

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held at UW-Madison, Union South, Varsity Hall II
1308 W. Dayton Street
Madison, Wisconsin

Thursday, February 4, 2016
1:15 p.m.

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-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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UPDATES AND INTRODUCTIONS

President Millner thanked Chancellor Rebecca Blank, her team, and the UW-Madison campus community for their warm welcome and good-natured willingness to host the Board for its February meeting. She said the Regents appreciated the opportunity to get to know the campus and its people and programs a little better, and they looked forward to hearing more about UW-Madison's long list of accomplishments and plans for the future.

She noted that a lot of business had been conducted in the committees that morning, and reminded the Regents that they would move into closed session at the conclusion of that afternoon's meeting rather than Friday morning. This would provide a better opportunity for discussion the next day.

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HOST CAMPUS PRESENTATION BY UW-MADISON CHANCELLOR REBECCA BLANK: "ALL WAYS FORWARD"

President Millner said that when Chancellor Blank stepped to the helm at the University of Wisconsin's flagship institution in July 2013, she introduced two distinct agendas for UW-Madison: first, to provide the next generation of students with skills necessary to succeed in the world's changing economy; and second, to maintain the university's position as a leader in

innovation and research. Both were very significant challenges, and both were worthy of attention and support.

President Millner said that through thick and thin Chancellor Blank had stood fast by those objectives, showing a willingness to adapt when necessary, but also a willingness to stand up and say what she thought needed to be said. President Millner emphasized that Chancellor Blank had always remained committed first and foremost to doing what was best for her university and its faculty, staff, and students. She then welcomed Chancellor Blank to the podium.

Chancellor Blank greeted the Regents and stated that UW-Madison had grown into a world-class education and research institution over the last 168 years since it was established by the state, thanks to citizens, students, faculty, and its many alumni both inside and outside of the state.

She said that UW-Madison was currently ranked as one of the top 25 universities in the world in education and research, one of only five public universities on that list. Chancellor Blank said that remaining a top-25 institution was not a given and could only happen if the institution kept investing, just like its competition. She said that she would share with the Regents some of the investments UW-Madison had made in the past and what those had produced; some of the investments the institution was currently making to become even better; and some of the investments it had not been able to make.

Recent Achievements

Beginning with some of the good things happening on campus, she noted that it had been a record year for education at UW-Madison, with more than 10,000 students graduating in the past year. Among the large number of graduates, the institution was one of the top five producers of Ph.D. students. Applications continue to rise and were up more than 8 percent from the last year.

Awards and Research Accomplishments

UW-Madison's "absolutely wonderful" students included the school's third Rhodes Scholar in five years, Colin Higgins; two Truman Scholars, Phoenix Rice-Johnson of Hawaii and Elizabeth Doyle of rural Wisconsin; and the largest number of Fulbright-Hays Scholars of any school in the country. The Truman Scholarships fund graduate studies for people interested in public service leadership, while the Fulbright-Hays Program supports doctorate students conducting research in strategically important areas of the world.

In addition to its students, UW-Madison's faculty and alumni also win major awards. The Carlos J. Finlay UNESCO Prize for Microbiology went to Professor Yoshihiro Kawaoka, one of the major world-class researchers on microbiology and on the transmission of viral infections. Professor Francis Halzen was one of the 2015 recipients of the Balzan Prize for his work in astroparticle physics, which includes serving as the principal investigator for the IceCube Neutrino Observatory at the South Pole. William C. Campbell, a master's and doctoral graduate of UW-Madison, was awarded a share of the 2015 Nobel Prize in medicine.

Chancellor Blank noted that UW-Madison was also ranked sixth in the nation for the number of Fulbright Awards received by its faculty in 2015, allowing them to pursue internationally important research. In that same year, ten UW-Madison faculty were elected to major national academies.

Among the research breakthroughs, UW-Madison paleoanthropologist John Hawks and his team were part of a group that discovered a new set of fossils in South Africa, which sheds light on the whole process of human evolution and has received international press; UW-Madison speech pathologist Dr. Nathan Welham and his team grew human vocal cords in the lab for the first time, which is promising for people who are in some way voice-impaired; and UW-Madison genetics professor Chris Hittinger and his team invented a way to quickly and efficiently create new yeast hybrids, which opens the door to all sorts of new products – including Wisconsin’s favorites, fermented beer and wine – in addition to having highly important applications for the breakdown of plants in biofuels.

UW-Madison has been an engine of economic growth, adding \$15 million annually to the Wisconsin economy and fostering the creation of more than 300 start-up companies, some of which are now among the biggest or fastest-growing companies in the state. For every dollar received from the state, UW-Madison actually generates \$24 in economic activity, which Chancellor Blank suggested was probably the best return on investment among any state agency.

Athletics

Beyond research and education, the campus also has fun through its athletics program. Noting that the Regents would hear more from athletics director Barry Alvarez later that afternoon, Chancellor Blank shared that the UW-Madison football team was actually ranked number one in its academic performance over every other Division I team in the country, which she considered as important as the team’s Bowl game victories over Auburn in 2014 and USC in 2015.

Sixteen of UW-Madison’s 23 teams went on to post-season play in 2015, including the men’s basketball team, which played in the NCAA title game the past spring. Chancellor Blank stated that she was very proud of the teams’ performance on and off the field.

Chancellor Blank also remarked upon the recent announcement that former UW-Madison quarterback Russell Wilson would be returning to Camp Randall Stadium in the spring to deliver the commencement address to the class of 2016.

Educational Experiences

Moving on, the chancellor addressed the question of why top students decide to come to UW-Madison.

She said that the only group that had experienced significant wage growth over the last 25 years was the group that earned a bachelor’s degree or higher, which was why UW institutions are so important to the future of the state. The returns for women were even higher than for men; having flooded into higher education over the last 25 years, women now constitute

more than 50 percent of enrollments at many if not all UW institutions, which also raises questions about what needs to be done to get more people of color into higher education.

In order to earn a four-year degree, students had to come and stay at UW-Madison. Retention rates from freshman to sophomore year were currently at nearly 96 percent, which was competitive with any other school in the country, whether large or small, private or public. Even better, the gap in retention rates between all students and the institution's targeted minority students had closed almost entirely.

The six-year graduation rate among students who started out at UW-Madison was 85 percent. This figure did not include those who transferred in or out, or those who took more than six years to graduate after pausing and then returning to their studies. The gap in six-year graduation rates for targeted minority students was improving but still far from closed. UW-Madison has an ongoing agenda to both continue to raise overall graduation rates and to fill in the gap, and just a few months prior had been named by the D.C.-based Education Trust as one of the top 15 schools in the nation in terms of its efforts to shrink that graduation gap.

Education is not only about what happens inside the classroom and how much time it takes; it is also about what happens outside the classroom, particularly at a major residential university. Two-thirds of current seniors at UW-Madison have reported that they held an internship or participated in some form of off-campus career experience as part of their education, and about 28 or 29 percent of students have had some form of an overseas education experience, more than any other school in the Big Ten.

Even for those without business or overseas experiences, simply getting out into the community is another way for students to integrate their educations with other things they learn in life. This past year 4,500 students participated in public service, either as part of their classes or as part of the Badger Volunteers program. By helping the elderly, tutoring in schools, fixing bicycles, or helping keep the lakes clean, these students were not only contributing to the community but also learning something at the same time.

Looking at the tuition rates of U.S. institutions ranked among the top 25 universities in the world, UW-Madison represents the best bargain for both resident and nonresident students to get a top quality education at a lower cost than almost anywhere. On the list are UW-Madison, Michigan, San Diego, UCLA and private institutions. Chancellor Blank suggested that, at least for nonresident students, UW-Madison may even present too good of a deal.

In addition, one of the very important aspects of education is the community in which students live. Diversity and inclusiveness were a big part of the national conversation recently, and UW-Madison has had some very active students, faculty and staff who had been concerned and involved in this issue for years. Chancellor Blank stated that diversity is important for all sorts of reasons, including the competitive and educational advantages it presents; but making sure that every student, regardless of where they come from, has access to top public universities is simply the right thing to do and is part of the University of Wisconsin's mission.

UW-Madison is in the midst of implementing its new framework for diversity, which a large group of faculty, staff, students and community members put together two years earlier. Some of the progress made in the last ten years included increasing the share of students of color from 10 percent to 15 percent. The percentage of under-represented targeted minority students had increased from 8 percent to 10 percent, she said. In addition, about 20 percent of UW-Madison's current undergraduates are first generation students.

The percentage of faculty of color at UW-Madison increased from 15 percent to 19 percent, including 25 percent of the new hires made in 2015. However a disproportionate share of departing faculty are faculty of color, because with the national concern about diversity there is an incredibly competitive market for top faculty who also happen to be faculty of color. Chancellor Blank said that she planned to continue to push on that front to make sure UW-Madison was not losing as many faculty of color as it gained with every new class.

Commenting specifically on student debt, Chancellor Blank noted that a great deal of economic research tries to ask, "What is the net economic gain out of four years of college?" There are a lot of different ways to do this, but all of these studies typically show that the gain from four years of college versus not earning a degree is somewhere between \$500,000 and \$1 million; put into perspective, borrowing \$25,000 today in order to make that much back sometime over the next 30 to 40 years is actually a good deal. These studies indicate that borrowing for some students in many cases makes some sense; the question then becomes how much should students borrow and how they can pay it back.

Chancellor Blank observed that there are three ways to pay for college: students and their families can pay; students and their families can borrow and pay out of future income; or someone else can pay. The third option usually means public money, which has been steadily decreasing. Family incomes in Wisconsin and across the country have been stagnant, which has made it harder for families to pay as costs continue to increase in higher education. Therefore, it is not surprising that borrowing continues to increase; the question is whether it is worth it.

At UW-Madison, over half of students have no debt upon graduation, compared to about one-third of graduates nationwide. Among those who do hold debt, the median debt amount is \$26,900, which is close to the average debt of \$28,700, or \$28,900 for the country.

Furthermore, UW-Madison students have been very good at repaying that debt, suggesting that students are getting into jobs that allow them to repay their debt without getting themselves into trouble. Default rates for UW-Madison students are amazingly low compared to the national default rates, the chancellor commented. While this does not mean that the institution does not have to worry about some students who borrow too much, it perhaps indicates that for the majority of UW-Madison students borrowing is not necessarily a bad component of their education, as long as they are able to repay the debt.

The amount of debt held by students is closely linked to how fast they graduate: high debts tend to grow for those who stay in school more than four years, which is one reason why improving four-year graduation rates is so important.

Student debt is also closely linked to financial aid. Federal financial aid dollars have been relatively flat over the past 15 years, with the exception of a temporary increase as part of the recession package; and state dollars have been flat for seven or eight years. Chancellor Blank suggested that federal or state government officials worried about student debt should consider making more financial aid available to students. One reason for UW-Madison's debt numbers is that the institution has been putting in its own funds for financial aid, largely from tuition or gifts, though this is not nearly enough to fill the full need gap. The campus is also making student scholarships a key priority in its ongoing fundraising campaign, in addition to its efforts to increase graduation rates and reduce time-to-graduation.

UW-Madison also launched a financial education program on campus through the School of Human Ecology which offers a course called Financial Life Skills, covering a variety of information students will need to successfully manage their finances as they go out into the world, including information about renting, buying a car, or getting home insurance. The enrollment in this course more than doubled since its launch one year earlier, and UW-Madison is now offering four sections that all have waiting lists. There were plans to expand the program further and to really encourage as many students as possible to consider taking this low-credit course, which the chancellor said could be an important addition to their education.

Budget Challenges

Chancellor Blank observed that any private-sector business owner would agree that staying on top in terms of quality and reputation requires continual investment, because one's competition does not stand still. She added that higher education today is competitive not just at the national level, but also at the international level. UW institutions have had a series of difficult budget years, which is particularly problematic because their competitors are moving forward and receiving new investments.

Looking at data from 2010 through 2015 – not including the latest round of budget cuts – Chancellor Blank said that Wisconsin is at the bottom in state financial support for higher education, being one of the few states showing declines in investment. With the addition of the newest budget cuts, Wisconsin becomes one of the two states with the most highly cut support for public higher education. If one were to consider investments in private institutions, which are also UW-Madison's competitors, the situation would look even worse.

Chancellor Blank pointed out that investing in high-demand programs, improving undergraduate programs, closing achievement gaps and increasing graduation rates all require good programs, good leadership, good faculty and staff, and also some money.

UW-Madison's budget landscape has shifted over the years, with state funding once being the largest source of support in 1974 before becoming the smallest share of dollars by 2016. Federal dollars increased substantially over that same period, particularly during the 1990s and early 2000s, and were currently the university's greatest source of support; however, all of those funds went to research and could not be used for anything else. Gifts and grants had grown steadily, as had auxiliary funds from self-funded programs like the dorms.

In a sense UW-Madison is changing from a public research institution into a quasi-public or quasi-private research institution, the chancellor said. Thinking of UW-Madison solely as a public institution does not recognize the growth in a variety of other revenue sources, and the current issue is how to manage these different revenue streams going forward.

As of July 1, 2015, UW-Madison was facing an \$86-million deficit. A vast majority of the deficit – about 60 percent – was closed through budget cuts: \$34 million had been cut out of the university's operations in the past year, and another \$16 million would be cut the next year. Cuts to administrative units had been prioritized a little bit more highly than cuts to educational units, and differential cuts had been made to different programs according to the institution's own prioritization; but such cuts cannot be taken without affecting every single unit across campus.

For many units, the vast majority of expenses – 85 to 90 percent – are people. For example, the College of Letters and Science is closing 48 faculty and 44 staff positions, which would have a real effect on what classes are offered and the size of those classes; the College of Engineering, because of its growth and demand, was planning to expand the number of its advisors but was now not able to do that with some of the budget cuts; and the College of Agricultural and Life Sciences was reducing some of its outreach programs.

UW-Madison was now maintaining buildings at Tier 3 status, meaning that the campus was basically doing as little cleaning and maintenance as possible. Though this would not show much within the next six months, after three, five, or 10 years of Tier 3 maintenance the institution would be facing major deterioration of its buildings at a much higher level than would happen if the campus were maintained at the proper level. Chancellor Blank warned that this is a huge expense that is being pushed back to a future Board of Regents and the next set of chancellors.

Until the last year, capital funds provided the university with a certain amount of maintenance dollars, and additional funds for buildings were available from borrowing.

For FY 16, UW-Madison received very little money for buildings, although Chancellor Blank expressed appreciation that it had been one of the only institutions to receive any at all; most importantly, she said, none of the UW institutions received any money for maintenance. UW-Madison was now at the point where the money for repairs would be coming out of educational dollars, because there were zero state dollars for maintenance. With 430 buildings at UW-Madison alone, she said that this lack of state support for state buildings was irresponsible, and she expressed the hope that it would change in the next budget.

Most of the remainder of the funding gap – about 35 percent – was closed through the tuition flexibility that the Board gave to UW-Madison, which allowed the institution to raise tuition for some of its professional schools and for out-of-state students. Another 5 percent of the deficit was met through some efficiencies and through the nonresident enrollment flexibility given by the Board a few months earlier.

Chancellor Blank thanked the Regents for those flexibilities, but emphasized that none of the resulting revenue increases went to investments; instead, they had gone to fill the budget gap. Without being able to do the types of investments and programs needed to maintain the university's quality, she warned that over time that would start to show.

Retention Challenges

In addition to the budget, recent debates over tenure had generated a lot of national and international publicity, which had come back to hurt UW-Madison in particular, the chancellor said. That uncertainty was affecting morale and creating recruitment problems for the university, as its competitors had decided that this was a great time to recruit UW-Madison's best faculty. Faculty started getting recruitment offers in the middle of summer and received a huge number in September, whereas typically those offers would not be made until November and December, or even later in the year.

Chancellor Blank said that she and the deans and department chairs had been trying to answer a very direct question posed by faculty members: "Is the University of Wisconsin going to remain a top university, or do I need to go elsewhere?" There are real worries among the faculty about the budget cuts; tenure changes; and other controversial legislative proposal such as the fetal tissue bill.

Top private and public institutions have been making offers to UW-Madison's faculty; these institutions include Cornell, Duke, Harvard, Indiana, Michigan State, MIT, Northwestern, Ohio State, Oxford, Penn State, Princeton, Purdue, University of Michigan, University of Minnesota, University of North Carolina, University of Pennsylvania, University of Pittsburgh, University of Southern California, and Washington University. In the last six months, the College of Letters and Science and the School of Education had seen twice as many cases as they handled all of last year. The median outside offer was 30 percent higher than the recipient's current salary, and one or two offers had even been 100 percent higher, meaning that UW-Madison was spending a lot of money on retention.

UW-Madison's reputation recovery strategy was to first push out as many great stories about the University of Wisconsin as possible, which Chancellor Blank said was easy to do and had been quite successful. Most importantly, the institution wanted to make it clear that Wisconsin was not open for raiding. Of the faculty members who had made a decision about an outside offer, 85 percent had decided to stay. Chancellor Blank noted that this was higher than expected, and was even above UW-Madison's average retention rate, reflecting both the serious effort the institution had made to retain its faculty, and also the fact that its people really did want to stay given the right arguments.

In the last six months retention had cost UW-Madison \$8 million in both salary increases and one-time funds to provide additional research funds, graduate assistantships or equipment. However, many offers were still open, the chancellor said; and more offers were going to come in, which would also cost more. She indicated that she could not afford not to spend this money, since the reputation of the university was at stake; but these costs would then be added to the university's deficit.

Many UW-Madison leaders, including Chancellor Blank, have been trying to get out around the state to talk about the university and what it is doing. UW-Madison also has been working in conjunction with the UW Foundation on its major fundraising campaign, which launched in the fall. The UW Foundation has funded an advertising campaign, which included putting ads in places such as *The Chronicle of Higher Education* and billboards in key places.

UW-Madison will have closed its deficit by the end of these campaigns, and Chancellor Blank said she felt that the institution had done a pretty good job of responding to the challenges it was given and that she was cautiously optimistic about moving forward, especially once the Board completed its consideration of the tenure policies. She also expressed her appreciation for all of the work that had been done on that topic, both on the campuses and by the Regents.

New Investments and Initiatives

Chancellor Blank concluded by speaking about two investments that UW-Madison is making: the creation of a more extensive summer term, and the College of Letters and Science's efforts to develop a new career initiative.

She said that UW-Madison was one of the first places in the nation to establish a summer school 131 years earlier, but more recently had not been overly creative in thinking about what a summer semester should look like. By expanding summer offerings, the university can provide a better education to its students, providing students with needed options and also creating an increased revenue stream by using existing facilities, faculty and teachers all 12 months of the year.

Since not many students “actually have to go home and take in the harvest anymore,” and because the world is running 24/7, UW institutions ought to be running around the year, as well, Chancellor Blank said. In many ways, a trimester system would make more sense than a semester system with a large summer break. Using the existing 15 million square feet of instructional space year-round would help UW-Madison meet the demand for its high-demand classes with waiting lists. The university does not have the capacity to offer many more classes during the regular two semesters, but it could offer them in the summer. This would also give some students, such as those who change their majors, the opportunity to work for part of the summer while staying on campus and getting back on track to graduate in four years.

UW-Madison could also use the summer to expand its nontraditional courses, including short courses, professional certificate courses, non-degree university experiences, and other experiences that could generate additional revenues and play to UW-Madison's educational reputation and strengths, bringing many more students to the campus for parts of their education. Chancellor Blank added that this plays off one of the campus' best comparative advantages, which is that no place is more beautiful than Madison in the summer.

Developing the summer term would provide options for each of UW-Madison's three audiences: For traditional undergraduates, the summer term would be valuable for taking summer courses to free up another semester for an internship or studying abroad. Undergraduates from elsewhere, including high school students who might want to get a jump on

some college credits or students enrolled in out-of-state schools who want to take courses while they are home for the summer, could do so at UW-Madison. Finally, this would allow the institution to bring in nontraditional students for shorter periods of time for special educational experiences.

UW-Madison would be offering at least 100 new classes in the summer, many of them high-demand; there would be challenges in having departments put together the right curricula, in marketing the new opportunities, and in figuring out how to handle students in UW facilities year-round.

The long-term vision is to think about a summer semester like any other semester, with faculty being able to teach in the summer and then do their research in the fall. Currently that is not possible due to a variety of restrictions on how faculty are paid; they can only be paid in the summer as an overage, and not as a substitute for another semester. Similarly, when students think about when to start school, it might be better for them to start in June and not wait until the end of the summer. Students could also consider what semesters they might take off or whether they would rather go through school year-round to graduate sooner.

Chancellor Blank said she would return to the Board to talk more about some of the restrictions keeping UW-Madison from creating a full-summer semester; she said she hoped to make some changes over the next several years that would make this possible. She acknowledged that it would require a lot of work on the part of UW-Madison's faculty governance committee, as well as a good staff vision. She thanked Jeff Russell, Dean of Continuing Studies, who was doing a lot of work on this investment that would ultimately make UW-Madison both a better university and a better-funded one.

Chancellor Blank then introduced Dean John Karl Scholz to speak about another new initiative at the College of Letters and Science (CLS). Dean Scholz said he was honored to speak about an initiative intended to help students make a good living and lead a good life. He said that students come to the College of Letters and Science not just to improve their knowledge of literary analysis, or to understand chemistry or the laws of physics, or to gain an appreciation of markets and the way the economy works, although these are all important reasons. Liberal arts degrees require foundational skills that students often do not know they possess: the abilities to write well, to present with confidence, to communicate, to analyze and solve problems, and to think critically. These are skills that many employer surveys have indicated are sorely needed in the workplace.

Students in the College of Letters in Science have the skills that employers want, but many students do not know how to talk about the value of their degrees to employers or how to build networks or search effectively for internships and jobs; these were the gaps that the College needed to bridge with its Letters and Science Career Initiative.

To build a strong program for the future, Dean Scholz said CLS first needed to understand where its alumni are and where students excelled and where they experienced challenges. Knowing this would help the college be accountable to its students, their parents and to all of its stakeholders. To establish a baseline for the initiative, CLS used the generous

financial support provided by Chancellor Blank to survey two groups – alumni one year after graduation, and alumni eight to ten years after graduation.

Dean Scholz said he was very pleased to see how CLS graduates were doing – they were getting jobs that used their degrees, had a good return on investment and had rapid earnings growth. Seventy percent of respondents indicated that their CLS academic preparation provided an advantage at their workplace relative to their workplace peers. More than 90 percent of respondents said they would choose to attend UW-Madison again.

While he said he was very proud of those results, Dean Scholz acknowledged that his college also had work to do. Graduates reported that they did not feel prepared early enough in their college experience for the world of work and indicated that existing career services and career-related activity could use some improvement. Many students also said they would like more mentorships.

The Letters and Science Career Initiative would launch students higher and sooner, relying almost exclusively on alumni and corporate support. Noting that Chancellor Blank had already talked about the impact of budget cuts, Dean Scholz explained that CLS alone was navigating a \$7.4 million budget cut with a near total hiring freeze. At the same time, he said he believed the college could change the lives of the students it serves and become a role model to other great public research universities. Its success is particularly critical for first-generation college students and students from historically under-represented groups. Fortunately, the dean said, the friends and supporters of CLS shared its passion and commitment and have generously funded its work to date.

Along with the dedicated faculty and staff, the College has three partners for the Letters and Science Career Initiative: students, alumni and employers.

CLS is reaching students through a new course called Taking Initiative, taught by an outstanding professor, where students reflect on their skills, define their aspirations and assess their strengths. Career advisors attend every session and are a direct resource to help students plan to use their time on campus as effectively as possible. Talented alumni from different professions Skype in to speak with students, sharing valuable advice and knowledge about their industries and careers.

Course evaluations indicate that this has been a game changer for students. Dean Scholz said that while it is easy for people to take for granted that every student knows about resumes, networking and internships, many do not; this course is teaching skills that matter. To date the college had reached about 650 students through this course, which was just starting its third semester.

CLS was also reaching students in several other ways, including the fall launch of the Career Kickstart program in L&S residence halls. Career Kickstart is a one-of-a-kind immersive residential learning community for 600 sophomores, providing on-site academic and career advising, exclusive opportunities to interact with alumni mentors and employers, and special

sections of the Taking Initiative course. The participating residence hall filled up twice as fast this fall semester as it had in previous years when there was no career theme.

Both Taking Initiative and Career Kickstart were helping to increase student participation in all of the College of Letters and Science's career preparation activities, and its departments were following suit with about 80 percent having added a new career resource for their undergraduates.

The College of Letters and Science's extraordinary loyal alumni would help it change the world by sparking students' imaginations about career possibilities, helping the students create professional networks, and inspiring and motivating students to think strategically about their futures and everything they can do in the world. From financing the Career Initiative to class presentations and panels to a variety of networking events, CLS alumni had stepped up to help students.

CLS created a great video series, "Badger to Badger: Steps that Matter," in which L&S alumni share their career stories and advice for students. In one video, Anne Kinney, Director of Space Exploration for NASA's Flight Center, describes her job as Director of the Universe, telling aspiring astronomers and astrophysicists why their literature courses will be critical to developing communication skills, which are imperative to building trust in her industry.

Working with the Wisconsin Alumni Association, CLS would soon be launching Badger Bridge, an online platform to match students with alumni mentors across the globe who are especially well positioned to help them. Meanwhile, the college is creating opportunities for students to meet with and interview alumni or shadow them at their workplaces, as well as building internship opportunities and networking events.

CLS also is developing partnerships with Wisconsin and national employers. Rather than simply helping employers with entry-level recruiting activities, the college is seeking active reciprocal relationships where the employers inform CLS about the skills they need and whether its students are meeting their needs.

In the project's first year, American Family Insurance, Convex, and Epic Systems have sponsored the Letters and Science Career Initiative. The college formed partnerships to directly connect human resources managers and recruiters with students early and often. Since commencing this component last summer CLS had received at least a dozen inquiries about partnership opportunities, despite not having advertised the component yet. Through intentional outreach and partnerships the college would vastly increase the number of employer-to-student contacts, resulting in more opportunities for CLS graduates.

In closing, Dean Scholz said that when UW-Madison students enter the Wisconsin workforce fully prepared to achieve and lead, the state economy gains and grows; the same is true for the nation and the world. He said the College of Letters and Sciences had a great start in fulfilling its goals, and its peers are taking notice of the Letters and Science Career Initiative. In the coming years, the college will need to refine its comprehensive internships program to reach thousands of students, continue to increase employer relationships and partnerships, and expand

alumni participation from a few hundred people to tens of thousands with Badger Bridge. CLS will call upon the strengths of all the members of its community – faculty, staff, employer partners, and its energetic well-connected alumni – to achieve these goals and set a new standard for career preparation among the nation’s great public research universities.

President Millner thanked Chancellor Blank and Dean Scholz and said there were many reasons people across the nation and around the world look to Wisconsin with respect and even envy for the success of its students and its faculty, and the initiative described by Chancellor Blank and Dean Scholz would ultimately be another reason for people to do so. It is important that everyone also understand what challenges the university would be facing in the coming years and how it is meeting those challenges.

Regent Discussion

Regent Pruitt asked Chancellor Blank about her thoughts on UW-Madison’s progress with economic diversity, recalling that several months earlier UW-Madison was ranked #116 in The New York Times’ College Access Index, which measures universities across the country with regard to Pell Grants, affordability, and particularly access for low- and moderate-income students and their families. He asked about the key obstacles that potentially keep the campus from having greater economic diversity, and how the university could move forward in that regard.

Chancellor Blank first stated that the whole set of diversity initiatives for trying to create a more inclusive community are important. Students from low-income backgrounds, whether they come from small communities in northern Wisconsin or from very poor urban neighborhoods, often find a university an unfamiliar place. Trying to create a campus which is welcoming and inclusive of students of all types is a very important piece of addressing the issue described by Regent Pruitt, given that the state’s majority white-European background sometimes makes the University of Wisconsin more off-putting for low-income students who are really excited about college.

Second, Chancellor Blank noted that this is one issue where the money is really important. UW-Madison does not have the resources to cover Pell Grant students’ other needs like many of its competitor schools can, instead putting together a financial aid package that is a mix of some scholarships, some work study, and some debt. A person given a choice between going to college with or without taking on debt, particularly for a low-income student, is probably not going to come to UW-Madison. Chancellor Blank said it is necessary to continue to expand those need-based scholarships to make further progress on the economic access issue.

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PRESENTATION: UNIVERSITY OF WISCONSIN SYSTEM FEDERAL PRIORITIES FOR 2016

President Millner next turned the Board's attention to the UW System's federal priorities. While the System had been investing considerable time and energy in working with its partners at the State Capitol, she suggested the Regents also should consider the work being done at the federal level.

Good federal efforts have a powerful impact on the UW System. Federal support, whether it comes in the form of student grants and loans or vital funding support for research enterprises, touches each and every institution and program in the UW System. Actions at the federal level, like the upcoming reauthorization of the Higher Education Act, can have a direct and significant impact on the lives of UW students and what the System does.

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

Ms. Andrews began by indicating that three-quarters of financial aid to UW students comes from the federal government; as the primary source for student borrowing it provides 89 percent of student loans, and one out of every three Wisconsin undergraduates receives a federal Pell Grant award. Federal award funds also contribute heavily to the more than \$800 million that is spent on research. Finally, she pointed out that when the Higher Education Act was first authorized in 1965 it was 60 pages long; today it is 432 pages, and reauthorization has gone from taking one year to five years.

She explained that she would highlight the UW System's ongoing work in federal relations and provide an overview of what had been accomplished in the past year, as well as a preview of the year ahead.

Review of 2015

Federal dollars represent a large share of the UW System's budget. In 2015-16, federal funding as a whole accounted for more than \$1.8 billion of the System's budget, a significant part of which could be attributed to federal Pell Grants and loans. Federal education benefits provided to veterans, service members and their dependents, and federal spending on research are also major federal funding streams that support the university.

Although only about 2 percent of the approximately \$4 trillion annual federal budget is invested in education, higher education programs account for a large share of that funding. In fact, about half of the U.S. Department of Education's budget is devoted to higher education, excluding loan programs such as Pell Grants, federal work study, Federal Supplemental Educational Opportunity Grants, TRIO, Graduate Assistance in Areas of National Need, international education, Teacher Quality Partnership Grants, and others that support UW institutions and UW students.

Higher education funding also comes from other federal agencies, such as the Department of Veterans Affairs, National Institutes of Health, and the National Science Foundation. Federal support touches every institution and program in the UW System, helping to ensure access and affordability, opening the doors of college to tens of thousands of students each year, and supporting the research on UW campuses that is a driving force for economic growth in Wisconsin.

Examining the first session of Congress, Ms. Andrews reported that last April she had appeared before the Board to ask the Regents to adopt the continuation of the Federal Perkins Loan Program as the System's number one federal priority. The Perkins Loan Program offers low-interest subsidized loans to students with need, and in 2013-14 disbursed almost \$29 million to about 16,000 students in the UW System. UW institutions contribute or match up to one-third of the federal funds.

The program was scheduled to expire last September, but at the time, its extension was vigorously opposed by the Chairman of the Senate HELP (Health, Education, Labor, and Pension) Committee, Senator Lamar Alexander. For good reason, Senator Alexander instead wanted to revamp the Perkins Loan Program as part of the overall Higher Education Act Reauthorization; but in the interim, hundreds of UW students would have been left in financial limbo, potentially putting their education at risk.

Working with the national Coalition of Higher Education Assistance Organizations and a bipartisan congressional delegation whose efforts were led by Senator Tammy Baldwin and Congressman Mark Pocan, the University of Wisconsin advocated for and helped gain a two-year extension for the program. Ms. Andrews said this was a big win, and she thanked her colleague Ben Miller, who lobbies for UW-Madison at the federal level, for his work in support of this initiative. Because of this effort, thousands of students in Wisconsin and a half million students across the country will have access to the Perkins Loan program for the next two years.

Another victory in 2015 was the change to the Free Application for Federal Student Aid Application (FAFSA) process. The FAFSA now allows students and families to use prior-prior year tax data, for which the UW System strongly advocated. This change led many families to file their financial aid application earlier because they had their tax information in hand, and in turn it allows UW institutions to provide notifications earlier and allows financial aid officers more time to provide counseling for students and families. Thanks to a strong bipartisan effort in both the Senate and the House, the Department of Education was convinced that it should use its authority to adopt these changes, ending an argument that had been going on for about 20 years.

A few other victories included a \$40 increase to the maximum Pell Grant Award, the largest single increase in funding in a decade for the National Institutes of Health, an increase in funding for the National Science Foundation, and the inclusion of \$5 million in the federal budget for competitive funding at the non-land-grant colleges for agriculture and natural resources.

2016 Priorities

Looking ahead to the second session, Ms. Andrews noted that the presidential election limits the willingness on both sides of the aisle to compromise, making progress highly unlikely on some big legislative initiatives. However, Ms. Andrews said there are some areas where the UW System needs to focus its attention: the fiscal year 2017 budget, the reauthorization of the Higher Education Act, and pending administrative action by the U.S. Department of Labor. All of these federal priority recommendations were developed as part of a broad coalition of System Administration and all of the UW institutions, and she thanked everyone for their work and input.

Fiscal Year 2017 Budget

Briefly discussing each of the recommendations, Ms. Andrews explained that the Office of Management and Budget would release the President's budget proposal on the following Monday, and it was expected that it would stick to the agreed-upon caps, meaning that spending in the coming fiscal year would likely be frozen at 2016 levels.

In 2014-15, total financial aid to UW System students was \$992 million, compared to about \$97 million in total state aid. During that same period, the federal Pell Grant, which is the single largest grant program available to UW System undergraduates, provided almost \$152 million to 40,000 Wisconsin undergraduate students. The average grant was about \$3,700 to \$3,800. She reiterated that Pell Grants are essential for low-income students who rely on this need-based aid to access higher education.

Even with financial aid, the average unmet need for Wisconsin undergraduate students after grants and scholarships is about \$10,000 annually, nearly doubling over the last decade. Loan debt at graduation averages \$30,650, although Wisconsin's average default rate is 4.6 percent, well below the national average of 11.8 percent.

The UW System's top priority is advocating for continued increases in the maximum Pell Grant award and general student aid funding, which are essential to bringing postsecondary education opportunities to both low- and moderate-income families.

Annual federal awards and contracts across the UW System also have a tremendous impact on its students, institutions and the state. UW-Madison attracts a significant share of this research, as does UW-Milwaukee, and all of the UW institutions are engaged in undergraduate research and in creating new startup companies, new technology licenses, new patent applications, and new jobs.

According to the Wisconsin Technology Council, if not for academic research and development and the ability of academic institutions to attract federal dollars for that purpose, Wisconsin would find itself in the bottom half of states in an important new economy indicator. Thus, another high priority for the UW System is to maintain a high level of funding for the National Institutes of Health, the National Science Foundation, the U.S. Department of Agriculture, and the U.S. Department of Energy. The System is also seeking continued support

for non-land-grant funding as well as broadening support for aquaculture and water research, which are two particular growth areas for UW-Milwaukee.

With a very constrained budget environment at the federal level, continuing to advocate for funding is critical for educational quality, research productivity of UW faculty, and Wisconsin's economy.

Reauthorization of the Higher Education Act

Moving on to the Higher Education Act, Ms. Andrews explained that many believed that, rather than pursuing wholesale reauthorization, Congress would instead take a piecemeal approach, deciding to work on several smaller bills. She identified three of the most urgent issues that could gain traction and which are particularly pertinent to the UW System: competency-based education, campus sexual assault legislation, and regulatory relief.

The UW System has a vested interest in any discussion about competency-based education, Ms. Andrews said. Its UW Flexible Option Program is founded on a competency-based delivery system, where students advance toward their degrees by demonstrating mastery of certain competencies, taking assessments designed to measure and document what they actually know and can do. The outcomes of their learning, rather than the more traditional credit hours, are the measure of student learning and success in UW Flex. Unfortunately, federal statutes have not been updated since the early 1970s to address these new innovations in higher education, which are beginning to grow all across the country.

For example, the current processes for accreditation in awarding of financial aid are both tied to credit hours. The System will be working to seek a modification to the Higher Education Act to provide a more modern definition of distance education, one that will allow programs like UW Flexible Option to move forward in meeting the needs of its target population of returning adult students.

A second area is campus accountability and sexual assault legislation, which Ms. Andrews said has very much been on the national radar as of late. The UW System had been working closely with Wisconsin's U.S. senators concerning campus safety legislation. The System provided comments about the Federal Campus Accountability and Safety Act to its author, Senator Claire McCaskill, as well as to Senator Ron Johnson, Chairman of the Homeland Security and Government Affairs Committee, and to Senator Tammy Baldwin, who is a member of that same committee. Senator Baldwin also attended a meeting of the UW System's taskforce on sexual assault and violence in September. Ms. Andrews said that the System would continue to provide input and observations on that legislation as it moves forward.

Pending Administrative Action

Finally, the issue of regulatory overreach has bipartisan support in Congress, leading many to expect there could be action to simplify some of the rules and regulations on colleges and universities. Until the 1990s, federal student aid regulations were almost entirely designed to ensure that institutions would carefully manage those funds, but in the following years Congress began to impose regulations on a huge variety of purposes unrelated to student aid.

This contributed to the significant increase in the size of the Higher Education Act. While these regulations address many worthy issues, they also impose compliance costs on the UW institutions.

Ms. Andrews added that even the most conscientious institution can never be sure that it is in full compliance with all of the rules, regulations and sub-regulatory guidance that the U.S. Department of Education issues. The national Task Force on Federal Regulation of Higher Education issued a number of findings and recommendations, which included that Congress use the upcoming reauthorization of the Act as an opportunity to review its provisions, especially those that are not related to the core mission and responsibilities of higher education.

Other recommendations call for improving reporting on crime statistics and for the clarification of federal regulations for institutions to meet state authorization requirements, something that UW System's state relations area is also working on with the state legislature. The System has also identified efforts that could be undertaken to reduce the regulatory burden on the conduct of research.

Another area of focus is the U.S. Department of Labor's expected issuance of a final rule by the end of September that would make changes to the regulations governing exemptions to the Fair Labor Standards Act overtime requirements for executive administration and professional employees, sometimes known as the White Collar Exemption. Under FLSA overtime regulations, employees are either designated as non-exempt hourly employees who are eligible to receive overtime pay, or as exempt salaried employees who are not eligible to receive FLSA overtime pay.

Under the proposed regulations that the administration moved forward, more employees will be eligible to receive overtime, which means increased compensation costs. In the UW System, human resources departments estimated that approximately 5,000 employees who are currently designated exempt would be potentially affected by the proposed changes. Ms. Andrews referred Regents with any questions on this to Dr. Shenita Brokenburr, Senior Associate Vice President for Human Resources and Workforce Diversity, who has studied this issue carefully and could provide details.

The UW System had filed formal comments and alerted its delegation to the substantial impact that this proposed regulation could have, and would continue to work with the delegation and with national associations to provide the necessary analysis and information about its impact and consequences. However, Ms. Andrews noted that even if Congress decided to pass a bill to block this change it was likely that the President would veto it, so the focus was on looking at recommendations for how the System could ease into this change over time.

Summary

Ms. Andrews said that none of what the System does at the federal level would be possible without the hard work of the chancellors, their staffs, the faculty, and the important voices of UW students, along with the willingness of Wisconsin's delegation to help. She expressed her appreciation to the Wisconsin delegation for its excellent collaborative and

productive working relationship with the System, calling its members great advocates for and partners on behalf of UW institutions.

Ms. Andrews concluded that the federal government has a significant influence on the UW System and plays a significant role in shaping the university through student financial aid, research dollars, and a variety of legislative policy and regulatory measures. Finally, she recommended a new biweekly publication, the UW System Washington View Blog, as a convenient way to keep apprised of everything the System is doing in federal relations, as well as interesting developments in both Wisconsin and Washington.

Regent Whitburn commented that the business of cybersecurity was an ongoing and ever more important societal concern. He noted that after 30-plus years of being prohibited from being involved in classified research, the legislature had lifted that ban from the University of Wisconsin several years earlier, and yet the System had not moved forward in a robust way to participate appropriately in that space. He requested an update at a future meeting.

Regent Bradley observed that over the years Ms. Andrews had accompanied and arranged for some of the Regents to visit with the congressional delegation. Noting that visits with then-Congressman Paul Ryan were always interesting, he asked whether she had any sense of where Speaker Ryan stood on the reauthorization issue.

Ms. Andrews said that Speaker Ryan was very helpful to the System on the extension of the Federal Perkins Loan Program. He made it clear throughout that process that he saw the need to go to a one-loan, one-grant program to make it less complicated for students. However, Speaker Ryan did not agree with the chairman's position that students should be left in limbo until the HEA reauthorization was completed. With the chairman of the House education committee retiring, Ms. Andrews suggested there would be new players when work on this issue next gets underway.

With no further questions, President Millner thanked Ms. Andrews for her presentation.

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PRESENTATION: ANNUAL NCAA DIVISION I ATHLETICS REOPRT: UW-MADISON

Regent Millner said that in 2012, the Board of Regents approved new reporting guidelines calling for UW institutions that participate 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 allows the Board to provide proper oversight and also safeguards the well-being and success of UW System student athletes. In addition, it provides an opportunity for the Board to review the financial liability of UW athletic programs and how they contribute to the institutions' academic missions.

Through these regular reports the hope is to maintain good lines of communication between the institutions and the Board. The UW System has three institutions with Division I

NCAA athletic programs. President Millner stated that the Regents would now hear the report from UW-Madison. She then welcomed Chancellor Blank and Athletic Director Barry Alvarez.

Chancellor Blank observed that UW-Madison had some wonderful successes in its sports program over the past year, as well as some very real academic successes from many of its teams. That type of leadership came from the coaches and from the top, with UW-Madison's athletic director, who cares deeply about the well-being of the students in every way. She then turned the presentation over to Athletic Director Barry Alvarez.

Director Alvarez indicated that he would give the Regents a highlight of each of the four areas on which the athletic department was asked to report, and afterwards would answer any of the Regents' questions.

Athletics

First he gave an overview of UW-Madison's competitive success on the field. There were 23 sports that competed in postseason in the past year. Five teams won conference championships, including men's basketball, women's hockey, women's soccer, volleyball and men's cross country. Men's basketball competed in the Final Four for the second straight year and made it to the National Championship game.

Football won the Big Ten West Division Championship and played in the Big Ten title game before winning the Outback Bowl against a ranked Auburn team. The football team finished the year by winning the Holiday Bowl and beating a ranked USC team.

Director Alvarez added that he could not be more pleased with Coach Paul Chryst and his staff in his first year, considering the number of injuries and the youth of the team. Coach Chryst had just completed a very strong recruiting class, and Director Alvarez said he believed Coach Chryst would continue to improve and understood how to win the Wisconsin way.

Three coaches were named Big Ten Coach of the Year: Bo Ryan, Kelly Sheffield and Mick Byrne. Frank Kaminsky became UW-Madison's first Consensus National Player of the Year in basketball.

UW-Madison currently has the longest streak in the nation of combined NCAA men's basketball tournament appearances and bowl game appearances. After this year's bowl win over USC, it also has the longest streak of bowl appearances in the Big Ten.

Finally, five programs finished in the top 20 nationally in attendance.

Academics

In the area of academics, Director Alvarez reported that UW-Madison's student athletes carried a 3.02 cumulative GPA, and 53 percent of student-athletes carried a 3.0 GPA or above. In the 2014-15 academic year, 275 student-athletes earned the Dean's List recognition, and more than 150 earned academic All-Big Ten honors. UW-Madison's student-athletes majored in 84 diverse areas of study.

Director Alvarez noted that the hockey team had a low graduation rate. Seven students were included in the 2014-15 cohort, and the team received credit for the graduations of two of the seven. However, he believed the other five were successes, with three continuing to play in the National Hockey League and two earning degrees at the institutions to which they transferred. He said that while his department hoped to improve it in the future, he wanted to explain the low graduation rate for that particular class.

Financial Situation

For the athletic department's financial report, the 2014-15 fiscal year continued its long history of finishing with a positive cash balance. Director Alvarez said this consistency was representative of the department's ongoing commitment to carefully managing its resources.

The success of Badger athletics is enjoyed not only in the division of athletics but also by students across campus, since licensing fees from purchased items with UW logos are shared with the campus. Last year the athletics program provided nearly \$1.5 million in Bucky Grants for financial aid for undergraduates with financial need. UW athletics also contributed an additional \$3 million to the campus for revenues generated through the Big Ten television network.

Director Alvarez said the changing landscape in college athletics continued to present challenges for UW-Madison athletics moving forward.

A year earlier the program implemented full cost of attendance for all of UW-Madison's scholarship athletes, at a cost of more than \$2 million to the athletic department. He said this was long overdue, as what had been done for student-athletes over the years had not kept up with what had been done for coaches and others within the program. Saying it was the right thing to do, Director Alvarez added that the athletes certainly appreciated it.

Student-athlete welfare items continued to be at the forefront of discussions at conferences and national meetings. One year ago any restrictions on meals were lifted, and the UW-Madison athletic department immediately implemented a breakfast meal plan for all 900 student-athletes, whether they were on a scholarship or not. The athletic program also took care of paying for all training table meals for its student-athletes, also at a cost of approximately \$2 million for the department.

Costs of litigation and future student-athlete reform proposals would be additional potential costs which the athletic department would continue to monitor in order to protect itself in the future. Director Alvarez said his department would continue to be a good steward of its financial resources while providing high-quality academic and athletic experiences for its student-athletes, which was the core of its mission.

NCAA Rules Compliance

In the area of compliance, Director Alvarez said he was very proud of the fact that UW-Madison again had no Level I or Level II violations, which would be major violations or infractions. The program did have 22 Level III and Level IV infractions, formally known as

secondary violations. He said that this was a good sign, as a program without any secondary violations would not be doing a very good job of compliance; there are going to be rules that are inadvertently broken. It spoke volumes of the department's compliance staff and the job they did in communicating with student-athletes, coaches, and constituents on campus, as well as alumni and other parties close to the athletic program, and in being proactive.

Regent Discussion

President Millner thanked Director Alvarez, saying that he could be proud of his department.

Regent Whitburn expressed concern about foundation dollars that were not seen in the report but were evidently in a designated fund for athletics. He asked about reporting on these expenditures, noting that the Regents have fiduciary responsibility for compensation of state employees. Mario Morris, Director of Financial Operations for UW-Madison Athletics, noted that a report on the balance of the foundation account could be found on page 14 of the athletics report. Also included was a separate balance of monies that the athletic department either brought over into its operational budget or had designated for restricted purposes, such as upcoming capital projects.

Mr. Morris said there was an agreement from UW-Madison's previous chancellor outlining the restrictions on spending from the foundation. The athletic department abides by that agreement, and the foundation watches it very closely, he said.

Chancellor Blank added that foundation dollars are typically gift dollars, which are handled the same way in the athletic department as in the rest of the university: UW-Madison reports how those dollars are expended as soon as it receives them, while the holding and investment of those dollars is handled by the foundation.

Regent Whitburn said his question was regarding the decision-making on the expenditures, noting that the university could call over and draw down a million dollars from the foundation without any Board review. Mr. Morris clarified that there had to be a justification for the funds that the department brings over from the foundation. The approval is through the Athletic Department and the foundation, and the former chancellor's guidelines are used for the expenditure of those funds.

Chancellor Blank reiterated that the rest of the university treats gift funds in the same way. Many of these funds were designated for specific purposes, although the athletic program was fortunate enough to have a large amount of discretionary funds. These funds are dedicated to the purposes of the Athletic Department or other departments, and while the foundation checks whether those funds are being used as the donor intended, it does not ask if a given expenditure was the right decision on the part of the Athletic Department or other university departments. She expects departments to make appropriate decisions. Regent Whitburn observed that the chancellor had, therefore, delegated the responsibility to ensure expenditures are appropriate, and she confirmed that she had.

Regent Langnes noted that the financial aid expenditures appeared to be under budget by about \$770,000 and asked about the reason for this. Mr. Morris indicated that the amount also included funds for miscellaneous items such as student travel and emergency expenses, as well as the portion of the meal program through which the department pays for training tables for the student-athletes. In previous years that money was withheld from the student-athletes' checks, but based on NCAA changes, the program was now giving out a full complement of aid which had increased costs.

Regent Pruitt said he was interested in the relationship between academics and athletics. Recalling a newspaper headline from a few days earlier, "Recruiting Class Looks Strong Academically," he asked Director Alvarez to discuss what he had found to be best practices in terms of the relationship between the athletic department, the admissions department and the faculty.

Director Alvarez replied that when he arrived 25 or 26 years earlier he had no intention of trying to change academic standards at UW-Madison. He knew the academic standards when he took the job of Athletic Director, and he made sure when hiring coaches that they understood that UW-Madison is a world-class university and that this would not change.

In some cases it was possible that an at-risk student could be admitted for his or her strengths in specific areas and not only in athletics, but the department would not try to move someone forward for admission if it did not believe that it could support them and that the student could compete with the remainder of the students on campus. The department is sensitive to recruiting student-athletes that could be competitive academically as well as athletically. Noting that a former coach used that as a reason why he left, Director Alvarez said it was a reason why UW-Madison was appealing for student-athletes.

President Millner shared that when she was at the Holiday Bowl she had a conversation with UW-Madison football player Mike Caputo. When asked why he chose to attend the University of Wisconsin over Ohio State, Mr. Caputo had answered that his primary reason was UW-Madison's academic program, which he felt would help him succeed after his athletic career was over.

With no other questions, President Millner thanked Chancellor Blank, Director Alvarez, and Mr. Morris for their report.

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CLOSED SESSION

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

Closed Session Resolution

Resolution 10625 That the Board of Regents move into closed session: (a) to consider a UW-Green Bay honorary degree nomination, as permitted by s. 19.85(1)(f), Wis. Stats.; (b) to consider an amended additional compensation agreement for the UW-Madison head football coach, as permitted by s. 19.85(1)(c) and (e), Wis. Stats.; (c) to consider an amended additional compensation agreement for a UW-Madison associate head football coach/offensive coordinator, as permitted by s. 19.85(1)(c) and (e); (d) to consider an employment agreement and additional compensation agreement for a UW-Madison assistant football coach/defensive coordinator, as permitted by s. 19.85(1)(c) and (e); and (e) to confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), Wis. Stats.

The following resolutions were adopted during the closed session:

Approval of Amended Compensation Agreement, University of Wisconsin-Madison Head Football Coach

Resolution 10626 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 attached Amended and Restated Additional Compensation Agreement between UW-Madison Head Football Coach Paul Chryst and the University of Wisconsin Foundation, effective March 1, 2016.

Approval of Amended Compensation Agreement, University of Wisconsin-Madison Associate Head Coach-Offensive Coordinator

Resolution 10627 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 attached Amended and Restated Additional Compensation Agreement between UW-Madison Associate Head Football Coach-Offensive Coordinator Joe Rudolph and the University of Wisconsin Foundation, effective March 1, 2016.

Approval of Employment Agreement and Additional Compensation Agreement, University of Wisconsin-Madison Assistant Coach-Defensive Coordinator

Resolution 10628 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 attached Employment Agreement between Justin D. Wilcox and the UW System Board of Regents, doing business as UW-Madison, and the Additional Compensation Agreement between Justin D. Wilcox and the University of Wisconsin Foundation, effective February 5, 2016.

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The meeting was adjourned at 4:15 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