

MINUTES

EDUCATION COMMITTEE, BOARD OF REGENTS

University of Wisconsin-Madison

Madison, Wisconsin

November 10, 2005

The meeting of the Education Committee, to which all Regents were invited, convened at 11:42 a.m. Regents Axtell, Bradley, Burmaster, Connolly-Keesler, Crain, Davis, Gracz, Loftus, McPike, Pruitt, Rosenzweig, Salas, Semenas, Smith, Spector and Walsh were present.

A. Wisconsin Quality Educator Initiative

In her capacity of State Superintendent of Public Instruction, Regent Burmaster introduced the presentation on the Wisconsin Quality Educator Initiative. She explained that the Wisconsin Quality Educator Initiative was developed in response to both the federal “No Child Left Behind” Act and decades of research showing that what matters most in the classroom is what teachers know and are able to do. Known as PI 34, and a part of the Department of Public Instruction’s New Wisconsin Promise, the Wisconsin Quality Educator Initiative is focused on improving access and quality, and closing the achievement gap between white students and students of color. Educator preparation, Regent Burmaster noted, is the Initiative’s highest priority area. Because DPI has statutory responsibility for ensuring the quality of teacher preparation at all Wisconsin schools of education, every UW education program has been reviewed and continues to be monitored by DPI. PI 34 is the formal process under which education programs are approved and teacher licensure is granted. It is an outcomes-based process which requires a demonstration of what a teacher knows and can do. To that end, teachers are followed and evaluated beyond graduation from college, and beyond their initial licensure. PI 34 requires the involvement of UW faculty members in developing new teachers, and in serving on professional development review teams.

Regent Burmaster recognized the high degree of collaboration and shared responsibility among DPI, UW institutions and K-12 schools, and the promising results of that collaboration: the number of emergency licenses needed for teachers in Wisconsin has been reduced; and more teachers are being prepared in high need areas than ever before. She cited work that still needs to be done, especially in the areas of recruitment and retention of teachers from under-represented groups. She concluded by remarking that school districts are generally the largest employers in every Wisconsin region and county, and that Wisconsin’s public schools serve as the feeder system to the economic engine that drives Wisconsin’s future.

Regent Burmaster then introduced Deb Mahaffey, Assistant Superintendent of Public Instruction, who recounted the reasons and the process for changing teacher preparation and licensure, mentioning as well the Board of Regents’ endorsement of PI 34 in 2001. Ms. Mahaffey introduced in turn Kathryn Lind, Director, and Laurie Derse, Assistant Director, of Teacher Education, Professional Development and Licensing, at DPI. She then elaborated further on the principles and requirements of PI 34, citing in particular that teacher preparation is no longer just a school of education responsibility but a university-wide responsibility. She mentioned another critical component to PI 34: it is performance based, so that effective teacher preparation is accountable through outputs and outcomes, not inputs. She explained the three licensing stages—initial educator, professional educator, and master educator—through which teachers must advance throughout their careers, all of which require continued support, mentoring, and professional development of practicing teachers from all educational sectors. The reforms put in place by PI 34 allow for alternative approaches to reaching licensure. They also speak to how essential collaboration is across sectors in order to retain teachers,

observing that most teachers who leave the profession leave in the first five years. She reiterated that quality teachers are integral to a quality workforce.

In introducing panelists from several UW System education schools, Senior Vice President Cora Marrett recognized the distinguished history of teacher education in Wisconsin, beginning, in 1866, with the Platteville State Normal School, followed by Oshkosh in 1871 and others. She remarked that PI 34, with its emphasis on reducing the achievement gap, reflects developments in society at large. Teacher education must remain germane and current to the times, and does so thanks to the efforts of UW institutions and the System, in particular Provosts, Deans, and several key System Administration staff.

Julie Underwood, the new Dean of the School of Education at UW-Madison, next addressed the Board, highlighting several features of the Education School of which the School is proud, including professional development programs, mentor-training program, and the e-portfolio project. She introduced Steve Head, Director of the Educational Placement and Career Services Office at the UW-Madison School of Education, to describe the e-portfolio project to the Board. Mr. Head demonstrated for the Board the e-portfolio project, first piloted in 1999 and currently used by a total of 1800 students as an integral part of their teacher preparation program at Madison. He reviewed with the Board a sample e-portfolio, explaining the “artifacts” included by the student to demonstrate her learning, her adherence to the standards, and her evaluation of herself and the learning of the students she taught. The Board was informed that PI 34 requires a portfolio from all graduating teachers, although not all of them are electronic. The UW-Madison model is nationally recognized and followed.

The Board then heard from Connie Foster, the Dean of the College of Education and Professional Studies, and Terry Brown, Interim Dean of the College of Arts and Sciences, at UW-River Falls. Together they described the innovative structures developed for collaboration and shared teaching at River Falls, which, although implemented in order to meet the PI 34 requirement that teacher education is an all-university responsibility, have been enthusiastically embraced campus-wide. Through a series of federal and UW System PK-16 grants, River Falls faculty members have been able to send teams to work with schools in remote rural areas. In addition, the campus has put in place mentoring programs and regional workshops for practicing teachers. Regent Burmaster emphasized that one important way to build support for the UW System was to get university personnel out into the schools, communities and far regions of the state, just as UW-River Falls was doing, and she commended the institution for its efforts.

Wanda Blanchett, Associate Dean for Academic Affairs and Associate Professor of Exceptional Education in the School of Education at UW-Milwaukee, next presented to the Board UW-Milwaukee’s efforts to recruit, retain, and graduate students of color into teacher education. She described the School’s work to create a climate that reflects diversity, including a critical mass of faculty, staff, and students at all levels. She mentioned several diversity recruitment and retention efforts, including targeted scholarships, academic support and financial assistance, particularly for students who demonstrate their commitment to teach in the Milwaukee Public School System. She also described a curriculum designed to reflect and support diversity and equity in ways that are evident to every student who applies to the School.

In response to a question from Regent Davis, Dean Blanchett replied that the Education School model for diversity was replicated in four other UW-Milwaukee schools, including the Peck School of the Arts, the College of Letters and Science, the School of Information Studies, and the Helen Bader School of Social Welfare. In response to several questions from Regent Bradley, Kathryn Lind from

DPI explained that new teachers would be able to be matched with a higher education professional through their local school district in order to follow through on the additional professional development experiences required for continued licensure. This component of Wisconsin's program is unique in the country, and Regent Burmaster added that it was the envy of other states.

Regent Spector commended the work being done across educational sectors. He recalled his and Regent Crain's experience serving on the Governor's Task Force on Educational Excellence and characterized PI 34 as providing real potential for rewarding the best teachers with differentiated salaries. Regent Crain also commended the work being done by DPI and the institutions. Noting that about 60 percent of all teachers in Wisconsin are educated at UW schools of education, she asked how the privates were responding to PI 34. Regent Burmaster explained that the privates have been able to offer alternative licensing more readily and that the Regents may want to pay attention to this since demand remains for alternative licensing programs in the areas of math, science, special education and English as a second language.

The Education Committee meeting with all Regents invited recessed at 1:43 p.m.

B. Regular Business Meeting of the Education Committee

Regent Burmaster reconvened the meeting of the Education Committee at 1:50 p.m. Regents Burmaster, Axtell, Davis, McPike, Semenas, and Spector were present.

1. Approval of the minutes of the October 6, 2005, meeting of the Education Committee.

I.1.a.: It was moved by Regent Axtell, seconded by Regent Semenas, that the minutes of the October 6, 2005, meeting of the Education Committee be approved.

The resolution PASSED unanimously.

2. Rename the University of Wisconsin-La Crosse College of Science and Allied Health

UW-La Crosse Provost Elizabeth Hitch briefly addressed Committee members to assure them that there was widespread campus support for the name change of the College of Science and Allied Health to the College of Science and Health.

I.1.b.: It was moved by Regent Axtell, seconded by Regent Semenas, that, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the name of the University of Wisconsin-La Crosse College of Science and Allied Health be changed to the College of Science and Health.

The resolution PASSED unanimously.

3. Follow-up Discussion: All-Regent Session on Wisconsin Quality Educator Initiative

The Committee engaged in follow-up discussion of the Wisconsin Quality Educator Initiative, also known as PI 34. Regent Burmaster suggested that the Committee frame its discussion by focusing on what its own goals would be for sustained attention to the topic of teacher preparation over the course of the academic year, in particular with reference to what the Board might be able to do to help move this important reform work forward. She referred to the overview of campus

responses to PI 34 in the Regent materials, observing that they revealed—institution by institution—the commitment to the Initiative throughout the UW System.

The variation in the campus responses to PI 34 led to several questions by Regent McPike. In response, Regent Burmaster explained that while individual campuses might develop a variety of different programs to implement PI 34, the standards for teacher education were applied consistently throughout Wisconsin. The Department of Public Instruction's role was to approve teacher education programs according to the standards, and to make sure that they followed the framework of accountability embedded in PI 34. She continued that, while the requirements of PI 34 had to be met by each UW school of education, the schools might choose to do so in different ways. Professor Ken Zeichner, from the UW-Madison School of Education, elaborated further that PI 34 required more connections between theory and practice, allowed for a more meaningful framework of accountability, and resulted in more follow-up of practicing teachers.

Regent Davis asked whether and how the best practices described by the campus presenters heard from earlier in the day were replicated throughout the System? Senior Vice President Marrett responded that there were several fora for such sharing, including meetings of the Education and the Letters and Science Deans. She further responded that the question was really one of accountability and noted the varying levels of responsibility shared by the institutions, DPI, and UW System Administration. The institutions document their accountability well and in multiple ways, as seen by the Committee from their Regent materials and the presentations heard earlier. UW System Administration's accountability, observed Dr. Marrett, was more difficult to document but her office was wrestling precisely with such questions through its annual preparation of the *Achieving Excellence* Report.

Dr. Francine Tompkins, Director of UW System PK-16 Initiatives, elaborated on the kinds of accountability built in to the design of PI 34, and noted that it would be possible to make these built-in measures more explicit to the Regents, if they were interested. Committee members emphatically agreed that they would like to see some kind of rubric or matrix that determines the essential components that go into aligning practice with the quality standards in existence. They expressed their interest in seeing the outcomes articulated and knowing that the work going on at the institutions and in public schools fulfilled those outcomes. The Committee will work with Senior Vice President Marrett's office and the institutions on developing further alignment among 1) Wisconsin standards for teachers; 2) what the research tells about best practices to meet these standards; and 3) the evaluation of practices to determine whether the standards are being met, how, and by whom.

Regent Burmaster thanked each of the presenters heard from earlier in the day. The Committee expressed its appreciation for the creative and thoughtful ways in which UW institutions are responding to requirements like that of all-university responsibility for teacher education, the use of portfolios, and the prioritization of diversity. The Committee expressed its intention to return to the topic of teacher preparation again, allowing for a more sustained focus on the topic, in particular those priority areas requiring additional attention, such as access, retention, and educator workforce needs.

4. Report of the Senior Vice President for Academic Affairs
 - a. Presentation on University of Wisconsin System Initiatives to Address Alcohol and Other Drug Abuse

Senior Vice President Marrett introduced UW-Stevens Point Chancellor Linda Bunnell, who chaired the UW System AODA Committee, as the first speaker in the presentation on UW System initiatives to address alcohol and other drug abuse (AODA). Chancellor Bunnell prefaced her remarks by commenting that, as someone relatively new to the System, she has been impressed with the Board's willingness to take up this difficult topic. Many Boards, she reported, would sweep the topic and the data under the rug. She described for the Committee the most recent UW System AODA Symposium, held in October and which convened representatives from UW institutions, the Wisconsin Technical College System, law enforcement, and researchers working on AODA issues. Wisconsin, she observed, is at the forefront in determining what the problems are and identifying the most successful interventions to address them. She urged the Board to continue its attention to the issue and support all system and institutional efforts to reduce AODA incidence.

Larry Rubin, Assistant Vice President for the UW System Office of Academic and Student Services, then reviewed for the Committee the results of the AODA survey conducted at institutions systemwide in 2004-05. The survey, he reported, gathered uniform data systemwide, establishing for the first time a baseline by which the effectiveness of prevention strategies could then be evaluated. The response rate to the survey was 24 percent among randomly selected student groups across the System. He provided an overview of the national data, which reveals both the extent to which excessive drinking is not only a Wisconsin problem, and the extent to which alcohol abuse among Wisconsin college students is higher than the national average. He then reviewed the contexts for student drinking and drinking patterns among Wisconsin college students, addressing both direct and indirect consequences of alcohol abuse.

He was followed by Susan Crowley, Director of Prevention Services and Community Relations at UW-Madison. Ms. Crowley described a ten-year grant project funded by the Robert Wood Johnson Foundation to test an environmental approach to reducing college high-risk drinking and its harmful consequences to campus-communities. UW-Madison is one of ten sites using policy interventions to create an alcohol environment that supports healthy and safe behavior. Policy interventions include media advocacy and public policy or practice changes that promote long-term, sustainable change. UW-Madison has introduced certain campus strategies, like "safe house parties," and worked to improve town-gown relations in the effort to change student behavior. Ms. Crowley reported that over the ten-year grant period, the binge-drinking rate has remained stable but unfortunately high. She pointed, however, to some optimistic trends which indicate that the number of students who identify themselves as "non-drinkers" is rising: in a 2005 housing survey, 26 percent of students self-identified as "non-drinkers," up from 19 percent several years ago. She expressed her appreciation for the leadership shown by the UW System, but noted that challenges remain, including limited statewide leadership, lack of resources and legislative tools, high adult binge drinking rates in the general population, and UW-Madison's persistently high ranking as a party school.

Amy Margulies, Coordinator of Employee/Student Assistance Programs for the UW-Whitewater Health and Counseling Services, described for the Committee the evidence-based practices used at UW-Whitewater and other System institutions to reduce the negative impact of student use of alcohol and other drugs. She elaborated on some of the evidence-based practices that are especially promising, and which combine cognitive-behavioral skills with norms clarification and motivational enhancement intervention. For example, educational programs have been developed that challenge expectations about alcohol use, and engage in marketing campaigns to correct student misperceptions about alcohol and drug use. Consistent enforcement of campus disciplinary actions and enhanced awareness of personal liability have also shown promise, and all of these prevention and intervention services are provided at Whitewater as well as at many of the other comprehensives. Ms.

Margulies also outlined for the Committee some of the challenges in changing student behavior and bringing AODA statistics down, including limited personnel to deal with these issues, and the fact that much of the at-risk behavior takes place off-campus. She also expressed her appreciation for the UW System's support and leadership on AODA issues, calling them essential to the work taking place at the campus level.

Committee members raised a variety of questions concerning why students engage in binge drinking and why the numbers go up as students move through college. The presenters responded that students believe that others students drink more and that they can too, they view themselves as invincible, and college presents them with more freedom and unstructured time than they are accustomed to. As students become upperclassmen, they tend to move off-campus, thus accounting for the increased drinking rates each year in school. The Committee agreed that additional financial resources would allow for increased prevention and intervention strategies.

b. Progress Report on Dialogues among the UW Medical School, UW-Milwaukee, and the City of Milwaukee

In turning to the renaming of the UW Medical School, Senior Vice President Marrett reminded the Committee of the resolution passed in October that called for the Medical School to commence "good faith" dialogues with UW-Milwaukee and the City of Milwaukee in order to develop and collaborate on strategies addressing the enormous public health challenges of the city. The Medical School was asked to submit a report by November 8, describing the dialogues and the beginning of the development of strategies, which the Regents each received. The renaming of the Medical School, Dr. Marrett reiterated, was contingent upon the Regents' acceptance of the report.

Before turning to Regent Spector, who was designated by Regent President Walsh to participate in each of the dialogues, she recognized that many of the Regents had received multiple documents from a group of concerned clinical faculty from the UW Medical School's clinical campus in Milwaukee. She welcomed those faculty members who were present at the meeting but noted that they would not be able to address the Committee because they were pursuing appeals of personnel decisions through the UW-Madison Academic Staff Personnel Policy Committee. Because their appeals were still pending, it would be inappropriate for the Board to hear their concerns, since it may in the future be called upon to hear them as part of required personnel policy and procedures.

Regent Spector then described the four meetings in which he participated, each of which focused on identifying the best approaches to the most urgent health problems of the City of Milwaukee. He drew the Committee's attention to the Medical School report, which provided a comparison between the Medical School's current funding of programs in Milwaukee, and the planned funding of additional programs, which would result in a projected annual increase of close to one million dollars. He pointed to some of the specifics of the agreed-upon activities, which would build upon existing relationships in Milwaukee with the Center for Urban Population Health and the Milwaukee Health Department. He also indicated that all the participants understood that successful development of short-term strategies alone would not be sufficient, but that they would provide the building blocks for a more comprehensive planning process.

In conclusion, he expressed his conviction that the dialogues exceeded "good faith" efforts in terms of the various short-term and long-term strategies that have been developed, of the funding committed, and of the collaboration that took place in such a compressed time period. Regent Spector commended many of the parties involved, including the Mayor and especially Dean Farrell, who, he observed, went above and beyond in his responsiveness to the situation. Regent Burmaster thanked

Regent Spector for his participation and his report, and Regent Davis for her dedicated input into the process. Regent Davis expressed her excitement about the level of collaboration and the commitment to Milwaukee's future exemplified in the plans described in the report. She was especially impressed with the lack of parochialism displayed throughout the process. Other Committee members expressed their satisfaction with the outcome and appreciation for all who had helped work towards the resolution of the renaming and the development of plans for future collaboration.

Before moving the resolution to accept the Medical School's report, Regent Spector asked for an amendment, in order to accommodate a revision requested by Regent Rosenzweig. She had asked that the resolution be amended to say that the Board would review annually how the Medical School is addressing the public health challenges of Milwaukee. The original resolution had proposed that the review be conducted as part of the approval process for the annual report of *The Wisconsin Partnership Fund for a Healthy Future*. The Committee agreed that the annual report should occur separate from the reporting process for the *Wisconsin Partnership Fund* and accepted the revision.

I.1.d.(2). Revised: It was moved by Regent Spector, seconded by Regent Davis, that the

Board of Regents accepts the University of Wisconsin Medical School's report and affirms its approval of the renaming of the Medical School to the University of Wisconsin School of Medicine and Public Health, effective Friday, November 11, 2005. It was also moved that further review of the UW School of Medicine and Public Health's collaboration with UW-Milwaukee and the city of Milwaukee, with the purpose of addressing the challenging public health issues facing Milwaukee, will take place annually.

The resolution PASSED unanimously.

c. Report on Industrial and Economic Development Research Fund, in accordance with s.36.25(25)(c), Wis. Stats.

The Committee next took action on the Report on the Industrial and Economic Development Research Fund. Senior Vice President Marrett acknowledged that this was a lengthy report but was filled with valuable information. Regents McPike and Spector expressed their appreciation for how much they learned from this report regarding the breadth of research conducted throughout the UW System, the kinds of collaboration between UW institutions and industry, and the remarkable contributions made by the UW System to the economic development of Wisconsin. Regent McPike wondered how the UW System could disseminate the report more broadly to the public because it was filled with good news about what the UW System is really doing for Wisconsin. The Committee agreed that the System needed to devise a continuous and strategic approach to communications, in order to impact what kinds of stories circulate publicly and dominate news about the UW System. Committee members recognized the role they could play through their interactions with people in local and state government, business and industry, and citizens from their regions.

I.1.d.(3): It was moved by Regent Davis, seconded by Regent McPike, that, upon recommendation of the President of the University of Wisconsin System, the report on projects undertaken in the UW System during fiscal years 2003-04 and 2004-2005, and supported by the Industrial and Economic Development Funds, be received and approved for transmittal to the Joint Committee on Finance, in accordance with s.36.25(25)(c), *Wis. Stats.*

The resolution PASSED unanimously.

d. Education Committee Planning for Academic Year 2005-06

As a bookend to her report, and as the conclusion to the Committee's meeting, Senior Vice President Marrett returned to the September discussion of Education Committee planning for the year. The Committee discussed a handout outlining the priority areas and discussed ways to infuse a more prominent accountability framework into each of the priority areas established for the year. Senior Vice President Marrett proposed that the question always be asked, how could the UW System hold itself accountable in terms of meeting the needs identified for each of the priority areas? The Committee agreed that it would use the remainder of the academic year, and the annual discussion of the *Achieving Excellence* report in February, to identify appropriate benchmarks and measures for each of its priority areas. It would thus engage with System Administration's effort to rethink how it effects accountability in the UW System, both in the annual report and in its educational practices more generally. Committee members asked that the record show that there was agreement on the priorities, with the addition, at the request of Regent Semenas, of the Inclusivity Initiative being named under the area of Diversity.

Resolutions I.1.b., I.1.d.(2) Revised, and I.1.d.(3) were referred as consent agenda items to the full session of the Board of Regents at its Friday, November 11, 2005, meeting.

The meeting adjourned at 3:15 p.m.