

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, April 2, 1998
Public Hearing: First Floor
Auditorium; State Historical
Society (9:30 a.m.)
Regular meeting: 1820 Van
Hise Hall (1:15 p.m.)
Madison, Wisconsin

OPEN HEARING

QUALITY THROUGH DIVERSITY

*Plan 2008: Educational Quality Through
Racial and Ethnic Diversity*

Thursday, April 2, 1998

9:30 - 11:30 a.m.
State Historical Society
First Floor Auditorium
816 State Street
Madison, Wisconsin

(All regents invited)

1:15 p.m.

Administrative items:

- a. Approval of the minutes of the March 5, 1997, meeting of the Education Committee.
- b. Report of the Senior Vice President for Academic Affairs.
 - (1) Implementation of s.36.25(14m)(c), Wis. Stats.: 1996-97 Minority and Disadvantaged Student Annual Report;
[Resolution I.1.b.(1)]
 - (2) Learning Innovations Center update.

(Over)

- c. Approval of requests to Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences, biological sciences, physical sciences and music.
[Resolution I.1.c.]
- d. Implementation of s.36.11(22), Wis. Stats.: Report on orientation programs and information provided to students on sexual assault and sexual harassment.
[Resolution I.1.d.]
- e. Authorizations to Recruit:

Policy discussion items:

- f. UW Colleges Presentation: *Access and Excellence*.
- g. UW-Extension Presentation: *A Working Example of the Wisconsin Idea*.
- h. International Education (UW-Madison/UW-Milwaukee).
- i. Technology Training - Budget Initiative.
- j. Revision to Faculty Personnel Rules: UW-River Falls.
[Resolution I.1.j.]
- k. Update report:
 - (1) 21st Century: Market Research.
- l. New program authorizations:
 - (1) B.A., Health Promotion, UW-Stevens Point (implementation);
[Resolution I.1.1.(1)]
 - (2) B.S., Transportation and Logistics Management, UW-Superior (initial reading).

Additional items:

- m. Additional items that may be presented to the Education Committee with its approval.

Closed session items:

- n. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats. (Possible agenda items: appointment of named professor, UW-Whitewater; appointment of UW System representative to the Natural Areas Preservation Council; authorization to hire at a salary above the Executive Salary Group Six maximum.)

Minority and Disadvantaged Student
Annual Report

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the 1996-97 Minority and Disadvantaged Student Annual Report for submission to the Governor and to the chief clerk of each house of the legislature, pursuant to s. 36.25(14m)(c), Wisc. Stats., for distribution to the appropriate standing committees under s. 13.172(3) Wisc. Stats.

MINORITY AND DISADVANTAGED STUDENT ANNUAL REPORT

EXECUTIVE SUMMARY

BACKGROUND

The 1996-97 Minority and Disadvantaged Student Annual Report fulfills the requirement in Section 36.25 (14m)(c) of the Wisconsin State Statutes that the Board of Regents report annually on its precollege, recruitment, and retention plan for students of color and economically disadvantaged students. Targeted racial/ethnic groups include African-Americans, American Indians, Latino/Hispanics, and statutorily defined Southeast Asians.¹ The report must also present information on financial aid programs serving those students. This report includes the following information on the UW System:

- Precollege initiatives and activities
- Enrollment of new undergraduate students of color
- Retention and graduation of undergraduates from targeted racial/ethnic groups and degrees conferred
- Expenditures for students of color and disadvantaged student programs
- Student financial assistance.

This is the eighth minority and disadvantaged student annual report since the Board of Regents approved *Design for Diversity* in May 1988. The information contained in this report responds to the statutory requirement described above, and reflects some but not all of the initiatives and activities in the *Design for Diversity* plan.

REQUESTED ACTION

Approval of resolution I.1.B.(1) accepting the Minority and Disadvantaged Student Annual Report and authorizing its submission to the Governor and to the chief clerk of each house of the Legislature for distribution to the appropriate standing committees under s. 13.172(3).

SUMMARY AND HIGHLIGHTS

Precollege Initiatives and Activities. UW institutions sponsor a large and diverse array of precollege programs for children of all ages to enlarge the pool of students of color and disadvantaged students and connect them to the college pipeline. In 1996-97, 88 of the 425 UWS precollege programs targeted and served historically underrepresented racial/ethnic groups and economically disadvantaged students. Eighteen of the 26 UW campuses offered academic skills-building, academic enrichment, college life and career

¹ By statute, Southeast Asians are defined as persons who were admitted to the United States after December 31, 1975, and who either are former citizens of Laos, Vietnam, or Cambodia or whose ancestors were or are citizens of Laos, Vietnam, or Cambodia.

exploration opportunities. In addition to UW System and the federal TRIO precollege funding, the Department of Public Instruction's Minority Precollege Scholarship Program also provided significant funding for many of the targeted programs.

- UW System institutions served 4,685 students of color and economically disadvantaged students in precollege programs.
- UWS institutions reported a total of 1,855 DPI Minority Precollege Scholarship recipients in their precollege programs in 1995-96.
- Between October 1995 and August 1996, members of the recently organized Multicultural Information Center (MIC) Outreach Consultant Corps conducted 55 of MIC's 63 *Do College* and *Prep for Success* workshops.

Enrollment of New Undergraduate Students of Color. Targeted racial/ethnic populations include African Americans, Latino/Hispanics, American Indians, and statutorily defined Southeast Asians who enter the UW System as new freshmen, new undergraduate special students, and new undergraduate transfer students. However, Southeast Asian students were not specifically identified in institutional databases until Fall 1990.

- In Fall 1996, there were 1,895 new undergraduates from targeted racial/ethnic groups enrolled in the UW System. The total number of new undergraduates increased 2.4 percent over the previous fall.
- In Fall 1996, new undergraduates from targeted racial/ethnic groups (except Southeast Asians) were 65 percent New Freshmen, 12 percent New Special students, and 23 percent New Transfer students.
- Total new African American, American Indian and Southeast Asian undergraduate enrollment increased while Latino/Hispanic enrollments decreased in Fall 1996 over the previous year. Between Fall 1995 and Fall 1996, enrollment of African Americans increased from 844 to 855; American Indians increased from 221 to 241 and Southeast Asians increased from 214 to 248. Latino/Hispanics decreased from 571 to 551.
- Five institutions increased their enrollments of African American, American Indian, and Latino/Hispanic new undergraduates in Fall 1996 -- Madison, Milwaukee, Green Bay, Oshkosh and Superior -- while ten institutions increased their enrollments of Southeast Asian new undergraduates. The increases in Southeast Asian undergraduates were very small with Oshkosh, Centers, Eau Claire, and Madison reporting gains of seven to seventeen students.

Retention and Graduation of Undergraduates From Targeted Racial/Ethnic Groups and Degrees Conferred. The retention of undergraduates from targeted racial/ethnic groups is as important as the recruitment of these students.

- Between 1987-88 and 1995-96, total degrees conferred to African Americans, Latino/Hispanics, American Indians and Asian Americans (including Southeast Asians) grew from 864 to 1,603, an increase of 85.5 percent. Bachelor's degrees conferred to the same targeted groups during this period grew from 547 to 1,128, an increase of 106.2 percent.
- Fall 1995 second-year retention rates for African American and Latino/Hispanic students increased over Fall 1987, while American Indians and Asian Americans (including Southeast Asians) experienced decreases. Comparing Fall 1987 to Fall 1995, the second-year retention rate for African Americans increased from 62.3 percent to 67.8 percent, Latino/Hispanics increased from 64.8 percent to 76.6 percent, American Indians decreased from 61.5 percent to 60.7 percent, and Asian Americans (including Southeast Asians) decreased from 83.7 percent to 78.9 percent.
- Compared with the Fall 1987 cohort, retention rates to the third year increased for American Indians while African Americans, Asian Americans (including Southeast Asians) and Latino/Hispanics declined somewhat. Fourth-year retention rates displayed similar patterns. In most cases, however, the changes were relatively small. Overall, third- and fourth-year retention rates are still higher for all groups when compared to Fall 1985, before the advent of *Design for Diversity*.

Program Funding. Program funding for students of color and disadvantaged students is provided by the state and federal governments through general program revenue, gifts, and grants. The 1987-89 biennial budget act created an appropriation under s. 20.285(4)(a) of the Wisconsin State Statutes specifically to provide funding for these programs (designated within the UWS as Fund 402). All institutions obtain extramural funding to supplement state funding for these programs.

- In 1995-96, UW System institutions expended \$18.6 million from all funding sources for students of color and economically disadvantaged student programs.
- \$5.6 million was expended out of Fund 402. Based on institutional estimates, Fund 402 dollars were expended for the following purposes: 67 percent for retention activities; 18 percent for precollege programs; and 15 percent for recruitment.

Student Financial Aid. Financial assistance is a key element in efforts to improve the enrollment, retention, and graduation of students of color and economically disadvantaged students in the UW System. In addition to general financial aid programs, the UW System administers three programs that provide a framework for financial assistance to targeted racial/ethnic groups: the

Lawton Undergraduate Minority Retention Grant; the Minority Teacher Forgivable Loan; and the Advanced Opportunity Grant.

- In 1995-96, 8,145 undergraduate students of color in the UW System received financial assistance (11 percent of all aid recipients). The average aid package from all sources for these students was \$6,792.
- Among the three aid programs for students of color and disadvantaged students in 1995-96:
- 1,628 students received Lawton Undergraduate Minority Retention Grants (LUMRG) with an average award of \$1,211.
- 67 undergraduate students received awards through the Minority Teacher Forgivable Loan Program (MTFL) with an average award of \$1,344.
- 570 graduate students received Advanced Opportunity Program (AOP) fellowships for an average award of \$5,964.

RELATED REGENT POLICIES

Regent Policy 88-4: Implementation Plan for *Design for Diversity* (May 6, 1988).

Design for Diversity. A report to the Board of Regents by President Kenneth A. Shaw (April 7, 1988).

Design for Diversity Progress Report (April 2, 1993).

April 3, 1998

Agenda item I.1.b.(1)

UNIVERSITY OF WISCONSIN SYSTEM
MINORITY AND DISADVANTAGED STUDENT
ANNUAL REPORT

(Presented pursuant to Section 36.25 (14m)(c) of the Wisconsin State Statutes.)

TABLE OF CONTENTS

SECTION I: UW SYSTEM M/D PRECOLLEGE ACTIVITIES	1
UW SYSTEM OFFICE OF MULTICULTURAL AFFAIRS PRECOLLEGE DATABASE	3
 SECTION II: UNIVERSITY OF WISCONSIN SYSTEM OVERVIEW.....	4
ENROLLMENT OF NEW STUDENTS OF COLOR.....	4
ENROLLMENT FROM TARGETED RACIAL/ETHNIC GROUPS BY INSTITUTION	7
UW SYSTEM NEW FRESHMEN STUDENT RETENTION BY RACE/ETHNICITY.....	8
GRADUATION PATTERNS BY HIGH SCHOOL RANK AND RACE/ETHNICITY	9
DEGREES CONFERRED BY LEVEL AND RACE/ETHNICITY	10
PROGRAM FUNDING	12
 SECTION III: STUDENT FINANCIAL ASSISTANCE.....	14
MINORITY/DISADVANTAGED FINANCIAL AID PROGRAMS	15
 APPENDIX	17

SECTION I: UW SYSTEM M/D PRECOLLEGE ACTIVITIES

Colleges and universities vary in the extent to which they coordinate their precollege, recruitment and retention initiatives in order to increase the enrollment and graduation of students of color and economically disadvantaged students. Effective precollege programs expand the pool of students who graduate from high school ready to enroll in higher education while effective retention efforts for current students send a powerful message of success that attracts even more students. Many precollege activities cultivate students' vision of college as a viable option and help students prepare for and expect college success.

UW System has long been an active partner in activities that cultivate the college enrollment pipeline. A new state budget allocation will expand precollege offerings through collaborative efforts between UW-Milwaukee and other UW System institutions. They will provide academic-year precollege "follow through" activities for summer precollege program participants who reside in the Milwaukee area: \$183,500 GPR/fees and in 1997-98 and \$266,500 GPR/fees in 1998-99. Throughout the current strategic planning process for the next 10-year diversity plan, precollege emerged as a pivotal focus. Expansion of precollege programs, as well as K-12 and university partnerships, has been a consistent theme throughout the more than 80 strategic planning information gathering and sharing sessions statewide--both within and beyond the campus community sessions. Building educational partnerships and, to some extent, cultivating the college pipeline were also a theme of a March 1997 conference sponsored by the UWS Institute on Race and Ethnicity (IRE): "Race and Ethnicity in the Classroom." Working with the Wisconsin Department of Public Instruction, superintendents of local school districts, education school deans and others, IRE convened over 100 teachers and university faculty to discuss common curricular and pedagogical concerns.

The 1993 *Design for Diversity: Increasing Participation and Graduation, A Midpoint Review* stressed the importance of precollege initiatives, especially for American Indian, Latino/Hispanic American, African American, and Asian American students. College enrollment and graduation remain out of reach for large proportions of youth of color in Wisconsin as well as the nation. Substantial numbers leave high school without important prerequisites for postsecondary education and career success. The reasons are many and varied, and the challenges so great that a variety of institutions must continue to collaborate in reversing that trend. Despite declining resources, most UW System institutions have continued precollege initiatives to maximize students' desire for and readiness for postsecondary education.

With funding from public and private sources, UW institutions sponsor a large and diverse array of precollege programs for children of all ages. In 1996-97, approximately 88 of 375 UWS precollege programs targeted and served students of color and economically disadvantaged students: 27 at Madison and Milwaukee, 56 at the comprehensive universities and 7 at the UW Colleges. Seventeen of the twenty-six UW campuses offered targeted academic skills-building, academic enrichment, college life and career exploration opportunities. Between Fall 1996 and Summer 1997, UW System institutions expended approximately \$1,011,098 in state 402 funds and served 4,463 students in 5,412 program experiences. Of that total number of participants, only 2,442 were students of color who had 3,183 program experiences.

The Department of Public Instruction's Minority Precollege Scholarship Program provided significant funding for many of the targeted programs as well as funding for individual students to enroll in nontargeted programs. In 1996-97, the Department of Public Instruction estimated that 2,000 students statewide received a total of 2,600 DPI scholarships (for each student, a maximum of three

scholarships are allowed per year). This includes programs at UW System institutions (approximately 80% of the total) as well as other Wisconsin institutions. UW System campus precollege data files identified a total of 1,421 student recipients who received approximately 1,500 scholarships.

Precollege Programs 1996-1997	Students of Color	
	Eligible Population	Program Participants
UW System Precollege Programs Pre-Kindergarten to Grade 12	152,771	2,442
DPI Minority Precollege Scholarship Program Grades 6 to 12	70,249	1,421

Eligible Population: Public school enrollment statistics are extracted from special tabulations prepared by the Wisconsin Department of Public Instruction.

Program Participants: UW System data were extracted from the 1996-97 annual machine-readable precollege data file reports. Reported counts of participants include all precollege programs regardless of funding sources.

MULTICULTURAL INFORMATION CENTER

The Milwaukee-based Multicultural Information Center (MIC) is the precollege outreach information and referral component of the UWS Office of Multicultural Affairs (OMA). MIC links American Indian, African American, Asian American, and Latino/Hispanic American students and their families with UW System precollege, admission, financial aid, and academic support programs. Since 1986, MIC has undergone a challenging transformation from a metropolitan Milwaukee-area focus to a regional focus and now to current efforts to develop a statewide focus—one that more fully and effectively serves *all* targeted race/ethnic groups. To more effectively complement and reinforce campus-based precollege and recruitment efforts, MIC now focuses less on conventional school-based contacts and settings and more on community-based settings, contacts, and partnerships. Seeking to "plant seeds" early and cultivate strong foundations, MIC along with many campus programs increasingly target students for precollege programming at younger ages, especially middle school.

MIC Outreach Consultant Corps. Prompted by budget constraints and the 1994 UW System environmental scan (assessment survey of MIC customer groups), MIC continues to solidify its innovative statewide service delivery through the Outreach Consultant Corps. In 1995, MIC creatively used the resources from its Outreach Specialist vacancy to fund this initiative. MIC staff progressed from 2 African American and 1 Latino outreach specialists (including the Director)—all female—to 31 outreach consultants in January 1998—45 percent male—representing all targeted race/ethnic groups: 5 American Indian, 6 Latino/Hispanic American, 6 Southeast Asian and 14 African American. The Corps has significantly broadened the *geographic scope* of outreach operations and expanded the race/ethnic, gender and linguistic *diversity of outreach staff* and of the *students and families served* (especially American Indian and Southeast Asian communities in Northern and Western Wisconsin). In addition, the current director of MIC is an African American male.

The first outreach consultant workshop was conducted in October 1995. Between July 1997 to February 1998, outreach consultants conducted 60 of MIC's total of 72 workshops. Of the 420 students reached in these workshops, 332 were first-time contacts by either MIC or by UWS campuses (i.e., they were not already in the master UW System Precollege Database). Many were from previously underserved areas such as Ashland, De Pere, Green Bay, Eau Claire, Lake Geneva, Nekoosa, Oneida, Oshkosh, Pickett, Superior, Tomah and the Ho-Chunk and Menominee reservations.

As MIC moves ahead with the current cadre of consultants, MIC staff and consultants continue to target special efforts that build a stronger base of services for students and families in Northern and Western Wisconsin, especially among the 11 Wisconsin tribes and among the Southeast Asian populations. For example, in September 1997, MIC held a "Building Better Futures and Prep for Success" conference in Wausau, Wisconsin. MIC targeted historically underserved areas, families and students within a one hundred mile radius of this north central Wisconsin location. In addition to offering the motivational and informational workshops, this conference provided an opportunity for nine UW System institutions to set up college fair information booths.

UW SYSTEM OFFICE OF MULTICULTURAL AFFAIRS PRECOLLEGE DATABASE

Under the direction of the Office of Multicultural Affairs, the Multicultural Information Center has created a valuable statewide information resource for UW System campuses. This multi-file relational database is housed at the UW System Multicultural Information Center and includes data files documenting, for example, UWS precollege programs, program participants and resource/contact persons. It serves as a long-range college recruitment resource for UWS institutions as well as a support mechanism for internal MIC management and outreach operations.

All campus precollege program data from Summer 1992 through Summer 1997 and all MIC student workshop contacts through December 1997 have been incorporated into the UW System Precollege Database. It now includes 29,594 students--17,108 students of color--who have recorded 47,029 precollege program and/or MIC workshop experiences. Much of the past year focused on finalizing the first Precollege Recruitment Prospects Roster: notably, extensive data cleaning, cross-validation and verification to maximize the list's utility for campus follow-up recruitment efforts.

In June 1997, UW System admission directors and M/D coordinators received the first systemwide recruitment prospects roster in three computer-readable formats--database, spreadsheet and plain text. In addition, they received a mailing label-ready print copy arranged in alphabetical order within zip codes. Providing multiple formats will increase the ease and the variety of uses by various campus constituencies. This roster of 4,285 eleventh and twelfth graders included UW System precollege program participants as well as student outreach contacts made by MIC staff and consultants. The Office of Multicultural Affairs envisioned this roster as a recruitment resource to improve the transition from precollege program participant to UW System college enrollee. Favorable feedback during the MIC Director's Fall 1997 telephone survey of campus admissions directors and M/D coordinators suggests promising possibilities for this collaborative college recruitment initiative.

SECTION II: UNIVERSITY OF WISCONSIN SYSTEM OVERVIEW

Enrollment of New Students of Color

Targeted racial/ethnic groups include African Americans, Latino/Hispanic Americans, American Indians, and statutorily defined Southeast Asians who enter the UW System as new freshmen, new undergraduate special students, and new undergraduate transfer students. However, Southeast Asians were not specifically identified in the institutional student databases until Fall 1990. Intra-system transfer students are excluded because they are not "new" to the UW System.

In Fall 1997, 2,119 new undergraduates from targeted racial/ethnic groups enrolled in the UW System (Table 1). This represents an increase of 11.8 percent over Fall 1996 new undergraduate enrollment.

Table 1
UW System New Undergraduate Enrollment From Targeted Racial/Ethnic Groups
Fall 1987 to Fall 1997

	Fall Semester											% Change 96-97	% Change 87-97
	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997		
UWS Total				1,495	1,624	1,752	1,872	1,861	1,850	1,895	2,119	11.8%	NA
UWS Total*	1,270	1,476	1,315	1,376	1,447	1,533	1,630	1,640	1,636	1,647	1,882	14.3%	4
African American	733	827	731	754	755	805	872	823	844	855	983	15.0%	34.1%
Latino/Hispanic American	346	455	371	419	468	526	544	588	571	551	666	21.0%	92.8%
American Indian	191	194	213	203	224	202	214	229	221	241	233	-3.3%	21.9%
Southeast Asians**	NA	NA	NA	119	177	219	242	221	214	248	237	-4.4%	NA**

* Total excludes Southeast Asians

** Southeast Asians increased 99.1%, 119 to 237, between 1990 and 1997.

For new undergraduates, Fall 1996 to Fall 1997, Latino/Hispanic American students experienced a systemwide increase in enrollment from 551 to 666 (21.0 percent) and African American students increased in enrollments from 855 in 1996 to 983 in 1997 (15%). American Indian and Southeast Asian students posted decreases of 3.3 percent (-8) and 4.4 percent (-11).

Table 2 provides information on the source of new undergraduates from targeted racial/ethnic groups. Over seventy percent of all new African American, Latino/Hispanic American, Southeast Asian, and American Indian undergraduates entered the UW System as new freshmen in Fall 1997, while 20 percent entered as transfers. The remaining 9.2 percent entered the UW System as special students (not enrolled in a degree program).

Table 2
UW System New Undergraduate Enrollment
Targeted Racial/Ethnic Groups By Student Type
Fall 1997

	New Freshmen		New Special		New Transfers		Grand Total
	Number	% of Grand Total	Number	% of Grand Total	Number	% of Grand Total	Number
African American	683	69.5%	87	8.9%	213	21.7%	983
Latino/Hispanic American	468	70.2%	75	11.3%	123	18.5%	666
American Indian	161	69.0%	21	9.0%	51	21.9%	233
Total	1,312	69.7%	183	9.7%	387	20.6%	1,882
Southeast Asian	187	78.9%	12	5.1%	38	16.0%	237
Total	1,499	70.7%	195	9.2%	425	20.0%	2,119
Other Asian American	421	70.9%	87	14.7%	85	14.3%	593
All Asian	608	73.2%	99	11.9%	123	14.8%	830

Table 3 provides a comparison of new and total undergraduates in Fall 1987 and Fall 1997. During this period, the proportion of new freshmen from African American, Latino/Hispanic American, American Indian, and Asian American groups combined increased from 4.8 percent to 7.4 percent. The largest increase was for Asian Americans (including Southeast Asians -- from 1.4 percent to 2.3 percent), followed by Latino/Hispanic Americans (from 0.9 percent to 1.8 percent), African Americans (1.9 percent to 2.6 percent). American Indians comprised 0.6 percent in both years.

Among all new undergraduates during this period, African American, Latino/Hispanic American, American Indian, and Asian American students jointly increased as a proportion of the total from 5.2 to 7.7 percent. Again, the largest increase was among Asian Americans who grew from 1.4 percent to 2.4 percent of the total, followed by Latino/Hispanic Americans (1.0 percent to 1.9 percent), African Americans (2.2 percent to 2.8 percent), and American Indians increased slightly from 0.6 to 0.7 percent.

The proportion of all undergraduates from African American, Latino/Hispanic American, American Indian, and Asian American groups combined represented 7.6 percent of the total in Fall 1997, up from 4.6 percent of the total in Fall 1987. Of these four targeted racial/ethnic groups, African Americans are the largest group at 2.6 percent of the total in Fall 1997, up from 2.0 percent in Fall 1987. Asian Americans (including Southeast Asians), the second largest group, have grown rapidly during this period from 1.2 percent of the total in Fall 1987 to 2.5 percent of the total in Fall 1997.

Table 3
Proportion of New and All Undergraduates By Racial/Ethnic Group
Fall 1987 and Fall 1997

NEW UNDERGRADUATES	Fall 1987	% of Total	Fall 1987	% of Total
New Freshmen				
African Americans	515	1.9%	683	2.6%
Latino/Hispanic Americans	250	0.9%	468	1.8%
American Indians	151	0.6%	161	0.6%
Subtotal	916	3.4%	1,312	5.0%
Southeast Asians	NA	NA	187	0.7%
Other Asians	NA	NA	421	1.6%
Total Asians	382	1.4%	608	2.3%
Total	1,298	4.8%	1,920	7.4%
White/Other	25,445	94.6%	23,672	91.4%
International	154	0.6%	309	1.2%
TOTAL NEW FRESHMEN	26,897	100.0%	25,901	100.0%
All New Undergraduates*				
African Americans	733	2.2%	983	2.8%
Latino/Hispanic Americans	346	1.0%	666	1.9%
American Indians	191	0.6%	233	0.7%
Subtotal	1,270	3.8%	1,882	5.4%
Southeast Asians	NA	NA	237	0.7%
Other Asians	NA	NA	593	1.7%
Total Asians	478	1.4%	830	2.4%
Total	1,748	5.2%	2,712	7.7%
White/Other	31,510	93.3%	31,458	89.6%
International	506	1.5%	941	2.7%
TOTAL ALL NEW UNDERGRADUATES	33,764	100.0%	35,111	100.0%
ALL UNDERGRADUATES	Fall 1987	% of Total	Fall 1997	% of Total
African Americans	2,789	2.0%	3,369	2.6%
Latino/Hispanic Americans	1,302	0.9%	2,346	1.8%
American Indians	682	0.5%	864	0.7%
Subtotal	4,773	3.4%	6,579	5.1%
Southeast Asians**	NA	NA	1,011	0.8%
Other Asians**	1,667	1.2%	2,167	1.7%
Total Asians	1,667	1.2%	3,178	2.5%
Total	6,440	4.6%	9,757	7.6%
White/Other	131,147	94.0%	116,666	90.4%
International	1,967	1.4%	2,684	2.1%
TOTAL ALL UNDERGRADUATES	139,554	100.0%	129,107	100.0%

• Includes New Freshmen, New Specials, and New Transfers into the UW System.

** Because Southeast Asian students were not separately identified in institutional databases until 1990, both the Other Asians and the Total Asian student counts for 1987 include Southeast Asian students.

Enrollment From Targeted Racial/Ethnic Groups By Institution

From Fall 1996 to Fall 1997, twelve of the fourteen UW System institutions increased their enrollments of African American, Latino/Hispanic American, and American Indian new undergraduates (Table 4). During that same period, enrollments of Southeast Asian new undergraduates at UW System institutions remained stable or decreased slightly. The exception was Eau Claire which reported an increase of 18 students.

Table 4
New Undergraduate Enrollment From Targeted Racial/Ethnic Groups By Institution
Fall 1988 to Fall 1997

African American, Latino/Hispanic American, & American Indian	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
<i>UW System Total</i>	1,476	1,315	1,376	1,447	1,533	1,630	1,640	1,636	1,647	1,882
Eau Claire	44	40	38	35	41	61	76	74	50	71
Green Bay	38	49	26	37	46	43	56	36	50	38
La Crosse	39	32	47	55	70	63	65	57	53	57
Madison	283	236	266	221	246	281	276	311	325	348
Milwaukee	465	432	427	474	412	490	498	526	592	599
Oshkosh	86	58	76	76	83	72	59	49	61	67
Parkside	97	88	90	109	141	157	169	159	131	204
Platteville	29	20	23	38	25	32	24	31	22	34
River Falls	34	36	43	27	33	38	34	36	29	36
Stevens Point	42	44	48	52	74	51	45	49	44	43
Stout	50	53	31	39	41	36	39	32	31	45
Superior	39	27	13	25	20	14	20	22	32	35
Whitewater	115	124	129	143	151	135	145	128	112	144
Colleges	115	76	119	116	150	157	134	126	115	161
Southeast Asian	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
<i>UW System Total</i>	NA	NA	119	177	219	242	221	214	248	237
Eau Claire	NA	NA	7	9	14	20	17	15	25	43
Green Bay	NA	NA	1	16	10	11	12	11	13	13
La Crosse	NA	NA	8	10	16	18	9	9	11	6
Madison	NA	NA	21	20	39	45	38	26	43	42
Milwaukee	NA	NA	16	39	41	38	46	59	61	60
Oshkosh	NA	NA	17	6	13	15	4	9	16	15
Parkside	NA	NA	2	4	4	3	7	4	6	3
Platteville	NA	NA	6	8	8	10	17	7	4	3
River Falls	NA	NA	7	10	14	15	10	9	10	8
Stevens Point	NA	NA	8	6	7	11	11	21	15	10
Stout	NA	NA	19	28	30	34	25	22	13	9
Superior	NA	NA	0	0	0	0	0	0	1	0
Whitewater	NA	NA	5	12	9	12	11	7	4	4
Colleges	NA	NA	2	9	14	10	14	15	26	21

UW System New Freshmen Student Retention By Race/Ethnicity

The retention of undergraduates from targeted racial/ethnic groups is as important as the recruitment of these students. Table 5 provides second, third, and fourth year retention rates by race/ethnicity for the Fall 1985 and Fall 1987 through Fall 1996 new freshmen cohorts.

Table 5
UW System New Freshmen Retention Rates By Race/Ethnicity

Entering Term Cohort	Fall 1985	Fall 1987	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
<u>African American</u>	<u>546</u>	<u>515</u>	<u>612</u>	<u>530</u>	<u>560</u>	<u>526</u>	<u>566</u>	<u>603</u>	<u>498</u>	<u>548</u>	<u>536</u>
To 2nd Year	57.1	62.3	62.0	64.7	64.8	67.6	64.6	61.0	56.2	67.8	67.1
To 3rd Year	41.7	47.7	48.5	52.4	49.2	47.5	48.4	46.1	45.3	47.6	
To 4th Year	34.7	43.6	44.6	46.7	41.6	40.8	41.8	38.3	38.9		
<u>Latino/Hispanic American</u>	<u>225</u>	<u>250</u>	<u>339</u>	<u>271</u>	<u>316</u>	<u>342</u>	<u>387</u>	<u>400</u>	<u>401</u>	<u>389</u>	<u>371</u>
To 2nd Year	64.0	64.8	69.9	72.6	72.1	71.0	67.7	70.5	66.8	76.6	73.3
To 3rd Year	53.3	58.4	59.5	59.7	55.0	56.1	54.0	57.2	53.8	59.1	
To 4th Year	44.4	51.6	51.6	53.8	49.0	50.0	51.1	51.0	53.1		
<u>American Indian</u>	<u>159</u>	<u>151</u>	<u>163</u>	<u>164</u>	<u>161</u>	<u>165</u>	<u>144</u>	<u>164</u>	<u>159</u>	<u>158</u>	<u>158</u>
To 2nd Year	53.4	61.5	59.5	63.4	60.8	53.9	61.8	68.2	58.4	60.7	61.3
To 3rd Year	40.2	40.3	52.1	54.8	42.8	37.5	49.3	53.0	42.7	50.6	
To 4th Year	32.7	39.7	46.0	43.2	37.2	33.9	43.0	45.7	40.8		
<u>Southeast Asian</u>					<u>103</u>	<u>154</u>	<u>187</u>	<u>206</u>	<u>175</u>	<u>166</u>	<u>188</u>
To 2nd Year					76.6	79.2	79.6	79.1	76.5	73.4	77.4
To 3rd Year					66.9	68.1	62.5	70.8	63.4	53.6	
To 4th Year					63.1	65.5	51.8	61.6	53.7		
<u>All Asian Americans</u>	<u>311</u>	<u>382</u>	<u>498</u>	<u>459</u>	<u>480</u>	<u>534</u>	<u>557</u>	<u>563</u>	<u>547</u>	<u>564</u>	<u>596</u>
To 2nd Year	81.3	83.7	81.9	82.7	82.9	79.7	81.1	79.9	80.2	78.9	83.8
To 3rd Year	65.9	74.8	71.2	74.5	74.3	68.9	69.8	69.9	71.1	66.3	
To 4th Year	60.7	65.7	64.8	66.8	66.4	63.2	64.8	64.4	63.2		
<u>White/Other International</u>	<u>26,485</u>	<u>25,445</u>	<u>26,258</u>	<u>23,348</u>	<u>22,275</u>	<u>21,906</u>	<u>20,732</u>	<u>21,236</u>	<u>20,788</u>	<u>21,843</u>	<u>22,831</u>
To 2nd Year	76.4	77.9	78.9	80.3	79.3	78.7	79.2	78.4	78.1	79.8	80.8
To 3rd Year	65.2	67.1	68.9	71.0	69.7	67.8	68.4	68.0	67.9	69.8	
To 4th Year	61.0	63.4	65.0	66.4	64.5	63.1	64.2	64.0	63.9		
<u>Total (Incl. International)</u>	<u>27,951</u>	<u>26,897</u>	<u>28,104</u>	<u>25,044</u>	<u>24,095</u>	<u>23,722</u>	<u>22,673</u>	<u>23,207</u>	<u>22,650</u>	<u>23,776</u>	<u>24,767</u>
To 2nd Year	75.8	77.4	78.3	79.8	78.7	78.2	78.6	77.7	77.2	79.2	80.3
To 3rd Year	64.4	66.5	68.1	70.3	68.7	67.0	67.3	67.2	67.0	68.9	
To 4th Year	60.0	62.7	64.1	65.5	63.3	62.1	62.9	62.9	62.8		

The Fall 1996 second-year retention rates for Latino/Hispanic Americans and African Americans have improved over Fall 1987 levels (the start of *Design for Diversity*) while American Indian students experienced a very slight decline. From Fall 1990 (when data became available) to Fall 1996, the rates for Southeast Asian students also increased. When comparing the Fall 1987 and Fall 1996 new freshmen cohorts of color:

- African American second-year retention rate increased from 62.3 percent to 67.1 percent.
- Latino/Hispanic American second-year retention rate increased from 64.8 percent to 73.3 percent.
- American Indian second-year retention rate remained roughly stable from 61.5 percent to 61.3 percent.

- All Asian American second-year retention rate remained stable from 83.7 percent to 83.8 percent.
- Southeast Asian second-year retention rate increased from 76.6 percent in 1990 (earlier data not available) to 77.4 percent in 1996.

Compared with the Fall 1987 cohort, third-year retention rates increased for Latino/Hispanic American and American Indians while retention rates for African Americans declined somewhat. Retention rates to the fourth year showed a decrease for African Americans, while Latino/Hispanic Americans and American Indians experienced an increase. However, as indicated in Table 5, third and fourth year retention rates for all racial/ethnic groups are higher than in Fall 1985 which was before the advent of *Design for Diversity*.

Graduation Patterns By High School Rank and Race/Ethnicity

Graduation and retention rates are related to a variety of factors including the prior academic achievements of incoming freshmen. Table 6 illustrates this pattern for one measure of academic achievement, high school rank. Retention and graduation rates are generally higher for students who graduated in the upper quartile of their high school class. This holds true for all racial/ethnic groups. However, the data also indicate that African American and American Indian new freshmen who graduated in the top quartile of their high school class (first quartile row of Table 6) have lower graduation rates than Latino/Hispanic American, Asian American and White/Other new freshmen.

Table 6
Six-Year Graduation Rates And Retention to Seventh Year of Fall 1991 New Freshmen
By Race/Ethnicity and High School Quartile

High School Quartile	Ethnic Group					
	African American	Latino/Hispanic American	American Indian	Asian American	White/Other	Total (incl. International)
<u>First Quartile</u>						
Six-Year Graduation Rate	32.3	40.2	32.4	57.8	69.6	68.5
Retained to Seventh Year	8.0	10.3	10.8	8.6	5.3	5.5
<u>Second Quartile</u>						
Six-Year Graduation Rate	24.6	33.6	12.9	40.9	47.4	46.3
Retained to Seventh Year	10.8	12.8	14.5	11.1	7.9	8.1
<u>Third Quartile</u>						
Six-Year Graduation Rate	19.2	18.9	10.5	26.4	26.4	25.8
Retained to Seventh Year	10.7	7.5	5.2	22.0	9.6	9.8
<u>Fourth Quartile</u>						
Six-Year Graduation Rate	11.4	13.8	7.1	0.0	13.1	12.8
Retained to Seventh Year	11.4	19.4	0.0	12.5	10.4	10.7
<u>No Rank</u>						
Six-Year Graduation Rate	8.3	12.8	14.2	56.0	35.5	37.1
Retained to Seventh Year	1.6	5.1	7.1	4.0	4.3	3.8
<u>Total</u>						
Six-Year Graduation Rate	21.2	27.4	16.3	46.6	51.9	50.6
Retained to Seventh Year	9.3	10.8	9.6	11.0	7.0	7.2
Number in Group	526	342	165	534	21,906	23,722

Degrees Conferred By Level and Race/Ethnicity

Table 7 provides information on degrees conferred by degree level and race/ethnicity in 1987-88, 1994-95, and 1996-97.² Since 1987-88, the combined number of all degrees conferred to African Americans, Latino/Hispanic Americans, American Indians and Asian Americans (including Southeast Asians) grew from 864 to 1,676, an increase of 93.9 percent. For African Americans, Latino/Hispanic Americans and American Indians alone, total degrees conferred grew from 584 to 1,055, an increase of 80.6 percent (not shown in Table 7).

Among Bachelor's degree recipients, the combined number of degrees conferred to African Americans, Latino/Hispanic Americans, American Indians and Asian Americans (including Southeast Asians) grew from 547 in 1987-88 to 1,170 in 1996-97, an increase of 113.8 percent. During this period:

- For African Americans, the number of Bachelor's degrees conferred grew from 183 to 357, an increase of 95.0 percent.
- For Latino/Hispanic Americans, the number of degrees conferred grew from 136 to 273, an increase of 100.7 percent.
- For American Indians, the number of degrees conferred grew from 47 to 106, an increase of 125.5 percent.
- For Asian Americans (including Southeast Asians), the number of degrees conferred grew from 181 to 434, an increase of 139.7 percent.

The numbers of graduate and professional degrees conferred to African Americans, Latino/Hispanic Americans, American Indians and Asian Americans (including Southeast Asians) combined also grew between 1987-88 to 1996-97. During this period:

- The number of Master's degrees conferred to these four targeted racial/ethnic groups grew from 202 to 342, an increase of 69.3 percent. The combined number of Master's degrees conferred to African Americans, Latino/Hispanic Americans and American Indians grew from 145 to 216, an increase of 48.9 percent.
- The number of Doctoral degrees conferred to these four targeted racial/ethnic groups grew from 37 to 59, an increase of 59.4 percent. The combined number of Doctoral degrees conferred to African Americans, Latino/Hispanic Americans and American Indians grew from 17 to 30, an increase of 76.4 percent.
- The number of Advanced Professional degrees (Law, Medicine, Veterinary Medicine, and Pharmacy) conferred to these four targeted racial/ethnic groups grew from 41 to 86, an increase of 109.7 percent. The combined number of Advanced Professional degrees conferred to African Americans, Latino/Hispanic Americans and American Indians grew from 31 to 59, an increase of 90.3 percent.

²July 1 through June 30.

Table 7: Degrees Conferred by Race/Ethnicity and Degree Level

	1987-88		1995-96		1996-97		% Chg Between # of Degrees Conferred	
	Number	Percent	Number	Percent	Number	Percent	1987-88/1996-97	1995-96/1996-97
<u>ASSOCIATE</u>								
African American	16	1.6%	2	0.3%	5	0.8%	-68.7%	1.5%
Latino/Hispanic American	3	0.3%	3	0.5%	5	0.8%	66.6%	66.6%
American Indian	6	0.6%	4	0.6%	4	0.6%	-33.3%	0.0%
Asian American	12	1.2%	5	0.8%	5	0.8%	-58.3%	-37.5%
Subtotal	37	3.8%	14	2.2%	19	2.9%	-48.6%	35.7%
Foreign Students	18	1.8%	5	0.7%	2	0.3%	-88.8%	-60.0%
White	923	94.4%	611	97.0%	642	96.8%	-30.4%	5.0%
TOTAL	978	100.0%	630	100.0%	663	100%	-32.2%	5.2%
<u>BACHELOR'S</u>								
African American	183	0.9%	356	1.8%	357	1.8%	95.0%	0.2%
Latino/Hispanic American	136	0.7%	279	1.4%	273	1.4%	100.7%	-2.1%
American Indian	47	0.2%	91	0.5%	106	0.5%	125.5%	16.4%
Asian American	181	0.9%	402	2.0%	434	2.2%	139.7%	7.9%
Subtotal	547	2.8%	1,128	5.7%	1,170	6.0%	113.9%	3.7%
Foreign Students	425	2.2%	601	3.0%	570	2.9%	34.1%	5.1%
White	18,702	95.1%	17,985	91.2%	17,886	91.1%	-4.3%	-0.5%
TOTAL	19,674	100.0%	19,714	100.0%	19,626	100%	-0.2%	-0.4%
<u>MASTER'S</u>								
African American	64	1.4%	103	2.4%	120	2.5%	87.5%	16.5%
Latino/Hispanic American	62	1.3%	89	1.8%	66	1.4%	6.4%	-25.8%
American Indian	19	0.4%	27	0.5%	30	0.6%	57.8%	111%
Asian American	57	1.2%	92	1.8%	126	2.6%	121.0%	36.7%
Subtotal	202	4.3%	311	6.2%	342	7.2%	69.3%	9.9%
Foreign Students	549	11.7%	667	13.2%	599	12.9%	9.1%	-10.1%
White	3,947	84.0%	4,077	80.7%	3,819	80.2%	-3.2%	-6.3%
TOTAL	4,698	100.0%	5,055	100.0%	4,760	100%	1.3%	-5.8%
<u>DOCTORAL</u>								
African American	10	1.4%	7	0.8%	19	2.1%	6.9%	171.4%
Latino/Hispanic American	5	0.7%	28	3.3%	10	1.3%	50.0%	-64.2%
American Indian	2	0.3%	4	0.5%	1	0.1%	-50.0%	75.0%
Asian American	20	2.7%	30	3.6%	29	13.3%	45.0%	-3.3%
Subtotal	37	5.0%	69	8.2%	59	6.7%	59.4%	-14.4%
Foreign Students	174	23.5%	228	27.0%	268	30.3%	54.0%	17.5%
White	529	71.5%	548	64.9%	557	63.0%	5.2%	1.6%
TOTAL	740	100.0%	845	100.0%	884	100%	19.4%	4.6%
<u>ADV. PROFESSIONAL</u>								
African American	12	2.3%	26	5.1%	34	7.0%	183.3%	30.7%
Latino/Hispanic American	12	2.3%	27	5.2%	21	4.3%	75.0%	-22.2%
American Indian	7	1.3%	8	1.6%	4	0.8%	-42.8%	-50.0%
Asian American	10	1.9%	20	3.9%	27	5.6%	170.0%	35.0%
Subtotal	41	7.8%	81	15.7%	86	17.8%	109.7%	6.1%
Foreign Students	0	0.0%	11	2.1%	13	2.7%	NA	18.1%
White	486	92.2%	423	82.1	385	79.5%	-20.8%	-8.9%
TOTAL	527	100.0%	515	100.0%	484	100%	-8.1%	-6.0%
<u>GRAND TOTAL</u>								
African American	285	1.1%	494	1.9%	535	2.0%	87.7%	8.2%
Latino/Hispanic American	218	0.8%	426	1.6%	375	1.4%	72.0%	-11.9%
American Indian	81	0.3%	134	0.5%	145	0.5%	79.0%	8.2%
Asian American	280	1.1%	549	2.1%	621	2.4%	121.7%	13.1%
Subtotal	864	3.2%	1,603	6.0%	1,676	6.3%	93.9%	4.5%
Foreign Students	1,166	4.4%	1,512	5.7%	1,452	5.5%	24.5%	-3.9%
White	24,587	92.4%	23,644	88.4%	23,289	88.2%	-5.2%	-1.5%
TOTAL	26,617	100.0%	26,759	100.0%	26,417	100%	-0.7%	-1.2%

Program Funding

Program funding for students of color and disadvantaged students is provided by the state and federal governments through general program revenue, gifts, and grants. Table 8 lists all 1996-97 GPR and non-GPR funds expended for students of color and disadvantaged student programs including institutional expenditures for students of color and disadvantaged student programs from the appropriation under section 20.285(4)(a) of the Wisconsin State Statutes. The 1987-89 biennial budget act created this appropriation specifically for students of color and disadvantaged student program funding. This appropriation, which is designated internally as Fund 402, includes only GPR funds. All institutions obtained extramural funds for students of color and disadvantaged student programs to supplement state funds. The three institutions generating the most extramural funds (i.e., all sources other than GPR) were: Milwaukee, \$1,415,673; Whitewater, \$767,790, and Eau Claire, \$680,495.

Fund 402 includes funding for precollege, recruitment and retention activities and related administrative and other costs. Precollege activities encourage K-12 students to prepare for and pursue postsecondary education. Recruitment activities increase new student enrollment. Retention activities assist students in making satisfactory academic progress and in completing their degrees. At UW System institutions, Minority/Disadvantaged (M/D) offices provide a wide variety of academic and cocurricular programs in addition to sociocultural activities: precollege programs, recruitment and orientation services, academic counseling and referral services in addition to tutorial and other support services. M/D offices often also serve as resource centers for students of color and economically disadvantaged students, as well as the larger campus community.

Based on institutional estimates, approximately 66 percent of Fund 402 dollars were expended for retention activities in 1995-96. Institutions dedicated 18 percent of funding to precollege programs and 16 percent to recruitment.

Table 8
 Minority and Disadvantaged Program Funding (a)
 1996-97 All Fund Expenditures

	1995-96 Total Program Funds & Scholarships	1996-97					
		Total Program Funds & Scholarships	M/D Appropriation 20.285 (4) (a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds (b)	Institutional Scholarships (c)
Madison	\$4,875,545	\$4,795,815	\$1,232,635	\$1,560,574	\$558,556	\$3,351,765	\$1,444,050
Milwaukee	\$5,080,459	\$5,048,482	\$1,739,868	\$949,895	\$1,415,673	\$4,105,436	\$943,046
Eau Claire	\$1,071,149	\$1,158,952	\$106,589	\$302,246	\$680,495	\$1,089,330	\$69,622
Green Bay	\$521,690	\$738,783	\$76,506	\$49,790	\$612,487	\$738,783	\$0
La Crosse	\$656,930	\$870,433	\$100,859	\$175,448	\$594,126	\$870,433	\$0
Oshkosh	\$667,061	\$733,605	\$360,807	\$0	\$327,900	\$688,707	\$44,898
Parkside	\$511,094	\$531,002	\$222,421	\$28,669	\$233,621	\$484,711	\$46,291
Platteville	\$390,530	\$381,248	\$83,159	\$65,877	\$227,462	\$376,498	\$4,750
River Falls	\$275,140	\$258,127	\$135,116	\$20,996	\$102,015	\$258,127	\$0
Stevens Pt	\$993,293	\$961,351	\$193,246	\$314,945	\$453,160	\$961,351	\$0
Stout	\$744,201	\$714,905	\$203,492	\$227,087	\$278,326	\$708,905	\$6,000
Superior	\$352,804	\$373,923	\$86,738	\$142,688	\$144,497	\$373,923	\$0
Whitewater	\$1,417,193	\$1,427,463	\$620,538	\$39,135	\$767,790	\$1,427,463	\$0
Colleges	\$555,137	\$570,561	\$144,301	\$11,071	\$412,089	\$567,461	\$3,100
Extension	\$129,081	\$79,420	\$54,405	\$25,015	\$0	\$79,420	\$0
WCWC (d)	\$43,968	\$43,968	\$43,968	\$0	\$0	\$43,968	\$0
Systemwide	\$371,802	\$388,705	\$210,026	\$178,679	\$0	\$388,705	\$0
Total	\$18,657,077	\$19,076,743	\$5,614,674	\$4,092,115	\$6,808,197	\$16,514,986	\$2,561,757

(a) Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by UW System to the institutions. Includes precollege and institutional scholarships.

(b) Includes program revenue funds from auxiliaries and special courses.

(c) Reflects institution awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.

(d) WCWC expenditures are as follows: UW-Eau Claire, \$29,502; UW-La Crosse, \$2,600; and Stout \$11,866.

SECTION III: STUDENT FINANCIAL ASSISTANCE

Financial assistance is a key element in efforts to improve the enrollment, retention, and graduation of students of color and economically disadvantaged students in the UW System. The UW System provides financial aid programs that offer students assistance in entering college and continuing through graduation. These programs encourage students to complete undergraduate studies, enter the teaching profession and pursue graduate or professional degrees.

As Table 9 indicates, 75,666 UW System students received \$404.9 million (see Appendix) in financial assistance in 1996-97, with an average financial aid package of \$5,351. In 1996-97, 8,071 UW System students of color received financial assistance (11 percent of all aid recipients). Their average financial need was \$9,326 with an average financial aid package of \$7,167. Fifty-three percent of the financial aid provided to students of color was in the form of loans compared to 73 percent for white students. Grants comprised 44 percent of all aid to students of color and 24 percent of the aid to white students. Students of color had higher average financial aid than white students, reflecting their higher financial need.

Table 9
University of Wisconsin System
Financial Aid Recipients' Need Profile
(All Students)
1996-97

	Recipients	Avg Fin Need	Avg Aid	% Loan of Aid	% Grant of Aid	Unmet Need as a % of Total Fin Need
African American	3,147	\$9,609	\$7,652	54%	44%	24%
American Indian	821	\$8,455	\$6,944	43%	56%	17%
Latino/Hispanic American	1,850	\$9,553	\$7,061	58%	39%	28%
Asian American	2,253	\$9,039	\$6,656	51%	46%	26%
Subtotal	8,071	\$9,326	\$7,167	53%	44%	25%
White	65,266	\$6,493	\$5,221	73%	24%	23%
N/A ¹	2,329	\$6,830	\$2,676	63%	36%	26%
Total	75,666	\$6,831	\$5,351	70%	27%	23%

Note: work aid comprised the remaining percentage of financial aid.

¹ Students' racial/ethnic category not available from the CDR.

Minority/Disadvantaged Financial Aid Programs

The UW System administers two financial aid programs that target students of color and disadvantaged students. One of these financial assistance programs is for students of color pursuing the baccalaureate degree -- the Lawton Undergraduate Minority Retention Grant Program. The other program, the Advanced Opportunity Program, is available to students of color and disadvantaged students pursuing advanced degrees. Table 10 presents a summary of these three programs for 1996-97.

Table 10
University of Wisconsin System
Students of Color and Disadvantaged Student Financial Aid Programs
1996-97

	Recipients						Avg \$
	African American	Latino/ Hispanic American	American Indian	Asian American	N/A ¹	Total	
LUMRG	598	407	149	423	14	1,591	\$1,258
AOP	219	112	53	55	47	486	\$7,169

Source: 1996-97 Student and Financial Aid Central Data Request (CDR)

¹ Students' racial/ethnic category not available from the CDR.

LUMRG - Lawton Undergraduate Minority Retention Grant

AOP - Advanced Opportunity Program

The Lawton Undergraduate Minority Retention Grant Program (LUMRG). Initiated in 1986-87, this program provides need-based financial assistance to African American, Latino/Hispanic American, American Indian and statutorily designated Southeast Asian students. Eligible recipients are sophomores, juniors, and seniors who are Wisconsin residents or Minnesota Compact students. They must be enrolled for six or more credits. The LUMRG program increases the grant aid available to students by replacing loans whenever possible.

In 1996-97 students received grants up to a maximum of \$2,500 per year. Students are eligible for up to four years of Lawton awards. Financial need for the LUMRG is determined by the standard federal methodology. Lawton grants are awarded on a "last dollar" basis: all other grants or fellowships for which students are eligible are awarded, then the LUMRG is made in accordance with the student's determined unmet financial need. *There were 1,591 Lawton Grants awarded in 1996-97. Total awards were approximately \$2.0 million and the average grant was \$1,258.*

The Advanced Opportunity Program (AOP). This program has existed since 1973-74 to promote the recruitment and retention of graduate and professional students of color and disadvantaged graduate and professional students. The program was funded at \$3.5 million in 1996-97. Eligible students must be U.S. citizens or permanent residents; preference for awards goes to Wisconsin residents. Its goal is to increase students of color and disadvantaged student enrollment and facilitate the completion of advanced degrees.

In 1996-97, 486 UW System students were awarded AOP fellowships, with an average award of \$7,169. Of the 486 AOP recipients, 277 were residents, 175 were nonresidents, 30 had Minnesota

reciprocity, and the remaining four did not have their residency recorded on the CDR. UW-Madison and UW-Milwaukee provided 69 percent of the AOP fellowships, making average awards of \$9,063 on the two doctoral campuses. The comprehensive universities provided average awards of \$2,286 (AOP grant amounts were set by each institution).

APPENDIX

1997 Minority/Disadvantaged Student Annual Report - 18

UNIVERSITY OF WISCONSIN SYSTEM
FINANCIAL AID RECIPIENTS UNMET NEED PROFILE FOR 1996-97
BY ETHNICITY AND DEPENDENCY STATUS

UNDERGRADUATE

		FINANCIAL NEED		TOTAL AID		UNMET NEED		GRANTS		LOANS	
		#	\$	#	\$	#	\$	#	\$	#	\$
ASIAN	DEPENDENT	1202	\$9,397,495	1310	\$7,784,806	873	\$2,388,146	976	\$4,083,996	911	\$3,370,362
	INDEPENDENT	559	\$4,933,294	565	\$3,839,037	421	\$1,266,419	517	\$1,984,037	396	\$1,710,954
	MISSING	1	\$8,200	121	\$279,934	1	\$7,200	121	\$279,934	0	.
	ALL	1762	\$14,338,989	1996	\$11,903,777	1295	\$3,661,765	1614	\$6,347,967	1307	\$5,081,316
AFRICAN AMERICAN	DEPENDENT	1306	\$10,123,202	1432	\$8,783,963	916	\$2,437,799	1100	\$4,567,149	1153	\$3,906,714
	INDEPENDENT	1139	\$10,515,604	1155	\$8,834,161	719	\$2,309,828	1027	\$3,461,204	1020	\$5,169,020
	MISSING	3	\$26,320	92	\$570,955	3	\$18,555	87	\$558,955	6	\$12,000
	ALL	2448	\$20,665,126	2679	\$18,189,079	1638	\$4,766,182	2214	\$8,587,308	2179	\$9,087,734
AMERICAN INDIAN	DEPENDENT	310	\$1,866,710	387	\$2,038,491	171	\$310,003	320	\$1,213,311	247	\$781,697
	INDEPENDENT	294	\$2,482,926	304	\$2,342,668	158	\$352,087	293	\$1,347,877	217	\$958,056
	MISSING	0	.	27	\$45,102	0	.	27	\$45,102	0	.
	ALL	604	\$4,349,636	718	\$4,426,261	329	\$662,090	640	\$2,606,290	464	\$1,739,753
HISPANIC	DEPENDENT	836	\$6,040,932	951	\$5,134,043	571	\$1,751,861	681	\$2,222,961	767	\$2,726,502
	INDEPENDENT	507	\$4,377,621	526	\$3,673,559	334	\$1,068,023	462	\$1,539,137	418	\$2,000,618
	MISSING	3	\$33,748	69	\$225,813	3	\$28,598	66	\$201,653	3	\$12,000
	ALL	1346	\$10,452,301	1546	\$9,033,415	908	\$2,848,482	1209	\$3,963,751	1188	\$4,739,120
WHITE	DEPENDENT	33146	\$170,410,672	41506	\$180,296,866	20702	\$40,047,159	18243	\$41,152,714	36006	\$132,448,712
	INDEPENDENT	14073	\$103,957,387	14671	\$91,661,098	8638	\$23,246,919	12448	\$29,885,213	12413	\$59,906,766
	MISSING	84	\$627,350	3276	\$9,741,603	78	\$422,092	3197	\$9,181,557	50	\$271,473
	ALL	47303	\$274,995,409	59453	\$281,699,567	29418	\$63,716,170	33888	\$80,219,484	48469	\$192,626,951
UNKNOWN	DEPENDENT	403	\$2,604,905	1618	\$2,863,238	248	\$681,060	1350	\$958,073	414	\$1,843,803
	INDEPENDENT	370	\$2,211,238	417	\$2,001,566	218	\$585,807	305	\$566,542	301	\$1,422,426
	MISSING	0	.	176	\$503,772	0	.	165	\$418,039	10	\$85,316
	ALL	773	\$4,816,143	2211	\$5,368,576	466	\$1,266,867	1820	\$1,942,654	725	\$3,351,545
ALL	DEPENDENT	37203	\$200,443,916	47204	\$206,901,407	23481	\$47,616,028	22670	\$54,198,204	39498	\$145,077,790
	INDEPENDENT	16942	\$128,478,070	17638	\$112,352,089	10488	\$28,829,083	15052	\$38,784,010	14765	\$71,167,840
	MISSING	91	\$695,618	3761	\$11,367,179	85	\$476,445	3663	\$10,685,240	69	\$380,789
	ALL	54236	\$329,617,604	68603	\$330,620,675	34054	\$76,921,556	41385	\$103,667,454	54332	\$216,626,419

1997 Minority/Disadvantaged Student Annual Report - 19

UNIVERSITY OF WISCONSIN SYSTEM
FINANCIAL AID RECIPIENTS UNMET NEED PROFILE FOR 1996-97
BY ETHNICITY AND DEPENDENCY STATUS

GRADUATE

		FINANCIAL NEED		TOTAL AID		UNMET NEED		GRANTS		LOANS	
		#	\$	#	\$	#	\$	#	\$	#	\$
ASIAN	DEPENDENT	3	\$28,534	3	\$17,774	2	\$10,760	1	\$3,242	3	\$13,132
	INDEPENDENT	224	\$3,610,239	232	\$2,908,535	144	\$930,297	70	\$316,882	209	\$2,556,999
	MISSING	0	.	22	\$166,888	0	.	22	\$166,888	0	.
	ALL	227	\$3,638,773	257	\$3,093,197	146	\$941,057	93	\$487,012	212	\$2,570,131
AFRICAN AMERICAN	DEPENDENT	1	\$1,765	3	\$18,572	1	\$543	3	\$18,572	0	.
	INDEPENDENT	376	\$6,527,696	391	\$5,306,136	232	\$1,670,780	226	\$1,433,852	343	\$3,825,890
	MISSING	7	\$18,449	74	\$568,139	4	\$2,835	74	\$568,139	0	.
	ALL	384	\$6,547,910	468	\$5,892,847	237	\$1,674,158	303	\$2,020,563	343	\$3,825,890
AMERICAN INDIAN	DEPENDENT	0	.	3	\$8,219	0	.	3	\$8,219	0	.
	INDEPENDENT	76	\$1,407,293	81	\$1,162,235	45	\$335,897	62	\$464,897	65	\$693,855
	MISSING	1	\$1,192	19	\$104,577	1	\$629	19	\$104,577	0	.
	ALL	77	\$1,408,485	103	\$1,275,031	46	\$336,526	84	\$577,693	65	\$693,855
HISPANIC	DEPENDENT	0	.	1	\$2,334	0	.	1	\$2,334	0	.
	INDEPENDENT	256	\$4,857,069	260	\$3,676,696	168	\$1,419,695	117	\$764,382	243	\$2,891,279
	MISSING	1	\$3,871	43	\$350,292	1	\$629	43	\$348,657	1	\$1,635
	ALL	257	\$4,860,940	304	\$4,029,322	169	\$1,420,324	161	\$1,115,373	244	\$2,892,914
WHITE	DEPENDENT	23	\$252,573	152	\$271,922	16	\$63,421	128	\$66,909	27	\$203,732
	INDEPENDENT	5203	\$65,820,972	5416	\$57,972,132	3009	\$14,736,394	925	\$1,825,474	5302	\$55,348,903
	MISSING	2	\$35,010	240	\$821,371	2	\$32,010	236	\$775,231	5	\$46,140
	ALL	5228	\$66,108,555	5808	\$59,065,425	3027	\$14,831,825	1289	\$2,667,614	5334	\$55,598,775
UNKNOWN	DEPENDENT	1	\$10,965	2	\$8,865	1	\$2,897	1	\$797	1	\$8,068
	INDEPENDENT	51	\$787,502	56	\$647,593	32	\$214,982	13	\$68,507	55	\$569,308
	MISSING	0	.	65	\$224,546	0	.	65	\$224,546	0	.
	ALL	52	\$798,467	123	\$881,004	33	\$217,879	79	\$293,850	56	\$577,376
ALL	DEPENDENT	28	\$293,837	164	\$327,686	20	\$77,621	137	\$100,073	31	\$224,932
	INDEPENDENT	6186	\$83,010,771	6436	\$71,673,327	3630	\$19,308,045	1413	\$4,873,994	6217	\$65,886,234
	MISSING	11	\$58,522	463	\$2,235,813	8	\$36,103	459	\$2,188,038	6	\$47,77
	ALL	6225	\$83,363,130	7063	\$74,236,826	3658	\$19,421,769	2009	\$7,162,105	6254	\$66,158,941

Requests to Trustees of the
William F. Vilas Trust Estate

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approve the request to the Trustees of the William F. Vilas Trust Estate for \$6,043,630 for fiscal year July 1, 1998 to June 30, 1999, subject to availability, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences and Music.

**APPROVAL OF REQUESTS TO
TRUSTEES OF THE WILLIAM F. VILAS TRUST ESTATE
FOR SUPPORT OF SCHOLARSHIPS, FELLOWSHIPS,
PROFESSORSHIPS, AND SPECIAL PROGRAMS IN ARTS AND
HUMANITIES, SOCIAL SCIENCES AND MUSIC**

EXECUTIVE SUMMARY

BACKGROUND

The terms of the Deed of Gift and Conveyance of the estate of William F. Vilas, subsequently validated and accepted by an act of the legislature of Wisconsin, provides in part that the trustees of the estate may proffer in writing to the regents funds for the maintenance of scholarships, fellowships, professorships, with their respective auxiliary allowances, and other like endowments provided for by the Deed.

The proffer is made following receipt, by the trustees, of a certificate or warrant of the regents showing how the funds will be expended. This request and resolution I.1.c. constitute that warrant.

Following approval of this resolution President Lyall will send a formal request to the trustees who will determine the amount of income that will be available for the various awards (particularly for music, which varies with the value of the trust) and respond with a proffer of funds. The value of the proffer will be reported to the board at its meeting in May.

REQUESTED ACTION

Approval of resolution I.1.c., a request to the trustees of the William F. Vilas Trust Estate for \$6,043,630 for fiscal year 1998-99 to support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music. Of the requested amount, \$3.0 million (or one-half the net income, whichever is less) is from the facilities portion of the Trust, pursuant to Article 5 of the Deed of Gift and Conveyance.

DISCUSSION AND RECOMMENDATIONS

At the beginning of each calendar year the trustees of the William F. Vilas Trust Estate formally request that the President of the UW System ask the Chancellors of UW-Madison and UW-Milwaukee to determine from the Vilas Professors the amounts they will request for allowances for the ensuing academic year and to obtain from the Chairs of the UW-Madison and UW-Milwaukee music departments their programs and requests for the next year. In addition, the Chancellor of UW-Madison is asked to determine the number of Traveling Fellowships that will be requested for the ensuing academic year and to determine from the thirty-seven Vilas Associates the amount of salary and allowance they will request for the ensuing academic year. The attached document contains the response to that request and details how the proposed funds will be expended.

This request for funds is presented in three sections: (a) continuation of Trustee approved Programs; (b) program expansions that are continuing and require Trustee approval; and (c) pursuant to Article 5 of the Deed of Gift and Conveyance, a request from UW-Madison for the addition of \$3.0 million, or one-half the net income, whichever is less, to the special construction fund for the chemistry Building.

Although not part of this year's request, UW-Madison wishes to inform the Board of Regents that, pursuant to Article 5 of the Deed, it will request the accumulation of one-half of the net income each year for a special construction fund for the Engineering Centers, up to a total amount that will be no less than \$6.0 million. This request will be initiated as soon as possible under the terms of the Deed.

UNIVERSITY OF
WISCONSIN
MADISON

March 16, 1998

President Katharine C. Lyall
University of Wisconsin System
1720 Van Hise Hall
CAMPUS

Dear President Lyall:

I am submitting the following report for funds from the Vilas Trust Estate for fiscal year July 1, 1998 to June 30, 1999 for the University of Wisconsin-Madison.

A. Continuation of Approved Programs

- | | | | |
|----|---|--------------|---------|
| 1. | Continuation of 10 Vilas Undergraduate Scholarships
at \$400 each | | 4,000 |
| 2. | Continuation of 10 Vilas Graduate Fellowships: | | |
| | a. 5 at \$600 each | 3,000 | |
| | b. 5 Traveling Fellowships at \$1,500 each | <u>7,500</u> | 10,500 |
| 3. | Continuation of 15 Vilas Research Professorships
at \$10,000 salary plus \$20,000 auxiliary allowances each: | | 450,000 |

Vernon Barger - Vilas Research Professor
of Physics, College of Letters and Science

David Bethea - Vilas Research Professor
of Slavic Languages, College of Letters and Science

William A. Brock - Vilas Research Professor
of Economics, College of Letters and Science

Richard Davidson - Vilas Research Professor
of Psychology and Psychiatry, College of Letters and
Science and Medical School

Linda Gordon - Vilas Research Professor
of History/Women's Studies, College of Letters and Science

Robert M. Hauser - Vilas Research Professor
of Sociology, College of Letters and Science

Office of the Chancellor

Jost Hermand - Vilas Research Professor
of German, College of Letters and Science

H. Jerome Keisler - Vilas Research Professor
of Mathematics, College of Letters and Science

Ching Kung - Vilas Research Professor
of Genetics, College of Agricultural and Life Sciences

Emiko Ohnuki-Tierney - Vilas Research Professor
of Anthropology, College of Letters and Science

W. Harmon Ray - Vilas Research Professor
of Chemical Engineering, College of Engineering

Elliott Sober - Vilas Research Professor
of Philosophy, College of Letters and Science

Howard Weinbrot - Vilas Research Professor
of English, College of Letters and Science

To Be Appointed

To Be Appointed

4.	a. Continuation of 50 additional undergraduate scholarships at \$400 each	20,000	
	b. Continuation of 50 additional graduate fellowships at \$600 each	<u>30,000</u>	50,000
5.	Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas		32,000
6.	Retirement benefits for nine (9) Vilas Professors Berkowitz, Bird, Fellman, Goldberger, Lardy, Mueller, Sewell, Tuan, Vansina at \$2,500 each		22,500
7.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music: A LOOK AHEAD TO THE 21ST CENTURY		26,000
8.	Nineteen (19) Vilas Associates in the Arts and Humanities		399,602
9.	Twenty (20) Vilas Associates in the Social Sciences		521,848
10.	Eleven (11) Vilas Associates in the Biological Sciences		269,119
11.	Twenty (20) Vilas Associates in the Physical Sciences		515,561

12. One-time special funding for:		
Professor David Bethea (1st year of 2-yr funding request)	27,500	
Professor Linda Gordon	8,000	
Professor Ching Kung	<u>25,000</u>	60,500
TOTAL CONTINUATION REQUEST		<u>\$2,361,630</u>

B. Expansion of Approved Programs

1. Increase auxiliary allowances of the 15 Vilas Research Professorships from \$20,000 to \$25,000	75,000
2. 800 additional undergraduate scholarships at \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	320,000
3. 400 additional fellowships at the \$600 level, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	240,000
TOTAL EXPANSION REQUEST	<u>\$635,000</u>

C. Addition to Approved Chemistry Building Construction Fund

Pursuant to Article 5 of the Deed of Gift and Conveyance, we request the addition of \$3.0 million, or one-half the net income, whichever is less, to the special construction fund for the Chemistry Building project. This addition is needed because of the increase in costs of construction of the facility resulting from design revisions since the fund was initially established and delays in the construction timetable.

Although not part of this year's request to the Vilas Trustees, we want the Regents to be aware--as we have already informed the Trustees--that we will be requesting the creation of a special construction fund for the Engineering Centers. Pursuant to Article 5 of the Deed, we will request the accumulation of one-half of the net income each year for that facility, up to a total amount which will be no less than \$6.0 million. We will request such a fund and accumulation be initiated as soon as is possible under the terms of the Deed.

Please let me know if you have any questions.

Sincerely,



David Ward
Chancellor

Attachments

xc: Vice Chancellor John Torphy
Provost John Wiley
Executive Assistant Casey Nagy

1998-1999 Vilas Trust Proposal
SCHOOL OF MUSIC

Pianist Russell Sherman

Russell Sherman is an internationally renowned classical pianist who has performed with the world's leading orchestras. He has recorded widely, and his most recent project involves the complete Beethoven piano sonatas with producer Gunther Schuller. A faculty member at the New England Conservatory, he would perform in a solo recital and teach a piano master class.

Violinist Rolf Schulte

German-born Rolf Schulte was top prize winner in the Munich International Radio Competition in 1969. After relocating to the United States, his career has included world-wide orchestral performances and solo recitals, and recordings for Nonesuch and CRI. His residency would include a solo recital of music by contemporary composers Elliott Carter, Steven Gerber and Mario Davidovsky. He would also teach classes for violin and composition students.

Tenor Nolan Van Way

Nolan Van Way has enjoyed an extensive and varied career in opera, musical theatre, on the concert stage, and in film and television. He has starred on Broadway as Billy in "Carousel" and has shared the stage with opera greats Beverly Sills and Joan Sutherland at the Metropolitan and New York City Opera companies. He would lead a series of voice master classes, give a lecture, and would perform in a concert with our Symphony Orchestra.

Guitarist Jorgos Panetsos

Jorgos Panetsos is a renowned concert guitarist and teacher at the Hochschule fur Musik in Vienna, Austria. Born in Athens, he has participated in many guitar festivals in Europe, where he teaches and performs. He has appeared on radio and television programs in Austria, Greece, and Poland. For his Madison residency, he would present a solo recital and teach a classical guitar master class.

AUDIENCE

The residencies conducted by these visiting artists would bring an international perspective to existing activities and would provide extensive educational benefits to the entire university community. As with other Vilas supported projects, we feel there is great value in the proposed projects for our undergraduate and graduate students who are studying music. We would publicize our activities to a wide audience of campus, Madison community, and regional individuals. High school students and students from UW System campuses would be encouraged to attend.

BUDGET:

Oscura Luminosa Ensemble	\$ 3,000
Composer Eric Ewazen/Conductor Robert Grechesky	\$ 6,500
Marimbist Leigh Howard Stevens	\$ 3,500
Pianist Russell Sherman	\$ 5,000
Violinist Rolf Schulte	\$ 3,000
Tenor Nolan Van Way	\$ 3,500
Guitarist Jorgos Panetsos	<u>\$ 1,500</u>
TOTAL	\$26,000

1998 Vilas Associate Awards

Humanities-First Year

Name	Department	College	1997-98 Salary	Basis	Two Months Salary	Fringe Benefits	Flexible	Total	Address
Florence Bernault	History	L&S	\$47,003	C	\$10,445	\$3,395	\$5,000	\$18,840	4122 Humanities
George Cramer	Art	ED	\$45,903	C	\$10,201	\$3,315	\$5,000	\$18,516	7511 Humanities
Mimmi Fulmer	Music	L&S	\$47,323	C	\$10,516	\$3,418	\$5,000	\$18,934	5442 Humanities
Linda Hunter	African Languages & Lit	L&S	\$58,832	C	\$13,074	\$4,249	\$5,000	\$22,323	1412 Van Hise
Leonard Kaplan	Law	Law	\$86,260	C	\$19,169	\$6,230	\$5,000	\$30,399	7103 Law
Jesse Lee Kercheval	English	L&S	\$47,534	C	\$10,563	\$3,433	\$5,000	\$18,996	7147 Helen C White
Mary Layoun	Comparative Literature	L&S	\$52,938	C	\$11,764	\$3,823	\$5,000	\$20,587	938 Van Hise
Jean Lee	History	L&S	\$51,937	C	\$11,542	\$3,751	\$5,000	\$20,293	5102 Humanities
Joseph Salmons	German	L&S	\$52,450	C	\$11,656	\$3,788	\$5,000	\$20,444	842 Van Hise
Steven Winspur	French & Italian	L&S	\$55,881	C	\$12,418	\$4,036	\$5,000	\$21,454	656 Van Hise

Humanities-Second Year

John Bennet(Resigned)	Classics	L&S							
Catherine Connor	Spanish & Portuguese	L&S	\$42,831	C	\$9,518	\$3,093	\$5,000	\$17,611	1008 Van Hise
Susan Cook	Music	L&S	\$54,539	C	\$12,120	\$3,939	\$5,000	\$21,059	5539 Humanities
Cecilia Ford	English	L&S	\$46,995	C	\$10,443	\$3,394	\$5,000	\$18,837	6105 Helen C White
Beverly Gordon	Human Ecology		\$53,800	C	\$11,956	\$3,886	\$5,000	\$20,842	242 Human Ecology Bldg
Pekkan Hamalainen	History	L&S	\$66,249	C	\$14,722	\$4,785	\$5,000	\$24,507	4135 Humanities
Lea Jacobs	Communication Arts	L&S	\$48,728	C	\$10,828	\$3,519	\$5,000	\$19,347	6152 Vilas
Frances Myers	Art	ED	\$58,114	C	\$12,914	\$4,197	\$5,000	\$22,111	6631 Humanities
Kirin Narayan	Anthropology	L&S	\$52,234	C	\$11,608	\$3,772	\$5,000	\$20,380	5321 Social Sciences
Thomas Schaub	English	L&S	\$64,945	C	\$14,432	\$4,690	\$5,000	\$24,122	7143 Helen C White

Physical Sciences-First Year

Name	Department	College	1997-98 Salary	Basis	Two Months Salary	Fringe Benefits	Flexible	Total	Address
Philip Brown	Geology & Geophysics	L&S	\$60,612	C	\$13,469	\$4,378	\$5,000	\$22,847	365 Weeks Hall
Larry Bundy	Soil Science	CALS	\$71,761	A	\$11,960	\$3,887	\$5,000	\$20,847	263 Soils
Joseph Cassinelli	Astronomy	L&S	\$82,880	C	\$18,418	\$5,986	\$5,000	\$29,404	6520 Sterling Hall
Mark Ediger	Chemistry	L&S	\$58,182	C	\$12,929	\$4,202	\$5,000	\$22,131	1207 Chemistry Bldg
Franc Forstneric	Math	L&S	\$64,300	C	\$14,289	\$4,644	\$5,000	\$23,933	805 Van Vleck
Robert Hamers	Chemistry	L&S	\$77,165	C	\$17,148	\$5,573	\$5,000	\$27,721	3357 Chemistry Bldg
Birl Lowery	Soil Science	CALS	\$76,300	A	\$12,716	\$4,133	\$5,000	\$21,849	263 Soils
Marshall Slemrod	Math	L&S	\$89,848	C	\$19,600	\$6,370	\$5,000	\$30,970	523 Van Vleck
Paul Terry	Physics	L&S	\$63,064	C	\$14,014	\$4,555	\$5,000	\$23,569	3283 Chamberlin Hall
Dieter Zeppenfeld	Physics	L&S	\$67,873	C	\$15,083	\$4,902	\$5,000	\$24,985	5287 Chamberlin Hall

Physical Sciences-Second Year

Douglas Bates	Statistics	L&S	\$75,711	C	\$16,825	\$5,468	\$5,000	\$27,293	4397 Computer Sciences
Edward Churchwell	Astronomy	L&S	\$76,152	C	\$16,923	\$5,500	\$5,000	\$27,423	5520 Sterling Hall
Walter Drugan	Nuclear Engineering	Engr	\$89,165	C	\$19,600	\$6,370	\$5,000	\$30,970	527 Engineering Research Bldg
Clark Landis	Chemistry	L&S	\$53,344	C	\$11,854	\$3,853	\$5,000	\$20,707	7321 Chemistry Bldg
Wei-Yin Loh	Statistics	L&S	\$74,300	C	\$16,511	\$5,366	\$5,000	\$26,877	4355 Computer Sciences
Dan McCammon	Physics	L&S	\$72,210	C	\$16,047	\$5,215	\$5,000	\$26,262	6207 Chamberlin Hall
Thomas Reps	Computer Sciences	L&S	\$79,700	C	\$17,711	\$5,756	\$5,000	\$28,467	5387 Computer Sciences
Andreas Seeger	Mathematics	L&S	\$64,300	C	\$14,289	\$4,644	\$5,000	\$23,933	613 Van Vleck
Guri Sohi	Computer Sciences	L&S	\$93,600	C	\$19,600	\$6,370	\$5,000	\$30,970	6375 Computer Sciences
James Weisshaar	Chemistry	L&S	\$65,898	C	\$14,644	\$4,759	\$5,000	\$24,403	8323 Chemistry Bldg

Social Sciences-First Year

Name	Department	College	1997-98 Salary	Basis	Two Months Salary	Fringe Benefits	Flexible	Total	Address
Timothy Baker	Psychology	L&S	\$81,125	C	\$18,028	\$5,859	\$5,000	\$28,887	328 Psychology Bldg
H. Hill Goldsmith	Psychology	L&S	\$80,750	C	\$17,944	\$5,832	\$5,000	\$28,776	419 Psychology Bldg
Elizabeth Holloway	Counseling Psychology	ED	\$71,693	C	\$15,932	\$5,178	\$5,000	\$26,110	349D Ed Bldg
John Kennan	Economics	L&S	\$105,000	C	\$19,600	\$6,370	\$5,000	\$30,970	6438 Social Science
Ann Orloff	Sociology	L&S	\$61,951	C	\$13,767	\$4,474	\$5,000	\$23,241	8112A Social Science
William Reese	Ed. Policy Studies	ED	\$76,156	C	\$16,924	\$5,500	\$5,000	\$27,424	215 Ed Bldg
Frank Tuerkheimer	Law	Law	\$97,933	C	\$19,600	\$6,370	\$5,000	\$30,970	7106 Law
Urban Wemmerlov	Business	Business	\$110,064	C	\$19,600	\$6,370	\$5,000	\$30,970	4284B Grainger Hall
Graham Wilson	Political Science	L&S	\$74,850	C	\$16,633	\$5,406	\$5,000	\$27,039	322C North Hall
Karl Zimmer	Geography	L&S	\$54,969	C	\$12,215	\$3,970	\$5,000	\$21,185	355 Science Hall

Social Sciences-Second Year

Leonard Abbeduto	Waisman Center	ED	\$58,676	C	\$13,039	\$4,238	\$5,000	\$22,277	Waisman Center
James Dannemiller	Psychology	L&S	\$57,237	C	\$12,719	\$4,134	\$5,000	\$21,853	424 Psychology Bldg
Robin Douthitt	Human Ecology		\$63,040	C	\$14,009	\$4,553	\$5,000	\$23,562	334 Human Ecology
Maribeth Gettinger	Educational Psychology	ED	\$64,867	C	\$14,415	\$4,685	\$5,000	\$24,100	339 Ed Sciences Bldg
Charles Halaby	Sociology	L&S	\$66,822	C	\$14,849	\$4,826	\$5,000	\$24,675	3462 Social Sciences
Jan Heide	Business	Business	\$100,042	C	\$19,600	\$6,370	\$5,000	\$30,970	4284D Grainger
Rogers Hollingsworth	History	L&S	\$79,861	C	\$17,747	\$5,768	\$5,000	\$28,515	4111 Humanities
Jonathan Kenoyer	Anthropology	L&S	\$47,518	C	\$10,560	\$3,432	\$5,000	\$18,992	5434 Social Sciences
Arthur McEvoy	Law	Law	\$84,374	C	\$18,750	\$6,094	\$5,000	\$29,844	9110 Law
Marion Smiley	Political Science	L&S	\$56,000	C	\$12,444	\$4,044	\$5,000	\$21,488	224 North Hall

Biological Sciences-First Year

Name	Department	College	1997-98 Salary	Basis	Two Months Salary	Fringe Benefits	Flexible	Total	Address
Theodore Garland	Zoology	L&S	\$50,029	C	\$11,118	\$3,613	\$5,000	\$19,731	420 Birge Hall
Ronald Magness	Obstetrics & Gynecology	Med	\$104,879	A	\$17,480	\$5,681	\$5,000	\$28,161	Room 7E Meriter-Park
Karen Strier	Anthropology	L&S	\$61,408	C	\$13,646	\$4,435	\$5,000	\$23,081	5440 Social Science
Michael Cox	Biochemistry	CALS	\$84,682	A	\$14,114	\$4,587	\$5,000	\$23,701	390B Biochemistry
M. Thomas Record	Biochemistry	CALS	\$94,773	A	\$15,796	\$5,134	\$5,000	\$25,930	4419 Biochemistry

Biological Sciences-Second Year

John Fallon	Anatomy	Med	\$107,265	A	\$17,878	\$5,810	\$5,000	\$28,688	351 Bardeen Labs
Li Li Ji	Li Li Ji	Ed	\$58,876	C	\$13,084	\$4,252	\$5,000	\$22,336	1141 Natatorium
Colleen Hayes	Biochemistry	CALS	\$72,455	A	\$12,076	\$3,925	\$5,000	\$21,001	5507 Biochemistry
Warren Heideman	Pharmacy	Pharmacy	\$58,147	A	\$9,691	\$3,150	\$5,000	\$17,841	4150 Chamberlin Hall
William Reznikoff	Biochemistry	CALS	\$102,694	A	\$17,116	\$5,563	\$5,000	\$27,679	370A Biochemistry
Daniel Wikler	History Of Medicine	Med	\$94,995	C	\$19,600	\$6,370	\$5,000	\$30,970	1426 MSC

Notes--Two Months Salary is limited to \$19,600 (which is summer salary for the lowest paid Vilas Professor)

Faculty on an annual appointment will receive a flexible research fund

Faculty on an academic appointment will receive two months summer salary and \$5,000 in flexible funds

Special One-Time Vilas Request

David M. Bethea, Vilas Professor of Slavic Languages

January 1998

The Alexander Pushkin bicentenary is imminent (1999) and the campus and the Department of Slavic Languages will be using the event to generate both interest in and, hopefully, additional funding for the Pushkin Center. We will be co-hosting, with Stanford University, a major conference and exhibition devoted to the poet.

As part of my research effort, and in conjunction with the ongoing work of the Wisconsin Center for Pushkin Studies, we plan to initiate a series of volumes that will appear both in English and in Russian (translated) versions and that will appeal to the scholarly communities in North America, Europe, and the former Soviet Union.

I am requesting \$50,000 in supplementary support over the next two years for subvention and translation costs of four volumes as follows:

1. Realizing Metaphors: Alexander Pushkin and the Life of the Poet (350 pgs.), by David Bethea; projected publication date -- fall 1998; subvention = \$7500; translation = \$5000.
2. The Poet Descends to Despised Prose: Fiction and History in the Later Pushkin (app. 400 pgs.), by David Bethea, with Sergei Davydov; projected publication date -- 1999; subvention = \$7500; translation = \$5000.
3. Alexander Pushkin: A Handbook (app. 600 pgs.), ed. David Bethea and Alexander Dolinin: volume of articles, by leading Pushkin scholars from around the world, on the most crucial topics facing Pushkin studies today; this volume will appear by Pushkin's bicentenary in 1999; subvention = \$7500; translation = \$5000.
4. The Selected Articles of Vadim Vatsuro, ed. David Bethea and trans. Megan Dixon (app. 300 pgs.); a collection of representative pieces written by the world's most knowledgeable living Pushkinist; est. date of publication -- 1999; subvention = \$7500; translation -- \$5000.

In 1998-99, the estimated cost will be \$27,500. The 1999-2000 expenditures are estimated to be \$22,500.

I should also note that in the next century, we will be translating and publishing four volumes entitled The History of Pushkin Criticism. It is estimated that each volume will be approximately 600 pages in length. The volumes will focus on the history of Russian and western reception of Pushkin from the time of the poet's life to the present: 1) "Criticism of Pushkin during his Lifetime," 2) "Criticism of the Poet from his Death [1837] until the 1899 Centenary," 3) "Criticism of Pushkin in the Twentieth Century," and 4) "The Foreign Reception and Study of Pushkin." The cost of subvention and translation of these four volumes will also total \$50,000. The volumes will be completed and published over a two-year period.

It is possible that I would request some supplemental support for these four volumes as well in the next century (e.g., 2002-04).

1998-99 Vilas Trust Proposal

I would like to request a supplement to my usual research allotment in order to hire a graduate student research assistant for a semester. The cost for this current academic year would have been \$7,476. Costs for 1998-99 are not yet available would probably be about \$8000.

I have found that no single expenditure is more cost-effective in increasing my productivity than hiring this kind of skilled assistance. My research assistants have not only done primary research but have also abstracted articles, books and whole sub-fields of scholarship. This will be invaluable when I begin, literally, to synthesize all the new scholarship on fifty important years in US history. My research grant will not cover a whole year's research assistantship if there is to be any money left for other expenses. This year I competed for and received a one-semester research assistantship from the UW Graduate School to supplement the one-semester assistant I paid for from my Vilas funds, and I think it unlikely that the Graduate School would give me this award two years in a row.

I appreciate your consideration of this request, and that of the Vilas Trustees.

Sincerely yours,



Linda Gordon

1998-99 Vilas Trust Proposal
Professor Ching Kung

An additional request for research supplies from the Vilas Trust to support DNA work in the laboratory of Ching Kung

1. DNA sequencing\$ 10,000

We regularly use the service of the UW Biotechnology Center facility to sequence the genes with various selected or constructed mutations, or the verify various plasmid constructs. This request is to cover a part of that service.

2. Synthesis of oligonucleotides\$ 5,000

For site-directed mutageneses as well as other procedures that use the polymerase-chain reaction, different oligonucleotides need to be synthesized by various biotech companies. This would also include the synthesis of primers used in sequencing.

3. Fine chemicals\$ 10,000

These include ³²P-radiolabelled nucleotides for Southern or Northern blots, various restriction endonucleases, kits for DNA purification, mutagenesis, transcription-coupled translation, as well as chemicals used in defined and selective culture media including IPTG, uracil, FOA, and reagent-grade salts *etc.* Additional supplies include bacterial strains such as SURE-cells for transformation and EL-Red mutator strains.

Provost and Vice Chancellor


UWM

®

MEMORANDUM

March 17, 1998

TO: President Katharine C. Lyall
University of Wisconsin System

FROM: Kenneth L. Watters
Provost and Vice Chancellor 

RE: Vilas Trust Support Proposals

I am enclosing two proposals for Vilas Trust support for the 1998-99 academic year. The proposal from our Department of Music requests \$17,000 to present a Poulenc Festival entitled "A Celebration of Francis Poulenc". The second proposal, from Vilas Research Professor Ihab Hassan, requests \$30,000 for salaries, books, supplies and travel.

Please contact me if you have any questions about the proposals.

cc: John H. Schroeder, Chancellor
Ihab Hassan, Professor, Department of English
Catherine Davy, Dean, School of Fine Arts
Will Schmid, Chair, Department of Music

Department of English and Comparative Literature
College of Letters and Science



3 March 1998

To: Vice Chancellor Kenneth Watters
From: Ihab Hassan, Vilas Research Professor of English and Comparative
Literature
Re: Vilas Support for 1998-1999

I should like to submit my standard request for funds, as follows:

Salaries:	\$5500
Books:	\$2000
Supplies:	\$2000
Travel:	\$10500
<hr/>	
Sub-total	\$20,000
Direct contribution to salary	\$10,000
Total request	<u>\$30,000</u>

As in the past, I am very grateful to the Vilas Trust Fund and the UWM Administration for their continued support.

Vilas Grant Proposal for Spring 1999
Submitted by William Lavonis and the Voice Area
A Celebration of Francis Poulenc

January 7, 1999 marks the 100th anniversary of the birth of Francis Poulenc. In honor of this occasion, the vocal/choral area would like to propose that the Vilas Grant be used to support a Poulenc Festival to be given in April 1999.

Although Poulenc was primarily a composer of song, he composed much varied repertoire for instrumental combinations, as well as his monumental works for voices and orchestra such as the GLORIA and the opera DIALOGUE OF THE CARMELITES. Our festival would include performances of the above major works, a voice faculty/guest artist song recital, a choral concert of Poulenc's music, and an instrumental evening devoted to Poulenc and LES SIX (see attached repertoire list).

The center piece of the UW-Milwaukee festival would be the residency of eminent pianist and vocal coach accompanist, Dalton Baldwin. Mr. Baldwin has a direct connection to Francis Poulenc and has collaborated with the greatest singers of French Mélodie in recordings and recitals of this composer's work, namely Gerard Souzay and Elly Ameling. Baldwin has planned a special Poulenc retrospective available to colleges and conservatories during a short window of time between February and April. His tour will culminate in a major Poulenc Festival and vocal competition in New York City. His presence in Milwaukee would include an illustrated lecture, voice master classes, and a performance of a formal recital with the voice faculty and guest artists. Mr. Baldwin has already been informed about the possibility of coming to UWM (see attached publicity from Mr. Baldwin's agent).

Because of Poulenc's varied output, many cross-departmental collaborations are possible. The French Literature department will be invited to present lectures on the modern French poets, Guillaume Apollinaire, Paul Eluard, and Jean Cocteau, whose poetry Poulenc set to music. Since Poulenc also composed film scores, the hope is to collaborate with the Union Cinema in co-scheduling a French film series to include the movies LE VOYAGEUR SANS BAGGAGES (Anouilh, 1944), LA BELLE AU BOIS DORMANT (1935), LA DUCHESSE DE LANGEAIS (Baroncelli, 1942), CE SIECLE A 50 ANS (1950), and LE VOYAGE EN AMERIQUE (Lavorel, 1951). It may also be possible to combine lectures with the Art Department on the painters Klee, Picasso, Miro, Braque, Gris, Villon, and Chagall who are featured in the Poulenc cycle LE TRAVAIL DU PEINTRE. Also involved will be the Milwaukee Chapter of the "Alliance Francaise."

Major works to be presented will be the Poulenc GLORIA with UWM choirs, orchestra and faculty soloist Valerie Errante, and DIALOGUES OF THE CARMELITES with organ, piano and percussion at a local church. The UWM Concert Chorale will perform an evening of Poulenc's choral music, including "Litanies à la Vierge Noir," and "Chansons Francaises," among others. Additional Poulenc recitals will include an evening with Valerie Errante, William Lavonis, baritone Paul Rowe from UW-Stevens

Point and mezzo-soprano Julie Simson from the University of Colorado-Boulder along with Mr. Baldwin and Jeffry Peterson at the piano ; and instrumental faculty will perform a recital of the music of Poulenc and Les Six.

In preparation for both the master class with Mr. Baldwin and a convocation featuring UWM voice students, a detailed study of all of the song literature of Poulenc will be conducted by the entire voice student body. Each student will study at least one Poulenc song (upper level and graduate students will prepare more) and present selected songs at convocation.

Proposed Dates (Easter Sunday is April 4, 1999):

April 7, 8, 9	Dalton Baldwin Residency Weds. April 7-Poulenc Lecture; Time TBA Thurs. April 8-Voice Master Class; 3:30-6:30 Fri. April 9-Faculty and guest artist recital; 8 pm
April 17, 18 (Sat or Sun)	Poulenc GLORIA w/ choirs and orchestra; 8 pm or 3 pm
April 16 (Fri)	Convocation featuring voice students singing Poulenc Mélodies
April 29, 30- May 1, 2	DIALOGUES OF THE CARMELITES; time TBA (Thurs-Sun)
TBA	Instrumental concert of POULENC AND LES SIX

PROPOSED BUDGET FOR POULENC FESTIVAL
(APPROXIMATE)

Dalton Baldwin	
3 day residency	\$4000
Lecture	300
Hotel	300
Food	200
Guest Vocal Artists	
Paul Rowe	\$1000 (Stevens Point)
Julie Simson	\$1800 (Boulder, Colorado)
Project Assistant	\$1500-2000
Program Book	\$1500
Music Scores/Orchestra	
Royalties	\$1000-2000
Opera	
Costume rental	\$2000
Scenery/Tech	\$2000
Coaching	\$1000
Miscellaneous	\$3000
Publicity	
Recording (4 concerts)	
Hall rental	<hr/>
TOTAL (APPROXIMATE)	\$19, 100

INCOME

Vilas Grant	\$15, 000-17,000
Concert Revenue	?
4 concert Subscription	
Voice Faculty Recital	
Instrumental Faculty Recital	
POULENC GLORIA	
DIALOGUES OF THE CARMELITES	

Dalton Baldwin master class proposal.

Internationally acclaimed pianist Dalton Baldwin will offer master classes and short term residencies to universities, conservatories, regional NATS chapters, and private organizations between February 15 and April 15, 1999.

In addition, during the Poulenc Centenary (1899-1964) Mr. Baldwin will also offer an illustrated lecture on Poulenc Melodies. Repertoire for the classes can include German, French, and Spanish art songs, with the accent on Poulenc when possible.

During the same period he will hold regular auditions for the Poulenc Plus Voice Contest. The finals will be held in NYC in early May 1999, age limit 35 years. Several prizes will be offered including a prize for Best Poulenc interpreter, offered by Les amis de F. Poulenc, Paris.

Detailed information concerning the contest will be sent on demand.

Master Class Fees

1 class - (3 hours) - \$1400

Full Day (2 classes - 3 hrs each) - \$2000

2 Days (4 classes) \$3000 (including a student recital)

3 Day residency - \$4000 (including a recital with local faculty and M. Baldwin)

Additional fee for the illustrated lecture is \$300 when included with the master classes. Fee for the lecture alone is \$600.

A full recital with Mr. Baldwin accompanying one of the many professional singers with whom he works can be arranged at a fee between \$3000 - \$6000.

Hotel accomodation and contribution towards airfare (maximum \$300) to be paid by the local sponsor.

Dalton Baldwin is renowned for his concerts and recordings with many of today's foremost singers, including Elly Ameling, Arlene Auger, Jessye Norman, Theresa Berganza, Frederica von Stade, and José van Dam. His longstanding partnership with baritone Gerard Souzay has taken him on tours throughout the musical world, and together they have made over fifty recordings, many of which have garnered international awards. Mr. Baldwin has recorded the complete songs of Fauré, Debussy, Ravel, Roussel, and Poulenc for EMI.

Mr. Baldwin is on the faculty at the Westminster Choir College in Princeton, NJ, where he has also served for many years as artistic director for their Art Song Festivals. He is in constant demand for master classes in the United States, Europe and Asia.

Mr. Baldwin was born in Summit, New Jersey, and studied at the Juilliard School of Music and the Oberlin Conservatory. He continued his studies in Europe with Nadia Boulanger and Madeleine Lipatti. He received an honorary doctorate of music from Oberlin College and was awarded the Chevalier de L'Ordre des Arts et des Lettres from the French government.

Poulenc, Francis (Jean Marcel) (b Paris, 7 Jan 1899; d Paris, 30 Jan 1963). French composer and pianist. During the first half of his career the simplicity and directness of his writing led many critics away from any thought of him as a serious composer. Gradually since World War II it has become clear that the absence from his music of linguistic complexity in no way argues a corresponding absence of feeling or technique; and that while, in the field of French religious music, he disputes supremacy with Messiaen, in that of the *mélodie* he is the most distinguished master since the death of Fauré.

1. Life. 2. Piano music. 3. Chamber music. 4. Orchestral music. 5. Music for the stage. 6. Choral music. 7. Songs and other works for solo voice. 8. Summary.

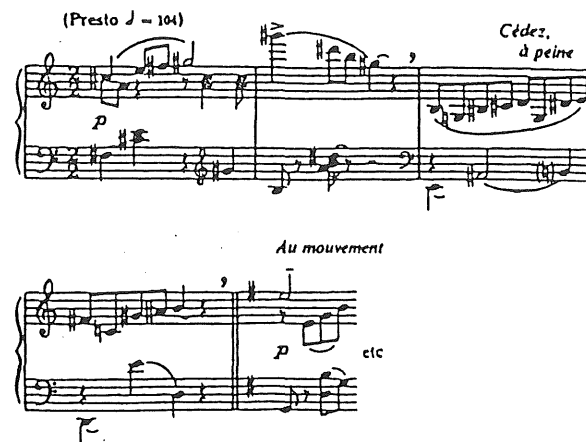
1. LIFE. Born into a wealthy family of pharmaceutical manufacturers, Poulenc received a thorough academic training at the Lycée Condorcet and made his first musical contacts largely through his mother, herself an excellent pianist; her brother, 'Oncle Papoum', gave his nephew an early familiarity with the less prim manifestations of Parisian theatrical life. He began learning the piano with his mother at the age of five, knew some of Mallarmé's poetry by heart when he was ten, and at 14 shared in the general amazement at *The Rite of Spring*. Two years later he began taking piano lessons from Ricardo Viñes, the friend and interpreter of Debussy and Ravel, and in 1917 and 1918 met Auric, Honegger, Milhaud and Satie, to whom he dedicated his first published composition, the *Rapsodie nègre*. He went on composing during his statutory period of military service (1918-21) but began to feel the need of some formal instruction. He tried both Paul Vidal and Ravel without getting beyond the first encounter and had already been dubbed a member of Les Six before finding a sympathetic teacher in Koechlin, with whom he studied from 1921 to 1924. By mutual consent Poulenc's involvement with counterpoint went no further than Bach chorales, but it is typical of his open-mindedness that, with Milhaud, he should have travelled to Vienna in 1921 to talk to Schoenberg and his pupils, and to Italy the following year to visit Casella. His reputation spread beyond Paris with Dyagilev's triumphant production of *Les biches* in 1924, although six years earlier the *Trois mouvements perpétuels* had enjoyed a vogue among the amateur pianists of Europe. However, over the next ten years natural ebullience was barely enough to conceal uncertainties of aesthetic and of technique. He reached a new maturity around 1935, precipitated by his reacquaintance with the singer Pierre Bernac and by the death of his friend Pierre-Octave Ferroud in a car accident. This tragedy, and a consequent visit to Notre Dame de Rocamadour, restored him to his paternal Roman Catholic faith, of which the first fruits were the *Litanies à la vierge noire* (1936).

During the war Poulenc remained in occupied France and demonstrated his 'resistance' by musical means, dedicating his Violin Sonata to the memory of Lorca and setting poems by Aragon and Eluard ('C' and *Figure humaine*), all during the black year of 1943. After the war he was concerned to resume his place in the new musical environment of Paris, defending the 'classical' Stravinsky against the 'Messiaenists' and achieving a brilliant success with his first opera *Les mamelles de Tirésias* in 1947. The following year he and Bernac received an enthusiastic welcome on the first of several visits to the USA. In autumn 1954 trouble over the rights of *Dialogues des carmélites* put him under great nervous strain, but he made a complete recovery and in 1960 made another successful tour of North America with Denise Duval. He was working on a fourth opera based on Cocteau's *La machine infernale* when he died suddenly of a heart attack, some three weeks after his 64th birthday.

Between 1945 and his death he spent most of his time composing, accompanying Bernac and making records, of the music of Satie and Chabrier as well as his own. He never married but depended greatly on the support and advice of his friends, particularly Auric. He lived either in Paris or in his spacious country house Le Grand Coteau, at Noizay in Touraine; here, resisting the attempts of the villagers to make him mayor, he sought his ideal mode of life, 'une solitude coupée de visites d'amis'.

2. PIANO MUSIC. From Viñes Poulenc learnt a clear but colourful style of piano playing, based on a subtle use of the sustaining pedal, and in his own piano music he was insistent on there being 'beaucoup de pédale'. In his earlier pieces such a style gives body to the often arrogantly 'popular' tunes that abound, softening the ostinatos in the Sonata for piano duet (1918) and the quasi-Alberti bass in *Trois mouvements perpétuels* (1918). In *Promenades* (1921), written for Artur Schnabel, a tougher harmonic language appears based on 4ths and 7ths, and the texture is thicker than in any of his other works for the instrument.

The bulk of his piano music dates from the early 1930s, a time when he was reappraising the materials of his art. He later admitted that his reliance on past formulae (long pedal notes, arpeggios, repeated chords) was not always free of routine and that in this regard his familiarity with the piano could be a hindrance; his most inventive piano writing, he claimed, was to be found in his song accompaniments. Even so, a piece such as the Second Nocturne, *Bal de jeunes filles*, of 1933 is charming enough not to need supporting with claims of originality; it is in the manner of Chabrier but still unmistakably Poulenc. His own favourite pieces were the 15 *Improvisations*, ranging in date from 1932 to 1959 and in dedicatee from Marguerite Long to Edith Piaf. This confirms that the piano was not a vehicle for his deepest thoughts; he called the *Thème varié* (1951) an 'oeuvre sérieuse' and included a retrograde version of the theme in the coda to show that he was up with the latest serial ideas, but it is hardly the best of him. Inexplicably, he loathed what many would regard as his best piano work, *Les soirées de Nazelles* (1930–36), a suite of eight variations enclosed by a 'Prélude' and a 'Final' which might be described as the fusion of eclectic ideas in a glow of friendship and nostalgia. Ex.1 is typical of the suite and of Poulenc in the use of the dominant 13th, the

Ex.1 *Les soirées de Nazelles* III

pause after the end of the first phrase, the barely disguised sequence of 4ths in the bass and the circuitous route taken in bars 3–5 between the closely related keys of E minor and G major, a characteristically impertinent blend of the preceding and succeeding harmonic areas.

3. CHAMBER MUSIC. Poulenc's output in this genre falls conveniently into three chronological groups. The four works of the first period (1918–26), each under ten minutes in length, are acidly witty, garnishing plain triadic and scalar themes with spicy dissonances. No doubt they share something of the spirit of the 18th-century *divertissement*, but the proprieties of harmonic and syntactical behaviour are not unfailingly observed. In the Sonata for clarinet and bassoon (1922) there are passages of jazz and bitonality, often leading to a mischievous cadence; in the Sonata for horn, trumpet and trombone (1922) the opening trumpet theme is one of Poulenc's 'folksongs', clearly a relation of many in *Les biches*, which needs the correction of only three 'wrong' notes in the first four bars for it to conform with 18th-century harmonic practice – as it were, Pergolesi with his wig awry. The central group comprises the Sextet for piano and wind (1932–9), one of his most popular works, and the Sonatas for violin and piano (1942–3) and for cello and piano (1948). Poulenc admitted to being unhappy writing for solo strings and had written and destroyed two violin sonatas (1919 and 1924) before the surviving example, dedicated to Ginette Neveu. A string quartet (1947) ended up in the Paris sewers, Poulenc rescuing three themes from it for his *Sinfonietta*. He was unable to negotiate the great gulf fixed between strings and the human voice, essentially his inspiration, and many sections of the Cello Sonata would sound better on a bassoon. The final three sonatas for woodwind, like the last three chamber works of Debussy, form part of a set that Poulenc did not live to complete. They have already entered their appropriate repertoires by virtue both of their technical expertise and of their profound beauties. In the Sonata for oboe and piano (1962), Poulenc's last important work, dedicated to the memory of Prokofiev, his usual fast-slow-fast pattern of movements is altered to slow-fast-slow, in which the final 'déploration' fulfils both affective and instrumental requirements.

4. ORCHESTRAL MUSIC. The best of Poulenc's orchestral music dates from before World War II. The two postwar productions – the *Sinfonietta* (1947), commis-



Francis Poulenc

sioned to celebrate the first anniversary of the BBC Third Programme, and the Piano Concerto (1949), written for himself to play – demonstrate the dangers of sectional, 'surrealist' techniques of composition: they are garrulous, uncoordinated and unmemorable. The first of the pre-war works was the *Concert champêtre* (1927–8), inspired by the playing and character of Wanda Landowska. The countryside evoked is nothing more savage than a Parisian suburb and the fanfares in the last movement emanate from nothing more exotic than the bugles in the barracks of Vincennes, but for all that it is an enchanting work. Finer still are the two concertos commissioned by the Princess Edmond de Polignac, for two pianos (1932) and for organ, strings and timpani (1938). The earlier of the two, first performed by the composer and his friend Jacques Fèvre, has no aim beyond entertainment, in which it succeeds completely; written in the period of 'back to X' initiated by Stravinsky, its models range from Balinese gamelan at the end of the first movement to Mozart at the beginning of the second, but as in the case of the Sonata for horn, trumpet and trombone, Poulenc's 18th-century style affords a number of calculated inelegances before branching off in a quite different direction. The Organ Concerto is altogether more ambivalent in emotional character. Recognizably a product of 'Janus-Poulenc', it leads the solo instrument from Bach's G minor Fantasia to the fairground and back again. Poulenc placed it 'on the outskirts' of his religious music.

5. MUSIC FOR THE STAGE. A number of Poulenc's dramatic works deal with the inconsequential, if not the downright absurd. His first effort was incidental music to *Le gendarme incompris* (1921), a nonsense play by Cocteau and Raymond Radiguet in which the policeman delivers himself of lines by Mallarmé; despite Milhaud's

enthusiasm, Poulenc withdrew the material soon afterwards. A month later, in June 1921, came the première of the ballet *Les mariés de la Tour Eiffel* incorporating two movements by Poulenc. This joint production by the members of Les Six except Durey achieved no more than a brief *succès de scandale*. By contrast, *Les biches*, first performed in 1924, is still one of his best-known works. The absence of deep, or even shallow, symbolism was only accentuated by a tiny passage of mock-Wagnerian brass, complete with emotive minor 9ths, in a score which is above all clear and tuneful, matching the white and pale blue of Marie Laurencin's décor. Apart from the ballet *Les animaux modèles* (1940–41), based on eight fables from La Fontaine, Poulenc was occupied for the next 20 years by film music and incidental music to plays, until in 1944 he happened to reread Apollinaire's *Les mamelles de Tirésias* which he then set as his first opera. Described as an *opéra bouffe*, it includes a variety of scenes both inconsequential and absurd, but Apollinaire's underlying message, the need for more French babies and a corresponding distaste for incipient 'women's lib', has been a national preoccupation since Napoleon's time. The musical tone can therefore be either noble or popular, often both as in ex.2. Poulenc himself pointed out that the vocal phrase

Ex.2 *Les mamelles de Tirésias*, Act I scene v

Très modéré J = 58 J - J THÉRÈSE
très poétique

Com-me il per-dait au zan-zi-bar

p très calme *pp*

Mon-sieur Pres-to a per-du son pa-ri Puis-que nous som-

- mes à Pa-ris Puis-que nous som- mes à Pa-ris

(where Thérèse/Tirésias is reading in a newspaper of the death of two characters in a duel) would not disgrace a religious work; the three introductory bars confirm the continuity of Stravinsky's influence. *Les mamelles* is emphatically not an operetta – knowing winks, like smut, were anathema to Poulenc – but accommodates a host of musical techniques, lyrical solos, patter duets, chorales, falsetto lines for tenor and bass babies and, like Denise Duval whose Folies Bergères training was

invaluable in the title role, it succeeds in being both funny and beautiful.

Poulenc's last two operas treat serious subjects seriously. In *Dialogues des carmélites* (1953–6) he charted the delicate vagaries of character and emotion among a group of nuns condemned to death in the French Revolution. The text, originally a film scenario, is built up from a number of short scenes whose brevity forced the composer to discriminate painstakingly between types of vocal line, of rhythm, even of vowel sound; the immediate success of this two-and-a-half-hour opera with an almost entirely female cast reveals Poulenc as a technician of the first order. He confronted similar problems in *La voix humaine* (1958) and enriched this 40-minute solo scena, one side of the telephone conversation between a young woman and the lover who is abandoning her, with non-referential 'motifs conducteurs', with a wide range of musical language mirroring both her manic condition and the perpetual interruptions of French telephonic life, with terrifying silences (as her lover is saying what the audience never hears), and with a long-term aim for a minor—as the tragic goal of the harmony. The result is a powerful study of human despair.

6. CHORAL MUSIC. Several minor secular works such as the *Chansons françaises* (1945–6) continue the French tradition of Janquin and Sermisy, but Poulenc's early study of Bach chorales also left its mark. His masterpiece in the genre, *Figure humaine* (1943), is a highly complex setting of words by Eluard; although instrumental support would have reduced the performers' troubles, the composer wanted a pure choral tone in order to capture the mood of supplication.

After his return to Roman Catholicism in 1935 Poulenc produced a steady flow of religious choral works. Stretching over a quarter of a century they display a remarkable unity of tone as well as an increasing complexity in language and resources. The *Litanies à la vierge noire* (1936), written in the week after his visit to Rocamadour, are for three-part female chorus in a conventionally modal style that avoids conventional cadences, the organ punctuating the discourse with fervently chromatic chords. The difficult Mass in G (1937) is nevertheless 'more sober, more Romanesque' than his next major work in the genre, the *Stabat mater* (1950) for soprano, mixed chorus and orchestra, a powerful and profoundly moving work whose choral writing enlarges on the serious implications in that of *Les mamelles*. In the *Gloria* (1959) the choral writing is unsanctimonious to the point of wilfulness, as in the stressing of the phrase 'Gloria in excelsis Deo', while the ostinatos, the soaring soprano and the matchless tunes proclaim Poulenc a believer who had, in Tippett's phrase, 'contracted in to abundance'. Finally, the *Sept répons des ténèbres* (1961) pursue the same lush orchestral path but with a new concentration of thought, epitomized in the minute but spine-chilling codetta to 'Caligaverunt oculi mei' where Poulenc showed that his recognition of Webern was neither a matter of distant respect nor a piece of time-serving diplomacy.

7. SONGS AND OTHER WORKS FOR SOLO VOICE. In the *Rapsodie nègre* (1917) Poulenc showed a marked affinity with words which were less than explicit, but his setting of six poems from Apollinaire's *Le bestiaire* (1918–19) is an extraordinarily individual and competent piece of work for a young man of 20, in which he

captured the mood of the tiny, elusive poems, often by simple yet surprising means such as abnormal word-setting (as with 'mélancolie', the last word of all). The scoring is at once economical and faintly 'impressionist', but in *Cocardes* (1919) he imitated the sound of a street band, and Stravinsky's *The Soldier's Tale* was also surely in his mind. There followed a period of 12 years before Poulenc again wrote songs by which he set any store, the *Trois poèmes de Louise Lalanne* (1931) – a fictitious poet born of Apollinaire's lively imagination; the second poem is by him, the others by his mistress Marie Laurencin. Apollinaire and Max Jacob provided the texts for the other vocal works of 1931–2. Poulenc's favourite was *Le bal masqué*, a nostalgic romp in which the 'côté paysan' of his nature is uncluttered by any kind of chic.

On 3 April 1935 Poulenc and Bernac gave their first public recital, including the first performance of the *Cinq poèmes d'Eluard*. Poulenc had been attracted by Eluard's poetry since adolescence but there was 'a stillness about it which I did not understand'. In the *Cinq poèmes* 'for the first time, the key is grating in the lock', and the door opened wide the following year in the cycle of love-songs *Tel jour, telle nuit*, a masterpiece worthy to stand beside Fauré's *La bonne chanson*. It lacks the common touch of some other Poulenc songs, the sentimentality of *Hôtel* or the earthiness of the *Chansons villageoises*, but otherwise it is highly characteristic. Where a single song contains more than one tempo, Poulenc followed Satie's lead in making them 'successive' rather than 'progressive'; there is only one rallentando in the whole cycle; five of the nine songs move at a single, inexorable speed. However, Poulenc planned at least three of them (nos. 3, 5 and 8) as transitions between their more important neighbours; in particular he intended the final climax of no. 8, *Figure de force*, 'to make more keenly perceptible the kind of silence that marks the beginning of "Nous avons fait la nuit"'. Often piano and voice work on independent dynamic levels, a dimension of songwriting not widely explored before his time. The texture of the accompaniment is never complex but there must always be 'beaucoup de pédale'.

From this point there was little change in the technique of his songwriting, rather a continual refinement of means, an attempt to say more and more with less and less, a search for the pure line he admired so much in Matisse. This tendency reached its utmost point with *La fraîcheur et le feu* (1950), 'the most carefully wrought' of his songs, being a setting of a single Eluard poem in seven sections, in which two contrasted tempos (mostly crotchet = 120 and crotchet = 66–9) are treated as structural elements. Poulenc's last important setting of Eluard was of texts he commissioned from the poet to form *Le travail du peintre* (1956), a homage to seven contemporary painters. His last set of songs was *La courte paille* (1960), written for Denise Duval to sing to her young son and containing the hilarious patter song 'Ba, be, bi, bo, bu', but his last significant work for solo voice, *La dame de Monte Carlo* (1961), a monologue for soprano and orchestra to words by Cocteau, shows, like *La voix humaine*, that Poulenc understood all too well the terrors of mental depression.

In general, the sections that make up a Poulenc song are quite short and often built of two- or four-bar phrases. His technique has much in common with the 'surrealist' poets whom he set, in the value he placed on

the resonance of the individual elements. He rarely began his songs with the beginning. Usually a line or two would come at a time, and in the case of *Montparnasse* (a song of 20 lines) the process was spread over a period of four years. Furthermore, ideas always came to him in particular keys and he never transposed them; for example, D \flat major seems to have been a key of relaxation and in it the fourth degree tends to be sharpened. Towards the end of the compositional process, therefore, he might be confronted with a collection of quite disparate tonal areas which he then had to combine to reach the listener as a single experience. Much though it annoyed him, the legend of Poulenc the rich playboy of music, from whom *mélodies* flowed with every exhalation of breath, is the perfect compliment to this most scrupulous of craftsmen.

8. SUMMARY. Poulenc never questioned the supremacy of the tonal-modal system. Chromaticism in his music is never more than passing, even if he used the diminished 7th more than any leading composer since Verdi. Texturally, rhythmically, harmonically, he was not particularly inventive. For him the most important element of all was melody and he found his way to a vast treasury of undiscovered tunes within an area that had, according to the most up-to-date musical maps, been surveyed, worked and exhausted. His standing in the world of contemporary music mattered to him and he kept alive to the best around him; in 1961 he wrote 'I'm truly sorry to miss [Boulez's] *Pli selon pli*, because I'm sure it's well worth hearing [plus que valable]'. His definitive statement came perhaps in a letter of 1942: 'I know perfectly well that I'm not one of those composers who have made harmonic innovations like Igor [Stravinsky], Ravel or Debussy, but I think there's room for new music which doesn't mind using other people's chords. Wasn't that the case with Mozart-Schubert?'. And if Poulenc was not quite a Schubert, he is so far the 20th century's most eligible candidate for the succession.

WORKS

DRAMATIC
(operas)

- Les mamelles de Tirésias* (opéra bouffe, prol. 2, Apollinaire), 1944; Paris, Opéra-Comique, 3 June 1947
Dialogues des carmélites (opera, 3, Bernanos), 1953-6; Milan, La Scala, 26 Jan 1957
La voix humaine (tragédie lyrique, 1, Cocteau), 1958; Paris, Opéra-Comique, 6 Feb 1959
Recits for Gounod: La colombe, 1923, unpubd

(ballets)

- La baigneuse de Trouville* and *Discours du général* for 'Les mariés de la Tour Eiffel' (1, Cocteau), 1921, unpubd, other nos. by Auric, Honegger, Milhaud and Tailleferre; Paris, Champs-Élysées, 18 June 1921
Les biches (1, 17th-century text), chorus, orch, 1923; Monte Carlo, 6 Jan 1924
Pastourelle for L'éventail de Jeanne (1, Y. Franck, A. Bourgat), 1927; Paris, 16 June 1927
Aubade (choreographic conc.), pf, 18 insts, 1929; Paris, 18 June 1929
Les animaux modèles (ballet, after La Fontaine), 1940-41; Paris, Opéra, 8 Aug 1942

(incidental music)

- Le gendarme incompris* (Cocteau, Radiguet), 1921, unpubd; Paris, Mathurins, May 1921
Esquisse d'un fanfare, ov. for Act 5 of *Romeo and Juliet* (Shakespeare), 1921
Intermezzo (Giraudoux), 1933, unpubd; Paris, Comédie des Champs-Élysées, March 1933
La reine Margot (Bourdett), 1935, unpubd, collab. Auric
Léocadia (Anouilh), 1940, unpubd except for song *Les chemins de l'amour*
La fille du jardinier (Exbrayat), 1941, unpubd

- Le voyageur sans bagages* (Anouilh), 1944, unpubd
La nuit de la Saint-Jean (Barrie), 1944, unpubd
Le soldat et la sorcière (A. Salacrou), 1945, unpubd
Amphitryon (Molière), 1947, unpubd; Paris, Marigny, 5 Dec 1947
Renaud et Armide (Cocteau), 1962, unpubd

(film scores)

- La belle au bois dormant*, 1935
La duchesse de Langeais (Baroncelli), 1942
Le voyageur sans bagages (Anouilh), 1944
Ce siècle a 50 ans, 1950, collab. Auric
Le voyage en Amérique (Lavorel), 1951; Cannes, Étoiles, 14 Aug 1951

ORCHESTRAL

- Trois mouvements perpétuels* [arr. of pf work], before 1927, unpubd
Concert champêtre, hpd, orch, 1927-8
Concerto, d, 2 pf, orch, 1932
Deux marches et un intermède, chamber orch, 1937; composed for entertainment at the Paris Exhibition, other nos. by Auric
Concerto, g, org, str, timp, 1938
Suite from 'Les biches', 1939-40
Suite from 'Les animaux modèles', 1942
Sinfonietta, 1947
Piano Concerto, 1949
Matelote provençale for 'La guirlande de Campra', 1952
Bucolique for 'Variations sur le nom de Marguerite Long', 1954
Orchestration of Satie: Deux préludes posthumes et une gnos-sienne, 1939

CHORAL

- Chanson à boire* (17th-century), TTBB, 1922
Sept chansons, unacc., 1936: *Blanche neige* (Apollinaire), *A peine défigurée* (Eluard), *Pour une nuit nouvelle* (Eluard), *Tous les droits* (Eluard), *Belle et ressemblante* (Eluard), *Marie* (Apollinaire), *Luire* (Eluard) [*Blanche neige* replaced *La reine de Saba* (J. Le Grand), sung at 1st perf. but later rejected]
Litanies à la vierge noire, SSA, org, 1936
Petites voix (M. Ley), SSA, 1936: *La petite fille sage*, *Le chien perdu*, *En rentrant de l'école*, *Le petit garçon malade*, *Le hérisson*
Mass, G, SATB, 1937
Sécheresses (E. James), cantata, chorus, orch, 1937
Quatre motets pour un temps de pénitence, SATB: *Timor et tremor*, 1939; *Vinea mea electa*, 1938; *Tenebrae factae sunt*, 1938; *Tristis est anima mea*, 1938
Exultate Deo, SATB, 1941
Salve regina, SATB, 1941
Figure humaine (Eluard), cantata, 12vv, 1943
Un soir de neige (Eluard), chamber cantata, 6vv, 1944
Chansons françaises: Margoton va t'a l'iau, SATB, 1945; *La belle se siet au pied de la tour*, SATBarB, 1945; *Pilons l'orge*, SATBarB, 1945; *Clic, clac, dansez sabots*, TBB, 1945; *C'est la petit' fill' du prince*, SATBarB, 1946; *La belle si nous étions*, TBB, 1946; *Ah! mon beau laboureur*, SATB, 1945; *Les tisserands*, SATBarB, 1946
Quatre petites prières de Saint François d'Assise, male vv, 1948
Stabat mater, S, SATBarB, orch, 1950
Quatre motets pour le temps de Noël, unacc.: *O magnum mysterium*, 1952; *Quem vidistis pastores*, 1951; *Videntes stellam*, 1951; *Hodie Christus natus est*, 1952
Ave verum corpus, SMeZA, 1952
Laudes de Saint Antoine de Padoue, male vv: *O Jésus*, 1957; *O proles*, 1958; *Laus regi*, 1959; *Sit quæris*, 1959
Gloria, S, chorus, orch, 1959
Sept réponses des ténébres, child S, male vv, boys' vv, orch, 1961

SOLO VOCAL

(with ens or orch)

- Rapsodie nègre*, Bar, fl, cl, str qt, pf, 1917, rev. 1933; *Prélude*, *Ronde*, *Honoloulou*, *Pastorale*, *Final*
Le bestiaire (Apollinaire), 1v, fl, cl, bn, str qt, 1918-19, orchd before 1922; *Le droitmadaire*, *La chèvre du Thibet*, *La sauterelle*, *Le dauphin*, *L'écrevisse*, *La carpe*
Cocardes (Cocteau), 1v, cornet, trbn, b drum, triangle, vn, 1919; *Miel de Narbonne*, *Bonne d'enfant*, *Enfant de troupe*
Le bal masqué (Jacob), cantata, Bar/Mez, ob, cl, bn, pf, perc, vn, vc, 1932; *Préambule et air de bravoure*, *Intermède*, *Malvina*, *Bagatelle*, *La dame aveugle*, *Finale*
Poèmes de Ronsard [arr. of song cycle], 1v, orch, before 1934, unpubd
Chansons villageoises [arr. of song cycle], 1v, chamber orch, 1943
La dame de Monte Carlo (Cocteau), S, orch, 1961

(songs for 1v, pf)

- Toréador* (Cocteau), 1918, rev. 1932
Le bestiaire [arr. of work with ens], 1919
Cocardes [arr. of work with ens], 1919
Poèmes de Ronsard, 1924-5: *Attributs*, 1924; *Le tombeau*, 1924; *Ballet*, 1924; *Je n'ai plus que les os*, 1925; *A son page*, 1925
Chansons gaillardes (17th-century), 1925-6: *La maîtresse vola*, *Chanson à boire*, *Madrigal*, *Invocation aux parques*, *Couplets bachiques*, *L'offrande*, *La belle jeunesse*, *Sérénade*

Vocalise, 1927
 Airs chantés (Moréas), 1927-8: Air romantique, Air champêtre, Air grave, Air vif
 Epitaphe (Malherbe), 1930
 Trois poèmes de Louise Lalanne, 1931: Le présent (Laurencin), Chanson (Apollinaire), Hier (Laurencin)
 Quatre poèmes (Apollinaire), 1931: L'anguille, Carte postale, Avant le cinéma, 1904
 Cinq poèmes (Jacob), 1931: Chanson, Cimetière, La petite servante, Berceuse, Souric et Mouric
 Huit chansons polonaises, 1934: La couronne (Wianek), Le départ (Odjazd), Les gars polonais (Polska młodzież), Le dernier mazour (Ostatni mazur), L'adieu (Pożegnanie), Le drapeau blanc (Biała chorągiewka), La viatule (Wiat), Le lac (Jezioro)
 Quatre chansons pour enfants, 1934: Nous voulons une petite sœur (J. Nohain), La tragique histoire du petit René (Jaboune), Le petit garçon trop bien portant (Jaboune), Monsieur Sans Souci (Jaboune)
 Cinq poèmes (Eluard), 1935: Peut-il se reposer?, Il la prend dans ses bras, Plume d'eau claire, Rôdeuse au front de verre, Amoureuxes
 A sa guitare (Ronsard), 1935, alternatively with harp
 Tel jour, telle nuit (Eluard): Bonne journée, 1937; Une ruine coquille vide, 1936; Le front comme un drapeau perdu, 1937; Une roulotte couverte en tuiles, 1936; A toutes brides, 1937; Une herbe pauvre, 1936; Je n'ai envie que de t'aimer, 1936; Figure de force brûlante et farouche, 1937; Nous avons fait la nuit, 1937
 Trois poèmes (L. de Villemorin), 1937: Le garçon de Liège, Au-delà, Aux officiers de la garde blanche
 Le portrait (Colette), 1938
 Deux poèmes (Apollinaire), 1938: Dans le jardin d'Anna, Allons plus vite
 La grenouillère (Apollinaire), 1938
 Priez pour paix (d'Orléans), 1938
 Miroirs brûlants (Eluard): Tu vois le feu du soir, 1938; Je nommerai ton front, 1939
 Ce doux petit visage (Eluard), 1939
 Fiançailles pour rire (de Villemorin), 1939: La dame d'André, Dans l'herbe, Il vole, Mon cadavre est doux comme un gant, Violon, Fleurs
 Bleuets (Apollinaire), 1939
 Banalités (Apollinaire), 1940: Chansons d'Orkney, Hôtel, Fagnes de Wallonie, Voyage à Paris, Sanglots
 Les chemins de l'amour (Anouilh: Léocadia), 1940
 Chansons villageoises (M. Fombette), 1942: Chanson du clair lamis, Les gars qui vont à la fête, C'est le joli printemps, Le mendiant, Chanson de la fille frivole, Le retour du sergent
 Métamorphoses (de Villemorin), 1943: Reine des mouettes, C'est ainsi que tu es, Paganini
 Deux poèmes (Aragon), 1943: 'C', Fêtes galantes
 Montparnasse (Apollinaire), 1941-5
 Hyde Park (Apollinaire), 1945
 Deux mélodies (Apollinaire), 1946: Le pont, Un poème
 Paul et Virginie (Radiguet), 1946
 Hymne (Racine), 1947
 Le disparu (Desnos), 1947
 Main dominée par le cœur (Eluard), 1947
 Trois chansons (Lorca), 1947: L'enfant muet, Addina à la promenade, Chanson de l'orange sec
 ... Mais mourir (Eluard), 1947
 Calligrammes (Apollinaire), 1948: L'espionne, Mutation, Vers le sud, Il pleut, La grâce exilée, Aussi bien que les cigales, Voyage
 Mazurka (de Villemorin), 1949
 La fraîcheur et le feu (Eluard), 1950: Rayon des yeux, Le matin les branches attisent, Tout disparut, Dans les ténèbres du jardin, Unis la fraîcheur et le feu, Homme au sourire tendre, La grande rivière qui va Parisienne (Jacob), 1954: Joueur du bugle, Vous n'écrivez plus?
 Rosemonde (Apollinaire), 1954
 Le travail du peintre (Eluard), 1956: Pablo Picasso, Marc Chagall, Georges Braque, Juan Gris, Paul Klee, Joan Miró, Jacques Villon
 Deux mélodies 1956, 1956: La souris (Apollinaire), Nuage (L. de Beylie)
 Dernier poème (Desnos), 1956
 Une chanson de porcelaine (Eluard), 1958
 La courte paille (M. Carême), 1960: Le sommeil, Quelle aventure!, La reine de cœur, Ba, be, bi, bo, bu, Les anges musiciens, Le carafon, Lune d'avril
 Fancy (Shakespeare), 1962

(melodrama)

L'histoire de Babar (J. de Brunhoff), reciter, pf, 1940-45

CHAMBER AND INSTRUMENTAL

Sonata, 2 cl, 1918, rev. 1945
 Sonata, cl, bn, 1922
 Sonata, hn, tpt, trbn, 1922, rev. 1945
 Trio, ob, bn, pf, 1926
 Villanelle, pipe, pf, 1934
 Suite française [after Gervaise], 2 ob, 2 bn, 2 tpt, 3 trbn, perc, hpd, 1935

Sextet, wind qnt, pf, 1932-9
 Sonata, vn, pf, 1942-3, rev. 1949
 Sonata, vc, pf, 1948
 Sonata, fl, pf, 1956
 Elégie, hn, pf, 1957
 Sarabande, gui, 1960
 Sonata, cl, pf, 1962
 Sonata, ob, pf, 1962

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Préludes, 1916, unpubd
 Trois pastorales, 1918, unpubd, no.1 rev. as no.1 of Trois pièces
 Sonata, duet, 1918
 Trois mouvements perpétuels, 1918
 Valse, 1919
 Suite, C, 1920
 Six impromptus, 1920
 Promenades, 1921: A pied, En auto, A cheval, En bateau, En avion, En autobus, En voiture, En chemin de fer, A bicyclette, En diligence
 Napoli, 1925: Barcarolle, Nocturne, Caprice italien
 Pastourelle [arr. of ballet]
 Deux novelettes, C, 1927, bb, 1928
 Trois pièces, 1928: Pastorale, Toccata, Hymne
 Pièce brève sur le nom d'Albert Roussel, 1929
 Nocturne no.1, C, 1929; no.2 (Bal de jeunes filles), A, 1933; no.3, F, 1934; no.4, c, 1934; no.5, d, 1934; no.6, G, 1934; no.7, Eb, 1935; no.8, 1938
 Caprice [after finale of Le bal masqué], 1932
 Valse-improvisation sur le nom de Bach, 1932
 Improvisations nos.1-6, b, Ab, b, Ab, a, Bb, 1932; no.7, C, 1933; no.8, a, 1934; no.9, D, 1934; no.10 (Eloge des gammes), F, 1934; no.11, g, 1941; no.12 (Hommage à Schubert), Eb, 1941; no.13, a, 1958; no.14, Db, 1958; no.15 (Hommage à Edith Piaf), c, 1959
 Villagesoies, 1933: Valse tyrolienne, Staccato, Rustique, Polka, Petite roade, Coda
 Feuilles d'album, 1933: Ariette, Rêve, Gigac
 Presto, 1934
 Intermezzi, C, Db, 1934
 Badinage, 1934
 Humoresque, 1934
 Suite française [after chamber work], 1936
 Les soirées de Nazelles, 1930-36: Prélude, Variations, Cadence, Final
 Bourrée au pavillon d'Auvergne, 1937
 Mélancolie, 1940
 Intermezzo, Ab, 1943
 L'embarquement pour Cythère, valse-musette, 2 pf, 1951
 Thème varié, 1951
 Capriccio [after Le bal masqué], 2 pf, 1952
 Sonata, 2 pf, 1952-3
 Elégie, 2 pf, 1959
 Novelette sur un thème de M. de Falla, c, 1959
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ROGER NICHOLS

Implementing s.36.11(22)(b), Wis. Stats., relating
to Sexual Assault and Sexual Harassment

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System and pursuant to 1989 Wisconsin Act 177, s.36.11(22)(b), Wis. Stats., the board hereby accepts the report on implementation of the Act (the report on orientation programs and information provided to students on sexual assault and sexual harassment) and directs that the report be submitted to the chief clerk of each house of the legislature for distribution to the appropriate standing committees under s.13.172(3).

A REPORT ON ORIENTATION PROGRAMS AND INFORMATION PROVIDED TO STUDENTS ON SEXUAL ASSAULT AND SEXUAL HARASSMENT

EXECUTIVE SUMMARY

BACKGROUND

Section 36.11(22)(b), Wis. Stats., requires the Board of Regents to submit a report annually to the chief clerk of each house of the Legislature on the methods each UW System institution uses to disseminate information to students on sexual assault and sexual harassment.

The law requires UW System institutions to incorporate into their orientation programs for newly entering students oral and written information on sexual assault and sexual harassment, including information on: 1) sexual assault by acquaintances of the victims; 2) the legal definitions and penalties for sexual assault; 3) generally available national, state, and campus statistics on sexual assault; 4) the rights of victims; and 5) protective behaviors including methods of recognizing and avoiding sexual assault and sexual harassment. In addition, each institution must annually supply to all students enrolled in the institution printed material that includes information on all of these topics.

This law was enacted in April 1990 and this is the eighth report to be compiled for the Legislature since its enactment.

REQUESTED ACTION

Adoption of resolution I.1.d., authorizing the Report for the 1997 calendar year to be forwarded to the Legislature.

DISCUSSION

UW System Administration, through the Office of Human Resources, Equal Opportunity Compliance, collected from each System institution copies of the sexual assault and sexual harassment educational material disseminated to students. The office has reviewed the material submitted for the 1997 calendar year and affirms that all institutions have complied with the statutory requirements of s.36.11(22)(b), Wis. Stats. in the dissemination of information to all new and continuing students on sexual assault and sexual harassment.

RELATED REGENT POLICIES

UW System Sexual Harassment Policy Statement and Implementation
(Regent Policy 81-2)

**REPORT ON UNIVERSITY OF WISCONSIN INSTITUTIONS'
ORIENTATION PROGRAMS AND INFORMATION PROVIDED
TO STUDENTS ON SEXUAL ASSAULT
AND SEXUAL HARASSMENT**

All UW System institutions have complied with the requirements established in s.36.11(22)b), Wis. Stats. Specifically, all institutions have conducted orientation programs for newly entering students and provided them with oral and written information on sexual assault and sexual harassment, including information on: 1) sexual assault by acquaintances of the victims; 2) the legal definitions and penalties for sexual assault, sexual exploitation by a therapist, and sexual harassment; 3) generally available national, state, and campus statistics on sexual assault; 4) the rights of victims; and 5) protective behaviors including methods of recognizing and avoiding sexual assault and sexual harassment. Each institution has also provided all enrolled students with printed material that includes information on all of these topics.

The following summaries describe the material provided by each institution in their efforts to comply with s.36.11(22)b), Wis. Stats. for 1997. Over the past several years, UW System institutions have established reliable, accurate material and thus have continued to use the same materials and publications to disseminate written information on sexual harassment and sexual assault to all students. Several institutions now make this educational material available on-line at their institutional home page.

UW-Eau Claire

- All new and continuing students were provided *Your Right to Know*, which contained required information on sexual assault and sexual harassment.
- New student orientation programs included a presentation on sexual assault and sexual harassment followed by a discussion with institutional staff of issues raised by the presentation.

UW-Green Bay

- All students were provided the UW-Green Bay timetable and all new students also received the *Student Resource Handbook*. Both publications contained required material on sexual assault and sexual harassment.
- Additional materials, such as fact sheets, posters, videos or newsletters dealing with sexual assault and harassment issues were available to all UW-Green Bay students.
- New student orientation included a program with a skit on sexual assault and sexual harassment, followed by a discussion of the issues raised in the program.
- UW-Green Bay again sponsored Sexual Assault Awareness Week for the entire institutional community.

- Additional programming was available throughout the year including educational programs sponsored by resident assistants, student life programming and campus workshops focusing on sexual assault and harassment prevention.

UW-La Crosse

- UW-La Crosse has moved *Eagle Eye* to an electronic format and it is on the institution's homepage. All students were informed of the document's location and are encouraged to view the document. *Eagle Eye* on-line provided students the required information on sexual assault and sexual harassment issues.
- New student orientation again included a program entitled *Social Intercourse: Be Prepared!* The highly engaging two-hour program utilized a variety of media (video, slides, drama) to further educate individuals on sexual assault issues.

UW-Madison

- All new and continuing students were provided *Social Issues Update*, which contained all the required information on sexual assault and harassment.
- Summer Orientation, Advising and Registration (SOAR) Program, included specific discussions of sexual assault and sexual harassment on campus.
- Welcome Week included skits and discussions on date rape and sexual assault.
- Extensive additional programming was provided throughout the year by Residence Halls, Police and Safety and University Health Services, Women's Clinic, and Counseling and Consultation Services.
- Web site information on Sexual Assault/Sexual Harassment is now provided by the Dean of Student's Office.
- New efforts included sending additional information on current issues or problems either by mass e-mail to all students or by letter to housing staff, resident managers at private dorms, and fraternity and sorority presidents.

UW-Milwaukee

- All students received the schedule of classes for registration, which included a removable pamphlet entitled *Student Alert*. The pamphlet included all required information on sexual assault and sexual harassment.
- Freshman and transfer students received the *UWM Student Handbook* containing required sexual assault and sexual harassment information.

- "Street Smarts" was distributed and discussed at orientation, and it was available to all students in various locations on campus.
- Freshman orientation also included both self-defense presentations by UW-Milwaukee police and a play on date rape followed by group discussion of the topic.
- Women's Resource Center provided a wide range of information on issues including sexual assault and sexual harassment education.

UW-Oshkosh

- All students received *Re: Information, Education, Policies - Campus Safety, Substance Abuse Prevention, Sexual Assault, Sexual Harassment, Graduation Rate Data*, which contained required information on sexual assault and sexual harassment.
- All students in the residence halls received the *Student Handbook*, which included required sexual assault and sexual harassment information.
- Orientation programs included a presentation to all new freshmen by Ann Burns, a national speaker on acquaintance rape. This was followed by small-group discussions on sexual assault and acquaintance rape.
- Campus for Acquaintance Rape Education (CARE), a campus-wide date rape prevention program, provided programs on acquaintance rape in various settings, including classes, residence halls, student organizations, and community organizations. CARE also published several brochures on sexual assault that were distributed at their programs.
- The Dean of Students Office now has a web site which includes information for students on sexual assault/harassment.

UW-Parkside

- All students received *The University of Wisconsin-Parkside FYI*, containing required sexual assault and sexual harassment information.
- UW-Parkside had a Sexual Assault Awareness Week and throughout the year made available several additional publications on sexual assault and sexual harassment.
- New student orientation included a skit and slide presentation on sexual assault entitled "Drawing the Shades." This peer education program included discussions between the participants and the presenters on why this information was being provided and how these issues are related to understanding and avoiding sexual assaults.

UW-Platteville

- All students received the "*Student Handbook and Personal Planner*" at the beginning of the fall semester. It contained all required information on sexual assault and sexual harassment.

- Three major peer education groups provided programming to students on sexual assaults and collaborated to provide the institution's sexual assault awareness week.
- During summer orientation, new students and their parents were given the publication "*Sexual Assault and the College Student*," which provided the required information on sexual assault and sexual harassment.
- Freshman orientation included a skit on sexual assault, followed by a discussion on the subject and on UW-Platteville's approach to addressing sexual assault issues.

UW-River Falls

- All required sexual assault and sexual harassment information was provided to students in the undergraduate and graduate class schedules booklets as well as in the UW-River Falls "*Calendar & Student Handbook*."
- New student orientation included an educational program that involved a "quiz" on sexual assault, some dramatic narratives addressing sexual assault, and small-group discussions in response to the presentations.

UW-Stevens Point

- All students received *Community Rights and Responsibilities*, a complete version of the rules and regulations governing the UW-Stevens Point community, including all required information on sexual assault and sexual harassment.
- All new students received *Crossing the Line*, which reiterates the issues of the law, victims' rights, and support services.
- Summer orientation involved several case study exercises that were developed to promote discussion about responsible relationships.
- Extensive programming on sexual assault prevention was provided to the campus population, often sponsored by residence halls.

UW-Stout

- Required sexual assault and sexual harassment information was provided to students on-line at the institution's home page.
- Students were also provided a variety of handouts and brochures that addressed sexual assault and sexual harassment, in addition to issues such as stopping unwanted sexual attention, assisting victims in surviving sexual assaults, and understanding date rape.
- Orientation included oral presentations on sexual assault and sexual harassment at every session, and students engaged in discussions on attitudes about sex and how sexual assaults occur.

- Students sponsored an event, *Take Back the Night*, and supported a buddy escort program.

UW-Superior

- "Social Issues" provided all students the required information on sexual assault and sexual harassment.
- Additional materials were available to students on issues such as preventing sexual assaults, understanding factors that contribute to sexual assaults, and surviving sexual assaults.
- Safety walks across campus are available to all students.
- New student orientation included a skit on sexual assault, followed by question-and-answer sessions for students.

UW-Whitewater

- "FOCUS on Contemporary Issues," which included the required information on sexual assault and sexual harassment, was provided to all students through the mail.
- Additional pamphlets and publications on resources, sexual assault, victims' rights and assault survival were available throughout campus and at the institution's web site.
- During Welcome Week and early fall semester programming, students and parents took a tour of the Health and Counseling Center and heard short presentations on sexual assault prevention. Written materials were also provided as part of these presentations.
- Throughout the year, sexual assault awareness and prevention programs were available to the entire institutional community.

UW Colleges

- All new and continuing students received the "Student Rights and Responsibilities" which contained required information on sexual assault and sexual harassment. Appropriate local inserts were included for each college campus.
- Orientation sessions included oral presentations on sexual assault ranging from guest speakers to skits, video tapes, and presentations by members of the student services staff.

UW-Extension

- UW-Extension does not have any resident students. Therefore, no educational programs or orientation sessions were held for its student-clients. Nevertheless, UW-Extension provided student-clients with written material on sexual assault and sexual harassment as required by state statute.

Revision to Faculty Personnel Rules:
University of Wisconsin-River Falls

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the revision to Chapter 6 of the UW-River Falls Faculty Personnel Rules be approved.

April 3, 1998

Agenda item I.1.j.

FACULTY PERSONNEL POLICIES AND PROCEDURES UNIVERSITY OF WISCONSIN-RIVER FALLS

EXECUTIVE SUMMARY

BACKGROUND

Section UWS 2.02, Wisconsin Administrative Code ("Faculty Rules: Coverage and Delegation") requires that rules, policies, and procedures developed by each institution in the System pursuant to Chapters UWS 3-6 and 8 must be approved by the Board of Regents before they take effect.

The proposed revision to the UW-River Falls Faculty Policies and Procedures has been approved by the appropriate faculty governance bodies and is recommended by Chancellor Gary A. Thibodeau. The proposed revision has been reviewed by UW System legal counsel, who has determined that the change meets the requirements of Wisconsin Administrative Code and 1991 ACT 118.

REQUESTED ACTION

Approval of resolution I.1.j., revising UW-River Falls Faculty Personnel Policies and Procedures.

DISCUSSION AND RECOMMENDATIONS

The UW-River Falls Faculty Senate has approved the following revision to the process for granting tenure in UW-Extension, found in section 4.3(a)2 of the attached document:

Deleting the phrase "pending further appeal as delineated in Chapter 6, 9, and 10 of the *Faculty Handbook* (Sixteenth Edition)."

UW System Administration recommends approval of this revision.

Review and
Rectification of
Denial of Tenure
For Impermissible Factors
(FS 92-93/427)

RF 4.3

- d. When tenure is to be granted simultaneously with initial appointment, the tenured faculty of the academic unit, upon two-thirds majority vote, shall initiate the recommendation for granting tenure. This recommendation shall accompany the recommendation for initial appointment in the process of administrative review provided in RF 2.4. When the dean forwards his or her recommendation to the Vice Chancellor, he or she shall, at the same time, inform all academic unit heads and all other deans about the recommendation. The purpose of providing this information is to give the various parts of the university an opportunity to express to the Vice Chancellor and/or Chancellor any concerns they have regarding the proposed action prior to a decision. A denial of tenure under these circumstances does not require written reasons, a reconsideration, nor opportunity for an appeal under UWS 3.07 and UWS 3.08.
- e. As noted in RF 1.5, a tenure appointment is granted by the Board upon the affirmative recommendation of the appropriate academic unit and the Chancellor or the University via the President of the System, unless a denial of tenure is found to be based on impermissible factors, in which case the provisions of RF 4.3 will apply. (FS 92-93/427)

Procedures for the Review and Rectification of Denial of Tenure on Basis of Impermissible Factors.

a) Recommendations for Tenure shall be based on the criteria established in RF 3.21 and on such extension of those criteria as are enacted by each academic unit and filed with the Vice Chancellor. Tenure shall not be denied on the basis of impermissible factors as defined in RF 6.4 of the *Faculty Handbook* (Sixteenth Edition). Faculty who appeal their denial of tenure on the basis of impermissible factors may follow the process and procedure of the appeal process described below. No member of the academic unit in which the appeal originated shall serve on any body involved in the appeal.

1. The faculty member denied tenure may appeal to the Faculty Hearing, Grievance and Appeals Committee to determine if impermissible factors were used in denying tenure.

This committee will review the tenure documents and supporting materials, and hold interviews and hearings as needed to establish the basis on which the decision was made. Academic Staff members of the Hearing, Grievance and Appeals Committee shall not participate in appeals of denial of tenure for impermissible factors.

2. Should the Hearing, Grievance and Appeals Committee find that the decision was not based on impermissible factors, the denial shall stand pending further appeal as delineated in Chapter 6, 9, and 10 of the *Faculty Handbook* (Sixteenth Edition).
3. Should the Hearing, Grievance and Appeals Committee find that the decision was based on impermissible factors, an Ad Hoc Committee shall be established to conduct an independent review of the grievant's credentials in relation to established criteria (RF 3.21).
4. The Faculty Senate shall be responsible for establishing the Ad Hoc Committee
 - a. The Chair of the Faculty Senate in consultation with the tenured members of the Executive Committee shall draft a list of potential Ad Hoc Committee members to be approved by the entire Faculty Senate. The Faculty Senate Chair shall be responsible for contacting nominees to the Ad Hoc Committee and obtaining their consent to serve.

New Program Authorization
B.A., Health Promotion
University of Wisconsin-Stevens Point

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.A. in Health Promotion.

**NEW PROGRAM AUTHORIZATION
B.A., HEALTH PROMOTION
UW-STEVENS POINT
(IMPLEMENTATION)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.revised), the new program proposal for a Bachelor of Arts in Health Promotion, UW-Stevens Point, is presented to the Board of Regents for implementation. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. That review will be conducted jointly by the institution and System Administration, and the results will be reported to the board.

The University of Wisconsin-Stevens Point holds national prominence in health promotion/wellness education. Twenty years ago, in 1978, UW-Stevens Point began offering courses in health enhancement. By 1982, the campus had developed the first full program in wellness/lifestyle development in the nation. This offering was authorized in 1985 by UW System as an option under the physical education major, retitled health promotion/wellness.

In 1989, the option's curriculum was extensively revised which resulted in the program's recognition as one of the premier health promotion/wellness undergraduate offerings in the country. Three times during the past seven years, the Association for Worksite Health Promotion honored the program as the top undergraduate professional preparation curriculum in the United States. Since 1991, the program has received grant support from the National Institute of Occupational Safety and Health (NIOSH) for its unique approach in cross-training professionals in health promotion (life risks) and health protection (work risks).

In 1996, the health promotion/wellness option was moved into a new school in the College of Professional Studies that combined disciplines of common interest: dietetics, human development, family and consumer education, and health promotion/wellness. The reorganization in the College placed physical education in a different school from health promotion/wellness. This separation from its umbrella major has precipitated the request for a stand-alone B.A. in the health promotion field. The "new" health promotion degree is essentially the continuation of the former option offered under physical education.

REQUESTED ACTION

Approval of Resolution I.1.I.(1), implementing the B.A. in Health Promotion, UW-Stevens Point.

DISCUSSION AND RECOMMENDATION

Program Description and Goals

The program is multi-disciplinary, including courses from health promotion/wellness, psychology, safety and health protection, physical education, nutritional science, biology, human development and natural resources. The curriculum is driven by competency-based objectives derived from ongoing internal and external program evaluations. Eight full-time faculty currently support 167 students. Students must maintain a minimum of a 2.75 overall grade point average to complete the program. Upon graduation, students assume positions such as employee wellness directors, wellness education marketers, health and safety risk managers, health screening specialists and corporate health promotion specialists. Graduates are proficient in facilitating behavior change and promoting healthy lifestyle choices, delivering and promoting programs through:

- Conducting health screenings, ergonomic evaluations, work hazard screening and risk management, economic analysis and risk reduction.
- Implementing programs in fitness, nutrition, health education, stress management, smoking cessation, and back care.
- Developing incentive programs, marketing, public relations and fundraising campaigns.
- Managing fitness and wellness facilities and supervising staff.

The curriculum objectives are a result of 19 years of review, analysis and contact with worksites across the country. This effort has resulted in a series of defined competencies geared to produce a high-quality, entry-level worksite health promotion specialist.

Evaluation from External Consultants

Two consultants favorably reviewed UW-Stevens Point's health promotion curriculum. One praised the well-rounded course of study in the major, including three practicum experiences for students and the numerous scholarship opportunities available. He appraised UW-Stevens Point's program as unique in significant ways: receiving the AWHP award three times for "outstanding preparation" of undergraduate students entering the health promotion profession, an accomplishment unmatched by any other U.S. program; providing students the opportunity to become involved in UW-Stevens Point's Employee Wellness Program; incorporating competency-based objectives derived from biannual surveys of actual worksites; and fostering cross-training potential between health promotion and OSHA-based safety.

The second reviewer favored the reorganization in the College of Professional Studies that will house health promotion "in an area where there are more similarities in regards to the curriculum." She assessed coursework in the major as "exceeding state-of-the-art" and praised the program for motivating students to be actively involved in the profession, requiring excellent pre-internship practical experiences (e.g., participation in the National Wellness Conference), and including a meaningful senior project. Overall, this reviewer rated UW-Stevens Point's health promotion offering as "one of the best programs in the country."

Need

UW-Stevens Point's health promotion program traditionally graduates 25-30 students per year. As health care continues to be among the top three concerns of the nation and the state, the need for people skilled in prevention of disease and disability continues to be a high area of demand. Majors in health promotion are trained to intervene and to provide programs that reduce the incidence of chronic diseases. Graduates readily find positions in government, hospitals, corporations, educational institutions and human service agencies. The demand for trained specialists remains steady and should increase as more emphasis is placed on prevention activities.

Placement

Placement has been very strong over the years. Ninety-four percent of the 1995 graduates have been placed and 100 percent of the 1996 graduates have found employment.

Projection of Student Enrollment in the program

1998	1999	2000	2001	2002	2003
170	170	170	170	170	170

Unique Features

With NIOSH funding, the health promotion faculty created a minor in safety and health protection to cross-train health promotion students in the area of health protection. Through this training, students learn to assist employers in preventing work-related injuries and disease by implementing engineering controls and complying with governmental regulations that call for a safe work environment and minimal job risk. A health promotion specialist with cross-training in occupational health and safety may bridge the gap between the technical profession of Occupational Health and Safety (OHS) and the broader discipline of health promotion. These cross-trained students can also be encouraged to continue their education in OHS graduate programs at UW-Whitewater and UW-Stout.

Relation to Institutional Mission

One of UW-Stevens Point's select mission programs is health promotion and wellness, and recent strategic planning results recommend that the program be maintained and enhanced. In 1995, plans were made to propose a graduate degree in health promotion in the near future. UW-Stevens Point's reputation for quality programming in the field and the request for a free-standing major are indicative of the campus commitment to the discipline.

Comparable Programs in Wisconsin

Three sister campuses in the UW System currently offer similar majors:

- UW-Eau Claire: Exercise Management
- UW-La Crosse: Fitness Management (option of physical education major)
Community Health
- UW-Oshkosh: Exercise and Fitness Management

UW-Stevens Point's program differs from these other programs in its use of the seven-dimensional wellness model in shaping its health promotion curriculum.

Comparable Programs Outside Wisconsin

As the first health promotion/wellness program of its kind in the nation, UW-Stevens Point's curriculum has served as a model for universities in other states. In the past five years, numerous universities have sought to add emphases, minors or majors to educate entry-level specialists in worksite health promotion. Many of these programs emphasize fitness management and are connected to physical education departments. It is estimated that over 200 universities have created such programs.

Resource Needs

UW-Stevens Point will continue to provide necessary funds to support the program. The current annual budget includes the following:

CATEGORY	ANNUAL BUDGET
Faculty/Staff	\$328,012
Support Staff	9,357
Travel	1,700
Work Study	1,000
Supplies and Expenses	7,392
TOTAL	\$347,461

Cost per credit for this major is \$110.04.

Current library resources are sufficient for the program. Over the past 12 years, journals, texts, teaching models, videos and computer software have been purchased and are available for health promotion study.

RECOMMENDATION

The University of Wisconsin System Administration recommends that UW-Stevens Point be authorized to implement the B.A. in Health Promotion.

RELATED REGENT POLICIES

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

**NEW PROGRAM AUTHORIZATION
B.S., TRANSPORTATION AND LOGISTICS MANAGEMENT
UW-SUPERIOR
(INITIAL READING)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.revised), the new program proposal for a Bachelor of Science in Transportation and Logistics Management at UW-Superior is presented to the Board of Regents for initial review. As stipulated in ACIS-1.revised, this program proposal will be on the agenda for the May meeting for a second review, at which time UW System Administration will recommend that the board take action authorizing the chancellor to implement the program. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. That review will be conducted jointly by the institution and System Administration, and the results will be reported to the board.

The proposed program has been under review at UW-Superior for more than ten years. It builds on existing strengths at UW-Superior and is well-suited to the industry and commerce of the Twin Ports geographical region. Over the past decade, local and regional groups of faculty, business people and community members have strongly supported developing a program in transportation management and logistics. The Duluth-Superior Transit Association, the Northern Regional Compact of Aerospace Careers and, more recently, an ad hoc Transportation Program Committee have all provided valuable input into planning the proposed Transportation and Logistics Management program.

REQUESTED ACTION

No action is requested at this time.

DISCUSSION AND RECOMMENDATION

Program Description

The proposed program focuses on the management of transportation and logistics as these functions interface with the port to constitute a complete system. In this context, the study of *transportation* refers to all aspects of the physical movement of goods between two geographic points (ports); *logistics* refers to the movement of raw materials and component parts into and within a production system, as well as to the distribution of finished products and services to customers.

The program will be housed in the Department of Business Administration. Its primary purpose is to provide a solid educational foundation enabling program graduates to gain entry into the transportation field. Core courses common to all business majors, together with nine courses specifically designed for Transportation and Logistics management, comprise the program requirements. A total of 64 credits is required for graduation, including an

internship and capstone experience. In addition, six of the credits also satisfy General Education requirements. Finally, the program has a strong international component.

Because of the transportation businesses in the greater Superior area, numerous internship sites and employment opportunities for graduates are available for the proposed program.

It is estimated that, when fully implemented, the program will graduate 25 students per year. Projected enrollments for the next five years are as follows:

Academic Year	1998-99	1999-00	2000-01	2001-02	2002-03
Majors	10	30	50	70	80
Graduates	0	0	8	20	25

Program Goals and Objectives

The proposed program will prepare students for careers in the transportation field. Entry positions are typically with a carrier (motor, rail, water and air) or with the logistics and transportation department of a business that purchases transportation services from carriers. The program is also designed for individuals currently working in a transportation-related field who wish to complete a baccalaureate degree for career advancement purposes.

Relation to Institutional Mission and Plans

A Transportation and Logistics Management program fits well within the mission of UW-Superior to serve as a liberal arts institution with strengths in select professional programs. With a significant international component, the proposed program both builds upon and complements the university's existing program array.

Need

The need for both private and public sector jobs in transportation and logistics management arises because a well-functioning transportation system is indispensable for economic growth and trade. An April 7, 1997 article in the *Journal of Commerce* states that "logistics education is growing rapidly in the nation's business schools, fueled by strong job placement opportunities and logistics professionals seeking advanced training."

The American Workforce: 1992-2005, published by the Bureau of Labor Statistics, projects moderate growth of 1.6% (56,000 jobs) per year in employment opportunities in the general field of transportation until the year 2005. This projection is 3.1 percent (10,000 jobs) per year for the specific area of Transportation Services.

Comparable Programs Elsewhere in Wisconsin

No other Wisconsin institution offers a baccalaureate degree in Transportation and Logistics Management. UW-Madison offers baccalaureate, master's and doctoral programs in Transportation and Public Utilities through its School of Business. Milwaukee Area Technical College and Northeast Wisconsin Area Technical College offer associate degree transportation programs. With the establishment of the proposed program, UW-Superior will

seek articulation agreements with regional technical colleges that offer associate degrees in transportation and related programs.

Comparable Programs Outside Wisconsin

Undergraduate degree programs in Transportation and Logistics Management are offered at the following institutions: Iowa State University, Ohio State University, Northeastern University, the University of Maryland-College Park, the University of Northern Florida, Georgia Southern University and the University of Tennessee-Knoxville. Charleston College has a similar program in Intermodal Transportation.

Assessment

The proposed program will be assessed internally using a three-segment process. First, initial baseline data has been collected regarding skill sets needed by graduates and these elements have been incorporated into course development. Second, there will be regular periodic assessment of students as they matriculate. Third, in the capstone internship phase, both interns and supervisors will be surveyed to determine if goals have been met. The capstone internship final report and supervisor signoff will be used to gather additional data.

Externally, ongoing surveys of graduates and employers will be conducted to determine outcomes and provide information for any realignment, restructuring or redesign of the program.

Evaluation by External Consultants

Both external reviewers support the program. One observes that "if the proposed program delivers . . . value, it is my belief that many more than twenty students will be interested in [it]." The other described the program as "well-designed" and "highly comparable in structure, content, goals and institutional context" to two benchmark programs at the University/College of Charleston and Georgia Southern University.

Resource Needs

The Business Administration Department has seven FTE faculty members and an operating budget of approximately \$2,000 per faculty member. With the exception of the nine new courses, existing faculty can accommodate the increased enrollments in core business courses resulting from the additional 25 students per year anticipated in the proposed program. To implement and offer the nine new courses and support ad hoc specialists for selected elective courses, one additional faculty member and the equivalent of one half-time academic staff lecturer, will be required.

With the addition of the Transportation and Logistics Management major, \$5,000 will be added to the Business Administration Department base budget to cover travel and related expenses associated with the 1.5 FTE addition to the unclassified line of the budget.

Approximately \$10,000 will be needed to add periodicals and expand the modest transportation and logistics holdings of the Jim Dan Hill Library.

Costs for the proposed program will be reallocated from the existing UW-Superior base budget. Estimated annual costs are as follows:

Additions to Business Administration Department Budget
for the B.S. in Transportation and Logistics Management

Academic Year	1998-99	1999-2000	2000-01	Total
Personnel		\$45,000	\$15,000	\$60,000
Supplies	\$2,000	\$ 2,000	\$ 1,000	\$ 5,000
Library Materials (non-GPR	\$5,000	\$ 3,000	\$ 2,000	\$10,000
TOTAL	\$7,000	\$50,000	\$18,000	\$75,000

Classroom facilities are adequate.

Based on the 1996-97 cost-per-credit of the UW-Superior Business Administration Program, cost-per-credit for the Transportation and Logistics Management program is projected to be approximately \$99.75.

RECOMMENDATION

No action is requested at this time.

RELATED REGENT POLICIES

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