Per 3.02.4 of the IGA bylaws stating “following passage by the Intergovernmental Affairs Commission, the IGA Director shall submit the Legislative Priority Summary in the form of a resolution for introduction at the next possible Student Senate meeting.”

Section 3.02 – Legislative Priority Summary
The Legislative Priority Summary is to be a comprehensive documentation of the issues and policies at the local, county, and state levels affecting UW-EC students, as well as UW-EC Student Senate’s official policy positions on those issues. The Legislative Priority Summary shall serve also serve as a coordinating guide for the lobbying priorities of UW-EC Student Senate officials to various applicable governing authorities.

(3.02.1) The Legislative Priority Summary must be formulated by the Committee on Policy Formulation and submitted to Intergovernmental Affairs Commission for approval by simple majority no later than the third Student Senate meeting in September.

(3.02.2) A revised and updated Legislative Priority Summary must be formulated by the Committee and submitted to the Intergovernmental Affairs Commission for simple majority approval no later than the second Student Senate meeting in February.

(3.02.3) Before submission of the Legislative Priority Summary to the Intergovernmental Affairs Commission, the Committee on Policy Formulation will solicit advisory input from administration and student government officials. These officials shall include the Chancellor of UW-EC, the University Senate of UW-EC, the Presidents of other UW System student governments, and UW System administrative leadership.

(3.02.4) Following passage by the Intergovernmental Affairs Commission, the IGA Director shall submit the Legislative Priority Summary in the form of a resolution for introduction at the next possible Student Senate meeting.

(3.02.5) Following UW-EC Student Senate’s passage of the Legislative Priority Summary, the Committee on Policy Formulation shall seek endorsements from parties who provided advisory input (see 3.02.3).

(3.02.6) Each Legislative Priority Summary shall remain in effect from the time of its passage by the UW-EC Student Senate until the passage of the new Legislative Priority Summary by the UW-EC Student Senate.

(3.02.7) Prior to the drafting of a new Legislative Priority Summary, the Committee on Policy Formulation shall assess the success and weaknesses of the current Summary, and present to the IGA Commission on anticipated revisions for the next.

(3.02.8) Following the assessment presentation (see 3.02.7) by the Committee on Policy Formulation, the IGA Director shall present the findings and anticipated revisions to the full Student Senate at the next possible meeting.
1) Confluence Project - Promote and advocate the Confluence Project with the City of Eau Claire, Eau Claire County, Board of Regents, and State of Wisconsin.

Action Items: Attend relevant City Council and County meetings to speak in favor of the project as a representative of the entire UW-Eau Claire Student Body. Legislative Visits to State Legislature after Board of Regents approval and during budgeting process to ensure this project gets included in the budget process.

Partners: UW-Eau Claire Foundation and UW-Eau Claire Administration. Work closely with Mike Rindo and Kimera Way on messaging and promoting this project. Eau Claire Regional Arts Council and City of Eau Claire.

Facts Sheet on Confluence Project

What is The Confluence Project?
The Confluence Project is planned on property commonly referred to as the "Haymarket Site" at the confluence of the Chippewa and Eau Claire rivers in Downtown Eau Claire. The site along Eau Claire Street and Graham Avenue consists of the Farmers Store and Market Square buildings that border the downtown Haymarket parking lot.

The project includes a community arts center and a mixed-use development consisting of retail/commercial space, public parking and university student housing. Expanding the site to include buildings along South Barstow Street to allow for additional commercial space also is being considered.

As envisioned, the community arts center of approximately 150,000 square feet would serve the Eau Claire Regional Arts Council (ECRAC), community performing and fine arts organizations, and the University of Wisconsin-Eau Claire. Preliminary plans for the community arts center include:

- Three distinct performance spaces: a 1,200-1,500 seat theatre to replace downtown Eau Claire's obsolete State Theatre; a 450-seat theatre to replace UW-Eau Claire's aging Kjer Theatre; and a 250-seat black box-style venue.
- Scene and costume shops.
- Dressing rooms and other "back of house" operations.
- Fine arts studios, gallery space and dance studio space.
- Classrooms and rehearsal rooms.
- Offices for ECRAC, community arts organizations and select university faculty and staff in the fine and performing arts.

The performance spaces would be designed for maximum flexibility to accommodate a wide array of performances, including major touring Broadway-style productions that currently cannot be effectively staged in any existing venue in Eau Claire. Private promoters would also be engaged to further expand the local entertainment experience.

Preliminary plans for the mixed-use development include: space suitable for restaurants/bars, coffee houses, retail, offices and other commercial uses; a public parking structure; and apartment-style university student housing. The university student housing would add about 300–370 residents to the downtown area (no first-year students), be operated by UW-Eau Claire Housing and Residence Life, and serve as a living-learning community for music, theatre and art students.
Consistent with elements in the Eau Claire Downtown Riverfront District Redevelopment Strategy and Vision Plan, the preliminary plans include a public plaza on the site of the Haymarket parking lot currently owned and operated by the City of Eau Claire, a bridge across the Eau Claire River connecting the new plaza to Phoenix Park, expansion of the riverfront trail network along the Eau Claire and Chippewa rivers, and space adjacent to the trails suitable for outdoor dining and various types of public gatherings.

Who is involved in The Confluence Project?
The Haymarket property is owned by Haymarket Concepts LLC. Haymarket Concepts is a partnership between Commonweal Development Corp., Market & Johnson Inc. and Blugold Real Estate LLC, a subsidiary of the University of Wisconsin-Eau Claire Foundation. Commonweal Development would be responsible for the project development, and Market & Johnson would act as construction manager. The private partners share the project risks and costs with the public sector.

The Eau Claire Regional Arts Council, local arts organizations and artists, and the University of Wisconsin-Eau Claire would be the primary users. Expanding the scale of scope of events is necessary to help assure project sustainability. Chippewa Valley natives Justin Vernon and Kyle Frenette, of the Eau Claire-based Grammy-winning band Bon Iver, are actively involved in a consulting capacity and have been very helpful in identifying new opportunities.

Who would own and operate the buildings?
While the operating arrangement is still being developed, ownership and operation of the community arts center would be based on ownership of condominium units. As it is currently envisioned, a non-profit corporation would own dedicated space for local organizations (ECRAC, Visit Eau Claire and/or others) and would operate the common areas of the condominium structure. The State of Wisconsin would own the condo used exclusively by the university for its music, theatre and arts academic programs. To maximize the utilization of the new community arts center and ensure its viability and success, ECRAC and UW-Eau Claire, along with other potential participants, would all be active in the operations of the facility.

The mixed-use building would have three owners: Commonweal Development would own and operate the retail/commercial space, the City of Eau Claire would own and operate the parking structure, and the state of Wisconsin would own the apartment-style student housing which would be operated by UW-Eau Claire Housing and Residence Life. Subject to broad rules established for the entire building, each owner would operate its condo unit independently of the others.

Why build a new community arts center downtown?
Ensuring that downtown Eau Claire remains the center for arts and culture in the greater Eau Claire community is a specific goal of a number of plans that have been developed with considerable public input. Those plans include:

- City of Eau Claire Comprehensive Plan
- Clear Vision Eau Claire
- Eau Claire Downtown Riverfront District Redevelopment Strategy and Vision Plan
- The Good Life: A Cultural Direction for Eau Claire County
- University of Wisconsin-Eau Claire Campus Facilities Master Plan

It is expected that this area could become the cultural center for the region, impacting the community just as retail trade, medical services, higher education and professional services have flourished with regionalization.

As residents and activities increase in the area, so will demand for goods and services. As demand increases, reuse and redevelopment of existing real estate will occur. Sales, property and hospitality tax revenues will all increase.
Why does Eau Claire need a new arts facility?
Culture and entertainment are crucial to a healthy community. The Eau Claire region has exceptional programs, an abundance of local talent, exceptional opportunity for growth of the creative industry and completely inadequate facilities with which to do so.

The State Theatre, which has long served as the primary home of Eau Claire's entertainment and cultural offerings, was built 86 years ago as a vaudeville house and is not suitable for many modern productions. An analysis of the State Theatre indicates it would cost an estimated $10 million just to extend its useful life without making the necessary stage and technical improvements to support today's more elaborate concerts and theatrical productions.

The university also has demonstrated need for new arts facilities, especially a replacement for the aging and inadequate Kjer Theatre, built in 1951, and additional fine arts studio space. New and improved facilities for music, theatre and the arts are the university's highest priority.

Why locate a student housing complex downtown?
As part of its 20-year Campus Facilities Master Plan, UW-Eau Claire conducted a comprehensive housing demand study. The study determined current university student housing is at 108 percent capacity and that there is significantly more demand for university housing than is available. Current university housing capacity is 4,080, while the student population exceeds 11,000. The housing demand study demonstrated potential demand for 4,700 university housing beds.

In addition, the university has for more than a decade housed hundreds of students in local hotels. In fall 2012, approximately 150 students are housed in a local hotel.

The housing demand study determined there is significant student demand for suite and apartment-style residence halls, including an off-campus apartment-style hall. The master plan identifies several new residence hall projects, including an off-campus apartment-style hall in close proximity to the university. The new residence halls will enable the university to "de-densify" existing housing (eliminate students living in study lounges and other spaces that have been converted to provide capacity), eliminate the use of local hotels for student housing, and replace aging residence halls (Thomas and Putnam) that are approaching the end of their useful life.

As noted, there is currently capacity for approximately 4,000 students in on-campus university housing, which means there are approximately 7,000 students living elsewhere in the community, including a significant number in the downtown area.

How much would The Confluence Project cost and how would it be funded?
The current estimated cost of the community arts center is $50 million and the estimated cost of the mixed-use development is $33 million. A combination of private, public and philanthropic funding is required.

Private investment would pay for the retail/commercial space in the mixed-use project; the city of Eau Claire would pay for site preparation, parking, and public amenities. UW-Eau Claire would seek $30 million in program revenue (student rent) supported bonding from the UW System Board of Regents to pay for the university student housing.

The construction of the community arts center would be funded through the state's purchase of its condominium unit, philanthropy (approximately $10–$13 million), local governmental unit investments, and new market tax credits. UW-Eau Claire would seek $25 million in state general fund supported (tax revenue) bonding from the UW System Board of Regents to pay for its portion of the facility housing academic program space in the arts center.
What would happen to Kjer Theatre and Haas Fine Arts Center?
Haas Fine Arts Center, UW-Eau Claire's primary arts facility, would continue to be used in that capacity. Existing performance venues (Gantner Concert Hall, Riverside Theatre and Phillips Recital Hall) will remain. Kjer Theatre productions and related academic/support functions would be moved to the community arts center. Select music and theatre arts ensemble rehearsal spaces and performances, as well as university Artists Series and Forum presentations would relocate to the community arts center as well. In addition, select fine arts studios and gallery space would be developed in the community arts center to replace inadequate facilities currently housed in Haas Fine Arts Center and create additional medium-appropriate space. Kjer Theatre would be demolished. After the community arts center is constructed, UW-Eau Claire would seek funds from the UW System Regents to remodel and refurbish Haas Fine Arts Center to best serve academic programs that remain housed there.

What would happen to the State Theatre?
While the future of the State Theatre has not been determined, two things are known. First, there is no intent to tear down the theater. Second, its primary use will no longer be as a performing arts facility. The completion of the Confluence Project will allow for creative re-purposing of the historic building and will likely provide opportunities (through economic impact, property values, greater community interest, etc.) that are not currently available.

Who would pay for the arts center operation?
The Confluence Project partners believe it is important to build only that which can be sustained. Much effort and considerable scrutiny will be applied to assure the implementation of that fundamental premise. User fees from local arts organizations and third-party promoters and operating expense reimbursements from UW-Eau Claire and ECRAC are the primary revenue sources. It is anticipated that a nominal ticket surcharge for all events (excluding UW-Eau Claire student tickets), room tax revenues and concession sales will also be significant sources of operating funds. An independent firm, VenuWorks has been engaged by Haymarket Concepts, LLC and the Eau Claire Regional Arts Council to evaluate the preliminary governance structure and business operating models for the community arts center – the VenuWorks report and recommendations are due in late-October or early-November.

Would old and/or historic buildings be torn down?
Plans currently call for all buildings on the Haymarket site to be demolished. Expanding the site to include buildings along South Barstow Street to allow for additional commercial space is being considered. An analysis of the buildings along South Barstow Street will be conducted to determine whether they are historically significant and/or candidates for cost-effective renovation. Public discussions about the future of these buildings will be conducted before a decision is made.

What about parking?
Approximately 200 public parking spaces to replace the current Haymarket parking lot would be constructed in the mixed-used development. A parking analysis is being completed to determine demand created by the project; identify existing parking capacity in close proximity to the Haymarket Site, including the Civic Center parking ramp; and identify potential development sites for additional parking.

What is the timetable?
Next steps include engaging local arts groups, university faculty, staff and students, and the greater public in planning the community arts center; fundraising; and entering into more specific discussions with/presenting formal requests to potential public funding partners including the UW System Board of Regents, state of Wisconsin, the city of Eau Claire and Eau Claire County.

Preparation of the sites would begin in summer 2013. Construction of the both projects could commence late in 2013. The mixed-use project would be completed in summer 2015 and the community arts center would completed in fall 2016.

1-http://www.uwec.edu/News/more/confluenceprojectFAQs.htm
2) Four-Year Completion Contract - Advocate and educate legislators about UW-System (and UW-Eau Claire) in developing an effective contract which guarantees four year completion. If a student cannot complete a four year degree on time through no fault of their own, the school will incur the added expense.

Action Items: Research and develop fact-sheets on Minnesota's four-year contract policy. Develop messaging and advocacy plan for this policy. Make legislative visits.

Partners: Find aligning parties (Regents) Local administrators

The University’s responsibility:

The University must assure that all required courses are made available to you in a timely way. This does NOT mean that every course you want will be available at the time you wish to take it. If you are required to take a course that we are unable to make available, we will, at our option, substitute another course for that requirement, OR give you priority registration for the next term, OR pay the tuition for you to take the course. The last option will be offered if you have to stay at the University longer than four years because of our inability to offer the appropriate course.

Example of Four-Year Graduation Agreement:

Four-Year Graduation Agreement
Fall 2012 New freshman
UNIVERSITY OF MINNESOTA

Students at the University of Minnesota follow many diverse paths to complete their bachelor's degree. Students may elect to complete their degree requirements within four years of their initial freshman enrollment, depending on their major.

Students who elect to participate in the Four Year Graduation Plan will work closely with their advisers to make sure they know the requirements that must be met and the appropriate sequences in which to take courses.

THE AGREEMENT
By signing below, I agree to participate in the Four Year Graduation Plan. The University will ensure that graduation in the allotted time span will not be delayed by the unavailability of courses. (If you choose to cancel your agreement with the University at any time, there is no penalty for doing so.)

I agree to satisfy the following terms:
1. Enter the University as a freshman in fall semester and submit the “Four-Year Graduation Agreement” by the end of the first day of fall semester classes.
2. Complete the freshman writing requirement in the first year.
3. Choose a major that qualifies for the Four Year Graduation Plan and prepare to begin my degree plan when I start at the University. Change majors only if I can still meet all requirements for the new major by my planned graduation date.

4. Monitor my own progress, and seek advice from my adviser, so that I stay on track toward graduation in four years.

5. Register within two days of my assigned time each semester. Enroll in available courses needed for my program of study, recognizing that any specific course may not be available at the time or in the term in which I would like to take it.

6. Complete 30-36 semester hours of credits each year for four years, as required by my college and major, and meet all degree progress checkpoints.

7. Maintain good academic standing as determined by the department and college offering my major.

8. Notify my college advising office if I am unable to register for a required course. If the course is a degree progress checkpoint, submit a Notification of Unavailable Course form prior to the end of registration for the term in which the course is needed.

9. Apply for graduation by the appropriate deadline.

10. Make timely annual application for all necessary financial assistance.

If I comply with all of the above conditions, but I am unable to graduate due to the unavailability of a course (or courses), the University department and college offering the major will choose one of the following:

1. Allow me to graduate in the given time period by substituting a different course (or courses) or independent study assignment or waiving the requirement at the discretion of my program, or

2. Allow me to graduate in the given time period by giving me priority registration for the next term,

or

3. If our inability to provide this course delays your graduation beyond four years depending on your major, the University will pay the tuition for any additional required courses, provided you have met all of the expectations listed above.

These procedures will constitute the exclusive remedy for the Four Year Plan agreement. The University is under no obligation to provide these adjustments unless I submit a written request using the Notification of Unavailable Course form for accommodation to my college adviser prior to the end of registration in the term in which I must enroll for the course(s) in question.

By submitting the agreement form, I agree to the Four Year Graduation Plan as described above.

Please note: The agreement form is only available before each semester is underway. It will return shortly before the start of Spring 2013.³

The idea of the 4 year graduation agreement is not to raise tuition costs or to try and get a free year of college. The idea is to have an agreement in place for certain majors and students who, if they comply with the adopted agreement, will have any costs outside of the four year time frame covered if incurred by no fault of their own. Four year graduation rates have been shown to increase; even if just slightly at universities that have four year guarantees.⁴ At least
four UW schools have graduation guarantees, including Madison, Milwaukee, Parkside, and Stout.\(^4\)

2-http://www.academic.umn.edu/fouryear/uresponsibilities.html

3-http://www.academic.umn.edu/fouryear/agreement.html


This is an example of UW-Madison’s guarantee. [http://www.provost.wisc.edu/4yearhome.htm](http://www.provost.wisc.edu/4yearhome.htm)
3) Statewide Credit Transfer System - Advocate and promote the development of a statewide credit transfer system of some common credits. Will benefit students while allowing faculty to retain a say in whether more specific upper level classes will transfer from institution to institution. The goal is to increase student mobility if desired to attend a different institution and streamline graduation process for transfer students without duplicating classes already taken.

Action Items: Research and develop fact-sheets on transfer policy. Develop messaging and advocacy plan for this policy. Make legislative visits.

Partners: UW System Regents, Higher Ed committee.

Modeled after the state of Ohio’s Credit Transfer plan.

Executive Summary shown:

EXECUTIVE SUMMARY
The Ohio General Assembly, the Ohio Board of Regents, Ohio's universities and community and technical colleges support multiple educational pathways to meet the full spectrum of student needs and educational aspirations. Life circumstances often necessitate the transfer of students and credit hours from one college or university to another. It follows that an improved process for transfer student mobility will increase both student satisfaction and degree completion. Sound public policy must include provisions to maximize credit for prior learning and equitable treatment for transfer students. Inter-institutional cooperation is essential to facilitate transfer and sustain a high level of academic integrity in the system. The following policy was developed to guide the articulation and transfer process. The concepts that follow are included in the policy: The Ohio Articulation and Transfer policy was developed to facilitate the transfer of students and credits from any state-assisted college or university to another. It encourages faculty recognition of comparable and compatible learning experiences and expectations across institutions. It also encourages students to complete “units” of educational experience as they progress (e.g. transfer assurance guides, transfer modules, associate and baccalaureate degrees).

Admission: The policy generally preserves the college’s or university's practice of making admission decisions on the basis of academic standards, space availability, adherence to deadlines, and payment of fees. However, it does specifically require that Ohio residents with a completed associate degree and a completed transfer module be admitted to a state-assisted institution provided that their GPA is at least 2.0 for all previous college-level courses. Further, these students shall have admission priority over out-of-state associate degree graduates and transfer students. Although admission to a given institution does not guarantee admission to all degree granting programs, majors, minors, or fields of concentration, incoming transfer students shall be able to compete for admission to specific programs on the same basis as students native to the receiving institution.

Transfer and Acceptance of Credit: The policy distinguishes between the acceptance of credit by the receiving institution and the application of credit to the student's chosen program. Transfer credits will be accepted by the receiving institution and posted to the student's record and transcript. Transfer students will receive transfer credit for all college-level courses they
have passed. (See Definition of Passing Grade and Appendix D) From among the credits which have been posted to the student's record and appear on the student's transcript, the receiving institution, within the provisions of this policy, will determine how credits will, or will not, be applied toward degree requirements at the receiving institution:

**Transfer Module:** It is assumed that a common body of knowledge, comprised of a subset of the general education curriculum, can be found in the A.A., A.S. and baccalaureate degree programs offered at various institutions, and a Transfer Module can be drawn from this broader general education curriculum. Each institution has identified its Transfer Module according to the guidelines appended. Students enrolled in applied degree programs may choose to go beyond their degree requirements to complete the Transfer Module. Individuals who successfully complete the transfer module at one institution will be considered to have met the transfer module requirements of the receiving institution. Approved transfer module courses, when taken individually, are also guaranteed for transfer among public institutions on a course-by-course basis and are to be applied to the transfer module of the receiving institution.

**Transfer Assurance Guide:** Discipline-specific guides have been developed, each containing selected courses from the existing transfer module, major, and pre-major requirements. These courses are guaranteed to transfer and be applied to degree/program requirements.

**Major, Minor, and Field of Concentration:** Application of transfer credit, beyond the Transfer Assurance Guide, for requirements in a specific academic major, minor, or field of concentration will be made on a course-by-course basis at the receiving institution.

**Electives:** Transfer credit not applicable to the receiving institution's general education curriculum, major, minor or field of concentration (including nontraditional credits not available at the receiving institution) will count as free electives.

**Student Responsibilities:** In addition to defining institutional responsibilities, the policy encourages students to make informed course selection decisions and transfer plans. In this process students should consult the course applicability system and Transfer Assurance Guides. Further, students are encouraged to seek out information and advice from both the sending and prospective receiving institutions.

**Student Appeals Process:** A multi-level campus appeals process provides students with an intra-institutional mechanism for their concerns to be addressed. Each institution is required to notify students of the availability of an appeals process and the procedures involved.

**Ongoing Implementation:** The Articulation and Transfer Commission, which developed the initial Ohio Articulation and Transfer Policy in 1990, was subsequently replaced by the Articulation and Transfer Advisory Council appointed by the Ohio Board of Regents. This Council serves as a continuing forum for articulation and transfer policy and process review. The Advisory Council is a representative body with members nominated by university and community and technical college presidents. Committees are appointed to review and make recommendations on curricular, policy, implementation, and compliance issues.
In support of improved articulation and transfer processes, the Ohio Board of Regents will establish a transfer clearinghouse to receive, annotate, and convey transcripts among state-assisted colleges and universities. This system is designed to provide standardized information and help universities and community and technical colleges reduce undesirable variability in the transfer credit evaluation process. Another articulation and transfer initiative is underway to permit equivalent career-technical coursework completed at a secondary/adult career technical institution to transfer to a state-assisted institution of higher education.6


http://www.govtrack.us/congress/bills/112/hr6135
https://www.ohiohighered.org/transfer
http://regents.ohio.gov/transfer/policy/CreditTransferPolicy.pdf
4) WHEG Funding - Advocate for an increase in funding option and flexibility in WHEG especially for students enrolled less than half time. This encourages adult learners to continue with more education.

Action Items: Research and develop fact-sheets on policy. Develop messaging and advocacy plan for this policy. Make legislative visits.

Partners: WHEG Committee

The Wisconsin Higher Education Grant (WHEG) Program provides grant assistance to undergraduate, Wisconsin residents enrolled at least half-time in degree or certificate programs at University of Wisconsin, Wisconsin Technical College, and Tribal institutions. Awards are based on financial need. Eligibility cannot exceed 10 semesters.

A student must apply for a Wisconsin Higher Education Grant prior to or during the term for which the student expects to receive the grant.  

Increasing WHEG funding is crucial to helping those students who struggle to pay for a college education. Providing this assistance to Wisconsin residents helps to educate the residents of our state and provide further access to higher education in the future.

5) Education Tax Credit - Revisit and evaluate the Wisconsin postsecondary Education Credit which allows employers a nonrefundable tax credit for helping fund a student’s education.

Action Items: Research and develop fact-sheets on policy. Develop messaging and advocacy plan for this policy. Make legislative visits.

http://www.govtrack.us/congress/bills/112/hr6674


Partners: Find aligning parties
6) New Residence Hall at UW-Eau Claire-Advocate for funding for a new Residence Hall to be constructed on upper campus at UW-Claire, scheduled to begin construction September 2014.

Action Items: Legislative Visits to State Legislature after Board of Regents approval and during budgeting process to ensure this project gets included in the budget process.

Partners: New Residence Hall Steering Committee, Residence Hall Association