



Board of Regents of the University of Wisconsin System
Office of the Secretary
1860 Van Hise Hall
Madison, Wisconsin 53706

(608)262-2324

March 27, 2002

TO: Each Regent

FROM: Judith A. Temby

A handwritten signature in black ink, appearing to read "J. A. Temby".

RE: Agendas and supporting documents for meetings of the Board and Committees to be held on April 4 and 5, 2002.

Thursday, April 4, 2002

10:30 a.m. – Admission and Budget Update

– Resources: Building Our Resource Base - First Reading on Options

– Quality: Issues Relating to the Future of Academic Libraries
1820 Van Hise Hall

All Regents Invited

12:00 p.m. Development Luncheon

– Milwaukee Partnership Academy
1820 Van Hise Hall

All Regents Invited

1:00 p.m. – UW-Stout Baldrige Award Criteria Presentation

1820 Van Hise Hall

All Regents Invited

1:30 p.m. – Education Committee

1820 Van Hise Hall

– Business and Finance Committee

1920 Van Hise Hall

– Physical Planning and Funding Committee

1511 Van Hise Hall

Friday, April 5, 2002

9:00 a.m. – Board of Regents

1820 Van Hise Hall

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

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**BUILDING OUR RESOURCE BASE:
POSSIBLE ACTION ITEMS
First Reading**

EXECUTIVE SUMMARY

BACKGROUND

This paper presents a grid of all items reviewed this year under the "Building Our Resource Base" (BORB) theme, and suggested possible actions. The list is presented for first reading this month and final action at the May Board meeting. The list is based on all BORB items discussed throughout the past year.

Possible action could include:

- eliminate the item from further policy consideration;
- move forward immediately;
- a priority for further study and possible implementation after study;
- try as a pilot with one or more institutions; or
- defer, possibly for longer-range consideration.

DISCUSSION

The policy items are presented in a grid. This includes 20 items on the original schedule of topics and two additional items (numbers 14 and 15 in the grid) suggested by the Business & Finance Committee.

The grid includes possible actions that are based on Regents' discussion as these items were presented, along with the relevant rationales. However, the deliberations thus far were simply open-ended discussions without final conclusions and action, so the recommendations presented are simply the "sense of the meeting" at the time. Therefore, discussion this month should clarify whether these are the final preferred courses of action for each of the listed items, or whether another approach is preferred. A revised grid will then come before the Board for final action in May.

The action recommendations can be summarized as follows (items with two recommendations count as .5 for each segment): Of the 22 recommendations, 3 are for elimination and 3 for deferral. The remaining 16 recommendations focus heavily on action: 7.5 would take effect immediately; 1.5 would be pilots; and 7 would be a priority for further study and possible implementation. This is an impressive result for the past seven months of consideration of these items.

Recommended Action	Items	Total For This Action
Eliminate	#4, 5, 6	3.0
Take effect immediately	#1 (tuition only), 2, 8, 13, 15, 18, 21, 22	7.5
Priority for further study and possible implementation	#1 (non-tuition PR funds), 3, 7, 10, 12 (then pilot before wider implementation), 14, 17, 20	7.0
Pilot first	9, 12 (further study first)	1.5
Defer, possibly for longer-range consideration	11, 16, 19	3.0

RELATED REGENT POLICIES

Study of UW System in the 21st Century. Regents' Tuition Policy. Enrollment Management 21 Policy.

Item For Action	Description	Preliminary Recommendation	Rationale
1. Ability to Keep All Program Revenue Investment Earnings	Currently, UW System keeps interest earnings on auxiliaries, certain financial aid funds, and trust funds. This would add interest from: tuition revenues, gifts, grants, contracts, and federal indirect cost reimbursement funds.	Move forward immediately for tuition. Make the investing of the other funds a priority for further study.	The UW System already keeps interest earnings on all other student-funded revenues. This proposal would provide consistent treatment of all student revenues, and permit funding of either a tuition increase offset or student priorities not funded by GPR. The other funds would require further study of their implications.
2. Invest a Portion of Auxiliary Funds in Longer-Term Securities	Auxiliary Funds currently earn interest at the cash fund rate of the State Investment Board. This proposal would invest funds identifiable as long term needs into longer-term investments.	Move forward immediately.	The Board has the statutory authority to invest auxiliary funds in those instruments legal for trust funds. Since a significant share of auxiliary balances are intended for long term capital projects, it would be fiscally responsible to improve the rate of return.
3. UW System Assumes Full Cash Management Responsibilities for All PR Appropriations (Possibly GPR As Well)	This is a more aggressive alternative to #2, adding all appropriations to those to be invested. Actual GPR support would be transferred in cash on a monthly basis.	Make a priority for further study.	Most universities manage all of their cash, resulting in more interest earnings available for campus priorities.
4. Complete Flexibility to Manage Tuition & Fees Seamlessly	This proposal provides for the combination of tuition and fees as total resources available to be managed as institutions deem appropriate.	Eliminate.	Campuses and Regents expressed concerns about this item. Tuition revenue should support all students, whereas fees and revenues from auxiliary operations (unions, bookstores, dorms, etc.) are collected for specific purposes. Protective firewalls are necessary to ensure sound fiscal management. Chapter 36 gives students rights of input on disposition of student related segregated fees.

Item For Action	Description	Preliminary Recommendation	Rationale
5. Manage Tuition & Fees Seamlessly (Excluding Allocable Student Fee Funds)	This proposal would combine tuition and all fees except those allocable student fee funds for management purposes.	Eliminate	Tuition revenue should support all students, whereas fees and revenues from auxiliary operations (unions, bookstores, dorms, etc.) are collected for specific purposes. Protective firewalls are necessary to ensure sound fiscal management.
6. Manage Tuition & Fees Seamlessly (Excluding All Segregated Fee Funds)	This proposal provides for the combination of tuition and fees except for segregated fee funds as total resources available to be managed as institutions deem appropriate.	Eliminate	Tuition revenue should support all students, whereas fees and revenues from auxiliary operations (unions, bookstores, dorms, etc.) are collected for specific purposes. Protective firewalls are necessary to ensure sound fiscal management. The implied availability of long-term resources for current operations would be contradictory to our need to preserve them.
7. Increased Flexibility to Transfer or Loan Funds from Auxiliary Operations	Current Board policy is somewhat restrictive as to when a transfer may be made (for one-time purposes only) from auxiliary operations to support the operating needs of the institution. For this or other unknown reasons, institutions have seldom used this flexibility.	Make a priority for further study, and include an evaluation of why institutions rarely use this flexibility, despite tight general operating budgets.	In times of declining resources, institutions need flexibility to manage the overall enterprise with all available resources.
8. An Enhanced Fund Raising Strategy, Including Feasibility/Marketing Studies Using an Outside Consultant	In order to assess the possibility for additional systemwide fund raising, a feasibility study would be very helpful.	Move forward immediately.	With the decline in state support, the UW System has become more reliant on outside funding and will need to enhance its efforts in this area.

Item For Action	Description	Preliminary Recommendation	Rationale
9. Per Credit Tuition	This proposal would allow institutions to charge students on a consumption or per credit basis and eliminate the plateau.	Evaluate existing pilots (and permit additional pilots under current Board review process) before considering whether to go to a per credit tuition on a Systemwide basis.	Some per credit models are already in place (UW-Stout begins in Fall 2002; the UW-Superior graduate summer programs in education have been in place for a few years), and a study of their effects would be vital. This would allow additional institutions to move to per credit tuition and provide information as to the impact on time to degree and credits to degree.
10. Cohort Tuition	Incoming freshmen pay a higher rate than current upper division students, in return for either: 1) no tuition increases over the next several years or 2) a predictable limited annual increase tied to an inflation index such as the HEPI (higher education price index).	Make a priority for further study. While this model has some attractions in terms of tuition predictability, it also has potential serious revenue effects. If and when it would be seriously considered, it is recommended that the approach be one of a commitment to second through fourth year tuition increases no higher than the higher education price index. An absolute “no increase” policy would seriously jeopardize the overall revenue base for instruction, given the very regular and cyclical nature of GPR base budget reductions in this State.	Before even moving to a pilot, intensive modeling needs to be done to assure that any individual campus’s or the System’s general tuition revenue base will not be eroded. Regent concerns about the subsidizing of upper division students by incoming freshmen should be evaluated carefully. Neither Colorado nor Illinois adopted this approach after serious consideration, and both went to a differential tuition initiative instead.
11. High Tuition, High Aid	Reduce GPR subsidy to students from higher income families and increase the subsidy to lower income students. Equalize the affordability of education.	Defer.	Regents raised concerns about the ability to “engineer” affordability in ways that would be equitable and would not leave out the middle class student.

Item For Action	Description	Preliminary Recommendation	Rationale
12. Non-Resident Alumni Children's Legacy Tuition	Offer a tuition differential or reduced rate (- \$3000 per year below the standard nonresident rate) to children of nonresident alumni (defined as degree recipients of any UW System institution who currently reside outside of Wisconsin and are U.S. citizens). In all cases, this more than covers 100% of costs.	Consider for study and possible pilot.	This step has merit in the present environment, given substantial increases in nonresident undergraduate tuition at the same time as the State wishes to increase immigration of college graduates. A number of Chancellors have expressed interest in piloting this program. A pilot would help to assess its actual impact at one or two institutions, before moving to a Systemwide level and risking possible tuition revenue loss.
13. Move Toward More Self-Supporting Tuition for Adults & Professional Programs.	As part of Enrollment Management 21 policy, the Board delegated "authority to approve institutional requests to charge service-based tuition and fees for graduate and other adult program...to the UW System President ..." To date, about a half dozen such programs have been requested and approved.	Move forward immediately. If any further quick study is needed, it should incorporate for the Board a recommendation and discussion of specific policy levers (including innovative approaches to faculty overload compensation), reporting (on enrollments in these programs), and funding incentives should be considered.	This has been strongly encouraged by the Regents and by System revenue sharing policy. Nonetheless, institutions are moving very cautiously. Given the current fiscal environment and the need for more adults with bachelor's degrees in Wisconsin, it is more important than ever.

Item For Action	Description	Preliminary Recommendation	Rationale
14. Consider More “Corporate College” Efforts	A suggestion from the Business & Finance Committee at its March 2002 meeting.	Make a priority for future study.	UW-Milwaukee has had a long successful executive MBA program and has worked in partnership with Northwestern Mutual to deliver onsite training; UW-Madison recently began one, along with a customized engineering master’s degree. UWC-Fox Valley and UW-Platteville have partnered to meet corporate demand for a regional engineering completion program. Learning Innovations provided customized corporate training modules for Famous Footwear and other clients. The Comprehensive universities offer a number of smaller, customized programs. But these efforts are still on the margin.
15. Modify the current tuition policy to recommend that the System move over time toward a goal of reaching 95% of the peer midpoint for resident undergraduate tuition	A suggestion from the Business & Finance Committee at its March 2002 meeting.	Move forward immediately.	Other policy targets (such as executive salaries) are at 95% of the midpoint or the median. This would bring the tuition policy into alignment, and would explicitly create a goal for resident undergraduate tuition, to undergird quality.
16. Full Compact With the State	An agreement which would spell out (in the statutes or by memorandum of understanding) an agreement with the State for additional GPR over a fixed number of years and/or at a fixed rate, in return for strong outcomes accountability.	Defer for longer-range consideration.	Regents have concluded that this is not feasible in the current State fiscal environment, and note that 4 out of the 5 known universities with a current compact have experienced budget reductions this year, nonetheless.

Item For Action	Description	Preliminary Recommendation	Rationale
17. Compact Component: Quality Control (spell out ways to deal with budget shortfalls)	The purpose of such an agreement would be preserve educational quality, a strong principle of the Board of Regents. One possible means would be to put into place the standard metric for enrollment and staffing reductions per \$1 million GPR reduction, or permit an offsetting tuition increase.	Make a priority for further study.	The recent Board action to suspend admissions in response to budget cuts, and the resulting discussions with legislators and the Governor, make it clear that such an understanding should be regularized.
18. Compact Component: Revenue Control (full rather than limited tuition continuing appropriation; ability to keep interest earnings on tuition revenue)	Currently, the tuition continuing appropriation limits rate increases for resident undergraduates (the category of student furthest below peer midpoints) and gives Regents authority for rates of all other student categories. Nonetheless, recent and proposed state budgets have further capped resident rates and required sizeable add-on rate increases for nonresidents, superceding even this limited Regents' statutory authority.	Move forward immediately as recommendations in the next budget process.	The second component is discussed in item #1 above. The first would permit full Regent authority over tuition rates, allowing the Regents to manage tuition increases fairly across categories of students, considering distance from peer midpoints while also maintaining the Board's tuition policy goal of reasonable and predictable tuition rate increases.
19. Compact Component: Enrollment Purchase	This would provide a standard vehicle in each biennial budget for the State to consider whether it wants to appropriate additional GPR specifically for additional enrollments.	Defer. If this is to be considered in the future, it should be modified to specify that the Board would offer a plan of customized enrollment increases within its current enrollment management plan and/or compatible with institutional capacity.	The Business & Finance Committee expressed concern that this open-ended enrollment increase opportunity each biennium could: (1) cause the State rather than the Board to make System enrollment policy; and (2) could exceed capacity at specific institutions, with resulting operating and capital budget implications.

Item For Action	Description	Preliminary Recommendation	Rationale
20. Compact Component: Lump Sum Budgeting for Compensation & New Initiatives	This option permits the UW System to streamline its requests for compensation and operating funds, either by combining into one single sum with allocation authority left to the Regents, or by reducing the justification and approval processes now in place for both compensation and operating budget requests.	Make a priority for further study.	The State review and approval processes for compensation and operating budgets could be simplified and made more unified or concurrent, while still providing compliance with agreed-upon methods for justifying compensation increases.
21. Compact Component: Expanded Coverage Within Standard Costs to Continue	This approach would seek a broader, State-accepted definition of "Standard Costs to Continue," to provide predictable funding for normal operational costs in core areas such as library acquisitions, postage increases, internet usage costs, and preventive maintenance staffing of new buildings as they come online.	Move forward immediately. Direct the Associate Vice President for Budget & Planning to negotiate with the Department of Administration on a new model, for incorporation into the 2003-05 biennial budget request.	The State eliminated the enrollment funding formula for the UW System in the early 1980's. Since that time, the UW System has had to use the state's program budgeting format, which requires a series of discrete requests in various program areas (instruction, research, student services, etc.). The results have been: under-funding in terms of GPR per student in comparison with the national average; a steadily reduced share of overall GPR funding; an ongoing narrowing of acceptable requests to exclude more and more core costs of higher education. This situation must be improved, for the sake of educational quality.
22. Affordability Compact	The state increases financial aid appropriations (WHEG, Lawton and AOP) at the same rate as the tuition increase.	Move forward immediately, through the next biennial budget or separate legislation.	The Board has endorsed this by resolution in its last several biennial budgets.

REVISED

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, April 4, 2002
1820 Van Hise Hall
University of Wisconsin-Madison
1:30 p.m.

10:30 a.m. All Regents

- Admission and Budget Update.
- Resources: Building Our Resource Base – First Reading on Options.
- Quality: Issues Relating to the Future of Academic Libraries.

12:00 p.m. All Regents

Development Luncheon

- Milwaukee Partnership Academy.

1:00 p.m. All Regents

- UW-Stout Baldrige Award Criteria Presentation.

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

- a. Approval of the minutes of the March 8, 2002 meeting of the Education Committee.
- b. Discussion Items:
 - (1) Admission and Budget Update;
 - (2) Resources: Building Our Resource Base - First Reading on Options;
 - (3) Quality: Issues Relating to the Future of Academic Libraries;
 - (4) Milwaukee Partnership Academy;
 - (5) UW-Stout Baldrige Award Criteria Presentation.

(Over)

- c. Report of the Senior Vice President for Academic Affairs:
 - (1) Implementation of s.36.11(22)(b), Wis. Stats.: Report on orientation programs and information provided to students on sexual assault and sexual harassment.
[Resolution I.1.c.(1)]
 - (2) Implementation of s.36.25(14m)(c), Wis. Stats.: 2001 Minority and Disadvantaged Student Annual Report.
[Resolution I.1.c.(2)]
- d. Approval of requests to Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music.
[Resolution I.1.d.]
- e. PI 34: Quality Educator Initiative.
- f. Program Authorizations: First Reading – Re-titling:
 - (1) B.S. in Athletic Training, UW-Eau Claire.
- g. Program Authorizations: Second Reading – Re-titling:
 - (1) B.A./B.S. in Theatre Arts, UW-Oshkosh.
[Resolution I.1.g.(1)]
 - (2) B.A./B.S. in Theatre Arts, UW-River Falls.
[Resolution I.1.g.(2)]
- h. UW-Milwaukee Doctoral Program Plan.
- i. Additional items that may be presented to the Education Committee with its approval.

Closed session items:

- j. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats.

EDUCATION COMMITTEE

Resolution I.1.c.(1):

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

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

EXECUTIVE SUMMARY

BACKGROUND

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

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

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

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

REQUESTED ACTION

Adoption of resolution I.1.c.(1), authorizing the report for the 2001 calendar year to be forwarded to the legislature.

DISCUSSION

Each UW institution provided to the UW System Office of Academic Affairs descriptions of its 2001 student orientation programs that addressed issues of sexual assault and sexual harassment. In addition, they submitted copies of the sexual assault and sexual harassment educational material disseminated to students. All institutions have complied with the statutory requirements of s.36.11(22)(b), Wisconsin Statutes.

RELATED REGENT POLICIES

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

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

All UW System institutions have complied with the requirements established in s.36.11 (22)(b), Wisconsin Statutes. Specifically, each has conducted orientation programs for newly entering students and provided them with oral and written information on sexual assault and sexual harassment, including information on:

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

Each institution has also provided all enrolled students with printed material that includes information on these topics.

The following summaries describe a sampling of the material provided by each institution in their efforts to comply with s.36.11 (22)(b), Wisconsin Statutes for 2001. Over the past several years, UW institutions have: (1) established reliable, accurate material; (2) integrated discussion of the issues into new student orientation; and (3) developed many educational programs addressing the topic. Several institutions now make the educational material available on-line at their institutional home page.

UW-Eau Claire

- All new and continuing students were provided with *Your Right to Know*, a publication containing required information on sexual assault and sexual harassment. This document is made available to each new student in the Summer Orientation program and to each student when they come to the University in the fall.
- The Summer Orientation program requires specific conversations by Orientation Assistants and staff with students about the issues of safety, sexual assault and sexual harassment.
- The Student Service and Standards Handbook is distributed to all Faculty, Academic, and Classified Staff, Residence Hall Assistants, and departments on campus each fall.
- New student orientation programs included a presentation on sexual assault and sexual harassment followed by a discussion of issues raised by the presentation.

- A brochure titled *What You Need to Know About Sexual Assault* was used during programs held in the residence halls as well as in various other campus programs.
- The Division of Public Safety also provided continuing education.

UW-Green Bay

- All students were provided the UW-Green Bay *Timetable* and all new students also received the *Student Resource Handbook*. Both publications contain required material on sexual assault and sexual harassment. Websites are listed for the annual security report, sexual assault and harassment information, and alcohol and other drug information. The *Timetable* provides a list of resources, student conduct information and procedures for reporting student grievances and complaints. The *Timetable* is available through the Registrar's Office and through the University of Wisconsin-Green Bay website.
- Peer Educator Programs included: "How Safe Are You?" on the topic of violence. The program covered how to look for warning signs, used case studies, hands-on activities, real-to-life statistics, and audience participation; "Want The Keys To Your Relationships?" presented views of different types of relationships including romantic relationships; and "The Sober Truth" featured a fun and honest discussion that addressed the sobering facts of drinking including high risk drinking choices and dangers.
- Campus News Media: The *LOG* is UW-Green Bay's internal weekly newsletter to faculty and staff. Each semester there is a reminder that every employee is legally obligated to report to the Dean of Students any knowledge they may have regarding the sexual assault of any student. The *LOG* also publishes program and event information and is available on the University website. Programs are also advertised on campus bulletin boards, information racks, Residence Life television channels, and electronic signboards. All-University Calendar, University Union, Residence Life and Student Life Event Calendars provide on-line announcements of programs and events. The Office of Student Life contacts students via a student e-mail newsletter, *Campus Life*. It is a weekly listing of announcements, program and event information and is sent directly to all UW-Green Bay students. The *Campus Connection* is a monthly newsletter prepared by Resident Assistants for their building residents. It is used for announcements, program and event information, safety tips and information for the University housing community. The student newspaper, The *Fourth Estate*, includes articles about safety, resources and programming on the subjects of sexual assault and harassment.
- New Employee Memorandum: Every new employee receives a memo regarding statutory requirements for reporting any knowledge of a sexual assault to the Dean of Students.
- *Surviving Sexual Assault Brochure*: Provides information on sexual assault in the form of facts, preventive measures, reporting, resources, medical care, rights and also a Sexual Assault Liaison. The liaison offers assistance and emotional support. This brochure and others on the topic of sexual assault/harassment are available in several offices throughout campus.

- *Sexual Harassment: What Should You Do If It Happens To You?*: This brochure, sent to all students, defines sexual harassment and provides options for seeking a satisfactory resolution and a list of campus contact offices for help and support.
- Letter To Survivors of Rape, Sexual Assault and/or Abuse: Provides a written process to follow to obtain help and support and is given to each student who meets with the Dean of Students to discuss this topic.
- Student Sexual Assault Policy and Implementation Statement: This statement is currently available from the Dean of Students Office and on the office web site. The policy is also linked from the home page of the Office of Residence Life and the Counseling and Health Center.
- University Of Wisconsin - Green Bay Sexual Harassment Policy Statement and Guidelines: This policy is currently available from the Dean of Students Office and on the office web site.
- Annual Security Walk is a walking tour of campus for the purpose of identifying trouble spots, which might make personal safety a concern. Students as well as faculty and staff are encouraged to attend.
- Self Defense: The Office of Public Safety presents self-defense programs regularly to the students living in on-campus housing. The Public Safety Office distributes an informational brochure outlining services they provide, safety tips, emergency and reporting procedures, and a list of resources for obtaining help. Whistles are available from Public Safety and distributed during some of the programs. Pepper spray and personal safety alarms are available at the campus Corner Store. The entire campus community is invited to Brown Bag Lunch programs sponsored by Public Safety. The programs cover a variety of topics including personal safety.
- Become A S.A.F.E. Ally: The S.A.F.E. Ally program was offered to identify and train supportive faculty, staff and students who are dedicated to creating a supportive and friendly environment where two or more people can talk about sexual orientation issues openly and constructively.
- “Substance Abuse and Persistent Criminal Offending Among Victims of Child Sexual Abuse”: This presentation of the research project by Professor Andrew Austin of Social Change and Development was given as part of the Research Council’s Spring Faculty Lecture Series. It was open to the entire campus community.
- Resident Assistant Training and Programming: Included in the training of the 50 resident assistants: definitions of sexual assault and harassment, campus policies and procedures, reporting requirements and campus and community service providers for victims of sexual assault. Resident Assistants, based on the assessed interest of apartment/residence hall students or the perceived need by the RA, present or sponsor programs on sexual assault (i.e., what is date rape, how to support the victim of a sexual assault, what happens when a sexual assault is reported to the Dean of Students or the city police). One of the programs, “Trick Not Treat,” dealt with the topic of date rape drugs.
- PIP – Partners in Prevention: This committee was formed in the fall of 2001 as a standing subcommittee of the Student Affairs Advisory Committee. The committee’s purpose is to

provide advice and assistance to campus leaders responsible for campus strategies on issues associated with alcohol and other drugs, sexual assault and violence.

- Reporting Form and Procedure: The reporting form was updated for the fall of 2001. These forms are distributed to Residence Life, Public Safety, Counseling and Health Services, and the Dean of Students Office. These forms are also available to any employee of the University by requesting one from any of the above stated offices. When a report is received, it is delivered in a confidential manner to the Counseling Center staff. A counselor makes contact with the victim within 24 hours of receiving the report to offer services, make referrals or just answer questions. The reporting form is then forwarded to the Dean of Students Office where the annual statistics are compiled.
- Emergency Telephone System: Emergency phones are located in close proximity to every parking lot, on the walkways between campus academic buildings, housing, the Phoenix Sports Center and at four locations near the housing units. The telephones are connected directly to the UW-Green Bay Public Safety Office.
- The University of Wisconsin-Green Bay Annual Security Report and Policy Statement (2001) was distributed campus-wide via e-mail by the Office of Public Safety. This report is also available online and includes statistics, sexual assault preventive measures, information and reporting procedures, and a resource list.
- The Counseling and Health Center now maintains the website home page for sexual assault. They also provide a “Virtual Pamphlet Rack” which is an online collection of pamphlets on a wide range of topics, including personal safety, reporting procedures for assaults, harassment and complaints/grievances. They also maintain a calendar of events and a resource list of materials available through their office.
- The Dean of Students distributes a campus-wide e-mail to students on various topics as needed, including self-defense classes or safety concerns. The Public Safety Office also uses e-mail to distribute timely information, security alerts and statistics.

UW-La Crosse

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

UW-Madison

- The Dean of Students Office published *Campus Safety*, which contained all the required information on sexual assault and harassment as well as information on university and community services and programs that work to curb and respond to sexual violence. A web-based version was created and all students informed via e-mail of its availability. Hard copies are available by request from the Dean of Students Office. *Campus Safety* publication includes crime prevention tips, information on reducing the risk of sexual assault, sexual assault reporting options, information for victims, sexual assault statistics and the Wisconsin state Statutes on Sexual Assault. In addition, it includes information on university and community services and programs that work to curb and respond to sexual violence. The 2001-02 publication provides students with concrete crime prevention strategies for personal safety.
- *A Collaborative Response to Sexual Violence and Students* was designed and published by the Dean of Students Office. This fact sheet provides an overview of programs, resources and responses to students who have been sexually assaulted. It has been distributed widely to all residents of undergraduate campus and family housing, to resident assistants in private housing, and to primary contacts of all registered student organizations, including social fraternities and sororities. It has also been made available at welcoming events such as the Multicultural Orientation, International Orientation and Graduate School Receptions.
- A sexual assault and dating violence prevention program, SCOPE, is offered to residents in University Housing, private residence halls and members of the Greek System. Student volunteers attend a 26-hour training that covers sexual assault, dating violence and community organizing strategies. The student volunteers speak to their peers about effective sexual assault and dating violence prevention/organizing strategies.
- Other campus-sponsored activities include: working collaboratively with the Madison Police Department, UW Police Department, Counseling & Consultation Services, and the Rape Crisis Center to provide immediate response to student victims; serving on the Dane County Commission on Sensitive Crimes, Community Response to Sexual Assault, the University Subcommittee on Sexual Assault and Domestic/Dating Violence, and the Sexual Assault Awareness Committee; presenting to many campus units to describe the sexual assault reporting process and services available to students victims/survivors; working collaboratively with University Health Services, University Communications, and Dane County Rape Crisis Center to develop a campus-wide student sexual assault survey; sending a letter describing rohypnol and information on “Substance Abuse & Sexual Assault” to all registered student organizations, and private and campus housing staff; offering sexual assault awareness and training to over 1000 new sorority and fraternity members each fall and spring as part of the New Member Education Program; sending representatives from the Student Organization Office and DoS to participate in the Mentors in Violence Program sponsored by the Athletic Department; providing student victims with a handout on the University Disciplinary Investigation and Hearing Process for Sexual Assault Allegation.
- Student Orientation, Advising and Registration (SOAR) and Wisconsin Welcome, the university’s front-line welcome and orientation programs for new undergraduate students, work with students to improve campus climate and educate students about issues related to sexual assault and harassment. At SOAR, all freshman students are divided into small groups to engage in a discussion about sexual behavior, diversity, alcohol, and respect. This exercise follows a short skit where ambiguous sexual relationships are depicted. After watching the skits, the students engage in a facilitated discussion where they explore the issues and learn about resources to support individuals who find

themselves in these situations. In addition to this particular exercise focusing on sexual relationships, the entire SOAR program is structured around the themes of respect and community. The SOAR staff is trained to set the expectation that appropriate and respectful behavior is expected of all UW-Madison students. Students are informed verbally and given brochures during SOAR about resources to prevent and support students who are harassed or assaulted.

- Wisconsin Welcome is a series of events designed to welcome students to campus in the fall. The Wisconsin Welcome brochure, published by the Campus Information, Assistance, and Orientation Office, lists many events sponsored by campus organizations and departments. These events include social activities, open houses, receptions for various student groups, large-scale lectures, as well as workshops on relationships which address the issues of sexual assault and harassment. These brochures are distributed to every new student through the residence halls or through the mail.
- Other efforts include but are not limited to: distributing monthly newsletters (during the school year) that have tips and articles; providing printed material to students regarding the Rape Crisis Center services, and UW Safe Nighttime transportation; the “Whistle Stop Program” offering metal safety whistles; providing discussions on personal safety and security at SOAR sessions, which are attended by new students (freshman and transfers), guests, and parents; directing students to the University Police Department’s Web site www.uwupd.wisc.edu; providing the Crime Stoppers Tips Line Program (262-TIPS) or 262-8477; offering Non-Violent Crisis Intervention (NVC) training; distributing the new UW Police Department promotion posters, which have emergency phone numbers, safety and crime prevention tips on them; providing an Officer to the Campus Safety Committee for Students and to the Dane County Sensitive Crime Commission Coordinated Community Response for Sexual Assault.
- University Health Services (UHS) provides counseling and clinical services to students who have been victims of sexual assault and dating/domestic violence. (UHS provides services to students’ spouses or domestic partners if they have purchased this coverage.) Sexual assault victims are considered priority patients and can often receive same-day services. If students need services after-hours, UHS provides a crisis line as well as a medical emergency contact number. Additionally, UHS provides office space to the Dane County Rape Crisis Center (RCC), and an RCC campus counselor is available to students, friends and family members during regular business hours. UHS and RCC make referrals to one another as appropriate. The Rape Crisis Center literature along with UHS’ Resource Guide for Sexual Assault and Dating/Domestic Violence Services are distributed to students by UHS staff and on UHS “health point” brochure racks. UHS has a full-time position dedicated exclusively to prevention of sexual assault and dating/domestic violence.
- UHS provides prevention activities across the UW-Madison campus throughout the year. For incoming freshman, UHS develops program activities that address the issue of sexual assault (among other student life issues) at UW-Madison’s Student Orientation, Advising and Registration (SOAR) Program. Approximately 98% of all first-year students attend SOAR. In October 2001 UHS, along with Dane County government, University Police, the Chancellor’s Office and the Dean of Students Office, kicked off a year-long prevention campaign. The campaign’s purpose is to raise awareness of the prevalence of acquaintance assault and to encourage student activism/organizing in this area. It consists of a series of three posters that were originally designed by Journalism students. The first in the series was distributed in Fall 2001 and the others will be distributed in

Spring 2002. Two sets of bus cards (of the same images as the poster) were placed inside 30 Madison Metro buses.

- The Athletic Department sponsored the following three presentations/trainings on violence prevention. Mentors in Violence Prevention, a division of Sports in Society at Northeastern University, conducted the presentations.
 1. Spring 2001 – 700 student athletes participated in a 90-minute presentation.
 2. Summer 2001 – 15 members of the campus community (students and staff) participated in a 3-day “train-the-trainer” program, which enabled them to provide anti-violence workshops on campus.
 3. Fall 2001 – the football team (approximately 60 student athletes) participated in a 90-minute presentation.
- Two new student organizations were formed in Spring 2001: PAVE (Promoting Awareness, Victim Empowerment) and MOSA (Men Opposing Sexual Assault). These organizations sponsored a number of open forums dealing with a variety of issues related to sexual assault. They have been active in the prevention campaign and in various campus-wide events.

UW-Milwaukee

- The Department of Residence Life at UWM focuses on a variety of programming initiatives to inform students about sexual assault related violence specific to the campus as well as in general. Each Resident Assistant addresses the area of sexual assault in their mandatory meetings with residents at the beginning of each semester. During this discussion they address personal safety decisions, options for reporting in the event of an assault, links between assaults and substance use, and counseling options both on and off-campus. The following is a list of some of the programs providing sexual assault information that have been presented to residents in the last year, either in a small community environment or as a campus-wide initiative:
 1. Participation in “Take Back the Night” by several residence halls and houses; some of the information collected was used on bulletin boards;
 2. A “Camping in the Lounge” program addressed safety including sexual assault;
 3. Educational bulletin board on safety & assault;
 4. Education bulletin board on safe choices at social gatherings;
 5. A “Never Walk Alone” group night-walk on campus with identification of campus resources;
 6. Mardi Gras: Substance abuse and misuse and its high correlation to sexual assault, vandalism, and physical assaults in general;
 7. Bulletin board on date rape drugs like “roofies”: what they are, what they do, and how to protect yourself from them;
 8. “Battle of the Sexes” program, which included a component on domestic violence and sexual assault to both genders;
 9. LGBT Program included a section on sexual assault designed to dispel the myth that LGBT people do not sexually assault one another.
- In addition to the programmatic elements directed either specifically towards sexual assault or those that include assault as a component of a broader community issue, the department of residence life trains specific student and professional staffs to respond to assault survivors.

Included in this training are topics such as reporting, supporting, counseling referrals, medical considerations, respect for autonomy, and confidentiality.

- The Norris Health Center is the student health resource center on campus. The Health Education Department is dedicated to informing students of healthy choices. As part of that responsibility, the Norris Health Education Department provides education and prevention programming in the area of Sexual Assault. Health educators and the Peer Health Advocates provide the services. The Peer Health Advocates are UWM students who provide education and support to other students in making healthy choices.
In addition there are media materials available to students at the health center as well as health center boards around campus. Sexual assault education and prevention are topics woven into presentations and programs throughout the year regarding alcohol and drug use, healthy relationships and mental health.
- The UWM Women's Resource Center continues to be one of the first points of contact that members of the UWM community think to turn to when they have questions or concerns about sexual assault and campus safety, especially for women. And, the WRC has a commitment to provide knowledgeable, sensitive and competent services in this area. The WRC Director provides counseling and crisis intervention services to UWM students who have been sexually assaulted, and to affected others. The Director works collaboratively with campus departments/staff, and community organizations, to maximize service to these students. In addition, all WRC staff provides referrals to survivors and affected others who are seeking ongoing support services or information.

UW-Oshkosh

- Freshman New Student Orientation: During the opening week of school, as part of the Odyssey 2001 program, a national speaker on the freshmen experience spoke to over 1,600 new first year students at a presentation in Albee Hall. The very successful presentation urged students to be introspective about their values in the context of relationships, to notice that others around them have different values and expectations, and to communicate clearly.
- Student Handbook and Calendar: Copies of this publication are distributed to students through the residence halls, Reeve Memorial Union, Polk Memorial Library and the offices of the Dean of Students and the Assistant Chancellor for Student Affairs. In this publication “*Definitions, Prevention and Resource Information*” regarding sexual assault and sexual harassment are presented to students.
- Information, Education, Policies: Information on substance abuse prevention, graduation data, sexual harassment, sexual assault and campus safety is available online. A postcard was sent by mail to all students, faculty and staff at the University during the fall semester alerting them to this web site.
- C.A.R.E.: UW-Oshkosh supports a campus-wide date rape prevention program called Campus for Acquaintance Rape Education (C.A.R.E.). One or two students with supervision and training done by Counseling Center psychologists direct the program. Teams of volunteer students and the psychologists present programs in various settings on acquaintance rape and

sexual assault issues in various settings including classes, residence halls, student and community organizations.

- **Counseling Center:** In addition to advising C.A.R.E., the Counseling Center provides educational and therapeutic services to students who experience sexual assault. The Center provides a safe and confidential setting for victims to discuss their options, find support and overcome the consequences of sexual assault. The Center works collaboratively with the Student Health Center, Dean of Students Office, Residence Life staff and the University Police to meet students' needs.
- **Student Health Center:** Sexual assault services available at the Student Health Center include informational brochures, STD counseling and testing, emergency contraception and referral as necessary. Various outreach educational programs are available which also address the issue of sexual assault.
- **University Police:** The Residence Hall-Police Liaison program provides on-campus students with sexual assault information through staff meetings and one-on-one discussions with staff and hall leaders.
- **"Take Back the Night":** On September 25, 2001 several dozen UW-Oshkosh students, staff and community members participated in the annual Fox Valley "Take Back the Night" activities which included speeches, music, a resource fair and a ten-block march. Commitments have been made to expand the resource fair for the 2002 event.
- **"Healthy Choices":** One sanction for on-campus underage drinkers, who are cited or referred, is to attend a Healthy Choices class sponsored by the Dean of Students Office. The curriculum includes information on the relationship between alcohol misuse and sexual assault.
- **Medical Evaluation and Care of Assault Victims:** The Mercy Medical Center emergency care staff gave a tour and seminar on the care of victims who utilize their services. Staff members from UW-Oshkosh Counseling Center, Dean of Students Office, Residence Life and Student Health Center attended the seminar.

UW-Parkside

- **Freshman/New Student Orientation:** All students who go through orientation attend a session that addresses the issues related to sexual assault. The program is titled: "Essentials of Student Life." This PowerPoint program is presented by the co-coordinators of the Surviving Sexual Assault Advocacy Program. The co-presenters represent the University Police and Public Safety and Student Health and Counseling Center. Students are given basic information on sexual assault and definitions of various degrees of assault in the State of Wisconsin and the applicable laws. In addition, information is provided on 'date rape drugs' and how not to be a victim of them, alcohol/drug issues related to sexual assault, how to get assistance on campus and what resources are available. Each student leaves with a two-sided bookmark that includes information on the issue of sexual assault and suggestions for keeping safe.

- University Seminar Courses: The issue of sexual assault is addressed specifically in University Seminar courses when requested by an instructor. The issue is also addressed in other lectures in the context of choices and consequences related to alcohol and other drug use/misuse; healthy relationships; and communication.
- Surviving Sexual Assault Advocacy Program: The University of Wisconsin-Parkside currently has 60+ students, staff and faculty (of mixed gender, age, race, ethnicity and sexual orientation) who have completed a minimum of seven hours of training on the issue of sexual assault and advocacy. Training covers a range of issues including: facts vs. myths; how to respond to a victim; communication and listening skills; special populations (males, GLBT victims, etc.), date rape drugs and precautionary behaviors; educational awareness issues; statistics; campus resources and medical assistance/resources. Advocates are trained to work with primary and secondary victims. In addition, they occasionally sponsor awareness activities on campus.
- Student Athletes: In the fall of 2001 education-training sessions on the issue of sexual assault were implemented with all student athletes. Since this is a specialty group that often times has a visible means of tracking perpetrators and victims, it was felt that it would be helpful to work with this group. The group was split by gender and several sessions offered to deal with the issues. All student athletes were required to attend. The professional staff taught the education session from Pathways of Courage, Inc.: A Center for Survivors of Sexual and Domestic Violence (Kenosha, WI). The Surviving Sexual Assault Advocacy Program co-coordinators and counselors from the Counseling Center were available to assist in the program and provide support as needed.

UW-Platteville

- Student Health Services (SHS): Supervised ESTEEM: Health Peer Educators who provide Sexual Assault Programs to campus organizations. ESTEEM members are provided detailed training on sexual assault/alcohol connection utilizing WCASA and UWP resources as well as other training manuals. The format “Sexual Assault Jeopardy” was used this year to reach Greek organizations and ESTEEM provided programming to 5 of the Greek organizations mandated to have the training. ESTEEM also presents to classes and the resident halls upon request and serves as a campus resource during orientation.
- Brochures specifically addressing sexual assault, date rape drugs and alcohol misuse were handed out with each program and are readily available to all students through the Student Health Services. ESTEEM members attended “Facilitating Dramatic Change,” a workshop on the potential risks of alcohol consumption, including sexual assault. The SHS co-sponsored the presentation “Illusions of Drugs and Alcohol.”
- Staff of the Student Health Services supported the need for sexual assault education by serving on the Sexual Assault Awareness Council and AODA Task Force and Advising ESTEEM. The ESTEEM advisor also worked closely with the Greek Coordinator to address issues/concerns specific to the Greek community.
- SHS also worked closely with University Counseling Services, Housing and Family Advocates in an effort to educate the UWP students/community on sexual assault issues. In an effort to assist victims

of sexual assault, SHS continues to ask questions on our annual history forms that help us to identify these students, so counseling and referrals could be made as indicated.

- Office of Student Housing: University Housing has two main areas of focus – SHARE meetings that occurred in fall and ongoing programming scheduled throughout the entire year. All new students were required to attend a SHARE meeting that was facilitated by a member of the SHARE staff team. The SHARE staff consisted of upper-class students, typically current or previous RAs, who underwent training on the issue of sexual assault. This training covered such areas as contributing factors to sexual assault, sexual assault laws, high-risk victim and perpetrator groups, and campus resources for students, facilitating techniques, etc.
- University Counseling Services: An active member of Sexual Assault Awareness Council Sexual Assault Awareness Month, April 2001 - researched, and acquired or developed new materials on sexual assault awareness, then made available to students at University Counseling Services.
- During Freshman Orientation, Student Services staff met with approximately 400 students to present the “Respect Program.” “College Binge Drinking and Sober Reflections” was presented and followed with discussion. Approximately 400 new students participated in these presentations.
- A play presented by Peer Advisors, “A Day In The Life,” was presented to 1,050 new students. “Safe Dating and the College Student” was presented to 1,100 new freshman students.
- All UW-Platteville students were provided with the 2001/2002 Student Handbook and Personal Planner during the fall of 2001. Statistics concerning incidence of sexual assault at UW-Platteville were included in the Student Handbook and Personal Planner.

UW-River Falls

- Residence Hall Staff Training Program: Implementation of this program was completed with 11 Hall Managers and 70 Resident Assistants. It contained extensive training in the areas of sexuality and sexual assault. These staff were familiarized with all campus and community resources helpful to victims of sexual assault. This training was co-facilitated by Residential Living and Health Services.
- New Student Orientation: Nationally known speaker presented to all 1,100 freshman students a two-hour program on communication, sex, and dealing with sexual impropriety and sexual assault. This was followed by small discussion groups of new students and their Resident Assistants.
- Campus Safety Week: A special session was held and resource area staffed which presented materials and methods of referral for victims of domestic and sexual abuse. Large numbers of students received materials from this area, much of this a reinforcement of what they had learned earlier in the fall.
- Student Health Services: Maintains a section on its Web Page devoted to counseling and support resources for people of who have experienced some type of sexual trauma. In addition, Health Services regularly delivers to all nine residence halls as well as the Student Center various publications and other materials that can lead students to help in the event of sexual assault.

- All required sexual assault and sexual harassment information was provided to all students in the UW-River Falls *Student Handbook* and the UW-River Falls *Annual Campus Crime Report*.

UW-Stevens Point

- At every orientation program for new students and new transfer students the brochure, “*Crossing the Line*,” is distributed which covers all required sexual assault and sexual harassment information.
- All new students are also directed to a website with all code and policy statements at Orientation. An electronic letter is sent to all students that addresses a number of community issues. Again, information is imbedded and we suggest they bookmark the site.

UW-Stout

- Efforts at educating students begin during campus visits and summer registration with oral presentations by campus police and Residence Life staff, and are ongoing throughout the school year as part of programming targeted directly at sexual assault concerns as well as programming addressing alcohol abuse. The University Counseling Center maintains 20 display cases with brochure racks around campus in classroom buildings and residence halls. Posters and brochures on sexual assault were presented as part of a rotating series of topics that are on display for three to five weeks at a time. Faculty, staff, and students at UW-Stout receive training on sexual harassment through the Affirmative Action Office. Special emphasis in training is given to new staff and to Resident Assistants from the residence halls.
- Materials and statistics on sexual assault and sexual harassment are available on the University’s web site.
- To increase awareness of risky behavior through the campus alcohol task force programs, the UW-Stout Chancellor’s Coalition on Problem Drinking is currently developing a series of skits on the problems of alcohol abuse that will include the relationship between alcohol abuse and sexual assault. Students will present these during this year’s summer registration.
- Sexual assault and sexual harassment information was provided to students on-line at the institution’s home page; post cards were mailed to all students directing them to the website and instructing them how to obtain a print copy.
- Orientation sessions conducted by residence life staff and campus police included presentations on sexual assault and sexual harassment.

UW-Superior

- The UW-Superior website, called *Social Issues*, contains the required assault statistics and information. The web site address was promoted through distribution of cards and directed e-mail.
- The Campus Safety department made a presentation at the new student orientation to alert the students and their parents to the services available, what to do if they are assaulted or harassed, and how to protect themselves from being vulnerable to attack.
- Additional materials were available to students on issues such as preventing sexual assaults, understanding factors that contribute to sexual assaults, and surviving sexual assaults.
- Safety walks across campus are available to all students with sixteen emergency phones maintained at strategic locations throughout the University of Wisconsin - Superior grounds.
- Self-defense courses and instructors are now provided off campus, with scheduled training announcements and course information provided by the Campus Safety Department.

UW-Whitewater

- Printed material regarding sexual assault and harassment was distributed to new freshmen and their parents during Preview, UW-Whitewater's summer orientation. University Health and Counseling Service and Campus police integrated information on safety and date rape prevention into their presentations and personnel were available throughout each orientation session to respond to questions in formal and informal settings.
- All students in the residence halls received a wallet card with emergency numbers describing what to do in case of a sexual assault.
- Prevention strategies and information on what to do if a person has been assaulted are available at all times on the UWW web site.
- An orientation play is offered to all first year students. One of the vignettes describes an acquaintance sexual assault from both the victim and perpetrator's point of view. The availability of the University Health and Counseling Services and the Sexual Assault Response Team (SART) are also mentioned.
- Brochures are available in University Center (UC); Brochures and videos are available in the Health Center Wellness Resource Center; Police officers present educational programs in the residence halls.
- Self-defense courses are offered on campus.
- Annual Security Report and Student Handbook with conduct rules and prevention strategies are on the UWW web site.
- Laws, prevention, statistics and resources for survivors are on the UWW SART web site.
- Sexual assault brochures, buttons, SART magnets, key chains and wallet cards are distributed at various events.

- Listing for SART is in the campus telephone directory, course catalog, timetable, and academic planner.

UW Colleges

- The University of Wisconsin Colleges uses a variety of methods to meet the requirement of Wis. Stat. Sec 36.11(22) that information about sexual assault be presented at the time of orientation. Many campuses use student services staff to discuss the issue of sexual assault, and the relevant material contained in our publication, “Student Rights and Regulations,” which is distributed at the same time. At one campus, speakers from relevant community agencies make presentations. At another campus, students attend a “Health and Wellness Workshop” which includes a discussion of sexual assault.
- Many campuses are choosing to address the issue of sexual assault at advising and registration sessions in addition to orientation so that students are exposed to the information on at least two occasions.
- All new and continuing students receive the *Student Rights and Regulations*, which contain the required information on sexual assault and sexual harassment. Appropriate local inserts are included for each College campus.
- Orientation sessions at each of the Colleges included oral presentations on sexual assault ranging from guest speakers to skits, videotapes, and presentations by members of the student services staff.

UW-Extension

- UW-Extension does not have students matriculating in the traditional sense, therefore, no orientation sessions are held for its student-clients. UW-Extension meets the statutory requirements by posting Sexual Harassment Policy and Grievance Procedures and complaint forms on the UW-Extension Web site.

EDUCATION COMMITTEE

Resolution I.1.c. (2):

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the 2000-2001 Minority and Disadvantaged Student Annual Report for submission to the governor and to the chief clerk of each house of the legislature, pursuant to s.36.25 (14m) (c), Wisc. Stats., for distribution to the appropriate standing committee under s.13.172 (3) Wisc. Stats.

MINORITY AND DISADVANTAGED STUDENT ANNUAL REPORT

EXECUTIVE SUMMARY

BACKGROUND

The 2001-2002 Minority and Disadvantaged Student Annual Report fulfills the requirement in Section 36.25 (14m)(c) of the Wisconsin State Statutes that the Board of Regents report annually on its precollege, recruitment, and retention plan for multicultural and economically disadvantaged students. Targeted race/ethnic groups include African-Americans, American Indians, Hispanic/Latino Americans, and statutorily defined Southeast Asians.¹ The report also presents information on financial aid programs serving those students. This report includes the following information on the UW System:

- Precollege initiatives and activities;
- Enrollment of new undergraduate students of color;
- Retention rates and degrees conferred for targeted race/ethnic groups;
- Expenditures for student of color and disadvantaged student programs; and
- Student financial assistance data.

This is the fourth minority and disadvantaged student annual report under the Board of Regents approved *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*. The information contained in this report responds to the statutory requirement described above, and reflects some, but not all of the initiatives and activities in Plan 2008. A more specific evaluation of Plan 2008 was presented in October 2001, as required by the Board of Regents. The next Plan 2008 Biennial Report will be presented in Fall 2003.

REQUESTED ACTION

Approval of resolution I.1.c.(2) accepting the 2001-2002 Minority and Disadvantaged Student Annual Report and authorizing its submission to the Governor and the chief clerk of each house of the Legislature for distribution to the appropriate standing committees under s. 13.172(3).

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

SUMMARY AND HIGHLIGHTS

Precollege Initiatives and Activities

UW institutions support a large and diverse array of precollege programs to enlarge the pool of multicultural and disadvantaged students to prepare them for college. Historically, approximately one-fourth of the UW System precollege programs have served race/ethnic groups and disadvantaged students. UW institutions provide academic skills and enrichment, college life, and career exploration opportunities through these precollege programs. Funding for targeted students to attend precollege programs is provided by a consortium of sources including UW System, federal TRIO programs, and the Department of Public Instruction's (DPI) Minority Precollege Scholarship Program. Highlights from 2000-01 data include the following:

- ❑ In 2000-01, about 10,262 students participated in precollege programs in UW System institutions. The Multicultural Center for Educational Excellence (MCEE) served approximately 1,583 students through programs and workshops which inform students and parents about precollege programs in the UW System;²
- ❑ 33 percent (3,336) of the total students of color participating in UW System Precollege Programs were served through DPI scholarships; and
- ❑ 88 percent (9,022) of total precollege students participating in M/D precollege programs were students of color.

Enrollment of New Undergraduate Students of Color

Targeted race/ethnic populations include African American, Hispanic/Latino Americans, American Indian, and statutorily defined Southeast Asians who enter the UW System as new freshmen, new undergraduate specials, or new undergraduate transfer students.³ Southeast Asian students were not specifically identified in UW System databases until Fall 1990.

- ❑ In Fall 2001, 2,647 new targeted undergraduates of color enrolled in the UW System, an increase of 7.7 percent from the previous fall;
- ❑ In Fall 2001, new targeted undergraduate students of color comprised 72.2 percent of new freshmen (1,911), 8.2 percent of new special students (217), and 19.6 percent of new transfers (519);
- ❑ In Fall 2001, the total number of targeted undergraduate students of color was 9,038, comprising 6.5 percent of the total undergraduate student population; and
- ❑ Nine of the UW System institutions increased their new targeted undergraduate of color enrollment (UW-Colleges, UW-Eau Claire, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, and UW-Superior);

² Students may participate in more than one program. Numbers are based on preliminary data. Final data will be available late Spring, 2002.

³ New freshman are degree-seeking students entering for the first time, new specials are non-degree seeking students entering for the first time, and new transfers include transfers from outside the UW System. Intra-system transfers are excluded.

- ❑ Overall, in Fall 2001, there were 11,329 undergraduate students of color in the UW System, representing 8.2 percent of the total undergraduate enrollment, a 0.4% increase over last fall.

Total Enrollment of Students of Color

- ❑ Total enrollment of students of color, including undergraduate, graduate, and advanced professional students increased 5.9 percent from 12,435 in Fall 2000, to 13,165 in Fall 2001.

Retention and Degrees of Undergraduates of Color

- ❑ During the 10-year period between Fall 1990, and Fall 2000, second-year retention rates increased for targeted Hispanic/Latinos, American Indians, and Southeast Asians, but decreased slightly for African Americans.
- ❑ Second-year retention rates for Fall 2000 cohorts of African Americans remained unchanged over the Fall 1999 cohort. Second-year retention rates for Hispanic Latinos, Southeast Asians, and whites increased, but decreased for American Indians.
- ❑ Third-year retention rates from 1990 to 1999 increased for African Americans, Hispanic/Latinos, American Indians, and whites, but decreased for Southeast Asians and all Asian Americans.

Degrees Conferred

- ❑ During the 10-year period from 1990 to 2000, total degrees earned by students of color increased 77 percent from 1,114 in 1990 to 1,967 in 2000.
- ❑ Between 1999 and 2000:
 - Bachelor degrees earned by students of color increased 10.6 percent, from 1,242 to 1,374;
 - Masters degrees earned by students of color decreased 2.4 percent, from 378 to 369;
 - Doctoral degrees earned by students of color increased 15.8 percent, from 57 to 66; and
 - Advanced professional degrees earned by students of color increased 10.9 percent, from 101 to 112.⁴

Program Funding

The state and federal governments, through general program revenue, gifts, and grants, provide program funding for students of color and disadvantaged students. The 1987-89

⁴ Advanced professional degrees include Law, Medicine, Veterinary Medicine, and Pharmacy.

Wisconsin biennial budget act created an appropriation under Section 20.285(4)(a) to provide funding for these programs (referred to as Fund 402). All UW institutions obtain extramural funding to supplement government funding for these programs:

- In 2000-01, UW System institutions expended approximately \$25.9 million from all funding sources for students of color and disadvantaged student programs. Approximately \$12.4 million of these funds were raised by the institutions from extramural and non-government sources; and
- During 2000-01, slightly over \$8 million was expended from Fund 402⁵. Based on institutional estimates, Fund 402 dollars were distributed toward retention activities (61%); precollege programs and activities (22%); and recruitment (17%).

Student Financial Aid

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

- In 2000-01, a total of 9,397 students of color in the UW System received financial assistance. Of these:
 - 1,960 students of color received LUMRG grants. The average LUMRG award was \$1,342; and
 - 539 students received AOP grants. The average AOP award was \$8,090. Four hundred and forty five of the AOP recipients were students of color.

⁵ Fund 402 is defined in defined in the state statutes under s. 20.285 which states that (a) The board shall allocate funds under s.20.285 (4)(a) to fund programs for recruiting minority and disadvantaged students and to fund programs for minority and disadvantaged students enrolled in the system.



The University of Wisconsin System

**Minority and Disadvantaged
Student Annual Report**

April, 2002

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

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SECTION I: UW SYSTEM M/D PRECOLLEGE ACTIVITIES

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

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

Historically, approximately one-fourth of UW System programs served students of color and economically disadvantaged students. In fiscal year 2000-01, the Department of Public Instruction (DPI) awarded a total of 4,198 scholarships to 3,355 students, statewide.¹

In 2000-01, UW System institutions expended slightly above \$8 million in state Fund 402 dollars (Table 8). Approximately 22 percent of these dollars were expended on precollege activities.

In 2000-01, UW institutions served 10,262 precollege students; of these, 88 percent were youth of color (Table 1). This was a significant increase over the 8,050 students served in 1999-2000.

Table 1
Number of UW System M/D Precollege Program Students
2000-01

	2000-01
Total Wisconsin K-12 Student of Color (SOC) Population	166,345
Total M/D Precollege Students Served by UWS Precollege Programs	*10,262
Total Students of Color Served by MCEE Workshops	1,583
Total Students of Color grades 6-12 Enrolled in Public Schools	81,087
Total Precollege Students of Color Served by UWS Precollege Programs Through DPI Scholarships	**3,336
Total UW System Precollege Students of Color	*9,022
Total Precollege Students of Color as a Percent of Total M/D Precollege Students	88%
Total UW System Precollege Students of Color as a percent of Students of Color enrolled in Public Schools grades 6-12	11%

*Does not include Multicultural Center for Educational Excellence workshops and students served by UW-Extension

**Source: Department of Public Instruction

¹ DPI funded precollege students may receive up to three scholarships per year.

Multicultural Center for Educational Excellence and the Institute on Race and Ethnicity

UW System has a long-standing history of cultivating the college enrollment pipeline. Two units within UW System, the Multicultural Center for Education Excellence (MCEE) and the Institute on Race and Ethnicity (IRE), play a systemwide role in the advancement of diversity in the UW System. The MCEE serves as a precollege informational resource and referral center and works in collaboration with the UW System's 26 colleges and universities and the Department of Public Instruction. MCEE maintains a statewide database of precollege participants and hosts a cadre of 38 outreach consultants who conduct motivational and informational workshops and exhibitions for students, parents, and school personnel throughout the state. MCEE conducted 72 workshops and 16 exhibitions in 2000-2001, which served 1,583 students.

The Institute on Race and Ethnicity (IRE) serves as a catalyst for the development of race/ethnic studies across the UW System. The primary purpose of IRE is to support and encourage scholarly research and curricular innovation in race/ethnic studies. From 2001 to date, IRE granted 69 awards for a total of \$123,860 for Race/Ethnic Studies.

SECTION II: UNIVERSITY OF WISCONSIN SYSTEM OVERVIEW

UW System New Targeted Undergraduates of Color Enrollment

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

Over the ten-year period between 1991 and 2001, the number of targeted new undergraduates of color, including Southeast Asian Americans, increased 63 percent, from 1,624 to 2,647. Hispanics/Latinos increased 79 percent, from 468 to 836. African Americans increased 45 percent, from 755 to 1,097. Southeast Asian Americans increased 164 percent, from 177 to 467 between 1991 and 2001. The smallest change occurred among American Indians at 10 percent, 224 to 247 (Table 2).

Between Fall 2000 and Fall 2001, new targeted undergraduates of color increased from 2,458 to 2,647 in the UW System; a 7.7 percent increase over the previous Fall (Table 2). Southeast Asian Americans increased 5.9 percent, from 441 to 467; Hispanics/Latinos increased 10.3 percent, from 758 to 836; American Indians decreased 3.1 percent, from 255 to 247; and African Americans increased 9.3 percent, from 1,004 to 1,097.

Table 2
UW System New Targeted Undergraduates of Color Enrollment
Fall 1991 to Fall 2001

												% Change	% Change
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	00-01	91-01
UWS Total	1,624	1,752	1,872	1,861	1,899	1,895	2,119	2,253	2,399	2,458	2,647	7.7%	63.0%
African American	755	805	872	823	872	855	983	1,017	1,015	1,004	1,097	9.3%	45.3%
Latino/Hispanic American	468	526	544	588	585	551	666	701	761	758	836	10.3%	78.6%
American Indian	224	202	214	229	226	241	233	241	247	255	247	-3.1%	10.3%
Southeast Asian	177	219	242	221	216	248	237	294	376	441	467	5.9%	163.8%

Source: UW System Office of Policy Analysis and Research.

Table 3 shows the entry categories of fall 2001 new targeted undergraduates of color; 72.2 percent entered the UW System as new freshmen, another 8.2 percent enrolled as new specials, and the remaining 19.6 percent were new transfers.²

Table 3
UW System New Undergraduate Enrollment
Targeted Racial/Ethnic Groups by Student Type,
Fall 2001

	New Freshmen		New Special		New Transfers		Grand Total
	Number	% Total	Number	% Total	Number	% Total	Number
African American	763	69.6%	101	9.2%	233	21.2%	1,097
Latino/Hispanic American	598	71.5%	78	9.3%	160	19.1%	836
American Indian	153	61.9%	25	10.1%	69	27.9%	247
Subtotal	1,514	69.4%	204	9.4%	462	21.2%	2,180
Southeast Asian	397	85.0%	13	2.8%	57	12.2%	467
Subtotal	1,911	72.2%	217	8.2%	519	19.6%	2,647
Other Asian American	496	74.6%	75	11.3%	94	14.1%	665
Asian Subtotal	893	78.9%	88	7.8%	151	13.3%	1,132
Total	2,407	72.7%	292	8.8%	613	18.5%	3,312

Source: UW System Office of Policy Analysis and Research.

UW System New Targeted Freshmen and All Undergraduates of Color, 1991 to 2001

Table 4 provides a comparison of new targeted undergraduates of color (new freshmen, new specials, and new transfers) and all undergraduates of color during this ten-year period. New freshmen of color increased from 1,567 to 2,407, or from 6.6 percent to 8.6 percent. Among new freshmen of color:

- African Americans increased from 526 to 763, or from 2.2 percent to 2.7 percent of total new freshmen.
- Hispanics/Latinos increased from 342 to 598, or from 1.4 percent to 2.1 percent of all total freshmen.
- American Indians decreased from 165 to 153, or from 0.7 percent to 0.5 percent of all total freshmen.
- Asian Americans increased from 534 to 893, or from 2.3 percent to 3.2 percent of total new freshmen.

² New transfers exclude intra-system transfers.

During the ten-year period 1991 to 2001, all new undergraduates of color, including Asian Americans, increased from 2,101 to 3,312, or 6.6 percent to 8.9 percent of all new undergraduates. All undergraduates of color increased from 8,394 to 11,329, or 6.1 percent to 8.2 percent of all undergraduates (Table 4).

Table 4
UW System
Number and Proportion of New Targeted and All Undergraduates of Color
by Race/Ethnic Status,
Fall 1991 and Fall 2001

	Fall 1991	% Total	Fall 2001	% Total
New Freshmen				
African American	526	2.2%	763	2.7%
Latino/Hispanic American	342	1.4%	598	2.1%
American Indian	165	0.7%	153	0.5%
Subtotal	1,033	4.4%	1,514	5.4%
Southeast Asian	154	0.6%	397	1.4%
Other Asian American	380	1.6%	496	1.8%
Subtotal Asian	534	2.3%	893	3.2%
Multicultural Subtotal	1,567	6.6%	2,407	8.6%
White/Other	21,906	92.3%	25,206	90.0%
International	249	1.0%	380	1.4%
TOTAL NEW FRESHMEN	23,722	100.0%	27,993	100.0%
All New Undergraduates*				
African American	755	2.4%	1,097	2.9%
Latino/Hispanic American	468	1.5%	836	2.2%
American Indian	224	0.7%	247	0.7%
Subtotal	1,447	4.6%	2,180	5.9%
Southeast Asian	177	0.6%	467	1.3%
Other Asian American	477	1.5%	665	1.8%
Subtotal Asian	654	2.1%	1,132	3.0%
Multicultural Subtotal	2,101	6.6%	3,312	8.9%
White/Other	28,876	90.9%	33,018	88.7%
International	807	2.5%	901	2.4%
TOTAL NEW UNDERGRADUATES	31,784	100.0%	37,231	100.0%
All Undergraduates				
African American	3,166	2.3%	3,832	2.8%
Latino/Hispanic American	1,797	1.3%	2,791	2.0%
American Indian	859	0.6%	892	0.6%
Subtotal	5,822	4.2%	7,515	5.4%
Southeast Asian	640	0.5%	1,523	1.1%
Other Asian American	1,932	1.4%	2,291	1.7%
Subtotal Asian	2,572	1.9%	3,814	2.8%
Multicultural Subtotal	8,394	6.1%	11,329	8.2%
White/Other	126,780	92.1%	124,697	89.9%
International	2,420	1.8%	2,610	1.9%
TOTAL ALL UNDERGRADUATES	137,594	100.0%	138,636	100.0%

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

Source: UW System Office of Policy Analysis and Research.

UW System New Targeted Undergraduates of Color by UW Institution

In Fall 2001, nine UW System institutions increased their new targeted undergraduate enrollment of students of color (African American, Hispanic/Latino, American Indian, and Southeast Asian) over Fall 2000. These included UW Colleges, UW-Eau Claire, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, and UW-Superior (Table 5).

Table 5
UW System Targeted New Undergraduates of Color Enrollment by UW Institution,
Fall 1991 to Fall 2001

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
UW System Total	1,624	1,752	1,872	1,861	1,899	1,895	2,119	2,253	2,399	2,458	2,647
Eau Claire	44	55	81	93	89	75	114	97	108	73	112
Green Bay	53	56	54	68	50	63	51	77	71	65	65
La Crosse	65	86	81	74	66	64	63	77	91	95	76
Madison	241	285	326	314	346	368	390	443	456	452	496
Milwaukee	513	453	528	544	609	653	659	754	705	751	766
Oshkosh	82	96	87	63	61	77	82	76	79	73	96
Parkside	113	145	160	176	166	137	207	210	262	249	282
Platteville	46	33	42	41	39	26	37	45	34	29	38
River Falls	37	47	53	44	46	39	44	44	65	84	83
Stevens Point	58	81	62	56	72	59	53	44	57	61	63
Stout	67	71	70	64	54	44	54	43	56	62	51
Superior	25	20	14	20	22	33	35	14	30	18	29
Whitewater	155	160	147	156	138	116	148	146	222	202	171
Colleges	125	164	167	148	141	141	182	183	163	244	319

Source: UW System Office of Policy Analysis and Research.

UW System New Freshmen Retention Rates by Race/Ethnicity

Between Fall 1990 and 2000, second-year retention rates decreased slightly for targeted African Americans, increased for Hispanics/Latinos, American Indians, and Southeast Asians, and decreased for all Asian Americans (not including Southeast Asians) (Table 6). Fall 1990 to Fall 2000 second-year retention rates for:

- African Americans decreased slightly from 64.8 percent to 64.7 percent.
- Hispanics/Latinos increased from 72.1 percent to 74.1 percent.
- American Indians increased from 60.8 percent to 62.5 percent.
- Southeast Asians increased from 76.6 percent to 78.1 percent.
- Asian Americans decreased from 82.9 percent to 81.1 percent.

The Fall 2000 cohort second-year retention rates for African Americans, over the Fall 1999 cohort, remained flat. Fall 2000 second-year retention rates for Hispanics/Latinos, Southeast Asians, all Asians (not including Southeast Asians), and white students increased over the Fall 1999 cohort. Second-year retention rates for American Indians declined compared to 1999 rates.

Between Fall 1999 and Fall 2000 cohorts, second-year retention rates for:

- African Americans remained flat at 64.7 percent.
- Hispanics/Latinos increased from 70.2 percent to 74.1 percent.
- American Indians decreased from 69.5 percent to 62.5 percent.
- Southeast Asians increased from 75.3 percent to 78.1 percent.
- Asian Americans increased from 80.6 percent to 81.1 percent.

Third-year retention rates from 1990 to 1999 increased for African Americans, Hispanics/Latinos, American Indians, and whites, but decreased for Southeast Asians and all Asian Americans.

Table 6
UW System New Freshmen Retention Rates by Race/Ethnicity
Fall 1990 to Fall 2000

Entering Fall Cohort	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
African American	560	526	566	603	498	548	536	683	701	701	716
to 2nd Year	64.8%	67.6%	64.6%	61.0%	56.2%	67.8%	67.1%	68.9%	63.1%	64.7%	64.7%
to 3rd Year	49.2%	47.5%	48.4%	46.1%	45.3%	47.6%	48.8%	54.9%	49.0%	52.2%	
to 4th Year	41.6%	40.8%	41.8%	38.3%	38.9%	43.4%	43.0%	49.7%	45.5%		
Latino/Hispanic American	316	342	387	400	401	389	371	468	492	525	532
to 2nd Year	72.1%	71.0%	67.7%	70.5%	66.8%	76.6%	73.3%	74.1%	75.2%	70.2%	74.1%
to 3rd Year	55.0%	56.1%	54.0%	57.2%	53.8%	59.1%	57.4%	62.3%	60.5%	58.3%	
to 4th Year	49.0%	50.0%	51.1%	51.0%	53.1%	53.9%	54.7%	52.9%	56.1%		
American Indian	161	165	144	164	159	158	158	161	160	174	176
to 2nd Year	60.8%	53.9%	61.8%	68.2%	58.4%	60.7%	61.3%	64.5%	61.8%	69.5%	62.5%
to 3rd Year	42.8%	37.5%	49.3%	53.0%	42.7%	50.6%	50.6%	50.3%	47.5%	52.9%	
to 4th Year	37.2%	33.9%	43.0%	45.7%	40.8%	43.6%	44.9%	43.4%	43.1%		
Southeast Asian	103	154	187	206	175	166	186	187	247	304	375
to 2nd Year	76.6%	79.2%	79.6%	79.1%	76.5%	73.4%	77.4%	75.9%	78.1%	75.3%	78.1%
to 3rd Year	66.9%	68.1%	62.5%	70.8%	63.4%	53.6%	64.5%	66.8%	65.9%	64.5%	
to 4th Year	63.1%	65.5%	51.8%	61.6%	53.7%	47.5%	58.6%	57.7%	55.1%		
All Asian Americans	480	534	557	563	547	564	596	608	700	721	789
to 2nd Year	82.9%	79.7%	81.1%	79.9%	80.2%	78.9%	83.8%	79.7%	81.5%	80.6%	81.1%
to 3rd Year	74.3%	68.9%	69.8%	69.9%	71.1%	66.3%	70.3%	71.7%	69.1%	72.0%	
to 4th Year	66.4%	63.2%	64.8%	64.4%	63.2%	59.0%	66.7%	64.0%	63.0%		
White/Other	22,275	21,906	20,732	21,236	20,788	21,843	22,831	23,672	24,706	24,702	24,809
to 2nd Year	79.3%	78.7%	79.2%	78.4%	78.1%	79.8%	80.8%	81.6%	81.5%	81.2%	81.6%
to 3rd Year	69.7%	67.8%	68.4%	68.0%	67.9%	69.8%	71.1%	71.6%	71.5%	71.5%	
to 4th Year	64.5%	63.1%	64.2%	64.0%	63.9%	66.0%	67.2%	67.8%	67.7%		
Total (incl. International)	24,095	23,722	22,673	23,207	22,650	23,776	24,767	25,901	27,057	27,122	27,837
to 2nd Year	78.7%	78.2%	78.6%	77.7%	77.2%	79.2%	80.3%	80.7%	80.6%	80.4%	80.7%
to 3rd Year	68.7%	67.0%	67.3%	67.2%	67.0%	68.9%	69.9%	70.4%	70.2%	70.2%	
to 4th Year	63.3%	62.1%	62.9%	62.9%	62.8%	64.6%	65.9%	66.4%	66.1%		

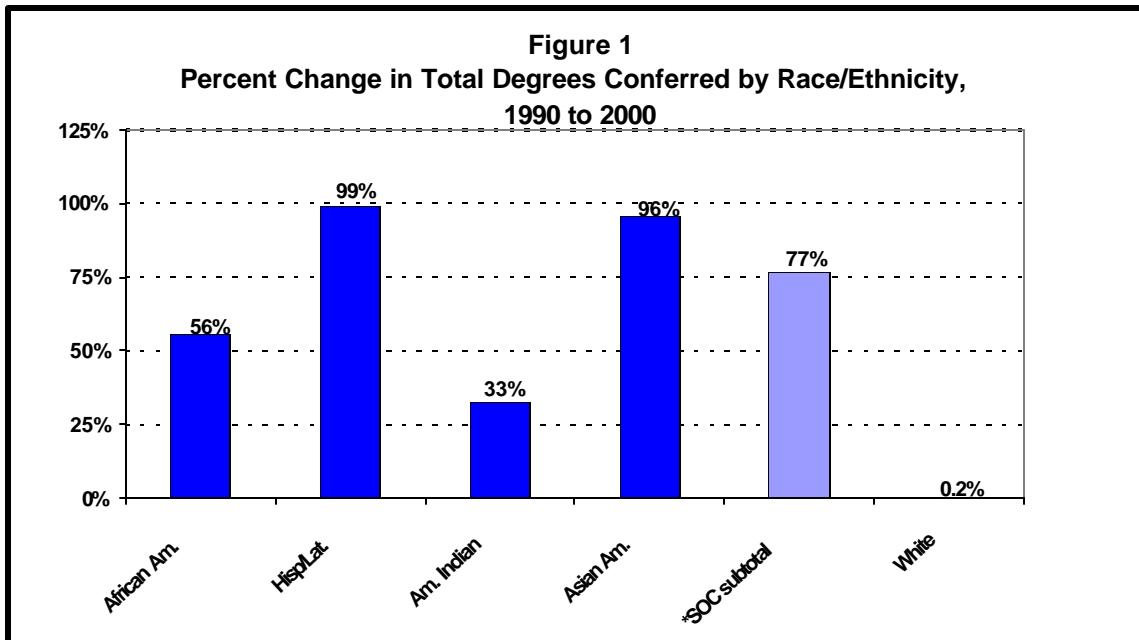
Source: UW System Office of Policy Analysis and Research.

UW System Degrees Conferred by Race/Ethnicity

Total Degrees 1990-2000

The total number of degrees conferred to students of color over the ten-year period from 1990-91 to 2000-01, increased 77 percent. Total degrees earned by white students increased 0.2% (Figure 1 and Table 7). Between 1990 and 2000, total degrees conferred to:

- African Americans increased 56 percent, from 362 to 563.
- Hispanics/Latinos increased 99 percent, from 254 to 506.
- American Indians increased 33 percent, from 122 to 162.
- Asian Americans (including Southeast Asian Americans) increased 96 percent, from 376 to 736.



*SOC: Student of Color

Source: Office of Policy Analysis and Research

Table 7
Degrees Conferred
by Race/Ethnicity and Degree Level: 1990-91, 1999-00, 2000-01

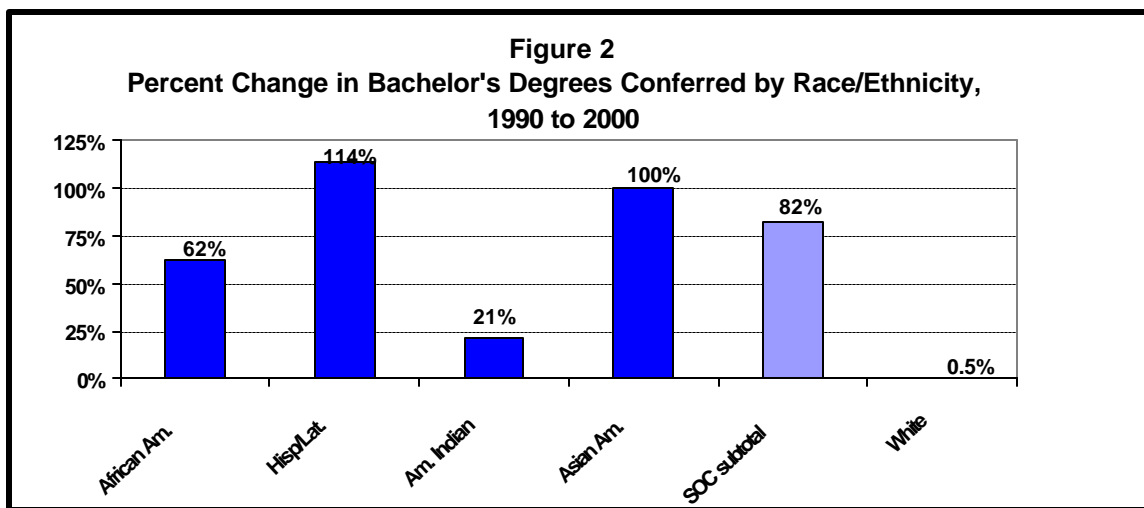
		1990-91		1999-00		2000-01		Percent Change	
		Number	Percent	Number	Percent	Number	Percent	1990-91/ 2000-01	1999-00/ 2000-01
Associate	African American	12	1.5%	6	0.6%	13	1.3%	8.3%	116.7%
	Latino/Hispanic American	3	0.4%	13	1.3%	9	0.9%	200.0%	-30.8%
	American Indian	5	0.6%	5	0.5%	15	1.5%	200.0%	200.0%
	Asian American	6	0.7%	11	1.1%	9	0.9%	50.0%	-18.2%
	Subtotal	26	3.2%	35	3.4%	46	4.7%	76.9%	31.4%
	International	7	0.9%	13	1.3%	9	0.9%	28.6%	-30.8%
	White/Other	790	96.0%	981	95.3%	914	94.3%	15.7%	-6.8%
	Total	823	100.0%	1,029	100.0%	969	100.0%	17.7%	-5.8%
Bachelor's	African American	236	1.2%	361	1.8%	382	1.8%	61.9%	5.8%
	Latino/Hispanic American	163	0.8%	302	1.5%	349	1.7%	114.1%	15.6%
	American Indian	89	0.4%	115	0.6%	108	0.5%	21.3%	-6.1%
	Asian American	267	1.3%	464	2.3%	535	2.6%	100.4%	15.3%
	Subtotal	755	3.8%	1,242	6.2%	1,374	6.6%	82.0%	10.6%
	International	356	1.8%	487	2.4%	519	2.5%	45.8%	6.6%
	White/Other	18,943	94.5%	18,272	91.4%	19,034	91.0%	0.5%	4.2%
	Total	20,054	100.0%	20,001	100.0%	20,927	100.0%	4.4%	4.6%
Master's	African American	82	1.7%	153	3.3%	124	2.5%	51.2%	-19.0%
	Latino/Hispanic American	64	1.3%	94	2.0%	99	2.0%	54.7%	5.3%
	American Indian	17	0.3%	24	0.5%	25	0.5%	47.1%	4.2%
	Asian American	67	1.4%	107	2.3%	121	2.4%	80.6%	13.1%
	Subtotal	230	4.6%	378	8.1%	369	7.5%	60.4%	-2.4%
	International	693	14.0%	609	13.0%	693	14.0%	0.0%	13.8%
	White/Other	4,033	81.4%	3,692	78.9%	3,890	78.6%	-3.5%	5.4%
	Total	4,956	100.0%	4,679	100.0%	4,952	100.0%	-0.1%	5.8%
Doctoral	African American	16	2.0%	11	1.4%	14	1.8%	-12.5%	27.3%
	Latino/Hispanic American	15	1.9%	21	2.6%	22	2.9%	46.7%	4.8%
	American Indian	3	0.4%	6	0.7%	2	0.3%	-33.3%	-66.7%
	Asian American	21	2.6%	19	2.4%	28	3.7%	33.3%	47.4%
	Subtotal	55	6.9%	57	7.1%	66	8.7%	20.0%	15.8%
	International	222	28.0%	225	27.9%	213	28.1%	-4.1%	-5.3%
	White/Other	516	65.1%	525	65.1%	480	63.2%	-7.0%	-8.6%
	Total	793	100.0%	807	100.0%	759	100.0%	-4.3%	-5.9%
Adv. Professional	African American	16	3.0%	32	6.3%	30	4.9%	87.5%	-6.3%
	Latino/Hispanic American	9	1.7%	24	4.7%	27	4.4%	200.0%	12.5%
	American Indian	8	1.5%	14	2.7%	12	2.0%	50.0%	-14.3%
	Asian American	15	2.8%	31	6.1%	43	7.0%	186.7%	38.7%
	Subtotal	48	9.0%	101	19.8%	112	18.4%	133.3%	10.9%
	International	10	1.9%	17	3.3%	14	2.3%	40.0%	-17.6%
	White/Other	477	89.2%	392	76.9%	484	79.3%	1.5%	23.5%
	Total	535	100.0%	510	100.0%	610	100.0%	14.0%	19.6%
Grand Total	African American	362	1.3%	563	2.1%	563	2.0%	55.5%	0.0%
	Latino/Hispanic American	254	0.9%	454	1.7%	506	1.8%	99.2%	11.5%
	American Indian	122	0.4%	164	0.6%	162	0.6%	32.8%	-1.2%
	Asian American	376	1.4%	632	2.3%	736	2.6%	95.7%	16.5%
	Subtotal	1,114	4.1%	1,813	6.7%	1,967	7.0%	76.6%	8.5%
	International	1,288	4.7%	1,351	5.0%	1,448	5.1%	12.4%	7.2%
	White/Other	24,759	91.2%	23,862	88.3%	24,802	87.9%	0.2%	3.9%
	Total	27,161	100.0%	27,026	100.0%	28,217	100.0%	3.9%	4.4%

Source: UW System Office of Policy Analysis and Research

Bachelor's Degrees, 1990-2000

Bachelor's degrees conferred to students of color increased 82% over the ten year period, 1990-2000. Bachelor's degrees earned by white recipients increased 0.5 percent from 18,943 to 19,034 (Figure 2 and Table 7). Between 1990 and 2000, Bachelor's degrees conferred to:

- African Americans increased 62 percent, from 236 to 382.
- Hispanics/Latinos increased 114 percent, from 163 to 349.
- American Indians increased 21 percent, from 89 to 108.
- Asian Americans (including Southeast Asian Americans) increased 100 percent, from 267 to 535.



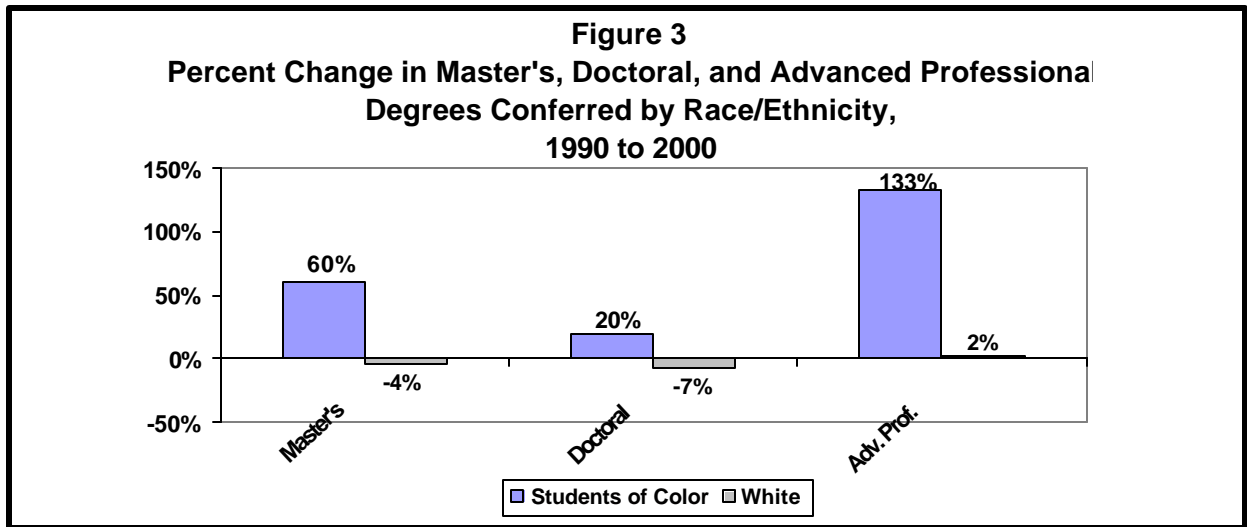
Source: UW System Office of Policy Analysis and Research.

Masters, Doctoral and Advanced Professional Degrees, 1990-2000

The number of Master's, Doctoral, and Advanced Professional degrees earned by students of color increased between 1990 and 2000. Master's degrees earned by students of color increased 60 percent, from 230 to 369. Doctoral degrees increased 20 percent, from 55 to 66. Advanced professional degrees increased 133 percent, from 48 to 112³ (Figure 3 and Table 7).

During this period Masters and Professional degrees conferred increased for all targeted groups. Doctoral degrees conferred increased for Hispanics/Latinos, and Asian Americans but decreased for African Americans and American Indians.

³ Advanced professional degrees include Law, Medicine, Veterinary Medicine, and Pharmacy.



Source: UW System Office of Policy Analysis and Research.

Total Degrees Conferred, 1999-00 to 2000-01

Between 1999-00 and 2000-01, the total number of degrees granted to students of color increased 8.5 percent, from 1,813 to 1,967. Degrees conferred to white students increased 3.9 percent (Table 7). Degrees conferred to students of color increased at the bachelors, doctoral, and advanced professional levels, with increases of 15.8 percent, 10.9 percent, and 10.6 percent, respectively.

Total degrees conferred, 1999-00 to 2000-01 to:

- African Americans remained unchanged at 563.
- Hispanics/Latinos increased 11.5 percent, from 454 to 506.
- American Indians decreased 1.2 percent, from 164 to 162.
- Asian Americans increased 16.5 percent, from 632 to 736.

Bachelor's Degrees Conferred, 1999-00 to 2000-01

Bachelor's degrees conferred between 1999-00 and 2000-01 to students of color increased 10.6 percent from 1,242 to 1,374:

- African Americans increased 5.8 percent, from 361 to 382.
- Hispanics/Latinos increased 15.6 percent, from 302 to 349.
- American Indians decreased 6.1 percent, from 115 to 108.
- Asian Americans, including Southeast Asian Americans, increased 15.3 percent, from 464 to 535.

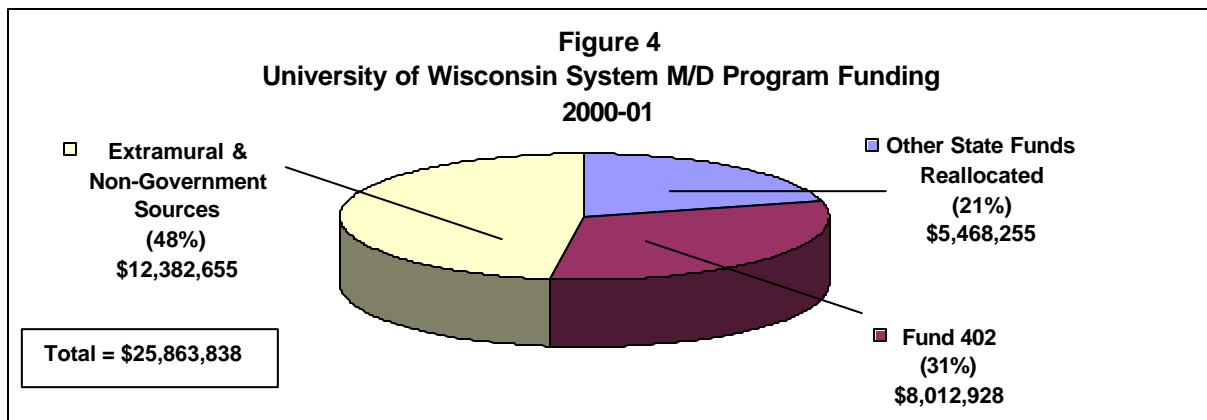
Between 1999-00 and 2000-01:

- Masters degrees earned by students of color decreased 2.4 percent, from 378 to 369.
- Doctoral degrees earned by students of color increased 15.8 percent, from 57 to 66.
- Advanced professional degrees earned by students of color increased 10.9 percent,

from 101 to 112.⁴

UW System Program Funding

The state and federal governments, through General Program Revenue (GPR) and grants, provide program funding for students of color and disadvantaged students. The institutions also raise extramural funds (Table 8). In 2000-01, the state budget allocation specifically for minority/disadvantaged programs (Fund 402) was slightly above \$8 million. Table 8 lists all 2000-01 GPR and non-GPR funds expended for student of color and disadvantaged student programs, including institutional expenditures from the appropriation under section 20.285 (4)(a) of the Wisconsin State Statutes. The 1987-88 biennial budget act created this appropriation, designated as Fund 402, specifically for students of color and disadvantaged student program funding. Fund 402 includes only GPR funds. Of all UW System minority/disadvantaged funding, \$12.4 million was raised by UW System institutions from extramural and non-government sources. Thirty one percent of Multicultural and Disadvantaged program dollars are Fund 402 dollars and are dedicated to diversity activities; the remaining 21 percent are state funds reallocated from existing base budgets (Figure 4).

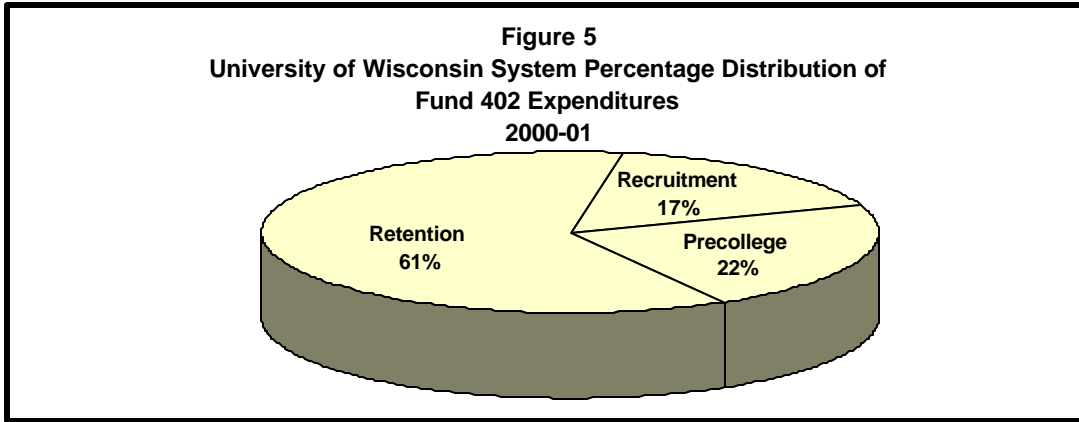


Source: UW System Office of Budget and Planning.

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

⁴ Advanced professional degrees include Law, Medicine, Veterinary Medicine, and Pharmacy.

In 2000-01, sixty one percent of Fund 402 dollars were expended on retention; 17 percent on recruitment, and 22 percent on precollege activities (Figure 5).



Source: UW System Office of Budget and Planning.

Table 8

UW System Minority/Disadvantaged Program Funding^(a)
2000-01 All Fund Expenditures

	1999-01	2000-01					
	Total Program Funds & Scholarships	Total Program Funds & Scholarships	FUND 402 M/D Appropriation 20.285 (4)(a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds ^(b)	Institutional Scholarships ^(c) (Non-government Sources)
Madison	\$7,069,938	\$7,411,621	\$1,673,405	\$2,124,338	\$1,033,483	\$4,831,226	\$2,580,395
Milwaukee	\$6,287,500	\$7,566,328	\$2,120,730	\$1,130,932	\$2,979,808	\$6,231,470	\$1,334,858
Eau Claire	\$1,637,009	\$2,205,771	\$245,685	\$362,144	\$1,439,379	\$2,047,208	\$158,563
Green Bay	\$882,312	\$1,123,822	\$137,692	\$80,279	\$716,725	\$934,696	\$189,126
La Crosse	\$1,736,191	\$1,953,507	\$232,360	\$556,003	\$1,165,144	\$1,953,507	\$0
Oshkosh	\$768,489	\$849,270	\$497,910	\$8,350	\$305,384	\$811,644	\$37,626
Parkside	\$576,751	\$744,685	\$360,563	\$94,102	\$248,878	\$703,543	\$41,142
Platteville	\$450,622	\$483,744	\$170,573	\$75,639	\$237,332	\$483,544	\$200
River Falls	\$503,829	\$795,980	\$167,345	\$71,985	\$556,650	\$795,980	\$0
Stevens Point	\$881,413	\$1,098,992	\$289,284	\$151,698	\$658,010	\$1,098,992	\$0
Stout	\$749,756	\$916,348	\$312,943	\$109,296	\$488,109	\$910,348	\$6,000
Superior	\$605,325	\$945,694	\$152,506	\$149,671	\$621,835	\$924,012	\$21,682
Whitewater	\$1,565,674	\$2,135,741	\$791,422	\$60,653	\$1,283,666	\$2,135,741	\$0
Colleges	\$800,412	\$1,017,457	\$271,348	\$62,957	\$648,252	\$982,557	\$34,900
Extension	\$101,581	\$130,243	\$98,376	\$31,867	\$0	\$130,243	\$0
WCWC^(d)							
System wide	\$717,616	\$889,127	\$490,786	\$398,341	\$0	\$889,127	\$0
Total	\$25,334,418	\$30,268,330	\$8,012,928	\$5,468,255	\$12,382,655	\$25,863,838	\$4,404,492

Source: UW System Office of Budget and Planning.

- (a) Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by UW System to the institutions. Includes precollege and institutional scholarships.
- (b) Includes program revenue funds from auxiliaries and special courses.
- (c) Reflects institution awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.
- (d) For 2000-01 WCWC funds are included in institution expenditures.

SECTION III: STUDENT FINANCIAL ASSISTANCE

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

In 2000-01, 84,217 UW System students received average aid of \$5,911 (Table 9). In the UW System, 9,397 students of color received financial aid. The average aid provided for students of color was higher at \$7,828; higher financial need among students of color results in higher aid awarded. Forty-nine percent of aid awarded to students of color is in the form of loans, and 45 percent is in the form of grants. In contrast, 72 percent of aid is in the form of loans, and 28 percent is in the form of grants for white students.

Table 9
UW System Financial Aid Recipients' Need Profile by Race/Ethnicity
2000-01

	Number of Recipients	**Average Financial Aid Need	Average Financial Aid Received	* Percent of Aid in Loans	* Percent of Aid in Grants
African American	3,626	\$10,371	\$8,420	52%	43%
Latino/Hispanic American	2,140	\$10,438	\$7,402	53%	39%
American Indian	872	\$9,657	\$7,818	36%	66%
Asian American	2,759	\$10,147	\$7,382	47%	45%
Subtotal	9,397	\$10,259	\$7,828	49%	45%
White	73,184	\$7,507	\$5,706	72%	28%
Unknown	1,636	\$9,442	\$4,054	62%	37%
Total	84,217	\$7,893	\$5,911	68%	29%

*Work aid comprised the remaining percentage of financial aid.

**Average financial need is based on students with need (defined by federal methodology).

Minority/Disadvantaged Financial Aid Programs

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

In 2000-01, the LUMRG program provided assistance to 1,960 undergraduates, with an average award of \$1,342. The AOP program provided assistance to 539 graduate students seeking advanced degrees, with an average award of \$8,090 (Table 10).

Table 10
UW System Students of Color and Disadvantaged Student Financial Aid
Programs
2000-01

	Lawton Undergraduate Minority Retention Grant		Advanced Opportunity Program	
	# Recipients	Average \$	# Recipients	Average \$
African American	796	\$1,420	200	\$8,781
Latino/Hispanic American	469	\$1,387	138	\$8,801
American Indian	189	\$1,113	48	\$9,104
Asian American	494	\$1,267	59	\$5,992
Race not available	12	\$1,029	20	\$10,783
White	NA	NA	74	\$5,186
Total	1,960	\$1,342	539	\$8,090

Source: UW System Office of Policy Analysis and Research.

The Lawton Undergraduate Minority Retention Grant (LUMRG) Program

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

In 2000-01, students could receive LUMRG grants up to a maximum of \$2,500 per year and are eligible for up to four years of LUMRG awards. Financial need for the LUMRG is determined by the standard federal methodology. LUMRG grants are awarded on a "last dollar" basis; all other grants or fellowships are awarded first. The total fund amount in 2000-01 was \$2,638,000.⁵

The Advanced Opportunity Program (AOP)

The AOP Program began in 1973-74 to promote the recruitment and retention of students of color and disadvantaged students seeking degrees at the graduate and advanced professional levels. Eligible students must be U.S. citizens or permanent residents, and preference is given to Wisconsin residents. The total fund amount in 2000-01 was \$4,309,400.⁶

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

⁵ Source: The UW System Office of Budget and Planning. There was no change in the allocation between 1999-00 and 2000-01.

⁶ Source: The UW System Office of Budget and Planning. There was no change in the allocation between 1999-00 and 2000-01.

APPENDICES

Appendix A
Financial Aid Recipients Unmet Need Profile by Race/Ethnicity and Dependency Status
Undergraduate Students
2000-01

Undergraduate		Financial Need		Total Aid		Unmet Need		Grants		Loans	
		#	\$	#	\$	#	\$	#	\$	#	\$
African American	Dependent	1,615	\$14,380,861	1,858	\$13,367,428	1,140	\$3,208,198	1,422	\$7,031,119	1,525	\$5,948,191
	Independent	1,194	\$12,474,164	1,222	\$10,800,329	739	\$2,650,671	1,036	\$4,631,114	1,069	\$6,045,747
	Missing	9	\$58,656	92	\$591,736	8	\$34,834	87	\$519,056	9	\$72,680
	All	2,818	\$26,913,681	3,172	\$24,759,493	1,887	\$5,893,703	2,545	\$12,181,289	2,603	\$12,066,618
Latino/Hispanic American	Dependent	986	\$8,173,832	1,207	\$7,199,906	695	\$2,453,388	819	\$3,292,954	940	\$3,704,677
	Independent	499	\$4,982,696	521	\$4,141,498	352	\$1,211,090	442	\$1,857,175	423	\$2,200,334
	Missing	24	\$139,770	106	\$429,143	16	\$53,078	101	\$410,123	6	\$19,020
	All	1,509	\$13,296,298	1,834	\$11,770,547	1,063	\$3,717,556	1,362	\$5,560,252	1,369	\$5,924,031
American Indian	Dependent	307	\$2,118,157	416	\$2,623,813	166	\$396,842	332	\$1,643,531	267	\$942,159
	Independent	284	\$2,669,082	317	\$2,483,642	160	\$487,234	292	\$1,659,991	195	\$800,553
	Missing	3	\$18,460	29	\$116,131	3	\$15,535	28	\$113,661	2	\$2,470
	All	594	\$4,805,699	762	\$5,223,586	329	\$899,611	652	\$3,417,183	464	\$1,745,182
Asian American	Dependent	1,471	\$12,995,169	1,673	\$11,195,221	1,128	\$3,199,689	1,284	\$6,487,426	1,102	\$4,319,783
	Independent	585	\$5,757,528	598	\$4,555,397	429	\$1,490,932	508	\$2,472,038	429	\$1,975,578
	Missing	11	\$79,988	209	\$852,519	11	\$56,674	198	\$758,029	38	\$94,490
	All	2,067	\$18,832,685	2,480	\$16,603,137	1,568	\$4,747,295	1,990	\$9,717,493	1,569	\$6,389,851
White	Dependent	549	\$3,516,101	4,996	\$14,239,038	494	\$2,434,621	4,807	\$12,496,846	219	\$1,727,318
	Independent	33,310	\$195,817,749	49,495	\$243,651,515	20,570	\$45,662,170	20,553	\$58,580,782	42,989	\$177,508,533
	Missing	11,883	\$104,975,357	12,481	\$91,217,807	7,527	\$24,924,266	9,068	\$32,109,868	10,666	\$57,708,630
	All	45,742	\$304,309,207	66,972	\$349,108,360	28,591	\$73,021,057	34,428	\$103,187,496	53,874	\$236,944,481
Unknown	Dependent	229	\$1,552,872	415	\$1,786,455	147	\$470,452	233	\$628,607	266	\$1,113,428
	Independent	271	\$1,809,148	308	\$1,733,839	154	\$433,204	176	\$480,653	245	\$1,239,264
	Missing	16	\$108,738	659	\$1,026,162	15	\$69,125	646	\$870,672	27	\$153,510
	All	516	\$3,470,758	1,382	\$4,546,456	316	\$972,781	1,055	\$1,979,932	538	\$2,506,202
All	Dependent	5,157	\$42,736,992	10,565	\$50,411,861	3,770	\$12,163,190	8,897	\$31,580,483	4,319	\$17,755,556
	Independent	36,143	\$223,510,367	52,461	\$267,366,220	22,404	\$51,935,301	23,007	\$69,681,753	45,350	\$189,770,009
	Missing	11,946	\$105,380,969	13,576	\$94,233,498	7,580	\$25,153,512	10,128	\$34,781,409	10,748	\$58,050,800
	All	53,246	\$371,628,328	76,602	\$412,011,579	33,754	\$89,252,003	42,032	\$136,043,645	60,417	\$265,576,365

Source: Office of Policy Analysis and Research

Appendix B
Financial Aid Recipients Unmet Need Profile by Ethnicity and Dependency Status
Graduate Students
2000-01

Graduate		Financial Need		Total Aid		Unmet Need		Grants		Loans	
		#	\$	#	\$	#	\$	#	\$	#	\$
African American	Dependent	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
	Independent	353	\$5,952,087	378	\$5,020,493	213	\$1,731,256	184	\$1,338,330	353	\$3,665,126
	Missing	4	\$62,109	76	\$749,621	3	\$13,389	76	\$741,369	2	\$8,252
	All	357	\$6,014,196	454	\$5,770,114	216	\$1,744,645	260	\$2,079,699	355	\$3,673,378
Latino/Hispanic American	Dependent	1	\$14,355	2	\$9,702	1	\$6,110	1	\$1,457	1	\$8,245
	Independent	227	\$4,808,926	241	\$3,484,667	177	\$1,656,480	136	\$1,015,052	206	\$2,455,526
	Missing	2	\$31,353	63	\$576,057	2	\$15,502	61	\$548,102	4	\$27,955
	All	230	\$4,854,634	306	\$4,070,426	180	\$1,678,092	198	\$1,564,611	211	\$2,491,726
American Indian	Dependent	0	\$0	3	\$5,986	0	\$0	3	\$5,986	0	\$0
	Independent	86	\$1,761,065	93	\$1,478,090	52	\$463,469	78	\$778,844	62	\$692,954
	Missing	0	\$0	14	\$109,307	0	\$0	14	\$109,307	0	\$0
	All	86	\$1,761,065	110	\$1,593,383	52	\$463,469	95	\$894,137	62	\$692,954
Asian American	Dependent	2	\$33,524	11	\$36,617	2	\$18,158	10	\$25,042	2	\$10,670
	Independent	213	\$4,286,869	219	\$3,411,236	161	\$1,175,870	78	\$354,139	202	\$3,041,455
	Missing	1	\$12,818	49	\$316,865	1	\$5,307	48	\$256,145	2	\$60,720
	All	216	\$4,333,211	279	\$3,764,718	164	\$1,199,335	136	\$635,326	206	\$3,112,845
White	Dependent	34	\$291,060	214	\$541,145	16	\$60,814	186	\$160,662	38	\$374,668
	Independent	5,179	\$77,936,764	5,523	\$67,028,626	3,513	\$19,760,519	1,326	\$3,615,665	5,358	\$62,733,210
	Missing	3	\$21,540	475	\$904,772	3	\$11,107	460	\$820,444	16	\$84,328
	All	5,216	\$78,249,364	6,212	\$68,474,543	3,532	\$19,832,440	1,972	\$4,596,771	5,412	\$63,192,206
Unknown	Dependent	2	\$17,041	2	\$17,225	1	\$822	1	\$8,791	1	\$7,234
	Independent	138	\$2,706,484	142	\$1,770,444	111	\$1,061,662	35	\$218,216	130	\$1,530,527
	Missing	0	\$0	110	\$298,055	0	\$0	107	\$260,055	3	\$38,000
	All	140	\$2,723,525	254	\$2,085,724	112	\$1,062,484	143	\$487,062	134	\$1,575,761
All	Dependent	39	\$355,980	232	\$610,675	20	\$85,904	201	\$201,938	42	\$400,817
	Independent	6,196	\$97,452,195	6,596	\$82,193,556	4,227	\$25,849,256	1,837	\$7,320,246	6,311	\$74,118,798
	Missing	10	\$127,820	787	\$2,954,677	9	\$45,305	766	\$2,735,422	27	\$219,255
	All	6,245	\$97,935,995	7,615	\$85,758,908	4,256	\$25,980,465	2,804	\$10,257,606	6,380	\$74,738,870

Source: Office of Policy Analysis and Research

EDUCATION COMMITTEE

Resolution I.1.d.:

That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the request to the Trustees of the William F. Vilas Trust Estate for \$7,304,939 for fiscal year July 1, 2002 to June 30, 2003, subject to availability, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences and Music.

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

EXECUTIVE SUMMARY

BACKGROUND

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

At the beginning of each calendar year the trustees of the William F. Vilas Trust Estate formally request that the President of the UW System ask the Chancellors of UW-Madison and UW-Milwaukee to determine from the Vilas Professors the amounts they will request for special project allowances for the ensuing academic year and to obtain from the Chairs of the UW-Madison and UW-Milwaukee music departments their programs and requests for the next year. In addition, the Chancellor of UW-Madison is asked to determine the number of scholarships, fellowships, Vilas Associates, and any other initiatives to be requested.

The proffer is made following receipt, by the trustees, of a certificate or warrant from the Board of Regents showing how the funds will be expended. This request and Resolution I.1.d.constitute that warrant.

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

REQUESTED ACTION

Approval of resolution I.1.d., a request to the trustees of the William F. Vilas Trust Estate for \$7,304,939 for fiscal year 2002-2003 for the support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music.

DISCUSSION

The attached document contains the responses to the trustees' request and details how the proposed funds will be expended. It has six components: (a) continuation of Trustee-approved programs, UW-Madison (\$3,566,009); (b) expansion of Trustee-approved programs,

UW-Madison (\$326,000); (c) one-time-only program allocations (reinstatements), UW-Madison (\$3,350,000); (d) a request from UW-Madison that, pursuant to Article 5 of the Deed of Gift and conveyance, one-half the annual net income be allocated to a special construction fund for the research facility of the BioStar program, identified as the Microbial Sciences Building (estimated cost, \$100 million); (e) support for the "Young Artists Preparing Musician/Educators for the 21st Century" program, UW-Milwaukee (\$17,930); and (f) Vilas Research Professor Marianna Torgovnick, English Department, UW-Milwaukee (\$45,000).

EDUCATION COMMITTEE

Resolution I.1.e.:

That the Board of Regents endorses the framework for the new approach to the preparation of educators contained in PI 34: Wisconsin's Quality Educator Initiative and directs the University of Wisconsin System Administration and institutions to: (1) cooperate with other state education shareholders to create a unified state policy; (2) support implementation of that policy; (3) seek funding to guarantee implementation; and (4) use quantitative outcome measures, such as tracking the retention of teachers in their first five years, to determine effectiveness of the Initiative.

PI 34: QUALITY EDUCATOR INITIATIVE

EXECUTIVE SUMMARY

BACKGROUND

At the March 7, 2002, meeting of the Board of Regents, Elizabeth Burmaster, State Superintendent of Public Instruction, and other Department of Public Instruction officials presented an overview of PI 34, the Wisconsin Quality Educator Initiative. They described a series of new initiatives that would create a continuum of educator recruitment, preparation, and continuing development with the ultimate aim of improving student learning.

Many of the new initiatives require the cooperation and support of state education shareholders, including the University of Wisconsin System. In discussing the report during the meeting of the Education Committee, several regents indicated their support of the initiative. Noting the need to evaluate the effectiveness of new programs, specific outcome measures were recommended.

REQUESTED ACTION

Adoption of Resolution I.1.e., endorsing PI 34 and directing UW System Administration and UW System institutions to support implementation of PI 34.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e., endorsing PI 34 and directing UW System Administration and UW System institutions to support implementation of PI 34.

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

Phone: 608-262-2324

Fax: 608-262-5739

Program Authorization (Implementation)
B.A./B.S., Theatre Arts
University of Wisconsin-Oshkosh

EDUCATION COMMITTEE

Resolution I.1.g.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Oshkosh and the President of the University of Wisconsin System, the Chancellor be authorized to implement the re-titling of the Emphasis in Theatre Arts as a B.A./B.S. in Theatre Arts.

**PROGRAM AUTHORIZATION
RE-TITLING OF B.A./B.S. in THEATRE ARTS
UW-OSHKOSH
(IMPLEMENTATION)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in *University of Wisconsin System Academic Planning and Program Review* (ACIS-1.revised), the University of Wisconsin-Oshkosh presents the proposal for a Bachelor of Arts/Bachelor of Science in Theatre Arts for implementation. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The institution and UW System Administration will conduct that review jointly, and the results will be reported to the Board.

The theatre program at UW-Oshkosh has been offered as an emphasis within the Communication major since 1970. In recent years, the theatre curriculum has been developed into something akin to a major to meet the educational needs of students and the artistic standards of the theatre profession. This proposal asks that the program be granted the status of a major within the Department of Communication. In its current status as an emphasis, the theatre program represents an underutilized resource. By upgrading it to the status of a major, the program will leverage its existing resources to market itself more effectively at no additional cost to the institution. Major status will allow the theatre program to make better use of resources, facilities, and faculty expertise by helping to:

- Attract highly motivated high school students who are seeking a theatre major;
- Retain current students who decide to pursue a theatre major;
- More accurately identify the skills of our graduates for potential employers.

REQUESTED ACTION

Approval of resolution I.1.g.(1) authorizing implementation of the re-titling of the B.A./B.S. in Theatre Arts, UW-Oshkosh.

DISCUSSION AND RECOMMENDATIONS

Program Description

The Theatre Arts major, like the emphasis it will replace, will continue to be housed in the Theatre area within the Department of Communication. Students will complete 34-36 credit hours for the Theatre Arts major. Each student will be required to complete a core of 21-22 hours, which includes courses in the performance and design/technical areas. The core also includes three courses in dramatic theory and theatre history. The student will elect 12-15 hours in one of three tracks: acting, design/technical, or integrated. The curriculum within these tracks takes the form of carefully structured four-semester sequences of team-taught courses. Finally, the student will demonstrate his/her level of competency through an individually tailored senior project.

Program Goals and Objectives

The theatre program has a strong commitment to the pursuit of professional artistic standards within a liberal arts setting. The program offers a healthy balance between breadth and specialization, which nurtures the students' intellectual, artistic and personal growth through exposure to a wide range of disciplines. Understanding that the bulk of its graduates may not pursue careers in theatre, the program focuses on the development of such transferable marketable skills as problem-solving, interpersonal relations, speaking, writing, understanding complex human motivations, integrating diverse technologies, and managing complex, time-sensitive projects. The theatre program seeks to build a foundation of solid artistic skills that will allow students to compete for positions in the best professional training programs and, at the same time, prepare them for the private sector in a wide range of management and related positions. For those who choose not to pursue a theatre-related career, their undergraduate experience will prepare them for a lifetime of creative and intellectual fulfillment through avocational theatre participation.

Relation to Institutional Mission

Through its curriculum, the theatre program advances the University's mission "to provide undergraduate course-work designed to develop learning proficiencies and to cultivate the values and the perspectives of educated citizens." The theatre production program challenges "students to develop their talents, intellectual interests and creative abilities." The University's mission "to extend knowledge and its application beyond the boundaries of its campus" is enhanced through aggressive audience development in the Fox Valley community. During the first week of the fall semester, the theatre produces a play as part of "Odyssey," the university's orientation program for incoming freshmen. The university has received national recognition as the only college to incorporate theatrical performance into its orientation program.

Strengths/Unique Features

The Theatre Arts major is able to accomplish its double mission of liberal arts training and pre-professional preparation through an efficient, integrated curriculum. By keeping the required credit hours for the major at one-third (or less) of the total credit hours required for graduation, the major preserves students' freedom to pursue a breadth of interests outside the area of concentration. This efficiency is accomplished through an integrated studio sequence which incorporates: 1) team teaching; 2) strict sequencing of course content; 3) extended classroom contact (two hours per week for every credit hour earned); 4) integration of diverse but related subject matter into an integrated classroom experience; 5) use of technology in many aspects of the training process.

Accreditation

The accrediting agency in this field is the National Association for Schools of Theatre. In the most recent program review of the Theatre Program (1999), the outside reviewer noted that the present curriculum for the Theatre Arts Emphasis meets the minimum standards for accreditation for the bachelor's degree in theatre. The Theatre Program will evaluate the appropriateness of application for accreditation after the first five years of the implementation of the theatre major.

Evaluation from External Consultants

Two external reviewers associated with university theatre programs have commented favorably on the proposal. One reviewer concludes his report: "I once again whole-heartedly endorse this proposal. UW-Oshkosh has the staff, facilities and a solid curriculum already in place. These clearly lead one to the conclusion that a theatre major would be ideally housed there." The second reviewer, a former faculty member at UW-Green Bay, remarks, "I know that the Oshkosh program would be a welcome addition to the statewide system." His appraisal of the curriculum attests to the unique features of the program: "There are so many good ideas in this proposal that I will be showing some of them to our faculty."

Need

The opportunity for exposure to, and participation in the arts is essential to any well-rounded college experience. This requires a strong, vital art presence on every campus. As the art form that integrates many other arts (e.g., literature, painting, dance, music), theatre makes a unique contribution to the artistic life of a campus. A high quality theatre production program requires the presence of a talented and committed group of student performers and technicians. A theatre major will help to attract and retain a larger student talent pool. In this way, not only will the students in the program be benefited, but also the cultural and intellectual life of the entire campus will be enhanced.

The demand for theatre programs in this part of the state is not being met. UW-Green Bay, which is the only other four-year degree granting institution in this service area that offers a bachelor's degree in theatre, has by its own estimate reached the maximum number of majors (75) it can support. UW-Stevens Point, which focuses primarily on its professionally oriented BFA degree in theatre, has also reached its maximum enrollment.

Projected Enrollment

Year	2002-03	2003-04	2004-05	2005-06	2006-07
New students admitted	10	12	15	19	24
Continuing students	30	32	34	36	39
Total enrollment	40	44	49	55	63
Graduating students	8	10	13	16	19

Comparable Programs in Wisconsin

While several UW institutions offer BFA degrees or undergraduate education in conjunction with nationally recognized graduate programs, there are four UW institutions which offer only the B.A./B.S. degree in theatre: UW-Eau Claire and UW-La Crosse on the western side of the state, and UW-Green Bay and UW-Parkside on the eastern side. UW-River Falls is also currently seeking authorization to change its program designation from a concentration to a major. Private colleges within the state that have theatre programs are: Lawrence, Ripon, Viterbo, Cardinal Stritch, Beloit, Marquette, Lakeland and Carroll.

It is important to note that, unlike competing businesses, multiple arts organizations do not dilute a fixed market. Theatre production organizations in close proximity to one another actually help to grow each other's audiences. A positive experience in one theatre will increase demand from which all theatres in the area will benefit.

Comparable Programs outside Wisconsin

The Theatre Program appears comparable to those at Hamline University, Gustavus Adolphus, St. Olaf College, and Illinois Wesleyan University, in number and types of courses offered. Public institutions in neighboring states that have similar programs include: Northern Michigan University, Central Michigan University, Bowling Green University, Mankato State University, and University of Northern Iowa.

Collaboration

The UW-Oshkosh theatre program is presently exploring opportunities to cooperate with other institutions for some theatre classes such as the History of Styles. The theatre program maintains a close working relationship with its sister institutions through participation in Wisconsin theatre department chairs meetings, unified state auditions sponsored by the Wisconsin Theatre Education Association, and adjudication of other university productions through the Midwest Region of the American College Theatre Festival.

Use of Technology

The theatre program has embraced digital technology to support both its curricular and production activities. It has made the transition from analogue to digital lighting and sound control in productions. Design/technical classes are taught in a computer laboratory. Computer-generated projections are used in large lecture classes. Main stage productions regularly use digital projections. All theatre students are required to learn a computer-aided drafting (CAD) program. The nature of live theatre performance argues against the use of distance education except in non-performance courses such as theatre history and dramatic literature.

Academic and Career Advising

In addition to the traditional role of academic advisor, theatre faculty members also act as artistic collaborators with their students through the production program. Typically, a faculty member will spend twice the amount of time with students outside the classroom as inside the classroom. Through this extensive contact, faculty members play a significant role in the students' artistic, intellectual and personal growth. As they approach graduation, faculty members offer career advice and coach students in such job-seeking skills as resume writing, auditions, and portfolio presentation, creating links with professional organizations, and establishing internships.

Assessment

A set of eight program goals has been established which reflects the three areas of skills, knowledge, and attitude. Assessment of these goals will be based on multiple measures such as portfolio review, production activity file, course grades, and a senior capstone experience. The theatre program is particularly interested in student learning outcomes, seeks to tailor teaching strategies to meet the changing needs of individual students, and is currently exploring strategies at the program level for improving writing skills. In addition to data collected from current students, periodic surveys of alumni will also be conducted. These findings will be used for future program review and curricular revisions.

Resource Needs

The implementation of the Theatre Arts major will require no significant increase over the resources currently allocated to the Theatre Arts Emphasis. All courses in the curriculum are being offered, and all of the faculty lines are in place.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.g.(1), authorizing implementation of the re-titling of the B.A./B.S. in Theatre Arts, UW-Oshkosh.

RELATED REGENT POLICIES

University Wisconsin System Academic Planning and Program Review (May, 2000), Academic Informational Series #1 (ACIS-1.revised).

Theatre Major

Summary of Estimated Costs and Resources for Proposed Program

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Fac/Acad Staff	6.0	271,209	6.0	279,345	6.0	290,519
Undergrad Assistants	2	2,500	2	2,500	2	2,500
Classified Staff	.65	19,221	.65	19,798	.65	20,500
Non-personnel						
S&E	5,399		5,400		5,400	
Capital Equip.	5,000		5,000		5,000	
Library	Not Allocated by		Program			
Computing	1,500		1,500		1,500	
Other (Define)						
Production Expense	68,602		68,602		68,602	
Subtotal	373,431		382,145		394,111	
ADDITIONAL COSTS (Specify)	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Nonpersonnel						
Other						
Subtotal						
TOTAL COSTS	373,431		382,145		394,111	
CURRENT RESOURCES						
GPR	304,829		313,543		325,509	
Gifts and Grants						
Fees						
Other (Define)						
Segregated Fees	42,500		42,500		42,500	
Ticket Revenue	26,102		26,102		26,102	
Subtotal	373,431		382,145		394,111	
ADDITIONAL RESOURCES						
GPR Reallocation (specify from where))						
Gifts and Grants						
Fees						
Other (Define)						
Subtotal						
TOTAL RESOURCES	373,431		382,145		394,111	

Program Authorization (Implementation)
B.A./B.S., Theatre Arts
University of Wisconsin-River Falls

EDUCATION COMMITTEE

Resolution I.1.g.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the Chancellor be authorized to implement the re-titling of the Emphasis in Theatre Arts as a B.A./B.S. in Theatre Arts.

4/05/02

I.1.g.(2)

**PROGRAM AUTHORIZATION
RE-TITLING OF B.S./B.A. in THEATRE ARTS
UW- RIVER FALLS
(IMPLEMENTATION)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in *University of Wisconsin System Academic Planning and Program Review* (ACIS-1.revised), the University of Wisconsin-River Falls presents the proposal for a Bachelor of Arts/Bachelor of Science in Theatre Arts for implementation. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The institution and UW System Administration will conduct that review jointly, and the results will be reported to the Board.

The Theatre Arts Major will replace the existing Theatre Arts Emphasis within the Department of Speech Communication and Theatre Arts in the College of Arts and Science. A theatre program has existed at UW-River Falls since 1909. By 1962, an emphasis in Theater and Oral Interpretation existed within a Speech Major. By 1982, a fully developed, 36-credit theatre emphasis was offered. During the 1997 program review, an external reviewer encouraged the department to change the program designation from “emphasis” to “major.”

The re-titling from “emphasis” to “*major*” is requested at this time for the following reasons:

- The term “major” accurately describes the existing program. This is, in effect, a change in name only.
- UW-River Falls' proximity to the Twin Cities metropolitan area provides unique opportunities for student learning and graduate employment.
- A major would meet student demand, make it easier to recruit talented students, and make better and more efficient use of excellent facilities and faculty.
- A major would assist students in gaining admittance to graduate programs and pursuing theatre careers.

REQUESTED ACTION

Approval of resolution I.1.i.(2) authorizing implementation of the re-titling of the B.A./B.S. in Theatre Arts, UW-River Falls.

DISCUSSION AND RECOMMENDATIONS

Program Description

The major, like the emphasis it replaces, will be offered by the Department of Speech Communication and Theatre Arts (SCTA). The major will include thirty-six credits: 23 required credits (including an internship, a research course, and a senior portfolio course) and 13 directed electives. This is identical to the existing theatre emphasis and comparable to majors offered on other UW campuses. Students choose various minors, depending upon their vocational objectives. Future performers minor in Dance, Music, or Music Theatre. Future designer/technicians minor in Art or Computer Science. Theatre historians minor in English or History, and Arts Management students minor in Business or Professional and Organizational Communication. The academic program is complemented by the co-curricular activities of the University Theatre and the St. Croix Valley Summer Theatre, a semi-professional summer stock company run by the department.

Program Goals

The goal of the proposed theatre major is to train students to be creative problem-solvers, critical thinkers, and good communicators through the study and practice of the theatre arts so that they can make meaningful contributions to the modern theatre and to the community. It is a liberal arts program that also develops vocational skills in performance, design, directing, technology, and playwriting. Graduates are theatre generalists, qualified to seek employment in arts management, performance, technical theatre, or business. Some elect to attend graduate school in theatre or a related discipline. Others go on to apply their unique skills and training in theatre to other disciplines.

Relationship to Institutional Mission

This proposal supports and strengthens the ability of UW-River Falls to fulfill its mission to “offer liberal arts programs and degrees to meet regional needs in the arts,” and to provide for “scholarly activity, including research, scholarship and creative endeavor.” Finally, the proposed program enriches life in the region “by providing artistic, scientific and other cultural events.” The theatre major will enable the department to recruit students more effectively, thereby increasing its enrollment. A greater number of students will enable the department to provide more Wisconsin residents with training in the very special art of live performance, to use excellent campus facilities more effectively, and to enhance the quality and quantity of theatre productions offered to the university community and the region.

Need

A vital theatre program is essential to the health and well being of a region and a community. Historically, university theatres have been essential to the culture of communities whose members are otherwise cut off from live theatre. The presence of the theatre program contributes to the quality of life in the St. Croix Valley by creating a culture rooted in this specific community. Theatre cannot be mass-produced or shunted from place to place. It is

rooted in the exchange between live actors and audience members coming together in a specific place to share significant stories and create a sense of regional identity.

U.S. Department of Labor (DOL) statistics indicate that employment among professional performing artists – actors, stage musicians, directors, and producers – is expected to increase by 21 to 35 percent from 1998 to 2008. A similar outlook is reported for employment in the technical and design fields. The DOL also reports that foreign demand for American productions, combined with a growing domestic market, should stimulate demand for performers and other professional personnel. Finally, the DOL reports that an increasing population and a greater desire to attend live performances will fuel this demand, that attendance at stage productions is expected to grow, and that touring productions of Broadway plays and other large shows are providing new opportunities for performers, directors, and technicians. These trends are corroborated by information in the *Encyclopedia of Career and Vocational Guidance*.

The Twin Cities is home to the second largest theatre community in the United States. Although theatre is a profession in which competition for employment is national rather than local, UW-River Falls theatre graduates will be ideally placed to find theatrical employment.

Since 1990, enrollment in the existing emphasis has increased from 16 students to 29 students. This has occurred without any special recruitment efforts and in a context in which students are often unaware that it is possible to receive theatre training on campus.

Comparable Programs in Wisconsin

The University of Wisconsin System offers three categories of theatre majors. UW-Madison and UW-Milwaukee offer undergraduate education in conjunction with nationally recognized graduate programs. UW-Stevens Point, UW-Whitewater, and UW-Superior offer professionally oriented B.F.A. degrees along with B.A. and B.S. degrees. UW-Green Bay and UW-Parkside in eastern Wisconsin, and UW-Eau Claire and UW-La Crosse in the west, focus on the B.A./B.S. undergraduate programs. UW-Oshkosh is also seeking authorization to change its program designation from a concentration to a major, which will make it the third program on the eastern side of the state. The proposed major at UW-River Falls would be the third B.A./B.S. degree in western Wisconsin.

Undergraduate theatre majors exist at most independent colleges, including Lawrence University, Ripon College, and Viterbo University. Clearly theatre majors and production programs contribute to the artistic and cultural health and breadth of their local communities. Being rooted in those communities allows these programs to respond to local needs and issues, to provide live performance to a broad range of audiences, and to train theatre students to continue to engage with local and/or regional arts programs following graduation. The connection between performance programs and the campus, as well as the larger community, make both tangible and intangible contributions.

Comparable Programs Outside Wisconsin

The proposed major will be similar to those at most liberal arts colleges across the nation. Within the region, similar programs are offered at Mankato State University, St. Cloud State University, and the University of Minnesota, Duluth. Among private colleges, the University of St. Thomas/St. Catherine, Hamline University, and St. Olaf College offer similar liberal arts majors.

Collaboration

The department participates in state and national activities including the Council of Theatre Chairs, the Wisconsin Theatre Auditions, the Wisconsin Alliance of Arts Education and the American College Theatre Festival. The opportunity to share resources with UW-Eau Claire is being explored, including an agreement to share guest artist opportunities and to investigate using Distance Learning Technologies to share specialized courses in the areas, e.g., theatre history and dramatic literature.

Use of Technology/Distance Learning

Because technology is essential to many aspects of theatre, including design and management, all theatre majors will be exposed to the uses of technology. In the academic program, technology is used in many classroom settings including Lighting (MacLux Pro, Virtual Light Lab) and Scene Technology (CAD). The Internet is used for research to support many academic areas such as Design, Theatre History, Acting and Arts Management. In the production program, students are trained to use computer lighting control boards, digital sound editing, computerized drawing tools, and computerized ticketing and reservation systems. The department is seeking funds for the development of a computer laboratory to be shared with the Department of Art.

Academic and Career Advising

Each student is assigned an academic advisor in his/her area of interest. That faculty member and other department members are available to offer academic and career guidance throughout the student's collegiate career. Faculty members mentor students in audition techniques, portfolio development, and interviewing techniques. In addition, all students are required to complete "Careers in Theatre," a course in career planning, and "Senior Seminar" for which students prepare and present professional portfolios. The department maintains career-planning references. The Career Services Office offers a special seminar for students in the arts each year.

Projected Enrollments

Year	2002-03	2003-04	2004-05	2005-06	2006-07
New Students Admitted	3	6	7	9	10
Continuing Students	25	25	27	29	33
Total Enrollment	28	31	34	38	43
Graduating Students	3	4	5	5	6

Assessment and Program Evaluation

Program assessment will be conducted in conjunction with the required Senior Seminar. The assessment will consist of two parts: 1) a senior-year exit interview, and 2) a questionnaire designed to assess student involvement in the program. The results of both will be summarized and compiled annually in order to provide year-to-year comparisons and data that may be used when making changes to the program. Graduate tracking has already begun to determine student career paths and satisfaction with the program. The department is currently engaged in identifying learning objectives for the major and in determining effective ways to measure that these objectives have been met.

The department undertakes a self-study every seven years as required by the University. This review includes the creation of a self-study document, the implementation of student and alumni surveys, visits and review by an on-campus team, and evaluation by an outside assessor. The assessment leads to goal-setting and action agendas.

Evaluation from External Auditors

The external evaluations of the program have been positive. Evaluator Ruthann Benson (UW-La Crosse) cited both the location and the depth of the program in urging the pursuit of major status. Susan Rush (Viterbo University) noted that, in fact, the program “is a theatre major; it is just not called one yet,” and also applauded the lengths to which the department has gone to integrate technology into the program. Leroy Stoner (UW-Milwaukee) commended the Liberal Arts approach to theatre education.

Resource Needs

No additional resources are required to support the theatre major. All courses required for the program are currently being offered. All of the faculty lines are currently in place.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.g.(2), authorizing implementation of the re-titling of the B.A./B.S. in Theatre Arts, UW-River Falls.

Related Regent Policies

University of Wisconsin System Academic Planning and Program Review (May 2000), Academic Information Series #1 (ACIS-1.revised).

Estimated Total Costs and Income

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Fac/Acad Staff	4	204,378	4	212,553	4	221,005
Grad Assistants	0	0				
Classified Staff	.5	13,600	.5	14,200	.5	14,600
Non-personnel						
S&E	38,025		38,025		38,025	
Capital Equip.	0		0		0	
Library	2,560		2,560		2,560	
Computing	2,000		2,000		2,000	
Other (Define)						
Subtotal	260,563		269,338		278,190	
ADDITIONAL COSTS (Specify)	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel		0		0		0
Nonpersonnel		0		0		0
Other		0		0		0
Subtotal		0		0		0
TOTAL COSTS	260,563		269,338		278,190	
CURRENT RESOURCES						
GPR	229,038		237,813		246,665	
Gifts and Grants	1,725		1,725		1,725	
Fees (Annual Ticket Sales)	10,800		10,800		10,800	
Other (Seg. Fees)	19,000		19,000		19,000	
Subtotal	260,563		269,338		278,190	
ADDITIONAL RESOURCES						
GPR Reallocation (specify from where)	0		0		0	
Gifts and Grants	0		0		0	
Fees	0		0		0	
Other (Define)	0		0		0	
Subtotal						
TOTAL RESOURCES	260,563		269,330		278,190	

I.2. Business and Finance Committee

Thursday, April 4, 2002
1920 Van Hise Hall
1:30 p.m.

10:30 a.m. All Regents 1820 Van Hise Hall

- Admissions and Budget Update
- Resources: Building Our Resource Base - First Reading on Options
- Quality: Issues Relating to the Future of Academic Libraries

12:00 p.m. – Development Luncheon

- Milwaukee Partnership Academy

1:00 p.m. - UW-Stout Baldrige Award Criteria Presentation

1:30 p.m. or upon conclusion of All Regents Session

- a. Building Our Resource Base
 - (1) Discussion of First Reading on Options
- b. UW-Stout: Using the Baldrige Criteria for Business Operations Improvement
- c. Trust Funds
 - (1) Proxy Voting Guidelines
[Resolution I.2.c.(1)]
- d. Meta-Data and Digital Asset Management
- e. Committee Business
 - (1) Approval of the Minutes of the March 7, 2002 Meeting
- f. Report of the Vice President
- g. Additional items which may be presented to the Committee with its approval
- h. Closed session to consider trust fund matters as permitted by s.19.85(1)(e), *Wis. Stats.*

University of Wisconsin System Trust Funds
Revision of Procedures and Guidelines for Voting Proxies

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon the recommendation of the Regent Business and Finance Committee, the attached revised University of Wisconsin Trust Funds Procedures and Guidelines for Voting Proxies be adopted.

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS REVISION OF PROCEDURES AND GUIDELINES FOR VOTING PROXIES

EXECUTIVE SUMMARY

BACKGROUND

Regent Policy 92-4 contains the current proxy voting policy for UW System Trust Funds. As currently written, this policy allows the delegation of proxy voting authority on routine proposals to the external investment managers. Non-routine proposals, particularly those dealing with discrimination, the environment, or substantial social injury (issues addressed under Regent Policies 78-2, 74-3(a), and 97-1, respectively), are to be reviewed with the Chairman or Vice Chairman of the Business and Finance Committee to develop a voting position.

Recognizing the need for the entire Business and Finance Committee to be more aware of and informed about issues involving corporate social responsibility, particularly as they may relate to existing Regent policies, the Chairman and the Committee suggested that the entire Committee should be involved in the development of voting positions on such issues. A draft of revised proxy voting guidelines reflecting these changes was presented to the Committee in closed session on March 7, 2002.

REQUESTED ACTION

Approval of proposed changes to the Procedures and Guidelines for Voting Proxies for the University of Wisconsin System Trust Funds.

DISCUSSION

The proposed revisions primarily reflect that the full Business and Finance Committee will now be involved in the proxy voting process. Other revisions were made to more clearly describe the procedures that Trust Funds will follow to ensure that non-routine proposals are voted in accordance with Regent policies and Regent decisions.

RELATED REGENT POLICIES

Regent Policy 92-4 - Procedures and Guidelines for Voting Proxies for Trust Funds - adopted 4/10/92 under Resolution 6086

**University of Wisconsin System
Trust Funds
Procedures and Guidelines for Voting Proxies**

- I. For internally managed assets, the Trust Officer or Assistant Trust Officer studies all proxies and votes routine proposals in accordance with management's recommendations. For externally managed assets, proxies dealing with routine issues will be voted by the respective portfolio managers in accordance with each manager's proxy voting guidelines.

Routine issues are defined as:

- A. Election of directors, unless there is knowledge that a nominee has been found guilty or has pleaded guilty or nolo contendere in a criminal action;
- B. Election of auditors;
- C. Elimination of preemptive rights;
- D. Management recommendations regarding adding or amending indemnification provisions in charters or by-laws;
- E. Authorization to issue common stock under option and incentive plans provided that:
 - (1) an actual or equivalent lowering in the exercise price is not being recommended for shares covered by existing plans, and
 - (2) the maximum increase in shares outstanding over the life of the plan(s) does not exceed an average of 1 per cent per year based on the number of shares outstanding on the date of notice of the meeting.
- F. Issuance of additional shares of stock for corporate purposes provided the issuance is supported by the portfolio manager and shares are not expressly issued to prevent a takeover.
- G. Changes to the Board of Directors, proposals relating to cumulative voting, annual election of directors, and staggered Boards; provided the proposal is supported by the portfolio manager.
- H. Outside director compensation (cash plus stock plans) provided the compensation of the outside directors does not exceed 1% of net income.

- II. For both internally and externally managed assets, non-routine issues will be reviewed with the Business and Finance Committee to develop a position on how the proposals should be voted.

Non-routine issues are defined as:

- A. Acquisitions and mergers;
 - B. Stockholder proposals opposed by management and not supported by the portfolio managers;
 - C. Amendments to corporate charter or by-laws which might materially affect shareholder rights;
 - D. All issues where the tentative recommendation is to vote against management's position;
 - E. Issues dealing with discrimination (per Ch 36.29 *Wis. Stats.* and Regent Policies 78-1 and 78-2), the environment (per Regent Policy 74-3(a)), or with substantial social injury (per Regent Policy 97-1);
 - F. Any other issue not covered in I.
- III. The Trust Funds Office will regularly identify non-routine issues for and provide analyses to the Committee to assist it in its review. In analyzing proxy proposals, a variety of information sources may be used, including: our portfolio managers, the proxy statement, the corporation management, the resolution sponsor, the investment community, media reports, and special services such as the Investor Responsibility Research Center.
- IV. To ensure that non-routine proxy proposals are identified, analyzed and reviewed, and that the Committee's voting position is properly determined, conveyed to portfolio managers and then tracked for compliance, the following procedures will generally be followed:
- A. During the first quarter of each year, the Trust Funds Office will identify all non-routine shareholder proposals for the upcoming proxy season (primarily March through May). To the extent possible, these proposals will be grouped into identifiable "issues" (or themes).
 - B. Trust Funds will research and analyze any new non-routine, controversial issues or company-specific proposals. These analyses will consider, among other things, the following factors:
 - Application/interpretation of Regent policies
 - Background and technical requirements of shareholder proposals

- Expected impact on firms' financial position
- C. Trust Funds will present the following to the Committee annually for its review (generally at the March Board of Regents meeting; for "off-season" proxies, these will be brought to the Committee at the nearest monthly meeting where possible):
- A list of new non-routine issues and any company-specific proposals for the upcoming proxy season, to which an existing Regent policy (may) apply
 - A list of previously approved non-routine issues
 - Write-ups/analyses of new and previously approved issues (approved for affirmative voting)
 - A list showing each specific upcoming proposal, by company, and the relevant Regent policy which (may) apply, and the recommended vote (if the shareholder proposal is consistent with Regent policy, does not impose unnecessary or burdensome requirements on the firm, and is not expected to have a highly negative impact on the firm's financial position, an affirmative vote will generally always be recommended)
- D. The Committee will then vote on all upcoming shareholder proposals presented to them.
- E. Based on the Committee's approvals, Trust Funds will vote the proxies accordingly or will provide the specific voting instructions to the external portfolio managers where necessary.
- F. Portfolio managers will provide quarterly reports of all proxy voting activity for their Trust Funds' portfolios. This reporting will include a summary of each issue, the management recommendation, and the actual vote cast by the manager. Trust Funds staff will review these reports to verify compliance with instructions. Annual notification letters will also be sent to managers reminding them of the Trust Funds proxy voting policy and summarizing its requirements. (In addition, as part of the investment manager search and procurement process, manager candidates will be informed that complying with the proxy voting policy is a mandatory requirement.)
- G. The Trust Funds Office will maintain all supporting research and documentation of proxy votes cast on behalf of the Trust Funds.
- H. Trust Funds will present to the Committee at least annually, the results of the proxy voting season (generally at the September or October Board of Regents meeting).

I.3. Physical Planning and Funding Committee

Thursday, April 4, 2002
Room 1511 Van Hise Hall
1:30 p.m.

10:30 a.m. All Regents

- Admission and Budget Update
- Resources: Building Our Resource Base – First Reading on Options
- Quality: Issues Relating to the Future of Academic Libraries

12:00 p.m. All Regents

Development Luncheon

- Milwaukee Partnership Academy

1:00 p.m. All Regents

- UW-Stout Baldrige Award Criteria Presentation

1:30 p.m. (or upon conclusion of All Regent Sessions)

Physical Planning and Funding Committee - Room 1511 Van Hise Hall

- a. Approval of minutes of the March 7, 2002 meeting
- b. Report of the Assistant Vice President
 - Building Commission Actions
 - Other
- c. Continuing Discussion of Issues Relating to the Future of Academic Libraries
- d. UW-Madison: Memorial Union Elevator Repair
\$493,000 Program Revenue Supported Borrowing
[Resolution I.3.d.]
- e. UW-Stevens Point: Acceptance of a Gift of Land and Buildings at Treehaven
[Resolution I.3.e.]
- x. Additional items which may be presented to the Committee with its approval

Authority to Construct a Memorial Union
Elevators Repair/Replacement Project,
UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to construct a Memorial Union Elevators Repair/ Replacement project, estimated at a total project cost of \$493,000, using Program Revenue–Cash.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2002

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to construct a Memorial Union Elevators Repair/ Replacement project, estimated at a total project cost of \$493,000, using Program Revenue–Cash.
3. Description and Project Scope: This project will modernize three elevators in the Memorial Union. Complete modernization of the two traction, five-stop passenger elevators will include replacement of DC motor-generator drive equipment with AC motor-drive, microprocessor-based equipment and relocation and modification of the elevator controls to meet ADA requirements. The finishes of the passenger elevators will be upgraded to reflect the historical character of the building. The hydraulic, two-stop freight elevator serving the basement kitchen and loading dock will be completely removed and replaced. Related work will include necessary electrical, HVAC and fire alarm modification.
4. Project Justification: This project will modify three of the four elevators in the Memorial Union. Two of the units are passenger elevators and one is used exclusively for freight. The elevators are in constant use and, other than routine maintenance, have not been refurbished since they were installed in 1928 and 1938. A separate study will be conducted to determine the feasibility of constructing a new elevator to replace the Commons freight elevator.

The Memorial Union has always been a favorite meeting place for students, faculty and visitors to the UW-Madison campus since opening in October 1928. Today, the Union averages over 15,000 visitors daily, and as many as 3,000 events are scheduled in Union facilities each month. The high-volume of traffic and diverse activity require the support of reliable and accessible elevators. However, the age and condition of the elevators have resulted in unreliable service and frequent downtimes related to service interruptions. In addition, it is getting more difficult to attract contractors to provide routine elevator maintenance. The identified work has been recommended by a consultant.

The commons passenger elevator and the central passenger elevator are integral in providing access to the public functions held throughout the Memorial Union. The freight elevator is integral to the operations of the central kitchen. All food ingredients are delivered to the kitchen using this elevator. Similarly, all finished food products shipped to the Union's six external food service operations as well as Union South are transported from the kitchen to the loading dock using this elevator.

The Memorial Union will continue operations while the elevators are being updated. The proposed elevator work will be accomplished sequentially in an effort to minimize inconvenience to staff and the public. If possible, more critical phases of the work will be scheduled during periods of lower building use, such as between semesters and during summer months.

This proposal is among several infrastructure projects being considered for implementation in the Memorial Union and Union South over the next several years. A Memorial Union Kitchen renovation project was recently completed, and remodeling of the Main Lounge is currently underway and anticipated for completion by fall 2002. Potential future work includes fire alarm system updates for Memorial Union and Union South, and electrical, plumbing, HVAC, and general building updates in Memorial Union. In 2001, the students approved a Seg fee increase of \$1.20 per student per semester to provide a funding supplement to undertake proposed repairs and improvements.

5. Budget: A consultant provided the following cost estimate:

Construction	\$396,000
A/E Design Fee	32,000
DFD Management	18,000
Contingency	<u>47,000</u>
Estimated Total Project Cost	\$493,000

6. Previous Action: None.

Acceptance of Gift of Land and Buildings at
Treehaven, 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: (a) to accept a gift of approximately 12 acres of land, three existing buildings and one new 2-unit cabin from the UW-Stevens Point Foundation at the University owned Treehaven Field Station near Tomahawk, Wisconsin, Lincoln County; and (b) for the officers of the Board of Regents to enter into a land use agreement with the UW-Stevens Point Foundation to permit the Foundation to construct three additional 2-unit cabins at an estimated cost of \$180,000 each, gift funds.

THE UNIVERSITY OF WISCONSIN SYSTEM
Request for
Board of Regents Action
April 2002

1. Institution: University of Wisconsin-Stevens Point
2. Request: Requests authority: (a) to accept a gift of approximately 12 acres of land, three existing buildings and one new 2-unit cabin from the UW-Stevens Point Foundation at the University owned Treehaven Field Station near Tomahawk, Wisconsin, Lincoln County; and (b) for the officers of the Board of Regents to enter into a land use agreement with the UW-Stevens Point Foundation to permit the Foundation to construct three additional 2-unit cabins at an estimated cost of \$180,000 each, gift funds.
3. Description and Scope of Project: This gift of 12 acres of land and buildings from the UW-Stevens Point Foundation will expand and smooth the irregular boundaries of the University owned 6.9-acre Treehaven natural resource and education center near Tomahawk, Wisconsin. The 12 acres of land to be transferred includes an existing maintenance building, storage barn, small living quarters, and a yet-to-be-constructed 2-unit cabin. The consolidated 18.9 acre parcel will be approximately 825 feet by 1000 feet. The property transfer will occur after the new 2-unit cabin has been completed.

The Foundation will design and construct the first 2-unit cabin during the summer of 2002, and three additional cabins over the next several years on the donated land using gift funds. The additional cabins will be constructed under the terms of a land use agreement between the UW-Stevens Point Foundation and the Board of Regents. Construction of all four new 2-unit cabins will proceed only after review and approval of the plans by the University System Administration and the State Division of Facilities Development. The approximately 1,800 GSF cabins will house UW-Stevens Point College of Natural Resource faculty and staff during 12-week student field training programs required for completion of a degree. When not used by the College of Natural Resources the cabins will house personnel attending other training programs. Each cabin will include two bedrooms, bathrooms, and a living space with galley kitchen/dine-in facilities. The estimated cost of each cabin is \$180,000.

The buildings received through approval of this request will be provided with gift funds. Operation and maintenance of the facilities will be consistent with past and current operating practices. Normal maintenance and operating costs for buildings will be funded from program revenues while major improvements or repairs have been split funded half program revenue and half general purpose revenues.

4. Justification of the Project: The current 6.9 acres of land for the University owned Treehaven facility was given to the University by the UW-Stevens Point Foundation in 1984. The Foundation received the land in 1979 as part of a 960-acre gift designated by

deed restriction to support environmental education. The deed further restricted the transfer of land to the University to no more than 10 acres. The irregular boundaries of the current 6.9 acres of University land was drawn to comply with the 10-acre restriction and to provide for construction of the initial facilities, with 3 acres in reserve for future needs. The existing Treehaven Facilities were constructed beginning in 1984, as state projects funded by a combination of gift, program revenue and general purpose revenue supported borrowing.

Two buildings and an addition were constructed by the Foundation on Foundation land following the transfer of the 6.9 acres in 1984. The original grantor of the property has recently amended the deed to permit up to 20 acres to be transferred to the University. This land transfer will smooth the irregular boundaries to include the three existing structures, and provide sufficient land for the four new cabins and future construction and utilities. An environmental audit was conducted of the property to be gifted and revealed no problems in terms of past uses, waste, other environmental hazards.

A long-standing need at Treehaven has been increased short-term lodging. Although meeting and dining spaces can serve groups up to 150 people, the sleeping quarters have a maximum capacity of 120. Also, during the twelve weeks of the required summer College of Natural Resources student field training, professors are expected to live on-site. An existing four-bedroom cottage with shared bathrooms and living space has become insufficient to meet faculty and staff needs. To address needs, the master plan for Treehaven identifies a site for four two-unit cabins holding up to 32 people. Non-summer use of the cabins for other activities will generate revenue for their maintenance and upkeep.

A restricted monetary gift has been made to the UW-Stevens Point Foundation to build the first 2-unit cabin. The first cabin will serve as a model to raise funds for the remaining three. To enable construction to begin by summer 2002, the Foundation has contracted for architectural services to prepare plans with the understanding that the plans (and subsequent cabins) must be submitted and be acceptable to the UW System and DFD prior to bidding. The Foundation will then accept bids and arrange for construction under the designers' supervision as each cabin is funded.

5. Budget: None.

6. Previous Action:

May 6, 1988
Resolution 4057

Authorized to: (a) accept a gift-in-kind from the UW- Stevens Point Foundation of 4,300 GSF of additional space at the College of Natural Resources Treehaven Field Station in Lincoln County at a value not to exceed \$230,000, including equipment, and (b) for UW-Stevens Point to execute the necessary land use agreement between the Board of Regents and the UW-Stevens Point Foundation to allow the Foundation to construct the project on Regent-owned land at Treehaven

May 11, 1984
Resolution 3061

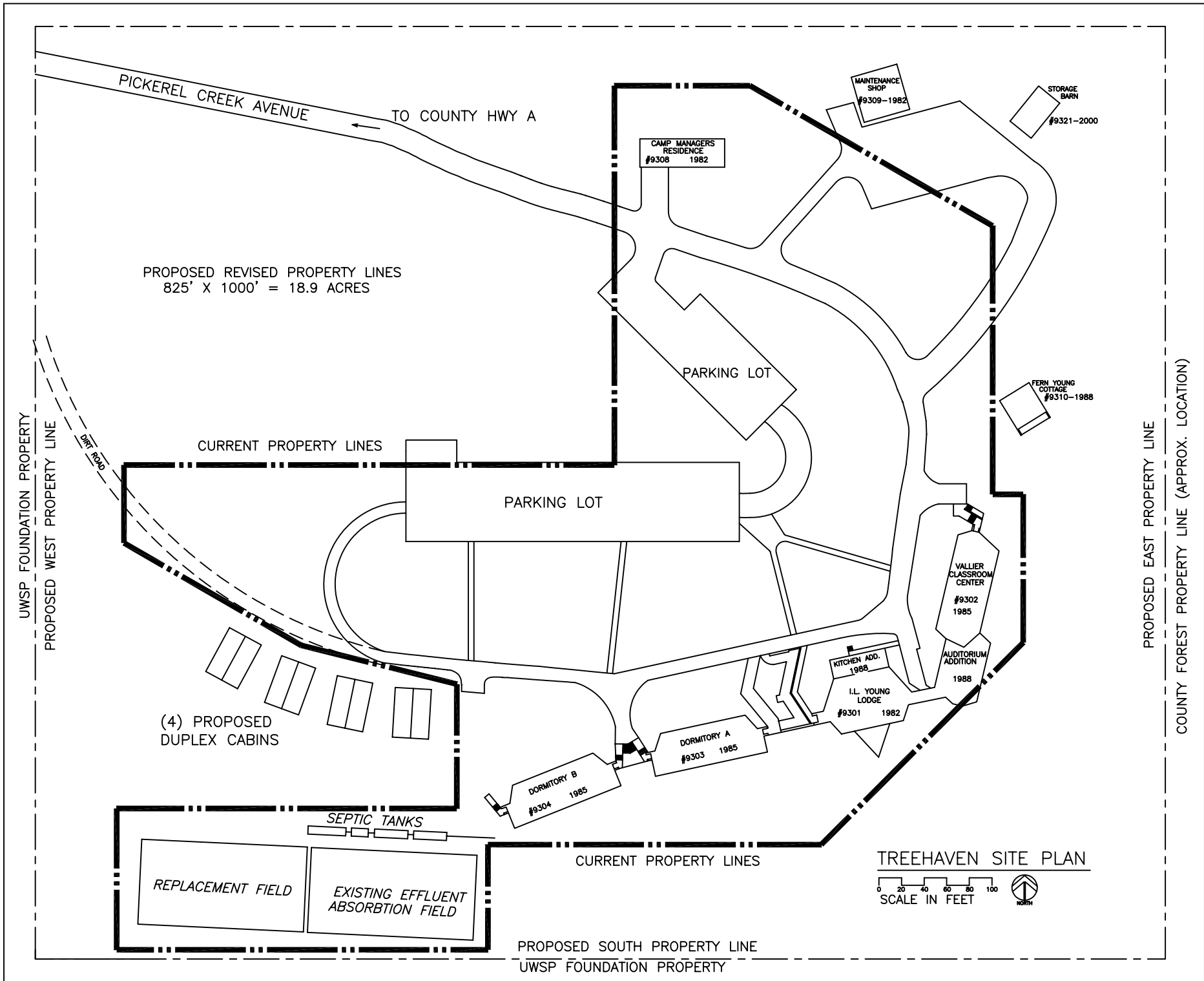
Authorized Treehaven Field Study Station Improvements, \$980,000 (\$520,000 - Non-GPR Program Revenues and \$460,000 – GPR Supported Bonding)

July 14, 1983
Resolution 2880

Authorized to plan, bid & construct a \$240,000, 48-person residence hall using Non-GPR Program Revenue and Gift funds at Treehaven Field Study Station

June 10, 1983
Resolution 2849

Approved the Transfer of UW-Stevens Point Natural Resources Summer Camp Program from Clam Lake to Treehaven for the summer of 1984



BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Friday, April 5, 2002

9:00 a.m.

1820 Van Hise Hall

1220 Linden Drive

Madison, Wisconsin

1. Calling of the roll
2. Approval of the minutes of the March 7th and 8th meetings
3. Report of the President of the Board
 - a. Report on the March 8th meeting of the Higher Educational Aids Board
 - b. Report on the March 22nd meeting of the Educational Communications Board
 - c. Report on the March 27th meeting of the Wisconsin Technical College System Board
 - d. Report on the April 3rd meeting of the Hospital Authority Board
 - e. Report on governmental matters
 - f. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
5. Report of the Education Committee
6. Report of the Physical Planning and Funding Committee
7. Report of the Business and Finance Committee
8. Additional resolutions
9. Communications, petitions or memorials
10. Unfinished or additional business
11. Recess into closed session to confer with legal counsel, as permitted by s. 19.85(1)(f), *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 2002-03

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

2003

January 9 and 10
(Cancelled, circumstances permitting)

February 6 and 7

March 6 and 7

April 10 and 11

May 8 and 9 (UW-Stevens Point)

June 5 and 6 (UW-Milwaukee)
(Annual meeting)

July 10 and 11

August 21 and 22
(Cancelled, circumstances permitting)

September 4 and 5

October 9 and 10 (UW-Oshkosh)

November 6 and 7

December 4 and 5

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

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.