

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held at University of Wisconsin-Waukesha
1500 N. University Drive
Waukesha, Wisconsin

Friday, April 10, 2015
9:00 a.m.

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Held at University of Wisconsin-Waukesha  
1500 N. University Drive  
Waukesha, Wisconsin

Friday, April 10, 2015  
9:00 a.m.

-President Falbo presiding-

PRESENT: Regents John Behling, Mark Bradley, José Delgado, Tony Evers, Michael Falbo, Margaret Farrow, Eve Hall, Nicolas Harsy, Tim Higgins, Edmund Manydeeds, Regina Millner, Drew Petersen, Charles Pruitt, Anicka Purath, José Vásquez, David Walsh, and Gerald Whitburn

UNABLE TO ATTEND: Regent Janice Mueller

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**APPROVAL OF THE MINUTES OF THE FEBRUARY AND MARCH 2015 MEETINGS**

President Falbo noted that the minutes of the February and March 2015 Board of Regents meetings had been distributed. Regent Petersen moved their adoption, and after a second by Regent Higgins, the motion carried.

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**REPORT OF THE PRESIDENT OF THE BOARD**

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

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

## ***Search Updates***

Thanking Chancellor Sandeen and Dean Harry Muir for their hospitality at UW-Waukesha, President Falbo said that it had been informative and enlightening to learn more about UW Waukesha. In particular, some of the Regents enjoyed breakfast that morning with some UW-Waukesha students who were very appreciative of the campus.

President Falbo provided an update on the search for a successor to Chancellor Dick Telfer at UW-Whitewater: He said that the Search and Screen Committee was in the process of selecting a group of semifinalists who would be interviewed in the next week or so. President Cross and the Special Regent Committee chaired by Regent Margaret Farrow would then receive the committee's finalist recommendation sometime in late April. Finalist interviews with President Cross and the Special Regent Committee were scheduled for May 20, with the decision to be announced shortly thereafter.

President Falbo also reported progress in identifying a new Senior Vice President for Academic and Student Affairs. David Ward has served in that role on an interim basis since Mark Nook departed in May of last year. The Search and Screen Committee is expected to identify and interview semi-finalist candidates by late April. President Cross and Regent Mark Bradley, Chair of the Education Committee, as well as representatives from the UW System institutions, the President's Cabinet, and the UW System Academic and Student Affairs staff, would participate in the finalist interviews during the first week of May.

## ***Other Updates***

President Falbo reminded Regents that the UW System Posters in the Rotunda event is an annual celebration of undergraduate research and would be coming up on Wednesday, April 22, in the State Capitol. Academic research done on UW campuses has a major impact on the state's economy. This event, in its twelfth year, is a wonderful showcase of the many and varied research endeavors taken on by student researchers and their faculty advisors across the system. It is also a very popular opportunity to join other UW representatives in making legislative visits. President Falbo encouraged everyone to attend.

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## **REPORT OF THE PRESIDENT OF THE SYSTEM**

### ***News From Around the UW System***

President Falbo turned to President Cross for his report. President Cross presented good news from around the System:

### **Cancer Researchers at UW-River Falls Collaborating with Private Industry**

President Cross reported that researchers at UW-River Falls are advancing the field of cancer research. Biology professor and Regent Scholar Timothy Lyden's project builds a "living biopsy" of tumor tissues, letting doctors develop and test individual cancer treatments. Dr. Lyden is collaborating with private industry, such as Marshfield Clinic and Microscopy Innovations, to further refine the process and expects to launch the technology in a new spin-off company, Artificial Tissue Systems.

### **UW-Stout Receives Grant to Train More Vocational Rehabilitation Counselors**

President Cross reported that the U.S. Department of Education awarded UW-Stout a grant of nearly \$1 million to help address the need for more vocational rehabilitation counselors. UW-Stout's master's degree program in vocational rehabilitation trains students to aid those with disabilities in starting or returning to the workforce. The degree is offered on campus and online, and boasts a 95-percent job placement rate.

### **UW-Madison Researchers Develop Ebola Vaccine**

It was revealed last month that UW-Madison Professor Yoshihiro Kawaoka and his team have developed an effective vaccine to stop Ebola, which has claimed more than 10,000 lives worldwide in its most recent outbreak. The vaccine developed by Dr. Kawaoka is especially promising as it is a "whole virus" vaccine, affording a superior level of protection against an illness which currently has no known treatment. While the vaccine has proven safe in primates, human trials will be necessary to bring this life-saving research to those who need it.

### **UW-Milwaukee Professor Works to Develop Simple Test for Ebola**

UW-Milwaukee is improving the ability to test for Ebola. UWM Materials Engineering Professor Junhong Chen is teaming up with the Georgia Institute of Technology to develop a nanotech sensor to detect Ebola proteins with a simple spit test, giving health officials the tools to rapidly detect and contain the deadly virus. The team plans to have a prototype ready in only ten months.

### **UW-Stevens Point Men's Basketball Wins Division III National Championship**

The UW-Stevens Point men's basketball team claimed its fourth Division III national championship in late March, defeating Augustana College, 70 to 54. UW-Stevens Point is now one of four teams in Division III to win four national titles in men's basketball. President Cross extended congratulations to Coach Alex Richard and his team.

## **UW-La Crosse Claims National Championships in Women's Track and Field and in Gymnastics**

UW-La Crosse claimed national championships in two sports, President Cross reported. The UW-La Crosse women's indoor track and field team claimed its first NCAA Division III championship, after multiple previous second-place finishes. In addition, the Eagles gymnastics team captured its 16<sup>th</sup> national title, with the second-highest team score in history.

## **UW-Parkside Signs Transfer Agreement with Gateway Technical College**

UW-Parkside and Gateway Technical College signed a transfer agreement that extends their current 16 partnerships to include Gateway information technology programs. The five new agreements between Gateway's Information Technology Department and UW-Parkside's Business Department will enable Gateway graduates to transfer up to 57 credits, which could be applied to UW-Parkside business majors, and enter the university with junior academic standing. Efforts like this are providing more educational and career opportunities and a faster pathway to a four-year bachelor's degree.

## **UW-Barron County Team Places at National Rube Goldberg Competition**

A team from UW-Barron County recently claimed the 4<sup>th</sup>-place Legacy Trophy at the Rube Goldberg national competition in Columbus, Ohio. Each team submitted a complex machine with dozens of moving parts in an attempt to complete this year's Rube Goldberg challenge of erasing a chalkboard. UW-Barron County's machine allowed for the maximum of 75 steps to complete this task.

## **UW-Whitewater Students to Use Hubble Space Telescope to Study Galactic Winds**

UW-Whitewater students and faculty will be taking a 7,000 light-year trip, as physics professor Robert Benjamin was approved to use the Hubble Space Telescope for a total of 21 hours to study galactic winds which may hold the key to determining the future of the galaxy. Competition to use the Hubble, arguably the most famous telescope in the world, is fierce. Less than a quarter of the proposals are accepted; President Cross said that this is an incredible opportunity for UW-Whitewater students and faculty.

## **UW-Eau Claire Forensics Team Wins 31<sup>st</sup> State Championship**

UW-Eau Claire's forensics team has extended its state championship streak to 31 years. The competitive speech team, founded in 1944, thought it was vying for its 23<sup>rd</sup> straight championship this year, when tournament records were discovered that show Eau Claire's win streak actually stretched over three decades. President Cross wished the team the best of luck as it heads to the nationals, where the team routinely places in the top ten in the country.

## **UW-Milwaukee receives National Science Foundation Grant for Technology Development**

UW-Milwaukee was recently awarded a National Science Foundation grant to create an Innovation Corps (or I-Corps) site, whose purpose is to nurture and support multiple, local teams to move their technology concepts into the marketplace. The initiative will leverage the existing partnerships among five universities in the region: UWM, Marquette, the Medical College of Wisconsin, Milwaukee School of Engineering, and Concordia University. The I-Corps grant recognizes the great work UWM has already been doing and also offers a gateway to new resources.

## **UW-Platteville Ranked Best University in Wisconsin for Return on Investment for Students**

President Cross reported that UW-Platteville was ranked the best university in Wisconsin for return on investment for its students by compensation researchers at Payscale.com. The rankings showed a bachelor's degree from UW-Platteville had a 20-year return of over \$467,000 – over seven times the total cost of earning a degree.

## **Two UW-Madison Students Named Truman Scholars**

Finally, President Cross reported that UW-Madison had just been informed that two students have been named Truman Scholars. This is a highly prestigious and competitive federal scholarship granted to college juniors for leadership potential and commitment to public service. He congratulated UW-Madison for these scholars.

## ***Student Spotlight***

For his student spotlight, President Cross introduced Matthew Schneider, a sophomore at UW-Waukesha. He shared that Mr. Schneider graduated from Menomonee Falls High School in 2011 and, like many young people, took some time off before deciding where he wanted to go to college.

Mr. Schneider greeted the Regents and thanked them for having him. He stated that he was in his fifth semester at UW-Waukesha, and that two weeks earlier he had received his official acceptance to UW-Madison, where he hoped to study biochemistry. Even though he still had a few semesters ahead of him, Mr. Schneider said that he was not going to be the same student when he entered UW-Madison that he was when he started college two years earlier, and that was largely thanks to UW-Waukesha.

Mr. Schneider said that he was a B-C student in high school, with no plans at all for college. He explained that after a failed attempt to move to Europe and getting caught in an endless loop of earning \$8 an hour at Starbucks, he decided maybe it was time to give college a second thought. He said he first heard about UW-Waukesha from a friend who was attending to pick up a few general education credits at low cost on his way to UW-Madison. Low tuition costs, combined with the transferability of the credits, were what ultimately made him take the plunge and enroll after one and a half years out of high school.



Mr. Schneider admitted that he did not have very high hopes for UW-Waukesha, figuring that it was just a tiny commuter school that he would attend because he was not smart enough or rich enough to go to a real four-year school; but after he started, he began getting As in all of his classes. He said that he had somehow gone from a B-C student in high school to being a straight-A college student who took the lead in weekly study groups.

He explained that as the semesters went on, these study groups got bigger and bigger as he made more and more friends at UW-Waukesha – it was not a cold, unfriendly commuter school! It was during one of these study groups that his professor of zoology, Michael Pauers, invited Mr. Schneider to be the tutor for the next semester’s zoology class. Mr. Schneider reported that after accepting that position, he was offered positions as a tutor of chemistry, math and writing as well. Mr. Schneider said that tutoring at UW-Waukesha had proven to be the most rewarding experience he had ever had, and that there were no words to describe what he felt when someone that he helped came running up to show him the chemistry test that they “just totally rocked.”

Noting that he was not the same student he was in high school, Mr. Schneider declared that he had his professors and their passion for the subjects they teach to thank for that. They taught him not to fear, to love the classes he was in, and to really enjoy learning. He explained that he changed his major to biochemistry because he hoped to do research and never wanted to stop learning. He said he tried to think back to his teachers’ passion every single time he worked with his own students, because he knew firsthand how powerful that attitude can be.

Saying that UW-Waukesha had an overwhelmingly positive effect on his life, Mr. Schneider said that for that reason his last semester was bittersweet; he was going to miss all of the friends he had made and all the professors who had a contagious passion for what they do, and who led him to think that maybe one day he would not mind teaching a class or two of his own. As he prepared to go to UW-Madison, Mr. Schneider said he wondered what it would be like, noting that he had come to expect his classes to be closely knit and personalized, and for his professors to know him by name and be able to put his name to a face. He concluded that his time at UW-Waukesha had made him no stranger to having his expectations exceeded. He expressed appreciation for the opportunity to address the Regents.

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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 a report of the actions taken by the Research, Economic Development and Innovation Committee.

Regent Higgins reported that the REDI Committee focused on its strategic plan. Specifically, the committee reviewed progress made in conjunction with partners WiSys and the Wisconsin Economic Development Corporation (WEDC) toward improving the ability to identify commercializable products and processes invented by UW faculty, staff and students and then the support the development of those products and processes through their early stages.

WiSys Executive Director Arjun Sanga provided an update on WiSys programs and project support, highlighted successful campus initiatives and provided an outlook for further progress.

Regent Higgins reported that UW-Madison's Igniter/Discovery-to-Product Director John Biondi addressed an entrepreneurial gap in Wisconsin and provided a summary of D2P outcomes to date.

Lisa Johnson, WEDC's Vice President of Entrepreneurship and Innovation, updated the committee on current initiatives and programs, with a focus on WEDC's efforts to collaborate with the university and state businesses to foster entrepreneurial activities and business innovation and to speed the time from idea to product commercialization across the state.

Finally, UW-Extension Provost and Vice Chancellor Aaron Brower highlighted his organization's commitment to community and business development. Mark Lange, Executive Director of Business and Entrepreneurship, provided an update on UW-Extension efforts to deliver business and entrepreneurship education services through various programs across the state. Also, Al Leidinger, President of Waukesha based Mathison Manufacturing, presented a new business intelligence program that supports Wisconsin's second-stage companies.

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## **REPORT AND APPROVAL OF ACTIONS TAKEN BY THE EDUCATION COMMITTEE**

President Falbo called upon Regent Bradley to present a report of the actions taken the Education Committee. Regent Bradley reported that the committee had an interesting presentation from UW Colleges and UW-Extension.

UW-Extension Provost Aaron Brower talked about three main drivers that are presenting challenges and opportunities in higher education, financial need, economic need and technology. He observed that the student body is changing. He presented interesting data about where the student body is coming from in the future and the shift to nontraditional students. UW Colleges and UW-Extension have plans to make education more accessible to these new populations and to deliver more classes in blended, online and face-to-face delivery formats that will allow students to earn "stackable credentials" and to personalize their education.

UW Colleges Provost Greg Lampe focused his remarks on the UW Colleges Bachelor of Applied Arts and Sciences (BAAS) degree being delivered in partnership with six UW System comprehensive institutions and six technical colleges. This degree-completion program, currently enrolling 90 students, primarily caters to the needs of working adults. The BAAS program is at capacity now and is planning to expand the number of participating campuses and its regional outreach after it completes its first five-year review. Provost Lampe also mentioned the Associate of Arts and Sciences Degree and Curriculum Reimagining Project. Regent Bradley reported that this is a two-year project that is faculty led and informed by national best

practices in curriculum design, hopefully leading to better access, affordability and transfer opportunities.

The committee also heard from Interim Senior Vice President Dave Ward, who updated the committee on the UW System's College Readiness Development Education webinars, scheduled for fall 2015. These are intended to improve the dialogue between K-12 and the UW System. Topics covered will include admission issues, placement testing and alignment of learning outcomes in math and English. Dr. Ward further discussed the UW System bachelor's degree graduation rates for new freshmen entering full-time in the fall semester. For the six-year graduation rate, the UW System does better than its peers. The data also showed that since 1981 the graduation rates of UW students had steadily improved.

Turning to the committee's action items, on behalf of the Education Committee, Regent Bradley moved approval of Resolutions 10470, 10471, 10472, 10473, 10474, 10475, 10476, 10477, and 10478, which had been approved by the committee. The motion was seconded by Regent Whitburn and adopted on a voice vote.

#### **Program Authorization (Implementation) B.S. in Criminology UW-River Falls**

Resolution 10470 That, upon recommendation of the Chancellor of the University of Wisconsin-River Falls, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Criminology.

#### **Program Authorization (Implementation) B.S. in Mechanical Engineering UW-Stout**

Resolution 10471 That, upon the recommendation of the Chancellor of the University of Wisconsin-Stout, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Mechanical Engineering.

#### **Program Authorization (Implementation) B.S. and B.A. in Public Relations UW-Oshkosh**

Resolution 10472 That, upon recommendation of the Chancellor of the University of Wisconsin-Oshkosh, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science and the Bachelor of Arts in Public Relations.

#### **Program Authorization (Implementation) Collaborative Online M.S. in Data Science**

Resolution 10473 That, upon recommendation of the Chancellors of the University of Wisconsin-Eau Claire, the University of Wisconsin-Green Bay, the University of Wisconsin-La Crosse, the University of Wisconsin-Oshkosh, the University of Wisconsin-Stevens Point, the University of Wisconsin-Superior, and the University of Wisconsin-Extension, as well as the President of the University of Wisconsin System, the above-named Chancellors are authorized to implement the collaborative online Master of Science in Data Science.

### **Request to Trustees of the William F. Vilas Trust Estate**

Resolution 10474 That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the request to the Trustees of the William F. Vilas Trust Estate for \$9,585,605 for fiscal year July 1, 2015, to June 30, 2016, subject to availability, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

### **Wisconsin Partnership Program UW-School of Medicine and Public Health Oversight and Advisory Committee Appointment**

Resolution 10475 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 approves the appointment of Robert Lemanske, MD, to fill an unexpired term on the UW School of Medicine and Public Health Oversight and Advisory Committee of the Wisconsin Partnership Program effective April 1, 2015 through October 31, 2016.

### **Approval of Administrative Code Revisions Chapters UWS 4 and 7**

Resolution 10476 That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached revisions to Chapter UWS 4, Wis. Admin. Code, "Procedures for Dismissal of Faculty," and Chapter UWS 7, Wis. Admin. Code, "Dismissal of Faculty in Special Cases," to comply with the directives outlined in Title IX, the Dear Colleague Letter issued by the U.S. Department of Education Office for Civil Rights, and the Violence Against Women Act. Further, the Board of Regents approves the attached statements that the proposed rules have minimal to no economic impact locally or statewide; the rules have minimal to no fiscal impact locally and statewide; UW System Administration will schedule a public hearing on the rules; and UW System Administration is authorized to take additional action to comply with statutory rulemaking requirements, as necessary.

### **Approval of Administrative Code Revisions Chapter UWS 11**

Resolution 10477 That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached revisions to Chapter UWS 11, "Dismissal of Academic Staff for Cause," to comply with the directives outlined in Title IX, the Dear Colleague Letter issued by the U.S. Department of Education Office for Civil Rights, and the Violence Against Women Act. Further, the Board of Regents approves the attached statements that the proposed rules have minimal to no

economic impact locally or statewide; the rules have minimal to no fiscal impact locally and statewide; UW System Administration will schedule a public hearing on the rules; and UW System Administration is authorized to take additional action to comply with statutory rulemaking requirements, as necessary.

### **Approval of Administrative Code Revisions Chapter UWS 17**

Resolution 10478      That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the revisions to Chapter UWS 17, “Nonacademic Student Misconduct,” to comply with the directives outlined in Title IX, the Dear Colleague Letter issued by the U.S. Department of Education Office for Civil Rights, and the Violence Against Women Act. Further, the Board of Regents approves the attached statements that the proposed rules have minimal to no economic impact locally or statewide; the rules have minimal to no fiscal impact locally and statewide; UW System Administration will schedule a public hearing on the rules; and UW System Administration is authorized to take additional action to comply with statutory rulemaking requirements, as necessary.

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

President Falbo called upon Regent Pruitt, Vice Chair of the Business and Finance Committee, to present a report on actions taken. Regent Pruitt reported that the meeting of the Business and Finance Committee began with a presentation from Steve Wildeck, Vice Chancellor for Administration and Finance for UW Colleges and UW-Extension, regarding financial planning in distributed statewide institutions and insights into the opportunities and challenges faced by these two unique UW institutions.

The committee then approved three agreements with Compass Group USA, doing business as Chartwells, to provide dining services at UW-La Crosse, UW-River Falls and UW-Superior. If these contracts were independently bid, the estimated savings would be \$754,000 annually but since all three were selected, an additional \$173,000 in savings will result, Regent Pruitt said.

The committee then approved an agreement between UW-Stout with the Nebraska Book Company to provide bookstore services at that institution. The contract is effective May 22<sup>nd</sup>, 2015 for a one-year period.

Regent Pruitt reported that Senior Associate Vice President Al Crist presented 16 operational policies intended to complete the initial implementation guidance for the University Personnel System. The new system and its related operational policies will be effective July 1, 2015 for all UW institutions other than UW-Madison; UW-Madison is required by statute to

develop a separate system for its human resources management. The policies were presented for information only and were intended as the implementation guidance required under Board of Regents policy.

The committee then approved tuition changes in selected nonresident, graduate and professional programs at UW-La Crosse, Milwaukee, Parkside, Platteville, River Falls, Stevens Point, Stout and Whitewater. The changes were being sought to bring rates closer to market rates for these programs. No changes were being sought for resident undergraduate tuition rates.

The committee requested an amendment to Resolution 10484, regarding four years of tuition changes in selected nonresident graduate and professional programs at UW-Madison. The changes in tuition were being sought to bring rates closer to market rates. The committee approved an amended resolution that would allow tuition increases for the first two years, 2015-16 and 2016-17. It was recommended that the rates be brought back to the Board after the first two-year period for further review.

On behalf of the Business and Finance Committee, Regent Pruitt moved approval of Resolutions 10479, 10480, 10481, 10482, 10483 and 10484, which had been approved by the committee. The motion was seconded by Regent Behling. At the request of Vice President Millner and Regent Evers, Resolutions 10483 and 10484 were removed for separate discussion. Resolutions 10479, 10480, 10481, 10482 were adopted on a voice vote:

**UW-La Crosse Contractual Agreement with Compass Group USA, Inc., by and through its Chartwells Division**

Resolution 10479      That, upon the recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Board of Regents approves the contractual agreement between the University of Wisconsin-La Crosse and Compass Group USA, Inc. by and through its Chartwells Division to provide Dining Services effective June 1, 2015, for a period of one year with six one-year renewal options.

**UW-River Falls Contractual Agreement with Compass Group USA, Inc., by and through its Chartwells Division**

Resolution 10480      That, upon the recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the Board of Regents approves the contractual agreement between the University of Wisconsin-River Falls and Compass Group USA, Inc. by and through its Chartwells Division to provide Dining Services effective June 1, 2015, for a period of one year with six one-year renewal options.

**UW-Superior Contractual Agreement with Compass Group USA, Inc., by and through its Chartwells Division**

Resolution 10481 That, upon the recommendation of the Chancellor of the University of Wisconsin-Superior and the President of the University of Wisconsin System, the Board of Regents approves the contractual agreement between the University of Wisconsin-Superior and Compass Group USA, Inc. by and through its Chartwells Division to provide Dining Services effective June 1, 2015, for a period of one year with six one-year renewal options.

**UW-Stout Contractual Agreement with Nebraska Book Company, Inc. (Doing business as Neebo)**

Resolution 10482 That, upon the recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Board of Regents approves the contractual agreement between the University of Wisconsin-Stout and Nebraska Book Company, Inc. (doing business as Neebo) to provide Bookstore Services effective May 22, 2015 for a period of one year with four one-year renewal options.

Returning to Resolution 10483, Regent Falbo recognized Regent Evers, who said that he had concerns in general about the increases and, therefore, had an issue with both of the pulled resolutions. In particular, with respect to the increase in resident tuition for graduate programs at some of the comprehensive universities, he said that he believed that most of those increases would be borne by teachers and counselors that work in schools who would have to pay more for their graduate work. He reminded the Regents that all of those teachers and counselors who would be facing \$200-per-year tuition increases had not had any increase in their take-home pay for several years. Saying that he knew it was important to deal with the massive cuts, Regent Evers said he was not convinced that it was fair to ask these individuals to pay more when they are trying to support families with reduced or level incomes.

President Falbo asked if there were any other comments on Resolution 10483. Regent Bradley said that he had a question related to both resolutions. He asked if someone who was at the Business and Finance Committee meeting could comment on where these increases put the System in relation to the competition.

Regent Pruitt said he would be happy to start and invited others to join in. Speaking for the committee as Vice Chair, he said members were impressed with the background, research, and study that had been done by all of the campuses as they tried to do an assessment of peers in relation to both resolutions. In regard to the comprehensives and UW-Milwaukee, Regent Pruitt stated that this would be a one-year adjustment, which was targeted very closely to market rates and trying to stay close to peer institutions around the country.

With regard to UW-Madison, Regent Pruitt pointed out that it had been quite a long time since professional school tuition rates had been adjusted, and he thought Chancellor Blank would be happy to testify to the rather large gap between UW-Madison's current tuition rates and that of its peers. He said that it was believed that to do that in a sudden, one-time jump would be too

much for students and their families, and so the increase was instead planned over a series of years. Though he said he would defer to Chancellor Blank, Regent Pruitt suggested that the idea was to end up in the middle, more or less, of the peer institutions -- not at the top, but hopefully no longer at the bottom. He asked Chancellor Blank if that was a reasonable summation.

Chancellor Blank responded that the two-year increases that were on the table would leave the professional schools still well below the median, whereas the four-year increases would have gotten them to the median. For the undergraduate out-of-state students, the two-year proposal would leave the university just beneath the median, while it was estimated that the four-year proposal would have moved UW-Madison up to third or fourth in the Big Ten. She reiterated that the campus would not get there with only the two-year increases.

Regent Vásquez observed that it was frustrating that the System was faced with cuts; the chancellors were putting forth some solutions that would help, but most definitely would not completely erase the cuts. He said he did not understand what significant new revelations the System was expecting to hear in two years, in relation to UW-Madison, which would suggest that the Board could not simply adopt UW-Madison's four-year plan at the present time.

Regent Farrow replied that the Business and Finance Committee had looked at the four-year plan, but members acknowledged that in two years the world could be a different place with respect to the marketplace, the economy, and the System's relationship with the overall state budget. She explained that the committee's intention was to approve the two-year plan to go with the two-year state budget.

Regent Farrow also remarked that she did not understand a legislator who had expressed concern about the proposed out-of-state tuition increases. She stated that ever since she had been on the Joint Finance Committee herself, she had been concerned about Wisconsin's resident students being able to access the UW System; if the out-of-state students realize what a great university Wisconsin has, they ought to pay to get in, and not pay less than they would in their own states. Regent Farrow concluded that while she would love to commit to four years, the Board did not have the ability to commit for four years into the future.

Following up on Regent Evers' comments, and referring to Resolution 10483, Regent Walsh said that he was sympathetic for the individuals Regent Evers had talked about, but noted that there always would be some group with different circumstances. To him the issue was the market, he said; he suggested that the background provided in the documents was very well presented on all fronts, especially for UW-Madison.

Acknowledging that it would impact other people in different ways, Regent Walsh maintained that the issue was not all about the cuts, but was instead about how to run a business and listen to the people charged with the responsibility of giving advice. He said he was supportive of the proposal for the comprehensives because the case had been proven; there would be different impacts on different people, but that would happen with all tuition increases.

With no further discussion on Resolution 10483, President Falbo called for a vote on the resolution, which had been moved and seconded. The motion was adopted on a voice vote:



## **Proposed Selected Nonresident and Graduate Tuition Increases**

Resolution 10483 That, upon the recommendation of the President of the University of Wisconsin System and the Chancellors of the University of Wisconsin-La Crosse, the University of Wisconsin-Milwaukee, the University of Wisconsin-Parkside, the University of Wisconsin-Platteville, the University of Wisconsin-River Falls, the University of Wisconsin-Stevens Point, the University of Wisconsin-Stout, and the University of Wisconsin-Whitewater, the Board of Regents approves the proposed nonresident and graduate tuition increases for these eight UW institutions, as detailed in the attachment.

Resuming the discussion on Resolution 10484, Regent Walsh returned to Regent Farrow's point that nothing was written in stone and, therefore, it made no sense to push for another two years; however, looking at the data Regent Bradley had asked about, the UW System was where it should be on pricing, he suggested. Regent Walsh said that the tuition increase was not in response to the cuts so much as it was to running a business. The possibility of cuts would always exist. He stated that he was supportive of the UW-Madison resolution in order to run the System the right way.

Regent Vásquez commented that he thought the documentation that was prepared and the way the motions were written was very conscientious with respect to ensuring that Wisconsin citizens, especially students, would not be hurt relative to tuition. He said the chancellors had been very responsive to that.

Regent Vásquez explained that he considered the tuition increases to be market driven, and said he hoped that the Regents would not start to tie out-of-state tuition to what is happening in the state budget. The System is so well-known and well respected that out-of-state, and even international, students are drawn to its institutions – not only UW-Madison but many of the comprehensives as well. Regent Vásquez stated that he had no fear that this increase would hurt Wisconsin's students, and it actually would benefit them.

Referring to the UW-Madison proposal, Regent Vásquez indicated that he did not understand the logic in making the campuses prepare all kinds of documentation again in two years, when he could not see anything unique happening between now and then. Commenting that the System was acting like a big bureaucracy by requiring this cumbersome step, he again suggested that the Regents simply approve the proposed increase for the four years.

Stating that although she was not able to take part in the Business and Finance Committee's discussion, Vice President Millner said that she felt keenly about affordability and sensible market policy for tuition, both in-state and out-of-state, and wanted to share some of her thoughts. She noted that she had an opportunity to observe and watch while the work was done to establish the analysis on the tuition increase, and she wanted to thank Chancellor Blank and her staff for their careful work and thoughtful deliberation in putting forward the proposal.

Vice President Millner stated that affordability is at the forefront of the national dialogue on higher education for a good reason, and that the UW System has made a strong commitment to affordability for all of its students, with a special emphasis on its in-state students. She added

that this proposal was a reflection of the fact that as costs go up the System needs to remain affordable and competitive tuition for its in-state students. However, the in-state students should not be asked to subsidize out-of-state students if the out-of-state tuition is not at the market rate for the quality that the System brings. She observed that the gap between the UW System's out-of-state tuition and the in-state tuition in other states was growing, and that puts a burden on Wisconsin's resources.

Vice President Millner concluded that she supported Chancellor Blank's efforts and the proposal that was before the Regents. She cautioned that those who would criticize or, worse, personally attack the chancellor needed to recognize that the UW System is in a global market and has limited resources; its desire to remain as affordable as possible has to be measured with its desire to be competitive within that market.

Regent Petersen, responding to what Regent Vásquez had said, noted that the conversation about out-of-state tuition and professional tuition increases had been going on for a long time; he said thought all of the Regents were in agreement that the reasons for the increases had been well articulated. He said he believed the Board was strongly supportive. He suggested that one reason the Board had to look at the issue again in two years was that quite likely two to five members of the Board no longer would be Regents at that time. Regent Petersen said that the two-year plan was in the best interests of the taxpayers, in-state students, and the System's advancement in a global marketplace; he did not view the two-year approach as bureaucratic, but rather as the responsibility of the Board.

Regent Pruitt expressed appreciation for the multiple views on the topic, all held by smart, interested, and engaged people. The view of the committee, which he said Regent Farrow had articulated quite well, was that this resolution was a reasonable compromise that advances the program and the plan forward for two years. He emphasized that it would have no effect in terms of restricting UW-Madison's ability to generate desperately- and vitally-needed resources over the next two years, and it would also ensure that at the end of those two years the Board, as part of its fiduciary responsibility, would have the opportunity to revisit the question.

Regent Vásquez stated that he was going to vote against the resolution, but not because he did not want UW-Madison to increase the affected tuition rates. He said that he continued to be puzzled by all of the very articulate statements that had been made by Regents, saying that UW-Madison had been very thoughtful and very thorough. Although he said he understood why the System was having to compromise, he said that approving the four-year plan was the good and right thing to do. He would vote against the resolution, he said, because UW-Madison had done everything that needed to be done to justify a four-year approval.

President Falbo recognized Regent Bradley, who stated that he was in support of the resolution. He also made a personal statement to Chancellor Blank, saying that on behalf of all of the Regents, he believed the personal attacks against the chancellor were totally out of place. He said that he and his colleagues felt that she was doing her job and doing it well; without her advocating for her institution and bringing the facts forward, the Board would not be able to make appropriate decisions. Regent Bradley thanked Chancellor Blank for her advocacy. Regent President Falbo thanked Regent Bradley and said that he agreed.

Regent Farrow said that she wanted to explain once again to Regent Vásquez why the committee compromised, to be sure it was being characterized properly. She indicated that if the Board approved increases for Years 3 and 4 now, parents and students would plan on these amounts; however the System would have no control over the vagaries in the Capitol or elsewhere that might occur between now and then. Also, as Regent Petersen had said, there would be some different faces around the Board table in a couple of years.

Regent Farrow said she did not want any students to come back later and say that the Board committed to Years 3 and 4 and was now renegeing. She suggested that UW-Madison would not have to go through new numbers if the entire world stayed the same, but for now this was the framework that she believed the Board could approve. She said that she could understand if Regent Vásquez did not like that compromise, but she thought the committee had arrived at a healthy position.

President Falbo recognized President Cross, who said that he wanted to make few points, and began by urging caution when suggesting that the UW-Madison tuition increases were an effort to address the budget cut. He explained that Chancellor Blank brought the proposal to the Board the previous summer, long before the budget cuts, and it was for the most part an effort to address costs within the professional schools and their market positions. These resources were intended to be used internally within each school, and not to cover the cuts that currently face the campus.

In addition, President Cross said that the Board had appointed three taskforces – the Tenure Policy Taskforce, the Shared Governance Policy Taskforce, and the Tuition-Setting Policy Taskforce, the latter to be led by Regent Higgins. Stating that he believed in long-range planning, President Cross told the Regents that the System needed to work on its tuition policy on the basis of rational thought processes. He explained that there were four principle components that would comprise a rational tuition-setting process: (1) the costs involved in offering the programs; (2) the market or competitive rates; (3) the needs of the state; and (4) affordability.

He also said that it was important to separate out-of-state nonresident material in the proposal from the graduate school material. The graduate school tuition increase was about cost and position in ranking and prestige; the out-of-state nonresident increases were principally about market. President Cross stated that the university was losing money simply because it was much better in the rankings than its competitors, yet they were charging more.

Noting that out-of-state applications to the System had practically doubled over the last five years, President Cross said that the marketplace as it related to out-of-state nonresident students was going to impact Madison very positively, and so he thought the out-of-state increase was a wise thing to do. He added that Chancellor Blank and her staff had done a very solid job of rationally presenting the UW-Madison proposal, and he expressed his support for it.

President Falbo then called for a vote on Resolution 10484, which had been moved and seconded. The motion was adopted on a voice vote.

**UW-Madison Tuition Plan**

Resolution 10484 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 schedule of tuition increases described in the UW-Madison four-year tuition plan (Table 1) for implementation of academic years 2015-16 and 2016-17.

**Table 1**  
UW-Madison Proposed Four-Year Tuition Plan

	2014-15	2015-16		2016-17		2017-18		2018-19	
	Tuition	Increase	Tuition	Increase	Tuition	Increase	Tuition	Increase	Tuition
<b>Undergraduate</b>									
Nonresident	\$25,523	\$3,000	\$28,523	\$3,000	\$31,523	\$2,000	\$33,523	\$2,000	\$35,523
International	\$25,523	\$4,000	\$29,523	\$3,000	\$32,523	\$2,000	\$34,523	\$2,000	\$36,523
<b>School of Business Graduate Programs</b>									
Resident	\$13,184	\$1,292	\$14,476	\$1,419	\$15,894	\$1,558	\$17,452	\$1,710	\$19,162
Nonresident	\$26,678	\$2,614	\$29,293	\$2,871	\$32,164	\$3,152	\$35,316	\$3,461	\$38,777
<b>Global Real Estate Master's*</b>									
Nonresident	\$13,339	\$1,307	\$14,646	\$1,436	\$16,082	\$1,576	\$17,658	\$1,731	\$19,389
<b>Doctor of Pharmacy</b>									
Resident	\$15,157	\$1,364	\$16,521	\$1,487	\$18,008	\$1,621	\$19,629	\$1,767	\$21,396
Nonresident	\$27,614	\$2,485	\$30,100	\$2,709	\$32,809	\$2,953	\$35,761	\$3,219	\$38,980
<b>Doctor of Medicine</b>									
Resident	\$23,807	\$2,309	\$26,117	\$2,533	\$28,650	\$2,779	\$31,429	\$3,049	\$34,478
Nonresident	\$33,704	\$2,309	\$36,013	\$2,533	\$38,546	\$2,779	\$41,325	\$3,049	\$44,374
<b>Doctor of Veterinary Medicine</b>									
Resident	\$17,925	\$1,751	\$19,676	\$1,950	\$21,626	\$2,150	\$23,776	\$2,350	\$26,126
Nonresident	\$24,769	\$5,000	\$29,769	\$5,000	\$34,769	\$5,000	\$39,769	\$5,000	\$44,769
<b>Doctor of Nursing Practice*</b>									
Resident	\$13,409	\$1,400	\$14,809	\$1,500	\$16,309	\$1,600	\$17,909	\$1,700	\$19,609
Nonresident	\$30,068	\$2,000	\$32,068	\$2,000	\$34,068	\$2,000	\$36,068	\$2,000	\$38,068

\*Please note that all rates are Academic Year totals, with the exception of Global Real Estate Master's, which is a one-semester program, and Doctor of Nursing Practice, which includes summer. Numbers are rounded to the nearest dollar.

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

In the absence of the chair and vice chair of the Capital Planning and Budget Committee, President Falbo called upon committee-member Regent Purath to provide the committee's report. She reported that the committee unanimously approved the minutes of the February 5<sup>th</sup>, 2015 committee meeting along with ten resolutions, which she described.

Resolution 10485, brought by UW-Milwaukee, requested authority to sell excess property of a commercial office-space condominium unit located in the Plankinton Building on West Wisconsin Avenue in Milwaukee. The space was no longer needed, and proceeds of its sale would be used to pay off the debt for the original condominium purchase.

Resolution 10486, brought by UW-Stevens Point, requested approval of the Design Report for the Chemistry Biology Science Facility Project and authority to increase the budget and construct the project. This project would construct a 176,500 gross square foot (GSF) chemistry biology science facility to provide functional, contemporary space for classroom, teaching and research labs, offices and associated support space. Following completion of the project, the existing science building would be used to address space requirements in other academic programs.

Resolution 10487, brought by UW System, requested authority to construct All Agency Maintenance and Repair Projects with an estimated total cost of \$4.3 million, three at UW-Madison and one at UW-Oshkosh. These projects focus on roof replacements, safety upgrades, storage unit replacements and energy conservation.

Resolutions 10488 through 10491 pertained to several Regent Policy Documents. The resolutions approved the removal of several outdated policies.

Resolutions 10492 through 10494, brought by UW-Milwaukee, requested approval to enter into lease agreements with UWM Real Estate Foundation for the purpose of providing housing space at the Cambridge Commons and Riverview Residence Halls and to provide 456,000 GSF housing and academic space at the Kenilworth Square Facility. In regard to the Kenilworth Facility, the university requested that the approval be granted for the Board of Regents to enter into a new lease and the Department of Administration to enter into a new operating lease on behalf of UW-Milwaukee. Execution of a new lease at the Kenilworth site would allow UW-Milwaukee to significantly lower its leasing costs without the need to acquire the property.

Regent Purath also reported that the committee heard a UW Colleges' presentation concerning facilities partnerships with counties and cities. Vice Chancellor for Administration and Finance Steve Wildeck stated that 17 governmental partnerships, with 14 counties and three cities, provided about \$12 million to UW Colleges in 2014.

Regent Purath said that Associate Vice President Alexandria Roe reported on recent Building Commission actions and informed the committee that staff are working closely on the

2015-17 capital budget request with the Department of Administration. Associate Vice President Roe also reported on a gift-funded project undertaken at UW-Superior, which renovated a portion of the Lake Superior National Estuarine Research Reserve Administration and Laboratory Building.

On behalf of the Capital Planning and Budget Committee, Regent Purath moved approval of Resolutions 10485, 10486, 10487, 10488, 10489, 10490, 10491, 10492, 10493 and 10494. The motion was seconded by Regent Behling and adopted on a voice vote:

**Authority to Sell Excess Property of a Condominium Unit located at 161 West Wisconsin Avenue, Milwaukee, Wisconsin, UW-Milwaukee**

Resolution 10485 That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, authority be granted to sell excess property identified as the fifth floor condominium unit of the Plankinton Building, which is located at 161 West Wisconsin Avenue, Milwaukee, Wisconsin.

**Approval of the Design Report for the Chemistry-Biology Science Facility Project and Authority to Increase the Budget and Construct the Project, UW-Stevens Point**

Resolution 10486 That, upon the recommendation of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, the Design Report for the Chemistry-Biology Science Facility project be approved and authority be granted to increase the project budget by \$332,000 (\$82,000 Program Revenue-Cash and \$250,000 Campus Funds) and construct the project for a revised estimated total cost of \$75,332,000 (\$75,000,000 General Fund Supported Borrowing, \$82,000 Program Revenue-Cash and \$250,000 Campus Funds).

**Approval Authority to Construct All Agency Maintenance and Repair Projects, UW System**

Resolution 10487 That, upon the recommendation of the President of the University of Wisconsin System, authority be granted to construct maintenance and repair projects at an estimated total cost of \$4,314,800 (\$2,866,900 Program Revenue Supported Borrowing and \$1,447,900 Agency Cash).

**Removal of Regent Policy Document 19-2, "Parking and Transportation Planning," UW System**

Resolution 10488 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents directs the removal of Regent Policy Document 19-2, "Parking and Transportation Planning," from the Regent Policy Documents because it is obsolete.

### **Removal of Regent Policy Document 19-3, “Auxiliary Enterprise Reserves,” UW System**

Resolution 10489 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents rescinds Regent Policy Document 19-3, “Auxiliary Enterprise Reserves,” from the Regent Policy Documents because it is superseded by Regent Policy Document 21-6, “Program Revenue Calculation Methodology and Fund Balances Policy.”

### **Removal of Regent Policy Document 19-6, “Distribution of Biennial Minor Project Allocations,” UW System**

Resolution 10490 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents directs the removal of Regent Policy Document 19-6, “Distribution of Biennial Minor Project Allocations,” from the Regent Policy Documents because it is obsolete.

### **Removal of Regent Policy Document 19-11, “Auxiliaries Infrastructure,” UW System**

Resolution 10491 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents directs the removal of Regent Policy Document 19-11, “Auxiliaries Infrastructure,” from the Regent Policy Documents because it is obsolete.

### **Authority to Enter into a Lease of Space to Support Student Housing at Cambridge Commons Resident Hall, UW-Milwaukee**

Resolution 10492 That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, approval be granted to enter into a new lease of approximately 241,535 gross square feet of space at the Cambridge Commons Residence Hall on behalf of UW-Milwaukee.

### **Authority to Enter into a Lease of Space to Support Student Housing at Riverview Residence Hall, UW-Milwaukee**

Resolution 10493 That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, approval be granted for the Department of Administration to enter into a new lease of approximately 146,789 gross square feet at the Riverview Residence Hall on behalf of UW-Milwaukee, as detailed below.

### **Authority to Enter Into Agreements to Support the Peck School of the Arts and Student Housing, UW-Milwaukee**

Resolution 10494 That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, approval be granted for the Board of Regents to enter into a new ground lease and the Department of Administration to enter into a new operating lease for approximately

456,000 gross square feet at the Kenilworth Square facility on behalf of UW-Milwaukee, and assign the right to purchase in the existing operating lease to the UWM Real Estate Foundation.

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## **REPORT AND APPROVAL 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, in addition to routine business and updates, the Audit Committee took steps to update the charter of the Office of Internal Audit to agree with the Board's Audit Committee Charter, approved in connection with the establishment of the freestanding Audit Committee in 2013. These modifications in the Office's charter conformed to the *International Standards for the Professional Practice of Internal Auditing*.

Regent Whitburn reported that UW System Administration had issued a Request for Proposals to facilitate the selection of an outside firm to provide the UW System with a Waste, Fraud and Abuse Hotline, something that other Big Ten schools have, and something that the UW System has lacked. The selection process was successful in the hiring of a firm called Network, Inc., a company with broad national experience with such hotlines in higher education. The hotline is scheduled to be implemented systemwide by mid-May.

Regent Whitburn noted that when the Audit Committee was established, and once the Chief Audit Executive was hired, the plan was to bring audit staff from throughout the System under the oversight of the System-based chief audit executive. This action affects 17 staff and six open positions systemwide. This structure is consistent with Big Ten peers. The shift of these positions to System staffing would occur at the start of the new fiscal year on July 1, Regent Whitburn reported.

On behalf of the Audit Committee Regent Whitburn moved adoption of Resolution 10495 and Resolution 10496. The motion was seconded by Regent Walsh and adopted on a voice vote.

### **UW System Administration Office of Internal Audit Revisions to Audit Charter**

Resolution 10495      That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents adopts the attached Office of Internal Audit Charter, consistent with the *International Standards for the Professional Practice of Internal Auditing*.

### **UW Institution Auditors to Become UW System Administration Employees**

Resolution 10496      That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the conversion of internal audit positions at individual UW institutions to UW System



Administration positions, with overall supervision of the systemwide internal audit function provided by the Chief Audit Executive.

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## **PRESENTATION: 2015 UNIVERSITY OF WISCONSIN SYSTEM FEDERAL AGENDA**

President Falbo, saying that the System had been investing considerable time and energy in working with its partners at the State Capitol, observed that it was important not to lose sight of the work the System does at the federal level. He noted that good federal relations efforts have a powerful impact on the UW System, with about 30 percent of the System's overall budget coming from federal support that touches every institution in the UW System. He added that actions at the federal level can have direct and significant impacts on the lives of UW System students and what the System does.

He called upon Kristine Andrews, Associate Vice President for Federal and Corporate Relations, to provide the Regents with an update on key federal issues that affect both the UW System and higher education in general.

### ***Decline in Federal Funding to Spur Innovation***

Associate Vice President Andrews thanked Board members for the opportunity to preview the major federal issues for the UW System for this Congress. She began by sharing a video produced by several national higher education associations, which she said described the challenges that universities face as the gap widens between actual federal-government funding for research and higher education and what that level of investment needs to be if the United States is going to remain the world's innovation leader.

The video, entitled "Closing the Innovation Deficit," explained that America's economy has been built on innovation and new ideas that create jobs and healthy communities, and that after World War II, the federal government helped the U.S. grow the world's strongest economy with strategic investments in education, science and technology that made the U.S. the world's innovation leader. Research funded by the National Science Foundation; the National Institutes of Health; NASA; and the Departments of Defense, Energy, Agriculture and Commerce has led to lifesaving vaccines, lasers, MRIs, touch screens, GPS, and even the internet; more than half of the country's economic growth in recent decades has been thanks to innovation, much of which has resulted from federally-funded scientific research. Now that is changing, with scientists and business leaders agreeing that a growing innovation deficit means the U.S. could lose its lead in science and technology; once that lead is lost, it could be difficult to regain.

The video defined the innovation deficit as the widening gap between the actual level of federal government funding for research and education and what the investment needs to be if the United States is to remain the world's innovation leader. It explained that America's investments in research and higher education are now flat or declining while others, such as China, Singapore, Korea and the EU, are dramatically increasing funding in those areas. Federal

budget cuts to science and education programs over the past several years, compounded by sequestration, helped create this deficit.

The video warned that if the U.S. does not address the innovation deficit, it will be impossible to grow the economy, overcome the budget deficit and create the jobs of the future as the rest of the world makes great strides. If the United States is to remain the world's innovation leader, it must close the innovation deficit by growing and sustaining federal investments in scientific research and education. The U.S. needs students and teachers who are challenged to think critically and ask tough questions, laboratories that have the resources to break new ground, and great universities that attract and grow great thinkers.

### ***Potential Declines in Federal Support for Student Aid***

After the video finished, Ms. Andrews stated that the UW System was at risk of experiencing significant declines in federal support for student aid. In Wisconsin, 28 percent of adults age 25 and older have a bachelor's degree or higher, putting the state slightly below the national average of 30 percent; to reverse this trend, which she said the state would need to do to grow its economy, two changes needed to happen. First, a larger segment of high school graduates need to attend and complete college; second, a larger number of older students need to enter or return to college to complete their degrees. Ms. Andrews warned that when these changes do occur, these populations will put additional stress on the System's financial aid resources.

She informed the Regents that before Congress adjourned for the Easter recess, both the House and the Senate passed budget resolutions that would seek deep cuts in discretionary spending, freeze the maximum Pell Grant, and cut spending on student aid programs over the next ten years. While budget resolutions in Congress do not have the effect of law, she explained, they do set a marker for fiscal priorities as the federal appropriations work gets underway. These resolutions outline a roadmap that could threaten student aid programs and UW System students, about 109,000 of whom rely on federal assistance to attend UW institutions.

In 2013-14, total federal aid to UW System students was \$1.1 billion, compared to total state aid of about \$90 million; Ms. Andrews said this illustrated why the federal contribution to student financial aid is important. Federal assistance remains critical, especially for students from low-income families who rely on need based aid. Even with financial aid, the average Wisconsin undergraduate student's unmet need after grants and scholarships totals more than \$10,000 annually.

Decreasing state support has led to increased tuition in order to cover the cost to educate a student. These tuition increases in turn have led to higher levels of unmet need and loan debt. Ms. Andrews shared that more than 124,000, or 69 percent of all students enrolled in the UW System in 2013-14, received some form of financial aid, and federal sources provided about three-quarters of that. Breaking those numbers down, Ms. Andrews stated that there were about 109,000 recipients of federal aid and nearly 54,000 recipients of state aid.

Ms. Andrews explained that two of the federal programs that had been critical in supporting UW System students were the Pell Grant Program and the Perkins Loan Program,

both of which were currently facing significant challenges at the federal level. She told the Regents that continuing the Perkins Loan Program, which dispersed almost \$28 million in low-interest subsidized loans to about 16,000 students in 2013-14, was the UW System's highest priority for this congressional session; it is scheduled to end after September 2015 if Congress does not take action to renew the program.

Ms. Andrews said that if the Perkins Loan program is eliminated, future students would lose access to these loans, which have favorable interest rates, repayment requirements and loan-forgiveness options. She shared that the System was working very closely with Wisconsin's congressional delegation and that she was working with other systems of higher education to extend this program, which she said was proven to work. She added that the Big Ten had all rallied around this issue thanks to UW-Madison, and that the UW's student government leaders had spoken out in support of the program. She noted that the UW campuses each provide about a 33-percent match of these federal funds

In response to a question from Regent Higgins about the outcomes of the program, which allows campus aid administrators to put together packages of low-interest loans for students, Ms. Andrews indicated that she would provide Regent Higgins with additional information.

Associate Vice President Andrews went on to explain that the Federal Pell grant program, which provides need-based financial aid, is the single largest grant program available to UW System undergraduates; however, it too is facing major funding challenges. In 2013-14 it provided \$155 million to almost 41,500 students, with an average grant of \$3,746. The maximum Pell Grant that a student can receive is fixed by statute; this year that limit is set at \$5,775. Between 2010-11 and 2013-14, the maximum Pell Grant fell from a peak of \$5,900 to about \$5,600, about a 5-percent decline over three years. This decline over time has increased reliance on loans, especially for students with financial need. Ms. Andrews noted that if Congress pursues freezing the Pell Grant as the budget resolutions propose, this could exacerbate the problem.

Observing that today's students have more loans and more unmet need, Ms. Andrews said that in 2013-14, 74 percent of Wisconsin students who graduated had outstanding loan debt. Their outstanding loan debt averaged \$34,500, slightly higher than the average for public colleges nationally. The good news, she said, was that although the overall percentage of students graduating with loan debt has increased in the last several years, the three-year default rate of 5 percent for UW students remains low compared to the national average of 13 percent for four-year public universities. Ms. Andrews explained that UW graduates take their responsibility to pay very seriously; also, income-driven repayment plans and loan-forgiveness programs make it easier for students to deal with their debt.

Ms. Andrews added that in her opinion, any student aid, whether federal, state, or institutional in nature, could be seen as a form of venture capital and is a solid investment with a great rate of return.

## ***Risks to Federally-Funded Research***

Next Ms. Andrews turned to federal research, reiterating that the UW System would be at risk if federally-funded research declines or stagnates. She explained that for the better part of 100 years, Wisconsin's Academic Research and Development Infrastructure had been strong, thanks in large part to federal investments. Much of the research taking place at UW-Madison; UW-Milwaukee; and, increasingly, at the UW comprehensives and Colleges was made possible through federal funding. However, there has been stress on university-based research; Ms. Andrews said that according to ten-year data for the non-Madison institutions, federal awards today are comparable to where they were a decade ago. The awards were generally increasing from 2004 to 2008 and then peaked with the federal stimulus funding in 2009 and 2010.

Ms. Andrews showed a slide that demonstrated that based on the average increase in awards from 2004 to 2008, the UW System would have been projected to have approximately \$71.3 million in awards in 2014, but it actually fell about \$12 million short of that. She explained that this meant a reduction in the amount of indirect revenue available to put back into research, which was bad for education because research funds are central to educating students, to workforce preparation, and to the economy and competitiveness of Wisconsin.

For this congressional session, Ms. Andrews said the focus would be on those federal agencies that extensively fund University of Wisconsin research, including the National Institutes of Health, the National Science Foundation, the Department of Energy and the Department of Agriculture.

In 2013-14, UW Madison received \$317 million, or 55 percent, of its federal research funding from the Department of Health and Human Services, much of it from the National Institutes of Health (NIH), the world's premier biomedical research funding agency. Ms. Andrews stated that, taking into account any medical research inflation, NIH's funding is 20 percent lower today that it was a decade ago; the university can already see the impact, with dramatically lower grant-application success rates and less money available for new researchers seeking their first grants.

She also said that the Great Lakes Bioenergy and Research Center, which constitutes the largest grant on the UW-Madison campus, is one of three bioenergy research centers established by the Department of Energy's Office of Science, the nation's premier supporter of basic physical science research. This federal research laboratory supports 400 researchers, students, and staff – including researchers at UW-Stevens Point – who are working to meet the nation's need for a comprehensive slate of clean energy technologies. Its scientists have just celebrated their 100<sup>th</sup> patent application, which Ms. Andrews said was just the tip of the iceberg of what sustained support for federal research can accomplish at a university like UW-Madison and in a state like Wisconsin.

Ms. Andrews shared that a recent study showed that for every federal dollar spent on publicly-funded agricultural research \$20 or more is generated in the U.S. economy. These investments also help grow and support Wisconsin's agriculture economy, which is valued at more than \$88 billion annually. She explained that the UW System's capacity in agricultural research and its Cooperative Extension programs in all of Wisconsin's 72 counties, on three tribal nations, and on many campuses are made possible through USDA funding.

Ms. Andrews said that all of these examples were at risk, as the federal government is looking to change over to a competitive program rather than a formula-based program for supporting funds.

Another issue that the UW System is working on addressing, through the agriculture bill, is the inclusion of \$2.5 million in the budget for capacity building at the non-land grant institutions. Ms. Andrews said that through the work of UW-River Falls, the System had been able to secure a small amount of funding; efforts to work with the Wisconsin delegation would continue.

As noted in the video, the nation's global competitors have been increasing their financial support for science and engineering, while the rate of that growth has been flat in the United States. In the most recent federal fiscal year, UW System institutions attracted 13 percent of federal research funding from the National Science Foundation (NSF), which is the only federal agency charged with the promotion of scientific progress across all science and engineering disciplines. NSF is also funding undergraduate research initiatives, because one of its primary goals is to give undergraduate students research experiences. However, in the last five years NSF has lost about 6 percent of its budget (using constant 2014 dollars), at a time when NSF funding touches each and every institution in the UW System, Ms. Andrews said. She noted that the return on investment in federally funded scientific research is high, and that disinvestment on the part of the federal government could undermine the UW System's competitiveness.

### ***Undergraduate Research***

Associate Vice President Andrews said that many studies have documented undergraduate research and the role it plays in persistence in postsecondary study and increasing completion rates. She mentioned that, thanks to the leadership of the Board, there has been intentional sustained undergraduate research and economic development activity in Wisconsin. She particularly credited Chancellor Dean Van Galen and his team at UW-River Falls, as well as UW-Eau Claire, for success in this area.

She reported that just in the past month several UW leaders contributed to a new book, "Enhancing and Expanding Undergraduate Research: A Systems Approach." She explained that the University of Wisconsin was approached by national partners because they were aware of the work being done to tie undergraduate research to student success and economic development. One chapter highlights the System's aggressive approach to undergraduate research and economic development and shows how the case for the economic value of undergraduate research has been made and embraced. Consequently, Ms. Andrews said, there had been a statewide implementation of new programming across the System, designed to systemically produce conditions for undergraduate research, especially as it relates to technology transfer, job creation, workplace skill development, and new industries and jobs.

This is very important, she stated, because as federal funding in some of the more traditional areas becomes more modest or goes away, UW System institutions are positioned to compete for economic, community, and workforce development projects – all areas where federal money will be spent, with an emphasis on inter-institutional and employer partnerships.

## ***Future Issues***

Finally, Ms. Andrews turned briefly to issues on the horizon, including the reauthorization of the Higher Education Act (HEA), which is the main law governing student aid, and the discussion among lawmakers about the simplification of aid programs and processes, including the deregulation of higher education.

She reported that President Cross, Wisconsin Technical College System President Morna Foy, and President Rolf Wegenke of WAICU recently sent the Wisconsin delegation a letter regarding the Supporting Academic Freedom through Regulatory Relief Act. She explained that there are two pending administrative rules at the Department of Education, one that would create a college-rating system and one that would create a federalized rating system for teacher preparation programs. This legislation would block some of the Department of Education's regulations and administrative actions from taking place until Congress can act on it.

Ms. Andrews also reported having been in contact with Wisconsin's senior U.S. Senator, Senator Ron Johnson, about the possibility of bringing a hearing to Wisconsin to talk about federal regulation of higher education.

Another important issue is campus sexual assault legislation. Ms. Andrews said that while campus sexual assault is already an issue of concern, UW institutions would likely see a number of additional disclosures, requirements, and possibly penalties as related legislation moves forward. She explained that currently the plan is to fold the legislation into HEA reauthorization; but if HEA reauthorization does not get accomplished this year, Congress would probably move forward separately on the campus sexual assault legislation. More should be known in July.

Concluding her remarks, Ms. Andrews said that the federal government remains a very important source of support for UW System students and is an engine that drives innovation on the campuses. The System would continue to monitor the changes in policy and advocate to protect its interests in Washington, D.C. She thanked the Regents for the opportunity to speak to them.

Responding to a question from Regent Whitburn about the sexual assault legislation, Ms. Andrews said that the legislation was in the Homeland Security Committee, the Health Committee and the Workforce Committee.

Regent Bradley commented that coincidentally, the two members of Congress who best understood the consequences of the innovation deficit were Melvin Laird and David Obey, who both happened to come from Wisconsin's 7<sup>th</sup> district. Regent Bradley asked Ms. Andrews to give the Regents a sense of what the current congressional delegation's reaction would be if they were shown the video about the innovation deficit. Ms. Andrews said that she thought there would be a strong feeling of support, compounded by the difficult budget-deficit decisions. Less discretionary funding is available.

Chancellor Blank added that she had talked to most of the congressional delegation members in the last six months, and a few of those members had been very actively involved. In particular, she noted that Senator Tammy Baldwin had been a leader on many of the higher-

education-related issues, and Senator Ron Johnson had been particularly supportive of the medical-research side of the issues.

Chancellor Blank also said that it was worth noting that the whole area of research dollars, and the big research agencies, has fared better than other parts of the domestic budget, which she thought was because there is some understanding and support for this idea – however, “fared better” was not the same as “fared as well as they did ten years ago.” In a time of tight federal budgets, increases in these research dollars are going to be less realistic given all the other constraints that the federal government is facing. Chancellor Blank said that the university had assumed for years that it would just see a steady increase in all these research dollars, but it cannot assume that anymore. She noted that the business of research is changing as the funding environment changes, which would pose challenges for UW-Madison and other campuses.

Regent Walsh asked if these were all peer-review research dollars. Chancellor Blank responded in the affirmative, explaining that all of the agencies that Ms. Andrews talked about have largely gone over to the peer-review model because it is the gold standard for how to distribute dollars for basic university-based research.

In response to a further question from Regent Walsh, Chancellor Blank observed that the federal government does particularly well at funding basic research that no one else funds -- highly theoretical research that does not have immediate and obvious applications for a problem that someone wants to solve today. The impetus to do that type of research right now is low, because it is not going to show immediate returns. However, there is a substantial amount of evidence that says that type of research is necessary for technological breakthroughs made 20 and 30 years later. She warned that unless the United States is doing basic research today, 15 and 20 years from now it no longer will be a technological leader. Other countries are investing increasing amounts of national dollars in basic research labs while the United States is shrinking those dollars.

President Falbo thanked Ms. Andrews for her presentation.

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## **PRESENTATION OF BOARD OF REGENTS 2015 TEACHING EXCELLENCE AWARDS**

President Falbo announced that it was time for one of the Board’s most enjoyable responsibilities, the presentation of the 23<sup>rd</sup> Annual Regents Teaching Excellence Awards, honoring outstanding achievement in teaching by two professors and one academic program. He then turned the floor over to Regent Chuck Pruitt, Chair of the Teaching Excellence Awards selection committee, to lead the presentation.

Regent Pruitt thanked President Falbo and welcomed the recipients of the 2015 Regents Teaching Excellence Awards, who were joined by their families, friends and supporters. He shared that the Regents Teaching Excellence Awards, which marked their 23<sup>rd</sup> anniversary that year, recognized and honored some of the UW System’s most outstanding teachers, departments and programs. He said it was a welcome reminder of what a treasure the UW System has in its

faculty and academic staff, who bring special dedication, creativity and passion to their craft and who are entrusted with the education and enlightenment of Wisconsin's citizens.

Noting that it was often heard that exceptional teachers have a certain magic in the classroom, that they creatively inspire students not only to learn but to want to learn, Regent Pruitt said that in different ways all of the 2015 honorees could be said to have that magic touch: they are engaged in the most important task of teaching students not what to think, but how to think; they are examples of the critical importance of the sifting and winnowing process that supports the pillars of academic freedom that any great university needs to advance, protect and serve.

He stated that three award recipients would be honored with the highest recognition bestowed by the UW System on members of the faculty and academic staff for outstanding achievements in teaching. Regent Pruitt thanked his colleagues who joined him on that year's selection committee – Regent Farrow, Regent Harsy and Regent Delgado – and said that deciding on the winners was difficult, but it was also inspiring to see the kind of outstanding talent found around the UW System. He suggested that the winners would be the first to acknowledge that they did not get here alone, but that the collaboration, support and inspiration of their teaching colleagues made all the difference to their successes and accomplishments.

While the work the Regents were recognizing was extraordinary, it was not unusual; when it comes to teaching excellence, the recipients are not the exceptions, but are the examples. In honoring them, the Board honors all of their colleagues and says “thank you” to each and every one of the 9,100 teachers in the UW System.

Regent Pruitt urged everyone not to disconnect the Regents' conversation the day before with this recognition. As they heard from these winners, Regent Pruitt expressed his hope that everyone would consider just what the effect of a \$350-million budget cut might be in the quality of teaching and education within the UW System's classrooms. The outstanding teachers they were about to recognize would not be unaffected by those reductions: these are the examples of faculty who would be asked to teach more students and spend less time; who may not receive a salary increase they clearly deserve; and who already go above and beyond the call of duty and now would be asked to do more with less.

Regent Pruitt concluded that the 2015 winners were impressive examples of the powerful impact that excellent teachers can have on students' lives, and the Regents. He then asked Regent Farrow to present the award to the first winner.

### ***Professor Gregory S. Aldrete, UW-Green Bay***

Regent Farrow stated that she was honored to present the first 2015 Regents Teaching Excellence Award to Dr. Gregory S. Aldrete, a Professor in the Department of History at UW-Green Bay. She stated that Dr. Aldrete regularly teaches eight different courses to about 450 students per year, ranging from survey courses to high-level courses and to his personal favorite, the interdisciplinary courses. Dr. Aldrete has also taught numerous independent studies, an illustration of both his own abilities as a scholar and a teacher, as well as the enthusiasm he inspires in his students. When summarizing his approach to teaching, Dr. Aldrete said it is to make the study of history lively, rewarding, engaging, and relevant to students.



Regent Farrow said that Dr. Aldrete uses role-playing as one of his methods to make history come alive for his students, and gave as an example one of his compare-and-contrast assignments, which said, “You are a Spartan spy sent to gather information about Athens. Write up your intelligence report, capturing the perspective and prejudices of a loyal Spartan.” By using role playing in his way, Dr. Aldrete asks his students to step inside a moment of history. They must not only master factual information but also develop a deeper understanding of how a person living in an ancient time viewed the world.

Dr. Aldrete also incorporates his own scholarly research interests into his classes so that his students can become active participants and collaborators. One dramatic example is the Linothorax Project; over the course of seven years, using primary sources of text and artistic renderings, he and his students recreated and tested the famous but very-little-known-about cloth armor that Alexander the Great wore during his conquests. The published results gathered international interest and attention.

Dr. Aldrete is also passionate about bringing his teaching expertise outside the classroom. He has written and recorded dozens of video lectures and gives frequent public lectures; he alternates writing books of original scholarship with ones aimed at students or the general public.

Regent Farrow reported that in 2012, Dr. Aldrete was selected as Professor of the Year by the Carnegie Foundation and the Council for the Advancement of Education; and in 2009, he was named one of the nation’s top teachers of classics.

Regent Farrow introduced the first 2015 Regents Teaching Excellence Award winner, Dr. Gregory S. Aldrete, who was greeted with a standing ovation.

Dr. Aldrete thanked Regent Farrow and the Board of Regents, saying he was truly very grateful and humbled to be selected out of so many fine teachers. He expressed his appreciation to all the students with whom he had shared a classroom over the last 20 years at UW-Green Bay, as well as his colleagues in the Departments of History and Humanistic Studies, stating that working in such an environment with such terrific students and such dedicated faculty had been an immensely gratifying experience for him. Finally, Dr. Aldrete offered his deepest thanks to his wife, Alicia, who was his collaborator in the classroom, the coauthor of several books with him, and “his partner in all things.”

As an ancient historian, Dr. Aldrete began his comments by sharing some trivia about antiquity and the discipline of history itself. He told the Regents that the first time that the word “history” was used with its current definition was by the Greek writer Herodotus, who lived more than 2,000 years ago. In the opening sentence of his famous account of the wars between Greece and Persia, Herodotus stated, “These are the histories of Herodotus of Halicarnassus,” which he published in the hope of preserving for all time the memory of what human beings had done. But the Greek word that he used, “historia,” did not originally mean a record of the past; prior to Herodotus’s usage in that sentence, “historia” had simply meant “asking questions.”

Dr. Aldrete explained that he had always been very strongly attracted to this particular original meaning of history as an act of asking questions; he viewed it as being essential to his philosophy of teaching, as well as of research. To him, the essence of teaching is the

methodology pioneered by Socrates, whose pedagogy consisted entirely of posing questions to his students and getting them to formulate and defend their arguments.

Accordingly, Dr. Aldrete said he employed no textbooks at all in his classes. In all of them, the reading consists exclusively of material written by the actual people that they were studying. He explained that when he read these texts with his students, they were not passively absorbing information but actively engaging and aggressively interrogating the text, looking at both the meanings that the author intended, as well as those he or she did not. They also consider issues of bias and think about what sources the author had to draw upon, always asking if they can simply believe what this person is saying or not, and why.

When examining historical events, it was not, in his opinion, a matter of memorizing what happened, but rather exploring why things happened, trying to understand how earlier events influenced later ones. Dr. Aldrete said that his classes look at history not as some inevitable succession of discrete events along a continuum, but rather as a complex network of inter-related paths taken and not taken. Discussion, argument and analysis play a key role in these investigations; he stated that he always likes to encourage lively debate in his classrooms.

In this endeavor, content is important: the students tend to think of classes in terms of what factual information they have learned, he explained; but more important were the skills that he hoped that they would acquire in the course of this process. He shared that there were three fundamental, basic sets of skills that he tried to emphasize in all classes:

- 1) Information management: how to collect, organize and assess information.
- 2) Communication skills: how to express oneself clearly and persuasively both in speech and in writing
- 3) Critical thinking: developing the habit of constantly evaluating information according to rigorous subjective standards and being open to reassessing one's own beliefs according to those same standards.

Dr. Aldrete suggested that these skills are useful in any career, not just ones directly related to history or humanistic studies; also, they are valuable and beneficial to being engaged, happy and productive citizens and to making a positive contribution as a member of society. He told the Regents that one of the original ideas behind the foundation of the university itself, when universities were first created as institutions during the Middle Ages, was that exposing people to this sort of humanistic education would fundamentally transform them and actually make them better human beings and citizens.

Finally, Dr. Aldrete said that as a historian working in an interdisciplinary Humanities Department, he found the timing of the award somewhat bittersweet, given current challenges across the nation to the value of a university education, and especially the value of the humanities within that education. Stating that the Board of Regents had the future of the UW System in its hands, Dr. Aldrete expressed his hope that in whatever ways the System ended up being transformed or changed over the coming years and decades, Regents would never lose sight of the original core function of the university, which is to be a place in which informed, thoughtful citizens are forged and, above all, a place where questions are asked.

## ***Professor Shubhangi S. Stalder, UW-Waukesha***

Regent Pruitt presented the next individual award, beginning by quoting renowned anthropologist Margaret Mead as saying, “Never underestimate the ability of a small group of committed individuals to change the world. Indeed, they are the only ones who ever have.” He said that the second Regents Teaching Excellence Award winner, Dr. Shubhangi Stalder of UW-Waukesha, was indeed changing the world.

Dr. Stalder has taught a broad range of math classes at UW Colleges since 1993, and recently developed an innovative new mathematics class that combines the content of a non-credit course (elementary algebra) with a four-credit course (intermediate algebra). Regent Pruitt announced that the course had been highly successful, with about 80 percent of students passing on their first attempt. He encouraged the Regents to read a news article published a few days earlier that told the story in much greater detail. He reported that many students had indicated the course has transformed their relationship to math. It was so successful that Professor Stalder was asked to adapt it for UW-Milwaukee.

Dr. Stalder is also an avid proponent of new technology. She developed a multi-media textbook available to students for free, as well as more than a 100 free course videos that students can view outside of class time. She monitors student progress through portfolios and also ALEKS (Assessment and Learning in Knowledge Spaces), a web-based assessment and learning software system. Thanks in part to her efforts to train other teachers in this technology, ALEKS has been adopted at many UW Colleges campuses.

Regent Pruitt observed that Dr. Stalder does not want fear, lack of confidence, or life challenges to hold students back. Both inside and outside the classroom, she teaches mindfulness techniques to help students minimize anxiety and better cope with school and life issues. The cognitive and stress-reducing benefits of mindfulness practices have been documented in K-12 classrooms, and Dr. Stalder has noted that her own experience in the college environment affirms those.

Dr. Stalder was selected to develop a math course for UW Flexible Options, has earned the Kaplan Award for Innovation and Teaching at UW-Waukesha, and is the recipient of numerous grants, including a Gates Foundation Grant. She has also organized a conference on math for elementary teachers, bringing together public and private university teachers, as well as K-12 teachers. Regent Pruitt said that students have expressed the extraordinary and lasting impact that Dr. Stalder has had on their lives.

Regent Pruitt presented the Regents Teaching Excellence Award to Dr. Shubhangi Stalder of UW-Waukesha, who was met with a standing ovation.

Dr. Stalder thanked the Board of Regents for acknowledging the hard work that so many teachers do, stating that though she was honored by this award, it did not belong only to her; it belonged to all who have ever struggled as students, to all who have been called dumb, stupid or were told they would never amount to anything, and to all the people who helped her to become who she was today.

She explained that this help came to her from various sources: all of her teachers; her dear colleague and friend Dr. Paul Martin (UW-Marathon), who she said worked on many projects with her and without whom some of those projects may not have seen the light of day; her friends and colleagues who supported and contributed to her projects; the UW-Waukesha IT staff, who she said helped bring her vision to life and become a reality; her former and current department chairs in the UW Colleges and also at UW-Milwaukee; the administration in the UW Colleges and UW-Milwaukee, who gave her the opportunity to try new ideas, even if they were out of the box; and all the brave students who were not afraid to dig deep and try new ideas and provide feedback so she could make things better every year.

Dr. Stalder said that most of all, she wanted to thank two of the most important people in her life: her mother, whose motivation, support and guidance made Dr. Stalder who she is today; and her husband and life partner, Dan, a social psychologist at UW-Whitewater, whose constant support and encouragement enabled her to grow as a person and also as a teacher.

Dr. Stalder observed that there is no secret to succeeding in mathematics; both students and teachers have to work extremely hard and overcome many obstacles in and outside the classroom, especially for those who have placed in developmental mathematics. She noted that everyone is hardwired to do basic mathematics, and yet there are so many who struggle; her experience showed that if everybody allows their minds to be open to possibilities, each person can learn basic mathematics.

Saying that it was not just a teacher's job to educate students, Dr. Stalder called upon others to stop judgment and negativity, and to create a positive environment in which not succeeding is not an option. She noted that making mistakes is what brings fear to doing mathematics, but mathematicians will say that making mistakes is actually part of the learning process; many different mathematical fields have developed because people made mistakes.

Dr. Stalder added that it is important to fortify teachers' attitudes before trying to change students' attitudes; teachers need to trust students' innate abilities, which can lead them to see a treasure trove of abilities and talents. She suggested that it was a teacher's job to open doors that others might have shut on students and let the students see their true potential.

Dr. Stalder concluded that students are a gift to teachers; teachers should learn from them and grow from them. She said that she had been extremely lucky to be a part of the UW System, which gives the citizens of Wisconsin a chance for the highest-quality education. She ended her remarks with a quote by Nobel Laureate Rabindranath Tagore: "Reach high, for stars lie hidden in you. Dream deep, for every dream precedes the goal."

### ***Department of Mathematics, UW-La Crosse***

Regent Harsy stated that the third Teaching Excellence Award would recognize an outstanding department or program, and for 2015 that honor would go to the Department of Mathematics at UW-La Crosse, represented by Department Chair Dr. Becky LeDocq.

Regent Harsy said that the department had undergone dramatic growth over the past several years, leading to an exciting combination of experienced leaders and energetic new talent. The department's faculty and staff had worked to develop interdisciplinary connections to

engage students outside the classroom and through undergraduate research, and to instruct future mathematics teachers, all while building a remarkably warm, supportive atmosphere for students and colleagues alike.

One example of the collaborative curriculum is the department's creation of a core foundation for math majors that meets the needs of physics, chemistry, and computer science majors, and aligns well with high school students who enter through Advanced Placement math credits. Courses are designed to maximize credit transferability to other UW institutions.

Regent Harsy added that a new statistics major educates students for job positions in this high-growth area, and is aided by the campus Statistical Consulting Center, which has expanded its services into the business community to provide students with real-world experiences. The department also has forged close ties with the Department of Biology to offer a weekly research seminar that meets the increased need for statistical methods in the study of natural phenomena.

Outside of the classroom, faculty members' vision and hard work led to the establishment of the Murphy Learning Center, UW-La Crosse's tutoring headquarters, which accommodates thousands of student visits each year and helps address diverse student needs. Regent Harsy noted that Provost Heidi McPherson, in her nomination letter, described the center as "wildly popular."

In response to more students entering developmental courses, the department created the Fast Track Mathematics Program, where incoming freshmen develop their math skills online for six weeks before meeting on campus for a one-week stay. In its first two years, 73 of 75 participating students moved forward in their placement into credit-bearing classes.

He said the department was also creating opportunities for high-impact undergraduate research. Students work closely with mathematics faculty mentors; these student research opportunities have resulted in more than 100 national, regional, and local conference talks, posted presentations and journal publications since 2007.

Regent Harsy said that the department is known statewide for excellence in K-12 teacher training, as well as its massive open online course (MOOC) for college math readiness, which was developed with support from the Gates Foundation. The UW-La Crosse math MOOC has been widely lauded.

Regent Harsy presented the final Regents Teaching Excellence Award to Dr. Becky LeDocq on behalf of the UW-La Crosse Department of Mathematics.

Dr. LeDocq said that whenever someone asked her what makes the UW-La Crosse Math Department so special, she would immediately reply that it was the people. She explained that her department is made up of a diverse group of amazing people who all have one thing in common: they are passionate about teaching and want their students to learn. They love those "ah-ha" moments when a student has come to an understanding, or when a student says, "that wasn't so bad," or even, "that was kind of fun."

Dr. LeDocq noted that whenever the department staff see a student struggling, the department will look for ways to support them, leading to some of the initiatives that Regent Harsy had mentioned, including the Fast Track Summer Bridge Program, which had so far taken

more than 120 incoming freshmen who were originally placed in developmental math courses and allowed them to begin their college career in a credit-bearing course. The Murphy Learning Center, which started with a single math tutor, had developed into a thriving tutoring center, involving multiple disciplines with more than 20,000 student visits in an academic year, 10,000 of those in. The department's faculty are also involved in the Wisconsin Alliance for Minority Participation (WiscAMP), the McNair Scholars Program to mentor students in STEM fields, and the Academic Success Institute, which is designed to facilitate a smooth transition from high school to college for the first generation, the historically under-served, or the economically-disadvantaged student.

For its majors, Dr. LeDocq said that the department provides a solid, challenging curriculum with many opportunities for external activities related to math and statistics. Many majors are involved in undergraduate research projects, math competitions and the math and statistics club. They also attend presentations by department faculty, by their fellow students, and by visitors from other campuses and businesses. She explained that these activities all help to prepare them for their next step, whether that is graduate school or a career.

Dr. LeDocq said that last year, one of the UW-La Crosse teams participating in the mathematical modeling competition known as COMAP scored in the top 10 percent of over 8,000 teams internationally. For the past three years, UW-La Crosse Mathematics Department students have participated in the Midwest Undergraduate Data Analytics Competition, with one of its teams placing in the top five out of 23 teams in the Midwest last year. She said that this year alone, the department had more than ten students who were accepted to prestigious graduate schools, including UCLA, UC-Davis, Nebraska, Iowa State and UW-Madison. Dr. LeDocq observed that the department measures its success by the success of its students, and the students were doing them proud.

Dr. LeDocq said that much of what the department has done could not have been accomplished without the personal and financial support of the UW-La Crosse administration and the support provided for curricular program design, undergraduate research, professional development and travel.

She stated that, overall, the Mathematics Department at UW-La Crosse exemplifies the true meaning of combining teaching, scholarship and service, and its faculty and staff were dedicated to the mission of UW-La Crosse and the UW System. She added that if someone were to ask her what the Mathematics Department represents, she would answer in the words of a student: "One thing about the UWL Math Department that resonates with me is the sense of community in their department. The faculty is more than just a group of people teaching mathematics. They are colleagues and friends working together towards achieving common goals." Dr. LeDocq thanked the Regents on behalf of her entire department.

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## **PRESENTATIONS AND DISCUSSION: “ONE SYSTEM – ONE LIBRARY: CHANGES AND TRANSITIONS IN 2015 AND BEYOND”**

Turning the Regents’ attention to the changing world of libraries, President Falbo said that David Ward, Interim Senior Vice President for Academic and Student Affairs, would lead the Board in taking a closer look at “One System – One Library: Changes and Transitions in 2015 and Beyond.” The Regents would be joined by a librarian, a provost, and several faculty members and students to discuss how the changing world of libraries and librarians impacts faculty work, instruction and research, as well as student learning.

President Falbo noted that this was a continuation of a presentation the Regents heard in February about evolving instructional technologies and how that evolution affects both the teaching and learning experiences. New technologies raise important issues that the Board will need to consider, including current and future infrastructure, as well as the new skill sets and training needed to effectively deploy this technology.

At the same time, the Regents also would need to be aware of how the UW System needs to remain competitive with peer universities by maintaining state-of-the-art access for students, faculty and the public to the great shared resources in the System. It is important to support libraries as an integral part of higher education at a time when libraries are facing unique challenges.

### ***Introduction***

President Falbo then turned to Interim Senior Vice President David Ward to lead the discussion. Dr. Ward thanked President Falbo and said that he would be joined by a distinguished group of presenters:

- Ed Van Gemert, Vice Provost for Libraries and University Librarian at UW-Madison, who also provides leadership for the UW System General Library System;
- Valerie Malzacher, Director of Libraries at UW-River Falls since 1992;
- Dr. Heidi MacPherson, Provost and Vice Chancellor for Academic Affairs at UW-La Crosse;
- Joshua Calhoun, Assistant Professor in the Department of English at UW-Madison;
- Ryan Hussey, a UW-Madison senior student in the top 5 percent of his class; and
- Susan Stalewski, Director of E-Learning and Clinical Associate Professor at UW-Milwaukee in the Department of Biomedical Sciences.

Dr. Ward observed that the UW System’s outstanding teachers and departments are a critical input to higher education; similarly, data, information and knowledge are critical inputs to the System’s faculty and to its students. There has been a vast explosion of data, information and knowledge. Many of these inputs are quite technical, and they are databases, not public, but private, requiring a license for access. The UW System has become very efficient in terms of its libraries working together.

## ***Changes and Transitions – How Students Interact with the Library***

Vice Provost Van Gemert stated that the presenters would be making the argument that the UW System libraries remain a strategic investment because they benefit students and faculty across the entire System. Noting that the world has moved into a digital age, he said that libraries have become very mindful of the need for the convenience of 24/7 electronic access. They have moved away from analog and print to digital; most of today's library acquisitions are electronic, whereas in the past there had been about a 50-50 split between electronic and paper.

Confessing that Google or Google Scholar is oftentimes his first step to seek information, Vice Provost Van Gemert said that most people also do this, but it will not get them to a degree. Access to scholarly content is critical. When university communities, clients, faculty, and students are surveyed, there are three things that they consistently mention:

- 1) The importance of having access to scholarly content in order to conduct research, teaching and learning.
- 2) The critical need for modern learning spaces.
- 3) The value of having access to the expertise of librarians.

Vice Provost Van Gemert said that he also wanted to address the myth that nobody uses libraries anymore because information is already available at people's fingertips through whatever mobile device they might have. Mr. Van Gemert said this was fundamentally not true, for both university libraries and public libraries.

He described the actual usage of UW System libraries as astounding, and suggested that this was due to part of the rebrand of libraries; rather than being a warehouse of books, the UW System digital collection hosts more than 21,000 user sessions per day and 8 million user sessions per year – an example of the Wisconsin Idea in action.

Valerie Malzacher continued the presentation, saying that as the libraries manage the transition from print to digital, they are challenged to make sure that users can find the resources that the libraries are purchasing for them.

One of the things that UW Libraries have done is to implement a new resource discovery tool, bringing together under a single search box information about all of the print and digital collections that the libraries purchase and curate for faculty and students. Ms. Malzacher noted that people used to speak of silos of information in libraries, different types of information sitting in different places with different search interfaces. The new search tool is a "water tower of information," a large amount of high-quality, trustworthy, peer-reviewed material acquired for students and faculty. The first full use of this tool was during 2014, and already it has logged over 12 million searches.

People definitely need access to the UW library collections, Ms. Malzacher stated. In addition to using the discovery tool, they need to actually obtain the actual material that they need for their research. While the libraries have shifted to 24/7 digital delivery through e-books and e-journals, they also still deliver a large amount of print material around the state. The UW libraries delivery system employs a fleet of vans to deliver materials not only to UW Libraries,



but to all of the public libraries in Wisconsin. Ms. Malzacher said this was again the Wisconsin Idea: getting scholarly materials out not only to students around the UW but to citizens and business people. Last year the UW Libraries delivered over 6,000 materials, ensuring access to the specialized resources the libraries purchase and curate.

Mr. Van Gemert observed that the libraries have had challenges, noting that many of the Regents might be familiar with their inability to sustain inflationary increases from commercial publishers for a number of years. He said libraries tend to categorize this practice as monopolistic or predatory pricing.

Using chemistry as an example, because it is referred to as the central science and is taught on all UW campuses, Mr. Van Gemert explained that the average cost of a chemistry periodical increased over 56 percent from 2004 to 2014; over that same time period, the average cost of chemistry texts increased around 12.5 percent.

He stated that these increases were unsustainable, but the UW Libraries do have strategies for dealing with them. One strategy is to leverage UW-Madison's membership in the Committee on Institutional Cooperation (CIC), which Mr. Van Gemert described as the academic equivalent to the Big Ten. By buying at that level, the libraries can extend resources across UW System.

Ms. Malzacher commented on the value of that collaboration across the System. She also described collaboration with respect to a library management system, which allows the libraries to more efficiently manage electronic resources, improve their resource-sharing processes, and acquire and describe materials as a system. She added that the implementation of this back-end library system would provide business analytics that will allow the libraries to collect data about their resources: who is using them, how they are being used, what they need to continue buying and what they perhaps no longer need.

Moving on, Mr. Van Gemert said that if content is the first pillar, then space is the second pillar. Students value space tremendously. Across the UW System, remodeling projects are occurring to bring the classroom into the library through well-lit, high-tech spaces that allow for group study and collaboration. He suggested that the Regents think of libraries as academic social spaces, where students can get work done on their projects and be with their friends and grab food or drink. He said there is a lot of opportunity to rethink or repurpose library spaces.

The libraries have future issues, including the need to sustain support for research, teaching and learning. Considering space is important, and discussions with private individuals and corporations regarding gifts are occurring. Mr. Van Gemert said that libraries are spending more time developing partnerships than in the past; like other units on campus, the libraries have to look for sources other than general purpose revenue.

Ms. Malzacher said that other future issues include the flexibility of resources: meeting the needs of a variety of users and making sure that electronic resources especially are accessible to those users. UW Libraries users are demanding users of information; they want immediate access on their smartphones, iPads and other devices. The libraries need to ensure that immediate access is to high-quality, trusted, peer-reviewed, and scholarly materials that cannot be found except through a library.

Mr. Van Gemert concluded by saying that the libraries make every attempt to think and act as a system, but they do need continued investment. They also still have to balance electronic and print materials. The special collections and archive centers around the state are uniquely important and contain gold mines of information. UW Libraries will continue to leverage as best they can, and there are exceptional opportunities for the libraries to serve as a competitive advantage for UW institutions.

### ***The UW Libraries' Role in Preparing Students (Human Talent) for Today's Workforce***

Interim Senior Vice President Ward said that the UW Libraries' role in preparing students for today's workforce would be discussed next. Provost Heidi MacPherson, saying that she was not a scientist nor a librarian, said that was very privileged to work with both; she said that she would discuss the critical importance of STEM resources within the libraries. In doing so, she said she was not speaking for UW-La Crosse, but for the UW comprehensives across the System.

Dr. MacPherson offered a series of quotes from science educators about the value of high-quality journals and up-to-date literature in their fields. All stressed the importance of current content and research. To underline the comments of these colleagues, Ms. MacPherson directed the Regents' attention to a short video about the crucial needs that the libraries fill.

The video explained that cutting-edge research is developed throughout the UW System, generating one-of-a-kind solutions and a talent pool of students with collaborative research skills necessary for the competitive global economy. Success in this economy relies on the ability to efficiently acquire, analyze, manage and apply data; UW faculty, students and research partners depend on access to high-quality STEM journal articles through the UW Libraries to help drive the research and innovation into core societal issues such as business development, health care, climate or water research, global studies, and sustainability. However, a considerable and alarming gap exists with the comprehensive universities' ability to obtain the literature they need to continue their work; without support for these journals, researchers are left with inadequate resources and, in some cases, they are left paying for the information they need.

A forward-looking strategy – providing resources to faculty and students in a world where all STEM research now originates electronically – is critical for putting Wisconsin in a competitive position. The video explained that the UW-Madison Libraries are in the unique position to negotiate collaborative purchasing agreements to secure access to high-quality journals across the System, and that a prudent investment added to the libraries' base funding would meet the needs of researchers throughout the state. Dependable access to these resources would mean that researchers throughout the System can continue creating cutting-edge solutions and developing top-notch talent for the future.

### ***Importance of Library Resources (Online and Print) to Academic Success***

Interim Senior Vice President Ward then shifted to the final part of the presentation, the importance of library resources to academic success. Josh Calhoun, Assistant Professor of English, and Ryan Hussey, a student at UW-Madison, would speak.

Professor Calhoun introduced himself as an Assistant Professor in the English Department at UW-Madison, who works on Shakespeare, nature and old books. He explained that as a researcher he gets to spend a lot of time in rare-book libraries all over the world, looking at rare old books and manuscripts from the 16<sup>th</sup> and 17<sup>th</sup> centuries. With his research, he studies the ecology of book production, or “how a book made from a cow is different from a book made from a cornstalk.”

Professor Calhoun said he also takes students into the Special Collections on the ninth floor of the Memorial Library to give them a chance to interact with old books. He noted that across the System there were many amazing special collections on each of the campuses where sometimes world-class researchers can come, but also where professors can take students and teach. He shared that he has taken every one of his classes into the Special Collections, including not just the English majors, but also non-majors taking courses on environmental literature, or first-year science majors fulfilling a literature requirement.

Professor Calhoun stated that scientists, mathematicians, historians, humanists and writers have been concerned with varied problems, but they all shared one major concern: how to convert ideas into something that they can hold and can share. In Special Collections, he can show students examples of how civilizations have answered that question over a thousand years.

Professor Calhoun introduced Ryan Hussey, a student who had taken classes with him, saying that Mr. Hussey had a love relationship with the library.

Mr. Hussey said he was there to share the “love story” of his relationship with libraries. He said that his story began with his first advanced English course at UW-Madison, a class on Japanese poetry taught by Professor Adam Kern. Mr. Hussey explained that over the entire semester, Professor Kern weaved a history of Japanese poetry by making complicated arguments and directly engaging the works of top scholars in his field. He said that this class served as not only his introduction to Japanese poetry, but also to critical thought and the power of evidence-based research; the ideas he learned in this class became vital to his research not only as an English major, but in his pre-med science classes, as well. In order to gather inventory for a research paper on Japanese poetry, Mr. Hussey said, he made his way to UW-Madison’s Memorial Library and suddenly and unexpectedly fell in love with the books that reflected the brightest minds in the field.

Professor Calhoun commented that Mr. Hussey’s fascination with finding the ideas of these great thinkers stored in one place also extended to sharing that with others. He explained that Mr. Hussey serves as an unofficial TA, doing a directed study where he takes students in Professor Calhoun’s Shakespeare lecture class on excursions to the Special Collections and helps them make their own discoveries.

Mr. Hussey spoke about this experience, concluding that in Wisconsin’s libraries, the questions and the opportunities for knowledge never end; to the truly innovative individual, these questions and curiosities can lead to further research opportunities, which can lead to the attainment of high-powered jobs.

Finally, Professor Calhoun said that seeing a millennium’s worth of media objects, from ancient papyrus to animal skin scrolls, to images on their own phones, helps students to

understand that it is not only what they have to say, but how they convey it that often determines success in life.

As proof of this concept, Mr. Hussey referred to pieces of paper made by Professor Calhoun and some of his students in collaboration with Edgewood College the previous spring, which had been passed out to the Regents. He suggested that the Regents consider folding this paper in half and writing a short note to someone, asking if that message would convey the same meaning if typed in an email. Mr. Hussey suggested that this conveyed the power of holding an idea in one's hands.

However, supposing that the intended recipient is across the globe, Mr. Hussey said that message cannot be sent overnight, which introduces the concept of sharing through the use of electronic resources.

Professor Calhoun noted that people are always making decisions about what is most important; the question of whether to emphasize the holding or sharing – the tactile or digital – was an important issue being discussed by the library committee on which he served. He expressed his belief that if the message matters, then the object used to share it matters. In Special Collections, his students learn to see and feel that the history of ideas is intertwined with the history of objects used to convey those ideas. In doing so, they also learn how to hold and share their own ideas, the ideas that will bring them success and that will shape their futures.

### ***Advancing Student Opportunities in the Workplace***

Dr. Ward introduced the final presenter, Sue Stalewski, who would talk about advancing student opportunities in the workforce through the libraries. Ms. Stalewski introduced herself as director of the e-learning program in the College of Health Sciences at UW-Milwaukee, the academic program lead for the diagnostic imaging Flex Option degree, and also an instructor in both of those programs.

She said that the take-home message should be about the importance of library services in addressing the need for resources for students who are not on campus most of the time, but are instead at locations across the country and the state. She referred to the new world of open-education resources and digital resources. Without the support of librarian expertise, Ms. Stalewski said she thought that her programs would be in a difficult situation.

Library resources are helping faculty to continually improve in their instruction and in helping students to succeed, not just through the curation of materials. There is a strong interest in evidence-based practice and inter-professional education, as well as a virtual presence for students. Through the support of the libraries at UW-Milwaukee and around the System, students have a virtual presence in the form of around-the-clock, ask-a-librarian-type services, through which students are able to connect and chat with librarians. Institutions need to support the broadening portfolio of services and expertise that is required in the libraries.

Providing affordable resources to students is also important. Ms. Stalewski said that when programs can provide digital resources through the libraries, they are doing a great service to students by saving them the cost of having to purchase textbooks and other materials. This is important to both faculty and students.

## **Conclusion**

To close the presentation, Interim Senior Vice President Ward suggested that there were three takeaways:

- 1) Speed: There is a need to get information rapidly not only to students, but also to faculty, in a world where knowledge is exploding and change is fast-paced.
- 2) Access: Students are demanding 24/7 access to information and resources, but programs are also changing and may not be in library common spaces as much as they once were. Institutions need to provide that access to both students and faculty.
- 3) Cost: The cost of information is rising at about five times the cost of inflation, which is becoming a critical issue and is why the libraries need to be efficient and operate as “One System, One Library.”

Finally, Senior Vice President Ward shared the story of what triggered this presentation, saying that when Mr. Van Gemert came to see him in August, he said something surprising about libraries’ digital collections: when the license expires, the collection expires. Dr. Ward explained that this idea is what makes the issues of licenses and negotiating vital, especially at UW-Madison. Dr. Ward offered to address questions.

Regent Evers stated that the Board is always interested in collaboration, and that from his vantage point -- having some responsibilities around public libraries and school libraries -- there is no question that the collaboration exists among all three sectors on this issue. They work well together, they create great efficiencies, they create great planning opportunities, and the work they do changes the classroom for the better. He then thanked the presenters for their great work.

Related to what Professor Calhoun and Mr. Hussey had discussed, Regent Higgins said he noticed that there seems to be an increasing fascination in the fiction world with books, especially old books, such as in “*The Book of Air and Shadows*” by Michael Gruber and “*Codex*” by Lev Grossman. He suggested that as digital content and digital book readers become more common, books were becoming more mythological. Professor Calhoun assured Regent Higgins that the printed word would be around for a long time.

Hearing no other comments, President Falbo thanked the presenters.

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## **RESOLUTION OF APPRECIATION TO UW COLLEGES AND UW-EXTENSION AS HOST OF THE APRIL BOARD OF REGENTS MEETING**

President Falbo mentioned that Regent Eve Hall had been named Woman Executive of the Year by the *Milwaukee BizTimes*, adding that it was a great honor and well-deserved. He also recognized that this might be the last meeting for three Regents – Regent Purath, Regent Walsh, and himself – and noted that the Wisconsin Technical College System Board would likely be naming a replacement for Regent Petersen in July. He thanked those Regents for all of their work.

He then asked Regent Purath to read the resolution of appreciation to UW Colleges and UW-Extension as hosts of the April meeting:

**Resolution of Appreciation: UW Colleges and UW-Extension**

Resolution 10497      WHEREAS, the members of the Board of Regents are pleased to recognize the University of Wisconsin Colleges and University of Wisconsin-Extension for hosting the board’s April 2015 meeting, with special recognition to UW-Waukesha for serving as the host campus; and

WHEREAS, the board is grateful for the generous hospitality extended this month by Chancellor Cathy Sandeen, whose inauguration will be this afternoon, as well as Dean Harry Muir and the entire UW-Waukesha community; and

WHEREAS, the board appreciated Chancellor Sandeen’s forward-looking presentation describing how UW Colleges and UW-Extension are inspiring innovation and creating futures; and

WHEREAS, the Research, Economic Development, and Innovation (REDI) Committee was impressed by the presentation, “Data Driven: Business and Innovation at UW-Extension,” and the Business and Finance Committee appreciated hearing about the opportunities and challenges of financial planning in distributed statewide institutions; and

WHEREAS, the Capital Planning Committee heard a review of the facilities relationships between UW Colleges and its city and county partners, as well as an update on the current state of financial support; and

WHEREAS, the Education Committee learned about education for the future within UW Colleges and UW-Extension, including drivers of change in higher education, collaborative degree programs, UW Colleges’ Bachelor of Applied Arts and Sciences degree completion program, and the curricular renewal project; and

WHEREAS, the Board was delighted to hear from a UW-Waukesha student featured in this month’s Student Spotlight: Matthew Schneider; and

WHEREAS, UW-Waukesha students graciously shared their space with the Regents;

BE IT THEREFORE RESOLVED that the Board of Regents hereby thanks UW-Extension and UW Colleges, as well as host campus UW-Waukesha, for this month’s informative presentations and many continued contributions to the UW System and to the state of Wisconsin.

Chancellor Sandeen thanked the Regents and expressed her appreciation for the team that made the meeting possible, including the steering committee led by Bill Mann, Vicki Keegan and Patti Thompson. She expressed special thanks to Harry Muir, Dean of UW-Waukesha, for hosting the meeting on his campus, and to Malcolm Brett, Director of Broadcast and Media Innovations, for the special flavor provided by his division through Wisconsin Public Television and Radio.

Regent Farrow commented that as a Waukesha County taxpayer who helped pay for the building where the meeting was held, she would like to tell people within the county how proud she was to attend the meeting at UW-Waukesha. She also asked Dean Muir to thank the UW-Waukesha staff and student body, saying that the Board meeting was being held in the common area where the students normally spend their daytime hours between classes.

President Falbo offered a reminder that UW Colleges and UW-Extension had invited the Regents to attend the inauguration of Cathy Sandeen as their third chancellor. That ceremony would start at about 1:15 p.m. in the Lunt-Fontanne Theatre.

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## **REGENT COMMUNICATIONS, PETITIONS AND MEMORIALS**

President Falbo called for petitions or memorials. Regent Walsh said that on Wednesday the state of Wisconsin had lost a great leader in Marc Marotta, who died unexpectedly.

Regent Walsh said that Mr. Marotta came to Wisconsin from Pittsburgh as a tough basketball player who became a Marquette star. He was a leader throughout the state, serving as the Secretary of the Department of Administration for three years under Governor Doyle. Mr. Marotta was a big supporter of the UW System and was active in the Milwaukee community through the BMO Bradley Center, Summerfest, State Fair Park, and Boys and Girls Club. Regent Walsh expressed his sadness, saying that Mr. Marotta was one of his law firm partners for 20 years and was also a close friend.

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The meeting was adjourned at 12:17 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