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.*


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.)
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.
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. 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 programs.

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


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

UNIVERSITY OF WISCONSIN SYSTEM

MINORITY AND DISADVANTAGED STUDENT

ANNUAL REPORT

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

<table>
<thead>
<tr>
<th>Precollege Programs 1996-1997</th>
<th>Students of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Eligible Population</td>
</tr>
<tr>
<td>UW System Precollege Programs Pre-Kindergarten to Grade 12</td>
<td>152,771</td>
</tr>
<tr>
<td>DPI Minority Precollege Scholarship Program Grades 6 to 12</td>
<td>70,249</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UWS Total</td>
<td>1,495</td>
<td>1,624</td>
<td>1,752</td>
<td>1,872</td>
<td>1,861</td>
<td>1,850</td>
<td>1,895</td>
<td>2,119</td>
<td></td>
<td></td>
<td></td>
<td>11.8%</td>
<td>NA</td>
</tr>
<tr>
<td>UWS Total*</td>
<td>1,270</td>
<td>1,476</td>
<td>1,316</td>
<td>1,376</td>
<td>1,447</td>
<td>1,533</td>
<td>1,630</td>
<td>1,640</td>
<td>1,636</td>
<td>1,647</td>
<td>1,882</td>
<td>14.3%</td>
<td>4</td>
</tr>
<tr>
<td>African American</td>
<td>733</td>
<td>827</td>
<td>731</td>
<td>754</td>
<td>805</td>
<td>872</td>
<td>823</td>
<td>844</td>
<td>855</td>
<td>963</td>
<td>15.0%</td>
<td>34.1%</td>
<td></td>
</tr>
<tr>
<td>Latino/Hispanic American</td>
<td>346</td>
<td>455</td>
<td>371</td>
<td>419</td>
<td>526</td>
<td>544</td>
<td>588</td>
<td>571</td>
<td>551</td>
<td>666</td>
<td>21.0%</td>
<td>92.8%</td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>191</td>
<td>194</td>
<td>213</td>
<td>203</td>
<td>224</td>
<td>202</td>
<td>214</td>
<td>229</td>
<td>221</td>
<td>241</td>
<td>233</td>
<td>-3.3%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Southeast Asians**</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>119</td>
<td>177</td>
<td>219</td>
<td>242</td>
<td>221</td>
<td>214</td>
<td>248</td>
<td>237</td>
<td>-4.4%</td>
<td>NA**</td>
</tr>
</tbody>
</table>

* 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

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

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

<table>
<thead>
<tr>
<th>New Undergraduates</th>
<th>Fall 1987</th>
<th>% of Total</th>
<th>Fall 1997</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African Americans</td>
<td>515</td>
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<td>683</td>
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</tr>
<tr>
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<td>468</td>
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<tr>
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<td>666</td>
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<tr>
<td>American Indians</td>
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<td>1,270</td>
<td>3.8%</td>
<td>1,882</td>
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<td>Southeast Asians</td>
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<td>NA</td>
<td>237</td>
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</tr>
<tr>
<td>Other Asians</td>
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<td>NA</td>
<td>593</td>
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<td>478</td>
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<td>830</td>
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</tr>
<tr>
<td>Total</td>
<td>1,748</td>
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<td>2,712</td>
<td>7.7%</td>
</tr>
<tr>
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<td>31,510</td>
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<td>31,458</td>
<td>89.6%</td>
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<table>
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<th>% of Total</th>
<th>Fall 1997</th>
<th>% of Total</th>
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<td>American Indians</td>
<td>682</td>
<td>0.5%</td>
<td>864</td>
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</tr>
<tr>
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<td>4,773</td>
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</tr>
<tr>
<td>Southeast Asians**</td>
<td>NA</td>
<td>NA</td>
<td>1,011</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other Asians**</td>
<td>1,667</td>
<td>1.2%</td>
<td>2,167</td>
<td>1.7%</td>
</tr>
<tr>
<td>Total Asians**</td>
<td>1,667</td>
<td>1.2%</td>
<td>3,178</td>
<td>2.5%</td>
</tr>
<tr>
<td>Total</td>
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<td>9,757</td>
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</tr>
<tr>
<td>Total All Undergraduates</td>
<td>139,554</td>
<td>100.0%</td>
<td>129,107</td>
<td>100.0%</td>
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</table>

* 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

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<td>1,640</td>
<td>1,636</td>
<td>1,647</td>
<td>1,882</td>
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<td>35</td>
<td>41</td>
<td>61</td>
<td>76</td>
<td>74</td>
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<td>43</td>
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<td>47</td>
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<td>70</td>
<td>63</td>
<td>65</td>
<td>57</td>
<td>53</td>
<td>57</td>
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<tr>
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<td>236</td>
<td>266</td>
<td>221</td>
<td>246</td>
<td>281</td>
<td>276</td>
<td>311</td>
<td>325</td>
<td>348</td>
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<td>427</td>
<td>474</td>
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<td>490</td>
<td>498</td>
<td>526</td>
<td>592</td>
<td>599</td>
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<td>76</td>
<td>83</td>
<td>72</td>
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<td>157</td>
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<td>157</td>
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<td>126</td>
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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

<table>
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<tr>
<th>Entering Term Cohort</th>
<th>Fall 1985</th>
<th>Fall 1987</th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>Fall 1992</th>
<th>Fall 1993</th>
<th>Fall 1994</th>
<th>Fall 1995</th>
<th>Fall 1996</th>
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<td>612</td>
<td>530</td>
<td>560</td>
<td>526</td>
<td>566</td>
<td>603</td>
<td>498</td>
<td>548</td>
<td>536</td>
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<td>67.6</td>
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<td>61.0</td>
<td>56.2</td>
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<td>67.1</td>
</tr>
<tr>
<td>To 3rd Year</td>
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<td>49.2</td>
<td>47.5</td>
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<td>45.3</td>
<td>47.6</td>
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</tr>
<tr>
<td>To 4th Year</td>
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<td>43.6</td>
<td>44.6</td>
<td>46.7</td>
<td>41.6</td>
<td>40.8</td>
<td>41.8</td>
<td>38.3</td>
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</tr>
<tr>
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<td>342</td>
<td>387</td>
<td>400</td>
<td>401</td>
<td>389</td>
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</tr>
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<td></td>
<td></td>
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<td></td>
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<tr>
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<td>69.9</td>
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<td>73.4</td>
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<tr>
<td>To 3rd Year</td>
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<td>68.1</td>
<td>62.5</td>
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<td>63.4</td>
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<td>61.6</td>
<td>53.6</td>
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<tr>
<td>To 4th Year</td>
<td>63.1</td>
<td>65.5</td>
<td>51.8</td>
<td>61.6</td>
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<tr>
<td>All Asian Americans</td>
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<td>382</td>
<td>498</td>
<td>459</td>
<td>480</td>
<td>534</td>
<td>557</td>
<td>563</td>
<td>547</td>
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<td>596</td>
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<td>79.9</td>
<td>80.2</td>
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<tr>
<td>To 3rd Year</td>
<td>65.9</td>
<td>74.8</td>
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<td>74.3</td>
<td>68.9</td>
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<tr>
<td>To 4th Year</td>
<td>60.7</td>
<td>65.7</td>
<td>64.8</td>
<td>68.8</td>
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<tr>
<td>White/Other</td>
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<td>25,445</td>
<td>25,268</td>
<td>23,348</td>
<td>22,755</td>
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<td>78.1</td>
<td>78.8</td>
<td>80.5</td>
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<tr>
<td>To 3rd Year</td>
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<tr>
<td>To 4th Year</td>
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<td>65.0</td>
<td>66.4</td>
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<td>63.9</td>
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<tr>
<td>Total (Incl.</td>
<td>27,951</td>
<td>26,897</td>
<td>28,104</td>
<td>25,044</td>
<td>24,095</td>
<td>23,722</td>
<td>22,673</td>
<td>23,207</td>
<td>22,650</td>
<td>23,776</td>
<td>24,767</td>
</tr>
<tr>
<td>International)</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>To 2nd Year</td>
<td>75.8</td>
<td>77.4</td>
<td>78.3</td>
<td>79.8</td>
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<td>78.6</td>
<td>77.7</td>
<td>77.2</td>
<td>79.2</td>
<td>80.3</td>
</tr>
<tr>
<td>To 3rd Year</td>
<td>64.4</td>
<td>66.5</td>
<td>68.1</td>
<td>70.3</td>
<td>68.7</td>
<td>67.0</td>
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<td>67.2</td>
<td>67.0</td>
<td>68.9</td>
<td></td>
</tr>
<tr>
<td>To 4th Year</td>
<td>60.0</td>
<td>62.7</td>
<td>64.1</td>
<td>65.5</td>
<td>63.3</td>
<td>62.1</td>
<td>62.9</td>
<td>62.9</td>
<td>62.8</td>
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<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>High School Quartile</th>
<th>Ethnic Group</th>
<th>Total (incl. International)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African American</td>
<td>Latino/Hispanic American</td>
</tr>
<tr>
<td>First Quartile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six-Year Graduation Rate</td>
<td>32.3</td>
<td>40.2</td>
</tr>
<tr>
<td>Retained to Seventh Year</td>
<td>8.0</td>
<td>10.3</td>
</tr>
<tr>
<td>Second Quartile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six-Year Graduation Rate</td>
<td>24.6</td>
<td>33.6</td>
</tr>
<tr>
<td>Retained to Seventh Year</td>
<td>10.8</td>
<td>12.8</td>
</tr>
<tr>
<td>Third Quartile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six-Year Graduation Rate</td>
<td>19.2</td>
<td>18.9</td>
</tr>
<tr>
<td>Retained to Seventh Year</td>
<td>10.7</td>
<td>7.5</td>
</tr>
<tr>
<td>Fourth Quartile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six-Year Graduation Rate</td>
<td>11.4</td>
<td>13.8</td>
</tr>
<tr>
<td>Retained to Seventh Year</td>
<td>11.4</td>
<td>19.4</td>
</tr>
<tr>
<td>No Rank</td>
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<td></td>
</tr>
<tr>
<td>Six-Year Graduation Rate</td>
<td>8.3</td>
<td>12.8</td>
</tr>
<tr>
<td>Retained to Seventh Year</td>
<td>1.6</td>
<td>5.1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six-Year Graduation Rate</td>
<td>21.2</td>
<td>27.4</td>
</tr>
<tr>
<td>Retained to Seventh Year</td>
<td>9.3</td>
<td>10.8</td>
</tr>
<tr>
<td>Number in Group</td>
<td>526</td>
<td>342</td>
</tr>
</tbody>
</table>
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. 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.

\(^2\)July 1 through June 30.
# Table 7: Degrees Conferred by Race/Ethnicity and Degree Level

<table>
<thead>
<tr>
<th></th>
<th>1987-88</th>
<th>1995-96</th>
<th>1996-97</th>
<th>% Chg Between # of Degrees Conferred</th>
</tr>
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<tr>
<td><strong>ASSOCIATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>16</td>
<td>2</td>
<td>5</td>
<td>-68.7%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>66.6%</td>
</tr>
<tr>
<td>American</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>-33.3%</td>
</tr>
<tr>
<td>Asian American</td>
<td>12</td>
<td>5</td>
<td>5</td>
<td>-58.3%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>37</td>
<td>14</td>
<td>19</td>
<td>-48.6%</td>
</tr>
<tr>
<td>Foreign Students</td>
<td>18</td>
<td>5</td>
<td>2</td>
<td>-88.8%</td>
</tr>
<tr>
<td>White</td>
<td>923</td>
<td>611</td>
<td>642</td>
<td>-30.4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>978</td>
<td>630</td>
<td>663</td>
<td>-32.2%</td>
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<tr>
<td><strong>BACHELOR'S</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>183</td>
<td>356</td>
<td>357</td>
<td>95.0%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>136</td>
<td>279</td>
<td>273</td>
<td>100.7%</td>
</tr>
<tr>
<td>American</td>
<td>47</td>
<td>91</td>
<td>106</td>
<td>125.5%</td>
</tr>
<tr>
<td>Asian American</td>
<td>181</td>
<td>402</td>
<td>434</td>
<td>139.7%</td>
</tr>
<tr>
<td>Subtotal</td>
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<td>1,128</td>
<td>1,170</td>
<td>113.9%</td>
</tr>
<tr>
<td>Foreign Students</td>
<td>425</td>
<td>301</td>
<td>570</td>
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<tr>
<td>White</td>
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<td>17,085</td>
<td>17,886</td>
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<td><strong>TOTAL</strong></td>
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<td>19,714</td>
<td>19,626</td>
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<td><strong>MASTER'S</strong></td>
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</tr>
<tr>
<td>African American</td>
<td>64</td>
<td>103</td>
<td>120</td>
<td>87.5%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>62</td>
<td>89</td>
<td>105</td>
<td>6.4%</td>
</tr>
<tr>
<td>American</td>
<td>19</td>
<td>27</td>
<td>30</td>
<td>57.8%</td>
</tr>
<tr>
<td>Asian American</td>
<td>57</td>
<td>92</td>
<td>126</td>
<td>121.0%</td>
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<tr>
<td>Subtotal</td>
<td>202</td>
<td>311</td>
<td>342</td>
<td>69.3%</td>
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<td>Foreign Students</td>
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<tr>
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<td>7</td>
<td>19</td>
<td>6.9%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
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<td>28</td>
<td>30</td>
<td>50.0%</td>
</tr>
<tr>
<td>American</td>
<td>2</td>
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<tr>
<td>Subtotal</td>
<td>37</td>
<td>69</td>
<td>59</td>
<td>59.4%</td>
</tr>
<tr>
<td>Foreign Students</td>
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<td>228</td>
<td>268</td>
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<tr>
<td>White</td>
<td>529</td>
<td>548</td>
<td>557</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>884</td>
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<td><strong>ADV. PROFESSIONAL</strong></td>
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<td>34</td>
<td>183.3%</td>
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<td>27</td>
<td>21</td>
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</tr>
<tr>
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<td>8</td>
<td>4</td>
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<td>20</td>
<td>27</td>
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<td>Subtotal</td>
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<td>515</td>
<td>484</td>
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<td><strong>GRAND TOTAL</strong></td>
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<tr>
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<td>285</td>
<td>494</td>
<td>535</td>
<td>87.7%</td>
</tr>
<tr>
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<td>American</td>
<td>81</td>
<td>134</td>
<td>145</td>
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</tr>
<tr>
<td>Asian American</td>
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<td>549</td>
<td>621</td>
<td>121.7%</td>
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<tr>
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<td>864</td>
<td>1,603</td>
<td>1,676</td>
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</tr>
<tr>
<td>Foreign Students</td>
<td>1,166</td>
<td>1,512</td>
<td>1,452</td>
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</tr>
<tr>
<td>White</td>
<td>24,587</td>
<td>23,644</td>
<td>23,289</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>26,617</td>
<td>26,759</td>
<td>26,417</td>
<td>-0.7%</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Institution</th>
<th>1995-96 Total Program Funds &amp; Scholarships</th>
<th>1996-97 Total Program Funds &amp; Scholarships</th>
<th>M/D Appropriation 20,285 (a) (a)</th>
<th>Other State Funds Reallocated to M/D Programs</th>
<th>Extramural Funds</th>
<th>Total M/D Program Funds (b)</th>
<th>Institutional Scholarships (c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison</td>
<td>$4,875,545</td>
<td>$4,795,815</td>
<td>$1,232,635</td>
<td>$1,560,574</td>
<td>$558,556</td>
<td>$3,351,765</td>
<td>$1,444,050</td>
</tr>
<tr>
<td>Milwaukee</td>
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<td>$612,487</td>
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<td>$4,750</td>
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<td>$767,790</td>
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<tr>
<td>WCWC (d)</td>
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<td>$0</td>
<td>$0</td>
<td>$43,968</td>
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<td>$388,705</td>
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<td>$4,092,115</td>
<td>$6,808,197</td>
<td>$16,514,986</td>
<td>$2,561,757</td>
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</table>

(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>
<thead>
<tr>
<th></th>
<th>Recipients</th>
<th>Avg Fin Need</th>
<th>Avg Aid</th>
<th>% Loan of Aid</th>
<th>% Grant of Aid</th>
<th>Unmet Need as a % of Total Fin Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3,147</td>
<td>$9,609</td>
<td>$7,652</td>
<td>54%</td>
<td>44%</td>
<td>24%</td>
</tr>
<tr>
<td>American Indian</td>
<td>821</td>
<td>$8,455</td>
<td>$6,944</td>
<td>43%</td>
<td>56%</td>
<td>17%</td>
</tr>
<tr>
<td>Latino/Hispanic American</td>
<td>1,850</td>
<td>$9,553</td>
<td>$7,061</td>
<td>58%</td>
<td>39%</td>
<td>28%</td>
</tr>
<tr>
<td>Asian American</td>
<td>2,253</td>
<td>$9,039</td>
<td>$6,656</td>
<td>51%</td>
<td>46%</td>
<td>26%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>8,071</td>
<td>$9,326</td>
<td>$7,167</td>
<td>53%</td>
<td>44%</td>
<td>25%</td>
</tr>
<tr>
<td>White</td>
<td>65,266</td>
<td>$6,493</td>
<td>$5,221</td>
<td>73%</td>
<td>24%</td>
<td>23%</td>
</tr>
<tr>
<td>N/A1</td>
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<td>$6,830</td>
<td>$2,676</td>
<td>63%</td>
<td>36%</td>
<td>26%</td>
</tr>
<tr>
<td>Total</td>
<td>75,666</td>
<td>$6,831</td>
<td>$5,351</td>
<td>70%</td>
<td>27%</td>
<td>23%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Recipients</th>
<th>Total</th>
<th>Avg S</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUMRG - Lawton Undergraduate Minority Retention Grant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>598</td>
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</tr>
<tr>
<td>Latino/ Hispanic American</td>
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<tr>
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<tr>
<td>Total</td>
<td>1,591</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AOP - Advanced Opportunity Program</td>
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<td></td>
<td></td>
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<tr>
<td>African American</td>
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</tr>
<tr>
<td>Latino/ Hispanic American</td>
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<tr>
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</tr>
<tr>
<td>Avg S</td>
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</table>

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

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

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 $2,286 (AOP grant amounts were set by each institution).
APPENDIX
<table>
<thead>
<tr>
<th>UNDERGRADUATE</th>
<th>FINANCIAL NEED</th>
<th>TOTAL AID</th>
<th>UNMET NEED</th>
<th>GRANTS</th>
<th>LOANS</th>
</tr>
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<tr>
<td></td>
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<td>$</td>
<td>#</td>
<td>$</td>
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<tr>
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<td>AFRICAN</td>
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### UNIVERSITY OF WISCONSIN SYSTEM
### FINANCIAL AID RECIPIENTS UNMET NEED PROFILE FOR 1996-97
### BY ETHNICITY AND DEPENDENCY STATUS

#### GRADUATE

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<th>FINANCIAL NEED</th>
<th>TOTAL AID</th>
<th>UNMET NEED</th>
<th>GRANTS</th>
<th>LOANS</th>
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 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.
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

2. Continuation of 10 Vilas Graduate Fellowships:
   a. 5 at $600 each
   b. 5 Traveling Fellowships at $1,500 each

3. Continuation of 15 Vilas Research Professorships at $10,000 salary plus $20,000 auxiliary allowances each:

   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

Bascom Hall University of Wisconsin–Madison 500 Lincoln Drive Madison, Wisconsin 53706–1380
608/262–9946  FAX: 608/262–8333
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 30,000 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 25,000 60,500

TOTAL CONTINUATION REQUEST $2,361,630

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 $635,000

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
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 $1,500
TOTAL $26,000
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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).
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
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 to 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 $^{32}$P-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.
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
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:

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As in the past, I am very grateful to the Vilas Trust Fund and the UWM Administration for their continued support.
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  Poulenc GLORIA w/ choirs and orchestra; 8 pm or 3 pm
(Sat or Sun)

April 16 (Fri)  Convocation featuring voice students singing Poulenc Mélodies

April 29, 30-  DIALOGUES OF THE CARMELITES; time TBA
May 1, 2       (Thurs-Sun)

TBA  Instrumental concert of POULENC AND LES SIX
## PROPOSED BUDGET FOR POULENC FESTIVAL
(ASSORTIMATE)

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**INCOME**

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<td>DIALOGUES OF THE CARMELITES</td>
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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 accommodation 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. 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 Rhapsodie 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 'Messiaenistes' and achieving a brilliant success with his first opera Les manuelles 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 carmelites 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 consistent 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 Rubinstein, 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 encased 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 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 acutely 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 repertories 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-
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 Février, 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 to 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

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 mamelles de la Tour Eiffel incorporating two movements by Poulenc. This joint production by the members of Les Six except Duray achieved no n., 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, its models range from Balinese gamelan incorporating chromatic modes to the talking character. Recognizably a product of 'Janus-Poulenc', it was 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.

(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 *Dialogue 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 Janequin 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 Eliot; 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 *Litani€es 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 enforces on the serious implications in that of *Les marnelles*. 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 réponses 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 occult 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 *Cocarde* (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'Eliot*. Poulenc had been attracted by Eliot'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 Eliard 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 Eliard 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 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 am 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

(opera)

Les mamelles de Tiresias (opéra bouffe, prod. 2, Apollinaire), 1944; Paris, Opéra-Comique, 3 June 1947
Dialogue des Carmélites (opera, 3, Bermanos), 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, unpbd
(ballets)

La baigneuse de Trouville and Discours du général for 'Les maries de la Tour Eiffel' (1, Cocteau), 1921, unpbd, other nos. by Auric, Honegger, Milliaud and Tailleferre; Paris, Champs-Elysées, 18 June 1921
Les biches (1, 17th-century text), chorus, orch, 1923; Monte Carlo, 6 Jan 1924
Pastourelle for l'evenement de Janne (1, Y. Franck, A. Bourjat), 1927; Paris, 16 June 1927
Aubade (chorographie conc.), pf, 18 ins, 1929; Paris, 18 June 1929
Les animaux modèles (ballet, after La Fontaine), 1940–41; Paris, Opéra, 8 Aug 1942

INCIDENTAL MUSIC

Le gendarme incompri (Cocteau, Radigue), 1921, unpbd; Paris, Mathurins, May 1921
Esquisse d’un fanfare, ov, for Act 5 of Romeo and Juliet (Shakespeare), 1921
Intermezzo (Giraudoux), 1933, unpbd; Paris, Comédie des Champs-Elysées, March 1933
La reine Margot (Bourdet), 1935, unpbd, collab. Auric
Léocadie (Anouilh), 1940, unpbd except for song Les chemins de Tarnour
La fille du jardinier (Exbrayat), 1941, unpbd

LE VOYAGEUR SOUS BAGAGES (Anouilh), 1944, unpbd
La nuit de la Saint-Jean (Barric), 1944, unpbd
Le soldat et l’assiduité (A. Salsedo), 1945, unpbd
Amphitryon (Molière), 1947, unpbd; Paris, Marigny, 5 Dec 1947
Renard et Armand (Cocteau), 1962, unpbd

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Intermezzo (Giraudoux), 1933, unpbd; Paris, Comédie des Champs-Elysées, March 1933
La reine Margot (Bourdet), 1935, unpbd, collab. Auric
Léocadie (Anouilh), 1940, unpbd except for song Les chemins de Tamour
La fille du jardinier (Exbrayat), 1941, unpbd
Vocalise, 1927
Air chance (Mortès), 1927–8: Air romantique, Air champêtre, Air grave, Air sil
Epitaphe (Malherbe), 1930
Trois poèmes de Louise Lallano, 1931: Le présent (Laurence), Chanson (Apollinaire), Héros (Laurence)
Quatre poèmes (Apollinaire), 1931: L'anguille, Carte postale, Avant le cinéma, 1904
Cinq poèmes (Jacob), 1931: Chanson, Cinéma, La petite servante, Becasse, Souris et Mouri
Huit chansons polonaises, 1934: La couronne (Wisanne), Le départ (Odjard), Les garçons polonais (Polka młożdży), Le dernier mazur (Ostatts mazur), L'adieu (Podgansie), Le doigtier blanc (Biels choryfgwka), La viole (Wałsa), Le lac (Jszczo)
Quatre chansons pour enfants, 1934: Nous voulons une petite souris (J. Nohain), La tragédie historique du petit René (Abbeuille), Le petit garçon trop bien portant (Abbeuille), Monstre Saint Soleil (Abbeuille)
Cinq poèmes (Eluard), 1935: Peut-il se repentir, Il se prend dans ses bras, Plume d'eau claire, Rêveries au front de vent, Amourettes
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 drapage perdu, 1937; Une roulottée couverte en tulipes, 1936; À toutes les brises, 1937; Une herbe pauvre, 1936; Je n'ai envie que de t'aimer, 1936; Figure de force brillante et farouche, 1937; Nous avons fait la nuit, 1937
Trois poèmes (L. de Vilmorin), 1937: Le garçon de Liége, Au de-li, Aux officiers de la garde blanche
Le portrait (Corbet), 1938
Deux poèmes (Apollinaire), 1938: Dans le jardin d'Anna, Allons plus vite
La gougnouille (Apollinaire), 1938
Priez pour paix (Orkans), 1938
Miroirs brillants (Eluard): Tu vois le feu du soir, 1938; Je nommerai ton front, 1939
Ce doux petit visage (Eluard), 1939
Françaises pour lire (de Vilmorin), 1939: La dame d'André, Dans l'herbe, Il voit, Mon cadavre est doux comme un gant, Violon, Fleurs bleues (Apollinaire), 1939
Banalités (Apollinaire), 1940: Chansons d'Orkans, Hôtel, Fagnes de Wallonie, Voyage à Paris, Sanglots
Les chemins de l'amour (Aoussou Léocadia), 1940
Chanson villageoise (M. Fombodière), 1942: Chanson du clair taim, Les garçons qui vont à la fête, C'est le joblit printemps, Le mendiant, Chanson de la fille vivante, Le retour du sergent
Métamorphoses (de Vilmorin), 1943: Reine des mouches, 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 (Radiqué), 1946
Hymne (Racine), 1947
Le disparu (Desnos), 1947
Main dominée par le cœur (Eluard), 1947
Trois chansons (Lorca), 1947: L'enfant muet, Adiemia à la promenade, Chanson de l'ange sour</p>
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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.
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.

04/03/98  I.I.J.
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.
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/#27)

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.
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-STEVEN'S 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.1.1.(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

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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:

<table>
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<th>CATEGORY</th>
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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:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>1998-99</th>
<th>1999-00</th>
<th>2000-01</th>
<th>2001-02</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td>10</td>
<td>30</td>
<td>50</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>

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 |
|---------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|
| Personnel           | $45,000  | $15,000   | $60,000 |             |
| Supplies            | $2,000   | $2,000    | $1,000  | $5,000       |
| Library Materials   | $5,000   | $3,000    | $2,000  | $10,000      |
| (non-GPR)           |          |           |         |               |
| **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).