

## MINUTES

EDUCATION COMMITTEE, BOARD OF REGENTS  
Reeve Memorial Union, University of Wisconsin-Oshkosh  
Oshkosh, Wisconsin  
October 9, 2003

Regent Olivieri convened the meeting of the Education Committee at 2:25 p.m. Regents Axtell, Burmaster, Davis, Mohs, Pruitt and Richlen were present. Regent Amato joined the meeting in progress.

1. Approval of the minutes of the September 4, 2003, meeting of the Education Committee.

It was moved by Regent Davis, seconded by Regent Richlen, that the minutes of the September 4, 2003, meeting of the Education Committee be approved.

The resolution PASSED unanimously.

2. Report of the Senior Vice President.

(1) Presentation by UW-Oshkosh: Student Learning in an Engaged Institution

The Education Committee heard from UW-Oshkosh Provost Keith Miller, who introduced the presentation entitled "Student Learning in an Engaged Institution." The presentation included a video, featuring several campus-community partnerships, including: the Center for New Learning, a flexible degree program for returning adult students already in the workforce; Human Services and Professional Leadership Development: The Milwaukee Experience, which provides Oshkosh students with an experience to work with the homeless and underprivileged in Milwaukee; the Living Healthy Program, in which nursing students help operate a clinic for the uninsured; the Wisconsin Family Business Forum, which provides support and resources to family businesses; and the Polio Project, an interdisciplinary research project in which students interview survivors and conduct research on the polio epidemic in Winnebago County between 1950 and 1960. All these examples eschew passive learning and the mere transmittal of knowledge, and invite students to contribute to their own development and to be more engaged in their educations both within and outside of the classroom.

The Committee also heard from two Oshkosh faculty members: Dr. Denise Clark on Community-Based Special Education; and Dr. Colleen McDermott on the E. Coli Beach Project. Dr. Clark informed the Committee that UW-Oshkosh prepares over 30 percent of the special education teachers in Wisconsin. She described the development of a course, beneficial to both pre-service teachers and community members, on integrating assistive technology for disabled students into instruction. The course has become crucial to the preparation of special education teachers and is the only course of its kind in the UW System. Dr. McDermott, from the Biology Department, told the Committee about an EPA-funded research project on beaches and toxins called the E.Coli Beach Project, in which she employed students in the collection of water samples at Wisconsin beaches. Students were involved in complex data analysis, which they then had to distill into comprehensive information for beach-goers, the media, health officials, etc. Students not only had to master data collection and analysis, but also had to put their communication skills into practice working with the public on a sensitive public health issue.

In commending these two projects and professors, Regent Olivieri referred to research demonstrating that the opportunity to work closely with a professor on a research project is one of the

most effective means of engaging students in their learning. The Committee agreed that each of the projects mentioned were remarkable examples of campus-community partnerships, providing reciprocal learning environments for students, community members, and even faculty members as well. The Committee recognized that providing such learning opportunities to students—i.e., making an engaged institution—takes enormous work and effort; the benefits, however, are overwhelmingly positive.

The Committee then engaged in a discussion of the shortage of special education teachers and of nurses. While UW-Oshkosh has been able to increase enrollments in both education and nursing, the shortage is predominantly a function of the inability to hire enough faculty in these two areas. The Committee heard several stories of failed faculty searches, of having no candidates even apply for some positions, such as the demand elsewhere, and such is the UW System's inability to compete. Merrit Knox, Dean of the UW-Oshkosh School of Nursing, explained that the UW System is at an extreme disadvantage because: 1) it pays well below national averages, not to mention below its peer institutions; 2) because of high teaching loads at the comprehensive institutions; and 3) even because of the weather.

## (2) Credit Transfer: Implications for Student Success

The Committee next delved into the topic of credit transfer between the UW System and the Wisconsin Technical College System (WTCS). The Committee had originally planned to pass one of two resolutions. It was decided, however, to defer any resolution until November, and take the time instead to go over the set of credit transfer initiatives developed jointly by the UW System and WTCS. The Committee was joined in its discussion by Regent Amato; by Deborah Mahaffey, Vice President for Instruction, Student Services and Economic Development at WTCS; and by Assistant Vice President Larry Rubin from UW System Administration, all of whom helped facilitate an understanding of the initiatives, the points of agreement, and a few lingering points where agreement has yet to be reached.

Senior Vice President Marrett informed the Committee that student success remains the paramount concern in moving forward on any of the initiatives. Access is crucial, she continued, but so also are retention and graduation of students. She reported that the goal for implementation is fall, 2004, and that she was putting together an Academic Advisory Council, composed of UW System faculty and administrators already working on transfer issues. The UW system of shared governance makes it critical that faculty are involved in the implementation of these initiatives.

Larry Rubin, Assistant Vice President for Academic and Student Services, noted that integrity of mission, quality and student success remain at the heart of the UW System's effort to enhance transfer opportunities for WTCS and other students. He then presented to the Committee the six initiatives:

### Part I: Transfer of Occupational/Technical Courses

This is a new policy that would enable UW institutions to transfer WTCS occupational/technical courses on a course-by-course basis. In the past, unless there was already an articulation agreement in place, courses were not accepted. These courses would be reviewed by UW faculty at each UW System institution, and would transfer if they are found to be comparable or equivalent to UW courses at the UW transfer institution.

### Part II: Across the Board Transfer of WTCS General Education Core Courses

WTCS is moving towards developing a set of General Education core courses, that students can select from to satisfy their 15-25 credit General Education requirement. Once the faculties at each UW System institution have had the opportunity to review and approve this set of core courses, WTCS students would be able to transfer 25 credits of these courses to meet General Education and/or other degree requirements at all UW institutions. The Committee had some discussion about expanding this number to 30 credits.

### Part III: Degree Completion Program Agreements

The 2000 UW System-WTCS transfer agreement called for the development of new degree-completion programs by which WTCS students could transfer up to 60 credits toward a specified program at one or more UW institutions. These are commonly referred to as “2+2” agreements. There are currently about 12 of these agreements approved or in development. This initiative seeks to help students learn about and better understand these opportunities. WTCS students selecting these “2+2” programs would receive a written program agreement specifying the courses that would transfer, how they would apply, and what additional courses and requirements would be needed for graduation. Assistant Vice President Larry Rubin referred to this part of the plan as “advising enhancement” to an already existing policy.

### Part IV: Credit Transfer Contract

WTCS students are already able to check and confirm how their courses might transfer and apply toward a UW degree by referencing the Transfer Information System (TIS), which is an online credit evaluation process. This initiative provides a TIS-printed report that would serve as a written credit transfer contract for students who successfully complete the courses. This system is already in place but students are not well informed of its existence and the advising service it can provide them. This, too then, is an effort to set up a mechanism that would help students plan better and plan early.

Larry Rubin characterized the last two initiatives as areas where consensus has not yet been reached by the two Systems on how best to proceed:

### Part V: Satisfaction of General Education Requirements for Students Graduating From College Parallel Liberal Arts Programs

This is a new policy that would enable students who graduate from a WTCS liberal arts—or college parallel—program at MATC-Madison, MATC-Milwaukee, or Nicolet, to transfer up to 72 credits and have their university-wide general education requirements satisfied at any UW institution. Currently, students may transfer up to 72 credits, but usually have to take additional courses to meet specific university-wide general education requirements at most UW institutions. This is an accommodation that is currently made for UW students who complete the associate degree. Deb Mahaffey reported that WTCS is currently revising their liberal arts associate degree to make it comparable to the associate degree in the UW System. While the goal for implementation of this initiative is also fall, 2004, the UW System needs to take the time to review the modifications made by WTCS to ensure comparability. Both the UW System and the WTCS recognize the need to involve appropriate UW faculty representatives in the implementation of this initiative.

### Part VI: Expanding Access to Liberal Arts Programs

This initiative calls for the appointment of a joint UW-WTCS Board committee to examine options and develop a plan to provide students with expanded access to liberal arts programs. Both

Systems recognize the need to offer means of expanding liberal arts opportunities to students who cannot attend or gain admission to the UW Colleges. System Administration, however, is concerned that by adding additional technical colleges to offer Liberal Arts degrees, the enrollment of the UW Colleges may be negatively impacted. The UW System also believes that there are other ways to expand liberal arts programming through more collaborative efforts, one such effort being the UW Colleges' online Liberal Arts Associate Degree. The joint Ad Hoc committee would need to recognize this wider focus and charge. Regent Olivieri asked Regent Amato whether this broader agenda would be acceptable to WTCS, and Regent Amato affirmed that it would be. Regent Amato then showed the Committee two graphs that depicted the extent to which Wisconsin is behind, nationally and regionally, in the production of baccalaureate degree-holders, and in the amount of transfers that it allows. Senior Vice President Marrett informed the Committee that in December, Associate Vice President Frank Goldberg would make a presentation on baccalaureate degrees at all Wisconsin institutions of higher education, public and private.

Regent Olivieri expressed his belief that the two Systems are more in agreement with each other than not. The Education Committee proposed a plan for proceeding next month that would ensure more complete understanding of the initiatives, and Regent Olivieri indicated his intention to request permission from Regent President Marcovich to engage in a full-Board discussion prior to next month's Education Committee meeting, enabling the Committee to take action afterward.

### 3. Revised Mission Statement, UW-Extension: Initial Reading.

Chancellor Reilly presented to the Committee a revised mission statement for UW-Extension. Extension went through a lengthy process of seeking input and approval from a variety of internal and external constituent and governance groups. The result is an entirely revised mission statement that is significantly shorter and more concise than the previous one. In addition, the revised mission more strongly emphasizes the extent to which Extension represents the public service mission of the entire System. The statement re-stakes its claim to the Wisconsin Idea, updating the Idea in a manner that reflects Extension's more contemporary vision of university-community engagement as a reciprocal relationship making mutually-beneficial connections between the institution and the people it serves. The Committee commended Chancellor Reilly on the impressive process undertaken statewide with its stakeholders, as well as the results of the mission revision. Regent Olivieri noted that the Efficiency Committee for the Regent Rethinking Exercise will be looking at institutional missions as part of their agenda.

This was a first reading only; after conducting a public hearing—which Extension plans to do statewide through compressed video—they will bring it back to the Board for a second reading and approval.

### 4. Program Authorizations – Second Reading.

#### M.S. in Physician Assistant Studies, UW-La Crosse

The M.S. program in Physician Assistant Studies from UW-La Crosse came before the Committee for a second reading. Between the September and the October meetings, the Committee had asked that a couple of issues be addressed. Regent Olivieri commended UW-La Crosse for its helpfulness in providing the additional information requested. The Committee agreed that the M.S. program in Physician Assistant Studies is an impressive program and will meet a compelling state need in the health care arena.

I.1.d.: It was moved by Regent Davis, seconded by Regent Axtell, that, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Board of Regents approves the M.S. in Physician Assistant Studies, UW-La Crosse.

The resolution PASSED unanimously.

5. Revised Faculty Personnel Rules, UW-Stevens Point.

The Committee considered a change to the Faculty Personnel Rules at UW-Stevens Point. As required by Wisconsin Administrative Code, the Board of Regents must approve such changes for faculty. The rule change concerns the manner in which the renewal of probationary faculty appointments are conducted, and it was reviewed and endorsed by UW System General Counsel and the Office of Academic Affairs. In response to a question by Regent Olivieri, Nancy Bayne, Interim Provost at UW-Stevens Point, characterized the rule change as bringing Stevens Point into conformance—per the request of the UW System General Counsel—with Wisconsin Open Meeting Law.

I.1.e.: It was moved by Regent Davis, seconded by Regent Richlen, that, upon recommendation of the Chancellor of the University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Board of Regents approves the amendment to the Faculty Personnel Rules, UW-Stevens Point.

The resolution PASSED unanimously.

Resolutions I.1.d. and I.1.e. were referred as consent agenda items to the full session of the Board of Regents at its Friday, October 10, 2003 meeting.

The meeting adjourned at 4:30 p.m.