

MINUTES OF THE MEETING
of the
BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Room 1820 Van Hise Hall
Madison, Wisconsin
Thursday, March 9, 2000

REPORT ON STUDY OF TRUSTEESHIP.....1
ENROLLMENT PLANNING 2001-07.....5
..
UW- LA CROSSE: 2001-07 ENROLLMENT PLAN.....6
UW- OSHKOSH: 2001-07 ENROLLMENT PLAN.....9

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PRESENT: Regents Alexander, Barry, Boyle, Brandes, DeSimone,
Gottschalk, Gracz,

James, MacNeil, Mohs, Olivieri, Orr, Randall and Smith

ABSENT: Regents Axtell, Benson, and Marcovich

Report on Study of Trusteeship

Regent President Orr introduced Regent Emeritus Phyllis Krutsch, who had served on the Board from 1990-1997. During her tenure on the Board, she chaired the Education Committee for three years and served as vice-chair for two years. She also was the Board's representative to the national Association of Governing Boards. After completing her term, she undertook a study of public university trusteeship, with support from the Lynde and Harry Bradley Foundation. During the 2-year project, she visited several public universities, observed board meetings, interviewed board members and administrators, and has written a guide for new board members. Her presentation at this meeting concerned some of her conclusions as to best practices in trusteeship.

Ms. Krutsch began her presentation by noting that, as part of her study, she visited the University of California System, the State University System of Florida, the University of Minnesota and the University of Georgia System. Through interviews and observations of meetings, reading, analysis and the experience of her own service as a Regent, she identified a number of best practices for effective trusteeship.

First, boards should truly understand their role and responsibilities. In that regard, it is necessary to recognize that the governing board is the policy maker for the institutions and, according to the Association of Governing Board's Statement on Institutional Governance, "cannot delegate their fiduciary responsibility for the academic integrity and financial health of the institution." Boards that understand their role become more comfortable with the inherent tension involved in their responsibilities for both advocacy and oversight. They also recognize that credible oversight is a prerequisite for effective advocacy. Boards that gain the most respect, Ms. Krutsch found, are independent of both university insiders and elected officials. She felt that a good test for board members is to ask themselves whether, as a board, they added value to a particular policy or initiative. One of the board members she had interviewed set forth what she considered the perfect mission statement for the lay governing board: "The board is the

fiduciary". This implies a disciplined and long-view stewardship, different from the perspective of any of the university's constituent groups.

Second, boards should be familiar with the context and culture of governing a university or university system in their particular state. This includes state statutes giving the board its authority and powers, board bylaws and policies, the budget process, the role of the governor and state legislature in higher education decision-making, the role of faculty in internal governance and a sense of the history of the university-state relationship. It also is important to understand the political culture of the state and informal as well as formal governance mechanisms. Other significant factors are the strengths and limitations of the kind of board involved, whether it be a system board or a board governing a single institution. System boards, for example, often have responsibility for statewide higher education planning and tend to balance their advocacy with oversight, taking into account the statewide higher education picture. On the other hand, system boards can seem far removed from individual institutions, and lack of clarity about board priorities can foster more of a compliance than an entrepreneurial mode. In this regard, Ms. Krutsch noted that Wisconsin has made changes in recent years that stress campus individuality, initiative and flexibility, while at the same time developing policies that reward collaboration and attention to statewide needs. From a trustee perspective, she remarked, having an understanding of the full governance picture, recognizing the scope of policies and issues that best fit the board's responsibilities, and finding ways to work with other boards and decision-makers to accomplish shared goals can greatly enhance chances for success.

Third, boards should recognize that the hiring and evaluation of the president is their most important and consequential responsibility, and know that a good board-president relationship is at the heart of their ability to govern in a meaningful way. A wise board, Ms. Krutsch indicated, hires a leader who shares its vision for the university, integrates the successful implementation of board-president priorities into regular evaluations of the president, and expects the president to do likewise with key staff members.

With regard to search and screen procedures, Ms. Krutsch commented that current practice, under which a predominantly faculty committee narrows the field to approximately three finalists, can result in eliminating candidates who might be attractive to the governing board. Recently, she found that boards have begun to reassert their responsibilities for presidential selection in a variety of ways, including greater use of professional search firms, clear communication, early in the process, with the search committee about priorities of the board, board presence on the search committee, and/or appointment of business and community leaders to the search committee.

Fourth, boards should focus on big picture issues and accountability for results, make policy in a consultative and collegial fashion, and communicate their priorities to the public. In this regard, she commented, an effective board internalizes three rules: 1) Focus on the really important issues - those tied to educational quality, cost-effective use of resources, and responsiveness to state higher education needs; 2) Integration - ensuring that board policies make their way into what happens on campus by building in incentives, holding administrators accountable, and making sure that budgets at every level reflect the board's priorities; and 3) Follow-up by making sure that the board's resolutions are implemented and making it clear to whom and for what campus leaders are answerable.

Ways for a board to determine its agenda of big-picture issues might include an annual retreat for the board and the CEO, or the board, CEO and invited guests from the campuses, elected officials, and business and community leaders. Appointment of special task forces or working groups are other possibilities, as are development sessions about key higher education topics.

Meaningful accountability, Ms. Krutsch commented, lies in selecting the most significant measures and including consequences for results. To this end, annual accountability reports have become the norm in many states. In-depth review of accountability reports, she felt, should be a focal point of board activity. Another tool that boards can use for follow up and accountability is the audit. In some states, the board's audit committee is used for general oversight and as a way to see how major initiatives of the board are being implemented on the campus. The board also can work cooperatively with a state audit agency to look at areas where the board has concerns or questions, taking advantage of the expertise of the agency's professional staff. Another means utilized by some boards is to hire auditors from private firms with expertise in a particular higher education area.

As part of an overall strategy to bridge the gap between the university and the public, Ms. Krutsch felt the board should energize its communication with the public, especially relating to its concerns for educational quality, cost-effectiveness and responsiveness to state needs for higher education. To do this, boards can utilize the expertise of university relations staff, and board members can speak to community groups, legislators, news media and others.

Fifth, boards should understand the importance of having active, capable leaders, particularly in the positions of board president and as chairs of board committees. Governors should consider this in making appointments and boards should groom current board members for future leadership roles. Dynamic board leaders, she noted, act as a counterpoint to potential administrative dominance. Since the CEO cannot always consult with the full board, it is the board president who must provide a "sense of the board". The board president is the voice of the board to the press, legislators and others.

The board president's vision is critical in leading the board to develop a strategic agenda, and his or her savvy is apparent in appointing able committee chairs.

Sixth, boards should recognize that "good information" - including orientation for new members, regular "topical tutorials", ongoing development, and thorough, option-oriented agenda materials - is a prerequisite to sound policy making. One problem for boards, Ms. Krutsch commented, is that they don't know as much as they could about higher education issues and don't have enough of a context for new information. In that regard, she recommended topical tutorials - short but thorough looks at relevant areas, such as time and credit-to-degree issues, graduation rates, or the budget process, for example. Sometimes, she felt, it can be worthwhile for a board to look outside the university for special expertise by such means as hiring a private consulting firm to gather information. Boards also can gain perspective by meeting with boards from other states.

It is important, she continued, to orient new board members in a way that allows them to understand the role of the board, expectations for them as board members, and the fundamentals and recent history of the campus or system they are governing. This might include a personal session with the board president and CEO, along with a handbook of reference materials.

Good information means full explication of all sides of an issue, including options that the board can consider in making decisions. One reason board information does not always meet expectations, Ms. Krutsch commented, is that providing the kind of information the board needs is not a top priority. Rather, staffing the board is something university officials do in addition to their other assignments. In that regard, those moving up the administrative ladder are judged on the evaluation of their administrative superiors and other important measures, but seldom on how well the information they provide has empowered the governing board to think outside the box. It is helpful, she felt, to recognize this structural dilemma and find ways to minimize problems. While some boards have policy staff that report solely to them, the bulk of a board's work will be done by professionals with other duties. She suggested that all involved have an obligation to keep in mind the board's unique perspective and need for independent judgement to meet its special fiduciary responsibilities.

Finally, boards should have in place a strategic committee structure and meeting format designed to focus on what matters. In a Harvard Business Review article titled, "The New Work of the Nonprofit Board," the authors advocated that board structure mirror the institution's strategic priorities and suggested making better use of ad hoc committees and special task forces that address a strategic issue. The UW System Board, Ms. Krutsch felt, was a model for this approach in its 21st Century Study, which addressed critical issues through working groups composed of board members, staff, chancellors, faculty, legislators, community members and students. One of the

advantages of this format, she felt, was that the board's work was dynamic and keyed to results, and the central aspects of the study were integrated into the budget request.

The Georgia Board uses a Strategic Affairs Committee, in which the full board, as a committee of the whole, looks at important issues selected by the board president. As part of the process, they listen to a wide variety of experts on the issue in question before coming to consensus about how to proceed. The University of California Board makes use of seriatim committee meetings in which the full board participates, but only members of the committee vote. This allows the board an opportunity to have an initial discussion and time to reflect before the matter is considered again by the full board the next day. The California Board also has an informal rule against voting on any issue of significance at the same monthly meeting at which the topic is introduced for the first time.

Regardless of the format, Ms. Krutsch said, the board president and committee chairs should be involved with the CEO and vice presidents fully from setting the agenda to development of the resolutions that appear before the committees and board. Boards also should periodically review their policies, eliminate those that are inconsistent with later policies, and consolidate for coherence.

In response to a question by President Lyall, Ms. Krutsch noted that there is a wide variety of board structures nationally. In Wisconsin, the Board is able to look at the big picture because it is a consolidated governing board. The situation is more complex in states where powers are more dispersed. Experts have concluded that the players, culture and incentives are more important than structure in determining board effectiveness. However, the kind of consolidated governing structure that exists in Wisconsin makes it easier for the board to be effective.

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Enrollment Planning 2001-2007

Introducing the presentations, Regent President Orr noted that it will be necessary to coordinate enrollment management with planning for the 2001-03 biennial budget request.

Thanking Regent Alexander for a letter he had written on the subject of time to degree, Regent President Orr said policies would be reviewed to

see if goals were accomplished. The topic would be placed in a future agenda.

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UW-La Crosse: 2001-07 Enrollment Plan

Provost Douglas Hastad introduced the presentation by noting that the 1990s were challenging years, marked by fiscal give backs and enrollment management plans to preserve quality. During these difficult times, UW-La Crosse decided to look inward and embark on a journey of excellence.

The result was the plan called *Forward Together*. Led by Chancellor Judith Kuipers, UW-La Crosse had accomplished its goal of attaining excellence. These accomplishments included accreditation for more

programs, more extramural funds, more partnerships, and a very talented freshman class.

Chancellor Kuipers expressed appreciation to the Board of Regents for all it has done for UW-La Crosse. She also thanked President Lyall and her staff for their support and counsel. She remarked that UW-La Crosse's enrollment plan focuses on "quality sizing" for the next decade.

The next part of the presentation consisted of a video on defining, enhancing and investing in excellence. To a student, defining excellence might mean exceeding expectations. For a faculty member, engaging students to learn with passion. To a business owner, working with the university to produce excellent employees. The vision is one of outstanding academic programs to make future citizens the best they can be. Provost Hastad noted that the title, *Forward Together*, means UW-La Crosse will have more success if all work cooperatively with each other and with partners outside the university. Assistant Chancellor Ronald Lostetter added that the plan sets goals toward which resources can be directed.

The next segment of the video concerned enhancing excellence. In that regard, it was noted that UW-La Crosse freshmen have the highest ACT scores of any UW comprehensive university. Chancellor Kuipers pointed out that it is the university's responsibility to develop that talent through outstanding professional and general education programs, and outstanding faculty. A student interviewed for the video commented that students are taught by faculty, not teaching assistants, and that students are encouraged to participate in class. Faculty help and motivate students one to one. It was noted that, to become globally connected, it is critical to make the campus diverse in terms of students, faculty and outlook – a place where diverse voices are supported and respected.

The video then turned to investing in excellence, which related to quality-sizing – that is, determining the numbers of students that can be educated in the highest quality way. A smaller student body will allow the university to maximize its resources, and better students will attract higher quality faculty as well. Partnerships are also important, one of the most beneficial being the Health Sciences Consortium.

After the video, Chancellor Kuipers spoke more specifically of UW-La Crosse's enrollment plan.

- 1) The plan calls for a modest enrollment reduction of 50 students per year over six years. The purpose is quality-sizing, to enhance the educational experience and strengthen retention.
- 2) The plan calls for expanded partnerships
- 3) The plan calls for enhanced service to adult students.

The amount of support per student will be increased by:

- 1) Reallocating resources to achieve smaller classes and better advising;
and
- 2) Responding to the adult market, with adult students paying full costs.

These strategies will provide for continued high levels of access to the university, along with an increase in quality. The Chancellor concluded by asking the Board to continue to invest in UW-La Crosse.

In response to a question by Regent Alexander as to UW-La Crosse's efforts to expand diversity, Chancellor Kuipers indicated that the university's plan will free resources that can be redirected to 2008 goals, by bringing more K-12 students to campus, by multicultural activities, and other efforts to recruit and retain a diverse student body and faculty.

Regent Mohs asked that if the proposed reduction in enrollment would result in the university becoming more selective in acceptance of applicants. Replying in the affirmative, Provost Hastad added that the plan is to bring in more qualified students, but also to provide access to non-traditional adult students.

In reply to a question by Regent Brandes, Provost Hastad said that UW-La Crosse accepts 50% of applicants. Of those, about 50% enroll. Chancellor Kuipers added that, from a perspective of access, 92% of applicants are accepted somewhere in the UW System.

Asked by Regent Boyle what the highest priorities would be for use of any new monies, Chancellor Kuipers itemized computer availability and use enhancements, more global programming and more internships as being top priorities for serving students. For serving the region, the university would work to bring in more businesses, particularly in medical fields. To enhance diversity, there would be expanded recruitment and retention programs.

Regent Alexander asked if cutting back on numbers of students would have a negative impact on the effort to recruit students of color. The Chancellor indicated that it would not have that effect, noting that UW-La Crosse is committed to Plan 2008 and will watch carefully so that decisions do not have any unintended consequences.

Regent DeSimone asked about scholarships for students of color. Chancellor Kuipers noted that the UW-La Crosse Foundation funds \$455,000 in scholarships, some of which is targeted for students of color.

Regent Olivieri expressed concern about the intention to reduce the number of students served. Since higher education is becoming

increasingly important as society moves into the future, he felt the challenge should be to maintain and enhance quality while serving more students.

Provost Hastad noted that expanded service to non-traditional students may mean that more students will be served overall. Chancellor Kuipers added that only two UW institutions had plans to reduce enrollment. At a minimum, 100 new adult students would be served initially at UW-La Crosse and possibly more, depending on the market. Regent Olivieri suggested that adult market estimates be reflected in institutional enrollment figures.

Regent President Orr added that the adult market is growing and that, with continuing appropriation authority, all UW institutions are making plans to serve that market.

President Lyall explained that, when all institutional plans are totaled, the overall number of students served will increase. With regard to traditional student enrollment, she noted that UW-La Crosse has been over target and now is preparing to reduce those numbers somewhat.

Regent Smith commended UW-La Crosse on having devised measurable estimates of quality, including increases in retention, services to adults, regional partnerships, academic support, advising, global education, access to faculty, and diversity. He considered it critical to set down measurable goals toward which progress can be made.

Regent Gracz asked if reduction of 50 students per year is enough to make quality improvements and serve more non-traditional students.

Assistant Chancellor Lostetter replied non-traditional students will pay at a rate higher than cost. In addition, the student mix will be slightly modified to bring in more out-of-state students, who also pay higher-than-cost tuition. The change is gradual and amounts to about \$2.4 million.

Regent Barry commended UW-La Crosse's plan, noting that, if retention is improved, the university can admit fewer students and graduate more. He saw this plan as an important component of a system-wide quality upgrade that increases the pool of first-choice institutions, and in which each institution develops a niche.

Regent President Orr suggested that it would be helpful to have separate binders made for enrollment management and budget presentation materials.

UW-Oshkosh: 2001-07 Enrollment Plan

Chancellor Kerrigan presented the UW-Oshkosh plan, which focuses on: 1) International education; 2) economic development; and 3) adult education.

In carrying out its mission, UW-Oshkosh responds to its region, which includes about 500,000 people in seven counties. It also has a secondary market, which covers eastern Wisconsin.

The plan is to hold enrollment fairly constant, with 9,150-9,250 (8,600 FTE) undergraduate students, and about 1,600 (600 FTE) graduate students. Partnerships will be enhanced with communities, employers and the educational system.

In the area of international education, the Chancellor remarked that it is important to educate both students and faculty. The Vander Putten International Fund sends 15 faculty abroad per year. For students, there were 143 participants in study tours in 1999-2000; and over 30 students per year work with Western European businesses. There are nine affiliation agreements with universities in other countries, along with many other linkages.

Also of major importance in international education is UW-Oshkosh's award winning Model United Nations program, which includes 40-50 students per year. There also is an excellent Model OAS program which serves another 40-50 students.

In the area of economic development, programs include:

- 1) The Center for Economic Education, founded in 1975 to teach economics in K-12 schools. The Center has 500 teacher contacts per year. There is funding of \$3.5 million per year from the Department of Education, along with \$1 million in private monies to teach K-12 students and professionals abroad.

- 2) The Center for Community Partnerships – a one-stop shop for educational programs, internships, and technical expertise. Faculty work with students to contract with businesses and provide what they need.
- 3) Wisconsin Family Business Forum, which consists of 21 members who meet several times a year. The Forum includes 20% of business faculty.
- 4) The Chancellor serves on the Community Development Planning Commission.

In the area of adult access, UW-Oshkosh plans to expand in the following areas:

- 1) The CAPP Program, which provides advanced placement courses to over 1,100 high school students per year.
- 2) Pre-college programs, which serve 130-160 students per year and draw students from the Milwaukee area, as well as from locations closer to the university.

- 3) The Weekend Degree, established in 1979, now serving 400 students per semester. For example, a demanding program in Organizational Administration is offered in cooperation with the UW Colleges.
- 4) Learning in Retirement program, which includes 30 courses and 275 students.
- 5) MBA program, started in 1970 and offered in cooperation with UW-Stevens Point and UW-Green Bay.
- 6) Internet MBA program
- 7) Evening master's degree programs in information systems and English
- 8) The RN Degree Completion program, expanded to include 5 campuses.
- 9) The Kimberly Clark partnership, under which UW-Oshkosh offers classes to company employees. 574 students have taken 24 courses, which are offered on site and over the Internet.
- 10) Continuing Education programs that served 13,000 students in 1998-99, including professional development, youth programs, etc.

In response to a question by Regent Smith about pricing distance education programs, Chancellor Kerrigan indicated that corporations are asked to make a contribution for up-front costs, which then are recovered in tuition rates.

Stating that he would like 40% of students to have international experience,

Regent Smith asked if UW-Oshkosh collaborated with other campuses on overseas relationships. Chancellor Kerrigan replied in the affirmative, adding that such experiences are needed by both students and faculty.

Submitted by

Judith A. Temby, Secretary

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

Held in room 1820 Van Hise Hall

Friday, March 10, 2000

9:00 a.m.

APPROVAL OF MINUTES	1
REPORT OF THE PRESIDENT OF THE BOARD	1
REPORT ON THE FEBRUARY 25 TH MEETING OF THE HIGHER EDUCATIONAL AIDS BOARD	1
REPORT ON THE MARCH 9 TH MEETING OF THE HOSPITAL AUTHORITY BOARD.....	2
REPORT ON THE FEBRUARY 17 TH MEETING OF THE EDUCATIONAL COMMUNICATIONS BOARD	2
REPORT ON LEGISLATIVE MATTERS.....	2
REPORT OF THE PRESIDENT OF THE SYSTEM.....	2
PRESENTATION BY UW-MILWAUKEE ON 2001-07 ENROLLMENT PLANS	2
UW SYSTEM AND WISCONSIN TECHNICAL COLLEGE SYSTEM CREDIT TRANSFER.....	6
STUDENT VOTE 2000	9
UW-PARKSIDE RECEIVES WORK FORCE DEVELOPMENT GRANT.....	10
UW-MILWAUKEE MS DEGREE IN E-BUSINESS	10
UW MEDICAL SCHOOL RECEIVES GRANT FOR RESEARCH	10
UW-STEVENS POINT PROFESSOR RECEIVES AWARD	11
UW-MADISON FACULTY AWARDED FULBRIGHT SCHOLARSHIPS.....	11
UW-WHITEWATER ASSISTANT PROFESSOR AWARDED RESEARCH GRANT.....	11
PHYSICAL PLANNING AND FUNDING COMMITTEE	11
UW-Madison: Approval of the Design Report and Authority to Construct the Memorial Library Room 124 Renovation Project	12
UW-Madison: Acceptance of a Gift-in-Kind of a Thai Pavilion, Authority to Construct a Pavilion Base, and Authority to Execute a Land Use Permit	12
UW-Madison: Approval of the Design Report and Authority to Construct a Biochemistry Building-1985 Wing Renovation for X-Ray Crystallography Project.....	12
UW-Madison: Approval of the Design Report and Authority to Construct an Infrastructure Distribution Systems Upgrade Project.....	13
UW-Madison: Approval to Increase the Budget of the Barnard, Bradley and Chadbourne Residence Halls Maintenance Project.....	13
UW-Parkside: Authority to Increase the Budget for the Sports and Activity Center Fieldhouse Addition and Renovation Project	13
UW-River Falls: Authority to Construct a Rodli Commons Dish Return System Replacement Project	14
REPORT OF THE ASSISTANT VICE PRESIDENT.....	14
<i>Building Commission Actions</i>	14
<i>Report on Recent Bids</i>	14
UW-Milwaukee: Authority to Increase the Budget for the Sandburg Residence Hall Addition and Commons/West Entrance Remodeling	14
UW-Madison: <i>Discussion of Proposed BioStar Program</i>	15
REPORT OF THE BUSINESS AND FINANCE COMMITTEE.....	15
University of Wisconsin System Trust Funds Revision of Investment Objectives and Guidelines	15
Contractual Agreement with Novartis Pharma Ag	16
UW-MILWAUKEE: MARKETING AND REVENUE	16
TRUST FUNDS	17
AUDIT SUBCOMMITTEE.....	17
REPORT OF THE EDUCATION COMMITTEE	17
UW-LaCrosse: Authorization to Recruit: Dean, College of Business Administration	17
University of Wisconsin-Sheboygan: Authorization to Recruit: Campus Dean	18

University of Wisconsin System: Future Staffing Principles.....	18
UW-Platteville: New Program Authorization (Implementation): Master of Engineering.....	18
UW-Platteville: New Program Authorization (Implementation): B.S., Ornamental Horticulture	18
UW-Milwaukee: New Program Authorization (Implementation): Master's in Liberal Studies	19
UW-Eau Claire: New Program Authorization (Implementation): B.A./B.S., Mass Communication	19
UW-River Falls: New Program Authorization (Implementation): B.S./B.A., Environmental Science.....	19
UW-Madison: Appointment of Named Professors	19
REPORT OF THE SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS	20
<i>Future Staffing Principles</i>	20
<i>Student Transfer and Transition in the UW System</i>	21
<i>New Program Authorizations</i>	21
ADDITIONAL RESOLUTIONS	21
2001 Meeting Schedule	21
EXECUTIVE SESSION	22
UW-Milwaukee: Appointment of Provost and Vice Chancellor for Academic Affairs.....	22
UW-River Falls: Authorization to Appoint: Chancellor.....	22
Approval of 1999-00 Salaries: Senior Executives and Salaries over Group 6 Maximum	23

EXHIBIT A: Future Staffing Principles/The University of Wisconsin System

EXHIBIT B: 2001 Meeting Calendar

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

Held in room 1820 Van Hise Hall

Friday, March 10, 2000

9:00 a.m.

- President Orr presiding -

PRESENT: Regents Alexander, Barry, Benson, Boyle, Brandes, DeSimone, Gottschalk, Gracz, James, MacNeil, Mohs, Olivieri, Orr, Randall, and Smith

ABSENT: Regents Axtell and Marcovich

APPROVAL OF MINUTES

The minutes of the February 10 and 11 meetings were approved as distributed.

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REPORT OF THE PRESIDENT OF THE BOARD

Report on the February 25th meeting of the Higher Educational Aids Board

A written report of the February 25 meeting of the Higher Educational Aids Board was provided to the Regents.

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Report on the March 9th meeting of the Hospital Authority Board

A written report of the March 9 meeting of the Hospital Authority Board was provided to the Regents.

As a member of that Board, Regent Mohs commented that Donna Sollenberger, the new hospital CEO, is doing excellent work and that her grasp of issues facing the hospital is impressive. Regent President Orr added that he also heard very positive comments on her performance.

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Report on the February 17th meeting of the Educational Communications Board

A written report on the February 17 meeting of the Educational Communications Board was provided to the Regents.

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Report on Legislative matters

The Board received a written report on legislative matters.

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REPORT OF THE PRESIDENT OF THE SYSTEM

Presentation by UW-Milwaukee on 2001-07 Enrollment Plans

Introducing representatives of UW-Milwaukee and Milwaukee businesses, Chancellor Zimpher presented "A Time for Action: Quality of Life through Growth and Access", UWM's plan to meet the needs of Wisconsin for the future. The university's plan is part of UWM's larger goal of becoming a premier urban research university. This goal is to be reached by extending components of the Milwaukee Idea in the areas of education and access, environmental and public health, and economic development.

Fifteen months ago, UWM started a visioning process based on the existing strategic plan and the Wisconsin Idea. In creating the Milwaukee Idea, the university involved many people - a committee of 200 who worked for 200 days. A number of "first ideas" were formed, which were built on being inclusive, diverse, interdisciplinary and working with partners.

First Ideas in Education are: 1) Reinventing the general education curriculum; 2) commitment to globalization; 3) partnering with public schools. Environment and public health First Ideas are: 1) Partnerships for Environmental Health, including potential of a Joint Center for Population Health with UW Madison's Urban Medical program; 2) fresh water research through the Great Lakes WATER Institute; 3) health; 4) living choices, through such efforts as substance abuse research at UWM, which is among the top-funded programs of this type in the country; 4) campus design solutions - use of university student expertise in such areas as historic preservation, affordable housing, removal of an unneeded freeway spur, and creation of the new Lynde and Harry Bradley Technical High School. First Ideas for Economic Development are: 1) Consortium for Economic Opportunity, supporting small businesses and nonprofits; 2) Technology Center; 3) KnowledgeFEST for the community.

These initiatives translate into the formula E to the third power (education, environment and economy) equals quality of life for Wisconsin. Impacts of the Milwaukee Idea have been 1) to connect people to the university; and 2) to promote an internal attitude favoring interdisciplinary research and problem solving. By working on First Ideas, UWM is becoming cross-disciplinary, porous, and nimble. Investment dollars to implement the plan will buy new faculty positions, support for instruction and research, and infrastructure.

Noting that enrollment is part of that plan, the Chancellor indicated that, based on current projections, UW-Milwaukee's enrollment would increase from 23,000 to 27,000 by 2006. With more support, however, that number could grow to more than 30,000 by 2006.

UW-Milwaukee's plan asks what Wisconsin needs and provides these answers. In education:

- 1) Milwaukee Public Schools need to greatly increase graduation rates, which currently are lower than 50%. 95% of students who attend pre-college programs graduate and most go on to college. UWM's pre-college programs serve 2000 students now. With federal, private and state support, the number could be quadrupled.
- 2) There is a need for a diverse workforce. Half of UW System African American bachelor's graduates come from UWM.
- 3) UW-Milwaukee is committed to recruiting more diverse and higher quality teachers for the Milwaukee public schools, which are experiencing teacher shortages. To help deal with that problem, 150 teaching paraprofessionals are now licensed as teachers through UWM programs in partnership with organizations like the Private Industry Council. With state investment, this number can increase to over 700.

- 4) Wisconsin needs more college graduates to stay in Wisconsin. 23% of Wisconsin residents have some college education, but not a degree. UW-Milwaukee proposes to partner with the UW Colleges to make it convenient for students to complete four years of college without leaving the local campus.

In the area of environment and public health:

- 1) Fourteen of the top 30 fastest-growing occupations in the country are health-care related. By expanding and creating programs in this growing field, UWM can provide more graduates to work in these needed occupations.
- 2) There will be an increasing need for quality fresh water and UWM proposes to educate more people in the science of water. Through the Jason Project, for example, UWM reached 3,000 junior high and middle school students this year and 150,000 over the 11 years that the project has been operating.
- 3) UWM plans to make an impact in the community through urban planning to improve quality of life.

In the area of economic development:

- 1) Milwaukee lags the state in four-year degree graduates. UW-Milwaukee plans to help correct that imbalance by putting more than 20,000 graduates on the street by 2006. Seventy-five percent of UWM graduates stay in the state.
- 2) For Wisconsin workforce development, 27,000 more information technology specialists will be needed by 2006. UWM will address the growing need for information technology in an interdisciplinary manner and in partnership with UW Colleges.

To implement these plans, UW-Milwaukee's goal is to seek investments that in fact are investments in Wisconsin's future.

- 1) UW-Milwaukee will reallocate funds.
- 2) An extramural funds campaign will be conducted.
- 3) State investment to match the university's will be sought.
- 4) Creation of an Investment Park will be proposed. This will be a public/private partnership to bring an economic development park to southeastern Wisconsin.

Noting the demand for more residential housing on campus, Regent Mohs asked if the increase in enrollment would consist primarily of commuter students. He also asked if classroom space would be adequate.

Chancellor Zimpher replied that two-thirds to three-fourths of the enrollment growth is intended to consist of non-traditional students taking courses in customized professional development or work force development programs. This would involve mostly evening and weekend classes. Many clients will be commuting, others will take courses on-line or at downtown Milwaukee facilities. In addition, there may be community-based store front facilities. In order to accommodate the demand, UW-Milwaukee will need to be viewed as a 24 hour, 7 day a week university.

Regent Alexander asked how Plan 2008 fits into UW-Milwaukee's plan for enrollment. Noting that there is a four-pronged approach, the Chancellor replied that UW-Milwaukee's plan calls for increased recruitment and retention of students of color and disadvantaged students, as well as creation of a more diverse faculty. The university also plans to expand pre-college offerings and to apply accountability measures to all programs. To help implement the plan, a sizable commitment to raising external dollars has been made. The goal is to grow the scholarship fund for diversity to as much as \$25 million.

Regent Gracz inquired about the university's relationship with the UW Colleges and asked whether the faculty would share resources with them. Chancellor Zimpher replied that UW-Milwaukee has a strong reciprocal relationship with both the UW Colleges and area Technical College campuses. For example, UW-Milwaukee offers the junior and senior years of its BA in Organizational Administration at four of the UW College campuses. UW-Milwaukee faculty drive to these campuses to deliver courses, some are delivered by faculty at the colleges and the program also has an on-line component. Discussions about joint offerings are ongoing with other UW Colleges.

Chancellor Zimpher made reference to a folder of support letters being distributed to the Board. These letters, expressing support for the Milwaukee Initiative, were from State Senator Rick Grobschmidt, State Senator Alberta Darling, and members of the Chancellor's Council of Corporate Sponsors, including former members of the Board of Regents.

President Lyall asked Mr. Leonard Goldstein to comment, as a member of the Council, on whether and how UW-Milwaukee's plan could meet work force needs for Southeast Wisconsin.

Mr. Goldstein noted that, as the Harley Davidson Executive in Residence at the UW-Milwaukee Business School, he has seen first hand how the university works in the community with various organizations. These services include working with area businesses, for example, to teach computer skills, to teach human resource skills, and to teach sales skills. In his many years in Milwaukee and as CEO of Miller Brewing, he remarked, he has never seen business leaders so interested and excited about the university as they are now about the Milwaukee Idea. The plan envisions meaningful execution of programs to increase people's skills. The level of awareness of UW-Milwaukee in the last year has increased ten-fold.

Regent Smith asked if the Chancellor felt encouraged about meeting the goals of Plan 2008. Replying in the affirmative, Chancellor Zimpher commented that UW-Milwaukee's success with Plan 2008 is actually the success of the UW System as a whole.

That is, if UW-Milwaukee can help more students to graduate from Milwaukee Public Schools, they will attend universities all around the System. Since implementation of Plan 2008 had begun, the university has attracted \$7-8 million to extend pre-college programs. Plan 2008 strategies are systemic, including working with parents, affecting the quality of teaching and learning, and the quality of the classroom experience.

Regent Smith asked if the proposed investment park would include a request for state financial support. In response, Chancellor Zimpher noted first that, while Madison's research park is a research business incubator, Milwaukee's would be a workforce development incubator. The university might move some faculty in with high performing businesses, partner to train other businesses, and become a force for start-up businesses that will attract investments. Indicating that the proposal probably would include a relatively modest state investment, she observed that southeast Wisconsin currently has no structure for investing in economic development. With some seed money, it could be a \$100 million idea, with that money coming from private investments and a public-private partnership.

Noting that UW-Milwaukee's mission statement is general in nature, Regent Smith suggested that UW-Milwaukee might consider tightening it to reflect the good work that was being done through the Milwaukee idea. He felt this would make the mission statement more meaningful. It then could be put to better use by the university.

Regent Olivieri commended Chancellor Zimpher and UW-Milwaukee for the level of energy and enthusiasm being shown for the Milwaukee Idea. There is a solid strategy for execution of the plan, with the university community supporting priorities, such as globalization, that the Regents see as keys to education in the future. He urged Board support for the initiatives being presented.

Regent Barry commented that the initiative in the Milwaukee Public Schools is of paramount importance for the entire state, not only in terms of Plan 2008, but also for the economic future of southeastern Wisconsin.

President Lyall mentioned another example of investment in the Milwaukee Idea - the campus' first endowed chair, the Notebaert Chair, funded by Ameritech, which will be held in rotating cycles of five years each. The Chair is called the Notebaert Distinguished Chair of Global Studies and International Business. It is very exciting, she commented, to have this type of high visibility investment from the private sector.

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UW System and Wisconsin Technical College System Credit Transfer

President Lyall called on Senior Vice President Ward to provide an update on the work of the joint transfer committee that will bring recommendations to the joint meeting of the Board of Regents and the WTCS Board in April. This effort, she pointed out, is an important part of seamless educational opportunity in Wisconsin.

Senior Vice President Ward noted that the 1999-2001 state budget contained a provision requiring a report on improving credit transfer between the WTCS and the UW

System. This report is to come from the President of the UW System and the Director of the Technical College System to the Legislature by July 1, 2000. In response, President Lyall and Director Chin formed a working group of people from both systems, co-chaired by Dr. Ward and James Urness, Assistant State Director of the WTCS.

As background, Senior Vice President Ward noted that, in the early 1970s, shortly after creation of the UW System, the Regents established a transfer policy, primarily to govern transfers from the two-year to the four-year campuses. It also provided transfer of up to 72 credits from the college parallel programs of the WTCS. The late 1980s brought a major policy change, under which the Board of Regents agreed to transfers from WTCS non-college parallel programs. This policy change provided for transfer of 15 general education credits and also called upon campuses to negotiate program-to-program articulation agreements. As a result, there now are more transfers from the WTCS to the UW System than there are transfers from the UW to the WTCS. This is a reversal of the situation 10 years ago. In addition, there are now over 350 separate articulation agreements between WTCS and UW campuses.

Dr. Ward explained that there are three groups of people seeking transfer from the WTCS to the UW. 1) Associate of Arts graduates from the WTCS who want to complete a college degree, but to whom the major is not as important as the degree; 2) Associate Degree graduates of the WTCS who want to transfer into a specific degree area, such as accounting or marketing; and 3) people who have not completed a degree, but want to transfer after having taken some courses.

The Joint Committee first met in January. At a meeting earlier this week, the Committee discussed revisions in the Board of Regents policy governing Technical College transfer.

Turning to key issues for the April meeting, Dr. Ward identified mission differentiation as a fundamental matter that needs to be clearly drawn in the recommendations of the Joint Committee. The WTCS institutions have indicated that they have no intent to further expand college parallel instruction. Differences in mission, while accommodating transfer students, will need to be clearly articulated.

The second key issue identified by Dr. Ward is assuring the success of transfer students. He had proposed a tracking system to better define how students are performing and to set up feedback mechanisms to the 16 WTCS districts.

With respect to success of transfer students, Regent Olivieri asked if students transferring from a WTCS to a UW institution go through an admissions process that would include assessment of probability of success. Dr. Ward replied that the articulation agreements identify what needs to be completed by the WTCS student in order to qualify for the UW program. These agreements are written with the idea of transferring students who can succeed in the UW program.

Regent Olivieri said he would like to see as broad a policy as possible to allow transfer of credits and to create a seamless educational system, keeping in mind the need to maximize the success of transfer students. Dr. Ward said he would agree, bearing in mind the mission of each system.

Regent Brandes cautioned that care must be taken not to create competing systems between the WTCS institutions and the UW Colleges. She agreed that there should be good transferability, without creating a dual system.

Noting that some courses, in mathematics and science, for example, are not transferable from one institution to another because they are not comparable, Regent Mohs said he felt satisfied that there is careful evaluation of course transferability. He agreed that the educational system should be as seamless as possible, without setting students up for failure.

Regent Alexander said he would like to see a broad system-wide understanding of general guidelines as to what is transferable, rather than agreements between individual institutions. Senior Vice President Ward said the direction is toward a fairly uniform platform of expectations.

Dr. Ward added that, after the March 20 meeting of the Joint Committee, he would send to all Board members the documentation and drafts that arise from that meeting for their questions or reaction.

Regent President Orr pointed out that a number of years ago, the transfer system did not work as well as it should have. A great deal of effort was devoted to solving that problem, and the policies now in place are working effectively. He commended Senior Vice President Ward who is largely responsible for those improvements.

Noting that he has served on the WTCS Board since 1988, Regent Barry commented that, as long as care is taken to preserve mission differentiation, the whole effort should be to try to encourage seamless educational opportunity. To the extent that people feel their choices in education are mutually exclusive, there is inefficiency. If choices can be mutually inclusive to the greatest extent possible, then people won't waste time and can progress at their best pace. He felt the Transfer Information System web site has the potential, along with guidance and advising, of helping people model their educational progress and see that they are making correct decisions with respect to transferability. He also noted the 2+2+2 program that allows reaching into the high schools in partnership and accelerating entry into the work force.

Regent President Orr noted that, when Regents meet with students around the state, they always hear that better advising is something students really need. When conveying this need during the budget process, however, it was not always heard sympathetically. Part of that reaction, he felt, was based on a misconception, rooted in the background of people from an older generation who had many fewer choices when they went to college and therefore needed less advising. But that has changed dramatically. The number of transfers between institutions has skyrocketed. Today, there are more non-traditional students and fewer required courses. Good advising is essential if students are to make the right choices. It will be necessary, he emphasized, to do a better job of convincing decision makers that the world has changed, that advising is critical, and that good advising will result in better utilization of state resources because students will be able to proceed without making wrong judgments and taking the wrong courses. It will enable the university to serve more students; it will enable students to

complete their education at less cost and less time; and it is something that is worthy of GPR support in the next biennial budget.

Senior Vice President Ward said that when the final phase of the Transfer Information System is implemented in the near future, it will allow a student to do a degree audit on line for any institution and any major. There is evidence that the automated advising systems in existence now are having a positive impact. The Technical Colleges are implementing similar systems that will improve outcomes for students at those institutions. The advising money in the budget will begin to make an impact in the second year of the biennium, and he thought substantial improvement will be seen from use of those resources.

Regent Mohs cautioned against relying too heavily on a Web site since the students who need help the most will likely be least inclined to use it. He felt it is very important for a knowledgeable adult to actually sit down and talk with the student.

Regent Randall remarked that good advising is needed to direct young people into the appropriate institution when accessing either the Technical Colleges or the UW institutions. In that regard it is important to recognize that high school counselors are not the only resource for students. Particularly in the more populated areas, there are community-based organizations that work with young people and direct them toward particular institutions or programs, and they also need to be aware of the importance of looking for the appropriate fit for the student. To the degree possible, the UW should recognize and work with those institutions as well.

Regent Barry commented that the issue of mission differentiation between the UW and WTCS systems is of paramount importance. In order to meet the needs of the state efficiently, it is clear that both systems must move in their respective directions correctly and without hesitation. He felt the April meeting will be a good opportunity for the systems to better understand each other's roles, and he suggested that future visits to UW institutions include interaction with nearby Technical Colleges. He felt better communication will help both systems adhere to their respective roles appropriately.

Concluding the discussion, President Lyall commented that the joint meeting in April will provide an historic opportunity to create a seamless educational system and enhance opportunity in this state, within two separate and distinct missions.

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Student VOTE 2000

President Lyall reported that United Council has a "Student VOTE 2000" campaign under way to get UW students throughout the state engaged in the democratic process. Last fall, the university had argued before the U.S. Supreme court for the educational value of students having hands-on opportunities to make campuses forums for debate. She remarked that the upcoming presidential campaigns are an opportunity that students should not miss. They should listen to the candidates, and exercise their right to vote. She commended United Council for starting the VOTE 2000 program and

urged students to take advantage of this opportunity to become engaged first hand in the business of democracy.

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UW-Parkside Receives Work Force Development Grant

Noting that a shortage of skilled labor threatens to limit Wisconsin's economic growth in the future, President Lyall recognized UW-Parkside for receiving a three-quarters of a million dollar work force development grant from the U.S. Department of Labor. The funds will be used to develop new systems that will educate people for high skill jobs. The objective is to enhance the supply of skilled employees and power the continued growth of the state's economy. UW-Parkside will work closely with Gateway Technical College, Carthage College and the local Workforce Investment Board to develop curricula to educate people in the skills needed by area employers in southeastern Wisconsin. The Workforce Investment Board partners include Racine and Kenosha County workforce development centers and the county governments of both counties. The business partners include the Kenosha Area Chamber of Commerce, the Kenosha Area Business Alliance, the Racine County Economic Development Corporation, and the Racine Area Manufacturers and Commerce. Labor is represented in the partnership by the AFL-CIO Central Council and the Carpenters' Union. In addition, there are a number of neighborhood organizations in both counties that will be actively involved in the project. She commended UW-Parkside, Chancellor Keating, and Provost Ostheimer for this extraordinary step forward.

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UW-Milwaukee MS Degree in e-business

President Lyall reported that UW-Milwaukee's School of Business Administration will launch a new MS Degree in e-business this fall. Developed in consultation with the southeastern Wisconsin business community, the new degree will combine courses in information systems and technology, marketing, accounting, and operations management, as well as a practicum in which each student will work with a Wisconsin business to help solve a real world problem facing that business. A recent news article noted that enrollments in some business schools are dropping because potential students find the lure of starting their own e-businesses more exciting than going to business school. This innovative MS Degree will offer students and business practitioners an opportunity to grow their businesses as part of a degree program.

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UW Medical School Receives Grant for Research

It was reported by President Lyall that the UW-Madison Medical School has received a \$1.6 million grant from the Howard Hughes Institute to help junior faculty launch their research, establish their laboratories and conduct pilot studies. This is a real

boost, she remarked, in attracting and keeping the most promising junior medical researchers and meets a very real need, since helping junior researchers get started is a major expense for the Medical School and science departments.

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UW-Stevens Point Professor Receives Award

President Lyall congratulated UW-Stevens Point Professor Jianwei Wang who received a \$75,000 award from the MacArthur Foundation to support his research on U.S.-China relations in the post-Cold War period. Professor Wang was one of 33 recipients who were selected from a pool of 575 applicants nationally.

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UW-Madison Faculty Awarded Fulbright Scholarships

President Lyall congratulated four UW-Madison faculty who have received Fulbright scholarships to do research and teach abroad next fall. They will be teaching at the University of Guadalajara, Mexico, in Madrid, at the University of Helsinki, and at the University of New Brunswick, Canada. In return, eight foreign scholars will study at UW-Madison. These prestigious awards, the President remarked, are very helpful in the effort to increase global experiences of faculty.

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UW-Whitewater Assistant Professor Awarded Research Grant

President Lyall congratulated UW-Whitewater Assistant Professor of Biology Jeffrey McKinnon for receiving a three-year \$262,000 grant to investigate natural selection in stickleback fish. This grant will support a number of undergraduates who will join his research project and will have the opportunity to travel to Japan, Iceland and Greenland to do field research. This is an excellent example, she noted, of the way that the UW's entrepreneurial faculty raise funds that not only support their research but share that opportunity with undergraduate students.

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PHYSICAL PLANNING AND FUNDING COMMITTEE

Regent Barry, Chair, presented the Committee's report.

The Physical Planning and Funding Committee unanimously approved Resolutions 8082 - 8088. Regent Barry moved their adoption by the Board of Regents as consent agenda items. The motion was seconded by Regent Mohs and carried unanimously.

UW-Madison: Approval of the Design Report and Authority to Construct the Memorial Library Room 124 Renovation Project

Resolution 8082: 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 a Memorial Library Room 124 Renovation project, at an estimated total cost of \$750,000 using Gift Funds.

UW-Madison: Acceptance of a Gift-in-Kind of a Thai Pavilion, Authority to Construct a Pavilion Base, and Authority to Execute a Land Use Permit

Resolution 8083: That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, (1) approval be granted to accept a gift-in-kind from the country of Thailand of a Thai Pavilion; (2) authority be granted to construct a base for the pavilion, at a maximum cost of \$457,000 using Institutional Funds; and (3) authority be granted to execute a Land Use Permit to enable Thai craftspeople to assemble the pavilion on University land.

UW-Madison: Approval of the Design Report and Authority to Construct a Biochemistry Building-1985 Wing Renovation for X-Ray Crystallography Project

Resolution 8084: 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 Biochemistry Building-1985 Wing Renovation for X-Ray Crystallography project at an estimated cost of \$2,400,000 (\$2.0 million Gift Funds and \$400,000 Gift/Grants funds from previously approved Biochemistry/NMR Addition project).

UW-Madison: Approval of the Design Report and Authority to Construct an Infrastructure Distribution Systems Upgrade Project

Resolution 8085: 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 granted to construct an Infrastructure Distribution Systems Upgrade project at a cost of \$3,000,000 General Fund Supported Borrowing.

UW-Madison: Approval to Increase the Budget of the Barnard, Bradley and Chadbourne Residence Halls Maintenance Project

Resolution 8086: That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, approval be granted to increase the budget of the Barnard, Bradley and Chadbourne Residence Halls Maintenance project by \$300,000, for a revised total project cost of \$3,912,000 Program Revenue Cash-Housing funds.

UW-Parkside: Authority to Increase the Budget for the Sports and Activity Center Fieldhouse Addition and Renovation Project

Resolution 8087: That, upon the recommendation of the UW-Parkside Chancellor and the President of the University of Wisconsin System, authority be granted to increase the budget for the Sports and Activity Center Fieldhouse Addition and Renovation - Phase I & II project by \$440,000 (\$374,000 of Residual Borrowing Authority and \$66,000 of Program Revenue - Cash) for a revised total project budget of \$12,353,500 (\$10,043,500 General Fund Supported Borrowing, \$374,000 Residual Borrowing Authority, \$1,570,000 Program Revenue Supported Borrowing, \$66,000 Program Revenue - Cash and \$300,000 Gift/Grants).

UW-River Falls: Authority to Construct a Rodli Commons Dish Return System Replacement Project

Resolution 8088: That, upon the recommendation of the UW-River Falls Chancellor and the President of the University of Wisconsin System, authority be granted to construct a Rodli Commons Dish Return System Replacement project, at an estimated total project cost of \$184,000, using Program Revenue-Cash.

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Report of the Assistant Vice President

Building Commission Actions

Nancy Ives, Assistant Vice President, reported on the Building Commission actions. Approved was \$5.5 million for various projects and the use of \$1.5 million of All Agency Funds from the systemwide classroom initiative to fund the UW-Oshkosh Halsey Science building.

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Report on Recent Bids

The bids for the La Crosse Wing Technology Center, the Madison Parking Ramp Addition, and the Whitewater West Campus Site Development all were within budget. The Oshkosh ventilation project which came in a little over budget will be covered by All Agency Funds.

Regent Barry presented Resolution 8089 for approval. It was seconded by Regent Gracz and unanimously adopted.

UW-Milwaukee: Authority to Increase the Budget for the Sandburg Residence Hall Addition and Commons/West Entrance Remodeling

Resolution 8089: That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, authority be granted to increase the project budget for the Sandburg Residence Hall Addition and Commons/West Entrance Remodeling project by up to \$4,450,400 (\$550,000 Program Revenue – Cash,

\$480,000 Program Revenue Supported Borrowing – Health & Safety and up to \$3,420,400 Residual Program Revenue Borrowing for a revised total project cost of \$24,906,400 (\$17,300,000 Program Revenue Borrowing, and \$3,156,000 Program Revenue Borrowing – Facilities Repair & Renovation, \$3,420,400 Residual Program Revenue Borrowing, \$550,000 Program Revenue – Cash and \$480,000 Program Revenue Supported Borrowing – Health & Safety.

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UW-Madison: Discussion of Proposed BioStar Program

Provost John Wiley presented a report on the BioStar program. A 10 year program, BioStar, will provide \$317 million for investment in new facilities - the Biotechnology Center addition, a new Microbial Science Building, Biochemistry Building addition and a new Interdisciplinary Biology building. This investment will enable the university to meet its challenge for private fund raising.

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REPORT OF THE BUSINESS AND FINANCE COMMITTEE

The Committee's report was presented by Regent Alfred De Simone.

Resolutions 8090 - 8091 were unanimously approved by the Business and Finance Committee. Regent De Simone moved their adoption by the Board of Regents as consent agenda items. The motion was seconded by Regent Gottschalk and carried unanimously.

University of Wisconsin System Trust Funds Revision of Investment Objectives and Guidelines

Resolution 8090: That, upon the recommendation of the Regent Business and Finance Committee, the revision of the Statement of Investment Objectives and Guidelines be approved.

Contractual Agreement with Novartis Pharma Ag

Resolution 8091: That upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Madison, the Board of Regents accepts the agreement with Novartis Pharma AG entitled "Development of a Primate Kidney Transplantation Tolerance Protocol Utilizing Anti-CD3-Immunotoxin."

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UW-Milwaukee: Marketing and Revenue

Regent De Simone summarized the report presented to the Business and Finance Committee by Jan Ford, Director of Recruitment and Outreach at UW-Milwaukee.

The following changes have been made at UW- Milwaukee in their recruitment and outreach strategy:

- Advising commitment - 16 positions have been added;
- Improved retention in the Freshmen Scholars Program;
- Improved orientation programs; and
- Established academically focused residence halls.

Ms. Ford described UW-Milwaukee's Marketing Campaign whereby UWM has

- Established focus groups;
- Hired an outside marketing firm;
- Focused on image and branding "success focus"; and
- Developed sense of pride and increased recognition.

The outcomes relating to this marketing campaign are:

- Increased retention;
- Enhanced enrollment;
- Improved access; and

- Increased tuition revenue.

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Trust Funds

Lori Mills, Treasury Manager, reported to the Committee on the status of the fixed income segment of the Long Term Fund.

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Audit Subcommittee

Ron Yates, Internal Audit Director, presented the status of 10 projects conducted by the UW System Office of Internal Audit. All projects are proceeding as planned.

Mr. Yates summarized two programs:

- Outside Activities Reporting. This is required of faculty and unclassified staff on an annual basis. Most faculty and staff are completing the annual reporting form.
- The Textbook Rental Program. A review determined that textbook rental programs provide a needed service and offer measurable cost savings to students.

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REPORT OF THE EDUCATION COMMITTEE

The Committee's report was presented by Regent JoAnne Brandes, Chair.

Resolutions 8092 - 8100 were unanimously approved by the Education Committee. Regent Brandes moved their adoption as consent agenda items. The motion was seconded by Regent Randall and carried unanimously.

UW-LaCrosse: Authorization to Recruit: Dean, College of Business Administration

Resolution 8092: That, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Dean, College of Business Administration, and to make an appointment at a salary

that exceeds the Executive Salary Group Six maximum (C\$108,235-125,000).

University of Wisconsin-Sheboygan: Authorization to Recruit: Campus Dean

Resolution 8093: That, upon recommendation of the Chancellor of the University of Wisconsin Colleges and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Campus Dean, UW-Sheboygan.

University of Wisconsin System: Future Staffing Principles

Resolution 8094: That, upon the recommendation of Senior Vice President David J. Ward, the Board approves *Future Staffing Principles* for the University of Wisconsin System and requires a report in spring 2001 on progress made under the Principles. (Exhibit A)

UW-Platteville: New Program Authorization (Implementation): Master of Engineering

Resolution 8095: That, upon recommendation of the Chancellor of the University of Wisconsin-Platteville and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Master of Engineering degree.

UW-Platteville: New Program Authorization (Implementation): B.S., Ornamental Horticulture

Resolution 8096: That, upon recommendation of the Chancellor of the University of Wisconsin-Platteville and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Ornamental Horticulture.

UW-Milwaukee: New Program Authorization (Implementation): Master's in Liberal Studies

Resolution 8097: 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 Master's in Liberal Studies.

UW-Eau Claire: New Program Authorization (Implementation): B.A./B.S., Mass Communication

Resolution 8098: That, upon recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.A./B.S. in Mass Communication.

UW-River Falls: New Program Authorization (Implementation): B.S./B.A., Environmental Science

Resolution 8099: That, upon recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S./B.A. in Environmental Science.

UW-Madison: Appointment of Named Professors

Resolution 8100: That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the following named professorships be approved, effective July 1, 2000:

Paul G. Ahlquist
Departments of Plant Pathology and
Oncology, Institute for Molecular
Virology

Paul J. Kaesberg Professor

Joseph Buongiorno
Department of Forest Ecology and
Management

John N. McGovern Professor

Michael N. Gould
Departments of Oncology, Medical
Physics and Human Oncology

Kelly H. Clifton Professor

Franz J. Himpfel
Department of Physics

Ednor M. Rowe Professor of
Physics

John W. Moore
Department of Chemistry

W.T. Lippincott Professor of
Chemistry

Lorrie Moore
Department of English

Delmore Schwartz Professor
in the Humanities

Lee M. Vogel
Department of Family Medicine

Darwin E. Smith Geriatric
Chair in Family Medicine

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Report of the Senior Vice President for Academic Affairs

The triennial report on Remedial Education in the UW System was presented by Senior Vice President Ward. Two strategies to achieve further improvement were recommended: 1) continue working with K-12 schools regarding how their graduates do, especially in mathematics and English; and 2) push for early placement tests in mathematics for all Wisconsin high school juniors.

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Future Staffing Principles

Introducing the Future Staffing Principles, Senior Vice President Ward noted that two items have been revised: 1) #3 recommends revising titles for non-tenure track instructional and research staff to reflect national trends; and 2) #5 relates to governance, encouraging the integration of non-tenure-track instructional staff into departments and institutions.

Regent Boyle commended UW-Madison for its accomplishments regarding non-tenure-track staff and urged other UW institutions to follow its lead.

Regent Olivieri commented that it is important to hire faculty who have the ability and willingness to incorporate digital technology into their teaching. Commitment to appropriate use of new technology also is important in leadership positions.

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Student Transfer and Transition in the UW System

Senior Vice President Ward provided an update on transfer and transition in the UW System. There are three groups of individuals who transfer from WTCS to UW Systems. These include: 1) Those seeking a bachelor's degree following receiving an Associate Degree; 2) individuals wanting to complete a specific major; and 3) persons wishing to transfer without having completed an Associate Degree.

Expected actions include: 1) Redrafting the 1989 UWS/WTCS Statement of Guiding Principles for Transfer; 2) increasing general education transfer credits accepted; 3) developing more 2 + 2 programs; and 4) developing new degree completion programs.

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New Program Authorizations

The following programs will be considered for implementation and final approval at the April meeting:

- M.A., Russian, East European and Central Asian Studies, UW-Madison
- B.S., Athletic Training, UW La Crosse; and
- B.S.E., Early Childhood Education, UW-Whitewater

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ADDITIONAL RESOLUTIONS

Upon motion by Regent Smith, seconded by Regent James, Resolution 8101 was adopted unanimously.

2001 Meeting Schedule

Resolution 8101: That the Board of Regents adopts the attached meeting schedule for 2001. (Exhibit B)

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EXECUTIVE SESSION

At 11:00 a.m., the Board recessed for 10 minutes. The Board reconvened in open session at 11:10 a.m., at which time the following resolution, moved by Regent Smith was adopted unanimously on a roll call vote, with Regents Alexander, Barry, Benson, Boyle, Brandes, DeSimone, Gottschalk, Gracz, James, MacNeil, Mohs, Olivieri, Orr, Randall and Smith (15) voting in the affirmative. There were no dissenting votes and no abstentions.

Resolution 8102: That, the Board of Regents recess into closed session, to consider honorary degree nominations at UW-Milwaukee and UW-Parkside; and to consider naming a facility at UW-River Falls, as permitted by S.19.85(1)(f), *Wis. Stats.*; to consider salary adjustments for university executives and salary adjustments above Group 6 of the Executive Pay Plan; to consider appointment of a Chancellor for the University of Wisconsin-River Falls, and appointment of a Vice Chancellor/Provost, UW-Milwaukee as permitted by S.19.85(1)(c), *Wis. Stats.*, and to confer with legal counsel, as permitted by S.19.85(1)(g), *Wis. Stats.*

The Board arose from executive session at 12:00 p.m., having adopted the following resolutions:

UW-Milwaukee: Appointment of Provost and Vice Chancellor for Academic Affairs

Resolution 8103: That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, John A. Wanat be appointed Provost and Vice Chancellor for Academic Affairs, effective July 1, 2000, at an annual salary of \$170,900.

UW-River Falls: Authorization to Appoint: Chancellor

Resolution 8104: That, upon recommendation of the Special Regent Committee and the President of the University of Wisconsin System, Ann M. Lydecker be appointed Chancellor of the University of Wisconsin-River Falls, effective August 1, 2000 at an annual salary of \$140,150.

Approval of 1999-00 Salaries: Senior Executives and Salaries over Group 6 Maximum

Resolution 8105: That 1999-00 salary adjustments as listed in Schedule A for UW System Senior Executives and in Schedules B and C for faculty and academic staff whose salaries will be above the maximum of Group 6 of the Executive Pay Plan, be approved.

The meeting was adjourned at 12:00 p.m.

Submitted by

Judith A. Temby, Secretary