

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held at Gordon Dining and Event Center
770 W. Dayton Street
Madison, Wisconsin

Friday, December 11, 2015
9:00 a.m.

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9:00 a.m.

-President Millner presiding-

PRESENT: Regents John Behling, Mark Bradley, José Delgado, Tony Evers, Margaret Farrow, Michael Grebe, Eve Hall, Nicolas Harsy, Tim Higgins, James Langnes, Edmund Manydeeds, Regina Millner, Janice Mueller, Drew Petersen, Charles Pruitt, Mark Tyler, José Vásquez, and Gerald Whitburn

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APPROVAL OF THE MINUTES OF THE OCTOBER 2015 MEETING

President Millner noted that the minutes of the October 8 and 9, 2015 Board of Regents meetings had been distributed. Regent Whitburn moved their approval and, after a second by Regent Petersen, the motion carried.

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REPORT OF THE PRESIDENT OF THE BOARD

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

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

Welcome

President Millner acknowledged and welcomed students and other members of the university community present at the meeting to share their ideas and concerns about raising awareness on a variety of important issues, both in the UW System and beyond.

President Millner noted that the UW System and the Board had long been committed to improving diversity and enhancing the educational experience for all students, faculty and staff. Although there is still work to do, chancellors on each of the campuses are actively engaged in conversations and actions related to these issues; that dialogue would continue. She observed that in her three and one-half years on the Board, she had had an opportunity to visit with students across the System. President Millner added that in the coming weeks she and President Cross expected to continue meeting with students to engage with and hear from them firsthand.

Noting that the exploration and exchange of ideas are fundamental to the UW System's mission, President Millner stated that on Thursday the Education Committee had considered a resolution regarding academic freedom and freedom of expression, which the Regents would be discussing later in the meeting.

Update on Tenure Policy Task Force

Providing an update on the Tenure Policy Task Force, President Millner shared that the Task Force held its fourth meeting on November 30th. This meeting was focused on reviewing a series of draft recommendations that were developed based on discussions the task force had during the previous three meetings. She then asked Vice President Behling, chair of the task force, to provide the Board with a brief overview.

Vice President Behling indicated that the Tenure Policy Task Force would hold perhaps its final meeting in the subsequent two weeks. The task force also had numerous discussions and meetings with the AAUP and various faculty representative groups.

He said that the task force had been managed much like a legislative committee, with Jeff Buhrandt, Director of State Relations for the UW System, keeping the records of the group. He expressed the hope that at its next meeting the task force would finish its work and have a draft policy ready to be taken up by the Education Committee in February, and then by the Board as a whole in March.

Update on Tuition-setting Policy Task Force

President Millner then provided an update on the Tuition-setting Policy Task Force, chaired by Regent Tim Higgins, which had its second meeting in November. The task force includes representatives from ten UW campuses, as well as John Reinemann, Secretary of Wisconsin Higher Educational Aids Board.

The task force had been charged with reviewing existing policy, relevant literature and pricing models, and analyzing alternative tuition-setting strategies. It also would be looking at the cost of delivering the educational experience to UW students, trends in the higher education marketplace, how the needs and priorities of the state should influence the tuition-setting process, and the relationship between tuition and affordability. President Millner explained that she had asked the group to develop policy recommendations on tuition setting and tuition increases for the Board's consideration by the summer of 2016.

The group's meetings had included several presentations, including one from higher education financial expert Dennis Jones of the National Center for Higher Education Management Systems. There had also been informative discussions related to demographic trends in Wisconsin, financing and tuition-setting strategies employed in other states, and existing policies and approaches within the UW System.

President Millner shared that when she met with the task force in October to deliver the charge, she told them that it was important that students, their families, legislators and the people of Wisconsin fully comprehend and have confidence in the UW System's tuition-setting policies and practices. She said she was confident, given the experience and the expertise of the members of the Tuition-setting Policy Task Force, that the group was headed in the right direction. The group's next meeting would be in mid-January.

Update on Administrative Rulemaking

Next President Millner provided a brief update on the rulemaking process and the proposed revisions to Chapters UWS 4, 7, 11 and 17. Last spring, the UW System initiated the rulemaking process to make necessary changes to the Wisconsin Administrative Code in order to comply with regulatory amendments under the Violence against Women Reauthorization Act of 2013 and federal guidance issued by the U.S. Department of Education Office for Civil Rights as it relates to Title IX of the Education Amendments of 1972.

On April 9, 2015, the proposed rules came to the Board for approval and a resolution was adopted. On October 26, 2015, the Board held a public hearing in regard to the proposed rules. Regent Jan Mueller presided over the hearing on behalf of the Board. Fourteen individuals testified at the hearing and six written comments were received during the public comment period which ended November 2, 2015.

Upon review of all public comments, there were four main points that were consistently raised by a number of individuals that were pertinent to the proposed rules; for example, it was suggested that the proposed provisions should include clear alignment with federal guidance and law, such as in the area of training or conflict of interest. In response, System Administration considered all comments received and determined that certain modifications were necessary to address the main concerns regarding compliance with federal law and guidance. These modifications were considered to be consistent with the Board's original resolution, so no additional Board approval was necessary.

The proposed rules were then submitted to the Governor's Office for review and approval. Once the Governor approves the proposed rules, they would be submitted to the chief clerk of each house of the legislature for submittal to the Joint Committee for Review of Administrative Rules and a standing committee. Upon completion of this passive review by each committee, the proposed rules would be returned to the Board for final review and then publication.

President Millner thanked Regent Mueller for presiding over the public hearing. On a related note, she also thanked Regent Mueller and Regent Petersen for chairing the recent mission-change hearings.

Commencements

President Millner observed that the end of the year was often a very busy time, but also an exciting time – especially for many students. Though people tend to think of graduation ceremonies as springtime events, for many UW students the big day happens in December. In the coming weeks about 10,000 students all around the UW System were expected to cross the stage to receive their hard-earned degrees.

Noting that a number of Regents would be taking part in these ceremonies, President Millner said she always looked forward to this opportunity, as the privilege to be a part of such a milestone and an important day in the lives of so many people is one of the most joyous parts of being a Regent.

UW-Madison Rhodes Scholar

On behalf of the Board of Regents, President Millner expressed congratulations to UW-Madison student Colin Higgins, who was one of only 32 students nationwide to win a Rhodes Scholarship in 2015. This very prestigious honor, which includes two to three years of study at England's Oxford University, is the oldest international study program in the world. Mr. Higgins, who hails from Middleton, Wisconsin, completed his undergraduate studies in May 2015, triple majoring with comprehensive honors in environmental studies, geography, and history. He is currently a graduate student at the La Follette School of Public Affairs. President Millner again extended congratulations to Mr. Higgins, Chancellor Blank and UW-Madison on this very important honor.

Regent Spotlight – Regent Emeritus Milton Neshek

President Millner announced that she was privileged to recognize and honor the contributions of a fellow Regent, Regent Emeritus Milton “Mick” Neshek.

Fifty years ago, Mick Neshek was appointed to the Wisconsin State Universities Board of Regents, on which he served until the 1971 merger legislation created the University of Wisconsin System. He was then appointed to serve on the UW System's inaugural Board of Regents. One of his first responsibilities as a Regent of the newly-formed System was to serve as a member of the Merger Implementation Study Committee. This committee, comprised of Regents, faculty, students, citizens and legislators, was charged with making recommendations to merge two distinct sections of statutes and policies related to tenure, faculty governance and campus autonomy, credit transfer, student governance, admissions and tuition, and many other issues. The vision and dedication of Regent Emeritus Neshek and the original members of the UW System Board of Regents led to a diverse but unified system of institutions that are among the best in higher education.

Regent Emeritus Neshek's commitment and service to the UW System did not end in 1978 when he completed his term as a Regent. Following his service on the Board of Regents, he served as a member of UW-Milwaukee's Board of Visitors. He also served as chair of the Governor's Commission on UW System Compensation, developing a strong and balanced system of recommendations to strengthen the UW System and serve the interests of the State of

Wisconsin. He continued to serve on UW-Madison's Advisory Board for the Division of International Studies and was a longtime and generous donor to both the UWM Foundation and the UW Foundation. As an officer of Kikkoman Foods, Inc., Regent Emeritus Neshek had been steadfast in encouraging the company's very important support of the UW System.

Regent Emeritus Neshek was a proud and loyal graduate of UW-Madison's Class of 1952 and the UW Law School Class of 1955. His loyalty to the UW System was shared by the members of his family, who had earned as many as 15 UW degrees.

President Millner stated that Regent Emeritus Neshek's lifetime service of unwavering commitment to the UW System was truly inspirational. She then invited him to join the Regents to offer some reflections on his past 50 years of service.

Regent Emeritus Neshek was greeted with a standing ovation. He thanked President Cross, President Millner, and the other members of the Board of Regents for this honor, saying that the recognition was very heartwarming and that he would carry this memory for the rest of his life.

He also thanked his wife Nancy, who enlisted the help of James Haney, President Emeritus of Wisconsin Manufacturers and Commerce, and Dr. Gilles Bousquet, former Director of the International Institute and current Chair of the Department of French and Italian at UW-Madison, to make this event happen as a present for his 85th birthday. Finally, he thanked his family and friends from Lake Geneva and all around the country who were at the meeting to lend their support.

Reflecting on what the University has meant to him and his family, Regent Emeritus Neshek explained that his father came to this country as an immigrant when he was ten years old, moving to a small farm in a little town in northern Wisconsin. His father had to work at ten years of age to help support the family, so he could not go to school and was illiterate; his mother had a sixth-grade education. Regent Emeritus Neshek said it became very apparent that the family could only attain some upward mobility if he and his six siblings all received a good education.

He indicated that he was very proud of his immediate family's legacy with UW-Madison specifically, noting that he and his son both received their undergraduate and Law School degrees from UW-Madison. His daughter Nancy received her undergraduate and Master's degrees from UW-Madison, and his daughter-in-law and son-in-law both earned their undergraduate degrees there as well.

Regent Emeritus Neshek again thanked his supporters in the audience, the Board of Regents, and all the people who made this great honor happen, adding that it would live with him forever.

President Millner said Regent Emeritus Neshek's remarks reflected a heartwarming memory of the System's history.

President Cross thanked Regent Emeritus Neshek for sharing the story about his family, noting that there were likely a number of people present at the meeting who had similar experiences and that the impact of the University is truly significant.

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REPORT OF THE PRESIDENT OF THE SYSTEM

President Cross began his report by echoing President Millner in thanking and recognizing Colin Higgins, noting that Mr. Higgins was the UW System's second Rhodes Scholar in the last couple of years.

Legislative and Other Updates

Legislative Activities

President Cross then introduced Jeff Schoenfeldt, who had joined the UW System's State Relations Department. He came most recently from Representative Nygren's office, where he served as the Finance co-chair's Chief of Staff, bringing with him over 20 years of state and federal legislative experience, both as a staff person and as a lobbyist. Welcoming Mr. Schoenfeldt as an incredible addition to the team, President Cross said they looked forward to working with him in the coming months.

President Cross noted that all Regents had received the new legislative update and report from the State Relations Team and Vice President Jim Villa. Moving forward this would be a monthly report to help the Board stay closely engaged with the issues in the Capitol.

At the state level, the System continued to monitor a number of bills as legislators looked to complete their work in February or March. The campus conceal carry bill and the legislation restricting the sale and use of fetal body parts were two proposals that were of great concern to the UW System. President Cross reported that staff members were fully engaged with legislative authors and leaders at the Capitol, as well as campus leaders, and would continue to keep the Regents informed.

In addition to its efforts at the State Capitol, the System continued its For Wisconsin Tour with legislators, K-12 partners, and several companies in Omro, Platteville, Appleton, New Berlin, Eau Claire, and Waukesha. With a few other visits scheduled, President Cross stated that all of these visits would help to enhance the UW System's relationship with legislators, lead to a deeper understanding of the issues facing Wisconsin, and inform the strategic planning process.

At the federal level, President Cross reported a major shift in the opposition to the extension of the Federal Perkins Loan program, in part because of the pressure that the UW System had put on Senate Education Committee Chairman Lamar Alexander. President Cross extended his appreciation to Kris Andrews and to all of the chancellors who participated in that effort, describing it as a major victory.

A week earlier, the UW System Sexual Assault and Violence Task Force had the opportunity to meet with U.S. Senator Tammy Baldwin to discuss Senate Bill 590, the Campus Accountability and Safety Act. The meeting was an opportunity to discuss some of the UW System's concerns about the specifics of that bill and how the senator might be able to help craft it in a better way.

President Cross added that he had been sharing some information about the Fair Labor Standards Act and the sizable impact that it could have on the System by raising the minimum salary for exempt positions. He indicated that the issue was being closely monitored to try to determine how best to mitigate the impact.

He also reminded the Regents that the Federal Relations Team provided a biweekly blog on key votes and issues, should they be interested.

President's Travel Update

President Cross reported that he had been out of town in recent weeks, in Washington, D.C., Indianapolis, New York City, and Chicago. He had been speaking with higher education leaders around the country about a number of issues, lobbying legislators at the Capitol, and speaking at some conferences as part of his effort to expand the UW System's role and influence on national issues.

American Academy of Arts and Sciences Commission Appointment

Next President Cross acknowledged and applauded Chancellor Blank's recent appointment to the American Academy of Arts and Sciences' Commission on the Future of Undergraduate Education. Chancellor Blank would join some prestigious leaders in higher education, finance, and charitable fields in examining the state of postsecondary education in America. He expressed pride on behalf of the System to have Chancellor Blank's insight and vision contributing to this important work.

Strategic Planning Update

President Cross noted that the System began its statewide strategic planning listening session tour in September. In an effort to advance this process, he had visited communities to talk with business leaders, engaging them in a formal listening process. The System held 13 of these external listening sessions, and also invited many participants to provide input in a separate internal session as well. He expressed his appreciation to everyone who participated.

Next the System would begin the process of refining that input and developing action strategies to deal with the common themes or ideas that emerge. Specific stakeholder input from groups that may not have been as heavily involved in the listening sessions would also be considered. An online survey had been launched to invite the general public and all other stakeholders to provide input, over 3,000 responses had been received in a very short period of time.

President Cross noted that the survey was not scientific, and was not intended to be statistically significant. Rather, the idea was to gather more information to see how it may or may not correlate with previously-received input. The survey would remain open through December 14th, and could be found on the strategic planning website.

Wisconsin Manufacturers and Commerce Future Wisconsin and Talent Initiative

As part of continuing efforts to develop and strengthen relationships with key external and business leaders, President Cross said he had participated in the second annual Wisconsin Manufacturers and Commerce Future Wisconsin Economic Summit, where he joined state economic development partners in providing some progress reports on the UW System's talent development initiative. He explained that the System was just beginning to define a new vision and initiative in collaboration with chancellors and external partners such as Wisconsin Manufacturers and Commerce, in an attempt to look for ways to introduce each and every UW System student in their junior or senior year to a Wisconsin business and the opportunities afforded them in Wisconsin.

Search for Vice President for Academic & Student Affairs

President Cross said he was pleased to report that some significant progress had been made on several key leadership positions within the System. The next week interviews would be conducted for finalists for the new Vice President for Academic and Student Affairs, to replace David Ward. President Cross expressed his gratitude to Interim Vice President Ward for continuing to delay his retirement and ensuring continuity in this important role.

He announced that the System had also launched the search process for two new positions: the Special Assistant for the Office of Educational Opportunity, who would manage the new charter school authority as required by the legislature, and the new Special Assistant for Diversity and Inclusion, who would be focused on broadening inclusion efforts to statewide and external stakeholders and partners, and also coordinating programs internally.

Accountability Metrics Update

President Cross reported on the System's progress to develop new accountability metrics in four major areas: Financial Management, Administrative Management, Educational Performance, and Research and Economic Development. The System had developed specific metrics within each of these areas and had discussed them with Senator Harsdorf and Representative Murphy.

System staff would be working with chancellors and identifying goals for each of these metrics, most of which had been previously shared with the Board. President Cross explained that some would be both System goals *and* institutional goals, while others would be either System goals *or* institutional goals. He added that there was more work to be done before the System finalized these metrics and presented them to the Board and subsequently to the respective legislative committees, hopefully sometime in January.

He also noted that efforts to fully implement the accountability dashboard and related metrics played a key role in continuing to rebuild and improve relationships with legislators.

Inclusivity, Diversity, Equity and Student Success Organizational Update

President Cross shared some background on recent UW System Administration reforms in Academic Affairs, related to inclusivity, diversity and equity. Earlier in the year a strategic decision was made to move positions that had previously resided in certain areas of UW System Administration in order to more effectively serve students and campuses. In many cases, that meant a reorganization that moved positions and responsibilities to different departments and to campuses, but that also expanded efforts to reach statewide and external groups.

He then summarized the changes:

- Chancellors would be held accountable for improving overall enrollment of under-represented minorities (URM), for reducing the URM graduation gap, and for reducing the URM retention gap.
- Legal counsel, education and training related to diversity and inclusivity matters would come under the Office of General Counsel for the UW System.
- Responsibility for collecting and sorting data related to diversity and inclusivity matters would be assigned to the Office of Institutional Research.
- Responsibility for student success – completing reports related to diversity and inclusivity for management or compliance and for providing leadership in important areas related to student diversity and inclusivity – would be assigned to the Associate Vice President for Student Success, who currently reported to Interim Vice President Ward, and who would also have responsibility for other areas traditionally included in Student Affairs.
- The Office of Human Resources and Workforce Diversity would continue to focus on inclusion and diversity within the UWSA workforce.

President Cross noted that these changes also coincided with efforts to create and fill the new Special Assistant for Diversity and Inclusion post. The person in this new position would focus on external relations with statewide groups and how the University can play a greater role in impacting the challenges facing that particular group of stakeholders. The idea was to not just be internally focused but also externally focused, because the university was so inextricably interconnected to the issues and challenges facing the state.

News From Around the UW System

President Cross then shared some news from around the UW System. He reminded the Regents that more in-depth summaries on these items could be found on the UW System website.

UW-Madison Scientists Grow Functional Vocal Cord Tissues in Laboratory

In an exciting research development, UW-Madison scientists had succeeded in growing functional vocal cord tissues in the laboratory. In addition to this remarkable advancement, President Cross also noted that it was announced the previous day that eight UW-Madison students had received Fulbright Scholarships, more than any other institution in the country.

UW-La Crosse Professor Recognized as Wisconsin Professor of the Year

For the fourth time in five years, the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education presented the Wisconsin Professor of the Year honors to a faculty member from UW-La Crosse. Biology Professor Roger Haro received the recognition in Washington, D.C., in November.

UW-Milwaukee and UW-Extension Partner to Improve Care for Youth in Crisis

The UW-Milwaukee School of Continuing Education, in partnership with UW-Extension, was improving the quality of care for youth who have experienced family crisis. More than 300 practitioners had participated in the professional development training, designed with support of a grant from the Wisconsin Department of Children and Families Division of Youth Services.

UW-Milwaukee Faculty and Students Save Manufacturing Companies Over \$6.5 Million

Manufacturing companies saved more than \$6.5 million, thanks to Department of Energy funding that enabled UW-Milwaukee faculty and students to go into those companies and analyze their energy usage in order to make recommendations and to promote changes.

UW-Stout Collaborates on New Initiatives to Aid People with Disabilities

UW-Stout collaborated with state and national partners on two new initiatives to help people with disabilities obtain employment and become more involved in their communities. Observing that one of the elements in the mission of the University of Wisconsin System, as articulated in state statutes, is “to improve the human condition,” President Cross complimented UW-Stout on this work.

UW-Manitowoc Professor Recognized for Scholarly Work on Refugee Crises

Dr. Alise Coen of UW-Manitowoc had been gaining national and international attention for her scholarly work on refugee crises around the world, and had just been invited to speak in London on the refugee crisis and the responsibility to protect individuals.

UW-Eau Claire Continues to be National Leader in Study Abroad Activities

President Cross reported that UW-Eau Claire continues to be a national leader among master’s-level colleges with respect to study abroad activities, according to the 2015 Open Doors Report of the Institute for International Education. UW-Eau Claire had over 490 students

studying abroad, and ranked 27th nationally among public and private master's-level institutions in the overall number of students it sends abroad.

President Cross also recognized UW-Eau Claire's men's cross country team, which earned its first national title.

UW-Superior Receives Grant for New Public Learning Center on Barker's Island

UW-Superior was pleased to announce that the Lake Superior National Estuarine Research Reserve received a federal grant to renovate a new public learning center on Barker's Island in Superior. The award totaled more than \$300,000, with a match provided by UW-Extension. Anticipated to be open in the summer of 2017, the facility was expected to be a highly visible resource for the public and an economic stimulus for the City of Superior.

UW-River Falls Holds Annual Showcase of Undergraduate Research, Scholarly and Creative Activities

UW-River Falls recently held its annual showcase celebrating the research, scholarly, and creative activities of more than 200 undergraduate students. Participation in this event, which had been held for the past three years, had grown more than tenfold thanks to the campus's intentional focus on fostering high-impact practices.

UW-Platteville Sees Significant Growth in Women Enrolled in STEM Fields

President Cross reported that UW-Platteville has seen significant growth in women enrolled in the fields of engineering, mathematics, and science. In just the past five years, the number of women enrolled in the College of Engineering, Mathematics and Science had increased by 72 percent, while overall college enrollment had increased by 34 percent during the same period.

UW-Stevens Point ROTC Program Honored for Overall Excellence

UW-Stevens Point's ROTC Program was honored for overall excellence by the 3rd Army ROTC Brigade. The Northwoods Battalion, which included UW-Stevens Point and partner ROTC programs at UW-Stout, UW-River Falls and UW-Eau Claire, was named the 2015 Overall Top Program in several areas: logistics, administration, recruiting, retention, and operations.

UW-Parkside's "Makerspace" Receives Further Investment from AT&T

AT&T was investing further in UW-Parkside's "Makerspace," a creative space and lab where students gathered to invent and learn. With support from companies such as AT&T, UW-Parkside was able to purchase state-of-the-art technology that allowed students to enhance their skills for the workplaces of the future.

UW-Green Bay Students Capture Voices of Northeast Wisconsin Veterans

Veterans and UW-Green Bay students Ashley Wiles and Sean Gleason were capturing the voices of Northeast Wisconsin veterans in a class project. The oral histories they collect will provide a personal narrative so future generations can better understand the sacrifices veterans have made and the realities of war. The students hoped to expand the project to make it widely accessible for the campus, community and the state.

UW-Whitewater Student Wins “Best Startup” at National Conference

UW-Whitewater sophomore communications major Samuel Lukach won “Best Startup” at the Collegiate Entrepreneurs’ Organization national conference. His startup, HUK TV Mounts creates metal hooks that fasten to the backs of TVs for mounting on lofted beds. Warhawk entrepreneurs also won national honors in social media and marketing presence, fundraising, and advising.

UW-Oshkosh Student Obtains K-9 Unit for City of Kaukauna Police Department

A UW-Oshkosh student’s research project led to improved policing in the City of Kaukauna. With the support of businesses and citizens, Tyler Romenesko helped obtain a K-9 unit for the police department. The Dutch Shepherd, named Rocko, and his handler spent six weeks this fall training, and their first day on the job was October 1.

President Cross concluded his news report by emphasizing that these were just some of the ways UW institutions were having an impact on the communities, businesses, and people of Wisconsin.

Faculty Spotlight

President Cross said he was pleased to once again to turn the spotlight on a UW System faculty member’s service and contributions. He then welcomed Katie Stern, a professor in UW-Stevens Point’s Department of Computing and New Media Technologies, and introduced a brief video demonstrating how her teaching was igniting a passion in her students for the creative use of digital media.

In the video, Professor Stern explained that she had been part of UW-Stevens Point’s Department of Computing and New Media Technologies for nine years, teaching a variety of courses that ranged from the introductory course to the Web and Digital Media Development major all the way through to more advanced courses that graduating seniors were taking in their final semester.

Having written two different books on photography, she said that the textbooks helped define the concepts that she teaches in her classes. Her biggest challenge and the most important goal was to teach students how to become life-long learners of the software programs they had to use.

Professor Stern said she also loved creating video tutorials for her students, and had a home studio set up to produce them. Though it made things more complex for her – a four to six minute video done well could take four hours to produce – she explained that students’ grades and enthusiasm both went up after she began using the videos, and their independent projects really improved.

Professor Stern indicated that she spent much of her time focused on her own learning, often watching software program tutorials produced by industry leaders while working out on her treadmill at home. She explained that this continual learning was required by her job, which was unique in the sense that the technology she uses changes every 12 to 18 months. She is not able to pull out her notes, review them and then teach the same class that she taught the semester before, because everything needed to be updated.

Saying it was critically important for her and her colleagues to pick up new subjects to teach, Professor Stern said she had to be willing to move outside of her field of comfort to learn and do things she had never done before for the benefit of the department.

She described the newsfeeds she received on a daily basis that updated her on new changes in the digital world, which helped her relate what she did and taught to the computing field. She noted that this was also important when serving on search and screen committees, because she needed to be able to evaluate potential professors.

Professor Stern concluded by saying that she considered the experts in her field to be her mentors, and that she often contacted them to ask questions. She wanted to teach those industry standards to her students so they could get jobs and earn an income that would put a roof over their heads and food on their tables.

After the video concluded, President Cross stated that Professor Stern was just one of the amazing faculty in the UW System. He then invited the Regents to ask questions.

Noting that typically a professor was able to create a format for a class that, with some revisions, would lay a foundation for several more years to come, President Millner asked Professor Stern to share more about the challenges of dealing with such rapid changes in technology.

Professor Stern responded by saying that it is a time-consuming effort to keep up with all of the changes and technology inventions in the computing field. She noted the additional challenges of determining what the most important concept is for students to learn at the freshman level, what could be done to encourage more girls and women to come into the STEM (or STEAM) fields, and how to encourage people to get over their fear of computing and coding.

She explained that while she was practicing and working on individual software programs, she was also looking at how to encourage and support students to make sure that they succeed and continue in the computing field. Part of this work was to study how students learn from a cognitive level, and how the department could change even its base-level training so students’ brains could actually absorb and maintain that information faster.

Regent Higgins asked how many people in her classes might be way beyond the beginner level, and whether these advanced students challenged Professor Stern in her teaching.

Professor Stern affirmed that she is challenged on a regular basis, and she loved it because it meant she was going to learn more as well. She noted that many students entered the computer graphics field self-trained, but that they might not be meeting industry standards that would enable them to get a job in those fields. Without that level of understanding, there was a danger that someone might destroy or lose files, putting their job at risk and limiting their earnings.

Regent Bradley referred to a recently issued policy paper which studied the skills gap and included recommendations for Wisconsin policymakers and people in higher education. One of the recommendations was that instead of cutting K-12 and higher education resources, policymakers should invest considerably more money in the training of teachers. He asked the professor to comment on the amount of institutional support that she and her colleagues received 10 to 15 years ago for training to stay at the top of their fields, as opposed to whatever level of institutional support they received now.

Professor Stern replied that she had to thank Chancellor Bernie Patterson and Provost Greg Summers for supporting her department in professional development. She offered that one of the major changes was that 10 to 15 years ago she would have to go out of state for weeklong trainings, which were expensive and took her away from her classes. Now anyone could get that kind of world-class training online, provided they were willing to do the work – for example, she had just finished a six-week online course in animation which took an extra 20 hours per week on top of her other responsibilities.

Regent Farrow spoke from an elementary education perspective, observing that her children used to watch and listen to educational programs for a long time, but her grandchildren's media is all instant and all mobile. She suggested that it would be difficult to keep this new generation of children in their classrooms because the early training they had did not lend itself toward being able to concentrate for long periods of time. She applauded Professor Stern for using her short videos to open students' minds, adding that it was wonderful how she was improving the product that she was putting in the classroom while also leading students to success.

Professor Stern thanked Regent Farrow, noting that the issue she had described could be a real challenge. While she said the videos did make things easier, she also advocated for using a syllabus to establish rules about when it is appropriate to use social media. If a professor were strong enough to maintain those rules, he or she could also keep students involved with lectures and maintain an engaging conversation.

President Millner thanked Professor Stern for sharing her story with the Board.

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REPORT AND APPROVAL OF ACTIONS TAKEN BY THE EDUCATION COMMITTEE

President Millner asked Regent Whitburn to provide a report of actions taken by the Education Committee.

Regent Whitburn said that the finalists for the Vice President position currently filled by David Ward would be interviewed and a decision made on who to hire by the next week.

The Education Committee also approved six academic programs for three different campuses, including a new online doctorate of Occupational Therapy at UW-Madison. This would be the second online doctorate in the System, with the first being at UW-Milwaukee, in Nursing.

Also approved were a Bachelor of Science in Biomedical Engineering, a Master of Science in Information Technology Management, a Master of Science in Athletic Training, and a Master of Fine Arts in Dance, all at UW-Milwaukee, as well as a Bachelor of Science in Neuroscience at UW-River Falls.

Regent Whitburn then moved adoption of Resolutions 10588, 10589, 10590, 10591, 10592 and 10593. The motion was seconded by Regent Langnes and adopted on a voice vote.

Program Authorization (Implementation) Online Doctor of Occupational Therapy, UW-Madison

Resolution 10588 That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the online Doctor of Occupational Therapy at UW-Madison.

Program Authorization (Implementation) Bachelor of Science in Engineering in Biomedical Engineering, UW-Milwaukee

Resolution 10589 That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Engineering in Biomedical Engineering at UW-Milwaukee.

Program Authorization (Implementation) Master of Science in Information Technology Management, UW-Milwaukee

Resolution 10590 That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Information Technology Management at UW-Milwaukee.

Program Authorization (Implementation) Master of Science in Athletic Training, UW-Milwaukee

Resolution 10591 That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Athletic Training at UW-Milwaukee.

Program Authorization (Implementation) Master of Fine Arts in Dance, UW-Milwaukee

Resolution 15092 That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Fine Arts in Dance at UW-Milwaukee.

Program Authorization (Implementation) Bachelor of Science in Neuroscience, UW-River Falls

Resolution 10593 That, upon the 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 Neuroscience at UW-River Falls.

Next Regent Whitburn reported that Chancellor Miller had been working on a major reorganization at UW-Green Bay. At one point UW-Green Bay had five colleges, and it currently had two: the College of Liberal Arts and Science, and the College of Professional Studies. With broad community and campus support, Chancellor Miller proposed a reorganization under which there would be the College of Arts, Humanities and Social Sciences; the College of Science and Technology; the College of Health, Education and Social Welfare; and the redesignation of the Austin E. Cofrin School of Business as a standalone unit.

He then moved the adoption of Resolution 10594, authorizing this reorganization. The motion was seconded by Regent Langnes and adopted on a voice vote.

Institutional Reorganization, UW-Green Bay

Resolution 10594 That, upon the recommendation of the Chancellor of the University of Wisconsin-Green Bay, as well as the President of the University of Wisconsin System, the Chancellor is authorized to reorganize the University through (1) the creation of the College of Arts, Humanities and Social Sciences; (2) the creation of the College of Science and Technology (both from the existing College of Liberal Arts and Sciences); (3) the creation of the College of Health, Education and Social Welfare; and (4) the redesignation of the Austin E. Cofrin School of Business as a stand-alone unit (both from the existing College of Professional Studies).

In another reorganization, at UW-Stevens Point, Chancellor Patterson was proposing the creation of the University College by bringing together all of the Student Success Units under one umbrella in the Division of Academic Affairs. The Dean of the College would report to the provost.

Regent Whitburn then moved the adoption of Resolution 10595. The motion was seconded by Regent Farrow and adopted on a voice vote.

Approval of a University College, UW-Stevens Point

Resolution 10595 That, upon the recommendation of the President of the University of Wisconsin System, approval be granted for a University College at UW-Stevens Point.

Regent Whitburn noted that various mission statements across the System were being updated, and he presented Resolution 10596, approving the new mission statement at UW-Stevens Point.

Regent Whitburn then moved adoption of Resolution 10596 as well as Resolution 10598, which would update faculty rules at UW-Superior at the request of Chancellor Wachter and her faculty. The motion was seconded by Regent Langnes and adopted on a voice vote.

Proposed Select Mission Change, UW-Stevens Point

Resolution 10596 That, upon the recommendation of the President of the University of Wisconsin System, approval be granted for the select mission change at UW-Stevens Point.

Changes to Faculty Rules, UW-Superior

Resolution 10598 That, upon the recommendation of the President of the University of Wisconsin System, approval be granted for the adoption of the changes to the Faculty Rules at UW-Superior.

Regent Whitburn reported that the Education Committee also heard a second reading of a select mission change for UW-Extension. Under the change, UW-Extension would be authorized to offer certificates and a Bachelor's Degree in Business and Management, as well as a UW System Transfer Associate Degree. Regent Whitburn moved adoption of Resolution 10597. The motion was seconded by Regent Petersen and adopted on a voice vote.

Proposed Select Mission Change, UW-Extension

Resolution 10597 That, upon the recommendation of the President of the University of Wisconsin System, approval be granted for the select mission change at UW-Extension.

President Millner indicated that she had learned that there was a need for a supplemental resolution, directing UW-Extension to seek accreditation from the Higher Learning Commission.

She asked Executive Director Radue to read Resolution 10599. Regent Whitburn moved adoption of the resolution. The motion was seconded by Regent Petersen and adopted on a voice vote.

UW-Extension Requested to Begin Accreditation Process

Resolution 10599 The Board formally requests that UW-Extension begin the Higher Learning Commission's accreditation process as quickly as possible by submitting its application materials that will initiate this process.

Finally, Regent Whitburn reported that the Education Committee had considered and unanimously adopted Resolution 10600, which reaffirmed and reiterated the Board's commitment to academic freedom and freedom of expression. He then made a motion to adopt the resolution, which was seconded by Behling.

University of Wisconsin System Board of Regents' 2015 Statement Reiterating the Board's Commitment to Academic Freedom and Affirming its Commitment to Freedom of Expression

Resolution 10600 The Board of Regents of the University of Wisconsin System has a longstanding tradition of support for academic freedom, dating back to 1894 and the famous "sifting and winnowing" statement contained in the University of Wisconsin Board of Regents' Final Report on the Trial of Richard Ely. The Board of Regents of the University of Wisconsin System hereby reiterates its commitment to the principle of academic freedom and affirms its commitment to the principle of freedom of expression.

Academic freedom includes the freedom to explore all avenues of scholarship, research and creative expression, and to reach conclusions according to one's own scholarly discernment. Freedom of expression includes the right to discuss and present scholarly opinions and conclusions on all matters both in and outside the classroom. These freedoms include the right to speak and write as a member of the university community or as a private citizen without institutional discipline or restraint, on scholarly matters or on matters of public concern. The UW System is committed to these principles and provides all members of the university community the broadest possible latitude to explore ideas and to speak, write, listen, challenge, and learn.

Of course, different ideas in the university community will often and quite naturally conflict. But it is not the proper role of the university to attempt to shield individuals from ideas and opinions they, or others, find unwelcome, disagreeable, or even deeply offensive. Although the university greatly values civility, concerns about civility and mutual respect can never be used as justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members within the university community.

The freedom to debate and discuss the merits of competing ideas does not mean that members of the university community may say whatever they wish, wherever they wish. Consistent with longstanding practice informed by law, institutions within the System may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the university. In addition, the institutions may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt ordinary activities. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with each institution's commitment to a completely free and open discussion of ideas.

These principles carry responsibilities. Academic freedom carries the responsibility for the faithful performance of professional duties and obligations. All members of the university community at each of the institutions in the University of Wisconsin System share in the responsibility for maintaining civility and a climate of mutual respect. Although members of the university community at each institution are free to criticize and contest the views expressed on campus, they may not obstruct or otherwise interfere with the freedom of others, including speakers who are invited to campus, to express views they reject or even loathe. Freedom of expression also carries the obligation to make clear that when speaking on matters of public interest or concern, one is speaking on behalf of oneself, not the institution.

Each institution in the University of Wisconsin System has a solemn responsibility not only to promote lively and fearless exploration, deliberation, and debate of ideas, but also to protect those freedoms when others attempt to restrict them. Exploration, deliberation, and debate may not be suppressed because the ideas put forth are thought by some or even by most members of the university community (or those outside the community) to be offensive, unwise, immoral, or wrong-headed. It is for the members of the university community, not for the institution itself, to make those judgments for themselves, and to act on those judgments not by seeking to suppress exploration of ideas or expression of speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the university community to engage in such debate and deliberation in an effective and responsible manner is an essential part of each institution's educational mission.

Accordingly, the University of Wisconsin System Board of Regents expresses its expectation that the principles of academic freedom and

freedom of expression will be upheld because today, as previously stated by Regents on September 18, 1894:

“Whatever may be the limitations which trammel inquiry elsewhere, we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.”

Sources: Richard Ely Trial Committee Final Report, September 18, 1894, University of Wisconsin Board of Regents; Report of the Committee on Freedom of Expression at the University of Chicago; Johns Hopkins University Statement on Academic Freedom; Princeton University Statement on Freedom of Expression; Purdue University Commitment to Freedom of Expression.

President Millner offered a point of clarification before moving into discussion on the resolution. She explained that the Regents’ decision to propose this statement was not in response to any recent event. The Board had expanded, reaffirmed or actively discussed its commitment to academic freedom at least seven times since the 1894 Ely Case: in 1922; 1949; 1962; 1964; 1985; on the 100th anniversary of the Board’s statement on academic freedom in 1994; and most recently in 2011, during the presidency of Regent Pruitt. She said that Board’s reaffirmation of academic freedom was both in keeping with past actions and timely to reassure faculty at UW institutions that the Board had an ongoing commitment to this important freedom.

The companion issue of freedom of speech or expression was a critical component of academic freedom and a topic of deep concern across campuses of higher education. In her review of past Board actions, President Millner said she was particularly struck by a quote by then-Acting President Katherine Lyle in 1985, who said, “...Disagreement and debate is the stuff of which learning is made. We do not fear it, but it should be done openly and without threat or coercion. Great universities share this common commitment to open expression.” President Millner concluded that Wisconsin had always been a leader in these concepts, and so reaffirming academic freedom and affirming the freedom of expression would be in keeping with the Board’s commitment to the important and fearless sifting and winnowing to find the truth.

President Cross spoke next, thanking President Millner for her comments, and stating that it was good for this Board to reaffirm its commitment to academic freedom and freedom of expression as previous Boards had, as periodically everyone needed to be reminded of the foundational principles upon which this great university was built. About 130 years ago the Regents’ predecessors vigorously defended Professor Richard Ely’s academic freedom with the adoption of the now famous “sifting and winnowing” report. In doing so, they carved academic freedom and freedom of expression forever into the foundational bedrock of the University of Wisconsin.

Noting that Professor Ely later claimed that the Board’s guarantee of academic freedom was so important that it was the equivalent of Wisconsin’s Magna Carta, President Cross said

that the sifting and winnowing metaphor both inspired and obligated those at the UW System. It moved people emotionally with its simple yet eloquent expression of the enduring truth that learning communities must have unfettered freedom in their pursuit of truth. It also obligated the entire university community to constantly be vigilant in defense of those freedoms.

Observing that the university was dramatically different from what it was in 1894 – from fewer than 1,200 students enrolled, most of whom were white males and from Wisconsin, to 180,000 students enrolled from every country, corner and culture of the world – President Cross maintained that this principle remained one of the foundational pillars upon which the university was built, and like all great truths remained steadfast in spite of all other changes. Threats from subtle foes and disguised forces had to be challenged and overcome because this principle was just that important.

Quoting English poet and scholar John Milton, who favored “the liberty to know, to utter, and to argue freely according to conscience, above all other liberties,” President Cross emphasized that a failure by the university to value, protect and defend these fundamental freedoms would lead to the failure of the System. If the priority assigned to free expression by the nature of the university was to be maintained and practiced not just in principle, clearly the responsibility for maintaining that priority rested with all members of that university community. He indicated that as the President of the University System, he challenged all within the UW System to recommit themselves to upholding the commitments to academic freedom and freedom of expression made by earlier Boards and reaffirmed by the current Board.

Regent Delgado spoke in support of the resolution by sharing a personal story. Around 1960, when he was an outspoken high school student in Cuba, he had an argument with his communist uncle who later on rose in the ranks of that country’s government. He recalled that at one point his uncle said, “Listen, you better shut up. We are executing people younger than you for less than what you are saying, and I will not be able to help you.” He was 13 years old at the time.

Regent Delgado said that the idea that somebody might want to control what others can and cannot talk about was something that he personally found inadequate, noting that, “You have to be able to listen hard, even if it hurts.” He added that he thought this resolution was very timely, as it seemed to him that the ability to speak in this country in a rational academic way – which is the purpose of the university and which is very important for people to mature their own thinking – was under attack, with great intolerance being expressed by many people. He supported the statement because it would tell everybody that, within the legal or moral bounds of academia, nobody had the right to settle arguments with total control at the University of Wisconsin System.

He finished by saying that these were not just pretty words that would be put on a brass plaque. He expected that there would be consequences and that campuses would have to periodically review and revise their policies to align with this statement.

President Millner recognized Regent Pruitt, who first thanked President Millner and President Cross for the explanation of the motivation behind the statement, noting that he had

wondered about this after reading some reports in the newspaper, but had not found much background in the documents provided prior to the meeting. He said he appreciated the thoughtful comments they had made about the legacy and tradition of academic freedom and freedom of expression in the System.

Regent Pruitt said he was curious about how and why this proposal was starting at the Board level and moving down, as opposed to starting at the campus level and moving up. While acknowledging that there were different ways that these kinds of resolutions and positions were taken up by the Board, he observed that often they might start at the faculty and campus levels and move their way up through the shared governance process to the Board level, where the Regents would review and adopt resolutions. He wondered if either at the committee level or other levels there had been discussions about how this process was different and why it might be superior to the usual process. Related to that, he also asked what role the Board's shared governance partners among the faculty, students, and others had in offering opinions and ideas on this resolution.

Suggesting that President Cross might want to weigh-in as well, Regent Whitburn emphasized that no change in the principles or values of the Board's predecessors was intended in any phrase, paragraph or in totality in this resolution. This was, rather, a reaffirmation and a reiteration of the Board's longstanding commitment to these principles.

President Cross added that the question in his mind was how to practice these principles wisely so that the UW System's community of learners would do their best to listen to others, not only tolerating them but respecting them, in civil discourse that engages all parties in the process of understanding. It is hard for learning to take place during disagreements if there is not a willingness to listen and understand. In attempting to reaffirm this principle, it is important to continue the conversation and engage in the shared governance process. President Cross stated that if this were only a top-down process, it would fail; instead it had to be engaged in by the whole community, including students, faculty and staff.

Regent Pruitt thanked both Regent Whitburn and President Cross, saying that their comments were important and reassuring. He noted that whenever the Regents passed a new resolution, they built on the past and also created a new record. As he looked at this resolution, he agreed with many components but was a concerned about the paragraph that read,

“Of course, different ideas in the university community will often and quite naturally conflict. But it is not the proper role of the university to attempt to shield individuals from ideas and opinions they, or others, find unwelcome, disagreeable, or even deeply offensive. Although the university greatly values civility, concerns about civility and mutual respect can never be used as justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members within the university community.”

Noting that one of his academic mentors, Daniel Patrick Moynihan, cautioned that words matter and words have consequences, Regent Pruitt queried what would happen next and

whether someone could use words in the resolution in a way that perhaps the authors had not intended.

President Millner responded by reiterating that this resolution did not say anything different from what the Board's policies were in the past. Speaking to the timing of the resolution, she noted that with the transfer of tenure from statute to policy there had been questions from the faculty and others in the university community about what the Board's commitment was to academic freedom. This statement was a timely reminder that the Board had a full and unfettered commitment to academic freedom.

With respect to the paragraph that Regent Pruitt highlighted, President Millner indicated that this issue was something that needed attention from the campuses for a variety of reasons. Noting that typically the System was concerned with academic freedom and freedom of speech from the perspective of the speaker or the person who was doing the action, she said she was also concerned from the perspective of the students being trained by the System. Speaking for herself, President Millner shared that one of the very important skills she learned while attending the university was having the strength to listen and stand up to things that she found inherently objectionable, both on her own behalf and for others. The Board needed to pay attention and ensure that UW students are able to develop that kind of strength in an environment where they have the opportunity to speak their thoughts, as well as the opportunity to respond to ideas that they might find objectionable.

President Cross also followed up on Regent Pruitt's question, stating that this was one area where shared governance partners could have a healthy debate about how to ensure freedom of expression and academic freedom and practice them wisely. He said that his next step would be to carry on this conversation with those shared governance leaders and with chancellors to try and identify ways that might help students, staff and faculty who might not understand these principles, and to look at how to practice and implement these principles with care, caution and respect for the parties involved. Without doing that, the principles would not be as useful and effective as they should be.

Regent Pruitt expressed his appreciation for both responses, and emphasized the enormous faith and confidence he had in President Cross, the chancellors, and others on the campuses. He then stated that he could not support the resolution due to his concern that it did not have sufficient context. Observing that Regent Delgado had suggested that there would be consequences as a result of this resolution, he questioned whether consideration had been given to what all of those consequences might be. He suggested that the resolution could potentially stand more vetting and more robust discussion at a variety of places.

Regent Higgins said that when the System was formed, the legislature created it in the public interest and specified teaching, research and public service in its mission. Implicit in the mission was a free and untrammelled intellectual inquiry, which is the essence of each of these objectives. For 121 years the System had not deviated from the spirit of the Regents' "sifting and winnowing" statement, nor was the university doing so now. However, in recent times the commitment of other colleges and universities to academic freedom and freedom of expression had been publicly called into question.

By adopting this resolution, Regent Higgins indicated that the Board would be clearly saying that the freedom of speech guarantees of the First Amendment underpin the UW System's three-part mission of education, research and engagement in public service. Doing so would reaffirm the Board's commitment to academic freedom and freedom of expression, and would answer an unspoken question in the minds of many of the university's stakeholders. It would reassure faculty that they can build their class outlines around whatever scholarly resources are most appropriate. It would reassure researchers that their search for truth is unconstrained except by the standards of scholarly rigor. It would reassure students and their families that students will continue to be taught how to think and learn, not what to think or what they may not learn. It would reassure the people of Wisconsin that the UW System is committed to graduating Wisconsin's civic, social and business leaders with the critical and reasoning skills they need to meet the challenges of the future. Finally, adopting this resolution would reassure the legislature that the Regents are faithfully executing their charge to govern the University in the public interest.

Regent Higgins concluded his remarks by voicing his strong support for the resolution and urging his colleagues to join him by voting in the affirmative.

Regent Vásquez indicated that he understood the comments made about the current transition in tenure policies and the need to give faculty assurances of the Board's support for academic freedom, but that he was having difficulty with the portion of the resolution related to freedom of expression. He questioned what issue the Board was trying to address with its statement on freedom of expression, and suggested that the resolution seemed to be presenting a solution to an unidentified problem, as he had not heard anyone among the faculty or students saying that they were not being allowed to express themselves. Emphasizing again that he had no problem with the statement in support of academic freedom, which was very clear and had been stated over and over in the past, Regent Vásquez indicated that he did not feel he could support the resolution when he did not know what the statement was trying to fix.

Speaking as the chair of the Tenure Policy Task Force, Regent Behling observed that academic freedom and freedom of expression were terms that had both come up fairly regularly in the discussions. Given that it was his hope to try and get the task force's report on tenure to the Education Committee and then hopefully to the full Board in March, he suggested that the December meeting was the perfect time for the Board to deal with these issues.

Likening the proposed statement to a renewal of vows by a married couple, Regent Langnes urged his colleagues to support this resolution reaffirming the principles of academic freedom and freedom of expression, which he said were infused in the history of the UW System, the State of Wisconsin, and the Constitution of the United States.

Responding to a question from Regent Farrow, President Millner clarified that the resolution was not amended in the committee session and had been presented for the full Board's consideration in the same form that the committee had considered. With no further discussion, Resolution 10600 was adopted on a voice vote.

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

President Millner called upon Regent Mueller to report on the actions taken by the Business and Finance Committee.

Regent Mueller reported that the committee reaffirmed the Investment Policy Statement for the UW System Trust Funds. This policy is required to be updated periodically and there were no substantial revisions made to the document. However, the committee did make more substantial changes to the policy documents governing the voting of proxy proposals associated with the UW System trust fund investments.

Reminding the Board that the UW System had about \$500 million in trust funds under its management, Regent Mueller said the committee was presented with a lengthy report that provided history and options and recommendations for moving forward. The recommendation ultimately adopted was similar to that used by the State of Wisconsin Investment Board, which she noted was a big player in the institutional investment market. This would discontinue the current policy's practice of bringing individual proxy votes before the Board, but it would continue the Board's long history of involvement and engagement in shareholder proxy voting. There was also an important inclusion in the document that provided for progress reports about how the new policy was working.

The Committee looked at another Regent Policy Document related to general contract approval, signature authority and reporting. The resolution that was approved would increase the threshold requiring Board approval from \$500,000 to \$1 million. Regent Mueller noted that this threshold had not been adjusted for many years. The resolution would also require formal Board approval for athletic employment contracts with a value of more than \$500,000, and would require the UW System Office of General Counsel to review all contracts with a value of between \$500,000 and \$1 million.

Next, the committee approved a new differential tuition proposal by UW-Stevens Point. The proposal would be phased in and would result in the additional payments of \$200 per semester by undergraduate students. Regent Mueller said the Board would be presented with an analysis of how the proposal is working within the next five years.

The committee approved an alumni tuition proposal from UW-Eau Claire. This pilot program would charge a rate that is 25 percent below the undergraduate resident tuition rate at the institution for those graduates who have met a four-year graduation rate requirement. The goal of this pilot is to increase the number of students at UW-Eau Claire who graduate within four years.

The Business and Finance Committee considered a number of policy documents related to information systems and technology. The purposes of some of these policies were met long ago, and others contained some out-of-date language. Regent Mueller reported that the policies included a number of changes, such as revising the definition of high-risk projects, clarifying what reports were required to be submitted to the Board of Regents and to the legislature's Joint

Committee on Information Technology, and specifically incorporating some statutorily-required reporting elements into the Regent Policy Documents.

Regent Mueller reported that the committee approved two contracts for less than \$1 million. One was UW-Madison's agreement with Novartis for an evaluation of the safety and efficacy of specified treatments addressing leukemia. Additionally, it approved a Master Services Agreement between UW-Madison and the firm IDx, LLC, which involved training and certification for image recording. Both contracts were expected to exceed \$500,000 for the life of the agreements.

Regent Mueller said that the committee approved a collective bargaining agreement with the Building and Construction Trades Council of South Central Wisconsin (BTC). She noted that collective bargaining units can only negotiate on base wages under the terms of Act 10. Under this agreement the parties negotiated for a zero-percent increase in base wages; the negotiation reportedly kept a dialogue continuing between the BTC and the UW System.

The Committee also heard reports on faculty and staff base salary adjustments and lump sum payments. Regent Mueller noted that there were concerns about faculty and staff salaries, and that the report provided some needed information about how campuses had reallocated existing funding, given that no new funding had been provided to address this issue. The amounts dedicated to this purpose actually declined in fiscal year 2015 compared to the year before, and although about \$57 million in funds were being reallocated, across the System there were widespread disparities in how many campuses had the ability to do this. Regent Mueller said that the Business and Finance Committee would continue to review the issue in the months ahead.

The committee received a summary of gifts, grants and contracts awarded for the first quarter. Regent Mueller mentioned that these, too, had decreased slightly, particularly with federal awards, which decreased about \$3 million.

Regent Mueller noted that David Miller, Vice President for Administration, provided a brief update on the upgrade plans for the Human Resource System. The needed upgrades were expected to have a fiscal effect of about \$9 million.

Finally, Interim Vice President for Finance Julie Gordon shared a revised financial management report for fiscal year 2015. Regent Mueller encouraged her colleagues to look carefully at both that report and a restated fiscal year 2015 budget document showing corrected figures for annual expenditures, which would soon need to be compared with fiscal year 2016 expenditures for consideration in the System's plans to request additional funding for the next biennium.

With that, Regent Mueller moved adoption of Resolutions 10601, 10602, 10603, 10604, 10605, 10606, 10607, 10608, 10609, 10610, 10611, and 10612. The motion was seconded by Regent Pruitt and adopted on a voice vote.

University of Wisconsin System Trust Funds Investment Policy Statement Review

Resolution 10601 That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the recommended revisions to, and otherwise reaffirms its adoption of, the Investment Policy Statement for the University of Wisconsin System Trust Funds.

Revision of Regent Policy Document 31-10, Proxy Voting

Resolution 10602 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the recommended revisions to Regent Policy Document 31-10, "Proxy Voting."

Revision of Regent Policy Document 31-13, Social Responsibility and Investment Considerations

Resolution 10603 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the recommended revisions to Regent Policy Document 31-13, "Social Responsibility and Investment Considerations."

Revision of Regent Policy Document 13-1, General Contract Signature Authority, Approval, and Reporting

Resolution 10604 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached revised Regent Policy Document 13-1, to be renamed "General Contract Approval, Signature Authority, and Reporting."

UW-Stevens Point Pointer Partnership Undergraduate Differential Tuition Proposal

Resolution 10605 That, upon the recommendation of the Chancellor of the University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Board of Regents approves the UW-Stevens Point undergraduate differential tuition beginning in Fall 2016. The differential will be phased in over three years for students who are upperclassmen. In 2016-17, full-time resident and nonresident students will be charged \$200 per semester for freshmen and sophomores, \$100 per semester for juniors, and \$0 for seniors. In 2017-18, the differential tuition will be \$200 per semester for freshmen, sophomores, and juniors and \$100 for seniors. In 2018-19, the differential tuition will be \$200 per semester for all undergraduate students. The differential will be prorated for part-time students.

The outcomes of the proposed differential will be presented to the Board of Regents for review in five years after implementation (2021).

UW-Eau Claire Alumni Tuition Rate Proposal

Resolution 10606 That, upon the recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Board of Regents approves the implementation of an alumni tuition rate that is 25 percent below the undergraduate resident tuition rate at UW-Eau Claire, beginning fall 2016. The rate will be charged to resident and nonresident undergraduate alumni who commit to graduating within four years and then successfully graduated within that time. The tuition plateau and applicable segregated fees will also apply. This pilot program will sunset for newly enrolled participants in 2020.

Removal of Regent Policy Document 25-1, Telecommunications Planning and Operations

Resolution 10607 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents directs the removal from the Regent Policy Documents of Regent Policy Document 25-1, “Telecommunications Planning and Operations,” because it is obsolete.

Removal of Regent Policy Document 25-2, Guide to Plan and Implement Management Information Systems

Resolution 10608 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents directs the removal from the Regent Policy Documents of Regent Policy Document 25-2, “Guide to Plan and Implement Management Information Systems,” because it is obsolete.

Revision of Regent Policy Document 25-4, Policy for Large or Vital Information Technology Projects, to be Renamed “Strategic Planning and Large or High Risk Projects”

Resolution 10609 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached revisions to Regent Policy Document 25-4, to be renamed “Strategic Planning and Large or High Risk Projects.”

UW-Madison Contractual Agreement with Novartis Pharmaceuticals Corporation

Resolution 10610 That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the contractual agreement between the Board of Regents of the University of Wisconsin System, doing business as UW-Madison, and Novartis Pharmaceuticals Corporation.

UW-Madison Contractual Agreement with IDx, LLC.

Resolution 10611 That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin

System, the Board of Regents approves the contractual agreement between the Board of Regents of the University of Wisconsin System, doing business as UW-Madison, and IDx, LLC.

UW System Collective Bargaining Agreement with The Building and Trades Council of South Central Wisconsin

Resolution 10612 That upon the recommendation of the President or the University of Wisconsin System, the Board of Regents approves the collective bargaining agreement between the Board and the Building and Construction Trades Council of South Central Wisconsin (BTC). The parties negotiated for a zero percent (0%) increase in base wages.

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REPORT AND APPROVAL OF ACTIONS TAKEN BY THE AUDIT COMMITTEE

President Millner asked Regent Grebe to provide the Audit Committee’s report. Regent Grebe stated that the Audit Committee had a productive meeting as it continued to develop best practices for the UW System’s internal audit function. He noted the committee’s appreciation for the various campuses’ continuing cooperation in the audit process, and emphasized the importance of ensuring that the audit plan would be effectively completed and that the action items arising from those audits would be addressed, followed-up on, and tracked.

The committee briefly reviewed the audit reports that were issued since its last meeting, including three audits related to LTE matters for UW Colleges, UW-Extension, and UW-Whitewater, an audit related to the Confucius Institute at UW-Platteville, and an audit related to physical security and access for UW-Extension.

Discussed in greater detail was the audit of UW-Madison related to compliance with the System’s processes for payroll and leave accounting, personnel entry, new hires, and terminations. The Audit Committee discussed concerns related to a lack of documentation of completed I-9 forms and background checks, and Vice Chancellor Darrell Bazzell and Assistant Vice Chancellor Bob Lavigna discussed their plans to address the audit comments and actions taken.

Chief Audit Executive Lori Stortz briefly reviewed the status of audits that were approved as part of the fiscal year 2016 audit plan. Approximately half of the planned audits had commenced and almost all of the fiscal year 2016 audits were scheduled to be completed on time. The two audits related to cybersecurity and data privacy would not be completed in fiscal year 2016, due to the fact that there were no System-level cybersecurity and data privacy policies and standards in place. The committee noted that since the nature of an audit is to review current processes against existing policies and standards, it was not possible to complete an audit without such standards. Given that cybersecurity and data privacy were matters of very significant concern, the Audit Committee asked Ms. Stortz to work with President Cross to

identify strategies for engaging all institutions across the System to work together to address this critical situation and develop a coherent System policy.

Regent Grebe reported that the Audit Committee also discussed the so-called “Three Lines of Defense” model developed by the Committee on Sponsoring Organizations of the Treadway Commission, which clarified the roles and duties within an organization to further enhance the understanding of risk management, including especially the need to identify and maintain segregated duties for each of the three risk management groups: operating management, leadership, and independent audit. Noting that the Treadway Commission was considered the gold standard within the audit industry, Regent Grebe shared that Ms. Stortz had also shared the model with the chief business officers, comptrollers, chancellors, and the president’s cabinet.

The Audit Committee was also provided with a brief update on the hotline. Regent Grebe noted that there were no instances of fraud or theft, and that no formal personnel actions were taken as a result of any incidents reported.

Finally, Ms. Stortz reported to the Committee that Amanda Nehmer had accepted the open Audit Director position for UW-Madison.

President Millner commented that the lack of critically important policies or standards related to cybersecurity and data security was troublesome. Regent Grebe agreed, noting that the Audit Committee did have a very robust discussion about that topic.

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

President Millner called upon Regent Manydeeds to report on the actions of the Capital Planning and Budget Committee. Regent Manydeeds reported that the Capital Planning and Budget Committee first approved the minutes of its October meeting and then unanimously adopted nine resolutions:

- Resolution 10613, brought forward by UW-Madison, requested authority to petition for \$5 million of funding from the Vilas Trust to support the Music Performance Building Project. This new music performance facility, to be called the Hamel Music Center, would include a 662-seat concert hall, a 325-seat recital hall, a large rehearsal room, and state-of-the-art audio-visual capabilities.
- Resolution 10614, brought forward by the UW System, requested authority to construct three all-agency maintenance and repair projects at UW-Madison and UW-Milwaukee totaling almost \$6 million.

- Resolutions 10615, 10616, 10617, 10618, 10619 and 10620, included updates or revisions to several Regent Policy Documents related to capital planning and budgeting, the elimination of obsolete policies, and the identification of a new policy to guide building program planning and approval.
- Resolution 16021, requested the approval of the criteria for ranking building projects, which had been updated to reflect the current statewide initiatives, priorities and goals of the Board of Regents and which were intended to create a priority list of projects that address the greatest needs, the highest academic priorities, and the most cost-efficient solutions to established facility deficiencies.

The committee also received a report from Associate Vice President Alex Roe regarding the Executive Committee teleconference on December 1, which was held to consider a number of Capital Planning and Budget Committee items in a timely manner so that they could be sent on to the State Building Commission for its meeting on December 9. These items were all approved by the Executive Committee.

Concluding his report, Regent Manydeeds moved adoption of Resolutions 10613 through 10621. The motion was seconded by Regent Petersen and adopted on a voice vote.

Authorization to Request Funding from the Vilas Trust in Support of the Music Performance Building Project, UW-Madison

Resolution 10613 That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to request that the William F. Vilas Trust Estate set aside all of the available net income not appropriated for endowments in a special fund to provide financial assistance for construction of the School of Music Performance Building project, and to accumulate such net income until the special fund reaches \$5,000,000.

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

Resolution 10614 That, upon the recommendation of the President of the University of Wisconsin System, authority be granted to construct various maintenance and repair projects at an estimated total cost of \$5,931,300 (\$1,510,800 General Fund Supported Borrowing; \$2,963,000 Program Revenue Supported Borrowing; and \$1,457,500 Agency Cash).

Removal of Regent Policy Document 16-1, “Environmental Policy Act Implementation”

Resolution 10615 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents directs the removal from the Regent Policy Documents of Regent Policy Document 16-1, “Environmental Policy Act Implementation,” because it is obsolete.

Removal of Regent Policy Document 19-9, “Long Range Plan for Addressing Physical Plant Needs”

Resolution 10616 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents directs the removal from the Regent Policy Documents of Regent Policy Document 19-9, “Long Range Plan for Addressing Physical Plant Needs,” because it is obsolete.

Revision of Regent Policy Document 19-4, “Delegation of Approval Authority for Small Building Project Requests”

Resolution 10617 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached revisions to Regent Policy Document 19-4, to be renamed “Delegation of Authority for Small Project Requests.”

Revision of Regent Policy Document 19-5, “Authorization to Remove Unneeded Structures”

Resolution 10618 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached revisions to Regent Policy Document 19-5, to be renamed “Delegation of Authority to Remove Unneeded Structures.”

Revision of Regent Policy Document 19-15, “Physical Planning Principles”

Resolution 10619 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached revisions to Regent Policy Document 19-15, to be renamed “Physical Development Principles.”

Approval of a New Regent Policy Document on Building Program Planning and Approval

Resolution 10620 That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached Regent Policy Document on Building Program Planning and Approval.

Approval of the Criteria for Evaluating Major Capital Projects, UW System

Resolution 10621 That, upon the recommendation of the President of the University of Wisconsin System, the Criteria for Evaluating Major Capital Projects be adopted as the basis for prioritizing major capital projects for inclusion in UW System capital budget requests.

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

President Millner called upon Regent Higgins to provide a report on the actions taken by the REDI Committee. Regent Higgins reported that President Cross had presented his vision to continue development of the talent pipeline and support Wisconsin's expanding workforce needs by providing programmatic and institutional support to encourage every UW System junior and senior to have at least one business experience before graduation. The ultimate goal would be to pave a pathway for the UW System to become the leading higher educational enterprise in making workforce readiness a reality for all students.

Mark Hogan, newly appointed CEO and Secretary for Wisconsin Economic Development Corporation, made remarks about the UW-WEDC partnership that touched on important programs and outcomes of state-led economic development efforts. He also offered to meet with chancellors to further expand collaboration efforts.

Arjun Sanga, Executive Director of WiSys, gave an update on the organization's plan to expand its reach across the System. He talked about the newly appointed WiSys student ambassadors whose presence had expanded to ten campuses, the record attendance at the 2015 Wisconsin Science and Technology Symposium, and the significant growth of disclosure activity from UW campuses over the past year.

Finally, Regent Higgins reported that as chair of the Selection Committee, Regent Mark Tyler provided an update on the Regent Scholar Award program for 2016. The Regent Scholar Award Selection Committee, which was comprised of six members from both the UW System and the private sector, was reviewing a record 34 applications and would award three grants of up to \$50,000 each. Final award decisions would be made by the end of the year, and the award recipients would be honored at the February 2016 REDI Committee meeting.

PRESENTATION AND DISCUSSION: STUDENT DEBT AND FINANCIAL AID

President Millner moved on to the next item on the agenda, which was a presentation and discussion regarding student debt and financial aid.

She stated that access and affordability had been longtime cornerstones of the UW System educational mission; however, the average cost of a college education was rising, and so was student debt. Recognizing what a significant challenge this presents, new proposals to tackle the problem regularly seemed to appear, both at the federal and at the state level.

President Millner affirmed that the UW System was committed to making sure that the college education it provides is affordable to students, both when they attend college and after they complete their education. As a Board, the Regents would need to keep student debt in mind

as they looked at future tuition rates, funding for financial aid programs, and overall affordability issues.

This presentation would provide a closer look at context, misconceptions, and strategies to address this important topic and, hopefully, to provide a foundation for future discussion on how students would pay for college and how the UW institutions would be funded. Leading the presentation were Kathy Sahlhoff, Director of Financial Aid and Student Work Experience at UW-Eau Claire, and Bob Jokisch, Senior Policy Advisor for Financial Aid and Student Success at UW System Administration.

Mr. Jokisch thanked the Regents for the opportunity to speak about student debt and financial aid, expressing the hope that he and Ms. Sahlhoff could provide the Board with information that would be helpful as the Regents looked at future issues with student affordability and funding for the UW System. He also thanked Kevin Welch and Kelly Campbell in the Office of Policy Analysis and Research for all the work they did in pulling together this information.

He then explained that the presentation would cover five major areas:

- 1) Clarifying student debt and financial aid misconceptions
- 2) Financial Aid 101 – How does it work?
- 3) What is the UW System doing to address student debt?
- 4) What is happening at the federal and state level?
- 5) What can be done to address student debt in the UW System?

Correcting Student Debt and Financial Aid Misconceptions

Noting that a number of statements from public officials and others regarding student debt and financial aid were misconceptions, Mr. Jokisch expressed the hope that the presentation would clarify some of these areas.

First, he shared some basic facts on student debt in the UW System. The percentage of Wisconsin resident undergraduates with student loans at graduation had increased from 62 percent in 2001-02 to 74 percent in 2014-15. During the same period, the cumulative debt at graduation of Wisconsin resident undergraduate students had increased from \$16,057 to \$30,650. Wisconsin averaged about the same as the nation on both the percentage of students who graduated with debt (74 percent and 69 percent, respectively) and the average debt per borrower (\$30,650 and \$28,950, respectively).

Wisconsin compared very favorably with the national average on three-year default rates. For the UW System, the number of students who defaulted as a percentage of the total number who entered repayment in 2012 was 4.6 percent, compared to 11.8 percent nationally. Mr. Jokisch noted that the national average included all types of higher education institutions, including private-for-profit institutions; the national default rates for federal student loans at public four-year institutions was 8.9 percent in fiscal year 2011. A student would default if they had not made a payment in more than 270 days.

Amount of Debt at Graduation

The first of five common misconceptions was that a large percentage of UW students were graduating with six-figure loan debt. Mr. Jokisch noted that people often read news articles about students who had six-figure debt at graduation and the problems they had in paying off that debt, including how they might default on the loan, would never be able to afford a house, or would be paying off the loan into retirement. For the UW System, the reality was that 0.3 percent of resident undergraduates had cumulative debt over \$100,000 at graduation. While this in no way minimized the impact of student debt on UW graduates, the distribution of cumulative student debt for 2014-15 showed that most students were near the average of \$30,650.

Graduation Rates and Student Loans

A second misconception was that students were staying in school longer because of easy access to student loans. Observing that many people, including members of Congress, had made statements such as, “when I was a student, we all worked our way through college and graduated in four years; now students have easy access to loans and hang around forever and have a good time,” Mr. Jokisch shared some information to show that this myth was not correct.

Both four-year and six-year graduation rates have increased substantially since the 1980s in the UW System. The four-year graduation rate for students entering as freshmen in fall 1981 was 18.9 percent, and the six year graduation rate was 51.5 percent. For students entering as freshmen in fall 2008, the four-year graduation rate had increased to 30.3 percent, and the six-year graduation rate increased to 66.2 percent. For the fall 2010 cohort, the four-year graduation rate was 32.6 percent.

Students’ Use of Loan Funds

A third misconception was that too many students used student loans to “live high and buy fancy cars.” Mr. Jokisch assured the Regents that student need was quite real, and displayed a table showing what that need looked like across the UW System. The table showed that average unmet need was almost \$10,000 per student with need after grants, scholarships, and estimated family contributions (EFC). This meant that the average student with need had to come up with \$10,000 a year from loans and work. Given this, Mr. Jokisch commented that it was not surprising that students’ average cumulative debt at graduation was over \$30,000.

There were limits to the amount of federal loans that students can receive, and these limits varied by year and by dependent or independent status. For example, first-year dependent students were able to borrow \$5,500 annually with \$3,500 in subsidized loans, and had an aggregate loan limit of \$31,000 with \$23,000 in subsidized loans.

The number of UW System students with high need had increased significantly since 2001-02. The number of resident undergraduate students with zero EFC – that is, the students with the most need – had increased from 9,312 in 2001-02 to 21,373 in 2014-15, or by 130 percent.

Another measure of students with high need was the number of Pell-eligible students, which had increased by 68 percent from 23,827 in 2001-02 to 40,125 in 2014-15. The maximum EFC for federal Pell Grant recipients was \$5,198 in 2015-16.

Relationship between Amount of Debt and Default Rates

A fourth misconception often heard was that students with higher debt had higher default rates; that is, that more debt leads to more default. Instead, federal research showed that the higher the debt burden, the lower the default rate; those with burdens above \$100,000 had the lowest default rate at 17.6 percent.

Mr. Jokisch explained that the likely reason for this was that many individuals with small loan balances did not finish their education, while many borrowers with large loan balances were people who graduated from master's programs and professional schools and who typically ended up with higher salaries. It was far better to be a bachelor's degree graduate with \$30,000 in loans than a dropout who owed \$10,000, as demonstrated by a significant difference in the loan default rate for students who graduated versus students who did not graduate. For example, of those entering repayment in 2011-12, 24 percent of those who did not graduate defaulted compared to 9 percent of graduates.

Addressing the question of why there were so many defaults, Mr. Jokisch shared that he and Ms. Sahlhoff had recently attended a presentation by a loan service agency, the Great Lakes Higher Education Corporation. The presentation concluded that there was basically no reason for loan defaults anymore under the various loan repayment options now available, including both a standard ten-year repayment plan as well as income-based repayment programs, some of which could have payments as low as \$5 a month. The presenter instead pointed to more than 60 percent of defaulters who never responded to inquiries from service agencies during the 270-day period after their last payments and before their loans were turned over to the federal government for collection.

College Attendance and Return on Investment

The fifth and final misconception about student debt was that because of student debt, college was no longer a good return on investment. National data from the Bureau of Labor Statistics showed that there was a significant difference by educational attainment in both the unemployment rate and median weekly income. Bachelor's degree recipients had an unemployment rate of 3.5 percent in 2014 as opposed to 6 percent for high school graduates, while the median weekly income was currently \$668 for high school graduates versus \$1,101 for bachelor's degree recipients.

How Financial Aid Works

Next Ms. Sahlhoff provided a summary of how the financial aid eligibility process works, including some examples of actual financial aid awards. She began with the formula for determining financial need: "Cost of Attendance - Expected Family Contribution = Financial Need."

Ms. Sahlhoff explained that the process for developing the cost of attendance involved components that were dictated by Congress. Those five components, which had to be used by every school in developing its cost of attendance, are: tuition and fees, room and board, transportation, books and supplies, and miscellaneous living expenses.

Students at an individual school could have different costs of attendance depending on whether they attend part time or full time; are residents or non-residents; or live on campus, have an apartment, or live at home and commute to school. Different schools could have different costs of attendance depending primarily on differences in tuition and the cost-of-living for wherever the school is located. Regardless of which school a student attends their basic expected family contribution would stay the same; therefore, a student would have different eligibility for financial need depending on the cost of attendance at the different schools.

Ms. Sahlhoff noted that while cost of attendance might differ between schools, there are some elements of financial need that stay the same regardless of which school a student attends. For example, the amount of the basic federal grant, the Pell Grant, would not increase based on higher cost; and within the UW System, the amount of the Wisconsin Grant would stay the same no matter which school within the UW System a student attends. The loan limits referred to by Mr. Jokisch would also stay the same, no matter which school a student attends.

The second factor in the formula, again dictated by Congress, is the expected family contribution (EFC), which is the basic eligibility concept for federal and state financial aid. The student (and their parents if the student is a dependent) report income, taxes paid, the number of people in the household, how many people in the household are in college, and the household's assets (not including home equity, small business or farm equity, or retirement accounts). A student is considered dependent and is required to report parent information unless the student is age 24 or older, a graduate student, married, a veteran, has dependents of his or her own, or is an orphan or a ward of the court.

Referring to a slide showing 2015-16 cost-of-attendance estimates for various UW institutions, Regent Bradley questioned how the estimates for UW Colleges and UW-Eau Claire could be the same (\$19,060 and \$19,670, respectively).

Recalling the five components used in the cost-of-attendance calculations, Ms. Sahlhoff suggested that while tuition and fees are lower at UW Colleges, cost-of-living estimates may play a role.

Ms. Sahlhoff provided an example showing how the financial aid calculation might work. The example assumed a family of four with one student in college. The parents had a combined income of \$52,000 and assets above and beyond home equity and retirement accounts of \$45,000. The student had earned \$4,500 last year and had about \$500 in savings. The expected family contribution in this example would be around \$3,500.

She then showed two examples of actual financial aid awards at UW-Eau Claire, which had a cost of attendance estimate of \$19,670 for the 2015-16 academic year. The first example was for a student coming from a family of four where the parents' combined income was

\$37,000. The EFC for this family would be zero, and so the student's calculated need was \$19,670, equal to the full cost of attendance.

Before moving into an explanation of the financial aid awarded to the student in the first scenario, Ms. Sahlhoff emphasized that both of the examples assumed that the students met every priority deadline, including taking all steps required to qualify for the Wisconsin Covenant Grant while they were in high school.

Regent Farrow inquired as to when students would have learned in high school what steps they were supposed to take to qualify for the Wisconsin Covenant Grant.

Ms. Sahlhoff answered that they had relied heavily on high school counselors to educate students about the Covenant Grant. Though it is no longer an option for students, when the Covenant Grant was available a student would need to sign-up for the grant in 8th grade. Then the student would have to take additional steps throughout high school in order to remain eligible, and would need to meet some deadlines in the senior year. She noted that at UW-Eau Claire only about 25 to 30 percent of incoming students for 2015-16 had qualified for the Wisconsin Covenant Grant.

Regent Farrow asked if this meant that from 8th grade on there had been a big portion of students who qualified for the grant and did not even know about it.

Ms. Sahlhoff said that there had been information provided to students and parents related to the Wisconsin Covenant, both in 8th grade and throughout high school.

Regent Vásquez asked if she had any sense what percentage of students were not well prepared for the financial aid process. He pointed to the effect this would have on first-generation and low-income students who did not have any other support system.

While she did not have a percentage, Ms. Sahlhoff indicated that it was impossible to give students too much information and support in the financial aid process. Various access programs, including those at loan service agencies such as Great Lakes, at the Department of Public Instruction, and at institutions such as UW-Eau Claire were trying to convey the message about what steps students needed to take to access higher education. However some students, especially those who did not have strong parent support, did miss some of the deadlines.

Mr. Jokisch added that financial aid offices across the System did a lot of work in trying to help students with filling out the financial aid applications, both at statewide events such as College Goal Wisconsin and by volunteering to visit high schools and help first-generation students with that process.

Speaking to Regent Farrow's questions about the Covenant, Mr. Jokisch explained that when the program was created there ideally would have been no reason that almost all of Wisconsin's freshmen resident students should not have been receiving the Covenant. However the actual percentage of recipients was much smaller because of the challenges of getting the word out about the program. The program is now coming to an end.

Regent Vásquez stated that the reason he was bringing up this concern was that he believed the System was going to see a greater need for help as more first-generation students, including students of color, arrive at UW intuitions. He had seen this need demonstrated in Milwaukee, and while there were several programs trying to help those students he wondered if there was a great enough presence in their communities.

Ms. Sahlhoff observed that even if there were many programs out there, there still were not enough.

Returning to her examples of financial aid awards, Ms. Sahlhoff explained that the UW-Eau Claire student from the first scenario with an expected family contribution of \$0 in 2015-16 would be awarded \$12,000 in gift assistance through the Pell Grant, the Wisconsin Covenant Grant, the Wisconsin Grant (previously known as the Wisconsin Higher Education Grant, or WHEG), the Federal Supplemental Educational Opportunity Grant, and the Blugold Commitment Grant (to offset UW-Eau Claire's tuition differential). This student also would be given a reasonable work study award of \$1,500, the maximum Stafford Loan amount available to first-year students (\$3,500 in subsidized loans and \$2,000 in unsubsidized loans), and another \$671 in Perkins Loans (also subsidized) to fully meet their need.

The second example was for a middle-income student, again from a family of four with one student in school, and with a combined income of \$69,000. The expected family contribution was calculated to be \$5,500, and so the student's need at UW-Eau Claire was \$14,170. The student was eligible for \$1,000 under the Covenant Program and another \$900 in the Blugold Commitment Grant. First-year students could not be awarded more than the total of \$5,500 in Stafford Loans (\$3,500 subsidized and \$2,000 unsubsidized), so the campus would also offer the student a reasonable work study award of \$1,500 and the maximum Perkins Loan award of \$3,000. Even after awarding all available aid, the middle-income student's unmet need would be \$2,200 for 2015-16.

Regent Mueller inquired as to what the interest rates were for the subsidized and unsubsidized Stafford Loans and whether that interest began to accrue immediately or was deferred until after graduation.

Ms. Sahlhoff stated that the current interest rate on Stafford Loans was 4.29 percent, though it changed often. Subsidized loans did not accumulate interest while the student was in school or during their grace period. For unsubsidized loans, the interest would start to accumulate immediately after the loan was dispersed but the student would not have to pay that interest until after their grace period. She noted that some students choose to pay off the interest while in school just so that they do not accumulate the interest along the way.

Regent Tyler noted that the Wisconsin Technical College System typically ran out of the Wisconsin Higher Education Grant funds each year, leaving \$25 to \$30 million of eligible need unmet. He asked whether the UW institutions faced the same dilemma and whether the examples presented by Ms. Sahlhoff represented a best-case scenario.

Ms. Sahlhoff agreed that these were best-case scenarios involving two students who did everything right, including filing early to meet the early reward deadlines. She acknowledged that the UW had historically run out of Wisconsin Grant funds, but not to the same degree as the technical colleges.

Mr. Jokisch explained that the UW System had made decisions over the last five years to try to address the wait list for Wisconsin Grant funds, decreasing the amount of the awards in order to spread the dollars further. As of last year, the System had a wait list of only 1,300 students, which he said was a lot better than it used to be. Over that same time period, the number of awards had increased to about 34,000 from about 25,000. He indicated that the financial aid directors working with President Cross made a conscious decision to get awards to more people, and so as of the 2015-16 academic year the UW System no longer had a waiting list.

Ms. Sahlhoff noted that there had been a trade-off when the decision was made not to increase the maximum grant amount to keep pace with the cost of attendance. The Wisconsin Grant amount awarded to a student with maximum eligibility had not increased from \$2,324 in many years.

President Millner stated that she was part of a group that awarded some significant scholarships, many of which were fixed amounts for four years. She asked if some of the awards mentioned by Ms. Sahlhoff were also sequenced this way, or if the student needed to reapply for them each year.

Ms. Sahlhoff stated that a Pell Grant would be available for up to six years; the Covenant was available for four years; and the Wisconsin Grant would be available for six years. Mr. Jokisch added that award amounts were determined each year when the student reapplied through the FAFSA.

Regent Hall noted that the Perkins Loan Program had been under scrutiny recently, and asked the presenters to provide an update of where that program currently was and what long-term impacts were expected.

Mr. Jokisch explained that the Perkins Loan Program officially expired in October 2015, and indicated that the UW System continued to work with Wisconsin's congressional delegation to try to get an extension on the program. Noting that there had been a push by some in Congress to consolidate the various loan programs, he said that while Senator Alexander and others who were taking the lead on this issue had been hesitant to extend it, there had recently been some movement toward getting the program extended for a couple of years. He emphasized that the Perkins Loan Program played an important role in meeting student need, and also added that it operated as a sort of matching program, with about 30 percent of funding for Perkins Loans coming from the institutions.

President Cross commented that Senator Alexander had actually agreed to a change, though the details were not yet known. He commended a number of people at the UW System

for aggressively pressing this issue and for making Wisconsin a national leader in making this change happen.

Regent Vásquez asked about how private scholarships fit into this process, and whether they would positively or negatively impact a student's financial aid eligibility.

Noting that UW-Eau Claire students were awarded \$2 million in private scholarships, above and beyond UW-Eau Claire Foundation scholarships, Ms. Sahlhoff stated that scholarships received by a student were used to reduce loan amounts, unless the student preferred to instead reduce their work study. A student would have to replace all loans and work study amounts before a private scholarship would impact any grant assistance. Ms. Sahlhoff indicated that at that point the campus would work with the student to see if they had additional costs that would increase their budget before they would look at the grants.

Continuing her presentation, Ms. Sahlhoff said that in 2016-17 the UW System would be losing the ability to award incoming freshmen Perkins Loans – though President Cross had indicated that might be changing – as well as the Wisconsin Covenant Grant. The combined effects of these changes meant that a low-income, high-need student with a \$0 EFC would be without additional recourses, as no increases were currently expected in Pell Grant funds, Wisconsin Grant funds, or Stafford Loan Program limits. For middle-income students, the amount of unmet need would increase as well.

In response to a question about the source of funds for the Blugold Commitment Grant, Ms. Sahlhoff explained that the grant came from UW-Eau Claire's tuition differential funds, noting that this was an important tool for the financial aid office. She noted that there were additional funds from that same source that were used for special circumstances, providing a resource for the campus to help a student whose parents have become ill or lost employment.

Current UW System Initiatives

Ms. Sahlhoff next discussed some of the UW System's initiatives to address student debt. Beyond the basic entrance and exit counseling that every school must do with any student who takes out a loan, the UW System has implemented the step of active acceptance of the loans. This requires that students look at that loan and either formally accept it or reject it. If the student accepts the loan, then he or she is able to decide whether or not to accept the full amount. She noted that while Indiana University implemented that step a few years ago and received national publicity for reducing their students' average loan indebtedness, the UW System had already been practicing that for years.

Several of the UW institutions had various levels of financial literacy programs: UW-La Crosse had for several years had a full-time financial literacy coordinator who coupled with twelve peer mentors to talk to students one on one and to do workshops and presentations; UW-Whitewater intended to hire a full-time financial literacy coordinator in February 2016; and UW-Madison offered actual course work in financial life skills that students could take for credit. All of the other campuses partnered with websites – primarily CashCourse and GradReady – to offer self-paced, online tutorials especially crafted for college students that focused on the financial literacy issues that commonly affect them. Ms. Sahlhoff pointed to UW-Superior's financial aid

office, which had collaborated to create four modules specifically targeted to help students understand their education bill, degree progression, budgeting, and financial wellbeing.

UW-Eau Claire, in addition to linking to the previously mentioned websites, had also taken the approach over the last decade of being intentional about keeping the cost of attendance relatively low. Students continued to be eligible for the full amount of grant assistance that they would receive otherwise, but the total amount of the initial award offered to them tended to be lower as a result. Ms. Sahlhoff noted that UW-Eau Claire was very assertive in telling students to come to the financial aid office if they had difficulty making their financial aid package work, as it would be possible to increase the cost-of-attendance calculation if their costs were actually higher. However, that conversation would be married with a discussion about the costs of taking out additional loans and an overview of other resources available to the student. She observed that this seemed to be an effective approach, with UW-Eau Claire's average loan indebtedness being one of the lowest in the System for multiple years.

Finally, Ms. Sahlhoff discussed student employment programs, noting that part-time student employment, especially quality employment on UW campuses, had many benefits – primarily that some of the student's educational resources were paid, keeping the student's loan indebtedness down. In addition, research had repeatedly shown that working on campus had a positive impact on retention. Students working on campus had the ability to gain skills as well as an understanding of work ethic and work behaviors, which employers value in college graduates.

Mr. Jokisch then provided a few more highlights of UW System initiatives to control student debt, including the previously mentioned increase in four-year graduation rates. First, by limiting or decreasing the number of credits that students need to earn their degrees, from an average of 146 credits in 1993-94 to 137 credits in 2013-14, the System also helped to limit student debt.

Next, the amount of scholarship funding across the UW System had increased significantly over the past several years, making education more affordable. This funding had increased from \$63.9 million in fiscal year 2009 to \$164.2 million in fiscal year 2014, which represented about 12 percent of total tuition collected from students that year.

Finally, a number of institutions had programs to bring back students who were close to graduation but had not completed their degrees. Between 2009 and 2012, UW-Whitewater and UW-Oshkosh implemented programs to target students who were 15 credits short of a bachelor's degree. Four additional institutions (UW-Stevens Point, UW-Green Bay, UW-Platteville, and the UW Colleges) all worked on Project Win-Win, which was oriented towards completion of an associate degree.

Developments at the Federal and State Level

At the federal and state level, Mr. Jokisch noted the expiration of the Perkins Loan Program and the welcome news of a possible extension.

There has been discussion about making the FASFA application as simple as possible. Expressing some concern about the two-question FAFSA pushed for by Senator Alexander, Mr.

Jokisch noted that the System wanted to balance the need to make sure that students in need are the ones receiving the aid with the need to make it as simple as possible for students to apply, especially if they came from first-generation families.

A number of income-based loan repayment options are now available to students as an alternative to the basic ten-year repayment model, although there is also a push to consolidate these different options to reduce confusion.

Finally, a number of groups had been talking about proposals on the federal level to make the first two years of college free. Two states, Tennessee and Oregon, had also passed legislation to make the first two years of community college free for students.

How to Further Address Student Debt in the UW System

Addressing the question of what could be done to address student debt in the UW System, Mr. Jokisch mentioned a continued need to focus on retention, graduation, and credits to degree. This would include the need to reduce demand for remedial education, as student debt is especially a problem for those who did not graduate.

The 2015-17 biennial budget included a request for additional funding for the Wisconsin Grant, which continued to be the System's top priority in financial aid. Wisconsin Covenant Grants, which in 2014-15 totaled over \$12 million for UW System students, with maximum grants of \$2,500 for four years, were coming to an end. The System would need to push to keep both the state funds and funds from Great Lakes Higher Education Corporation for UW need-based aid.

Other ideas might include ramping up UW institutions' work on financial literacy, possibly by working with service agencies to create a state-of-the-art financial literacy program for all UW students; creating a new loan program to replace the Perkins Loan Program if it were ultimately to go away; or ramping up the student work programs.

Mr. Jokisch concluded by saying that anything the System could do to prevent student loan default for graduates and for those students who did not complete college would be a tremendous service. This could mean partnering with service agencies to contact former students to make sure they are aware of their financing options and how to avoid default, while at the same time convincing students who dropped out to return to college and complete their degree; this would be the best solution for those students and their long term success.

Additional Perspectives and Regent Discussion

Interim Vice President Ward offered closing comments. First, from an economic perspective, he observed that both factors in the financial need formula – cost of attendance minus expected family contribution – were being driven apart. Cost of attendance had been rising, driven by the cost of living and, in some cases, by tuition. On the other end, there had been a big jump in student loan demand during the recession of 2007-09 and subsequent recovery. Until the country had robust economic activity going, the expectation was that expected family contributions would remain low. Financial need is not going to go away, and it might well increase.

His second point was about the value proposition of a college degree. Explaining that he had heard a lot of talk recently about how students graduating with \$30,000 of debt could have used that money to buy, for instance, a new car, Interim Vice President Ward emphasized that in ten years a new car would be worth about \$1,500, while a college degree would on the average be worth \$20,000 to \$30,000 in earning power. He noted that this was not to say that college is not expensive, as it is the second-largest expenditure that a student would make in their lives. However, it is important to view it in perspective, because the earning potential of a degree is enormous, especially given that the economic recovery is mainly creating very low-income jobs and very high-income jobs; middle-income jobs are disappearing.

Regent Farrow asked about sources of student loans. She said that she had recently received a call from one student who told her that a credit union would not release the loan to pay for the student's housing because the school had not validated that the student was enrolled.

Ms. Sahlhoff explained that federal loan funds are awarded through the school, which determines the amount of the loan and extends the offer to the student, who would then need to accept it. The first time a student receives a loan the student goes through entrance counseling and signs a master promissory note, both of which would be documented by the school. Any of these steps could hold up the loan's being dispersed.

Regent Farrow sought clarification on where the credit union might get involved. Ms. Sahlhoff replied that there is a whole array of educational loans available outside of the federal loan program which families could seek to meet a student's need.

In the interest of time President Millner asked the Regents to hold onto any other questions for the presenters, as Interim Vice President Ward had asked Chancellor Schmidt and Chancellor Van Galen to very briefly share their perspectives on financial aid.

Chancellor Van Galen sought to reinforce a couple of points, the first being the importance of degree completion and retention to graduation. While the national data often focused on the debt of graduates, he felt even more concerned about students who did not complete their education, because they leave campuses without a degree and potentially with significant debt. Institutions' efforts to retain students, including the use of high-impact practices and student-support services, are critical in this conversation.

His second point related to the role of charitable support in the financial aid process. Fundraising was a minor part of what the UW System did 25 years ago, especially on the comprehensive campuses, but it had since become more important. A main focus of UW-River Falls' current campaign is scholarship support; the institution had raised more than \$8 million over the last 4.5 years specifically to support scholarships such as the Falcon Scholars Program, which annually gives 80 new freshmen \$1,000 per year for four years. Participants in the Falcon Scholars program also receive a \$2,000 stipend, funded through the institution's differential tuition, for undergraduate research or a study abroad experience in their junior or senior year.

Reporting on retention data for the Falcon Scholars, the chancellor noted that 87 to 89 percent of students in that program were retained from the first to the second year. Students with

the same academic profile who were not Falcon Scholars had a retention rate of 72 to 74 percent, demonstrating the impact of that scholarship support and the promise of the high-impact experience at UW-River Falls.

Chancellor Schmidt next emphasized the point that the average student is not graduating from UW institutions with \$100,000 in debt; he suggested that the media coverage and conversation around that myth did greater damage to society, making reference to a recent study which indicated that half of young people in the United States had given up on the American Dream, which he called a terrible sociological situation.

He explained that UW-Eau Claire's Blugold Program was all about reminding students that they can go onto higher education. For example, the institution partners with the Chippewa Valley Technical College to bring 3,000 5th graders onto both campuses to see the opportunities in the university and technical college systems.

Noting that the significant disinvestment in public institutions was the main reason for increased tuition, Chancellor Schmidt echoed Chancellor Van Galen's call for a focus on retention and four-year graduation rates. He noted that preventing a student from going into a fifth year at UW-Eau Claire saved that student an estimated \$50,000, including both tuition and the opportunity costs of not being in the workforce or graduate school. However, he also cautioned against focusing too much on student debt to the point of forgetting some of the other costs involved with a failure to be retained or to graduate four years.

President Millner stated that it was essential to clear up the myths about debt while at the same time addressing the issue.

Regent Pruitt followed up on Chancellor Schmidt's comments by suggesting that the UW System advocate for additional GPR funding from the state, noting that fifteen or more years ago students and their families paid about 40 percent of the cost of their education, but today they were paying in about 65 to 70 percent. He added that the Board and individual Regents could help that process by being part of the dialogue and the advocacy efforts.

Regent Delgado suggested that there was something missing from the presentation, which was that the System should be helping students make intelligent decisions by connecting them with job and salary information related to their areas of study.

President Millner thanked Ms. Sahlhoff and Mr. Jokisch for their presentation.

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PRESENTATION AND DISCUSSION: ANNUAL NCAA DIVISION I ATHLETICS REPORT: UW-GREEN BAY

Turning the Board's attention to athletics, President Millner provided a brief review of what prompted this report. Three years earlier the Board of Regents approved new reporting guidelines which called for UW institutions that participated in NCAA Division I athletics to

annually provide information to the Board regarding academic, fiscal, and compliance matters related to NCAA Division I intercollegiate athletics.

This accountability framework allowed the Board to provide proper oversight related to the wellbeing and success of UW System athletes. It also provided an opportunity for the Board to review the financial viability of UW athletics programs and how they contribute to the institutions' academic missions. Through these routine reports, the hope was to maintain good lines of communication between institutions, the System President and the Board of Regents.

The UW System has three institutions with Division I NCAA athletic programs: UW-Madison, UW-Milwaukee, and UW-Green Bay. Leading the presentation of UW-Green Bay's report would be Chancellor Gary Miller, who President Millner noted was the only sitting chancellor to be appointed as a member of the NCAA Committee on Infractions, and UW-Green Bay Director of Athletics Mary Ellen Gillespie.

Chancellor Miller began by stating that it was currently a very challenging time for mid-major NCAA Division I athletics. He emphasized that while it was unusual in Wisconsin for a UW comprehensive university to have Division I athletics, this was a very important part of UW-Green Bay's strategy going forward. Being in a part of the country that is very much oriented around sports, the Phoenix athletics program is highly supported in the community and also well regarded nationwide.

He highlighted the Phoenix athletics program's exceptional leadership in Mary Ellen Gillespie, who had extensive experience at both the BCS level and the mid-major level and had national involvement with the NCAA, sitting on the Women's Selection Committee for the NCAA Women's Basketball Tournament. Chancellor Miller added that UW-Green Bay's faculty athletics representative had just been appointed to a national NCAA tournament. Finally, he noted as a point of pride that out of the five percent of Division I athletic directors in the country who were women, two of them are in the three UW Division I universities.

Accomplishments

Director Gillespie thanked the Board for the taking an interest in the accountability of the athletics programs and for wanting to be involved in the progression and improvement of departments at the Division I level. Noting that this was her third time in front of the Board in the just over two years she had served as Athletic Director, she said she was proud to talk about the 16 sports and 247 student athletes at UW-Green Bay, where the department's tagline of changing lives and building leaders is taken very seriously.

She expressed appreciation for the Board of Regents' support of the new four-college model at UW-Green Bay; athletics is a "front porch" for the university, and can play a role in helping UW-Green Bay grow. Every decision the department makes is with the student-athlete's welfare, health and safety in mind. Despite being a relatively young institution, the UW-Green Bay community supports its Division I athletics. The city administration and the Green Bay Packers are supportive, as well.

Compliance, values and ethics are top priorities for UW-Green Bay. Ms. Gillespie said that Chancellor Miller was the first-time sitting chancellor in the history of the NCAA Committee on Infractions, which she noted was unfortunately getting busier as major violations grew across the country.

The athletics department accounts for about 2.3 percent of the institution's budget, but over 76 percent of the regional and national media attention that the institution receives comes from athletics.

Observing that UW-Green Bay is unique in that intramurals, recreation, and the Kress Events Center also fell underneath the athletics umbrella, Director Gillespie stated that it was important for athletics to play a role of growth for the institution and to engage students, faculty, staff and the community. The Kress Event Center was bringing in over 75,000 unique visitors to the campus, and its events scored the highest ratings on UW-Green Bay's student satisfaction survey each year.

While winning and raising revenue were both good, the department's top priority was academics. UW-Green was going on 31 consecutive semesters of a student-athlete grade point averages (GPAs) above 3.0, and had its highest average student-athlete GPA ever of 3.3, in Spring 2015. Fifty-five percent of UW-Green Bay student-athletes had above a 3.0 GPA, and 17 percent had a perfect 4.0 GPA. Fourteen of the 16 sports teams had a team GPA above 3.0 in Spring 2015, and six teams had a perfect 1000 average Academic Progress Rate (APR) score. Graduate student success rates for UW-Green Bay were higher than the Horizon League average, the NCAA average, and the national average.

Reminding the Regents that she had promised to address some of the low-hanging fruit when she spoke to the Board the year before, Director Gillespie reported on some of the progress that had been made since then.

She explained that UW-Green Bay had never before had an apparel deal, and had been unable to outfit its student athletes with the right equipment or uniforms from a branding or visibility perspective. She reported that the department was now working through a new apparel deal. The department had also weighed in when the university implemented a pouring-rights contract, and was currently working on a media-rights deal that would help the department's budget. Several vacancies at the senior level in the department and in some of the coaching positions had been filled, and with those new people the department was growing and setting a course for its vision.

One area that she had discussed last time was creative ways to generate revenue. Director Gillespie explained that one change was in coaching contracts; for example, the new men's basketball coach would need to go on the road a couple times a year for "guaranteed games," and the campuses visited would give the department a check that would then help its budget.

Providing an update on the athletic department's APR scores, she recalled that the men's soccer team had a lower APR in soccer the year before due to many soccer coaching transitions.

In order to keep coaches the department had actually added buyouts into some of the contracts, so that if some other institution came to recruit a coach that institution would have to pay the department some money. This deterred coaches from leaving, which in turn helped the department raise APR scores and return some money to the program's budget.

Observing that it had been a tough year for everybody, Director Gillespie shared that it had looked into outsourcing the head athletic training position in order to help address the budget crunch.

Moving on to hotel agreements for teams, she explained that while the department does not have any contracts, 16 of UW-Green Bay's teams were traveling to cities with Horizon League universities several times a year. The department called hotel chains in those cities to save some money by working out better deals, because it could guarantee a certain number of beds on a certain number of nights throughout the year.

On the external revenue side, Director Gillespie reported the best year in the history of Green Bay athletics in fundraising, with cash gifts increasing 33 percent and hitting the \$1 million mark for the first time. The Phoenix-Packer Steak Fry, held every spring to benefit the entire athletics department, saw an 82 percent increase in proceeds, from about \$82,000 to \$150,000. Also, the women's basketball golf outing raised a six-figure amount for the first time.

Next Director Gillespie recognized the many constituents that a Division I athletics program serves and must work with, noting that "it takes a village" to graduate students and student-athletes. Working with these other groups helped to elevate the department to the next level, but also meant the department was responsible to these people for doing things the right way and following through on commitments.

Challenges

Several challenges that the department faces are the same as the year before, particularly with finances, Director Gillespie said. Noting that UW-Green Bay had the smallest budget in the league, she stated that the department had gone through budget cuts just like everybody else had. She then explained the four principles that guided decisions about cuts and adjustments. The department:

- would not compromise on the health and safety of the student-athletes;
- would keep gender equity and be compliant with Title IX;
- would keep men's and women's basketball as competitive as possible, because the payout when a team makes it to the NCAA Tournament is big and could make a large dent in the department's budget; and
- would not cut any areas that drive revenue, including ticket sales, development, and marketing.

Staffing continues to be a concern, in that UW-Green Bay still has part-time head coaches. The best possible experience for student-athletes would mean having full-time coaches working on campus and being available during the day.

During a time when compliance is a hot topic, Director Gillespie reported that her department has one full-time staff member devoted to compliance. She added that another staff member is serving as a head coach while also working in academics.

Staying relevant is a challenge that every mid-major institution faces, Director Gillespie said. She stated that the best way to stay relevant is to compete at the highest level. However, this requires finances, which is why the department had adopted some of the strategies it is using.

Horizon League

Director Gillespie said that UW-Green Bay had been selected as the host for the Horizon League Women's Basketball Championship on March 8-11, 2016, and she invited the Regents to attend. This was the first time UW-Green Bay had been pre-selected to host; before that honor had always gone to the #1 seed, which UW-Green Bay had usually won, but which also left a short turnaround time of three days after the season ended to organize a tournament for all ten teams in the Horizon League.

She stated that all of the coaches in the Horizon League wanted to bring the tournament to UW-Green Bay because UW-Green Bay provided a great experience and had such a great product, but also because they had the greatest fan base. The UW-Green Bay women's basketball team was the most successful women's basketball program in the State of Wisconsin, including Divisions I, II and III.

UW-Green Bay continues to build men's basketball, and was being creative and strategic in who the team played and in its scheduling. The Horizon League is working on an aggressive distribution model based on the success of men's basketball. Director Gillespie said that the program was also trying to revisit its contract with UW-Madison's men's basketball team, adding that UW-Green Bay would love to host UW-Madison in Green Bay.

The department was also involved in the selection of a new dining service for UW-Green Bay, and was hoping to provide better meal selection and times for student-athletes.

Plans call for continuing to increase fundraising and growing the external revenue model. The department expects to finish its strategic plan by May 1, 2016. This would involve continuing to increase fundraising and growing the external revenue model, as well as growing the student-athlete experience. The department is putting together a collaborative campus and community group, including nutritionists, sports psychologists, community nonprofits, and academic advisors, in order to build a high-performance team focused on the overall development of student-athletes.

Director Gillespie said the program would aid university leadership in the growth agenda for UW-Green Bay by working to grow its engagement with former athletes. This would involve reinstating the institution's Hall of Fame, creating a letter winners support group, and forming a former athlete advisory committee to allow former athletes to mentor current student-athletes.

She concluded by inviting the Regents to come to UW-Green Bay to meet the student athletes, thanking the Regents for the opportunity to tell UW-Green Bay Athletics' story, and

saying that the university looked forward to hosting the Board when it meets in Green Bay in April.

President Millner thanked Director Gillespie and Chancellor Miller for their presentation. Stating that the System was blessed to have three fine athletic directors at its Division I schools, she congratulated Director Gillespie on the progress her program had made over the last year.

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REGENT COMMUNICATIONS, PETITIONS, AND MEMORIALS

President Millner asked if there were any communications, petitions or memorials. President Cross noted the recent unexpected passing of Dean of Students Mary Beth Mackin. Ms. Mackin was a professional in the field of student services with nearly 30 years of experience at UW-Whitewater. She was a sought-after speaker on the subject of First Amendment and student rights, and she had recently traveled to China to help universities there with their student disciplinary practices.

Highly respected not only by her UW-Whitewater and UW System peers but by others around the nation and the world, Ms. Mackin was truly a higher education leader who worked diligently to serve all students, and she respected their dignity and rights. Noting that the work of a dean of students was complex and challenging, President Cross observed that Ms. Mackin knew both how difficult that job could be and also the satisfaction and joy of helping students, faculty and staff through tough situations. Extending condolences to her family, friends and colleagues, he said she would be greatly missed.

President Millner called for a moment of silence.

Before moving into Closed Session, President Millner again acknowledged and thanked the students who were present in the room to express their concerns. Stating that the Board welcomed their input, President Millner said that all of the Regents, chancellors, faculty, and staff sought to do a better job of serving all students, and in particular listening to the voices of under-represented students at the UW campuses.

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CLOSED SESSION

President Millner called upon Vice President Behling to read the resolution to move into closed session. The resolution was seconded by Regent Petersen and adopted on a roll call vote, with Regents Behling, Delgado, Evers, Farrow, Grebe, Harsy, Higgins, Langnes, Manydeeds, Millner, Mueller, Petersen, Pruitt, Tyler, and Vásquez voting in the affirmative. There were no dissenting votes and no abstentions.

Closed Session Resolution

Resolution 10622 That the Board of Regents move into closed session to: (1) consider UW-Milwaukee honorary degree nominations, as permitted by s. 19.85(1)(f), Wis. Stats.; (2) consider a student request for review of a UW-Madison decision, as permitted by s. 19.85(1)(a) and (g), Wis. Stats.; (3) consider a faculty member request for review of a UW-Extension personnel-related decision, as permitted by s. 19.85(1)(f), Wis. Stats.; and (4) confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), Wis. Stats.

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After a brief recess to clear the room, the meeting resumed.

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The following resolutions were adopted during the closed session:

Student Request for Regent Review of a UW-Madison Decision

Resolution 10623 That the Board of Regents adopts the attached Proposed Decision and Order as the Board’s final Decision and Order in the matter of a student request for Regent review of a UW-Madison decision.

Faculty-Member Request for Regent Review of a UW-Extension Decision

Resolution 10624 That the Board of Regents adopts the attached Proposed Decision and Order as the Board’s final Decision and Order in the matter of a faculty member request for Regent review of a UW-Extension personnel-related decision.

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The meeting was adjourned at 12:47 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