



Board of Regents of the University of Wisconsin System
Office of the Secretary
1860 Van Hise Hall
Madison, Wisconsin 53706
(608)262-2324

January 28, 2009

TO: Each Regent

FROM: Judith A. Temby

A handwritten signature in black ink, appearing to read 'J. A. Temby', written in a cursive style.

PUBLIC MEETING NOTICE

RE: Agendas and supporting documents for meetings of the Board and Committee to be held in Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin on February 5 and 6, 2009.

Thursday, February 5, 2009

11:00 a.m. – Board of Regents

- One-Year Update on the UW System *Growth Agenda for Wisconsin*
Action Steps
1820 Van Hise Hall

12:00 p.m. – Box Lunch

12:30 p.m. – Board of Regents Standing Committee meetings:

Education Committee
1820 Van Hise Hall

Business, Finance, and Audit Committee
1920 Van Hise Hall

Capital Planning and Budget Committee meeting
1418 Van Hise Hall

Friday, February 6, 2009

9:00 a.m. – Board of Regents Meeting
1820 Van Hise Hall

Persons wishing to comment on specific agenda items may request permission to speak at Regent Committee meetings. Requests to speak at the full Board meeting are granted only on a selective basis. Requests to speak should be made in advance of the meeting and should be communicated to the Secretary of the Board at the above address.

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

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

The meeting will be webcast at <http://www.uwex.edu/ics/stream/regents/meetings/> Thursday, February 5, 2009 a.m. at 11:00 a.m. until approximately 12:00 p.m., and Friday, February 6, 2009 a.m. at 9:00 a.m. until approximately 12:00 p.m.

ONE-YEAR UPDATE ON THE UW SYSTEM GROWTH AGENDA FOR WISCONSIN ACTION STEPS

EXECUTIVE SUMMARY

BACKGROUND

The *Growth Agenda for Wisconsin* is the University of Wisconsin System's plan to improve Wisconsin's competitive edge, nationally and globally. Developed with broad input from constituents throughout the state, the Growth Agenda is a three-pronged approach focusing on the development of the state's human potential, the creation of new jobs, and the strengthening of the local communities that sustain citizens and businesses alike. With reinvestment from the state, the University of Wisconsin System seeks to: 1) enroll more Wisconsin residents and graduate more four-year college-degree holders; 2) attract college graduates from other states to Wisconsin; and 3) use university resources to grow knowledge-economy jobs for Wisconsin's future. The ultimate goal is an economically robust Wisconsin, with a high quality of life, an engaged citizenry, and a strong democracy.

The UW System's [Growth Agenda for Wisconsin](#) has been informed by the Advantage Wisconsin strategic framework, developed in 2007-08. Advantage Wisconsin provides the overarching strategies by which UW campuses are working with internal and external partners to improve economic success, including a set of eleven Action Steps that, in turn, work to implement the goals of the *Growth Agenda*.

In the year since the Growth Agenda Action Steps have been announced, much progress has been made in their implementation. The Board of Regents will hear a one-year update on the *Growth Agenda* Action Steps at its February 2009 meeting.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

Implementation of the *Growth Agenda for Wisconsin* is being organized and achieved through eleven Action Steps. They are:

1. Commit to Shared Learning Goals for all UW undergraduates

The UW System will articulate succinctly and clearly what its undergraduates ought to know and be able to do as competent citizens in a 21st-century, knowledge-based, global society.

2. Create the Student Engagement Portfolio

The UW System's commitment to student success is shown not only in the content of classroom instruction captured in the traditional academic transcript, but also in out-of-classroom learning that is such an important part of student development on all UW System campuses. The new Student Engagement Portfolio will serve as a tool to help students synthesize all their educational

experiences, allowing them to understand and demonstrate the value and breadth of their academic and co-curricular experiences and background to potential employers or graduate schools.

3. Transform research into leading-edge jobs and economic vitality for Wisconsin

Compared to other states, Wisconsin lags in business start-ups and workers in high-tech, fast-growing industries. The UW System will step up efforts to connect academic research with the private sector to transform ideas into new jobs and new businesses that will attract and employ college-educated workers. It will forge campus-industry collaborations to develop next-generation technologies and products, and encourage experiences with undergraduate research and entrepreneurship for all students.

4. Model inclusive excellence in UW System education and employment

The UW System must prepare its students for responsible, ethical, and engaged citizenship to meet the university's broad goal of promoting excellence in professional, civic, and personal life. Inclusive Excellence, the UW System's successor to Plan 2008, builds on the Equity Scorecard and Campus Climate projects to close the achievement gap and integrate the core value of diversity into everything the UW System does to develop a bright future for students and the entire state.

5. Offer UW New Pathways Degrees to Wisconsin's adult population

To expand the percent of Wisconsin residents with undergraduate and advanced degrees, the UW System must seek ways to open more learning opportunities to working adults, many of whom "swirl" into and out of its universities to achieve a credential, update their skills, enable a career shift, or pursue learning for the pure pleasure of it. This initiative will create more flexible and affordable pathways for a greater number of students, as well as new degree opportunities specifically designed for working adults.

6. Build a Wisconsin KnowHow2GO Network, enlisting undergraduates as mentors to kids

The UW System is a leader in KnowHow2GO, a national campaign to raise college aspirations in young people and teach them how to get there. Working with UW campus colleagues and student government leaders, the UW System will call upon the generous volunteer spirit of undergraduates to become mentors and carry the KnowHow2GO message to young people and families statewide. This will build upon other efforts supporting young people's aspirations for college, including the Wisconsin Covenant, a program promising students who get good grades and are good citizens a spot in a Wisconsin college, enhanced by generous support from the Great Lakes Higher Education Assistance Corporation, and the Fund for Wisconsin Scholars, a private endowment established through a major gift by John and Tashia Morgridge to provide scholarships to lower-income UW and technical college students.

7. Collaborate with the PK-12 community to enrich college preparation in math

Greater collaboration between the higher education community and the PK-12 education community will increase the number of students who enter the state's universities prepared for success. The UW System is working actively with colleagues in the schools to address math preparation for Wisconsin students as they progress from school, to college, and beyond. The

focus is on identifying competencies needed for college preparation and aligning those with academic standards for high school.

8. Expand the UW-Madison Connections Program

UW-Madison cannot accommodate all of the academically strong students who currently apply for admission at that campus. Beginning in 2001, UW-Madison piloted the Connections Program, in partnership with four UW Colleges campuses, to allow applicants who are Wisconsin residents to begin their education at a two-year UW Colleges campus and finish their bachelor's degree at UW-Madison. The UW System has expanded this opportunity to other two- and four-year campuses, ensuring that Wisconsin keeps more academically talented students in the state.

9. Ramp up operational excellence and efficiency to focus more resources on the Growth Agenda for Wisconsin

To focus its limited resources on the Growth Agenda, the UW System is committed to keeping its administrative costs among the lowest in the nation. The university must take operational excellence to the next level through a business process redesign that will make the UW System an even more efficient system of higher education. Institutions are collaborating to identify business practices that can be standardized, streamlined, simplified, and automated across the UW System. They are looking to other institutions of higher education as well as to the private sector to identify better ways to conduct business, while improving the UW System's service to students and the entire state.

10. Establish New "Wisconsin Idea" Public Policy Forums that bring the University's best research to bear on Wisconsin's biggest challenges

The Public Policy Forums focus systemwide resources on Wisconsin's most vexing social, environmental, and economic challenges. These Forums will inform the debate around selected current issues confronting Wisconsin residents by bringing objective, research-based information to the dialogue about the future of the state. Plans are underway to hold two Public Policy Forums annually at UW System institutions beginning in Spring 2009.

11. Increase private need-based financial aid to supplement state and federal assistance to students

Compared to other public universities, UW System tuition is low, but aid to needy students lags. To ensure that college is possible for all students, regardless of financial resources, the UW System is advocating for increased private investments in need-based financial aid. The goal is to double the university's current levels of this privately funded aid. The UW System's statewide fundraising efforts will build on recent campaigns, including the Morgridges' Fund for Wisconsin Scholars and the Great Lakes Higher Education Assistance Corporation's private contribution to the state's Wisconsin Covenant program.

A GROWTH AGENDA FOR WISCONSIN

GROWING PEOPLE, JOBS, & COMMUNITIES

Growth Agenda Action Step #1:

Commit to Shared Learning Goals for All UW Undergraduates

Brief summary: While respecting the individual missions of each UW System institution and the goals of their respective bachelor degree programs, the UW System Shared Learning Goals provide a framework to communicate broadly the meaning and value of a college education. The Shared Learning Goals represent the UW System's commitment to prepare students to be competent citizens in the 21st-century, knowledge-based, global society. They will be useful when campus members speak to various audiences about the value and purpose of the undergraduate degree, particularly those outside the university community. Within the university, the Shared Learning Goals may be useful for faculty, academic leaders, and staff in their ongoing work to guide liberal education initiatives, design coursework distinctive to each institution, and support professional development for faculty and instructional staff. The UW System Shared Learning Goals recognize and build upon—but do not replace—the important work of faculty at each UW institution.

What are the UW System Shared Learning Goals?

- **Knowledge of Human Cultures and the Natural World** including breadth of knowledge and the ability to think beyond one's discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
- **Critical and Creative Thinking Skills** including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.
- **Effective Communication Skills** including listening, speaking, reading, writing, and information literacy.
- **Intercultural Knowledge and Competence** including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
- **Individual, Social, and Environmental Responsibility** including civic knowledge and engagement (both local and global), ethical reasoning, and action.

How were they developed?

A Shared Learning Goals Committee of faculty representing each of the UW System institutions was formed to develop the Shared Learning Goals based on the learning goals in place at each of the UW institutions. The UW System Board of Regents endorsed the UW System's Shared Learning Goals for Baccalaureate Students at its December 2008 meeting. As background, the UW System Shared Learning Goals embrace the definition of liberal education developed by the American Association of Colleges and Universities (AAC&U), a definition informed by that group's dialogue with hundreds of colleges, universities, and business and civic leaders. The AAC&U report "College Learning for the New Global Century" (January 2007) can be viewed at http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf.

For more information: Contact La Vonne Cornell-Swanson, Interim Director, Office of Professional and Instructional Development, UW System Administration, 608-263-2722, lcornell-swanson@uwsa.edu

A GROWTH AGENDA FOR WISCONSIN

GROWING PEOPLE, JOBS, & COMMUNITIES

Growth Agenda Action Step #2:

Create the Student Engagement Portfolio

Brief summary: The UW System's commitment to student success is shown not only in the content of classroom instruction captured in the traditional academic transcript, but also in out-of-classroom learning that is such an important part of student development on all UW System campuses. The Student Engagement Portfolio focuses on this out-of-classroom learning. It will help students clearly show the breadth of their experiences and background to potential employers or graduate schools. It will also help students understand the value of the academic and extra-curricular experiences that have gone into their pursuit of a college degree, serving as a tool to synthesize all their educational activities.

Progress to date and future plans:

- A systemwide working group is defining the nature and scope of this initiative to recommend a plan for moving forward. This planning includes:
 - Focusing on e-portfolio development to reflect academic and extra-curricular involvement, learning outcomes, and/or course assessment;
 - Identifying models in the UW System and nationally; and
 - Outlining operation and resource needs.
- An e-portfolio pilot with UW-Milwaukee, UW-Stevens Point, UW-Whitewater, UW Colleges, and UW-Madison may provide a cost-effective and flexible portfolio product – for use across the UW System – that links to the existing course management system.
- A systemwide workshop is targeted for Fall 2009 and one or two pilot initiatives are planned for Fall 2009 or Spring 2010.

For more information: Contact Larry Rubin, Associate Vice President of Student Affairs and Academic Support Services, UW System Administration, 608-262-6717, lrubin@uwsa.edu

A GROWTH AGENDA FOR WISCONSIN

GROWING PEOPLE, JOBS, & COMMUNITIES

Growth Agenda Action Step #3:

Transform Research into Leading-Edge Jobs and Economic Vitality for Wisconsin

Brief summary: Wisconsin lags in business start-ups and workers in high-tech, fast-growing industries. The UW System will step up efforts to connect academic research with the private sector to transform ideas into new jobs and new businesses that will attract and employ college-educated workers. UW institutions will encourage experiences with undergraduate research and entrepreneurship for all students. The UW System is committed to forging campus-industry collaborations to develop next-generation technologies and products, provide needed resources and student training, and accelerate technology transfer that will drive innovation and position the UW campuses and Wisconsin as leaders for generations to come.

Progress to date:

- The WiSys Technology Foundation – an affiliate of the Wisconsin Alumni Research Foundation – and UW System staff are working with UW comprehensive institutions to support more opportunities to conduct research, train students, jointly attract research funding, and spur technology transfer. Included in these activities is an effort to study cluster hiring and infrastructure barriers and incentives.
- UW System President Kevin Reilly has asked a team to study the research, patent, and commercialization process to determine points of drop-off, identify best practices, and make recommendations.
- UW-Platteville officially opened the Nanotechnology Center for Collaborative Research & Development in December 2008, with Regent President Mark Bradley as the keynote speaker. The center will foster systemwide collaboration resulting in innovation in nanotechnology science and engineering, student education, entrepreneurship, and new knowledge for highly skilled jobs.
- UW-Madison is the recipient of a \$4-million Kauffman Foundation grant to foster entrepreneurship. UW-Madison is partnering with other UW System institutions and UW System Administration to organize a UW System entrepreneurship summit on April 2, 2009, to share best practices and enhance the entrepreneurship spirit of faculty and students.
- UW-River Falls will officially open the Tissue and Cellular Innovation Center in early 2009. The Center will be a nationally recognized center of excellence for research and training in tissue engineering and stem cell biology.

Related Funding:

- \$4-million Kauffman Foundation grant to UW-Madison to foster entrepreneurship

For more information: Contact Kris Andrews, UW System Administration Assistant Vice President, 608-263-3362, kandrews@uwsa.edu

A GROWTH AGENDA FOR WISCONSIN

GROWING PEOPLE, JOBS, & COMMUNITIES

Growth Agenda Action Step #4:

Model Inclusive Excellence in UW System Education and Employment

Brief summary: The UW System must prepare its students for responsible, ethical, and engaged citizenship to meet the university's broad educational goal of promoting excellence in professional, civic, and personal life. To succeed in the 21st century, students need certain knowledge, skills, and multicultural perspectives – including the ability to empathically put themselves in another's shoes. Inclusive Excellence, the UW System's successor to Plan 2008, is designed to help UW institutions establish a set of comprehensive, well-coordinated strategic actions that foster greater diversity, equity, inclusion, and accountability at every level of institutional life. Inclusive Excellence builds on two ongoing projects that foster positive campus change, the Equity Scorecard and Campus Climate projects.

Progress to date and future plans:

- The Equity Scorecard Project is a primary means for advancing this work. Five campuses were the first participants in this project to foster institutional change. A second set of five campuses began involvement in Summer 2008.
- The first phase of the Campus Climate study is complete. Participating institutions – UW Colleges, UW-La Crosse, UW-Milwaukee, UW-Oshkosh, and UW-Stevens Point – reported preliminary findings to the Board of Regents at its December 2008 meeting. Four additional campuses – UW-Eau Claire, UW-Parkside, UW-River Falls, and UW-Whitewater – plan to conduct the survey in Spring 2009.
- The Inclusive Excellence Feedback Group will meet in February 2009 to begin planning campus visits and discussing Inclusive Excellence. The group is composed of two representatives per institution, plus an additional three to four student members.
- Systemwide discussions of strategies to build on Plan 2008 are in progress. Some of these strategies are planned to be shared with the Board of Regents in March 2009.

Related funding:

- UW System Closing the Achievement Gap Grants
- University of Southern California Center for Urban Education/Ford Foundation: Wisconsin Transfer Equity Study

For more information: Contact Vicki Washington, Interim Assistant Vice President, UW System Administration, 608-262-2275, vwashington@uwsa.edu

A GROWTH AGENDA FOR WISCONSIN

GROWING PEOPLE, JOBS, & COMMUNITIES

Growth Agenda Action Step #5:

Offer UW New Pathways Degrees to Wisconsin's Adult Population

Brief summary: Wisconsin lags in the number of working adults with a four-year degree – ranking 30th in the nation. To expand the percent of Wisconsin residents with undergraduate and advanced degrees, the UW System must seek ways to open more learning opportunities to working adults, many of whom “swirl” into and out of its universities to achieve a credential, update skills, enable a career shift, or pursue learning for the pure pleasure of it.

Progress to date and future plans:

- This work is incorporated into the activities supported by the Making Opportunity Affordable (MOA) grant from the Lumina Foundation. Initial activities completed include:
 - Inventory and evaluation of existing campus programs for adult learners;
 - Focus groups with students, admissions directors, student affairs officers, provosts, registrars, and business officers to identify policy barriers that inhibit college degree attainment;
 - Active partnerships with the Wisconsin Technical College System (WTCS), the Wisconsin Association of Independent Colleges and Universities (WAICU), and the state's Department of Public Instruction (DPI); and
 - A strategic planning event with the PK-16 Leadership Council and faculty, staff, and students from all of Wisconsin's education entities to get input on policies needed to enable more Wisconsin citizens to complete college degrees.
- Based on the initial work, the proposal for four years of MOA funding will address policies to achieve easier student transitions and more graduates, with an emphasis on adults, persons of color, and veterans. Areas under consideration include assessing prior learning, creating a credit repository, and online programs.

Related funding:

- Lumina Foundation/Jobs for the Future (MOA)
- UW System Committee on Baccalaureate Expansion (COBE):
 - Prior learning assessment—UW-Superior, UW Colleges/Extension
 - Adult outreach and support—UW-Whitewater, UW Extension
 - Transfer collaborations for adult students—UW-Platteville, UW-Stevens Point

For more information: Contact Larry Rubin, Associate Vice President of Student Affairs and Academic Support Services, UW System Administration, 608-262-6717, lrubin@uwsa.edu

A GROWTH AGENDA FOR WISCONSIN

GROWING PEOPLE, JOBS, & COMMUNITIES

Growth Agenda Action Step # 6:

Build a Wisconsin KnowHow2GO Network, Enlisting Undergraduates as Mentors to Kids

Brief summary: Wisconsin ranks 30th nationally in the percent of its population aged 25+ with four-year degrees. Expanding programs that provide parents and young people with easy-to-understand information about higher education options is needed to improve college attendance rates. The UW System is a leader in KnowHow2GO, a national campaign to raise college aspirations in young people and teach them how to get there. Working with UW campus colleagues and student government leaders, the UW System will call upon the generous volunteer spirit of undergraduates to become mentors and carry the KnowHow2GO message to young people and families statewide. This will build upon other efforts, including the Wisconsin Covenant, a state program promising students who get good grades and are good citizens a spot in a Wisconsin college, and the Fund for Wisconsin Scholars, a private endowment providing scholarships to lower-income UW and technical college students.

Progress to date and future plans:

- Existing programs in the UW System, which could expand to other UW campuses, include:
 - The UW-Green Bay Future Phoenix, a program which assists at-risk children from northeast Wisconsin to believe a college education is in their future; and
 - The UW-Madison PEOPLE program (Pre-College Enrichment Opportunity Program for Learning Excellence), a pre-college pipeline for students of color and low-income students, most of whom are the first in their families to potentially attend college.
- New programs underway:
 - A UW-Marathon County project, which uses the University of Washington Dream program, a student-initiated high school outreach program, as a model; and
 - UW-Eau Claire's "Line Up for College," a precollege program for 6th- through 8th-grade students.
- A systemwide or statewide event is targeted for Spring 2009 to showcase successful programs and encourage the development of similar programs across the state.

Related funding:

- Great Lakes Higher Education Corporation: Access Challenge Grant
- UW System Committee on Baccalaureate Education (COBE) grant supporting UW-Eau Claire's "Line Up for College" initiative

For more information: Contact Larry Rubin, Associate Vice President of Student Affairs and Academic Support Services, UW System Administration, 608-262-6717, lrubin@uwsa.edu

A GROWTH AGENDA FOR WISCONSIN

GROWING PEOPLE, JOBS, & COMMUNITIES

Growth Agenda Action Step # 7:

Collaborate with PK-12 Community to Enrich College Preparation in Math

Brief summary: Greater collaboration between the higher education community and the PK-12 education community will increase the number of students who enter the state's universities prepared for success. The UW System is working collaboratively with the Wisconsin Technical College System (WTCS), the Wisconsin Association of Independent Colleges and Universities (WAICU), and the PK-12 community to address math preparation for Wisconsin students as they progress from school, to college, and beyond. The focus is on identifying competencies needed for college preparation and aligning those with academic standards for high school.

Progress to date and future plans:

- **Math Competency Alignment:** A task force consisting of math educators from UW System, WTCS, WAICU, and PK-12 will develop a common set of competencies across Wisconsin's postsecondary institutions for entry into credit coursework and align them with high school graduation standards.
- **Early Math Placement Tool:** The goal is statewide implementation of the Early Math Placement Tool, which would provide high school students with a means of determining how well prepared they are to handle college-level math early enough to enable them to take additional math coursework in high school. A pilot of the Early Math Placement Tool will be conducted with approximately 100 high schools around the state.
- **PK-16 Local Math Partnerships:** Grant proposals have been encouraged from the Growth Agenda Grant Fund to support partnerships between UW faculty and staff and high school educators to promote effective teaching and learning in mathematics.
- **Identifying and Sharing Math Performance Data:** A committee will analyze how to get student placement tests and other relevant student performance data into the hands of appropriate high school and college faculty, advisors, and administrators to help them assess how well students are prepared for college and how successful they are once they enroll.
- **Sharing Best Practices:** An "Effective Practices Conference" is planned for the 2009-10 academic year.

Related activities:

This work is closely connected to the American Diploma Project, the Early Math Placement Tool (EMPT), the Fund for the Improvement of Postsecondary Education (FIPSE) Project to enhance assessment of teacher preparation in mathematics, and the Teacher Education Initiative funded in fiscal year 2007-09.

For more information: Contact Larry Rubin, Associate Vice President of Student Affairs and Academic Support Services, UW System Administration, 608-262-6717, lrubin@uwsa.edu



A GROWTH AGENDA FOR WISCONSIN

GROWING PEOPLE, JOBS, & COMMUNITIES

Growth Agenda Action Step # 8:

Expand the UW-Madison Connections Program

Brief summary: UW-Madison is not able to accommodate all of the academically strong students who currently apply for admission. Beginning in 2001, UW-Madison piloted the Connections Program, in partnership with four UW Colleges campuses, to allow applicants who are Wisconsin residents to begin their education at a two-year UW Colleges campus and finish their bachelor's degree at UW-Madison. Through expansion of the Connections Program, the UW System hopes to improve efficiencies, keep more academically talented students in state, and ensure that they graduate with a bachelor's degree.

How does the Connections Program work?

Applicants who choose to participate in the Connections Program complete their freshman and sophomore years (54 credits) at the participating partner institution of their choice. Unlike typical transfer students, the Connections students are accorded certain privileges and responsibilities of enrolled UW-Madison students. They receive a UW-Madison student ID that offers many of the privileges of UW-Madison enrollment, including access to libraries, student support services, cultural/social events, recreational facilities, and the opportunity to purchase student tickets to athletic events.

To be eligible for enrollment at UW-Madison as juniors, Connections participants must make satisfactory progress while enrolled at their starting partner institution and complete certain requirements within three years of their initial freshman enrollment. As for all UW-Madison students, meeting these standards of satisfactory progress does not guarantee admission to specific majors or programs.

What has been accomplished?

- The goal to expand the Connections Program has been completed and presented to the Board of Regents Education Committee in October 2008.
- The program now includes all 13 UW Colleges, three Wisconsin Technical Colleges, and the College of Menominee Nation.
- A partnership with UW-Green Bay was piloted in Fall 2008 and four additional comprehensive institutions plan to participate in Fall 2009: UW-Parkside, UW-River Falls, UW Stevens Point, and UW-Stout.
- Using the National Student Clearinghouse data as a benchmark, it is anticipated that 2009 student participation rates will increase 260% over 2007 participation rates, bringing the total number of participants in the Connections Program to approximately 285 students per year.

For more information: Contact Annette McDaniel, UW-Madison Assistant Dean and Director, 608-890-1649, amcdaniel@dcs.wisc.edu, or visit www.connections.wisc.edu

A GROWTH AGENDA FOR WISCONSIN

GROWING PEOPLE, JOBS, & COMMUNITIES

Growth Agenda Action Step #9:

Ramp Up Operational Excellence and Efficiency to Focus More Resources on the *Growth Agenda for Wisconsin*

Brief summary: To focus its limited resources on the Growth Agenda, the UW System is committed to keeping its administrative costs among the lowest in the nation. The university must take operational excellence to the next level through a business process redesign that will make the UW System an even more efficient system of higher education. Institutions are collaborating to identify business practices that can be standardized, streamlined, simplified, and automated systemwide. They are looking to other institutions of higher education as well as to the private sector to identify better ways to conduct business, while improving the UW System's service to students and the entire state.

Progress to date:

A group of chief business officers from six UW institutions along with UW System Administration colleagues formed the Operational Excellence Working Group. Their objective was to develop initiatives to enhance existing efforts and allow UW institutions to manage ever greater workloads without new resources, enable the reallocation of resources to higher priority activities, and recognize excellence where it exists. The group pursued three ideas to meet these goals:

- **A systemwide series of Lean evaluation projects, a data-driven process that seeks to streamline administrative activities and encourage more standardized business processes:** Three multi-campus evaluation projects, relating to procurement card processing, non-salary payments to individuals, and travel expense reimbursements, are complete and have the potential to free up over 60,000 hours of staff time. Additional gains are anticipated as other institutions adopt the new, more streamlined approaches recommended by the Lean evaluation teams. The gains will allow staff to focus more of their energy on other high priority activities.
- **An innovation award program:** General guidelines for the program have been developed and shared with chief business officers. The Operational Excellence Working Group is ready to review proposals for administrative improvements.
- **A program that encourages and provides opportunities for UW employees who present on administrative improvements at professional conferences to share their expertise with UW System colleagues:** General guidelines have been developed and shared with chief business officers.

Future plans:

- The Operational Excellence Working Group is planning a second round of multi-campus projects to share the Lean evaluation methodology more broadly across UW System institutions. In addition, individual institutions are developing campus-based Lean projects.
- The working group is reviewing efficiency initiatives undertaken at other university systems and institutions for ideas that may hold promise for the UW System. Potential ideas will be evaluated based on impact and achievability.

For more information: Contact Debbie Durcan, UW System Administration Vice President, 608-262-1311, ddurcan@uwsa.edu

A GROWTH AGENDA FOR WISCONSIN

GROWING PEOPLE, JOBS, & COMMUNITIES

Growth Agenda Action Step #10:

Establish New “Wisconsin Idea” Public Policy Forums that Bring the University’s Best Research to Bear on Wisconsin’s Biggest Challenges

Brief summary: The Public Policy Forums focus UW System resources on Wisconsin’s most vexing social, environmental, and economic challenges. These forums will inform the debate around selected current issues confronting Wisconsin residents by bringing objective, research-based information to the dialogue. Plans are underway to hold two Public Policy Forums annually at UW System institutions beginning in Spring 2009. Forums are to utilize experts to cover national issues impacting the state of Wisconsin. The targeted audience includes state lawmakers, community leaders, business people, faculty, staff, and students.

Progress to date and future plans:

Three UW System institutions have volunteered to host the first Public Policy Forums:

- The UW-Eau Claire Public Policy Forum is scheduled for May 2009 and will focus on health care, specifically public health policy regarding alcohol/tobacco and substance abuse. To define the topic, UW-Eau Claire held focus groups for community members from health care administration, public health, non-profits, campus, and business, in addition to holding discussions with local legislators. UW-Eau Claire will use two-way video technology to connect attendees, and potentially presenters, at other campus sites around the state.
- UW-Madison will host the Fall 2009 forum, which will focus on education policy issues in Wisconsin. Initial meetings have occurred with UW-Madison’s Dean of Education, faculty, legislators, and others, and plans are underway for a meeting of education deans from around the UW System. The group is discussing how to create opportunities for faculty, staff, and students to do research and service learning.
- UW Colleges/Extension will host the Spring 2010 forum, which will look at building sustainable communities. This forum is designed to combine the educational programming focus of Cooperative Extension with the expertise on the UW Colleges campuses, the other three divisions in UW-Extension, and other UW System institutions to work in partnership with local communities.

For more information: Contact George Kroeninger, UW-Eau Claire Director of Continuing Education, 715-836-4899, KROENIGJ@uwec.edu, about the UW-Eau Claire Public Policy Forum; or contact Bob Jokisch, UW System Administration Special Assistant, 608-262-5450, bjokisch@uwsa.edu, about general information on the Public Policy Forums.

A GROWTH AGENDA FOR WISCONSIN

GROWING PEOPLE, JOBS, & COMMUNITIES

Growth Agenda Action Step #11:

Increase Private Need-based Financial Aid to Supplement State and Federal Assistance to Students

Brief summary: Compared to other public universities, UW System tuition is low, but aid to needy students also lags. To ensure that college is possible for all students, regardless of financial resources, the UW System is advocating for increased private investments in need-based financial aid. The goal is to double the university's current levels of this privately funded aid. The UW System's statewide fundraising efforts will build on recent campaigns, including the Morgridges' Fund for Wisconsin Scholars and other support for the state's Wisconsin Covenant program, and contributions by the UW Credit Union and UW Bookstore to scholarships for UW students.

What has been accomplished?

- The Fund for Wisconsin Scholars, funded with a \$175-million gift by John and Tashia Morgridge, will provide grants to roughly 1,200 low-income students who receive Pell grants and attend a UW institution or state technical college during the 2008-09 academic year. Students attending two-year institutions are eligible for \$1,800 annually, while students attending four-year schools are eligible for \$3,500 each year. These grants are renewable for up to 10 semesters.
- The Wisconsin Covenant is a state program that promises students who get good grades and are good citizens a spot in a Wisconsin college. The Wisconsin Covenant Foundation, a related private, non-profit entity, received a \$40-million gift from the Great Lakes Higher Education Corporation to provide financial assistance to Wisconsin Covenant Scholars.
- During Fall 2008, the UW Credit Union undertook a drive to raise funds for need-based scholarships at UW System institutions and the Madison Area Technical College. The UW Credit Union donated \$215,000 and matched contributions from its members. The UW Foundation, in turn, matched the total gifts from the credit union and its members. About \$1.5 million was raised for need-based scholarships at UW institutions through this effort:
 - \$1.4 million for UW-Madison;
 - \$60,000 for UW-Milwaukee; and
 - \$12,000 each for UW-Green Bay, UW-Whitewater, and UW-Stevens Point.
- UW-Madison has raised over \$3.3 million for need-based scholarships as part of its "Great People. Great Place." initiative.
- UW System continues to prioritize raising more private need-based financial aid.

Next steps:

- Continue developing short- and long-term plans to grow privately funded need-based financial aid for students.
- Identify and report increases in private need-based financial aid systemwide.
- Continue to highlight the importance of increased need-based financial aid to Wisconsin citizens, policy makers, and potential donors.

For more information: Contact Don Gray, Senior Special Assistant for Foundation Relations and Fund Raising for Need-Based Financial Aid, UW System Administration, 608-262-2321, dgray@uwsa.edu

Revised 1/23/09

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee -

Thursday, February 5, 2009
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

11:00 a.m. All Regents Invited

- One-Year Update on the UW System *Growth Agenda for Wisconsin* Action Steps.

12:00 p.m. Box Lunch

12:30 p.m. Education Committee

- a. Report of the UW System Nursing Education Task Force.
- b. Draft Criteria for UW System Comprehensive Institutions Proposing to Offer Professional Doctorates.
- c. UW System Growth Agenda Action Steps: KnowHow2Go Network.
- d. Report of the Senior Vice President.
- e. Consent Agenda:
 1. Approval of the Minutes of the December 4, 2008, Meeting of the Education Committee and of the Joint Meeting of the Education and Business, Finance & Audit Committees;
 2. UW System Appointments to the Natural Areas Preservation Council;
[Resolution I.1.e.(2)]
 3. UW-Madison: Program Authorization of the B.S. in Personal Finance;
[Resolution I.1.e.(3)]
 4. UW-Milwaukee: Program Authorization of the B.S. in Athletic Training;
[Resolution I.1.e.(4)]
 5. UW-Oshkosh: Program Authorization of the B.A./B.S. in Women's Studies.
[Resolution I.1.e.(5)]
- f. Additional items may be presented to the Education Committee with its approval.

UNIVERSITY OF WISCONSIN SYSTEM NURSING EDUCATION TASK FORCE

EXECUTIVE SUMMARY

BACKGROUND

All aspects of health care delivery have become more complex over the last 50 years. In the United States, nursing comprises the largest professional group in health care, and registered nurses (RNs) practice in virtually every setting in which health and human services are provided. Nursing practice has evolved from being based on practical and technical skills, to a professional level based on theory and scientific evidence. The knowledge explosion in health care requires all health care professionals, including nurses, to be able to appraise new scientific knowledge and integrate it into practice. Likewise, practitioners must be prepared to be continuous learners, and educational programs must emphasize critical thinking, problem-solving, and use of information technology.

Concurrent with these changes to the nursing profession are significant challenges in meeting workforce needs, in Wisconsin and the nation. National workforce projections indicate that during the next decade Wisconsin will require significantly more nurses than it is currently producing. While enrollments in UW System nursing programs have grown dramatically in recent years, it is still the case that qualified student applicants are turned away because of limited space and resources, both human and financial. The need for expanded offerings for baccalaureate (Bachelor of Science or BSN) nursing programs is especially clear. In the next 5-10 years, there will be increasing demand for BSN-prepared registered nurses by hospital and other health care employers looking for nurses ready to step into leadership roles. These same baccalaureate-prepared nursing graduates will provide the pipeline of students entering advanced nursing practice master's and doctoral programs who, in turn, will become the nursing faculty of the future. Increasing the numbers of BSN nursing graduates is further complicated, however, because of the already significant and growing national shortage of master's and doctorally prepared faculty in nursing, who are needed right now in order to increase the UW System's production of BSN-trained nurses.

In order to address these challenges facing nursing education and the profession, the Senior Vice President for Academic Affairs convened a task force in early 2008 to study current and projected supply and demand of nursing graduates at the baccalaureate and graduate level in the state. The Task Force was charged to formulate recommendations on steps to be taken by the UW System to ensure that the state's public higher education needs in nursing over the next 5-10 years were effectively and efficiently met. The Task Force included representatives from each of the five UW campuses offering nursing baccalaureate or graduate degrees (Madison, Milwaukee, Eau Claire, Green Bay, and Oshkosh), one from UW-Stevens Point, and several staff members from UW System Administration.

The Task Force completed its report in December, 2008, and it is presented for discussion to the Board of Regents Education Committee at its February, 2009, meeting.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

The 2008 Nursing Education Task Force Report summarizes the nursing programs that currently exist in the UW System and assesses the current and projected enrollments and workforce needs in the state of Wisconsin. The Report concludes with recommendations that identify the six highest priorities for nursing education in the UW System and the State, and strategies to address them.

Nursing Education in the University of Wisconsin System **2008 UW System Nursing Education Task Force Report**

EXECUTIVE SUMMARY

The 2008 Nursing Education Task Force Report summarizes the nursing programs that currently exist in the UW System and assesses the current and projected enrollments and workforce needs in the state of Wisconsin. The Report concludes with recommendations that identify the six highest priorities for nursing education in the UW System and the State, and strategies to address them.

Nursing education in the University of Wisconsin (UW) System has benefited from a long history of collaboration among UW institutions. The first nursing program was developed at UW-Madison in 1924. Currently pre-nursing curricula are offered at eight UW four-year institutions and at UW Colleges in collaboration with UW four-year institutions or non UW institutions. Bachelors of Science in nursing degrees (BSN) are offered by UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, and UW-Oshkosh on their own campuses and also at other institutions and agencies. UW System nursing schools are committed to providing access to baccalaureate nursing education by providing multiple entry points to programs and tailoring curricula to meet the needs of various populations. This has resulted in a rich array of offerings within and across current nursing programs. These include: traditional BSN programs that target individuals with secondary school preparation; BSN completion programs that target individuals with an Associate Degree in Nursing (ADN); and Accelerated BSN programs for second degree students.

Recently, applications for baccalaureate nursing programs in the UW System have increased markedly from 1,241 in 2003-04 to 1,659 in 2007-08. Over the last ten years undergraduate enrollments in BSN and BSN completion programs have almost tripled. Due to limited space and resources, UW System institutions have only been able to admit 60% or fewer of qualified applicants to the traditional BSN programs. Of those admitted, 94% enrolled.

Graduate programs in nursing prepare many nursing specialties including advanced practice nurses (APNs) who serve as nurse practitioners, anesthetists, nurse midwives, and clinical nurse specialists, as well as faculty and clinical faculty for associate, baccalaureate, master's, and doctorate level programs. In the UW System, UW-Madison, UW-Oshkosh, UW-Eau Claire, and UW-Milwaukee all offer graduate degrees in nursing with a number of different tracks. UW System graduate programs prepare students for advanced practice nursing roles as Clinical Nurse Specialists (CNS), Nurse Educators, Nursing Administrators, and as Nurse Practitioners (NP) in various specialty areas. Those seeking advanced practice nursing degrees can choose among specialties at the master's level, the Doctor of Nursing Practice degree, or the research-based Ph.D. in Nursing.

All aspects of health care delivery have become more complex over the last 50 years. Nursing now comprises the largest professional group in health care, and registered nurses (RNs) practice in virtually every setting in which health and human services are provided. Nursing practice has evolved from being based on practical and technical skills to a new professional level based on theory and scientific evidence. The knowledge explosion in health care requires

all health care professionals, including nurses, to be able to appraise new scientific knowledge and integrate it into practice. Likewise, practitioners must be prepared to be continuous learners, and educational programs must emphasize critical thinking, problem solving, and use of information technology.

Projections on supply, demand, and shortages of registered nurses from the National Center for Health Workforce Analysis in the Bureau of Health Professions, Health Resources and Services Administration (HRSA) show that, beginning in 2010, shortages in Wisconsin will increase quickly. By 2015, the projected shortage of registered nurses in Wisconsin will be 4,100 FTE and by 2020, the projected shortage will be 10,200 FTE.

In addition, there is a significant and growing national shortage of master's and doctorally prepared faculty in nursing. Demand for faculty has grown as enrollments in BSN and MSN programs have increased in response to workforce shortages. Complicating the situation further is the fact that nearly 60% of nursing faculty nationwide will reach retirement age in the next decade, and graduations from existing doctoral programs will not be sufficient to replace them.

Over the next decade, Wisconsin will require more nurses than it is currently producing. In order to meet the state's future health care needs, any proposed strategy should not only increase the absolute numbers of new nursing graduates across the state, but should also lead to a higher proportion of new as well as already-practicing nurses who are prepared at the BSN level. Such an approach will accomplish two important objectives: 1) it will respond to the growing need of health care employers for nurses prepared at the BSN level or higher, and 2) it will begin to address the current and projected critical shortage of nursing faculty by increasing the pool of nurses prepared for graduate study.

In addition to the challenges of increasing enrollment pressure in the face of nursing workforce and faculty shortages, there are also other serious challenges for nursing education:

- Wisconsin primary and secondary and post-secondary institutions must be adequately preparing a diverse pool of qualified students in K-12 and pre-nursing programs to ensure a pipeline of diverse nursing students from all communities and economic strata prepared to pursue science-based nursing education;
- It is becoming increasingly difficult for UW System nursing programs to find and support the clinical placements which are necessary to provide students with clinical learning opportunities with persons across the age span and in a variety of patient care settings (inpatient, outpatient, community, public health etc.);
- Wisconsin does not currently have an effective means of collecting data on the existing nursing workforce or to collect accurate data on the demand for nurses regionally and in specific specialty areas;
- UW System nursing programs have to be able to maintain and expand existing facilities and also identify and access resources for constantly upgrading instructional technologies necessary to prepare future nurse clinicians, educators and scientists;

Recommendations:

If Wisconsin is to avoid the destructive consequences of a growing nursing workforce crisis, the following priorities will require concerted action by everyone involved in Nursing Education.

1. The capacity for baccalaureate nursing education in Wisconsin must be expanded. To meet this priority, UW System must expand capacity in existing nursing programs and do careful assessment (based on eleven factors identified in the full report) of where community, university, and health care system infrastructure and resources can support the development of new programs.
2. Clinical placement opportunities necessary for nursing education must be expanded. To meet this priority, the Task Force recommends a working group be created to build clinical site capacity and evaluate alternative strategies for providing effective clinical training opportunities.
3. Racial, ethnic and gender diversity of nursing student populations must be enhanced. To meet this priority, nursing programs must continue their efforts to attract first-generation college students, support special tutoring and counseling for at-risk students, and also increase evidence-based assessments such as the Equity Scorecard to understand the factors that contribute to the recruitment/retention gap for students of color in pre-nursing and nursing programs.
4. More nurses must be prepared at the graduate level for careers in nursing and nursing education. To meet this priority, the nursing programs must work in concert with elementary and high school counselors and principals in order to ensure that all students have access to a rigorous science and math curriculum and appropriate advising beginning in grade school.
5. Wisconsin must establish systems and processes for collecting and analyzing regional and state nursing workforce data. To meet this priority, UW System administrators and nursing leadership must highlight this issue with state policy makers and the Department of Workforce Development in order to have the educational pipeline data necessary for both short- and long-term planning and resource allocation.
6. Robust collaboration among nursing programs in Wisconsin's two public higher education systems must continue. The collaborative history among the public higher education institutions in Wisconsin should be continued and strengthened by creating a Nursing Advisory Council made up of representatives from BSN and ADN programs to advise the leaders of UW System and the Wisconsin Technical College System regarding nursing education in the state.

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Nursing Education in the University of Wisconsin System **2008 UW System Nursing Education Task Force Report**

Changing demographics and care needs in Wisconsin and nationwide have strained the health care system in general and nursing in particular. One of the State's significant health-care challenges is graduating sufficient numbers of nurses to meet the state's current and projected future needs. This challenge prompted Senior Vice President Rebecca Martin to charge a taskforce "to formulate recommendations on steps that need to be taken by the UW System to ensure that the state's public higher education needs in nursing over the next 5-10 years are effectively and efficiently met." (See Appendix A for charge and task force membership.)

I. History and Background

At present, nursing education in Wisconsin includes associate, bachelor's, master's, and Ph.D. programs, along with Doctor of Nursing Practice (DNP) degree programs which are currently in the planning stage (see Appendix B). Currently, all Wisconsin Technical College districts offer an Associate Degree in Nursing (ADN). In addition, three private institutions prepare associate level nurses as well. Fourteen private institutions and five UW institutions in Wisconsin offer the Bachelor of Science in Nursing (BSN) degree (see Appendix B).

Nursing education in the University of Wisconsin System has benefited from a long history of collaboration among UW institutions. The first nursing program was developed at UW-Madison in 1924. Faculty members from the UW-Madison program were delivering nursing education in Milwaukee until 1965 when UW-Milwaukee began its own baccalaureate program. Undergraduate nursing programs at UW-Eau Claire and UW-Oshkosh were established prior to System merger in 1965 and 1966 respectively. The nursing program at UW-Green Bay began offering a BSN degree completion program for registered nurses without a bachelor's degree in 1981. Master's degree programs were established at UW-Madison in 1964, UW-Milwaukee in 1971, UW-Eau Claire in 1981, and UW-Oshkosh in 1974. Ph.D. programs were established at UW-Madison and UW-Milwaukee in 1981.

In the early 1990's, all five UW nursing programs participated in the creation of the Collaborative Nursing Program (now known as BSN@Home), a groundbreaking statewide collaboration offering access to a BSN degree completion program for RNs without bachelor's degrees. The spirit of collaboration continues as the UW-Eau Claire, UW-Madison, UW-Milwaukee and UW-Oshkosh nursing programs engage in cooperative planning to establish new Doctor of Nursing Practice degrees.

The Evolving Practice and Educational Environment in Nursing

All aspects of health care delivery have become more complex over the last 50 years. Nursing now comprises the largest professional group in health care, and RNs practice in virtually every setting where health and human services are provided. Nursing practice has evolved from being based on practical and technical skills to a new professional level based on theory and scientific evidence.

As acuity levels rose in hospital settings, so did pressures to improve generalist and specialist preparation in nursing. Hospital-based diploma programs were replaced with degree programs to prepare entry-level nurses. In the 1970s, graduate programs were established to prepare nurse specialists in parallel with increasing specialization in medicine. As demand for community-based services increased, nurses assumed increased responsibilities in public health agencies, home care, wellness programs, and as nurse practitioners and community health specialists. In the 1980's, graduate programs in nursing became well established, preparing more nurses for advanced practice or for careers in research to improve nursing practice. In the 1990's, as the need for a well-educated nursing workforce became apparent, increasing attention was paid to understanding cyclic nursing shortages and addressing underlying causes.

The knowledge explosion in health care requires all health care professionals, including nurses, to be able to appraise new scientific knowledge and integrate it into practice. Likewise, practitioners must be prepared to be continuous learners, and educational programs must emphasize critical thinking, problem solving, and uses of information technology. Recent studies indicate that higher educational preparation among nurses is associated with better patient care outcomes in hospital settings, resulting in an increase in employer demand for nurses with bachelor's and graduate preparation.

Associate and Baccalaureate Degrees in Nursing

Contemporary nursing education provides several routes to licensure as a Registered Nurse (RN). Decades ago, the only route was through diploma programs sponsored within hospitals. Although the first autonomous university-based nursing program (Yale) was established in the 1920's, university programs did not flourish until after World War II. Simultaneously, a national nursing shortage and the rise of the community college system resulted in the launch of the ADN in the mid 1950's. The result has been a system of nursing education that has provided a pathway to licensure through two distinct educational routes: the community or technical college system and the university/college system. Completion of the first route results in an Associate Degree (ADN) and certification to sit for the RN licensing exam (NCLEX); the university route results in conferral of a Bachelor of Science in nursing (BSN) and the right to sit for the same NCLEX exam. This multiple path approach has caused significant public confusion about the nursing profession for decades. Since the launch of ADN and BSN educational routes, the number of diploma programs across the nation dropped dramatically and Wisconsin has not had a diploma program since the 1980's.

The ever-increasing complexity of health care and demands of employers requires that all states, including Wisconsin, educate more nursing professionals at the baccalaureate level. The BSN model is based in the social and life sciences, and includes classroom, laboratory and clinical components. Coursework builds on a general education background, including a strong science component with courses in chemistry/biochemistry, biology, anatomy, physiology, and microbiology; this curriculum is essentially the same as a pre-medicine curriculum. Students pursuing nursing education therefore require a strong high school preparation in math and science as well as courses that support strong written and oral communication skills. Students interested in baccalaureate education in nursing typically enroll as pre-nursing students in their freshman year and then compete for limited slots available to students seeking to enter the BSN program as upper division students. Four out of the five UW institutions that offer the BSN have a pre-nursing program. These University of Wisconsin System (UW System) nursing programs

also accept transfer students from other institutions who have pursued a pre-nursing science-based curriculum and meet the stringent requirements for admission into the professional component of the nursing program. Entry into BSN programs at all UW System nursing programs is very competitive and currently a very high GPA (3.25-3.6) in the pre-nursing curricula is typically necessary for admission. Still, due to a lack of capacity, in 2007-08, UW programs could only admit 58% of qualified applicants (see Table 2, page 15). Student retention in BSN programs is high. Across the UW System, the traditional BSN programs have less than 5% attrition once students enter into the nursing program. In addition to the five UW System nursing programs (UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Eau Claire and UW-Green Bay), there are fourteen private institutions in Wisconsin that also offer the BSN, and all have seen dramatic increases in applications (see Appendix B). UW System nursing schools are committed to providing access to baccalaureate nursing education by providing multiple entry points to programs and tailoring curricula to meet the needs of various populations. This has resulted in a rich array of offerings within and across current nursing programs. These include: traditional BSN programs that target individuals with secondary school preparation; BSN completion programs that target individuals with an ADN; and Accelerated BSN programs for second degree students.

Traditional Baccalaureate Programs (BSN): The traditional (sometimes called “basic” or “generic”) BSN program is a four-year program incorporating liberal arts with professional nursing education, and is designed for high school graduates. Typically, the first two years include courses in the humanities, social sciences, basic and life sciences. Courses in the nursing major focus on nursing science and theory as well as clinical practice (i.e., demonstration of knowledge, judgment and skill) across an array of settings. The traditional BSN prepares graduates at the generalist level for the wide range of roles nurses perform in contemporary health care. While BSN programs are based on national standards promulgated by the two national nursing education organizations, the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN), and are therefore similar in overall structure and content, BSN programs typically also reflect regional differences in nursing and health care practice, as well as the unique attributes of the parent college or university. Traditional BSN programs are in place at UW-Eau Claire, Oshkosh, Madison and Milwaukee.

BSN Completion Programs: These programs are designed for Registered Nurses (RNs) with an ADN or Nursing Diploma who want to complete a BSN. Since a large proportion of currently practicing nurses hold associate degrees, there has been a rapid expansion of BSN completion programs. While providing BSN completion programs is critical for advancing the knowledge and skills of nursing professionals in order to perform increasingly complex roles, it is important to note that BSN completion programs do not add to the actual numbers of nursing professionals (RNs) in the state.

The five UW institutions collaborate in offering the BSN completion program (BSN@Home). This collaborative program began in 1996 to provide access to BSN education for all non-BSN prepared RNs across the state using distance education technology. It has been used as a model across the country for providing access to BSN education for ADN prepared nurses. The curriculum for the BSN@Home program is designed so that all of the UW institutions share a common required nursing core. These courses, along with a number of elective courses, are delivered through a distance education format that combines students from

across the state in each course section. This innovative collaborative UW System BSN@Home program dramatically increases access of ADN graduates to baccalaureate nursing education.

A 2002 evaluation of the BSN@Home program showed that the 255 respondents were satisfied or very satisfied with the quality of academic advising (85%), the accessibility of advisors (83%), instructor's responsiveness to student concerns (90%), accessibility of instructors (90%), quality of instruction (93%), quality of courses (94%), and instructional support (80%) (Schlegel, Padilla & Bowcock, 2002). Students and graduates reported increased engagement in professional practices compared to their pre-program engagement in relation to subscribing to one or more nursing journals, attending professional nursing conferences, having autonomy and accountability in work, participating in workplace governance, adhering to the professional code of ethics, disseminating health care information in the community, and being involved in research.

Four UW institutions (i.e., UW-Eau Claire, UW-Green Bay, UW-Oshkosh, UW-Milwaukee) also offer face-to-face BSN degree completion programs at multiple off-campus sites across the state. In 2001, the UW System and the Wisconsin Technical College System (WTCS) signed the first system-to-system, program-to-program articulation agreement that allowed ADN graduates of any WTCS nursing program to transfer 60 credits to any UW institution BSN completion program.

Accelerated BSN Programs or Second Degree Nursing Programs: Accelerated BSN programs target individuals with at least a bachelor's degree in another field who are seeking a bachelor's degree in nursing. Following demonstration of competency in prerequisite science areas through either completion of courses or portfolio review, a rigorous curriculum of nursing theory and practice is completed in a 12-16 month period resulting in certification to sit for the NCLEX licensing exam. These programs have been available in some schools for decades, but there has been exponential growth in this option in recent years with many schools reporting that applicants for the accelerated BSN are their fastest growing constituency. UW-Oshkosh has an on-line accelerated BSN option that allows students to complete a BSN in 12 months after completing the prerequisite courses; UW-Eau Claire has a face-to-face program that can be completed in 13 months of full time study. The Accelerated BSN program at UW-Milwaukee was transitioned to a Direct Entry Master's program (see below) in 2007.

Graduate Programs in Nursing: Master's

Graduate programs in nursing prepare specialists including advanced practice nurses (APNs) who serve as nurse practitioners, anesthetists, nurse midwives, and clinical nurse specialists, as well as faculty and clinical faculty for associate, baccalaureate and master's level programs. In the UW System, UW-Madison, UW-Oshkosh, UW-Eau Claire, and UW-Milwaukee all offer the Master's degree with a number of different tracks through their graduate schools. UW System Master's degree programs prepare students for advanced practice nursing roles as Clinical Nurse Specialists (CNS), Nurse Educators, and as Nurse Practitioners (NP) in various specialty areas. Among the state's private colleges and universities, seven institutions offer master's level programs with either CNS or NP programs. Marquette offers the only Midwifery program in the state. Additionally, an area of keen interest among employers is the availability of graduate education in nursing leadership and management; however, none of the UW nursing programs offer this specialization at present.

Clinical Nurse Specialist: Clinical Nursing Specialists (CNS) are prepared to give evidence-based nursing care at a high level of expertise in specialty areas of nursing practice. They are also prepared to consult with other nurses to advance their level of practice and improve patient outcomes. CNSs practice in all venues of care, including community settings, and may focus on the care of populations as well as individuals. UW-Milwaukee, UW-Madison, and UW-Eau Claire have CNS graduate programs. Collectively, these campuses prepare nurse specialists in adult health, geriatrics, pediatrics, psychiatric-mental health nursing, women's health, public/community health, nursing systems, and family health. In addition, these campuses offer the opportunity for graduate students to take formal coursework to prepare them as nurse educators.

Direct Entry Master's: Direct entry MSN programs are designed for non-nurses who hold bachelor's degrees in non-nursing fields. These programs give students credit for having completed their liberal arts requirements and allow them to complete an abbreviated schedule of undergraduate nursing coursework before moving directly into graduate nursing coursework—combining preparation for RN licensure with advanced training in a master's specialty area. UW-Milwaukee has a direct entry Master's program.

Nurse Practitioner (NP): Nurse Practitioner (NP) Programs, are graduate level programs preparing BSN prepared RNs for advance practice roles via achievement of the Master of Science in Nursing degree. Graduates are prepared to take national board certification exams and can assume medication prescriptive authority in Wisconsin and most states. Nurse Practitioner Programs prepare graduates to assume responsibility and accountability for the health promotion, assessment, diagnosis and management of patient problems. This could include prescription of pharmacologic agents within the specialty area of practice. There is a strong emphasis placed on developing sound clinical decision-making skills including diagnostic reasoning throughout the entire advance practice curriculum.

Clinical Nurse Leader: In addition to preparation of increasing numbers of baccalaureate nurses, the rapid changes in health care delivery have resulted in the need for leadership from nurses at the frontlines of practice. The core competencies being sought by employers include excellent skills in nursing practice, and the ability to manage the increasingly complex care environment. The nursing community has responded with a generalist master's in nursing degree (MSN) known as the Clinical Nurse Leader (CNL). At present, UW-Oshkosh offers a CNL program. The CNL is differentiated from the advanced practice degrees (APNs) in that CNL graduates are not specifically prepared to assume an administrative or management role but instead are prepared to assume clinical leadership that focuses on evidence-based practice at the point of care in multiple settings.

Graduate Programs in Nursing: Doctoral

Doctoral programs in nursing developed in the 1960's, and include Ph.D. programs as well as DNS (Doctor of Nursing Science), and the more recent DNP (Doctor of Nursing Practice) programs. There are efforts to differentiate the Ph.D. as the research degree from a new professional or practice degree model, the DNP. It is expected that the DNP will gradually replace current APN MSN programs across the country as preparation for advanced practice.

Ph.D. Programs: In Wisconsin, UW-Madison and UW-Milwaukee offer a Ph.D. in Nursing, as does Marquette University. These programs prepare graduates to assume the full range of teaching and research responsibilities in nursing programs. One of the constraints on the UW System's capacity to provide BSN degree program opportunities is the very tight market for Ph.D. prepared faculty. The UW-Madison and UW-Milwaukee programs collectively produced nine doctoral graduates in 2006-07. During the last ten years, the number of graduates from these two programs fluctuated from a low of 5 in 1999-00 to a high of 15 in 2004-05 (see Appendix C). Nationally, the number of Ph.D.s conferred in nursing increased from 448 in 2002-03 to 657 in 2006-07. While Wisconsin can produce relatively few nursing Ph.D.s each year to serve as faculty, the creation of the new Doctor of Nursing Practice (DNP) programs should partially alleviate this constraint by providing doctorally prepared nurses who can serve as faculty in associate, baccalaureate and master's level nursing programs.

Doctor of Nursing Practice (DNP) Programs: Across the nation, nursing is poised to shift the kind of degree required for advanced practice nursing from the MSN degree to a Doctor of Nursing Practice (DNP). In the UW-System, entitlements to plan a DNP have been granted to UW-Madison, UW-Milwaukee, and to UW-Eau Claire and UW-Oshkosh for a collaborative program. As differentiated from the research-focused Ph.D., the DNP is a practice degree consistent with those in most other health care disciplines including medicine (MD); physical therapy (DPT); pharmacy (PharmD); podiatry (DPM); audiology (AudD), and psychology (PsyD), among others.

Nursing as a practice profession requires both practice experts and nurse scientists to expand the scientific basis for patient care. Doctoral education in nursing is designed to prepare nurses for the highest level of leadership in practice and scientific inquiry. The DNP is a degree designed specifically to prepare individuals for specialized nursing practice. In some instances, individuals who acquire the DNP will seek to fill roles as educators and will use their considerable practice expertise to educate the next generation of nurses. (AACN, 2007)

II. Existing UW Nursing Programs

University of Wisconsin-Eau Claire

UW-Eau Claire offers various paths to the BSN and MSN degrees, serving the northern, western and central regions of Wisconsin.

The traditional/pre-licensure BSN program is offered on the UW-Eau Claire campus. The BSN degree is also offered through interactive video technology at a satellite site in central Wisconsin in the Marshfield/St Joseph's Hospital campus. The Marshfield site is expanding enrollment to 32 per year, beginning in the 2008-09 academic year. The students in the UW-Eau Claire BSN campus program are typically traditional-age, residential, undergraduate students. Those at the Marshfield site are typically older students who may be pursuing nursing as a second degree. Attrition is very low for this program at both sites. Approximately 75% of UW-Eau Claire traditional BSN graduates obtain their first licensure in Wisconsin. About 20% obtain licensure in Minnesota, a percentage consistent with the students' state of residence. These proportions have not changed significantly over the years.

Several RN to BSN and RN to BSN to MSN options are available at UW-Eau Claire. In addition to the collaborative on-line offering for the BSN@Home, UW-Eau Claire offers select courses on campus and at a distance at the Marshfield site. The face-to-face courses were developed in addition to the on-line offerings because of student interest in both types of offerings, and regional employers' need for BSN completion options. UW-Eau Claire also has developed cooperative programming with two technical colleges to enhance BSN education: the Chippewa Technical College/Eau Claire or Chippewa Valley Nursing Alliance (CVNA), and the Western Wisconsin Technical College/La Crosse or the Coulee Region Nursing Alliance (CRNA). These alliances are advantageous as they provide students an alternative route to a BSN. The Alliances provide a seamless sequence for nursing education from pre-nursing at UW-Eau Claire, to an ADN at the technical college, and then a return to the RN-BSN or RN-BSN-MSN programs at UW-Eau Claire. These were created to address the needs of the large numbers of qualified pre-nursing students who were unable to be admitted to the UW-Eau Claire traditional/pre-licensure program.

Following a successful pilot program, UW-Eau Claire will offer an Accelerated BSN program for students who currently have a baccalaureate degree in another area and wish to earn a BSN. This program will begin in Spring 2009.

Students in UW-Eau Claire's MSN program are prepared with a specialization in family or adult health nursing, and role preparation in administration, education and advanced clinical practice as Nurse Practitioner (NP) or Clinical Nurse Specialist (CNS). These programs prepare the graduates to provide advanced nursing care to individuals in hospitals, clinics, nursing homes, and home care and also as nursing administrators and clinical nursing educators. UW-Eau Claire also offers post-master's certificates for those nurses with graduate degrees who wish additional education/preparation as nurse practitioners, clinical nurse specialists, nurse educators, and nurse administrators.

As is true for the undergraduate programs, the UW-Eau Claire graduate nursing programs serve the northern, northwestern and central part of the state, including many from rural communities. However, many in the graduate program not only come from these regions of Wisconsin, but also from eastern Minnesota, especially Rochester and Minneapolis. Nearly 25% of all UW-Eau Claire nursing students (BSN and MSN) come from Minnesota. The BSN completion and MSN programs attract nurses who are working and more often attending classes on a part-time basis. In the past, these students tended to be later in their nursing careers. However, this trend is changing as students are returning to the BSN completion and MSN at an earlier age; nearly 40% of the two most recent admission classes were nurses less than 30 years of age. Seventy-five percent of the MSN graduates are Wisconsin residents when admitted to the program and sustain Wisconsin residency upon completion of the graduate degree. UW-Eau Claire has received many expressions of interest to expand the undergraduate or graduate programs. For example, requests have come from agencies in the Wausau area for a BSN degree completion program and also for an expansion of the Marshfield satellite model to both Rice Lake and Superior. Additionally, the Lac Court Oreilles Tribal College has also expressed interest in a degree completion BSN program.

University of Wisconsin-Green Bay

UW-Green Bay's Nursing Program offers a RN -BSN Completion program for registered nurses (RNs) holding an ADN or diploma in nursing. It provides nurses with the additional coursework needed to earn a BSN, and is offered via three tracks: campus track, internet-based BSN@Home track (for nurses within the state of Wisconsin) and internet-based BSN-LINC track (for nurses residing outside Wisconsin). A 1977 statewide study of nursing education found that in the Northeast region of the state only 11% of the nursing staff were BSN prepared. In response the program (campus track only) was established in 1981 to build a greater BSN-prepared nursing workforce in the region. A BSN@Home track was added in 1995 in partnership with the UW Nursing Program collaboration to increase access to BSN Completion in rural areas and across greater geographic distances. Increasingly, UW-Green Bay is finding that working RN's are choosing to complete their BSN on line rather than coming to the campus-based program. On-line enrollment is growing with relatively little growth in the on-campus program.

The UW-Green Bay campus and BSN@Home tracks serve RNs primarily from the Wisconsin counties of Brown, Manitowoc, Outagamie, Oconto, Calumet, Sheboygan, Kewaunee, Door, Marinette, Shawano, Marathon, Langlade, Oneida, and Vilas. UW-Green Bay has received numerous requests over the years from students, employers, and working RNs to expand the BSN Completion program, develop traditional BSN programs, and develop a graduate program. In the past four years, there have been requests to deliver face-to-face courses in the Rhinelander, Marinette, Manitowoc and Door County areas. Aurora Hospital has also requested delivery of courses at their facility in Green Bay. Starting in the 2008-2009 academic year, face-to-face classes are offered in Rhinelander and Marinette. UW-Green Bay has received expressions of support from students, associate degree-granting institutions in the region, and its own advisory committee to develop an on-line graduate program in nursing.

University of Wisconsin-Madison

Established in 1924, the UW-Madison School of Nursing is among the oldest university nursing programs in the nation, and one of approximately 50 research-intensive nursing schools situated in academic health science centers. In addition to the B.S., M.S., Ph.D. and post-master's and post-doctoral programs offered on the Madison campus with more than 600 students enrolled, the BSN program is also offered in collaboration with Gundersen Lutheran Medical Center in La Crosse with 48 students enrolled at that site. UW-Madison also collaborates with the other UW nursing schools in the BSN@Home program. The school graduates approximately 200 students each year across all programs.

The school's BSN program attracts students predominantly from Wisconsin and the Midwest. Of the 130 students admitted per year to the BSN program at Madison, more than 90% are Wisconsin residents. Approximately 80% apply to the major from on-campus; the remaining 20% are transfer students from other UW campuses or other universities. Attrition out of the nursing major is consistently 2-3% per year, typically for non-academic reasons. More than 50% of the undergraduate nursing majors at Madison qualify for the campus-wide honors program.

In 2002, at the invitation of Gundersen Lutheran Medical Center (GLMC) and Gundersen Lutheran Medical Foundation (GLMF), the school established its Western Campus program as a

strategy to increase the pool of university-educated nurses in Southwestern Wisconsin. This collaboration is unusual in that GLMF supports approximately 80% of the operating costs of the program. All classroom instruction takes place in La Crosse with about half the required courses distance-delivered to La Crosse and with all clinical courses based at GLMC or other clinical venues. Collaboration with UW-La Crosse has been crucial, as students use services on that campus (student health, counseling, etc) funded through an exchange in segregated fees. At present, virtually all students enrolling at the Western Campus have completed their pre-nursing program of study at UW-La Crosse.

Upon graduation, approximately 70% of BS graduates take first professional positions in Wisconsin, with the remainder going largely to Illinois, Minnesota, California and North Carolina. At present, the University of Wisconsin Hospitals and Clinics hire approximately 35% of BSN graduates from Madison each year into entry-level practice positions. Of the 24 students admitted per year to the BSN program at La Crosse, nearly all are Wisconsin or Minnesota residents who transfer from UW-La Crosse. Virtually all of those graduates take first professional positions in Wisconsin.

The MS program at UW-Madison has approximately 180 students enrolled, preparing for advanced practice roles (clinical nurse specialist, nurse practitioner, nurse educator) in specialties including geriatric nursing, acute/critical care, women's health, child and family nursing and psychiatric-mental health nursing. The school also offers the MS-MPH degree in collaboration with the School of Medicine and Public Health, and offers individualized post-master's certificate programs. Most master's and post-master's students are Wisconsin residents and employed full-time in nursing while attending school. The majority are from southern Wisconsin. Each year, approximately thirty students graduate with MS degrees, most of whom take advanced practice or teaching positions in Wisconsin.

There are currently 45 students enrolled in the UW-Madison Ph.D. program. Approximately 25% of each entering class is made up of international students. Of the US students, 80% are from Wisconsin or the Midwest. Ph.D. students are nearly all employed as teaching or research assistants; many also work part-time in clinical or teaching positions. Each year, 5-7 Ph.D.s and 1-2 postdoctoral fellows complete their training; virtually all take teaching positions, about 25% in Wisconsin.

In response to the need to expand the numbers of nurses prepared to take entry-level faculty positions, as well as to enhance current capacity in schools of nursing across the state, UW-Madison School of Nursing competed for and received three multi-year grants totaling more than \$5 million from DHHS/HRSA over the last five years to fund the following initiatives:

- Nurse Educators for Tomorrow (NET) project, that extended UW-Madison graduate offerings on line and facilitated nurses in rural communities to complete their MS with a focus in nursing education;
- WI-TECHNE (Wisconsin Technology into Nursing Education Initiative), a collaboration between UW nursing programs and Wisconsin Technical School programs to enhance faculty knowledge and skills in instructional technologies of particular importance in nursing education, and
- LEAP (Linking Education and Practice in Public Health Nursing), a project designed to link nursing education and nursing practice in public health into a functional

network intended to expand collaboration, build new clinical training sites, and enhance public health nursing capacity across Wisconsin.

UW-Madison is currently exploring with UW-Baraboo the feasibility of offering onsite BSN@Home programming; discussions are in very early stage and no decisions are imminent. Likewise, interest has been expressed by UW-Rock County and Mercy Health System to explore whether an arrangement similar to the Western Campus might be feasible, but to date, no discussions have taken place.

University of Wisconsin-Milwaukee

The UW-Milwaukee College of Nursing, the largest nursing program in the state, first enrolled students in 1965, and now graduates approximately 200 undergraduate students each year. Nearly 95% of UW-Milwaukee graduates remain in Wisconsin to practice or teach. The College is committed to facilitating access to nursing education by providing opportunities for multiple points of entry into professional nursing education on three different UW System campuses at the undergraduate level, UW-Milwaukee, UW-Parkside and UW-Washington County (UWWC), and on the UW-Milwaukee campus at the undergraduate, graduate and doctoral levels.

At the main campus in Milwaukee, the College offers a traditional BSN program, a Direct Entry Master's program for students with a non-nursing bachelors degree (currently phasing out an accelerated BS program), and a master's program with a Family Nurse Practitioner track and Clinical Nurse Specialist options in adult health, community health, maternal child health, psychiatric/mental health, and nursing systems. The College collaborates with the School of Business to offer an MS/MBA program. UW-Milwaukee participates in the UW System BSN@Home program, and college faculty provide both RN to BSN and an RN to Master's curricular options in both face-to-face on-campus and off-campus locations in partnership with area health employers. A post-master's Family Nurse Practitioner (FNP) certificate program, a graduate certificate in Public Health, as well as a certificate in Health Professions Education are also offered. An accelerated BSN program was originally developed for students with a non-nursing degree who wished to complete a BSN. That program has recently transitioned to a Direct Entry Master's Program for this same population of students who are UW-Milwaukee's fastest growing applicant pool.

The College has had a doctoral program since 1985 with both post-graduate and BS to Ph.D. options. In 2003, the UW-Milwaukee faculty launched one of the first On-Line Nursing Ph.D. programs in the nation. The College is developing a Doctorate of Nursing Practice (DNP) program which is planned to begin in 2009. UW-Milwaukee has offered a nursing program through a consortium with the UW-Parkside campus since 1980. Students from this program are drawn from the Racine, Kenosha area. An expansion to UWWC was undertaken in 2002. Students from the West Bend and Fond du Lac areas are able to complete pre-nursing courses at the UWWC, come to Milwaukee for their third year and complete their clinical placements in the West Bend area as seniors. Since 2004 the program has enrolled 16 students per year. UW-Milwaukee nursing faculty deliver the same UW-Milwaukee curricula on all three campuses and the on-line programs. In response to the nursing shortage, the undergraduate nursing enrollment was nearly doubled from 2000 to 2004, while the graduate enrollment increased by 30%.

Requests from major health care systems in Milwaukee (Aurora, Wheaton Franciscan and Froedtert) since 2002 have resulted in innovative off-campus offerings through contractual agreements with each of these entities. These programs have focused largely on increasing the number of baccalaureate completion and ADN to master's students. In addition to enrollment increases in the statewide collaborative BSN@Home program, the UW-Milwaukee/employer partnerships have allowed for an increase in UW-Milwaukee enrollment from 38 BSN completion students registered in 2005, to 142 in fall of 2007.

The interest of major health care employers to support these programs declined somewhat as the nursing vacancy rates in hospitals eased in the past several years. It is anticipated, however, that there will be renewed interest in these options in the next decade. Requests continue from UWWC to increase enrollment and to create a clinical learning laboratory at their campus. Recent state budget funds will allow an expansion of UWWC enrollment by 8 additional undergraduate students each year pending adequate faculty and clinical placement facilities.

In 2001, in response to statewide requests to accelerate the preparation of master's prepared nursing faculty, UW-Milwaukee took the leadership to develop a federal grant proposal that was funded by the Department of Labor (\$1.2 M) and employers throughout the state (\$1.7M). The State of Wisconsin Initiative to Fast Track (SWIFT) Nurse Educators project has enrolled an additional 63 clinical nurse faculty members to date in master's programs with contracts to teach in Wisconsin nursing programs upon completion of their master's degrees.

University of Wisconsin-Oshkosh

UW-Oshkosh offers a number of undergraduate and graduate nursing program options. Students can receive an undergraduate BSN through three pathways. The traditional BSN program is a four-year residential path currently attracting traditional-age students from the southeast, northeast, and central Wisconsin area, as well as students from other parts of the state, and occasionally out-of-state and international students. The Accelerated Bachelor to BSN pathway is designed for students who currently have a baccalaureate degree in another area who wish to earn a BSN in an on-line distance education format in 12 months. This program attracts students from throughout Wisconsin, with about 30% of out-of-state students. The BSN@Home pathway at UW-Oshkosh attracts RNs from central and northeast Wisconsin. In addition to the conventional BSN@Home students who are RNs who identify UW-Oshkosh as their degree campus, there are two additional options for students in an ADN program to enter the BSN@Home degree completion program at UW-Oshkosh:

- Step Ahead Program--students in central Wisconsin can earn an ADN from Northcentral Technical College and seamlessly enter the BSN@Home RN to BSN program. These individuals are clear on their intent to pursue a bachelor's degree, but do not find the traditional BSN route useful because they are frequently place bound due to family or work obligations.
- Sheboygan, Manitowoc, Lakeshore (SMLS) RN to BSN--This is a face-to-face program in the Sheboygan/Manitowoc area for current RNs to earn their BSN. The SMLS Program attracts RN students from the Wisconsin lakeshore geographic area who wish to pursue their baccalaureate degree in a more traditional classroom setting. The Fox Valley ADN/BSN is similar to the Step Ahead program with students

earning an ADN from Fox Valley Technical College in an accelerated format, and then seamlessly enrolling in the BSN@Home program to complete their baccalaureate degree. The Fox Valley ADN/BSN Program attracts qualified students who were not initially accepted into the traditional BSN program at UW-Oshkosh.

UW-Oshkosh offers a MSN with four emphases: Family Nurse Practitioner (FNP) with a primary care focus; Adult Nurse Practitioner; Nurse Educator focus preparing educators for ADN and BSN nursing programs; and Clinical Nurse Leader (CNL) focus preparing providers and managers of patient care with emphasis on evidence-based practice, patient safety and quality outcomes.

UW-Oshkosh also offers certificate programs for students wishing to expand their knowledge but not undertake an entire degree program. The Graduate Achievement Program is a certificate program for persons with nursing master's degrees who wish to become family nurse practitioners. The Natural Alternative Complementary (NAC) Health Care Certificate Program is a certificate program for BSN or MSN prepared nurses who wish to have an increased knowledge base of NAC health care interventions.

Approximately 96% of UW-Oshkosh traditional BSN, BSN@Home, and graduate nursing students stay in Wisconsin, with a significant number staying in the Fox Valley. This has been consistent throughout the history of the programs. The majority of students served by the UW-Oshkosh MSN graduate program reside in NE Wisconsin.

There is great interest in further expansion of UW-Oshkosh nursing programs. Inquiries have come from several UW Colleges campuses requesting programs similar to the Step Ahead program. Similarly, health care systems (especially in north-central WI) frequently request programs for ADN to BSN graduate options. At the graduate level, private businesses such as Walgreens and Wal-Mart have encouraged the growth of the FNP option to support the increase in nurse-anchored primary care sites in retail locations.

III. Student, Faculty, and Supply/Demand Data

Student Enrollment in Pre-Nursing Programs at the UW System

Eight UW four-year institutions, including UW-Eau Claire, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Parkside, UW-Platteville, UW-Stevens Point, along with the UW Colleges, currently offer pre-nursing programs. Pre-nursing programs at UW Colleges are through collaboration with UW four-year institutions or non-UW institutions. Sixty-eight students are currently enrolled (spring 2008) in these collaborative pre-nursing programs at the UW Colleges. In fall 2007, more than 2,400 students were enrolled in pre-nursing programs throughout the UW System (Table 1).

**Table 1: University of Wisconsin System
Student Enrollment in Pre-Nursing Programs by Institution*
Fall 2003 to Fall 2007**

UW Institution	2003	2004	2005	2006	2007
UW-Eau Claire	340	336	341	318	310
UW-La Crosse	171	187	219	159	143
UW-Madison	218	225	263	354	328
UW-Milwaukee**	992	1,253	1,088	868	824
UW-Oshkosh	789	803	930	836	685
UW-Platteville	12-20 (estimated, not officially tracked yet)				
UW-Stevens Point	113	106	97	87	79
UW System Total***	2,623	2,910	2,938	2,622	2,369

*UW Colleges data not included

**Includes Pre-nursing Students at UW-Parkside

***UW System total does not include student enrollments at UW-Platteville

Data Source: UW Campuses

Application, Admission, and Enrollment in Bachelor Degree Nursing Program at the UW System

Students have shown growing interest in bachelor degree nursing programs. The number of applicants to UW Nursing programs at the UW System increased from 1,241 in 2003-04 to 1,659 in 2007-08 (Table 2). Due to lack of space and resources over the last five years, admissions to UW System BSN programs have averaged only 57% of qualified applicants. In 2007-08, 638 qualified applicants were denied admission. Of those who were admitted to a bachelor degree nursing program, 94% enrolled (Table 2).

**Table 2: University of Wisconsin System
Applicants, Admissions, and Enrollment in Bachelor Degree Nursing Program*
2003-04 to 2007-08**

UW System		2003-04	2004-05	2005-06	2006-07	2007-08
Applications Received	#	1,241	1,493	1,677	1,599	1,659
Qualified Applicants	#	1,091	1,370	1,482	1,446	1,515
Admitted	#	664	736	794	839	877
	%	61%	54%	54%	58%	58%
Enrolled	#	618	698	744	789	821
	%	93%	95%	94%	94%	94%

Data Source: UW Campuses

*Detailed data by campus available in Appendix D

Undergraduate Student Enrollment in Nursing at the UW System

Undergraduate student enrollment in the BSN and BSN completion programs almost tripled over the last ten years, from 1,368 in fall 1998 to 3,899 in fall 2007. Student enrollments

in traditional BSN programs increased from 1,163 in fall 1998 to 3,521 in fall 2007, whereas those in degree completion programs increased from 205 to 378 over the same time period. In fall 2007, 90% of UW-System nursing students were enrolled in BSN nursing programs and the remaining 10% were enrolled in the BSN completion programs (Chart 1).

**Chart 1: University of Wisconsin System
Undergraduate Student Headcount Enrollment in Nursing
by Type of Program, Fall 1998 to Fall 2007**



Data Source: CDR (Central Data Request) at the UW System

Associate and Bachelor of Science Nursing Degrees Conferred in Wisconsin

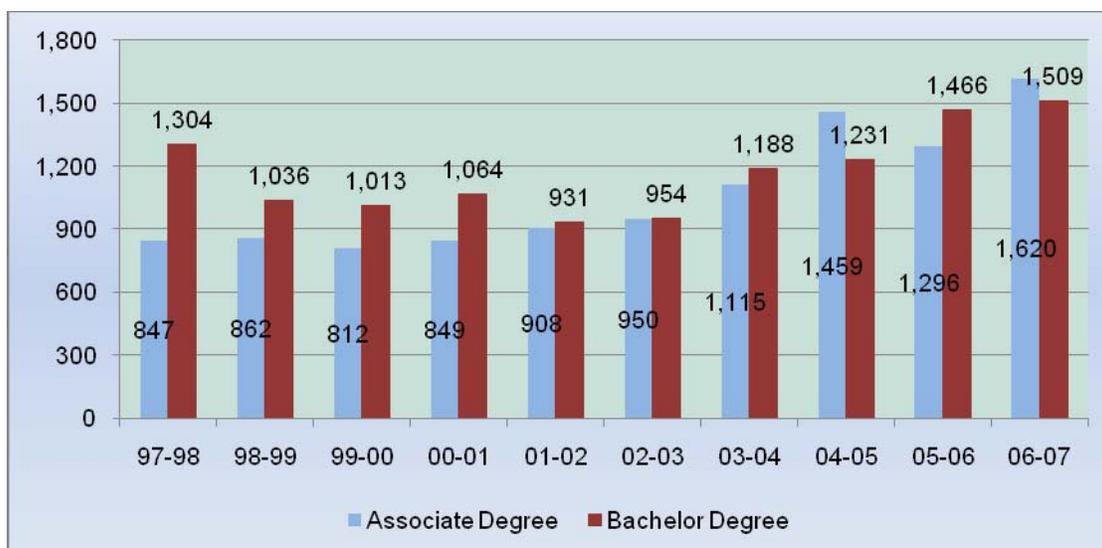
In 2006, 56% of registered nurses in the U.S. had a bachelor's degree or higher (U.S. Bureau of Labor Statistics). Research that links quality outcomes with the educational level of registered nurses supports the needs for an increase in the proportion of nurses with bachelor's degrees (Aiken et al., 2003). In recent years, major health care systems in the state also sought to increase the percentage of their nursing workforce with a bachelor's degree. Nationally there are major initiatives focused on increasing the number of RNs prepared at the bachelor's level and beyond:

“Given the demands of today's health care system, the greatest need in the nursing workforce is for nurses prepared at the baccalaureate- and graduate-degree levels. With the government calling for baccalaureate preparation for at least two thirds of the nursing workforce, the evidence clearly shows that higher levels of nursing education are linked with lower patient mortality rates, few errors, and greater job satisfaction among RNs. The American Organization of Nurse Executive (AONE), the national voice for nurse leaders in the practice arena, also calls for baccalaureate preparation for all RNs in the future. The growing complexity of patient care and the increase in patient acuity require that RNs have the best entry-level preparation available” (AACN, 2008).

Chart 2 shows ADN and BSN nursing degrees conferred in Wisconsin over the last ten years. Half of the BSNs granted in Wisconsin were conferred by UW institutions (48% in

2006-07). Of those, 17% were through degree completion programs. Between 1997-98 and 2006-07, the number of ADN's almost doubled, from 847 to 1,620. In the same time period, BSN's decreased prior to 2002-03 and then increased again with a net increase of 205, from 1,304 to 1,509.

**Chart 2: Wisconsin Postsecondary Institutions
Associate and Bachelor Nursing Degrees Conferred
1997-98 to 2006-07**



Data Source: IPEDS (Integrated Postsecondary Education Data System)

As shown in Appendix E, the distribution of ADN and BSN degrees conferred in Wisconsin varied by region. It should be noted that UW-Oshkosh, UW-Eau Claire, UW-Madison and UW-Milwaukee all offer their degree programs in locations outside of their main campus, so degrees from those institutions contribute to the workforce in a number of regions other than their primary location, including the north central, southeast, and western regions of the state.

Diversity in Nursing Programs

Students

Ninety percent of students enrolled in nursing in the fall 2007 were female (see Appendix F) and 91% of bachelor degree recipients in nursing were female (see Appendix G). The number of students of color enrolled in undergraduate nursing programs in the UW System has steadily increased over the last ten years, from 6% (n=81) in fall 1998 to 11% (n=415) in fall 2007. While this compares favorably to the enrollment of students of color in UW System as a whole, work must be done to increase students of color access and success overall in the UW System. In 2007, 10% of undergraduate students in the UW System were students of color. Though enrollments have increased, bachelor degrees conferred to students of color fluctuated between fall 1998 and fall 2007, ranging from 5% in 2002-03 to 9% in 2003-04. While the rate of enrollment of students of color across the UW System programs increased, students of color are not proceeding into, or graduating from, the nursing major at the same rates as majority students.

Faculty and Instructional Academic Staff

UW System nursing schools face challenges in terms of the diversity of students and faculty, as well as an aging educator workforce. UW System nursing students and faculty are still more than 90% female and white. During the five years from 2003-2007, the percentage of female faculty in nursing has remained constant at 98% and the number of faculty of color in nursing has increased from 6% to 7%. Data on faculty and instructional academic staff by gender, race and campus is in Appendix H. Of considerable concern is the fact that nursing faculty and instructional staff are significantly older than their colleagues in other disciplines. Overall in fall 2007, 77% of faculty in nursing programs at the five UW institutions were 50 years of age or older, compared to 53% in that age bracket in the UW System as a whole. Similarly, the proportion of instructional academic staff age 50 or older in nursing was 64%, as compared to 46% age 50 or older at the UW System as a whole in fall 2007. Data on faculty and instructional academic staff by age and campus is in Appendix I.

Registered Nurse Supply/Demand Data

Projections on supply, demand, and shortages of registered nurses from the National Center for Health Workforce Analysis in the Bureau of Health Professions, Health Resources and Services Administration (HRSA) shows Wisconsin will not have shortages in registered nurses prior to 2010. However, beginning in 2010 the projected shortages increase quickly. By 2015, the projected shortage of registered nurses in Wisconsin will be 4,100 FTE and by 2020, the projected shortage will be 10,200 FTE (Table 3).

Table 3: Projected Wisconsin and U.S. FTE Registered Nurses Supply, Demand, and Shortages

		2000	2005	2010	2015	2020
Wisconsin	Supply	41,300	42,900	43,300	42,200	40,100
	Demand	37,000	39,800	42,800	46,300	50,300
	Supply - Demand Supply ÷ Demand	4,300 112%	3,100 108%	500 101%	-4,100 91%	-10,200 80%
U.S.	Supply	1,890,700	1,942,500	1,941,200	1,886,100	1,808,000
	Demand	2,001,500	2,161,300	2,347,000	2,569,800	2,824,900
	Supply - Demand Supply ÷ Demand	-110,800 94%	-218,800 90%	-405,800 83%	-683,700 73%	-1,016,900 64%

Data Source: Health Resources and Services Administration (HRSA)

Demand for registered nurses from 2004 to 2014 is projected to increase in all of the ten regions of the State. Based on projections from the Wisconsin Department of Workforce Development (DWD) for the period 2004-2014 (Table 4), there will be 2,610 openings for

registered nurses; 1,600 of these opening will be for new positions, and 1,010 will be replacement positions. This represents a 33% increase projected in positions statewide by 2014. DWD projections indicate that the top five regions in the state with the greatest increase in new nursing positions through 2014 are:

- Milwaukee (Milwaukee, Washington, Ozaukee, and Waukesha) (n=810)
- South Central (Columbia, Dane, Dodge, Jefferson, Marquette, and Sauk) (n=380)
- Bay Area (Brown, Door, Florence, Kewaunee, Manitowoc, Marinette, Menominee, Oconto, Shawano, and Sheboygan) (n=280)
- North Central Central (Adams, Forest, Langlade, Lincoln, Marathon, Oneida, Portage, Vilas, and Wood) (n=260)
- Fox Valley (Calumet, Fond du Lac, Green Lake, Outagamie, Waupaca, Waushara, and Winnebago) (n=210)

**Table 4: Wisconsin Employment Projections
for Registered Nurses, 2004-2014**

	Estimated Employment				Estimated Average Annual Opening		
	2004	2014	Change	% Change	New Jobs	Replacements	Total
Bay Area (Brown, Door, Florence, Kewaunee, Manitowoc, Marinette, Menominee, Oconto, Shawano, and Sheboygan)	5,070	6,720	1,650	32.5%	170	110	280
Fox Valley (Calumet, Fond du Lac, Green Lake, Outagamie, Waupaca, Waushara, and Winnebago)	3,870	5,120	1,250	32.3%	130	80	210
Milwaukee (Milwaukee, Washington, Ozaukee, and Waukesha)	14,740	19,760	5,020	34.1%	500	310	810
North Central (Adams, Forest, Langlade, Lincoln, Marathon, Oneida, Portage, Vilas, and Wood)	4,470	6,130	1,660	37.1%	170	90	260
Northwest (Ashland, Bayfield, Burnett, Douglas, Iron, Price, Rusk, Sawyer, Taylor and Washburn)	1,080	1,400	320	29.6%	30	20	50
South Central (Columbia, Dane, Dodge, Jefferson, Marquette, and Sauk)	7,180	9,460	2,280	31.8%	230	150	380
Southeast (Racine, Kenosha, and Walworth)	2,680	3,560	880	32.8%	90	60	150
Southwest (Grant, Green, Iowa, Lafayette, Richland, and Rock)	2,050	2,720	670	32.7%	70	40	110
West Central (Barron, Chippewa, Clark, Dunn, Eau Claire, Pepin, Pierce, Polk, and St. Croix)	3,090	4,090	1,000	32.4%	100	70	170
Western (Buffalo, Crawford, Jackson, Juneau, La Crosse, Monroe, Trempealeau, and Vernon)	3,230	4,270	1,040	32.2%	100	70	170
Wisconsin Total	48,410	64,420	16,010	33.1%	1,600	1,010	2,610

Data Source: Wisconsin Department of Workforce Development

V. Challenges Facing Nursing Education in Wisconsin

While UW System Nursing has achieved considerable success in terms of the quality, range and size of academic programs over the last decade, continued progress is now threatened by a number of challenges. The quality of health care in Wisconsin will depend, to a significant degree, on how well the UW System and its individual nursing schools address these challenges.

1. Pipeline and Diversity

Preparing a diverse pool of qualified students in K-12 and pre-nursing programs is critical to ensuring a pipeline of diverse nursing students prepared to pursue science-based nursing education. Though there is currently more student interest in nursing education than capacity in UW nursing programs, the need to educate more nurses, combined with diversity challenges and the projected decline in high school graduates makes proper preparation imperative. Young people from all communities and economic strata need to be attracted and prepared to pursue nursing as a career. Wisconsin's increasingly multicultural, multilingual, and international communities need nurses who are knowledgeable about their own communities.

2. Shortages of Registered Nurses statewide

As the data in section IV of this report demonstrated, over the next decade, Wisconsin will require more nurses than it is currently producing, and special attention will be necessary in regions where employment growth is projected to be high. Any movement toward solutions to address this problem must begin by acknowledging the multiple interests of the two state systems that educate nurses, i.e., UW System and the Wisconsin Technical College System (WTCS), as well as the private universities and colleges across the state that provide nursing education. Nevertheless, it is evident that, in order to meet the state's future health care needs, any proposed strategy should not only increase the absolute numbers of new nursing graduates across the state, but should also lead to a higher proportion of new (as well as already-practicing) nurses who are prepared at the BSN level. Such an approach will accomplish two important objectives: 1) it will respond to the growing need of health care employers for nurses prepared at the BSN level or higher, and 2) it will begin to address the current and projected critical shortage of nursing faculty by increasing the pool of nurses prepared for graduate study.

3. Clinical Sites

Clinical experience is a critical component of nursing education. Establishing, coordinating, supervising, and assessing clinical placements is labor intensive requiring oversight and supervision by both clinical site personnel and university faculty. The issue is not solely the number of such sites, but the need to provide a range of different clinical experience opportunities to effectively prepare nursing students for practice. Entry-level BSN prepared nurses need to be prepared as generalists and therefore require clinical learning opportunities with persons across the age span and in a variety of patient care settings (inpatient, outpatient, community, public health, etc.).

Growth in nursing program enrollments increases competition for clinical placement sites. Nursing leadership has major concerns about how to manage clinical placement issues and strongly supports recent statewide initiatives to address these issues. The Wisconsin Statewide

Clinical Placement Summit (April 2007) and the Linking Education and Practice (LEAP) Project are examples of initiatives already in place which emphasize collaboration in development of solutions to the nursing clinical placement challenges.

4. Faculty Shortage, Retirements, and Salary

There is a significant and growing national shortage of master's and doctorally prepared faculty in nursing. Demand for faculty has grown as enrollments in BSN and MSN programs have increased in response to workforce shortages. At present, most college and university nursing programs require doctoral preparation for faculty in tenure-track positions, but many rely, at least to some extent, on master's prepared nurses to teach clinical courses at the baccalaureate and master's levels. The nursing programs at UW-Eau Claire, UW-Oshkosh, UW-Madison and UW-Milwaukee are producing master's prepared nurses qualified to take entry-level teaching positions, particularly within the Wisconsin Technical College System.

The shortage of doctorally prepared faculty in nursing is a function of limited supply and increasing demand. These dynamics are already evident in Wisconsin. Ph.D. programs at UW-Madison and UW-Milwaukee are producing approximately nine new graduates each year who are qualified to teach in baccalaureate and higher degree programs, and this number has remained steady for the past ten years. New Ph.D. nursing graduates from Wisconsin are increasingly likely to be recruited away to other states where substantial reinvestments in nursing higher education have already taken place. During the past five years, the number of Ph.D. faculty at the UW comprehensive institutions has declined because of failed searches for their replacements. The impact of the doctorate of nursing practice (DNP) degree on the faculty shortage is unlikely to be significant in the short term, but over time, these programs will add to the available pool of potential nursing faculty.

The nursing faculty shortage is compounded by two other challenges. First, the length of the nursing faculty career is shorter than that in many other fields. This is because the average age of a nurse completing a Ph.D. is 48, compared with 36 in other science fields, and because most nursing faculty retire between age 60 and 65.

Second, while salaries for nurses in the practice arena have increased steadily over the last decade as employers work to recruit and retain well-qualified nursing staff, faculty salaries in nursing have not kept pace with those in practice. The gap between nursing faculty and instructional staff salaries at UW institutions and WTCS, and between UW institutions and major health care employers is widening. For example, master's prepared instructional staff at UW-Madison are routinely offered positions in practice for \$20-30K more than their current salaries, and WTCS salaries throughout the state are generally \$10-20K higher for comparable credentials and teaching experience. If this trend continues, it likely will have a dampening effect on nurses' willingness to leave practice in order to pursue graduate education and teaching careers. As the nationwide faculty shortage deepens, these competitive forces will worsen, at least in the near term, placing another constraint on the ability of our institutions to educate the number of nurses Wisconsin will need over the next 15 years.

Nearly 60% of nursing faculty nationwide will reach retirement age in the next decade, and graduations from doctoral programs will not be sufficient to replace them. Based on age distributions of the existing Ph.D. faculty at UW nursing schools, UW institutions will soon be

faced with significant numbers of retirements. For example, at UW-Madison, nursing has 64% of faculty eligible for retirement within the next five years, the highest percentage on the campus, and Milwaukee's situation is similar at 50%. In those two schools, among the ranks of instructional staff who typically teach undergraduate and graduate courses, retirements in the next five years can be expected in the 35-40% range. The situations at UW-Eau Claire and UW-Oshkosh are comparable with 30-40% of faculty and 25% of instructional staff approaching retirement age. Nursing at UW-Green Bay is in a slightly better position with 25% of faculty and none of current instructional staff approaching retirement age in the next five years.

5. Need for Data for Enrollment and Workforce Planning

One of the significant barriers to adequate nursing workforce planning in Wisconsin is the lack of data, particularly supply data so that a more scientific analysis can be conducted of likely demand. The ability to strategically manage enrollments and resource allocation in nursing programs to best meet the evolving needs of the health care workforce requires valid and reliable data on the current nursing workforce. Right now, Wisconsin has no regular means of collecting data on the existing nursing workforce. For instance, the proportion of BSN prepared RNs in the state is unknown. This lack severely hinders workforce planning efforts. Although statewide surveys of nurses have been conducted as a voluntary part of the relicensing process, recent efforts have not been structured to assure an adequate response rate. There is also a need for much more accurate data on the demand for nurses regionally and in specific specialty areas.

This need for better supply and demand data is the goal of the Wisconsin Center for Nursing, a not-for-profit organization with a mission to "assure an adequate, well-prepared and diverse nurse workforce to meet the needs of the citizens of Wisconsin." For the past four years, nursing leaders in the Wisconsin Center for Nursing and its predecessor, the Wisconsin Nursing Redesign Consortium, have worked with the Department of Workforce Development and other public and private partners to undertake a biennial survey of all nurses in the state. In addition, there is a need to collect data regularly from all nursing programs across the state, and to share these data on a regional and statewide basis in order to determine capacity on the supply side. Regular collection of these data is a goal of ANEW, the Administrators of Nursing Education in Wisconsin.

6. Facility and Technological Challenges in Nursing Education

Two additional challenges face nursing programs in the UW System, specifically the pressures on existing facilities and the demands of maintaining instructional technologies to prepare future nurse clinicians, educators and scientists.

As is true across the country, UW nursing programs are facing significant pressures on classroom, office and laboratory space as academic programs have grown and the demands of keeping pace with rapidly changing instructional technologies put pressure on nursing schools. UW Nursing programs have been leaders in the introduction and use of distance technologies to deliver academic programs, beginning with internet technology in the BSN@Home collaboration, and continuing with Webcasting, podcasting and Web-enhancements for on-campus courses. Today, the new standard in nursing education has become the use of human-patient simulators (i.e., computerized mannequins that can be programmed to simulate clinical conditions that nurses must diagnose and treat, and linked to a simulated electronic

patient record). These technologies can be used effectively to enhance clinical judgment and skills, even perhaps to substitute for some clinical experiences in the curriculum in order to take some pressure off of clinical placement sites. However, the initial and ongoing cost of this technology is significant; simulators can cost more than \$100,000 and staff must be trained to program and maintain them. While introduction of new instructional technologies may help to stretch limited faculty and clinical placement resources, this cannot be done without suitable faculty development activities.

VI. Current Steps to Address the Challenges

Since 2001, UW System nursing deans have provided significant leadership at the state level to end decades of competition among nursing programs in favor of a collaborative approach among nursing leaders across the state. UW System nursing deans have:

- Launched ANEW (Administrators of Nursing Education in Wisconsin), a new collaborative body composed of the Deans and Directors of every nursing program in the state – UW System, WTCS and WAICU (private colleges and universities.). In 2001, this group unanimously endorsed, with the support of the presidents of all three systems, a joint resolution to work together to prepare more nurse educators for Wisconsin. The group meets at least bi-annually to address statewide nurse education issues.
- Created the Wisconsin Nursing Redesign Consortium from 2001-2006 and subsequently launched the Wisconsin Center for Nursing (WCN) in 2006 to address nursing workforce issues across the state.
- Designed and implemented a model to accelerate the preparation of master's prepared nursing faculty for Wisconsin. The State of Wisconsin Initiative to Fast Track (SWIFT) Nurse Educators, funded by the US Department of Labor, was a collaborative between UW System nursing programs, major health care employers, WTCS and WCN. Results include a model for collaborative program development and a shared funding mechanism to enable nurses to move more rapidly through graduate programs in nursing.
- Participated in the Governor's Select Committee on Health Care Workforce, a public/private group that seeks to address workforce issues for all health professions. Nursing has a high profile in this group and is currently the focal point of several grant proposals to address the issue of limited nursing data across the state.
- Initiated efforts to address the nurse faculty shortage with the State Board of Nursing. Co-Chaired, with the President of the State Board of Nursing, the Wisconsin Nursing Faculty Shortage Task Force and co-authored the report, "Educating the Nursing Workforce: The Nurse Faculty Shortage in Wisconsin," released in July, 2007.

As a result of the data gathered and the collaborative discussions undertaken in the past several years, the UW System nursing deans worked closely with UW System administrators to develop a Decision Item Narrative (DIN) requesting expansion funding for nursing education as a part of the 2007-09 budget request. The focus of this request was funding to continue expansion of the existing UW System nursing programs at the undergraduate and graduate levels. The 2007-09 biennial budget included funding to provide more opportunities for students

in the field of nursing throughout the UW System. Under that budget initiative, funding was provided UW System nursing programs in the following areas:

- UW-Madison to allow for 20 additional advanced practice nurses (Master's degrees) and conduct a feasibility study to establish an accelerated BSN program;
- UW-Milwaukee to provide opportunities for 24 additional BSN students through outreach programs at UW-Parkside (Racine/Kenosha) and UW-Washington County (West Bend) and 20 additional Master's nursing students (potentially through employer based locations);
- UW-Eau Claire for 24 students in the accelerated BSN program and 8 additional BSN students through outreach at Marshfield;
- UW-Green Bay for 17 additional BSN completion students in Rhinelander and Marinette; and
- UW-Oshkosh for an additional 32 BSN students in Wausau, 28 MSN nursing educator students, and 24 students to participate in the direct entry MSN program.

VII. Recommendations for Nursing Education in the UW System and the State

1. Priority: Increase the Number of Baccalaureate Level Nursing Graduates

Although data preclude a rigorous regional analysis, current data models project the demand for nurses to increase in all ten regions of the State, and forecast demand to significantly outstrip supply in the next decade. In addition, the increasing complexity of providing nursing care requires that more of our nurses complete BSN programs. There is a high demand by students for nursing education. At present, however, due to the lack of resources and space, only 60% or fewer of qualified applicants to the traditional UW BSN programs are admitted; i.e., over 600 qualified applicants were denied admission in 2007-2008.

Strategy: In order to be prepared to fill the state's increasing need for nurse professionals, the capacity for baccalaureate nursing education in Wisconsin must be expanded through various strategies including degree completion, traditional BSN programs, and accelerated second degree programs. This can be accomplished through the expansion of existing programs, and the possible addition of new programs. In deciding where to invest resources to expand capacity, the following considerations should be addressed:

- Is there demand for additional nurses from employers in the geographic region where the expansion of existing programs or creation of new programs is being considered? Do area health care providers have the ability and interest to hire BSN graduates?
- Is there student interest for BSN education in the area?
- Are there adequate numbers of master's and/or doctorally prepared faculty to staff additional nursing educational programs?
- Are there adequate academic support resources for nursing advising and teaching?
- Is infrastructure such as clinical laboratories, classrooms, and information technology already available to accommodate students?
- Are there adequate clinical placement sites for the numbers of students projected across practice venues (acute, community, mental health and long-term care)?

- Can any new program proposed meet accreditation and quality standards?
- Are health care employers willing to devote fiscal and human resources to support expanded or new nursing programs in the region?
- What other constituencies (other UW System programs, WTCS, private colleges) and political considerations need to be considered when expanding an existing or implementing a new program?
- What are the opportunities for an expanded or new program to serve a diverse and underserved student population?
- What are the opportunities for collaboration with other educational partners in the delivery of the program?
- What would be the most cost beneficial way to serve the geographic region?

2. Priority: Expand Clinical Opportunities

One of the significant binding constraints limiting the number of students who can be served in nursing programs is the number and range of clinical placement opportunities. This is a factor facing other allied health fields as well and is expected to be a growing issue in the future.

Strategy: A working group should be created for the purpose of exploring ways to build capacity and evaluate alternative strategies for providing effective clinical training to nursing students in ways that do not compromise the quality of that instruction. The advent of new technologies and alternative practices should be explored in an effort to enhance clinical training opportunities (e.g., low and high fidelity mannequin simulation, virtual simulation, telehealth/teleconferencing, alternate scheduling systems). Discussions should include consideration of clinical placement initiatives already in place and in development.

3. Priority: Enhance the Racial/Ethnic and Gender Diversity of Nursing Students

While the percentage of nursing students who are students of color does not reflect the racial/ethnic diversity of the state, it is comparable to that in the UW System at large. In addition to the challenges of equitable participation in nursing education, retention and graduation of nursing students of color falls behind that of their white counterparts. Further, nursing remains predominantly a female profession, while other professions have achieved gender parity. A number of constraints operate here, such as:

- the overall number of high school graduates of color well-prepared for the demands of pre-nursing and nursing curricula;
- the extent to which college-bound minority and male students see nursing as a desirable and attainable career;
- stereotyped views of nursing as an undesirable career for men;
- knowledge and beliefs of high school counselors about nursing as a career; and
- greater accessibility and affordability of technical college nursing programs (either perceived or actual).

UW System nursing schools have a number of initiatives underway that have proven to be successful in helping to increase the recruitment, retention and graduation of students of color and men. Examples of such programs include:

- Partnerships between UW nursing schools and native communities;
- Targeted “upstream” recruitment programs to engage middle and high school students in focused preparation for college; and
- Engaging male nursing students, male alumni and male nurses in practice through inclusive recruitment materials and inclusive practices in teaching/learning activities.

Strategy: UW System nursing schools should create channels for broader information sharing regarding effective recruitment/retention strategies in place in Wisconsin and across the Upper Midwest. Particular attention should be paid to understanding factors that contribute to the recruitment/retention gap, using approaches such as the Equity Scorecard. Evidence-based programmatic interventions and programs such as summer boot camp for high school and pre-nursing students, the UW-Milwaukee Nursing Endeavor Program for targeted first time to college families, special tutoring and counseling for at-risk students, and Living/Learning communities should be implemented and evaluated.

4. Priority: Ensure a Pipeline of Prepared Students & Nurse Educators

Our increasingly multicultural, multilingual, and international communities will need nurses that reflect the communities they serve, and thus the nursing pipeline must become more diverse. UW nursing programs have attracted a percentage of students of color that reflects the overall population of UW System students, but that’s not sufficient. In addition, achievement gaps between students of color and students overall must be addressed. A diverse pipeline of BSN students desiring graduate education and interested in teaching at the associate, bachelor’s, master’s and Ph.D./DNP levels must be ensured. In the next decade, graduation rates from nursing doctoral programs will not be sufficient to replace faculty retirements. More competitive salaries for nursing educators are an important key to encouraging nurses to leave practice to pursue preparation for teaching careers.

Strategy: The following steps are needed for all students, with special attention paid to participation and success by students of color and economically disadvantaged students. Students need to have information and guidance related to the rigor of health science careers beginning in grade school. This strategy may benefit from engagement with outreach programs to elementary and secondary education.

- High schools should consider pre-health care curricula and courses introducing students to a variety of health professions.
- Students who desire health care careers should receive advising and support related to science, mathematics and social sciences foundations, with particular attention to competencies in written and verbal communication skills.
- High school counselors should develop pre-health care clubs, some perhaps focused especially for students of color.

- Pre-college programs for high school students focusing in health care and nursing, like the Wisconsin Youth in Nursing (at UW-Oshkosh), and PEOPLE (at UW-Madison) should be expanded.

5. Priority: Statewide and Regional Supply/Demand Data

Although the need for statewide and regional data on nursing is increasingly critical to inform strategic planning for the nursing workforce, Wisconsin has no systematic method/process to routinely and periodically collect supply data on the RN workforce. Although many states routinely request or require RNs to complete workforce data surveys in conjunction with the biennial licensure renewal, Wisconsin has not, to date, developed a workable strategy. Consequently, there is a dearth of data on the population of nurses in Wisconsin to assist in assessing current workforce and projecting future need. While this prompted the launch of the Wisconsin Center for Nursing, and has been a focus of several years of work by nursing leaders across the state, to date no significant progress has been made at the state level. The DWD has constituted a Subgroup for Stronger Data from the Governor's Select Committee for Health Care Workforce. This group has representation from DWD, UW System nursing deans, WTCS, Wisconsin Hospital Association, Wisconsin Medical Society, several professional health care organizations, and a number of state agencies.

Strategy: Advocating the need for statewide data on nursing must become a strong institutional position of the UW System based on the critical need for supply as well as demand data to inform educational pipeline planning and resource allocation, both short and long term. UW System must promote, facilitate and support strong UW nursing dean leadership on current DWD and other statewide committees, and the UW System members of these initiatives must commit to carrying the UW System perspective to these discussions. Additionally, UW System administrators must highlight this issue with state policy makers in order to raise its importance as a state policy issue.

6. Priority: Collaboration between and among Wisconsin's Two Public Higher Education Systems and Their Institutions

The UW nursing programs have a strong history of collaborating both with each other and the WTCS in order to meet statewide need for nurses.

Strategy: The collaborative history between and among public higher education institutions in Wisconsin should be continued and strengthened by creating a Nursing Advisory Council made up of representatives from both BSN provider institutions and associate degree providers to advise the leaders of the UW System and WTCS on a continuing basis regarding their shared responsibility to educate the nursing workforce in Wisconsin.

VIII. Conclusion

If Wisconsin is to avoid the destructive consequences of a growing nursing workforce crisis, the following priorities will require concerted action by everyone involved in nursing education:

1. The capacity for baccalaureate nursing education in Wisconsin must be expanded;
2. Clinical placement opportunities necessary for nursing education must be expanded;
3. Racial, ethnic and gender diversity of nursing student populations must be enhanced;
4. More nurses must be prepared at the graduate level for careers in nursing education;
5. Wisconsin must establish systems and processes for collecting and analyzing regional and state nursing workforce data;
6. Robust collaboration between nursing in Wisconsin's two public higher education systems must continue.

Attending to these priorities should begin now in order to be prepared for the second decade of the 21st Century, when predictions indicate that the state's need for nurses will increase sharply. The strong history of collaboration among UW institutions, and also with the Department of Public Instruction, the Wisconsin Technical College System, and the state's private colleges and universities has been essential in the provision and continued high quality of nursing education in the UW System. This collaborative approach will continue to be important as the UW System considers how to best expand capacity in baccalaureate and graduate nursing programs. Based on the data and their experience, the Task Force found that increased nursing education capacity is needed if our state is to address the current and growing workforce needs and the demand for faculty to teach in BSN and graduate programs. The recommendations of this Task Force reflect our best analysis of the priorities and strategies that should guide decisions about how to invest and direct resources to expand nursing education capacity in the UW System.

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Appendix A: Charge and Membership of the 2008 UW System Nursing Education Task Force

Purpose: To study current and projected supply and demand of nursing graduates at the baccalaureate and graduate level in the state, and to formulate recommendations on steps that need to be taken by the UW System to ensure that the state's public higher education needs in nursing over the next 5-10 years are effectively and efficiently met.

Composition:

- One representative from each of the five UW campuses offering nursing baccalaureate and graduate degree, and degree completion programs (Madison, Milwaukee, Eau Claire, Green Bay, Oshkosh) and UW-Stevens Point, as selected by the Provosts of each institution.
- 2-3 representatives from UW System Administration, from the Office of Academic and Student Services, and the Office of Policy Analysis and Research, as selected by the Senior Vice President for Academic Affairs, and staff as necessary.

Leadership:

The Task Force will be chaired by a representative from one of the UW institutions.

Task Force Members:

Sally Lundeen, Dean, UW-Milwaukee School of Nursing, Chair

Elaine Wendt, Dean/Mary Zwygart-Stauffacher, Interim Dean, College of Nursing and Health Sciences

Derryl Block, Chair/Susan Gallagher-Lepak, Interim Chair, UW-Green Bay Professional Program in Nursing

Rosemary Smith, UW-Oshkosh, Dean, College of Nursing

Katharyn May, Dean, UW-Madison, School of Nursing

Joan North, Dean, UW-Stevens Point, College of Professional Studies

Ron Singer, Associate Vice President, UW System Administration

Yufeng Duan, Institutional Planner, UW System Administration

Janice Sheppard, Senior Academic Planner, UW System Administration

(Other Associate Deans and faculty from these institutions also participated at one or more Task Force meetings.)

**Appendix B: Wisconsin Post-Secondary Institutions
Offering Nursing Programs by Degree Level**

WI Institution	Associate	Bachelor	Master's	Ph.D.
Alverno College		X		
Bellin College of Nursing		X	X	
Beloit College		X		
Blackhawk Technical College	X			
Bryant and Stratton College-Milwaukee	X			
Cardinal Stritch University	X	X	X	
Carroll College		X		
Chippewa Valley Technical College	X			
College of Menominee Nation	X			
Concordia University-Wisconsin		X	X	
Edgewood College		X	X	
Fox Valley Technical College	X			
Gateway Technical College	X			
Lac Courte Oreilles Ojibwa Community College	X			
Lakeshore Technical College	X			
Madison Area Technical College	X			
Maranatha Baptist Bible College Inc		X		
Marian College of Fond du Lac		X	X	
Marquette University		X	X	X
Mid-State Technical College	X			
Milwaukee Area Technical College	X			
Milwaukee School of Engineering		X		
Moraine Park Technical College	X			
Mount Mary College		X		
Nicolet Area Technical College	X			
Northcentral Technical College	X			
Northeast Wisconsin Technical College	X			
Northland College		X		
Southwest Wisconsin Technical College	X			
University of Wisconsin-Eau Claire*		X	X	
University of Wisconsin-Green Bay		X		
University of Wisconsin-Madison*		X	X	X
University of Wisconsin-Milwaukee*		X	X	X
University of Wisconsin-Oshkosh*		X	X	
Viterbo University		X	X	
Waukesha County Technical College	X			
Western Technical College	X			
Wisconsin Indianhead Technical College	X			

*UW off-site offerings include:

UW-Eau Claire in Marshfield

UW-Oshkosh in Wausau, Sheboygan/Manitowoc/Lakeshore, and Fox Valley

UW-Milwaukee at Racine/Kenosha and Washington County

UW-Madison in La Crosse

**Appendix C: Master’s Degrees in Nursing Granted by Wisconsin Institutions
1997-98 to 2006-07**

Institution Name	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Bellin College of Nursing										12
Cardinal Stritch University			8		1	9	8	3	6	6
Concordia University-Wisconsin	14	8	13	9	27	17	12	15	40	49
Edgewood College		10	8	2	1	3	10	4	13	5
Marian College of Fond du Lac								14	16	6
Marquette University	48	56	27	33	54	41	69	41	46	41
University of Wisconsin-Eau Claire	28	45	29	28	20	12	20	26	18	24
University of Wisconsin-Madison	57	50	46	36	35	39	42	53	42	47
University of Wisconsin-Milwaukee	32	53	31	36	25	13	22	29	31	37
University of Wisconsin-Oshkosh	31	22	23	14	13	14	16	12	25	24
Viterbo University				10	7	6	12	5	15	21
WI Total	210	244	185	168	183	154	211	202	252	272

**Doctoral Degrees in Nursing Granted by Wisconsin Institutions
1997-98 to 2006-07**

Institution Name	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Marquette University										1
UW-Madison	4	5	3	9	4	7	3	9	5	2
UW-Milwaukee	8	8	2	4	4	5	4	6	4	7
WI Total	12	13	5	13	8	12	7	15	9	10

**Appendix D: University of Wisconsin System
Undergraduate Admission to Matriculation Data in Nursing**

UW-Eau Claire (Fall/Spring)	2003-04	2004-05	2005-06	2006-07	2007-08
Applications received - Eau Claire	181	211	223	194	204
Qualified applicants - Eau Claire	162	169	202	166	186
Admitted - Eau Claire	77	79	81	88	81
Enrolled - Eau Claire	77	79	81	88	81
Applications received - Marshfield	50	47	55	53	38
Qualified applicants - Marshfield	38	41	45	48	34
Admitted - Marshfield	24	24	24	24	24
Enrolled - Marshfield	24	24	24	24	24
Total	101	103	105	112	105

UW-Green Bay (Fall/Spring)	2003-04	2004-05	2005-06	2006-07	2007-08
Applications received	71	36	74	98	131
Qualified applicants	58	26	60	82	104
Admitted	57	25	60	81	99
Enrolled	29	15	37	52	62

UW-Oshkosh (Fall/Spring)	2003-04	2004-05	2005-06	2006-07	2007-08
Applications received	228	405	431	477	464
Qualified applicants	190	403	392	471	454
Admitted	157	215	244	285	311
Enrolled	156	212	244	280	303

UW-Madison (Fall)	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Applications received	296	363	382	388	403
Qualified applicants	259	323	295	315	341
Admitted	133	168	177	169	168
Enrolled	116	144	150	153	157

UW-MILWAUKEE (Fall/Spring)	2003-04	2004-05	2005-06	2006-07	2007-08
Ia. ADMISSION to MAJOR Data as of Fall AND Spring – UW-Milwaukee					
Applications received	303	323	335	336	333
Qualified applicants	277	303	312	313	312
Admitted	144	144	144	154	154
Enrolled	144	144	144	154	154
Iib. ADMISSION to MAJOR Data as of Fall AND Spring – UW-Milwaukee at UW Colleges (Washington County)					
Applications received		10	21	17	34
Qualified applicants		9	21	15	32
Admitted		9	16	14	16
Enrolled		8	16	14	16
Iic. ADMISSION to MAJOR Data as of Fall AND Spring – UW-Parkside					
Applications received	41	47	70	36	52
Qualified applicants	36	45	69	36	52
Admitted	24	24	24	24	24
Enrolled	24	24	24	24	24
Iid. ADMISSION to MAJOR Data as of Fall AND Spring – UW-Milwaukee Accelerated 2nd Degree					
Applications received	71	51	86		
Qualified applicants	71	51	86		
Admitted	48	48	24		
Enrolled	48	48	24		

**Appendix E: Wisconsin Postsecondary Institutions
Distribution of Bachelor and Associate Nursing Degrees Conferred
By Campus/Satellite Location, 2006-07**

Region*	Bachelor Nursing Degrees (BSN)			Associate Nursing Degrees (ADN)			Total Degrees
	UW System	Other Institutions	BSN	WTCS	Other Institutions	ADN	
Bay Area	Green Bay (48)	Bellin College of Nursing (60)	108 (43%)	Lakeshore Technical College (35), Northeast Wisconsin Technical College (109)	College of Menominee Nation (0)	144 (57%)	252
Fox Valley	Oshkosh (197) Milwaukee (13)	Marian College of Fond du Lac (95)	292 (60%)	Fox Valley Technical College (105) , Moraine Park Technical College (92)		197 (40%)	489
Milwaukee	Milwaukee (180)	Alverno College (82) , Cardinal Stritch University (30), Carroll College (69), Concordia University-Wisconsin (46) , Marquette University (100), Milwaukee School of Engineering (19), Mount Mary College (54)	616 (58%)	Milwaukee Area Technical College (201), Waukesha County Technical College (64)	Cardinal Stritch University (99), Bryant and Stratton College-Milwaukee (78)	442 (42%)	1,058
North Central			0 (0%)	Mid-State Technical College (63) , Nicolet Area Technical College (11) , Northcentral Technical College (98)		172 (100%)	172
Northwest		Northland College (4)	4 (50%)		Lac Courte Oreilles Ojibwa Community College (4)	4 (50%)	8
South Central	Madison (151)	Edgewood College (72) , Maranatha Baptist Bible College Inc (0)	223 (59%)	Madison Area Technical College (157)		157 (41%)	380
Southeast			0 (0%)	Gateway Technical College (138)		138 (100%)	138
Southwest	Milwaukee (23)	Beloit College (2)	2 (2%)	Blackhawk Technical College (42), Southwest Wisconsin Technical College (38)		80 (98%)	82
West Central	Eau Claire (123)		123 (36%)	Chippewa Valley Technical College (144) , Wisconsin Indianhead Technical College (77)		221 (64%)	344
Western		Viterbo University (141)	141 (68%)	Western Technical College (65)		65 (32%)	206
Wisconsin	735	774	1,509 (48%)	1,439	181	1,620 (52%)	3,129

*As Defined by Wisconsin Department of Workforce Development

Data Source: IPEDS (Integrated Postsecondary Education) Note: Offsite offering are listed for UW institutions only

**Appendix F: University of Wisconsin System
Undergraduate Student Headcount Enrollment in Nursing
by Institution, Gender, and Race/Ethnicity, Fall 1998 to Fall 2007**

		1998		1999		2000		2001		2002		2003		2004		2005		2006		2007	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
MSN	Female, International	2	1%	2	1%	2	1%	1	0%	2	0%	4	1%	4	1%	2	0%	2	0%	3	0%
	Female, Students of Color	19	6%	21	7%	18	6%	22	6%	20	4%	25	5%	37	7%	45	7%	77	11%	76	11%
	Female, White/Unknown	245	82%	256	85%	273	87%	345	88%	399	89%	460	89%	463	84%	511	84%	590	81%	566	79%
	Male, International	1	0%		0%		0%		0%		0%		0%		0%		0%		0%	1	0%
	Male, Students of Color	3	1%	3	1%	3	1%	3	1%	5	1%	3	1%	5	1%	4	1%	5	1%	8	1%
	Male, White/Unknown	30	10%	18	6%	19	6%	21	5%	20	4%	22	4%	40	7%	46	8%	51	7%	64	9%
	Total	300	100%	300	100%	315	100%	392	100%	446	100%	514	100%	549	100%	608	100%	725	100%	718	100%
MIL	Female, International		0%		0%	1	0%	3	1%	3	0%	4	0%	4	0%	7	1%	7	1%	8	1%
	Female, Students of Color	22	7%	39	11%	45	13%	36	11%	189	16%	213	16%	222	15%	216	16%	186	17%	182	16%
	Female, White/Unknown	251	77%	256	75%	258	76%	261	79%	868	75%	1,014	74%	1,085	73%	976	73%	802	72%	830	72%
	Male, International		0%		0%		0%		0%	1	0%		0%	2	0%	1	0%	1	0%		0%
	Male, Students of Color	2	1%	4	1%	5	1%	5	2%	15	1%	20	1%	29	2%	17	1%	19	2%	22	2%
	Male, White/Unknown	50	15%	42	12%	29	9%	26	8%	80	7%	116	8%	152	10%	125	9%	98	9%	108	9%
	Total	325	100%	341	100%	338	100%	331	100%	1,156	100%	1,367	100%	1,494	100%	1,342	100%	1,113	100%	1,150	100%
EAU	Female, International	3	1%	3	1%	2	1%	3	1%	2	0%		0%	2	0%	2	0%	3	0%	2	0%
	Female, Students of Color	21	8%	16	6%	10	4%	21	4%	25	4%	29	4%	24	4%	21	3%	22	3%	28	4%
	Female, White/Unknown	229	83%	226	85%	243	88%	486	91%	547	90%	579	88%	575	88%	589	88%	580	88%	608	88%
	Male, Students of Color	2	1%	2	1%	1	0%	1	0%	4	1%	6	1%	8	1%	6	1%	6	1%	3	0%
	Male, White/Unknown	20	7%	20	7%	21	8%	25	5%	29	5%	41	6%	46	7%	48	7%	49	7%	47	7%
		Total	275	100%	267	100%	277	100%	536	100%	607	100%	655	100%	655	100%	666	100%	660	100%	688
GBY	Female, International		0%		0%		0%		0%		0%		0%		0%	1	1%		0%	3	1%
	Female, Students of Color	2	2%	3	2%	2	1%	8	4%	10	5%	9	5%	5	3%	8	4%	11	6%	10	5%
	Female, White/Unknown	102	90%	118	92%	134	91%	186	87%	189	87%	161	88%	146	88%	156	85%	154	87%	191	86%
	Male, Students of Color		0%		0%	1	1%	4	2%	2	1%	3	2%	2	1%	3	2%		0%	1	0%
	Male, White/Unknown	9	8%	7	5%	11	7%	17	8%	16	7%	11	6%	12	7%	16	9%	12	7%	17	8%
		Total	113	100%	128	100%	148	100%	215	100%	217	100%	184	100%	165	100%	184	100%	177	100%	222
OSH	Female, International	1	0%	1	0%	1	0%	1	0%	2	0%	1	0%	6	1%	8	1%	7	1%	2	0%
	Female, Students of Color	9	3%	6	2%	2	1%	22	3%	33	4%	51	5%	69	6%	79	6%	75	6%	78	7%
	Female, White/Unknown	312	88%	335	88%	313	92%	686	91%	822	88%	922	87%	995	84%	1,016	83%	981	84%	929	83%
	Male, International		0%		0%		0%		0%		0%	1	0%	2	0%	3	0%	1	0%	2	0%
	Male, Students of Color	1	0%	4	1%	3	1%	3	0%	3	0%	2	0%	6	1%	11	1%	5	0%	7	1%
	Male, White/Unknown	32	9%	36	9%	22	6%	43	6%	70	8%	84	8%	112	9%	104	9%	96	8%	103	9%
	Total	355	100%	382	100%	341	100%	755	100%	930	100%	1,061	100%	1,190	100%	1,221	100%	1,165	100%	1,121	100%
UWS	Female, International	6	0%	6	0%	6	0%	8	0%	9	0%	9	0%	16	0%	20	0%	19	0%	18	0%
	Female, Students of Color	73	5%	85	6%	77	5%	109	5%	277	8%	327	9%	357	9%	369	9%	371	10%	374	10%
	Female, White/Unknown	1,139	83%	1,191	84%	1,221	86%	1,964	88%	2,825	84%	3,136	83%	3,264	81%	3,248	81%	3,107	81%	3,124	80%
	Male, International	1	0%		0%		0%		0%	1	0%	1	0%	4	0%	4	0%	2	0%	3	0%
	Male, Students of Color	8	1%	13	1%	13	1%	16	1%	29	1%	34	1%	50	1%	41	1%	35	1%	41	1%
	Male, White/Unknown	141	10%	123	9%	102	7%	132	6%	215	6%	274	7%	362	9%	339	8%	306	8%	339	9%
	Total	1,368	100%	1,418	100%	1,419	100%	2,229	100%	3,356	100%	3,781	100%	4,053	100%	4,021	100%	3,840	100%	3,899	100%

Data Source: CDR (Central Data Request) at the University of Wisconsin System.

**Appendix G: University of Wisconsin System Bachelor's Degrees Conferred in Nursing
by Institution, Gender, and Race/Ethnicity, Academic Years 1997-98 to 2006-07**

		1997-98		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
MSN	Female, International	1	1%		0%		0%	2	1%		0%		0%	2	2%		0%		0%	1	1%
	Female, Students of Color	8	6%	11	10%	3	3%	12	8%	5	4%	9	8%	4	3%	5	4%	6	4%	8	5%
	Female, White/Unknown	104	83%	82	74%	81	86%	133	85%	103	91%	107	89%	103	88%	114	93%	131	85%	130	86%
	Male, International		0%	2	2%		0%		0%		0%		0%		0%		0%		0%		0%
	Male, Students of Color	1	1%	2	2%	1	1%	1	1%		0%		0%	2	2%		0%	1	1%	1	1%
	Male, White/Unknown	12	10%	14	13%	9	10%	9	6%	5	4%	4	3%	6	5%	4	3%	16	10%	11	7%
	Total	126	100%	111	100%	94	100%	157	100%	113	100%	120	100%	117	100%	123	100%	154	100%	151	100%
MIL	Female, International	2	1%		0%		0%		0%	1	1%	2	2%		0%		0%	2	1%	2	1%
	Female, Students of Color	22	14%	6	5%	9	7%	17	12%	18	13%	10	10%	37	13%	20	9%	15	7%	19	9%
	Female, White/Unknown	101	66%	103	79%	104	78%	111	77%	106	76%	78	80%	232	80%	171	78%	173	79%	172	80%
	Male, International		0%		0%		0%		0%		0%		0%		0%	1	0%		0%		0%
	Male, Students of Color	1	1%	1	1%		0%	1	1%	3	2%		0%	2	1%	3	1%	2	1%	2	1%
	Male, White/Unknown	27	18%	20	15%	21	16%	15	10%	12	9%	8	8%	19	7%	24	11%	26	12%	21	10%
	Total	153	100%	130	100%	134	100%	144	100%	140	100%	98	100%	290	100%	219	100%	218	100%	216	100%
EAU	Female, International	1	1%		0%	1	1%	1	1%	1	1%	1	1%		0%		0%		0%		0%
	Female, Students of Color	1	1%	10	10%	8	8%	3	3%	5	4%	1	1%	4	4%	6	6%	3	3%	4	3%
	Female, White/Unknown	88	81%	80	79%	80	83%	82	87%	102	86%	98	97%	95	90%	93	87%	97	92%	106	86%
	Male, Students of Color	1	1%		0%	1	1%	1	1%	1	1%		0%	1	1%		0%	1	1%	3	2%
	Male, White/Unknown	17	16%	11	11%	6	6%	7	7%	9	8%	1	1%	5	5%	8	7%	4	4%	10	8%
	Total	108	100%	101	100%	96	100%	94	100%	118	100%	101	100%	105	100%	107	100%	105	100%	123	100%
GBY	Female, Students of Color	1	3%		0%	2	8%		0%		0%	2	5%	3	6%		0%	2	4%	3	6%
	Female, White/Unknown	28	90%	18	90%	22	88%	23	92%	26	93%	38	86%	41	87%	35	95%	37	80%	42	88%
	Male, Students of Color		0%		0%		0%		0%		0%	1	2%		0%		0%	2	4%		0%
	Male, White/Unknown	2	6%	2	10%	1	4%	2	8%	2	7%	3	7%	3	6%	2	5%	5	11%	3	6%
	Total	31	100%	20	100%	25	100%	25	100%	28	100%	44	100%	47	100%	37	100%	46	100%	48	100%
OSH	Female, International		0%		0%	1	1%		0%		0%	1	1%		0%		0%	1	0%		2
	Female, Students of Color	4	3%	4	4%	6	4%	1	1%		0%	2	1%	9	5%	4	2%	11	5%	12	6%
	Female, White/Unknown	108	84%	96	87%	122	87%	107	93%	115	95%	128	93%	151	89%	159	85%	168	83%	166	84%
	Male, Students of Color	3	2%		0%	2	1%	1	1%	1	1%		0%	1	1%	2	1%	2	1%	1	1%
	Male, White/Unknown	13	10%	10	9%	9	6%	6	5%	5	4%	7	5%	9	5%	23	12%	21	10%	16	8%
Total	128	100%	110	100%	140	100%	115	100%	121	100%	138	100%	170	100%	188	100%	203	100%	197	100%	
UWS	Female, International	4	1%		0%	2	0%	3	1%	2	0%	4	1%	2	0%		0%	3	0%	5	1%
	Female, Students of Color	36	7%	31	7%	28	6%	33	6%	28	5%	24	5%	57	8%	35	5%	37	5%	46	6%
	Female, White/Unknown	429	79%	379	80%	409	84%	456	85%	452	87%	449	90%	622	85%	572	85%	606	83%	616	84%
	Male, International		0%	2	0%		0%		0%		0%		0%		0%	1	0%		0%		0%
	Male, Students of Color	6	1%	3	1%	4	1%	4	1%	5	1%	1	0%	6	1%	5	1%	8	1%	7	1%
	Male, White/Unknown	71	13%	57	12%	46	9%	39	7%	33	6%	23	5%	42	6%	61	9%	72	10%	61	8%
	Total	546	100%	472	100%	489	100%	535	100%	520	100%	501	100%	729	100%	674	100%	726	100%	735	100%

Data Source: CDR (Central Data Request) at the University of Wisconsin System.

**Appendix H: University of Wisconsin System
Numbers of Faculty and Instructional Academic Staff in Nursing by Gender and Race/Ethnicity
Fall 2003 to Fall 2007**

UW-Eau Claire	2003	2004	2005	2006	2007
Women Faculty	24	23	23	21	21
Women IAS	22	22	21	27	21
Men Faculty	0	0	0	0	0
Men IAS	0	0	0	1	1
Faculty of color	0	0	0	0	0
IAS of color	0	0	0	0	0

UW-Green Bay	2003	2004	2005	2006	2007
Women Faculty	4	3	3	3	4
Women IAS	1	2	2	2	1
Men Faculty	0	0	0	0	0
Men IAS	0	0	0	0	0
Faculty of color	0	0	0	0	0
IAS of color	0	0	0	0	0

UW-Madison	2003	2004	2005	2006	2007
Women Faculty	21	23	22	18	17
Women IAS	32	42	37	39	39
Men Faculty	0	0	0	0	0
Men IAS	0	0	0	0	0
Faculty of color	2	2	2	1	2
IAS of color	0	0	0	0	0

UW-Milwaukee	2003	2004	2005	2006	2007
Women Faculty	33	33	29	35	32
Men Faculty	1	1	1	1	1
Women IAS	30	33	35	32	35
Men IAS	0	0	1	4	4
Faculty of color	3	3	3	4	4
IAS of color	1	1	0	2	2

UW-Oshkosh	2003	2004	2005	2006	2007
Women Faculty	17	14	11	12	10
Women IAS	31	38	41	41	44
Men Faculty	1	1	0	0	0
Men IAS	2	5	4	4	5
Faculty of color	2	2	2	2	2
IAS of color	1	3	4	1	1

**Appendix I: University of Wisconsin System
Numbers of Faculty and Instructional Academic Staff
in Nursing by Age and FTE
Fall 2003 to Fall 2007**

UW-Eau Claire

Role	Age	2003	2004	2005	2006	2007
Faculty	<30	-	-	-	-	-
	30-39	2	1	-	-	1
	40-49	7	6	8	5	3
	50-59	15	16	13	12	14
	>60	-	-	2	4	3
	Mean age	50	52	52	53	53
	Total Headcount Faculty	24	23	23	21	21
Total FTE Faculty	23	22.2	22.2	19.2	20	
Instructional Acad. Staff	<30	1	-	3	1	1
	30-39	3	5	5	7	5
	40-49	7	7	3	6	6
	50-59	9	7	7	11	8
	>60	2	3	3	3	2
	Mean age	48	48	46	48	48
	Total Headcount Instruct Acad Staff	22	22	21	28	22
Total FTE Instruct Acad Staff	12.26	11.92	11.14	14.55	14.15	
TOTAL Headcount faculty & staff		46	45	44	49	43
TOTAL FTE faculty & staff		35.26	34.22	33.34	33.75	34.15

UW-Green Bay

Role	Age	2003	2004	2005	2006	2007
Faculty	<30					
	30-39					
	40-49	1	1	1	1	2
	50-59	3	2	1	1	1
	>60			1	1	1
	Mean age	50.25	51.3	52.3	53.3	53
	Total Headcount Faculty	4	3	3	3	4
Total FTE Faculty	3.5	2.5	2.5	2.5	3.5	
Instructional Acad. Staff	<30					
	30-39					
	40-49		1	1	1	
	50-59	1	1	1	1	1
	>60					
	Mean age	54	50.5	51.5	52.5	58
	Total Headcount Instruct Acad Staff	1	2	2	2	1
Total FTE Instruct Acad Staff	1	2	2	2	1	
TOTAL Headcount faculty & staff		5	5	5	5	5
TOTAL FTE faculty & staff		4.5	4.5	4.5	4.5	4.5

UW-Madison

Role	Age	2003	2004	2005	2006	2007
Faculty	<30	0	0	0	0	0
	30-39	1	1	1	1	1
	40-49	0	2	2	2	2
	50-59	12	12	11	9	10
	>60	9	9	8	6	4
	Mean age	60	60	56	57	58
	Total Headcount Faculty	21	23	22	18	17
Total FTE Faculty	19.2	17.5	18.3	16.2	16.8	
Instructional Acad. Staff	<30	0	0	0	0	0
	30-39	5	10	8	10	10
	40-49	11	16	15	16	16
	50-59	14	14	12	12	12
	>60	2	2	2	1	1
	Mean age	49	46	47	46	46
	Total Headcount Instruct Acad Staff	32	42	37	39	39
Total FTE Instruct Acad Staff	25.6	29.4	25.3	23.9	28.4	
TOTAL Headcount faculty & staff		53	65	59	57	56
TOTAL FTE faculty & staff		44.8	46.9	43.6	40.1	45.2

UW-Milwaukee

Role	Age	2003	2004	2005	2006	2007
Faculty	<30	0	0	0	1	0
	30-39	0	0	0	2	3
	40-49	13	11	6	6	5
	50-59	17	19	17	18	16
	>60	4	4	7	9	9
	Mean age	52.31	53.53	55	53.64	54.34
	Total Headcount Faculty	34	34	30	36	33
Total FTE Faculty	34	34	30	36	33	
Instructional Acad. Staff	<30	0	0	0	0	0
	30-39	3	4	4	4	1
	40-49	9	9	8	7	10
	50-59	13	13	18	19	21
	>60	5	7	6	6	7
	Mean age	52.31	52.49	51.56	52.34	53.95
	Total Headcount Instruct Acad Staff	30	33	36	36	39
Total FTE Instruct Acad Staff					30.82	
TOTAL Headcount faculty & staff		64	67	66	72	72
TOTAL FTE faculty & staff						63.82

UW-Oshkosh

Role	Age	2003	2004	2005	2006	2007
Faculty	<30					
	30-39			1		
	40-49	1	1	1	2	1
	50-59	12	11	6	7	4
	>60	5	3	3	3	5
	Total Headcount Faculty	18	15	11	12	10
	Total FTE Faculty	17.5	15	11	11.66	9.67
Mean age	55	55	55	56	57	
Instructional Acad. Staff	<30	1	2	2	2	3
	30-39	6	10	13	9	9
	40-49	14	18	10	12	14
	50-59	9	8	14	18	17
	>60	3	5	6	4	6
	Total Headcount Instruct Acad Staff	33	43	45	45	49
	Total FTE Instruct Acad Staff	15.86	20.74	24.76	22.92	23.99
Mean age	47	48	49	49	49	
TOTAL Headcount faculty & staff		51	58	56	57	59
TOTAL FTE faculty & staff		33.36	35.74	35.76	34.58	33.66

**DRAFT CRITERIA FOR UW SYSTEM
COMPREHENSIVE INSTITUTIONS
PROPOSING TO OFFER PROFESSIONAL DOCTORATES**

EXECUTIVE SUMMARY

BACKGROUND

Higher education in the United States has experienced a rise in the development and awarding of professional doctorates. Many of these degrees, especially those in the health or medical fields, have been, to a large extent, driven by new accreditation standards aimed at increasing the knowledge depth of individuals being awarded these degrees. Consequently, several of these clinical degrees currently offered at the master's degree level must now be offered at the professional doctorate level in order to maintain their accreditation. Within the UW System, several of these clinical master's programs are offered at the comprehensive institutions which, according to their core mission, are authorized to offer "associate and baccalaureate level and selected graduate programs." However, that core mission is not explicit about the role of the comprehensives in offering doctoral programs.

The core missions of the UW System's doctoral universities and the comprehensives were established in Chapter 36 of the Wisconsin State Statutes, upon the merger of the University of Wisconsin and the Wisconsin State Universities in the early 1970s, which resulted in the creation of the University of Wisconsin System. At that time, the only professional doctorates offered in Wisconsin were the Doctor of Medicine (M.D.) and the Doctor of Law (J.D.), both at UW-Madison. The statutory language states clearly that offering professional doctorates is within the mission of the UW System's two doctoral institutions, UW-Madison and UW-Milwaukee. While the mission language of the university cluster (the comprehensives) does not explicitly mention professional or research doctorates, it also does not preclude them from offering post-master's degree programs.

Until now, the UW System has addressed this situation by allowing UW comprehensives to offer professional doctorates in collaboration with one of the UW doctoral institutions. Examples of these are: (1) the Doctor of Audiology offered by UW-Madison and UW-Stevens (authorized in 2004); and (2) the Doctor of Physical Therapy offered by UW-Milwaukee and UW-La Crosse as a collaborative degree (authorized in 2005). In 2008, entitlement was granted to UW-Oshkosh and UW-Eau Claire to collaboratively develop a Doctor of Nursing Practice degree program. This was the first time two comprehensives were allowed to develop a doctoral program collaboratively. If this program is authorized by the Board of Regents for implementation, it will be the first time a professional practice doctorate will have been established between two comprehensives and without the participation or involvement of either of the two doctoral universities, UW-Madison or UW-Milwaukee.

While the approach has enabled some of the comprehensives to offer professional doctorates, a long-term strategy or policy is needed. Recent studies and practice among higher education institutions throughout the country have made clear that if the clinical master's degree programs currently offered at the comprehensives are to remain viable in attracting students, they

must be transformed into professional doctoral programs as is being urged by their accrediting bodies. It is also possible that other, viable professional doctorate opportunities may emerge in the future that a comprehensive may want to pursue individually or collaboratively in order to meet the needs of students and workforce demands. Amendment of the mission of the comprehensive institutions to reflect the authority of the comprehensive institutions to offer professional doctorates—either individually, in collaboration with one of the doctoral institutions (as is the case with the audiology and physical therapy programs), or in collaboration with another comprehensive institution (as is the case of the Doctor of Nursing Practice currently being planned by UW-Oshkosh and UW-Eau Claire)—would provide clarity to institutions in their development of new academic programs and to the Board of Regents with regard to its statutory authority to approve academic programs.

In November 2008, the Board of Regents devoted a part of its one-day meeting to examine the question of whether the mission of the comprehensives should be clearly defined to include the offering of professional doctorates. At the end of its discussion, the Board directed the Office of Academic Affairs to develop, for its consideration, criteria or principles for approving professional doctorates at the comprehensives. Institutions would need to follow these criteria in addition to existing requirements for the entitlement and authorization of new programs in the UW System.

REQUESTED ACTION

No action requested; for information only.

DISCUSSION

The Office of Academic Affairs proposes the following draft criteria and principles for discussion by the Education Committee at its February 2009 meeting:

I. Principles:

A. Enhance access to professional degrees. The goal of offering professional doctorates at the comprehensive institutions is to provide additional high-quality doctorate degrees in fields where there are clearly defined market needs. The development of such programs may also be determined by the needs of place-bound students, space limitations in UW-Madison or UW-Milwaukee programs, or clear demonstration that UW Madison and UW-Milwaukee cannot fulfill the need.

B. Enhance efficiencies and avoid unnecessary duplication.

Collaboration with other institutions and/or clinics and schools will remain a key consideration in the development of new professional doctorates.

1. In the case of collaborative degree programs, the proposal should demonstrate that the institutions have the capacity and logistical ability to jointly offer the program.

2. The proposal should demonstrate that the professional degree does not replicate already existing degrees at other UW campuses within the same region.

C. Criteria

1. Professional doctorates should be offered only where Master's degrees with established high quality already exist (with existing faculty, laboratories, resources, etc.). The proposal should demonstrate that the proposed professional doctorate program is high-quality in terms of the rigor of its curriculum and program objectives, and its available resources, including faculty and facilities.
2. Geographic location of programs should be appropriate to ensure that the state's workforce needs are effectively addressed, and that students have reasonable access to the education necessary to meet those needs.
3. The degree should prepare students for professional practice in a specific field. Where appropriate, the proposals should demonstrate that the degree is necessary based on new practice or accreditation requirements for licensure in the professional field of study.
4. The proposal should demonstrate that the doctoral degree does not reduce the integrity of the institution's undergraduate mission, does not take away resources devoted to undergraduate education, and does not undermine the strength of undergraduate program array offerings.
5. The proposal should assure that offering a professional doctorate will not lead to adjuncts being overly or highly utilized in the offering of undergraduate classes.
6. The proposed professional doctorate program should be carefully targeted to align with the goals, mission, strategic, and 5-year plans of the specific institution. The program should also align with the UW System's mission and *Growth Agenda for Wisconsin*. The proposal should demonstrate clearly how the proposed program will impact the economy of the state and nation.
7. Professional doctorate proposals should demonstrate national, regional and local market needs through U.S. Dept of Labor and regional resources.
8. The cost and price for offering such a program should be competitive. New and emerging fields of study that do not currently exist at the master's level at the comprehensive institutions or within the UW System will be offered through UW-Madison and UW-Milwaukee.

KnowHow2GO

EXECUTIVE SUMMARY

BACKGROUND

The *Growth Agenda for Wisconsin* is a plan to achieve access and affordability for UW students, and boost economic growth for the state. With reinvestment from the state, the University of Wisconsin System seeks to: 1) enroll more Wisconsin residents and graduate more four-year college-degree holders; 2) attract college graduates from other states to Wisconsin; and 3) use university resources to grow knowledge-economy jobs for Wisconsin's future.

Building on *A Growth Agenda for Wisconsin*, Advantage Wisconsin is the UW's strategic framework to produce more graduates, stimulate the creation of high-paying jobs, and build stronger communities. Derived from that framework are a set of eleven Action Steps that, in turn, work to implement the goals of the *Growth Agenda*.

One of the UW System Growth Agenda Action Steps is to "Build a Wisconsin KnowHow2GO Network, Enlisting College Undergraduates, Faculty, and Staff as Mentors to K-12 Students." **KnowHow2GO** is a national campaign developed and sponsored by the Lumina Foundation, the American Council on Education, and the Ad Council. The multiyear, multimedia effort includes television, radio, outdoor public service advertisements (PSA's), and a web site all designed to encourage and prepare middle school and high school students to continue their education after high school.

REQUESTED ACTION

No action is requested; this item is for information only.

DISCUSSION

In cooperation with the national KnowHow2GO campaign, Wisconsin launched a **KnowHow2GOWisconsin** initiative as a partnership between the Department of Public Instruction, the Wisconsin Technical College System, the University of Wisconsin System, the Wisconsin Association of Independent Colleges and Universities, the Higher Education Aids Board, the Wisconsin Covenant, Ed Vest, and the Great Lakes Higher Education Corporation. A distinctive component of this initiative is the **KnowHow2GOWisconsin** Mentoring Program.

The Mentoring Program seeks to identify and train college students to become mentors to middle school and high school students. As planned, these college student volunteers would establish ongoing connections with prospective college students and their parents in an effort to convince them that college is possible, and to offer them information and guidance on how to best prepare and plan for college. This connection between the mentor and the student could be face-to-face, virtual, or both.

One example of how this might work is to assign a mentor to every student who signs a Wisconsin Covenant pledge agreement. While the signing of the Covenant pledge agreement is an

incentive in itself for students to work hard and strive for college, adding a mentor to the equation would be a powerful supplementary component that would help guide and support these students along the way.

There are a number of excellent mentoring programs already functioning at institutions around the country. Included among them are some well-established programs in the UW System. Examples include the Phuture Phoenix program at UW-Green Bay and the PEOPLE program at UW-Madison. In addition, two other campuses, UW-Eau Claire and UW-Marathon County, are in the early stages of developing student-to-student mentoring initiatives.

Later this semester, a statewide event will be held to showcase successful programs and encourage the development of similar programs across the state. This activity will be supported by the Access Challenge Grant and related funding from the Great Lakes Higher Education Corporation. The following is a description of one of the programs that will be highlighted.

The UW-Green Bay Phuture Phoenix Program

Background

The Phuture Phoenix program at the University of Wisconsin-Green Bay is a coordinated effort designed to inspire academic success and promote educational opportunities to children and their families. The program was designed in an effort to counter Northeast Wisconsin's low percentage of students who graduate from high school and pursue higher education. The primary focus of the program is to serve Title I schools which have a high percentage of children from low income families. The program provides the necessary support and tools, including mentoring, scholarships, and financial assistance, to clear the path for success in high school and the opportunity for higher education. The Phuture Phoenix program is supported by the Institute for Learning Partnership — an organization led by members of the community, K-12 schools, colleges and technical colleges, regional CESAs, WEAC, and business leaders — to provide seamless education in Northeast Wisconsin.

The mission of UW-Green Bay's Phuture Phoenix program is "Inspiring Students to Create the Future." The vision statement encompasses the goals to "encourage students to complete high school, thus increasing the percentage of Northeastern Wisconsin high school graduates who consider going on to college, while connecting learning to life for UW-Green Bay students who serve as tutors and mentors."

Description

Phuture Phoenix is a mentoring program which partners low-income students, beginning in fifth grade, with UW-Green Bay student role models. It promotes academic success, high school graduation, and continuation of post-graduate education, and provides scholarships to graduating seniors in need of financial assistance. As a program component, approximately 1,300 fifth-graders annually are brought to the University to connect them with UW-Green Bay students as role models, and to tour the campus, experiencing "college" for a day. University role models continue contact with their students throughout the school year, establishing basic relationships with them. The program continues its contact with the fifth-graders as they move through middle and high school toward graduation.

Tutor/mentor relationships are provided by 200 education program candidates (future teachers) and are coordinated by Phuture Phoenix “Phellows” who place all students and act as liaisons to administrators, faculty, and staff at targeted middle and high schools in the region. More than 8,000 hours of involvement are provided yearly to the nine middle and high schools that the fifth-graders feed into. In these middle and high schools, the Phuture Phoenix program focuses on tutoring and mentoring students identified as truant and low-achieving, who have been referred to the program by their classroom teachers and school guidance counselors.

As students progress toward graduation, the Phuture Phoenix program encourages them to consider continuing on to post-secondary education, helps educate them regarding financial aid, and offers financial assistance through scholarships provided by philanthropic donations. The program is intended to encourage all Northeastern Wisconsin students to “Dare to Dream” about their future with the programs assistance. The Phuture Phoenix program benefits the entire community, from the students in the program, to the UW-Green Bay role models, the faculty and staff, the community leaders, business owners, and volunteers. Currently, the program subsists strictly through private funding and matching funds from the University.

History

Phuture Phoenix began in the year 2003 with the initial fifth-grade field trip to the UW-Green Bay campus. Those students are currently juniors in high school and will be eligible for college enrollment in 2010. The tutoring/mentoring programs at the target schools began in 2005. To date, more than 6,000 fifth-graders have spent the day on campus since 2003. The program currently serves 25 elementary, five middle, and four high schools across 10 school districts in Northeast Wisconsin. Approximately 200 UW-Green Bay students serve annually as role models and tour guides for the Phuture Phoenix field trip days. Each year, students enrolled in the Education 295/295X class provide over 8,000 tutorial hours in the middle and high schools targeted for tutoring and mentoring.

Future Plans

There is current discussion of the replication of Phuture Phoenix among other UW System institutions as well as campuses outside of Wisconsin. Plans are currently in progress to replicate the Phuture Phoenix program at Western Washington University in Bellingham, Washington, by program founder, Cyndie Shepard. UW-Green Bay would continue in its role to serve as the founding university for Phuture Phoenix.

In addition, there are plans to add an additional parent component to inform parents of the decisions, challenges, and opportunities higher education affords their children. Exposure to campus life, and information on admissions, financial aid, and student services will be explored as a means to assist parents in navigating their child’s path to a college education.

Finally, plans are currently underway to prepare for the arrival of Phuture Phoenix students in college in the year 2010. On the UW-Green Bay campus, personnel from Admissions, Financial Aid, and Student Services have begun a planning process for both access and success for those students.

Awards/Distinctions

The Phuture Phoenix program has received a number of awards and distinctions, including the following:

In an article published in the **Phi Delta Kappan, The Journal for Education**, November 2007, Phuture Phoenix was cited as “An exemplary program based at the University of Wisconsin-Green Bay which greatly increases the odds that at-risk youngsters will not only graduate from high school, but will go on to higher education. The program is also a model of university/community collaboration.”

Phuture Phoenix received the **2008 Program of Distinction** honor awarded by the Wisconsin PK-16 Leadership Council (Fall 2008).

Approval of Appointments to
Natural Areas Preservation Council

EDUCATION COMMITTEE

Resolution I.1.e.(2):

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the appointments of Dr. Evelyn Howell and Mr. Patrick Robinson, for terms effective immediately, and ending July 1, 2012, as University of Wisconsin System representatives to the Natural Areas Preservation Council.



State of Wisconsin

Natural Areas Preservation Council

P.O. BOX 7921 · MADISON · WISCONSIN · 53707

January 5, 2009

Dr. Rebecca Martin
Senior Vice President for Academic Affairs
University of Wisconsin System
1620 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear Dr. Martin:

The Natural Areas Preservation Council is a legislatively mandated advisory board to the Wisconsin Department of Natural Resources' State Natural Areas Program per §15.347 *Wis. Stats.* The Board of Regents appoints four representatives from the University of Wisconsin System to the 11-member council for three-year terms.

The council respectfully requests that the Board of Regents consider at its earliest convenience the following actions:

- Appoint Dr. Evelyn Howell of UW-Madison to the Natural Areas Preservation Council for a term to expire on July 1, 2012. Dr. Howell has been a member of the council for many years, though her appointment is currently through the Wisconsin Academy of Sciences, Arts, and Letters. Dr. Howell wishes to remain on the council, but transfer her appointing agency to the UW System.
- Appoint Mr. Patrick Robinson, Senior Lecturer in the UW Cooperative Extension based in Green Bay, to the Natural Areas Preservation Council for a term to expire on July 1, 2012. The council believes Mr. Robinson's experience and training make him an exceptional candidate for this position. He has expressed great interest in serving.

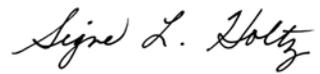
Dr. Dennis Yockers of the University of Wisconsin-Stevens Point has resigned his position on the council as a UW appointee, but will continue to serve as an appointee of the Department of Public Instruction. The council is seeking a candidate to fill Dr. Yockers' position and will submit an appointment request to the Board of Regents in the near future.

The term of appointee Dr. Joy Zedler of UW-Madison will expire on July 1, 2009. We are uncertain at this time if Dr. Zedler will seek another term on the council.

Please convey the Board's decision on the above actions and direct any questions you have to Mr. Thomas Meyer of the State Natural Areas Program staff at the address above, by phone at (608)266-0394, or by email at thomas.meyer@wisconsin.gov.

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in cursive script that reads "Signe L. Holtz".

Signe L. Holtz
Secretary

Program Authorization (Implementation)
B.S. in Personal Finance
University of Wisconsin-Madison

EDUCATION COMMITTEE

Resolution I.1.e.(3):

That, upon 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 B.S. in Personal Finance.

NEW PROGRAM AUTHORIZATION
Bachelor of Science-Personal Finance
University of Wisconsin-Madison

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised June 2006), the new program proposal for a Bachelor of Science in Personal Finance at 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. UW-Madison and System Administration will conduct that review jointly, and the results will be reported to the Board.

Since the 1980s, a Personal Finance curriculum has been offered as one of two distinct tracks within the Consumer Science program (recently renamed Consumer Affairs). The Personal Finance track, which is designed for students to gain knowledge and skills required to enter personal finance professional positions, has experienced growth over the last decade due to increasing student interest, the department's investment of resources in the program, and the growth in the profession in general. The program holds registered status from the Certified Financial Planning™ Board and, consequently, students who complete the program automatically meet the educational requirements to be a Certified Financial Planner. This proposal to separate the Personal Finance curriculum into a distinct major is part of a comprehensive effort within the School of Human Ecology to rationalize the structure of academic programs so that it is easier for students to navigate, advisors to support, and the institution to administer. If this program is approved, the Department of Consumer Science will offer three majors: the long-standing Retailing major (B.S.-Retailing), the Consumer Affairs major (B.S.-Consumer Affairs), and the Personal Finance major (B.S.-Personal Finance).

REQUESTED ACTION

Approval of Resolution I.1.e.(3), authorizing the implementation of the B.S. in Personal Finance at UW-Madison.

DISCUSSION

Program Description

The B.S. in Personal Finance program aims to prepare technically sound, household-focused professionals who are able to assess family resources and needs, and provide unbiased, comprehensive financial counseling, education, and advice. The 120-credit program is designed to be completed in eight fall/spring semesters; students apply and are admitted to the program in their sophomore year. The transition from a track within the Consumer Science major to a free-standing major is expected to improve advising and student progress to degree. Students who complete the program will meet requirements for registered status according to the Certified

Financial Planner Board of Standards, Inc. (CFPTM Board); the students present their transcript showing the course of study to earn this status. Students will complete 50 credits of general study, which includes the UW-Madison general education requirements. Subsequently, they will take 24 credits of course work from a core set of courses, 18 credits from a list of supportive courses, and 9 additional discipline-related credits from a list of allowable courses. The remaining 19 credits are electives. An internship is normally taken during the junior or senior year and requires a student to work 60 hours per credit at the internship site. Thus, a typical 3-credit internship requires 180 hours of work (course ConSci 601). These credits fulfill 3 credits of the core requirements.

Program Goals and Objectives

Graduates will qualify for employment in business, financial services, personal financial planning, consumer counseling, financial regulation, law and public policy, or in consumer advocacy and protection. The program will also prepare students for graduate training in law, social work, business, consumer behavior, public policy, or related fields. The learning outcomes for students in the program are to:

- A. Understand the consumer's market, consumer's behavior, and government policies affecting the consumer in the American economy.
- B. Ably apply the concepts and methods used in personal and family financial planning.
- C. Understand the family as a unique economic unit in the changing American economy.
- D. Understand financial markets and instruments from the perspective of the individual consumer.
- E. Ably apply advanced analytical techniques to examine household financial risk.
- F. Understand social, cultural, and ethical influences on consumer definitions of health and use of medical care.
- G. Understand societal responses to the creation of a health care system, including its financial implications for individuals and families.
- H. Ably consider and evaluate how public policies enhance economic welfare of families.
- I. Ably establish and define a client-planner relationship.
- J. Ably gather client data and determine a client's personal and financial goals, needs, and priorities.
- K. Ably analyze and evaluate a client's financial status.
- L. Implement financial planning recommendations and selection of products and services.
- M. Define, monitor, and communicate responsibilities with clients.
- N. Stay current with and apply new legislation and industry standards.

Relation to Institutional Mission

The School of Human Ecology, through the Department of Consumer Science and its predecessors, has a long history of providing training and outreach for programs that improve the financial well-being of families. The mission of the School of Human Ecology is to understand the complex relationships and interdependence among individuals, groups and families, and to focus on quality-of-life issues through research, creative innovation, education, and outreach. The Personal Finance program has a strong focus on preparing students to serve families through

careers such as consumer credit counseling, retail banking, insurance, personal financial planning, and employee benefits analysis. The underlying aim is to enhance individual and household economic well-being.

Program Assessment

The CFP™ designation requires on-going monitoring to ensure that courses are meeting the certification requirements and that program expectations and goals, as described above, are being met. A series of specified learning outcomes have been mapped to the courses in the program. Each course has a series of embedded assignments that form the basis for direct assessment of student learning across the program and over time. Students are surveyed at graduation, and along their career path. The program faculty meet annually to consider how well the program is meeting its stated objectives through review of student progress in classes, and to consider alumni perspectives on how well the curriculum meets the demands of the work world (collected every two to three years).

Need

Knowledge of personal financial management has become more important for individuals and families as public policy changes make individuals more responsible for their own financial well-being. Workers are becoming increasingly reliant on benefits that require choice of participation among several options, and successful savings plans require a considerable amount of personal investment decisions. For example, complex bankruptcy rules, asset distribution rules, and tax incentives for college and retirement savings increase the demand for professional financial planners who possess the knowledge, ethics, and skills to create and establish plans that assist these individuals and their families. Personal Financial Planners have almost unlimited employment opportunities in private practice. In addition, they are finding employment in large corporations or other organizations that provide advising to their employees on how to structure their benefits packages. Aging “baby boomers” increasingly turn to professionals to help them manage their financial arrangements into retirement and to prepare for their families’ future. Young professionals recognize the need to establish a firm financial foundation, especially with the recognition that they will change jobs more frequently than workers in past decades.

Among the 47 recent graduates from the Personal Finance track, all but one reports being employed. Thirty-four percent are employed as personal financial advisors or financial managers and 5 to 6% are employed in each of the following categories: financial and credit analysts, insurance underwriters, claims adjustor/agents, and account executives. Others report being employed in some kind of corporate or retail business.

Projected Enrollment (5 years)

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	25	30	25	25	25
Continuing students	35	30	35	35	35
Total enrollment	60	60	60	60	60
Graduating students	25	23	20	20	20

Comparable Programs

Three other colleges in Wisconsin have a financial planning curriculum registered with the Certified Financial Planner Board of Standards: a Certificate in Financial Planning is offered at Marquette University; a Financial Planning Certificate at UW-Oshkosh; and a Financial Planning Certificate at UW-River Falls. The proposed UW-Madison program will be the first to be offered as a B.S. in Personal Finance.

In Minnesota there are programs at Metropolitan State University (executive certificate program), and at Mankato State University (a Financial Planning Certificate and a B.S. in Financial Planner track program). In Illinois, five universities offer programs at the undergraduate certificate or degree level. There are nearly one hundred Certified Financial Planner programs nation-wide. A full list is available from the CFP™ Board web site (www.cfp.net). Most of these programs are offered as certificates awarded to degree-seeking undergraduates (167 of the 241 place-based programs), although a few (74) are part of bachelor's degree programs.

The majority of undergraduate CFP-certified Personal Financial Planning programs nationwide are offered as an option to students receiving degrees in Business, Business Administration, Finance, Accounting, or Economics. The proposed program is instead, embedded in a Consumer Science-focused academic environment. It is one of only a few such programs nationwide that provides the professional educational experience required for CFP certification and professional practice in the context of a four-year liberal arts degree that explicitly requires an in-depth understanding of financial processes in the context of households and societal well-being.

Collaboration

The Personal Finance program has matured to the point of becoming a stand-alone major/degree program. The program serves residential undergraduates and working adults who live proximally to the UW-Madison campus. The program will coordinate with other programs on campus where course work is shared, especially other programs in the Retailing and Consumer Affairs programs, and related departments in other colleges (Agricultural and Life Sciences, Letters and Sciences, and Business). The program faculty collaborate with the Madison and Dane County financial planning community by inviting representatives to speak in class, by placing student interns in financial planning offices, by offering outreach services to assist with tax return preparation to community groups, and by participating in a peer financial counseling service.

Diversity

The Personal Finance faculty and staff are continually seeking to make the educational experience reflect and respond to a changing society, including population diversity. The Personal Finance program seeks to achieve greater diversity in its teaching and outreach programs in the following ways:

- Admissions includes a holistic consideration of the students (including diverse backgrounds), which bring breadth to the program and to the various professions in which students expect to be employed.
- Program faculty and staff conduct outreach research, education, and service that addresses diverse families and bring that research and service back into the classroom.
- Course work includes discussions of financial challenges facing diverse populations. In Household Risk Management, for example, students discuss how labor market opportunities affect benefit coverage and retirement security, the effect of family composition on insurance coverage, retirement risks faced by immigrant families, and financial planning by families with disabled children. The class on Health Care Issues includes content about social and cultural definitions of health, the social determinants of health, and the impact of social and cultural variables on use of the health care system and provider response to individuals of diverse characteristics.
- Student involvement with the South Madison Financial Education Center includes outreach, education, and financial counseling to minority populations on issues relevant to lower-income families. Each year, dozens of students volunteer or receive credit as part of internship or service learning to work with underserved clients in these settings.
- The CFP™ Board has established a Diversity Initiative that recognizes the need to serve the changing demographics of the U.S. population and attract diverse populations to work as CFPs. Through ongoing collaboration with a number of nonprofit organizations, the CFP™ Board is working to increase diversity in the financial services industry, and to promote economic empowerment in diverse communities.
- The School of Human Ecology currently has almost 9% (81 of 930) targeted minority and 2% (22 of 930) international undergraduates. The international students come from all over the world, including 6 from the Republic of Korea and 2 from India. This demographic profile is similar to that for all undergraduates.

Evaluation from External Reviewers

The external evaluators noted the strength of the program faculty, the advantageous position of the curriculum within a research university, a strong outreach tradition, and a solid liberal arts foundation. One evaluator suggested the addition of a course on diversity to the curriculum. This suggestion is already in place as the proposed curriculum integrates issues of diversity into several of the courses. In addition, all UW-Madison students are required to complete an ethnic studies requirement as part of their General Education requirements. The ethnic studies course is focused on issues of diversity in American culture. External evaluators especially noted the need for the program and the growing demand for graduates, especially in this time of a world-wide financial down-turn and increasing complexity of personal finance issues.

Resource Needs

Resources that serve the existing Personal Finance track will continue to serve the B.S. in Personal Finance major. Five core faculty contribute a total of 2.5 FTE to the program. Three-to- four instructors are hired each semester to teach selected courses. Many of the program courses are offered by other programs and departments. Classified staff consists of an

administrative assistant and an internship coordinator who will serve all three Consumer Science programs. No new resources are needed.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e.(3), authorizing the implementation of the B.S. in Personal Finance at UW-Madison.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995)
Academic Informational Series #1 (ACIS-1.0 revised June 2006)

BUDGET: COSTS AND RESOURCES

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty	2.5	\$257,500	2.5	\$265,225	2.5	\$273,182
Instructional Staff	1.5	\$75,000	1.5	\$77,250	1.5	\$79,568
Classified Staff	0.6	\$30,000	0.6	\$30,900	0.6	\$31,828
Non-personnel						
Supplies & Expenses		\$5,000		\$5,000		\$5,000
Equipment						
Library						
Subtotal		\$367,500		\$378,375		\$389,578
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff						
Graduate Assistants						
Non-personnel						
Supplies & Expenses						
Equipment						
Subtotal		\$0		\$0		\$0
TOTAL COSTS		\$367,500		\$378,375		\$389,578

CURRENT RESOURCES						
General Purpose Revenue (GPR)		\$367,500		\$378,375		\$389,578
Gifts and Grants						
Subtotal		\$367,500		\$378,375		\$389,578
ADDITIONAL RESOURCES						
GPR Reallocation						
Gifts and Grants						
Subtotal		\$0		\$0		\$0
TOTAL RESOURCES		\$367,500		\$378,375		\$389,578

Faculty salaries are based on an average full professor salary of \$103,000.
Increases are calculated at 3% annually for all costs.
Staff salaries are based on an estimated \$50,000, 3% annual increase.

Program Authorization (Implementation)
B.S. in Athletic Training
University of Wisconsin-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.e.(4):

That, upon 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 Athletic Training.

**NEW PROGRAM AUTHORIZATION
Bachelor of Science in Athletic Training
University of Wisconsin-Milwaukee**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised June 2006), the new program proposal for a Bachelor of Science in Athletic Training at the University of Wisconsin-Milwaukee (UW-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 Department of Human Movement Sciences (HMS) in the College of Health Sciences. It will replace the current Athletic Training submajor in the Bachelor of Science in Kinesiology degree program. Athletic training is a health care profession, practiced by athletic trainers who collaborate with physicians to optimize physical activity and exercise participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities.

Prior to 1996, the Department of Human Movement Sciences offered courses and field experiences which allowed students to qualify for a national exam in athletic training. As the profession of Athletic Training evolved and became recognized as a health profession, the requirements for students to be eligible for the national exam became more stringent. In 1996, a certificate program was approved and implemented. In 1998, the certificate program was formalized as a submajor within the Bachelor of Science in Kinesiology. Over time, as the athletic training profession has continued to evolve nationally, the Athletic Training submajor has kept pace with the changes and educational expectations in the field to educate entry level athletic training professionals. In addition to its own core curriculum, the Athletic Training submajor offers field experiences, and clinical, research and internship opportunities that are distinct from the other submajors within Kinesiology. Because the current submajor is the equivalent of a major in terms of content and curricular completeness, this proposal requests that the Athletic Training program be authorized as a stand-alone major. This change will allow students to find the major more easily and to receive a degree that is readily recognized by employers and competitive in the employment marketplace.

The program draws on the strength of existing faculty and staff in the College of Health Sciences who are certified and licensed athletic trainers. In addition, the program will continue to be supported by additional academic staff with joint appointments within the College of Health Sciences, the Norris Health Center, and the Department of Athletics.

REQUESTED ACTION

Approval of Resolution I.1.e.(4), authorizing the implementation of the Bachelor of Science in Athletic Training at the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description

The proposed Bachelor of Science in Athletic Training is a focused course of study in the profession of Athletic Training. The proposed curriculum and degree requirements are the same as existing requirements for the submajor in Athletic Training. Students enter the major as second-semester freshmen in order to complete a rigorous and predetermined curriculum of 131 credits, including 39 credits in general education and foundation courses in the sciences. Requirements include foundational coursework in the parent discipline of Kinesiology and focused core coursework in Athletic Training. A supervised senior-year internship at an off-campus site serves as the capstone experience. The program is designed to allow students to acquire cognitive and psychomotor competencies and clinical proficiencies.

This program will continue to be administered by the College of Health Sciences' Department of Human Movement Sciences. The program is supported by cooperative agreements with the Student Health Center's Sports Medicine Program and the Department of Athletics. The support of the Athletics Department is necessary to allow athletic training students to work alongside Certified Athletic Trainers who are providing care for the student-athletes. The Student Health Center provides the general student population with access to sports medicine services for injury evaluation and treatment via clinic appointments. Athletic training students participate in these clinic appointments as another opportunity for clinical learning about injuries in patients that are outside of a collegiate athletic setting. These two departments benefit from the program as the athletic training students are able to assist the Certified Athletic Trainers in their care of the student-athletes and the general student body. The Athletic Training students benefit by having hands-on, supervised, clinical experience.

Program Goals and Objectives

The mission of the Athletic Training Education Program (ATEP) is to offer a comprehensive athletic training educational program founded on the fundamental knowledge of human movement science and combined with high quality experiential learning opportunities. The faculty continually evaluates the program using multiple sources of information to assess learning and effectiveness. Evaluation of the ATEP is ongoing, which allows for immediate feedback if a concern or problem is identified. The following learning outcomes provide direction for the delivery and evaluation of the program:

1. Students will maintain the highest educational standards, both didactically and clinically, and remain on the cutting edge of athletic training education.
2. Students will successfully pass the national athletic training Board of Certification Exam.
3. Students will gain an appreciation for scientific inquiry and learn to practice in an evidence-based way.
4. Students will engage in a diverse number of clinical experiences that lead to developing their competencies in working with diverse groups of people (patients and professionals) and settings.
5. Students will demonstrate both personal and professional development during the course of their athletic training program.

Relation to Institutional Mission

The University of Wisconsin-Milwaukee's mission calls for it to be a premier urban research university. The proposed degree will provide a balanced undergraduate program that draws on the state-of-the-art research conducted by faculty, provide students with a core of fundamental knowledge, practical application, and training, and educate graduates who will contribute to improving the health and well-being of people in the Milwaukee metropolitan area. By drawing from expertise of faculty within the college and from clinical affiliates in the Greater Milwaukee community, the program fosters collaborative teaching opportunities for students and serves to establish and maintain “*productive relationships with appropriate public and private organizations at the local, regional, state, national and international levels.*”

Program Assessment

The assessment plan for the major provides a comprehensive assessment of the program's learning outcomes, guided by the program mission and goals. The process of program evaluation includes, but is not limited to, on-going assessment of courses, assessment of student perceptions and satisfaction, assessment of student performance in laboratory/application-focused courses, assessment of student knowledge and skills in field placements, assessment of student preparedness and performance throughout the internship experience, and assessment of graduates through the use of focus groups, performance success on national exams, and internship supervisor evaluations. In addition, the Department conducts on-going review of its undergraduate program including 1) courses (e.g. course goals, objectives, delivery methodology, and instructional quality), 2) overall curriculum (e.g. content, duplication, overlap, quality of delivery, appropriateness given program goals, objectives, and Department mission), 3) current and future relevance (e.g. relevant need given current trends and anticipated changes in field, focus of curriculum given faculty expertise and research), and 4) immediate needs (e.g. identified weaknesses from graduate or internship supervisor feedback, changes in program focus, loss of content due to uncontrollable factors). Overall program effectiveness will be evaluated through Board of Certification (BOC) exam passing rates, employment/graduate school placement, and graduating senior and alumni surveys. All assessment information will be reviewed annually by the program faculty committee in order to identify program strengths and weaknesses and to make necessary improvements in the program.

A comprehensive assessment of student learning and competencies occurs in the capstone internship experience. Additionally, the program receives input from students through an exit interview and twice-a-year self-evaluation of students with respect to their learning. Analysis of student performance on the BOC exam provides information on student learning and success in achieving program learning outcomes. Student performance on the BOC exam is an indicator of overall learning and preparedness for entry-level practice. Students from UW-Milwaukee have generally performed well above the national average on the first exam attempt. The Department of Human Movement Sciences also evaluates the results to determine if there are ways it can better prepare its students for the exam.

In addition to the Athletic Training Education Program (ATEP) Exit Interview, the Department conducts an Alumni Survey every 3-5 years. Results from the ATEP Alumni Survey in 2006 indicate that 67% of students are either enrolled in graduate school or have a job in the field within two months of graduation. The remaining 33% were employed or in school

within 10 months of graduation. The strength of the program is therefore not only evident in its academic preparation, but in the ability of students to find jobs quickly following graduation. The Department continually evaluates this data to have a sense of the local job market and its students' visibility within the applicant pool.

Need

With an increasing emphasis on physical activity and exercise and its powerful ability to reduce costly chronic diseases, the number of individuals of all ages participating in physical activity and/or sports is increasing. With this increase comes an increased need for athletic trainers to provide health care services related to the prevention, treatment, and rehabilitation of injuries. Therefore, the demand for athletic trainers in settings such as schools, clinics, hospitals, and fitness centers is increasing. Projections from the Wisconsin Department of Workforce Development indicate that from 2006-2016, there will be a 21% increase in the number of athletic training jobs in the state of Wisconsin. The proposed change from the athletic training submajor to the major will only minimally increase the supply of certified athletic trainers entering the Wisconsin work force because the existing submajor has been graduating only slightly fewer students than are projected for the new major. The submajor has seen 100% of graduates employed in the field within 6 months of graduation.

By 2014, the Commission on Accreditation of Athletic Training Education (CAATE) will require that Athletic Training be offered as a major to be accredited. Students who have not graduated from an accredited program are not able to take the national Board of Certification exam in order to be licensed. In this context, the need for the proposed major in Athletic Training is necessary if UW-Milwaukee is to continue to offer athletic training education. Furthermore, given the projected employment growth and the fact that the current majors in the state are at capacity, the need to transition the UW-Milwaukee program from a submajor to a major is needed for the state to meet the market demand for athletic trainers.

Projected Enrollment (5 years)

Current enrollment in the Athletic Training submajor is at capacity. The program has seen a steady increase in the student applications over the past three years. If approved, the program will be implemented for Fall 2009, and students currently enrolled in the Athletic training submajor will be transferred to the proposed major, and earn a Bachelor of Science in Athletic Training.

Year	1 st Year	2 nd year	3 rd year	4 th year	5 th year
New students admitted		15	15	15	15
Continuing students	40	28	28	28	28
Total enrollment	40	43	43	43	43
Graduating students	12	10	10	10	10

Comparable Programs

Four institutions in the University of Wisconsin System offer majors in Athletic Training (UW-Eau Claire, UW-La Crosse, UW-Oshkosh, and UW-Stevens Point). UW-Madison offers a

submajor in the Kinesiology degree. Private institutions offering Athletic Training majors in the metropolitan Milwaukee area include: Carroll University, Carthage College, Concordia University, and Marquette University. The standards and guidelines for athletic training education set forth by the CAATE result in a good deal of similarity among programs. The research-intensive nature of UW-Milwaukee and the metropolitan urban location are unique features of this program.

Wisconsin is in District 4 of the National Athletic Trainer's Association, along with Ohio, Indiana, Illinois, Michigan, and Minnesota. In District 4, there are a total of 71 accredited athletic training programs at both public and private universities. In the states surrounding Wisconsin, there are 34 accredited programs. The ATEP at the UW-Milwaukee will provide students in Southeastern Wisconsin the opportunity to gain an education in athletic training at an urban, public, research university.

Collaboration

Since the early 1980's, the Department of Human Movement Sciences has collaborated with the Department of Athletics by sharing facilities and support staff for athletic training services. These services result in decreased injury liability for student athletes. More recently, the Student Health Center has also played a critical role by providing facilities, support staff, and student assistance in the current ATEP. Today, the three units cooperatively provide valuable services in health, education, and rehabilitation to all students, and prevention, care, and treatment of athletic injuries to both the general student and student athlete. While providing these services, students in the ATEP receive important education and practical experience in the field of athletic training. The ATEP has a collaborative relationship with the Doctor of Physical Therapy Program. The two programs utilize common clinical spaces, teaching spaces, equipment, technology resources, and personnel. This produces a culture of mutual understanding and respect as the two programs educate future athletic training and physical therapy professionals.

Diversity

The College of Health Sciences is committed to having programs accessible to students of diverse backgrounds, and to providing exposure to coursework and clinical settings that promote diversity. Over the past three years, 8% of students in ATEP have come from underrepresented groups. The program has had increasing success with recruiting and admitting students from underrepresented groups in the last few years, but retention is not what the program would hope. The program recognizes the need for increased academic support and mentoring of students, and will work with the campus Access to Success programs and Multicultural Student Center to identify strategies to increase retention.

Faculty recruitment efforts include advertising in publications and media that are targeted for various demographics, direct mailings to Historically Black Colleges and Universities and Hispanic Association of Colleges and Universities athletic training programs, and working with the National Athletic Trainers Association Ethnic Diversity Advisory Council to identify strategies to enhance diversity in the faculty. The program director and clinical coordinator often are guest speakers at local/regional high schools (many in urban settings) and talk about the profession of athletic training, what type of education is required to be an athletic trainer, and

what students can do in middle and high school to prepare for college. These guest lectures raise community awareness of the program, and seek to increase the diversity of undergraduate students applying to the program.

The curriculum includes coursework that integrates themes of diversity throughout. The Sociology of Health and Physical Activity course (HMS 351) is particularly focused on teaching students about issues of ethnicity, gender, socioeconomic status, and cultural differences. Students also complete a clinical education rotation at a family practice clinic that is located in an economically disadvantaged region of Milwaukee. This setting exposes students to patients who many have health problems that are different than those of the collegiate athlete. This experience is reinforced in the Medical Aspects of Athletic Training class, where the topic of health care in economically disadvantaged areas is discussed.

Evaluation from External Reviewers

The proposal was reviewed by two external reviewers who are directors of Athletic Training programs. One reviewer commented that the curriculum was comprehensive and the assessment strategies very thorough. He suggested that the program also track placement of graduates as a metric for assessing program outcomes. The proposal has been revised accordingly. The other reviewer complimented the didactic and clinical components of the program and commented positively on the comprehensiveness of the curriculum and the assessment methods.

Resource Needs

There are no new courses required for the proposed major. All courses are now required in the submajor. The program will be supported by the current 3 FTE athletic training faculty and 2 FTE instructional academic staff. The program will continue to be supported by the 0.5 FTE classified staff position that supports the submajor now. The implementation of the proposed program also does not require additional capital or supply and expense budgeting. The laboratories and other instructional and student resources that currently support the courses will continue to do so.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e.(4), authorizing the implementation of the Bachelor of Science in Athletic Training at the University of Wisconsin-Milwaukee.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995)
Academic Informational Series #1 (ACIS-1.0 revised June 2006)

Operating Budget

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff ¹	5	\$370,000	5	\$381,100	5	\$392,533
Non-instructional Academic/Classified Staff ²	0.5	\$23,000	0.5	\$23,690	0.5	\$24,401
Non-personnel						
Supplies & Expenses		\$10,000		\$10,300		\$10,609
Capital Equipment						
Subtotal	5.5	\$403,000	5.5	\$415,090	5.5	\$427,543
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff						
Graduate Assistants						
Non-instructional Academic/Classified Staff						
Non-personnel						
Supplies & Expenses						
Subtotal		\$0		\$0		\$0
TOTAL COSTS		\$403,000		\$415,090		\$427,543
CURRENT RESOURCES						
General Purpose Revenue (GPR)		\$403,000		\$415,090		\$427,543
Gifts and Grants						
Subtotal		\$403,000		\$415,090		\$427,543
ADDITIONAL RESOURCES						
GPR Reallocation (list sources)						
Subtotal		\$0		\$0		\$0
TOTAL RESOURCES		\$403,000		\$415,090		\$427,543

¹ The program is currently supported by 3 FTE faculty and 2 FTE instructional academic staff.

² Academic advising provided by central advising office in College of Health Sciences and by program faculty. No non-instructional academic staff are dedicated to this program.

Program Authorization (Implementation)
B.A./B.S. in Women's Studies
University of Wisconsin-Oshkosh

EDUCATION COMMITTEE

Resolution I.1.e.(5):

That, upon recommendation of the Chancellor of the University of Wisconsin-Oshkosh and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.A./B.S. in Women's Studies.

NEW PROGRAM AUTHORIZATION
B.A. and B.S. in Women's Studies
University of Wisconsin-Oshkosh

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised June 2006), the new program proposal for a Bachelor of Arts and Bachelor of Science in Women's Studies at the University of Wisconsin-Oshkosh is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The University of Wisconsin-Oshkosh and System Administration will conduct that review jointly, and the results will be reported to the Board.

Women's Studies classes were first taught at the University of Wisconsin-Oshkosh in the early 1970s. By 1974, student demand and faculty interest justified the creation of the very first Women's Studies minor in the UW System. Women's Studies as a field, has grown exponentially since the 1970s, in curricular breadth and depth, pedagogical innovation, theoretical sophistication, and scholarly productivity. At UW-Oshkosh, the Women's Studies Program has experienced a parallel growth. In 2007-08, the Women's Studies Program offered 45 sections of core and cross-listed courses, a record, with student enrollments (both in Women's Studies numbers and cross-listed departmental numbers) growing to a preliminary figure of 1,186. Eleven Women's Studies minors graduated in 2007. Twenty-eight students are now actively pursuing the Women's Studies minor.

The governance structure of the Women's Studies Program was established in 2001 through the creation of the first bylaws for a non-departmental program at UW-Oshkosh. A tenured faculty member with a full-time appointment in Women's Studies serves as Director of the Program. The Women's Studies Teaching Faculty is composed of faculty and continuing instructional academic staff members who have taught Women's Studies core or cross-listed courses. There were 31 members in 2007-08 (three with formal joint appointments, and a fourth joint appointment added for 2009). Given the growth in student interest and the strong and stable governance structure and curriculum, the time is right for UW-Oshkosh to offer an interdisciplinary, non-departmental major in Women's Studies.

REQUESTED ACTION

Approval of Resolution I.1.e.(5), authorizing the implementation of the B.A./B.S. in Women's Studies at the University of Wisconsin-Oshkosh.

DISCUSSION

Program Description

Women's Studies is an interdisciplinary program whose academic courses focus on the status, experiences, and achievements of women and/or the analysis of how gendered social structures are created and perpetuated. The Program currently offers a 21-credit minor with two required courses,

Introduction to Women's Studies and the Women's Studies Senior Seminar, and five 3-credit electives. The Steering and Curriculum Committee, composed of Women's Studies teaching faculty and Women's Studies minors, assists the full-time Director administratively. The Program is supported by the Women's Studies Teaching Faculty (faculty and academic staff who have taught for the Program in the last three years) and the Women's Studies Associates (faculty and staff who have asked to be affiliated with the Program).

Program Goals and Objectives

The primary objective of the Women's Studies Program is to provide students with a better understanding of the gendered experiences of women of all races, sexualities, and classes both historically and today, in the United States and globally. Students learn to analyze the status of women in various societies and assess the achievements of women worldwide. Seeing that women's experiences cross disciplinary borders, students understand that the study of women is relevant to any field of study. Students unite an activist approach to academic analysis and take their learning from the classroom to the community. They come away from Women's Studies with an understanding of feminist pedagogy—collaborative strategies of teaching and interaction—which they can apply to group dynamics they will encounter, a knowledge base that will strengthen their involvement in any career choice, and the capacity to critically analyze complex systems of thought. Based on years of experience assessing student learning in the Women's Studies minor, the Women's Studies Steering and Curriculum Committee has outlined the core student learning outcomes for the Women's Studies major. The skills and competencies of the major clearly demonstrate roots in the liberal arts.

I. Mastery of Key Content in Women's Studies

- a. Women's Studies majors will be able to compare different theories about how gender systems have been created and maintained, how individuals perform gendered roles and assume gendered characteristics, and how these systems privilege some individuals and limit others.
- b. Women's Studies majors will clearly understand and explain how gender interacts with other social systems of differentiation (class, race, sexual orientation), affecting individual lives at every level of privilege or oppression.
- c. Women's Studies majors will appreciate the complex relationships between feminist activism and scholarship, theory and practice, as well as the personal and the political, gaining this knowledge through their own intensive study and work for social change.
- d. Women's Studies majors will gain insight into the complexity of reality that emerges when a critical approach to experience and an inquiry into the effects of ideas and actions become thoroughly integrated into one's world view.
- e. Women's Studies majors will know the history of women, understanding differences among them as well as common themes in their experiences, in the United States and in a global context, and, thus, learn to appreciate both the value of women's traditional activities and their struggles to transcend limiting social definitions.

f. Women's Studies majors will be able to demonstrate how assumptions about gender permeate every institution, including science, education, and government policies, affecting every aspect of women's reality: health, socio-economic status, family life, and intellectual development.

II. Development and Demonstration of Critical Thinking and Writing Skills

a. Women's Studies majors will analyze representations of women in specific items in mass media, visual arts, literature, etc., in essays discussing both the cultural context of the works and the artists' creativity, experience, and technique.

b. Women's Studies majors will compare scholarly works about women and gender, analyzing the authors' preliminary assumptions, theoretical foundations, empirical data, and methodological approaches, in papers that assess the validity of evidence used, and conclusions drawn in the works in question.

c. Women's Studies majors will unravel the complex intersectionality of gender, race, sexual orientation, and class revealed in an autobiographical, theoretical, or artistic product created by a person from a culture different from that of the student, demonstrating both empathy and understanding of standpoint theory.

III. Assessment of the Effectiveness of Activism

Women's Studies majors will demonstrate their ability to analyze the effectiveness of feminist activism to produce social change that improves the status and lived experience of women and/or will demonstrate their ability to analyze the effectiveness of such activism in their own lives. They can observe or participate in a range of interventions such as speaking out against hate crimes, demonstrating in Take Back the Night Rallies, writing letters on women's oppression to government officials, organizing educational programs on issues affecting women such as reproductive rights, participating in the improvement of the lives of women in prisons, and actively working for the improvement of the lives of all women locally, nationally, and globally.

IV. Research Skills

Women's Studies majors will define a research problem; select appropriate methodology to explore it; find sources for data, evidence and context; develop a theoretical framework to analyze the data gathered; write their own original interpretation; and present their findings in the Senior Seminar.

Relation to Institutional Mission

A Women's Studies major would be consistent with the Governing Ideas, Core Values, and Strategic Directions of the University of Wisconsin-Oshkosh, specifically the university's commitments to diversity and inclusivity, community partnership, and education outside the classroom. As a discipline, Women's Studies is committed to an interactive, engaged pedagogy that unites students and professors in collaborative efforts to create new understandings of the intersections of gender, race, class, and sexuality and to work for social justice. This focus is directly echoed in the university's statement of Core Values, which states: "We believe that educators and students should explore and engage the challenges that confront regional, national and global communities, using their intellectual and creative capabilities to understand, investigate, and solve problems. Social awareness will allow us

to respond to domestic and international needs for equitable and sustainable societies.” Additionally, the major would allow Women’s Studies, a program already noted for its teaching excellence and emphasis on “efforts to engage students inside and outside of the classroom,” to further develop its commitment to community partnership. Several Women’s Studies courses already engage a service-learning component, and all Women’s Studies majors will be required to participate in either a service learning project or study abroad.

A Women’s Studies major is also specifically called for in the University’s 2001 Ten-Year Plan to Address Women’s Issues. This document states a commitment to “Expand Educational Opportunities for Women Students,” listing several ways to do so, including, “Encourage Growth of the Women’s Studies Program.” This directive is followed by the setting of an unequivocal goal: “Develop a Women’s Studies Major.”

Program Assessment

Program assessment includes frequent, direct, and systematic methods for assessment of student progress in attaining the program’s learning objectives (listed on pp 2-3). The curriculum is designed to increase student knowledge and skills acquisition as students move from the required courses through the breadth and diversity requirements to the capstone course. The following methods will be used:

1. *Structured portfolio of student essays:* For the capstone portfolio requirement students write new essays and revise previously written essays to specifically demonstrate mastery of each of the learning goals. Additionally, students exhibit their ability to design and complete an individual research project that reflects original analysis, appropriate research methods, and data interpretation. Students work closely with faculty and their peers during the senior seminar to develop, revise, and complete their portfolio and research requirements. A committee of Women’s Studies faculty evaluates student portfolios annually. The Women’s Studies Steering Committee then draws on the committee’s evaluation to update the curriculum.
2. *Pre-test and Post-test Assessment Tool:* These tools will be used to capture understanding and mastery of content-specific learning outcomes. Students complete a pre-test in their first required course, “Introduction to Women’s Studies.” These scores are compared to students’ scores on the same test taken during their capstone course, “Women’s Studies Senior Seminar.”
3. *Exit Interviews:* These interviews will provide the Program with student feedback on learning outcomes, particularly skills development related to research and writing. The exit interview subcommittee synthesizes interview responses and shares the results with the Women’s Studies Steering and Curriculum Committee.
4. *Alumni Surveys:* Plans are underway to develop a follow-up survey with graduates.
5. *Student Opinion Surveys:* Instruction in all courses is evaluated through the use of these surveys designed by the Women’s Studies Program and administered by the university. The comparative results are reviewed at the program level annually and used in program assessment and curriculum development.

Need

Women's Studies majors bring a gendered perspective to a range of professions. Like many other liberal arts degrees, a Women's Studies Major does not have a single clear career path attached. However, the Women's Studies Major has been offered by many other institutions for decades now, and the National Women's Studies Association has developed a list of more than 200 careers pursued by Women's Studies alumni, available on its website, www.nwsa.org. Women's Studies graduates are particularly well trained for positions serving women clients, such as staff for Domestic Violence shelters, rape crisis centers, and senior centers, as well as professional staff for women's organizations such as the Girl Scouts and nonprofits such as the United Way. Businesses marketing to women as well as governmental agencies and media outlets focusing on women's issues would find Women's Studies majors particularly well prepared for their work. Women's Studies graduates have gone on for further professional training as physicians, lawyers, librarians, counselors, social workers, Peace Corps volunteers, and academics in a wide range of fields. The skills in critical thinking, writing, and oral expression developed through any Women's Studies program are useful in any profession or business. In addition, UW-Oshkosh Women's Studies majors will be intensely aware of multicultural diversity, preparing them to communicate effectively within the globally connected and increasingly ethnically diverse workforce of the present and future United States. Employers consistently favor employee applicants with a well-rounded Liberal Arts education. The move to a major at UW-Oshkosh thus meets both employer desire and the growing student interest in Women's Studies.

Projected Enrollment (5 years)

Year	Implementation Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New students admitted to Major	13*	16**	19	22	26
Continuing students in Major	0	11**	18	26	31
Total Enrollment	13	27	37	48	57
Graduating students	0	5***	7	9	11

* Based on a Fall 2006 Survey

** Based on average growth/attrition rates in other interdisciplinary programs at UW-Oshkosh.

***Based on average graduation rate of interdisciplinary programs

Comparable Programs in Wisconsin

UW Schools that grant a Women's Studies Major and Minor

University	Number of Majors/Minors	Number of Major/Minor graduates	Number of Core/Cross-listed courses	Number of Affiliated Faculty
Madison	130/127	49/83	26/28	70
Milwaukee	35-40/25-30	5-8/4-6	23/80	100+
Whitewater	14/35	3/5	15/20	18
Eau Claire	22/26/20*	7/7-10	41	70

* UW-Eau Claire also grants a certificate

UW Schools that grant only a Women's Studies Minor

University	Number of Minors per year	Number of Minor Graduates	Number of Core and Cross-listed Courses	Number of teaching Faculty and Staff	Individually Planned WS major?
Green Bay	25-40	8	22	15	Y
Platteville	no response	no response	no response	no response	Y
Stout	6-7	2-3	17	20	N
La Crosse	60	14-18	44	29	N
River Falls	8	1-2	18	12	N
Superior	18-20	4-5	21	13	Y – called “Feminist Studies”
Parkside	6-7	3	13	27	Y
Stevens Pt.	20	5	29	24	?
Oshkosh	30+	6-11	56	35	Y

These numbers are based on estimates from the Program Directors in Spring 2008

* The UW Colleges began offering a certificate in Women's Studies in 2006. They have had one graduate.

** No Women's Studies courses are offered through UW Extension.

Students throughout the UW System seek out Women's Studies Programs. The four UW schools that currently offer a major – Madison, Milwaukee, Whitewater, and Eau Claire – primarily serve students in their regions. Eau Claire and Whitewater are 180 and 90 miles away, respectively. While Milwaukee and Madison are somewhat closer (87 and 86 miles, respectively), their urban campuses attract a different student population. La Crosse is also proposing a Women's Studies major, but La Crosse is over 150 miles away, so their possible expansion should not affect UW-Oshkosh.

Among existing schools that offer the Women's Studies minor, UW-Oshkosh consistently has one of the highest numbers of Women's Studies minors who are in the Program and who graduate each year. The number of course offerings and the number of teaching faculty and staff at UW-Oshkosh compare favorably to the number at UW-Whitewater and -Eau Claire, programs which successfully offer a major.

Comparable Programs Outside Wisconsin

According to “A National Census of Women's and Gender Studies programs in U.S. Institutions of Higher Education,” commissioned by the National Women's Studies Association in 2007, there are 652 women's and gender studies programs at community colleges, colleges, and universities in the U.S. enrolling nearly 15,000 majors and minors in the 2005-2006 school year. Nineteen Women's Studies major programs (those granting a B.A. or B.S. in addition to a minor) are offered in neighboring states (2 in Iowa, 7 in Minnesota, and 10 in Illinois). Nine of these programs are housed at public institutions, while the remaining ten are offered by private institutions. The Midwestern states of Michigan and Indiana each have four programs offering B.A. or B.S. degrees in Women's Studies.

Collaboration

The UW-Oshkosh Women's Studies Director is an active member of the UW System Women's Studies Consortium, a forum for the exchange of ideas among system Women's Studies Programs. Women's Studies will collaborate with UW-Milwaukee to incorporate that program's on-line courses into the UW-Oshkosh Women's Studies major. Additionally, Women's Studies is working with UW-Eau Claire to delineate several specialized courses, specifically those dealing with women and science, that could be integrated into the UW-Oshkosh major. The UW System Women's Studies Consortium is actively seeking resources to support distance-learning formats for these courses. Finally, Women's Studies is working with UW-Green Bay and UW-Lacrosse to coordinate Study Abroad programs that will offer Women's Studies majors/minors at each campus the opportunity to participate.

Diversity

The Women's Studies Program at the University of Wisconsin-Oshkosh is committed to diversity. One student learning outcome is to ensure that all students who take Women's Studies classes understand the complexities involved in the intersection of gender with race, class, and sexuality. Two required curricular categories focus on diversity: "Global Diversity" and "Diversity in the United States." Currently, there are thirteen courses in these two categories and two more that are currently being proposed. The Introduction to Women's Studies course uses the anthology *Women's Voices, Feminist Visions, Third Edition* (2007), edited by Susan M. Shaw and Janet Lee, and every chapter in this anthology contains essays by and about diverse women. The topic of diversity is infused into every topic of study within the Women's Studies Program.

The teaching faculty and Women's Studies minors are committed to diversity. The Women's Studies Program actively works with diverse populations on campus to form alliances, reinforce existing interests, and introduce new students to the Program. The Women's Studies Brown Bag Lecture Series, held in the Women's Center, features current research on diverse women's issues and is widely attended by the university community. The Women's Studies Program also collaborates with the Center for Equity and Diversity and the Women's Center on diverse programming and the planning of Women's History month. Women's Studies minors, especially in Introduction to Women's Studies, are required to attend these programs as part of their course work. In addition, the Women's Studies Program partners with the new LGBTQ Center. Faculty members also work with Project Success and the Dean of Students Office to serve the needs of students with both learning and/or physical challenges. Finally, Women's Studies classes attract nontraditional students. To further meet the needs of nontraditional students who work full time, Women's Studies also regularly offers WMST 320 "Gendered Lives," at night through the Center for New Learning.

Of the total of 42 faculty members contributing to the Women's Studies program at UW-Oshkosh, there are 40 women, 4 women of color, and 4 people who are members of the LGBTQ community. A new joint Women's Studies/History hire, who will begin in Fall 2009, is also a member of the LGBTQ community.

Evaluation from External Reviewers

The major proposal was reviewed by Dr. Ann Schonberger of the University of Maine and Dr. Gwynne Kennedy of the University of Wisconsin-Milwaukee. Both offered thoughtful feedback and

provided valuable suggestions for strengthening the proposal. As a result of their feedback, the most substantive changes that were made were in the area of curriculum. A Feminist Theory course was added to the list of required courses for the major, the distribution requirements were streamlined, and several categories of requirements were renamed. The majority of the remaining changes had to do with clarification and addition of information. One of the reviewers noted that as the program grows, it will need additional administrative support; her suggestion was incorporated with a .5 FTE Program Assistant.

Resource Needs

The implementation of a Women's Studies major will not require extensive additional resources. The Program currently has 2.65 FTEs offering approximately twelve courses per year, and has received funds from the Northeast Wisconsin Growth Agenda to fund a new joint faculty appointment (.67 FTE) with the History Department. The majority of Women's Studies courses are cross-listed and taught by affiliated faculty, which is a huge cost-saving measure. The Women's Studies program will be moving into the new academic building at UW-Oshkosh upon its completion, where it will share space with African American Studies, Environmental Studies, Social Justice, and International Studies, thus allowing for the pooling and sharing of resources in terms of copy machines, printers, student assistants, etc. The two areas of anticipated additional resource needs are supplies and expenses and administrative support. As stated in the previous section, the Program proposes to move from a .25 FTE Program Assistant to .5 FTE. In addition, it is anticipated that there will be a slight increase in the supplies and expenses budget.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e.(5), authorizing the implementation of the B.A./B.S. in Women's Studies at the University of Wisconsin-Oshkosh.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995)
Academic Informational Series #1 (ACIS-1.0 revised June 2006)

BUDGET FORMAT: AUTHORIZATION TO IMPLEMENT

	First Year		Second Year		Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	2.625	\$132,424	3.295	\$171,293	3.295	\$174,719
Graduate Assistants	0					
Non-instructional Academic/Classified Staff	0.25	\$7,289	0.25	\$7,435	0.5	\$15,168
Non-personnel						
Supplies & Expenses		\$2,467		\$2,517		\$2,568
Capital Equipment	0					
Library		\$800		\$800		\$800
Computing	0					\$2,000
Other (Define)						
Subtotal		\$142,980		\$182,045		\$195,255
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	0.67	\$35,510				
Graduate Assistants						
Non-instructional Academic/Classified Staff			0.25	\$7,435		
Non-personnel						
Supplies & Expenses						
Capital Equipment						
Library						
Computing		\$2,500				
moving expenses		\$2,500				
Subtotal		\$40,510		\$7,435		\$0
TOTAL COSTS		\$183,490		\$189,480		\$195,255
CURRENT RESOURCES						
General Purpose Revenue (GPR)		\$147,980		\$153,260		\$158,311
Gifts and Grants						
Fees						
WI Growth Agenda				\$36,220		\$36,944
Subtotal		\$147,980		\$189,480		\$195,255
ADDITIONAL RESOURCES						
GPR Reallocation (list sources)						
Gifts and Grants						
Fees						
WI Growth Agenda		\$35,510				
Subtotal		\$35,510		\$0		\$0
TOTAL RESOURCES		\$183,490		\$189,480		\$195,255

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Revised 2/2/09 1:00 p.m.

I.2. Business, Finance, and Audit Committee

Thursday, February 5, 2009
Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

11:00 a.m. All Regents Invited – Room 1820

- One-Year Update on the UW System *Growth Agenda for Wisconsin* Action Steps

12:00 p.m. Box Lunch

12:30 p.m. Business, Finance, and Audit Committee – Room 1920

- a. 2008 Annual Financial Report and Auditor's Opinion
- b. Operations Review and Audit
 1. 2009 Review and Audit Plan
- c. Review and Adjustment of Existing Differential Tuition Levels
 1. UW-Milwaukee
[Resolution I.2.c.1.]
 2. UW-Oshkosh
[Resolution I.2.c.2.]
 3. UW-Platteville
[Resolution I.2.c.3.]
- d. Trust Funds Issues
 1. 2008 Annual Trust Funds Report
 2. Request for Principal Expenditure: Mildred L. Stolberg Bequest
[Resolution I.2.d.2.]
- e. UW System Information Technology Report as required by *Wis. Stats.* s.13.58(5)(b)(3)
 1. UW Strategic Plans for Major Information Technology Projects
 2. Project Status Report for Major Information Technology Projects
- f. Interim Campus Safety and Security Update
- g. Committee Business
 1. Fall 2008 Enrollment Update
 2. Quarterly Expenditures – Budget to Actual Report (2nd Quarter)
 3. Report on Quarterly Gifts, Grants, and Contracts (2nd Quarter)

4. Approval of Policy on Identity Theft Detection, Prevention, and Mitigation
[Resolution I.2.g.4.]

- h. Report of the Senior Vice President
- i. Consent Agenda
 - 1. Approval of the Minutes from December 4, 2008 Meeting of the Business, Finance, and Audit Committee
- j. Additional items, which may be presented to the Committee with its approval
- k. Closed session to consider trust fund matters as permitted by *Wis. Stats.* s.19.85(1)(e)

UW SYSTEM ANNUAL FINANCIAL REPORT

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 2007-2008 includes an unqualified audit opinion from the Legislative Audit Bureau, a Statement of Net Assets, a Statement of Revenues, Expenses and Changes in Net Assets, and a Statement of Cash Flows. The accompanying Notes to the Financial Statements are an integral part of the financial statements, including both disclosures required by GAAP and explanations intended to aid the reader in understanding the statements. In addition, the Annual Financial Report includes a "Management Discussion and Analysis" (MD&A) section that is intended to provide an objective and easily readable analysis of the UW System's financial activities. The UW System's Annual Financial Report may be found at <http://www.uwsa.edu/fadmin/finrep/afr.htm>.

Preceding the MD&A, financial statements, and notes are several graphs showing some of the ten-year trend data that have been included in prior annual financial reports. Charts 1 and 2 show the amount of revenue derived, in nominal and inflation-adjusted dollars, respectively, from state appropriations, tuition and fees, and all other sources. From FY07 to FY08, state support increased by \$38.7 million (4.2%), tuition revenue increased by \$48.7 million (5.8%), gifts increased by \$24.7 million (10.1%), and federal grants and contracts decreased by \$26.4 million (4.0%). State appropriations comprise less than one quarter of the total revenue (23.5%). Over a ten-year period, FY08 state support exceeded the previous high-point set in FY01 by \$1.0 million. However, in inflation-adjusted dollars, FY08 state support was \$151.4 million less than FY01 state support. Chart 3 shows the growth in university controlled endowments over the past ten-years.

Finally, FY08 total expenses from all funding sources increased by \$254.3 million (6.9%) compared to the prior year's increase of \$139.4 million (3.9%).

RELATED REGENT POLICIES

None

February 6, 2009

I.2.a.

2008 ANNUAL FINANCIAL REPORT AND AUDITOR'S OPINION

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

**OFFICE OF OPERATIONS REVIEW AND AUDIT
REVIEW PLAN
CALENDAR YEAR 2009**

Office History

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

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

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

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

Purpose of the Review Plan

To help allocate limited resources within the Office, we have identified programs, policies, and practices to be reviewed at a System level in calendar year 2009. This review plan strives to achieve two objectives: to assure coverage of areas of risk, while at the same time assuring broad coverage of the operations of the UW System over time.

The review plan is a guide that must remain flexible to accommodate review or audit requests from Regents, requests for assistance from UW institutions, and unexpected

occurrences. For example, in 2008, priorities of the Office of Operations Review and Audit were adjusted due to occurrences at the national level involving campus security.

In addition, while the review plan identifies formal reviews that will be presented to the Board of Regents, the Office of Operations Review and Audit undertakes other projects that are not included in this plan because they are performed on an ad hoc basis or are intended for internal management purposes. Examples of such projects in the past include the Office's research on student health insurance; involvement with the President's Advisory Committee on Health, Safety, and Security; and technical assistance to campuses.

Development of the Review Plan

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

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

Planned Reviews

As a result of this process, the issues proposed for calendar year 2009, not listed in order of priority, are as follows:

- Student Evaluation of Instruction – Student evaluation is an important source of information on teaching performance. For this reason, the Board of Regents established Regent Policy Document (RPD) 20-2 regarding the use of student evaluations for (a) improvement of instruction, (b) retention, promotion, and tenure decisions, and (c) merit salary increase deliberations. A review may include identifying UW institution student evaluation policies, methods, and best practices.
- Service Learning – Student education frequently occurs in the workforce through internships and other programs that integrate community service with academic study. Significant risks and potential liabilities may exist in these environments.

A review of service learning programs could determine what steps may be taken to mitigate these risks.

- Prior Learning Assessments – As part of Advantage Wisconsin, Think Tank #2 reviewed the goal of more graduates, and suggested that UW institutions “adopt uniform policies that encourage the awarding of credit for prior experience.” Although many UW institutions assess prior and nontraditional forms of learning, the extent of their use varies considerably and their application may be inconsistent. A review could determine the frequency with which students currently receive credit for prior learning and identify related best practices.
- Policies Affecting Students with Learning Disabilities – In 1999, the Office of Operations Review and Audit reviewed the UW System’s responsibilities to provide services to students with disabilities and the implementation of RPD 14-10 (formerly 96-6), Nondiscrimination on Basis of Disability. A review may determine the progress toward implementation of some prior-review recommendations, as well as identify new approaches, institution policies, and the related cost for providing these services.
- UW Higher Education Location Program (HELP) – HELP provides systemwide student advising and academic information primarily via the internet and telephone. In addition to identifying the services provided by HELP, a review may determine how these services are accessed by students, parents, and high school counselors, how HELP services are coordinated with those provided by individual UW institutions, and how HELP has incorporated statewide and nationwide programs, such as the Wisconsin Covenant and the KnowHow2GO campaign, into its programming.
- National Collegiate Athletic Association (NCAA) Financial Reporting at UW-Milwaukee and UW-Green Bay – The Office will perform agreed-upon procedures for the NCAA-required reports that include fiscal year 2008 revenues, expenses, and capital improvements associated with the institutions’ intercollegiate athletics departments. A private CPA firm performs a similar function for UW-Madison.
- WUWM FM 89.7 Financial Statements Audit – This annual audit is conducted to meet requirements of the Corporation for Public Broadcasting.
- NCAA Division III Programs – Except for UW-Madison, Milwaukee, Green Bay, and Parkside, all UW institutions are Division III schools. A review may include an analysis of fiscal controls and compliance with state and NCAA regulations for potentially high-risk areas, such as sponsorships.
- Academic Fees Reviews – The Office will review the assessment and collection procedures for academic tuition and segregated fees at UW-La Crosse and UW-

Stout. In recent years, a similar review has been conducted at all other UW institutions.

Next Steps

The list above identifies the topics for review in 2009. However, the specific scope of each review has not been determined. Before fieldwork for any review begins, Operations Review and Audit staff will conduct preliminary research and prepare a project-overview memo, which includes (1) background data and circumstances prompting the review; (2) the specific purpose(s) and objective(s) of the review; and (3) a description of the project methodology, such as what information would be gathered and who would likely be contacted. The project-overview memo would be discussed with the President, his cabinet, and appropriate UW System staff. These discussions provide assurance that the Office of Operations Review and Audit is correctly targeting the areas of interest.

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

Adjustment of Existing UW-Milwaukee
Differential Tuition Levels

REVISED

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the 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 following modifications to the UW-Milwaukee per credit differential tuitions:

- Peck School of the Arts – The differential may increase up to three percent annually, beginning Fall 2009 through Fall 2012.
- College of Engineering and Applied Science – The differential may increase up to four percent annually beginning Fall 2009 through Fall 2012.
- Sheldon B. Lubar School of Business Administration – The differential may increase up to three percent annually beginning Fall 2009 through Fall 2012.
- College of Nursing – The differential may increase up to three percent annually beginning Fall 2009 through Fall 2012.

**ADJUSTMENT OF EXISTING DIFFERENTIAL TUITION LEVELS
UW-MILWAUKEE**

EXECUTIVE SUMMARY

BACKGROUND

In 2004, the Board of Regents approved per-credit differential tuitions for the Peck School of the Arts, the College of Engineering and Applied Science (CEAS), the Sheldon B. Lubar School of Business Administration, and the College of Nursing. The differential tuition rate was gradually increased to \$20 per credit in the Peck School of Arts, CEAS, and the Lubar School. The College of Nursing was approved to gradually increase their differential to \$30 per credit.

In 2008, UW-Milwaukee presented a review of the differential tuitions to the Board of Regents. All four student oversight committees recommended the continuation of the differential tuition for their school/college. In addition, the UW-Milwaukee Student Association Senate approved the continuation of differential tuition for these four schools and colleges. The differential tuition rates were not recommended for change at that time.

REQUESTED ACTION

Approval of Resolution I.2.c.1. adjusting the UW-Milwaukee differential tuition levels.

DISCUSSION AND RECOMMENDATIONS

The UW-Milwaukee programmatic differential tuitions primarily support academic and career advising, specialized equipment and technology for individual programs, and enhanced course access and availability through additional clinical and ad hoc instructors.

Increased maintenance costs for equipment and technology purchases and the increasing demand for these types of funds over the past five fiscal years have diminished the purchasing power of these differentials. Differential tuition increases will maintain the ability of the schools and colleges to support clinical and instructional programs, offer more and smaller class sections, and procure necessary equipment and technology.

UW-Milwaukee proposes the following adjustments to the differential tuition levels:

UW-Milwaukee Peck School of the Arts: The differential may increase up to three percent in Fall 2009, four percent in Fall 2010, and five percent in Fall 2011 and beyond. The actual annual increase, up to the ceiling approved by the Board, will require approval from the Peck School of Arts Black and Gold Committee, the Provost, and the

Chancellor. A three-percent increase would raise the differential from \$20 per credit to \$20.60 per credit in Fall 2009.

UW-Milwaukee College of Engineering and Applied Science (CEAS): The differential may increase up to four percent in Fall 2009, five percent in Fall 2010, six percent in Fall 2011, and seven percent in Fall 2012 and beyond. The actual annual increase, up to the ceiling approved by the Board, will require approval from the CEAS Black and Gold Committee, the Provost, and the Chancellor. A four-percent increase would raise the differential from \$20 per credit to \$20.80 per credit in Fall 2009.

CEAS is requesting approval of a seven percent maximum increase, while the other three units have requested a five-percent limit. Scientific equipment is the only item that is purchased with the CEAS differential funds. The seven percent ceiling recognizes that the cost for these types of expenditures has typically risen at a higher rate in the past and that scientific equipment will need to be purchased often to provide students access to the latest technology.

UW-Milwaukee Lubar School of Business: The differential may increase up to three percent in Fall 2009, four percent in Fall 2010, and five percent in Fall 2011 and beyond. The actual annual increase, up to the ceiling approved by the Board, will require approval from the Lubar School of Business Black and Gold Committee, the Provost, and the Chancellor. A three-percent increase would raise the differential from \$20 per credit to \$20.60 per credit in Fall 2009.

UW-Milwaukee College of Nursing: The differential may increase up to three percent in Fall 2009, four percent in Fall 2010, and five percent in Fall 2011 and beyond. The actual annual increase, up to the ceiling approved by the Board, will require approval from the School of Nursing Black and Gold Committee, the Provost, and the Chancellor. A three-percent increase would increase the differential from \$30 per credit to \$30.90 per credit in Fall 2009.

The differential tuitions will not automatically increase by the full amount approved by the Board every year. Each spring semester, the administration in each school/college and the appropriate student body group will discuss the projected costs for the next fiscal year and evaluate any cash balances. Projected increases in base resident tuition for the next year will also be taken into account as each area remains sensitive to the overall cost of education. From these discussions, each student organization will have an opportunity to consider and approve an increase for the next academic year. Final approval will be required by the Provost and the Chancellor.

A variable annual increase in a differential tuition rate is currently used at UW-Milwaukee in the School of Architecture and Urban Planning differential tuition, which was approved by the Board in 2006. The differential includes a provision to increase the rate by five percent annually unless the advisory committee concludes that a smaller increase would meet expected costs. Since 2006, the differential rate has not increased.

The Board will also have an opportunity to review this differential during the regular review process in 2013.

UW-Milwaukee's experience with differential tuitions over the past five years confirms that these differentials do not decrease programs enrollments. UW-Milwaukee's tuition rates for these programs remain competitively priced. Potential students are also attracted by the instructional staff, equipment, and technology that the differential tuitions fund.

At UW-Milwaukee, the Black and Gold Committees are established in each school and college to represent students across class levels and disciplines. The Black and Gold Committees representing the students in these schools/colleges have reviewed the proposed differential ceilings and have written letters in support of the resolution.

RELATED REGENT POLICIES

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

Differential Tuition for Select Schools and Colleges: UW-Milwaukee (February 2004)

UW-Milwaukee Review of Differential Tuition For Select Schools and Colleges (February 2008)

Adjustment of the UW-Oshkosh
Undergraduate Differential Tuition

REVISED

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the Chancellor of the University of Wisconsin - Oshkosh and the President of the University of Wisconsin System, the Board of Regents approves an annual three percent adjustment to the existing UW-Oshkosh undergraduate differential tuition. Beginning in Fall 2009, the differential tuition rate will be \$56.65 per semester (\$113.30 per year) and will be adjusted by three percent annually through Fall 2012.

**ADJUSTMENT OF THE UNDERGRADUATE DIFFERENTIAL TUITION
UW-OSHKOSH**

EXECUTIVE SUMMARY

BACKGROUND

The Board of Regents approved the UW-Oshkosh undergraduate differential tuition in 2002. The differential increased incrementally to \$55.00 per semester (\$110.00 per year) in Fall 2004.

The differential supports programming for the UW-Oshkosh Personal Development Compact. The Compact is an agreement between students and the university to expand every student's intellectual, civic, ethical, and personal development goals through careful mentoring and extended guidance. The differential funds academic advisement, career advisement, and tutoring services. The differential also supports student-faculty collaborative research projects and student travel to present research at conferences.

In 2007, the Board of Regents reviewed and reauthorized the differential tuition. There was no request at that time to increase the differential.

REQUESTED ACTION

Approval of Resolution I.2.c.2. adjusting the UW-Oshkosh undergraduate differential tuition.

DISCUSSION AND RECOMMENDATIONS

The UW-Oshkosh differential tuition rate has remained unchanged since Fall 2004. Inflation and the rising cost of differential-supported salaries and benefits have created pressure on Personal Development Compact programs. Without an adjustment, service reductions will be required. A three percent annual adjustment to the differential will allow UW-Oshkosh to maintain current programming. This adjustment is not expected to affect student enrollments.

The differential is reviewed annually by the Differential Tuition Finance Committee made up of 11 students appointed by the Oshkosh Student Association (OSA). The committee's report is submitted to the Student Senate for review.

In 2006, a comprehensive assessment of all programs funded by differential tuition was conducted by UW-Oshkosh and presented to OSA. In November 2006, OSA unanimously passed a resolution supporting the reauthorization of the differential.

In April 2008, the OSA Senate and Assembly passed OSA 07-028 in support of a three percent annual adjustment. Both the 2007-08 and the 2008-09 OSA presidents have submitted letters supporting an annual adjustment.

RELATED REGENT POLICIES

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

Undergraduate Differential Tuition: UW-Oshkosh (December 2002)

UW-Oshkosh Reaffirmation and Extension of Campus-Wide Differential Tuition (April 2007)

Adjustment of UW-Platteville Regional
Enrollment Differential Tuition Program

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Platteville and the President of the University of Wisconsin System, the Board of Regents approves the continuation of the Regional Enrollment Differential Tuition Program and an increase in the non-resident differential premium from \$4,000 per year to \$4,400 per year beginning in Fall 2010. The increase applies to all students in the program.

The Board of Regents further approves an annual increase to the Regional Enrollment differential premium. The differential may increase annually by an amount approved by the Provost and the Chancellor. The tuition premium may not exceed the dollar amount of resident undergraduate tuition at UW-Platteville. Annual increases may begin in Fall 2011.

**ADJUSTMENT OF THE REGIONAL ENROLLMENT DIFFERENTIAL
TUITION PROGRAM
UW-Platteville**

EXECUTIVE SUMMARY

BACKGROUND

In February 2004, the Board of Regents approved UW-Platteville's Regional Enrollment Differential Tuition Program, or Tri-State Initiative. The pilot program began in 2005 and only applies to non-resident, undergraduate students from Iowa and Illinois enrolling in fields that address the workforce needs of Wisconsin businesses. The differential tuition rate is the resident tuition rate plus a premium of \$4,000 per year.

The differential tuition fully funds the cost of instruction, student development services, administrative costs, facilities support, and incentive grants for students enrolled in the program. The full cost of these activities includes salaries, fringe benefits, supplies, and financial aid. The differential tuition also funds the debt service on two state-of-the-art buildings constructed to accommodate increased enrollments.

REQUESTED ACTION

Approval of Resolution I.2.c.3, approving continuation of the UW-Platteville Regional Enrollment Differential Tuition Program and adjusting the differential tuition level.

DISCUSSION AND RECOMMENDATIONS

In Fall 2008, a total of 872 students were enrolled in the Tri-State Initiative. The first cohort of Tri-State students are expected to graduate in May 2009. In the first three years of the program, the campus collected \$10,261,023 through differential tuition.

Faculty offices and ten classrooms were added through the renovation of Ullsvik Hall. The new Engineering Building opened for classes at the beginning of the Spring 2009 semester. Another residence hall, Southwest Hall, was constructed with housing fees as a result of increased enrollment associated with this differential tuition. In addition, the differential tuition will fund a portion of the debt service related to the Boebel Hall biology lab renovation and the replacement of the fieldhouse bleachers.

As Tri-State enrollments have grown so has the enrollment of the resident students. The retention rate for Tri-State students exceeds the campus average.

Undergraduate Enrollment (FTE)		
	Fall 2004	Fall 2008
Wisconsin residents	4,791	4,948
Minnesota residents	130	102
Iowa/Illinois (Non TSI) residents	276	71
Other non residents	78	75
TSI	0	872
Total	5,275	6,068

The cost of attendance at UW-Platteville, including the differential, remains competitive with institutions in Iowa and Illinois. See Attachments A and B for the cost comparison of institutions in those states.

The Board is asked to approve the continuation of the Tri-State Initiative and to increase the differential premium from \$4,000 to \$4,400. The premium will not increase until Fall 2010 because of the challenging economic environment that students face and because recruitment efforts for Fall 2009 are already under way.

In the original financial modeling for this program, an increase to the premium was expected in Fall 2007 with five percent annual increases thereafter. UW-Platteville, however, has been able to cover all the necessary costs through efficient operations and attention to cost factors.

The Board is also asked to approve an annual increase to the differential premium up to a ceiling established by the Board. The annual increase in the premium would be determined and approved by the Chancellor and the Provost. This flexibility will allow UW-Platteville to adjust the differential for inflation, changes in program demand, and changes in program expenditures.

UW-Platteville proposes that the tuition premium not exceed the dollar amount of UW-Platteville's resident undergraduate tuition. As an example, under this proposal, the maximum tuition premium in 2008-09 would have been equal to the resident tuition of \$5,184. If approved, the combined tuition and premium charged to Tri-State students could not be more than twice resident undergraduate tuition.

The ability to increase the premium and the premium ceiling would not take effect until Fall 2011. The Board will have the opportunity to review the differential program during the next five-year review in 2014.

FUTURE OUTCOMES

There is a need to continue the differential tuition as a means to retire the debt service on the new buildings and to address the needs for instruction and support for current students. With the continuation of the differential, the expected student enrollment in the Tri-State Initiative will be between 1,020 and 1,200 students per year.

UW-Platteville expects annual Tri-State revenues to reach \$10,523,000 by 2013. Both the tuition premium and the resident tuition paid by the students are utilized in the Tri-State Program.

Projected Use of Regional Enrollment Differential Tuition, 2013	
Faculty and staff salary and fringe benefits	\$7,466,000
Supplies	\$308,000
Debt Service	\$2,070,000
Incentive Grants	\$679,000
TOTAL	\$10,523,000

RELATED REGENT POLICIES

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

Differential Tuition for the UW-Platteville Regional Enrollment Plan – A Workforce Initiative (February 2004)

ATTACHMENT A: ILLINOIS COST OF ATTENDANCE COMPARISON

SCHOOL	2008-2009	Difference w/UWP TSI	2007-2008	Difference w/UWP TSI
*Northwestern University	\$49,546.00	\$33,932.64	\$47,094.00	\$32,134.00
<i>Based on Quarters 3/yr plus summer</i>				
*Augustana College	\$39,375.00	\$23,761.64	\$35,466.00	\$20,506.00
*Based on Tri-Semesters Pre-Engineering				
*Bradley University	\$31,394.00	\$15,780.64	\$29,658.00	\$14,698.00
*University of IL-Chicago	\$22,432.00	\$6,818.64	\$20,680.00	\$5,720.00
*Northern Illinois University	\$19,492.50	\$3,879.14	\$18,798.60	\$3,838.60
Illinois State University	\$18,268.00	\$2,654.64	\$17,189.20	\$2,229.20
S IL University - Carbondale	\$18,047.10	\$2,433.74	\$16,202.90	\$1,242.90
*Western Illinois University Pre-Engineering	\$17,796.00	\$2,182.64	\$16,143.00	\$1,183.00
*Eastern Illinois University Pre-Engineering	\$16,170.26	\$556.90	\$14,612.00	-\$348.00
University of WI-Platteville	\$11,613.36		\$10,960.00	
TSI	\$15,613.36		\$14,960.00	
Out of State	\$19,186.56		\$18,533.00	

Housing costs were based on two beds per room.
 Meal Plan costs were based on 19 meal plan.
 Tuition was based on 15 total credits per semester.
 * = Engineering schools

ATTACHMENT B: IOWA COST OF ATTENDANCE COMPARISON

SCHOOL	2008-2009	Difference w/UWP TSI	2007-2008	Difference w/UWP TSI
Loras College	\$32,365.00	\$16,751.64	\$30,930.00	\$15,970.00
<i>Pre-Engineering</i>				
St. Ambrose College	\$31,000.00	\$15,386.64	\$29,440.00	\$14,480.00
<i>Pre-Engineering</i>				
Clarke College	\$30,305.00	\$14,691.64	\$29,181.00	\$14,221.00
<i>Pre-Engineering</i>				
University of Dubuque	\$27,735.00	\$12,121.64	\$26,600.00	\$11,640.00
Upper Iowa University	\$27,790.00	\$12,176.64	\$27,575.00	\$12,615.00
Iowa State University	\$14,776.00	-\$837.36	\$14,052.16	-\$907.84
University of Iowa	\$16,419.00	-\$805.64	\$15,622.00	\$662.00
University of Northern Iowa	\$14,866.00	-\$747.36	\$14,087.00	-\$873.00
<i>Pre-Engineering</i>				
University of WI-Platteville	\$11,613.36		\$10,960.00	
TSI	\$15,613.36		\$14,960.00	
Out of State	\$19,186.56		\$18,533.00	

Housing costs were based on two beds per room.

Meal Plan costs were based on 19 meal plan.

Tuition was based on 15 total credits per semester.

* = Engineering schools

February 6, 2009

I.2.d.(1)

UNIVERSITY OF WISCONSIN SYSTEM

TRUST FUNDS

ANNUAL REPORT

Year Ended June 30, 2008

The complete report can be viewed at: <http://www.uwsa.edu/tfunds/inv.htm>

Request for Principal Expenditure
UW System Trust Funds
Mildred L. Stolberg Bequest

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon recommendation of the Director of the Chazen Museum of Art, the Chancellor of UW-Madison, and the President of the University of Wisconsin System, the principal and income from the Mildred L. Stolberg bequest be made available for spending.

**UW SYSTEM TRUST FUNDS
REQUEST FOR PRINCIPAL EXPENDITURE
Mildred L. Stolberg Bequest**

EXECUTIVE SUMMARY

BACKGROUND

In the event a donor gives no direction as to the use of a gift's principal, current Board of Regents policy requires that all such quasi-endowments greater than \$250,000 become Board-designated endowments. As a designated endowment, only the income from the gift is made available for expenditure. If an exception to this restriction is desired, whether at the time of initial gift acceptance or at a later date, a request with appropriate justification must be submitted to the Vice President for Finance for consideration at the next meeting of the Business, Finance, and Audit Committee.

REQUESTED ACTION

Approval of Resolution I.2.d.2. request for principal expenditure.

DISCUSSION

A bequest of approximately \$1.4 million has been received from the estate of Mildred L. Stolberg for the benefit of the Chazen Museum of Art at the University of Wisconsin-Madison. The relevant Trust document states the following:

“The net proceeds of this trust remaining after compliance with the above provisions are to be given to THE ELVEHJEM MUSEUM OF ART, UNIVERSITY OF WISCONSIN, MADISON, WISCONSIN.”

The University of Wisconsin-Madison and the Chazen Museum of Art are requesting an exception to Regent policy which would otherwise require that this bequest be treated as a Board-designated endowment. The campus requests that the entire gift be made available for expenditures related to the construction of the Chazen Museum addition.

The Chazen Museum of Art owns a collection of over 18,000 works of art (paintings, sculptures, works on paper and various decorative arts) that represent a broad diversity of world cultures and include representative examples of the entire spectrum of art history. A growing collection and expanding role on the campus and in the community have caused critical space shortages in both the Museum and the Art Library. The Museum galleries are filled to capacity. Less than five percent of the total collection is on display at any one time. Art storage spaces, which were originally designed to contain some 2,000 objects, are also seriously overcrowded.

The Museum expansion project will construct a new 81,200 square foot building as part of the

Chazen Museum of Art, to be located at 750 University Avenue, to provide space for the display and storage of works of art. Conservation and exhibition preparation rooms, object study and print study classrooms, as well as an auditorium and museum shop will also be included. The total project budget is currently estimated at \$47.1 million. Cash pledges for the project, which is funded solely by private monies, currently total approximately \$40.5 million (\$25 million from Simona and Jerome Chazen, and \$15.5 million from other donors). The design team has developed a base project budget of approximately \$42.5 million and has further identified four alternate bids up to the \$47.1 million approved budget.

Chazen staff is continuing to raise private funds needed to complete the project at the budgeted amount. As Mildred Stolberg's gift to the Museum came with no directions as to specific uses, it seems clear the donor intended that the money be used in the best interests of the Museum. The building expansion is the Museum's highest priority. Releasing the principal from the \$1.4 million Stolberg bequest will allow the campus to close the gap needed for a base bid of \$42.5 million, which will then allow the project to proceed to the bidding phase with the hopes that bidding in the current economic climate will be advantageous to the project.

RELATED REGENT POLICIES

Regent Policy 31-15: *Policy on Quasi-Endowments.*

**UW SYSTEM INFORMATION TECHNOLOGY REPORT
UW STRATEGIC PLANS**

EXECUTIVE SUMMARY

BACKGROUND

As prescribed in 2007 Wisconsin Act 20, the Board of Regents is required to create a reporting format for 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 institutions. 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 reporting date after the passage of 2007 Wisconsin Act 20 was March 2008. Many UW institutions had insufficient time to prepare strategic IT plans and the Board did not have sufficient time to create a reporting format. Those institutions that had a strategic IT plan submitted them in various formats. This year all institutions have submitted strategic IT plans in a standard format. There are two parts to each plan. Part A, *Information Technology & University Strategic Objectives*, includes nine key items: 1) plan development; 2) plan principles; 3) plan outcome measurements; 4) plan relationship to the university's strategic objectives; 5) plan format; 6) critical plan objectives with implementation plans; 7) timeline; 8) description of plan governance; and 9) major themes of the plan. Each strategic IT plan also includes Part B, *Projects for FY09 and FY10*.

Though many of the campus projects for the coming year are very important, none cost over \$1 million. Projects range from the implementation of digital imaging services and content management systems at UW-Madison to laboratory workstation replacement and disaster recovery for core servers at UW-Green Bay. 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*, submitted last year, has been updated for FY 2009-2010. *The Common Systems Roadmap* graphically illustrates and discusses the seven major IT systems our institutions share and work on collaboratively: the Student Information System, Human Resources System, the Shared Financial System, the Learning Management System, the Library Automation System, the Wide Area Network, and a host of “middleware” systems that link all of this together. The *Roadmap* also looks ahead to other strategic technology applications the University might 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/CommonSystemsRoadmapV1_2.pdf

2007 Wisconsin Act 20 also requires the Board of Regents to provide in March and in September 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 five major projects in this report. The report is presented as a separate Business, Finance, and Audit Committee agenda item.

RELATED REGENT POLICIES

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

**UW SYSTEM INFORMATION TECHNOLOGY REPORT
PROJECT STATUS REPORT**

EXECUTIVE SUMMARY

BACKGROUND

Section 13.58 Wisconsin Statutes 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

Attached are progress reports on the UW System’s five major information technology projects. They include the Oracle/PeopleSoft Campus Solutions (student information systems) implementations at UW-Eau Claire, UW-La Crosse, and UW-Stout, the Human Resource System project, and the Identity and Access Management project. All major projects are generally 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 Campus Solutions Implementation, UW-Eau Claire

Description: UW- Eau Claire is replacing existing mainframe-based student administrative systems with PeopleSoft Campus Solutions software, version 9.0. With the implementation of Campus Solutions, UW-Eau Claire will be operating the UW's "common system" for student administration. UW-Eau Claire's project will generally parallel the Campus Solutions projects at UW-La Crosse and UW-Stout.

UW-Eau Claire is implementing the following modules:

- Campus Community: Biographical and demographic information for Campus Solutions.
- Admissions: Functionality to process applicants and admit students.
- Financial Aid: Budgeting, packaging, awarding, disbursement, and monitoring of aid.
- Student Records: Functionality to support scheduling classes, registering students, producing transcripts, academic record maintenance, and posting degrees.
- Student Financials: Foundation for student financial data, including billing students, maintaining student accounts, tuition calculation, and processing payments.
- Campus Solutions Self-Service: Provides web access for students and faculty.

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

Project Schedule & Budget:

Schedule: Implementation began in spring 2008; all modules are planned to be designed and developed by summer 2009. The modules will move into production over the course of the 2009-10 academic year.

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

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

Campus Solutions Implementation, UW-Eau Claire Project Dashboard
 (See Appendix 1 for dashboard definitions):

	STATUS COLOR INDICATORS
Green	On target as planned
Yellow	Encountering issues
Red	Problems

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

Status of Project Planning and Documentation:

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

Project: Oracle/PeopleSoft Campus Solutions Implementation, UW-La Crosse

Description: UW-La Crosse is currently operating a student information system that is costly to maintain and lacks the flexibility to meet the business needs of the institution and provide web-based services to their students. UW-La Crosse is replacing its existing system with PeopleSoft Campus Solutions software, version 9.0. With the implementation of Campus Solutions, UW-La Crosse will be operating the UW's "common system" for student administration. UW-La Crosse's project will parallel the Campus Solutions projects at UW-Eau Claire and UW-Stout.

UW-La Crosse is implementing the following modules:

- Campus Community: Biographical and demographic information for Campus Solutions.
- Admissions/Recruitment: Functionality to manage student recruitment, process applicants and admit students.
- Financial Aid: Budgeting, packaging, awarding, disbursement, and monitoring of aid.
- Student Records: Functionality to support scheduling classes, registering students, producing transcripts, academic record maintenance, and posting degrees.
- Student Financials: Foundation for student financial data, including billing students, maintaining student accounts, tuition calculation, and processing payments.
- Academic Advising: Functionality that gives students and faculty timely access to academic records and reports, including degree audit requirements for graduation.
- Campus Solutions Self-Service: Provides web access for students and faculty.

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

Project Schedule & Budget:

Schedule: Implementation began in spring 2008; all modules are operating successfully in full production status for the start of fall 2009 semester.

Project budget for external consulting resources: \$2,850,000.

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

Campus Solutions Implementation, UW-La Crosse Project Dashboard
 (See Appendix 1 for dashboard definitions):

	STATUS COLOR INDICATORS
Green	On target as planned
Yellow	Encountering issues
Red	Problems

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

Status of Project Planning and Documentation:

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

Project: Oracle/PeopleSoft Campus Solutions Implementation, UW-Stout

Description: UW-Stout is currently using Datatel's "Colleague" system for student administration processing. UW-Stout is replacing its Datatel with PeopleSoft Campus Solutions software, version 9.0. By migrating to Campus Solutions, UW-Stout will improve access to, and enhance, reporting of student information. Furthermore, with the implementation of Campus Solutions, UW-Stout will be operating the UW's "common system" for student administration. UW-Stout's project will parallel the Campus Solutions projects at UW-Eau Claire and UW-La Crosse.

UW-Stout is implementing the following modules:

- **Campus Community:** Biographical and demographic information for Campus Solutions.
- **Admissions:** Functionality to process applicants and admit students.
- **Financial Aid:** Budgeting, packaging, awarding, disbursement, and monitoring of aid.
- **Student Records:** Functionality to support scheduling classes, registering students, producing transcripts, academic record maintenance, and posting degrees.
- **Student Financials:** Foundation for student financial data, including billing students, maintaining student accounts, tuition calculation, and processing payments.
- **Academic Advising:** Functionality that gives students and faculty timely access to academic records and reports, including degree audit requirements for graduation.
- **Campus Solutions Self-Service:** Provides web access for students and faculty.

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

Project Schedule & Budget:

Schedule: Implementation began in spring 2008; all modules are operating successfully in full production status for the start of fall 2009 semester.

Project budget for external consulting resources: \$2,641,000.

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

Campus Solutions Implementation, UW-Stout Project Dashboard

(See Appendix 1 for dashboard definitions):

	STATUS COLOR INDICATORS
Green	On target as planned
Yellow	Encountering issues
Red	Problems

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

Status of Project Planning and Documentation:

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

Project: Human Resource System (HRS) Project

Description: The current University of Wisconsin Payroll System has served the University of Wisconsin's needs since approximately 1975. About 60,000 faculty, staff, student workers, and administrators from all University of Wisconsin institutions are paid through this system. Both technology and the needs of higher education have changed considerably since the legacy system was implemented. The legacy system lacks the functionality and efficiency that today's human resource environment demands and limits the UW's ability to deliver strategic human resource management capabilities and business process redesign efforts to our stakeholders. Replacing the legacy system with HRS will result in substantial benefits to the UW System by improving data integrity; increasing standardization of policies, practices, and service delivery; eliminating the numerous institutional shadow systems; and providing self-service to employees. UW System will be implementing Oracle's PeopleSoft Human Capital Management suite, version 9.0.

Phase 1: HRS Project Planning

- June 2007-October 2008: UW System Administration contracted with CIBER, Inc. to provide project planning consulting services (Contract Number: LV-07-2342). The engagement with CIBER concluded on October 10, 2008.

During this phase, the UW System team developed a base knowledge of the Oracle/PeopleSoft application and its fit with the current business processes. The team also began exposing the HRS interfaces to other UW IT systems in order to assess the overall impact on the UW technology environment. Three full-time and two part-time CIBER consultants were engaged on the project.

Deliverables for the period of June 2007 to September 2008 included a project charter, 15 fit/gap sessions with participation by over 500 UW staff, a pilot system with base functionality and sample UW data, a first pass at business process inventory with gaps, and a draft project plan. The draft plan provided high-level schedule and resource estimates for the design, configuration, and testing phases of HRS implementation. The preliminary assessment did not address resource estimates for complex areas of data conversation, modifications, reporting, and integration. The assessment did not include the level of detail required to provide an accurate budget or schedule for a major IT project.

- November 2008-Summer 2009: UW System Administration contracted with Huron Consulting Services (contract number: RG-09-2434) in January 2009 to provide project planning finalization. Upon the approval of the project plan and budget from phase 1, Huron Consulting will also provide implementation consulting services to the UW through this contract.

With the UW System's PeopleSoft knowledge base that is now in place and the engagement of Huron as consulting partner, the project team is validating and finalizing the project plan, and preparing the blueprint for implementation.

Deliverables will include: implementation options, detailed plan, detailed budget, risk mitigation plan, quality plan, technical change management approach, reporting strategy, project decision process, current and future state business process documentation, data conversion plan, and functional and technical specifications.

Project Schedule & Budget for Phase 1:

Schedule: June 2007-Summer 2009

Budget: FY08-FY09: \$7,900,000

Source of funds: Common Systems

Phase 2: HRS Implementation

The project will move into the implementation phase upon approval of the project plan and budget coming out of phase 1 project plan.

Expected project schedule and duration: To be determined

Expected project budget: To be determined.

Human Resource System (HRS) Project Planning – Phase 1 Project Dashboard

(See Appendix 1 for dashboard definitions):

	STATUS COLOR INDICATORS
Green	On target as planned
Yellow	Encountering issues
Red	Problems

Project Status Dashboard: HRS Planning Project	Green	Yellow	Red
Schedule Status: Given the complexity of the PeopleSoft application and the systemwide impact of this project, the UW is taking additional time (approximately 6 months) to develop the detailed project plan that will determine project schedule and cost.		X	
Scope Status	X		
Budget Status	x		
Other Issues (Staffing, Risks, etc.):	x		

Status of Planning and Documentation to support HRS Implementation:

HRS:	Status
Governance structure	Established
Project Charter	Completed
Communication Plan	Completed
Project Plan	Due summer 2009
Project Budget	Due summer 2009
Quality Assurance Plan	In progress

Project: Identity and Access Management (IAM) Project

Description: UW-Madison Division of Information Technology (DoIT) currently operates two locally-authored identity systems - the University Directory Service (UDS) for UW-Madison, and the Identification, Authentication, and Authorization system (IAA) for the UW System. While logically separate systems, they share common physical infrastructure, technology, and business logic. The system supports over 900,000 active and inactive identities, and is currently growing at a rate approaching 80,000 identities per year.

The UW System acquired Oracle's Identity and Access Management software in FY08, and began planning and implementation during FY09. The software suite will enable the UW System to manage the rights and attributes of users who access the system. Implementation of the software will provide UW Common Systems with central, reusable identity and access management services ensuring that the right people have access to the right resources at the right time. It offers the potential for significantly improved management of employee and student data, along with improved management of user credentials and access to services. It will also help address security challenges the university faces. This enhanced functionality is the basis for, and essential to a robust, reliable infrastructure platform.

Expected Project Schedule & Budget:

Schedule: Project planning began in February 2008 and was completed in fall 2008 with the conclusion of a roadmap and architecture proposal from the consultants. The project is now in Phase 1 of a 4 phase implementation plan that lasts approximately 12-18 months. During the implementation, selected target applications will migrate to the new system, however, most application migration will occur after the fourth phase is completed. These migrations are projected to occur during FY10-12.

Project budget:

FY08-FY09: \$3,000,000

Source of funds: Common Systems

Identity and Access Management (IAM) Project Dashboard

(See Appendix 1 for dashboard definitions):

	STATUS COLOR INDICATORS
Green	On target as planned
Yellow	Encountering issues
Red	Problems

Project Status Dashboard: Identity and Access Management (IAM) Project	Green	Yellow	Red
Schedule Status	x		
Scope Status	x		
Budget Status	x		
Other Issues (Staffing, Risks, etc.): Due to current university hiring restrictions, all the staff needed for the project may not be able to be hired. This will slow down the implementation.		x	

Status of Planning and Documentation to support IAM Implementation:

IAM:	Status
Governance structure	Done
Project Charter	Done
Communication Plan	In progress
Project Plan	Phase 1 Completed Phase 2 – 4 On-going
Project Budget	Done
Quality Assurance Plan	In progress

Appendix 1: Project Dashboard Definitions:

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

University of Wisconsin System
 Actual Expenditures - GPR / Fees Funds
 Through Second Quarter FY 2009 (7/1/2008 - 12/31/2009)

	Current Year To Date			Prior Year To Date		
	SFS Budget	Actual	% Expended	Final Budget	Actual	% Expended
Madison	985,862,121	438,799,161	44.51%	939,502,494	429,216,257	45.69%
Milwaukee	334,111,324	156,084,653	46.72%	309,483,809	144,726,656	46.76%
Eau Claire	104,178,767	48,432,797	46.49%	101,210,594	45,321,964	44.78%
Green Bay	54,748,802	23,352,886	42.65%	51,663,937	23,035,152	44.59%
La Crosse	92,215,044	40,323,840	43.73%	86,432,495	31,325,044	36.24%
Oshkosh	100,573,187	45,284,243	45.03%	97,149,383	44,007,075	45.30%
Parkside	51,290,829	21,766,090	42.44%	48,815,251	20,058,711	41.09%
Platteville	63,549,675	30,012,251	47.23%	62,867,620	29,934,349	47.61%
River Falls	61,839,507	29,349,270	47.46%	60,774,821	27,136,024	44.65%
Stevens Point	94,694,411	42,651,183	45.04%	90,918,891	41,431,445	45.57%
Stout	86,221,853	40,403,476	46.86%	85,784,480	38,846,146	45.28%
Superior	33,620,573	15,103,930	44.92%	33,056,303	14,496,069	43.85%
Whitewater	97,907,715	41,851,603	42.75%	92,486,606	39,995,107	43.24%
Colleges	78,572,231	38,320,982	48.77%	73,895,293	35,771,900	48.41%
Extension	61,095,360	25,922,370	42.43%	50,190,770	24,816,994	49.45%
System Admin	9,805,790	5,183,046	52.86%	9,599,086	4,820,953	50.22%
Systemwide *	18,794,065	45,683,586	243.07%	16,210,814	53,883,721	332.39%
UW System	2,329,081,254	1,088,525,366	46.74%	2,210,042,647	1,048,823,567	47.46%
	2,329,081,254	1,088,525,366		2,210,042,645	1,048,823,567	

* Timing differences in debt service charged initially to Systemwide, then allocated to institutions, timing of SW payments, cost allocations, etc.

UNIVERSITY OF WISCONSIN SYSTEM
 GIFTS, GRANTS AND CONTRACTS AWARDED
 QUARTERLY REPORT & PRIOR-YEAR COMPARISON
 FISCAL YEAR 2008-2009 - Second Quarter

FISCAL YEAR 2008-2009	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Total	66,855,885	37,215,932	1,288,384	110,876,748	16,603,370	474,348,283	78,749,264	785,937,865
Federal	32,498,028	26,694,538	6,000	6,501,325	160,496	301,170,814	68,322,436	435,353,637
Nonfederal	34,357,857	10,521,394	1,282,384	104,375,423	16,442,874	173,177,469	10,426,828	350,584,228
FISCAL YEAR 2007-2008								
Total	50,277,373	37,288,091	2,311,029	67,897,897	18,529,688	394,298,489	69,012,351	639,614,918
Federal	28,338,840	27,869,271	200,000	9,776,714	0	257,817,169	59,578,295	383,580,289
Nonfederal	21,938,533	9,418,820	2,111,029	58,121,183	18,529,688	136,481,320	9,434,056	256,034,629
INCREASE(DECREASE)								
Total	16,578,512	(72,160)	(1,022,645)	42,978,851	(1,926,318)	80,049,794	9,736,913	146,322,947
Federal	4,159,188	(1,174,733)	(194,000)	(3,275,389)	160,496	43,353,645	8,744,141	51,773,348
Nonfederal	12,419,324	1,102,573	(828,645)	46,254,240	(2,086,814)	36,696,149	992,773	94,549,599

UNIVERSITY OF WISCONSIN SYSTEM
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 QUARTERLY REPORT & PRIOR-YEAR COMPARISON
 FISCAL YEAR 2008-2009 - Second Quarter

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2008-2009								
Madison	25,777,366	22,014,917	1,240,799	100,896,404	16,278,694	443,006,974	22,560,260	631,775,413
Milwaukee	5,452,863	5,077,637	41,585	1,328,450	0	17,232,524	6,174,799	35,307,857
Eau Claire	546,630	719,828	0	0	0	1,030,378	5,401,214	7,698,050
Green Bay	48,196	330,141	0	11,057	0	1,737,390	3,133,149	5,259,934
La Crosse	345,796	495,199	6,000	18,867	0	1,381,385	3,841,894	6,089,141
Oshkosh	2,641,433	6,020,812	0	0	0	440,481	4,694,490	13,797,216
Parkside	811,002	494,102	0	35,895	120,000	223,978	4,063,160	5,748,137
Platteville	584,425	56,644	0	1,111,014	0	120,417	3,086,642	4,959,141
River Falls	27,415	110,404	0	1,536,701	0	40,782	3,089,221	4,804,523
Stevens Point	4,057,888	341,780	0	386,408	0	3,496,447	5,845,499	14,128,022
Stout	3,309,900	94,703	0	2,144,312	0	51,979	4,499,035	10,099,928
Superior	0	0	0	0	160,496	4,839,041	1,857,764	6,857,301
Whitewater	101,187	14,994	0	2,709,746	44,180	202,345	4,776,009	7,848,461
Colleges	2,025	238,501	0	692,395	0	57,603	5,726,129	6,716,653
Extension	23,149,760	0	0	0	0	29,600	0	23,179,360
System-Wide	0	1,206,270	0	5,500	0	456,960	0	1,668,730
Totals	66,855,885	37,215,932	1,288,384	110,876,748	16,603,370	474,348,283	78,749,264	785,937,865
Madison	12,847,941	13,009,280	0	728,609	0	275,520,065	14,486,799	316,592,694
Milwaukee	3,742,434	4,807,149	6,000	0	0	14,094,477	5,453,148	28,103,208
Eau Claire	533,630	719,828	0	0	0	937,958	5,286,214	7,477,630
Green Bay	24,000	305,766	0	5,922	0	1,643,026	3,050,780	5,029,494
La Crosse	157,103	296,699	0	5,000	0	607,486	3,829,951	4,896,239
Oshkosh	1,784,492	5,604,250	0	0	0	199,187	4,694,490	12,282,419
Parkside	770,631	298,825	0	5,000	0	0	3,840,834	4,915,290
Platteville	375,403	0	0	981,731	0	72,000	3,086,642	4,515,776
River Falls	9,562	0	0	1,232,571	0	0	3,022,435	4,264,568
Stevens Point	2,368,854	117,001	0	286,053	0	2,626,245	5,845,499	11,243,652
Stout	2,956,374	90,969	0	1,618,728	0	51,979	4,476,885	9,194,934
Superior	0	0	0	0	160,496	4,750,364	1,857,764	6,768,624
Whitewater	90,817	0	0	1,355,271	0	190,994	4,202,881	5,839,963
Colleges	0	238,501	0	282,440	0	20,073	5,188,115	5,729,129
Extension	6,836,787	0	0	0	0	0	0	6,836,787
System-Wide	0	1,206,270	0	0	0	456,960	0	1,663,230
Federal Totals	32,498,028	26,694,538	6,000	6,501,325	160,496	301,170,814	68,322,436	435,353,637
Madison	12,929,425	9,005,638	1,240,799	100,167,795	16,278,694	167,486,908	8,073,461	315,182,720
Milwaukee	1,710,429	270,488	35,585	1,328,450	0	3,138,047	721,651	7,204,650
Eau Claire	13,000	0	0	0	0	92,420	115,000	220,420
Green Bay	24,196	24,375	0	5,135	0	94,364	82,369	230,439
La Crosse	188,693	198,500	6,000	13,867	0	773,899	11,943	1,192,902
Oshkosh	856,941	416,562	0	0	0	241,294	0	1,514,797
Parkside	40,371	195,277	0	30,895	120,000	223,978	222,326	832,847
Platteville	209,022	56,644	0	129,283	0	48,417	0	443,365
River Falls	17,853	110,404	0	304,130	0	40,782	66,786	539,955
Stevens Point	1,689,034	224,779	0	100,355	0	870,202	0	2,884,370
Stout	353,526	3,734	0	525,584	0	0	22,150	904,994
Superior	0	0	0	0	0	88,677	0	88,677
Whitewater	10,370	14,994	0	1,354,475	44,180	11,351	573,128	2,008,497
Colleges	2,025	0	0	409,955	0	37,530	538,014	987,524
Extension	16,312,973	0	0	0	0	29,600	0	16,342,573
System-Wide	0	0	0	5,500	0	0	0	5,500
Nonfederal Totals	34,357,857	10,521,394	1,282,384	104,375,423	16,442,874	173,177,469	10,426,828	350,584,228

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	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2007-2008								
Madison	17,459,665	21,241,392	2,066,029	56,855,936	18,022,483	369,893,620	21,591,108	507,130,233
Milwaukee	7,272,927	4,066,866	45,000	1,535,227	0	19,324,655	1,247,233	33,491,907
Eau Claire	496,867	936,492	0	0	0	605,199	4,888,999	6,927,557
Green Bay	60,730	2,289,788	0	219,933	507,184	773,624	2,776,402	6,627,662
La Crosse	542,722	656,937	0	811,058	0	798,635	3,076,628	5,885,980
Oshkosh	2,308,011	5,336,768	0	0	0	475,522	4,316,235	12,436,535
Parkside	1,148,633	487,832	0	21,976	0	814,235	3,439,676	5,912,352
Platteville	97,447	6,906	200,000	348,767	0	4,853	3,820,643	4,478,616
River Falls	602,546	46,004	0	2,025,335	0	76,527	2,690,298	5,440,710
Stevens Point	2,642,829	211,782	0	747,066	0	1,341,498	5,334,499	10,277,674
Stout	3,149,549	197,656	0	1,656,266	0	29,066	4,332,738	9,365,275
Superior	0	0	0	720,295	0	41,523	1,747,165	2,508,983
Whitewater	25,138	11,062	0	1,857,671	20	45,893	4,437,047	6,376,833
Colleges	504	588,385	0	1,038,366	0	73,639	5,288,680	6,989,574
Extension	14,469,806	0	0	0	0	0	0	14,469,806
System-Wide	0	1,210,222	0	60,000	0	0	25,000	1,295,222
Totals	50,277,373	37,288,091	2,311,029	67,897,897	18,529,688	394,298,489	69,012,351	639,614,918
Madison	12,610,642	12,694,435	0	2,239,485	0	237,765,390	13,904,323	279,214,275
Milwaukee	5,990,084	4,366,436	0	0	0	16,718,288	601,175	27,675,983
Eau Claire	496,867	924,492	0	0	0	545,940	4,888,999	6,856,298
Green Bay	33,130	2,093,138	0	0	0	765,424	2,768,629	5,660,321
La Crosse	122,122	641,500	0	779,894	0	310,600	3,056,128	4,910,244
Oshkosh	1,816,379	4,879,968	0	0	0	405,113	4,316,235	11,417,695
Parkside	1,059,567	348,793	0	10,000	0	530,338	3,424,026	5,372,724
Platteville	28,897	0	200,000	0	0	4,400	3,820,643	4,053,940
River Falls	455,437	0	0	1,806,756	0	44,508	2,688,598	4,995,299
Stevens Point	872,704	17,691	0	686,199	0	636,284	5,334,499	7,547,377
Stout	3,036,238	100,211	0	1,517,457	0	20,000	4,039,183	8,713,088
Superior	0	0	0	720,295	0	0	1,747,165	2,467,460
Whitewater	4,000	4,000	0	1,368,124	0	40,760	4,061,674	5,478,558
Colleges	0	588,385	0	588,504	0	30,124	4,927,019	6,134,032
Extension	1,812,774	0	0	0	0	0	0	1,812,774
System-Wide	0	1,210,222	0	60,000	0	0	0	1,270,222
Federal Totals	28,338,840	27,869,271	200,000	9,776,714	0	257,817,169	59,578,295	383,580,289
Madison	4,849,023	8,546,957	2,066,029	54,616,451	18,022,483	132,128,230	7,686,785	227,915,958
Milwaukee	1,282,843	(299,570)	45,000	1,535,227	0	2,606,367	646,058	5,815,925
Eau Claire	0	12,000	0	0	0	59,259	0	71,259
Green Bay	27,600	196,650	0	219,933	507,184	8,200	7,773	967,340
La Crosse	420,600	15,437	0	31,164	0	488,035	20,500	975,736
Oshkosh	491,632	456,800	0	0	0	70,409	0	1,018,841
Parkside	89,066	139,039	0	11,976	0	283,897	15,650	539,628
Platteville	68,550	6,906	0	348,767	0	453	0	424,676
River Falls	147,109	46,004	0	218,579	0	32,019	1,700	445,411
Stevens Point	1,770,125	194,091	0	60,867	0	705,214	0	2,730,297
Stout	113,311	97,445	0	138,809	0	9,066	293,555	652,186
Superior	0	0	0	0	0	41,523	0	41,523
Whitewater	21,138	7,062	0	489,547	20	5,133	375,373	898,274
Colleges	504	0	0	449,862	0	43,515	361,661	855,542
Extension	12,657,032	0	0	0	0	0	0	12,657,032
System-Wide	0	0	0	0	0	0	25,000	25,000
Nonfederal Totals	21,938,533	9,418,820	2,111,029	58,121,183	18,529,688	136,481,320	9,434,056	256,034,629

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	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
INCREASE (DECREASE)								
Madison	8,317,701	773,525	(825,230)	44,040,468	(1,743,789)	73,113,354	969,152	124,645,180
Milwaukee	(1,820,064)	1,010,771	(3,415)	(206,777)	0	(2,092,131)	4,927,566	1,815,950
Eau Claire	49,763	(216,664)	0	0	0	425,179	512,215	770,493
Green Bay	(12,534)	(1,959,647)	0	(208,875)	(507,184)	963,766	356,747	(1,367,728)
La Crosse	(196,926)	(161,738)	6,000	(792,191)	0	582,750	765,266	203,161
Oshkosh	333,422	684,044	0	0	0	(35,041)	378,255	1,360,680
Parkside	(337,631)	6,270	0	13,919	120,000	(590,257)	623,484	(164,215)
Platteville	486,978	49,738	(200,000)	762,246	0	115,564	(734,001)	480,525
River Falls	(575,131)	64,400	0	(488,634)	0	(35,745)	398,923	(636,187)
Stevens Point	1,415,059	129,998	0	(360,658)	0	2,154,949	511,000	3,850,348
Stout	160,351	(102,953)	0	488,045	0	22,913	166,297	734,653
Superior	0	0	0	(720,295)	160,496	4,797,518	110,599	4,348,318
Whitewater	76,049	3,932	0	852,074	44,160	156,452	338,961	1,471,628
Colleges	1,521	(349,884)	0	(345,971)	0	(16,036)	437,449	(272,921)
Extension	8,679,954	0	0	0	0	29,600	0	8,709,554
System-Wide	0	(3,952)	0	(54,500)	0	456,960	(25,000)	373,508
Totals	16,578,512	(72,160)	(1,022,645)	42,978,851	(1,926,318)	80,049,794	9,736,913	146,322,947
Madison	237,299	314,845	0	(1,510,876)	0	37,754,675	582,476	37,378,419
Milwaukee	(2,247,650)	440,713	6,000	0	0	(2,623,811)	4,851,973	427,225
Eau Claire	36,763	(204,664)	0	0	0	392,018	397,215	621,332
Green Bay	(9,130)	(1,787,372)	0	5,922	0	877,602	282,151	(630,827)
La Crosse	34,981	(344,801)	0	(774,894)	0	296,886	773,823	(14,005)
Oshkosh	(31,887)	724,282	0	0	0	(205,926)	378,255	864,724
Parkside	(288,936)	(49,968)	0	(5,000)	0	(530,338)	416,808	(457,434)
Platteville	346,506	0	(200,000)	981,731	0	67,600	(734,001)	461,836
River Falls	(445,875)	0	0	(574,185)	0	(44,508)	333,837	(730,731)
Stevens Point	1,496,150	99,310	0	(400,146)	0	1,989,961	511,000	3,696,275
Stout	(79,864)	(9,242)	0	101,271	0	31,979	437,702	481,846
Superior	0	0	0	(720,295)	160,496	4,750,364	110,599	4,301,164
Whitewater	86,817	(4,000)	0	(12,853)	0	150,234	141,207	361,405
Colleges	0	(349,884)	0	(306,064)	0	(10,051)	261,096	(404,903)
Extension	5,024,013	0	0	0	0	0	0	5,024,013
System-Wide	0	(3,952)	0	(60,000)	0	456,960	0	393,008
Federal Totals	4,159,188	(1,174,733)	(194,000)	(3,275,389)	160,496	43,353,645	8,744,141	51,773,348
Madison	8,080,402	458,681	(825,230)	45,551,344	(1,743,789)	35,358,678	386,676	87,266,762
Milwaukee	427,586	570,058	(9,415)	(206,777)	0	531,680	75,593	1,388,725
Eau Claire	13,000	(12,000)	0	0	0	33,161	115,000	149,161
Green Bay	(3,404)	(172,275)	0	(214,798)	(507,184)	86,164	74,596	(736,901)
La Crosse	(231,907)	183,063	6,000	(17,297)	0	285,864	(8,557)	217,166
Oshkosh	365,309	(40,239)	0	0	0	170,885	0	495,956
Parkside	(48,695)	56,238	0	18,919	120,000	(59,919)	206,676	293,219
Platteville	140,472	49,738	0	(219,485)	0	47,964	0	18,689
River Falls	(129,256)	64,400	0	85,551	0	8,763	65,086	94,544
Stevens Point	(81,091)	30,688	0	39,488	0	164,988	0	154,073
Stout	240,215	(93,711)	0	386,774	0	(9,066)	(271,405)	252,807
Superior	0	0	0	0	0	47,154	0	47,154
Whitewater	(10,768)	7,932	0	864,927	44,160	6,218	197,754	1,110,223
Colleges	1,521	0	0	(39,907)	0	(5,985)	176,353	131,982
Extension	3,655,941	0	0	0	0	29,600	0	3,685,541
System-Wide	0	0	0	5,500	0	0	(25,000)	(19,500)
Nonfederal Totals	12,419,324	1,102,573	(828,645)	46,254,240	(2,086,814)	36,696,149	992,773	94,549,599

Policy on Identity Theft
Detection, Prevention and Mitigation

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Whereas, identity theft, meaning fraud committed or attempted with the unauthorized use of the identifying information of another person, poses significant financial risk for all consumers; and

Whereas, the University of Wisconsin System is committed to protecting persons holding credit accounts with a UW System institution from identity theft; and

Whereas, the law requires UW System institutions to implement programs for identity theft detection, prevention, and mitigation; and

Whereas, it is necessary and appropriate for each UW System institution to review its credit accounts to identify and manage risks to consumers posed by identity theft, as part of a System-wide program of identity theft detection, prevention, and mitigation.

Now, therefore be it resolved:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents adopts the attached policy on identity theft detection, prevention, and mitigation as Regent Policy Document 21-4.

IDENTITY THEFT DETECTION, PREVENTION, AND MITIGATION PROGRAM EXECUTIVE SUMMARY

BACKGROUND

In late 2007, the Federal Trade Commission (FTC) issued a regulation, known as the Red Flags Rule, implementing the Fair and Accurate Credit Transactions Act of 2003. The Red Flags Rule requires “financial institutions” and “creditors” holding “covered accounts” to implement an identity theft prevention program that includes detection of “red flags” that may signify identity theft in connection with covered accounts. With respect to certain accounts and transactions, colleges and universities, including UW System institutions, are “creditors” within the meaning of the Rule. The Rule requires the boards of covered organizations to develop an initial written program of identity theft prevention, and allows the board to delegate responsibility for implementation of the program to appropriate senior management.

Before the Board of Regents for approval is an initial policy on identity theft detection, prevention, and mitigation that includes a directive that the chancellor of each UW System institution or his or her designee submit a plan for its identity theft prevention program to the UW Vice President for Finance for review and approval by no later than April 15, 2009.

REQUESTED ACTION

Approval of Regent resolution I.2.g.4.

DISCUSSION

Identity theft, i.e., fraud committed or attempted with the unauthorized use of the identifying information of another person, poses significant risks to all consumers. To address the problem, the Federal Trade Commission issued the so-called Red Flags Rule, 16 C.F.R. Part 681, requiring colleges and universities, as “creditors” holding “covered accounts,” to develop a written identity theft prevention program for both new and existing accounts to identify and manage “red flags” signifying possible identity theft. Although the Rule went into effect on November 1, 2008, the FTC announced that it is suspending enforcement of the Rule until May 1, 2009.

Under the Red Flags Rule, “covered accounts” are “accounts that a financial institution or creditor offers or maintains, primarily for personal, family, or household purposes, which involves or is designed to permit multiple payments or transactions.”¹ The federal Department

¹ In addition to the requirements applicable to credit accounts, the Rule also requires universities that use consumer credit reports to conduct background checks on prospective employees to adopt a policy applicable to addresses received from a consumer reporting agency. UW System institutions will amend their local background check policies implemented under Regent Policy 20-19 to comply with this requirement. No Board action is necessary on this aspect of the Rule.

of Education has interpreted the Rule to cover accounts established by colleges and universities under the Federal Perkins Loan Program. In addition, partial tuition payment plans offered by UW System institutions fall within the meaning of “covered account.” Each UW System institution must also review any other arrangements in which it acts as a creditor to determine whether such extensions of credit are “covered accounts” subject to the Rule. In so doing, institutions should consult with campus legal counsel, or the UW System Office of General Counsel.

UW System institutions must analyze the methods by which covered accounts are opened and accessed to identify any “red flags” for identity theft, i.e., any pattern, practice, or specific activity that indicates the possible existence of identity theft. The analysis should include review of any previous incidents of identity theft in connection with such accounts. Institutions must adopt policies to appropriately respond to any red flag and to mitigate the potential for damage caused by identity theft. Because risk factors associated with identity theft change, policies must be reviewed periodically and updated to address new risks.

The Rule requires the Board of Regents to adopt an initial program of identity theft prevention, but contemplates that implementation of the program at the institutional level will be delegated to appropriate senior management officials. Accordingly, the policy before the Board for consideration directs chancellors or their designees to submit their plans and any periodic updates to the Vice President for Finance for review and approval by April 15, 2009 to assure compliance with the regulatory requirements.

RELATED POLICIES

UW System Financial and Administrative Policy F44.

University of Wisconsin System
Regent Policy Documents
Section 21
21-4 Identity Theft Detection, Prevention, and
Mitigation

1.0 POLICY

The policy of the University of Wisconsin System is to protect persons holding certain consumer accounts with a UW System institution from identity theft through an appropriate program of identity theft prevention.

2.0 SCOPE

This policy applies to all UW System institutions.

3.0 PURPOSE

The purpose of this policy is to implement an identity theft prevention program at UW System institutions in compliance with Sections 114 and 315 of the Fair and Accurate Credit Transactions Act (FACTA) of 2003, and its implementing regulations, commonly known as the “Red Flags Rule” (“Rule”) issued by the Federal Trade Commission, 16 Code of Federal Regulations, Part 681.

4.0 IDENTITY THEFT PREVENTION PROGRAM

4.1 Establishment of Institutional Identity Theft Prevention Programs. Each UW System institution must develop a plan for identifying patterns, practices, and specific forms of activity that indicate possible identity theft in connection with accounts covered by FACTA and the Red Flags Rule, and for implementing an institutional program of identity theft prevention.

4.2 Identification of “Covered Accounts.” A “covered account” is a consumer account that involves multiple payments or transactions, such as a loan that is billed or payable monthly. Covered accounts at UW System institutions include, but are not limited to, accounts established under the Federal Perkins Loan Program, and approved partial tuition payment plans (see F44 – Tuition and Fee Policies for Credit Instruction, Attachment C.2). UW System institutions shall review other billing accounts and

arrangements that involve multiple payments or transactions to determine whether they are covered by FACTA and the Red Flags Rule.

4.3 Identification and Detection of Red Flags. As used in the Rule, a “red flag” is any pattern, practice, or activity that indicates the possible existence of identity theft. For all covered accounts, UW System institutions shall review the methods to open or access such accounts, and any previous instances of identity theft in connection with such accounts. Categories of red flags include: (a) notifications or warnings from credit reporting agencies and other third parties; (b) presentation of suspicious documents; (c) unusual use of accounts; and (d) presentation of suspicious identifying information. Each institution shall review current policies and procedures to address detection of red flags for each type of covered account, focusing on verifying identity, authenticating customers, monitoring transactions, and verifying the validity of change of address requests.

4.4 Responses to Red Flags. UW System institutions shall implement appropriate responses to detected red flags to prevent and mitigate identity theft. Appropriate responses may include: (a) denying access to the covered account until the red flag is eliminated; (b) contacting the account holder; (c) changing passwords, security codes, or other security devices that permit access to a covered account; (d) closing the account; (e) notifying law enforcement; or (f) determining that no response is warranted under the circumstances.

5.0 OVERSIGHT OF IDENTITY THEFT PREVENTION PROGRAM

5.1 Delegation to Chancellor or Designee: The chancellor of each UW System institution, or his or her designee, shall have primary responsibility for developing, implementing, and updating an institutional identity theft prevention program. No later than April 15, 2009, each UW System institution shall submit the plan for its identity theft prevention program to the UW Vice President for Finance for review and approval.

5.2 Periodic Review. The designated official at each institution shall, as appropriate, periodically review the institution’s experiences with identity theft, changes in identity theft methods, risks, detection, and prevention, and make necessary changes to the institutional plan. New accounts or activities that may constitute covered accounts shall be reviewed for inclusion in the institutional program. Any subsequent changes to an institution’s plan should be submitted to the UW System Vice President for Finance for review and approval.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Capital Planning and Budget Committee

Thursday, February 5, 2009
Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

11:00 a.m. All Regents Invited – Room 1820

- One-Year Update on the UW System *Growth Agenda for Wisconsin* Action Steps

12:00 p.m. Box Lunch

12:30 p.m. Capital Planning and Budget Committee - Room 1418

- a. Approval of the Minutes of the December 4, 2008 Meeting of the Capital Planning and Budget Committee
- b. UW-Extension: Approval of the Design Report and Authority to Adjust the Scope and Budget and Construct the Lowell Hall Guest Room Remodeling Project [Resolution I.3.b.]
- c. UW-Madison: Approval of the Design Report and Authority to Adjust the Budget and Construct the Union South Replacement Project [Resolution I.3.c.]
- d. UW-Madison: Approval of the Design Report and Authority to Construct the Lakeshore Utility Improvements - Phase I Project [Resolution I.3.d.]
- e. UW-Madison: Authority to Seek a Waiver of Wis. Stats s.16.855 under the Provisions of s.13.48 (19) to Accept a Single Prime Contractor Bid for the Chazen Museum of Art Addition Project [Resolution I.3.e.]
- f. UW-Madison: Authority to Accept a Parcel of Land, Located at 1314 West Johnson Street, Madison, from WARF Properties, LLC [Resolution I.3.f.]

- g. UW-Parkside: Approval of the Design Report and Authority to Adjust the Project Scope and Budget and Construct the Communication Arts Remodeling and Addition Project
[Resolution I.3.g.]
- h. UW System: Authority to Construct All Agency Maintenance and Repair Projects
[Resolution I.3.h.]
- i. Report of the Associate Vice President
 - 1. Building Commission Actions
 - 2. Other
- j. Additional items may be presented to the Committee with its approval

Approval of the Design Report and Authority
to Adjust the Scope and Budget and Construct
the Lowell Hall Guest Room Remodeling
Project, UW-Extension

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Extension Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to: (a) increase the project scope and budget by \$1,000,000 Program Revenue Supported Borrowing and (b) construct the Lowell Hall Guestroom Remodeling for a revised estimated total project cost of \$4,600,000 (\$3,600,000 Program Revenue Supported Borrowing and \$1,000,000 Program Revenue-Cash.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2009

1. Institution: The University of Wisconsin-Extension
2. Request: Approval of the Design Report and authority granted to: (a) increase the project scope and budget by \$1,000,000 Program Revenue Supported Borrowing and (b) construct the Lowell Hall Guestroom Remodeling for a revised estimated total project cost of \$4,600,000 (\$1,800,000 Program Revenue Supported Borrowing and \$2,800,000 Program Revenue-Cash).
3. Description and Scope of Project: The purpose of the project is to convert office space at the Lowell Center back into 58 guestrooms, and consolidate the Conference Center operations into facilities within close proximity. The Lowell Center is located at 610 Langdon Street in Madison and is one of the UW-Extension Conference Center facilities. The remodeling work is confined to portions of floors five, six, and seven and includes approximately 22,800 GSF of space. The renovation will include new and/or renovated bathrooms for each guestroom, finishes, heating and ventilation systems, and both electrical and plumbing upgrades, as necessary. In addition, a new fire sprinkler system will be installed throughout the entire facility.
4. Justification of the Request: The University of Wisconsin Extension Conference Centers (ECC) provides complete conference center facilities and distance education services/technologies to the 26 UW campuses, UW-Extension, state agencies, and other educational and governmental groups. ECC facilities include The Pyle Center, The Lowell Center, and The Friedrich Center. The Lowell Center and The Friedrich Center provide on-site conference rooms as well as overnight guest rooms.

The Lowell Center is housed within Lowell Hall, which is located at 610 Langdon Street in Madison. Lowell Hall was originally built as a private dorm in the early to mid 1960s and was sold to UW-Extension in 1969 and converted to a conference center with guestrooms. One wing of the building (72 rooms) was remodeled at that time into guestrooms. The other two wings were assigned as university offices. Today, Lowell Hall is a mixed-use building with guestrooms, conference center facilities, and offices for faculty and staff of UW-Madison and UW-Extension.

The consolidation of UW-Extension Conference Center operations has been identified as a top priority in the Physical Development Plan for ECC. This project will allow UWEX to consolidate conference operations into two facilities that are

located closer together (Pyle Center and Lowell Hall) and thus reduce operating and other costs.

The construction of the UW-Madison Park Street Office Building and the completion of the University Square Redevelopment project will allow UW-Madison to vacate approximately 22,000 ASF of office space in Lowell Hall by spring 2009. This will provide an opportunity for ECC to consolidate conference center operations.

UW-Extension and UW-Madison reached an agreement to exchange the J.F. Friederick Center (JFF) for the UW-Madison occupied space at Lowell Hall. This will allow ECC to renovate vacated offices back into guestrooms and common corridors. UW-Extension will continue to have office space for faculty and staff at Lowell Hall and UW-Madison will still have a limited number of offices in the building.

The budget increase is the result of the installation of a building wide fire sprinkler system and higher than anticipated construction costs. The alternative to the budget increase would be to eliminate 10 guestrooms and eliminating the sprinkler system in the remaining part of the building.

5. Fee Impact: There is no fee impact. Partial funding for the project will come from the transfer of the JFF Center to UW-Madison.
6. Budget and Schedule:

Budget	%	Cost
Construction		\$3,221,000
A/E Fees	8.0%	258,000
Other Fees		21,000
DSF Mgmt Fee	4.0%	129,000
Contingency	15.0%	483,000
Percent for Art	0.025%	11,000
Asbestos Abatement		100,000
Movable Equipment		<u>377,000</u>
Total Project Cost		\$4,600,000

19,671 ASF/ 22,800 GSF	Efficiency	86%
Construction Cost per GSF	\$141/GSF	
Project Cost per GSF	\$200/GSF	

Schedule	Date
Design Report Completed	December 2008
BOR/SBC Approval	February 2009
Bid Date	March 2009
Start of Construction	August 2009
Substantial Completion	June 2010
Final Completion	December 2010

7. Previous Action:

August 17, 2006
Resolution 9225

Recommended that the Lowell Hall Guestroom Remodeling project be submitted to the Department of Administration and the State Building Commission as part of the 2007-09 Capital Budget request at an estimated total project cost of \$3,600,000 Program Revenue Supported Borrowing. The project was subsequently enumerated at that level and funding source.

Approval of the Design Report and Authority
to Adjust the Project Budget and Construct the
Union South Replacement Project,
UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, the Design Report of the Union South Replacement project be approved and authority be granted to: (a) increase the project budget by \$7,100,000 (\$3,100,000 Program Revenue Supported Borrowing-Existing, \$2,500,000 Program Revenue-Cash (Parking); and \$1,500,000 Gift Funds); (b) substitute \$1,900,000 Program Revenue-Cash for Program Revenue Supported Borrowing; and (c) construct the project at a revised total project cost of \$94,800,000, (\$86,900,000 Program Revenue Supported Borrowing, \$4,400,000 Program Revenue-Cash and \$3,500,000 Gift Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2009

1. Institution: The University of Wisconsin–Madison
2. Request: Approval of the Design Report of the Union South Replacement project and authority to (a) increase the project budget by \$7,100,000 (\$3,100,000 Program Revenue Supported Borrowing-Existing, \$2,500,000 Program Revenue-Cash (parking); and \$1,500,000 Gift Funds; (b) substitute \$1,900,000 Program Revenue-Cash for Program Revenue Supported Borrowing; and (c) construct the project at a revised total project cost of \$94,800,000, (\$86,900,000 Program Revenue Supported Borrowing, \$4,400,000 Program Revenue-Cash and \$3,500,000 Gift Funds).
3. Description and Scope of Project: This project constructs a 276,664 GSF new student union, parking ramp, and loading dock.

The new facility of 125,070 ASF/ 191,872 GSF will accommodate technology-equipped meeting facilities, improved recreational facilities, a 350-seat auditorium, lounge space, expanded food service, expanded retail offerings, and 60 guest rooms. This building will be designed and constructed utilizing sustainable design practices with the goal of becoming a LEED certified project (per US Green Building Council guidelines).

The project will also construct a 182 stall/70,318 GSF parking ramp under the building with a new service access and a 14,474 GSF covered loading dock. Exterior open space will be developed to accommodate the programming of activities. The site and exterior design of the building will accommodate a future inter-modal transportation hub that may include a bus stop, a commuter rail station, and a bike station.

The existing Union South is being demolished along with Hi-Ray Hall (1308 West Dayton Street) and the Randall Tower building, which is currently owned by the Wisconsin Alumni Research Foundation (WARF). WARF will demolish the Randall Tower building and then convey the property to the Board of Regents. The new South Campus Union will have an expanded footprint and will be built on the site that encompasses all of these properties and a vacated portion of West Johnson Street. The Madison Common Council approved the vacation of Johnson Street at its meeting on January 20, 2008.

The project will relocate major utilities including campus steam, chilled water, power, signal, and city water in order to accommodate the construction. A portion of the steam, signal, power, and storm sewer located beneath Orchard and Johnson Streets will be relocated to accommodate the building footprint and access to the below-grade parking ramp.

4. Justification of the Request: Built in 1971, the 66,800 ASF/113,000 GSF Union South sits on the corner of Randall and Johnson Streets in the heart of the engineering and technology area of the UW-Madison campus, and adjacent to the site of the Wisconsin Institutes for Discovery. The brick and concrete structure consists of a basement and three levels, and is roughly half the size of its companion, Memorial Union. A series of minor remodeling projects were completed in the building during its lifetime, including a small food service addition that was constructed in the late 1980s.

Union South accommodates approximately 7,500 users per day, roughly half the daily traffic of Memorial Union, and offers a variety of programming for students, faculty, and staff. Students have access to bowling and other recreational activities in a lower level games room. Lounge spaces for informal socializing are provided on all levels. Group meetings, ranging in size from two to 400 participants can be scheduled in the union's eighteen conference rooms. Three separate restaurants serve 2,300 customers each day, and fourteen guest rooms are available for campus visitors.

Union South is the base of operations for the new student orientation, advising, and registration program (SOAR), and is also home to the Greater University Tutoring Service, the Youngblood Blood Donation Center, and a student government-managed student organization space. The campus Photo ID Office is housed in Union South, and the Division of Information Technology (DoIT) operates a computer lab for students in the building. These functions have all been relocated for the duration of the project.

Early input by the Construction Manager-at-Risk resulted in a more informed constructability analysis and a higher cost estimate than the original budget provided. A number of options were reviewed and implemented to reduce the project costs; however, the resulting budget is still above the amount enumerated for the Union South Replacement project. Further cuts would not fulfill the terms of the student referendum, which endorsed the fee increase that funds much of the project. To fund the difference, the campus is providing additional program revenue cash for the parking ramp, adding gift funds, and utilizing existing approved bonding authority (student segregated fees) from the Memorial Union Theater Wing Renovation project enumerated in the 2007-09 Capital Budget. This action was approved by the Union Council, which is the Governing Board of the Wisconsin Union. Students appointed by Associated Students of Madison hold a majority of council seats. If bids are favorable and there are savings, the segregated fees will be returned to the Memorial Union Theater Wing Renovation project. If there are no savings, the scope of the theater wing project will be reduced.

This project has an unusually tight schedule with completion scheduled by April of 2011 which will allow the College of Engineering to use the new facility to host the prestigious National Science Olympiad in May of that year.

5. Budget and Schedule:

Construction (CMAR)	\$76,912,225
Contingency	3,748,419
A/E Design Fees	4,826,310
Other Fees	1,102,439
DSF Management	3,492,891
Moveable Equipment	4,481,307
Percent for Art	236,409
Total Project Cost	\$94,800,000

Schedule

Bid Opening for New Building	July 2009
Start of Construction of New Building	September 2009
Substantial Completion/Occupancy	March 2011

6. Previous Action:

December 8, 2006 Resolution 9269	Recommended that the South Campus Union and Memorial Theater Wing Renovation project be submitted to the Department of Administration and the State Building Commission as part of the UW System 2007-09 Capital Budget at an estimated total project cost of \$139,700,000 (\$126,200,000 PRSB and \$13,500,000 Gift Funds). A Union South Replacement project was subsequently enumerated at \$87,700,000 (85,700,000 Program Revenue Supported Borrowing and \$2,000,000 Gift Funds).
February 8, 2008 Resolution 9435	Granted authority to request a waiver of Wis. Stats. s.16.855 under the provisions of s.13.48 (19) to allow alternative forms of project delivery for the Union South Replacement project
December 5, 2008 Resolution 9573	Granted authority to demolish the Union South building and the Hi Ray Hall building on the UW-Madison campus at a total estimated cost of \$2,325,000 Program Revenue Supported Borrowing.

Approval of the Design Report and Authority
to Construct the Lakeshore Utility
Improvements-Phase I Project, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to construct the Lakeshore Utility Improvements-Phase I project at a cost of \$4,720,000 (\$3,879,000 General Fund Supported Borrowing and \$841,000 Program Revenue Supported Borrowing).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2009

1. Institution: The University of Wisconsin–Madison
2. Request: Approval of the Design Report, and authority to construct the Lakeshore Utility Improvements-Phase I project at a cost of \$4,720,000 (\$3,879,000 General Fund Supported Borrowing and \$841,000 Program Revenue Supported Borrowing).
3. Description and Scope of Project: This project will construct a new utility corridor north from Observatory Drive along the east side of the Natatorium to the existing utility corridor located just south of Goodnight Hall. The corridor will continue southeast, parallel with the existing lakeshore utility corridor, and terminate near Elm Drive. The existing utility corridor contains a steam box conduit with steam and condensate lines, compressed air line, and electrical/signal lines. The project includes all needed site restoration. The utilities which will be provided in the new corridor include:
 - Steam and Compressed Air System: Approximately 820 linear feet of one 6” high pressure steam line, one 3” condensate line, and one 2” compressed air line will be installed in a box conduit north from the mains in Observatory Drive to the existing utility corridor. The new utility lines will be inter-connected with the existing lines.
 - Chilled Water System: Approximately 925 linear feet of two 12” direct buried chilled water lines (supply and return) will be installed parallel with the new steam box conduit to the existing utility corridor. Two 8” lines (supply and return) will route south of the existing tennis courts for approximately 750’, and terminate at Elm Drive.
 - Electrical/Signal Systems: Approximately 850 linear feet of ductbank containing six 4” conduits for signal and six 5” conduits for power will be constructed parallel with the new chilled water lines from Observatory Drive to the lakeshore utility corridor. An additional 875 feet of ductbank containing six 5” conduits for a future 15 kV system will also be installed in the existing lakeshore utility corridor from the northern terminus of the new power and signal ductbank to Elm Drive. Pits will be installed approximately every 250’ along the route. Also, four existing 4’ by 4’ signal pits will be enlarged to 6’ by 8’ in size.

The project scope as enumerated also included approximately 800 feet of new roadway parallel to the utility corridor from Observatory Drive to immediately south of Goodnight Hall. This

work will be deferred to remain within the budget. The roadway will be an approximately 24' wide asphalt street with 18" curb and gutter, a 6' terrace with trees, and an 8' sidewalk.

4. Justification of the Request: The *2005 Utility Master Plan* recommends a utility corridor to support and expand utility infrastructure along the campus lakeshore. The new lakeshore utility corridor will expand upon an existing utility corridor and provide chilled water to an area where it previously did not exist. This corridor will also provide reliable utilities to serve planned major projects identified by the *2006 Housing Master Plan* and existing facilities along the campus lakeshore. Phase I of this project will construct a lakeshore utility corridor from the Observatory Drive utility corridor north along the east side of the natatorium to the existing lakeshore utility corridor and then east to Elm Drive. Phase II, which is scheduled for a future biennium, will extend the utility corridor to the east of Elm Drive south of the Kronsage Residence Halls and loop back into the Observatory Drive corridor near Babcock Drive.

5. Project Budget and Schedule:

Budget:

Construction	\$3,795,000
Contingency	418,190
A/E Fees	327,110
DSF Management Fee	167,000
EIA Design Fee	<u>12,700</u>
Total Project Cost	\$4,720,000

Schedule:

BOR/SBC Approvals	February 2009
Bid Opening	May 2009
Estimated Construction Start Date	June 2009
Substantial Completion	October 2009

6. Previous Action:

January 17, 2007 Authorized release of \$191,000 (\$156,000 Building Trust Funds – Planning and \$35,000 Program Revenue-Cash) to prepare preliminary plans and a Design Report for the Lakeshore Utility Improvement – Phase 1 project at an estimated total cost of \$4,720,000 (\$3,879,000 General Fund Supported Borrowing and \$841,000 Program Revenue Supported Borrowing).

March 19, 2007 Enumerated the Lakeshore Utility Improvement project as part of the 2007-09 Capital Budget at an estimated total cost of \$4,720,000 (\$3,879,000 General Fund Supported Borrowing and \$841,000 Program Revenue Supported Borrowing).

Authority to Seek a Waiver of Wis. Stats
s.16.855 under the Provisions of s.13.48 (19) to
Accept a Single Prime Contractor Bid for the
Chazen Museum of Art Addition Project,
UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to seek a waiver of Wis. Stats s.16.855 under the provisions of s.13.48 (19) to accept a single prime contractor bid for the Chazen Museum of Art Addition.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2009

1. Institution: The University of Wisconsin-Madison
2. Request: Authority to seek a waiver of Wis. Stats s.16.855 under the provisions of s.13.48 (19) to accept a single prime contractor bid for the Chazen Museum of Art Addition.
3. Description and Scope of Project: The Chazen Museum of Art is currently housed in the Elvehjem building. This project will construct a new 81,200 GSF building located at 750 University Avenue, as a major addition to the Chazen Museum of Art. The building will provide space for the display and storage of works of art and will include areas for conservation and exhibition preparation rooms, project and print study classrooms, an auditorium, and a museum shop.

The new building will consist of a basement and three stories and will be located on the east side of Murray Street directly east of the existing Elvehjem building. It will be linked to the existing Elvehjem building via a third story gallery “bridge.”

This project will also develop the surrounding landscape and extend the East Campus Mall from University Avenue north to State Street. The East Campus Mall will eventually provide a continuous pedestrian corridor from Regent Street on the south to Lake Mendota on the north.

4. Justification of the Request: The campus requests single-prime bidding for this project to ensure that responsibility for coordination, scheduling and quality control is contractually awarded to a single firm. This waiver will allow a single prime to properly address numerous complex construction issues associated with this major addition. Issues triggering this degree of complexity include:
 - (a) an extremely tight construction site with an associated high degree of contractor attention to staging and sequencing of the project work;
 - (b) multiple project contracts by separate contractors and overlapping scopes of work which will simultaneously occur within this small dense area of campus – other projects include the East Campus Utilities project which will cross the Chazen site at the connection between the existing building and the addition, and the city of Madison’s reconstruction of University Avenue; and
 - (c) a tie-in of the new building to the existing building in a manner that avoids both disruption of operations and endangerment of the collection.

Single-prime contracting will greatly simplify scheduling, coordination, and quality control by the assignment of a single source of responsibility. Problem resolution will be

simplified and the ability to manage the schedules of all trades will result in overall project efficiency and completion. Multiple-prime delivery complicates the assignment of responsibility and the resolution of problems. Although in multiple-prime contracting a lead contractor may be assigned responsibility for overall coordination, the general contractor lacks any contractual leverage over other contractors.

In addition, the campus requests an exemption from the Percent for Art Program for the Chazen Museum of Art Addition project because it is an art museum and in the business of collecting and displaying art. This exemption will be project specific and will in no way set a precedent for future action. The Percent for Art Program carries out the legislature's intent to bring artwork to all state building projects for a general aesthetic enhancement. Since the purpose of the Chazen Museum project itself is to house and display art, a reasonable interpretation of the statutes is that the legislative intent is upheld if the Percent for Art requirements are not applied and artwork is not integrated into the building itself.

5. Budget and Schedule:

Construction	36,980,000
Contingency	2,728,000
A/E and Other Fees	4,731,000
DSF Management	1,593,000
Movable Equipment	950,000
Percent For Art	<u>118,000</u>
Total Project Cost	\$47,100,000

Bid Opening	April 2009
Start of Construction	June 2009
Substantial Completion	February 2011
Occupancy	April 2011

6. Previous Action:

August 22, 2008
Resolution 9530

Requested approval of the Design Report, authority to construct and increase the project scope and budget for the Chazen Museum of Art project by \$15,570,000 (\$15,370,000 Gift Funds and \$200,000 Building Trust Funds) for a total project cost of \$47,100,000 (\$46,900,000 Gift Funds and \$200,000 Building Trust Funds).

August 19, 2004
Resolution 8888

Recommended that the Elvehjem (now Chazen) Museum of Art Addition project be submitted to the Department of Administration and the State Building Commission, as part of the university's 2005-07 Capital Budget request, at an estimated total project cost of \$33,000,000 (\$31,530,000 Gift Funds and \$1,470,000 All Agency – Land Acquisition Funds). The project was subsequently enumerated in the 2005-07 Capital Budget at \$31,530,000 Gift Funds.

Authority to Accept a Parcel of Land, Located
at 1314 West Johnson Street, Madison, From
WARF Properties, LLC, UW-Madison

REVISED

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to accept a parcel of land, estimated at \$4,300,000, located at 1314 West Johnson Street, from the Wisconsin Alumni Research Foundation (WARF) Properties, LLC pursuant to the terms of the Real Property Exchange Agreement between WARF and the Board of Regents and contingent upon receipt of (a) an appraisal supporting the property's value and (b) an acceptable environmental audit.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2009

1. Institution: The University of Wisconsin-Madison
2. Request: Approval to accept a parcel of land, valued at \$4,300,000, located at 1314 West Johnson Street, from the Wisconsin Alumni Research Foundation (WARF) Properties, LLC pursuant to the terms of the Real Property Exchange Agreement between WARF and the Board of Regents and contingent upon receipt of an acceptable environmental audit.
3. Description and Scope of Project: The property is within the campus boundary and is the site of the Randall Tower building. The Randall Tower building will be demolished by WARF Properties, LLC and a clean site will be turned over to the Board of Regents. The site is adjacent to the existing Union South building and will become part of the site for the new South Campus Union (see attached location map).
4. Justification of the Request: In 2006, both the Board of Regents and State Building Commission approved an exchange of a portion of Board of Regents-owned property at 1300 University Avenue on the UW-Madison campus for strategic properties of equivalent value located within the UW-Madison development boundary to be acquired by WARF.

WARF acquired the property at 1314 West Johnson Street in 2005, and leased the building to various commercial tenants until 2007 when it was substantially vacated. It has been used as offices for the Wisconsin Institute for Discovery/Morgridge Institute for Research project staff since that time.

The new South Campus Union has reached the 35% design phase and plans call for the new building to be constructed on an expanded footprint that encompasses the existing union, Hi-Ray Hall (1308 West Dayton Street), the Randall Tower building site, and a vacated portion of West Johnson Street. Both Hi-Ray Hall and the existing union are in the process of being demolished. Once the Randall Tower building is demolished, the property will be transferred to the Board of Regents pursuant to the terms of the Real Property Exchange Agreement.

An environmental audit process of the entire property is underway. Acceptance of the land by the Board of Regents is contingent upon the completion of an environmental audit that indicates no significant environmental hazards exist. If such hazards exist, remediation will be completed prior to transfer of the land. The audit will be completed prior to seeking final approval from the State Building Commission.

5. Budget: Not applicable.

6. Previous Action:

April 07, 2006
Resolution 9167

Granted authority to: (a) exchange a portion of Board of Regents-owned property on the UW-Madison campus for strategic properties of equivalent value located within the UW-Madison development boundary to be acquired by the Wisconsin Alumni Research Foundation (WARF); and (b) request a waiver of s.16.855 under the provisions of s.13.48 (19) to enter into the necessary agreements with the Wisconsin Alumni Research Foundation to develop and construct the Wisconsin Institute for Discovery (WID) and the Morgridge Institute for Research, with enumerated WID funds of \$19,000,000 General Fund Supported Borrowing (2005-07), \$31,000,000 General Fund Supported Borrowing (2007-09), and up to \$100,000,000 enumerated Gift and Grant Funds (2005-07) with the following provisions:

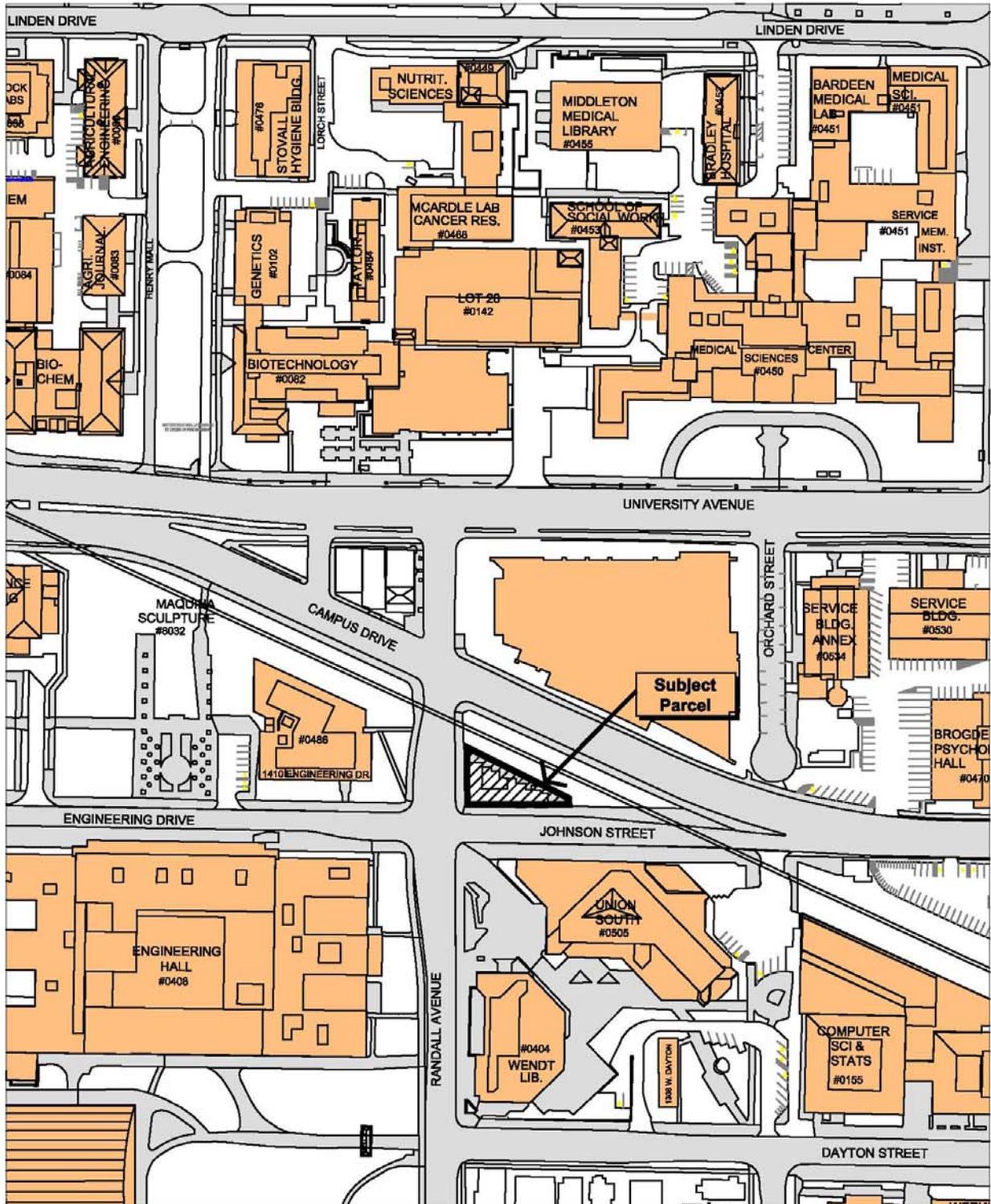
(1) General Fund Supported Borrowing for the public research institute will not exceed the \$50,000,000 enumerated in the 2005-07 Capital Budget; and,

(2) WARF will be required to contract with construction manager who will bid out all of the work included in the project.

(3) The State of Wisconsin, the Board of Regents and WARF will develop and execute the necessary agreements including the following:

- Master Term Sheet detailing project costs and terms including a guaranteed maximum price specifying an amount not to exceed \$50,000,000 GFSB funding for the public research institute; and
- A development agreement specifying the terms and conditions of the construction of the public institute for the university by WARF.

(4) The Board of Regents and WARF will develop a Land Use Agreement to permit WARF to construct the public institute on university property.



Proposed Land Acquisition -- 1314 West Johnson Street
University of Wisconsin-Madison
Facilities Planning & Management



Approval of the Design Report and Authority
to Adjust the Project Scope and Budget and
Construct the Communication Arts Remodeling
and Addition Project, UW-Parkside

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Parkside Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to: (a) construct the Communication Arts Remodeling and Addition project contingent upon approval in the 2009-11 Capital Budget and (b) increase the project scope and budget by \$2,830,000 Program Revenue Supported Borrowing–Utilities Repair and Renovation for an estimated total project cost of \$38,606,000 (\$33,700,000 General Fund Supported Borrowing, \$2,830,000 Program Revenue Supported Borrowing–Utilities Repair and Renovation, and \$2,076,000 Gift Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2009

1. Institution: The University of Wisconsin-Parkside
2. Request: Requests approval of the Design Report and authority to: (a) construct the Communication Arts Remodeling and Addition project contingent upon approval in the 2009-11 Capital Budget and (b) increase the project scope and budget by \$2,830,000 Program Revenue Supported Borrowing–Utilities Repair and Renovation for an estimated total project cost of \$38,606,000 (\$33,700,000 General Fund Supported Borrowing, \$2,830,000 Program Revenue Supported Borrowing–Utilities Repair and Renovation, and \$2,076,000 Gift Funds).
3. Description and Scope of Project: The Communication Arts Renovation and Addition project will remodel approximately 91,300 GSF of space in three facilities: the Communication Arts Building, Molinaro Hall’s School of Modern Industry (SMI) addition, and Wyllie Hall. It will construct approximately 70,800 GSF of addition(s) to the Communication Arts Building. Remodeled and new construction will provide for:
 - expansion of the Theatre Arts Department in both new and remodeled space including a new black box theater;
 - expansion of the Music Department in new construction including a 300-seat music rehearsal/performance space;
 - expansion of the Art Department including public and student art galleries, and 2D (drawing and painting) studios in remodeled space in Communication Arts, 3D (sculpture and ceramics) studios in remodeled space in Molinaro Hall, and digital arts studios in remodeled space in Wyllie Hall;
 - construction of mid-size classrooms in support of the campus classroom demand analysis;
 - relocation of Media Services from Communication Arts to allow sufficient space for growth of 2D Art and Theatre Arts programs in Communication Arts; and
 - construction of a free-standing sculpture courtyard and unheated support building of approximately 800 GSF for the 3-D art programs.

New mechanical, electrical, plumbing, fire protection, telecom, and audio visual systems will be provided throughout the new additions and updated systems will be provided in selective areas of the renovated areas. Work will also include reconfiguration of the campus roads in the vicinity of the project, related site work, and landscaping.

The requested scope and budget increase will provide for the reconstruction and expansion of the Communication Arts Parking Lot and the reconfiguration of proximate roads.

4. Justification of the Request: A detailed justification of the project was included in the 2007-09 capital budget materials. The purpose of the project is to correct the severe deficiencies of instructional laboratories for the fine arts programs and to provide needed classrooms. Existing Communication Arts facilities can no longer adequately support the current level of instruction in fine arts, and those programs suffer from the lack of basic, dedicated instructional laboratory spaces common to these programs. The campus has a classroom deficit in mid-size (50 to 70 station) classrooms, which will be partially corrected by this project.

The Communication Arts Parking Lot project will reconstruct the existing lot, which is deteriorated and in need of replacement. The project will also increase the parking lot count from 760 to approximately 830 stalls in order to meet overall campus parking demand. The parking lot project is consistent with the 2006 Campus Master Plan. The Communication Arts Parking Lot project will be added to the Communication Arts Renovation and Addition Project since the projects are interrelated and will be designed by the same consultant team.

The 2006 Campus Master Plan addressed historical wayfinding problems on campus by proposing the reconfiguration of campus roads. The first phase of this road work is underway and will be completed in the summer of 2009 as part of the Union Lot Reconstruction project (07C1Q). In April 2008, the State Building Commission authorized a transfer of \$1,600,000 General Fund Supported Borrowing from the Communication Arts project to the Union Lot Reconstruction project to fund the road work that is included as part of the Union Lot project. The final phase of road work will be completed as part of the Communication Arts Parking Lot project.

5. Fee Impact: Current annual parking rates range from \$105 for commuter students to \$110 for residential students, faculty, and staff. Parking rates will be increased by an estimated \$11.75 per year because of this project.

6. Budget and Schedule:

Budget	%	Cost
Construction		\$31,279,000
A/E Fees	8.1	2,665,000
Other Fees		143,000
DSF Mgmt Fee	4.0	1,315,000
Contingency	4.2	1,515,000
Percent for Art	0.025	91,000
Movable Equipment		1,598,000
Total Project Cost		\$38,606,000

91,636 ASF/ 162,078 GSF Efficiency 57%
 Construction Cost per GSF \$193/GSF
 Project Cost per GSF \$238/GSF

Schedule	Date
Program Approval	March 2007
A/E Selection	June 2007
Design Report Completed	February 2009
Bid Date (Const)	August 2009
Start of Construction	September 2009
Substantial Completion	August 2011
Final Completion	November 2011

7. Previous Action:

August 19, 2004
 Resolution 8888 Recommended that the UW–Parkside Communication Arts Renovation and Addition project be submitted for planning to the Department of Administration and the State Building Commission as part of the UW System 2005-07 Capital Budget at an estimated cost of \$41,000,000 General Fund Supported Borrowing.

October 7, 2005
 Resolution 9082 Granted approval to request that the State Building Commission authorize release of \$811,000 Building Trust Funds–Planning to plan the UW-Parkside Communication Arts Renovation and Addition project. The State Building Commission subsequently authorized release of funds for planning.

August 17, 2006
 Resolution 9225 Recommended that the UW–Parkside Communication Arts renovation and Addition project be submitted to the Department of Administration and the State Building Commission as part of the UW System 2007-09 Capital Budget at an estimated cost of \$34,176,000 (\$32,100,000 General Fund Supported Borrowing, \$2,076,000 Gift Funds). The project was subsequently enumerated in the 2007-09 Capital Budget at \$37,376,000 (\$35,300,000 General Fund Supported Borrowing and \$2,076,000 Gift Funds).

April 10, 2008
 Resolution 9463 Granted authority to revise the funding for the Union Lot Reconstruction project by an increase of \$1,600,000 General Fund Supported Borrowing-Communication Arts Remodeling and Addition project; and a decrease of \$1,600,000 Program Revenue Supported Borrowing-

Utilities Repair and Renovation; for an estimated total project cost of \$3,284,000 (\$1,600,000 General Fund Supported Borrowing–Communication Arts Remodeling and Addition, \$150,000 General Fund Supported Borrowing–UW Infrastructure, and \$1,534,000 Program Revenue Supported Borrowing–Utilities Repair and Renovation).

Authority to Construct All Agency
Maintenance and Repair Projects, UW System

REVISED

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 \$11,518,100 (\$7,629,400 General Fund Supported Borrowing; \$659,300 Program Revenue Supported Borrowing; \$31,000 Agency Cash; \$318,400 Program Revenue-Cash; \$2,880,000 Gifts and Grants Funding).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
February 2009

1. Institution: The University of Wisconsin System
2. Request: Authority to construct various maintenance and repair projects at an estimated total cost of \$11,518,100 (\$7,629,400 General Fund Supported Borrowing; \$659,300 Program Revenue Supported Borrowing; \$31,000 Agency Cash; \$318,400 Program Revenue Cash; \$2,880,000 Gifts and Grants Funding).

FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	AGENCY CASH	TOTAL
MIL	08K2G	Greene Museum Rmrv	\$ -	\$ -	\$ -	\$ 2,200,000	\$ -	\$ 2,200,000
MIL	08G3Z	Union Elev Controls/Piping Rmrv (Increase)	\$ -	\$ -	\$ 78,700	\$ -	\$ -	\$ 78,700
MSN	08A2R	Biochemistry Exhaust Sys Rmrv	\$ 2,081,000	\$ -	\$ -	\$ -	\$ -	\$ 2,081,000
WTVF	07E2P	Krillan/Tull Restaurant Floor (Increase)	\$ -	\$ 350,000	\$ -	\$ -	\$ -	\$ 350,000
FMR SUBTOTALS			\$ 2,081,000	\$ 350,000	\$ 78,700	\$ 2,200,000	\$ -	\$ 4,699,700

HEALTH, SAFETY, & ENVIRONMENTAL PROTECTION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	AGENCY CASH	TOTAL
MSN	08K1U	Multi-Bldg Fire Alarm Repl Ph. 6	\$ 4,988,100	\$ 300,300	\$ -	\$ -	\$ -	\$ 5,288,400
HS&E SUBTOTALS			\$ 4,988,100	\$ 300,300	\$ -	\$ -	\$ -	\$ 5,288,400

PROGRAMMATIC REMODELING & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	AGENCY CASH	TOTAL
MIL	08A2Q	GLRF Wet Bay Rmrv	\$ -	\$ -	\$ -	\$ 285,000	\$ 31,000	\$ 316,000
PR&R SUBTOTALS			\$ -	\$ -	\$ -	\$ 285,000	\$ 31,000	\$ 316,000

UTILITIES REPAIR & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	AGENCY CASH	TOTAL
MSN	08A2P	Arlington Manure Storage Impv	\$ 553,000	\$ -	\$ 147,000	\$ -	\$ -	\$ 700,000
MSN	08A2D	Wat Diag Lab Plat Wtlg Repr	\$ 388,300	\$ -	\$ 84,700	\$ -	\$ -	\$ 473,000
RMF	08A2N	Romer Field Lighting Repl	\$ -	\$ -	\$ -	\$ 425,000	\$ -	\$ 425,000
UR&R SUBTOTALS			\$ 941,300	\$ -	\$ 231,700	\$ 425,000	\$ -	\$ 1,598,000

	GFSB	PRSB	PR CASH	GIFT/GRANT	AGENCY CASH	TOTAL
FEBRUARY 2009 TOTALS	\$ 7,629,400	\$ 650,300	\$ 318,400	\$ 2,880,000	\$ 31,000	\$ 11,518,100

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

Facilities Maintenance and Repair Requests

MIL - Greene Museum Renovation (\$2,200,000): This project comprehensively renovates and historically rehabilitates this building, including making critical foundation, structural, and exterior envelope repair. Project work includes foundation, structural, and exterior masonry repairs; reconstruction of the front concrete entrance stairs; replacing the roofing system; and replacing exterior doors, windows, and skylights with new energy efficient and historically sensitive units. All mechanical, electrical, plumbing, fire detection, and telecommunications systems and controls will be upgraded, repaired, or replaced; new ADA accessible signage and domestic water utilities will be installed; and entrances and

restrooms will be renovated for ADA accessibility, including construction of a new elevator shaft and enclosure. The remodeled museum will provide classrooms, meeting rooms, offices, and a reception area. All work will comply with the Wisconsin Historical Society guidelines for the renovation of historic buildings.

The Greene Museum (3,354 GSF) is a two-story brick building that was constructed in 1913 to house the plant, mineral, and fossil collection of Thomas Arnold Greene. The building, which was acquired by the university in 1964, was a part of the Milwaukee Downer College campus purchase. The building has been vacant since 1992, when the collection was moved to Lapham Hall.

The building is unusable in its current condition and its general state of disrepair is critical juncture because structural and building envelope repairs must be resolved immediately or the building may not be salvageable. The building's southwest corner structural foundation problems have caused significant damage to the only internal stairway in the building. The building does not meet current ADA accessibility standards. This project will restore the building to a useful condition as a multipurpose exhibit, meeting, and education center.

MIL - Union Elevator Controls and Piping Units Renovation (\$76,600 increase for a total project cost of \$173,100): This request increases the project budget to match recent bid results for the project scope approved under the Small Projects Program. Project work requires additional building code related items not included in the original project scope or budget estimate. It is also anticipated that a significant amount of premium time labor will be required to complete the work and keep one of the two building elevators in operation throughout the project duration. The project budget increase is needed to complete the originally approved project scope and intent.

MSN - Biochemistry Exhaust System Renovation (\$2,061,000): The project addresses maintenance deficiencies, safety concerns, and the energy efficiency of the 1985 wing's fume hood exhaust system. The 1985 wing will be vacated in 2010 after the new research tower is constructed and other space is remodeled under State Project No. 05F1K. The fume hood exhaust system work and remodeling work planned for floors 4-6 will be completed when the 1985 wing is vacant to allow complete access to the space and mechanical systems.

This project will provide new control dampers in each duct connecting the pressurized exhaust plenum to the extraction plenum, new duct connections and by-pass dampers from the pressurized exhaust plenum to the extraction plenum downstream of the reclaim coils. Exhaust ducts will be connected to the built-up exhaust plenum with new isolation dampers. Project work will also replace the exhaust reclaim coils located in the extraction plenum, including new filters, and three extraction fans on the roof with high discharge velocity exhaust fans, of sufficient capacity to create negative pressure throughout the exhaust system. Thirty-seven exhaust fans and a cabinet fan will be removed. The extraction plenum housing will be reinforced to handle the additional static pressure, if required. All glycol piping and exterior ductwork will be reinsulated, including all necessary asbestos abatement procedures.

Project No. 05F1K only involves work on three of the eight floors in the 1985 wing and only rebalances fifteen of the thirty-seven exhaust fans. Mechanical system safety and energy efficiency concerns are not addressed. The fume hood exhaust fans discharge into a built-up exhaust plenum. This pressurized plenum discharges into opposite ends of an extraction plenum with a set of reclaim coils located at each end. A cabinet exhaust fan serving the basement animal room also discharges into one end of the extraction plenum. This configuration creates pressurized areas within the penthouse and violates current design guidelines, which require that all interior fume hood exhaust ductwork be of a negative pressure. This project corrects this hazardous condition.

The current exhaust system configuration is also hazardous for maintenance personnel and building occupants. Maintenance personnel must enter the fume hood air stream to clean the reclaim coils. This requires that the exhaust system and fume hood activities be shutdown, which is disruptive and creates potential hazards for building operations. Even when the exhaust system is operational, if the system static pressure became too high due to plugged coils or malfunctioning fans, exhaust fumes could migrate into other parts of the system and distributed throughout the building.

WTW - Knilans Hall and Tutt Hall Restroom Renovation (\$350,000 increase for a total project cost of \$2,625,000): This request increases the project budget and scope to address unforeseen conditions encountered during construction. The restroom floors are structurally compromised due to water damage and must be repaired. This increase is needed to complete the originally approved project scope and intent.

Health, Safety, and Environmental Protection

MSN - Multi-Building Fire Alarm and Smoke Detection System Replacement Phase 6 (\$4,968,400): This project replaces the fire alarm systems in 16 buildings to improve smoke and heat detection, provide additional audio/visual alarm signals to meet ADA code, and improve maintenance. This will ensure greater security for the building's contents and improved occupant life safety. This project continues replacing the internal building fire alarm systems in sixteen facilities located throughout campus. Pull stations, smoke and heat detectors, and audio-visual signal devices will be replaced to meet all current codes. Signal devices will be installed in all public areas such as classrooms and labs to meet the latest ADA requirements. All building fire alarm panels will be connected to the central campus reporting system to report all trouble and alarm signals to the campus security office.

The fire alarm systems in these facilities are obsolete. Fire alarm system technology has been greatly improved, moving from mechanical pull stations and relay panels to dependable solid state panels. Modern fire alarm system methods reduce false fire alarms, are energy efficient, have internal power backup, and require little maintenance. The new systems will provide greater security for the buildings when they are not occupied and will meet all ADA requirements.

Programmatic Remodeling and Renovation

MIL - Great Lakes Research Facility Wet Bay Remodeling (\$286,000): This project creates

a new wet bay laboratory and improves access between the dock and field operations. This project remodels 4,000 GSF of interior warehouse space on the west end of the building into a wet bay laboratory for field research operations, staging, and sample processing. The new laboratory will have a high bay ceiling, approximately 26 feet high, and provide external access both from the dock and the ship yard. The west end of the building has precast concrete cladding, which will be modified for new exterior openings.

Project work includes relocating warehouse racking and laboratory casework, and installing a new exterior vehicle ramp, new dock lift, new passage door, and two new overhead doors. Building electrical, telecommunication, and plumbing services will be extended into the new laboratory area.

The new wet bay laboratory will be mostly funded by a National Science Foundation (NSF) grant specifically directed to the project. The project area will provide improved access to the adjacent dock and vessels carrying instrumented buoys and robotics used for the Great Lakes Urban Coastal Observing System (GLUCOS). The wet bay will also provide improved access for visiting researchers to research vessels and the related support facilities. The remodeled area will segregate the field operations and samples from the laboratory spaces, a necessary protocol to control the spread of exotic organisms and pathogens in the building. This location is also ideal for its proximity to the field-based operations in the building.

Utilities Repair and Renovation Requests

MSN - Arlington Farms Manure Storage and Storm Water Control Improvements (\$700,000): This project addresses manure storage and runoff control issues identified as conditions of the Wisconsin Pollutant Discharge Elimination System (WPDES) permit for the Arlington Agricultural Research Station farm facilities. This project implements various manure storage and runoff control measures at the Beef Nutrition, Beef Physiology, Sheep North, Sheep South, Swine Research, and Veterinary Medicine sites. Project work in all areas will complete an engineering evaluation of the existing condition for the storage basins and runoff control systems and comply with applicable State of Wisconsin Statutes and State of Wisconsin Administrative Code.

The Department of Natural Resources regulates concentrated animal feeding operations discharging wastewater to surface or ground waters through the WPDES permit program. A WPDES conditional permit has been issued to Arlington Farms effective July 1, 2008 through June 30, 2013. To satisfy conditions of the permit, construction of the project must be completed by November 1, 2010.

MSN - Veterinary Diagnostic Laboratory Retaining Wall Repairs (\$451,000): This project replaces a failed retaining wall on the south side of the Veterinary Diagnostics Laboratory. This project removes the failed segmented block retaining wall and replaces it with a new retaining wall or multiple retaining walls to adequately resist the hydraulic loads created from railroad property above. Project work will also install a new storm drainage system behind the new retaining wall(s) that will empty into Willow Creek.

The retaining wall has failed and cannot support the hydraulic and dead loads caused by the railroad corridor above. If this condition is not corrected, the newly constructed bike path adjacent to the wall will not be useable and the soil embankment could slide and undermine the railroad tracks and utilities above.

RVF - Ramer Field Lighting Replacement (\$425,000): This project replaces the field lighting system with a new system that is more energy efficient, easier to maintain, and provides adequate illumination levels on the football field and the track. Project work includes demolition and disposal of the 8 poles and 128 fixtures with incandescent lamps and installing a new lighting system comprised of 4 poles and 80 fixtures. The new lighting system will provide illumination levels of approximately 70 footcandles on the football field and 30 footcandles on the running track. The new lighting poles will be installed outside of the running track, replacing the poles inside the track, which will improve both the athletes' safety of the athletes and the spectators' view.

The 42-year old lighting system is obsolete. The incandescent lamps are no longer manufactured and the last spare lamp in the campus supply was used in the fall of 2008. The new lighting system will use nearly 40 percent less energy while providing significantly better illumination on the playing field.

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	\$ 7,629,400
Program Revenue Supported Borrowing	659,300
Agency Cash	31,000
Program Revenue Cash.....	318,400
Gifts/Grants Funding	<u>2,880,000</u>
Total Requested Budget \$ 11,518,100	

6. Previous Action:

<p>June 7, 2007 Resolution 9366</p>	<p>The Board of Regents previously approved WTW - Knilans Hall and Tutt Hall Restroom Renovation at an estimated total cost of \$2,275,000 Program Revenue Supported Borrowing.</p>
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BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

February 6, 2009
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin
9:00 a.m.

1. Calling of the roll
2. Approval of the minutes of the December 4 and 5, 2008 and January 16, 2009 meetings
3. Report of the President of the Board
 - a. Wisconsin Technical College System Report
 - b. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. Presentation of *KnowHow2Go* student video contest winners
 - b. Additional items that the President of the System may report or present to the Board
5. Report of the Capital Planning and Budget Committee
6. Report of the Education Committee
7. Report of the Business, Finance and Audit Committee
8. Additional Resolutions
9. Communications, petitions, and memorials
10. Unfinished and additional business
11. Move into closed session to consider a student request for Regent review of a UW-Stout decision, as permitted by s.19.85 (1)(f), *Wis. Stats.*, to confer with legal counsel regarding pending and potential litigation, as permitted by s.19.85 (1)(g), *Wis. Stats.*, and to consider a disciplinary recommendation regarding a public employee, as permitted by s.19.85 (1)(b) and s.19.85 (1)(f), *Wis. Stats.*

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

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 Vice President - Charles Pruitt

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 Charles Pruitt (Vice Chair)
 Jeffrey B. Bartell
 Elizabeth Burmaster
 Eileen Connolly-Keesler
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 Brent Smith
 Michael J. Spector
 David G. Walsh

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Other Student Appeals**

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Hospital Authority Board - Regent Members

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Wisconsin Technical College System Board

José F. Vásquez, Regent Member

Wisconsin Educational Communications Board

Judith V. Crain, Regent Member

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Academic Staff Excellence Awards Committee

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 Betty Womack

Wisconsin Partnership Program

Roger E. Axtell, Regent Liaison

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

Michael Falbo (Chair)
 Danae D. Davis
 John Drew
 Michael Spector

Diversity Awards Committee

José Vásquez (Chair)
 Danae Davis
 Kevin Opgenorth
 Betty Womack

The Regents President and Vice President serve as ex-officio voting members of all Committees.

2009 BOARD OF REGENTS MEETING SCHEDULE

February 5 and 6, 2009, in Madison

March 5, 2009, one-day meeting in Madison

May 7 and 8, 2009, hosted by UW-Milwaukee

June 4 and 5, 2009, in Madison

July 9, 2009, one-day meeting in Madison

September 10 and 11, 2009, hosted by UW-Whitewater

October 15 and 16, 2009, hosted by UW-Eau Claire

December 10 and 11, 2009, hosted by UW-Madison