

MINUTES OF THE MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

River Falls, Wisconsin

Held in the River Room, Rodli Commons

University of Wisconsin-River Falls

Thursday, May 10, 2001

1:40 p.m.

- President Smith presiding-

Present: Regents Alexander, Axtell, Barry, Benson, Boyle, Brandes, DeSimone, Gottschalk, Gracz, Krutsch, Marcovich, Mohs, Olivieri, Randall, Schneiders, and Smith

Unable to attend: Regent Klauser

President Lyall introduced the presentation, which was a follow-up to discussion of information presented the preceding October on access to the UW System for Wisconsin high school graduates. That information showed that:

- 1) Overall access to the UW System is high, with more than 94% of applicants admitted somewhere in the System.
- 2) The proportion of Wisconsin high school graduates enrolling in UW institutions (service rate) is 33%, (or 28% without the UW Colleges), which is among the highest in the country
- 3) The service rate is the result of the interaction of application decisions by prospective students, admission decisions by UW institutions, and enrollment decisions by students.
- 4) Differences in the service rate by gender and race/ethnicity were identified.
- 5) Differences by gender could be primarily attributed to fewer high school males taking the ACT test and applying to college, resulting in a freshman class that is 56% female and 44% male.
- 6) Differences by race/ethnicity occurred at the beginning (application stage) and the end (enrollment stage) of the process, so that the proportion of high school graduates of color enrolling at UW institutions is lower than white high graduates.

Further research was conducted to answer Regent questions raised by these data. The presentation at this meeting is the first of a two-part compilation of research conducted to date. The questions to be addressed are: 1) Why do fewer males take the ACT test? 2) Why is the application rate for students of color lower than for white students? 3) Why do students of color have a lower yield rate than white students? 4) How can the application and yield rate for students of color be increased? 5) What are current recruitment efforts for students of color?

President Lyall introduced Associate Vice President Frank Goldberg to make a presentation of follow-up activities that had been undertaken.

Dr. Goldberg indicated that these activities included:

- 1) Focus groups of pre-college students at UW-Milwaukee Pre-college Academy
- 2) Survey of high school guidance counselors
- 3) Review of campus recruitment programs
- 4) Examination of the impact of family income on the UW System service rate
- 5) Survey of high school juniors and seniors.

While none of these studies was designed to provide a definitive causal analysis, he observed that, taken together, they provide a rich source of data to inform policy discussions.

He referred to data that showed the ACT taken during the sophomore year by 27% of white males, 37% of white females, 22% of male students of color and 27% of female students of color; during the first half of the junior year by 37% of white males, 38% of white females, 30% of male students of color and 35% of female students of color; during the second half of the junior year by 29% of white males, 15% of white females, 34% of male students of color, and 25% of female students of color; and during the first half of the senior year by 1% of white males, 0% of white females, 9% of male students of color and 6% of female students of color. These data show that white females tend to take the ACT earlier than any other group; that white males and female students of color demonstrate similar patterns of later test taking; and that male students of color tend to take the test later than any other group.

In response to the question of why fewer males take the ACT exam, guidance counselors' perceptions indicate that: 1) Males tend more than females to favor short-term rewards and are more likely to be opportunistic. 2) Males are more inclined to enter the labor force because of the availability of jobs that satisfy their immediate needs. 3) Males are more inclined to participate in recreational activities; females are more inclined to participate in social activities. 4) Females are more likely to start planning for college early.

Pre-college Focus Group perceptions concerning this question were that: 1) Females believe lack of support from family and friends and lack of determination may explain why a student does not consider college. 2) Males may want "immediate satisfaction" available through sports, music, or other lucrative careers. These findings, Dr. Goldberg noted, are consistent with what is found in the literature on gender differences in college attendance. However, he added, they point to the fact that social and cultural factors explain gender differences and that changes in outcomes will need to be directed at these underlying causes. In terms of addressing factors that influence particularly male students of color, UW pre-college programs provide a mechanism to reach students at an early age and have an impact on underlying social and cultural factors.

Concerning the question of why students of color have lower application and yield rates than white students, guidance counselors' perceptions indicated that: 1) white males are more likely to see college as affordable than male students of color. 2) male students of color tend to think about taking the ACT exam later than white males; and 3) white males are more likely to have positive encouragement and role models. Focus group comments included regret about not planning earlier for college and indication that family members, especially parents, play a key role in encouraging students to think about college. The group considered the most important factors in determining college-going decisions to be: tuition, financial aid, and availability of majors.

With respect to current recruitment efforts for students of color, Dr. Goldberg explained that UW recruitment activities include: recruiting materials, personal contacts, networking, student recognition, and student identification. Institutions identified direct and personal contact as the most effective recruitment strategy, and 2000-01 budget dollars are being used to hire additional staff to expand existing recruitment efforts. All UW institutions have established performance measures for assessing recruitment activities. Focus group participants indicated that they prefer personal communication and that they value meaningful and honest representation of diversity on campus.

Noting the importance of the way in which students of color are recruited, Dr. Goldberg said that efforts must be focused on maintaining a direct relationship with these students throughout the application process. Surveys had shown that UW institutions are using their resources in a variety of activities designed to maintain personal contact with prospective students. To recruit students of color: 1) Recruitment activities should be focused to the early high school years; 2) parents must be an integral part of pre-college programs; 3) career planning needs to be an integral part of pre-college programming; and 4) early and targeted pre-college programs for male students of color should focus on academics and psychological skills needed for higher education.

In discussion following the presentation, Regent Axtell suggested that this issue would be a perfect assignment for PK-16 local councils. Noting, for example, that young people are much impressed by their peers, he thought one idea might be to have recent high school graduates speak to younger students about the value of a college education and of preparing for a career.

Adding that parents also are an important influence, Regent Brandes pointed out that there still are a large number of students who would be the first generation in their family to attend college. She suggested that parents of these students have a special need for accurate information about cost and about what the college experience is like.

Regent Benson asked how many additional students the UW System could enroll. President Lyall replied that in EM21 plans, the UW had indicated that it could take up to 4,000 or 4,500 more students system-wide if there were state base funding of two-thirds of cost to match the tuition share. The gender imbalance, she noted, is traceable to the front end of the process, with fewer males taking the ACT, and is not the result of admission processing or differential yield rates. She thought the suggestions made would be helpful in that regard.

Regent Mohs observed that lack of participation by men can be compared to increasingly successful participation by women. The lower rate of participation by men, he noted, is occurring at the same time that there is an increase in the divorce rate and in single parent families, mostly headed by mothers. He thought it might be worth examining whether a father in the household has a positive impact on higher education participation rates by young men. If that did turn out to be the case, there might be ways to offer helpful solutions.

Regent Randall pointed out that the profile of guidance counselors in the study did not match the profile of students being studied and that most counselors did not interact with students of color. He found offensive their perception that African American males tend to focus more on careers such as sports and music, rather than careers that require a college degree. He would be more comfortable, he commented, with conclusions that come from a study of students and particularly students of color. In future studies, he urged that there be a better match between those being studied and those being interviewed.

Regent Randall noted the difference between readiness and recruitment activities, with readiness activities involving all those that help students become prepared for college and ready to be recruited. He thought a great deal of resource should be devoted to readiness activities and that these activities should begin in the middle schools since many students make the decision to drop out of school in the 8th grade. From middle school on, students need to begin thinking about careers and college, and they should be monitored and counseled to take math, science, foreign language and other courses that will prepare them for college.

Remarking that these types of programs also should be better coordinated, he felt PK-16 Councils are the right place for this type of coordination to occur. For example, some school districts are putting in place career plans that are being developed in cooperation with parents for students in middle school and early high school years. These plans should be accessible by high schools and higher education institutions, so that progress could be monitored and students could be helped along the way no matter which pre-college or other programs they attend. This is the type of activity that he felt

could be done on a system-wide level to encourage more young people to be prepared for college.

Dr. Goldberg indicated that the following month there would be a report on a survey of high school juniors and seniors, which would have the same racial makeup as the high school population. He agreed that the sample of guidance counselors was representative of the population of guidance counselors but not of the population of students.

Regent Randall felt it would be helpful to know what the perceptions of guidance counselors are with regard to their role in counseling students to be better prepared for college. While the survey indicated that they spend about one-third of their time counseling students, he felt the number may be exaggerated given that counselors have told the Board they sometimes spend less than 15% of their time on counseling, due to the heavy burden of other responsibilities that they also bear.

Regent Schneiders commended the vastly expanded opportunities that have led many more women into higher education. She suggested that economic trends be studied to see to if they might affect changes in the mix of male and female students, as they had some times in the past.

She also suggested that the UW play a role in educating people about the affordability of a UW education, so they do not become discouraged by media reports on how expensive college is becoming. Noting that in the UW there are different tuition levels, including the highly affordable two-year colleges, she urged that there be a marketing program to show people that, with scholarships, work-study and financial aid, a UW education is very possible, even for those without substantial savings.

Regent Marcovich agreed with Regent Randall that early intervention and counseling in lower grades is very important in encouraging students to go to college. Many who do not plan to go to college, he observed, very likely are from families without a tradition of higher education. Therefore, to be effective, programs also should educate families about the value of higher education.

Noting that 4,500 students is less than 3% of UW System enrollment, Regent Marcovich observed that an increase in students of color that would grow UW enrollment by even 5% would mean that resources would not be adequate to serve that many additional students. In speaking with legislators, he urged that attention be given to Plan 2008 so that the money needed will be there when the students participating in these programs are ready for college.

Regent Alexander concurred with the distinction noted by Regent Randall between pre-college programs and recruiting students in the later years of high school. While he supported reaching students earlier in the K-12 system, he commented that there are some existing campus culture issues that deter students of color from enrolling at UW institutions. He supported President Lyall's decision to create a uniform system to measure success for Plan 2008 programs around the state. He hoped there also would

be a system to measure accountability at the campus level to make sure that the UW is getting the most from the dollars invested in these programs over the years.

Regent Olivieri commended the development of a list of specific actions to be taken and asked that the list include a communication strategy to stress the affordability of Wisconsin public universities and the positive return on investment in higher education.

He observed that yield rates for students of color is an area that the UW can affect directly through recruitment and addressing the issue of how the university is perceived by students and families. On the other hand, he noted, it would be much more difficult to have an impact on societal issues that may influence whether boys take the ACT test. At this point, he had not seen data showing that fewer boys or a lower percentage of boys are taking the test. What the data show is a widening gap between the percentage of girls and boys taking the test. During the last decade's economic expansion, he pointed out, boys might have made rational economic decisions based on having more opportunity to get well-paying jobs without a college degree.

On the other hand, he was concerned that only 58% of boys take the ACT at a time when the state and society as a whole need a better-educated populace. With that in mind, he would prefer to have high demand, along with the inherent issue of how to finance those additional students, rather than a society in which not enough people participate in higher education.

Regent Krutsch agreed with Regent Axtell's idea that this would be an excellent project for local PK-16 councils. She felt the UW could make a valuable contribution to their work by providing ideas and information that would be helpful to them. For example, she suspected that many high schools might not recognize the disparity between percentages of boys and girls taking the ACT. If it were brought to their attention through local councils, actions could be taken to strongly encourage or even require the ACT. Another area that might be communicated to local councils, she suggested, relates readiness issues such as findings that the more vigorous the high school curriculum, the more likely students will attend and succeed in college.

Another way to encourage college attendance, she continued, is an existing program that brings high school juniors to campus to receive intensive instruction on the process of applying to college. This would be especially helpful for students from families in which there is not a tradition of participation in higher education.

In thinking about access, Regent Krutsch pointed out that it is important to include access to the Technical College System, as well as the UW. She suggested that it would be helpful to have data for access to both systems and to continue improvement of transfer policies.

Regent Benson pointed out that Wisconsin ranks first in the country with a composite ACT score of 22.2 and has held that ranking for the past eight years. Sixty-nine percent of the class of 2000 took the ACT, in addition to some who took the SAT.

This percentage, he noted, is far larger than the percentage of students who actually will go to college. Students with a family income of less than \$18,000 had a composite score of 19.7, compared to students with a family income of \$50,000 or more, who had a composite score of 23. Boys had a composite score of 22.5 and girls had a composite score of 22.4.

Regent Benson encouraged transferring the initiative to the state and local PK-16 Councils, so that it is put in the hands of local school superintendents, CESA administrators, deans of education, and others. These groups could examine what effect this information will have on teacher and counselor training and they could seek opportunities to strengthen current teachers, counselors, principals and other staff. There are many other topics, he commented, that local councils can address effectively with leadership from the state level.

Regent Brandes commented that the number of boys who take the ACT may be a symptom of other problems, rather than something that by itself warrants university involvement. Among the factors that may have influenced lower rates of test taking by boys are low unemployment levels and relatively high paying jobs that involve apprenticeships and other forms of education. The unemployment rate is not higher for men than for women, and she did not perceive that men faced an unemployment problem due to lower rates of test taking. Another factor, she observed, may be that more girls are taking the ACT because they need more education in order to get ahead and reach the same career and economic levels as men.

Chancellor Wells observed that, of the three factors of access -- readiness, recruitment, and retention -- retention is the one that is most within the university's control and that has the greatest impact on the other two factors. Noting that retention is an indicator of the quality of the student experience, he commented that much still needs to be done to improve that experience and that more should be invested to increase retention.

Chancellor Zimpher observed that the best way to affect access and pupil achievement is to ensure that they have quality teachers, a link that could be made through PK-16 policies that will be brought forward to the Board.

Discussion was completed and the meeting was adjourned at 2:50 p.m.

Judith Temby, Secretary

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 Friday, May 11, 2001
 9:00 a.m.

WELCOME TO REGENT KLAUSER 1

APPROVAL OF MINUTES 2

REPORT OF THE PRESIDENT OF THE BOARD..... 2

 Resolution of Commendation: Regent Joseph Alexander..... 2

 REPORT ON ASSOCIATION OF GOVERNING BOARDS CONFERENCE 3

 REPORT ON THE MARCH 30TH MEETING OF THE EDUCATIONAL COMMUNICATIONS BOARD
 4

 REPORT ON THE MAY 9TH MEETING OF THE HOSPITAL AUTHORITY BOARD 4

 REPORT ON LEGISLATIVE MATTERS 4

 BADGER ACTION NETWORK..... 4

 SPECIAL PRESENTATION FOR REGENT AXTELL 5

 UW-MILWAUKEE - UW COLLEGES COLLABORATION..... 5

REPORT OF THE PRESIDENT OF THE SYSTEM..... 6

 UW-RIVER FALLS PRESENTATION: THE ENGAGED STUDENT 6

 UW-RIVER FALLS AND UW-LA CROSSE HELP COMMUNITIES DEAL WITH FLOOD AND
 STORM 8

 2001-03 BIENNIAL BUDGET UPDATE..... 8

 MULTICULTURAL CONFERENCE 9

 HONORARY DEGREE FOR WILLIAM SPOFFORD..... 9

 BYRON KNIGHT RECOGNIZED 9

 LEARNING INNOVATIONS CHANGES CEOs 10

REPORT OF THE BUSINESS AND FINANCE COMMITTEE 10

 PRESENTATION BY UW-RIVER FALLS: UPDATE ON SERVICE BASED PRICING MASTERS
 IN MANAGEMENT PROGRAM 10

 PRIVATE CAPITAL INVESTING 10

 REPORT OF THE VICE PRESIDENT 11

 AUDIT SUBCOMMITTEE 11

REPORT OF THE EDUCATION COMMITTEE..... 11

Replacement of Regent Policy 85-2: Use of Alcohol on System Campuses 12
 UW-Madison: Appointment of Named professors 12
 UW-Stout: Appointment of Named Professors..... 12
 UW-Whitewater: Appointment of Named Professors 13
 REPORT OF THE INTERIM SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS..... 13
 Campus Transfer Articulation Agreement 13
 PK-16 Educational Initiatives..... 13
 Announcement of the Vilas Trust Proffer..... 14
 Academic Program Planning and Review 14
 AODA DISCUSSION 14
 NEW PROGRAM AUTHORIZATIONS 14
REPORT OF THE PHYSICAL PLANNING AND FUNDING COMMITTEE..... 15
 UW-Madison: Authority to Increase the Budget of the Waisman Center Addition
 and Remodeling Project 15
 UW Colleges: Authority to Release Leased Property Rights 15
 REPORT OF THE ASSISTANT VICE PRESIDENT 16
 Building Commission Report 16
 Other..... 16
 UW-RIVER FALLS STUDENT PRESENTATION: BENEFITS OF SUSTAINABLE DESIGN 16
 UW-RIVER FALLS: CAMPUS PHYSICAL DEVELOPMENT PLAN UPDATE 16
ADDITIONAL RESOLUTIONS 17
 UW-River Falls: Resolution of Appreciation..... 17
MEMORIAL..... 18
 Memorial Resolution: Reverend Leon Sullivan..... 18
CLOSED SESSION 19
 UW-Stevens Point: Board of Visitors 19
 UW-Oshkosh: Salary for Provost/Vice Chancellor 20
 UW River Falls: Salary for Provost/Vice Chancellor 20
 Salary for Interim Director of Learning Innovations 20
 UW-Whitewater: Honorary Degrees..... 20
 UW-Milwaukee: Honorary Degrees 21
 UW-Parkside: Honorary Degree 21
 UW-Oshkosh: Honorary Degree..... 21

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- President Smith presiding -

PRESENT: Regents Alexander, Axtell, Barry, Benson, Boyle, Brandes, De Simone, Gottschalk, Gracz, Klauser, Krutsch, Marcovich, Mohs, Olivieri, Randall, Schneiders and Smith

ABSENT: None

Welcome to Regent Klauser

Regent President Smith welcomed Regent James Klauser, who had been appointed to the Board to succeed Regent Ruth Marcene James. Regent Klauser is Senior Vice President of Wisconsin Energy Corporation. He served as Secretary of the Department of Administration in Governor Thompson's administration.

Regent President Smith congratulated Regent Klauser on recently being honored by the Federal Republic of Germany with the German Knight's Cross, the highest award that can be given to a non-citizen of Germany. He founded the Hessen-Wisconsin Society to enhance ties between Wisconsin and its German Sister State of Hessen and also was instrumental in establishing education exchange programs that reintroduce Wisconsin schools to German apprenticeship programs.

Stating that he is happy to serve on the Board, Regent Klauser noted that he has been associated with the UW in various capacities for over three decades.

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APPROVAL OF MINUTES

There being no additions or corrections, the minutes of the April 5 and 6, 2001, meetings of the Board stood approved as distributed.

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REPORT OF THE PRESIDENT OF THE BOARD

The following resolution of appreciation to Regent Joseph Alexander was presented and read by Regent Brandes and adopted by acclamation, with a standing ovation for Regent Alexander.

Resolution of Commendation: Regent Joseph Alexander

Resolution 8355: WHEREAS, Joseph M. Alexander has served with distinction as a member of the University of Wisconsin System Board of Regents since 1999; and

WHEREAS, he has worked diligently as a member of the Physical Planning and Funding Committee, the Committee on Student Discipline and Other Student Appeals, the Teaching Excellence Awards Committee, and the Special Regents Committees for the chancellor searches at UW-Oshkosh and UW-La Crosse; and

WHEREAS, he has been a constant advocate for Plan 2008 and other efforts to increase quality and diversity among students, faculty and staff in the UW System; and

WHEREAS, he has argued for moderate tuition increases, balanced by increased financial aid, so as not to limit access for students across the state; and

WHEREAS, he has devoted countless hours to visiting UW System campuses and meeting with student and university leaders to learn first-hand their concerns and ideas; and

WHEREAS, his service to the board and to his community, through a number of volunteer activities, is an example to all UW System students of the importance of being engaged as an active contributor to a civil society; therefore

BE IT RESOLVED, that the Board of Regents does express its deep appreciation to Joseph M. Alexander for his two years of service, confers upon him the title of Regent Emeritus, and extends best wishes for continued academic success, community service, professional accomplishment and personal fulfillment.

Expressing his appreciation, Regent Alexander noted that he had learned a great deal from Regents, students, faculty and staff throughout the state. He hoped that others had been able to learn something from him as well.

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Report on Association of Governing Boards Conference

As liaison to the National Association of Governing Boards, Regent Krutsch reported on the annual AGB conference that was held the preceding month. Among the sessions she attended was one on challenges facing academic affairs committees, in which the importance was stressed of Boards themselves setting the agenda and of aligning budgets with Board priorities. The session also discussed the ways in which corporate and academic cultures are becoming entwined.

A session on enhancing institutional governance through board information systems discussed the need for board-oriented information as a critical tool for board analysis and success. In that regard, board materials need infuse the information presented with meaning and context, addressing the reasons for board attention to the matter and the important points to be considered. It might be helpful to this Board, Regent Krutsch noted, to obtain outside consulting in this area to improve its effectiveness.

Also helpful on board governance issues was the board secretary and vice president of Howard University, who discussed a board governance review recently undertaken at her institution that addressed issues such as assessing board performance, board structure and organization, and committee roles.

She also heard a presentation on a 4-year study of higher education just begun by the National Governors' Association. She noted that UW-Madison Professor Don Kettl has written a paper on Accountability for that group and suggested that it would be useful to monitor the study as it proceeds. Another presenter was Stephen Portch, former UW System Vice President and current Chancellor of the University System of Georgia. In a panel on technology, he emphasized the importance of conducting pilot programs before undertaking major changes.

In conclusion, Regent Krutsch commented that it was an excellent conference and a good opportunity to talk with Board members from across the country.

Regent Gottschalk, who also attended the conference, reported that he had attended sessions on how governing boards and foundation boards can work together more productively. He invited Foundation leaders across the system to be in contact with him to build upon these positive relationships.

He also had attended a session on retention at which UW-Whitewater Chancellor Miller was a co-presenter. Remarking that it was an excellent session, he encouraged others to consult with Chancellor Miller about this topic.

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Report on the March 30th meeting of the Educational Communications Board

The Board received a written report on the March 30 meeting of the Educational Communications Board.

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

A written report on the May 9 meeting of the Hospital Authority 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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Badger Action Network

Regent Mohs reported on the excellent work being done by the Wisconsin Alumni Association's Badger Action Network in following up on the highly successful UW Day and maintaining interest in university budget issues. A group of about 50 alumni had recently gathered to hear a presentation on budget issues by Charles Hoslet, of UW-Madison, and by representatives of the Wisconsin Alumni Association. They then went to appointments with their individual state legislators and visited with them about these matters. There are hundreds more BAN members, Regent Mohs said, who have taken the time to become informed about the issues and are making individual legislative contacts.

He expressed appreciation to the Badger Action Network and its members for its excellent work on behalf of the UW.

Regent President Smith commended Regent Mohs and Vice President Weimer on their work to coordinate the wide array of UW legislative activities.

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Special Presentation for Regent Axtell

A special presentation was made to Regent Axtell by Regent DeSimone, in his capacity as a leader in Rotary International for 50 years and as former District Governor. For his outstanding efforts and success in promoting a global economy and international knowledge and understanding, Regent DeSimone presented to Regent Axtell the Paul Harris Fellowship, the highest honor that Rotary can bestow.

Noting that Rotary has impacted the state's educational system in a number of important ways, Regent DeSimone cited the World Affairs Seminar at UW-Whitewater, which recently marked its 25th anniversary, as a prime example of an activity that has done much to promote international understanding. Over 25 years, it had involved over 20,000 students from 167 different Rotary districts and more than 2,500 high schools, as well as more than 3,200 international students from 116 different countries. He credited Dale Brock, of UW-Whitewater, and former Chancellor Gaylon Greenhill for their instrumental roles in creating and maintaining this excellent program.

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UW-Milwaukee - UW Colleges Collaboration

Regent President Smith reported that he recently had given opening remarks at the signing ceremony for an innovative collaboration between UW-Milwaukee and the UW Colleges, the purpose of which is to provide UW-Milwaukee bachelor's degree completion programs at UW College campuses. The program expands access to adult students by allowing them to complete their degrees in their home communities. The collaborative degree program currently is offered at UW-Washington County, UW-Waukesha, UW-Sheboygan, UW-Manitowoc, and UW-Rock County. Beginning this fall, it will be extended to UW-Baraboo/Sauk County, UW-Marinette, and UW-Richland.

This collaboration, Regent Smith remarked, is an excellent example of UW institutions working together to further extend their educational benefits by using resources effectively. The ceremony included remarks by Chancellors Nancy Zimpher, UW-Milwaukee, and Bill Messner, UW Colleges, comments about benefits to the state economy by John Torinus, President of Serigraph in West Bend, comments by a UW-Washington County student, and introduction to nine UW College Deans. Legislators, community leaders and other guests also attended the ceremony. Regent Smith commended those involved for their efforts and leadership in creating this important program.

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REPORT OF THE PRESIDENT OF THE SYSTEM

Welcoming Regent Klauser, President Lyall noted that they had worked together in different capacities for many years.

President Lyall thanked Regent Alexander for all he had done to represent the interests of students during his service as a Regent, noting that he has helped to insure that student values and priorities are reflected in the biennial budget, and that he has visited all but one of the UW campuses.

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UW-River Falls Presentation: The Engaged Student

Introducing the presentation, Chancellor Lydecker described engaged students as those who, many years after graduating, still remember the specific experience and faculty or staff member who connected with them and transformed their lives. Because of this connection, the students engaged themselves in learning, working closely with peers and faculty, developing critical thinking, problem solving and leadership skills along with their intellectual capacity.

A national survey, funded by the Pew Charitable Trust, established benchmarks of student engagement for four-year colleges and universities. Five critical areas were found, and these areas, the Chancellor noted, are represented on the UW-River Falls campus. 1) The level of academic challenge. Challenging intellectual and creative work is central to student learning and collegiate quality. 2) Active and collaborative learning. Students learn more when they are intensely involved in their education and have opportunities to think about and apply what they are learning in different settings. 3) Interactions with faculty members. The more contact students have with their teachers, the better they are. Teachers become role models, mentors and guides for continuous life-long learning. 4) Enriching educational experiences. Educationally effective colleges and universities offer a variety of learning opportunities inside and outside of the classroom that complement the goals of the academic program. 5) Supportive campus environment. Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups.

She then introduced Dr. Steven Olson, a professor in the interdisciplinary marketing communications program and UW-River Falls advisor of the year for 2000.

Dr. Olson began by noting that it is more difficult for today's students to be engaged because they are dealing with more distractions than students of past generations. First, many are working – 70% of students at UW-River Falls work part or full time. In addition, 60% of students at this university are first generation college

students, either living with the expectations of a proud family or with the disapproval of a family not supportive of higher education.

Although more difficult than in the past, Dr. Olson emphasized that it is critical for students to become engaged in their learning because engagement is the key to a positive educational experience. The difference between participation and engagement, he said, is a matter of passion -- something special that happens when people are engaged in what they are doing. There is real feeling among students and alumni, he indicated, that this special something happens at UW-River Falls.

A recent survey reported that 93% of graduating students at UW-River Falls evaluated their undergraduate experience as excellent or good and identified the following reasons: The many opportunities they had to interact with faculty and other students; the rigor of the academic program; the many opportunities for student involvement; and the strong sense of belonging on this particular campus.

Dr. Olson then provided some examples of what it means to engage students in today's academic community, starting with the central value of engaging students in the classroom. Mentioning Gerald Matteson, Karen Kyczek and Brian Schultz as winners of distinguished teaching awards, he remarked that something special happens to students in the classrooms of these teachers. The real legacy of distinguished teachers who engage their students is that these hundreds and thousands of students have continued that engagement in their careers, causes and in their lives.

As examples of engagement outside of the classroom, Dr. Olson cited the local Kinnickinnic River as the site of over 40 projects in which UW-River Falls students take what they have learned and apply it in real world situations. Another example involves students in preserving and restoring an historic River Falls cemetery. The lesson, he noted, is as much about civic responsibility as it is about conservation and preservation.

Students also are engaged through study abroad programs that broaden their horizons and give them a better understanding of their world and a new perspective on other subjects they study.

Another type of engagement is faculty/student joint research – working together to achieve significant results.

External interaction is another way that students become engaged at the same time that they are becoming prepared for the non-academic world. Examples include internships with corporations, artistic groups and charitable organizations. Proximity to the Twin Cities provides many good opportunities for interesting internships, and students return with increased confidence and a better sense of why academic studies are meaningful for them.

Other engaging experiences include the School of Business and Economics Mentoring Program, which pairs graduates of the school with current students; opportunities for actual observation of pre-school children for students in education programs; flower design by the Horticulture Club, which has won four national

championships in the last decade; business dinner training provided by Career Services; and even training on how to do business on the golf course.

Engagement also takes place through leadership. At UW-River Falls, students are given real responsibility for programs that matter, such as the successful and expanding career fair, publicity for campus health services, and interviews of dignitaries visiting the campus.

The wide variety of activities available to students contributes to engagement as well and offers valuable experience outside of the students' academic majors. As examples of the eclectic activities of UW-River Falls students, Dr. Olson mentioned the student body president who also is on the varsity swim team, plays in the university orchestra and studies marine biology; the nationally competitive horse racer who studies business and owns a boarding kennel, and the varsity football player who is also a national award winning poet.

Thanking Dr. Olson and Chancellor Lydecker for the presentation, President Lyall noted that it provides a glimpse of what makes UW-River Falls a special place for the students who study there.

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UW-River Falls and UW-La Crosse help communities deal with flood and storm

President Lyall thanked all students, faculty and staff at UW-River Falls and UW-La Crosse who helped their communities deal with recent flood and storm damage. At River Falls, they picked up broken glass from windows in residence halls and the university greenhouses. At La Crosse, they spent many hours sandbagging, distributing literature to homes in the flood plain and staffing emergency shelters for flood victims. Noting that this is a fine example of engagement in the larger community, the President expressed pride in knowing that UW students, faculty and staff can be counted upon to rise to the occasion when there is a crisis in their communities.

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2001-03 Biennial Budget update

Noting that the Governor submitted his budget in February and that she and Regent President Smith testified before the Joint Finance Committee on March 19, President Lyall reported that there had been a number of meetings with leadership in both houses who are tracking carefully the state's revenue projections. While there is some pessimism about lower-than-projected revenues, information continues to suggest that the next state budget will increase by about \$1 billion or more by the next biennium. In this context, she commented, the UW's \$20 million Economic Stimulus Package represents a

modest investment of about 1% of that increase in the state's economic health and is the only long-term plan on the table for addressing "brain gain" for the state in an organized fashion.

While it is recognized that times are tight, she stated the hope that the Legislature will revisit its priorities and adjust them to meet 21st century needs, just as UW institutions must reallocate base resources to fund instructional technology, meet competitive offers for the best faculty and meet other urgent needs. The worse the economic picture grows, she remarked, the more the state needs the Economic Stimulus Package. She thanked Regents and Chancellors who are continuing to talk with legislators about the importance of the contribution the university can make to the state's economic future.

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Multicultural Conference

President Lyall reported that the 18th annual American Multicultural Student Leadership Conference took place recently at UW-Whitewater. Over 500 students of color presented papers and artwork and networked with others from across the state. Over 200 papers were submitted in a competition that resulted in scholarships for the winners. Participating students also had the opportunity to visit with representatives of businesses and graduate schools. The President observed that this conference is an excellent recruitment activity and "brain gain" opportunity for Wisconsin. She thanked UW-Whitewater for hosting the event and thanked Regent Brandes for her strong support for this conference.

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Honorary Degree for William Spofford

President Lyall congratulated Dr. William Spofford, Director of Study Abroad Programs at UW-Platteville, for his receipt of an honorary degree from the University of Surrey in Guilford, England. Dr. Spofford heads the UW's largest study abroad program, serving more than 700 students annually. He will accept his degree at a ceremony this summer in Westminster Cathedral.

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Byron Knight Recognized

President Lyall congratulated Byron Knight, Director of Broadcasting and Media Innovations at UW-Extension, who has received the national 21st Century Award from the Association of American Public TV Stations. He has been recognized for his

leadership nationally in promoting interactive TV, including WebPlus TV, digital television, and other applications of technology to learning.

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Learning Innovations Changes CEOs

President Lyall announced that Michael Offerman, founding CEO of Learning Innovations, has accepted the position of President of Capella University, the world's largest on-line university. This appointment, she noted, recognizes Dr. Offerman's outstanding leadership in on-line education both in Wisconsin and nationally. Former UW System Senior Vice President David J. Ward will serve as interim CEO while a search is conducted for a permanent director.

Noting that more than 100,000 students now take UW courses on-line, President Lyall said the UW has used instructional technology to reach students with greater convenience and learning effectiveness. Faculty who develop these courses are served by courseware and e-learner services developed by Learning Innovations and by support utilities located in Milwaukee. She expressed gratitude to Dr. Offerman for his leadership and to Dr. Ward for his willingness to take Learning Innovations to the next level while the search is conducted.

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REPORT OF THE BUSINESS AND FINANCE COMMITTEE

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

Presentation by UW-River Falls: Update on Service Based Pricing Masters in Management Program

Virgil Nylander, Vice Chancellor for Administration and Finance at UW-River Falls gave an update on their Masters in Management program. This is UW-River Fall's first Service Based pricing program which was approved a year ago and has since exceeded expectations. Offering courses at tuition representative of the current market means that UW-River Falls can now meet the educational needs of this region. Carrie Fisher, a student in the Masters in Management program, commented that the program has flexibility, a broad based course content, and is an excellent fit for both personal and professional needs.

Private Capital Investing

Discussion on the legality and the financial impact of adding private capital to the endowment portfolio was led by Thomas Reinders, an Investment Analyst. The primary advantage of private capital investing is its diversification power. Venture capital and

private equity can actually reduce the overall risk of a portfolio. Mr. Reinders recommended that 10% of the Long-Term Fund be dedicated to private capital. A resolution in this regard will be presented at the next Board of Regents meeting. Regent Marcovich commended Regent Gottschalk for initiating the process and discussion of the importance of private capital investing.

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Report of the Vice President

Vice President Debbie Durcan reported that total gifts, grants and contracts for this period were \$676.4 million, an increase of \$89.9 million from the comparable period of the previous year. Non-federal Awards increased \$30.8 million, and Federal awards increased \$59.1 million.

It is projected that there will be a \$11.5 million utility shortfall this year, of which \$8.7 million is GPR. The UW System has advised the Legislative Joint Finance Committee of the problem. It is estimated that the UW System will need a \$9.4 million supplement for increased fringe benefit costs for fiscal year 2001.

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Audit Subcommittee

Internal Audit Director Ronald Yates noted two future changes on reports presented to the Board of Regents. As soon as possible, a response will be included with the report from the UW System Administration office responsible for implementing the report's recommendations, and on selected reviews, the reports may be presented during a joint session with other Committees when they are involved. Regent Krutsch asked for the Board to have input into programs selected for review.

An overview of other activities the Office of Internal Audit provides was presented. These include performing financial audits for the campuses, assisting in allegations of fraud investigation, and providing management consulting services on a wide range of issues.

Director Yates reported that the Legislative Audit Bureau is conducting reviews on two projects in the UW System: 1) federally-mandated fiscal year 2001 audit of federal funds, and 2) statutorily-required review of the lease and affiliation agreements between the Board and the UW Hospital and Clinics.

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REPORT OF THE EDUCATION COMMITTEE

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

Resolutions 8356-8359 were unanimously approved by the Committee. Their adoption by the Board of Regents as consent agenda items was moved by Regent Brandes. Regent Axtell seconded the motion and it carried unanimously.

Replacement of Regent Policy 85-2: Use of Alcohol on System Campuses

Resolution 8356: That, upon recommendation of the President of the University of Wisconsin, the Board of Regents replaces Regent Policy 85-2, *Use of Alcohol on System Campuses*, with the *Principles for Developing Alcohol Policies and Programs at UW System Institutions*. The Board further resolves that a uniform process of reporting be developed that will allow the UW System institutions to assess the impact of UW System AODA programs.

UW-Madison: Appointment of Named Professors

Resolution 8357: That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, Professors Mark Ediger and Samuel Gellman be appointed as Helfaer Professors in Chemistry, effective July 1, 2001.

UW-Stout: Appointment of Named Professors

Resolution 8358: That, upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the following named professorships be approved:

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|---|---|
| <p>Bruce Kuehl
2001
College of Human Development</p> | <p>Dahlgren Professor (effective July 1,
through June 30, 2003);</p> |
| <p>Howard Lee
College of Technology,
Engineering & Management</p> | <p>Dahlgren Professor (effective July 1,
2001
through June 30, 2003);</p> |

Patrick Liebergen 2001 College of Arts & Sciences	Dahlgren Professor (effective July 1, through June 30, 2003);
Charles Bomar College of Arts & Sciences	Maybelle Ranney Price Professor (effective July 1, 2001 through June 30, 2002).

UW-Whitewater: Appointment of Named Professors

Resolution 8359: That, upon recommendation of the Chancellor of the University of Wisconsin-Whitewater and the President of the University of Wisconsin System, the following named professorships be approved, effective June 1, 2001 through May 31, 2004:

Robert Gruber, C.A. Black Professorship in Accounting;

Roy C. Weatherwax, Arthur Andersen Professorship in Accounting.

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Report of the Interim Senior Vice President for Academic Affairs

Campus Transfer Articulation Agreement

Al Beaver, Interim Senior Vice President for Academic Affairs, led a discussion on the campus transfer articulation agreement between UW-River Falls and Wisconsin Technical College districts. The presentation included topics regarding new articulations in the area of Agriculture, Food and Environmental Sciences, and a demonstration of an online degree audit review for transfer students.

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PK-16 Educational Initiatives

The Committee reviewed proposed PK-16 Principles. Discussion continued on the issue of the importance of institution-wide responsibility and accountability for quality teacher education which is a key component to linking faculty in the liberal arts and teacher education. These principles will undergo final consideration at the next Board meeting in June.

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Announcement of the Vilas Trust Proffer

Interim Senior Vice President Al Beaver reported that the Trustees of the Vilas Trust Estate have a proffer of \$4,388,960. This amount includes:

- \$4,344,310 to support Vilas Research Professor at UW-Madison and UW-Milwaukee and for the continuation of Vilas Scholarships and Young Investigator Awards;
- \$44,650 to support fine arts programs at UW-Madison and UW-Milwaukee.

In addition, the Trustees agreed to provide \$35,000 to support a Vilas Research Professor at UW-Milwaukee, when that individual is appointed and approved allocation of \$7,266,877 to a special construction fund for the UW-Madison Microbial Sciences Building.

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Academic Program Planning and Review

Interim Senior Vice President Beaver introduced the follow-up discussion to the March presentation on Academic and Program Review. He reviewed the steps the Office of Academic Affairs has taken to improve information provided to the committee in six areas: collaboration, distance education, reporting of program numbers, consistency with mission, market research and budget.

A working group has been appointed to evaluate actions taken in these areas and to suggest other improvements to the academic program planning and review process.

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AODA Discussion

The Committee on the UW System Policy on Use of Alcohol on System Campuses, headed by Chancellor Don Mash, reviewed the Education Committee's remarks and re-examined the proposed revisions to the policy. The chancellors also reviewed and supported the most recent revisions. Discussion will continue on the use of alcohol on our college campuses.

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New Program Authorizations

The committee held the initial review of two new requests for program authorization: (1) a Master of Science in Mental Health Counseling, UW-Stout; and (2) a Master of Fine Arts in Creative Writing, UW-Madison. Both of these programs will come before the committee for final consideration in June.

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REPORT OF THE PHYSICAL PLANNING AND FUNDING COMMITTEE

The Committee's report was presented by Regent Gracz, Vice Chair. Resolutions 8360-8361 were unanimously approved by the Committee. Regent Gracz moved their adoption as consent agenda items by the Board of Regents. The motion was seconded by Regent Schneiders and carried unanimously.

UW-Madison: Authority to Increase the Budget of the Waisman Center Addition and Remodeling Project

Resolution 8360: That, upon the recommendation of the of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to increase the budget of the Waisman Center Addition and Remodeling project by \$350,000 of Gift Funds, for a total revised project cost of \$24,888,800 (\$24,739,800 Gift and Grant Funds, \$33,000 Institutional Funds, \$66,000 Program Revenue Funds, and \$50,000 General Fund Supported Borrowing).

UW Colleges: Authority to Release Leased Property Rights

Resolution 8361: That, upon the recommendation of the UW Colleges Chancellor and the President of the University of Wisconsin System, authority be granted for the officers of the Board of Regents to release leased property rights for 2.45 acres of the approximately 130 acres of land leased from Barron County for the site of the UW-Barron County.

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Report of the Assistant Vice President

Building Commission Report

Assistant Vice President Nancy Ives reported that nine UW System projects totaling about \$2.7 million were approved at the combined March/April State Building Commission meeting.

Other

UW-Madison Vice Chancellor John Torphy provided an update on the Thai Pavilion. The Board of Regents authorized UW-Madison to accept the gift of a pavilion from the King of Thailand. This is the only one of three Thai pavilions to be constructed outside of their country, and the only one in North America. As it would be difficult to locate it on campus, the university has entered into an agreement with the City of Madison to locate the structure at Olbrich Gardens. This will provide increased availability to the public, and will also complement their oriental gardens. Construction will begin in June, for completion over the summer.

UW-River Falls Student Presentation: Benefits of Sustainable Design

Rust Collier and Phyllis Jaworski, students at UW-River Falls, made an excellent presentation on the benefits of sustainable architecture which addresses balancing social, environmental and economic goals in the areas of site development, energy conservation, materials selection, indoor air quality, water conservation and environmental quality. The Committee was very impressed that our students, who are the builders of our future, are concerned about long term impacts of what we do day-to-day. The Committee directed staff to investigate this topic further, and make a report at a future meeting as to where we are and what we could be doing to encourage sustainability.

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UW-River Falls: Campus Physical Development Plan Update

An update on the campus physical development plan and exterior master plan was provided by Chancellor Lydecker. The building space-use is being updated in preparation for the 2003-5 biennium. At that time, the university will be planning a new physical education complex, which will enable existing facilities to be remodeled for student support services. The committee took a tour of the various facilities, including the very successful library addition and remodeling. The committee was favorably impressed with the quality of facilities planning efforts at UW-River Falls, and the apparent continuity of a single theme in the overall style of architecture on the campus.

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ADDITIONAL RESOLUTIONS

Regent Schneiders commended Regent President Smith for his initiative of assigning Regent liaisons to each of the UW institutions, observing that it gives Board members the opportunity to become fully engaged with those universities and to recognize their special achievements and challenges. As a liaison to UW-River Falls, she was very pleased to have attended Chancellor Lydecker's inauguration and become acquainted with many talented and accomplished members of the UW-River Falls community.

The following resolution was presented by Regent Schneiders and adopted by acclamation:

UW-River Falls: Resolution of Appreciation

Resolution 8362: Whereas, the Board of Regents is very pleased to have been invited to the beautiful campus of the University of Wisconsin-River Falls for these May meetings; and

Whereas, we are especially grateful for the opportunity to attend the dedication of the UW-River Falls Distinguished Teachers Recognition Wall; to join university and community leaders at a special reception and dinner, and to participate in a breakfast meeting with student government leaders; and

Whereas, our visit also has been enhanced by an informative campus tour and interesting presentations on the Engaged Student, Campus Articulation Agreements, Campus Physical Development Plan, and Sustainable Design; and

Whereas, the warm and gracious hospitality extended by Chancellor Lydecker, the university and the River Falls community is deeply appreciated;

Now, therefore, be it resolved that the Board of Regents hereby thanks UW-River Falls and all those involved in making this visit a most enjoyable and educational experience.

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MEMORIAL

Regent Alexander noted that the Reverend Leon Sullivan, who passed away on April 24, had been a life-long advocate for equality and a leader of the civil rights movement. In the United States and across the continent of Africa, he was involved in issues related to AIDS, literacy, and job training. He is especially remembered as the creator of the Sullivan Principles to advise businesses on how to deal with the system of apartheid in South Africa. At UW-Milwaukee, there is an endowed chair named for Reverend Sullivan.

The following resolution was presented by Regent Alexander and adopted by acclamation:

Memorial Resolution: Reverend Leon Sullivan

Resolution 8363: Whereas, Reverend Leon H. Sullivan was a champion of social justice for people for more than five decades, a retired minister from Zion Baptist Church in Philadelphia, Pennsylvania, Rev. Sullivan's dynamic style and ability to "move mountains and corporations" gave him the moniker of "The Lion from Zion", and

Whereas, The Global Sullivan Principles were developed by the Reverend Leon H. Sullivan, a former director of the General Motors Corporation, where he served for years; and

Whereas, Reverend Sullivan initiated the original principles in 1977 as a code of conduct for companies operating in South Africa; and

Whereas, The Global Sullivan Principles continue to be acknowledged as one of the most effective efforts to end discrimination in the workplace in the Republic of South Africa, and became a major platform on which others could speak out for equal rights against the system of apartheid; and

Whereas, Reverend Sullivan founded the International Foundation for Education and Self Help (IFESH), IFESH is a non-profit organization set up to train 100,000 skilled workers, 100,000 newly developed farmers and five million people in literacy; and

Whereas, in 1979 OIC and UWM established the Distinguished Sullivan Professorship named after OIC's founder, Rev. Leon H. Sullivan; and

Whereas, with the death of Reverend Leon H. Sullivan, convener of the 6th African-African American Summit and world leader on Africa, April 24, 2001;

Now, Therefore Be It Resolved, that the Board of Regents acknowledges the life-long work of Rev. Leon H. Sullivan and his commitment to social justice worldwide.

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CLOSED SESSION

The meeting was recessed at 10:30 a.m. and reconvened at 10:45 a.m. at which time the following resolution, moved by Regent Randall, was adopted on a unanimous roll-call vote, with Regents Alexander, Axtell, Benson, Brandes, DeSimone, Gottschalk, Gracz, Klauser, Krutsch, Marcovich, Mohs, Olivieri, Randall, Schneiders, and Smith (15) voting in the affirmative. There were no dissenting votes and no abstentions.

Resolution 8364: That, the Board of Regents recess into Executive Session to consider an appointment to the UW-Stevens Point Board of Visitors and as permitted by s.19.85(1)(f), *Wis. Stats.*, to consider salary for Provost/Vice Chancellor, UW-Oshkosh and UW-River Falls, and salary for Interim Director of Learning Innovations, as permitted by s.19.85(1)(c), *Wis. Stats.*, to consider possible dismissal of a public employee, to deliberate concerning the case, and to take final action as permitted by s.19.85(1)(a), 19.85(1)(b), and 19.85(1)(f), *Wis. Stats.*, to consider annual evaluations as permitted by s.19.85(1)(c), *Wis. Stats.*, to confer with Legal Counsel, as permitted by s.19.85(1)(g), *Wis. Stats.*.

The Board arose from closed session at 12:15 p.m., having adopted the following resolutions:

UW-Stevens Point: Board of Visitors

Resolution 8365: That, upon the recommendation of the Chancellor of the University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the

following appointment to the UW-Stevens Point Board of Visitors be approved:

DuWayne R. Kleinschmidt, of Wausau, for a term ending in 2004.

UW-Oshkosh: Salary for Provost/Vice Chancellor

Resolution 8366: That, upon recommendation of the Chancellor of the University of Wisconsin-Oshkosh and the President of the University of Wisconsin System, the salary for Keith T. Miller as Provost and Vice Chancellor for Academic Affairs, be set at an annual salary of \$125,000, effective June 1, 2001.

UW River Falls: Salary for Provost/Vice Chancellor

Resolution 8367: That, upon recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the salary for Virginia M. Coombs as Provost and Vice Chancellor for Academic Affairs, be set at an annual salary of \$122,000, effective July 15, 2001.

Salary for Interim Director of Learning Innovations

Resolution 8368: That, upon recommendation of the President of the University of Wisconsin System, the salary for David J. Ward as Interim Director of Learning Innovations, be set at an annual salary of \$168,000, effective June 19, 2001.

The following resolutions on granting of honorary degrees were approved at earlier meetings but were not announced pending acceptance by the nominees:

UW-Whitewater: Honorary Degrees

Resolution 8369: That, upon the recommendation of the University of Wisconsin-Whitewater Chancellor and the President of the University of Wisconsin System, UW-Whitewater is authorized to award an honorary degree to the following person, pending his acceptance:

Dr. Stephen Ambrose: Doctor of Humane Letters

UW-Milwaukee: Honorary Degrees

Resolution 8370: That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves awarding of the following honorary degrees by UW-Milwaukee:

Mr. Lloyd Augustus Barbee	Doctor of Public Policy
Professor Herbert Grabes	Doctor of Humane Letters
Mr. Bernard Joseph Peck	Doctor of Fine Arts

UW-Parkside: Honorary Degree

Resolution 8371: That, upon the recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the Board of Regents approves awarding of the following honorary degree by UW-Parkside, subject to acceptance by the nominee:

James A. Banks, Doctor of Humane Letters

UW-Oshkosh: Honorary Degree

Resolution 8372: That, upon the recommendation of the Chancellor of the University of Wisconsin-Oshkosh and the President of the University of Wisconsin System, the Board of Regents approves awarding of the following honorary degree by UW-Oshkosh, subject to acceptance by the nominee:

Lorraine Sams, Doctor of Humane Letters

The meeting was adjourned at 12:15 p.m.

Judith A. Temby, Secretary

