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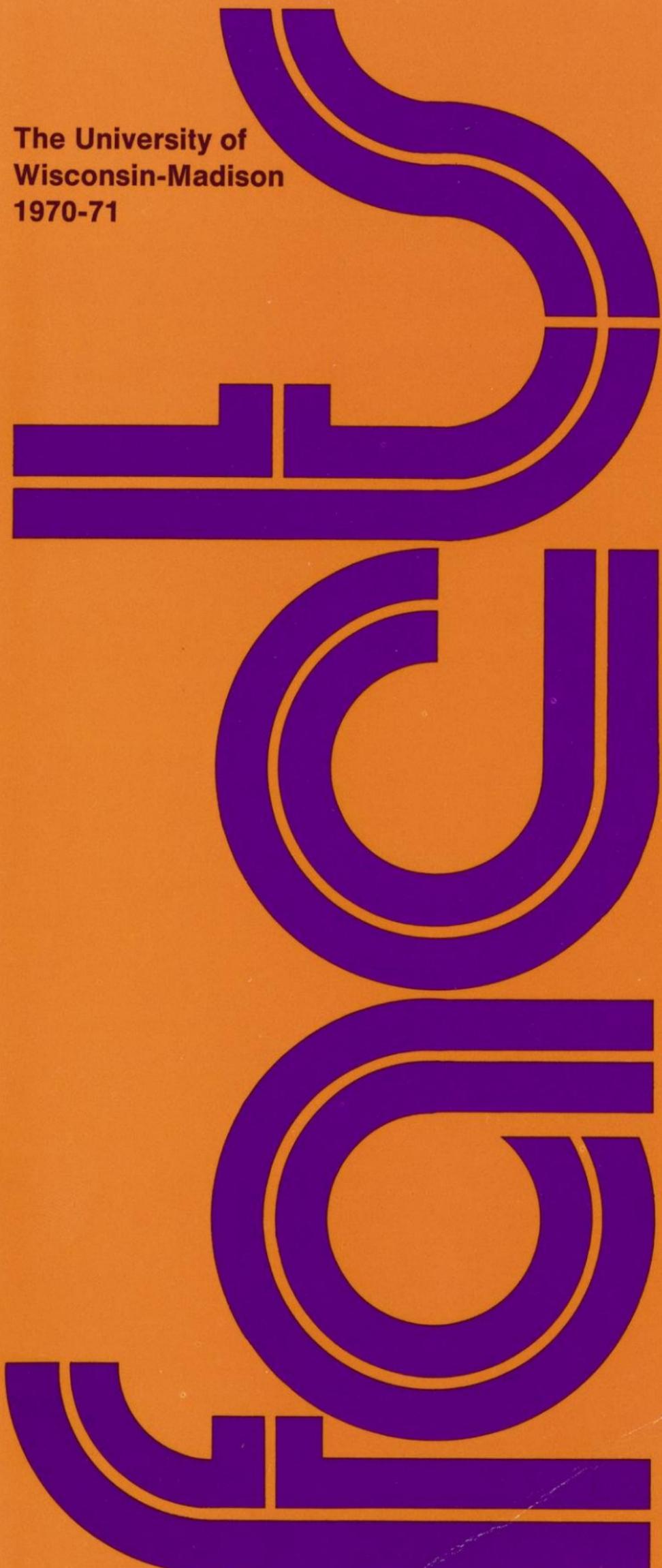
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**The University of
Wisconsin-Madison
1970-71**



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Wisconsin-Madison
1970-71**

University News and
Publications Service,
19 Bascom Hall,
Madison 53706



16000-R



The University

The University of Wisconsin is a public land-grant institution founded in 1849. In the past 121 years it has earned a reputation as one of the great world centers of higher education. In overall faculty quality, Wisconsin ranks among the few top universities in the nation on the basis of data provided in a recent study by the American Council on Education. Over the last 40 years it has ranked second in the nation in the number of doctorates awarded.

Honored here and abroad is the "Wisconsin Idea," which holds that it is the mission of a university to serve the public which supports it. That educational idea is mirrored in the slogan, "The boundaries of the campus are the boundaries of the state," paraphrased from a statement of President Charles R. Van Hise in 1905, "I shall never be content until the beneficent influence of the University reaches every family in the state." Also highly respected is the University's dedication to academic freedom, movingly expressed by the regents in 1894 as "that continual and fearless sifting and winnowing by which alone the truth can be found."

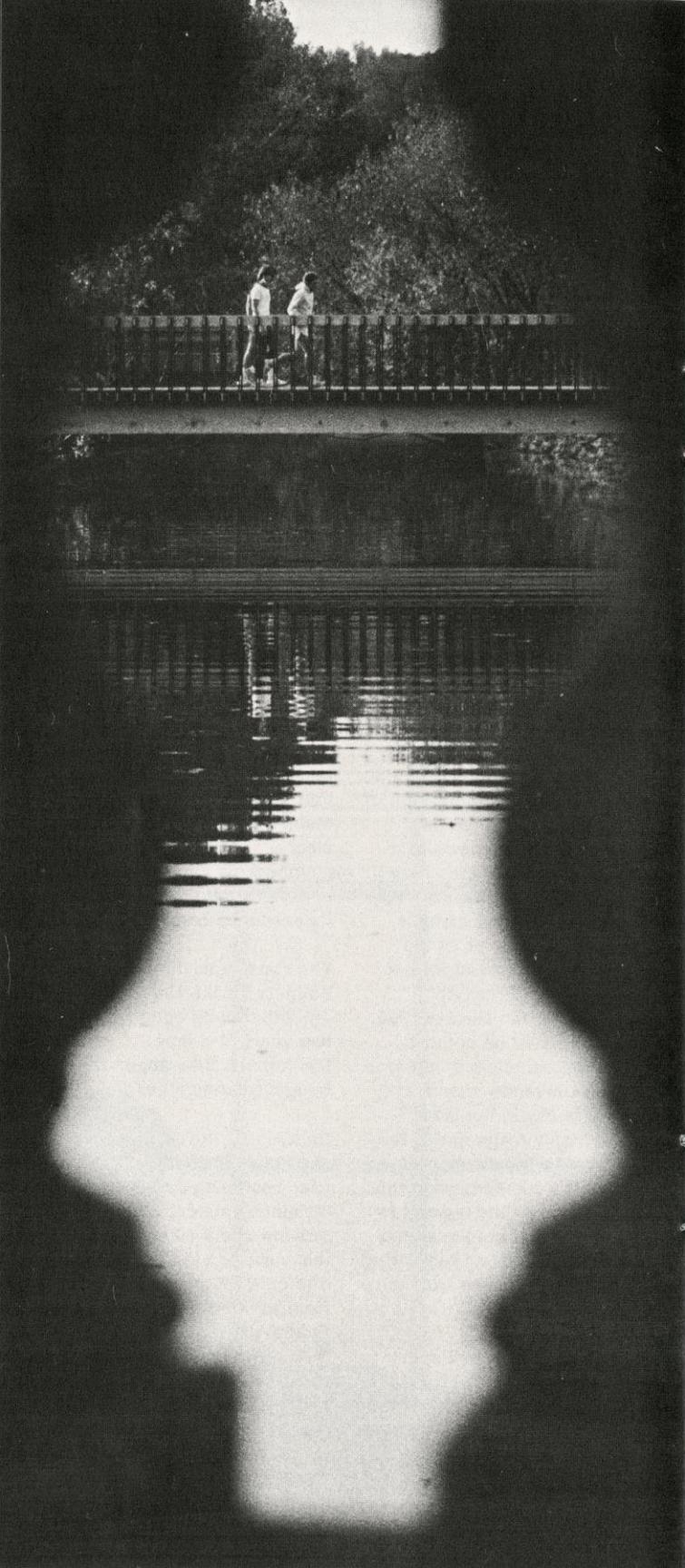
Enrollment on all 16 campuses in fall, 1970-71, is 67,874, a 4 percent increase over a year earlier. Wisconsin students come from all

counties of the state, all 50 states, and 105 foreign countries. The faculty includes the equivalent of more than 7,591 full-time professors, instructors, and assistants.

The University's functions within the post-high school systems of the state are coordinated by the Coordinating Council for Higher Education. The governance of the University is vested in a 10-member Board of Regents. Nine of the members are appointed by the governor for nine-year terms; the tenth is the state superintendent of public instruction, ex officio. Faculty members on all campuses elect an assembly of 76 members. A Faculty Council of nine members serves as its executive committee.

The state legislature approves budgets for the University and other state agencies for two years at a time. UW regents then adjust the budget to annual needs.

Regents approved a budget of \$278,823,206 for the fiscal year beginning July 1, 1970, for all campuses. State taxes provide about 40 percent of this sum, or \$114 million. The other 60 percent comes from such sources as the federal government, more than \$51 million; gift and trust income, \$12 million; and student fees, more than \$38 million.



The largest sums will be spent on instruction, more than \$81 million; research and experimental farm operations, more than \$61 million; and adult education and public service, and University Hospitals, more than \$22 million each.

The central administration, located in Madison and headed by the president, charts the state-wide development of all campuses and programs. The University is organized into six units, each headed by a chancellor:

The historic **Madison campus**, where the University got its start, is covered on pages 9-15. For details on **University Extension**, see page 16.

UW-Milwaukee offers teaching, research, and public service programs appropriate to its metropolitan location and its urban orientation. Enrollment is 20,822. Four areas of concentration are especially relevant to the urban industrial society: Urban Studies, Contemporary Humanistic Studies and Fine Arts, Lake Studies, and Surface Studies. The main UWM campus in the northeastern residential section of Milwaukee, between Lake Michigan and the Milwaukee River, was formed in 1956 by the union of the old Wisconsin State College and the Milwaukee Extension Division. Land and buildings of

the old Milwaukee Downer Seminary and College were added later.

UW-Green Bay and **UW-Parkside** were authorized by the state legislature in 1965 as degree-granting institutions to serve the needs of the rapidly growing northeast and southeast areas of the state. Instruction began on their new sites in fall, 1969.

UW-Green Bay is geared to "people and the world in which they live." Hence the names of the units: College of Environmental Sciences, College of Community Sciences, College of Human Biology, College of Creative Communication, and School of Professional Studies.

The main campus at Green Bay, occupying a wooded 600-acre site on the shores of the bay, and the freshman-sophomore campuses at Manitowoc, Marinette, and Menasha, share a single faculty and central library collection. Enrollment at all campuses is 4,171.

At UW-Parkside, theoretical work is concentrated in the College of Science and Society, and applied work in the School of Modern Industry. The main 700-acre campus next to Petrifying Spring Park in Kenosha County is itself a natural arboretum, and planners have designed the campus to retain its wooded character. Freshman-sophomore instruc-

tion is offered at campuses in Racine and Kenosha.

Enrollment at all campuses is 4,102.

The University Center System offers the first two years of University study on seven campuses around the state. The mission is to provide high quality, fully-transferable freshman-sophomore programs to commuting students. The campuses are closely integrated with the degree-granting campuses and provide excellent geographic distribution of higher educational opportunity. The campuses are Baraboo-Sauk County, Baraboo; Marathon County, Wausau; Marshfield-Wood County, Marshfield; Rock County, Janesville; Sheboygan County, Sheboygan; Washington County, West Bend; and Waukesha County, Waukesha. Enrollment at all is 4,391.

A Brief History

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1849: A preparatory class of 17 is enrolled in a borrowed room.

1850: The first chancellor, John H. Lathrop, is inaugurated.

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1859: Old Main Hall, now Bascom, is completed at a cost of \$63,200.

1860: Enrollment sags in wartime; doors are opened to women via the Normal Department.

1866: UW is designated a land-grant college under the Morrill Act.

1872: State Legislature begins appropriating funds annually for UW support.

1885: Farmers Institute and Agricultural Short Course established, marking the start of University Extension.

1890: Babcock milk test devised, showing how UW research can solve public problems.

1910: U.S. Forest Products Laboratory founded near the campus, signifying U.S.-state cooperation in conservation of natural resources.

1925: Wisconsin Alumni Research Foundation is incorporated to provide research funds.

1928: Memorial Union is opened as center of campus social education.

1945: UW Foundation is organized to assist in fund-raising.

1954: \$5 million Memorial Library is dedicated.

1956: Milwaukee Extension Division and Wisconsin State College are merged to form The University of Wisconsin-Milwaukee.

1959: UW scientists supply weather instruments for Explorer VII satellite.

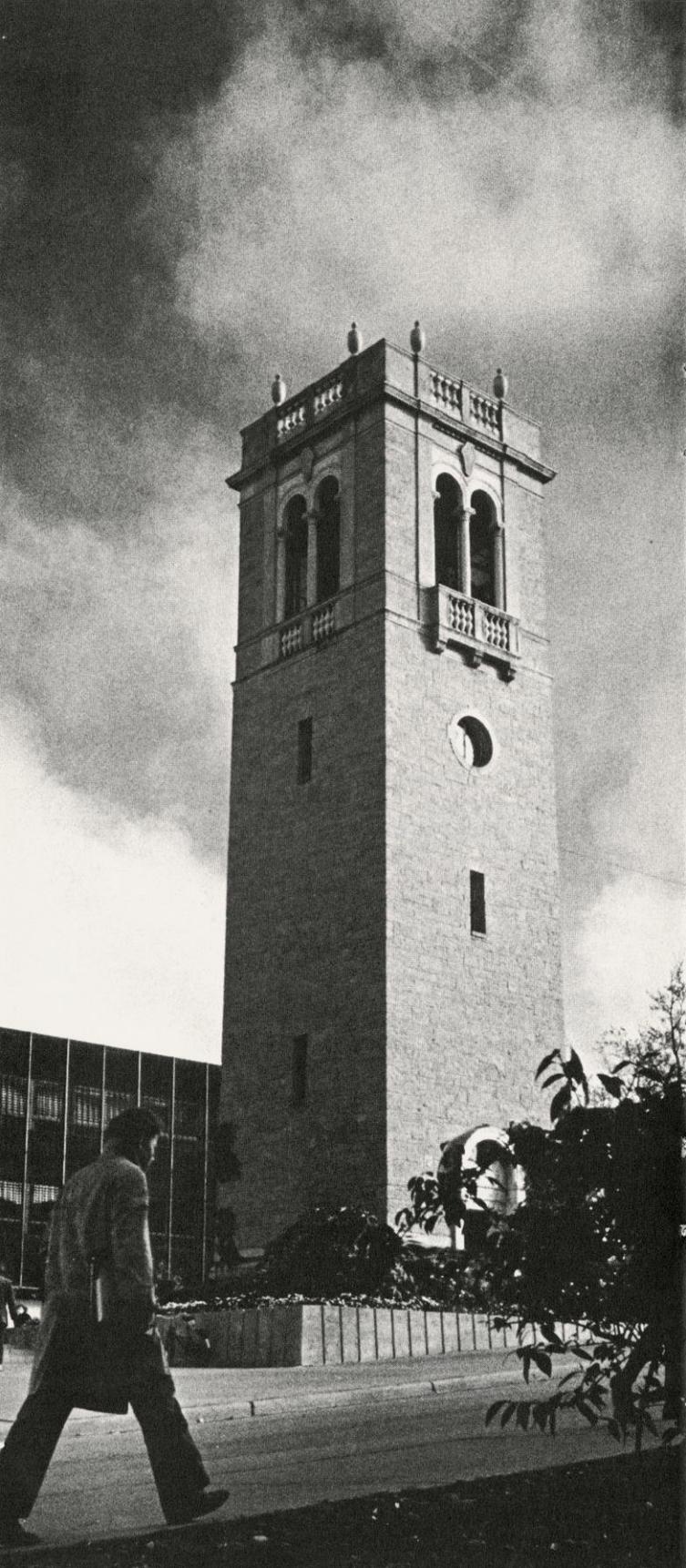
1962: First high-rise campus building, 11-story Van Vleck Hall, is completed.

1964: University Center System becomes a separate unit.

1965: Legislature assigns UW responsibility for building and operating new degree-granting campuses in the northeast (Green Bay) and southeast (Racine-Kenosha area, Parkside).

1967: All-University Faculty Assembly of 59 elected members from all campuses is formed, with Faculty Council as executive committee.

1970: Elvehjem Art Center, built with some \$3.5 million in funds given by alumni and friends, is opened; only a few weeks after bomb kills physics researcher, damages Sterling Hall and nearby buildings.



UW-Madison

Located a mile from the state capitol on a series of hills overlooking Lake Mendota, the Madison campus is internationally known for educational quality, outstanding faculty, and physical beauty. Gathered together on the hills are the conglomerate of classic and modern buildings housing the Colleges of Letters and Science, Agricultural and Life Sciences, and Engineering; Business, Education, Family Resources and Consumer Sciences, Natural Resources, Nursing, Pharmacy, Graduate, Law, and Medical schools. About 4,945 courses are taught in 130 departments.

The major center for basic and applied research in the state, the Madison campus has been rated "distinguished" or "strong" in 26 of the 29 graduate fields considered by the American Council on Education. Newsweek magazine after a comprehensive survey rated UW "best in the Big Ten."

The University's primary purpose, as stated by the faculty, "is to provide an environment in which faculty and students can discover, examine critically, preserve, and transmit the knowledge, wisdom, and values that will help ensure the survival of the present and future generations with improvement in the quality of life."

Total acreage in the city

is 906. Included are the central campus, 569 acres; Picnic Point, 129 acres; and Eagle Heights, 186 acres. In addition, there are 516 acres at the experimental farms on the western edge of the city. Here also is the University Arboretum, 1,244 acres of nature study area.

The University has 348 buildings on the campus, with a book value of \$197 million, as of June 30, 1969.

Students

Enrollment at Madison is 34,388 in fall, 1970-71, a 3.3 percent drop from a year earlier. Of the total, 23,777 are Wisconsin residents. The campus experienced an increase in resident students, and a drop in nonresidents.

Undergraduate students who are residents of Wisconsin pay \$254 a semester in fees, and nonresidents pay \$899 in fees and tuition. Charges are higher for graduate students. These fees and tuition were in effect July 1, 1970; they are subject to change without notice.

The basic instructional fee for Wisconsin undergraduates is 25 percent of the average University-wide direct and indirect instructional cost per student. Nonresident undergraduates pay 100 percent of the above cost.

A typical two-semester budget for 1970-71 for a single undergraduate Wisconsin resident living on campus would look like this: Fees, \$508; books and supplies, \$125; room and board, \$1,150; miscellaneous, including recreation, travel, clothing, etc., \$475; adding up to \$2,258.

Financial aids for needy students are extended in the form of scholarships, loans, grants, and jobs. In 1969-70, students received \$6,275,000 (not including part-time campus jobs, except federal work-study jobs). In addition, students received about \$1.5 million in guaranteed loans from private lending agencies.

A special five-year program for students from low economic groups, established in 1966, enrolls more than 430 students.

Students have a voice in University affairs through the Wisconsin Student Association, student-faculty committees, the Union Council, governing bodies of living units, and student councils formed in many fields of study.

Students may choose to live in University Residence Halls, fraternities or sororities, cooperative houses, or privately-owned dormitories, houses, and apartments.

The major trend today on the campus is toward apartment living.

The Union provides meal and snack service; library, reading, and lunch rooms; record listening rooms; and movies, plays, concerts, and art exhibits.

The campus has inter-collegiate football, basketball, hockey, track, and other teams. Intramural sports include a wide variety from baseball to soccer. Wisconsin Hoofers sponsor white-water canoeing in northern Wisconsin or skiing in Switzerland.

Now available are programs of study abroad in Brazil, England, France, Germany, India, Italy, Mexico, and Spain.

For almost 80 years, students have published the *Daily Cardinal*. Now beginning its second year, the *Badger Herald* presents a conservative view. Madison students also put out the *Badger* yearbook and special interest publications such as the *Wisconsin Engineer* and the *Wisconsin Law Review*.

Faculty

The heart of the University, the faculty, includes the equivalent of 4,520 full time professors, instructors, and assistants. A tradition of the University is that a significant

degree of control of educational policies is in the hands of the faculty. The Madison faculty is represented by a Faculty Senate, launched in 1970.

Members of the senior faculty are recognized for especially meritorious contributions with "named" professorships which usually carry higher salary, extra time for research, and extra clerical and research help. These professorships are named for noted educators who have passed from the campus scene—as for example, Conrad A. Elvehjem, late president and noted bio-chemist, or Frederick Jackson Turner, early famed professor of history; or for UW benefactors, usually alumni, such as William F. Vilas or Thomas E. Brittingham.

Since the beginning of the University, faculty members have contributed to new knowledge through their research efforts. Early studies were closely associated with agriculture and helped establish the state as America's Dairyland. Recently a world-known scientist and his team accomplished the first artificial synthesis of a human gene; and a weather satellite with an infra-red sensing device, designed and built by UW scientists to measure the earth's solar radiation budget, went into orbit.

Libraries

The libraries have more than 2.3 million volumes. The Memorial Library houses 1,750,000 volumes in the social studies, humanities, and general sciences, and offers excellent study facilities for students.

Libraries are maintained in the Law School, 129,000 volumes; College of Engineering, 109,600; College of Agricultural and Life Sciences, 102,800; Medical School, 114,000; School of Music, 9,800; School of Pharmacy, 16,900; Biology, 25,700; Chemistry, 17,000; Geology, Geography, and Meteorology, 32,000; and Physics and Mathematics, 34,000.

Now under construction is eight-story Helen C. White Hall, on Park Street across from the Wisconsin Union Theater, which will house the undergraduate library on three floors, the Library School, and other departments and offices.

Also available, across the mall from the Memorial Library, is the Library of the State Historical Society of Wisconsin, with more than 750,000 items in its books and pamphlets collection; more than five million items in its manuscript collection; and 77,000 reels of microfilm. Unparalleled in the field of western U.S. history, it has



one of the most important newspaper and periodical collections in the United States, from the later colonial period to the present.

Computing Center

Faculty members and students from more than 200 departments of the University use the Computing Center for numerical calculations and large volume data processing, for research and teaching. The several large-scale digital computer systems are financed by grants from the Atomic Energy Commission, National Science Foundation, National Aeronautics and Space Administration, and Wisconsin Alumni Research Foundation.

Cultural Opportunities

Both spectators and performers have opportunities galore on the campus. Concerts and recitals by students, faculty members, and visiting artists are weekly events through the academic year. Students with a degree of musical proficiency can join orchestras, bands, choral groups, or small ensembles.

The new Elvehjem Art Center houses the University's impressive collection of paintings, graphic arts, and sculpture; it is open 9 a.m. to 5 p.m. Monday through Saturday, and 1 to 5 p.m. Sunday. The Wisconsin

Union operates an art gallery for annual exhibits and special shows. Art works are on view at the Wisconsin Center and the State Historical Society.

Since it opened in 1939 with the world-famed Lunts starring in *The Taming of the Shrew*, the Wisconsin Union Theater has offered an excellent stage and splendid acoustics for Wisconsin Players and visiting theater companies. A small theater at 2201 University Avenue called the Compass Theater is used for experimental productions.

Opportunities in radio, television, and film are offered students through the department of communication arts and stations WHA and WHA-TV. Two radio stations are operated by and for students in the dorm areas.

Date-lines, published weekly when school is in session, lists cultural and other campus events open to the public.

Museums

The Museum of the State Historical Society includes striking life-size exhibits of facets of pioneer and Indian life in Wisconsin. On view are a fully-stocked drugstore, print shop, carpenter shop, general store, and log cabin of early statehood; plus an exhibit on black history. Much space is



devoted to Wisconsin Indians; their clothing, weapons, tepees, and life styles.

Across the street in Science Hall is the Geological Museum, featuring life-size models of a Mastodon and a Glyptodon, as well as skulls, rocks, sponges, and shells of all geologic periods and areas. This museum is due for extensive remodeling soon.

The Zoology Museum in the lobby of Birge Hall holds specimens of various forms of land and sea life. This installation also is being remodeled.

Supporting Organizations

The **Wisconsin Alumni Association** was founded in 1861 "to promote, by organized effort, the best interests of The University of Wisconsin." The association sponsors 100 alumni clubs around the world to serve as "outposts of understanding for the University"; promotes continuing education; contributes funds; and fosters scholarship programs.

The **Wisconsin Alumni Research Foundation**, founded in 1925 to develop the Steenbock Vitamin D patents, has two objectives: to make available to the public some of the results of University research, and to

provide research and building funds. Almost \$50 million has been contributed.

The **University of Wisconsin Foundation**, established in 1945, actively solicits, encourages, and accepts gifts from a wide variety of sources to benefit the University. Over the past 25 years the foundation has given the University more than \$16 million.

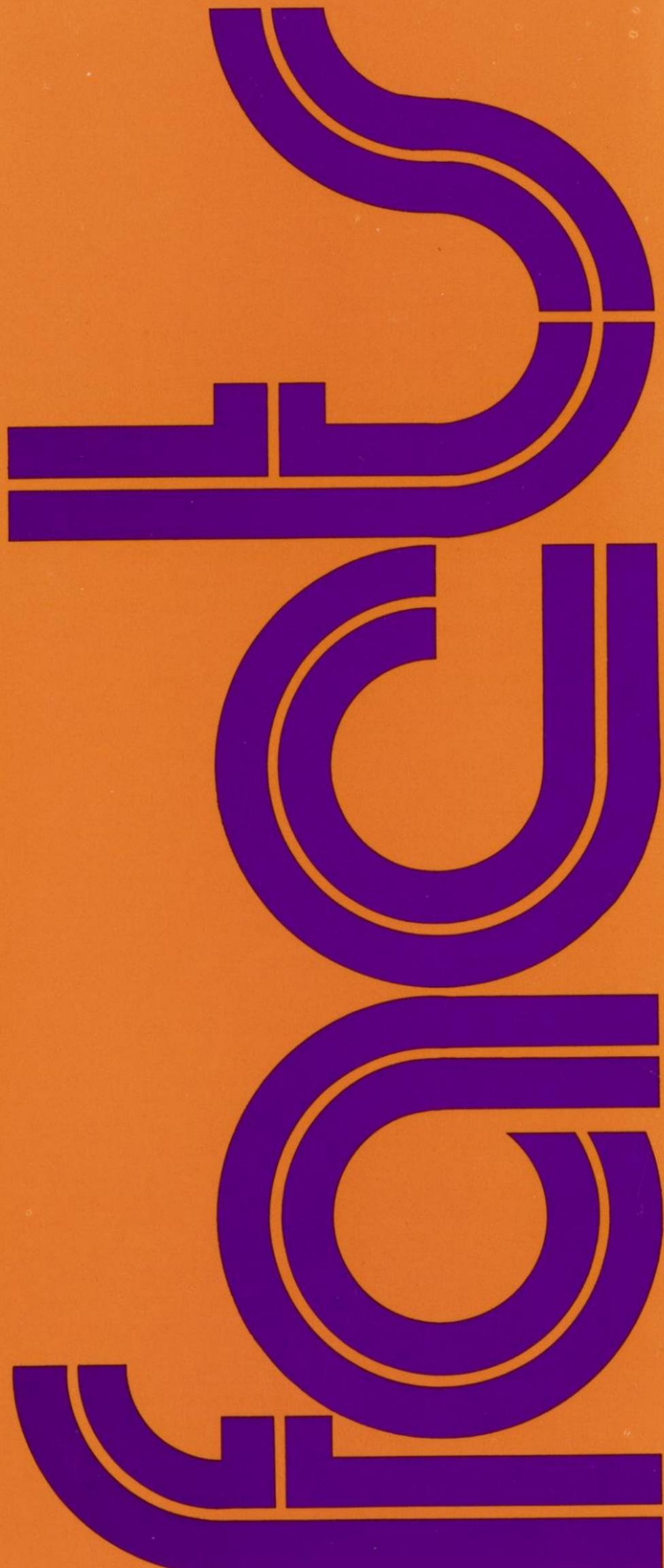
Bringing the University to the people—the Wisconsin Idea—is the function of University Extension. It began in 1885 when the Farmers Institute and Agricultural Short Course were established. For many years three agencies carried out its aims: general extension, agricultural extension, and radio and television. Then in October, 1965, the three were merged.

University Extension operates on a statewide basis, using the resources of all UW campuses. Students of all ages, wherever they live, may enroll in extension classes, independent study courses, conferences, and institutes to work toward UW degrees, follow vocational or avocational interests, or bring up to date professional and technical skills.

Wisconsin's educational radio station is the oldest and Wisconsin's educational TV is the third oldest in the nation. Wisconsin School of the Air—now in its 40th year of broadcasting—has enrolled more than 300,000 school children in approximately 80 percent of all Wisconsin schools. "College of the Air" brings University courses to students in their homes.

The Educational Telephone Network (ETN) was founded five years ago to meet a need for continuing educa-

tion throughout the state. Today ETN sponsors 165 listening stations and more than 1,000 programs. The instructor at ETN headquarters in Madison speaks over a telephone handset and is heard over a loudspeaker at each listening station, where listeners can pick up a phone and ask questions. This year 16 courses have been scheduled for such interest groups as public librarians, hospital supervisors, swine breeders, real estate salesmen, social workers, and free lance writers.



**University of
Wisconsin-Madison
1971-72**



The University



The University of Wisconsin is a public institution founded at Madison in 1849. It has earned a reputation as one of the great world centers of higher education.

Honored here and abroad is the "Wisconsin Idea," which holds that it is the mission of a university to serve the public which supports it. That educational idea is mirrored in the slogan, "The boundaries of the campus are the boundaries of the state," paraphrased from a statement of President Charles R. Van Hise in 1905, "I shall never be content until the beneficent influence of the University reaches every family in the state." Also highly respected is the University's dedication to academic freedom, movingly expressed by the regents in 1894 as "that continual and fearless sifting and winnowing by which alone the truth can be found."

In 1971, a merger of the University of Wisconsin and Wisconsin State Universities created the fourth largest educational system in the nation, with 133,702 students and 13,535 faculty members on 13 degree-granting campuses, 14 freshman-sophomore campuses, and Extension.

Governor Patrick J. Lucey, who proposed the merger, signed it into law on October 8, after months of legislative

debate. It became effective October 11.

The new system is known as the University of Wisconsin System. It is governed by a board of regents consisting of citizen members appointed for staggered 7-year terms, the state superintendent of public instruction, and the president of the Board of Vocational, Technical, and Adult Education. The initial 19 citizen members include 8 from the former UW board, 8 from the former State Universities board, and 3 new appointees. The number will gradually be reduced to 14.

The law also set up a merger implementation study committee, to recommend to the regents and legislature by January 31, 1973, about such topics as faculty tenure and retirement, faculty government and campus autonomy, graduate and undergraduate credit transfer policies, and student participation in government of the system. Until the 1973 legislature acts, the former systems are being governed under pre-merger laws.

"The legislature finds it in the public interest to create a single board of regents to administer the state's public universities. A unified system of collegiate education will foster greater diversity in educational opportunity, promote the growth of diversified, quality under-

graduate programs and preserve the strength of the state's graduate training and research centers," the law states.

The law abolished the Coordinating Council for Higher Education, set up in 1955 and reorganized in 1965 to coordinate post-high school education in the state.

Former UW degree-granting campuses, with their dates of founding and fall 1971-72 enrollments, are: Green Bay, 1969, 3,531; Madison, 1849, 33,943; Milwaukee, 1885, 22,277; and Parkside, 1969, 4,343.

Former State Universities campuses are: Eau Claire, 1916, 8,679; LaCrosse, 1909, 7,009; Oshkosh, 1871, 11,811; Platteville, 1866, 4,708; River Falls, 1874, 4,255; Stevens Point, 1894, 9,154; Stout, 1893, 5,231; Superior, 1896, 3,004; and Whitewater, 1868, 8,867.

Freshman-sophomore campuses are: Barron County, 1966, 392; Baraboo-Sauk County, 1968, 268; Fond du Lac, 1968, 545; Fox Valley, 1960, 438; Manitowoc, 1962, 262; Marathon County, 1960, 725; Marinette, 1965, 348; Marshfield-Wood County, 1964, 355; Medford, 1969, 177; Richland Center, 1967, 316; Rock County, 1966, 593; Sheboygan County, 1964, 518; Washington County, 1968, 532; and Waukesha County, 1966, 1,421.

The legislature approves budgets for the UW System and other state agencies for two years at a time. UW regents then adjust the budget to annual needs.

Regents approved a budget of \$322,788,873 for the fiscal year beginning July 1, 1971, for pre-merger UW campuses. State taxes provide about 46 percent of this sum, or \$148 million. The other 54 percent comes from such sources as the federal government, more than \$59 million; gift and trust income, \$15 million; and student fees, about \$38 million.

The largest sums will be spent on instruction and student services, more than \$139 million; research and experimental farm operations, more than \$69 million; adult education and public service, more than \$25 million; and University Hospitals, more than \$22 million.

For the former State Universities, the 1971-72 fiscal year budget totals \$159,811,936. Making up the total are \$84,716,264 or 53 percent in state tax funds; \$63,706,375 or 40 percent in state program revenues, nearly all in the form of student payments for fees, room, meals and other charges; and \$11,389,297 in federal funds.

A brief history of the pre-merger UW follows.

1838: A bill to establish a university "at or near Madison, the seat of government" is passed by the Wisconsin territorial legislature and approved by Governor Dodge.

1848: Wisconsin's first state governor, Nelson Dewey, approves the act incorporating the university and vesting government in a Board of Regents.

1849: A preparatory class of 17 is enrolled in a borrowed room.

1850: The first chancellor, John H. Lathrop, is inaugurated.

1851: North Hall, costing \$20,000, is opened to students.

1854: The first baccalaureates are conferred, upon Levi Booth and Charles T. Wakeley.

1855: South Hall, costing \$21,000, is completed.

1859: Old Main Hall, now Bascom, is completed at a cost of \$63,200.

1860: Enrollment sags in wartime; doors are opened to women via the Normal Department.

1866: UW is designated a land-grant college under the Morrill Act.

1872: State Legislature begins appropriating funds annually for UW support.

1885: Farmers Institute and Agricultural Short Course established, marking the start of University Extension.

1890: Babcock milk test devised, showing how UW research can solve public problems.

1910: U.S. Forest Product Laboratory founded near the campus, signifying U.S.-state cooperation in conservation of natural resources.

1919: WHA began regular broadcasts under call letters 9XM, establishing its claim as oldest station in the nation.

1928: Memorial Union is opened as center of campus social education.

1954: \$5 million Memorial Library is dedicated.

1956: Milwaukee Extension Division and Wisconsin State College are merged to form the University of Wisconsin-Milwaukee.

1959: UW scientists supply weather instruments for Explorer VII satellite.

1962: First high-rise campus building, 11-story Van Vleck Hall, is completed.

1964: Center System becomes a separate unit.

1965: Legislature assigns UW responsibility for building and operating new degree-granting campuses in the northeast (Green Bay) and southeast (Racine-Kenosha area, Parkside).

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Total acreage in the city is 911. Included are the central campus, 575 acres; Picnic Point, 129 acres; and Eagle Heights, 186 acres. In addition, there are 527 acres at the experimental farms on the western edge of the city. Here also is the University Arboretum, 1,244 acres of nature study area. The University has 368 buildings on the campus, with a book value of \$208 million, as of June 30, 1970.

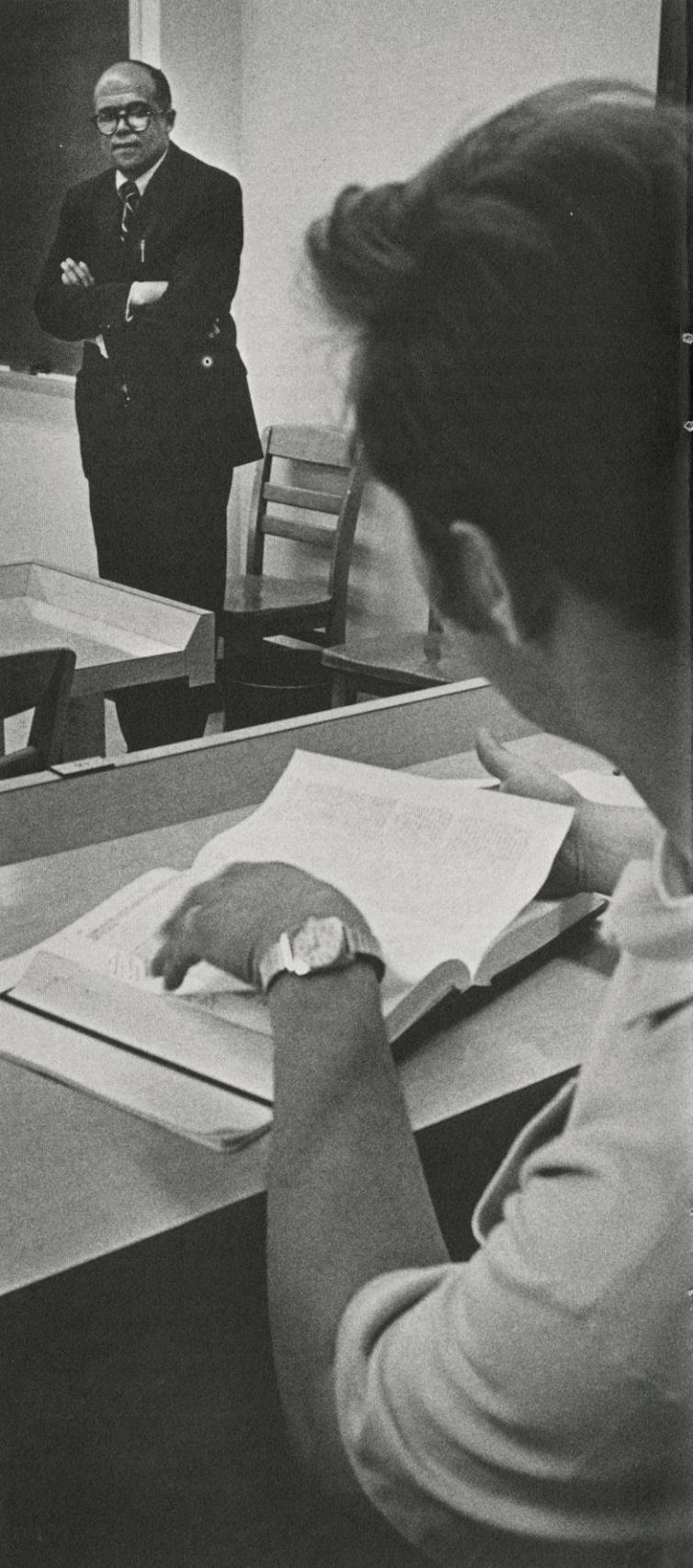
The budget for the fiscal year beginning July 1, 1971, is \$211,289,938.

Students

Enrollment at Madison is 33,943 in fall, 1971-72, a 1.3 percent drop from a year earlier. Of the total, 24,299 are Wisconsin residents.

Undergraduate students who are residents of Wisconsin pay \$275 a semester in fees, and nonresidents pay \$950 in fees and tuition. Charges are higher for graduate students. Fees and tuition are subject to change without notice. The charges were reduced to the 1970-71 rate during the wage-price freeze.

The basic instructional fee for Wisconsin undergraduates is 25 percent of the average University-wide direct and indirect instructional cost per student. Nonresident undergraduates pay 100 percent of the above cost.



A typical two-semester budget for 1971-72 for a single undergraduate Wisconsin resident living on campus would look like this: Fees, \$550; books and supplies, \$125; room and board, \$1,200; miscellaneous, including recreation, travel, clothing, etc., \$475; adding up to \$2,350.

Financial aids for needy students are extended in the form of scholarships, loans, grants, and jobs. In 1970-71, students received \$7,160,000 (not including part-time campus jobs, except federal work-study jobs). In addition, students received about \$1.5 million in guaranteed loans from private lending agencies.

The Five Year Program of Tutorial and Financial Assistance's primary objective is to assure that low income/minority students will be able to avail themselves of a chance at higher education. The program was established in September, 1966, with 22 students. In 1971-72, about 550 students are participating.

Students have a voice in University affairs through the Wisconsin Student Association, student-faculty committees, the Union Council, governing bodies of living units, and student councils formed in many fields of study.

Students may choose to live in University Residence Halls (6,651 in 1971-72), privately-owned dormitories (381), fraternities or sororities (1,037), at home (1,676), or in rooms or apartments off campus (24,162).

The Memorial Union and Union-South provide meal and snack service; library, reading, and lunch rooms; record listening rooms; and movies, plays, concerts, and art exhibits.

The campus has inter-collegiate football, basketball, hockey, track, and other teams. Intramural sports include a wide variety from baseball to soccer. Wisconsin Hoofers sponsor white-water canoeing in northern Wisconsin or skiing in Switzerland.

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Faculty

The heart of the University, the faculty, includes the equivalent of 5,904 full time professors, instructors, assistants, and administrators in October 1971. A tradition of the University is that a significant degree of control of educational policies is in the hands of the faculty. The Madison faculty is represented by a Faculty Senate, launched in 1970.

The average full professor on the Madison campus works 53 hours a week, according to a study by the Department of Planning and Analysis from questionnaires sent to all instructional staff in fall, 1970.

Members of the senior faculty are recognized for especially meritorious contributions with "named" professorships which usually carry higher salary, extra time for research, and extra clerical and research help. These professorships are named for noted educators who have passed from the campus scene—as for example, Conrad A. Elvehjem, late president and noted bio-chemist, or Frederick Jackson Turner, early famed professor of history; or for UW benefactors, usually alumni, such as William F. Vilas or Thomas E. Brittingham.

For many years, the University faculty have been well-known for their contributions to the world of scientific research. In the early 1930s, biochemist Harry Steenbock discovered the process for fortifying food with Vitamin D. That tradition is being carried on today by such men as H. Gobin Khorana, who won the Nobel Prize in 1968 for his artificial synthesis of the gene, and Howard Temin, who was named outstanding cancer researcher of 1971. The scope of research at the University is broad, ranging from earthbound problems like those of the environment to the far reaches of space, where satellites designed by University scientists probe extraterrestrial phenomena.

Libraries

The libraries have more than 2.4 million volumes. The Memorial Library houses 1,850,000 volumes in the social studies, humanities, and general sciences, and offers excellent study facilities for students.

Libraries are maintained in the Law School, 132,900 volumes; College of Engineering, 115,400; College of Agricultural and Life Sciences, 105,700; Medical School, 119,600; School of Music, 10,100; School of Pharmacy, 18,600; Biology, 26,700; Chemistry, 18,000; Geology, Geography, and Meteorology, 33,000;

Physics and Mathematics, 36,200; and Elvehjem Art Center, 49,000.

Completed in 1971, the eight-story Helen C. White Hall, on Park Street across from the Wisconsin Union Theater, houses the College/Undergraduate Library on three floors, the Library School, and other departments and offices.

Also available, across the mall from the Memorial Library, are the library and archival collections of the State Historical Society of Wisconsin. The library contains 781,000 printed items including books, periodicals, newspapers, pamphlets, and government documents, along with 322,000 units of microformats, with strong collections in U.S., state, and local history. The Archives Division contains more than 15,300,000 manuscript and archival items from businesses, organizations, and institutions throughout the U.S., and 22,000 cubic feet of public archives of state and local governmental agencies of Wisconsin.

Computing Center

Faculty members and students use the Computing Center for numerical calculations and large volume data processing, for research and teaching. The large-scale digital computer system is financed by grants from the Atomic Energy Commission, National Science Foundation, National Aero-

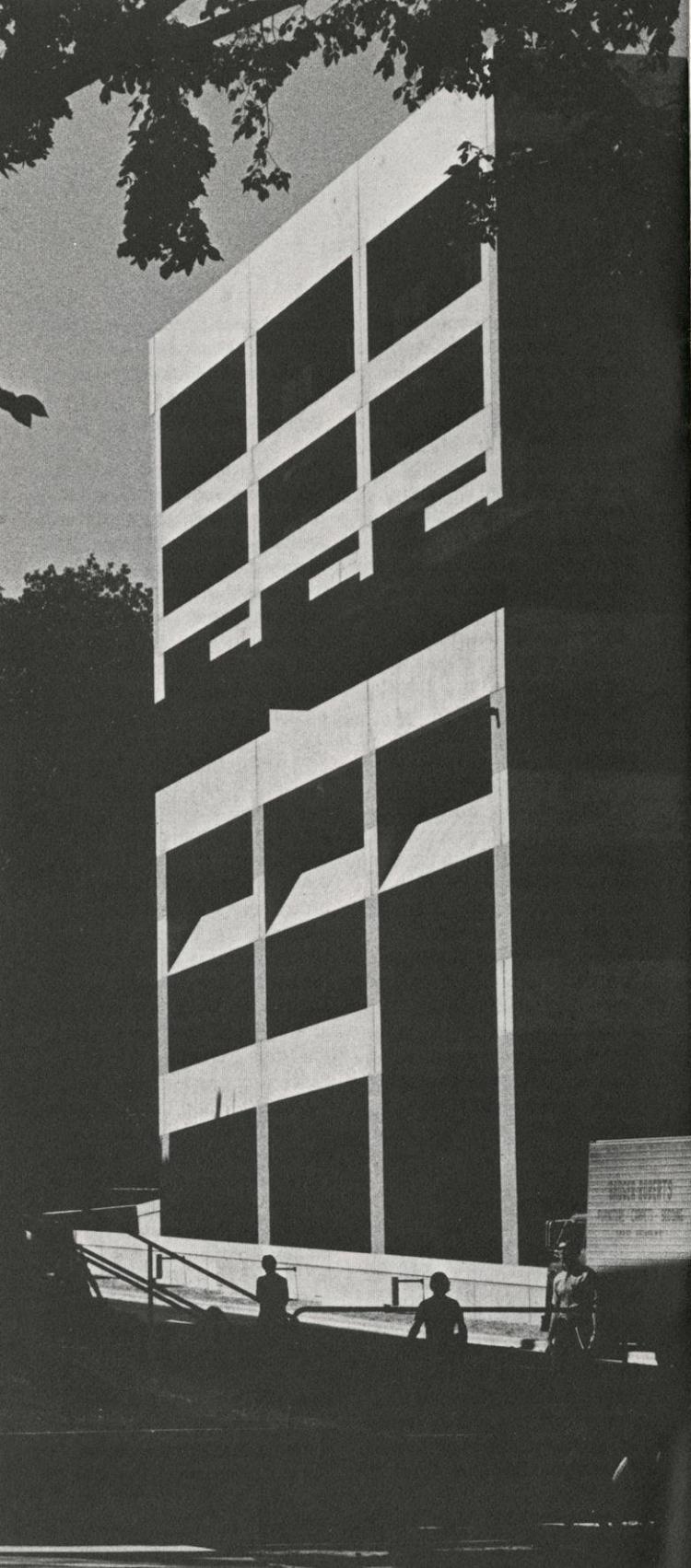
nautics and Space Administration, and Wisconsin Alumni Research Foundation.

Cultural Opportunities

Both spectators and performers have opportunities galore on the campus. Concerts and recitals by students, faculty members, and visiting artists are weekly events through the academic year. Students with a degree of musical proficiency can join orchestras, bands, choral groups, or small ensembles.

The Elvehjem Art Center houses the University's impressive collection of paintings, graphic arts, and sculpture; it is open 9 a.m. to 4:45 p.m. Monday through Saturday, and 1 to 4:45 p.m. Sunday. The Wisconsin Union operates an art gallery for annual exhibits and special shows. Art works are on view at the Wisconsin Center and the State Historical Society. Since it opened in 1939 with the world-famed Lunts starring in *The Taming of the Shrew*, the Wisconsin Union Theater has offered an excellent stage and splendid acoustics for Wisconsin Players and visiting theater companies. A small theater at 2201 University Avenue called the Compass Theater is used for experimental productions.

Opportunities in radio, television, and film are offered students through the department of communication arts



and stations WHA and WHA-TV. Two radio stations are operated by and for students in the dorm areas.

Date-lines, published weekly when school is in session, lists cultural and other campus events open to the public.

Museums

The State Historical Society of Wisconsin Museum offers a variety of permanent and changing exhibits. The main focus of the museum is on state prehistory and history. On view are artifacts from Wisconsin's prehistoric Indian cultures, from early and mid-19th century pioneer days, from the late Victorian era, and from the early twentieth century. Much artifactual material has been incorporated into a series of full-size dioramas. Strong emphasis is given to decorative arts in a program of changing exhibits. The museum is open Monday through Friday, 8 a.m. to 5 p.m.; and Saturday, 10 a.m. to 4 p.m.

Across the street in Science Hall is the Geological Museum, featuring life-size models of a Mastodon and a Gyptodon, as well as skulls, rocks, fossil animals, and plants of all geologic periods and areas. The museum is being remodeled.

The zoology and botany departments share exhibits in the lobby and ground floor of

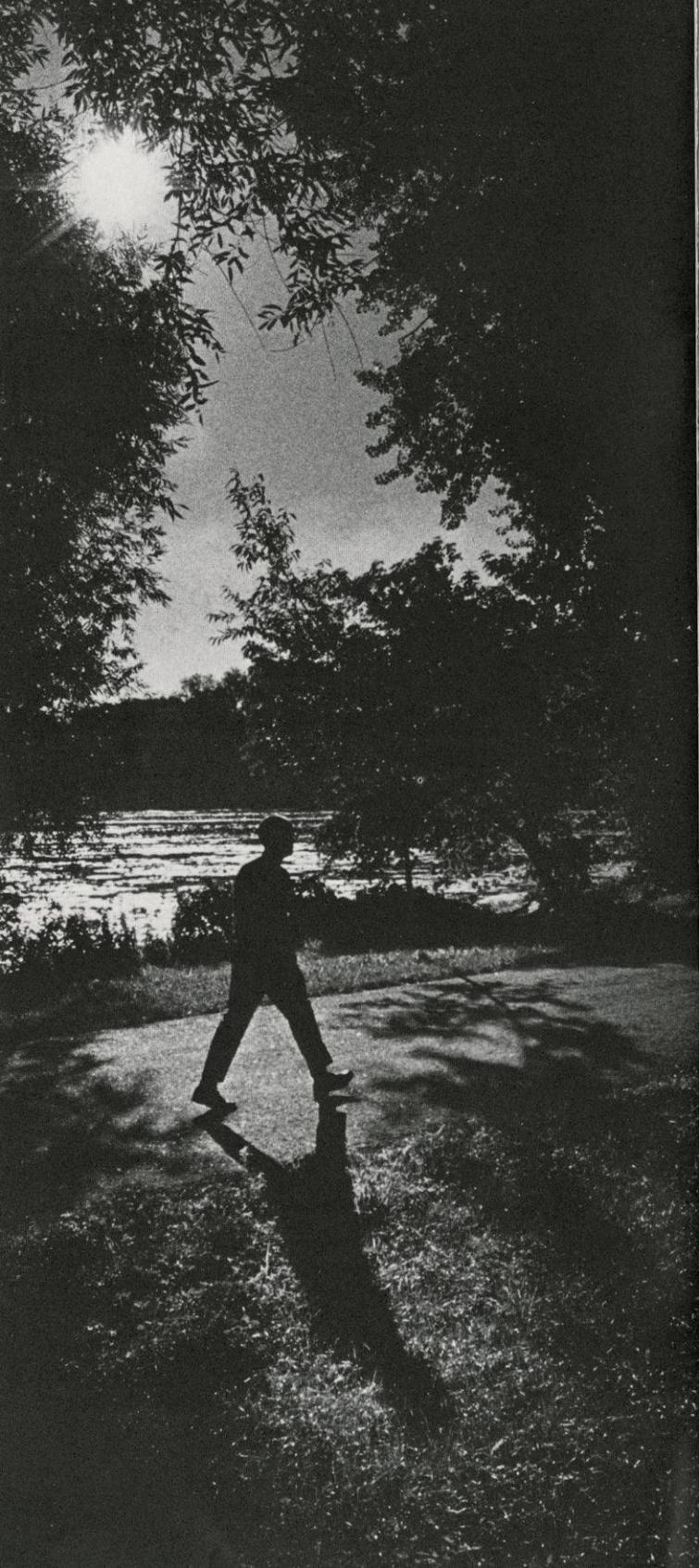
Birge Hall. Current exhibits include the Avian Egg, Tooth Succession of the Elephant, Waterfowl, Birds of Prey, and Wildflowers of the Curtis Prairie. The Zoology Museum (B250) houses an extensive research facility containing mammal and bird specimens, birds' eggs, and skeletal material.

Supporting Organizations

The **Wisconsin Alumni Association** was founded in 1861 "to promote, by organized effort, the best interests of the University of Wisconsin." The association sponsors 100 alumni clubs around the world to serve as "outposts of understanding for the University"; promotes continuing education; contributes funds; and fosters scholarship programs.

The **Wisconsin Alumni Research Foundation**, founded in 1925 to develop the Steenbock Vitamin D patents, has two objectives: to make available to the public some of the results of University research, and to provide research and building funds. Almost \$50 million has been contributed.

The **University of Wisconsin Foundation**, established in 1945, actively solicits, encourages, and accepts gifts from a wide variety of sources to benefit the University. Over the past 25 years the foundation has received more than \$17 million for University projects and programs.



Extension

Bringing the University to the people—the Wisconsin idea—is the function of University Extension. It began in 1885 when the Farmers Institute and Agricultural Short Course were established. For many years three agencies carried out its aims: general extension, agricultural extension, and radio and television. Then in October, 1965, the three were merged.

With 789 faculty members, University Extension today operates on a statewide basis, using the resources of all UW campuses. Service from 72 county Extension offices is backed by the University's network of research, library, teaching and communications services. Specialized assistance is channeled through subject matter specialists who frequently have joint appointments between University Extension and academic departments to assure maximum currency of their knowledge and commendations.

Students of all ages, wherever they live, may enroll in extension classes, independent study courses, conferences, and institutes to work toward UW degrees, follow vocational or avocational interests, or bring up to date professional and technical skills.

Extension serves an estimated one of every four state residents each year. Approximately 100,000 are served through more formal credit

and continuing education programs. Others are reached through organizations and consultations.

Wisconsin's educational radio station is the oldest and Wisconsin's educational TV is the fourth oldest in the nation. Wisconsin School of the Air—now in its 41st year of broadcasting—enrolls more than 300,000 school children in approximately 80 percent of all Wisconsin schools. "College of the Air" brings University courses to students in their homes.

The Educational Telephone Network (ETN) was founded six years ago to meet a need for continuing education throughout the state. In 1971-72, ETN included 165 listening stations. The instructor at ETN headquarters in Madison speaks over a telephone handset and is heard over a loudspeaker at each listening station, where listeners can pick up a phone and ask questions. Twenty-five courses have been scheduled for interest groups as public librarians, hospital supervisors, swine breeders, real estate salesmen, social workers, and free lance writers.

University Extension programs are channeled through its divisions of Professional and Human Development, Economic and Environmental Development, and Educational Communications.

20000-5-3M-10070

University News and
Publications Service,
19 Bascom Hall,
Madison 53706



Faculty

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Across the street in Science Hall is the Geology Museum featuring minerals, rocks, meteorites, and fossil plants and animals. Main attractions are the mastodon skeleton found near Richland Center, Wisconsin, in 1887, and a mineral collection donated by Helen M. Snyder in 1970. The museum is open Monday through Friday, 8:30 a.m. to 4:30 p.m.; Saturday, 9 a.m. to noon; and the first Wednesday of every month, 8:30 a.m. to 9 p.m.

The zoology and botany departments share exhibits in the first floor lobby and ground floor of Birge Hall. Current exhibits include the Avian Egg, Tooth Succession of the Elephant, Comparative Study of Vertebrate Pelvis, Waterfowl, Summer Birds of Madison, and Wildflowers of the Curtis Prairie. The Zoological Museum on the fourth floor of Noland Hall houses an extensive research facility containing mammal and bird study skins; bird eggs; preserved fish, reptile and amphibian specimens; invertebrates; skeletal material; and fossil material.

University of Wisconsin-Madison 1972-73

University News and Publications Service,
19 Bascom Hall,
Madison 53706

The University of Wisconsin-Madison is a public land-grant institution founded in 1849. It has earned a reputation as one of the great world centers of higher education.

Honored here and abroad is the "Wisconsin Idea," which holds that it is the mission of a university to serve the public which supports it. That educational idea is mirrored in the slogan, "The boundaries of the campus are the boundaries of the state," paraphrased from a statement of President Charles R. Van Hise in 1905, "I shall never be content until the beneficent influence of the University reaches every family in the state." Also highly respected is the University's dedication to academic freedom, movingly expressed by the regents in 1894 as "that continual and fearless sifting and winnowing by which alone the truth can be found."

UW-Madison is the oldest, largest, and most diversified of the campuses in the University of Wisconsin System, formed in 1971 with merger of UW units and Wisconsin State Universities. The system includes 13 degree-granting campuses, 14 centers, and Extension. It has 133,303 students and an annual budget of \$537,510,262. In a statement in August, 1973, the

regents said "Madison should continue as the major, comprehensive doctoral level, research, and advanced professional level institution of the system."

A Brief History

1838: A bill to establish a university "at or near Madison, the seat of government" is passed by the Wisconsin territorial legislature.

1848: Wisconsin's first state governor, Nelson Dewey, approves the act incorporating the university and vesting government in a Board of Regents.

1849: A preparatory class of 17 is enrolled in a borrowed room.

1850: The first chancellor, John H. Lathrop, is inaugurated.

1851: North Hall, costing \$20,000, is opened.

1854: The first baccalaureates are conferred, upon Levi Booth and Charles T. Wakeley.

1855: South Hall, costing \$21,000, is completed.

1859: Old Main Hall, now Bascom, is completed at a cost of \$63,200.

1860: Enrollment sags in wartime; doors are opened to women via the Normal Department.

1866: UW is designated a land-grant college under the Morrill Act.

1872: State Legislature begins appropriating funds annually for UW support.

1885: Farmers Institute and Agricultural Short Course established, marking the start of University Extension.

1890: Babcock milk test devised, showing how UW research can solve public problems.

1910: U.S. Forest Products Laboratory established near the campus, signifying U.S.-state cooperation in conservation of natural resources.

1925: Wisconsin Alumni Research Foundation is incorporated to provide research funds derived from faculty patents.

1928: Memorial Union is opened as center of social and cultural events.

1945: UW Foundation is organized to assist in fund-raising and development.

1954: \$5 million Memorial Library is dedicated.

1959: UW scientists supply weather instruments for Explorer VII satellite.

1962: First high-rise campus building, 11-story Van Vleck Hall, is completed.

1970: Elvehjem Art Center, built with some \$3.5 million in funds given by alumni and friends, is opened. Student protests of the late 1960s culminate in bombing of Sterling Hall.

1971: UW and Wisconsin State Universities are merged.

1972: UW designated a sea-grant college.

1974: UW observes 125th anniversary of its founding.

Campus

Located a mile from the state capitol on a series of hills overlooking Lake Mendota, the Madison campus is internationally known for educational quality, outstanding faculty, and physical beauty. Gathered together on the hills are the conglomerate of classic and modern buildings housing the Colleges of Letters and Science, Agricultural and Life Sciences, and Engineering; Business, Education, Family Resources and Consumer Sciences, Natural Resources, Nursing, Pharmacy, Graduate, Law, and Medical schools. About 4,600 courses are taught in 125 departments.

UW-Madison was rated "distinguished or strong" in 30 of the 36 graduate fields considered by an American Council on Education survey, released in 1971.

The University's primary purpose, as stated by the faculty, "is to provide an environment in which faculty and students can discover, examine critically, preserve, and transmit the knowledge, wisdom, and values that will help ensure the survival of the present and future generations with improvement in the quality of life."

Total UW acreage in the city is 911. Included are the central campus, 575 acres; Picnic Point, 129 acres; and Eagle Heights, 186 acres. In addition there are 527 acres at the experimental farms on the western edge of the city. Here also is the University Arboretum, 1,244 acres of nature study area. The University has 359 buildings on the campus, with a book value of \$255 million, as of June 30, 1972.

The budget for the fiscal year beginning July 1, 1972, is \$228,333,451. The total includes \$59,889,693 for instruction, \$67,450,696 for research, \$2,160,052 for extension and public service, and \$98,833,010 for support programs.

Students

Enrollment at Madison is 34,866 in fall, 1972-73, a 2.7 percent increase over a year earlier. Of the total, 25,888 are Wisconsin residents.

A typical two-semester budget for 1972-73 for a single undergraduate Wisconsin resident living on campus would look like this: Fees, \$600; books and supplies, \$135; room and board, \$1,300; miscellaneous, including recreation, travel, clothing, etc., \$475; adding up to \$2,510.

Financial aids for needy students are extended in the form of scholarships, loans, grants, and jobs. In 1972-73, students received over \$9 million (not including part-time campus jobs, except federal work-study jobs). In addition, students received about \$3 million in guaranteed loans from private lending agencies.

The Five Year Program of Tutorial and Financial Assistance's primary objective is to assure that low income/minority students will be able to avail themselves of a chance at higher education. The program was established in September, 1966, with 22 students. In 1972-73, about 440 students are participating.

Students may choose to live in University Residence Halls (6,446 in 1972-73), privately-owned dormitories (305), fraternities or sororities (987), at home (1,711), or in rooms or apartments off campus (25,417).

The campus has intercollegiate football, basketball, hockey, track, and other teams. Intramural sports include a wide variety from baseball to soccer. Wisconsin Hoofers sponsor outdoor activities ranging from white-water canoeing in northern Wisconsin to skiing in Switzerland.

Faculty

The heart of the University, the faculty, included the equivalent of 4,927 full time professors, instructors, assistants, and administrators in October 1972. A tradition of the University is that a significant degree of control of educational policies is in the hands of the faculty. The Madison faculty is represented by a Faculty Senate, launched in 1970.

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FACT

University of Wisconsin-Madison
FACTS 1973-74
125TH Anniversary Edition

FACT

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The University of Wisconsin-Madison is a public land-grant institution founded in 1849. It has earned a reputation as one of the great world centers of higher education.

In 1974 the campus celebrates its 125th anniversary. The observance includes a series of published historical sketches; programs in each major unit of the campus; special events of national interest including visiting lecturers, conferences, and symposia; and Alumni Association meetings throughout Wisconsin and in major cities across the nation.

Honored here and abroad is the "Wisconsin Idea," which holds that it is the mission of a university to serve the public which supports it. That educational idea is mirrored in the slogan, "The boundaries of the campus are the boundaries of the state," paraphrased from a statement of President Charles R. Van Hise in 1905, "I shall never be content until the beneficent influence of the University reaches every family in the state." Also highly respected is the University's dedication to academic freedom, movingly expressed by the regents in 1894 as "that continual and fearless sifting and winnowing by which alone the truth can be found."

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1885: Farmers Institute and Agricultural Short Course established, marking the start of Extension.

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1910: U.S. Forest Products Laboratory established near the campus, signifying U.S.-state cooperation in conservation of natural resources.

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1928: Memorial Union is opened as center of social and cultural events.

1945: UW Foundation is organized to assist in fund raising and development.

1954: \$5 million Memorial Library is dedicated.

1959: UW scientists supply weather instruments for Explorer VII satellite.

1967: Era of violent disruptions opens with police-student confrontation in Commerce Building.

1970: Elvehjem Art Center, built with some \$3.5 million in funds given by alumni and friends, is opened.

1970: Student protests culminate in bombing of Sterling Hall.

1971: UW and State Universities are merged.

1972: UW designated a sea-grant college.

1973: Construction begins on new Center for Health Sciences, on western edge of campus.

1974: UW observes 125th anniversary of its founding.

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The budget for the fiscal year beginning July 1, 1973, is \$252,414,382. The total includes \$66,831,801 for instruction, \$69,682,329 for research, \$2,342,349 for extension and public service, and \$113,557,903 for support programs.

Students

Enrollment at Madison is 35,931 in fall, 1973-74, a 3.1 percent increase over a year earlier. Of the total, 26,776 are Wisconsin residents.

A typical two-semester budget for 1973-74 for a single freshman or sophomore Wisconsin resident living on campus would look like this: Fees, \$573; books and supplies, \$135; room and board, \$1,300; miscellaneous, including recreation, travel, clothing, etc., \$475; adding up to \$2,483. For junior and senior residents, fees are \$628 a year.

Financial aids for needy students are extended in the form of scholarships, loans, grants, and jobs. In 1973-74, students received more than \$10 million (not including part-time campus jobs, except federal work-study jobs). In addition, students received about \$3 million in guaranteed loans from private lending agencies.

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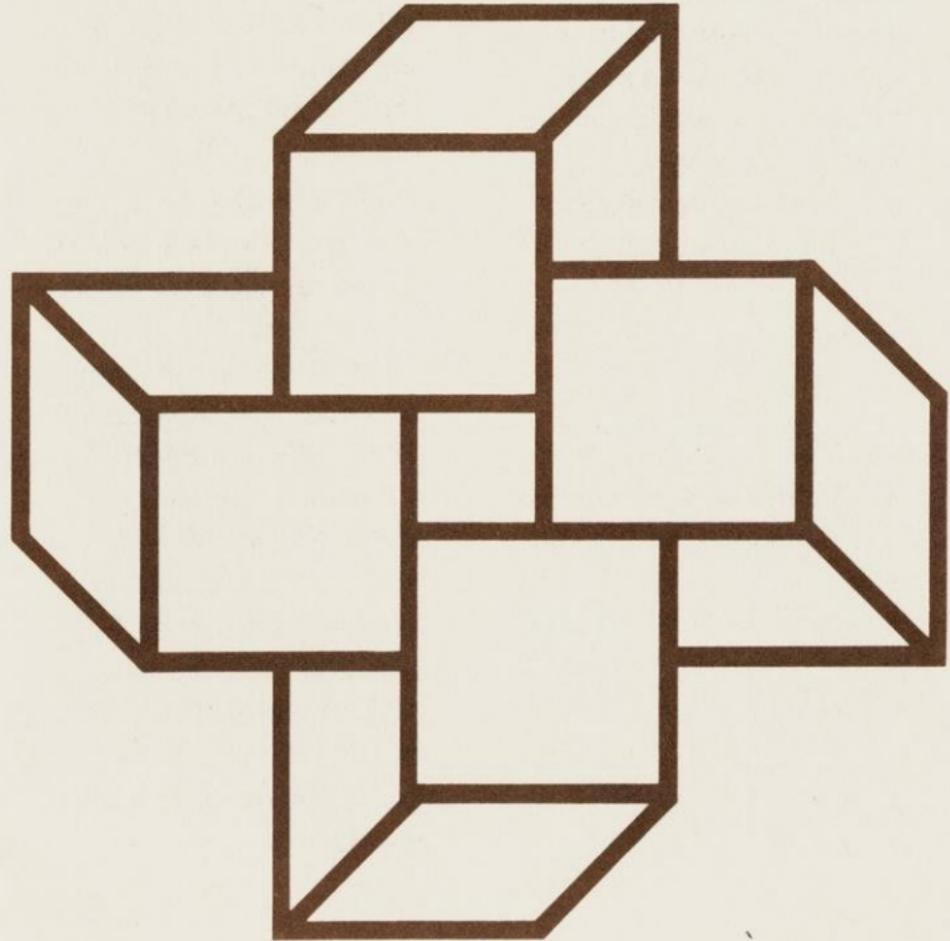
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Facts

University of Wisconsin-Madison
1974-75



Since its founding in 1849, University of Wisconsin-Madison has become known as one of the great world centers of higher education. February 5, the day its first class met more than 125 years ago, is observed annually as Founders Day.

Honored here and abroad is the "Wisconsin Idea," which holds that it is the mission of a university to serve the public which supports it. That educational idea is mirrored in the slogan, "The boundaries of the campus are the boundaries of the state," paraphrased from a statement of President Charles R. Van Hise in 1905, "I shall never be content until the beneficent influence of the University reaches every family in the state." Also highly respected is the University's dedication to academic freedom, movingly expressed by the regents in 1894 as "that continual and fearless sifting and winnowing by which alone the truth can be found."

UW-Madison is the oldest, largest, and most diversified of the campuses in the University of Wisconsin System, formed in 1971 with merger of UW units and Wisconsin State Universities. The system includes 13 degree-granting campuses, 14 centers, and Extension.

The system has 139,891 students and an annual budget of \$620,286,397.

A Brief History

1838: A bill to establish a university "at or near Madison, the seat of government" is passed by the territorial legislature.

1848: Wisconsin's first state governor, Nelson Dewey, approves the act incorporating the university and vesting government in a Board of Regents.

1849: A preparatory class of 17 is enrolled in a borrowed room.

1850: The first chancellor, John H. Lathrop, is inaugurated.

1851: North Hall, costing \$20,000, is opened.

1854: First baccalaureates are awarded to Levi Booth and Charles T. Wakeley.

1859: Old Main Hall, now the center part of Bascom Hall, is completed at a cost of \$63,200.

1860: Enrollment sags in wartime; doors are opened to women via the Normal Department.

1861: Wisconsin Alumni Association is organized.

1866: UW is designated a land-grant college under the Morrill Act.

1872: State Legislature begins appropriating funds annually for UW support.

1885: Farmers Institute and Agricultural Short Course established, marking the start of Extension.

1890: Babcock milk test devised, showing how UW research can solve public problems.

1910: U.S. Forest Products Laboratory established near the campus, signifying U.S.-state cooperation in conservation of natural resources.

1925: Wisconsin Alumni Research Foundation is incorporated to provide research funds derived from faculty patents.

1928: Memorial Union is opened as center of social and cultural events.

1945: UW Foundation is organized to assist in fund raising and development.

1954: \$5 million Memorial Library is dedicated.

1959: UW scientists supply weather instruments for Explorer VII satellite.

1967: Era of violent disruptions opens with police-student confrontation in Commerce Building.

1970: Elvehjem Art Center, built with \$3.5 million in funds given by alumni and friends, is opened.

1970: Student protests culminate in bombing of Sterling Hall.

1971: UW and State Universities are merged.

1972: UW designated a sea-grant college.

1973: Construction begins on new Center for Health Sciences, on western edge of campus.

1974: UW observes 125th anniversary of its founding.

Campus

Located a mile from the state capitol on a series of hills overlooking Lake Mendota, the Madison campus is internationally known for educational quality, outstanding faculty, and physical beauty. Gathered together on the hills are the conglomerate of classic and modern buildings housing the Colleges of Letters and Science, Agricultural and Life Sciences, and Engineering; Allied Health Professions, Business, Education, Family Resources and Consumer Sciences, Natural Resources, Nursing, Pharmacy, Graduate, Law, and Medical schools. About 4,600 courses are taught in 125 departments.

UW-Madison was rated "distinguished or strong" in 30 of the 36 graduate fields in an American Council on Education survey released in 1971.

The University's primary purpose, as stated by the faculty in 1969, "is to provide an environment in which faculty and students can discover, examine critically, preserve, and transmit the knowledge, wisdom, and values that will help ensure the survival of the present and future generations with improve-

ment in the quality of life." The faculty's words were used as the opening for the campus mission statement which was adopted by the regents in January 1974.

Total UW acreage in the city is 923. Included are the central campus, 586 acres; Picnic Point, 129 acres; and Eagle Heights, 186 acres. In addition there are 519 acres at the experimental farms on the western edge of the city. Here also is the University Arboretum, 1,244 acres of nature study area. The University has 354 buildings on the campus, with a book value of \$288 million, as of June 30, 1974.

The budget for the fiscal year beginning July 1, 1974, is \$281,292,338. The total includes \$75,556,252 for instruction, \$78,315,363 for research, \$2,873,039 for extension and public service, and \$124,547,684 for support programs.

Students

Enrollment at Madison is 36,915 in fall, 1974-75, a 2.7 percent increase over a year earlier. Of the total, 26,858 are Wisconsin residents. Some 6,225 live in the Residence Halls.

A typical two-semester budget for a single freshman or sophomore Wisconsin

resident for 1974-75 living on campus would look like this: Fees, \$573; books and supplies, \$140; room and board, \$1,375; miscellaneous, including recreation, travel, clothing, etc., \$550, adding up to \$2,638. For junior and senior residents, fees are \$648 a year.

The basic instructional fee for Wisconsin undergraduates is 25 percent of the direct and indirect undergraduate instructional cost in the doctoral cluster (UW-Madison, UW-Milwaukee). Non-resident undergrads pay 100 percent of this cost.

Financial aids for needy students are extended in the form of scholarships, loans, grants, and jobs. In 1974-75, students received more than \$10 million (not including part-time campus jobs, except federal work-study jobs). In addition, students received about \$3 million in guaranteed loans from private lending agencies.

The Five Year Program's primary objective is to assure that low income/minority students will be able to avail themselves of a chance at higher education. The program was established in September, 1966, with 22 students. In 1974-75, about 400 students are participating.

The campus has intercollegiate football, basketball, hockey, track, crew and other teams. Intramural recreation includes a wide variety from baseball to soccer.

Faculty

The heart of the University, the faculty, included the equivalent of 4,624 full-time professors, instructors, administrators, and other professional staff in October 1974. Traditionally, a significant degree of control of educational policies is in the hands of the faculty. The Madison faculty is represented by a Faculty Senate, launched in 1970.

For many years, the University faculty has been well-known for its contributions to the world of scientific research. The scope of research is broad, ranging from earthbound problems like those of the environment to the far reaches of space, where satellites designed by University scientists probe extraterrestrial phenomena.

Libraries

The libraries have more than 2.6 million volumes. The Memorial Library houses 1,872,300 volumes in the social studies, humanities, and general sciences, and offers excellent study facilities for students.

Libraries are maintained in the Law School, 150,800 volumes; College of Engineering, 136,000; College of Agricultural and Life Sciences, 147,815; Medical School, 150,400; School of Music, 12,100; School of Pharmacy, 21,500; Biology, 28,600; Chemistry, 20,100; Geology, Geography, and Meteorology, 58,800; Physics, 18,600; Mathematics, 22,300; and Elvehjem Art Center, 60,000. The College Library is in Helen C. White Hall.

Also available, across the mall from the Memorial Library, are the library and archival collections of the State Historical Society.

Cultural Opportunities

Both spectators and performers have opportunities galore on the campus. Concerts and recitals by students, faculty members, and visiting artists are weekly events through the academic year.

The Elvehjem Art Center houses the University's collection of more than 3,000 paintings, graphics, and sculpture from ancient times to the present; it is open 9 a.m. to 4:45 p.m. Monday through Saturday, and 1 to 4:45 p.m. Sunday. The Memorial Union and Union South have art galleries for annual exhibits

and special shows. Art works are on view at the Wisconsin Center.

Since it opened in 1939 with the world-famed Lunts starring in *The Taming of the Shrew*, the Wisconsin Union Theater has offered an excellent stage and spendid acoustics for visiting concert artists, orchestras, and theater companies. The University Theater offers a full playbill each year in the two new theaters in Vilas Communication Hall and in the Union Theater.

Date-lines, published weekly when school is in session, lists cultural and other campus events open to the public. Daily listings can be heard by dialing 263-4010.

Museums

The State Historical Society of Wisconsin Museum offers a variety of permanent and changing exhibits. The main focus of the museum is on state prehistory and history. On view are artifacts from Wisconsin's prehistoric Indian cultures, from early and mid-19th century pioneer days, from the late Victorian era, and from the early 20th century. Much artifactual material has been incorporated into a series of full-size dioramas. Strong emphasis is given to decorative arts in a program of changing exhibits. The

museum is open Monday through Friday, 8 a.m. to 10 p.m.; Saturday, 8 a.m. to 4 p.m.; and Sunday, noon to 4:30 p.m.

Across the street in Science Hall is the Geology Museum featuring minerals, rocks, meteorites, and fossil plants and animals. Main attractions are the mastodon skeleton found near Richland Center, Wisconsin, in 1887, and a mineral collection donated by Helen M. Snyder in 1970. The museum is open Monday through Friday, 8:30 a.m. to 4:30 p.m.; Saturday, 9 a.m. to noon; and the first Wednesday of every month, 8:30 a.m. to 9 p.m.

The zoology and botany departments share exhibits in the first floor lobby and ground floor of Birge Hall. Current exhibits include the Avian Egg, Tooth Succession of the Elephant, Comparative Study of Vertebrate Pelvis, Waterfowl, Summer Birds of Madison, and Wildflowers of the Curtis Prairie. The Zoological Museum on the fourth floor of Noland Hall houses an extensive research facility containing mammal and bird study skins; bird eggs; preserved fish, reptile and amphibian specimens; invertebrates; skeletal material; fossil material; and an extensive mammalian anatomical collection.

note

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

JACK--

Edith asks for 5,000 FACTS books for the remainder of 1973. Wants copies soon as they come from the printers (but not all at once).

The Memorial Union information booth said it could use 1,000.

It would be a good idea to order that many for Union South, too.

--burke 5/23

Toddy Schmidt - \$60

Gruber

The University of Wisconsin



University News and Publications Service
10 Bascom Hall
500 Lincoln Drive
Madison, Wisconsin 53706
Telephone: (608) 262-3571

January 22, 1971

Mr. L. E. Halle, Director
Slichter Hall
625 Babcock Drive
CAMPUS MAIL

Dear Larry:

Thanks for your comments on the new publication, Facts. It always is a problem on which "facts" to include. But we will have a chance to review this maiden edition next fall when we do an annual updating. At that time we will certainly give consideration to revising the statement on apartment living. Wouldn't it be great if the trend had reversed by that time?

Cordially yours,

John F. Newman, Director
News and Publications Service

JFN:fdm

THE UNIVERSITY OF WISCONSIN
DIVISION OF RESIDENCE HALLS
MADISON, WISCONSIN 53706

OFFICE OF THE DIRECTOR
SLICHTER HALL
625 BABCOCK DRIVE

January 20, 1971

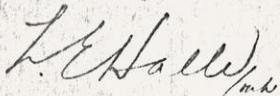
Mr. J. F. Newman
University News and Publications Service
10 Bascom Hall

Jack:

I recently received a copy of your new publication, "Facts", and found it to be both attractive and interesting. However, I would have preferred it if you had not included the sentence in the top right-hand column of Page 10 indicating that the major trend on the campus is toward apartment living. While it is true, I do not believe that it was necessary to include this statement in the publication, and it definitely will not help us rent rooms in the University Residence Halls. This is quite important at this time in view of our critical financial situation, opening the year as we did with over 640 vacancies.

I appreciate your cooperation and I hope my comment will be helpful.

Sincerely,



L. E. Halle
Director

LEH:mhh

The University of Wisconsin

MADISON, WISCONSIN 53706

VICE PRESIDENT
1752 VAN HISE HALL

January 8, 1971

Pres. Weaver:

This is a Madison campus publication, primarily for campus visitors, but we have harped so heavily on the prior tendency of Madison to ignore the rest of the University that Madison campus publications people leaned too far backwards in this effort.

It is the intention of the Madison campus to re-do this annually, and I will bring your point to the attention of the Madison publications people. They will be more than happy to cut and re-arrange this in future editions to reduce emphasis on the other campuses and still maintain the picture of the Madison campus as part of the total University.

Our total University publication of this nature is Preview, a copy of which is attached.

Robert Taylor
Vice President

bc: Jack Newman
John Gruber *J*

THE UNIVERSITY OF WISCONSIN

President's Office

Bob Taylor

Since this booklet seems to
cover the statewide UW
wouldn't it have been better
to drop the Madison
on the front cover?

Jew

John -

Here's the
"cluster" concept
Policy Papers -
also known as
"resource
allocations"
Bd. of Regents
from Pete Thomas.
Many

approved 5/12

Summary: This is the central administration's recommended approach to the policy issue and alternatives set forth in Biennial Budget Policy Paper #5.0. It represents an estimate of what appears possible over the next three years given the supportive relationship among analytical information systems, program review and assessment efforts and central staff resources. The recommended approach is prefaced and supported by a statement of objectives, constraints and rationale.

Objectives

To protect and sustain diversity within the System; to clarify and more carefully articulate the respective unit missions; to achieve adequate support for all programs and comparable support for comparable programs; to assure periodic review of all programs and to make most effective use of resources throughout the System.

To assure the Board of Regents continued and necessary flexibility in internal allocation of budget resources within the legislatively-approved biennial budget authorizations.

To respond effectively to the educational needs of citizens, the research needs and opportunities posed by a rapidly evolving civilization, and the public service obligations of a state-assisted university system.

Constraints

To achieve objectives, we must first assess where we now stand relative to them. The principal constraint is suggested by this essential initial task. We must take time to complete the review of mission statements and program intentions; time to integrate and further develop the analytical information bases necessary for program judgment; and time to bring about any shifts or changes which that judgment suggests.

The variety and intensity of expectations attending merger must be tempered by the need for patient and methodical analysis and assessment; what took over a hundred years to grow and evolve should not be subjected to surgery, transplant or dietary prescription on the basis of a cursory examination.

Rationale

The character of the new merged System must be defined as more than a collage of its components. Unit missions must be refined, their programs articulated and their potential fully realized. Each institution has an identity to be sure, but the System must have one as well. Resource allocation must take into account the direction of the whole as well as the respective directions of the component parts.

It is recognized that each institution has over the years determined the specific internal allocation of funds furnished it based on its first-hand judgment of relative priorities among programs. While these decisions, accumulated over time, may have resulted in unit costs or cost components for given programs or groups of programs which are not comparable among all institutions offering them, they should not be altered arbitrarily simply because they are different.

Any budget and program adjustment must be based on careful analysis, and on an objective periodic review and assessment of the extent to which a program is accomplishing approved objectives and meeting legitimate needs in an effective and efficient manner.

A listing of assumptions and the bases for approaching the definition of, and the allocation of resources within, the University of Wisconsin System follows:

1. Given the preceding considerations, there is nonetheless sufficient reason to believe, at this point in time, that freshman-sophomore instruction (Level I) for programs of comparable scope and objective on the thirteen University campuses should be funded at adequate and comparable levels of support.*
2. For similar reasons, Level I instruction among Center campuses should be similarly funded relative to one another.
3. Level I programs which are unique will require separate assessment to determine adequate support levels.
4. Since it is at the junior-senior level that instructional programs take on more clearly the mission character of the institution where they are offered, Level II support costs can and will vary, especially between the doctoral and campus clusters (given the use of graduate-research faculty for teaching Level II majors in the former). Given support cost differences, it follows that Level II student fee charges should vary between clusters.

Within clusters (and, where clearly justifiable, between them), programs of comparable scope, content and objectives should be funded at adequate, comparable levels. Unique programs should be separately assessed to determine adequate support levels; data on comparable programs outside Wisconsin should be used where available and verifiable.

5. Masters/Specialist and Doctoral Graduate programs (Levels III and IV), as well as certain, high cost advanced professional programs require close and careful assessment to determine comparability and adequate support levels. Given their higher costs, they warrant ongoing and special periodic (five-year) review and rejustification. Funding for programs comparable in scope, content and objectives should be comparable and adequate to the task; but as costs run higher on the doctoral campuses because of a wider range of offerings, then comparability (and fees) will be assessed within the respective doctoral and non-doctoral clusters.

* "Adequate and comparable" support does not necessarily mean the least common denominator or the lowest existing unit cost; it does mean an amount or range of support determined by the central administration to be adequate based on its assessment of the programs and its study of comparable data from other institutions.

6. The non-instructional programs (research, extension, academic support, student services, institutional support, etc.) must be subjected to ongoing review and assessment to determine adequacy, comparability and priorities among all programs.

Summary

On the basis of the preceding assumptions, the central administration and the Units will work toward the objectives of (a) adequate funding for all ongoing programs; (b) comparable funding for programs with comparable scope, content and objectives; and (c) periodic review and assessment of all programs.

Recommendations

Premise

That the University of Wisconsin System be viewed as a system of universities, centers and extension grouped in four major organizational clusters:

- (a) Two Doctoral Universities
- (b) Eleven Universities
- (c) Center System (14 Campuses)
- (d) Extension System

and funded on the basis of support formulas which adequately reflect program comparability, differences and uniqueness.

1. That the central administration, during and following its 1972-73 mission review and program assessment effort, undertake to classify all instructional programs for support purposes in line with the Rationale preceding this section and, in the course of the 1973-75 biennium, initiate such program adjustments on a phased basis as are judged appropriate.
2. That to facilitate Recommendation #1, the 1973-75 budget request of the Board of Regents seek continuing full flexibility for internal allocation of resources authorized by the Legislature for the UW System during that period.
3. That the central administration, in preparing the 1973-75 budget request, establish an interim enrollment funding methodology comparable to the one used during the 1971-73 biennium, but with such refinements as appear necessary to achieve adequate funding for additional students in the next biennium; this methodology is to be used for purposes of developing the budget request, but shall not be considered, if approved by the Legislature, as an automatic by-campus allocation for each year.
4. That, concurrent with its review of the major instructional programs, the central administration shall undertake a review of the remaining "primary" programs (research and public service) and the various "support" programs (educational support, student services, institutional support) with attention to funding adequacy and relative resource balance and priority among and within primary and support programs.

Summary: This paper introduces a basic question and concern in the operation and administration of the new merged System of Universities, Centers and Extension: On what basis shall budgetary resources be sought and allocated to individual Units? (The Extension issue will be dealt with separately in a later paper.) Since most remaining budgetary and programmatic decisions in the 1973-75 biennium hinge on this policy question, it is important that it be introduced now and that time be allowed between the April and May meetings of the Board of Regents for reaction and response by interested groups.

Preface

Determination of a rationale to justify or guide resource distribution among the residence instructional Units of the consolidated U.W. system is extremely difficult, yet unavoidably essential at this juncture in the biennial budget and academic program planning process.

The key challenges facing the Board and the central administration include the following:

1. How to identify the programmatic characteristics which distinguish one Unit or group of Units from the others, as well as characteristics which all or most hold in common
2. How to assure continued diversity of programming and institutional style instead of moving toward uniformity.
3. How to balance (or imbalance) present and future resource allocation in recognition of such diversity in mission, program and style of operation.
4. In short, what is and shall be the nature of the System, the character of its Universities and Units and the level of their support?

Background

The basic merger legislation (Chapter 100, Laws of 1971) provides the following guidance as to legislative intent:

"A unified system of collegiate education will foster greater diversity in educational opportunity, promote the growth of diversified, quality undergraduate programs and preserve the strength of the state's graduate training and research centers." (Section 20(13)(a)

(Note emphasis on "unified," "diversity," "quality" and "preserve.")

"It shall further be the policy of the state to promote the widest degree of individual campus autonomy within controlling limits established by the Board of Regents....Each campus shall be entitled to develop specialized programs of academic excellence reserved to it by the Board of Regents, and individual campuses shall be entitled to develop unique strengths, teaching methods, rules and regulations which promote individual campus character and identity. Section 20 (13)(b) (Underlining ours)

Faculty leaders of the two former systems recently made a joint statement which included the following:

"Its (the new U.W. System) various units differ greatly in size, strengths, traditions, local environments, and missions. This diversity is important and should be fostered in order to provide a wide range of choices and challenges to the great variety of young people and others seeking continuing education whom the System will serve. (The Board and the Central Administration)...should encourage specialization, experimentation, and innovation in the individual units."

A portion of one of the faculty group's reports said the following "The interests of the citizens of Wisconsin will best be served by maintaining program diversity among the campuses without sacrificing basic quality."

President John Weaver has indicated that the merged U.W. system must sustain excellence everywhere it now exists and that:

"A change of this magnitude (i.e. merger)...should not risk the homogenization of higher education nor the leveling of the peaks of excellence that this state has built through sacrifice and its traditional faith in education." (Statement on Part II of Governor's biennial budget message.)

"We believe too in strong operational autonomy at the campus level in order that we may have a combined educational opportunity for the people of Wisconsin that is diversified and locally creative." (1-18-72)

"The challenge ahead is to preserve the uniqueness and quality of each institution in the System while responding to the mandate of merger."

"I envision a University (System), unified in its goals of penetrating scholarship, effective teaching, and useful service; diversified in its geographical coverage and in the contributions of each of its Units to the completeness of the whole."

"The new system administration will be measured by its ability, given limited resources, to protect and sustain distinction and excellence where it now exists---and it does clearly exist throughout the system. We must resist the leveling of peaks of excellence and seek at the same time to sustain the plateaus of adequate service." (11-5-71)

These quotations suggest the myriad expectations surrounding merger as it relates to diversity and special missions, among the Universities and Centers responsible for residence instruction, scholarship and service. At the same time they recognize the difficulty of administering a merged system in which each constituent group expects "special treatment" and "special attention."

The Policy Question(s)

What, indeed, is and shall be the nature of the System, the character of its units, and the level of their support? The question is not simply one of structure or organization (though this is significant)---it is essentially one of defining the system. The new merged System can be viewed in a number of ways in the budget and program process. Some alternative ways of looking at (i.e. defining) the System appear below. A definition is necessary so that decision-makers at all levels can make judgements as to proper resource allocation.

The Board must address itself to this policy question now if a biennial budget request is to be in final form by August, 1972; it cannot await the more protracted deliberations of the Implementation Study Committee. It is possible that the final statutory proposals of the ISC could operate to modify the Board's initial position, but hopefully the Board will have an opportunity to defend and argue for that position at that time.

Some Alternative Definitions (Approaches)

There are two polar alternatives and a variety in between; all merit review and consideration, and certainly others exist and will be brought forward:

1. Equal Treatment Model: All Universities and Centers shall be funded for all activities and programs on exactly the same basis. Within this alternative one could either choose to reallocate the current base budgets to fit some systemwide standards or accept the present base budgets and provide all future funding on a uniform basis.

Rationale: Such an approach assumes equal treatment without exception is the uppermost value; it argues implicitly that diversity does not necessarily depend upon unequal funding, but could result from equal funds invested differently.

2. Separate Treatment Model: A separate support formula shall be developed for each University and each Center based on its present budget level and programs and on its present mission.

Rationale: Assumes each Unit is "unique and different" and seeks to perpetuate that uniqueness by equally unique budgetary treatment.

3. Five Cluster Model: Units could be grouped and funded according to mission (e.g. Special Undergraduate--UWGB/UWP ; Undergraduate-Masters--Ch.37 Units; Doctoral/Research Units -- MSN and UWM; Two-Year Centers; and Extension.)

Rationale: Assumes each cluster represents programmatically homogeneous institutions and that funding should be appropriate to cluster's mission

4. Four Cluster Model: Similar to 3. above, but UWGB and UWP would join the Undergraduate-Masters cluster. Each cluster would be funded appropriate to its mission. This would not preclude common funding for common programs (e.g. Lower division enrollment funding), but would recognize distinctions as well.

Rationale: Similar to 3. above.

5. Variations on Above: Single out individual campuses (Madison, e.g.) and treat remaining Units as a single group or subgroups of a large cluster. Further distinctions such as: Regional Universities, Comprehensive Urban University, Innovative Model Universities, Two-Year Clusters, Extension.

Rationale: Assumes that Madison as the flagship campus and classical University should be treated separate from all others to sustain its excellence and national character. Other Units would find or sustain distinction on a less broad scale.

6. Proportional Size Model: All Universities (and Centers) with less than 5000 students would be treated in a fashion which properly recognizes the dis-economies of smaller scale (there must be a minimum module of programming capability in any university and on smaller campuses this must be recognized and funded on a non-formula basis relative to larger Units.) This under-5000 cluster would include Platteville, River Falls, Superior, Green Bay and Parkside (along with Centers). Institutions in the 5000-12,000 range would be a second cluster; and all institutions over 12,000 a third. Extension would be treated separately.

Rationale: Assumes all units are programmatically similar and that the predominant difference budgetarily relates to size of the operation; this is basically an economic analysis based on scale.

7. Standard, plus Special Mission Model: This variation combines 1. and 2. in a sense. All Universities would receive a "standard" allowance relative to its basic programs (common), plus a special allowance to support approved areas of excellence and specialized programs.

Rationale: Assumes all Universities have certain basics in common which merit common funding levels proportional to size; unique programs to be funded according to special formulas.

8. Disciplinary Group Model: The system would be viewed in terms of disciplinary groupings by instructional level (similar to CCHE approach in 1971-73) and the identity of individual campuses would not be taken into primary account. (For example, physical science programs would be funded at an appropriate dollar level throughout the system; arts and humanities at another level, etc.)

Rationale: Assumes the proper funding focus is on type of program (discipline) and not on individual Unit mission and style; does acknowledge instructional level differences.

9. Program Approach (with special emphasis on level of instruction): similar to 8. All "programs" would be categorized in one or more of the following groups:

- a. Freshman-Sophomore Level Instruction (basically Arts and Sciences)
- b. Jr-Sr. Level Instruction (basically Arts + Sciences, but may include some professional areas too.)
- c. Graduate Instruction (Masters) and/or Many Professional Progs.
- d. Doctoral and Major Professional Programs (incl. Law and Medicine)

Rationale: Assumes that similar cost figure for each FTE student would be applicable to all Universities and Centers offering work in that category. Allows for basic judgements about certain special programs that might justify higher funding (especially in categories c. and d.)

Summary

There are likely a great many variations on the above plus additional alternatives. The list is intended to be representative and to focus on the complexity of the problem of selecting a reasonable and defensible rationale for allocating resources among Units of a consolidated System. The "rationales" listed under each alternative are subject to rebuttal and suffer from oversimplification.

NEED FOR GUIDANCE

This introductory paper is intended to initiate Regent consideration of this most significant policy issue. It is the view of central administration that the Board may wish to consider a special session (between April and May Board meetings) at which this matter could be more fully discussed and interested parties allowed to comment and offer suggestions.

1972-73

REPORT ON PATTERN OF WHERE STUDENTS LIVE

YEAR DESCRIPTION	Men Univ. Res. Halls	Women Univ. Res. Halls	Men Priv. Supv. Halls	Women Priv. Supv. Halls	Men Frat.	Women Soror.	Men Other	Women Other	Men Living At Home	Women Living At Home
1962	2290	2330	2194	2120	1199	524	9996	2076	1165	702
1963	2675	2949	2137	2181	1192	530	7953	2332	1194	755
1964	Married Men & Women Single Men & Women Freshmen	3394 (1551)	3249 (1283)	3018 (529)	2677 (814)	1288 (90)	506 (3)	4046 (251)	1562 (80)	1137 (416) 35 (246)
1965	Married Men & Women Single Men & Women Freshmen	4063 (1935)	3503 (1608)	3068 (470)	2939 (786)	1295 (86)	606 (11)	4418 (320)	2017 (155)	1336 (511) 82 (320)
1966	Married Men & Women Single Men & Women Freshmen	3899 (1695)	3268 (1319)	2791 (375)	3152 (672)	1234 (84)	650 (13)	5306 (525)	2732 (314)	1267 (437) 90 (260)
1967	Married Men & Women Single Men & Women Freshmen	4085 (1876)	3484 (1601)	370 (158)	2021 (476)	1253 (73)	662 (6)	8091 (447)	3891 (142)	960 (319) 226 (234)
1968	Married Men & Women Single Men & Women Freshmen	4123 (2067)	3524 (1605)	294 (129)	1432 (427)	1143 (78)	678 (10)	9044 (514)	5375 (284)	1062 (307) 465 (204)
1969	Married Men & Women Single Men & Women Freshmen	3919 (1873)	3224 (1516)	326 (118)	869 (207)	1067 (72)	561 (7)	9953 (675)	6789 (124)	936 (271) 5385 (1931) 565
1970	Married Men & Women Single Men & Women Freshmen	3757 (1778)	2933 (1480)	217 (83)	718 (218)	732 (67)	418 (11)	10053 (738)	6604 (467)	889 (265) 2080 (193)
1971	Married Men & Women Single Men & Women Freshmen	3694 (1596)	2957 (1323)	156 (58)	225 (64)	703 (53)	334 (10)	9908 (627)	6706 (430)	1015 (284) 5440 (2108) 661
1972	Married Men & Women Single Men & Women Freshmen	3443 (1635)	3003 (1514)	144 (48)	161 (73)	672 (86)	315 (7)	11442 (1033)	8068 (829)	1035 (282) 5918 (2417) 676 (218)

6446

305

987

27,875
27,545
25,417

1711

Question 5: Central Administration recommends that a unique incentive program for promoting excellence in undergraduate instruction be developed for Institutions designated for limitation primarily to undergraduate programs. Recommendations on an educational development program for these Institutions should be prepared for presentation to the Regents by December, 1973.

C. Rationale

The recommendations on the foregoing questions go to the heart of the purpose of clarifying and differentiating Institutional Missions within the System. It is clear that undifferentiated growth cannot characterize System Institutions in the two decades ahead. Rather the Institutions must seek excellence by skillful deployment of resources in ways most responsive to the needs of the State and its citizens. This process will be facilitated by clarifying and differentiating the roles of the several Institutions, and by setting boundaries to Institutional purposes insofar as possible in order to concentrate resources and energies realistically. The pursuit of excellence, which should characterize the activity of each Institution, will be facilitated by increased specificity and as appropriate limitation to Institutional missions.

III.
Concerning the Doctoral Cluster:

A. Questions

1. Should the core mission statement for the Doctoral Cluster be given preliminary approval?
2. Is the current basis of Mission differentiation between the Doctoral Cluster Institutions sufficient, both within the Cluster and between the Cluster and other Institutions?
3. Should Doctoral Cluster Institutions also act, where appropriate, as the base for cooperative post-baccalaureate programs undertaken in University Cluster Institutions?
4. Should certain specialized programs crossing Institutional/cluster lines (e.g., agriculture) be organized on a more formal cooperative/consortium basis?
5. Should undergraduate enrollment maximums be established for Doctoral Cluster Institutions?

B. Recommendations

Question 1: Central Administration recommends that the "core mission statement" for the Doctoral Cluster be given preliminary approval.

Question 2: Central Administration believes that the present basis of mission scope and differentiation for the Doctoral Cluster Institutions is appropriate and sufficient, and recommends only the following with reference to Institutional missions in this cluster:

underlined *approved Aug 3 73*
Regents

- a. Madison should continue as the major, comprehensive doctoral level, research, and advanced professional level Institution of the System. However, language should be placed in its Mission setting a criterion or criteria for shaping resource application to optimize use of existing capability and stimulating responsiveness to identified State and national needs.
- b. Milwaukee should continue with its focus deriving from its urban location, and with limited and selective doctoral level research, and advanced professional level activity. However, language should be sought for the Mission of this Institution setting criteria for limitation and selectivity relevant to its urban Mission.

Questions 3 and 4: Central Administration recommends that as appropriate Doctoral Cluster Institutions serve as the base for cooperative post-baccalaureate programs with Institutions either within or outside the cluster, assuming that this will follow only from analysis showing that such an arrangement maximizes use of existing System resources to meet identified State needs. In some cases where programs in a specialized area such as agriculture now exist at several Institutions, study should be undertaken of the feasibility of continuing these programs on the basis of a formal cooperative/consortium arrangement, but with the assumption that such an arrangement should be undertaken only after study of the area and programs in question, and upon recommendation by Central Administration to the Regents.

Question 5: Central Administration recommends that in the absence of any demonstrable and immediate shortage of physical plant space at the Doctoral Institutions, the University System continue its policy of providing the citizens of Wisconsin with freedom of choice as to their selection of Institution.

At the same time, it is recommended that Central Administration in cooperation with the Doctoral Cluster Institutions monitor enrollment experience and projections, and the consequences of projections relative to use of or need for resources at these Institutions. This should be done to the end that a timely judgment concerning undergraduate enrollment limitations can be made when and if it appears that such limitation would achieve wiser use of existing resources in the System, and more effective control over need for additional resources.

C. Rationale

The recommendation on Question 2 recognizes two facts: First, UW-Madison has developed as one of the outstanding comprehensive universities of the nation and world. Its stature and the capability which has led to that stature is a major resource of the State of Wisconsin which should be maintained and built upon. The general historic mission of this campus should therefore be continued and reinforced, while at the same time there should be appropriate recognition of the fact that this will require continuous attention to questions of priorities since the resource base will not be sufficient to support all worthwhile purposes or possibilities. Second, intensive work over a period of years has developed the present basis of mission differentiation between UW-Madison and UW-Milwaukee. The basis

is appropriate and should be continued. At the same time, the nature of the selectivity and limitation set for the UW-Milwaukee mission needs to be made as specific as possible.

The recommendation concerning Questions 3 and 4 follows from the general System purpose of maximizing interinstitutional cooperation in any context in which such cooperation can meet identified State needs efficiently. As the System develops its cluster form of organization, care needs to be taken that cooperative enterprise across cluster lines is not constrained by Institutional or cluster mission statements, but is encouraged where appropriate.

The recommendation concerning Question 5 recognizes the fact that maximum freedom of choice should be sought for citizens seeking higher educational opportunity. At this point in history, the University System serves best by continuing to give those seeking higher education such freedom of choice. Precipitate moves toward undergraduate enrollment limitations at the Doctoral Institutions would not predictably direct such enrollments toward University Cluster Institutions, nor would it conserve use of existing resources at the Doctoral Institutions. It could be a disservice to many students who would be frustrated by denial of access to programs and Institutions which they had selected for particular reasons. It would create large and costly problems of managing enrollment applications and transfer applications. At the same time, it should be recognized that conditions change rapidly in higher education. If for any of a combination of reasons, either or both Doctoral Institutions projected a shortage of space and resources for needed graduate, advanced professional, and research programs, the Institutions might well determine effective ways of controlling undergraduate enrollments where program options are available in other Institutions of the System. For this reason, while no immediate action is recommended, continuing monitoring of enrollment trends, and resource utilization needs to be maintained so that timely recommendations on limitations can be made.

IV.

Concerning Extension and the Center System:

A. Questions

1. Should the Chief Administrative Officer for University Outreach be a Unit Chancellor, or an Officer of the System, or a Systemwide official?
2. If a Systemwide official were appointed, should the Center System be continued as a separate Institution of the System, or brought under the purview of the Systemwide official?
3. If the Center System is brought under the purview of a Systemwide official for University Outreach, should this follow from a full merger with University Extension, or should a separate identity be maintained for the faculties and academic programs of the Center System?
4. If a Systemwide official for University Outreach is appointed, what substructure of relationships should that person have with University Extension, the Center System, Regents Statewide University, and the Universities?