

## MINUTES

### EDUCATION COMMITTEE, BOARD OF REGENTS Laird Room, University Center, UW-Stevens Point Stevens Point, Wisconsin

May 8, 2003

Regent Boyle convened the meeting of the Education Committee at 1:45 p.m. Regents Boyle, Burmaster, Mohs, Richlen and Smith were present. Regent Axtell joined the meeting by phone; Regent Marcovich joined the meeting in progress.

a. Approval of the minutes of the April 10, 2003, meeting of the Education Committee.

It was moved by Regent Mohs, seconded by Regent Smith, that the minutes of the April 10, 2003, meeting of the Education Committee be approved.

The resolution PASSED unanimously.

b. Discussion of All-Regent Session on Online Learning in Wisconsin: Access through Collaboration

As follow-up to the morning presentation, Online Learning in Wisconsin: Access through Collaboration by UW-Extension Provost Marv Van Kekerix and UW Learning Innovations Director Barbara Emil, Regent Burmaster pointed to the real opportunity that online learning presents for creating greater access to teacher education, licensure, and certification. The Department of Public Instruction will be working with UW Learning Innovations to bring online teacher licensure and certification programs to fruition.

c. Report of the Senior Vice President for Academic Affairs

1. Internationalizing UW-Stevens Point Students, Faculty, Staff and Community

By way of introduction to UW-Stevens Point's presentation on international education, Senior Vice President Marrett commented on her attendance at a UW System Institute for Global Studies-sponsored workshop on the integration of global perspectives into the pre-college environment. She introduced Provost Virginia Helm, who then introduced Dr. David Staszak, Associate Vice Chancellor for Academic Affairs and Director of International Programs. Dr. Staszak remarked that the institution's theme was "changing lives," and that there was no better way to change lives than by sending students abroad. Surveying the broad array of international programs and opportunities available to Stevens Point students and faculty, he also described a faculty-supported International Programs Scholarship Endowment, which generated need-based scholarships for students otherwise unable to afford study abroad. He reviewed for the Committee some data on the number of study abroad programs and enrollments over the last three decades. For example, almost 10,000 students have participated in study abroad at Stevens Point since 1969; and over 270 faculty and staff have gone abroad as well. The school is in the top 20 of comprehensive institutions nationwide in terms of the number of participants in study abroad, with 14.2 percent of UW-Stevens Point's student body participating in some form of study abroad. That far exceeds the 8% average of the System as a whole, and puts the goal of 25 percent participation by the year 2010 within reach.

The Committee next heard from a student, graduating senior Andrea Casper, who has done three study abroad programs while at UW-Stevens Point. She emphasized that study abroad can be affordable and that the opportunity to challenge oneself through global exploration is truly a transformative experience. Dr. Kathe Stumpf, Professor of Interior Architecture, has led numerous trips abroad. She heads one of several departments at Point that has integrated study abroad into its curriculum, rearranging the sequencing of the curriculum to include a study abroad program and a 4-year graduation. Dr. Marc Fang, Director of the Foreign Student Program at UW-Stevens Point, reported on the integration of international students into the Stevens Point campus and community, emphasizing that cultural exchange works both ways and that the entire community benefits from the presence of international students.

Regent Axtell commended UW-Stevens Point for being a shining example of what could be done throughout the System. He suggested four ideas for advancing international education, including study abroad, in the UW System:

1. Develop more collaboration with the Wisconsin Technical College System;
2. Develop a central repository within the UW System of all the programs that currently exist, so that more sharing and collaboration can occur;
3. Enhance opportunities for faculty to study abroad, as this is crucial to influencing students to go abroad;
4. Organize and engage international alumni at the campus level.

The Committee had some further discussion of what could be done, and what was needed, in order to meet the System goal of a 25 percent participation rate in study abroad.

## 2. Announcement of the Proffer from the Trustees of the William F. Vilas Trust Estate

At its April meeting, the Committee approved the annual request to the Trustees of the William F. Vilas Estate, made each year by UW-Madison and UW-Milwaukee. Committee members commented at that time on the amazing generosity of the Vilas Trust, and they reiterated their appreciation as they approved the proffer. Senior Vice President Marrett offered some details of the proffer, as well as the very specific conditions that must be met by the institutions in accepting the proffer. For example, the proffer included the continued funding of 400 Vilas Fellows, 940 Vilas undergraduate scholarships, 19 Vilas Young Investigator Awards, plus additional funding for another 1,005 undergraduate scholarships. The Committee acknowledged the phenomenal number of these fellowships and scholarships, which provide financial relief to undergraduate and graduate students, as well as fund innovative courses of study and research. The proffer included as a condition of these awards, however, language to the effect that this large number of awards cannot be regarded as permanent, but must be considered on an annual basis. Senior Vice President Marrett noted additionally that UW-Madison's request to fund 4 Vilas Teaching Professorships (analogous to the Vilas Research Professorships) was, reportedly after much debate, turned down at this time by the Trust.

Regent Boyle asked for a motion on the Resolution to approve the proffer.

- I.1.c.(2): It was moved by Regent Boyle, seconded by Regent Burmaster, that, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee, and the President of the University of Wisconsin System, the Board of Regents accepts the proffer made by the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2003 to June 30, 2004, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships,

Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences and Music.

The resolution PASSED unanimously.

3. Access to Higher Education by Income in Wisconsin

Senior Vice President Marrett referred the Committee to a newly published bulletin by the Office of Policy Analysis and Research, entitled “Access to Higher Education by Income in Wisconsin.” Despite the fact that the research is preliminary, the bulletin should be viewed as an interesting corollary to what Associate Vice President Frank Goldberg presented in April on “The Impact of a UW Degree.”

Sharon Wilhelm, Director of OPAR, walked the Committee through the bulletin’s findings, which present data on the neediest individuals in Wisconsin, and encourages reflection on the accessibility of a UW degree for those who are likely to face the greatest financial barriers to obtaining a college education. There are multiple barriers to access for students from low-income families in Wisconsin. Data on the numbers and demographics of Pell Grant recipients and students taking the ACT reveal the under-representation of low-income students applying to and enrolling in UW System institutions. For example, fewer lower-income students take the ACT, and fewer enroll at the UW System. Access for low-income students is less than for students with higher income levels, although once low-income ACT test-takers apply, they are admitted and choose to enroll at high rates. Academic preparation is also a factor that contributes to lower application rates among students from lower-income families, as relatively few low-income students have high ACT scores. In 2000, 46.5 percent of all Wisconsin test-takers enrolled in a UW institution. Among low-income students, however, the access rate was 37.7 percent, compared to 46.4 percent for students from families earning \$30,000 to \$60,000, and 50.3 percent of families earning more than \$60,000.

Associate Vice President Frank Goldberg outlined some of the policy implications suggested by the data, especially in light of the state’s budget outlook. He emphasized the preliminary nature of the bulletin’s findings and that further evaluation needs to be done. However, the three particular findings of the study—1) that fewer low-income students take the ACT; 2) that on average, they perform less well; and 3) that in all ACT score ranges, fewer low-income students enroll—raise the question of how realistic an option college is for low-income students?

Senior Vice President Marrett urged the Committee to view the bulletin’s findings in the greater context of the task that lies ahead for the Education Committee and the Board, as they begin to think about strategic planning and future directions. In this budget climate, the UW System cannot allow itself to neglect this neediest segment of the population. Regent Burmaster was adamant that until the achievement gap based on income is bridged at the K-12 level, the UW System will never properly address access issues at the university level. She urged the System to develop a long-range plan across all sectors of public education, one that is truly PK-16, and to resist the false competition that some would foster among educational sectors.

4. Reflections from the Outgoing Chair of the Education Committee

At the request of Senior Vice President Marrett and members of her staff, outgoing chair Regent Patrick Boyle offered his reflections on past activity and future directions of the Education Committee. He referenced the three directions or themes taken up by the Education Committee during his two-year tenure as chair: the student experience; achieving excellence in teaching and learning; and quality. He reviewed the presentations made on these topics during the last two years. He then

suggested that certain of these topics needed to remain areas of continued focus by the Education Committee, above all the focus on the student experience and on quality.

First, Regent Boyle advocated that the UW System and the Board of Regents define student in the broadest context possible, given Wisconsin's changing demographics. He urged the Education Committee to look carefully at the impact on learning of the state's changing demographics, and of the state's budget crisis. What will the impact be, he asked, on advising, climate, international experiences, undergraduate research? The Education Committee must keep its attention focused on how to enhance student learning, budget reductions notwithstanding.

Second, Regent Boyle suggested that the mission statements of UW institutions are out of date: they do not appropriately acknowledge areas like PK-16, centers of excellence, niche areas of strength. He recommended that the Education Committee develop a process by which institutions could reevaluate and update their missions, in recognition of the ever-evolving world of public higher education.

Third, Regent Boyle propounded that a quality liberal arts program must be maintained throughout the UW System. The liberal arts are the foundation upon which the System's academic programs are built and they should not be neglected, but reconsidered and remembered in the context of the early 21<sup>st</sup> century.

Fourth, Regent Boyle recommended that the Board of Regents take the 21<sup>st</sup> Century Study off the shelf, especially its second chapter. The Study's focus on the outcomes the UW System will provide for the state of Wisconsin should be revisited and used as an important tool for moving forward. Further, the Regents need to look more closely at revenue sources, as Regent Smith has been suggesting.

Finally, Regent Boyle concluded, the Education Committee should work with UW System Administration and the institutions to look at program array by region. Regent Boyle acknowledged that this is not necessarily a popular idea. The program array of a region, however, should reflect the strengths and needs of that region. There is unnecessary duplication in the UW System, despite many people's best efforts. There should be a greater focus on niche and centers of excellence. To move forward in such a manner would allow the UW System to think more strategically and give the System a roadmap or master plan. Such planning would potentially allow for the Board to redirect how support is given to the UW System.

Upon completing his reflections, Regent Boyle was asked by Regents Smith and Burmaster to share his remarks the next day so that the full Board would benefit from them as the Committee had, which he agreed to do.

d. Renaming the School of Nursing, UW-Milwaukee

In response to a question from Regent Boyle, Provost John Wanat explained the rationale behind the School of Nursing's desired named change, emphasizing that more recognition is afforded to the word *College* (as opposed to School) by nursing faculty, students, and professionals both within Wisconsin and throughout the country.

I.1.d.: It was moved by Regent Burmaster, seconded by Regent Smith, 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 School of Nursing be changed to the College of Nursing.

The resolution PASSED unanimously.

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

It was moved by Regent Burmaster, seconded by Regent Smith, 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, Burmaster, Richlen, and Smith voting “yes,” and no regents voting “no.”

In closed session:

I.1.e. It was moved by Regent Burmaster, seconded by Regent Smith, that the extended leave of absence for Professor Christina Garza-Nelson be approved at UW-Whitewater.

The resolution PASSED unanimously.

Resolutions I.1.c.(2) and I.1.d. were referred as consent agenda items to the full session of the Board of Regents at its Friday, May 9, 2003 meeting.

Resolution I.1.e. was referred to the closed session of the Board of Regents following its Friday, May 9, 2003 meeting.

The meeting adjourned at 3:40 p.m.