

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held in 1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

Thursday, November 8, 2012
9:00 a.m.

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-President Smith Presiding-

PRESENT: Regents Jeffrey Bartell, John Behling, Mark Bradley, John Drew, Tony Evers, Michael Falbo, Tim Higgins, Tracy Hribar, Ed Manydeeds, Regina Millner, Katherine Pointer, Charles Pruitt, Gary Roberts, Brent Smith, Mark Tyler, David Walsh and Gerald Whitburn

UNABLE TO ATTEND: Regent José Vásquez

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PRESIDENT'S GREETING

President Smith started the meeting by congratulating the winners of the elections held earlier in the week. He noted that the UW System would treat the results of this election the same as it had in the past, by reaching out to elected officials from both sides of the political aisle and working hard to open the lines of communication with both new and experienced lawmakers. He noted that prior to the election President Reilly sent letters to all of the candidates, providing background information on the UW System. He said that congratulatory letters, cosigned by himself, Vice President Falbo, and President Reilly, would be sent to all of the newly elected and reelected legislators. In addition, he said they planned to meet with key legislators in the coming months.

President Smith explained that the November meeting would be one of the Board's "deep dive" meetings, a practice started several years ago to give the Board more time to devote to learning about and discussing complex issues. He said that "deep dive" sessions are designed to better inform future decision-making, and Regents had found these meetings to be productive.

President Smith provided an overview of the meeting, noting that the morning session would provide a closer look at higher education and economic prosperity, while the afternoon session would offer an opportunity to learn more about student veterans in the UW System. He also highlighted two other agenda items, the celebration of the centennial of Cooperative

Extension in Wisconsin and the first-ever presentation of the new Regents Award for Distinguished Service to the University of Wisconsin System.

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PRESENTATION AND DISCUSSION: HIGHER EDUCATION AND ECONOMIC PROSPERITY

Anthony P. Carnevale, Research Professor and Director, The Georgetown University Center on Education and the Workforce

President Smith observed that the morning's discussion would touch on the relationship between higher education and economic prosperity, an important topic for the Board and for the state. He noted this topic would be addressed again at the December, February, and March meetings when the Board would consider the UW System's new economic development plan, the plan's linkage to workforce development, and topics related to student enrollment and graduation rates. He noted that all of these discussions would provide the Board with background to make an informed assessment of the UW System's strategic framework, the *Growth Agenda for Wisconsin*, and its goal of 80,000 additional graduates by 2025.

Background

President Smith said that the first presentation would focus on workforce development and the "skills gap," which is the mismatch between the number of available jobs and the availability or willingness of workers with essential skills to perform those jobs. UW System institutions and other institutions of higher education are increasingly being asked by businesses, policymakers, students, and families to address the gap by producing graduates who are trained in specific disciplines to meet immediate needs in today's job market. The goal of enhancing the links between higher education and economic strength has informed the UW System's strategic planning in recent years.

President Smith turned to President Reilly to introduce the first speaker. President Reilly first extended his own congratulations to officeholders elected earlier in the week. He then said that joining the Board by videoconference was Dr. Anthony P. Carnevale, Research Professor and Director of the Georgetown University Center on Education and Workforce. He noted that Dr. Carnevale coauthored the report, "Help Wanted: Projections of Jobs and Education Requirements Through 2018". In addition, his research findings were cited in a recent *New York Times* story that reported that record numbers of young Americans are completing high school, going to college, and finishing college, and one-third of the nation's 25 to 29 year olds have earned at least a bachelor's degree. He said that in the article, Dr. Carnevale also noted that the demand for college graduates has been increasing about 3 percent a year while the supply has increased only 1 percent annually, which is why the college wage premium has increased so strongly.

Economic Purposes of Higher Education

Dr. Carnevale joined the Board by videoconference from Georgetown. He expressed his thanks for the invitation and indicated that his presentation would provide a perspective on higher education and its economic role. Higher education serves many purposes in society in addition to the broad economic purposes attached to higher education, he said. He observed that the economic purposes of higher education -- to help people gain the skills necessary to make a living and to provide knowledge in a broader knowledge-based economy to ensure global competitiveness -- have become more crucial to the higher education mission. He noted that in American society, the one thing that is required of people is that they get a job. If higher education institutions do not provide people with the skills required to get and keep a job, it is evident that the institutions will have failed to serve their other missions of creating a democratic culture and giving individuals an opportunity to participate fully in society.

Dr. Carnevale noted that the economic role of higher education has grown in importance since the recession of 1980-81. He explained that in the 1970s the economic value of a college education for individuals was declining as the wage premium, or earnings advantage, for people with college degrees had fallen below 40 percent; most economists of that time thought it would continue to fall. He said that in 1983, the wage premium began to climb again, and at first no one knew why and the climb was thought to be temporary. He explained that it is now understood that after the 1980-1981 recession, the American economy began to restructure dramatically, and technology was at the core of that restructuring.

Changes in the Economy

Dr. Carnevale explained that technology began to automate any repetitive tasks in jobs, and increasingly only non-repetitive tasks were left behind for human beings. At the same time, there was also a shift to a more service-based economy, which encouraged that trend even more. He said that individuals needed to have more knowledge and skills and different abilities, such as creativity, innovation, and reasoning. Also discovered at that time was that people who are successful in these jobs have values and interests consistent with their occupation, and personality, conscientiousness, and people skills matter almost as much as the difference between a high school diploma and college degree.

In the final analysis, the economy changed fundamentally and, as a result, the earnings advantage of college increased. This was not because college provided the knowledge, skills, abilities, values, interests, and personality traits that were needed, but because in the American system, when the job demanded more of people, the only institution to turn to was education.

Dr. Carnevale said that the industrial economy ran principally on high-school-educated workers and high-school dropouts. He said that in 1973 more than 70 percent of American workers had no more than a high school diploma, and 65 percent were in the middle class with earnings between \$35,000 and \$85,000 in current dollars. He said that by 2011, the share of Americans with earnings between \$35,000 and \$85,000 with high school or less had dropped below 40 percent. He said that this group included workers, many from Wisconsin, who received their training on the job, decades earlier. As entry-level skill requirements increased, employers who used to provide on-the-job training of workers were asking for a higher skill

level at the entry level. In the American system, that meant the economy shifted from needing high-school-educated workers, to entry-level workers with formal education beyond high school.

Relationship between Educational Attainment and Earnings

He explained that the current entry-level requirement in manufacturing, transportation, utilities, and other blue-collar jobs is a high-school diploma plus one year or more of higher education. He also noted that post-high-school education is even more important for females if they want to earn a livable family wage or anywhere near what males earn.

Dr. Carnevale said that there has been a fundamental shift in the relationship between education and the economy, and there are four or five rules associated with this “new game.” One rule is that educational attainment drives earnings, though this rule is less and less true all the time. He explained that an individual with a four-year bachelor’s degree will earn approximately \$1.2 million more than an individual with a high school diploma over a 45-year career. Since 1983, this country has been under-producing college graduates and, therefore, the wage premium for college graduates as compared to high school graduates has risen from less than 40 percent to 85 percent in 2002; it is now at approximately 74 percent and still strong. He added that when considering the value of benefits for college graduates, who tend to have more health care benefits than high school graduates, the wage premium has not decreased at all; instead, more of wages are paid in benefits.

Dr. Carnevale explained that the most striking change since 1983 is that earnings are more dependent on curriculums. He said that a male who has as little as one year of education or training after high school and a certificate in areas such as heating/ventilation/air conditioning, computers or other technical work, manufacturing, utilities, or transportation, can make more than approximately 25 percent of people who have a bachelor’s degree. In addition, 30 percent of people with an associate degree make as much as the average person with a bachelor’s degree, and 44 percent of people with a bachelor’s degree make more than people with graduate or professional degrees.

Dr. Carnevale said that another rule that is important to remember is that in a particular field and any particular program of study usually those with higher degrees make more than those with lower degrees. He explained that an individual with a certificate in engineering or computers will earn more than a lot of college graduates, but will not do as well as people who earn an associate degree in that subject matter or program of study, and those with an associate degree will not do as well as those with a bachelor’s degree, and those with bachelor’s degrees will not do as well as those with graduate degrees. He also noted that currently 37 percent of college graduates obtain graduate degrees and, generally, there is a very high earnings return for graduate degrees within a field. He added a caveat that people with graduate degrees in education may earn less than males with an associate of arts degree in technical subject matters.

He said that the system is much more diverse than it used to be and the specific relationship between the field of study and the earnings return becomes more and more important based on the type of degree one obtains. He said that people seeking to earn a certificate, rather than a degree, had better pick the right certificate, because if they get a certificate and do not end up working in that field, the certificate ends up being somewhat worthless. Dr. Carnevale said

that on average, individuals with a bachelor's degree make \$42,000/year in the United States, though individuals with a bachelor's degree in engineering will make twice that amount.

Dr. Carnevale said that the system is much more varied than it used to be. There is tension between the idea of funding programs that educate people to enable them to be good citizens and to live fully, and programs that have direct economic returns. He also noted that this tension will exist for a long time.

Recent Trends

Dr. Carnevale concluded his presentation by explaining that during the most recent recession, between 2007 and 2010, approximately 5.5 million jobs were created for people with a minimum of a bachelor's degree. During this same time period, the economy lost approximately 1.7 million jobs for people with associate degrees, and nearly 8 million jobs for people with only a high school education. He noted that during the recovery period since 2010, the economy has recovered the lost jobs for people with associate degrees, but continues to lose jobs for those with a high school education.

He said that projections put the number of new job openings in the American economy between 2010 and 2020 at approximately 53 million. He explained that of the job openings, approximately 20 million will be the result of new jobs in very specific fields, and the other 30 million openings will be the result of baby boomer retirements. In addition, approximately 60 percent of the 30 million job openings resulting from baby boomer retirements will require some amount of post-secondary education or training. He said that going forward, the scenario is relatively optimistic.

Dr. Carnevale explained that the structural change in the economy that dates back to 1983 was a skills-based technology change, meaning that the more skill one has, the more productivity one can get out of flexible technology. He said that this structural change accelerated during the recession and will likely continue in the future, which is why jobs geared to those with high school educations have fallen so precipitously and will not reemerge. He said that more and more, the labor market will be a post-secondary labor market. In addition, the widening difference in the incomes of Americans, principally caused by access to jobs that require post-secondary education versus access to jobs that do not require post-secondary education, will continue; access to post-secondary education will actually be access to the middle class. He noted that the real challenge going forward is how to pay for post-secondary education.

Discussion

Regent Walsh commented that this is a balancing act. While there can be a general recognition that education is important and there needs to be investment in education, one also needs to recognize that decision makers are under a lot of pressure because there are a lot of other priorities. He asked Dr. Carnevale what metrics decision makers should consider to justify more investment in education.

Dr. Carnevale said that he believes that access to post-secondary education and quality K-12 education has become the balance wheel between democratic ideals and the capitalist system,

and society ought to come up with the money. He said that this will require higher taxes and higher prices to students and families, as well as bringing efficiencies into higher education. He said that the hope is that technology may help to save higher education. He also said that the higher education system needs to be more transparent and use transcript data and wage records to tell students their job and wage prospects if the graduate from a particular school and with a degree in a particular area. He said that while he did not have any easy answers, in the end, transparency will help because it will make for better transactions between institutions, students, and the economy.

Regent Millner noted that within current-day society, jobs are required but are not mandated or directed, and the impetus for a young person deciding on a particular career is that the career is tailored to attract young people, and that young people are aware of the career. She said that the transparency that Dr. Carnevale referred to is at the entrance level to post-secondary education and a complete restructuring or re-approach to the idea, often prevalent in first-generation families, that a high school diploma would get someone to where they want to be. Regent Millner asked if he had any suggestions as to how UW System could approach students at younger ages to help them understand that the investment in post-high-school education can make a difference in their lives, particularly when that idea runs counter to what their family has experienced over several generations.

Dr. Carnevale remarked that because Wisconsin is considered the premier manufacturing state in America, it is going to be difficult to change perceptions about the need for post-high school education. He said that manufacturing in Wisconsin is of high value and it is still true, for a minority of Wisconsin high-school-educated males, that a high school education is sufficient.

The UW System is faced with a dual challenge, the first part of which is easy: to increase the demand for college. The second part of the challenge, how students pay for college once demand increases, is the more difficult issue. He suggested that students, during their junior year of high school, receive some training on how to finance their post-high school education, the importance and burden of education loans, and the opportunities and earnings potential of different career tracks. He also suggested that similar information be provided to college students.

Regent Drew noted that the materials provided to the Regents indicated that by 2018, 1.9 million jobs in Wisconsin would require some post-secondary training, and approximately 1.1 million of those jobs would require less than a bachelor's degree. He noted that the UW System is obviously interested in encouraging four-year degrees, and the prevailing mindset among some people is that all high school students should be encouraged to get a four-year degree because that is the way to succeed. He said that the Wisconsin economy depends greatly on middle-skills jobs, and he asked Dr. Carnevale how high school students can be encouraged to consider career pathways that require some skill and post-secondary training, but not necessarily a bachelor's degree.

Dr. Carnevale said that the United States has always had a very good higher education system, with good production of graduate and bachelor's degrees, but there is huge stratification within higher education with nearly all of the African American, Hispanics, working class, and

low income students attending two-year schools or the least-selective four-year schools, where the graduation rates are lower. He also noted that the two-year system and the sub-baccalaureate system serve working class, lower-income students, not poor students. The focus on quality in the middle tier of jobs includes building relationships with employers. Dr. Carnevale suggested connecting high school and college by developing a K-14 system, or perhaps a career and technical educational system that links high schools and two-year schools. Noting that he admired the UW System, he thanked the Regents and wished them well.

Rebekah Kowalski, Principal Consultant for Manpower Group’s Right Management Practice, “Be Bold 2: Growing Wisconsin’s Talent Pool”

President Smith welcomed the next speaker, Rebekah Kowalski, principal consultant for Manpower Group’s Right Management Practice, to discuss projections for Wisconsin employment needs included in the Competitive Wisconsin’s recent report, “Be Bold 2: Growing Wisconsin’s Talent Pool.”

Changing Demographics and Employers’ Need for Talent

Ms. Kowalski started her presentation by noting that during the past year she had had conversations with people from different governments around the world, including Mexico, Singapore, and Japan, all regarding the same problem -- a talent mismatch. In these conversations, people have explained to her that their corporations have been unable to get consistent access to talent. She explained that multi-national corporations have moved to the United States to access talent, and they are now contemplating leaving because they cannot count on the availability of a consistent pipeline of talent. She noted that while some countries view the talent mismatch as a problem, other countries view it as an opportunity. By using the right kinds of interventions and bridging a relationship between education, government, and employers, countries believe they can create a pipeline of talent. She noted that similar conversations are taking place around the world, at world economic forum events and at local-level governments, because it is the right time to start doing something differently.

Ms. Kowalski explained that the “Be Bold 2” initiative was a continuation of “Be Bold 1,” which looked at what needed to be done to make Wisconsin a top-ten state and drive economic prosperity. She said that “Be Bold 2” recognized that there was a human dimension, or a talent dimension, to Wisconsin’s economic competitiveness. She said that she would talk about how the UW System can work with individuals, employers, and government to ensure there is a continuous pipeline of talent that drives economic prosperity in Wisconsin.

Ms. Kowalski referred to slides which illustrated that due to demographic shifts and an aging population, there are not enough skilled workers in the United States. She also said that retirement statistics indicate that retirees are retiring from “in-demand” skill areas, such as welding and health care. Ms. Kowalski specifically noted that in Wisconsin 36,000 of the state’s 77,500 registered nurses will be able to retire within nine years, and similar trends can be seen nationally and globally. Globally, nationally, and in Wisconsin, an aging workforce is causing retirements in skill sets that are already in scarce supply. She said the logical question is: how

will those workers be replaced, encouraged to work longer, or moved into roles that are more in demand? She said this is a complex backdrop that must be considered.

Ms. Kowalski said that of the skills considered for the ““Be Bold 2”” initiative, most require some sort of bachelor’s degree or a bachelor’s degree plus additional education. She said that Wisconsin employers realized early on that the state will be in trouble if needed talent is not available in a continuous and sustainable way. Employers that might have been attracted to shovel-ready sites or tax incentives recognize that if the state does not have the talent, it cannot compete. She noted that some companies have pulled out of Wisconsin or have threatened to do so, because of this talent dimension. She noted there is a difference between a business-friendly environment and providing an environment to create the kind of talent that is needed.

Ms. Kowalski said that she works with a lot of global, Fortune 500 companies and one of the first questions they ask is where they can go to find a large, sustainable pool of a particular type of talent, often software developers, architects, system engineers, skilled trades, or health care workers. She said that companies used to ask where they could go to find talent, and five years ago the answer was India, but the outcome for some companies has not been what they expected. She said that other companies have said they are interested in which countries or states are innovating effectively or starting to invest in the root cause of the talent mismatch problem. She said this type of conversation interests her because it goes beyond looking at supply and demand and goes into understanding what marketplaces have started to connect the pieces of the ecosystem -- the individual, the employer, the educator, and government -- to solve the systemic issue and build a pipeline of talent. She indicated that this perspective takes the long view of five to ten years, rather than trying to attract employers based on what can be provided immediately. She indicated that for Wisconsin to be a top-ten state in building a sustainable pipeline of talent will take time, but Wisconsin employers have already started to think about what their organizations need for long-term prosperity.

Ms. Kowalski said that compounding the backdrop of an aging demographic and people aging out of entire industries, there is also a talent mismatch. She said that in the United States, approximately 49 percent of employers say they cannot find the talent that they need. Referring to her next slide, Ms. Kowalski said that in Wisconsin only 17.5 percent of small companies and 31 percent of large companies reported having world-class, innovation talent, and 66 percent report that they lack the talent to drive global engagement into the next decade. Referring to a study conducted by Manpower Group, she noted that one in ten jobs in Wisconsin is unfilled.

Ms. Kowalski referred to her next slide, which included a diagram illustrating the talent mismatch in Wisconsin. The diagram featured a pentagram representing 34,000-60,000 open jobs, and a triangle representing 75,000 unemployment insurance claimants. She explained that while it appears from the diagram that there are more than enough bodies to fill vacant positions, the talent mismatch refers to the fact that there are too many low-skilled or wrongly-skilled people available, and too few innovative, problem-solver -- typically STEM-skilled -- workers needed in vacant positions. She indicated that the talent mismatch impacts society through unemployment, unemployment claims, and youth unemployment. People with post-high school degrees are needed, and very quickly. She noted that Manpower has been consistently reporting

for the last year that there are 30,000 open jobs in Wisconsin, and yet a significant number of people are underemployed and unemployed.

Ms. Kowalski said that while the talent-mismatch situation is an opportunity for the ecosystem to act differently, and the “Be Bold 2” initiative provided some good recommendations, she wanted to specifically address the role that education can play and the shifts that may be required. She said that there are many things that the UW System is doing right, but it may need to do more of some things, or do some things faster, as opposed to doing things in a radically different way.

Skills Clusters

Ms. Kowalski explained that the “Be Bold 2” initiative looked at how to “future proof” the state of Wisconsin, or what needs to be done differently to set the state in good stead for the next ten years. She said that the “Be Bold 2” initiative found an inherent need to look differently at skills, as right now most economies around the world function around a specific occupation-based taxonomy that is not flexible and adaptable. She suggested that there might be a different and more contemporary way to look at skills that would take in more territory and create more flexibility. She suggested creating a pipeline of talent that is oriented around many different kinds of skills that allows people to slide across multiple industries, and allow for upward mobility inside of what is known as a “skills cluster.” She suggested this would create agility and overall health for an economy on a long-term basis.

Ms. Kowalski said that when Manpower tried to answer the question of what skills would be in demand in five and ten years, they determined that to answer that question using the current occupation taxonomy did not make sense. What made sense was to take a more holistic approach, considering the kinds of skill clusters that drive key industries in Wisconsin and determining the demand for, and the available supply of, those skill clusters over the next five to ten years. She said that this exercise allowed Manpower to see where the opportunities and leaks were in the current system and to determine what was required to build a sustainable pipeline of talent. She said that one key requirement would be to create skilled talent that can flexibly move across occupations within a skills cluster; this would meet the burden “future proofing,” because it is not overly specific and reactive.

In addition to the education system’s needing to think about skills clusters rather than occupations, and creating that kind of broad skill set within the student population, employers must think this way, as well. She noted that for a long time employers believed that with so many people unemployed they could be very specific about the skills they needed; this further exacerbated the talent mismatch because employers did not need to be that specific.

Ms. Kowalski noted that there was a recent article in the *Wall Street Journal* indicating that employers have become too specific when hiring. She said that while employers thought they wanted specific skills when filling a position, what they actually wanted was flexibility. She explained that there was always going to be a tension between employers’ thinking they want a specific skill and educational entities’ trying to determine what employers need.

Ms. Kowalski said that, from the perspective of the Manpower Group, mobility is the new normal and that includes mobility across occupations and across industries. She said the idea is to help people to be agile enough to move across occupations or industries. She explained that some people think of a skills cluster as a job family. She suggested that this is too specific; rather, a skills cluster is a way to group multiple occupations that share the same skills and the same educational profile.

As an example, she explained that there are three or four educational paths to becoming a software developer, such as computer science, math, or some type of technology degree from a two-year institution with additional certifications. In addition to multiple educational paths, she said that there are also multiple occupations inside of that family of software development.

Ms. Kowalski defined skills clusters as: (1) a contemporary way to group multiple occupations that share similar skills; (2) an element of a workforce taxonomy that is a parent to two or more jobs or occupations; (3) specific enough to be demonstrated and learned while also being comprehensive such that it is shared by multiple jobs or occupations; (4) traceable to government and private industry data sets for statistical comparison purposes; (5) a foundation skill that acts as a basis for preparing individuals for the workforce, either entry level or at times of change during a career, with no expectation that all workers need to learn all skills within a cluster; and (5) different in impact, as some will be associated with high growth, performance and entrepreneurialism, while others may represent skills that are needed en masse by steady employers to maintain the state's competitive position.

"Be Bold 2" identified skills clusters that are most connected to driving gross domestic product within industries. This must be well understood to ascertain whether there is an adequate supply of talent to drive those industries or a risk from an economic health perspective.

Ms. Kowalski explained that the "Be Bold 2" initiative looked at the following skills clusters: (1) systems and network software development; (2) accounting and financial analysis; (3) nursing and health-related professions; (4) mechanical engineering; and (5) metal manufacturing.

"Be Bold 2" also looked at the following industries in Wisconsin and which skills clusters are needed to drive success in each of these industries: (1) agriculture, dairy, and food processing; (2) financial services, insurance, and real estate; (3) healthcare; (4) manufacturing; (5) transportation; and (6) water and water research.

"Be Bold 2" determined that the systems and network software development skill cluster is needed in all six industry sectors, as is the accounting and financial analysis skill cluster. In addition, the mechanical engineering skills cluster is needed in all of the industry sectors except water and water research, while the metal manufacturing skills cluster is needed in all of the sectors except financial services, insurance, and real estate. Finally, the nursing and health-related professions skill cluster is needed in the financial services, insurance, and real estate sector, as well as the health care sector. Ms. Kowalski also pointed out that the common thread among the skill clusters was that they all, to some degree have a STEM (science, technology, engineering, mathematics) background.

Ms. Kowalski noted that these skills clusters are “the tip of the spear for Wisconsin,” but they are not the only skills clusters that are important. State Department of Workforce Development Secretary Reggie Newson indicated that he liked the skills clusters approach and wanted to look at expanding it over time to include other industry drivers.

Manpower Group completed a supply-and-demand forecast for a ten-year period. Across the five skill clusters Ms. Kowalski mentioned, one in ten jobs currently goes unfilled, and employers are feeling this in the normal course of doing business. She also noted that the shortfall of skilled workers would continue to grow through 2016 and 2021, even when using modest projections. Because of the projected shortfall of skilled workers, employers are already questioning whether to stay in Wisconsin or move elsewhere. She also noted a communication disconnect between what employers say they need and the language that educators use to talk about skills. This disconnect also affects individual choices when it comes to information people have about what skills will be in demand and the job probability for a particular degree. Ms. Kowalski suggested that employment supply and demand information needs to be transparent across the entire “ecosystem.”

Ms. Kowalski noted that this problem extends across the United States and around the world, and whatever interventions are taken, there will be a two- to five-year lag for improvement because of the time it takes to graduate a person with an associate degree or bachelor’s degree. Ms. Kowalski identified this as a significant problem, but noted that the situation has been recognized as a problem and is being addressed.

Implications for Higher Education

Ms. Kowalski suggested that the UW System has already taken some critically important steps that put Wisconsin ahead of other states. These steps include being aware of the problem and looking at how to align curriculum with employer demand. She said that the UW System is a highly-regarded set of institutions. She also noted that finding ways to market the success of the UW System has been an important step, as has the expansion of the flexible degree program, which reaches people who may be placebound or require more flexibility. She said that the changes that the UW System is contemplating and has made are the right changes.

Ms. Kowalski suggested that the UW System could consider aligning curriculum requirements with industry insights; getting an early read on those industry insights would be an important step. She also indicated that managing the tension between employer needs and employer wants would also be an important step.

Noting that consideration could be given to a life-long learning model that would include K-14 education, as Dr. Carnevale had mentioned, Ms. Kowalski also reinforced the importance of expanded flexible programming to address the education needs of the retiring baby boomer generation; they are going back to work and looking for flexible degree options. She also noted that cost-effective offerings that would allow people to build up their education over time were another way that the UW System can provide life-long learning.

In addition, Ms. Kowalski suggested that the UW System could look at right-sizing programs based on employment needs. This starts with having good supply and demand

information and figuring out how to use it. She noted that reality-based employment counseling that starts at younger ages would help students know in high school if particular careers will require math or other skills. She suggested creating alliances with employers to develop pipelines that start at the middle- or high-school level. She also encouraged the development of even more alliances than the UW System, and at a faster pace.

Ms. Kowalski also encouraged looking at common core curriculum, an issue raised in “Be Bold 2.” She explained that in Australia, the universities in Adelaide, New South Wales, and Queensland have worked with mining companies to create a common core curriculum for three-year and four-year students. All of these students graduate qualified to do the work at the level that the employer has set. She said this is something to consider when thinking about skills clusters and what might be done to accelerate the flow into the pipeline.

Ms. Kowalski concluded her remarks by stating that 56 percent of the gross domestic product is represented by the six industries she had mentioned earlier. Individuals have to understand their options, act on them, and take responsibility. Educators need to understand what is needed and manage the tensions of the employer-student-government relationship. Government has to aggressively apply funding to the problem. Employers have to improve in expressing their long-term needs. She said that there is a call to action for everyone.

Ms. Kowalski said that it was a privilege to share this information and invited questions from Board members.

Discussion

Regent Bartell thanked Ms. Kowalski for her provocative presentation and noted that many of the suggestions were ideas that the UW System had been considering or had already undertaken. With respect to channeling individuals into needed skills clusters, he wondered about relying on people in middle school to make a rational decision at that point.

Ms. Kowalski suggested that the information provided to young people should not be at a point in time, but should be age-appropriate information provided over time to help them to imagine or try on different occupations. She noted that Maryland does a good job of allowing young students to “try on” different occupations. She said that there has to be a constant flow of information, not just a conversation in sixth grade that is revisited in tenth grade. A student will not know in sixth grade what he or she wants to do, but they will know much less if no one ever tells them what their options are.

Chancellor Lovell also thanked Ms. Kowalski for her presentation. He said that at UW-Milwaukee, 48 percent of the students need remedial math, and of that 48 percent, 14 percent will graduate in six years; ten years ago that number was 33 percent. He said that when he looks at the jobs that cannot be filled in Wisconsin, the three listed (accounting, mechanical engineer, manufacturing engineer) require math. He said that unless the state can solve the math problem that exists, the state is never going to be able to fill the skills gap.

Chancellor Lovell said that he had recently spent two days with Michael Burke, President of Milwaukee Area Technical College, where they have 230 programs and 88 percent of their

students need remedial math when they get to campus. He explained that if those students do not pass remedial math, only 11 of those 230 programs are available to the students. He said that no matter what a student wants to be when they are in junior high, they need to be math ready so that when they are older and figure out what they want to do, they have the ability to do it and to come to UW-Milwaukee and be successful.

Ms. Kowalski thanked Chancellor Lovell for his comments and agreed that problems with math start in middle school, when students have a tendency to either engage or disengage based on whether math seems relevant to them. She also suggested that a simple intervention at the high school level might be to provide a refresher course on math for technical applications. She said that employers and educators are already collaborating on interventions, but they must be earlier, be repeated, and be presented so that people understand how those skills can be applied. She also pointed out that this problem is a global phenomenon. The United States, and Wisconsin in particular, have an opportunity to become known as a place where STEM talent is produced. She added that the talent has to be well rounded talent, with the liberal arts grounding that is important for problem solving and agile thinking skills.

Chancellor Gow said that he was glad that Ms. Kowalski turned attention to liberal arts. He asked how “softer” skills can be accounted for; he expressed concern about the focus on STEM, when other skills and experiences are equally valuable.

Ms. Kowalski said she had been thinking about this issue because of a particular client that has enough employees but is having problems with innovation, teaming, collaboration, and agile thinking. What is in a job description represents a small amount of what employers actually need, but it does identify what is needed to get to the interview table. She said that to succeed, an employee also needs life skills gained through a liberal arts education. She reiterated that educators need to have the conversation with employers about what they say they want and what they may actually need. She provided the example of the Marshfield Clinic, which recently told her company that they hire history majors because history majors have the analytical skills that they need.

Chancellor Wells recommended that there be an educator sector in industry that includes an emphasis on creative critical thinking and life-long innovative problem solving. Ms. Kowalski agreed and said that employers want creative, well-rounded talent that leads to entrepreneurialism and innovation; math classes do not teach entrepreneurialism and innovation. She expressed her thanks for the opportunity to present to the Board.

President Reilly thanked Ms. Kowalski and Dr. Carnevale for their presentations. He pointed out that a project of the American Association of Colleges and Universities demonstrates that most of the large corporation chiefs in the United States recognize what had been pointed out about the value of innovative, problem solving, and creative skills. He also acknowledged the need for greater student competency in mathematics.

UW Degree Data

President Reilly then provided a snapshot of related UW System data, presenting data on degrees awarded by the UW System between 1980-81 and 2010-11. In 2010-11 UW institutions

conferred more than 34,000 degrees at all levels, more than the 29,000 degrees conferred ten years before and a 45 percent increase over the past 30 years. He said that this is one level of increased productivity that the UW System can be pretty proud of. He also pointed out that the majority of graduates start out as Wisconsin residents in the UW System, and 81 percent of those in-state students remain in the state after graduation.

President Reilly said that people often ask if the degrees are in the right areas. Referring to his next slide, he pointed out that in fiscal year 2010, the largest number of undergraduate degrees was in the area of business and management, with 4,857 degrees. He said that it is not the case that the UW System is producing huge numbers of English majors or foreign language majors, which were the least popular undergraduate degrees. He said that when he shared this information with the head of Wisconsin Manufacturers and Commerce, Kurt Bauer, Mr. Bauer was surprised. He said that he agreed with what Ms. Kowalski said about communication and that it is important to make this information part of the conversation.

Noting that the second most popular degree area among undergraduates was social sciences, President Reilly said that some of the social sciences relate very directly to skills that businesses and corporations need in their enterprises. He said that more needs to be done to encourage degrees in the engineering area, and the UW System has a number of innovations to try and attract more students. However, a number of students who want to go into engineering programs realize that they do not yet have the needed skills. He said that he and Chancellor Lovell, along with the other chancellors, were working on a STEM initiative with the water industry in Wisconsin, to build a pipeline, starting in elementary schools and focusing on the first two years of college, for water-related jobs in Wisconsin. He said that only about 40 percent of students who enter the UW System as freshmen and who indicate that they want to major in a STEM discipline or who actually start in a STEM discipline are in a STEM discipline by their junior year.

President Reilly pointed out that degrees in STEM areas have grown by about 46 percent over the past ten years, and during the same period, degrees in health related fields increased by 39 percent. While growth is good, the absolute numbers are not high enough. He also noted degrees have been added in high-demand fields, including supply chain management at UW-Stout, a joint program in health and wellness management at UW-La Crosse, UW-River Falls, UW-Stevens Point, UW-Superior and UW-Extension, and a new degree in entrepreneurship at UW-Whitewater. He said that these issues and others would be addressed more in-depth at the next few Board meetings.

President Smith thanked President Reilly for his comments and said that the discussion had been a good one.

“Knowledge Powers Wisconsin” Communications Strategy

President Smith turned to President Reilly to introduce the discussion of the UW System’s new strategic communications plan. President Reilly said that the UW System needs to explain itself in a way that reflects both how it views itself and how others view the System. This conclusion was based on discussions about the university’s core mission of developing

educated citizens, grounded in the liberal arts and sciences, as well as the relationship of workforce and economic development to that mission. Noting that communication has to change with the times, President Reilly said that the UW System is no longer thought of as one monolithic entity but, instead, as an effective, efficient, and increasingly flexible family of distinctive public colleges, universities, and statewide outreach networks.

He said that the UW System needs to illustrate in a more compelling and consistent manner that the colleges, universities, and extension networks are a key ingredient in the state's economic recovery and the state's long-term vitality. The UW can be a big part of renewing the economy if state leaders see the UW as a smart place to invest for a long-term return.

President Reilly noted that the *Growth Agenda for Wisconsin* focused attention on the pressing need for more well-prepared college graduates as part of the larger effort to help Wisconsin people feel more secure and confident about their futures. He noted that the UW System is also focused on stronger businesses, helping local industries and emerging businesses translate innovation into long-term success, transforming ideas into jobs, and shoring up Wisconsin's competitive edge.

President Reilly invited David Giroux, Director of Communications and External Relations for the UW System, to present the new communication plan. He also requested the Board's advice on the communications framework to be presented.

Director Giroux stated that the UW System was doing important things to help stimulate Wisconsin's economic prosperity, but he queried whether the UW System was communicating that well and doing so with the right message. He said that the UW System had taken a collaborative approach in developing a new communications plan.

He said the process started by listening to the public through a survey conducted in March 2012. The survey involved approximately 450 residents from across the state, distributed by geography, gender, race and ethnicity, and education levels in ways that generally match the state population. Survey results indicated that Wisconsin residents were supportive of things that are local and residents believed that important uses of taxpayer dollars were K-12 schools, roads, police, and public safety.

Mr. Giroux said that higher education in general, including both the Wisconsin technical colleges and the UW System, received strong support, with approximately 73 percent and 80 percent of people reporting they feel a sense of personal pride in the quality of education that one can gain at a UW campus or WTCS school. He said that survey participants viewed access and affordability as important issues, and most Wisconsin residents believed that a college degree of some kind is more important than ever before.

Mr. Giroux said that survey results indicated that the best use of taxpayer funds within the university context are for access and affordability, with 82 percent indicating that keeping tuition low for Wisconsin residents is a good use of taxpayer dollars and 73 percent indicating that providing financial aid is a good use of funds. He also highlighted the following survey results:

- 71 percent said that maintaining current facilities was a good use of taxpayer funds;
- 46 percent said building new buildings to support growth was a good use of taxpayer funds;
- 65 percent said keeping the best professors in the classroom was a good use of funds; and
- 54 percent said recruiting new professors was a good use of funds.

Mr. Giroux observed that the survey was conducted in March 2012, at a time when the state of the economy was very much on people's minds; this was reflected in the survey answers. He said that when people were asked about how the university spends its dollars, the likely mindset expressed through the survey was to hold on to what one has, keep it working well, and invest wisely in educating Wisconsin residents.

The survey attempted to determine which mission of the university is most salient. Survey recipients indicated that helping people achieve their life goals, providing continuing education for adults, and educating Wisconsin residents were the most important, with the three responses tying for first place. In addition, 61 percent said that stimulating job growth in local communities was an important benefit of the university, while 52 percent said that attracting new industries to Wisconsin was an important benefit. Respondents wanted the UW System to focus its improvement efforts on stimulating job growth and attracting new industries to Wisconsin.

Mr. Giroux explained that in addition to this quantitative research, Professor Kathy Cramer Walsh, a faculty member from UW-Madison, had shared her research results. Professor Cramer Walsh traveled to 27 different communities over a period of about five years, from 2007 to 2012, to talk with people at gas stations, coffee shops, diners, and taverns. Although her research was focused on UW-Madison, many of her findings could be generalized to all UW institutions, Mr. Giroux said. She found a pervasive sense of distance from the UW, which was part of a larger sense of disconnection from large institutions. He said that Professor Cramer Walsh also found that people want the university to help create jobs in the community, and responding to these issues requires listening to people and building positive relationships. Professor Cramer Walsh found a great sense of respect for and trust in local UW-Extension educators because they are in the community and are not perceived as faculty members from the university but, instead, as people who share the concerns and values of the community.

Mr. Giroux said that with that insight, the UW System tried to develop a brand platform, a strategic communication framework, to help the UW System speak more consistently and more clearly about the issues that matter to people – jobs, the economy, economic development, and helping people feel strong again.

He explained that the brand platform was built on several principles. For example, people care deeply about their local community and want to see that connection in tangible terms. People want to know that the UW is bringing economic strength to their community and their neighbors. The UW System has to demonstrate that it is doing things that are working; this must be demonstrated with compelling facts, impacts, and outcomes. He said that the UW System has to make people feel proud again, even more than they already do, about what the UW System is doing.

Mr. Giroux said that the UW System's message and brand platform were built around "Knowledge Powers Wisconsin," in a modular approach that can be adapted anywhere to almost any issue – workforce, manufacturing, farming, art and culture, or public health. The platform can also be customized and adapted to any of the UW institutions.

Mr. Giroux showed slides illustrating several adaptations of the platform, including "Knowledge powers Wisconsin farming," featuring a Case New Holland tractor and a UW-Platteville logo, and "Knowledge powers Wisconsin manufacturing," featuring a Pierce fire engine manufactured by Oshkosh Truck and a UW-Oshkosh logo. He also shared "Knowledge powers Wisconsin's workforce," featuring a splash of purple and UW-Whitewater.

The centerpiece of the effort would be a new website that includes stories from every institution that relate to stronger businesses, stronger communities, and a stronger workforce. Mr. Giroux said that he believed this would provide the framework for a new strategic vision for the UW System, a new spin on the *Growth Agenda* or a new way of articulating what the UW System does. He said that this vision did not pertain only to more graduates, but also to broad affordable access and innovative new models, such as the flexible degree, all of which contribute to a stronger workforce. He also said that the vision did not pertain only to more jobs, but also the business outreach in such areas as manufacturing, agriculture, plastics, water technology, and fresh water sciences. In addition to stronger communities, the UW System strengthens the quality of life in Wisconsin through campus-based and extension networks and outreach programs. He suggested that the new message can help Wisconsinites feel stronger and more confident in their economic future and quality of life.

President Reilly thanked Mr. Giroux for the presentation and people from around the UW System who worked on the advocacy plan. He invited Regents' comments.

Regent Drew asked about plans for using social media. Mr. Giroux acknowledged the increasing importance of social media, with a student body that is engaged on Twitter, Facebook, and Pinterest, YouTube and others. He said that some UW campuses were using social media to good effect, and social media would be part of the advocacy plan.

Regent Whitburn commended Mr. Giroux for his work. He complimented the strong message, grounded in appropriate research, saying that the work was timely and important. Mr. Giroux thanked Regent Whitburn and noted the extensive involvement of staff at UW-Oshkosh and UW-Whitewater. He said that at uwpowerswi.com one can find an array of UW success stories gathered by skilled faculty and staff around the UW System.

Regent Millner also congratulated Mr. Giroux, indicating that he had a good concept, well based in data. She said that she appreciated that the project moved beyond the general concept of higher education to how higher education improves the lives of people in Wisconsin, including the job growth and the business growth. She said that it makes the benefits of the UW System more tangible. Noting that one of the strengths of the UW System was the cooperation and interactivity among the institutions, she asked if there were opportunities for co-branding.

Mr. Giroux said that there were, and he suggested Regent Millner and others visit uwpowerswi.com to view the stories, including one which showcased the collaborative health and wellness degree. Regent Millner observed that this would be branding for the System, as well as the institutions that make up the System, saying that the whole is stronger than the individual parts. Mr. Giroux agreed, and said that care was being taken to allow the institutions to preserve their own distinctive brand identities, while also shaping the brand identity for the UW System and the value of the System.

President Smith asked about next steps. Mr. Giroux explained that this work would become a tool kit for the chancellors and their staff, with each institution having the ability to customize the work to fit their needs. He said that what was needed most of all was the continued collaboration from his colleagues across the system, and he expressed confidence that it would be provided. President Reilly thanked the Regents for their feedback and reactions, and encouraged them to continue providing feedback.

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UW-EXTENSION'S COOPERATIVE EXTENSION CENTENNIAL

President Smith indicated that for much of the past year, Cooperative Extension, a division of UW-Extension, had been celebrating 100 years of service, dating back to 1912 when its first educator, Ernest Leonard Luther, was hired. (As President Smith was speaking, Chancellor Ray Cross, dressed as E.L. Luther, and Richard Klemme, Dean and Director of Cooperative Extension, entered the meeting room with a life-sized, cardboard-cutout of E.L. Luther and his motorcycle.)

President Smith said the reach and impact of Cooperative Extension had boomed, and Wisconsin residents benefit from more than 1.3 million educational contacts each year through Cooperative Extension's programs, including more than 500,000 related to agriculture and business, 497,000 related to families, and 346,000 involving youth in all 72 counties in Wisconsin. He turned to President Reilly for further introductory remarks.

President Reilly said that as the former Chancellor of UW-Extension, it was his pleasure to congratulate Chancellor Cross and Dean Klemme and everybody in Cooperative Extension on the 100th anniversary of their work. He said the Cooperative Extension represented a great partnership among the federal government, county governments, the university, and the people of Wisconsin, putting knowledge to work and serving the state extremely well. He then turned to "Oneida County Agent E.L. Luther," also known as Chancellor Cross, and Dean Klemme of the Cooperative Extension.

Dean Klemme interviewed E.L. Luther (Chancellor Cross, in character) about his work in Oneida County in 1912. "Mr. Luther" described how he traveled to communities in northern Wisconsin, getting to know people, working with farmers trying to earn a living, and working with families on how to can and store food. He explained that before rural electrification in the mid 1930s, E.L. Luther was teaching farmers how to effectively milk cows by hand. After the Rural Electrification Act passed, he helped to design electrical systems and helped farmers

effectively wire and connect to the grid, which had a significant impact on the economic level of rural Wisconsin.

Dean Klemme and “Mr. Luther” explained that because Mr. Luther and the Cooperative Extension were grassroots oriented and very practical, they helped to translate the technology of the time to the community, bringing families together to conduct education sessions. Much of E.L. Luther’s work in 1912 continues today through the Cooperative Extension’s work in communities, encouraging economic development through the use of broadband technology. Today’s Cooperative Extension helps youth to use new technologies to learn more about potential careers, much like farmers learned to use new technologies to increase their productivity in 1912.

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The meeting was recessed for lunch at noon and reconvened at 1:00 p.m.

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PRESENTATION OF INAUGURAL “REGENTS’ AWARD FOR DISTINGUISHED SERVICE TO THE UNIVERSITY OF WISCONSIN SYSTEM” TO JOHN AND TASHIA MORGRIDGE

President Smith stood at the podium for the first-ever presentation of the Regents’ Award for Distinguished Service to the University of Wisconsin System. Earlier in the year, members of the Board unanimously approved the creation of a new Board of Regents award, uniquely different from other Regent awards, which honor achievements at individual UW System institutions. This non-monetary award recognizes dedication to the System as a whole.

President Smith stated that Regent Emeritus Mike Spector, present at the meeting, had proposed the award along with President Reilly, saying at the time that the award would be “reserved for recognition of a demonstration of extraordinary commitment and dedication in advancement of our System”. Then-President Spector had also noted that by “recognizing those who make special contributions to the UW System we reinforce the value of the System itself.” President Smith said that he could not agree more and that the couple whose service the Board was about to honor set a high bar for the consideration of future award recipients.

President Smith announced that the first-ever recipients of the Regents’ Award for Distinguished Service to the UW System were John and Tashia Morgridge, both alumni of UW-Madison. He observed that their history of commitment and service to higher education in Wisconsin made them ideal recipients. Their contributions help not only those who attend UW-Madison but also those who attend public two- or four-year higher education institutions in Wisconsin.

President Smith shared ways in which the Morgridges have made a difference. In 2007 they donated \$175 million to endow the fund for Wisconsin Scholars. This endowment provides

grants for lower-income students graduating from public high school to attend one of the UW System's two- or four-year colleges or universities or a Wisconsin Technical College System institution. The size and the nature of the Morgridge's endowment gift was unprecedented in Wisconsin. The Morgridges also provided major funding for several facilities at their alma mater, UW-Madison, including construction of a new business school, Grainger Hall; renovation of the School of Education building; and the restoration and preservation of the Red Gym. In addition, the couple created the Morgridge Center for Public Service on the UW-Madison campus, which encourages student volunteerism; they also supported the no-naming campaign for the UW Business School. In 2006, the Morgridges gave \$50 million towards the Wisconsin Institutes for Discovery and the Morgridge Institute for Research, the public-private partnership of world-class biomedical research enterprises. These are only examples of the Morgridges' philanthropy.

President Smith said that the Regents exemplify many qualities intended to be honored by the Regents Award. Their unwavering service makes them a true inspiration to others. President Smith then announced that he would present, with pleasure and gratitude, the inaugural Regents' Award for Distinguished Service of the University of Wisconsin System to John and Tashia Morgridge. He presented an engraved crystal sculpture as a symbol of the award, and the Morgridges received an extended standing ovation.

On behalf of himself and Mrs. Morgridge, Mr. Morgridge expressed gratitude and sincere thanks for the award, saying that it was a unique and humbling honor. He said, however, that they had received an even greater gift, the gift of being part of the educational process in higher education in Wisconsin. The System had provided the opportunity for them to visit schools in the state, even in February (when they could be relaxing in retirement), meeting young people "who are smart, energetic, optimistic, and refreshing on a continuous basis our souls." Mr. Morgridge said that this was a wonderful gift, and expressed gratitude for that opportunity.

He spoke about the formulation of the idea of the Fund for Wisconsin Scholars, saying that the idea came from newspaper articles and the Gates Foundation. Noting that successful implementation of a good idea depends on the people involved, he acknowledged Mary Gulbrandsen in the audience. She is the Executive Director and sole employee of the Fund for Wisconsin Scholars. He also acknowledged Chancellor David Ward, who volunteered to be on the Board of Directors, as well as Ted Kellner and John Daniels, other board members. They freely and eagerly contributed their time to the project. Mr. Morgridge also extended thanks to the aid officers at the educational institutions; they are enthusiastic about and dedicated to the work of awarding the Fund's scholarships.

Mr. Morgridge also thanked the chancellors who had been most supportive of the Fund for Wisconsin Scholars program. He said that last year, the Morgridges gave \$500 checks to fund-recipients who were graduating. He cited UW-Milwaukee's response, where the students dressed nicely and wrote thank-you letters.

The Fund for Wisconsin Scholars project had been underway for four-and-a-half years and was in its fifth cohort, Mr. Morgridge said. To date, about \$25 million had been distributed. It is a small percentage of all aid provided, but it seems to have had an impact. Mr. Morgridge

said that it had been awarded to about 3,500 students in total, at all 42 participating schools, including the technical colleges. He said the assumption was that lack of money was one deterrent to graduation. He said that data suggest that in the four-year institutions, there has been some improvement in retention, more credits taken, better grade point averages, and better involvement. This extra money has resulted in students' probably less working hours and being more involved in school.

A challenge remains first-year retention. This is a challenge, and an area that is being studied. Mr. Morgridge said that the goal is to work with the System to encourage students' use of support services. Another challenge, particularly with respect to students from urban high schools, is under-preparation.

Mr. Morgridge closed his remarks by saying it was an honor to receive the award from the Regents. He said, "We thank you for permitting us to play in your sandbox and we look forward to meeting these energetic students in the coming year."

He then introduced his wife to speak about another project the Morgridges had undertaken. Mrs. Morgridge began her remarks by saying that their son, John, and his wife, Carrie – who have a daughter attending UW-Madison – started a project five to seven years before that involved supplying interactive white boards to schools in Colorado. After watching the project and how it was working, they decided to adopt the idea and start a project in Wisconsin called the Wisconsin Technology Initiative. The goal of the initiative is to bring technology and professional development to K-12 schools across the state of Wisconsin. Mrs. Morgridge said that they had been very fortunate to find an excellent leader for this program, Mike Kerr, who had been "on loan" from Cisco Systems for the last two years. She expressed gratitude to Mr. Kerr and Cisco for their support in this project. The other person who offered to become involved with the new initiative was Mary Gulbrandsen. She has invested significant time in both the Fund for Wisconsin Scholars and the new initiative.

The new project brings technology to the schools, largely through interactive white boards. Mrs. Morgridge remarked upon the eagerness of teachers to take on this new technology. The teachers and schools have to apply, meet a certain standard, and be approved; twice a year the project gives away interactive white boards or other technology. So far, the project had supplied technology to 566 classrooms in 15 districts across the state. Mrs. Morgridge observed that districts had begun to work together, some sharing professional development, some summer institutes. The professional development has turned out to be as important as the technology, because of the importance of understanding how to use the supplied technology.

Continuing professional development is available. The more teachers who receive technology, the more other teachers want the technology, which enhances both learning and teaching. Mrs. Morgridge said that students are paying more attention, there are fewer disruptive incidents in the classrooms, and there are fewer absences.

The project is also beginning to be employed in Schools of Education across the state, to enhance the skills of future teachers. Another goal is to develop a professional community of

teachers across the state who will learn the interactive-whiteboard technology together, which will increase the level of education among teachers. The last time a Saturday conference related to the technology was offered, 500 teachers attended. Mrs. Morgridge expressed excitement for this new project, which, she and Mr. Morgridge hope, will help more students be ready to succeed when they enter college as freshmen.

Mrs. Morgridge concluded her remarks by saying that she and Mr. Morgridge were extremely honored to be the first to receive the new Regents' award. She expressed sincere thanks for the recognition.

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NEWS FROM AROUND THE SYSTEM

President Smith turned to President Reilly to briefly share some recent news. President Reilly announced that UW-Oshkosh Chancellor Rick Wells had been honored with the Alberta Kimball Community Service Award at the Oshkosh Chamber of Commerce's annual meeting. Chancellor Wells received the award for his "selfless, strategic, sustained leadership" of UW-Oshkosh and for projects he is leading, such as the recent renovation of the Kolf Sports Center; construction of Horizon Village residence hall; and the addition of Sage Hall, the first new academic building at UW-Oshkosh in 40 years. The Chamber also noted Chancellor Wells' involvement in the acquisition of the former City Center Hotel, which the university hopes will revitalize the downtown area, enable more academic conferences on campus, and promote overall growth for the community.

President Reilly also noted that Communications Director Giroux was recently honored by the Madison chapter of the Public Relations Society of America as the Communicator of the Year and recognized for his work over the years with the American Red Cross, Alliant Energy, and the UW System, as well as personal involvement in Lily's Fund for epilepsy research. He said that this kind of peer recognition, given all the very talented communicators in the Madison area, is high praise and well deserved.

President Reilly extended condolences on behalf of the Board and the UW System to the family, friends, and colleagues of Dr. John Kerrigan, Chancellor Emeritus at UW-Oshkosh, who died at the age of 76. Dr. Kerrigan was the ninth chancellor of UW-Oshkosh, serving from 1990 to 2000, during which time the campus experienced remarkable academic achievement and success, while forging groundbreaking educational partnerships at home and in countries around the world. He said that Dr. Kerrigan was "a Wisconsin kid" and also an internationalist, who knew and loved Wisconsin's culture and its people, and took that out to interesting places all over the world.

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REPORT AND APPROVAL OF ACTIONS TAKEN BY THE BUSINESS, FINANCE & AUDIT COMMITTEE

President Smith called upon Regent Whitburn to present the report of the Business, Finance, and Audit Committee, which had met earlier in the day.

Regent Whitburn explained that the doctors at UW Hospital and Clinics work for the UW Medical Foundation, and any changes to the bylaws of the UW Medical Foundation must be approved by the Board of Regents. Faculty positions on the Foundation's board have been elected from different districts across the faculty, and over time certain districts have been better represented than others on the Foundation's board. The proposed bylaws changes permit open elections of faculty representatives to the board, setting aside the previous selection system. This also applies to the method of selecting members of the Foundation's standing committees. Regent Whitburn indicated that the Foundation board approved the proposed changes, as did members of the faculty.

Regent Whitburn then moved adoption of Resolution 10136; the motion was seconded by Regent Bartell and adopted on a unanimous voice vote.

Amendments to the Bylaws of the University of Wisconsin Medical Foundation

Resolution 10136: That, upon the recommendation of the Clinical Faculty of the University of Wisconsin School of Medicine and Public Health, the Dean of the School of Medicine and Public Health, the Chancellor of the University of Wisconsin-Madison, and the President of the University of Wisconsin System, the Board of Regents approves the proposed amendments to the University of Wisconsin Medical Foundation bylaws as outlined in Attachment A and adopts the amended bylaws as presented in Attachment B of these materials.

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FOLLOW-UP: APPROVAL OF THE REPORTING EXPECTATIONS FOR NCAA DIVISION I ATHLETICS PROGRAMS PRESENTED IN OCTOBER

President Smith indicated that the next item before the Regents was resolution to approve the expanded reporting expectations for NCAA Division I athletic programs. He noted that at the Regents' October meeting, Board members had an in-depth discussion during which it was reiterated that it was not the Board's intent to remove any decision-making authority from chancellors who bear direct responsibility for overseeing athletic programs. Rather, the Board's action was simply a forward-looking process to facilitate consistent information sharing and oversight across the UW System. He reminded Regents that it falls to the Board, as the university's governing body, to ensure that appropriate and adequate policies and processes apply to all areas of university operations.

He turned to President Reilly, who said that it was clearly a strong priority to uphold the integrity of the UW's athletic programs, preserving public trust and confidence in every element of campus operations. He noted that in October, Senior Vice President Morgan said that the recommended reporting process included annual presentations to the Board of Regents, periodic reviews of significant financial arrangements and compensation agreements, an annual certification letter, and a protocol requiring violations to be reported to the chancellor. Additionally, the Director of the Office of Operations Review and Audit, Elizabeth Dionne, had explained that the new reporting framework would help increase understanding of matters related to academics and student-athlete welfare, compliance, and other relevant information.

President Reilly explained that the reporting format before the Board incorporated changes based on Regent questions and suggestions from the October meeting. He explained that the new reporting process would first be implemented by the three Division I athletic programs, at UW-Madison, UW-Milwaukee, and UW-Green Bay, and later extended to the Division II and III athletic programs.

Senior Vice President Morgan provided additional detail on the initiative, noting that the Regents had in their possession a document entitled, "Accountability Reporting Framework for the Board of Regents Oversight of NCAA Intercollegiate Athletic Programs." The document had been changed to accommodate suggestions offered during the last meeting. He noted one additional change to the document, pointing out that on page 3, Item 2, should read "financials, including at a minimum ..." rather than "financial highlights, including, at a minimum ..." He also pointed out that on page 4, Item 9 incorporated the suggestions that were made regarding the reporting of minor violations and stated "a list of all major violations reported to the NCAA, and those minor violations reported to the NCAA, as provided to the institution's athletic board/committee." He noted that this provision means the Board of Regents will be provided with the same information on minor violations that are reported to athletic boards.

Senior Vice President Morgan then invited Vice Chancellor Bazzell of UW-Madison to address the Regents about an item that was of concern to UW-Madison. Vice Chancellor Bazzell said that good work went in to developing the framework, and UW-Madison supports the framework. He expressed concern about the reporting requirements as they relate to investigations and what can be shared. He then invited UW-Madison's Senior Associate Athletic Director for Compliance, Walter Dickey, to speak to the issue.

Professor Dickey, a former UW-Madison law professor, and for many years chair of the UW-Madison Athletic Board, said that he had served as the faculty representative to the Big Ten and the NCAA and was now responsible for overseeing compliance for the Athletic Department. He expressed concern about vagueness in the reporting requirements and the possibility that the requirements might impair the department's ability to conduct thorough and timely investigations. There are situations in which accusations are made and, regardless of whether there is a factual basis for the accusations, the department will look into those situations. He said if there were no factual basis for an accusation, he would not be comfortable suggesting that wrongdoing was even suspected. He also suggested there was some ambiguity as to what should or should not be reported. In some situations, reporting something might impair the department's ability to investigate.

Professor Dickey also pointed out that there are situations in which the NCAA has indicated that the department was not to discuss an allegation. He provided an example of a situation in which this occurred. There was an allegation involving wrongdoing by a young man, not the institution, and the NCAA wanted to conduct the investigation and not have it impaired by any premature comment or by someone talking to a potential witness; the department was instructed not to discuss the matter. He said that if the department had discussed the matter, the institution would have been in violation of NCAA rules by failing to cooperate with an investigation, even though the investigation did not involve the institution.

In addition to his concerns about ambiguous language, Professor Dickey suggested it was important to recognize the volume of violations. He noted that the rule book is very thick, the Big Ten rules and NCAA rules do not always match, and the issues can be very technical. He explained that most of the time, rule violations are trivial or relatively inconsequential and inadvertent, but they usually require follow-up by the department. He noted that if a junior fails to declare a major by the first day of school, Big Ten rules make the athlete ineligible for the balance of the Big Ten season. He said that when this occurs, the department tries to get the athletes reinstated and has to act in a timely way. He questioned whether three or four student athletes forgetting to declare a major is the kind of thing the Board wants reported to the chancellor or anybody else. He suggested that a sense of proportion is necessary.

President Smith asked what specific language was being discussed. Professor Dickey said that he was referring to the word “suspected,” because it was unclear how this should be applied. Senior Vice President Morgan explained that the reference was to Item 1 on page 4 of the framework, which states: “Each institution is to immediately notify the Chancellor, who in turn will immediately notify the president of the UW System for communication to the Board of Regents President, of all NCAA major infractions (known or suspected).”

President Smith asked if this was the only item UW-Madison wanted changed, and Professor Dickey and Darrell Bazzell indicated that it was.

Regent Whitburn suggested that one option might be to approve the resolution with Item 1 on page 4 deleted, and then have Senior Vice President Morgan work with the UW-Madison and its Athletic Department to develop appropriate language and bring it back to the Board.

Senior Vice President Morgan suggested striking the word “suspected” from the paragraph and adopting the resolution with the revised paragraph in the framework, after which he would bring back some reworked language. He explained that the concern was that the System President and the Board be informed earlier, rather than later, of things that may give rise to reputational or financial harm to the university. He said he was trying to strike a balance by being sensitive to the issues that Professor Dickey outlined, but also ensuring that the Board of Regents is advised of those matters.

Referring to the parenthetical expression, “known or suspected,” Regent Walsh questioned whether the word “suspected” should be removed, noting that it is not possible to report something that is not known.

Regent Millner said that she was concerned about including “known or suspected” and the reference to minor violations. She said that, as a member of the Athletic Board’s Academic Compliance Committee, she understood that the minor violations were sometimes so minor that it may not make sense to include them. Also, there are many over the course of a season. She encouraged the Board to consider modifying Item 9 on page 4.

President Smith asked for a general idea of the number of minor violations. Professor Dickey indicated that there were 23 minor violations last year.

Regent Bartell clarified that Item 1 on page 4 referred only to major infractions, not minor infractions. Professor Dickey explained that when the athletic department looks into a situation, they do not know right away if it is potentially a major or minor infraction. He also said that the language at the end of the paragraph modified everything coming before it, and it referred to “events or situations which might spark unusual public interest.” He pointed out that there are secondary violations that would meet that criterion.

President Smith asked for a motion. Regent Walsh said he moved that paragraph 1 on page 4 be amended to strike “(known or suspected).” Regent Whitburn moved adoption of Resolution 10137 and accepted Regent Walsh’s suggestion as a friendly amendment. Regent Bartell seconded the motion.

President Smith asked if there was any discussion on the resolution. Regent Bartell said that he was one of the Regents who suggested that the athletic board or committee be involved in the process, and was pleased to see that Item 9 was added to the policy.

Regent Higgins asked if the other Division I programs were comfortable with the framework. Senior Vice President Morgan responded that staff at UW-Milwaukee and UW-Green Bay were briefed and were satisfied with framework.

Hearing no other discussion on the resolution, President Smith called for a vote. The resolution was adopted on a unanimous voice vote.

Accountability Reporting Framework For Board of Regents Oversight of NCAA Intercollegiate Athletics Programs

Resolution 10137: That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the accountability reporting framework for NCAA intercollegiate athletics programs.

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PRESENTATION AND DISCUSSION: VETERANS DAY 2012 – STUDENT-VETERANS IN THE UW SYSTEM

Introduction

President Smith stated that the Board's second major discussion topic was serving student veterans in the UW System. He pointed out that Veterans Day, a national holiday intended to honor and thank the military personnel who served the United States in all wars, was coming up on Sunday, November 11; veterans are found in all walks of life, including on college campuses, he said. Bringing the topic before the Board provides an opportunity to: (1) highlight the range of services that the UW System provides to student veterans; (2) honor and thank veterans within the System; and (3) discuss and acknowledge the unique challenges facing student veterans at UW institutions.

President Smith said that the number of student veterans served by UW institutions had increased by more than 200 percent since the Wisconsin GI Bill was implemented in 2005, although they represent fewer than 3 percent of the total student population. He extended the Board's gratitude and respect to the men and women who have served the United States, both far and near. He then invited Vice President Mike Falbo, a veteran of the United States Army Vietnam Medic Corps, to further introduce the presentation.

Vice President Falbo said that student veterans were an important topic for the Board of Regents and for all of the UW institutions. He said that he returned from Vietnam in 1971, got married, and enrolled at UW-Parkside one month later. He said that going to college was a tremendous opportunity for him, one that helped change his life. Like other veterans of the era, he was thankful to have the GI Bill benefits to help pay for college and equally thankful that UW-Parkside gave him an opportunity.

Vice President Falbo said that the transition was very difficult for him, and the cultural whiplash of going from the jungle to the classroom in such a short time took its toll in ways he did not fully understand. He said that when he returned there were no specialized services or support on campus for veterans; although the system still is not perfect, Vice President Falbo expressed appreciation for the current support for returning vets.

He indicated that helping dedicated soldiers become successful students will always be challenging, but the UW System should pay close attention to these challenges. He indicated that citizens have a moral obligation to their veterans and this is an important way to honor their service. Also, in the context of the conversation about workforce development, he noted that everyone should think about the economic imperative, that veterans can and should be a big part of filling the skills gap today and in the future. He said that the UW System should pave the way for veterans to enroll in college, and to the best of its ability, remove or reduce as many roadblocks as possible. He suggested that the UW System should harness the dedication, discipline, and drive that these men and women bring to the campuses and to the workplace. He thanked student veterans for their service and welcomed them to their UW home.

President Reilly spoke next, expressing pride in the UW System's commitment to veterans. The UW System has a record number of student veterans, with more than 5,000 enrolled, many of them taking advantage of the Wisconsin GI Bill, including his younger son. Offering veterans a chance to earn a college degree is a meaningful way to honor their personal sacrifice for the country. President Reilly said in addition to Vice President Falbo, there were a number of veterans present and he asked them to stand; several veterans arose and were recognized with a round of applause.

President Reilly said that the UW System is committed to providing a welcoming learning environment for all because students of all backgrounds, including veterans, enhance the overall UW experience as they diversify the student body and enrich the educational process with their wide-ranging experiences. He said he was gratified that the Board and the UW System could further recognize the significant contributions that veterans have made, and continue to make, to UW institutions and to the country.

He explained that each UW institution has a veterans coordinator, who assists veterans in applying for federal and state educational benefits and advises veterans on the availability of other benefits; he noted that examples of veteran-related activities coordinated at the UW institutions were included in the Board's materials. He said that the presentation would include a panel of three veterans coordinators, to be followed by three UW student veterans.

Senior Vice President Nook began the presentation with a video from UW-Whitewater, entitled "Serving Those Who Serve," which highlighted the experience of several student veterans at UW-Whitewater and the assistance provided to them by the campus veterans coordinator, Janice Nordin. Following the video, he recognized two individuals in the gallery, Lieutenant Colonel Eric Killen and Sergeant Major Ralph Rosemore, from the Wisconsin National Guard, and thanked them for their presence at the meeting. He also thanked the staff who helped prepare for the presentation, in particular Jess Lathrop of the Board of Regents Office and Dennis Rhodes of UW System Financial Administration.

Demographics

Dr. Nook started the presentation by noting that over the past 30 years the number of student veterans on UW campuses had changed; the number of students currently self-reporting as veterans was 5,060. The number of veterans receiving educational benefits had grown from approximately 1,000 in 2005, to more than 3,000 today. He attributed the growth in veterans receiving educational benefits to two factors, Wisconsin GI Bill benefits and Federal Post-9/11 benefits, which made it easier for veterans to access higher education. He said that these 3,000 veterans were spread throughout the UW System, with UW-Milwaukee having the greatest number of student veterans, followed by UW Colleges, UW-Oshkosh, and UW-Madison. He noted that these four institutions accounted for approximately 50 percent of the veterans in the UW System who are receiving benefits. He also pointed out that veterans receiving benefits accounted for roughly one-half of the students who self-identify as veterans.

Senior Vice President Nook shared descriptive information, indicating that student veterans attending UW System institutions are predominantly white, with approximately 10

percent of student veterans from underrepresented minority groups, much like non-veteran students within the UW System. He also noted that student veterans are more likely to be male than non-veteran students, and older, with a large proportion of these students falling into the “30 and older” age group. Like other nontraditional students, these students are also more likely to be part-time students.

Dr. Nook noted that student veterans have similar majors as compared with other UW students, with business and business-related areas followed by majors related to health professionals, socials sciences and education. Where veteran and nonveteran students differ is in the fifth-most-popular area of majors among veterans -- homeland security, law enforcement, fire-fighting and related areas -- which is not a common major among non-veteran students. With respect to student retention rates, approximately 75 percent of new freshmen veterans return for a second year. This he said was about 10 percentage points behind non-veteran, traditional students, but comparable to non-veteran nontraditional students. The retention rates for veterans who are new transfer students are consistent with the retention rates for other new transfer students within the UW System. Senior Vice President Nook also pointed out that the six-year graduation rates for student veterans who entered as new freshmen are 16 to 19 percentage points lower when compared to non-veteran students who enter as new freshman, and also lower when compared to non-veteran nontraditional students. However, the graduation rates of student veterans who transfer are higher than rates for traditional non-veteran transfer students.

Educational Benefits

Senior Vice President Nook then spoke about educational benefits for veterans. He said there are two mechanisms that need to be considered when thinking about how to work with veterans to ensure they are successful: (1) helping veterans understand the benefits that are available to them; and (2) providing adequate support services for veterans and ensuring they have what they need to be successful in the classrooms.

He explained that the array of benefits available to student veterans is somewhat complicated. He referred to a slide that compared the benefits available through the Wisconsin GI Bill and the four most commonly accessed federal programs, noting that sometimes the benefits can be mixed and matched, while at other times students may qualify only for one of the programs. He also noted that sometimes payments are made directly to institutions on behalf of students, and other times the payments are made directly to students. He indicated that the complexity of the benefits programs underscored the importance of the veterans coordinators, who help students understand the confusing array of benefits. He emphasized that after having served in an extremely structured military system, student veterans face a very unstructured system of benefits; the veterans coordinators provide a great deal of support in helping students learn how to access and use the benefits they have earned.

Senior Vice President Nook explained that the Wisconsin GI Bill, which was implemented before the federal post-9/11 GI Bill, essentially replicated the GI Bill benefits that were implemented after World War II, providing payments and educational benefits as well. After the federal Post-9/11 GI Bill was implemented, the Wisconsin GI Bill benefits were not

discontinued, but instead were provided in addition to the Post-9/11 GI Bill benefits. He also noted that the Wisconsin GI Bill provides benefits to the children and spouses of veterans who are 30 percent or more disabled or deceased, which is more generous than the benefits provided by most other states.

Senior Vice President Nook indicated that there are three sources of funds that pay for the benefits that veterans, their spouses, and their children receive. These are state funding, federal funding, and UW System funding, which is primarily a tuition set-aside that Regents approved in 2009. In 2011-12, he said, \$13,372,000 in veterans educational benefits were paid for out of student tuition. He also explained that a growing number of spouses and children were accessing the educational benefits, saying that some were concerned about these numbers continuing to grow and about how these benefits will be funded. He noted that the spouses and children of veterans may be moving through the System for the next 30 years.

He explained that cost of the Wisconsin GI Bill benefits for student veterans peaked in 2008-09, at \$16.2 million, and had decreased since then because of the implementation of the federal Post-9/11 benefits that cover some of the costs for the veterans for student veterans. Because the federal government is not paying for benefits for spouses and children, the cost of benefits for spouses and children had increased steadily; in 2011-12, the total cost of the benefits for veterans' spouses and children actually exceeded the costs of the state benefits paid for student veterans.

Dr. Nook said that to help to manage the benefit programs, payments and remissions, the UW System collaborated with the Wisconsin Technical College System to develop a website to track and report GI benefits. He also noted that UW System staff built a veterans education portal that provides information about each of the UW campuses, how to access services, and veterans benefits.

Veterans Coordinators

Senior Vice President Nook then asked three veterans coordinators to join the discussion, and introduced each of them. The coordinators were:

- Elaina Koltz, a financial aid advisor and veterans services coordinator at UW-Green Bay, who had worked as a veterans certifying officer since 2002. Ms. Koltz was activated in the military from 2002 to 2003, and is a retired veteran with 22 years of military service. Her husband, daughter, and son-in-law are all veterans, taking classes, and using veterans benefits.
- Janice Nordin has been the certifying official at UW-Whitewater since 1995, and prior to that served for several years at UW Eau Claire. She was honored twice with the Patriotic Employer Award from the National Committee for Employer Support of the Guard and Reserve, and was recognized as the Veterans Advocate of the Year for 2010 by the Wisconsin Department of Veterans Affairs.

- Miranda Cross-Schindler, Military Education Benefits Coordinator at UW-Eau Claire since January 2011, served in legal military administrative support for the Army Reserves C Company 187th Battalion in San Antonio, Texas from 1999 to 2001. She has a bachelor's degree in management and a master's of business administration degree, both from UW-Eau Claire. Prior to joining UW-Eau Claire, she held veterans-related positions with the Wisconsin Department of Workforce Development and the GSLI Staffing Company in Eau Claire.

Senior Vice President Nook welcomed the three panelists and asked them to help provide an understanding of veterans benefits.

Ms. Koltz explained the importance of military transfer credits and the process UW-Green Bay uses to award veterans up to 14 credits based on basic and advanced military leadership and training. UW-Green Bay uses the American Council for Education recommendations to award additional credits beyond the initial 14 credits and also allows waivers for veterans for certain general-education required courses, such as World Culture and Ethnic Studies, based on their training and educational experience while living and serving in another country.

She noted several challenges related to military transfer credits, including: the 15-credit transfer student application requirement; determining the grade value of successfully completed military education; and requiring veterans, many of whom have been out of high school for several years, to take the ACT in order to have their application considered.

Ms. Koltz also addressed the importance of providing faculty and staff with training on veterans issues. She explained that some students have been activated from the university to a combat zone multiple times, and when they return from a combat zone they may start school almost immediately. For this reason, it is very important for faculty and staff to understand the student veterans' state of mind and the issues they may be facing upon returning to school. She said that service members often need two sets of skills, survival/coping skills while they are in the military, and home/civilian skills when they are not in the military; while both skill sets are important and necessary, the skill sets can be conflicting, confusing, and hard to separate for the service member. She provided several examples:

- When in military mode, the mission is the only thing that is important, but when in civilian mode, multiple competing tasks come from family, work, and school, which can cause confusion for veterans.
- In the military, one person talks and everyone listens, but in civilian life or the college classroom everyone is given the opportunity to talk and share but not everyone listens, and that can be frustrating for service members if other students talk or use Twitter while the professor is teaching.
- In the military, if a fellow soldier does not pay attention, the whole training group could bear the consequences and often times service members view such behavior as a lack of respect for the instructor.

Ms. Koltz noted that service members may seem quiet and withdrawn to faculty, but they have been trained to restrict information that can be used against them. This lack of communication can cause frustration and isolation for the veteran in the classroom and can also cause frustration for the instructor who is trying to draw the student out. As service members were trained to be suspicious of others, this may also cause them difficulty in attending activities and going out in public. She also indicated that most service members have some hearing loss from their military service, yet as students, they sit in the back of the classroom because for them it is lifesaving to keep their back to the wall and have an exit strategy.

Ms. Koltz also noted that that these issues are sometimes combined with Post-Traumatic Stress Disorder (PTSD) or Traumatic Brain Injury (TBI), which are hidden disabilities that can seriously affect a student's performance in the classroom. Because of these many issues, UW-Green Bay has invited speakers to the campus to talk to faculty, staff, and students about these issues, transitional war zone skills, managing anger, and increasing resiliency in military families. Panels of students have also shared their stories and answered questions from faculty and staff. She said that bringing awareness and understanding to the issues that veterans may be facing enables the campus to better serve its student veterans.

Ms. Koltz was followed by Janice Nordin from UW-Whitewater, who shared information regarding creating a campus veterans committee and providing a campus space for veterans. She indicated that creating a campus veterans committee provided perspectives from many different departments regarding how a campus can best support student veterans. She said that at UW-Whitewater the veterans committee included representatives from admissions, advising, adult student services, the bursar's office, career services, the center for students with disabilities, counseling services, ROTC, and veterans' services, as well as the veterans club president; they interact to ensure continuity of services, plan events, and survey veterans on needed services.

Ms. Nordin also stated that veterans need support from campus administration and faculty, and universities can help support veterans by committing to provide a dedicated space for veterans to use for meetings, activities, and socializing with other veterans. She also noted that providing specific courses or course sections for veterans that allows them to connect with peers in a safe environment is another way in which universities can support veterans.

Ms. Nordin was followed by Miranda Cross-Schindler of UW-Eau Claire, who addressed the importance of meeting the mental health needs of veterans, providing services to female veterans, and connecting veterans with the workforce. Indicating that 40 percent of veterans returning from Iraq have some sort of mental health issue, such as anxiety, depression, or PTSD, Ms. Cross-Schindler said that one-third of these veterans receive only minimal care and another one-third receive no care at all. She stated that she feels responsible for helping these veterans while they are attending UW-Eau Claire and before they are sent out into the workforce, because mental health issues can impact the veterans' ability to concentrate, recall information, and interact socially.

Ms. Cross-Schindler said that UW-Eau Claire is fortunate to have a Veterans Administration (VA) Health Care Coordinator on campus each week who meets with each veteran and ensures they have been screened and are accessing available VA services. She noted

that the campus Veterans Center has a Tele-Health station, a popular and convenient service that allows veterans to Skype with their psychiatrist and saves them from making a trip to the Minneapolis or Tomah VA; usage has increased by 70 percent in the past year. She also noted that her office maintains a strong relationship with the campus disabilities office and arranges guest speakers to discuss reintegration issues and mental health issues with faculty and staff. She noted that the campus also tracks mid-term grades of veterans and intervenes with referrals to counseling services, the academic skills center, or disabilities office when appropriate.

Ms. Cross-Schindler noted that a therapist from the La Crosse Vet Center travels to UW-Eau Claire to meet with female veterans. The campus has also started an annual lunch discussion for female veterans and partnered with the Wisconsin Department of Veterans Affairs to sponsor a Women's Veterans Expo. She also noted that her office works with the Veterans Club to ensure that social activities have a family focus that encourages veterans to involve their children.

Ms. Cross-Schindler noted that her professional background is in the area of veterans employment. Her office maintains a strong relationship with Job Service, and a veterans employment representative holds office hours every week in the campus Veterans Center, helping veterans to translate their military experience, create resumes, practice interviewing skills, and conduct job searches. Her office regularly shares information with veterans regarding on-campus and off-campus employment opportunities; it also refers student veterans to UW-Eau Claire's career services department for help with investigating internships, work study jobs, volunteer service learning, and other opportunities to better prepare them for employment. She noted that the employment workshops are regularly held at the campus Veterans Center. Ms. Cross-Schindler also described the success of veterans job fairs that have been held across the state and a recently-developed mentoring program for veterans and corporate professionals. Ms. Cross-Schindler concluded her remarks by indicating that the campus is seeking to do more work with alumni veterans to determine their success in securing employment, whether additional assistance from the campus is needed, or whether they might be interested in mentoring student veterans.

Regent Bradley asked the veterans coordinators if they could comment further on the severity of the hearing loss problems Ms. Koltz had mentioned and how common the problem is. Ms. Koltz suggested that the problem was fairly common among people who have served in the military, and the VA is working with military personnel to determine if their hearing loss is a service-connected disability,

Regent Drew commended the veterans coordinators on UW campuses. He said that it was obvious from listening to the three panelists that their work was more than a job to them, as they had a commitment to helping veterans. He said that he was glad that the UW System was committed to helping veterans; what the UW System is doing honors veterans and makes a very difficult transition a little bit easier.

Student Veterans

Senior Vice President Nook then introduced a panel of three current or former students:

- Eli Caywood, a recent graduate of UW-Platteville with a degree in political geography currently serving with the Wisconsin National Guard, who was on active duty from 2002 to 2006 with the 75th Ranger Regiment Airborne and had four deployments to Afghanistan.
- Suzan Bayorgeon, a senior at UW-Stevens Point majoring in sociology and social work, who was on active duty from 1984 to 1993 in the Army and served in the Gulf War and in Korea.
- Corie Richardson, a freshman at UW-Milwaukee majoring in criminal justice and a member of the Wisconsin Army Guard, who had deployments to Iraq, Kosovo, and Germany.

Mr. Caywood began by stating that he was a graduate of UW-Platteville who currently works at the institution as a veterans school certifying official. He said that Platteville is his hometown. He decided to attend UW-Platteville because of the benefits available through the Wisconsin GI Bill and because he felt comfortable with the campus; the campus was close to his family and he needed their support.

He said that his experiences as a student veteran at UW-Platteville taught him how to advocate for himself. As a student, he helped to organize the student veterans club on campus, the main purpose of which was to support other student veterans and help faculty, administrators, and staff understand the issues facing student veterans.

Mr. Caywood said that the main challenge facing student veterans was relating to other people. He noted that since the Vietnam War, the percentage of U.S. citizens in the armed services had dropped to an all-time low of 0.45 percent, which has led to many of the issues veterans face outside of the military and several that he has observed at UW-Platteville. He said that one of the most common challenges for student veterans is dealing with traditional-aged students in classroom discussions. He also noted that a faculty member told him his evaluation of a situation overseas was incorrect because the evaluation did not agree with what the faculty member had read and seen in the news. He also noted that it was challenging to convey the necessity of expediting veterans programming at the campus when the senior administrators at the institution were not veterans and did not have formal education related to veterans issues.

Mr. Caywood said that his goals included pursuing advanced degrees in adult education and working with veterans in higher education. He also said that he planned to attend Officer Candidate School to become an infantry officer.

The second student panelist, Corie Richardson, said that he was in his first semester at UW-Milwaukee. He said that he was deployed to Iraq at age 18 and served two additional deployments to Kosovo by the time he was 21. Mr. Richardson noted that he had faced several challenges at UW-Milwaukee related to miscommunication and being bounced between offices when he had a problem. He said that since finding the campus veterans center, he spends all of his time there because it is relaxing and he can relate to the people there. He said that the staff at the veterans center had helped him to stay in school and maintain his motivation.

The final student panelist, Suzan Bayorgeon, noted that she had returned to school five years before, starting at Northcentral Technical College in Wausau and eventually transferring to UW-Stevens Point. She noted that the veterans coordinator at her campus, Ann Whipp, and those at the other campuses do an amazing job to help student veterans. She suggested that it would be useful to have workshops that would allow all of the veterans coordinators to share information and ideas and to provide across-the-board training for coordinators and veterans to learn about benefits, services, and resources within the UW System.

Discussion

Senior Vice President Nook asked Mr. Richardson to elaborate on the importance of peer mentors. Mr. Richardson noted that the upperclassmen and the staff at the campus veterans center have been very helpful to him. He suggested that if incoming freshman had an upperclassman peer mentor to help them through the first year of college, the new student veterans would benefit tremendously.

President Smith stated he was recently talking to a student veteran at UW-Stevens Point who expressed concern about not getting credit for military education and for prior military experience. He asked if any of the panelists had any thoughts or experience in this area. Ms. Bayorgeon stated that some of the student veterans at UW-Stevens Point were interested in the flexible degree program and applying the experience, knowledge, and leadership skills of student veterans to fulfill some of the degree requirements, which would allow student veterans to graduate sooner. She explained that at the present time, UW-Stevens Point was providing only two credits for military experience and training. Mr. Caywood explained that UW-Platteville had a similar process for awarding credit that was based on work done by the American Council on Education (ACE).

President Smith asked if the panelists were satisfied with the process, or if things could be done differently. Mr. Caywood replied that there is always room for improvement. He opined that because of a communication gap and the lack of common experiences, military certifications do not translate easily to higher education. He noted that if he told a civilian that he attended advanced military training for 20 weeks to learn how to be an intelligence analyst, it would be meaningless, but someone with military experience would understand and evaluate that training and provide credits for the relevant experiences.

In response to a question from President Reilly, Mr. Caywood noted that ACE had translated some certifications into credit recommendations. President Reilly suggested that the issue was how robustly UW System was using the ACE credit recommendations from one campus to another, which may require a conversation with the UW System faculty representatives.

Regent Pruitt asked the panelists to describe the single most important lesson they had learned that might help incoming student veterans overcome challenges they may encounter. Mr. Richardson said that veterans come from all different branches of the military, but all are told not to give up. He said that he would advise student veterans that they may encounter many hurdles and will have to overcome a lot of things, but it is important that they never give up. Ms.

Bayorgeon said that she would advise student veterans to learn how to advocate for themselves. Mr. Caywood said that because the military is a very action-oriented organization, and higher education is not, he would advise incoming freshman to practice patience.

Addressing Mr. Richardson's concerns, Regent Higgins wondered why students are not told about the veterans center during the admissions process. Mr. Richardson indicated that the veterans center at UW-Milwaukee only recently opened and that he felt privileged and lucky that there was a place for him on the campus. He said there needs to be a better way to let veterans know that there is help available and a place where they can feel comfortable asking questions.

Regent Higgins suggested that in the admissions process there should be specific campus staff assigned to work with veterans to ensure they receive the necessary information. Mr. Caywood said that at UW-Platteville he has attended new-student registration days with a large sign that says "Were You or Were Your Parents in the Military? If so, come and talk to me." He reported that he has had success in reaching student veterans and dependents in this manner.

Ms. Cross-Schindler said that UW-Eau Claire recently hosted the first veterans-specific orientation session. Ms. Koltz said that UW-Green Bay started a mentoring program for prospective students. Ms. Nordin explained that at UW-Whitewater, anyone who self-identifies as a veteran during the admissions process or has a parent that is a veteran is asked to contact her office. UW-Whitewater also started staffing a table at orientation, similar to what UW-Platteville has done.

Regent Higgins said that he was concerned about the self-identifying aspect. Mr. Richardson suggested that the problem at UW-Milwaukee was that there were not enough faculty and staff, and if the campus is going to help students learn how to use their benefits and feel comfortable talking to people to get help, there has to be more staff.

Senior Vice President Nook said that Ms. Bayorgeon had mentioned to him that benefit checks are not always available at the beginning of the semester, and she suggested that this was an issue that should be addressed. He asked her to elaborate further on that topic. Ms. Bayorgeon said that the veterans club and the veterans coordinator at UW-Stevens Point discussed the possibility of establishing an emergency fund for veterans who have not received their benefits when expected. The emergency fund could be used by veterans to pay rent or buy books or groceries, and then be repaid when the benefits arrive.

Senior Vice President Nook also noted that Mr. Richardson had previously mentioned that a checklist would be helpful. Mr. Richardson explained that in the military, the military uses a checklist before deployments, before returning home, and before being released from the military. He said that military personnel do not like the checklist, but it is very beneficial to them. He suggested that during student orientation at UW-Milwaukee and other institutions student veterans should have a checklist to ensure that they have seen everyone they need to see, and have all of the information they need.

Senior Vice President Nook concluded the presentation by stating that Regents could see from the materials in their packets and from the information shared by all of the panelists that the

UW System has come a long way since 1971, when Vice President Falbo came home from Vietnam and entered UW-Parkside, but there is still room for improvement. He said that it honored veterans to listen to them tell about their experiences on UW System campuses and to learn from their experiences. He thanked all of the veterans coordinators throughout the UW System, particularly those who helped to develop the afternoon's presentation.

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The meeting recessed at 3:00 p.m. and reconvened at 3:10 p.m.

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CLOSED SESSION

President Smith called upon Regent Falbo to present Resolution 10138 to move into closed session. The motion was seconded by Regent Walsh and adopted on a roll-call vote, with Regents Bartell, Behling, Bradley, Drew, Falbo, Higgins, Hribar, Manydeeds, Millner, Pointer, Pruitt, Roberts, Smith, Tyler, Walsh, and Whitburn voting in the affirmative. There were no dissenting votes and no abstentions.

Closed Session Resolution

Resolution 10138: That the Board of Regents move into closed session to: (a) consider a UW-Madison salary adjustment, as permitted by s. 19.85(1)(c), Wis. Stats.; (b) consider UW-Madison honorary degree nominations, as permitted by s. 19.85(1)(f), Wis. Stats.; (c) consider a faculty member request for Board of Regents review of a personnel decision at UW-Superior, as permitted by s. 19.85(1)(f), Wis. Stats.; and (d) confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), Wis. Stats.

The following resolutions were passed during closed session:

Approval of Salary: School of Business, University of Wisconsin-Madison

Resolution 10139: That, upon recommendation of the President of the University of Wisconsin System and the University of Wisconsin-Madison Chancellor, the academic year base salary for Randall Wright, Professor in the Department of Finance, Investment, & Banking and the Department of Economics be increased by 5 percent to \$357,000, effective November 1, 2012 and the academic year salary rate be increased up to \$400,000 on a temporary basis while Professor Wright is teaching in the School of Business Executive Education Program in addition to his regular duties.

Request for Review of a UW-Superior Decision on an Employee Grievance

Resolution 10140: That the Board of Regents adopts the attached Proposed Decision and Order as the Board's final Decision and Order in the matter of a request for Regent review of a UW-Superior decision on an employee grievance.

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The meeting was adjourned at 3:35 p.m.

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Submitted by:

/s/ Jane S. Radue
Jane S. Radue, Secretary of the Board
Office of the Board of Regents
University of Wisconsin System