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MINUTES OF THE SPECIAL MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

Held in the Clarke Smith Room, 1820 Van Hise Hall

Thursday, April 7, 1988

1:10 p.m.

- President Weinstein presiding -

PRESENT: Regents Clusen, Davis, Doughty Luckhardt, Fish, Grover, Hanson, Hassett, Heckrodt, Jarvis, Lyon, Nicholas, Nikolay, Schilling, Vattendahl and Weinstein

ABSENT: Regents Flores and Gerrard

President Weinstein announced that this special meeting of the board was convened to consider two informational items. Action on both was scheduled for the May meeting.

*Minutes - Review of*

Minority/Disadvantaged Initiatives and Draft Recommendations, pp 1-10 + EX A

Regent President Weinstein made the following statement:

*Design for Diversity - (same)*

"Last June, after being reelected President of the Board of Regents, I stated that we must explore new and different initiatives in dealing with minority recruitment and retention. It was obvious that the old ways were not working. Eighty-five percent of some of the underrepresented minority groups were not making it in our system. What this means in terms of individual disappointment surely cannot be measured.

"Part of our problem stemmed from the way in which we were tracking our progress--namely, by counting numbers in the system rather than by looking at the ultimate success of individuals. Dean Hickman, from the UW-Madison School of Business, put it well when he wrote and said: 'The salient point is that the failure to incorporate minorities into our universities is a threat to the culture and institutions many of us cherish. The changing demographics of our nation are such that the culture of the institution we love will wither unless we do better in integrating our minorities.'

"It is that realization that brings us together. It is our resolve that we can and must do better. In doing so, we must unburden ourselves from the methods of the past to the extent that they do not work. We must be willing to strike out in new and different directions.

"In order for us to make meaningful progress in dealing with the issues of minority and economically disadvantaged students and minority faculty in our system, we must first be willing to face the reality of our own record. This we have done and determined that we must do better. Following President Shaw's report to us last November, we set about the business of understanding better the problems we face.

"The regents held hearings in various parts of the state, both on our campuses and off, so that we could hear first-hand the views of those most affected by our decisions. These hearings were in response to President Shaw's initial proposals which were intended to generate discussion, and they did. We were gratified by the large turn-out of students, faculty, staff, administrators, and minority group representatives who spoke at these hearings.

"Following the hearings, President Shaw has prepared a series of proposals which will receive first reading today and be the subject of final action in May.

"I have had the opportunity to discuss these proposals with President Shaw, as have others. I am particularly impressed that these proposals indeed respond to the needs we heard expressed at the hearings. They do chart new initiatives. Some may criticize them for being too bold and too expensive, while others may criticize them for being not bold enough. I believe they do chart a new beginning and demonstrate once again that the UW System, under President Shaw's leadership, with support from this board, does listen, can respond, and can lead in a meaningful way."

President Shaw made the following statement:

"There is widespread concern in the State of Wisconsin regarding proposals for minority education. Since November, when I first presented my draft proposal to the board, I have received hundreds of comments from concerned citizens of every race, every economic background. And during the eight hearings on this subject around the state, more than 100 Wisconsin citizens used the opportunity to make their views known.

"What you have today is a plan--a *Design for Diversity*--which responds to the diverse views that have been put forth by these concerned citizens, and which also responds to the urgent need that we all feel for addressing problems of minority education.

"In November, when I spoke on this matter, I mentioned that minority education is a national problem. No matter which yardsticks we use--enrollments, retention in school after enrolling, graduation rates--it is clear that minority students are missing by significant percentages in terms of academic preparation, academic participation, and academic achievement.

"If this lack of educational participation by minorities were solely a matter of their individual free choice, we might be excused for ignoring the problem. We do not, after all, encourage every nonminority person to attend college, or vocational school, or follow some other post-secondary

educational path. In fact, we openly acknowledge that not every person can realize enough personal benefit from such further education to make it worth his or her investment of time. Now, we assume that majority individuals make these choices intelligently, on the basis of good information of the options available, and in their own best interests. We hope that minority students make their educational decisions in the same way. But, unfortunately, every shred of evidence indicates this is largely not the case.

"From early childhood on, there are factors which stack the odds heavily against certain minorities in making informed educational decisions in their own best interests. Some of these factors are described in my November report. They are real. They are intimidating. They are repressing full intellectual achievement of a significant proportion of our society.

"On moral grounds alone, there is reason enough to press for change. As a nation, we have long been proud of what we call "The American Dream," that dream which permits any individual to aspire to whatever heights his or her talents can achieve. It is unfair to deny that dream to a major portion of our population because of the sheer happenstance of ethnic or racial background or economic status.

"But beyond questions of fairness, or the question of maintaining our higher social values, there is the stark reality of our continued economic survival.

"Today Wisconsin and the United States exist in a shrinking global economy that is becoming increasingly competitive. The United States is currently experiencing a phenomenal balance of payments problem, which at the bottom line is the result of our inability to compete in a world of growing technological and marketing sophistication. No matter how much we try to legislate economic protection, the long-term winners will be those nations which produce the best products at the best prices.

"By the year 2000, one third of the new members of our national work force will be minorities. These are the people we are talking about in this room today. These minority youngsters--in fact, youngsters of all races and economic backgrounds--must be intellectually prepared and self-motivated if we are to continue to prosper and grow as a state and to grow as a nation. We cannot afford to sustain a large population of drop outs.

"Futurists often like to talk about the growing gap between 'the haves' and 'the have nots.' But, I am afraid, if we do not act quickly and decisively, this gap will diminish in a terribly destructive way. It will diminish, not because the economically disenfranchised will be doing better, but because the rest of us will be doing worse. Unless we resolve to change the trend, we can become a nation of 'have nots,' desperately scrambling to save a constantly eroding economic standard and quality of life. There seems to be a complacent assumption throughout this land that our present high standard of living will continue no matter what we do, no matter what our level of personal and social commitment to its continuation.

"It is out of these concerns that I am proposing what I firmly believe to be a realistic new plan for minority education in the State of Wisconsin.

"One of the goals on page two of *Design for Diversity* states that we should educate all students concerning the realities of our multicultural society. This is another way of saying that we are all in this together. The young person in Stoughton, Plainfield or Rhinelander must also learn to live with increasing social diversity. This nation, which has long regarded itself as a melting pot, is becoming an even greater and richer mix of cultures and races every day. In only a few short years, for example, California will have no majority population. And even the Wisconsin resident who lives an entire lifetime in a racially unmixed small town must nonetheless learn to do business and otherwise co-exist with others.

"The report--*Design for Diversity*--is organized into a brief overview, followed by the complete document, followed by appendicies. Appendicies include budget information, data on minority faculty, academic staff and students, details on the special assistant to the president and the System Administration cabinet, various tables, and samples of UW System programs for minority and disadvantaged students.

"The overview provides a summary, and I want to take only a few more minutes to add some special points you should keep in mind as you read the report. First, I think the report is realistic. It will stretch our ingenuity, it will stretch our resources, to meet the challenges this report presents. We are equal to those challenges. By establishing goals, by fixing responsibility for meeting those goals, we will ensure progress. Our plan builds on existing programs, programs that have demonstrated effectiveness in the past. These will be retained and strengthened. Our plan acknowledges the disadvantages that spread across all segments of society, and it recognizes that not all disadvantaged students are minorities.

"Our plan will require new funding, but our request will be reasonable. Fund requests will be confined to financial aid enhancements, recruiting inducements for faculty, and some expansion of our UW System Minority Information Center. We expect to underwrite all other activities through reallocation of existing resources.

"Our plan in part builds on initiatives already put into place by others, including the Governor, the Legislature, and the Department of Public Instruction--for example, in Milwaukee, early intervention to improve education for disadvantaged pre-school children. Other initiatives brought forward by others include a variety of innovative approaches to testing and remediation. I would also include the Department of Public Instruction's increase in high school graduation requirements, which, with the increase in our own UW System admission requirements, ensures all students will be better prepared as they enter the university. In summary, our plan is realistic, but it will require us to stretch--to make strong commitments.

"As you will note, goals will differ among our institutions. There will be goals for the UW System as a whole, for the individual universities and the Centers and for Extension. But, because our institutions differ, as do the regions in which each is located, there will be different goals for

different institutions. Overall, across the UW System, we intend to increase the number of new minority students by 50 percent in the next five years and to increase that number by 100 percent in ten years. Systemwide, we want to increase the number of new minority faculty by 75 percent in the next five years. Individual universities and centers will pay particular attention to recruiting in their own areas. Their percentage goals will vary from systemwide goals, according to regional and institutional circumstances. Their first recruiting focus will be in their own backyards.

"I am suggesting that existing aid programs be continued and expanded. Two in particular are meeting important needs: the Advanced Opportunity Program for graduate and professional students, and the Lawton Undergraduate Retention Program. One new financial aid initiative is being offered. It is designed to remove barriers that now prevent minorities and other financially needy students from selecting college as a feasible option. Economically disadvantaged students from all areas of the state, all races and ethnicity, will be eligible. Emphasis will be placed on need and on strong academic preparation. This Financial Incentive Program will provide support to qualified graduates of Wisconsin high schools only after all other grant sources have been exhausted. We refer to this as a 'last dollar grant,' meaning it is the last source for grant aid. It comes, however, before loans are offered. It will initially provide up to \$1700 annual funding for approximately 500 new students.

"The UW System Minority Information Center, located at UW-Milwaukee, should be increased in services and scope to serve the joint needs of the UW System, the VTAE, the public schools, and the private colleges. This center should be regarded less as a recruiting facility than as a single source of reliable educational and career information on which students can base important decisions.

"A Statewide Leadership Committee will be formed to assist students in planning, to help them become aware of financial aid opportunities, and to help them and their parents complete financial aid forms.

"To achieve our five-year goal of a 75 percent increase in new minority faculty, we will undertake these initiatives: The Minority Faculty Development Doctoral Fellowship Program--to be inaugurated this fall--will be expanded. It eventually should produce no less than 15 graduates each year who can teach in the UW System. Our program will also be open to minority members of our instructional academic staff. There will be special faculty and staff outreach efforts, and these will include minority newsletters, source books to assist in campus recruitment, vita banks, and visits to predominantly minority institutions for the purpose of working out cooperative arrangements. Funding will be requested for a UW System minority faculty and staff research support fund. By providing this special support for laboratory equipment, special acquisitions and research assistants, we demonstrate our commitment to helping young faculty achieve their professional goals. Such a fund will help us compete in the academic marketplace for top quality faculty.

"Improving the campus environment will be given special emphasis, and it should. The chancellors are asked to report to me by January the results of their specific studies. In the classroom and out, on campus and off, we

will seek to make our universities and environs more hospitable to minority students who enroll there. In particular, we will require organized instruction or programs on race and ethnicity as part of every student's undergraduate educational experience. Further, we will review all current retention efforts. We must ensure that we have a means of evaluating the competencies of incoming students. We also will review and revise written codes of student and employee conduct, to ensure a nondiscriminatory environment.

"Other major sections of the report deal with communication and with articulation between the UW System, DPI, VTAE, and so on. We must cooperate with our colleagues if we are to be successful in such areas as information gathering, teacher education programs, and in other initiatives that require our combined talents and commitments.

"To increase the number of minority teachers for Wisconsin public schools, we are proposing expansion of the Minority Teacher Loan Forgiveness Program, to provide loans to 200 teacher education students by 1991. This is an important step.

"We are also proposing joint publication educational projects with the State Historical Society and are encouraging private sector endowments to fund special scholarships for this state's most outstanding students, regardless of race.

"In order to accomplish these objectives, we must properly organize. I will be appointing a new special assistant to the president whose responsibility will be to oversee the implementation of this plan. I will also establish and meet regularly with a System Administration cabinet, consisting of the vice presidents, the new special assistant, and the assistant to the president for equal opportunity programs. We will make every effort to coordinate our approach to all these issues.

"And, finally, a community advisory committee will be established by January 1989, to advise my office regularly on policies and programs for minority and disadvantaged students.

"The University of Wisconsin System is among the nation's most respected institutions of public higher education. We have the honor, I think we have the obligation, to assume a position of national leadership, especially on matters of national urgency involving higher education. The matter of improved education for the minority and disadvantaged is clearly a matter of much urgency. It is a question of fairness to those who have been unfairly deprived. It is also a matter of economic necessity for those who have been economically deprived. And it is a matter of absolute social necessity for a state and a nation which can no longer afford the luxury of pretending that the problem does not exist. This effort will require a major commitment, not only by the University System, but by the elementary and secondary schools, by state government, business and industry, community leadership, families, and our young people themselves. Here in Wisconsin, I honestly believe that we are up to this challenge."

President Weinstein noted that, at his request, the secretary had sent each of the regents a summary of suggestions made at the public hearings; and President Shaw's initiatives were responsive to all of them.

Regent Weinstein called attention to Appendix 1, which, if adopted, would become part of the biennial budget request, and to Appendix 5 regarding accountability for implementing the various initiatives and the timetable for reporting. He commended President Shaw for setting forth these specific assignments.

Regent Clusen stated that she considered the president's report impressive and found it remarkable that all major suggestions made at the hearings were encompassed. She inquired as to the relationship between the new special assistant to the president and the Office of Equal Opportunity, since there was clearly some overlap in their areas of responsibility.

President Shaw noted that the new position was needed to provide a focus for oversight and leadership to implement the new initiatives. The Office of Women and Equal Opportunity programs would continue to be responsible for compilation of data, which was a highly technical activity, along with special studies such as the one now under way on academic staff compensation, and with programs for women faculty and students. The two offices would be on a peer level and both would report to the Office of the President. There would be frequent meetings of the two special assistants with the president and vice presidents, in order to facilitate communication and to provide a forum for quickly resolving any problems.

Commending President Shaw for his bold new initiatives, Regent Schilling asked him to comment on what differentiated this plan from past efforts, which had resulted in disappointment.

One major difference, President Shaw replied, was that in the past there had not been a connection between the system plan and the campus plans. In the *Design for Diversity*, the system plan would operate in coordination with specific campus plans, which would be tailored to their own locales. Taken together, the campus goals would equal the system goals. Secondly, chancellors were asked to take responsibility for the goals and for analysis of the environment to ensure the right conditions for reaching them. He planned to meet annually with the chancellors regarding accountability and goal achievement.

Noting that problems related to this issue were nationwide in scope, Regent Fish observed that there would be opportunity for more discussion in May after further study of the president's proposal. At a cost after five years of six million dollars--only 37 dollars per student enrolled in the UW System--he considered it an aggressive program for a relatively minor expenditure. It was important, he added, to proceed as rapidly as possible to take action in this significant area of concern.

Regent Nicholas commended President Shaw on the great effort that had gone into developing these initiatives. He inquired as to the means by which the system and institutional plans would be coordinated.



Using the Madison plan as an illustration, President Shaw explained that there were initiatives in the system plan which would directly reinforce the Madison plan. For example, that plan called for special grants for beginning disadvantaged students of all races, and students at UW-Madison would be eligible for the grants proposed in the system plan, the assumption being that there would be no additional GPR money for the Madison plan other than that contained in the system plan. Similarly, UW-Madison and UW-Milwaukee were very interested in increasing Advanced Opportunity Program funding, as proposed in the system plan. However, the fit between the system and institutional plans was not expected to be exact. For example, the Madison plan contemplated providing work-study aid and perhaps privately funded grants, in addition to state grants. It also contemplated some recruitment outside of the state. These types of additional initiatives were not precluded under the system plan, but funding for them would not be provided. While \$6 million was the total amount of new funding that would be requested for the system and its institutions, more could be expended through reallocation of existing resources. Institutions would be encouraged to do this and to use dollars the best way possible through evaluations not unlike those conducted for five-year reviews of academic programs. While there would be some differences, the institutional plans would be compatible with the larger goals of the system plan.

Regent Davis commended President Shaw and his staff for the vigor of their efforts. With regard to the matter of accountability, he expressed interest in discussing at the next meeting the responsibility of faculty in these efforts, on the basis that shared governance should carry with it shared accountability for results.

In response to a request by Regent Weinstein for explanation of funding for the program, President Shaw noted that Appendix 6 contained figures on current funding for a variety of programs offered to minority and disadvantaged students. Of the \$9 million total, approximately \$3 million came from the state in direct dollars for these programs. The institutions, on their own, had contributed through reallocated dollars approximately the same amount, while another third of the total came from extramural funds, mostly from the federal government. In addition, there was approximately \$4.5 million spent for financial aid activities directly related to minority students, including the AOP program, the Lawton Grants, and the program to develop minority faculty.

Regent Hassett complimented President Shaw and his staff for their excellent work in trying to solve some very difficult problems. One of the most serious concerns, he pointed out, was the question of how to prepare students adequately to enter the university. He urged that the Board of Regents support assistance to primary and secondary schools to improve the preparation of students at those levels.

President Shaw referred to a section of the report on working with the public schools, DPI, VTAE and other sectors. With regard to student recruitment, he noted that a number of minority students who presently met academic qualifications were choosing other universities and that it would be necessary to recruit them more effectively by making sure they were apprised of opportunities within the the UW System. With regard to early motivation and academic preparation of precollege students, the plan

included a network of at least 500 people across the state--ministers, social service workers, extension agents, school officials and others--who could help students understand how good study habits and taking the right classes now would benefit them in opening the door to future opportunities. There also would be more careful cooperation in other areas, and efforts that seemed successful, such as precollege programs, would be solidified and evaluated to make sure they were effective.

Secondly, the UW System would be helpful and supportive in working with DPI, the Legislature, and the Governor in terms of initiatives from the public school sector. Other ways to be helpful would include improving teacher education programs and working with local school districts to identify their needs. Care was taken in the report not to over promise what the UW System could do, but to focus on the areas where it could be expected to make the major contribution and also to indicate areas where it would be necessary to work with others. In some cases, those others would have the prime role.

Regent Weinstein noted that at the hearings it was suggested institutions should be more aggressive in recruiting in their own geographic areas and that many good students did not come to the UW System because they were not recruited properly.

Regent Nikolay stated that preparation of students for college should not be considered the role of the UW System and that the Legislature could be more readily persuaded to provide funding to DPI and the VTAE System for that purpose. While the UW System could try to retain students through such efforts as improved counseling and cultural centers, he believed, the primary reason for lack of retention was essentially that students had inadequate academic preparation for university-level work.

President Shaw noted that he and Regent Grover agreed that this area would require a combined effort.

Regent Weinstein added that working with the VTAE System in the area of remedial education was another means of addressing the problem.

Regent Jarvis asked if it were true that nothing in the report implied any lessening of educational standards.

Replying in the affirmative, President Shaw said high standards were viewed as constructive for all students.

Noting that the goals for increasing minority student enrollment involved large percentage increases, Regent Nicholas asked how the goals were determined and whether they were realistically attainable.

President Shaw explained that his intention had been to strike a balance between what he would like to see achieved at the high end and what would happen if business as usual were continued. With more aggressive recruitment efforts, it was assumed that a higher percentage of qualified minority students would choose the UW System. It also was assumed that, with revised DPI standards, revised UW System admissions standards, the financial incentive program for beginning students and improved delivery

systems, more minority students would be motivated to aspire to higher education and to attend UW System institutions. Based on the available pool, general estimates in both categories had been made as to what might be expected to happen. The goal was set high enough to require stretching to reach it, but even if it were not achieved, President Shaw considered that preferable to having a lower goal.

Regent Doughty Luckhardt inquired about prospects for legislative approval of funding for the plan.

President Shaw noted that the first year request for \$2 million amounted to about a third of one percent of the UW System's \$700 million operating budget. The request by the fourth year of the second biennium would be less than one percent of the total operating budget. His sense was that legislators and others recognized that the UW System could not be expected to implement the plan without some funding, particularly in the financial aid area. He was optimistic, therefore, that the request would receive a fair hearing.

(The overview section of *Design for Diversity* is attached as EXHIBIT A.)

*Extension* →

→ Report on Integration of Extension Function, pp 10-15

Introducing this report, Regent President Weinstein made the following statement:

"*Wisconsin Statutes*, Chapter 36, provide that the mission of the University of Wisconsin System shall consist of instruction, research, and outreach. The outreach function, which we call extension, is the way in which the university makes the benefits of its expertise available to the citizens of the state--farmers, small business, professions, homemakers--and is an important way we respond to concerns for improved investment and economic development in the state.

"In 1982, the regents resolved that the general extension function should be integrated with the academic departments of our various campuses, while maintaining statewide program coordination and budget control with the chancellor of Extension.

"For the purpose of reviewing this all-important mission and to make certain that integration is being carried out in accordance with regent action, statewide hearings were conducted during the early part of this year. In addition, consultants were brought in to help us facilitate the integration process.

"The purpose of today's meeting is to bring this information to the regents. You will have before you a formal proposal for action at the May meeting. What you have today is a preliminary proposal.

"I want to thank the regents for their participation in the hearings, as well as those faculty, staff and others who testified. But especially, I want to thank Vice President Trani for his work with the chancellors, the vice chancellors and the consultants."

Presenting President Shaw's report on integration of the extension function, Vice President Trani noted that the president's recommendations were based on the progress report on integration presented to the board at its December 1987 meeting, on public hearings conducted in December and January, on the recommendations of a team of consultants, and on the responses of the UW System institutions to questions posed by Regent President Weinstein, to the consultants' report, and to the drafts of the president's report.

The president's recommendations focused on the following proposals: first, regent reaffirmation of the integration policy; second, a charge for the chancellor of UW-Extension to take immediate steps to improve statewide program planning and coordination, and to work with other chancellors to improve interinstitutional communication; third, a charge for the system vice president for academic affairs to establish a working group of vice chancellors and deans of cooperative and general extension to revise ACIS 5, the administrative guidelines for implementation of integration, and to develop protocols to enhance interinstitutional communication and to improve system monitoring of extension planning and coordination. In addition, the president recommended that UW-Madison be authorized to continue the position of dean of university outreach.

Dr. Trani then introduced two members of the consultant team. Dr. Robert L. Crom, chair of the team, had been Dean of University Extension and Director of the Cooperative Extension Service at Iowa State University since 1981, with responsibilities encompassing business and engineering extension, the Center for Industrial Research and Service, the Office of Continuing Education and the Cooperative Extension Service in agriculture and home economics. He also served as Professor of Journalism and Mass Communication. Dr. Crom had been a member of various National Association of State Universities and Land Grant College organizations, including extension committees on organization and policy, the Division of Agricultural Budget Committee and the Division of Agricultural Task Force on the 1985 Farm Bill. On June 1, 1988, he was to become the Executive Director of Extension in the Office of Agriculture and Natural Resources, Washington, D.C.

The second consultant was Dr. Harold Miller, who had served as Dean of Continuing Education and Extension at the University of Minnesota since 1971. Dr. Miller served as a faculty member in the Institute for Management of Lifelong Education in a two-week program for continuing education administrators held at Harvard University. He was a member of the American Council on Education's Commission on Higher Education and the Adult Learner and currently served as president of the National University Continuing Education Association.

Dr. Crom noted that the third consultant, Dr. Myron Johnsrud, also was active in developing the team's recommendations. Dr. Johnsrud, who held

degrees from UW-Madison and from the North Dakota State University, served for eleven years as Director of Cooperative Extension at North Dakota State before becoming a federal administrator.

As background to the consultants' recommendations, Dr. Crom noted that all three of them were advocates for the extension function and members of the faculty and administrative staff of land grant universities, having been products of those universities and having worked the majority of their professional careers within that kind of setting. They believed deeply in the equality of the extension function with the research and teaching functions of the university. In addition, they believed with unanimity that the quality and the quantity of extension education and service to the constituency should be the bottom line for decisions about how to organize the extension function. They felt not only that the system should be "user friendly" but also that this should be the predominant criterion to be applied if there were any conflict with other criteria more internal to the institution.

The consultants then proceeded to highlight five major points in their report. Dr. Crom identified the first of those points as being enhancement of the statewide planning, coordination and communication function, as addressed by recommendations 2-8 and recommendation 10.

Dr. Miller added that, while some of these concerns were structural and some had to do with control and distribution of funding, a good share of the tension that existed between the campuses and UW-Extension could be alleviated by a more thoughtful and thorough system of communication. In addition, the recommendations addressed ways in which System Administration could be helpful in the process.

The second point, Dr. Crom said, was the issue of active involvement of UW-Extension in personnel decisions for integrated faculty and staff holding appointments in system institutions. This was addressed in recommendations 13, 14 and 18.

The third area related to the issue of identity and was addressed in recommendation 20. Dr. Crom reported that the consultants supported the concept of consistent systemwide identification of outreach efforts, on the basis that the resulting visibility and impact would benefit the system and all institutions.

Dr. Miller added that the consultants had detected some tendency to simply use another term if there were a wish to avoid working through UW-Extension.

The fourth point Dr. Crom identified as the need to incorporate extension activities that currently fell outside the interinstitutional agreement process. This was addressed in recommendation 5. Dr. Miller noted that the consultants interpreted the regents' 1982 policy to include all extension activities from all parts of the UW System.

The fifth issue, Dr. Crom said, concerned governance, as addressed in recommendation 17, which raised the question of whether joint appointments might be an option for dealing with some of those concerns.

Dr. Miller added that it was evident to the consultants that UW-Extension needed to be involved in personnel decisions at the time of appointment and in the allocation of resources to the institutions for carrying out the extension function. How to monitor and continue those relationships was a sensitive issue, particularly with integration of programs and faculty members into the campuses and into the planning processes of individual units of the university, but joint appointments were one option and there was a variety of those that could be applied.

Adding a final major point, Dr. Miller said the consultants' first recommendation was that the Board of Regents reaffirm the resolution adopted in 1982. It was their observation that the regent policy, along with its implementing document, ACIS-5, continued to be very useful in guiding the future of extension.

Regent Schilling commented that it was disappointing to find that, six years after the integration policy was adopted, questions that the board thought were decided still remained unresolved. Issues like budget control continued to be raised, even though the 1982 resolution made clear where budget control was to be located. He hoped this effort would finally put those matters to rest.

Regent Davis asked if there were significant differences between the president's recommendations and the consultants' recommendations.

Replying in the negative, Dr. Trani said that the five areas just discussed, plus reaffirmation of the integration policy, all were incorporated in the president's recommendations. The charge to the UW-Extension chancellor would cover to a large extent the necessary structures to enhance statewide planning. The role of UW-Extension in personnel decisions was one of the charges that the president would make to the working group of vice chancellors and deans of cooperative and general extension, as was the identification issue, incorporation of extension programs not in interinstitutional agreements, and the matter of joint appointments.

Drs. Crom and Miller saw no conflict between their report and the president's recommendations.

Regent Davis asked if the 20 specific recommendations of the consultants had been incorporated in the president's recommendations, and Dr. Trani said all were included in some form and that any difference in form did not represent a significant difference in substance.

Regent Weinstein stated his understanding that what the consultants had done at this meeting was to put their recommendations into five more general categories. It had been suggested that the resolution to be acted on in May should specifically incorporate those five general categories.

Regent Clusen stated her agreement with the comments made by Regent Schilling. She thought the major problem in achieving integration had been a feeling that the Board of Regents was not serious about it. In reaffirming the board's intent, her inclination was to put some teeth in it and to add more specifics. It had been discouraging, she added, to observe

the painfully slow progress made over the years. She did not consider the problem to be the fault of the UW-Extension chancellor, and she thought those involved had proceeded with as much sensitivity and care as possible. However, she felt the time had come for the board to remove any doubt about the seriousness of its intent to achieve integration.

In response to a question by Regent Doughty Luckhardt, Vice President Trani explained that county agents were involved in the process as part of the institution of UW-Extension. They cooperated with specialists at other UW institutions.

Regent Doughty Luckhardt asked if the county agents and county boards were satisfied with integration of the extension function.

Chancellor Boyle replied that before the hearings, the County Boards Association presented a paper in which it strongly endorsed integration and indicated that its members wanted a multi-university system to relate to the county offices.

Regent Weinstein added that some of the county agents who appeared at the hearings had asked for more research support for their work. As members of cooperative extension, they were not integrated but generally expressed support for the concept of integration.

Regent Heckrodt observed that there always would be some areas of conflict and that it would be futile to seek a perfect solution. Noting that the report did not contain any measurement of how the system was performing, he indicated that, at the hearing he attended, there were glowing reports about the extension function. If the end results were good, he thought many of the issues identified could be viewed as relatively minor.

Regent Grover stated appreciation for the consultants' report and urged that the five points highlighted at this meeting be reflected in the resolution to be presented in May. In that regard, he supported consistent identification of extension programs across the system in order to promote public recognition of this function. He also hoped the resolution would deal with the question of establishing joint appointments, to allow integrated extension faculty and staff participation in UW-Extension institutional governance and in state-wide extension program planning and development.

Regent Lyon stated his understanding of the reports to be that remaining problems could be solved to a great extent through improved communications and that neither of the papers called for any major degree of restructuring.

Confirming that interpretation, Regent Weinstein added that the purpose of the resolution presented in May would be to identify specific means to move the process more quickly. The purpose of the special committee suggested in the president's report was to help implement the regent policy, rather than to develop new policy. The hearings had indicated areas where improvement could be made, and the reports represented an attempt to fine tune the system.

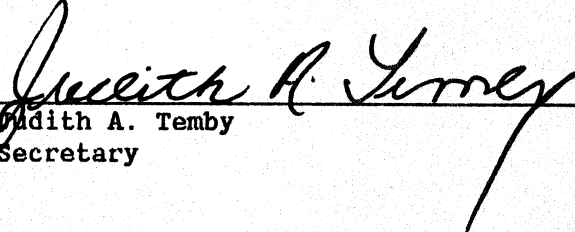
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Regent Schilling stated his hope that the result of these discussions would be a resolution that would deal effectively with the problems that remained. What was being considered was not different in a policy sense from the 1982 policy. Rather, it represented an attempt to close some gaps in implementation. In the future, he added, regents might look at other ideas, such as whether the chancellor of UW-Extension also might be a vice president in System Administration. However, he was satisfied at this point that the positive work being done would result in progress.

President Weinstein expressed appreciation to the regents, the consultants and all others involved for their time and effort in addressing this important issue.

The meeting was adjourned at 2:40 p.m.

  
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Judith A. Temby  
Secretary

April 28, 1988

0463X



## An Overview

### THE UNIVERSITY OF WISCONSIN SYSTEM DESIGN FOR DIVERSITY

#### Systemwide Student Access & Retention

##### Increasing minority enrollment:

- Systemwide goals for minority freshmen and transfer students are a 50% increase over current UW System levels by fall 1993 and a 100% increase by 1998.
- Each institution will establish its own goals, conduct primary recruitment within its own geographical area, and work in close cooperation with local minority communities and school systems.
- The UW System Minority Information Center should be expanded to become a statewide resource, available to VTAE, DPI and Wisconsin's private colleges.
- A statewide "Community Leadership Committee" will be created of community leaders to provide a family and community support group to assist students in considering, preparing for and applying to college.

##### Raising retention/graduation rates:

- Evaluate basic skills of entering students to determine which students are "at-risk."
- Assure appropriate programs are provided before "at risk" students are admitted.
- Work in close cooperation with VTAE to address and meet remediation needs.

#### The Multicultural Environment

##### In the classroom:

- For the 1988-93 time period, the UW System will increase by 75% the number of underrepresented new minority faculty and academic staff hired as compared to the preceding five years.
- Funding should be requested for a systemwide minority faculty recruitment support fund to help institutions compete more effectively in the academic marketplace.
- Up to \$100,000 will be earmarked beginning in 1989 to match institutional development efforts intended to improve ethnic studies.
- The Minority Faculty Development Doctoral Fellowship Program should be expanded beginning in 1988-89 to provide no less than 15 graduates each year who will be prepared to teach in the UW System.
- Each institution should develop visiting professorships and faculty/staff exchange programs with minority institutions to diversify their faculty and staff.

##### On and around System campuses:

- Up to \$100,000 will be designated for the development of programs to improve campus multicultural environments, and for programs that address issues of race and ethnicity.
- Each institution will develop written codes of student and employee conduct to be in place no later than January 1989.
- Each chancellor will, as part of his or her annual performance evaluation, report annually on institution-wide progress toward campus goals, improvement of the campus environment, hiring of minorities for faculty and staff positions, and student recruitment and retention efforts.

### **Financial Aids**

A new financial incentive program will be requested to remove barriers to minorities and the economically disadvantaged

- The program would be need-based and available to all economically disadvantaged students from all regions of the state, regardless of race or ethnicity.
- A grant worth up to \$1700 for attending a UW System institution would be provided for qualified Wisconsin high school graduates.
- Approximately 500 awards would be available, renewable to students in good academic standing for up to 4 years with a maximum of \$6,800.

The Advanced Opportunity Program (AOP) should be expanded to help alleviate unmet need and address the severe shortage of minorities in graduate and professional education.

### **Cooperative Efforts by the UW System -- The UW System will:**

- Work with DPI and VTAE to establish a standing research committee to develop, exchange and disseminate appropriate data on minority education.
- Meet regularly with DPI and VTAE regarding the academic preparation of minority students, their academic progress and achievements, and their transition to the UW System.
- Seek additional funds for the Minority Teacher Loan Forgiveness Program to provide loans to 200 teacher education students by 1992.
- Encourage the private sector to create an endowment fund for scholarships for the best and brightest Wisconsin students regardless of race or ethnicity.
- Pursue joint projects with the State Historical Society to promote increased knowledge about the minority experience.
- Work at the federal level to increase assistance to minority and economically disadvantaged students.

### **System Administration Organization -- The UW System President will:**

- Appoint a new Special Assistant to the President to coordinate and implement efforts to improve the multicultural environment within the UW System institutions and to develop effective support programs for minority faculty, staff and students.
- Establish a statewide community advisory committee to regularly advise the UW System president on policies and programs for minority and disadvantaged students.
- Establish and meet regularly with a System Administration Cabinet of the vice presidents, the special assistant to the president for minority affairs and the assistant to the president for equal opportunity programs.