



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

September 26, 2001

TO: Each Regent

FROM: Judith A. Temby

A handwritten signature in dark 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 at UW-Eau Claire, Davies Center on lower campus, on October 4 and 5, 2001.

Thursday, October 4, 2001

10:30 a.m. – Board of Regents

Quality: Retention and Campus Climate
(Plan 2008 Report)

Council Fire Room

All Regents Invited

Resources: Accountability for New Initiatives
Council Fire Room

All Regents Invited

12:00 p.m. – Development Luncheon: National Higher Education Resources Strategies

Terry MacTaggart, Chancellor

University of Maine System

Council Fire Room

All Regents Invited

1:30 p.m. – Education Committee

Council Fire Room

1:30 p.m. – Joint Committee meeting

Business and Finance Committee and

Physical Planning and Funding Committee

Arrowhead Room

1:45 p.m. – Business and Finance Committee reconvene

Potawatami Room

Physical Planning and Funding Committee reconvene

Arrowhead Room

Friday, October 5, 2001

8:00 a.m. – Regent/Student Breakfast
Dulany Inn

9:00 a.m. – Board of Regents
Council Fire Room

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.

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**University of Wisconsin System Board of Regents
October 4, 2001
UW-Eau Claire**

**Briefing Paper
*Campus Climate as a Factor in Student Retention***

Introduction

In the past 25 years, the University of Wisconsin System Board of Regents has established policies to increase the retention and graduation rates of multicultural and economically disadvantaged populations. Many of the goals developed in Plan 2008 address student retention both directly and indirectly. Specifically, the third goal states that the UW System should "close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole." Additionally, the document Achieving Excellence: The University of Wisconsin System Accountability Report 2000-01, includes as the second goal "reduce the gap between white students and students of color...(and) reduce the gap in graduation rates between white students and students of color."

As increasingly diverse populations enter UW System colleges and universities, policy-makers and practitioners have had to re-think traditional approaches in the delivery of a quality education to all students. Student experiences in the classroom, residence halls, libraries, laboratories and clubs have become leading indicators of a healthy and stimulating academic environment. In the past 15 years, an explosion of research on student retention has earned the attention of higher education faculty, administration, and policy-makers, and has made significant contributions to our understanding of a satisfactory or unsatisfactory student experience. Current findings indicate that a successful student experience is highly correlated with graduation, and, for the student of color in particular, inextricably linked to the campus climate. Researchers like Vincent Tinto, Patrick Terenzini, Ernest Pascarella, Alberto Cabrera, Alexander Astin, and Sylvia Hurtado have found that higher education policies and practices must be driven by the complex factors that influence student retention. A consistent theme emerging from their work is that *campus climate* plays a pivotal role in the student experience, level of student engagement, and, finally, in retention and graduation.

"Campus climate" may be viewed as an amalgamation of *the collective characteristics of an institution that affect the behavior, academic, and professional performance of individuals and the community* (Wells, 2000). In less formal terms, campus climate is a complex set of factors that determine a student's relationship to the institution in social and academic terms. It plays a crucial role in determining whether the student experience is successful, and whether the student is retained and graduated.

Understanding the Role of Campus Climate

The perception and experiences of campus climate vary significantly by racial and ethnic subgroups. A study of institutional support found that 68% of white students thought their university was generally supportive of students of color, while only 28% of African Americans and Chicanos believed the institution to be supportive (Loo and Rolison, 1986). A multitude of factors contribute to how students perceive climate, including organizational variables, environmental pull, attitudes, institutional fit, institutional commitment, and academic and social integration (Figure 1 further delineates these factors).

Moreover, this complex set of factors can dictate success or failure for the student of color. The institution's student support systems and commitment to diversity are frequently manifested in day-to-day faculty, staff and student interactions. Studies show that majority and students of color differ significantly on the extent to which they feel a part of the campus community. For example, research has demonstrated that African Americans have more negative experiences with the quality of teaching, social relationships with other students, satisfaction with the local community, experiences of discrimination in the classroom, personal discrimination, and high school preparation (Wells, 2000). African American students also report feelings of prejudice, often quite subtle, directed at them by white faculty members. The prejudice takes many forms, including "lower expectations of black students than are warranted, overly positive reactions to work quality, reducing the quality of communications, and reducing the probability that faculty know students well enough to write references" (Hurtado, 1999).

Academic and social integration are two factors that greatly affect the probability that students will be retained. Academic integration occurs with the development of good study

skills and habits, closer relationships with faculty, mentorships, involvement in faculty research, strong counseling/advising, selection of majors, comfort in the classroom, tutoring/academic support, and inclusive teaching styles and curricular content. Social integration results from contact with faculty outside of the classroom, the existence of close friends on campus, resident hall support on campus, participation in residential and other learning communities, peer counseling, and involvement in student clubs and organizations (Keller, 2000). The more students interact, the better the adjustment to campus life (Hurtado, 1999). The presence or absence of systems to support academic and social integration serves to measure the commitment of an institution to success for all students.

The above-cited research has also shown that having diverse peers in the learning environment has additional benefits that extend beyond the socialization of students. Outcomes, such as the ability to engage in more complex thinking, the consideration of multiple perspectives, improvements in intergroup relations and understanding, and the minimization of racial conflict have been directly linked to the academy's goals of teaching and learning.

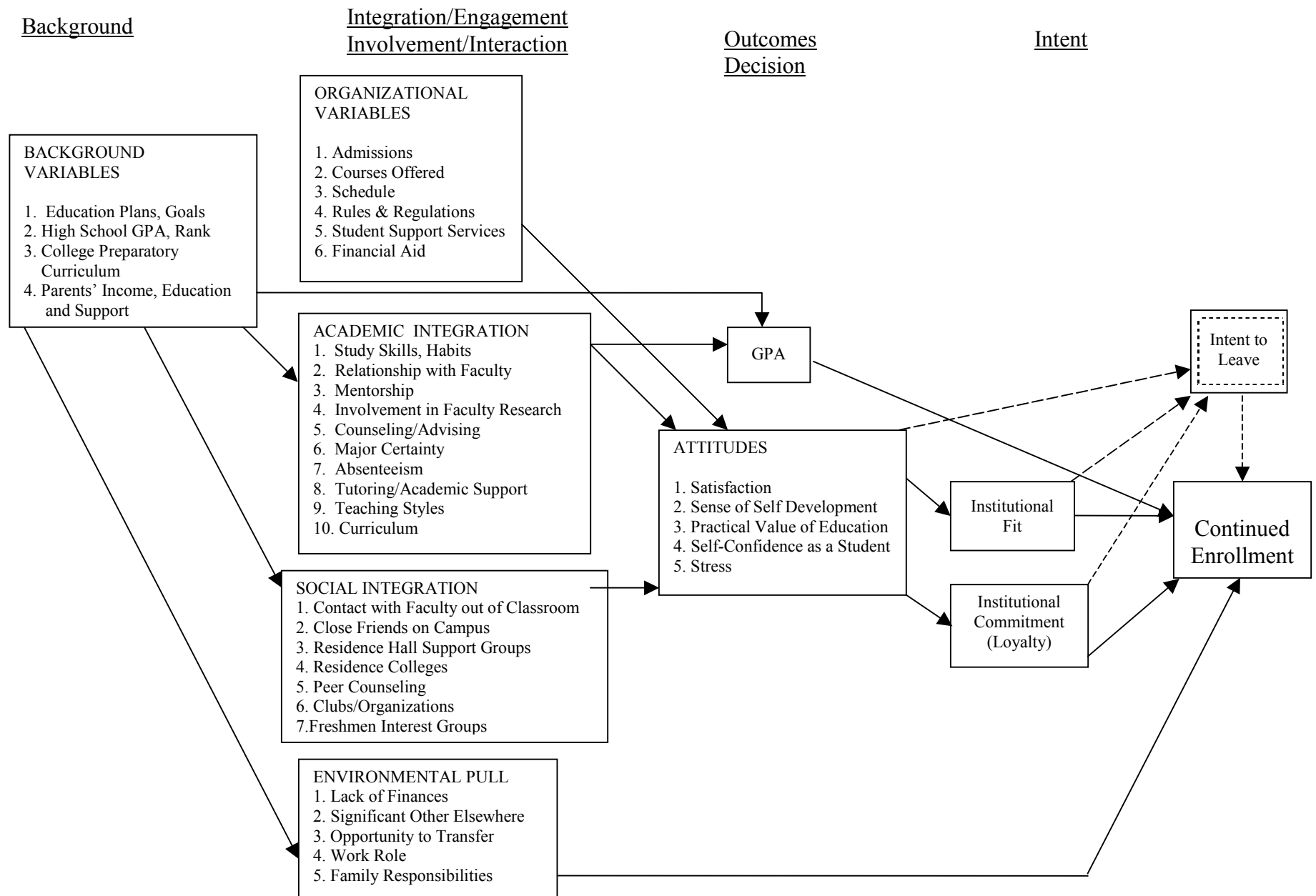
In short, there is a growing set of evidence that repeatedly demonstrates that when a student is actively engaged in the social and academic fabric of the institution, and the institution demonstrates an overt commitment to such engagement, then the student will have a positive experience and will be retained and graduate (Tinto, 1993).

Conclusion

UW System Board of Regent policy reaffirms that the retention of students of color remains a priority for all UW institutions. Existing research guides System policy and programs in determining how best to enact and reinforce that priority. To fulfill the initiatives set forth in Plan 2008 and the “Achieving Excellence” report, campus leadership can take decisive steps in creating a hospitable campus climate for all students. Campus-wide programs, services, faculty interaction and mentorship, and sensitivity to teaching styles, can lead to a more welcoming environment for students in every corner of the campus.

Indeed, what's good for students of color is good for all students. A supportive academic community will have a formal structure of academic and social support systems that reflect the underlying values of the institution. Those values rest in the fundamental mission of the institution to educate all members of the higher education community. Support systems which promote interaction between faculty and students, counseling and advising, the adoption of a plurality of teaching styles, contact with faculty outside of the classroom, and the existence of a critical mass of diverse students to facilitate social interactions, are driven by the larger mission of educating all members of the higher education community and contributing to a positive student experience for students of color.

Figure 1



Works Cited and other References

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- Bean, J. P., Bradley, R. K. (July/August 1986). "Untangling the satisfaction-performance relationship for college students." *Journal of Higher Education*, 57, 393-412.
- Hurtado, Sylvia. (1999). "Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education." *ASHE/ERIC Higher Education Report*, Vol. 26, No.8.
- Jonathan Keller. (2000). Office of Policy Analysis and Research, Summation and adaptation of:
Astin, A. (1985, July/August). "Involvement: The cornerstone of excellence." *Change*. 35-39.
- Loo C.M. and G. Rolison. (1986). "Alienation of Ethnic Minority Students in a Predominately White College." *Journal of Higher Education*, Vol. 57, p. 558-77.
- Tinto, Vincent. (1993). *Leaving College: Rethinking the Causes and Cures for Student Attrition*. Second Edition. Chicago: University of Chicago Press.
- Wells, Richard H. (July 2000). *Study of Racial and National Origin Climate at Indiana State University: A Collection of Pertinent Memoranda and Reports, 1995-1998*, Indiana State University.

PLAN 2008: EDUCATIONAL QUALITY THROUGH RACIAL AND ETHNIC DIVERSITY REPORT

Executive Summary

BACKGROUND

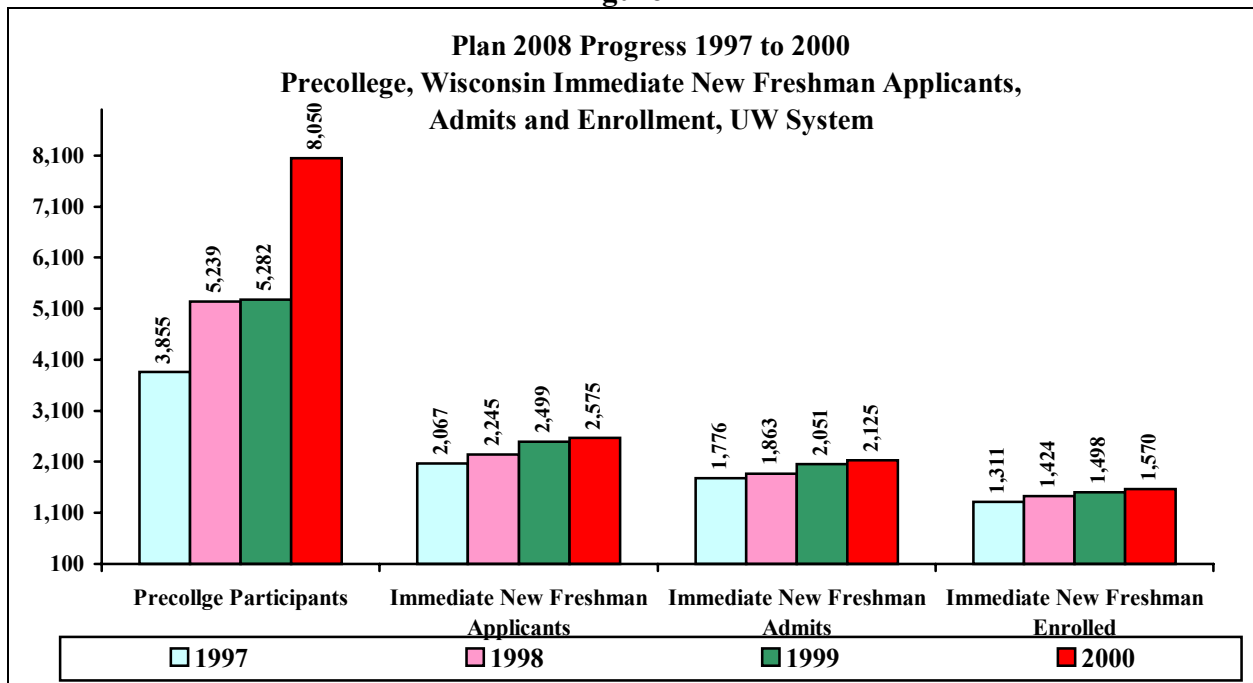
The UW System's *Plan 2008: Educational Quality Through Racial and Ethnic Diversity* calls for a biennial progress report in Fall 2001. This report responds to the Board of Regents request for information on the progress of *Plan 2008*. Between June 1998 and May 1999, each UW institution developed its own Institutional Plan to implement the seven strategic goals of UW System's *Plan 2008*. The data presented in this report pertain to the years 1997, the benchmark for *Design for Diversity*; 1998, the year UW System's *Plan 2008* was adopted, through 2000, two years after the implementation of *Plan 2008*. Therefore, this report reflects the impact of *Design for Diversity*, as well as early *Plan 2008* efforts.

DISCUSSION ITEMS

Overall, the news is very good. Indicators are up in nearly all areas; student precollege participation, admissions, new freshman and undergraduate enrollment, and faculty and staff recruitment. Graduation rates and enrollment at the post-baccalaureate level (Masters, Ph.D and professional) need improvement.

Precollege participation continues to grow. Between 1996-97 and 1999-00, the number of precollege students attending UW System precollege programs increased 109% from 3,855 to 8,050, surpassing the *Plan 2008* goal in two years rather than ten years. (Figure 1)

Figure 1



During the biennium, 1999-01, UW System raised \$3.2 million in state and private dollars for precollege activities; \$732,600 in state (Fund 402) dollars for precollege programs have been matched by \$2.5 million in private support (\$1.5 million from Ameritech: "UW System/ Ameritech Minority Precollege Initiative" and \$1 million from the U.S. Department of Education, Learning Anywhere Anytime Partnerships (LAAP): "Reach Out" program).

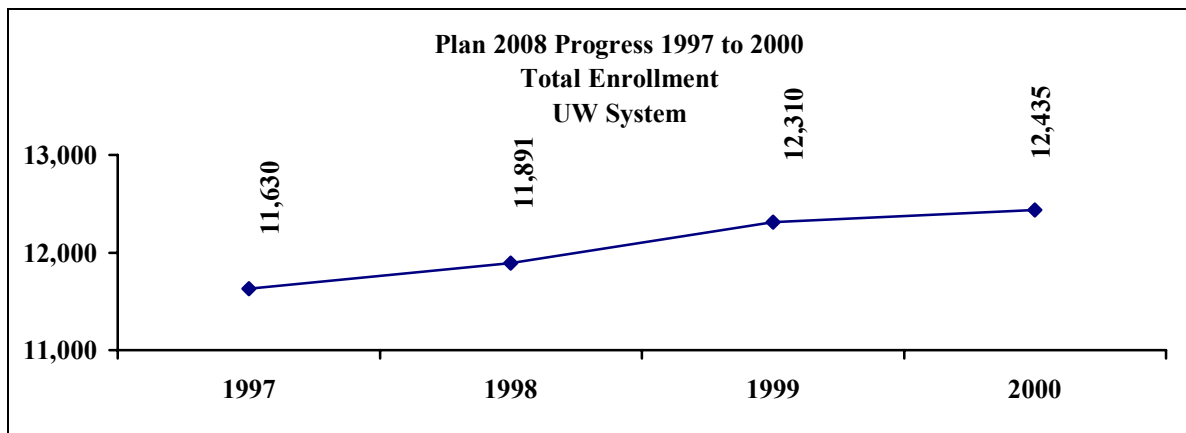
Between Fall 1997 and Fall 2000, Wisconsin immediate new freshmen applicants of color to the UW System increased 25% from 2,067 to 2,575. A slight gender gap was evident. The number of women of color applicants increased 26% while men of color applicants increased 23%.

Wisconsin immediate new freshmen admits of color to the UW System increased 20% to 2,125. The gender gap continues to appear in admissions. Women of color admits increased 21% while men of color admits increased 17%. The gender disparity in applicants and admits of color suggests more targeted recruitment and services for men of color are needed.

The gender gap is reversed when yield rates are examined. In Fall 2000, the yield rate for women admits of color was 71% while the yield rate for men of color was 77%. However, overall, Wisconsin admits of color enroll at lower rates than whites. In Fall 2000, 74% of admits of color enrolled; 79% of white admits enrolled.

Between Fall 1997 and Fall 2000, the total enrollment of students of color (undergraduates and graduates) increased 6.9% from 11,630 to 12,435 or 7.9 % of total enrollment. Over the same period, white student enrollment increased 4%. The largest increase occurred at the undergraduate level; enrollment rose 9% from 9,757 to 10,614. (Figure 2).

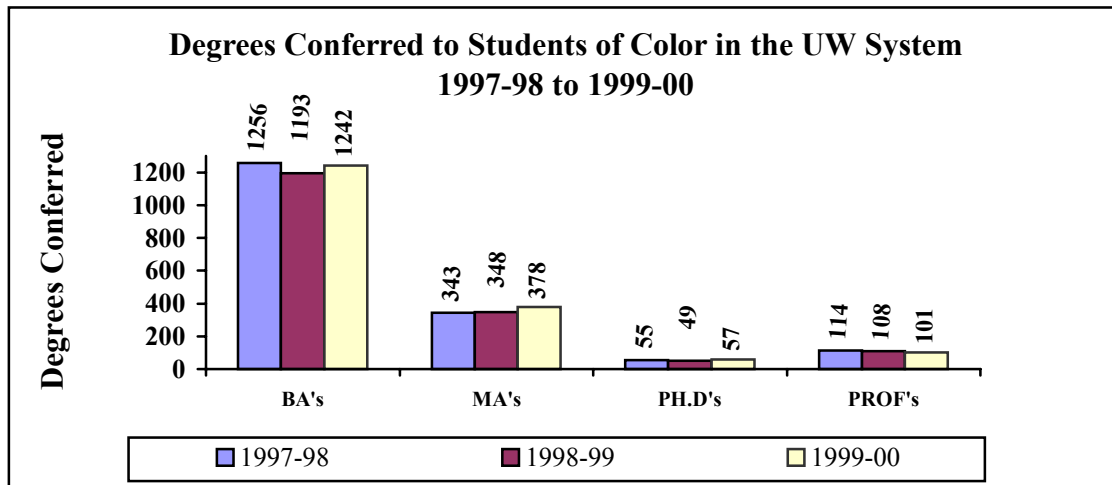
Figure 2



During this same period, the number of Wisconsin immediate new freshmen of color has increased 20% from 1,311 to 1,570. Service rates, the proportion of Wisconsin high school graduates who enroll somewhere in the UW System, have remained stable at 23% for high school students of color and relatively unchanged at 33% for white high school students. Wider disparities exist among specific race/ethnic groups.

Six-year graduation rates for students of color remain below the average for white students. For the 1994 cohort, 40% of students of color graduated within six years, compared to 61% of white students. The number of degrees conferred to students of color between 1997-98 and 1999-00 increased 0.9% from 1,797 to 1,813. (Figure 3 excludes Associate Degrees)

Figure 3



- *Figure 3 excludes Associate Degrees.*

Grants remain a vital component of financial aid packages for students of color. Reflecting a higher financial need, 43% to 62% (depending on specific race/ethnicity) of aid dollars for students of color are grants; 25% of aid dollars for white students are grants.

Progress appears in increasing diversity of faculty, academic staff, and classified staff. Between 1997-98 and 2000-01, faculty and staff of color increased 17% from 2,090 to 2,453 and now comprise 9% of total faculty and staff. Faculty of color grew from 622 to 718, or from 9.9% to 11.6% of all faculty. Academic staff of color fell slightly from 9.1% to 9.0%. However, actual numbers increased from 909 to 1,020. Classified staff increased from 5.9% to 7.3%, 559 to 715. Unclassified administrators of color (i.e., Chancellors, Vice Chancellors, Deans and Directors) comprise 7.9% (91) of all administrators.

REQUESTED ACTION

Information item only. No action requested at this time.

RELATED REGENT POLICIES

University of Wisconsin Board of Regents, *Design for Diversity*, 1988.

University of Wisconsin Board of Regents, *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*, May 1998.

University of Wisconsin Board of Regents, *Institutional Plans 2008*, June 1999.

University of Wisconsin Board of Regents, *Plan 2008 Interim Report*, March 2001.

Plan 2008: Educational Quality Through Racial and Ethnic Diversity

Report Summary

GOAL 1: INCREASE THE NUMBER OF WISCONSIN HIGH SCHOOL GRADUATES OF COLOR WHO APPLY, ARE ACCEPTED, AND ENROLL AT UW SYSTEM INSTITUTIONS.		
Indicators/Initiative	Status: 1997 - 2000	Page number
Precollege	All UW institutions are offering precollege programs. The number of precollege students attending a UW System precollege program increased 109% to 8,050.	2
Wisconsin ACT Test Takers	The number of students of color taking the ACT exam increased 22%, from 2,849 to 3,470.	4
UW System Service Rates	The number of high school graduates of color who enrolled increased 20% from 1,311 to 1,570. However the service rate has remained relatively unchanged at 23%. In comparison, the service rate for white students has remained relatively unchanged from 32.4% to 33.1%. Service rates vary considerably among race/ethnic groups.	5
Applicants	Wisconsin immediate new freshmen of color applicants increased 25% to 2,575.	6
Admits	Number of Wisconsin immediate new freshmen of color admits increased 20% to 2,125. Except for Hispanic/Latinos, a greater percentage of women than men are admitted for every race/ethnic group.	6
Admission Rates	Admission rates of Wisconsin immediate new freshmen of color remained stable . Immediate new freshmen of color are admitted at slightly lower rates than white students, although both groups have admission rates above 90%.	7
Total Enrollment	Total enrollment of students of color increased by 6.9% to 12,435.	8
Yield Rates	Yield rates of Wisconsin immediate new freshmen of color have remained relatively unchanged at 74% . Once admitted, students of color enroll at lower rates than white students.	11
Goal II: ENCOURAGE PARTNERSHIPS THAT BUILD THE EDUCATIONAL PIPELINE BY REACHING CHILDREN AND THEIR PARENTS AT AN EARLIER AGE.		
Partnerships	A total of 50 new partnerships have formed between UW institutions and community, business, community-based organizations, and public schools.	Sec. II & Sec. III
Goal III: CLOSE THE GAP IN EDUCATIONAL ACHIEVEMENT, BY BRINGING RETENTION AND GRADUATE RATES FOR STUDENTS OF COLOR IN LINE WITH THOSE OF THE STUDENT BODY AS A WHOLE.		
Graduation Rates	Forty percent of new freshmen of color graduated within six years compared to 61% of white new freshmen for the same period.	12, Sec. II & Sec. III
Degrees Conferred	Total number of degrees conferred to students of color increased 0.9% from 1,797 to 1,813.	15
Goal IV: INCREASE THE AMOUNT OF FINANCIAL AID AVAILABLE TO NEEDY STUDENTS AND REDUCE THEIR RELIANCE ON LOANS.		
Financial Aid	Among students of color, depending on race/ethnicity groups who received financial aid, grants make up 43% to 62% of aid dollars. Institutions have made significant achievements in raising external funds for multicultural and disadvantaged students.	17, Sec. II & Sec. III
Goal V: INCREASE THE NUMBER OF FACULTY, ACADEMIC STAFF, CLASSIFIED STAFF AND ADMINISTRATORS OF COLOR, SO THAT THEY ARE REPRESENTED IN THE UW SYSTEM WORKFORCE IN PROPORTION TO THEIR CURRENT AVAILABILITY IN RELEVANT JOB POOLS. IN ADDITION, WORK TO INCREASE THEIR FUTURE AVAILABILITY AS POTENTIAL EMPLOYEES.		
Faculty, Academic Staff and Classified Staff.	The total number of staff of color increased 17% to 2,453. Staff includes faculty, academic staff and classified staff. As a percent of total, faculty of color increased from 9.9% to 11.6% of all faculty or 622 to 718.	18, Sec. II & Sec. III
Administrators of Color	Administrators of color with limited term appointments (i.e., Chancellors, Vice Chancellors, Deans, and Directors) increased to 102 or 8.1% of all limited term appointments.	

Goal VI: FOSTER INSTITUTIONAL ENVIRONMENTS AND COURSE DEVELOPMENT THAT ENHANCE LEARNING AND A RESPECT FOR RACIAL AND ETHNIC DIVERSITY.		
Teaching/Learning	All institutions have implemented initiatives under this goal and UW System units have created funding opportunities.	Sec. II & Sec. III
Goal VII: IMPROVE ACCOUNTABILITY OF THE UW SYSTEM AND ITS INSTITUTIONS.		
Accountability Methods	All institutions have addressed this goal. For example, merit review, department progress review, and a new level of chancellor accountability and oversight exists at all campuses.	Sec. II & Sec. III

***PLAN 2008: EDUCATIONAL QUALITY THROUGH
RACIAL AND ETHNIC DIVERSITY***

BIENNIAL REPORT

FALL, 2001



University of Wisconsin System
Office of Multicultural Affairs
780 Regent Street
Madison, WI 53715

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Introduction

The UW System's *Plan 2008: Educational Quality Through Racial and Ethnic Diversity* calls for a biennial progress report in fall 2001.

In addition to this report, prepared by the UW System Office of Multicultural Affairs, UW System institutions are also held accountable for their diversity efforts in the Annual Accountability Report and the Multicultural/Disadvantaged Student Annual Report. It is important to note the initial impact of *Plan 2008* will not be fully evident until 2005 and beyond, particularly in the areas of student retention and graduation. The data presented in this report pertain to the years 1997, the benchmark for *Design for Diversity*; 1998, the year the UW System *Plan 2008* was adopted, through 2000, two years after the implementation of *Plan 2008*. Therefore, this report reflects the impact of *Design for Diversity*, as well as early *Plan 2008* efforts.

Background

In May 1998, the UW System Board of Regents adopted the UW System *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*. Between June 1998 and May 1999, each UW System institution developed its institutional plan to implement the seven strategic goals of the UW System *Plan 2008*. In June 1999, the UW System Board of Regents adopted the institutional plans 2008. Since June 1999, all UW System institutions have been engaged in implementing their institutional plans 2008.

Plan 2008 is the successor to *Design for Diversity*; it builds upon the experience gained in the past decade and offers a vision of a better, more diverse UW System for the decade ahead. Despite the success enjoyed during the ten-year life span of *Design for Diversity*, projections on the changing demographics in Wisconsin indicate that by 2025, people of color will increase from 9.9% to 16.9% of Wisconsin's population. The number of people of color of traditional college age, 18-24, will increase from 12.9% to 21.7% and the largest growth will occur among school age children of color, ages 5-17, with an increase from 14.6% to 24.4%.¹

Plan 2008: Educational Quality Through Racial and Ethnic Diversity was developed collaboratively from the bottom up, through 110 different listening sessions held statewide with students, faculty, staff, community members, regents, legislators, Department of Public Instruction (DPI) representatives and others. The philosophical foundations of *Plan 2008* are:

- ◆ educational excellence;
- ◆ opportunity and democracy;
- ◆ student expectations and needs; and
- ◆ institutional accountability.

The four pillars of the foundation mean the objectives of *Plan 2008* will be met without compromising standards while ensuring opportunity to all state student populations and fulfilling the needs and expectations of our student body. Accountability measures are listed in the plan at both the institutional and System levels.

¹ Source: U.S. Census Bureau Population projections, 1995.

SECTION I

Race/Ethnicity in the UW System

This section presents data on precollege participation; UW System statistics on students, faculty, and staff; and financial aid.

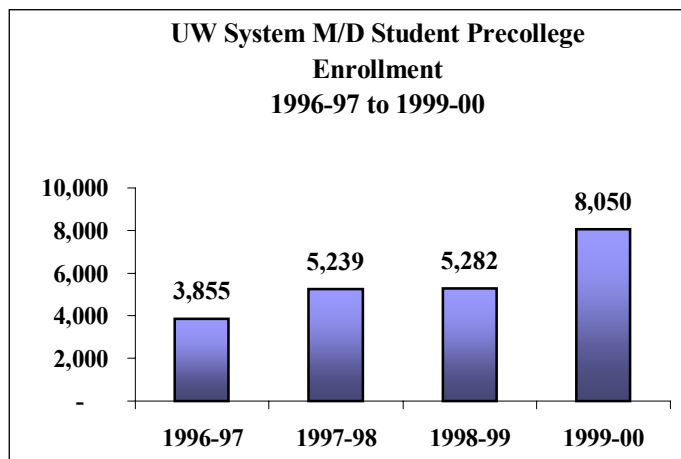
Precollege Participation

Effective precollege programs expand the pool of high school graduates who apply to UW institutions. Participation in precollege programs increases the probability of students of color graduating from high school and being competitively prepared for college.

UW System institutions and the Multicultural Center for Educational Excellence (MCEE), (formerly the Multicultural Information Center (MIC)), work vigorously to provide youth of color with the necessary prerequisites, information and academic skills for higher education. In 1999-01, UW System institutions budgeted an additional \$732,600¹ for precollege activities and raised another \$2.5 million in corporate and federal support for these efforts. The campuses fund precollege programs through GPR, federal and private dollars. In 1999-00, DPI awarded scholarships to 2,900 students who attended UW System precollege programs statewide.²

Figure 1 displays the total number of students that have participated in multicultural and disadvantaged (M/D) precollege programs during a four-year period between 1996 and 2000.³ Since 1996-97, participation in UW System multicultural and disadvantaged precollege programs has increased 109% from 3,855 to 8,050. The goal of *Plan 2008* was to reach 7,200 K-12 students in ten-years. We have met that goal in *two years* rather than ten years. However, this increase in the number of students of color served by precollege programs still represents only 10.5% of the students of color in grades 6-12 in Wisconsin.⁴

Figure 1



¹1999 Multicultural/Disadvantaged Annual Report.

² DPI funded precollege students may receive up to three scholarships per year.

³ Students of color comprise 66% and white students 34% of precollege program participants.

⁴ 163,072 students of color enrolled in public schools in the state of Wisconsin in 1999-00 according to the Wisconsin Department of Public Instruction.

The Multicultural Center for Educational Excellence

The Multicultural Center for Educational Excellence (MCEE) serves as a precollege informational resource and referral center and works in collaboration with the UW System institutions and the Wisconsin Department of Public Instruction to increase precollege participation. MCEE maintains a statewide database of precollege participants. Thirty-nine MCEE outreach consultants conduct workshops for students, parents, and school personnel throughout the state. MCEE serves approximately 1,800 students, their parents and caregivers per year.⁵ Recently MCEE received \$300,000 from Ameritech over four years for developing web-based applications for their outreach programs. This on-line initiative, known as Linking Youth For Excellence (LYFE), will significantly expand the number of contacts throughout the state.

Migrant Community Precollege Programs (Reach Out-U.S. Department of Education Grant)

A new \$1 million grant was given to the UW System Office of Multicultural Affairs from the U.S. Department of Education, Learning Anytime Anywhere Partnership (LAAP). This initiative will expand the number of precollege opportunities for Wisconsin's migrant youth, their parents and caregivers. Five UW institutions (UW-Stevens Point, UW-Oshkosh, UW-La Crosse, UW Colleges and UW-Extension), United Migrant Opportunity Services, the Wisconsin Food Growers Association, the Wisconsin Department of Public Instruction and the Texas Department of Education are partners in the program.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

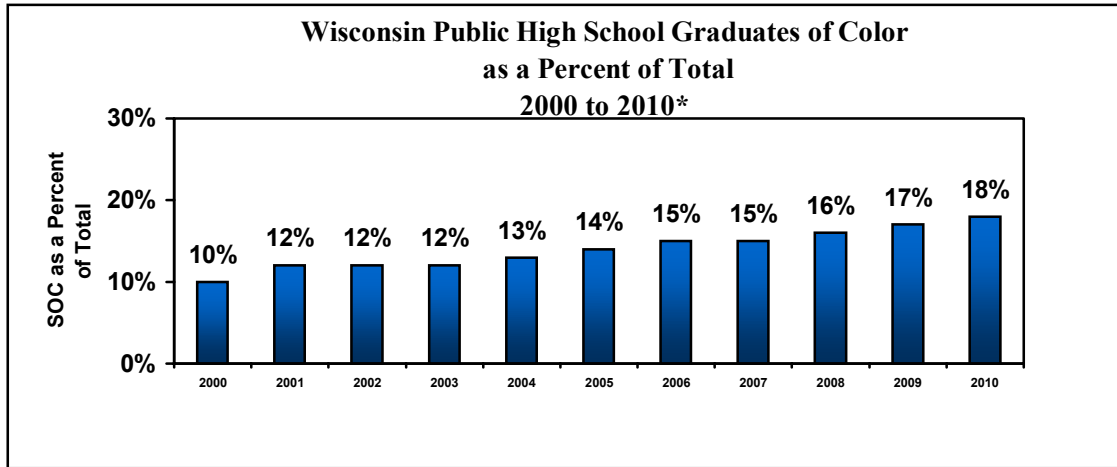
UW-Milwaukee and UW-Eau Claire received in total \$6.9 million (UW-Milwaukee received \$5.5 million over five years and UW-Eau Claire received \$1.4 million for five years). The grants target low-income middle school students to help them prepare for college.

High School Graduate Projections by Race/Ethnicity

As the number of people of color in Wisconsin grows, this is reflected in higher numbers of projected high school graduates of color. Between 1999 and 2010, public high school graduates of color are expected to increase from 10% (5,897) to 18% (10,421) of the total public high school graduate population; representing a 77% increase (Figure 2). White public high school graduates are expected to decrease 8% during the same time period.

⁵ Additional information may be found in the *Multicultural Information Center Annual Report: An Overview of Progress*, July 1, 1999 - June 30, 2000.

Figure 2



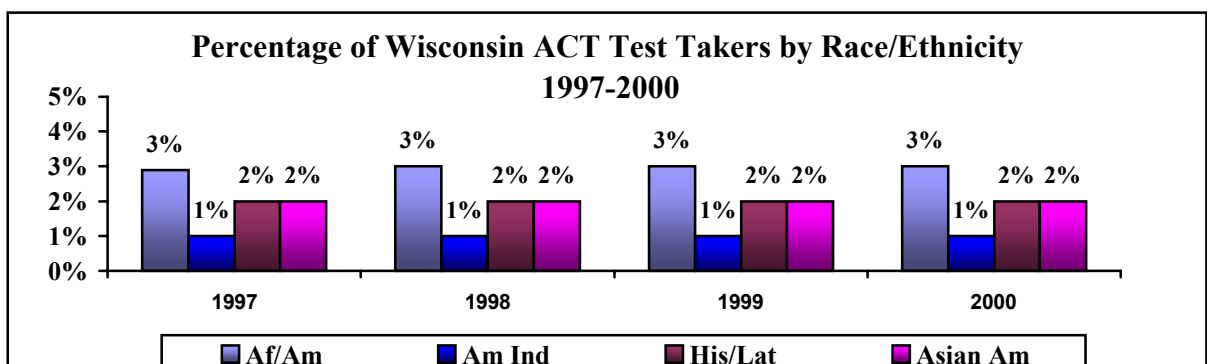
*2001-2010 data are projected. Source: *Western Interstate Commission for Higher Education, 1998.*

Wisconsin ACT Test Takers

For the three-year period from 1997 through 2000, the number of Wisconsin high school graduates taking the ACT test increased from 39,266 to 43,494. The percentage of students of color taking the ACT has remained unchanged (Figure 3). However, the number has increased 22% from 2,849 to 3,470. The percentage of Wisconsin ACT test takers who are students of color is 10%⁶, the same as their percentage of all public school graduates.

Between Fall 1997 and 2000, the number of African American high school graduates who took the ACT test increased from 1,142 to 1,257; American Indian high school graduates taking the test decreased from 260 to 248; Hispanic/Latino high school graduates taking the test increased from 679 to 821; and Asian high school graduates taking the test increased from 768 to 1,144 (data not shown).

Figure 3



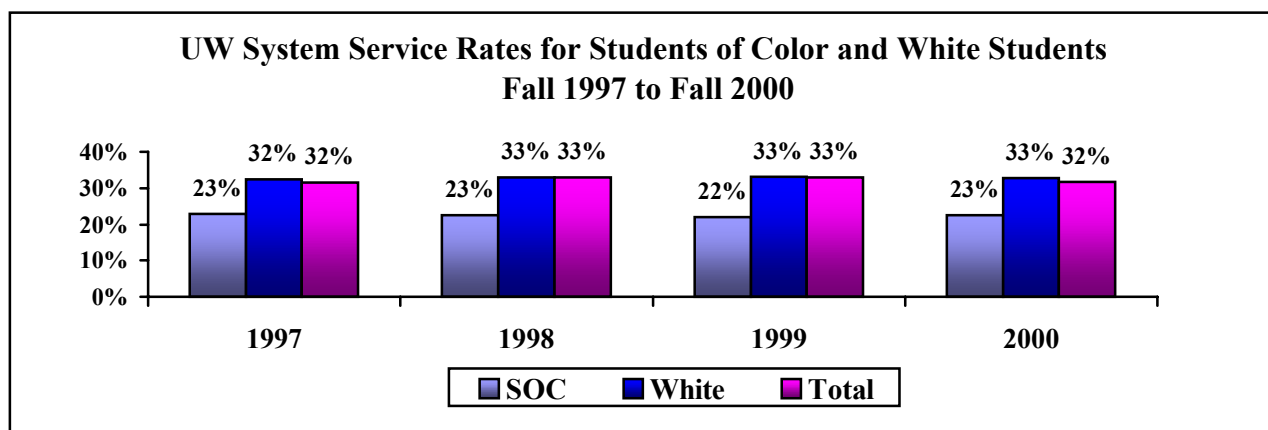
Source: *ACT Assessment, Summary Report Wisconsin.*

⁶ Includes students who identify themselves as multiracial.

UW System Service Rates by Race/Ethnicity

Between 1997 and 2000, the total number of high school graduates of color from Wisconsin public and private high schools enrolling at UW System institutions has increased from 1,311 to 1,570. However, the service rate for students of color has remained relatively unchanged at 22%. In comparison, the service rate for white students has increased from 32.4% (16,267 of 50,187) to 33.1% (17,346 of 52,415). The service rate for all students has remained stable at 33% (Figure 4).

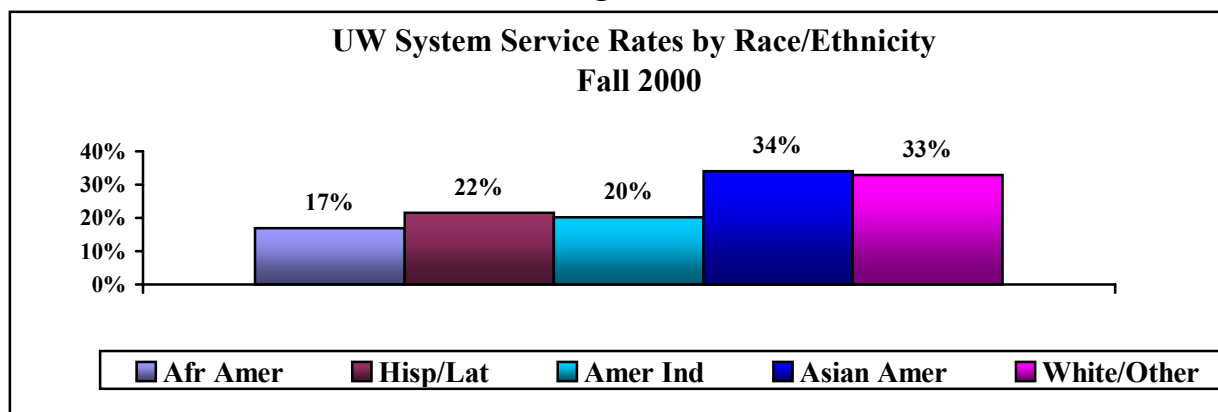
Figure 4



Source: Occasional Research Brief (ORB), Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000. Note: Service rates are the proportion of Wisconsin high school graduates who enroll the following fall. Service rates for students of color and white students are based on public high school graduates only.

Service rates vary considerably by race/ethnic groups (Figure 5). In Fall 2000, 17% (436) of Wisconsin immediate African American high school graduates enrolled in the UW System; 22% (312) of Hispanics/Latinos, 20% (107) of American Indians, 34% (518) of Asian Americans and 33% (17,222) of white high school graduates enrolled immediately in the UW System.

Figure 5



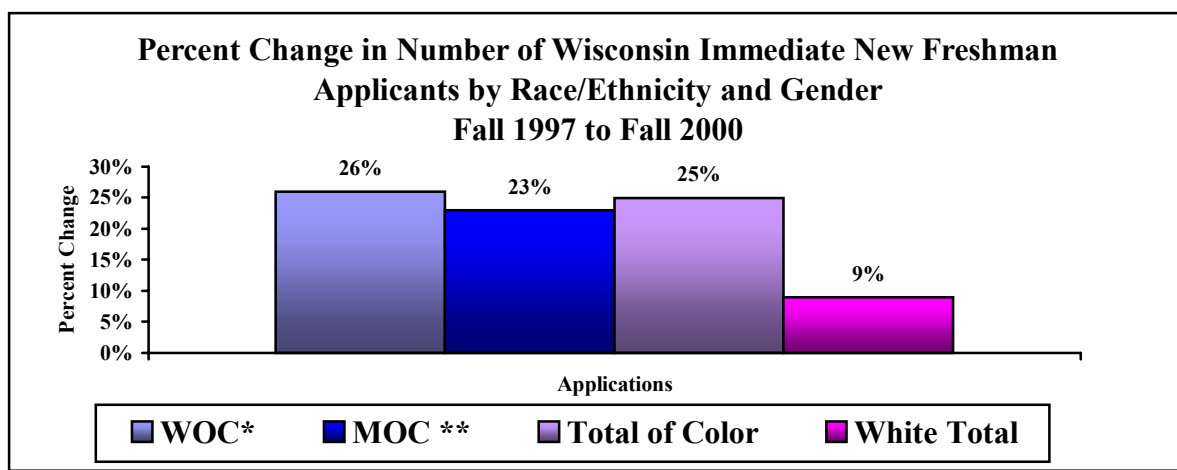
UW System Applicants, Admits and Enrollment Statistics

Applicants

One of the goals of *Plan 2008* is to increase the number of Wisconsin high school graduates of color who apply to UW System institutions. Between Fall 1997 and 2000, the number of Wisconsin immediate new freshmen of color applicants increased 25%, from 2,067 to 2,575. White student applicants increased 9% from 24,154 to 26,212 (Figure 6). Applicants increased for all groups, including a 10% increase for African American students from 861 to 944, a 31% increase for Hispanic/Latino students from 452 to 590, a 19% increase for American Indian students from 158 to 188, and a 43% increase for Asian American students from 596 to 853 (See Appendix, Table 1).

Data also indicate a gender gap between men and women applicants for every race/ethnic student group. Women of color (WOC) applicants increased 26% from 1,166 to 1,468, while men of color (MOC) applicants increased 23% from 901 to 1,107 (Figure 6). Within some subgroups, the rate of increase for women is more than ten-fold that of men (e.g., American Indians). For example, between 1997 and 2000, applications from American Indian women applicants increased from 81 to 114; a 41% increase compared to American Indian male applicants who fell 4%, from 77 to 74 during the same period (See Appendix, Table 1). Currently, the reasons for gender differences in applicant rates are not fully understood and need to be studied further. Also, because base numbers for some groups are so small, percentage changes may be misleading.

Figure 6



*WOC = Women of Color.

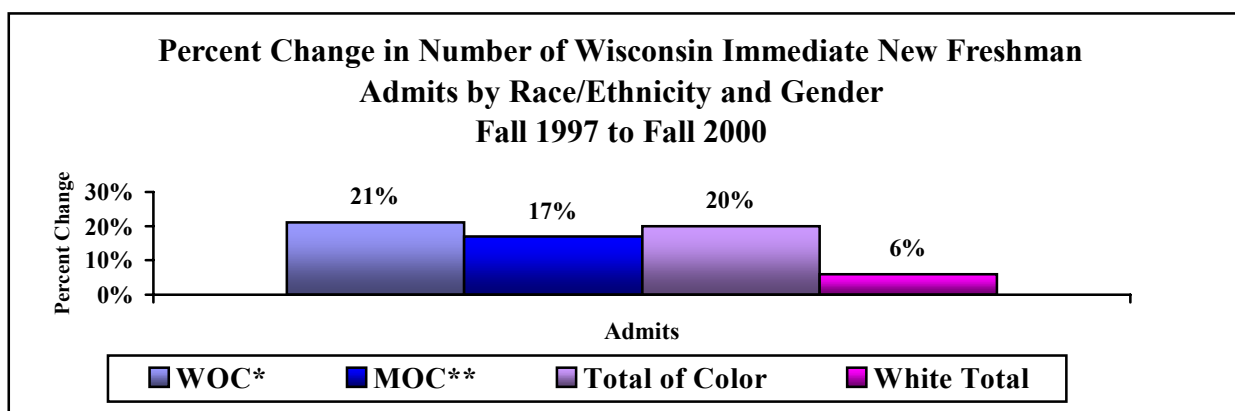
** MOC = Men of Color.

Source: ORB, *Access to the UW System for Wisconsin High School Graduates*, Vol. 00, No. 2, October 2000 (updated).

Admits

Between Fall 1997 and Fall 2000, Wisconsin immediate new freshmen of color admits increased 20%, from 1,776 to 2,125 (Figure 7). Women of color admits increased 21%; men of color admits increased 17%. African American admits increased 6%, from 677 to 716; Hispanic/Latinos, 19%, from 414 to 494; American Indians, 10%, from 142 to 156; and Asian American 40%, from 543 to 759 (See Appendix, Table 2).

Figure 7



*WOC - Women of Color.

**MOC - Men of Color.

Source: ORB, *Access to the UW System for Wisconsin High School Graduates*, Vol. 00, No. 2, October 2000

Breakouts by gender show a greater percentage increase in women admits than men for every race/ethnic group, except for Hispanic/Latinos. Women of color admits increased 21%, while men of color admits increased 17% (Figure 7). Hispanic/Latino female admits increased 17%, from 236 to 275 during the same time period while Hispanic/Latino male admits increased 23%, from 178 to 219 during the same period. Differences by gender are especially notable for American Indians, where women had a 37% increase from 71 to 97, while men decreased 17% from 71 to 59. African American women admits increased 8%, from 427 to 463, while African American men admits increased 1%, from 250 to 253. This gender gap is also present among Asian students where Asian women admits increased 42%, from 269 to 382, and Asian men increased 38%, from 274 to 377 (See Appendix, Table 2). Again, small absolute base numbers can create misleadingly large percentage changes.

Admission and Yield Rates by Race/Ethnicity and Gender

Admission Rates

Wisconsin immediate new freshmen of color are admitted at lower rates than white students, although both groups have admission rates above 90% (Table 1).

Table 1

Admission Rates of Wisconsin Immediate New Freshman by Race/Ethnicity* Fall 1997 to Fall 2000		
Fall	Students of Color	White Students
1997	93.3%	95.2%
1998	90.8%	94.6%
1999	91.4%	94.5%
2000	92.2%	94.0%

*Admission rates are the proportion of applicants with complete applications who were admitted.

Source: ORB, *Access to the UW System for Wisconsin High School Graduates*, Vol. 00, No. 2, October 2000

Between 1997 and 2000, admission rates for Wisconsin immediate new freshmen applicants of color varied by gender. In Fall 2000, 93% of women of color applicants were admitted; 91% of men of color applicants were admitted. During this same time period, admission rates for white women remained stable at approximately 95% and for white men, approximately 93% (Figures 8 & 9).

Figure 8

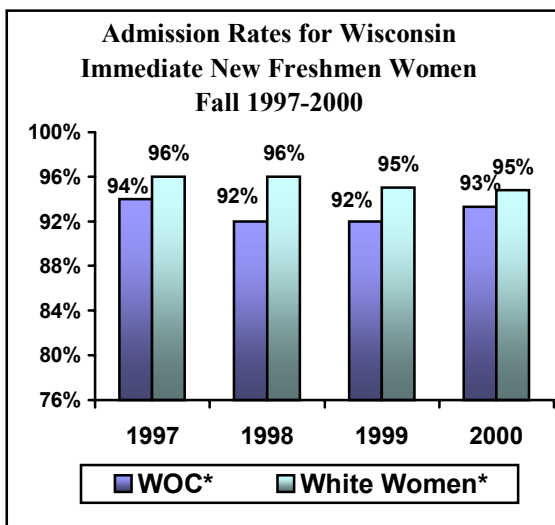
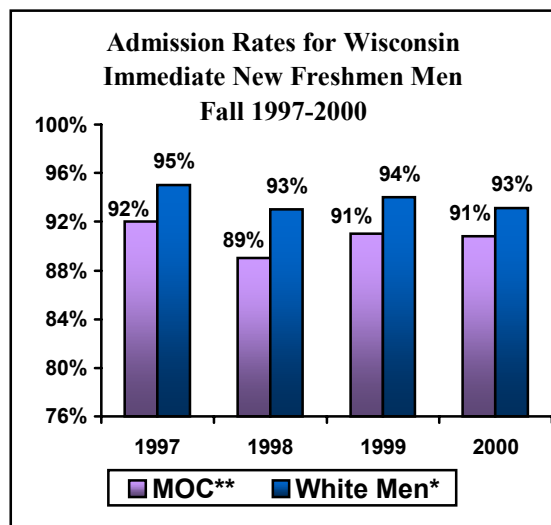


Figure 9



*WOC - Women of Color.

**MOC - Men of Color.

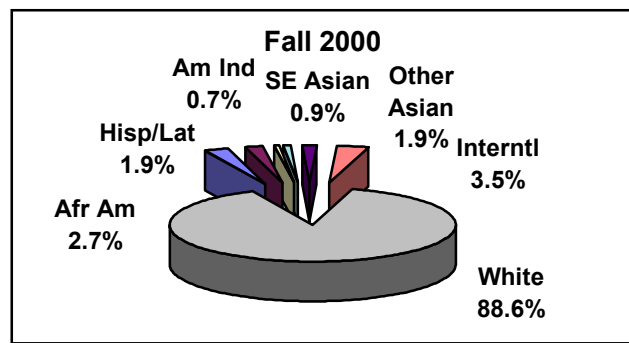
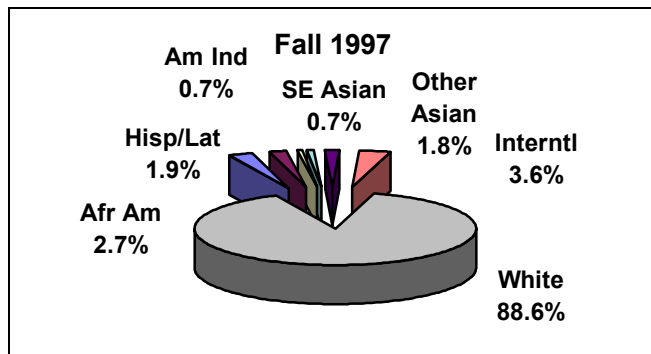
Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000.

Total Enrollment by Race/Ethnicity

Between Fall 1997 and Fall 2000, the total number of students of color increased 6.9% from 11,630 to 12,435, or 7.9% of total enrollment. By comparison, the total number of white students increased by 4%, from 133,482 to 139,055. Students of color in the UW System as a percent of total have remained relatively unchanged (Figure 10).

Figure 10

UW System Total Enrollment By Race/Ethnicity, Fall 1997 and Fall 2000



Source: UW System Office of Policy Analysis and Research.

Total Enrollment by Level and Race/Ethnicity

Between Fall 1997 and Fall 2000, student of color enrollment at Masters, Ph.D and professional levels declined while Ph.D of color enrollment increased marginally (Table 2). Variations in declines and increases occurred within specific race/ethnic groups. African American student enrollment declined by 4.1% (390 to 374) at the Masters level and by 28.3% (113 to 81) at the professional level. Enrollment of American Indian students decreased 37.9%, from 29 to 18 at the Doctoral level and 9.5% from 41 to 33 at the professional level. Hispanic professional student enrollment decreased 17.3% (104 to 86). Enrollment of non-targeted Asian Americans decreased 19.2% (229 to 185) at the Masters level and 8.8% percent (160 to 146) at the Doctoral level. Increases occurred among Southeast Asian Ph.D students enrollment--up 143.8% (16 to 39) and among Southeast Asian professional students--up 200% (4 to 12).

Despite the overall declines at the Master and professional student levels, undergraduate student of color enrollment increased 9% (9,757 to 10,614). African American undergraduates increased 8% (3,369 to 3,638), American Indians increased 4.5% (864 to 903), Hispanic/Latino enrollment increased 9.4% (2,346 to 2,566), and Southeast Asians increased 32.9% (1,011 to 1,344). (For details on institutional enrollments, see Appendix Table 20).

Table 2

**UW System Total Enrollment by Level and Race/Ethnicity
Fall 1997 and Fall 2000**

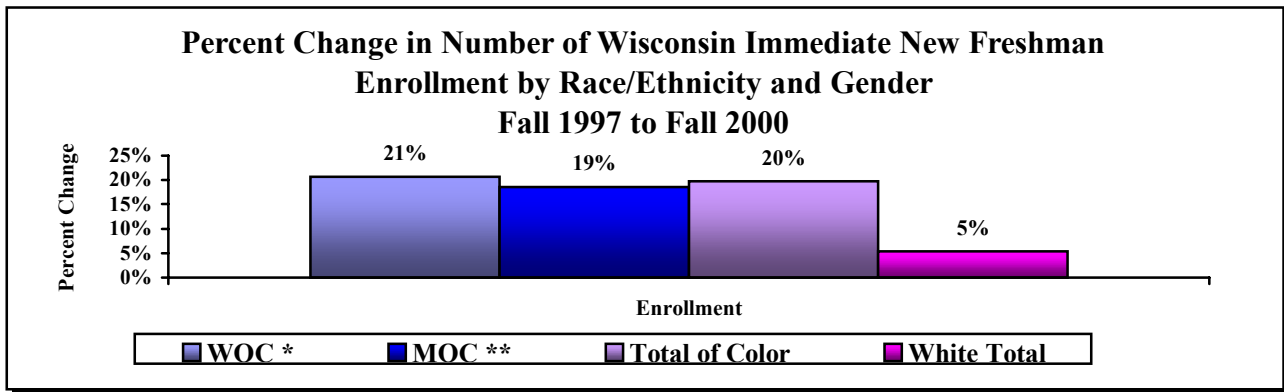
		1997	2000		1997	2000		1997	2000		1997	2000		1997	2000	
		U-grad	U-grad	% Change	Master Grad	Master Grad	% Change	PhD	PhD	% Change	Prof	Prof	% Change	Total	Total	% Change
Afr. Amer.	#	3,369	3,638	8.0%	390	374	-4.1%	132	139	5.3%	113	81	-28.3%	4,004	4,232	5.7%
	% of Level	3%	3%		3%	3%		2%	2%		6%	3%		3%	3%	
Amer. Ind.	#	864	903	4.5%	84	87	3.6%	29	18	-37.9%	41	33	-19.5%	1,018	1,041	2.3%
	% of Level	1%	1%		1%	1%		0%	0%		2%	1%		1%	1%	
Hisp./Lat.	#	2,346	2,566	9.4%	239	237	-0.8%	167	169	1.2%	104	86	-17.3%	2,856	3,058	7.1%
	% of Level	2%	2%		2%	2%		3%	3%		5%	4%		2%	2%	
SE Asian	#	1,011	1,344	32.9%	64	72	12.5%	16	39	143.8%	4	12	200.0%	1,095	1,467	34.0%
	% of Level	1%	1%		0%	1%		0%	1%		0%	1%		1%	1%	
Other Asian	#	2,167	2,163	-0.2%	229	185	-19.2%	160	146	-8.8%	101	143	41.6%	2,657	2,637	-0.8%
	% of Level	2%	2%		2%	1%		3%	3%		5%	6%		2%	2%	
Subtotal	#	9,757	10,614	8.8%	1,006	955	-5.1%	504	511	1.4%	363	355	-2.2%	11,630	12,435	6.9%
	% of Level	8%	8%		7%	7%		9%	9%		19%	15%		8%	8%	
White/Un.	#	116,666	122,818	5.3%	11,475	10,810	-5.8%	3,833	3,451	-10.0%	1,508	1,976	31.0%	133,482	139,055	4.2%
	% of Level	90%	90%		84%	83%		65%	62%		79%	83%		89%	89%	
Internt'l	#	2,684	2,570	-4.2%	1,196	1,226	2.5%	1,550	1,641	5.9%	32	49	53.1%	5,462	5,486	0.4%
	% of Level	2%	2%		9%	9%		26%	29%		2%	2%		4%	3%	
Grand Total	#	129,107	136,002	5.3%	13,677	12,991	-5.0%	5,887	5,603	-4.8%	1,903	2,380	25.1%	150,574	156,976	4.3%
		100%	100%		100%	100%		100%	100%		100%	100%		100%	100%	

New Freshman Enrollment

Between 1997 and 2000, enrollment of Wisconsin immediate new freshmen of color increased 20%, from 1,311 to 1,570 (Figure 11). Enrollment for every race/ethnic group increased, e.g., 7% for African Americans, from 467 to 501, 17% for Hispanic/ Latinos, from 322 to 378, 10% for American Indians from 116 to 128, and 39% for Asian Americans, from 406 to 563 (See Appendix, Table 3).*

*The Multicultural/Disadvantaged Student Annual Report shows a slightly different population of undergraduates that includes new freshman, new specials, and new transfers.

Figure 11



*WOC = Women of Color.

** MOC = Men of Color.

Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000.

As in the earlier application and admission data, a modest gender gap exists in enrollment of immediate new freshmen of color. Enrollment of immediate new freshmen women of color increased 21%, from 720 to 869, compared to an enrollment increase of 19% for immediate new freshman men of color, from 591 to 701 (Figure 11). The rate of increase for Hispanic/Latino women was 15%, from 140 to 169; American Indian women was 35%, from 58 to 78; and Asian women was 40%, from 192 to 269. This tracks a similar trend for white enrollees. Hispanic men increased from 140 to 169 or 21%; Asian men increased from 214 to 294 or 37%, and American Indian men had a negative percentage change in enrollment during the same three-year period (14%) from 58 to 50. African American men and women had relatively low percentage increases in enrollment at 5%, from 179 to 188 and 9%, from 288 to 313, respectively for the same three-year period (See Appendix, Table 3).

Yield Rates

Wisconsin immediate new freshmen admits of color enroll at lower rates than white admits. In Fall 2000, 74% of admits of color enrolled in the UW System; 79% of white admitted students enrolled (Table 3).

Table 3

Yield Rates of Wisconsin Admits of Color and White Admits* Fall 1997 - Fall 2000		
Fall	Students of Color	White
1997	73.8%	79.9%
1998	76.4%	80.3%
1999	73.0%	79.6%
2000	73.9%	79.2%

Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000.

*Yield rates are the proportion of Wisconsin high school graduates who were admitted and enrolled the following fall.

Students of color may enroll at lower rates for several reasons: financial aid is insufficient; students perceive a negative climate on the campuses; students choose to attend a vocational or private college or an historically Black or Hispanic college, or a Tribal college; or enter the workforce. The yield rate gap between students of color and white students needs further study.

While overall student of color yield rates are lower than that of white students, rates vary by gender as well. In Fall 2000, 77% of white female admits and 83% of white male admits enrolled. During the same period, 71% of women of color admits and 77% of men of color admits enrolled. Overall, men of color tend to enroll at higher rates than do women of color (Figures 12 and 13).

Figure 12

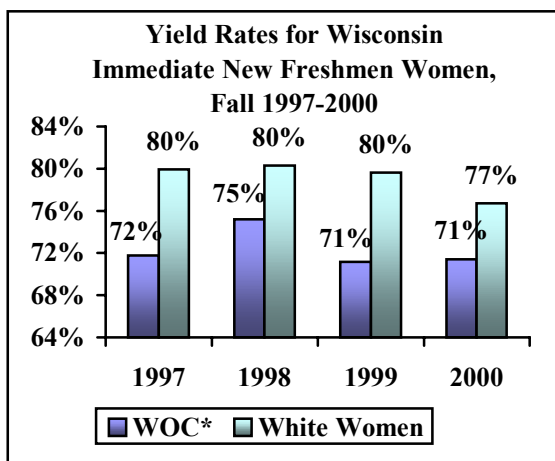
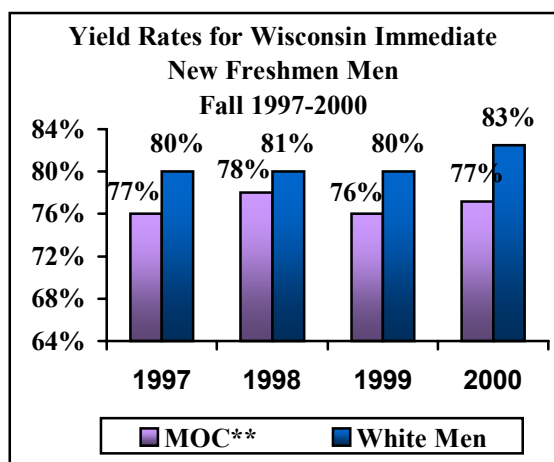


Figure 13



*WOC = Women of Color.

** MOC = Men of Color

Source: ORB: Access to the UW System. Volume 00, No. 2. October, 2000 (updated).

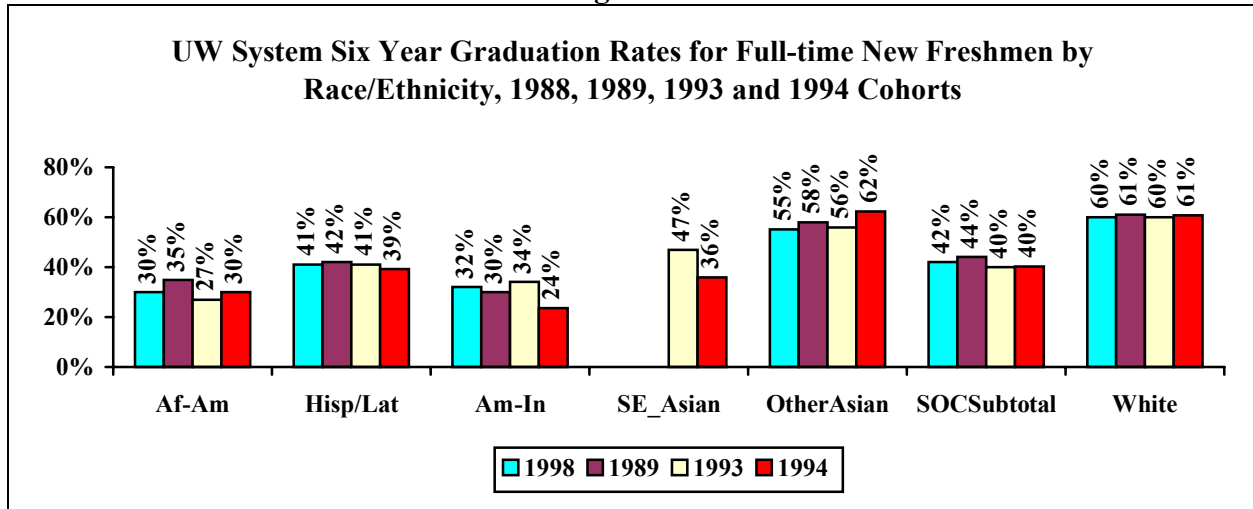
Graduation Rates by Race/Ethnicity

Figure 14 shows six-year graduation rates for full-time new freshmen for the 1988, 1989, 1993 and 1994 cohorts, who entered under the *Design for Diversity* plan. Graduation rates are based on the number of full-time new freshman in a selected year that graduate within six years. Six-year graduation rates under *Plan 2008* will not be available until 2005. For the 1994 cohort, 40% of new freshmen of color graduated within six years compared to 61% of white/other new freshmen for the same period.

Between 1988 and 1994, while under *Design for Diversity*, six-year graduation rates for African American students remained unchanged, Hispanic/Latino rates declined two percentage points, American Indian graduation rates declined eight percentage points, and rates for Other Asians increased seven percentage points. Southeast Asian rates fell eleven points. Data for Southeast Asians were only available for the 1993 and 1994 cohorts (UW System did not collect Southeast Asian data before 1993).*

*For information on retention rates, see the UW System Multicultural/Disadvantaged Student Annual Report, April 2001.

Figure 14



Source: ORB: New Freshmen Outcomes: Retention and Graduation. Volume 00, No. 1, June 2000. Data 1994

Graduation Rates by High School Quartile and Race/Ethnicity

Whites and Other Asians in the first (top) and 2nd quartiles graduate at higher rates than students of color (Table 4). Among 3rd quartile students, Southeast Asians and Whites have the highest graduation rate. However, in general, a higher percentage of students of color than white students are retained to the 7th year, independent of high school quartile, suggesting students of color take longer to graduate. Interestingly, 6-year graduation rates and 7th year retention rates for African Americans, Hispanic/Latinos, and American Indians in the 4th (bottom) quartile are higher than that for Whites and All Asians.

Table 4
University of Wisconsin System 6th Year Graduation Rates and 7th Year Retention Rates
Full-Time New Freshman Cohort 1994
Graduated or Retained at Any UW Institution

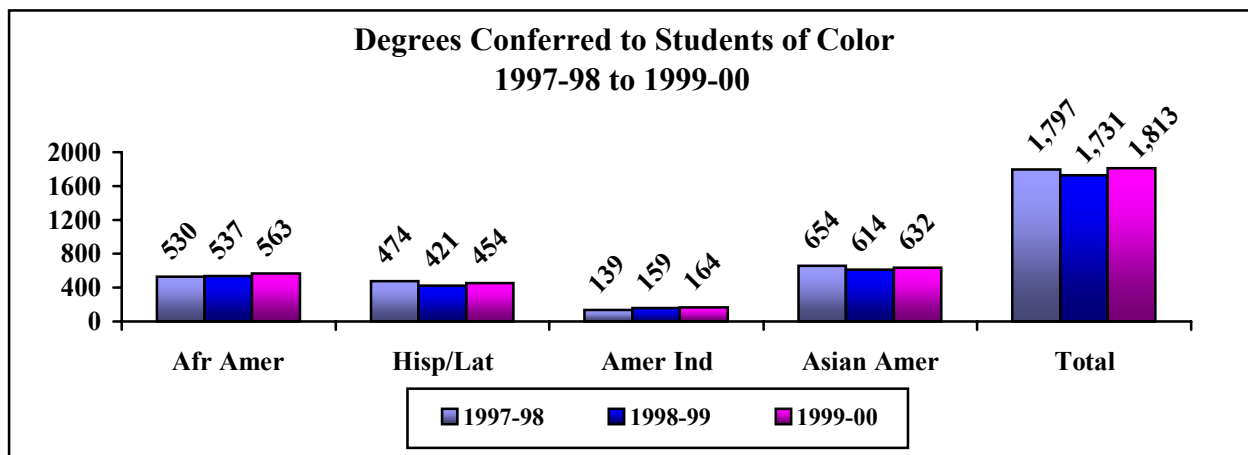
	African Americans	Hispanic Americans	American Indians	SE Asian Americans	Other Asian Americans	Total Students of Color	Whites	Subtotal Students of Color and Whites	International Students	Grand Total
First Quartile										
Cohort Size	92	112	39	69	198	510	8768	9278	48	9326
Six Year Graduation	41.3%	55.3%	30.7%	47.8%	74.2%	57.2%	73.9%	73.0%	68.7%	73.0%
Retained to 7th Year	7.6%	4.4%	15.3%	7.2%	3.0%	5.6%	4.1%	4.2%	0.0%	4.1%
Second Quartile										
Cohort Size	133	109	50	60	66	418	5801	6219	1	6220
Six Year Graduation	33.0%	40.3%	24.0%	26.6%	54.5%	36.3%	51.9%	50.9%	0.0%	50.8%
Retained to 7th Year	12.7%	15.5%	10.0%	6.6%	3.0%	10.7%	6.6%	9.3%	0.0%	6.9%
Third Quartile										
Cohort Size	97	77	24	12	32	242	1634	1876	1	1877
Six Year Graduation	20.6%	22.0%	12.5%	25.0%	21.8%	20.6%	31.9%	30.4%	0.0%	30.5%
Retained to 7th Year	11.3%	11.6%	16.6%	25.0%	9.3%	12.3%	9.2%	9.6%	0.0%	9.6%
Fourth Quartile										
Cohort Size	32	14	7	3	4	60	225	285	1	286
Six Year Graduation	15.6%	21.4%	14.2%	0.00%	0.0%	15.0%	12.8%	13.3%	0.0%	13.2%
Retained to 7th Year	21.8%	28.5%	14.2%	0.0%	25.0%	21.6%	9.70%	12.2%	0.0%	12.2%
Not Ranked										
Cohort Size	45	31	18	4	38	136	869	1005	163	1168
Six Year Graduation	28.8%	29.0%	25.0%	0.0%	55.2%	35.8%	55.3%	52.5%	47.8%	52.0%
Retained to 7th Year	0.0%	0.0%	12.5%	0.0%	5.2%	2.9%	4.4%	4.2%	3.0%	4.1%
Total										
Cohort Size	399	343	136	148	338	1364	17297	18661	214	18875
Six Year Graduation	30.0%	39.3%	23.5%	35.8%	62.4%	40.3%	60.8%	59.3%	52.3%	59.3%
Retained to 7th Year	10.5%	10.2%	13.2%	8.1%	4.1%	8.8%	5.5%	5.7%	2.3%	5.7%

Source: Office of Policy Analysis and Research.

Degrees Conferred

Data shown below (Figure 15), represent degrees conferred to students who entered under the *Design for Diversity* plan. Degrees conferred are based on the degrees awarded to any student in a selected year. Between 1997-98 and 1999-00, the total number of degrees conferred to students of color increased 0.9% from 1,797 to 1,813. Degrees conferred to African Americans increased by 6%, from 530 to 563, Hispanic/Latinos decreased 4% from 474 to 454, American Indians increased 18% from 139 to 164, and Asian American decreased 3% from 654 to 632 (Table 5). Degrees include associate, bachelors, masters, doctoral, and advanced professional. Because base numbers for some groups are so small, percentage changes may be misleading.

Figure 15



Source: Office of Policy Analysis and Research, Informational Memorandum: Degrees Conferred: 1999-00 (Updated).

Degrees by Level and Race/Ethnicity

Between 1997-98 and 1999-00, the number of Associate degrees earned by students of color increased 20.7 % from 29 to 35; Bachelors degrees earned by students of color declined by 1.1% from 1,256 to 1,242; Masters degrees earned by students of color increased 10.2% from 343 to 378; Doctoral degrees earned by students of color increased 3.6% from 55 to 57; Advanced professional degrees earned by students of color decreased 11.4% from 114 to 101 (Table 5).

Table 5
Degrees Conferred by Race/Ethnicity and Degree Level: 1997-98, 1999-00

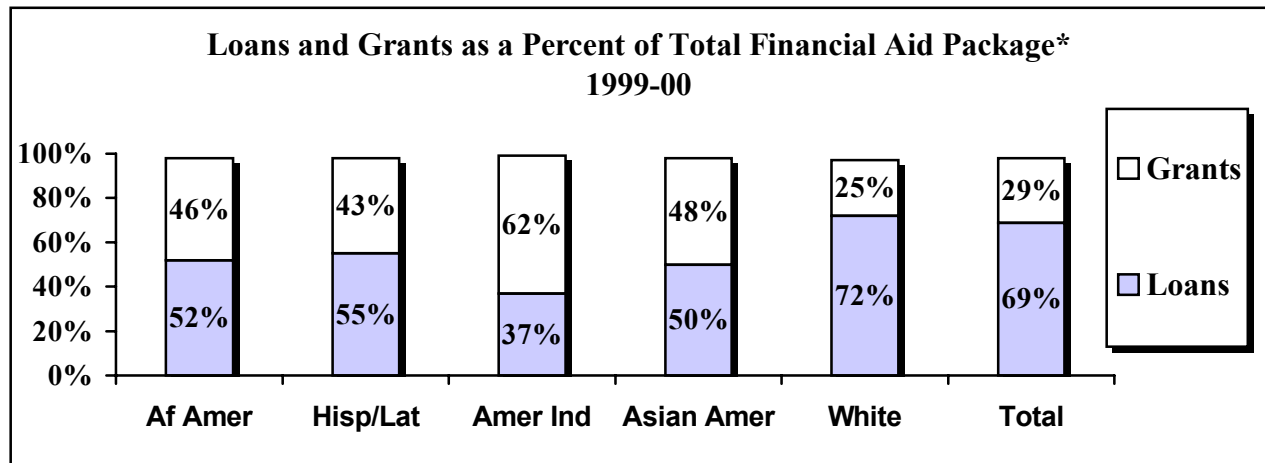
ASSOCIATES	1997-98		1999-00		% Change
	Number	Percent	Number	Percent	1997-98/ 1999-00
African American	4	0.5%	6	0.6%	50.0%
Hispanic/Latino	8	1.0%	13	1.3%	62.5%
American Indian	7	0.9%	5	0.5%	-28.6%
Asian American	10	1.3%	11	1.1%	10.0%
Subtotal	29	3.7%	35	3.4%	20.7%
International	8	1.0%	13	1.3%	62.5%
White/Other	753	95.3%	981	95.3%	30.3%
Total	790	100.0%	1,029	100.0%	30.3%
BACHELORS					
African American	360	1.8%	361	1.8%	0.3%
Hispanic/Latino	317	1.6%	302	1.5%	-4.7%
American Indian	98	0.5%	115	0.6%	17.3%
Asian American	481	2.4%	464	2.3%	-3.5%
Subtotal	1,256	6.4%	1,242	6.2%	-1.1%
International	527	2.7%	487	2.4%	-7.6%
White/Other	17,851	90.9%	18,272	91.4%	2.4%
Total	19,634	100.0%	20,001	100.0%	1.9%
MASTERS					
African American	113	2.4%	153	3.3%	35.4%
Hispanic/Latino	96	2.0%	94	2.0%	-2.1%
American Indian	22	0.5%	24	0.5%	9.1%
Asian American	112	2.4%	107	2.3%	-4.5%
Subtotal	343	7.3%	378	8.1%	10.2%
International	654	13.9%	609	13.0%	-6.9%
White/Other	3,703	78.8%	3,692	78.9%	-0.3%
Total	4,700	100.0%	4,679	100.0%	-0.4%
DOCTORAL					
African American	12	1.4%	11	1.4%	-8.3%
Hispanic/Latino	18	2.1%	21	2.6%	16.7%
American Indian	3	0.3%	6	0.7%	100.0%
Asian American	22	2.6%	19	2.4%	-13.6%
Subtotal	55	6.4%	57	7.1%	3.6%
International	247	28.8%	225	27.9%	-8.9%
White/Other	557	64.8%	525	65.1%	-5.7%
Total	859	100.0%	807	100.0%	-6.1%
ADV. PROFESSIONAL					
African American	41	7.4%	32	6.3%	-22.0%
Hispanic/Latino	35	6.3%	24	4.7%	-31.4%
American Indian	9	1.6%	14	2.7%	55.6%
Asian American	29	5.2%	31	6.1%	6.9%
Subtotal	114	20.6%	101	19.8%	-11.4%
International	14	2.5%	17	3.3%	21.4%
White/Other	426	76.9%	392	76.9%	-8.0%
Total	554	100.0%	510	100.0%	-7.9%
GRAND TOTALS					
African American	530	2.0%	563	2.1%	6.2%
Hispanic/Latino	474	1.8%	454	1.7%	-4.2%
American Indian	139	0.5%	164	0.6%	18.0%
Asian American	654	2.5%	632	2.3%	-3.4%
Subtotal	1,797	6.8%	1,813	6.7%	0.9%
International	1,450	5.5%	1,351	5.0%	-6.8%
White/Other	23,290	87.8%	23,862	88.3%	2.5%
Total	26,537	100.0%	27,026	100.0%	1.8%

Source: Multicultural/Disadvantaged Annual Report, April 2001

Financial Aid

Among students of color, grants make up 43% to 62% of aid dollars, compared to white students at 25% (Figure 16). Students of color tend to come from lower income families and are therefore eligible for larger need-based grants than most white students.

Figure 16



Source: UW System Office Policy Analysis and Research.

* Work aid comprised the remaining percentage of financial aid.

Income by Race/Ethnicity

U.S. Census data show wide income disparities for people of color in the United States. Based on a 1998 estimate from the U.S. Census, the median income for African American households were \$25,351, 35% lower than the national median. Hispanic households earned \$28,330 or 28% lower than the national median. In contrast, white households earned \$40,912 or 5% above the national median (Table 6). In addition, nearly one-half of the working African American population in Wisconsin held poverty level wage jobs. This compares to about 30% of white workers in Wisconsin.⁷

⁷ Barely Getting By: Wisconsin's Working Poor. Center for Wisconsin Strategy Institute for Wisconsin Future, and Wisconsin Council on Children and Families, July 2000.

Table 6
U.S. Median Income of Households by Race/Ethnicity
1998

	National Median Income	Percent Difference from U.S. Median Income	Dollar Difference from U.S. Median Income
White	\$40,912	+5%	+ \$2,027
African American	\$25,351	-35%	-\$13,534
Hispanic (a)	\$28,330	-28%	-\$10,555
U.S. Median (b)	\$38,885	-0-	-0-

Source: U.S. Census Bureau, Historical Income Tables-Households.

(a) Persons of Hispanic origin may be of any race.

(b) Includes other races not shown separately.

Parental Income

In 1999, the median range of parental income for Wisconsin ACT test takers for African-Americans was \$24,000 to \$30,000, for American Indians was \$36,000 to \$42,000, for Hispanic/Latino was \$36,000-\$42,000, and for Asian-American was \$30,000 to \$36,000.⁸ White students report a higher range of parental income, between \$50,000 to \$60,000. The gap in parental income of white students and students of color impacts the amount of support parents of color can contribute towards their children's higher education. Studies have shown that students of color rate financial aid as very important when considering their college future.

Recruitment Program Funding

Fund 402 appropriation is dedicated to multicultural and disadvantaged programs in the UW System.⁹ In 1999-00, 17% of Fund 402 was expended on institutional recruitment activities. In addition, in the 1999-01 biennium, UW institutions each received an additional \$22,000 to improve recruitment efforts for students of color. Also, all 15 institutions have established performance measures to assess the effectiveness of their student of color recruitment activities. The most common measures used by institutions include the number of student of color contacts, participation in recruitment programs, and retention rates for students of color. Individual contact is the most effective means of recruitment. Additionally, each institution has a distinct way of measuring student of color recruitment success in meeting *Plan 2008* goals. However, not all have implemented consistent measures that allow cross-institutional comparisons. A standard measure of assessing recruitment success will be adopted. Monitoring the number of applications and applicants might be one such consistent measure.

Faculty, Academic Staff, and Classified Staff

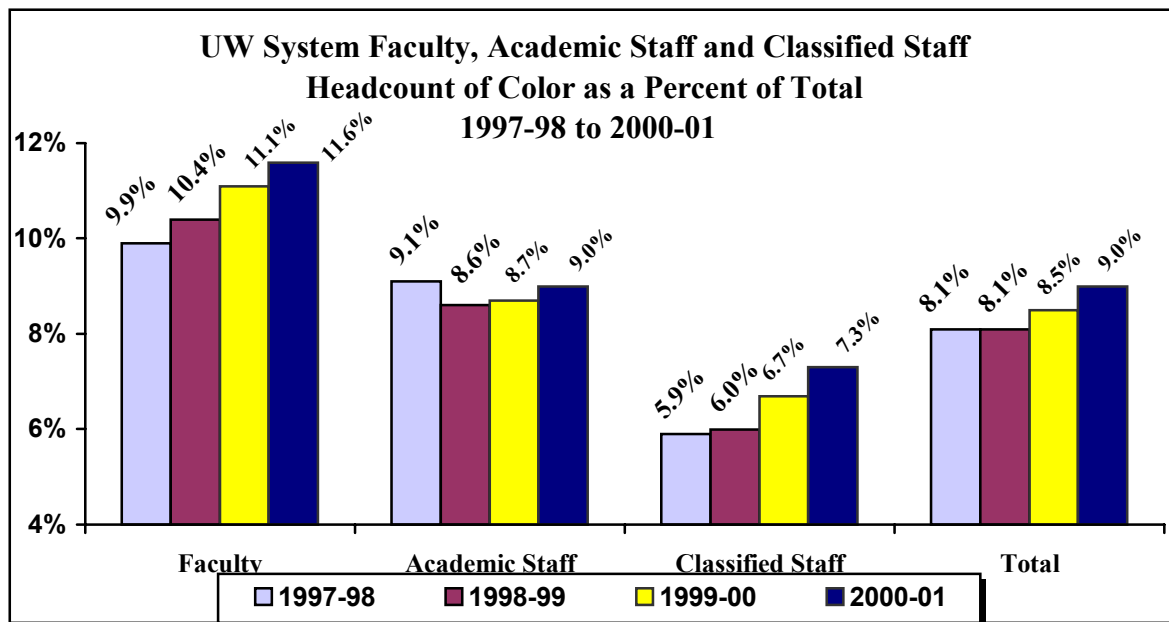
Between 1997-98 and 2000-01, the total number of staff of color increased 363 from 2,090 to 2,453 or 17%. Staff of color comprises 9.0% of total UW System staff (Figure 17). Staff includes faculty, academic staff, and classified staff. As a percent of the total, faculty of color

⁸ *ACT 1999-2000 High School Graduates. Prepared by UW System Market Research, July 2001.*

⁹ *For additional information on multicultural/disadvantaged expenditures, see the UW System Multicultural/Disadvantaged Student Annual Report, April 2001.*

increased from 9.9% to 11.6% (622 to 718). Academic staff of color fell slightly from 9.1% to 9.0% of total academic staff, actual total numbers increased from 909 to 1,020. Classified staff of color increased from 5.9% to 7.3% of total classified staff (559 to 715). Total staff, including whites, increased 1,111 or 5%. (For institutional detail, see Appendices Tables 10-17.)

Figure 17

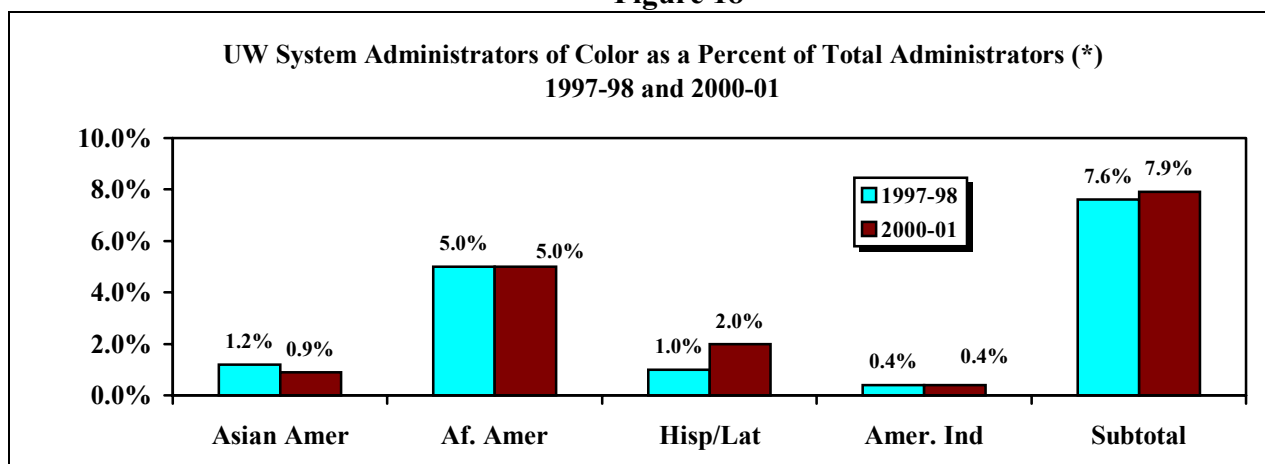


Source: UW System Office of Human Resources, HRIS October Payroll database.

Administrators of Color

As a percent of total, administrators of color in UW System increased 7.6% (81) to 7.9% in (91) between 1997 and 2000. The greatest increase occurred amongst Hispanic/Latinos from 1% (11) to 2% (21). Asian Americans declined 23%, from 1.2% (13) to 0.9% (10). As a percent of total, African Americans remained unchanged, at 5.0%, although, the actual numbers increased from 53 to 56. American Indians remained relatively unchanged (Figure 18). (For institutional detail on administrators, see Appendix Table 19.)

Figure 18



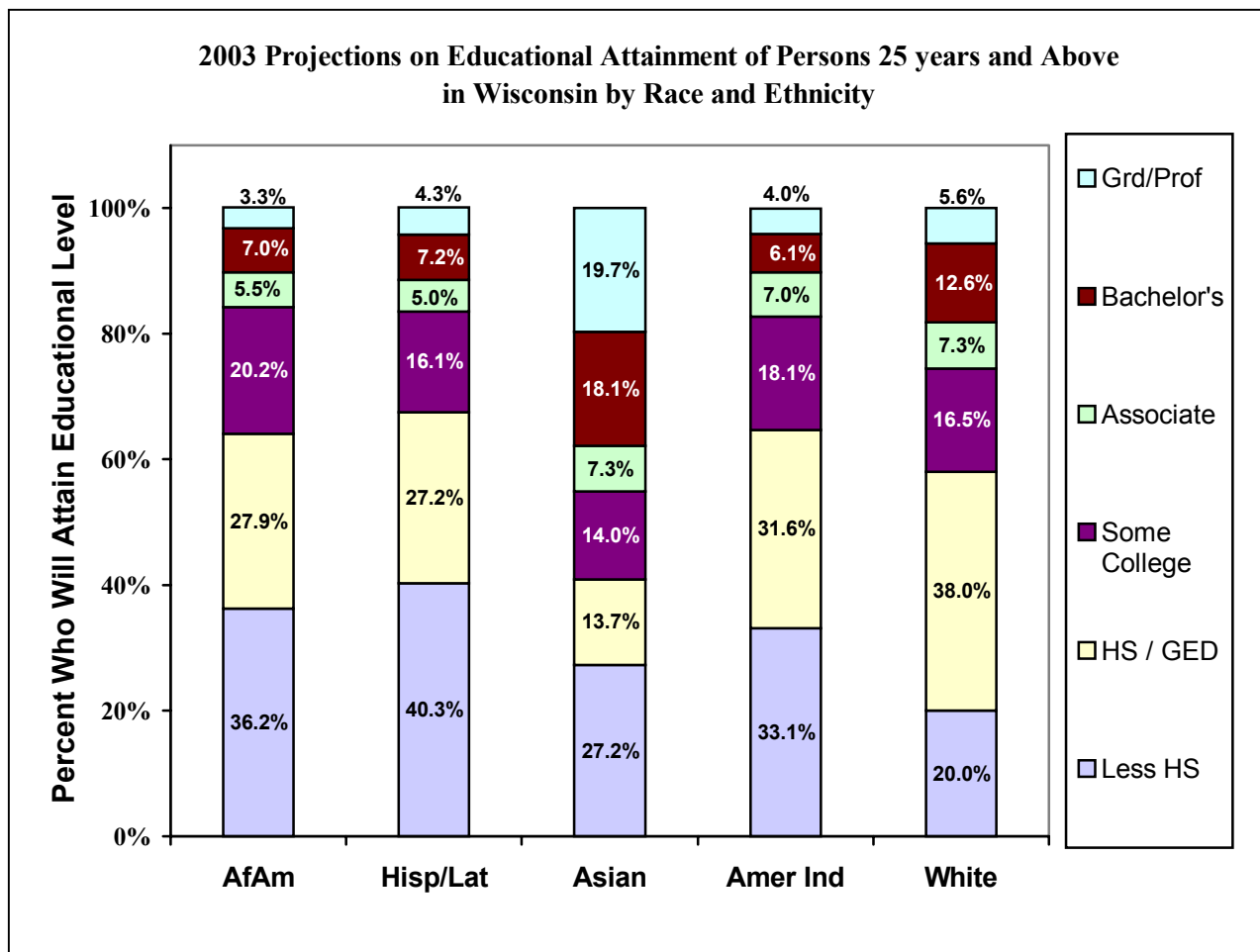
(*) Unclassified staff with limited appointments include Chancellors, Vice Chancellors, Deans, Directors and other senior level administrative positions.

Adults of Color

As the UW System strives to meet Wisconsin's and the nation's workforce needs, renewed efforts to reach adults of color must be made. Projections show that Wisconsin residents of color over age 25 have not attained the same educational levels as whites (Figure 19). Large numbers of adults of color have not completed a high school degree, still fewer complete some college. New opportunities for adult of color precollege programs are evident. The 2003 projections indicate 27% to 40% of Wisconsin adults of color over the age of 25 will have less than a high school diploma. The equivalent rate for white adults is 20%.

Only between 14% and 20% of adults of color have completed some college courses indicating a need for post high school precollege programs. For those adults seeking a bachelor's degree, 7% of African Americans, 7% of Hispanic/Latinos, 6% of American Indians, and 18% of Asians will have earned a bachelor's degree in the Year 2003; compared to 13% for white adults. The adult of color constituency provides new opportunities for UW System to provide needed educational services.

Figure 19

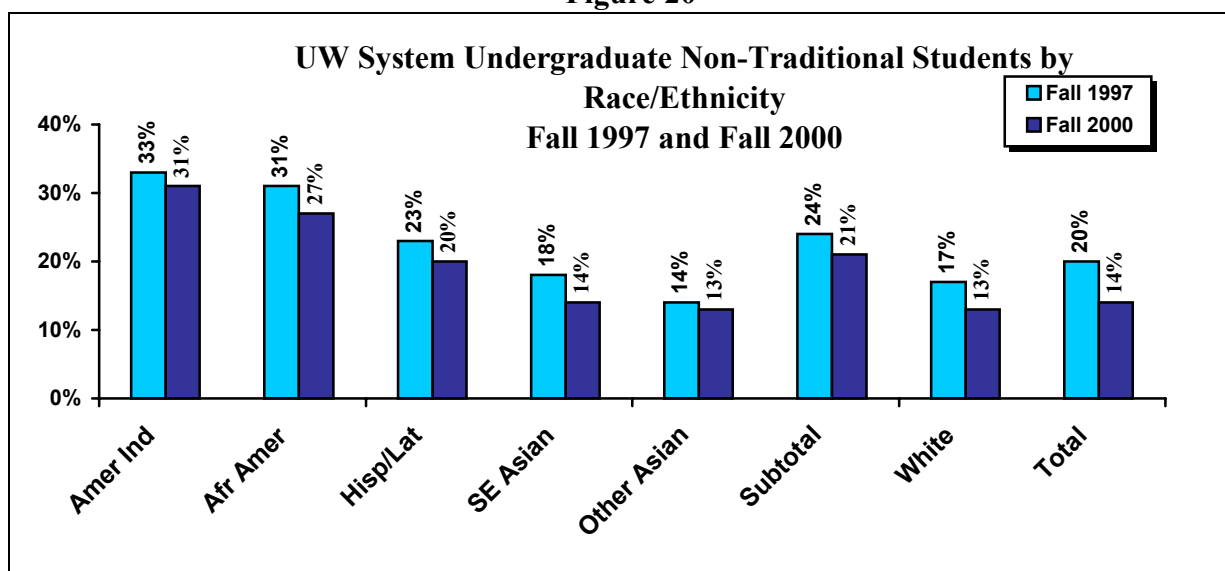


Source: Claritas, Inc., San Diego, California, July 2000.

Non-Traditional Students of Color

Except for Other Asians, undergraduate students of color are older than white undergraduates. The percentage of undergraduates of color of non-traditional age (25 years and older) has dropped slightly between Fall 1997 and Fall 2000. It is important to note, in Fall 2000, 21% of undergraduates of color and 13% of white undergraduates were non-traditional. Wider disparities appear within specific race/ethnic groups. African American and American Indian undergraduates are generally older; 27% and 31% are older than 25 years. Twenty percent of Hispanic undergraduates are older than 25 years. Southeast Asian undergraduates are closest in age to white undergraduates (Figure 20). The difference in ages between student of color and white undergraduates indicates that students of color postpone higher education after high school graduation for a variety of reasons and suggests a clear need for adult of color outreach. (For detail on institutional level non-traditional undergraduates, see Appendix Table 18.)

Figure 20



Summary

Precollege participation, undergraduate enrollment, new freshmen applications, admissions, and enrollment have increased. Other areas, such as graduation rates and enrollments at the post-baccalaureate level, will require a longer period before conclusive results can be seen.

Changing demographics in populations of color, specifically the adult segment, offer new opportunities to provide higher education to meet the needs of all citizens of Wisconsin. The population of people of color is projected to increase from 9.9% to 16.9% of the state's population by the year 2025. At present, adults of color age 24 years and older represent nearly a quarter million adults in Wisconsin. The older undergraduate is already seen in UW System enrollment numbers. UW System undergraduates of color tend to be older than white undergraduates.

A steady increase in precollege student participation in UW System institutions is expected to continue as institutions further develop these programs. The Multicultural Center for

Educational Excellence received funding from Ameritech to create the web-based precollege outreach program "LYFE." The UW System Office of Multicultural Affairs received a grant to create the Reach Out Program. UW-Madison's PEOPLE program, UW-Milwaukee's general precollege programs, and the GEAR-UP precollege programs at UW-Milwaukee and UW-Eau Claire will, all, reach more students each year.

Data show a gender gap, suggesting the need for new approaches to the recruitment of men of color. Women of color are outpacing men of color in applications and admissions. Despite advances made by women of color, the service rate for all students of color remains well below that of white students. While 33% of Wisconsin white high school graduates enroll in the UW System, only 22% of Wisconsin high school graduates of color do so. Wider disparities exist among specific race/ethnic groups. Fortunately, all UW institutions have precollege programs that should produce continued improvement in service rates.

Obstacles still remain. The cost of higher education remains a deterrent for some people of color who desire a higher education because people of color are disproportionately represented in the lower income brackets. Financial aid remains a high priority for students of color considering higher education.

SECTION II

Overview of Institutional Plans

To implement the UW System Plan 2008, all UW System institutions were required to develop a strategic action plan; their own Institutional Plan 2008. In developing their plans, each institution:

- ◆ identified strategic linkages between the goals of UW System Plan 2008 and their specific institutional mission.
- ◆ prioritized the seven strategic goals of Plan 2008 based on their institutional needs.
- ◆ identified initiatives and strategies they would use to achieve the goals of Plan 2008.
- ◆ set timelines for implementing their plans.
- ◆ identified outcomes of accountability measures.

The goal is to ensure that Plan 2008 is built into the infrastructure of each institution and is tailored to specific local conditions.

A summary of the 15 institutional plans follows.¹⁰ More detailed information may be found in the plan developed by each institution for the first five years of Plan 2008. Shifting priorities, resources, and demographics may influence changes during the second half of Plan 2008. Thus, a midpoint review will be conducted after the first five-year period to identify any midcourse corrections for the next five years.

Analysis of Institutional Plans

Institutional plans address all seven goals of Plan 2008, including initiatives in precollege, partnerships, recruitment and retention, financial aid, faculty and staff recruitment, and curriculum reform at all 15 institutions in the UW System. Initiatives in leadership/administrative institutes, research support for race and ethnic studies, and teacher preparation are being implemented by nine institutions in the system.

Precollege

All UW institutions are offering precollege programs, more than half of the institutions are targeting these programs to special populations such as K-12 student populations or adult students.

- ◆ 4 UW institutions focus on preschool/early childhood.
- ◆ 15 UW institutions have K-12 precollege initiatives.
- ◆ 12 UW institutions target adult students.

Partnerships

Partnerships are forming with community organizations and with public schools to build the educational pipeline.

- ◆ 15 UW institutions partner with community based organizations.
- ◆ 15 UW institutions partner with the public school systems.
- ◆ 12 UW institutions partner with business organizations.

¹⁰ UW-Extension is included.

Student Recruitment and Retention

- ◆ 15 UW institutions have initiatives targeting recruitment and retention of undergraduate and graduate multicultural and disadvantaged (M/D) students.

Financial Aid/Scholarships/Internships

- ◆ 15 UW institutions are using state, federal and private funds to increase the amount of financial aid and scholarship money available to students of color and disadvantaged students.
- ◆ 7 UW institutions are developing undergraduate and graduate internships.

Faculty/Staff Recruitment

- ◆ 15 UW institutions focus on the recruitment and retention of faculty, staff and administrators of color.
- ◆ 2 UW institutions will create endowed chairs as a part of their Plan 2008.

Curriculum Reform and Development

- ◆ 15 UW institutions are developing a curriculum that fosters institutional environments to enhance learning and a respect for racial and ethnic diversity.

Leadership Programs/Institutes/Administrative Internships

- ◆ 10 UW institutions focus on the development of administrative leadership for faculty and staff of color.

Race/Ethnic Studies

- ◆ 9 UW institutions support race/ethnic studies and research as a part of their Plan 2008. In addition, other UW institutions have initiatives in these areas which are outside of their Plan 2008.

Teacher Preparation Initiatives

- ◆ 9 UW institutions are developing teacher preparation initiatives as a part of their Plan 2008 activities.

SECTION III

Interim Plan 2008 progress briefs provided by UW System institutions suggest that all UW institutions are actively engaged in implementing their action plans. Below each goal are examples of new initiatives executed under Plan 2008.

Goal #1: Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.

All institutions have strategic initiatives to encourage enrollment of students of color and economically disadvantaged students at their campuses. The range and depth of outreach to these targeted student groups varies from institution to institution. A number of institutions are developing comprehensive student recruitment plans that address precollege programs, transition from K-12 to institutions, applications to the institutions, and facilitate interdepartmental collaboration. For example:

- ◆ UW-Stout's Recruitment Plan is a cooperative effort by the Admissions Office and Multicultural Student Services. Staff members of both departments share calendars, information on college fairs and recruitment events, resources and expenses. The two offices collaborate to increase the number of applications for admission from students of color.

Precollege programs are the most effective means of contacting, encouraging and preparing Wisconsin's "children of promise" and returning adults to apply to UW System institutions. All UW institutions recognize the importance of precollege initiatives. Plan 2008 activities include:

- ◆ UW Colleges campuses, under Plan 2008 have expanded the number of precollege programs from three to ten, including:
 - ◆ UW-Richland's precollege partnership with Grand Avenue Middle School in Milwaukee. This partnership grew out of a campus cultural audit conducted by the UW System Office of Multicultural Affairs. This comprehensive program offers both academic skill building and enrichment activities; it consists of a summer residential component at UW-Richland area and an academic year component, which is delivered at Grand Avenue School. Eligible students from schools in the Richland Center area also participate, thus enabling urban students of color to interact with students from a rural setting, to the mutual benefit of both. The program has now expanded to include high school students who have graduated from the middle school program.
 - ◆ UW-Rock County's project AHEAD is a community-based precollege outreach program for adults in the Beloit-Janesville area. The program's mission is to assist Rock County adults in developing and achieving educational goals for themselves and their families. Project AHEAD addresses the educational, health, material and emotional needs of its participants. Services include college preparation and planning assistance, campus visits to provide exposure to the culture of higher education, home visits, assistance with the admissions and financial aid process and referrals to community resources. For the Fall 2000 semester, forty-two Project AHEAD participants were registered at the Rock County campus.

- ◆ UW-Waukesha's College for Bilingual Students helps bilingual high school students improve their English while being introduced to higher education. This three-week program is offered in August and is focused on helping students improve reading, writing and speaking English through content courses.
- ◆ UW-Marathon County's High School Leadership Program teaches sophomores and juniors effective leadership skills that students can employ in their schools and communities. A total of six full-day workshops are held in the service area of Marathon County.
- ◆ UW-Marinette's Full Circle Precollege Program is offered jointly with the College of the Menominee Nation and serves Native American students. The program, which has both a summer and an academic year component, is intended for students in the eighth grade. The academic year component consists of nine meetings that address topics in math, science, writing, native culture and language and preparation for high school and college. The summer camp is held at UW-Marinette and includes a day trip to UW-Green Bay.
- ◆ UW-Eau Claire has received a federal Gear Up grant for \$750,000 over five years to expand precollege instruction to Wisconsin American Indians.
- ◆ UW-Eau Claire precollege camps have enrolled over 45 multicultural students since fall 1991. Of those students, ten have graduated with a college degree; two have transferred; and twenty-three are currently enrolled at UW-Eau Claire as undergraduates.
- ◆ UW-Extension is in the second year of a new precollege program: Menomonee River Valley Learning Lab (MRVLL). MRVLL is a successful partnership between UW-Extension (Continuing Education Extension and Cooperative Extension), UW-Milwaukee, Milwaukee Public Schools (MPS), Milwaukee Private Industry Council, and the Great Lakes Water Institute. The program aims to strengthen math and science skills for 140 MPS middle school students through environmental education using laboratory and fieldwork.
- ◆ UW-Green Bay increased the number of inquiries (3%), applications (4%) and enrollment (5%) of new freshmen students of color; resulting in a 7% increase in the total undergraduate enrollment of students of color.
- ◆ UW-La Crosse has received two grants: \$1.25 million from the Federal Department of Education for the Hmong Teacher Preparation Program in Summer 1999 and an additional \$1.3 million for further expansion in June 2000.
- ◆ UW-La Crosse initiated its second annual Culture Day. Over 750 fourth graders spent the day at UW-La Crosse learning about Native American Culture. This precollege experience ended with a mini pow-wow.

- ◆ UW-La Crosse's College of Science and Allied Health, and Office of Continuing Education have created a "Community Outreach in Science" summer program for students of color and/or for students from a family with financial need. The program is for students who will have finished grades 6, 7, or 8. The goals of the program are to increase the student's academic ability, social skills, and self respect; to motivate the students to continue to take science courses in high school; to introduce students to the university; and to inspire the students to pursue a college education.
- ◆ UW-La Crosse's Office of Multicultural Student Services (OMSS) will host the first all campus pre-college workshop. This workshop will bring precollege coordinators from across the campus and community to compare and contrast programs, address staffing and facility issues and develop a shared database of information on precollege participants.
- ◆ UW-Madison is continuing their highly successful program SOAR (Student Orientation, Advising and Registration). SOAR offers students early information on multi-cultural activities and provides mentoring contacts with UW students of similar backgrounds and interests.
- ◆ UW-Madison has provided permanent funding for a Southeast Asian recruiting position and has funded four new student positions to assist with recruiting; one of these positions has been allotted to the UW-Madison Multicultural Student Center to assist with recruitment efforts.
- ◆ UW-Madison has established a highly successful pipeline known as PEOPLE (Pre-college Enrichment Opportunity Program for Learning Excellence) for highly motivated African American, American Indian, Asian American (with an emphasis on Southeast Asian American), Hispanic/Latino/a American and disadvantaged students who are considering a college education. PEOPLE provides challenging academic year and summer skills development activities to a new cohort of Madison middle school students and inner-city Milwaukee high school students every year, seeing each cohort through rigorous preparation for admission to an undergraduate program at the UW-Madison or any other college or university.
- ◆ UW-Madison Law School continues to stay committed to identifying and recruiting talented students of color. Enrollment of multicultural students has grown steadily in the past ten years. This fact is particularly noteworthy given the national trend shows a decline in enrollment to graduate and professional schools.
- ◆ UW-Milwaukee offered two sessions in 2000-01 to bring Middle School and High School students to the School of Architecture and Urban Planning (SARUP) on a visit. The program targets students interested in pursuing careers in Architecture and Urban Planning. SARUP sponsored a Career Day in Chicago with the objective of encouraging students of color from the Chicago area high schools, to participate in a career opportunities program in Architecture and Design at UW-Milwaukee.

- ◆ UW-Milwaukee has a Middle School precollege advising program for Native American students in the Milwaukee area. Seventy-eight students in Walker, Sholes and Audubon Middle Schools were contacted last year. UW-Milwaukee also participates in Tribal Career and College fairs with the Menominee Reservation and the Ho-Chunk and Oneida Tribes.
- ◆ UW-Milwaukee's Southeast Asian Student Academic Services staff visits Wisconsin high schools and recruits Southeast Asian students. The initiatives were effective in increasing the enrollment of Southeast Asian students at UW-Milwaukee.
- ◆ UW-Milwaukee's GEAR UP project serves grades 6-8 cohort students at Edison, Kosciuszko and Milwaukee Village Middle Schools; over 1,700 students participated. The project's goal is to increase the number of students in the GEAR UP cohort who are reading at or above grade level. GEAR UP students were tested on the Gates-Maginitie, STAR and Brigance Reading tests in September 2000. Current data indicates that 75% of the participating 6th-8th graders improved their grades in reading and language arts communication.
- ◆ UW-Oshkosh hired a new full-time recruiter to improve students of color recruitment. They also hired four community liaisons, one for each targeted ethnic/racial group and hosted 225 campus visits for students of color, with a goal of recruiting them to their campus.
- ◆ UW-Oshkosh added two new precollege programs under Plan 2008 that enroll a total of 173 students. UW-Oshkosh's Young Entrepreneurial Scholars (YES) Program and the College of Business Administration's (COBA) Business Simulation Competition invited 30 plus Hispanic students from Sunset High School in Dallas, Texas to participate in their precollege program; one student from this group plans to enroll at UW-Oshkosh in 2001 and another in 2002.
- ◆ UW-Parkside's precollege program "Stepping Stones" created a scholarship in honor of a precollege student that died in 1999. Two of the graduating high school seniors attending UW-Parkside were given scholarships. UW-Parkside also hired a new Director of Minority Programs, hosted an African-American career fair on campus and co-sponsored a Hispanic Youth Career Fair.
- ◆ UW-Parkside created an Alumni of Color Association. The institution initiated on-site admissions programs at area high schools in Racine, Kenosha and Milwaukee. UW-Parkside also hosted an Academically Talented Minority Night to acknowledge academically talented high school students of color and their parents.
- ◆ UW-River Falls now has a total of seven precollege initiatives. New precollege programs were established in the schools of Business, Food Science, and Journalism. UW-River Falls allocated an additional \$7,300 for recruitment of students of color.
- ◆ UW-River Falls has admissions materials available in six languages. The institution also secured a \$205,400 grant for their Upward Bound program.

- ◆ UW-River Falls has expanded their adult recruitment program to target non-traditional students: over the age of twenty-five. The admissions office at UW-River Falls has developed contacts with Ho Chunk and St. Croix Indian tribes for future student recruitment to their campus. The admissions office has also added PSAT and ACT data to their admissions database.
- ◆ UW-Stevens Point established three new precollege initiatives: Teacher 2010 Program served 12 students; the LEAP Leadership Program, in collaboration with the communication department served 100 students; and the Explore program served 14 students. The institution also hired a new multicultural recruiter who is housed in the Admissions Office.
- ◆ UW-Stout's STEPS (Summer Technology and Engineering Program at Stout) is a program to promote interest and help prepare middle school girls for careers in science, technology and engineering. The program has received national awards for its approach in providing hands on experience with a project to manufacture radio-controlled airplanes through Computer Assisted Design (CAD) designs and molding plastics.
- ◆ UW-Stout received \$22,000 from the Wisconsin Department of Public Instruction to fund precollege programs.
- ◆ UW-Stout continues to maintain and enhance relations with Wisconsin Native American communities through its ongoing programming with Native American home/school coordinators throughout Wisconsin.
- ◆ UW-Superior's Precollege Programming is currently provided in four major areas, Youth Summer, American Indian Youth Summer, Cyber Summer and Upward Bound:
 - ◆ In Youth Summer, fifteen classes are offered to 13-17 year old students in several areas of career exploration. Approximately 20% of all students enrolled in the program are students of color.
 - ◆ American Indian Youth Summer is designed for students in the Bad River, Lac Courtes Oreilles and Red Cliff Reservations. It is also designed around career exploration opportunities and enrolls an average of 15 students in 6th to 10th grade.
 - ◆ Cyber Summer is designed for a maximum of 20 junior high students who are inner city youth.
 - ◆ Upward Bound serves an average of 23 students per year. Approximately 35% of these students are students of color.

- ◆ UW-Superior developed a high contact recruitment model for reaching students of color. To achieve this goal the campus hired a new student of color recruitment coordinator. After students are contacted through mail and phone calls, they are invited for an expense paid campus visit to experience campus life for a day. Examples of this program are the new "College Student for a Day" programs established in Spring of 2000. The program matches American Indian students from the Twin Ports with UW-Superior students. Family and extended family are invited to the end of the program reception. In summer of 2001, the program was expanded to include a "Hmong College Student for a Day," an "African American College Student for a Day," and a "Hispanic/Latino College Student for a Day," program.
- ◆ UW-Superior's Southeast Asian Student Services office is partnering with UW-Marathon County to create recruitment partnerships with Hmong communities.
- ◆ UW-Superior has an adult recruitment program in place with two tribal colleges, the Lac Courte Oreille-Ojibwa and the Fond du Lac Tribal Community College. Students majoring in mathematics and computer sciences take the first two years of college at the tribal colleges and then transfer to UW-Superior.
- ◆ UW-Whitewater is continuing their highly successful precollege program "Wheels to Whitewater." This precollege program brings approximately 500 Multicultural students to their campus each year.
- ◆ UW-Whitewater has created a new precollege program: project SWEETT (Southeastern, Wisconsin Excellence in Education through Teacher Training). Project SWEETT aims to encourage multicultural youth to pursue a teaching career and enroll in a teacher education program.
- ◆ UW System Office of Multicultural Affairs obtained \$1.5 million from Ameritech to fund three precollege initiatives.
- ◆ UW System Office of Multicultural Affairs successfully obtained \$1 million in GPR for new precollege programs in fiscal year 1999-2000.
- ◆ UW System Office of Multicultural Affairs now convenes regular meetings with all UW System precollege directors on a quarterly basis to share strategies and plan precollege services.
- ◆ The UW System Offices of Policy and Research and Multicultural Affairs have collaboratively created a position and hired a new precollege analyst to work with campuses to assess successful models of precollege programs that can be replicated at UW System institutions.

Goal #2: Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.

All UW institutions recognize the importance of partnering with other organizations involved with the education of Wisconsin's children and youth. Each institution has developed strategic partnerships with K-12 schools, community-based organizations, and businesses and corporations to expand the educational and economic opportunities for students of color and economically disadvantaged students of Wisconsin. For example:

- ◆ UW-Barron County is expanding its partnership with the Lac Courte Oreilles Ojibwa Community College to serve more Wisconsin Native American students. A math and science learning community will be created to serve additional students and to involve students from additional grade levels.
- ◆ UW-Eau Claire established the Commanding English Language Program (CEP) collaborative effort among the department of Foreign Languages, the Academic Skills Center, Admissions Office and Academic Services. CEP is supported partially with TRIO dollars. The program works with new undergraduate students for whom English is a second language and helps them develop academic and language skills required for success at UW-Eau Claire. In Fall 2000, 15 candidates completed the program with an average GPA of 2.85; seven of the 15 students had GPA's of 3.0 or higher. Retention efforts have developed a particularly successful niche with Hmong students and as a result has become an effective recruitment tool for Hmong students and their families.
- ◆ UW-Eau Claire administration, in partnership with the Eau Claire Hmong Mutual Assistance Association and UW-Eau Claire's Continuing Education Program, continues to sponsor the Hmong New Year Celebration. The event serves over 2,400 participants annually.
- ◆ UW-Eau Claire endeavors to bridge the communication and cultural gap between health care providers and the Hmong community through a joint initiative sponsored by the department of Family Health Nursing and the Hmong Mutual Assistance Association. The program serves over 3,000 Southeast Asian Americans in the Eau Claire area.
- ◆ UW-Eau Claire has enhanced mutual partnerships with American Indian Communities. For example: UW-Eau Claire serves as the lead educational and fiscal agency in a federally funded GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) partnership with the Lac du Flambeau Public schools and the Lac du Flambeau Tribal Council and Tribal Education Offices, Lakeland Union High School and Nicolet Area Technical College. The Gear-Up program serves grades three through high school graduation and works with parents, students, faculty and school administrators to increase post secondary enrollment for students in low-income elementary and middle schools.
- ◆ UW-Eau Claire was awarded an American Indian teacher-training grant through the Title IX Indian Education Professional Development Program. The grant is administered by the College of the Menominee Nation in partnership with UW-Eau Claire, the Lac du Flambeau School District, the Wisconsin Indian Education Association and the Wisconsin Department of Public Instruction.

- ◆ UW-Eau Claire has collaborated since January, 2001, with the Eau Claire City Council, on the Community Task Force on Racial Justice to assess the extent of racism in Eau Claire. The task force made recommendations and mapped strategies to implement their recommendations.
- ◆ UW-Extension's Small Business Development Center and the Small Business Development Center at UW-Madison have a partnership (Youth Entrepreneurship Camps) designed to cultivate student participants' interests in entrepreneurship and business education. Students of color comprised approximately half of the participants in this one-week summer day camp. The students received 40 hours of classroom instruction in business skills, leadership, financial management, negotiations, and communication and business etiquette.
- ◆ UW-Green Bay created a new precollege program, "Stars of the Future," targeting Hispanic middle school youth. They initiated a partnership with the state Department of Public Instruction GEAR UP program to provide precollege opportunities to GEAR UP participants and formalized partnerships with the Messmer High School and Beloit Memorial High School honors program for students of color. UW-Green Bay has also strengthened its partnership with the College of Menominee Nation.
- ◆ UW-La Crosse, in partnership with the UW System Reach Out Program (LAPP Grant), the United Migrant Opportunity Services, Inc. (UMOS), and UW-Extension expanded the Norwalk precollege program to meet the educational and career needs of the migrant Hispanic population.
- ◆ UW-La Crosse is a regular and active contributor to the City of La Crosse's Chamber of Commerce's Council of Racial and Ethnic Justice.
- ◆ UW-La Crosse continues to maintain partnerships with La Crosse, Madison Milwaukee and Chicago high schools and technical colleges. Associate Dean of the School of Education has networked with the Milwaukee Public School System. He will serve on a board at UW-Milwaukee, which has the charge of developing partnerships with school and community groups
- ◆ UW-Madison Summer Research Opportunity Program (SROP) is a collaborative endeavor amongst the various schools and colleges on campus to provide multicultural undergraduates a summer experience in conducting research at UW-Madison. In a recent study that compared SROP with graduate recruitment programs nationwide, SROP was found to be the most effective in motivating and recruiting multicultural undergraduates to pursue graduate studies.
- ◆ UW-Madison Graduate School, in partnership with the Black Graduate Students Association, hosted the National Black Graduates and Professional Conference in March 2000. The conference brought over 500 students of color to the campus.
- ◆ UW-Madison Partners for Success is a collaborative program with the Graduate School and the Wisconsin Alumni Association. It attempts to strengthen the community for multicultural students and encourage new graduate students to connect with the campus and the Madison community. Currently there are 87 participants in the program.

- ◆ UW-Milwaukee's Urban Day Math Initiative targets fourth and fifth graders at the Urban Day School to improve math skills.
- ◆ UW-Milwaukee's new IT2000/MITECH program trains Milwaukee public school sophomore and junior students to use PC technology and lifetime skills which prepare them to join the workforce. One of the purposes of this program is to encourage the participating students to stay in school and graduate. Graduates of this program are hired by companies on a part-time basis to work with technology.
- ◆ UW-Milwaukee's Career in Law & Justice program targets 8th to 12th grade youth. Youth participate in a 5-week program, including a visit to the UWM campus where they gain knowledge of available career opportunities. Also, they are matched with mentors in law or criminal justice, participate in an essay competition, visit Marquette Law School, visit a criminal justice institution, and take part in an awards ceremony. In 2000, thirty-two students of color participated in the program.
- ◆ UW-Milwaukee's Mentoring Institute: "Mentoring Boys to Men," matches 1000 multicultural/disadvantaged youth with 1000 men who provide a positive male role model for the students.
- ◆ UW-Milwaukee's Hmong Interpreter Training is a partnership with the Milwaukee judicial system to improve the quality of interpretation at hearings and trials. Approximately 20 court staff per semester participated in 2000-01.
- ◆ UW-Milwaukee's Kellogg project aims to assist W2 participants in communities of color transition into the workforce. The institution is partnering with community organizations to develop small business ventures to improve employment skills and opportunities for women of color. Over 50 individuals participated in 2000-01.
- ◆ UW-Oshkosh is partnering with UW System's Office of Multicultural Affairs, the United Migrant Opportunity Services, Inc. (UMOS), the Midwest Food Processor's Association, the Wisconsin Department of Instruction, the Texas Department of Instruction and the Minnesota Department of Instruction on the Reach Out Program funded through the U.S. Department of Education Learning Anywhere, Anytime Partnerships Project grant. UW-Oshkosh has developed the "Distance Education for Summer Enrichment Opportunities" (DESEO) program.
- ◆ UW-River Falls has a partnership with the Metropolitan Association of Black School Educators to develop a teacher education program.
- ◆ UW-River Falls has partnered with the St. Paul companies (who provided the program funding) to offer sample college classes to parents of students of color at an adult learning center.

- ◆ UW-Stevens Point, in partnership with the UW System Reach Out program (LAAP Grant), the United Migrant Opportunity Services, Inc. (UMOS), and UW-Extension, expanded the Explore precollege program to meet the educational and career development needs of the migrant Hispanic population in Portage, Waupaca, and Waushara counties. Currently Explore has segments, which run for 6 weeks, "Explore Your World," an existing segment offers enrichment programs for 25 students in grades 5-7. The "Explore Your Mind" segment was added under the LAAP grant, it offers academic enhancement for youth in grades 8-9, with an estimated enrollment of 15 students.
- ◆ UW System Office of Multicultural Affairs received a \$1 million Learning Anywhere Anytime Partnerships (LAAP) grant from the U.S. Department of Education for a new program: Reach Out. Reach Out will partner with state agencies of Wisconsin, Texas and Minnesota, the United Migrant Opportunity Services, Inc. (UMOS), the Midwest Food Processors Association, and five UW System institutions to expand precollege opportunities for Wisconsin migrant youth, their parents and their extended families.
- ◆ UW System's Multicultural Center for Educational Excellence (MCEE), formerly Multicultural Information Center (MIC) and the Wisconsin Center for Academically Talented Youth have partnered to provide information on gifted and talented programs to academically accelerated youth of color in Wisconsin.

Goal #3: Close the gap in educational achievement, by bringing retention and graduation rates for students of color in line with those of the student body as a whole.

All institutions have programs and activities for student retention. The type of programs and the groups of students they are aimed at depend on institutions and the community.

- ◆ UW-Green Bay allocated an additional .6 FTE in the American Intercultural Center (AIC) to expand diversity programming for students (bringing the position to full time).
- ◆ UW-La Crosse has expanded its Academic Success Institute to a year round program. The Academic Success Institute includes a Summer Bridge Program, intensive academic advising, mentoring, tutoring and social enrichment programs.
- ◆ UW-La Crosse developed a scholarship/retention program for students of color. The objectives of the program are to promote retention and success in science by: (a) connecting students with a mentor and a peer group, and (b) preparing the students for their undergraduate experience.
- ◆ UW-Madison established a new Faculty Senate standing committee, the Diversity Oversight Committee. The campus Academic Affairs Subcommittee (formerly the CAAMDS) (responsible for improving campus climate, and increasing retention and graduation rates of multicultural and disadvantaged students) has now been incorporated into the Diversity Oversight.

- ◆ UW-Milwaukee has established targeted academic advising for students of color with the purpose of increasing student of color retention and graduation rates. This includes UW-Milwaukee's African American Student Academic Services, the American Indian Student Services, the Roberto Hernandez Center for Hispanic/Latino students and the Southeast Asian Student Academic Services.
- ◆ UW-Oshkosh, as part of a campus-wide orientation, will offer in 2001, a two-day orientation program for new admits of color. Sessions will include Odyssey activities, informational workshops, peer mentoring and an overnight stay at a residence hall. This will provide a positive first-year experience for students.
- ◆ UW-Parkside focuses heavily on improving the institutional climate by providing faculty and staff development programs. The institution successfully formed and implemented a Plan 2008 Diversity Monitoring and Assessment Committee and an initiative to orient new employees on diversity issues through training videos and modules. In addition, the chemistry and physics departments developed tutoring and research opportunities to improve retention.
- ◆ UW-Platteville developed a program to increase positive interaction between groups of students of color and area law enforcement agencies by facilitating face-to-face meetings. The program has had a positive impact on the relationships between city officers and university students of color. The program has also increased the number of students of color employed by the city police department.
- ◆ UW-River Falls administers a College Student Inventory each fall to new, incoming students to assess student needs and assist them in developing a personal plan to meet their goals. Students who meet the federal guidelines for the Student Support Services (TRIO) program are encouraged to enroll.
- ◆ UW-Stevens Point's Noel Compass Scholars Program, designed for freshman students of color, provides scholarships of full tuition and room and board for up to four years at UW-Stevens Point as well as part-time employment with the Noel Group.
- ◆ UW-Stevens Point created a new student orientation program: "Survivor One." Students attend over a weekend and participate in workshops, listen to speakers, and receive orientation on tutoring services, educational support programs, and student involvement. It is also a bonding activity and supplements existing general orientation programs.
- ◆ UW-Stevens Point created a new program "success contract" to promote student performance and retention. It provides for closer communication and support between UW-Stevens Point faculty, staff, parents, and students. UW-Stevens Point has expanded its peer-mentoring program; new freshmen and new transfers receive mentor support from upper-class students.
- ◆ UW-Superior has hired a new Student of Color Recruitment Specialist who is responsible for tracking and supporting retention and graduation efforts for students of color.

- ◆ UW-Superior's Administrative Library at Old Main has been converted into a Multicultural Center with the help of two grants, one from "The Knight Foundation," and the other from "Minnesota Power." The center is open to all students and community members.
- ◆ UW-Superior has sponsored diversity training sessions for every administrator, faculty and staff person at the university. In addition, there are seminars planned for the purpose of teaching, learning styles, and communication styles of ethnic/racial groups represented on campus.
- ◆ UW-Superior is networking with area community colleges, technical schools and four-year institutions for the purpose of developing a leadership conference for students of color in the Twin Ports area. This conference would serve as a warm-up for the statewide American Multicultural Student Leadership Conference (AMSLC) and encourage more students to participate every year. An important aspect in the retention of students of color at UW-Superior is their annual participation in the AMSLC.
- ◆ UW-Whitewater has developed a Multicultural/Disadvantaged student retention database; it is used to track multicultural and disadvantaged students from enrollment to graduation.
- ◆ The UW System Office of Multicultural Affairs hired a Business Council Liaison and is currently developing a strategic plan to establish and work with a new UW System Diversity Business Council, as well to identify internship opportunities for current UW System undergraduate and graduate students.

Goal #4: Increase the amount of financial aid available to needy students and reduce their reliance on loans.

To meet the financial aid needs of students of color and economically disadvantaged students, many institutions are establishing endowments.

- ◆ UW-Marathon County received a \$104,340 matching grant from the Judd S. Alexander Foundation to support campus efforts to improve enrollment and retention of multicultural and disadvantaged students through scholarships, internships, work/study assignments, youth mentoring, a summer precollege program and a part-time Multicultural Affairs Coordinator.
- ◆ UW-Eau Claire is creating endowments for the Diversity Scholars Award, the Diversity Achievement Scholarship, the Diversity Incentive Scholarship, and is creating additional endowed scholarships to attract high achieving Multicultural/Disadvantaged students to UW-Eau Claire. The UW-Eau Claire Foundation Inc., has made a long-term commitment of \$156,000 to fund this priority and the College of Business has submitted a request to two corporations to fund six \$1,000 scholarships.
- ◆ UW-Extension's Division of Continuing Education has allocated \$50,000 per year from their Continuing Education base budget. The DPDI (Diversity Program Development Initiative) grants are awarded on a competitive basis for continuing education programs sponsored by the campuses.

- ◆ UW-Green Bay conducted a study of Lawton grant recipients. It indicated higher retention and graduation of Lawton grant recipients compared to students of color who did not receive Lawton money.
- ◆ UW-La Crosse's Office of Multicultural Student Services was awarded an \$8,000 grant from the Fleckenstein Foundation. This grant will allow expanded participation in the academic year and summer precollege programs.
- ◆ UW-Madison's Office of the Vice Chancellor for Student Affairs has obtained and filled a full-time Grant Writer and Coordinator position. This position is charged primarily with developing federal grant funding and collaborating with the UW Foundation to generate private support for PEOPLE, and scholarship and financial aid funding for the 2002 cohort of PEOPLE undergraduates at UW-Madison.
- ◆ UW-Madison views fundraising for its diversity initiatives as an institutional responsibility. Consequently, the campus Diversity Oversight Committee has created a Fundraising Subcommittee. The Fundraising Subcommittee, in partnership with the university's external relations team of faculty, staff, and students ensures adequate funding support to implement Plan 2008.
- ◆ UW-Milwaukee's Minority and Disadvantaged student scholarships are awarded every year from \$7,000 in annual private contributions. In 2000-01 they were awarded to three students of color, three women and one disabled student.
- ◆ UW-Milwaukee's School of Information Studies awards several scholarships to students every year. Most are for graduate students; several of these students also receive partial AOP grants to supplement their financial aid packages.
- ◆ UW-Milwaukee has established a gift campaign that includes a \$20 million endowment fund to be used for undergraduate Multicultural/Disadvantaged scholarships, and a \$5 million endowment fund for graduate scholarships. Monies to support the gift campaign will be reallocated from schools/colleges/divisions beginning in 2000-2001.
- ◆ UW-Oshkosh created a new endowed Max Bouma Science Scholarship that is available to underrepresented students in the sciences, effective fiscal year 1999/2000. Preferences given to African American, American Indian, Hispanic American and female candidates with declared majors in science, psychology, or closely related fields.
- ◆ UW-Oshkosh awards ESL/Bilingual Teacher Grants to students training to be ESL/Bilingual education teachers. The grant covers the cost of tuition and books. Thirty-three students of color and forty-four white students received an average of \$857 in 2000-2001.
- ◆ UW-Oshkosh received a Refugee Teacher Training Grant that supports Southeast Asian students with funds for tuition and fees.
- ◆ UW-Parkside obtained private funding for Plan 2008 Spring and Summer Interns.
- ◆ UW-Platteville raised \$3.5 million to fund scholarships for high achieving students.

- ◆ UW-River Falls received a \$190,000 McNair Grant. The Ronald E. McNair Post Baccalaureate Achievement Program at UW-River Falls prepares twenty low-income (income below 150% of the poverty level), first-generation undergraduates and/or college students from groups under-represented in doctoral studies for successful completion of Ph.Ds. The McNair Scholars Program goals include development of research skills, participation in guided teaching activities, increased knowledge of the range and scope of graduate programs, and an introduction to doctoral and professional culture.
- ◆ UW-Superior has received a McNair Scholars grant. In 1999-00, McNair served 18 students; in 2000-01 it served 20 students. Half of all students served are students of color and the others are majority-disadvantaged students.
- ◆ UW-Whitewater received \$27,000 from the UW-Whitewater Foundation to fund King/Chavez scholars; established 11 new scholarships for multicultural/disadvantaged students; and received a \$160,000 endowment to fund additional scholarships for multicultural/disadvantaged students.

Goal #5: Increase the number of faculty, academic staff, classified staff and administrators of color, so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.

All UW System institutions presented initiatives under Goal #5 as a part of their initial presentation of Plan 2008. In the most recent progress reports, nearly all institutions and System Administration units reported progress on these initiatives. For example:

- ◆ UW-Eau Claire's Visiting Minority Scholars/Artist in Residence (VMSA) initiative coordinated by the Affirmative Action Office provides unique opportunities for various units to bring minority scholars and artists to campus. The program introduces the campus and community to diverse cultures and expertise and serves as an excellent faculty recruitment tool. To date, five former visiting scholars have joined UW-Eau Claire as tenure-track faculty or probationary academic staff.
- ◆ UW-Eau Claire's English Department's enhanced recruitment initiative led to two new faculty hires in the last two years. The department has become increasingly multicultural, not only in numbers but also in emphasizing multicultural and diversity issues in the curriculum.
- ◆ UW-Extension regularly participates in the Wisconsin Department of Employee Relations Summer Affirmative Action Intern Program (SAAIP). Twenty SAAIP interns were hired at various units of UW-Extension with the purpose of exposing students to employment opportunities at UW-Extension.
- ◆ UW-Green Bay increased the representation of persons of color in the faculty ranks by eight between 1997-98 and 2000-01. Representation of persons of color in the total campus workforce has increased by nearly 25% in the past three years. Faculty of color attrition rates are comparable to the attrition rates for all faculty.
- ◆ UW-La Crosse created a web-based diversity directory with diversity recruitment resources available on the Internet and through professional associations.

- ◆ UW-La Crosse has expanded its Academic Success Institute to a year round program. The Academic Success Institute includes a Summer Bridge Program, intensive academic advising, mentoring, tutoring, and social enrichment programs.
- ◆ UW-Madison held workshops for new deans, department chairs and center directors to discuss strategies for recruiting and hiring excellent and diverse faculty in all fields.
- ◆ UW-Madison's Equity and Diversity Committee and the Office of Human Resources training department collaborate in improving the workplace and campus climate for all members of the university community. The Intercultural Communication Seminars are now offered regularly to enhance intercultural communication skills.
- ◆ UW-Madison's Manager/Supervisor Development Series is offered several times a year to classified and academic staff managers and supervisors. The professional development series incorporates intercultural communications, sexual harassment and disability-related employment matters.
- ◆ UW-Milwaukee created a "Committee to Diversify Searches." The committee has identified new recruitment sources for women and people of color. It also reviewed the search and screen process to identify committee members who could provide positive and committed input; answer questions regarding legalities in hiring processes; and provide a clear overview of equities in retention and promotion efforts.
- ◆ UW-Milwaukee's School of Information Studies hired two new staff of color; one African American and one Hispanic/Latino.
- ◆ UW-Milwaukee's Golda Meir Library Advisory Committee on Diversity supports UW-Milwaukee's strategic plan for racial and ethnic diversity and the UW System Plan 2008 by ensuring the recruitment, hiring, and retention of a multicultural workforce at all levels of employment. All 100 FTE in the library system participate.
- ◆ UW-Oshkosh's Director of Equity and Affirmative Action position was converted from a .25 FTE to a full 1.0 FTE position, a total commitment of \$78,082. The Affirmative Action Office has now trained 80 faculty and staff regarding Affirmative Action laws and guidelines. Twenty-five of those trained are now representative members of search and screen committees; there were 5 new faculty of color hired: Dean of COEHS, Provost and 3 academic staff.
- ◆ UW-Parkside received two awards for diversity efforts. The 2000 Diversity Award from the Wisconsin Department of Employee Relations Affirmative Action Council and the Urban League of Kenosha/Racine 2001 Equity in Employment Award. They successfully hired 6 new faculty/academic staff of color during the two-year period.
- ◆ UW-Stevens Point hired 2 new faculty and 2 new academic staff of color; all faculty and staff of color were retained.
- ◆ UW-Stevens Point established a formal mentoring program for classified staff. The Classified Staff Advisory Committee (CSAC) is carrying out this program. UW-Stevens Point also surveyed all second-year faculty and staff, including faculty and staff of color, to explore the possibility of a similar program for faculty/unclassified staff as needed.

- ◆ UW-Superior's chancellor met with faculty/staff of color in fall 2000, to discuss the strengths and weaknesses of UW-Superior's diversity climate. Creative ways to improve the climate were discussed; the information received will be incorporated into current and future programs.
- ◆ UW-Superior had every department submit a plan for diversity. Each plan included three areas: a) Increasing the number of faculty and staff of color, b) diversifying the curriculum, and c) creating a culturally sensitive environment for all students.
- ◆ UW-Superior currently has two committees working on issues of recruitment and retention of faculty and staff of color. These two committees are in the process of creating a recruitment/retention strategic plan for the university.
- ◆ UW-Superior position vacancies are sent via e-mail to as many diversity networking listserves as possible. Vacancy announcements are sent to universities with high numbers of graduates and faculty/staff of color. Letters are sent to high caliber faculty candidates whose names appear in the "Minority and Women Doctoral Directory." Of the sixteen (16) searches for open positions finished at UW-Superior since July of 2000, six (6) interviewed candidates of color and three (3) were offered positions. One accepted. The remaining two opted to decline due to offers at other institutions.
- ◆ UW-Whitewater views faculty and staff retention as a collaborative, institutional endeavor, in which all units and departments are involved. For example, each department starting a search for new faculty or staff is presented with information about the available pool and suggested target makeup of employees.
- ◆ UW-Whitewater's LEARN Center has established a mentoring program for new faculty. Success in increasing diversity within units is considered as a merit factor for administrators, and they mentor participants of McNair, King/Chavez Scholars and Latino Studies Programs to spark their students' interest to seek future faculty and staff positions at UW System institutions.
- ◆ UW System Office of General Counsel has regularly offered programs related to Affirmative Action and non-discrimination in employment to UW Chancellors, Provosts, Affirmative Action Officers, UW System Multicultural/Disadvantaged Coordinators and others.
- ◆ UW System Office of Multicultural Affairs, in partnership with UW System Offices of General Counsel and Human Resources, held a faculty/staff recruitment and retention conference in January 2001 for Chancellors and Provosts to share effective recruitment and retention strategies. One hundred and fifty UW System members participated in the conference and rated the event excellent or very good. The conference was co-sponsored by the UW System Institute on Race and Ethnicity and Ameritech.
- ◆ UW-System Offices of General Counsel, Human Resources, and Multicultural Affairs now meet quarterly to discuss services they will offer to assist chancellors and other upper level administrators in conducting search and screen processes.

- ◆ UW System Office of Multicultural Affairs and the UW System Institute on Race and Ethnicity offered a Professional Development Leadership Institute in Spring 2001. This highly commended event was attended by tenured UW System faculty and staff of color.
- ◆ UW System Offices of Multicultural Affairs, Women's Issues and Women's Studies Consortium collaborate in honoring the contribution of Women of Color at the annual Women's Studies Conference.
- ◆ UW System Office of Human Resources annually offers a series of brown bag reading seminars to discuss issues related to recruitment and retention of faculty and staff of color at UW System institutions. The activity is supported through a grant from the UW-System Institute on Race and Ethnicity.
- ◆ UW System Institute on Race and Ethnicity continues to sponsor the annual Reading Seminars at all UW System institutions. Each year, over 200 UW System members participate in the readings.

Goal #6: Foster institutional environments and course development that enhance learning and respect for racial and ethnic diversity.

All UW System institutions presented initiatives under Goal #6 as a part of their initial presentation of Plan 2008. In the most recent progress reports, nearly all institutions and System Administration units reported progress on these initiatives. For example:

- ◆ UW Colleges has endeavored to foster institutional climate and curricula that enhance learning and respect for racial and ethnic diversity. With funds from a UW System Undergraduate Teaching and Learning grant, UW Colleges has been working with Dr. James Anderson to develop teaching strategies that recognize and accommodate diverse learning styles in various subject areas.
- ◆ UW-Fond du Lac placed special emphasis on issues relating to Native American Students. They have developed an agreement with UW-Eau Claire providing for the transfer of American Indian Studies courses to the major in that subject at UW-Eau Claire. UW-Fond du Lac, hosted the UW System Symposium on American Indian Studies and ACT 31. UW-Fond du Lac faculty have developed a website which provides information about Wisconsin Indians.
- ◆ UW-Eau Claire's departments of Affirmative Action, Art, Philosophy and Religious Studies, English and the Center for American Indian Studies have partnered together to create an American Indian cultural curriculum focusing on American Indian art. The departments of Affirmative Action, Psychology, Adult Health, Nursing and the Center for American Indian Studies have developed an initiative to provide instruction and classes regarding American Indian health issues. Also, the departments of English and Political Science have created a new course focusing on American Indian tribal politics and American Indian biography.
- ◆ UW-Eau Claire's Cultural Transitions and Educational Frontiers of Hmong in the United States initiative provides workshops for pre-service K-12 teachers and administrators to help them understand the educational needs of Hmong students in area schools.

- ◆ UW-Eau Claire, in its efforts to improve curriculum campus-wide, has revised and created new courses for classroom instruction. These courses include ECON 330, The Economics of American Minorities; HUMS 110, Hmong Civilization and Culture; HUMS 210, Voices of Color; FLTR 392, Film as Cultural Expression; MATH 491, and Special Topics: Ethnomathematics from an American Perspective.
- ◆ UW-Eau Claire's Department of social work, in an effort to create out-of-class experiences for students, provides "Urban Plunges" to cities such as Minneapolis, Milwaukee, and Chicago. This is an experience where students visit volunteer agencies serving communities of color. To promote research and scholarly activities, the English Department paid for travel and course-related support for faculty to strengthen ties to tribal communities.
- ◆ UW-Extension is partnering with UW-Madison to provide "Professional Enrichment and Leadership Development Programs" to meet the immediate needs of the staff of Centro Hispano. The participants are human service professionals who are on the frontline, providing direct services to the rapidly growing Dane County Latino community.
- ◆ UW-Extension held a Hispanic Needs Assessment Conference to learn about the specific needs of the Hispanic/Latino communities in Wisconsin. The one-day conference brought together members from United Migrant Opportunity Services, Inc. (UMOS), all UW System institutions and other community-based organizations to deliberate over ways to improve service to the Hispanic/Latino community.
- ◆ UW-Green Bay initiated a diversity grants program to fund diversity training and enhancement projects across campus; added four new ethnic studies courses to the curriculum; added student learning outcomes that specifically relate to multicultural knowledge and skills in three academic programs; and conducted 14 social/educational programs related to diversity.
- ◆ UW-La Crosse has developed an Ethnic Studies minor and has proposed giving its Institute on Ethnic and Racial Studies department status. The College of Liberal Studies is recruiting another faculty member to teach in the Institute of Ethnic and Racial Studies in order to meet the needs of the new minor.
- ◆ UW-La Crosse's English Department is organizing a conference entitled "Race in the Humanities." This conference will be interdisciplinary, bringing together faculty, staff and students for discussions about how racial/ethnic diversity has contributed to the humanities.
- ◆ UW-La Crosse has hired a Coordinator for Graduate Student Recruitment and Diversity Development for reaching out to graduate students of color and offer training opportunities for the campus.
- ◆ UW-La Crosse developed the Visiting Diversity Scholar Program. The scholar will be in residence for the spring 2002 semester and will teach one course in the History Department that examines sports in America and in particular, the role of ethnicity in sports.

- ◆ UW-Madison's Diversity Oversight Committee established a Campus Climate Subcommittee that is responsible for evaluating and finding solutions and resources to improve the climate within the classroom, outside the classroom, and in all work environments.
- ◆ UW-Madison Professor Richard Davis, offers a series of university sponsored "Retention Action Project" (RAP) sessions every academic semester. These sessions bring 50 to 100 students, staff, and faculty together to discuss provocative issues concerning the campus environment.
- ◆ UW-Madison is working to strengthen its Ethnic Studies programs through cluster hiring of faculty and providing tenure to faculty in Ethnic Studies programs.
- ◆ UW-Milwaukee's new General Education Requirements course "Cultures and Communities" (one of the First Ideas of the Milwaukee Idea), focuses on the ethnic cultures in the United States and in Milwaukee. Several courses have been approved and a number of new senior level interdisciplinary faculty positions have been created.
- ◆ UW-Milwaukee's Interracial Communications Project (ICP) enrolls about 20-25 students per semester. It is an annual program started in Spring of 2000. UWM was selected, along with three other urban universities, to participate in the Interracial Communications Project (ICP) in January 2000 with a grant from the C.S. Mott Foundation. The ICP is an innovative method of bringing student leaders together to participate in substantive, intensive conversations on race and racism. The most recent grant from the Helen Bader Foundation allowed the students to visit Memphis, Tennessee as part of the course curriculum. Students visited schools to talk about race and racism, were involved in community projects, and presented their projects at the end-of-semester ICP panel discussion.
- ◆ UW-Milwaukee's Mexico Studio of the School of Architecture provides an opportunity for UW-Milwaukee architecture students to work in a Latino cultural context in Mexico, learn about Mexican culture, and share architectural skills and perspectives with Mexican faculty and students.
- ◆ UW-Milwaukee's Nurse's Response to the Health Needs of the Hmong community is aimed at professional nurses and student nurses in the La Crosse area. The six-month program allows nurses and nursing students to discuss the similarities and differences between Western and Hmong health-care beliefs and practices, and utilizes cultural knowledge in developing relevant nursing care for Hmong Americans. In 2000-01, ten nurses participated in the program.
- ◆ UW-Oshkosh's College of Letters & Science (COLS) and College of Education and Human Services (COEHS) organized three faculty/staff seminars funded by the UW System Institute on Race and Ethnicity, focused on language retention, Afrocentrism and intersections of race and gender. In Spring 2000, 22 faculty and staff members attended a program called "Creating a Diversity Affirming Campus Environment," featuring Dr. Jihad Azis; the provost's office sponsored a team of seven faculty and staff to attend a week-long, and American Indian Summer Institute. In 2001, Australian experts were invited to talk about teaching strategies that have been found effective with indigenous people.

- ◆ UW-Oshkosh's chancellor reallocated \$100,000 for renovation of the Multicultural Education Center (MEC), which UW-Oshkosh students of color regard as their home away from home. A bequest from the Jeanette Elmer Trust provided \$5,000 to purchase library materials about American Indians. The College of Letters & Science (COLS) hosted a Tribal Elder in Residence and a Writer of Color in Residence effectively introducing students to new and diverse types of insight and wisdom.
- ◆ UW-Oshkosh received a five-year, \$1.2 million, Title VII Bilingual Education Personnel Training Grant that will greatly enhance existing Bilingual Education programs at UW-Oshkosh, as well as improve linkages with local communities and schools.
- ◆ UW-Parkside established an ongoing project called the Campus Climate Assessment Project involving anthropology and sociology students and faculty. Over 149 diversity and multicultural events took place on campus. Lois Vander Waerdt, the author of "Affirmative Action in Higher Education," conducted workshops on affirmative action and related topics. All supervisors have been trained on "Avoiding Litigation Landmines, ADA and other affirmative action issues." They have conducted 31 study circles on race and race relations, 26 of which were in the Racine/Kenosha communities. Several task forces have been created to address community issues.
- ◆ UW-Platteville students developed and presented an interactive tolerance museum. Two hundred and seventy-five students and community members attended the museum.
- ◆ UW-Platteville developed new certificate programs in Ethnic Studies in African American and Indigenous Studies. Six new courses on ethnic studies topics were approved and implemented.
- ◆ UW-River Falls added \$950 to the library's base budget to increase their library ethnic studies holdings.
- ◆ UW-Stevens Point has developed a new course: "Anthropology of Multiculturalism in Central Wisconsin," which also aired on Community Access Television.
- ◆ UW-Stevens Point's continuing activities are: African Children's Choir; Festival of India; Hmong 101 - Hmong Language Course; Hmong Student Group Fall Dance; Soul Food Dinner; Gospel Choir; Native American Awareness Week, including AIRO Pow-wow; International Dinner; Ballet Folklórico de México; Brown Bags on Equality of Academic Affairs; Reverend Charles Edwards (Blues Singer); Diversity Awareness Week and Peace March for Unity.
- ◆ UW-Stevens Point's Equity and Affirmative Action Office had several Brown Bag lunches on diversity issues, including: Myths vs. Facts about Affirmative Action, A taste of Diversity, What's really equal?
- ◆ UW-Stevens Point published an informational pamphlet on ethnic courses offered at the institution for distribution to all UW-Stevens Point students attending orientation programs.

- ◆ UW-Stout, in collaboration with Cerritos College, California and Xavier University, Louisiana, has established a learning community connection. Faculties teach collaboratively, using distance-learning technology.
- ◆ UW-Stout now offers two courses in Hmong language, every semester.
- ◆ UW-Stout developed several strategies that acknowledge, support and strengthen campus ties with the Hmong community in Wisconsin:
 - ◆ Development of the Center for the Preservation of Hmong Language and Culture has resulted in a more diversified curriculum.
 - ◆ Work on Career Ladder and Refugee Teacher Improvement grants.
 - ◆ Research on digital archives for the Center for the Preservation of Hmong Language and Culture has involved non-student adults from the Hmong community.
 - ◆ A Hmong history course is being developed.
- ◆ UW-Superior, through its Center for American Indian Studies, is offering a summer course designed for both practicing teachers and teacher education majors. The course centers on the infusion of American Indian History into the general curriculum to meet the requirements and intent of Act 31.
- ◆ UW-Superior's Vice Chancellor/Dean Colloquia sponsored a debate on social justice issues and diversity as an asset to the community.
- ◆ UW-Superior's director of the Center for American Indian Studies was granted a sabbatical leave to research issues and develop contacts and networks with public schools to better prepare pre-service teachers for classroom teaching techniques in the implementation of Act 31 (American Indian Treaty and Sovereignty Rights). Enacted in the 1989-91 biennial budget bill, Act 31 addresses the study of the history, culture, and tribal sovereignty of federally recognized Native American tribes and bands in Wisconsin. As part of this effort, the Center will offer an annual seminar/workshop for ongoing teacher training on Act 31 issues. American Indian Studies staff continues to provide leadership by holding "Talking Circles," teaching conflict resolution and cultural pride to students and staff of all ethnicities.
- ◆ UW-Superior offered several cultural/ethnic events during the year:
 - ◆ The Black History Month celebration included a Soul Food Dinner, a series of movies about important African American events in history, and a presentation by Joseph Gomer, a WWII Tuskegee airman.
 - ◆ Various Native American events, including programs on American Indian Treaty Rights, American Indian Women's issues and American Indian Spirituality. The most unique event was the Feather Pole Ceremony and feast. The "Feather Pole" is a traditional American Indian structure. It serves as a place of gathering and reflection for American Indians, as well as non-Indians on campus and in the surrounding community.

- ◆ The Diversity Awareness Week lecture series that included The "Hmong Experience in America," "Hispanic/Latinos in the Twin Ports," "Getting to Know you," faculty/staff/student of color reception, and the Campus Community Togetherness Barbecue.
- ◆ UW-Superior established a fund to give each department the necessary resources to purchase books, periodicals, and multi-media materials focusing on racial and ethnic diversity. The library holdings are increasing significantly due to this effort. The Library Science Department annually reviews their curriculum to ensure cultural diversity issues are addressed within the program.
- ◆ UW-Superior's Visual Arts Department is adding slides of artwork, by artists of color, to the Visual Arts department's ample slide collection. They include slides from Fritz-Scholder, an American Indian painter/printmaker and a UW-Superior graduate and African American artists Jean Michael Basquiat, Kara Walker, Alison Saar and Martin Puryear.
- ◆ UW System's Institute on Race and Ethnicity convened the first statewide Asian American Studies Conference at UW-La Crosse in 1999. This conference sparked discussion on the possibilities of developing a collaborative Asian American Studies degree program through distributive learning technology.
- ◆ UW System's Institute on Race and Ethnicity received an additional \$100,000 in GPR in the 1999-01 biennial budget to be used for faculty and staff research and curriculum development grants.
- ◆ UW System's Office of Professional and Instructional Development (OPID) funded grants from three UW System Institutions and a workshop to improve teaching and learning in a diverse classroom during 1999-2000. OPID also organized a film series focusing on the experiences of people of color, in particular in higher education settings.

Goal #7: Improve accountability of the UW System and its institutions.

All UW System institutions addressed Goal #7 in their institutional Plan 2008. Accountability processes at each institution vary based on the characteristics of each institution. For example:

- ◆ UW-Eau Claire established institutional accountability procedures including the reporting of initiatives and outcomes for each goal during yearly departmental and unit visits by the Chancellor and Vice Chancellor for Academic Affairs. Additionally, there is a yearly report of initiatives and outcomes in the annual department or unit review.

- ◆ UW-Green Bay clarified the M/D Coordinator's role in data collection, monitoring, and reporting with subsequent adjustments to job description and workload. Plan 2008 oversight responsibility has been assigned to the Provost and Vice Chancellor for Academic Affairs. Regular reporting mechanisms were established whereby all areas with Plan 2008 reporting responsibilities submit reports to the Provost by January of each academic year. An annual report on Plan 2008 progress and outcomes was delivered to the Campus Leadership Council and the Student Government Association. UW-Green Bay also charged the Chancellors Advisory Council on Diversity to conduct research and report on selected aspects of Plan 2008 implementation.
- ◆ UW-La Crosse's Joint Minority Affairs Committee developed an assessment form for Plan 2008 and is currently developing a web response to this form. Responses will be directly incorporated into a database for rapid retrieval and analysis. The Office of Multicultural Student Services hired a new director, has created a new mission statement, set new unit goals, and is in the process of developing a five-year strategic plan. The Chancellor's staff has been evaluated directly by the Chancellor, using the "Administrative Performance Evaluation Process." This form contains a section on affirmative action and diversity. A formal annual report was drafted from the Joint Minority Affairs Committee to the Chancellor regarding the campus' progress on Plan 2008.
- ◆ UW-Madison established a campus Diversity Oversight committee is responsible for monitoring and assessing the implementation of Plan 2008. In order to increase collaboration amongst the Schools, Colleges, Departments, and Administrative units, UW-Madison now hosts annual Plan 2008 Campus Forums. The Chancellor, Provost and the Vice Chancellors of Student Affairs, all exchange information on the progress of the plan.
- ◆ UW-Milwaukee created the Milwaukee Commitment Advisory Panel (MCAP) that met for the first time on May 8, 2000. The Panel is comprised of representatives from the University Committee, Academic Staff Committee, Classified Unions, Student Association, Board of Visitors, and Academic Deans Council. UW-Milwaukee's Chancellor also established a Latino Community Advisory Council in Fall 1999 to discuss issues and concerns (recruitment, retention, graduation/promotion of Latino students and staff) raised by the Latino community. Additionally, the Chancellor has recently created an African American Community Advisory Council. The MCAP is charged with monitoring and evaluating the progress of the Milwaukee Commitment with representation from the campus governance groups and the community.
- ◆ UW-Oshkosh's Chancellor appointed the University Diversity Council in Spring 2000 to monitor and energize Plan 2008 initiatives. The council provided \$27,443 in Diversity Innovation grants for faculty and staff to promote diversity on campus; twelve grants were awarded.
- ◆ UW-Parkside's co-chairs of the Plan 2008 Diversity Monitoring and Assessment Committee (PDMAC) established two major systems for reporting regularly to the Chancellor on the institutional progress on Plan 2008 initiatives.

- ◆ UW-Stevens Point established a Plan 2008 Oversight Committee made up of faculty, staff and students, to closely monitor the Plans progress. The committee requests reports from responsible units for each institutional goal and reports annually to the Office of the Chancellor.
- ◆ The Stout University Foundation and the Chancellor have pledged \$400,000 over the next ten years to fund new initiatives on campus. To leverage the University's and the Foundation's \$400,000 diversity support, UW-Stout has also developed a plan: "Diversity Innovations," to be implemented in 2001-02.
- ◆ UW-Superior's Chancellor, networks with the Multicultural Affairs Coordinator, the Director of Indian Studies, multicultural student organizations and faculty and staff of color to form a creative think tank with the purpose of developing ways to improve on Plan 2008 outcomes.
- ◆ UW System Administration units developed implementation plans and have submitted their first outcomes report along with their unit plans to the Office of Multicultural Affairs.
- ◆ UW System Office of Multicultural Affairs completely revised and streamlined the Plan 2008 Biennial Reporting format. In keeping with the spirit of Continuous Quality Improvement, campuses are now required to report progress under each goal.

Conclusion

As we reflect on the first two years of the systemwide *Plan 2008*, there have been a number of unmistakable achievements from which we can derive satisfaction. Other areas, such as graduation rates, will require a longer period before conclusive evidence can be gathered.

UW System institutions have had about a year to begin to implement their Institutional Plan 2008s. Encouraging results show all institutions have a precollege component; partnerships with community based organizations and public school systems; recruitment and retention programs for students and faculty; plans to increase financial aid; and curricular innovations to foster a warmer institutional environment. The range and depth of the initiatives contained in each plan will serve as models for peer institutions and demonstrate that UW System institutions are committed to providing equal opportunity to all residents of Wisconsin.

Appendix

Appendix-Table 1

UW System Wisconsin Immediate New Freshman Applicants						
by Race/Ethnicity and Gender						
Fall 1997-2000						
	Gender	1997	1998	1999	2000	% Change 1997-2000
African American	Women	547	551	596	598	9%
	Men	314	368	347	346	10%
	Total	861	919	943	944	10%
Hispanic/Latino	Women	250	290	339	329	32%
	Men	202	205	229	261	29%
	Total	452	495	568	590	31%
American Indian	Women	81	88	114	114	41%
	Men	77	73	80	74	-4%
	Total	158	161	194	188	19%
Asian	Women	288	340	448	427	48%
	Men	308	330	346	426	38%
	Total	596	670	794	853	43%
Student of Color Subtotal	Women	1,166	1,269	1,497	1,468	26%
	Men	901	976	1,002	1,107	23%
	Total	2,067	2,245	2,499	2,575	25%
White/Other	Women	13,271	14,221	14,503	14,684	11%
	Men	10,883	11,392	11,591	11,528	6%
	Total	24,154	25,613	26,094	26,212	9%
Total	Women	14,437	15,490	16,000	16,152	12%
	Men	11,784	12,368	12,593	12,635	7%
	Total	26,221	27,858	28,593	28,787	10%

Source: Occasional Research Brief (ORB), Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000 (updated).

Appendix-Table 2

UW System Wisconsin Immediate New Freshman Admissions						
By Race/Ethnicity and Gender						
Fall 1997-2000						
	Gender	1997	1998	1999	2000	% Change 1997-2000
African American	Women	427	429	449	463	8%
	Men	250	274	244	253	1%
	Total	677	703	693	716	6%
Hispanic/Latino	Women	236	255	293	275	17%
	Men	178	181	193	219	23%
	Total	414	436	486	494	19%
American Indian	Women	71	72	101	97	37%
	Men	71	61	70	59	-17%
	Total	142	133	171	156	10%
Asian	Women	269	301	402	382	42%
	Men	274	290	299	377	38%
	Total	543	591	701	759	40%
Student of Color Subtotal	Women	1,003	1,057	1,245	1,217	21%
	Men	773	806	806	908	17%
	Total	1,776	1,863	2,051	2,125	20%
White/Other	Women	12,529	13,359	13,566	13,654	9%
	Men	10,153	10,434	10,654	10,472	3%
	Total	22,682	23,793	24,220	24,126	6%
Total	Women	13,532	14,416	14,811	14,871	10%
	Men	10,926	11,240	11,460	11,380	4%
	Total	24,458	25,656	26,271	26,251	7%

Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000 (updated).

Appendix-Table 3

UW System Wisconsin Immediate New Freshman Enrollments						
by Race/Ethnicity and Gender						
Fall 1997-2000						
	Gender	1997	1998	1999	2000	% Change 1997-2000
African American	Women	288	301	291	313	8.7%
	Men	179	206	187	188	5.0%
	Total	467	507	478	501	7.3%
Hispanic/Latino	Women	182	185	220	209	14.8%
	Men	140	142	150	169	20.7%
	Total	322	327	370	378	17.4%
American Indian	Women	58	63	76	78	34.5%
	Men	58	50	55	50	-13.8%
	Total	116	113	131	128	10.3%
Asian	Women	192	246	300	269	40.1%
	Men	214	231	219	294	37.4%
	Total	406	477	519	563	38.7%
Students of Color Total	Women	720	795	887	869	20.7%
	Men	591	629	611	701	18.6%
	Total	1,311	1,424	1,498	1,570	19.8%
White/Other	Women	10,018	10,654	10,781	10,473	4.5%
	Men	8,107	8,442	8,488	8,638	6.5%
	Total	18,125	19,096	19,269	19,111	5.4%
Total	Women	10,738	11,449	11,668	11,342	5.6%
	Men	8,698	9,071	9,099	9,339	7.4%
	Total	19,436	20,520	20,767	20,681	6.4%
*Includes Wisconsin immediate new freshmen from both public and private high schools.						

Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000 (updated).

Appendix-Table 4

Fall 2000 UW System Wisconsin Immediate New Freshman Applicants													
by Race/Ethnicity, Gender and Institution													
	African American		Hispanic Latino		Amer. Indian		Asian		White/ Other		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
MSN	81	127	74	84	18	19	166	169	3,369	3,934	3,708	4,333	8,041
MIL	165	365	99	144	13	39	145	134	2,093	2,522	2,515	3,204	5,719
EAU	14	19	13	19	10	15	48	43	1,529	2,416	1,614	2,512	4,126
GBY	9	16	8	15	11	18	37	32	732	1,357	797	1,438	2,235
LAC	22	17	25	37	7	9	35	36	1,478	2,327	1,567	2,426	3,993
OSH	27	30	27	29	9	15	44	32	1,486	2,257	1,593	2,363	3,956
PKS	65	126	34	53	3	8	12	19	392	491	506	697	1,203
PLT	19	6	11	7	4	1	25	8	1,095	610	1,154	632	1,786
RVF	2	1	3	4	6	7	10	18	497	724	518	754	1,272
STP	19	23	17	23	14	10	36	41	1,393	2,029	1,479	2,126	3,605
STO	9	1	10	2	4	6	19	18	815	825	857	852	1,709
SUP	1	2	0	1	3	4	2	5	189	253	195	265	460
WTW	87	115	55	47	7	13	48	54	1,666	1,847	1,863	2,076	3,939
UWC	20	21	16	29	5	12	54	36	1,815	2,174	1,910	2,272	4,182
Total	540	869	392	494	114	176	681	645	18,549	23,766	20,276	25,950	46,226

Appendix-Table 5

Fall 2000 UW System Wisconsin Immediate New Freshman Admissions													
by Race/Ethnicity, Gender and Institution													
	African American		Hispanic Latino		Amer. Indian		Asian		White /Other		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
MSN	45	83	55	67	14	18	117	133	2,327	3,075	2,558	3,376	5,934
MIL	121	269	76	118	9	34	122	113	1,778	2,178	2,106	2,712	4,818
EAU	4	11	8	13	7	14	32	36	1,134	1,931	1,185	2,005	3,190
GBY	3	11	5	12	6	11	24	24	564	1,188	602	1,246	1,848
LAC	10	13	18	33	4	8	28	31	890	1,633	950	1,718	2,668
OSH	17	19	18	22	6	9	33	23	1,166	1,937	1,240	2,010	3,250
PKS	34	83	27	38	3	8	10	16	353	433	427	578	1,005
PLT	11	5	11	6	4	1	22	7	994	559	1,042	578	1,620
RVF	1	1	3	4	6	6	9	16	398	601	417	628	1,045
STP	5	14	11	16	8	8	26	25	986	1,650	1,036	1,713	2,749
STO	4	1	9	2	3	5	16	15	680	708	712	731	1,443
SUP	0	1	0	0	3	2	1	3	149	211	153	217	370
WTW	61	87	44	38	6	10	40	45	1,362	1,578	1,513	1,758	3,271
UWC	14	14	14	25	4	9	49	34	1,615	1,948	1,696	2,030	3,726
Total	330	612	299	394	83	143	529	521	14,396	19,630	15,637	21,300	36,937

Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000 (updated).

Appendix-Table 6

Fall 2000 UW System Wisconsin Immediate New Freshman Enrollment													
by Race/Ethnicity, Gender and Institution													
	African American		Hispanic Latino		Amer. Indian		Asian		White/ Other		Total		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
MSN	29	47	37	41	10	11	69	80	1,448	1,828	1,593	2,007	3,600
MIL	64	145	41	64	4	19	67	53	977	1,170	1,153	1,451	2,604
EAU	1	2	4	3	4	5	18	14	556	889	583	913	1,496
GBY	2	3	2	2	5	6	11	11	253	590	273	612	885
LAC	6	4	9	14	3	5	21	12	753	465	792	500	1,292
OSH	5	5	7	12	4	4	12	9	571	876	599	906	1,505
PKS	18	42	17	19	1	6	7	10	224	274	267	351	618
PLT	4	2	4	2	1	0	7	3	507	294	523	301	824
RVF	1	0	2	2	3	2	2	8	219	334	227	346	573
STP	3	4	6	8	6	1	9	12	473	803	497	828	1,325
STO	4	0	4	0	3	3	6	5	412	413	429	421	850
SUP	0	0	0	0	1	2	0	2	81	124	82	128	210
WTW	40	52	24	23	2	7	27	25	817	849	910	956	1,866
UWC	11	7	12	19	3	7	38	25	1,347	1,564	1,411	1,622	3,033
Total	188	313	169	209	50	78	294	269	8,638	10,473	9,339	11,342	20,681

Source: ORB, Access to the UW System for Wisconsin High School Graduates, Vol. 00, No. 2, October 2000 (updated).

Appendix-Table 7

UW System Wisconsin Immediate New Freshman Applications							
by Students of Color and Institution							
Fall 1997 to Fall 2000							
	Fall 1997			Fall 2000			1997 to 2000
	White	SOC	Grand Total	White	SOC	Grand Total	SOC Percent Change 1997 to 2000
MSN	7,132	610	7,742	7,303	738	8,041	21%
MIL	3,512	811	4,323	4,615	1,104	5,719	36%
EAU	3,511	147	3,658	3,945	181	4,126	23%
GBY	2,004	96	2,100	2,089	146	2,235	52%
LAC	3,530	139	3,669	3,805	188	3,993	35%
OSH	3,084	151	3,235	3,743	213	3,956	41%
PKS	840	234	1,074	883	320	1,203	37%
PLT	1,691	74	1,765	1,705	81	1,786	9%
RVF	1,218	42	1,260	1,221	51	1,272	21%
STP	2,844	117	2,961	3,422	183	3,605	56%
STO	1,367	54	1,421	1,640	69	1,709	28%
SUP	298	15	313	442	18	460	20%
WTW	3,209	303	3,512	3,513	426	3,939	41%
UWC	2,836	115	2,951	3,989	193	4,182	68%
Total	37,076	2,908	39,984	42,315	3,911	46,226	34%
Note: Institutional applications are duplicate. A student may apply to more than one campus.							

Source: Office of Policy Analysis and Research

Appendix- Table 8

UW System Wisconsin Immediate New Freshman Admissions							
By Students of Color and Institution							
Fall 1997 to 2000							
	Fall 1997			Fall 2000			1997 to 2000
	White	SOC	Grand Total	White	SOC	Grand Total	SOC Percent Change 1997 to 2000
MSN	5,605	488	6,093	5,402	532	5,934	9%
MIL	3,174	654	3,828	3,956	862	4,818	32%
EAU	3,178	141	3,319	3,065	125	3,190	-11%
GBY	1,773	66	1,839	1,752	96	1,848	45%
LAC	2,711	110	2,821	2,523	145	2,668	32%
OSH	2,809	112	2,921	3,103	147	3,250	31%
PKS	777	180	957	786	219	1,005	22%
PLT	1,584	59	1,643	1,553	67	1,620	14%
RVF	1,033	36	1,069	999	46	1,045	28%
STP	2,490	93	2,583	2,636	113	2,749	22%
STO	1,215	38	1,253	1,388	55	1,443	45%
SUP	281	14	295	360	10	370	-29%
WTW	2,767	234	3,001	2,940	331	3,271	41%
UWC	2,475	96	2,571	3,563	163	3,726	70%
Total	31,872	2,321	34,193	34,026	2,911	36,937	25%

Note: Institutional admissions duplicate. A student may apply to more than one campus.

Source: Office of Policy Analysis and Research

Appendix - Table 9

UW System Wisconsin Immediate New Freshman Enrollment							
By Students of Color and Institution							
Fall 1997 to 2000							
	Fall 1997			Fall 2000			1997 to 2000
	White	SOC	Grand Total	White	SOC	Grand Total	SOC Percent Change 1997 to 2000
MSN	3,469	301	3,770	3,276	324	3,600	8%
MIL	1,722	381	2,103	2,147	457	2,604	20%
EAU	1,541	82	1,623	1,445	51	1,496	-38%
GBY	801	34	835	843	42	885	24%
LAC	1,288	53	1,341	1,218	74	1,292	40%
OSH	1,517	42	1,559	1,447	58	1,505	38%
PKS	530	119	649	498	120	618	1%
PLT	852	31	883	801	23	824	-26%
RVF	574	18	592	553	20	573	11%
STP	1,309	41	1,350	1,276	49	1,325	20%
STO	746	25	771	825	25	850	0%
SUP	163	9	172	205	5	210	-44%
WTW	1,559	98	1,657	1,666	200	1,866	104%
UWC	2,054	77	2,131	2,911	122	3,033	58%
Total	18,125	1,311	19,436	19,111	1,570	20,681	20%

Source: Office of Policy Analysis and Research

Appendix - Table 10

UW System Faculty of Color by UW Institution							
1997-98 to 2000-01							
	1997			2000			
	White	FOC	Grand Total	White	FOC	Grand Total	Percent Change
MSN	1,854	205	2,059	1,819	253	2,072	23%
MIL	594	116	710	569	139	708	20%
EAU	377	34	411	374	34	408	0%
GBY	132	16	148	131	24	155	50%
LAC	284	32	316	282	38	320	19%
OSH	321	38	359	305	40	345	5%
PKS	113	16	129	105	23	128	44%
PLT	195	22	217	181	27	208	23%
RVF	203	18	221	201	13	214	-28%
STP	327	21	348	319	23	342	10%
STO	258	25	283	256	23	279	-8%
SUP	101	5	106	98	6	104	20%
WHT	299	40	339	276	46	322	15%
COLL	269	28	297	257	25	282	-11%
EXT	303	6	309	291	4	295	-33%
SYS	0	0	0	0	0	0	0%
TOTAL	5,630	622	6,252	5,464	718	6,182	15%

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

Appendix- Table 11

UW System Academic Staff of Color by UW Institution							
1997-98 to 2000-01							
	1997			2000			
	White	Acad Staff of Color	Grand Total	White	Acad Staff of Color	Grand Total	Percent Change
MSN	5,028	474	5,502	5,778	570	6,348	20%
MIL	1,152	200	1,352	1,141	186	1,327	-7%
EAU	332	26	358	328	24	352	-8%
GBY	249	15	264	257	19	276	26%
LAC	325	27	352	355	31	386	15%
OSH	438	39	477	528	38	566	-3%
PKS	218	28	246	250	38	288	36%
PLT	190	14	204	218	15	233	7%
RVF	188	12	200	219	6	225	-50%
STP	268	14	282	322	16	338	14%
STO	293	20	313	320	20	337	0%
SUP	148	8	156	153	12	165	50%
WHT	304	37	341	344	40	384	8%
COLL	361	13	374	466	23	489	78%
EXT	479	50	529	560	52	612	4%
SYS	66	13	79	84	21	105	62%
TOTAL	10,039	990	11,029	11,323	1,111	12,431	12%

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

Academic Staff Includes Administrators. For Details see Appendix Table 19.

Appendix-Table 12

UW System Classified Staff of Color by UW Institution							
1997-98 to 2000-01							
	1997			2000			
	White	Classified Staff of Color	Grand Total	White	Classified Staff of Color	Grand Total	Percent Change 1997 to 2000
MSN	4,598	223	4,821	4,587	334	4,921	50%
MIL	739	209	948	695	243	938	16%
EAU	414	8	422	420	9	429	13%
GBY	175	7	182	182	6	188	-14%
LAC	292	14	306	309	14	323	0%
OSH	404	15	419	401	15	416	0%
PKS	150	20	170	161	22	183	10%
PLT	218	1	219	220	3	223	200%
RVF	191	5	196	206	5	211	0%
STP	367	16	383	371	16	387	0%
STO	376	4	380	387	6	393	50%
SUP	120	5	125	140	6	146	20%
WHT	339	6	345	363	7	370	17%
COLL	207	4	211	221	8	229	100%
EXT	249	13	262	247	15	262	15%
SYS	105	9	114	115	6	121	-33%
TOTAL	8,944	559	9,503	9,025	715	9,740	28%

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

Appendix-Table 13

UW System Total Staff of Color by UW Institution							
1997-98 to 2000-01							
	1997			2000			
	White	Total Staff of Color	Grand Total	White	Total Staff of Color	Grand Total	Percent Change 1997 to 2000
MSN	11,480	902	12,382	12,184	1,157	13,341	28%
MIL	2,485	525	3,010	2,405	568	2,973	8%
EAU	1,123	68	1,191	1,122	67	1,189	-1%
GBY	556	38	594	570	49	619	29%
LAC	901	73	974	946	83	1,029	14%
OSH	1,163	92	1,255	1,234	93	1,327	1%
PKS	481	64	545	516	83	599	30%
PLT	603	37	640	619	45	664	22%
RVF	582	35	617	626	24	650	-31%
STP	962	51	1,013	1,012	55	1,067	8%
STO	927	49	976	963	49	1,012	0%
SUP	369	18	387	391	24	415	33%
WHT	942	83	1,025	983	93	1,076	12%
COLL	837	45	882	944	56	1,000	24%
EXT	1,031	69	1,100	1,098	71	1,169	3%
SYS	171	22	193	199	27	226	23%
TOTAL	24,613	2,171	26,784	25,812	2,544	28,356	17%

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources. Academic Staff includes administrators. For details on administrators see Appendix Table 19.

Appendix - Table 14

UW System Faculty by Race/Ethnicity and UW Institution												
2000-01												
	ASIAN		BLACK NON- HISP.		HISP.		NATIVE AM		WHITE NON- HISP.		TOTAL	
	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total
MSN	141	6.8%	48	2.3%	58	2.8%	6	0.3%	1,819	87.8%	2,072	100%
MIL	83	11.7%	31	4.4%	16	2.3%	9	1.3%	569	80.4%	708	100%
EAU	17	4.2%	8	2.0%	4	1.0%	5	1.2%	374	91.7%	408	100%
GBY	12	7.7%	1	0.6%	8	5.2%	3	1.9%	131	84.5%	155	100%
LAC	19	5.9%	6	1.9%	10	3.1%	3	0.9%	282	88.1%	320	100%
OSH	30	8.7%	4	1.2%	5	1.4%	1	0.3%	305	88.4%	345	100%
PKS	12	9.4%	8	6.3%	3	2.3%		0.0%	105	82.0%	128	100%
PLT	14	6.7%	8	3.8%	4	1.9%	1	0.5%	181	87.0%	208	100%
RVF	7	3.3%	2	0.9%	4	1.9%		0.0%	201	93.9%	214	100%
STP	15	4.4%	4	1.2%	3	0.9%	1	0.3%	319	93.3%	342	100%
STO	13	4.7%	6	2.2%	3	1.1%	1	0.4%	256	91.8%	279	100%
SUP		0.0%	2	1.9%		0.0%	4	3.8%	98	94.2%	104	100%
WHT	26	8.1%	9	2.8%	9	2.8%	2	0.6%	276	85.7%	322	100%
COLL	15	5.3%	5	1.8%	4	1.4%	1	0.4%	257	91.1%	282	100%
EXT	1	0.3%	2	0.7%		0.0%	1	0.3%	291	98.6%	295	100%
TOTAL	405	6.6%	144	2.3%	131	2.1%	38	0.6%	5,464	88.4%	6,182	100%

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

Appendix-Table 15

UW System Academic Staff by Race/Ethnicity and UW Institution												
2000-01												
	ASIAN		BLACK NON- HISP.		HISP.		NATIVE AM		WHITE NON- HISP.		TOTAL	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
MSN	312	4.9%	114	1.8%	121	1.9%	23	0.4%	5,778	91.0%	6,348	100%
MIL	33	2.5%	104	7.8%	40	3%	9	0.7%	1,141	86.0%	1,327	100%
EAU	8	2.3%	7	2%	6	1.7%	3	.8%	328	93.2%	352	100%
GBY	5	1.8%	10	3.6%	2	0.7%	2	0.7%	257	93.1%	276	100%
LAC	12	3.1%	10	2.6%	4	1%	5	1.3%	355	92.0%	386	100%
OSH	17	3.0%	8	1.4%	9	1.6%	4	0.7%	528	93.3%	566	100%
PKS	7	2.4%	21	7.3%	9	3.1%	1	0.4%	250	86.8%	288	100%
PLT	5	2.2%	7	3%	3	1.3%	0	0.0%	218	93.6%	233	100%
RVF	2	.9%	3	1.3%	1	0.4%	0	0.0%	219	97.3%	225	100%
STP	6	1.8%	4	1.9%	2	0.6%	4	1.9%	322	95.6%	338	100%
STO	8	2.4%	5	1.8%	4	1.2%	3	.9%	320	94.1%	340	100%
SUP	2	1.2%	4	2.4%	3	1.8%	3	1.8%	153	92.7%	165	100%
WHT	9	2.3%	22	5.7%	8	2%	1	0.3%	344	89.6%	384	100%
COLL	9	1.8%	4	0.8%	4	0.8%	6	1.2%	466	95.3%	489	100%
EXT	5	0.8%	22	3.6%	18	2.9%	7	1.4%	560	91.5%	612	100%
SYS	5	4.8%	9	8.6%	6	5.7%	1	1.0%	84	80.0%	105	100%
TOTAL	445	3.9%	354	2.9%	240	1.9%	72	0.6%	11,323	91.1%	12,434	100%

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

Appendix-Table 16

UW System Classified Staff by Race/Ethnicity and UW Institution												
2000-01												
	ASIAN		BLACK NON- HISP.		HISP.		NATIVE AM		WHITE NON- HISP.		TOTAL	
	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total
MSN	110	2.2%	107	2.2%	98	2.0%	19	0.4%	4,587	93.2%	4,921	100%
MIL	8	0.9%	200	21.3%	22	2.3%	13	1.4%	695	74.1%	938	100%
EAU	5	1.2%	1	0.2%	1	0.2%	2	0.5%	420	97.9%	429	100%
GBY	3	1.6%		0.0%		0.0%	3	1.6%	182	96.8%	188	100%
LAC	4	1.2%	2	0.6%	1	0.3%	7	2.2%	309	95.7%	323	100%
OSH	7	1.7%	3	0.7%	5	1.2%		0.0%	401	96.4%	416	100%
PKS	2	1.1%	12	6.6%	8	4.4%		0.0%	161	88.0%	183	100%
PLT		0.0%	1	0.4%	1	0.4%	1	0.4%	220	98.7%	223	100%
RVF	3	1.4%		0.0%	1	0.5%	1	0.5%	206	97.6%	211	100%
STP	1	0.3%	3	0.8%	11	2.8%	1	0.3%	371	95.9%	387	100%
STO	2	0.5%	1	0.3%	1	0.3%	2	0.5%	387	98.5%	393	100%
SUP		0.0%	1	0.7%		0.0%	5	3.4%	140	95.9%	146	100%
WHT	1	0.3%	2	0.5%	4	1.1%		0.0%	363	98.1%	370	100%
COLL	2	0.9%	3	1.3%	2	0.9%	1	0.4%	221	96.5%	229	100%
EXT	5	1.9%	9	3.4%		0.0%	1	0.4%	247	94.3%	262	100%
SYS	2	1.7%	3	2.5%	1	0.8%		0.0%	115	95.0%	121	100%
TOTAL	155	1.6%	348	3.6%	156	1.6%	56	0.6%	9,025	92.7%	9,740	100%

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

Appendix-Table 17

UW System Total Staff by Race/Ethnicity and UW Institution												
2000-01												
	ASIAN		BLACK NON- HISP.		HISP.		NATIVE AM		WHITE NON- HISP.		TOTAL	
	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total	#	% of Campus Total
MSN	563	4.2%	269	2.0%	277	2.1%	48	.4%	12,184	91.3%	13,341	100%
MIL	124	4.2%	335	11.3%	78	2.6%	31	1.0%	2,405	80.9%	2,973	100%
EAU	30	2.5%	16	1.4%	11	.9%	10	.8%	1,122	94.4%	1,189	100%
GBY	20	3.2%	11	1.8%	10	1.6%	8	1.3%	570	92.1%	619	100%
LAC	35	3.4%	18	1.7%	15	1.5%	15	1.5%	946	91.9%	1,029	100%
OSH	54	4.1%	15	1.1%	19	1.4%	5	.4%	1,234	93.0%	1,327	100%
PKS	21	3.5%	41	6.9%	20	3.3%	1	.2%	516	86.1%	599	100%
PLT	19	2.9%	16	2.4%	8	1.2%	2	.3%	619	93.2%	664	100%
RVF	12	1.8%	5	.8%	6	.9%	1	.2%	626	96.3%	650	100%
STP	22	2.1%	11	1.1%	16	1.5%	6	.6%	1,012	94.7%	1,069	100%
STO	23	2.3%	12	1.2%	8	.8%	6	.6%	963	95.1%	1,012	100%
SUP	2	.5%	7	1.7%	3	.7%	12	2.9%	391	94.2%	415	100%
WHT	36	3.3%	33	3.1%	21	1.9%	3	.3%	983	91.4%	1,076	100%
COLL	26	2.6%	12	1.2%	10	1%	8	.8%	944	94.4%	1,000	100%
EXT	11	.9%	33	2.8%	18	1.5%	9	.8%	1,098	94.0%	1,167	100%
SYS	7	3.1%	12	5.3%	7	3.1%	1	.4%	199	88.1%	226	100%
TOTAL	1,005	3.5%	846	3.0%	527	1.9%	166	.6%	25,812	91.0%	28,356	100%

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources.

Appendix Table 18

Headcount of Undergraduate Traditional and Non-Traditional Students by Race/Ethnicity, Fall 2000

	MSN	% MSN	MIL	% MIL	EAU	% EAU	GBY	% GBY	LAC	% LAC	OSH	% OSH	PKS	% PKS	PLT	% PLT	RVF	% RVF	STP	% STP	STO	% STO	SUP	% SUP	WTW	% WTW	UWC	% UWC	Total	% Total
African-American																														
Traditional	536	88%	1,037	63%	61	85%	24	69%	75	86%	68	75%	320	79%	43	81%	30	81%	34	92%	43	74%	16	64%	310	91%	60	43%	2,657	73%
Non-Traditional	73	12%	611	37%	11	15%	11	31%	12	14%	23	25%	86	21%	10	19%	7	19%	3	8%	15	26%	9	36%	30	9%	80	57%	981	27%
Total	609		1,648		72		35		87		91		406		53		37		37		58		25		340		140		3,638	
Hispanic/Latino																														
Traditional	570	88%	548	71%	87	92%	24	73%	89	92%	82	79%	227	75%	27	87%	53	84%	41	80%	48	84%	3	27%	149	93%	100	71%	2,048	80%
Non-Traditional	76	12%	226	29%	8	8%	9	27%	8	8%	22	21%	75	25%	4	13%	10	16%	10	20%	9	16%	8	73%	12	7%	41	29%	518	20%
Total	646		774		95		33		97		104		302		31		63		51		57		11		161		141		2,566	
American Indian																														
Traditional	121	87%	104	65%	49	72%	54	49%	48	84%	33	72%	21	81%	11	92%	22	88%	42	65%	23	74%	17	50%	26	74%	51	54%	622	69%
Non-Traditional	18	13%	56	35%	19	28%	56	51%	9	16%	13	28%	5	19%	1	8%	3	12%	23	35%	8	26%	17	50%	9	26%	44	46%	281	31%
Total	139		160		68		110		57		46		26		12		25		65		31		34		35		95		903	
SE Asian American																														
Traditional	215	92%	315	83%	127	95%	58	82%	73	86%	43	77%	13	76%	5	100%	51	93%	42	79%	37	69%	-	0%	58	91%	118	87%	1,155	86%
Non-Traditional	19	8%	65	17%	6	5%	13	18%	12	14%	13	23%	4	24%	-	0%	4	7%	11	21%	17	31%	1	100%	6	9%	18	13%	189	14%
Total	234		380		133		71		85		56		17		5		55		53		54		1		64		136		1,344	
Other Asian American																														
Traditional	921	93%	300	74%	78	91%	29	83%	85	92%	50	83%	72	78%	50	81%	52	87%	43	84%	59	94%	8	80%	71	87%	56	78%	1,874	87%
Non-Traditional	69	7%	108	26%	8	9%	6	17%	7	8%	10	17%	20	22%	12	19%	8	13%	8	16%	4	6%	2	20%	11	13%	16	22%	289	13%
Total	990		408		86		35		92		60		92		62		60		51		63		10		82		72		2,163	
International																														
Traditional	1,045	86%	178	74%	128	85%	58	82%	71	62%	54	78%	41	73%	29	74%	45	88%	122	73%	53	69%	94	85%	73	80%	106	88%	2,097	82%
Non-Traditional	168	14%	63	26%	22	15%	13	18%	43	38%	15	22%	15	27%	10	26%	6	12%	45	27%	24	31%	17	15%	18	20%	14	12%	473	18%
Total	1,213		241		150		71		114		69		56		39		51		167		77		111		91		120		2,570	
White/Unknown																														
Traditional	23,751	92%	12,041	78%	8,820	93%	3,931	79%	7,427	93%	7,442	85%	2,818	72%	4,517	89%	4,705	91%	6,975	89%	6,133	90%	1,634	71%	7,766	90%	8,521	80%	106,481	87%
Non-Traditional	2,061	8%	3,451	22%	681	7%	1,021	21%	518	7%	1,268	15%	1,099	28%	539	11%	450	9%	863	11%	685	10%	663	29%	881	10%	2,157	20%	16,337	13%
Total	25,812		15,492		9,501		4,952		,945		8,710		3,917		5,056		5,155		7,838		6,818		2,297		8,647		10,678		122,818	
Total																														
Traditional	7,159	92%	14,523	76%	9,350	93%	4,178	79%	7,868	93%	7,772	85%	3,512	73%	4,682	89%	4,958	91%	7,299	88%	6,396	89%	1,772	71%	8,453	90%	9,012	79%	116,934	86%
Non-Traditional	2,484	8%	4,580	24%	755	7%	1,129	21%	609	7%	,364	15%	1,304	27%	576	11%	488	9%	963	12%	762	11%	717	29%	967	10%	2,370	21%	19,068	14%
Total	29,643		19,103		10,105		5,307		8,477		9,136		4,816		5,258		5,446		8,262		7,158		2,489		9,420		11,382		136,002	

Source: Office of Policy Analysis and Research. Traditional students are 24 years and younger; Non-traditional students are older than 24 years.

Appendix Table 19
UW System Administrators by Race/Ethnicity and Institution
November 2000

Campus	Asian/ Pacific Islander	Percent of Campus Total	Black Non- Hispanic	Percent of Campus Total	Hispanic	Percent of Campus Total	Native American	Percent of Campus Total	Sub-total of color	Percent of Campus Total	White non- Hispanic	Percent of Campus Total	Unknown	Percent of Campus Total	Total
Madison	2	0.5%	27	6.1%	11	2.5%	1	0.2%	41	9.2%	399	89.9%	4	0.9%	444
Milwaukee	4	2.0%	12	6.1%	2	1.0%	1	0.5%	19	9.7%	177	90.3%		0.0%	196
Eau Claire		0.0%		0.0%	1	2.4%		0.0%	1	2.4%	41	97.6%		0.0%	42
Green Bay		0.0%	2	3.5%	1	1.8%		0.0%	3	5.3%	52	91.2%	2	3.5%	57
La Crosse	1	2.5%	3	7.5%		0.0%	1	2.5%	5	12.5%	35	87.5%		0.0%	40
Oshkosh		0.0%	1	5.9%	1	5.9%		0.0%	2	11.8%	15	88.2%		0.0%	17
Parkside		0.0%	3	11.1%		0.0%		0.0%	3	11.1%	24	88.9%		0.0%	27
Platteville		0.0%		0.0%		0.0%		0.0%	0	0.0%	28	100.0%		0.0%	28
River Falls		0.0%		0.0%		0.0%		0.0%	0	0.0%	23	100.0%		0.0%	23
Stevens Point		0.0%		0.0%		0.0%		0.0%	0	0.0%	23	100.0%		0.0%	23
Stout		0.0%		0.0%		0.0%		0.0%	0	0.0%	44	100.0%		0.0%	44
Superior		0.0%		0.0%		0.0%		0.0%	0	0.0%	22	100.0%		0.0%	22
System	2	4.9%	1	2.4%	1	2.4%		0.0%	4	9.8%	37	90.2%		0.0%	41
Whitewater	1	1.9%	4	7.5%		0.0%		0.0%	5	9.4%	48	90.6%		0.0%	53
Colleges		0.0%		0.0%	2	5.0%	1	2.5%	3	7.5%	36	90.0%	1	2.5%	40
Extension		0.0%	3	4.8%	2	3.2%		0.0%	5	8.1%	57	91.9%		0.0%	62
Total	10	0.9%	56	4.8%	21	1.8%	4	0.3%	91	7.9%	1061	91.5%	7	0.6%	1,159

Source: Faculty, Academic Staff and Classified Staff data from UW System Office of Human Resources. Administrators include Chancellors, Vice Chancellors, Deans and Directors and other senior level positions.

Appendix Table 20 University of Wisconsin System Total Headcount by Level, Race/Ethnicity and Institution Fall 2000						
		Undergrad.	Masters	PhD	Professional	Total
MSN	African American	609	83	88	81	861
	American Indian	139	13	16	33	201
	Hispanic/Latino	646	81	151	86	964
	Southeast Asian	234	26	31	12	303
	Other Asian	990	70	133	143	1,336
	White/Unknown	25,812	2,470	3,031	1,976	33,289
	International	1,213	799	1,455	49	3,516
	Total	29,643	3,542	4,905	2,380	40,470
		Undergrad.	Masters	PhD	Professional	Total
MIL	African American	1,648	195	51	0	1,894
	American Indian	160	29	2	0	191
	Hispanic/Latino	774	104	18	0	896
	Southeast Asian	380	26	8	0	414
	Other Asian	408	48	13	0	469
	White/Unknown	15,492	2,761	420	0	18,673
	International	241	237	186	0	664
	Total	19,103	3,400	698	0	23,201
		Undergrad.	Masters	PhD	Professional	Total
EAU	African American	72	5	0	0	77
	American Indian	68	6	0	0	74
	Hispanic/Latino	95	3	0	0	98
	Southeast Asian	133	0	0	0	133
	Other Asian	86	2	0	0	88
	White/Unknown	9,501	420	0	0	9,921
	International	150	12	0	0	162
	Total	10,105	448	0	0	10,553
		Undergrad.	Masters	PhD	Professional	Total
GBY	African American	35	1	0	0	36
	American Indian	110	4	0	0	114
	Hispanic/Latino	33	0	0	0	33
	Southeast Asian	71	0	0	0	71
	Other Asian	35	3	0	0	38
	White/Unknown	4,952	158	0	0	5,110
	International	71	6	0	0	77
	Total	5,307	172	0	0	5,479

Appendix Table 20 University of Wisconsin System Total Headcount by Level, Race/Ethnicity and Institution Fall 2000						
		Undergrad.	Masters	PhD	Professional	Total
LAC	African American	87	12	0	0	99
	American Indian	57	2	0	0	59
	Hispanic/Latino	97	4	0	0	101
	Southeast Asian	85	3	0	0	88
	Other Asian	92	12	0	0	104
	White/Unknown	7,945	589	0	0	8,534
	International	114	34	0	0	148
	Total	8,477	656	0	0	9,133
		Undergrad.	Masters	PhD	Professional	Total
OSH	African American	91	12	0	0	103
	American Indian	46	6	0	0	52
	Hispanic/Latino	104	9	0	0	113
	Southeast Asian	56	6	0	0	62
	Other Asian	60	24	0	0	84
	White/Unknown	8,710	1,565	0	0	10,275
	International	69	19	0	0	88
	Total	9,136	1,641	0	0	10,777
		Undergrad.	Masters	PhD	Professional	Total
PKS	African American	406	7	0	0	413
	American Indian	26	1	0	0	27
	Hispanic/Latino	302	3	0	0	305
	Southeast Asian	17	1	0	0	18
	Other Asian	92	1	0	0	93
	White/Unknown	3,917	131	0	0	4,048
	International	56	5	0	0	61
	Total	4,816	149	0	0	4,965
		Undergrad.	Masters	PhD	Professional	Total
PLT	African American	53	6	0	0	59
	American Indian	12	0	0	0	12
	Hispanic/Latino	31	3	0	0	34
	Southeast Asian	5	1	0	0	6
	Other Asian	62	4	0	0	66
	White/Unknown	5,056	210	0	0	5,266
	International	39	12	0	0	51
	Total	5,258	236	0	0	5,494

Appendix Table 20 University of Wisconsin System Total Headcount by Level, Race/Ethnicity and Institution Fall 2000						
		Undergrad.	Masters	PhD	Professional	Total
RVF	African American	37	4	0	0	41
	American Indian	25	1	0	0	26
	Hispanic/Latino	63	1	0	0	64
	Southeast Asian	55	1	0	0	56
	Other Asian	60	2	0	0	62
	White/Unknown	5,155	377	0	0	5,532
	International	51	3	0	0	54
	Total	5,446	389	0	0	5,835
		Undergrad.	Masters	PhD	Professional	Total
STP	African American	37	0	0	0	37
	American Indian	65	3	0	0	68
	Hispanic/Latino	51	2	0	0	53
	Southeast Asian	53	2	0	0	55
	Other Asian	51	0	0	0	51
	White/Unknown	7,838	336	0	0	8,174
	International	167	3	0	0	170
	Total	8,262	346	0	0	8,608
		Undergrad.	Masters	PhD	Professional	Total
STO	African American	58	11	0	0	69
	American Indian	31	4	0	0	35
	Hispanic/Latino	57	4	0	0	61
	Southeast Asian	54	3	0	0	57
	Other Asian	63	5	0	0	68
	White/Unknown	6,818	464	0	0	7,282
	International	77	47	0	0	124
	Total	7,158	538	0	0	7,696
		Undergrad.	Masters	PhD	Professional	Total
SUP	African American	25	1	0	0	26
	American Indian	34	10	0	0	44
	Hispanic/Latino	11	1	0	0	12
	Southeast Asian	1	1	0	0	2
	Other Asian	10	3	0	0	13
	White/Unknown	2,297	333	0	0	2,630
	International	111	5	0	0	116
	Total	2,489	354	0	0	2,843

Appendix Table 20 University of Wisconsin System Total Headcount by Level, Race/Ethnicity and Institution Fall 2000						
		Undergrad.	Masters	PhD	Professional	Total
WTW	African American	340	37	0	0	377
	American Indian	35	8	0	0	43
	Hispanic/Latino	161	22	0	0	183
	Southeast Asian	64	2	0	0	66
	Other Asian	82	11	0	0	93
	White/Unknown	8,647	996	0	0	9,643
	International	91	44	0	0	135
	Total	9,420	1,120	0	0	10,540
		Undergrad.	Masters	PhD	Professional	Total
UWC	African American	140	0	0	0	140
	American Indian	95	0	0	0	95
	Hispanic/Latino	141	0	0	0	141
	Southeast Asian	136	0	0	0	136
	Other Asian	72	0	0	0	72
	White/Unknown	10,678	0	0	0	10,678
	International	120	0	0	0	120
	Total	11,382	0	0	0	11,382
		Undergrad.	Masters	PhD	Professional	Total
UWS	African American	3,638	374	139	81	4,232
	American Indian	903	87	18	33	1,041
	Hispanic/Latino	2,566	237	169	86	3,058
	Southeast Asian	1,344	72	39	12	1,467
	Other Asian	2,163	185	146	143	2,637
	White/Unknown	122,818	10,810	3,451	1,976	139,055
	International	2,570	1,226	1,641	49	5,486
	Grand Total	136,002	12,991	5,603	2,380	156,976

Source: Office of Policy Analysis and Research

Revised

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent committees

1. Education Committee - Thursday, October 4, 2001
Davies Center, Council Fire Room
University of Wisconsin-Eau Claire
10:30 a.m.

10:30 a.m. All regents

- Quality: Retention and Campus Climate (Plan 2008 Report).
- Resources: Accountability for New Initiatives.

12:00 p.m.

Development Luncheon: National Higher Education Resource Strategies
Terrence J. MacTaggart, Chancellor
University of Maine System

1:30 p.m. (or upon completion of the previous session) Education Committee

- a. Approval of the minutes of the September 6, 2001 meeting of the Education Committee.
- b. Report of the Senior Vice President for Academic Affairs:
 - (1) Presentation, UW-Eau Claire: Report of NCA Accreditation; Faculty Student Collaborative Research;
 - (2) Other.
- c. Introduction to Student Retention Issues.
- d. Regent Response to Section 9156(2mp) of 2001 Wisconsin Act 16, Reports on Transfer Credit.
[Resolution I.1.d.]
- e. Revised Mission Statement, UW-Superior: Second Reading.
[Resolution I.1.e.]

(Over)

f. Authorization to Recruit.

(1) Provost and Vice Chancellor for Academic Affairs, UW-Green Bay
[Resolution I.1.f.(1)]

(2) Dean, UW-Baraboo/Sauk County
[Resolution I.1.f.(2)]

(3) Dean, UW-Marshfield/Wood County
[Resolution I.1.f.(3)]

(4) Dean, UW-Fond du Lac
[Resolution I.1.f.(4)]

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

Closed session items:

h. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c) and s.19.85(1)(f), Wis. Stats. [Possible agenda items: Renaming School of Social Welfare, UW-Milwaukee; Appointment of Named Professorship, UW-Madison].

REPORT ON NORTH CENTRAL ACCREDITATION: UW-Eau Claire

EXECUTIVE SUMMARY

BACKGROUND

The Education Committee is customarily provided summary institutional reports on recent North Central Association accreditation visits, which are then followed by a presentation and discussion in the committee meeting with representatives of the institution involved.

UW-Eau Claire is the most recent University of Wisconsin System institution to be reaccredited by the North Central Association. The report of the NCA accrediting team is attached.

Chancellor Donald Mash will be present to discuss the institution's self-study (available on request) and respond to questions.

REQUESTED ACTION

This is an information report; no action is requested.

DISCUSSION AND RECOMMENDATIONS

The reaccreditation process began with a self-study conducted by committees of UW-Eau Claire faculty, academic staff and administrators. An evaluation team from the North Central Association of Schools and Colleges visited the campus September 27-29, 1999. Regent JoAnne Brandes conferred with the team as part of this process. Based on this visit and the report of the self-study made available to the team earlier, the team concluded that UW-Eau Claire meets all the General Institutional Requirements and the Criteria for Accreditation.

The evaluation team concluded that UW-Eau Claire offers students a distinctive undergraduate experience, which includes a wealth of opportunities for student/faculty collaboration, international experiences, service learning, and internships. The university has greatly enhanced technology-related programs and facilities, and has more than doubled its minority enrollment in the past decade. The NCA review team observed that the university has addressed previously identified concerns, and commended the university's commitment to excellence, its extensive student services, and widespread student involvement in decision-making.

Especially noteworthy, the NCA report stated, is the support provided by the Student Senate, which approved an additional differential tuition fee amounting to almost \$1 million annually to fund collaborative faculty/student research projects and other special elements of the baccalaureate degree.

The team cited several other areas of strength, including: the university's academic program review process; the broad-based community support among alumni and friends; and the growth of private financial support as a strong foundation for the university's planned fund-raising campaign.

The report raised several concerns, among them the negative impact made by the decline in state financial support over the past decade on faculty salaries, faculty recruitment, library staffing, and the development of new initiatives. The NCA team also cited several areas the university needs to address, including the funding base and organizational structure for graduate programs, the lack of a centralized coordination for outreach programming, and the need to develop a plan for providing services to non-traditional students. Finally, the NCA team urged the university to take advantage of position openings, especially at the administrative level, to address the matter of improving diversity among faculty and staff.

The university has already begun to address some of the report's concerns, particularly in the area of non-traditional adult and part-time students. The university has opened a Continuing Education Center, which provides easier access to citizens and businesses that want to enhance learning through university courses, programs, and services. The university has also expanded its adult opportunity advising to better meet the needs of the growing number of non-traditional students returning to college.

Recommendations of the North Central Accreditation:

On June 23, 2000, North Central Association of Colleges and Schools' Commission on Institutions of Higher Education voted to continue the accreditation of the University of Wisconsin-Eau Claire at the master's degree-granting level for the maximum ten year period. The next comprehensive evaluation is scheduled for 2010-2011.

RELATED REGENT POLICIES

Academic Information Series 1.revised (ACIS-1). Academic Program Planning and Program Review (May, 2000).

87-1, Principles on Accreditation of Academic Programs (3/6/87).

92-7, Academic Quality Program--Assessment (9/11/92).

**Supporting material for Agenda Item I.1.c. may be obtained
by contacting the Board of Regents Office.**

Phone: 608-262-2324

Fax: 608-262-5739

EDUCATION COMMITTEE

Resolution I.1.d.:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the Transfer Credit Report for transmittal to the Education Committees of the Assembly and Senate, in accordance with s.9156(2mp) of 2001 Wisconsin Act 16, with the understanding that if substantive revisions are made to the report prior to transmittal, such revisions will be submitted to the Board of Regents Executive Committee for approval.

Supporting material for Agenda Item I.1.d. may be obtained by contacting the Board of Regents Office.

Phone: 608-262-2324

Fax: 608-262-5739

EDUCATION COMMITTEE

Resolution I.1.e.:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the University of Wisconsin-Superior's revised mission statement.

**REVISED MISSION STATEMENT
THE UNIVERSITY OF WISCONSIN-SUPERIOR
(APPROVAL)**

EXECUTIVE SUMMARY

BACKGROUND

Chapter 36.09(b), Wis. Stats., requires that "the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted."

The University of Wisconsin-Superior requests approval for its revised mission statement. These changes have been reviewed by the campus and endorsed by the Faculty Senate. A copy of UW-Superior's proposed revised mission statement is attached.

UW-Superior's revised mission statement underwent initial review at the September 6, 2001 meeting of the Education Committee. On September 26, 2001, a public hearing was held on the UW-Superior campus. Regent Toby E. Marcovich presided. Speakers included university administrators, area business and industry representatives, and UW-Superior faculty.

REQUESTED ACTION

Approval of resolution I.1.e., approving UW-Superior's revised mission statement.

UNIVERSITY OF WISCONSIN-SUPERIOR MISSION STATEMENT

In addition to the system and core missions, the University of Wisconsin-Superior has the following select mission:

The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices.

To accomplish these ends, the University will:

- (a) Provide students with a carefully articulated and comprehensive foundation in liberal studies as a base for all degree programs.
- (b) Award baccalaureate degrees in selected fields in education, the arts and the humanities, in the sciences and social sciences, and in business.
- (c) Offer graduate programs in areas associated with its undergraduate emphases and strengths.
- (d) Extend its undergraduate and graduate resources beyond the boundaries of the campus through distance learning programs.
- (e) Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree levels, its selected graduate programs and its special mission.
- (f) Engage in appropriate interinstitutional relationships to enhance educational and service opportunities.
- (g) Foster, with University of Wisconsin-Extension, the development of cooperative and general outreach programming and the integration of the Extension function with that of this institution.

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

EDUCATION COMMITTEE

Resolution I.1.f.(1).:

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

Supporting material for Agenda Item I.1.f.(1) may be obtained by contacting the Board of Regents Office.

Phone: 608-262-2324

Fax: 608-262-5739

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

EDUCATION COMMITTEE

Resolution I.1.f.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin Colleges and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Campus Dean, UW-Baraboo/Sauk County.

10/05/01

I.1.f.(2)

Supporting material for Agenda Item I.1.f.(2) may be obtained by contacting the Board of Regents Office.

Phone: 608-262-2324

Fax: 608-262-5739

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

EDUCATION COMMITTEE

Resolution I.1.f.(3):

That, upon recommendation of the Chancellor of the University of Wisconsin Colleges and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Campus Dean, UW-Marshfield/Wood County.

Supporting material for Agenda Item I.1.f.(3) may be obtained by contacting the Board of Regents Office.

Phone: 608-262-2324

Fax: 608-262-5739

EDUCATION COMMITTEE

Resolution I.1.f.(4):

That, upon recommendation of the Chancellor of the University of Wisconsin Colleges and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Campus Dean, UW-Fond du Lac.

Supporting material for Agenda Item I.1.f.(4) 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, October 4, 2001
UW-Eau Claire, Council Fire Room
10:30 a.m.

10:30 a.m. All Regents

- Quality: Retention and Campus Climate (Plan 2008 Report)
- Resources: Accountability for New Initiatives

12:00 p.m. Terry MacTaggart: National Higher Education Resource Strategies

1:30 p.m. Business and Finance Committee Joint with Physical Planning and Funding
Arrowhead Room

b. Systemwide Energy Conservation

1:45 p.m. (or upon conclusion of Joint Meeting) Potawatami Room

- c. Building Our Resource Base
 - (1) Follow-up on National Higher Education Resource Strategies
 - (2) Ability to Keep Investment Earnings
 - (3) Seamless Management of Tuition and Non-allocable Auxiliary Revenues
- d. UW-Eau Claire presentation on Operating Budget Challenges
- e. Committee Business
 - (1) Approval of minutes of September 6, 2001 meeting
 - (2) Annual Sick Leave Report
- f. Trust Funds
 - (1) Update on Private Capital Manager Search
 - (2) History of Quasi-Endowment
 - (3) Investment Guidelines Related to Annual Meetings with Managers
- g. Nonresident Undergraduate Tuition Increase for Spring 2002
[Resolution I.2.g.]
- h. Report of the Vice President
- i. Closed Session to consider trust matters as permitted by s.19.85(1)(e), *Wis. Stats.*

ABILITY TO KEEP INVESTMENT EARNINGS

EXECUTIVE SUMMARY

BACKGROUND

This is the second in a series of papers and presentations under the Regents' 2001-02 theme, Building Our Resource Base. This paper deals with issues and options related to obtaining authority from the state for UW System to keep the interest earned on balances in its program revenue (PR) appropriations.

REQUESTED ACTION

This report is submitted for information only at this time. The Board will consider which of the Building Our Resource Base options to pursue further during its deliberations in April.

DISCUSSION AND RECOMMENDATIONS

At present, the UW System earns interest on balances in our auxiliary operations appropriation and certain federal student aid appropriations, but not on our tuition revenues. Even these investments are not made by UW System but by the State of Wisconsin Investment Board (SWIB), with earnings credited to UW System. The investment rate of return might be higher, in some cases, if the investments were under UW System control, and the UW System could earn interest on tuition rather than have those earnings go to the State.

The State's General Fund is credited with interest on all other balances. In our 2001-2003 biennial budget submission, the Regents requested a statutory language change that would credit the interest on our tuition balances to the UW System; this request was not included in the Governor's recommended budget.

This paper outlines three options:

- First, an option is provided to request the authority for UW System (rather than the State's General Fund) to retain interest earnings on most of our Program Revenue appropriations, not only on auxiliaries (through SWIB) and trust funds (directly invested through UW System). This would add interest from the following funds: tuition revenues, gifts, grants, contracts and federal indirect cost reimbursement funds.
- Second, it would also be possible for the UW System to earn higher rates of return by investing a portion of its auxiliary funds in longer-term securities, either by investing these funds directly or by agreement with the State of Wisconsin Investment Board (SWIB).

- Third, a more aggressive alternative would be for the UW System to assume full cash management responsibilities for all of its PR appropriations and possibly for its GPR appropriations as well.

RELATED REGENT POLICIES

None

ABILITY TO KEEP INTEREST EARNINGS

Background

The Board of Regents has asked UW System Administration staff to provide information on the pros and cons of a variety of alternatives to build the resource base for the UW System and its constituent institutions. One alternative that has been suggested is that the UW System be allowed to keep the interest earned on the balances in its program revenue (PR) appropriations. At present, the UW System earns interest only on balances in our auxiliary operations appropriation and certain federal student aid appropriations. The State's General Fund is credited with interest on all other appropriations. In our 2001-2003 biennial budget request, the UW System requested a statutory language change that would allow us the authority to receive interest earnings on our tuition appropriation, but this request was not included in the Governor's recommended budget.

Three options are presented for discussion and possible further consideration, with the pros and cons of each. The three options are:

- First, an option is provided to request the authority for UW System (rather than the State's General Fund) to retain interest earnings on most of our Program Revenue appropriations, not only on auxiliaries (through SWIB) and trust funds (directly invested through UW System). This would add interest from the following funds: tuition revenues, gifts, grants contracts and federal indirect cost reimbursement funds.
- Second, it would also be possible for the UW System to earn higher rates of return by investing a portion of its auxiliary funds in longer-term securities, either by investing these funds directly or by agreement with the State of Wisconsin Investment Board (SWIB). This change would require negotiations with the Department of Administration and SWIB. Our investment agreement for Auxiliaries is a contract with DOA, and any expansion (or movement to self-directed investment) would require renegotiation of the contract.
- Third, a more aggressive alternative would be for the UW System to assume full cash management responsibilities for all of its PR appropriations and possibly for its GPR appropriations as well.

Current Operating Policies

The State Treasurer, in conjunction with the Department of Administration and the State of Wisconsin Investment Board (SWIB), performs the cash management function for state agencies including the UW System. Agencies do not receive cash to fund expenditures charged to GPR appropriations; expenditures are paid with state-issued checks that are charged against the appropriated amount recorded in the state's accounting records, reducing the budgeted balance available. Cash that is received by state agencies, such as UW tuition payments, is transmitted to the State Treasurer (and in turn to the state's working bank), and then credited to the appropriate PR appropriations in the state accounting records. As with GPR appropriations, disbursements chargeable to PR appropriations are made with state-issued checks. In its accounting records, the Department of Administration tracks a "book balance" for each agency's PR appropriations

based upon recorded receipt and check issue dates but agencies do not earn interest on positive balances. By the same token, agencies can charge expenditures against PR appropriations without having cash to support those expenditures but must, at the close of each fiscal year, assert that any cash overdrafts are supported by receivables or inventory.

In an exception to the general rule that agencies do not receive interest earnings on PR appropriation balances, the UW System does receive interest on balances in its auxiliary operations appropriation as provided for in s. 20.285(1)(ga) Wis. Stats. and on certain federal student aid appropriations where the federal government requires payment of interest on positive balances as provided for in s. 16.54(4).

The state's excess operating cash is invested only in short term, low risk, highly liquid securities (the State Investment Fund). Therefore, the rate of return is relatively low, currently about 3.76% (August 2001 earnings distribution).

In another exception to the general rule, the UW System does directly manage its own trust funds as provided for in s. 36.29(1), Wis. Stats. The UW System's other appropriations, PR as well as GPR, are considered appropriations of the state's "general fund," whereas the UW's trust funds are statutorily established as a "segregated fund." Thus, while the UW System does not earn interest on its general fund PR appropriation for private gifts, grants and contracts, those gifts, grants and bequests that are managed as trust funds do provide interest earnings to the UW System.

Recently the State Controller's office agreed that, rather than relying on state-issued checks, the UW System can issue its own checks drawn on a UW account to speed up vendor payments. This is a significant improvement operationally but does not represent a fundamental change in cash management. UW System is responsible for monitoring its daily balance and ensuring that sufficient cash is on hand to cover expected check clearance. But the balance in the account is entirely attributable to check float since the only deposits into the account are transfers from the state's working bank based upon our daily report to DOA of checks written and issued. The UW System agreement with DOA is that a minimal balance sufficient to cover bank charges will be maintained, and that any excess float balances will temporarily be transferred back to the State Investment Fund, to the benefit of the state's general fund.

Alternative Operating Policies

1. UW System (rather than State General Fund) retains interest earnings on most PR funds

In its 2001-2003 biennial budget request, the Board of Regents requested that interest on tuition balances be credited to the UW System, rather than the State's General Fund. We estimated at the time that approval of this request would generate approximately \$4.5 million annually in interest earnings. This estimate was based upon average monthly balances during fiscal year 1998-99 and the interest rate paid by State of Wisconsin Investment Board on the State Investment Fund. We have updated that estimate to be about \$4.9 million based upon 2000-2001 balances and earnings rates.

Besides auxiliary operations and tuition, the three PR appropriations with the largest cash balances are the ones for private gifts, grants and contracts, grants from the Wisconsin Alumni Research Foundation (WARF) and federal indirect cost reimbursement. If the UW System

received interest credit on these balances, approximately an additional \$3.3 million would result, based upon 2000-2001 balances and the earnings rates paid by SWIB on the State Investment Fund.

Pro: Regents could manage cash resources for greater long-term yield and stability.

Pro: Assuming there is no corresponding offset to GPR support, there is a clear advantage to the UW System if the interest presently being earned by the State Investment Fund on tuition balances were credited to the UW System. The additional funds could help to moderate tuition increases and/or to fund student educational quality needs which do not receive state support in biennial budgets (such as the 2001-03 unfunded budget requests for libraries and information technology).

Pro: There is further advantage if the same change is made with respect to the PR appropriations for private gifts, grants and contracts, grants from WARF, and federal indirect cost reimbursement. Such earnings would maximize the incentive for future gifts, grants and contracts by meeting the intent of donors and granting bodies, many of whom now assume that these funds can earn interest that directly accrues to the university.

Con: The immediate advantage to the UW System of earning interest on its tuition appropriation or any other PR appropriations would be nullified if the state made a corresponding offset in the amount of GPR support it provides. This might be the only basis on which the state would agree to this change since earnings on those appropriations now accrue to the state's general fund.

Con: The advantage of earning interest on tuition balances and other PR appropriations that have high positive balances would be diminished but not eliminated if the UW System were credited only with net interest earnings for all its PR appropriations. Because federal grants are funded on a reimbursement basis, the UW System has a significant federal receivable at any point in time. It is unlikely that the state would allow the UW System to earn interest only on those appropriations that have favorable balances while leaving the state general fund to absorb the negative effect on earnings of appropriations that are regularly in a cash overdraft position.

Mechanism: This would require a state statutory change for all appropriations except gifts. The Board has the authority for auxiliaries (which it currently invests through SWIB) and trust funds [which the Board invests through the hiring of investment managers under s.36.11(11)], but not for investment of its other program revenue funds.

Potential Dollar Impact: \$8.2 million (based on 2000-01 earnings rates)

2. Invest Long-Term Portion of Auxiliary Funds Balance in Higher Yield Securities

While the UW System does earn interest on its auxiliary operations appropriation, the rate of return on the State Investment Fund is relatively low as noted above. Balances in the auxiliary operations are primarily related to funds accumulated by individually self-supporting operations to meet long-term capital needs. The average month-end balance has been \$183 million over the past two years. With such a significant balance, it should be possible to earn a higher rate of return by investing at least a portion of these funds in longer term, higher risk securities. For

example, by retaining 20-30% of the balance in cash and short term investments and investing the remainder in a prudent, efficient mix of high-quality bonds and liquid, large-cap stocks, we estimate that incremental returns of 2-3% could be achieved. Applied to a total average portfolio balance of \$183 million, this would generate up to \$5.5 million in additional annual revenue. Section 36.11(11), Wis. Stats. authorizes the Board to invest surplus auxiliary funds in “such securities as are legal for trust fund investments.” However, it would require negotiations with the Department of Administration and SWIB. Our investment agreement for Auxiliaries is a contract with DOA, and any expansion (or movement from SWIB to self-directed investment) would require renegotiation of the contract.

Pro: There is likewise a clear advantage to the UW System if the long-term portion of the auxiliary operations balance that now earns a relatively low rate of return from the State Investment Fund were invested in higher yielding securities. Increased auxiliary balance earnings could help cover costs and defray some of the future rate increases for these operations.

Con: The executive and legislative branches have viewed auxiliary funds as a source of funding for biennial budget needs that would normally be covered by GPR. They have also been quite conservative in their reviews of and requirements for auxiliary reserve balances. Any changes in our approach to auxiliaries receive intensive scrutiny, and it is not always easy for state government to understand the complex operational and financial requirements of the multiple functions served by auxiliary operations.

Mechanism: This would not require state statutory change, but would require negotiation with the Department of Administration and the SWIB. Our investment agreement for Auxiliaries is a contract with DOA, and any expansion (or movement from SWIB to self-directed investment) would require renegotiation of the contract. The additional workload could probably be handled within the current authorizations for the Trust Funds unit, but if it required further staffing, the costs could be covered from the additional investment earnings.

Potential Dollar Impact: \$5.5 million (based upon 2000-01 earnings rates)

3. UW System Assumes Full Cash Management Responsibilities for PR Funds

Extending the concept further, it could potentially be advantageous for the UW System to assume complete control over managing most of its own PR cash and investments. A final extension of the concept would be for the UW System to receive its GPR support in the form of periodic cash transfers and assume responsibility for managing all the cash available to us to maximize return while ensuring liquidity. This is the model used by Michigan.

Pro: It could be potentially advantageous to the UW System to assume full cash management responsibilities for all our appropriations, or at least all PR appropriations. This assumes we have full custody of all cash and are proficient in maintaining only the minimum amount needed for daily cash clearance while investing the excess in securities of appropriate term, risk and liquidity to meet operating needs and maximize investment return.

Con: It is unlikely that the state would ever accede on cash management of the GPR funds it provides to the UW System. Any changes in cash management, PR and GPR, would reduce the flexibility that the state has in managing cash to remain solvent, a matter of special concern in

recent years as the state's bond rating has been downgraded and a structural deficit remains in place.

Caution: While it is postulated that there would be an advantage to the UW System assuming full responsibility for our own cash management, further analysis would be required to determine the actual costs and benefits of such a change. At a minimum some additional staffing would be needed to perform the daily cash management function. If investment and cash management authority were granted in tandem, additional interest earnings could cover such costs.

Mechanism: This would require statutory change.

Potential Dollar Impact: \$11.1 million for program revenue funds (assuming 2000-01 earnings rates)

SEAMLESS TUITION AND FEE MANAGEMENT

EXECUTIVE SUMMARY

BACKGROUND

This is the third paper in the series, “Building Our Resource Base.” It describes an alternative that would provide institutions with the flexibility to manage funds in a “seamless” manner by eliminating the segregation of funds that currently exists between tuition revenues and fees derived from auxiliary operations.

REQUESTED ACTION

This report is submitted for information only at this time. The Board will consider which of the Building Our Resource Base options to pursue further during its deliberations in April.

DISCUSSION AND RECOMMENDATIONS

Currently, tuition receipts are managed in a separate account from fees derived from auxiliary operations. This paper proposes four (4) options for eliminating or reducing the segregation of these funds:

- Complete Flexibility to Manage Tuition and Fees Seamlessly
- Seamless Tuition and Fee Management (Excluding Allocable Student Fee Funds)
- Seamless Tuition and Fee Management (Excluding All Segregated Fees)
- Increased Flexibility to Transfer or Loan Funds from Auxiliary Operations

RELATED REGENT POLICIES

None

SEAMLESS TUITION AND FEE MANAGEMENT

Background

This is the third paper in the series, “Building Our Resource Base.” It describes an alternative that would provide institutions with the flexibility to manage all funds at their disposal in a “seamless” manner by eliminating the segregation of tuition revenues from fees derived from auxiliary operations (with the exception of student allocable segregated fees). While this alternative would not necessarily add to the total resources currently available, it would provide institutions with more flexibility to utilize those resources for a variety of pressing operating needs. The “seamless” approach to funds management is used by some other colleges and universities and several UW chancellors have experience with this approach at other universities.

Current Operating Policies

At present, tuition receipts are managed in a separate account from fees derived from auxiliary operations. Auxiliary reserves are categorized into (1) allocable and (2) non-allocable fees, discussed separately below. Specifically:

- Tuition receipts are pooled with the UW System’s GPR appropriation for “general program operations” to support academic programming and related operations (such as academic support and student services). Tuition dollars are not used to support auxiliary operations such as housing, food service, parking and student activities. (The nature and scope of auxiliary operations are detailed in Attachment 1.)
- Auxiliary operations are required to be self-supporting and to fund their fair share of administrative overhead. In general, revenues are to be expended for the individual auxiliary operation for which they were generated. Inter-program loans are permitted but must be repaid with interest within a defined time period and must not adversely affect rates in the program making the loan during the period the loan is outstanding. In addition, as described further below, non-reimbursable transfers of “surplus moneys” are permitted with Board of Regents approval among auxiliary operations or for the one-time, fixed-duration costs of any student-related activity.

The separation between tuition and auxiliary operations is statutory as well as by Regent policy. In the UW System’s legislatively adopted budget there are 36 separate GPR appropriations and 48 PR (program revenue) appropriations. For GPR appropriations the amount in the state budget is the amount of state tax support allocated to the UW System for that specific purpose. For PR appropriations, the amount in the budget is both an estimate of receipts and a limit on spending authority. Statutory language specifies the purpose for which the moneys within each appropriation may be expended. The language for the two appropriations under discussion is as follows:

- s. 20.285(1)(im) Academic student fees: Except as provided under pars. (Lm) and (Ls) all moneys received from academic student fees for degree credit instruction, other than for credit outreach instruction sponsored by the University of Wisconsin – Extension.

- s. 20.285(1)(h) Auxiliary enterprises: Except as provided under par. (gm) and subs. (5)(i) and (6)(g), all moneys received by the University of Wisconsin System for or on account of any housing facility, commons, dining halls, cafeteria, student union, athletic activities, stationery stand or bookstore, parking facilities or car fleet, or such other auxiliary enterprise activities as the board designates and including such fee revenues as allocated by the board and including such moneys received under leases entered into previously with nonprofit building corporations as the board designates to be receipts under this paragraph, to be used for the operation, maintenance and capital expenditures of activities specified in this paragraph, including the transfer of funds to pars. (kd) and (ke) and to nonprofit building corporations to be used by the corporations for the retirement of existing indebtedness and such other payments as may be required under existing loan agreements, and for optional rental payments in addition to the mandatory rental payments under the leases and subleases in connections with the providing of facilities for such activities. A separate account shall be maintained for each campus, the center system and extension. Upon the request of the extension or any institution or center within the system, the board of regents may transfer surplus moneys appropriated under this paragraph to the appropriation and account under par. (kp).

Board of Regents Resolution 7555 provides institutions with the flexibility to transfer surplus moneys from one auxiliary activity to another; requests to make such transfers are considered at the time of the Board of Regents' deliberation on the annual operating budget. In addition, as permitted by the last sentence in the statute section quoted above, surplus auxiliary moneys may be transferred to appropriation 20.285(1)(kp) which is for “the one-time, fixed duration costs of any student related activity.” This statutory flexibility was established in 1997 and, to date, has been used sparingly by the institutions.¹ By UW System policy, the source of the surplus is expected to be either unanticipated current revenues, unanticipated expenditure savings or savings from project cancellations for which funding provisions had been initiated – this policy is not intended to permit routine transfer of excess revenues over expenditures. The policy states that the transfer should not result in rate or segregated fee increases beyond those otherwise planned for the operations making the transfer and may not reduce cash reserves below a specified benchmark. The purpose of the transfer is limited to one-time, fixed duration costs. That limitation may be a factor in the relatively infrequent use of this flexibility by the campuses.

Alternative Operating Policies

Four options are discussed:

- Complete Flexibility to Manage Tuition and Fees Seamlessly
- Seamless Tuition and Fee Management (Excluding Allocable Student Fee Funds)
- Seamless Tuition and Fee Management (Excluding All Segregated Fees)
- Increased Flexibility to Transfer or Loan Funds from Auxiliary Operations

¹ In 1998-99 UW-Green Bay requested the transfer of \$104,000 (\$26,000 each from 4 operations) to retire a debt from the closing of the Children's Center. In 2000-01, UW-Milwaukee requested the transfer of \$800,000 from parking surplus funds to partially fund the installation of a Student Access Information System.

1. Complete Flexibility to Manage Tuition and Fees Seamlessly

UW System institutions could be provided the flexibility to manage their revenues seamlessly regardless of source where “all dollars are green” and available for any operating purpose. This would require both a statutory change and a change to Board policy. The statutory reference “to be used for the operation, maintenance and capital expenditures of activities specified in this paragraph” would need to be removed. This broad authority would allow institutions to use all tuition and fees as fungible, including student segregated fees. Under s.36.09(5) of the Wisconsin Statutes, “students in consultation with the chancellor and subject to the final confirmation of the board shall have the responsibility for the disposition of those student fees which constitute substantial support for campus student activities.” Students in the UW System have historically been given the widest possible latitude in establishing the level of student activity fees and the purposes for which they will be expended.

While providing full flexibility to the institutions, this option would require a significant change to the governance structure which allows student input on student fee-supported expenditures.

2. Seamless Tuition and Fee Management (Excluding Allocable Student Fee Funds)

A modified version of alternative one would be to exempt allocable student segregated fees from this fungibility but to commingle other types of auxiliary receipts with tuition. Allocable student funds are those “which constitute substantial support for campus student activities.” By UW System policy a portion of student segregated fees is considered “non-allocable” by the students to the extent required to fund operating and debt service commitments to specific operations based on decisions made previously by students. This option would allow institutions greater flexibility in management of those funds that are “non-allocable.” To the extent operations funded by segregated fees have accumulated any surpluses, the existing policy on the transfer of those balances for the one-time fixed costs of any student-related activity already applies provided students have been appropriately consulted and their concerns are made known to the Board of Regents in reviewing any proposed transfers.

3. Seamless Tuition and Fee Management (Excluding All Segregated Fee Funds)

A third alternative would commingle tuition and auxiliary receipts, excluding segregated fee funds. Currently, auxiliary enterprises are managed as separate business operations and are expected to cover expenses. The National Association of College and University Business Officers (NACUBO) defines auxiliary enterprises as an “entity that exists predominantly to furnish goods and services to students, faculty, or staff and that charges a fee directly related to, although not necessarily equal to, the cost of goods or services. The general public incidentally may be served by some auxiliary enterprises.” Option 3 could result in driving up charges on auxiliaries to subsidize other services.

4. Increased flexibility to Transfer or Loan Funds from Auxiliary Operations

Current statutory and Board of Regents policies allow institutions to make inter-program loans or provide non-reimbursable transfers of “surplus moneys” for the one-time, fixed costs

of any student related activity. A copy of the Auxiliary Transfer policy is provided as Attachment 2. The current policy requires Board of Regents approval and the approval must be made at the time the Operating Budget is approved. Changes could be made to simplify this process and make it easier for campuses to use. As previously noted, since this authority was provided in 1997, it has only been used twice. Two possible changes are: (1) delegate authority to approve transfers to the President of the System, and (2) allow transfers during the year (because reserve balances are not finalized until September, after year end reconciliation).

Other changes could be accommodated on an institutional basis by combining similar operations or providing cross-subsidization of operations with the same customer base. An example is increasing dorm rates to subsidize the cost of meal plans.

Pros and Cons of the Proposed Alternatives

Pros and Cons that are applicable to all of the four options

Pro: One advantage of seamless management of tuition and fees is that, where the capacity exists to make routine excess revenues from various auxiliary operations, those revenues can be used to support the institution's broader instructional mission.

Cons: Equity concerns may arise when operations serving different student groups are cross subsidized. For example, several years ago the Board of Regents disapproved using housing receipts to fund admissions staff and other institution-wide services at one of our institutions. The belief was that all students should share in funding services that apply to all students.

Cautions: One caution is that there may be a temptation to fund base operations with auxiliary revenues that turn out to be cyclical. To avoid this difficulty would require disciplined budgeting. There might also be temptation to "milk" auxiliary operations of the maximum possible current cash to the long-term detriment of the auxiliary operations themselves. If these operations are to remain self-supporting, reasonable cash reserves are needed to fund facilities maintenance and replacement and other long-term needs. Under any of the four options, it would be crucial to ensure that auxiliary operations remain self-supporting.

In the just concluded state budget cycle, language in the Assembly version of the budget would have required the lapse of \$5 million in auxiliary balances to the state's general fund. In response, UW System stressed that the accumulated balance in our auxiliary operations appropriation is not a single pot of money but rather the aggregation of relatively small balances held by numerous self-supporting operations across all institutions. UW System pointed out that reserves are carefully managed and must be justified by specific needs documented in a multi-year plan and that unexpected windfalls must be either recycled into operations by offsetting rate increases or transferred to other needs in accordance with existing Regent policy. A change in policy that would make auxiliary balances available for any operating purpose could mean that those balances could be seen as available for any state-directed purpose and not just for those uses designated by the chancellors and the Board of Regents, in accord with standard NACUBO guidelines for public institutions.

Option 1 – Complete Flexibility to Manage Tuition and Fees Seamlessly

Pro: Funds would be completely fungible. Institutions would have maximum flexibility to manage funds generated by tuition and segregated fees.

Con: This degree of flexibility would make it very difficult to meet the statutorily granted authority for students to share in decision making for campus student activities. This option is not recommended by UW System Administration or the Campus Business Officers.

Mechanism: This option would require statutory changes.

Option 2- Seamless Tuition and Fee Management (Excluding Allocable Student Fee Funds)

Pro: Maintains statutorily required student input on funds related to campus student activities. Allows management to have a greater degree of flexibility for deciding how to allocate funding from auxiliary operations, tuition and allocable segregated fees.

Con: Institutions have primarily decided which operations are allocable, non-allocable and a mix of the two. A change of this type might require a more uniform definition of what is allocable or non-allocable. This option would walk a fine line between the authority of students and the chancellors and could make fee setting more contentious.

Mechanism: This option would require state statutory changes and collaboration with students.

Option 3- Seamless Tuition and Fee Management (Excluding All Segregated Fee Funds)

Pro: Maintains statutorily required student input on funds related to campus student activities. Allows management to have a greater degree of flexibility for deciding how to allocate funding from auxiliary operations and tuition, with the exclusion of all segregated fee funds.

Con: Could result in increased charges on “profitable” operations and could result in decreased reserve balances needed for future stability of those auxiliary operations.

Mechanism: This option would require state statutory changes.

Option 4- Increased Flexibility to Transfer or Loan Funds from Auxiliary Operations

Pro: Allows management a greater degree of flexibility in transferring or lending funds between auxiliary operations and instructional needs. This option could provide the flexibility needed by the institutions without threatening student governance and reserve balances.

Con: Could also result in decreased reserve balances needed for future stability of auxiliary operations, unless clear guidelines are established regarding when transfers or loans would be appropriate.

Mechanism: Depending upon what changes are recommended, this option may or may not require statutory changes.

Attachment 1

Definition of Auxiliary Enterprises

NACUBO (the National Association of College and University Business Officers) defines auxiliary enterprises as programs that provide “services directly or indirectly to students, faculty, or staff, and charge fees related to, but not necessarily equal to, the cost of services. Traditionally, these services have encompassed food services, student housing, and college stores. On many campuses, services have expanded to include faculty dining, confectionery shops, ice cream parlors, vending machines, day-care centers, bus service, skating rinks, guesthouses, athletic concessions, golf courses, ski lodges, bicycle shops, and others. The distinguishing characteristic of most auxiliary enterprises is that they are managed essentially as self-supporting activities, although sometimes a portion of student fees or other support is allocated to assist these activities... Intercollegiate athletics and student health services should be included in this category if they are essentially self-supporting... Services provided by auxiliary operations are important elements in support of an institution’s educational program. Some auxiliaries, such as golf courses or concessions at athletic and cultural events, may incidentally serve the public. Auxiliary enterprises should contribute to and relate directly to the missions, goals and objectives of a college or university.”

Attachment 2

Current BOR Auxiliary Transfer Policy

The 21st Century Study advocated allowing transfers out of auxiliaries as well as exercising the existing authority to make transfers within auxiliaries. The Board passed Resolution 7555 in October 1997, which "provides institutions with the flexibility to transfer surplus funding from one auxiliary activity to another. Transfer requests would be made to System Administration and would be considered at the time of the Board of Regents' deliberations on the annual operating budget." The 1997-99 biennial budget authorized the UW System to transfer surplus moneys from auxiliary enterprises for the purpose of funding the one-time, fixed duration costs of any student related activity.

An auxiliary transfer working group was formed to recommend a policy for implementing this new authority which provided (a) appropriate student consultation; (b) a clear definition of the terms in the statutory language; and (c) a clear approval process with sound review of the request.

The policy recommendations are as follows:

- ➔ Transfers will occur within the same institution
- ➔ Transfers will be discretionary (as opposed to automatic whenever a one time surplus occurs)
- ➔ Transfers will occur only if initiated by the institution where the transfer is to occur.

Auxiliary enterprises refer to Fund 128 operations, including both student fee funded (student unions, student activities, etc.) and non-student fee funded (performing arts centers, golf courses, etc.). One time, fixed duration costs are costs occurring within a specific time frame.

The sources of surplus moneys for transfer are expected to be unanticipated current revenues, unanticipated expenditure savings, and/or project cancellations for which funding provisions had been initiated.

The policy required that in making a request to transfer these moneys from one auxiliary to another or to one-time fixed duration, student related costs, an institution must provide assurance that:

- ➔ appropriate reserve benchmarks are being met as defined in the revised FPP 43
- ➔ the purpose for which the transfer is requested is a higher institutional priority for these funds than other possible uses, and
- ➔ the transfer will not increase rates or segregated fees beyond planned levels of increase.

SICK LEAVE REPORTS FOR UNCLASSIFIED STAFF

EXECUTIVE SUMMARY

BACKGROUND

The State legislature established a cap, effective August 1, 1987, on the amount of unused sick leave that can be converted annually by faculty and academic staff to pay for group health insurance upon retirement. Faculty and academic staff earn 12 days of sick leave per year. However, annual conversion of sick leave credits is capped at 8.5 days for those with annual (52-week) appointments and 6.4 days for those with academic year (39-week) appointments. The sick leave cap does not apply to classified staff. The cap can be waived for an institution if it meets certain conditions. The purpose of this report is to meet one of the conditions.

REQUESTED ACTION

For information only

DISCUSSION AND RECOMMENDATIONS

The sick leave conversion cap established in 1987 can be waived by the Secretary of the Department of Administration pursuant to s. 40.05 (4) (bp) 2, Wis. Stats. if three conditions are met, as follows:

1. The institution's sick leave accounting system for faculty and academic staff is comparable to the system used by the Department of Administration for state employees in the classified service;
2. For teaching faculty and academic staff the administrative procedures for crediting and use of earned sick leave is on a standard comparable to a scheduled 40-hour work week; and
3. The institution regularly (annually) reports on its sick leave accounting system to the Board of Regents of the University of Wisconsin System as required by s. 40.05 (4) (bp) (2), Wis. Stats.

For meeting the first condition, the Department of Administration has provided four criteria, as follows: (1) the leave reporting system must be compatible with a systemwide reporting system; (2) it must provide for faculty and academic staff to report, at least monthly, sick leave used; (3) the institution must provide monthly leave status reports to faculty and academic staff, and; (4) leave records must be centralized in one office.

All institutions are required to meet the second condition by Unclassified Personnel Guideline (UPG) #10, which addresses sick leave use and colleague coverage. Institutional compliance with UPG #10 has been accepted by the Department of Administration as meeting this condition.

The third condition for the waiver of the cap on sick leave conversion specifies that the institutions must regularly report to the Board of Regents on the operation of their sick leave accounting system. The Secretary of the Department of Administration has directed that the institutions must report annually to the Board on their sick leave use and sick leave accounting system. This report meets this condition. Attachment A is a report of the sick leave use for faculty and teaching academic staff by institution. Attachment B is a report of sick leave use by non-teaching academic staff by institution. Both reports are for the period of July 1, 2000 to June 30, 2001.

All institutions have received a retroactive waiver of the cap on accumulation of sick leave for conversion.

In Attachment A and B the columns headed “Days Earned” and “Days Used” were generated by the leave accounting system. The number of employees represents a head count as opposed to a Full Time Equivalent (FTE). Hence, the number of employees shown on this report should not be used for purposes other than for which it is derived, namely, to determine an average of sick leave used per employee.

Faculty & Teaching Academic Staff			Non-Teaching Academic Staff	
Fiscal Year	% of Days Used	Avg. S.L. Days	% of Days Used	Avg. S.L. Days
2000	9.8%	1.2	29.2%	3.6
2001	9.6%	1.1	28.1%	3.2

RELATED REGENT POLICIES

Regent Policy 73-10

Attachments

Attachment A

**FACULTY AND TEACHING ACADEMIC STAFF
SICK LEAVE STATISTICS
FISCAL YEAR 2000-2001**

INSTITUTION	NUMBER OF EMPLOYEES	DAYS EARNED	DAYS USED	% of DAYS USED	AVE. DAYS USED
Madison	3,632.0	41,322.0	3,747.6	9.1%	1.0
Milwaukee	1,092.0	12,109.4	739.4	6.1%	0.7
Eau Claire	520.0	6,036.0	383.0	6.3%	0.7
Green Bay	226.0	2,463.8	113.0	4.6%	0.5
La Crosse	426.0	5,019.8	446.2	8.9%	1.0
Oshkosh	488.0	5,324.8	453.2	8.5%	0.9
Parkside	197.0	2,336.4	131.0	5.6%	0.7
Platteville	265.0	3,326.0	230.0	6.9%	0.9
River Falls	273.0	3,099.6	380.1	12.3%	1.4
Stevens Point	421.0	5,031.8	533.1	10.6%	1.3
Stout	353.0	4,336.9	472.4	10.9%	1.3
Superior	134.0	1,566.8	157.0	10.0%	1.2
Whitewater	458.0	5,368.6	568.2	10.6%	1.2
Colleges	521.0	4,848.6	547.8	11.3%	1.1
Extension	428.0	5,010.2	1,366.1	27.3%	3.2
System Admin.	0.0	0.0	0.0	0.0%	0.0
TOTAL	9,434.0	107,200.7	10,268.1	9.6%	1.1

Attachment B

**NONTEACHING ACADEMIC STAFF - ALL APPOINTMENTS
SICK LEAVE STATISTICS
FISCAL YEAR 2000-2001**

INSTITUTION	NUMBER OF EMPLOYEES	DAYS EARNED	DAYS USED	% of DAYS USED	AVE. DAYS USED
Madison	5,724.0	65,240.4	18,330.3	28.1%	3.2
Milwaukee	1,066.0	12,431.5	3,636.6	29.3%	3.4
Eau Claire	282.0	2,857.5	464.2	16.2%	1.6
Green Bay	245.0	2,604.5	749.3	28.8%	3.1
La Crosse	309.0	3,198.9	729.2	22.8%	2.4
Oshkosh	411.0	4,584.5	1,494.5	32.6%	3.6
Parkside	182.0	2,098.0	681.3	32.5%	3.7
Platteville	188.0	2,106.8	535.5	25.4%	2.8
River Falls	152.0	1,720.0	506.5	29.4%	3.3
Stevens Point	279.0	3,130.1	799.2	25.5%	2.9
Stout	274.0	3,164.0	677.3	21.4%	2.5
Superior	124.0	1,170.2	300.2	25.7%	2.4
Whitewater	276.0	2,980.4	774.7	26.0%	2.8
Colleges	387.0	3,670.6	927.4	25.3%	2.4
Extension	617.0	7,064.4	2,566.9	36.3%	4.2
System Admin.	110.0	1,234.6	336.2	27.2%	3.1
TOTAL	10,626.0	119,256.4	33,509.3	28.1%	3.2

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS HISTORY OF QUASI-ENDOWMENT POLICY

EXECUTIVE SUMMARY

BACKGROUND

The Business and Finance Committee asked that the history of the current quasi-endowment policy be reviewed and summarized to the extent possible and that further thought be given to the appropriateness of the policy and/or further principles to be applied in the granting of exceptions to it. The current policy resulted from the Business and Finance Committee's action of October 4, 1990, where upon the Board of Regents passed resolution 5631. This resolution states that all new quasi-endowments (bequests where the donor remains silent as to the use of principal) greater than \$50,000 be identified as designated endowments, with only income to be made available for expenditure. The resolution further states that should the receiving institution desire an exception to this rule (whether upon initial acceptance of the gift or subsequently), the request for exception with appropriate justification should be submitted for approval and be incorporated in any subsequent Regent resolution of acceptance.

REQUESTED ACTION

This item is for information.

DISCUSSION

Existing records indicate that the discussion leading to the current policy began at the Business and Finance Committee's meeting of July 12, 1990. The meeting minutes indicate that Legal Counsel Stathas presented for acceptance a bequest from the estate of W.G. Kirchoffer in the amount of \$303,000. Although not perfectly clear from the minutes and the wording of Mr. Kirchoffer's will, it appears that this bequest was considered a quasi-endowment, with the donor not specifically restricting the use of principal. The meeting minutes go on to state: "The committee directed System Administration to prepare a report on the ability of the regents to place additional restrictions on the expenditure of principal on quasi-endowments."

A report regarding quasi-endowments from then-Vice President for Business and Finance, Fred Poellnitz, Jr., was then sent to the Committee and all regents on August 29, 1990. This report stated: "Based on a review of the Wisconsin Statutes, Regent Policies and Bylaws, in the absence of donor language to the contrary, there are no rules or regulations which would prevent the Regents from imposing restrictions on the expending of principal. A formal Regent resolution is not necessary, as the authority granted the Business and Finance Committee allows them to impose restrictions, which in their judgment are deemed appropriate." The report goes on to indicate that at that time, some 42% of Trust Funds accounts and some 33% of assets were categorized as quasi or designated endowments, implying that the balance represented donor-restricted endowments, and further shows the level of principal expenditure from quasi-endowment accounts over the preceding five fiscal years. The report then concludes by recommending the current policy (exactly as it was later stated in resolution 5631). This report was then discussed at the Business and Finance Committee meeting of September 6, 1990. The meeting minutes state: "After discussion, the committee endorsed a practice which specifies that in the

absence of donor language, all new quasi-endowments greater than \$50,000 would be identified as designated endowments... The committee asked System Administration to develop a resolution to be presented at the October meeting which would make this practice regent policy." This resolution was then unanimously approved by the Committee on October 4, 1990, and adopted by the Board of Regents as resolution 5631.

Former Legal Counsel Stathas was recently asked what his recollection was as to the reasoning behind the Board's adoption of the current policy. Mr. Stathas stated that the Board adopted the policy to try to grow funds by limiting the spending to income only on larger bequests. Mr. Stathas further commented that since this policy is self-imposed and not donor-imposed, the Board should permit the spending of principal on quasi-endowments when requested to do so.

Regarding the origin of or reasoning behind the \$50,000 level, only one item was found in Trust Funds files. This was a hand-written note (from then-Assistant Trust Officer David Konshak presumably) indicating that \$50,000 should be used since this was the level at which gifts are taken individually to the Board for acceptance.

It would seem that the intent of the Board in adopting the current policy was simply to designate large, unrestricted gifts to be used as "endowed" assets, which could meaningfully and perpetually support the benefiting program or need (either by itself or in conjunction with other endowed assets benefiting the same) through the spending plan distribution (5% per year), while still growing the endowed asset base so as to maintain and grow this perpetual support. This objective may be considered particularly relevant since University Trust Funds represent largely unsolicited gifts currently; therefore, the endowed asset base cannot be expected to grow as significantly through new contributions as it would if fundraising and solicitation were actively pursued.

In considering the \$50,000 level again, it is important to note that a gift of this size would provide for only \$2,500 in annual spending initially. Depending on the benefiting program, unless combined with other sources, this may not provide meaningful or sufficient support. Also, since this level was established eleven years ago, simply adjusting it for inflation would imply a current level of approximately \$70,000, which would generate \$3,500 per year initially. Establishing a new threshold of \$100,000 could even make sense, as a gift of this size would generate \$5,000 per year.

The Board may ask whether there are other principles that could be applied to the consideration of exceptions to this type of policy where any quasi-endowed gift for any program/need in excess of a certain level must become a designated endowment unless the benefiting institution justifies an exception. One possibility might be a principle based on the nature of the benefiting program/purpose. For instance, if the donor specifies that the gift be used for scholarships, fellowships, professorships, a certain minimum level could be set; if for research, art/library acquisitions, or at the discretion of the receiving institution, other levels could be established. In requesting exception to any such policies, the benefiting institution might also be required to demonstrate that the new gift could not be "combined" with other gift sources to provide the desired annual or near-term support.

RELATED REGENT POLICIES

Resolution 5631 of 10-5-90 - Quasi-Endowments over \$50,000.

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS INVESTMENT GUIDELINES: REQUIREMENT TO MEET ANNUALLY WITH MANAGERS

EXECUTIVE SUMMARY

BACKGROUND

The Business and Finance Committee has historically met annually with each individual Trust Fund investment manager in the closed session portion of their monthly Committee meeting. (There are presently nine investment managers.) The Committee expressed interest in delegating the responsibility to regularly meet with the managers to the Trust Funds' Assistant Trust Officer, with the expectation that the Assistant Trust Officer would then report on such meetings to the Committee. The Committee further asked that Trust Funds investigate what current policies addressed this responsibility and what changes, if any, would be required to delegate it.

REQUESTED ACTION

This item is for information only at this time.

DISCUSSION

Trust Funds reviewed the following promulgations to determine which dealt with this annual meeting requirement or the ability of the fund trustees to delegate such fiduciary responsibilities: State statutes, Bylaws of the Board of Regents, and Board of Regent Policies. Nothing was found in the Wisconsin Statutes, including Ch. 36 (and particularly s. 36.11, Powers and Duties of the Board of Regents), Ch. 112 (Fiduciaries), Ch. 881 (Trust Fund Investments), or Ch. 701 (Trusts), nor the Bylaws of the Board of Regents (and particularly Section 3, Duties of the Business and Finance Committee), which would require the Board of Regents specifically, or trustees in general, to meet at least annually with managers given discretionary investment authority.

Regarding Board of Regent Policies, Policy 71-4, Management and Administration of Trust Funds, does not specifically address this responsibility but does state that "the Business and Finance Committee is authorized, with the approval of the Board, to delegate such powers and responsibilities regarding the management and administration of university Trust Funds to the Trust Officer or other administrative officers or employees of the University as the Committee may in its judgment deem appropriate..." However, Policy 91-11, Investment Objectives and Guidelines, states in the "Reports" section dealing with what is expected of the managers: "Annual investment meetings (more frequently, as warranted) will be held with the Committee." Therefore, there seems to be no reason why the Committee could not delegate the responsibility of regularly meeting with investment managers to the Trust Funds' Assistant Trust Officer, pending an appropriate modification to Policy 91-11.

RELATED REGENT POLICIES

Regent Policy 91-11 - Statement of Investment Objectives and Guidelines.

Regent Policy 71-4 - Management and Administration of Trust Funds

Nonresident Undergraduate Tuition
Increase for Spring 2002

BUSINESS AND FINANCE COMMITTEE

Resolution:

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

NONRESIDENT UNDERGRADUATE TUITION INCREASE FOR SPRING 2002

EXECUTIVE SUMMARY

BACKGROUND

2001 Senate Bill 55, the state's 2001-03 budget bill, was signed by the Governor on August 30, 2001, and became 2001 Wisconsin Act 16. The bill, prior to the governor's signature, included legislation approved by both houses of the legislature that would have increased nonresident undergraduate tuition by 2.5% for the 2001-02 academic year and another 2.5% for 2002-03.

The governor exercised his partial veto authority by striking "2." (~~2.5%~~) leaving a 5% nonresident undergraduate tuition increase in 2001-02 and another 5% increase in 2002-03. In addition to doubling the tuition increase, the governor also doubled the UW System's state funding (GPR) base cut associated with this tuition increase from \$2 million to \$4 million this year and from \$4 million to \$8 million next year.

The Executive Committee of the Board of Regents amended the 2001-02 tuition schedules on July 30, 2001, increasing nonresident undergraduate tuition rates by 2.5% to reflect the budget bill approved by the legislature. The legislative action reduced the UW System's state resources (GPR) by \$2 million in 2001-02 and \$4 million in 2002-03 to reflect the estimated tuition revenues to be collected by the required tuition increases. The Executive Committee was required to take action prior to the governor signing the bill to allow student tuition bills to be mailed on time.

REQUESTED ACTION

The Board is asked to approve an additional 2.5% nonresident undergraduate tuition increase beginning in spring 2002. Please see attached tuition rates table.

DISCUSSION

To comply with 2001 Wisconsin Act 16, the state budget bill, the Board of Regents is required to raise nonresident undergraduate tuition by 5% in this year of the biennium in addition to the regular tuition increases approved by the Board on July 12, 2001. The Executive Committee of the Board of Regents increased nonresident undergraduate tuition by 2.5% for the fall 2001 term on July 30, 2001 after the legislative budget bill required a 2.5% increase. By increasing the

spring 2002 nonresident undergraduate tuition by another 2.5%, the Board of Regents will have completed this mandate and raised sufficient funds to offset the associated base reduction for the current academic year.

RECOMMENDATION

Approve a 2.5% nonresident undergraduate tuition increase effective spring 2002.

RELATED REGENT POLICIES

2001-02 Annual Operating Budget (July 12, 2001, Regent Resolution II.5.)

2001-02 Annual Operating Budget (July 30, 2001, Regent Resolution EC 1)

**UNIVERSITY OF WISCONSIN SYSTEM
PROPOSED SPRING 2001-02
TUITION SCHEDULE FOR
NONRESIDENT UNDERGRADUATES**

	2000-01 TUITION	2001-02 TUITION				
		FALL TUITION	SPRING TUITION	DOLLAR INCREASE (FALL TO SPRING)	EFFECTIVE ANNUAL RATE	ANNUAL PERCENT INCREASE
NONRESIDENT UNDERGRADUATES						
UW -Madison	\$13,688	\$7,727	\$7,900	\$173	\$15,800	15.4%
UW -Milwaukee	\$12,642	\$7,137	\$7,296	\$159	\$14,592	15.4%
UW Comprehensive Universities	\$10,122	\$5,644	\$5,772	\$128	\$11,544	14.0%
UW Colleges	\$8,848	\$4,933	\$5,044	\$111	\$10,088	14.0%
Differential Tuitions:						
UW -Eau Claire	\$10,222	\$5,694	\$5,822	\$128	\$11,644	13.9% *
UW -Stout	\$10,260	\$5,720	\$5,850	\$130	\$11,700	14.0%
UW -Colleges	\$8,848	\$4,933	\$5,044	\$111	\$10,088	14.0%
UW -La Crosse (Occupational Therapy/Physicians Assistant)	\$12,100	\$6,746	\$6,898	\$152	\$13,796	14.0%

* UW -Eau Claire's differential tuition is \$100 above the UW -Comprehensive rate. Because tuition increases do not apply to the \$100 differential amount, UW -Eau Claire students experience the same dollar increase as students attending UW -comprehensive institutions. This, however, results in a slightly lower percentage increase at UW -Eau Claire due to its slightly higher tuition rate.

I.3. Physical Planning and Funding Committee

Thursday, October 4, 2001
Arrowhead Room, UW-Eau Claire
1:30 p.m. (or upon conclusion of
Board of Regents Meeting)

10:30 a.m. Board of Regents Meeting

- Quality: Retention and Campus Climate (Plan 2008 Report)
- Resources: Accountability for New Initiatives

12:00 p.m. Terry MacTaggart: National Higher Education Resource Strategies

1:30 p.m. Joint meeting with Business and Finance Committee / Arrowhead Room

b. Systemwide Energy Conservation

1:45 p.m. or upon conclusion of the joint meeting

c. Approval of minutes of the September 6, 2001 meeting of the Physical Planning and Funding Committee

d. Report of the Assistant Vice President

- Building Commission Actions
- Other

e. Review of Preventive vs. Deferred Maintenance

f. UW-Madison: Acceptance of Gift of Land for Golf Course
[Resolution I.3.f.]

g. UW-Madison: Utility Distribution Systems Upgrade
\$2,950,000 of General Fund Supported Borrowing
[Resolution I.3.g.]

h. UW-Madison: Soil and Plant Analysis Lab (Design Report)
\$1,730,400 (\$771,100 Program Revenue Supported Borrowing, \$194,300 Residual
Program Revenue Supported Borrowing, and \$765,000 Institutional Funds-CALS)
[Resolution I.3.h.]

i. UW-Milwaukee: Student Union Ballroom Renovation
\$2,590,000 (\$1,740,000 Program Revenue Supported Borrowing and \$850,000
Program Revenue - Cash)
[Resolution I.3.i.]

- j. UW-Oshkosh: Reeve Memorial Union Addition and Blackhawk Commons
Remodeling Budget Increase
\$400,000 of Program Revenue Supported Borrowing
[Resolution I.3.j.]
- k. UW-Platteville: Agriculture Technology Center (Design Report)
\$1,609,000 (\$1,000,000 DNR Stewardship Grant Funds and \$609,000 General Fund
Supported Borrowing)
[Resolution I.3.k.]
- l. UW-Platteville: Living and Learning Center (Design Report)
\$952,000 (\$834,600 Program Revenue Supported Borrowing and \$117,400 Residual
Program Revenue Supported Borrowing
[Resolution I.3.l.]
- m. UW-River Falls: Dairy Science Teaching Center (Design Report)
\$3,431,000 (2,931,000 General Fund Supported Borrowing and \$500,000 Gifts)
[Resolution I.3.m.]
- n. UW-Stevens Point: Central Wisconsin Environmental Station Lease
[Resolution I.3.n.]
- o. UW-Eau Claire: The Campus Master Plan and the Planning Process
- x. Additional items which may be presented to the Committee with its approval

Authority to Accept a Gift of Land for
University Ridge Golf Course,
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 accept a gift-in-kind from the University of Wisconsin Foundation of 204.68 acres of land in the Town of Verona, Dane County to enable completion of the Master Plan for the University Ridge Golf Course.

THE UNIVERSITY OF WISCONSIN SYSTEM

Agency Request for Board of Regents Action October 2001

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to accept a gift-in-kind from the University of Wisconsin Foundation of 204.68 acres of land in the Town of Verona, Dane County to enable completion of the Master Plan for the University Ridge Golf Course.
3. Description and Scope of Project: The gift includes two parcels, a 132.88-acre site north and east of the golf course, and a 71.8-acre parcel south and west of the golf course, totaling 204.68 acres. (See attached location map.) In the absence of appraisals the value is unknown, though land in the area has recently traded for \$35,000-\$40,000 per acre for development. Both parcels are free of adverse environmental conditions.

The University is working with the City of Madison to have the entire University Ridge complex annexed into the City by the end of 2001.

This gift through the University of Wisconsin Foundation is made possible by the generous bequest of Dr. Harry Culver, a 1910 graduate of the University. The growth of Dr. Culver's gift under the Foundation's management provided the funds for the Foundation's original acquisition of the property. Dr. Culver received his medical degree from Rush Medical School in Chicago and served as the Chairman of the Urology Department at both Cook County and St. Luke's Hospitals in Chicago. He died on a golfing vacation in Scotland in 1959.

4. Justification of the Request: The University Ridge Golf Course opened in June 1991 with an 18-hole championship course, a 9-hole academy course, and a comprehensive learning center. Due to funding constraints original construction was limited to an 18-hole course, a modest Clubhouse and a driving range, totaling \$5.5 million in gift funds.

The golf course is considered a high-quality, daily fee course. It is open to the public without membership. Course demand has been very high, averaging 33,000 rounds per year. University Ridge has been recognized as one of the top 10 courses in the state and one of the finest college courses in the country. Golf Week Magazine ranked it the 38th top public course in 1999. Each full year of operation has been profitable. Surplus revenues have been either reinvested in the course or retained in reserve for future development.

This land is needed for the last phase of golf course development, which includes a second 18-hole championship course, a Learning Center, and a 5,000-meter cross-country running track. A detailed project description and justification was provided in the request for enumeration in the 2001-03 biennial Capital Budget at \$15,560,000, gifts and program revenue funding. The

University Ridge Oversight Committee is responsible for policy oversight. The course is operated under a management contract administered by the Division of Intercollegiate Athletics.

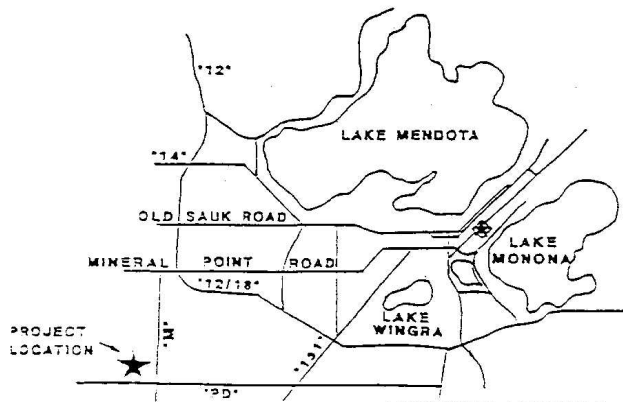
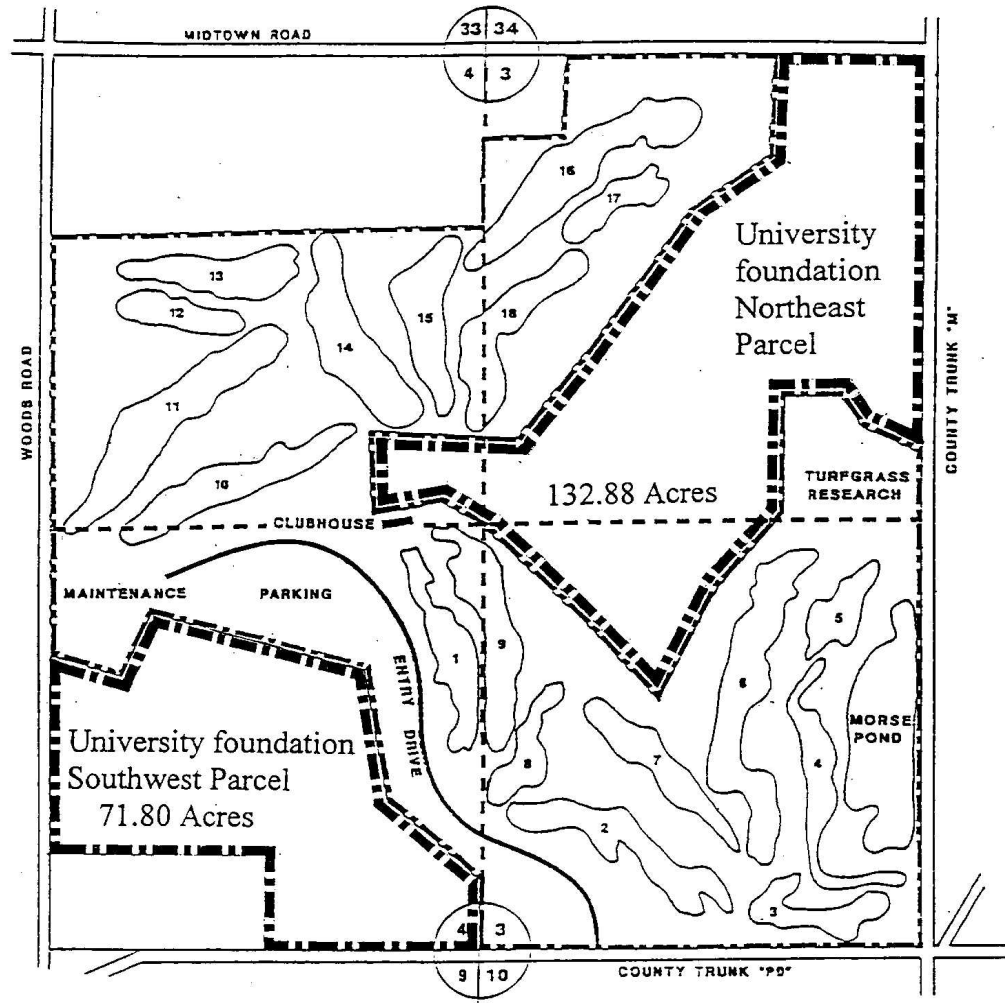
The University supports the city of Madison annexing the golf course lands. Annexation would permit use of city water and sanitary sewer services and abandonment of the present septic system. It would also permit participation in establishing integrated transportation and land use plans with the city and Dane County as the area southwest of Madison continues to develop. This participation is considered vital to ensure the area's development will continue to be conducive to the course's long-term success.

5. Budget: Not applicable.

6. Previous Action:

August 25, 2000 Resolution 8175	Approved as part of the 2001-03 Capital Budget request [Enumeration of seven projects funded entirely by \$69.9 million Non-GPR sources (\$11.9 million Gifts/Grants, etc. and \$58 million Program revenue)] which includes University Ridge Phase III construction.
July 12, 1991 Resolution 5847	Approved the acceptance of a gift-in-kind from the University of Wisconsin Foundation of approximately 360 acres of land and improvements, located in the Town of Verona, Dane County, Wisconsin. The property includes the University Ridge Golf Course (about 345 acres), and the O.J. Noer Turfgrass Research and Education Facility (about 15 acres). A legal description is on file with the Board of Regents. The deed for the land and improvements includes a reversionary clause. The value of this gift-in-kind is approximately \$6.9 million.

UNIVERSITY OF WISCONSIN-MADISON
University Ridge Golf Course
Land Acquisition Gift-in-Kind
204.68 Acres



Authority to Construct Utility Distribution
Systems Upgrade-Phase II 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, (1) the Design Report be approved, (2) authority be granted to construct a Campus Utility Distribution System Upgrade-Phase II project at an estimated cost of \$1,900,000 of General Fund Supported Borrowing, and (3) authority be granted to seek reimbursement of \$1,050,000 of UW-Madison Institutional Funds for Phase I.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action

October 2001

1. Institution: The University of Wisconsin-Madison
2. Request: Requests (1) approval of the Design Report, (2) authority to construct a Campus Utility Distribution System Upgrade - Phase II project at an estimated cost of \$1,900,000 of General Fund Supported Borrowing, and (3) authority to seek reimbursement of \$1,050,000 of UW-Madison Institutional Funds for Phase I.
3. Description and Scope of Work: This Phase of the Utility Distribution System Upgrade project will upgrade existing utilities to meet loading demands of the Camp Randall Expansion project, Engineering Centers Building as well as future demands of the southwest campus area.

Components of the Phase II project include:

- Installation of 16" high pressure steam piping, 8" condensate piping, and 8" compressed air piping in a 350-foot section of existing steam tunnel under Engineering Drive.
 - Construction of 240 feet of new concrete box conduit with 16" steam, 8" condensate, and 8" air lines from a new steam pit on the north-end of Engineering Mall to a new steam pit on the south end of Engineering Mall where it intersects with the existing steam tunnel under Engineering Drive.
 - Installation of approximately 200 feet of 16" steam, 8" condensate and 8" air lines in existing bore casings under University Avenue from a new steam pit on the south end of Henry Mall to the new steam pit on the north end of Engineering Mall.
 - Installation of a new electric duct package, containing twelve 5" conduits for electric power distribution and twelve 4" signal conduits for signal, with necessary underground vaults from Henry Mall across Linden Drive to the Bacteriology Substation.
4. Justification of the Request: The existing steam, condensate and compressed air distribution system in the southwest area of campus is inadequately sized 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.

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 power distribution duct-bank system does not link the Bacteriology 15KV substation to the main north-south electrical duct-bank route passing through Henry and Engineering Malls to Engineering Drive.

The 2001-03 Capital Budget includes enumeration of a Utility Distribution Systems Upgrade project at \$5,000,000 of General Fund Supported Borrowing.

In April 2001, the Board of Regents and State Building Commission authorized \$1,500,000 for the Utility Distribution Systems Upgrade Phase I project. Work was expedited to accommodate the proposed schedule for starting the Camp Randall Expansion project in early 2002. Due to the accelerated timeframe, the University elected to fund half of Phase I with \$750,000 of Institutional Funds with the understanding that the funds would be reimbursed from bonding provided in the Utility Distribution System Upgrade major project. The remaining \$750,000 was provided from the Southwest Campus Primary Electric Service Upgrade project, approved by the State Building Commission in November 1999. A portion of the Southwest Campus Primary Electric Service Upgrade project will be conducted under Phase I, with the remaining work conducted under the proposed Camp Randall Expansion/Renovation project. It is anticipated that the Phase I work will be completed by December 2002.

In June 2001, as a result of bids received, the State Building Commission authorized an additional \$600,000 for Phase I, which included an additional \$300,000 of Institutional Funds, bringing the total amount of reimbursable funding to \$1,050,000.

Phase III will continue work to relocate the Randall Substation. It is anticipated that construction authority will be sought later in this biennium to accomplish as much work as possible within the funding available.

The following is a summary of the funding authorized and proposed for the Utility Distribution System Upgrade major project:

	Utilities GFSB	99-01 GFSB	01-03 GFSB	Funding Totals
Authorized Phase I	\$750,000	\$300,000	\$1,050,000	\$2,100,000
Proposed Phase II			\$1,900,000	\$1,900,000
Future Phase III			\$2,050,000	\$2,050,000
Funding Totals:	\$750,000	\$300,000	\$5,000,000	\$6,050,000

5. Project Budget: The estimated budget for the work included in Phase II is as follows:

Construction:	\$1,575,000
Design Fees:	126,000
DFD Management Fees:	69,000
Construction Contingency:	<u>130,000</u>
Estimated Total Project Cost:	\$1,900,000

6. Previous Action:

August 25, 2000 Resolution 8175: As part of the 2001-03 Capital Budget, recommended enumeration for construction, the Utility Distribution System Upgrade project, at an estimated total project cost of \$10,000,000 of General Fund Supported Borrowing.

The project was subsequently enumerated at the State Building Commission's recommended reduced project budget of \$5,000,000.

April 6, 2001 Resolution 8343: Granted 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.

The Phase I project was subsequently increased by the State Building Commission in June 2001 by \$600,000 for a revised total project budget of \$2,100,000 (\$750,000 previously authorized GFSB-Utility Repair and Renovation Funds, \$1,050,000 Institutional Funds, and \$300,000 of 99-01 General Fund Supported Borrowing), with the understanding that the Institutional Funds would be reimbursed upon enumeration of the 2001-03 Utility Distribution System Upgrade project.

Approval of the Design Report and
Authority to Increase the Project Budget
and to Construct a Soils and Plant Analysis
Lab 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, (a) the Design Report be approved; (b) authority be granted to increase the budget by \$194,300 using Residual Program Revenue Supported Borrowing; and (c) authority be granted to construct a Soil and Plant Analysis Lab, at a revised estimated total project cost of \$1,730,400 (\$771,100 Program Revenue Supported Borrowing, \$194,300 Residual Program Revenue Supported Borrowing, and \$765,000 Institutional Funds-CALS).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action October 2001

1. Institution: The University of Wisconsin-Madison
2. Request: Requests (a) approval of the Design Report; (b) approval to increase the budget by \$194,300 using Residual Program Revenue Supported Borrowing; and (c) authority to construct a Soil and Plant Analysis Lab, at a revised estimated total project cost of \$1,730,400 (\$771,100 Program Revenue Supported Borrowing, \$194,300 Residual Program Revenue Supported Borrowing, and \$765,000 Institutional Funds-CALS).
3. Description and Project Scope: This project will provide for construction of a Soil and Plant Analysis facility at the headquarters area of the West Madison Agricultural Research Station (ARS) located at 8502 West Mineral Point Road. The 6,520 ASF/8,040 GSF building will provide suitable laboratory spaces for analysis of soil, plant tissue, water and wastewater, as well as reception/sample receiving and processing area, resource room, glasswashing area, open and dedicated office areas, and associated support and mechanical spaces. In addition, a space will be shelled in as part of this project to provide a future lab.

This one-story building will consist of steel construction, with face brick on the lower half and vertical metal siding panels above. These materials were chosen to match the existing ARS headquarters facility. The building will contain a pitched roof on all exterior sides, with a recessed flat roof section over the middle of the building where the mechanical equipment will be located. This design will screen the air handlers and fume hood exhausts from view. The recessed section will also contain a bank of skylights allowing natural day lighting to illuminate the interior of the building. The building is designed to accommodate future expansion.

This project will also include construction of utility extensions to connect the laboratory to the City of Madison's water and sanitary sewer systems. The existing ARS buildings are served by a well and septic system that were not designed to accommodate facility expansion. Electrical service already exists at this site and the existing driveway, circulation and parking facilities will adequately serve the new facility.

The proposed Soil and Plant Analysis Lab will replace the Lab's current facility that consists of four attached trailers at 5711 Mineral Point Road. Upon occupancy of the new facility, the existing trailers will be demolished. Costs of demolition are included in this project.

3. Project Justification: This project was approved by the Board of Regents and the State Building Commission as part of the 2001-03 Capital Budget process. A detailed justification was provided at that time. In summary, the Soil and Plant Analysis Lab has outgrown the limited serviceability and space provided by the existing trailers. Extreme net negative

building pressure above the chemical fume hoods has resulted in multiple citations for inefficiency. The lab is unable to perform analytical services requiring U.S. Environmental Protection Agency (EPA) or Wisconsin Department of Natural Resources (DNR) certification because staff cannot reasonably control the building's temperature and meet other required needs. The trailers are inadequate in every regard.

The Soil and Plant Lab's overarching mission is to educate farmers and their advisors on the proper use of nutrients, lime, feeds/forages and wastes from both economical and environmental perspectives. This has increasingly included support for research activities in related areas. State staff use the lab not only for analysis of research samples, but for monitoring trends. Frequent summaries of lab data, such as soil tests, plant, manure and soil profile nitrate summaries, help specialists determine future research and programming needs. CALS researchers utilize the lab to implement new testing programs which have been adopted by commercial labs. Clientele from across the state value this public laboratory for unbiased sources of information. These internal and external uses generate program revenues that will fund the debt service payments related to construction of the new Lab. The new facility will enable expansion of analytical services and increase revenue-generating capabilities. The current funding mix of Program Revenues and Institutional Funds reflects their current thinking on revenue generating capabilities.

Construction cost estimates are higher than anticipated due to the required use of steel joists, steel trusses and metal studs to frame and roof the building to meet fire code requirements for the size and type of building. Initially it was envisioned that this building would be of wood frame construction.

It is anticipated that facility construction will begin in spring 2002 with completion targeted for fall 2002.

5. Estimated Project Cost:

Construction	\$1,350,000
A/E Design	146,800
DFD Management	57,400
Contingency	94,500
Movable Equipment	45,000
Trailer Demolition/Hazardous Materials Abatement	34,000
Percent for Art	<u>2,700</u>
Estimated Total Project Budget	\$1,730,400

6. Previous Action:

August 25, 2000 Resolution #8175 Recommended enumeration of the Soil and Plant Analysis Lab to the State Building Commission as part of a four-year Agriculture Initiative program at an estimated project cost of \$1,515,000 (\$750,000 Program Revenue Supported Borrowing and \$765,000 Institutional Funds). The project was subsequently enumerated at \$1,536,100 (\$771,100 Program Revenue Supported Borrowing and \$765,000 Institutional Funds).

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

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

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

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action

October 2001

1. Institution: The University of Wisconsin-Milwaukee
2. Request: Request authority to construct the Student Union Ballroom Renovation project at an estimated total project cost of \$2,590,000 (\$1,740,000 Program Revenue Supported Borrowing and \$850,000 Program Revenue – Cash).
3. Description and Scope of Project: This project will renovate and remodel approximately 16,185 ASF/21,029 GSF of space at the west end of the first floor of the Student Union including the Ballroom, the former Servedy, the Milwaukee Room, adjacent storage areas and restrooms. The work will provide a new operable partition system to divide the Ballroom into two large meeting rooms, create new breakout space and future office space, refurbish all finishes, and upgrade mechanical systems, lighting, power distribution, telecommunications and audio-visual equipment. The work will also include upgrading two existing exit stair configurations to meet current code requirements.
4. Justification of the Project: The existing 344,283 ASF / 489,846 GSF Student Union was constructed in several phases beginning in 1956. The multipurpose Ballroom has been in constant use since 1963 as performance venue, dining hall, and meeting space. It is one of the largest assembly spaces on the campus, and as the largest room in the Union, it is capable of seating up to 900 in a concert setting. As such, it is much in demand as a meeting space for large groups. The adjacent Servedy was created out of a storeroom to take pressure off of the Snack Bar in 1963. More recent improvements such as the Atrium, the Gasthaus, the Kenwood Inn and the renovation of the Snack Bar, combined with the change in eating habits, resulted in the closing of the Servedy space. The Ballroom continues to be used as a study and dining hall during peak periods. The positioning of the Ballroom presently cuts off access to the Milwaukee Room and other spaces to the west. Remodeling of the Ballroom and Servedy area will improve traffic flow to those areas, allow access to the west elevator, and allow direct traffic flow between the adjacent Fireside Lounge and the Ballroom that will be more conducive to group activities. The adjacent restrooms have been in continuous use since 1956 and require significant remodeling to meet current accessibility requirements. An adjacent former leased food service space will be remodeled for future offices for staff or students.

A consultant was hired in 2000 to prepare a program and planning study and explore design alternatives.

Debt service payments on the bonds will be paid using a combination of user revenues and segregated fees. There will be no increase in the segregated fees as a result of this project since other bonds will be retired during the repayment schedule and proceeds will be used to pay for the new bonds.

5. Budget:

Construction:	\$2,044,000
A/E Design and Other Fees:	245,000
DFD Management Fee:	90,000
Construction Contingency:	204,500
Percent for Art:	<u>6,500</u>
Estimated Total Project Cost:	\$2,590,000

6. Previous Action: None.

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

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

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

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action October 2001

1. Institution: The University of Wisconsin–Oshkosh
2. Request: Requests authority to increase the budget for the Reeve Memorial Union Addition and Blackhawk Commons Remodeling project by \$400,000 of Program Revenue Supported Borrowing for a revised total project budget of \$19,506,000 (\$15,006,000 Program Revenue Supported Borrowing, \$900,000 Residual Program Revenue Supported Borrowing and \$3,600,000 Program Revenue – Cash).
3. Description and Scope of Project: This project is currently under construction. Work includes construction of a 78,200 GSF addition and remodeling of approximately 77,500 GSF in the Reeve Memorial Union and remodeling of approximately 36,800 GSF in the Blackhawk Commons.

Reeve Union: The new and remodeled space will provide expanded dining, banquet, and meeting room facilities; incorporate branded food franchise operations into a retail dining area; provide additional service and program support spaces; and provide additional and improved student organizational and administrative staff space. Remodeling will also accommodate the University Bookstore. The project will update the building's HVAC, electrical, plumbing and communications systems in the remodeled portion of the existing facility; replace the deficient electrical service to the building; and provide connections to the new campus chilled water system. The project will also bring the entire facility into compliance with current energy codes.

Blackhawk Commons: The existing 69,000 GSF building is comprised of two levels. The lower level contains the central kitchen for the campus, loading dock/service areas and mechanical spaces. The upper level will be remodeled to provide all of the food service areas, dining areas, dishwashing facilities and restrooms. Blackhawk Commons is designed to be a "marketplace" dining environment. The new servery will be located to allow the greatest communication with the existing lower level kitchen and allow open circulation through the serving and dining areas. Remodeling of the major entrance on the north side of the building will include installation of an additional elevator to provide an accessible route to all existing building levels.

In summary, this project will consolidate all contract dining at Blackhawk Commons, freeing up Elmwood Commons to meet other campus space needs. Reeve Memorial Student Union was constructed in 1959, with an addition in 1964. With approximately 98,000 GSF, Reeve is the third smallest student union in the University System. The facility serves as an informal gathering place for students and is the center of activity for student government and student organizations. However, current student organization space is inadequate; the

kitchen facilities are inefficient and obsolete; and dining, meeting and banquet spaces are inadequate.

4. Justification of the Project: This project was recommended for construction funding in the 1999-01 biennium by the Board of Regents and the State Building Commission at a total project budget of \$18,600,000. A detailed justification for the project was provided in the Capital Budget materials. The project was authorized for construction in August 1999 at the enumerated budget, substituting \$3,600,000 of Program Revenue cash for bonding authority. As a result of bids which were received on April 13, 2000, an increase of \$900,000 was subsequently authorized to award construction contracts for a revised total project budget of \$19,500,000.

The Reeve Memorial Union will be connected to the campus chilled water plant and distribution system through a project approved by the Board of Regents and State Building Commission in May 1999. The amount approved for the connection was \$394,000, funded from the Reeve Memorial Union Addition and Blackhawk Commons Remodeling project. The \$394,000 was subsequently transferred from the Reeve project to the Chilled Water project thereby reducing the total Reeve Memorial Union project to \$19,106,000.

The requested increase to the project budget is required to address various unforeseen code required items such as: modifications to the elevators for ADA compliance; enclosing of the open interior stairwell within the bookstore; replacing insulation on the kitchen exhaust ductwork; revision of ductwork in two areas of the building due to low ceiling heights; and removal of contaminated soil from the construction site. In addition, the funding will remodel the existing first floor bathrooms to upgrade plumbing and other related work.

The cost associated with the addition and remodeling of the Reeve Memorial Union is being funded in part by increased student segregated fees. In December 1997, the student's Segregated Fee Committee approved fee increases of \$32 in 1998-99, another \$36 in 1999-00, and \$13 in 2000-01 for a total three-year increase of \$81 for this project. The Titan Stadium bond issues will be retired in 2001 and in 2003. Current fees used for those bond payments will be redirected to pay for this project. The balance of the project will be paid by the University Bookstore, a non-segregated fee auxiliary. The committee was also notified that, while it is expected that additional operating costs will be absorbed by anticipated increases in revenue, an additional fee increase of no more than \$10 per year might be necessary to cover the increase in operating costs after completion of the project.

The cost of remodeling Blackhawk Commons will be funded by the food service auxiliary. Due to the more efficient operation and the availability of cash resources through the retirement of other debt prior to completion of this work in 2001, the project is not expected to impact the cost of services to students.

The requested budget increase will not result in an additional increase in the seg fees already approved by the students.

5. Budget:

Previously Authorized Budget:	\$19,500,000	
Amount Transferred for Chilled Water Connection:	(394,000)	
Subtotal:		\$19,106,000
Requested Increase:		<u>400,000</u>
Revised Project Budget:		\$19,506,000

6. Previous Action:

August 20, 1998 Resolution 7740	Recommended enumeration of the project as part of the 1999-01 Capital Budget.
July 19, 1999 Resolution 7967	Approved the Design Report and granted authority to construct Memorial Union Addition and Blackhawk Commons Remodeling project at an estimated total project cost of \$18,600,000.
May 5, 2000 Resolution 8138	Granted an increase to the budget for the Reeve Memorial Union Addition and Blackhawk Commons Remodeling project by \$900,000 of Residual Program Revenue Supported Borrowing for a revised project total of \$19,500,000 (\$15,900,000 Program Revenue Supported Borrowing and \$3,600,000 Program Revenue – Cash).

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

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

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

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action October 2001

1. Institution: The University of Wisconsin-Platteville
2. Request: Requests approval of Design Report and authority to construct the Agriculture Technology Center at an estimated total project cost of \$1,609,000 (\$1,000,000 DNR Stewardship Grant Funds and \$609,000 General Fund Supported Borrowing).
3. Description and Scope of Project: This project will involve construction of an 8,800 GSF Agriculture Technology Center at the UW-Platteville Pioneer Prairie Farm. The building will be located near the west entry into the East Farm and will be constructed as a single-story, wood-framed structure with a pitched hip roof and sided with brick and vertical siding. The proposed building materials will blend with similar materials used on facilities at the farm.

The Agriculture Technology Center will include the necessary equipment and facilities to teach courses, workshops, and seminars via the Internet, compressed video, and other electronic media. It will include a conference/distance learning room, office space, storage and technical services space.

Exterior development will include upgrading an existing well to serve this facility, constructing a new septic system, extending electricity from the main utility line, and developing a small parking lot.

4. Justification of the Project: The Agriculture Technology Center was approved by the Board of Regents and the State Building Commission at \$1,609,000 as part of the Wisconsin Agricultural Stewardship Initiative (WASI) included in the 2001-03 Capital Budget. The Center will be constructed on the Pioneer Agricultural Stewardship Farm that is operated by UW-Platteville's School of Agriculture.

The Wisconsin Agricultural Stewardship Initiative is a four-year, \$34.5 million, statewide program involving numerous external partners including producers; producer organizations; the Department of Agriculture, Trade and Consumer Protection; the Department of Natural Resources; various Federal agencies; and others. This initiative is comprised of three parts: the Pioneer Agricultural Stewardship Farm at UW-Platteville; the Discovery Farms, which is a network of private commercial farms where on-farm applied research and demonstration projects will take place; and the basic research projects done at various UW campuses, but most notably at UW-Madison.

The WASI program is designed to help farmers survive in an era of stagnant prices and increasing public concern about the environmental impacts of farming. It will assist farmers in developing environmentally sound, productive, and profitable farming approaches through

producer driven research and demonstration projects. Because agriculture contributes \$60 billion and 1 in 5 jobs to Wisconsin's economy, this is a most important purpose.

The Pioneer Agricultural Stewardship Farm has been called the "centerpiece" of the entire Initiative. It will foster new approaches to farming within the context of a working farm that will be disseminated to students, producers, and agricultural professionals across Wisconsin and worldwide. The Agriculture Technology Center is being designed as a hub for disseminating information. The Center will provide support to the School of Agriculture's Pioneer Agricultural Stewardship Farm and other disciplines on campus. The Center will also provide space for hosting and presenting on-site, person-to-person discussions between students, producers, and international guests as well as offering short courses, field days and other programs. It will provide the technology and equipment to share new knowledge from applied research with visitors to this facility including farmers, agricultural professionals, interested agencies, and the general public—both nationally and internationally. The Agriculture Technology Center will also be an important resource for the faculty and students of the School of Agriculture, enabling integration of technology into the curriculum, accommodating all teaching and learning styles.

The Agriculture Technology Center, along with another new facility, the Living and Learning Center, are crucial to the teaching and dissemination purpose of the Stewardship Farm. The Living and Learning Center will provide short-term lodging with a dining area, a lounge/meeting room and an informal outdoor dining/activity area. It is anticipated that construction of the Agriculture Technology Center will start in spring 2002 and be completed later that fall. A similar schedule is planned for construction of the Living and Learning Center.

5. Budget:

Construction	\$1,082,000
A/E Design & Other Fees	98,900
EIS Consultant	8,500
AV Consultant	7,500
DFD Management	47,300
Contingency	74,700
Movable Equipment	110,000
Special Equipment	160,000
Telecommunications	16,000
Percent for Art	4,100
Estimated Total Project Cost	<u>\$1,609,000</u>

6. Previous Action:

August 25, 2000 Resolution #8175	Endorsed Governor Thompson's Agriculture Initiative, including the Agriculture Technology Center at an estimated total project cost of \$1,609,000 (\$1,000,000 Grant Funds and \$609,000 General Fund Supported Borrowing) as part of the 2001-03 Capital Budget.
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Approval of the Design Report and
Authority to Increase the Budget and
Construct the Living and Learning Center
Project, UW-Platteville

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

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

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action October 2001

1. Institution: The University of Wisconsin-Platteville
2. Request: Requests (a) approval of the Design Report for the Living and Learning Center project; (b) authority to increase the budget by \$117,400 using Residual Program Revenue Supported Borrowing, and (c) authority to construct the project at a revised estimated total project cost of \$952,000 (\$834,600 Program Revenue Supported Borrowing and \$117,400 Residual Program Revenue Supported Borrowing).
3. Description and Scope of Project: This project will involve construction of a 7,800 GSF Agriculture Living and Learning Center at the UW-Platteville Pioneer Prairie Farm on a site between the East Farm and the Beef Farm. This single-story, wood-framed structure will be constructed with a pitched hip roof and brick and vertical siding. The facility will contain twelve guest rooms to provide short-term lodging for 24 visitors. Shared bathrooms will be located between every two bedrooms. Other spaces in this facility will include a kitchen and lounge/dining area, a study/meeting room, and an informal outdoor dining/activity area.

Exterior development will include construction of a new well and septic system, extension of electricity from the main utility, and development of a small parking area to supplement existing roadway parking.

4. Justification of the Project: The Agriculture Living and Learning Center project was approved by the Board of Regents and the State Building Commission as part of the Wisconsin Agricultural Stewardship Initiative (WASI) included in the 2001-03 Capital Budget. The Center will be constructed on the Pioneer Agricultural Stewardship Farm that is operated by UW-Platteville's School of Agriculture.

The Wisconsin Agricultural Stewardship Initiative is a four-year, \$34.5 million, statewide program involving numerous external partners including producers; producer organizations; the Department of Agriculture, Trade and Consumer Protection; the Department of Natural Resources; various Federal agencies; and others. This initiative is comprised of three parts: the Pioneer Agricultural Stewardship Farm at UW-Platteville; the Discovery Farms, which is a network of private commercial farms where on-farm applied research and demonstration projects will take place; and the basic research projects done at various UW campuses, but most notably at UW-Madison.

The WASI program is designed to help farmers survive in an era of stagnant prices and increasing public concern about the environmental impacts of farming. It will assist farmers in developing environmentally sound, productive, and profitable farming approaches through producer driven research and demonstration projects. Because agriculture contributes \$60 billion and 1 in 5 jobs to Wisconsin's economy, this is a most important purpose.

The Pioneer Agricultural Stewardship Farm has been called the "centerpiece" of the entire Initiative. It will foster new approaches to farming within the context of a working farm that will be disseminated to students, producers, and agricultural professionals across Wisconsin and worldwide. The Living and Learning Center will provide lodging where farmers and other agriculture professionals can stay while studying ideas and methods being demonstrated at the Stewardship Farm. Agricultural scientists who come to the Stewardship Farm to participate in the on-going applied research or environmental monitoring will reside in the Living and Learning Center for the duration of their activities. A similar farm in the Netherlands that is being used as a model for UW-Platteville's Stewardship Farm has 10,000 visitors per year.

A secondary, but very important, use of the Living and Learning Center will be to provide a place for various UW-Platteville student, faculty, and staff groups to conduct retreats, seminars, workshops, and other overnight activities. The Living and Learning Center will be sited a few miles from campus in a park-like area that was the former homestead site at the Pioneer Prairie Farm. This setting will complement the intended use of the Living and Learning Center and related activities. It will also help to further integrate the Farm and the campus.

The Agriculture Living and Learning Center, along with another new facility, the Agriculture Technology Center, are crucial to the teaching and dissemination purpose of the Stewardship Farm. Overall, the construction and operating costs of the Living and Learning Center will be borne by user fees. Based upon projected revenues and expenses, the University is confident that the Living and Learning Center will be self-supporting.

It is anticipated that construction of the Agriculture Living and Learning Center will start in spring 2002 and be completed later that fall. A similar schedule is planned for construction of the Agriculture Technology Center.

5. Budget:

Construction	\$727,000
A/E Design & Other Fees	67,200
EIS Consultant	6,000
DFD Management	31,600
Contingency	45,800
Movable Equipment	63,000
Telecommunications	9,000
Percent for Art	<u>2,400</u>
Estimated Total Project Cost	\$952,000

6. Previous Action:

August 25, 2000
Resolution #8175

Endorsed a four-year Agriculture Initiative, including the Agriculture Living and Learning Center, at an estimated total project cost of \$830,000 Program Revenue Supported Borrowing, as part of the 2001-03 Capital Budget. The project was subsequently enumerated at \$834,600 Program Revenue Supported Borrowing.

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

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

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

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action October 2001

1. Institution: University of Wisconsin-River Falls
2. Request: Requests approval of the Design Report and authority to construct a Dairy Science Teaching Center-Phase I project at the Mann Valley Farm, for an estimated cost of \$3,431,000 (\$2,931,000 General Fund Supported Borrowing and \$500,000 Gift Funds).
3. Description and Scope of Project: This project will provide for construction of the first phase of a new Dairy Science Teaching Center on the Mann Valley Farm at UW-River Falls. The complex will consist of the following elements:

<u>Building</u>	<u>Gross Square Feet</u>	<u>Construction Type</u>
Milking Center	7,800	Multi-level, insulated, masonry walled
Barn Linkages	3,420	Sloped metal roof
Lactating Cow Barn	14,960	Wood framed, curtain sided, metal roof
Special Needs Barn	13,540	Wood framed, curtain sided, metal roof
Manure Handling Facility	<u>3,180</u>	Masonry walled, open, sloped metal roof
Total Gross Square Feet	42,900	

The project includes installation of fixed equipment and purchase of movable equipment to yield a functional dairy farm for 96 milking cows plus replacements. Special emphasis is placed on modern waste management facilities needed for demonstration to and experimentation with the dairy industry.

This development will require extensive site work on 14 acres of the Mann Valley Farm, including excavation, regrading, installation of a new well, sanitary septic system with drain field, storm water detention, paved animal waste composting area, and parking and access road improvements. An existing machine shed will be moved to another area of this farm to improve sight lines for safe driving through the farm to the project site.

4. Justification of the Request: UW-River Falls has the largest undergraduate dairy program in the country. The campus partners with companies in the dairy industry providing continuing education opportunities for employees. The current dairy facilities on the Campus Lab Farm were built in 1959, are falling into disrepair, and do not represent contemporary dairy management techniques. It is vital that students--both undergraduates and extension program participants--receive instruction in facilities that demonstrate current and developing dairy management techniques. The existing facilities cannot provide collaborative research opportunities for faculty and industry to improve Wisconsin's dairy economy.

This project has been in planning for several years. It was recommended for construction by the Board of Regents in 1997-99 and 1999-01, and enumerated for construction in 1999-01 at a then-estimated cost of \$3,431,000. Faced with the challenges of constant change in dairy methods and technologies, a design team was formed to tour contemporary dairy facilities. These research efforts led to programming a farm complex that incorporates best practices in contemporary dairy instruction. Late in 2000, the planning ultimately resulted in a revised estimate of approximately \$7,600,000 for the entire project to relocate the dairy program to the Mann Valley Farm. Since the Board of Regents had already submitted its 2001-03 Capital Budget request to the Department of Administration, it was decided to split the project in two phases.

The first phase will complete a majority of the site work necessary for both construction phases, and develop a minimum of animal facilities needed to relocate the milking herd from the current dairy operation to the Mann Valley Farm. Young stock will remain at the Campus Lab Farm, resulting in classes, feed, supplies and equipment being transported four miles between the farms on a daily basis until the second phase is constructed. The campus will request funding for the second phase as part of the 2003-05 capital budget.

Once completed, the new Dairy Science Teaching Center will provide contemporary milking herd housing, milking, and hospital type facilities, as well as all the support facilities to demonstrate a complete working dairy. This includes feed storage and mixing facilities as well as animal waste handling facilities. Instruction will take place in a new arena/classroom building featuring two classrooms, a laboratory, and an arena to hold as many as 250 people. Landscaping and site work, including lighting, utilities, parking and walkways, will complete the facility as a complete laboratory farm.

Approval of this project is being requested at this time to enable construction to commence in spring 2002, with completion anticipated in summer 2003.

5. Budget:

Construction	\$2,147,000
A/E Design and other fees	381,000
DFD Management	107,800
Contingency	107,400
Movable Equipment	239,000
Special Equipment	440,800
Telecommunications	<u>8,000</u>
Estimated Total Project Cost	\$3,431,000

6. Previous Action:

August 20, 1998
Resolution #7740

Approved the Dairy Science Teaching Center Replacement project at \$2,862,000 General Fund Supported Borrowing, as part of the 1999-01 Capital Budget. The project was subsequently enumerated at \$3,431,000 (\$2,931,000 General Fund Supported Borrowing and \$500,000 Gift Funds).

August 23, 1996
Resolution #7256

Authorized System Administration to submit the Dairy Science Teaching Center project to the State Department of Administration and the State Building Commission as part of the 1997-99 Capital Budget at \$2,862,000 of General Fund Supported Borrowing. The project was subsequently approved for planning only by the State Building Commission.

Authority to Enter Into a Lease,
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 enter into a lease between the Trustees of Camp Chickagami and the State of Wisconsin, Department of Administration to provide for the continuing operation of the Central Wisconsin Environmental Station (CWES) at a total 30-year lease cost of \$30 Program Revenue Cash.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action

October 2001

1. Institution: The University of Wisconsin-Stevens Point
2. Request: Requests authority to enter into a lease between the Trustees of Camp Chickagami and the State of Wisconsin, Department of Administration to provide for the continuing operation of the Central Wisconsin Environmental Station (CWES) at a total 30-year lease cost of \$30 Program Revenue Cash.
3. Description and Scope of Project: The approval of this lease will enable UW-Stevens Point to continue operation of the Central Wisconsin Environmental Station started in 1975 and permit using state-wide all-agency funding for maintenance projects at the educational facility. Since 1975 the Trustees have leased this facility to the UW-Stevens Point Foundation that subleased to UW-Stevens Point for operation of the CWES.

The lease rate is \$1 per year for a total 30-year lease cost of \$30, Program Revenue Cash. The term begins October 1, 2001 and ends September 30, 2031 with an option for a 20-year renewal. The Boy Scouts will have weekend use of the facilities from October through April for their winter camping experience.

CWES is on land held in trust for the youth of Portage and Wood Counties through an arrangement between the Samoset Boy Scout Council and the Trustees of Camp Chickagami. Camp Chickagami is the name of the Boy Scout Camp once operated at the site.

4. Justification of the Request: The Environmental Station is a field station of the UW-Stevens Point's College of Natural Resources located on approximately 121 acres of land east of Stevens Point. It is a year-round environmental education and conference center staffed with professional natural resource and environmental educators. The site consists of 19 buildings, including a lodge with a dining area, a classroom, a director's cottage, a library, and several cabins and a dormitory-type lodge.

CWES has been an integral part of the UW-Stevens Point's College of Natural Resources undergraduate environmental and natural resource education programs since 1975. More than a quarter of a million people have benefited from the education programs offered at CWES. Program offerings include environmental education programs, Natural Resources Careers Workshops for high school students, teacher workshops on environmental

education, plus several camps and adventure programs for youth from ages 7-18. The facility and programs provide the laboratory for training UW-Stevens Point undergraduate and graduate students majoring in Natural Resources, environmental education, and camp management.

During this lease, all agency funds will be requested for ADA compliance, general facilities repair and maintenance and utility corrections to the main educational building, all estimated to cost approximately \$400,000.

5. Budget: \$30 Program Revenue Cash, total 30-year lease cost.

6. Previous Action: None.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Friday, October 5, 2001
9:00 a.m.
Council Fire Room
Davies Center
University of Wisconsin-Eau Claire

II.

1. Calling of the roll
2. Approval of the minutes of the September 7, 2001 meeting
3. Report of the President of the Board
 - a. Report on the September 28 meeting of the Educational Communications Board
 - b. Report on the September 26 meeting of the Wisconsin Technical College System Board
 - c. Report on the October 3 meeting of the Hospital Authority Board
 - d. Report on governmental matters
 - e. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. Presentation by UW-Eau Claire: Marks of Excellence
 - b. 30th Anniversary of the University of Wisconsin System
 - c. Additional items that the President of the System may report or present to the Board
5. Report of the Business and Finance Committee
6. Report of the Education Committee
7. Report of the Physical Planning and Funding Committee
8. Report of the Committee on Board Effectiveness
 - a. [Recommendations and bylaw amendments]
9. Additional resolutions
 - a. Resolution of Appreciation to UW-Eau-Claire
[Resolution II.9.a.]
10. Communications, petitions or memorials
 - a. Memorial Resolution for Edith Finlayson
[Resolution II.10.a.]
11. Unfinished or additional business

12. Recess into closed session to consider honorary degree nominations at UW-Parkside and UW-Madison, as permitted by s.19.85(1)(f), *Wis. Stats.*, discussion of real estate negotiation, as permitted by s.19.85(1)(e), *Wis. Stats.*, and to confer with legal counsel, as permitted by s.19.85(1)(g), *Wis. Stats.*

The closed session may be 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 closed 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)
Patrick G. Boyle
Guy A. Gottschalk
Gregory L. Gracz
Frederic E. Mohs

Business and Finance Committee

Guy A. Gottschalk (Chair)
Roger E. Axtell (Vice Chair)
Tommie L. Jones, Jr.
James R. Klauser
Phyllis M. Krutsch

Audit Subcommittee

Guy A. Gottschalk (Chair)
Roger E. Axtell
James R. Klauser

Education Committee

Patrick G. Boyle (Chair)
Frederic E. Mohs (Vice Chair)
JoAnne Brandes
Elizabeth Burmaster
Toby E. Marcovich
Jose A. Olivieri

Physical Planning and Funding Committee

Gregory L. Gracz (Chair)
Lolita Schneiders (Vice Chair)
Jonathan B. Barry
Alfred S. DeSimone

Personnel Matters Review Committee

Toby E. Marcovich (Chair)
Roger E. Axtell
James R. Klauser
Jose A. Olivieri

Committee on Student Discipline and

Other Student Appeals

Frederic E. Mohs (Chair)
Jonathan B. Barry
Elizabeth Burmaster
Tommie L. Jones, Jr.

OTHER COMMITTEES

Liaison to Association of Governing Boards

Phyllis M. Krutsch

Hospital Authority Board - Regent Members

Patrick G. Boyle
Guy A. Gottschalk
Frederic E. Mohs

Wisconsin Technical College System Board

Lolita Schneiders, Regent Member

Wisconsin Educational Communications Board

Patrick G. Boyle, Regent Member

Higher Educational Aids Board

Gerard A. Randall, Jr., Regent Member

Research Park Board

Roger E. Axtell, Regent Member

Technology for Educational Achievement in Wisconsin Board (TEACH)

Jonathan B. Barry, Regent Member

Committee on Board Effectiveness

Phyllis M. Krutsch (Chair)
Jonathan B. Barry
Patrick G. Boyle
Jose A. Olivieri

Academic Staff Awards Committee

Lolita Schneiders (Chair)
JoAnne Brandes
Phyllis M. Krutsch
Toby E. Marcovich

Teaching Excellence Awards Committee

Roger E. Axtell (Chair)
Elizabeth Burmaster
James R. Klauser
Jose A. Olivieri

Oversight Board

Patrick G. Boyle, Regent Liaison

The Regents President and Vice President serve as ex-officio voting members of all Committees.