

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

Held 1820 Van Hise Hall
Thursday, March 7, 2002
11:00 a.m.

- President Smith presiding -

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

ABSENT: Regent Marcovich

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UPDATE ON BUDGET

Regent President Smith noted that Governor McCallum's budget bill recognized the need to invest in the future and to protect education as a core state value. His budget spared the university from some of the harshest cuts. In return, the UW agreed to manage the cuts without reducing enrollments. Under the Governor's plan, there would be a \$10 million reduction this fiscal year and a \$41 million reduction in 2002-03. While difficult to manage, these cuts would leave some ability to meet economic development goals. At the same time, they would inhibit the ability to grow enrollments, help the state train new workers, and create higher paying jobs because much of the funding for the Economic Stimulus Package would be taken away.

He expressed concern, however, about recent action by the Joint Finance Committee and a growing sense in some quarters that legislators should cut state agency and university budgets more deeply to be fair to local governments.

Noting that the Governor's proposed cut is deep, Regent Smith explained that it is about the size of the budget for the UW Colleges and is more than the entire budget, from all sources, for two of the comprehensive campuses. It represents GPR support for 10,000 students.

The Joint Finance Committee had increased the total cuts to all agencies by \$23 million, raising the overall reduction to 6%. This could mean an additional \$8 to \$9 million cut on top of the \$51 million for the UW System. Under the Governor's plan, the \$51 million cut in 2002-03 would account for almost 50% of the total cut to state agencies, although the UW budget is only 37.5% of state operations.

A further concern, Regent President Smith continued, is that the Joint Finance Committee's action would also cap tuition growth at 8%. To each student, the difference between an 8% and 10% increase is \$30 a semester. To the UW System, the difference represents a potential \$10 million in lost revenue that would support 2,000 students.

If these additional cuts and caps come to pass, he stated, the UW System will have only one option – to reduce enrollments. The university would be forced to cut some 2,000 students for every additional \$10 million cut from the GPR base. Therefore, he pointed out, the proposed tuition cap will not make the university more accessible. Rather, it will result in denying access to qualified students.

There may be legislators, he indicated, who believe that additional cuts could be made to the UW without significant impact on their communities. Stating that this is not the case, he pointed out that, in past years, the university has cut budgets to the bone, and that ninety-nine cents out of every UW dollar goes to the campuses and is spent in their local communities around the state. When the university is cut, he emphasized, campuses and communities will feel the pain.

Further, President Smith continued, state cutbacks and restrictions will diminish the university's ability to increase enrollments and contradict the findings of the two statewide economic summits. On both of those occasions, more than a thousand people from throughout the state came together and agreed that education is the key to a healthy Wisconsin economy. The UW's Economic Stimulus Package, passed six months previously by the Legislature, addressed the state's need to provide college opportunities for more Wisconsin citizens and to train workers for the 21st century economy.

He stated that actions by the Joint Finance Committee to cut the university further and to reduce its revenues through tuition caps is short sighted and, in the long run, will hurt the economy of Wisconsin.

Pointing out that the public understands the need for education, Regent Smith noted that, while the university's budget is being cut, 3,500 more students have applied for admission to UW campuses next fall. The budget action, he noted, means that they will have to be refused, and competition for remaining slots will become even tougher. If the Joint Finance Committee action stands, he said the university will have to cut back enrollments further at a time when many people who have been laid off are seeking to

return to school to improve their chances in the job market. With additional cuts or tuition caps, they will need to be denied access.

Further, he continued, rolling back enrollments means cutting UW jobs in communities around the state.

Regent Smith observed that, in some ways, the UW has been the victim of its own success – absorbing \$55 million in budget cuts in the past decade without reducing enrollment. The President and Chancellors, he remarked, have done an excellent job of preserving the university. With fewer state dollars, they have managed to improve quality, retention, credits to degree and access. While they are talented managers, he cautioned, their ability to maintain quality and access will end if the Legislature cuts deeper than the Governor's proposal.

Noting that the university pledged to manage within the Governor's proposed 10% cap on tuition increases, even though the UW's tuition is among the lowest in the country, Regent Smith stated that, if the Joint Finance Committee cuts and the 8% tuition cap stands through the budget process, the only recourse is to shut the doors to many deserving students. Otherwise, the quality education that Wisconsin citizens expect and deserve may be permanently jeopardized. A better solution, he pointed out, is to ensure that financial aid will parallel tuition increases so that both student access and affordability can be maintained.

He asked President Lyall to report early in the next week on the impact of the Joint Finance Committee's actions. He also asked Regent Mohs, the Regent's legislative coordinator, to lead a team of Regents in carrying the Board's message clearly to friends in the legislature. Further, he asked that a letter be drafted to send to every member of the State Assembly, where the budget will next be discussed, outlining the university's potentially serious situation and asking for their support.

Stating his continued belief that the people of Wisconsin and their elected leaders want a great university system, he noted that the UW is known around the world and is a point of pride for the state as a whole. Further, he said, a great university is needed if Wisconsin is to get back on its economic feet. Stating that this is not a time to reduce enrollments, he pointed out that the state badly needs UW graduates, 80% of whom stay and work in Wisconsin, and the state needs the university's instruction, research, technology and public service.

Regent Klauser asked if it would be prudent to send conditional admission letters from this point forward. In reply, Regent Smith indicated that information was being analyzed and that action probably would be taken in short order.

Regent Axtell concurred with Regent Moh's statement about the necessity of discussing with legislators the seriousness of the situation. Referring to the impact of the proposed cuts on the state as a whole, Regent Axtell recalled that the keynote speaker at the recent Economic Summit urged that Wisconsin not just try to survive in the new economy, but instead the state should grow and thrive.

Thanks to Regent President Smith and President Lyall, he commented, the university has been a catalyst in economic development. The two Economic Summits were highly successful, involving 1,600 people from business, labor, education, and government. The message from those summits was that education is a priority; that more graduates are needed in the critical fields of science, engineering, information technology, and biotechnology; and that this is critical for the well-being of the state. In response, the university's budget called for 2,600 more graduates in those fields in the coming biennium. The Governor's proposal had cut that number in half, and the Joint Finance Committee's proposals would eliminate the rest of them.

Stating that he found the situation very distressing, he commented that important constituents had identified what is needed, and they look to the university as the critical resource to provide it. With these budget reductions, he said, the message from the summits would be disregarded and the economic future of the state would be put in jeopardy.

Regent President Smith expressed agreement, observing that it is very difficult to get an economic development train on the tracks and moving. That was done successfully over the last two years, but the Joint Finance Committee's action could slow the train to a halt.

Chancellor Mash illustrated the point by indicating that UW-Eau Claire was to receive \$2 million next year for the Chippewa Valley Initiative as part of the Economic Stimulus Package. The Governor's proposal would allow implementing half of that initiative. With the tuition cap proposed by the Joint Finance Committee, another quarter of the initiative would be eliminated. He had contacted each of his area legislators to point out the impact of the tuition cap. This cap, he emphasized, would do nothing to solve the \$1.2 billion budget problem, but would exacerbate it because it would slow the state's economic recovery.

In response to a legislator who was suggesting that a western Wisconsin campus be closed, Regent Barry said he had explained that closing a campus would only save money if the enrollment of that campus also was eliminated. He thought it important to be clear that enrollment is the only effective mechanism for meeting the budget reductions and maintaining quality.

Regent President Smith agreed, observing that there are three pockets to go to: enrollment, quality, and tuition. The Board will not reduce quality. If the Legislature reduces tuition, enrollments must be reduced.

Expressing agreement with Regent President Smith's statement, Regent Gottschalk emphasized that tuition flexibility is important to offset some of the cuts and that it is equally important to link financial aid increases to tuition increases so that students who cannot afford them are not shut out.

Regent President Smith concurred, adding that in other states there have been dramatic tuition increases to deal with the economic downturn.

Regent Boyle noted that there also are less visible implications for the UW Colleges and UW Extension. The Colleges have building projects and facility maintenance paid by local governments, and Extension receives about \$20 million annually from county government for county operations. These also will be adversely affected by the budget situation.

Regent DeSimone added that he had conversed with a member of the Joint Finance Committee and urged that quality of education not be sacrificed in budget deliberations.

Regent Mohs pointed out that, since the 1993-94 biennium, the UW has absorbed \$55 million in base cuts, not counting this year's budget repair bill.

President Lyall explained that the chancellors had pulled out all the stops to deal with the Governor's \$50 million cut. The potential for additional significant cuts, she stated, is devastating, and it is important to make clear that further cuts will entail a reduction of educational opportunity for students and will be hurtful to the state's economic future.

With regard to Regent Boyle's point, she expressed the hope that, since some relief had been given to local governments, they in turn would defer passing through cuts to UW College and Extension programs.

In closing, President Lyall said that she would provide information for the Board on what these cuts will mean for UW institutions and that it may be necessary to take action in the near future in order to be truthful and fair to students and parents.

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RESOURCES: STATE COMPACT

Recalling last month's discussion about state compacts, Regent Smith summarized the following conclusions.

1. The state, as it is considering a budget reduction bill, is not likely to want to add additional formulas or other ongoing funding commitments.
2. Four of the five other states with known compacts are experiencing state funding cutbacks this year, despite the compact terms.
3. The current approach to budgeting works well in many ways, due to three factors that have been operating over the last few years.
 - 1) A commitment to ongoing discussion with members of the Executive and Legislative branches, led by Regent Mohs who has done an excellent job in organizing this effort.

- 2) Budget requests have focused on what the UW can do for the state in pressing areas such as economic stimulus.
- 3) The UW has exercised leadership in sponsoring the statewide Economic Summits and follow-through on actions resulting from those summits.

Last month, the Regents had expressed interest in looking at specific elements, short of a full compact, that might be feasible within the current budgeting approach. Regent President Smith called upon Associate Vice President Kathi Sell to outline some of these items.

Dr. Sell summarized the main points of a paper that set forth six sub-compact ideas.

1. Quality control: An agreement with the state on a standard approach to taking budget cuts. If there were significant GPR budget cuts, the agreement might be that, in order to preserve quality, the UW either would reduce enrollments and/or increase tuition if there was flexibility to do that. This could be accomplished by either a statutory change or a memorandum of understanding with the Governor.
2. Revenue control: This approach would seek full tuition continuing appropriation. This would allow the university to assess where tuition increases might most appropriately occur among categories of students.
3. Enrollment purchase: The option would put into the statutes an enrollment purchase, under which in each biennial budget, the UW would offer the state the opportunity to indicate how much they would like enrollments to grow by giving a commensurate GPR increase.
4. Lump sum budgeting for compensation and new initiatives: This approach would modify the budget process by incorporating unclassified compensation in an overall request covering both compensation and new initiatives. The Board would be responsible for allocating the funds among compensation and other needs. This approach would require a less detailed budget development process and free staff resources to meet other needs.
5. Standard costs: This approach would seek a broader state-accepted definition of standard costs in order to provide predictable funding for normal operational costs. Currently, standard costs to continue are narrowly defined, with no automatic inflation adjustments nor automatic staffing adjustments for new buildings.

Regent Krutsch cautioned against any option that might decrease the Board's independence in terms of enrollment and quality decision making. Instead, she favored attempting to gain increased flexibilities that would not require additional funding at this time.

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QUALITY: THE VALUE OF THE LIBERAL ARTS

Noting the interrelationship of quality and resource issues, Regent President Smith pointed out that the fiscal context in which quality education occurs requires close attention.

The following presentation, he said, reflects on what is meant by the liberal arts and the role they play in the delivery of a quality education.

He introduced Ron Singer, Associate Vice President for Academic Affairs, who came to System Administration from UW-Parkside, where he held faculty and administrative positions. A holder of a Ph.D. in Business and a J.D., he is licensed to practice law and is a certified public accountant. Given the range of his educational experiences, Regent Smith noted, Dr. Singer is especially able to contribute to a discussion of the benefits of liberal arts education.

Noting that education in the liberal arts is prominent in the mission of all UW institutions, he cited the mission of the comprehensive universities, which includes a commitment to “offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees...” In addition, last year UW-Superior was approved for membership in the Council of Public Liberal Arts Colleges, becoming one of only 19 institutions nationwide to be so designated.

Explaining that a liberal arts based education is not a substitute for other types of programs, he indicated that liberal studies are integrated into all professional programs and that many students enhance that integration with double majors and majors coupled with minors or concentrations. That is the case, he said, because the liberal arts are a vital component of student intellectual and social growth and development.

Finally, he pointed out, the liberal arts play a key role in developing the skills that employers identify as essential and that are necessary for lifelong learning.

He then introduced a panel to discuss the subject further: Jim Veninga, Dean of UW-Marathon County; Jane Tylus, Associate Dean of Letters and Science and Professor of French and Italian at UW-Madison; and Bruce Shepard, Chancellor of UW-Green Bay.

Dean Veninga began the discussion by noting that the mission of the UW Colleges is to offer the best freshman-sophomore liberal arts education possible. As the 21st century unfolds, he noted, the issues faced by American citizens – social, political, cultural, economic, and technological – require a renewed commitment to the liberal arts.

To answer the question of why professionals need to study the liberal arts, he referred to a joint project of the Kettering Foundation and several national honor societies in which he is participating. This partnership is developing a national issues forums book and dozens of public forums across the country entitled, “High School and Beyond: What is Education For?”

To stimulate discussion in these forums, the project identified three goals of education. First, education should seek to prepare students for public life by educating for citizenship in a democracy. This goal supports such endeavors as character education in schools and service learning in colleges and universities.

Second, education should help students lead a life of discovery by cultivating the scientific and humanistic imagination of students.

Third, education should prepare students for work and create a workforce with skills that will lead to economic development.

As to the benefits of liberal arts education, Dean Veninga identified the following: 1) People learn to think well. 2) People learn to communicate well. 3) People learn how to deal with the big questions of life. 4) People come to know their professional destiny. 5) People learn the benefits of civic engagement, the rewards that come from volunteer work and political involvement. 6) People learn the importance and joy of lifelong education. 7) People learn the moral and ethical dimensions of leadership.

Therefore, the Dean suggested that: First, discussion of the purposes of higher education cannot be separated from discussion of the liberal arts, about their importance to the preservation of democratic institutions, cultivation of the imagination, and contribution to economic growth. Second, there is an obligation to make sure that the means of providing liberal arts education to undergraduates – general education requirements – provide the outcomes implicit in excellent liberal arts education. This can be accomplished, he said, by continually renewing liberal arts education to make the liberal arts meaningful for a new era to meet the needs of today's students – needs that are formed by the new opportunities and issues of a new century.

Indicating that there is much discussion among the UW Colleges about how best to do this, he said there is interest in the freshman experience and in ways of enriching the sophomore experience, especially through internships and service learning programs, as well as developing new courses to meet new needs.

At UW-Marathon County, emphasis is placed on interdisciplinary and multi-disciplinary courses. Stating that students need to see connections among academic disciplines, Dean Veninga said that general education programs should offer more than a cafeteria approach in letting students meet distribution requirements across a set of disciplines.

The question that needs to be asked, he continued, is what all students need to know and what problems/issues should be studied. While academic departments ask those questions from time to time, the questions also should be asked collectively.

Noting that integrated studies courses often represent innovation in the liberal arts curriculum, he observed that such innovation, while not cheap, also is not extremely expensive. To further develop an integrated liberal arts program that meets the needs of a new era, some new resources will be needed.

In conclusion, Dean Veninga said he is optimistic that liberal arts education will continue to prepare students for a democratic way of life, prepare students for lives of creativity and discovery, and help educate individuals for careers that will ensure their success and the state's economic well-being.

Professor Jane Tylus began her remarks by suggesting that a liberal arts education focuses on process, not product – the process of becoming an effective communicator, and interpreter of cultures, and a good citizen who knows the moral and ethical dimensions of leadership, someone who knows how to ask questions, how to listen to others, and how to engage in constructive dialogue.

Asking if this is the ticket to getting a good job, her answer was a resounding “yes”. On the one hand, students increasingly have double majors that enable them to thrive as musicians, social studies teachers, translators, and chemists. The goal, she said, is to educate the whole person and to prepare students for the many possibilities that life has to offer.

At UW-Madison, she continued, the College of Letters and Science launches this process for all of its students. Over 90% of all first and second year credit hours are awarded by Letters and Science, and the college turns out 63% of all majors – a number that is up 8% from a few years ago. The college collaborates with other undergraduate colleges in business, education, agriculture and life sciences, and engineering, as well as with its own professional schools in journalism, social work, music, etc., to ensure that UW-Madison graduates recognize where their specializations fit into a larger picture.

In that regard, she said, the process of a liberal arts education integrates with the process of 18 year-old students moving from the insecurities of self-centeredness and the intense curiosities of late adolescence to an awareness of themselves as young adults who are part of a larger fabric. The fact that three of the fastest growing non-science majors in the college are English, Spanish and Communications Arts suggests that students are seeking skills that will enable them to engage with the wide world they encounter outside their doors.

Professor Tylus then spoke about three initiatives at UW-Madison that are at the heart of the liberal arts process, exemplifying the conviction that learning as part of a community carries benefits unlimited by any particular curriculum. First, she mentioned the residential learning communities that go back to the French House, funded by a private donor over 80 years ago, to the Mickeljohn Experimental College that thrived in the 1930s, to the much more recent Bradley Learning Community and Chadbourne Residential College. Next year, there will be a multicultural dorm with floors for students majoring in German and Italian. Students, she noted, want programs that allow them to collaborate with one another at all hours of the day and help them integrate their courses.

Second, she mentioned service learning that takes students out into the community to learn about citizenship. In that regard, the Morgridge Center for Public Service has taken an active role in enabling students to become part of the fabric of civic life and to contribute to society, while at the same time receiving academic credits. Examples

include courses in medical Spanish taught in local hospitals, courses in art that bring elementary school students together with budding artists and critics to create exhibits for the Elvehjem Museum, courses in theatre and drama in which theatre students and acting faculty work with students in area high schools, and a course in political science where values of democracy are taught by familiarizing students with Dane County's many volunteer organizations.

Third, Dr. Tylus spoke about UW-Madison's 80 study abroad programs that are available on every continent. This year, 1,200 students are taking part in these programs, and applications for next year are up by more than 25%. The great majority of these programs are in non-English speaking countries, and all of them enable students to do something that is at the heart of liberal arts education – see themselves through the eyes of others. In addition, 60 foreign languages are taught on campus, and many other classes teach the great variety of the world's cultures, political and economic systems, religions and philosophies.

In closing, Dr. Tylus indicated that later this spring the College of Letters and Science will host its first World Languages Day, in which 600 high school students from across Wisconsin will find out why learning a new language is more than suffering through vocabulary drills. It's also about making new friends, opening up better job opportunities, thinking more carefully about one's native tongue and, as a result, doing better on GREs, MCATs and LSATs. Finally, it is about engaging in the wide world.

Chancellor Shepard began his remarks by speaking about why the role of the liberal arts is so honored in academia and essential to higher education. As the Renaissance university emerged, scholars engaged in the rediscovery of the knowledge of the ancient Greeks. Seven traditional liberal arts would emerge: They involved language, music, reasoning, mathematics and science. What is important, he explained, is not the fields themselves, but the fact that success of liberal arts education was not measured by a student's mastery of subject matter alone. The liberal arts were seen as a means to the more fundamental purpose of the actual transformation of students.

Liberal arts education, he said, is education that liberates students from the tyranny of their experience. Everyone arrives with assumptions, definitions and concepts that they have unconsciously and uncritically absorbed from a multitude of sources. Liberal arts education is designed to make the process of knowing the world more conscious and critical by enabling students to critically examine and consciously choose the concepts and definitions they use to know the world.

Turning to UW-Green Bay's approach to the liberal arts, Chancellor Shepard noted that variety, experimentation, and innovation are critical. The university's approach is captured in what is called the Green Bay Idea: An educated person addresses problems and approaches life through multiple perspectives anchored in commitment and engagement, skills and tools, and depth of knowledge, insight and understanding.

One component that distinguishes the Green Bay Idea, he explained, is the emphasis upon multiple perspectives and the recognition that understanding that is deep, complete, and supportive of effective action requires looking at things from multiple perspectives. UW-Green Bay, he explained, goes a step beyond the traditional multidisciplinary approach of examining subjects within the frameworks of their separate disciplines. The Green Bay approach is interdisciplinary, wherein synthesis is sought by bringing together concepts of multiple disciplines to seek understandings that would not be possible within the limitations in any one of the contributing disciplines. A whole is sought that is greater than the sum of its parts.

Stating that liberal arts education is more relevant now than it has ever been, he pointed out that today there is the challenge of preparing people for careers that do not yet exist and for facing economic, social and cultural challenges that are not yet known. This cannot be done simply by providing technical skills and information that will have rapidly diminishing relevance. What will matter most in dealing with the future is the ability to grasp the new and novel from multiple perspectives. Because the challenges of the future will not respect the boundaries of today's disciplines and technologies, what will be required is synthesis, and research shows that leadership abilities are much more likely to come from those with a liberal arts background.

In discussion following the presentation, Regent President Smith commented that he knows from his business experience the importance of liberal arts education. He asked what role the liberal arts could play in helping with the state's current economic situation.

Responding that it could help in terms of establishing priorities, Dean Veninga noted that the ability to examine an issue from multiple perspectives is important for sound public policy. Chancellor Shepard added that liberal arts education enables a citizenry to make well-informed choices and not just react to superficial analyses and headlines.

Regent Brandes observed that liberal arts education enables creative thinking, the ability to interact with other people and to understand their perspectives, as well as problem-solving skills and commitment to the community. From her business perspective, she pointed out that those who have not succeeded on the job almost never lacked technical skills. Rather, they lacked the ability to present ideas effectively, the ability to interact, the ability to solve problems, and the ability to work as part of a team. There cannot be quality in a university, she stated, without an excellent liberal arts program. She felt strongly that students should have a solid liberal arts education before committing to professional studies.

Professor Tylus agreed, adding that the undergraduate years afford the opportunity for students to experiment and to learn widely in a way that will no longer be available once they begin their careers.

Referring to ways in which the liberal arts can contribute to stemming the brain drain, she reported that the College of Letters and Science had received a grant from the National Endowment for the Humanities of \$400,000 for a Center in Upper Mid-Western Culture. This center will educate students about Wisconsin and give them good reasons to stay in the state after graduation.

Regent Klauser asked how the quality of liberal arts programs could be measured in order to ensure that the programs offered are of the highest quality. In response, Chancellor Shepard indicated that there are many different measures of research, scholarship and teaching. These measures are then used for accountability purposes and program improvement. Regent Klauser indicated that he would like to learn more about this subject. Chancellor Shepard added that one of the most important purposes of the liberal arts is to stimulate critical thinking. He suggested that the Board might be interested in a presentation from experts around the country on how critical thinking is being defined and how programs can be held accountable for teaching it.

Regent Krutsch referred to the cafeteria approach and distribution requirements that can be so loose that students graduate without essential understandings. With regard to education for living in a democracy, she noted that students sometimes graduate without a framework for new information or putting news and other developments in context. She inquired about the status of this perennial debate.

In response, Dean Veninga indicated that the challenge is to bring more focus to general education programs after decades of expansion in the number and variety of courses offered. There is a need, he said, to consider what all students, regardless of their career path, should know and focus the curriculum accordingly.

Regent Krutsch asked if one of the challenges is department-based organization and lack of a forum to ask these kinds of questions. Responding in the affirmative, Dean Veninga said that central questions need to have priority over departmental interests.

Regent Schneiders recalled that she has known people who are so engrossed in their technical specialties that they have no interest in public life and do not even vote. She said it is important to appreciate the role of the liberal arts in educating complete persons and to continue raising the quality of those programs.

The meeting was recessed at 12:30 p.m. and reconvened at 1:00 p.m.

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DEPARTMENT OF PUBLIC INSTRUCTION PRESENTATION ON THE WISCONSIN QUALITY EDUCATION INITIATIVE – PI-34

In opening remarks, Regent President Smith observed that preparation of future teachers remains one of the UW's greatest opportunities, as well as one of its greatest challenges. Chapter PI-34, Wisconsin Administrative Code, contains the rules used by the Department of Public Instruction to review and approve professional education

preparation programs on 13 UW campuses. The chapter also contains the rules for licensing teachers. He introduced Regent Burmaster, Superintendent of Public Instruction, and colleagues from DPI for a presentation on the impact of the new licensing rules.

Noting that improved student learning is a key goal for K through 16 education, Regent Burmaster said this means high levels of achievement for every student and a good teacher in every classroom. In accordance with Wisconsin's proud tradition as a laboratory of innovation, she indicated that PI-34, the Wisconsin Quality Educator Initiative, makes the state a national leader in this area. The result of more than 10 years of partnership and collaboration with professional groups and national experts, PI-34 reforms the one-tier educational license into a graduated three-stage license that is raising standards for educators.

PI-34, Regent Burmaster pointed out, targets resources and priorities toward excellence and quality education for all children and provides an organizational framework for closing the gap between children of color, disadvantaged students, and their peers, which is the major challenge of public education in Wisconsin, as well as other states.

She stated that the best way to ensure that every child in the state is equipped with the skills and knowledge they need to compete in the new economy is by ensuring a quality teacher in every classroom and strong leadership in every school. For this to happen, she explained, the entire educational community must take responsibility and work collaboratively. PI-34 provides the mechanism to do that. It is a systemic and comprehensive redesign and fundamental change in recruitment, teacher preparation, certification, licensing and professional development of educators.

Introducing Dr. Peter Burke and Dr. Jack Kean, of the Department of Public Instruction, Regent Burmaster noted that Dr. Kean is a UW-Madison professor emeritus who is serving as an Assistant State Superintendent.

Dr. Kean explained that DPI has been working for more than 10 years with task forces composed of professors, teachers, school board members, parents and administrators from higher education and K-12 education to design a new structure for teacher education and licensing. That work resulted in a task force report in 1995 that laid out the broad parameters of the new program. That was followed by a second report in 1997 that began to define the specifics of license categories and pre-service education. Then came drafting of administrative rules that were shared broadly with legislators and other interested parties and at public hearings around the state. After 3 years of consultation, the rules were approved.

Under the old rules, he explained, students took the required courses, passed exams, did student teaching and then were certified as teachers. The new system, on the other hand, is based on a set of performance standards. Wisconsin's leadership in this area has been recognized nationally, and Wisconsin's quality teacher standards have been built into the federal No Child Left Behind Act.

In developing the new rules, there was a strong effort to develop a shared vision, so that school boards, school administrators, teachers, parents and other interested parties were in agreement about the program. This effort, Dr. Kean said, has been successful. Impact on student learning has been built into the performance standards and criteria for licensure, as well as into the professional development plans for teachers.

Another major change in the new system, he continued, has to do with career paths for teachers. The old rules required professional educators to take six credits or their equivalent in order to qualify for license renewal. The new system changes that dramatically by requiring all teachers to have a professional development plan based on the standards for the license they hold. These plans are validated by teams representing higher education, peer teachers, and local school district administrators. For later licensing levels, plans will be validated primarily by peers.

Dr. Kean observed that, because of the cooperative way in which the rules were developed, there now is a much closer relationship between higher education, PK-12 education, and the Department of Public Instruction. The new system, therefore, has the potential to make significant changes in teacher education and the education of children. What is involved, he said, is a community of learners, including teachers, students, administrators, school service personnel, parents and others.

Turning to steps in the process, he noted that students are admitted to a teacher education program after completing two years of liberal studies. At that point, they take professional courses related to foundations of education and to the content they are going to teach. They then engage in a full year of student teaching, which is the most extensive requirement in the country. All students then will need to take a content test in order to reach the initial educator stage and receive a three to five year license. This is followed by a professional educator license. At each level, a professional development plan is required.

The pre-service stage, Dr. Kean explained, includes assessment, content standards, and program approval. The initial educator stage includes not only a professional development plan, but also mentor training support in order to stem the high attrition rates of beginning teachers. The professional educator stage is followed by an optional master educator license.

With the help of Title II funding from the federal government, work teams have been dealing with recruitment/alternative certification, assessment, administrator training, and license stages. This work has been completed within the last year. Plans for specific implementation strategies will soon be presented to the State Superintendent for approval.

The recruitment and alternative preparation team is building a model for recruitment of diverse populations in the state and is evaluating alternative programs to determine their effectiveness. The team also is developing models that ensure that candidates for certification have the knowledge and skills required by the standards.

The program assessment and approval team developed the framework that is being used for pre-service programs. This year, it is in a pilot stage at eight institutions: Alverno College, Cardinal Stritch, Lakeland, Marion, UW-Oshkosh, UW-Madison, UW-Superior and UW-Whitewater. It is expected to be fully implemented next year.

The content team has been developing performance-based content guidelines that reflect the Wisconsin model for academic standards. DPI has contracted with the Educational Testing Service to provide content tests in every subject area for students who are graduating or completing certification programs. Next month, teams of teachers and professors will meet to set the standards that will be used. The test will be required of graduates of all Wisconsin programs in 2004.

For the licensing stages, an initial educator team has developed a mentor orientation program and support models. These were piloted and evaluated in a number of school districts in the past year, and the results are being evaluated for use in refining the models.

A professional development plan format has been prepared and is being piloted in a number of districts this year. The plan must promote growth in two or more standards; it must identify objectives and show what kind of activities will be undertaken to reach those goals. The plan also must show how the educational professional will collaborate with others in order to improve, and it must contain plans for assessing professional growth and student learning.

For the Master Educator License, candidates must have a master's degree related to their fields. They will need to provide classroom observations, student learning examples, information about contributions to the profession and interaction with communities and families. Assessment will be done by three educators with the same job responsibilities as the candidate. Assessment teams may also include school board members, nominees of professional organizations related to the license, and persons selected by the State Superintendent.

The administrator team is charged with developing performance-based standards, developing guidelines and criteria for professional development plans for administrators, and developing a training program for those who will be evaluating the plans. There also will be a mentoring program for new administrators.

Noting that all of this is not easy to accomplish, Dr. Kean indicated that development of the performance indicators, benchmarks and assessments now being used in teacher education programs have taken a great deal of staff time at colleges and universities, with very little external funding to help pay for it. Much of the work for the next several years, he continued, will be funded with federal dollars. In addition to grants, there will be partnerships between the UW and local school districts, other entities, and the DPI.

Noting that the full cost of implementing the new rules will not be felt until the fall of 2005, he pointed out that, even with significant federal funding, state dollars also will be needed. Issues to be addressed include ongoing recruitment and retention of

teachers to deal with supply and demand problems that are likely to increase. In that regard, he noted that more than 2,000 teachers currently have emergency licenses, half of those in the area of special education. He emphasized that there is a serious and continuing problem in meeting the need for qualified special education teachers and that additional funding will be needed to train teachers who are competent to work with these needy children.

Referring to a map that showed a heavy concentration of initial educators in the southeast part of the state, Dr. Kean noted that strong cooperation between universities, CESAs, and public school districts will be required to meet the needs of these beginning teachers.

Regent Smith asked if existing teachers will be grandfathered, to which Dr. Kean replied in the affirmative, adding that they also will have the option to move into the new system. Superintendent Burmaster added that she will be working with the educational community to show the strength of the new system and the advantages it offers to existing educators.

In response to a further question by Regent Smith, Dr. Kean indicated that all the standards, benchmarks and assessment tools have been developed. They currently are being validated to make sure they are providing good measures of the quality of performance.

Regent Smith asked about faculty involvement in the mentoring process. Dr. Kean replied that most mentoring will be done by teachers who are relieved of other responsibilities. Other mentors will be retired teachers and retired faculty. Higher education will be involved in validating professional development plans for initial educators. PI-34 sets forth the expectation that institutions of higher education will provide assistance to their graduates and work with school districts to evaluate the effectiveness of their graduates. This feedback will be used to improve teacher education programs.

Regent Burmaster emphasized the reciprocity of learning that will take place as schools of education hear directly from their graduates about the first years of teaching. Referring to the significant attrition of teachers in the first five years, she expressed the hope that this reciprocity of communication will create a community of learning that will be helpful in addressing the teacher retention issue.

In response to a question by Regent Boyle, Regent Burmaster indicated that assessment of student learning will be used to determine the success of the new system. Dr. Kean added that models developed in Wisconsin and other states will be reviewed in considering the best way to do this kind of assessment. The Wisconsin Education Association Council is cooperating in this effort.

Stating that he found the new system impressive, Regent Klauser asked if the map showing a heavy concentration of new teachers in southeastern Wisconsin represented a typical year, and Dr. Kean replied in the affirmative.

Regent Burmaster commented that the mentoring plan for initial educators is especially important for young teachers who have not lived in an urban area and are dealing with a new environment and high percentages of children of poverty. The new plan can target support to help narrow the gap in achievement that exists for those children.

Noting that many business people and others are concerned about the Milwaukee Public School System, Regent Klauser indicated interest in a presentation on how they can be involved in making the new system work to improve those schools.

Regent Burmaster replied that Regent Randall and Chancellor Zimpher are involved in the Milwaukee Partnership Academy which is doing exactly that kind of work.

Regent Klauser asked how the new licensing stages will affect the compensation schedule for teachers. Dr. Kean replied that both the School Board Association and the WEAC anticipate that the new system will have a significant effect on contracts and salary schedules and that both are working on various models to recognize the different licenses and professional development.

Regent Mohs indicated that he and Regent Gottschalk recently attended a summit on minority achievement hosted by UW-Milwaukee and the Milwaukee Urban League, at which Superintendent Burmaster had given an excellent speech for an audience of about 1,500 middle and high school students. He cited statistics showing that 40% of Milwaukee high school students are chronically truant, that only 35% of Black students in the Milwaukee system graduate, and that only 53% of students are present on an average day at North Division High School. He asked if the new system can produce teachers who have techniques that can improve the attendance level and if there is any learning that can be imparted to existing teachers to help deal with these problems.

Responding in the affirmative, Regent Burmaster said that all the work done over the last 10 years will have a positive impact on the quality of teachers, and that ongoing support for young teachers and ongoing professional development will be highly beneficial and will enhance recruitment of teachers in Milwaukee. She observed that the quality of the classroom teachers is one of the most important variables affecting attendance and graduation of students. Support of those quality teachers is of critical importance. In addition, she said, the new system for administrative licensing will support strong leadership in every school, which is the other variable that directly affects the educational climate and student learning.

Regent Gottschalk commented that the summit he and Regent Mohs attended made it clear that there is an ongoing tragedy in the Milwaukee Public Schools and that hundreds of children are being left behind. He urged that the Board do anything possible to help in implementing the new educational system as rapidly as possible.

Chancellor Zimpher stated appreciation for the concern expressed about the welfare of the Milwaukee Public Schools. She explained that there is an exceptional partnership in Milwaukee between the Chamber of Commerce, the Milwaukee Public Schools, the Milwaukee Teachers Association, the Private Industry Council, MATC,

UW-Milwaukee and other universities to intervene immediately to improve the situation. Noting that economic development depends on opening up the education pipeline, she suggested that the Board hear a presentation about this exciting initiative at an upcoming meeting.

Upon conclusion of the discussion, the meeting was adjourned at 2:00 p.m.

Judith A. Temby, Secretary