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## **Minutes of the regular meeting of the Board of Regents of the University of Wisconsin System: December 5, 1986. 1986**

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MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

Held in the Clarke Smith Room, 1820 Van Hise Hall

Friday, December 5, 1986

9:00 a.m.

- President Weinstein presiding -

PRESENT: Regents Clusen, Fish, Flores, Gerrard, Grover, Hanson, Hassett, Heckrodt, Knowles, Lyon, Nikolay, Schenian, Schilling, and Weinstein

ABSENT: Regents Finlayson, Lawton and Vattendahl

Upon motion by Regent Hanson, seconded by Regent Nikolay, minutes of the regular meeting of the Board of Regents of the University of Wisconsin System, held on November 7, 1986, and the special meeting of November 14, 1986, were approved as mailed to the members of the board.

✓ HEAB - *Prospect for eliminating Minnesota/Wisconsin reciprocity agreement; status of financial aid, pp 1-2*

REPORT OF THE PRESIDENT OF THE BOARD

Report on the November 14, 1986, meeting of the Higher Educational Aids Board

President Weinstein called attention to the report on the November 14, 1986, meeting of the Higher Educational Aids Board, which was attended by Regent HEAB members Clusen and Nikolay. In response to a question by Regent Hanson, Regent Clusen explained that a 1985-87 budget provision to remove those attending professional schools from the Minnesota/Wisconsin reciprocity agreement had been vetoed by the Governor. After subsequent negotiations with Minnesota, HEAB approved the proposed change and submitted it to the Legislature's Joint Finance Committee. If the change went into effect next fall, she noted, it would cause difficulties for students who had enrolled in professional programs with the expectation that they would be covered under the terms of the agreement.

Regent Fish pointed out that some help for students could be found in the fact that federal student aids had not declined as some feared but had increased substantially over the same period last year.

One problem, Regent Clusen noted, was that the form and sources of student aid were changing. With regard to the Minnesota compact, she added that some impetus for the proposed change was said to be generated by Minnesota professional societies which were concerned that many students from Wisconsin remained in Minnesota to practice their professions, thus increasing competition.

Regent Nikolay pointed out that HEAB also was required to present a 95 percent budget, which in addition to reducing operating expenses also reduced the amount of money available for loans. There was the dilemma, therefore, of telling students that if tuition were increased they could apply for more loans, while at the same time the pool of funds available for loans was being diminished.

✓ Kauffman, Joseph F. - Resolution of commendation on retirement, R 3685, pp 2-3

Resolution of Commendation to Joseph F. Kauffman and Designation of Emeritus Status

✓ (same) - Resolution conferring Emeritus status on System Spec. Vice Pres. F.V.G. Mad.

Regent Schilling presented the following resolution and moved its adoption. The motion, seconded by Regents Hanson and Grover, was Professor, unanimously carried with a standing ovation.

R 3686, pp 2-3

Resolution 3685: Whereas, Dr. Joseph F. Kauffman began his distinguished service to the State of Wisconsin and its public university in 1965 as Dean of Student Affairs and Professor of Counseling and Behavioral Studies; and

Whereas, he has served as mentor and teacher to many appreciative students of education administration; and

Whereas, in a career that included five years as president of Rhode Island College, Dr. Kauffman gained national recognition as an authority on the process of selecting university presidents; and

Whereas, the University of Wisconsin System has twice benefited from his ability, expertise and dedication in the selection of former President Robert M. O'Neil and incumbent President Kenneth A. Shaw; and

Whereas, in addition to the vital public service performed in directing both of those presidential search committees, Dr. Kauffman also served the UW System three years as its executive vice president; and

Wise President - (same as above)

Whereas, Gladys Kauffman has provided unfailing support and assistance throughout these many years of public service;

Therefore, be it resolved that the members of the Board of Regents of the University of Wisconsin System hereby commend Dr. Joseph F. Kauffman for his exceptional contributions to public higher education and, with deep appreciation, extend to Joseph and Gladys Kauffman best wishes for happiness and good fortune in the years to come.

Regent Flores, vice chairman of the Education Committee, moved adoption of Resolution 3686, which was approved in closed session of the Education Committee. The motion was seconded by Regent Grover and adopted unanimously by the board.

Resolution 3686: Be it resolved, that the Board of Regents, upon the recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Madison, expresses appreciation to Professor Joseph F. Kauffman for his able leadership as Executive Vice President of the University of Wisconsin System and, that upon his retirement designates him Executive Vice President Emeritus of the University of Wisconsin System and Professor Emeritus of Educational Administration at the University of Wisconsin-Madison.

Stating his appreciation for the resolutions, Dr. Kauffman recalled that when he left the University of Wisconsin--during a period of violence, demonstrations and court cases--he never thought he would come back. But the invitation to become a professor in the UW-Madison Department of Educational Administration in 1973 tempted him to return, and he never regretted his decision to do so. "I would say that one of the great privileges was getting to know this Board of Regents and serving you, both as executive vice president and working with you on two presidential searches. I am deeply honored by what you have done, and I hope that I will see all of you frequently in the years to come."

*✓ Shain, Irving - Resolution of commendation as UW-Madison chancellor, R 3687, pp3-4*

- Vice President Schilling presiding -

Resolution of Commendation to Chancellor Irving Shain

Regent Weinstein presented the following resolution and moved its adoption. The motion was seconded by Regent Hanson and unanimously adopted with a standing ovation.

*✓ Chancellor - Resolution of commendation to Chan. Irving Shain, R 3687, pp3-4*

Resolution 3687: Whereas, the University of Wisconsin-Madison has counted Irving Shain among its most distinguished faculty members for his teaching and research in chemistry and his status as a nationally recognized authority in the field of electrochemistry; and

Whereas, the University has been nobly served by him in administrative posts ascending from chairman of the chemistry department to vice chancellor and chancellor during decades marked by crises that tested his mettle and that of the University, to the triumph of both; and

Whereas, his loyalty and esteem for the University of Wisconsin-Madison were clearly demonstrated by his return from his beloved home state of Washington to accept the chancellorship in 1977; and

Whereas, Dr. Shain has exercised the authority and responsibility of that high office most admirably, zealously seeking above all to preserve the educational and research quality of the University and burnishing its national and international reputation during these past nine years; and

Whereas, he has added a new chapter of renown to the history of the University of Wisconsin-Madison and served it with honor for more than 31 years as both a faculty member and an administrator; and

Whereas, Mildred Shain has served as loyal support to Irving Shain and has made an important contribution to UW-Madison;

THEREFORE, be it resolved that the Board of Regents of the University of Wisconsin System highly commends Irving Shain for his exceptional educational leadership and expresses sincere appreciation to him and his wife, Mildred, for their outstanding contribution and wishes them both happiness and good fortune in the years to come.

- President Weinstein presiding -

Chancellor Shain expressed appreciation for the resolution and made the following statement: "To those of you who think that we have accomplished something useful during the last nine years, I have to say clearly that it was not I but it was a loyal, dedicated and hard-working staff that spent long hours with little recognition and made fantastic contributions to this university. To the extent that we left things undone, I hope you will blame me, and I hope you will help my successor accomplish those things that I didn't do."

Appointments to the Ben R. and Ruth M. Lawton Scholarship Fund Raising Committee

~~President Weinstein announced the formation of a fund raising committee for the Ben R. and Ruth M. Lawton Scholarship Fund to be co-chaired by Regents Hanson and Heckrodt, with all regents serving as members.~~

*Handwritten notes:*  
- *appointed as co-chair of committee p. 5*  
- *Appointed as co-chair of Ben R. & Ruth M. Lawton Scholarship Fund raising committee, p. 5*

February 5, 1987, Convocation for President Shaw

*(X ref) Hanson, Heckrodt - (same)*

It was announced by President Weinstein that on February 5, 1987, there would be a convocation commemorating the first anniversary of President Shaw's coming to the UW System. It was to be held at Mills Concert Hall, Madison, beginning at 3:00 p.m., with a reception to follow at the Elvehjem Museum of Art.

*President - Plans for Convocation for Pres. Shaw on 2/5/87, p. 5*

At the convocation, President Shaw would have the opportunity to reflect publicly on his first year in office and present his vision for the future of the UW System, in view of the recommendations of the Regent Study Group. Invited guests were to include the Governor, members of the executive and legislative branches of government, system administration staff, chancellors, vice chancellors, faculty and academic staff representatives, student government leaders, university friends and benefactors, civic and business leaders, and the media.

*Shaw, Kenneth - Plans for 2/5/87 Convocation after 1 yr. as system President p. 5*

The convocation, Regent Weinstein said, would provide "an opportunity to recognize the fact that we have had a president on board for a year who has accomplished some monumental achievements. It also gives us a chance publicly to look to the future."

*Directions - showing to board video entitled "Directions," pp 5-7*

REPORT OF THE REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Before presenting the study group's final report, Chairman Fish called upon President Shaw for a video tape presentation. The President recognized and expressed special appreciation to Mr. Robert Wickhem, of Rustad Wickhem Video, Madison, whose generous in-kind contribution made possible production of the video.

The video presentation, entitled *Directions*, stated as follows: "The University of Wisconsin System is known world-wide for excellence, based on a foundation of research, public service and quality of its instructional programs. But there are cracks in the foundation. While enrollment has increased, public funding per student has decreased. State support is now \$600 per student below the national average. The impact is greatest at the points where it hurts the most: the quality of instruction and student access to that instruction. While enrollment since 1980 is up by 15,000, the number of class sections is down by more than 2,000. There are fewer faculty; insufficient funding for laboratory supplies; larger classes; fewer personnel in key service areas such as financial aid, registration and other

administrative staff; cutbacks in library hours; cancellation of journal subscriptions; fewer acquisitions; students turned away from required courses; less opportunity for participation and interaction because of increased class sizes; reduced maintenance schedules; and lack of funds for repair or replacement of old or obsolete equipment.

"So, the University of Wisconsin System has a problem, brought on by almost ten years of increasing enrollment without proportional increases in state financial support. How big a problem? In strict dollar terms, a conservative estimate is that it would take about \$88 million to bring the University System up to average levels of per-student support to maintain quality of instruction and to make improvements that would provide sufficient student access and course availability. Though the problem can be simply stated, it is more complex than you might expect. In the first place, it is unlikely--if not unrealistic--that the state Legislature will find it possible to appropriate an additional \$88 million to resolve the university's problem. Fortunately, there are solutions to the funding problem that don't depend on massive new amounts of state funding.

--Let's look at it this way: \$88 million of new state funding; or reducing enrollment by 22,000; or increasing tuition above and beyond inflation by another \$640.

--That's only one side of the possible solutions. Let's look at others: reduce enrollments by 3,500; and increase tuition by 6.6 percent; and request additional state support of \$58 million.

--Here's another combination: \$48 million more in state funding; 6,000 fewer students; and an average tuition increase of 6.6 percent.

--And yet another: \$44 million more from the Legislature; cut enrollment by 11,000; no increase in tuition and fees above and beyond inflation.

"But money alone, as important as it is, is not the entire solution. Realizing this, the Board of Regents of the University of Wisconsin System, after a year-long study, has recommended initiatives and action on a broad range of organizational and management issues. These self-help measures include: enrollment management plans to achieve maximum utilization of student capacity at each campus; more effective reliance on the mission and resources of the UW Centers; more challenging admissions expectations; more rigorous review of the array of academic degree programs; changes in tuition policy; changes in policies and procedures to improve transferability of academic credits; new proposals to increase participation of minorities and women; more systematic assessment of educational quality and of student learning outcomes; a more substantial role of UW System institutions in economic development; reaffirmation of extension and outreach planning; and clearer lines of internal accountability.

"Taken with the financial alternatives as described earlier and working in partnership with the Legislature and the public, we must start resolving this problem, a problem that affects not only the UW System, but every citizen of the state. It may take longer than a single budget session or

one academic year, but we must begin now to address and deal with the issues. The regents have set the direction for a successful future for the University of Wisconsin System. It is a plan that will require the cooperation and commitment of faculty, students, state government and citizens of Wisconsin, working together to sustain the quality of this exceptional system of public higher education."

President Shaw pointed out that alternatives including tuition increases would move tuition at the doctoral institutions to the mid-point of the Big Ten.

Presenting the final report of the Regent Study Group, Regent Fish noted that the goal was to make the report a concise and substantive document. "The report could not have been done," Regent Fish stated, "without the cooperation of many people, particularly the vice chairman of the committee, Chancellor Swanson. I am deeply grateful to him for his help, as well as to President Shaw and the entire staff, especially Associate Vice President Gene Arnn who did supervisory work on it. I greatly appreciated the unfailing courtesies of the members of the study group and the understanding of the press, which was very helpful."

Chairman Fish called attention to a minority report written by Regent Nikolay, who stated his intention to vote for Resolution 3688, subject to his minority report. That report is included in the official records of the Regent Study Group and of this meeting.

Chairman Fish presented the following resolution and moved its adoption. The motion was seconded by Regent Schilling and carried unanimously, with Regent Nikolay's affirmative vote subject to inclusion of his minority report in the official record.

Resolution 3688: That *Planning the Future*, the final report of the Regent Study Group on the Future of the UW System, is approved.

The conclusions in the report shall be the basis for the System President to proceed to implement the academic and operational policy changes necessary to maintain quality and efficiency under future conditions. The policy changes shall be implemented in consultation with, and with the assistance of, the institutions. Progress shall be reported periodically to the Board and its committees.

The final report of the study group is attached as EXHIBIT A.

Chairman Fish called attention to written schedules and assignments for implementing the study group report.

✓ Regent Study Group on Future of UW System - Adopted as final report, R 3688, pp 7-8, TEXA

On behalf of the Board of Regents, President Weinstein expressed deep gratitude to Regent Fish for chairing the study group and to Chancellor Swanson for acting as vice chair. He emphasized that unanimous adoption of the final report at this meeting was the culmination of an intensive year-long study by the regents and many others involved in the study group's work.

REPORT OF THE PRESIDENT OF THE SYSTEM

Report of Nonpersonnel Actions/Informational Items

Resolution 3689 was moved by Regent Schilling, seconded by Regent Schenian and adopted unanimously.

Resolution 3689: That the report of nonpersonnel actions by administrative officers to the Board of Regents and informational items reported for the record (copy on file with the papers of this meeting) be received for the record; and that actions included in the report be approved, ratified and confirmed.

*✓ UW-Whitewater*

Presentation on Teacher Induction Program, UW-Whitewater, pp 8-12

Introducing the presentation, Chancellor Connor noted that a common theme of national reports on teacher education was post-baccalaureate training. Two 1984 Wisconsin reports, one by the Department of Public Instruction and another by the UW System, made similar recommendations for a one-year induction program involving personnel from local school districts and institutions of higher education.

Using the DPI and UW System recommendations, the College of Education at UW-Whitewater developed a first-year induction program for the beginning teacher, which built upon insights and experience gained in the university's pioneering teacher residency program, established in 1974, which involved first-year teachers in a number of area school districts.

The present first-year induction program had received numerous awards and recognitions, which included being named one of 20 exemplary programs by the Educational Testing Service, the 1985 Showcase for Excellence Award from the American Association of State Colleges and Universities, the 1985 Award for Excellence from the Wisconsin Association of Teacher Educators and the 1986 Distinguished Achievement Award from the American Association of Colleges for Teacher Education. Three universities in midwestern states had adopted the general outlines of the UW-Whitewater model for their first-year induction programs, and inquiries about the program continued to be received from institutions throughout the United States and Canada.

*✓ Regent - Presentations - (same)*

Expressing appreciation to Regent Grover for his support of the program, Chancellor Connor introduced Lewis W. Stoneking, Dean of the College of Education; Leonard J. Varah, Coordinator of the Teacher Induction Program; Gerald McGowan, Superintendent of Fort Atkinson Public Schools; Ann White, a teacher at West Side Elementary School in Elkhorn; and Don Harr, a science teacher at Mukwonago Senior High School.

Dr. Varah began his presentation by indicating that the UW-Whitewater Teacher Induction Program had proven to be an effective way to assist first-year teachers and to develop cooperation between the university and local schools for the improvement of teaching and learning. Since 1984-85, the program had nearly tripled in size and currently included eleven public school systems, two private schools, 27 administrators, 39 mentor teachers and 21 university consultants from UW-Whitewater, as well as two from UW-Stout, in a cooperative effort to support 35 first-year teachers.

Teacher induction was defined as a year-long program of assistance and support for first-year teachers who could be graduates of any teacher-training institution in the nation and who were fully certified by the Department of Public Instruction. These teachers were under contract with the local school and had no prior teaching experience.

Task force reports by the UW System and the Department of Public Instruction showed that 50 percent of teachers left the profession in the first five years. Other studies indicated that the first year of teaching was difficult and lonely for the beginning teacher and that teachers became effective more rapidly if the frustration of that first year could be alleviated.

The Teacher Induction Program addressed problems of first-year teachers with discipline, planning, curriculum, methodology, communication skills, evaluation and, most importantly, the isolation of the first year of teaching. To overcome those problems, the program identified a team of professionals to provide support and assistance to the new teacher.

Participating local schools selected teachers for the program, after which an induction team was formed, consisting of a mentor teacher who was an experienced teacher in the local school, a representative of the building administrator, and a university consultant who was a methods specialist in the inductee's area of teaching. The team would begin meeting in August to have the new teacher prepare a professional development plan identifying concerns and questions. The induction team then provided assistance and resources for dealing with those particular concerns. Such meetings were held weekly throughout the year, with the first-year teacher identifying questions, going to the induction team for assistance and support, working to resolve those questions, reviewing at the end of a week what had been accomplished, and then identifying new questions. Through this plan, the inductee was asked to reflect on his or her teaching, to identify accomplishments, and to get immediate resolution of problems and concerns.

The university consultant made monthly on-site visits to review the professional development plan, to confer with the team, to observe the inductee, to provide resources of the university wherever appropriate, and to contribute his or her expertise as a methods professor.

In addition to these team meetings, monthly seminars were held to address common concerns of induction team members and to review the professional development plan.

A UW-Madison doctoral dissertation found that during the 1984-85 school year 75 percent of teachers in the UW-Whitewater program planned to remain in teaching for five years, whereas 25 percent of a comparable group planned to teach for that period of time. One-hundred percent of the teachers in the program completed the first year, compared to only 83 percent of nonparticipating teachers. The program's own research showed that first-year teachers' needs were lessened by the program and their remaining needs were immediately met. Participants tended to describe themselves in terms of teaching behaviors, whereas nonparticipants described themselves in terms of attitudes and personal qualities. In addition, administrators reported fewer problems with the first-year teachers who were in the program. Mentor teachers were pleased with the program and also reported benefits to their own professional development.

As an extension of undergraduate teacher education, the program provided an excellent opportunity for cooperation between the university and local schools in the improvement of teaching. It also intensified the focus on undergraduate teacher education programs.

Local schools benefited from assistance and support for first-year teachers, use of university consultants on the induction team, staff development for mentor teachers, and fewer complaints about the new teacher from students, staff and parents.

The inductees had the advantage of assistance and support to eliminate feelings of isolation and to increase self-confidence. They also had the opportunity to earn six graduate credits throughout the year.

Speaking from the perspective of a district administrator, Mr. McGowan said his district had been involved in the Teacher Induction Program for two years and now required participation of all new teachers as a condition of employment. An important strength of the program was that it quickly built a bond among the new teacher, the building principal and an outstanding experienced teacher. While weekly meetings with new staff members could have been accomplished without this program, the reality was that it sometimes took principals several months before they visited classrooms of beginning teachers. In addition, the principal was required to meet with a member of university faculty on a regular basis to discuss the progress made by the beginning teacher, which helped to focus attention on how students were faring in the classroom.

Another strength of the program was that everyone involved in the process had a stake in ensuring the new teacher's success. When a problem occurred, the program provided verification from several sources, as well as development of a consensus by the team regarding the performance level of the inductee. If a new teacher was not succeeding, the principal might be somewhat reluctant to make the judgment alone that employment should not be continued. Through the Teacher Induction Program, both the mentor teacher and the university first did everything possible to help the inductee. If

there was not sufficient improvement, all members of the team were likely to support the same conclusion and urge the new teacher to seek a different kind of employment.

Finally, the program provided an opportunity for public schools to recognize excellence in teaching through the selection of mentor teachers.

Commenting on her experience as a mentor teacher, Ms. Ann White said her most important responsibilities were to keep open the lines of communication between the inductee and herself; to provide as much support, guidance, encouragement, and reassurance as possible; and to serve as a good teaching model. Benefits to the mentor teacher included the intellectual stimulation of the inductee's new and innovative ideas, the opportunity for professional growth through reading literature and attending seminars, and the reward of contributing to the teaching profession by helping a new teacher develop skills and confidence.

As a former inductee, Mr. Don Harr emphasized that the Teacher Induction Program provided the inductee with a support system that would not otherwise exist. This support system not only reduced anxiety about asking for help, but actually made the new teacher feel obliged to do so. On their part, the members of the support team felt an obligation to reserve time to help the inductee.

In Mr. Harr's view, no amount of course work beyond the bachelor's degree could better prepare prospective teachers for the classroom than a teacher induction program, which provided a smooth transition from the role of student to the role of teacher.

Regent Clusen inquired about the extent to which schools were receptive to the program and the process through which they became participants.

In reply, Dr. Varah indicated that the process was simply for the schools to pay \$300 to the Wisconsin Improvement Program for in-service seminars and to appropriate local in-service monies to support the induction team, for a total cost of about \$600. Once administrators were informed of the program benefits, many were eager to participate.

Another cost factor, Mr. McGowan added, was the commitment to provide at least one hour a day for the mentor teacher to meet with the inductee. Fort Atkinson used an associate teacher program to provide release time for the mentor teacher.

Replying to a question by Regent Hanson, Dr. Varah said the goal was to keep the program within a 50-mile radius of Whitewater. Currently it extended as far west as Monroe and as far east as Waukesha.

Regent Hassett, who had chaired the DPI Task Force on Teacher Education, commended the UW-Whitewater program for being responsive to an important need identified by the task force and for going far beyond what normally was done to retain teachers in the profession.

President Shaw indicated that in the future he hoped to see the program replicated throughout the state.

Regent Weinstein suggested that the Education Committee might wish to request a report on where in the system such programs existed and what the implications were in terms of budget and personnel.

Regent Hanson inquired as to the amount of student teaching experience possessed by new teachers, to which the reply was that the amount varied by institution, although some required a full semester of practice teaching. Inductees, however, had no prior experience as paid teachers.

Regent Grover commented that teacher induction programs were the next step to take in strengthening teacher education and the relationship between universities and school districts. With regard to the expense of those programs, he pointed out that there were costs to the university in terms of personnel going to the schools to work intensively with the emergent teacher, as well as costs to the school district to provide release time for the mentor teacher. In addition, he felt the mentor teacher should be substantially reimbursed in order to create a cadre of specially recognized professionals to train the next generation of teachers.

Commending UW-Whitewater for being on the cutting edge of improvement in teacher education, he noted that Minnesota officials were considering an advanced teacher licensing system, such as the one already implemented in Wisconsin through DPI rules. The next step being considered by Minnesota was a highly supervised one-year internship like the Teacher Induction Program just described. To improve teacher education, Regent Grover felt it was important to obtain funding for the universities and local school districts to replicate that program throughout the state.

President Shaw added that the Teacher Induction Program was an excellent example of how school districts, universities and the Department of Public Instruction could work together for the benefit of education.

*Legislature - Explanation to Joint Audit Committee*

Methodology for Quality Deficit Request, p. 12

Noting that he appeared recently before the Legislature's Joint Audit Committee, President Shaw reported that there was interest in the methodology for computing the \$600 per student figure. As a result, he suggested by letter to the Joint Audit Committee that interested agencies might constitute a group to arrive at a common methodology. While he was confident that the UW System's numbers were accurate, he wanted to cooperate in maintaining an open and participative process.

Report of the United Council of UW Student Governments

*Report on current activities; objection by Pres. Weinstein*

Mr. Bryce Tolefree, President of United Council, described efforts to involve students in issues affecting the UW System, the first priority being to educate students about the substance of the issues and how they could

*on Council's "pick slip" tactics, pp 12-13*

participate effectively in dealing with them. In that regard, United Council worked with the Governor's office on proclaiming Wisconsin Higher Education Awareness Week, which provided an opportunity to inform students about cost/access questions being discussed by the Regent Study Group on the Future of the UW System. Through United Council's leadership conference, approximately 70 students participated in learning how to work with administrators, faculty and other students in the institutional governance process. United Council also was implementing the federally funded STAAR (Students Taking Action Against Rape) program, to involve students throughout the state in addressing this problem.

Another current project was formation of a statewide segregated fee committee to educate students about their role in determining the amount and use of those fees. In addition, there were plans to have institutional SUFACs (segregated university fee allocation committees) address United Council meetings regarding their concerns about student monies.

Another of United Council's major priorities had been to bring students closer together. Although saddened by the loss of UW-Madison membership, Mr. Tolefree was hopeful that students at UW-Eau Claire, UW-La Crosse, UWC-Baraboo/Sauk County and UWC-Marshfield/Wood County would join United Council in the next semester. In an important new initiative, United Council was expanding its membership beyond the UW System. Through the efforts of Vice President Adrian Serrano, Marquette University students had entered United Council, and it was hoped that students at VTAE institutions also would join the group.

In conclusion, Mr. Tolefree thanked the regents for their support during the current semester and expressed hope that there would be continued support for second-semester initiatives, such as segregated fee efforts, a minority precollege conference and legislation regarding financial aids.

Regent Weinstein expressed objection to United Council's recent "pink slip" demonstration on the basis of its implication that enrollment reductions would be implemented by ousting currently enrolled students. On the contrary, he emphasized, it was well understood that enrollment management was intended to apply to students not yet in the UW System. "In the future, let's debate what it is we are proposing, not what we are not proposing."

In response, Mr. Tolefree indicated that the "pink slip" campaign was not intended to precipitate a debate with the regents, but rather was meant to make students understand the importance of becoming involved in persuading legislators to provide adequate funding to the University System.

Regent Schenian congratulated United Council on expanding its membership beyond the UW System. "I think it is a very positive step forward."

REPORT OF THE EDUCATION COMMITTEE

Vice Chairman Flores presented the report of the committee.

Report of the Vice President

*✓ UW-Milw-staff*

Introduction of UW-Milwaukee Dean of Outreach and Continuing Education, p. 14

Vice President Trani recognized Chancellor Clifford Smith, who introduced to the committee Dr. Daniel Shannon, newly appointed dean of outreach and continuing education at UW-Milwaukee.

*✓ UW-Stevens Pt - Reaccreditation through 1991 of Forestry Program, p. 14*

Accreditation of Programs

*✓ UW-Milw - Accreditation of master*

Dr. Trani reported on the reaccreditation through 1991 of the Forestry Program in the College of Natural Resources at UW-Stevens Point.

Accreditation of the Master of Urban Design Planning Program at UW-Milwaukee for a full five-year period also was reported. The site-visit team called that program a "credit to the institution in which it is located and to the state it serves."

*→ p. 14*

*✓ Business Administration - Draft report due in Jan. of*

Studies of Program Areas

~~It was reported by Dr. Trani that the Steering Committee for Strategic Planning in Business Administration was to circulate a draft report to the vice chancellors and business representatives in January. Shortly thereafter, Dr. Trani planned to institute a similar study of engineering and technology in the UW System. He also planned to reconstitute the UW System Health Sciences Advisory Council.~~

*→ p. 14*

*✓ Engineering - Plans for steering committee for strategic planning in engineering + technology, p. 14*

Fulbright Scholars

*✓ Advisory Councils - plans to reconstitute Health Sciences Advisory Council, p. 14*

The committee received the names of 16 faculty and 18 students, from various institutions of the UW System, who had won awards under the Fulbright Scholars Program for 1986-87.

*✓ Academic Affairs - New appointments announced, p. 14-15*

System Administration Staff Appointments

Dr. Trani announced the part-time appointment of Dr. Alice Robbins as a research associate in academic affairs, to help the campuses develop computer-assisted data collection for more effective monitoring of minority/disadvantaged retention efforts. He also announced the first three administrative associate appointments, which were internships in the Office of Academic Affairs for faculty and staff of UW System institutions. For next semester, the associate would be Dr. Sue Schmitt, chair of the Department of Rehabilitation at UW-Stout; next summer, Dr. Rex Heiser, associate professor of psychology at UW Center-Marinette, and chair of the Steering Committee of the UW Centers Faculty Senate; the next fall semester, Dr. Suzanne Pingree, chair of the Department of Home Economics Communications at UW-Madison, and associate director of the Women's Studies Program. These administrative associates would bring to the Office of Academic Affairs the perspective of campus faculty or staff who would be returning immediately to their institutions following the experience in

✓ *UW-Milwaukee Staff* ✓ *Chancellor Norma Rees to Admin. p. 15*  
System Administration. Dr. Trani concluded by announcing that Vice Chancellor Norma Rees, UW-Milwaukee, would be joining System Administration, at the request of President Shaw, during this intensive period of implementation of the recommendations of the Regent Study Group.

✓ *Report of the National Commission on the Role and Future of State Colleges and Universities - Report on "To Secure the Blessings of Liberty" pp 15-16*  
Report of the National Commission on the Role and Future of State Colleges and Universities

Regent Flores noted that Regent Ruth Clusen and UW-La Crosse Vice Chancellor Carl Wimberly were members of the commission, chaired by former United States Secretary of Education Terrel Bell. Vice Chancellor Wimberly discussed with the committee the commission's report, *To Secure the Blessings of Liberty*, and summarized the major recommendations. The committee asked that Dr. Trani prepare an analysis of that document, as well as the two most recent reports of the Carnegie Foundation for the Advancement of Teaching, to show where there were similarities with the report of the Regent Study Group on the Future of the UW System.

In discussion at the board meeting, Regent Clusen commented that it was particularly interesting for her to serve on the national commission because that study paralleled the one being done in Wisconsin by the Regent Study Group and also because she was the only commissioner who was a governing board member. When asked how the Wisconsin regents could consider raising tuition at the same time the national commission was preparing to issue a clarion call for low tuition, she responded that even with increases, UW System tuition still would be low in comparison with other universities. In addition, Wisconsin already was accomplishing the purpose of low tuition in that a very high percentage of the population went to college.

Noting that the report represented a consensus of very diverse institutions, she said that while she supported it on the whole, there were portions with which she disagreed. For instance, she resisted including a large section in support of historically black colleges on the basis that such statements served to reinforce segregation rather than placing the black college on the same footing as other institutions.

While she was not troubled by references to the Peace Corps, Regent Clusen continued, her preference would have been to couch the need in terms of having a closer relationship with institutions like the Peace Corps, rather than singling out as exemplary an agency of a particular political administration. To be acceptable and effective in Congress, she felt the report should be as bipartisan as possible, which was why both she and Vice Chancellor Wimberly objected to the first draft which repeatedly attacked actions of the Reagan administration.

Observing that Terrel Bell had served well as commission chair, she noted that at the outset the idea had been to produce a document that would attract as much attention as *A Nation At Risk*, which Dr. Bell had produced at the Department of Education. Since there had been a number of reports since then, however, this one did not have the dramatic impact of *A Nation At Risk*. Nonetheless, she considered it an important document and

suggested reading it in conjunction with the Regent Future Study Report, which showed that the UW System was already doing much of what was recommended by the commission and thus remained on the cutting edge in education.

Two recommendations of the national commission, which she viewed as particularly meritorious, were emphases on the study of foreign languages and on integration of student participation in public and community service into the undergraduate curriculum.

President Weinstein asked Regent Clusen if she would point out any promising ideas from the national commission report that the regents had not considered in its study of the future, and Regent Clusen replied in the affirmative.

Regent Flores added that the Education Committee noted with pride that two of the 17 commissioners that drafted the national report were from the UW System. "We thought that spoke very eloquently of the reputation of this institution."

Sabbatical Leaves  
→ Announcement of Faculty Sabbatical Awards, 1987-88, p. 16

It was reported by Regent Flores that Dr. Trani commented to the committee on the purpose of the sabbatical program and the importance of faculty development activities. Of next year's 179 sabbaticals, 20.1 percent were awarded to women and 5.6 percent to minorities.

Financial Aid - Discussion of  
→ Four-Year Financial Aid Packages, pp 16-17

The committee used as a basis for discussion the "Financial Aid Issues" paper, included with the agenda materials, and the United Council paper, "Preserving Access."

After considering the resolution proposed by United Council, the committee took no formal action because study of four-year financial aid packages was currently under way. The committee requested that Vice President Trani report on the study in February, with specific recommendations which might be considered for action.

UW-Madison Financial Aids Director Wallace Douma urged the regents to do all they could to effect an increase in funding for the Wisconsin Higher Education Grants Program.

In discussion at the board meeting, Regent Clusen observed that prepaid tuition plans were being promoted by some as a panacea for financial aid problems, but that others, such as the author of a commentary in the December 3 issue of *The Chronicle of Higher Education*, felt the risks of such plans outweighed the benefits for families, colleges and states.

Indicating that a prepaid plan was only one of a number of options being looked at by the committee, Regent Flores said the committee was aware of potential problems of such a plan, such as inflexibility and the choosing of a college by the parent when the child was still very young.

Regent Weinstein wondered how many people would accept the idea of investing \$10,000 and then having to hope their young child would want not only to go to college, but to the particular institution they chose.

Regent Flores pointed out that it also would be necessary to consider the tax implications of such programs under the new tax law.

Report on UW-Oshkosh Cooperative RN Degree Completion Program at Wausau, Wisconsin, p. 17

Regent Flores reported that a presentation was made to the committee on the cooperative nursing degree completion program involving two UW universities, two UW Centers, the VTAE, a hospital, a city, a county, a private foundation, and the federal government. The program, which responded to needs of students and taxpayers in training health care personnel to serve a specific area of the state, was an example of how existing resources could be pooled without creating new programs.

Appointment to the Natural Areas Preservation Council - Reappointment of

Resolution 3690, which was approved unanimously by the committee, was moved by Regent Flores, seconded by Regent Hanson and adopted unanimously by the board.

*Prof. Forest Stearns for 3-yr. term ending 12/31/89, R 3690, p. 17*

Resolution 3690: That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents acting pursuant to legislative direction, reappoints Professor Forest Stearns to a new three year term (January 1, 1987 to December 31, 1989) as a University of Wisconsin System representative to the Natural Areas Preservation Council.

*Stearns, Forest - Reappointed to Natural Areas Preservation Council for term ending 12/31/89, R 3690, p. 17*

Authorizations to Recruit

Authorization to Recruit, Assistant Chancellor for Student Affairs, UW-Whitewater, R 3691, p. 17

Regent Flores moved adoption by the board of the following resolution which was unanimously approved by the committee. The motion was seconded by Regent Hassett and carried unanimously.

Resolution 3691: That, upon the recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Whitewater, the Chancellor be authorized to recruit for an Assistant Chancellor for Student Affairs.

*UW-Whitewater - Staff - Authorization to recruit Asst. Chanc. for Student Affairs, R 3691, p. 17*

Request for Analysis of Faculty Teaching Loads, p.18

Regent Flores reported on a request by Regent Schenian that faculty teaching loads in the UW System be analyzed by the Education Committee and a report prepared for the regents using consistent data, the purpose being to prevent the misinformation which occurred when wrong data or incomplete figures were used. Dr. Trani was asked to prepare such an analysis for the February meeting.

The committee then recessed into closed session to consider personnel items, as permitted by section 19.85(1)(c), Wis. Stats. In closed session, Resolution 3686 was approved. (See page 3 for board action.)

REPORT OF THE BUSINESS AND FINANCE COMMITTEE

Chairman Lyon presented the committee's report.

1987-89 Biennial Budget--Supplemental Information

At a portion of the meeting to which all regents were invited, President Shaw presented for committee consideration the supplemental information to the 1987-89 budget requested on behalf of Governor-Elect Thompson. He noted the two principles used in developing the 95 percent exercise: (1) The quality improvement goal of moving toward the national average funding per student must be maintained, and (2) given several prior base budget cuts from which instruction had been protected disproportionately, future cuts would have to come from instruction and other activities that had not been disproportionately reduced. He explained how the 5 percent reduction was distributed among the funding appropriations. A budget reduction to 95 percent of the base would result in reduction of about 2,705 FTE students, and another 18,000 FTE students would not be admitted in order to compensate for loss of the quality improvement aspect of the original budget request. An additional reduction of 6,240 would be needed to offset the loss of the 2.4 percent constant-gap budget. The remaining 1,700 FTE reduction would be for the current Chapter 120 budget cuts. The total enrollment reduction would be phased in over a number of years.

President Shaw noted that among the negative consequences of a 95% budget would be the following:

1. reduction of educational quality and extension of the time required to complete a degree beyond the current average of almost 5 years;
2. layoffs of about 400 teaching staff and teaching assistants, as well as 200-300 staff engaged in research and public service;
3. reduction of access through enrollment limits;

4. reduction of economic development activities for business and industry by \$10 million;
5. reduction of student aid for minority/disadvantaged students;
6. reduction of the laboratory modernization fund;
7. reduction of vital research and public service; and
8. elimination of opportunities for improving the effectiveness of System Administration

During discussion, the committee expressed concern that this information could be interpreted as endorsement of the concept of reduced funding for the university. The president stated that the request for information was taken seriously, and that the information, in the context of past budget reductions and the current funding levels, was an indication of the priorities of the university and of the seriousness of current under-funding. The committee agreed that the paper was a proper response to the request for information, but made it clear that this was not an indication that the budget should be reduced. The committee then unanimously approved Resolution 3692.

Adoption by the board of the following resolution was moved by Regent Lyon, seconded by Regent Schenian and carried unanimously.

Resolution 3692: That the report entitled Supplementary Materials, 1987-89 Biennial Budget, 95% of Base Budget Exercise be accepted by the Board of Regents for transmittal to the Department of Administration as directed by Memorandum of November 12, 1986, from the Secretary Designee, Department of Administration.

*✓ Budget - Development of -*

*→ 1987-88 Annual Budget Preparation - discussed, p. 19*

Noting that this item also was considered at the portion of the meeting to which all regents were invited, Regent Lyon reported on the timetable for development of the 1987-88 annual budget, as reviewed by Executive Vice President Lyall. The annual budget consisted of allocation to the institutions of funding approved through the biennial budget, and tuition/fees, pay schedules, and tenure decisions all were made through the annual budget process. In response to a question by President Weinstein as to the point at which the board could have input on budget policy early in the process, Dr. Lyall invited regent comments between now and February 1987, as well as any time after that when the need arose.

In discussion at the board meeting, President Weinstein added that he and Vice President Schilling had written a memorandum to Dr. Lyall containing some thoughts on developing the annual budget and had asked that copies be mailed to the regents. It was their hope that these suggestions would stimulate additional ideas from board members which could be transmitted this month to Dr. Lyall.

- Vice President Schilling presiding -

Gifts, Grants and U.S. Government Contracts

At the regular session of the Business and Finance Committee, Vice President Case reported that gifts, grants and contracts through the fifth month of the fiscal year totaled \$181.4 million, or \$23.2 million more than the same period last year (almost a 15 percent increase). The non-federal share increased 23.2 percent, or \$8.7 million over a year ago, while the federal share increased 12 percent, or \$14.5 million over the same period last year. Federal receipts increased both in research (\$7 million) and in student aid (\$7.5 million). The committee unanimously approved Resolution 3693.

Regent Lyon moved and Regent Knowles seconded adoption by the board of the following resolution:

Resolution 3693: That, upon recommendation of the President of the University of Wisconsin System, the gifts, grants and contracts presented at this meeting (copy on file with the papers of this meeting) be accepted, approved, ratified and confirmed; and that, where signature authority has not been previously delegated, appropriate officers be authorized to sign agreements.

In response to a question at the board meeting by Regent Schenian, Vice President Case said that it would be difficult to speculate at this time on reasons for the increases but that other major universities were having similar experiences.

Chancellor Shain added that the level of grant and contract activity was directly related to success by faculty in the competitive review process. The fact that UW-Madison was third in the nation in receiving such awards reflected the quality of those faculty proposals.

Put to the vote, Resolution 3693 was adopted unanimously.

*✓ Weinstein*

~~Acceptance of the Laurence A. and Frances L. Weinstein Schools of Business Merit Scholarship Fund~~ - *Acceptance of gift to establish*

It was reported by Regent Lyon that the committee unanimously voted to accept the Laurence A. and Frances L. Weinstein Schools of Business Merit Scholarship Fund, as recommended by UW System General Counsel Charles Stathas. *R 3694, pp 20-21*

Adoption by the board of Resolution 3694 was moved by Regent Lyon and seconded by Regent Clusen.

*✓ Weinstein, Laurence - Acceptance of gift to establish Laurence A. & Frances L. Weinstein Schools of Business Merit Scholarship Fund, R. 3694, pp 20-21*

Resolution 3694: That the \$50,000 gift of Laurence A. and Frances L. Weinstein be accepted by the Board of Regents of the University of Wisconsin System for the establishment of the Laurence A. and Frances L. Weinstein Schools of Business Merit Scholarship Fund in accordance with the following terms and conditions:

(The scholarships will focus on those minorities who are currently underrepresented in the University of Wisconsin: Blacks, Hispanics, and Native Americans. The interest from the principal shall be used to provide two Merit Scholarships each year to U.S. citizens who are Wisconsin residents majoring in business. In the event that interest is not sufficient, principal may be used. The scholarships shall consist of resident tuition and fees. The scholarships shall be awarded to students of junior or senior year standing, who have demonstrated outstanding academic ability and are majoring in business. One scholarship shall be awarded to a student attending the University of Wisconsin-Madison, which is our alma mater. The Dean of the School of Business, University of Wisconsin-Madison, shall select the recipient. One scholarship shall be awarded by the University of Wisconsin System President to a student attending one of the other University of Wisconsin System institutions.)

Noting that Regent Weinstein was not present for the discussion and vote on this resolution, Vice President Schilling observed that Regent Weinstein was surprised and somewhat chagrined to learn that board action was required because of the amount of the gift.

Put to the vote, Resolution 3694 was unanimously adopted with gratitude.

*Gifts & Grants - Acceptance of Thomas W. Wilkie Trust, R 3695, PP 21-22*

Termination and Distribution of the Thomas W. Wilkie Trust for Louise Wilkie

The committee unanimously approved Resolution 3695, which would provide about \$98,000 to UW-Madison. An advance distribution of \$10,000 had been received, with the estimated \$87,862 remainder to be distributed after final court and tax clearances.

It was moved by Regent Lyon, seconded by Regent Fish and unanimously voted that the following resolution be adopted by the board.

*Wilkie, Thomas W. - (same)*

Resolution 3695: That the residue of the terminated trust of Thomas W. Wilkie be accepted by the Board of Regents of the University of Wisconsin System in accordance with the order of the Dane County Circuit Court; and that the Trust Officer or Assistant Trust Officers be authorized to sign receipts and do all things necessary to effect the transfer for the benefit of the UW-Madison to be used for eye research and related studies.

The trust provided for distribution as follows:

Upon the death of Grantor's mother, Louise A. Wilkie, 50% of the balance is to be paid to the University of Wisconsin to "be used for eye research and related studies."

*Audits - Status of legislative audits on NDSL collections; sick leave for unclassified faculty & staff; + competition with private sector, pp 22-23*  
Report of the Vice President for Business and Finance

Status of Legislative Audits

Regent Lyon reported on the status of three audits, as reviewed with the committee by Vice President Case.

*Financial Aid - Status of legislative audit on NDSL collections, p. 22*

The audit last year of the National Direct Student Loan (NDSL) collections program recommended a centralized collections program for increased efficiency, but System Administration felt that the same objective could be met by improving institutional collection procedures and commenced a process to do so. The audit required that a report be submitted to the state by December 1, 1986, on progress in implementing the recommendations. System Administration responded last week, and the Legislative Joint Committee on Audits agreed with what was being done.

*Sick Leave - Status of legislative audit*  
~~Regarding the audit on sick leave for unclassified faculty and staff, p. 22~~

~~Mr. Case noted recommendations for improvement in the following areas:~~

~~(1) specifications for frequency of reporting, (2) documentation of collegial coverage, and (3) definition of a day of sick leave. In response, a systemwide committee recommended issuance of "Unclassified Personnel Guideline #10" which addressed the concerns stated in the audit and provided for an equitable sick leave conversion credit program. Monthly reporting was to be confirmed by annual reviews.~~

*Private Sector - Status of legislative audit*  
~~Mr. Case gave an update on the status of the audit on competition with the private sector, p. 22. With concurrence of the Legislative Joint Committee on Audits and the Legislative Audit Bureau, a task force was to be appointed to examine effective alternate methods of providing personal computers to faculty, staff and students. The task force, which was to include representatives from the UW-Madison Academic Computing Center, the UW System Purchasing Office, and the private sector, would report its findings to the Legislative Joint Committee on Audits by April 1, 1987, and to the Board of Regents at its April meeting.~~

In discussion at the board meeting, Regent Hassett, who served as a regent audit representative, noted that UW-Madison and UW-Milwaukee had different procedures regarding computer sales and asked that the committee include a representative from Milwaukee. Mr. Case said that would be done.

Projection Summary Report

In reviewing the *Fiscal Year 1986-87 Projection Summary Report*, Vice President Case advised the committee that the uncommitted balance for revenue shortfall and other contingencies as of June 30, 1987, was estimated to be nearly \$2.9 million, of which \$1.383 million represented projected, unanticipated tuition collections. It was recommended that the UW System not ask for authority to spend this amount during the current year and that the funds be carried forward to 1987-88 for reduction of tuition increases.

*Tuition*  
Adoption by the board of Resolution 3696 was moved by Regent Lyon and seconded by Regent Schenian.

Resolution 3696: ~~That the University of Wisconsin System not ask the State for the authority to expend unanticipated academic tuition revenues during the current year (currently estimated to be \$1,383,000), and that the funds be carried forward to the 1987-88 academic year to be used to reduce tuition increases,~~ R 3696, p.23

Regent Lyon noted that the expected tuition increase reduction would be approximately \$9 per student.

Regent Fish pointed out that the Legislature might well decide to return those funds to the general treasury rather than allowing them to be used to reduce tuition increases.

Regent Schenian added that if the funds were retained and used to replace tuition monies, they would not be available for increasing the number of class sections--a need made even greater by the additional students from whom the revenue was generated.

Explaining this proposed departure from usual procedure, President Shaw said it was based by the Regent Study Group's call for enrollment management planning. To implement such planning, system institutions should make every effort not to exceed enrollment estimates, and those which did exceed estimates should not be rewarded with additional dollars. Instead, he felt those funds should be used to lower tuition increases.

Put to the vote, Resolution 3696 was adopted unanimously.

- President Weinstein presiding -

REPORT OF THE PHYSICAL PLANNING AND DEVELOPMENT COMMITTEE

The committee's report was presented by Chairman Nikolay, who noted that the 1987-89 Capital Budget request (Resolutions 3697-3701) was considered at a portion of the meeting to which all regents were invited.

UW System 1987-89 Capital Budget Request and

Introductory remarks were made by President Shaw and an overview of the Capital Budget request was presented by Vice President Brown.

Budget, Capital - Acceptance of Major Projects Priority List, R 3697, p. 24 & EX B

Regent Nikolay reported that the first resolution considered by the Committee was the GPR-funded major projects priority list. There was extensive discussion relating both to the process used for setting priorities and the ordering of categories. A motion to modify the format and to reorder the sequence of the first seven projects failed, as did motions to combine and retitile the last two categories as well as to change the priority ranking for the Russell Labs Addition at the UW-Madison. A motion was adopted to request full GPR funding for the UW-Stevens Point Physical Education facility at \$7 million in lieu of \$4.8 million GPR and \$2.2 million in student fees. At the conclusion of discussion, the committee adopted Resolution 3697, with Regent Hanson voting "No".

It was moved by Regent Nikolay and seconded by Regent Knowles that the following resolution be adopted by the board:

Resolution 3697: That, upon the recommendation of the President of the University of Wisconsin System, the attached revised listing of major projects and the System priority list for these projects, funded by General Fund Supported General Obligation Bonding, be approved, and System Administration be authorized to submit them to the State Department of Administration and the State Building Commission as a part of the 1987-89 capital budget.

(The priority list is attached as EXHIBIT B.)

In discussion at the board meeting, Regent Schenian said he intended to abstain from voting on the proposed new School of Business at UW-Madison, the location of which was to be on what currently was an open, grassy area. When he was President of the Wisconsin Student Association, the student government had built a swing set in that open area, and it was their hope that the playground would remain there for the students' enjoyment. His abstention on this project, he emphasized, should not be construed as opposition to a new School of Business; it related only to the proposed location.

Put to the vote, Resolution 3697 was adopted, with Regent Hanson voting "No" and Regent Schenian abstaining on priority item number 18 because of the project's proposed location.

Budget Capital - Acceptance of

Major Gift/Grant/Program Revenue Supported Projects, R 3698, p. 25 & EXC

The list of these projects, revised to eliminate the program revenue funding portion of the UW-Stevens Point Physical Education facility, was approved by the committee, with Regent Hanson voting "No".

Upon motion by Regent Nikolay, seconded by Regent Fish, Resolution 3698 was adopted by the board, with Regent Hanson voting "No" and Regent Schenian abstaining on the School of Business project because of its proposed location.

Resolution 3698: That, upon the recommendation of the President of the University of Wisconsin System, the attached listing of major Gift/Grant/ Program Revenue Supported projects be approved, and System Administration be authorized to submit them to the State Building Commission as part of the 1987-89 capital budget.

(The list of projects is attached as EXHIBIT C.)

Gifts + Grants - (same)

Approval of Minor Projects and Statewide Program Requests, R 3699 & 3700, pp 25-26

Regent Nikolay moved Resolution 3699 and 3700, which were unanimously approved by the committee. The motion was seconded by Regent Knowles and unanimously adopted by the board

Budget Capital - Acceptance of

Resolution 3699: That, upon the recommendation of the President of the University of Wisconsin System, the following amounts for Minor Projects, funded from GPR-supported State Building Trust Funds, be approved for each unit and System Administration be authorized to submit them to the State Department of Administration and the State Building Commission as part of the 1987-89 capital budget:

|                  |            |
|------------------|------------|
| UW-Eau Claire    | \$ 533,500 |
| UW-Green Bay     | 331,000    |
| UW-LaCrosse      | 677,500    |
| UW-Madison       | 3,320,000  |
| UW-Milwaukee     | 1,401,750  |
| UW-Oshkosh       | 440,800    |
| UW-Parkside      | 234,800    |
| UW-Platteville   | 479,300    |
| UW-River Falls   | 543,000    |
| UW-Stevens Point | 1,930,000  |
| UW-Stout         | 851,300    |
| UW-Superior      | 548,000    |
| UW-Whitewater    | 254,850    |
| UW-Extension     | 534,000    |

Total \$12,079,800

Resolution 3700: That, upon the recommendation of the President of the University of Wisconsin System, the following Statewide program allocation requests be approved, and System Administration be authorized to submit them to the State Department of Administration and the State Building Commission as a part of the 1987-89 cash funded capital budget:

|                                       |              |
|---------------------------------------|--------------|
| (1) Minimum Maintenance               | \$27.3 M     |
| (2) Health, Safety and Environment    | 16.6 M       |
| (3) Energy Conservation               | 12.8 M       |
| (4) Removal of Architectural Barriers | 1.7 M        |
| (5) Advance Land Acquisition          | <u>3.8 M</u> |
| Total                                 | \$62.2 M     |

*Budget, Capital* →

→ Waiver of Enumeration, Program Revenue Funded

Statewide Projects, R 3700, p. 26

Regent Nikolay presented Resolution 3701, which was unanimously approved by the committee. Its purpose was to establish program revenue funded "statewide" categories to allow construction without specific enumeration of any project in these categories costing more than \$250,000.

Adoption by the board of the following resolution was moved by Regent Nikolay and seconded by Regent Knowles:

Resolution 3701: That, upon the recommendation of the President of the University of Wisconsin System, authorization be granted to submit to the State Building Commission a request for authority to establish the following Program Revenue funded "Systemwide Project Categories" in the University of Wisconsin System's 1987-89 Capital Budget to enable eligible projects which exceed \$250,000 to be constructed:

|                                   |                  |
|-----------------------------------|------------------|
| Removal of Architectural Barriers | \$ 1,419,000     |
| Health, Safety and Environment    | 1,417,000        |
| Energy Conservation               | 465,000          |
| Minimum Maintenance               | <u>8,732,000</u> |
|                                   | \$12,023,000     |

Regent Fish asked if it was correct that the resolution would not eliminate Building Commission or Board of Regents action on those projects, but simply would remove the necessity to enumerate them in the budget. Vice President Brown responded in the affirmative.

Put to the vote, Resolution 3701 was adopted unanimously.

Approval of Major Project Concept and Budget Reports/Budget Increases

In its regular meeting, the Physical Planning and Development Committee first considered and unanimously approved four major project concept and budget reports.

The first project was for UW-Madison Camp Randall Stadium structural modifications at a cost of \$1.3 million. Work included waterproofing the grandstand, structural repairs, and replacement of the bleacher seating in the east end of the stands.

The second project involved the UW-Oshkosh Polk Library remodeling project at a cost of \$1,621,000 which included a budget increase of \$221,000. The increase was needed for repairs to the ventilating system which was in greater disrepair than originally estimated.

For the University Center addition at UW-Whitewater, the revised project cost of \$4,718,600 included an increase of \$423,600 to provide a pitched roof on portions of the building and to include 20,000 gross square feet of unfinished basement space. An additional \$195,000 was included to cover construction cost increases as well as Division of State Facilities Management fee increases. Funding was to be program revenue cash and bonding, with the split to be determined at the time of construction.

The final concept and budget report was for the UW-Whitewater Roseman Hall total facilities performance evaluation project at a cost of \$219,300.

*✓ Camp Randall Stadium - Approval of concept & budget report for Resolutions 3702-3705 were moved by Regent Nikolay, seconded by Regent Heckrodt and adopted unanimously by the board.*

Resolution 3702: That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, the Concept and Budget Report be approved for the Camp Randall Structural Modifications project, and authority granted to plan, bid and construct at a total cost of \$1,300,000, to be funded as follows:

|                                  |                    |
|----------------------------------|--------------------|
| General Fund Supported Borrowing | \$ 910,000         |
| Program Revenues                 | 390,000            |
|                                  | <u>\$1,300,000</u> |

Resolution 3703: That, upon the recommendation of the UW-Oshkosh Chancellor and the President of the University of Wisconsin System, the Concept and Budget Report be approved for the Polk Library Remodeling project, including a budget increase of \$221,000, and authority granted to plan, bid and construct, at a revised total project cost of \$1,621,000 to be funded from General Obligation Bonding.

*✓ UW-Oshkosh - Bldg & Land - (same) - Approval of concept & budget for Polk Library remodeling project, R 3703, P.27*

*UW-Whitewater - Bldgs & Land - Approval of concept & budget report 28 for University Center addn., R 3704,*

Resolution 3704: That, upon the recommendation of the UW-Whitewater Chancellor and the President of the University of Wisconsin System, authorization be granted to increase the project budget for the University Center Addition project by \$618,600 to include requested increases in scope costing \$423,600, the Concept and Budget Report be approved, and authority granted to plan, bid and construct, at a revised total project cost of \$4,718,600, to be funded from \$2,793,600 of Cash Program Revenues and \$1,925,000 of Residual Program Revenue Bonding Authority. *pp 27-28*

*UW-Whitewater - Bldgs & Land - Approval of concept & budget report for*

~~Resolution 3705: That, upon the recommendation of the UW-Whitewater Chancellor and the President of the University of Wisconsin System, the Concept and Budget Report be approved for the Roseman Hall Total Facilities Performance Evaluation Project, and authority granted to plan, bid and construct, at a total cost of \$219,300, to be funded as follows: *R 3705, pp 27-28*~~

|                                |                  |
|--------------------------------|------------------|
| Architectural Barriers Removal | \$ 30,000        |
| Energy Conservation            | 127,400          |
| Health/Safety and Environment  | 31,400           |
| Minimum Maintenance            | 30,500           |
|                                | <u>\$219,300</u> |

Approval of Scope Changes and Budget Increases

The Committee unanimously approved changes of scope and budget increases for two projects, the first being a \$97,000 budget increase for primary electrical distribution system repairs at the UW-Milwaukee. The increase, to a revised budget of \$490,000, would provide for additional repairs which could not be determined as necessary until construction was under way.

The second request was for a budget increase of \$73,500 for the Centennial Science Hall roof replacement at the UW-River Falls for a revised total budget of \$320,000. The recommended solution to a long-standing problem with this roof involved writing a performance specification for a metal standing-seam type roofing system.

*UW-Milwaukee - Bldgs & Land - Approval of change for*

Resolutions 3706 and 3707 were moved by Regent Nikolay, seconded by Regent Knowles and adopted unanimously by the board.

~~Resolution 3706: That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, authority be granted to change the scope and increase by \$97,000 the \$393,000 budget for the Primary Electrical Distribution System Repairs project for a revised total cost of \$490,000 from 1983-85 General Obligation Bonding-Minimum Maintenance / Health and Safety Program funds.~~

*→ R 3706, p. 28*

UW-River Falls - Bldg & Land - Approval of scope change & budget increase

Resolution 3707: ~~That, upon the recommendation of the UW River Falls, Chancellor and the President of the University of Wisconsin System authority be granted the change the scope and increase by \$73,500 the budget for the Centennial Science Hall Building Roof Replacement project for a revised total cost of \$320,000 from 1985-87 General Fund Supported Borrowing Minimum Maintenance Allocation.~~

R3707, pp 28-29

Bldg & Land

UW-Madison: Approval to Rename Brunsweler Forest the "Ann Carroll Hanson Forest" R 3708, p. 29

Regent Nikolay reported unanimous committee approval of a request from the UW-Madison to rename the Brunsweler Forest the "Ann Carroll Hanson Forest." The University's Arboretum Committee had recommended that the generous gift of the three original donors--Martin, Anne and J. Louis Hanson--be renamed in honor of their mother.

Name - Ann Carroll Hanson - (same)

Upon motion by Regent Nikolay, seconded by Regent Knowles, the following resolution was adopted by the board, with Regent Hanson abstaining because of personal interest. (Note: Regent Hanson was not present during closed session discussion of this matter at the November 7 meeting.)

Brunsweler Forest - Renamed Ann Carroll Hanson Forest

Resolution 3708: That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, approval be granted to rename the Brunsweler Forest in Ashland County the "Ann Carroll Hanson Forest."

Hanson, Ann Carroll - Brunsweler Forest renamed Ann Carroll Hanson Forest, R 3708, p. 29

UW-Platteville: Approval to Purchase Parcel of Land

The Committee unanimously approved a request from the UW-Platteville to purchase a parcel of land at 250 South Hickory Street at a cost of \$33,500, including relocation, appraisal and closing costs, to be funded from the UW System's advance land acquisition contingency allocation. The parcel was within the approved campus boundary.

UW-Platteville - Bldg & Land

It was moved by Regent Nikolay, seconded by Regent Schenian and unanimously carried that the following resolution be adopted by the board:

Resolution 3709: ~~That, upon the recommendation of the UW-Platteville Chancellor and the President of the University of Wisconsin System, authority be granted to purchase a 0.16 acre parcel of land located at 250 South Hickory Street, City of Platteville at an estimated cost of \$33,500. This includes \$1,000 to cover estimated relocation, appraisal and closing costs.~~

R3709, p. 29

Approval of Minor Projects

Regent Nikolay reported unanimous committee approval of seven program revenue funded minor projects, the first of which was to undertake a series of window replacements and exterior improvements on the University Village apartment units at UW-Green Bay. There were five projects at the UW-Milwaukee, three of which were for the Sandburg Residence Hall complex, and two of which were for the Student Union. The last minor project was for insulation replacement in the Wessman Arena at the UW-Superior.

It was moved by Regent Nikolay and seconded by Regent Schenian that the following resolution be adopted by the board:

That, upon the recommendation of the UW-Green Bay, UW-Milwaukee and UW-Superior Chancellors and the President of the University of Wisconsin System, the following minor projects be approved and authority granted to plan, bid and construct at the budgets indicated and funded with Program Revenues:

✓ UW-Green Bay - Bldg + Land - Approval of

~~XX~~ Housing Improvements Project, ~~\$249,640, Program Revenues~~

R 3710, pp 30-31

UW-Milwaukee

- (2) Sandburg Residence Hall Parking Ramp Repair Project, \$75,000, Program Revenues
- (3) Sandburg Residence Hall "Palm Garden" Food Service Area Remodeling Project, \$46,000, Program Revenues
- (4) Sandburg Residence Hall Outdoor Recreation Site Work Project, \$59,500, Program Revenues
- (5) Student Union - West Wing Office and Gasthaus Restaurant Remodeling Project, \$88,900, Program Revenues
- (6) Student Union Walk-In Refrigerator and Freezer Replacement Project, \$50,000, Program Revenues

UW-Superior

- (7) Wessman Arena Insulation Project, \$129,600, (\$97,200, Program Revenues and \$32,400 from the City of Superior)

In response to a question by Regent Fish, Chancellor Meyer indicated that the blown-in insulation for the Wessman Arena would be placed between the metal part of the building and the concrete block wall.

Regent Fish commented that such insulation would provide energy savings for about a year, after which condensation would make it ineffective. He asked when the insulation was to be applied, and the Chancellor indicated that the work was to be done next spring.

Assistant Vice President Bert Anderson said it was his understanding that the material was to be rigid insulation.

Regent Fish pointed out, however, that agenda documents indicated the cavity between the new masonry wall and the exterior metal siding would be filled with fiberglass insulation, which did not come in rigid boards. He moved that item #7 be deleted from the resolution and returned to the board in February with additional information. The motion was seconded by Regent Schenian and unanimously carried.

Put to the vote, Resolution 3710 as amended, was adopted unanimously.

Resolution 3710: That, upon the recommendation of the UW-Green Bay, UW-Milwaukee and UW-Superior Chancellors and the President of the University of Wisconsin System, the following minor projects be approved and authority granted to plan, bid and construct at the budgets indicated and funded with Program Revenues:

UW-Green Bay

- (1) Housing Improvements Project, \$249,640, Program Revenues

✓ UW-Milwaukee - Bldg & Land - Approval of

- ~~(2) Sandburg Residence Hall Parking Ramp Repair Project, \$75,000, Program Revenues~~

- ~~(3) Sandburg Residence Hall "Palm Garden" Food Service Area Remodeling Project, \$46,000, Program Revenues~~

- ~~(4) Sandburg Residence Hall Outdoor Recreation Site Work Project, \$59,500, Program Revenues~~

- ~~(5) Student Union West Wing Office and Gasthaus Restaurant Remodeling Project, \$98,900, Program Revenues~~ and

- ~~(6) Student Union Walk-In Refrigerator and Freezer Replacement Project, \$50,000, Program Revenues~~

R 3710, pp 30-31

Report of the Vice President

In his report to the committee, Vice President Brown stated that the Building Commission had unanimously approved all the requests submitted at the November meeting.

Regent - Meetings

ADDITIONAL RESOLUTIONS

Cancellation of Meeting Scheduled for January 9, 1987, R 3711, p. 32

Upon motion by Regent Knowles, seconded by Regent Nikolay, the following resolution was adopted unanimously by the board.

Resolution 3711: That the meeting of the Board of Regents scheduled for January 9, 1987, be cancelled.

Regent - Meetings

Approval of 1987-88 Meeting Schedule, R 3712, p. 32 + EX D

Resolution 3712 was adopted unanimously by the board, upon motion by Regent Fish and seconded by Regent Nikolay.

Resolution 3712: That the 1987-88 Board of Regents' meeting schedule, dated December 5, 1986, be approved.

(The meeting schedule is attached as EXHIBIT D.)

Regent - Meetings - Acceptance of invitation for May 1987 meeting at UW-Milwaukee, R 3713, p. 32

May 1987 Meetings to be Held at UW-Milwaukee

It was moved by Regent Knowles, seconded by Regent Hanson and unanimously carried, that Resolution 3713 be adopted by the board.

UW-Milwaukee - (same)

Resolution 3713: That the Board of Regents accepts the invitation of Chancellor Smith to hold the May 1987 regents' meetings at UW-Milwaukee.

At 11:20 a.m., the following resolution, moved by Regent Fish, and seconded by Regent Nikolay, was unanimously adopted on a roll call vote, with Regents Clusen, Fish, Flores, Grover, Hanson, Hassett, Knowles, Lyon, Nikolay, Schenian and Weinstein voting "Aye" (11), and no regents voting "No."

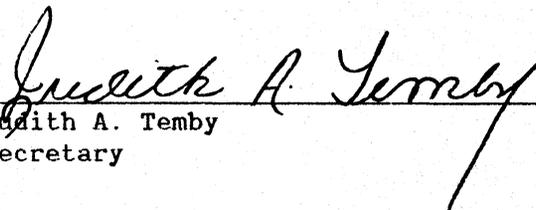
Resolution 3714: That the Board of Regents recess into closed session to consider personnel matters, as permitted by s. 19.85(1)(c), *Wis. Stats.*, and to confer with legal counsel, as permitted by s. 19.85(1)(g), *Wis. Stats.*

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There were no actions taken in the closed session.

The meeting was adjourned at 11:50 a.m., upon motion by Regent Nikolay, seconded by Regent Grover.

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Judith A. Temby  
Secretary

FINAL

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

UNIVERSITY OF WISCONSIN - MADISON

EXTENSION AND PUBLIC SERVICE

1. MULTIPLE DONORS  
PROFESSIONAL IMPROVEMENT OF THE RECREATION  
RESOURCE CENTER STAFF  
MSN AG&LSC N R-RECR RSCRC C (133-D074) 585.00
  2. NATIONAL COOPERATIVE BUSINESS FOUNDATION  
WASHINGTON, DC  
ORIENTATION MANUAL FOR NEW COOPERATIVE DIRECTORS  
FOR THE PERIOD 09-01-86 THRU 02-28-88  
MSN AG&LSC COOPTVS, U CTR (133-L046) 7,000.00
  3. UNIVERSITY OF WISCONSIN FOUNDATION  
MADISON, WI  
SUPPORT DEPARTMENT OF ENGINEERING OF THE  
UNIVERSITY OF WISCONSIN-EXTENSION  
MSN ENGR ENGR PRFSNL DVLP (133-8405) 700.00
  4. FORAGE EVALUATION PROGRAM  
MSN AG&LSC AGRONOMY (133-8832)  
  
3,718.75 WISCONSIN FORAGE COUNCIL, INC.  
MADISON, WI  
1,000.00 WISCONSIN SOYBEAN ASSOCIATION  
MADISON, WI
- 4,718.75

GIFT-IN-KIND

1. JOHN SCHOENKNECHT  
WAUKESHA, WISCONSIN  
BOOKLET ENTITLED HOW TO WRITE MOVING  
PICTURES, DATED 1913  
MSN L&S COMMUN ARTS FLM&THEA R
2. DR. MICHAEL A. GREENBERG  
NORTHBROOK, ILLINOIS  
COLLECTION OF ONE SHEETS, INSERTS, AND LOBBY  
CARDS FROM 1956 TO 1978  
MSN L&S COMMUN ARTS FLM&THEA R
3. MRS. ROBERT BLACK  
MANSFIELD CENTER, CT.  
ETHNOGRAPHIC MATERIALS - FOUR PAIRS OF MUKLUKS  
AND TWO PAIRS OF SEALSKIN MITTENS  
MSN L&S ANTHROPOLOGY
4. FAMILY PRACTICE PROFESSIONAL ASSOCIATES  
MADISON, WISCONSIN  
COMPUTER TERMINALS, PERSONAL COMPUTER, PAGER,  
NEON SIGN, MICROFILM READER, CABINET, 2 COMPUTER  
TERMINALS  
MSN HS-MED FAM MED & PRACT

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - MADISON

## GIFT-IN-KIND

5. UNIVERSITY OF WISCONSIN FOUNDATION  
MADISON, WISCONSIN  
IBM-XT COMPUTER, MONITOR, AST 6 PACK BOARD AND  
EPSON PRINTER  
MSN ENGR ENGR EXPR STA FUSION TEC
6. PROFESSOR BURTON WEISBROD  
MADISON, WISCONSIN  
MATERIALS FOR THE SOCIAL SCIENCE READING ROOM  
MSN LIBR GEN OPERATIONS LIB ACQSTN
7. EMMET G. LAVERY, JR.  
LOS ANGELES, CA.  
SCRIPTS, PLAYS AND PROFESSIONAL PAPERS OF  
EMMET G. LAVERY  
MSN L&S COMMUN ARTS FLM&THEA R
8. MR. AND MRS. GEORGE LEEDLE  
LAKE GENEVA, WISCONSIN  
PULMO-AIDE AIR COMPRESSOR, VAPOR-PHASE HUMIDIFIER,  
VENTRONICS ALARM, VACU-AIDE SUCTION, PMR  
RESUSCITATION BAGS-2, BATTERY CABLE FOR VENTILATOR  
MSN HS-HSP ALTRNTV PT SVCS RESPIR R S
9. PROFESSOR JAMES L. STERN  
MADISON, WISCONSIN  
36 MONOGRAPHS AND 11 PERIODICAL ISSUES FOR  
SOCIAL SCIENCE REFERENCE LIBRARY  
MSN LIBR GEN OPERATIONS LIB ACQSTN
10. UNIVERSITY OF WISCONSIN FOUNDATION  
MADISON, WISCONSIN  
4 SAFETY WEARING APPAREL FOR USE IN THE FOUNDRY  
MSN EDUC ART
11. PROFESSOR BARBARA L. WOLFE  
MADISON, WISCONSIN  
18 MONOGRAPHS AND 13 PERIODICAL ISSUES FOR  
SOCIAL SCIENCE REFERENCE LIBRARY  
MSN LIBR GEN OPERATIONS LIB ACQSTN
12. MS. JAN LEVINE THAL  
MADISON, WISCONSIN  
30 MONOGRAPHS AND 32 PERIODICAL ISSUES FOR  
SOCIAL SCIENCE REFERENCE LIBRARY  
MSN LIBR GEN OPERATIONS LIB ACQSTN
13. APPLE COMPUTER, INC.  
CUPERTINO, CA.  
FIFTY APPLE MACINTOSH SYSTEMS PER YEAR FOR THREE  
YEARS, TO BE USED TO DEVELOP INNOVATIVE  
INSTRUCTIONAL SOFTWARE  
MSN GRAD ACAD COMPUTG CTR
14. UNIVERSITY OF WISCONSIN FOUNDATION  
MADISON, WISCONSIN  
SATELLITE ANTENNA 4.5 METER C-KV BAND TVRO  
MSN ENGR ADMINISTRATION

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

UNIVERSITY OF WISCONSIN - MADISON

GIFT-IN-KIND

15. AMOS VOGEL  
NEW YORK, NY  
PORTIONS OF THE AMOS VOGEL COLLECTION  
MSN L&S COMMUN ARTS FLM&THEA R

INSTRUCTION

- |    |  |           |
|----|--|-----------|
| 1. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>CHEMICAL ENGINEERING--SHELL FACULTY CAREER<br>INITIATION FUND<br>MSN ENGR CHEMICAL ENGR ( TRUST )   | 10,000.00 |
| 2. | DHHS, PHS, ALCHL DRUG ABUSE MNTL HLTH ADM<br>ROCKVILLE, MD<br>MENTAL HEALTH SERVICE SYSTEMS RESEARCH TRAINING<br>FOR THE PERIOD 07-01-86 THROUGH 06-30-87<br>AT A TOTAL COST OF \$165,351.00<br>AWARD # 2 T32 MH14641-11, MOD. 1<br>MSN HS-MED PSYCHIATRY (144-Y410) | 31,742.00 |
| 3. | MULTIPLE DONORS<br>UNRESTRICTED ACCOUNT FOR EAST ASIAN<br>AREA STUDIES<br>MSN L&S INTRDPT CR PROGS E ASIA STU (133-J991)   | 8.00      |
| 4. | MULTIPLE DONORS<br>SUPPORT AGRICULTURAL ECONOMICS GRADUATE TRAINING<br>PROGRAM<br>MSN AG&LSC AG ECONOMICS (133-3859)   | 104.90    |
| 5. | NATIONAL CONFECTIONERS ASSOCIATION<br>CHICAGO, IL<br>DEFRAY COST OF CONDUCTING THE ANNUAL<br>CONFECTIONER'S SHORT COURSE<br>MSN AG&LSC FOOD SCIENCE (133-8131)   | 6,500.00  |

LIBRARIES

- |    |  |           |
|----|--|-----------|
| 1. | MULTIPLE DONORS<br>CORRECT REGENT ACTIONS FEB., MARCH, AND<br>JUNE 1986<br>CALDWELL, WILLIAM L.--LIBRARY FUND<br>MSN HS-MED HUMAN ONCOLOGY ( TRUST ) | 1,480.00- |
| 2. | MULTIPLE DONORS<br>SPECIAL SUPPORT FOR COOPERATIVE CHILDREN'S<br>BOOK CENTER<br>MSN L&S LIB&INF ST (133-D098)  | 350.00    |
| 3. | TRACEY (THOMAS M) TRUST AGREEMENT<br>JACKSONVILLE, FL<br>LAW SCHOOL LIBRARY ACQUISITION FUND<br>MSN LAW LIBRARY (133-F070)                           | 510.72    |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - MADISON

## LIBRARIES

- |    |   |              |            |
|----|---|--------------|------------|
| 4. | MULTIPLE DONORS<br>PURCHASE OF LIBRARY MATERIALS AND SUPPLIES<br>MSN LIBR   | ( 133-F543 ) | 25.00      |
| 5. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>ACQUISITION OF LIBRARY MATERIALS ON AMERICAN<br>DECORATING ARTS FOR KOHLER ART LIBRARY<br>MSN LIBR ADMINISTRATION    | ( 133-LO30 ) | 9,669.74   |
| 6. | WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION<br>MADISON, WI<br>WISCONSIN INTERLIBRARY SERVICES (WILS)<br>FOR THE PERIOD 07-01-86 THRU 06-30-87<br>MSN LIBR WIS INTRLIB SVCS | ( 133-8791 ) | 122,200.00 |

## MISCELLANEOUS

- |    |  |           |            |
|----|--|-----------|------------|
| 1. | ALEXANDER VON HUMBOLT FOUNDATION<br>NEW YORK, NEW YORK<br>AGRICULTURE AND LIFE SCIENCES GENERAL INSTRUCTION<br>AND RESEARCH IMPROVEMENTS<br>MSN AG&LSC ADMIN-DEAN & DIR  | ( TRUST ) | 2,500.00   |
| 2. | AT THE REQUEST OF THE DEAN THE TERMS BE<br>MODIFIED TO USE THE ACCOUNT FOR SPECIAL<br>PROJECTS TO BENEFIT THE MEDICAL SCHOOL<br>MEDICAL SCHOOL RENOVATION PROJECT FUND<br>MSN HS-MED ADMINISTRATION DEANS OFFC | ( TRUST ) |            |
| 3. | WUETHRICH FOUNDATION, INC.<br>GREENWOOD, WI<br>MARSHFIELD EXPERIMENT STATION MILKING PARLOR<br>CONSTRUCTION<br>MSN AG&LSC MARSHFLD RES STA   | ( TRUST ) | 5,000.00   |
| 4. | HOLT, REINHART AND WINSTON<br>NEW YORK, NY<br>SCHOOL OF EDUCATION--WISCONSIN CENTER FOR<br>EDUCATION RESEARCH<br>MSN EDUC GENERAL ADMIN DEAN'S OFC   | ( TRUST ) | .58        |
| 5. | KELAB, INC.<br>MADISON, WI<br>HILLDALE FUND<br>MSN G E A   | ( TRUST ) | 215,000.00 |
| 6. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>JOHNSON, R. O.--LECTURESHIP<br>MSN HS-MED HUMAN ONCOLOGY  | ( TRUST ) | 5,000.00   |
| 7. | CARLSON, VERNE W. M.D. AND DORIS D.<br>ORANGE, CA.<br>MURPHY, Q. R.--LECTURESHIP IN PHYSIOLOGY<br>MSN HS-MED PHYSIOLOGY  | ( TRUST ) | 100.00     |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - MADISON

## MISCELLANEOUS

- |     |   |              |            |
|-----|---|--------------|------------|
| 8.  | STATE NATIONAL BANK<br>EVANSTON, ILLINOIS<br>STALEY, KATE ESTATE<br>MEEK, WALTER MEMORIAL TRUST FUND<br>MSN HS-MED PHYSIOLOGY   | ( TRUST )    | 4.65       |
| 9.  | EDUCATION, DEPT OF<br>WASHINGTON, DC<br>BUSINESS AND INTERNATIONAL EDUCATION PROGRAM<br>FOR THE PERIOD 09-01-86 THROUGH 08-31-87<br>AWARD # GO08640578<br>MSN BUS SCH OF BUSINESS   | ( 144-Y724 ) | 60,000.00  |
| 10. | WI BRD OF VOC TECH & ADULT EDUCATION<br>MADISON, WI<br>PRIME CONTRACTOR WITH DED<br>FUTURE OF WORKING WISCONSIN<br>FOR THE PERIOD 07-01-86 THROUGH 06-30-87<br>AT A TOTAL COST OF \$70,637.00<br>AWARD # 20-002-150-407, MOD. 1<br>MSN EDUC WIS VOC STU CTR W VOC ST C          | ( 144-Y184 ) | 20,637.00  |
| 11. | FERMI NATIONAL ACCELERATOR LABORATORY<br>BATAVIA, IL<br>PRIME CONTRACTOR WITH DOE<br>FERMILAB'S SUPERCONDUCTING WIRE PROGRAM<br>FOR THE PERIOD 09-01-83 THROUGH 09-30-87<br>AT A TOTAL COST OF \$239,404.72<br>AWARD # P.O. 93582, MOD. 8<br>MSN ENGR ENGR EXPER STA SUPRCONDCT | ( 144-T772 ) | 19,893.78  |
| 12. | VETERANS ADMIN<br>MADISON, WI<br>SPECIALIZED MEDICAL RESOURCES-RADIOLOGICAL SERVICE<br>FOR THE PERIOD 10-01-86 THROUGH 09-30-87<br>AWARD # V607P-1213<br>MSN HS-MED RADIOLOGY   | ( 144-Y617 ) | 143,894.00 |
| 13. | UNIVERSITY SURGICAL ASSOCIATES<br>MADISON, WI<br>SUPPORT AUDIOLOGIST<br>MSN HS-MED SURGERY  | ( 133-A013 ) | 4,806.00   |
| 14. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>WILLIAM J MEUER MEMORIAL FUND FOR ADVANCEMENT OF<br>EDUCATION AND UNDERSTANDING IN PHOTO JOURNALISM AT<br>THE DISCRETION OF THE DIRECTOR OF THE SCHOOL OF<br>JOURNALISM AND MASS COMMUNICATION<br>MSN L&S JOURN & MASS COM | ( 133-A625 ) | 1,500.00   |
| 15. | MULTIPLE DONORS<br>DEFRAY SECRETARIAL, POSTAGE, TELEPHONE AND<br>SUPPLIES EXPENSES ASSOCIATED WITH THE "LINEAR<br>ALGEBRA AND ITS APPLICATIONS JOURNAL"<br>MSN L&S MATHEMATICS  | ( 133-A751 ) | 440.00     |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - MADISON

## MISCELLANEOUS

|     |  |           |
|-----|--|-----------|
| 16. | MULTIPLE DONORS<br>COLLEGIATE DAIRY PRODUCTS JUDGING TEAM SUPPORT<br>MSN AG&LSC FOOD SCIENCE (133-B181)  | 850.00    |
| 17. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>HERBARIUM EXPENSES<br>MSN L&S BOTANY (133-B291)   | 1,000.00  |
| 18. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>EXHIBITION FUNDS<br>MSN L&S ELVJM MUSEUM ART (133-B418)   | 2,000.00  |
| 19. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>SALARY SUPPORT FOR FRIENDS OF THE ARBORETUM<br>COORDINATOR<br>MSN ARBOR ARBORETUM (133-B663)                              | 5,000.00  |
| 20. | MULTIPLE DONORS<br>DEPARTMENT OF POULTRY SCIENCE CHAIRMAN'S<br>DISCRETIONARY FUND<br>MSN AG&LSC POULTRY SCIENCE (133-C958)   | 750.00    |
| 21. | SHELL COMPANIES FOUNDATION INCORPORATED<br>HOUSTON, TX<br>SHELL AID IN GEOLOGY AND GEOPHYSICS<br>MSN L&S GEOL & GEOPHYSICS (133-D295)  | 10,000.00 |
| 22. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>CAD/CAM PROGRAM<br>MSN ENGR ENGR EXPER STA CMPTR-AID (133-D807)   | 70,000.00 |
| 23. | MONSANTO COMPANY<br>ST. LOUIS, MO<br>UNRESTRICTED GRANT TO THE DEPARTMENT<br>OF CHEMISTRY<br>MSN L&S CHEMISTRY (133-D910)  | 3,000.00  |
| 24. | MULTIPLE DONORS<br>UNIVERSITY OF WISCONSIN HOSPITAL & CLINICS<br>BURN CENTER<br>MSN HS-HSP ADMINISTRATION ADMIN (133-E213)   | 85.00     |
| 25. | MULTIPLE DONORS<br>EDUCATION OF PATIENTS IN RESTOR PROGRAM<br>(RESPIRATORY EDUCATION AND SERVICE THROUGH<br>ORGANIZED RESOURCES)<br>MSN HS-HSP ADMINISTRATION ADMIN (133-E234) | 1,631.75  |
| 26. | MULTIPLE DONORS<br>DEPARTMENT OF MEDICINE DISCRETIONARY FUND<br>MSN HS-MED MEDICINE (133-E309)   | 380.00    |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - MADISON

## MISCELLANEOUS

|     |   |            |          |
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| 27. | MULTIPLE DONORS<br>ADMINISTRATIVE AND CLERICAL SUPPORT STAFF<br>IN THE DEPARTMENT OF NEUROLOGY<br>MSN HS-MED NEUROLOGY  | (133-E647) | 840.00   |
| 28. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>ANNUAL LANGUAGE DEPARTMENT PLAY<br>MSN L&S FRENCH & ITALIAN  | (133-E902) | 647.21   |
| 29. | MOBAY CHEMICAL CORPORATION<br>PITTSBURGH, PA<br>UNRESTRICTED GRANT TO THE DEPARTMENT OF CHEMISTRY<br>MSN L&S CHEMISTRY  | (133-E937) | 2,000.00 |
| 30. | AFFILIATED ORGANIZATION SUPPORT<br>MSN AG&LSC AGRONOMY  | (133-E980) |          |
|     | 1,500.00 WISCONSIN CORN GROWERS ASSOCIATION<br>MADISON, WI  |            |          |
|     | 481.25 MULTIPLE DONORS  |            |          |
|     |   |            | 1,981.25 |
| 31. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>WISCONSIN HERBARIUM FUND<br>MSN L&S BOTANY   | (133-F151) | 1,000.00 |
| 32. | MULTIPLE DONORS<br>UNRESTRICTED GRANT FOR COOPERATIVE EDUCATION<br>PROGRAM<br>MSN ENGR OPERATIONS   | (133-F171) | 500.00   |
| 33. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>DISCRETIONARY GRANT IN THE DEPARTMENT OF<br>METALLURGICAL AND MINERAL ENGINEERING<br>MSN ENGR ENGR EXPER STA MET & MIN | (133-F737) | 500.00   |
| 34. | MULTIPLE DONORS<br>RESTOR PROGRAM (RESPIRATORY EDUCATION AND<br>SERVICE THROUGH ORGANIZED RESOURCES)<br>MSN HS-HSP ADMINISTRATION ADMIN                                     | (133-F875) | 281.00   |
| 35. | FRIENDS OF UNIVERSITY HOSPITAL & CLINICS<br>MADISON, WI<br>PROVIDE TEMPORARY HOUSING FOR PATIENTS AND<br>THEIR FAMILIES<br>MSN HS-HSP ADMINISTRATION ADMIN                  | (133-G047) | 5,976.64 |
| 36. | NATIONAL CONSORTIUM FOR GRADUATE DEGREES<br>FOR MINORITIES IN ENGINEERING, INC.<br>NOTRE DAME, IN<br>1986-7 GEM FELLOWSHIP PROGRAM<br>MSN GRAD                              | (133-G513) | 3,158.50 |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - MADISON

## MISCELLANEOUS

|     |   |           |
|-----|---|-----------|
| 37. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>CENTER FOR HEALTH ECONOMICS AND LAW EXPENSES<br>MSN L&S ECONOMICS (133-G682)   | 7,112.00  |
| 38. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>WCCC/DHO PUBLIC AWARENESS PROGRAM<br>MSN HS-MED HUMAN ONCOLOGY (133-G744)  | 2,000.00  |
| 39. | MIDWEST UNIVERSITIES CONSORTIUM<br>FOR INTERNATIONAL ACTIVITIES<br>COLUMBUS, OH<br>INTERNATIONAL TRAVEL AND RELATED ACTIVITIES<br>FOR THE PERIOD 06-24-82 THRU 08-31-87 AT A<br>\$21,000 LEVEL<br>AWARD # AF1017<br>MSN G E A INTL STU & PROGS (133-G801) | 12,000.00 |
| 40. | MULTIPLE DONORS<br>CHAIRMAN'S DISCRETIONARY ACCOUNT<br>MSN AG&LSC NR-LANDSCAP ARCH (133-G984)   | 198.60    |
| 41. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>ALUMNI CENSUS<br>MSN AC SVC OFF OF REGISTRAR ADMIN (133-H968)  | 23,000.00 |
| 42. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>ANNUAL LANGUAGE DEPARTMENT PLAY - GERMAN<br>MSN L&S GERMAN (133-H969)  | 261.65    |
| 43. | WISCONSIN STATE JOURNAL<br>MADISON, WI<br>MEDICATIONS FOR PEDIATRIC PATIENTS<br>MSN HS-HSP ADMINISTRATION ADMIN (133-H974)  | 2,000.00  |
| 44. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>DEAN'S DISCRETIONARY ACCOUNT - FINANCE<br>MSN BUS SCH OF BUSINESS (133-J187)   | 4,432.86  |
| 45. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>DEAN'S DISCRETIONARY ACCOUNT - MARKETING<br>MSN BUS SCH OF BUSINESS (133-J188)   | 500.00    |
| 46. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>DEAN'S DISCRETIONARY ACCOUNT - REAL ESTATE<br>MSN BUS SCH OF BUSINESS (133-J190)   | 3,360.00  |
| 47. | MULTIPLE DONORS<br>CROP PHYSIOLOGY GROUP SYMPOSIUM<br>MSN AG&LSC AGRONOMY (133-J374)  | 2,950.00  |

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| 48. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>GERIATRIC OUTREACH INITIATIVES PROGRAM<br>MSN HS-ADM ADMINISTRATION   | (133-J579) | 7,000.00  |
| 49. | NATIONAL ASSOCIATION OF PROFESSORS OF HEBREW<br>MADISON, WI<br>SECRETARY/TREASURER ASSOCIATION EXPENSES<br>MSN L&S HEBREW & SEM STU  | (133-J775) | 900.00    |
| 50. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>HAROLD AND LUCILLE VOLLAND MEMORIAL FUND<br>MSN AG&LSC MEAT & ANIMAL SCI  | (133-J795) | 597.40    |
| 51. | MULTIPLE DONORS<br>THE HELEN IVERSON MEMORIAL FUND<br>MSN HS-MED ONCOLOGY  | (133-K674) | 50.00     |
| 52. | NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS<br>RESTON, VA<br>COMMISSION ON STANDARDS FOR SCHOOL MATHEMATICS<br>FOR THE PERIOD 09-01-86 THRU 08-31-87<br>AT A 69,857 LEVEL<br>MSN EDUC WIS CTR EDUC RES | (133-K824) | 16,486.00 |
| 53. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>GLADYS B BASSETT FUND<br>MSN EDUC PHYS ED & DANCE   | (133-K970) | 2,800.00  |
| 54. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>SUPPORT STUDENT PROJECTS<br>MSN ENGR OPERATIONS   | (133-K988) | 550.00    |
| 55. | MULTIPLE DONORS<br>AIDS EDUCATION<br>MSN HS-UHS HEALTH SVC-BBC   | (133-K995) | 25.00     |
| 56. | SOIL SCIENCE SOCIETY OF AMERICA<br>MADISON, WI<br>EXPENSES ASSOCIATED WITH DUTIES AS PRESIDENT<br>ELECT OF SSSA FOR THE PERIOD 12-01-86 THRU<br>11-30-87<br>MSN AG&LSC SOIL SCIENCE                    | (133-L002) | 9,000.00  |
| 57. | AMERICAN COLLEGE OF PHYSICIANS<br>MADISON, WI<br>ACP ADMINISTRATIVE COSTS FOR THE PERIOD<br>05-01-86 THRU 04-30-87<br>MSN HS-MED HUMAN ONCOLOGY  | (133-L018) | 1,000.00  |
| 58. | MULTIPLE DONORS<br>WOMEN ARE HISTORY<br>MSN L&S HISTORY  | (133-L043) | 442.50    |

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| 59. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>PROSPECTIVE GRADUATE STUDENT HONORARIUMS<br>MSN L&S CHEMISTRY (133-L057)                                   | 6,000.00  |
| 60. | SCHOOL OF BUSINESS DEAN'S DISCRETIONARY GRANT<br>MSN BUS SCH OF BUSINESS (133-0179)   |           |
|     | 14,320.00 BANK ADMINISTRATION INSTITUTE<br>ROLLING MEADOWS, IL  |           |
|     | 55.64 MULTIPLE DONORS   |           |
|     |   | 14,375.64 |
| 61. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>AID IN PUBLICATION OF SPANISH STUDIES AND BOOKS<br>MSN GRAD L&S SP & PORT (133-0650)                       | 1,000.00  |
| 62. | WISCONSIN LAW ALUMNI ASSOCIATION<br>MADISON, WI<br>LAW SCHOOL DEAN'S UNRESTRICTED FUND<br>MSN LAW LAW SCHOOL (133-2128)   | 3,106.44  |
| 63. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>UNRESTRICTED GRANT TO BE USED BY THE DEAN OF THE<br>SCHOOL OF NURSING<br>MSN HS-NUR (133-4314)             | 500.00    |
| 64. | ATLANTIC RICHFIELD FOUNDATION<br>LOS ANGELES, CA<br>DEPARTMENT OF GEOLOGY & GEOPHYSICS CHAIRMAN'S<br>DISCRETIONARY FUND<br>MSN L&S GEOL & GEOPHYSICS (133-4575) | 2,500.00  |
| 65. | MULTIPLE DONORS<br>CONSORTIUM FOR GRADUATE STUDY IN MANAGEMENT<br>MSN BUS SCH OF BUSINESS (133-5984)  | 150.00    |
| 66. | DEPARTMENT OF PLANT PATHOLOGY CHAIRMAN'S<br>UNRESTRICTED ACCOUNT<br>MSN AG&LSC PLANT PATHOLOGY (133-7243)   |           |
|     | 200.00 MULTIPLE DONORS  |           |
|     | 5,486.00 SECURITY PACIFIC NATIONAL BANK<br>SAN FRANCISCO, CA  |           |
|     |   | 5,686.00  |
| 67. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>ENGLISH DEPARTMENT CHAIRMAN'S DISCRETIONARY GRANT<br>MSN L&S ENGLISH (133-7849)                            | 10,000.00 |

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| 68. | MULTIPLE DONORS<br>LONGENECKER HORTICULTURAL AREAS DEVELOPMENT FUND<br>MSN ARBOR ARBORETUM (133-7854)                       | 70.00    |
| 69. | MULTIPLE DONORS<br>SENSORY AND CHEMICAL PROPERTIES OF FOOD FLAVORS<br>MSN AG&LSC FOOD SCIENCE (133-8343)                    | 2,525.00 |
| 70. | MULTIPLE DONORS<br>WAISMAN CENTER ON MENTAL RETARDATION AND HUMAN<br>DEVELOPMENT FUND<br>MSN GRAD WAISMAN CENTER (133-9545) | 500.00   |

## RESEARCH

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|----|---|-----------|
| 1. | LILLY (ELI) AND COMPANY<br>INDIANAPOLIS, IN<br>AGREEMENT TO PROVIDE CLONE SAMPLES<br>MSN AG&LSC BIOCHEMISTRY  |           |
| 2. | DUPONT (E.I.) DENEMOURS & COMPANY, INC.<br>WILMINGTON, DE<br>LIMITED RELEASE AGREEMENT<br>MSN AG&LSC BIOCHEMISTRY   |           |
| 3. | DNAX RESEARCH INSTITUTE<br>PALO ALTO, CA<br>RESEARCH MATERIALS COMPLETE AGREEMENT<br>MSN AG&LSC VETERINARY SCI  |           |
| 4. | BIOGEN, N. V.<br>IMMUNOMODULATOR RESEARCH FUND<br>MSN HS-MED HUMAN ONCOLOGY ( TRUST )   | 2,000.00  |
| 5. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WISCONSIN<br>UROLOGY RESEARCH FUND<br>MSN HS-MED SURGERY UROLOGY ( TRUST )   | 10,000.00 |
| 6. | MEAD JOHNSON NUTRITIONAL GROUP<br>EVANSVILLE, IN.<br>DEPARTMENT OF PEDIATRICS--GASTROINTESTINAL<br>MICROECOLOGY RESEARCH<br>MSN HS-MED PEDIATRICS ( TRUST )   | 20,000.00 |
| 7. | HOLMAN, GROVE B. II<br>MIDDLETON, WISCONSIN<br>KERR, DEANNA D. MEMORIAL FUND<br>FUND IS AVAILABLE FOR THE STUDY OF ACUTE LUNG<br>INJURY<br>ACUTE LUNG INJURY STUDIES FUND<br>MSN HS-MED MEDICINE PULMON MED ( TRUST ) | 9,345.02  |
| 8. | MULTIPLE DONORS<br>FUND IS AVAILABLE FOR HYPERTHERMIA RESEARCH<br>A SPECIALIZED AREA TO RADIOTHERAPY RESEARCH<br>(CANCER RESEARCH)<br>HYPERTHERMIA STUDIES RESEARCH FUND<br>MSN HS-MED HUMAN ONCOLOGY ( TRUST )       | 1,480.00  |

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9. GREENWOOD PRESS, INC.  
WESTPORT, CT.  
SCHOOL OF EDUCATION--WISCONSIN CENTER FOR  
EDUCATION RESEARCH  
MSN EDUC GENERAL ADMIN DEAN'S OFC ( TRUST ) 71.09
10. GLASER, JAMES A.  
WAUWATOSA, WISCONSIN  
DONALD CARTWRIGHT AND ROSEMARY GLASER MEMORIAL  
GIFT  
MCARDLE LABORATORY FOR CANCER RESEARCH  
DISCRETIONARY FUND  
MSN HS-MED ONCOLOGY ( TRUST ) 1,000.00
11. MULTIPLE DONORS  
WISCONSIN CLINICAL CANCER CENTER--RESEARCH  
MSN HS-MED HUMAN ONCOLOGY ( TRUST ) 425.00
12. AGRICULTURE, DEPT. OF  
WASHINGTON, DC  
IN SUPPORT OF THE FOLLOWING:
- 1) MICROANALYSIS OF RURAL FEMALE HEADED POOR FAMILIES  
FOR THE PERIOD 06-26-85 THROUGH 09-30-88  
AT A TOTAL COST OF \$18,600.00  
AWARD # 58-391S-50225, MOD. 1  
MSN AG&LSC RURAL SOCIOLOGY (144-W821) 6,000.00
- 2) ANALYSIS OF RURAL AND NONMETROPOLITAN POPULATION  
CHANGE, 1950 TO DATE  
FOR THE PERIOD 08-15-85 THROUGH 09-30-87  
AT A TOTAL COST OF \$36,000.00  
AWARD # 58-319S-5-00331, MOD. 2  
MSN AG&LSC RURAL SOCIOLOGY (144-X147) 10,000.00
13. UNIVERSITY OF FLORIDA  
GAINESVILLE, FL  
PRIME CONTRACTOR WITH AGRIC  
EPIDEMIOLOGY OF BLUETONGUE VIRUS IN CENTRAL  
AMERICA AND THE CARIBBEAN  
FOR THE PERIOD 10-01-86 THROUGH 07-31-88  
AWARD # AGR DTD 09/29/86  
MSN VET M ADM-RES& GRAD TR ADM-RES&GR (144-Y653) 20,349.00
14. UNIVERSITY OF MINNESOTA  
ST PAUL, MINNESOTA  
PRIME CONTRACTOR WITH AGRIC  
DYNAMICS OF THE AGE STRUCTURE AND VERTICAL  
DISTRIBUTION OF PRATYLENCHUS PENETRANS ASSOCIATED  
WITH POTATO AND CORN  
FOR THE PERIOD 07-01-86 THROUGH 09-30-87  
AWARD # PO #B15524  
MSN AG&LSC PLANT PATHOLOGY (144-Y190) 12,500.00
15. MANAGEMENT ASSISTANCE CORPORATION OF AMERICA  
EL PASO, TX  
PRIME CONTRACTOR WITH AGRICFS  
PROFESSIONAL SERVICES AGREEMENT  
FOR THE PERIOD 10-27-86 THROUGH 09-27-87  
AWARD # 28-K6-395M1  
MSN L&S BOTANY (144-Y722) 10,000.00

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16. COMM, NATIONAL OCEANIC & ATMOSPHERIC ADM  
ROCKVILLE, MD  
IN SUPPORT OF THE FOLLOWING:
- 1) SUPPORT TO A NOAA OPERATIONAL VAS ASSESSMENT  
EFFORT  
FOR THE PERIOD 05-01-84 THROUGH 09-30-86  
AT A TOTAL COST OF \$3,759,195.00  
AWARD # NA-84-DGC-00155, MOD. 8  
MSN GRAD SPACE SCI&ENG CT (144-U387) 594,233.00
- 2) WORKSHOP ON MULTIPURPOSE CADASTRAL AND  
LAND RECORDS SYSTEMS  
FOR THE PERIOD 08-16-86 THROUGH 12-31-86  
AWARD # LTR DTD 08-28-86  
MSN ENV ST LAND INFO STU LD INFO ST (144-Y704) 15,000.00
17. EDUCATION, DEPT OF  
WASHINGTON, DC  
OPERATION OF REGIONAL MULTIFUNCTIONAL RESOURCE  
CENTER - SERVICE AREA 6  
FOR THE PERIOD 10-01-86 THROUGH 09-30-87  
AWARD # 300860050  
MSN EDUC WIS CTR EDUC RES (144-Y638) 556,299.00
18. OREGON STATE SYSTEM OF HIGHER EDUCATION  
MONMOUTH, OR  
PRIME CONTRACTOR WITH DED  
COMMUNICATION SKILLS CENTER FOR DEAF-BLIND  
FOR THE PERIOD 10-01-83 THROUGH 09-30-86  
AT A TOTAL COST OF \$107,832.48  
AWARD # AGR DTD 10/30/86, MOD. 2  
MSN L&S COMMUN DISORDERS (144-T926) 84,785.48
19. DHHS, PHS, NATIONAL INSTITUTES OF HEALTH  
BETHESDA, MD  
IN SUPPORT OF THE FOLLOWING:
- 1) NEW GENETIC MARKERS FOR INSULIN-DEPENDENT  
DIABETES  
FOR THE PERIOD 09-01-85 THROUGH 02-28-86  
AT A TOTAL COST OF \$26,133.00  
AWARD # 5 R23 AM34504-02, MOD. 2  
MSN HS-MED MEDICINE ENDOCRINOL (144-X145) 3,453.00
- 2) CANCER CENTER SUPPORT AT THE MCARDLE LABORATORY  
FOR THE PERIOD 03-01-86 THROUGH 02-28-87  
AT A TOTAL COST OF \$2,124,655.00  
AWARD # 5 P30 CA07175-23, MOD. 1  
MSN HS-MED ONCOLOGY (144-X636) 779,409.00
- 3) REGIONAL PRIMATE CENTER SUPPORT  
FOR THE PERIOD 05-01-86 THROUGH 04-30-87  
AT A TOTAL COST OF \$3,329,569.00  
AWARD # 5 P51 RRO0167-26, MOD. 2  
MSN L&S PRIMATE RES CTR (144-X838) 220,728.00

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- 4) BIOLOGY AND EXPERIMENTAL THERAPY OF BREAST CANCER  
FOR THE PERIOD 07-01-86 THROUGH 05-31-87  
AT A TOTAL COST OF \$502,715.00  
AWARD # 2 PO1 CA20432-10, MOD. 1  
MSN HS-MED HUMAN ONCOLOGY CLIN ONCOL (144-X969) 45,000.00
20. FRONTIER SCIENCE AND TECHNOLOGY  
RESEARCH FOUNDATION, INC.  
AMHERST, NY  
PRIME CONTRACTOR WITH DHHS PHS NIH  
ECOG COOPERATIVE GROUP OUTREACH PROGRAM  
FOR THE PERIOD 12-01-85 THROUGH 11-30-86  
AT A TOTAL COST OF \$79,969.00  
AWARD # CA39088-02-42-01, MOD. 2  
MSN HS-MED HUMAN ONCOLOGY CLIN ONCOL (144-X557) 29,999.00
21. ALLEGHENY-SINGER RESEARCH INSTITUTE  
PITTSBURGH, PA  
PRIME CONTRACTOR WITH DHHS PHS NIH  
HYPERTHERMIA QUALITY ASSURANCE PROGRAM  
FOR THE PERIOD 06-01-83 THROUGH 05-31-87  
AT A TOTAL COST OF \$270,380.00  
AWARD # NO1-CM-37512-UW, MOD. 3  
MSN HS-MED HUMAN ONCOLOGY RADIOPHYS (144-T418) 70,704.00
22. DOD, AIR FORCE  
BOLLING AFB, DC  
IN SUPPORT OF THE FOLLOWING:
- 1) DOD-UNIVERSITY RESEARCH INSTRUMENTATION  
PROGRAM-FY 86-87  
FOR THE PERIOD 10-01-86 THROUGH 09-30-87  
AWARD # AFOSR-87-0061  
MSN ENGR ENGR EXPER STA EL&COMPUT (144-Y675) 175,000.00
- 2) VORTICES IN LONG JOSEPHSON JUNCTIONS  
FOR THE PERIOD 11-15-86 THROUGH 11-14-87  
AWARD # AFOSR-86-0025, MOD. 1  
MSN ENGR ENGR EXPER STA EL&COMPUT (144-Y712) 104,597.00
23. DOD, AIR FORCE  
HANSCOM AFB, MA  
THEORETICAL AND EXPERIMENTAL RESEARCH IN INFRARED  
TECHNOLOGY  
FOR THE PERIOD 03-26-86 THROUGH 09-30-87  
AT A TOTAL COST OF \$119,590.00  
AWARD # F19628-86-C-0076, MOD. 1  
MSN L&S PHYSICS (144-X755) 77,384.00
24. DOD, ARMY  
RESEARCH TRIANGLE PARK, NC  
CLASSIFICATION OF SINGLE AND MULTI-DEGREE-OF-  
FREEDOM MOTIONS  
FOR THE PERIOD 09-10-84 THROUGH 09-30-87  
AT A TOTAL COST OF \$116,410.00  
AWARD # DAAG29-84-K-0182, MOD. 2  
MSN ENGR ENGR EXPER STA MECH ENGR (144-W017) 41,450.00

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25. DOD, ARMY  
WARREN, MI  
DEVELOPMENT OF A MODULAR TRANSIENT CYCLE ANALYSIS  
PROGRAM FOR THE ADIABATIC DIESEL AND OTHER  
COMPOUND DIESEL ENGINES  
FOR THE PERIOD 07-30-84 THROUGH 07-29-88  
AT A TOTAL COST OF \$544,650.00  
AWARD # DAAE07-84-C-R063, MOD. 4  
MSN ENGR ENGR EXPR STA MECH ENGR (144-U770) 100,000.00
26. DOD, NAVY  
ARLINGTON, VA  
IN SUPPORT OF THE FOLLOWING:
- 1) COLLISIONAL ENERGY TRANSFER IN HIGHLY  
VIBRATIONALLY EXCITED MOLECULES  
FOR THE PERIOD 06-01-79 THROUGH 09-30-87  
AT A TOTAL COST OF \$598,747.00  
AWARD # NO0014-79-C-0415, MOD. 8  
MSN L&S CHEMISTRY (144-N122) 110,000.00
- 2) PHOTOELECTRON DIFFRACTION STUDIES OF METAL-  
SEMICONDUCTOR INTERFACES AND OF CHEMISORBED ATOMS  
AND MOLECULES ON SEMICONDUCTOR SURFACES  
FOR THE PERIOD 09-01-80 THROUGH 09-30-87  
AT A TOTAL COST OF \$320,341.00  
AWARD # NO0014-80-C-0908, MOD. 6  
MSN L&S PHYSICS (144-Q108) 56,000.00
- 3) SYNTHESIS AND PROPERTIES OF ENVIRONMENTALLY STABLE  
POLYURETHANE  
(TO CORRECT OVER-REPORTING OF OBLIGATED FUNDS)  
FOR THE PERIOD 07-01-83 THROUGH 01-31-89  
AT A TOTAL COST OF \$376,760.00  
AWARD # NO0014-83-K-0423, MOD. 4  
MSN ENGR ENGR EXPR STA CHEM ENGR (144-T441) 150,690.00-
- 4) DEVELOPMENT OF HIGH PERFORMANCE  
MULTIPROCESSOR DATABASE MACHINES  
FOR THE PERIOD 09-30-86 THROUGH 12-31-86  
AWARD # NO0039-86-C-0578  
MSN L&S COMPUTER SCI (144-Y705) 85,000.00
27. ENERGY, DEPT OF  
ARGONNE, IL  
IN SUPPORT OF THE FOLLOWING:
- 1) EXPERIMENTAL AND THEORETICAL  
HIGH ENERGY PHYSICS  
FOR THE PERIOD 04-01-80 THROUGH 12-31-88  
AT A TOTAL COST OF \$50,079,876.00  
AWARD # DE-ACO2-76ERO0881, MOD. 32  
MSN L&S PHYSICS (144-E164) 350,000.00
- 2) INVESTIGATION OF RF HEATING FOR TANDEM MIRROR  
EXPERIMENTS AND REACTORS  
FOR THE PERIOD 10-01-77 THROUGH 11-30-86  
AT A TOTAL COST OF \$12,418,692.00  
AWARD # DE-ACO2-78ET51015, MOD. 24  
MSN ENGR ENGR EXPR STA NUCL ENGR (144-K783) 260,000.00

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- 3) RADIATION DAMAGE STUDIES FOR FUSION REACTORS  
FOR THE PERIOD 09-01-84 THROUGH 03-31-87  
AT A TOTAL COST OF \$379,000.00  
AWARD # DE-ACO2-78ET52019, MOD. 12  
MSN ENGR ENGR EXPER STA NUCL ENGR (144-U985) 49,000.00
- 4) FUSION PLASMA THEORY (TASK I)  
FOR THE PERIOD 11-01-86 THROUGH 11-30-87  
AWARD # DE-FGO2-86ER53218  
MSN ENGR ENGR EXPER STA NUCL ENGR (144-Y729) 110,000.00
- 5) FUSION PLASMA THEORY (TASK II)  
FOR THE PERIOD 11-01-86 THROUGH 11-30-87  
AWARD # DE-FGO2-86ER53218  
MSN ENGR ENGR EXPER STA FUSION TEC (144-Y730) 17,500.00
- 6) FUSION PLASMA THEORY (TASK III)  
FOR THE PERIOD 11-01-86 THROUGH 11-30-87  
AWARD # DE-FGO2-86ER53218  
MSN ENGR ENGR EXPER STA EL&COMPUT (144-Y731) 37,500.00
- 7) WISCONSIN TORSATRON/STELLARATOR PROGRAM  
FOR THE PERIOD 11-01-86 THROUGH 11-14-87  
AWARD # DE-FGO2-86ER53216  
MSN ENGR ENGR EXPER STA EL&COMPUT (144-Y741) 175,000.00
- 8) TOKAPOLE II RESEARCH  
FOR THE PERIOD 11-07-86 THROUGH 11-14-87  
AWARD # DE-FGO2-86ER53227, MOD. 1  
MSN L&S PHYSICS (144-Y744) 175,000.00
28. ENERGY, DEPT OF  
OAK RIDGE, TN  
POSTDOCTORAL FELLOWSHIP INSTITUTIONAL ALLOWANCE  
FOR THE PERIOD 03-01-85 THROUGH 02-28-86  
AT A TOTAL COST OF \$2,900.00  
AWARD # AGR DTD 09-12-84, MOD. 1  
MSN ENGR ENGR EXPER STA NUCL ENGR (144-W397) 900.00
29. FERMI NATIONAL ACCELERATOR LABORATORY  
BATAVIA, IL  
PRIME CONTRACTOR WITH DOE  
EQUIPMENT FOR THE COLLIDING DETECTOR FACILITY  
(CDF) AT FERMILAB  
FOR THE PERIOD 07-01-83 THROUGH 09-30-87  
AT A TOTAL COST OF \$1,131,000.00  
AWARD # PD SC-954900, MOD. 6  
MSN L&S PHYSICS (144-U319) 30,000.00
30. ROCKWELL INTERNATIONAL CORPORATION  
CANOGA PARK, CA  
PRIME CONTRACTOR WITH DOE  
RESEARCH RELATING TO SFBP ON SOLAR HEATING  
AND COOLING  
FOR THE PERIOD 10-10-86 THROUGH 09-30-87  
AWARD # R75PJZ87030930  
MSN ENGR ENGR EXPER STA SOLAR ENRG (144-Y696) 83,000.00

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31. E G & G IDAHO, INC  
IDAHO FALLS, ID  
PRIME CONTRACTOR WITH DOE  
STEAM GENERATOR TUBE RUPTURE FOR A LIQUID METAL-  
WATER SYSTEM: RELIABILITY AND PHENOMENOLOGICAL  
MODELLING  
FOR THE PERIOD 07-11-83 THROUGH 10-31-87  
AT A TOTAL COST OF \$82,813.00  
AWARD # C83-100174  
MSN ENGR ENGR EXPER STA NUCL ENGR (144-T613) 4,000.00
32. OAK RIDGE ASSOCIATED UNIVERSITIES  
OAK RIDGE, TN  
PRIME CONTRACTOR WITH DOE  
FELLOWSHIP SUPPLY ALLOWANCE  
FOR THE PERIOD 08-05-86 THROUGH 12-31-87  
AWARD # 054709  
MSN ENGR ENGR EXPER STA NUCL ENGR (144-Y721) 900.00
33. INTER. FISH AND WILDLIFE SERVICE  
ST. PAUL, MN  
MOVEMENT AND SURVIVAL OF CANADA GEESE OF THE  
MISSISSIPPI VALLEY POPULATION  
FOR THE PERIOD 10-01-81 THROUGH 09-30-87  
AT A TOTAL COST OF \$336,000.00  
AWARD # 14-16-0003-82-005, MOD. 5  
MSN AG&LSC N R-WILDLIF ECOL (144-R651) 56,000.00
34. NASA, GODDARD SPACE FLIGHT CENTER  
GREENBELT, MD  
SPACELAB DIFFUSE SOFT X-RAY BRAGG SPECTROMETER  
FOR THE PERIOD 03-10-80 THROUGH 03-31-87  
AT A TOTAL COST OF \$4,605,372.00  
AWARD # NAS5-26078, MOD. 15  
MSN GRAD SPACE SCI&ENG CT (144-P296) 309,000.00
35. NATIONAL ENDOWMENT FOR THE HUMANITIES  
WASHINGTON, DC  
AMERICAN COURTS: A BICENTENNIAL PERSPECTIVE  
FOR THE PERIOD 10-01-86 THROUGH 09-30-87  
AWARD # FS-21590-87  
MSN L&S POLITICAL SCI (144-Y723) 67,807.00
36. NATIONAL SCIENCE FOUNDATION  
WASHINGTON, DC  
IN SUPPORT OF THE FOLLOWING:
- 1) GENETICS OF HOST-PARASITE INTERACTIONS  
FOR THE PERIOD 02-15-84 THROUGH 01-31-88  
AT A TOTAL COST OF \$180,000.00  
AWARD # DCB-8317179, MOD. 3  
MSN AG&LSC PLANT PATHOLOGY (144-U077) 65,000.00
- 2) BIOCHEMICAL SYSTEMATICS OF THE CARNIVOROUS  
MARSUPIALS USING SINGLE-COPY DNA HYBRIDIZATION  
FOR THE PERIOD 07-01-84 THROUGH 12-31-87  
AT A TOTAL COST OF \$214,945.00  
AWARD # BSR-8320514, MOD. 2  
MSN L&S ZOOLOGY (144-U683) 82,222.00

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- 3) SPECTROSCOPIC STUDIES OF MIXED METAL OXIDE  
CATALYSTS DURING THEIR GENESIS AND USE  
FOR THE PERIOD 10-15-84 THROUGH 03-31-88  
AT A TOTAL COST OF \$237,000.00  
AWARD # CBT-8410387, MOD. 2  
MSN ENGR ENGR EXPR STA CHEM ENGR (144-W108) 75,000.00
- 4) GENETICS OF SEGREGATION DISTORTION IN DROSOPHILA  
FOR THE PERIOD 11-01-84 THROUGH 04-30-88  
AT A TOTAL COST OF \$292,399.00  
AWARD # DCB-8408200, MOD. 2  
MSN AG&LSC GENETICS (144-W175) 102,629.00
- 5) BOTSWANA ETHNOARCHAEOLOGY  
FOR THE PERIOD 08-15-85 THROUGH 01-31-88  
AT A TOTAL COST OF \$106,188.00  
AWARD # BNS-8509032, MOD. 2  
MSN L&S ANTHROPOLOGY (144-W932) 20,775.00
- 6) THE NEXT GENERATION OF PROGRAM DEVELOPMENT  
ENVIRONMENTS  
FOR THE PERIOD 07-15-85 THROUGH 12-31-87  
AT A TOTAL COST OF \$111,935.00  
AWARD # CCR-8502897, MOD. 1  
MSN L&S COMPUTER SCI (144-W947) 63,680.00
- 7) PLANETARY SCALE DIABATIC HEATING AND TRANSPORT  
PROCESSES FOR THE ASIATIC MONSOON AND GLOBAL  
CIRCULATION  
FOR THE PERIOD 12-01-85 THROUGH 05-31-88  
AT A TOTAL COST OF \$311,200.00  
AWARD # ATM-8517273, MOD. 1  
MSN GRAD SPACE SCI&ENG CT (144-X291) 142,700.00
- 8) POINT DEFECT EQUILIBRIA AND ENERGY TRANSFER  
BY LASER SPECTROSCOPY (MATERIALS RESEARCH)  
FOR THE PERIOD 11-15-85 THROUGH 04-30-88  
AT A TOTAL COST OF \$186,000.00  
AWARD # DMR-8513705, MOD. 1  
MSN L&S CHEMISTRY (144-X361) 95,000.00
- 9) CONTINUED INVESTIGATION OF LOW INTENSITY  
EMISSION LINES FROM THE INTERSTELLAR MEDIUM  
FOR THE PERIOD 11-15-85 THROUGH 04-30-88  
AT A TOTAL COST OF \$250,000.00  
AWARD # AST-8511808, MOD. 1  
MSN L&S PHYSICS (144-X372) 125,000.00
- 10) COMPARATIVE STUDIES OF A SUITE OF LAKES  
IN WISCONSIN  
FOR THE PERIOD 01-01-86 THROUGH 06-30-88  
AT A TOTAL COST OF \$700,000.00  
AWARD # BSR-8514330, MOD. 1  
MSN L&S LIMNOLOGY CTR (144-X524) 350,000.00

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| 11) THEORY OF PHYSICAL ADSORPTION (MATERIALS RESEARCH)<br>FOR THE PERIOD 12-15-85 THROUGH 05-31-88<br>AT A TOTAL COST OF \$87,300.00<br>AWARD # DMR-8516116, MOD. 1<br>MSN L&S PHYSICS  | (144-X527) | 44,300.00  |
| 12) ACQUISITION FOR A PROTEIN<br>SEQUENCING FACILITY EXPANSION<br>FOR THE PERIOD 08-15-86 THROUGH 07-31-88<br>AT A TOTAL COST OF \$300,000.00<br>AWARD # DMB-8514305, MOD. 1<br>MSN GRAD BIOTECHNOLGY CTR   | (144-X895) | 250,000.00 |
| 13) PRESIDENTIAL YOUNG INVESTIGATOR AWARD<br>FOR THE PERIOD 07-01-86 THROUGH 12-31-87<br>AT A TOTAL COST OF \$45,000.00<br>AWARD # MSM-8552486, MOD. 1<br>MSN ENGR ENGR EXPER STA MECHANICS   | (144-Y095) | 20,000.00  |
| 14) INTERGOVERNMENTAL PERSONNEL ASSIGNMENT AGREEMENT<br>FOR THE PERIOD 10-01-86 THROUGH 09-30-88<br>AWARD # AGR DTD 10-21-86<br>MSN GRAD SPACE SCI&ENG CT   | (144-Y688) | 123,830.00 |
| 15) ULTRA-COMPACT (HII) REGIONS: MASS LOSS RATES AND<br>NONTHERMAL EMISSION FROM LUMINOUS STARS; AND<br>INTERSTELLAR MOLECULAR IONS<br>FOR THE PERIOD 11-01-86 THROUGH 04-30-88<br>AWARD # AST-8605125<br>MSN L&S ASTRONOMY                                 | (144-Y706) | 60,400.00  |
| 16) U.S. -AUSTRIA COOPERATIVE RESEARCH:<br>INVESTIGATIONS IN THE AREA OF CYCLOSILANES<br>AS MODELS FOR THE ELECTRONIC PROPERTIES OF<br>SILICON SURFACES (CHEMISTRY)<br>FOR THE PERIOD 11-15-86 THROUGH 04-30-89<br>AWARD # INT-8520638<br>MSN L&S CHEMISTRY | (144-Y710) | 4,300.00   |
| 17) FAST PLANT KITS IN TEACHING PRINCIPLES OF BIOLOGY<br>IN K-12 SCIENCE<br>FOR THE PERIOD 10-15-86 THROUGH 03-31-88<br>AWARD # MDR-8651604<br>MSN AG&LSC PLANT PATHOLOGY   | (144-Y713) | 114,624.00 |
| 18) STUDIES OF ELECTROGENERATIVE PROCESSES OF PROMISE<br>FOR THE PERIOD 12-01-86 THROUGH 05-31-88<br>AWARD # CBT-8612866<br>MSN ENGR ENGR EXPER STA CHEM ENGR   | (144-Y725) | 87,180.00  |
| 19) A STUDY OF BLACK POLITICAL PARTICIPATION<br>FOR THE PERIOD 11-01-86 THROUGH 04-30-89<br>AWARD # SES-8615409<br>MSN L&S SOCIOLOGY  | (144-Y726) | 13,564.00  |

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| 20) | NUCLEAR RESEARCH THEORY (PHYSICS)<br>FOR THE PERIOD 11-15-86 THROUGH 04-30-89<br>AWARD # PHY-8610851<br>MSN L&S      PHYSICS  | (144-Y734) | 230,000.00 |
| 21) | CHARGED PARTICLE ACCELERATION MECHANISMS IN<br>SPACE PLASMAS--DOUBLE LAYERS<br>FOR THE PERIOD 11-15-86 THROUGH 04-30-88<br>AWARD # ATM-8611161<br>MSN ENGR      ENGR EXPER STA      NUCL ENGR   | (144-Y736) | 50,000.00  |
| 37. | U.S.-SPAIN JOINT COMMITTEE FOR SCIENTIFIC<br>AND TECHNOLOGICAL COOPERATION<br>MADRID, SPAIN<br>PRIME CONTRACTOR WITH STATE<br>NUCLEAR MAGNETIC RESONANCE STUDIES<br>OF LIVING TISSUE<br>FOR THE PERIOD 06-01-86 THROUGH 05-31-89<br>AT A TOTAL COST OF \$25,614.00<br>AWARD # CCA8510098<br>MSN AG&LSC BIOCHEMISTRY | (144-Y036) | 11,890.00  |
| 38. | STATE, AGENCY FOR INTERNATIONAL DEVELOP<br>WASHINGTON, DC<br>AGRARIAN STRUCTURE RESEARCH PROJECT<br>FOR THE PERIOD 09-24-86 THROUGH 09-23-87<br>AWARD # DAN-5301-A-00-4033-00 #13, MOD. 13<br>MSN AG&LSC LAND TENURE CTR  | (144-Y707) | 48,680.00  |
| 39. | STATE HISTORICAL SOCIETY OF WISCONSIN<br>MADISON, WI<br>PRIME CONTRACTOR WITH TRANS<br>GEOMORPHOLOGY AND GEOMORPHIC HISTORY OF SITE<br>SB-202 SHEBOYGAN COUNTY, WISCONSIN<br>FOR THE PERIOD 06-15-86 THROUGH 01-15-87<br>AWARD # LTR DTD 09-08-86<br>MSN L&S      GEOGRAPHY   | (144-Y529) | 10,199.00  |
| 40. | VETERANS ADMIN<br>MADISON, WI<br>SALARY SUPPORT OF RA TO PREPARE RADIOLABELLED<br>FLUOROMETHANE<br>FOR THE PERIOD 01-24-83 THROUGH 12-31-86<br>AWARD # 607/D4C398, MOD. 14<br>MSN HS-MED MEDICAL PHYSICS  | (144-S852) | 4,331.18   |
| 41. | MULTIPLE DONORS<br>CANCER RESEARCH - MCARDLE MEMORIAL LABORATORY<br>MSN HS-MED ONCOLOGY   | (133-A250) | 140.00     |
| 42. | MULTIPLE DONORS<br>CANCER RESEARCH<br>MSN HS-MED  | (133-A251) | 1,267.00   |
| 43. | MULTIPLE DONORS<br>HEART RESEARCH<br>MSN HS-MED   | (133-A252) | 767.00     |

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| 44. | MULTIPLE DONORS<br>RESEARCH ON THE CONTROL OF PEA ROOT ROT<br>MSN AG&LSC PLANT PATHOLOGY  | (133-A357) | 1,090.00   |
| 45. | UNIVERSITY NEUROLOGICAL ASSOCIATES<br>MADISON, WI<br>DEPARTMENT OF NEUROLOGY RESEARCH AND DEVELOPMENT<br>FUND<br>MSN HS-MED NEUROLOGY | (133-A533) | 2,000.00   |
| 46. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>ENERGY STORAGE PROJECT<br>MSN ENGR ENGR EXPER STA SUPRCONDCT                     | (133-A797) | 100,000.00 |
| 47. | MERRELL DOW PHARMACEUTICALS<br>CINCINNATI, OH<br>PHARMACEUTICS RESEARCH<br>MSN HS-PHR PHARMACY  | (133-B193) | 5,000.00   |
| 48. | WISCONSIN CROP IMPROVEMENT ASSOCIATION<br>MADISON, WI<br>OAT BREEDING IN LESSER DEVELOPED COUNTRIES<br>MSN AG&LSC AGRONOMY            | (133-B387) | 1,000.00   |
| 49. | MULTIPLE DONORS<br>POTATO RESEARCH<br>MSN AG&LSC PLANT PATHOLOGY  | (133-B496) | 80.00      |
| 50. | FIELD CROP DISEASES<br>MSN AG&LSC PLANT PATHOLOGY   | (133-B522) |            |
|     | 300.00 MULTIPLE DONORS<br>1,000.00 GUSTAFSON, INC.<br>DALLAS, TX  |            |            |
|     |   |            | 1,300.00   |
| 51. | MULTIPLE DONORS<br>DEPARTMENT OF FOOD SCIENCE CHAIRMAN'S<br>DISCRETIONARY FUND<br>MSN AG&LSC FOOD SCIENCE                             | (133-B656) | 500.00     |
| 52. | EMCON ASSOCIATES<br>SAN JOSE, CA<br>SANITARY ENGINEERING RESEARCH<br>MSN ENGR ENGR EXPER STA CIVIL&ENV                                | (133-B990) | 2,560.00   |
| 53. | SUSTAINING FUND FOR CHEESE RESEARCH INSTITUTE<br>MSN AG&LSC FOOD SCIENCE  | (133-B996) |            |
|     | 2,989.20 PFIZER, INC.<br>MILWAUKEE, WI<br>225.00 MULTIPLE DONORS  |            |            |
|     |   |            | 3,214.20   |

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| 54. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>VEGETABLE PROCESSING<br>MSN AG&LSC FOOD SCIENCE                     | (133-C289) | 15,000.00 |
| 55. | DEPARTMENT OF WILDLIFE CONSERVATION<br>JACKSON, MS<br>WILDLIFE RESEARCH<br>MSN AG&LSC N R-WILDLIF ECOL                   | (133-C298) | 1,748.28  |
| 56. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>SOLAR ENERGY RESEARCH<br>MSN ENGR ENGR EXPER STA SOLAR ENRG         | (133-C535) | 725.00    |
| 57. | MULTIPLE DONORS<br>NONMETROPOLITAN POPULATION TRENDS<br>MSN AG&LSC RURAL SOCIOLOGY                                       | (133-C551) | 1,166.00  |
| 58. | INTERNATIONAL PAPER COMPANY FOUNDATION<br>NEW YORK, NY<br>PAUL A. GORMAN FELLOWSHIP<br>MSN ENGR ENGR EXPER STA CHEM ENGR | (133-C726) | 13,550.00 |
| 59. | MULTIPLE DONORS<br>FEED SAMPLE ANALYSIS<br>MSN AG&LSC DAIRY SCIENCE  | (133-D130) | 150.00    |
| 60. | VEGETABLE DISEASE RESEARCH<br>MSN AG&LSC PLANT PATHOLOGY   | (133-D374) |           |
|     | 750.00 MULTIPLE DONORS<br>7,500.00 RHONE-POULENC, INC.<br>NEW BRUNSWICK, NJ  |            | 8,250.00  |
| 61. | MULTIPLE DONORS<br>WOMEN'S STUDIES RESEARCH CENTER<br>MSN L&S WOMEN'S STUDIES  | (133-D392) | 5.00      |
| 62. | MULTIPLE DONORS<br>SCREENING FOR DISEASE RESISTANCE OF VEGETABLES<br>MSN AG&LSC PLANT PATHOLOGY                          | (133-D429) | 35.00     |
| 63. | WILLIAM H RORER, INC.<br>FORT WASHINGTON, PA<br>SURFACE AREA STUDIES<br>MSN HS-PHR PHARMACY                              | (133-D484) | 1,250.00  |
| 64. | MULTIPLE DONORS<br>KIDNEY AND DIABETES RESEARCH<br>MSN HS-HSP ADMINISTRATION ADMIN                                       | (133-D527) | 100.62    |
| 65. | MULTIPLE DONORS<br>INSECT PEST MANAGEMENT<br>MSN AG&LSC ENTOMOLOGY   | (133-D617) | 750.00    |

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| 66. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>MODERN CONTROL THEORY RESEARCH<br>MSN ENGR ENGR EXPER STA CHEM ENGR (133-D866)                               | 75,000.00  |
| 67. | STANDARD OIL COMPANY OF OHIO<br>CLEVELAND, OH<br>STANDARD OIL OF OHIO GRADUATE FELLOWSHIP<br>IN CHEMISTRY<br>MSN L&S CHEMISTRY (133-D987)                         | 10,000.00  |
| 68. | EPIDEMIOLOGY AND CONTROL OF VEGETABLE CROP<br>DISEASES<br>MSN AG&LSC PLANT PATHOLOGY (133-E035)   |            |
|     | 200.00 MULTIPLE DONORS  |            |
|     | 1,000.00 AGTROL CHEMICAL PRODUCTS<br>HOUSTON, TX  |            |
|     | 2,000.00 GRIFFIN AG PRODUCTS CO.<br>VALDOSTA, CA  |            |
|     |   | 3,200.00   |
| 69. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>WISCONSIN ELECTRIC MACHINES AND POWER ELECTRONICS<br>ACCOUNT<br>MSN ENGR ENGR EXPER STA EL&COMPUT (133-E273) | 100,000.00 |
| 70. | MULTIPLE DONORS<br>HYPERTHERMIA RESEARCH<br>MSN HS-MED HUMAN ONCOLOGY (133-E770)  | 45.00      |
| 71. | ABLEX PUBLISHING CORPORATION<br>NORWOOD, NJ<br>EDITORIAL SUPPORT FOR "LIBRARY RESEARCH":<br>AN INTERNATIONAL JOURNAL<br>MSN L&S LIB&INF ST (133-E910)             | 1,500.00   |
| 72. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>PRODUCTION ENGINEERING RESEARCH<br>MSN ENGR ENGR EXPER STA MECH ENGR (133-F045)                              | 60,000.00  |
| 73. | PILLSBURY COMPANY<br>MINNEAPOLIS, MN<br>GENERAL RESEARCH<br>MSN AG&LSC FOOD SCIENCE (133-F506)  | 2,500.00   |
| 74. | WISCONSIN CROP IMPROVEMENT ASSOCIATION<br>MADISON, WI<br>SMALL GRAIN BREEDING AND RESEARCH<br>MSN AG&LSC AGRONOMY (133-F535)                                      | 5,000.00   |
| 75. | MECHANISMS OF VIRAL PATHOGENESIS<br>MSN VET M PATHOBIOLGCL SCI (133-F663)   |            |
|     | 19,520.00 SYNTRO CORPORATION<br>SAN DIEGO, CA   |            |
|     | 6,550.00 EASTERN ARTIFICIAL INSEMINATION COOPERATIVE<br>ITHACA, NY  |            |
|     |   | 26,070.00  |

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| 76. | MULTIPLE DONORS<br>CARDIOVASCULAR RESEARCH<br>MSN HS-PHR PHARMACY  | (133-F905) | 800.00    |
| 77. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>RESEARCH IN CHEMICAL ENGINEERING<br>MSN ENGR ENGR EXPER STA CHEM ENGR   | (133-F937) | 5,000.00  |
| 78. | PSYLLIUM LAXATIVE STUDY<br>MSN AG&LSC NUTRITIONAL SCI  | (133-G365) |           |
|     | 1,000.00 PROFESSOR PETER J VANSOEST<br>ITHACA, NY  |            |           |
|     | 12,050.00 QUAKER OATS COMPANY<br>CHICAGO, IL   |            |           |
|     |  |            | 13,050.00 |
| 79. | NATIONAL KIDNEY FOUNDATION OF WISCONSIN, INC.<br>WAUWATOSA, WI<br>PREVENTION OF EXPERIMENTAL DIABETIC NEPHROPATHY<br>BY CONTROLLING RENAL HEMODYNAMIC FACTORS<br>MSN HS-MED MEDICINE NEPHROLOGY                                      | (133-G578) | 2,150.00  |
| 80. | UNOCAL CORPORATION<br>BREA, CA<br>RESEARCH IN ANCIENT CLASTIC SEDIMENTS IN<br>THE WESTERN U.S.<br>MSN L&S GEOL & GEOPHYSICS  | (133-G722) | 5,000.00  |
| 81. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>HUMAN ONCOLOGY DEVELOPMENT<br>MSN HS-MED HUMAN ONCOLOGY   | (133-G829) | 5,000.00  |
| 82. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>CLIMATE FORECAST PROJECT<br>MSN ENV ST CTR FOR CLIM RES   | (133-G844) | 44,000.00 |
| 83. | MULTIPLE DONORS<br>PHARMACY RESEARCH<br>MSN HS-PHR PHARMACY  | (133-G990) | 845.49    |
| 84. | ROHM AND HAAS COMPANY<br>PHILADELPHIA, PA<br>RESEARCH ON REGISTRATION OF PESTICIDES ON GINSENG<br>MSN AG&LSC PLANT PATHOLOGY   | (133-H036) | 3,000.00  |
| 85. | MULTIPLE DONORS<br>QUALITY & PRODUCTIVITY RESEARCH PROJECT<br>MSN ENGR ENGR EXPER STA INDUS ENGR   | (133-H060) | 171.00    |
| 86. | ELECTRIC POWER RESEARCH INSTITUTE<br>PALO ALTO, CA<br>CORIUM-CONCRETE INTERACTIONS IN STRATIFIED<br>GEOMETRY FOR THE PERIOD 06-27-84 THRU 08-31-87<br>AT A \$174,610 LEVEL<br>AWARD # RP 1931-5<br>MSN ENGR ENGR EXPER STA NUCL ENGR | (133-H267) | 62,120.00 |

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| 87. | SKW TROSTBERG AKTIENGESELLSCHAFT<br>TROSTBERG, FEDERAL REPUBLIC OF GERMANY<br>IMPROVING NITROGEN EFFICIENCY ON SANDY SOILS<br>MSN AG&LSC SOIL SCIENCE (133-H335)   | 3,000.00  |
| 88. | DANE COUNTY MENTAL HEALTH CENTER<br>MADISON, WI<br>EMPLOYEE INTERCHANGE AGREEMENT FOR THE PERIOD<br>07-01-85 THRU 06-30-86<br>MSN HS-MED PSYCHIATRY (133-H430)   | 29,417.58 |
| 89. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>SHELL FACULTY CAREER INITIATION FUND<br>MSN L&S CHEMISTRY (133-H523)  | 10,000.00 |
| 90. | BOEHRINGER INGELHEIM LTD.<br>CHICAGO, IL<br>PHASE I STUDY OF METHOTREXATE AND DIPYRIDAMOLE<br>MSN HS-MED HUMAN ONCOLOGY CLIN ONCOL (133-H690)  | 17,700.00 |
| 91. | MULTIPLE DONORS<br>STUDY OF COLD TOLERANCE IN CORN<br>MSN AG&LSC AGRONOMY (133-H708)   | 300.00    |
| 92. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>POLYMERIZATION REACTION ENGINEERING<br>MSN ENGR ENGR EXPER STA CHEM ENGR (133-H740)   | 75,000.00 |
| 93. | MINNESOTA MINING AND MANUFACTURING COMPANY<br>ST PAUL, MN<br>DESIGN AND CONTROL OF EMULSION<br>POLYMERIZATION REACTORS<br>MSN ENGR ENGR EXPER STA CHEM ENGR (133-H749)   | 20,000.00 |
| 94. | WISC DEPT OF TRANSPORTATION<br>MADISON, WI<br>MICRO-COMPUTER BASED ENGINEERING ANALYSIS OF<br>DATA-LOGGER HIGHWAY ASSESSMENT INFORMATION<br>AWARD # P.O. #TRF 08665,03993<br>MSN ENGR ENGR EXPER STA CIVIL&ENV (133-H947)  | 3,109.44  |
| 95. | MULTIPLE DONORS<br>INFECTION CONTROL EDUCATION FUND<br>MSN HS-MED MEDICINE INFECT DIS (133-H965)   | 500.00    |
| 96. | AMERICAN CANCER SOCIETY, INC.<br>NEW YORK, NY<br>POSTDOCTORAL FELLOWSHIP FOR THE<br>PERIOD 07-01-85 THRU 12-31-86 TERMINATED<br>UPON TRANSFER OF FELLOW TO NEW INSTITUTION<br>EFFECTIVE 08-01-86 AT A \$20,673.20 LEVEL<br>AWARD # PF-2589<br>MSN HS-MED ONCOLOGY (133-J341) | 7,946.80- |

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| 97.  | CARL DUISBERG SOCIETY, INC.<br>NEW YORK, NY<br>EFFECT OF U-70, 138 ON THE INHIBITION OF<br>BACTERIAL PROTEIN SYNTHESIS<br>MSN AG&LSC BACTERIOLOGY   | (133-J363)            | 3,500.00   |
| 98.  | MICHIGAN STATE UNIVERSITY<br>EAST LANSING, MI<br>WEED RESEARCH<br>MSN AG&LSC HORTICULTURE   | (133-J401)            | 1,500.00   |
| 99.  | AMERICAN OCCUPATIONAL THERAPY FOUNDATION, INC.<br>ROCKVILLE, MD<br>OCCUPATIONAL THERAPY FUNCTIONAL ASSESSMENT TOOL<br>MSN HS-A H ADMINISTRATION   | (133-J612)            | 5,000.00   |
| 100. | MERCK SHARPE AND DOHME<br>RAHWAY, NJ<br>UNRESTRICTED RESEARCH IN CYCLOSPORINE CHEMISTRY<br>MSN HS-PHR PHARMACY  | (133-J748)            | 19,000.00  |
| 101. | TRNSYS (TRANSIENT SYSTEM SIMULATION) CONSORTIUM<br>MSN ENGR ENGR EXPER STA SOLAR ENRG   | (133-J790)            |            |
|      | 2,000.00 MADISON GAS AND ELECTRIC COMPANY<br>MADISON, WI  |                       |            |
|      | 3,000.00 CENTRAL FLORIDA (UNIVERSITY OF)<br>FLORIDA SOLAR ENERGY CENTER<br>CAPE CANAVERAL, FL   |                       |            |
|      | 2,000.00 PACIFIC GAS AND ELECTRIC COMPANY<br>SAN FRANCISCO, CA  |                       |            |
|      |   |                       | 7,000.00   |
| 102. | MULTIPLE DONORS<br>VETERINARY CARDIOLOGY RESEARCH FUND<br>MSN VET M MEDICAL SCIENCES  | (133-J816)            | 65.00      |
| 103. | WORLD HEALTH ORGANIZATION<br>GENEVA, SWITZERLAND<br>IMMUNOLOGIC DISCRIMINATION OF SAVANNA-FORM<br>ONCHOCERCA VOLVULUS INFECTIVE LARVAE FOR THE<br>PERIOD 01-01-86 THRU 12-30-87 AT A \$47,500 LEVEL<br>AWARD # ID 850293<br>MSN VET M PATHOBIOLOGCL SCI       | (133-J848)            | 24,500.00  |
| 104. | MULTIPLE DONORS<br>CRUCIFER GENETICS COOPERATIVE<br>MSN AG&LSC PLANT PATHOLOGY  | (133-J959)            | 670.00     |
| 105. | AMERICAN HEART ASSOCIATION OF WISCONSIN<br>MILWAUKEE, WI<br>IMMUNE RESPONSES TO LIPOPROTEINS IN<br>ATHEROSCLEROSIS FOR THE PERIOD 01-01-86<br>THRU 12-31-86. PROJECT WITHDRAWN AND<br>AWARDED AT A LATER DATE.<br>AWARD # GIA #85-GA-56<br>MSN HS-MED SURGERY | THORACIC S (133-J979) | 14,000.00- |

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|      |  |            |           |
|------|--|------------|-----------|
| 106. | AMERICAN CANCER SOCIETY, INC.<br>NEW YORK, NY<br>POSTDOCTORAL FELLOWSHIP FOR THE PERIOD<br>01-01-86 TRHU 12-31-86 TERMINATED UPON<br>TRANSFER OF FELLOW TO NEW INSTITUTION<br>EFFECTIVE 07-31-86 AT AN \$11,666.67 LEVEL<br>AWARD # PF-2735<br>MSN AG&LSC BACTERIOLOGY   | (133-J980) | 8,333.33- |
| 107. | MULTIPLE DONORS<br>SPORT PSYCHOLOGY PROJECT<br>MSN EDUC PHYS ED & DANCE  | (133-K008) | 346.94    |
| 108. | DUPONT (E I) DENEMOURS AND COMPANY<br>WILMINGTON, DE<br>A PHASE 111 DOUBLE-BLIND STUDY COMPARING THE<br>SAFETY AND EFFICACY OF AZAPROPAZONE WITH<br>INDOMETHACINE IN THE TREATMENT OF ACUTE GOUT<br>MSN HS-MED MEDICINE RHEUMATOL  | (133-K187) | 15,120.00 |
| 109. | PFIZER PHARMACEUTICALS<br>NEW YORK, NY<br>SINGLE-DOSE PHARMACOKINETICS OF INTRAVENOUS AND<br>INTRAPERITONEAL AMPICILLIN (2.0 GM) AND<br>SULBACTAM (1.0 GM) CO-ADMINISTERED IN PATIENTS<br>WITHOUT PERITONITIS<br>MSN HS-PHR PHARMACY   | (133-K239) | 646.99    |
| 110. | WALLACE LABORATORIES<br>CRANBURY, NJ<br>PLACEBO-CONTROLLED COMPARISON OF THE EFFECTIVENESS<br>AND SAFETY OF AZELASTINE, CONTROLLED RELEASE<br>THEOPHYLLINE AND COMBINED AZELASTINE-THEOPHYLLINE<br>THERAPY IN THE MANAGEMENT OF PATIENTS WITH<br>NONSTERIOD DEPENDENT BRONCHIAL ASTHMA<br>MSN HS-MED MEDICINE ALLRGY&IMM | (133-K437) | 7,000.00  |
| 111. | BIOTECHNICA INTERNATIONAL, INC.<br>CAMBRIDGE, MA<br>TECHNICAL EVALUATION OF FERMENTATION ENHANCEMENT<br>IN HAYLAGE AND HAY USING A MICROBIAL SILAGE<br>ADDITIVE FOR THE PERIOD 05-01-86 TRHU 04-01-87<br>MSN AG&LSC DAIRY SCIENCE  | (133-K453) | 1,500.00  |
| 112. | WILDLIFE LABORATORIES, INC.<br>FORT COLLINS, CO<br>WILDLIFE RESEARCH<br>MSN VET M CMPARTV BIOSCI'S   | (133-K482) | 4,474.76  |
| 113. | PLOUGHSHARES FUND<br>SAN FRANCISCO, CA<br>WISCONSIN PROJECT ON NUCLEAR ARMS CONTROL<br>FOR THE PERIOD 09-16-86 THRU 07-31-87<br>MSN LAW LAW SCHOOL   | (133-K505) | 10,000.00 |

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| 114. | MULTIPLE DONORS<br>THE ROLE AND IMPORTANCE OF AGRICULTURE TO THE<br>WISCONSIN ECONOMY<br>MSN AG&LSC AG JOURNALISM   | (133-K539) | 900.00    |
| 115. | METRIFLOW, INC.<br>MILWAUKEE, WI<br>DEVELOPMENT OF MEDICAL ELECTRONIC DEVICE FOR<br>NONINVASIVE ANGIOGRAPHY FOR THE PERIOD<br>06-16-86 THRU 04-30-88<br>MSN ENGR ENGR EXPER STA EL&COMPUT   | (133-K561) | 18,400.00 |
| 116. | WISCONSIN RURAL DEVELOPMENT CENTER<br>BLACK EARTH, WI<br>RESEARCH ON SUSTAINABLE AGRICULTURE<br>MSN AG&LSC RURAL SOCIOLOGY  | (133-K625) | 3,113.60  |
| 117. | REPLIGEN CORPORATION<br>CAMBRIDGE, MA<br>CABBAGE BIOLOGICALS<br>MSN AG&LSC ENTOMOLOGY   | (133-K703) | 4,000.00  |
| 118. | FORD FOUNDATION<br>NEW YORK, NY<br>TRAINING PROGRAM IN COOPERATION WITH THE NATIONAL<br>AUTONOMA UNIVERSITY IN NICARAGUA (UNAM) FOR THE<br>PERIOD 08-01-86 THRU 07-31-88<br>AWARD # 860-0558<br>MSN AG&LSC LAND TENURE CTR        | (133-K716) | 42,000.00 |
| 119. | PILLSBURY COMPANY<br>MINNEAPOLIS, MN<br>THE EVALUATION OF BOTULINAL TOXIN PRODUCTION<br>IN FRESH VEGETABLES<br>MSN AG&LSC FOOD MICRO&TOXIC  | (133-K722) | 5,500.00  |
| 120. | NATIONAL BUREAU OF ECONOMIC RESEARCH, INC.<br>CAMBRIDGE, MA<br>ECONOMIC EFFECTS OF US TRADE POLICY FOR THE<br>PERIOD 08-01-86 THRU 07-31-87<br>AWARD # 351<br>MSN L&S ECONOMICS   | (133-K788) | 11,500.00 |
| 121. | ILLINOIS (UNIVERSITY OF) AT CHICAGO<br>CHICAGO, IL<br>EMPLOYEE INTERCHANGE AGREEMENT FOR THE PERIOD<br>09-05-86 THRU 12-05-86<br>MSN L&S LIB&INF ST   | (133-K823) | 26,908.42 |
| 122. | APPLE COMPUTER, INC.<br>CUPERTINO, CA<br>DEVELOP COMPREHENSIVE GUIDE TO PRODUCTS, VENDORS,<br>ORGANIZATIONS AND PRACTICES RELATED TO SPECIAL<br>EDUCATION AND REHABILITATION<br>AWARD # PO # 98-601639<br>MSN GRAD WAISMAN CENTER | (133-K827) | 44,800.00 |

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| 123. | PUBLIC SERVICE COMMISSION OF WISCONSIN<br>MADISON, WI<br>COOPERATIVE AGREEMENT FOR THE PERIOD 09-22-86<br>THRU 12-31-86<br>AWARD # P.O. #PSG2031<br>MSN ENV ST ENVIR POLICY ST  | (133-K985) | 1,500.00 |
| 124. | WISC DEPT OF NATURAL RESOURCES<br>MADISON, WI<br>DNR DIGEST NEWSLETTER EDITING FOR THE<br>PERIOD 10-16-86 THRU 09-21-87<br>AWARD # PO #NRG 90970<br>MSN L&S JOURN & MASS COM  | (133-K998) | 3,160.29 |
| 125. | STERLING-WINTHROP RESEARCH INSTITUTE<br>RENSSELAER, NY<br>UNRESTRICTED FUNDS FOR CONSTRUCTING AN<br>INFECTIOUS CDNA CLONE FOR HUMAN RHINOVIRUS-14<br>MSN GRAD BIOPHYSICS  | (133-L001) | 7,750.00 |
| 126. | AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY<br>BETHESDA, MD<br>MOISTURE SORPTION KINETICS IN POROUS MATERIALS<br>MSN HS-PHR PHARMACY   | (133-L006) | 5,000.00 |
| 127. | WISC DEPT OF NATURAL RESOURCES<br>MADISON, WI<br>DEVELOPMENT OF FOREST HABITAT CLASSIFICATION<br>SYSTEM FOR THE PERIOD 10-21-86 THRU 06-30-88<br>AWARD # PO #NRG 90707<br>MSN AG&LSC N RSRCS-FORESTRY   | (133-L008) | 7,000.00 |
| 128. | WISC DEPT OF ADMINISTRATION<br>MADISON, WI<br>DEGREE DAY SERVICES FOR THE PERIOD 07-01-86<br>THRU 06-30-87<br>AWARD # ADG 50735<br>MSN GRAD SPACE SCI&ENG CT  | (133-L009) | 300.00   |
| 129. | WISC DEPT OF TRANSPORTATION<br>MADISON, WI<br>PHOTOGRAMMETRIC DOCUMENTATION OF THE PATHS OF<br>TRUCKS MAKING INTERSECTION TURNS - PHASE 11<br>FOR THE PERIOD 09-29-86 THRU 02-2287<br>AWARD # TRG 03992<br>MSN ENGR ENGR EXPER STA CIVIL&ENV  | (133-L010) | 7,800.00 |
| 130. | WISC DEPT OF NATURAL RESOURCES<br>MADISON, WI<br>TECHNICAL ASSISTANCE IN THE SENSITIVITY ANALYSIS<br>OF MILWAUKEE AREA DEVELOPMENT PRACTICES AS THEY<br>RELATE TO URBAN RUNOFF CHARACTERISTICS FOR THE<br>PERIOD 10-21-86 THRU 01-30-87<br>AWARD # NRG 90963<br>MSN ENGR ENGR EXPER STA CIVIL&ENV | (133-L016) | 7,040.00 |

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| 131. | LONZA INC.<br>FAIR LAWN, NJ<br>LIPID AND NIACIN UTILIZATION BY LACTATING DAIRY<br>CATTLE<br>MSN AG&LSC DAIRY SCIENCE   | (133-LO19) | 8,000.00  |
| 132. | MILK SPECIALTIES CO.<br>DUNDEE, IL<br>FAT SUPPLEMENTATION OF LACTATING DAIRY CATTLE<br>DIETS<br>MSN AG&LSC DAIRY SCIENCE   | (133-LO20) | 6,500.00  |
| 133. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>GENERAL HISTORY OF CARTOGRAPHY PROJECT<br>MSN L&S GEOGRAPHY   | (133-LO22) | 20,187.18 |
| 134. | INDUSTRY APPLICATIONS SOCIETY<br>VANCOUVER, WA<br>INDUSTRY APPLICATIONS SOCIETY COMMITTEE EXPENSES<br>MSN ENGR ENGR EXPER STA EL&COMPUT  | (133-LO23) | 300.00    |
| 135. | SIGMA-TAU PHARMACEUTICAL<br>ROME, ITALY<br>UNRESTRICTED RESEARCH GIFT<br>MSN HS-MED PATHOL & LAB MED ANAT PATH   | (133-LO27) | 25,000.00 |
| 136. | RHONE-POULENC, INC.<br>NEW BRUNSWICK, NJ<br>POSTANTIBIOTIC EFFECT OF PEFLOXACIN<br>MSN HS-MED MEDICINE INFECT DIS  | (133-LO31) | 4,978.00  |
| 137. | CHR HANSEN'S LAB<br>MILWAUKEE, WI<br>SURVIVAL OF LISTERIA IN DAIRY FOOD INGREDIENTS<br>MSN AG&LSC FOOD SCIENCE   | (133-LO32) | 10,000.00 |
| 138. | ILLINOIS STATE GEOLOGICAL SURVEY<br>URBANA, IL<br>EFFECTS OF COAL MINE INDUCED SUBSIDENCE ON<br>AGRICULTURAL SOILS<br>AWARD # 15E15<br>MSN AG&LSC SOIL SCIENCE   | (133-LO33) | 12,000.00 |
| 139. | BASSET HOUND CLUB OF AMERICA<br>FULLERTON, CA<br>AUTOLOGOUS BONE MARROW TRANSPLANTATION FOR CANINE<br>LYMPHOSARCOMA<br>MSN VET M MEDICAL SCIENCES  | (133-LO36) | 2,000.00  |
| 140. | NATIONAL COOPERATIVE BUSINESS FOUNDATION<br>WASHINGTON, DC<br>DEVELOP GUIDELINES AND DECISION TOOLS FOR<br>COOPERATIVE LEADERS, DIRECTORS, MANAGERS, AND<br>EDUCATORS FOR THE PERIOD 10-01-86 THRU 09-30-87<br>MSN AG&LSC AG ECONOMICS | (133-LO37) | 8,400.00  |

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| 141. | WISCONSIN POWER AND LIGHT COMPANY<br>MADISON, WI<br>ENHANCEMENT OF METHANE GENERATION FROM SANITARY<br>LANDFILLS FOR THE PERIOD 10-01-86 THRU 05-31-87<br>AWARD # GO 71702 8<br>MSN ENGR ENGR EXPER STA CIVIL&ENV (133-L038)   | 10,000.00 |
| 142. | AMERICAN CYANAMID COMPANY<br>PEARL RIVER, NY<br>PHARMACEUTICS RESEARCH<br>MSN HS-PHR PHARMACY (133-L042)   | 5,000.00  |
| 143. | HOFFMANN-LAROCHE, INC.<br>NUTLEY, NJ<br>INTERRUPTION OF NATURALLY TRANSMITTED RHINOVIRUS<br>COLDS BY USE OF ROCHE VITAMIN C<br>MSN HS-MED PREVENTIVE MED (133-L044)  | 22,000.00 |
| 144. | FORD FOUNDATION<br>NEW YORK, NY<br>THE IMPACT OF MIGRATION ON AREAS OF CHRONIC<br>ECONOMIC DEPRESSION FOR THE PERIOD 09-01-86<br>THRU 12-31-88<br>AWARD # 860-1070<br>MSN AG&LSC RURAL SOCIOLOGY (133-L048)  | 49,125.00 |
| 145. | WARNER-LAMBERT COMPANY<br>MORRIS PLAINS, NJ<br>THE EFFECT OF SUPPLEMENTAL CALCIUM ON ORNITHINE<br>DECARBOXYLASE (ODC) IN COLONIC MUCOSAL OF<br>INDIVIDUALS AT INCREASED RISK FOR COLORECTAL<br>CANCER FOR THE PERIOD 11-01-86 THRU 10-31-87<br>AWARD # 934-010<br>MSN HS-MED HUMAN ONCOLOGY (133-L049) | 17,500.00 |
| 146. | AMERICAN STATISTICAL ASSOCIATION<br>WASHINGTON, DC<br>QUANTITATIVE LITERACY EVALUATION: PART 3 -<br>EXPERIMENTAL STUDY FOR THE PERIOD 08-01-86<br>THRU 07-31-87<br>MSN EDUC WIS CTR EDUC RES (133-L050)  | 12,274.00 |
| 147. | WISC DEPT OF NATURAL RESOURCES<br>MADISON, WI<br>EVALUATION OF THE CONSTRUCTIVE USE OF FOUNDRY<br>WASTES IN HIGHWAY BUILDING FOR THE PERIOD<br>11-03-86 THRU 11-02-89<br>AWARD # 1986-102<br>MSN ENGR ENGR EXPER STA CIVIL&ENV (133-L051)  | 75,000.00 |
| 148. | MERCK SHARPE & DOHME RESEARCH LABORATORIES<br>RAHWAY, NJ<br>ENALAPRIL VS PLACEBO IN CHRONIC CONGESTIVE<br>HEART FAILURE<br>MSN HS-MED MEDICINE CARDIOLOGY (133-L054)   | 28,882.00 |

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| 149. | WISC DEPT OF NATURAL RESOURCES<br>MADISON, WI<br>WILDLIFE MANAGEMENT CONSTITUENCY STUDY FOR THE<br>PERIOD 11-10-86 THRU 08-30-87<br>AWARD # P.O. #NRG 91104<br>MSN AG&LSC N R-RECR RSCRC C           | (133-L058) | 14,801.18 |
| 150. | REXROTH CORPORATION<br>LEHIGH VALLEY, PA<br>DESIGN ENGINEERING SERVICES IN AREA OF PRACTICAL<br>HYDRAULICS APPLICATIONS<br>MSN ENGR ENGR EXPER STA MECH ENGR   | (133-L059) | 17,000.00 |
| 151. | WISC DEPT OF TRANSPORTATION<br>MADISON, WI<br>SIMULATION OF PHOTOGRAMMETRIC DETERMINATION OF<br>MOVEMENTS ON THE STURGEON BAY BRIDGE<br>AWARD # P.O. #TRG 02842<br>MSN ENGR ENGR EXPER STA CIVIL&ENV | (133-L063) | 1,800.00  |
| 152. | BAHR TECHNOLOGIES, INC<br>MADISON, WI<br>PERSONAL NAVIGATION RECEIVER PROJECT<br>MSN ENGR ENGR EXPER STA EL&COMPUT   | (133-L064) | 15,150.00 |
| 153. | QUAKER OATS COMPANY<br>CHICAGO, IL<br>DEVELOPMENT OF HIGH QUALITY AND DISEASE RESISTANT<br>OATS<br>MSN AG&LSC AGRONOMY   | (133-0829) | 48.00     |
| 154. | MULTIPLE DONORS<br>MULTIPLE SCLEROSIS RESEARCH<br>MSN HS-MED   | (133-4349) | 766.00    |
| 155. | MULTIPLE DONORS<br>PLANT DISEASE CONTROL STUDIES<br>MSN AG&LSC PLANT PATHOLOGY   | (133-6696) | 500.00    |
| 156. | MICHIGAN STATE UNIVERSITY<br>EAST LANSING, MI<br>SUPPORT RESEARCH ON METHODS AND MATERIALS FOR WEED<br>CONTROL IN FRUIT AND VEGETABLE CROPS<br>MSN AG&LSC HORTICULTURE                               | (133-7179) | 1,000.00  |
| 157. | MULTIPLE DONORS<br>GROWTH REGULATOR RESEARCH ON AGRONOMIC CROPS<br>MSN AG&LSC AGRONOMY   | (133-8218) | 300.00    |
| 158. | AMOCO CORPORATION<br>CHICAGO, IL<br>RESEARCH PROJECT SUPPORT IN THE DEPARTMENT OF<br>ELECTRICAL ENGINEERING<br>MSN ENGR ENGR EXPER STA EL&COMPUT   | (133-8464) | 2,000.00  |

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|------|--|--------------------------------------|----------|
| 159. | HERD DEVELOPMENT AND DAIRY CATTLE BREEDING<br>RESEARCH<br>MSN AG&LSC DAIRY SCIENCE | (133-9531)                           |          |
|      | 150.00   | MULTIPLE DONORS                      |          |
|      | 1,300.00   | HAZELTON LABORATORIES<br>MADISON, WI |          |
|      | 358.00   | MULTIPLE DONORS                      |          |
|      |  |                                      | 1,808.00 |

## STUDENT AID

|    |   |           |           |
|----|---|-----------|-----------|
| 1. | CALIFORNIA FIRST BANK<br>SAN DIEGO, CA.<br>MANCHESTER, JOHN D.<br>MSN BUS SV BURSAR   | ( LOANS ) | 34,764.11 |
| 2. | CONTINENTAL BANK<br>CHICAGO, ILLINOIS<br>SCHULTE, HELEN D. TRUST<br>SCHULTE, HELEN DENNE--LOAN FUND<br>MSN HS-NUR   | ( TRUST ) | 7,576.08  |
| 3. | CONTINENTAL BANK<br>CHICAGO, ILLINDIS<br>SCHULTE, HELEN DENNE TRUST<br>SCHULTE, WALTER B.--SCHOLARSHIP FUND<br>MSN ENGR                                   | ( TRUST ) | 7,576.09  |
| 4. | VERGERONT, ROBERT J.<br>MADISON, WISCONSIN<br>VERGERONT, ELIZABETH VANDENBERG--AWARD FOR<br>4-H CLUB LEADERSHIP<br>MSN AG&LSC ACAD STU AFF ADM SCHOLRSHIP | ( TRUST ) | 100.00    |
| 5. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>HOLT, FRANK O. AND GRACE R.--SCHOLARSHIP FUND<br>MSN EDUC GENERAL ADMIN                              | ( TRUST ) | 232.62    |
| 6. | JOHNSON, MRS. J. WESLEY<br>DALLAS, TEXAS<br>CARNS, CRONIN, GLASSOW--AWARD<br>MSN EDUC PHYS ED & DANCE   | ( TRUST ) | 15.00     |
| 7. | FIREMAN'S FUND INSURANCE FOUNDATION<br>SAN FRANCISCO, CA.<br>BABBUR, VIVIAN EBERLE<br>DICKIE, DR. HELEN--LOAN FUND<br>MSN HS-MED                          | ( TRUST ) | 100.00    |
| 8. | MULTIPLE DONORS<br>WORDEN, DONALD F.--MEMORIAL SCHOLARSHIP FUND<br>MSN HS-MED   | ( TRUST ) | 25.00     |

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9. MESSERSCHMIDT, DR. RAMONA--SCHOLARSHIP FUND  
IN CLINICAL PSYCHOLOGY  
MSN L&S PSYCHOLOGY ( TRUST )
- 73,054.62 FIRST INTERSTATE BANK OF ARIZONA  
TUCSON, ARIZONA  
FUND IS AVAILABLE FOR THE GRANTING OF ANNUAL  
SCHOLARSHIPS FOR STUDENTS ACTIVELY PURSUING A  
DEGREE IN CLINICAL PSYCHOLOGY
- 304.89 FIRST INTERSTATE BANK  
TUCSON, AZ.  
MESSERSCHMIDT, RAMONA ESTATE
- 73,359.51
10. SCHLOENLEBER, LOUISE A. ESTATE - MILWAUKEE, WI  
FUND IS AVAILABLE AS THE GOVERNING BOARD OF THE  
SCHOOL OF LIBRARY SCIENCES MAY SEE FIT, BUT NOT  
FOR SCHOLARSHIPS, WITH THE EMPHASIS UPON THE  
TRAINING FOR LIBRARIANSHIPS.  
SCHLOENLEBER, LOUISE A.--STUDENT ASSISTANCE  
MSN L&S LIB&INF ST ( TRUST ) 10,000.00
11. WEINSTEIN, LAURENCE AND FRANCES  
MIDDLETON, WI  
INCOME IS TO BE USED FOR SCHOLARSHIPS FOR U.S.  
CITIZENS OF JUNIOR OR SENIOR STANDING MAJORING  
IN BUSINESS AS OUTLINED IN THE FULL CONDITIONS.  
WEINSTEIN, LAURENCE A. AND FRANCES L.  
SCHOOL OF BUSINESS MERIT SCHOLARSHIP FUND  
MSN BUS SCH OF BUSINESS ( TRUST ) 50,000.00
12. EDUCATION, DEPT OF  
WASHINGTON, DC  
PELL GRANT PROGRAM  
FOR THE PERIOD 07-01-85 THROUGH 06-30-86  
AT A TOTAL COST OF \$7,900,766.00  
AWARD # P008602947, MOD. 5  
MSN G SERV FELLOWS & SCHOLS ( 148-A086 ) 9,107.00
13. EDUCATION, DEPT OF  
WASHINGTON, DC  
PELL GRANT PROGRAM - ADMINISTRATIVE ALLOWANCE  
FOR THE PERIOD 07-01-85 THROUGH 06-30-86  
AT A TOTAL COST OF \$27,855.00  
AWARD # R008602947, MOD. 1  
MSN AC SVC STU FINAN AIDS STU F AIDS ( 144-X185 ) 395.00
14. UNIVERSITY OF WISCONSIN FOUNDATION  
MADISON, WI  
WISCONSIN LEE NEWSPAPERS SCHOLARSHIP IN THE SCHOOL  
OF JOURNALISM & MASS COMMUNICATIONS  
MSN G SERV FELLOWS & SCHOLS ( 133-A002 ) 3,000.00
15. UNIVERSITY OF WISCONSIN FOUNDATION  
MADISON, WI  
WILLIAM J. HAGENAH MEDICAL SCHOOL SCHOLARSHIP  
MSN HS-MED ( 133-A562 ) 1,750.00

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|     |  |            |           |
|-----|--|------------|-----------|
| 16. | GENERAL MOTORS CORPORATION<br>DETROIT, MI<br>GENERAL MOTORS SCHOLARSHIP PLAN<br>MSN ENGR OPERATIONS  | (133-B280) | 18,397.50 |
| 17. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>WILLARD G. ASCHENBRENER AWARD<br>MSN G SERV FELLOWS & SCHOLS  | (133-B423) | 8,000.00  |
| 18. | BAKER (ROBERT EARL) ESTATE<br>PITTSBURGH, PA<br>VIOLA JURGERSON BAKER MEMORIAL FUND<br>MSN FR&CS FAM RSRC&CNSM SC FAM RSRC&C                                   | (133-B967) | 1,258.32  |
| 19. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>MADISON GAS & ELECTRIC FOUNDATION - EDWARD AND<br>HAZEL FELBER SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS | (133-C412) | 39,605.00 |
| 20. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>LETTERS AND SCIENCE DEAN'S SCHOLARSHIP AWARD<br>MSN G SERV FELLOWS & SCHOLS                               | (133-C413) | 10,650.00 |
| 21. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>GRACE E. LANGDON MEMORIAL<br>MSN G SERV FELLOWS & SCHOLS  | (133-C859) | 4,573.00  |
| 22. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>EVJUE FOUNDATION, INC./CAPITAL TIMES SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS                           | (133-D990) | 8,990.00  |
| 23. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>NELLIE M. BUTT SCHOLARSHIP<br>MSN HS-MED  | (133-E284) | 5,720.00  |
| 24. | MULTIPLE DONORS<br>JOHN WYNGAARD SCHOLARSHIP<br>MSN L&S JOURN & MASS COM   | (133-E769) | 3,940.00  |
| 25. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>CHRISTINA THOMPSON MATTHIAS SCHOLARS<br>MSN L&S JOURN & MASS COM  | (133-F524) | 500.00    |
| 26. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>MCELVAIN OUTSTANDING ACHIEVEMENT AWARDS TO<br>GRADUATE STUDENTS<br>MSN L&S CHEMISTRY                      | (133-F784) | 6,875.00  |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - MADISON

## STUDENT AID

|     |   |            |           |
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| 27. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>HORACE BEEBE SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS                          | (133-G148) | 10,498.00 |
| 28. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>ESTHER ROSE GOODMAN SCHOLARSHIP<br>MSN L&S JOURN & MASS COM                      | (133-G956) | 275.00    |
| 29. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>JAMES JESINSKI SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS                        | (133-H319) | 4,500.00  |
| 30. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>OLAV F. ANDERSON SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS                      | (133-J045) | 2,126.00  |
| 31. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>KEITH B AND KATHERINE MCKY SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS            | (133-J233) | 2,950.00  |
| 32. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>DR. O.N. ALLEN GRADUATE SCHOLARS AWARD<br>MSN AG&LSC ACAD STU AFF ADM SCHOLRSHIP | (133-J561) | 9,000.00  |
| 33. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>E.I. DU PONT MERIT SCHOLARSHIP<br>MSN AG&LSC ACAD STU AFF ADM SCHOLRSHIP         | (133-J562) | 1,500.00  |
| 34. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>DOW CHEMICAL COMPANY MERIT SCHOLARSHIP<br>MSN AG&LSC ACAD STU AFF ADM SCHOLRSHIP | (133-J563) | 1,500.00  |
| 35. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>MONSANTO MERIT SCHOLARSHIP<br>MSN AG&LSC ACAD STU AFF ADM SCHOLRSHIP             | (133-J565) | 1,500.00  |
| 36. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>GLENN S. POUND SCHOLARSHIP<br>MSN AG&LSC ACAD STU AFF ADM SCHOLRSHIP             | (133-J566) | 1,500.00  |
| 37. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>DAVID N. CONNOR MEMORIAL SCHOLARSHIP<br>MSN AG&LSC ACAD STU AFF ADM SCHOLRSHIP   | (133-J841) | 1,000.00  |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - MADISON

## STUDENT AID

|     |   |           |
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| 38. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>LANOGA CORPORATION/FISH BUILDING SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS (133-K032) | 150.00    |
| 39. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>HARVEY MELSTER SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS (133-K588)                   | 750.00    |
| 40. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>ANTHONY DE LORENZO SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS (133-K590)               | 500.00    |
| 41. | COMMITTEE ON INSTITUTIONAL COOPERATION<br>CHAMPAIGN, IL<br>1986-87 CIC MINORITIES FELLOWSHIPS<br>MSN GRAD (133-K682)                        | 23,092.00 |
| 42. | VON BRIESEN (BEQUEST UNDER THE WILL OF ERNST J)<br>MILWAUKEE, WI<br>JACOB H. BEUSCHER SCHOLARSHIP FUND<br>MSN LAW LAW SCHOOL (133-K996)     | 500.00    |
| 43. | ASSOCIATION OF AMERICAN INDIAN AFFAIRS, INC.<br>NEW YORK, NY<br>SEQUOYAH GRADUATE FELLOWSHIP<br>MSN LAW LAW SCHOOL (133-K997)               | 1,500.00  |
| 44. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>DEAN OF STUDENTS EMERGENCY FUND<br>MSN G E A DEAN OF STUDENTS ADMIN (133-L007)         | 1,500.00  |
| 45. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>CLASS OF 1960 NON-RESIDENT SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS (133-L011)       | 50.00     |
| 46. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>PERSIS GESSELL SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS (133-L012)                   | 50.00     |
| 47. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>LAURA LEE SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS (133-L013)                        | 50.00     |
| 48. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>JOSEPH AND BEATRICE RAPKIN SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS (133-L014)       | 50.00     |

GIFTS, GRANTS AND CONTRACTS  
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## UNIVERSITY OF WISCONSIN - MADISON

## STUDENT AID

|     |  |            |           |
|-----|--|------------|-----------|
| 49. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>LORETTA COPELAND SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS                                 | (133-LO15) | 50.00     |
| 50. | DEUTSCHER AKADEMISCHER AUSTAUSCHDIENST<br>BONN, WEST GERMANY<br>GERD RUHTER FELLOWSHIP SUPPLY ALLOWANCE<br>MSN L&S CHEMISTRY                     | (133-LO34) | 589.56    |
| 51. | MULTIPLE DONORS<br>INFECTIOUS DISEASE FELLOWSHIP PROGRAM<br>MSN HS-MED MEDICINE INFECT DIS   | (133-LO35) | 250.00    |
| 52. | NATIONAL ASSOCIATION OF CHAIN DRUG STORES<br>EDUCATION FOUNDATION<br>ALEXANDRIA, VA<br>PHARMACY SCHOLARSHIP AWARD<br>MSN HS-PHR PHARMACY         | (133-LO39) | 1,250.00  |
| 53. | BURROUGHS WELLCOME COMPANY<br>RESEARCH TRIANGLE PARK, NC<br>BURROUGHS-WELLCOME COMPANY SCHOLARSHIPS<br>MSN HS-PHR PHARMACY                       | (133-LO47) | 2,000.00  |
| 54. | FARMERS GROUP, INC.<br>LOS ANGELES, CA<br>FARMERS INSURANCE GROUP OF COMPANIES SCHOLARSHIP<br>MSN BUS SCH OF BUSINESS                            | (133-LO61) | 1,000.00  |
| 55. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>GEORGE AND MARGARET MEEK BISHOP SCHOLARSHIP FUND<br>MSN L&S ECONOMICS                       | (133-LO62) | 500.00    |
| 56. | SCHOOL OF PHARMACY UNDERGRADUATE SCHOLARSHIP FUND<br>MSN HS-PHR PHARMACY   | (133-1078) |           |
|     | 100.00 UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI   |            |           |
|     | 500.00 MULTIPLE DONORS   |            |           |
|     |  |            | 600.00    |
| 57. | AMOCO FOUNDATION, INC.<br>CHICAGO, IL<br>AMOCO FOUNDATION DOCTORAL FELLOWSHIP IN CHEMISTRY<br>MSN L&S CHEMISTRY                                  | (133-4569) | 10,835.00 |
| 58. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>TOBEY-KREGEL FUTURE TEACHERS SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS                     | (133-5150) | 2,000.00  |
| 59. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>CARL AND THERESA HANSON WISCONSIN MERIT<br>SCHOLARSHIP AWARD<br>MSN G SERV FELLOWS & SCHOLS | (133-6106) | 20,675.00 |

GIFTS, GRANTS AND CONTRACTS  
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## UNIVERSITY OF WISCONSIN - MADISON

## STUDENT AID

|     |   |              |                       |
|-----|---|--------------|-----------------------|
| 60. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>OTTILIE REINKE SCHOLARSHIP AWARD<br>MSN G SERV FELLOWS & SCHOLS                                      | ( 133-6197)  | 3,762.00              |
| 61. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>LEE J. & LILLIAN O'REILLY MEMORIAL SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS                        | ( 133-6619)  | 30,155.00             |
| 62. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>SUPPORT ARTS ADMINISTRATION PROGRAM OF THE<br>GRADUATE SCHOOL OF BUSINESS<br>MSN BUS SCH OF BUSINESS | ( 133-6975)  | 20,000.00             |
| 63. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>CHARLES E. BELL SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS   | ( 133-7159)  | 400.00                |
| 64. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>STEPHENSON SCHOLARSHIP FUND<br>MSN G SERV FELLOWS & SCHOLS   | ( 133-7526)  | 4,700.00              |
| 65. | MULTIPLE DONORS<br>UNDERGRADUATE ACTUARIAL SCHOLARSHIP FUND-HIGH<br>SCHOOL SCHOLARSHIP PROGRAM<br>MSN BUS SCH OF BUSINESS                                 | ( 133-8377)  | 525.00                |
| 66. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>NELL M. AND EDWARD P. MCFETRIDGE SCHOLARSHIP<br>MSN G SERV FELLOWS & SCHOLS                          | ( 133-9294)  | 1,500.00              |
| 67. | UNIVERSITY OF WISCONSIN FOUNDATION<br>MADISON, WI<br>SCHOLARSHIP FOR NORTH AMERICAN INDIANS<br>MSN G SERV FELLOWS & SCHOLS                                | ( 133-9572)  | 650.00                |
|     | TOTAL MADISON   |              | 9,805,156.96<br>===== |
|     | EXTENSION AND PUBLIC SERVICE  | 13,003.75    |                       |
|     | INSTRUCTION   | 48,354.90    |                       |
|     | LIBRARIES   | 131,275.46   |                       |
|     | MISCELLANEOUS   | 733,436.45   |                       |
|     | RESEARCH  | 8,406,594.61 |                       |
|     | STUDENT AID   | 472,491.79   |                       |

GIFTS, GRANTS AND CONTRACTS  
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## UNIVERSITY OF WISCONSIN - MILWAUKEE

## INSTRUCTION

1. JOHNSON COUNTY COMMUNITY COLLEGE  
OVERLAND PARK, KS  
PRIME CONTRACTOR WITH DED  
INTERPRETER TRAINING OUTREACH PROJECT - UWM  
FOR THE PERIOD 09-01-86 THROUGH 08-31-87  
MIL EDUC EXCEPTIONAL EDUC (144-X568) 9,309.00
2. NATIONAL INSTITUTE OF EDUCATION  
WASHINGTON, DC  
INCORPORATING RESEARCH BASED TEACHING SKILLS INTO  
A FIELD BASED SECONDARY TEACHER EDUCATION PROGRAM  
FOR THE PERIOD 10-01-85 THROUGH 09-30-87  
AWARD # 400-85-1046 MOD 2  
MIL EDUC ADMINISTRATION (144-X351) 30,715.00
3. NATIONAL ENDOWMENT FOR THE HUMANITIES  
WASHINGTON, DC  
SEMINAR ON PERFORMANCE THEORY: MODERN DRAMA  
AND POSTMODERN THEATER  
FOR THE PERIOD 10-01-86 THROUGH 09-30-87  
AWARD # FS-21655-87  
MIL L&S TWENTIETH CEN ST (144-Y739) 74,577.00
4. GENERAL ELECTRIC  
MILWAUKEE, WI  
JAPANESE LANGUAGE COURSE FOR G.E. EMPLOYEES  
FOR THE PERIOD 07/01/86 THROUGH 01/15/87  
MIL L&S COLL INSTR PROG CURRIC-GEN (133-E597) 4,215.00
5. WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION  
MADISON, WI  
COLLEGE BRIDGE - DEPARTMENT OF LEARNING SKILLS  
AND EDUCATIONAL OPPORTUNITY - SCHOLARSHIP PROGRAM  
FOR THE PERIOD 06/23/86 THROUGH 06/30/87  
AWARD # CHK. NO. A7107295  
MIL AC AFF DEPT OF ED OPPOR (133-K727) 1,550.00

## MISCELLANEOUS

1. STACKNER FAMILY FOUNDATION, INC.  
MILWAUKEE, WISCONSIN  
CUDAHY, ANNA M. AND PATRICK FUND (MILW)  
MIL GRAD URBAN RESRCH CTR ( TRUST ) 5,000.00
2. UWM ALUMNI ASSOCIATION  
MILWAUKEE, WI  
MONEY TO PAY SALARIES AND FRINGE BENEFITS FOR A  
SPECIALIST & STUDENT EMPLOYMENT IN THE DEPT. OF  
ALUMNI RELATIONS  
FOR THE PERIOD 07/01/86 THROUGH 06/30/87  
MIL U REL ALUMNI REL (133-B794) 32,000.00
3. UWM ALUMNI ASSOCIATION  
MILWAUKEE, WI  
DISCRETIONARY ACCOUNT  
FOR THE PERIOD 07/01/86 THROUGH 06/30/87  
MIL U REL ALUMNI REL (133-C616) 20,000.00

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - MILWAUKEE

## MISCELLANEOUS

- |    |  |            |          |
|----|--|------------|----------|
| 4. | UWM FOUNDATION<br>MILWAUKEE, WI<br>MILWAUKEE PLAN<br>MIL BUS AD MGMNT RESRCH CTR                                     | (133-K641) | 6,345.00 |
| 5. | LIPPINCOTT (J B) COMPANY<br>CONTINUED DEVELOPMENT OF THE PROGRAM OF THE UWM<br>SCHOOL OF NURSING<br>MIL NURS NURSING | (133-7653) | 9,620.53 |

## PHYSICAL PLANT

- |    |   |            |
|----|---|------------|
| 1. | HOUSING AND URBAN DEVELOPMENT, DEPT OF<br>WASHINGTON, DC<br>1986/87 INSTALLMENT, INTEREST SUBSIDY GRANT FOR<br>THE CONSTRUCTION OF SANDBURG RESIDENCE HALLS-<br>NORTH TOWER<br>FOR THE PERIOD 12/01/71 THROUGH 06/01/99<br>AWARD # CH WIS 133(D)<br>MIL ADM AF ASST CHAN OFFICE | 51,364.00  |
| 2. | HOUSING AND URBAN DEVELOPMENT, DEPT OF<br>WASHINGTON, DC<br>1986/87 INSTALLMENT, INTEREST SUBSIDY GRANT FOR<br>CONSTRUCTION OF THE STUDENT UNION ADDITION.<br>FOR THE PERIOD 12/01/71 THROUGH 06/01/99<br>AWARD # CH WIS 134(S)<br>MIL ADM AF ASST CHAN OFFICE                  | 114,744.50 |

## RESEARCH

- |    |  |            |            |
|----|--|------------|------------|
| 1. | DOD, AIR FORCE OFFICE OF SCIENTIFIC RESEARCH<br>BOLLING AFB, DC<br>SOME STATISTICAL PROBLEMS IN GAUSSIAN PROCESSES<br>AND EXPERIMENTAL DESIGN<br>FOR THE PERIOD 09-30-85 THROUGH 09-30-87<br>AWARD # AFOSR-84-0329<br>MIL L&S MATH SCIENCES          | (144-W042) | 20,000.00  |
| 2. | UNIVERSITY CITY SCIENCE CENTER<br>PHILADELPHIA, PA<br>PRIME CONTRACTOR WITH DOE<br>ESTABLISHMENT OF ENERGY ANALYSIS AND DIAGNOSTIC<br>CENTER<br>FOR THE PERIOD 10-15-86 THROUGH 09-30-87<br>AWARD # DE-FCO1-84CE40699<br>MIL ENG&AS IND & SYSTS ENGR | (144-Y743) | 49,466.00  |
| 3. | NASA<br>WASHINGTON, DC<br>ISOLATION AND CHARACTERIZATION OF METHANOTROPHS<br>CAPABLE OF GROWTH AT LOW METHANE CONCENTRATIONS<br>FOR THE PERIOD 10-01-85 THROUGH 12-31-87<br>AWARD # NAGW-839 S1<br>MIL GRAD GT LKS ST, CTR F GT LKS STU              | (144-X363) | 113,000.00 |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - MILWAUKEE

## RESEARCH

|     |  |            |           |
|-----|--|------------|-----------|
| 4.  | RESEARCH AND MANUSCRIPT PREPARATION<br>MIL L&S      PHYSICS  | (133-A447) |           |
|     | 500.00      NORTHERN STATES POWER COMPANY<br>MINNEAPOLIS, MN   |            |           |
|     | 200.00      THE SCIENCE MUSEUM OF MINNESOTA<br>ST. PAUL, MN  |            |           |
|     |  |            | 700.00    |
| 5.  | MIDWEST RESEARCH MICROSCOPY<br>MILWAUKEE, WI<br>SURFACE ANALYSIS<br>AWARD # CHECK #6948<br>MIL L&S      PHYSICS  | (133-E596) | 375.00    |
| 6.  | UWM FOUNDATION (VARIOUS)<br>(#852)<br>MILWAUKEE, WI<br>SCHOOL OF BUSINESS ADMINISTRATION SEMINAR SERIES<br>MIL BUS AD MGMNT RESRCH CTR   | (133-H149) | 2,158.52  |
| 7.  | STACKNER FAMILY FOUNDATION<br>MILWAUKEE, WI<br>MILWAUKEE GANG RESEARCH PROJECT/MIDWESTERN<br>CONFERENCE<br>AWARD # CK. NO. 2010<br>MIL GRAD    URBAN RESRCH CTR  | (133-K921) | 5,000.00  |
| 8.  | FLOW SYSTEMS INC.<br>KENT, WA<br>STIPEND FOR DISCRETIONARY RESEARCH PURPOSES<br>MIL ENG&AS ADMINISTRATION  | (133-K994) | 2,000.00  |
| 9.  | WISCONSIN ELECTRIC POWER CO.<br>MILWAUKEE, WI<br>PROTECTIVE THIN FILM PROJECT<br>FOR THE PERIOD 10/13/86 THROUGH 10/12/87<br>AWARD # CHECK NO. 115388<br>MIL L&S      PHYSICS  | (133-K999) | 10,000.00 |
| 10. | UWM FOUNDATION<br>(SHAW FUNDS/MILWAUKEE FOUNDATION)<br>MILWAUKEE, WI<br>SHAW VISITING SCIENTIST IN BIOLOGICAL SCIENCES<br>FOR THE PERIOD 10/01/86 THROUGH 06/30/87<br>MIL GRAD    GT LKS ST, CTR F GT LKS STU  | (133-L025) | 3,000.00  |
| 11. | WISCONSIN DEPARTMENT OF NATURAL RESOURCES<br>MADISON, WI<br>PROJECT TO ENHANCE THE EFFICIENCY OF GROUND<br>WATER MONITORING FOR NITRATES IN WISCONSIN<br>FOR THE PERIOD 10/22/86 THROUGH 06/30/87<br>AWARD # P.O. NRG 90971<br>MIL L&S      GEOL&GEOPH SCI'S | (133-L026) | 9,074.00  |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

UNIVERSITY OF WISCONSIN - MILWAUKEE

## STUDENT AID

1. MULTIPLE DONORS  
ETTENHEIM, GEORGE P.--STUDENT ASSISTANCE (MILW)  
MIL STU AF FINANCIAL AID FEL& SCHOL ( TRUST ) 25.00

TOTAL MILWAUKEE 574,238.55  
=====

|                |            |
|----------------|------------|
| INSTRUCTION    | 120,366.00 |
| MISCELLANEOUS  | 72,965.53  |
| PHYSICAL PLANT | 166,108.50 |
| RESEARCH       | 214,773.52 |
| STUDENT AID    | 25.00      |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - EAU CLAIRE

## INSTRUCTION

|   |              |            |
|---|--------------|------------|
| 1. INDIANA UNIVERSITY FOUNDATION<br>BLOOMINGTON, IN<br>MIDWEST UNIVERSITY CONSORTIUM FOR INTERNATIONAL<br>ACTIVITIES/MALAYSIA<br>FOR THE PERIOD 08-01-86 THRU 06-30-87<br>AWARD # MUCIA<br>EAU ART&SC DEAN-ARTS & SCI | ( 133-7017 ) | 115,933.00 |
|---|--------------|------------|

## RESEARCH

|   |              |          |
|---|--------------|----------|
| 1. WISC DEPT OF NATURAL RESOURCES<br>MADISON, WI<br>NITRATE AND VOC MONITORING MILL RUN SUBDIVISION<br>FOR THE PERIOD 10-21-86 THRU 06-30-87<br>AWARD # 3230<br>EAU ART&SC DEAN-ARTS & SCI        | ( 133-6083 ) | 5,465.00 |
| 2. CHIRON CORPORATION<br>EMERYVILLE, CA<br>EVALUATION OF METHODS OF RNA<br>FOR THE PERIOD 09-25-86 THRU 09-24-87<br>AWARD # CH-86-2<br>EAU ART&SC CHEMISTRY                                       | ( 133-7011 ) | 4,717.00 |
| 3. AYRES ASSOCIATES<br>EAU CLAIRE, WI<br>ARCHAEOLOGICAL SURVEY BRIDGE/CHIPPEWA RIVER<br>ASHLAND COUNTY<br>FOR THE PERIOD 09-18-86 THRU 10-30-86<br>AWARD # AY-86-1<br>EAU ART&SC SOCIAL & ANTHROP | ( 133-7013 ) | 625.00   |

## STUDENT AID

|  |              |           |
|--|--------------|-----------|
| 1. EDUCATION, DEPT OF<br>WASHINGTON, DC<br>COLLEGE WORK STUDY FY 86-87<br>SUPPLEMENTAL<br>FOR THE PERIOD 08-24-86 THROUGH 06-30-87<br>AWARD # PO08714551<br>EAU ST AST WORK-STUDY                              | ( 145-7019 ) | 73,511.00 |
| 2. EDUCATION, DEPT OF<br>WASHINGTON, DC<br>SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT<br>FY 86-87 SUPPLEMENTAL<br>FOR THE PERIOD 08-24-86 THROUGH 06-30-87<br>AWARD # PO08734551<br>EAU ST AST ED OPPOR GRANTS | ( 146-7020 ) | 5,238.00  |
| 3. EDUCATION, DEPT OF<br>WASHINGTON, DC<br>NATIONAL DIRECT STUDENT LOAN FY 86-87<br>SUPPLEMENTAL<br>FOR THE PERIOD 08-24-86 THROUGH 06-30-87<br>AWARD # PO08724551<br>EAU ST AST NATL DIR STU LNS              | ( LOANS )    | 55,723.00 |

|                  |  |            |
|------------------|--|------------|
| TOTAL EAU CLAIRE |  | 261,212.00 |
|------------------|--|------------|

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| INSTRUCTION | 115,933.00 |
| RESEARCH    | 10,807.00  |
| STUDENT AID | 134,472.00 |

GIFTS, GRANTS AND CONTRACTS  
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UNIVERSITY OF WISCONSIN - GREEN BAY

INSTRUCTION

1. HOWARD YOUNG MEDICAL CENTER  
WOODRUFF, WI  
HOWARD YOUNG MEDICAL CENTER NURSING COURSES  
GBY H BIOL NURSING (133-LO45) 4,658.65

STUDENT AID

1. MULTIPLE DONORS  
STUDENT FINANCIAL AID FUND-UWGB  
GBY ST AID FEL & SCHOL-ADG (133-6986) 20.00

TOTAL GREEN BAY 4,678.65  
=====

INSTRUCTION 4,658.65  
STUDENT AID 20.00

GIFTS, GRANTS AND CONTRACTS  
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UNIVERSITY OF WISCONSIN - OSHKOSH

INSTRUCTION

- 1. EDUCATION, DEPT OF  
WASHINGTON, DC  
FIPSE: NEW UNIVERSITY COLLEGE PROJECT  
FOR THE PERIOD 09-15-86 THROUGH 09-14-87  
AWARD # GO08642133  
OSH L&S      SOCIOL-ANTHROPOL                      (144-4461)      19,555.00
  
  - 2. DHHS, PHS, NATIONAL INSTITUTES OF HEALTH  
BETHESDA, MD  
GERONTOLOGIC POST BSN CERTIFICATE PROGRAM  
ARTICULATING WITH MSN  
FOR THE PERIOD 10-01-86 THROUGH 09-30-87  
AWARD # 1 D10 NU25228-01  
OSH NURS      NURS-GRAD PROGS                      (144-4458)      74,618.00
- TOTAL OSHKOSH    94,173.00  
=====

INSTRUCTION    94,173.00

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - PARKSIDE

## INSTRUCTION

1. EDUCATION, DEPT OF  
WASHINGTON, DC  
VETERANS COST-OF-INSTRUCTION PAYMENTS PROGRAM  
FOR THE PERIOD 07-01-86 THROUGH 06-30-87  
AT A TOTAL COST OF \$1,524.00  
AWARD # Q008612218, MOD. 1  
PKS IA&REG INSTL ANAL & REG (144-Y430) 52.00

## MISCELLANEOUS

1. INCOME ONLY FOR AN ANNUAL MEMORIAL LECTURE  
AT UW-PARKSIDE AND TO FUND BIOMEDICAL RESEARCH  
PARTICULARLY IN THE AREA OF HUMAN DEVELOPMENT  
WALLEN, VERONICA ANN MEMORIAL ENDOWMENT  
FUND (PKS)  
PKS SC&SOC SCIENCE ADMIN ( TRUST )

2. REPAIR AND MAINTENANCE OF SCIENCE DIVISION  
EQUIPMENT  
PKS SC&SOC SCIENCE ADMIN (133-H334)

100.00 UNIVERSITY OF WISCONSIN-PARKSIDE  
BENEVOLENT FOUNDATION, INC.  
KENOSHA, WI

100.00 MULTIPLE DONORS

200.00

3. REGIONAL STAFF DEVELOPMENT CENTER, 1986-87  
PKS G E A CHANCELLORS OFF ADMIN (133-J976)

250.00 MULTIPLE DONORS

1,360.00 COOPERATIVE EDUCATIONAL SERVICE AGENCY 2  
MILTON, WI

200.00 MULTIPLE DONORS

647.00 MULTIPLE DONORS

7,264.00 BURLINGTON AREA SCHOOL DISTRICT  
BURLINGTON, WI

10,000.00 KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
KENOSHA, WI

980.00 MULTIPLE DONORS

2,338.00 GATEWAY TECHNICAL INSTITUTE  
KENOSHA, WI

15,000.00 RACINE UNIFIED SCHOOL DISTRICT  
RACINE, WI

420.00 MULTIPLE DONORS

38,459.00

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - PARKSIDE

## RESEARCH

1. MULTIPLE DONORS  
CENTER FOR SURVEY AND MARKETING RESEARCH  
PKS MOD IN BUS & ADMIN SCI BUS MGMNT (133-G937) 614.00
2. KENOSHA PUBLIC LIBRARY  
KENOSHA, WI  
STUDY TO ASSESS PUBLIC AWARENESS, UTILIZATION AND  
NEEDS RELATIVE TO THE KENOSHA PUBLIC LIBRARY  
SYSTEM  
PKS MOD IN BUS & ADMIN SCI BUS MGMNT (133-LO55) 13,100.00
3. MILWAUKEE (CITY OF)  
MILWAUKEE, WI  
COMPREHENSIVE TOURISM DEVELOPMENT STRATEGY  
PKS MOD IN BUS & ADMIN SCI BUS MGMNT (133-LO56) 58,771.00

## STUDENT AID

1. INCOME TO BE AWARDED TO THE JAMES J. POLCZYNSKI  
SCHOLAR SELECTED ON THE BASIS OF ACADEMIC MERIT  
AND MUST HAVE ATTAINED THE MINIMUM ACHIEVEMENTS  
AND STANDINGS AS OUTLINED IN THE FULL TERMS AND  
CONDITIONS  
POLCZYNSKI, JAMES J.--SCHOLARSHIP (PKS)  
PKS MOD IN BUS & ADMIN SCI ADMIN ( TRUST )
2. MULTIPLE DONORS  
DRAMATIC ARTS SCHOLARSHIP FUND  
PKS SC&SOC FINE ARTS ADMIN (133-G871) 140.00
3. MULTIPLE DONORS  
LILLIAN JAMES SCHOLARSHIP -ANNUAL SCHOLARSHIP TO  
BE AWARDED TO AN OUTSTANDING MUSIC MAJOR  
PKS BUS SV FELLOWS & SCHOLS (133-8803) 50.00

TOTAL PARKSIDE 111,386.00

=====

|               |           |
|---------------|-----------|
| INSTRUCTION   | 52.00     |
| MISCELLANEOUS | 38,659.00 |
| RESEARCH      | 72,485.00 |
| STUDENT AID   | 190.00    |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - PLATTEVILLE

## EXTENSION AND PUBLIC SERVICE

|   |            |           |
|---|------------|-----------|
| 1. DOD, AIR FORCE<br>KIRTLAND AFB, NM<br>INTERGOVERNMENTAL PERSONNEL ASSIGNMENT AGREEMENT<br>FOR THE PERIOD 09-01-86 THROUGH 09-30-87<br>AWARD # AFOSR 2306Y1<br>PLT ART&SC PHYSICS | (144-0392) | 73,640.00 |
|---|------------|-----------|

## INSTRUCTION

|   |            |            |
|---|------------|------------|
| 1. EDUCATION, DEPT OF<br>WASHINGTON, DC<br>SPECIAL SERVICES DISADVANTAGED STUDENTS<br>FOR THE PERIOD 07-01-86 THROUGH 06-30-87<br>AWARD # GO08400967<br>PLT G E A STU AFF & COUNSL ASC DN S D                             | (144-0390) | 123,317.00 |
| 2. NATIONAL SCIENCE FOUNDATION<br>WASHINGTON, DC<br>EQUIPMENT PURCHASE GRANT FOR MODERN PHYSICS<br>AND OPTICS LABORATORIES<br>FOR THE PERIOD 05-01-86 THROUGH 10-31-88<br>AWARD # CSI-8650237<br>PLT ART&SC PHYSICS       | (144-0398) | 19,531.00  |
| 3. UW PLATTEVILLE FOUNDATION, INC.<br>PLATTEVILLE, WI<br>FUNDING FOR DIXON CHAIR OF ENGINEERING<br>AND OTHER PERSONNEL ASSISTANTS<br>FOR THE PERIOD 07-01-85 THRU 06-30-86<br>AWARD # CK #6812<br>PLT ENGR DEAN-COLL ENGR | (133-0393) | 9,469.00   |
| 4. UW PLATTEVILLE FOUNDATION, INC.<br>PLATTEVILLE, WI<br>FUNDING FOR COLLEGE OF AGRICULTURE<br>FACULTY PROFESSIONAL DEVELOPMENT<br>FOR THE PERIOD 07-01-86 THRU 06-30-87<br>AWARD # CK #6862-3<br>PLT AGRIC DEAN OF AGRIC | (133-0395) | 3,212.00   |
| 5. WISC DEPT OF NATURAL RESOURCES<br>MADISON, WI<br>DNR BIOLOGY INTERNSHIP<br>FOR THE PERIOD 05-01-86 THRU 08-31-86<br>AWARD # 86-50<br>PLT ART&SC BIOLOGY  | (133-0397) | 3,640.00   |

## MISCELLANEOUS

|   |            |          |
|---|------------|----------|
| 1. UW-PLATTEVILLE ALUMNI ASSOCIATION<br>PLATTEVILLE, WI<br>FUNDING FOR POSITION WITH THE ALUMNI<br>RELATIONS OFFICE<br>FOR THE PERIOD 07-01-85 THRU 06-30-86<br>AWARD # CK #584<br>PLT G E A ASST CHAN-DEV&SV | (133-0403) | 1,712.00 |
|---|------------|----------|

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - PLATTEVILLE

## PHYSICAL PLANT

1. EDUCATION, DEPT OF  
WASHINGTON, DC  
ANNUAL OTTENSMAN HALL INTEREST SUBSIDY  
FOR THE PERIOD 07-01-86 THROUGH 06-30-87  
AWARD # WIS-5-50069-0  
PLT UNIT-W DEBT SV AC BLDGS (144-0400) 4,001.00

## RESEARCH

1. WISC DEPT OF NATURAL RESOURCES  
MADISON, WI  
ADDITIONAL FUNDING FOR GRANT COUNTY AIR  
MONITORING PROGRAM  
FOR THE PERIOD 10-01-86 THRU 09-30-87  
AWARD # NRG 90747  
PLT ART&SC CHEMISTRY (133-0391) 1,981.00

2. AGRI-SAT LIMITED PARTNERSHIP  
BELMONT, WI  
AGRI-SAT COMMUNICATIONS RESEARCH PROJECT  
FOR THE PERIOD 06-01-86 THRU 07-31-86  
AWARD # CK #215  
PLT B,I&C COMMUNICATIONS (133-0396) 4,184.00

3. WISCONSIN SOYBEAN MARKETING BOARD  
MADISON, WI  
CORN-SOYBEAN ROTATION PLANTING IN DRIFTLESS AREA  
FOR THE PERIOD 09-01-85 THRU 08-31-86  
AWARD # CK #1095  
PLT AGRIC AGR SCIENCES (133-0399) 950.00

4. WISCONSIN RURAL DEVELOPMENT CENTER  
MADISON, WI  
COOPERATIVE RESEARCH PROJECT W/WRDC & SIX  
LOCAL FARMERS  
FOR THE PERIOD 07-01-86 THRU 06-30-87  
PLT AGRIC AGR SCIENCES (133-0402) 2,500.00

## STUDENT AID

1. EDUCATION, DEPT OF  
WASHINGTON, DC  
COLLEGE WORK STUDY PROGRAM  
FOR THE PERIOD 07-01-86 THROUGH 06-30-87  
AWARD # PO08714557  
PLT G E A VICE CHANCELLOR (145-0386) 547,806.00

2. EDUCATION, DEPT OF  
WASHINGTON, DC  
IN SUPPORT OF THE FOLLOWING:

1) SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT -  
INITIAL  
FOR THE PERIOD 07-01-86 THROUGH 06-30-87  
AWARD # PO08734557  
PLT ST AST ED OPPOR GRANTS (146-0388) 161,858.00

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - PLATTEVILLE

## STUDENT AID

|  |              |                       |
|--|--------------|-----------------------|
| 2) SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT -<br>CONTINUING<br>FOR THE PERIOD 07-01-86 THROUGH 06-30-87<br>AWARD # PO08744557<br>PLT ST AST ED OPPOR GRANTS                                  | ( 146-0389 ) | 126,139.00            |
| 3. EDUCATION, DEPT OF<br>WASHINGTON, DC<br>NATIONAL DIRECT STUDENT LOAN PROGRAM<br>FOR THE PERIOD 07-01-86 THROUGH 06-30-87<br>AWARD # PO08724557<br>PLT ST AST NATL DIR STU LNS               | ( LOANS )    | 68,226.00             |
| 4. EDUCATION, DEPT OF<br>WASHINGTON, DC<br>IN SUPPORT OF THE FOLLOWING:  |              |                       |
| 1) PELL GRANT PROGRAM - ADDITIONAL<br>FOR THE PERIOD 07-01-85 THROUGH 06-30-86<br>AWARD # PO08602957<br>PLT ST AST BEOG PROGRAM  | ( 148-0383 ) | 1,388,632.00          |
| 2) PELL GRANT ADMINISTRATIVE ALLOWANCE<br>FOR THE PERIOD 07-01-85 THROUGH 06-30-86<br>AWARD # RO08602957<br>PLT ST AST BEOG PROGRAM  | ( 148-0384 ) | 8,255.00              |
| 3) PELL GRANT PROGRAM<br>FOR THE PERIOD 07-01-86 THROUGH 06-30-87<br>AWARD # PO08702957<br>PLT ST AST BEOG PROGRAM   | ( 148-0385 ) | 1,250,820.00          |
| 5. WISCONSIN STATE COUNCIL/ECONOMIC EDUCATION<br>MILWAUKEE, WI<br>FUNDING FOR ECONOMICS SCHOLARSHIPS<br>FOR THE PERIOD 07-01-86 THRU 06-30-87<br>AWARD # CK #1947<br>PLT B,I&C DN-BUS, IND&COM | ( 133-0401 ) | 2,000.00              |
| TOTAL PLATTEVILLE  |              | 3,801,873.00<br>===== |
| EXTENSION AND PUBLIC SERVICE   | 73,640.00    |                       |
| INSTRUCTION  | 159,169.00   |                       |
| MISCELLANEOUS  | 1,712.00     |                       |
| PHYSICAL PLANT   | 4,001.00     |                       |
| RESEARCH   | 9,615.00     |                       |
| STUDENT AID  | 3,553,736.00 |                       |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - RIVER FALLS

## GIFT-IN-KIND

1. J. THOMAS OR EVELYN C. LANE  
AFTON, MINNESOTA  
SORREL MARE, "SKIP AND SPLASH"  
RVF AGRIC LABORATORY FARMS
2. MR. TED SOLOMON  
PEORIA, ILLINOIS  
TWO QUARTERHORSES "STORMY" AND "COBBS"  
RVF AGRIC LABORATORY FARMS
3. MRS. JEAN S. SCHULZE  
LIBERTYVILLE, ILLINOIS  
HANNOVARIAN GELDING "SHOMAN" AND TACK  
RVF AGRIC LABORATORY FARMS

## INSTRUCTION

1. REPUBLIC OF CHINA  
TAIWAN TEACHER EXCHANGE PROGRAM  
FOR THE PERIOD 09-01-86 THRU 08-31-87  
RVF CE&PS FIELD SERVICES INTL PROGS (133-0636) 272,832.00

## RESEARCH

1. DOMAIN, INC.  
NEW RICHMOND, WI  
COMPARISON OF PROTEIN SUPPLEMENTS IN GROWING-  
FINISHING RATIONS FOR SWINE  
FOR THE PERIOD 07-01-86 THRU 01-31-87  
RVF AGRIC ANIMAL SCIENCE (133-0602) 1,440.00
2. DOMAIN, INC.  
NEW RICHMOND, WI  
RESEARCH TO DETERMINE THE EFFECT OF FEEDING ACID  
MILK TO HOLSTEIN CALVES ON GROWTH, FEED INTAKE,  
FEED EFFICIENCY AND INCIDENCE OF DIARRHEA  
FOR THE PERIOD 07-01-86 THRU 03-31-87  
RVF AGRIC ANIMAL SCIENCE (133-0607) 1,400.00

## STUDENT AID

1. THE RIGGS NATIONAL BANK -  
LEW COIT TRUST  
WASHINGTON, DC  
SCHOLARSHIPS FOR QUALIFIED INDIVIDUALS  
FOR THE PERIOD 07-01-86 THRU 06-30-87  
RVF ST AST MISC OTHER (133-0649) 3,826.56
2. POLK COUNTY LAND CONSERVATION DEPARTMENT  
BALSAM LAKE, WI  
EROSION CONTROL PROJECT/INTERNSHIP  
FOR THE PERIOD 06-02-86 THRU 08-22-86  
RVF AGRIC PLANT & EARTH SC (133-0668) 2,241.76

TOTAL RIVER FALLS 281,740.32  
=====

INSTRUCTION 272,832.00  
RESEARCH 2,840.00  
STUDENT AID 6,068.32

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - STEVENS POINT

## EXTENSION AND PUBLIC SERVICE

1. WISC DEPT OF NATURAL RESOURCES  
MADISON, WI  
LAKE MANAGEMENT EDUCATIONAL MATERIALS  
FOR THE PERIOD 10-01-86 THRU 09-30-87  
AWARD # NRG 90333  
STP CONR NATURAL RESOURCS NAT RESRCS (133-8461) 26,250.00

## INSTRUCTION

1. EDUCATION, DEPT OF  
WASHINGTON, DC  
COMPUTERIZING THE UNIVERSITY OF WISCONSIN-  
STEVENS POINT CAMPUS: INCREASING AWARENESS  
OF AND ACCESS TO COMPUTER TECHNOLOGY  
FOR THE PERIOD 10-01-86 THROUGH 09-30-87  
AWARD # G008202928  
STP AC AFF DEAN OF GRAD SCH DN GRAD S (144-1024) 559,941.00
2. TENNESSEE VALLEY AUTHORITY  
GOLDEN POND, KY  
PARTICIPATION IN ACADEMIC ENRICHMENT PROGRAM  
FOR THE PERIOD 09-08-86 THROUGH 11-28-86  
AWARD # TV70560A  
STP CONR NATURAL RESOURCS NAT RESRCS (144-0911) 780.00
3. CENTER VALLEY COOP  
BLACK CREEK, WI  
ROUTINE DUTIES OF A CROP PEST SCOUT  
FOR THE PERIOD 05-19-86 THRU 08-22-86  
STP CONR DEAN OF NAT RES DEAN NAT R (133-0944) 708.00

## LIBRARIES

1. WISCONSIN HUMANITIES COMMITTEE  
MADISON, WI  
PRIME CONTRACTOR WITH NEH  
MIEVAL AND RENAISSANCE BRITISH BRASS RUBBINGS  
FOR THE PERIOD 11-01-86 THROUGH 05-31-87  
AWARD # FY85-81-E722(L)  
STP U REL MUSEUM OF N HIST (144-4506) 998.00

## RESEARCH

1. DHHS, PHS, NATIONAL INSTITUTES OF HEALTH  
BETHESDA, MD  
AMOEBOID SPERM MOTILITY IN THE NEMATODE  
PARASITE ASCARIS  
FOR THE PERIOD 09-01-86 THROUGH 08-31-88  
AWARD # 1 R15 GM37435-01  
STP COLS BIOLOGY (144-5601) 50,000.00
2. NATIONAL PARK SERVICE  
APOSTLE ISLAND NATIONAL LAKESHORE  
BAYFIELD, WI  
PRIME CONTRACTOR WITH INTER  
MEASUREMENTS TO MONITOR BANK EROSION ALONG PRESQUE  
ISLE CAMPGROUND AND TO MONITOR SHORELINE CHANGE  
ALONG SAND SPITS AND CUSPATE FORELANDS IN THE  
APOSTLE ISLANDS  
FOR THE PERIOD 08-01-86 THROUGH 02-01-87  
AWARD # PX6140-6-0271  
STP CONR NATURAL RESOURCS NAT RESRCS (144-8405) 4,300.00

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

UNIVERSITY OF WISCONSIN - STEVENS POINT

RESEARCH

3. CONSOLIDATED PAPERS, INC.  
 WISCONSIN RAPIDS, WI  
 INVENTORY OF WILDLIFE HABITAT ON THE WISCONSIN  
 RIVER BETWEEN THE LAKE DUBAY FLOWAGE DAM AND THE  
 STEVENS POINT FLOWAGE DAM  
 FOR THE PERIOD 09-15-86 THRU 12-31-88  
 AWARD # 125423  
 STP CONR NATURAL RESOURCS NAT RESRCS (133-8447) 2,500.00

STUDENT AID

1. EDUCATION, DEPT OF  
 WASHINGTON, DC  
 NATIONAL DIRECT STUDENT LOAN PROGRAM  
 FOR THE PERIOD 07-01-86 THROUGH 06-30-87  
 AWARD # PO08724550  
 STP STU LI FINANCIAL AIDS N DIR ST L ( LOANS ) 87,467.00

TOTAL STEVENS POINT 732,944.00  
 =====

|                              |            |
|------------------------------|------------|
| EXTENSION AND PUBLIC SERVICE | 26,250.00  |
| INSTRUCTION                  | 561,429.00 |
| LIBRARIES                    | 998.00     |
| RESEARCH                     | 56,800.00  |
| STUDENT AID                  | 87,467.00  |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - STOUT

## EXTENSION AND PUBLIC SERVICE

1. EDUCATION, DEPT OF  
WASHINGTON, DC  
PROJECTS WITH INDUSTRY - A RURAL PARTNERSHIP  
OF BUSINESS, INDUSTRY AND REHABILITATION  
FOR THE PERIOD 10-01-86 THROUGH 09-30-87  
AWARD # GOO8200004  
STO ED&H S CLIENT SVCS INST PR INDUST (144-0508) 183,140.00
2. WI DEPT OF HEALTH & SOCIAL SERVICES  
MADISON, WI  
PRIME CONTRACTOR WITH DHHS PHS NIH  
EXTENSION OF PROJECTS WITH INDUSTRY TRAINING/  
PLACEMENT PROGRAM  
FOR THE PERIOD 10-01-86 THROUGH 09-30-87  
AWARD # 9432-1-D-87  
STO ED&H S CLIENT SVCS INST CL SV INST (144-0475) 15,000.00

## GIFT-IN-KIND

1. NCR CORPORATION - WORLD HEADQUARTERS  
DAYTON, OHIO  
ONE NCR 2126 FOOD SERVICE SYSTEM AND TWO NCR  
PC-6 PERSONAL COMPUTERS  
STO H ECON HABITATNL RESRCS
2. LODGISTIX, INC.  
WICHITA, KANSAS  
LODGMATE SOFTWARE FOR IBM-XT MICRO-COMPUTER,  
PLUS MANUALS  
STO H ECON HABITATNL RESRCS
3. ALTO SHAAM, INC.  
MENOMONEE FALLS, WISCONSIN  
ALTO SHAAM COMMERCIAL KITCHEN EQUIPMENT: MINI HOT  
DELI DISPLAY SYSTEM, HOT DELI COOKING AND HOLDING  
DISPLAY SYSTEM, 2 CUTTING BOARDS, SALAD BAR WITH  
TRAY RAILS, AND COOKIE SHEETS  
STO H ECON HABITATNL RESRCS
4. JAMES TENORIO  
MENOMONIE, WISCONSIN  
FOUR NEWMAN ROLLER SCREEN PRINTING FRAMES, ONE  
NEWMAN ST-METER FOR MEASURING FABRIC TENSION  
STO I&TECH GRAPHIC COMMUNIC GRAPHIC C
5. HOFFMAN ENGINEERING COMPANY  
ANOKA, MINNESOTA  
60 FEET OF ENCLOSED WIRE-WAY. THIS 4" X 4" METAL  
CONDUIT WILL DIRECT AND CONTAIN THE HYDRAULIC  
HOSES AND ELECTRICAL CONTROL CABLES FROM THE  
COMPRESSION TESTER TO THE HYDRAULIC PUMP  
STO I&TECH MATLS & PROCS'S MAT & PROC
6. JAMES K. TENORIO  
MENOMONIE, WISCONSIN  
SMITH-CORONA PORTABLE TYPEWRITER - CLASSIC 12  
STO G E A STU AFF & COUNSL ETHNIC PRG

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

UNIVERSITY OF WISCONSIN - STOUT

## GIFT-IN-KIND

7. GHI SYSTEMS INCORPORATED  
SAN PEDRO, CALIFORNIA  
CUSHION CURVE DEVELOPMENT SOFTWARE PROGRAM TO  
OPERATE OUR EXISTING GHI TRIAD IIE SYSTEM. THIS  
IS A SPECIAL PROGRAM THAT WILL BE USED WHEN  
EVALUATING CUSHIONING MATERIALS  
STO I&TECH MATLS & PROCS'S MAT & PROC
8. 3M  
ST. PAUL, MINNESOTA  
VIDEOCASSETTE: DRUPA - THE GREATEST SHOW IN  
GRAPHICS.  
STO I&TECH GRAPHIC COMMUNIC GRAPHIC C

## INSTRUCTION

1. EDUCATION, DEPT OF  
WASHINGTON, DC  
LONG TERM TEACHING GRANT AND TRAINEESHIPS IN  
WORK EVALUATION AND WORK ADJUSTMENT ADMINISTRATION  
FOR THE PERIOD 09-01-86 THROUGH 08-31-87  
AWARD # G058600176  
STO ED&H S REHABILITATION (144-0548) 17,583.00
2. MCDONALD'S CORPORATION  
BLOOMINGTON, MN  
MONEY TO BE USED FOR THE UW-STOUT COOPERATIVE  
EDUCATION PROGRAM  
FOR THE PERIOD 07-01-86 THRU 06-30-87  
AWARD # 070986D  
STO I&TECH SCH-IND&TECH ADM (133-0222) 500.00
3. STOUT UNIVERSITY FOUNDATION, INC.  
MENOMONIE, WI  
MONEY FOR PACKAGING ACTIVITIES  
FOR THE PERIOD 07-01-86 THRU 06-30-87  
AWARD # 5572  
STO I&TECH MATLS & PROCS'S MAT & PROC (133-0294) 1,000.00

## LIBRARIES

1. STOUT UNIVERSITY FOUNDATION, INC.  
MENOMONIE, WI  
STOUT ALUMNUS, STOUTONIA AND TOWER INDEXING  
PROJECT  
FOR THE PERIOD 10-15-86 THRU 09-30-87  
AWARD # 8046-1-A-87  
STO LIB RE LRNG RESRCS ADM (133-0352) 8,535.00

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

UNIVERSITY OF WISCONSIN - STOUT

RESEARCH

1. WI DEPT OF PUBLIC INSTRUCTION  
MADISON, WI  
PRIME CONTRACTOR WITH DED  
ASSESSMENT AND UTILIZATION OF NEEDS ASSESSMENT/  
LABOR MARKET INFORMATION BY WISCONSIN PUBLIC  
SCHOOLS RECEIVING FUNDS THROUGH THE CARL PERKINS  
VOCATIONAL EDUCATION ACT  
FOR THE PERIOD 07-01-86 THROUGH 06-30-87  
AWARD # PAG 00207  
STO I&TECH CTR FOR VTAE      CVTAE-RES      (144-0718)      59,978.00

STUDENT AID

1. EDUCATION, DEPT OF  
WASHINGTON, DC  
LONG TERM TEACHING GRANT AND TRAINEESHIPS IN  
WORK EVALUATION AND WORK ADJUSTMENT -  
TUITION AND STIPENDS  
FOR THE PERIOD 09-01-86 THROUGH 08-31-87  
AWARD # G058600176  
STO ED&H S REHABILITATION      (144-0620)      82,417.00

TOTAL STOUT      368,153.00

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|                              |            |
|------------------------------|------------|
| EXTENSION AND PUBLIC SERVICE | 198,140.00 |
| INSTRUCTION                  | 19,083.00  |
| LIBRARIES                    | 8,535.00   |
| RESEARCH                     | 59,978.00  |
| STUDENT AID                  | 82,417.00  |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - SUPERIOR

## GIFT-IN-KIND

1. BURROUGHS CORPORATION  
DETROIT, MICHIGAN  
SOFTWARE DONATION TO ADMINISTRATIVE COMPUTING  
CENTER  
SUP G SERV ADMIN COMPUTING
2. DR. STANLEY DEXEMANN  
SUPERIOR, WISCONSIN  
PROJECTION SLIDES; PICTURES, STUDY CARDS, EXAM  
CARDS; MISC. ITEMS  
SUP SCI&M BIOLOGY
3. MR. ALAN ARONSON  
DULUTH, MN  
LABORATORY GLASSWARE  
SUP SCI&M BIOLOGY
4. MS. HAZEL SEQUIN  
285 PLANTS IDENTIFIED AND MOUNTED; 25 FLOWER  
PICTURES AND PRINTS MOUNTED; 120 BIRD PICTURES  
AND PRINTS MOUNTED AND 2 BOOKS  
SUP SCI&M BIOLOGY

## INSTRUCTION

1. NORTHWEST CEP/INDIANHEAD COMMUNITY ACTION  
ASHLAND, WI  
SUMMER PROFESSIONAL CAREER EXPLORATION PROGRAM  
SUP U RES OFF GRANTS & S P (133-0331) 12,036.00

## RESEARCH

1. ENVIRONMENTAL PROTECTION AGENCY  
WASHINGTON, DC  
IN SUPPORT OF THE FOLLOWING:
  - 1) FISH POPULATION CHANGES AND THE MECHANISMS  
ASSOCIATED WITH CHANGE IN AN ACIDIFIED LAKE  
FOR THE PERIOD 04-01-86 THROUGH 03-31-87  
AWARD # CR-812215-01-3  
SUP U RES CTR-L SUP ENV ST CTR-LS E S (144-0332) 6,380.00
  - 2) BIOAVAILABILITY POTENTIAL OF XENOBIOTIC  
CONTAMINANTS IN ENVIRONMENTAL SAMPLES  
FOR THE PERIOD 10-15-86 THROUGH 10-14-87  
AWARD # CR-8812079-02-0  
SUP U RES CTR-L SUP ENV ST CTR-LS E S (144-0333) 40,000.00
2. INTERIOR, DEPT OF  
OMAHA, NB  
WATER RESOURCES OF THE APOSTLE ISLANDS  
NATIONAL LAKESHORE  
FOR THE PERIOD 10-01-86 THROUGH 09-30-87  
AWARD # CX60000-5-0065  
SUP U RES CTR-L SUP ENV ST CTR-LS E S (144-0338) 21,000.00

TOTAL SUPERIOR 79,416.00

=====

INSTRUCTION 12,036.00  
RESEARCH 67,380.00



GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - CENTER SYSTEM

## STUDENT AID

1. EDUCATION, DEPT OF  
WASHINGTON, DC  
PELL GRANT PROGRAM  
FOR THE PERIOD 07-01-85 THROUGH 06-30-86  
AT A TOTAL COST OF \$2,562,267.00  
AWARD # PO08602949, MOD. 4  
CNS (148-R086) 4,123.00
2. EDUCATION, DEPT OF  
WASHINGTON, DC  
PELL GRANT PROGRAM - ADMINISTRATIVE ALLOWANCE  
FOR THE PERIOD 07-01-85 THROUGH 06-30-86  
AT A TOTAL COST OF \$10,845.00  
AWARD # RO08602949, MOD. 1  
CNS CNS AD STUDENT SERVICES ST FIN AID (144-Y014) 2,485.00

TOTAL CENTER SYSTEM 61,601.30

=====

|               |           |
|---------------|-----------|
| INSTRUCTION   | 47,000.00 |
| MISCELLANEOUS | 9,631.30  |
| RESEARCH      | 1,638.00  |
| STUDENT AID   | 6,608.00  |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

## UNIVERSITY OF WISCONSIN - EXTENSION

## EXTENSION AND PUBLIC SERVICE

- |    |  |           |
|----|--|-----------|
| 1. | WI DEPT OF ADMINISTRATION<br>MADISON, WI<br>PRIME CONTRACTOR WITH DOE<br>REVIEW DOCUMENTS PERTAINING TO HIGH-LEVEL<br>RADIOACTIVE WASTE<br>FOR THE PERIOD 03-04-86 THROUGH 12-31-86<br>AT A TOTAL COST OF \$25,514.00<br>AWARD # 86018, P.O. #ADG 00435, MOD. 1<br>EXT G&NH S WIS GEOL&NAT HST W G&N HIST (144-X729) | 3,733.00  |
| 2. | WI DEPT OF NATURAL RESOURCES<br>MADISON, WI<br>PRIME CONTRACTOR WITH EPA<br>SMALL QUANTITY HAZARDOUS WASTE EDUCATION PROJECT<br>FOR THE PERIOD 10-01-86 THROUGH 12-31-87<br>AWARD # P O #NRG 91053<br>EXT COOP E COM,N RSRC&EC DV COM DYNAMC (144-Y747)  | 90,000.00 |
| 3. | CITY OF MILWAUKEE<br>MILWAUKEE, WI<br>SHOOTS 'N ROOTS URBAN GARDEN PROGRAM<br>FOR THE PERIOD 06-01-86 THROUGH 05-31-87<br>AWARD # CBP-86-191-FS<br>EXT COOP E CO&AREA OFC-S E (144-Y081)   | 20,000.00 |
| 4. | PROGRAM UNDERWRITING FOR FY 87<br>EXT TELCOM WHA TELEVISION (133-K474)   |           |
|    | 3,750.00 STOUGHTON TRAILERS, INC.<br>STOUGHTON, WI   |           |
|    | 1,920.00 PET PLUS<br>MADISON, WI   |           |
|    | 1,000.00 WENDT BUILDING SUPPLY, INC.<br>SAUK CITY, WI  |           |
|    | 10,000.00 WESTERN PUBLISHING COMPANY<br>RACINE, WI   |           |
|    |  | 16,670.00 |
| 5. | MULTIPLE DONORS<br>UNRESTRICTED GRANT IN SUPPORT OF WHA-TV<br>EXT TELCOM WHA TELEVISION (133-K838)   | 5.00      |
| 6. | ASHLAND COUNTY OFFICE<br>ASHLAND, WI<br>SUPPORT OF HOME ECONOMICS AND 4-H YOUTH AGENT-<br>ASHLAND COUNTY FOR THE PERIOD 08-12-86 THRU<br>12-31-86<br>EXT COOP E C&AREA OFC-NORTH (133-LO17)  | 5,621.00  |
| 7. | CORPORATION FOR PUBLIC BROADCASTING<br>WASHINGTON, DC<br>TELEVISION INTERCONNECTION SUPPORT FOR<br>THE PERIOD 10-01-86 THRU 09-30-87<br>EXT TELCOM WHA TELEVISION (133-LO28)   | 33,140.00 |

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

UNIVERSITY OF WISCONSIN - EXTENSION

EXTENSION AND PUBLIC SERVICE

8. WISC DEPT OF PUBLIC INSTRUCTION  
MADISON, WI  
ALTERNATIVE APPROACHES TO ELECTRONIC  
COMMUNICATIONS FOR THE PERIOD 10-01-86 THRU  
03-01-87  
AWARD # P.D. # PAG 01331  
EXT TELCOM DIRECTOR'S OFFIC TELECM LAB (133-L053) 9,520.00

9. SUPPORT AREA HOME ECONOMISTS  
EXT COOP E C&AREA OFC-NORTH (133-8368)

1,800.00 VILAS COUNTY OFFICE  
EAGLE RIVER, WI  
2,700.00 FOREST COUNTY OFFICE  
CRANDON, WI

4,500.00

TOTAL EXTENSION 183,189.00  
=====

EXTENSION AND PUBLIC SERVICE 183,189.00

GIFTS, GRANTS AND CONTRACTS  
DECEMBER 5, 1986

UNIVERSITY OF WISCONSIN - CENTRAL ADMINISTRATION

GIFT-IN-KIND

1. TOPITZES AND ASSOCIATES  
MADISON, WISCONSIN  
PC NAMETAG SOFTWARE PACKAGE  
SA PRES OFF OF THE PRES

TOTAL CENTRAL ADMINISTRATION .00  
=====

DECEMBER 5, 1986  
GIFTS, GRANTS AND CONTRACTS SUMMARY  
ITEMS PROCESSED 10-18-86 THROUGH 11-17-86

|                        | EXTENSION | INSTRUCTION | LIBRARIES | MISC.     | PHY. PLANT | RESEARCH    | STUDENT AID | UNRES.  | TOTAL       |
|------------------------|-----------|-------------|-----------|-----------|------------|-------------|-------------|---------|-------------|
| CNTL ADM/UNIV WIDE     | -0-       | -0-         | -0-       | -0-       | -0-        | -0-         | -0-         | -0-     | -0-         |
| CENTER SYSTEM          | -0-       | 47,000      | -0-       | 9,631     | -0-        | (1,638)     | 6,608       | -0-     | 61,601      |
| EAU CLAIRE             | -0-       | 115,933     | -0-       | -0-       | -0-        | 10,807      | 134,472     | -0-     | 261,212     |
| EXTENSION              | 183,189   | -0-         | -0-       | -0-       | -0-        | -0-         | -0-         | -0-     | 183,189     |
| GREEN BAY              | -0-       | 4,659       | -0-       | -0-       | -0-        | -0-         | 20          | -0-     | 4,679       |
| LA CROSSE              | -0-       | -0-         | -0-       | -0-       | -0-        | -0-         | -0-         | -0-     | -0-         |
| MADISON                | 13,004    | 48,355      | 131,275   | 733,436   | -0-        | 8,406,595   | 472,492     | -0-     | 9,805,157   |
| MILWAUKEE              | -0-       | 120,366     | -0-       | 72,966    | 166,109    | 214,774     | 25          | -0-     | 574,239     |
| OSHKOSH                | -0-       | 94,173      | -0-       | -0-       | -0-        | -0-         | -0-         | -0-     | 94,173      |
| PARKSIDE               | -0-       | 52          | -0-       | 38,659    | -0-        | 72,485      | 190         | -0-     | 111,386     |
| PLATTEVILLE            | 73,640    | 159,169     | -0-       | 1,712     | 4,001      | 9,615       | 3,553,736   | -0-     | 3,801,873   |
| RIVER FALLS            | -0-       | 272,832     | -0-       | -0-       | -0-        | 2,840       | 6,068       | -0-     | 281,740     |
| STEVENS POINT          | 26,250    | 561,429     | 998       | -0-       | -0-        | 56,800      | 87,467      | -0-     | 732,944     |
| STOUT                  | 198,140   | 19,083      | 8,535     | -0-       | -0-        | 59,978      | 82,417      | -0-     | 368,153     |
| SUPERIOR               | -0-       | 12,036      | -0-       | -0-       | -0-        | 67,380      | -0-         | -0-     | 79,416      |
| WHITWATER              | -0-       | -0-         | -0-       | -0-       | -0-        | -0-         | -0-         | -0-     | -0-         |
| TOTAL DEC 1986         | 494,223   | 1,455,087   | 140,808   | 856,404   | 170,110    | 8,899,635   | 4,343,495   | -0-     | 16,359,762  |
| PREVIOUSLY REPORTED    | 6,345,900 | 12,478,300  | 518,506   | 6,534,503 | 1,678,965  | 97,299,740  | 40,152,243  | 3,035   | 165,011,193 |
| GRAND TOTAL            | 6,840,123 | 13,933,386  | 659,315   | 7,390,908 | 1,849,075  | 106,199,375 | 44,495,738  | 3,035   | 181,370,955 |
| TOTAL DEC 1985         | 630,419   | 1,080,692   | 2,386     | 864,288   | 41,707     | 9,400,298   | 1,114,555   | (1,000) | 13,133,346  |
| PREVIOUSLY REPORTED    | 3,463,225 | 12,294,340  | 567,957   | 4,366,819 | 383,868    | 88,232,610  | 35,672,511  | 5,625   | 144,986,956 |
| GRAND TOTAL            | 4,093,644 | 13,375,033  | 570,343   | 5,231,107 | 425,575    | 97,632,908  | 36,787,066  | 4,625   | 158,120,302 |
| FEDERAL TOTAL DEC 1986 | 385,513   | 1,008,720   | 998       | 246,380   | 170,110    | 7,342,236   | 3,872,202   | -0-     | 13,026,158  |
| PREVIOUSLY REPORTED    | 1,875,605 | 10,028,719  | 107,952   | 2,080,954 | 1,037,001  | 68,802,782  | 38,090,905  | -0-     | 122,023,918 |
| FEDERAL GRAND TOTAL    | 2,261,118 | 11,037,439  | 108,950   | 2,327,333 | 1,207,111  | 76,145,018  | 41,963,107  | -0-     | 135,050,076 |
| FEDERAL TOTAL DEC 1985 | 527,785   | 368,906     | -0-       | 354,688   | 41,707     | 6,723,431   | 994,775     | -0-     | 9,011,292   |
| PREVIOUSLY REPORTED    | 2,576,969 | 11,755,048  | 4,301     | 1,161,874 | 382,651    | 62,250,242  | 33,374,757  | -0-     | 111,505,842 |
| FEDERAL GRAND TOTAL    | 3,104,754 | 12,123,954  | 4,301     | 1,516,562 | 424,358    | 68,973,673  | 34,369,532  | -0-     | 120,517,134 |



**The University of Wisconsin System**

# **Planning the Future**

**Report of the  
Regents Study Group on the Future  
of the University of Wisconsin System**

**November 1986**

## REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

**Regent Ruth C. Clusen**  
**Regent Edith N. Finlayson**  
**Regent Ody J. Fish** (*Chair*)  
**Regent Ness Flores**  
**Regent M. William Gerrard**  
**Regent Herbert J. Grover**  
**Regent Camilla R. Hanson**  
**Regent Paul E. Hassett**  
**Regent Frank H. Heckrodt**  
**Regent Warren P. Knowles**  
**Regent Ben R. Lawton**  
**Executive Vice President Katharine C. Lyall**  
**Regent Thomas L. Lyon**  
**Regent Frank L. Nikolay**  
**Regent John R. Schenlan**  
**Regent Paul R. Schilling** (*Regent Vice President*)  
**Chancellor Irving Shain**  
**Chancellor Robert S. Swanson** (*Vice Chair*)  
**Regent Obert J. Vattendahl**  
**Regent Laurence A. Weinstein** (*Regent President*)

### DEDICATION

*This report is dedicated to Ben R. Lawton, who as President of the Board of Regents in December, 1985 had the foresight to establish the Regents Study Group on the Future of the University of Wisconsin System. His good humor and gentle kindness guided us as we proceeded in our task. His strength and wisdom helped us to complete the study successfully.*

# UNIVERSITY OF WISCONSIN SYSTEM

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**Katharine C. Lyall, Executive Vice President**

**Ronald C. Bornstein, Vice President**  
*University Relations*

**Floyd B. Case, Vice President**  
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**Gene Arnn, Director, Regent Study Group on the Future of the UW System**  
*Associate Vice President*

**Judith A. Temby, Secretary, Board of Regents**

**Vernon E. Lattin, Coordinator, Regent Study Group Report**  
*Associate Vice President, Academic Affairs*

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Noel J. Richards, UW-La Crosse  
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Philip R. Marshall, UW-Stevens Point  
Robert S. Swanson, UW-Stout  
Karl Meyer, UW-Superior  
James R. Connor, UW-Whitewater  
Stephen R. Portch, UW-Centers  
Patrick G. Boyle, UW-Extension

The Regents Study Group wishes to acknowledge the contributions of interim Vice President William Kuepper to the completion of this report.

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# Planning the Future

## Report of the Regents Study Group on The Future of the University of Wisconsin System

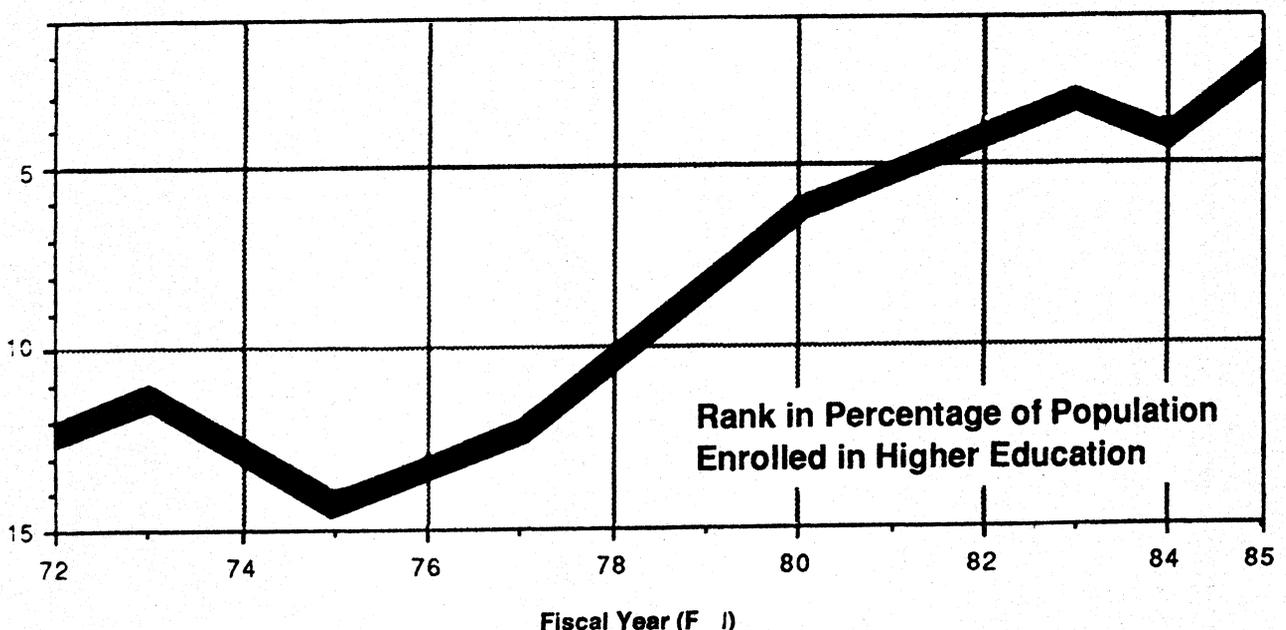
### INTRODUCTION

A November, 1979 report, "Preparing for a Decade of Enrollment Decline," predicted years of enrollment decline and budget reductions for the University of Wisconsin System. That prediction was half right. The report projected that in 1986 the UW System would enroll 137,289 students. In 1985 the University of Wisconsin System actually enrolled 164,546 students but without proportional fiscal support for these additional students. Prompted in part by the recognition that such divergence of enrollment and funding cannot continue, in January, 1986 the Regents of the University of Wisconsin System began a study of the future of the System.

The major objective of the study was to find ways to ensure the continued quality of education in the UW System. The agenda for this review included an examination of the following: institutional and system missions, program array, admissions policy, access, appropriate future enrollment levels, economic development, cooperation with the Vocational, Technical and Adult Education System, tuition and fee levels, transferability of credits, appropriate General Purpose Revenue (GPR) funding level, opportunities for minorities, women, disadvantaged and handicapped, utilization of physical facilities, and management accountability, flexibilities and constraints. This report is a result of that year-long study.

With the implementation of the recommendations of this study, the University of Wisconsin System will be a revitalized and reshaped system. Although the task of planned and orderly change is challenging, it is achievable. It requires first a recognition and acceptance of the realities of the present and then a blueprint for the future; it also requires a reasonable financial commitment from the state—a major investment in quality.

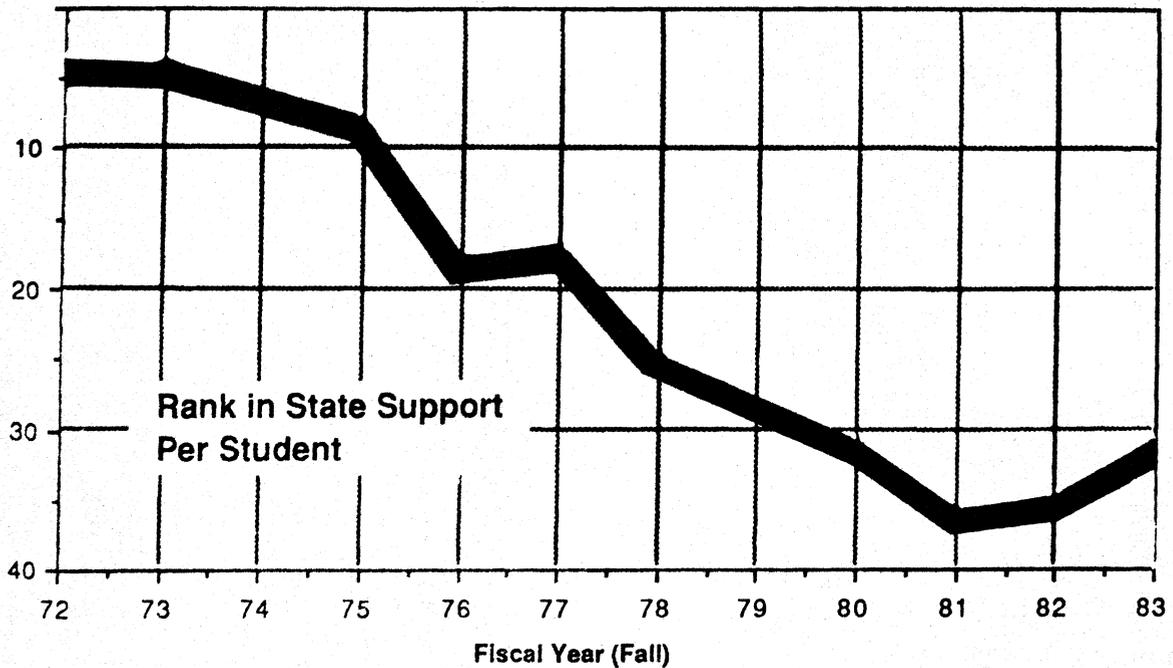
This study reveals that the fiscal and educational realities of the present are complex and demand difficult choices. Traditionally, a high proportion of Wisconsin's citizens complete high school, and a higher than average number of these graduates attend public institutions of higher education. With an increasing rate of participation in public higher education, Wisconsin by 1985-86 ranked second nationally in the percentage of the total state population enrolled in public colleges and universities.



Source: Higher Education Coordinating Board, State of Washington.

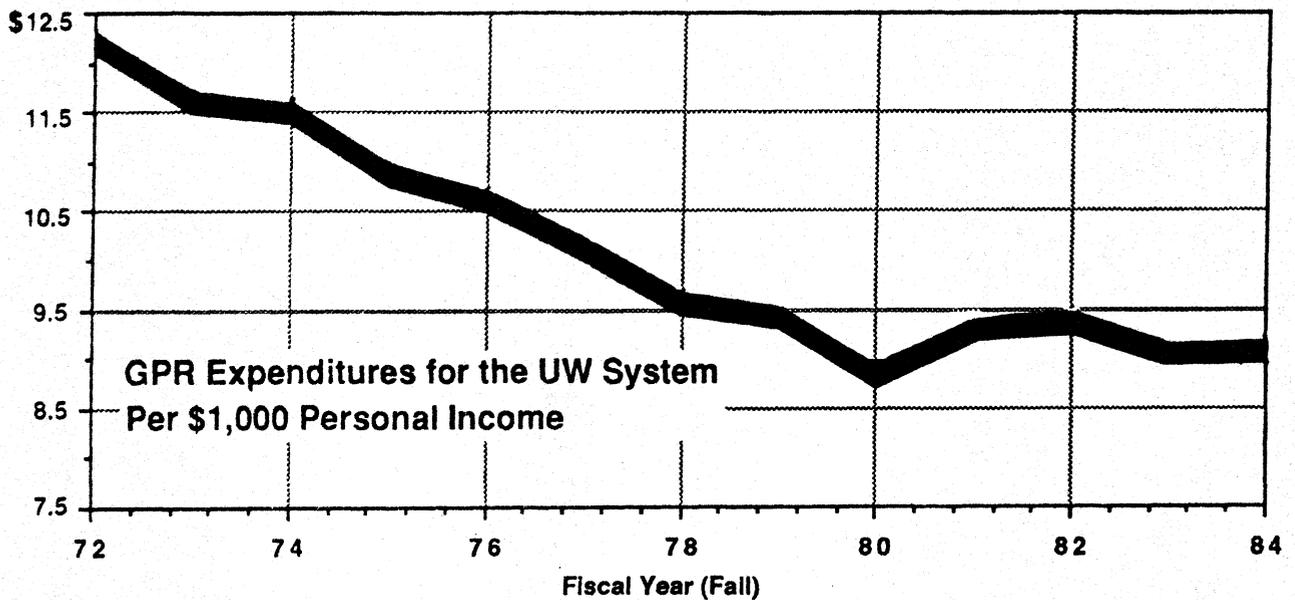
Faced with this high demand for public education and limited by other severe fiscal demands, the State of Wisconsin has been unable to fund the University System adequately. In the

average public appropriation provided for each student, Wisconsin's rank dropped dramatically from fourth among the fifty states in 1972-73 to thirty-first in 1983-84.



Source: Bureau of Census; NIE; Higher Education Coordinating Board, State of Washington.

By 1983-84 state GPR support for four-year institutions was approximately \$600 below the national average per student. Moreover, as the following graph illustrates, the state's support of the UW System per \$1,000 of personal income has been decreasing since a high in 1972-73.



Source: Expenditure Data on UW System only from state annual financial reports; Census data on personal income.

These statistics make it quite clear that a major problem for the UW System is how to maintain high quality programs that demand resources, while sustaining access and reasonable student

fee levels. The Regents' report demonstrates that after significant educational and operating reforms and a number of major self-help initiatives, the problem of maintaining quality will remain. The UW System cannot reach the modest goal of per student support at the national average without clear commitments from those inside and outside the University to effective policies governing tuition, enrollment and state support.

**The most important priority for the future of the University of Wisconsin System must be to maintain the quality for which the University has gained its national reputation. The University of Wisconsin System plan for maintaining quality education includes savings through effective management of resources and enrollment, a redirection of resources and energies through the regular review of institutional missions and programs, and an acknowledgment that tuition increases, improved state GPR funding, and enrollment reductions will be necessary in order to reach the goals of educational quality and reasonable access.**

Proposing a transformation does not imply that what the University has been doing has been wrong: it suggests rather that the UW System must look ahead to a more complex, interrelated world and find ways to provide the future student with an education for this world. While this blueprint for the future of the University is divided into five major sections (Educational Effectiveness; Fiscal Effectiveness; Educational Equity; Extending University Resources; Leadership, Governance, and Administration), all sections are necessarily interrelated; their interaction will determine the future of the UW System. In addition, each Chancellor's view of what his/her institution will be like in the year 2000 can be found in the supplement to this report.

## THE FISCAL MAP

Before the reader begins the journey through this plan for the future, it is necessary to present the fiscal map of the present. Resource levels for the UW System have been sliding since 1974 and are now significantly below national and peer averages. As noted above, in 1983-84 GPR appropriations per student (state tax monies) were approximately \$600 below the national average, and the System's relative position has deteriorated since that time. A conservative projection indicates that at the current enrollment level an additional \$116 million per year would be required to reach parity with the national average of per student support in 1986-87. Over \$139 million per year would be needed to reach parity with peer institutions. If the lower figure is the minimum needed to sustain reasonable quality education, if the self-help recommendations presented in this report are implemented, and if the state meets the objective of full funding of catch-up, it is estimated that a quality deficit of \$88 million will remain.

Today the University of Wisconsin System is beginning to show signs of cracks in the foundation of its educational quality. The following instructional and institutional problems exemplify areas of particular concern:

- Because of budget cuts and enrollment increases, the number of class sections that can be offered has not kept pace with the growth in student numbers and the demand for new courses. There were 2,079 fewer sections available to students in 1985-86 than in 1979-80, while enrollments increased by 15,000 headcount students during that period. This change has contributed to lengthening to five and a half years the time students take to complete an undergraduate degree. It has also resulted in severely restricting availability of classes. For example, in the fall, 1986 term at UW-Madison 1,100 students were turned away from freshmen level courses in sociology and some 600 students could not get basic algebra classes. At UW-Milwaukee the College of Letters and Science denied course admission to thousands of students and the College of Education turned 1,750 students away from classes they wanted.
- Average class sizes have increased and in many fields now threaten to undermine the quality of the undergraduate experience. This is especially true in fields of particular importance to Wisconsin's economy such as business, economics, and foreign languages. The average size of undergraduate lecture sections in the doctoral cluster increased 17% from 1979-80 to 1985-86 and by 10% at the regional comprehensive universities. Moreover, at a time when national reports are calling for increased emphasis on writing skills and greater student

participation in the learning process, most of the UW institutions have had to increase class size in composition courses. UW-Stevens Point's Communications 101 program has reduced student presentations 30-40% due to the large number of students in the classes. In other areas, such as technical laboratory courses at UW-Stout, classes designed for 24 students per section now have up to twice as many students.

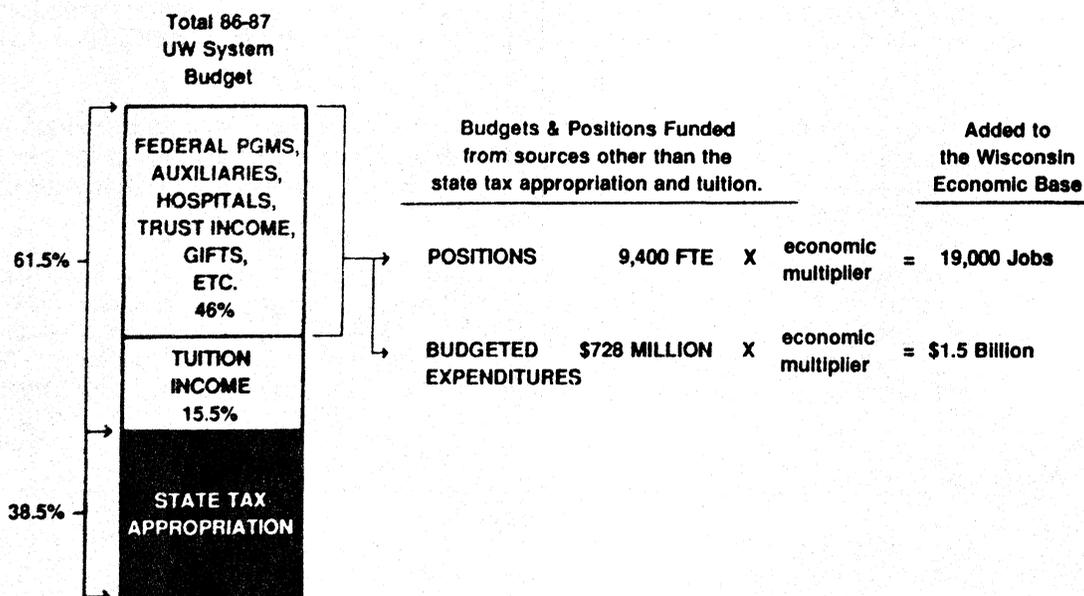
- As enrollments increased, undergraduate programs have had to rely increasingly on instructional academic staff and teaching assistants. The number of faculty declined between 1979-80 and 1985-86, while non-faculty instructional personnel increased. At the same time, the average number of undergraduate student credit hours per faculty and instructional staff increased 10%.
- Because of a shortage of laboratory equipment and supplies and larger laboratory classes, many laboratory courses for undergraduates have been restricted to faculty demonstrations instead of the needed hands-on instruction. For example, courses in Radiation Biology and Advanced Bacteriology at UW-La Crosse are in jeopardy because the Liquid Scintillation Counter is "dead and cannot be repaired." At UW-Whitewater and UW-Parkside courses in Art and Theater are restricting "hands on" activities. At UW-Oshkosh, many instructors are reluctant to assign exercises requiring use of the computer mainframe because of long delays in getting material back from an over-loaded computer. Systemwide the percentage of lower division laboratory sections with 20 or more students increased by 11% from 1979-80 to 1985-86, while the total number of laboratory sections available to students declined by 9.0%.
- Budgets for duplication of classroom materials, audiovisual equipment, laboratory materials, and other instructional supplies are inadequate. Many of these highly specialized materials have had price increases far exceeding the rate of inflation and thus have been particularly hard hit by budget shortfalls. At UW-Eau Claire, for example, they are no longer able to produce audio-visual instructional materials and services to academic departments have been significantly reduced; the outstanding music program has had its extremely important audio services cut by 50%. In four of the university's lecture halls media equipment is not working properly and funds are not available to repair or replace equipment.
- Library hours and inter-library loan services have been reduced to educationally unsound levels. Acquisition of books, periodicals and other materials has declined to a level that threatens the University of Wisconsin System's ability to keep up with current knowledge in many fields. This shortage has affected all institutions from the largest to the smallest. For example, at UW-Madison some 1,000 journal subscriptions have been cancelled, while UW-Superior has had to eliminate some 200 journal subscriptions due to lack of funds.
- Significant erosion of administrative and student services budgets has occurred. For example, there are insufficient personnel to provide desired financial aid and academic counseling service; at times, this has contributed to lengthening time to graduation. The UW Centers, for example, have had to reduce their administrative staff by 44%, causing reduced student services. Also, administrative staff reductions have resulted in inadequate provision of support services and delays in responding to requests for information and assistance from state and federal agencies. The UW System now spends 26% less on administration than does its peers.

These kinds of needs are too important to be ignored if Wisconsin's students are to be well prepared for the future. This difficult financial reality has been further complicated by budget reductions such as the \$34 million cut this biennium. If the future were to bring additional reductions in state funding, it would force the University to reduce enrollment proportionately. A 5% budget reduction would result in an enrollment reduction of 8,000 FTE students; a 15% budget reduction would mean 24,000 fewer students in the UW System. Such enrollment reductions would merely allow the University to maintain the current level of per-student support which is already below the national average and would be on top of any reductions required to bolster quality. Such reductions would also substantially alter the traditional commitment of Wisconsin to providing educational opportunities for its citizens.

Reducing the state's financial support of the UW System would be shortsighted not only for the futures of Wisconsin's citizens but also because it could result in the drying up of non-state

funding, a major contribution to the state's economy. In discussing the economic contribution of the UW System to the state, it is important to remember that 61.5% of the UW System budget comes from sources other than state tax funds. Within the UW System, 9,400 jobs are created with funds from sources other than the state tax appropriation and tuition. These jobs account for expenditures of \$728 million (1986-87) in salaries, fringes, supplies and expenses. If a conservative economic multiplier of two is applied, the UW System adds 19,000 jobs—\$1.5 billion annually—to Wisconsin's economic base from non-tax monies. If tuition is considered as part of the total UW System economic contribution, \$972 million in expenditures produce a \$1.944 billion addition to Wisconsin's economic base.

## UWS Economic Contribution



The Regents and the UW System are immensely concerned about the adverse consequences of the current funding gap in the UW System support per student. The plan that is outlined in this report will help: it will provide for reform and revitalization of the educational mission of the UW System; it will produce cost savings and more effective management. However, reaching the national average support per student will require increases in state GPR support, increases in tuition, enrollment reductions or some combination of these three. The ultimate success of the Regents' plan for the future will depend on the state's willingness to address the UW System's funding problem in partnership with the University to achieve the proper balance among these three factors.

### I. EDUCATIONAL EFFECTIVENESS

The University of Wisconsin System reflects the investment the State of Wisconsin has made in public higher education over many decades. The citizens of the state appreciate the cultural and economic value of higher education and want the benefits of educational opportunities for themselves and their children; they also want the university to help them solve problems related to their lives, businesses and communities. The state acknowledges the important social and economic benefits derived from a well educated populace, a corps of highly-trained academic specialists engaging in teaching, organized research, and public service activities, as well as such university facilities as libraries, laboratories and research centers. Moreover, as shifts in the state's economic base take place, there will be an even greater need for an educated citizenry that can contribute to the state's tax base, a citizenry that is technologically, culturally and socially prepared to respond to change. One key to the UW System becoming more

effective as an educational institution is maintaining and improving the quality of the faculty and staff. Revitalization of the University cannot be limited to programs and policies, but must include a revitalization of people. An essential step is to ensure that the UW System retains and attracts the best quality faculty and staff. The Regents must be certain that faculty salaries remain competitive and that the UW System is able to match competition from recruiting peers; the institutions cannot afford to fall behind national and peer compensation levels. The universities must also provide opportunities for revitalization through new programs, including expanded sabbaticals, faculty and staff exchanges, and faculty and staff development programs.

New ideas also come from new people. Several recent national reports make it clear that there will be fierce competition for quality faculty throughout the nation. Estimates from these reports range from a 25% to a 75% turnover of faculty in the next twenty years, producing enormous competition for the best people. The University cannot afford to wait for this to happen. As Ira M. Heyman, Chancellor of the University of California-Berkeley, recently said about acting in 1987 against what the need will be in the 1990s: "I'm trying to get everyone to understand that the future is now." The UW System must become involved in this process by developing early and phased retirement plans, special recruiting efforts, particularly for women and minority faculty, and more creative and innovative efforts to provide the best faculty and staff in the future.

At the same time, faculty and staff must responsibly meet the obligations of their profession. They must conform to a professional code of ethics and provide the students with the highest quality education. Rigorous and fair peer review must remain a cornerstone for maintaining quality and professional behavior.

As the University of Wisconsin System moves decisively to improve the quality of faculty and staff, it will remain one of the state's strongest resources for meeting the challenges of the future; but as it responds to demands for educational opportunity, the University itself must change: it must become more effective in its teaching, research and service missions. The following educational policy decisions are essential steps toward the necessary transformations.

### Freshman Admission Policy

#### **POLICY DECISION SUMMARY\***

##### **#1**

*THE UW SYSTEM FRESHMAN ADMISSION POLICY FOR FALL, 1991 WILL REQUIRE A MINIMUM OF SIXTEEN HIGH SCHOOL CREDITS FROM PRESCRIBED ACADEMIC AREAS, WITH PROVISIONS FOR SPECIAL SELECTED STUDENTS WHO DO NOT MEET THESE REQUIREMENTS.*

*THE AMERICAN COLLEGE TEST WILL BE REQUIRED OF ALL RESIDENT FRESHMEN IN FALL, 1989.*

A proper admission policy assures an adequate preparation for entering students, assists in the matching of budget support and educational quality, and provides a way to accommodate the needs of the state's diverse population. Regents' policy sets minimum standards and specifies UW System responsibilities. Beyond this each institution establishes additional requirements within the guidelines of the Regents' policy, including program admission standards.

By setting 1991 admission standards above the 1988 high school graduation standards, the university intends to send a message to all parents and potential university students that it expects entering freshmen to be fully prepared to begin university study. This expectation will influence the education and performance of the state's young people in the secondary schools and should, in the long run, assure for these youths greater opportunity and success in the collegiate experience. At the same time, recognizing special cases and special needs, the new standards provide alternate means of admission. Ultimately, the success of these new

*The full wording of all resolutions is included in the Appendix.*

standards will depend on continuing joint efforts between the University and the public schools in providing proper counseling and academic advice to students and their parents.

## **Mission**

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### **POLICY DECISION SUMMARY #2**

**BY JANUARY 1, 1988 EACH INSTITUTION WILL WORK WITH THE UWS OFFICE OF ACADEMIC AFFAIRS TO REVIEW AND CLARIFY ITS MISSION STATEMENT AND TO IDENTIFY CENTERS OF EXCELLENCE WHICH WILL BECOME THE FOCI OF INSTITUTIONAL DECISION MAKING FOR THE FUTURE.**

Historically the University of Wisconsin System has maintained a high level of academic quality in its educational programming. The Regents understand that continued and enhanced quality must be achieved with efficiency and accountability. The University must assure Wisconsin citizens, the legislature, and the executive branch of government that within the mission of the UW System and its institutions each academic program is viable and has an adequate resource base.

Mission statements serve as management tools at the institutional and System level; the current mission statements were developed in the early 1970s and, except for minor modifications, have remained essentially unchanged since that time. In fine tuning its mission statement, each UW institution will be asked to identify centers of excellence, areas in which it can legitimately seek to become among the nation's best. This process of further defining an institution's role in relation to its high quality programs will facilitate the development of a clearer sense of identity and will encourage each institution to carve out a special place in the System.

## **Program Array**

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### **POLICY DECISION SUMMARY #3**

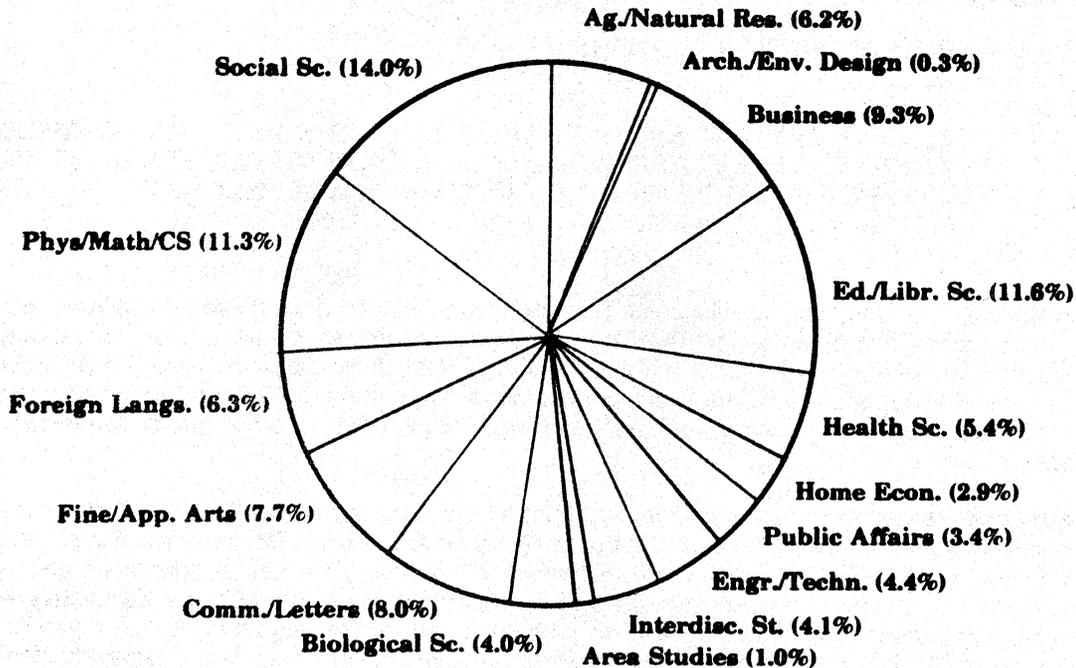
**THE UWS OFFICE OF ACADEMIC AFFAIRS WILL WORK WITH THE INSTITUTIONS TO DEVELOP A PROTOCOL FOR IDENTIFYING AND REGULARLY REVIEWING PROGRAMS REQUIRING SPECIAL ATTENTION AND WILL ALSO REPORT TO THE BOARD OF REGENTS INSTITUTIONAL PLANS FOR NEW PROGRAM INITIATIVES. IN CONSULTATION WITH UW SYSTEM ADMINISTRATION, THE FACULTY AND ADMINISTRATION OF EACH INSTITUTION WILL REVIEW THE UNDERGRADUATE PROGRAMMATIC BALANCE BETWEEN LIBERAL EDUCATION AND PROFESSIONAL EDUCATION AND GENERAL EDUCATION REQUIREMENTS AND COURSES.**

Program array is a term used to identify the number and distribution of academic degree programs. The program array of the UW System must be managed to maintain quality while providing sufficient numbers of academic programs appropriately distributed across the state. The program array must be responsive to student needs and to the constant growth in knowledge.

Compared to peer institutions in the Midwest, the universities in the UW System do not have extraordinarily large program arrays. The number of programs added since merger has averaged less than one per institution per year, with no net gain in the number of academic programs over that fifteen-year period. Evaluation of program array and program duplication must recognize the need for three kinds of programs: (1) programs in the basic liberal arts and sciences core (illustrated by the shaded areas in the following chart) which typically constitute over half of the undergraduate academic programs at a university; (2) programs that serve

important regional needs; and (3) programs which are unique to the institution and attract students statewide.

## UNDERGRAD PROGRAMS BY DISCIPLINE



Regular reviews of academic program array should assist institutions to maintain a healthy balance between liberal education and professional education and should assure the citizens of the state that students are receiving a strong general education that will prepare them for changing job opportunities of the future. Moreover, an intensive review of new needs and of existing programs requiring special attention will provide the institutions an opportunity to eliminate unproductive or less relevant offerings and to develop others more central to the needs of the future. A significant number of programs will be included in these special academic program reviews.

### Program Review

#### POLICY DECISION SUMMARY

#4

*THE BOARD REAFFIRMS THE RIGOROUS APPLICATION OF CURRENT POLICIES FOR NEW ACADEMIC PROGRAM DEVELOPMENT AND EMPHASIZES THE IMPORTANCE OF THE FACULTY IN THE EVALUATION OF EXISTING ACADEMIC PROGRAMS AND THE INTERNAL REVIEW PROCESS. AN ANNUAL SUMMARY REPORT TO THE REGENTS ON THE EVALUATION OF ACADEMIC PROGRAMS IS REQUIRED, USE OF EXTERNAL REVIEWERS IS ENCOURAGED, AND REVIEW OF ACADEMIC SUPPORT AND STUDENT SERVICE OPERATIONS IS RECOMMENDED.*

Approval of new programs and review of existing programs require processes that balance faculty responsibility and System Administration oversight. The goals of these policies and procedures—maintaining quality, access and diversity in the context of cost control and accountability—have been substantially met as policies are currently implemented. In the future more attention needs to be paid to potential gaps in program array that should be filled if the institutions are to keep pace with new knowledge.

Internal and external review of new programs, qualitative evaluation of existing academic programs, and expanded reporting of results will assure the citizens of Wisconsin that the UW System will enter the next century with the proper program array to meet the needs of students in an economical and effective manner. In addition, those academic support programs and student services programs which relate most closely to the academic enterprise will also be regularly reviewed. Greater use of external reviewers is encouraged in program reviews. Although these program reviews will require extensive faculty and administrative time, the result will be reformed missions, refined program arrays and improved program quality. The heart of the educational enterprise will be carefully examined and modified and will consequently be leaner and stronger.

### Undergraduate Credit Transfer

#### **POLICY DECISION SUMMARY #5**

*A STUDENT TRANSFERRING A UW ASSOCIATE DEGREE TO A UW UNIVERSITY WILL BE CONSIDERED AS HAVING FULFILLED THE GENERAL EDUCATION DISTRIBUTION REQUIREMENTS OF THAT UNIVERSITY. THE PRESIDENT, WITH ADVICE FROM A SYSTEMWIDE AD HOC COMMITTEE, WILL RECOMMEND MINIMUM STANDARDS FOR GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE.*

*TO FACILITATE THE TRANSFER PROCESS, THE UWS WILL ESTABLISH A SYSTEMWIDE FACULTY APPEALS COMMITTEE, A COMPUTERIZED COURSE EQUIVALENCY AND DEGREE REQUIREMENT MATRIX, AND WILL REQUIRE RECORDING ON THE TRANSCRIPT OF THE RECEIVING INSTITUTION ALL UNDERGRADUATE CREDIT COURSES PREVIOUSLY COMPLETED AT ANOTHER UW INSTITUTION.*

The undergraduate student body in American higher education is a highly mobile group. During academic year 1984-85, 13,581 undergraduate students transferred to institutions of the UW System, almost 10,000 at the beginning of the fall term. Of these students, 7,469 moved within the system, transferring from one UW university or center to another. When a student transfers, the transcript of courses and credits previously completed is evaluated in the context of the curricular requirements of the new institution and the academic program the student wishes to enter. Some transfer students end up spending additional semesters in college in order to graduate. Some Centers students, fearing that the transfer process will cause them to lose credits already earned, seek to minimize that possibility by transferring at the end of their freshman year.

All transfers operate within the Undergraduate Transfer Policy approved in 1973 and revised in 1976 and 1984. The spirit of this policy and of the faculty who implement it is to make the transfer process student-oriented and as easy as possible. The policy encourages each institution to accept in transfer all previous UW System work pertinent to the student's new curriculum and graduation requirements. Given the large number of students who transfer each year, the problems that arise are relatively few. Problems that do occur, however, can be extremely important for individual students and can affect their orderly progress through the academic programs.

Regents' review of transfer issues within the UW System suggests that a more uniform acceptance of the Associate Degree for general education distribution requirements would allow students to keep their transfer options open to a later point in their educational careers, encourage the continuation of students as sophomores at the Centers, and facilitate the transfer process at the time of transfer. The Regents' study also suggests that a complete record of college courses recorded on the receiving institution's transcript would reduce students' perception of "lost" credit and would encourage a more complete examination of transfer credits by the receiving institution.

**VTAE Transfer**

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**POLICY DECISION SUMMARY****#6**

**THE UW SYSTEM WILL REVIEW THE UNDERGRADUATE TRANSFER POLICY, ARTICULATION AGREEMENTS, COURSE EQUIVALENCIES AND OTHER INFORMATION PROVIDED FOR VTAE TRANSFER STUDENTS AND WILL CONTINUE TO ENCOURAGE INFORMATION EXCHANGE AND EXPLORATION OF EXPANDED TRANSFER AGREEMENTS BETWEEN UW SYSTEM INSTITUTIONS AND VTAE DISTRICTS. CAPSTONE DEGREE PROGRAMS FOR VOCATIONALLY-PREPARED VTAE GRADUATES WILL BE ESTABLISHED ON AN EXPERIMENTAL BASIS IN THE UW SYSTEM.**

Transfers from the VTAE System institutions represent between 8% and 10% of each year's transfer students to the UW System. Of that group, 83% come from the VTAE institutions offering authorized college-parallel programs. Periodically, the institutions of the UW System receive requests from a variety of sources to expand opportunities for acceptance of VTAE transfer credit. In response to these concerns the UW System publishes a brochure explaining the policy to students and distributes to VTAE districts an extensive directory showing hundreds of non-college-parallel courses which can be transferred to specified UW System institutions and programs. For VTAE students who wish to transfer, the UW System also offers other alternative routes such as College Level Examination Program and Extended Degree programs.

The Regents' Undergraduate Transfer Policy has been effective in meeting the needs of VTAE transfer students, while maintaining the distinct missions and statutory limitations of the UW System and the VTAE System. This policy will continue to work best with a spirit of cooperation and rational change. The Regents' study reveals a need to periodically review the issue of VTAE transfers to the UW System and to experiment with new joint efforts.

**UWS/VTAE Task Force**

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**POLICY DECISION SUMMARY****#7**

**BY JANUARY 1, 1987 A JOINT UWS-VTAE TASK FORCE WILL BE CREATED TO REVIEW NON-CREDIT INSTRUCTION IN BOTH SYSTEMS.**

**THE UW AND VTAE SYSTEMS WILL DEVELOP A PROCEDURE TO EXAMINE THE POTENTIAL DUPLICATION OF CREDIT COURSES AND IDENTIFY MEANS TO AVOID UNNECESSARY DUPLICATION.**

In the area of non-credit instruction a number of policies and programs exist that encourage cooperation and coordination of the VTAE and the UW System. These relationships require periodic review to insure that state funds are used effectively. Such a review will provide information on questions of program duplication, mission responsibility and joint programming opportunities in the areas of Agriculture/AgriBusiness, Home Economics, and Business. It will also analyze the effectiveness of the Joint Administrative Committee on Continuing Education.

There is also a need to examine the broader area of credit programming in both the UW System and the VTAE System. Duplication of programs and courses can be avoided or courses eliminated when identified.

## Assessment of Quality and Educational Outcomes

### **POLICY DECISION SUMMARY**

**#8**

**UW SYSTEM ADMINISTRATION WILL DEVELOP WITH AT LEAST FIVE INSTITUTIONS PILOT PROJECTS FOR ASSESSMENT OF QUALITY AND EDUCATIONAL OUTCOMES. AT THE CONCLUSION OF EACH PILOT PROJECT, UW SYSTEM ADMINISTRATION WILL REVIEW THE RESULTS AND RECOMMEND HOW ASSESSMENT PROCEDURES COULD BE INCORPORATED AT OTHER INSTITUTIONS IN THE UW SYSTEM.**

Colleges and universities have traditionally defined quality in terms of the reputation of an institution and its programs, the human and fiscal resources devoted to the venture, and the accomplishments of its graduates. More recently, national interest has focused on measuring specific educational outcomes. Institutions and states are experimenting with "value added" measurement and other testing programs. Accrediting agencies are also exploring ways of measuring outcomes as part of their accreditation reviews.

The UW System has a long tradition of assessment of the results of higher education through evaluation procedures at each campus and at the System level. However, the current national interest in assessing educational outcomes has helped the UW System to compare its evaluation procedures with those advocated by national reports and other states and to seek additional methods of evaluation. It is in this spirit that the Regents encourage the faculty and administration to develop pilot assessment projects to evaluate the newer modes of assessment and to recommend new directions for assessment of educational outcomes.

## UW Centers Mission and Status

### **POLICY DECISION SUMMARY**

**#9**

**THE BOARD REAFFIRMS THE DISTINCT EDUCATION AND TRANSFER MISSION OF THE CENTERS AND THE LOCALLY OWNED STATUS OF THE CENTERS' PHYSICAL PLANT. REGENT POLICY WILL BE CLARIFIED TO DEFINE MORE PRECISELY THE PROCESS FOR EARLY BOARD REVIEW OF CITY/COUNTY PLANS TO EXPAND A CENTER'S PHYSICAL PLANT. CENTERS ARE DIRECTED TO STREAMLINE THEIR COURSE OFFERINGS BY REVIEWING ALL COURSES TO ENSURE THAT THEY ARE APPROPRIATE TO THE FRESHMAN AND SOPHOMORE LEVEL; THEY ARE ALSO DIRECTED TO SEEK ADDITIONAL JOINT ACTIVITIES WITH THE VTAE. REGENTS' PLANNING THRESHOLDS WILL BE USED BY THE CENTERS' CHANCELLOR IN BIENNIAL REPORTS TO THE SYSTEM PRESIDENT TO ASSURE THAT EACH CENTER IS APPROPRIATELY UTILIZED.**

The thirteen UW Centers comprise a two-year liberal arts transfer institution designed to provide broad student access. The traditional division of responsibility between the counties and the UWS is appropriate, with the counties providing the physical facilities and the UW System providing faculty and support for the educational programs. This creative partnership provides education for over 10,000 students who attend the Centers under a policy of open admission; the students are almost exclusively Wisconsin residents.

A commuting student at the Centers incurs substantially less cost than he or she would if residing on a university campus as a freshman or sophomore. Moreover, since Wisconsin has separate collegiate liberal arts and vocational-technical education systems, in contrast to many states' community college systems which combine these, the UW Centers are the only avenues in their communities for an education which leads to an associate of arts/sciences degree and transfers to a UW degree-granting institution.

Currently, instructional programs at the sophomore level of all centers have space for additional students without proportionate increases in instructional staff or physical facilities. This existing capacity in the Centers is a valuable resource in the Regents' planning for higher education. Effective management suggests that students with Centers in their home communities should be encouraged to begin and complete a full two year education at the Centers before transferring. Tuition policies, transfer policies and enrollment management policies elsewhere in this paper are in part designed to promote more efficient use of the Centers. The Centers will also streamline course offerings to ensure that the course array is appropriate to the Centers' mission. As the Centers become a more desirable option for students, over-enrolled universities will be able to reduce their size and protect their quality. Proper use of the Centers will help the state preserve access to higher education without compromising quality of education within the UW System.

## II. FISCAL EFFECTIVENESS

The University System's total thrust toward educational effectiveness includes efforts to enhance the quality of its programs, to achieve a balance between liberal education and professional education and among teaching, research, and service activities, to be selective both in new program development and in review of its program array, to review and fine tune the missions of its institutions, to raise admission requirements, to facilitate the transfer process, to undertake pilot projects for assessing educational outcomes, and to use the Centers more effectively and economically. These initiatives play a critical part in improving the total fiscal effectiveness of the UW System. In addition, a series of steps can be implemented that will more directly improve the fiscal productivity of the UW System.

The University recognizes the economic realities of Wisconsin and will do its part to contribute to economic growth and development in the state. The Regents realize that producing a well-educated population is one of the best strategies for turning tax-consuming citizens into taxpaying citizens, thereby improving the state's economic climate. At the same time, the Regents understand the problems confronting the state as the economic base shifts and dislocations take place. The Regents are aware of the relationship between tax capacity and tax effort, and know that additional state support for higher education can only come incrementally over a period of time. They also recognize that they cannot impose the increases in tuition that would be necessary under these conditions to support burgeoning free-market enrollment.

Within the context of these economic conditions, the UW System will develop more effective financial/operating policies to assure that state funds are used carefully and responsibly. The Regents hope these efforts toward fiscal effectiveness and improved management will be matched by state initiatives to remove counter-incentives to good financial management and to improved management flexibility.

### Quality Improvement—Enrollment Management and Tuition Policy

#### **POLICY DECISION SUMMARY**

**#10**

**WHEN FACED WITH A CHOICE BETWEEN MAINTAINING EDUCATIONAL QUALITY OR PROVIDING FREE MARKET ACCESS FOR STUDENTS, THE REGENTS PLACE PRIORITY ON QUALITY. BEGINNING IN 1987-88, AN ENROLLMENT MANAGEMENT POLICY, COORDINATED WITH INCREASED STATE FUNDING AND TUITION SUPPORT, WILL BE DESIGNED TO ACHIEVE NATIONAL AVERAGE LEVELS OF SUPPORT PER STUDENT. THE UW INSTITUTIONS WILL MANAGE THEIR ADMISSIONS TO ACHIEVE THE GOALS OF THIS POLICY, WHILE CONTINUING TO PROVIDE OPPORTUNITIES FOR TRANSFER STUDENTS.**

#### **POLICY DECISION SUMMARY**

**#11**

**AS PART OF A QUALITY IMPROVEMENT PACKAGE, TUITION POLICY MUST INCLUDE ATTENTION TO KEEPING TUITION WITHIN REACH OF WISCONSIN**

**RESIDENTS, INCREASING GPR SUPPORT PER STUDENT, INCREASING STATE FINANCIAL AID SUPPORT FOR NEEDY STUDENTS, EFFECTING AN ENROLLMENT MANAGEMENT STRATEGY TO INCREASE QUALITY AND INITIATE SAVINGS BY ENCOURAGING ENROLLMENTS AT INSTITUTIONS WITH ADDITIONAL CAPACITY.**

**TUITION AT THE DOCTORAL UNIVERSITIES SHALL BE UNIFORM AND NO HIGHER THAN THE MIDPOINT OF PUBLIC UNIVERSITIES IN THE BIG TEN, WITH TUITION FOR THE COMPREHENSIVE UNIVERSITIES AND THE UW CENTERS SET AT APPROPRIATE PERCENTAGES OF THE DOCTORAL UNIVERSITIES' TUITION.**

The threat to the quality of the UW System caused by consistent underfunding mandates a coordinated approach that balances enrollment reductions, tuition, and increased state support. **The enrollment management plan provides models for reducing total enrollment and managing enrollment patterns among the institutions.** The model indicates that if enrollment reductions alone were used to solve this underfunding problem, enrollment reductions of 22,000 FTE students from current enrollments would be required.

**Tuition policy is to be integrated with the enrollment management policy to assure a level of support necessary to maintain quality.** Regents' tuition policy limits tuition at the doctoral institutions to no more than the midpoint of public universities in the Big Ten and sets tuition at the other institutions as a percent of the doctoral universities' charge. If tuition increases were used to raise part of the funding needed to achieve the Regents' goal of support per student at the national average, such an increase would be in addition to tuition increases already required for funding commitments in the next biennium. It is the intent of this policy that increased tuition revenue be used to remedy the under-funding of instruction and instruction-related programs in the UW System and not to reduce GPR appropriations.

The UW System institutions have lower tuition compared to peer institutions. UW-Madison and UW-Milwaukee undergraduate tuition is more than \$350 below that of the Big Ten average; the comprehensive universities are approximately \$140 below their peers. Raising tuition significantly beyond the limits recommended could create serious economic problems for many students and their families and could turn the UW System into an institution for the affluent. As part of the tuition package the Regents are also recommending increased financial aid for needy students. In the Midwest, only Iowa has a lower average financial aid grant to public university students.

The Regents' quality improvement package provides for a tuition policy which, in combination with state GPR support, increased financial aid for needy students, and enrollment and resource management, will allow the UW System to restore support per student to a level necessary to maintain educational quality, provide for equitable sharing of costs by students and the state, maintain reasonable access for qualified students, and encourage the movement of students toward those universities and centers with additional capacity. Constant review of the three major variables (tuition, GPR support and enrollment) will ensure that the University of Wisconsin System does not fall behind the national average and that quality improvements are maintained.

### **Physical Plant Maintenance**

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#### **POLICY DECISION SUMMARY #12**

**ACKNOWLEDGING THAT A PROBLEM EXISTS IN PROVIDING FOR ADEQUATE MAINTENANCE OF FACILITIES, THE BOARD REAFFIRMS ITS RESPONSIBILITY FOR CARE AND MAINTENANCE OF FACILITIES AND PLACES A HIGH PRIORITY ON ADEQUATE MAINTENANCE/CUSTODIAL NEEDS. THE BOARD ALSO ASKS FOR INCREASED FLEXIBILITY IN THE USE OF STATE BUDGET ALLOCATIONS FOR MAINTENANCE AND OTHER PROGRAM NEEDS.**

The physical facilities of the University of Wisconsin System, with a replacement value of over \$3.2 billion, represent a significant state investment and are essential to the educational mission of the University. However, the overall physical plant is aging and rapidly deteriorating. Over 40% of University facilities are over thirty years old and 60% exceed twenty years.

The Regents' study reveals that budget support for maintaining existing physical facilities has declined over a period of years and has resulted in a state of "crumbling academe;" during the last three biennia the necessary maintenance and custodial funding and positions have not been provided to operate new facilities. Financial effectiveness requires the recognition that buildings, grounds and equipment are valuable assets which cannot be allowed to deteriorate.

### **III. EQUITY IN EDUCATION**

The future of the UW System must include special efforts to ensure that women, minorities and disabled populations have access to the University and are properly represented among faculty, support staff, and administrators. Past actions by the Board of Regents have established in these areas some of the strongest policies in the nation. Equity policies adopted more than a decade ago include a policy that prohibits discrimination on the basis of sex or race (1973); guidelines for this were adopted by the Board in April, 1974 and amended in October, 1983.

An equal opportunity and affirmative action policy in employment was adopted February, 1975 and amended May, 1982. A separate policy on sexual harassment was adopted May, 1981, while final review and implementation of recommendations from the Regents' Task Force Report on the Status of Women were completed during the summer of 1985. Special minority student enrollment and graduation goals were adopted in 1976 and revised in 1983. Implementation plans, annual reports to the Board, and evaluations have been an on-going process for minority student programs since 1976.

Without these special efforts and policies, educational opportunity could easily have remained as it was in the 1950s when women, minorities and disabled people were seriously underrepresented in higher education. However, much more needs to be done before true equity in education can be attained.

#### **The Status of Minorities as Students**

##### **POLICY DECISION SUMMARY**

##### **#13**

**WHILE REAFFIRMING THE 1983 MINORITY ENROLLMENT AND GRADUATION GOALS, THE BOARD RECOGNIZES THAT THESE GOALS CAN BE REACHED ONLY IF THE UNIVERSITY WORKS WITH THE PUBLIC SCHOOLS IN RESPONDING TO THE EDUCATIONAL NEEDS OF MINORITY STUDENTS; THEREFORE, LONG-TERM EFFORTS SHOULD BE FOCUSED ON PRE-COLLEGE PROGRAMMING FOR UNDERREPRESENTED MINORITIES. EACH CHANCELLOR WILL INCLUDE AS PART OF HIS/HER ANNUAL GOALS STATEMENT, A PLAN FOR IMPROVING THE STATUS OF MINORITIES.**

**SPECIAL PROGRAMS TO BE DEVELOPED INCLUDE A PILOT FRESHMAN TUITION AWARD PROGRAM AT FIVE HIGH SCHOOLS, ADDITIONAL ON-CAMPUS ACADEMIC PRE-COLLEGE PROGRAMMING, ENLARGEMENT OF THE UW SYSTEM MINORITY INFORMATION CENTER, A CONSORTIUM EFFORT TO SERVE NATIVE AMERICAN STUDENTS, AND THE CONVENING BY THE UW PRESIDENT AND THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF A STUDY GROUP TO PLAN STATE-WIDE GOALS AND PROGRAMS. TO IMPROVE THE RETENTION AND GRADUATION OF UNDERREPRESENTED MINORITY STUDENTS, THE BOARD WILL REPLICATE SEVERAL SUCCESSFUL PROJECTS IN BUSINESS AND TEACHER EDUCATION AND WILL ESTABLISH A SYSTEMWIDE STAFF POSITION FOR SYSTEMATIC FOLLOW-UP ON THE EVALUATIONS OF MINORITY STUDENT PROGRAMS.**

Recent enrollment of Black, Hispanic and American Indian students in the UW System has followed the national trend of stagnation or decline. Nationally, Black enrollment in four year institutions declined this past year from 8.4% to 8.0% of the student population; Hispanic enrollment rose from 2.9% to 3.0% and Native American enrollment remained static at .5%. Recent UW System enrollment has also been disappointing. Although Asian enrollment increased from 1.0% to 1.1% of the population from 1984 to 1985, Hispanic and American Indian enrollment remained at .9% and .5% respectively, and Black enrollment declined from 2.2% to 2.1% of the total student population.

Numerous initiatives on the part of the individual universities and the UW System have prevented more extensive erosion of minority participation in the University System. New efforts, funded too recently to show immediate results, include a new Undergraduate Minority Grant program for sophomores, juniors and seniors, new pre-college programming coordinated with Department of Instruction scholarships, special funding of a Retention Demonstration Project, the creation of a Systemwide Minority Information Center in Milwaukee, and a planned Systemwide Institute for Race and Ethnic Studies. The Regents believe these programs will assist the University to meet its goals and help to counter negative effects of poverty, class, and poor early academic preparation.

Systematic evaluations of all minority programs have been completed, and a national consultant was engaged to ensure reasonable objectivity to these reports. These and other reports indicate that progress in the enrollment and graduation of Hispanic, Black, and Native American students will not be achieved quickly or without additional costs and efforts. More significantly, these evaluations emphasize the interdependency of all educational systems in Wisconsin and the influence of society on minority achievement in college. New freshman enrollment in the UW System depends on the aspirations and college readiness developed by students during the K-12 years, on the expectations and moral support of their families and on their later financial capabilities. Enrollment is also affected by recruitment activities of other educational institutions both in and out of state.

Cooperation and mutual support of the universities, families, schools, and community structures throughout the state are essential, for the economic, educational and political implications to a society of a citizenry that becomes increasingly less well educated are great. If decreased participation in education by Hispanic, Black and American Indians continues, a cycle will be created that will be ever more difficult to escape. The University cannot do it all, but the Regents pledge to do their part to sustain educational opportunities for minorities in Wisconsin.

### **The Status of Minorities as Faculty and Staff**

#### **POLICY DECISION SUMMARY**

**#14**

**THE UW SYSTEM WILL WORK WITH INSTITUTIONS IN DEVELOPING FACULTY AND STAFF EMPLOYMENT GOALS TO INCREASE THE NUMBER OF BLACK, HISPANIC AND NATIVE AMERICAN FACULTY AND STAFF. EACH UW INSTITUTION WILL DEVELOP GOALS CONSISTENT WITH THE SYSTEM'S GOALS. TO ASSIST IN REACHING THESE GOALS THE FOLLOWING PROGRAMS WILL BE CREATED: A MINORITY GRADUATE INCENTIVE PROGRAM, A FACULTY RETENTION PROJECT, A UW SYSTEMWIDE INSTITUTE FOR RACE AND ETHNIC STUDIES, INSTITUTIONAL COMMITTEES ON AFFIRMATIVE ACTION FOR MINORITY FACULTY AND STAFF, A MINORITY FACULTY CONFERENCE THAT WILL MAKE RECOMMENDATIONS TO THE PRESIDENT, AND A SYSTEMWIDE STUDY GROUP ON THE STATUS OF MINORITY FACULTY AND STAFF TO ADVISE THE PRESIDENT.**

Employment of Hispanic, Black, and American Indian faculty is more disappointing than minority student enrollment. Non-minorities and Asians represent larger proportions of the faculty, while underrepresented minorities continue to constitute only a small percentage of the faculty. The combined percentage of Black, Hispanic, and Native American faculty was 2.0 percent in

1983-84 and remained at 2.0 percent in 1985-86. The total number of tenured minority faculty is extremely low, with fifty-two Black tenured faculty, forty-five Hispanic, and five Native Americans. The rate of new hires is not improving this situation.

The consequences of allowing such trends to continue are self-evident. Some minority students appear to be less attracted to institutions with a paucity of faculty members from their own ethnic groups. Moreover, faculties themselves are stronger when they reflect ethnic diversity; the positive impact that colleagues of diverse backgrounds can bring to their work facilitates learning, broader understanding, and more meaningful application of knowledge. Universities cannot thrive in a vacuum; they must reflect the changing demographics of the world at large.

### The Status of Women

#### **POLICY DECISION SUMMARY #15**

**EQUAL OPPORTUNITY GOALS FOR WOMEN WILL INCLUDE IMPLEMENTATION OF ALL SYSTEM POLICIES GOVERNING EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES: TO ACHIEVE FULL REPRESENTATION OF WOMEN AMONG INSTITUTIONAL FACULTIES BY THE YEAR 2000, WITH AN INTERMEDIATE GOAL OF BRINGING THE PERCENTAGE OF WOMEN FACULTY IN THE UWS EQUAL TO AT LEAST THE MID-POINT OF PEER INSTITUTIONS (ESPECIALLY IN ACADEMIC AREAS OF GREATEST UNDERREPRESENTATION), AND TO BRING PROMOTION AND RETENTION RATES OF WOMEN FACULTY EQUAL TO THOSE OF MALE FACULTY BASED ON THE PROMOTABLE POOL; TO INCREASE THE NUMBER OF WOMEN IN UPPER-LEVEL ADMINISTRATIVE POSITIONS; TO ASSURE SALARY EQUITY AND EQUITABLE CONDITIONS OF EMPLOYMENT FOR WOMEN IN ACADEMIC STAFF POSITIONS; TO IMPLEMENT THE RECOMMENDATIONS OF THE TASK FORCE ON THE STATUS OF WOMEN PERTAINING TO CLASSIFIED STAFF; AND TO ELIMINATE THE UNDERREPRESENTATION OF WOMEN STUDENT DEGREE RECIPIENTS IN SCIENCE AND TECHNOLOGY BY THE YEAR 2000. TO ASSURE FULL IMPLEMENTATION OF THESE GOALS A NUMBER OF NEW ACTIVITIES WILL BE INITIATED.**

In 1985 women students received 49.2% of the bachelors degrees, 51% of the masters and 29.6% of the doctoral degrees awarded by UW System institutions. Women were least represented in the physical sciences and technical areas, with less than 30% of the degrees in these areas awarded to women. This underrepresentation in the science/technology area is a major concern to a nation that must compete in an increasingly technological marketplace and where the creative abilities of many of its female citizens are not being fully used.

Women employees continue to be clustered with 61.4% of the UW System women employees in classified positions, 9.2% in instructional academic staff, 5.3% in executive/administrative/managerial, 14.2% in professional non-faculty and 9.9% in faculty positions.

In 1976-77 women faculty represented 18.2% of all UW System faculty; in 1985-86 women faculty were 19.9% of the total. Nationally in 1983, women filled 27% of college and university faculty positions. Although women are being hired in the UW System at a rate comparable to the number of doctoral degrees awarded to women nationally, women are severely underrepresented in a number of academic areas. Anticipated turnover in faculty positions will provide opportunities for UW institutions to remedy the underrepresentation of women.

## The Education of Students with Disabilities

### **POLICY DECISION SUMMARY #16**

*UW SYSTEM ADMINISTRATION WILL ESTABLISH A COMMITTEE TO RECOMMEND POLICY AND GUIDELINES TO ADDRESS THE NEED FOR DEFINITIONS AND PROCEDURES TO ASSIST THE INSTITUTIONS IN MEETING THE REQUIREMENTS OF SECTION 504 OF THE FEDERAL REHABILITATION ACT OF 1973, FOR DEVELOPMENT OF STANDARDS FOR REASONABLE SERVICE FOR STUDENTS WITH DISABILITIES, FOR UNIFORM POLICY ON INSTITUTIONAL RESPONSIBILITY FOR STUDENTS NOT SERVED BY WISCONSIN'S DIVISION OF VOCATIONAL REHABILITATION, AND FOR IDENTIFICATION OF FUNDING PROCEDURES THAT MORE FULLY RESPOND TO THE INCREASING DEMAND FOR SERVICES.*

Section 504 of the federal Rehabilitation Act of 1973 forms the legal mandate for the UW System's accommodation of students with disabilities. Students covered include those with impaired mobility, learning disabilities, impaired vision, impaired hearing, and other disabilities. These students require support services, academic program adjustments, and increased physical accessibility. By April, 1983 the UW System had spent a total of \$8.4 million on handicapped accessibility improvements and received \$2.3 million for the 1983-85 biennium. Yet problems remain in defining and verifying eligible disabilities, meeting "reasonable accommodation" requirements in the law, and record keeping indicating that additional System policy in this area is needed.

#### **IV. EXTENDING UNIVERSITY RESOURCES**

The Wisconsin Idea—the concept that the boundaries of the campus are the boundaries of the state—is as alive today as it was in the past. Currently, the fulfillment of the Wisconsin Idea involves all the institutions of the UW System and the faculty/staff in all 72 Wisconsin counties. The University of Wisconsin System continues to be a leader in extending university resources to the people of Wisconsin and the nation.

### **UW System Contributions to Wisconsin's Economic Development**

#### **POLICY DECISION SUMMARY #17**

*THE BOARD OF REGENTS REAFFIRMS THE UNIVERSITY'S COMMITMENT TO ASSIST IN THE PURSUIT OF THE STATE'S ECONOMIC DEVELOPMENT GOALS, AND IS WILLING TO REQUEST FUNDS IN PARTNERSHIP WITH THE PRIVATE SECTOR TO PROVIDE ASSISTANCE TO BUSINESSES AND COMMUNITIES FOR APPROPRIATE ECONOMIC DEVELOPMENT ACTIVITIES.*

*SPECIAL ATTENTION WILL BE GIVEN TO THE RECOMMENDATIONS OF THE WISCONSIN STRATEGIC DEVELOPMENT COMMISSION, TO EVOLVING CONSORTIA IN TECHNOLOGY TRANSFER AND BUSINESS OUTREACH, TO CONTINUING EFFORTS WITH SMALL BUSINESS OFFICES, AND TO PROVISION BY UW SYSTEM OF INFORMATION THAT LINKS UW RESOURCES WITH THE NEEDS OF INDIVIDUALS AND BUSINESSES.*

UW System institutions have made major contributions and commitments to economic development. Such activities must be carefully balanced with the University's teaching and research responsibilities to ensure that development opportunities are effectively addressed and that such efforts are appropriate to the institutions' missions and resources. Over five hundred organized centers and activities contribute research and services to Wisconsin's economic growth and job creation. The research mission, a strong stimulus to economic growth, attracted over four non-state tax dollars for every state dollar invested in research, with a total expenditure of over \$200 million for the research mission in 1984-85.

The UW System and the institutions are giving careful attention to the need to coordinate services in order to avoid duplication of effort. A recent significant development is the creation, by the state's public and private college engineering and technology deans, of the Center for Manufacturing and Productivity. Among the challenges remaining is the need to bring women and minorities into full participation in economic activities in the state and in the UW System.

### **UW System Extension Function**

#### **POLICY DECISION SUMMARY**

**#18**

*THE BOARD OF REGENTS REAFFIRMS THE IMPORTANCE OF THE EXTENSION FUNCTION IN THE FUTURE MISSION OF THE UW SYSTEM AND CALLS ON THE STATE OF WISCONSIN TO CONTINUE ITS TRADITIONAL SUPPORT OF CONTINUING EDUCATION AND LIFELONG LEARNING OPPORTUNITIES, REQUESTS THE FEDERAL GOVERNMENT TO MAINTAIN ITS HISTORIC COMMITMENT TO THE COOPERATIVE EXTENSION SERVICE, INVITES THE CITY OF MILWAUKEE AND ITS BUSINESS COMMUNITY TO SHARE IN THE DEVELOPMENT OF A NEW DOWNTOWN CONTINUING EDUCATION CENTER, AND SUPPORTS AN EXPANDED ROLE FOR UW-EXTENSION IN THE ECONOMIC DEVELOPMENT OF WISCONSIN.*

*UW-EXTENSION WILL PROMOTE INSTITUTIONAL INVOLVEMENT IN PUBLIC POLICY EDUCATION, APPLIED RESEARCH IN THE AREAS OF ECONOMIC DEVELOPMENT, SOCIAL ISSUES, AND ENVIRONMENTAL CONCERNS. PROGRAM COORDINATION, ALLOCATION OF RESOURCES, AND BUDGET REDUCTIONS WILL BE IN ACCORD WITH THE PRIORITY PLANS OF GENERAL EXTENSION AND COOPERATIVE EXTENSION AND BOARD OF REGENTS' POLICY. UW-EXTENSION WILL ASSURE NON-DUPLICATION OF EFFORT WITH VTAE ACTIVITIES, AND UW-EXTENSION GOALS AND ACHIEVEMENT WILL BE REVIEWED AND EVALUATED IN 1992.*

The 1982 Board of Regents' Policy on Extension, and the subsequent integration of Extension programs and faculties with the other UW institutions, created a bold new initiative in extension and continuing education. As the twenty-first century approaches, Extension will play a stronger, more important role in extending university resources to the state. This role reflects an expanding population of adults over twenty-five years of age; an increasing number of career changes and the need for professional updating; larger demands for economic and professional development, cultural enhancement, environmental protection, and human service; growing demands of special client groups such as women, the elderly, the handicapped, labor and minorities; and rapid expansion of new knowledge, research and technology that make professional training in many fields obsolete within a few years.

### **Child Care Services**

#### **POLICY DECISION SUMMARY**

**#19**

*UW SYSTEM INSTITUTIONS SHALL ENCOURAGE THE DEVELOPMENT OF CHILD CARE SERVICES WHEN COMMUNITY CHILD CARE DOES NOT MEET THE NEEDS OF STUDENTS AND FACULTY AND SEEK TO PROVIDE RELIABLE SOURCES OF FUNDING. ALL INSTITUTIONS SHOULD INCLUDE, WHERE LEGALLY PERMISSIBLE, CHILD CARE COSTS WHEN COMPUTING STUDENT FINANCIAL AID PACKAGES, CONDUCT PERIODIC NEEDS ASSESSMENTS OF SERVICES, AND IDENTIFY CHILD CARE ALLOCATIONS SEPARATELY FROM SEGREGATED FEES.*

Child care was initially addressed by the University of Wisconsin System *Equal Opportunities in Education Policy* adopted in 1974. The policy, as amended in 1983, reads, "As an alternative to community child care when it does not meet the needs of the institution/unit, each university should set a goal of seeing that top quality, low cost child care and extended child care services, preferably campus based, are available to the children of students, faculty and staff." All universities and two centers now provide some form of child care service.

However, a number of child care issues remain. Uncertain and inadequate funding plagues most child care programs. Cuts in federal funding will adversely affect child care programs, and outside sources of assistance for lower income groups are rapidly disappearing. The current federal student aid regulations allow educational institutions to ignore child care expenses in determining student need. Facilities housing child care services need attention at some institutions. Moreover, the need for child care services is likely to increase in the future.

The UW System must pay special attention to the categories of women who are at risk, economically and hence educationally, to increase their opportunities for educational achievement and economic self-sufficiency. Programs that address their special needs, including child care, can assist them in breaking the cycle of poverty that captures a disproportionately large number of single female heads of households.

The goal of providing high quality, low cost child care services to the children of UW System students, faculty and staff will remain a strong goal. Additional policies in this area will provide long-lasting benefits to the students, faculty, staff and to society.

## V. LEADERSHIP, GOVERNANCE, AND ADMINISTRATION

Reforming and reshaping the UW System will result in a more ordered system with better quality programs and more economic efficiency. Reform, however, will be difficult to accomplish without significant changes in the state's approach to management and funding. The University needs the flexibility and the responsibility to manage. Modern universities and university systems are complex organizations that require application of modern management methods, including appropriate delegation of authority and responsibility with accountability for performance and outcomes. The current climate of disincentives must become a climate of incentives and responsibility. Only in such a climate can meaningful improvement in the quality of education be made. If this change takes place and the University is allowed to control its own budget and programs, then the UW System can move quickly to strengthen its management.

### Internal Management

#### **POLICY DECISION SUMMARY #20**

*ANNUALLY, THE PRESIDENT WILL PREPARE FOR BOARD REVIEW A STATEMENT OF GOALS FOR THE UPCOMING YEAR AND AN EVALUATION OF THE PAST YEAR'S EFFORTS. THE PRESIDENT OF THE UW SYSTEM WILL CONDUCT A SIMILAR ANNUAL EVALUATION OF CHANCELLORS. A BOARD OF REGENTS MANUAL WILL BE DEVELOPED TO ASSIST BOARD MEMBERS IN THEIR ORIENTATION TO THE UW SYSTEM AND TO BOARD AUTHORITY AND RESPONSIBILITIES.*

Responsibility begins at the top. Setting goals and being accountable for achieving these objectives are necessary for the proper administration of the UW System. It should be recognized, however, that the UW System compares very favorably with other institutions in the proportion of its budget devoted to administrative costs. In fact, the UW System budgets 26% less than its peers on administration. Given this modest administrative budget, emphasis must be on improving effectiveness within the current administrative investment. A formal evaluation system for the chief administrators of the System and its institutions, combined with appropriate delegating of operational responsibility to institutions, will help establish a process of management and evaluation that should improve the University's internal management.

## Management Flexibility and Efficiency

### **POLICY DECISION SUMMARY**

**#21**

**THE GOVERNOR'S TASK FORCE ON UW MANAGEMENT FLEXIBILITY IS URGED TO SUPPORT SIMPLIFICATION OF POLICIES AND PROCEDURES AND AMENDMENT OF STATUTES THAT RESULT IN UNNECESSARY COST AND CONTROL AND THUS TO DELEGATE TO THE BOARD OF REGENTS RESPONSIBILITY FOR MANAGEMENT OF THE UNIVERSITY.**

To make the changes enumerated in this report will require a degree of management control not now possessed by UW System administrators. This report is result oriented, but getting the utmost from scarce resources is not possible without appropriate management flexibility. This reality has been recognized by a number of states across the nation which have recently challenged the old pattern of regulation and budget control and have moved to replace accountability for operating details with accountability for results. The state of Wisconsin should take necessary steps to allow the UW System's professional managers to be responsible for the efficient and effective management of the state's largest single enterprise. Unproductive regulation of university operations absorbs time and resources which should more appropriately be employed in the delivery of educational services.

The Governor's Task Force on UW System Management Flexibility is examining this important issue. The Regents support its work and urge it to consider the following means of providing more flexibility: delegation of check-writing authority to authorized university officials for payment of invoices, simplification of bidding procedures for purchases under \$10,000 and amendment of purchasing regulations for purchases of \$500 or less, permission for the UW System to carry over into the next fiscal year an amount not to exceed 3% of its current year GPR budget, incentives for the university to generate utilities savings, authority for the UW System to expend program revenue when received for operation of the programs supported by these non-tax monies, removal of all unclassified university personnel from state position control, amendment of the statutes to remove the dollar limitation for graduate nonresident fee remissions, repeal of Section 35.46 of the statutes to return to the University responsibility for auxiliary reserve balances, accumulations and management of fees, and rescission of the section of the 1985-87 Biennial Budget Repair Bill which separates the appropriation for the UW System Administration in a separate budget line.

## Management Information Systems

### **POLICY DECISION SUMMARY**

**#22**

**A MANAGEMENT INFORMATION SYSTEMS STRATEGIC PLANNING COMMITTEE WILL BE CREATED AND, ASSISTED BY A TECHNICAL WORKING GROUP, WILL DEVELOP A COMPREHENSIVE, COORDINATED PLAN TO MANAGE THE UW INFORMATION SYSTEMS. THE PLAN WILL INCLUDE SYSTEM ADMINISTRATION REVIEW AND APPROVAL OF ALL MAJOR MANAGEMENT INFORMATION SYSTEMS PROJECTS AND A SYSTEMWIDE EXCHANGE OF INFORMATION TO PROMOTE SHARING OF SOFTWARE, STRATEGIES, TECHNIQUES AND SYSTEMS.**

An efficient management information system is essential to responsible management of the UW System. The current structure of management information processing and delivery systems has evolved over the last fifteen years. Currently, there is one administrative data processing center for each university and System Administration. UW Centers and UW-Extension have data processing resources made available through agreements with System Administration and UW-Madison. During the period since merger, substantial efforts have been made to develop and coordinate central data systems, to establish policies, and to meet institutional and System

needs. The UW System Committee on Information Processing Systems has contributed toward planning and development. However, long term efficiencies will require additional planned change and growth in data and computing networks.

A strategic plan is needed to guide decisions within the UW System, including the assessment of the Management Information Systems environment, identification of strategies for change, funding plans, and mechanisms for management of the plan. A modern system will not be inexpensive, but it is essential to improved and contemporary management efficiency.

## CONCLUSION

Any approach to bringing the UW System into the future as a stronger, more productive educational enterprise involves perspective and a variety of personal visions. The Regents' plan for revitalization and reform will produce a better System in an orderly and reasonable manner; however, a note of modesty is appropriate, illustrated by the conversation between Alice and the Dormouse in Lewis Carroll's story.

*"I wish you wouldn't squeeze so," said the Dormouse, who was sitting next to her.*

*"I can hardly breathe."*

*"I can't help it," said Alice very meekly, "I'm growing."*

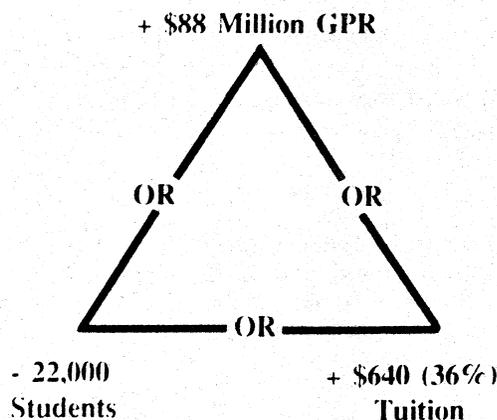
*"You've no right to grow here," said the Dormouse.*

*"Don't talk nonsense," said Alice more boldly, "you know you're growing too."*

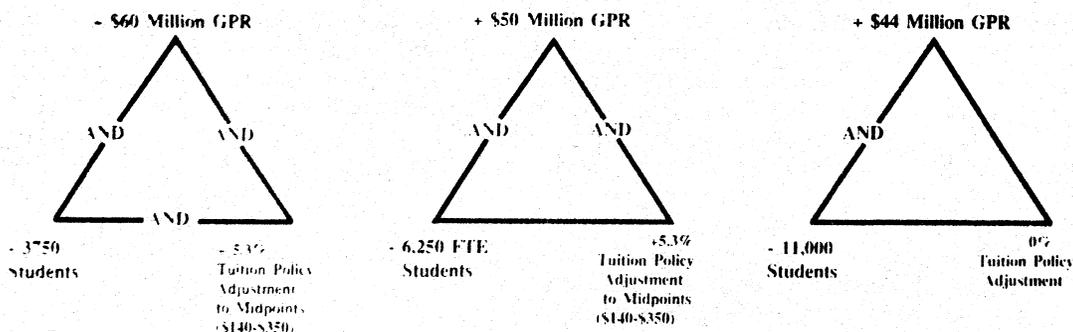
*"Yes, but I grow at a reasonable pace," said the Dormouse, "not in that ridiculous fashion."*

Change, whether it be growth or simply rearrangement, produces uncertainty and anxiety. The transformation of the UW System will produce such anxiety; many will think that others are changing at an **unreasonable pace** while they themselves grow and change **reasonably**. There is no doubt that the fundamental and wide-ranging policy decisions in this report, requiring hundreds of actions, will reform and significantly change the UW System. These modifications are challenging and demand hard choices in all areas of the University. However, when all changes have been implemented, the UW System will have stronger leadership and more effective management; the educational enterprise will be streamlined and more productive, with quality improvements that will affect students, faculty, and staff; more minorities and women will be part of the University and will be better served; the institutions will reach out to people in Wisconsin, assisting the state's economy and working more closely with other educational systems; and the UW System will initiate actions that will produce financial savings and fiscal efficiencies. **The reality remains, however, that critical public policy decisions will have to be made outside of the University of Wisconsin System.** The UW System is currently underfunded by \$116 million per year; \$28 million can be recovered by the self-help plan detailed in the report and by the state meeting certain cost-to-continue obligations. For minimal quality improvement the UW System must reach the national average of per student support by recovering the equivalent of an additional \$88 million per year. There are three means by which this can be accomplished: increasing state GPR support; increasing tuition; reducing enrollment. If each were employed alone, an \$88 million per year increase would be necessary in state GPR funding; or tuition would need to be increased by an average of 36%; or enrollment would need to be reduced by 22,000 FTE students.

These alternatives can be illustrated by this triangle:



Other solutions would require various combinations of these three elements. For example, if the funding gap were rectified through a split between state funding and enrollment reductions, without increases in tuition, then the necessary GPR increase would be \$44 million, and the needed enrollment reduction would be 11,000 students. Or, the \$88 million problem can be solved by \$16 million in tuition (6.6% adjustment), \$48 million per year GPR increases and \$25 million through phased enrollment reductions of approximately 6,000 FTE students.



All of these options and many more are possible. Prudence dictates acknowledgment that all must pay for quality—students, their parents, taxpayers, and, thus, some combination of these factors will be required. A reasonable increase in UW-Madison and UW-Milwaukee tuition to the midpoint of the Big Ten public universities with tuition at the other UW institutions set at an appropriate percentage of the UW-Madison/UW-Milwaukee tuition, plus some enrollment reduction, will make the problem more manageable and acceptable. Determining the proper combination of these three factors is one of the most important policy decisions the state will be making in the years ahead.

The Regents and the UW System are eager to meet the challenge of the future through a realistic plan to meet educational needs and to close the funding gap, but if meaningful change is to result from this plan, the Regents will need the support of the citizens of the state; university faculty, staff, administrators and students; the legislative and executive branches of government; and the business and labor community. We urge this support to assure that the UW System will move toward the twenty-first century from a position of strength, educating Wisconsin citizens fully and effectively.



**The University of Wisconsin System**

# **Planning the Future**

**Report of the  
Regents Study Group on the Future  
of the University of Wisconsin System**

**Appendix  
Regents Study Group Resolutions**

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\*Resolutions 1-3 are procedural and relate to the operation of the Study Group. They are not included in this appendix.

***Transfer of Credit,  
including Uniform  
Acceptance of Associate  
Degree for General  
Education Distribution  
Breadth Requirements***

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 4:**

It is the goal of the Board of Regents that a student who has earned an associate degree from an institution in the UW System and who transfers to a university of the UW System will be considered as having fulfilled the general education distribution or breadth requirements of that university; competency requirements or levels of proficiency (e.g., composition, mathematics, foreign language) are viewed as distinct requirements for purposes of this resolution and will be required of transfer students as well as resident students; transfer students may be required to take general education courses normally required of junior and senior students in the last two years of their university experience.

The President shall appoint an ad hoc advisory committee consisting of faculty, academic administrators and students from across the System to recommend minimum standards for general education requirements for the associate degree; after receiving the committee's report, the President will recommend to the Board a systemwide policy on general education requirements for the associate degree; these standards shall include appropriate definitions, minimum breadth requirements by academic area, and other requirements as needed to assure understanding of the degree and its transferability. The Advisory Committee shall report to the President by June 1, 1987, and the President shall propose a systemwide policy to the Board.

To further facilitate the transfer of credit, the following steps will be taken:

In order to assure that full and careful consideration be given to the proper acceptance of courses for transfer, a systemwide faculty appeals committee will be established to assist students experiencing unresolved difficulties in the transfer process. This appeal process would be for appeals not resolved at the institutional level. The appeals committee will make recommendations to the Vice President for Academic Affairs.

System Administration will seek funds for the development and maintenance of a computerized course equivalency and degree requirement matrix; this computerized matrix will be the official course equivalency and degree requirement table and will be accessible to students and staff. The UW System Office of Academic Affairs, with the assistance of a systemwide committee, will be responsible for maintenance of the matrix. The UW System Office of Academic Affairs will continue to monitor system transfer policies.

***Recording of credits on  
transferring students'  
transcripts***

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 5:**

When a student transfers within the UW System, the record of all undergraduate credit courses taken by the student at UW institutions previously attended should be placed on the transcript of the receiving institution. The credits should be evaluated by that institution to determine which will apply to the major requirements, the general education distribution breadth requirements (for students not presenting an associate degree), competency requirements, or the graduation requirements of the specific program in which the student is enrolled. Those credits which are not applicable to the requirements of the specific program should be noted on the transcript. If the student subsequently changes to another academic program or another UW institution, all credits will again be evaluated, in the context of the requirements of the new program.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 6:**

The Regents' Undergraduate Transfer Policy should be continued, with the expectations that the institutions will:

- review transfer policies and procedures, to ensure adherence to both the letter and the spirit of the Regents' Undergraduate Transfer Policy;
- review articulation agreements, course equivalencies, and the information provided for students to ensure that materials for adequate academic counseling be available to all students to aid in their planning; and
- encourage continuing information exchange and exploration of expanded transfer agreements through the JACAP and between UW System institutions and VTAE districts, while maintaining the separate missions.

On an experimental basis, capstone degree programs should be established in the UW System for vocationally-prepared VTAE graduates. Capstone degree programs will proceed through the established process for academic program approval and review.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 7:**

1. The distinct collegiate education and transfer mission of the Centers is reaffirmed, consistent with (a) the state's historic separation of the Centers and VTAE district programs, (b) its distinct function in providing access to higher education in Wisconsin, and (c) the opportunity to use the Centers as one response to the expanding needs for student financial aid.
2. The locally-owned status of the Centers' physical plant is reaffirmed to ensure continuation of the partnership that the localities entered with the state and the joint planning involved in that partnership. Specifically, the UW System has agreed to provide faculty and support for the educational programs in each center on the condition that the real estate is locally owned.
3. Regent policy should be clarified to define more clearly the process requiring an early Board review and approval of any city/county plans to expand a center's physical plant where such expansion might have staffing, programmatic, equipment funding or operating budget implications for the UW System.
4. To improve opportunities for students to remain at the Centers for their education whenever practical through their sophomore year and to be consistent with the findings and recommendations on credit transfer in Discussion Paper # 1 and its informational supplement, the administrations of the universities and Centers are directed to work with their faculties to review all courses to ensure that only courses appropriate either as part of a general education requirement or in a student's sophomore year in the student's field of future study are taught in the Centers. This effort should allow the Centers to streamline their course offerings as well as facilitate credit transfers. Further, to this end, the Centers' Chancellor is directed to work with Center faculty to focus course offerings on needs at the freshmen/sophomore level, thereby avoiding offering courses normally taken by juniors/seniors.
5. The State Board of Vocational, Technical and Adult Education, the UW Chancellors and the System Office of Academic Affairs are commended for their on-going efforts to foster joint offerings responding to needs below the baccalaureate level, and the UW System representatives are directed to work with VTAE to explore the possibility of designing additional educational options to serve students who should not or cannot transfer to a university, to prepare them for a changing labor market.
6. System Administration is directed to assist the Chancellor of the Centers in evaluating alternative educational technologies and formulating a plan supporting more effective, efficient delivery of educational offerings, including essential courses where low enrollments now pose relatively high costs.

**Resolution SG 7:  
(continued)**

7. The Regents emphasize the goal of ensuring a viable educational program as a basis for operating each center and reaffirm the Board's earlier actions in adopting planning thresholds (250 FTE students and a cost index of 120% of the Centers' average cost) to be used by the Chancellor biennially in reporting to the System President on the status of and special planning requirements for individual centers. These planning thresholds are to be indicators of the need for special review and not automatic mandates for precipitous action. Other relevant considerations are: location of the campus in relation to other campuses; full-time/part-time student mix; transfer rates; and the general relationship among size, cost and quality.
8. The Regents state their willingness to work with the communities to consider at any time alternative educational uses of any excess space in a center. Such uses should be compatible with the Centers' mission.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 8:**

The Board of Regents should amend its UW System Freshman Admissions Policy to require a minimum of sixteen high school credits. At least 14 academic credits, which may be distributed in any manner, must be from: English (including speech), mathematics, social science, natural science, and foreign language; two additional credits in the above areas and/or in the arts, computer science, or other academic areas are required. A high school credit represents a norm of five class periods per week in one field of study for a school year of 36 weeks.

The requirements for applicants without a high school diploma should be modified to indicate that, "an applicant who has not graduated from a recognized high school must provide evidence of ability to begin college work. Such evidence may include General Education Development test scores or a high school equivalency examination or other established criteria, transcripts of course work completed in high school, high school rank-in-class before leaving, written recommendations, ACT/SAT scores, or other evidence deemed appropriate by the university. High school equivalency applicants may not normally be enrolled unless they are a minimum of two years past their expected date of high school graduation."

Any institution may conditionally or fully admit applicants who lack the stated requirements but are deemed to merit special consideration.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 9:**

Historically the University of Wisconsin, supported by the citizens of the State, has maintained a high level of academic quality in its educational programming and has provided both geographic and educational access. The Board of Regents reaffirms its commitment to quality academic programming, the principle of geographic and educational access and shared governance.

The goals of quality and access, however, must be achieved within the context of efficiency and accountability; for that reason the UWS must assure the citizens of the state, the legislature, and the executive branch of government that within the mission of the UW System and its institutions the academic program array is reflective of that mission, that each of the academic programs offered has an adequate resource base, is a viable program and is considered to be an integral part of the thrust(s) of the particular institution. In the continuing process of academic program development and academic program evaluation, attention must be paid to the importance of a broad-based liberal education at the undergraduate level, and the educational tools, philosophy, and orientation needed to succeed in a world which will continue to be subject to dynamic change.

Within the broad area of academic program arrays, missions, and program development and evaluation, the Board of Regents should:

- A. Direct each of the institutions and the UWS Office of Academic Affairs to undertake an analysis of current missions for the purpose of (1) identifying and establishing appropriate areas or centers of excellence which will become the foci for institutional decision making for future program development; (2) identifying potential modifications to missions which result from this analysis; and (3) submitting to System Administration proposed changes in the mission statement by January 1, 1988.
- B. Confirm the importance of an undergraduate programmatic balance between liberal education and professional education appropriate to the institutional mission and direct the faculty and administration of each institution in consultation with UW System Administration to review the current balance and take corrective action as required.
- C. Confirm the importance of a strong general education core appropriate to the academic programs at every institution in the UW System. Direct the faculty at each institution to review regularly their general education requirements and the adequacy of the courses offered to meet those requirements and to report to System Administration and the Regents that such reviews have taken place at regular intervals. The first reviews shall be completed by May 1988.

**Resolution SG 9:  
(continued)**

- D. The fiscal constraints facing the System require increased attention by System Administration and the institutions to the question of the relevancy of program array to institutional mission and educational need. Therefore, in order to assure program quality and to assure that programs no longer considered to be relevant to societal need or compatible with institutional priorities are discontinued, direct the UWS Office of Academic Affairs to work with the institutions in developing a protocol which will be used to identify and review programs requiring special attention, such as programs with consistently low enrollment, programs with inordinately high costs, programs with quality problems, and outdated programs which no longer are central to institutional goals.
- E. Recognize the academically crippling effect that inadequate responses to new and developing fields of knowledge through new academic program development can have; therefore, direct the Office of Academic Affairs to consult with the institutions and periodically report to the Board of Regents concerning areas in which new initiatives are being considered, the relationship to institutional areas of excellence or other institutional goals, and challenges associated with the implementation of the initiatives.
- F. Direct that the established policies and procedures and criteria used in the development and approval of new academic programs continue to be rigorously applied; and that new academic program development be consistent with mission and institutional areas of excellence and should respond to the continuing growth of new knowledge and the preparation of students for a rapidly changing world.
- G. Reaffirm the primacy of the faculty in the qualitative evaluation of existing academic programs and the importance of the internal review process; therefore in order to strengthen the process, require an annual summary report to the Regents on the outcomes of institutional program reviews; encourage the use of external reviewers where appropriate; and suggest that program review procedures be established for the review of academic support and student service operations.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 10:**

1. The Regents recognize Wisconsin's strong tradition of providing access to qualified students at the campus of their choice, but are aware also of the increasing necessity of universities and their colleges, schools and departments to limit enrollment to maintain educational quality within budgetary constraints.
2. The Regents take special note of the increasing rate of enrollment of the traditional college-age pool in programs of the UW System, and the projected gap between future unrestrained enrollments and budget-related enrollment capacity.
3. When faced with a choice between maintaining educational quality within budgetary constraints or providing access for students to particular institutions, the Regents place priority on quality. The Regents will promote the most effective use of existing program capacity to better serve students throughout the University of Wisconsin System.
4. An enrollment management policy designed to move toward national and peer support levels, as described in the paper on Enrollment Capacity Management, should be phased in by the UW System President, in consultation with the Chancellors, beginning in 1987-88. The policy should be updated as deemed appropriate by the President and applied in program and fiscal planning.
5. In implementing the enrollment capacity management policy, the Regents expect that the institutions will manage their admissions to achieve established enrollment capacities consistent with highly valued educational principles, including the high priority objective of providing educational opportunities for minority/disadvantaged students. The institutions' admissions policies should continue to provide opportunities for transfer students consistent with the most effective use of existing program capacity throughout the UW System. The President will make resource management recommendations to the Board of Regents consistent with the policy.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 11:**

The Regents Study Group concludes that the assessment of educational outcomes is an important factor in the improvement of the universities of the UW System. Ideal measures of educational outcomes would

1. respect educational diversity.
2. provide positive incentives for change.
3. provide multiple indicators of educational outcomes.
4. involve faculty and staff in the design and interpretation of the measures.
5. consult with students on the purposes and processes of the measures used in assessment.
6. be useful to those who decide on the purpose and direction of the institution.

In order to initiate a comprehensive assessment program for the universities of the System, the Board of Regents directs UW System Administration to develop pilot projects for the 1987-89 biennium and beyond that would select, on a competitive basis, at least five units within the System in order to establish a complete program of assessment for each selected unit. Each unit would be selected on its willingness to participate, on its suitability as a model for other university units, and as a representative of a particular problem involving assessment. The units accepted for inclusion in the pilot project would be expected to work toward a comprehensive program of assessment including measurement of educational progress, share the results of their experiences with the university community and the Board of Regents, and participate with the other units in the project in discussions with UW System Administration and aid UW System Administration in evaluating the usefulness of assessment.

At the conclusion of the pilot project, UW System Administration shall review the results of the projects and recommend how assessment procedures could be incorporated at all institutions in the UW System.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 12:**

In an effort to raise the level of awareness regarding physical plant maintenance needs and provide a general framework for the UW System Administration to use in implementing a program to address those maintenance needs on a continuing basis, the University of Wisconsin System Board of Regents:

1. reaffirms its responsibility for care and maintenance of facilities;
2. acknowledges that a problem exists in providing for adequate maintenance of facilities as a result of the general decline in overall budget support for the UW System;
3. conveys to the Governor and the Legislature its concerns for preservation of the state's investment in in the UW System facilities provided for the UW System and all other state programs;
4. supports as a high priority inclusion of adequate and substantial maintenance funding for UW System facilities in the capital budget;
5. endorses increased operating budget support for maintenance/custodial needs when new space is opened and when space is remodeled; and expresses its concern that for the last three biennia the necessary maintenance and custodial funding and positions have not been provided to operate new facilities which have been constructed; and
6. recommends that increased flexibility be granted in the use of state budget allocations so that maintenance and other program needs may be addressed when the opportunity arises. For example:
  - A. Provide for the UW System to supervise the design and construction of UW System building projects, since those Department of Administration-provided services are now charged in full against all UW System projects;
  - B. Provide the capability for contracting with private vendors for custodial and maintenance services if the budget does not provide for increased staffing to meet these needs;
  - C. Raise the project budget level that requires State Building Commission approval from the present level of \$30,000 and provide that this level be adjusted for inflation automatically at regular intervals;
  - D. Raise the threshold level at which building projects must be enumerated from the present level of \$250,000 and provide that this level be adjusted for inflation automatically at regular intervals.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 13:**

1. The Board of Regents reaffirms the University of Wisconsin System's commitment to assist in the pursuit of the State's economic development goals. To accomplish this, it is important that the UW System's institutions appropriately incorporate economic development outreach initiatives within their missions of teaching, research, and public service.
2. The UW System encourages its faculty to provide assistance to the businesses and communities of the state through research, consulting, and extension service, under established institutional policies. University-business and university-community partnerships are viewed as appropriate and useful vehicles for this purpose. The University System is willing to approach the Governor and Legislature in partnership with the private sector to request funds for appropriate economic development activities on a resource matching basis. Among the priorities for state funding increases for economic development initiatives through the UW System, consideration should be given to:
  - A. creation of an ongoing Wisconsin Economic Development Fund within the UW System's appropriations to enable the state to provide a fast-track response to opportunities for research and development through partnerships with industry and/or the federal government in situations where state matching funds are necessary; and
  - B. creation of a Challenge Fund to support on a matching basis with business and industry at least ten Distinguished Professorships as recommended by the Strategic Development Commission to retain and recruit faculty with expertise in areas of teaching and research essential to the economic development of the state; and
  - C. implementation of university-related recommendations of the Governor's Task Force on Biotechnology.
3. The recommendations of the Wisconsin Strategic Development Commission are useful in focusing the System's economic development efforts. Specific emphasis should be given to such activities as strengthening business and engineering programs, university-industry partnerships, small business incubators, release time for research on topics and issues of importance to the Wisconsin economy, the endowment of faculty chairs, and technology transfer.
4. Given the need for orderly planning, special projects or new initiatives not associated with existing centers or programs and requiring the commitment of significant increases in resources for the university should be submitted to the Board of Regents for appropriate review and prior approval.

**Resolution SG 13:  
(continued)**

5. The UW System Board of Regents requests periodic reports on the status and contributions of institutionally-affiliated industrial development institutes, technology transfer centers and research parks as a way of better understanding and communicating these contributions to the state's economic base. In preparing these reports, the UW System shall detail progress in advancing women and minorities in Wisconsin's economic future.
6. The Board of Regents directs System Administration to provide timely information through publications such as the Directory of Resources for Business and Industry and encourages other activities to link UW System economic development resources with the needs of individuals and businesses in the state.
7. The diverse economic development needs of various regions of the state make it unlikely that a single institution will be able to meet all needs in a particular region. The Regents support evolving consortia in technology transfer and business outreach and encourage further interinstitutional cooperation and multidisciplinary approaches as effective means of identifying and responding to such needs and avoiding unnecessary duplication.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 14:**

The April 9, 1982 Board of Regents Policy on Extension marked the culmination of several years of study related to the extension function of the UW System. With enactment of its policy in 1982, the Board reaffirmed its long-standing commitment to the Wisconsin Idea and embarked on a period of restructuring related to the roles of UW-Extension and the other UW institutions. Extension programs and faculty/staff were integrated with centers and the comprehensive institutions in 1984, and integration with the two doctoral universities took place on July 1, 1985.

The current model for the UW System extension function, with its statewide coordinating role for UW-Extension and the integration of extension programs with other UW institutions, is unique in higher education. This model allows for the full use of the resources of all of the UW System institutions to meet the needs of Wisconsin people and communities.

The test of its future success will be the degree to which the Wisconsin Idea is well served by all parts of the UW System. To this end, the structure should be evaluated after a sufficient period of time in order to allow the integrated extension function to become an inherent part of the role of UW institutional faculty/staff in departments, schools, and colleges.

The Board of Regents Study Group reaffirms the importance of the extension function in the future mission of the UW System and its commitment to extending the research and knowledge resources of the University to all parts of the state. To strengthen the statewide extension function, the Board of Regents:

1. Calls on the State of Wisconsin to continue its traditional support of the Wisconsin Idea, recognizing that access to continuing education and lifelong learning opportunities for all Wisconsin citizens is essential to help the state's people and communities meet the changes and challenges into the 21st Century.
2. Calls on the federal government to maintain its historical commitment to the county/state/federal partnership which created, and continues, the success of the Cooperative Extension Service.
3. Invites the City of Milwaukee and its business community to share in the development of a new downtown continuing education center for extension programming in the state's largest city.
4. Supports an expanded role of UW-Extension and all UW institutions in the economic development of Wisconsin.

**Resolution SG 14:  
(continued)**

5. Directs UW-Extension to coordinate programs and allocate resources for the UW System extension function according to the priority plans of General Extension and Cooperative Extension, thereby assuring access to extension programs for all Wisconsin citizens, urban and rural, throughout the state. Within the framework of the seven criteria identified in the 1982 Board of Regent policy and ACIS-5 (IV-D), the implementation of mandated state or federal budget reductions will give special consideration to programmatic priorities and the integrity of continuing programs at the university and in the counties.
6. Directs UW-Extension to promote UW institutional involvement in public policy education and applied research in the areas of economic development, social issues, environmental concerns, and others where the UW System has the resources to apply to citizen concerns.
7. Encourages the UW-Extension to assure non-duplication of effort with VTAE activities throughout the state.
8. Resolves to review and evaluate the achievement of these goals in 1992.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 15:**

**Policy Implementation:** It is the goal of the UW System to implement fully all System policies covering equal educational and employment opportunities. Implementation of policies will annually be reported by the president to the Board. The policies are: Equal Opportunities in Education Policy, Equal Employment Opportunity Policies, Sexual Harassment Policy Statement and Implementation and Implementing Recommendations from the Final Report of the Board of Regents Task Force on the Status of Women. The following actions will be taken to facilitate progress toward the goal:

1. In order to heighten awareness of policy requirements, all policy documents will be widely distributed, presented, reviewed and discussed with administrators, faculty, academic staff, classified staff and students throughout the UW System.
2. A data bank will be developed to provide the information necessary for monitoring and reporting on progress toward policy implementation.
3. Chancellors will submit to the president a process for evaluating institutional administrators on their attention to and support of affirmative action as called for in Equal Employment Opportunity Policies--basic requirements.
4. A review of progress made toward the achievement of affirmative action goals and the implementation of System policies will become a part of the chancellors annual evaluation process.
5. Special attention will be paid to women who are at risk economically and hence educationally, to increase their opportunities for educational achievement and economic self-sufficiency through the implementation of the Equal Opportunities in Education Policy.

**Faculty:** Given the underrepresentation of women among the faculties of UW System institutions and the anticipated opportunities to hire in the next decade,

- A. It is the long range goal of the UW System to achieve full representation of women among institutional faculties by the year 2000, relative to their availability and the opportunities to hire.
- B. It is the intermediate goal that the percentage of women faculty in UW institutions equal at least the mid-point of the percentages of women faculty in their peer institutions.
- C. It is an immediate goal of the UW System to place particular emphasis on recruiting and hiring women faculty in those areas or disciplines where underrepresentation is the greatest.

**Resolutin SG 15:  
(continued)**

- D. It is an immediate goal of the UW System that the promotion and retention rates of women faculty will equal those of male faculty relative to the promotable pool of male and female faculty.

The following actions will be taken to facilitate progress toward these goals:

1. The Office of Women and Equal Opportunity Programs jointly with the Undergraduate Teaching Improvement Council will sponsor conferences covering System Equal Employment Opportunity Policy issues dealing with faculty. The conferences will also address concerns identified by faculty in the System including equity in research funding, and sexism in the classroom.
2. The promotion and retention of faculty women will be closely monitored in order to recognize any possible discriminatory factors needing corrective action.
3. UW System faculties shall appoint faculty committees on affirmative action in faculty employment to address barriers to the retention and promotion of women and to devise a long-term plan for their full participation. Mentoring programs for women in tenure-track faculty positions should be devised through these committees.

**Administrators:** It is the goal of the UW System to utilize fully every opportunity to increase the number of women in upper-level administrative positions. The following actions, articulated in the task force report on the status of women, will facilitate progress toward the goal:

1. The president, in consultation with the chancellors, will assure that good faith efforts are made to search for women candidates for senior-level administrative positions.
2. Funds will be made available to expand the System affirmative-action administrative-intern program to accommodate a larger number of interns.

**Academic Staff:** It is the goal of the UW System to assure salary equity and equitable conditions of employment for women in academic staff positions. To achieve this goal:

1. The UW System will insure that the Academic Staff Title and Compensation Plan is implemented to provide salary equity for women in academic staff positions. The UW System Office of Women will annually review academic staff salaries for salary equity. If inequities are identified the plan will be adjusted to correct the discrepancies.
2. The UW System will cooperate with State officials in administering the comparable worth plan.
3. The UW System Office of Women will gather appropriate data on academic staff women to monitor and to report on questions of equity in all conditions of employment including job security.

4. Recommendations on academic staff women contained in the Regents' 1981 Task Force Report on the Status of Women will be reviewed in conjunction with subsequent recommendations from the advisory committee and the 1983-85 System academic staff review papers to assure that the task force recommendations were adequately addressed. These recommendations relate to professional development opportunities, employment practices and salary equity.

**Classified Staff:** It is the goal of the UW System to assure that the recommendations of the Task Force on the Status of Women pertaining to classified staff training and development, position descriptions and information dissemination, class specifications and allocation patterns, alternate work patterns and fee/tuition reimbursement are fully implemented, monitored and reported to the Board.

**Students.** It is the goal of the UW System to substantially eliminate the underrepresentation of women student degree recipients in science and technology by the year 2000. The goal is in keeping with the System policy calling for special emphasis on increasing the distribution of women students among the varied academic and professional programs of the System. The following actions will be taken to facilitate progress toward the goal:

1. Funds will be requested in the 1987-89 biennial budget to support the implementation of two experimental programs designed to resolve the underrepresentation of women as degree recipients and faculty members in the areas of science and technology. One program will focus on the physical sciences, mathematics, computer science, physics and chemistry and the other on engineering and technology. The programs will be aimed at minority and majority female high school students.
2. A longitudinal study to evaluate the programs will be developed jointly by the UW System Office of Women and the institutions.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 16:**

The effective management of a university system as large and complex as the University of Wisconsin System requires conscious and continuing effort and teamwork. The Board of Regents is committed to supporting effective cost and academic management through its President and Chancellors. To accomplish this and keep the UW System competitive with peers, the UW System must do more with less and must have management flexibility to fulfill its mission effectively. The Board recognizes that the request for management flexibility from the state to the UW System must be accompanied by means of assuring accountability. First and foremost of these means is to institute a formal evaluation system for the chief administrators of the System and its institutions.

To enhance the internal management of the UW System, the following are recommended:

1. There shall be an annual evaluation of the President conducted by the UW System Board of Regents. Annually, the President will prepare a statement of goals for the upcoming year and an evaluation of the past year's efforts. This information will be given to the Board and will become a matter of public record. The board will meet in closed session with the President for confidential discussions to review this information and to discuss ways to improve administrative performance.
2. There shall be an annual evaluation of Chancellors conducted by the President of the UW System. Annually, each Chancellor will prepare a statement of goals for the upcoming year and an evaluation of the past year's efforts. This information will be given to the President, will be shared with the Board, and will become a matter of public record. The President will meet with each Chancellor for confidential discussions to review this information and to discuss ways to improve administrative performance.
3. A Board of Regents handbook shall be developed to assist new Board members in their orientation to the UW System and to Board authority and responsibilities, and to serve as a reference for existing Board members. Included in the handbook would be information on Board of Regents legal responsibilities and authorities, structure of UW System and institutional governance, a code of ethics, and such other matters as may be useful.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 17: Minority Student Recommendations**

The Board acknowledges that minority pre-college, recruiting and retention programs have prevented more extensive erosion of minority enrollment in the UW System. We commend the people working in these programs and ask each chancellor to ensure that the entire university become involved in providing educational opportunity for minority students. Each chancellor will include in his/her annual Goals Statement plans for improving the status of minority faculty and students, and the President will discuss these goals with the chancellors during their annual evaluation. We also acknowledge that new programs established for 1986-87 such as the Undergraduate Minority Retention Grant Program, Pre-college Programs, the Minority Information Center, and others are too recent to significantly affect enrollment statistics.

The Board reaffirms the minority enrollment and graduation goals established in 1983, while recognizing that these goals do not address the academic preparation of students nor their aspirations. Therefore, it is essential that the University assist the schools in attacking the problem of K-12 education of minority students. It is especially important that the major task of enlarging the pool of minority students prepared for college be recognized and addressed. New foci for minority programs will be developed to stress long-term goals and objectives for under-represented minority students. UW System institutions will be expected to strengthen fiscally pre-college efforts and to focus their institutional programs on Black, Hispanic and Native American students. In focusing their efforts, the institutions should take care to include Southeast Asian refugees who need the services of support programs. The college parallel programs in the VTAE System should also be seen as a potential source of minority student enrollment and additional joint efforts should be initiated to encourage these students to transfer to the UWS.

1. A pilot freshman tuition award program should be created for under-represented minority students at five high schools that enroll large numbers of Black, Hispanic or Native American students. Planning for this program will start immediately with the first awards to students for Fall, 1988. This phased-in program would provide tuition awards for the freshman year for students who graduate from these five high schools and who meet increasingly higher standards of academic preparation and grade point average. As part of this new program we would ask the business community to match our effort by providing summer employment to students at these five high schools who are working to meet the requirements of the freshman tuition award program.
2. Using the UWS/DPI Joint Report as a guide, increased funding for pre-college programming will be sought.

Resolution SG 17:  
(continued)

3. The UW System Minority Information Center will be enlarged and a satellite office established in the northern Wisconsin area in order to reach non-urban Native Americans.
4. A consortium of universities will develop special programming designed to bring rural Native American students into the UW System.
5. The UW System Administration jointly with the Department of Public Instruction should review progress on the recommendations of the Joint Report, "The Education of Minorities in Wisconsin" and report to the Board further efforts needed to implement these recommendations. As a follow-up to this report the President of the UW System and the State Superintendent of Public Instruction should convene a study group consisting of representatives of the UW System, the Department of Public Instruction, the VTAE System, the private colleges and universities, business and community leaders, and other interested citizens to provide a plan for state-wide goals and programs for the enrollment, retention and graduation of under-represented minorities.
6. In order to improve the retention and graduation of under-represented minority students, several successful demonstration retention projects should be replicated elsewhere in the System.
  - A. Through a competitive grant process the Minority Business Program at UW-Whitewater will be replicated at several institutions.
  - b. The Minority Education Program will be enlarged and replicated. It should include cooperative efforts with the Department of Public Instruction, The Urban School Superintendents, and the schools to increase the number of minority teachers in Wisconsin schools. Summer employment, special workshops, guaranteed teaching positions, and other collaborative efforts should be part of the total project.
7. UW System Administration will establish a staff position for systematic follow-up on the evaluations of minority student programs. This person will work with institutions to establish a uniform, systematic data gathering process to measure the success of minority programs and to document the effectiveness of programmatic interventions. This person will work with institutions to coordinate institutional plans with System goals and objectives, and to assist the universities in implementing the institutional level recommendations of the national consultant.

#### Minority Faculty and Staff Recommendations

The UW System will work with the institutions in developing faculty and staff employment goals for under-represented minorities and will establish special recruitment and retention programs. These goals will reflect the appropriate pool of available Ph.D. graduates by ethnicity and race and will include a planned increase in the number

Resolution SG 17:  
(continued)

of Black, Hispanic and Native American faculty. Each UW institution will develop goals consistent with the System goals. In no case shall these goals be inconsistent with the U.S. Department of Labor standards. To assist in reaching these goals the following programs will be created:

1. A Minority graduate incentive program will be established as a grow-your-own program for minority faculty in the System. The plan will require additional funding in order to focus dollars on under-represented minority doctoral students who have an interest in college teaching. Incentives will be provided to UW System graduates who remain within the UW System to teach.
2. A faculty retention project will be developed that will include a faculty mentor program whereby junior minority faculty members have the option to work with a senior faculty member; on a carefully selected basis pre-tenure Hispanic, Black, and Native American faculty will be provided released time and stipends to develop and complete research projects.
3. A UW Systemwide Institute for Race and Ethnic Studies will be created at one of the UW institutions. The institute will include positions for research faculty.
4. Each institution will establish a faculty and staff committee on affirmative action for minority faculty and staff. The committee will address issues of recruiting, evaluation and promotion and seek innovative and creative methods of improving the institution's record of employing and retaining under-represented minorities.
5. The President will convene a conference of under-represented minority faculty. This group shall make recommendations to the President on minority student and faculty needs.
6. The President will appoint a Systemwide study group on the status of minority faculty and staff to advise him on ways to improve the position of minorities in the UW System.

The University of Wisconsin System Administration will include as part of their budget planning for 1987-89 a budget request to cover new costs associated with these initiatives.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

Resolution SG 18:

The UW System Board of Regents recognizes that changing student demographics and pressing social and economic trends demand special attention to finding creative ways of implementing the Board of Regent's Child Care Policy. The policy reads: "As an alternative to community child care when it does not meet the needs of the institution/unit, each university should set a goal of seeing that top quality, low cost child care and extended child care services, preferably campus based, are available to the children of students, faculty and staff."

To this end, it is recommended that:

1. Each institution shall work wherever possible with community groups, including cooperative organizations, to provide quality, low-cost child care services to students, faculty and staff.
2. Where community child care does not meet the needs of an institution/unit, the institution should find reliable sources of funding to maintain current child care commitments and move toward meeting additional documented needs. Suggested ways include:
  - a. Utilizing nonallocatable Segregated University Fee (SUF) funding for services to students.
  - b. Requiring a three-year budget review under the allocatable portion of SUF comparable to that required for athletics.
  - c. Having academic departments using child care centers as educational sites assume education-related costs.
  - d. Permitting support service requirements for child care centers to be integrated into larger institutional operations in order to achieve economies of scale in equipment, service and supply purchases.
3. All institutions shall, where legally permissible, include child care costs in determining student financial aid packages.
4. All institutions shall conduct periodically a needs assessment of child care services with the findings reported through the Equal Opportunities in Education Policy reporting process.
5. Child care allocations derived from SUF funds shall be identified separately in the annual auxiliary budget review process.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

Resolution SG 19:

A Systemwide policy and guidelines related to Section 504 of the Rehabilitation Act of 1973, as amended (P.L. 93-112, P.L. 93-516), should be developed for the UW System by a System working group consisting of administrators, faculty/staff, students and coordinators of services for disabled students. The guidelines should address the following:

1. Development of definitions and standardized procedures to assist institutions in meeting the requirements of Section 504.
2. Development of standards for providing reasonable accommodations for UW students with disabilities. These standards shall:
  - a. acknowledge that disabled students are competent individuals capable of meeting the same academic requirements as non-disabled students; and
  - b. take into account the necessity to provide accommodations for disabled students on an individual basis.
3. Development of a uniform policy on institutional responsibility when students who are not served by Wisconsin's Division of Vocational Rehabilitation programs require specialized services.
4. Identification of a funding procedure that responds to the steadily increasing demand for services by students with disabilities and the current dependence of such services on unstable funding sources.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

Resolution SG 20:

The UW System Board of Regents recognizes the need for high quality and timely information to support the planning, management, and operational responsibilities of the University of Wisconsin System. Further, in light of the continuing increases in management needs for information and the availability of new technology, it is important that current systems be re-evaluated to assure that the required information is available and produced in a timely and efficient manner. In order to achieve these goals, it is recommended:

1. that the University of Wisconsin System develop a coordinated approach to management information systems based on the principles in the discussion paper.
2. that in order to achieve this goal, the President of the UW System appoint an MIS Strategic Planning Group charged with development of a plan which includes strategic assessment of the MIS environment, identification of strategies for change, including movement toward maximum compatibility, an implementation and funding timetable, reporting to the Board of Regents at six month intervals, and creation of management structures for future MIS organization and planning.
3. that a technical working group be appointed by the President to evaluate alternative database management and application development strategies and provide other technical assistance to the strategic planning group.
4. that a systemwide exchange of information be developed to promote sharing of software, strategies, techniques, and systems for MIS applications and development.
5. that System Administration review and approve all major MIS development projects and hardware system acquisitions involving substantial long-term resource commitments.
6. that given the importance of coordinating the overall process and direction of MIS activity while the planning process is underway, the exchange of information (Recommendation 4) and the System Administration and Strategic Planning Group review processes (Recommendations 2 and 5) should be implemented immediately.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 21:**

The Board of Regents recognizes that the UW System in meeting its many and varied responsibilities must actively seek to coordinate its efforts with those of other public institutions. Cooperation with various agencies has helped to enhance citizen access to the resources of higher education and to maximize the financial investments made by the state in the UW System.

To encourage cooperation and coordination, the Study Group finds that relations between the UW System and other institutions should be examined periodically. These studies can foster a mutual understanding of the purposes for distinct responsibilities assigned to public agencies and where applicable, the need to program jointly in the pursuit of common goals. By pursuing cooperative interests, public agencies can more efficiently and effectively invest the resources entrusted to them and offer an array of programs and services which contribute directly to the well-being of the state and its citizens.

Consistent with this recognition, the Study Group finds that a review of relations between the UW System and the Vocational, Technical and Adult Education (VTAE) System is in order. The Study Group recommends that a joint UWS-VTAE task force review of non-credit instruction be undertaken to examine common responsibilities and interests and the manner best suited to foster cooperation and coordination in these areas. To structure and focus the task force review, the Study Group recommends the following criteria:

1. The review should be limited to non-credit instruction in the three major program areas common to both systems: Agriculture/Ag Business, Home Economics, and Business.
2. The review should include the missions assigned each institution in these program areas with current program and program planning efforts as major parts of the study.
3. The review should include an analysis of the charge and effectiveness of the UWS-VTAE Joint Administrative Committee on Continuing Education (JACCE).
4. In those instances where program planning and coordination have led to common understandings, the review should analyze the components which led to successful coordination.
5. In those instances where the task force may find duplication or a lack of coordination, the review should analyze the factors which led to inadequate cooperation and understanding between the systems.
6. Task force conclusions and recommendations should identify the means for improving program coordination and cooperation with clearly stated expectations that the recommendations will be implemented by the respective institutions.

**Resolution SG 21:  
(continued)**

The Study Group recommends that the task force membership be composed of two Regents and two VTAE board members; the UW-Extension Chancellor and the VTAE State Director; one faculty representative each from the UW System and VTAE system; one VTAE District Director; a representative from the UW System Administration; and three citizen members selected from a pool of names submitted by each system. The task force would be co-chaired by a member of the Board of Regents and a member of the VTAE Board. The task force review should begin no later than January 1, 1987 and its report completed one year later for presentation to each system's board.

The UW System and the VTAE System are also urged to examine the potential duplication of college credit programming and to identify the means to avoid such duplication.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 22:**

1. The University System should continue its strong commitment to keeping tuition within reach of Wisconsin residents.
2. To assist in this goal, increased state financial aid support for needy students is recommended. Low income students should be assisted with the burden of increased tuition.
3. The enrollment management strategy is an important component of the effort to increase quality. Savings effected by attracting students to centers and campuses with available capacity and by decreasing enrollments will contribute to the quality improvement package.
4. In developing future biennial budgets, UW System Administration shall be guided by the following parameters:
  - A. Undergraduate resident tuition rates at the Doctoral Universities shall be uniform and no higher than the midpoint of public universities in the Big Ten.
  - B. Tuition for the Comprehensive Universities and the UW Centers shall be set at appropriate percentages of the Doctoral Universities' tuition in each year.
  - C. Beyond the revenue generated by tuition adjustments phased in over a four-year period, as enumerated under a. and b. above, the UW System's goal shall be to achieve national average levels of support per student through a combination of GPR requests and enrollment adjustments by the end of the next biennium.
5. In addition to tuition increases and UW System contributions through enrollment management and other selected efficiencies, a real increase in GPR appropriations is necessary, beyond the average national increase for 4-year institutions, to close the gap in per-student appropriations. It is the intent of the Board of Regents that increased tuition revenue be used to remedy the under-funding of instruction and instruction-related programs in the UW System and not to reduce GPR appropriations.
6. This approach to tuition policy and funding the instructional mission should be reviewed every 2 years in July prior to biennial budget review. Successful management toward access and quality goals involves complex interaction among three continuously changing variables: state GPR support in Wisconsin compared to changes in national averages, other institutions' tuition changes, and enrollment changes.

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

**Resolution SG 23:**

The Board of Regents is committed to the effective management of the University of Wisconsin System. The Board strongly supports the Governor's decision to appoint a task force to examine how best to provide additional management flexibility to the university in several areas. The task force will deal with one of the most important problems now facing the university system. As the University of Wisconsin System attempts to meet the challenges of maintaining high student access and high educational quality with limited resources, the Board of Regents is prepared to assume greater administrative responsibility and recognizes a concomitant responsibility to assure accountability to the state and legislature.

***Use of the American  
College Test (ACT) as a  
Condition of Admission to  
the UW System***

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

Resolution SG 24:

The UW System admissions policy shall provide that the American College Test (ACT) is to be required of all freshmen entering a campus of the University of Wisconsin System effective in fall, 1989.

It is the intent of the regents that:

1. Institutions themselves will determine how the ACT is to be used.
2. In no situation can the ACT be the sole criterion for admission.
3. Non-resident student applicants will be permitted to submit SAT scores in lieu of results from the ACT.

Any institution may waive the admission test requirement for freshmen applicants who require special and unique exemption. An annual report of the number and types of exemptions granted will be provided to System Administration and distributed to the Board of Regents.

*Approval of Final Report*

**REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM**

Resolution SG 25:

Planning the Future, incorporating changes resulting from the hearing on November 5, 1986, and other reviews, is approved as the Final Report of the Regent Study Group on the Future of the University of Wisconsin System and shall be transmitted to the Board of Regents for its action in December 1986.

TABLE 3 (Revised)

## 1987-89 Capital Budget Major Project (GPR) Priorities

| Priority   | Rank |     |   | Funding<br>Request (GPR) | Cumulative   |
|--|------|-----|---|--------------------------|--------------|
| I FULFILL PRIOR<br>FORMAL COMMITMENTS<br>(\$25.9M)               | 1    | MIL | Lapham Science Addition                                 | \$18,339,000             | \$18,339,000 |
|  | 2    | MAD | Memorial Library Addition                               | 7,310,000                | 25,649,000   |
|  | 3    | CTR | Movable Equipment                                       | 300,000                  | 25,949,000   |
| II FACILITIES REQUIRED<br>TO PROVIDE BASIC<br>UTILITIES (\$8.1M) | 4    | MAD | Electrical Substation                                   | 1,800,000                | 27,749,000   |
|  | 5    | MAD | Campus Chilled Water System<br>Expansion                | 5,300,000                | 33,049,000   |
|  | 6    | MAD | Campus Chilled Water System<br>Valves                   | 420,000                  | 33,469,000   |
|  | 7    | WTW | Upham Hall Air Conditioning                             | 600,000                  | 34,069,000   |
| III REMODELING TO MEET<br>BASIC PROGRAM NEEDS<br>(\$8.4M)        | 8    | STO | Center for the Service<br>Industries                    | 2,247,000                | 36,316,000   |
|  | 9    | OSH | Swart Hall Remodeling                                   | 3,500,000                | 39,816,000   |
|  | 10   | RVF | Karges Hall Remodeling                                  | 755,000                  | 40,571,000   |
|  | 11   | SYS | Great Lakes Research Facility                           | 500,000                  | 41,071,000   |
|  | 12   | WTW | Andersen Library Remodeling                             | 1,390,000                | 42,461,000   |
| IV NEW CONSTRUCTION TO<br>MEET BASIC PROGRAM<br>NEEDS (\$14.6M)  | 13   | PLT | Expansion of Williams Center                            | 6,250,000                | 48,711,000   |
|  | 14   | STP | Phy Ed & Health Promotion<br>Facilities                 | 7,000,000                | 55,711,000   |
|  | 15   | MAD | Russell Labs Addition                                   | 2,515,000                | 58,226,000   |
|  | 16   | PLT | Dairy Center Redev-Ph 3                                 | 665,000                  | 58,891,000   |
|  | 17   | RVF | Greenhouse Expansion-Ph 2                               | 346,000                  | 59,237,000   |
| V NEW CONSTRUCTION TO<br>ENHANCE PRESENT<br>PROGRAMS (\$35.7M)   | 18   | MAD | School of Business (\$26.3M)*                           | 17,130,000               | 76,367,000   |
|  | 19   | MAD | Engineering Bldg Addition<br>& Remodeling (\$16.5M)*    | 15,000,000               | 91,367,000   |
|  | 20   | MAD | Babcock Hall Addition &<br>Remodeling Phase I (\$4.1M)* | 3,600,000                | 94,967,000   |
|  | 21   | WTW | Multi-Purpose Auditorium                                | ETP**                    | 94,967,000   |

\* Figures in parentheses indicate total budget of the projects. These projects will be supplemented with non-GPR funds.

\*\* Entitlement to Plan (ETP). Project granted Entitlement to Plan will require the university to complete a System Administration approved planning study prior to consideration for advanced planning funding or subsequent enumeration.

Table 5 (Revised)  
GIFTS/GRANTS/PROGRAM REVENUE  
PROPOSED MAJOR PROJECTS

| CAMPUS/PROJECT   | SYSTEM RECOMMENDATION |                 |              |
|--|-----------------------|-----------------|--------------|
|  | GIFTS/GRANTS          | PROGRAM REVENUE |              |
|  |                       | BONDING         | CASH         |
| LAC Physical Therapy Education Facility                        | \$ 1,612,700          |                 |              |
| Alumni Center  | 500,000               |                 |              |
| MAD CSC Construction/Remodeling<br>(Ambulatory Surgery, et al) |                       | \$ 8,553,000    |              |
| CSC Radiology Addn. Re-enumeration*                            |                       | 3,250,000*      | \$ 1,474,000 |
| CSC Surgical Science Addn                                      | 3,999,000             |                 | 600,000      |
| CSC Lot 79 Parking Ramp  |                       | 5,916,000       |              |
| School of Business **  | 8,000,000**           |                 |              |
| School of Business Parking                                     |                       | 1,170,000       |              |
| Babcock Hall Addition/remodeling**                             | 500,000**             |                 |              |
| Research Park Roads & Utilities                                | 2,350,000             |                 |              |
| West Madison Ag Research Station                               |                       |                 | 2,343,500    |
| Engineering Addition/Remodeling**                              | 1,500,000**           |                 |              |
| MIL GLRF Dept. of Education Grant                              | 500,000               |                 |              |
| Baker Parking Lot Surfacing                                    |                       |                 | 300,000      |
| Parking Structure Re-enumeration***                            | ***                   |                 | 2,515,500    |
| Union Snack Bar Enclosure                                      |                       |                 | 645,950      |
| OSH Reeve Food Service Remodeling                              |                       | 1,800,000       |              |
| RVF Hagestad Student Center Addn/Remodeling                    |                       | 2,423,000       | 387,000      |
| STP Debot Remodeling   |                       | Planning only   |              |
| STO Price Commons Total Facilities Project                     |                       |                 | 425,000      |
| SUBTOTAL   | \$18,961,700          | \$23,112,000    | \$ 8,690,950 |
| TOTAL  |                       | \$50,764,650    |              |

\* \$3,250,000 was enumerated in 1985-87 as residual Program Revenue Borrowing authority. Re-enumerated in 1987-89 to reflect cost increase. The amount of the increase will be cash funded.

\*\* This project was enumerated in 1985-87 at \$2,450,000, including \$800,000 PR and \$1,650,000 Gifts/grants (City of Milwaukee). The City has decided not to participate in the project.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

MEETING SCHEDULE

- 1987-88 -

1987

July 10

August 7

September 11

October 9

November 6

December 11

1988

January 8

February 5

March 11

April 8

May 6

June 10 (Annual Meeting)



# The University of Wisconsin System

Office of the President  
1720 Van Hise Hall, 1220 Linden Drive  
Madison, Wisconsin 53706  
(608) 262-2321

**RECEIVED**

JAN 14 1987

**UNIVERSITY OF WISCONSIN  
SYSTEM  
Secretary of the Regents**

1/8/87  
Regent Study Group on Future  
January 8, 1987

TO: Board of Regents

FROM: Kenneth A. Shaw *KA*

RE: Comparison of Regents' Study Group Recommendations with Recent National Reports *(Report from Pres. Shaw to regents on file w/included copy of 12/5/86 minutes)*

As you requested, we have completed an analysis of your Study Group's recommendations and the Bell, Newman, and Boyer reports on United States education.

Many of the Study Group recommendations parallel the initiatives called for in those documents. For example, the stress on Centers of Excellence and the call for clarification of mission statements are very similar to Newman's suggestions for consolidation and reallocation of funds. The management concerns addressed by the Study Group are similar to the governance concerns Boyer writes about. Some of your initiatives aimed at recruiting women and minority students, faculty and staff are absolutely in tune with an overriding concern expressed in all of the reports. Your initiatives, in fact, are more specific and therefore perhaps "better" in some absolute sense; child care, for example, a service essential to the education of many economically disadvantaged women, is not mentioned in the national reports although they all stress that those women must be educated for the economic health of the nation.

There are, of course, significant differences between and among the documents; some of these differences are inescapable, given the pragmatic necessities of the Study Group document and the idealist possibilities of the more theoretical "wish lists." Writing even a fairly realistic utopia is easier than addressing concrete concerns about over-enrollments or the tax base of a less affluent state. It was possible, for example, for Bell to write about access and quality as equally achievable. It might have been less possible if he had been looking at a specific limited budget. It was possible for Boyer to construct an ideal of the integrated curriculum and the "enriched major." It might have been less possible if he had to worry about offering enough sections of freshman English. It is understandable, therefore, that the Study Group document doesn't match the national reports in every respect.

Many of the recommendations of the national reports that are not in your document may yet be made, however, during implementation of the Study Group recommendations. For example, the national reports call for one

COMPARISON OF STUDY GROUP RECOMMENDATIONS AND NATIONAL HIGHER EDUCATION REPORTS

| <p><u>TOPIC</u><br/>(Emphasized in All Three Reports)</p> | <p><u>NATIONAL REPORTS</u></p>   | <p><u>REGENTS STUDY GROUP RECOMMENDATIONS CONCERNING THE FUTURE</u></p>   |
|---|--|---|
| <p>1. Commitment to Access</p>                            | <p>1. <u>Commitment to Access.</u> Bell, Newman and Boyer all forcefully call for intense efforts at recruiting and retaining minority and economically disadvantaged student populations. Bell and Boyer make this, in fact, a primary focus of their reports.</p> <p>A. They advocate the discontinuance of standardized tests unless specifically used for admissions. While Boyer has stated publicly that he has been misinterpreted in his statement concerning the ACT, the version of his report quoted in the press states, "We strongly urge that if a college does not use the SAT or ACT scores as a significant yardstick for selection of students the tests should not be required."</p> <p>B. The national reports advocate the use of developmental or remedial education as a means of attracting and educating minority students. They also advocate directly working with secondary schools so that this type of classwork is not necessary in the future. Bell advocates research on pedagogy to discover ways to better teach disadvantaged students. Boyer also stresses a concern for better advisement. All reports</p> | <p>1. <u>Agreement.</u> The Study Group recommendations SG 15, 17, 18, and 19 list many concrete steps that carry a similar mandate to implementation.</p> <p>A. <u>Disagreement.</u> Study Group recommendation SG 24, requiring the ACT as a condition for admission, could run contrary to this purpose, at least for the number of years it might take to accustom minority students to taking such standardized tests.</p> <p>B. <u>Silence.</u> The Study Group report does not address these issues.</p> |

COMPARISON OF STUDY GROUP RECOMMENDATIONS AND NATIONAL HIGHER EDUCATION REPORTS

| <p><u>TOPIC</u><br/>(Emphasized in All Three Reports)</p>              | <p><u>NATIONAL REPORTS</u></p>   | <p><u>REGENTS STUDY GROUP RECOMMENDATIONS CONCERNING THE FUTURE</u></p>   |
|--|--|---|
| <p>1. continued</p>  | <p>look at the special needs of part-time and adult students.</p>  |   |
| <p>2. Maintaining Educational Quality/<br/>The Issue of Assessment</p> | <p>2. <u>Maintaining Educational Quality.</u> Bell, Newman and Boyer all stress the need for a reaffirmation of a commitment to quality.</p> <p>A. Bell calls for the adoption of a set of minimum academic skills and levels of proficiency that students should attain by the end of the sophomore year. Boyer calls for an "agreed-upon set of bachelor's degree-level skills" and demonstrations of progress toward those skills.</p> <p>B. Boyer calls for "ways to evaluate the quality of education overall," but also states, "we reject paper and pencil tests that focus on simple recall and measure that which matters least." Bell states that assessment should be used as a means of "enhancing the effectiveness of educational programs."</p> | <p>2. <u>Agreement.</u> Study Group recommendation SG 9A, establishing Centers of Excellence, and SG 9D, identifying programs needing special education, address this issue.</p> <p>A. <u>Potential Agreement.</u> SG 9C, which confirms the importance of a strong general education core, <u>may</u> address this issue in the implementation phase.</p> <p>B. <u>Agreement.</u> SG 11, requiring pilot projects assessing educational outcomes, speaks to this issue. The resolution's definition of ideal measures meets the concerns stated in the national reports.</p> |

COMPARISON OF STUDY GROUP RECOMMENDATIONS AND NATIONAL HIGHER EDUCATION REPORTS

| <p><u>TOPIC</u><br/>(Emphasized in All Three Reports)</p>        | <p><u>NATIONAL REPORTS</u></p>   | <p><u>REGENTS STUDY GROUP RECOMMENDATIONS CONCERNING THE FUTURE</u></p>   |
|--|--|---|
| <p>3. "American Higher Education in an Interdependent World"</p> | <p>3. All three national reports call for an intensive look at the curriculum with a stress upon adding international education. Bell states that educators have become "too parochial in their world outlook" and thus students are "seriously deficient." Newman states that the "most visible new demand" on American education is preparing students to compete in and understand a global economy. Boyer bemoans the "parochialism [that] seems to dominate higher education."</p> <p>Specific suggested reforms include:</p> <ul style="list-style-type: none"> <li>- Add international perspectives to the core curriculum and to study in major.</li> <li>- Provide students with international communication skills: require foreign language proficiency (phased in over next 15 years).</li> <li>- Encourage research on international topics.</li> <li>- Provide international education programs for all teachers.</li> <li>- Provide opportunities for international experiences for low-income students.</li> </ul> | <p>3. <u>Silence/Potential Agreement.</u> This issue is not specifically addressed, although international concerns could yet be addressed in the implementation of SG 9A, fine tuning mission statements and establishing Centers of Excellence, or in SG 9C, faculty review of general education.</p> |

COMPARISON OF STUDY GROUP RECOMMENDATIONS AND NATIONAL HIGHER EDUCATION REPORTS

| <p><u>TOPIC</u><br/>(Emphasized in All Three Reports)</p>              | <p><u>NATIONAL REPORTS</u></p>  | <p><u>REGENTS STUDY GROUP RECOMMENDATIONS CONCERNING THE FUTURE</u></p> |
|--|---|---|
| <p>3. continued</p>  | <p>- Include, in each institutional mission statement, a "world outlook."</p>   |   |
| <p>4. Teaching Commitment to Community and Responsible Citizenship</p> | <p>4. All three national reports urge that universities return to fostering a sense of civic responsibility. Of the three, Newman puts the most stress on this, stating that <u>the</u> "most crucial new demand" on higher education is "restoring its original purpose of preparing graduates for a life of involved and committed citizenship." Bell calls for "a return to preparing young adults for responsible civic leadership," and Boyer places strong emphasis on commitment to community.</p> <p>All three reports advocate the use of required community service as a teaching method. Public service should be integrated into the required undergraduate curriculum.</p> <p>Specific reforms include:</p> <p>- Student aid given in return for community service work. (Newman suggests a Public Service Fellows Program, based on an ROTC model, to train teachers in math and science and for urban teaching.)</p> | <p>4. <u>Silence.</u> This issue is not addressed.</p>                  |

COMPARISON OF STUDY GROUP RECOMMENDATIONS AND NATIONAL HIGHER EDUCATION REPORTS

| <p><u>TOPIC</u><br/>(Emphasized in All Three Reports)</p> | <p><u>NATIONAL REPORTS</u></p>   | <p><u>REGENTS STUDY GROUP RECOMMENDATIONS CONCERNING THE FUTURE</u></p>   |
|---|--|---|
| <p>4. continued</p>                                       | <ul style="list-style-type: none"> <li>- Students should prepare, as an assessment tool, a portfolio which records the activities they have been engaged in as a campus and community citizen.</li> <li>- A community or college service project should be required for graduation.</li> <li>- Deferred admission should be granted to those students completing voluntary community service work. That work should be seen as important in considering the student for admission.</li> <li>- Faculty must provide good role models in community service.</li> </ul> |   |
| <p>5. Purpose of Higher Education</p>                     | <p>5. All three national reports, in conjunction with topics 1-4 and others, called for a reassertion of purposes for higher education beyond the "narrow vocationalism" which is now fashionable. Boyer states, in fact, "it is not that the failure of the undergraduate college is so large but that the expectations are so small." He stresses a concern for creating a sense of community. Newman says the significant issue is "whether education makes a difference in the quality of the lives of</p>   | <p>5. <u>Silence.</u> "Planning the Future" was a more pragmatic document than these national reports. Thus, it does not address the more abstract purposes of education.</p> |

COMPARISON OF STUDY GROUP RECOMMENDATIONS AND NATIONAL HIGHER EDUCATION REPORTS

| <p><u>TOPIC</u><br/>(Emphasized in All Three Reports)</p> | <p><u>NATIONAL REPORTS</u></p>   | <p><u>REGENTS STUDY GROUP RECOMMENDATIONS CONCERNING THE FUTURE</u></p>   |
|---|--|---|
| <p>5. continued</p>                                       | <p>those who attend college; whether graduates feel empowered--ready to help remake the world they find."</p>  |   |
| <p>6. Faculty Vitality</p>                                | <p>6. All three reports suggest ways to maintain and improve faculty vitality, including recognition to outstanding teaching, opportunities for scholarly and creative activity and support for faculty exchanges, development leaves and sabbaticals. Boyer suggests that good teaching should be an equally important criterion for tenure and promotion.</p>  | <p>6. <u>Agreement in Report/Agreement in Place.</u> This issue is not addressed in the resolution, however the text on page 6 of the Study Group narrative addresses this issue. The UW System has all of the suggested means of improving faculty vitality now available.</p> |
| <p>7. Considering the Curriculum</p>                      | <p>7. Besides the addition of international perspectives and community service to the curriculum, and the setting of minimum skills and knowledge, the reports also suggest other curriculum reforms. Newman suggests that, besides concentration on technical expertise, "the more urgent question is whether graduates, in all fields, have the ability to be innovative, the will to take the necessary risks . . . ." Boyer stresses the initial requirement is good communication skills, and that a year-long freshman English course, with the emphasis</p> | <p>7. <u>Agreement.</u> Study Group recommendation SG 9B, confirming the importance of programmatic balance between liberal and professional education, generally addresses this issue, as does SG 9C, which confirms the importance of a strong general education core.</p>    |

COMPARISON OF STUDY GROUP RECOMMENDATIONS AND NATIONAL HIGHER EDUCATION REPORTS

| <u>TOPIC</u><br>(Emphasized in All Three Reports) | <u>NATIONAL REPORTS</u>  | <u>REGENTS STUDY GROUP RECOMMENDATIONS CONCERNING THE FUTURE</u> |
|---|--|--|
| 7. continued                                      | on writing and with an oral communication component, should be required. He also stresses an "integrated core" approach to general education. All urge growth away from purely professional, vocational or "career" education. |  |

The Problem:

"We have a massive population of undereducated people." Public officials who call for budget restraints and reductions at such a time are "abetting an act of national suicide."

"The storm warnings are unmistakable: Our society is troubled, our economy endangered, our democratic values jeopardized, our international leadership threatened, our educational system embattled."

Specific population groups with limited access to college educations include: the 45-50 percent of the minorities in disadvantaged urban areas who drop out of high schools; black and Hispanic populations who are attending college in proportionally decreasing numbers and who are still not a representative proportion of graduate and professional school students; the 23 million adult Americans who are functionally illiterate and the 13 percent of U.S. teenagers and the 40 percent of minority adolescents who are functionally illiterate; the "alarmingly" increasing population of women and their children living in poverty.

Specific national problems and policies include: curtailing of special counseling services for disadvantaged students; proportionally decreasing federal student aid; increasing call for political review (rather than institutional) of admissions policies and academic standards; impending nationwide shortage of elementary and secondary school teachers; growing imbalance in federal student aid, with 65 percent of federal support in loan programs. The report also stresses that "American college students, compared with their peers overseas, are poorly informed on global issues and lack an understanding of their country's role in international affairs."

The Solution:

The Commission calls for a "Marshall Plan" for the states to strengthen education at all levels to "ensure the preservation of our democratic legacy for the twenty-first century. The call must now be for a dramatically increased investment at the level of higher education."

Specific goals include:

1. "At least 35 percent of American adults should have a college degree by the year 2001."
2. "State colleges and universities must assume the leadership role in producing one million additional public school teachers required to meet the needs of elementary and secondary education during the next decade."
3. "State colleges and universities should direct their academic resources and institutional priorities toward working cooperatively with public

schools and community colleges to reduce the high school drop-out rate by 50 percent over a 10-year period."

The Recommended Methods:

"Regarding Public Higher Education and Democratic Values"

- o Maintain access and quality. "Policy makers must face the question of how to reconcile the divergent forces that may be perceived to exist between the goals of excellence and quality, on the one hand, and the goals of equity and opportunity, on the other. Ways must be found to manage the excellence/equity equation so that the boundaries of our public higher education system are extended, not limited."

Specific recommendation: keep tuition as low as possible, "to encourage, rather than deny, access to postsecondary education."

- o Return to "preparing young adults for responsible civic leadership" during an era when personal goals and career aspirations are paramount to students. "The social and educational value of public and community service . . . is clear. It is a concept that should form the nucleus of the general education component of a student's learning experience, a value basic to enlightened citizenship."

Specific recommendation: "make every effort to integrate public and community service into the undergraduate curriculum."

"Regarding Educational Opportunity in the United States"

- o Train one million well-qualified elementary and secondary school teachers. State colleges and universities must ensure that teacher training meets the highest standards, must attract more talented students to teaching, including greater numbers of minority students, and must work in collaboration with teachers in the classrooms to solve practical problems.

Specific Recommendation: "Because the crisis in teacher education is national in scope, the Commission recommends that Congress reinstitute the student loan forgiveness program for college graduates entering the teaching profession."

Use assessment as a means of "enhancing the effectiveness of educational programs," not just as a means of demonstrating academic quality and not to exclude capable students.

Specific recommendation: Faculties should "assign high priority to research on pedagogy at all levels; develop coherent plans for determining when, where, and to what extent each student should demonstrate progress toward an agreed-upon set of bachelor's degree-level skills; and,

paralleling such measure, design instructional strategies to correct deficiencies and to assist students to achieve at higher levels."

- o Maintain institutional and curricular diversity.
- o Plan to provide remedial instruction while working with high schools to reduce the need for it.
- o Correct the imbalance between federal loan programs and grants and work study. "The nation has embarked on a indentured student policy to finance higher education. Our national investment in higher education is not part of the deficit problem. Instead, it is part of the solution. An educated populace is a productive populace . . ."

"Regarding Higher Education and Economic Development"

- o A state should close a state college or university "only as a last resort--only if the state is certain that its educational investment is being reinvested elsewhere, and only if access to higher education opportunities is not being foreclosed."
- o State colleges and universities should help government and business in economic development by: 1) economic research and analysis, 2) technical assistance, 3) research and development, 4) technology transfer, and 5) new business development service.
- o Congress should create a national program to enhance the role of colleges and universities in community service and economic development.
- o Restructure modes of delivery of instruction and services to give adult and part-time students full access to undergraduate and graduate programs.
- o Continue to develop research programs, "not only to meet the increasing needs of business and industry, but also to enhance state and regional information resources and to improve the quality of life. Comprehensive state colleges and universities can be expected to continue to be involved in innovative research without becoming replicas of the research universities."

"Regarding American Higher Education in an Interdependent World"

"America's colleges and universities have become too utilitarian, too vocational in their orientation, too parochial in their world outlook, with their curricula incoherent and in a state of disarray . . . . American college students in the closing years of the 20th century are seriously deficient in their knowledge of world affairs and their country's role in the international scene."

"Today's international environment confronts U.S. educators with a three-fold challenge:

First, to provide students with an international perspective . . .

Second, to provide students with international communication skills . . .

Third, to assist, through research, technical assistance, study and international service programs, in the resolution of international problems with the same commitment that educational institutions now address domestic issues.

The "guiding premise should be that all students in the university should have a chance to develop an understanding of other cultures, non-Western as well as Western."

- o Improve international education programs for future teachers.
- o Provide opportunities for international experiences for low-income students.
- o Include, in each institutional mission statement, a "world outlook."

Specific recommendations: 1) renew and strengthen higher education's ties with the Peace Corps; 2) develop internationally oriented courses of study adapted to the special educational needs of business, industrial, professional, and military personnel scheduled for work abroad; 3) Congress should establish a national foundation or trust for international education, both undergraduate and graduate; 4) Congress should establish a long-term student exchange program to bring Third World students to the United States and to send American students abroad.

#### "A Word to State Colleges and Universities"

"Old assumptions that impede this effort must be either rejected or modified. Assuming that higher education will focus principally on 'traditional' students; assuming that modern technology will have little impact on modes of teaching and learning; assuming that state colleges and universities will and should return to a condition of 'laissez-faire' autonomy; or assuming that it will be impossible to find the resources to respond to these new challenges could halt the effort even before it is attempted."

Specific recommendations include:

Academic Quality: 1) Agree upon and adopt a set of minimum academic skills and levels of proficiency that all students should attain, preferably by the end of the sophomore year. Should be based on faculty recommendations. 2) Over the next 15 years, the study of a foreign language

"To Secure the Blessings of Liberty"  
American Association of State Colleges and Universities  
Terrel Bell  
November, 1986

5

and culture should become standard and competency in a second language required for graduation.

Faculty vitality and Excellence in College Teaching: The Commission recommends that state fiscal and institutional policies be adopted or modified to ensure that faculty vitality and excellence in teaching are maintained and enhanced. Specifically named are: a faculty reward system that gives full recognition to outstanding teaching; opportunities for research and scholarly or other creative activity; and support for faculty exchanges, development leaves and sabbaticals.

Leadership and Its Newer Dimensions: "There is mounting evidence that the corporate perspective has limited applicability to education . . . . Cooperation--not competition: this is the new challenge for leadership in higher education."

"By virtue of drawing support from the 'pie' of state resources, state colleges and universities have a special mandate to be assertive and responsive in exploring the benefits of cooperation within and among their campuses."

The Problem:

"The undergraduate college, the very heart of higher learning, is a troubled institution." Institutions and students are more concerned with credentialing and careerism than with a quality education. It is not that the failure of the undergraduate college is so large but that the expectations are so small."

Campuses are deeply divided over priorities and interests that "diminish the intellectual and social quality of the undergraduate experience and dramatically restrict the capacity of the college effectively to serve its students."

Specific "points of tension," or problem areas include:

1. The transition from school to college: discontinuity between schools and higher education. "The curriculum is disjointed and guidance is inadequate. Students find the transition from school to college haphazard and confusing." There is a "mismatch, a disturbing one, between faculty expectations and the academic preparation of entering students."
2. The goals and curriculum of undergraduate education. "Undergraduate colleges have lost their sense of mission. They are confused about how to impart shared values . . . The disciplines have fragmented themselves into smaller and smaller pieces, and undergraduates find it difficult to see patterns in their courses and to relate what they learn to life." Boyer is concerned about the conflict between careerism and the liberal arts, about "narrow vocationalism" and skills training dominating campuses.
3. The priorities of the faculty. Faculty members are torn between obligations to undergraduate teaching and to research and publication, upon which promotion and tenure hang. Opportunities for faculty renewal diminish as mobility and funding are limited.
4. Tensions between conformity and creativity in the classroom. Passivity on the parts of both student and faculty leads to a lack of vigorous intellectual exchange in the classroom.
5. Great separation between campus academic and social life. "Colleges like to speak of the campus as community, and yet what is being learned in most residence halls today has little connection to the classrooms; indeed, it may undermine the educational purposes of the college." There is a third division between the life of the residential student and that of the commuter student.
6. Disagreement over how the campus should be governed. "Confidence in the decision-making process appears to have declined." Faculty feel more loyalty to their discipline than to their institution. Student participation in governance is sporadic.

7. Measuring the outcome. "Good teachers are not necessarily good testers and the college has few ways to evaluate the quality of education overall."
8. The connection between the college and the larger world. "A parochialism seems to dominate higher education, an intellectual and social isolation that reduces the effectiveness of faculty and limits the vision of the student." College must prepare students to "meet their civic and social obligations in the neighborhood, the nation and the world."

The Solution:

"Connections must be made."

Boyer states that his committee found, besides the above points of tension, "renewed interest in general education, in the quality of teaching, and in the evaluation of the undergraduate experience." He urges a "constructive debate about the meaning of the undergraduate college and a willingness to make this part of the educational enterprise a more vital, more enriching institution" combined with acknowledgment and protection of the diversity of institutions.

He states that while colleges have been successful in meeting the needs of individual students, "they have been much less attentive to the larger, more transcendent issues that give meaning to existence and help students put their own lives in perspective."

"Above all, we need educated men and women who not only pursue their own personal interests but are also prepared to fulfill their social and civic obligations. And it is during the undergraduate experience that these essential qualities of mind and character are refined. . . . All parts of campus life--recruitment, orientation, curriculum, teaching, residence hall living, and the rest--must relate to one another and contribute to a sense of wholeness."

Major Recommendations:

I. Transition: School to College

- o The Educational Testing Service, the College Board, and the American College Testing Program should establish regional advisement centers around the country. They should also give grants to high schools, especially those with low college-going rates, to strengthen counseling services. And they should make travel grants available to high school counselors for campus visits and to the proposed regional testing centers.
- o The Committee on Self-Regulation of the American Council of Education should draw up a strict code of conduct for college

recruitment. Regional accrediting agencies should review carefully recruitment procedures.

- o "We strongly urge that every institution reaffirm, as an essential objective, its commitment to educational opportunity, especially for historically bypassed students." Colleges should give priority to need-based student assistance. The Pell grant program should be expanded.
- o Every state should appoint a blue-ribbon panel of school and college educators "to consider what students need to know and be able to do in order to prepare for college effectively." All colleges and universities should de-mystify the selection process.
- o The SAT and ACT should "be put in appropriate perspectives. The vast majority of the nation's colleges and universities are not selective and we strongly urge that if a college does not use the SAT or ACT scores as a significant yardstick for selection of students the tests should not be required."
- o When scores are required, the use colleges make of them should be described fully to prospective students.
- o Require an essay as part of the application process, to emphasize the importance of writing and to learn more about the strengths and needs of students.
- o Throughout the selection process, "the primary concern of every college should be not just to fill the slots, but to serve the interests of the students." Explain to students and parents the characteristics of students who do not succeed as well as the characteristics of those who do.
- o "There is an urgent need for new and better ways to assess students as they move from school to higher education. The goal of the new assessment program would be to evaluate not only the academic achievement of students but also to provide advisement."
- o A national panel should be formed to study all aspects of the high school-college transition, looking especially for ways to achieve more appropriate matching of the interests of individuals students with the purposes of the higher learning institutions.

## II. Goals

- o "A balance must be struck between two powerful traditions-- individuality and community. There must be intellectual and social values that [the institution's] members hold in common, even as there must be room for private preference."

- o "The college has an obligation to give students a sense of passage toward a more integrated, more coherent view of knowledge. . . . All aspects of college must contribute to both personal empowerment and community needs."

### III. Orientation

- o All colleges should plan an orientation convocation as significant as and parallel to graduation ceremonies.
- o Colleges should offer a preterm orientation session for all freshman that may extend into the first semester.
- o A short-term credit course--perhaps entitled The College: Its Values and Traditions--should be offered to freshmen.
- o The college president should be a leader in introducing new students to campus.
- o Special priority should be given to orienting the part-time student.
- o Offer a well-planned program of advising for all students that provides support during the freshman year, perhaps using graduate and upper division students.

### IV. The First Requirement: Communication Skills

- o Reading and writing skills should be carefully assessed when students enroll. Those not well prepared should be placed in an intensive, remedial, noncredit course that meets daily. Good English usage must be reinforced by every professor in every class.
- o Colleges should work closely with surrounding school districts to improve the teaching of English in the schools.
- o All freshman, not just those with special problems, should begin their undergraduate experience with a year-long course in English, with the emphasis on writing.
- o Oral communication should also become an important part of the freshman language course.

### V. General Education

- o Colleges should use an integrated core approach to general education, a program of study that introduces a student to essential knowledge, to connections across the disciplines, and, in the end, to the application of knowledge to life beyond the campus.

- o To translate integrated core into practice, colleges might use seven areas of inquiry that touch the disciplines and relate knowledge to experience: Language: The Crucial Connection; Art: The Esthetic Experience; Heritage: The Living Past; The Social Web; Nature: Ecology of the Planet; Work: The Value of Vocation; Identity: The Search for Meaning.
- o The integrated core should extend vertically from the freshman to senior year.

#### VI. The Enriched Major

- o "In tandem with the integrated core, we propose an enriched major, the encouraging of students not only to explore a field in depth, but also to put the specialized field of study in perspective."

"The major should respond to three essential questions: What is the history and tradition of the field to be examined? What are the social and economic implications to be understood? What are the ethical and moral issues to be confronted and resolved?"

- o Every student should complete the enriched major and complete a senior thesis that relates some aspect of the major to historical, social, or ethical concerns. The paper should be presented at a senior seminar.

#### VII. Faculty Priorities

- o "At every research university, teaching should be valued as highly as research and good teaching should be an equally important criterion for tenure and promotion."
- o Research universities using the title Distinguished Research Professor should also establish the rank of Distinguished Teaching Professor, with special status and pay incentives.
- o "For most of the nation's colleges and universities, where large numbers of undergraduates are enrolled, priority should be given to teaching, not research."
- o "We urge the ideal of the scholar-teacher."
- o The sabbatical should be available at every campus.
- o Funds should be available as grants for undergraduate teaching improvement. All colleges should also have a grant program for faculty research.

- o Clusters of colleges all across the country should organize Regional Faculty Exchange Networks for exchange and guest lecture arrangements.
- o Regional seminars should be held for department chairs to prepare them for leadership.
- o A balance must be struck between full- and part-time faculty. No more than 20 percent of the undergraduate faculty should be part-time. When part-time faculty are used, their employment should be educationally justified.

#### VIII. Creativity in the Classroom

- o Top priority should be given to classes for freshman and sophomore students.
- o "The undergraduate experience, at its best, involves active learning and disciplined inquiry that leads to the intellectual empowerment of students."
- o Methods to measure progress of students should be improved. Faculty seminars on student evaluation should be held to help teachers learn how to give careful criticism that encourages further student progress.
- o The performance of each teacher in each classroom should be formally assessed by students.
- o Stress on methods of instruction should begin with graduate school training.

#### IX. Resources for Learning

- o Close the gap between the library and the classroom.
- o Establish a basic books collection to serve the specific needs of undergraduates.
- o Give undergraduates bibliographic instruction and encourage them to spend at least as much time in the library as they spend in class.
- o Increase support for the purchase of books to a minimum of 5 percent of the total operating budget.
- o Work with the surrounding school and community libraries to strength library holdings and training for librarians.

- o Celebrate the culture of the book with scheduled talks, lectures and seminars.
- o Link technology between the library, the classroom, and college goals: 1) develop a comprehensive plan for hardware purchases; 2) develop a high faculty commitment for the integration of learning resources on campus; and 3) link the campus library to one or more computer-based networks.

#### X. The Quality of Campus Life

- o Faculty should actively participate in campus cultural events and relate them to their teaching.
- o Bring campus life together with all-campus convocations, commencement and alumni weekends, and support of worthy causes.
- o Use group activities, traditions and common values to build alliance between the classroom and campus life.
- o Intercollegiate sports should be organized to serve the students, not the institution. "When serious athletic violations are discovered, the accreditation status of the institution should be revoked."
- o "All students should be helped to understand that 'wellness' is a prerequisite to all else." Each campus should have a professional nutritionist available for the campus food service and for the student health center.
- o All colleges should educate a core of senior students who would, in turn, educate their fellow students about health, nutrition and first aid. Each college should have available health and psychological support.
- o Leaders of student health centers should work with the rest of the institution to make sure that "wellness" has the endorsement of the whole campus.

#### XI. Residential Living

- o College presidents should be directly involved with planning and oversight of residential hall living.
- o Colleges should provide intensive workshops for students who are resident assistants, should provide mentors for them and should reimburse them adequately.
- o Colleges should have a code of conduct for students.

- o "In a community of learning, as in any community, we need a sense of order to protect the requirements of all, while still respecting the rights of individuals." Private space should be respected. Loud noise should not be allowed. "Sexism, racism and religious bigotry are offenses to the dignity of other human beings." Colleges should affirm laws like mandatory drinking ages.
- o Residence halls should sponsor educational programs, to foster a sense of intellectual community.
- o "Bringing commuter students into the life of the college is an important and growing obligation." Colleges should provide a special office where they can file complaints, get help, and learn about special programs and services.

## XII. Governing the College

- o Forums are needed to address common educational questions and to consider campus-wide matters.
- o Undergraduates should understand how the campus is governed and participate in that process.
- o The faculty should support a representative campus-wide senate capable of handling academic matters.
- o Administrators and board members should work with the faculty senate.
- o Undergraduates should be more fully consulted on matters concerning campus life.
- o Trustees should participate in shaping institutional priorities.

## XIII. Measuring the Outcomes

- o "We reject paper and pencil tests that focus on simple recall and measure that which matters least."
- o All students should complete a senior thesis for graduation, drawing on historical, social, and ethical perspectives of the major and presented during a senior seminar.
- o Every college should sponsor a senior colloquium series where the best of these theses are presented publicly.
- o "Colleges might also ask students to prepare a portfolio that records the activities in which they have engaged as a campus citizen--student government, clubs, cultural events, and most importantly, voluntary service."

- o Colleges should survey alumni to gain perspective on how the college experience is perceived.
- o In measuring outcomes, a balance must be struck between academic matters and commitment to community.

XIV. Values--From Competence to Commitment

- o All students should complete a service project--volunteer work in the community or at the college--as an integral part of their undergraduate experience.
- o Colleges should offer deferred admission for students who devote a year to voluntary service before college.
- o Colleges should consider completion of a "Carnegie Unit," a term (100 hours) of voluntary service as recommended in the Carnegie report on high schools, as an important criterion for admission.
- o "Finally, campus life would be enriched if faculty service became more than a catchword. If service is to become a vital part of the educational experience of every student, faculty must lead the way."

The New Demands on American Higher Education:

"The most visible new demand" is becoming more effective in a global economy: "The traditional, hierarchical approach to organization is being displaced by a more decentralized, entrepreneurial approach." Universities must help with research and new technologies which provide new jobs, must train new scientific and technical talent, and must train teachers who will provide an adequate elementary and secondary educational base.

"The most crucial new demand" is the restoration of "higher education to its original purpose of preparing graduates for a life of involved and committed citizenship. It is a need which arises from an unfolding array of societal issues of enormous complexity and seriousness . . . How can higher education transform the experience of going to college so that it fosters a sense of civic responsibility?"

The report suggests that higher education consider the following guidelines in entering the national debate over these new demands:

Avoid the tendency to merely "hold on" or "to focus exclusively on the role that higher education plays in supporting the economy. Such an approach only adds to the excessive specialization and career focus already prevalent today."

"Make this a period of purposeful renewal. Times change. In the United States, a liberal education has always been important. It is essential that the purpose of a liberal education be transformed so that it provides not only a broad base of knowledge and the requisite intellectual skills, but that it develops an entrepreneurial spirit and a sense of civic responsibility, subjects that are seldom discussed on campus."

Higher education must question its own effectiveness, reframing many of the current assumptions about higher education, including the following:

Access: "Higher education must do a better job of drawing people from all segments of society into those programs that lead to positions of leadership in the life of the country."

Oversupply: Do not engage in the misleading debate as to whether there will be enough "good jobs" for college graduates or whether there is an oversupply or undersupply of college graduates. "The significant issue is whether education makes a difference in the quality of the lives of those who attend college; whether graduates feel empowered--ready to help remake the world they find."

Expertise: Higher education is probably graduating enough technically trained people to meet the needs of an advanced technological society. "A more urgent question is whether graduates, in all fields, have the ability to be innovative, the will to take the necessary risks, the capacity for civic

responsibility, and the sensitivity to the international nature of the world to be effective in today's society."

Research: "The urgency of being at the forefront in both research and technology demands a reexamination to find the most effective means of achieving leadership in each. Universities accept their role in basic research. Now it is crucial that they accept an equal role in the development of new technologies."

Funding: "While more funding is surely needed in many areas, a more pressing problem is the use of the resources already available. Difficult choices are required . . . . Many of the problems cannot be solved by the application of more money alone, for what must be addressed are questions of how things are done more than how much is to be attempted."

The Task to be Accomplished:

Newman and his panel feel that the "most significant task" is to "encourage those transformations necessary to meet the emerging demands of American society [above]." "A critical task of national policy is to provide the incentives, the encouragement, and the appropriate social pressure to bring about the needed changes."

Specific Recommendations of the Report:

Recommendations concerning community service, access and student funding:

- o Actively involve students in learning through opportunities for research and teaching assistants, work opportunities and internships.
- o Student aid should be given in return for community service. A Public Service Fellows Program, based on models like ROTC, should be created that meets the shortage of math and science teachers and the shortage of teachers willing to work in central urban areas.
- o The use of merit (measured by test scores and grades) as a means to select students to receive aid should not be allowed to detract from other forms of aid, particularly need-based and service-based aid.
- o Federal student aid programs should be expanded, not contracted. Pell grants and work/study should be the cornerstone of student aid programs in order to insure access to limited income students.
- o The balance among the differing types of student aid programs should be altered so that public service programs are increased; Pell grants increased; work/study expanded in both volume and in the scope of the jobs provided; and loans reduced as a means of financing students.

- o Work/study should be expanded so that a larger share of those receiving aid work; the significance of the jobs students perform is increased; and universities are encouraged to use at least 20 percent of their work/study funds for public service on and off campus. In addition, a modest-sized system of competitive grants to colleges and universities, like the FIPSE program, should be added in which institutions would propose ways to employ undergraduate students in more active and responsible jobs.
- o The rapidly increasing dependence on student loans "is alarming and must end."
- o "The GI Bill should be restored for military service and a new program should be created, based on the basic elements of the GI Bill, providing student aid in return for community service on the part of young men and women."
- o "To improve minority participation in higher education, we propose that a new agency be created, the National Opportunity Fund, modeled on FIPSE, specifically designed to support competitive grants to programs for disadvantaged students. The Fund should support programs that link these institutions to high schools."

Recommendations concerning research:

- o Expand the Fulbright program to provide a greater range of fellowships for an exchange of undergraduates or immediate post graduate fellows; for the exchange of high school teachers on a regular and continuing basis; and for more intense recruiting of faculty from Latin America, Africa, and Southeast Asia. Universities themselves should create expanded summer programs of organized travel and study on the alumni travel/study model.
- o The total support for basic research should continue to grow. Within that total, the share of all basic research funds devoted to economic development should be increased, that for health sciences should be held at its present level, and that for defense should be decreased.
- o The basic diversity of research laboratories should be retained. A rebalancing should occur so that funding flows more toward the university laboratories and less toward federal laboratories. The need to reduce or eliminate questionable programs or centers should be recognized, particularly in those federal government laboratories which have proven ineffective over the years in generating high-quality research, or in those that have unclear or dubious missions.
- o The National Science Foundation and the mission agencies should expand their support of university-based applied research. NSF should support the implementation of existing studies which address the effectiveness of existing studies which address the effectiveness of the various research approaches and fund sufficient further study to determine the most

efficient approaches consistent with preserving the autonomy of the university.

- o While the mission agencies, such as the Departments of Defense and Energy, should continue to carry on programs designed to help equip the laboratories that serve their needs, the primary responsibility to improve instrumentation and facilities should be assigned to The National Institutes of Health and the National Science Foundation. Some part of their program funding should be set aside for the improvement of instrumentation necessary for teaching undergraduates.
- o Four regional periodical centers, run as consortia by the major research libraries of each area, should be established in order to provide immediate delivery, often electronic, of articles and other materials. A working group should be formed to propose the model for the next generation of scholarship information systems.
- o The National Science Foundation program of grants for engineering, computer science, and related graduate fellowships should be funded for a period of five years.
- o The federal government should allow each university to retain a sum of up to 3 percent of the overhead recovery of federal research grants, up to a maximum of \$500,000, for seed money to fund new researchers or researchers beginning in a new field of research. Foundations and corporations also should concentrate some resources on small grants to assist new researchers as a needed antidote to the tendency to support only known people in established fields.

12/5/86

I-3  
II-1  
III-1

D. UW-PLATTEVILLE

1. 1985-87 Brigham Hall Roof Replacement and Center for the Arts Flashing Repairs and Rain Gutter & Drain Installation (8601-18)

- a. Roof Replacement Work - Brigham Hall  
Nieman Central WI Roofing, Lyndon Station \$ 28,310.00
- b. Roofing & Related Work - Center for the Arts  
Mechanical Team Inc., Madison 49,650.00
- c. TOTAL CONTRACT AWARD \$ 77,960.00

E. UW-WHITEWATER

1. 1985-87 Williams P.E. Center Swimming Pool Repair (8609-14)

- a. All Work  
Gerald Nell Inc., Brookfield \$ 46,785.00

F. UW-SYSTEM

1. 1983-85 Small Energy Conservation Projects (8311-50)

- a. UW-Madison - Arlington Exp. Farms  
Three Bldg Htg. Impr. - Headquarters Area  
All Mechanical Contractors, Inc., Milton \$ 23,062.00
- b. Feed Mill Boilers Remodel  
All Mechanical Contractors, Inc., Milton 7,894.00
- c. TOTAL CONTRACT AWARDS \$ 30,956.00

II. CONTRACT CHANGE ORDERS IN EXCESS OF \$30,000

There are none to report this month.

*Engineering Dept. - Agreement for 5-day course on air conditioning at Univ. of Connecticut non pers. Item A*

III. REPORT OF ACTIONS TAKEN (MEMOS OF AGREEMENT)

A. An Agreement was reached whereby the University of Wisconsin-Madison, Department of Engineering Professional Development conducted a five-day course at the University of Connecticut entitled "Air Conditioning Controls (HVAC) - Operations and Maintenance" on September 15-19, 1986. The University will receive \$24,000 for services which were provided in conjunction with the course.

B. The following lease agreements for Agricultural Research Station Residences have been signed by the UW-Madison Vice Chancellor for Administration. The agreements are for the two-year period beginning July 1, 1986 and have been prepared in accordance with the rental rate methodology established by the Joint Committee on Finance:

| <u>Lessee</u>     | <u>Monthly Station Residence/(Bldg. No.)</u>                   | <u>Rental Rate</u> |
|-------------------|--|--------------------|
| Steven C. Arp     | Arlington Truss Frame House (#961)                             | \$144              |
| Wayne Breunig     | Arlington Veterinary Sci. House (#841)                         | 132                |
| Robert Dorsey     | Arlington Headquarters Res. #2 (#935)                          | 133                |
| Thomas Drendel    | Marshfield Res. Station Res. (#314)                            | 144                |
| Robert Elderbrook | Arlington Dairy Farm #1 (#855)                                 | 173                |
| James Elphick     | Arlington Sheep Farm (#825)                                    | 179                |
| Donald Erstad     | Arlington Poultry Farm (#808)                                  | 117                |
| James Hrouda      | Spooner Headquarters Residence (#277)                          | 106                |
| Robert Huntrods   | Hayward West Farm House (excluding attached apartment) (#1125) | 150                |
| Richard Joannis   | Ashland Herdsman Residence (#252)                              | 94                 |
| Raymond Kennedy   | Kemp Biological Station Residence (#715)                       | 40                 |
| Kenneth Kmiecik   | Arlington Horticulture Farm (#912)                             | 94                 |
| Glen Moen         | Charmany Farm Residence (#656)                                 | 203                |
| Dwight Mueller    | Arlington Headquarters Res. #1 (#845)                          | 149                |
| Richard Nesbitt   | Arlington Turkey Farm (#847)                                   | 136                |
| William Paulson   | Lancaster Headquarters Residence (#181)                        | 106                |
| Daniel Peschell   | Lancaster Beef Farm Residence (#162)                           | 101                |
| Brian Schauske    | Peninsula Research Station Res. (#376)                         | 53                 |
| Darwin Frye       | Arlington Beef Farm Residence (#902)                           | 142                |

*Hospital - Agreement for lease of space for dental services at 2709 Marshall Ct, Nonpers. Item C*

C. On signature of the Vice President for Physical Planning and Development, a lease has been executed on behalf of UW-Madison's UW Hospital and Clinics for 1,030 square feet of space at 2709 Marshall Court (Doctor's Park) (J. S. and Lois M. Kammer, Lessors). Covering the period from November 1, 1986 through October 31, 1989, the space will be used for UW Hospital and Clinics' dental services program. Dental services are presently provided and are limited to long-term hospitalized and emergency patients. The expanded services housed in this new space will be offered on a trial basis for three years, and may be continued pending the results of a future evaluation of this activity. The first year annual cost is \$14,400 (\$13.98 per square foot). The lease includes the option for one two-year renewal, with a 4% annual increase in each subsequent year of the lease and each year of the renewal option.

*Charmany Farm - Agreement for sanitary sewer easement, Nonpers. Item D*

D. Under authority granted by Board Resolution 3375 (July 12, 1985), authorizing final platting of 50 acres on the west side of the UW-Madison's Charmany Farm for CUNA, officers of the Board have executed a "Public Sanitary Sewer Easement" for use in granting the City of Madison sanitary sewer easement's on the Charmany Farm. The granting of such easements were a part of the conditions of approval of the City of Madison for the certified Survey Map, creating Lots 1, 2 and 3 bordered by Research Park Boulevard and Woodford Drive at the western boundary of the Charmany Farm portion of the University Research Park. Lot 2 was subsequently conveyed to CUNA Mutual Investment Corporation.

*ref Bldgs & Land - Agreement for sanitary sewer easement on Charmany Farm, Nonpers Item D*

*UW-Platteville - Bldg & Land - Final release of assignment of rights to Koppers Co. for roof installed in 1978*  
 III-31  
*Koppers Item E*

E. The Vice President for Physical Planning and Development has executed the Final Release of Assignment of Rights to the Koppers Company for a single ply modified bitumin roof installed on the Student Center at the UW-Platteville in 1978. The original roof membrane did not attain its anticipated life and the release reflects a negotiated agreement between the roofing contractor, the Koppers Company and their insurer, UW-Platteville and the Division of State Facilities Management. The release provides that the Koppers Company would make payment of \$40,312.80 which is 80% of the contractor's estimate of cost of \$50,391 for removing the existing roof to the roof deck and providing a new roof membrane and insulation. The total cost of installing the Koppers roof in 1978 was \$41,800; the replacement cost escalated to 1986, based on estimated unit prices used by the DSEM, would be \$125,000.

*UW-Stout - Bldg & Land - Temporary construction easements for North Campus Steamline extension project*  
 F. The following temporary construction easements required in association with the North Campus Steamline Extension project at the University of Wisconsin-Stout have been granted to the System: *UW-Stout Item F*

From the Bank of Menomonie covering the south 30 feet of the east 8 feet of Lot 2, Block 85, Original Plat, City of Menomonie

From Ledron, Inc. covering the north 55 feet of the east 8 feet of Lot 3, Block 85, Original Plat, City of Menomonie

From Everett G. and Mildred M. Wenrick covering part of the Northeast 1/4 of the Southwest 1/4 of Section 26, Town 28 North, Range 13 West, Dunn County, Wisconsin, more fully described in the easement on file with the Board Office.

From Gerald Lentz covering the northerly 25 feet of the easterly 10 feet of Lot 1, Block 118, Original Plat, City of Menomonie (A payment of \$500 from project funds will be made to the grantor for inconvenience associated with business interruption, etc.)

G. University of Wisconsin Press Agreements:

| <u>AUTHOR</u>                       | <u>TITLE</u>  |
|-------------------------------------|---|
| ✓ Daniel Aaron                      | The Unwritten War: American Writers and the Civil War |
| ✓ Houston A. Baker, Jr.             | From Harlem to the Eighties                           |
| ✓ H. M. Daleski                     | The Forked Flame: A Study of D. H. Lawrence           |
| ✓ Joseph Straus and Stephen Dembski | "Milton Babbitt: The Madison Lectures"                |

IV. REPORT OF ACTIONS TAKEN BY THE DEPARTMENT OF ADMINISTRATION/DIVISION OF STATE FACILITIES MANAGEMENT ON SMALL PROJECTS AFFECTING THE UNIVERSITY OF WISCONSIN SYSTEM.

OCTOBER 1986

| UNIVERSITY        | PROJECT   | ACTION  |
|-------------------|---|---|
| 1. UWC RICHLAND:  | Requested approval of the Concept & Budget Report and authority to plan, bid, and construct a 1985-87 Energy Modifications - Six Buildings (Science Building/Classroom Building/Miller Memorial Library Building/ Administration Building/M. E. Wallace Student Center/Physical Education Building) project, for an estimated total project cost of \$98,990, 1985-87 General Fund Supported Borrowing - Energy Conservation Program funds. | DENIED with instructions that pursuit of project should be through the State Building Commission. The request was made of the Building Commission on 19 November 1986 and was approved. |
| 2. UW-EAU CLAIRE: | Requested authority to plan, bid and/or secure proposals, and construct the 1985-87 Hibbard Hall - Summer Steam Piping Isolation project, for an estimated total project cost of \$3,450, 1985-87 General Fund Supported Borrowing - Energy Conservation Program funds.   | DEFERRED pending a modification of the project by the DOSFM.  |
| 3. UW-GREEN BAY:  | Requested authority to plan, bid and/or solicit proposals, and construct a 1985-87 Laboratory Sciences Building - Electrical Panel Repair project, for an estimated total project cost of \$13,100 1985-87 General Fund Supported Borrowing - Minimum Maintenance Program funds.  | APPROVED.   |
| 4. UW-LA CROSSE:  | Requested authority to plan, bid, and construct a 1985-87 Heat Exchanger and Hot Water Tank Replacement project, for an estimated total project cost of \$16,400, 1985-87 General Fund Supported Borrowing - Minimum Maintenance Program funds.   | APPROVED.   |