

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

UW-Madison

Held in 1820 Van Hise Hall

Thursday, September 9, 2004

11:00 a.m.

- President Marcovich presiding -

PRESENT: Regents Axtell, Bradley, Burmaster, Connolly-Keesler, Davis, Gottschalk, Gracz, Marcovich, McPike, Olivieri, Pruitt, Randall, Richlen, Rosenzweig, Salas, Smith and Walsh

ABSENT: None

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REMARKS BY UW SYSTEM PRESIDENT KEVIN P. REILLY

Regent President Marcovich welcomed President Kevin P. Reilly as the sixth president of the University of Wisconsin System, noting that he was off to a strong start with appearances across the state. He also welcomed the audience listening to the meeting over the Internet through audio streaming for the first time.

President Reilly made the following remarks:

Thank you, Toby, for your warm introduction and my thanks to all the Regents, Chancellors, faculty, staff, and students who have made me feel extremely welcome since

I've assumed the presidency of the system. I also want to extend a special thanks to my predecessor, Katharine Lyall, for her graciousness and assistance during the transition.

One of the great legends in higher education, as you may know, was Clark Kerr, the president of the University of California System. He was essentially the architect of California's integrated system of higher education and the president who led the tremendous growth in the University of California.

As I begin my tenure, I am reminded of Kerr's famous remark upon being forced out of office by then California Governor Ronald Reagan, after the student riots of the late 1960s. He said, and I quote, "I leave this job as I came to it: fired with enthusiasm!"

Indeed, I am fired with enthusiasm as I enter this office. It has been a very busy and fulfilling six days on the job, especially coinciding with the arrival of students back on our campuses. Among other things, I have learned that class change in Van Hise Hall is not the time to be trying to snag an elevator. And, on a more serious note, as much as one can know and appreciate the UW System from the vantage point of a chancellor, from the president's desk, it is exponentially more "awesome" in its reach, its complexity and its impact.

With your indulgence, I thought I would take a few minutes to catch you up on what I've been doing and learning the last several weeks. That will lead in nicely, I think, to my opportunity to share with you some of my priorities for the weeks and months ahead.

I've already had the good fortune to visit several of our campuses since my appointment as president. Two weeks ago, I met with faculty and staff at UW-Whitewater at the invitation of Chancellor Miller, UW-Green Bay with Chancellor Shepard, and UW-Fox Valley with Interim Chancellor Cleek. All three events were academic year-opening convocations, and the last one, at Fox Valley, brought together the UW Colleges' faculty and staff from all 13 two-year campuses.

At all of them, I talked about the future of this university, where we're going, and our collective ideas about how we should get there. I have also met with several systemwide groups, including our UW System Compensation Advisory Committee, our state relations specialists, our faculty representatives and the leadership of United Council.

And between now and our next regent meeting, I will talk with Hispanic audiences in Milwaukee with Regents Olivieri and Salas and Chancellor Santiago; and economic developers in Hudson with Interim Chancellor Nylander. I'll also be addressing the state's K-12 district administrators with Regent Burmaster, the Wisconsin Technology Council at the invitation of Tom Still, and scores of UW alumni. And I'll be going to Washington D. C. to re-introduce myself to our federal delegation. These audiences, like you, will hear me stress our critical role in Wisconsin's future.

One clear message I have received so far has been the importance of communication: it's clear to me that a top priority must be to share the importance of the work that happens within this university, and to build lasting relationships with the people and organizations that make it possible.

I've been told that as president, I represent the UW System. But that's only partly true. Our faculty, staff, students, chancellors, regents - everyone in this room - you *all* represent the UW System, and there's no one who can tell our story better. We will all need to work together - with one voice - to articulate our value, our needs, and our positive impact in educating students and strengthening Wisconsin's economy.

Our mission as a public university is to be Wisconsin's premier developer of advanced human potential, of the jobs that employ that potential, and of the communities that sustain it.

I have come away from my visits and meetings feeling that there is strong consensus behind that mission and the budget you passed last month. The priorities we've identified in the budget - rebuilding quality, remaining competitive, keeping college affordable, maintaining and, we hope, enhancing access - resonate out there.

Your vote to approve the budget request was really a vote for "**student access**" and "**Wisconsin success.**"

Our budget is a "**student access**" budget because it contains financial aid that will in effect, freeze tuition for students from families with annual incomes in the low \$40,000 range and below. It is a "**student access**" budget because it will enable working adults to have access to educational opportunities throughout their careers.

And it is a student **access** budget because it will ensure that students have access to quality faculty and staff.

I am reminded, as I make my campus visits, that more than 85% of our general operating budget is spent on people. Faculty and staff are at the core of our enterprise. Without quality people, we cannot have a quality university.

To me, it is unacceptable that we have almost 9,000 more students and nearly 700 fewer faculty than we did a decade ago. Quality is in jeopardy when 40% of our student credit hours are taught by nonfaculty, no matter how talented and dedicated they might be.

Our success depends on our students having access to the best teachers and practitioners. And that takes nationally competitive compensation packages, so we can keep our best and brightest here in Wisconsin - some of whom we will recognize tomorrow at our Teaching Award ceremony.

I have also characterized this as a "**Wisconsin success**" budget. "Brain gain" is an important priority as we work with the Governor and legislative leaders to increase the number of state residents with baccalaureate degrees. Some of you may have read a recent column in the *Wisconsin State Journal* that implied that getting a college degree is a "luxury," and that a person's earnings are not linked to educational achievement.

Not true.

It is striking that when you look across the United States, you see that those states with greater than average personal incomes have a higher percentage of the adult population with college degrees. Minnesota and Illinois are both good, nearby examples of this.

Is it important to have more skilled labor in our state? Yes. But it is equally important to have more college-degree holders. That is why Governor Doyle has made growing high

income jobs and "brain gain" two core elements of his "Grow Wisconsin" program. I look forward to working with the Governor and his administration to achieve these objectives.

Just from a selfish vantage point from the state's perspective, it stands to reason that if the average per capita income goes up in Wisconsin, the greater the tax base will be. This, in turn, will allow two things to happen - first, the overall tax burden on individuals can be lowered, and second, there will be more money available to provide the state services, including affordable public higher education, that citizens want and need. If we cannot improve this equation, we will continue to struggle as a state with budget deficits, higher fees and elimination of services.

So what have I heard as I've traveled the state and talked to people these past two weeks?

- Brain Gain as a high priority. Wisconsin citizens want to make sure that they and their children have access to affordable public higher education.
- Strong support for the priorities the Regents have articulated in their budget request to the Governor.
- A sense of dedication and enthusiasm among our faculty and staff for their roles in teaching, public service and research.
- A mandate for us to be more outspoken about our budget priorities and why the public should support them.
- Recognition that the university is a vital element in the state's economic engine.
- A sense that we need to work harder to improve our relationships, especially at the state level.
- A concern about the future of the state should we be unsuccessful in turning around the financial slide of the past few years.

I was delighted to read in Sunday's *Wisconsin State Journal* that, according to the U.S. Department of Labor, Wisconsin has added 48,800 jobs this past year - the most new jobs of any state in the Upper Midwest. Among those were 19,500 "high-wage" jobs - positions in finance and other professional business services that I'm sure our campuses across the state have helped to generate, and their graduates have helped to fill.

Another recent report from UW-Madison's Center on Wisconsin Strategy (with the highly appropriate acronym, "COWS") noted that Dane County alone has added about 5600 jobs in education and technology fields. I am certain that the presence of UW-Madison and Madison Area Technical College has helped foster that growth.

With this has come other good news from our state revenue forecasters. According to the Department of Revenue, Wisconsin tax revenue increased 5.3 percent in 2003-04, and the state will take in about \$70 million more than was forecast. The UW System seems an excellent place to invest some of that growth.

So how will this landscape and what I've learned in my recent travels shape my priorities as president in the months to come?

I'd like to share just three or four areas that I believe demand my immediate energy and commitment. In all of these endeavors, I will be working closely with you, our Regents, with the Chancellors and with our university officers and staff statewide.

First, students first! That was a strong theme of the Regents' budget.

I intend to pay a lot of attention to our students and prospective students. We are, after all, in the business of teaching and learning, and our clientele represents not only the more than 160,000 students enrolled at our 26 campuses, but many other nontraditional students who are receiving instruction and assistance through UW-Extension and other programs.

Brain Gain is a top priority for me and that begins with students. I intend to be very outspoken on the opportunities afforded by a college degree. I will work with Regent Burmaster, in particular, to make sure that college is a viable, recognized option for our high school graduates.

Another concern is that the wage gap between blacks and whites in Wisconsin continues to increase. That is why we must continue to pay special attention to lower-income students and students of color. And it isn't a matter, of course, of simply recruiting them, we must give them the tools they need to stay in school and be successful.

It was suggested to me by UW-Whitewater's student leadership that I consider meeting with the student leaders from campuses around the state, and I will seek that opportunity, after discussing how best to do this with my colleague chancellors. I also want to maintain our close working relationships with United Council - Stephanie Hilton and her colleagues do a terrific job of representing student interests and articulating the challenges students are facing.

At the same time, I plan to meet more regularly, in person and by teleconference, with the student media so that they have more direct access to me and develop a better sense of how their campus issues fit into larger university priorities. I want to hear directly from them about their concerns, as well.

I feel an obligation to do this because where once students paid about a quarter of their instructional costs, they are now paying close to half those costs, as a direct result of the loss of state tax dollars. I'm also mindful that students represent our greatest contribution to the state's economy. We graduate more than 29,000 students annually, and more than 80% stay and work in Wisconsin.

So, students are a number one priority.

A second, and related, priority is to be more transparent in how we operate. I believe that the UW System is a "black box" to a lot of Wisconsin citizens - indeed, to most of our own employees and students in some ways.

I want to demystify the UW System - to communicate what we do, how decisions get made, why decisions are made, and how we stand accountable to our own internal audiences, as well as the citizens of the state. I intend to eat a lot of "rubber chicken" over

the coming months as I talk about the UW and our priorities. I pledge to be open and forthright with our colleagues in the press. I will hold regular sessions with our higher education reporters to discuss what's on my mind, and theirs. I also will visit with editors, radio talk show hosts, and media leaders as I travel around the state, joining with our Chancellors and Regents who routinely do this in their local areas. So we'll have a series of what I'll call "Running Conversations with Reilly." I'll make that literal occasions by inviting reporters to join me for a jog. They'll have four miles of unfettered, heavy breathing access to the President! So if in the coming year our friends in the fourth estate appear notably more buff, you'll know why!

At the same time, we will make our Regent meetings more accessible to the public by providing streaming audio of full-board discussions, much like that provided by the legislature when it is in session. In fact, we are starting with this meeting today, and we will provide audio coverage over the Internet of tomorrow morning's full board meeting as well. This will enable people across the state to hear the business of the Regents as it unfolds from meeting to meeting.

A third priority of mine, not unrelated to the first two, is to focus on efficiency. After all, the greater our administrative efficiency, the more dollars available to serve students, perform public service or conduct much need research to improve our quality of life - and the more transparent we will be.

I must credit Katharine Lyall because as president, she took great strides to trim administrative fat and make this system both accountable - and by all national measures, the most efficient in the nation.

But that doesn't mean we can't do more.

Budget cuts over the past three years have forced us to be more efficient - we have lost 20% of our state fleet cars since 2002, we are spending significantly fewer state dollars on travel and advertising, and we have eliminated state-supported administrative positions throughout the UW System.

But accomplishing the ambitious goals we have set for ourselves in the state's present funding climate will call for some fresh thinking and new approaches.

As a start, I have asked Harry Peterson, the former president of Western State College in Gunnison, Colorado, to conduct a study of the UW System Administration, comparing our structure to that of other institutions. He will suggest ways in which we might better and more efficiently organize ourselves to best serve our campuses and the board. I am delighted that Harry is available to conduct this study over the coming two months, as he knows the UW System very well. He served as Donna Shalala's chief of staff in the late 1980's and most recently served as the Interim Dean at UW Sheboygan. He also has system experience, having been the Vice Chancellor of the MNSCU system as that merger was being completed in Minnesota. I look forward to Harry's report and I invite anyone with ideas or comments on this process to contact him directly.

In addition, I have also asked both the interim chancellors at UW Colleges - Margaret Cleek - and UW-Extension - Marv Van Kekerix - to work with their colleagues to find ways that we can increase administrative efficiencies between these two unique

institutions,. This will in no way jeopardize access to our two premier statewide access institutions, but rather will investigate how their administrative offices in Madison might work together to achieve greater efficiencies. Margaret and Marv will deliver the results of their study to me in two months.

Finally, I will work with our Chancellors to continue to seek ways in which we can share resources and talent to identify best practices, and to make our resources go further.

And, by the way, I don't see this confined to our own campuses - there are synergies to be realized working with the Wisconsin Technical College System, as our joint committee on baccalaureate degree expansion will suggest as it completes its work later this fall. I want to thank Regents Pruitt and Smith for dedicating much time and energy to this effort.

Finally, our Charting the Course study identified a number of efficiencies in our operation that I will pursue vigorously with my colleagues at the other end of State Street. If there are cheaper and better ways to run the university, we and the state should embrace them. We owe it to Wisconsin taxpayers to be as thrifty with their dollars as they themselves would be.

I am pleased to note that the Governor will attend tomorrow's Regent meeting to receive his official copy of our Charting Study, to help us usher in the new academic year, and to comment on the work that we must do for the state together. I have also had conversations with several state legislative leaders and have invited them to sit down with me and our Regents and Chancellors, either at one of these meetings, or more informally to discuss their agendas for the state and how the university might address them.

One of our agendas must be maintaining our leadership in academic research, especially at the UW-Madison, but including all the institutions. We will see an example of that tomorrow morning when UW-Madison researcher Jeff Johnson joins us to talk about his work on Alzheimer's disease.

When we attract federal and private funding for research, education and public service, we are not only doing good work and improving the quality of life, we are creating good paying jobs for Wisconsin - that is an important element of the Brain Gain equation. For the most recent fiscal year, our gifts, grants and contracts have exceeded one billion dollars. This is a great cause for pride, but we cannot take it for granted. It is imperative that we remain competitive in this area - and that means, again, maintaining competitive faculty and staff salaries.

In conclusion then, I do come before you in my first Regents' meeting as President "fired with enthusiasm." I am very optimistic about the future of the university and this state because we have a lot going for us - and we have a lot of champions who want to help us. If you could read all the letters, cards, and emails I've received on my appointment, you'd be convinced of that too. I believe in what we stand for: opportunity for Wisconsin's citizens and Wisconsin communities. We are in the "human potential" business, and it is our job and privilege to help our citizens realize their dreams for themselves and their families.

It is a good business to be in, and a good time to be in it. As we begin our new academic year, we start another year of teaching, learning and discovery with a positive energy that should always characterize such "commencements." It puts me in mind of a former professor of mine who, in his farewell to graduating seniors years ago, put it this way:

"Teaching belongs to the active life - specifically to that activity which is the overflow of thought and contemplation. It is the speaking of truth to young men and women who will rebel against it as formulation, and grow upon it as mystery."

This academic year, I wish all of our teachers and learners and discoverers useful rebellions and productive plumbing of mystery - and to them, I pledge my energy, advocacy and support for their efforts.

Thank you. I'd be happy to answer any questions you might have, or hear your reactions to the priorities and themes I've laid out here.

Observing that efforts to reach out to non-traditional students is a message that resonates well throughout the state, Regent Walsh asked what needs to be done to promote this initiative.

Noting that Wisconsin ranks 31st among states in the percentage of adult population enrolled in degree programs, President Reilly commented that Wisconsin can and should do a lot better. In that regard, he had spoken with Senior Vice President Marrett and with Regent Pruitt and Regent Smith about their work on the Committee on Baccalaureate Expansion, which has a special focus on better serving the working adult population.

There are three matters that he believed need to be considered:

- Constructing and offering curricula that are accessible and attractive to working adults. Those curricula may need to have structure and requirements somewhat different from programs offered to traditional students.
- Delivering courses electronically and in the evening and on weekends when working people can come to campus and having student services available at those times.
- Developing sophisticated means of looking at prior learning that adult students might bring to programs and evaluating whether it is equivalent to traditional classroom learning.

He indicated that impediments to these efforts are largely budgetary. With large budget cuts, campuses focus more tightly on the traditional-age students that are their main population; and non-traditional students get less attention.

Regent Axtell encouraged President Reilly to call on regents for help in moving forward with his priorities. He asked what can be done to promote financial aid as the top priority.

President Reilly replied that there is much sympathy among elected leaders for the university's need to advance that priority, and they are pleased that it is a key element of the board's budget request. He found a broadly-held conviction among elected representatives that the state cannot afford to have a public higher education system that is affordable only to students who come from fairly well-to-do families and recognition that talent and enterprise do not reside only in families who have larger amounts of money. He thought that he and the board would need to continue to make the case that students from the two lowest income quintiles are being lost and the way to reverse that trend is through the budget proposal on financial aid.

Regent Olivieri commented that the university is straining to meet the needs of traditional students and that the focus should continue to be on serving those students. He thought that service to non-traditional students should be done in collaboration with the Technical Colleges.

While he agreed that budgetary conditions impeded more service to non-traditional students, he also thought that non-traditional students require more accommodations to meet their needs than do campus-based traditional students. Therefore, more service to adult students would be a challenge, both in terms of budget and in terms of willingness to change how things are done. One area to target, he pointed out, would be attracting non-traditional students to health care programs where there are shortages of workers. However, academic requirements for these programs have been increasing, making it harder for students to obtain degrees.

President Reilly observed that there may not be a sharp line between traditional and non-traditional students, particularly in cases like adult students transferring from the Technical Colleges.

Noting that she also considered adults who had been in the workforce and are returning for masters degrees to be non-traditional students, Regent Connolly-Keesler commented that this is a large population that should be served. She did not think the focus should be limited to traditional undergraduate students.

Regent Davis commended President Reilly for the priorities that he had set forth. With regard to putting students first, she observed that students should respond to his willingness to provide access and openness with willingness be supportive and to help find ways to do what is in the best interest of students. She also expressed agreement with his focus on being more transparent and on being more efficient.

The discussion concluded and the meeting was adjourned at 11:45 a.m., on motion by Regent Pruitt, seconded by Regent Davis.

Judith Temby, Secretary

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Madison, Wisconsin

UW-Madison
Held in the 1820 Van Hise Hall
Friday, September 10, 2004
9:00 a.m

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Gracz, Marcovich, McPike, Olivieri, Pruitt, Randall, Richlen,
Rosenzweig, Salas, Smith and Walsh

ABSENT: None

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APPROVAL OF THE MINUTES

Upon motion by Regent Richlen, seconded by Regent Davis, the minutes of the August 19th meeting were approved as distributed.

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REPORT OF THE PRESIDENT OF THE BOARD

2005-07 Biennial Budget Request

Regent President Marcovich expressed appreciation to regents and system staff for their hard work on the proposed budget for the next biennium.

He felt heartened by the public support that had been received, including letters to regents from students and strong editorial support for values reflected in the budget request: Keeping doors to students open, holding down their costs, and asking the state to reinvest in the university to help students and the state's economy.

He thanked the regents for their strong advocacy on this issue, including Regent Axtell's work with the Janesville Gazette, and expressed appreciation for President Reilly's appearances around the state to advocate for the university's needs.

Report on the September 8th meeting of the Hospital Authority Board

A written report on the September 8th meeting was provided.

Wisconsin Technical College System Board report

A written report was provided to the board.

Report on the July 16th meeting of the Educational Communications Board

The board received a written report on the July 16th meeting.

Report on the July 30th and August 27th meetings of the Higher Educational Aids Board

Written reports on those meetings were provided to the board.

REPORT OF THE PRESIDENT OF THE SYSTEM

Noting that the academic year had begun with an abundance of good news from UW campuses, President Reilly reported that he intended to invite at least one of the people responsible for these achievements to every board meeting in order to tell their powerful stories in person.

President Reilly then introduced and congratulated Associate Professor Jeff Johnson, of the UW-Madison School of Pharmacy, who along with his colleague, Thor Stein, is making major contributions to the fight against Alzheimer's disease. Their findings are the first to show that increased levels of a certain protein in the brain can combat the onset of Alzheimer's, which could lead to new ideas about therapies for the disease. The Wisconsin Alumni Research Foundation has filed for a patent on these findings and hopes soon to begin licensing the technology to drug companies.

Professor Johnson explained that genes associated with early-onset Alzheimer's disease had been discovered, after scientists put these genes in mice in order to study the pathologies involved. While the mice developed the plaques that are a hallmark of Alzheimer's, they did not experience the death of neurons that causes loss of cognitive function. One of his graduate students, Thor Stein, had done a study of why the neurons did not die, and his results had recently been published.

Mr. Stein indicated that the intention had been to discover a pathway that could be used to treat or prevent the disease. They found protective genes in mice and were attempting

to determine if this kind of pathway would be effective in humans. The results have been very promising.

Noting that funding for the study came from the National Institutes of Health, Professor Johnson said that they would like to keep development of this technology in Wisconsin, but doing that would require a significant commitment of state funding.

Regent Marcovich asked if a technique had been found for introducing the protein into the human body, to which Professor Johnson replied that research on that matter is ongoing. If a means could be found to increase the amount of this protein in the brain, he thought it would have a significant impact on Alzheimer's disease.

Regent Walsh asked if this research could be relevant to multiple sclerosis, noting that there is a large incidence of that disease in Wisconsin. He thought the state might have some willingness to invest in that area.

In reply, Dr. Johnson indicated that their research had produced promising data for ALS, Parkinson's disease and Huntington's disease and that study of multiple sclerosis would be a next step.

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UW campuses listed among "America's Best Colleges"

President Reilly congratulated the UW campuses that are listed among the top Midwestern master's universities by U.S. News and World Report. For the second consecutive year, UW-Eau Claire and UW-La Crosse are tied for third; UW-Stevens Point is ranked seventh; UW-Whitewater is ranked 10th; and UW-River Falls is tied for 11th. Others in the upper tiers include UW-Green Bay, UW-Stout, UW-Oshkosh, and UW-Platteville. He also commended UW-Madison, which is ranked 7th for the second consecutive year on the list of best public doctoral universities and 32nd among all national universities.

These strong rankings, he noted, show that, despite budget cuts, the UW campuses have done an admirable job of continuing to offer students access to quality, affordable higher education. The magazine also notes that, on some UW campuses, class sizes are larger and there are fewer full-time faculty to teach students. These changes are a result of having fewer state dollars to maintain quality in the classroom. Overall, he observed that these rankings support the case for reinvestment by the state in its universities.

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UW Olympic Champions

Noting that the UW is home to two Olympic gold medallists, President Reilly congratulated UW-Madison swimmer Carly Piper, who won a gold medal as part of the U.S. women's 800-meter freestyle relay team, and UW-La Crosse senior Andrew Rock, who won Olympic gold as a member of the men's 4-by-400 meter relay team.

There followed a video about Mr. Rock, who was to graduate in December after achieving a 3.75 GPA in Finance and helping the UW-La Crosse track team win its eighth consecutive NCAA Division III track and field championship.

Regent Smith stated that La Crosse is very proud of Andrew Rock, an exceptional student athlete, who looks at himself not as an Olympic gold medal winner who happens to go to UW-La Crosse, but as a student of UW-L who happens to be an Olympic gold medal winner. Even though he had only just returned from Athens, he accepted an invitation to be featured at an event at the university to welcome back faculty and staff because he wanted to give back to the campus what he had received through participation in track and other activities. Regent Smith added that, just as Coach Guthrie had recruited Andrew to come to the La Crosse campus, so too could recruiting bring outstanding people in other areas to campus as well.

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UW-Green Bay professor named state's Poet Laureate

President Reilly congratulated Denise Sweet, associate professor of Humanistic Studies and advisor for the American Indian Studies minor at UW-Green Bay, on being named by Governor Doyle as the new state Poet Laureate. For the next four years, she will serve as Wisconsin's ambassador of poetry. He read one of her poems, titled: "In September: Ode to Tomatoes".

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New program for entrepreneurs

It was reported by President Reilly that UW-Extension and the Wisconsin Department of Commerce are helping entrepreneurs learn from each other through a new educational program. The Wisconsin PeerSpectives Network invites CEOs, presidents and business owners to roundtable discussions about business ideas and solutions. The sessions are offered through the UW's network of Small Business Development Centers.

UW-Oshkosh astronomer named director of national program

President Reilly congratulated UW-Oshkosh astronomer Michael Briley, who had been named Director of the Stellar Astronomy and Astrophysics program at the National Science Foundation. Dr. Briley will recommend funding for federal research on the activity of the sun and stars and will oversee a \$9 million budget.

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UW-Stevens Point receives national grant

It was announced by President Reilly that the Environmental Protection Agency and the U.S. Congress have awarded UW-Stevens Point \$2.5 million to continue a national effort to help educators teach about the environment. The National Environmental Education Training Partnership at UW-Stevens Point brought in \$12.1 million in grants over the past five years. President Reilly thanked Senator Herb Kohl and Congressman Dave Obey and their staffs for their strong support of the program.

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UW-Platteville receives \$2 million gift

President Reilly reported that UW-Platteville received a \$2 million gift from the family of Ed Busby, Dean Emeritus of Engineering. This generous gift will support capital projects for the campus' signature engineering program.

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History teaching grant received

It was reported by President Reilly that the U.S. Department of Education granted funding to UW campuses in western Wisconsin and their partners to help teachers learn new ways to teach American history. UW-Eau Claire is sharing in a \$1 million grant to work with school districts, the campus history department and the Chippewa Valley Museum. UW-River Falls and UW-Stout are part of a \$750,000 grant to fund a project titled "U.S. History through the Heartland along the I-94 Corridor". The president congratulated those campuses for their successful collaborations.

New Voters Project registers 91,000 new voters

President Reilly referred to a report by United Council that the New Voters Project has registered 91,000 new 18-24 year-old voters, well beyond their goal of 85,000. The next major registration push will come after the primary, focused at the end of September. On average, the New Voters Project is registering 2,000-4,000 young people every day across the state.

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Report by Governor Doyle

Introducing Governor Doyle, Regent President Marcovich recalled that his friend and mentor, Jim Doyle, Sr. and his spouse Ruth Doyle instilled in their children the belief that politics and government are honorable professions and that public service and public education are the principal ways to improve people's lives. He was sure that the Governor had taken his parents' advice to heart and that he would work with the board on maintaining the strength and quality of this great university system.

Governor Doyle indicated that his primary reason for joining the board at this meeting was to thank the regents for their wise selection of Kevin Reilly as the new UW System president. He felt confident that President Reilly would do very well in meeting the challenges before him and considers it particularly important that President Reilly has roots in UW-Extension, which is a very important statewide resource and which exemplifies the Wisconsin Idea in action.

The Governor then thanked the chancellors for their strong leadership in managing the budgetary challenges of the current biennium in an effective manner.

Referring to the board's recently completed study on Charting a New Course for the UW System, he expressed appreciation to the regents for their hard work in assessing future directions and challenges.

He related that, on a recent trade mission to China, it became clear that the University of Wisconsin is well known there because of the large number of Chinese students who have attended the UW and because of the renowned, ground-breaking research done at the university. "Throughout the world and in many ways," he noted, "it is the University of Wisconsin that defines us." In that regard, he cited Professor Johnson's groundbreaking work on Alzheimer's disease and Professor Thomson's stem cell research as two examples of the kind of faculty work of which the entire state could be very proud.

Noting that the last budget was the most difficult that Wisconsin had ever seen, the Governor commented that, while the state now is moving in the right direction, it is not yet out of the woods. He indicated that Wisconsin is leading the Midwest in job creation, much of which is the result of the UW's investment in recent years in initiatives to make the university the center of economic growth in the state. Moving forward, he said that it will be necessary to continue to make that investment and recognize the close relationship between economic growth and a strong University of Wisconsin System.

In conclusion, he extended his thanks to the board, to former President Lyall, and to campus leaders for getting through a difficult time and still maintaining Wisconsin's pre-eminent place in education. The state will do very well, he predicted, with continued commitment toward excellence in education from pre-kindergarten, through 12th grade, the Technical College System and the UW System.

Regent President Marcovich thanked Governor Doyle for his remarks and assured him that the board will work with him through the budget process and be very supportive of everything that he can do to help provide higher education in the state.

Presenting the Governor with a copy of the final report of Charting a New Course for the UW System, Regent Gottschalk noted that it was the result of a year-long collaboration among regents, chancellors, other university leaders, faculty, staff, students and many others around the state. The study, he noted, reaffirmed much of the good that is known about the university's service to Wisconsin and also identified some things that can be

done differently to better serve the state and its people. He expressed the hope that the report would feed positively into the Governor's budget deliberations.

Governor Doyle remained at the meeting for presentation of the Regents Teaching Excellence Awards.

PRESENTATION OF 2004 REGENTS TEACHING EXCELLENCE AWARDS

Introducing the awards presentation, Regent President Marcovich noted that this year marks the 13th annual celebration of this award program, which was instituted in 1992 as a way of recognizing and rewarding the finest individual teachers and academic departments in the UW System. Each fall, three awards are conferred – two individual awards and one department or program award. The individual awards recognize outstanding career achievement, and the department award honors collaborative teaching achievement. The program is administered by the UW System Office of Professional and Instructional Development. In closing, he expressed appreciation to the special regent committee that selected this year's winners: Regent Davis, Chair, Regent Pruitt, Regent Richlen, and Regent Salas.

Regent Davis thanked Dr. Rebecca Karoff for her excellent staff support to the committee. Beginning the awards presentation, Regent Davis recognized the invaluable resource that exists in the UW's faculty and academic staff who teach day in and day out with dedication, creativity and passion and to whom is entrusted the education and enlightenment of the citizens of the future.

Referring to the larger context in which the ceremony is conducted, she pointed out that the extraordinary teaching being recognized today cannot be divorced from the proposed biennial budget, which includes a request for additional faculty resources. This ceremony, she said, allows the board to feel renewed in its commitment and secure in the knowledge that the request represents movement forward.

Thanking her fellow committee members for their thoughtful participation, Regent Davis noted that the pool of nominees was exceptional and that selecting the winners was challenging and rewarding. The members of the UW community being honored today, she observed, are shining examples of the ability that excellent teachers have to change students' lives. While they go about this task in unique ways, they share several characteristics: a distinct philosophy of teaching and learning; a willingness to adapt and

innovate in order to meet the needs of students; a passion for their discipline; and a commitment to constant self-examination and improvement.

Professor Eric Anderson, UW-Stevens Point

Regent Richlen presented the first award to Dr. Eric Anderson, Professor of Wildlife in the UW-Stevens Point College of Natural Resources. Noting that she had been a student of Dr. Anderson's when she attended UW-Stevens Point, she observed that it is difficult to describe the profound impact that he has on his students and colleagues. He demands critical thinking from his students and imparts not only disciplinary knowledge but also a philosophy of wildlife ecology, biological conservation, and the stewardship responsibilities of natural resources management.

One of the objectives listed on his syllabus is to "kindle the intrinsic desire to know and to understand". The evidence that he is successful abounds, as his students attest. One of them wrote: "Dr. Anderson's teaching style can be summed up with one word, 'enthusiastic'. Teaching with such emotion, encouragement, and energy should flat out exhaust him, but it doesn't. He repeats these 'high energy' lectures day after day. He has a way of captivating his audience, and students feed off of his excitement and his obvious love of teaching and wildlife." Colleagues who wrote in support of him began their accolades by stating that they had never met a more inspiring teacher than Eric Anderson.

Noting that he creates a plethora of learning opportunities for students, Regent Richlen indicated that, for example, he uses technology to create digital images which bring field examples into the classroom and laboratory; to integrate Geographic Information Systems into the wildlife curriculum; and to develop a series of interactive CD ROMs using audio, video and quizzing components to help students identify plants, mammals and amphibians. In addition, he takes students on an annual trip to the Badlands of South Dakota to learn fieldwork and has led students on study abroad tours to Costa Rica, Europe, Australia, and New Zealand – the latter a semester-long program that he developed, organized and led for 30 students by himself in 2003.

Six principles guide his teaching: Respect students as individuals; focus on learning, not teaching; be passionate about the subject and about teaching; be humble in the presence of the academic discipline and students; give students the responsibility, tools, and desire to learn; and be genuine. From all accounts, Regent Richlen said in conclusion, he has been very successful at integrating each one of these principles into his teaching.

Expressing appreciation for the award, Professor Anderson began his remarks with a demonstration of how he engages students by making three statements and asking the audience to identify which two were true. First, the amount of information that is learned in the scientific world doubles approximately every five years. All agreed that this statement is true. For faculty in the classroom, Dr. Anderson explained, that means that they can no longer simply be purveyors of knowledge because it is not possible to keep pace with the rate of change. Instead, it is necessary to give students a framework and teach them how to take information and hang it on that framework. In addition, it is necessary to give them the ability to differentiate fact from fiction after they leave the university because they will need to continue learning as knowledge continues to advance.

The second statement was that university programs require at least one education course for PhD candidates and sometimes a year-long program. The audience agreed that this statement is false. Dr. Anderson concurred, noting that most faculty have had no training in that area. This means, he pointed out, that faculty have to learn to teach on the job and must keep striving to improve.

The third statement was that millennial learners – those students who began in 2000 and beyond – have certain characteristics: They are optimistic; they are the largest volunteering cohort in years; and they are vocal, blunt and brash about expressing their opinions without regard to social conditions and conventions. Noting that this statement is true, Dr. Anderson added that they are intolerant of any teaching style that does not engage them.

This need for engagement, he pointed out, means that the role of faculty is not static, but must change constantly. This means that professional development is very important in keeping faculty current and is greatly valued.

Stating that he works in an environment with incredibly talented people, he felt humbled to have been selected for the award, realizing that they are many others who are deserving, and felt honored to work in a place that values what teachers do.

In conclusion, he related a story of a young man whose passion for the wilderness led him to take extended trips to the canyons of the southwest, staying longer each time and finally not returning. He wrote in a journal that his two rules for life were: “Never count the cost; and never do anything unless you can do it with your whole heart”. His story, Dr. Anderson observed, exemplifies a life lived purposely and passionately. The job of teachers, he said, is to instill in students the passion for doing the very best they are capable of doing; to give them the desire to continue to be the best they can possibly be as human beings; and to encourage them to keep growing after they have completed their college experience.

Stating that service on the committee to select Teaching Excellence Award winners is one of the most energizing experiences one can have as a member of the Board of Regents, Regent Pruitt said it brought to mind the following quote from a writing of Dr. Martin

Professor Denise Sheberle, UW-Green Bay

Luther King: “If you are a street sweeper, sweep the streets like Beethoven wrote music, like Shakespeare wrote poetry, like Rembrandt painted pictures. Sweep the streets so well that when you are gone all the hosts of heaven and earth will say, ‘There was a street sweeper who did his job well.’”

He began his introduction of the second award winner, Dr. Denise Sheberle, Professor of Public and Environmental Affairs at UW-Green Bay by reading from a letter written by one of her students in support of her nomination: “The accolades of the academic world are too often reserved for those who have amassed the longest list of publications – a feature that sometimes overlooks those who are truly outstanding at doing what the job is really all about – teaching.”

Reading through her dossier, he remarked, one gets a marvelous sense of her teaching personality. She is forceful in articulating what she wants her students to accomplish but gentle in leading them there. She is humble, but she is also tireless in her quest to bring innovative teaching and creative opportunities for student learning into the classroom. “Teaching”, she writes, “represents the essence of who I am professionally and personally.” She has had a tremendous impact on students, colleagues, her institution as a whole, and the practice of teaching itself.

Regent Pruitt noted that research has found that students are most engaged in their education when they are co-producers of knowledge and meaning. Professor Scheberle has developed a series of exciting active learning exercises, including on-line simulations, interactive political participation learning packages, that are available to her American Government classes, as well as to others through the website, Participate.com. With funding from the Wisconsin Campus Compact, she guided students in developing UW-Green Bay’s first annual democracy dialogues, named the “Phoenix Forums: Issues in Citizenship”, the goal of which is to stimulate student thinking and dialogue about political issues of the day and about what civic life means. Active learning in her class addresses the core of the learning objectives she sets for her students: civic engagement and understanding of what it means to participate in a democracy.

Another aspect of Professor Scheberle’s work that sets her apart, Regent Pruitt continued, is her dedication to faculty development. She has an abiding commitment to advancing

good teaching and sharing with others the strategies, successes and challenges she has had in the classroom. In that regard, she has participated for years in a number of system-wide faculty development programs and has organized an annual teaching and learning conference held each January and open to other teachers and administrators beyond UW-Green Bay.

In conclusion, he said that, through her belief in teaching as both an art and a science that can and must be shared with students and colleagues, Professor Scheberle is transforming teaching and learning for her institution and the UW System.

Accepting the award, Professor Scheberle stated, "I am incredibly honored to receive this award. It's the best thing that has ever happened in my professional life, and you have honored me in a way that I will never forget." She thanked the board for spotlighting teaching, the committee members who read the files of many outstanding faculty, the staff of the Office of Professional and Instructional Development, led by Lisa Kornetsky, who both supported and challenged her to develop scholarly teaching, her colleagues on the Green Bay campus, Chancellor Shepard and Provost Hammersmith who consistently champion teaching, her husband for his support, and her students who teach her something new every day.

Observing that, after 20 years of teaching more than 3,000 students, her teaching remains a work in progress, she said that several observations come to mind after reflecting on her experiences. Quoting Horace Mann's challenge to "be afraid to die until you have won some victory for humanity", she commented that she could think of no better place for these victories than in a public university. She referred to the old adage that "those who can, do; those who can't, teach," remarking that the sentiment behind those words is a reminder that sometimes people do not understand the awesome power that teachers have to change lives. That is, teachers can help students believe in themselves, build confidence, grow in their thinking, their attitudes toward one another and their ability to see the complexities of human existence. These changes, she noted, often are reflected later as they lead their professional lives with integrity, confidence and grace. "One reason I stand here today," she said, "is because a teacher I had believed in me."

With such power, she continued, comes immense responsibility – the responsibility to give students a learning experience that challenges and empowers them and that offers information on the cutting edge of knowledge. Stating that significant learning occurs in an environment of trust, respect and openness, she explained that simple things like learning students' names, getting to know them as individuals, preparing for class, establishing learning objectives, mentoring, and modeling behavior go a long way in setting the stage for learning. For example, she said that if she wants students to learn to think critically, she needs to do that in the classroom. If her learning goals include developing attitudes of citizenship, stewardship, compassion, and dedication to academic

work and love of learning, then she must lead by example, both inside and outside of class.

She also expressed appreciation for the power of teachable moments when students and teacher are riveted to an event, a telling comment or an astute question. These, she said, are wonderful windows of opportunity for learning.

In addition, she continued, teachers should be creative so that students can become creative and critical thinkers. One way to do that is to create situations where student learn by doing and connect learning to life experiences. Recently, students in her Public and Nonprofit Management class organized the first campus-wide series of dialogues about democracy, which they called the Phoenix Forum, to talk about citizenship, patriotism, diversity, voting and America's role in the world. This creative activity, she said, involved over 120 students and brought forward new ideas and new framings of public issues. Nearly all participants reported a deeper appreciation for civic engagement.

This semester, students are planning a "Steps to Make a Difference Walk". This will enable them to learn first-hand the challenges non-profit organizations face and also to learn the value they bring to their communities as individuals. As one student said, "I learned that deep-down I really am a good person and that what I do matters."

In sum, she asks students to shift from passive learning to co-production in the classroom. They use imagination, they treat each other with respect, and they grapple with tough issues. Along the way, they continually surprise her with their passion and understanding.

In closing, Professor Scheberle suggested a new adage: "Those who can see the immense satisfaction and privilege involved in teaching, should; those who think that teaching is just another job, should not."

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UW-La Crosse Department of Physics

Presenting the third teaching award to the UW-La Crosse Department of Physics, Regent Salas noted that twelve years ago the thought of winning such an award would have been unimaginable. In the late 1980s, the department had only five majors, five faculty members and one graduate a year. The department received poor reviews from the

university's Academic Program Review Committee, and UW System Administration recommended phasing it out because of low graduation rates.

Having to choose between eliminating the department or giving it a chance for revitalization, UW-La Crosse decided to hire a new chair and an experienced faculty member in an effort to turn the program around. The transformation was amazingly successful. Led by a dynamic new chair, the department completely overhauled the curriculum and reconfigured its faculty members as effective teachers, mentors, and scholars with a commitment to providing learning opportunities that are entirely student-centered.

The department implemented dual degree programs with four engineering programs, providing students with both a B.S. in Physics from UW-La Crosse and a B.S. in Engineering from the partner institution; promoted and supported an abundance of research opportunities for undergraduates, using both internal and external funding; built a scholarly community through weekly seminars for faculty and students; revitalized the department's contributions to the university's teacher education program in the sciences, ensuring the high quality of the teachers it produces; engaged in aggressive recruitment of new students and majors, followed by strenuous advising and retention efforts; renewed assessment of learning based on student feedback; improved outreach activities to create for the department a vital role in the community; developed a faculty mentoring program; and implemented a Distinguished Lecture Series in Physics.

The latter program, Regent Salas explained, provides an excellent example of what the Physics Department offers to its students and the entire community. The department hosts an annual Distinguished Lecture Series in Physics that brings a Nobel Laureate to campus for two days each fall. The Nobel Laureate visits with physics classes, meets local community and industry leaders at a major banquet, meets with individual faculty, gives a physics seminar and a public lecture, and engages in informal interactions with students.

Stating that students who major in Physics feel like they are part of a scientific community, Regent Salas indicated that letter after letter written by current and former students in support of the department's nomination for the award detailed multiple learning and research opportunities afforded by stellar faculty. Students graduate feeling extremely well prepared for their careers or for graduate study.

Today, the department is the largest undergraduate Physics program in Wisconsin. It has grown from five majors in 1990 to 115 in 2003-04, and from one graduate per year to 24 graduates in 2003. The National Task Force on Undergraduate Physics selected the department as one of the most successful undergraduate programs in the nation, and

physics departments throughout the country are following La Crosse's lead in attempting to revitalize their own programs. Finally, the department was featured on the cover of the September 2003 issue of *Physics Today* and in an article titled "Why Many Undergraduate Physics Programs are Good but Few are Great".

Professor Gubbi Sudhakaran, chair of the department, thanked the Board of Regents for bestowing the award on the department and thanked Chancellor Hastad, Provost Hitch, and Dean Nelson for their unconditional support and encouragement.

Referring to the time when the department was on the brink of elimination due to poor reviews and low student interest, he said that UW-La Crosse leaders decided to provide resources for a complete revitalization because they considered the program vital to the university. Thanks to a group of dedicated faculty and administrative backing, the program today has 130 majors and 42 freshmen enrolled as majors this fall. This growth, he pointed out, was achieved at a time when most physics departments in the nation were experiencing a decline in enrollments and budgets.

Referring to the department's selection as one of the most successful undergraduate physics programs in the nation, he explained that the program's success was achieved by introducing new pedagogical methods, stressing active student-centered learning experiences, and making the physics curriculum accessible to a wide array of students. Curriculum innovation, undergraduate research, student recruitment, advising and retention activities, and outreach all were central to the department's turnaround.

The curricular revisions were designed carefully to meet needs of students, non-majors as well as majors. One of the most important additions that attracted majors was the introduction of a set of emphasis programs that introduce various physics specializations in early courses. Students can graduate with a traditional physics major or a major with a concentration in astronomy, computation, business, optics or bio-medical science.

So far, Professor Sudhakaran indicated, the optics emphasis has been the most popular, and students are sought by top graduate programs across the country. Currently, there are 11 students from UW-La Crosse pursuing graduate studies in optical sciences.

Another innovation was the introduction of a dual degree program in physics and engineering in collaboration with UW-Madison, UW-Milwaukee, the University of Minnesota, and UW-Platteville. Students spend three years at UW-La Crosse working towards a physics degree and then transfer to one of the partner schools to study engineering for two years. In the last six years, nearly 100 students from the program have transferred to engineering colleges and more than half already have graduated with dual degrees.

Another factor leading to high student satisfaction, he continued, is a strong set of research experiences. All physics majors are expected to participate in a capstone undergraduate research experience. He felt that the department has been successful in incorporating research as a teaching tool because of the firm belief that undergraduate research enhances and complements classroom learning. Physics majors who have participated in undergraduate research have received national awards, presented papers at national conferences, and published papers in peer-reviewed journals. UW-La Crosse students have been selected to present their research results at an annual event in Washington D.C. four times in the last six years.

Noting that undergraduate research also benefits faculty, Dr. Sudhakaran indicated that members of the department publish articles in peer-reviewed journals and present papers at both national and international conferences regularly. Research facilities are unique, including a state of the art laser laboratory worth more than a million dollars. In the last five years, physics faculty have brought in nearly a million dollars in external research grants.

For the department's success in research, he credited the visionary leadership by Dean Nelson who is nationally known for being a strong proponent of undergraduate research.

Turning to student recruitment and support, he stated that the department aggressively recruits students and, once they arrive, the faculty work hard to retain them. For example, a weekly seminar course is offered at the freshman/sophomore level that builds a scholarly community within the department.

Recognizing that revitalization is never complete, the department continues to look for ways to improve. Last spring a physics-physical therapy dual degree program was established, and the department currently is setting up a quantum computer laboratory with a \$309,000 grant from the National Science Foundation. In addition, the department is committed to teacher education and is actively involved in preparing future K-12 teachers for the 21st century. Work is in progress to set up a dual degree program in physics and education.

In conclusion, Dr. Sudhakaran commented that the physics program is an example of what can be achieved by a group of dedicated faculty willing to go the extra mile, along with visionary administrators who take a personal interest in the program and support innovative ideas.

Panel Discussion on Transforming Teaching and learning

Introducing the presentation, Senior Vice President Cora Marrett congratulated the winners of the Teaching Excellence Awards and commended the regents for their leadership in recognition of outstanding teaching in support of student learning.

She then introduced the panelists: Chancellor Linda Bunnell, of UW-Stevens Point, which has had three Regent Teaching Excellence Award winners in the last three years; Provost Elizabeth Hitch, of UW-La Crosse; and Lisa Kornetsky, Director of the UW System Office of Professional and Instructional Development, who has led OPID to national prominence in improving teaching and student learning.

Chancellor Bunnell spoke first, remarking that institutions around the country are responding to the demands of this generation of students for active learning. Faculty are organizing projects and experiments to structure team learning, which require different skills and more time than traditional teaching methods. These techniques require new means of preparation for class, use of support people, more space and more flexible spaces, and transportation to provide community-based learning.

Particularly in the west where enrollments are growing rapidly, institutions are building new spaces that are equipped to provide faculty and students with access to technology in every classroom. This can be done at far less cost than retrofitting old buildings to accommodate technology.

As chancellor, she said that she will reward outstanding teaching and active learning activities and will give faculty the opportunity to innovate. She also will use her “bully pulpit” in support of new approaches to teaching and learning. To “walk the talk”, she will visit classes, teach occasionally with colleagues, and model good teaching in her own presentations.

Finally, she indicated that she wants to form partnerships with the regents and System Administration to help identify and meet the challenges ahead, including the need for new buildings with technology-rich spaces and the need for competitive salaries to recruit and retain the best faculty to teach students.

Dr. Hitch spoke of the role of the provost in advancing teaching and learning and of what needs to be in place so that transformations, such as the one achieved by the Physics Department, can occur. As the ranking academic officer of an institution, the provost has responsibility for educational policy and academic program development. The provost

also holds faculty rank within a department and is recognized as a faculty member who knows what is involved in engaging students in learning. In addition to administrative duties, many provosts play an active role in shared governance and may also teach classes.

Importantly, she continued, provosts support teaching and learning by funding professional development for faculty and instructional academic staff, by sending them to teaching and learning workshops and supporting workshops in the use of technology to improve teaching. In that regard, UW-La Crosse is fortunate to have a senior Carnegie Fellow, Professor Bill Cerbin, who takes leadership in advancing teaching and learning on campus.

Noting that faculty roles have expanded, she indicated that they are involved not only in conveying information, but also in working closely with students outside the classroom to provide undergraduate research, experiential learning, study abroad, capstone experiences and first-year experiences. They also are required to do much more research and service work in order to stay current in their disciplines and aware of what society expects of college graduates. The provost can be considered the “maestro”, encouraging faculty to achieve the most productive learning environments possible. This can be done by proclaiming its importance often and forcefully and by supporting activities designed to achieve that goal. Teaching accomplishment also need to be a critical element in promotion, tenure and post-tenure reviews, and respected faculty can be sought to support faculty involvement in new teaching and learning initiatives.

As to what is involved in transforming teaching and learning for entire departments, Provost Hitch identified the following. Successful departments have a clear understanding of their mission and a sense of vision about what needs to be done to best serve the learning needs of students; a sense of the niche the department can fill in the state, nation and world; specific statements regarding the learning outcomes that are critical to the students served by the department; a sense that anything is possible; and good leadership.

In conclusion, she said that the board and System Administration can do the following to help meet these challenges: Stay focused on the fact that teaching and learning are at the core of a university’s work; provide for resources and services to be decentralized to the campuses to the greatest extent possible; support faculty salaries at levels that will attract the best and brightest; and do not assume that what works one place would work for all.

Lisa Kornetsky spoke of the critical role of System Administration in advancing teaching and learning. Noting that System Administration is committed to providing professional

development opportunities that advance the most successful teaching and learning practices through the Office of Professional and Instructional Development (OPID), she indicated that the office brings people together through multi-institutional opportunities; shares resources and best practices across campuses and disciplines; brings national discussions on teaching and learning issues to Wisconsin; seeks innovative solutions to problems; and links activities to the larger priorities and strategic directions of the system and campuses.

Noting that in the last 10-15 years there has been remarkable growth in terms of understanding how students learn, she said that the role of her office is to help faculty explore the implications of this knowledge and changing trends in classroom practice.

She then provided some examples of programs designed to meet these challenges. Faculty College is an intensive four-day workshop held each June, at which faculty from throughout the system discuss specific teaching questions and issues. They bring back what they learn to their classrooms, departments and campuses.

Two other highly successful programs are the Wisconsin Teaching Fellows and Wisconsin Teaching Scholars programs. These programs, designed for outstanding teachers from across the system, enable instructors to work on year-long teaching/learning improvement projects and to share their findings and subsequent classroom practice changes with others across the system. This year, a number of Teaching Scholars are focusing on issues related to diversity courses. Another example is provided by Professor Denise Scheberle who as a Teaching Fellow and Scholar received an OPID grant to begin a teaching fellows program at UW-Green Bay, designed to meet the specific needs of her institution and has provided advice to other UW institutions that have developed their own programs. This exemplifies how OPID, as a system-level organization, can partner with talented faculty to build practitioner knowledge about teaching and learning across the system and beyond.

Pointing out that these programs also are structured to develop leadership, Ms. Kornetsky indicated that many of the leaders in teaching enhancement across the UW System are former Teaching Fellows and Scholars.

The UW, she said, is considered a national model for system-wide faculty development. While professional development in tough budget times is a challenge, the UW has made great strides forward at the system and campus levels.

In conclusion, she indicated that the board can help to advance this kind of achievement by keeping teaching and learning at the front and center of its agenda and to look at the impact of policy on faculty ability to promote student success. She also asked the board to support the need for professional development as a positive way to retain good faculty

and to enhance educational quality and student success. Finally, she suggested that the board continue to look at examples of what faculty are doing to promote student learning and to continue to publicly reward and acknowledge outstanding teaching.

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REPORT OF THE BUSINESS AND FINANCE COMMITTEE

Regent Bradley, Chair, presented the committee's report.

Review of Faculty, Staff, and Academic Leaders' Salary Issues

Regent Bradley recalled that Regent President Marcovich had asked the committee to look into turnover in the ranks of faculty, staff and academic leaders, noting that the level of recent pay plans may have sharply eroded the university's competitive position. To begin this process, staff were asked to prepare competitive peer data on faculty, staff and leadership compensation.

Providing a report on these matters, Associate Vice President George Brooks summarized the UW System's turnover statistics between 1988 and 2002 and the board's salary setting authority and pay plan process. The report showed that six out of seven terminations in the UW System are due to reasons other than retirement and that, over the past 14 years, faculty and staff resignations have outpaced other public sector employment groups.

When the UW System's salary standing is compared to peer data, faculty, academic staff, and academic leader's salaries range from 6% to 17% below the median salary of their peers. Academic staff are paid 17.7% below the median of their peers, which is similar to being paid one salary grade below the grade to which they are assigned. In addition, 13 of 35 academic leaders are paid below the salary range minimums that are provided by law. There also are salary compression problems in the chancellors' salary range, with six of the 13 chancellors paid less than the most recent interim chancellor appointments.

At the committee meeting, Regent President Marcovich asked if the UW System tracks why faculty, academic staff and academic leaders leave their positions. In reply, Mr. Brooks explained that, while exit interviews were conducted for a brief period, most of this information is not currently tracked. However, the consensus of chancellors and

faculty leaders is that the main reasons that people leave are to move to better paying jobs and to jobs that have a more standard teaching load.

Regent Bradley pointed out that this meeting was the beginning of the committee's review of this matter and that there is no formal pay plan recommendation at this time.

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Committee Business

Quarterly Gifts, Grants, and Contracts Report

Vice President Durcan reported that, for the twelve-month period ending June 30, 2004, total gifts, grants and contracts were \$1.1 billion, an increase of \$146 million from the comparable period the previous fiscal year. Federal awards increased \$139.5 million, while non-federal awards increased \$6.8 million.

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Trust Funds

Regent Bradley reported that a number of generous bequests were accepted on behalf of the UW System trust funds. A request to expend principal from the Ella Seitz bequest was deferred to a future meeting.

Report of the Vice President

Fleet Reduction

Vice President Durcan reported that in July the Department of Administration mandated an across-the-board reduction of 7% of the UW's auto fleet on top of an approximate 6% reduction in June that was targeted at underutilized vehicles. This represents a reduction of 225 vehicles, on top of a 10% reduction in 2002. The summer's reduction amounts to more than \$3 million in replacement costs; however, the vehicles were sold at auction and generally returned about \$4,500 each, or about \$1 million in total that will go to the budget stabilization fund and will not be returned to the university to replace the lost assets. Ms. Durcan expressed concern on behalf of the campuses over likely cost increases and decreased services to faculty, staff and students as a result of the fleet reductions.

Fleet Anywhere

On a related topic, Vice President Durcan reported that the state has mandated that all fleet vehicles be tracked using a "fleet anywhere" software program. This tracks maintenance, fuel efficiency and other elements in order to manage the fleet from an enterprise-wide perspective. The UW System is working with the Department of Administration on an appropriate implementation plan for campuses that are not currently using the software.

Positions

The vice president also reported that no progress has been made on resolving the hardship caused by position reductions. Campuses are very concerned about meeting the second-year reductions by April 2005 and fear that services to students will be compromised in the second semester.

Cash Management

It was reported by Vice President Durcan that she had an initial meeting with the State Controller's office and the UW's Department of Administration budget analyst about alternatives for managing cash that were part of the Charting a New Course report. Because the state depends so heavily on the cash flow generated by the university, it is thought unlikely at this time that the UW System will be allowed flexibility in this area until the state budget and cash flow experiences a significant improvement. A recommendation on this matter is included in the board's budget submission to the Governor.

New Reports

Vice President Durcan reported that a number of new reports are being proposed by the Department of Administration, including a base budget review, a vacant positions report, and a contractual services report.

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Consent Agenda

Regent Bradley moved adoption of the following resolutions by the Board of Regents as consent agenda items. The motion was seconded by Regent Davis and carried on a unanimous voice vote.

2005-07 Projected Increases for Gifts, Grants, Contracts and Self Supporting Operations

Resolution 8892: That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents Approves the submission of its 2005-07 Program Revenue Operating Budget request, totaling an average Annual increase of \$54.9 million.

The Wisconsin Partnership Fund for a Healthy Future (Blue Cross & Blue Shield Program) Oversight and Advisory Committee Reappointments and Appointment

Resolution 8893: That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of The University of Wisconsin-Madison, the Board of Regents approves the reappointments of Dean Philip Farrell, Margaret MacLeod Brahm, and Gregory Nycz And the appointment of Professor Susan Riesch to the UW Medical School Oversight and Advisory Committee, each for four-year terms.

UW-Madison: Contract for Campus Vending Services

Resolution 8894: That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of The University of Wisconsin-Madison, the Board of Regents approves amending a one-year agreement with Wright Vending-Madison to a term of five-years with two additional option years.

Auxiliary Reserves Report

Resolution 8895: That, upon the recommendation of the President of the University of Wisconsin System, the Auxiliary Reserves Report be accepted for transmittal to State Officials.

Report on Base Salary Adjustments to Recognize Competitive Factors Required by s.36.09(1)(j), Wis.Stats.

Resolution 8896: That, upon the recommendation of the President of the University of Wisconsin System, the Report on 2003-04 Base Salary Adjustments to Recognize Competitive Factors Required by Section 36.09(1)(j). Wisconsin Statutes, be accepted for transmittal to State Officials.

UW System Trust Funds Acceptance of Bequests

Resolution 8897: That, upon the recommendation of the President of the University of Wisconsin System and the Chancellors of the benefiting University of Wisconsin institutions, the bequests detailed on the attached list be accepted for the

purposes designated by the donors, or where unrestricted by the donors, by the benefiting institution, and that the Trust Officer or Assistant Trust Officers be authorized to sign receipts and do all things necessary to effect the transfers for the benefit of the University of Wisconsin System.

Let it be herewith further resolved, that the President and Board of Regents of the University of Wisconsin System, the Chancellors of the benefiting University of Wisconsin institutions, and the Deans and Chairs of the benefiting Colleges and Departments, express their sincere thanks and appreciation to the donors and their families for their generosity and their devotion to the values and ideals represented by the University of Wisconsin System. These gifts will be used to sustain and further the quality and scholarship of the University and its students.

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REPORT OF THE EDUCATION COMMITTEE

The committee's report was presented by Regent Burmaster, Vice Chair

Report of the Senior Vice President

Overview of the Education Committee, 2004-05

Reporting on the committee's discussion of the year's agenda, Regent Burmaster said that Senior Vice President Marrett suggested as a theme "The Continuum of Student Success" emphasizing the importance of preparing students for success before, during and beyond their years of university education. The theme recognizes the partnerships that the UW System must have with the PK-12 sector as well as those with other post-secondary institutions, and it acknowledges the imperative for improving access and closing the achievement gap between economically disadvantaged students, students of color and their peers.

Regent Olivieri then shared his priorities as chair. In terms of procedure, he requested that the committee receive in advance as much material as possible in order to enable well-informed discussions. He also proposed that the committee find ways to make its work more policy oriented and return more frequently to the accountability report as an organizing principle for the work that comes before the committee and the board. He made it clear that the board should not be seen as punitive in setting goals and expectations for the institutions in areas like Plan 2008, transfer, retention and graduation. Rather, the board should be seen as providing leadership and helping the entire system strive to become better.

Indicating that the committee concurred with these priorities, Regent Burmaster said that she is especially pleased with the emphasis that was made on connections between the PK-12 and higher education sectors. She also recommended that the committee pay close attention to the Wisconsin Quality Educator Initiative (PI 34) , the new licensing and certification law for teachers and administrators, that went into effect on July 1st. This initiative, she pointed out, is transforming schools of education as well as all university departments that relate to the education of teachers.

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Research and Public Service Report

Committee review of the legislatively-mandated Research and Public Service Report spurred discussion on the appropriate board role in approving certain kinds of reports and changes proposed by the institutions.

Senior Vice President Marrett praised the remarkable research and public service activities undertaken by UW institutions and expressed deep appreciation for the state dollars invested in these activities, noting that the state's investment is indispensable. The \$55.3 million in GPR that went to UW-Madison in 2003-04 returned over \$700 million in external grants and contracts. She also remarked that the budget cuts endured in recent years are adversely impacting the amount of research that can be conducted.

The committee discussed the value of submitting this report to the Joint Finance Committee since there is no evidence that the committee reviews it. While the regents support the need for accountability of how GPR money is spent, there is a question as to whether submission of legislatively mandated reports is the right mechanism if they have no clear purpose and are costly to produce.

Report on 2003 Undergraduate Drop Rates

With regard to this legislatively-mandated report, Regent Burmaster commented that, while it served a purpose at one time, it now has outlived that purpose. About 14 years ago, many UW campuses had excessively high course drop rates. The Legislature asked the board to address the issue, which it did by instituting a requirement that the UW System report to the board whenever the combined rate of dropped credits across the system exceeds five percent in any given academic year. The UW also changed the timetable by which students could drop courses without being penalized on their transcripts and in their pocketbooks. As a result, the drop rate has not exceeded five percent for any UW institution, with the exception of one, for many years. The UW Colleges still has a drop rate above 5 percent, but that rate has been consistently decreasing. Given the Colleges' mission as an open-access institution, there is not the expectation that the drop rate will or should come down further.

The committee decided to ask the Joint Finance Committee to suspend this requirement. While that request had been made previously but not granted, the committee resolved to speak personally with members of Joint Finance about it.

Adoption of the following resolution was moved by Regent Burmaster, seconded by Regent Davis and carried on a unanimous voice vote.

Annual Report on 2003 Undergraduate Drop Rates

Resolution 8898: That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the Annual Report on 2003 Undergraduate Drop Rates for submission to the Joint Committee on Finance; and, whereas the University of Wisconsin System has consistently maintained a course credit drop rate of under five percent for more than ten years, the Board of Regents requests that the Joint Finance Committee discontinue the course credit drop reporting requirement; and, further, pending approval by the Joint Finance Committee, that the Board of Regents discontinue its course credit drop reporting requirement.

Program Authorizations – First Readings

Regent Burmaster reported on presentation of two new programs: the B.A./B.S. in Multimedia Digital Arts at UW-Whitewater and the M.S. in Occupational Therapy at UW-La Crosse. The committee is interested in having certain topics adequately addressed in the program approval process, including diversity, collaboration, clear market demand, and lack of need for additional resources. Both of these programs meet the standard of market demand and will be funded primarily through reallocation. Both are integrating diversity into their curricula and faculty and student populations, and both are developing collaborations with other UW and Technical College institutions.

The Occupational Therapy program at UW-La Crosse is undergoing an upgrade from a Bachelor of Science to a Master of Science because of changes in accreditation requirements. The university made a compelling case for why the upgrade is beneficial and even necessary for producing graduates who are well qualified for the kinds of positions they will fill.

However, the case may be more tenuous in other fields, and the committee was urged to take leadership on this issue by communicating as a board with other higher education boards, accreditation agencies, and the federal government, where appropriate, to express its position on mandated changes that are unnecessary, expensive, and ultimately hurtful to students. Senior Vice President Marrett was asked to prepare a resolution and documentation making the case against accreditation creep in general and the potential requirement of a Ph.D. in occupational therapy, in particular.

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Mission Reviews

The Committee heard the first reading of a mission revision at UW-Whitewater and a second reading of a revised UW-Extension mission. In both cases, the mission revisions involve alignment of core values of the institutions with stated missions, goals, and objectives.

UW-Whitewater will hold a public hearing with regent participation and come back to the committee for a second reading.

UW-Extension brought for a second reading an entirely revised articulation of its mission. A public hearing was held via compressed video with participation from

constituents all across the state. Regent Axtell and Regent Rosenzweig represented the board at the hearing.

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Renaming of UW-Green Bay Professional Studies and Outreach Division and Reorganization of UW-Eau Claire College of Education and College of Nursing

Noting that board approval is required when institutions rename, eliminate and/or create colleges, schools, and division, Regent Burmaster indicated that purpose of the UW-Green Bay request is to make it more responsive to the region and community. The UW-Eau Claire request involves elimination of a school and a college and renaming of two colleges that will absorb the programs and department displaced from the eliminated units.

Without detracting in any way from the importance of such reorganizations, which are motivated by the desire to improve efficiency and effectiveness of programs and reporting lines, the committee raised the question of whether such approvals should require board action. Senior Vice President Marrett suggested the possibility that these kinds of actions might be delegated to the president's authority. Sue Harrison, Chair of the UW-Eau Claire University Senate, noted that institutions would benefit if board action were not required, since the board's normal process, by its nature, slows down implementation of changes at the campus level. The committee agreed that any changes to the president's delegated authority would need to be undertaken carefully, with input from the Office of General Counsel and others.

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Authorization to Recruit Chancellor, UW-Extension

While the committee approved authorization to recruit a new chancellor for UW-Extension, President Reilly noted that searches for chancellors at both Extension and the Colleges were not yet under way and are on hold pending the joint study that he has asked the interim chancellors to undertake in order to look at synergies between the two institutions.

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Consent Agenda

The following resolutions, approved by the Education Committee, were adopted by the board as consent agenda items, upon motion by Regent Burmaster, seconded by Regent Axtell, and carried on a unanimous voice vote.

2004 Research and Public Service Report

Resolution 8899: That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the 2004 Research and Public Service Report for submission to the Joint Committee on Finance.

UW-Milwaukee: Program Authorization (Implementation) Ph.D. in Medical Informatics

Resolution 8900: That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Ph.D. in Medical Informatics.

UW-Extension: Revised Mission Statement

Resolution 8901: That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the University of Wisconsin Extension's revised mission statement.

UW-Green Bay: Rename the Division of Professional Studies and Outreach

Resolution 8902: That, upon recommendation of the Chancellor of the University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the name of the University of Wisconsin-Green Bay Division of Professional Studies and Outreach be changed to the Division of Professional and Graduate Studies.

UW-Eau Claire: Elimination, Renaming, and Creation of Schools and Colleges

Resolution 8903: That, upon recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Board of Regents approves the following organizational changes at the University of Wisconsin-Eau Claire: 1) the elimination of the College of Professional Studies; 2) the elimination of the School of Human Sciences and Services; 3) the renaming of the School of Education to the College of Education and Human Sciences; and 4) the renaming of the School of Nursing to the College of Nursing and Health Sciences.

UW-Green Bay: Amendments to Faculty Personnel Policies and Procedures

Resolution 8904: That, upon recommendation of the Chancellor of the University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the Board of Regents approves the amendments to the UW-Green Bay Faculty Personnel Policies and Procedures.

UW-Madison: Amendments to Faculty Policies and Procedures

Resolution 8905: That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the amendments to the UW-Madison Faculty Policies and Procedures.

UW-Stevens Point: Revisions to Faculty Personnel Policies and Procedures

Resolution 8906: That, upon recommendation of the Chancellor of the University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Board of Regents approves the revisions to the UW-Stevens Point Faculty Personnel Policies and Procedures.

UW-Extension: Chancellor, Authorization to Recruit

Resolution 8907: That, the President of the University of Wisconsin System be authorized to recruit for a Chancellor of the University of Wisconsin-Extension, at a salary within the Board of Regents salary range for university senior executive salary group three.

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REPORT OF THE PHYSICAL PLANNING AND FUNDING COMMITTEE

Regent Salas, chair, presented the committee's report

Report of the Assistant Vice President

Assistant Vice President David Miller reported that the Building Commission approved about \$8 million for various projects at its June meeting

UW-Milwaukee Kenilworth project update

An update on this project was provided by Assistant Vice President Miller who expected that it would return to the agenda for action in October.

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UW Colleges Annual Report

The UW Colleges Annual Report indicated that counties and local municipalities have contributed \$9.5 million annually for financial support of the UW Colleges.

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Consent Agenda

Regent Salas reported that Resolutions 8908 and 8914 request authority to proceed with projects to meet campus needs for chilled water supplies at UW-La Crosse and UW-Whitewater.

Resolution 8913 provides for remodeling the Genomics Laboratory at the Great Lakes Research Facility in Milwaukee. The Wisconsin Aquatic Technology and Environmental Institute is located at the facility, which provides a base of operations for university research vessels and serves as a regional facility for scientists from the UW System and other academic institutions in the upper Great Lakes area.

Resolution 8909 seeks to consolidate administrative support and research activities for the Antarctic Astronomy and Astrophysics Research Institute -- a collaborative effort by 20 colleges in the United States and abroad. UW-Madison is a host institution and receives federal grants totaling over \$270 million from the National Science Foundation to fund research, oversight and staffing for the project.

Resolution 8910 involves the UW-Madison Mechanical Engineering renovation and Addition project that was enumerated in the 2001-03 biennium. The goal of the project is to upgrade and extend the useful life of a 72-year old building by replacing existing plumbing, mechanical, electrical and telecommunications systems. More than half of the \$50 million cost will be financed by gift funds.

Resolution 8911 grants authority to construct the American Family Children's Hospital, at a total cost of \$67 million to be financed entirely by non-state funding. The project will replace the current Children's Hospital that was built in 1970 with a world-class facility. Existing space of 125 square feet in patients' rooms is not conducive to the care and healing of a child and does not provide space for parents, family members and bedside technology. In the new hospital, the size of rooms will be expanded to 300 square feet. Resolution 8912 provides a parking ramp for the new hospital.

The following resolutions, approved by the Physical Planning and Funding Committee, were adopted as consent agenda items by the Board of Regents on a unanimous voice vote, upon motion by Regent Salas, seconded by Regent McPike.

UW-La Crosse: Approval of the Design Report and Authority to Construct a Chilled Water Plant - Increase

Resolution 8908: That, upon the recommendation of the UW-La Crosse Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to construct a Chilled Water Plant – Increase Capacity Project at a revised estimated total project cost of \$2,103,400 (\$962,300 General Fund Supported Borrowing, \$701,500 General Fund Supported Borrowing – Utilities Repair and

Renovation, \$272,700 Program Revenue–Cash, and \$166,900 Program Revenue Supported Borrowing). This includes a budget increase of \$868,400 (\$701,500 General Fund Supported Borrowing–Utilities Repair and Renovation and \$166,900 Program Revenue Supported Borrowing).

UW-Madison: Authority to Lease Space in Behalf of the Graduate School and the Antarctic Astronomy and Astrophysics Research Institute

Resolution 8909: That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted for the Department of Administration to lease 16,825 gross square feet of office space at 222 West Washington Avenue in Madison, Wisconsin on behalf of the University of Wisconsin Graduate School and the Antarctic Astronomy and Astrophysics Research Institute (A3RI).

UW-Madison: Authority to Transfer Funds and Increase the Budget of the Mechanical Engineering Renovation and Addition Project

Resolution 8910: That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to: (1) increase the budget of the Mechanical Engineering Renovation and Addition project by \$4,500,000 Gift Funds, and \$57,495 Institutional Funds, and (2) transfer \$82,700 General Fund Supported Borrowing–Facilities Repair and Renovation, from the 21st Century Network Project into this project, for a revised total project cost of \$50,640,195 (\$23,082,700 General Fund Supported Borrowing, \$27,500,000 Gift Funds, and \$57,495 Institutional Funds).

Authority to Construct the American Family Children's Hospital, UW-Hospital and Clinics Authority Board

Resolution 8911: That, upon the recommendation of the UW Hospital and Clinics Authority Board, authority be granted to construct the American Family Children's Hospital

adjacent to the Clinical Sciences Center on the UW-Madison campus, at a total cost of \$67,000,000, non-state funding, University of Wisconsin Hospital and Clinics Authority revenue bonding and gift funds.

UW-Madison: Authority to Seek a Waiver and Construct the American Family Children's Hospital Parking Ramp

Resolution 8912: That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to: (1) construct a parking ramp as part of the University of Wisconsin Hospital and Clinic's American Family Children's Hospital project at an estimated cost of \$7,000,000 Program Revenue Supported Borrowing - Parking Funds and (2) seek a waiver of Sec. 16.855 under Wis. Stats. 13.48(19) to allow use of the Construction-Manager-at-Risk contract currently in place for construction of the American Family Children's Hospital.

UW-Milwaukee: Authority to Construct a Genomics Laboratory Remodeling Project at the Great Lakes Research Facility

Resolution 8913: That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to construct a Second Floor Genomics Laboratory Remodeling project at the Great Lakes Research Facility for a total estimated project cost of \$498,000 Institutional Funds.

UW-Whitewater: Approval of the Design Report and Authority to Construct a Chilled Water Plant - Increase Capacity Project

Resolution 8914: That, upon the recommendation of the UW-Whitewater Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to construct a Chilled Water Plant – Increase Capacity Project at an estimated total project cost of \$1,750,000 (\$1,637,500 General Fund Supported Borrowing and \$112,500 Program Revenue-Cash).

It was moved by Regent Gottschalk, seconded by Regent Smith, and carried on a unanimous voice vote that a resolution of appreciation be forwarded to the Board of Directors of American Family Insurance for the magnificent gift for the American Family Children's Hospital.

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CLOSED SESSION

At 11:45 a.m., the following resolution, moved by Regent Walsh and seconded by Regent Pruitt, was adopted on a unanimous roll-call vote, with Regents Walsh, Smith, Salas, Rosenzweig, Richlen, Randall, Pruitt, Marcovich, Gotschalk, Davis, Connolly-Keesler, Burmaster and Axtell (13) voting in the affirmative. There were no dissenting votes and no abstentions.

Resolution 8915: That the Board of Regents recess into closed session to consider appointment of an interim chancellor for UW-Extension, as permitted by s.19.85[1][c] and [f], Wis. Stats., and to confer with legal counsel about pending or potential litigation, as permitted by s.19.85[1][g], Wis. Stats.

The board arose from closed session at 12:10 p.m., having adopted the following resolution:

UW-Extension: Authorization to Appoint: Interim Chancellor

Resolution 8916: That, upon recommendation of the President of the University of Wisconsin System, Marvin Van Kekerix be appointed Interim Chancellor of the University of Wisconsin-Extension, effective September 1, 2004, at a salary of \$164,686.

The meeting was adjourned at 12:10 p.m.

Judith Temby, Secretary

