

**RECORD OF THE REGULAR MEETING OF THE  
UNIVERSITY OF WISCONSIN SYSTEM BOARD OF REGENTS**

Thursday, February 6, 2020  
1:00 p.m.

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

-President Petersen presiding-

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The video recording of this meeting's open session is available at:  
[February 6, 2020 Video Webcast](#)

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## CALLING OF THE ROLL

[\[Video: 00:00:10\]](#)

PRESENT: Regents Robert Atwell, Scott Beightol, José Delgado, Michael Grebe, Eve Hall, Mike Jones, Tracey Klein, Becky Levzow, Edmund Manydeeds, Janice Mueller, Andrew Petersen, Cris Peterson, Jason Plante, Carolyn Stanford Taylor, Torrey Tiedeman, Karen Walsh, and Olivia Woodmansee.

UNABLE TO ATTEND: None.

Before considering any items on the open session agenda, President Petersen asked if any Board members wished to declare any conflicts of interest as per Regent Policy Document 2-4, "Ethics and Conflict of Interest Policy for the UW System Board of Regents." No conflicts of interests were declared.

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## **HOST-CAMPUS PRESENTATION BY REBECCA BLANK, CHANCELLOR, UW-MADISON: “HOW UW-MADISON IS NAVIGATING THE RAPIDLY CHANGING WORLD OF HIGHER EDUCATION”**

[\[Video: 00:01:26\]](#)

President Petersen opened the meeting by thanking Chancellor Blank and her team for welcoming the Board to the UW-Madison campus.

Chancellor Blank prefaced her presentation with an update on UW-Madison’s efforts to respond to the recent global coronavirus outbreak. She indicated that the campus response team led by UW-Madison’s chief health officer is working closely with all state, county, and city public health authorities.

Chancellor Blank discussed how UW-Madison is responding to three major trends in higher education related to revenue changes, increasing competition, and shifts in public opinion.

### **A Changing Revenue Picture**

[\[Video: 00:04:34\]](#)

Chancellor Blank noted that state support for higher education in Wisconsin declined by 28 percent (adjusted for inflation) from 1998 to 2018; across the country only three states saw larger declines. She indicated that this long-term trend is not related to any particular political party or legislature, but it has created serious problems for the quality and sustainability of the UW System institutions.

Although many states have been reinvesting in higher education following the Great Recession of 2008, Chancellor Blank said Wisconsin is among 17 states where support continued to decline from 2015 to 2020; only five states had greater declines than Wisconsin’s (6 percent) over this period.

Chancellor Blank stated that although the increased support for higher education in Wisconsin’s last two state budgets was appreciated, these increases were below the rate of inflation. As a result, the share of the UW System’s revenues from the state has continued to decline. In 2018, the UW System received \$1,800 less per student and UW-Madison received \$3,200 less per student from the state than in 2008.

Chancellor Blank said the decline in state funding has been a trend for all public institutions but has been particularly acute in Wisconsin, where there has also been an eight-year freeze on undergraduate tuition and fees. She noted that UW-Madison’s Midwestern peers have each raised resident tuition rates between 1.7 percent to 16.4 percent from 2014 to 2019.

Chancellor Blank stated, "It is important that our UW universities are affordable for low and moderate income families, but that just means we need a robust financial aid program that assures affordability – it doesn't mean we need to price ourselves \$4,000 or \$5,000 below every one of our nearby peers."

Chancellor Blank said another trend affecting the Upper Midwest and the Northeast regions are declining numbers of high school graduates. Wisconsin had almost 70,000 high school graduates in 2011, compared to about 64,000 in 2020; by 2030 the number of high school graduates will decline to about 61,000.

Chancellor Blank observed that the combination of declining state support, frozen tuition rates, and declining admissions has already had implications for the UW System's smaller institutions which are almost entirely reliant on tuition revenues. She said the nonresident enrollment strategy approved by the Board in December 2019 will make it possible for UW-Madison to work within these demographic constraints: UW-Madison is committed to maintaining at least 5,200 in-state students while expanding enrollments through out-of-state applicants.

Indicating that UW-Madison's out-of-state applications have doubled, Chancellor Blank stated, "No private sector company in the world would respond to those increases in demand by reducing staff, cutting programs, and lowering the quality of their services." As a result of this increase in demand and growing enrollments, she said UW-Madison needs more faculty, more advisors, more classrooms, and more student life staff: "That's not bloat and that's not administrative inefficiency – those staff and those facilities are needed to serve our larger class size."

In addition to advocating for an increase in state funding, Chancellor Blank said UW-Madison is also looking for ways to increase revenue and garner resources for investments, including expanding the summer session; expanding professional masters programs; and leveraging application growth and appropriately setting market-level nonresident tuition.

Regarding the ongoing "Always Forward" alumni fundraising campaign, Chancellor Blank said it has met its \$3.2 billion goal and will fund more than 3,800 new scholarships and over 350 new named chairs and professorships, which help UW-Madison attract and retain top faculty. Substantial private funding also reduces the amount of state dollars needed for some building projects.

A record 220,000 individual donors participated in the "Always Forward" campaign, which is scheduled to end in December 2020. Chancellor Blank noted that the UW Foundation recently announced a \$77 million matching fund grant made possible by John and Tashia Morgridge for the final year of the campaign. Similar to the original Morgridge match which helped launch the campaign in 2014, this grant is designed to help create new named professorships and chairs for faculty.

Chancellor Blank said UW-Madison has established a committee with campus and community members to look at alternative ways to generate investment dollars over the next five to 10 years, including public/private developments and ways to monetize institutional assets.

## **Responding to Increasing Competition from Peer Institutions**

[\[Video: 00:17:30\]](#)

Chancellor Blank said the trend of increasing competition among UW-Madison's peer institutions can be clearly seen in the amount of research and lab dollars needed to attract top faculty. She indicated UW-Madison can stay competitive in this market by investing more in faculty, educational programs, and high-quality modern facilities.

### Investing in Faculty

In addition to pursuing increases to faculty salaries in line with peer institutions, UW-Madison has been investing in strategic cluster hires in research areas where adding a small number of new faculty across different departments could push the program from "very good" to "excellent."

Chancellor Blank said UW-Madison has also implemented a short-term program that allows schools to request special hiring authority for certain individuals who would diversify the program with regard to gender, race, ethnicity, or different approaches within their discipline. She explained that having a more diverse faculty can impact a department's ability to attract other top scholars and improve the educational program.

### Investing in Educational Programs

Despite financial challenges, Chancellor Blank said UW-Madison has worked hard to improve educational quality and has been successful by many metrics. Time to degree is less than four years, and UW-Madison is ranked eighth in graduation rates among all public universities. UW-Madison degree-holders have strong career outcomes and increase their earnings by 50 percent in their first five years. Fifty-five percent of students graduate with zero debt.

Chancellor Blank outlined plans to launch UW-Madison's second fully online undergraduate program in personal finance next fall, joining an existing online nursing degree program and building on UW-Madison's strong growing online presence. She noted that UW-Madison has more than 12,000 students in online courses, including professional master's degree programs and summer courses.

Chancellor Blank stated, "We want to grow our online presence in a way that advances our public mission, that serves a wider group of people in the region and in the world." She said the goal is to expand its offerings to up to five online undergraduate degree programs over the next several years.

Chancellor Blank highlighted UW-Madison's new School of Computer, Data & Information Science (CDIS). The school is set to open in fall 2020 with 2,200 undergraduates in various majors (including 1,800 in computer science) and another 800 graduate students. UW-Madison is also launching a new data science major through the Department of Statistics within CDIS. She noted that the new school will also offer courses and certificates that serve people majoring in other areas who need some knowledge of computer or data science.

Chancellor Blank said she was proud of UW-Madison's efforts to improve affordability, including the Bucky's Tuition Promise and Badger Promise programs. One out of every five incoming Wisconsin undergraduate students qualifies for one of these programs.

Chancellor Blank indicated that an increase to UW-Madison's in-state tuition and fees, which are currently about \$5,000 below that of its peers, would provide additional financial support for Wisconsin's low-income and middle-income families.

Chancellor Blank noted that overall admissions to UW-Madison have increased in recent years, but in-state applications (including Wisconsin and Minnesota) have declined. She said the university will work to increase in-state applications in order to maintain its resident enrollment commitments. The quality of both in-state and out-of-state applications has increased.

#### Investing in High-Quality, Modern Facilities

Chancellor Blank said 296 of UW-Madison's 405 buildings are more than 50 years old. The university has an estimated \$1.5 billion in deferred maintenance, much higher than its peers.

Chancellor Blank indicated that the state used to fund academic buildings, but in recent years these facilities have relied increasingly on campus and donor funding. The state pays nothing for non-academic buildings, which are funded entirely by student fees, operating revenues, or gifts; however, the state still controls the entire approval and construction process except for projects that are 100-percent gift funded. She said the university needs a more flexible process and better partnership with the state on these issues, noting that the UW System is the only university system in the country without program revenue bonding authority.

Highlighting some current and proposed building projects, Chancellor Blank indicated that outside of its professional schools, UW-Madison has built almost no classroom space for 50 years. The last new building built for general classroom use across was completed in 1972.

Stating that it is time to build modern classrooms which allow for more interactive learning, Chancellor Blank said UW-Madison is proposing a new College of Letters & Science academic building which would provide modern classroom spaces and allow the university to serve the increasing number of students coming to campus. The building would also house several departments, including UW-Madison's top-ranked history program.

### **Changing Public Views of Higher Education**

[\[Video: 00:39:06\]](#)

Chancellor Blank indicated that public support for higher education has been plummeting over recent years, citing the results of recent national polls about the importance of college and its positive or negative impacts. Noting that opinions about higher education are becoming increasingly partisan, she said this a major concern given that support for higher education has traditionally been a bipartisan issue.

In Wisconsin, 42 percent of individuals who were polled on the perceived value of a college degree said higher education is not worth the cost, compared to 53 percent nationally. Chancellor Blank said these opinions may be driven by misperceptions about the actual returns of a college degree in terms of income and quality of life, as well as by recent scandals in higher education related to privileged access or legacy admissions. She emphasized that these are not concerns at UW-Madison, which uses the same admissions process for everyone.

Chancellor Blank said UW-Madison is responding to these trends in public opinion by sharing messages about how the university is changing lives and highlighting its groundbreaking research, outstanding academic programs, service to the state, and commitment to driving economic growth in Wisconsin.

### **A Nimble Response**

Chancellor Blank concluded that UW-Madison is responding to all of these trends in a number of ways, including finding innovative ways to fund its public mission; expanding access to education; investing in outstanding faculty and in educational programs that attract top students; having strategic conversations about the university's value; and building on longstanding campus traditions.

President Petersen asked Chancellor Blank to discuss the quality of UW-Madison's in-state and out-of-state applications, as well as her thoughts about how upcoming changes to the ACT might impact those profiles.

Chancellor Blank said many higher education institutions will be watching closely to see what impacts the ACT changes will have in 2021. She explained that UW-Madison has increased its efforts to keep more of Wisconsin's top students in the state, focusing on students who would most likely have gone out-of-state rather than drawing applicants away from other UW campuses. UW-Madison is more selective for nonresident students, so out-of-state test scores are a little higher than for in-state students; she said increasing both the number and quality of admissions is possible due to UW-Madison's large pool of applicants.

Responding to a question from Regent Klein, Chancellor Blank said UW-Madison is considering what kinds of financial aid deals it could offer to hold students from lower- and middle-income families harmless from a potential increase in tuition.

Responding to a question from Regent Beightol, Chancellor Blank explained that the Targets of Opportunity Program (TOP) seeks to increase faculty diversity by putting out a call for departments to identify potential hires who would add diversity (of thought or background) to their programs. TOP then provides funding for some of these proposed hires. She indicated that all but one school put forward a TOP proposal last year; some schools are also identifying potential future hires.

Regent Beightol said it was "tremendous" for UW-Madison to have that pipeline program in place.

Noting that the Legislative Fiscal Bureau recently released favorable estimates of a large state budget surplus, Regent Mueller asked whether there would be an opportunity for the UW System to request one-time funding for deferred maintenance projects.

President Cross said the UW System has been identifying where one-time funds could be helpful and discussing the possibility with legislators, but he warned that it does not look like a promising option at this point.

Chancellor Blank indicated that the UW institutions' greatest need is for more base funding, as one-time funding can be helpful but does not support long-term investments. President Cross suggested that a request for one-time funds now could become an obstacle later when the UW System puts forward its comprehensive biennial budget request in August.

Regent Mueller reiterated her support for seeking funding for the UW System's deferred maintenance issues. President Petersen suggested that Board members should think



about what messages they can send to the legislature when the UW System puts forward its upcoming operating budget request.

Noting that “performing well and looking bad” is an unfortunate outcome, Regent Delgado said higher education needs to be able to justify itself to the public and expressed his support for UW-Madison’s marketing efforts.

President Petersen asked Chancellor Blank to discuss the importance of having a flexible process for capital projects, including the need for program revenue bonding authority.

Chancellor Blank explained that in contrast with her peers she has almost no control of UW-Madison’s capital projects, and that this is a serious problem for an institution that has one of the largest footprints in the state. She indicated that it is hard to plan for updating and maintaining capital assets when UW-Madison does not have a stable source of funding from the state or any control over the bidding process, which has led to incorrect incentives in some cases.

Regent Atwell observed that changing public opinion requires more than telling people about UW-Madison’s good product; it also requires understanding the perspectives of those who are skeptical about the value of higher education. Chancellor Blank said one resource available to UW-Madison in this area are alumni, who come from many different backgrounds and can offer many perspectives about the value of their degrees.

President Petersen concluded the discussion by congratulating Chancellor Blank on the “astonishing” success of UW-Madison’s capital campaign.

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## **WISCONSIN'S ACHIEVEMENT/OPPORTUNITY GAP CHALLENGES**

[\[Video: 01:03:06\]](#)

President Petersen stated, “Meeting the state’s needs and finding solutions to its most pressing problems are central to our ongoing mission.” One persistent challenge is the achievement or opportunity gap that exists between white students and students of color. President Petersen introduced a panel of experts to help articulate the need to address this problem and present several practical, evidence-based solutions for the Board to consider.

**“The Opportunity Cost: Wisconsin’s Achievement Gap” by Tim Sheehy, President of Metropolitan Milwaukee Association of Commerce**

[Video: 01:07:55]

Tim Sheehy, president of the Metropolitan Milwaukee Association, discussed regional efforts to address the achievement gap and the real-life and long-term implications for Wisconsin’s workforce.

Mr. Sheehy provided an overview of the opportunity costs posed by some of the Milwaukee area’s greatest challenges, which include low literacy rates, more than 100,000 citizens without high school degrees, negative net migration, and over 35,000 job openings. He argued that opportunity costs related to achievement gaps can be viewed as losses in terms of the university’s moral obligation to develop fellow citizens; its business imperative to attract or develop the best talent possible; and its responsibility as a steward of taxpayer resources.

Focusing on the education pipeline in the Milwaukee area, Mr. Sheehy said high school graduation rates increased to 68% by 2018, but post-secondary enrollment and six-year degree completion rates both declined to 39% and 12% respectively. According to the most recent dataset available, out of 4,200 students who graduated high school only 500 had completed a post-secondary degree six years later. This included 240 African American students (out of 2,600 high school graduates) and 70 Latino students (out of 826 high school graduates). On average, for every 20 high school freshmen in the Milwaukee area, 14 will graduate from high school, five will enroll at a two- or four-year institution, and two will graduate within six years.

In terms of college readiness, Mr. Sheehy said that average composite ACT scores were lower for African American (14), Hispanic (16), and economically disadvantaged (15) students than for white students (20).

Over a 10-year period, Mr. Sheehy said enrollment of students of color within the UW System has remained flat, with no change for African American students, a 0.3-percent increase for Hispanic/Latino students, and a 0.6-percent increase for other students of color. He indicated that employers want a more diverse workforce and more diverse management talent but have a constrained pipeline when drawing from the UW System.

Noting that about half of Milwaukee-area students today are being educated in nontraditional publicly funded schools, Mr. Sheehy encouraged the Board to consider how the UW System can serve this system of K-12 schools differently, particularly when it comes to recruiting and retaining teaching talent. He stated his support for using UW-Milwaukee’s charter school authority as one way to serve low-income and minority students.

Mr. Sheehy said Milwaukee has largest prosperity gaps between African American and white populations and between Hispanic and white populations among its peer cities. A recent survey of 1,100 diverse management talent in Milwaukee showed that many reported feeling overlooked in the workplace or limited in their career opportunities, and many reported experiences of bias or discrimination in the workplace and/or the community.

Regarding employer efforts to address the opportunity gap, Mr. Sheehy said 87 local companies with 140,000 employees have been recruited to share best practices and collaborate on recruiting and retaining diverse talent in the Milwaukee area. The goals of this effort include increasing employment African American/Hispanic managers by 25% and African American/Hispanic employees overall by 15% by 2025.

**“Eliminating Equity Gaps Using Data and Analytics” by Dr. Timothy Renick, Senior Vice President for Student Success, Georgia State University**

[\[Video: 01:30:02\]](#)

Dr. Timothy Renick, Senior Vice President for Student Success and Professor of Religious Studies at Georgia State University (GSU), has directed the student success and enrollment efforts of his university since 2008, overseeing among the fastest improving graduation rates in the nation and the elimination of all achievement gaps based on students' race, ethnicity or income level. He currently is principal investigator for a \$9 million U.S. Department of Education grant to study the impact of predictive-analytics-based advising on 10,000 low-income and first-generation students nationally.

In his discussion, Dr. Renick addressed evidence-based ways to address the achievement gap, including more intentional use of advisors (precollege and on campus) and what resources it takes to make significant progress.

Dr. Renick indicated that historical achievement gaps at GSU between white students and students of color and between affluent and low income students were magnified by changing demographics as the student population shifted from over 70% white students to three-quarters students of color, and by the 2008 recession which led to the number of Pell-eligible students increasing from 31% to 59%.

Dr. Renick indicated that when opportunity gaps reach this scale, the solution is not to create special programs or initiatives but instead to make changes to the institution's core ways of doing business. He said GSU shifted its focus to identifying key areas where it was serving its students poorly and responding with targeted interventions to improve student support.

In one example, Dr. Renick said GSU identified 14 different bureaucratic steps that were contributing to the “summer melt” of its freshmen class, which totaled 19% in Summer 2015. Obstacles such as financial aid applications, immunization records, and placement exams were disproportionately impacting low income and first-generation students.

In Summer 2016, GSU implemented technology-enhanced changes including a new portal to guide students through each step necessary to prepare for the first day of classes. Dr. Renick said this portal also provided GSU with data on where students were getting stuck in the process, giving advisors an opportunity to reach out to help.

Other strategies for reducing “summer melt” included offering a mobile health unit to provide free immunizations at each freshman orientation session and launching a 24/7 A.I.-enhanced chatbot to answer student questions. Dr. Renick reported that the chatbot exceeded expectations by answering 180,000 questions in the 3-4 months before classes began. Dr. Renick said the three-year decrease in “summer melt” since implementing these strategies was 37%.

In another example, Dr. Renick said over 1,000 registered students were being dropped each semester for nonpayment of fees in 2010-11, including many seniors who were academically on track with balances below \$1,500. GSU started the Panther Retention Grants program in 2011, which identifies students who are close to graduation with low balances and offers no-application grants averaging \$900 each. Dr. Renick said an outside consulting firm found that this grant program, which has issued almost 16,000 grants since 2011, has a positive ROI for GSU.

In a final example, Dr. Renick said 5,760 students dropped out of GSU in 2010. An initiative to identify recurring behaviors that correlated with students dropping or failing out of GSU found 800 different risk factors, such as students taking courses out of sequence or performing poorly in introductory courses within their declared major. GSU began tracking all students for these behaviors, and when a risk factor is identified an advisor will reach out to students within 28 hours to resolve the issue.

With over 60,000 alerts issues, Dr. Renick said GSU has seen increased retention, reduced time to degree, an improved ROI for students, and record numbers of students declaring and earning STEM degrees as a result of earlier interventions.

Dr. Renick said the aggregate impacts of GSU’s interventions include \$60-70 million in additional revenues and a 73% increase in undergraduate degrees awarded, with the biggest gains observed among African American students (124% increase), Pell-eligible students (186% increase), and Hispanic students (189% increase).

Dr. Renick reported that graduation rates improved exponentially for African American and Hispanic students, eliminating equity gaps. For the past five years graduation rates have been comparable for white, African American, Hispanic, and Pell-eligible students.

Dr. Renick noted that the same programs were implemented when GSU consolidated with the state's largest community college three years ago, which tripled the college's three-year graduation rate.

**“Institutions Potentiating Talent and Workforce Development: Mentorship” by Dr. Angela Byars-Winston, Department of Medicine, UW School of Medicine and Public Health**

[Video: 01:54:30]

Dr. Angela Byars-Winston is a tenured faculty member in the Division of General Internal Medicine within UW-Madison's Department of Medicine, as well as the director of research and evaluation in the UW Center for Women's Health Research, associate director in the Collaborative Center for Health Equity, and faculty lead in the Center for the Improvement of Mentored Experiences in Research. She is a highly respected scholar for her research on the impact of culture on career development for women and underrepresented racial/ethnic groups in STEMM (science, technology, engineering, mathematics, and medical) fields.

Dr. Byars-Winston provided an overview of changing trends in the workforce, including the use of new technologies, a growing shortage of workers, and changing demographics in the labor force. She also discussed her research on mentorship as a strategy for improving the workforce pipeline and the quality of the workforce.

Dr. Byars-Winston explained that successful mentorship includes career support functions and psychosocial support functions that aim to promote the mentee's talent development. She highlighted some findings from a NASEM (National Academies of Science, Engineering, and Medicine) study on mentorship and their implications for workforce development policy and practices in Wisconsin:

- 1) Effective mentorship has positive outcomes for mentees, including enhanced productivity and career satisfaction, and is an important predictor of academic persistence and success.
- 2) Effective mentorship is a learned and developed skill, but few faculty members have received formal mentorship education or training. Students have unequal access to mentorship, and the quality of mentoring varies.

- 3) Underrepresented minority students report that their primary advisors are less respectful or supportive of their ideas compared to white students. The study also found systematic disadvantages by discipline, with mentors in the biological and physical sciences being reported as less supportive than mentors in the social sciences. Dr. Byars-Winston noted that efforts to increase cultural awareness can improve mentorship effectiveness and change both faculty behaviors and departmental practices.
- 4) Institutions have a critical role in broadening access to effective mentorship and support systems. For example, institutions can provide mentorship education, promote the use of mentorship tools, evaluate mentorship effectiveness with validated measures, use data and research to hold broader conversations about mentorship activities and innovations, and reward and incentivize mentorship.

Dr. Byars-Winston also introduced Dr. Juan Pablo Ruiz, who shared the trainee/mentee perspective on the importance of effective and inclusive mentorship.

### **Panel Discussion and Questions**

[\[Video: 02:31:10\]](#)

Following these presentations, Regent Eve Hall moderated a discussion with Mr. Sheehy, Dr. Renick, and Dr. Byars-Winston about the unique challenges Wisconsin faces on diversity and inclusivity issues and what the UW System can do differently to make progress in this area.

Responding to a question from Regent Jones about the potential benefits of implementing mentorship programs earlier at the K-12 level, Dr. Byars-Winston said her research has not specifically addressed that topic but does support expanding access to and improving the quality of mentorship generally.

Responding to a question from Regent Walsh, Dr. Renick said GSU contracted with EAB to manage and analyze the data for its predictive analytics program. President Cross noted that the UW System recently acquired the same product from EAB, and that some UW campuses have been using it for a few years.

Regent Tiedeman asked the panelists to discuss how mentorship programs can bridge the transition from university to industry. Noting that many graduate students will not find positions in academia, Dr. Ruiz said industries are missing out on a key opportunity to engage those students in mentorship relationships. Dr. Byars-Winston highlighted the value in having multiple mentors and expressed support for exploring different models of mentoring. Mr. Sheehy said mentorship programs present a great opportunity for the private sector to upskill and retain talent.

Responding to a question from Regent Manydeeds, Dr. Byars-Winston said UW-Madison's mentorship resources and data have existed since 2005 and were published in 2006. She indicated that it would be helpful to distribute these resources more widely to promote the implementation and improvement of mentorship programs.

Noting the UW System's efforts to support students who require remedial education in English and math, Regent Klein asked if GSU has implemented any interventions to improve college readiness for high school students. Dr. Renick said GSU has not done many pre-college interventions beyond offering a credit-bearing summer bridge program prior to the fall semester. However, GSU has changed the delivery of its freshman math courses to remove traditional lectures and instead build in 3-hour computer labs. He explained that these labs offer an opportunity for math-averse students to practice their skills and receive feedback and encouragement, which can help change their mindset about the subject.

Referring to Chancellor Blank's earlier remarks on negative public opinions of higher education, Regent Mueller asked the panelists to discuss how the UW System can address concerns related to Wisconsin's achievement and opportunity gaps.

Mr. Sheehy observed that issues outside the classroom can also impact students inside the classroom. He said students need a clear pathway to high education and encouragement to succeed.

Dr. Ruiz noted that members of underrepresented minority groups often feel that institutions treat diversity as an issue of compliance rather than culture. He recommended that the UW System listen to the perspectives of the diverse populations it is trying to recruit, retain, or develop by increasing community outreach efforts and involving them in the decision-making process.

Dr. Byars-Winston said the UW System needs to be willing to experiment with evidence-informed practices. She noted that most scientific experiments fail, yet institutions often have a "one and done" approach if its diversity or equity initiatives do not show immediate success.

Regent Hall encouraged her colleagues to use this conversation as a launching pad for partnerships between business, K-12, and higher education to address Wisconsin's opportunity gaps.

President Cross stated that Wisconsin's future is dependent on how the university deals with these issues. He indicated that the UW System is making efforts to better support both students and faculty of color. He acknowledged that the UW System has been investing in this area for years without many results, but reiterated Dr. Byars-Winston's point that the university cannot stop trying.

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## **CLOSED SESSION**

[Video: 03:09:48]

President Petersen called upon Vice President Grebe to read the motion to move into closed session. The motion was seconded by Regent Mueller and adopted on a roll-call vote, with Regents Atwell, Beightol, Delgado, Grebe, Hall, Jones, Klein, Levzow, Manydeeds, Mueller, Petersen, Peterson, Plante, Stanford Taylor, Tiedeman, Walsh, and Woodmansee. There were no dissenting votes and no abstentions.

### Closed Session Resolution

Resolution 11359      That the Board of Regents move into closed session to: a) consider strategies for crime detection and prevention as permitted under s. 19.85(1)(d), Wis. Stats.; and b) confer with legal counsel regarding potential litigation in which it is likely to become involved regarding contracts, as permitted by s. 19.85(1)(g), Wis. Stats.

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Before considering any items on the closed session agenda, President Petersen asked if any Board members wished to declare any conflicts of interest as per Regent Policy Document 2-4, "Ethics and Conflict of Interest Policy for the UW System Board of Regents."

Regent Beightol and Regent Jones recused themselves from discussion of potential litigation due to potential conflicts of interest.

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The meeting was adjourned at 5:45 p.m.

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Submitted by:

/s/ Jess Lathrop

Jess Lathrop  
Executive Director & Corporate Secretary  
Office of the Board of Regents  
University of Wisconsin System