

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Eau Claire, Wisconsin

Held at UW-Eau Claire in Davies Center
Thursday, October 4, 2001
10:30 a.m.

- President Smith presiding -

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

ABSENT: Regent Barry

Introducing the meeting topics, Regent President Smith indicated that, as will be the pattern for the coming year, time had been set aside at the beginning of the two-day meetings for the Board of Regents to meet as a whole and focus attention on topics designated by the Board as high-priority areas: Educational excellence, economic development for Wisconsin, and building the UW's resource base.

The first topic for this meeting related to educational quality and had to do with retention, campus climate, and an update on Plan 2008 – Educational Quality through Racial and Ethnic Diversity. The second topic related to accountability for new initiatives provided in the Economic Stimulus Package approved in the budget.

-

Plan 2008/Retention and Campus Climate

Presenting a panel discussion on this topic, Regent Boyle, Chair of the Education Committee, referred to the Fall 2001 Biennial Report on Plan 2008, which contained the most recent information on progress in achieving the plan's goals. Noting that there has been progress in many areas, Regent Boyle cited pre-college program participation that has already met the 10-year goal; annual increases in applications, admissions, and enrollments of new freshmen of color; and increasing diversity in faculty and staff.

Graduation rates for students of color, however, continued to lag behind those of white students. This means, Regent Boyle indicated, that the Education Committee will devote considerable attention to the subject of retention in the coming months.

Referring to a briefing paper titled "Campus Climate as a factor in Student Retention", Regent Boyle introduced a panel discussion to expand on the issues presented in that paper.

The panelists were: Ms. Maiknue Moua, a senior at UW-Eau Claire. Ms. Moua, who is on the Dean's List, is the recipient of numerous scholarships and awards. She is Chair and Executive Officer of the Hmong Student Association and Executive Officer of the Asian American Student Organization. She also participates in recruitment and orientation of new freshmen and is active in mentorship programs. The second panelist, Dr. Alicia Chavez, is the Dean of Students at UW-Madison. A native of New Mexico with an Hispanic and Native American background, she has extensive teaching, research and administrative experience in student affairs, business affairs, diversity issues and academic research. Her academic scholarship has focused on multiculturalism within student affairs and higher education, and she has published extensively in her field. She has taught in the areas of college student development, college student cultures, and diversity development and change in higher education. The third panelist was Dr. Richard Wells, Chancellor of UW-Oshkosh. He has taught for 18 years in his academic area of sociology and has published many scholarly articles. Prior to coming to Wisconsin, he served as Provost and Vice President of Academic Affairs at Indiana State University, where he coordinated a study of racial and national origin climate.

Ms. Moua began the discussion by referring to a handbook on enhancing diversity which states that campus climate comprises the culture, habits, decisions, practices and policies that make up campus life. It is the sum total of the daily environment and is essential to the comfort level of minority students, faculty and staff. UW-Eau Claire's climate, she commented, has made her feel welcome and made possible her success.

As a freshman, her first priority was to succeed in the classroom. She then found that other doors opened for her and credited James Vance, Coordinator for Minority Programs, and Charles Vue, the university's Southeast Asian Coordinator, with reaching out to her and helping her to attain positions of responsibility and build strong credentials. For example, she has presented awards at many banquets and hosted this year's Multicultural Scholarship Banquet. She also was chosen as a Campus Ambassador, a position that gave her the opportunity to represent the university in numerous ways. Finally, she was nominated by the American Ethnic Coordinating Office and selected as UW-Eau Claire's Woman of Color. Ongoing support by the Office, she said, created a daily environment that gave her a high level of comfort.

Other faculty, staff and administrators also recognized her accomplishments and reached out to her. Stating that her advisor, Dr. Sally Web, has been a very important part of her education, Ms. Moua said that through Dr. Web's efforts she was nominated

for a scholarship and awarded \$5,500 this year. Dr. Web also facilitated her admission to a program in which she has been engaged in collaborative research with Dr. Susan Hafen on Hmong women leaders' roles and identities. Dr. Hafen's guidance and support resulted in a conference paper and possible publications. The support and encouragement provided by Dr. Web and Dr. Hafen created a comfortable environment for her and gave her the courage to attend graduate school and seek further opportunities.

She noted that not all of her friends have had similarly positive experiences and that not all had sought the assistance and made the connections that she had. For her success, she credited her parents, who value education and have been her strongest source of motivation, as well as all those at the university who created an environment in which she felt comfortable enough to succeed.

Ms. Moua expressed her belief that it is important for her to help other students find connections and use those connections to increase their opportunities. As a member of the Hmong Association, she has worked to create a supportive environment in order to recruit and retain Hmong students. The association provides mentors to incoming freshmen, as well as student panels to help them learn about all the resources available to them. She also has worked with the career services program to present information to high school and college students on making career decisions.

In conclusion, Ms. Moua said that the comfortable campus climate at UW-Eau Claire is created through the combined efforts of family, the American Ethnic Office, faculty, staff and administrators. She emphasized that it takes everyone working together to create a comfortable daily environment in which minority students, faculty, and staff can succeed on campus.

Dean Alicia Chavez began her presentation by indicating that low retention rates for students of color are not surprising because higher education's policies, procedures, structures, teaching methods and advising methods are constructed in a manner that is not natural for these students. Noting that multi-national corporations and the federal government highly trains employees how to work across language, culture and operational differences before they are allowed to work cross-culturally, in this country or abroad, she asked how well higher education prepares faculty, staff and decision makers to educate a widely diverse citizenry.

Student retention, she explained, is positively influenced primarily by two factors: First, a mentoring relationship with a faculty or staff member; and second, an overall feeling of belonging that fosters the ability of students to learn. The reasons for students of color leaving college are not primarily academic, she said. Rather, they leave because the college community does not feel like their own community and they do not feel like they belong there.

Dr. Chavez then identified four types of campus climate difficulties that students face: First, physical threats; second, verbal threats and harassment; third, put downs, such as assuming that an African American student is on campus for athletics or steering students of color towards less demanding academic fields; and fourth, invisibility – the feeling by students of color that their way of life is not present on campus. As examples of the latter, she cited the experience of Native American students reading a history book that misrepresents their history or the experience of Latino students, who were taught to learn primarily through discussion and practice, having to struggle to learn through a lecture format. Quoting a noted researcher on retention of students of color, Dean Chavez said that the feeling they have is like being “a guest in someone else’s house. It’s not your picture on the wall; they’re not serving the foods that you are used to and are not teaching in a way that is natural for you.”

Referring to the importance to society of retaining students of color, Dean Chavez stated that diversity fosters creativity. She pointed out that the nation’s population is diverse and that most corporations are either multi-national or serve a multi-ethnic clientele. In meeting with a number of employers last spring, she was advised that, while UW-Madison students were very competent academically, they often lacked the ability to work in diverse teams, across socio-economic status, ethnicity and gender. The main way students develop such skills, she explained, is through informal relations with other students across cultures in student organizations, residence hall living, and student government. Students of color, on the other hand, have much experience and a high skill level in working across cultures.

In conclusion, she emphasized the university’s responsibility to retain these students through graduation.

UW-Oshkosh Chancellor Richard Wells began his presentation by defining campus climate as the collective characteristics of an institution that affect the behavior and academic and professional performance of individuals and the community. A key feature of campus climate is shared perceptions held by students, faculty, administrators, and staff about various aspects of the campus. These perceptions are shaped by the institution’s historical legacy and location; institutional ideology; structure; socioeconomic, ethnic and cultural background; social interactions, and behavior of individuals in the university community. Therefore, campus climate varies significantly from one type of campus to another.

The main reason for studying campus climate, Chancellor Wells continued, is to improve the quality of life and education for all members of an academic community, regardless of their race, ethnicity, sexual orientation, national origin, and gender. Studies have shown that campus climate impacts significantly the decision of a student, faculty member or administrator to join, stay at, or leave an institution. Another reason for studying campus climate is that it has a significant impact on student satisfaction, performance, and retention. Noting that an institution’s knowledge of its climate

typically is based on anecdotes and personal experiences, he pointed out that this type of knowledge provides little evidence as to how climate is affecting the academic success of certain groups; the university's recruiting efforts; and how well the institution is preparing students for a world that is becoming increasingly diverse. A systematic and methodologically sound analysis of the campus climate, he stated, provides much better and more useful information.

Turning to the question of when to do a campus climate study, Chancellor Wells emphasized that the time to do a study is not when there is a high profile crisis on campus, which is when most such studies actually are done. Since climate is a variable and dynamic phenomenon, he explained, systematic climate studies should be conducted on a regular basis.

As to how to do a campus climate study, the Chancellor said that, first and foremost, such studies must be methodologically and conceptually sound, meeting social science journal publication standards. This is necessary for credibility within the academic community. Second, the study must be done in a broad-based way so that all community members are represented. Third, the study should include a variety of methodologies, such as surveys, focus groups, and secondary data analysis. Fourth, the study should ask questions that focus on everyone's experience and what they observe, such as: "Have you been discriminated against or observed others being discriminated against?" He noted that studies in which people of color report discrimination get more attention if majority group members also report witnessing discrimination against them and that the study also should find out if majority group members report being discriminated against. Finally, the study must be set up so that the campus climate can be effectively changed afterwards.

Chancellor Wells then discussed how the results of the study should be used to affect desired change. First, a study utilization plan should be developed in advance that includes a systematic strategy for thorough campus-wide distribution and discussion of the findings. Then the findings should be discussed, critiqued, and evaluated for ways to improve the climate.

Finally, he turned to potential outcomes if a decision were made to do a UW System climate study. First, there would be increased awareness throughout the UW System and individual campuses about climate and diversity. Second, it would lead to development of new initiatives to improve campus climate. Third, the results could be used to better refine, prioritize and implement the initiatives of Plan 2008 for each campus, which would lead to better educational value and quality of life for everyone; more equitable retention and graduation rates; and more successful recruitment.

In discussion following the presentation, Regent Axtell referred to disturbing figures in the briefing paper showing that 68% of white students but only 23% of students

of color feel that the campus climate is supportive. He asked what can be done to improve the situation.

Dean Chavez replied that there must be actual change by campus communities in the way they speak, teach, advise, etc. The disparity in perception, she observed, appears because white students feel comfortable and believe others feel the same way.

Hopeful signs for the future include students educating other students on climate issues. Faculty and staff trying to be more multicultural in their educational and student service approaches, and residence halls trying to make all students feel welcome. What is important, she said, is to have a plan and put it into operation.

Referring to a campus climate study done when he was at Indiana State University, Chancellor Wells said those in charge of the study worked to promote the notion that most climate problems are not intentional but they exist nonetheless. It is necessary to become aware and change. Changes made at Indiana State led to improved recruitment, retention and graduation of students of color. He suggested that universities should be leaders in doing these kinds of studies.

Noting that Plan 2008 recognizes the importance of student retention, Regent President Smith asked the panelists to suggest what is most important to effect positive change.

Ms. Moua asked that the Board support programs that help students of color, such as ethnic student offices.

Dean Chavez recommended creating reward systems to encourage cross-cultural skills, such as weaving accomplishments in this regard into the tenure process. Just adding programs, she added, will not be sufficient.

Chancellor Wells noted that Plan 2008 demonstrates the high priority the Board places on improvements in these areas. He asked that the Board maintain its commitment and that analyses of climate be done in a scholarly way in order to permeate the academic community. When awareness is raised, he said, people will respond.

Regent De Simone noted that he had served as a school principal in areas with high concentrations of students of color and that he had helped to create a UW scholarship program for people of color. He emphasized the importance of reaching students well before college age to build positive attitudes and skills that will lead to success in higher education.

Chancellor Keating added that a critical mass of people of color is needed on campus to create a welcoming climate.

Regent Mohs asked if, as pre-college programs that emphasize skill building begin to bear fruit, the campus climate will improve as students of color do better academically.

Chancellor Wells indicated that, if students feel comfortable, their academic skills will improve. When students of color leave the university, he noted, it usually is not the result of academic difficulty. Many do not feel a sense of belonging on campus.

Regent Mohs asked if people with higher GPAs leave at the same rate as people with lower GPAs.

Dean Chavez replied that students of color who are at the high end academically leave because they are recruited to go elsewhere. There also is loss at the lower end, where students tend to be from low income families and difficult backgrounds. The highest rate of loss is from first generation college students who lack support from family members who have gone through the college experience.

Regent Olivieri suggested that the Board pass a resolution stating commitment to dealing with campus climate problems and that indicators be developed in the area of campus climate to measure progress. He felt the resolution should include the expectation that campuses develop mentoring programs; that graduates be prepared for a diverse environment; and that support systems be proactive, including special support for first generation college students; and that the academic climate be focused on the student as a learner in order to help all students, including students of color.

Regent Krutsch asked if UW-Madison's academically challenging "People" pre-college program has resulted in higher retention rates for students completing the program.

Replying that the program has been successful, Dean Chavez remarked that it is hard for some students even to imagine going to college. Pre-college programs, she felt, are one of the best ways to help students see the connection between building skills and academic success.

In response to a question by Regent Burmaster, Dean Chavez indicated that employers stress the importance of life skills from a diverse learning environment. The university must be accountable, she said, for preparing students with those skills and for improving retention of people of color.

-

Accountability for New Initiatives

In opening remarks, Regent President Smith noted that staff have been asked to prepare formats and criteria for measuring the campuses' achievement of the commitments made in seeking new state funding for economic stimulus. The UW, he

emphasized, must be accountable for the outcomes that were promised. Specific commitments were made to increase enrollments in high tech/high paying fields and to assist business and industry in various ways. UW-Madison and UW-Milwaukee also committed to a series of outcomes in return for funding their initiatives. It is understood that some of the enrollment growth will take more than one biennium to materialize and that most of the funding will not be forthcoming until the next fiscal year. The report will come to the Regents for the first time in fall, 2002. It will track use of both dollars and enrollments and measure both against the outcomes promised by the campuses. He asked Associate Vice Presidents Frank Goldberg and Kathleen Sell to provide the Board with a framework for these reports.

Associate Vice President Goldberg indicated that overall FTE economic stimulus enrollments will grow by 2557 by 2002-03 and that each campus has adjusted its target accordingly. The System will reach 2680 FTE by 2004-05. Access will be provided to some high-demand programs that previously were capped.

Noting that campus plans are diverse, he said they reflect individual institutional strengths and regional needs. He referred to a chart of institutions and majors that indicated fields in which enrollment growth will occur at each institution. Explaining that the System already collects enrollment data by major, he said institutions also will furnish data on sub-majors and certificate programs in order to provide a complete picture.

Data will be provided showing the net enrollment increase across all programs in economic stimulus areas, including programs already in place and those being created or expanded.

Regent Krutsch noted that more than half of the projected enrollment increase is at UW-Milwaukee, and Dr. Goldberg indicated that those enrollments are part of the Milwaukee Idea. Accountability will be demonstrated for programs and enrollments on all campuses.

Associate Vice President Sell showed a grid on outcomes and measures that will be used to show accountability for each institution in the categories of enrollments, new/expanded programs, expanded access, meeting regional economic development and training needs, partnerships, and leveraging funds. Quantitative measures will be used in tracking outcomes. Data on outside funds and base reallocations will be included.

She referred to a list of detailed measures of outcomes for the Madison Initiative, which will include data and other information in the categories of faculty hires, maintaining affordability, student learning, and economic development.

These outcome reports, she said, which will show where the money is going, will be available to provide accountability evidence to the state by November, although much data will not be available until July.

Data on dollars and FTE faculty/academic staff will be specified by academic field involved in the workforce development initiative, recruitment of faculty and staff, advising, instructional technology, libraries, partnership and outreach, supplies and expenses, and research at the doctoral institutions.

Regent Mohs emphasized the importance of these efforts and the necessity of providing accountability for use of economic stimulus package funds.

Judith A. Temby, Secretary

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

Eau Claire, Wisconsin

Held at UW-Eau Claire in Davies Center
Friday, October 5, 2001
9:00 a.m.

APPROVAL OF THE MINUTES..... 1
REPORT OF THE PRESIDENT OF THE BOARD..... 1

REPORT ON THE SEPTEMBER 26 TH MEETING OF THE WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD	1
REPORT ON THE OCTOBER 3 RD MEETING OF THE HOSPITAL AUTHORITY BOARD	2
REPORT ON GOVERNMENTAL MATTERS	2
ADDITIONAL ITEMS THAT THE PRESIDENT OF THE SYSTEM MAY REPORT OR PRESENT TO THE BOARD	2
<i>Board Priorities</i>	2
<i>Campus Climate</i>	3
<i>Student Transfer</i>	3
REPORT OF THE PRESIDENT OF THE SYSTEM.....	4
MARKS OF EXCELLENCE	4
<i>UW System 30th Anniversary</i>	10
<i>2002-03 Unclassified Pay Plan</i>	12
<i>Aftermath Activities</i>	12
<i>Interim Chancellor Kuepper Completes Term</i>	13
<i>UW-La Crosse Receives History Grant</i>	13
<i>UW-Platteville/Fox Valley Engineering Program Begins</i>	13
<i>UW-Green Bay Women's Basketball Team is #1 Academically</i>	14
<i>Ellis Wins NSF Distinguished Teaching Award</i>	14
<i>PEW Supports Best Practices Project</i>	14
<i>UW Students Pay Back Their Loans</i>	14
REPORT OF THE BUSINESS AND FINANCE COMMITTEE.....	15
Nonresident Undergraduate Tuition Increase for Spring 2002	15
BUILDING OUR RESOURCE BASE	15
ABILITY TO KEEP INVESTMENT EARNINGS	15
SEAMLESS MANAGEMENT OF TUITION AND NON-ALLOCABLE AUXILIARY REVENUES .	16
UW-EAU CLAIRE PRESENTATION ON OPERATING BUDGET CHALLENGES	16
ANNUAL SICK LEAVE REPORT	16
TRUST FUNDS	17
<i>Update on Private Capital Manager Search</i>	17
<i>History of Quasi-Endowment</i>	17
<i>Investment Guidelines Related to Annual Meetings with Managers</i>	17
REPORT OF THE VICE PRESIDENT	17
REPORT OF THE EDUCATION COMMITTEE.....	18
RETENTION AND CAMPUS CLIMATE.....	18
PRESENTATION, UW-EAU CLAIRE: REPORT OF NCA ACCREDITATION.....	18
REGENT RESPONSE TO SECTION 91.65(2MP) OF 2001 ACT 16, REPORTS ON TRANSFER CREDIT.....	18
UW-Superior: Revised Mission Statement	18
UW-Green Bay: Authorization to Recruit Provost and Vice Chancellor for Academic Affairs	19

UW Colleges: Authorization to Recruit: Campus Dean, UW-Baraboo/Sauk County.....	19
UW Colleges: Authorization to Recruit: Campus Dean, UW-Marshfield/Wood County.....	19
UW Colleges: Authorization to Recruit: Campus Dean, UW-Fond du Lac.....	19
UW-Milwaukee: Rename the School of Social Welfare	19
UW-Madison: Appointment of Named Professor	20
REPORT OF THE PHYSICAL PLANNING AND FUNDING COMMITTEE	20
SYSTEMWIDE ENERGY CONSERVATION	20
UW-Madison: Authority to Accept a Gift of Land for University Ridge Golf Course	20
UW-Madison: Authority to Construct Utility Distribution Systems Upgrade-Phase II Project	21
UW-Madison: Approval of the Design Report and Authority to Increase the Project Budget and to Construct a Soils and Plant Analysis Lab Project.....	21
UW-Milwaukee: Authority to Construct a Student Union Ballroom Renovation Project	21
UW-Oshkosh: Authority to Increase the Budget for the Reeve Memorial Union Addition and Blackhawk Commons Remodeling Project	22
UW-Platteville: Approval of the Design Report and Authority to Construct the Agriculture Technology Center Project	22
UW-Platteville: Approval of the Design Report and Authority to Increase the Budget and Construct the Living and Learning Center Project.....	22
UW-River Falls: Approval of the Design Report and Authority to Construct the Dairy Science Teaching Center Project.....	23
UW-Stevens Point: Authority to Enter Into a Lease.....	23
REPORT OF THE ASSISTANT VICE PRESIDENT.....	23
REPORT OF THE COMMITTEE ON BOARD EFFECTIVENESS.....	23
Delegation to System President	25
Board Effectiveness Items	28
Amendment of Bylaws.....	29
ADDITIONAL RESOLUTIONS.....	30
UW-Eau Claire: Resolution of Appreciation.....	30
COMMUNICATIONS, PETITIONS, MEMORIALS	31
Memorial Resolution for Edith Finlayson	31
CLOSED SESSION	32

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Eau Claire, Wisconsin

Held at UW-Eau Claire in Davies Center
Friday, October 5, 2001
9:00 a.m.

President Smith presiding -

PRESENT: Regents Axtell, Boyle, Brandes, Burmaster, DeSimone, Gottschalk, Jones, Krutsch, Marcovich, Mohs, Olivieri, Randall, Smith and Schneiders

ABSENT: Regents Barry, Gracz and Klauser

- - -

APPROVAL OF THE MINUTES

The minutes of the September 7th meeting, with a corrected page provided to the Board, stood approved as distributed.

- - -

REPORT OF THE PRESIDENT OF THE BOARD

Report on the September 26th meeting of the Wisconsin Technical College System Board

The Board received a written report of the September 26th meeting of the Wisconsin Technical College Board.

-

Report on the October 3rd meeting of the Hospital Authority Board

A written report on the October 3rd meeting of the Hospital Authority Board was provided.

-

Report on Governmental Matters

The Board received a written report on governmental matters.

-

Additional items that the President of the System may report or present to the Board

Board Priorities

Regent President Smith outlined what was being done at the meeting to address the Board's three highest priority areas - - Wisconsin economic development, building the UW's resource base, and educational excellence.

In the area of educational excellence, the Board heard a presentation and panel discussion dealing with campus climate and retention, along with an update on Plan 2008, *Educational Quality through Racial and Ethnic Diversity*. UW-Eau Claire made a presentation to the Education Committee on its recent North Central Association accreditation report and on faculty and student collaborative research, and a presentation on UW-Eau Claire's Marks of Excellence was made at the Board meeting.

With regard to building the UW's resource base, the Board heard a presentation by Terry MacTaggart, former Chancellor of the University of Maine System, on national higher education resource strategies. At a joint meeting, the Business and Finance Committee and the Physical Planning and Funding Committee had a follow up discussion with Dr. MacTaggart. Also discussed were the ability to keep investment earnings and seamless management of tuition and non-allocable auxiliary revenues.

In the area of economic development, the Board discussed accountability for economic stimulus package funding, and plans continue for the 2nd Economic Summit, to be held at the Midwest Express Center in Milwaukee on November 26th and 27th.

President Smith noted that the Board will continue to address these priority issues and will move forward toward actions that will position the UW well for the coming years.

-

Campus Climate

Referring to the Board's discussion the preceding day on campus climate, Regent President Smith noted that Regent Olivieri had asked for a resolution regarding the UW's commitment to providing a hospitable learning environment for all students.

After consulting with President Lyall and the staff of the Office of Multicultural Affairs, it was decided that more time is needed to consider the time frame and budget implications of this resolution. It was expected that this matter would be returned to the Board at an upcoming meeting.

-

Student Transfer

Regent President Smith noted that, at its meeting the preceding day, the Education Committee received the annual report on collaboration to facilitate student transfer between the Technical Colleges and UW institutions. The number of system-to-system and campus-to-campus agreements continues to grow, as do the number of students transferring in both directions. While efforts to make further progress continue, he added, resources are too scarce in both systems to permit duplication or mission creep.

It was reported by Regent President Smith that he and Regent Barry, Chair of the Technical College System Board, have agreed to appoint a joint working group charged with drafting a statement that clarifies the two missions and outlines the conditions for further expansion of credit transfer. As specified by s.36.31(1) and (2), the two statewide boards have responsibility to manage their academic missions collaboratively. The UW System may not expand semi-professional or semi-skilled training, without approval of the Technical College Board. Similarly, the Technical Colleges may not broaden their collegiate transfer program offerings without approval from the Board of Regents. It is the responsibility of the UW and WTCS, President Smith pointed out, to manage this matter so that legislative intervention is unnecessary. The expectation is that both boards will be able to address this matter at an upcoming meeting.

- - -

REPORT OF THE PRESIDENT OF THE SYSTEM

Marks of Excellence

UW-Eau Claire Chancellor Donald Mash made a presentation on UW-Eau Claire's Marks of Excellence, stating that excellence is the UW-Eau Claire's measure, motto and goal and that the university is continually working to maintain and enhance its level of excellence.

UW-Eau Claire has a classic living/learning environment, with almost all students living on or near the campus. Most are 18-24 years old and are full-time students, engaged with outstanding faculty and peers in the classroom and in co-curricular programs. The Chancellor noted that he was not aware of another regional public university of similar size in the country that has such a heavy concentration of full-time traditional students. The university's excellence is built upon this traditional core.

While classroom teaching remains the focus, Chancellor Mash said, excellence also is a matter of providing additional activities and challenges to compliment coursework. This year, faculty arrived two weeks before classes began for a forum on what it means to be a liberal arts based university of excellence. Through an excellent liberal arts based education, he noted, students grow and learn in significant ways. Outcomes of such an education include: Ability to listen and hear, to read and understand, to talk with anyone, to write well, to solve problems, to respect rigor and to self-criticize in a constructive manner. The Chancellor observed that these outcomes add up to an outstanding person who is destined for success.

To produce these kinds of outcomes, Chancellor Mash continued, it is necessary to go beyond the curriculum and add co-curricular programs that interact with the classroom, as well as other forms of experiential learning. He referred to a taxonomy of thinking skills, with knowledge on the bottom, comprehension above that, then application, analysis, synthesis, and with evaluation on the top. With too much information available for anyone to absorb, he commented that universities need to teach students how to learn and how to acquire the higher order thinking skills that will make a significant difference in a student's life.

The Chancellor identified three marks of excellence at UW-Eau Claire that are largely co-curricular and that compliment work being done in the classroom. First, the Center of Excellence for Collaborative Research, in which students work with faculty on actual research projects. In addition to engaging high order thinking skills, research has shown that interaction with faculty outside the classroom is a powerful way to generate intellectual growth and development in students. A presentation on this Center of Excellence had been made to the Education Committee the preceding day.

Chancellor Mash identified the Center for Service-Learning as a second mark of excellence and introduced Dr. Donald Mowry, Interim Director of the Center. Dr. Mowry began by noting that UW-Eau Claire has had a service-learning requirement for graduation since 1995, a requirement that is unique among UW institutions. The service-

learning program, he explained, is thoughtfully organized, so that the work done relates either to a student's major, the curriculum, or the goals of the undergraduate degree. It also meets an identified community need and fosters citizenship and social engagement. As a teaching tool, service-learning is particularly effective for "hands-on" learners.

Noting that service-learning empowers students and personalizes education, Dr. Mowry explained that students can define how they wish to fulfill this requirement. For instance, they could use the opportunity to investigate a major, to get additional experience in their fields or to explore something new.

Since the terrorist attacks of September 11, Dr. Mowry observed, people have increasingly recognized the importance of having an engaged, tightly knit and caring social fabric. National organizations such as the American Association of Higher Education, the Kellogg Foundation, and the Pew Charitable Trust have called for renewal of the civic mission of colleges and universities.

Noting that most students support the service-learning requirement, he added that many of those initially opposed or neutral toward it changed their minds and favored it after having the experience. Those who choose may take it as a credit option, embedded in a course, from freshman through senior years. For example it might be done as a freshman experience, a capstone, or an internship. In non-credit options, students work independently, but always with the support of a faculty or academic staff mentor. The project could be done as part of faculty/student research, while traveling abroad, or over break. For example, one service-learning project, begun by two retired UW-Eau Claire faculty, involves tutoring for students expelled from the local school district and other at-risk students. Another project produced a brochure of all major works of sculpture in Eau Claire. Students also serve as coaches for youth athletics, learning team work, leadership, motivation and dealing with failure.

With regard to the impact of the service-learning program, Dr. Mowry reported that non-credit projects from January through August of this year generated almost 13,000 community service hours.

Future initiatives are expected to include multi-disciplinary collaborative learning groups of faculty and students to address local community issues, such as literacy and the digital divide. The campus also looks forward to linking with service-learning programs at other UW institutions, as well as at the Technical College System and private colleges.

In conclusion, Dr. Mowry observed that service-learning is a powerful tool to accomplish the goals of UW-Eau Claire and to advance educational excellence.

A third mark of excellence is the Center for International Education. Dr. Karl Markgraf, Director of the Center, explained that the Center recruits international students throughout the world, provides a range of services to international students, and also conducts study-abroad programs for UW Eau Claire students.

Study-abroad enrollment at UW-Eau Claire has increased dramatically since the early 1990s, he noted, from 150 students per year eight years ago to 400 students per year currently. This rapid growth has led to expansion of program opportunities and a recent designation as a national leader in study-abroad programming. UW-Eau Claire is one of

107 universities that collectively send over one-half of all American students abroad, and UW-Eau Claire students study abroad at a rate that is eight times the national average.

Excellent preparation, Dr. Markgraf stated, is what makes for excellence in study abroad programming. Before going abroad, UW-Eau Claire students participate in a semester-long peer advising program, using staff of the Center for International Education and returned study abroad students. Outbound students also participate in a full-day orientation program with faculty and staff on issues such as personal safety, cultural environment and academic issues related to their study abroad program. While abroad, they remain in contact with UW-Eau Claire faculty and staff and with peer advisors. Learning continues after their return, as they channel their international experiences into campus activities.

An additional strength is that nearly 99% of the students abroad are in a program designed with their curriculum in mind and closely linked with their studies at home. The study abroad program has high academic standards, and most programs are semester or year-long. There also are some focused, discipline-specific short-term programs, including ones concerning the tribal cultures of Northern Thailand, the Hmong, the America War in Vietnam, nursing in Costa Rica and Mexican culture.

Global representation is broad, with programs on every continent except South America and Antarctica. Programming in South America will begin next year.

UW-Eau Claire students abroad are full-time students earning academic credit and also engaging in activities that cannot be replicated at home, such as service-learning through a social work practicum in a South African township, developing water systems in Costa Rica, and teaching English in Japan or Vietnam. In such ways, they become global citizens. Students confirm that international education contributes to their personal growth in ways far beyond what the classroom learning environment can help them achieve.

This year, UW-Eau Claire will host 153 full-time international students, 81 students studying English as a second language, and 12 visiting international scholars. Forty-seven nations are represented by this group. The university has a 35-year-old Host Friends and Host Family Program to welcome international students.

Dr. Markgraf noted that the Chippewa Valley and community of Eau Claire benefit from the presence of international students, not only through their contribution to diversity of the community, but also in measurable economic impact.

The September attacks on the United States, he pointed out, have sharpened Americans' focus on global affairs in both positive and negative ways. There have been isolated instances of hostility and violence against foreign nationals and even U.S. citizens or permanent residents. Referring to a recent federal legislative proposal to freeze international student visas, he commented that now is the time to broaden international understanding, not diminish it, and to embrace the American ideals of openness, tolerance and understanding. Bringing international students to this country and sending U.S. students abroad, he said, is the surest method to teach and learn about other cultures and to provide the foreign language proficiency and cross-cultural understanding our nation needs now more than ever.

Concluding the presentation, Chancellor Mash noted that UW-Eau Claire's Marks of Excellence programs are ways to extend beyond the classroom, generating additional student learning and personal development. The university also has Measures of Excellence to look at the outcomes of this type of environment. One example is that UW-Eau Claire's chemistry program sends more of its graduates on for a PhD in chemistry than any other of the 600 Carnegie One and Carnegie Two universities across the country. Another measure, based mostly on inputs, is UW-Eau Claire's ranking by *U.S. News and World Report* as one of the best regional public universities in the 12-state Midwest region. As a measure of outputs, UW-Eau Claire will participate in a national survey of student engagement, along with other UW institutions. This survey asks to what extent students are active participants in the learning process, the level of academic challenge they experience, involvement in active and collaborative learning, student/faculty interaction, enriching educational experiences and supportive campus environment.

Looking to the future, the Chancellor indicated that a strategic plan is in place to build upon the university's level of excellence. This includes some enrollment growth, better service to part-time students and greater connections with the region, all with the high level of quality currently existing at the university.

In discussion following the presentation, Regent President Smith emphasized the importance of international educational experiences for students. Noting that less than 10% of UW students have international experiences in comparison with 40% of private college students in Wisconsin, he asked what can be done in the short and long-term to increase those numbers significantly. He also inquired about any modifications to the international education programs that were made after the September 11th attacks.

Dr. Markgraf replied that the cost of the program makes a considerable difference in terms of participation. At private institutions part of the tuition is used to support lower cost programs abroad. Lowering the costs of these programs, through private or state support, would greatly increase participation at public institutions. He noted that UW-Eau Claire's program costs are low compared to other institutions, which translates to a high participation rate.

In the aftermath of the September 11th attacks, Dr. Markgraf explained, communication at all levels has been increased markedly. An e-mail list has been established for parents and students studying abroad, as well as an e-mail list for parents of students who will be going abroad in the spring semester. Information has been shared about Web sites run by the State Department and other organizations. In addition, the university is sharing information about contingency plans, emergency evacuation plans, and insurance policies. The university also is working with communities where students are located in order to identify safe havens in the event of a serious act of aggression.

The high level of communication the Center has maintained with parents, students and partners is translating into a high level of confidence. No students studying abroad this semester have cancelled their programs, and there have been no cancellations for next semester.

For the international students at UW-Eau Claire, Dr. Markgraf continued, a session was convened immediately for those students to meet with staff and talk over what had taken place and voice their concerns and worries. This session was very well attended. A follow-up session a week later was not well attended, indicating that students are feeling more secure. There has been a lot of communication with families of international students as well.

Regent President Smith asked if there is collaboration among UW campuses in terms of overseas contacts and programs.

In reply, Dr. Markgraf indicated that Centers for International Education across the UW System meet regularly as a group and collaborate on policy items, such as how programs are conducted and how contingency plans are financed. While there is less collaboration in programming, progress is being made in that direction. UW-Eau Claire is developing a shared proposal with other UW campuses for 12 new programs in the developing world. He also acknowledged the helpfulness of UW System legal counsel and risk management staff in advising the Centers for International Education.

Regent President Smith indicated that any proposals by the Centers for closing the gap between public and private institutions in study abroad participation would be much appreciated.

Regent Olivieri expressed the expectation that the General Counsel's office would continue to monitor the international travel situation and stay in touch with the institutions on these matters.

He and other Regents had the opportunity earlier that morning to speak at breakfast with several UW-Eau Claire students who made a number of comments relevant to the student experience. They were strongly supportive of the freshman experience and the value it added to their education, but they disagreed with each other about expansion of general education requirements. With respect to international programs, they agreed on the importance of this type of experience but expressed concern that it would add a year to their stay at the university. In that regard, Regent Olivieri felt means should be found to incorporate the international experience into standard time to degree. Another student concern related to difficulty in gaining admission to the School of Education because of high demand.

Dr. Markgraf replied that, with good planning, a study-abroad semester would not prolong time to degree for most students. It is more difficult, however, in the case of majors with very structured curricula, such as nursing and education, although work is underway to incorporate a semester abroad experience into such programs. He suggested that the sophomore year is the best time to fulfill general education requirements during study abroad and not lose time to degree. Chancellor Mash added that all UW institutions are working on credits to degree and time to degree issues, understanding Regent concern about these matters.

Noting that admission to both the education and nursing programs at UW-Eau Claire is highly competitive, Chancellor Mash indicated that additional funding would be

needed to expand the programs, which are currently filled to capacity. This also is an issue at other institutions, he said, adding that the state needs graduates from these professional areas.

Regent Mohs asked how campuses are chosen for study-abroad programs.

Dr. Markgraf responded that the Center looks first for universities that are comparable in curriculum and a good academic match for UW-Eau Claire students and programs. Faculty input is obtained to gain advice based on their knowledge about universities abroad. Then there is communication with potential partners, the quality and level of which is important in determining which universities are selected. Communication is key, he emphasized, because it is necessary to have a great deal of confidence in the partnering universities to provide services, to watch out for and care for students, and to be prepared to take care of any emergency situation. Finally, there are site visits which provide additional information on which to make a decision.

Regent Krutsch noted that there may be a perception problem concerning international programs, with students not realizing that cost of the study abroad program is affordable and that it can be done without extending time to degree. In private colleges, she indicated it is expected and known that the degree program will be completed in four years, including study abroad. She joined Regent Olivieri in encouraging integration of study abroad as part of UW academic degree requirements and promoting the program more strongly to students.

With respect to the student engagement study, Regent Krutsch commented that student perception might not be an adequate measure of academic challenge. Chancellor Mash noted that the questionnaire is only one of the outcome measures that will be employed.

Regent Gottschalk noted the critical shortage of nurses nationwide and expressed deep concern about having to turn away qualified Nursing School candidates. He asked to what extent this occurs on other UW campuses and whether redirecting resources toward that area should be considered.

Regent Olivieri concurred, adding that this is an example of an area in which the UW needs to be nimble to address needs in health care and other parts of the economy.

Chancellor Mash explained that, if it were decided to reallocate resources into nursing to expand capacity, it could not be done quickly since faculty are in place and faculty and staff constitute the largest part of the university's resource commitment. Over the long-term, with one-third of the faculty retiring in the next ten years, there would be an opportunity to redirect resources. Otherwise, it would take additional investment to grow capacity.

Regent Olivieri asked for a report on how the UW System as a whole is responding to the significant shortage of nurses and to capacity problems that may exist on other campuses. This could be an opportunity, he commented, for collaboration with the Technical Colleges and their nursing programs.

Regent Burmaster commented that in the field of education, there also are serious supply and demand mismatches. She suggested the PK-16 Council as an arena for looking at these issues and how the UW can be most responsive in preparing the next

generation of teachers. In that regard, she noted that UW-Milwaukee and the Milwaukee Partnership Academy is an exemplary model that might be shared with other campuses through the PK-16 Council.

In response to a question by Regent Jones, Dr. Mowry indicated that service-learning is a way of expanding a student's world. It can occur as early as the freshman year, depending on the major and other factors. In some majors, it is done as an internship. For some students, it is a way of exploring a career. Many students go far beyond the minimum and continue to volunteer after having fulfilled the service-learning requirement.

Commending the undergraduate research program, Regent Marcovich asked if there are criteria for determining which courses will have undergraduate research components.

Chancellor Mash replied that many such projects are based on joint student/faculty interest, rather than as a formal part of a course offering. These faculty do not get release time for these projects, but teach a full load in addition to doing their research. While most student/faculty research arrangements are informal, the Chancellor noted that, through a program called "BlueGold Scholars", outstanding students are recruited with the understanding that they will have a research assignment with a professor as well as a stipend. Funding from differential tuition has helped to finance this program.

-

UW System 30th Anniversary

The idea of unifying state higher education institutions, President Lyall noted, was not entirely new when proposed by Governor Lucey in 1970. As early as 1911, UW President Charles Van Hise cited disadvantages of a disjointed system: "Duplication of work, diffusion of energy, insufficient financial support for any institution, and consequent inadequacy in view of the educational requirements of the day".

Today 80% of states have one or more systems of higher education, the UW's being the fifth largest. Therefore, the President observed, the question may not have been so much whether to merge, but when to merge.

Noting that in Wisconsin merger of the two state systems had produced a unified system with a very good track record, she reported on some of the distance that has been traveled in 30 years. In 1971, the UW enrolled 133,000 students, while the current number is close to 160,000. In 1973, the first year of the fully merged system, the UW System budget was \$568 million, half of which came from state GPR. The budget for this fiscal year is \$3.2 billion, of which one-third comes from the state. Today, therefore, the state's investment is leveraged 2 to 1 with other revenues including tuition, private gifts, and federal grants.

In 1972, UW campuses received about \$88 million in federal grants and contracts. Today, the UW receives more than half a billion dollars of federal research money.

Thirty years ago, the UW received about \$15 million in private support; today that number stands at about \$327 million: a 20-fold increase.

Noting the growth of UW campuses, President Lyall indicated that since 1971, 17 million square feet of space have been added – over a third of all existing facilities.

Over the past 30 years degrees have been conferred on more than 700,000 students, the vast majority of whom have stayed and worked in Wisconsin and have had a major impact on the state.

As other barometers of change, President Lyall referred to figures on numbers of academic programs added and subtracted, research breakthroughs like Vitamin D and stem cell research, the students who have been taught, the public served through UW Extension and public radio and television, athletic victories, outstanding faculty and staff, and many other achievements large and small that occur every day on UW campuses.

It took the efforts of many of thousands of people, she pointed out, to build this System over the course of 30 years, among them 83 Regents, 68 chancellors, 46 UW College deans, and 5 presidents. Expressing appreciation to all for their efforts, the President stated that great pride should be taken in all that has been built and sustained:

- A united university system that serves it's students and the people of Wisconsin exceedingly well.
- A system that is accessible and affordable
- A system that is the nation's most efficient
- A system that strives for excellence in every area.

Since merger, she continued, the UW has grown the quality of undergraduate programs and increased the scope and strength of graduate training and research. The UW has opened a veterinary school and closed a campus. It operates with a consolidated budget that conveys clearly the UW's educational priorities while at the same time being sensitive to the state's needs and circumstances.

In commemoration of the 30th anniversary, a new seal was created for the UW System, showing fifteen rays behind the State of Wisconsin to represent the 15 institutions. The seal was designed by Ansel Brooks, UW-Eau Claire's Publications Officer.

While anniversaries invoke the past, President Lyall observed in conclusion, they also are the occasion to envision and shape the future and to rededicate the UW's commitment to enhancing quality and insuring adequate resources for another 30 years of excellence.

Regent Axtell, who along with Regent Mohs and Regent Randall served on the 30th Anniversary program committee, reported that acceptances for the October 11th anniversary dinner now exceed 300 people, among them three former governors and many other luminaries.

2002-03 Unclassified Pay Plan

This week, President Lyall reported, the Legislature's Joint Committee on Employment Relations acted on a recommendation from the Department of Employment Relations to approve a 3.2% and 4.2% pay plan for faculty and academic staff. Noting that this is part of an attempt by the Governor to balance state priorities in a very tight fiscal situation, she said that, while the pay plan does not quite meet the 4.2%/4.2% recommended by the Regents last year, it will go a long way towards strengthening the state's brain gain efforts and helping to keep the best faculty and staff in Wisconsin.

The state's contribution to this pay plan is 0% and 1% for the two years of the biennium. Major support will come from tuition revenues, which is the opposite of last year when a tuition freeze caused the pay plan to be 100% GPR funded. Indicating that she thought neither extreme to be wise long-term policy, the President noted that students value their education but also have a right to expect the state to do its fair share in maintaining a strong faculty and staff over time. She hoped that, as alternative funding models are discussed, this issue is kept in mind and that a stronger economy in the future will help to get funding back in balance.

President Lyall expressed deep appreciation to Regent President Smith and to all Regents for their strong advocacy for this pay plan. At the JCOER hearing, she renewed the UW's pledge to help the transition of the state and its economy through the Economic Stimulus Package. This pay plan, she remarked will allow recruitment and retention of the people needed to deliver on that promise.

-

Aftermath Activities

President Lyall expressed pride in the way UW campuses have responded in the aftermath of the September 11th attacks. In many cases, they have become points of light in their communities for measured discussion, debate and tolerance.

The President announced that there is in place systemwide a protocol for releasing and helping students who may be called up for service. The intent is to help them meet the call with a minimum of disruption to their educational program and goals. Relocated military and their families who are assigned to Wisconsin are treated as residents for admission, tuition and financial aid purposes. Wisconsin residents who are called away will have their transcripts, tuition and financial aid handled so that they are held harmless during their service and are welcomed back at the end of it.

One of the many ways UW institutions are helping, she added, is illustrated by the almost instantaneous distribution of UW-Extension Professor David Riley's fact sheet, "Helping Our Children Respond to Televised Horrors". The fact sheet has been distributed in English and Spanish versions to child care programs across the state and

nationally by the Internet. Many other faculty with appropriate expertise also are contributing to state and national service, from assisting children to engineering more secure buildings and airplanes. The long-term implications for U.S. foreign policy and the domestic economy also will be continually debated on the campuses.

Finally, she noted that UW-Parkside Chancellor Jack Keating, who is a nationally recognized expert on crisis management, has been assisting New York City and Washington D.C. rescue personnel. General Counsel Elizabeth Rindskopf Parker has been named to an American Bar Association task force of experts charged with developing legal mechanisms that will permit effective investigation of terrorist acts while protecting fundamental constitutional freedoms.

-

Interim Chancellor Kuepper Completes Term

President Lyall expressed appreciation to William Kuepper, who had served for several months as the Interim Chancellor of UW-Green Bay. He prepared the way well for Chancellor Shepard through his active leadership, resolving campus issues and strengthening community links.

-

UW-La Crosse Receives History Grant

President Lyall congratulated UW-La Crosse on its receipt of a grant for teaching of history. The university, the La Crosse School District and CESA #12 collaborated on this project and will receive about \$900,000 over three years from the U.S. Department of Education to provide an intensive professional development program in history education to twenty middle and high school history teachers. She thanked Regent Krutsch for her special help in developing this proposal.

Regent Krutsch thanked Chancellor Hastad for his strong support and encouragement of the project, as well as others at UW-La Crosse and the La Crosse School District whose creativity and hard work had made possible receipt of the grant.

-

UW-Platteville/Fox Valley Engineering Program Begins

The President commended UW-Platteville and UW-Fox Valley on signing of the agreement to begin a collaborative engineering program to serve businesses in the fast-growing Fox River Valley. This is another example, she pointed out, of how collaboration among UW institutions serves the state without duplicating expensive programs. She thanked Chancellor Markee, Chancellor Messner and Dean Perry for making this collaboration a reality.

-

UW-Green Bay Women's Basketball Team is #1 Academically

President Lyall congratulated the UW-Green Bay women's basketball team on attaining the #1 ranking nationally in women's Division I for academic achievement as measured by the team members' average grade point.

-

Ellis Wins NSF Distinguished Teaching Award

President Lyall congratulated UW-Madison Chemistry Professor Art Ellis on receiving one of seven National Science Foundation Distinguished Teaching Awards. These awards give each of seven scholars \$300,000 over four years to expand their teaching techniques beyond their own institution. Dr. Ellis has developed innovative instructional kits and CDs for college and pre-college classrooms to help students with a subject many view as daunting and to open to them careers that require study of chemistry.

-

PEW Supports Best Practices Project

It was announced by President Lyall that the Pew Charitable Trusts approved a \$1.6 million grant to Wisconsin Public Television for the Best Practices in Journalism project, which encourages innovative news coverage of politics. The effort will include re-granting funds to 15 or 20 public and commercial television reporting projects, providing workshops for reporters and news executives, developing a new journalism "think tank" and offering new online resources for journalists.

-

UW Students Pay Back Their Loans

Noting that loans constitute about two-thirds of financial aid dollars available to UW students, President Lyall observed that Wisconsin students are a very good investment. While last year's national default rate was 5.6%, the UW System-wide rate was only 2.4% - - down from the 1999 rate of 3.6%.

- - -

REPORT OF THE BUSINESS AND FINANCE COMMITTEE

The Business and Finance Committee met in joint session with the Physical Planning and Funding Committee to discuss Systemwide Energy Conservation. Following the joint meeting, the committee reconvened.

Regent Gottschalk, Chair, presented the Committee's report. The following resolution was unanimously approved by the Committee. Regent Gottschalk moved its adoption by the Board of Regents as a consent agenda item. It was seconded by Regent Axtell and the motion was carried unanimously.

Nonresident Undergraduate Tuition Increase for Spring 2002

Resolution 8440: That, upon the recommendation of the President of the University of Wisconsin System, tuition for nonresident undergraduate students be increased by 2.5%, starting with this spring semester to reflect the final legislative budget, Wisconsin Act 16, signed by the Governor.

-

Building Our Resource Base

Associate Vice President Kathi Sell commented on a series of papers which will be presented in upcoming months on "Building our Resource Base". The basic goals of "Building our Resource Base" are:

- Flexibility of the revenues we have at our disposal;
- Increasing interest earnings; and
- Providing stability and predictability in our revenue base.

-

Ability to keep Investment Earnings

Three financing options will be explored over the course of the year, Vice President Debbie Durcan stated. These options include: (1) requesting statutory authority to keep investment earnings on selected additional program revenue funds (i.e. tuition, private gifts, grants, contracts, and federal indirect cost reimbursement); (2) amending the investment agreement with the Department of Administration to permit investment of a portion of auxiliary funds in longer term investments; and (3) requesting statutory authority to allow the UW System to manage all of its cash in whatever investment vehicles it deems appropriate. Advantages and disadvantages of each option were discussed. The Committee was supportive of expanding the investment of program revenue funds.

-

Seamless Management of Tuition and Non-Allocable Auxiliary Revenues

Freda Harris, Assistant Vice President, discussed four options for eliminating or reducing the segregation of tuition and non-allocable auxiliary revenues:

- (1) Complete flexibility to manage tuition and fees seamlessly;
- (2) Seamless tuition and fee management, excluding allocable student fee funds;
- (3) Seamless tuition and fee management, excluding all segregated fees;
- (4) Increased flexibility of current Board policy to transfer or loan funds from auxiliary operations.

-

UW-Eau Claire Presentation on Operating Budget Challenges

A presentation on operating budget challenges was presented by Andrew Soll, Vice Chancellor of Business and Student Services, UW-Eau Claire.

Over 88% of the operating budget goes to fund salaries and fringe benefits; another 6% funds non-discretionary items such as utilities and debt service. Only the remaining 6% of the budget is available for discretionary spending on supplies and services.

The differential tuition program, now in its fifth year, was approved by students to enhance their educational experience. Students help determine how the annual revenue of \$950,000, resulting from the program, is spent.

-

Annual Sick Leave Report

Associate Vice President of Human Resources, George Brooks presented the annual report on sick leave usage as required by state statute.

-

Trust Funds

Update on Private Capital Manager Search

Treasury Manager, Doug Hoerr, pointed out that the deadline for accepting applications from private capital managers was extended to October 3, 2001. Mr. Hoerr noted that the finalists will be selected by the end of the month, and may be presented to the Committee during the November meeting.

-

History of Quasi-Endowment

Mr. Hoerr reported on the history of the Board's policy that all gifts greater than \$50,000 be designated as endowments, with only income to be made available for expenditure. The Board adopted the policy in 1990 to try to grow funds by limiting the spending to income only on larger bequests. Raising or lowering the \$50,000 threshold was discussed by the committee, but they concluded there was no compelling reason to change the current guidelines.

Investment Guidelines Related to Annual Meetings with Managers

The Business and Finance Committee has historically met annually with each individual Trust Fund investment manager in the closed session portion of their Committee meeting. A resolution will be brought before the Committee in November, 2001 which, upon approval, will allow the annual meeting with investment managers to be delegated to the Vice President and Assistant Trust Officers.

-

Report of the Vice President

The Governmental Accounting Standards Board, Vice President Debbie Durcan stated, released a new exposure draft on affiliated organizations and how they should be reported. Should the proposed revision be adopted, the UW System would be required to include in its financial statements a number of organizations over which we exercise little or no control. A response opposing this change has been filed with the Governmental Accounting Standards Board.

- - -

REPORT OF THE EDUCATION COMMITTEE

Retention and Campus Climate

Regent Boyle, Chair of the Education Committee, reported that the Committee has selected the total learning experience focusing on quality as the major theme for the year. Retention and campus climate issues related to graduation and to other kinds of student experiences will be addressed in subsequent meetings.

-

Presentation, UW-Eau Claire: Report of NCA Accreditation

Regent Boyle recognized and thanked Chancellor Mash, faculty, administrative staff and others for the very high marks they received on the North Central Association Accreditation Report. He emphasized that the process involves a great deal of work and effort. The "Marks of Excellence" program which focuses on the engaged student had major input in the accreditation process.

-

Regent Response to Section 91.65(2mp) of 2001 Act 16, Reports on Transfer Credit

The report on transfer credit between the Technical College System and the University of Wisconsin System, explained Regent Boyle, has not been finalized and an extension has been requested.

Regent Boyle reported that a committee composed of a joint group from the Technical College System and the University of Wisconsin System will be appointed to deal with issues relating to transfer between the two systems, while maintaining the specific missions of each institution.

-

Resolutions 8441-8447 were unanimously approved by the Committee. Their adoption by the Board of Regents as consent agenda items was moved by Regent Boyle, Chair. Regent Randall seconded the motion and it carried unanimously.

UW-Superior: Revised Mission Statement

Resolution 8441: That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents

approves the University of Wisconsin-Superior's revised mission statement.

UW-Green Bay: Authorization to Recruit Provost and Vice Chancellor for Academic Affairs

Resolution 8442: That, upon recommendation of the President of the University of Wisconsin System, the Chancellor of the University of Wisconsin-Green Bay be authorized to recruit for a Provost and Vice Chancellor, at a salary within the 2001-02 Regent Salary Range.

UW Colleges: Authorization to Recruit: Campus Dean, UW-Baraboo/Sauk County

Resolution 8443: 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-Baraboo/Sauk County.

UW Colleges: Authorization to Recruit: Campus Dean, UW-Marshfield/Wood County

Resolution 8444: 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-Marshfield/Wood County.

UW Colleges: Authorization to Recruit: Campus Dean, UW-Fond du Lac

Resolution 8445: 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-Fond du Lac.

UW-Milwaukee: Rename the School of Social Welfare

Resolution 8446: That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the name of the

University of Wisconsin-Milwaukee School of Social Welfare be changed to the Helen Bader School of Social Welfare.

UW-Madison: Appointment of Named Professor

Resolution 8447: That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, Dr. Sally Magnan be appointed the Pickard-Bascom Professor of French and Italian, for the period July 1, 2001 through June 30, 2004.

- - -

REPORT OF THE PHYSICAL PLANNING AND FUNDING COMMITTEE

Systemwide Energy Conservation

The Physical Planning and Funding Committee and the Business and Finance Committee met jointly to discuss Systemwide Energy conservation. Dick Panke, Distinguished Engineer Specialist, discussed the history of energy conservation in the UW System. While the square footage of the 4-year institutions has increased by 23% during the past 28 years, Mr. Panke explained, the total energy consumption decreased by 12%. Energy savings are due to the identification of energy conservation opportunities on all campuses and the initiation of better energy practices. Using a computerized Energy Management System with software features and becoming involved in the Wisconsin Energy Initiative – Phase 3 have dramatically helped to control energy consumption and costs.

Following the joint meeting, the Physical Planning and Funding Committee reconvened. Regent Schneiders, Vice Chair, presented the Committee's report. Resolutions 8448-8456 were unanimously approved by the Committee. Regent Schneiders moved their adoption as consent agenda items by the Board of Regents, the motion was seconded by Regent De Simone and it carried unanimously.

UW-Madison: Authority to Accept a Gift of Land for University Ridge Golf Course

Resolution 8448: That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to accept a gift-in-kind from the University of Wisconsin Foundation of

204.68 acres of land in the Town of Verona, Dane County to enable completion of the Master Plan for the University Ridge Golf Course.

UW-Madison: Authority to Construct Utility Distribution Systems Upgrade-Phase II Project

Resolution 8449: That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, (1) the Design Report be approved, (2) authority be granted to construct a Campus Utility Distribution System Upgrade-Phase II project at an estimated cost of \$1,900,000 of General Fund Supported Borrowing, and (3) authority be granted to seek reimbursement of \$1,050,000 of UW-Madison Institutional Funds for Phase I.

UW-Madison: Approval of the Design Report and Authority to Increase the Project Budget and to Construct a Soils and Plant Analysis Lab Project

Resolution 8450: That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, (a) the Design Report be approved; (b) authority be granted to increase the budget by \$194,300 using Residual Program Revenue Supported Borrowing; and (c) authority be granted to construct a Soil and Plant Analysis Lab, at a revised estimated total project cost of \$1,730,400 (\$771,100 Program Revenue Supported Borrowing, \$194,300 Residual Program Revenue Supported Borrowing, and \$765,000 Institutional Funds-CALS).

UW-Milwaukee: Authority to Construct a Student Union Ballroom Renovation Project

Resolution 8451: That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, authority be granted to construct the Student Union Ballroom Renovation project at an estimated total project cost of \$2,590,000 (\$1,740,000 Program Revenue Supported Borrowing and \$850,000 Program Revenue - Cash).

UW-Oshkosh: Authority to Increase the Budget for the Reeve Memorial Union Addition and Blackhawk Commons Remodeling Project

Resolution 8452: That, upon the recommendation of the UW-Oshkosh Chancellor and the President of the University of Wisconsin System, authority be granted to increase the budget for the Reeve Memorial Union Addition and Blackhawk Commons Remodeling project by \$400,000 of Program Revenue Supported Borrowing for a revised total project budget of \$19,506,000 (\$15,006,000 Program Revenue Supported Borrowing, \$900,000 Residual Program Revenue Supported Borrowing and \$3,600,000 Program Revenue – Cash).

UW-Platteville: Approval of the Design Report and Authority to Construct the Agriculture Technology Center Project

Resolution 8453: That, upon the recommendation of the UW-Platteville Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to construct the Agriculture Technology Center at an estimated total project cost of \$1,609,000 (\$1,000,000 DNR Stewardship Grant Funds and \$609,000 General Fund Supported Borrowing).

UW-Platteville: Approval of the Design Report and Authority to Increase the Budget and Construct the Living and Learning Center Project

Resolution 8454: That, upon the recommendation of the UW-Platteville Chancellor and the President of the University of Wisconsin System, (a) the Design Report for the Living and Learning Center project be approved, (b) authority be granted to increase the budget by \$117,400 using Residual Program Revenue Supported Borrowing, and (c) authority be granted to construct the project at a revised estimated total project cost of \$952,000 (\$834,600 Program Revenue Supported Borrowing and \$117,400 Residual Program Revenue Supported Borrowing).

UW-River Falls: Approval of the Design Report and Authority to Construct the Dairy Science Teaching Center Project

Resolution 8455: That, upon the recommendation of the UW-River Falls Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to construct a Dairy Science Teaching Center-Phase I project at the Mann Valley Farm, for an estimated cost of \$3,431,000 (\$2,931,000 General Fund Supported Borrowing and \$500,000 Gift Funds).

UW-Stevens Point: Authority to Enter Into a Lease

Resolution 8456: That, upon the recommendation of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, authority be granted to enter into a lease between the Trustees of Camp Chickagami and the State of Wisconsin, Department of Administration to provide for the continuing operation of the Central Wisconsin Environmental Station (CWES) at a total 30-year lease cost of \$30 Program Revenue Cash.

-

Report of the Assistant Vice President

Assistant Vice President Nancy Ives noted that the Building Commission approved about \$53 million for various projects at their September meeting. She referred to a written report provided to the Regents which clarifies the differences between preventive and deferred maintenance.

- - -

REPORT OF THE COMMITTEE ON BOARD EFFECTIVENESS

The report was presented by Regent Krutsch, Chair.

Regent Krutsch thanked Regent President Smith for his leadership in the area of Board effectiveness. She also thanked Regent Boyle, Regent Olivieri, and Regent Barry for their contributions as members of the Committee.

Among accomplishments to date, Regent Krutsch cited setting of priorities in a retreat setting, as had been done for the past two years. She suggested that the process be institutionalized so that it would continue in the years ahead as a means of obtaining Regent input and continuity in establishing priorities, under leadership of the Board President. Another accomplishment was greater use of the full Board to consider priority issues. In addition, creation of the Committee on Board Effectiveness provided a vehicle to think about and recommend further improvements.

Referring to Resolution 8457, she explained that the delegations of authority it contained were suggested by President Lyall and approved by Regent President Smith in response to interest by the committee in eliminating some routine items from the agenda, in order to have more time to devote to priority issues. The items listed in the resolution would be delegated to the System President with the understanding that she will bring to the Board any policy issues that may underlie such routine items.

Turning to the audit function, Regent Krutsch noted that System audit staff have moved beyond strictly financial audits and that audits are being used in a more strategic way. Therefore, it seemed appropriate to move Regent oversight of the audit function from a subcommittee of the Business and Finance Committee to the Executive Committee, which could look at the audit schedule and make choices about areas to be audited, matching these areas strategically with Board priorities. The Committee felt all Regents should be made aware of the audit schedule and the timing of audits. In addition it was suggested that these materials be made available on a website.

Noting that the Executive Committee itself would not hear audit reports, Regent Krutsch explained that the Committee would decide which audit reports should be heard by the full Board and which should be referred to standing committees.

Referring to the mission statement of the Office of Internal Audit, Regent Krutsch indicated that there is considerable leeway for judgment in terms of deciding what is audited and that the office reports both to the administration and to the Board.

In other areas of Board effectiveness, the Committee considered new Regent orientation, review of Regent policies and bylaws, Board development, and access to information online for Board members. The Committee recommended periodic review of Regent bylaws and policies, some of which have been in effect for many years and may be in need of updating or rescinding. The Committee also recommended ongoing review and improvement of new Regent orientation. Specific suggestions include making new Board members more aware of the background and context for key issues and giving them a more thorough grounding in budget issues and processes. In recommending that the Board conduct periodic self-evaluations, it was noted that this recommendation also was contained in the Board's 21st Century Study and is considered a best practice at the national level.

The Committee noted that development programs are very helpful in providing information to the Board and that Regents need to continue to increase their knowledge

and background in key areas in order to be thoughtful policy makers. This Board, Regent Krutsch pointed out, already has a good model for Board development and does more of that than many other boards, in terms of having outside speakers and exploring issues in depth. Committee members felt it would be important to involve committee chairs in selecting presenters.

While not a formal recommendation of the Committee, Regent Krutsch indicated, committee members suggested providing more information to Regents online as a way of increasing Board knowledge and effectiveness. She suggested that discretionary trust funds be considered a possible source of funding for web design to provide more information online in a user-friendly manner. Also discussed but not decided was whether Board self-evaluation and Regent orientation should be addressed in Board bylaws or policies.

A question that remains, Regent Krutsch indicated, is how to address Board effectiveness matters in the future, whether by a standing board effectiveness committee or an occasional ad hoc committee. While the Committee concluded this should remain the prerogative of the Board President, Regent Krutsch said, it is important to bear in mind that these kinds of issues are not usually addressed in the normal course of business and that consideration should be given to an appropriate mechanism for addressing them in the future.

With regard to meeting format, Regent Krutsch noted one important change, Thursday morning full Board sessions on priority issues, already has been made. Further, the Committee recommended that presentations focus on high priority areas and that presenters engage Regents in discussion aimed at moving toward action on key issues. A second recommendation was that reports of standing committee chairs at Board meetings contain concise verbal summaries of areas covered at the meetings. Committee chairs would then discuss with the full Board key issues discussed by the Committee or coming to future agendas.

A final recommendation of the Committee asked that institutional annual reports be aligned with System accountability indicators.

Other topics that the Committee felt merit further attention include strategic differentiation of campus missions, strategic use of budgeting to serve system and state needs, and alignment of campus strategic plans with System and Board goals. Regent Krutsch added that it would also be helpful for Regents to have a deeper understanding about how campus decisions are made on reallocation and other issues.

Adoption of Resolution 8457 was moved by Regent Krutsch and seconded by Regent Boyle.

Delegation to System President

Resolution 8457: That the following items be delegated to the System President:

1. Requests for authorization to recruit replacements for vacancies below the vice chancellor level.

2. Approval of Board of Visitor appointments that fall within the limit of 15 per board. (Regent approval would continue to be required for expanding boards beyond 15 members).
3. Approval of vice chancellor and vice president salaries for new hires that fall within the range approved by the Board policy. (Currently, the Board approves both an authorization to recruit within a specified range and then acts to approve the specific salary once a candidate is identified. This delegation would have the Regents act only once, in setting the authorized salary range.)
4. Authority under 36.09(1)(e) to approve appointment of: State geologist, director of the State Laboratory of Hygiene, director of the Psychiatric Institute, and state cartographer.
5. Authority to approve named professorships.
6. Amend Board policy 89-8 to delegate to the President authority to approve all leave of absence requests that total three years or less. (Leaves extended beyond a total of three years would still come to the Board for approval.)
7. Eliminate second readings of honorary degree nominations unless an objection or question has been raised about a candidate at the first reading.
8. Eliminate the requirement to report to the Board "intention to recruit" deans with salaries below 75% of the President's salary.

That actions taken in these areas be reported to the Regents in a monthly information report mailed between meetings. There would be no discussion of such items at the Board meeting unless a Regent raised an item for broader discussion.

That the President consider recommendation of additional items for delegation on an ongoing basis.

Regent Mohs commented that this resolution delegates considerable power and that adjustments could be made later if necessary. He congratulated the Committee for its excellent work.

Regent Krutsch noted that President Lyall will send on a monthly basis items to which she has responded under these delegations. If any Regent wishes to discuss any of them, there will be the opportunity to do so at the next meeting.

With respect to delegating authority to approve named professorships, Regent Gottschalk asked if doing so might not slightly diminish the prestige of these awards. He also noted the enjoyment Regents could take in reading the accomplishments of these esteemed professors and formally approving the appointments. For those two reasons he questioned inclusion of this delegation.

Regent Brandes commented that Regent action on these appointments is pro forma since the Board would have no basis for failing to approve them. She felt that approval by the System President would lend prestige to the appointment. Noting the time consumed in acting on these matters, she thought that they are good examples of the type of item that could be delegated in order to streamline Board operations.

Regent Marcovich pointed out that information on the named professorships still could be made available to the Board so that they could continue to read of inspiring examples of faculty excellence.

Regent Boyle thought it important that the recipients understand that the Board congratulates them on their achievement. This, he noted, could be accomplished with a letter from the Board President.

Regent Krutsch suggested that the professorships be approved by the Board in a consent agenda format. This would save time and still place the Board's official stamp of approval on the appointment.

The language of Number 5 in the resolution was revised to read "Authority to approve named professorships, subject to final Board approval".

It was agreed that letters of congratulations will be sent by the Board President.

The question was put on Resolution 8457 and it was adopted unanimously.

Delegation to System President

Resolution 8457: That the following items be delegated to the System President:

1. Requests for authorization to recruit replacements for vacancies below the vice chancellor level.
2. Approval of Board of Visitor appointments that fall within the limit of 15 per board. (Regent approval would continue to be required for expanding boards beyond 15 members).
3. Approval of vice chancellor and vice president salaries for new hires that fall within the range approved by the Board policy. (Currently, the Board approves both an authorization to recruit within a specified range and then acts to approve the specific salary once a candidate is identified. This delegation would have the Regents act only once, in setting the authorized salary range.)

4. Authority under 36.09(1)(e) to approve appointment of: State Geologist, director of the State Laboratory of Hygiene, director of the Psychiatric Institute, and State Cartographer.
5. Authority to approve named professorships, subject to final Board approval.
6. Amend Board policy 89-8 to delegate to the President authority to approve all leave of absence requests that total three years or less. (Leaves extended beyond a total of three years would still come to the Board for approval.)
7. Eliminate second readings of honorary degree nominations unless an objection or question has been raised about a candidate at the first reading.
8. Eliminate the requirement to report to the Board "intention to recruit" deans with salaries below 75% of the President's salary.

That actions taken in these areas be reported to the Regents in a monthly information report mailed between meetings. There would be no discussion of such items at the Board meeting unless a Regent raised an item for broader discussion.

That the President consider recommendation of additional items for delegation on an ongoing basis.

Regent Krutsch moved adoption of Resolution 8458, and the motion was seconded by Regent Boyle.

Board Effectiveness Items

Resolution 8458: That the following recommendations of the Committee on Board Effectiveness be adopted:

1. That the work of the audit function be aligned with Board high priority areas; that the full Board be made aware of the schedule and timing of audits; and that strategic audit reports be presented to the full Board.
2. That the bylaws be amended to move responsibility for audit oversight and reviews from a subcommittee of the

Business and Finance Committee to the Executive Committee.

3. That presentations to the Board focus on high-priority areas and that presenters engage Regents in discussion aimed at moving toward action on key issues.
4. That institutional annual reports be aligned with System accountability indicators.
5. That reports of Committee Chairs at Board meetings contain concise verbal summaries of areas covered at the committee meetings; that major points and issues be highlighted by the Committee Chairs; and that action on consent agenda items follow presentation of the verbal report.
6. That the Board conduct periodic self-evaluations.
7. That a process be established for periodic review and improvement of new Regent orientation.
8. That a process be established for periodic review and revision of Regent policies and by laws.

Indicating that he supported the resolution, Regent Marcovich emphasized the importance of the audit function and suggested that further consideration be given to creating a standing committee on audit in the future. The Executive Committee, he pointed out, does not meet on a regular basis.

While some boards have standing audit committees, Regent Krutsch replied, the purpose of having the Executive Committee oversee the audit function is so that the Board President and Committee Chairs can direct the function strategically to priority areas. Audits of those areas would be referred to the full Board for review. Other audits would be referred to one of the standing committees. She saw this as a step towards better use of the audit function and noted that something else could be done in the future, if the Board wished.

The question was put on Resolution 8458 and it was adopted unanimously.

Upon motion by Regent Krutsch, seconded by Regent Boyle, Resolution 8459 was adopted unanimously.

Amendment of Bylaws

Resolution 8459: That the Chapter III, Sections 3 and 5 of the Bylaws of the Board of Regents be amended as follows:

Section 3, paragraph 1: Delete the following: "audit oversight and reviews".

Section 3, paragraph 2: Delete the following: "The Business and Finance Committee shall have an Audit Subcommittee appointed by the President of the Board. The subcommittee members and the Chair shall be appointed from among those members of the Board serving on the Business and Finance Committee."

Section 5: Insert as second sentence: "The Executive Committee shall have responsibility for audit oversight and reviews."

- - -

ADDITIONAL RESOLUTIONS

Regent Axtell presented the following resolution, which was adopted by the Board of Regents by acclamation, with a standing ovation for UW-Eau Claire.

UW-Eau Claire: Resolution of Appreciation

Resolution 8460: Whereas, the Board of Regents is very pleased to have been invited to the beautiful campus of the University of Wisconsin-Eau Claire for these October 2001 meetings; and

Whereas, our visit has been enriched by an informative campus tour and interesting presentations on Marks of Excellence; NCA Accreditation and Faculty/Student Collaborative Research; Operating Budget Challenges; and the Campus Master Plan and the Planning Process; and

Whereas, we are grateful for the opportunity to join university and community leaders for a special reception and dinner and to participate in thoughtful discussion with student leaders at a breakfast meeting; and

Whereas, all of these experiences serve to emphasize the unique value of the University of Wisconsin-Eau Claire as a unique gem in the "String of Pearls" that comprise the UW System and the special importance of

this institution to the students and State of Wisconsin;
and

Whereas, the warm and gracious hospitality extended
by Chancellor Mash, the University and the Community
of Eau Claire is deeply appreciated;

Now, therefore, be it resolved that the Board of Regents
hereby thanks the University of Wisconsin-Eau Claire
and all those involved in making this visit so productive
and enjoyable an experience.

Expressing appreciation to the Board, Chancellor Mash thanked Carole Halberg,
Foundation President, and others for their hard work in coordinating the meeting.

- - -

COMMUNICATIONS, PETITIONS, MEMORIALS

Presenting Resolution 8461, Regent Randall noted that the Milwaukee community
has lost a person who was deeply loved and highly regarded for her service to the state
and her community.

Resolution 8461 was adopted by acclamation.

Memorial Resolution for Edith Finlayson

Resolution 8461: Whereas, Edith Norman Finlayson was a champion of
social justice and humanity for more than five decades,
a health care professional trained and graduated from
the Meharry Medical College of Nursing in Nashville,
Tennessee; Edith Norman Finlayson's dynamic style
and ability to influence the fields of education,
business, health, women's and children's issues,
minority affairs, philanthropy, fundraising, and politics
gave her the ability to influence lives of children and
families, and

Whereas, as a community leader who dedicated her life
to others, she shifted her focus from nursing to
volunteerism which made a substantial mark on the

community; the breadth of her services was unparalleled; and

Whereas, Edith Norman Finlayson was appointed to the Board of Regents by Governor Lee Dreyfus and served from 1980-1987; and

Whereas, she chaired the Board's Education Committee and was instrumental in championing enhancement of UW-Milwaukee's doctoral programs and was instrumental in establishing the Leon Sullivan Distinguished Professorship at the University of Wisconsin-Milwaukee; and

Whereas, she was awarded an Honorary Doctor of Public Service Degree by UW-Milwaukee in 1988; and

Whereas, Edith Norman Finlayson's interest in national and international issues led to her participation as a Founding Member of the National Organization for Women (NOW) and a Board Member of AWARE, a Wisconsin African Relief Effort; and

Whereas, Edith Norman Finlayson served as Board Chairman of the Milwaukee Foundation and used her knowledge and experience to nurture the community and organizations to champion the Foundation's interest in ensuring diversity in the organizations it supported; and

Whereas, with the death of Edith Norman Finlayson, September 19, 2001;

Now, therefore be it resolved, that the Board of Regents acknowledge the life long work of Edith Norman Finlayson and her commitment to peace, love and humanity worldwide.

- - -

CLOSED SESSION

The meeting was recessed at 11:45 a.m. and reconvened at 12:00 noon, at which time the following resolution, moved by Regent Randall, was adopted on a unanimous

roll-call vote, with Regents Axtell, Boyle, Brandes, Burmaster, Gottschalk, Jones, Krutsch, Marcovich, Mohs, Olivieri, Randall, Schneiders, and Smith (13) voting in the affirmative. There were no dissenting votes and no abstentions.

Resolution 8462: That, the Board of Regents recess in to closed session, to consider Honorary Degree Nominations at UW-Parkside and UW-Madison, as permitted by s.19.85(1)(f), *Wis. Stats.*, discussion of real estate negotiation as permitted by s.19.85(1)(e), *Wis. Stats.*, and to confer with Legal Counsel, as permitted by s.19.85(1)(g), *Wis. Stats.*

The Board arose from closed session at 1:20 p.m., at which time the meeting was adjourned.

Judith A. Temby, Secretary