

MINUTES

EDUCATION COMMITTEE, BOARD OF REGENTS

The Friedrich Center

Madison, Wisconsin

March 4, 2004

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

1. Approval of the minutes of the February 5, 2004, meeting of the Education Committee.

It was moved by Regent Davis, seconded by Regent Mohs, that the minutes of the February 5, 2004, meeting of the Education Committee be approved.

The resolution PASSED unanimously.

2. Discussion: All-Regent Sessions

a. *Virtually There: Transforming Higher Education through Technology*

As follow-up to the full-Board presentation on technology, the Education Committee engaged in further discussion on the topic. Regent Axtell asked where Learning Innovations fit into the UW System's technology infrastructure. An e-learning support organization operated collaboratively by the UW System and UW-Extension, Learning Innovations or LI develops and supports online degree and certificate programs for UW System institutions. In response, Barbara Emil, Dean of UW-Extension Outreach and E-Learning and Director of Learning Innovations, gave a brief update, including information on LI's increasing financial independence and development of a variety of online programs with the institutions. Regent Axtell also asked that the Education Committee receive a tutorial on Learning Innovations, especially for the benefit of the new Regents on the Committee, in order to gain an even fuller understanding of the UW System's technology activity.

b. Regent Study Group Progress

The Committee received from each of its members a general account of the progress being made by each of the Regent Study Groups for the Charting a New Course planning process. In response to a question from Regent Richlen, Associate Vice President Ron Singer provided the Committee with information on the process being developed for moving forward with each study group's recommendations. With the input of the Regent study group chairs, an internal committee composed of the System Administration people who staff the study groups will consolidate each group's recommendations. Budget recommendations will be discussed at the April meeting, and a draft report will be presented to the Board in May. In June, the Board will receive and approve a final report. As part of the process, each of the Board's standing committees—i.e., Education, Business and Finance, and Physical Planning and Funding—will also need to review and possibly approve the items that fall within their oversight.

3. Report of the Senior Vice President

a. General Education Revisited

Senior Vice President Marrett gave the Committee a concise history of General Education, noting that it was a distinctly American innovation, and not imported from Europe as were so many other features of American higher education. General Education throughout the UW System is dynamic and is defined and practiced differently at each UW System institution. The Board's role in determining the course of General Education has been in part advisory; in 1997 it recommended (but did not require) a set of "Essential Outcomes for the Baccalaureate Degree." Senior Vice President Marrett listed some of these outcomes, noting that many of these intersect nicely with the outcomes heard last November as part of the systemwide initiative on the *Currency of the Liberal Arts*. But the Board also has a supervisory role: each of the institutions must report to the Board on a 10-year cycle their philosophy, goals, outcomes, and means of assessing their General Education programs. The 10-year cycle was arrived at to coincide with the scheduling for institutional accreditation reviews. As institutions undergo and complete their reaccreditations, the Education Committee will hear institutional reports on General Education.

b. NCA Accreditation Report and Institutional Report on General Education, UW-Parkside

In fulfillment of the requirement to report to the Education Committee, UW-Parkside presented the results of the institution's recent NCA accreditation and institutional report on general education. UW-Parkside Chancellor John Keating shared with the Committee the news that Parkside had received an unconditional re-accreditation for the next ten years. The NCA review team had no reservations, identified no problem areas, and, in fact, commended the institution on redressing every concern that had been raised at the last accreditation in 1993. UW-Parkside was commended on: its revised mission and the extent to which it was infused across the campus; on stabilizing and growing enrollment; on its new model of institution-wide responsibility for teacher education; on its exemplary commitment to diversity; and its coping skills during a time of extreme budgetary challenge. Finally, the NCA team commended Chancellor Keating for his visionary leadership and the trust and confidence he inspired in his faculty, staff and students. The Education Committee was duly impressed, and Regents Davis and Burmaster, as Regents assigned to UW-Parkside, noted how much the findings of the NCA report coincided with their own impressions formed from visits to the campus.

Taking advantage of the opportunity for reflection and planning provided by the NCA accreditation process, UW-Parkside has embarked on a further reconsideration of how it provides General Education to its students. Provost Rebecca Martin shared with the Committee some of the activity now underway. In an effort to think more intentionally about outcomes for student learning, assessment, and student success in general, Parkside's General Education Committee is rethinking its distribution requirements, the structure of its majors and capstone experiences, and many other aspects of general education. Parkside's involvement in several national initiatives to improve student learning and civic engagement—including the Foundations of Excellence First-Year Experience Program and the American Democracy Project—are contributing to this reconsideration of General Education. The Committee expressed again how deeply it was impressed by Parkside's commitment to providing students with the best possible learning environment. .

4. UW-Milwaukee Carnegie Corporation Initiative on *Teachers for a New Era*

The Education Committee was informed of a grant awarded to the University of Wisconsin-Milwaukee by the Carnegie Corporation in New York to fund an initiative entitled *Teachers for a New Era*. In introducing the grant, Senior Vice President Cora Marrett reminded the Committee of Regent Randall's remarks to the full Board in February. Regent Randall articulated the correlation between how people of color fare in the city of Milwaukee and the state's economy, citing the high drop-out rate of 40 percent in the Milwaukee Public Schools. He noted the high percentage of the prison population without high school diplomas, 40 percent of whom return to Milwaukee when they are released from prison. Senior Vice President Marrett recalled for the Committee the connection made by Regent Randall between the fundamental social issue of the failure of Milwaukee's population of color to get an education, and the state's economic development. The city of Milwaukee—the state's largest city—would never thrive, emphasized Regent Randall, if the state did not address this failure. Regent Randall concluded that teacher education was one critical venue for responding to the situation that fit squarely into the UW System's mission and area of responsibility.

Senior Vice President then announced that UW-Milwaukee had been awarded \$5 million dollars from the Carnegie Corporation, to fund a program that would seek to address precisely the set of problems described by Regent Randall. As a condition of the grant, UW-Milwaukee will match the \$5 million dollar with an additional \$5 million. As Provost John Wanat informed the Committee, the grant is part of Carnegie's plan and commitment of resources to redesign teacher education as an institution-wide responsibility, broadly conceived and carried out across college, departmental and disciplinary boundaries, and not just within schools of education. Provost Wanat emphasized that the grant proposal focused on assessment and evidence-based teaching and learning, and on clinical competence for teachers. UW-Milwaukee's work with the Milwaukee Partnership Academy and ongoing involvement in the Milwaukee Public Schools helped the institution secure the grant.

Provost Wanat explained that while Board approval for such a grant is unusual, it is a requirement by Carnegie in order for the money to be disbursed. Given that with Board approval comes Board commitment for the required match, Regent Davis asked whether the match was in place. Provost Wanat assured the Committee that it was.

Regent Burmaster reminded the Committee of the power of such partnerships across educational sectors. She also pointed out the excellent company in which UW-Milwaukee finds itself in receiving this grant: Stanford, Michigan State, and the University of Virginia were some of the other six schools designated as grant recipients.

5. Authorization to Recruit, Dean of Letters and Science, UW-Madison

The Education Committee's last item of business was an authorization to recruit for a new Dean of Letters and Science at UW-Madison, to replace Dean Phillip Certain who is retiring after many years. Regent Burmaster reminded the Committee that Regent approval is required when the proposed salary range exceeds 75 percent of the President's current salary. UW-Madison Provost Peter Spear informed the Committee that a national search was getting underway, that there was no pre-determined replacement lined up, and that Madison expected an outstanding pool of candidates for what is an attractive opportunity to lead one of the nation's largest and premier colleges of letters and science.

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, March 5, 2004 meeting.

The meeting adjourned at 3:35 p.m.