

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held in the Sodexo Grand Ballroom AB
UW-Oshkosh Alumni Welcome and Conference Center
University of Wisconsin-Oshkosh
Oshkosh, Wisconsin

Friday, August 22, 2014
9:00 a.m.

APPROVAL OF THE MINUTES OF THE JUNE 5-6, 2014 MEETING 3
REPORT OF THE PRESIDENT OF THE BOARD 3
HOSPITAL AUTHORITY BOARD, HIGHER EDUCATIONAL AIDS BOARD, AND WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD REPORTS .3
CONGRESSIONAL VISITS.....4
CHANCELLOR SEARCHES4
REPORT OF THE PRESIDENT OF THE SYSTEM 5
UPDATE ON REMEDIAL EDUCATION5
New Goals for Remedial Education5
Multiple Approaches6
UW-La Crosse7
UW-Parkside8
UW Colleges and UW-Extension10
UW-Milwaukee12
Summary and Regent Discussion14
ACCESS TO SUCCESS FOR NATIVE AMERICANS.....17
Focus on Native American Students.....17
Comparative Data19
Wisconsin Task Force for Access to Success for Native American Students.....19
Summary and Regent Discussion21
NEWS FROM AROUND THE UW SYSTEM22
Chancellor Blank Appointed to Council on Competitiveness22
UW-Stevens Point NanoFab Lab Innovation Honored.....22
Career Ready Internship Program Expanded22
UW-Milwaukee Licensing Agreement for Wind Power Technology.....22
Sonntag Pledge to UW-Eau Claire.....23
Oscar Meyer Partnership with UW-River Falls on Animal Welfare23
Young African Leaders Initiative at UW-Stout.....23
UW-La Crosse to Boost Number of Students Studying Abroad23
UW-Whitewater Named a Top Workplace in Southeast Wisconsin23
UW-Parkside Signs Agreement with Gateway for Teacher Licensure Program24
University of Wisconsin at the State Fair24
UW-Platteville Response to Tornado24
STUDENT SPOTLIGHT24

REPORT AND APPROVAL OF ACTIONS TAKEN BY THE BUSINESS AND FINANCE COMMITTEE	25
<i>UW-Madison Contractual Agreement For Distributed Antenna System for Cellular Services Crown Castle NG Central.....</i>	<i>26</i>
<i>UW-Madison Contractual Agreement With INC Research, LLC.....</i>	<i>26</i>
<i>UW-Madison Contractual Agreement With Chengdu Kanghong Biotechnology Co., Ltd.</i>	<i>27</i>
<i>UW Medical Foundation Notice and Request for Waiver of Required 60-Day Prior Notice Requirement Regarding the Creation or Investment in Subsidiary Corporations or Other Business Entities</i>	<i>27</i>
REPORT OF ACTIONS TAKEN BY THE AUDIT COMMITTEE	27
REPORT AND APPROVAL OF ACTIONS TAKEN BY THE CAPITAL PLANNING AND BUDGET COMMITTEE	28
<i>Approval of the Design Report and Authority to Construct the Parking Ramp-Phase II Project, UW-La Crosse</i>	<i>29</i>
<i>Approval of the Design Report and Authority to Increase the Budget and Construct the Residence Hall Renovation-Phase I Project, UW-Platteville</i>	<i>29</i>
<i>Authority to Construct Various Maintenance and Repair Projects, UW System</i>	<i>29</i>
REPORT AND APPROVAL OF ACTIONS TAKEN BY THE EDUCATION COMMITTEE	31
<i>Program Authorization (Implementation) M.S. in Biomedical Informatics at UW-Madison</i>	<i>32</i>
<i>UW-Madison Acceptance of the Adjusted Proffer from the Trustees of the William F. Vilas Trust Estate</i>	<i>32</i>
<i>Addendum to the Mission Approved in 2009 University of Wisconsin-Stout</i>	<i>33</i>
<i>Approval of Administrative Code Scope Statements for Chapters UWS 4, 7, 11, and 17.....</i>	<i>33</i>
REPORT AND APPROVAL OF ACTIONS TAKEN BY THE RESEARCH, ECONOMIC DEVELOPMENT AND INNOVATION COMMITTEE.....	33
<i>UW System Board of Regents Support for Implementation of Undergraduate Research and Discovery Grant and Regent Scholar Programs.....</i>	<i>33</i>
RESOLUTION OF APPRECIATION FOR UW-OSHKOSH CHANCELLOR RICHARD WELLS' SERVICE TO THE UW SYSTEM	34
<i>Resolution of Appreciation for Chancellor Richard H. Wells' Service to the UW System</i>	<i>34</i>
RESOLUTION OF APPRECIATION TO UW-OSHKOSH AS HOST OF THE AUGUST MEETING	37
<i>Resolution of Appreciation to UW-Oshkosh as Host of the August Meeting</i>	<i>37</i>

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-President Falbo presiding-

PRESENT: Regents John Behling, José Delgado, Michael Falbo, Margaret Farrow, Nicolas Harsy, Tim Higgins, Edmund Manydeeds, Regina Millner, Janice Mueller, Anicka Purath, José Vásquez, and Gerald Whitburn

UNABLE TO ATTEND: Regents Mark Bradley, Tony Evers, Eve Hall, Drew Petersen, Charles Pruitt, and David Walsh

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APPROVAL OF THE MINUTES OF THE JUNE 5-6, 2014 MEETING

President Falbo noted that the minutes of the June 5-6, 2014 meeting had been distributed. Regent Whitburn moved their adoption, and after a second by Regent Vásquez, the motion carried.

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REPORT OF THE PRESIDENT OF THE BOARD

Hospital Authority Board, Higher Educational Aids Board, and Wisconsin Technical College System Board Reports

The reports for the Hospital Authority Board, Higher Educational Aids Board, and Wisconsin Technical College System Board had been provided. There were no questions or comments.

Congressional Visits

President Falbo began his report by discussing his June 2014 trip to Washington, D.C., with President Cross and Associate Vice President Kris Andrews, where they met with members of Wisconsin's congressional delegation. President Falbo said that they had the privilege of meeting with Congressman Paul Ryan, who serves as Chairman of the House Budget Committee, at his Capitol hideaway, and with Senator Tammy Baldwin at hers. President Falbo said that they had the ultimate privilege of meeting with Congressman Tom Petri, for what was possibly the final time, to thank the congressman for his consistent commitment to higher education and to Wisconsin.

President Regent Falbo said that the meetings in Washington were very productive, with members of Wisconsin's delegation asking questions about access, affordability, and student debt, in particular. The delegation also asked questions about Title IX and how UW institutions prevent and respond to sexual misconduct on campuses; they also asked questions about the UW Flexible Option Program, a program that found unanimous support from the Wisconsin delegation.

President Falbo found it interesting that the Wisconsin delegation had other issues on their minds: financial literacy; addressing the skills gap, especially in Wisconsin's rural areas; and attending to the needs of urban Milwaukee. He said that perhaps one of the most thought-provoking conversations concerned the responsibility of the university to ensure civil discourse and the responsibility of spirit, philosophy, and tradition that is at the heart of the UW – one that the university must always continue to nurture.

During the week following these meetings, the U.S. House considered and passed several bills that were of specific interest to the UW System, including H.R. 3137, the "Advancing Competency-Based Education Demonstration Project Act," which would allow the Department of Education to create demonstration programs to use when planning, implementing, and determining the effectiveness of competency-based education programs.

President Falbo reported that, speaking on the House floor, U.S. Congressman Mark Pocan highlighted the importance of competency-based education and of the UW Flexible Option Program in particular. President Falbo recounted how, in urging his colleagues to support the bill, Congressman Pocan went on to say, "I am proud that UW has been a leader in this field, and believe the UW's successes in this area can be replicated across the country. These types of programs could ultimately save many adult learners both time and money." President Falbo said that this trip reinforced that the state of Wisconsin has a delegation in Washington that is committed to championing the University of Wisconsin. He said that the members of Wisconsin's congressional delegation are valued partners.

Chancellor Searches

President Falbo provided an update on the chancellor searches the UW System has ongoing. First, at UW-Oshkosh, the Search and Screen Committee has been hard at work, and it is expected that a group of finalists will be announced sometime in early September, with on-

campus interviews to take place later in that month. President Falbo stated that, if things proceeded as projected, the name of the recommended new UW-Oshkosh chancellor-designate should be brought before the Board for a vote by the end of September.

President Falbo said that finalists for the chancellorship of UW Colleges and UW-Extension are tentatively scheduled to be announced in early October, following a timeline similar to the UW-Oshkosh chancellorship search. He said that the UW-Milwaukee chancellor was still much earlier in process; it is expected that a new chancellor for UW-Milwaukee could be named by mid-December. He expressed his appreciation for the Board's flexibility in getting together for the necessary votes.

Saying that the search for a new Vice President of Finance was also moving along, President Falbo said that a second round of finalist interviews was expected by the end of September. He then invited President Cross to share his report.

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REPORT OF THE PRESIDENT OF THE SYSTEM

Update on Remedial Education

President Cross greeted those present and said that he would begin his report with an update about what the UW System is doing about remedial and development education.

New Goals for Remedial Education

President Cross said that the UW System's two principle goals must be to reduce the demand for remedial education and to improve the success of students who need it. To that end, President Cross said that he was announcing two new goals for the UW System related to remedial/developmental education.

First, the UW System is establishing an ambitious but doable new math remediation target. Currently, 21 percent of all entering freshmen require remedial math. President Cross said that this is below the national average, but the UW System can do better. He said that in five years, by the fall of 2019, he would like to reduce that number to 14 percent, which would, in effect, be a reduction of one-third of the students coming to the university in need of remedial/developmental education in math.

Anticipating the question of whether this should more properly be the responsibility of K-12 rather than the UW System, President Cross stated that the university has not always been clear about what its expectation of college readiness means. He said that it is in the best interests of both K-12 and the UW System to work together in making sure that college readiness is clearly defined. He said that in a few moments Interim Senior Vice President David Ward would lead a discussion about this topic, and the Board would hear more about some planned regional collaborations between the UW System and its K-12 partners.

President Cross continued by saying that the second goal would be to have greater success with the students who do need remedial math. He said that currently 66 percent of students who require remedial math are able to complete the course in their first year of college, but within five years he would like to see that increase to 76 percent.

President Cross said that this second goal is important because there is a very strong correlation between completing remedial math work in the first year of college and improved second-year retention rates and graduation rates.

In taking steps to both reduce the demand for remedial math and increase the success rate of students taking those remedial courses, President Cross said that the university would continue to test and implement the most successful strategies available. He said that part of Interim Senior Vice President David Ward's upcoming presentation would focus on what four UW institutions – UW-La Crosse, UW-Parkside, UW-Milwaukee, and the UW Colleges – are doing to tackle remedial education. Each faces different challenges and takes a different approach, bringing valuable insights and data to the topic.

Multiple Approaches

Interim Senior Vice President Ward prefaced his presentation by describing the approach the UW System would be taking to address remedial education, particularly in mathematics and English. Referring to a diagram introduced in the previous day's Education Committee hearing, Dr. Ward reiterated the goals of the UW System with regard to remedial education: to reduce demand for remedial education for all students entering the System, no matter who they are; to increase student success for those taking remedial courses; to reduce time-to-degree; and to reduce costs. He said that the UW System knows that there are multiple audiences for remedial education, and so multiple approaches to the issue need to be considered.

Interim Senior Vice President Ward said that, under the old model for addressing remedial needs, students who meet all the requirements for admission come to the campus where, possibly without knowing it going in, they will take a placement test. Under this old model, students either pass the placement test and enroll in a credit-bearing course, or they do not pass the test and are placed in a non-credit course, which they must complete before moving on to credit-bearing courses.

Describing the new model the UW System will use, Dr. Ward said that test scores would be viewed with better granularity. He said that there are a lot of students who are close to passing, who may not need to spend an entire semester on remedial education. He told those present that some of what they were going to see during the morning's discussion were quicker and less costly ways to address the issue of remedial education, as well as ways to improve the success of students who do take remedial instruction.

Interim Senior Vice President Ward then described the order of the presentations: Natalie Solverson, Director of Research at UW-La Crosse; Gary Wood, Associate Provost at UW-Parkside; Greg Lampe, Provost of UW Colleges; and Phyllis King and Kyle Swanson from UW-Milwaukee.

President Falbo took a moment before the presentations began to recognize Senator Luther Olson, and to thank Senator Olson for attending.

UW-La Crosse

The first presenter was Nancy Solverson, Director of Institutional Research at UW-La Crosse. Ms. Solverson began by saying that she had the privilege of being involved with the Fast Track and College Readiness Math MOOC (Massive Open Online Course) Programs. She said that when the Fast Track Program began it had a very straightforward goal, which was to help students get into credit-bearing mathematics earlier in their college careers. The benefits to both the UW System and the students are numerous: students are able to shorten their time-to-degree and reduce the overall cost of their degree; and the program can help improve retention rates, reduce remedial course enrollments, and keep incoming students engaged over the summer months.

Ms. Solverson explained that in the Fast Track Program, students who place just below credit-bearing math are provided the opportunity to refine their skills over the summer and retake the Wisconsin Regional Placement Test prior to the start of fall semester. She said that this was made possible thanks to a UW System Growth Agenda Grant; UW-La Crosse has now been able to offer this proven program to three groups of students entering its campus. Ms. Solverson said that along the way, UW-La Crosse also found success with the College Readiness Math MOOC, an endeavor that grew from the materials in the Fast Track Program. She said that some great collaborations with colleagues at UW System, as well as help from the Bill and Melinda Gates Foundation, had allowed UW-La Crosse to expand the base materials of Fast Track to students around the world.

Ms. Solverson explained that what this program demonstrated was that online learning for students with the need for remedial math can be successful. She said that it also sparked more ideas for collaboration to reduce the number of students needing remediation before they are at the point of entering college. She explained that at this juncture, UW-La Crosse envisioned two specific points in time where the Fast Track materials could help students be placed in credit-bearing mathematics courses: (1) opening the math MOOC materials to students in secondary schools and to anyone else preparing to complete the Wisconsin Regional Placement Test can help them strengthen their skills and achieve more success with their initial placement into college mathematics; and (2) for those students who are already admitted to a UW System institution and are preparing to enter the fall semester, the summer can be a time for them to review and prepare. The UW-La Crosse Fast Track Program brings these students together, first online to strengthen their math skills and build their social network, and then on campus, where they can adjust to their new home away from home.

Ms. Solverson also shared examples of some of the several collaborative efforts that have already occurred related to the Fast Track and the MOOC programs: four campuses are running versions of Fast Track this summer, preparing their students to retake the placement test prior to the start of school; students enrolled as math education majors are provided the opportunity to refine their skills by participating as online tutors and by facilitating review sessions for the students enrolled in these programs, an experience that will be helpful to participating math education majors when they begin teaching in their own classrooms; materials in the college

readiness math MOOC are aligned to ACT standards, and could support teachers and students as Wisconsin moves to statewide testing using the ACT; and additional opportunities for partnerships continue to be discussed, including a formal linkage to the early math placement tool.

Looking at whether the Fast Track Program met its goals, Ms. Solverson stated that, of the original group of students who entered Fast Track after initially placing into remedial math, 37 of those 38 students placed into credit-bearing mathematics for their first semester of college after completing the program. She said that UW-La Crosse was able to reduce remedial course enrollment on its campus, eliminating one entire section the first year. The students at UW-La Crosse who did not place into credit-bearing mathematics and did not complete Fast Track posted an 84-percent retention rate for their first-to-second year; but the students in the Fast Track Program had a retention rate of 87 percent, which was identical to the retention rate in the overall cohort. By these measures, Ms. Solverson explained, the Fast Track program not only helped students enroll in credit-bearing mathematics sooner, it also helped at-risk students succeed.

Ms. Solverson concluded her presentation by saying that UW-La Crosse would continue to follow the progress of its Fast Track students and looked forward to continuing this important effort.

UW-Parkside

The next presentation was given by Gary Wood, Associate Provost at UW-Parkside. He said that he would talk about two initiatives on which UW-Parkside had been working, one related to developmental math courses and one related to developmental writing courses. He said that he had some results to report for the math project, which had been going on for a couple of years, and a plan to share for the writing project, which was just beginning.

Dr. Wood described how UW-Parkside had reformed its developmental academic skills courses. First, he said that UW-Parkside converted from a traditional format, where the student's passing on to the next course was dependent on that student's overall grade, to a proficiency-based assessment format, where the course is divided up into several different modules, each of which must be passed at about an 85-percent proficiency level before the student can pass on to the next content module. Students who do not pass one of the content modules are provided with extra instruction time during the week for the assistance they need to move on.

Dr. Wood said that under the old model, about 49 percent of students enrolled in the developmental math course successfully passed and were able to move on to the next course, which Mr. Wood noted was about the national average but was still unacceptably low and proved a hindrance to graduation. But under the new proficiency-based model, students in the same developmental course had about a 64-percent success rate. Dr. Wood said that this did not achieve the 75 percent that President Cross had referred to earlier, but is a 16-percentage-point increase from where UW-Parkside was before, a significant improvement that has persisted over the four semesters that UW-Parkside has offered this program.

Dr. Wood said that UW-Parkside was also interested in how those students performed when they moved into the next class. Referring to a handout, Mr. Wood asked the members of the Board to focus on a column labeled, “Completed Math 111 with C- or Better,” which he said was a measure of the success rate of those students who are in the first credit-bearing math course. Under the old system, 57.6 percent of students coming out of the developmental math course into the first credit-bearing course were able to pass the credit-bearing course. Students who went through UW-Parkside’s new, reformed developmental course were able to achieve a 73.5-percent success rate in the credit-bearing course; Dr. Wood pointed out that this was better even than the 63.8 percent success rate for students who placed directly into the credit-bearing course.

Dr. Wood stated that UW-Parkside was able to achieve these results through the proficiency-based model and through the work of Richard Karwatka, the lead instructor who developed the curriculum for the UW-Parkside developmental math program. Dr. Wood said that Chancellor Ford asked him to make this model available to those who are still working on a placement test, if they would like to borrow it!

On the writing side, Mr. Wood reminded Board members that UW-Parkside had just begun this program; he did not have any results to show, but he was able to describe the plans. By way of background, he said that the credit-bearing course that all UW-Parkside students have to pass for graduation is English 101. Some students test into a course called English 100, which is also credit-bearing and not considered developmental, but they have to pass that before they go on to English 101. Other students place into a course called English 090, which is UW-Parkside’s developmental writing course.

Dr. Wood said that they were able to produce very little evidence to show that the developmental course was helping students get through English 100 and 101 later on. He said that UW-Parkside’s approach in this case has been to simply eliminate the developmental writing course, place those students who would have been in English 090 directly into English 100, the first credit-bearing course, and then provide extra support in the English 100 sections to help ensure the success of those students.

Specifically, UW-Parkside took action to reduce the size of the English 100 classes so the instructors would be able to provide more feedback to students. Dr. Wood said that UW-Parkside had developed a tighter link between those English 100 instructors and the Parkside Academic Resource Center (PARC), which is what most people know as the tutoring center. Work was being done with the director of the Academic Resource Center to develop workshops and supplemental instruction modules that can be provided to students in the English 100 courses; in turn, the English 100 instructors will work closely with the director of the PARC to identify the needs of their students so that the director knows what sort of resources to provide. Dr. Wood repeated that UW-Parkside hopes to simply do away with the developmental writing course, building additional supports into the first credit-bearing course. He said that students who were in the English 100 class this year to make would be carefully tracked to make sure they are being successful.

UW Colleges and UW-Extension

Greg Lampe, Provost and Vice Chancellor for Academic and Student Affairs at the UW Colleges, began by saying that it had been his privilege to support and guide the UW Colleges' efforts in the developmental English and math areas. He said that he had a map of Wisconsin up next to him as a reminder that the UW Colleges are one institution in 13 places, which means that the colleges draw student populations from different parts of the state, from different high schools and different regions. Students come to the UW Colleges with different skill sets and knowledge base. The mission to the Colleges is to provide access to students across the state, providing opportunities for students who might not necessarily get into college any other place. Provost Lampe said that this makes the UW Colleges' student population different from other places in the System.

He said that the UW Colleges' dispersed campus environment meant that it was also important to keep in mind that, though the UW Colleges have single departments, colleagues within those departments are spread out across all 13 campuses. Also, because there are 13 campuses, the UW Colleges can experiment and innovate in 13 places at the same time.

Provost Lampe said that the data he would provide were UW Colleges-wide data, with information varying from campus to campus, just as it would within a system. Starting with demographics, Provost Lampe said that he thought the data provided a sense of the breadth of work of the UW Colleges.

First, with respect to the number of sections the UW Colleges offer, Dr. Lampe said that there were a total of 66 sections in English and 131 in math. He noted that the math enrollments were twice as large as the English enrollments, indicating a greater need in the Colleges for math than English. He also noted that over the past three years, the Colleges had seen an overall decrease in math needs and an overall increase in the need for developmental English. Overall, about 11 percent of UW Colleges students take developmental courses in both math and English.

Dr. Lampe said that 31 percent of the UW Colleges' general student population were returning adults 22 years or older. The adult population makes up 17 percent of the remedial English population and 31 percent of the remedial math population. He said that under-represented minorities make up 26 percent of the total population of students taking remedial English, and in math they constitute 20 percent. To put that into perspective, the UW Colleges' overall enrollment in terms of under-represented minority students is at 9 percent, showing that under-represented minorities are over-represented in the remedial programs.

Finally, Provost Lampe said that the percentage of new freshmen, defined as first year college students beginning their first semester/term, that were enrolled in remedial English was 21 percent; for math it was 31 percent. He noted that 21 percent is the average across the United States for enrollment in all remedial programs, so the UW Colleges are at the average for English but are 10 percent above the average in math.

Dr. Lampe described the curricular pipelines for UW Colleges students who need developmental education. For both math and English programs, the first course in the pipeline is

a non-degree course, the second course is an introductory course, and the third course is the required course for the degree. He said that the Colleges are moving toward a seamless pipeline.

Examining what happens when students move through the developmental math pipeline, Dr. Lampe said that of the beginning cohort of students who take the first non-degree course, 27 percent do not pass, leaving 73 percent to move on to the introductory course. Another 26 percent are unable to make it through the second course, or decide not to attempt it. As a result, only 47 percent of the original cohort moves on to take the third course, which is required for the Associate of Arts and Science Degree. Another 24 percent do not make it through the final course in the pipeline, leaving only 23 percent of the original group to complete the program. Dr. Lampe said that this is the reality: only one in four students that start in this pipeline make it to the end.

A similar scenario plays out for the pipeline of students taking developmental English courses: Of those who take the non-degree course, 74 percent pass and 26 percent do not. While those who passed the first course move on to the introductory course, another 26 percent either do not pass or do not take the class. Of the remaining 48 percent of students who move on to the required course, another 17 percent are unable to pass the final class. Therefore, 31 percent, or about one in three, are able to complete the developmental English curriculum and succeed in fulfilling the requirements of the Associate Degree.

Dr. Lampe said that there was work to be done in the Colleges, and they would continue to work and innovate. He highlighted efforts to improve student placement. First, in an effort to lower the number of students entering the math pipeline, the UW Colleges offer an intensive refresher course in the summer prior to students' taking the math placement test, so the students are better positioned to succeed on that test. The goal is that the intensive refresher courses will help to lower the number of students in the developmental math course.

Dr. Lampe said that the UW Colleges had also begun to include math professors in the placement process, teaming them with advisors at a local level. This is especially helpful when trying to identify students in gray areas, who score relatively high on the placement test, but not high enough to be placed into the credit-bearing courses. He said that the math instructors are in the best position to make those determinations.

In addition, the UW Colleges also would be using more computer-assisted instruction, so that students can receive constant support throughout the pipeline. He said that the Colleges were trying to imitate the old fashioned 24/7 math lab, so students can access it from anywhere, anytime, and receive the support they need. He said that because computer-based models are all modular based, students can access a module, review it, refresh their skill and move on, as opposed to having to wait until class time.

Along with modular instruction support, the UW Colleges also were putting in place a number of curricular innovations to try to help students navigate the pipeline faster, depending on their own abilities and motivation. Dr. Lampe said that students build their confidence by moving from one course or module to another. To improve English outcomes, the UW Colleges are using high school grades and coursework as bases for placing students. More proactive,

intensive course registration advising is also occurring. Supplemental instruction has also been attached to coursework; he described a tutoring course that can be linked to any course in the pipeline.

Dr. Lampe also highlighted a pilot program with UW-Milwaukee, launched in fall 2013. Two of the UW Colleges' faculty teamed with faculty at UW-Milwaukee in the Math Department to pilot an initiative to improve UW-Milwaukee's retention rates for math. Retention rates for math at the UW Colleges were low, he said, and UW-Milwaukee was having similar challenges. Two sections were offered in the fall and two in the spring, for what has now become Math 094 at UW-Milwaukee. He said that the course combines the content from two developmental education courses into one, and also provides an option for moving forward if students can succeed in the Math 094 class. One of the key features are flipped classrooms, which in this case includes video lectures delivered via You Tube outside of class and assigned readings out of an e-textbook; class time is reserved for individual problem solving and practice. Part of the new textbook is a teacher's manual, which helps to facilitate teacher training.

Also being tried is ALEKS Software, which is math based and has a modular design. In addition, there is intensive time commitment and training for faculty, with a rigorous schedule of meeting with students outside of class.

Dr. Lampe said that the outcomes were promising. For example, in Fall 2013, 84 percent of the students enrolled in the pilot of Math 094 passed with a C or better, compared to 47 percent of students enrolled in the Colleges overall. In Fall 2013, about 25 percent of the students who registered in Math 094 also attempted to complete the third, degree-bearing course, Math 105. He said that in Spring 2014, the second semester of the pilot, 79 percent of the students passed, compared to 47 percent in the Colleges, which he said was another striking difference. Of the students who registered for Math 094 in the spring, 37 percent attempted to complete the third course all in one semester. He said that the pipeline had shrunk from a three-semester sequence possibly to a single semester, with students moving students more quickly through the pipeline and reaching degree-bearing courses. Dr. Lampe said that these were promising results for UW-Milwaukee; the hope would be to carry those forward in the Colleges, as well.

UW-Milwaukee

Phyllis King, Associate Vice Chancellor for Academic Affairs at UW-Milwaukee, stated that UW-Milwaukee is fully committed to the success of all of its students; she echoed the sentiments expressed by the other presenters, saying that UW-Milwaukee looks to accelerate students' programming, increase the retention rates and graduation rates of all of its students, and reduce the cost to students.

Dr. King noted that UW-Milwaukee has the largest number of students who place into remedial education, including greater than half of the incoming freshmen class, which is more than 3,000 students. She said that UW-Milwaukee had taken a comprehensive, multi-pronged approach to this, but starting with the K-12 system is important. She said that UW-Milwaukee talks to high schoolers about taking that early math placement test in the junior year; if students place into remedial education but are determined to be college ready, they still have their senior

year. Then, if students do still place in remedial education, UW-Milwaukee has summer bridge programs; students have the ramp-up period prior to fall, so they can retake the placement test and place into a credit-bearing course.

Associate Vice Chancellor King said that for the first time this past year, UW-Milwaukee offered three different ways to go through the summer bridge process, to help meet the individual learning styles and lifestyles of its students. Offering face-to-face and on-line options, as well as the Fast Track MOOC that UW-La Crosse developed, was very effective, she said.

UW-Milwaukee is also enforcing the 30-credit policy that the Board of Regents had previously approved. No student can go on with their coursework if they do not complete their remedial education courses in the first 30 credits. Dr. King said that UW-Milwaukee would accomplish this through intrusive advising and messaging. Dr. King also said that UW-Milwaukee would be moving up students who place close to the cutoff into credit-bearing courses, implementing a warning system, and then reforming the curriculum by borrowing some of the best practices in remedial education across the country and implementing those.

Dr. King introduced Dr. Kyle Swanson, Chair of the UW-Milwaukee Department of Mathematical Sciences, to describe the curriculum. Dr. Swanson stated that over the past year UW-Milwaukee had fundamentally changed its developmental math program, looking at the performance of its legacy program and the relevant metrics. Dr. Swanson said that the redesign had two overriding design philosophies: (1) that no student should have to take one semester of non-credit math; and (2) that quantitative literacy approaches to meeting mathematics general educational requirements are acceptable. In contrast to the pipeline approach the UW-Milwaukee program would allow a number of different means by which students can meet their general education mathematics requirements.

Dr. Swanson said that UW-Milwaukee implemented this program completely at scale this fall. He said that about 450 students were in the UW Colleges/UW-Milwaukee pilot previously described; the pilot involves a flipped classroom and uses an accelerated algebra-based approach. He said that UW-Milwaukee has approximately 900 students going through its quantitative literacy-based approach. In addition, about 600 students were in the traditional algebra pathway.

Dr. Swanson emphasized the magnitude of the problem; he reminded the Board that UW-Milwaukee serves about as many students in remedial courses as the UW Colleges serve in total. He also discussed self selection; he said that a number of students who selected out of algebra have math anxiety issues. Offering an alternative pathway was not any less intense than the traditional algebra approach, but a different way of doing things that helps students to meet their mathematics educational requirements. Quantitative literacy is a view of mathematics that involves contextual-based problems, with real-world applications.

With regard to the UW-Milwaukee/UW Colleges pilot discussed earlier, Dr. Swanson said that exactly 50 students went through the pilot last fall. He said that after the preliminary analysis the numbers were spectacular, with a pass rate of about 84 to 85 percent for that one semester. Of the students who went through this pathway, 74 percent were retained for their

second year at UW-Milwaukee as of the 1st of August; the number may have gone up. This compares to a 58-percent pass rate for students who were in the legacy program the year before.

Dr. Swanson said that the fundamental thing was that these students appear to be behaving in a manner as strong as, or even stronger, than the students who are coming into UW-Milwaukee not needing developmental math. He said that if done correctly, with passion and with intensity, developmental math can make students better college students.

Looking forward, Dr. Swanson said that the long-term vision for the program was to build a culture of improvement. The biggest change seen so far is extensive instructor training. The program is run completely with adjuncts and graduate teaching assistants, and before training was relatively minimal. Now all instructors in the program will have at least four days of actual instructor training.

Dr. Swanson said that UW-Milwaukee also planned to leverage technology in an unprecedented manner. He said he can look at outcomes by student, by instructor, and by course; if there is a problem, it can be addressed early. A student-outcome focus has been embraced, and more improvements will be forthcoming.

Summary and Regent Discussion

Interim Senior Vice President David Ward thanked his colleagues for making the presentations and pulling all of the data together. He said that they had demonstrated what is happening on the campuses, and other things are happening, as well. The test will be to find out which new models are working, and then to scale them up so they can be applied across the entire System. Dr. Ward then opened the floor to any questions.

Regent Farrow spoke, seeking clarification from Dr. Lampe, from the UW Colleges, about whether the pipeline cohort mentioned in his presentation was meant to be all students, or only students who needed developmental education. Dr. Lampe confirmed that the referenced cohort only included the students who had to go through the developmental pipeline, and that there was another group of students outside of the cohort.

Regent Delgado stated that he had two questions. The first question was why the University was engaged in a problem that belongs to K-12. He asked whether students could be identified earlier. He also commended the presenters for the efforts they described, as they seemed to him to be making a breakthrough in a bad situation; however he questioned whether, if the University were to do an earlier intervention, it could utilize the resources of the high schools. He said that this problem was not created in the University, and expressed his concern that it would not be solvable within the UW System. Regent Delgado said that the Wisconsin Idea means the University has an impact everywhere and that it has to have an impact earlier.

In response, Interim Senior Vice President Ward referred Regents to the left-hand side of a PowerPoint diagram, where there were listed two suggested strategies for K-12/Department of Public Instruction dialogue. He said that those may not be the only strategies the UW System uses.

He explained that the first strategy, Early Math Placement Test (EMP), is free, available online, and supported by the Math Placement Center at UW-Madison. He informed the Regents that they all received a copy of the Early Math Placement Test in their meeting materials – not for the Regents to take the test and find out if they need to be placed in remedial, he said, but to give them an idea of what a student needs to pass to be placed in a credit-bearing course. A letter is going to go from the heads of the two higher education systems in the state, President Cross and President Morna Foy from the Wisconsin Technical College System, to all high schools – private, public, charter – to promote the use of the EMP. Interim Senior Vice President Ward said that the UW System has about 10,000 students per year using the test, and would like to see that number doubled or tripled. He said that students are able to test themselves, or this could be part of a math course; some instructors are embedding the test in their coursework in high schools.

Interim Senior Vice President Ward also referred to the second strategy, which is to have regional meetings focused on remedial/developmental education. He said the meetings would take place between K-12 teachers and UW math professors, and would focus on the alignment of curricula in high schools with the curriculum in the University. The sequencing of high school courses is also an issue. Dr. Ward noted an historical shift in math courses in high school which, for instance, led to algebra being offered to 8th graders instead of 9th graders. Once students have taken three units of math, they have completed their math requirement, although some will then take trigonometry or calculus. One purpose of a dialogue with the K-12 schools is to discuss sequencing and to emphasize the importance of students acquiring math skills closer to the time they enter college.

Regent Vásquez asked about the cost to the students enrolled in the various remedial/developmental courses, and about teacher preparation and the role of UW Schools of Education. He asked what, if any, positive or negative impact the cost was having on whether students did or did not participate in these courses, as well as how it was affecting financial aid. Regent Vásquez asked who was paying that cost and, in particular, how students were affected.

Interim Senior Vice President Ward responded that remedial education is on a fee-recovery basis; students must pay 100 percent of the cost of remediation. Therefore, this is a cost to the student, he said, and it does figure into their credit load and financial aid.

Interim Senior Vice President Ward said that the second question, about the relationship to the Schools of Education, had not occurred to him; but it might be something to consider.

Regent Whitburn noted that Dr. Lampe from the UW Colleges had indicated that 31 percent of incoming students in the Colleges require math remediation, while at UW-Milwaukee that number is more than 53.8 percent. He asked what that number is at UW-Parkside and at UW-La Crosse. He also wondered about the correlation to admission standards, recalling prior discussions about 78 percent of students coming from the upper half of the high school class and 22 percent from the lower half. Regent Whitburn noted that the literature says that rank in class is among the most salient predictors of higher education success. Reflecting on the discussion about minority participation and gaps, Regent Whitburn recalled that for the most recent freshman class with data available, there were 134 students from the bottom quartile of their

classes, the majority of whom were minorities, whereas the majority of those in the third quartile were not minorities. Regent Whitburn asked Dr. Ward about admissions and variation in practices across the System.

Interim Senior Vice President Ward replied that the Board's freshman admissions policy was undergoing review. He suggested that there may be some opportunity to refine that policy to give a student who is thinking about going to college a better look at their chance of success.

Vice President Millner suggested that the UW System needs to have a rigorous discussion with its colleagues in the K-12 system, needs to take a serious look at its Schools of Education, and needs to consider whether there is an opportunity to have an intervention to ensure that K-3rd grade students are effectively being taught to read. She said that she was pleased with the approaches being presented regarding math, but questioned whether the same rigor was being applied in the reading and writing skills areas.

Interim Senior Vice President Ward asked Dr. Lampe to comment. He explained that his department had put significant energy into creating rubrics for each of the sequenced courses and into making sure students can be successful in reading-intensive courses such as history, as well as writing-intensive courses. Related is the subject of teacher preparation; the UW Colleges English department has spent a lot of time determining how to best prepare the English faculty to work with students in the critical reading and writing areas before the students have to do research.

Regent Farrow complimented the presenters and said, "Our light is on, and we are at home, and we are tending very diligently." She agreed with Vice President Millner that the UW System needed its partners. Regent Farrow noted that about 70 percent of seniors took the ACT this year, and that everyone would be taking the test next year; she asked for a reaction to the ACT scores.

Regent Farrow also said that she thought the UW System was doing all that it could, given that many of the students being discussed were not considered college ready, but the System needs to continue to help. If students are not successful, the state will not grow. Commenting on high schools' shift toward lessons through computers, rather than live teachers, Regent Farrow said that the UW System's Schools of Education are good, but she wondered if there was more the System should be doing in this area.

In response, President Cross commented that an increasing number of students who need remedial education are nontraditional students, who are coming back having forgotten some knowledge and who need refreshers. Also, the expectations the UW System has of K-12 are not consistent. President Cross also noted that the Early Math Placement Test has multiple components; the first third of the questions determined whether the test-taker was placed in remedial education or not; the next third of the questions determined whether they placed in college level algebra; the next group of questions determined whether the test-taker had trigonometry and was ready for calculus or analytical trigonometry. A student may have done poorly on the last portion of the test, but that did not mean the student was placed in remedial education classes.

Regarding the ACT, President Cross explained that now that the ACT is being required of all K-12 students, the UW System is going to try to map the early placement test score in conjunction with the ACT score. He also explained that part of the frustration on the part of K-12 teachers is “test fatigue,” and that the UW System is trying to be sympathetic to that. President Cross suggested that the UW System has a responsibility to try and do a better job of being clear, a better job of understanding nontraditional students, and a better job in targeting exactly what is needed. As had been discussed, the UW System needs to experiment.

Chancellor Ford spoke next, expressing appreciation for Regents’ support with respect to remedial education. She said that the chancellors, the provosts, and their teams at the universities were committed to helping solve the remedial education crisis, working very closely with local school districts. She also noted that UW-Parkside was notified a month earlier that it was receiving a joint grant from the Department of Public Instruction to improve the professional development of teachers in the middle schools and to improve the effectiveness of teaching middle school math. UW-Parkside faculty will work closely with the Burlington School District, as well as the Racine Unified School District and Kenosha School District, having conversations throughout the next three years and working to enhance the effectiveness of the pedagogy and curricula.

Regent Higgins thanked President Cross and the presenters for an excellent presentation, one that was responsive to the concerns he had expressed at the last Board of Regents meeting. He also wanted to highlight the need for a connection between the UW System’s goals of reducing the need for remedial education and increasing the success rate of those who do require remedial education. Regent Higgins said that the direct result will be to reduce the number of individuals who end up with debt and no degree. He concluded by saying that the discussion was a step in a positive direction.

Access to Success for Native Americans

President Cross said he wanted to initiate a discussion about what the UW System can do to better support Native American students and their communities. He and Regent Manydeeds had recently addressed the Great Lakes Inter-Tribal Council, which represents the leaders of each Native American tribe in Wisconsin. He said he hoped this first meeting would be the start of a productive partnership between the UW System and Wisconsin’s tribal nations, adding that tribal leaders have been invited to the Board’s October meeting at UW-Stevens Point. He then invited Regent Manydeeds and Senior Academic Planner La Vonne Cornell-Swanson to the podium to share some information regarding Native American students and their communities.

Focus on Native American Students

Regent Manydeeds expressed his appreciation to President Cross for his willingness to meet with people and his receptiveness to ideas. Approximately four years earlier, when he was appointed to the Board of Regents by Governor Jim Doyle, Regent Manydeeds said, they had a long discussion about many issues that were important to the state of Wisconsin, including the Access to Success for Native American Students initiative. He said Governor Doyle made him promise that he would do whatever he could to ensure that Access to Success for Native American Students was something seriously considered by the Regents and UW System

leadership. He said that while he had tried to do that in many different, quiet ways during the past four years, his efforts had been waylaid by other high-profile issues that had arisen, such as UW-Madison's proposal to separate from the System or issues with program revenue balances.

Regent Manydeeds said that he wanted the UW System to start focusing on things that are important, and the Access to Success initiative is important to him. He has had the opportunity to meet with many Native American students at many campuses who are studying and trying, with varying degrees of success. He said he did not want to criticize or complain about anything the UW System has done, as there are many fine people who are working hard and doing the best they can to assure success for Native American students. He highlighted some of the efforts of the Access to Success program, as well as efforts at UW-Eau Claire, UW-Green Bay, and UW-Oshkosh, and noted that while there are good things happening, the statistics indicate there is an emergency. Fewer and fewer Native American students are applying to UW System, and those who attend have lower rates of retention and lower graduation rates.

Regent Manydeeds suggested that the UW System has great people who want to help and who are working on this issue, as well as great programs, but the UW System and the Board of Regents need to reach out to the tribes. He explained that the tribes are sovereign nations and entitled to respect and the same careful relationship building that other nations receive. Regent Manydeeds said he thought that members of the Great Lakes Inter-Tribal Council were surprised that he and President Cross attended their meeting, as that probably had never happened before, and they were equally surprised that they were invited to provide comments on what could be done to help their students be successful.

Noting that he wanted to share a bit of history, Regent Manydeeds explained that what happened to the Native American people was not that long ago. He shared that his great grandfather was at the Battle of the Little Big Horn and used to hold him and tell him stories in the native language. He said that he was touched by someone who was at that battle, and although it seems like it was long ago, it was not. What happened to the Native American people is more recent to them than others want to think about.

In terms of how the Great Lakes Inter-Tribal Council might react to the UW System's latest efforts, Regent Manydeeds noted that since the Battle of the Little Big Horn, Native American people have been defeated—placed on reservations, made wards of the state, placed into programs, and told how their students would be educated. He said that Native Americans have never been asked for their perspective, but instead have been directed and ordered to do things, and as a result might be justifiably suspicious of the UW System's efforts to help, engage in conversation, and build relationships.

Regent Manydeeds asked Regents to help him in the effort to engage Native American students and to encourage President Cross to continue to meet with and engage the Native American tribes. He cautioned that each tribe is different, and may respond differently to UW System's efforts – some may ignore the UW System's efforts, some may be angry, some may wonder why it took so long, and some may participate wholeheartedly. He said that he did not know how tribes would respond and was not trying to speak for them. Whatever the response,

he asked the Board and President Cross to continue to invite them and show them that the UW System wants to help Native American students be successful.

Regent Manydeeds said that this effort may cost some money, time and energy, but Native American students are owed an opportunity for education, just like everyone else. He said that Native American people need help more than any other group because they do not go to college, and more engagement with the UW System will help Native American students succeed and become great partners with the state. Native Americans have some good assets, businesses, and people who are willing to help, work with the UW System, and work with the state to get ahead. Regent Manydeeds again asked Regents to help him in his efforts to engage Native American young people, to be open to the effort, to welcome them, and to listen to and seriously consider their ideas. He said that the UW System has to do something, and he thanked Regents for their time.

Comparative Data

Dr. Cornell-Swanson shared some 2012 data which she said illustrated significant concerns related to Native American students in comparison all students in Wisconsin. She explained that for every 100 high school graduates in Wisconsin, 66 take the ACT exam, 47 apply to one of the UW institutions, 42 are admitted, and 32 enroll as freshmen; of the 32 students who enroll, 27 are retained after their first year, and 21 graduate from the UW System. In comparison, out of every 100 Native American high school graduates in Wisconsin, only 40 take the ACT, only 37 apply, 31 are admitted, and 19 enroll as freshman; of the 19 Native American students who enroll, 14 are retained after their first year, and only 8 graduate from the UW System.

She said that of UW System's 156,446 undergraduate students, 20,824, or 13.3 percent, are students of color; and only 679 students, or 0.4 percent, are Native American. Seventy-seven Native American students are enrolled at the UW Colleges, and 602 are enrolled at one of the UW System's four-year institutions. She reported that of Wisconsin's 3,053 Native American students enrolled in higher education, only 22.2 percent were enrolled at UW System institutions, while 40.9 percent were enrolled at Wisconsin Technical College System institutions, 22.1 percent were enrolled at tribal colleges, and 14.7 percent were enrolled at private colleges.

Dr. Cornell-Swanson further explained that once Native American students are enrolled at UW institutions, they have lower retention rates than other students. She explained that the first-year to second-year retention rate for all UW System undergraduate students is 79.8 percent, compared to 73.6 percent for underrepresented minority students, and 67.2 percent of Native American students. She added that more comprehensive data would be provided at the Board's next meeting.

Wisconsin Task Force for Access to Success for Native American Students

Dr. Cornell-Swanson continued by providing information regarding the Wisconsin Task Force for Access to Success for Native American Students, which organized a statewide meeting that included teams from most of the UW institutions to identify concerns and barriers for Native American Students. She and former Senior Vice President Nook also held listening sessions to

learn from students, faculty, staff, and members of the Wisconsin Indian Education Association, the Wisconsin Indian Education directors, leaders and staff from the Tribal Colleges, and members from the Great Lakes Inter-Tribal Council. Information gained at these meetings led to a body of recommendations.

The first recommendation pertained to access through relationship building and pre-college programs. Dr. Cornell-Swanson explained that the UW System needs to build relationships with the Wisconsin Tribal Nations. She noted that a colleague recently reminded her that teaching is a sacred trust, and when students are sent to the UW System, their families and communities are entrusting the UW System with their success. She said that from a recruitment standpoint, without those critical relationships with the tribal nations, the UW System cannot assure Native American families and communities that UW institutions will honor that sacred trust. In addition to building relationships, supporting pre-college programs targeted to Native American youth and starting programs earlier are also important.

A second recommendation pertained to seamless transfer between the tribal colleges and UW institutions. She said that the tribal colleges were not invited to participate in recent efforts to address the 30-credit transfer requirement involving UW institutions and the Wisconsin Technical College System institutions. This recommendation would also involve expanding the existing articulation agreements between UW institutions and the tribal colleges, some of which have been very successful.

The third recommendation related to admission and offering opportunities for students to learn indigenous languages, as well as accepting those languages as part of a foreign language credit in the same way campuses accept other Spanish or French. The fourth recommendation pertained to retention, and improving campus climates. She said that once students are enrolled, it is important to recognize that they experience cultural differences and racial conflicts. Conducting campus-wide climate studies and needs assessments would help UW institutions to better understand the issues facing students.

Dr. Cornell-Swanson noted that the final recommendation related to Act 31 compliance. Redesigning curricula and pedagogy around Act 31 in the teacher education programs, and working more closely with the Department of Public Instruction on compliance issues is an important thing to consider.

Dr. Cornell-Swanson said that she would touch on some of the successful efforts of the UW System, including the First Nations program directed by Dr. Lisa Poupart at UW-Green Bay. This program includes a pre-college component and includes collaborative partnerships with the College of Menomonee Nation and surrounding tribal nations. The program also includes elders-in-residence, who teach and faculty who participate in the program's professional development efforts. Although the model is very successful, the program struggles due to funding limitations. She also mentioned other successful efforts at UW-Eau Claire, UW-Madison, and UW-Milwaukee.

She said that all of these recommendations are possible with leadership support and improved relationships with the Wisconsin Indian Nations; and she encouraged the development of genuine partnerships, starting with Regents, chancellors and provosts.

Summary and Regent Discussion

After thanking Dr. Cornell-Swanson and Regent Manydeeds, President Cross indicated that when he addressed the Great Lakes Inter-Tribal Council he identified a few areas for the UW System to improve upon, including transfer agreements with the tribal colleges and UW institutions, student services for the Native American population, the partnership with the Wisconsin Indian Education Association, and affordability for Native American students. He added that what he discovered when meeting with the Great Lakes Inter-Tribal Council was that they have exactly the same priorities. He said that the Great Lakes Inter-Tribal Council had been invited to meet with the Board at the October meeting at UW-Stevens Point. He said that he hoped everyone within the UW System would work more aggressively to improve outreach to the Native American community and to support efforts to successfully serve the Native Americans of Wisconsin.

Regent Vásquez thanked Regent Manydeeds for his leadership on this issue and said that he understood his personal desire to address this issue. He said the history of Regent Manydeeds' family resonated with him and was a reminder that as much as everyone likes to believe the state and country have progressed, and discrimination is almost nonexistent, this history is not that long ago; many people continue to be touched by the events of the past in very unfortunate ways.

After thanking Regent Manydeeds and Dr. Cornell-Swanson for their good work, Vice President Millner asked them to explain the boarding school movement, as many may not understand how that continues to affect attitudes toward children going away to school. Dr. Cornell-Swanson said that the Indian boarding school movement was a national effort to take Native American children away from their families and communities and place them in boarding schools, to force them to assimilate to what was considered a more civilized culture.

Regent Manydeeds said that his first five years of education took place at boarding schools, where his father taught, and the schools were not a happy place. The schools included K-12 students housed in dormitory type rooms where everyone had a bed. Children were homesick, and there was never any laughter or joy. He said he went to school at Fort Totten, which originally served as a military post and was eventually turned into a school. He said that people who attended Indian boarding schools are now his age and question whether their children will have similar experiences if they go away to school, so they hold their children close to them to protect them. Going away to school was not something that was desirable, or looked forward to, and some of those sentiments continue to this day.

President Falbo expressed appreciation for the discussion.

News From Around the UW System

President Cross next presented some good news items from around the UW System:

Chancellor Blank Appointed to Council on Competitiveness

President Cross continued with his report, noting that UW-Madison Chancellor Rebecca Blank joined the Council on Competitiveness, a nonpartisan, nongovernmental organization that seeks to generate public policy solutions to drive the U.S. economy. He said that the chancellor, an economist and former acting Secretary of the Department of Commerce, had noted that only two things really matter if the U.S. is going to stay at the forefront of the global economy: (1) the ability to build and maintain a highly skilled workforce; and (2) the ability to stay on the cutting edge of innovation and new technologies. He said the membership is by invitation only, and he congratulated Chancellor Blank.

UW-Stevens Point NanoFab Lab Innovation Honored

Research & Design magazine's R&D 100 Awards, considered the Oscars of innovations, recently honored UW-Stevens Point chemistry professor Mike Zach and his invention, NanoFab Lab...in a Box! as one of the top 100 technology projects added to the marketplace in 2014. President Cross said that he had the opportunity to test the NanoFab Lab during a recent visit to UW-Stevens Point and found it to be a neat invention! He congratulated Professor Zach and UW-Stevens Point.

Career Ready Internship Program Expanded

The nonprofit Great Lakes Higher Education Corporation is expanding its Career Ready Internship Program, awarding \$5.2 million this year to 40 colleges and universities across Iowa, Minnesota, Ohio and Wisconsin. President Cross reported that seven UW institutions were among the recipients of this grant: UW-Green Bay, Madison, Parkside, River Falls, Stevens Point, Superior and Whitewater. The concept of the program is to provide compensation for existing unpaid internships to help stimulate those internships.

UW-Milwaukee Licensing Agreement for Wind Power Technology

Dynamic Blade Technologies, Inc., a Texas-based start-up company, has entered into a licensing agreement with the UW-Milwaukee Research Foundation to develop and commercialize an energy storage and power conversion technology for wind turbines, one of the fastest growing renewable energy groups. For those unfamiliar with wind power, President Cross noted that it is unpredictable and explained that this effort would store power, as well as put it out in a synchronous way that matches the needs of the grid. President Cross complimented Professor Adel Nasiri, who developed the technology, and UW-Milwaukee.

Sonntag Pledge to UW-Eau Claire

The UW-Eau Claire Foundation recently shared the news that alumni John & Carolyn Sonntag pledged approximately \$10 million in land and money to build a large multi-purpose event center to replace the Zorn Arena. The Sonntags' gift is the largest outright gift to the UW-Eau Claire Foundation in its nearly 60-year history. President Cross congratulated Chancellor Schmidt for his good work.

Oscar Meyer Partnership with UW-River Falls on Animal Welfare

President Cross reported that the Oscar Meyer brand announced a partnership with UW-River Falls to focus on animal welfare issues. The program would train the next generation of animal welfare leaders, including farmers, scientists, processors and vegetarians, to find solutions that are right for the environment and animals and sustainable for suppliers and their farm families. He added that the three-year partnership names Kurt Vogel, Assistant Professor of Animal Science at UW-River Falls, the Kraft Foods Oscar Meyer Faculty Scholar.

Young African Leaders Initiative at UW-Stout

For six weeks in the summer, 25 young leaders from Africa lived and studied at UW-Stout, absorbing everything they could about business entrepreneurship and the American culture. President Cross explained that this was part of President Obama's Young African Leaders Initiative, which brought about 500 leaders to 20 universities around the country. A UW-Stout fellow, Hastings Mkandawire from Malawi, was singled out by President Obama in his address at the start of the town hall event. At his home in Africa, Mr. Mkandawire builds generators from scrap metal and uses water power from streams to help farmers irrigate their crops and provide light in homes at night. He noted that the Young African Leaders Initiative at UW-Stout was led by Professor Mark Venton.

UW-La Crosse to Boost Number of Students Studying Abroad

UW-La Crosse recently joined an initiative that aims to boost the number of students who study abroad by 40 percent over the next five years. The university is already ranked 30th in the nation, within its institutional type, for the number of students studying abroad during the 2011-12 academic year which is the highest of all UW System schools. President Cross added that studying abroad is a high-impact practice, and almost one out of every five students at UW-La Crosse studies abroad at programs in nearly 70 countries. He complimented Chancellor Gow and the campus for their great work.

UW-Whitewater Named a Top Workplace in Southeast Wisconsin

President Cross reported that for the fourth consecutive year, UW-Whitewater was the only public university and only state agency named a top workplace in southeast Wisconsin. The regional list compiled by the *Milwaukee Journal Sentinel* ranked public and private organizations based on employee surveys.

UW-Parkside Signs Agreement with Gateway for Teacher Licensure Program

UW-Parkside signed a partnership agreement with Gateway Technical College to offer Wisconsin's first post-baccalaureate teacher licensure program for professional educators specializing in career and technical education and pre-engineering. UW-Parkside also signed a new guaranteed transfer agreement with UW-Milwaukee, the Technology Pathway Partnership, which will provide students with a seamless pathway to degree completion in areas of mechanical and electrical engineering. He congratulated both campuses and their chancellors, Mone and Ford.

University of Wisconsin at the State Fair

President Cross said that earlier in August, he had the opportunity to take in one of Wisconsin's finest traditions, the State Fair. The UW System's commitment to educational opportunity, research, and statewide outreach was on full display. He added that UW-Madison, UW-Milwaukee and UW-Extension each had special days at the fair. In addition, August 5th was 4-H day at the fair, and UW-Extension helped to celebrate the 100th Anniversary of 4-H Youth Development. President Cross said he also was pleased to report that the Governor's Blue Ribbon Meat Products Auction raised a record of \$152,000 that would be used for statewide program grants, scholarships for 4-H members, and increased student participation in this important statewide 4-H program.

UW-Platteville Response to Tornado

President Cross said he wanted to publically recognize and honor Chancellor Dennis Shields and Vice Chancellor Rob Cramer, along with UW-Platteville, for their efforts to repair the tornado damage to the campus. He complimented both men for their work.

Student Spotlight

President Cross continued his Student Spotlight series by introducing UW-Oshkosh student-athlete Christy Cazzola. Ms. Cazzola, the mother of two children, earned a 3.4 grade point average while earning her bachelor's degree in secondary education at UW-Oshkosh; she is now working to complete her master's degree in educational leadership.

President Cross also said that Ms. Cazzola is a fierce competitor and was recently named the 2013-14 Capitol One Division III Academic All-American of the Year. She also was named the U.S. Track & Field and Cross Country Coaches Association National Outdoor Track Athlete of the Year for the second straight season, the Outstanding Track Performer at the NCAA Division III indoor and outdoor championships, and the 2014 Honda Division III Athlete of the Year by the Collegiate Women's Sports Awards. He said that Ms. Cazzola's athletic efforts and dedication helped UW-Oshkosh repeat as the indoor team champion. She is the holder of five NCAA Division III all-time records and finished her collegiate career with 16 national track and field titles. She also has been featured by ESPN and *Runner's World* magazine and has met the initial qualifying standards for the 2016 Olympic trials. A video clip of Ms. Cazzola was presented, and then President Cross invited her to say a few words.

Ms. Cazzola said that she felt privileged and honored to be able to address the Regents, not only as an alumna of UW-Oshkosh but also as one of its graduate students and as a woman. She said that to be a young woman speaking among many leaders and representatives, and to be recognized, listened to, and considered credible, is proof of another step toward equality. She said that there are many societies around the world that do not see women as equals and do not take women's opinions, ideas or needs seriously; to be able to speak to people of power and to be listened to is an example of a unique and progressive American society.

Ms. Cazzola said that the University of Wisconsin System is one of the best examples of enriching and empowering people and small communities. When she talks about the UW System to people out of state or with other runners she has met, she explains that the UW System is comprised of many schools that enrich each. Division III schools in the UW System give many young people an opportunity to continue to do what they love in sports, as they learn to prioritize and meet people from all over the state and country.

She said that she knows she did not just go to college – she lived and crafted her life to enrich and empower herself with the best of the best. She said she found experts and professionals that connected with her and encouraged her, believed in her and supported her on her journey. She said she was able to make a self that she would not have imagined in 2008 when she first set foot on the UW-Oshkosh campus. Ms. Cazzola said she would be forever grateful to the people, the faculty, the administrators and the UW System for who she has become.

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REPORT AND APPROVAL OF ACTIONS TAKEN BY THE BUSINESS AND FINANCE COMMITTEE

President Falbo called upon Regent Mueller to present a report of the actions taken by the Business and Finance Committee. Regent Mueller reported that the committee approved the minutes of the June 5th meeting and considered three contracts involving UW Madison.

The first contract was an amended agreement with Crown Castle to improve cellular coverage in areas around the Madison campus, including the Wisconsin Institute for Medical Research and both student unions.

The second contract was between the UW-Madison Department of Ophthalmology and INC Research. The current value of the contract is \$1.16 million. The third contract is also with the UW-Madison Department of Ophthalmology and Visual Sciences, this one with CKB Company. The value of that contract is \$750,000. Both contracts have 4-percent annual rates of increase.

The committee also approved a request from the UW Medical Foundation to waive a 60-day notice requirement regarding the foundation's intent to create or invest in other business entities. The UW Medical Foundation has given notice of its intent to create a new entity to replace the organization currently operating as University Health Care. The Board has no

approval authority over this decision, but the foundation is bound by a 1995 agreement with the Board to provide the stated notice.

Regent Mueller reported that the committee also heard from Chancellor Rick Wells about how he has managed in challenging times; he spoke about the analytical process that UW-Oshkosh had taken to identify cuts or reallocations and successful attempts to redirect that money to general education programs, to a new program to provide paid student internships and to faculty and staff salaries. The campus is using a highly analytical approach, involving regression analysis of data in performing its salary review. The campus is pleased with the results.

Regent Mueller reported that the committee heard from Senior Vice President David Miller on two reports. One was the quarterly report of gifts, grants and contracts that involve the entire fiscal year 2013-14. The total amount awarded was \$1.4 billion. Federal awards increased by \$32 million, but non-federal awards have declined.

The committee also heard from Senior Vice President Miller on three large and vital IT projects. One is at UW Colleges and UW-Extension, and two are at UW-Milwaukee. All are on target with respect to schedule, scope and budget.

Finally, the committee heard from UW-Platteville Vice Chancellor Rob Cramer on UW-Platteville's efforts to operate more effectively and efficiently. He highlighted efforts in several areas, including student recruitment, energy efficiency, IT and classroom utilization. Vice Chancellor Cramer noted that the chief business officers regularly share the lessons that they have learned from these economy and efficiency type audits and work.

On behalf of the Business and Finance Committee, Regent Mueller moved adoption of Resolutions 10397, 10398A, 10398B, and 10399. The motion was seconded by Regent Whitburn and adopted on a voice vote.

UW-Madison Contractual Agreement For Distributed Antenna System for Cellular Services Crown Castle NG Central

Resolution 10397 That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the contractual amendment between the University of Wisconsin-Madison and Crown Castle NG Central LLC.

UW-Madison Contractual Agreement With INC Research, LLC

Resolution 10398A That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the contractual agreement between the University of Wisconsin-Madison and INC Research, LLC.

UW-Madison Contractual Agreement With Chengdu Kanghong Biotechnology Co., Ltd.

Resolution 10398B That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the contractual agreement between the University of Wisconsin-Madison and Chengdu Kanghong Biotechnology Co., Ltd.

UW Medical Foundation Notice and Request for Waiver of Required 60-Day Prior Notice Requirement Regarding the Creation or Investment in Subsidiary Corporations or Other Business Entities

Resolution 10399 That, upon the recommendation of the President of the Board of Regents of the University of Wisconsin System, the Board of Regents approves a one-time waiver of the required 60-day prior notice requirement regarding the creation or investment in subsidiary corporations or other business entities for the entity being created to replace University Health Care, Inc.

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REPORT OF ACTIONS TAKEN BY THE AUDIT COMMITTEE

President Falbo called upon Regent Whitburn to present a report of the actions taken by the Audit Committee. Regent Whitburn reported that Steve Wildeck, former Interim Vice President for Finance, led a discussion of two reports issued by the Legislative Audit Bureau earlier in the year. The published reports provided recommendations related to the HRS and UW System processing of payroll and benefits. The System was required to report to the Legislative Audit Committee on or before July 1st on the status of resolution of 11 issues that had been highlighted in the LAB review.

Regent Whitburn reported that Mr. Wildeck focused on two of the most important items covered in the July 1st report:

- 1) In February of this year, a security and internal control project was launched. The project produced four outcomes, all centered on the reduction of HRS access for staff-to-job functions, the separation of duties and mitigating controls.
- 2) In May, PricewaterhouseCoopers was engaged to provide a critical and independent assessment on the security and internal control project. Pricewaterhouse identified 12 observations, with one rated as high risk, meaning that it should be resolved immediately. The one high-risk observation dealt with the potential for programming changes to be placed in production without review or approval. UW System Administration immediately remediated this weakness.

Regent Whitburn reported that Chief Audit Executive Lori Stortz provided a brief overview of the Internal Audit reports that are in progress. She then discussed projects on the 2014 Audit

Plan that had been put on hold due to the need for staff recruitment in the Office of Internal Audit. She will keep the committee informed of progress. Ms. Stortz also indicated that she had met several times with the senior people at the Legislative Audit Bureau and was otherwise settling into her new position

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REPORT AND APPROVAL OF ACTIONS TAKEN BY THE CAPITAL PLANNING AND BUDGET COMMITTEE

President Falbo called upon Regent Manydeeds to present a report of the actions taken by the Audit Committee. Regent Manydeeds reported that the Capital Planning and Budget Committee unanimously approved the minutes of the June 2014 committee meeting. The committee then considered several resolutions, which were adopted unanimously:

Resolution 10400, brought by UW-La Crosse, requested authority to construct the parking ramp Phase II project. This project would construct two additional levels, providing 382 stalls on the existing parking ramp, built in 2013. This is necessary to replace parking that was lost due to the construction of a satellite chiller plant and a future new residence hall.

Resolution 10401, brought by UW-Platteville, requested authority to increase the budget and construct the Residence Hall Renovation Phase I project. This project would renovate Dobson and Melcher Residence Halls, both built in the 1960s. Both need upgrading to electrical, plumbing, lighting, telecommunications and interior finishes throughout. They also need fire sprinkling systems and accessibility upgrades. The project's budget was increased by a cost escalation due to a year's delay in the start of construction and changes for Dobson Hall that included an additional elevator to create a full-accessibility residence hall in the central portion of the campus.

Resolution 10402 was brought by the UW System, requesting authority to construct four all-agency maintenance and repair projects for a total estimated cost of \$3.2 million at UW-Stevens Point and at two UW Colleges campuses.

Regent Manydeeds reported that the committee heard from UW-Oshkosh, the host campus, about comprehensive campus development. The committee also heard from UW-River Falls, which made a presentation promoting student and community engagement with improved farm facilities and updating the committee on future plans for farm facilities to address the campus's Farm Master Plan.

Regent Manydeeds reported that Associate Vice President Alex Roe reported on the June and August building commission actions and updated the committee on the potential sale of state-owned heating plants. She also briefly summarized the recent tornado damage at UW Platteville.

On behalf of the Capital Planning and Budget Committee, Regent Manydeeds moved adoption of Resolutions 10400, 10401, and 10402. The motion was seconded by Regent Whitburn and adopted on a voice vote.

Approval of the Design Report and Authority to Construct the Parking Ramp-Phase II Project, UW-La Crosse

Resolution 10400 That, upon the recommendation of the UW-La Crosse Chancellor and the President of the University of Wisconsin System, the Design Report of the Parking Ramp Addition project be approved and authority be granted to construct the project for an estimated total cost of \$7,619,000 Program Revenue-Cash.

Approval of the Design Report and Authority to Increase the Budget and Construct the Residence Hall Renovation-Phase I Project, UW-Platteville

Resolution 10401 That, upon the recommendation of the UW-Platteville Chancellor and the President of the University of Wisconsin System, the Design Report of the Residence Hall Renovations-Phase I project be approved and authority be granted to increase the project budget by \$5,210,100 Program Revenue Supported Borrowing and construct the project for an estimated total cost of \$17,389,100 Program Revenue Supported Borrowing.

Authority to Construct Various Maintenance and Repair Projects, UW System

Resolution 10402 That, upon the recommendation of the President of the University of Wisconsin System, authority be granted to construct various maintenance and repair projects at an estimated total cost of \$3,185,000 (\$2,278,000 Program Revenue Supported Borrowing; \$100,000 Program Revenue Cash; and \$807,000 County Cash).

Regent Manydeeds then invited UW-Platteville Chancellor Dennis Shields to provide a more extensive account of the damage from the storms. Chancellor Shields began by stating that when positive things happen on campus, the first person that is thanked and congratulated for a wonderful job is the chancellor; but as is most often the case, his largest responsibility was to stay out of the way and let his very good staff take care of things.

The chancellor said that the story of the disaster response actually starts about three years earlier, when Chief of Police Scott Marquardt convinced him that the campus needed to be prepared for a disaster, which would take practice and attention. During the last three years the campus had several drills in anticipation of potential disaster.

Chancellor Shields said that on June 17th, while in Beijing, China, he received a telephone call from Vice Chancellor Rob Cramer who explained that the campus had been struck by a tornado. At that time, which was approximately midnight on June 16th in Platteville, Vice Chancellor Cramer explained that there were no known injuries, but it was early and the campus's disaster planning efforts were kicking in. Over the course of the next six hours, they

were relieved to learn that there were no serious injuries, at which point Vice Chancellor Cramer and his team started their recovery efforts.

Chancellor Shields invited Vice Chancellor Cramer to the podium to discuss his work and that of many others on campus and in Platteville.

Vice Chancellor Cramer said that on June 16th, UW-Platteville's summer camp programs were underway, with approximately 200 people staying in three residence halls—Bridgeway Commons, Southwest and Roundtree. In addition, new freshman registration was scheduled to begin the next day, on June 17th; and some new freshmen and their parents were staying in Bridgeway Commons. He said the residence halls staff were beginning to plan for the fall, anticipating about 105% occupancy. In addition, the campus was expecting the arrival of a German delegation of faculty later in the day to meet with Criminal Justice faculty. He said the forecast called for a chance of strong thunderstorms the night of June 16, and at approximately 11:00 p.m. that night, he was notified that there were broken windows on campus, which was the first indication of what had happened.

Mr. Cramer said that the residence hall staff, the camp coordinators, the first responders on campus and in the community, and all those involved did a remarkable job in the first few hours, moving the hundreds of people on campus to safer locations. He said he was thankful there were so few injuries, both on campus and in the community, and he was amazed by the resiliency of some of the younger campers who had to move from damaged buildings and were still able to get to sleep that night. He said he also was thankful that there was only one serious injury in the community, and the individual appears to be making a full recovery.

By the morning of June 17th, he and his team had started to understand the extent of the damage to the campus, and restoration teams from ServPro had arrived to start remediating and cleaning up the damage to the residence halls.

Vice Chancellor Cramer shared several photographs showing the path of the tornado and the damage to Engineering Hall, the residence halls, the stadium, and Memorial Park, all of which suffered a significant amount of damage. He added that on other parts of the campus, there was almost no damage.

Mr. Cramer said that everyone has been very impressed by the help from all of the agencies involved, and the recovery was a great example of how the system can work, with President Cross and the System Administration staff, the state Department of Administration and the Risk Management Program, and insurance adjusters all present the next morning to start working with the campus. He said the community response had also been overwhelming, both on campus and within the community. He said a number of UW institutions sent support and offers to help right away. He said at one point there were over 70 regional emergency responders who came to the community to help, and there were so many offers of help they had to turn people away.

Vice Chancellor Cramer said that communication was an important part of the campus response, and included press conferences, text messages to the campus community and students,

monitoring of social media sites to understand what was being posted and respond where appropriate, and a website that was frequently updated. He also said that because the campus and community lost power, the new freshman registration scheduled for June 17th was cancelled. Admissions staff called every family scheduled for the 17th and 18th to reschedule. He also said he was happy to report that 100 percent of those students rescheduled, and all were now enrolled at UW-Platteville.

Mr. Cramer said that the UW-Platteville Foundation established the Pioneer Relief Fund and pledged to match the first \$10,000 in gifts. In addition, the Chicago Bears, who used to call UW-Platteville their summer home, made a \$50,000 donation to that relief fund to help the students and employees who were impacted by the tornado; to date, approximately \$76,000 had been donated to the fund.

Mr. Cramer also reported that restoration work continued through most of the summer, and work on the stadium was scheduled to be completed in time for the first home football game on September 13th.

He said the campus was ready for the students. However, the work was not yet done, as metal panels on several buildings and window frames still needed to be replaced, which would occur later in the fall. He said he felt very fortunate and agreed with the chancellor's assessment that the planning and preparation started more than three years earlier really paid off.

Vice Chancellor Cramer highlighted a couple of things that went well, including the IT systems that remained operational throughout the storm and clean-up period and the training work that the campus had conducted in coordination with the city of Platteville. Ongoing challenges include the stadium and the grounds, which are covered with a mix of rock and glass debris. He said the campus was continuing to work with the insurance company in hopes of removing and replacing all of the sod and top soil and preventing future injuries.

Vice Chancellor Cramer concluded by expressing his appreciation for the Regents' time and their kind words.

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REPORT AND APPROVAL OF ACTIONS TAKEN BY THE EDUCATION COMMITTEE

Regent Falbo called upon Regent Whitburn, Vice Chair of the Education Committee, to present a report on the actions taken by the Education Committee.

Regent Whitburn reported that the committee took action on four resolutions. The committee approved: (1) a new M.S. in Biomedical Informatics at UW Madison; (2) an adjusted Vilas Trust Proffer to the University of Wisconsin-Madison of \$7.8 million; (3) an addendum to the UW Stout mission, which specifies academic areas of emphasis and types of degrees offered at UW-Stout as required by Chapter 36; and (4) four Scope Statements defining the parameters of changes that could be made to Chapters UWS 4, 7, 11 and 17.

With respect to the last resolution, Regent Whitburn explained that administrative rules changes were necessitated by expectations from the U.S. Department of Education, which instructed institutions of higher education to regulate employees' and students' procedural rights in cases of sexual assault and sexual harassment. One chapter of the code concerns procedures for dismissal of faculty, another dismissal of faculty in special cases, the third dismissal of academic staff for cause, and the fourth nonacademic student misconduct.

Regent Whitburn said that this would be an important exercise. General Counsel Tom Stafford explained the meaning and intent of the Scope Statements, which were approved by the Governor. Three drafting committees will be formed to provide suggestions for changes, which will then be distributed for review by shared governance bodies and brought to the Education Committee and the full Board, hopefully in early spring. Once approved there, they would move onto the other steps involved with the formal modification of state administrative rules.

Regent Whitburn reported that the committee also considered in a first reading the proposed changes to the UW-Superior mission statement, which were the results of the university's new five-year strategic plan. UW-Oshkosh Provost Lane Earns provided an overview of several of the university's unique academic programs. In addition, Interim Senior Vice President Ward briefed the committee on the work he was coordinating with the provosts on the new effort on remedial education.

On behalf of the Education Committee, Regent Whitburn moved adoption of Resolutions 10403, 10404, 10405 and 10406. The motion was seconded by Regent Millner and adopted on a voice vote.

Program Authorization (Implementation) M.S. in Biomedical Informatics at UW-Madison

Resolution 10403 That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to implement the M.S. in Biomedical Informatics.

UW-Madison Acceptance of the Adjusted Proffer from the Trustees of the William F. Vilas Trust Estate

Resolution 10404 That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents accepts the adjusted proffer of \$7,853,718.00 for UW-Madison made by the Trustees of the William F. Vilas Trust Estate for the fiscal year July 1, 2014 to June 30, 2015, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

Addendum to the Mission Approved in 2009 University of Wisconsin-Stout

Resolution 10405 That, upon recommendation of the Chancellor of University of Wisconsin-Stout and the President of the University of Wisconsin System, the Board of Regents approves the addendum to the University of Wisconsin-Stout mission approved by the Board of Regents in 2009.

Approval of Administrative Code Scope Statements for Chapters UWS 4, 7, 11, and 17

Resolution 10406 That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the scope statements for the revision of Ch. UWS 4, Wis. Admin. Code, "Procedures for Dismissal of Faculty;" Ch. UWS 7, Wis. Admin. Code, "Dismissal of Faculty in Special Cases;" Ch. UWS 11, Wis. Admin. Code, "Dismissal of Academic Staff for Cause;" and Ch. UWS 17, Wis. Admin. Code, "Nonacademic Student Misconduct."

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REPORT AND APPROVAL OF ACTIONS TAKEN BY THE RESEARCH, ECONOMIC DEVELOPMENT AND INNOVATION COMMITTEE

President Falbo called upon Regent Higgins to present the report of the Research Economic Development and Innovation Committee. Regent Higgins reported that the committee had WEDC Secretary and CEO Reed Hall in attendance at the REDI Committee meeting. Mr. Hall provided an update on current programs and the focus on WEDC's efforts to collaborate with the university and state businesses to build export relationships and to foster increased foreign direct investment in Wisconsin in order to strengthen the economy and expand global connectivity.

The committee also unanimously passed Resolution 10407. On behalf of the REDI Committee, Regent Higgins moved adoption of Resolution 10407. The motion was seconded by Regent Farrow and adopted on a voice vote.

UW System Board of Regents Support for Implementation of Undergraduate Research and Discovery Grant and Regent Scholar Programs

Resolution 10407 That, upon the recommendation of the President of the University of Wisconsin System, the UW System Board of Regents expresses its endorsement of the Undergraduate Research and Discovery Grant and Regent Scholars implementation plans for FY 2014-2015 and encourages continuing discussions with WEDC and other partners to assess the most effective way to align UW System research programs and activities with state efforts to increase economic development and job creation.

Regent Higgins also reported that Chancellor Rick Wells presented several alternative approaches to regional collaborative partnerships that integrate work with expanded academic and experimental learning opportunities for students. These included UW System Economic Development Incentive Grants, the UW-Oshkosh Business Success Center, the Aviation Business Park and Business Accelerator, the Viesselmann International Student Leadership and Development Program, and partnership with the Best Western Waterfront Hotel.

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RESOLUTION OF APPRECIATION FOR UW-OSHKOSH CHANCELLOR RICHARD WELLS' SERVICE TO THE UW SYSTEM

President Falbo noted that the next agenda item would be a resolution of appreciation for Chancellor Wells' service. He said that he had asserted executive privilege in appointing himself to read the resolution! President Falbo said that it was very disheartening to see Rick and Christie leave. He joked about giving up something he cherished--a competitor in a memorable meatball challenge.

President Falbo said that he was honored to present the Resolution of Appreciation for Chancellor Wells on his home turf at UW-Oshkosh. He said that Chancellor Wells had been chancellor of UW-Oshkosh, the third-largest UW institution in the state, for the past 14 years. He had been an active and engaged chancellor since Day One. As a result of his incredible vision, leadership, and energy, he is leaving the institution stronger than he found it, with exciting partnerships and collaborations between the university and the surrounding community. These partnerships did not happen by accident, but were forged thanks to Chancellor Wells' goodwill, foresight, and collegiality with both internal and external stakeholders of the university.

President Falbo said that Regents could always count on Chancellor Wells to bring a passionate, well-reasoned, and articulate voice to the Board's discussions and deliberations. On behalf of his fellow Regents, President Falbo said that Chancellor Wells' refreshing candor and your constant attention to educational excellence and opportunity would be missed. He said that Chancellor Wells and his wife would have a challenge, how to channel their boundless energy into retirement projects. President Falbo said that he hoped Chancellor Wells would factor Wisconsin and the UW factor into his plans, even though he would call Florida his new home. He then read the resolution of appreciation, which was adopted by acclamation. Chancellor Wells was met with a standing ovation.

Resolution of Appreciation for Chancellor Richard H. Wells' Service to the UW System

Resolution 10408 WHEREAS, Richard H. (Rick) Wells has served with distinction for 14 years as the tenth chancellor of the University of Wisconsin Oshkosh, from 2000 to 2014, and is among the UW System's longest-serving chancellors in this new century; and

WHEREAS, during his tenure, Rick helped nurture nearly annual, record growth in both student enrollment and degrees awarded at UW Oshkosh, while carrying out a remarkable expansion and modernization of Wisconsin's third-largest university – including transforming general education with the launch of the new University Studies Program – all of which strengthened the university's reputation and educational and economic impact in the local community, the New North region, and the state of Wisconsin; and

WHEREAS, Rick helped UW Oshkosh implement capital projects that transformed the campus landscape, creatively blending \$160 million in state investment with \$111 million in program revenue and more than \$45 million in donor- university-private-sector–partnership investment; and

WHEREAS, Rick helped commit UW Oshkosh to a journey that – influenced by the vision and encouragement of students, dedicated faculty and staff members, and the broader region served by the university – earned the institution a national reputation for its commitment to sustainability and “green” principles in and out of the classroom, with the university committing itself to consistently pursuing EPA LEED building design standards, improving water and energy conservation, reducing pollution, making recycling a standard practice, and integrating sustainability as a facet of the University Studies Program; and

WHEREAS, under Rick's leadership, the university developed a distinction as a local, regional, and state collaborator and catalyst, exemplified by its work in bringing partners together to: (1) help form the Northeast Wisconsin Educational Resource Alliance (NEW ERA); (2) revitalize UW Oshkosh's college sports complex as a shared place of athletic excellence for local K-12 school systems; (3) work with the UW Oshkosh Foundation and other partners to invest \$15 million in a revitalized downtown riverfront hotel and convention center as a spark for retail job growth, high-impact academic experiences, and campus scholarship revenue; and (4) plan and launch three innovative “biodigesters” on campus and at dairy farms large and small, generating renewable energy, as well as learning opportunities and new career paths for students; and

WHEREAS, Rick has served as a pioneer and role model in campus shared governance, helping establish UW Oshkosh's “Classified Staff Advisory Council” – now the University Staff Council – to participate in governance at a level similar with the University's Faculty Senate and Senate for Academic Staff;

BE IT THEREFORE RESOLVED that the Board of Regents of the University of Wisconsin System offers its most sincere gratitude to

Chancellor Richard H. Wells for his service and dedication to the University of Wisconsin Oshkosh and the state of Wisconsin and wishes him a rewarding, well-deserved retirement.

Chancellor Wells said that there would be no PowerPoint and no video as part of his remarks. He joked about some ideas he had and rejected for a possible video. He then talked about having a Plan B, and possibly doing consulting on “BS,” having gained expertise over 40 years of being involved in higher education.

He referred to a 60-page book on the subject by Harry Frankfurt, a moral philosopher and a professor from Princeton. He was reading the book on an airplane on the way back from Sarasota, Florida. At the end of the flight, the woman next to him commented that it was an interesting book that he was reading. She asked what he did for a living. He replied that he was a university chancellor, which led to much laughter.

Chancellor Wells quoted from the book, saying “BS is unavoidable whenever circumstances require someone to talk without knowing what he or she is talking about. Thus the production of BS is stimulated whenever a person’s obligation or opportunity to speak about some topic exceeds his or her knowledge or the facts that are relevant to the topic. This discrepancy is common in public life where people are frequently impelled, whether by their own propensities or by the demands of others, to speak extensively about matters of which they are to some degree ignorant.” Chancellor Wells concluded from this that he now has a second career!

Chancellor Wells said that he wanted to provide tremendous thanks for having a very successful chancellorship and, most importantly, for now successfully closing that chancellorship. He said that he had learned through personal experience that, as hard as it is to open a chancellorship and to implement it in a successful way, in some unique ways it is even harder to close it, because it requires large levels of focus and discipline for which university communities are not nationally known and admired. He said that the provost, the vice chancellors, faculty senate leaders, university staff leaders, academic staff, and student leaders had been phenomenal in working together to make sure the chancellorship is closed in an exceptionally positive way. He said that there would be great leadership by Interim Chancellor Petra Roter through “the neutral zone.”

In addition to thanking his campus colleagues, Chancellor Wells thanked UW System colleagues. He said that the UW System staff had been phenomenal and had done a fabulous job supporting all chancellors. He thanked then-President Katharine Lyall for taking a chance on hiring him and former President Kevin Reilly and current President Ray Cross for not firing him.

Noting that there were perhaps 33 or 34 chancellors at the UW institutions during his time at UW-Oshkosh, Chancellor Wells said that the chancellors had been phenomenal. He said that, nationally, the group of UW chancellors is the envy of the country; they respect each other, and spend time together at national meetings.

Chancellor Wells commented on the Board of Regents, expressing appreciation for all that Board members do. The UW System is a jewel. Each Regent brings a different perspective and ideas and works hard, with no compensation.

The chancellor asked his wife, Christie Charbonneau Wells, to join him at the podium, sharing that one child came with them to Oshkosh as a sophomore in the Oshkosh schools. He at that time was a rising sophomore in high school at 6'2" and 300 pounds. He tackled and was 11th in the country in the junior shot put. When they visited the high school before Chancellor Wells was offered his position, the coaches had taken their son down the hall for an entire hour. After he was offered the job, *Oshkosh Northwestern* did a story on a Friday. On Saturday morning, the first four or five phone calls to the house were for their son, who went on to play for the high school team, which was very successful.

Chancellor Wells reflected not only on the contributions of his son to the state championship football team at North, but also on his wife's contributions to the community and the arts. He also said that their daughter has two degrees from UW-Madison. The state of Wisconsin, through UW-Madison, gave her a tremendous education. Oshkosh North gave their son a tremendous education. He also said that the family has extended family members who had benefitted from the community. He said that their family had gotten a lot back from the community, and they would continue to stay involved with the great state of Wisconsin.

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RESOLUTION OF APPRECIATION TO UW-OSHKOSH AS HOST OF THE AUGUST MEETING

President Falbo called upon Regent Whitburn to present a resolution of appreciation to UW-Oshkosh as host of the August meeting. Regent Whitburn first commented that student Christy Cazzola had provided a sense of the impact that college has on people's lives. He said that he attended UW-Oshkosh, 90 days out of high school, the first in his family to go to college. He was offered a scholarship because he was a high school debater, and one of the administrators heard him debate at the state tournament. The scholarship was \$200. His dad was a small businessman and did not have time to take him to the campus; he was taken by his mother, who was raised in a broken family in Chicago and unable to finish high school. Regent Whitburn expressed fond memories of his life on campus and then read the resolution of appreciation to UW-Oshkosh:

Resolution of Appreciation to UW-Oshkosh as Host of the August Meeting

Resolution 10409 WHEREAS, the Board of Regents is pleased to recognize the University of Wisconsin-Oshkosh for hosting the Board's August meeting, in this beautiful and comfortable new conference facility along the riverfront, the Alumni Welcome and Conference Center; and

WHEREAS, the Board is grateful for the generous hospitality extended this month by outgoing Chancellor Rick Wells and the entire UW-Oshkosh community; and

WHEREAS, the Board appreciated the comprehensive, reflective presentation by Chancellor Wells (and company) about being in this Chancellorship together since 2000 – and salutes both the Chancellor and his unexpected fellow presenters for eloquently articulating the chancellor’s collaborative vision and inclusive leadership style, all mixed with a good dose of humor and fun; and

WHEREAS, the Education Committee was pleased to hear from Provost Lane Earns and Interim Chancellor-Elect Petra Roter on developing and delivering academic programs that address the needs of the Greater Northeastern Wisconsin community; and

WHEREAS, the Capital Planning and Budget Committee heard a thought-provoking presentation on comprehensive campus development, while the Business and Finance Committee learned how UW-Oshkosh is conducting sound contingency planning during rapidly changing times; and

WHEREAS, the Research, Economic Development, and Innovation (REDI) Committee members were inspired by the discussion Chancellor Wells led on the connections being made among undergraduate research, economic development, and business outreach, as well as updates on the exciting work of the economic development incentive grant program recipients; and

WHEREAS, the Board was delighted to meet one of UW-Oshkosh’s stellar new graduates, Academic All-American Christy Cazzola, during the third in a series of Student Spotlight features;

BE IT THEREFORE RESOLVED that the Board of Regents hereby thanks UW-Oshkosh for this month’s informative presentations, its forward-thinking spirit as a place where excellence and opportunity meet, and its many continued contributions to the UW System and to the state of Wisconsin.

Chancellor Wells spoke briefly, expressed thanks to all of the staff, particularly the staff that helped set up the meeting and collaborated with UW System. He also specially acknowledged the lead AV technician at the Alumni Welcome and Conference Center, a junior at UW-Oshkosh majoring in Information Systems, who provided professional support during the meeting.

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The meeting was adjourned at 12:25 p.m.

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Submitted by:

/s/ Jane S. Radue

Jane S. Radue, Executive Director and Corporate Secretary
Office of the Board of Regents
University of Wisconsin System