

MINUTES

EDUCATION COMMITTEE, BOARD OF REGENTS
Room 161, Sandburg Residence Hall, UW-Milwaukee
Milwaukee, Wisconsin
June 6, 2002

Regent Boyle convened the meeting of the Education Committee at 1:50 p.m. Regents Boyle, Brandes, Burmaster, Marcovich, Mohs, Olivieri, and Smith were present. Regent Randall joined the meeting in progress.

1. Approval of the minutes of the May 9, 2002, meeting of the Education Committee.

It was moved by Regent Smith, seconded by Regent Mohs, that the minutes of the May 9, 2002, meeting of the Education Committee be approved.

The resolution PASSED unanimously.

2. Discussion Items.

Regent Boyle indicated that the discussion period would be open, with committee members addressing any of the all-Regent sessions. In response to the morning Quality session on "Faculty Retirement and Replacement Trends," Regent Olivieri expressed his concern that new faculty place greater emphasis on research than on teaching. He assumed that this emphasis results in part from the tenure and promotion system, which still rewards faculty more for research than teaching, but he urged the Board to continue its advocacy of teaching. Senior Vice President Marrett noted that the integration of teaching and learning with research and scholarship is part of the UW System's agenda as well as that of national higher education groups. For example, there is an extensive set of activities focused on undergraduate research, which serves this effort at integration. Regent Olivieri queried whether it's the institutions rather than the faculty who haven't adapted their set of expectations in regard to research and teaching, adding that if this is the case, the Board should address this. He also expressed his belief that if it is true that new faculty are not interested in advising, the UW System's expectations that this is a part of faculty responsibilities need to be made clearer.

Regent Mohs asked that the Board explore more deeply and develop a better understanding of tenure and shared governance. Senior Vice President Marrett noted a public misperception of tenure, contrasting that misperception with the university's emphasis on tenure's guarantee of the freedom to pursue new and important knowledge. She indicated that the Office of the Senior Vice President would further discuss the topic of shared governance with the Board of Regents and the Chancellors. She also returned to a topic raised in the morning, that of Instructional and Academic Research Staff. She reported on a survey conducted by her office on the integration of IRAS into institutional life, in response to the Board of Regents' request for follow-up from a March 2001, report. The survey was distributed to each UW System institution; initial review of the results indicates that the campuses have made good progress in integrating instructional and research academic staff into institutional life. Senior Vice President Marrett promised to come back to the Board in several months with specific actions the Board might take in this area.

Regent Marcovich returned to the topic of tenure, requesting an educational session on what it is designed to protect and what it does not protect. Regent Olivieri expressed his interest in what the actual criteria are for granting tenure, the role teaching plays in those criteria, and how that role might be given greater

emphasis. He then raised the topic of the just wage for classified staff, recognizing that the Board had no legal action it could take, but wondering whether the Board should take some kind of moral stand on the issue, e.g., through a resolution. In response to Regent Mohs' question on the high start-up costs for new faculty, especially in the sciences, Senior Vice President Marrett reported that \$500,000 start-up costs for science and engineering faculty was a national figure and a real recruiting problem for Wisconsin. UW-Madison Provost Peter Spear noted that despite the large amount of money required, the money spent represents a wise investment and provides great returns to the university and the state. He explained some of the reasons for the high start-up costs, including the high costs of funding new laboratories with new equipment.

Regent Boyle returned to Regent Olivieri's query about whether or not the Board should act on the just-wage issue for classified staff by asking UW System Administration to come back in the Fall to advise the Board on appropriate action.

3. Report of the Senior Vice President for Academic Affairs.

Referring to the Board's focus this year on activities that engage students both inside and outside the classroom, Senior Vice President Cora Marrett introduced Stanley Battle, Vice Chancellor for Student and Multicultural Affairs, and Scott Peak, Director of Residence Life, who spoke on "Residence Life at UW-Milwaukee: Home Away from Home." Mr. Peak elaborated on six areas of focus at UW-Milwaukee that create for students a "home away from home": 1) Establishing a Welcoming Community, which helps students make the transition to college life; 2) Fostering a Learning Environment, which involves connecting out-of-classroom experiences to learning; 3) Campus and Community Involvement, which includes leadership, diversity, and service learning opportunities; 4) Academic Support Initiatives, which provide peer tutoring and study skills seminars; 5) Promoting Student Development Programs, which help students make healthy choices, manage stress, and enhance communication among students; and 6) Creating a Community Atmosphere, which fosters community spirit. Together, these multi-pronged approaches make a difference in students' lives.

Senior Vice President Marrett began her review of the Education Committee's works and accomplishments in 2001-2002 by revisiting the theme of "It takes a System" and highlighting the relationships among the Board of Regents, the Office of the Senior Vice President, and the institutions. While noting that most of the activity takes place at the institutions, she stressed that her remarks would focus on the complementarities between her Office and the Board of Regents. Senior Vice President Marrett identified the Board's role as: 1) communicating the imperative for student success; and 2) reaching out to external constituencies. More specifically, she said that the Board can help define what is meant by student success for *all* students. Further, she recommended that the Board require that each item brought to the Board's attention by the Office of the Senior Vice President clearly relates to student success.

The role of the Office of the Senior Vice President is to fulfill its core functions in the areas of learning information technology, policy analysis, and academic diversity and development. In particular, her Office will work to ensure the quality and currency of academic programs in its work with the institutions and to develop appropriate and meaningful assessment processes and measures. At the heart of the work is concern over student engagement and faculty issues. Further, the Office of the Senior Vice President must pay attention to the national higher education agenda. Senior Vice President Marrett outlined a number of relationships between the UW System and national higher education boards and agencies, naming the NIH, the NSF, and the Carnegie Foundation for the Advancement of Teaching and Learning, among others. The UW System is both a participant and a leader in a dynamic national higher education system; it both responds to and creates the national agenda.

Senior Vice President Marrett summarized the Committee's activities for the year by identifying the two overarching themes, Quality and the Student Experience, and the presentations that addressed various aspects of them: Retention and Campus Climate; the Scholarship of Teaching and Learning; Plan 2008; the System's Accountability Report; the Value of the Liberal Arts; Academic Libraries; and Credits-to-Degree, Time-to-Degree, and Graduation Rates. She noted that the goals for next year are to develop three-to-four measures of educational quality that are appropriate to different audiences and the varied missions of the institutions. She expressed the need to make the UW System's work meaningful to those outside the academy and requested the Board's help in doing so. Senior Vice President Marrett committed to being accountable to the Board in the delivery of those quality measures by the end of the next academic year.

Regent Smith observed that the Board needs help in determining better ways to articulate to the public its efficiency (as well as its quality) whether by the Education or the Business and Finance Committee. Senior Vice President Marrett added that the entire Board needs to work on this, to develop a set of quality indicators and then to demonstrate efficiency. Regent Boyle commented that the challenge is to look at efficiency indicators and use them more persuasively, to ensure that they are appropriate and meaningful to the public. Regent Smith reiterated the need to find better indicators that mean something to state government and Wisconsin citizens. Regent Marcovich indicated that he felt much of the problem was not the lack of indicators but the negative and false perceptions by the public of the System's efficiency. Regent Olivieri concurred that good indicators exist already, the greatest indicator of quality being student demand for admission into the System's institutions. As for efficiency, he added, the System is doing more with less: enrolling more students with fewer staff, graduating them faster, etc. At every point, however, the efficiency argument needs to be addressed.

In response to Regent Olivieri's statement that the Board and the UW System already have quality indicators, Senior Vice President Marrett rejoined that there are many areas and levels of quality that need to be adduced, academic programs being one example. Chancellor Miller pointed out that the UW System may want to involve the public, including the legislature, in setting the bar and creating quality indicators that they will then accept as being met. Regent Mohs raised the question as to whether the legislature would reward or penalize the System for its efficiency. Amid much agreement, Regent Boyle commented that the System's audience is broader than the legislature, including students, their families, tax-paying citizens, etc.

4. Retention and Graduation Goals.

Associate Vice President Frank Goldberg reminded the Committee of the May discussion on Credits-to-degree, Time-to-degree, and Graduation Rates, and the Regents' desire for further information on advising, on how targets for graduation rates were set, and on campus efforts to achieve the targets. He identified the resolution as starting the process that would culminate in a report to the Board on those and other issues in December 2002.

I.1.d.: It was moved by Regent Marcovich, seconded by Regent Brandes, that, upon the recommendation of the President of the UW System, the Board of Regents reaffirms its goal of increasing the systemwide graduation rate approved in December 2000, with the understanding that the specific institutional targets will be refined. The Board instructs the President and the Chancellors to take the following actions: Chancellors will submit action plans for increasing their institutional graduation rate. The President will review these plans to ensure that the strategies chosen are consistent with decreasing credits-to-degree and time-to-degree and that the graduation rate targets established are appropriate. System

Administration will provide the Board with a report on the institutional plans in December 2002, and each UW institution will report on progress toward achieving these plans in its annual accountability report.

The resolution PASSED unanimously.

5. UW Institutional and System Report on PK-16 Plan/K-16 Councils.

Francine Tompkins, Director of PK-16 Initiatives, summarized the report. She referenced the June 2001, Board of Regents' resolution on PK-16 Principles in which the Board recognized the need for different institutional approaches to meet local PK-16 needs. Dr. Tompkins indicated that work had begun on developing baseline information and identifying campus factors that facilitate or hinder implementation of initiatives. She noted that every campus is involved with these and other efforts (such as addressing national mandates, supply and demand issues, curriculum articulation, etc.). While some institutions are further ahead than others, all areas identified as needing collaborative effort are being addressed. As examples of significant movement, she profiled several institutional collaborations and cited the widespread institutional involvement in cooperating with DPI to develop guidelines for the creation of teacher portfolios.

Dr. Tompkins indicated that the next major step would be the creation of a state-wide task force to: identify potential funding resources for future collaborative efforts; create additional partnerships; disseminate information on successful innovations; identify indicators of quality education; and determine what is expected for local and regional partnerships. Ultimately, the emphasis must remain on the learner and guiding children effectively through the educational system.

Regent Olivieri commented that in reading the report, he noticed that some campuses do not yet seem to be focusing on the kinds of collaboration called for and successfully implemented elsewhere, e.g., the Milwaukee Partnership Academy. Regent Burmaster noted that the report captures the current state of efforts and that the statewide PK-16 Leadership Council has made progress in determining how to cooperate and proceed, agreeing that the Milwaukee Partnership Academy is a model of successful cooperation for regional PK-16 partnerships. Both Regents Burmaster and Brandes emphasized that such programs take time and that progress may be slow. Regent Burmaster added that developing additional regional partnerships, as required by the federal Elementary and Secondary Education Act, will be an emphasis of a statewide task force, with financial support from the Department of Public Instruction. The task force will include people from the statewide Council. Senior Vice President Marrett stated that the current resolution is another statement from the Board indicating its commitment to PK-16 efforts as yet another means of enhancing success for all students.

I.1.e. It was moved by Regent Olivieri, seconded by Regent Mohs, that, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the report, endorses the future directions, and directs UW System Administration to place a high priority on the development and maintenance of the collaborative activities with the Department of Public Instruction, Wisconsin Technical College System, Independent Colleges and Universities, and UW institutions identified in the of the June 2002, UW Institutional and System Report on PK-16 Collaboration.

The resolution PASSED unanimously.

6. AODA Strategic Plan and Assessment Strategies.

Chancellor Donald Mash, chair of the UW System AODA Committee, noted that alcohol abuse is a national issue, but that a study by the Center for Disease Control indicates that excessive drinking is on the rise with Wisconsin having the highest level of any state in 1999. He stated that it has become a part of Wisconsin culture, and student governments in Wisconsin recognize that it is a significant issue, as evidenced by the United Council position paper. Excessive drinking has negative effects physically and on the learning environment, both for those who drink and those who encounter it in others. Chancellor Mash said that UW System staff members care deeply about students and have been working on a wide variety of initiatives and intervention strategies, but that this must be taken to a higher level. As a result of Board direction in May 2001, the current strategic plan takes a systemwide approach on assessment and measurement, delineating specific goals at the state, UW System, and institutional levels. One of these measures is a common survey instrument that is being developed for piloting in 2002 and 2003 in order to establish a baseline level of student alcohol and drug use throughout the UW System.

Regent Brandes complimented the committee on the plan, calling it a great start, and stated that she was anxious to hear the results. In response to a question from Regent Marcovich, Assistant Vice President Larry Rubin stated that program success will be measured using pre-test/post-test surveys with control groups. In response to a question from Regent Mohs, Robert Shaw, Dean of Students at UW-Eau Claire, noted that excessive drinking occurs due to a variety of factors, including stress and depressed moods, lack of a strong internal sense of self, perceptions that drinking constitutes adult behavior, external supports for excessive consumption, and the cultural promotion of alcohol consumption. Regent Brandes noted that excessive drinking is being seen at earlier ages and that collaboration with high school guidance counselors may be needed to address the problems when they start. Regent President Smith expressed deep appreciation to the committee for tackling a very tough issue.

- I.1.f. It was moved by Regent Brandes, seconded by Regent Burmaster, that, upon the upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts and endorses the UW System Strategic Plan for Alcohol and Other Drug Abuse Prevention Initiatives.

The resolution PASSED unanimously.

7. Report on Promotions, Tenure Designations, and Related Academic Matters

- I.1.g. It was moved by Regent Marcovich, seconded by Regent Burmaster, that, upon the recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2002-03 tenure designations and new tenured appointments, reported in the attached materials by institution, be approved.

The resolution PASSED unanimously.

8. New Program Authorization - First Reading: B.A. in Global Studies, UW-Milwaukee

Provost Wanat introduced the Global Studies program proposal by saying that it was the culmination of a series of initiatives, including a 1999 DIN, aimed at addressing a major need in the nation for a more globally educated workforce. Program highlights include its interdisciplinary nature and rigorous course of study. All funding is in place. He then introduced Patrice Petro, Director of the Center for International Education. Director Petro identified Governor Thompson's 1997 International Education Initiative as the

impetus for the program, inducing the Colleges of Business and Letters and Science to work together on the proposal. Funding was obtained through the 1999-2000 DIN that supported 10 new faculty and internal reallocation. Director Petro stated that the academic program would require a minimum of 36 credits in three core, sequenced courses: *People and Politics, Economics and the Environment*, and *Globalization & Information Technology*. Additional courses in such areas as world regions and foreign languages (eight semesters) will be required along with an international internship and one semester of study outside of the United States.

Regent Smith stated that this is a terrific program, one that we need more of. He expressed a desire that the UW-Milwaukee faculty involved with the program work with other institutions to promote the program and student experiences. Regent Boyle highlighted the multi-disciplinary nature of the program and breadth of course work. He stated that this was a first reading and that the program would be considered for approval at the next meeting.

9. New Program Authorization - Second Reading: B.S./B.A. in Environmental Studies, UW-Oshkosh.

I.1.i.(1): It was moved by Regent Brandes, seconded by Regent Mohs, that, upon recommendation of the Chancellor of the University of Wisconsin-Oshkosh and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S./B.A. in Environmental Studies.

The resolution PASSED unanimously.

10. Renaming the Division of University Outreach, UW-Milwaukee.

I.1.j.: It was moved by Regent Olivieri, seconded by Regent Marcovich, that, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the name of the University of Wisconsin-Milwaukee Division of University Outreach be changed to the School of Continuing Education.

The resolution PASSED unanimously.

11. Business Education Funds

Regent Boyle reported that the 1989 Wisconsin Act 31 appropriated funds for the improvement of business programs at the seven UW institutions with master's level programs. Each institution submitted plans that were reviewed by UW System Administration, and recommended allocations were determined and included in the resolution.

I.1.k.: It was moved by Regent Brandes, seconded by Regent Mohs, that, upon recommendation of the President of the University of Wisconsin System, the Board of Regents proposes to the Joint Committee on Finance: 1) that the appropriated funds be allocated for the improvement of UW System Business Administration Programs; and 2) that base budget additions be made to the following institutions as indicated, contingent upon equal and continued matching with private funds and equal matching through reallocation of GPR funds:

Institution	Amount
UW-Madison	\$1,250,000
UW-Milwaukee	\$568,000
UW-Eau Claire	\$91,000
UW-La Crosse	\$91,000
UW-Oshkosh	\$91,000
UW-Parkside	\$23,000
UW-Whitewater	\$88,822
Total	\$2,202,822

The resolution PASSED unanimously.

12. UW-Milwaukee Charter School Proposal

Provost John Wanat introduced the proposed charter school by noting that it is the fifth proposal to come to the Board from UW-Milwaukee. The distinction for the Marva Collins or M.C. Preparatory School of Wisconsin is that it has been in existence for several years. Provost Wanat indicated that this will provide a good scholarly opportunity for study due to the school's success in prior years and the ability to compare it to other charter schools. High expectations, family support, and longer school hours are some of the notable features of the school's approach. In response to a question from Regent Boyle, Robert Kattman, Director of the UW-Milwaukee Center for Charter Schools, stated that it had been in existence for 4 years. In response to a question from Regent Mohs, Director Kattman said that the school is having good success, based on the preliminary data available.

I.1.l.: It was moved by Regent Olivieri, seconded by Regent Mohs, that, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the Charter School contract with M.C. Preparatory School of Wisconsin, Inc.

The resolution PASSED unanimously.

Resolutions I.1.d., I.1.e., I.1.f., I.1.g., I.1.i.(1), I.1.j., I.1.k., and I.1.l. were referred as consent agenda items to the full session of the Board of Regents at its Friday, June 7, 2002 meeting.

The meeting adjourned at 4:20 p.m.