

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

Held in the 1820 Van Hise Hall
UW-Madison
Thursday, December 9, 2004
11:00 a.m.

- President Marcovich presiding -

PRESENT: Regents Axtell, Bradley, Connolly-Keesler, Davis, Gottschalk,
Marcovich, McPike, Olivieri, Pruitt, Randall, Richlen, Rosenzweig, Salas,
Smith and Walsh

ABSENT: Regent Burmaster and Gracz

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Regent President Marcovich noted that Regent Burmaster was unable to attend the meeting because she was at an annual meeting in conjunction with her service as Chair of the National Center for Learning and Citizenship. Regent Gracz was unable to attend because he was involved in negotiations for his department in Milwaukee.

Representative Suzanne Jeskewitz

President Reilly introduced Representative Suzanne Jeskewitz, Chair of the Assembly Task Force that had spurred the work of the Committee on Baccalaureate Degree Expansion. He noted that Representative Jeskewitz has been a very helpful partner and colleague in the Legislature.

Wisconsin Technical College System President Dan Clancy

President Reilly introduced and welcomed Dan Clancy, who had just been appointed president of the Wisconsin Technical System, after serving as Interim President since former President Richard Carpenter left to take another position. During his eight years as Vice President for Finance and Policy, Mr. Clancy developed an intimate knowledge of the WTC System and is known for the accurate and complete information he provides. His extensive experience both in that system and in state government allows him to hit the ground running and provide effective leadership to the students, faculty and staff. Prior to joining the WTC System, Mr. Clancy worked for 17 years as a fiscal analyst and program supervisor with the Legislative Fiscal Bureau. He received a Bachelor's Degree in Social Science from Michigan State University and did graduate work in Public Policy Studies at the University of Michigan.

Noting that Wisconsin is fortunate to have Mr. Clancy at the helm of the WTC System, President Reilly indicated that he looks forward to further strengthening the partnership between the UW and the WTC systems under Mr. Clancy's leadership.

Regent Smith, President of the WTCS Board, said that the board had unanimously selected Mr. Clancy based on his vision for the future of the Technical College System in areas like access and economic development and on his experience and relationships in the public and private sectors that will serve the system well going forward. Noting that one of these important relationships is with the UW System, he indicated that he could think of no better person than Mr. Clancy to carry forward this growing partnership in credit transfer, baccalaureate degree expansion, and other areas.

EXPANDING BACCALAUREATE DEGREE COMPLETION IN WISCONSIN

In introductory remarks, Regent President Marcovich pointed out that Wisconsin lags behind many other states in numbers of baccalaureate degree holders, a circumstance that has an enormous impact on the vitality of the state's economy. A year ago, the Board of Regents directed that the UW System work with the WTC System to enhance credit transfer opportunities as one means to expand the number of baccalaureate degree holders.

He recognized and thanked WTCS colleagues for their commitment to this important effort, particularly President Dan Clancy, Assistant Vice President Kathleen Cullen, Assistant Vice President Janet Washbon, and Education Director Gabrielle Banick.

Stating his pride in the level of cooperation and attention to what is best for students of both systems and the state at large, he observed that great progress has been made, although more remains to be done. In that regard, he recognized and thanked Senior Vice President Cora Marrett for her commitment to credit transfer as a key priority and Assistant Vice President Larry Rubin and his staff for their energy and dedication to moving forward in these areas.

In conclusion, he expressed special appreciation to Regents Pruitt and Smith, who co-chaired the Committee on Baccalaureate Degree Expansion.

UW-WTCS Transfer Progress Report

The board then heard a presentation by Assistant Vice President Rubin on progress in implementing credit transfer initiatives. In opening remarks, he expressed special appreciation and gratitude to WTCS partners as well as UW colleagues Sharon Wilhelm, Betsy West and Gail Bergman for their commendable work and collaborative spirit.

Beginning with some transfer facts, Mr. Rubin indicated that, during the last decade, undergraduate student enrollment has increased by about 10%, while the number of transfers has increased 11% since 1995-96. During these same years, the rate of WTCS transfers has grown by 75%. Among types of transfers, those from within the UW System constitute the greatest percentage (42%). The percentage of WTCS transfers increased during that time from 13% in 1995 to 21% currently. It is believed that this growth has resulted from enhancements made in transfer policies and practices over the years.

Turning to student success outcomes, he reported that transfer students from all categories do well in terms of grade point average, earning about a 3.0. In terms of graduation rates, students transferring within the UW System tend to do somewhat better than those transferring from outside the system. The higher the classification of transfer students upon entry to the UW, the more likely they are to graduate.

There is regular consultation with students through contacts with United Council and the system-wide transfer coordination group. Transfer advocates have been established on every UW and WTCS campus to help answer student questions and resolve issues. There also are transfer ombudspersons at the UW and WTC system level to assist students and staff with transfer issues. As a result, Mr. Rubin observed, there have been far fewer calls, letters and e-mails from students, parents, legislators and staff regarding transfer problems.

With regard to the most recent UW-WTCS transfer initiatives, Mr. Rubin provided the following update.

Transfer of Occupational/Technical Courses

The significant impact of this policy is that for the first time it allows transfer of occupational/technical courses on a course-by-course basis, outside of formal articulation

agreements. The Board of Regents approved this policy change in May 2004, and institutions are in the process of determining which of these courses will be transferable. This initiative, Mr. Rubin predicted, will have the most impact on increasing credit transfers between the systems.

Transfer of General Education Core Courses

The significant change in this initiative is that the UW will transfer up to 30 credits of general education (up from 25) and that all transfer decisions will be posted in advance on the Transfer Information System. The WTCS has developed a group of about 36 general education courses that will constitute the general education core, and every applied associate degree will include a general education component selected from this core. UW institutions have completed review of the first 18 courses and review of the second 18 is in process. Thirteen of the first 18 courses will transfer for credit to all 14 UW institutions. Of the five that would not transfer across the board, four are in math; and those courses will be further reviewed to determine what modifications would be necessary to bring them to the transfer level.

Degree Completion Program Agreements

This initiative seeks to increase the number of 2+2 articulation agreements and to change the way they are presented to students. The new format will not only list what courses transfer, but will further define how the courses apply toward the degree and what additional requirements will be needed for graduation. Several strategies in the COBE report also address this initiative.

Credit Transfer Contract

This initiative will enable students to obtain official written confirmation from the Transfer Information System of how courses will transfer and apply toward their degrees.

The significant change in this initiative is that it will enable students who earn an AA Degree from one of the three WTC college-parallel programs to transfer up to 72 credits and have their general education requirements satisfied at any UW institution – the same accommodation as now provided to students who complete a UW associate degree. The Board of Regents approved a policy change in May 2004 that enables this to occur once the WTCS associate degree is aligned with the UW associate degree and reviewed by faculty at UW institutions. The WTCS is currently working on that alignment and expects to complete it during the spring semester. The goal is to have UW faculty review and approval completed later in the spring with implementation in Fall 2005.

Comments by Regent Brent Smith

Regent Smith, President of the WTCS Board, agreed that substantial progress has been made and identified some areas where additional work is needed.

In the occupational program area, some older agreements with minimal transfer opportunities will need updating. Second, there should be identification of specific occupational courses for transfer by those students who complete only a part of an associate degree. Third, occupational course transfer should be shown on the Transfer Information System. Finally, the WTC System would like an occupational area identified for the next system-wide articulation. He commented that the business area is ready for a 2+2 degree structured like existing agreements in nursing and child care.

In the general education area, Regent Smith indicated that the WTC System is pleased with the systematic evaluation of courses that was taking place and suggested areas for further improvement. First, he pointed out that there is a lack of consistency among UW campuses on how courses would transfer; for example whether a course would meet a major requirement or transfer only as an elective. Noting that courses put forward for transfer are taught only by appropriately credentialed faculty, he cited as an example issues about transfer of the microbiology course at Milwaukee Area Technical College that were resolved by faculty from both systems getting together to compare texts, curriculum and to work out the problem.

In conclusion, he reiterated that, while there is more hard work ahead, the WTC System is very encouraged about what is being done to improve transfer opportunities for students.

In discussion following the presentation, Regent Olivieri asked how progress on the first initiative would be measured, to which Mr. Rubin replied that data will be gathered and reported on how many occupational/technical courses are approved for transfer.

Regent Olivieri commented that complexity is an adversary in this process and that it should be a goal to eliminate situations in which courses transfer differently among different UW campuses. In that regard, he urged further enhancement and formalization of ongoing communication between UW and Technical College faculty. Thanking all of the people who worked hard to make progress in the area of credit transfer, he asked for a further update on implementation of the initiatives in mid-2005.

In response to a question by Regent Rosenzweig, Mr. Rubin explained that students using the Transfer Information System can select one or more UW institutions and learn exactly how a specific course transfers to any of them. How a particular course applies to general education requirements, for example, might vary because different institutions have different requirements. The TIS provides a wealth of other information as well, so that students could find out everything they might need to know about a particular degree program.

Regent Davis commended both systems for the major progress that has been made and for establishing timelines for implementation within the next semester and year. She inquired about the chart showing retention/graduation rates for new transfer students, and

Mr. Rubin explained that it reflects the percentage of students who graduated in five years or were still enrolled in a sixth year, indicating likely graduation.

Regent Davis asked about the reaction of the Technical College presidents to progress the transfer initiatives. Indicating that their reaction has been very positive, Regent Smith added that they recognize that implementation remains a work in progress but that large steps have been taken and there is strong momentum to move forward.

Regent Salas asked why retention rates for students transferring from private colleges were lower than other transfers. Mr. Rubin replied that there are no data that address that question specifically, but that there are fewer transfers from private colleges than other locations and that, like other transfers, the higher a level they reach at the time of transfer, the more likely they are to be retained and to graduate.

In response to a further question by Regent Salas, Interim Associate Vice President Sharon Wilhelm indicated that there are data on retention and graduation for students of color who transfer.

Regent Salas indicated that at Milwaukee Area Technical College there is concern about transfer of mathematics courses, and Mr. Rubin concurred that there is a need for follow-up in that area.

Regent Walsh asked how grade point averages of transfer students compare with those of the general student body. Senior Analyst Gail Bergman replied that, while there are no long-term comparisons, such analysis could be done in the future. Mr. Rubin added his belief that GPAs are comparable.

Committee on Baccalaureate Expansion

Regent Pruitt, Co-Chair of the Committee on Baccalaureate Degree Expansion, then spoke about the results of the committee's work. He began by expressing appreciation to his co-chair, Regent Smith, and to colleagues on the committee Regents Axtell and Connolly-Keesler for their hard work. He also commended the excellent work of UW System staff, including Senior Vice President Cora Marrett, Larry Rubin, Sharon Wilhelm and Gail Bergman, along with that of the equally talented WTCS staff, led by Janet Washbon, Kathleen Cullen and Gabrielle Banick.

Noting that Wisconsin lags well behind the national average in college degree holders, he pointed out that this circumstance has a direct and negative effect on the state's economy and average annual income. In that regard, he indicated that college graduates earn about \$51,000 annually compared to \$27,000 earned by high school graduates and that Wisconsin is about \$1,400 under the national average in per capita income. To reach the national average in degree holders, Wisconsin must produce or attract at least an additional 72,000 graduates. Part of the strategy is to attract new business and industry that will bring along both an existing supply and an additional demand for college degree holders, and part of the strategy for attracting new business is to produce a significant number of college graduates for their work force.

Pointing out that such efforts would require significant new investment in both the UW and the WTC systems, he commented that, if this challenge is not met, Wisconsin would only sink further in the rankings among states.

Over the past nine months, COBE had studied the issue, examined what other states are doing and listened to proposals from committee members and the public. COBE established a set of principles, recognizing that Wisconsin does well in providing access for traditional age students, but has much work to do in serving low-income, minority and working adult students. Therefore, the committee's recommendations center on proposals targeted to these under-served populations.

Regent Smith, Co-Chair of COBE, began his portion of the presentation by calling on Provost Sue Hammersmith, of UW-Green Bay, to describe an initiative that would implement one of COBE's proposed strategies.

Provost Hammersmith began her remarks by noting that Green Bay is the state's third largest metropolitan area. Compared with the state average, the region has proportionately more high school graduates but proportionately fewer baccalaureate degree graduates. The area is growing more rapidly than the rest of the state, with Brown County growing by 16.5% between 1990 and 2000 and Outagamie County growing by 14.6%, compared with a state average of 9.6%.

Dr. Hammersmith pointed out that Northeast Technical College is growing rapidly and that there are already a number of articulations and dual enrollments between that institution and UW-Green Bay. What is being proposed at this time is to offer men and women who have graduated with a technical college degree, an opportunity to earn a baccalaureate degree specifically designed to meet their needs.

The first step would be to identify those technical college programs that would be accepted into the baccalaureate degree program and the grade point average required for admission. Programs likely to be included are those in allied health, computers, business, graphics, criminal justice, and engineering. Up to 60 credits would be accepted.

This type of degree, she explained, would not be for students who need or want more specialized training in their technical fields. Rather, it would be for students who want to become more broadly educated, more versatile, more skilled at managing people and complex issues, and more adept at managing or leading change.

Provost Hammersmith estimated that about 150 would enroll in such a degree program in its first year and that the figure would increase to about 350 over time.

In discussion following the presentation, Regent Olivieri asked what sorts of technical college programs would not transfer to the proposed degree program. Lori Weyers, Vice President of Northeast Technical College, replied that such programs would include technical diploma programs that are highly specialized in such areas as welding and machine tools. Higher level associate degree programs, such as those in engineering and allied health would be considered for transfer.

In response to a further question by Regent Olivieri, Provost Hammersmith indicated that more than 900 FTE students are enrolled in the kinds of programs that would transfer and that their credits could be combined with prior learning.

Chancellor Wells then outlined UW-Oshkosh's pilot Graduation Project, which is modeled on a successful project implemented in 1996 at the University of New Mexico. The effort is to identify students who left the university in good academic standing as seniors and to encourage them to complete their baccalaureate degrees. Of an initial group of 1,500, one hundred people were identified for the pilot program. After further screening, 70 were invited to return to the university.

To encourage participation, special incentives were offered: Waiver of application fee and enrollment deposit; advising assistance; priority registration for available courses; and donor-funded textbooks for the first semester. Twenty-seven students responded and are now participating in the project. 12-15 of them are expected to graduate by May.

System-wide, there are more than 17,500 students in good academic standing who achieved senior status but left without completing their baccalaureate degrees. With a system-wide graduation project, it is estimated that 4,000-5,000 could complete their degrees over a five-year period. The cost for such a project would be about \$25 million over five years, or \$5,000 - \$6,000 per graduate.

Noting that Wisconsin ranks 33rd in college graduates, Chancellor Wells observed that this project would benefit not only students but the state as a whole.

Regent Smith indicated that campuses appear ready to implement several of COBE's 13 strategies in the coming biennium, provided that funding is available. It is envisioned that the Implementation Committee might solicit proposals from institutions to pilot one or more of the strategies and determine how best to distribute funding among those that hold the most promise.

Regent Pruitt observed that potential demand for such initiatives is underscored by Wisconsin's rankings of 33rd in baccalaureate degree holders and 9th in associate degree holders. If that market can be tapped and successful outcomes demonstrated through pilot programs, additional funding might well follow. Noting that COBE's education initiatives must be connected to job creation initiatives, he turned to President Reilly for comments about efforts in that regard.

Thanking Regents Pruitt and Smith for their exemplary leadership as co-chairs of COBE, President Reilly stated his enthusiasm for the strategies and projects that have been set forth. Noting that increasing the numbers of baccalaureate degree holders contributes directly to increasing the state's per capita income and economic growth, he observed that good high-wage jobs will be needed to keep these new graduates living and working in Wisconsin.

In order to enhance this type of job growth, he made the following recommendations:

- Nurture the UW System, which employs more than 31,000 people, most in well-paying jobs. The university also employs people indirectly through capital building programs and generates jobs in local communities across the state.
- Support the UW's ability to generate even more academic research and development activity in Wisconsin. This sector accounts for approximately 32,000 jobs and nearly \$900 million in funding.
- Leverage initiatives like the \$750 million Biosciences proposal recently announced by Governor Doyle. This will not only leverage investments in capital improvement programs like BioStar and HealthStar, but it can help create spin-off companies and high wage jobs. The initiative includes support for UW Alzheimer's research from which a possible patent and new business start-up are emerging.
- Help to foster an entrepreneurial climate in Wisconsin that will create business, jobs and innovation. In that regard, he cited the Wisconsin Entrepreneur's Network, a partnership that was awarded \$1 million by the Department of Commerce and includes the UW System, WiSys, the Small Business Development Centers, the Wisconsin Technical College System, and the Ag Innovation Center. The network will include 25 strategically located intake centers, four regional technology transfer centers, and 26 agriculture-based counselors. It is expected to assist more than 10,000 clients and help contribute more than \$500 million to the state's economy during the first year alone.

In conclusion, the President emphasized that the economic future of Wisconsin is linked to its public higher education institutions, which can not only produce more college graduates, but also can help build the state's economy to employ these and future graduates.

In discussion following the presentation, Regent Davis asked if there is any data from the UW-Oshkosh pilot project to indicate that an expanded initiative would improve the number of students of color who obtain baccalaureate degrees.

Chancellor Wells replied that the percentage of students of color in the pilot is low and that UW-Oshkosh's percentage of students of color is 6-7%. He added, however, that other institutions with more diversity in the student body might be able to graduate more students of color. Noting the general problem of retaining students of color, he expressed the hope that what is learned in the process will be helpful in increasing retention of all students, including students of color.

Referring to a recent series in the *Milwaukee Journal Sentinel*, Regent Davis commented that partnerships such as those recommended in the COBE strategies are key to building the skills needed by workers based in Milwaukee's inner city.

Adoption of the following resolution was moved by Regent Davis, seconded by Regent Gottschalk and carried on a unanimous voice vote.

**Expanding Baccalaureate Degree
Completion in Wisconsin**

Resolution 8942:

Be it resolved that the UW System Board of Regents extends its appreciation to Committee Co-Chairs, Regent Charles Pruitt and Regent Brent Smith, and the members and staff of the Committee on Baccalaureate Expansion (COBE) for their examination of the issues relating to increasing the number of baccalaureate degree holders in Wisconsin, their recommendations for expanding access to educational opportunities for Wisconsin residents, and the collaborative spirit with which the Committee conducted its work.

Be it further resolved that, the Board endorses the Committee's recommended strategies and implementation plan recognizing the importance of ongoing communication and collaboration with all the stakeholders in order to ensure the successful implementation of the recommended strategies and the success of our students.

In addition, the Board recognizes that improving the state's economy requires a partnership between government, business and industry, labor, and education and, therefore, endorses efforts by the Presidents of the UW System and the Wisconsin Technical College System and the COBE Co-Chairs to work with the Governor and legislative leaders to further develop and provide support for the role of the state's higher education systems in this important and critical endeavor for the economic vitality of Wisconsin.

The meeting was recessed at 12:05 p.m. and reconvened at 12:35 p.m.

UW SYSTEM INCLUSIVITY INITIATIVE

Senior Vice President Cora Marrett introduced the topic by recalling that in 1988 the Board of Regents stated that the UW System fosters “an environment of respect for the dignity and worth of all members of the university community” and would not tolerate discriminatory conduct based on a person’s race, sex, religion, color, creed, disability, sexual orientation, national origin, ancestry or age. In countless ways, she noted, the board and the UW institutions have given substance to this principle.

The Inclusivity Initiative, she observed, represents a continuing effort to foster an environment of respect for the dignity and worth of all by addressing the needs of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) persons. There is disturbing and systematic evidence on a national level, she explained, that these students are more likely than others to stand on the margins of their campuses.

According to a survey conducted last year among high school LGBTQ students:

- 84% reported being harassed verbally because of their sexual orientation.
- 83% reported that faculty or staff never or infrequently intervened when verbal harassment took place in their presence.
- 64% reported feeling unsafe because of their sexual orientation.
- Students who experienced harassment frequently because of their sexual orientation had lower grade point averages than other LGBTQ students.
- LGBTQ students who could identify supportive faculty or staff did better academically than their peers without that support.

While systematic evidence about experiences within the UW System is lacking, Dr. Marrett said, there are reports of marginality from students, faculty and staff that occur with enough frequency to demand attention if respect for all is to be the UW’s hallmark.

The name “Inclusivity Initiative” is intended to signal an emphasis on inclusion of all talent, connections with other diversity-related activities and outreach to all. In that regard, it is recognized that all students, whatever their identities and experiences, need preparation for the complex, diverse and global society of the 21st century. Noting that the initiative also has relevance to vibrancy within the state, Dr. Marrett cited the observations of Richard Florida and others that economic expansion occurs in those communities that attract creative individuals. The more tolerant the community, the greater its attractiveness to the “creative class”.

Concluding her remarks, she introduced a panel of students and others to discuss experiences that have given impetus to the initiative.

David Glisch-Sanchez, United Council Academic Affairs Director and a graduate of UW-La Crosse, began his remarks by observing that students recognize the right of

LGBTQ people to access to and protection in receiving a college education and that they are pleased that the Inclusivity Initiative will better address these needs. He then introduced three colleagues whose personal struggles and successes offer insights into the importance of this initiative.

Crystal Heckert, a UW-Oshkosh student and a member of the Inclusivity Initiative Steering Committee, stated her excitement in being part of an effort to actively pursue improvement in the quality of her education and that of other LGBTQ students. She stressed the importance of student involvement as the process continues. Referring to interrelatedness with other programs, she commented that, in order to be successful, these initiatives must address issues of racism, sexism and homophobia so that students feel safe and welcome regardless of sexual orientation, gender or skin color. She urged the board to strongly support this important work.

Jessica Janiuk, a UW-Eau Claire student, described the problems she has confronted as a transgendered student, commenting that there need to be better options to provide for the safety and comfort of people in this situation. In that regard, she pointed out that the state and university have no protections in law or policy for transgendered people and that she could be turned away from a job simply because of gender identity. In conclusion, she stated that being transgendered is a lonely and difficult life and asked for the board's leadership, through the Inclusivity Initiative, to make campuses a safer and more welcoming place for all students.

Aaron Hulse, a UW-Green Bay student, spoke of his experiences as a gay man who has witnessed the fear LGBTQ students experience for reasons ranging from physical intimidation and uttering of slurs against them to lack of campus resources and a dearth of faculty and staff role models. The absence of such role models, he observed, deprives students of examples of LGBTQ success and compromises realization of the UW's commitment to diversity. Commenting that an admirable goal of the Inclusivity Initiative is to bring the UW into alignment with its peers in terms of LGBTQ issues, he pointed out UW-Madison is the only institution in the Big Ten that does not offer domestic partner benefits that are of critical importance in attracting outstanding people to UW employment. He praised the Inclusivity Initiative as an opportunity to make great strides towards equality and fairness.

Concluding the student portion of the presentation, Mr. Glisch-Sanchez stated that the Inclusivity Initiative is needed because students on all 26 UW campuses experience harassment, intimidation, seclusion and indifference. It is important, he said, to move forward to stem the tide of discrimination against LGBTQ persons regardless of the political climate and difficulties that lie ahead. He expressed appreciation all those who have devoted time and energy to set the initiative in motion.

Chancellor Wells described some steps being taken on campuses to promote the goals of the Inclusivity Initiative. In response to student and staff concerns, every chancellor appointed a liaison to the initiative. Among a number of actions on the various campuses, UW-Oshkosh converted an ad hoc council into a standing campus committee to provide broad and consistent feedback on needs and concerns of students, faculty and

staff; and UW-Madison clarified that a policy providing in-state tuition for spouses of employees also applies to domestic partners. UW-River Falls undertook assessment of “soft” domestic partner benefits, such as library cards and discounts, to see if more can be offered to provide greater equity for LGBTQ students, faculty and staff.

Christine Flynn Saulnier, UW System academic planner, identified a number of areas that merit continuing attention.

- Systematic assessment in order to provide better data on specific needs system-wide and at each institution. In that regard, she recommended a broad-based survey of campus and classroom climate with respect to race, ethnicity, sex, socioeconomic status, disability and sexual orientation.
- Student retention and success. In that regard, she noted national data suggesting that LGBTQ students may be more likely to drop out, underachieve or succumb to alcohol and drug problems when they do not experience a welcoming atmosphere. They need to be able to identify supportive faculty, staff and student organizations in order to feel safer and to succeed.
- Curriculum infusion and pedagogy. Noting that education for a diverse world requires familiarity with a wide range of people and cultures, she commented that LGBTQ issues need to be incorporated into diversity infusion efforts in the classroom. Progress in that regard is uneven at this time.

Concluding the presentation, Chancellor Wells noted campus community concerns regarding the proposed amendment to the Wisconsin Constitution to define marriage and the result it would have in interfering with provision of domestic partner benefits. To date, 18 resolutions against the amendment have been approved by student bodies, faculty senates, academic staff senates and departments. In addition, 28 deans wrote a letter opposed to the amendment, as did all of the chief student affairs officers. Letters addressing these issues also have been written by many individual students, faculty and staff.

In discussion following the presentation, Regent Connolly-Keesler inquired as to the reason for delaying review of the Plan 2008 campus plans until the February meeting. In response, Senior Vice President Marrett explained that, although the board had indicated in June its wish to have the plans put on the December agenda, that timeframe proved difficult to attain. First, because campus communities did not assemble until fall, broad input could be received only after that time. In addition, the best practices conference held in October was intended to provide information that would enhance the quality of the plans; and time was needed for incorporation of that input. The plans would be submitted in mid-December and brought to the board at the next meeting.

In response to a further question by Regent Connolly-Keesler about what directions for the Inclusivity Initiative seem most promising, Mr. Glisch-Sanchez observed that efforts to date are good starts but that more is needed. For example, there currently is no GPR support for LGBTQ resources on campus; all are funded by student segregated fees. In

addition, there is no protection within the UW System or state for transgendered individuals against discrimination in employment, admissions or other decisions. Further, there is a need for assessment to determine which priorities are most important.

Replying to a question by Regent Davis, Dr. Marrett indicated that the initiative is in an early phase and that the board is not being asked to endorse any particular activities at this time.

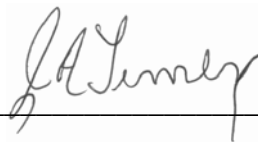
Regent Walsh asked what other initiatives, in addition to domestic partner benefits, would be needed for the UW to be better aligned with its peers. In response, Ms. Saulnier indicated that, in a sense, the UW is ahead of the curve because it is the first system-wide initiative of its kind. Asked by Regent Walsh to identify a substantive direction that could be taken, she identified establishment of centers through which LGBTQ students could access services.

Chancellor Wells added that examination of campus climate is very important so that measures can be taken to ensure that LGBTQ people feel safe on campus so that they have the opportunity to thrive and succeed.

Regent Pruitt expressed his appreciation to the panel for their comments, particularly on the subject of domestic partner benefits and their importance in creating a welcoming climate on campus, as well as making the UW more competitive with peer institutions.

Regent President Marcovich thanked the presenters for their comments and focus on providing a safe and hospitable climate for everyone on campus.

The discussion having concluded, the meeting was adjourned at 1:25 p.m.



Judith Temby, Secretary