

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

UW-Madison

Held in 1820 Van Hise Hall

Thursday, May 6, 2004

11:15 a.m.

- President Marcovich presiding -

PRESENT: Regents Amato, Axtell, Connolly-Keesler, Gottschalk, Gracz, Marcovich, Olivieri, Pruitt, Randall, Rosenzweig, Salas and Walsh

ABSENT: Regents Bradley, Burmaster, Davis, Mohs and Richlen

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**REVISIONS TO UW SYSTEM UNDERGRADUATE TRANSFER
POLICY AND UWS-WTCS JOINT INITIATIVES UPDATE**

In opening remarks, Senior Vice President Cora Marrett noted that, over the past year, the UW and WTC systems have taken multiple actions to facilitate credit transfer. At the November and December 2003 meetings, the Board of Regents endorsed a set of transfer initiatives, and both systems have been working since then to begin the implementation process.

Noting that Vice President Deb Mahaffey, of the WTC System, called those transfer initiatives part of a series of “landmark developments,” Dr. Marrett indicated that the relationship between the two systems has been ongoing and includes other key components, such as the PK-16 Leadership Council. Other mechanisms to facilitate transfer include the Joint Administrative Committee on Academic Programs and the Transfer Information System.

In April 2000, the UW and WTC boards met for an historic convening of the two boards together, and individual UW institutions have worked diligently over the years to develop successful articulation agreements with various Technical Colleges. All this work, she observed, is guided by the goal of promoting student success – a goal that has been evident also in the deliberations of the Academic Advisory Group on Credit Transfer.

This group was convened following approval of the transfer initiatives last fall. It met three times to carry out the tasks with which it was charged, including: 1) Identifying the steps necessary to implement the initiatives; 2) ensuring the fidelity and consistency of the transfer initiatives to the separate missions of the two systems; 3) communicating carefully with faculty and staff at the institutions who will be impacted by and involved in implementation; and 4) most importantly, ensuring that enhanced student success drives the implementation plan and procedures.

Input was sought from relevant institutional constituents, including faculty governance groups, and incorporated into the plan that was developed and the proposed revisions to the transfer policy. Consensus was reached on the implementation plan, although some members continued to have concerns about comparability of WTCS and UW courses in light of the different missions and focus of the two systems.

In conclusion, Dr. Marrett thanked the members of the group and in particular the chairs – Provost Dick Telfer, of UW-Whitewater, and Associate Vice Chancellor Ruth Williams, of UW-Milwaukee – for doing excellent work with efficiency and diplomacy in a short amount of time.

She then introduced Deb Mahaffey, Vice President of the WTC System, and Larry Rubin, UW Associate Vice President, to discuss implementation of the transfer initiatives.

Part I: Transfer of Occupational/Technical Courses

Under this initiative, Mr. Rubin explained, UW institutions could transfer occupational and technical courses from the Technical Colleges on a course-by-course basis. Noting that, until now, such courses could only transfer if they were contained within a program-to-program articulation agreement, he observed that this fundamental change will open up many additional opportunities for credit transfer between the two systems.

After amendment of the board’s transfer policy to effect this change, institutions would be asked to review articulation agreements to identify such courses and their transferability would then be listed on the Transfer Information System. Ms. Mahaffey

added that other courses also would be reviewed for transfer on a course-by-course basis. In addition, common core courses in some areas, such as manufacturing, would be made available throughout the technical college system, and these would be reviewed for transferability to specific UW programs.

Mr. Rubin indicated that the effective date for this initiative would be fall 2004, although institutions could also use an earlier effective date for students who have already taken the courses to be transferred.

Part II: Transfer of General Education Core Courses

Mr. Rubin indicated that this initiative provides for transferring up to 30 general education core credits, including math and science. Until now, up to 15 such credits would transfer, plus an additional two courses in math and/or science.

Ms. Mahaffey explained that a common curriculum already exists in a group of core general education courses, in such areas as communications, political science, and social science. These core courses are being updated and reviewed for rigor at the baccalaureate level. They also will be posted to a website for review by UW faculty. The second phase will follow the same procedure for development of a common curriculum and review of a second set of general education courses that currently are transferring to six or more UW campuses, with the hope of having them transferable to all campuses. Phase three will continue to expand this option for students.

Mr. Rubin added that transferability of these core courses ultimately would be made available to the public through the Transfer Information System.

In response to a question by Regent Olivieri, Mr. Rubin indicated that the first phase of review should be completed by the end of the month. If it were found that there were courses not transferring widely, that would provide the opportunity for UW and WTC faculty to discuss the matter so that modifications in the courses might be made.

Replying to a question by Regent Gracz, Mr. Rubin said that the effective date for transferring these courses is fall of 2004 and that qualifying courses taken prior to that time could also transfer.

Regent Salas expressed concern that children of undocumented workers, who are treated as resident students in the Technical Colleges, would be treated as non-residents by the UW and would be disadvantaged in the transfer process.

Ms. Mahaffey explained that the Technical Colleges requirements for residency are somewhat less stringent than the UW's requirements.

At the request of Regent Salas, Regent President Marcovich indicated that the matter would be put on the agenda for a future meeting.

Regent President Marcovich asked if the courses would be consistent with the mission of the Technical Colleges, to which Ms. Mahaffey replied in the affirmative, indicated that they are currently offered in associate degree programs.

Part III: Degree Completion Agreements

Ms. Mahaffey explained that the intent of this initiative is to write these agreements in such a way that it would be clear to the WTCS graduate how their courses apply to achieving a four-year degree and what courses remain to be taken. The template was expected to be completed by fall.

Part IV: Credit Transfer Contract

Mr. Rubin indicated that the purpose of this initiative is to provide students with a guarantee that courses will transfer as indicated on the Transfer Information System. The TIS, he explained, conveniently provides listings of agreements by program area and by campus. The timeline for this initiative to be under way is fall of 2004.

Noting that it is an excellent advising tool for students, Ms. Mahaffey observed that the UW System deserves credit for hosting and managing the TIS, making many improvements over the years.

In response to a question by Regent Olivier, Ms. Mahaffey indicated that the TIS receives about 200,000 hits a year. Mr. Rubin added that there are continued efforts to publicize the availability of this resource in order to expand its use even further. Student focus groups have been used to make the system more user-friendly.

Part V: Liberal Arts Associate Degree

Mr. Rubin noted that the Liberal Arts Associate Degree is offered at only three of the Technical Colleges: Milwaukee Area Technical College, Madison Area Technical College, and Nicolet Technical College. Existing policy is to accept up to 72 of those credits for transfer to UW programs. This initiative provides the additional accommodation that the Liberal Arts Associate Degree automatically would satisfy the university-wide general education breadth requirements at UW institutions.

Ms. Mahaffey explained that the Technical Colleges are reviewing the Liberal Arts program requirements for alignment with the UW Colleges' program. Students who want to transfer will be informed of how to take a liberal arts curriculum that will fulfill UW general education breadth requirement upon graduation. Currently, she noted, most students in the Liberal Arts program find it advantageous to transfer before obtaining their associate degrees. This initiative would provide an advantage to completion of that degree. The intent is to allow students to make choices that are best for them.

Mr. Rubin added that, when review for alignment is completed, the curriculum would be shared with UW faculties for their review. When determined comparable to the UW associate degree, the initiative would go into effect.

Regent Salas inquired about the provision in the proposed policy that the WTCS associate degree may not necessarily satisfy ethnic studies/cultural diversity requirements.

In response, Ms. Mahaffey indicated that the WTCS was reviewing the matter of including such courses in the Liberal Arts program.

Regent Olivieri suggested that, if an ethnic studies requirement were added to the Liberal Arts program, that the policy be returned to the board for elimination of that exception of the general rule of transferability.

Referring to paragraph 2.b. of the proposed policy revisions, Regent Olivieri indicated that he would ask to have the section eliminated if it provides for treating Liberal Arts associate degrees from the Technical Colleges differently than associate degrees from the UW Colleges. The provision states that college or school general education breadth requirements may not necessarily be satisfied by the WTCS associate degree.

In response to a question by Regent Rosenzweig as to the justification for that section, Mr. Rubin replied that the intention was first to have the Liberal Arts program associate degree from the WTCS satisfy university-wide general education breadth requirements, which constitute a majority of such requirements. After the success of this measure had been demonstrated, the next step could be taken of having college and school general education breadth requirements satisfied as well. It was felt that a two-step approach would be better accepted by faculties. Currently, the UW Colleges associate degree satisfies all general education breadth requirements.

Regent Olivieri was troubled that the difference in treatment of the UW and WTCS associate degrees was not made clear and was not satisfied that section b. would be in the best interest of students.

In response to a question by Regent Amato about the impact of deleting paragraph b., Mr. Rubin commented that satisfying university-wide general education requirements is a great step forward that will be of significant benefit to students. He felt that faculty would be more comfortable if having the degree satisfy school and college requirements could be accomplished as a second step.

Ms. Mahaffey noted that it would not be in the interest of students to exempt them from a requirement that might determine their success in future courses and that it is of primary importance for students to understand the policy and its intent.

Regent Gracz pointed out that the purpose of the plan is to create a seamless transition from the Technical Colleges to the UW campuses. In that regard, he saw no need for paragraph b.

Regent President Marcovich noted that faculty review had been incorporated into the transfer plan and that it is the function of faculty to determine what is necessary to satisfy requirements for a baccalaureate degree. He did not think it wise to eliminate the requirement for faculty review.

Mr. Rubin added that the proposed policy would not prohibit institutions from granting satisfaction of school or college requirements.

Regent Olivieri remarked that he had not heard anyone question the quality of the course credits from the Technical Colleges. On the contrary, they would be transferred, but not allowed to satisfy general education requirements beyond those that are university-wide, even though they are satisfied by transfer of UW College courses.

Regent President Marcovich cautioned that it was never the board's intention to equate the Technical Colleges and the UW Colleges. He felt it would be premature to eliminate paragraph b. without further understanding of the implications of doing so.

Regent Amato agreed that the intention is not to make the three Technical Colleges into institutions like the UW Colleges and that it is necessary to preserve their dual role. On the other hand, he noted the great amount of time and effort that had been put into dealing with transfer issues that were now close to being resolved. He suggested deferring action until the next day's meeting in order to identify the implications of eliminating paragraph b.

It was moved by Regent Amato and seconded by Regent Olivieri and Regent Rosenzweig that the matter be deferred until the next day's meeting. The motion was adopted on a voice vote, with no opposition expressed.

Part IV: Expansion of Baccalaureate Degree Holders in Wisconsin

Regent Pruitt, Co-Chair of the UW/WTCS Committee on Baccalaureate Degree Expansion, noted that the group is diverse. He acknowledged Regent Connolly-Keesler and Regent Axtell who also are serving on the committee and recognized staff of both systems for their excellent work in moving the process forward.

The committee, Regent Pruitt noted, was created pursuant to the sixth point of the plan passed by the board, as a broad-based group to explore additional options for expanding the number of baccalaureate degree holders in Wisconsin in collaborative and cost-effective ways. While Wisconsin does well compared to neighboring states in providing access for traditional students, it does considerable less well in serving minority, low-income and nontraditional students. Long-term success will be heavily dependent on the state's economic growth and the ability to retain students once they graduate.

In the months ahead, the committee planned to look at current and future state labor force needs, current student demographics and where opportunities for employment exist. Second, the committee wanted to identify a reasonable goal for expansion of the number of baccalaureate degree holders. Third, the committee planned to review models from other states to find best practices that might be brought to Wisconsin, especially models that could be used to expand access to low-income students, students of color and nontraditional students. Finally, the committee planned to work with private colleges on how they might contribute to expanding access in the state. There is to be a presentation by the Wisconsin Association of Independent Colleges and Universities at the next meeting.

The goal is for the committee to complete its work in October and report back to the Board of Regents by the end of the year.

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LETTER OF APPRECIATION FROM THE RECTOR OF KUBAN STATE UNIVERSITY TO THE BOARD OF REGENTS FOR PARTNERSHIP WITH UW –EXTENSION

Chancellor Reilly introduced Professor Youri Filippov to present a letter of commendation and friendship from the rector of Kuban State University in Krasnovar, Russia. The Chancellor noted that UW-Extension has a productive partnership with colleagues at Kuban State focused on community economic development. Professor Filippov serves as the head of the Department of Public and Municipal Management and has taught in fields relating to economics, global economic development and community development for over 30 years. He first came to Wisconsin in 1995 and began to study the UW-Extension system. He went on to engage his colleagues at Kuban State in a mission to develop an extension outreach program focused on community development through civic engagement. A continuing partnership between UW-Extension and Kuban State emerged out of this effort. Today, Professor Filippov is recognized in Russia as a leading author on community development.

Professor Filippov read a letter from V.Z. Babeshko, Rector of Kuban State University, which expressed great appreciation, on behalf of the faculty, of the “contribution made by our partners at the University of Wisconsin-Extension to enhance our efforts to engage in community development in Russia.” He said that the interaction between faculty and administrators of the two institutions gave Kuban State the opportunity to learn about the Wisconsin Idea and its benefit to local communities in Wisconsin. These ongoing interactions, he continued, culminated in signing an inter-institutional agreement in 2003 that is aimed at encouraging direct contact and cooperation between faculty, departments, and other units of the two institutions to promote local community development. It was hoped that this cooperation would help the universities to upgrade outreach education to help citizens become more involved in growing local economies and participating in self-governance. In conclusion, he expressed respect for the role of the Board of Regents in development of the University of Wisconsin System and asked for the board’s support of this cooperative work.

Professor Filippov presented the letter to Regent President Marcovich, along with a flag of the Russian Federation and the flag of Kuban.

Regent President Marcovich expressed the appreciation of the board and the entire UW System for the letter and the efforts of Kuban State University. He stated the hope that the relationship would continue for many years to come

The discussion concluded and the meeting was adjourned at 1:10 p.m.

Judith A. Temby, Secretary

