



Board of Regents of the University of Wisconsin System
Office of the Secretary
1860 Van Hise Hall
Madison, Wisconsin 53706
(608)262-2324

March 28, 2001

TO: Each Regent

FROM: Judith A. Temby

A handwritten signature in black ink, appearing to read "J. A. Temby", written over the printed name.

RE: Agendas and supporting documents for meetings of the Board and Committees to be held on April 5 and 6, 2001.

Thursday, April 5, 2001

1:00 p.m. – 2001-03 Capital Budget and The University of Wisconsin E-University
1820 Van Hise Hall

All Regents Invited

2:00 p.m. – Joint Committee meeting:
Business and Finance Committee and
Physical Planning and Funding Committee
1920 Van Hise

2:00 p.m. – Education Committee
1820 Van Hise Hall

2:30 p.m. – Business and Finance Committee reconvene
1920 Van Hise Hall

Physical Planning and Funding Committee reconvene
1511 Van Hise Hall

Friday, April 6, 2001

9:00 a.m. – Board of Regents
1820 Van Hise Hall

Persons wishing to comment on specific agenda items may request permission to speak at Regent Committee meetings. Requests to speak at the full Board meeting are granted only on a selective basis. Requests to speak should be made in advance of the meeting and should be communicated to the Secretary of the Board at the above address.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Thursday, April 5, 2001

1:00 p.m.

1820 Van Hise Hall

1220 Linden Drive

Madison, Wisconsin

1. 2001-03 Capital Budget
2. The University of Wisconsin E-University

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, April 5, 2001
1820 Van Hise Hall
University of Wisconsin-Madison
2:00 p.m.

1:00 p.m. All Regents

- 01-03 Capital Budget
- The University of Wisconsin E-University

2:00 p.m. (or upon completion of the preceding session)

Administrative items:

- a. Approval of the minutes of the March 8, 2001 meeting of the Education Committee.
- b. Report of the Senior Vice President for Academic Affairs:
 - (1) PK-16 Educational Initiatives: The Milwaukee Partnership Academy;
 - (2) AODA Presentation;
[Resolution I.1.b.(2)]
 - (3) Update on Collaborative Activities: UW-Madison, UW-Milwaukee.
 - (4) Other.
- c. Implementation of s.36.11(22)(b), Wis. Stats.: Report on orientation programs and information provided to students on sexual assault and sexual harassment.
[Resolution I.1.c.]
- d. Implementation of s.36.25(14m)(c), Wis. Stats.: 1999 Minority and Disadvantaged Student Annual Report.
[Resolution I.1.d.]

(Over)

- e. 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.

[Resolution I.1.e.]

- f. Authorization to Recruit:

- (1) Provost and Vice Chancellor, UW-La Crosse.

[Resolution I.1.f.(1)]

Policy discussion items:

- g. Academic Program Planning and Review.

- h. Revisions to Faculty Policies and Procedures:

- (1) UW-Oshkosh.

[Resolution I.1.h.(1)]

Additional items:

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

Closed session items:

- j. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats. [Possible agenda items: appointment of named professors, UW-Madison; extension of leave beyond the initial two years, UW-Milwaukee.]

LOCAL PK-16 COUNCILS
April 5, 2001
University of Wisconsin System
Board of Regents

Introduction

In December 2000, the Board of Regents passed a resolution endorsing the concept of a PK-16 council and requesting that President Lyall work with State Superintendent Benson to form a council in Wisconsin. The Wisconsin PK-16 Leadership Council had its inaugural meeting on March 1, 2001. Its mission is “to foster collaboration among the four sectors of education and to work in partnership with business, industry and government to enhance learning opportunities throughout the state so that all students are prepared to live in and contribute to a vibrant 21st Century society.”

The board endorsed the state council to recognize the importance of state leadership for the highest quality PK-16 educational system in Wisconsin. Local partnerships are equally important. While national and state leaders can help set a common vision, determine priorities, and seek support, the vision of a quality education for all students becomes a reality at the local level. Therefore, many states encourage and support local as well as state councils.

In a local PK-16 council, leaders of the PK-12 schools, universities, business, government and community work together to raise the academic achievement of all children at all levels—pre-kindergarten through college. These local partnerships formalize the commitment of time, resources and support to acknowledge the mutual responsibility of the stakeholders to ensure the success of all students in the region.

A National Network of Local PK-16 Councils

The attached paper (edited from a longer paper prepared by the Education Trust) provides information about local PK-16 councils, including suggestions about the composition of a council, different models for councils, the type of actions local councils can take, and lessons learned throughout the country from these local and regional efforts. The Education Trust facilitates (with support from the Pew Charitable Trust) a national network of local PK-16 councils to encourage communication, information sharing, and to advocate for the development of these councils throughout the country.

Georgia has developed a state P-16 Council that includes representatives from the legislature, public schools, technical institutes, colleges/universities, health and human services, the private sector, and the community. In addition, the state has formed fifteen local councils by awarding them \$10,000 planning grants. With these planning grants, each council developed their own unique plans to implement P-16 reform. All of the regional councils formed a Georgia P-16 network to serve as a forum for sharing lessons learned, maintaining close communication, and building cross-regional relationships.

The Long Beach (California) Education Partnership is a local PK-16 Council that was recognized by former Secretary of Education Richard Riley as a national model. Over the past five years, the Long Beach Unified School District, California State University Long Beach, and Long Beach City College have worked collaboratively with local, regional and national partners to create a seamless approach to education. This approach has focused on aligning academic content standards, learning methodology, and assessment from pre-school through master's level; ensuring coherent exit and entry expectations between the three institutions; and rethinking both the preparation and continued professional development of K-12 teachers and college faculty. Already this approach has led to significant gains in teacher performance and student achievement for the district, through establishing demanding standards, and a deeper and broader commitment from higher education administrators and faculty to the needs and concerns of their K-12 colleagues.

Wisconsin PK-16 Councils

Wisconsin has some excellent models of local PK-16 councils in Milwaukee and Green Bay. The Institute for Learning Partnership at UW-Green Bay brings together educators from the university, technical college, and K-12 area school districts, business and local community leaders and other concerned citizens for the purpose of improving the quality of education for all learners, PK-16. The Partnership represents a shared responsibility and commitment to educational excellence through regional collaboration. The Partnership established four goals:

1. Create an Accomplished Educator Professional Development Certificate for experienced educators.
2. Develop a standards-based undergraduate teacher preparation program.
3. Establish a Master's Degree in Applied Leadership for Teaching and Learning.
4. Initiate a competitive grant program to fund school-based research projects to document effective practices that improve teaching and learning.

In its recent progress report, the Partnership notes that it has awarded \$172,600 in grants for school-based action research. The Professional Development Certificate was launched in summer 1999 with twenty-four experienced educators in its charter class. One year later, the program's first graduates had completed all the program's requirements and were recommended for certification. The undergraduate program of UW-Green Bay is making significant changes using the Wisconsin Model Academic Standards to guide its assessment and curriculum. A Teacher-in-Residence program brings practicing teachers from the public schools to the university to teach pre-service students. The Master's Degree in Applied Leadership for Teaching and Learning was implemented in fall 1998 and awarded its first degrees in May 2000. Thirty-eight educators are currently in or about to begin the program.

The Milwaukee Partnership Academy: An Urban P-16 Council for Quality Teaching and Learning brings together parties whose mutual interest is centered on the improvement of teaching and learning. The Partnership consists of leaders from the Milwaukee Area Technical College, Milwaukee Board of School Directors, Milwaukee Metropolitan Association of Commerce, Milwaukee Public Schools, Milwaukee Teachers' Education Association, the Private Industry Council, and the University of Wisconsin-Milwaukee.

The goals of this Partnership are to:

1. Improve teacher quality
2. Increase student achievement at all levels
3. Address systemic issues across educational institutions

This Partnership has had a direct impact on teacher education at UW-Milwaukee. In the Teachers in Residence (TIR) program, outstanding veteran teachers in Milwaukee Public Schools are participating in a two-year cycle of instruction at UWM, during which they help UWM faculty prepare students for classroom teaching while taking courses that will prepare them to be mentors and coaches for beginning Milwaukee Public Schools teachers and assume other teacher leader roles in the district. UWM's School of Education has redesigned its teacher education program to focus on urban schools. In the Collaborative Teacher Education Program for Urban Communities, field experience is integrated into students' professional programs much earlier than the capstone student teaching semester. Another innovative feature is how groups of 30 students progress through their professional program together. This cohort model helps students support each other while giving them exposure to the contemporary school environment. UWM and its partners are working to address the daunting challenges of teacher shortages and high turnover in MPS through multiple teacher preparation and certification options such as the Metropolitan Multicultural Teacher Education Program (MMTEP), the Milwaukee Teacher Education Center (MTEC), the Pathways to Teaching Careers Program, and the Cooperative Urban Teacher Education Program.

Discussion

The impact that local PK-16 Councils have on accelerating educational reform across the country and within our state is evident in the examples provided. As noted by the Education Trust, PK-16 success demands common-sense remedies, the deep commitment of leadership, very hard work, and time. Effective PK-16 councils do not settle for quick fixes and easy answers. They establish high academic standards for all students, then single-mindedly reorganize and mobilize all resources—time, people, and money—to support students, teachers, faculty, and administrators as they reach for those standards.

State and local leaders in PK-16 education have been working hard to build community understanding of the critical importance of reform at all educational levels. Leaders in higher education need to join in the effort to build an understanding of the need for school reform. The leaders who are putting together local PK-16 Councils are doing so because they believe that the two educational systems are so intertwined that significant change in one cannot occur without also changing the other. They believe that higher education needs to change as much as PK-12. The PK-16 Council becomes a vehicle to organize a simultaneous, coordinated change effort.

As the regents discuss the role of local PK-16 councils in educational partnerships, they may wish to address the following questions:

1. How could the Board of Regents support and encourage UW institutions to work with education partners to implement local PK-16 councils?
2. How could local councils support system-wide PK-16 principles and actions?
3. What are the resource implications for UW institutions participating in local PK-16 councils?

JOINING THE NATIONAL MOVEMENT TO ESTABLISH LOCAL K-16 COUNCILS TO CLOSE THE ACHIEVEMENT GAP

An Initiative of
THE EDUCATION TRUST, INC.
Spring 2000

THE LOCAL K-16 COUNCIL

The local K-16 Council is a civic vehicle comprised of local education, business and community leaders who represent the key stakeholders in education. These leaders come together committed to increase dramatically the success rates among all students, kindergarten to college, with a particular focus on low-income and minority students. They share a willingness to step out of their institutional roles to speak out in behalf of high student achievement and to mount comprehensive and coordinated institutional efforts to close the achievement gap in their communities.

The work of the local K-16 Council focuses first on identifying systemic levers that can change the ways in which schools and colleges do business. Local K-16 partners push each other to take action, paying particular attention to helping teachers and faculty members devise and implement effective strategies for improving student academic achievement in every classroom.

K-16 Council members agree to:

- Bring together the various reform efforts scattered throughout their K-16 systems into a more comprehensive whole.
- Create cross-institutional relationships to collect, analyze, use and report data to the public about areas that need improvement; state publicly what each partner will commit to do.
- Set clear, high standards for what all K-12 and college students need to know and do, and align high school exit standards with college admissions requirements.
- Work to improve the preparation of new teachers and create effective supports for existing ones; at the same time, design more effective supports for students so that standards are met by all.
- Revise incentive structures, K-16, for faculty, teachers, staff, and students to promote and reward increased student success.
- Shift more decision-making authority over to the school and/or department level faculty in exchange for holding them accountable for raising student achievement and closing the gap.

K-16 council leaders have seen that programmatic efforts serving a few teachers here and few students there are simply not enough to reach their goal. The collective work must be directed toward systemic solutions. They also believe that it is not possible to bring about long and deep reform in K-12 education without also changing the way postsecondary does business. This often includes how postsecondary admits and assesses new students, prepares new teachers, rewards faculty and staff, organizes to increase student success as well as how it provides services to schools and school districts. K-16 leaders also agree that, although much has been said about the high international standing of

American postsecondary in comparison to K-12, the fact is that both systems are in major need of systemic improvement.

In short, K-16 council leaders have discovered that:

- Simply creating more projects here and there is insufficient; the focus has to be on systemic actions that get at the core of our systems.
- K-12 and postsecondary education systems are really more like each other with numerous interdependencies; the likelihood of improvement in one is dependent on making improvement in the other.
- Students rise to the levels we expect of them. Expect too little, they'll give little in return. With well prepared teachers, rigorous curriculum and a belief that all can achieve at high levels, students do successfully respond to the challenge.
- Both levels have to pull together their intellectual and material resources to make the work of closing the gap real and sustainable in the lives of teachers, faculty and their students.

THE K-16 COUNCIL STRUCTURE

Who sits on the K-16 Council is of utmost importance. Clearly, all of the stakeholders in the community should feel adequately represented. But no one from outside the community can tell exactly who those individuals should be.

A word of advice on this is needed. First, the WHO is not only about which institutions to include. Most of all, it is about and must always include those who have the most credibility, authority and trust with students, teachers and faculty. Second, an indispensable WHO is the presence of a strong and positive advocate from the community in order keep the K-16 work bold and frank and to stay focused on tackling the tough issues.

Finally, the WHO must respond to the local political landscape. Deciding on K-16 council membership must consider and include those who have the capacity to obstruct change as well as those who can and are willing to make change happen. Bringing potential critics to the table at the outset goes a long way toward building a meaningful consensus for change and a collaborative environment for carrying out the work.

A successful K-16 Council has the following characteristics:

- Its organizational structure is broad. The CEOs are leaders from school districts, two-year and four year colleges, business and community. Its structure also runs deep as the work depends on the involvement of the council members' constituents teachers and faculty, staff, academic leaders, parents and others in the community-in order to get all students to succeed.
- Its power lies in its commitment to move away from doing projects that serve only some to actions that target all in our schools and colleges.

- Its most effective lever is data, used over and over again, to inform the public about next steps and to push for quick action. The use of data at all levels, but especially by teachers, principals and deans to inform their own planning, is the under girding strategy of the K-16 council.
- Its particular focus is on involving K-12 and postsecondary faculty and staff in the work, sometimes helping each other, other times driving improvements within their own schools and departments.
- Its K-16 civic structure is collaborative. The structure requires that the work be done with cross-institutional support and commitment to the goal. It designs new working relationships to push simultaneous change within K-12 and postsecondary.

TWO K-16 MODELS

The Education Trust has experience with at least two basic types of Councils. Depending on the community's particular needs and opportunities, a location may have to create its own hybrid as no one outside the community can say exactly who should be on and what roles each should play. But the following outlines may be helpful in designing a local K16 Council:

Type I: The Student Achievement/Success Model

The members of this Council view as their primary purpose the improvement of student achievement in both schools and college for all students, especially among poor and minority students. This Council draws most of its members from the schools and colleges, with other local leaders included because of their influence over financial, political and human resources.

The CEO membership of this kind of K-16 Council includes leaders from the following educational institutions and civic organizations:

- | | |
|--|-------------------------------|
| * Four-year college(s) | * School district(s) |
| * Two-year college(s) | * Teacher/faculty Association |
| * Minority Advocate(s) | * PTA or other parent group |
| * Local Public Education Fund/
Community Foundation | * Chamber of Commerce |
| | * Local Advocacy Organization |

Type II: The Academic/Social Model

This type of Council defines its role more broadly, and views its mission both to improve student achievement as well as social conditions outside the K-16 systems. It designs support structures of

various types to help young people. By its very nature it seeks to include yet other community stakeholders and may include CEOs from the following institutions and civic structures:

- * Four-year college(s)
- * Two-year college(s)
- * School district(s)
- * Teacher/faculty Association
- * Local Public Education Fund/
Community Foundation
- * Chamber of Commerce
- * PTA or parent group
- * Social and Human Services
- * Board member(s) of college/district
- * Minority Advocate(s)
- * Local Advocacy Organization
- * Parks and Recreation
- * Health Department
- * Chief Judge, Juvenile Court
- * Library System
- * Public Housing

Communities must be alert, however, to make sure that the focus of this second kind of K-16 Council remains fixed on student achievement. The K-16 Council is advocated by the Education Trust first and foremost as a powerful community vehicle to close the achievement gap, K-16, between low-income and minority students and their more advantaged peers.

THE EDUCATION TRUST K-16 NETWORK

The Education Trust, Inc., based in Washington, DC, receives funding from several national foundations to support its core staff work to grow the national network of K-16 communities. The Trust continually seeks other support sources to advance this work. The Education Trust staff is available to assist local communities in organizing and maintaining K-16 Councils through phone and on-site consultations and visits as well as with materials designed to help with key tasks.

Every year, the Trust hosts at least one planning institute for teams of leaders from communities that wish to establish their own local K-16 Councils. In addition, the Trust annually organizes two three-day Institutes focused on specific aspects of systemic reform for those who already have K-16 councils underway. Moreover, teams from K-16 communities also come together each fall during the Education Trust's annual national conference in the fall at which they are able to network with others doing similar work, present their work as well as learn from each other about provocative reform efforts they are rolling out in local communities. They also pass on strategies about best ways to scale up major efforts to improve student success.

For more information, please contact:

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

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin, the Board of Regents replaces Regent Policy 85-2, *Use of Alcohol on System Campuses*, with the *Principles for Developing Alcohol Policies and Programs at UW System Institutions*.

**PRINCIPLES FOR DEVELOPING
ALCOHOL POLICIES AND PROGRAMS
AT UW SYSTEM INSTITUTIONS**

April 6, 2001

EXECUTIVE SUMMARY

BACKGROUND

The Board of Regents approved Regent Policy 85-2, *Use of Alcohol on System Campuses*, on July 12, 1985. The use and abuse of alcohol continues to be a significant concern for the UW system and its institutions. In recognition of the importance of addressing these issues within the UW campus communities, the proposed new policy provides direction to the institutions for developing a comprehensive and collaborative campus-based plan to deal with issues associated with the alcohol use and abuse.

REQUESTED ACTION

Approval of resolution I.1.b.(2) replacing Regent Policy 85-2, *Use of Alcohol on System Campuses*, with the *Principles for Developing Alcohol Policies and Programs at UW System Institutions*.

PRINCIPLES FOR DEVELOPING ALCOHOL POLICIES AND PROGRAMS AT UW SYSTEM INSTITUTIONS

April 6, 2001

Introduction

The use and abuse of alcohol has been an ongoing matter of significant concern for the people of the state of Wisconsin. The University of Wisconsin System recognizes the importance of addressing this issue on its campuses and in its communities because the abuse of alcohol interferes with the education and well being of its students. The most effective ways to deal with issues of alcohol abuse in the university community are designed to effect attitudinal and behavioral change. Because of this concern, the Board of Regents endorses the principles listed below related to the use of alcohol at institutions of the UW System. The Board urges the chancellors at each institution to use these principles as a basis for developing institutional policies and programs, and to review them annually for the purpose of continual examination of alcohol use and abuse. (Institutions may wish to refer to the Inter-Association Task Force on Alcohol and Other Substance Abuse Issues Model Campus Policy.) The Board also urges UW System Administration to help coordinate systemwide efforts that support and enhance institutional initiatives.

Policy and Program Development

The development of campus alcohol policies and programs should be a collaborative effort involving students, faculty, staff, administration and other segments of the university community. The policies and programs should be educational and supportive in nature, comprehensive in scope and consistent with state and federal laws. Institutional policies should be enforceable and consistently enforced. Efforts should be aimed at fostering an environment that supports the responsible use of alcohol and should include alternative programming. Institutions should provide support systems both for those who are at risk and those who choose not to drink.

Research

Faculty and staff should be encouraged to develop and conduct research studies that provide the basis for improving alcohol policies and programs at each institution.

Curricular Integration

Efforts should be made to encourage faculty to develop ways to incorporate issues of alcohol education and prevention into the curriculum.

Assessment

Each institution should develop strategies to understand the nature and scope of alcohol usage on campus and assess the effectiveness of its alcohol policies and programs.

Awareness and Promotion

Each institution should use multiple methods and strategies to ensure that all members of the university community are sensitized to issues of alcohol abuse, aware of campus alcohol policies and programs, and encouraged to participate in efforts that lead to responsible drinking. Students should be involved in the development of strategies that will be effective with their peers.

Collaboration

Collaboration with other institutions of higher education, school districts, community agencies, businesses and other relevant partners should be established as part of a comprehensive effort to reduce the incidence of alcohol abuse.

Alcohol Beverage Marketing

Institutional policies should include guidelines related to alcohol beverage marketing modeled from those recommended by the Inter-Association Task Force on Campus Alcohol Issues. These guidelines appear in Appendix I.

Appendix 1
Inter-Association Task Force on Campus Alcohol Issue
Guidelines for Alcohol and Beverage Marketing on College/University Campuses

1. Alcohol beverage marketing programs specifically targeted for students and/or held on campus should conform to the code of student conduct of the institution and should avoid demeaning sexual or discriminatory portrayal of individuals.
2. Promotion of beverage alcohol should not encourage any form of alcohol abuse nor should it place emphasis on quantity and frequency of use.
3. Beverage alcohol (such as kegs or cases of beer) should not be provided as free awards to individual students or campus organizations.
4. No uncontrolled sampling as part of campus marketing programs should be permitted and no sampling, or other promotional activities, should include "drinking contests."
5. Where controlled sampling is allowed by law and institutional policy, it should be limited as to time and quantity. Principles of good hosting should be observed including availability of alternative beverages, food and planned programs, the consumption of beer, wine and distilled spirits should not be the sole purpose of any promotional activity.
6. Promotional activities should not be associated with otherwise existing campus events or programs without the prior knowledge and consent of appropriate institutional officials.
7. Display or availability of promotional materials should be determined in consultation with appropriate institutional officials.
8. Informational marketing programs should have educational value and subscribe to the philosophy of responsible and legal use of the products represented.
9. Beverage alcohol marketers should support campus alcohol awareness programs that encourage informed and responsible decisions about the use or non-use of beer, wine, and distilled spirits.
10. If permitted, beverage alcohol advertising on campus or in institutional media, including that which promotes events as well as product advertising, should not portray drinking as a solution to personal or academic problems of students or as necessary to social, sexual or academic success.
11. Advertising and other promotional campus activities should not associate beverage alcohol consumption with the performance of tasks that require skilled reactions such as the operation of motor vehicles or machinery.
12. Local off-campus promotional activities, primarily directed to students, should be developed with the previous knowledge of appropriate institutional officials.

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).

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

EXECUTIVE SUMMARY

BACKGROUND

Section 36.11(22)(b), Wisconsin Statutes, requires the Board of Regents to report annually to the chief clerk of each house of the legislature on the methods each UW System institution used to disseminate information to students on sexual assault and sexual harassment. The law requires UW System institutions to incorporate into their new student orientation programs oral and written information on sexual assault and sexual harassment, including information on:

- sexual assault by acquaintances of the victims.
- the legal definitions and penalties for sexual assault, sexual exploitation by a therapist, and sexual harassment.
- generally available national, state, and campus statistics on sexual assault
- the rights of victims.
- protective behaviors including methods of recognizing and avoiding sexual assault and sexual harassment.

In addition, each institution must annually supply to all enrolled students printed material that includes information on all of the above topics.

This law was enacted in April 1990; this is the eleventh report to be compiled for the legislature since its enactment.

REQUESTED ACTION

Adoption of resolution I.1.c., authorizing the report for the 2000 calendar year to be forwarded to the legislature.

DISCUSSION

Each UW institution provided to the UW System Office of Academic Affairs descriptions of its 2000 student orientation programs that addressed issues of sexual assault and sexual harassment. In addition, they submitted copies of the sexual assault and sexual harassment educational material disseminated to students. All institutions have complied with the statutory requirements of s.36.11(22)(b), Wisconsin Statutes.

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), Wisconsin Statutes. Specifically, each has conducted orientation programs for newly entering students and provided them with oral and written information on sexual assault and sexual harassment, including information on:

- sexual assault by acquaintances of the victims.
- the legal definitions and penalties for sexual assault, sexual exploitation by a therapist, and sexual harassment.
- generally available national, state, and campus statistics on sexual assault
- the rights of victims.
- 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 these topics.

The following summaries describe the material provided by each institution in their efforts to comply with s.36.11(22)(b), Wisconsin Statutes for 2000. Over the past several years, UW institutions have: (1) established reliable, accurate material; (2) integrated discussion of the issues into new student orientation; and (3) developed many educational programs addressing the topic. Several institutions now make the educational material available on-line at their institutional home page.

UW-Eau Claire

- All new and continuing students were provided *Your Right to Know*, a tabloid that 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 of issues raised by the presentation.
- A brochure titled *What You Need to Know About Sexual Assault* was used during programs held in the residence halls as well as in various other campus programs.
- The Division of Public Safety also provided continuing education.

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.
- New student orientation included a skit on sexual assault and sexual harassment, followed by a discussion of the issues raised in the program.

UW-Green Bay (continued)

- A brochure, *Sexual Harassment: What Should You Do if it Happens to You?* was sent to all students. Additional materials including posters, videos and newsletters dealing with sexual assault and harassment issues were made available.
- Videotapes addressing sexual assault issues are presented over the Residence Life television channel as well as at Residence Life programs sponsored by Resident Assistants and at programs sponsored by the Community, Outreach, Prevention and Education (COPE) Committee. A list of tapes available through the Dean of Students Office was distributed.
- UW-Green Bay makes extensive use of the Web; the home page offers a search option; sexual assault and harassment definitions, statistics and policies, as well as resource and reporting information, can easily and quickly be obtained using this feature. The Dean of Students Office home page provides access to a list of resources and policies and includes an option to ask questions and leave messages and comments. A Sexual Assault home page provides information and is linked to other pages of related topics. The Office of Public Safety maintains a home page providing information on several topics related to sexual harassment and assault.
- UW-Green Bay again sponsored Sexual Assault Awareness Week for the entire campus community.
- The S.A.F.E. Ally program was offered to identify and train supportive faculty, staff and students who are dedicated to creating a supportive and friendly environment where two or more people can talk about sexual orientation issues openly and constructively.
- Peer Educator Programs included: "HOW SAFE ARE YOU?" on the topic of violence. The program covered how to look for warning signs, used case studies, hands-on activities, real-to-life statistics, and audience participation; "WANT THE KEYS TO YOUR RELATIONSHIPS?" presented views of different types of relationships including romantic relationships; and "THE SOBER TRUTH" featured a fun and honest discussion that addressed the sobering facts of drinking including high risk drinking choices and dangers.
- The Annual Security Report and Policy Statement was distributed campus wide via e-mail.
- Additional programming was available throughout the year including educational programs sponsored by Resident Assistants, student life programming, campus workshops focusing on sexual assault and harassment prevention, and self-defense classes presented by the Office of Public Safety.

UW-La Crosse

- UW-La Crosse's student handbook, *Eagle Eye* includes all required sexual assault and harassment information. It is available in an electronic format on the institution's homepage. All students were informed of the document's location and encouraged to view the document. Mousepads promoting *Eagle Eye* were placed at every station in the campus' computing laboratories and issued to new students in the residence halls who owned computers.
- The sexual harassment/assault/AODA program was presented to new students during the June advanced registration days and a companion program was presented for parents and guardians.

UW-Madison

- The Dean of Students Office published *Campus Safety*, which contained all the required information on sexual assault and harassment as well as information on university and community services and programs that work to curb and respond to sexual violence. A web-based version was created and all students informed via e-mail of its availability. Hard copies are available by request from the Dean of Students Office.
- Summer Orientation, Advising and Registration (SOAR) Program, included small group discussions of sexual assault and sexual harassment.
- Welcome Week included workshops on relationships and large-scale lectures and performances that addressed issues of sexual assault and harassment.
- Residence Halls, Police and Safety, University Health Services, Women's Clinic, and Counseling and Consultation Services provided extensive additional programming throughout the year.
- University Health Service launched a sexual assault and dating violence prevention program offered to residents in University Housing and private residence halls and members of the Greek System. Student volunteers attended a 26-hour training that covered sexual assault, dating violence and community organizing strategies. The student volunteers speak to their peers about effective sexual assault and dating violence prevention/organizing strategies.
- The campus community collaborated with various off-campus organizations to assist in the organization and implementation of Sexual Assault Awareness Week and Take Back the Night activities. Several student groups and university departments contributed to the awareness raising efforts.
- The Office of the Dean of Students published a brochure titled *Sexual Violence and Students: A Collaborative Approach*, which was available on the website as well as distributed widely to students in residence halls, in private housing, and to student organizations. The brochure provides an overview to sexual assault programs and resources.
- In addition to providing workshops on personal safety, Police and Security distributed a quarterly newsletter with safety tips and articles, provided printed material regarding the Safe Nighttime Transportation Program, and distributed metal safety whistles.

UW-Milwaukee

- All students received the schedule of classes for registration that 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 UW-Milwaukee Student Handbook containing required sexual assault and sexual harassment information.
- The Office of Student Life mailed to students a brochure containing crime statistics and university policies on sexual offenses.
- Freshman orientation included a play on date rape followed by group discussion of the topic and an address by the director of the Women's Resource Center.
- The Women's Resource Center provided a wide range of information on issues including sexual assault and sexual harassment education.
- The Department of Residence Life provided ongoing sexual assault training and information sessions to residential students at UWM. At the beginning of the academic year, a new-resident transition program offered one session dedicated to safety and security concerns.

UW-Oshkosh

- All students received a postcard alerting them to the web publication *Re: Information, Education, Policies - Campus Safety, Substance Abuse Prevention, Sexual Assault, Sexual Harassment, Graduation Rate Data* that contained required information on sexual assault and sexual harassment.
- The Student Handbook, also providing the required information, was distributed to students through the residence halls, the union, the Dean of Students Office and the Student Government Association.
- Opening week 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, and student and community organizations. CARE also published a brochure on sexual assault that was distributed at its programs.
- UW-Oshkosh students and staff participated in the annual Fox Valley "Take Back the Night" activities.

UW-Parkside

- New student orientation included a program titled "Essentials of Student Life" that addressed safety precautions, alcohol issues, date rape, drugs, federal and state laws, and campus and community resources.
- The required sexual assault and sexual harassment information is posted on the UW-Parkside website. Students are directed to the site via postcards.
- UW-Parkside has a Surviving Sexual Assault Advocacy Program that includes students, faculty, and staff who have completed a minimum of seven hours of training on issues of sexual assault. These advocates are trained to work with primary and secondary victims. In addition, they sponsor Sexual Assault Awareness Week.
- Additional educational programs addressing sexual assault were sponsored by residential life, the Dean of Students Office, and student organizations. The topic was also addressed in the UW-Parkside University Seminar Course.

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.
- Freshman orientation included presentations by ESTEEM, the Health Peer Educators, on personal safety issues. Students also viewed the video "Sober Reflections" and participated in a discussion regarding the relationship between alcohol and sexual assault.
- Nationally known speaker, Reanae McDowell, lectured on "The Face of Violence" during Sexual Assault Awareness Week.
- ESTEEM presented programming on sexual assault for 10 of the 17 Greek organizations.

UW-River Falls

- All required sexual assault and sexual harassment information was provided to all students in the UW-River Falls *Student Handbook* and the UW- River Falls *Annual Campus Crime Report*.
- New student orientation included an educational program with a guest speaker, Bob Hall, addressing sexual assault followed by small-group discussions in response to the presentation.
- During Campus Safety Week special programming reinforced the new student orientation discussions.
- The Student Health Services maintains a section on its website devoted to counseling and support services for individuals who have experienced any kind of sexual trauma. In addition, Health Services regularly provides all nine residence halls, as well as the Student Center, with publications and other materials that can lead students to help in the event of sexual assault.
- The Residence Hall Staff Training Program contained extensive training in the areas of sexuality and sexual assault. Staff were familiarized with all campus and community resources helpful to victims of sexual assault.

UW-Stevens Point

- All new students received *Crossing the Line*, at new student orientation. The brochure includes all required information and lists resources.
- All students, faculty, and staff received *Community Rights and Responsibilities* over the campus network. This publication is a complete version of the rules and regulations governing the UW-Stevens Point community including all required information on sexual assault and sexual harassment.
- Presentations at summer orientation discussion of sexual assault and sexual harassment and overall respect for others in the community. The Dean of Students sent an electronic welcome to all students that dealt with the intentional shaping of a healthy community and again focused on consensual relationships, sexual harassment and assault information.
- A number of offices throughout the campus collaborated on ongoing programming on topics revolving around sexual assault. These included the Office of Student Rights and Responsibilities, the Health and Counseling Centers, Protective Services and peer educators from two departments, Health and Wellness and Alcohol Education. The programs were presented to residence hall students, athletes, students in the Greek system, and to the university community as a whole.

UW-Stout

- Sexual assault and sexual harassment information was provided to students on-line at the institution's home page; post cards were mailed to all students directing them to the website and instructing them how to obtain a print copy.
- Orientation sessions conducted by residence life staff and campus police included presentations on sexual assault and sexual harassment.

UW-Stout (continued)

- Students were 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.
- Representatives of Security and Police Services and the University Counseling Center gave presentations throughout the year, including the week immediately preceding spring break. Particular emphasis has been on the relationship between sexual assault and alcohol abuse.

UW-Superior

- The UW-Superior website, called *Social Issues*, contains the required assault statistics and information. The web site address was promoted through distribution of cards and directed e-mail.
- The Campus Safety department made a presentation at the new student orientation to alert the students and their parents to the services available, what to do if they are assaulted or harassed, and how to protect themselves from being vulnerable to attack.
- 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.
- Self-defense courses were offered three times during the year.

UW-Whitewater

- *Focus on Contemporary Issues*, which includes the required information on sexual assault and sexual harassment, was provided on-line to all students. Students were notified via a personal e-mail message that connected the student to the *Focus on Contemporary Issues* website.
- Additional pamphlets and publications on resources, sexual assault, victims' rights and assault survival were available throughout campus. The UW-Whitewater Campus Police distributed *Sexual Assault Survival*, which contains the legal definitions and the required statistical information on sexual assault, in all residence hall rooms and at the Text Rental Desk in the University Bookstore.
- Printed material regarding sexual assault and harassment was distributed to new freshmen and their parents during *Preview*, UW-Whitewater's summer orientation. University Health and Counseling Service and Campus police infused information on safety and date rape prevention into their presentations and personnel were available throughout each orientation session to respond to questions in formal and informal settings.
- Focused educational programming for new freshmen continued into the fall semester. Issues of assault, date rape, and personal responsibility were addressed through a peer drama/discussion program.
- The Women's Center again sponsored a Take Back the Night rally and march.
- 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 Regulations*, which contained the required information on sexual assault and sexual harassment. Appropriate local inserts were included for each College campus.
- Orientation sessions at each of the Colleges 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 students matriculating in the traditional sense, therefore, no orientation sessions were held for its student-clients. UW-Extension met the statutory requirements through posting Sexual Harassment Policy and Grievance Procedures and complaint forms on the UW-Extension Web site.

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the 1999-00 Minority and Disadvantaged Student Annual Report for submission to the governor and to the chief clerk of each house of the legislature, pursuant to s. 36.25(14m)(c), Wisc. Stats., for distribution to the appropriate standing committees under s. 13.172(3) Wisc. Stats.

MINORITY AND DISADVANTAGED STUDENT ANNUAL REPORT

EXECUTIVE SUMMARY

BACKGROUND

The 2000-2001 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 multicultural and economically disadvantaged students. Targeted race/ethnic groups include African Americans, American Indians, Hispanics/Latinos, and statutorily defined Southeast Asians.¹ The report also presents 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 rates and degrees conferred for targeted race/ethnic groups;
- ❑ Expenditures for student of color and disadvantaged student programs; and
- ❑ Student financial assistance data.

This is the third minority and disadvantaged student annual report under the Board of Regents approved Plan 2008: *Educational Quality Through Racial and Ethnic Diversity*. 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 Plan 2008. A more specific evaluation of Plan 2008 will be prepared and presented in September 2001 as required by the Board of Regents.

REQUESTED ACTION

Approval of resolution I.1.d.(1) accepting the 2000-2001 Minority and Disadvantaged Student Annual Report and authorizing its submission to the Governor and the chief of clerk of each house of the Legislature for distribution to the appropriate standing committees under s. 13.172(3).

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.

SUMMARY AND HIGHLIGHTS

Precollege Initiatives and Activities

UW institutions support a large and diverse array of precollege programs to enlarge the pool of multicultural and disadvantaged students prepared for college. Historically, approximately 88 of the 375 UW System precollege programs serve race/ethnic groups and disadvantaged students.² UW institutions provide academic skills and enrichment, college life, and career exploration opportunities through these precollege programs. Funding for targeted students to attend precollege programs is provided by a consortium of sources including UW System, federal TRIO programs, and the Department of Public Instruction's (DPI) Minority Precollege Scholarship Program. Highlights from 1999-00 data include the following:

- ❑ In 1999-00, about 8,050 students participated in precollege programs in UW System institutions. The Multicultural Information Center also served approximately 1,786 students through programs and workshops which inform students and parents about precollege programs in the UW System;³
- ❑ 37 percent (2,950) of students participating in M/D precollege programs were students of color served through DPI scholarships;
- ❑ 66 percent (5,315) of students participating in M/D precollege programs were students of color.

Enrollment of New Undergraduate Students of Color

Targeted race/ethnic populations include African American, Hispanic/Latino, American Indian, and statutorily defined Southeast Asians who enter the UW System as new freshmen, new undergraduate specials, or new undergraduate transfer students.⁴ Southeast Asian students were not specifically identified in UW System databases until fall 1990.

- ❑ In fall 2000, 2,458 new targeted undergraduates of color enrolled in the UW System, an increase of 2.5 percent from the previous fall;
- ❑ In fall 2000, new targeted undergraduate students of color were comprised of 73 percent new freshmen, 7 percent new special students, and 20 percent new transfers;
- ❑ In fall 2000, the total number of targeted undergraduate students of color was 8,451 comprising 6.2 percent of the total undergraduate student population.
- ❑ Six UW System institutions increased their new targeted undergraduate of color enrollment over 1999(UW Colleges, UW-Stout, UW-Stevens Point, UW-River Falls, UW-La Crosse, and UW-Milwaukee);

² Based on preliminary data. Final data will be available late Spring, 2001.

³ Students may participate in more than one program. Numbers are based on preliminary data. Final data will be available late Spring, 2001.

⁴ New freshman are degree-seeking students entering for the first time, new specials are non-degree seeking students entering for the first time, and new transfers include transfers from outside the UW System. Intra-system transfers are excluded.

- ❑ Overall, in fall 2000 there were 10,614 undergraduate students of color in the UW System representing 7.8 percent of the total undergraduate enrollment, a 2.3% increase over fall 1999.

Total Enrollment of Students of Color

- ❑ Total enrollment of students of color including undergraduate, graduate, and advanced professional students increased 1% to 12,435 in fall 2000 from 12,310 in fall 1999.

Retention and Degrees Conferred of Undergraduates of Color

- ❑ During the 10 year period between fall 1989 and fall 1999, second-year retention rates increased for targeted American Indians from 63.4% to 69.5% but remained relatively unchanged for African Americans at 64.7%. Second-year retention rates for Asian Americans, including Southeast Asians, decreased slightly from 82.7% to 80.6%. Second-year retention rates for Hispanics/Latinos also decreased slightly from 72.6% to 70.2%;
- ❑ Second-year retention rates for the fall 1999 cohort of African Americans increased from 63.1% compared to 64.7% for the fall 1998 cohort. The fall 1999 cohort of American Indians also increased from 61.8% to 69.5% over the fall 1998 cohort. Second-year retention rates for Hispanics/Latinos, all Asians and White students declined (75.2%–70.2%), (78.1%-75.3%), and (81.5%-81.2%) respectively.
- ❑ Third-year retention rates from 1989 to 1997 increased for Hispanics/Latinos, African Americans and whites but decreased for all Asian Americans and American Indians.

Degrees Conferred

- ❑ During the 10-year period from 1989-1990 to 1999-2000, total degrees earned by students of color increased 80.4 percent from 1,005 in 1989 to 1,813 in 1999.
- ❑ Between 1998-1999 and 1999-2000:
 - Bachelor degrees earned by students of color increased 4.1 percent from 1,193 to 1,242;
 - Masters degrees earned by students of color increased 8.6 percent from 348 to 378;
 - Doctoral degrees earned by students of color increased 16.3 percent from 49 to 57;
 - Advanced professional degrees earned by students of color decreased 6.5 percent from 108 to 101.⁵

⁵ Advanced professional degrees include Law, Medicine, Veterinary Medicine, and Pharmacy.

Program Funding

The state and federal governments, through general program revenue, gifts and grants provide program funding for students of color and disadvantaged students. The 1987-89 Wisconsin biennial budget act created an appropriation under Section 20.285) (4)(a) to provide funding for these programs (referred to as Fund 402). All UW institutions obtain extramural funding to supplement government funding for these programs:

- ❑ In 1999-00, UW System institutions expended approximately \$21.8 million from all funding sources for students of color and disadvantaged student programs. Approximately \$13.2 million of these funds were raised by the institutions from extramural and non-government sources;
- ❑ During 1999-00, \$6.3 million was expended from Fund 402⁶. Based on institutional estimates, Fund 402 dollars were distributed to retention activities (62%); precollege programs and activities (21%); and recruitment (17%).

Student Financial Aid

Financial assistance is fundamental to the recruitment, retention, and graduation of multicultural and disadvantaged students. In addition to the general financial programs offered to students, two other financial aid sources are available to students of color and economically disadvantaged students: the Lawton Undergraduate Minority Retention Grant (LUMRG) for undergraduate students and the Advanced Opportunity Grant (AOP) for graduate students.

- ❑ In 1999-00, a total of 8,905 students of color in the UW System received financial assistance;
- ❑ In 1999-00:
 - 1,921 students of color received LUMRG grants. The average LUMRG award was \$1,362;
 - 518 students received AOP grants. The average AOP award was \$8,090. Four hundred and seventy-two (91%) of the AOP recipients were students of color.

⁶ Fund 402 is defined in defined in the state statutes under s. 20.285 which states that (a) The board shall allocate funds under s.20.285 (4)(a) to fund programs for recruiting minority and disadvantaged students and to fund programs for minority and disadvantaged students enrolled in the system.



The University of Wisconsin System

**Minority and Disadvantaged
Student Annual Report**

April 5, 2001

(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

UW System institutions provide various precollege, recruitment, and retention programs for students of color. Effective precollege programs expand the pool of high school graduates who apply to the UW System. Participation in precollege programs increases the probability of students of color graduating from high school.

Data from the 1998 Plan 2008 planning process stressed the importance of precollege activities for all targeted groups, African American, Hispanic/Latino, American Indian and Asian American, with an emphasis on Southeast Asian American. College remains a seemingly unattainable goal for many youth of color in Wisconsin and nationally. A lower high school completion rate, inadequate financial aid, and a lack of precollege opportunities contribute to low college enrollment and graduation rates for students of color. UW System institutions and the Multicultural Information Center (MIC) have been working vigorously to provide youth of color with the necessary prerequisites, information and academic skills for higher education through precollege programs.

Historically, approximately 88 of the 375 UW System programs served students of color and economically disadvantaged students. In fiscal year 2000, the Department of Public Instruction (DPI) awarded 2,950 students statewide a total of 3,560 DPI scholarships.⁷ In 1999-00, UW System institutions expended \$6.3 million in state Fund 402 dollars (Table 8). Approximately 21 percent of these dollars were expended on precollege activities.

In 1999-00, UW institutions served 8,050 precollege students. Sixty six percent were youth of color (Table 1).⁸

Table 1
Number of UW System M/D Precollege Program Students,
1999-00

	1999-00 ^(a)
Total Wisconsin K-12 Student of Color (SOC) Population	155,693
Total M/D Precollege Students Served by UWS Precollege Programs (a)	*8,050
Total Students of Color Served by MIC Workshops	1,786
Total Students of Color Grades 6-12 Enrolled in Public Schools	76,421
Total Precollege Students of Color Served by UWS Precollege Programs Through DPI Scholarships	2,950**
Total Precollege Students of Color	5,315
Total Precollege Students of Color as a Percent of Total M/D Precollege Students	66%
Percent of Students of Color Enrolled in Public Schools Grades 6-12 that Participated in UWS Precollege Programs	10.5%

*Does not include Multicultural Information Center workshops.

**Source: Department of Public Instruction.

⁷ DPI funded precollege students may receive up to three scholarships per year.

⁸ 1997-1998 and 1998-99 final data is unavailable due to shortage of staff.

Multicultural Information Center and the Institute on Race and Ethnicity

UW System has a long-standing history of cultivating the college enrollment pipeline. Two units within UW System, the Multicultural Information Center (MIC) and the Institute on Race and Ethnicity (IRE) play a systemwide role in the advancement of diversity in the UW System.

The MIC serves as a precollege informational resource and referral center and works in collaboration with the UW System's 26 colleges and universities and the Department of Public Instruction. MIC maintains a statewide database of precollege participants and hosts a cadre of 36 outreach consultants who conduct motivational and informational workshops and exhibitions for students, parents, and school personnel throughout the state. MIC conducted 92 workshops and 23 exhibitions in 1999-00, which served 1,786 students.

The Institute on Race and Ethnicity (IRE) serves as a catalyst for the development of race/ethnic studies across the UW System. The primary purpose of IRE is to support and encourage scholarly research and curricular innovation in race/ethnic studies. In 2000-01 IRE granted 40 awards for a total of \$172,917 for Race/Ethnic Studies. IRE also co-sponsored the Conference on the Recruitment and Retention of Faculty of Color in January 2001.

SECTION II: UNIVERSITY OF WISCONSIN SYSTEM OVERVIEW

UW System New Targeted Undergraduates of Color Enrollment

Targeted race/ethnic groups include U.S. citizen or permanent resident African Americans, Hispanics/Latinos, American Indians, and statutorily defined Southeast Asian Americans who enroll in the UW System as new freshman, new specials or new transfers. Intra-UW System transfers are excluded from enrollment figures because intra-system transfers are not new to UW System.

Over the ten-year period between 1990 and 2000, the number of targeted new undergraduates of color, including Southeast Asian Americans, increased 62 percent, from 1,515 to 2,458. The largest increase occurred among Hispanics/Latinos at 79 percent, from 424 to 758. The smallest changes occurred among American Indians at 24 percent, 205 to 255. African Americans increased 31 percent, from 767 to 1,004 (Table 2). Southeast Asian Americans increased 271 percent from 119 to 441 between 1990 and 2000.

Between Fall 1999 and Fall 2000, new targeted undergraduates of color increased from 2,399 to 2,458 in the UW System; a 2.5 percent increase over the previous Fall (Table 2). Southeast Asian Americans increased 17.3 percent from 376 to 441; Hispanics/Latinos decreased .4 percent, from 761 to 758; American Indians increased 3.2 percent from 247 to 255; and African Americans decreased 1.1 percent from 1,015 to 1,004.

Table 2
UW System New Targeted Undergraduates of Color Enrollment,
Fall 1990 to Fall 2000

	Fall Semester											Percent Change 1999-00	Percent Change 1990-00
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000		
UWS Total	1,515	1,624	1,752	1,872	1,861	1,899	1,895	2,119	2,253	2,399	2,458	2.5%	62.2%
UWS Total *	1,396	1,447	1,533	1,630	1,640	1,683	1,647	1,882	1,959	2,023	2,017	-.3%	44.5%
African American	767	755	805	872	823	872	855	983	1,017	1,015	1,004	-1.1%	30.9%
Hispanic/Latino	424	468	526	544	588	585	551	666	701	761	758	-.4%	78.8%
American Indian	205	224	202	214	229	226	241	233	241	247	255	3.2%	24.4%
Southeast Asian American	119	177	219	242	221	216	248	237	294	376	441	17.3%	270.6%

*Total excludes Southeast Asian. Southeast Asian data were unavailable on a Systemwide basis until 1990. Southeast Asians increased 271% percent from 119 to 441 between 1990 and 2000.

Table 3 shows the entry categories of Fall 1999 new targeted undergraduates of color; 73 percent entered the UW System as new freshmen, another seven percent enrolled as new specials, and the remaining 20 percent were new transfers.⁹

Table 3
UW System New Undergraduate Enrollment
Targeted Racial/Ethnic Groups by Student Type,
Fall 2000

	New Freshmen		New Special		New Transfers		Grand Total
	Number	% Total	Number	% Total	Number	% Total	Number
African American	716	71.3%	70	7.0%	218	21.7%	1,004
Hispanic/Latino	532	70.2%	75	9.9%	151	19.9%	758
American Indian	176	69.0%	20	7.8%	59	23.1%	255
Subtotal	1,424	70.6%	165	8.2%	428	21.2%	2,017
Southeast Asian American	375	85.0%	13	2.9%	53	12.0%	441
Targeted Subtotal	1,799	73.2%	178	7.2%	481	19.6%	2,458
Other Asian American	414	75.0%	61	11.1%	77	13.9%	552
Asian American Subtotal	789	79.5%	74	7.5%	130	13.1%	993
Grand Total	2213	73.5%	239	7.9%	558	18.5%	3,010

UW System New Targeted Freshmen of Color, 1990 to 2000

Table 4 provides a comparison of new targeted undergraduates of color (new freshmen, new specials, and new transfers) and all undergraduates of color during this ten-year period. New freshmen of color increased from 1,517 to 2,213, or 6.3 percent to 8.1 percent of all new freshmen of color. Among new freshmen of color:

- African Americans increased from 560 to 716, or from 2.3 percent to 2.6 percent of total new freshmen.
- Hispanics/Latinos increased from 316 to 532, or from 1.3 percent to 1.9 percent of all total freshmen.
- American Indians increased from 161 to 176, but the proportion decreased .7 percent to .6 percent of all total freshmen.
- Asian Americans increased from 480 to 789, or from 2.0 percent to 2.9 percent of total new freshmen.

⁹ New transfers exclude intra-system transfers.

During the ten year period 1990 to 2000, all new undergraduates of color, including Asian Americans, increased from 2,013 to 3,010 or 6.4 percent to 8.2 percent of all new undergraduates. All undergraduates of color increased from 7,892 to 10,614 or 5.8 percent to 7.8 percent of all undergraduates (Table 4).

Table 4
UW System
Number and Proportion of New Targeted and All Undergraduates of Color
by Race/Ethnic Status,
Fall 1990 and Fall 2000

	Fall 1990	% Total	Fall 2000	% Total
New Freshmen				
African American	560	2.3%	716	2.6%
Hispanic/Latino	316	1.3%	532	1.9%
American Indian	161	0.7%	176	0.6%
Subtotal	1,037	4.3%	1,424	5.2%
Southeast Asian American	103	0.4%	375	1.4%
Other Asian American	377	1.6%	414	1.5%
Subtotal Asian American	480	2.0%	789	2.9%
Multicultural Subtotal	1,517	6.3%	2,213	8.1%
White/Other	22,275	92.4%	24,809	90.8%
International	303	1.3%	315	1.2%
TOTAL NEW FRESHMEN	24,095	100.0%	27,337	100.0%
All New Undergraduates*				
African American	767	2.4%	1,004	2.8%
Hispanic/Latino	424	1.3%	758	2.1%
American Indian	205	0.7%	255	0.7%
Subtotal	1,396	4.4%	2,017	5.5%
Southeast Asian American	119	0.4%	441	1.2%
Other Asian American	498	1.6%	552	1.5%
Subtotal Asian American	617	2.0%	993	2.7%
Multicultural Subtotal	2,013	6.4%	3,010	8.2%
White/Other	28,751	91.2%	32,595	89.3%
International	770	2.4%	901	2.5%
TOTAL NEW UNDERGRADUATES	31,534	100.0%	36,506	100.0%
All Undergraduates				
African American	3,104	2.3%	3,638	2.7%
Hispanic/Latino	1,617	1.2%	2,566	1.9%
American Indian	820	0.6%	903	0.7%
Subtotal	5,541	4.0%	7,107	5.2%
Southeast Asian American	494	0.4%	1,344	1.0%
Other Asian American	1,857	1.4%	2,163	1.6%
Subtotal Asian American	2,351	1.7%	3,507	2.6%
Multicultural Subtotal	7,892	5.8%	10,614	7.8%
White/Other	126,733	92.6%	122,818	90.3%
International	2,229	1.6%	2,570	1.9%
TOTAL ALL UNDERGRADUATES	136,854	100.0%	136,002	100.0%

*Includes new freshmen, new specials and new transfers to the UW System.

Source: UW System Office of Policy Analysis and Research.

UW System New Targeted Undergraduates of Color by UW Institution

In Fall 2000, six UW System institutions increased their new targeted undergraduate enrollment of students of color (African American, Hispanic/Latino, American Indian and Southeast Asian) over 1999. These included UW Colleges, UW-La Crosse, UW-Milwaukee, UW-River Falls, UW-Stevens Point, and UW-Stout. (Table 5).

Table 5
UW System Targeted New Undergraduates of Color Enrollment by UW Institution,
Fall 1990 to Fall 2000

African American, Hispanic/Latino, American Indian and Southeast Asian American.											
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
UW System Total	1,515	1,624	1,752	1,872	1,861	1,899	1,895	2,119	2,253	2,399	2,458
Eau Claire	45	44	55	81	93	89	75	114	97	108	73
Green Bay	27	53	56	54	68	50	63	51	77	71	65
La Crosse	55	65	86	81	74	66	64	63	77	91	95
Madison	296	241	285	326	314	346	368	390	443	456	452
Milwaukee	453	513	453	528	544	609	653	659	754	705	751
Oshkosh	93	82	96	87	63	61	77	82	76	79	73
Parkside	92	113	145	160	176	166	137	207	210	262	249
Platteville	29	46	33	42	41	39	26	37	45	34	29
River Falls	50	37	47	53	44	46	39	44	44	65	84
Stevens Point	56	58	81	62	56	72	59	53	44	57	61
Stout	50	67	71	70	64	54	44	54	43	56	62
Superior	13	25	20	14	20	22	33	35	14	30	18
Whitewater	134	155	160	147	156	138	116	148	146	222	202
Colleges	122	125	164	167	148	141	141	182	183	163	244

Source: UW System Office of Policy Analysis and Research.

UW System New Freshmen Retention Rates by Race/Ethnicity

Between Fall 1989 and 1999, second-year retention rates remained flat for targeted African Americans, increased for American Indians, and decreased for Hispanics/Latinos and all Asian Americans including Southeast Asians. Fall 1989 to Fall 1999 cohorts, second-year retention rates for:

- African Americans remained flat at 64.7 percent.
- Hispanics/Latinos decreased from 72.6 percent to 70.2 percent.
- American Indians increased from 63.4 percent to 69.5 percent.
- Asian Americans decreased from 82.7 percent to 80.6 percent.

The Fall 1999 cohort second-year retention rates for African Americans and American Indians increased over the Fall 1998 cohort. Second-year retention rates for Hispanics/Latinos, Southeast Asians, all Asians and white students declined compared to 1998 rates.

Between Fall 1998 and Fall 1999 cohorts, second-year retention rates for:

- Hispanics/Latinos decreased from 75.2 percent to 70.2 percent.
- Southeast Asian Americans decreased from 78.1 percent to 75.3 percent.
- Asian Americans increased from 81.5 percent to 80.6 percent.
- African Americans increased from 63.1 percent to 64.7 percent.
- American Indians increased from 61.8 percent to 69.5 percent.

Third-year retention rates from 1989 to 1997 increased for Hispanics/Latinos, African Americans and whites but decreased for all Asian Americans, and American Indians.

Table 6
UW System New Freshmen Retention Rates by Race/Ethnicity
Fall 1989 to Fall 1999

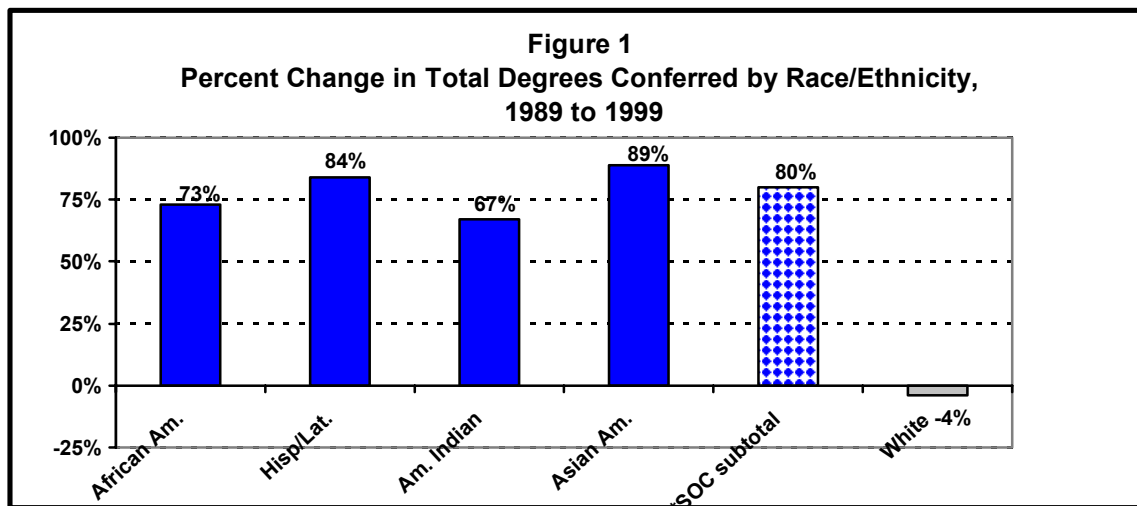
Entering Fall Cohort	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
African American	530	560	526	566	603	498	548	536	683	701	701
to 2nd Year	64.7%	64.8%	67.6%	64.6%	61.0%	56.2%	67.8%	67.1%	68.9%	63.1%	64.7%
to 3 rd Year	52.4%	49.2%	47.5%	48.4%	46.1%	45.3%	47.6%	48.8%	54.9%		
to 4 th Year	46.7%	41.6%	40.8%	41.8%	38.3%	38.9%	43.4%	43.0%			
Hispanic/Latino	271	316	342	387	400	401	389	371	468	492	525
to 2nd Year	72.6%	72.1%	71.0%	67.7%	70.5%	66.8%	76.6%	73.3%	74.1%	75.2%	70.2%
to 3 rd Year	59.7%	55.0%	56.1%	54.0%	57.2%	53.8%	59.1%	57.4%	62.3%		
to 4 th Year	53.8%	49.0%	50.0%	51.1%	51.0%	53.1%	53.9%	54.7%			
American Indian	164	161	165	144	164	159	158	158	161	160	174
to 2nd Year	63.4%	60.8%	53.9%	61.8%	68.2%	58.4%	60.7%	61.3%	64.5%	61.8%	69.5%
to 3 rd Year	54.8%	42.8%	37.5%	49.3%	53.0%	42.7%	50.6%	50.6%	50.3%		
to 4 th Year	43.2%	37.2%	33.9%	43.0%	45.7%	40.8%	43.6%	44.9%			
Southeast Asian Americans		103	154	187	206	175	166	186	187	247	304
to 2nd Year		76.6%	79.2%	79.6%	79.1%	76.5%	73.4%	77.4%	75.9%	78.1%	75.3%
to 3 rd Year		66.9%	68.1%	62.5%	70.8%	63.4%	53.6%	64.5%	66.8%		
to 4 th Year		63.1%	65.5%	51.8%	61.6%	53.7%	47.5%	58.6%			
All Asian Americans	459	480	534	557	563	547	564	596	608	700	721
to 2nd Year	82.7%	82.9%	79.7%	81.1%	79.9%	80.2%	78.9%	83.8%	79.7%	81.5%	80.6%
to 3 rd Year	74.5%	74.3%	68.9%	69.8%	69.9%	71.1%	66.3%	70.3%	71.7%		
to 4 th Year	66.8%	66.4%	63.2%	64.8%	64.4%	63.2%	59.0%				
White/Other	23,348	22,275	21,906	20,732	21,236	20,788	21,843	22,831	23,672	24,706	24,702
to 2nd Year	80.3%	79.3%	78.7%	79.2%	78.4%	78.1%	79.8%	80.8%	81.6%	81.5%	81.2%
to 3 rd Year	71.0%	69.7%	67.8%	68.4%	68.0%	67.9%	69.8%	71.1%	71.6%		
to 4 th Year	66.4%	64.5%	63.1%	64.2%	64.0%	63.9%	66.0%	67.2%			
Total (incl. Intern't'l)	25,044	24,095	23,722	22,673	23,207	22,650	23,776	24,767	25,901	27,057	27,122
to 2nd Year	79.8%	78.7%	78.2%	78.6%	77.7%	77.2%	79.2%	80.3%	80.7%	80.6%	80.4%
to 3 rd Year	70.3%	68.7%	67.0%	67.3%	67.2%	67.0%	68.9%	69.9%	70.4%		
to 4 th Year	65.5%	63.3%	62.1%	62.9%	62.9%	62.8%	64.6%	65.9%			

UW System Degrees Conferred by Race/Ethnicity

Total Degrees, 1989-1999

The total number of degrees conferred to students of color over the ten-year period from 1989-1990 to 1999-00, increased 80.4 percent. Total degrees earned by white students fell 4.3 percent (Figure 1 and Table 7). Between 1989 and 1999, total degrees conferred to:

- African Americans increased 73 percent, from 326 to 563.
- Hispanics/Latinos increased 84 percent, from 247 to 454.
- American Indians increased 67 percent, from 98 to 164.
- Asian Americans (including Southeast Asian Americans) increased 89 percent, from 334 to 632.



*SOC: Student of Color

Source: Office of Policy Analysis and Research

Table 7
Degrees Conferred by Race/Ethnicity and Degree Level: 1989-90, 1998-99, 1999-00

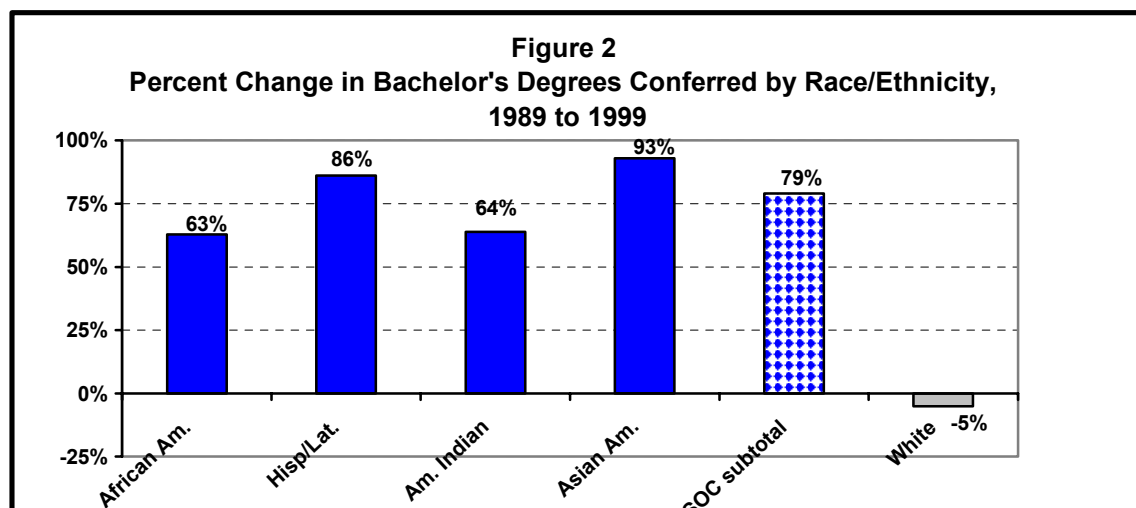
	1989-90		1998-99		1999-00		% Change	% Change
	Number	Percent	Number	Percent	Number	Percent	1989-90 / 1999-00	1998-99/ 1999-00
ASSOCIATE								
African American	4	0.5%	8	1.0%	6	0.6%	50.0%	-25.0%
Hispanic\Latino	5	0.6%	5	0.6%	13	1.3%	160.0%	160.0%
American Indian	11	1.3%	7	0.8%	5	0.5%	-54.5%	-28.6%
Asian American	6	0.7%	13	1.6%	11	1.1%	83.3%	-15.4%
Subtotal	26	3.1%	33	4.0%	35	3.4%	34.6%	6.1%
International	21	2.5%	12	1.5%	13	1.3%	-38.1%	8.3%
White/Other	793	94.4%	780	94.5%	981	95.3%	23.7%	25.8%
Total	840	100.0%	825	100.0%	1,029	100.0%	22.5%	24.7%
BACHELOR'S								
African American	222	1.1%	362	1.8%	361	1.8%	62.6%	-0.3%
Hispanic\Latino	162	0.8%	277	1.4%	302	1.5%	86.4%	9.0%
American Indian	70	0.3%	105	0.5%	115	0.6%	64.3%	9.5%
Asian American	241	1.2%	449	2.3%	464	2.3%	92.5%	3.3%
Subtotal	695	3.4%	1,193	6.0%	1,242	6.2%	78.7%	4.1%
International	352	1.7%	514	2.6%	487	2.4%	38.4%	-5.3%
White/Other	19,131	94.8%	18,033	91.4%	18,272	91.4%	-4.5%	1.3%
Total	20,178	100.0%	19,740	100.0%	20,001	100.0%	-0.9%	1.3%
MASTERS								
African American	74	1.5%	124	2.5%	153	3.3%	106.8%	23.4%
Hispanic\Latino	55	1.1%	89	1.8%	94	2.0%	70.9%	5.6%
American Indian	16	0.3%	27	0.6%	24	0.5%	50.0%	-11.1%
Asian American	62	1.3%	108	2.2%	107	2.3%	72.6%	-0.9%
Subtotal	207	4.3%	348	7.2%	378	8.1%	82.6%	8.6%
International	620	12.8%	585	12.0%	609	13.0%	-1.8%	4.1%
White/Other	4,015	82.9%	3,931	80.8%	3,692	78.9%	-8.0%	-6.1%
Total	4,842	100.0%	4,864	100.0%	4,679	100.0%	-3.4%	-3.8%
DOCTORAL								
African American	12	1.5%	7	0.9%	11	1.4%	-8.3%	57.1%
Hispanic\Latino	14	1.8%	17	2.1%	21	2.6%	50.0%	23.5%
American Indian	0	0.0%	5	0.6%	6	0.7%	N/A	20.0%
Asian American	17	2.1%	20	2.5%	19	2.4%	11.8%	-5.0%
Subtotal	43	5.4%	49	6.1%	57	7.1%	32.6%	16.3%
International	193	24.2%	225	28.2%	225	27.9%	16.6%	0.0%
White/Other	561	70.4%	524	65.7%	525	65.1%	-6.4%	0.2%
Total	797	100.0%	798	100.0%	807	100.0%	1.3%	1.1%
ADV. PROFESSIONAL								
African American	14	3.0%	36	6.5%	32	6.3%	128.6%	-11.1%
Hispanic\Latino	11	2.3%	33	5.9%	24	4.7%	118.2%	-27.3%
American Indian	1	0.2%	15	2.7%	14	2.7%	1300.0%	-6.7%
Asian American	8	1.7%	24	4.3%	31	6.1%	287.5%	29.2%
Subtotal	34	7.2%	108	19.5%	101	19.8%	197.1%	-6.5%
International	9	1.9%	18	3.2%	17	3.3%	88.9%	-5.6%
White/Other	430	90.9%	429	77.3%	392	76.9%	-8.8%	-8.6%
Total	473	100.0%	555	100.0%	510	100.0%	7.8%	-8.1%
GRAND TOTAL								
African American	326	1.2%	537	2.0%	563	2.1%	72.7%	4.8%
Hispanic\Latino	247	0.9%	421	1.6%	454	1.7%	83.8%	7.8%
American Indian	98	0.4%	159	0.6%	164	0.6%	67.3%	3.1%
Asian American	334	1.2%	614	2.3%	632	2.3%	89.2%	2.9%
Subtotal	1,005	3.7%	1,731	6.5%	1,813	6.7%	80.4%	4.7%
International	1,195	4.4%	1,354	5.1%	1,351	5.0%	13.1%	-0.2%
White/Other	24,930	91.9%	23,697	88.5%	23,862	88.3%	-4.3%	0.7%

Total	27,130	100.0%	26,782	100.0%	27,026	100.0%	-0.4%	0.9%
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Bachelor's Degrees, 1989-1999

Among student of color Bachelor's degree recipients during the ten-year period from 1989-1999, Bachelor's degrees increased 79 percent. Degrees earned by white recipients' fell 5 percent, from 19,131 to 18,272 (Figure 2 and Table 7). Between 1989 and 1999, Bachelor's degrees conferred to:

- African Americans increased 63 percent, from 222 to 361.
- Hispanics/Latinos increased 86 percent, from 162 to 302.
- American Indians increased 64 percent, from 70 to 115.
- Asian Americans (including Southeast Asian Americans) increased 93 percent, from 241 to 464.

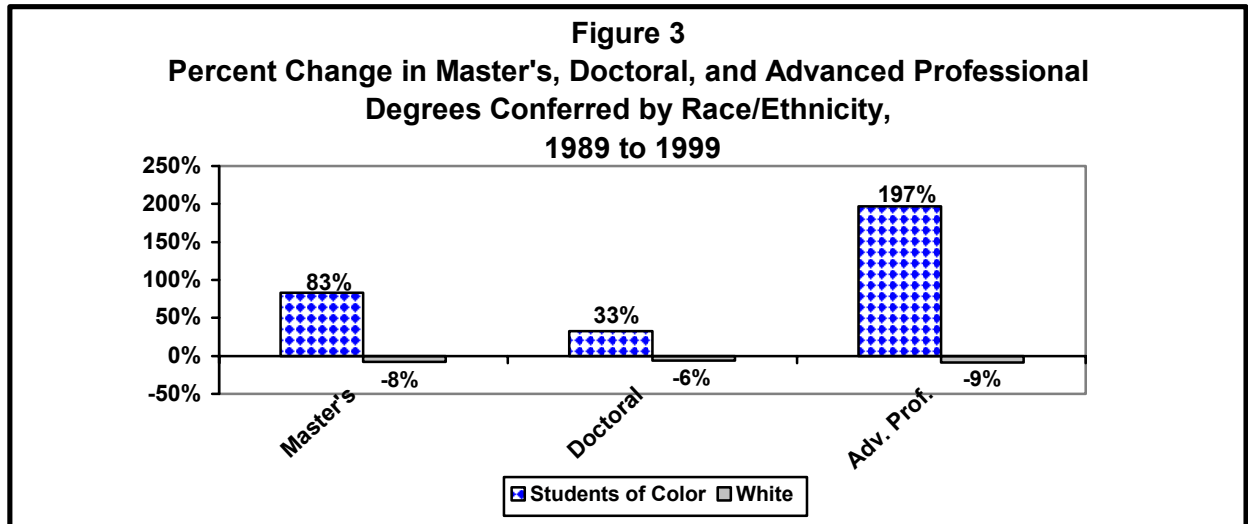


Masters, Doctoral and Advanced Professional Degrees, 1989-1999

The number of Master's, Doctoral and Advanced Professional degrees earned from 1989 to 1999 increased. During this period, graduate and professional degrees increased for all targeted groups, African American, Hispanics/Latinos, American Indian, and Asian American, including Southeast Asian American (Figure 3 and Table 7):

- Master's degrees earned by students of color increased 83 percent, from 207 to 378.
- Doctoral degrees increased 33 percent, from 43 to 57.
- Advanced professional degrees increased 197 percent, from 34 to 101.¹⁰

¹⁰ Advanced professional degrees include Law, Medicine, Veterinary Medicine, and Pharmacy.



Total Degrees Conferred, 1998-99 to 1999-00

Between 1998-99 and 1999-00, the total number of degrees granted to students of color increased 4.7 percent, from 1,731 to 1,813. Degrees conferred for white students increased slightly at .7 percent (Table 7). The largest percent increases for students of color occurred at the Doctoral and Masters' levels, with increases of 16.3 and 8.6 percent, respectively.

Total degrees conferred, 1998-99 to 1999-00 for:

- African Americans increased 4.8 percent, from 537 to 563.
- Hispanics/Latinos increased 7.8 percent, from 421 to 454.
- American Indians increased 3.1 percent, from 159 to 164.
- Asian Americans increased 2.9 percent, from 614 to 632.

Bachelor's Degrees Conferred, 1998-99 to 1999-00

Bachelor's degrees conferred, 1998-99 to 1999-00 for:

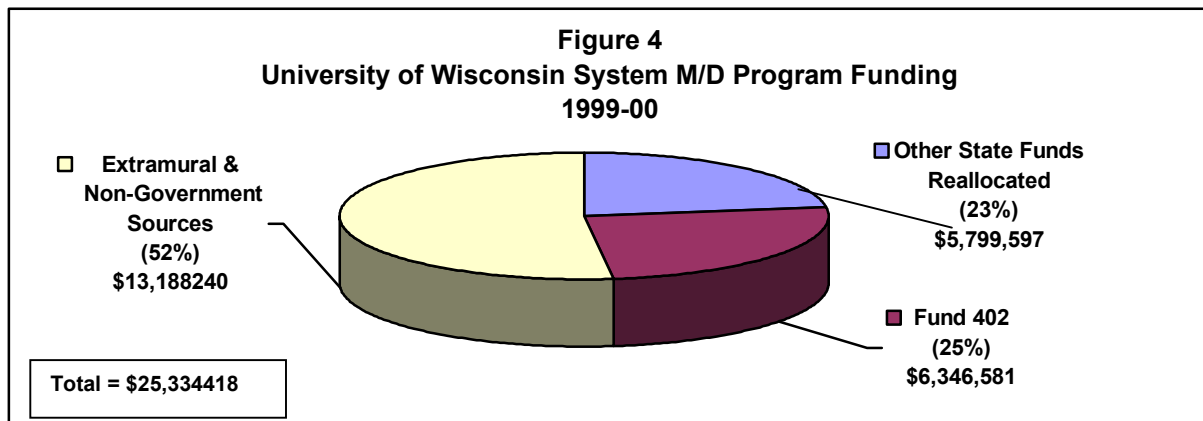
- Students of color increased 4 percent from 1,193 to 1,242.
- African Americans decreased slightly at -.3 percent, from 362 to 361.
- Hispanics/Latinos increased 9 percent, from 277 to 302.
- American Indians increased 9.5 percent, from 105 to 115.
- Asian Americans, including Southeast Asian Americans, increased 3.3 percent, from 449 to 464.

Between 1998-99 and 1999-00:

- Masters degrees earned by students of color increased 8.6 percent from 348 to 378.
- Doctoral degrees earned by students of color increased 16.3 percent from 49 to 57.
- Advanced professional degrees earned by students of color decreased 6.5 percent from 108 to 101.¹¹

UW System Program Funding

The state and federal governments through general program revenue (GPR) and grants provide program funding for students of color and disadvantaged students. The institutions also raise extramural funds (Table 8). In 1999-00, the state budget allocation specifically for minority/disadvantaged programs was \$6.3 million. Table 8 lists all 1999-00 GPR and non-GPR funds expended for student of color and disadvantaged student programs, including institutional expenditures from the appropriation under section 20.285 (4)(a) of the Wisconsin State Statutes. The 1987-88 biennial budget act created this appropriation designated as Fund 402, specifically for student of color and disadvantaged student program funding. Fund 402 includes only GPR funds. \$13.2 million of all UW System minority/disadvantaged funding was raised by UW System institutions from extramural and non-government sources. Twenty-five percent of Multicultural and Disadvantaged program dollars, (Fund 402) are dedicated to diversity activities; the remaining 23 percent are state funds reallocated from existing base budgets (Figure 4).

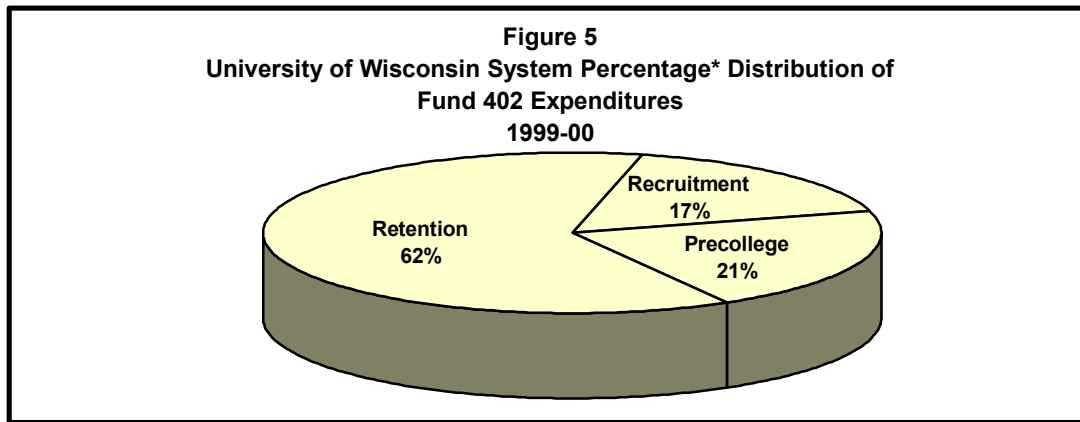


Fund 402 includes funding for precollege, recruitment and retention activities and related administrative expenses. Precollege activities encourage K-12 students to prepare for and pursue post secondary education. Recruitment activities increase new UW System student applications and ultimately enrollment. Retention activities assist students in making satisfactory academic progress and in completing their degrees. At UW institutions, Minority/Disadvantaged (M/D) offices provide a wide variety of academic, co-curricular, precollege, recruitment, retention, orientation, academic counseling, referral, tutorial services and socio-cultural activities. M/D

¹¹ Advanced professional degrees include Law, Medicine, Veterinary Medicine, and

offices often serve as resource centers for students of color and disadvantaged students, as well as the larger campus community.

In 1999-00, 62 percent of Fund 402 was expended on retention, 17 percent on recruitment, and 21 percent on precollege activities (Figure 5).



Source: UW System Office of Budget and Planning.

*Percentages based on preliminary data.

Table 8

UW System Minority/Disadvantaged Program Funding ^(a)
1999-00 All Fund Expenditures

	1999-00						
	1998-99	Total Program Funds & Scholarships	FUND 402 M/D Appropriation 20,285 (4)(a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds ^(b)	Institutional Scholarships ^(c) (Non-government Sources)
Madison	\$6,530,945	\$7,069,938	\$1,421,889	\$2,548,679	\$923,017	\$4,893,585	\$2,176,353
Milwaukee	\$5,354,016	\$6,287,500	\$1,794,585	\$1,117,208	\$2,413,060	\$5,324,853	\$962,647
Eau Claire	\$1,306,450	\$1,637,009	\$148,988	\$428,774	\$917,537	\$1,495,299	\$141,710
Green Bay	\$886,317	\$882,312	\$75,251	\$91,716	\$619,345	\$786,312	\$96,000
La Crosse	\$1,427,708	\$1,736,191	\$137,721	\$641,760	\$933,710	\$1,713,191	\$23,000
Oshkosh	\$769,870	\$768,489	\$408,174	\$19,547	\$327,418	\$755,139	\$13,350
Parkside	\$536,327	\$576,751	\$240,270	\$36,072	\$250,540	\$526,882	\$49,869
Platteville	\$376,626	\$450,622	\$106,517	\$81,448	\$262,457	\$450,422	\$200
River Falls	\$387,864	\$503,829	\$110,787	\$24,632	\$368,410	\$503,829	\$0
Stevens Point	\$865,650	\$881,413	\$208,588	\$146,683	\$526,142	\$881,413	\$0
Stout	\$633,727	\$749,756	\$243,324	\$73,428	\$427,504	\$744,256	\$5,500
Superior	\$509,496	\$605,325	\$108,139	\$162,985	\$334,201	\$605,325	\$0
Whitewater	\$1,621,016	\$1,565,674	\$691,378	\$18,495	\$855,801	\$1,565,674	\$0
Colleges	\$704,211	\$800,412	\$177,319	\$62,624	\$531,057	\$771,000	29,412
Extension	\$124,604	\$101,581	\$77,344	\$24,237	\$0	\$101,581	\$0
WCWC ^(d)	\$43,968						
System wide	\$504,760	\$717,616	\$396,307	\$321,309	\$0	\$717,616	\$0
Total	\$22,583,564	\$25,334,418	\$6,346,581	\$5,799,597	\$9,690,199	\$21,836,377	\$3,498,041

Source: UW System Office of Budget and Planning.

(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) For 1999-00 WCWC funds are included in institution expenditures.

SECTION III: STUDENT FINANCIAL ASSISTANCE

Financial assistance remains a key element in the college success of students of color. Financial aid was one of the three highest priorities cited by UW System faculty, staff, students of color, and communities of color during the development of Plan 2008. It is crucial to the successful recruitment, retention and graduation of students of color and economically disadvantaged students.

In 1999-00, 81,047 UW System students received average aid of \$5,774 (Table 9). In the UW System, 8,905 students of color received financial aid. The average aid provided for students of color was higher at \$7,713; higher financial need among students of color results in higher aid awarded. Fifty-one percent of aid is in the form of loans and 47 percent in the form of grants for students of color. In contrast, 72 percent of aid is in the form of loans and 25 percent in the form of grants for white students.

Table 9
UW System Financial Aid Recipients Profile,
(All Students)
1999-00

	Recipients	**Average Fin. Need	Average Aid	% Aid in Loans	% Aid in Grants
African American	3,488	\$10,174	\$8,309	52%	46%
Hispanic/Latino	2,089	\$10,333	\$7,392	55%	43%
American Indian	825	\$9,538	\$7,651	37%	62%
Asian American	2,503	\$9,911	\$7,171	50%	48%
Subtotal	8,905	\$10,082	\$7,713	51%	47%
White	70,303	\$7,143	\$5,595	72%	25%
Unknown	1,839	\$9,102	\$3,235	57%	41%
Total	81,047	\$7,531	\$5,774	69%	29%

*Work aid comprised the remaining percentage of financial aid.

** Average financial need is based on students with need (defined by Federal Methodology).

Source: UW System Office of Policy Analysis and Research.

Minority/Disadvantaged Financial Aid Programs

UW System administers two financial aid programs that target students of color and economically disadvantaged students. The Lawton Undergraduate Minority Retention Grant (LUMRG) Program provides assistance to degree seeking undergraduates and the Advanced Opportunity Program (AOP) awards are for students seeking advanced degrees.

In 1999-00, the LUMRG program provided assistance to 1,921 undergraduates, with an average award of \$1,362. The AOP program provided assistance to 518 graduate students seeking advanced degrees, with an average award of \$8,090 (Table 10).

Table 10
UW System
Students of Color (SOC) and Disadvantaged Student Financial Aid Programs,
1999-00

	Lawton Undergraduate Minority Retention Grant		Advanced Opportunity Program	
	# Recipients	Average \$	# Recipients	Average \$
African American	808	\$1,425	199	\$8,532
Hispanic/Latino	457	\$1,413	143	\$8,714
American Indian	171	\$1,153	52	\$7,478
Asian American	476	\$1,289	71	\$7,476
Race Not Available	9	\$1,031	7	\$8,145
White	NA	NA	46	\$5,869
Total	1,921	\$1,362	518	\$8,090

The Lawton Undergraduate Minority Retention Grant (LUMRG) Program began in 1986-87, and provides need-based assistance to African American, Hispanic/Latino, American Indian, and statutorily defined Southeast Asian American students. Eligible students may be sophomores, juniors or seniors who are Wisconsin residents or Minnesota Compact students. Students must be enrolled in six or more credits. The LUMRG program replaces loan aid with grant aid when possible. For additional information on undergraduate financial aid, see Appendix A.

In 1999-00, students could receive LUMRG grants up to a maximum of \$2,500 per year and are eligible for up to four years of LUMRG awards. Financial need for the LUMRG is determined by the standard federal methodology. LUMRG grants are awarded on a “last dollar” basis; all other grants or fellowships are awarded first. The total fund amount in 1999-00 was \$2,638,000¹².

The Advanced Opportunity Program (AOP) began in 1973-74 to promote the recruitment and retention level of graduate and professional students of color and disadvantaged students seeking advanced professional degrees. Eligible students must be U.S. citizens or permanent residents and preference is given to Wisconsin residents. The total fund amount in 1999-00 was \$4,309,400¹³.

For additional information on graduate level financial aid, see Appendix B.

¹² Source: The UW System Office of Budget and Planning.

¹³ Source: The UW System Office of Budget and Planning.

APPENDIX

Appendix A
Financial Aid Recipients Unmet Need Profile by Race/Ethnicity
and Dependency Status
1999-00

Undergraduate Students

	Financial Need		Total Aid		Unmet Need		Grants		Loans	
	#	\$	#	\$	#	\$	#	\$	#	\$
African American										
Dependent	1,559	\$13,529,450	1,749	\$11,987,367	1,137	\$3,192,712	1,368	\$6,228,216	1,434	\$5,379,243
Independent	1,181	\$11,735,975	1,211	\$10,524,244	727	\$2,166,286	1,082	\$4,518,511	1,065	\$5,903,508
Missing	11	\$99,031	88	\$725,906	6	\$40,425	83	\$656,257	8	\$69,649
All	2,751	\$25,364,456	3,048	\$23,237,517	1,870	\$5,399,423	2,533	\$11,402,984	2,507	\$11,352,400
Hispanic/Latino										
Dependent	989	\$8,184,717	1,178	\$6,938,383	692	\$2,634,999	835	\$3,077,731	938	\$3,637,054
Independent	505	\$4,622,758	528	\$4,010,262	333	\$1,023,282	461	\$1,789,075	429	\$2,138,941
Missing	13	\$55,894	71	\$264,936	7	\$28,962	68	\$249,336	3	\$15,600
All	1,507	\$12,863,369	1,777	\$11,213,581	1,032	\$3,687,243	1,364	\$5,116,142	1,370	\$5,791,595
American Indian										
Dependent	312	\$2,005,826	401	\$2,399,304	169	\$403,428	327	\$1,517,365	243	\$837,934
Independent	258	\$2,344,116	282	\$2,214,407	161	\$416,264	272	\$1,521,218	166	\$668,741
Missing	3	\$14,399	30	\$100,334	2	\$10,404	30	\$100,334	0	\$0
All	573	\$4,364,341	713	\$4,714,045	332	\$830,096	629	\$3,138,917	409	\$1,506,675
Asian American										
Dependent	1,361	\$11,625,746	1,522	\$9,427,036	1,079	\$3,384,145	1,171	\$5,169,345	1,050	\$3,877,185
Independent	593	\$5,641,354	604	\$4,541,779	452	\$1,390,679	544	\$2,348,067	438	\$2,083,908
Missing	10	\$61,481	114	\$388,459	5	\$32,149	105	\$296,959	9	\$91,500
All	1,964	\$17,328,581	2,240	\$14,357,274	1,536	\$4,806,973	1,820	\$7,814,371	1,497	\$6,052,593
White										
Dependent	34,349	\$195,204,195	47,902	\$226,865,392	21,988	\$48,835,777	21,049	\$51,302,483	41,554	\$168,003,124
Independent	12,474	\$102,989,552	13,216	\$91,820,442	8,037	\$23,219,514	11,088	\$33,543,239	10,938	\$56,881,547
Missing	407	\$1,926,080	3,559	\$11,918,540	239	\$1,206,252	3,384	\$10,472,972	188	\$1,381,619
All	47,230	\$300,119,827	64,677	\$330,604,374	30,264	\$73,261,543	35,521	\$95,318,694	52,680	\$226,266,290
Unknown										
Dependent	237	\$1,466,258	402	\$1,679,405	155	\$462,015	245	\$578,819	258	\$1,063,349
Independent	206	\$1,447,352	260	\$1,505,431	118	\$326,749	197	\$568,086	181	\$928,669
Missing	14	\$109,538	1,026	\$1,216,749	7	\$31,221	1,014	\$1,071,206	14	\$131,141
All	457	\$3,023,148	1,688	\$4,401,585	280	\$819,985	1,456	\$2,218,111	453	\$2,123,159
All										
Dependent	38,807	\$232,016,192	53,154	\$259,296,887	25,220	\$58,913,076	24,995	\$67,873,959	45,477	\$182,797,889
Independent	15,217	\$128,781,107	16,101	\$114,616,565	9,828	\$28,542,774	13,644	\$44,288,196	13,217	\$68,605,314
Missing	458	\$2,266,423	4,888	\$14,614,924	266	\$1,349,413	4,684	\$12,847,064	222	\$1,689,509
All	54,482	\$363,063,722	74,143	\$388,528,376	35,314	\$88,805,263	43,323	\$125,009,219	58,916	\$253,092,712

Appendix B
Financial Aid Recipients Unmet Need Profile by Race/Ethnicity
and Dependency Status
1999-00

Graduate Students

	Financial Need		Total Aid		Unmet Need		Grants		Loans	
	#	\$	#	\$	#	\$	#	\$	#	\$
African American										
Dependent	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Independent	360	\$6,321,331	378	\$5,137,351	241	\$1,793,021	201	\$1,437,559	346	\$3,692,256
Missing	4	\$7,390	62	\$607,127	1	\$640	62	\$599,127	1	\$8,000
All	364	\$6,328,721	440	\$5,744,478	242	\$1,793,661	263	\$2,036,686	347	\$3,700,256
Hispanic/Latino										
Dependent	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Independent	243	\$5,221,543	251	\$3,667,490	187	\$1,811,582	133	\$948,431	221	\$2,693,079
Missing	1	\$8,046	61	\$560,855	1	\$5,188	61	\$560,855	0	\$0
All	244	\$5,229,589	312	\$4,228,345	188	\$1,816,770	194	\$1,509,286	221	\$2,693,079
American Indian										
Dependent	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Independent	81	\$1,853,394	87	\$1,476,973	61	\$509,579	73	\$665,937	66	\$807,086
Missing	1	\$29,376	25	\$121,411	1	\$10,752	25	\$113,587	1	\$7,824
All	82	\$1,882,770	112	\$1,598,384	62	\$520,331	98	\$779,524	67	\$814,910
Asian American										
Dependent	1	\$17,309	3	\$7,379	1	\$12,072	3	\$7,379	0	\$0
Independent	228	\$4,351,920	236	\$3,336,944	181	\$1,254,409	103	\$519,911	204	\$2,795,148
Missing	2	\$57,857	24	\$246,957	2	\$14,827	22	\$203,927	2	\$43,030
All	231	\$4,427,086	263	\$3,591,280	184	\$1,281,308	128	\$731,217	206	\$2,838,178
White										
Dependent	27	\$271,792	67	\$392,502	12	\$47,371	44	\$40,323	32	\$350,468
Independent	4,946	\$72,455,837	5,259	\$61,784,285	3,369	\$18,542,861	1,249	\$3,225,755	5,101	\$57,933,476
Missing	13	\$138,027	300	\$543,202	9	\$60,381	288	\$453,693	13	\$89,509
All	4,986	\$72,865,656	5,626	\$62,719,989	3,390	\$18,650,613	1,581	\$3,719,771	5,146	\$58,373,453
Unknown										
Dependent	0	\$0	1	\$1,500	0	\$0	1	\$1,500	0	\$0
Independent	107	\$2,075,080	112	\$1,343,949	89	\$826,989	29	\$82,415	107	\$1,241,504
Missing	2	\$53,240	38	\$201,771	2	\$33,240	34	\$163,565	4	\$38,206
All	109	\$2,128,320	151	\$1,547,220	91	\$860,229	64	\$247,480	111	\$1,279,710
All										
Dependent	28	\$289,101	71	\$401,381	13	\$59,443	48	\$49,202	32	\$350,468
Independent	5,965	\$92,279,105	6,323	\$76,746,992	4,128	\$24,738,441	1,788	\$6,880,008	6,045	\$69,162,549
Missing	23	\$293,936	510	\$2,281,323	16	\$125,028	492	\$2,094,754	21	\$186,569
All	6,016	\$92,862,142	6,904	\$79,429,696	4,157	\$24,922,912	2,328	\$9,023,964	6,098	\$69,699,586

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 \$4,388,960 for fiscal year July 1, 2001 to June 30, 2002, 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.

Supporting material for Agenda Item I.1.e., Request to Trustees of the William F. Vilas Trust Estate, may be obtained by contacting the Board of Regents Office.

Phone: 608-262-2324

Fax: 608-262-5739

Authorization to Recruit:
Provost and Vice Chancellor
University of Wisconsin-La Crosse

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Provost and Vice Chancellor, at a salary within the Regent Salary Range.

FORMAT A: REQUEST FOR AUTHORIZATION TO RECRUIT

Institution: UW-La Crosse **For Board of Regents Consideration on:** April 5, 2001

If proposed salary is above 75% of the salary of the UW System President, Regents' approval is required. This form must be received by the Chancellor's Office three weeks before the date of the Regents' meeting at which the request is to be considered; it should be filed with the Office of the Senior Vice President for Academic Affairs fourteen working days prior to such meeting.

☒ Proposed salary at or below 75% of the salary of the UW System President

☐ Proposed salary above 75% of the salary of the UW System President

1. Official University Title of Position: Provost and Vice Chancellor for Acad. Affairs

2. Division/College/School – Department/Project: Academic Affairs

3. Description of Duties (attach page if necessary):

See Attachment

4. Intended length of appointment: Limited with faculty back-up

5. Recommended Salary Range: \$113,384-\$138,580 **Source of Funds:** 102 GPR

6. New Position ☒ Replacement ☐ If replacement, indicate information on previous person:

<u>Douglas N. Hastad</u>	<u>\$122,255</u>
(Name)	(Salary)

7. Brief justification of Salary Range (attach comparable salary information from other institutions and comparable salary information from the department or unit affected):

See Attachment

8. Approved by:

_____	_____	_____	_____
(Dean/Director)	(Date)	(Chancellor/Vice Chancellor)	(Date)

9. Authorization to Recruit (Approved) (Denied) by the Regents/Senior Vice President:

_____	_____	_____
(Signature)	(Title)	(Date)

PROVOST/VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of Wisconsin-La Crosse (UW-L) seeks nominations and expressions of interest for the position of Provost/Vice Chancellor for Academic Affairs, a position now available as our Provost/Vice Chancellor moved to the Chancellor's position at UW-L.

Founded in 1909, the University of Wisconsin-La Crosse is a proud member of the University of Wisconsin System and has a global perspective whose goal is to provide the highest quality undergraduate programs in the state along with a number of highly selective, nationally- and internationally-known graduate programs to 9,000 students. The University of Wisconsin-La Crosse offers 69 undergraduate majors and 21 graduate programs organized within the following academic units: College of Liberal Studies, School of Arts and Communication, College of Science and Allied Health, College of Business Administration, and College of Health, Physical Education, Recreation, and Teacher Education. New programs were recently approved in management information systems, athletic training, and international business. A new program in software engineering is in the later stage of development. A growing multidisciplinary undergraduate research program highlights the commitment of our colleges to the global preparation of our student body.

The University is seeking candidates whose personal and professional characteristics include:

- An earned doctorate or other terminal degree.
- At least three years academic leadership as a Dean, Academic Vice President, or other senior administrator.
- A distinguished record of performance as a faculty member whose teaching and scholarship records are appropriate for an appointment as a tenured full Professor in one of the University's academic departments.

Additional qualifications desired in a candidate include:

- Evidence of excellent communication skills and an ability to work effectively with a diverse constituency.
- An energetic, accessible and collegial leadership style that embraces shared governance with faculty, academic staff, and students.
- A demonstrable understanding of the mission and environment of a public, comprehensive university.
- An enthusiasm for fostering interactions between the disciplines represented in our Colleges.
- A record of academic leadership development that includes evidence of extensive planning and decision-making experience in program and curriculum development, personnel and budget areas.
- Record of experience with and demonstrable commitment to inquiry-based general education.

PROVOST/VICE CHANCELLOR MARKET
(Non doctoral Institutions)

Peer Median <u>2000-01</u> \$ 126,902	Peer Median (2000-01+4.5%) \$ 132,613	2001-02 Regent Salary Range <u>Minimum</u> <u>Midpoint</u> <u>Maximum</u> \$ 113,384 \$ 125,982 \$ 138,580	2000-01 SEG Range ¹ <u>Minimum</u> <u>Midpoint</u> <u>Maximum</u> \$ 79,186 \$ 106,902 \$ 134,617
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VICE CHANCELLORS

04/01/01

Salary

Satz (EAU)	\$ 122,400
Cohen (GBY)	\$ 124,000
Rada (LAC) ²	\$ 107,529
Mocker (OSH) ²	\$ 107,529
Ostheimer (PKS)	\$ 117,800
Butts (PLT)	\$ 120,000
Milam (RVF)	\$ 124,000
Meyer (STP)	\$ 120,000
Sedlak (STO)	\$ 122,400
Schelin (SUP)	\$ 120,000
Prior (WTW)	\$ 120,000
Cleek (COL) ²	\$ 107,529
Van Kekerix (EXT)	\$ 122,400

AVERAGE

\$ 118,122

¹ 2000-01 Senior Executive Group 1 range approved by JCOER on May 2, 2000. SEG range for 2001-02 has not been established and may limit BOR range.
² Interim Appointment

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Oshkosh and the President of the University of Wisconsin System, the revisions to the UW-Oshkosh Personnel Rules be approved.

FACULTY POLICIES AND PROCEDURES UNIVERSITY OF WISCONSIN-OSHKOSH

EXECUTIVE SUMMARY

BACKGROUND

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

The proposed revisions to the UW-Oshkosh Personnel Rules are technical amendments:

- (1) FAC 4B.4 revises section C and adds a section D, requiring a fourth year review;
- (2) FAC 4B.10.C.(4) deletes the requirement that materials under consideration for probationary faculty be forwarded to the Chancellor; and (3) FAC 4C.2 revises the process for reconsideration of nonrenewal actions. Deletions are lined out and additions are underlined.

The proposed revision has been approved by the UW-Oshkosh Faculty Senate and is recommended by Chancellor Richard H. Wells. It 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.h.(1), revising UW-Oshkosh Personnel Policies.

DISCUSSION AND RECOMMENDATIONS

UW System Administration recommends approval of these revisions.

Supporting material for Agenda Item I.1.h.(1), Revision to Personnel Rules, University of Wisconsin-Oshkosh, may be obtained by contacting the Board of Regents Office.

Phone: 608-262-2324

Fax: 608-262-5739

I.2. Business and Finance Committee

Thursday, April 5, 2001
1820 Van Hise Hall
1:00 p.m.

All Regents

- 01-03 Capital Budget
- The University of Wisconsin E-University

2:00 p.m. or upon conclusion of All Regent Session, Joint with Physical Planning and Funding
1920 Van Hise Hall

- Discussion: UW-Madison Utility Capacity Solutions

2:30 p.m. or upon conclusion of Joint Session with Physical Planning and Funding
1920 Van Hise Hall

- a. Approval of minutes of the March 8, 2001 meeting of the Business and Finance Committee
- b. Arch Venture Capital (University of Chicago)
- c. 2001-02 Annual Budget Decision Rules
[Resolution I.2.c.]
- d. Coaches Exceptional Achievement Award Policy
- e. Report of the Vice President
- f. Additional items which may be presented to the Business and Finance Committee with its approval
- g. Closed Session to consider trust fund matters, as permitted by s.19.85(1)(e), *Wis. Stats.*

2001-02 Annual Budget
Allocation Decision Rules

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 2001-02 annual budget allocation decision rules. These rules may be modified based on final legislative action on the 2001-03 biennial budget. If the final budget materially affects allocations, subsequent Board of Regents' action will occur as part of the 2001-02 annual budget action.

UNIVERSITY OF WISCONSIN SYSTEM 2001-02 ANNUAL BUDGET ALLOCATION DECISION RULES

EXECUTIVE SUMMARY

BACKGROUND

As part of the annual budget development process, the UW System utilizes decision rules to allocate and/or de-allocate GPR, fees and program revenue funding. Decision rules establish how allocations will be made, and are based on the UW System Biennial Budget Request, the Governor's Executive Budget, legislative intent and institutional needs.

REQUESTED ACTION

Approval of the following resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 2001-02 annual budget decision rules. These rules may be modified based on final legislative action on the 2001-03 biennial budget. If the final budget materially affects allocations, subsequent Board of Regents' action will occur as part of the 2001-02 annual budget action.

DISCUSSION AND RECOMMENDATIONS

Resolution I.2.c approves the 2001-02 Annual Budget Decision Allocation Rules. The 2001-02 decision rules are based on the state Biennial Budget and will determine how funding will be allocated for those specific items for which the budget has recommended additional 2001-02 funding above the fiscal year 2000-01 level, and how funding reductions will be de-allocated.

RELATED REGENT POLICIES

August 2000 – Biennial Operating Budget Request (Regent Resolution #II.5.a).

2001-02 PRELIMINARY BUDGET ALLOCATION DECISION RULES

Based on the Governor's Executive Budget Recommendations

(Note that allocations for items not included in the final budget will be dropped from this list of decision rules.)

Annual budget allocation decision rules are provided for those 2001-03 budget initiatives that receive first-year funding. Items that receive funding beginning in the second year (advising, agricultural stewardship, aquaculture, and the UW-Milwaukee honors program) will be addressed in the 2002-03 Annual Budget Decision Rules next spring.

Allocation methodologies for items which are new initiatives may be modified in 2002-03 if a year's experience provides more appropriate criteria.

I. ALLOCATION DECISION RULES FOR NEW FUNDING

A. NEW UW SYSTEM DECISION RULES

1. WORKFORCE DEVELOPMENT. The 2001-03 biennial budget provides \$3,407,500 for workforce development initiatives at the comprehensives and UW-Colleges. The budget requires the UW System to increase by 600 FTE the number of enrollments in high tech/high paying fields. Funding will be distributed based on a proration of the number of enrollments originally promised in institutional initiatives for additional high tech/high paying enrollments, using the same systemwide average support per student as calculated by the Department of Administration. A skim will be taken off the top for those comprehensives not in the original package but able to increase graduates in high tech/high paying fields. In addition, UW-Madison will receive \$1,124,500 for Biotechnology and UW-La Crosse will receive \$164,100 for the Medical Health Science Education Center.

2. WISCONSIN ADVANCED TELECOMMUNICATIONS FOUNDATION (WATF) FUNDS FOR INFORMATION TECHNOLOGY. The 2001-03 biennial budget provides \$7,250,000 in one-time Program Revenue-S funds for the purposes specified by the Governor. These funds are allocated in 2001-02 and remain as one-time funding until expended. The funds are allocated as follows:

Learning Innovations (Extension)	\$3,250,000
ADL/CoLab (Systemwide)	1,000,000
Digital Mammography (Madison)	500,000
Wireless (Systemwide)	500,000
Internet 2 (Systemwide)	2,000,000

3. **UTILITIES.** Current utilities base funds will be reallocated so that all institutions have an equivalent ability to meet current costs, based on latest known cost experience under a March survey to the institutions. New funding will be distributed through a uniform percentage increase to the adjusted bases.

B. MODIFIED UW SYSTEM DECISION RULES

1. **STUDENT TECHNOLOGY FEE.** The 2001-03 biennial budget provided \$432,300 in 2001-02 in additional funding to all UW System institutions to meet student needs for instructional technology and information access. Allocation of this funding is proportional to current academic year fee budgets excluding the student technology fee.

C. INSTITUTION-SPECIFIC ITEMS

FUNDING FOR INSTITUTION-SPECIFIC ITEMS will be allocated to the designated institution based on gubernatorial and legislative intent.

1. **UW-MADISON INITIATIVE.** The 2001-03 biennial budget provides \$3,800,000 in 2001-02 to fund initiatives to increase learning options for undergraduates, enhance economic development, and support additional strategic faculty recruitment efforts.
2. **UW-MILWAUKEE IDEA.** The 2001-03 biennial budget provides \$3,800,000 in 2001-02 to fund initiatives to expand faculty and enrollments in high demand programs, increase research efforts, and encourage public-private partnerships.

II. ALLOCATION DECISION RULES FOR EXISTING (BASE) FUNDING

- A. **Lawton Undergraduate Minority Retention Grant/Advanced Opportunity Program.** Funding for 2001-02 will be allocated in the same manner as in prior years. Allocations will be based on each institution's proportion of a three-year rolling average headcount of students of color.

- III. **BASE REDUCTION.** The 2001-03 biennial budget includes a base budget reduction of \$6,345,000 in 2001-02 and ongoing. The over-all reduction amount was calculated by the Department of Administration based on the total UW System administrative budget, but DOA is granting flexibility in allocating that reduction across activities, provided that impacts on student are minimized to the extent possible, and that the UW System meets its budgetary commitment to enrollment growth. This reduction will be allocated by institutional share of the UW System GPR/Fee base minus debt service and utilities. The allocations are as follows:

	GPR/Fees less Debt Service & Util.	Reduction
Madison	549,028,820	2,428,409
Milwaukee	181,630,908	803,372
Eau Claire	70,786,985	313,098
Green Bay	33,982,520	150,308
La Crosse	61,397,693	271,568
Oshkosh	66,806,370	295,491
Parkside	31,068,316	137,418
Platteville	39,880,354	176,395
River Falls	39,013,641	172,561
Stevens Point	61,283,564	271,063
Stout	55,449,256	245,258
Superior	20,598,079	91,107
Whitewater	62,919,473	278,299
Colleges	48,490,949	214,480
Extension	72,821,146	322,095
System Admin./Systemwide	39,356,445	174,078
Total	1,434,514,519	6,345,000

Institutions' plans for taking the reductions will be included in the 2001-02 Annual Budget for review at the July 2001 Board of Regents meeting. The reductions will be managed using the following principles:

1. Institutions have the flexibility to take these base reductions, among budget activities, in such a way as to preserve quality and services to students. UW System administrative expenditures are very slim (5.8 percent compared with 10.4% on average for the 18 comparably sized systems) and cannot absorb all of this reduction.
2. Recognizing that these reductions were calculated by the Department of Administration from a smaller base specifically to protect access, UW System will not reduce enrollments (from the Fall 2000 enrollment target plus any funded enrollment increases in the final 2001-03 biennial budget) to deal with this level of a cut, unless further base reductions occur in biennial budget action.
3. Institutions will strive to protect as many instructional positions for faculty as possible. However, to maintain levels of instruction commensurate with our enrollments, institutions may have to replace some vacant faculty positions with instructional academic staff. This is regrettable, but our ability to reverse this trend is dependent on more GPR dollars and positions.
4. Continued commitment to reallocation of .5 percent of the GPR/fee funding base is expected, to help meet under-funding for our instructional and information technology needs.

UW-MADISON INTERCOLLEGIATE ATHLETICS COACHES EXCEPTIONAL ACHIEVEMENT AWARD POLICY

EXECUTIVE SUMMARY

BACKGROUND

The current policy was developed to update the policy adopted by the Athletic Board in 1994. The policy also takes into account comparative and competitive issues among Big Ten and other Division I institutions, and was adopted after investigation into policies at other Division I institutions. Such a policy is expressly permitted under NCAA Bylaws.

REQUESTED ACTION

This item is for information only.

DISCUSSION

It is the policy of the University of Wisconsin-Madison, Division of Intercollegiate Athletics, to permit exceptional achievements by its coaches to be recognized in the form of cash awards paid by outside sources (NCAA Bylaw 11.3.2.3). The payment of these awards is subject to the availability of funds from an outside source and is not guaranteed by the University.

At the October 1994 meeting of the Regents, the policy adopted by the Athletic Board was presented to the Committee for its information.

Recently a committee of the Athletic Board reviewed the existing policy and recommended some revisions that were adopted by the Board.

The revised policy will be effective July 1, 2001.

A full copy of the policy is attached. The revisions include the following:

1. Strength coaches in designated sports would be eligible.
2. Eligibility to receive an award for head and assistant coaches will require meeting roster management goals as well as receiving a satisfactory or better performance evaluation.
3. Coaches of more than one sport will have their awards calculated based on the appointment percentages assigned to each sport in their contracts.
4. In Basketball (Men's and Women's) and Football, new categories were created to reflect national championship game appearances, Big 10 conference contractual football bowl games and NCAA basketball "Sweet Sixteen" (third round) participation.

RELATED REGENT POLICIES

None

University of Wisconsin-Madison Division of Intercollegiate Athletics

Exceptional Achievement Award Policy for awards funded from permissible outside sources

Effective July 1, 2001

The University of Wisconsin-Madison Division of Intercollegiate Athletics permits exceptional achievements by coaches to be recognized in the form of cash awards paid by outside sources (NCAA Bylaw 11.3.2.3). The payment of these awards is subject to the availability of funds from an outside source and is not guaranteed by the University.

Awards may be approved only if they are in recognition of exceptional achievements as specified in the attached (pages 2-5) University of Wisconsin-Madison Exceptional Achievement Award Schedule. Any awards for unspecified achievements will not be approved.

Eligibility

- 1) This policy applies to head and assistant coaches in all sports and strength coaches in sports designated by the Director of the Division of Intercollegiate Athletics and the Athletic Board.
- 2) A head coach must receive a satisfactory or higher evaluation by his or her sports administrator, and in addition must meet the goals in his or her roster management guidelines as set forth by the sports administrator, to be eligible to receive an award.
- 3) An assistant coach must receive a satisfactory or higher evaluation by his or her head coach, and in addition his or her sport must meet roster management goals, to be eligible to receive an award.
- 4) A strength coach must receive a satisfactory or better evaluation from his or her supervisor to be eligible to receive an award.

Procedure

- 1) All awards shall be recommended by the Director of Athletics to the Athletic Board for consideration and approval prior to submission to, and approval by, the Chancellor.
- 2) Award amounts shall be calculated as a percent specified in the attached University of Wisconsin-Madison Exceptional Achievement Award Schedule (pages 2-5) of the contracted salary for the fiscal year of the achievement.
- 3) Award payments shall be made through the Division's Special Account Policy. Award requests are to be forwarded to the Division Business Office with a completed Request for Special Account Payment and all necessary approval forms attached, in order for a check to be prepared.

Coaches in multiple sports

Coaches who act as head and/or assistant coach or strength coach for more than one sport will have their exceptional achievement awards calculated by the percentages for each sport or responsibility as designated in their contracts. Awards will be paid on the percentage of appointment in the qualifying sport.

University of Wisconsin-Madison Division of Intercollegiate Athletics
Coaches Exceptional Achievement Award Schedule
Effective July 1, 2001

Conference Champion as designated by the Big Ten, WCHA, or ECAC is defined on page 5, and includes Co-champion.

Team Sports

Head and Assistant Coaches of the listed **team sport(s)** are eligible to receive awards according to the award schedule following each list.

Hockey, Soccer, Softball, Volleyball

<u>Achievement</u>	<u>Award</u>
Conference Champion	5%
NCAA: highest finish applies	
Appearance	5%
Final 4 teams/College World Series	10%
Champion	15%

Basketball

<u>Achievement</u>	<u>Award</u>
Conference Champion	5%
NCAA: highest finish applies	
Appearance	5%
Sweet 16 teams	10%
Final 4 teams	15%
Championship game	25%
Champion	30%
Post-season NIT/WNIT: highest finish applies	
Appearance	2%
Final 4 teams	5%
Champion	8%

Football

<u>Achievement</u>	<u>Award</u>
Conference Champion	5%
Bowl games: highest category applies	
Bowl not listed below	5%
Citrus, Outback, Alamo, Sun Bowl	10%
BCS Bowl appearance	15%
BCS National Championship game appearance	25%
Winning BCS National Championship game	30%

Strength Coaches assigned to Basketball, Hockey, and Volleyball are eligible to receive the awards listed above for coaches in their sports for appearance in the NCAA final 4 teams or higher, subject to the multiple-sport restrictions on page 1. The Head Strength Coach for Football is eligible to receive the awards listed above for coaches in football

Team Sports, continued

Head and Assistant Coaches of the listed **team sport(s)** are eligible to receive awards according to the award schedule following each list.

Men's Crew

<u>Achievement for Varsity Eight</u>	<u>Award</u>
Conference Champion (Eastern Sprints)	5%
National Championship IRA: highest finish applies	
finish 2-6	5%
finish 1	10%
<u>Achievement for Men's Crew Team</u>	<u>Award</u>
Conference Championship (Eastern Sprints, Rowe Cup)	5%
National Championship IRA (Ten Eyck Trophy)	10%
Total awards from Varsity Eight plus Team not to exceed	20%.

Women's Crew

<u>Achievement for Openweight Varsity Eight</u>	<u>Award</u>
Conference Champion	5%
NCAA: highest finish applies	
appearance	3%
finish 2-6	5%
finish 1	10%
<u>Achievement for Openweight Crew Team</u>	<u>Award</u>
Conference Champion	5%
NCAA: highest finish applies	
appearance	3%
finish 2-6	5%
finish 1	10%
Total awards from Openweight Varsity Eight plus Team not to exceed	20%.

<u>Achievement for Lightweight Crew Varsity Eight</u>	<u>Award</u>
National Championship IRA: highest finish applies	
finish 2-6	3%
finish 1	7%

Individual Sports

Head and Assistant Coaches of the listed **individual sports with team qualifiers** are eligible to receive awards according to the award schedule following each list.

Cross Country, Golf, and Tennis

<u>Achievement</u>	<u>Award</u>
Team Conference Champion	5%
Team NCAA: highest finish applies	
appearance	5%
finish 2-4	8%
Champion	15%
NCAA Individual National Champion	2%

Total awards not to exceed 20%

Head and Assistant Coaches of the listed **individual sports** are eligible to receive awards according to the award schedule following each list.

Swimming, Track, Wrestling

<u>Achievement</u>	<u>Award</u>
Team Conference Champion	5%
Team NCAA: highest finish applies	
finish in top 20%	5%
See attached sheet (page 6) of current top-20% places	
finish 2-4	8%
Champion	15%
NCAA Individual National Champion	2%

Total awards not to exceed 20%.

Coach of the Year

<u>Achievement</u>	<u>Award</u>
Conference or Regional	2%
National	5%

Total awards not to exceed 5%.

Conference champion designations (to be kept current)

Conference Champion or Co-champion as designated by the Big Ten unless otherwise noted.

Football	Regular Season Title
Volleyball	Regular Season Title
Women's CC	Conference Championship
Men's CC	Conference Championship
Women's Soccer	Regular Season Title
Men's Soccer	Conference Championship
Women's Swimming	Conference Championship
Women's Diving	Conference Championship
Men's Swimming	Conference Championship
Men's Diving	Conference Championship
Women's Basketball	Regular Season Title
Men's Basketball	Regular Season Title
Wrestling	Conference Championship
Women's Hockey	Regular Season Title*
Men's Hockey	Regular Season Title*
Women's Tennis	Conference Championship
Men's Tennis	Conference Championship
Women's Golf	Conference Championship
Men's Golf	Conference Championship
Men's Crew	Conference Championship**
Women's Openweight Crew	Conference Championship
Softball	Regular Season Title
Women's Track & Field	Conference Championship
Men's Track & Field	Conference Championship

* Western Collegiate Hockey Association (WCHA)

** Eastern Collegiate Athletic Conference (ECAC)

I.3. Physical Planning and Funding Committee

Thursday, April 5, 2000
Room 1920 Van Hise Hall
2:00 p.m. (or upon conclusion of
All Regents Meeting)

1:00 p.m. All Regents

- 01-03 Capital Budget
- The University of Wisconsin E-University

2:00 p.m. Joint Session with Business and Finance Committee - Room 1920

- a. Discussion: UW-Madison Utility Capacity Solutions

(Physical Planning Committee adjourns to Room 1511)

- b. Approval of minutes of the March 8, 2001 meeting of the Physical Planning and Funding Committee
- c. Report of the Assistant Vice President
- d. UW-Green Bay: Naming of Academic Building, *"Mary Ann Cofrin Hall"*
[Resolution I.3.d.]
- e. UW-Madison: Campus Utility Distribution System Upgrade - Phase I
\$1,500,000 (\$750,000 previously authorized GFSB-Utility Funds and \$750,000 Institutional Funds)
[Resolution I.3.e.]
- f. UW-Stevens Point: Student Recreation Fields Improvement
\$790,000 Program Revenue Bonding
[Resolution I.3.f.]
- g. UW-Whitewater: Land Use Agreement for Baseball Field Press Box and Concession Building
\$353,000 Gift Funds
[Resolution I.3.g.]
- h. UW-Whitewater: Naming of the Center of the Arts Building, *"Greenhill Center of the Arts"*
[Resolution I.3.h.]
- x. Additional items which may be presented to the Committee with its approval

Authority to Name the New Academic
Building, "Mary Ann Cofrin Hall,"
UW-Green Bay

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the of the UW-Green Bay Chancellor and the President of the University of Wisconsin System, authority be granted to name the new Academic Building, "Mary Ann Cofrin Hall."

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2001

1. Institution: University of Wisconsin-Green Bay
2. Request: Requests authority to name the new Academic Building, “Mary Ann Cofrin Hall.”
3. Summary and Background: This request is in accordance with the University of Wisconsin Board of Regents Policy, Resolution #7166, dated March 1996, which requires that every request to name or dedicate an entire building after a person must be considered in a closed session by the Physical Planning and Funding Committee and the full Board of Regents at least one month prior to requesting formal Regent action. If the request involves a living individual who has been formally associated with the University of Wisconsin System, or has held a paid public office, a waiting period of at least five years is required unless a situation is presented where a gift stipulates the naming. This naming is not a stipulation of a gift, but rather recognizes many years of philanthropy to the University of Wisconsin – Green Bay.

The new 120,000 GSF Academic Building is expected to be complete in August 2001. The facility will house 20 state-of-the-art classrooms; numerous specialized instructional spaces for distance learning, geographic information systems, computer science, media analysis and other programs; offices for faculty in five academic programs, mostly in the social sciences; space for the natural science artifacts of the Richter Collection and the University Herbarium; and the offices of the Cofrin Memorial Arboretum and Center for Biodiversity. The building is a model of energy efficient design and includes extensive use of daylighting and photovoltaic panels installed by the local utility company. The University has succeeded in raising gift money for project enhancements and landscaping.

4. Biographical Information: Mary Ann Harn Cofrin is a native of Florida and a member of a prominent Gainesville family. She and her husband, Dr. David A. Cofrin, have a history of philanthropy in the Gainesville area, including the University of Florida. Their interest in the University of Wisconsin-Green Bay dates from the 1980s. Their generous gifts to the University have included support that established the 290-acre Cofrin Memorial Arboretum in honor of David’s father, Austin E. Cofrin, who founded the Fort Howard Paper Company and brother, John P. Cofrin, who led the company for years. The Cofrins also established an endowed professorship in the natural sciences named after John’s wife, Barbara Hauxhurst. In September 1990, the Board of Regents approved the naming of the Library-Learning Center, the David A. Cofrin Library. Furthermore, David and Mary Ann provided both the cornerstone gift of \$4 million and subsequent gifts for the original construction of the Weidner Center for the Performing Arts and an additional \$4.5 million for expansion of the Center. Finally, the Cofrins have provided the gifts totaling \$3 million for enhancements and

program support of the new Academic Building. In addition, the Austin Cofrin Foundation has provided \$150,000 for the development of an arboretum gateway beginning in the courtyard of the new facility.

5. Previous Action:

March 8, 2001 Discussed the proposed naming of the new Academic Building in closed session.

Authority to Construct a Campus Utility
Distribution System Upgrade – Phase I
Project, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to construct a Campus Utility Distribution System Upgrade – Phase I project, at an estimated project cost of \$1,500,000 (\$750,000 previously authorized GFSB-Utility Funds and \$750,000 Institutional Funds). The \$750,000 of Institutional Funds will be reimbursed from the proposed 2001-03 Campus Utility Distribution System Upgrade project; and the \$750,000 of GFSB-Utility funds will be transferred from the previously authorized Southwest Campus Primary Electric Service Upgrade project.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2001

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to construct a Campus Utility Distribution System Upgrade – Phase I project, at an estimated project cost of \$1,500,000 (\$750,000 previously authorized GFSB-Utility Funds and \$750,000 Institutional Funds). The \$750,000 of Institutional Funds will be reimbursed from the proposed 2001-03 Campus Utility Distribution System Upgrade project; and the \$750,000 of GFSB-Utility funds will be transferred from the previously authorized Southwest Campus Primary Electric Service Upgrade project.
3. Description and Scope of the Project: This project will upgrade the campus utility infrastructure in the southwest campus area. Components of the Phase I project include:
 - Installation of 10" steam, 6" condensate and 4" air from Engineering Drive to Camp Randall. Upgrade of existing tunnel piping in Engineering Drive to provide 16" steam, 8" condensate and 8" air.
 - Extension of 18" chilled water lines and installation of associated pits and valves from Engineering Drive to Camp Randall, and McClain Center.
 - Re-routing of 12" domestic water line to avoid future conflicts.
 - Installation of new electric power (16 conduit) and signal (12 conduit) lines in new duct package with necessary underground vaults from Engineering Drive to Camp Randall.
4. Justification of the Request: The work included in the proposed Phase I project is included as part of the UW-Madison's Utility Distribution Systems Upgrade project requested in the 2001-03 Capital Budget. The requested Phase I project is currently in design and needs to be completed this summer to maintain the proposed schedule for starting the Camp Randall Expansion project in early 2002. Due to this accelerated timeframe, the University has elected to use Institutional Funds to fund half of the proposed Phase I project, with the understanding that the funds will be reimbursed from funding provided in the proposed 2001-03 Utility Distribution System Upgrade project, when the project is authorized for construction.

A Southwest Campus Primary Electric Service Upgrade project was approved by the State Building Commission in November 1999, at cost of \$750,000. The scope of work under that project included installation of power and signal conduits, and a new 15KV circuit from Engineering Drive to a new vault on the northeast side of Camp Randall Stadium. It

also included the addition of a 750-kVA transformer and distribution gear. The funding authorized under that project will fund half of the project now requested. The scope of this project includes only the installation of power and signal conduits and construction of a new vault. The remaining work previously authorized under the Southwest Primary Electrical Service Upgrade project will be conducted under the proposed Camp Randall Expansion/Renovation project.

The proposed Phase I project will result in improved coordination of all work in the area, reduce overall construction costs, and lessen pedestrian and traffic disruptions. It is anticipated that the work will be completed before the fall 2001 football season.

The existing steam and compressed air distribution system in the southwest area of campus is inadequate and requires larger and additional lines to provide reliable and uninterrupted service of steam for heating and process loads for the new facilities on the Engineering campus and existing athletic facilities around Camp Randall.

Currently, there is no source of chilled water in the far southwest campus area. Providing chilled water to this area will allow replacement of existing, inefficient, stand-alone chillers that contain CFC's, as well as window air conditioners, which will help reduce campus energy costs and provide a reliable source of cooling.

The existing 5KV electrical distribution system in the southwest portion of campus is inadequate to meet current needs and will be upgraded to a 15KV system. The campus's electrical demand is increasing at a rate of about 3% per year due to the addition of new building space and the renovation of existing space. This is taxing the firm capacity of the 5KV system. The existing conduit system does not have adequate capacity and will be replaced with a system containing sixteen 5" conduits for electric power distribution and twelve 4" conduits for signal distribution.

5. Budget:

Construction	\$1,250,000
A/E Design Fees	113,100
DFD Management Fees	53,360
Contingency	<u>83,540</u>
Estimated Total Cost:	\$1,500,000

6. Previous Action: None.

Authority to Construct a Student Recreation
Fields Improvement Project,
UW-Stevens Point

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, authority be granted to construct a Student Recreation Fields Improvement project at an estimated total cost of \$790,000, using Program Revenue Support Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2001

1. Institution: University of Wisconsin-Stevens Point
2. Request: Requests authority to construct a Student Recreation Fields Improvement project at an estimated total cost of \$790,000, using Program Revenue Support Borrowing.
3. Description and Scope of Project: This project will provide safety and user improvements for seven acres of student recreation space on the northeast portion of campus. The existing student recreation fields will have the topsoil removed and the high clay content soil sub-base conditioned with sand to improve drainage. Storm sewers will be extended and connected to a system of six-inch underdrains (drain-tile) and the fields will be crowned to promote proper drainage. An underground irrigation system will be installed and connected to the city water supply and the topsoil will be screened, replaced, fertilized, and re-seeded. A number of trees, shrubs, and decorative landscaping will be planted and identity signage provided. The entire area will be enclosed with a six-foot high, woven-wire perimeter fence. The sports area will be night-lighted and electrical circuits will be installed to provide power for special events. An existing hammer throw pad and protective fencing will be relocated.

A consultant was hired in 1999 to prepare a design and prepare cost estimates for the project. Add-alternate pricing will be taken to provide a drinking fountain and utility stub-ins for a future concession stand and restrooms. It is anticipated that the project will be bid in spring, 2002 with all construction completed for use by fall, 2002.

4. Justification of the Project: During the last ten years, a major building addition and upgrades to varsity sport playfields significantly affected available outdoor space for student recreational sports. The changes forced relocation of student and intramural activities to a seven acre fill area in the northeast portion of campus. The fill material has a high clay content that dries slowly in the early spring and becomes rock hard during the summer and fall. Maintaining quality athletic turf is nearly impossible without irrigation. Potholes and depressions are hard to fill, which has created such a safety concern that club soccer was suspended and club softball was moved off-campus. A varsity hammer throw area creates a large amount of divots in the spring and renders a sizeable area unusable for other activities. Lack of perimeter fencing means that shagged balls regularly roll into adjacent streets, many times followed by players involved in their game and not watching for traffic.

Despite these conditions, interest and participation in intramural sports continues to grow in number and variety. In 1996-97, more than 3,000 players signed up for team and tournament play. When sign-ups are completed this spring, the total for the 2000-01 year is expected to be close to 7,000. The games played include flag football, kickball, ultimate Frisbee,

lacrosse, rugby, and the previously mentioned soccer and softball. The volume of activity means that events need to be scheduled later and later in the day to accommodate all of the activities. While October and April temperatures still support outdoor activity, limited sunshine cuts into playing time. Lighting the fields will extend the available playing time.

In the summer, the Wisconsin Special Olympics, Portage County Youth Soccer and other community activities also use the fields. These groups will not directly participate in paying for the improvements, but their user fees will contribute greatly to the support of annual upkeep and long-term maintenance. Bonds for this work will be paid by a \$4 per semester per student segregated fee increase, or a 1.4 per cent increase from the current \$284 fee, starting in fall 2002. Support for this project and fee increase was demonstrated by a 17-1-1 favorable vote of the Student Government Association at their February 15, 2001 meeting.

5. Budget:

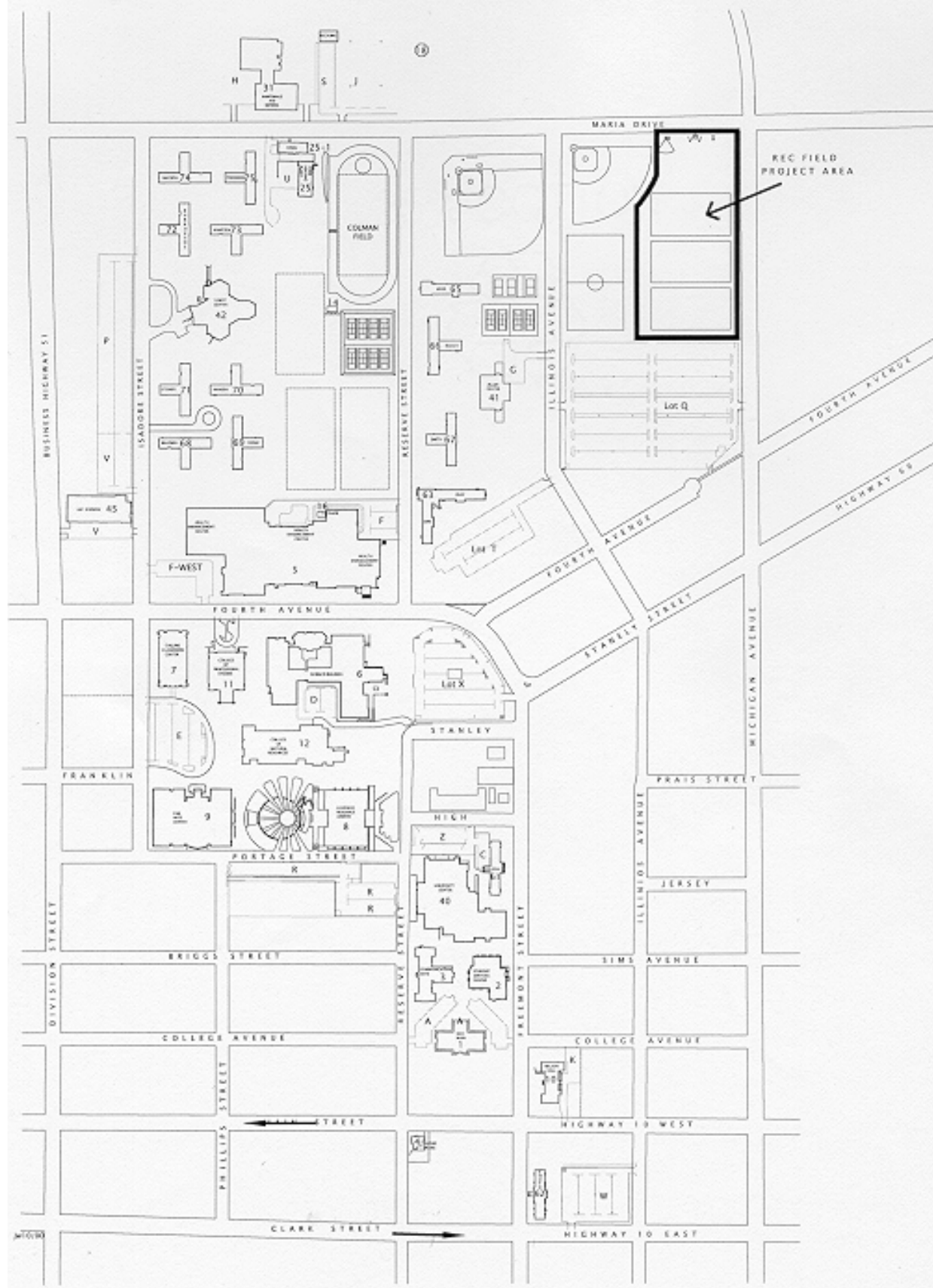
Construction	\$600,000
Contingency (15%)	93,000
A/E Design (10%)	69,000
DFD Management (4%)	<u>28,000</u>
Estimated Total Project Cost	\$790,000

6. Previous Action: None.

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See Map Below

UW-STEVENS POINT



Authority to Enter Into a Land Use
Agreement, UW-Whitewater

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Whitewater Chancellor and the President of the University of Wisconsin System, the officers of the Board of Regents be authorized to enter into a land use agreement with the University of Wisconsin-Whitewater Foundation, Inc., to permit the Foundation to facilitate construction of a Baseball Press Box and Concession Building at the UW-Whitewater baseball field. The estimated cost is \$353,000, Gift Funds.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2001

1. Institution: The University of Wisconsin-Whitewater
2. Request: Requests authority for the officers of the Board of Regents to enter into a land use agreement with the University of Wisconsin-Whitewater Foundation, Inc., to permit the Foundation to facilitate construction of a Baseball Press Box and Concession Building at the UW-Whitewater baseball field. The estimated cost is \$353,000, Gift Funds.
3. Description and Scope of Project: Approval of this request will authorize the UW-Whitewater Foundation, Inc., to facilitate construction of a 3,075 GSF two-story baseball support building at Prucha Field at UW-Whitewater. The facility will include a concession area, press box, conference room, changing rooms for the home and visitor teams and coaches, a small shower room for the home team, storage rooms, and restrooms. Upon completion, the facility will be gifted to the university by the UW-Whitewater Foundation, with planning and construction costs paid by the Foundation. The work will be accomplished under an Agreement for Land Use between the Board of Regents of the University of Wisconsin System and the Foundation.
4. Justification of the Request: Prucha Field was constructed in 1976. Current facilities include the baseball diamond, freestanding wooden bleachers and dugouts for the home and visiting teams. Currently the nearest locker room and restroom facilities are located in the Warhawk Stadium (football facility) over ¼ mile from the baseball facility. There are no concession facilities to support conference games with attendance between 250-500 people and with tournaments approaching 1000.

The existing home team dugout will be demolished and a new one will be constructed in the same location. The existing visiting team dugout and bleachers will remain. The shower and restroom facilities will be fully constructed by this project, but will not be connected until completion of a future GPR funded infrastructure project to extent water and sewer service to the site. The electrical support facilities are currently in place to support this project.

5. Budget:

Construction (Program Revenue)	\$307,000
A/E Fees (8%)	24,500
Contingency (7%)	<u>21,500</u>
Total (Program Revenue - Gifts)	\$353,000

6. Previous Action: None.

Authority to Name the Center of the Arts
Building, the “Greenhill Center of the
Arts,” UW-Whitewater

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Whitewater Chancellor and the President of the University of Wisconsin System, authority be granted to name the Center of the Arts building, the “Greenhill Center of the Arts.”

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2001

1. Institution: University of Wisconsin–Whitewater
2. Request: Requests authority to name the Center of the Arts building, the “Greenhill Center of the Arts.”
3. Summary and Background: This request is in accordance with University of Wisconsin Board of Regents Policy, Resolution #7166, dated March 1996, which requires that every request to name or dedicate an entire building after a person must be considered in a closed session by the Physical Planning and Funding Committee and the full Board of Regents at least one month prior to requesting formal Regent action. If the request involves a living individual who has been formally associated with the University of Wisconsin System, or has held a paid public office, a waiting period of at least five years is required unless a situation is presented where a gift stipulates the naming. The naming of this facility is a stipulation of a gift.

The gift of \$1million will be provided through an irrevocable commitment of a life insurance policy valued at approximately \$500,000 and a \$500,000 estate gift. The insurance policy gift funds will be used for various purposes, including athletics, a Young Auditorium endowment for operations, maintenance and programming; a Greenhill Scholarship fund for the School of the Arts, and a Greenhill Visiting Artist program. The estate gift will be used for scholarships in art, theater and dance and added to the “Friends of Greenhill” scholarship fund which will distribute four-year, \$1,000 per year scholarships starting in fall of 2001 for Excellence in the Arts. Four scholarships will be awarded each year.

The 30-year-old Center of the Arts is the oldest academic building on campus and houses the departments of Art, Music, and Theatre/Dance. In addition to the facility’s art, music and theatre studios, practice rooms and multi-media computer lab, The Center for the Arts features the Light Recital Hall, Barnett Theatre, Hicklin Studio Theatre, and Crossman Art Gallery. The Irvin L. Young Auditorium was constructed as an addition to the facility in 1992.

4. Biographical Information: H. Gaylon Greenhill was born on November 2, 1936 in Wisconsin on a farm in Elk Mound, near Colfax. He was the oldest of four children and farmed with his father at Sand Creek until he went to college. Greenhill attended the Sand Creek Grade School during his first eight years of school; it was there he met Hannah Hoveland, his future wife.

He received his Bachelor of Science degree in Social Science from the Wisconsin State College at River Falls in 1958 and a master’s degree in Political Science from the University of Illinois in 1959. His father was born in Norway and it was he who encouraged Gaylon's interest in pursuing studies in Norway. He received a Fulbright to study at the University of

Oslo in Norway in 1960-61. He returned to the University of Illinois and received his doctorate degree in Political Science in 1962.

Dr. Greenhill has had an illustrious career in higher education. He has made UW-Whitewater a premiere comprehensive university and has contributed significantly to its success. He was an exemplary educator and administrator whose leadership and many contributions will long be remembered on the UW-Whitewater campus as well as in the community, region and state. He participated in the institution's evolution from a state college to a premier comprehensive university.

Dr. Greenhill began his career at UW-Whitewater in 1962 as an assistant professor in the social studies department, where he taught political science. In 1965, he became an associate professor and became one of the "founders" of the political science department. As the first chair of the department, he was an outstanding instructor and a leader in the department as it set the direction it continues to follow today in teaching excellence, commitment to research and significant public service.

After his successful term as chair, he was appointed as dean of summer school and extension services in 1968. He merged evening classes, classes held off campus and summer school into one program, now known as continuing education. He then was appointed as acting dean of the College of Letters and Sciences in 1970. In 1971 he was appointed vice chancellor for academic and student affairs/vice president and dean of faculties. After teaching five years he was appointed acting vice chancellor and dean of faculties in 1980 and became vice chancellor and dean of faculties in 1981. He became the twelfth chancellor of UW-Whitewater in 1991, retiring in 1999.

During that time, his wife Hannah taught first grade in the Whitewater Public Schools for 30 years. Before coming to Whitewater, she taught kindergarten for four years at Wausau and four years in Minnesota.

Hannah and Gaylon were partners in telling the UW-Whitewater story. Despite her heavy teaching duties, Hannah participated in countless university functions on and off campus. She was a gracious and charming hostess and a regular attendee at banquets, concerts, lectures, recitals and athletic events. She was a superb ambassador for UW-Whitewater and an exemplary "First Lady."

Gaylon's significant contributions during his 37-year career have been valuable assets to UW-Whitewater. One of the most notable was the success of the Excellence for the 21st Century capital campaign, which raised more than \$12 million. Many other outstanding accomplishments came to fruition under his leadership, including: the first strategic plan for the university; enhanced diversity and gender equity; construction of the Irvin L. Young Auditorium; and the Kachel Fieldhouse addition to Williams Center; renovation of numerous campus facilities; the partnership with LS Power for a cogeneration project; enhanced international education and Undergraduate Research programs; and implementation of the core curriculum program.

Gaylon had excellent relationships with the city of Whitewater as well as communities and schools throughout the region. In addition, he has served with distinction as a member and leader of many regional, state, UW System and national committees and conferences and has been the recipient of several leadership and service awards.

Since retiring, he has continued his service to the community as a member on various boards, as well as consultant to the university on special projects. Hannah is also involved in various groups within the community. The two have also retained their active interest in UW-Whitewater by attending cultural and athletic events, in addition to many other university functions. Both Hannah and Gaylon have been extremely involved in the arts throughout their lives.

Their impact on the entire university and community is obvious. He was a highly visible man on campus, who was very cooperative with everyone and had the enthusiastic support of faculty, academic staff, classified staff and students. She was just as highly visible in both the community and on campus. They still are active participants in university and community life. Their leadership includes friend-raising as well as fund-raising.

5. Previous Action:

March 8, 2001 Discussed the proposed naming of the Center of the Arts building in closed session.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Friday, April 6, 2001

9:00 a.m.

1820 Van Hise Hall

1220 Linden Drive

Madison, Wisconsin

1. Calling of the roll
2. Approval of the minutes of the March 8 and 9 meeting of the Board
3. Report of the President of the Board
 - a. Resolution of Appreciation: Regent Ruth Marcene James
 - b. Report on the March 28th meeting of the Wisconsin Technical College System Board
 - c. Report on the March 30th meeting of the Educational Communications Board
 - d. Report on the April 4th meeting of the Hospital Authority Board
 - e. Report on legislative matters
 - f. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. Academic Staff Excellence Awards
 - b. Additional items that the President of the System may report or present to the Board
5. Report of the Education Committee
6. Report of the Physical Planning and Funding Committee
7. Report of the Business and Finance Committee
8. Additional resolutions
9. Communications, petitions and memorials
10. Additional or unfinished business
11. Recess into executive session to consider extension of leave of absence beyond the initial two years, UW-Milwaukee, salary for Provost/Vice Chancellor, UW Colleges, and salary for Head Basketball Coach, UW-Madison, as permitted by s.19.85(1)(c), *Wis. Stats.*, and to confer with legal counsel, as permitted by s.19.85(1)(g), *Wis. Stats.**

*The executive session may moved up for consideration during any recess called during the regular meeting agenda. The regular meeting will be reconvened in open session following completion of the executive session.

**Board of Regents of
The University of Wisconsin System**

Meeting Schedule 2001-02

2001

January 4 and 5
(Cancelled, circumstances permitting)

February 8 and 9

March 8 and 9

April 5 and 6

May 10 and 11 (UW-River Falls)

June 7 and 8 (UW-Milwaukee)
(Annual meeting)

July 12 and 13

August 23 and 24
(Cancelled, circumstances permitting)

September 6 and 7

October 4 and 5 (UW-EauClaire)

November 8 and 9

December 6 and 7

2002

January 10 and 11
(Cancelled, circumstances permitting)

February 7 and 8

March 7 and 8

April 4 and 5

May 9 and 10 (UW-Fox Valley and
UW-Fond du Lac)

June 6 and 7 (UW-Milwaukee)
(Annual meeting)

July 11 and 12
(Cancelled, circumstances permitting)

August 22 and 23

September 12 and 13

October 10 and 11 (UW-Whitewater)

November 7 and 8

December 5 and 6

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

President - Jay L. Smith
Vice President - Gerard A. Randall, Jr.

STANDING COMMITTEES

Executive Committee

Jay L. Smith (Chair)
Gerard A. Randall, Jr. (Vice Chair)
JoAnne Brandes
R. Marcene James
Guy A. Gottschalk
Toby E. Marcovich
Frederic E. Mohs

Business and Finance Committee

Toby E. Marcovich (Chair)
Guy A. Gottschalk, (Vice Chair)
Alfred S. DeSimone
Phyllis M. Krutsch
Jonathan B. Barry

Audit Subcommittee

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