

MINUTES

EDUCATION COMMITTEE, BOARD OF REGENTS
University Center Commons
University of Wisconsin-Whitewater
October 10, 2002

Regent Boyle convened the meeting of the Education Committee at 1:00 p.m. Regents Boyle, Axtell, Barry, Brandes, Burmaster, and Mohs were present. Regents Gottschalk, Marcovich, Smith and Jones joined the meeting in progress.

1. Approval of the minutes of the September 12, 2002, meeting of the Education Committee.

It was moved by Regent Mohs, seconded by Regent Burmaster, that the minutes of the September 12, 2002, meeting of the Education Committee be approved.

The resolution PASSED unanimously.

2. Discussion of the All-Regent Session on the Campus Compact Program.

Regent Boyle began the discussion by relating the Campus Compact presentation to the Education Committee's ongoing effort to develop quality indicators for the programs delivered to students. He noted that the challenge remains to quantify and measure the Campus Compact Program in terms of its educational value and outcomes. The ensuing discussion covered the following points:

- The way the Campus Compact Program addresses outcomes the Committee has identified as important: e.g., leadership development and civic engagement;
- Joining the National Campus Compact Program allows Wisconsin much greater opportunities to share best practices in assessment, leadership and mentoring.
- The distinction was made between this program and simple volunteerism or community service. Campus Compact is a program with rigorous pedagogical principles and instructional methodology, that are fully integrated into specific curricula and elected by students as part of their education.
- Since its inception, the Campus Compact Program has refuted the idea that students are apathetic. The program provides direction to those UW System students with strong interest in being a part of something larger than themselves.
- The value of the experience provided to students is very much related to the integration of the service component into the classroom.

3. Report of the Senior Vice President

Senior Vice President Marrett began her report by commenting on the ways in which the day's presentations addressed several of the strategic directions she outlined at the September meeting, including those that emphasize program quality and educating UW System students to succeed in an increasingly diverse world. She emphasized that the continual question must be, what is the evidence for student learning, for student success? That question comprises all of UW System students, including those who bring a different set of abilities and backgrounds to System institutions.

a. UW-Whitewater Presentation: Diversity and Disability and Student Success

Senior Vice President Marrett introduced Roger Pulliam, Assistant Vice Chancellor for

Academic Support Services, and Sandra Hall, Director of Disabled Student Services. Dr. Pulliam introduced several UW-Whitewater students, noting that they each presented success stories for the “systematic, ladder” approach to multicultural programming offered by UW-Whitewater. He reviewed the impressive array of Whitewater programs that address pre-college, college transition, college support, and graduate/professional programs. Questions focused on what could be done to diminish the gap in graduation rates between multicultural and majority students, and on what might be done to expand the programs.

Mr. Pulliam noted that challenges remain in ensuring that students are prepared for college, and in making students and their families fully aware of available opportunities. Several Regents asked what could be done to expand and enhance the programs. Mr. Pulliam pointed to the need for the continued financial support of his campus, UW System, and the state, as well as continued academic support services, faculty mentoring programs, and more effort put into reducing student anxiety.

Ms. Hall had only been on the job for five weeks, but brought with her 30 years of experience at the Division of Vocational Rehabilitation and in the non-profit sector. As someone recently arrived at Whitewater, she expressed her admiration for the impressive history and array of programming available to students with disabilities, and the proven success of this programming. She introduced several students, and elaborated on Whitewater’s unusual culture of support for students with disabilities, outlining the infrastructure Whitewater has worked to create for its disabled students that go well beyond the services mandated by DVR. She, too, addressed the challenges facing her office, especially in light of recent DVR changes that will go into effect next year which will cut funding for mandated services to UW System institutions. UW System and the institutions are working to find ways to ensure adequate and continued financing of disabled student programs. Investment in a college education gives immeasurable returns to both disabled individuals and to society as a whole.

UW-Whitewater Chancellor Jack Miller emphasized that the disabled student population benefits the entire campus, that they are visible in every classroom and contribute to the educational experience that UW-Whitewater provides to all its students, disabled and able-bodied alike. Chancellor Markee commended UW-Whitewater’s commitment in this area: the institution is nationally known and this reflects well on the UW System as a whole.

b. Measuring Program Quality: Examination of Some Possible Indicators of Quality

Senior Vice President Marrett then turned the podium over to Associate Vice Presidents Frank Goldberg and Ron Singer, who presented a matrix designating the multiple constituents for whom quality must be defined and measured on the one side, and the three levels of metrics (program, institutional, and system) on the other. The presentation described the complexities and challenges in understanding and measuring quality, as well as the Office of the Senior Vice President’s plan for doing so. Associate Vice President Goldberg noted that quality is easier to describe in *relative* than absolute terms. Quality speaks to the difference between efficiency (low cost) vs. effectiveness (highest impact). Different stakeholders in the search for and development of appropriate measures are interested in different priorities. Associate Vice President Singer identified four challenges that must be taken into account in the effort to develop 3-5 quality measures for the Education Committee by the end of the academic year: 1) the conflicting views of quality among stakeholders; 2) the conflicting views of quality among institutions with different missions; 3) how to assess subjective measures of quality; and 4) how best to communicate with stakeholders. He also described the shift in emphasis that has taken place in recent years from inputs, to process and outcomes.

The Education Committee engaged in a lengthy discussion about the *U.S. News & WorldReport* rankings. The point was made repeatedly that problematic and limited though they are in what they capture about any given institution, the rankings are difficult for institutions to resist or ignore. The Regents agreed that this made it all the more critical to develop outcomes and measures that were appropriate and meaningful to the UW System.

The topic of quality and how it should be measured is a topic to which the Committee will return repeatedly throughout the year, focusing on three essential questions on which Regents will be asked to give feedback:

1. Which stakeholders should we focus on?
2. What dimensions of quality should we focus on?
3. How should quality be communicated?

4 Program Authorizations – First Reading of Biotechnology Cluster.

Dr. Fran Garb, Senior Academic Planner and Coordinator of Program Planning and Review in the Office of Academic and Student Services, introduced the cluster of biotechnology/biochemistry programs to come before the Board this month. She synthesized the ways in which the disciplines of biology and chemistry are changing in the early 21st century, noting that these are emerging fields with high student and employer demand, and will produce graduates doing cutting-edge science and technology in a variety of interrelated professions. There are very strong academic reasons for developing these programs, as well as strong economic stimulus reasons.

a. B.S. in Biochemistry – UW-Milwaukee

Professor Graham Moran introduced the B.S. in Biochemistry at UW-Milwaukee, reiterating Dr. Garb's comment that the new major identifies a new pathway through courses already available to students. He elaborated on the program's relation to UW-Milwaukee's mission, the demand for the degree among current students and regional employers, and the breadth and depth of the degree requirements. Collaborative possibilities are being explored between Milwaukee and Madison to share courses through distance education. In response to a question from Regent Boyle, he assured the Committee that adequate resources are in place to produce quality graduates.

b. B.S. in Biochemistry – UW-La Crosse

Professors Bruce Osterby (Chair) and Todd Weaver of the UW-La Crosse Chemistry Department presented the B.S. in Biochemistry, calling it a wonderful addition to existing programs. All but one of the courses are already in place for the major, which will be housed in the Chemistry Department. The program provides greater opportunities to students, who have expressed great interest in such a major. The development of the program will encourage extra-mural funding as biochemistry represents a major growth area. There is a need for graduates with high-technology training in the workforce, as regional and national employers have made clear. Some reallocation of funds is needed to support the program. In response to a question from Regent Boyle, Professor Osterby stated that the reallocations would fully fund the major to assure quality.

c. M.S. in Biotechnology – UW-Madison

Provost Peter Spear introduced the UW-Madison Master of Science in Biotechnology as a part of the institution's strategic plan. He commented on how well the University is positioned to offer this cutting-edge, quality program, with facilities, faculty and other resources already in place. Professor Richard Moss, Chair of the Department of Physiology, described the M.S. in Biotechnology as a new,

24-credit, weekend degree developed in response to compelling workforce needs. There is a shortage of trained professionals and project leaders in biotechnology at both the state and national levels. The program maximizes strong and effective collaboration between the university and industry, and draws its students from science backgrounds, but also from law and business. The entirely new curriculum includes a great deal of science, but also addresses the business and legal aspects of the biotechnology industry, which makes it unusual. In response to a question from Regent Boyle, Provost Spear explained that the original funding came from the Madison Initiative, some of which was reduced in the last biennial budget. Nonetheless, the program budget is adequate to assure quality.

The three programs will come before the Education Committee at the November meeting for approval.

5. Program Authorizations – Second Reading.

I.1.e.(1): It was moved by Regent Axtell, seconded by Regent Brandes, 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. in Athletic Training.

The resolution PASSED unanimously.

I.1.e.(2): It was moved by Regent Mohs, seconded by Regent Barry, that, upon recommendation of the Chancellors of the University of Wisconsin-Green Bay and the University of Wisconsin-Oshkosh, and the President of the University of Wisconsin System, the Chancellors be authorized to implement the Master of Social Work.

The resolution PASSED unanimously.

6. Revised Mission Statement, UW-Platteville – Initial Reading.

Chancellor Markee reported on the small but significant changes to UW-Platteville's Mission Statement, changes which primarily acknowledge the growth in online degree programs. This was the first reading of the revised mission statement. It will come before the Education Committee again later this fall for approval, after it has a public hearing in the Platteville community.

Regent Barry asked that the Committee consider an additional item: as the parent of a potential UW student, he has found the admissions process rather mysterious, despite his Regent status. He asked for a demystification of the process. Discussion followed on whether the Regents should look at the admissions process more closely. UW-Madison Chancellor John Wiley recommended attendance at one of the presentations made by UW admissions officers to high schools, in which the applications and admissions process are spelled out clearly and in great detail.

Resolutions I.1.e.(1) and I.1.e.(2) were referred as consent agenda items to the full session of the Board of Regents at its Friday, October 11, 2002 meeting.

The meeting adjourned at 4:01 p.m.