

MINUTES OF THE MEETING OF THE BOARD OF REGENTS OF THE UNIVERSITY OF
WISCONSIN SYSTEM, 11/10/95

THIS SUBDOCUMENT CONTAINS THE REPORT OF THE PRESIDENT OF THE SYSTEM; IT IS
PRECEDED BY THE SUBDOCUMENTS CONTAINING THE REGULAR ACTION OF THE BOARD
AND THE REPORT OF THE PRESIDENT OF THE BOARD OF REGENTS.

REPORT OF THE PRESIDENT OF THE SYSTEM

President Lyall began her report by welcoming the members of the UW-
Extension Administrative Leadership Program, a program designed to
help faculty and staff from Extension and other UW institutions
develop leadership skills and new professional contacts while they
gain a greater understanding of Extension and the UW System.

Presentation by Glenn Kieckhaefer, of Grant Thornton: "Student
Satisfaction Survey"

President Lyall introduced Glenn Kieckhaefer, managing partner of
Grant Thornton, the company which performed the UW System's first
student satisfaction survey. This survey is one of a cycle of three
performed in rotation as part the UW System's accountability
reporting process. (The other surveys are a survey of Wisconsin
businesses who hire UW graduates and an alumni survey.) Grant
Thornton, an outside firm serving as a disinterested third party,
performed the survey and reported the results to the UW System. The
survey focuses on the students' view of their overall educational
experience and some of the specific aspects of that experience.

Mr. Kieckhaefer began his presentation by discussing the survey
instrument and providing some background prior to presenting the
results of the 1995 Student Satisfaction Survey. The survey was
commissioned in response to recommendations of the Task Force on UW
Accountability Measures; its first objective was to obtain a
system-wide perspective of student satisfaction in a number of broad
areas. (Campus-by-campus information was not collected, since each
campus performs its own detailed surveys.) This survey establishes
a benchmark against which future surveys will be measured. The
final objective is to continue to strive for improving the quality
of students' education experiences by identifying improvement areas
or trends and setting goals for future improvement. UW System
degree-seeking undergraduates were surveyed on a number of factors
defined as key factors in measuring students' overall satisfaction
with their educational experience. These factors include:

- * quality of instruction
- * accessibility of faculty
- * availability and quality of academic advising
- * availability of required courses
- * responsiveness to student concerns

Grant Thornton, a national public accounting and consulting firm,
and HBRS, a national customer research firm, conducted telephone
interviews during March and April, 1995. They contacted 2,069
students from 14 institutions, sampling the students from each
campus in proportion to the number of students from that campus in

the UW-System. (Based on this sample size, the margin of error is +/- 2%.)

The first question asked how satisfied students were, overall, with the quality of instruction received: 95.7% indicated they were satisfied, and 4.3% indicated dissatisfaction. (Mr. Kieckhaefer noted that this was the highest level reported by the students in the survey.) Interaction with Faculty (in classroom and small group discussions, during office hours, on field trips or during internships, or through clubs and organizations) elicited a response of 91% satisfied (7% were somewhat dissatisfied, 1% were very dissatisfied, and 1% didn't know). Regarding the availability of academic advising, 73% of the students indicated that academic advising was always or usually available, 23% said that it was sometimes available, and 2% stated that it was never available (the remainder had never sought advising). When asked about the overall quality of academic advising (when it was sought), 75% of the students were somewhat or very satisfied with the quality, and 23% were somewhat or very dissatisfied with the academic advice received. Two thirds of the students indicated that they were always or usually able to register for the courses they needed in order to meet their degree requirements; 32% indicated that they were only able to do so sometimes, and 1% stated that they were never able to do so. (This was the area where students rated the UW System the lowest, according to Mr. Kieckhaefer.) Regent Lubar inquired whether the measure of "availability" was able to distinguish between actual availability and availability of classes at requested times; he was informed that the question combined these details, noting a class could be considered unavailable for either reason.

Student involvement outside the classroom is also considered a key component of the educational experience, and nearly 85% of the students surveyed indicated that they were satisfied with the availability of university sponsored activities outside of class, while 7% were somewhat dissatisfied. In this area, 8% of students indicated that they did not know about UW-sponsored activities, which may be an area for improvement. Students were asked about the availability of student services (including housing, financial aid, admissions, counseling, health services and career services, and recreation); over 80% indicated that they are always or usually available, and 14% responding that they were only sometimes available. When the quality of these services was assessed, 92% indicated that they were very or somewhat satisfied with the quality.

Questions concerning facilities, campus safety, and the diverse university community were also asked. When satisfaction with facilities was assessed, over 95% responded that they were very (56%) or somewhat (38%) satisfied. Campus safety and security was also evaluated highly, with (92%) indicating that they were very or somewhat satisfied. Mr. Keickhaefer said that a question had been formulated to ask how satisfied students are with the university's ability to foster understanding and respect for differences among members of the multi-cultural university community. 87% of the students surveyed showed that they were satisfied, with 11% indicating dissatisfaction.

The final question asked students about their satisfaction with their overall experience with the University of Wisconsin. Mr. Kieckhaefer noted that a "very significant" portion (95%) indicated that they were satisfied, with over half of the respondents indicating that they were very satisfied. (Of the dissatisfied students, 5% indicated that they were somewhat dissatisfied.) In comparison to other institutions, Grant Thornton discovered that the 95% satisfaction level was unusually high. In breaking down the survey components by category, students were "most satisfied" with the quality of instruction (95.7%), facilities (94.4%), quality of student services (92.1%) and campus safety (91.7%); they were "least satisfied" with course availability (66.2%), academic advising availability (73.5%), and the quality of academic advising (75.3%).

Reiterating that this survey serves as a benchmark, Mr. Kieckhaefer noted that it will be used to track trends in key areas and to establish improvement objectives rather than allow comparisons between UW institutions or other university systems. When asked by Regent Gelatt how the survey could be made to be more valuable to the UW System, he responded that some items could be made more specific. He noted that, at this point, the survey has been designed to evaluate the entire UW System on a number of broad issues; when a problem or area for improvement has been identified, it will be a greater challenge to analyse how improvements can be made. (This is an area where the surveys performed by individual campuses can be of some use.) Regent Gelatt then asked who determined that the survey encompass the whole system; President Lyall replied that System Administration requested this, in response to the initial Task Force recommendation. When Regent Gelatt questioned the utility of an instrument which doesn't allow inter-campus comparisons, Mr. Kieckhaefer replied that when another institution had performed a similar survey which did not have the objective of making inter-campus comparisons but from which they were extracted, comparisons were used "inappropriately" by high school guidance counsellors to steer students to particular campuses. Commenting that such information might be useful, Regent Krutsch then questioned whether the aggregate information this survey provides will be useful for planning improvements. She felt campus by campus information is needed. She added that adding details, such as determining the difference between general course availability and the convenience of a course's availability in the schedule, would also be helpful.

Chancellor Kuipers observed that aggregate data can provide helpful data. Observing that it is unusual for such data on so many variables to be so positive, she noted that this overall data is useful in that if a factor were to be rated unusually low, it would alert the whole system to a problem. She added that data individualized by campus can be misinterpreted if the methodology and complexity of the data is not well understood. Regent MacNeil asked whether and when a survey of this magnitude had been previously performed; President Lyall replied that the system-wide survey of Wisconsin employers had been performed last year. This is the first system-wide survey of student satisfaction, and will be done on a three year cycle; however, individual campuses have frequently done student surveys. Regent MacNeil noted that

modifications could be made as follow-up surveys are performed. President Lyall agreed, observed that changes to include campus-by-campus comparisons would increase the costs of the survey, and suggested that it is appropriate to evaluate the utility of the information gained in the first cycle of surveys in order to establish future direction. Regent Hempel concluded the discussion by reasserting that the overall positive response is worthy of considerable pride, and she congratulated the Chancellors.

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Good News Items

Chronicle of Philanthropy Ranking of UW-Madison

The November 1995 issue of the Chronicle of Philanthropy reported that UW-Madison raised \$147 million in private gifts for the year ending June 1994, placing UW-Madison first among all public universities and eighth among all universities nationwide in private support. President Lyall credited Chancellor Ward and the UW Foundation with this "extraordinary achievement," and noted that UW System institutions enjoy a high level of private support, from donors who expect their gifts to make the margin of excellence for UW students rather than substitute for state support for basic instructional needs.

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1995 Wisconsin Professor of the Year: Dr. William Frankenberger

Dr. William Frankenberger, Professor of Psychology at UW-Eau Claire, has been named 1995 Wisconsin Professor of the Year by the Carnegie Foundation for the Advancement of Teaching. The award recognizes the country's outstanding undergraduate instructors who excel as teachers and influence the lives and careers of their students. Dr. Frankenberger, a UW-Platteville graduate, is known for involving his students in collaborative research, and active outreach projects in the community. His students wrote letters citing both this opportunity to be involved in research projects and his confidence that they would succeed at assigned tasks as important to their success.

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UW-Stevens Point: Center for Environmental Education

UW-Stevens Point's Center for Environmental Education, established in 1990, received the 1995 Outstanding Service to Environmental Education Award from the North American Association for Environmental Education. Two similar awards were given to the Center last year by the Wisconsin Conservation Congress and the Wisconsin Wildlife Federation. During Summer 1995, 1,200 visitors a month (student teachers, environmental educators, DPI and DNR personnel, business and industry educators, and educators from around the world) participated in the Center's offerings.

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UW-Parkside Partnership

UW-Parkside developed a partnership with the Racine Correctional Institute last semester to provide inmates with a 12-week non-credit reading and writing workshop supported by the Wisconsin Humanities Council and faculty who donated their time. The workshop, "Myths and Other Explanations of Life," was designed to help inmates reflect on their lives and their experiences in a more productive light.

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UW-Whitewater: Wisconsin's NCAA Woman of the Year, Cindy Paplham

Cindy Paplham, a 1995 UW-Whitewater graduate, has been named the NCAA "Woman of the Year" for Wisconsin, an award that recognizes three-way achievement in athletics, academics, and community leadership.

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UW-Milwaukee: U.S. Department of Housing and Urban Development Grant

UW-Milwaukee received a \$500,000 grant from the U.S. Department of Housing and Urban Development to establish the Milwaukee Community Partnership Initiative. This collaboration between the university, community-based organizations and residents of the city's empowerment zones will undertake broad-scale neighborhood revitalization by integrating organizations that address economic development, job training, access to financial capital for investment, affordable housing, and community redevelopment. President Lyall noted that this is a fine example of the kind of activism Dennis Jones had commented on in his presentation before the Board of Regents (October 1995) as part of the Board's Study of the UW System in the 21st Century.

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Partnership: The Wisconsin Center for Manufacturing and Productivity

A partnership among five institutions of the UW System, the Wisconsin Technical College System, the State Department of Development, private industry, and two of Wisconsin's private colleges has produced a non-profit corporation to deliver technical assistance to Wisconsin's small- and medium-sized businesses. UW-Extension Chancellor Don Hanna and Dwight York, Director of WTCS, led the formation of the Wisconsin Center for Manufacturing and Productivity; participating institutions include UW-Madison, UW-Milwaukee, UW-Platteville, UW-Stout, and UW-Extension. These centers will work in partnership with federal, state, local governments, industry, and educational institutions to extend the kind of technical assistance which has been offered to agriculture to manufacturing businesses--President Lyall suggested that this is a modern-day version of the Wisconsin Idea. The center is supported by the Department of Commerce with a grant of \$15 million over five

years, with additional matching funds for 1996 provided by a number of the partners.

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National Endowment for Children's Programming: Get Real! Grant

President Lyall concluded her report by noting that the National Endowment for Children's Programming has awarded a \$150,000 grant to Get Real!, an award-winning children's educational program that is a joint effort of UW-Extension and the Educational Communications Board.

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President Grebe took a moment to thank the members of the UW-Madison faculty and academic staff who had entertained members of the Board the previous evening.

REPORT OF THE BUSINESS AND FINANCE COMMITTEE

Regent Gelatt, Chair, provided the report. He began by noting that Resolution 7062 had been adopted by the committee, and moved its adoption by the full Board as a consent agenda item. Regent Hempel seconded his motion. The item was removed from the consent agenda at the request of Regent Lubar. The resolution was unanimously adopted following discussion.

Class Audit Policy

Resolution 7062: That, upon recommendation of the President of the University of Wisconsin System and the Regent Business and Finance Committee, the current Class Audit Policy be maintained except that the provisions for disabled students be amended to read "Audit fees shall be removed for all disabled Wisconsin residents receiving disability benefits under the Social Security Disability Insurance (SSDI) or Supplemental Income Program (SSI)".

Regent Lubar expressed his reservations about this policy, noting that he perceives empty seats in the classroom as "an expiring asset," and that making those seats available to resident seniors is a gesture of good will that benefits both them and the other students. Citing discussions with faculty who have had seniors in their classes, he reported that the presence of seniors in the classroom is "stabilizing," creates a mentorship relationship with the younger students, and enhances the classroom atmosphere, and he reminded the Board that the previous policy had allowed the attendance of seniors without charge. Regent Gelatt summarized the committee's previous discussions regarding this point by first observing that, in a period of fiscal constraint, it is difficult to choose one group over another in providing special breaks. He also

noted that there are costs associated with filling each seat and that, if measures of quality of instruction focus on the ratio of students to faculty, each additional student "dilutes" the attention of the instructor. Regent Brown asked whether a student who needed the class could add it if it were filled by auditing seniors; Vice President Ward replied that if there were no room, students could not be added, since auditors are not removed. When Regent Lubar suggested charging auditors a marginal cost, Regent Gelatt pointed out that the current plan is intended to charge only 10% of the cost of instruction. Regent Lubar agreed that this was acceptable; Regent De Simone expressed his opinion that seniors are willing to pay a share of the costs. Regent MacNeil observed that providing special considerations for this group could lead to requests from other groups, but that she believes this resolution to be "properly structured;" Regent Smith agreed.

Noting that persons with disabilities can take advantage of classes for no cost, Regent Randall expressed his concern that, in light of the large SSI and SSDI rolls, this part of the policy might eventually be over-utilized and tax the system. Regent Gelatt recalled that the policy had been changed because of a Physical Therapy class offered at the UW-Madison Natatorium, in which the paying students in the PT program benefitted from the presence of persons with disabilities on whom they could practice. Regent Grebe noted that since this policy has been in effect for several years, the issue can be studied. Regent Budzinski asked whether the Americans with Disability Act has any affect on the policy, which was also referred for further study.

Regents Gelatt and Hempel added that this Resolution merely makes formal what had been the practice at campuses affected by it. Regent Grebe noted that his preference would be, since no actual change in policy was recommended, to refer this issue for further study.

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Annual Sick Leave Policy Report

Regent Gelatt reported that Associate Vice President Wright presented the annual report on sick leave usage, noting that faculty and teaching academic staff use an average of 1.2 sick leave days per year, and nonteaching academic staff use an average of 4.1 sick leave days per year. Over the period that these reports have been presented, starting with fiscal year 1991, the variance for faculty and teaching academic staff use has been within one-tenth of one day, and for nonteaching academic staff it has been within three-tenths of one day. Testimony was recently presented to the Assembly by Colleges and Universities Committee in support of a statutory change which would eliminate the requirement for this report, and Mr. Wright indicated the testimony was favorably received.

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Presentation: UW-System's WWW Site

Associate Professor Mark Fedenia presented an overview of the World Wide Web site which is being established for security analysis of the UW Trust Funds.

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Trust Fund Guidelines

The committee approved technical changes to the Principle Fund.

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Gifts, Grants and Contracts

Vice President Marnocha reported to the Committee that total gifts, grants and contracts for the three-month period ended November 10, 1995, were \$259.3 million, an increase of \$.4 million over the previous year. Federal awards increased by \$7.3 million, while non-Federal awards decreased by \$6.9 million.

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Audit Subcommittee

Regent Gelatt noted that the Business and Finance Committee adjourned at 10:18 a.m., and Audit Subcommittee Vice Chair Steil called the Audit Subcommittee to order. Vice President Marnocha presented the First Quarter Internal Audit Report to the Subcommittee, noting the findings of a number of recently-completed audits. He concluded his report by noting that Regents had expressed concern over the apparent lack of compliance on the UW-Madison campus in providing an effective means of accountability and control of fixed assets and personal property.

REPORT OF THE EDUCATION COMMITTEE

Regent Krutsch, Chair, provided the report, stating that Resolutions 7039-7054 had been adopted by the Committee as consent agenda item. Her motion to adopt them by the full Board was seconded by Regent Mac Neil, and the resolutions passed unanimously.

Report on Industrial and Economic Development Fund

Resolution 7039: That the report on projects undertaken in the UW System during fiscal years 1993-94 and 1994-95 and supported by Industrial and Economic Development Funds be received and approved for transmittal to the Joint Committee on Finance, in accordance with s.36.25(25)(c), Wis. Stats.

Authorization to recruit: Dean, School of Pharmacy, UW-Madison, (at a salary that may exceed the Executive Salary Group Six maximum)

Resolution 7040: That upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President

of the University of Wisconsin System, the Chancellor be authorized to recruit for a Dean of the School of Pharmacy at a salary that may exceed the Executive Salary Group Six maximum.

Authorization to recruit: Associate Dean for Students, Medical School, UW-Madison, (at a salary that may exceed the Executive Salary Group Six Maximum)

Resolution 7041: That upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for an Associate Dean for Students, Medical School, at a salary that may exceed the Executive Salary Group Six maximum.

Authorization to recruit: Associate Dean/Director of Clinical Affairs, Medical School, UW-Madison (at a salary that may exceed the Executive Salary Group Six Maximum)

Resolution 7042: That upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for an Associate Dean/Director of Clinical Affairs, Medical School, at a salary that may exceed the Executive Salary Group Six maximum.

Authorization to recruit: Professor and Chair, Department of Pediatrics, Medical School, UW-Madison, (at a salary that may exceed the Executive Salary Group Six Maximum)

Resolution 7043: That upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Professor and Chair, Department of Pediatrics, Medical School, at a salary that may exceed the Executive Salary Group Six maximum.

Authorization to recruit: Department of Medical Sciences, Veterinary School, UW-Madison, (at a salary that may exceed the Executive Salary Group Six Maximum)

Resolution 7044: That upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Professor or Associate Professor, Department of Medical Sciences, Veterinary School, at a salary that may exceed the Executive Salary Group Six maximum.

Authorization to recruit: Chancellor, UW-Stevens Point

Resolution 7045: That the President of the University of Wisconsin System be authorized to recruit for a Chancellor of the University of Wisconsin-Stevens Point.

ACIS-1, (revised): Academic Planning and Program Review

Resolution 7046: That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents adopts ACIS-1. (revised): Academic Planning and Program Review (October 1995).

New Program Authorization: B.A./B.S., American Indian Studies, UW-Eau Claire

Resolution 7047: That upon recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.A./B.S., American Indian Studies.

New Program Authorization: B.S., Computer Science, UW-Green Bay

Resolution 7048: That upon recommendation of the Chancellor of the University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S., Computer Science.

New Program Authorization: B.B.A., International Business, UW-Madison

Resolution 7049: That upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.B.A., International Business.

New Program Authorization: B.A./B.S., Marketing Communications, UW-River Falls

Resolution 7050: That upon recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.A./B.S., Marketing Communications.

New Program Authorization: B.S., Graphics Communications Management, UW-Stout

Resolution 7051: That upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S., Graphics Communications Management.

New Program Authorization: B.S., Telecommunication Systems, UW-Stout

Resolution 7052: That upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S., Telecommunication Systems.

New Program Authorization: M.S., Applied Psychology, UW-Stout

Resolution 7053: That upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to implement the M.S., Applied Psychology.

John T. Sobota and Magdelan L. Sobota Chair in Chemical Engineering, UW-Madison

Resolution 7054: That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, Professor Charles G. Hill, Jr., be appointed to the John T. Sobota and Magdelan L. Sobota Chair in Chemical Engineering, College of Engineering, effective immediately.

Regarding Resolution 7046, Regent Krutsch commented that the resolution had generated a very good discussion which had prompted changes responsive to the committee's concerns about the lack of focus for the lateral review process. The new version of ACIS-1 should reduce the time required for the program approval process. Regent Gelatt inquired whether the Indian Studies program at UW-Eau Claire and the International Business program at UW-Madison, approved in Resolutions 7047 and 7049, duplicate other programs or if they make a commitment to programs at these campuses despite other campuses' interest in establishing similar programs. Senior Vice President Ward responded, noting that other campuses only offer American Indian Studies at the minor level, and that he does not believe that they were interested in offering the program as a major. Regarding the second program, Regent Smith pointed out that the intensive foreign language and study components of the Madison program make it unlikely that other campuses will seek to duplicate this highly specialized program in international Business.

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Report of the Senior Vice President for Academic Affairs

Continuing with her report, Regent Krutsch stated that Senior Vice President Ward reported on the following items:

Pilot Study: Competency-Based Admission (CBA)

The UW System is conducting a pilot study of a process called Competency-Based Admission (CBA) as an alternative to the current university admission requirement of 17 Carnegie units of study,

which may no longer be well suited to describing students as many high schools (nationally and within Wisconsin) revise and restructure their programs. During this past year, faculty and staff from eight high schools have worked with UW System faculty and staff to prepare and submit application materials for their students including both traditional and CBA transcripts. Since it would be of great value to have a second year of pilot experience data and an increased number of schools involved, Vice President Ward has sent a letter to all District Administrators and High School Principals in the state inviting them to consider being a pilot site, and as a result, eight more schools will be added to the project. Regent Krutsch noted that she had expressed her reservations concerning the design of this study, recommending assessment by an independent agent.

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Senate Bill 184

Senate Bill #184, which would increase the number of university credit hours required to sit for the State of Wisconsin CPA exam, has been introduced in this legislative session. Regent Krutsch noted that this is an example of the counter-currents affecting education today -- on the one hand, there is pressure to reduce the total credits needed to graduate, while, on the other hand, there is pressure to require more credits to qualify for entry-level admission to professions. Thirty-four states have adopted a bill similar to this one; after the year 2000, twenty-six will require CPAs to have a minimum 150 credit hours (as SB 184 requires) to practice. Senior Vice President Ward had cautioned that, regardless of conflicting interests in establishing the number of credits required for graduation, the best interests of the students and the need to ensure that they are prepared to compete and are qualified to practice in their chosen professions are the most important concerns. In his opinion, whether or not SB 184 is passed, students will have to meet the higher standards set in other states if they want to practice as CPAs in a national market. Regent Krutsch noted that, since the majority of UW System students may not need to meet this requirement, there can be continuing pressure to reduce the total number of credits needed for them to graduate.

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Good News Items

Vice President Ward concluded his report with some "good news" items:

- * The Northwest Wisconsin Manufacturing Outreach Center, which is administered by the UW-Stout Technology Transfer Institute, has won second place in the business assistance category of a competition conducted by the National Association of Management and Technical Assistance Centers. NWMOC won the award for its efforts to help a local manufacturer, Tiffany Fine Woods, improve operations and shore up declining profits.
- * Michael Reddy, an Assistant Professor of chemistry at UW-

Milwaukee, has been awarded a Faculty Early Career Development Grant from the National Science Foundation -- one of a select group of 24 scientists nationwide to receive this award in 1995.

- * James Jaffe, a History Professor at UW-Whitewater, has been elected a Fellow of the Royal Historical Society, a premier professional organization of historians in the United Kingdom.

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Presentation: "Guaranteed Four Year Degree," by Barbara Cambridge, Associate Dean, Indiana University-Purdue University at Indianapolis; and John Folkins, Associate Provost, University of Iowa

The presenters described the programs at their institutions. Prior to their presentation to the Committee, Regent Krutsh had stated that she believes this is an extremely important issue with a direct impact on both access and affordability. She asserted the potential of four year agreement arrangements to direct the energy and attention of both the institution and the student as both focus and plan for four year completion. This focus produces better advising, closer attention to course availability and course sequencing, and makes explicit the possibility of a four year degree as the student and the institution become goal oriented and take steps to achieve that goal. Regent Krutsh then introduced Dean Barbara Cambridge, who made a short presentation to the Board.

Dean Cambridge began by noticing that, like the University of Wisconsin, Indiana University is engaging in a long-range planning process, "Strategic Directions," also composed of working groups. At this point, a charter has been proposed for discussion and presentation to the board of trustees next month; in that charter, under the rubric of accountability and best practices, several goals have been defined and require specific initiatives for achievement. One of these involves two programs, "Grad Pact" (at IU-Bloomington) and the "Personal Completion Compact" (at IU-Indianapolis) both of which are aimed at facilitating the completion of the undergraduate degree in four years. The former program states that "IU recognizes that earning an undergraduate degree in four years is a responsibility that is shared between the University and the student." The four central features of the pact, which is made between IU and those students who choose to participate, are:

- * The university will provide the courses students need for their degrees when they need them (in terms of the sequence of the degree program);
- * The university will make available advising and other means by which students can monitor their progress;
- * Students accept responsibility for monitoring their progress toward degrees and for making choices that will take them to graduation within 128 hours or 8 semesters of full-time study; and
- * IU will pay the tuition for courses still required for graduation by any participating student who has earned 128

hours on the campus and has satisfied certain other conditions set by individual schools.

She noted that this program fits well for some students, and that IU's many non-traditional students have legitimate reasons for not choosing to complete their degrees in four years. To address their concerns, the "Personal Completion Compact" at the IU Indianapolis campus has been developed and is still undergoing review; however, a pilot program will be running this Fall. This program was developed to ensure that all students have the opportunity for an individualized appropriate education. It will provide a complete comprehensive plan for student development that includes coursework required for graduation as well as other activities designed to enhance the student's educational goals. (The IU-Indianapolis campus has established a set of undergraduate learning principles which students may achieve through coursework as well as other activities.) The compact is designed to meet the individual student's goals to obtain an Associate or Baccalaureate degree, or to complete certificate or transfer requirements; it is developed by the student and advisors who work together to outline the responsibilities of the student and the university in the pursuit of the student's goal. In designing the compact, attention is given to timely completion of the personal and/or professional plans of the student while assuring a high level of accountability on the part of both the University and the student.

Dean Cambridge noted that the implications of these commitments are high, and she anticipated a number of areas which require further attention: improving technological support for this program, including program templates, guided decision-making programs, assessment measures, and a more useful transcript; improving advising and mentoring programs; and developing better teamwork between non-faculty members and faculty advisors and mentors. There are also implications for the faculty reward systems and how these responsibilities will be factored into teaching responsibilities and the faculty workload. She concluded that the goals of this program are best expressed by the charter's statement that "student learning, intellectual exploration, persistence and attainment" should be placed "at the center of the University's mission."

Regent Gelatt asked what fraction of IU students are expected to make use of this opportunity. Replying that she did not know, Dean Cambridge stated that she had learned from Associate Provost Folkins of the University of Iowa that a very high percentage of its students (52%) take advantage of a similar program; she added that a UW chancellor reported that he had found campuses with similar programs that had participation as low as 10%. Chancellor Grugel noted that about 25% of the students in the University of Wisconsin System are transfer students, and asked how this program might affect them. Dean Cambridge replied that Grad Pack does not make a provision for transfer students, since the Bloomington Campus does not have the percentage of transfer students that any of the other campuses do in the Indiana University System; on the other hand, concern for the many transfer and non-traditional students at the Indianapolis Campus prompted the development of the Personal Completion Compact.

Regent Krutsch added that Provost Folkins had noted that having the mechanisms in place to address the demands of the large number of

students who were accepting these programs would benefit others. She stated that Regent Lubar had asked whether, if two students signed up for the same program at the same time, one who did not sign the pact would necessarily take more time to complete the program than one who did; Provost Folkins replied that would not be the case.

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Panel Response to the Presentation

Regent Krutsch reported that, following the presentation by Dean Cambridge and Provost Folkins, Senior Vice President Ward introduced a panel of representatives from UW institutions who responded and continued the discussion. The panel members were: Larry Davis, Associate Chancellor, UW-Whitewater; William Mayrl, Assistant Chancellor for Student Affairs, UW-Milwaukee; Howard Thoyre, Interim Chancellor, UW-Stevens Point; and Gary Sandefur, Associate Vice Chancellor, UW-Madison. She reported their consensus that these ideas warrant consideration, and that many of the institutions they represent are considering them. While they liked the comprehensive approach represented by the presenters, they cautioned that the number of students who would be interested, or whose curricular plans would qualify for such a four-year guarantee, must not be over-estimated, since there are many complex reasons why students do not graduate within a four-year time frame. Regent Krutsch concluded that the goal must be to help students to finish in a timely manner, and that responsibility for achieving that goal must be shared by the student and the institution.

REPORT OF THE PHYSICAL PLANNING AND DEVELOPMENT COMMITTEE

Regent Budzinski provided the report in the absence of Regent Dreyfus, Chair. He began by stating that Resolutions 7055 - 7061 had been adopted as consent agenda items, and moved their adoption by the full board. The motion was seconded by Regent Lubar and passed unanimously.

Authority to purchase and install digital radio and television broadcasting and production equipment at UW-Stout and UW-Extension

Resolution 7055: That, upon the recommendation of the UW Extension Chancellor and the President of the University of Wisconsin System, authority be granted to:

- (a) purchase and install digital radio and television broadcasting and production equipment at Vilas Communication Hall (UW-Madison), \$516,600, General Fund Supported Borrowing - Capital Equipment Funds, and
- (b) purchase and install distance education equipment and upgrade distance education infrastructure at UW-Stout, at an estimated cost of \$256,000 of

General Fund Supported Borrowing - Capital
Equipment Funds.

UW-Green Bay: Approval of Three Parking Lots Reconstruction Project
(Lots 12, 10, and 3)

Resolution 7056: That, upon the recommendation of the UW-Green Bay
Chancellor and the President of the University of
Wisconsin System, a Three Parking Lot
Reconstruction project be approved (Lots 12, 10
and 3), at a total cost of \$497,800, using Program
Revenue Borrowing - Parking Utility Funds.

UW-Milwaukee: Authority to Construct Chemistry Room B70 Research
Remodeling project

Resolution 7057: That, upon the recommendation of the UW-Milwaukee
Chancellor and the President of the University of
Wisconsin System, authority be granted to
construct a Chemistry Room B70 Research Remodeling
project at a cost of \$200,000 using General Fund
Supported Borrowing - WISTAR Funds.

UW-Milwaukee: Authorization to Construct Engineering and
Mathematical Sciences Computer-Aided Engineering Laboratory
Remodeling Project

Resolution 7058: That, upon the recommendation of the UW-Milwaukee
Chancellor and the President of the University of
Wisconsin System, authorization be granted to
construct an Engineering and Mathematical Sciences
Computer-Aided Engineering Laboratory Remodeling
project at a cost of \$235,000 using General Fund
Supported Borrowing - WISTAR Funds.

UW-Eau Claire: Approval of Towers Residence Halls North and South
Wings Passenger Elevators Renovation

Resolution: 7059: That, upon the recommendation of the UW-Eau Claire
Chancellor and the President of the University of
Wisconsin System, approval be granted to construct
a Towers Residence Hall North and South Wings
Passenger Elevators Renovation project at a cost
of \$429,000 using Program Revenue Cash (Housing).

UW-La Crosse: Approval of Budget Increase for Major Project (Student
Life Center)

Resolution 7060: That, upon the recommendation of the UW-La Crosse
Chancellor and the President of the University of
Wisconsin System, a \$1,575,100 budget increase
(\$706,100 Program Revenue Supported Borrowing and
\$869,000 Program Revenue-Segregated Fees) be
approved for the Student Life Center project, from
\$8,542,900 to a revised total project cost of
\$10,118,000 (\$6,149,000 Program Revenue Supported
Borrowing and \$3,969,000 Program Revenue -

Segregated Fees) and authority granted to use bonding before cash.

UW-Parkside: Approval of Design Report and Authority to Construct a Residence Hall Project

Resolution 7061: That, upon the recommendation of the UW-Parkside Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority granted to construct a Residence Hall project at a cost of \$8,818,000 of Program Revenue Supported Borrowing.

Regent Gelatt noted that Resolution 7060 entailed an increase of nearly 20% in the construction budget, and asked whether it resulted from a mistake on the part of the architect, a change in the plan for the building or inflation in the building trades. Vice President Paul Brown noted that the actual bids that came in were higher than the architect's estimate; Regent Gelatt asked whether the architect made a mistake in estimating the cost, and if so, whether the Board simply agrees to pay more than was initially approved. Vice President Brown noted that, normally, the process would involve redesigning and soliciting new bids; however, in this case, the issue was brought before the students who elected to pay the difference through the use of segregated fees.

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Report of the Vice President for Physical Planning and Development

Deferred Maintenance Backlog

Regent Budzinski reported that Vice President Brown reviewed a quarterly progress report on reduction of the deferred maintenance backlog for the committee. The September report indicated that a total of \$134.9 million had been received through June 30, 1995. An additional \$12.7 million has been received in the July-September 1995 quarter. This means that approximately \$147.6 million has been applied toward the deferred maintenance backlog, leaving a current balance of \$216.5 million. The 10-year schedule at \$36 million per year would anticipate expenditures totaling \$153 million at this date. Consequently, we are about \$5.4 million below our target. The Report shows that, while we are ahead of schedule on utilities and health and safety projects, we are behind schedule on facilities repair and renovation.

He noted that committee members had expressed concern about adverse ramifications resulting from misinterpretation of this report, which could incorrectly imply satisfactory progress on addressing the System's deferred maintenance backlog. It should not be concluded that current maintenance needs are being adequately funded, when, in fact, a new backlog is developing at a rate of about \$40 million per year.

CLOSED SESSION

At 2:05 p.m., the Board recessed for five minutes. Upon reconvening, Regent Lubar read Resolution 7063, which was adopted by unanimous roll call vote, with Regents Brown, Budzinski, De Simone, Gelatt, Grebe, Hempel, Krutsch, Lubar, MacNeil, Randall, Smith and Steil (12) voting in the affirmative. There were no dissenting votes and no abstentions.

Resolution 7063: That the Board of Regents recess into closed session to consider personal histories relating to UW-Madison honorary degree nominations, to consider naming a roadway at UW-Platteville after a person, and to consider whether to grant a request for review of a decision on a grievance at UW-River Falls, and to consider naming an addition after a person at UW-Stout, all as permitted by s.19.85(1)(f), Wis. Stats.; to consider appointment of a Vice Chancellor and personnel evaluations, and to approve a salary increase above the Executive Salary Group Six Maximum, UW-Madison, as permitted by s.19.85(1)(c), Wis. Stats.; and to confer with legal counsel, as permitted by s.19.85(1)(g), Wis. Stats.

At 3:30 p.m., the Board arose from closed session and announced the adoption of the following resolutions.

UW-Madison: Approval of a salary increase above the Executive Salary Group Six Maximum

Resolution 7064: That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, a base salary adjustment of \$13,000 and a temporary base salary adjustment for service as a chair, resulting in a new base salary of A\$115,158, effective Semester II, 1995-96, be approved for Professor David DeMets, Professor and Chair, Department of Biostatistics, Medical School, and Professor, Department of Statistics, College of Letters and Science, to counter a competitive offer.

UW-Madison: Approval of a salary increase above the Executive Salary Group Six Maximum

Resolution 7065: That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, a base salary adjustment of 10%, resulting in a new base salary of A\$122,977, effective January 1, 1996, be approved for Professor C. Richard Hutchinson, School of Pharmacy, to counter a competitive offer.

UW-River Falls: Approval of Vice Chancellor appointment

Resolution 7066: That, upon the recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-River Falls, as part of a planned administrative restructuring initiative, the Chancellor of UW-River Falls is authorized to create a position of Vice Chancellor of Administration and Finance in Executive Salary Group 6, and the Chancellor is authorized to appoint to that position Virgil C. Nylander, with no change in his current annual salary of \$90,118, effective immediately.

UW-River Falls: Request for review of a decision on a grievance

Resolution 7067: That, upon the recommendation of the Personnel Matters Review Committee, the Board of Regents denies the request for Regent review of a UW-River Falls decision on a grievance.

The meeting was adjourned at 3:30 p.m.

REPORT ON THE STUDY OF THE UW SYSTEM IN THE 21ST CENTURY

President Grebe stated that the five working groups for the Study of the UW System in the 21st Century had met the previous day. He noted that this meeting of the groups, composed of regents, chancellors, vice presidents, faculty, staff, students, and community representatives, had met for the first time with the faculty, staff, students, and community representatives. He expressed appreciation on behalf of the Board to those individuals serving on these working groups, noting that their service would require time and effort over the course of the next several months.

The groups held preliminary meetings in October and met again on November 9, 1995; President Grebe stated that they will continue to meet at least monthly over the course of the remainder of the academic year. Reports by the chairs of those working groups will be a regular item on the Board meeting agendas so that all members of the Board will be informed as the groups move toward policy recommendations in the five areas of the study.

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Working Group on Access and Affordability

Regent Hempel, Chair, provided the report, noting that this group met three times the previous day: in joint session with the Working Group on Future Funding and Revenue Structures, then in a separate session, and finally, in a meeting with members of the Legislature. The first of these meetings addressed financial aid and involved a

presentation; group members learned about the composition of financial aid available to students today, trends, and what is happening at the federal level, since about 84% of the aid received by UW students comes from federal sources. In the next meeting, the group discussed feedback received since the study of Access and Affordability was initiated. Regent Hempel's sense of that feedback is, first, that people are proud of the high access rate to the UW System and they would like to maintain high access; at the same time, there are strong reservations about compromising gains in educational quality that were generated by the success of enrollment management. Second, there is uncertainty about future state funding levels available to support the incremental 10,000 students that the system will be asked to educate if the high (31%) access rate for recent Wisconsin high school graduates is maintained. Third, if resources are constrained or only partially available to support these incoming students, the Board needs to understand what it, System Administration and the faculty can do to address that challenge.

Regent Hempel noted that to address these concerns, the group has chosen to focus on technology so that the use of distance learning can increase capacity; she added the caveat that this solution will have significant up front costs, a detail the group raised in its discussion with the Legislature. Second, since capacity for incoming students can be increased by moving existing students through the system faster, the group will look at the issue of time and credits to degree. Third, coordination and communication among the various educational assets represented in the state could be improved to help students determine whether they're making the correct choice when they decide to enter the university system rather than the technical college system. Finally, the working group will look at whether productivity enhancement can be used to expand capacity.

In the next meeting, the working group received feedback from more than a dozen Legislators who, when asked directly about how often they heard that access is a problem, responded that they generally don't. Regent Hempel suggested that there is concern about what might ensue if access becomes limited, but that it is not an issue of particular concern now. She expressed concern that some respondents who might not recognize the economic benefits derived from the higher rate of tuition for non-resident students. Legislators expressed their desire to keep resident tuition low but did not support increasing taxes to support increased access. When the issue of management flexibility was raised--i.e., that the System might become more productive if the System were more flexible and able to be more responsive to the needs of students--the Legislators' response indicated the subject was one which would require close work with them if gains are to be made.

At the conclusion of her report, Regent Gelatt referred to an interesting detail he had gleaned from the presentation on financial aid, which compared total financial aid from all sources distributed to UW Students (about \$340,000,000 a year) and the cost of the total tuition raise they experienced -- \$350,000,000. He noted the close match between financial aid and tuition.

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Working Group on Future Funding and Revenue Structures

Regent Gelatt, Chair, discussed the three areas on which his working group chose to focus: comparison of funding sources for the UW System with peer institutions; an examination of the likely gap between revenues and expenditures in the year 2005; and preliminary discussion about potential sources for filling the anticipated gap.

The group reviewed revenue structures of UW-Madison and UW-Milwaukee with peer institutions Ohio State and Ball State. Tuition as a percentage of the total revenues is lower in Wisconsin and, generally, auxiliary earnings of other institutions were higher as a share of the total than in Wisconsin. At the next meeting the group will look at data for peers of the comprehensive institutions. In the discussion of various scenarios of expenses, tuition revenue and state support for the years between now and 2005, if tuition increases are held to inflationary percentages, the rate of growth of expenditures is reduced to no less than inflationary increases, and the UW must fund 10,000 additional students, in the year 2005 a revenue gap between \$150,000,000 and \$200,000,000 is produced. To put that in perspective, Regent Gelatt noted that these figures are equal to closing 6 comprehensive campuses. Attempting to fill that gap simply by restricting the number of students will not fully address it; the committee feels the situation will require a significantly greater response over the next 10 years. This projection assumes that state budget continues to increase at the same rate it has for past biennia, or 1% to 1.5%. He noted that it's not clear whether even this modest increase will be forthcoming, based on the experience of the current biennium. Regent Gelatt suggested that the Board and the System have a responsibility to make the point to the Legislature that, in the midst of other priorities, "we can't go back on the support for higher education in Wisconsin." These projections highlight the difficulty of the task ahead, and the working group's next meeting will look at how to fill the gap: they will look at whatever means are available, including tuition increases, previous calculations of savings that result from closing campuses, and the responses of chancellors and system administration as to savings incurred by a substantial restructuring. In later discussion, Regent Gelatt noted that it would be unwise to take all 10,000 additional students without additional state revenues. Suggestions for increasing revenue include attracting additional non-resident students at the comprehensive universities, having auxiliaries make a profit, and increasing the focus on fundraising.

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Working Group on Mission and Roles

Regent Lubar, Chair, reported that Senior Vice President Sanders presented a paper on the evolution of the systems of higher education throughout the country. That paper provided the group with an overview of different types of coordinating structures; among these, Vice President Sanders noted that the UW System structure had served well, earning the System a reputation for

quality, high access, and low cost to students and to the State. The presentation concluded that the UW System has become a national leader for a number of reasons: the single Board of Regents with the authority to coordinate and govern, the tradition of shared governance, open Regent deliberations, respect for institutional autonomy for each university, and diversity of institutional missions and program array. Four opportunities for improvement then became group's focus: first, to further clarify the roles of the Board, System Administration and the individual institutions; second, to work with the institutions to reassess missions and to make necessary changes; third, to establish a fund for innovation; and finally, to strengthen each institution's managerial autonomy to improve accountability and effectiveness while eliminating barriers to good management.

Regent Lubar then reported that the group discussed the papers which were provided prior to the meeting. These included the history of the UW System before and after merger, a summary of the findings detailed in the 1994 Environmental Scan of the UW System Administration and the conflicting themes of centralized leadership and accountability verses institutional autonomy and flexibility. In discussion, the group saw within the statutes the direction for institutional autonomy and flexibility; they also saw that the State Administration tends to want more centralized direction. The general suggestion was that System Administration services be directed to those areas where they can justify the greatest value added. The group also discussed the UW News and World Report's recent ranking of colleges and universities: the top institutions are private with the flexibility that accompany that status. The group also discussed an article on the state of higher education in the United States, its constituents' perceptions of its ills and deficiencies, and suggestions offered to bring it back to its core values, goals and missions. Two policy papers on the ways in which Regents and institutions share authority were also provided. Regent Barry described the incentive grants program guidelines used by the Wisconsin Technical College System; the program enables the State Board to provide incentive financing to support the development of programs tied to the core mission of the WTCS.

There was extensive discussion of what the group's approach should be to clarifying institutional roles, and the group has asked the chancellors to address the following questions in the December meeting:

- * What changes if any should be made in the role of the Regents and System Administration?
- * What changes, if any, should be made in the mission of your university?
- * Do you favor a system wide incentive fund which would provide dollars to encourage the implementation of system goals such as increased use of instructional technology, strategic alliances with other UW institutions and outside entities?
- * How do you plan to deal with the following problems within in your current or changed mission:
 - a. A fiscal climate in which your budget may be flat or reduced;
 - b. The need to increase professional development

- opportunities for your faculty and staff; and,
- c. The implementation of new instructional technology?
- * What new synergies within the UW would you suggest for helping your university better achieve its missions and ambitions?
 - * What rules, regulations or policies would you like to see rescinded, modified or eliminated to help lead and or manage your institution?

The group will also ask that each chancellor to verbally comment on the distinctiveness of their institutions and the mission within the System. Also at this meeting, several brief papers on how an incentive fund would work in the UW System will be addressed. Regent Lubar also expressed the hope that the group would have the opportunity to discuss the difference in governance for this University System between a state-funded institution and state-assisted institution.

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Working Group on Instructional Technology and Distance Education

President Grebe chaired this group in absence of Regent Dreyfus. He reported that the meeting began by reviewing the consensus the group had already achieved. The group then reviewed materials that had been provided, and looked at a series of policy issues suggested by the members of the group. Vice President Brown assisted in this discussion by attempting to synthesize the issues. Regent Grebe noted that the group reached some preliminary consensus about some large goals: the importance of focussing on faculty development as a keystone to success; the need to concentrate on a student-centered learning environment; the importance of providing access to the university without regard to barriers of time or place; and the need to have developments in this area be driven by program and learning rather than by developments in technology. Some guiding principals were discussed, and some preliminary consensus was reached on a number of areas there that reinforce and were similar to the above-mentioned goals.

Some preliminary discussion on several policy issues of concern to the group began. Some system policies were identified as needing serious review, including understanding the implications of distance education for:

- * Non-resident tuition policies and reciprocity agreements--the need to understand what changes are necessary to be competitive with other systems which apparently do not charge non-resident tuition for distance education, and whether the UW System should encourage something less than non-resident tuition charges for distance education.
- * Transfer of credits--whether developments in this area will accelerate the movement toward system-wide transferability of credits among institutions and what effect this will have on core and degree requirements.
- * Faculty promotion and tenure--whether policies would need to change to adequately reward faculty for the work that they do in this area.
- * Coordination and sharing resources within the system--whether institutions that participate in these programs should share tuition and fees.

- * Segregated fees--whether different segregated fees should be charged to students who are not campus based in their learning environment or if the services provided to those students should be different than those who are learning in a campus based environment.
- * Raising revenue--whether this can be a magnet for public and private funds.

After a lengthy discussion on these policy areas and others, the group adjourned.

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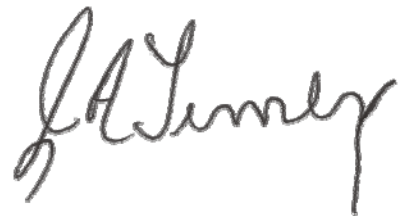
Working Group on Program Array

Regent Orr, Chair, noted that much of the meeting was spent disseminating facts. A working paper on program review and program array was presented. Regarding the latter, the group looked first at the UW System, noting where it was at the time of merger and where it is today. The number of overall programs is down slightly from the time of merger; however, within that figure there has been a great deal of change--290 programs have been dropped and 263 added. Regent Orr pointed to a chart from one of his group's working papers, noting that it represents the frequency of programs in the masters and bachelors degree area in the system in 1994/1995. This chart indicates that there is not a great deal of duplication within the system: for example, there are 147 programs that occur at one institution only, and only one program that occurs at all thirteen institutions. Overall, Regent Orr noted that duplication does not appear to be extensive. The group also looked at a chart which showed majors by campus in particular areas, which again indicated that, with the exception of the field of education, the institutions do not have a great deal of duplication. The group also received information on other states, and learned that the UW System's program array for bachelor's degree programs is about average. In the master's degree programs, the UW System tends to have fewer offerings than other states. Regent Orr cautioned that it may be important to consider the pressure from accrediting organizations to expand requirements for accreditation; suggesting that such requirements have the effect of penalizing students, he encouraged the UW System to continue to resist the efforts of such organizations to build walls around their professions.

The group then received a working paper on collaborative programs in the state, which was pursued according to their hypothesis that one way to stretch resources is through collaborative education. Noting that the UW System has only 25 collaborative programs, Regent Orr added that, currently, there are few incentives for establishing collaborative programs; he suggested that some should be created to encourage these programs because future funds won't be available to establish duplicate programs at separate institutions. The working group is investigating whether other institutions that use their budget to influence program arrays might provide models for the study; Regent Orr noted that the best one they found is in the Wisconsin Technical College System, in which additional funding from the state can be used to leverage programs deemed attractive by the institutions.

Regent Orr stated that the majority of working group meeting was devoted to a presentation by the chancellors on disincentives for innovative program development. Several factors were cited: statutory and budget limitations, the inability to transfer funds among accounts, contractual arrangements and the "conflict between job security, the length of contracts and the ability to make program changes." Regent Orr noted that a primary disincentive is financial, but added that the development of innovative programs may not incur great expense: he suggested that the legislature and executive branch might be amenable to the use of small demonstration grants to explore this option. The working group on Program Array plans to have research and discussion on the additional topics of credit/non-credit programming, distance education, and demand-based tuition as a means of revenue production.

Regent Krutsch, at the conclusion of Regent Orr's comments, praised the extensive reports which had been made since the Board and the working groups need to be informed about progress and developments elsewhere. She also noted the finding that teacher education programs have more program duplication than others, commenting that the UW may no longer be able to afford the extensive array historically offered in this area. She suggested that further attention be focussed on continuing graduate education programs from a fiscal point of view. Regarding Regent Orr's comments on the issue of specialized accreditation, Regent Krutsch noted that Milton Blood, who has addressed the Education Committee on the subject of accreditation, had expressed his desire to work with the Board to help alleviate some of these problems. Citing his observation that Boards and accrediting organizations share a common purpose, she suggested they should work more closely to improve this area. Regent James expressed her hope that the working group chairs could work together to avoid duplication and to clarify the groups' missions; Regent Grebe added that if duplication exists, the chairs could be working together to coordinate their study.

A handwritten signature in cursive script, appearing to read "J. A. Temby". The signature is written in dark ink and is positioned to the right of the main text block.

Judith A. Temby Secretary