re-accreditation).

Joint Reviews: One program is currently undergoing a joint review (and has also been submitted to HLC—see above).

Institutional Reviews: Out of a total of 21 programs reviewed, six have been completed and recommended for continuation, and the remainder are in progress.

UW-Madison:

Program Accreditations: Out of a total of three degree programs that were reviewed by professional accreditation agencies, two were approved for accreditation and one is awaiting final results.

Joint Reviews: Out of a total of five programs that carried out self-study reviews in conjunction with the Joint Review, five are in progress.

Institutional Reviews: Out of a total 84 program reviews underway, 43 have been completed, two have been recommended for discontinuation, and the remaining reviews are in progress. Seventeen programs are scheduled for review in the next academic year.

UW-Milwaukee:
Program Accreditations: Out of a total of five degree programs that were reviewed by professional accreditation agencies, one was approved for accreditation and four are awaiting final results.

Joint Reviews: Out of a total of six programs that carried out self-study reviews as the initial stage of a Joint Review, four were recommended for continuation by the campus, and two are in progress.

Institutional Reviews: Fifteen program reviews were completed and recommended for continuation; five program reviews are in progress; and four more are scheduled for the next academic year.

UW-Oshkosh:
Program Accreditations: Out of four programs undergoing review for re-accreditation, one has completed the initial stage.

Joint Reviews: Out of three programs that underwent joint reviews, two were completed and recommended for continuation and one program review is in progress.

Institutional Reviews: Out of a total of 22 programs undergoing institutional review, 10 have been completed and recommended for continuation, and 12 are in progress. Three programs are scheduled for review in 2011-12, and eight have been deferred to a later date.

UW-Parkside:
Program Accreditations: a total of two re-accreditation reviews occurred and both are waiting for a response.

Institutional Reviews: Out of seven programs reviewed, six resulted in a recommendation for continuation and one is in progress. Four programs received an extension and eight programs are scheduled to be reviewed in 2011-12.

UW Platteville:
Program Accreditations: None.

Institutional Reviews: Out of nine programs being reviewed, eight resulted in a recommendation for continuation and one has been deferred. No programs are scheduled for review in 2011-12 because of a self-study exercise for the Academic Planning Council itself.

UW-River Falls:
Program Accreditations: One program underwent review by the Wisconsin Department of Public Instruction and was approved for re-accreditation/licensure.

Joint Reviews: One program underwent a joint review and was recommended for continuation.

Institutional Reviews: Eleven programs underwent institutional reviews, and were recommended for continuation. Sixteen programs are scheduled for review in 2011-12, including two that were deferred from the current academic year.

UW-Stevens Point:
Program Accreditations: A total of three re-accreditation reviews occurred and all are waiting for a response.

Institutional Reviews: Out of seven programs being reviewed, three resulted in a recommendation for continuation and three are in progress. One program received an extension for its institutional review. Two programs are scheduled to be reviewed in 2011-12.

UW-Stout:
Program Accreditations: Four re-accreditation reviews occurred, all of which are waiting for a response or pending.

Institutional Reviews: Out of seven programs being reviewed, six resulted in a recommendation for continuation and one resulted in a recommendation for an additional review in the fall of 2011. Ten programs are scheduled for review in 2011-12.

UW-Superior:
Program Accreditations: None.

Institutional Reviews: Out of four programs scheduled for review, one is in progress and three have been deferred to 2011-12. One program is scheduled for review in 2011-12.

UW-Whitewater:
Program Accreditations: None.

Institutional Reviews: Out of 21 programs being reviewed, fourteen resulted in a recommendation for continuation with minor or major concerns. One resulted in a recommendation for continuation. Six reviews are in progress and one program received an extension. Fourteen programs are scheduled to be reviewed in 2011-12.

5.   **Considerations Regarding the Future Role of the University of Wisconsin System Administration in Program Planning and Review**

The Office of Academic, Faculty and Global Programs (AFGP) periodically undertakes a review of program planning and review policies and guidelines to determine their continuing relevance and adequacy. Some of these reviews have led to changes in the requirements for the approval of new academic programs and the review of existing programs. Some of the changes occurring in the last five years have included: the removal of restrictions for the establishment of clinical doctorates at the comprehensives; the establishment of an expedited review process that allows successful sub-majors to skip the entitlement requirement; the development of guidelines for defining low-degree-producing programs; and the establishment of a process for the suspension of programs exhibiting low demand. These changes have occurred with the approval

of the Education Committee of the Board of Regents, in accord with the Board's statutory authority to determine academic program offerings in the University of Wisconsin System.

In the Spring of 2011, UW System President Kevin P. Reilly convened the President's Advisory Committee on the Roles of UW System Administration. The committee was charged with considering how UW System Administration might best be reorganized in order to better serve core stakeholders, including the Board of Regents, UW System institutions, and the people of Wisconsin, in light of the current financial climate and overall trends in U.S. higher education. Among the recommendations made by the committee was the comprehensive review and restructuring of the academic program planning and review process with the goals of achieving: (1) greater efficiency in the process; (2) a reduction in the amount of time it takes to approve a new degree program and; (3) greater responsiveness to the demand for new degree programs.

In his response to the recommendations of the advisory committee specific to program planning and review, President Reilly indicated that, "to meet the rapidly changing educational needs of a knowledge-based economy, we must reduce the time it takes to approve new academic degree programs at UW institutions." He indicated that he would " recommend to the Board of Regents Education Committee that we significantly restructure the process of reviewing and approving new undergraduate and graduate degrees offered across the state, with a goal of driving down the length of the process to no more than four months." The President further wrote:

> *We can achieve this goal by focusing UW System Administration's role on the importance of maintaining the proper array of degree options across the state. In doing so, UW System Administration should curtail the review of new degree proposals for the purpose of assessing academic quality, leaving that in the capable hands of the UW faculty who are best equipped to assess the integrity and rigor of a degree curriculum developed in their respective disciplines. With ample oversight by Deans, Provosts, Chancellors, and higher education accreditation agencies, UW faculty experts are in the best position to develop and implement high-quality degree offerings in ways that leverage academic strengths and respond to emerging workplace needs. UW System Administration should focus on ensuring that necessary programs are available to serve the needs of the region and state, avoiding unnecessary and inefficient duplication across the System, while also identifying gaps that may need to be filled.*

The President's recommendation would constitute a major shift in the manner in which new programs are approved by UW System Administration for recommendation to the Board of Regents. It would also mean that System Administration and the Education Committee would expend most of their energies on the maintenance of the systemwide program array. Furthermore, a number of current policies and practices would need to be reviewed and modified to enable this shift to occur.

In December 2011, as the first step in the direction recommended by the President, Interim Senior Vice President for Academic Affairs Mark Nook appointed a systemwide Program Planning and Review Working Group, consisting of provosts, deans, faculty, and UW System staff, to review those current policies, guidelines, and practices pertaining to Program

Planning and Review (see Table 18). The working group is being co-chaired by UW-Stout Provost Julie Furst- Bowe and UW System Associate Vice President Stephen H. Kolison, Jr.

The charge to the Working Group included the following:

1. Assess the roles played by UW institutions, the Board of Regents, and the UW System Office of Academic Affairs in program planning and review;
2. Conduct a comprehensive review of the current policies and processes for reviewing and approving new degree programs in the UW System; and
3. Propose to UW System Administration new policies and processes that will: reduce the preparation time needed for institutions to submit new degree program proposals; increase flexibility in the development of new degree programs; reduce UW System Administration's role in assessing the academic quality of proposed program; and direct the focus of UW System Administration's role in program planning and review towards the maintenance of an appropriate array of degree options across the state.

It is anticipated that the Working Group will complete its work by May 2012 for review by System Administration and the Education Committee. The goal is to obtain Board approval by Summer 2012 and have the new policies and process in place by Fall 2012.

Table 18. UW System Program Planning and Review Working Group

Name	Title	Institution
Julie Furst-Bowe, *Co-chair*	Provost and Vice Chancellor	UW-Stout
Stephen H. Kolison Jr., *Co-chair*	Associate Vice President	UWSA
Aric Dutelle	Assistant Professor	UW-Platteville
Sandy Grunwald	Professor	UW-La Crosse
Rebecca Karoff	Special Asst. to the Sr. Vice President	UWSA
Bryan Lewis	Director	UW-Parkside
Jocelyn Milner	Associate Vice Provost	UW-Madison
Peter Nordgren	Interim Associate Vice Chancellor	UW-Superior
Randy Olson	Professor	UW-Stevens Point/UW Faculty Representatives
David Schejbal	Dean	UW- Extension
Lisa Seale	Associate Vice Chancellor	UW Colleges
Glenn Spiczak,	Professor	UW-River Falls
John Stone	Interim Assoc. Vice Chancellor and Dean	UW-Whitewater
Carleen Vande Zande	Assistant Vice Chancellor	UW-Oshkosh
Dev Venugopalan	Associate Vice Chancellor	UW-Milwaukee
Julia Wallace	Provost and Vice Chancellor	UW-Green Bay
Marty Wood	Dean	UW-Eau Claire
Carmen Faymonville, *Staff*	Academic Planner	UWSA

As indicated earlier in this discussion, the proposed direction in program planning and review at the System Administration level would create the most significant change in more than two decades in how degree programs are approved and reviewed following their approval. To assist the Board in reaching a decision on how best UWSA would manage the array on its behalf, conversations pertaining to the following questions might be helpful:

1. What do the Regents need to know to manage the UW System's academic program array?
2. What would be the role of the Board of Regents and/or the UW System Administration in initiating and evaluating programs in response to student and employer demand?
3. When gaps are identified in the array, what would be the role of the Board of Regents and/or UW System Administration in helping to fill such gaps?
4. To what extent should the current state of the array influence the scope of program *array maintenance*?

In the following sections, selective analysis of the program array has been undertaken to provide the Regents additional background that will help facilitate the conversation pertaining to the preceding questions. Several more questions generated by the analysis are interspersed throughout this section. They are intended to promote discussion among the Board of Regents, UW institutions, and UW System Administration, that will help to inform the work guiding changes to the role of UWSA in program planning and review.

A Thirty-year Trend in the UW System's Program Array

Currently, the systemwide array consists of 1,186 bachelor's, master's, doctoral, and professional degree programs. In terms of trend, the total number of degree programs declined from 1,207 in 1981-82, to 1,100 in 1998-99, and then increased to 1,186 in 2010-11 (see Figure 1). The number of bachelor's degree programs displayed a pattern similar to the total array, declining from the 1980's to 1990's, and then increasing in the 2000s (see Figure 2). The number of graduate degree programs, including master's, doctoral and professional degree programs, decreased from 504 in 1981-1982, to 443 in 1999-2000, and then started to increase gradually to 483 in 2010-11 (see Figure 3). As a whole, the system's array has declined slightly (-1.74%) when compared to the number of programs available in 1981-82 (Table 19). Figure 4 provides comparison of the change in the total array with enrollment and the number of degrees conferred over the period 1981-1982 to 2010-2011.

Figure 1. Thirty-year Trend in Total Degree Offerings in the UW System
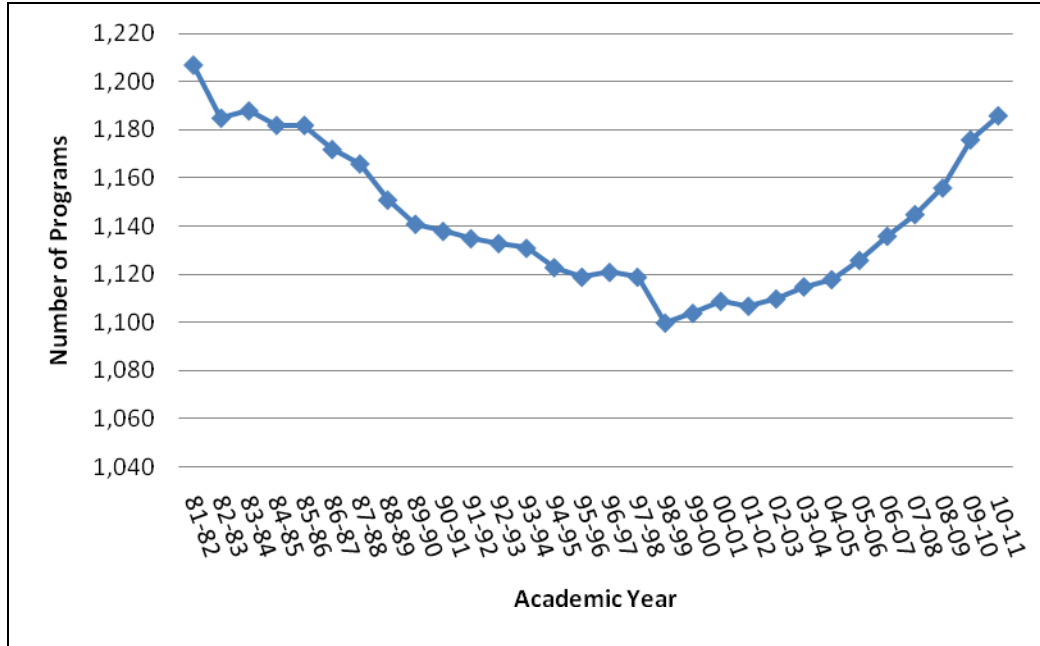
Figure 2. Thirty-year Trend in Total Bachelor's Degree Offerings in the UW System
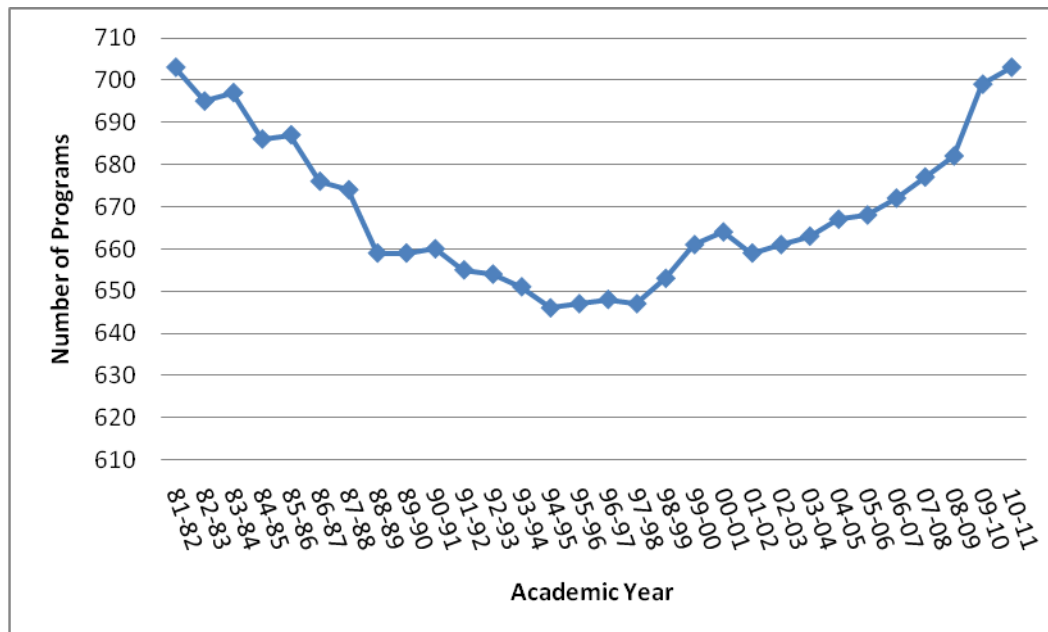
Figure 3. Thirty-year Trend in Master's, Doctoral, and Professional Degree Offerings in the UW
System
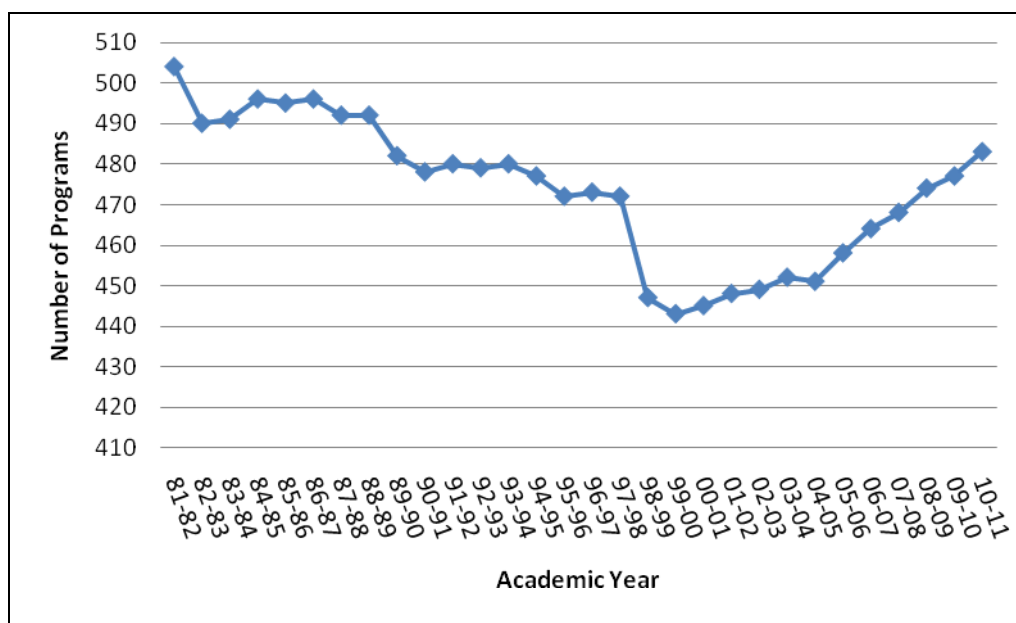
Table 19. The current array compared to the array in 1981-82

Array	Available		Change
	1981-82	2010-11	
Bachelor's	703	703	
Master's	367	332	-9.54%
Doctoral	137	151	10.22%
Entire Array	1,207	1,186	-1.74%

A different picture emerges when the trend in the array is analyzed in terms of program changes that occurred at UW-Madison, UW-Milwaukee, and the UW Comprehensives over the thirty-year period included in this analysis (Figures 5, 6, and 7). The total array at UW-Madison was reduced by almost 12 percent, while the array at UW-Milwaukee and the comprehensives increased by about 19 percent, and 1 percent, respectively, since 1981-82.

Figure 4. Change in Programs, Enrollment, and Degrees Conferred in the UW System
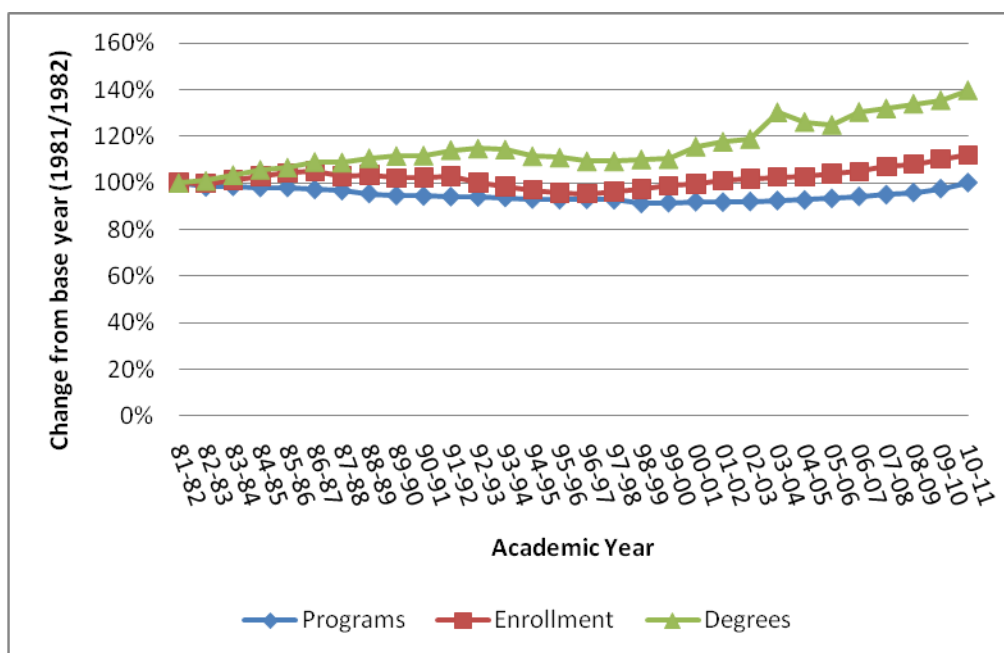
Figure 5. Thirty-year Trend in Degree Offerings at UW-Madison

Figure 6. Thirty-year Trend in Degree Offerings at UW-Milwaukee
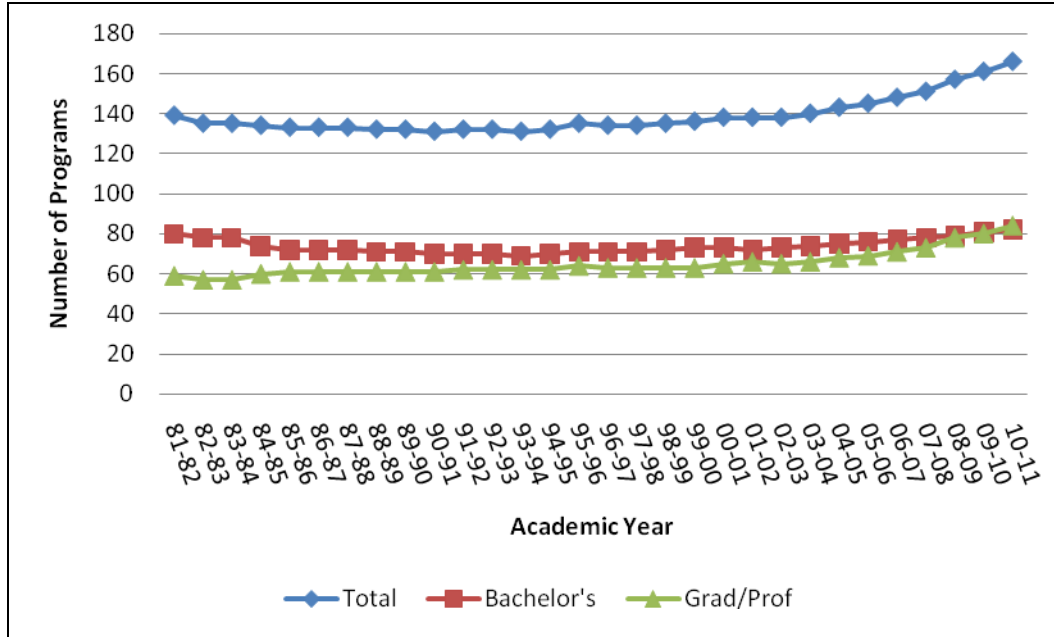
Figure 7. Thirty-year Trend in Degree Offerings at UW Comprehensives
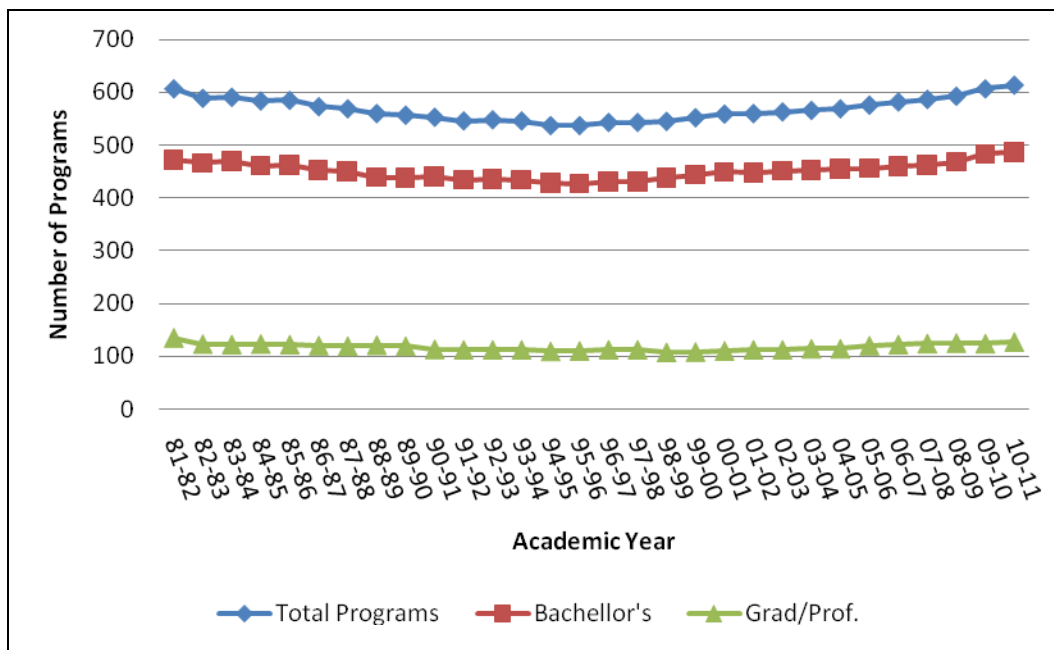
Questions: In light of the current financial climate, what can the UW System expect for trends in the program array beyond 2010-2011? What are implications for array maintenance?

Distribution of degree programs in the UW System

About 59 percent of the entire UW System array is comprised of undergraduate programs. Master's programs account for 28 percent, and doctoral and clinical/professional degrees constitute 13 percent of the array (Figure 8).
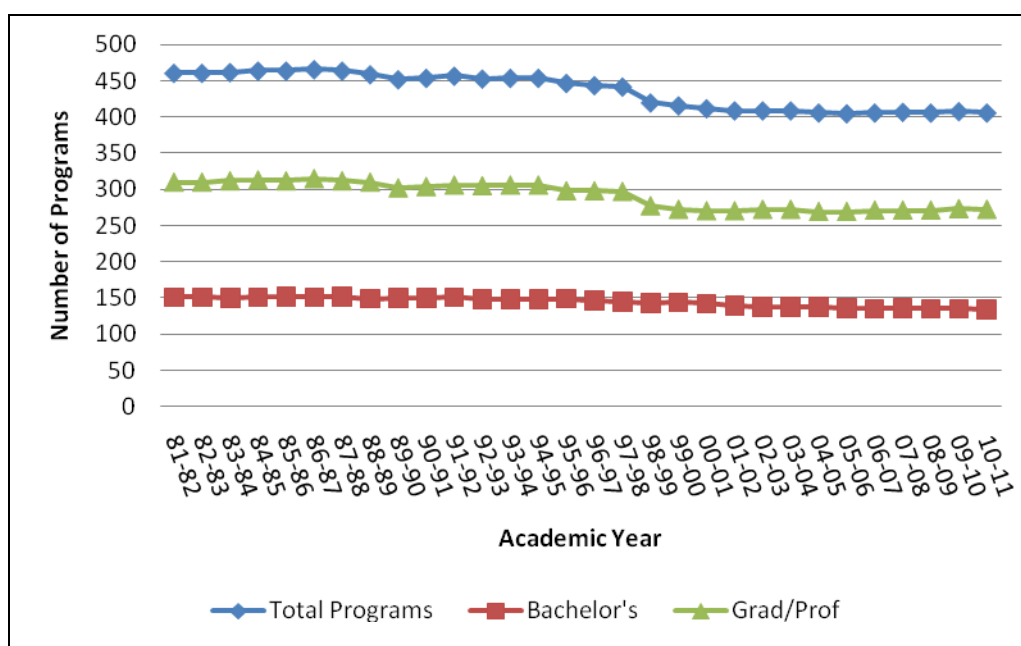
Figure 8. Distribution of the array by degree level
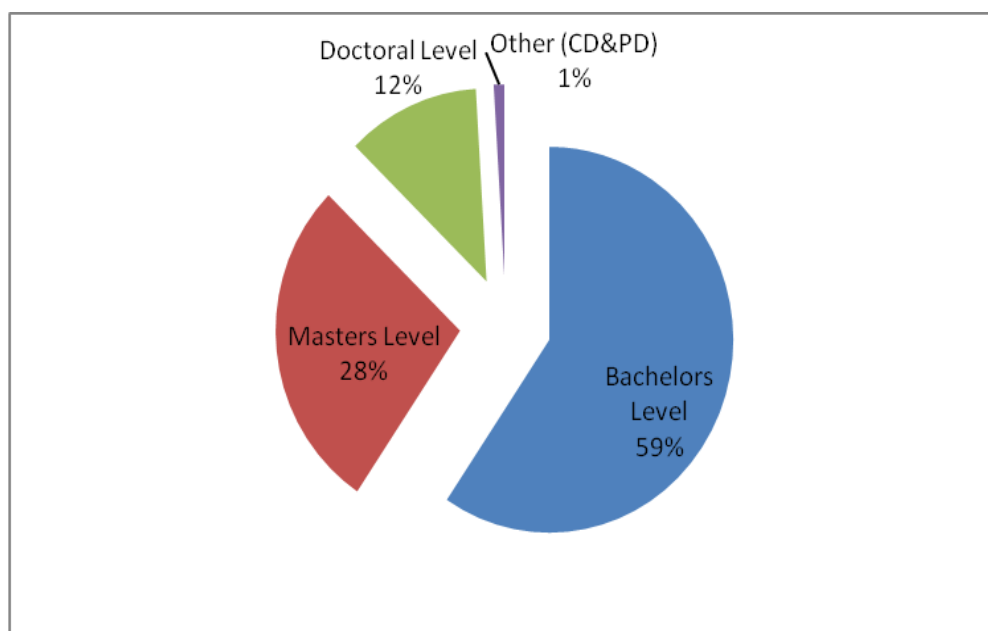
The comprehensive universities provide about 69 percent of undergraduate programs, whereas the two doctoral institutions account for 31 percent. For master's level programs, the comprehensives provide 37 percent while the doctoral universities provide 63 percent (see Figure 9 for the number of programs offered at each institution). With the exception of a few clinical doctorates in the health sciences, almost all doctoral programs were provided by the two doctoral universities.

Currently, eight UW institutions confer associate degrees. However, the conferring of this degree is predominantly (96 percent in 2010-11) done by the UW Colleges. In 2010, the UW Colleges were authorized to offer one baccalaureate degree program (the Bachelor of Applied Arts and Sciences Degree) to adult and place-bound students at UW-Baraboo/Sauk County in partnership with UW-La Crosse; UW-Barron County with UW-Superior and UW-Stout; UW-Marshfield/Wood County with UW-Stevens Point; UW-Richland with UW-Platteville; UW-Rock Country with UW-Platteville; and UW-Waukesha with UW-Parkside.

In 2011, only one undergraduate degree program (psychology) was offered by all insitutions. About 60 percent of the undergraduate degrees were unique offerings; that is, they were offered by no more than one insitution. This distribution has been fairly stable over the last 15 years, suggesting that close attention has been paid throughout the UW System to concerns regarding unnessary duplication.

Figure 9. Number of Master's Level Program Offered per UW Institution
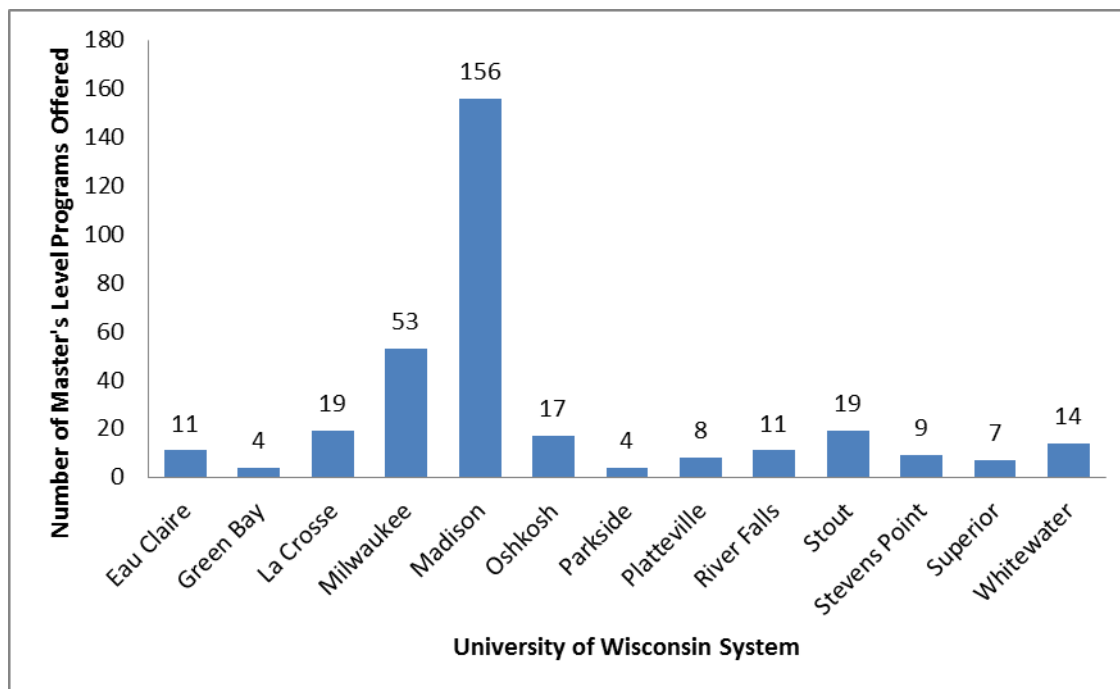
Question: How might this distribution of the array influence array maintenence?

Changes in STEM, Health, and Business Program Array

As indicated earlier, the System's current array consists of 1,186 degree programs. Of that total, STEM (Science-Technology-Engineering-Mathematics) programs account for 26 percent, business 9 percent, and health programs 9 percent (Figure 9). During the ten-year period 2001 to 2011, the entire array grew from 1,107 to 1,186 (7 percent).

In comparing the STEM, health, and business programs, there were almost three times as many STEM-related programs as there were health- or business-related programs in 2010-11. However, among these three areas, the System's STEM array experienced the lowest growth (four percent) in 2001-02 to 2010-11, as compared to the 24 percent growth for the health array, and an 11 percent growth for the business array. The growth in all areas other than the STEM, health, and business programs was six percent (Figure 11, and Table 20).

Figure 10. UWS Current Array distribution by Program Type
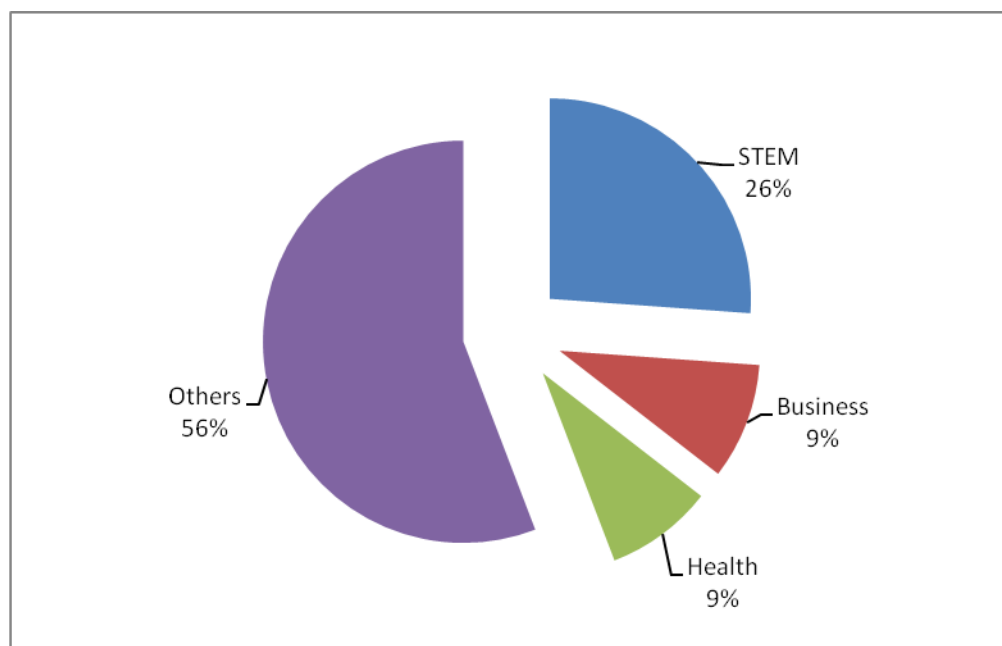
Figure 11. Trend in STEM, Health, and Business programs
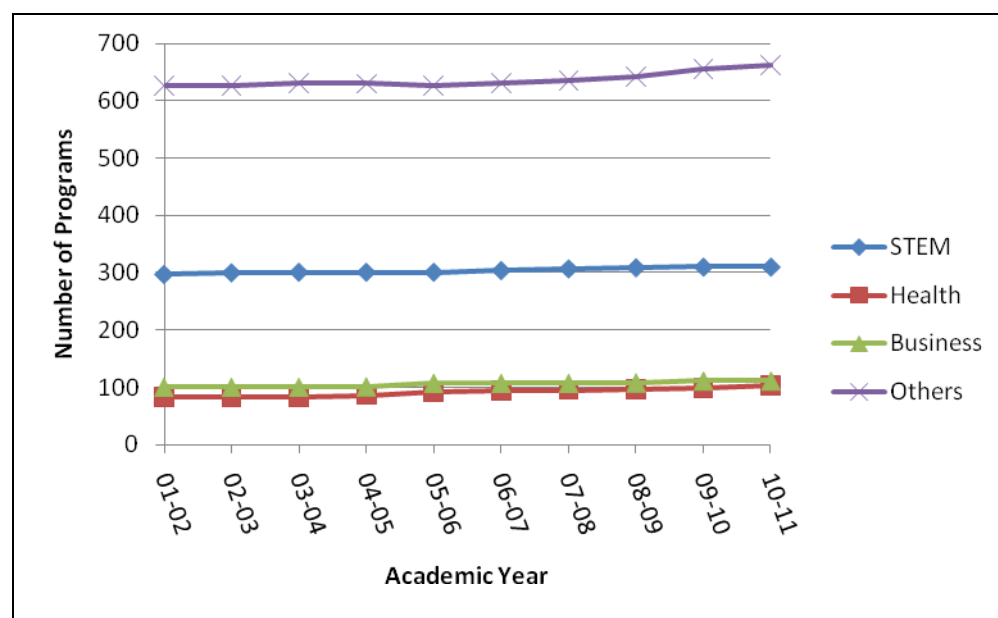
Table 20. Change in the availability of STEM, STEM, Health, and Business programs

Programs	Available		Change
	2001-02	2010-11	
STEM	297	310	4%
Business	100	111	11%
Health	83	103	24%
Others	627	662	6%
Entire Array	1,107	1,186	7%

Questions: What level of balance among STEM, Health, and Business, and other programs should be sought in the program array? Are there gaps in the program array?

6.   Summary Points

During the 2010-11 academic year, 19 new degree programs were entitled, 16 were authorized, and 15 were implemented. The total number of degree programs suspended and discontinued was 11. The net change in the total systemwide array (including implementations) was four additional degree programs.

In 2010-11, the number of entitlements and authorizations of new academic programs was higher than in the previous year. This increase in new degree programs represents a response to student and employer demand, and the needs of the state, in general. Program implementations (when a program actually gets offered by the institution) were four fewer than in the previous year. The total number of programs discontinued doubled during the 2010-11 academic year. Program suspensions decreased by two programs in 2010-11.

Since the implementation (in the 2009-10 academic year) of the new systemwide guidelines for program suspension, eight programs have been formally *suspended,* predominantly at the comprehensive institutions. During the same period*,* 12 programs were *discontinued*, with almost all occurring at the two doctoral institutions.

Over the last 11 years, the growth in program array has predominantly occurred in the health sciences. While the STEM growth rate was lower than the growth rate in business and health sciences, the total number of STEM programs across the System remains strong and accounts for 26 percent of the total array.

The plan to restructure the program planning and review process is expected to bring about significant changes in the roles and responsibilities of UW System Administration in the establishment of new degree programs. It is anticipated that this effort will result in greater efficiency and a reduction in the amount of time required to approve new degree programs.

Notwithstanding, the current budget climate—if it continues—will constrain the extent to which institutions will be able to establish cutting-edge programs in short order, thus inhibiting campuses from taking full advantage of the anticipated streamlining in program planning.

Related Regent Policies

Academic Information Series (ACIS) 1.0, University of Wisconsin System Academic Planning and Program Review (Revised April 2010)

APPENDIX A
Academic Program Planning Process (as of December 2011)

1. Entitlement to Plan

The first step in the new program planning process is for an institution to request from the UWSA Office of Academic, Faculty, and Global Programs (AFGP) an entitlement to plan a new academic program leading to a degree. The request includes a proposal identifying the program and explaining how the program relates to planning issues, including:

- need for the program and market demand;
- a description of the curriculum and student learning outcomes;
- relation to institutional mission and academic plan;
- relation to other programs in the UW System and in the region; and
- resources needed and projected source of resources.

AFGP reviews the proposal and, unless an expedited review is approved, circulates the request to the UW System's other Provosts for comment. These comments may lead to further consultation with the requesting institution and other institutions to explore more deeply how the program fits into the systemwide program array and whether or not collaboration is appropriate. The request for entitlement to plan is then either granted, deferred for further development, or denied.

2. Authorization to Implement

Once an entitlement to plan has been granted, the institution then develops a more comprehensive proposal for authorization to implement the new program. The request for authorization to implement must address the following:

- Context, including history of the program, relationship to existing programs, relationship to campus mission and strategic plan, and campus program array history;
- State, regional, and national need, including comparable programs within and outside the state, student and market demand for graduates of the program, and possible collaboration or alternative program delivery possibilities;
- Program description and evaluation, including objectives, curriculum, diversity infusion, relationship to other curricula, method of assessment, and use of information technology/distance education;
- Personnel, including what steps will be taken to recruit and retain students, faculty, and staff from diverse populations and perspectives;
- Academic support services, including library and advising;
- Facilities and equipment; and
- Budget and program financing.

The program proposal undergoes several levels of review, including review by: external consultants; appropriate governance bodies; and a Program Review Committee that consists of a representative from UW System Administration and representatives of the proposing

institution(s). If the program proposal receives positive reviews from the governance groups and the Program Review Committee, the committee recommends that the Provost of the institution seek authorization to implement the program. The Provost submits the authorization proposal and related materials to AFGP, whereupon a decision is made as to whether the program warrants submission to the Board of Regents. Following a positive decision, the program is presented to the Education Committee and the Board of Regents for approval.

## 3.	Implementation by the Institution

Once authorized to implement the program, the institution sets an implementation date. Campuses sometimes choose to delay implementation, and on occasion, a campus makes a decision not to go forward with an authorized program because of changed circumstances.

## 4.	Joint Program Review

The final step in the approval of new academic programs is a joint program review conducted approximately five years after the program is implemented. The review is designed to determine how well the program has met its goals and objectives, and whether it has achieved these goals with the resources anticipated.

When the joint program review is completed, the report is submitted to Academic, Faculty, and Global Programs for formal action on whether or not to continue the program. If the program is approved for continuation, it is then placed into the institution's regular program review cycle.

APPENDIX B
Academic Program Planning Pipeline

The "pipeline" is a list of the programs submitted for entitlement to plan but not yet authorized and/or scheduled for implementation. Institutions have five years from the date the entitlement to plan is granted to submit a proposal to the Board for authorization to implement.

Program Name	UW Institution/s	Degree	Status	Date Entitled
Applied Science	River Falls	Bachelor's	Entitled	3/25/2011
Architecture	Milwaukee	M.S.	Entitled	11/16/2010
Athletic Training	Madison	B.S.	Entitled	3/29/2011
Computer Science	Whitewater	B.S.	Entitled	4/2011
Environmental Studies	Parkside	B.S.	Entitled	5/18/2010
Environmental Science	Whitewater	B.S./B.A.	Entitled	4/2011
Epidemiology	Madison	M.S./Ph.D.	Entitled	2/17/2011
Epidemiology	Milwaukee	Ph.D.	Entitled	3/9/2011
Fine Arts	La Crosse	B.F.A.	Entitled	4/22/2008
Gerontology	Stout	M.S.	Entitled	9/3/2009
Health Information Management and Technology	Green Bay, Parkside, Stevens Point, Extension	B.S.	Entitled	4/16/ 2011
Industrial & Applied Mathematics	Stout	P.S.M.	Entitled	9/28/2010
Informatics	Stevens Point	M.S.	Entitled	5/29/2007
Leadership	Stevens Point	M.S.	Entitled	8/8/2008
Medical Diagnostic Science	Milwaukee	M.M.D.S.	Entitled	1/26/2011
Medical Laboratory Sciences	Milwaukee	M.M.L.S.	Entitled	1/26/2011
Nutritional Sciences	Milwaukee	B.S.	Entitled	7/9/2009
Radiologic Sciences	Oshkosh	B.S.	Entitled	10/27/2009
Social Sciences & Community Health	Milwaukee	Ph.D.	Entitled	3/9/2011
Statistics	La Crosse	B.S.	Exp Review	3/2/2011
Sustainable & Renewable Energy Systems	Platteville	B.S.	Entitled	7/15/2009
Teaching the Arts	Milwaukee	M.A.	Entitled	3/19/2008

APPENDIX C
Program Planning and Review Team

Program Planning and Review at the system level requires the combined efforts of dedicated individuals in various offices in Academic Affairs and Business and Finance. The Office of Academic, Faculty, and Global Programs (AFGP) relies on its colleagues in the Business and Finance division to help address questions regarding institutional costs for establishing new degree programs and proposed costs to students. The table below lists the core program planning and review team during the year under review.

Name	Role	System Office
Stephen H. Kolison, Jr.	Associate Vice President for Academic, Faculty, and Global Programs	Academic, Faculty, and Global Programs
Lisa Beckstrand	Academic Planner	Academic, Faculty, and Global Programs
Gail Bergman	Senior Policy and Planning Analyst and Director of OPAR	Policy Analysis and Research
Yufeng Duan	Institutional Planner	Policy Analysis and Research
Carmen Faymonville	Academic Planner	Academic, Faculty, and Global Programs
Rebecca Karoff	Special Assistant to the Senior Vice President	Office of the Senior Vice President for Academic Affairs
Rae McCormick	Program Associate	Academic, Faculty, and Global Programs
Janice R. Sheppard	Senior Academic Planner	Student Services and Academic Support

February 2, 2012

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.2. Business, Finance, and Audit Committee   Thursday, February 9, 2012
                                                               1920 Van Hise Hall
                                                               Madison, Wisconsin

7:30 a.m.   <u>All Regents – 1920 Van Hise Hall</u>

                 Move into closed session to confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), *Wis. Stats.*

10:00 a.m.   <u>All Regents – 1820 Van Hise Hall</u>

                 1. Calling of the roll

                 2. Strategies for Cost Containment and Improved Educational Attainment

                 3. Update on the Legislative Task Force on UW Restructuring and Operational Flexibilities, including Governance Issues

                 4. Report of the Ad Hoc Working Group on System Structure and Governance

12:00 p.m.   <u>Box Lunch</u>

12:30 p.m.   <u>Joint Meeting of the Business, Finance, and Audit Committee and the Capital Planning and Budget Committee – 1920 Van Hise</u>

                 • UW Colleges: Report on City and County Financial Support

                 a. Regent Policy Document Review
                     1. RPD 13-1: General Contract Signature Authority, Approval, and Reporting
                         [Resolution I.2.a.1.]
                     2. RPD 13-2: Real Property and Construction Contract Signature Authority and Contract Approval
                         [Resolution I.2.a.2.]

1:15 p.m.   <u>Business, Finance, and Audit Committee – 1920 Van Hise</u>

       b. 2011 Annual Financial Report and Auditor's Opinion

       c. 2011 Annual Trust Funds Report

       d. Operations Review and Audit
          1. Review and Approval of the 2012 Operations Review and Audit Plan
              [Resolution I.2.d.1.]
          2. Quarterly Status Update

       e. UW System Information Technology Report as Required by Wis. Stats.
          13.58(5)(b)(3)
          1. UW Strategic Plans for Major Information Technology Projects
          2. Project Status Report for Major Information Technology Projects

       f. Review and Approval of Proposed Revisions to Regent Policy Document 30-4:
          Mandatory Refundable Fee Policies and Procedures for Student Government
          Organizations
              [Resolution I.2.f.]

       g. Committee Business
          1. Approval of the Minutes of the December 8, 2011 Meeting of the   Business,
              Finance, and Audit Committee
          2. Consideration of an Adjustment to the Salary Range Related to the Recruitment
              for the Provost Position at the University of Wisconsin-Milwaukee
                [Resolution I.2.g.2.]
          3. Report on Quarterly Gifts, Grants, and Contracts (2nd Quarter)

       h. Report of the Senior Vice President
          1. Operationalizing the ITMAC Philosophy of Management in Administration and
              Fiscal Affairs (Interpret, Train, Monitor, Advocate, Consult)
          2. Human Resources System Status Update
          3. Overview of the 2013-15 Biennial Budget Process and Timeline
          4. Update from University Personnel Systems Task Force

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached revised Regent Policy Document 13-1 *General Contract Signature Authority, Approval, and Reporting*. This action repeals existing Regent Policy Document 13-3, *Authorization to Sign Documents* and Regent Policy Document 13-4, *Delegation of Responsibilities to the Vice President for Finance,* the subject matter of which will now be covered under this consolidated and renumbered policy regarding general contract signature authority.

REGENT POLICY DOCUMENT REVIEW
RPD 13-1 GENERAL CONTRACT SIGNATURE AUTHORITY, APPROVAL, AND REPORTING

EXECUTIVE SUMMARY

BACKGROUND

The UW System Board of Regents' policies are codified in Regent Policy Documents (RPDs) that have been adopted over time, some dating back to the creation of the UW System. The Board has adopted these policies under the authority granted in Chapter 36, Wis. Stats. The RPDs address a wide array of subjects, including academic policies and programs, contracts, student activities, and trust and investment policies.

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

At its February 2012 meeting, the Business, Finance, and Audit Committee will be asked to consider an updated policy regarding general contract signature authority, contact approval, and reporting (newly numbered RPD 13-1). The current policy in this area was originally adopted in February 1993 and last visited by the Board of Regents in June 2004.

REQUESTED ACTION

Approval of Resolution I.2.a.1. which adopts a revised Regent policy regarding general contract signature authority (RPD 13-1) and eliminates two related Regent Policy Documents, the subject matter of which will now be addressed by the revised policy.

DISCUSSION

The primary purpose of the requested changes is to streamline the approval of delegations of signature authority by allowing University Chancellors to directly name and approve campus-based signatories rather than requiring the UW System President to review and approve such delegation requests from institution Chancellors. The changes are also intended to consolidate several current policy papers into a single document, which would apply to all but real property and construction-related contracts. A separate policy document is being proposed for these real property and

construction related contracts as they carry somewhat unique constraints from the State Building Commission, Capital Budget process and related statutory requirements. Signature authority for those contracts would be governed under separately presented Regent Policy Document 13-2 *Real Property and Construction Contract Signature Authority and Approval.*

The more substantive changes being requested include:

1. Streamlining approval of authorized signature delegations by having University Chancellors directly name and approve campus-based signatories rather than submitting those names for approval by the UW System President.
2. Eliminating and clarifying certain reporting requirements.
3. Specifying that any further delegation of signature authority must be made in writing.
4. Requiring for periodic review to ensure that delegations are current and operating as intended.

Full copies of the proposed Regent Policy Document and the existing policy documents being consolidated are attached for reference and information. The Regent Policy Documents in **Section 13:** *Contracts* will be renumbered to begin with the most general statement of policy, then proceed to policies related to more specific areas of activity.

RELATED REGENT POLICIES

RPD 13-1   *Authorization to Sign Construction Contracts and Change Orders*

RPD 13-2   *Authorization to Sign Documents: Vilas Trust*

RPD 13-3   *Authorization to Sign Documents*

RPD 13-4   *Delegation of Responsibilities to the Vice President for Finance*

RPD 13-5   *University of Wisconsin System Policy on Institutional and Employee Relationships with Educational Loan Lenders*

Regent Policy Documents
SECTION 13: CONTRACTS

13-1 GENERAL CONTRACT SIGNATURE AUTHORITY, APPROVAL, AND REPORTING

Scope

This policy addresses official authorization to sign contracts on behalf of the Board of Regents of the University of Wisconsin System.

The policy applies to all contracts that bind the Board of Regents and UW System institutions. These include, but are not limited to, grants, memorandums of understanding, certifications, releases, purchase orders, leases of personal property (not real property), and royalty agreements.

The policy does not apply to real property and/or construction-related contracts. Signature authority for those contracts is covered under Regent Policy Document 13-2, *Real Property and Construction Contract Signature Authority and Approval.*

The policy does not apply to University trust accounts, which are subject to the terms and conditions of individual trust documents. Signature authority for these documents rests with the Trust Officer, Assistant Trust Officer, and Secretary of the Board of Regents of the University of Wisconsin System.

Purpose

The purpose of this policy is to ensure that individuals signing contracts that bind the Board of Regents of the UW System and UW System institutions are duly authorized to sign on behalf of, commit, and represent the Board of Regents.

Policy Statement

Through this policy, the Board of Regents recognizes that the efficient operation of the UW System depends on the UW System's and UW institutions' ability to conduct business transactions in an efficient manner. Therefore, the Board of Regents need not directly approve all contracts, but rather, delegates contracting authority for most contracts to designated university officials.

Individuals authorized to sign contracts under this policy are expected to have the necessary information and expertise to fully understand the implications of making such commitments. In addition, persons with this authority are expected to perform appropriate due diligence activities to ensure that any attendant liabilities are identified and can be effectively managed.

Delegation of Authority

The Board of Regents authorizes the Secretary of the Board of Regents and the President of the University of Wisconsin System to sign contracts that bind the Board of Regents and/or UW System institutions.

The Board of Regents further authorizes the President of the University of Wisconsin System to: (1) delegate contract signature authority to other UW System Administration officials deemed to have the requisite knowledge, judgment, and operational need to exercise such authority; and (2) delegate to the Chancellors of UW System institutions the authority to sign contracts related to programs or operations of their institutions. Chancellors may further delegate contract signature authority to other UW System institution employees deemed to have the requisite knowledge, judgment, and operational need to exercise such authority.

The President's delegations must be made in writing and filed in the Office of the President of the University of Wisconsin System.

Chancellors' delegations must be made in writing, filed in the Office of the Chancellor, and reviewed periodically by an institution's internal auditor to ensure that named individuals are current employees and are exercising their signature authority appropriately. Individuals should be delegated signature authority only for the specific documents, or types of documents, needed to allow them to efficiently and effectively perform the responsibilities of their position.

Items Requiring Formal Approval by the Board of Regents

Grants from and contracts with private, profit-making organizations with a value of more than $500,000 require formal approval by the Board of Regents prior to execution. Any contract with a value of less than $500,000 that, in the judgment of the President of the UW System, warrants direct Board approval shall also be approved by the Board prior to execution. An institution's Chief Business Officer should contact the UW System Office of the Vice President for Finance to request that such contracts be presented for approval at the next meeting of the Board's Business, Finance, and Audit Committee. Requests must be made well in advance of the desired effective date of a contract.

Reporting Requirements

A summary of extramural gifts, grants, and contracts will be reported quarterly to the Vice President for Finance for presentation to the Business, Finance and Audit Committee of the Board of Regents. Other contracts and/or agreements need not be reported to the Board or the Vice President for Finance under this policy.

Oversight, Roles, and Responsibilities

Delegation of signature authority allows considerable operational efficiency but requires appropriate oversight and on-going diligence to ensure that the interests of the University are best served.

In addition to oversight by the Chancellor's Office and Chief Business Officer, compliance with this policy and sound business practices will be assessed through periodic review by the UW System Office of Operations Review and Audit, as well as individual institution-based Internal Audit staff.

Related RPD and Applicable Laws

Regent Policy Document 13-2 *Authorization to Sign Real Property and Construction Contracts*
Section 36.11(55), Wis. Stats., *Review of System Contracts with Research Companies*
Section 946.13, Wis. Stats., *Private Interest in Public Contracts Prohibited*
Section 16.71(1m), Wis. Stats., *DOA, Purchasing Powers, Contracts Related to Information Technology*
Section 16.71(4), Wis. Stats., *DOA, Purchasing Powers, Delegated to UW System*

BOARD OF REGENTS

Regent Policy Documents

SECTION 13: CONTRACTS

13-3 AUTHORIZATION TO SIGN DOCUMENTS

(Formerly 93-1)

Upon recommendation of the President of the University of Wisconsin System, Regent Resolution #7844, approved by the Board on February 5, 1999, is rescinded; and the following revised resolution is approved, effective immediately:

Any of the following corporate or administrative officers of the University of Wisconsin System: Secretary, Assistant Secretary of the Board, the President, any Vice President, and any administrative officer or administrative assistant designated by the President of the University of Wisconsin System are authorized to sign:

1. Proposals, agreements, contracts, and contract supplements for research work or any other purposes upon approval of the project by the President or any Vice President of the University of Wisconsin System or the appropriate chancellor or designee with the following extramural entities: the United States Government, any of its agencies or departments, any state or municipality, or any agency or department thereof, or any nonprofit organization.
2. Certifications, releases, inventory reports and other documents as required by the government in connection with the termination of the contracts with the federal government for research and educational services furnished by the University of Wisconsin System.
3. Applications, notices, bonds and other instruments required by the federal government in connection with matters relating to federal laws and regulations for the purchase and use of tax-free alcohol in the laboratories of the University of Wisconsin System.
4. Purchase orders and other instruments required by the federal government for the procurement of narcotics for use in laboratories of the University of Wisconsin and in University Hospitals.
5. Grants, contracts, and leases, except were paragraph 8 of this policy applies, and agreements with private, profit-making organizations, with the understanding that those agreements in excess of $500,000 require formal acceptance by the Regents prior to execution.
6. Royalty agreements with the University of Wisconsin Press.
7. Transactions of the University of Wisconsin System's employee savings bond accounts.
8. Leases require formal acceptance by the Board of Regents prior to execution if: (1) a proposed leased space is not available in an existing building and would require the construction of a new building to satisfy the space need; or (2) negotiations for a new lease would involve leased space in excess of 10,000 assignable square feet; or (3) the proposed initial term of a lease would exceed 5 years (excluding renewal options).

A summary of grants, contracts, leases and agreements, including royalty agreements with the University of Wisconsin Press, will be reported quarterly to the Vice President for Finance.

History: Res. 6314 adopted 2/5/93; replaces 72-2(a), 75-2, 83-2,91-10,92-2. (See also Policy 13-2); amended by Res. 7548 (9/5/97) and by Res. 7844 (2/5/99) and by Res. 8074 (2/00) and by Res. 8875 (6/04).

Return to the policy index

The Regent Policy Documents were adopted and are maintained pursuant to the policy-making authority vested in the Board of Regents by Wis. Stats. § 36. The Regent Policy Documents manifest significant policies approved by the University of Wisconsin System Board of Regents. This document is a ready reference for those charged with carrying out these policies. Unless noted otherwise, associated documents and reports may be obtained from the Office of the Secretary of the Board of Regents, 1860 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706, ph 608-262-2324. http://www.uwsa.edu/bor/policies/

UW System Home > Board of Regents > Policies

Regent Policy Documents

SECTION 13: CONTRACTS

13-4 DELEGATION OF RESPONSIBILITIES TO THE VICE PRESIDENT FOR FINANCE

(Formerly 96-5)

Upon the recommendation of the President of the University of Wisconsin System, the following responsibilities have been delegated to the Vice President for Finance:

1. Land transactions within campus boundaries. This includes purchase, trade, gifts, and the sale of lands that have been declared surplus by the Board of Regents. An annual report is to be provided to the Business and Finance Committee regarding any changes that occurred with the holdings.
2. Authority to sign contracts and documents for University purposes with a value of under $500,000.
3. Authority to negotiate and pay all assessable improvements charges levied by municipalities.
4. Authority to sign easements which benefit the University.
5. Authority to undertake projects funded by the All-Agency appropriations.
6. Implementation of Environmental Policy Act.

History: Res. 7308 adopted 10/11/96, amended by Res. 8876 (6/04).

Return to the policy index

The Regent Policy Documents were adopted and are maintained pursuant to the policy-making authority vested in the Board of Regents by Wis. Stats. § 36. The Regent Policy Documents manifest significant policies approved by the University of Wisconsin System Board of Regents. This document is a ready reference for those charged with carrying out these policies. Unless noted otherwise, associated documents and reports may be obtained from the Office of the Secretary of the Board of Regents, 1860 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706, ph 608-262-2324. http://www.uwsa.edu/bor/policies/

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached revised Regent Policy Document 13-2 *Real Property and Construction Contract Signature Authority and Approval*. This action repeals existing Regent Policy Document 13-1, *Authorization to Sign Construction Contracts and Change Orders,* Regent Policy Document 13-4, *Delegation of Responsibilities to the Vice President for Finance,* and Regent Policy Document 19-13, *Acquisition of Property within Approved Campus Development Plan Boundaries* the subject matter of which will now be covered under this consolidated and renumbered policy.

REGENT POLICY DOCUMENT REVIEW
RPD 13-2 REAL PROPERTY AND CONSTRUCTION CONTRACT
SIGNATURE AUTHORITY AND APPROVAL

EXECUTIVE SUMMARY

BACKGROUND

The UW System Board of Regents' policies are codified in Regent Policy Documents (RPDs) that have been adopted over time, some dating back to the creation of the UW System. The Board has adopted these policies under the authority granted in Chapter 36, Wis. Stats. The RPDs address a wide array of subjects, including academic policies and programs, contracts, student activities, and trust and investment policies.

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

At its February 2012 meeting, the Business, Finance, and Audit Committee will be asked to consider an updated policy regarding real property and construction contract signature authority and approval (newly numbered RPD 13-2). The current policy in this area was originally adopted in February 1972 and last visited by the Board of Regents in June 2004.

REQUESTED ACTION

Approval of Resolution I.2.a.2. which adopts a revised and renumbered Regent Policy Document 13-2 and eliminates three related Regent Policy Documents the subject matter of which will now be addressed by the proposed policy.

DISCUSSION

The primary purpose of the requested changes is to update and consolidate Regent policy statements with respect to real property and construction contract signature authority. Because these areas of activity carry somewhat unique constraints from the State Building Commission, Capital Budget process, and related statutory requirements, a separate Regent Policy Document is being proposed to address this activity. The proposed policy does not make substantive changes to existing Regent policy and practice but rather seeks to clarify and consolidate

established guidance in one place. The new policy document is also intended to clearly state that the Board of Regents maintains ownership and approval over all real property and construction related activity.

Signature authority over contracts not related to real property and/or construction projects will be governed under a separately proposed Regent Policy Document 13-1, *General Contract Signature Authority, Approval, and Reporting.*

A full copy of the proposed Regent Policy Document and the existing Regent Policy Documents being replaced are attached for reference and information.

The Regent Policy Documents in **Section 13:** *Contracts* will be renumbered to begin with the most general statement of policy, then proceed to policies related to more specific areas of activity.

RELATED REGENT POLICIES
RPD 13-1   *Authorization to Sign Construction Contracts and Change Orders*
RPD 13-2   *Authorization to Sign Documents: Vilas Trust*
RPD 13-3   *Authorization to Sign Documents*
RPD 13-4   *Delegation of Responsibilities to the Vice President for Finance*
RPD 19-13   *Acquisition of Property within Approved Campus Development Plan Boundaries*

Regent Policy Documents
SECTION 13: CONTRACTS

13-2 REAL PROPERTY AND CONSTRUCTION CONTRACT SIGNATURE AUTHORITY AND APPROVAL

Scope

This policy addresses official authorization to sign real property and construction-related contracts on behalf of the Board of Regents of the University of Wisconsin System.

The policy applies to all documents related to conveyances of real property or other real property transactions including, but not limited to, purchases, sales, trades, and gifts of real property; easements; and leases of real property to be occupied by the Board.

The policy also applies to all construction-related contracts and change orders within the budgets that have been specifically approved by the Board of Regents and the State Building Commission.

The policy does not apply to contracts not affecting real property. Signature authority for those contracts is covered in Regent Policy Document 13-1, *General Contract Signature Authority, Approval, and Reporting Requirements.*

Purpose

The purpose of this policy is to ensure that individuals signing real property and construction-related contracts that bind the Board of Regents of the UW System and UW System institutions are duly authorized to sign on behalf of, commit, and represent the Board of Regents.

Policy Statement

Through this policy, the Board of Regents recognizes that the efficient operation of the UW System depends on the UW System's and UW institutions' ability to conduct business transactions in an efficient manner. Therefore, the Board of Regents delegates certain contracting authority and other responsibilities to designated university officials.

Individuals authorized to sign contracts under this policy are expected to have the necessary information and expertise to fully understand the implications of making such commitments. In addition, persons with this authority are expected to perform appropriate due diligence activities to ensure that any attendant liabilities are identified and can be effectively managed.

Delegation of Authority – Real Property Transactions
The Board of Regents authorizes the Secretary of Board of Regents and the President of the University of Wisconsin System to sign real property-related contracts that bind the Board of Regents and/or UW System institutions:

In addition, the Board of Regents delegates to the President of the University of Wisconsin System the following responsibilities:

1) Authority to approve land transactions within the campus boundaries, including purchases, trades, gifts, and the sale of lands that have been declared surplus by the Board of Regents.

2) Authority to negotiate and pay all assessable improvements charges levied by municipalities. For charges over $50,000, this authority is subject to the provisions of Wis Stat. ss.66.0703(6) and 66.0705(2).

3) Authority to undertake leases of real property to be occupied by the Board, subject to State Department of Administration approval under Wis. Stat. ss. 16.84(5) and 36.11(1)(b).

Draft 1/31/2012

The Board of Regents further authorizes the President of the University of Wisconsin System to delegate these responsibilities to other UW System Administration officials deemed to have the requisite knowledge, judgment, and operational need to exercise such authority. Any such delegations must be made in writing, filed in the Office of the President of the University of Wisconsin System and be reviewed periodically by the UW System Office of Operations Review and Audit to ensure that named individuals are current employees and are exercising their authority appropriately. Individuals should be delegated signature authority only for the specific documents, or types of documents needed to allow them to efficiently and effectively perform the responsibilities of their position.

Delegation of Authority – Construction Contract Activity
All construction contract activity, except as noted below, is initiated and managed by the State Department of Administration Division of State Facilities. Signature authority for these contracts rests with that agency.

Exception: Projects under $500,000 which are funded entirely with the proceeds of gifts or grants made to the UW System are treated differently. Contract signature authority for these projects rests with the UW System President or his/her designee or the Chancellor or his/her designee of the institution at which the project is located, if the project has been delegated.

Items Requiring Formal Approval by the Board of Regents
1) All sales, trades, purchases, and gifts of real property which affect the boundaries of a campus require the review and approval of the Board of Regents.

   Approval of the State Building Commission is also required for all sales and purchases of real property, pursuant to Wis. Stat. s.36.11(1)(b).

2) Gifts, grants, or bequests of real property with a value in excess of $150,000 or any gift, grant or bequest of a building or structure that is constructed for the benefit of the system or any institution thereof require the approval of the State Building Commission pursuant to Wis Stat. s.13.48(2)(b)(1m).

3) All capital construction projects require the review and approval of the Board of Regents and the State Building Commission.

4) Leases which would permit a facility that would be privately owned or operated to be constructed on state-owned land require approval of the Board of Regents and the State Building Commission under Wis. Stat. s. 13.48(12).

Oversight, Roles, and Responsibilities

The delegation of signature authority and other responsibilities set forth above allows considerable operational efficiency, but requires appropriate oversight and on-going diligence to ensure that the interests of the University are best served through the approaches implemented.

In addition to oversight by the Office of the President, compliance with this policy and sound business practices will be assessed through periodic review by the UW System Office of Operations Review and Audit.

Related RPD and Applicable Laws

Regent Policy Document 13-1 *General Contract Signature Authority, Approval, and Reporting Requirements*
Section 13.48(12) Wis. Stats. *Long-range public building program*
Section 16.84(5) Wis. Stats. *Real estate and physical plant management; protection of persons*
Section 36.11(1), Wis. Stats., *Protection of People; Custody and Management of Property*
Section 36.11(55), Wis. Stats.. *Review of System Contracts with Research Companies*
Section 946.13, Wis. Stats., *Private Interest in Public Contracts Prohibited*

BOARD OF REGENTS

Regent Policy Documents

SECTION 13: CONTRACTS

13-1 AUTHORIZATION TO SIGN CONSTRUCTION CONTRACTS AND CHANGE ORDERS

(Formerly 72-2)

The President, or any Vice President, of the University of Wisconsin System is authorized to sign construction contracts and change orders within the Regent approved budgets on all projects that have been specifically acted upon by the Regents (normally all projects over $250,000); and the President, or any Vice President, of the University of Wisconsin System is authorized to sign construction contracts and change orders within the budgets approved by the State Building Commission on all projects that have been specifically acted upon by the State Building Commission and which actions have been reported to the Regents but the budgets for which have not been acted upon by the Regents (normally projects under $250,000); subject to the understanding that such actions over $25,000 shall be reported to the Regents at each subsequent meeting.

History: Res. 91 adopted 2/11/72.

Return to the policy index

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UW System Home > Board of Regents > Policies

Regent Policy Documents

SECTION 13: CONTRACTS

13-3 AUTHORIZATION TO SIGN DOCUMENTS

(Formerly 93-1)

Upon recommendation of the President of the University of Wisconsin System, Regent Resolution #7844, approved by the Board on February 5, 1999, is rescinded; and the following revised resolution is approved, effective immediately:

Any of the following corporate or administrative officers of the University of Wisconsin System: Secretary, Assistant Secretary of the Board, the President, any Vice President, and any administrative officer or administrative assistant designated by the President of the University of Wisconsin System are authorized to sign:

1. Proposals, agreements, contracts, and contract supplements for research work or any other purposes upon approval of the project by the President or any Vice President of the University of Wisconsin System or the appropriate chancellor or designee with the following extramural entities: the United States Government, any of its agencies or departments, any state or municipality, or any agency or department thereof, or any nonprofit organization.
2. Certifications, releases, inventory reports and other documents as required by the government in connection with the termination of the contracts with the federal government for research and educational services furnished by the University of Wisconsin System.
3. Applications, notices, bonds and other instruments required by the federal government in connection with matters relating to federal laws and regulations for the purchase and use of tax-free alcohol in the laboratories of the University of Wisconsin System.
4. Purchase orders and other instruments required by the federal government for the procurement of narcotics for use in laboratories of the University of Wisconsin and in University Hospitals.
5. Grants, contracts, and leases, except were paragraph 8 of this policy applies, and agreements with private, profit-making organizations, with the understanding that those agreements in excess of $500,000 require formal acceptance by the Regents prior to execution.
6. Royalty agreements with the University of Wisconsin Press.
7. Transactions of the University of Wisconsin System's employee savings bond accounts.
8. Leases require formal acceptance by the Board of Regents prior to execution if: (1) a proposed leased space is not available in an existing building and would require the construction of a new building to satisfy the space need; or (2) negotiations for a new lease would involve leased space in excess of 10,000 assignable square feet; or (3) the proposed initial term of a lease would exceed 5 years (excluding renewal options).

A summary of grants, contracts, leases and agreements, including royalty agreements with the University of Wisconsin Press, will be reported quarterly to the Vice President for Finance.

History: Res. 6314 adopted 2/5/93; replaces 72-2(a), 75-2, 83-2,91-10,92-2. (See also Policy 13-2); amended by Res. 7548 (9/5/97) and by Res. 7844 (2/5/99) and by Res. 8074 (2/00) and by Res. 8875 (6/04).

The Regent Policy Documents were adopted and are maintained pursuant to the policy-making authority vested in the Board of Regents by Wis. Stats. § 36. The Regent Policy Documents manifest significant policies approved by the University of Wisconsin System Board of Regents. This document is a ready reference for those charged with carrying out these policies. Unless noted otherwise, associated documents and reports may be obtained from the Office of the Secretary of the Board of Regents, 1860 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706, ph 608-262-2324. http://www.uwsa.edu/bor/policies/

BOARD OF REGENTS

Regent Policy Documents

SECTION 13: CONTRACTS

13-4 DELEGATION OF RESPONSIBILITIES TO THE VICE PRESIDENT FOR FINANCE

(Formerly 96-5)

Upon the recommendation of the President of the University of Wisconsin System, the following responsibilities have been delegated to the Vice President for Finance:

1. Land transactions within campus boundaries. This includes purchase, trade, gifts, and the sale of lands that have been declared surplus by the Board of Regents. An annual report is to be provided to the Business and Finance Committee regarding any changes that occurred with the holdings.
2. Authority to sign contracts and documents for University purposes with a value of under $500,000.
3. Authority to negotiate and pay all assessable improvements charges levied by municipalities.
4. Authority to sign easements which benefit the University.
5. Authority to undertake projects funded by the All-Agency appropriations.
6. Implementation of Environmental Policy Act.

History: Res. 7308 adopted 10/11/96, amended by Res. 8876 (6/04).

Return to the policy index

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Regent Policy Documents

SECTION 19: FACILITIES

19-13 ACQUISITION OF PROPERTY WITHIN APPROVED CAMPUS DEVELOPMENT PLAN BOUNDARIES

(Formerly 94-3)

Upon the recommendation of the President of the University of Wisconsin System, the Board of Regents delegates to the Vice President for Physical Planning and Development authority to complete land transactions within the main campus boundaries established by the Board of Regents. These transactions would be completed within the following parameters:

1. Authority to purchase in fee simple, with the negotiated purchase price at or below the average of two recent appraisals.
2. Authority to exchange parcels with another party or parties, with any difference in value being paid or received.
3. Authority to accept gifts of land.
4. Authority to sell land previously declared surplus, by Regent action.
5. Funding sources for the purchase of land will be in accord with Regent Policy 19-8 (Formerly 90-3) Funding of University Facilities Capital Costs.
6. All land transactions resulting in University ownership will be subject to a favorable environmental audit.
7. Land transactions completed by the Vice President under this authority will be reported to the Physical Planning and Development Committee.
8. In undertaking these transactions, the Vice President will:
    a. coordinate transactions with municipalities to facilitate joint planning;
    b. fulfill long-standing commitments with private land owners.
9. Delegation of approval authority notwithstanding, the Vice President will seek prior Regent approval for any land transactions involving extraordinary circumstances.

History: Res. 6633 adopted 3/94

Return to the policy index

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UW SYSTEM
2011 ANNUAL FINANCIAL REPORT
AND AUDITOR'S OPINION

EXECUTIVE SUMMARY

BACKGROUND

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

REQUESTED ACTION

This report is submitted for information only.

DISCUSSION AND RECOMMENDATIONS

The UW System's Annual Financial Report for fiscal year 2010-2011 includes an unqualified audit opinion from the Legislative Audit Bureau, a Statement of Net Assets, a Statement of Revenues, Expenses and Changes in Net Assets, and a Statement of Cash Flows. The accompanying Notes to the Financial Statements are an integral part of the financial statements, including both disclosures required by GAAP and explanations intended to aid the reader in understanding the statements. In addition, the Annual Financial Report includes a "Management Discussion and Analysis" (MD&A) section that is intended to provide an objective and easily readable analysis of the UW System's financial activities. The UW System's Annual Financial Report may be found at **http://www.uwsa.edu/fadmin/finrep/afr.htm**.

Preceding the MD&A, financial statements, and notes are several graphs showing ten-year trend data. Charts 1 and 2 show the amount of revenue derived, in nominal and inflation-adjusted dollars, respectively, from state appropriations, from tuition and fees, and from all other sources. As depicted in these charts, total tuition and fees exceeded state appropriations for the first time in FY10 and again in FY11. From FY10 to FY11, state support increased by $53.9 million (5.5%), while tuition revenue increased by $67.0 million (6.6%), with enrollments increasing to a record high of more than 182,000 students. Federal grants and contracts increased by $58.0 million (7.1%); state, local, and private grants and contracts increased by $33.1 million (9.1%); and gifts decreased by $20.8 million (8.9%). State appropriations comprise less than one quarter

of the total revenue (21.1%). Chart 3 shows the growth in university controlled endowments over the past ten years.

Finally, FY11 total expenses from all funding sources increased by $131.4 million (3.0%), compared to the prior year's increase of $117.3 million (2.8%).

RELATED REGENT POLICIES

None

2011 ANNUAL FINANCIAL REPORT AND AUDITOR'S OPINION

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

UNIVERSITY OF WISCONSIN SYSTEM
TRUST FUNDS

ANNUAL REPORT
Year Ended June 30, 2011

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

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

For the fiscal year ended June 30, 2011, UW System Trust Funds received $11.7 million in gifts, up significantly from the $6.6 million received in the prior year. Disbursements from Trust Funds to benefiting UW institutions totaled $17.1 million, compared to $16.9 million in fiscal year ended June 30, 2010. Consistent with donor designations, disbursements have predominately gone toward student aid, research, instruction, and public service.
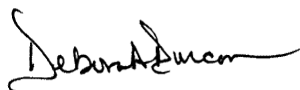
Although disbursements and expenses exceeded contributions for the fiscal year by approximately $10 million, strong investment returns added some $65 million to total net asset value by year-end. This resulted in an increase in net assets of $54.9 million. As of June 30, 2011, Trust Funds' net assets totaled $464.2 million, compared to $409.3 million at the end of the prior fiscal year.

Investment returns to most "risky" assets (e.g., equities) were truly stellar during the first half of the fiscal year (June 30, 2010 to December 31, 2010), as confidence took hold that the global economy was on the road to a stable, though moderate, recovery. However, during the first six months of 2011, the global economy clearly began to stumble once again, in the face of challenges such as the euro-zone sovereign debt crisis and the tsunami that hit Japan. Still, for the full fiscal year, stocks and other higher-risk assets performed very well indeed. For example, equities of all types (U.S., non-U.S, large-cap, small-cap, emerging markets, etc.) returned on the order of 30%, and high yielding bonds returned over 12% on average. Commodities, too, were a strong performer, returning nearly 26%. Lower risk assets, on the other hand, turned in a mediocre year; for example, high-quality bonds returned 3.9%, U.S. Treasurys posted a 2.7% gain, and "cash" continued to generate a nominal return of essentially 0% (equating to a negative "real" or inflation-adjusted return, as the Consumer Price Index advanced 3.4% for the year.)

For the 2011 fiscal year, the widely-diversified *Long Term Fund* (used primarily for endowments) gained 21.2%. The *Intermediate Term Fund*, which is invested largely in intermediate-maturity bonds but with some equity exposure, returned 8.3% for the fiscal year. Finally, the short-term, money market-like *Income Fund* returned only 0.2%.

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

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

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

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

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SECTION 1:
Overview

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

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

Long Term Fund

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

Intermediate Term Fund

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

Income Fund

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

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SECTION 2:
Investment Fund Data

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| TOTAL ASSETS |
| As of Fiscal Years Ended June 30 |

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

MARKET VALUES AND PERCENTS BY FUND

| | Market Values ($millions) | |
Investment Fund	2011	2010
Long Term Fund	$341.7	$288.6
Intermediate Term Fund	84.5	78.0
Income Fund	38.0	42.7
TOTAL	$464.2	$409.3
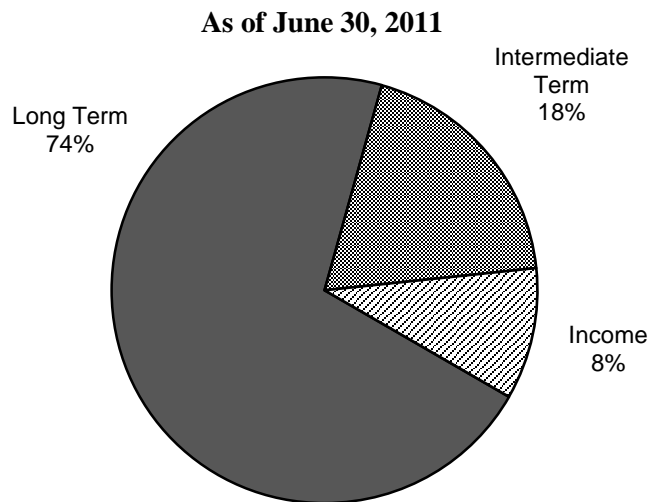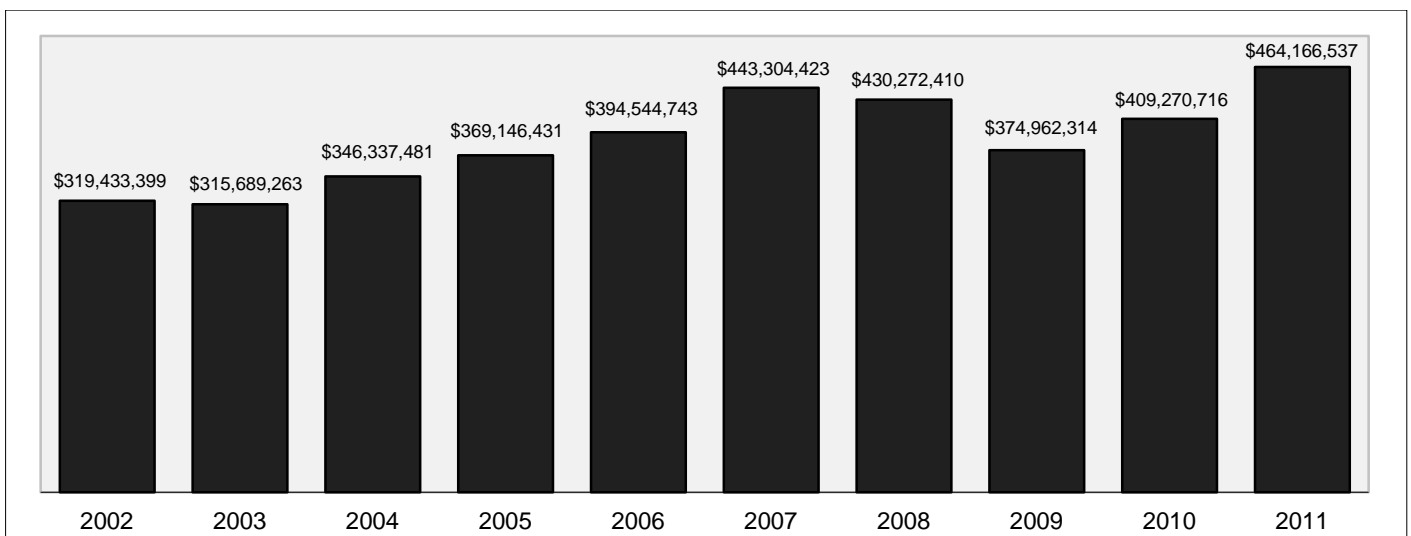
As of June 30, 2011

Long Term 74%
Intermediate Term 18%
Income 8%

TOTAL NET ASSETS

Year	Total Net Assets
2002	$319,433,399
2003	$315,689,263
2004	$346,337,481
2005	$369,146,431
2006	$394,544,743
2007	$443,304,423
2008	$430,272,410
2009	$374,962,314
2010	$409,270,716
2011	$464,166,537

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

INVESTMENT PERFORMANCE
As of June 30, 2011
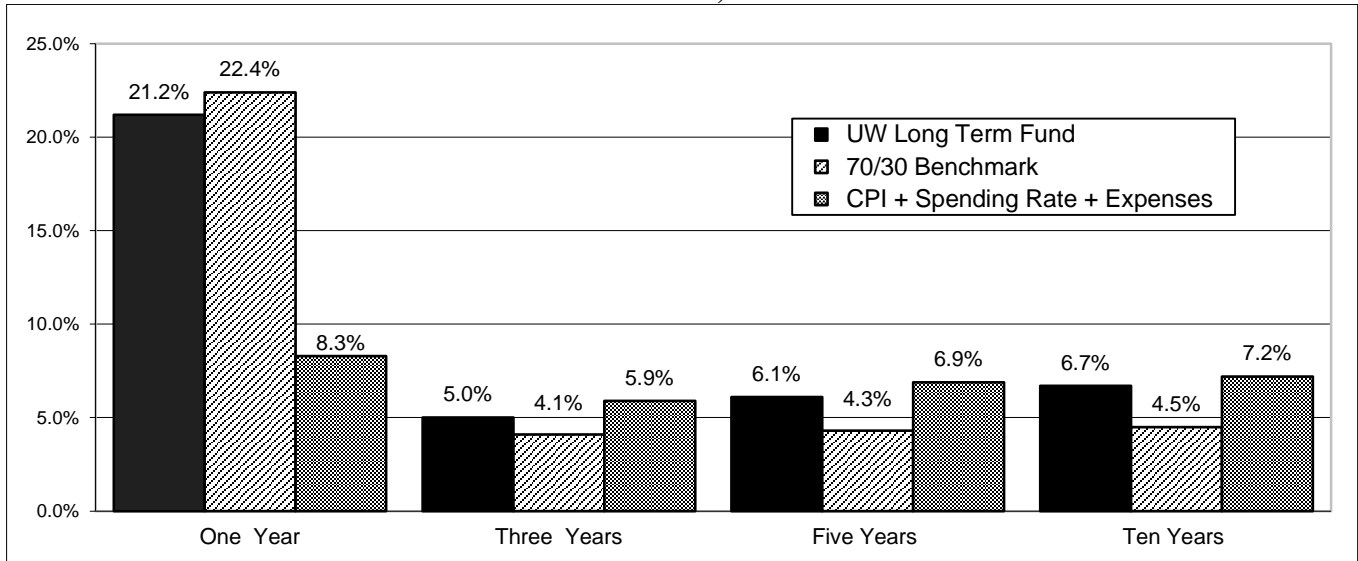
The annual "spending rate" distribution for the *Long Term Fund* has remained at four percent since June 30, 2005. The ten-year history of the spending rate and dollar distributions is given in the table below.

TEN-YEAR HISTORY OF
SPENDING RATES AND DISTRIBUTIONS

Fiscal Year	Spending Rate	Distribution
2002	5.0%	13,451,186
2003	4.9% [1]	12,466,702
2004	4.5%	10,902,801
2005	4.4% [2]	10,836,217
2006	4.0%	10,704,542
2007	4.0%	11,636,132
2008	4.0%	12,683,559
2009	4.0%	12,809,947
2010	4.0%	12,414,177
2011	4.0%	11,992,394
TEN YEAR TOTAL		$ 119,897,657

[1] This reflects a 5.0% annual rate for the first three quarters and a 4.5% rate for the fourth quarter.
[2] This reflects a 4.5% annual rate for the first three quarters and a 4.0% rate for the fourth quarter.

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

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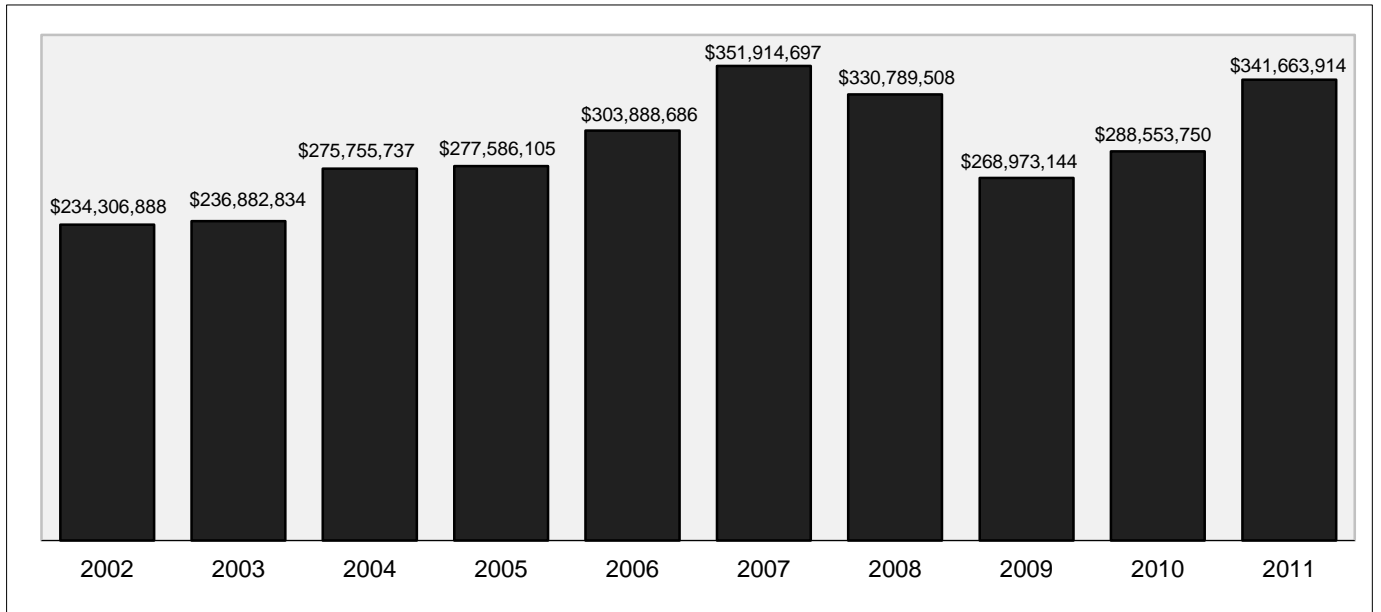
The graphs and charts that follow, present information on the Fund's asset allocation, investment managers, and investment positions.

LONG TERM FUND	
As of Fiscal Year Ended June 30	

ASSET/STRATEGY ALLOCATIONS

Total Portfolio Asset/Strategy Allocation

Private Equity 11.9%
Cash 1.6%
U.S. High Yield 6.0%
Emerging Markets Equity 10.4%
Treasury Bonds 5.5%
Real Assets 0.6%
Non-U.S. Equity 12.5%
TIPS 6.4%
U.S. Mid/Small Cap 7.0%
U.S. Large Cap 11.0%
Opportunistic 1.0%
GTAA 26.1%

Global Tactical Asset Allocation

Emerging Market Debt 0.4%
Hedge Funds 30.9%
U.S. Large Cap 24.7%
U.S. Bonds 13.3%
Emerging Markets Equity 3.0%
Non-U.S. Equity 27.7%
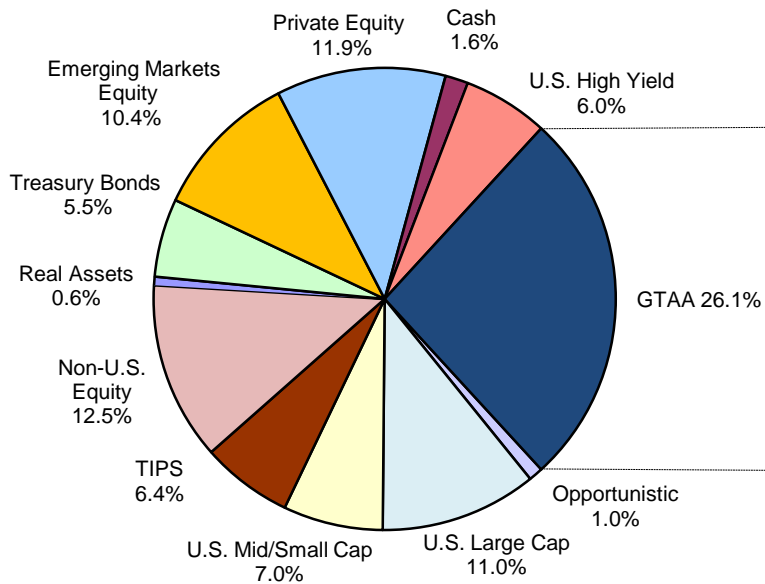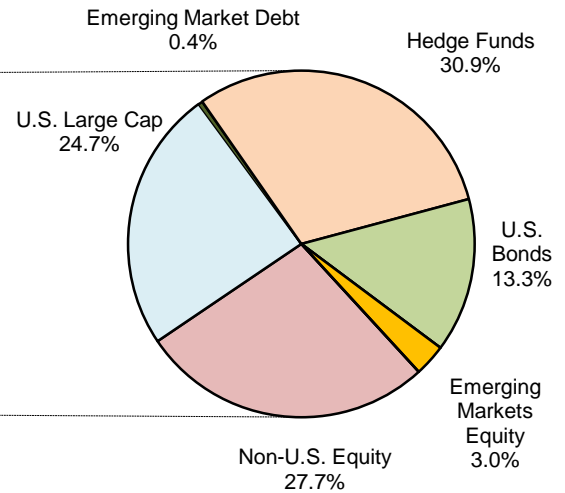
Total Effective Portfolio Asset Allocation
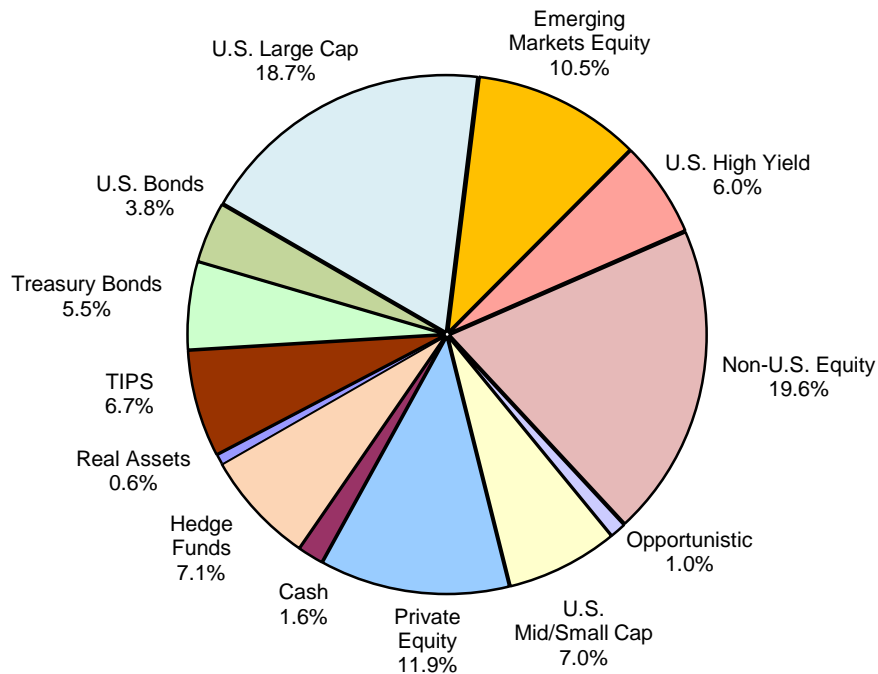
U.S. Large Cap 18.7%
Emerging Markets Equity 10.5%
U.S. High Yield 6.0%
U.S. Bonds 3.8%
Treasury Bonds 5.5%
TIPS 6.7%
Real Assets 0.6%
Hedge Funds 7.1%
Cash 1.6%
Private Equity 11.9%
U.S. Mid/Small Cap 7.0%
Non-U.S. Equity 19.6%
Opportunistic 1.0%

ALLOCATION BY INVESTMENT MANAGER AND ASSET CLASS/STRATEGY

	2011		2010	
	Market Value	% of Fund	Market Value	% of Fund
Global Tactical Asset Allocation				
GMO Real Global Balanced Strategy	$89,142,409	26.1%	$77,969,057	27.0%
U.S. Equities - Large Cap				
UBS Global Asset Management	37,663,695	11.0%	28,693,447	9.9%
U.S. Equities – Mid/Small Cap				
300 North Capital	8,816,547	2.6%	6,710,350	2.4%
Russell 2000 ETF	7,624,224	2.2%	5,624,246	1.9%
Russell Mid-Cap ETF	7,592,132	2.2%	5,584,737	1.9%
		7.0%		6.2%
Non-U.S. Developed Market Equities				
UBS Global Asset Management	42,550,278	12.5%	32,838,282	11.4%
Emerging Market Equities				
GMO Emerging Markets Fund	35,496,497	10.4%	26,208,974	9.1%
U.S. High Yield Fixed Income				
Seix Advisors High Yield Fund	20,370,659	6.0%	15,876,683	5.5%
Private Equity/Venture Capital				
Adams Street Partners	22,432,475	6.6%	20,084,527	7.0%
JP Morgan Investment Management	18,138,589	5.3%	13,678,207	4.7%
		11.9%		11.7%
U.S. Investment-Grade Fixed Income				
Applied Security Analysis Program	40,721,856	11.9%	45,928,214	16.0%
U.S. Cash and Cash Equivalents				
Mellon Common Trust Investment Fund	5,422,204	1.6%	3,694,707	1.3%
Real Assets				
GMO Forestry Fund	2,172,000	0.6%	0	0.0%
Opportunistic				
GMO Emerging Illiquid Fund	3,520,349	1.0%	5,662,319	1.9%
TOTALS	$ 341,663,914	100.0%	$ 288,553,750	100.0%

SUMMARY OF INVESTMENT POSITIONS

Public Equities – 55.8% of Fund

Top Ten Country Positions	% of Equities
Unites States	43.2%
United Kingdom	6.8%
Japan	6.3%
Germany	4.0%
Korea	3.5%
China	3.0%
Russia	2.9%
Brazil	2.9%
Switzerland	2.5%
France	2.2%
TOTAL	77.6%

Top Ten Sector Positions	% of Equities
Financials	19.2%
Energy	12.0%
Information Technology	11.9%
Industrials	10.5%
Materials	8.9%
Consumer Discretionary	7.8%
Health Care	7.4%
Consumer Staples	6.6%
Telecommunications	5.3%
Utilities	3.9%
TOTAL	93.5%

Top Ten Holdings	% of Equities
Exxon Mobil	1.2%
Apple Inc.	1.0%
Oao Gazprom	0.8%
BP	0.7%
Microsoft	0.7%
Johnson & Johnson	0.7%
Novartis	0.6%
Vale SA	0.6%
Samsung Electronics	0.6%
Volkswagon	0.5%
TOTAL	7.4%

Fixed Income – 22.0% of Fund

Top Country Positions	% of Fixed Income
Unites States	99.5%
Non-U.S.	0.5%
TOTAL	100.0%

Top Sector Positions	% of Fixed Income
Cash and Cash Equivalents	32.7%
U.S. TIPS	32.1%
Corporate Bonds	29.3%
Asset Backed Securities	1.1%
U.S. Government	0.8%
TOTAL	96.0%

Top Ten Non-Govt Holdings	% of Fixed Income
Texas Competitive	0.6%
NRG Energy	0.5%
Ally Financial	0.3%
Wind Acquisition Inc.	0.3%
Sears	0.3%
CHC Helicopter	0.3%
CIT Group	0.3%
Intelstat Jackson	0.2%
Genon Energy Corp	0.2%
Oil States Intl	0.2%
TOTAL	3.2%

Average Portfolio Maturity	6.1 Years
Average Portfolio Duration	3.4 Years
Average Portfolio Quality	A+

Cash – 1.6% of Fund

Mellon Common Trust Investment Fund   100.0%

SUMMARY OF INVESTMENT POSITIONS

Hedge Funds – 7.1% of Fund

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

Number of Fund Holdings	9

Top Five Funds	% of Hedge Funds
GMO Completion	15.7%
GMO Mean Reversion	15.7%
GMO Tactical Opportunities	15.0%
GMO Global Macro	14.6%
GMO Aggressive Long/Short	11.7%
TOTAL	72.7%

Opportunistic – 1.0% of Fund

Investment	% of Opportunistic
GMO Emerging Illiquid Fund, L.P.	100%

Real Assets – 0.6% of Fund

Investment	% of Real Assets
GMO Forestry Fund 9, L.P.	100%

Private Equity – 11.9% of Fund

U.S./Non-U.S. Positions	% of Private Equity
U.S.	76.7%
Non-U.S.	23.3%
TOTAL	100.0%

Types of Partnerships	% of Private Equity
Buyouts	47.1%
Venture Capital	30.4%
Special Situations	12.8%
Debt/Restructuring	9.7%
TOTAL	100.0%

Investment Program Inception	2002
Number of Vintage Years	10
Number of Partnerships	582
Number of Underlying Companies	9,567

INTERMEDIATE TERM FUND
As of Fiscal Years Ended June 30

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

INVESTMENT PERFORMANCE
As of June 30, 2011
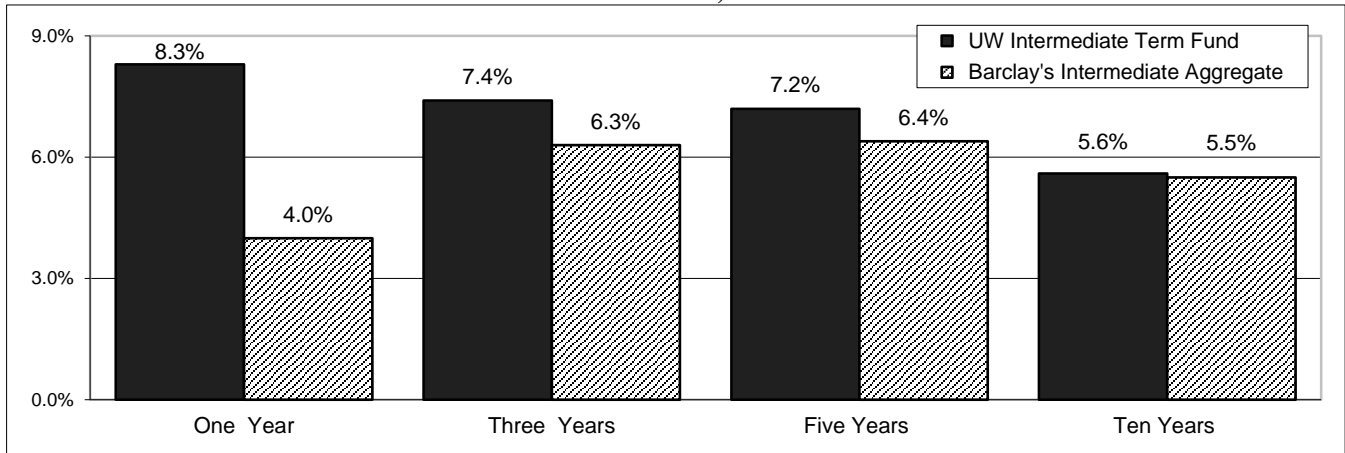
Contributing to the overall change in the *Intermediate Term Fund's* assets are the following: new gifts, plus investment returns, less interest income distributions, expenses, and expenditures of principal. The following chart depicts the historical change in net assets of the Fund.

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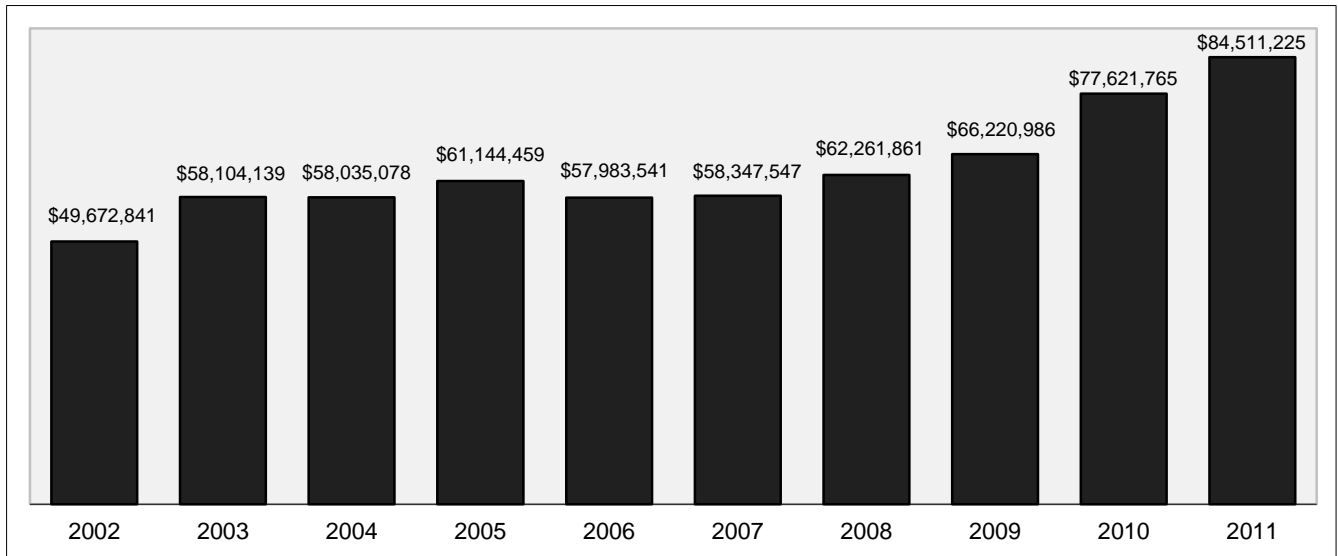
The graphs and charts that follow present information on the Fund's asset allocation, investment managers, and investment positions.

INTERMEDIATE TERM FUND
As of Fiscal Years Ended June 30

ASSET/STRATEGY ALLOCATIONS

Pie chart showing:
- U.S. High Yield 5.5%
- TIPS 15.3%
- U.S. Equities 8.3%
- Non-U.S. Equity 8.0%
- Cash 1.0%
- U.S. Bonds 61.9%

ALLOCATION BY INVESTMENT MANAGER AND ASSET CLASS

	2011		2010	
	Market Value	% of Fund	Market Value	% of Fund
U.S. Equities – Large Cap				
S&P 500 ETF	$ 6,997,602	8.3%	$ 5,191,999	6.7%
Non-U.S. Developed Market Equities				
MSCI EAFE ETF	6,714,631	8.0%	4,594,252	5.9%
U.S. High Yield Fixed Income				
Seix Advisors High Yield Fund	4,671,354	5.5%	3,362,179	4.3%
U.S. Investment-Grade Fixed Income				
Reams Asset Management	41,624,481	49.2%	39,393,088	50.5%
Barclays TIPS ETF	12,912,440	15.3%	13,668,522	17.5%
Applied Security Analysis Program	10,766,283	12.7%	10,534,617	13.5%
		77.2%		81.5%
U.S. Cash and Cash Equivalents				
Mellon Common Trust Investment Fund	824,434	1.0%	1,281,151	1.6%
TOTALS	$ 84,511,225	100.0%	$ 78,025,808	100.0%

Public Equities – 16.3% of Fund

Top Ten Country Positions	% of Equities
Unites States	53.0%
United Kingdom	11.2%
Japan	10.7%
France	4.2%
Switzerland	4.2%
Australia	4.1 %
Germany	3.8%
Spain	1.7%
Sweden	1.4%
Netherlands	1.3%
TOTAL	93.4%

Top Ten Sector Positions	% of Equities
Financials	17.7%
Information Technology	12.3%
Consumer Staples	11.5%
Industrials	11.3%
Health Care	10.9%
Consumer Discretionary	10.4%
Energy	9.9%
Materials	6.6%
Telecommunications	4.7%
Utilities	4.4%
TOTAL	99.7%

Top Ten Holdings	% of Equities
Exxon Mobil	1.7%
Apple Inc.	1.7%
Nestle SA	1.0%
IBM	1.0%
Microsoft	0.9%
Chevron	0.9%
Johnson & Johnson	0.9%
Proctor & Gamble	0.9%
AT&T	0.8%
General Electric	0.8%
TOTAL	10.6%

Fixed Income – 82.7% of Fund

Top Country Positions	% of Fixed Income
Unites States	100.0%

Top Sector Positions	% of Fixed Income
Corporate Bonds	39.4%
U.S. Government Mortgages	19.0%
U.S. TIPS	18.2%
Commercial Mortgage Backed	10.8%
U.S. Government	7.8%
Asset Backed Securities	3.4%
Money Market	1.4%
TOTAL	100.0%

Number of Non-Government Holdings   479

Top Ten Non-Govt Holdings	% of Fund
Metropolitan Life Insurance	1.1%
Bank of America	0.8%
Wachovia Bank	0.8%
Credit Suisse	0.7%
NCUA Guaranteed	0.7%
General Electric	0.7%
Morgan Stanley	0.7%
JP Morgan Chase	0.6%
GMAC	0.5%
Farmers Insurance	0.5%
TOTAL	7.1%

Average Portfolio Maturity	4.7 Years
Average Portfolio Duration	3.2 Years
Average Portfolio Quality	AA

Cash – 1.0% of Fund

Mellon Common Trust Investment Fund   100.0%

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

INVESTMENT PERFORMANCE
As of June 30, 2011
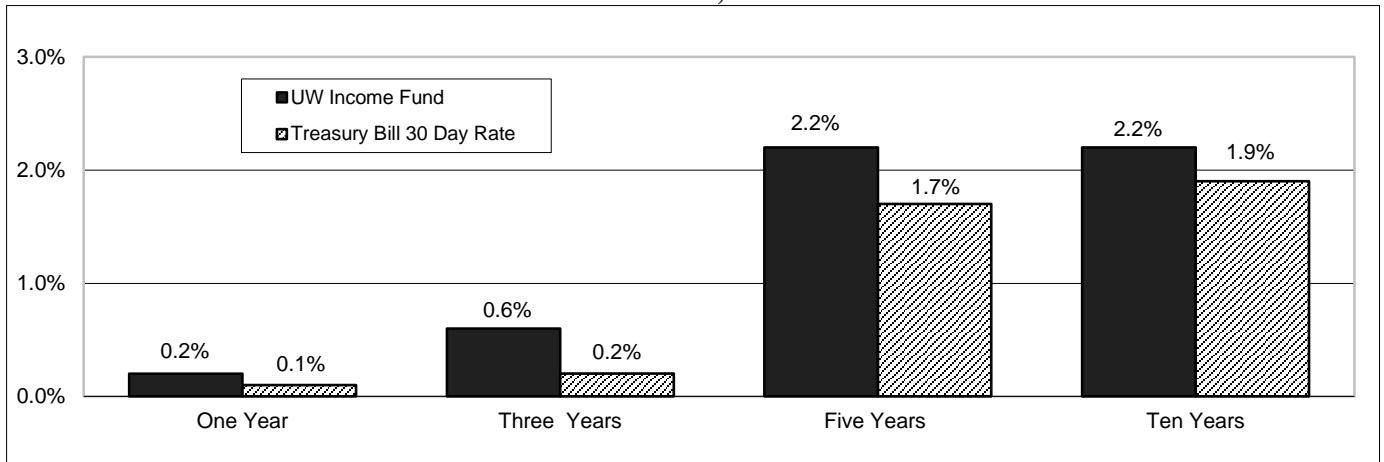
Contributing to the overall change in the *Income Fund's* net assets are the following: interest income and spending rate distributions received from the *Intermediate* and *Long Term Funds*, plus interest earnings, less expenses and expenditures. The following chart depicts the historical change in net assets of the Fund.

INCOME FUND NET ASSETS
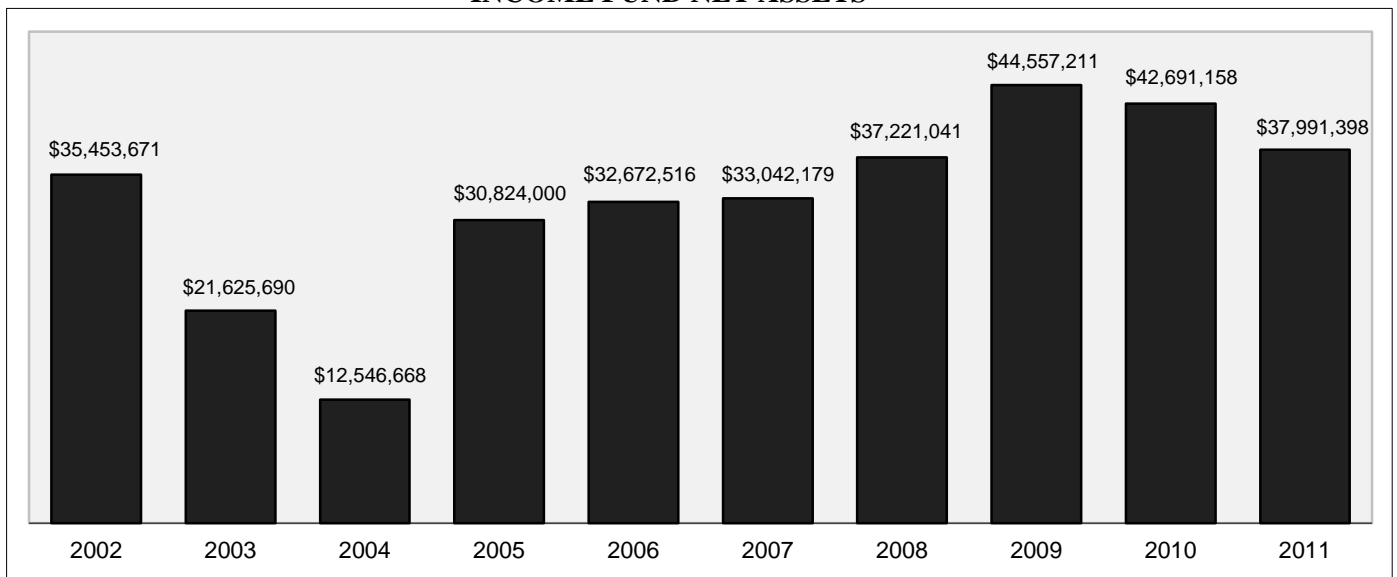
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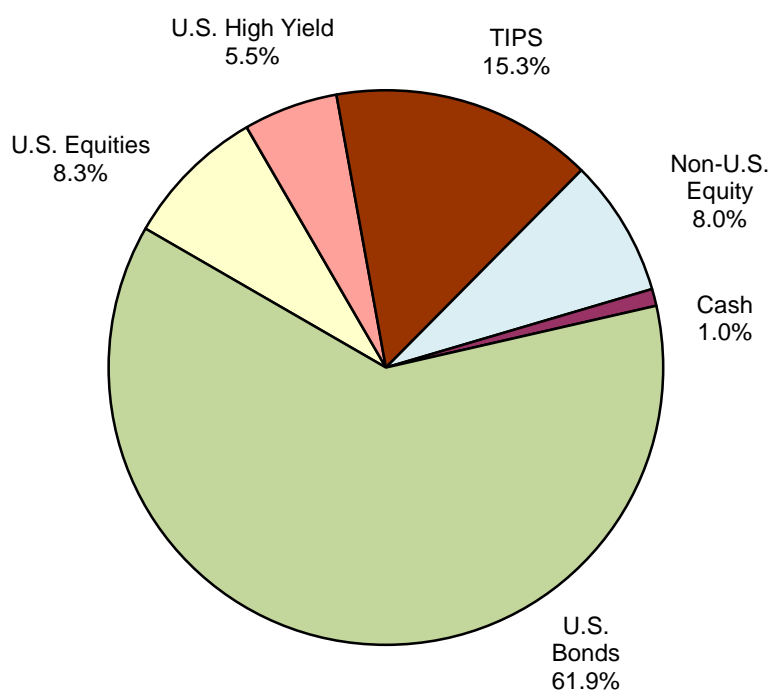
SECTION 3:
Gifts and Disbursement Data

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GIFTS
For Fiscal Years Ended June 30

2011 GIFTS BY TYPE OF GIFT

Gift Type	Total Gifts	Number of Gifts
General Gifts	$ 5,711,049	393
Bequests	6,038,553	107
Matching Gifts	175	3
TOTAL	$ 11,749,776	503

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

2011 GIFTS BY ENDOWMENT CATEGORY

Endowment Category	Total Gifts	Percentage
Quasi Endowment	$ 7,357,246	62.6%
Designated Endowment	3,263,723	27.8%
True Endowment	1,128,807	9.6%
TOTAL	$ 11,749,776	100.0%

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

2011 GIFTS BY USAGE DESIGNATION

Usage Designation	Total Gifts	Percentage
Miscellaneous	$ 6,404,256	54.5%
Student Aid	2,391,662	20.4%
Public Service	2,216,628	18.9%
Research	569,230	4.8%
Auxiliary Service	168,000	1.4%
TOTAL	$ 11,749,776	100.0%

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

2011 GIFTS BY CAMPUS AND COLLEGE

Campus	Total Gifts	Number of Gifts
Madison		
School of Medicine and Public Health	$ 1,522,959	68
General Education Administration	1,230,578	5
College of Letters and Science	525,589	183
College of Engineering	507,248	19
College of Nursing	188,371	16
Wisconsin Union	168,000	1
General Services	92,267	6
College of Agriculture & Life Sciences	77,604	12
School of Education	22,655	23
Graduate School	11,000	2
School of Business	10,000	1
Officer Education	2,425	4
School of Pharmacy	2,000	1
Madison Subtotal	$ 4,360,696	341
Extension	2,216,628	37
System Administration	1,755,842	57
La Crosse	1,692,737	1
Milwaukee	1,656,234	18
Superior	44,445	4
Parkside	16,044	33
Whitewater	5,710	1
Green Bay	1,100	2
Colleges	340	9
TOTAL	$ 11,749,776	503

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

TEN-YEAR HISTORY OF TOTAL GIFTS

Fiscal Year	Total Gifts	As Percent of Prior Year Principal Market Value
2002	$ 11,558,611	3.6%
2003	10,789,314	3.6%
2004	12,805,149	4.3%
2005	8,640,969	2.6%
2006	8,059,469	2.3%
2007	16,478,500	4.5%
2008	11,617,369	3.2%
2009	13,891,569	3.5%
2010	6,640,429	2.0%
2011	11,749,776	3.0%
TEN YEAR TOTAL	$ 112,231,155	AVERAGE 3.3%

2011 DISBURSEMENTS BY DESIGNATION

Designation	Total Disbursements	Percentage
Research	$ 8,109,221	47.5%
Student Aid	4,097,319	24.0%
Extension & Public Service	1,798,318	10.5%
Instruction	1,358,767	8.0%
Institutional Support	749,345	4.4%
Academic Support	678,486	4.0%
Student Services	233,589	1.2%
Auxiliary Services	25,969	0.3%
General Operations & Services	3,299	0.1%
Library	263	0.0%
TOTAL	$ 17,054,576	100.0%

TEN-YEAR HISTORY OF TOTAL DISBURSEMENTS

Fiscal Year	Total Disbursements	As Percent of Prior Year Principal Market Value
2002	$ 18,700,470	5.9%
2003	17,014,555	5.7%
2004	21,771,311	7.4%
2005	20,412,504	6.1%
2006	22,382,067	6.5%
2007	24,980,366	6.5%
2008	20,348,667	5.6%
2009	17,446,575	4.4%
2010	16,863,697	5.0%
2011	17,054,576	5.1%
TOTAL	$ 196,974,788	AVERAGE 5.8%

2011 TOTAL FUNDS BY CATEGORY

Category	Principal Market Value	Percentage	Number of Accounts
True Endowment	$ 179,780,457	42.0%	581
Quasi Endowment	153,415,837	35.8%	828
Designated Endowment	94,879,045	22.2%	133
Term Endowment	137,727	0.0%	1
TOTAL	$ 428,213,066	100.0%	1,543

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

2011 TOTAL FUNDS BY USAGE DESIGNATION

Usage Designation	Principal Market Value	Percentage	Number of Accounts
Miscellaneous	$ 183,843,914	42.9%	521
Student Aid	124,796,431	29.1%	663
Research	82,640,587	19.3%	239
Library	13,898,102	3.3%	51
Public Service	12,272,033	2.9%	28
Instruction	9,325,357	2.2%	31
Physical Plant	1,223,028	0.3%	7
Auxiliary Services	182,148	0.0%	2
General Operations	31,466	0.0%	1
TOTAL	$ 428,213,066	100.0%	1,543

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

2011 TOTAL FUNDS BY CAMPUS AND COLLEGE

Campus	Principal Market Value	Percentage	Number of Accounts
Madison			
School of Medicine and Public Health	$ 72,594,913	17.6%	340
College of Ag & Life Sciences	56,652,441	13.8%	170
College of Letters & Sciences	59,747,056	13.2%	335
General	43,885,223	11.0%	4
General Services	24,720,159	6.0%	76
General Education Administration	18,473,627	4.3%	18
Graduate School	19,134,355	4.3%	32
Business Services	18,067,300	3.7%	24
College of Engineering	11,865,937	2.6%	62
School of Education	6,633,815	1.6%	43
School of Nursing	5,955,515	1.5%	21
General Library	5,953,514	1.5%	16
School of Business	5,521,627	1.4%	22
Division of International Studies	3,871,408	1.0%	4
School of Human Ecology	3,898,492	0.9%	26
School of Pharmacy	3,631,923	0.8%	23
Academic Services	2,874,421	0.7%	8
Law School	3,241,261	0.7%	29
Other	2,742,128	0.5%	12
University Housing	967,685	0.2%	3
Intercollegiate Athletics	961,365	0.2%	8
School of Veterinary Medicine	411,246	0.1%	6
Officer Education (ROTC)	66,765	0.0%	3
Madison Subtotal	$ 371,872,176	86.8%	1,285
System Administration	18,405,310	4.3%	28
Extension	13,300,032	3.1%	31
Milwaukee	9,981,469	2.3%	90
Platteville	3,686,184	0.9%	6
Superior	2,607,122	0.6%	14
La Crosse	2,593,784	0.6%	8
Parkside	1,255,816	0.3%	21
Colleges	1,179,657	0.3%	14
Oshkosh	768,047	0.2%	6
Stout	765,033	0.2%	10
Eau Claire	730,931	0.2%	5
Whitewater	507,807	0.1%	13
Green Bay	367,403	0.1%	4
Stevens Point	145,916	0.0%	4
River Falls	46,379	0.0%	4
TOTAL	$ 428,213,066	100.0%	1,543

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

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SECTION 4:
Financial Statements

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FINANCIAL STATEMENTS
As of Fiscal Years Ended June 30

STATEMENTS OF FINANCIAL POSITION

	2011 Total Principal and Income Market Value	2010 Total Principal and Income Market Value
ASSETS		
Current Assets		
Cash and Cash Equivalents	$ 70,645,031	$ 70,392,220
Accounts Receivable, Net	943,783	788,207
Prepaid Expenses	310	13,515
Total Current Assets	$ 71,589,124	$ 71,193,942
Investments		
U.S. Government & Agency Obligations	42,698,724	50,958,872
Corporate Bonds	23,829,917	19,153,454
Mortgage & Asset Backed Securities	4,597,486	4,038,478
Common Stocks	44,568,243	34,725,255
GMO Strategic Opportunities Fund	64,711,016	55,982,123
UBS Int'l Relationship Fund	42,550,278	32,838,282
GMO Emerging Markets Fund III	35,496,497	26,208,974
GMO Emerging Illiquid Fund	3,520,349	5,662,319
iShares Russell Midcap Index	7,592,132	5,584,737
iShares S&P 500 Index	6,997,602	5,187,381
iShares MSCI EAFE Index	6,714,631	4,590,165
iShares Barclays 0-5 Year TIPS Index	12,912,440	13,656,363
iShares Russell 2000 Index	7,624,224	5,624,246
Seix High Yield Fund	25,042,014	19,123,481
Limited Partnerships	67,174,457	55,749,669
Total Investments	$ 396,030,010	$ 339,083,799
TOTAL ASSETS	$ 467,619,134	$ 410,277,741
LIABILITIES & NET ASSETS		
Liabilities		
Accounts Payable and Accrued Liabilities	2,811,075	671,533
Compensated Absences	641,522	335,492
Total Liabilities	$ 3,452,597	$ 1,007,025
Net Assets		
Restricted:		
Nonexpendable	155,641,629	133,671,335
Expendable	200,325,665	180,178,717
Student Loans	13,175,938	13,006,142
Other	17,628,374	15,966,710
Unrestricted:	77,394,931	66,447,812
Total Net Assets	$ 464,166,537	$ 409,270,716
TOTAL LIABILITIES & NET ASSETS	$ 467,619,134	$ 410,277,741

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

STATEMENTS OF CASH ACTIVITIES AND INVESTMENT GAINS

RECEIPTS/GAINS	2011	2010
Contributions	$11,749,776	$6,640,429
Net Investment Income, Realized/Unrealized Gains	64,911,506	46,337,241
Total Contributions, Investment Gains/Losses	$ 76,661,282	$ 52,977,670
Transfers In:		
From Other UW Funds	2,077,049	2,412,231
Student Loans	783,450	950,125
Total Transfers In	$ 2,860,499	$ 3,362,356
TOTAL RECEIPTS/GAINS	$ 79,521,781	$ 56,340,026
DISBURSEMENTS		
Distributions to UW Institutions:		
Student Aid and Services	5,080,253	3,747,894
Instruction	1,358,767	958,539
Research	8,109,221	7,585,552
Extension and Public Service	1,798,318	2,295,802
Academic Support	678,486	972,947
Other	29,531	438,337
Total Distributions to UW Institutions	$ 17,054,576	$ 16,863,697
Transfers Out:		
To Other UW Funds	5,536,390	3,348,628
Student Loans	423,365	256,877
Total Transfers Out	$ 5,959,755	$ 3,605,505
Expenses:		
General Administrative	444,671	400,181
Investment Management and Custody	1,166,958	1,162,241
Total Expenses	$ 1,611,629	$ 1,562,422
TOTAL DISBURSEMENTS	$ 24,625,960	$ 22,031,624
EXCESS OF RECEIPTS/GAINS OVER DISBURSEMENTS	54,895,821	34,308,402
Net Assets Beginning of Period	409,270,716	374,962,314
Prior Period Adjustment	0	0
Net Assets - End of Period	$ 464,166,537	$ 409,270,716

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

SECTION 5:
Supplementary Data

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INVESTMENT MANAGEMENT AND OTHER RELATED FEES

	2011	2010
Intermediate Term Fund		
Reams Asset Management	$ 78,292	$ 74,362
Applied Security Analysis Program[1]	0	0
Long Term Fund		
GMO	544,579	550,487
UBS Global Asset Management	452,771	441,165
300 North Capital	83,958	84,821
Legal Fees	0	7,313
Total Investment Management Fees[2]	$ 1,159,600	$ 1,154,954

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

[2] The fees listed in the above chart are only those separately billed to UW Trust Funds. Trust Funds also invested through various commingled fund providers: GMO Emerging Markets Fund III, GMO Emerging Illiquid Fund, GMO Real Return Global Balanced Fund, GMO Forestry Fund, Adams Street Partners Private Equity Funds, JP Morgan Private Equity Funds, Seix Advisors High Yield Fund, iShares Russell 2000 Index Fund, iShares Russell Midcap Index Fund, iShares Barclays TIPS Index Fund, iShares S&P 500 Index Fund, and iShares MSCI EAFE Index Fund. Fees for these funds are taken directly out of fund assets rather than separately billed. Estimated investment management expenses for these various providers for 2011 were as follows: $334,887; $59,713; $279,453; $1,644; $353,252; $300,771; $111,835; $3,344; $2,686; $26,970; $13,282; and $21,807, respectively.

Investment management expenses (including estimated fees through commingled funds) as a percent of total average Trust Fund assets (*Long Term* plus *Intermediate Term Funds*) were 0.67% and 0.74% for fiscal years 2011 and 2010, respectively. Fees as a percent of assets by separate Fund were 0.80% and 0.20% for the *Long Term Fund* and *Intermediate Term Fund*, respectively, for fiscal year ended 2011, versus 0.87% and 0.21%, respectively, for fiscal year ended 2010.

CUSTODY FEES

	2011	2010
Mellon Trust	$ 7,358	$ 7,286

Trust Funds' custodial services are provided through a custodial agreement with Mellon Trust. This agreement was negotiated by the State of Wisconsin Investment Board (SWIB), which also employs Mellon. Fees are billed to SWIB and charged back to Trust Funds. Custodial expenses as a percent of average Trust Fund assets were 0.002% and 0.002% for fiscal years 2011 and 2010, respectively. While commingled fund shares are recorded and custodied at Mellon, the actual securities held by these funds are custodied elsewhere.

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SUPPLEMENTARY DATA
For Fiscal Years Ended June 30

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ADMINISTRATIVE EXPENSES

	2011	2010
Staff and Staff Support		
Salaries	$ 236,933	$ 232,276
Fringe Benefits	154,747	117,342
Travel and Training Expenses	11,858	10,447
Other Expenses	1,869	319
Telecommunications/Telephone Service	1,545	1,210
Publications	1,120	1,000
Office Supplies/Equipment	234	0
Computer Hardware/Software	0	1,897
Professional Services		
Trust Accounting System (SunGard)	34,896	34,074
Information Services Support	1,469	1,616
Total Administrative Expenses	$ 444,671	$ 400,181

Total administrative expenses as a percent of average total Trust Fund assets (*Long Term*, *Intermediate Term* and *Income Funds*) were 0.11% and 0.12% for fiscal years 2011 and 2010, respectively.

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BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the Calendar Year 2012 Operations Review and Audit Plan.

CALENDAR YEAR 2012 AUDIT PLAN
OFFICE OF OPERATIONS REVIEW AND AUDIT

EXECUTIVE SUMMARY

BACKGROUND

The Office of Operations Review and Audit provides objective review and analysis services in order to add value to, protect, and strengthen the University of Wisconsin System. Annually, the Office develops a risk-based audit plan to determine internal audit activity priorities, consistent with the organization's goals.

REQUESTED ACTION

Approval of Resolution 1.2.d.1.

DISCUSSION

At its September 8, 2011 meeting, the Board of Regents endorsed President Reilly's *Response to the Final Report of the President's Advisory Committee on the Roles of UW System Administration,* which proposed that future System audits be based on risk analysis and institution impact. In order to meet this objective, the Office of Operations Review and Audit's annual audit plan development process focuses on those areas considered to be of the highest risk and priority to the Board of Regents, the University of Wisconsin System and its colleges, universities, and extension.

RELATED REGENT POLICIES

None

UNIVERSITY OF WISCONSIN SYSTEM
OFFICE OF OPERATIONS REVIEW AND AUDIT
CALENDAR YEAR 2012 AUDIT PLAN

PURPOSE OF THE ANNUAL AUDIT PLAN

The International Standards for the Professional Practice of Internal Auditing (Standards) require that internal audit functions establish risk-based plans to determine the priorities of the internal audit activity, consistent with the organization's goals. The goal of the Office of Operations Review and Audit is to develop an audit plan that provides coverage of significant areas of risk, while concurrently providing coverage of a broad range of operations over time.

CALENDAR YEAR 2012 AUDIT PLAN TOPICS

In December 2011, the Office of Operations Review and Audit presented potential audit topics to the Business, Finance, and Audit Committee for discussion purposes. From this list, the audit plan was developed considering strategic, operational, financial, compliance, and reputational risks, as well as staffing resources of the Office of Operations Review and Audit.

The calendar year 2012 audit plan represents a guide that will remain flexible to accommodate the Office of Operations Review and Audit's ability to perform audit requests or other projects for the Board of Regents and management of the University of Wisconsin System, its colleges, universities, and extension. To the extent changes to the plan are warranted (e.g., additions, deferrals due to high priority audit requests, etc.), the Office of Operations Review and Audit will present proposed modifications to the Business, Finance, and Audit Committee during its Quarterly Status Updates.

Calendar year 2012 audit plan topics include the following:

- **Policies Related to Reporting of Crimes Against Minors:** In the wake of allegations of crimes against children at other higher education institutions, it is essential to evaluate the adequacy of policies related to the reporting of crimes against minors at the University of Wisconsin System and its colleges, universities, and extension. This audit will encompass understanding existing state law and UW System and institution policies related to the reporting of crimes against minors; evaluating the sufficiency and effectiveness of methods used to communicate policies to employees, students, and agents of the University of Wisconsin that may interact with minors while performing duties on and off University of Wisconsin premises; understanding the availability and effectiveness of mechanisms to report crime; evaluating protocols used to research/investigate allegations of crime internally, including whether adequate independence exists related to such investigations; evaluating the method of determining whether to involve external law enforcement agencies; and assessing areas that may result in risk to the System due to inadequate policies or procedures pertaining to crimes against minors. Due to the high priority nature of this engagement, planning began for this engagement following the December 2011 Board of Regents Meeting.

- **International Education (International Student Enrollment at University of Wisconsin Institutions):** Over 6,000 international students are enrolled at University of Wisconsin institutions. This audit will evaluate the rules and regulations governing the international student enrollment process, evaluate controls and processes in place to ensure compliance with selected rules and regulations, and test the effectiveness of select controls and processes.

- **Completion and Placement Rates Data:** Job placement data for academic programs has been the subject of recent scrutiny as graduates struggle to find jobs after graduation in a sluggish economy. This operational audit will evaluate the prevalence of publication of placement rates by University of Wisconsin institutions, determine the source of data for calculating, methodology used, and whether such calculations are reasonable and accurate. In addition, this engagement will evaluate the methods of reporting placement rate data required by Wis. Stats. 36.65.

- **Software Licensing:** In recent years, the terms of software licenses have become increasingly complex and regulated. Additionally, there has been an increase in the number of software licensing compliance audits performed by software developers, as well as an increase in fines related to software licensing violations. If the UW System's internal control procedures are not sufficient, it could result in significant monetary or reputational risk exposures. The objectives of this engagement focus specifically on policies, procedures, and practices related to software acquisition and use; the installation of non-System-owned software on System computers; the home use of System-owned software; software inventorying, deployment, and tracking processes; and the disposal of unused or unnecessary software. This engagement was deferred to calendar year 2012 following the commencement of the high priority audit related to *Policies Related to Reporting of Crimes Against Minors.*

- **Employee Payroll Information:** Utilizing computer assisted auditing tools, an audit will be performed to systematically identify conditions or trends within the University of Wisconsin System's payroll data that may warrant further review or investigation. For instance, computer assisted auditing tools can systematically assess whether social security numbers are valid, whether duplicate social security numbers are assigned to multiple individuals, or other unusual trends that could indicate either errors in payroll data or the existence of fictitious employees.

- **NCAA Division III Athletics:** Except for UW-Madison, Milwaukee, Green Bay, and Parkside, all University of Wisconsin universities participate in NCAA Division III athletics. The Office of Operations Review and Audit is conducting engagements at each of these institutions to evaluate the design and effectiveness of the processes and controls related to various aspects of Division III athletics, including compliance with state and NCAA regulations. To date, audits have been completed at UW-La Crosse and Whitewater. This is a multi-year project, and will remain on the Office of Operations Review and Audit's annual plans until all programs have completed.

MAJOR PROJECTS CONTINUING INTO CALENDAR YEAR 2012

In addition to new projects included within the 2012 audit plan, certain projects from the 2011 review and audit plan are currently underway, and will be completed during calendar year 2012:

- **Undergraduate Academic and Career Advising:** Research has found that student retention is affected by the level and quality of advising. The objectives of this engagement include evaluating the organization and staffing of University of Wisconsin institutions' academic and career advising programs; obtaining an understanding of policies and procedures used to guide academic and career advising services, including evaluating whether such policies and guidelines provide guidance consistent with industry standards; and gathering information regarding student utilization of academic and career advising services.

- **Privacy Controls Related to Personally Identifiable Information:** As systems and processes become increasingly complex and sophisticated, growing amounts of personal information are being collected—personal information that may be exposed to a variety of vulnerabilities, including loss, misuse, or unauthorized access and disclosure. The objectives of this engagement include evaluating the University of Wisconsin System's policies, processes, and procedures related to the protection of personally identifiable information of its employees, including comparing established policies, processes, and procedures to reputable privacy frameworks.

OTHER CALENDAR YEAR 2012 OPERATIONS REVIEW AND AUDIT ACTIVITIES

In addition to performing engagements included within the 2012 audit plan, the Office of Operations Review and Audit will continue its role supporting the System's Enterprise Risk Management Project, performing internal research projects, conducting investigations related to suspected instances of fraud, and serving as a liaison to the Legislative Audit Bureau.

OFFICE OF OPERATIONS REVIEW AND AUDIT
QUARTERLY STATUS UPDATE

EXECUTIVE SUMMARY

BACKGROUND

This report is presented to the Board of Regents Business, Finance, and Audit Committee to provide: (1) a status report on the major projects the UW System Office of Operations Review and Audit is conducting, and (2) an update on Legislative Audit Bureau projects in the UW System.

REQUESTED ACTION

This item is for information only.

STATUS REPORT ON MAJOR PROJECTS

Active Engagements

The following represents a summary of active engagements that are currently in process:

Engagement Number	Engagement Title, Description, and Status
2011-10	**NCAA Division III Athletics – Eau Claire** – The objectives of this engagement include evaluating the design and effectiveness of the processes and controls related to various aspects of Division III athletics at the University of Wisconsin – Eau Claire for the year ended June 30, 2011, including compliance with state and NCAA regulations. Fieldwork is substantially complete, and the engagement report is currently being drafted.
2011-12	**Undergraduate Academic and Career Advising** – The objectives of this engagement include evaluating the organization and staffing of the University of Wisconsin System's academic and career advising programs; obtaining an understanding of policies and procedures used to guide academic and career advising services, including evaluating whether such guidance is consistent with industry standards; and gathering information regarding student use of academic and career advising services. The engagement memorandum was issued in September 2011 and fieldwork (including site visits to six institutions) is currently underway.

Engagement Number	Engagement Title, Description, and Status

2011-13 **Privacy Controls Related to Personally Identifiable Information** – The objectives of this engagement include evaluating the University of Wisconsin System's policies, processes, and procedures related to the protection of personally identifiable information of its employees. The engagement memorandum was issued in September 2011. Fieldwork is nearing completion.

2012-01 **Policies Related to Reporting of Crimes Against Minors** – The objectives of this engagement include understanding existing state law and UW System and institution policies related to the reporting of crimes against minors; understanding industry best practices related to policies related to crimes against minors; evaluating the sufficiency and effectiveness of methods used to communicate policies to employees, students, and agents of the University of Wisconsin that may interact with minors while performing duties on and off University of Wisconsin premises; understanding the availability and effectiveness of mechanisms to report crime; evaluating protocols used to research/investigate allegations of crime internally, including whether adequate independence exists related to such investigations; evaluating the method of determining whether to involve external law enforcement agencies; and assessing areas that may result in risk to the System due to inadequate policies or procedures. The engagement memorandum was issued in December 2011, and fieldwork is currently underway.

Other Significant Projects

In addition to performing engagements described above, the Office of Operations Review and Audit has actively participated in other initiatives and internal projects. A summary of significant projects is as follows:

- **Audit Plan Development Process** – The Office of Operations Review and Audit developed the 2012 Audit Plan using a multi-phased collaborative approach that seeks input from key stakeholders within the University of Wisconsin System to identify operational, reputational, strategic, financial, and compliance risks.

- **Enterprise Risk Management (ERM) Project** – As defined by the Institute of Internal Auditors, "ERM is a structured, consistent, and continuous process for identifying, accessing, deciding on responses to, and reporting on opportunities and threats that affect the achievement of organization objectives." The Office of Operations Review and Audit provides ongoing ERM Project support, and assists in the coordination of the ERM Project in collaboration with members of the UW System Administration offices of Academic Affairs, Administrative Services, Financial Administration, and General Counsel. ERM initiatives are currently being scheduled for spring 2012 at UW-Platteville.

- **Internal Projects/Reviews** – The Office of Operations Review and Audit is currently working on several internal projects/reviews for UW institutions related to compliance and internal control matters.

- **Changes to the Shared Financial System (SFS) –** On a quarterly basis, the Office of Operations Review and Audit conducts an audit of programming changes made to the Shared Financial System. These audits are intended to ensure that incompatible duties are appropriately separated in the program change process.

LEGISLATIVE AUDIT BUREAU PROJECTS

The Legislative Audit Bureau is working on the annual compliance audit of federal grants and expenditures, including student financial aid, for fiscal year 2010-11. The Legislative Audit Bureau is also conducting a performance evaluation audit of the economic development programs administered by state agencies, an analysis of issues related to the rehiring of annuitants by employers participating in the Wisconsin Retirement System, and an evaluation of WiscNet and the UW System's use of broadband services.

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

EXECUTIVE SUMMARY

BACKGROUND

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

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

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

REQUESTED ACTION

This report is for information only.

DISCUSSION AND RECOMMENDATIONS

The first institutional IT plans were submitted for 2008. All institutions completed IT strategic plans for 2009, 2010, and 2011. Some plans are multi-year and do not change materially from year to year. Most plans follow a format which contains Part A, *Information Technology & University Strategic Objectives*, with nine key items: 1) plan development; 2) plan principles; 3) plan outcome measurements; 4) plan relationship to the university's strategic objectives; 5) plan format; 6) critical plan objectives with implementation plans; 7) timeline; 8) description of plan governance; and 9) major themes of the plan. Some campus plans embed these key items within the plan narrative without specifically highlighting them. Each strategic IT Plan also includes Part B, *Projects for FY 2012-13.* The institutional strategic IT plans may be found at: http://www.uwsa.edu/olit/cio/ITplans/

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

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

RELATED REGENT POLICIES

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

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

EXECUTIVE SUMMARY

BACKGROUND

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

REQUESTED ACTION

This report is for information only.

DISCUSSION AND RECOMMENDATIONS

Attached are progress reports on the UW System's two major information technology projects. They include the Oracle/PeopleSoft Human Resources System and UW-Platteville's Pioneer Administration Software System (PASS). All major projects are on target with respect to schedule, scope, and budget status.

RELATED REGENT POLICIES

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

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

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

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

On September 11, 2009, the Board of Regents approved the following resolution:
> That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approve: (a) the System Administration's Project Implementation Plan for the HRS Project and (b) the FY 2010 implementation budget for that project, in each case subject to the negotiation of amendments to the existing HRS system contract with Huron Consulting satisfactory to the Regent President and the System President. It is understood that the Board of Regents will annually review the Project Implementation Plan and that its Business, Finance, and Audit Committee will receive regular reports on the status of the project and the performance of Huron Consulting's contractual obligations, beginning in October 2009, and continuing at every regularly-scheduled two-day Board meeting until implementation is complete.

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

On June 10, 2010, the Board of Regents Business, Finance, and Audit Committee approved the following resolution:
> That, upon recommendation of the President of the University of Wisconsin System, the

Board of Regents approves the Human Resource System implementation budget for fiscal year 2011.

At the end of June 2011, the major FY 2011 deliverables and milestones planned for this period of time were completed on time and within the approved FY 2011 implementation budget.

On June 9, 2011, the Board of Regents Business, Finance, and Audit Committee approved the following resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the Human Resource System implementation budget for fiscal year 2012.

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

Release 1 constituted the major portion of functionality and the implementation was April, 2011. Release 1 functionality included Human Resources, Base Benefits, limited Benefits Administration, Payroll, Time and Labor, Absence Management, earnings statement review, benefits summary review, Time and Labor employee and manager self-service for some employee groups, base reporting, and the Shared Financial System interface.

Releases 2 and 3 will be deployed during FY 2012 and include the following functionality:

- eBenefits:
  eBenefits for new hires is targeted for release between July and September. The online, self-service functionality will enable new employees hired at UW to utilize online, self-service functionality to enroll in benefit plans. The functionality will be available to all benefits eligible employees except those with prior WRS service. Online, self-service functionality will also be introduced to all UW System employees for the fall 2011 open enrollment period.

- Talent Acquisition Management (TAM):
  TAM is targeted to go live in the first quarter of 2012 to provide integrated recruiting functionality to campuses. TAM will enable UW and non-UW employees to search, view, and apply for jobs online. TAM will offer UW HR professionals an automated system for generating job postings and managing the recruitment and hiring processes.

- Monthly deployment of reports:
  The project will continue to deploy approximately 30 additional reports, along with the prerequisite data views that support these reports. These reports are timed to support the business cycles and processes for FY 2012 in the areas of eBenefits, TAM, and end of calendar year processing.

Project Budget for HRS:

	FY08 - FY09 Actual	FY10 Actual	FY11 Actual	FY12 Proposed Budget	Total
HRS Project: Key Areas					
Business Process and Application Configuration	$ -	$1,827,993	$ 2,389,678	$ 600,355	$ 4,818,026
Technical Development	$ -	$11,486,989	$ 10,886,267	$ 1,153,466	$ 23,526,722
Technical Infrastructure	$ -	$1,618,151	$ 3,790,018	$ 527,730	$ 5,935,899
Change Management	$ -	$822,281	$ 1,391,695	$ 556,440	$ 2,770,416
Testing	$ -	$1,774,216	$ 6,496,208	$ 620,120	$ 8,890,544
Project Management and Administration	$ -	$6,149,412	$ 3,218,421	$ 653,615	$ 10,021,448
Non-Labor Costs	$ -	$540,000	$ 1,273,323	$ 203,081	$ 2,016,404
Sub Total	$ -	$ 24,219,042	$ 29,445,610	$ 4,314,807	$ 57,979,459
Planning	$ 7,861,091	$ 4,138,909		$ -	$ 12,000,000
Contingency for FY12				$ 910,621	$ 910,621
Estimated contingency carry forward	$ -	$ -	$ -	$ 3,754,851	$ 3,754,851
HRS Project	**$ 7,861,091**	**$ 28,357,951**	**$ 29,445,610**	**$ 8,980,279**	**$ 74,644,931**
SFS Interface					
Project	$ -	$ 3,526,800	$ 3,235,630	$ -	$ 6,762,430
Contingency	$ -	$ -		$ -	$ -
¹SFS Interface	**$ -**	**$ 3,526,800**	**$ 3,235,630**	**$ -**	**$ 6,762,430**
HRS and SFS Interface Total	**$ 7,861,091**	**$ 31,884,751**	**$ 32,681,240**	**$ 8,980,279**	**$ 81,407,361**

Source of funds:

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

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

$50.4 million (UW System reallocation)

Human Resource System (HRS) Project – Releases 2-3 Implementation Project Dashboard
(See Appendix 1 for dashboard definitions):

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

Project Status Dashboard: HRS Implementation	Green	Yellow	Red
Schedule Status:	x		
Scope Status: eBenefits: Online, self-service functionality enabling new employees at UW to enroll in benefits plans was deployed at three pilot institutions in September and October. Online, self-service functionality for the fall 2011 open enrollment period was also introduced at these three pilot institutions. Both pilot implementations were successful. eBenefits for new hires will be phased in at other UW institutions over the coming months; eBenefits for open enrollment is planned for all UW institutions for the fall 2012. TAM: Three institutions are postponing TAM implementation beyond the window of first quarter 2012. Decision does not affect the first quarter 2012 implementation for the remainder of the UW institutions; nor does 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 undermined time.		x	
Budget Status:	x		
Other Issues (Staffing, Risks, etc.): Balancing HRS Project releases 2 and 3, and the support of business and system processes after implementation of HRS release 1, remains challenging for HRS project and operations staff. Project and operations management are continually monitoring and balancing staff as needed.		x	

Status of Planning and Documentation to Support HRS Implementation:

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

UW System Major IT Project Status Report

Project: Pioneer Administration Software System (PASS) - Reimplementation

Description:

Background:
UW-Platteville was one of the first UW institutions to implement the PeopleSoft student administration system. Like most early adopters of PeopleSoft, the University was forced to develop manual processes. While the PeopleSoft product has matured, UW-Platteville has been unable to take advantage of all the new capabilities due to staff turnover and a limited bench of PeopleSoft experts on campus.

UW-Platteville Distance Education currently uses a third-party product by Learning Innovations to support the majority of their online student services. Growth in on-line enrollment of 70% is planned for the next five years and the University has determined to bring this service back to the campus.

The reimplementation will incorporate Distance Education into PASS and fully utilize the capabilities of the PeopleSoft Campus Solutions product for the benefit of all students, faculty, and staff.

Strategic Business Drivers:
Changing higher education environment: The business environment and fundamental needs of higher education have changed, and the ability of UW-Platteville to adapt to these changes is hindered by the number of manual processes in place today for on-campus and on-line students.

Growth of Student Enrollment: Distance Education has a student enrollment growth objective that demands a much more student-centric service delivery model. At the same time, UW-Platteville's Growth Agenda Goals include an enrollment growth goal for more on-campus undergraduate students. This growth requires administrative systems that are flexible and reduce manual effort within the operational departments.

Opportunities presented by new technology: In the years since the PASS was first implemented, both the functionality and technology of the PeopleSoft Campus Solutions product has dramatically improved.

User support for change: During the project charter activities, interviews with more than 40 users of the PASS indicated there was significant support for change.

Dated technology practices: The current implementation of the PASS is based on dated technology practices based on legacy information management models.

Challenges facing Distance Education: UW-Platteville Distance Education is expected to develop new and innovative academic programs that are attractive to prospective students, corporations, and other institutions.

Project:
In fall 2010, UW-Platteville conducted, with the assistance of CIBER Consulting, a project assessment and fit/gap analysis to define the opportunities and scope for the re-implementation.

The University selected CIBER as its consulting partner for the re-implementation and has contracted with CIBER via the Services Agreement that UW System has in place for PeopleSoft Campus Solutions Implementations (contract established for Eau Claire, La Crosse, Stout projects). The project will be funded by UW-Platteville sources and no Common Systems funding will be used.

The re-implementation project began in May 2011 and will be fully deployed by spring 2012. Functionality will be rolled out throughout the project as completed. UW-Platteville has worked with UW System's IT Project Director to ensure compliance with the policies governing High Cost and Vital Projects at UW System and UW institutions.

Project Budget: $2,120,300
Source of Funds: 100% Campus Sources

Project Dashboard: (See Appendix 1 for dashboard definitions):

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

Project Status Dashboard:	Green	Yellow	Red
Schedule Status:	X		
Scope Status:	X		
Budget Status:	X		
Other Issues (Staffing, Risks, etc.): Turnover (retirement, departures, internal transfers) in the Office of Information Technology (OIT) during the project has left several positions open at critical points in the work plan. The most recent change will be the transfer of a developer to the open system tools/administrator position. The result will be that only two developers out of six authorized positions will be on staff to support PASS. Additionally, OIT is facing various challenges to filling positions including: • Recent position postings and interviews have not generated new hires. • Two of the four open developer positions defined to support PASS post-project are now under consideration to be held open as part of the lapse planning at UW-Platteville. • PASS will face some competition for recruiting new hires from the BI positions that need to be filled at the same time. Finally, there is a high degree of risk that positions will remain open as the project concludes, affecting knowledge transfer and limiting optimization opportunities until filled. During the project, additional consulting resources were obtained to meet security, data base administration (DBA), and financial aid production support needs. In addition, extensions were approved for a limited number of functional and technical			X

Project Status Dashboard:	Green	Yellow	Red
CIBER consultants. These extensions did not overspend the statement of work budget.

OIT has been actively recruiting and hiring to fill the open positions. Progress has been made with a business analyst, a PeopleSoft trainer, and a reassignment for the DBA completed. The greatest risk remains with the development staff.

Should more than two developer positions remain open at the conclusion of the project, the University will consider using salary savings budget dollars to extend the CIBER Technical Lead for production support purposes and additional knowledge transfer. The functional teams and University will also place a moratorium on new development from the project optimization log to lessen the load on the existing development staff. | | | |

Status of Planning and Documentation:

	Status
Governance structure	In place and meeting regularly
Project Charter	In place and being used to guide the project
Communication Plan	In place and executing
Project Plan	In place and on time
Project Budget	In place and projecting under budget
Quality Assurance Plan	In place and two rounds of independent review completed by CIBER (weeks of September 13, 2011 and January 9, 2012)

Appendix 1: *<u>Project Dashboard Definitions:</u>*

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

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution I.2.f.

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the changes to Regent Policy Document 30-4, "Mandatory Refundable Fee Policies and Procedures for Student Government Organizations."

February 10, 2012

Agenda Item I.2.f.

PROPOSED REVISIONS TO REGENT POLICY DOCUMENT 30-4 MANDATORY REFUNDABLE FEE POLICIES AND PROCEDURES FOR STUDENT GOVERNMENT ORGANIZATIONS

EXECUTIVE SUMMARY

BACKGROUND

The UW System Board of Regents' policies are codified in Regent Policy Documents (RPDs) that have been adopted over time, some dating back to the creation of the UW System. The Board has adopted these policies under the authority granted in Chapter 36, Wis. Stats. The RPDs address a wide array of subjects including contracts, academic policies and programs, trust and investment policies, and student activities.

In August 2011, the President of UW System charged a representative committee with conducting a comprehensive review of RPD 30-4. The review included updating and revising the current policy and identifying areas for future consideration. It was of paramount importance that this review address the present and future structures of inter-governance support organizations and allow each campus student governance organization to organize as they see fit.

In December 2011, the revised policy was endorsed by the UW System Student Representatives, and the policy revisions of the review committee were submitted for the UW System President's consideration. These revisions were reviewed by additional constituent groups, including Chancellors, Chief Business Officers, Chief Student Affairs Officers, and the Office of General Counsel. At its February meeting, the Business, Finance, and Audit Committee will consider revisions to RPD 30-4, based on the recommendations of the representative committee.

REQUESTED ACTION

Approval of Resolution I.2.f., approving the revisions and recommendations to the mandatory refundable fee policy, RPD 30-4.

DISCUSSION

A voluntary membership fee to support United Council was initially implemented by the Board of Regents in July 1980. In April 1987, the Board of Regents passed resolution 3764, limiting the fee to student organizations with a UW System inter-institutional governance purpose. The language from that resolution and the attached policies and procedures are the basis for the current version of RPD 30-4. The policy was last amended in 1991 and 1995. Student Representatives from some UW institutions and the leadership of United Council requested a review of RPD 30-4 because of changes to the structure of United Council and interest among student governance groups in initiating and terminating referenda based on campus needs.

United Council is an inter-institutional student governance support organization that provides UW institutional student governments with resources, training, and grassroots advocacy and lobbying on issues concerning student life and higher education value and quality. United Council is not afforded any student governance responsibilities under s. 36.09(5) Wis. Stats., and is not affiliated with any particular UW System institution. Membership in United Council is determined by each individual campus student government.

United Council is eligible to collect a membership fee, known the mandatory refundable fee (MRF), from its member campuses, in accordance with the procedures and parameters outlined in RPD 30-4. The revised policy updates and reaffirms the procedural and implementation expectations for the MRF and membership in an inter-institutional student governance support organization.

United Council is the only inter-institutional student governance support organization that receives funds through the MRF. However, RPD 30-4 would allow for other Board approved inter-institutional student governance support organizations that represent more than one UW institution to access the MRF. The Office of the Board of Regents will consider criteria for designating student organizations as Board-recognized for the purpose of this policy.

RPD 30-4 provides consistent guidelines and practices for individual campuses to self-govern and to choose membership in an inter-institutional student government support organization. It also provides an option for individual students who do not want to pay a membership fee for such an organization to request a refund.

The modifications to RPD 30-4 provide individual campus student governments with the flexibility to determine when and how a MRF is reviewed and/or when a referendum to initiate or terminate membership in an inter-institutional student governance support organization will be conducted. The modifications provided a clearer process and limit campus referenda to one per academic year.

The most notable modification to RPD 30-4 is the removal of the two-year mandatory referendum on membership in an inter-institutional student governance support organization and the MRF. Historically, the two-year mandatory referendum was put into place to serve as a form of checks and balances. It is recommended that the Board of Regents consider an overall review of MRF every five years through a structure and process similar to the Regent review of differential tuition, augmented by an audit.

Approval of these revisions may result in a need to review and revise UWS Financial and Administrative Policy F44 to reflect the changes, which would include clarification of which students will be assessed the mandatory refundable fee.

RELEVANT POLICIES

UWS Financial and Administrative Policy F44 – Section A.24 United Council Mandatory Refundable Fees

30-4 MANDATORY REFUNDABLE FEE POLICIES AND PROCEDURES FOR STUDENT GOVERNMENT ORGANIZATIONS
(Formerly 87-3)

<u>Scope</u>

This policy applies to any student organization(s) with a University of Wisconsin System inter-institutional governance support purpose that are funded or wish to be funded by the mandatory refundable fee (MRF) mechanism.

<u>Purpose</u>

The purpose of this policy is to describe procedures for student organizations that are funded and seek a change in the level of the MRF, or that wish to be funded by the MRF. In addition, the purpose of this policy is to provide students with the opportunity to determine if the MRF will be used to fund student organizations with an inter-institutional governance support purpose, or change the level of the MRF funding.

<u>Policy Statement</u>

The availability of the mandatory refundable fee mechanism shall be limited to Board-recognized student organizations with a University of Wisconsin System inter-institutional governance support purpose, and ~~in~~of which all students of the relevant institutions are members.

Student segregated fees are the primary and preferred means for funding student organizations and membership fees. The United Council of University of Wisconsin Student Governments and other such Board-recognized organizations~~, if any, claiming to represent all of the students of more than one University of Wisconsin System Institution~~ will be eligible for approval of a mandatory refundable fee (MRF) from the Board of Regents in accordance with ~~policies and procedures established by the University of Wisconsin System Administration~~ this policy. The MRF is a fee collected by the university with tuition and segregated fees as a condition of enrollment, which may be refunded to students upon request.

After the Board approves a MRF, the students may conduct referenda as to whether to begin such a fee, and once initiated, ~~must~~may conduct referenda ~~at least at two-year intervals~~ on the question whether the fee should continue. A referendum to initiate or terminate the MRF may be called for by a majority of the campus student government body or by a petition with signatures representing ten (10) percent of the enrolled student body. Written notification of the referendum must be received by all organizations that wish to be funded by the MRF ~~two weeks~~, by letter postmarked thirty (30) calendar days in advance of an upcoming referendum at any member or non-member institution. The result of the referendum is determined by a simple majority of students voting. Results of the binding referendum shall be implemented with the start of the next academic term, excluding summer session. Campus referenda are limited to one per academic year.

The fee may be adjusted, as provided in section 2 below, or reviewed by the Board of Regents.

1.   Referendum Language: The referendum shall be limited to the following language:

The students at the University of Wisconsin _____agree to support _____ with a mandatory refundable fee of _____ per _____and_____ per summer session. The amount plus postage is refundable upon written request to the _____, postmarked within 45 days of the first day of class. If this referendum passes, it will come up for reconsideration at least every two years. The fee may be adjusted or reviewed between referenda by the Board of Regents.

2.   Changes in the Level of the MRF:

The following procedure shall be used for consideration of changes in the level of the Mandatory Refundable Fee (MRF):

a. The organization seeking a change in the MRF level will first gain approval by its Board of Directors by a 2/3 vote of the members. The proposal for the change will then be taken back to each individual student senate and must be passed by 2/3 of the student senates by a majority vote in each senate. The proposed change will return to the Board of Directors to be passed by a 2/3 vote of the members. The student votes necessary to increase the MRF must all occur in one academic semester.
b. The request for the change in funding level will be forwarded to the University of Wisconsin System Administration Senior Vice President for Business and FinanceAdministrative and Fiscal Affairs to be considered for inclusion in the annual report to the Board of Regents on the segregated fee budgets.
c. The changed level, if any, will be implemented in the following term. Referenda indicating the new amount will be held in the normal time-frame after the change is approved by the Board.

Oversight, Roles & Responsibilities

The UW System Office of Administrative and Fiscal Affairs may request reports and budgets of student organizations funded by the MRF, prior to submission to the Board of Regents.

Related RPD and Applicable Policies or Laws

Financial and Administrative Policy F44: Tuition and Fee Policies for Credit Instruction, UW System Administration

History

Res. 3764 adopted 4/10/87; replaces 80-4; amended by Res. 5732, 3/91; amended by Res. 6873, 3/95.

Consideration of an Adjustment to the Salary Range
Related to the Recruitment for the Vice Chancellor/Provost
Position at the University of Wisconsin-Milwaukee

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution I.2.g.2.

That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, in accordance with Wisconsin statutes and Regent Policy Document 6-5, the Board of Regents adopts a new salary range for the UW-Milwaukee Vice Chancellor/Provost as set forth in the attached, effective July 1, 2012.

CONSIDERATION OF AN ADJUSTMENT TO THE
SALARY RANGE RELATED TO THE RECRUITMENT FOR THE
VICE CHANCELLOR/PROVOST POSITION
AT UW-MILWAUKEE

EXECUTIVE SUMMARY

BACKGROUND

In accordance with ss. 20.923(4g) and 36.09(1)(j), Wisconsin Statutes, the salaries of UW System senior academic leaders must be set within the salary ranges established by the Board of Regents, and based upon a formula derived from the salaries paid by peer institutions to their academic leaders set forth in Regent Policy Document 6-5.

REQUESTED ACTION

Approval of Resolution I.2.g.2.

DISCUSSION

The Board of Regents is requested to adjust the salary range of the UW-Milwaukee Vice Chancellor/Provost. The range adjustment requested is to be effective, July 1, 2012. The Board last adjusted this range effective July 1, 2006. This requested action will not result in any changes in compensation for the current Interim Provost at UW-Milwaukee. This is only a request to adjust the salary range.

A search for a new Vice Chancellor/Provost at UW-Milwaukee is underway. The salary of the previous UW-Milwaukee Vice Chancellor/Provost was $226,643, 25% below the current median salary of peer institutions. The range adjustment for this academic leader position will permit a more competitive recruitment for the next UW-Milwaukee Vice Chancellor/Provost as per ss. 20.923(4g), Wis. Stats., which states: "The Board of Regents shall set the salaries for these positions within the ranges to which the positions are assigned to reflect the hierarchical structure of the system, to recognize merit, to permit orderly salary progression and to recognize competitive factors."

The President of the UW System upon the recommendation of the UW-Milwaukee Chancellor has therefore initiated this range adjustment process and with this resolution is forwarding for approval this salary range adjustment.

RELATED REGENT POLICIES
Regent Policy Document 6-5
Regent Resolution 6664
Sections 20.923(4g), 36.09(1)(j), and 230.12(3)(e), Wis. Stats.

Peer Salary Comparison for UW-Milwaukee Vice Chancellor/Provost

Current Salary Range (Last adjusted July 1, 2006):

Minimum	$194,307
Midpoint	$215,897
Maximum	$237,847

Proposed Salary Range effective July 1, 2012 Calculated in Accordance with Board of Regents' Policy 6-5:

2010-11 peer group median salary:	$303,600
Executive salary policy cost of living adjustment	x .95
Regents Salary Range Midpoint:	$288,420
Regents Salary Range Minimum (90%):	$259,578
Regents Salary Range Maximum (110%):	$317,262

**UW-Milwaukee
Vice Chancellor/Provost Salary
2010-11**

2010-11 Peer Group Salaries*:

Highest	$375,000
Lowest	$225,000

$215,897 (Interim) (Midpoint of Current Range)

Mean	$298,317
Median	$303,600

*All Peers Included

UW Milwaukee Peer Group

Cleveland State University
Georgia State University
Rutgers University-Newark
State University of New York-Buffalo
Temple University
The University of Akron
University of Cincinnati
University of Illinois-Chicago
University of Louisville
University of Missouri-Kansas City
University of New Orleans
University of Texas at Dallas
University of Toledo
Wayne State University

NOTE: By adopting Resolution 6664 on May 6, 1994 (Regent Policy Document 94-4 now 6-5) the Board of Regents established salary guidelines for UW System Senior Executives that provide "the 1984 faculty peer groups will be utilized as the salary peer groups for the Chancellor and Vice Chancellor positions at the UW institutions." Therefore, salary ranges for the UW-Milwaukee Chancellor and the UW-Milwaukee Provost and Vice Chancellor are based on salaries paid for comparable positions at the institutions listed above.

QUARTERLY REPORT OF GIFTS, GRANTS, AND CONTRACTS
JULY 1, 2011 THROUGH DECEMBER 31, 2011

EXECUTIVE SUMMARY

BACKGROUND

Prior to 1993, the Board of Regents had been presented a detailed listing of all gift, grant, and contract awards received in the previous month. This reporting protocol was deemed overly labor intensive and information presented was easily misinterpreted. Very few gifts are given directly to the University; the vast majority of gift items listed in these reports represented a pass-through of funds raised by UW Foundations. In addition, reported grant and contract awards frequently span several years, making the monthly figures reported somewhat misleading to the uninformed reader.

In February 1993, the Board adopted a plan for summary reporting on a monthly basis, delegating to the UW System Vice President for Finance acceptance of contracts with for-profit entities where the consideration involved was less than $200,000. Contracts in excess of $200,000 were required to come to the Board prior to execution. This $200,000 threshold was increased to $500,000 at the Board's September 4, 1997 meeting.

At this same September 4, 1997 meeting, it was noted that, while the monthly summary reporting from UW institutions will continue, the Vice President for Finance will present the information to the Board on a quarterly, rather than monthly, basis. These quarterly summary reports have been presented to the Business, Finance, and Audit Committee since that time and have generally been accompanied by a brief explanation of significant changes.

REQUESTED ACTION

No action is required; this item is for information only.

DISCUSSION

Attached is a summary report of gifts, grants, and contracts awarded to University of Wisconsin System institutions in the six-month period July 1, 2011 through December 31, 2011. Total gifts, grants, and contracts for the period were approximately $878.2 million; this is an increase of $22.7 million over the same period in the prior year. Federal awards decreased $50.0 million while non-federal awards increased by $72.7 million.

RELATED REGENT POLICIES

Regent Resolution Number 7548, dated September 4, 1997

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2011-2012 (2nd Quarter)

FISCAL YEAR 2011	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Total	**75,864,859.41**	**35,852,377.13**	**2,212,766.01**	**61,921,523.38**	**31,009,274.87**	**554,300,766.73**	**117,035,396.38**	**878,196,963.91**
Federal	**42,837,897.66**	**25,825,822.60**	**640,434.92**	**29,802,987.32**	**17,070,475.00**	**311,352,232.65**	**108,149,434.18**	**535,679,284.33**
Nonfederal	33,026,961.75	10,026,553.53	1,572,331.09	32,118,537.06	13,938,799.87	242,948,535.08	8,885,962.20	342,517,679.58

FISCAL YEAR 2010-2011

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Total	**86,872,063.17**	**41,464,580.97**	**2,115,151.38**	**59,971,089.25**	**16,236,237.00**	**545,137,241.11**	**103,738,280.13**	**855,534,643.01**
Federal	**69,452,637.85**	**28,700,000.47**	**-**	**12,991,228.92**	**-**	**380,339,658.77**	**94,193,471.93**	**585,676,997.94**
Nonfederal	17,419,425.32	12,764,580.50	2,115,151.38	46,979,860.33	16,236,237.00	164,797,582.34	9,544,808.20	269,857,645.07

INCREASE(DECREASE)

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Total	(11,007,203.76)	(5,612,203.84)	97,614.63	1,950,434.13	14,773,037.87	9,163,525.62	13,297,116.25	22,662,320.90
Federal	(26,614,740.19)	(2,874,177.87)	640,434.92	16,811,758.40	17,070,475.00	(68,987,426.12)	13,955,962.25	(49,997,713.61)
Nonfederal	15,607,536.43	(2,738,025.97)	(542,820.29)	(14,861,324.27)	(2,297,437.13)	78,150,951.74	(658,845.00)	72,660,035.51

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2011-2012 (2nd Quarter)

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2011-2012								
Madison	23,012,837.66	21,903,281.44	2,173,533.01	47,305,192.04	30,948,422.87	528,103,799.13	17,588,877.89	671,035,944.04
Milwaukee	6,239,153.62	4,476,370.96	28,310.50	4,065,088.70	-	16,567,217.71	21,208,655.54	52,584,797.03
Eau Claire	1,295,084.00	1,976,357.00	-	-	-	496,370.00	12,581,560.00	16,349,371.00
Green Bay	3,600.00	290,640.00	4,158.50	95,710.73	-	363,429.19	5,487,052.85	6,244,591.27
La Crosse	196,371.00	111,094.00	-	1,075,057.00	-	518,441.00	5,463,465.00	7,364,428.00
Oshkosh	2,024,243.47	5,308,685.19	-	-	-	2,558,523.00	8,059,584.00	17,951,035.66
Parkside	91,662.33	137,010.87	-	17,495.41	-	432,935.82	528,109.43	1,207,213.86
Platteville	294,094.00	-	-	366,105.00	-	820,054.00	4,416,970.00	5,897,223.00
River Falls	817,663.00	2,330.00	5,764.00	1,160,004.00	15,000.00	106,187.00	4,792,923.00	6,899,871.00
Stevens Point	1,530,730.00	400,663.00	-	708,020.00	-	1,579,203.00	8,216,716.00	12,435,332.00
Stout	1,319,754.17	150,269.81	-	1,593,443.21	-	1,110,995.50	6,893,048.00	11,067,510.69
Superior	140,115.00	-	-	752,615.00	-	1,457,100.00	2,558,647.00	4,908,477.00
Whitewater	67,777.42	51,711.86	-	3,246,898.38	45,852.00	82,043.38	7,916,098.13	11,410,381.17
Colleges	(2,475.00)	6,500.00	1,000.00	1,424,340.95	-	-	11,323,689.54	12,753,055.49
Extension	38,834,248.74	-	-	-	-	-	-	38,834,248.74
System-Wide	-	1,037,463.00	-	111,552.96	-	104,468.00	-	1,253,483.96
Totals	**75,864,859.41**	**35,852,377.13**	**2,212,766.01**	**61,921,523.38**	**31,009,274.87**	**554,300,766.73**	**117,035,396.38**	**878,196,963.91**
Madison	13,807,544.07	15,171,825.60	640,434.92	20,164,210.88	17,070,475.00	289,897,600.17	10,952,606.30	367,704,696.94
Milwaukee	4,246,252.00	3,590,227.00	-	1,396,787.00	-	13,930,021.94	21,143,555.04	44,306,842.98
Eau Claire	744,002.00	632,898.00	-	-	-	484,670.00	12,579,731.00	14,441,301.00
Green Bay	2,000.00	113,615.00	-	235.00	-	163,930.00	5,455,545.30	5,735,325.30
La Crosse	11,700.00	103,794.00	-	968,161.00	-	232,219.00	5,168,303.00	6,484,177.00
Oshkosh	1,251,765.29	4,944,572.00	-	-	-	2,229,205.00	8,059,584.00	16,485,126.29
Parkside	-	-	-	-	-	289,203.00	-	289,203.00
Platteville	279,915.00	-	-	366,105.00	-	635,054.00	4,416,970.00	5,698,044.00
River Falls	547,544.00	-	-	878,173.00	-	99,947.00	4,771,677.00	6,297,341.00
Stevens Point	25,092.00	110,540.00	-	401,568.00	-	865,126.00	8,216,716.00	9,619,042.00
Stout	1,183,479.25	102,632.00	-	1,073,463.00	-	1,075,482.00	6,618,634.00	10,053,690.25
Superior	115,615.00	-	-	752,615.00	-	1,357,275.00	2,558,647.00	4,784,152.00
Whitewater	77,433.76	18,256.00	-	2,593,934.54	-	38,717.54	7,249,387.00	9,977,728.84
Colleges	(5,000.00)	-	-	1,207,734.90	-	-	10,958,078.54	12,160,813.44
Extension	20,550,555.29	-	-	-	-	-	-	20,550,555.29
System-Wide	-	1,037,463.00	-	-	-	53,782.00	-	1,091,245.00
Federal Totals	**42,837,897.66**	**25,825,822.60**	**640,434.92**	**29,802,987.32**	**17,070,475.00**	**311,352,232.65**	**108,149,434.18**	**535,679,284.33**
Madison	9,205,293.59	6,731,455.84	1,533,098.09	27,140,981.16	13,877,947.87	238,206,198.96	6,636,271.59	303,331,247.10
Milwaukee	1,992,901.62	886,143.96	28,310.50	2,668,301.70	-	2,637,195.77	65,100.50	8,277,954.05
Eau Claire	551,082.00	1,343,459.00	-	-	-	11,700.00	1,829.00	1,908,070.00
Green Bay	1,600.00	177,025.00	4,158.50	95,475.73	-	199,499.19	31,507.55	509,265.97
La Crosse	184,671.00	7,300.00	-	106,896.00	-	286,222.00	295,162.00	880,251.00
Oshkosh	772,478.18	364,113.19	-	-	-	329,318.00	-	1,465,909.37
Parkside	91,662.33	137,010.87	-	17,495.41	-	143,732.82	528,109.43	918,010.86
Platteville	14,179.00	-	-	-	-	185,000.00	-	199,179.00
River Falls	270,119.00	2,330.00	5,764.00	281,831.00	15,000.00	6,240.00	21,246.00	602,530.00
Stevens Point	1,505,638.00	290,123.00	-	306,452.00	-	714,077.00	-	2,816,290.00
Stout	136,274.92	47,637.81	-	519,980.21	-	35,513.50	274,414.00	1,013,820.44
Superior	24,500.00	-	-	-	-	99,825.00	-	124,325.00
Whitewater	(9,656.34)	33,455.86	-	652,963.84	45,852.00	43,325.84	666,711.13	1,432,651.33
Colleges	2,525.00	6,500.00	1,000.00	216,606.05	-	-	365,611.00	592,242.05
Extension	18,283,693.45	-	-	-	-	-	-	18,283,693.45
System-Wide	-	-	-	111,552.96	-	50,686.00	-	162,238.96
Nonfederal Totals	**33,026,961.75**	**10,026,553.53**	**1,572,331.09**	**32,118,537.06**	**13,938,799.87**	**242,948,535.08**	**8,885,962.20**	**342,517,679.58**

FISCAL YEAR 2010-2011	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Madison	17,954,875.95	24,155,095.86	2,112,151.38	43,174,618.50	16,099,119.84	515,688,522.04	11,560,546.99	630,744,930.56
Milwaukee	6,685,612.21	7,606,744.18	3,000.00	3,259,740.00	-	19,257,503.41	19,523,288.79	56,335,888.59
Eau Claire	1,880,761.00	1,353,240.00	-	-	-	642,399.00	8,136,450.00	12,012,850.00
Green Bay	137,906.78	1,040,752.00	-	77,625.75	-	424,544.84	233,368.00	1,914,197.37
La Crosse	334,654.00	129,901.00	-	948,574.00	-	1,282,199.00	6,008,583.95	8,703,911.95
Oshkosh	2,497,728.00	5,261,896.00	-	-	-	1,097,637.00	8,830,839.00	17,688,100.00
Parkside	342,840.00	372,038.00	-	62,560.00	-	77,042.00	16,827.25	871,307.25
Platteville	300,321.48	10,632.51	-	1,103,604.47	-	483,929.97	5,766,634.00	7,665,122.43
River Falls	25,880.00	4,080.00	-	1,649,923.00	53,434.00	68,980.00	4,991,612.00	6,793,909.00
Stevens Point	1,157,468.00	274,995.00	-	112,595.00	-	2,823,897.00	8,993,134.00	13,362,089.00
Stout	3,485,995.88	269,669.59	-	2,116,989.37	81,364.00	80,308.50	7,279,693.00	13,314,020.34
Superior	31,091.00	-	-	776,692.00	-	2,450,093.00	2,888,904.00	6,146,780.00
Whitewater	2,589,819.69	18,314.99	-	1,952,911.70	2,319.16	94,246.00	8,242,258.72	12,899,870.26
Colleges	6,769.00	253,878.84	-	3,842,130.46	-	8,909.35	11,266,140.43	15,377,828.08
Extension	49,440,340.18	-	-	-	-	-	-	49,440,340.18
System-Wide	-	713,343.00	-	893,125.00	-	657,030.00	-	2,263,498.00
Totals	**86,872,063.17**	**41,464,580.97**	**2,115,151.38**	**59,971,089.25**	**16,236,237.00**	**545,137,241.11**	**103,738,280.13**	**855,534,643.01**
Madison	16,233,981.25	13,208,912.00	-	2,712,470.91	-	356,413,559.89	6,476,228.03	395,045,152.08
Milwaukee	5,477,896.38	6,499,820.00	-	566,026.00	-	16,990,602.53	19,494,538.79	49,028,883.70
Eau Claire	1,769,927.00	1,328,150.00	-	-	-	353,927.00	7,985,192.00	11,437,196.00
Green Bay	95,000.00	889,427.00	-	75.00	-	417,446.00	89,795.00	1,491,743.00
La Crosse	36,700.00	103,896.00	-	946,294.00	-	651,092.00	6,008,583.68	7,746,565.68
Oshkosh	1,909,412.64	5,018,471.00	-	-	-	687,689.00	8,830,839.00	16,446,411.64
Parkside	292,719.00	372,038.00	-	45,250.00	-	45,000.00	-	755,007.00
Platteville	194,446.00	-	-	992,735.00	-	383,951.00	5,766,634.00	7,337,766.00
River Falls	-	-	-	1,391,717.00	-	21,910.00	4,956,047.00	6,369,674.00
Stevens Point	142,000.00	110,013.00	-	-	-	1,282,954.00	8,993,134.00	10,528,101.00
Stout	3,265,616.58	221,624.00	-	1,367,952.00	-	-	7,280,768.00	12,135,960.58
Superior	31,091.00	-	-	-	-	2,425,588.00	2,888,904.00	2,456,679.00
Whitewater	2,548,292.00	-	-	1,426,975.00	-	-	7,637,754.00	11,613,021.00
Colleges	-	249,306.47	-	3,541,734.01	-	8,909.35	10,673,958.43	14,473,908.26
Extension	37,455,556.00	-	-	-	-	-	-	37,455,556.00
System-Wide	-	698,343.00	-	-	-	657,030.00	-	1,355,373.00
Federal Totals	**69,452,637.85**	**28,700,000.47**	**-**	**12,991,228.92**	**-**	**380,339,658.77**	**94,193,471.93**	**585,676,997.94**
Madison	1,720,894.70	10,946,183.86	2,112,151.38	40,462,147.59	16,099,119.84	159,274,962.15	5,084,318.96	235,699,778.48
Milwaukee	1,207,715.83	1,106,924.18	3,000.00	2,693,714.00	-	2,266,900.88	28,750.00	7,307,004.89
Eau Claire	110,834.00	25,090.00	-	-	-	288,472.00	151,258.00	575,654.00
Green Bay	42,906.78	151,325.00	-	77,550.75	-	7,098.84	143,573.00	422,454.37
La Crosse	297,954.00	26,005.00	-	2,280.00	-	631,107.00	0.27	957,346.27
Oshkosh	588,315.36	243,425.00	-	-	-	409,948.00	-	1,241,688.36
Parkside	50,121.00	-	-	17,310.00	-	32,042.00	16,827.25	116,300.25
Platteville	105,875.48	10,632.51	-	110,869.47	-	99,978.97	-	327,356.43
River Falls	25,880.00	4,080.00	-	258,206.00	53,434.00	47,070.00	35,565.00	424,235.00
Stevens Point	1,015,468.00	164,982.00	-	112,595.00	-	1,540,943.00	-	2,833,988.00
Stout	220,379.30	48,045.59	-	749,037.37	81,364.00	80,308.50	(1,075.00)	1,178,059.76
Superior	-	-	-	776,692.00	-	24,505.00	-	3,690,101.00
Whitewater	41,527.69	18,314.99	-	525,936.70	2,319.16	94,246.00	604,504.72	1,286,848.26
Colleges	6,769.00	4,572.37	-	300,396.45	-	-	592,182.00	903,919.82
Extension	11,984,784.18	-	-	-	-	-	-	11,984,784.18
System-Wide	-	15,000.00	-	893,125.00	-	-	-	908,125.00
Nonfederal Totals	**17,419,425.32**	**12,764,579.50**	**2,115,151.38**	**46,979,861.33**	**16,236,237.00**	**164,797,583.34**	**9,544,808.20**	**269,857,645.07**

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2011-2012 (2nd Quarter)

INCREASE (DECREASE)	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Madison	5,057,961.71	(2,251,814.42)	61,381.63	4,130,573.54	14,849,303.03	12,415,277.09	6,028,330.90	40,291,013.48
Milwaukee	(446,458.59)	(3,130,373.22)	25,310.50	805,348.70	-	(2,690,285.70)	1,685,366.75	(3,751,091.56)
Eau Claire	(585,677.00)	623,117.00	-	-	-	(146,029.00)	4,445,110.00	4,336,521.00
Green Bay	(134,306.78)	(750,112.00)	4,158.50	18,084.98	-	(61,115.65)	5,253,684.85	4,330,393.90
La Crosse	(138,283.00)	(18,807.00)	-	126,483.00	-	(763,758.00)	(545,118.95)	(1,339,483.95)
Oshkosh	(473,484.53)	46,789.19	-	-	-	1,460,886.00	(771,255.00)	262,935.66
Parkside	(251,177.67)	(235,027.13)	-	(45,064.59)	-	355,893.82	511,282.18	335,906.61
Platteville	(6,227.48)	(10,632.51)	-	(737,499.47)	-	336,124.03	(1,349,664.00)	(1,767,899.43)
River Falls	791,783.00	(1,750.00)	5,764.00	(489,919.00)	(38,434.00)	37,207.00	(198,689.00)	105,962.00
Stevens Point	373,262.00	125,668.00	-	595,425.00	-	(1,244,694.00)	(776,418.00)	(926,757.00)
Stout	(2,166,241.71)	(119,399.78)	-	(523,546.16)	(81,364.00)	1,030,687.00	(386,645.00)	(2,246,509.65)
Superior	109,024.00	-	-	(24,077.00)	-	(992,993.00)	(330,257.00)	(1,238,303.00)
Whitewater	(2,522,042.27)	33,396.87	-	1,293,986.68	43,532.84	(12,202.62)	(326,160.59)	(1,489,489.09)
Colleges	(9,244.00)	(247,378.84)	1,000.00	(2,417,789.51)	-	(8,909.35)	57,549.11	(2,624,772.59)
Extension	(10,606,091.44)	-	-	-	-	-	-	(10,606,091.44)
System-Wide	-	324,120.00	-	(781,572.04)	-	(552,562.00)	-	(1,010,014.04)
Totals	**(11,007,203.76)**	**(5,612,203.84)**	**97,614.63**	**1,950,434.13**	**14,773,037.87**	**9,163,525.62**	**13,297,116.25**	**22,662,320.90**
Madison	(2,426,437.18)	1,962,913.60	640,434.92	17,451,739.97	17,070,475.00	(66,515,959.72)	4,476,378.27	(27,340,455.14)
Milwaukee	(1,231,644.38)	(2,909,593.00)	-	830,761.00	-	(3,060,580.59)	1,649,016.25	(4,722,040.72)
Eau Claire	(1,025,925.00)	(695,252.00)	-	-	-	130,743.00	4,594,539.00	3,004,105.00
Green Bay	(93,000.00)	(775,812.00)	-	160.00	-	(253,516.00)	5,365,750.30	4,243,582.30
La Crosse	(25,000.00)	(102.00)	-	21,867.00	-	(418,873.00)	(840,280.68)	(1,262,388.68)
Oshkosh	(657,647.35)	(73,899.00)	-	-	-	1,541,516.00	(771,255.00)	38,714.65
Parkside	(292,719.00)	(372,038.00)	-	(45,250.00)	-	244,203.00	-	(465,804.00)
Platteville	85,469.00	-	-	(626,630.00)	-	251,103.00	(1,349,664.00)	(1,639,722.00)
River Falls	547,544.00	-	-	(513,544.00)	-	78,037.00	(184,370.00)	(72,333.00)
Stevens Point	(116,908.00)	527.00	-	401,568.00	-	(417,828.00)	(776,418.00)	(909,059.00)
Stout	(2,082,137.33)	(118,992.00)	-	(294,489.00)	-	1,075,482.00	(662,134.00)	(2,082,270.33)
Superior	84,524.00	-	-	752,615.00	-	(1,068,313.00)	(330,257.00)	(561,431.00)
Whitewater	(2,470,858.24)	18,256.00	-	1,166,959.54	-	38,717.54	(388,367.00)	(1,635,292.16)
Colleges	(5,000.00)	(249,306.47)	-	(2,333,999.11)	-	(8,909.35)	284,120.11	(2,313,094.82)
Extension	(16,905,000.71)	-	-	-	-	-	-	(16,905,000.71)
System-Wide	-	339,120.00	-	-	-	(603,248.00)	-	(264,128.00)
Federal Totals	**(26,614,740.19)**	**(2,874,177.87)**	**640,434.92**	**16,811,758.40**	**17,070,475.00**	**(68,987,426.12)**	**11,067,058.25**	**(52,886,617.61)**
Madison	7,484,398.89	(4,214,728.02)	(579,053.29)	(13,321,166.43)	(2,221,171.97)	78,931,236.81	1,551,952.63	67,631,468.62
Milwaukee	785,185.79	(220,780.22)	25,310.50	(25,412.30)	-	370,294.89	36,350.50	970,949.16
Eau Claire	440,248.00	1,318,369.00	-	-	-	(276,772.00)	(149,429.00)	1,332,416.00
Green Bay	(41,306.78)	25,700.00	4,158.50	17,924.98	-	192,400.35	(112,065.45)	86,811.60
La Crosse	(113,283.00)	(18,705.00)	-	104,616.00	-	(344,885.00)	295,161.73	(77,095.27)
Oshkosh	184,162.82	120,688.19	-	-	-	(80,630.00)	-	224,221.01
Parkside	41,541.33	137,010.87	-	185.41	-	111,690.82	511,282.18	801,710.61
Platteville	(91,696.48)	(10,632.51)	-	(110,869.47)	-	85,021.03	-	(128,177.43)
River Falls	244,239.00	(1,750.00)	5,764.00	23,625.00	(38,434.00)	(40,830.00)	(14,319.00)	178,295.00
Stevens Point	490,170.00	125,141.00	-	193,857.00	-	(826,866.00)	-	(17,698.00)
Stout	(84,104.38)	(407.78)	-	(229,057.16)	(81,364.00)	(44,795.00)	275,489.00	(164,239.32)
Superior	24,500.00	-	-	(776,692.00)	-	75,320.00	-	(676,872.00)
Whitewater	(51,184.03)	15,140.87	-	127,027.14	43,532.84	(50,920.16)	62,206.41	145,803.07
Colleges	(4,244.00)	1,927.63	1,000.00	(83,790.40)	-	-	(226,571.00)	(311,677.77)
Extension	6,298,909.27	-	-	-	-	-	-	6,298,909.27
System-Wide	-	(15,000.00)	-	(781,572.04)	-	50,686.00	-	(745,886.04)
Nonfederal Totals	**15,607,536.43**	**(2,738,025.97)**	**(542,820.29)**	**(14,861,324.27)**	**(2,297,437.13)**	**78,150,951.74**	**2,230,059.00**	**75,548,939.51**

Reporting Period: November 1 – December 31, 2011

Project Progress on Major Deliverables for November 1 - December 31, 2011:

HRS Project		
Key Area (See Appendix 1 for Description)	**Accomplishments**	**Status**
Business Process and Application Configuration	**eBenefits Team:** • Supported the campuses usage of eBenefits **Talent Acquisition Management (TAM):** • Supported Integration Test and User Acceptance Test • Supported the training team as they prepared for the planned training events	eBenefits: Pilot Complete TAM: On Schedule
Technical Development	**eBenefits Team:** • Technical development completed. **Talent Acquisition Management (TAM):** • Resolved Integration and User Acceptance test faults as they were identified by the testing team • Provided general support of the test phases	eBenefits: Pilot Complete TAM: On Schedule
Technical Infrastructure	**eBenefits Team:** • Supported the pilot campuses questions regarding security **Talent Acquisition Management (TAM):** • Provided general support to the test phases • Assisted with environment maintenance and code migrations	eBenefits: Pilot Complete TAM: On Schedule
Change Management	**eBenefits Team:** • Supported the campuses usage of eBenefits **Talent Acquisition Management (TAM):** • Completed the training team toolkit for TAM • Identified the need for additional support for Change Management and initiated the procurement of additional resources to support this effort	eBenefits: Pilot Complete TAM: On Schedule
Testing	**eBenefits Team:** • All testing completed	eBenefits: Pilot Complete

HRS Project		
Key Area **(See Appendix 1 for** **Description)**	**Accomplishments**	**Status**
	Talent Acquisition Management (TAM): • Supported Integration test completion and User Acceptance Test initiation	TAM: On Schedule
Project Management	• Continued to provide guidance and oversight to the Release 2 and 3 implementation teams • Continued to monitor the financials for Releases 2 and 3 • Continued to report status to leadership for Releases 2 and 3	On Schedule

Challenges Encountered

- Benefits Self Service (eBenefits):
  - The eBenefits pilot for Open Enrollment completed successfully. The team was challenged to support the existing paper based process along with the pilot for the eBenefits campuses as the two approaches required different levels of support and skill sets.
- Talent Acquisition Management (TAM):
  - Three institutions will be postponing implementation of TAM beyond the implementation window of first quarter 2012. The decision does not affect the first quarter 2012 implementation for the remainder of the UW institutions; nor does 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 undermined time.

Project Expenditures (through December 31 2011):

	FY12 Planned		FY12 Costs		FY12 Projected Variances
	BOR FY12 Planned (Jul 11 - Jun 12)	Actual Cost (Jul 11 - Dec 11)	Remaining Cost (Jan 12 - Jun 12)	Estimated Cost at Completion (Jul 11 - Jun 12)	Projected Variance for BOR FY12 Planned at June 30, 2012
HRS R2/R3 Key Areas					
Business Process and Application	$ 600,355	$ 161,578	$ 208,741	$ 370,319	$ 230,036
Technical Development	$ 1,153,466	$ 1,053,650	$ 246,928	$ 1,300,578	$ (147,112)
Technical Infrastructure	$ 527,730	$ 144,681	$ 334,689	$ 479,370	$ 48,360
Change Management	$ 556,440	$ 235,394	$ 495,952	$ 731,346	$ (174,906)
Testing	$ 620,120	$ 422,641	$ 187,148	$ 609,789	$ 10,331
Project Management	$ 653,615	$ 657,541	$ 111,189	$ 768,730	$ (115,115)
Non-Labor	$ 203,081	$ 157,710	$ 45,374	$ 203,084	$ (3)
Subtotal	**$ 4,314,807**	**$ 2,833,195**	**$ 1,630,022**	**$ 4,463,217**	**$ (148,410)**
Project Contingency	$ 910,621	$ -	$ 896,191	$ 896,191	$ 896,191
Total HRS R2/R3 Project	**$ 5,225,428**	**$ 2,833,195**	**$ 2,526,213**	**$ 5,359,408**	**$ 747,781**

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 report development.
  - Additional time spent on TAM interface work.
- Technical Infrastructure:
  - Spent less time on applications infrastructure than originally planned.
- Change Management:
  - Added Change Management consultant for several months due to the medical leave of a UW employee.
  - Additional hours for training were identified and approved.
  - Added Change Management consultant to prepare the TAM team for go-live.
- Testing:
  - Team spent less time than originally planned on testing activities.
- 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 – January 2012

- TAM
    - Complete Integration test phase
    - Complete User Acceptance test phase
    - Conduct training
    - Continue campus change management initiatives

Planned Activities - February 2012

- TAM
    - Prepare for and execute cut-over
    - Continue supporting campuses with change management
    - Implement TAM

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.

2013-15 BIENNIAL BUDGET PROCESS AND TIMELINE

EXECUTIVE SUMMARY

BACKGROUND

The Board of Regents is required 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. This material provides some basic information about the biennial budget process and timeline.

REQUESTED ACTION

None.

RELATED REGENT POLICIES

None. Wisconsin Statutes 16.42 (1).

COMPONENTS OF THE
BIENNIAL BUDGET PROCESS
BOARD OF REGENTS ACTION

OPERATING
BUDGET
Cost to Continue*
New Initiatives
Program Revenue
Statutory Language
(August 2012)

*Cost to Continue includes such items as full funding of pay plan, technical adjustments, fringe benefits, debt service and utilities.

CAPITAL
BUDGET
(August 2012)

COMPENSATION
(Nov./Dec. 2012)

THE PROCESS

THE BOARD OF REGENTS MUST MAKE THESE DECISIONS ON THE
2013-15 BIENNIAL BUDGET:

2013-15 Biennial Operating Budget Request (including Cost to Continue) – August
2013-15 Capital Budget Request – August
2013-15 Compensation Request – Traditionally submitted in November or December

OUR OPERATING BUDGET REQUEST IS REVIEWED BY:

- Executive Branch
    -- Department of Administration (DOA) Budget Office
    -- Governor (incorporated fully or in part in state budget)
        ↓
- Legislative Branch
    --Legislative Fiscal Bureau (LFB)
    --Joint Finance Committee (JFC) – revisions/additions
    --Assembly, Senate – revisions/additions
        ↓
- Governor has line-item veto

OUR CAPITAL BUDGET REQUEST IS REVIEWED BY:

- Executive Branch
    --DOA Division of State Facilities
        ↓
- Legislative Branch
    --Legislative Fiscal Bureau (LFB)
    --State Building Commission
    --Joint Finance Committee (JFC)
    --Assembly, Senate

- Governor has line item veto

OUR COMPENSATION REQUEST IS REVIEWED BY:

- Office of State Employment Relations (OSER) Director, who makes a
    recommendation to
        ↓
- Joint Committee on Employment Relations (JCOER)
        ↓
- Legislature

2013-15 Biennial Operating Budget Development Schedule

February, 2012	Biennial Budget Process to Business, Finance and Audit Committee.
March – June, 2012	Discussion of biennial budget initiatives, including Advocacy Strategies and student input.
June, 2012	Board of Regents reviews biennial budget approach including the Statutory Language requests, and Capital Budget Plan.
July, 2012	Board of Regents budget briefings.
August, 2012	Board of Regents final action on 2013-15 Operating, Capital, and Statutory Language Requests. Performance Measures are also approved.
September, 2012	Board of Regents' Biennial Budget Request is submitted to Governor, DOA and Legislature.
September, 2012 – February, 2013	DOA State Budget Office develops Governor's budget and Regent leadership discusses UWS requests with Governor. Division of State Facilities analyzes the UWS Capital Budget request.
November or December, 2012	Board typically acts on and submits unclassified compensation request to DOA.
January or February, 2013	Governor presents his budget recommendations to the Legislature.
February-June, 2013	Regents and UW System officials work with legislators. Joint Committee on Finance and both houses act on budget. Joint Committee on Employment Relations (JCOER) typically acts on compensation.
July 1, 2013	Biennial Budget is enacted. Veto session follows.

February 2, 2012

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Capital Planning and Budget Committee   Thursday, February 9, 2012
                                                                      1418 Van Hise Hall
                                                                      1220 Linden Drive
                                                                      Madison, Wisconsin

7:30 a.m.   All Regents – 1920 Van Hise Hall

Move into closed session to confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), *Wis. Stats.*

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

1. Calling of the roll

2. Strategies for Cost Containment and Improved Educational Attainment

3. Update on the Legislative Task Force on UW Restructuring and Operational Flexibilities

4. Report of the Ad Hoc Working Group on System Structure and Governance

12:00 p.m.   Lunch

12:30 p.m.   Joint Meeting of the Capital Planning and Budget Committee and the Business, Finance, and Audit Committee – 1920 Van Hise Hall

a. UW Colleges: Report on City and County Financial Support

- Regent Policy Document Review
  1. RPD 13-1: General Contract Signature Authority, Contract Approval, and Reporting
     [Resolution I.2.a.1.]
  2. RPD 13-2: Real Property and Construction Contract Signature Authority, Contract Approval, and Reporting
     [Resolution I.2.a.2.]

1:15 p.m.   Capital Planning and Budget Committee –1418 Van Hise Hall

b. Approval of the Minutes of the December 8, 2011 Meeting of the Capital Planning and Budget Committee

c. UW-La Crosse: Approval of the Design Report of the Parking Ramp and Police Building Project and Authority to: Increase the Scope and Budget; Seek a Waiver of Wis. Stats. § 16.855 to Allow Single Prime Bidding; and Construct the Project
   [Resolution I.3.c.]

d. UW-Oshkosh: Authority to Demolish the River Commons Building
   [Resolution I.3.d.]

e. UW-Platteville: Authority to Increase the Budget of the Porter Hall Renovation
   Project
   [Resolution I.3.e.]

f. UW-Platteville: Authority to Transfer a 0.374 Acre Parcel of Board of Regents-
   Owned Land
   [Resolution I.3.f.]

g. UW-Superior: Approval of the Design Report and Authority to Construct the Ross
   and Hawkes Halls Renovation Project
   [Resolution I.3.g.]

h. UW-Whitewater: Approval of the Design Report of the Drumlin Dining Hall
   Remodeling Project and Authority to Increase the Budget and Construct the Project
   [Resolution I.3.h.]

i. UW System: Authority to Construct All Agency Maintenance and Repair Projects
   [Resolution I.3.i.]

j. Report of the Associate Vice President
   Building Commission Actions

k. Closed session for purposes of considering personal histories, as permitted by
   s.19.85(1)(f), *Wis. Stats*., related to the naming of facilities at UW-Madison and
   UW-River Falls

Approval of the Design Report of the Parking Ramp
and Police Building Project and Authority to
(a) Increase the Scope and Budget, and (b) Construct
the Project, UW-La Crosse

CAPITAL PLANNING AND BUDGET COMMITTEE

Revised Resolution:

That, upon the recommendation of the UW-La Crosse Chancellor and the President of the
University of Wisconsin System, the Design Report of the Parking Ramp and Police Services
Building project be approved and authority be granted to (a) increase the project scope and
budget by $1,707,000 Program Revenue-Cash and (b) construct the project for a total project
cost of $13,838,000 ($6,838,000 Program Revenue Supported Borrowing and 7,000,000
Program Revenue-Cash).

Revised

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
February 2012

1.   Institution: The University of Wisconsin-La Crosse

2.   Request: Approval of the Design Report of the Parking Ramp and Police Services Building project and authority to (a) increase the project scope and budget by $1,707,000 Program Revenue-Cash; and (b) construct the project for a total project cost of $13,838,000 ($6,838,000 Program Revenue Supported Borrowing and 7,000,000 Program Revenue-Cash).

3.   Description and Scope of Project: This project will design and construct a 600 +/- stall, above ground, concrete parking ramp structure and an 8,740 gross square foot police and parking services building. The project site is located within the campus boundary on university-owned land on the north edge of campus along La Crosse Street (State Highway 16). The site was recommended in the 2005 UW-La Crosse Campus Master Plan and is currently an unimproved gravel parking lot.

The ramp will consist of one level at ground elevation plus two fully elevated levels. It will have two remote points of vehicle entry/exit, with one being a secondary entry/exit point to be used only when the ramp accommodates large public campus events. The ramp will include an elevator, stairways at each corner of the structure, and a securable area for the storage of university maintenance and/or police vehicles and equipment. The parking structure will be designed to accommodate the future construction of two additional levels (approximately 400 +/- additional stalls), if parking demand warrants such construction. The exterior of the ramp will be clad with precast panels with inset brick to match the architecture of the campus.

The police and parking services building will be located immediately adjacent to the parking structure along the southeast portion of the ramp. The building will consist of spaces that include a parking utility customer service area, offices, suspect interview and processing areas, secure equipment and evidence storage, employee locker rooms, a squad room, report writing spaces, a training room, and a 24-hour dispatch/communications center, which will also serve as the main campus fire alarm reporting center. The design of the exterior of the building will be cohesive with the ramp structure and it will be clad in architectural precast concrete and brick masonry to compliment the architecture of the campus.

4. <u>Justification of the Request</u>: The UW-La Crosse Growth, Quality, and Access plan has resulted in an increase in enrollment and the number of faculty employed by the university. At the same time, more frequent and more heavily attended events at the Veterans Memorial Fields Complex have brought more people to the campus. Consequently, the already growing demand for off-street parking has increased at an even faster rate than previously anticipated. In an effort to mitigate this demand, the campus continues to implement initiatives such as: providing unlimited access to city bus service; improving campus bus routes; creating a bicycle-friendly environment; discouraging campus car use; etc., all of which are focused reducing the need for campus parking spaces. However, the demand for off-street parking will, nonetheless, continue to increase.

    The university has recently completed pre-design planning for a new campus science facility, and in the spring of 2012 will also be completing pre-design planning for a new student union building. Because the UW-La Crosse campus is so physically compact, there are no existing open areas large enough to accommodate these new facilities. Consequently, per the UW-La Crosse Master Plan, both of these new buildings will be constructed on sites that are now occupied by existing surface parking lots. This will result in the additional loss of approximately 400 parking stalls. Accordingly, the university desires to construct the parking structure prior to the loss of these existing surface parking lots.

    The UW-La Crosse Police Department, which includes the UW-La Crosse Parking Utility, is currently housed in a ranch-style residential structure that was constructed in the early 1950s. The university acquired the property in the early 1970s and performed minor renovations to it in order to accommodate occupancy by what was, at that time, a small campus security department. However, the facilities are wholly inadequate to house the fully functioning department and utility as they exist today. There are no appropriate spaces for interviews, squad rooms, offices, conference rooms, etc. The building does not have an emergency generator, the 24-hour dispatch center has outgrown its space in the building, and there is not adequate infrastructure to support the typical daily activities of a dispatch center or the continuity of operations during an event that might affect utility supply to the facility. In addition, while this existing building is the center of the campus emergency operations, it is also the one structure on campus that would most likely not survive a tornado-producing storm. The residential structure was serviceable for the needs of campus security three decades ago, but it is completely inadequate for the needs of a modern police department.

    The project was enumerated in the 2011-13 biennium as a 500-stall parking structure with the capacity for future expansion. However, early in the design process it was determined that the campus needed an additional 100 stalls for this phase.

5.   Budget and Schedule:

Budget	%	Cost
Construction		$11,482,000
Contingency		1,030,000
A/E Design Fee	6.7	770,000
Other Fees		59,000
DSF Management Fee	4.0	497,000
Total Project Cost		$13,838,000

Schedule	
Final Documents	February 2012
Bidding Date	May 2012
Construction Start	July 2012
Substantial Completion - Ramp	April 2013
Substantial Completion – Building	June 2013

6.   Previous Action:

March 16, 2011   Recommended enumeration of the Parking Ramp and Police Services Building at an estimated total project cost of $12,131,000 ($7,131,000 Program Revenue Supported Borrowing and $5,000,000 Program Revenue-Cash). The project was subsequently enumerated at amount and funding source.

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Oshkosh Chancellor and the President of the
University of Wisconsin System, authority be granted to demolish the River Commons building,
which is located at 632 Pearl Avenue on the UW-Oshkosh campus, for a total estimated cost of
$693,000 Insurance Funds.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
February 2012

1. Institution: The University of Wisconsin-Oshkosh

2. Request: Authority to demolish the River Commons building, which is located at 632 Pearl
    Avenue on the UW-Oshkosh campus, for a total estimated cost of $693,000 Insurance Funds.

3. Description and Scope of Project: This project will demolish and remove one building on the
    UW-Oshkosh campus: the River Commons, which is located at 632 Pearl Avenue. A
    Wisconsin Asbestos and Lead Abatement Management System (WALMS) survey has been
    done on the facility. Work will include the abatement of all hazardous materials in the
    building.

4. Justification of the Request: This building is unoccupied and has outlived its useful life, is in
    relatively poor condition due to severe flooding in June 2008, and does not meet current or
    future needs. The 51,699 GSF River Commons, located at 632 Pearl Avenue, is the site for
    intramural recreation fields as developed through the master plan to partially satisfy a
    campus-wide shortage of space dedicated to outdoor intramural activities. The three main
    entities occupying space in River Commons prior to the flood were the Gruenhagen
    Conference Center (meeting rooms), the Department of Corrections Training Program, and
    Residence Life (offices, maintenance, and support functions). These groups were either
    temporarily moved off-campus or relocated to other facilities, including spaces previously
    used for storage.

    The campus intends to develop this site and the adjacent parking lots into synthetic intramural
    athletic fields for flag football (2), soccer (1), rugby (1), and lacrosse (1). Demolition will be
    funded by a portion of the insurance proceeds already received and is requested now so the
    site can be prepared for these fields.

    A fundraising effort is underway to construct an Alumni Welcome and Conference Center
    across Pearl Avenue on land adjacent to the Fox River by the University of Wisconsin
    Oshkosh Foundation. The Alumni Welcome and Conference Center will recreate meeting
    rooms lost and house the offices of the foundation and Alumni Affairs. Because the
    insurance value was based on repair and renovation of River Commons, the funds not utilized
    on the demolition will be expended toward a condominium agreement with the foundation for
    the meeting rooms within that facility, as well as renovation of the Gruenhagen Conference
    Center to meet the programmatic needs for the Department of Corrections Training Program.
    Residence Life offices, maintenance, and some support functions have been integrated into
    other facilities across the UW-Oshkosh campus.

River Commons is listed in the Wisconsin Architecture and History Inventory as eligible for future listing on the National Register of Historic Places. The UW System Historic Preservation officer is working with the Wisconsin Historical Society (WHS) to meet the historic preservation requirements set forth in s. 44.40, Wis. Stats.

5.   Budget and Schedule:

Budget	%	Cost
Demolition Cost		$491,000
Haz Material Abatement		52,000
Total Demolition		543,000
Contingency	15 %	82,000
A/E Design Fees	8 %	43,000
DSF Management Fees	4 %	25,000
Equipment/Other		0
Total Cost		$693,000

SBC Approval	February 2012
A/E Selection	March 2012
Design Complete	June 2012
Bidding	August 2012
Demolition	September 2012

6.   Previous Action: None.

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 increase the budget of the Porter Residence Hall Renovation project by $150,000 Program Revenue Supported Borrowing for a revised total project cost of $4,926,000 Program Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
February 2012

1. Institution: The University of Wisconsin-Platteville

2. Request: Authority to increase the budget of the Porter Residence Hall Renovation project
    by $150,000 Program Revenue Supported Borrowing for a revised total project cost of
    $4,926,000 Program Revenue Supported Borrowing.

3. Project Description and Scope: This project will renovate Porter Residence Hall (54,445
    GSF) on the UW-Platteville campus. Porter Hall comprises a total of 265 beds, which will
    receive new windows, plus mechanical, electrical, plumbing, accessibility, shower room
    upgrades, and exterior site grading to correct storm water drainage problems.

4. Justification: This project is the first in a series of residence hall renovations projects at
    UW-Platteville. Porter Hall, which was constructed in 1965, is a four-story rectangular
    shaped building with a four foot high offset between the east and west wings. It contains
    265 beds in block style corridors with centrally located restrooms on each wing. The
    campus presently manages nine four-story traditional residence halls with 2,322 beds and
    one six-story suite-style residence hall with 380 beds. All were constructed between 1961
    and 1968 with the exception of the suite-style hall, which was constructed in 2006. Updates
    to the resident rooms were limited to the installation of carpet, data wiring (1993), and
    repainting.

    Bids for this project were opened January 24, 2012. The lowest base bid combined with the
    direct digital control and asbestos abatement bids exceeded the approved amount by more
    than $150,000. The project is scheduled to be constructed this summer.

5. Budget and Schedule:

Budget	Cost
Construction	$3,850,000
DDC Controls	70,000
Hazardous Material Abatement	150,000
Total Construction	$4,070,000
Contingency (8 %)	326,000
A/E Design Fee	262,000
Other Fees	92,000
DSF Management (4%)	176,000
Total	$4,926,000

Schedule	
Bid Opening	February 2012
Start Abatement & Demolition	May 2012
Start Construction	June 2012
Substantial Completion/Occupancy	August 2012

6. Previous Action:

August 22, 2008 Resolution 9529	Recommended that the Residence Hall Upgrades project be submitted to the Department of Administration and the State Building Commission as part of the UW System 2009-11 Capital Budget at an estimated total project cost of $10,000.000 Program Revenue Supported Borrowing. The project was subsequently enumerated at that amount.
October 7, 2010 Resolution 9826	Approved the Design Report of the Porter Residence Hall Renovation project and granted authority to: (a) seek a waiver of Wis. Stats s.16.855 under the provisions of s.13.48 (19) to allow single prime bidding and (b) construct the project for a total cost of $4,776,000 Program Revenue Supported Borrowing.

Authority to Transfer a 0.374 Acre
Parcel of Board of Regents-Owned
Land, 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 transfer 0.374 acres of undeveloped Board of Regents-owned land to the adjacent private property owner.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
February 2012

1.   Institution: The University of Wisconsin-Platteville

2.   Request: Authority to transfer 0.374 acres of undeveloped Board of Regents-owned land to
     the adjacent private property owner.

3.   Description and Scope of Project: This action will resolve a substantiated claim of adverse
     possession, through the proposed transfer of 0.374 acres of undeveloped, rural Board of
     Regents-owned land located at 18600 West Mound Road, Town of Belmont, Lafayette
     County, to adjacent property owner Mrs. Esther Mootz. The Mootz property is located at
     29978 County Road B, Town of Belmont. The fair market value of the 0.374 acres is less
     than $3,000. There will be no compensation to the Board of Regents or the campus for the
     transfer. The recipient of the transfer is to pay the transfer tax and the recording fee.

     The 0.374-acre parcel that is proposed for transfer is a fraction of the Board of Regents-
     owned 90-acre Platteville Mound property, which is located four miles east of the main
     campus. The Board of Regents acquired the 90-acre Platteville Mound property in 1959,
     and the campus has used and maintained the property ever since as an outdoor
     environmental learning laboratory and recreation space. The 0.374-acre transfer does not
     impact the functionality or accessibility of the remaining Board of Regents property.

     The legal description of the 0.374 acres to be transferred is identified by a Certified Survey
     Map, dated September 3, 2010, and is follows:
          A parcel of land lying within the Northwest Quarter of Section 5, Township 3 North,
          Range 1 East of the 4th Principle Meridian, Lafayette County, Wisconsin:
          Commencing at the West Quarter of said Section 5; Thence North 01 degrees 16
          minutes 59 seconds West, 244.50 feet along the West line of the Northwest Quarter of
          Said Section5;
          (1)   Thence South 85 degrees 00 minutes 44 seconds East, 33.20 feet, to the Point
                of Beginning:
          (2)   Thence continue South 85 degrees 00 minutes 44 seconds East, 252.09 feet;
          (3)   Thence North 44 degrees 58 minutes 57 seconds West, 194.77 feet;
          (4)   Thence South 46 degrees 41 minutes 51 seconds West, 156.17 feet, to a point on
                the Easterly right-of-way line of West Mound Road (66-foot right-of-way)
          (5)   Thence South 01 degrees 16 minutes 59 seconds East, 8.74 feet along said
                Easterly right-of-way line, to the point-of Beginning.
          That this parcel contains 0.374 acres, more or less, and is subject to easements,
          reservations, restrictions, and right-of-way of record and not of record.

4. <u>Justification of the Project:</u> In November 2010, the UW System Legal Counsel, and the UW-Platteville campus were contacted by Johnson, Kranz, and McDaniel, Attorneys at Law, representing Mrs. Esther Mootz. Through the process of completing the estate of Mr. Don Mootz and transferring the residence to Mrs. Esther Mootz, a survey discovered that a small portion of the Mootz garden and yard was not included in the Mootz property description. The record title of this small portion of property is the Board of Regents, as described in the legal description above.

   The basis for the claim for adverse possession is that the 0.374 acre parcel was believed by the Mootzes to be part of the Mootz property; it had been used by Mrs. Mootz as a garden; and was mowed and fenced for many years. This belief is substantiated by a section of fence that the campus located and constructed in 1959, which was maintained since by the campus, and remains in place today. The 1959 fence location is now understood by the campus and UW System Legal Counsel as a mistake, since it was not constructed on the true property boundary. The transfer of the 0.374 acres to Mrs. Esther Mootz will correct this mistake.

5. <u>Previous Action</u>: None.

Approval of the Design Report and Authority
to Construct the Ross and Hawkes Halls
Renovation Project, UW-Superior

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Superior Chancellor and the President of the
University of Wisconsin System, the Design Report be approved and authority be granted to
construct the Ross and Hawkes Halls Renovation project for a total cost of $15,276,000 Program
Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
February 2012

1. Institution: The University of Wisconsin-Superior

2. Request: Approval of the Design Report and authority to construct the Ross and Hawkes
    Halls Renovation project for a total cost of $15,276,000 Program Revenue Supported
    Borrowing.

3. Project Description and Scope: The Ross and Hawkes Residence Halls Renovation
    project will replace failing mechanical systems and infrastructure in the two existing
    four-story plus basement residence halls. The project will provide a total of 440 student
    beds in a mix of 112 single rooms, 118 double rooms, 22 suites, and two staff apartments.
    The new construction of this project consists of a single level link with basement that will
    serve as a lounge and program space that will join Ross and Hawkes halls.

    Work in 39,225 square feet of Hawkes Hall will include replacement of exterior windows,
    doors, and roof system. Interior work will include constructing new bathrooms;
    developing common areas with lounges, kitchens, study rooms, and laundries; updating
    existing traditional rooms; and remodeling of some rooms to provide semi-suite style
    spaces. The basement space will be renovated to accommodate program space and
    storage. Mechanical equipment will be replaced, plumbing associated with resident
    bathrooms will be replaced, and electrical work will be conducted as needed to support the
    project scope. An automatic sprinkler system will be installed, hazardous materials will
    be abated, and the building will be brought up to current Americans with Disabilities Act
    (ADA) standards.

    Work in 40,403 square feet of Ross Hall will be very similar to that proposed for Hawkes
    Hall, with the exception that the garden level space be air conditioned. A new elevator
    will be installed that accesses all floors of the building and the link. The 8,600 GSF link
    constructed between the two buildings will serve as the primary entrance into the
    combined facility, a central reception and gathering space, and a control/security point for
    the buildings.

    Site work will include developing a vehicular drop-off area, enhanced walks, landscaping,
    and a trash enclosure area. The existing surface parking lots will be reconstructed and
    expanded to provide 351 parking stalls to serve Ross and Hawkes halls and the
    recreational complex to the south.

The proposed renovation and parking project will provide the needed building upgrades and residential amenities sought by current and prospective students. The newly renovated halls will provide an increase from 336 beds to approximately 440 beds. The renovations will support summer programs which generate an increased demand for summer housing.

4. Justification: Ross and Hawkes halls were constructed in 1967, as nearly identical four-story plus basement traditional student residence halls, each consisting of approximately 61,000 GSF. They are located side-by-side approximately five blocks south of the main campus, and each was originally designed to accommodate 336 students in double rooms. Minimal amenity and common space was provided in the basements. During the past 20 years, some minor remodeling has occurred in Ross and Hawkes Halls. An elevator was added to Hawkes Hall in 1989 to serve all floors, but the current mechanical, plumbing, and electrical systems are original.

5. Budget and Schedule:

Budget	Cost
Construction	$12,125,000
Contingency (7%)	849,000
A/E Design	1,041,000
DSF Management (4%)	519,000
Plan Review/Testing	22,000
Hazardous Materials Abatement	97,000
Movable Equipment	623,000
Total	$15,276,000

Schedule	
Final Review	February 2012
Bid Opening	May 2012
Start Construction	June 2012
Substantial Completion/Occupancy	August 2013

6. Fee Impact: Since the remodeling of Ross and Hawkes halls will increase occupancy, and thus revenue, there will be no room rate increase needed to support this project.

7. Previous Action:

August 19, 2010 Resolution 9801	Recommended enumeration of the Ross and Hawkes Halls Renovation project as part of the UW System 2011-13 Capital Budget at an estimated cost of $ 13,000,000 Program Revenue Supported Borrowing. The project was subsequently enumerated at $15,276,000 Program Revenue Supported Borrowing.

Approval of the Design Report of the
Drumlin Dining Hall Remodeling Project
and Authority to Increase the Budget and
Construct the Project, UW-Whitewater

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Whitewater Chancellor and the President of the
University of Wisconsin System, the Design Report of the Drumlin Dining Hall Remodeling
project be approved and authority be granted to increase the budget by $673,000 Program
Revenue-Cash and construct the project for a total cost of $5,300,000 ($4,627,000 Program
Revenue Supported Borrowing and $673,000 Program Revenue-Cash.)

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
February 2012

1. Institution: The University of Wisconsin–Whitewater

2. Request: Approval of the Design Report of the Drumlin Dining Hall Remodeling project and authority to increase the budget by $673,000 Program Revenue-Cash and construct the project for a total cost of $5,300,000 ($4,627,000 Program Revenue Supported Borrowing and $673,000 Program Revenue-Cash.)

3. Description and Scope of Project: This project will remodel Drumlin Dining Hall, which serves student residents on the west side of the UW-Whitewater campus. The project will replace food service equipment, exterior windows, and HVAC equipment. It will convert the current food court style serving area into an all-you-care-to-eat style dining facility. The project includes remodeling the current kitchen and seating areas and adding new food service equipment as needed for the new format.

    Upgrading the exterior windows will improve the building's energy efficiency by increasing the insulating value and reducing air infiltration. The exterior doors will be replaced in conjunction with the aluminum framed storefront system. Removing the original window system at the balcony will provide an opportunity to install the new windows along the outboard edge of the balcony, thereby gaining the balcony area with a minimal cost impact.

    Plumbing upgrades include fire sprinklering throughout, and new sanitary drain waste and vent systems for all plumbing fixtures. The electrical system will receive a new 100kw generator, switch gear, updated wiring, new light fixtures, and controls.

4. Justification of the Request: Drumlin Dining Hall (33,407 GSF) was constructed in 1965, and is open to all students, although it primarily serves the six low-rise residence halls and the new suite style residence hall on the west side of campus. The basic layout of the dining hall has not changed since it was built in 1965.

    During the planning of the previous renovation project that occurred during the summer of 2004, there were a number of facility upgrades that were identified, but those improvements were delayed because of budget concerns. This project will address the 45-year-old HVAC systems that are outdated, inefficient, and incapable of serving the current and proposed new dining layout. During the summer of 2004, the second floor dining area of Drumlin Hall was minimally renovated.

In the spring of 2011, a design firm was selected to develop the scope of this project. At that time, it was discovered that the previous budget underestimated the cost to address all the mechanical, electrical, and plumbing issues. Other scope items that were not previously addressed include the new electrical generator, the total replacement of the plumbing system, and the electrical distribution system upgrades.

5.　Budget and Schedule:

Budget	%	Cost
Construction		$4,184,000
Hazardous Material Abatement		80,000
Energy Management Systems		30,000
Total Construction		4,294,000
Contingency	8.1%	350,000
A/E Fee and Other Fees	10.2%	442,000
DSF Management Fee	4.0%	214,000
Total Project Cost		$5,300,000

Schedule	Date
BOR/SBC Design Report Approval	February 2012
100% Construction Documents	April 2012
Bid Date	May 2012
Start of Construction	June 2012
Final Completion	Dec. 2012

6.　Budget Impact:

Dining Rate Impact	Fiscal Year	Annual Fee
The rate impact will be $365,000 per year for 20 years, or $104 per year, per student.	2012- 13	$104.00

7.　Previous Action:

August 19, 2010 Resolution 9801	Granted authority to seek enumeration of the Drumlin Dinning Hall Remodeling project as part of the 2011-13 Capital Budget at an estimated project budget of $4,627,000 Program Revenue Supported Borrowing. The project was subsequently enumerated at that level and funding source.

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, authority be granted to construct various maintenance and repair projects at an estimated total cost of $15,775,400 ($12,029,500 General Fund Supported Borrowing; $2,143,500 Program Revenue Supported Borrowing; and $1,602,400 Program Revenue-Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
February 2012

1. Institution: The University of Wisconsin System

2. Request: Authority to construct various maintenance and repair projects at an estimated total cost of $15,775,400 ($12,029,500 General Fund Supported Borrowing; $2,143,500 Program Revenue Supported Borrowing; and $1,602,400 Program Revenue-Cash).

FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
MIL	12A1A	NW Quad Multi-Bldg Elev Renv, Phase I	$ 2,861,500	$ -	$ 52,500	$ -	$ -	$ 2,914,000
		FM&R SUBTOTALS	$ 2,861,500	$ -	$ 52,500	$ -	$ -	$ 2,914,000

HEALTH, SAFETY, & ENVIRONMENTAL PROTECTION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
EAU	12A1F	Campus Fire Alarm System Renv	$ 1,981,900	$ -	$ 265,200	$ -	$ -	$ 2,247,100
		HS&E SUBTOTALS	$ 1,981,900	$ -	$ 265,200	$ -	$ -	$ 2,247,100

UTILITIES REPAIR & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
MSN	12A2Z	Langdon St Utility Tunnel Repl	$ 3,473,300	$ -	$ 1,284,700	$ -	$ -	$ 4,758,000
STP	12A1G	Campus Fiber Optic Upgr	$ 484,600	$ 336,700	$ -	$ -	$ -	$ 821,300
STP	12A1H	Campus Switchgear Repl	$ 1,588,800	$ 1,104,200	$ -	$ -	$ -	$ 2,693,000
SUP	11I1S	Catlin Ave Pits 3A-8A Box Cond Repl	$ 1,639,400	$ 702,600	$ -	$ -	$ -	$ 2,342,000
		UR&R SUBTOTALS	$ 7,186,100	$ 2,143,500	$ 1,284,700	$ -	$ -	$ 10,614,300

	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
FEBRUARY 2012 TOTALS	$ 12,029,500	$ 2,143,500	$ 1,602,400	$ -	$ -	$ 15,775,400

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

Facilities Maintenance and Repair Requests

MIL - Northwest Quadrant Multi-Building Elevator Renovation, Phase I ($2,914,000): This project replaces six traction passenger elevators in Building B and three traction passenger elevators in Building D to reduce repairs, improve reliability, and reduce energy use. Building B work includes replacing all elevator components of the three Orange Bank nine-stop traction passenger elevator cars #5, #6, and #7 and the three Yellow Bank nine-stop traction passenger elevator cars #8, #9, and #10. Building D work includes replacing all elevator components of the three Green Bank eleven-stop traction passenger elevator cars #18, #19, and #20.

Equipment replacements for all areas include the car door operators, controls, drive motors, and generators. The elevator cars will be renovated. The condition of rails and car slings will be assessed and the equipment replaced if needed. The elevator DC motor generators

will be replaced with AC variable frequency drive (VFD) motors, and rope brakes will be installed. The obsolete elevator control systems will be replaced with microprocessor-based units to improve energy efficiency and improve traffic management. Fire fighter service operation will be provided including all fire alarm sensors and fire alarm control panel interfaces. The Orange Bank and Yellow Bank elevators share a common machine room in Building B and the Green Bank elevators have a separate machine room in Building D. Heating and cooling improvements to the machine rooms will be implemented as needed to satisfy the equipment warranty. Elevator door access and operation will be improved to meet ADA requirements.

The Orange Bank elevators serve occupants of both Buildings A and B, and are the most used elevators in the building complex. The elevator equipment for cars #5 and #6 is nearly 50 years old, and the equipment for car #7 is more than 40 years old. A 2004 elevator survey and analysis indicated that control parts were still available for this equipment, but they were becoming increasingly more difficult if not impossible to obtain. The Yellow Bank elevators are adjacent to the Orange Bank elevators and are also an important part of the vertical circulation serving both Buildings A and B. Since they share a common machine room with the Orange elevators, and are of the same vintage, these elevators should be upgraded at the same time. The elevator equipment for cars #8 and #9 is nearly 50 years old, and the equipment for car #10 is 40 years old. The Green Bank elevators serve all ten levels of Building D and are critical to the vertical circulation of this tower. It is the second most used elevator bank in the Northwest Quadrant complex. The elevator equipment for cars #18 and #19 is 35 years old, and car #20 is more than 20 years old.

The relay logic controls with AC/DC generators are obsolete. The DC motor generator machines produce carbon dirt and waste energy. Modern microprocessor controls coupled with new elevator machines are energy efficient. The elevator machine room is poorly ventilated and summertime heat build-up is high, adversely affecting the operation of the elevators. All three elevators require upgrades to comply with current fireman's service and accessibility requirements. This project is needed to ensure reliable service to the thousands of daily occupants of these buildings.

Health, Safety, and Environmental Protection

EAU - Campus Fire Alarm System Renovation ($2,247,100): This project installs new fire alarm systems in two maintenance and utility buildings (62,924 GSF), upgrades the fire alarm systems in 14 academic buildings and 8 residence halls (2,250,441 GSF), and installs new public address systems in two residence halls (68,421 GSF) to improve smoke and heat detection, provide central reporting and mass notification, provide additional audio/visual alarm signals to meet ADA code, and improve maintenance. The project will ensure greater security for building contents and improved occupant life safety.

Project work includes installing new fire alarm systems in the Heating Plant and the Maintenance and Central Stores building; replacing panels in Chancellors Hall, McIntyre Library, and Schofield Hall; installing new public address systems in Horan Hall and Thomas Hall; and upgrading fire alarm panels for central reporting and/or mass notification. The horn/strobe style signal devices will be replaced by speaker/strobe style signal devices in

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various buildings and additional devices will be installed in various locations. Buildings not currently connected to the campus central reporting/security station will be connected through the campus fiber optic backbone. Fiber interface modules with audio communication capability will be added to existing panels to allow mass notification from the central reporting/security station. New audio interface modules will be added to six residence hall fire alarm panels to allow mass notification through new or existing public address systems in each building.

Most of the fire alarm systems in the academic buildings were replaced in the early 1990s under a campus-wide project. At that time, some buildings received horn/strobe style alarm devices and some buildings received speaker/strobe style alarm devices. Alarm devices were not installed in many public spaces, which is now required by code. Most, but not all, buildings were connected to the campus central alarm central reporting system. Current state fire alarm system design guidelines include installation of one-way voice systems to allow emergency responders to direct building occupants to safety. This is not possible in the buildings that do not have speaker/strobe style signal devices. On many campuses, these building audio systems are now linked to a central location for mass notification. This mass notification capability is critical to alert building occupants of emergency situations including weather alerts, hazardous chemical spills, and campus security issues. Central reporting of fire alarms is critical to building occupant safety and the protection of building contents.

Utilities Repair and Renovation Requests

MSN - Langdon Street Utility Tunnel Replacement ($4,758,000): This project replaces a brick utility tunnel and upgrades a concrete tunnel that is located between Science Hall and Memorial Library along Langdon Street. New compressed air (CA), high pressure steam (HPS), and pumped condensate return (PCR) lines will be installed in a new accessible concrete tunnel.

Project work includes constructing a new accessible concrete utility tunnel to replace a 500 LF section of brick utility tunnel, repairing a 100 LF section of concrete utility tunnel, and replacing a 60 LF section of concrete box conduit between Science Hall and Memorial Library along Langdon Street. Piping in the utility tunnel consists of 8-inch HPS, 4-inch PCR, and 2-inch CA. Utility connections along the length of tunnel include connections to Science Hall, Memorial Union, the State Historical Society, the Red Gym, and Memorial Library. The 4-inch chilled water supply and return to Science Hall is currently located within the tunnel between the State Historical Society and Science Hall. Chilled water will be relocated using the 8-inch connections provided during the East Campus Utility Improvements project along Observatory Drive on the north side of Science Hall. All areas disturbed by the project will be fully restored, including roadways and associated gutters, pedestrian walkways, landscaping features, and site structures.

Coordination of project construction schedules and final surface repair features will be required with the project team currently designing the State Historical Society Headquarters Accessible Entry project.

The deteriorating oval arched brick utility tunnel, which is more than 100 years old, is becoming a safety concern. Because it is one of the smallest tunnels on campus, it is both difficult and dangerous to access. Portions of the utility tunnel have been previously replaced. One section was replaced more than 40 years ago and requires upgrades to the pipe supports, piping, and external tunnel waterproofing. Recently, a connection of the utility tunnel to Phase 4 of the East Campus Utility Improvements project was constructed. The concrete walls and ceiling at this location required significant reconstruction with additional and unanticipated cost.

Nearly one-half the length of this utility tunnel project is directly adjacent to the State Historical Society. The State Historical Society Headquarters Accessible Entry project, which is currently in design, will construct a code-compliant barrier free access adjacent to the existing north entrance of the State Historical Society. This project is located directly above the utility tunnel. The utility tunnel replacement project is required now to avoid disturbing the future construction that will be completed as part of the Headquarters Accessible Entry project.

STP - Campus Fiber Optic Backbone Upgrade ($821,300): This project upgrades the campus network signal utility by installing a single mode fiber optic cable ring connecting all campus nodes to provide greater network capacity, increased network reliability, and fiber path redundancy. The project includes an initial comprehensive study of the current infrastructure, project intent, and proposed scope including proposed fiber optic cable pathway route for impacts to land use, utilities, walkways, and streets. The goal is to evaluate the proposed and possible alternate routes to minimize potential adverse impacts.

Project work includes installing a single mode (SM) fiber in a ring fashion from the campus node in Student Services Data Center to the Learning Resources Center Data Center node, the Knutzen Hall node, and the Roach Hall node. Fiber strand counts for each building will be increased to 36 SM. The fiber will be installed in existing or new concrete encased signal ductbanks or by direct burial in HDPE conduit. Direct buried fiber will be installed by directional bore under concrete sidewalks where they exist for protection. Direct bury pathway will consist of at least two conduits with hand holes as needed to pull fiber cable. Building signal service entrances and main distribution frame (MDF) rooms in the four nodal buildings will be upgraded to provide a proper environment for equipment and network service staff. Electronic equipment will be purchased to light the fiber and support network operation. Three new fiber pathway links between campus nodes will be constructed.

The campus fiber optic backbone upgrade is needed to meet current and future requirements for the university's data, voice, video, environmental, and safety systems which communicate over the fiber. Increasing academic, student and administrative use of the data network is exceeding the capacity of the multi-mode fiber backbone. It is also anticipated that the campus fiber optic cable infrastructure will be used to distribute video signals, greatly increasing network traffic volume.

In 1993, between 18 and 36 strands of multimode fiber were installed to allow ten megabits per second (Mbps) of traffic across the backbone. Several years ago, the campus backbone transmission speed was increased to 100 Mbps. Now network traffic between buildings must

increase to 1,000 Mbps to support greater network traffic. However, multimode fiber optic cable will not support 1,000 Mbps if the length of fiber exceeds 550 meters. Several campus buildings are beyond 550 meters from the campus central node in the Learning Resource Center including the Student Services node, the Knutzen Hall node, and the Roach Hall node.

A redundant fiber optic ring configuration is needed to support the critical systems that now rely on this infrastructure. Building security, fire alarm, and environmental control systems are connected through the campus fiber network. The present fiber plant has single pathways that connect multiple buildings. A cable break could leave several buildings without security, fire alarm reporting, environmental controls, and functioning voice and data networks. The signal conduits in many areas of campus are well beyond conduit maximum fills. The signal ductbank infrastructure between the Learning Resources Center and the ductbanks in the Franklin Street utility corridor are at capacity. New capacity is desperately needed to route new fiber from the central node in Learning Resources Center to other buildings.

STP - Campus Primary Electric Switchgear Replacement ($2,693,000): This project replaces the campus primary electrical switchgear to provide additional distribution capacity and replace equipment that has reached the end of its useful life. Project work includes replacing the 15 KV primary electrical service equipment located adjacent to the Heating Plant. One line-up of exposed metal clad switchgear will be replaced by one line-up of metal clad switchgear in a sheltered aisle enclosure. The line-up will include compartments for one main, and ten feeder draw-out air magnetic or vacuum circuit breakers as well as an AC power transformer/panel, a DC control power supply, and metering. A new capacitor bank will be installed if utility bill savings can be realized. An emergency electrical circuit will be extended from the Heating Plant emergency distribution system to the switchgear to provide power for maintenance in an outage. A new brick screen wall will be constructed to enclose the switchgear yard.

The project will also construct approximately 1,000 LF of four 5-inch power conduits and four 4-inch signal conduits ductbank south along Illinois Avenue to the entry of Parking Lot T and then west along the Moses Creek corridor parallel to Reserve Street. A radial feeder from the switchgear lineup to the North Campus Chiller Plant will be extended south from the North Campus Chiller Plant through an existing and new ductbank, and then extended north back to the campus switchgear for the creation of a new central/south campus loop feeder.

The campus electrical switchgear was installed in 1965, when the Campus Heating Plant was constructed. During the last four years, UW System has replaced 1960s vintage switchgear at six campuses because the equipment had reached the end of its useful life. UW-Stevens Point is the only campus where switchgear equipment of this vintage still needs to be replaced. The configuration of the outdoor gear requires that the operation and maintenance activities occur in all types of weather, which is a safety concern.

All buildings on the central and southern portions of campus are served by two feeder loops. With the construction of future facilities identified in the Master Plan this distribution network will not have adequate capacity to supply those facilities if a feeder cable segment were to fail. A new main campus loop circuit is needed to provide adequate redundant

capacity to those campus areas. The installation of this circuit will allow the connection of a new Chemistry-Biology building that is currently in pre-design. This is the first of three new facilities to be constructed in the central portion of campus. It is anticipated that construction of the Chemistry-Biology building to be located on the southern portion of Parking Lot X will begin in 2014.

SUP - Catlin Avenue Utility Pits 3A-8A Box Conduit Replacement ($2,342,000): This project replaces 1,220 LF of concrete box conduit containing steam and condensate return lines that serve all three buildings on the southern campus and constructs a new concrete box conduit and extends steam and condensate utility piping to connect to the Hawkes Hall and Ross Hall student residence halls. This will eliminate a condensate return line leak in the near term and replace a condensate return line that is beyond its service life for long-term reliability.

Project work includes replacing ~320 LF of concrete box conduit containing 8-inch high-pressure steam and 4-inch condensate return piping from pit 3A to pit 5A; and ~900 LF of concrete box conduit containing 6-inch high-pressure steam and 3-inch condensate piping from pit 5A to pit 8A. All piping, valves, and expansion joints in the pits will be replaced as needed. Pit 5A, which is included in the former temporary heating plant foundation, will be eliminated and a new 180 LF concrete box conduit will be constructed from Pit 4A to the new infill building link constructed between Hawkes Hall and Ross Hall. A new sump, including associated controls, electrical wiring, and discharge piping will be installed in Pit 7A. New sump pits will be installed in Pits 3A, 4A, 7, and 8A by saw cutting the floors of the pits and installing new sump crocks. All sump pump controls will be replaced. This project will also complete site excavation, utilize storm water best management practices, install new light poles along Catlin Avenue as per campus standards, construct new concrete box conduit, replace condensate return lines, install new insulation for existing and new piping, backfill all excavations, and restore the project site as needed.

Project work near Pit 4A will need to be coordinated with the site work anticipated as part of the Ross Hall and Hawkes Hall Renovation. The current conceptual site design will create a drop off driveway in the vicinity of these pits, leading to the proposed building commons link between Ross Hall and Hawkes Hall.

The steam and condensate return main serving the southern campus was installed in 1966. The line is located along the west side of Catlin Avenue from pit 3A at Faxon Street to pit 8A located east of Wessman Arena. The line provides steam to Hawkes Hall, Ross Hall, and Wessman Arena. In 1966, this line was fed from a temporary heating plant located at pit 5A. In the early 1970s, the steam line was connected to the campus Central Heating Plant and the temporary plant was razed.

The condensate return line leaks and needs to be replaced. The concrete box conduit was constructed in heavy clay soil and storm water collects in the conduit system and steam pits. The steam pits are pumped, but repeated water infiltration has caused the line to corrode and fail. A new concrete box conduit system with a storm water drainage system needs to be installed to avoid future corrosion problems and provide reliable steam service to the three campus facilities.

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 12,029,500
    Program Revenue Supported Borrowing 2,143,500
    Program Revenue Cash 1,602,400
    Total Requested Budget ..$ 15,775,400

6. Previous Action: None.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
1220 Linden Drive, Room 1820
Madison, Wisconsin 53706
February 9 & 10, 2012

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

1. Calling of the roll

2. Approval of the minutes of the October and December 2011 meetings

3. Report of the President of the Board
   a. Educational Communications Board, Higher Educational Aids Board, Hospital Authority Board, and Wisconsin Technical College System Board reports
   b. Report of the Ad Hoc Committee on Board Roles and Responsibilities
   c. Approval of bylaws revisions to create a Research, Economic Development, and Innovation Committee
      [Resolution II.3.c.]

4. Report of the President of the System
   a. Update on higher education issues and legislative matters
   b. Good news from around the UW System

5. Annual Board of Regents Diversity Awards

6. Report and approval of actions taken by the Business, Finance, and Audit Committee

7. Report and approval of actions taken by the Capital Planning and Budget Committee

8. Report and approval of actions taken by the Education Committee

9. Communications, petitions, and memorials

10. Move into closed session to consider UW-River Falls and UW-Stout honorary degree nominations, as permitted by s. 19.85(1)(f), *Wis. Stats*.; to consider personal histories related to the naming of facilities at UW-Madison and UW-River Falls, 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.

Board of Regents

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email: board@uwsa.edu
website: http://www.uwsa.edu

February 10, 2012
Agenda Item II.3.b.

DATE:　　　February 2, 2012

TO:　　　　UW System Board of Regents President Michael Spector

FROM:　　　Regent Mark Bradley, Committee Chair
　　　　　　UW System Vice President for Finance Debbie Durcan
　　　　　　Regent Ed Manydeeds
　　　　　　Board of Regents Secretary Jane Radue
　　　　　　UW-River Falls Chancellor Dean Van Galen
　　　　　　Regent David Walsh
　　　　　　UW-Madison Chancellor David Ward

SUBJECT:　Report of the Ad Hoc Committee on UW System Board of Regents
　　　　　　Roles and Responsibilities

　　　　The Ad Hoc Committee on UW System Board of Regents Roles and Responsibilities respectfully submits this report, which presents the conclusions and recommendations resulting from our research and discussions. When you appointed this Committee, you charged it with: (1) committing to writing the key functions and responsibilities of the Board going forward, statutory and otherwise; and (2) examining how the Board can best meet those functions and responsibilities, including whether the Board should change its current committee structure.

BACKGROUND

　　　　At the October 7, 2011 Board of Regents meeting, you spoke of the Board's ongoing responsibilities, quoting from the statutes the introductory language regarding the Board of Regents' responsibilities:

> The primary responsibility for governance of the system shall be vested in
> the board which shall enact policies and promulgate rules for governing the
> system, plan for the future needs of the state for university education,
> ensure the diversity of quality undergraduate programs while preserving the
> strength of the state's graduate training and research centers and promote
> the widest degree of institutional autonomy within the controlling limits of
> system-wide policies and priorities established by the board.
> [s. 36.09(1)(a), Wis. Stats.]

You also referred to other statutes that authorize the Board to select the System president, select chancellors, set tuition, and conduct other business.

Universities: Madison, Milwaukee, Eau Claire, Green Bay, La Crosse, Oshkosh, Parkside, Platteville, River Falls, Stevens Point, Stout, Superior, Whitewater,
Colleges: Baraboo/Sauk County, Barron County, Fond du Lac, Fox Valley, Manitowoc, Marathon County, Marinette, Marshfield/Wood County, Richland,
Rock County, Sheboygan, Washington County, Waukesha, Extension: Statewide

At the same time, you suggested that changes may be necessary in how the Board conducts its business and how it governs the System in light of recent developments, such as the report of the President's Advisory Committee on the Roles of UW System Administration, the passage of the 2011-13 budget bill, and increased delegation of decision-making to UW System chancellors. You suggested that consideration be given to all aspects of the Board's role, and to what changes the Board should make in how it accomplishes its business. Consistent with this charge, the Committee's report is divided into two parts: (1) key board functions and responsibilities; and (2) how the Board can best meet its responsibilities.

PART #1 OF COMMITTEE CHARGE: KEY BOARD FUNCTIONS AND RESPONSIBILITIES

Committee members considered which functions within the System are most effectively addressed by Board members and discussed ways that the Board of Regents can use its time most wisely. The Committee evaluated: (1) ways in which the Board's role continues to evolve; and (2) key Board responsibilities.

Evolving Board Roles and Responsibilities

As the Committee considered how the Board's role is likely to be affected by the biennial budget and increased delegation of authority to System institutions, it identified various potential consequences, some of which you alluded to during the October 2011 Board meeting. Many are shifts in attention or emphasis: (1) increased emphasis on ways in which the Board can be even more instrumental in identifying state higher education needs and advocating for ways to address those needs; (2) greater focus on educational program array, rather than program quality; (3) greater attention to the results of budgetary decision-making at the institution level, rather than to amounts allocated to each institution; (4) stronger emphasis on accountability and how to communicate the System's achievements most effectively; and (5) new attention to monitoring the progress of decentralization.

At the same time, the Committee noted that some key responsibilities should not change, and continue to be important roles for the Board. These are described below.

Key Functions and Responsibilities

In light of the evolving nature of the Board's responsibilities, the Committee recognized that the Board's core responsibilities should be described in relatively broad terms. The Committee identified key responsibilities of the Board of Regents as codified in state statutes, as identified by the Association of Governing Boards as good practices of effective boards of trustees, and as suggested by the experiences of members of the Committee.

The Committee concluded that certain key responsibilities are appropriately vested in the citizen governing board of a public system of higher education, as delineated in Table 1.

Table 1: UW System Board of Regents Key Responsibilities

Key Responsibility	Examples of Board's Authority*
1. **Mission**	• Oversee a system of higher education that enables students of all ages, backgrounds and levels of income to participate in the search for knowledge and individual development. • Establish for each System institution a mission statement delineating specific program responsibilities and types of degrees to be granted. • Keep the missions current, and ensure the missions are aligned with public purposes.
2. **Academics and Research**	• Preserve and protect academic freedom. • Plan for the future needs of the state for university education, ensuring the educational quality of System institutions and the diversity of undergraduate programs, while preserving the strength of the state's graduate training and research centers. • Establish policies for the appropriate transfer of credits within the System and from other educational institutions outside the System.
3. **Accountability**	• Conduct the Board's business with appropriate transparency, adhering to the highest ethical standards. • Ensure the currency of Board governance policies and practices, and periodically assess the performance of the Board, its committees, and its members. • Submit an annual accountability report to the Governor and Legislature.
4. **Student Affairs**	Promulgate rules governing student academic and nonacademic conduct and procedures for the administration of violations.
5. **Advocacy and Leadership**	• In concert with the System president, administration and chancellors, engage regularly with each institution's major constituencies. • Advocate for resources to fulfill the System's public purpose.
6. **Fiscal Integrity**	• Ensure the System's fiscal integrity, preserve and protect its assets, and promote internal coordination and the wisest possible use of resources. • Promote fiscal transparency and understanding.
7. **Employment of President and Chancellors**	• Recruit, appoint, evaluate and support the System president. • Appoint a chancellor for each institution, a dean for each college campus, and other positions identified in state statutes. • In conjunction with the System president, set expectations for the president and chancellors and assess their progress toward meeting the expectations.

Key Responsibility	Examples of Board's Authority*
8. Governance	• Enact policies and promulgate rules for governing the System. • Delegate to each chancellor the necessary authority for the administration and operation of his or her institution within the policies and guidelines established by the Board. • Promote the widest degree of institutional autonomy within the controlling limits of systemwide policies and priorities established by the Board. • Promulgate rules to protect the lives, health and safety of persons on property under the Board's jurisdiction and to prevent obstruction of the functions of the System. • Establish tuition and fees for students' enrollment in educational programs or use of facilities in the System. • Purchase, have custody of, and control any lands, buildings, books, records and all other property which may be necessary and required for the use of the System. • Promulgate rules for the management of all System property, for the care and preservation of this property, and for the promotion and preservation of the orderly operation of the System.
9. Economic Development	Support and highlight the ways that the UW System promotes strong communities and the growth of business in the state, including the creation and retention of jobs.

*Not intended to be an all-inclusive list of the Board's authority.

While considering the Board's responsibilities, the Committee concluded that new roles for the Board of Regents are emerging on several fronts:

- As institutions are given more flexibility with respect to planning and funding decisions, the Board has a continuing obligation to assure that the efforts of each institution are aligned with systemwide priorities.

- As institutions are given more operational flexibility, Board committees can focus primarily on items for which Regent involvement is critical, allowing more time for Regent engagement in strategic discussions and advocacy.

- As science and technology play an increasingly important role in a 21st century economy, the Board should focus greater attention on the varied research missions of the UW System institutions, including how professional development, outreach, and research can enhance regional and statewide economic development efforts.

On the whole, the Committee recognized the Board's most appropriate role is as a policy-setting board, rather than as an operations-focused board.

PART #2 OF COMMITTEE CHARGE: HOW THE BOARD
CAN BEST MEET ITS FUNCTIONS AND RESPONSIBILITIES

The Committee analyzed how the Board could best fulfill its responsibilities. The Committee examined: (1) how to maintain a strategic focus for the Board; (2) the operation of Board of Regents committees; and (3) the structure of regular Board of Regents meetings.

Strategic Focus

A theme of the Committee's discussions was a desire to emphasize high-level policy-setting and strategic directions, rather than operational issues. A related theme was a desire to use Regents' time most effectively, in light of changes in the authority delegated to System institutions. The Committee identified three areas for consideration: (1) the value of more frequent discussion of high-priority higher education issues; (2) the benefit of briefings from chancellors about their strategic visions for their institutions; and (3) Board members' roles outside of Board meetings.

High-Priority Higher Education Issues

The Committee concluded that Regent meetings offer a public forum for discussing significant higher education issues, and that it would be valuable for Board members to have more time reserved to discuss these issues. Regents would prepare in advance for the discussions by reviewing articles, research, or other materials. Presenters from within or outside of the System may be involved, but the focus would be on Regent discussion.

Topics would be suggested by Regents, or global issues would be developed by the System president and the chancellors, in keeping with the move toward increased chancellor involvement in Board-meeting planning. Examples might include such topics as tuition policy, differential tuition, access, affordability, graduate education, accountability, collaboration with the Wisconsin Technical College System, charter schools, or legislative issues.

The Committee's interest in the Board's taking ample time to consider and discuss high-level policy items is reflected in two additional suggestions: (1) that the Board begin its meetings earlier, at 9 a.m., on Thursdays to use Regents' time most efficiently; and (2) that ceremonial matters, such as Regent awards, honors, or farewells, be taken up early on Thursday afternoon, so that the Board can maintain a focus on its business meeting on Friday morning.

Chancellor Briefings on Strategic Visions

Related to greater consideration of strategic issues, the Committee also identified an interest in hearing more directly from chancellors about their strategic goals and how they are aligned with System priorities established by the Board. At all or most of its regular meetings, for example, the Board could hear from a chancellor about his or her plans for carrying out the mission of his or her institution, with presentations potentially based on five-year plans. Chancellors would consult with the System president in preparing their presentations. The content of such presentations could be prescribed, such that each chancellor would address certain key areas -- strategic planning efforts, improvements in undergraduate education, long-term goals,

Inclusive Excellence efforts, plans for new programs or enrollment growth, and implementation challenges, for example. Chancellors' presentations could involve stakeholders, such as foundations, alumni, donors, key faculty, researchers or staff.

Subsequent to the initial chancellor presentations, chancellors would, over time, present to the full Board their reports on progress toward meeting their goals. Such presentations would provide the Board with a bigger-picture view of each institution.

Regent Role Beyond Meetings

Consistent with the Committee's emphasis on high-level policy and strategic thinking, the Committee considered whether the time might be right for the Board to consider conducting six regular two-day meetings each year, rather than six two-day and two one-day meetings. Several reasons support such a change:

1. The Committee's list of Regent responsibilities includes "advocacy and leadership" and suggests that Regents' work extends beyond the Board meetings and that Regents should take time to engage with the System's major constituencies. This can be done in various ways, including through Regent-buddy visits to System institutions. A number of Regents are involved in other assignments related to their Regent duties, such as service on the UW Hospital and Clinics Authority Board, the Educational Communications Board, the Wisconsin Higher Educational Aids Board, and the Wisconsin Technical College System Board. Regents also serve on other standing committees and special committees. The Ad Hoc Working Group on UW System Structure and Governance may identify additional ways for Regents to become even more knowledgeable about local or regional issues affecting System institutions.

2. The two one-day meetings each year have offered an opportunity for Regents to engage in more strategic topics and intensive conversation. If the Board addresses these kinds of topics regularly, throughout the year, the need to set aside time on two separate days is reduced.

3. It appears that the UW System Board of Regents spends more time in meetings than other system boards do. Based on data from a 2010 Association of Governing Boards survey of public colleges and universities, system-level board meetings occur on an average of 11.5 days per year, while the UW System Board of Regents' regular schedule includes full-Board meetings on 14 days per year.

Thus, the Committee concluded that a natural result of allowing more time for strategic discussions throughout the year would be a shift to six two-day meetings each year. The Regent role extends well beyond the meetings themselves, and this change would allow more time for Regents' strategic engagement at System institutions, with legislators, and with community and business leaders throughout the state. Recognizing, however, that the need may arise for the Board to attend to special matters, the Board's annual meeting schedule should include two days reserved for meetings at the discretion of the Board president.

Board of Regents Committees

The Committee also considered the structure and operation of the Board's standing committees. The Committee reasoned that Board committees should work primarily on those items that are critical to fulfilling its statutory and governance responsibilities, with any non-essential or optional items eliminated from committee agendas, freeing up time for Regents to engage in advocacy or to advance issues that benefit the state. Several areas were examined: (1) streamlining the operation of the standing committees that meet regularly; (2) potential new "sector" committees; and (3) the emergence of science, technology, research, and economic development as topics worthy of increased Board attention.

Streamlining Committee Operations

To assess opportunities for streamlining the operation of the three Board standing committees that meet regularly, the Committee reviewed an analysis prepared by the Board of Regents Office in conjunction with Board committee staff. The purpose of the analysis was to examine the extent to which agenda items align with the Committee's interest in emphasizing high-level policy-setting and strategic directions, and whether there might be opportunities to delegate Board responsibilities that are more operational in nature.

Agendas from three recent Board meetings – for June, July, and October 2011 – were examined to determine whether items were considered by Board committees due to statutory or other requirements, or for other reasons. Table 2 summarizes the results of this analysis.

Table 2: Reasons for Board of Regents Committee Agenda Items
June, July, and October 2011

Reasons Items were Taken to the Board	Education	Business, Finance & Audit	Capital Planning & Budget	Total
Required*	16 (55%)	13 (45%)	20 (65%)	49 (55%)
Discretionary**	13 (45%)	16 (55%)	11 (35%)	40 (45%)
Three-month total (excluding approval of minutes)	29	29	31	89

*Based on state statutes, administrative rules, or Board policy.
**Items present high-profile, new, or important information.

It is important to note that "required" items are not necessarily action items, and "discretionary" items should not necessarily be omitted. For example, the regular reports to the Business, Finance, and Audit Committee on the Human Resource System are required by a past Board resolution, but they do not require Board action. Conversely, a review of the new federal regulations on program integrity may be discretionary, but this is a significant area that is important for Board members to understand.

Nevertheless, this analysis suggests that there are opportunities to reduce the size of the standing-committee agendas. Some required items could be delegated to the System president or chancellors, and some non-required, information-only items could be eliminated from the committee agendas. If it is decided to make a conscious effort to reduce the length of the agendas, then it may be useful to identify criteria to be applied when decisions are made about agenda items. The chair of each committee could work in conjunction with System staff to assess whether prospective agenda items *must* have the Board's attention, or whether they could be delegated to System Administration or institution staff.

The Committee agreed that an additional streamlining measure would be for standing-committee chairs to forgo reading their reports to the full Board during Friday morning full-board sessions. Rather, the reports would be distributed electronically to Regents Thursday evening or early Friday morning. This approach would be more efficient, and would still allow for discussion of any items in the committee reports or of resolutions recommended for adoption.

Potential "Sector" Committees

At your request, the Committee considered the benefits of so-called "sector" committees. The primary advantage of these committees is that they would focus the Board's attention on issues unique to each sector of the UW System: (1) the two doctoral institutions; (2) the 11 comprehensive institutions; and (3) the UW Colleges and UW-Extension. For example, as you noted, a Doctoral Institutions Committee might consider issues such as graduate student remissions, Division I athletics, or certain types of advanced research. A Comprehensive Institutions Committee might consider undergraduate and master's program arrays among those institutions. Regents would develop expertise regarding all aspects – educational, financial, capital planning – of a given sector.

As part of its consideration of sector committees, the Committee examined how other Boards are organized to conduct their business, finding significant variation among public systems of higher education with regard to the number of standing committees. However, certain commonalities exist. Standing committees seem to be generally organized around functional areas, such as finance, audit, academic affairs, personnel, public affairs, governance, property and facilities. The results of the 2010 Association of Governing Boards' annual survey of higher education governing boards shows that some of the most frequently-reported standing committees of public college, university and system governing boards were similar to those of the UW System Board of Regents – e.g., Finance, Audit, Academic Affairs, Executive, Education, Buildings and Grounds.

The Committee also examined research on other systems' boards, which revealed few instances of "sector" committees. One example of a system board with a standing committee to address the issues or needs of doctoral/research institutions within a system is the Louisiana State University (LSU) System. The LSU Board of Supervisors has several standing committees based on operational topics, such as finance, academic and student affairs, property and facilities, research and economic development, as well as a standing Flagship Committee. The Flagship Committee was instituted to focus more attention on the system's flagship institution in Baton Rouge; LSU System staff report that this committee has not met in recent years.

Some systems that include community colleges have standing committees that specifically address the community-college sector of their system. In the University of Hawaii System, a 15-member board of regents governs three universities (one research and two baccalaureates) and seven community colleges; according to board bylaws, one of the seven standing committees is the Committee on Community Colleges. The Montana University System Board of Regents is a seven-member board that governs fourteen universities and colleges in the Montana University System, including three community colleges; one of the board's four standing committees is the Two Year and Community College Committee.

After careful consideration of a possible sector-committee structure, the Committee determined that while the possibility of sector committees holds some appeal, the potential benefits would not likely outweigh the challenges. Among the challenges: (1) only a small subset of Regents would develop expertise related to a given sector; (2) the new model may emphasize differences among sectors or promote Regent advocacy for sectors, rather than promoting statewide Regent responsibility; (3) sector groupings may not recognize differences in mission and focus between UW-Madison and UW-Milwaukee as doctoral institutions, among the "comprehensive" institutions, or between UW Colleges and UW-Extension; (4) Regents would not develop expertise or specialization in particular subject matter, such as business or capital planning; (5) the varied number of institutions within each sector may lead to an imbalance of work among committees; (6) limited opportunities may be available to highlight high-profile and unique items or special reports within the "comprehensives" committee because of the large number of institutions; (7) significant workload issues could arise for Regents and staff if the sector committees were supplemental to, rather than replacements for, current Board committees; and (8) any matters of systemwide scope or that cross over committees may need to be addressed by the entire Board, rather than by committees.

Research, Economic Development, and Innovation

Research on other systems showed that it was more common to find system-level standing committees related to economic development and research, rather than sector committees. For example, the State of Iowa Board of Regents has a standing committee for economic development, as well as standing committees for other functional areas. The University of Massachusetts System Board of Trustees has a standing committee for science, technology, and research, as well as standing committees for compensation, academic and student affairs, administration and finance, audit, and university advancement. The University of Tennessee System Board of Trustees has a standing committee on research, outreach, and economic development. Within the UW System, the August 2010 Report of the President's Advisory Committee on the Roles of UW System Administration recommended that efforts be made to enhance the capacities of System Administration and institutions to lead, coordinate, and respond to community and economic development opportunities throughout the state.

The Committee concluded that an additional standing "Research, Economic Development, and Innovation Committee" would afford some of the same opportunities to showcase individual institutions that sector committees would, but without some of the drawbacks. In a 21st-century economy, UW System institutions and researchers are at the forefront of scientific and technological developments. The creation of a new Research, Economic Development, and Innovation Committee would meet several important goals: (1) elevate the knowledge economy

as a priority topic for the Regents and signal the Board's recognition of the importance of the System's scientific and technical work in moving the state forward; (2) highlight for state and local leaders the role and potential of UW System institutions in addressing the state's economic development challenges; and (3) recognize that institutions from multiple sectors within the UW System are involved in important research and economic development work.

The Committee developed a prospective description of the scope of the new committee's work, as shown in Table 3.

Table 3: Proposed New Board of Regents Research, Economic Development, and Innovation Committee

The proposed Research, Economic Development, and Innovation Committee shall initially meet as a committee of the whole, with the President and Vice President of the Board serving as Chair and Vice Chair of the Committee. Among the Committee's responsibilities would be to:

- Adopt policies and develop strategies designed to strengthen the UW System's overall contribution to the economic development of the state and to support professional development, outreach, and research at all UW System institutions within the context of their unique missions.

- Consider any matters related to the UW System's role in enhancing its research enterprise and bolstering the state's economy. Such matters may include the advancement and growth of basic, applied, and clinical research; technology transfer; entrepreneurship; industry partnerships; and the development of intellectual capital for the benefit of the state of Wisconsin.

- Highlight successful research and economic development efforts, partnerships, and innovations involving UW System institutions.

- Focus attention on the Board's statutory responsibilities to report on and ensure accountability for research and economic development activities at UW System institutions.

The Research, Economic Development, and Innovation Committee could meet on full-Board meeting days (e.g., Friday mornings), as frequently as necessary to conduct its business. Some potential agenda items may involve only one institution. UW-Madison's primate research is an example. Some may involve more than one institution. Great Lakes research, for instance, would be relevant to UW-Milwaukee, UW-Superior, and UW-Madison. As noted, it is proposed that during its early stages, the committee could meet as a committee of the whole, giving even greater prominence to its important responsibilities.

Structure of Regular Board of Regents Meetings

With an eye toward strategic and systemwide issues, rather than operations, and toward streamlined committee meetings, the Committee developed a revised Board meeting format, as shown in Table 4.

Table 4: Proposed Regular-Board-Meeting Format

Time Period	Agenda
Thursday morning	- Earlier start time for full-Board meeting: 9 a.m. - Full-Board session includes Board engagement in strategic discussions AND/OR - A chancellor presents his/her strategic plan to the full Board (either initial plan or follow-up).
Thursday afternoon	- Full-Board session continues: Regent awards are presented (three meetings per year) or full-Board discussion continues. - Usual standing committees meet (shorter meetings).
Friday morning	- Full-Board business meeting [presidents' reports, votes on resolutions from committees (written committee summaries available before meeting begins)]. - Research, Economic Development, and Innovation Committee meets as a committee of the whole. - Closed session.

The committee believes that the suggested revised format would help the Board maintain a focus on strategic and high-priority issues, consistent with its roles and responsibilities.

SUMMARY

The Ad Hoc Committee on Board Roles and Responsibilities identified the Board's key responsibilities and examined how the Board can best meet those responsibilities. The Committee concluded that the Board can and should function more strategically, focusing on high-level policy matters, rather than operational issues. Toward this end, the Committee makes the following recommendations:

1. Reserve more time at regular two-day Board of Regents meetings for Board members to discuss strategic issues and address overarching policy goals.

2. Provide regular opportunities during Board meetings for chancellors to brief the Board directly on their strategic goals and progress toward meeting those goals.

3. With strategic discussions spread throughout the year, convene six two-day Board meetings each year, allowing Regents to spend more time outside of formal Board meetings on advocacy and strategic engagement, provided that two days are reserved each year for one-day meetings to be held at the discretion of the Board president.

4. Develop criteria for ensuring that the agendas of the Education; Business, Finance, and Audit; and Capital Planning and Budget Committees primarily include items that are required to be addressed by the Board.

5. Add a Research, Economic Development, and Innovation Committee to focus attention on the UW System's important role in research, economic development, and innovation.

6. Structure Board meetings to: allow for more full-Board strategic discussions on Thursday morning; take up ceremonial matters after lunch on Thursday, rather than on Friday; shorten committee meetings; substitute written for oral committee reports; and add a meeting of the new Research, Economic Development, and Innovation Committee as a committee of the whole on Friday.

The Committee would welcome the opportunity to reconvene in nine to twelve months to evaluate the adoption and results of any of these recommendations.

We appreciate the opportunity to review the Board of Regents' roles and responsibilities. Committee members stand ready to present this report at the February 2012 meeting of the Board of Regents, and to respond to any questions that you or other Regents may have.

Approval of Bylaws Revisions to Create a
Research, Economic Development, and
Innovation Committee

BOARD OF REGENTS

Resolution II.3.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 bylaws
revisions to create a Research, Economic Development, and Innovation Committee.

Excerpts from:

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

Proposed revisions are underlined:

…

CHAPTER III

COMMITTEES OF THE BOARD

Section 1.   There shall be ~~seven~~ eight standing committees of the Board of Regents as follows:

a. **Education Committee** consisting of such members as are appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President shall serve as ex-officio voting members and the President shall designate the Chair and Vice Chair of the Committee.

b. **Business, Finance, and Audit Committee** consisting of such members as are appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members and the President shall designate the Chair and Vice Chair of the Committee.

c. **Capital Planning and Budget Committee** consisting of such members as are appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members and the President shall designate the Chair and Vice Chair of the Committee.

d. **Executive Committee** consisting of the President of the Board, who shall serve as Chair, the Vice President of the Board, the Chair of the Education Committee, the Chair of the Business, Finance, and Audit Committee, the Chair of the Capital Planning and Budget Committee, the member of the Board who shall have most recently been the President of the Board and three other members of the Board appointed by the President of the Board. In the event that there shall be no member of the Board who shall have previously been

President of the Board, such position on the Executive Committee shall be filled by a member of the Board appointed by the President of the Board.

e. **Personnel Matters Review Committee** consisting of at least three members appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members. The President shall designate the Chair of the Committee.

f. **Committee on Student Discipline and Student Governance Appeals** consisting of at least three members appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members. The President shall designate the Chair of the Committee.

g. **Committee on Faculty and Academic Staff Collective Bargaining** consisting of at least three members appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members and the President shall designate the Chair of the Committee.

h. **Research, Economic Development, and Innovation Committee** consisting of such members as are appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members and the President shall designate the Chair and Vice Chair of the Committee.

Special Regent committees may be created from time to time as necessity demands by an affirmative majority vote of the Board, and the President shall appoint the members thereto and the Chair thereof. A Special Regent Committee shall not be created for any matter which is properly before any of the standing committees.

Meetings of the committees may be called by the Chair or by the Secretary of the Board upon the request of two members, or upon the request of the President of the University System.

...

Duties of the Research, Economic Development, and Innovation Committee

Section 9.   The Research, Economic Development, and Innovation Committee shall have the following responsibilities:

- Adopt policies and develop strategies designed to strengthen the UW System's overall contribution to the economic development of the state and to support professional development, outreach, and research at all UW System institutions within the context of their unique missions.

- Consider any matters related to the UW System's role in enhancing its research enterprise and bolstering the state's economy. Such matters may include the advancement and growth of basic, applied, and clinical research; technology transfer; entrepreneurship; industry partnerships; and the development of intellectual capital for the benefit of the state of Wisconsin.

- Highlight successful research and economic development efforts, partnerships, and innovations involving UW System institutions.

- Focus attention on the Board's statutory responsibilities to report on and ensure accountability for research and economic development activities at UW System institutions.

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UW SYSTEM BOARD OF REGENTS
REGULAR MEETING SCHEDULE – 2012

February 9-10, 2012 – In Madison

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

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
President – Michael Spector
Vice President – Brent Smith

STANDING COMMITTEES

Executive Committee
Michael Spector (Chair)
Brent Smith (Vice Chair)
Jeffrey Bartell
Mark Bradley
Judith Crain
Michael Falbo
Tim Higgins
Charles Pruitt
José Vásquez

Business, Finance, and Audit Committee
Michael Falbo (Chair)
Mark Bradley (Vice Chair)
Charles Pruitt
Troy Sherven
Gerald Whitburn

Education Committee
José Vásquez (Chair)
Mark Tyler (Vice Chair)
Judith Crain
Tony Evers
Tim Higgins

Capital Planning and Budget Committee
Jeffrey Bartell (Chair)
Edmund Manydeeds (Vice Chair)
John Drew
Katherine Pointer
Gary Roberts
David Walsh

Personnel Matters Review Committee
Edmund Manydeeds (Chair)
Mark Bradley
John Drew
Mark Tyler
José Vásquez

Committee on Student Discipline and Other Student Appeals
Brent Smith (Chair)
Jeffrey Bartell
Tony Evers
Troy Sherven

Committee on Faculty and Academic Staff Collective Bargaining
Michael Falbo (Chair)
Michael Spector

OTHER COMMITTEES & APPOINTMENTS

Diversity Awards Committee
Judith Crain (Chair)
Edmund Manydeeds
Charles Pruitt

Teaching Excellence Awards Committee
Charles Pruitt (Chair)
Tony Evers
Katherine Pointer
José Vásquez

Academic Staff Excellence Awards Committee
John Drew (Chair)
Brent Smith
Mark Tyler

Hospital Authority Board - Regent Members
Jeffrey Bartell
Michael Falbo
David Walsh

Liaison to Association of Governing Boards
Michael Spector

Higher Educational Aids Board
Jeffrey Bartell, Regent Member

Research Park Board
David Walsh, Regent Member

Wisconsin Technical College System Board
Judith Crain, Regent Member

Wisconsin Educational Communications Board
Judith Crain, Regent Member

Wisconsin Partnership Program
TBA

The Regents President and Vice President serve as ex-officio voting members of all Committees.