

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Platteville, Wisconsin

UW-Platteville

Held in the Pioneer Student Center

Thursday, October 5, 2006

11:00 a.m.

- President Walsh presiding -

PRESENT: Regents Bartell, Bradley, Burmaster, Connolly-Keesler, Crain, Cuene, Davis, Loftus, McPike, Pruitt, Rosenzweig, Salas, Smith, Spector, and Walsh

UNABLE TO ATTEND: Regents Randall and Semenas

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UW-PLATTEVILLE PRESENTATIONS

Welcome and Introduction to Campus

Welcoming the Board and other visitors to UW-Platteville, Chancellor David Markee provided an introduction to the campus, noting first that the six counties of Southwest Wisconsin, UW-Platteville's immediate service area, has a population of about 160,000 – 2.9% of the population of the state as a whole. These counties have an area of about 55,000 square miles, nearly 8% of the state's land.

About 98% of the area's residents are white, primarily descendants of immigrants from northern and eastern Europe and the British Isles. Eighty-five percent of them have earned a high school diploma; and nearly 16% have earned at least a bachelor's degree. Border counties in Illinois and Iowa have a similar population and demographic profile, with a slightly higher percentage of Hispanics and African Americans.

Turning to the history of the area, Chancellor Markee noted that Platteville has existed since 1829, prior to Wisconsin's statehood in 1848, and was named after long,

flat pieces of processed lead (plats) that came from smelting furnaces. The city has been a regional center of commerce, industry, education and agriculture for more than 170 years.

Today, he continued, Platteville citizens are optimistic about the completed Highway 151 project and growth in the retail economy; excellent medical facilities, including a new hospital that opened in 2005; expansion and additions to the industrial park; an improved Main Street district; and six new housing developments. The university, he said, is proud to be part of the excitement that exists in the community.

As to the university, he explained that the campus had its origins in the Platteville Academy, organized in 1839. The first session of the Pioneer Normal School (the first one in the state) took place in 1866; and the Wisconsin Mining Trade School opened its doors in 1908. In 1959, the Teachers' College and the Mining School merged. UW-Platteville's colors are orange for engineering and blue for education; and the school's emblem consists of the letter M for mining and a bell for education.

Today, UW-Platteville offers 43 undergraduate majors and 71 minors. Areas of emphasis include engineering, criminal justice, middle-level education, industrial technology management, and agriculture. The university also offers seven graduate degree programs, three of which are offered entirely online. Several certificate programs also are offered online.

The campus consists of three areas:

- The main campus, with over 330 acres and 34 buildings
- The University farm, with nearly 450 acres and 20 buildings
- The "M" on the mound, consisting of 90 acres, which is part of the school's heritage and strongly supported by alumni and students.

Noting that the student body is traditional in composition, Chancellor Markee indicated that:

- The average age is 21.1 years.
- The average age of freshmen is 18.2 years.
- The ACT average composite score of new freshmen is 21.8.
- 86.7% of undergraduate students are from Wisconsin.
- 10.2% are from Iowa/Illinois, and 3.1% are from Minnesota.
- 17.8% of new students and 24.8% of all students are from the immediate six-county region.
- The ratio of men to women students is 60 to 40, reflecting the university's program mix.
- The minority population is approximately 4.5%, up from 3.7% last fall.
- The student body includes about 100 international students.
- About 150 UW-Platteville students are participating in an international study experience this year.

Indicating that the campus serves an increasing number of adult students through distance learning programs, the Chancellor said that there are 2,800 enrollees this year. The average age of students in distance graduate programs is 38; and the average age of students in undergraduate programs is 40. Sixty-six percent of distance learning students are located in Wisconsin; 51% are men, 49% are women, and 5% are veterans -- a number which is expected to grow. Online courses, the Chancellor indicated, are made available through a partnership with Learning Innovations; and off-site courses involve partnerships with UW Colleges.

Chancellor Markee concluded his presentation by listing the university's five strategic initiatives:

- Distance Learning Programs
- Tri-State Initiative
- Expanding International Study Opportunities
- Agricultural Stewardship Initiative
- Enhancing Campus Diversity

The First three, he noted involve cost-recovery programs, while the agriculture initiative involves state and federal agencies, as well as other UW schools.

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Diversity Initiatives at UW-Platteville

To provide an overview of campus work in the area of diversity, Chancellor Markee introduced Provost Carol Sue Butts, who described three special partnerships to bring more students of color to campus and to provide opportunities for UW-Platteville students to interact with students who are different from themselves.

In 2001, a partnership was developed with the Nehemiah Community Development Corporation, a Madison-based youth empowerment organization dedicated to helping students of color rise above poverty. The organization offers academic tutoring, mentoring, on-the-job experiences, parenting classes, assistance with parent-teacher conferences, and help for families to provide supportive, nurturing home environments.

A number of exchanges have brought children, parents, and staff from Nehemiah to UW-Platteville to meet with campus students and faculty, take tours, and attend pre-college programs, athletic events and fine arts events on campus. Similarly, campus staff and students have traveled to Madison for informational sessions and meetings with prospective students, parents and staff. So far, this ongoing partnership has brought three students of color to UW-Platteville.

Another partnership is with Mississippi Valley State University (MVSU), in Itta Benna, Mississippi. Similarities between the two institutions include their rural setting and economic development challenges. Both have large programs in criminal justice, education, chemistry and music. Both are surrounded by a racially homogeneous area, have a large number of first-generation college students, and similar rates of racial

diversity. At UW-Platteville, about 96% of students are white, while MVSU's student body is composed of 97% students of color. Both have the goal in increasing diversity on campus.

The goal of the partnership is for each campus to serve as a resource to the other for promoting diversity through academic and cultural exchanges and student teaching opportunities. There have been exchanges of faculty, staff, students, administrators, bands and choirs. Every year, a UW-Platteville education faculty member travels to Mississippi, where he co-teaches an ethnic and gender equity course with a professor from MVSU, and students from both institutions participate. Because of the partnership, some UW-Platteville education graduates have obtained teaching jobs in Mississippi.

UW-Platteville also has a unique partnership in Jamaica, through which 18 education majors have taught reading in primary schools in the rural area of Mandeville. One year, students in the building construction management program accompanied the education students and repaired an orphanage. In exchange, seven students from Bethlehem College in Kingston have traveled to UW-Platteville to broaden their cultural awareness and team teach in the Platteville area schools. It is hoped that the partnership can be expanded to include opportunities for early childhood majors to teach in Jamaican pre-schools.

Carlos Wiley, Director of the Multi-Cultural Educational Resource Center, described recruitment and retention programs. In the Paths to Platteville program, which is designed to bring students of color to visit the campus, the student participants receive transportation, lunch, campus tours, and visits with students and staff. The program has brought over 1,000 students to campus in five years.

In the area of pre-college programs, three camps are offered, two of which are funded by the Department of Public Instruction and one by the UW System. They include the Bike-A-Rama Camp, which is math and science based, the Leadership and Career Exploration Camp, and the Computer Camp. Through these camps, students are provided with the basic skills needed to allow them to see college as an option. In the past three years, five students have enrolled at UW-Platteville, and 166 have enrolled at other UW institutions.

Retention initiatives include a racial identity development program, which is designed to help students of color understand the history of race in the United States and how that involved the history of their ancestors. There also are open forums in which students, faculty and staff discuss racism in the United States. Another initiative is a leadership training program which pairs younger students with older students who are in leadership positions on campus.

A program that generated a great deal of discussion on campus was a Jim Crow simulation, in which the roles of people of color and white people were reversed in order to give white students on campus an opportunity to feel the oppression actually experienced by people of color in the 1950s.

Also helpful in retention efforts are student organizations, including the Asia Club, the Black Student Union, the Hmong Club, the Inter-tribal Council, and the Society

of Latinos. These clubs sponsor programs related to their culture, such as the Hmong Fair, Hispanic Heritage Month, Native American Month, Asian-American Night, and Ebony Weekend.

Tammy Salmon-Stevens, Senior Director of the Women in Engineering Programs and Engineering Advising Office, highlighted several successful efforts. The Women in Engineering Career Day, first held in 1993, brought over 200 girls in grades 8-12 to campus to learn about engineering. Since then, more than 2,200 girls have participated, including 1,300 since 2000. 25%-30% of the participants subsequently enroll at UW-Platteville.

The Women in Engineering Program also includes a Mentoring Program and Mentor Center for women in the College of Engineering, Mathematics and Science. In the program, freshmen and sophomore students are matched with junior and senior mentors. Training is provided in how to establish rapport and the importance of networking. Students also receive help with homework and with obtaining internships and jobs.

“Engineering a Girl” Tool Workshops were introduced in 2000, with funding from the UW-Platteville Foundation, the Dubuque Racing Association and others, to create a workshop environment where girls could use tools to work on real projects. The purpose is to increase knowledge of common hand tools, increase confidence of the participants and establish mentoring relationships. Three schools in southwest Wisconsin have participated in creating their own tool workshops, and the program is being expanded to other schools as well. More than 300 girls have participated in the workshops, which include projects such as taking apart and re-assembling a computer, wiring an outlet and taking apart small appliances.

Barbara Daus, Special Assistant to the Chancellor and Executive Director of International Programs, spoke about internationalization as a component of the university’s plan for diversity. In order to encourage more student participation in study-abroad programs, offerings have been expanded from four to 15 locations; and exchange partnerships have been established with 10 institutions abroad. Partner schools have been found with academic strengths matching UW-Platteville’s, and faculty have worked together to articulate coursework so that students can earn credits in their majors while studying abroad.

The result of these partnerships has been more students studying abroad (almost 50 this fall) and more international students studying at UW-Platteville. There also are faculty exchanges, which enrich the classrooms here and abroad.

As an example, Ms. Daus described one such partnership – with South Central University for Nationalities in Wuhan, China. Under the initial agreement, UW-Platteville offered a Master of Science in Education – Teaching English as a 2nd Language, with faculty traveling to China to deliver the coursework and assignments submitted via the web after the faculty returned home. Students earning a requisite grade point average are invited to UW-Platteville for a semester to complete their final course.

Positive outcomes from this partnership include:

- Faculty return to Platteville classrooms with experiences that enrich the curriculum.
- Every spring semester 25-30 Chinese students come to campus, each being paired with an American student in a residence hall and each having a host family from the Platteville community.
- Several Chinese faculty have come to campus as visiting scholars, interacting with faculty, students, and the Platteville community.
- A semester study abroad program has been established in Wuhan, with a special emphasis on ethnic minorities of China.
- South Central University served as one of the highlights for the UW-Platteville 2006 Alumni Trip.

Returning to the podium, Provost Carol Sue Butts spoke about diversity in the faculty/staff. There is concern, she said, because, for every successful hire of a person of color, the university seems to lose another faculty or staff of color. There also is concern about racial incidents that have occurred on campus. In response, there were meetings with faculty and staff from Ethnic Studies, the Diversity Committee, the Multicultural Education Resource Center, and the Affirmative Action Office to develop a plan to address ethnic diversity issues. The bottom line is that the university needs to do better in diversifying the campus work force.

Based on these discussions, a number of campus-wide initiatives have been introduced this year to enhance campus climate and the recruitment and retention of faculty and staff of color.

Phase I of the plan was to institute training for all full-time faculty, staff and administrators. First, a nationally recognized speaker conducted a required two-hour seminar on white privilege and institutional racism in academic settings. Four of these seminars were held in September. The second step consists of mandatory day-long workshops on racial sensitivity and understanding. Eight are scheduled for the fall semester.

The third step is mandatory training for supervisors, department chairs and chairs of search and screen committees to ensure that affirmative action issues, position expectations, and the applicant's commitment to and experience with diversity are covered during the interview process. Fourth, while a person of color already is required on every search and screen committee, the requirement was added that there must be a specially trained affirmative action advocate on every search committee. This person's job is to ensure that processes are being followed, and to raise issues and tough questions regarding the university's commitment to recruiting diverse faculty and staff and to recruiting people who are committed to diversity.

Phase II of the plan consists of required seminars and one-day workshops for part-time employees and classified staff.

In conclusion, Provost Butts said that there will be ongoing assessment through monitoring of pools of applicants and hires and retention of faculty/staff of color. In

addition, the university will continue working on future programming with faculty and staff from Ethnic Studies, the Diversity Committee, the Multicultural Education Resource Center, and the Affirmative Action Office.

In discussion following the presentation, Regent Smith asked about the progress of the Tri-State Initiative.

Replying that the initiative is moving forward well, Chancellor Markee recalled that, in the past, UW-Platteville was able to recruit students from Illinois and Iowa. Then, non-resident tuition became too expensive; and they stopped coming. The initiative is allowing the university to become reacquainted with that traditional service area. 170 nonresident students from Iowa and Illinois enrolled the first year, not quite reaching a goal of 200. Next year, 265 are expected, out of a goal of 300. Indicating that there is more and more interest in the program, he noted that there is a target of 400 students for the following year; and they expect to reach that goal.

Noting that the program operates at full cost recovery, he said that it was encouraging to experience 84% student retention from the first to second year. This compares to 74% retention for other students.

Because the student profile shows little diversity, the university is planning to recruit farther east, toward the Rockford area. With the current campus enrollment at 6,300, the enrollment goal of 8,000 might not be achieved as quickly as originally expected; however, the university will be able to cover all commitments.

In response to a question by Regent Loftus, Chancellor Markee indicated that tuition and fees for the Tri-State Initiative amount to an additional \$4,000 per year.

Replying to a further question by Regent Loftus, the Chancellor said that 2,800 students (480 FTE) are enrolled this year in distance learning degree programs. Associate Vice President Sharon Wilhelm added that they are counted as part of UW-Platteville's enrollment.

Expressing her interest in the Women in Engineering program, Regent Crain inquired about challenges and national connections in that regard.

Ms. Salmon-Stevens replied that a great challenge is a negative perception of engineers. To counter that perception, the program attempts to connect more effectively with girls, often electronically, to talk about different career options that appeal to their interests. They also engage parents and teachers who are their most important influences. As to national connections, she indicated that she belongs to a Women in Engineering national organization and that the UW-Platteville program is competing for a national award.

Regent Bartell asked how success of the partnership with Mississippi Valley State University would be evaluated. Chancellor Markee indicated that the partnership requires nurturing and making connections each year. In that regard, it is important for faculty and student groups, top-level administrators and student leaders to go there. The partnership, he said has helped all participants to grow and make diversity work. Faculty and staff have been very supportive of this effort.

Commending the university for the Mississippi Valley State University partnership and the initiatives to improve the campus climate, Regent Salas noted that the number of students of color is the lowest in the system, the retention rate is only 46%, and the six-year graduation rate is 33 1/3% .

Chancellor Markee noted that enrollment of students of color was up this fall from 250 to 320. Retention last year was not good, and has been better in past years. Mr. Wiley added that campus climate has been one difficulty in improving retention. He was optimistic that the programs for faculty and staff will improve that climate and positively affect retention and graduation rates. In addition, expanded recruitment for the Tri-State Initiative should bring in more urban students of color. Chancellor Markee pointed out that, in the university's seven-county service area, there are very few students of color in high school graduating classes. While recruitment of students of color is hard work, the university is committed to doing it successfully.

The discussion concluded, and the meeting was adjourned at 12:05 p.m., upon motion by Regent Davis, seconded by Regent Pruitt.

Submitted by:

Judith A. Temby, Secretary