

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

UW-Madison
Held in 1820 Van Hise Hall
Thursday, May 4, 2006
10:00 a.m.

- President Walsh presiding -

PRESENT: Regents Axtell, Bradley, Burmaster, Crain, Cuene, Loftus,
McPike, Pruitt, Randall, Salas, Semenas, Smith, and Walsh

UNABLE TO ATTEND: Regents Connolly-Keesler, Davis, Rosenzweig, and Spector

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WELCOME TO NEW REGENTS

Regent President Walsh welcomed two newly appointed Regents: Mary Quinnette Cuene and Jeffrey Bartell.

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Mary Quinnette Cuene

Regent Cuene is Vice President of the Wisconsin Technical College System Board and an instructor in the Business and Marketing Department at Northeast Wisconsin Technical College in Green Bay. Appointed to the WTCS Board in 2003, she has served as a member of several workgroups, including the Committee on Baccalaureate Expansion Workgroup and the Tuition Workgroup. She was named the WTCS Board representative to the Board of Regents, succeeding WTCS Board President Brent Smith, who has been appointed to the position on the Board of Regents formerly occupied by Regent Emeritus Greg Gracz.

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Jeffrey Bartell

Regent Bartell is a founding partner of the law firm Quarles and Brady in Madison. Formerly, he served as Wisconsin Commissioner of Securities and Assistant Attorney General. He chairs the Wisconsin Foundation for the Arts and this year was recognized with the University of Wisconsin Distinguished Alumni Award. He succeeded Regent Axtell following the May meetings.

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PRESENTATION OF 2006 ACADEMIC STAFF AWARDS FOR EXCELLENCE

In introductory remarks, Regent Crain stated that, with these awards, the Regents demonstrate their strong appreciation for the dedicated work, vital services, and outstanding contributions of the UW System's non-instructional academic staff. Each recipient is presented with a \$5,000 award designated to support his or her professional development or for other activities that enhance a university program or function.

Each UW institution annually is invited to submit one nomination for these awards, and the winners are chosen by a Regent selection committee. This year's committee was chaired by Regent Connolly-Keesler. Members were Regents Crain, Davis, McPike, Randall, Salas and Smith.

Criteria for choosing the winners are:

- Excellence of Performance: performance that consistently and substantially exceeds in quality the expectations for the position, has set superior standards of excellence, and has resulted in important and significant contributions to the department and institution.
- Personal Interaction: performance that consistently and substantially demonstrates ability and willingness to work positively and effectively with others.
- Initiative and Creativity: performance that consistently and substantially demonstrates an innovative approach to the job.
- Outstanding Achievement: performance that consistently and substantially has resulted in important and significant contributions to the departmental unit and the university and has resulted in distinction in one's profession – campus-wide, system-wide, statewide, nationally or internationally.

Stating that the Committee was overwhelmed by the accomplishments of all the nominees, Regent Crain remarked that they are wonderful representatives of the achievements of the more than 7,600 UW non-instructional academic staff. Each of these nominees, she indicated, should take great pride in his or her nomination to this

outstanding field of candidates. This years nominees included an archivist, a director of planning and landscape architecture, two distance learning directors, a housing director, and a senior graphic designer.

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Lynn Markham, UW-Stevens Point

Turning to the first of this year's awards, Regent Crain introduced Lynn Markham, a land use specialist with UW-Stevens Point's Center for Land Use Education (CLUE), a joint venture of Cooperative Extension and the College of Natural Resources, which serves the entire state. Ms. Markham joined CLUE in 2000, the same year that Wisconsin initiated legislation requiring communities to develop land use plans. Her work is to create learning opportunities for communities to help in making wise land use decisions that result in a sustainable Wisconsin.

Among her numerous achievements have been to co-author a publication that helps communities manage existing developments that do not conform to zoning standards and creation of the *Shoreland Friends Guidebook* that describes how to implement projects that educate new waterfront property owners about the benefits of shoreland protection. She also co-authored the *Plan Commission Handbook* and the *Zoning Board Handbook* to provide guidance for local government officials. Using her scientific background in water resources, she has helped many communities consider groundwater as a priority in their land use plans.

She has had great impact through her numerous personal interactions with individuals, small groups and large conferences. For example, she has held zoning board workshops across the state and assisted a number of counties in developing waterfront policies. In dealing with often volatile issues and strong emotions, she has displayed a combination of knowledge, patience and thick skin that has earned respect from citizens and community leaders around the state.

In a letter supporting the nomination, Anna Haines, Director of the Center for Land Use Education said that "Lynn brings to her work an unexpected level of creativity and initiative. . (She) functions at a very high level and goes far beyond...normal expectations...She is a consummate professional and a wonderful ambassador of the University of Wisconsin-Stevens Point and the UW System."

In conclusion, Regent Crain referred to the following statement by Ms. Markham, submitted in her nomination materials: "I love my work and my colleagues. Who would have ever guessed that they would pay me for learning and talking about things I care about with people I enjoy?"

Expressing appreciation for the award, Ms. Markham thanked her colleagues at the Center for Land use Education, UW-Extension, UW-Stevens Point, and the local government officials, staff and volunteers with whom she had worked. She also thanked her family for their support.

In addition, she expressed gratitude to the many people around the state who care about their communities and invest great amounts of time and energy in doing what they believe is right, sometimes taking unpopular stands to protect natural resources and public health. In that regard, she observed that people facing difficult issues appreciate timely, credible information and that she has seen many cases of people using such information to develop exemplary land and water plans

Based on her experience with Wisconsin communities, Ms. Markham then offered the following recommendations:

- Keep a UW education affordable so that it will be accessible to as many people as possible.
- Encourage and even require that students participate in their communities. This, she added, should improve graduation rates and enhance the state's brain gain, since students would be more likely to stay in communities that they have grown to know.
- Encourage all UW faculty to do work that benefits Wisconsin communities.
- Maintain outreach positions so that educators can continue to help community leaders make sound decisions and take preventive measures to maintain healthy communities. In that regard, she pointed out that "an ounce of prevention is worth a pound of cure."

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Patti See, UW-Eau Claire

Regent Salas introduced the second award winner, Patti See, Senior Student Services Coordinator at UW-Eau Claire, noting that she "demonstrates the extraordinary role that these versatile and multi-talented employees play in our campuses".

Since 1994, Ms. See has served in the Academic Skills Center, evaluating student tutorial needs, training and supervising tutors and instructing students. In addition, she is one of the most published authors on campus, with works that include essays about best classroom practices, short stories, and poetry.

She has been recognized by UW-Eau Claire three times for her exemplary work, having received the Student Recognition Award from Services for Students with Disabilities; the Distinguished Service Award from the Office of Multicultural Affairs, and the institution-wide UW-Eau Claire Academic Staff Excellence in Performance Award.

Her abilities as a teacher and speaker are recognized on local, state, and national levels, where she has made many presentations on her innovative classroom techniques, first-year experience curricula, diversity agendas, study strategies, and Third Wave Feminism. She has taught developmental courses, along with courses in the Women's Studies program. Students describe her as "approachable", "personable", "helpful", "compassionate," "intelligent", and "cool".

Her textbook, *Higher Learning: Reading and Writing about College*, is used in transitional programs and composition courses across the nation.

Noting that not many writers can produce works of art across genres, Regent Salas remarked that, “Patti See can do it all...a teacher, essayist, short story writer, and poet!”

Expressing appreciation for the award, Ms. See thanked those who had nominated her and written letters of support and others with whom she worked.

She referred to her own college experience as preparation for the person she became. As a commuter student at UW-Eau Claire 20 years ago, she felt like an outsider and did not realize that half of the university population was made up of first-generation college students like her. At the time, she felt invisible, but later realized that “becoming nobody was the seed of the reinvention of myself... I never tried to explain to my family what a liberal arts degree meant. I couldn’t explain that I was a writer in training, taking in the world and its details until I was ready to write it. I just knew.”

These experiences prepared her for her work with students on the fringe – students with disabilities, first-generation college students, students of color, “the wounded and the invisible and the overwhelmed – essentially anyone who ever felt like an outsider like me.”

In conclusion, she expressed pride in the fact that UW-Eau Claire is a place where students from all kinds of backgrounds have an equal chance for a liberal education with practical applications. She was thankful to be part of a “community of thinkers that makes its corner of the world a better place.”

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PRESENTATION ON DIVERSITY

In opening remarks, President Reilly observed that, while some progress has been made toward reaching diversity goals, much remains to be done in order to achieve them.. The mission of the UW System and the priorities of the Board of Regents, he noted, include strong commitments to increasing access for all students. Plan 2008 restated the commitment to access and success for students of color and disadvantaged students who typically are underrepresented on UW campuses. In addition, he pointed out the compelling interest in having all students receive the educational benefits of a diverse student body.

He then referred to a resolution adopted by the Board in February 2005, reaffirming the commitment to diversity and identifying specific roles for the President, Chancellors, and UW System Administration. That resolution included the following elements:

- That the UW System adopt a system-wide diversity accountability report card with measurable goals to track progress toward closing the achievement gap between students of color and white students;
- That the UW System institute a system-wide diversity award to recognize excellence in diversity programming or achievement;
- That the President work with the Board to refocus evaluation of Chancellors and the President with respect to their work on diversity and on progress toward Plan 2008 Phase II goals;
- That institutional Plan 2008 Phase II plans describe their accountability process, including incentives and penalties for success and failure in closing student achievement gaps.

On the first point, the President reported that progress is being made, using the Equity Scorecard. An evidence-based culture will enable better assessment of performance and analysis of differences among campuses.

On the second point, the goal would be to establish a system-wide diversity award before this time next year, after clarification of the standards and criteria that would apply to such an award.

On the third point, the President asked each Chancellor to be prepared at his or her annual performance evaluation to discuss progress toward Plan 2008 goals and areas where goals are not being reached. Regents have the opportunity to join in that conversation during the Board's sessions on Chancellor evaluations. The System Office of Academic Diversity and Development will be asked to prepare a summary of successes and failures in meeting the goals of Plan 2008 for each institution and the system as a whole, and to set forth the continuing work that needs to be done. These summaries will be used in the 2007 round of performance evaluations and be factored into salary determinations for the Chancellors and the President.

On the fourth point, progress and accountability will be assessed when institutional plans are forwarded to the system level for review.

President Reilly then introduced Assistant Vice President Vicki Washington for information about closing the achievement gap through the Equity Scorecard project and building pipelines for multicultural and disadvantaged students through pre-college programs.

Ms. Washington began her remarks by stating that, although there have been some successes and although many people are working on it, the UW has not succeeded in reaching the goals of Plan 2008. Making more progress over the next two years and beyond, she said, is both an opportunity and a challenge.

As background information, she noted that the Board of Regents and the UW System have a 20-year history of stated commitment to excellence through diversity, beginning with Design for Diversity in 1988, followed by Plan 2008, now in its sixth year.

In April 2004, following review of Phase I of Plan 2008, which showed persistent gaps in achievement for students of color, the Board established as a priority for Phase II closing the achievement gap in recruitment and retention. In February 2005, the Board adopted Resolution 8970, which was described by President Reilly.

Turning to the subject of pre-college programs, Ms. Washington noted that the UW recognizes the vital role these programs play in increasing access for students of color. The Office of Policy Analysis and Research has been asked to enhance data collection and reporting to better track students in these programs.

Data on student of color retention and graduation, she pointed out, reflect progress toward closing the achievement gap; and this progress also helps in recruiting more students of color. National and state data show that pre-college programs are important in providing multicultural and disadvantaged students access to higher education.

In the UW System, Ms. Washington explained, these programs serve the following purposes:

- To cultivate aspirations for going to college by increasing awareness that college is possible and by exposure to campus environments
- To support academic preparation, achievement, and social development through elementary and high school in order to increase the students' potential for college eligibility
- To increase college access and enrollments

With regard to enrollments, Ms. Washington indicated that enrollments of students of color in pre-college programs has increased steadily, with the greatest growth -- from 9,180 to 13,953 -- occurring from 2002-02 to 2003-04. It is believed that those increases resulted from better methods of counting, as well as actual increases in the number of participants. In 2004-05 there were 17,073 multicultural and disadvantaged students enrolled in pre-college programs. Of that number, 14,023 (82%) were students of color.

The combined breakdown in terms of targeted racial/ethnic groups from 2002-03 to 2004-05 were as follows:

- 50% African American
- 19% Hispanic/Latino
- 5% Southeast Asian
- 3% American Indian.

Ms. Washington noted that using data disaggregated by racial/ethnic group, is consistent with the Equity Scorecard process and makes clear where the gaps are among groups.

Turning to service rates for multicultural and disadvantaged students, Ms. Washington indicated that, over the past three years, the pre-college service rate has increased from 5.1% to 7.5%. Over the same period, students of color increased from 21% to 22% of Wisconsin public school enrollment. With only small increases in

funding for pre-college programs, she noted, it has not been possible to keep pace with the rate of increase in multicultural and disadvantaged students in the public schools.

While reporting of pre-college participation data has improved, it still is not possible to determine the exact number who enroll in college because not all participants provide social security numbers, which are needed for future tracking.

Of the 55,378 multicultural and disadvantaged students in the UW pre-college database, 31,628 are traceable through social security numbers. Of the number the UW is able to track, it is estimated that 21,072 have graduated from high school. 9,258 (44%) took the ACT test, indicating intent to go to college. 5,120 (24%) of estimated high school graduates have enrolled in a UW institution since 1993-94. Ways are being explored to measure the number of students who may have enrolled in a non-UW institution, such as the Wisconsin Technical College System.

Ms. Washington then discussed service rates for new freshmen as a key measure of access to the UW System. There is a significant gap, she pointed out, in service rates for students of color when compared to white students – 21% compared to 34%. In 2004, service rates for African American students were 15%, 20% for Hispanic/Latino students, 18% for American Indian students, and 35% for Asian students.

With regard to new freshmen retention, she indicated that overall retention rates from 1998-2004 increased by two percentage points. Between 2002 and 2004, the retention rate for African American students increased by 2.1 percentage points, to 70%, while the rate for Hispanic/Latino students decreased to 74%, and the rate for American Indian and Southeast Asian students decreased to 65% and 75%, respectively.

As to graduation rates, Ms. Washington reported that African American students graduate at the lowest rate of 32%, resulting in a gap of 33 percentage points when compared with white students. The six-year graduation rate for African American students declined by one percentage point between 1997 and 1999. Graduation rates for American Indian students increased by three percentage points to 46%, resulting in a gap of 19 percentage points. Graduation rates for Southeast Asian students increased by 8 percentage points to 47%, resulting in a gap of 18 percentage points. Graduation rates for other Asian students exceed that for white students – 68% versus 65%.

Ms. Washington then described the Equity Scorecard, which is designed to discover root causes of gaps and inequitable educational outcomes for students of color. These discoveries are expected to lead to better decision-making and action strategies, and also to lead to changes in organizational culture and climate. The UW's history of collecting disaggregated data will be put to good use in this project.

In December 2005, the UW launched the Equity Scorecard process, with intensive training for teams on the six campuses participating in the project – UW Colleges, La Crosse, Milwaukee, Oshkosh, Parkside, and Whitewater.

In this process, institutions are evaluating every aspect of academic and social life for underrepresented students of color through four perspectives:

- Access – factors that limit access to the institution and to the full array of programs, opportunities and resources that significantly improve life’s opportunities;
- Retention – factors that hamper student persistence in courses and majors, as well as retention from year to year to degree completion;
- Excellence – barriers to success, such as gatekeeper and gateway courses to certain majors, equitable representation across all majors and disciplines, eligibility for honors, awards and scholarships, and preparation for graduate and professional schools;
- Institutional receptivity – institutional support and other factors that contribute to welcoming and affirming campus and classroom environments for students, faculty and staff of color.

By June, the institutions will have completed the access perspective – the first of four in the process.

With regard to the external access perspective, Ms. Washington gave as examples five questions used by campus evidence teams:

- How do the percentage rates of each racial/ethnic group in the student body compare with the percentage among high school graduates?
- What is the rate of admission across racial/ethnic groups?
- What is the rate of admits versus applicants across racial/ethnic groups?
- What high schools are the feeder schools for this institution?
- What about transfers from UW Colleges and technical colleges?

Such questions, she explained, help to identify possible barriers and roadblocks that are common as well as unique to each racial/ethnic group.

As to internal access, Ms. Washington gave examples of the types of questions teams use to better understand what happens to students once they enroll.

- In what programs and majors do underrepresented students enroll? Are students of color equitably represented across academic departments and majors?
- To what extent are students of color equitably represented in important career enhancing academic programs, like undergraduate research, internships, fellowships, and study abroad?
- What type of financial aid are students of color receiving when compared with white students?

In conclusion, Ms. Washington stated that closing the achievement gap depends on achieving the goals of Plan 2008. Those are:

- Increase the number of students who graduate from high school and are eligible to apply to UW institutions.
- Develop partnerships with K-12 education to better prepare students for college and increase the likelihood that they will enroll at a UW institution.

- Improve retention and graduation rates for the students who do enroll.
- Provide adequate financial aid.
- Increase recruitment and retention of faculty and staff of color.
- Cultivate a welcoming and affirming campus and classroom climate for all students.
- Hold institutional leaders accountable.

The equity scorecard, she said, strengthens the capacity to achieve those goals.

Ms. Washington then introduced UW-Parkside Provost Rebecca Martin to describe that university's work on the Equity Scorecard Project.

Stating that UW-Parkside is excited to participate in the project, Provost Martin noted that supporting students of color is central to Parkside's mission. The project provides an opportunity to use data and analysis to understand better what is happening on campus. When problems are discovered, investments can be made in interventions. The project shifts the focus from the students to the university and what can be done to help students succeed.

The team, consisting of seven members, is chaired by the provost. While there are no student members, the team is meeting with focus groups of students to provide a richer context. It is very important, she said, to engage the whole campus in the project.

While the team is eager to work on retention, the Equity Scorecard model suggested beginning with access, which has helped enrich understanding. The focus on access has to do with students coming to the university and whether their access to the institution, majors, courses, internships, athletics, and other programs is equitable. This study shows where students of color are in the university and where they are succeeding. Data is disaggregated by race/ethnicity.

Provost Martin then introduced Eugene Fujimoto, Assistant to the Chancellor for Equity and Diversity, to continue the presentation.

Mr. Fujimoto reported that in fall 2005 there were about 5,000 students at UW-Parkside. Of these, 0.7% were Native American, 3.1% Asian American, 6.3% Hispanic/Latino, 9.9% African American, 1.2% international, and 78.8% white. Of the entering freshman class, 0.7% were Native American, 2.1% Asian American, 6.2% Hispanic/Latino, 15.3% African American, 0.8% international, and 75.2% white.

Asian American and Native American students, he pointed out, are a small proportion of the population in high schools from which most UW-Parkside students come – 36.3% from Kenosha County, 34.5% from Racine County, and 11.3% from Milwaukee County. African Americans comprise 5.8% of the Kenosha graduates, 9.8% of the Racine graduates and 30.3% of the Milwaukee graduates. With a 15.40% African American student population in the freshman class, UW-Parkside is doing well in providing access to these students.

Hispanic/Latino students comprise 7.10% of the Kenosha graduates, 6.80% of the Racine graduates and 9.20% of the Milwaukee graduates, but only 6.20% of the Parkside freshman class where a little over 7% would be expected.

Preliminary findings from the study were:

- First-year enrollments for students of color exceed graduation levels for the major feeder high schools.
- African-American and Hispanic/Latino students are over-represented among first-generation students.
- All students of color are equitably represented among financial aid and scholarship recipients.
- UW-Parkside enrollment levels are under-represented when compared to regional census data for 18-19 year olds, especially for Hispanics/Latinos and African American males.
- High school graduation rates for these groups indicate that barriers may exist earlier in the educational system.

In Racine and Kenosha counties, over 13% of 18-19 year olds are Hispanic/Latino, while 11.8% are African American. While UW-Parkside is serving African Americans well, Hispanics/Latinos are under-represented. It appears that they are falling out of the educational system at the high school graduation level.

Provost Martin indicated that issues for further consideration include access to majors, gateway courses as barriers to success, placement and success in academic skills courses, and access to special programs. These areas currently are being reviewed, starting with access to majors. Noting that students of color are under-represented in the sciences, she indicated that there are questions that need to be answered and that the student perspective is important in that regard. Some have been told that their grades are not good enough to succeed in the sciences, and there is indication that a particular math course has been a negative experience for some.

She identified the following questions that had emerged from the data:

- Why are UW-Parkside's enrollment rates for Hispanic/Latino students below the graduation levels in the major feeder high schools?
- Are there steps that can be taken to increase enrollment of African American males, despite the low high school graduation rates for these students?
- Why are there no Southeast Asian students in the 2005 entering class?
- Why are part-time students less diverse than full-time students?
- White part-time students are older than part-time students of color. Is this a recruitment opportunity?
- Should Parkside look further into potential UW/WTCS transfers? While many transfers come from Gateway Technical College, could Parkside be made a destination other technical college transfers?

Provost Martin indicated the following initial indicators for improvement:

- Increase enrollment for Hispanic/Latino students both by short-term admissions strategies and targets and by long-term strategies through pre-college.
- Increase enrollment for African American males by long-term strategies through pre-college.

In conclusion, she indicated that next steps will be to finish the access perspective and move on to retention, the area about which the team is most excited.

President Reilly then addressed the relationship between the Growth Agenda and the Diversity Agenda. The Growth Agenda, he said, has two goals:

- To increase the number of Wisconsin residents who have four-year college degrees and knowledge economy jobs;
- To grow the financial capacity to support more student enrollments.

Stating that these clearly are the right goals for Wisconsin, he said that it is right for the UW System to lead this growth.

He did not see the Growth Agenda and diversity goals as two distinct efforts. Rather, he pointed out, as the populations of the state and nation change, the educational benefits of diversity will be part of the Growth Agenda and the work to expand the number of citizens who have four-year college degrees. To serve all students who want a college degree, the UW will need the state's support to grow its resources. To serve students at every level, diversity goals must be part of partnerships with PK-12 schools and the technical colleges.

Diversity goals also will need to be incorporated into university fundraising, faculty and staff recruitment and hiring, as well as teaching, learning and professional development programs. These goals also should inform student services, student government and organizations, along with other extracurricular activities.

The UW System and campuses were working to broadly define diversity in what will be a holistic admissions process, appropriate to each campus. Included will be acknowledgement of different personal characteristics and talents, as well as social and cultural differences. In that context, diversity includes age, gender, nationality, religion, physical ability, sexual orientation, race ethnicity, and socioeconomic status. This holistic admissions process, which will follow guidelines established by the U.S. Supreme Court, will enable campuses to reap the educational benefits of diversity for all students. It also is an example of how diversity goals can be met by thinking of diversity not as a separate issue, but rather as a part of every facet of the university.

The Growth Agenda, President Reilly stated, calls for the university to open its doors to talented students, regardless of background. That means students of color and white students; men and women; students who identify as lesbian, gay, bisexual or transgendered and those who don't; students with different physical abilities and adult students. It means diversity in all of its dimensions.

This mindset is needed, he said, if the university is to reach out and build college aspirations among more students from low and moderate income families. In order to

attract and serve more adult and nontraditional students, it will be necessary to target diverse populations of potential students of every race, ethnicity and income level.

While he understood the confusion and frustration about diversity programming and outcomes, he felt that there is reason for optimism. In that regard, he noted the already outstanding contributions of the President's Diversity Council, a group of very talented, experienced and diverse leaders. He looked to this group to learn from the private sector, which is in many ways far ahead of universities, and to learn from peers in higher education as well.

He expressed gratitude to Senior Vice President Cora Marrett and her staff for their work in organizing these efforts and to Vicki Washington for bringing her expertise and energy to the Office of Academic Diversity and Development. Their continued leadership will be needed as efforts are accelerated to achieve equity and excellence across the UW System.

Noting that he and his wife, Kate, were blessed with three children, including a son and daughter adopted from Colombia, South America, he said that "I want for all UW students the same things I want for my own children – a place where, regardless of background, they can have the same opportunities to live, learn and grow; a place where faculty and staff understand them, their educational aspirations and their unique gifts, talents and perspectives, and can help them along the way; a place where they feel comfortable speaking out, testing their limits, and trumpeting their successes; and a place that can give extra encouragement to those who need it. The UW System must be that place."

In conclusion, President Reilly stated that he and the chancellors would continue to work to assure that the value of diversity is embedded in the university's educational mission and expressed the belief that the Growth Agenda demands that diversity be recognized as key to achieving Growth Agenda goals for Wisconsin.

In discussion following the presentation, Regent Salas pointed out that updated census data on Hispanics/Latinos would show a dramatic increase in that population. Asking that more focus be placed on retention of students of color, he noted that the Achieving Excellence Accountability Report showed that retention rates for African American students at UW-Parkside was only 15%.

Provost Martin agreed, adding that this is why the university embraced the Equity Scorecard. Because of the structure of that approach, access was studied first; and the study of retention would begin at the next meeting. She concurred that retention must be a key focus for UW-Parkside.

Chancellor Keating added that the access problem is exacerbated at the high school level where 40% of boys, but 60% of girls take the ACT test. Students of color are increasingly in the group that does not take the test and so is not eligible for college.

Regent Salas remarked that there is failure to retain 69% of African American students and more than half of Latino students. He asked that consideration be given to increasing resources for these efforts in the upcoming budget.

Regent Burmaster expressed appreciation to Regent Salas for articulating the sense of urgency around this issue and to President Reilly for his statement that diversity

is part of the Growth Agenda. More students of color with degrees are needed, she remarked, for both moral and economic reasons.

Commending UW-Parkside's leadership in working with local schools and for getting students' insights in the Equity Scorecard process, she urged that all chancellors have leadership roles in PK-16 efforts and that there be strong involvement of students as Equity Scorecard projects go forward. She also commended President Reilly for his statement that leaders will be held accountable, adding that the Board also will hold leaders accountable.

Noting that the Equity Scorecard involves data-driven analysis and that it is important to involve students and ask the right questions, she commented that this is worthy work and that it is important to step up the timetable and celebrate successes along the way.

Regent Loftus noted that this is a serious problem on a national basis that needs serious discussion. Remarking that UW-Parkside is the system's most diverse campus, he felt that it would be helpful to have campus-by-campus data and analysis. Some campuses, he observed, are geared to higher income students, which also affects diversity. Pointing out that there now are only 330 more African American students than there were seven years ago, he asked if the report card had become the Equity Scorecard.

Ms. Washington replied that Plan 2008 includes multicultural and disadvantaged students, based on socio-economic factors and status as first generation college students. Indicating that data for each campus are available, she thought that the equity scorecard would address the issues he had raised.

Referring to the Growth Agenda, Regent Smith asked how UW-Parkside would address that effort.

In response, Chancellor Keating said that retention is Parkside's growth opportunity, along with recruitment of more Hispanic students. The current enrollment is 7,300.

Regent Burmaster observed that the Wisconsin Covenant will address issues of both access and retention.

Regent Crain noted that it will be essential to work with the K-12 schools to successfully address these issues. Remarking that it is a matter of supporting families for the long term, she stated that the UW should look at the issue holistically and provide leadership in those efforts.

With regard to accountability, Regent Randall inquired about the process for holding campus leaders accountable and whether there would be incentive programs and pay reductions for failure to meet goals.

In reply, President Reilly indicated that withdrawing money from a campus that is making strong efforts might hamper achievement of goals. As to compensation, he thought it important to look at a range of factors, including progress toward diversity goals.

Regent Randall commented that a process is needed to provide incentives and disincentives in order to move efforts forward more successfully. He thought that PK-16

councils would present important opportunities and urged that funding support be provided in the budget. President Reilly replied that there would be the opportunity to discuss that possibility along with other budget initiatives.

In response to a question by Regent Randall, President Reilly said that information on recruitment and retention of faculty of color are available and could be provided to him. He added his hope that the Wisconsin Covenant would become a focus for the statewide and local PK-16 councils.

Regent Loftus commented that chancellors should be held accountable not just for participation in the equity scorecard process, but for actual results, and that failure to achieve goals should result in compensation consequences.

Regent President Walsh recalled that the Board agreed to support the equity scorecard process as part of Plan 2008. Noting that the annual accountability report is another scorecard, he remarked that these factors all should be taken into account.

Regent Burmaster said that individual campus plans should be evidence-based and should make best use of available data.

Regent Semenas thanked President Reilly for his strong statement about the value of diversity and his broad definition of what it entails. Noting the importance of PK-16 partnerships, he pointed out the need to address the low high school graduation rate in southeast Wisconsin of African American males. He also urged that consideration be given to increasing Fund 402 monies for multicultural and disadvantaged programming; and he commended UW-Parkside for its excellent presentation of the issues on that campus.

Regent Cuene remarked that continuing partnerships with the Wisconsin Technical College System also would be helpful in reaching diversity goals.

The meeting was recessed at 12:15 p.m. and reconvened at 12:45 p.m.

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SUMMARY OF 2007-09 BIENNIAL BUDGET INITIATIVES

In introductory remarks, President Reilly noted that planning for the biennial budget began in February with the introduction of the UW's Growth Agenda for the State of Wisconsin. At the same meeting, he reiterated his vision that: "The University of Wisconsin System should be the state's premier developer of advanced human potential, of the jobs that employ that potential, and the communities that sustain it."

At this meeting, he asked the Board to consider a number of institution-based proposals to advance the Growth Agenda in ways that accord with the institution's market niche and build on its unique contributions to the UW System and State of Wisconsin.

Stating his excitement about the potential reflected in these initiatives, he remarked that all of them can increase higher education opportunities for Wisconsin citizens, improve their potential for graduating with a bachelor's degree, and increase the number of spin-off companies and tech-transfer opportunities that emerge from university knowledge and discovery.

There are two categories of initiatives: The first seek to increase the number of baccalaureate degrees awarded in the state by increasing the number of students who enroll at UW institutions and also by increasing the number of students successfully retained and graduated with four-year degrees. The second category addresses the need to increase the research capacity of the state in certain regions, thereby growing the economy, and increase the ability to address statewide worker shortages.

Turning to the biennial budget timeline, President Reilly noted that the intention at this meeting is to have an initial discussion about the potential that the proposals represent for the state and to provide advice on how to proceed. At the June meeting, the Board would hear about UW-Milwaukee's plans to enhance southeastern Wisconsin's knowledge-based economy, hear an update on the Wisconsin Covenant, and discuss some proposed statutory language changes. There also would be an outline of the costs needed to continue operating at current levels, as well as initiatives that institutions would fund with dollars they generate themselves. In addition there would be recommendations for prioritizing the capital budget request. It was expected that, by the June meeting, the Governor would have outlined his major priorities for the 2007-09 budget and the Department of Administration would have issued technical budget instructions.

Between the June and August Board meetings, System staff would be available to review the items that have been proposed for the budget and to respond to any questions or concerns about them. The Board is scheduled to meet on August 17th to review and vote on the final budget package.

President Reilly asked the Regents to consider the following questions as they hear about the proposed initiatives:

- Should some proposals be advanced for the coming biennium, with others lined up for future biennia?
- Should all campus proposals with enrollment growth be combined into one major initiative?
- How should priority be placed between enrollment growth, on the one hand, and retention and graduation improvement, on the other?
- How should priority be placed among initiatives that address pressing state needs, like teacher education, that impact all four-year UW institutions, and nursing, which would involve several institutions?
- What about the size and magnitude of the requests? Should the full range be submitted with the expectation that the Governor and Legislature will fund the ideas that best address their priorities or should more time be taken to further refine the initiatives?

He then called on Associate Vice President Fred Harris to describe the proposals.

Beginning her remarks, Ms. Harris noted that at this no dollar amount had yet been attached to the Wisconsin Covenant request. A follow-up discussion is planned for the June meeting.

With regard to tuition remissions for veterans and certain dependents, Ms. Harris noted that there is a need to request state funding for these remissions, which provide affordable access for those who have sacrificed in service of their country and are expected to increase in scope in 2007-09. An early estimate of ongoing costs is \$7.5 million GPR.

For the Growth Agenda, requested funding would add approximately 2,800 new students in 2007-09 and 7,700 long term.

Beginning with proposals to increase the number of baccalaureate degrees, Ms. Harris first discussed the proposal by the UW Colleges and UW-Extension to identify, recruit and better serve adult learners. The proposal requests \$1.9 million to expand opportunities to obtain both associate and baccalaureate degrees by redesigning courses for greater accessibility, increasing counseling and improved advising. It is expected that 1,760 additional students could be enrolled with this funding, with 1,140 of those enrolled as early as 2008-09.

UW-Green Bay's proposal is for \$987,000 to provide increased access for residents of the community, particularly students of color and first generation college students. The university would expand enrollments in high demand programs as overall enrollments grow. The funding requested would support 178 additional headcount enrollments by 2010, with 70 expected to enroll in 2008-09. Additional funding would be sought over the next two biennia that would allow the campus to support an additional 2,150 students.

UW-La Crosse proposed a tuition management program that would generate resources to increase degree production, access to quality programs, and timely degree completion. In addition, increased financial aid is proposed for students from the lower two income quintiles. If tuition setting authority is provided, no additional GPR would be required. The ability to adjust tuition rates would allow the campus to increase enrollments by 1,000 students over the next six years.

UW-Oshkosh proposed increasing the number of graduates in high-demand programs and developing programs to articulate with the needs of technical college graduates. Examples include a Bachelor of Applied Sciences and a Bachelor of Fire and Emergency Response Management. The request is for \$1.7 million to support 1,440 additional headcount enrollments by 2019. It is expected that 480 of those would enroll by 2008-09.

UW-Parkside's proposal, at a cost of \$912,000, would fund programs to address barriers to success for students at high risk for failing to complete a bachelor's degree. The goal is to create a comprehensive, coordinated, and seamless infrastructure that fosters student success, increases retention and improves graduation rates. The funding would allow the campus to increase the number of graduates by up to 127 students per year, over a six-year period.

UW-Platteville proposed providing engineering training to students throughout the state, for a cost of \$370,000. Using streaming video technology, it would expand to other UW Colleges offerings in electrical engineering in the Fox Valley and mechanical engineering in Rock County. The initiative is expected to result in up to 200 additional engineering students at UW-Fox Valley and UW-Rock County as a first phase, expanding to include up to 300 students at other UW College campuses.

UW-River Falls requested \$211,000 to meet the needs of first-year students and students in transition. A large proportion of the students enrolled are first generation college students and come from families whose median income is among the lowest in the System. The requested funding is expected to allow the university to retain 80% of new freshmen to the second year. Up to 60 more students per year could be retained under this proposal.

UW-Superior sought \$735,000 to fund a package of initiatives designed to provide academic service learning, first-year experiences, global awareness, senior experiences and a student development model of writing across the curriculum. UW-Superior would enroll 78 additional students by fall 2013, with 16 of those enrolled in 2008-09. Retention would be increased by 40 students per year.

UW-Whitewater requested \$248,000 to increase access and success of multicultural, disadvantaged, and disabled students through recruiting, intensive support, a learning community program, gateway courses, faculty mentors, on-campus employment and experiential opportunities. The university would add 50 students in these categories per year, beginning in 2008-09. Retention of these students also would be improved.

\$130,000 is requested to reinstate the Early Math Placement Test, which was provided to high school juniors until 2000 to help students compare their math skills against the level needed for college. Students who took the test generally took one more course in math than other students and needed less remediation once they entered college. Students would be able to take the test without paying a fee, and the goal would be to decrease the number of remedial courses that students need to take in college.

Finally, \$250,000 is requested to implement Phase IV of the Transfer Information System. This phase would provide online degree audits to improve transfer for students.

Ms. Harris then described the following research and workforce development requests.

UW-Eau Claire and UW-Stout jointly requested \$2.2 million to develop the Chippewa Valley NanoSTEM partnership that also would include Chippewa Valley Technical College. The funding would provide advanced nanoscale science, technology, engineering, and mathematics education and state-of-the-art facilities for students and faculty. Businesses would be supported through the development of a highly skilled workforce with the knowledge and skills to support economic growth of tomorrow. An additional 334 students could be enrolled by fall 2013, with 172 enrolled in 2008-09.

UW-Milwaukee requested \$8.8 million to compete for extramural research funds, hire leading faculty to establish a world-class program in medical imaging research, and enhance graduate and undergraduate research support and training.

UW-Stevens Point requested \$464,000 to implement a new major in Health Science to prepare graduates for career advancement in health care related industries, such as pharmaceutical sales, administration, and the health insurance industry. The university expects to enroll 50 new students per year.

Multi-campus funding of \$2.3 million is requested to address the state's teacher education needs by expanding the Institute for Urban Education across the state to increase the number of teachers prepared to work in urban and/or small rural communities, to enhance campus efforts to recruit and retain students from diverse backgrounds into teacher education, to expand capacity in areas for which the state has a high demand, and to develop a data base to assess how well the UW is meeting education standards as required by state teacher education rules (PI 34).

Multi-campus funding of \$2 million is requested to increase the number of nurse educators and new nursing graduates in the state. This request would leverage work already being done through two federal grants and would enhance and expand opportunities for accelerated nursing degrees, off-site programs to reach new areas of the state, and on-line distance education to reach place-bound students. The request would provide 92 additional masters and doctoral-prepared nurses each year, who would increase the number of faculty and clinical educators in the state. The request also would add 130 baccalaureate-prepared nurses in the state.

\$250,000 is being requested to increase funding for the Applied Research Program, which encourages faculty and academic staff at all UW institutions to support applied research activities that are likely to improve connections between knowledge and practice and promote growth in the state's economy. There also is the potential to receive external matching funds of \$250,000 per year for four years with an additional state investment.

Finally, the UW System Solid Waste Research Council requested \$120,000 to provide additional grants for projects dealing with alternative methods of solid waste disposal as part of the Solid Waste Research Program. Funding would come from non-GPR resources from the state's Recycling Fund.

In discussion following the presentation, Regent Salas inquired about the UW-La Crosse program. In response, Ms. Harris explained that resident undergraduate tuition would be raised to the level of peer institutions. Graduate and non-resident tuition would be adjusted toward peer levels. Nonresident tuition would fund additional enrollments of resident students and financial aid. Improvement of educational quality and reduction of time to degree also are part of the plan.

Regent Salas commended UW-Whitewater for its initiative in support of students of color and disadvantaged students. He asked what would be done on campuses that need to increase diversity but have not submitted an initiative in that area.

In reply, President Reilly said that the Wisconsin Covenant will be a powerful way to help students of color and disadvantaged students to across the state.

Regent Salas urged that, before consideration of tuition increases, there should be a strategy to hold lower income families harmless from those increases.

Regent President Walsh pointed out that this is the first time in a number of years when the UW has had the opportunity to ask for new dollars.

In response to a question by Regent President Walsh, Ms. Harris indicated that a one percent tuition increase would generate \$5 ½ to \$6 million, with a 65% GPR, 35% tuition funding split as agreed with the state for instruction and student services. For research or other programs, the funding would be 100% GPR.

Noting that the proposed initiatives would educate 7,700 more students for \$30 million, Regent Smith asked if that amount would become part of the base budget, and Ms. Harris replied in the affirmative.

Regent Pruitt asked if the 65/35 split would apply to veteran's tuition remissions, and Ms. Harris replied that this funding would be 100% GPR. As to other initiatives, financial aid would be 100% state funded, and the UW-La Crosse initiative would be funded entirely with tuition. While part of the UW-Milwaukee initiative would be funded with a 65/35 split, most of it consisted of research-related items that would be 100% state funded. The UW-Eau Claire and UW-Stout technology transfer initiative would be entirely GPR funded, as would the applied research and early math placement testing initiatives. Most of the others would be funded with a 65/35 split.

In response to a question by Regent Pruitt as to support for the teacher education and nursing initiatives, President Reilly indicated that the legislators are aware of the nursing shortage and there is interest in seeking solutions. There also is awareness of shortages of teachers in some areas and disciplines.

Regent Burmaster added that the teacher education initiative addresses two areas of high need that are widely recognized – teachers for urban and very rural areas. PI 34, she indicated has been well received in local communities

In response to a question by Regent Bartell about the UW-Superior initiative, Chancellor Erlenbach explained that the proposal focuses on the university's public liberal arts mission, particularly those elements identified by the accreditation team.

Replying to a question by Regent Loftus, Ms. Harris indicated that the existing veterans' tuition remission program costs about \$4 million. Legislation to increase the remission to 100% from the current 50% would raise the cost to \$7.5 million. Regent Loftus noted that the program had been mandated by the Legislature but was not yet funded.

Regent Loftus asked if there was an initiative for UW-Madison, and Ms. Harris replied that the nursing initiative would apply to that campus.

In response to a question by Regent Loftus about the UW-Milwaukee initiative, Ms. Harris indicated that it would fund expansion of research faculty, the Medical Imaging program, graduate scholarships, undergraduate research, partnering with other entities for technology transfer and competing for federal grants. Only \$1 million of the \$8.8 million request would be funded by tuition.

Replying to a question by Regent Crain, Ms. Harris said some campuses submitted multiple proposals and had been asked to prioritize among them. The list presented at this meeting was based on those priorities.

Regent Loftus asked how much tuition would increase if state funding were not forthcoming for the veterans' remissions, and Ms. Harris replied that the increase would be 1.2%. There currently were 1,500 students in the program, a number which was expected to increase.

In response to a question by Regent Loftus, Regent President Walsh said that the current remissions were paid from existing budgets.

Regent Crain noted that the teacher education initiative seems closely associated with the priority on diversity. She suggested that the nursing initiative also have such an emphasis.

Regent Axtell remarked that studying abroad is the quickest way to globalize the minds of young people. Since 1997, the percentage of students who study abroad had grown from 2% to 10%, but was still short of the goal established in the accountability report. He suggested that \$1 million be requested for these programs, with matching funds by each campus.

Regent Cuene asked if the UW Colleges/UW-Extension initiative duplicated what is already offered by other UW institutions and by the Technical Colleges.

Noting that the UW Colleges and UW-Extension have a long history of reaching out to students, Chancellor Wilson called on Lee Zaborowski, Dean of Outreach and E-Learning, to provide further information about the initiative.

Mr. Zaborowski indicated that Wisconsin lags other states by five percent in baccalaureate degree attainment and that the number of nontraditional adult students being served by the UW has been declining. He noted that there are 1.2 million adults in the state who have some college education but have not earned a bachelor's degree. The initiative would convert existing programs to a distance format to make them more easily accessible and would seek out potential students to inform them about the programs.

UW Colleges Provost Margaret Cleek added that retention rates for distance learning programs offered by the UW Colleges are similar to retention rates for students who attend classes in person. Students reached by the initiative, she added, probably would not otherwise attend college and are likely to remain in the Wisconsin workforce after earning their degrees.

In response to a question by Regent Cuene, Mr. Zaborowski said that the retention rate in these programs is 98%. As to types of programs that will be offered, he said that the focus would be on meeting student demand. Distance programs in business, teacher education, health care, and criminal justice have proved popular.

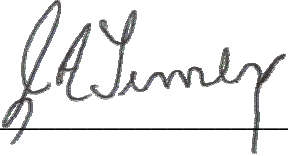
Noting that UW-Green Bay's initiative would cover three biennia, Regent President Walsh asked that estimates include the total cost of initiatives, so that the entire amount can be taken into account when considering which initiatives to pursue.

Regent Pruitt pointed out that the area of advising remains a challenge but is not a focus in these initiatives.

Regent Loftus asked that information be provided on how many and what type of positions will be needed for the initiatives.

The discussion concluded, and the meeting was adjourned at 1:50 p.m., upon motion by Regent Randall, seconded by Regent McPike.

Submitted by:



Judith A. Temby, Secretary

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