

## MINUTES

### EDUCATION COMMITTEE, BOARD OF REGENTS

Room 1338, UW-Fox Valley

Menasha, Wisconsin

May 9, 2002

Regent Boyle convened the meeting of the Education Committee at 1:55 p.m. Regents Boyle, Brandes, Burmaster, Marcovich, Mohs, and Olivieri were present. Regent Smith joined the meeting in progress.

1. Approval of the minutes of the April 4, 2002, meeting of the Education Committee.

It was moved by Regent Burmaster, seconded by Regent Mohs, that the minutes of the April 4, 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 particular, he asked for reactions to the session on "Quality: Credits-to-Degree, Time-to-Degree, and Graduation Rates" and whether the Education Committee might want to consider a related resolution at the June meeting.

Regent Mohs noted that the subject under discussion is one of the Regents' primary areas of responsibility. Commending the presentation by Vice President Goldberg and Sharon Wilhelm, he recommended that the Board preserve its commitment to quality by keeping the topic on its agenda and receiving regular updates from the institutions, especially in regard to their specific student populations. Regent Brandes advocated a more thorough exploration by the Board of advising options, including mandatory advising. It is critical, she added, that the Board look at how and when advising takes place. Regent Olivieri suggested that UW System targets be kept in sight. A June resolution would probably be premature, but he recommended that UW System Administration work with the campuses that are not meeting their targets to develop strategies for doing so. Questioning whether the Board should set policy on advising, he proposed instead revisiting the graduation rates over the next few months.

Regent Marcovich asked that the Board be mindful not to let educational quality suffer as credits-to-degree are reduced. Regent Boyle recommended that the institutions come forward in the next few months to provide profiles of their student populations and set or reset their own targets. Regent Mohs indicated the need for still other quality measures, e.g., how would UW System faculty view the quality of student work and skills? Regent Burmaster requested information from the Chancellors on how they view advising on their campuses and how they would view mandatory advising. Senior Vice President Marrett queried whether the 64% graduation target is still appropriate and suggested returning in June to review this target. She asserted that: (1) it makes sense to have a graduation target for the UW System; and (2) UW System Administration will work with the Chancellors as they develop campus plans that include strategies for improving graduation rates and advising practices that are responsive to their institutional missions. The strategies should support recent improvements in time-to-degree and credits-to-degree. In response to a comment by Regent Olivieri,

Associate Vice President Goldberg reminded the Committee that 64% is the aggregate of all the campus targets, i.e., the systemwide target as opposed to any one particular institution's target.

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

Beginning her report by quoting Flannery O'Connor's "Everything that Rises Must Converge," Senior Vice President Cora Marrett remarked upon the convergences or confluences that would bring together the Education Committee agenda, including the credits-to-degree, time-to-degree, and graduation rates discussion and the UW Colleges presentation on student engagement, among other agenda items.

Senior Vice President Marrett then introduced Provost Margaret Cleek for the UW Colleges presentation on "Student Engagement and the UW Colleges." She described the characteristics of the UW Colleges student, including higher-than-usual percentages of students who are from the lower quartiles of their high school class, who are part-time students, and who work more than 21 hours per week. Provost Cleek noted that a primary focus at the UW Colleges in recent years is engaging students to increase their likelihood of success. Associate Vice Chancellor Greg Lampe noted that helping the student make the transition to college is an important goal, and the UW Colleges' Freshman Seminars and TRIO programs help to engage students and increase retention rates. Freshman seminars provide academic skills and methods for coping with the demands of the collegiate experience. The TRIO Program is a federally funded program for low-income, first-generation, or physically disabled students and provides advising activities and academic skills development.

Associate Vice Chancellor Lampe continued by highlighting other activities that engage the student. Music and theatre participation is high; for example, each of the UW Colleges campuses have theatre programs and, in Fall 2001, 16 theatre productions were staged with 451 students participating. Jane Oitzinger, Professor of English at UW-Marinette, explained that integrating students into the academic disciplines is another goal; learning communities and interdisciplinary studies courses are two means by which this is accomplished. A learning community links at least two courses in different disciplines to a particular theme, which both requires and generates greater student involvement, and bonds them to academic and social life through a deeper and richer quality of learning. She added that a wide variety of learning community formats are possible, and that many are in use across the UW Colleges with good effect, citing several successful examples from her own campus which were originally funded by UW System grants. She also reported that students in learning communities at UW-Marinette are retained at a 30% higher rate than the UW Colleges average.

Wava Haney, Professor of Anthropology and Sociology at UW-Richland, emphasized the goal of educating students to understand the global environment through study abroad and international student programs on UW Colleges campuses. Since 1998, 147 UW Colleges students have studied abroad in countries such as Belize, Italy, and Costa Rica, with creative course development combining, for example, the study of both Earth Science and Art in Italy. Professor Haney noted that the Central American Scholarship Program (CASP) and Youth for Understanding (YFU) program create global learning experiences and more campus diversity, having brought over 450 international students to the UW Colleges since 1985. The international students interact not only with other students on campus, but also with a wide range of community members through home-stays and interactions at schools, retirement homes, and businesses. Professor Haney concluded the presentation by noting the issues and challenges of helping underprepared students succeed. They do need more help, thereby requiring more staff, more funding for special programs, and more space for such things as study areas. This is complicated by the challenges associated with implementing programs

across thirteen campuses spread throughout the state. Additionally, she noted workload and curricular issues associated with the programs.

Regent Burmaster identified all of the UW Colleges efforts as good student engagement strategies that work well at elementary through high schools, as well as colleges. In response to a question by Regent Olivieri, Associate Vice Chancellor Lampe said that the staff for the TRIO program at UW-Rock County included a director, several academic specialists, several advisors, and peer tutors. The overall budget for the TRIO program at 5 sites over five years is \$4,000,000, and a five year renewal has just been announced by the federal government. In response to another question from Regent Olivieri, Provost Cleek cited the UW Colleges' small size, which means that faculty members from different disciplines interact on a daily basis, thereby providing a good situation for the development of learning communities. President Lyall reminded the Committee that most

UW Colleges have only one or two faculty members in a particular discipline, but have turned that potential weakness into a strength by transforming the cross-disciplinary discussions and interactions into learning communities.

In response to a question by Regent Brandes, Chancellor Wiley replied that the UW-Madison/UW-Colleges Connections program has grown from 27 students in the pilot year (2001) to 64 so far this year. Provost Cleek complimented the efforts by UW-Madison staff at making students in the program feel a part of UW-Madison, before they arrive on campus. Regent Mohs suggested that following the graduation rates of students in the program would be helpful and interesting to report to the Regents.

In returning to the remainder of her report, Senior Vice President Marrett proposed that the Regents and UW System Administration staff take advantage of being on a campus with live students and talk with them. She commended the UW Colleges presentation and the many ideas that might be utilized by other UW System institutions as they put together campus plans to address graduation rates. Taking up the idea of convergences again, she referred to several items from the April agenda, on which the Regents had requested information. Responding to Regent Smith's request in April for proposals to improve graduation rates for students of color, she pointed to the budget DIN in preparation on engagement efforts for all students. Noting dissatisfaction with the fact that

UW System students of color have lower graduation rates, she pointed to the results of the February Retention Conference that revealed that institution-wide student engagement efforts—like freshman seminars and advising improvements—had a retention impact on *all* students.

Addressing the Education Committee's interest in showcasing what works and attending to outcomes, Senior Vice President Marrett referred to the assessment of pre-college programs being conducted by Dr. Kelly Williams, hired jointly by OPAR and OMA to evaluate the efficacy of academic advancement programs. The Office of Academic Affairs has also put together a working group of Provosts to review these assessment plans to ensure that they converge with the experiences on our campuses. Moreover, the Department of Public Instruction has agreed to make available data that will facilitate the tracking of students in the pre-college programs. Such convergences—of knowledge and resources from a variety of organizations—instill confidence that we will develop ever stronger efforts and success at the pre-college level.

Senior Vice President Marrett also updated the Education Committee on the mandate from the Executive Group on On-Line Learning (EGOLL) Report to create at least three collaborative on-line programs. Numerous proposals have been received and are being evaluated by a system-wide committee composed of faculty, staff, and administrators. The uncertain budgetary environment has slowed down the process of creating systemwide programs, but institutional efforts are proceeding.

Senior Vice President Marrett announced that the Trustees of the William F. Vilas Trust Estate have approved a proffer of over \$5.4 million to support a set of fellowships, scholarships and professorships on the Madison and Milwaukee campuses, and \$7.2 million to the construction fund for the Microbial Science building at UW-Madison. She expressed appreciation to the Vilas Trust for its moral and financial support of the view that scholarship and creative activity clearly converge with teaching and learning. She concluded her report with a preview of her June report, in which she will review accomplishments during 2001-2002, paying special attention to quality.

Returning to the UW Colleges presentation, Regent Brandes questioned how to better promote public understanding of the value and success provided by the UW Colleges, noting that there is much misinformation out there. Provost Cleek replied that there is, in fact, much public relations work done by the UW Colleges and their Deans. Regent Mohs commented that the Colleges need to be perceived as a successful route by which to succeed, and Regent Olivieri concluded by emphasizing that the UW Colleges is a complex institution and should be promoted as much as possible.

#### 4. Revised Mission Statement, UW-Eau Claire - Initial Reading.

Regent Boyle informed the Education Committee that the presentation was a first reading and for discussion purposes only. UW-Eau Claire will conduct an open meeting to solicit community comment on the changes in the next several months. The Committee will be asked to approve the change sometime in the fall. Chancellor Donald Mash described the proposed changes in the UW-Eau Claire Mission, indicating that they included clarifications and improved focus on institutional strengths and values, but were not significant deviations from the current mission. The revised mission statement was developed after long discussions involving all campus constituencies. Chancellor Mash noted the increased emphasis on areas such as experiential learning, international studies, and faculty-student research collaboration. In response to a question from Regent Smith, Chancellor Mash indicated that students were involved in the discussions that led to the revisions.

#### 5. New Program Authorization - B.S./B.A. in Environmental Studies, UW-Oshkosh.

Regent Boyle reported that the program is a simple shift from a minor to a major with no resource implications. Provost Keith Miller introduced Professor Bron Taylor, who described the proposed program. He indicated that they began the development of the program in 1992 because environmental studies programs typically did not have a trans-disciplinary focus that included the humanities as a serious partner. A UW System Undergraduate Teaching Improvement Council (UTIC) grant was used to support the development of a leaning community-type seminar that was first delivered in 1995; a second UTIC grant supported the development of an ethnic studies minor begun in spring semester, 1996.

Professor Taylor stated that planning for the major began in 1997. A basic assumption behind the major is the understanding that many environmental issues are best understood when the technical aspects are considered in conjunction with the moral and cultural values that impact behavior. Many of the students are expected to complete a second, complementary major in addition to the B.S./B.A. in Environmental Studies. Professor Taylor reiterated that no new resources would be needed; the existence of the minor and prior reallocations mean that the required institutional structures are in place. In response to a question from Regent Boyle regarding the expected increase in the number of students in the major, Chancellor Wells indicated that funds would flow to where the students are. Provost Miller noted that the inter-disciplinary nature of the program allows use of a wide variety of institutional resources to support the major. In response to a question

from Regent Mohs, Professor Taylor said that national research finds that 75% of students get jobs that are directly related to their major. Other students find that the education is similar to a liberal arts major, thus qualifying them for a wide range of employment opportunities.

6. Program Authorization in Athletic Training, UW-Eau Claire, Second Reading (Re-titling).

I.1.f.(1): It was moved by Regent Marcovich, seconded by Regent Mohs, that, upon recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor be authorized to implement the re-titling of the Emphasis in Athletic Training as a B.S. in Athletic Training.

The resolution PASSED unanimously.

7. Naming of the Institute for Environmental Studies, UW-Madison.

I.1.g.: It was moved by Regent Marcovich, seconded by Regent Mohs, that, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the name of the University of Wisconsin-Madison Institute for Environmental Studies be changed to the Gaylord Nelson Institute for Environmental Studies.

The resolution PASSED unanimously.

8. Closed session to consider personnel matters, as permitted by s.19.85(1)(c), Wis. Stats.

It was moved by Regent Marcovich, seconded by Regent Mohs, that the committee adjourn to closed session to consider personnel matters, as permitted by s.19.85(1)(c), Wis. Stats.

The resolution PASSED by a roll call vote, with Regents Boyle, Brandes, Burmaster, Marcovich, and Mohs voting “yes,” and no regents voting “no.”

9. Closed Session

I.1.i.: It was moved by Regent Brandes, 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, Professor John Koethe, Department of Philosophy, College of Letters and Science, be appointed a Distinguished Professor, effective August 19, 2002.

The resolution PASSED unanimously.

Resolutions I.1.f.(1), I.1.g., and I.1.i.(1) were referred as consent agenda items to the full session of the board at its Friday, May 10, 2002 meeting.

The meeting adjourned at 4:10 p.m.