

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

UW-Madison

Held in the 1820 Van Hise Hall

Thursday, November 7, 2002

11:00 a.m.

- President Gottschalk presiding -

PRESENT: Regents Axtell, Barry, Boyle, Brandes, Burmaster, DeSimone, Gottschalk, Jones, Klauser, Krutsch, Marcovich, Mohs, Olivieri, Randall, Schneider and Smith

ABSENT: Regent Gracz

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**THE WISCONSIN TECHNICAL COLLEGE SYSTEM  
PRESENTATION**

Welcoming WTCS President Richard Carpenter, Regent President Gottschalk recalled that it was almost two and a half years ago that the WTCS Board and the Board of Regents met jointly and passed resolutions designed to facilitate transfer between the two systems. Since that time, he added, progress has been made on an ongoing basis.

Regent Barry, President of the WTCS Board, introduced the following WTCS staff: Randall Key, Executive Assistant; Dan Clancy, Assistant State Director for Finance; Debbie Mahaffey, Assistant State Director for Programs and Policy, and Donna Jordan, Board Secretary and Assistant to President Carpenter. He expressed appreciation to Regents Randall and Schneiders, who have served as excellent Regent members of the WTCS Board.

President Carpenter began by thanking President Lyall who had eased his transition to Wisconsin and served as his mentor, offering assistance and sound advice.

He then presented a video in which students commented favorably on the broad WTCS program array, hands-on learning provided in smaller classes, career preparation in two years or less, and the ability to transfer credits to four-year programs.

Providing an overview of the WTC System, Dr. Carpenter noted that it consists of 16 districts, 46 campuses, and a recently-begun virtual campus. The system has 460,900 students in 338 programs. The WTCS has 19,000 employees and a budget of \$1.06 billion.

The mission of the WTCS is to support and promote economic development in the State of Wisconsin through: career and technical degree and diploma programs; related instruction for apprentices; continuing education for the workforce; and adult education programs.

The WTCS and the UW are partners in promoting economic development, he observed, with the two systems complementing each other's efforts.

Dr. Carpenter then showed a list of annual salaries for graduates of some programs where there are shortages of workers, including fluid power (\$46,000), electrical power (\$43,677), environmental management (\$42,949) and Associate Degree in Nursing (\$37,437). These salaries, he noted, reflect the competitive pressures of supply and demand.

The current FTE enrollment, he reported, is 64,000 and has increased 13% in four years. Regent Barry explained WTC enrollments generally rise in a slow economy. On the other hand, contract employment training, which increases in good economic times, tends to decrease when there is an economic downturn.

In response to a question by Regent DeSimone, Regent Barry indicated that state legislation provides that a technical college facility may be created if 30% of the cost is paid by private industry. Gateway Technical College has been aggressive in this area and obtained 45-50% in funding with a major contributor being Abbott Labs, whose employees receive training from Gateway. This legislative authority is due to sunset in July 2003.

Turning to the topic of ethnic diversity, Dr. Carpenter stated that the majority of students of color who earn Bachelors degrees start their postsecondary education at two-year institutions. In 2000-01, WTC institutions served 20,837 African American students, 17,049 Hispanic students, 6,953 Asian students, and 4,920 American Indian students.

Program headcount enrollments in 2000-01 were as follows:

Liberal Arts Transfer: 16,760

Technical Diploma: 35,631

Associate Degree: 106,248

Vocational Adult: 121,926

Contract Education: 127,000

Basic Education: 80,032

Community Service: 14,870

In years past, Dr. Carpenter explained, the technical diploma area formed the backbone of education provided by the WTCS. However, as the workforce evolved, enrollments moved to the Associate Degree area, which has grown rapidly.

Students in the vocational adult and contract education areas generally are often employed full time. The vocational students typically are re-enrolled to retrain or to enhance their positions and usually pay for their own courses. In contract education, the WTC supplies customized training, often on-site, through a contract with the employer who pays for the training. About 4,600 businesses are involved in such contracts.

The WTCS does not charge tuition for the 80,000 enrollments in basic education, which provides services to such people as high school dropouts wishing to resume their education, foreign nationals studying to become American citizens, or others needing training in English as a Second Language. Community service programs provide courses in special interest areas, such as photography and calligraphy.

Regent Barry observed that the array of programs offered by WTC institutions cover a very wide range from basic education to sophisticated associate degree programs.

In terms of full-time equivalent enrollments, Dr. Carpenter listed the following percentages in the various program categories:

Liberal Arts Transfer: 8%

Associate Degree: 58%

Technical Diploma: 14%

Vocational Adult: 7%

Basic Education: 12%

Regent Barry pointed out that in the past technical diploma enrollments would have made up about 40% of FTEs.

With regard to transfers, Dr. Carpenter pointed out that more students transfer to the technical colleges from the UW than from the WTCS to UW institutions.

Regent Barry added that Wisconsin is the only state where that is the case, noting that 45% of transfers to the WTCS are from the UW and that 27% of those transfers already have baccalaureate degrees. Dr. Carpenter explained that such transfers often are employer driven, and that people with bachelor's degrees and master's degrees come to WTCS institutions to acquire technical skills.

In response to a question by Regent Krutsch, Regent Olivieri indicated that these students transfer credits earned at a UW institution toward a technical college degree.

Chancellor Messner noted that a significant portion of the transfers are from UW College campuses and that these students often are switching from the liberal arts to a two-year degree in a particular field. In other states, he added, this would occur within a single community college, rather than between systems, which explains the disparity between Wisconsin and other states in that regard.

Regent Marcovich asked if there have been studies on whether baccalaureate degree holders in liberal arts come to the technical colleges to become more employable in specific career areas. Dr. Carpenter replied that there is considerable anecdotal evidence to that effect, but that hard data is difficult to obtain.

Regent Barry noted that technical college transfers to the UW do well academically, with an average grade point of 2.9.

President Lyall observed that the high level of transfers shows that the UW and WTC systems respect their different missions and make it easy for students to move between systems in order to find the type of programming that suits them best.

Regent Barry agreed, adding that even more could be done. Minnesota, for example, has many more transfers to universities from community colleges than is the case in Wisconsin. Noting that 95% of WTCS graduates and 80% of UW graduates stay in Wisconsin, he observed that the more collaboration there is between the two systems, the more the state as a whole benefits.

Regent Olivieri inquired about the extent to which transfers depend on articulation agreements, to which Ms. Mahaffey replied that general education credits transfer without articulation agreements. Other credits may also transfer if they are applicable to a particular program.

Dr. Carpenter remarked that great strides have been made in facilitating transfer, moving over the years from a few course to course articulation agreements, to many program-to-program agreements and then system-to-system agreements.

Regent Barry emphasized the importance of moving to more system-wide agreements.

Regent Olivieri noted that the greatest challenge is transfer of credits from associate degree to bachelor's degree programs. While there are articulation agreements among programs, he commented that the goal should be more system-to-system agreements, rather than further program-to-program articulation.

President Lyall noted that all credits from college parallel programs transfer as well.

Regent Barry commented that an issue remains for other general education credits. Noting that WTCS general education courses are accredited by the North Central Association, he indicated that Minnesota passed a mandate on transfer of such credits, a situation that could be avoided in Wisconsin.

Indicating that up to 15 such credits transfer, Dr. Carpenter indicated that this policy needs to be more uniformly applied. He felt the UW and WTC systems can move forward together in this regard without need for legislative mandates.

Regent Barry added that the systems need to make possible more “upside down” degrees, such as those made possible by the nursing program agreements, where students can enter the university with junior standing.

In response to a question by Regent Krutsch, Dr. Carpenter explained that technically-based two-year programs are infused with general education because, in today’s world, people will need to continue their educations throughout their lives, and the general education component helps prepare them to do that. Requirements for faculty teaching general education courses are similar to those for university faculty and both types of courses are NCA accredited. The concepts taught are the same, he said, the difference being that examples in associate degree courses relate directly to content of the technical field in question.

Chancellor Sorensen cited as a model a program between UW-Stout and Waukesha County Technical College through which students transfer to Stout after two years with no loss of credits.

Continuing his presentation, Dr. Carpenter indicated that, besides the 45% of transfers to the WTCS from UW institutions, 24% of transfers are from one technical college to another, 23% come from out of state, and 7% come from private colleges.

In contract education, the WTCS took in about \$25 million in 2001-02 for training about 127,000 employees in 4,600 Wisconsin businesses.

As to funding sources, Dr. Carpenter indicated that 55% of revenues come from property taxes, 19% from state GPR, 17% from student tuition and fees, and 9% from contracts and federal grants. Over the past ten years, tuition/fees, contracts and federal support have remained flat, while state support has decreased and local support has increased. There is a strong effort, he indicated to keep tuition as low as possible for all students and particularly those who have nowhere else to go. Local support has been increased 6%, offsetting a 6% decrease in state support. Regent Barry explained that, even with a 1.5 mill limit, revenues had increased because of rising equalized values.

Turning to expenditures, Dr. Carpenter indicated that WTCS spent over 70% of expenditures for academics, compared with 66% nationally. Student services account for about 10% of expenditures; administrative expenses, including libraries, amount to about 15%; and physical plant costs amount to 10% of expenses. Student service, administrative and facility expenditures are below the national average.

The system is governed by a State Board, consisting of 13 members. Governance is shared with boards that oversee each of the system’s districts. The responsibilities of the State Board are to:

- 1) Set state policy;
- 2) Establish program standards;
- 3) Approve and discontinue programs
- 4) Annually evaluate programs
- 5) Approve district board appointees;

- 6) Approve new facilities;
- 7) Develop state budget requests;
- 8) Distribute state and federal aid;
- 9) Set tuition rates; and
- 10) Certify instructors and administrators.

In the last three years, he noted, more programs have been discontinued than new programs approved, showing that the Board has been effective in eliminating programs that are no longer needed. In addition to the requisite academic credentials, instructors are required to have non-academic work experience that they can bring to the technical classroom, making for stronger programs.

The key functions of the district boards are to:

- 1) Hire district staff;
- 2) Admit students;
- 3) Deliver programs;
- 4) Grant degrees;
- 5) Manage facilities;
- 6) Develop local budgets;
- 7) Assess property tax;
- 8) Set district policies; and
- 9) Negotiate contracts.

Turning to collaboration between the two systems, Dr. Carpenter cited the following examples of successful partnerships:

- 1) Nursing with UW-Madison, Milwaukee, Oshkosh, Green Bay and Eau Claire;
- 2) Early Childhood Education with UW-Milwaukee, Parkside and Whitewater;
- 3) Industrial Management with UW-Stout, designed for Master's completion;
- 4) Agri-Business with UW-River Falls and Platteville;
- 5) Radiography with UW-La Crosse;
- 6) Criminal Justice with UW-Milwaukee and Whitewater;
- 7) Architectural Technology with UW-Madison, Milwaukee and Waukesha.

With respect to the Nursing program, he reported that the WTCS Board had approved a budget request asking for the UW to have resources to expand the MSN program to provide more teachers for Technical College nursing programs.

All of these collaborations, Dr. Carpenter observed, have the common goal of enhancing the lives of students and benefiting the state.

After showing a brief video about the success of technical college graduates, Dr. Carpenter concluded his presentation with three key points: First, he emphasized the broad scope of Technical College programs, from educating people who cannot read, write or speak English, to teaching people to build and maintain homes, utilities and infrastructures, to training radiographers, nurses, paramedics, and police officers.

Second, he noted that major strides have been made in recent years in connecting the distinct missions of the WTC and UW systems. These collaborations need to be increased, he stated, by creating more 2+2 programs and in other ways to raise the incomes of workers and increase the percentage of the population holding bachelor's degrees. Noting that Minnesota has a higher percentage of bachelor's degree holders than Wisconsin, he said that the gap is explained in part by the fact that Minnesota transfers from community colleges to universities are five times greater than transfers from the Technical Colleges to the UW. This, he remarked, suggests a greater role for transfers in increasing Wisconsin's percentage of university degree holders.

Third, he emphasized the importance of communicating more effectively to the Legislature and the public how much the two systems are collaborating and how beneficial to the state those collaborations are. This is necessary, he noted, in order to stem the downward trend in state support experienced by both systems.

In discussion following the presentation, Regent DeSimone noted that he has served for many years on the board of the foundation for Gateway Technical College. Each year, the foundation brings together scholarship donors and recipients at a special luncheon. This type of activity, he observed gives fundraising a personal touch and enhances the ability to obtain further donations.

Regent Krutsch suggested that the two systems need to better communicate about the access they are affording to students by combining the numbers and percentages served by both systems in order to inform the public about access to higher education as a whole.

Regent Olivieri commended Dr. Carpenter for his comments about the importance of moving forward aggressively in terms of enhancing transfer opportunities. The UW is receptive to these initiatives, he said, and advocacy in this regard should continue to come from the WTCS.

He suggested that an area of collaboration to explore might be e-learning, especially in view of the expertise available through Learning Innovations. There also may be opportunities for collaboration in cutting costs, he indicated, noting that both systems will face tremendous funding challenges in the coming months. He stated the

need to be creative in this area and to be able to demonstrate to the Legislature that the UW and WTCS are working together to cut costs wherever possible.

Noting that the mission of the WTC System is to accept all applicants, Regent Barry pointed out that UW decisions with respect to enrollments could have a significant impact on the Technical Colleges. Therefore, he said, consideration should be given to how the systems' respective roles will compliment one another in order to maintain overall student access and educational quality. In that regard, the UW Colleges can play a valuable role in accommodating increased enrollments.

Stating appreciation for her partnership with Dr. Carpenter, President Lyall noted that, along with Regent Burmaster, they are partners in the PK-16 Council as well. Much is being accomplished, she said, and more progress will be made going forward.

In addition to further building of 2+2 degrees and other initiatives, she announced three new actions to facilitate transfer. First, a brochure on the transfer process has been created. Second, each system has appointed an ombudsperson to resolve individual transfer problems as they arise: Larry Rubin for the UW System and Deb Mahaffey for the WTC System. These ombudspersons also will keep records that will enable analysis to pinpoint any problem areas.

Third, a technical group has been appointed to draft a guaranteed transfer contract for students who set forth their educational plan at the beginning of their postsecondary career. Many transfer problems arise, she explained, when students begin their studies without really knowing their educational goal and then find that some courses do not transfer when they change majors. The transfer contract will be helpful in encouraging students and parents to plan their course of study at the beginning of the educational process.

She expressed agreement with Dr. Carpenter that the two systems need to communicate more effectively with students, the public and elected officials about their collaborative initiatives and all the progress that is being made. With regard to collaborating on cost reduction, she reported that the systems have a common purchasing contract for computers and software that is saving millions of dollars. They also collaborate in the Co- Lab, which is setting standards for online education. There are other cost-saving efforts in the area of purchasing and more opportunities will be sought going forward.

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## **2003-05 BUDGET**

In introductory remarks, President Lyall recalled that, following Department of Administration instructions, the Board approved in August a cost-to-continue budget request for 2003-05. The Board also reviewed several supplemental initiatives and directed that these be submitted to DOA in November, along with the response to the Governor's 95% exercise.



The supplemental initiatives included new efforts that could be undertaken in economic development, nursing and teacher education should additional funding become available. It is clear, she emphasized, that the first priority must be to protect the UW's core mission and serve its targeted student enrollments, and that the \$44 million base budget cut is stretching the ability to serve current enrollments. With the state's fiscal condition becoming even more difficult, she indicated, the new Governor and legislative leadership will be making every effort to solve the problem, and the UW can expect to part of that solution.

Reflecting the UW's response to the Governor's Task Force on Health, Education and Economic Development, the supplemental initiatives were created collaboratively with partners in the Technical Colleges, the Department of Public Instruction, and local and regional economic development partners. As such, President Lyall stated, they are possibilities the state may wish to consider as it works towards a fiscal solution. If the state is not in a position to invest in these initiatives this year, they will be set aside until a better time. Most importantly, she emphasized, the UW will serve its current enrollments as well as it possibly can.

Describing the supplemental initiatives, President Lyall turned first to the Economic Development Initiative, noting that only half of the Economic Stimulus Package for the state was funded in 2001-03 and that Wisconsin still urgently needs additional graduates in high-demand, high-tech fields, such as biotechnology, microbiology, computer science, and engineering. If the state concurs, the UW would train 1,250 more students in these high-demand fields, so that they will be ready to work in the next economy. The initiative also includes specific regional projects that UW institutions stand ready to implement if funding is available.

With respect to the Nursing Initiative, President Lyall noted that the Technical Colleges have proposed increasing by 2,000 the number of Associate Degree nurses that they train in order to alleviate the nursing shortage in the state. To accomplish that, they need the UW to produce more master's degree nurses to teach in the Technical College programs. They also need the UW to expand the online BSN degree completion program to help retain associate degree nurses who want to upgrade their credentials in order to qualify for supervisory and other duties.

With regard to the Teacher Education Initiative, the President noted that school districts have identified statewide a continuing need for more special education teachers. The UW System is prepared to increase access to special education training through online programming and to expand on-campus program capacity if additional funding is available.

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### **95% Exercise**

Introducing this item, President Lyall noted that the Department of Administration had instructed the UW and other state agencies to indicate how a five percent reduction in base budget would be managed.

A five percent cut, she explained would have the following impacts:

- 1) It would remove \$49.5 million from the UW's base budget;
- 2) This would require eliminating about 968 faculty and staff;
- 3) That, in turn, would remove the ability to serve about 7,800 FTE students;
- 4) If none of the \$49.5 million cut were offset with additional tuition revenue, campuses would also lose an additional \$23.6 million in tuition;
- 5) If the entire \$49.5 million were offset by tuition, that would require an 8.4% tuition increase (\$250-\$325), but then neither faculty/staff cuts nor enrollment reductions would be necessary.

When combined with the ongoing base cut from this year, President Lyall pointed out that a further five percent base cut would result in a total reduction of \$84 million in less than a year, or \$107 million including lost tuition. Noting that enrollments were not reduced in response to the \$44 million midyear cut, she stated that further base cuts must be offset by tuition increases, result in some enrollment reductions, or more likely, some combination of those actions, if the quality of educational services is to be maintained.

Stating that Wisconsin's economic future depends on having more college graduates, she indicated that applications for admission to UW campuses are growing statewide. To serve those additional students, the UW needs the necessary faculty and staff, computers, library books, advisors and programs to serve them properly. With \$1,000 less per student in resources, she said UW institutions are doing a remarkable job of serving almost 15,000 more students than peers around the country serve with the same dollar base.

The first priority, she reiterated, must be to preserve the university's core mission and serve existing students well, which is what students and parents have a right to expect. If future cuts are necessary, she said that student access can be preserved by increasing tuition, while remaining below the Midwest average, or the UW can continue to have the lowest tuition in the Midwest, but serve fewer students. The UW's goal, she stated, must be to keep the opportunity for a quality education open and to strive, over the next several years, to serve additional students as resources permit.

She planned to assemble a small team within System Administration to help interface with the Governor and legislative leaders on these important issues. This effort will be integrated with the Board's larger "Engage Wisconsin" effort.

Expressing agreement with the President's remarks, Regent Mohs noted that, after a recent legislative forum, the Chair indicated that the UW might have a \$2 million to \$3 million cut – a reduction of 20% or more. While he believed that the value of the university is fully understood by the Legislature, there might be a suspicion by some that there is extra money that can be cut. Although this clearly is not the case, he suggested that planning be done in the event that there might be a deeper cut than any one would want to expect.

Expressing his hope that such severe cuts would not materialize, Regent Marcovich agreed that the UW should prepare for any eventuality and be ready to demonstrate very specifically what would happen on every campus in terms of employment and programs if such cuts were imposed. Noting that the state is the only stakeholder that is withholding resources from the UW, he remarked that parents and students have absorbed tuition increases and have voted to increase their tuition through differential tuition programs, even though their incomes may have been reduced and retirement plans have decreased in value. Similarly, the UW's gift donors and grant makers have worked very hard to maintain their level of support, even while facing the same economic problems as the state. As the entity legally responsible for educating Wisconsin's young people, he felt the state should give further consideration to the value of investing in the UW before making final budgetary decisions.

Regent Smith requested that President Lyall bring to the Board at the next meeting enrollment and other data that the Board would need to make non-traditional decisions in these difficult economic times. Stating that quality cannot be compromised, he noted the direct relationship between the number of students that can be enrolled and the UW's financial condition.

Noting that Chancellors have received incentives to enroll to target and that those targets have in some cases been exceeded, Regent Smith cautioned that in the current environment, policies and practices in the area of enrollments will need to be carefully reviewed.

Regent President Gottschalk asked if there were any disagreements with Regent Smith's request. Hearing none, it was deemed to be the consensus of the Board.

Regent Klauser noted that admissions for next year are being considered now and that budget decisions will not be made for some time. He advised that it would be prudent for Chancellors to recognize that enrollment targets are maximums and may, in reality, be too high. In that regard, he cautioned that campuses might end up with funding for 90% or less of their targets, even if they enrolled 100%.

Expressing agreement with what had been said, Regent Jones suggested that the Board also look at whether high tuition levels are causing enrollment of fewer non-resident students, whose tuition dollars serve to subsidize in-state students. He expressed strong support for the "Engage Wisconsin" effort and for letting the public know as much as possible about the UW and how it is funded.

Regent President Gottschalk requested that President Lyall also advise the Board in December as to how other states are handling cuts to higher education.

Regent Krutsch noted the importance of creative, nontraditional ways of delivering quality, in view of major budget cuts. For example, she felt it might not be necessary to have all courses taught by instructors with PhDs. In addition, she emphasized the point that cuts should not be made across the board, but should be targeted carefully in order to preserve that which is most valuable.

Regent Olivieri concurred, noting that some campuses would like to reduce enrollments as a strategy, while it is important to the success of other campuses to increase enrollments. He felt that no cuts should be made across the board, but rather that each of the campuses and programs should be looked at individually.

He asked for the Board to be advised in December of all plans for differential tuition to be brought forth in the coming year. With major cuts on the horizon, he considered it imperative to be as aggressive as possible about using all mechanisms available to deal with the situation, including differential tuition initiatives. He pointed out that it is important to consider revenue opportunities and not just enrollment cuts.

Regent Klauser expressed concern on the basis that he did not see differential tuition as a way to supplant existing funding, but rather to expand and enhance campus programs such as advising or undergraduate research.

Chancellor Wells added that, at UW-Oshkosh, differential tuition is targeted toward addressing serious limitations in advising and counseling.

Adding to the urgency of the fiscal situation, he pointed out, is a large increase in applications to UW institutions – a 52% increase at UW-Oshkosh. The enrollment target at Oshkosh had been exceeded last year, he explained, because of stronger than expected retention of existing students. In addition, he noted that students this year are applying to more institutions, making it harder than usual to predict the yield rate.

Regent Boyle suggested that quality be better defined. In his view, components of quality include: faculty/student ratio, updating of technology, adequate advising, adequate salaries for faculty, ratio between faculty and instructional academic staff, availability of class sections, adequate library resources, laboratories with quality equipment. These more specific definitions, he remarked, would make it easier to explain to stakeholders what is meant by reducing quality in response to budgetary reductions.

Noting that the UW's mission has components of outreach and research, along with instruction, Chancellor Zimpher indicated that losses in these areas also should be quantified. For example, she noted that, due to budget cuts, the university has fallen behind in implementing the funded portion of the Economic Stimulus Package, in carrying forth vital K-12 initiatives, and in conducting research in such areas as environmental health. Also adversely affected would be the university's ability to obtain research dollars from the federal government and private sector.

Noting that the goal must be to convince the state to treat the university as well as possible, Regent Mohs observed that the UW's plan needs to be very thoughtful and able to stand up to fair scrutiny. Since 85% of the budget pays for faculty and staff, he indicated that a topic to address in December would be how to deal with cuts in that area and what kind of constraints are involved. Noting that he was not suggesting salary reductions, he remarked that it will be necessary to continue to compete for the best faculty available. Among matters to be addressed, he indicated, are how to protect the highest quality departments and what to do about faculty and staff who now are being recruited.

President Lyall agreed that this is an area that must be carefully considered, in that there are notice periods and other requirements that must be respected.

With regard to defining quality, Chancellor Messner remarked that one measure is how well a university delivers what is promised in its mission. Since a core part of the mission of the UW Colleges is providing access to affordable high-quality education, he observed that diminishing access therefore means diminishing quality.

He expressed concern that the 95% exercise greatly understated the impact on student access, since it was measured against enrollment targets, rather than actual applications. For the first time in their history, he pointed out, the UW Colleges had to turn away students, so that 800 – 1,000 applicants were denied admission. Applications for the spring semester were up 50% over last year and applications for next fall already are running 30% ahead of last year.

Chancellor Reilly added that UW-Extension, in partnership with UW campuses, has about one and a half million enrollments or contacts with people all over the state every year. A five percent cut means that 75,000 people would not have the access they expect.

Further, he added, a five percent cut to Extension would be magnified by reductions in county revenues and campus budget cuts, all of which would cripple economic development efforts.

Regent Barry said the effort must be to convey such consequences to stakeholders – parents, students, legislators, faculty, staff, and the broader public – so that consequences are fully understood. In doing so, he indicated the importance of engaging the whole university community in the discussion.

Regent Krutsch concurred with the necessity of making sure that faculty and staff are an integral part of the process of deciding what must be done on each campus to deal with the crisis in ways that best serve its mission.

Regent Smith concluded the discussion by noting that one thing learned over the past several years of economic development efforts is that education is the way to economic prosperity. From his business experience, he knew that it is hard to make investments when dollars are scarce, but that decisions to go ahead with such investments turn out to be the right decisions.

Noting that she would be unable to attend the next day's meeting in person, Regent Burmaster indicated her intention to join the meeting by telephone and asked if the proposed PhD in History at UW-Milwaukee could be scheduled at a time certain so that she could participate in the discussion and vote on that item.

There being no objection, Regent President Gottschalk ordered that the item be taken up at 9:30 a.m.

The meeting was adjourned at 1:15 p.m.

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Judith A. Temby, Secretary