

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

River Falls, Wisconsin

UW-River Falls

Held in the University Center, Riverview Ballroom

October 4, 2007

10:00 a.m.

- President Bradley presiding -

PRESENT: Regents Bartell, Bradley, Connolly-Keesler, Crain, Davis, Falbo, Pruitt, Rosenzweig, Salas, Shields, Smith, Thomas, and Walsh

UNABLE TO ATTEND: Regents Burmaster, Cuene, Loftus, McPike, and Spector

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**UW-RIVER FALLS PRESENTATION – INTRODUCTION AND LIVING THE PROMISE: SERVING AND SUSTAINING OUR COMMUNITIES**

UW-River Falls Chancellor Don Betz began his presentation with a video, created by UW-River Falls student Ryan Griffin, highlighting the university's environmental and community commitments and the many opportunities available to students, including study-abroad programs and service learning opportunities, which, along with excellent academic programs, open the doors of knowledge and demonstrate the power of learning.

The Chancellor introduced and welcomed two special guests: Matt Nikolay, field representative for U.S. Senator Russ Feingold, and Mark Aumann, staff assistant to U.S. Representative Ron Kind.

In opening remarks, Chancellor Betz observed that economic and growth prospects are bright for Pierce, Polk and St. Croix counties, with St. Croix being the fastest growing county in the state and among those in the nation forecast to have high

percentage growth rates. Noting that River Falls is part of the Twin Cities metropolitan area, he indicated that UW-River Falls is the residential comprehensive university nearest to the metro area and its burgeoning population. Located at the intersection of contrasting urban and rural lifestyles, the university is well positioned to address, in collaboration with others, the challenges and opportunities presented by the coming population growth.

Turning to the history of the River Falls community and university, the Chancellor indicated that the community was founded in 1848 by Joel Foster, a Mexican war veteran. Twenty-five years later, the state chose the community as the site of its fourth normal school, which has evolved 133 years later into a bountiful region and a thriving university, nurtured by the dreams of generations of people.

Today, UW-River Falls encompasses about 780 acres of main campus and two farms, and enrolls more than 6,400 students, the most in its history. Noting that the rate of growth has been at a controlled annual pace of two-plus percent per year for the past three years, the Chancellor cautioned that scarcity of resources in all areas dictates proceeding prudently. Stating that UW-River Falls embraces the Growth Agenda for Wisconsin and the Advantage Wisconsin Strategic Framework, he pointed out that both must have adequate resources in order to be successful.

UW-River Falls, he indicated, is among the most powerful economic engines in the region, fueling growth through annual institutional expenditures and spending by faculty, staff, students and visitors, as well as by hosting many large gatherings and summer camp for the Kansas City Chiefs. In addition, the university promotes a high quality of life by educating citizen-leaders for the region.

The university consists of four colleges and the Office of Graduate and Outreach Programs. The colleges are: the College of Agriculture, Food and Environmental Sciences, the College of Arts and Sciences, the College of Business and Economics, and the College of Education and Professional Studies.

This fall, UW-River Falls enrolled 1,300 new freshmen – a record high number – from 400 high schools. Current students come from 71 of the state's 72 counties, a dozen U.S. states and 16 other countries. Student retention from the first to second year is 75%, with a strategic plan target of 80% - a challenging goal given that is 57% of the student body are first-generation college students and family income is among the lowest in the UW System.

UW-River Falls has nationally competitive four and six-year graduation rates and the second lowest credits to degree in the UW System. The university is in the top tier of Midwest public universities in the 2008 *US News and World Report* survey and among the best in the Midwest in the *Princeton Review* ratings.

Above all, Chancellor Betz stated, UW-River Falls faculty and staff are passionate about teaching, about learning and about serving. That they truly help students learn is evidenced by consistently high satisfaction ratings that graduates give their university experience.

In ongoing efforts to build the future of the region, UW-River Falls works in partnership with UW-Stout, UW-Eau Claire, the Technical Colleges, the UW Colleges and UW-Extension, as well as with a broad range of public and private partners.

The university's pathway for the coming years is its strategic plan, "Living the Promise", which was the consensus outcome of meetings with hundreds of people on and off campus and a "visions and values" survey to which hundreds responded. "Living the Promise," the Chancellor said, "is our individual and collective pledge of responsibility to our students, to our communities, to Wisconsin, and to each other. For us, the jewels in the crown of that pledge are integrity and intentionality."

The premier strategic goal is the Culture of Learning, which invites fresh ideas and opportunities to help students learn. The Culture of Learning is cultivated in many ways, including faculty development, undergraduate research, civic engagement, global connections, and opportunities for service.

The university seeks to fulfill its mission to build the future of the region and state, Chancellor Betz said, "by educating students to become engaged citizens and leaders who create more sustainable communities, who understand the importance of inclusiveness, and who embrace knowing and serving the community. . . Civic engagement is a declared value here."

The goals and initiatives of "Living the Promise" highlight the power of learning as a response to accelerating change – a permanent fixture of the future – by preparing students to lead change and direct it to serve the needs of families and communities. With confidence in the power of learning, the university pledges to intentionally grow the next generation of productive, creative, ethical and engaged citizens and leaders with an informed global perspective and to do this by infusing the curriculum, activities and partnerships with concentrations on sustainable community development, leadership, inclusiveness and global literacy.

The second goal of "Living the Promise", the chancellor continued, is to model sustainability principles, as evidenced by the St. Croix Institute for Sustainable Community Development, which was created as the university's response to Governor Doyle's energy independence directive in fall 2006, at which time four UW institutions, including UW-River Falls, were invited to "go off the grid" by 2012.

To discuss the institute's activities, he introduced Dr. Kelly Cain, director of the institute and a 20-year member of the Plant and Earth Sciences Department.

To define "sustainable community development", Dr. Cain explained that the term is synonymous with engaged leadership at the local level in the attempt to avoid the un-sustainability evidenced by myriad global threats to the ecosystem, including rapid population growth, loss of crop and grazing land, depletion of tropical forest, species extinction, fresh water shortages, depletion of fisheries, global warming, acid rain, human health threats, and energy resource depletion.

Among the most immediate of those threats, he said, are climate change and peak oil and natural gas production which will be reached around 2010-11, after which production will decrease and prices will rise. In that regard, he referred to statements made by Matthew R. Simmons, of Simmons and Company International, advisor to Vice

President Cheney's 2001 White House Energy Task Force. Mr. Simmons referred to peak oil and gas as a "world class crisis ...[that] rivals or exceeds global warming" and called for a "Manhattan Project" to deal with the situation.

Stating that Wisconsin is a leader in those efforts, Dr. Cain referred to Governor Doyle's Declaration of Energy Independence and Executive Order 191, which created a Governor's Task Force on Global Warming, charged with issuing a report and recommendations before the end of the year.

The St. Croix Institute, he said, "walks the talk" for incremental improvement, integrating students into the process through service learning. In order to succeed, globally literate people are needed to bring everyone to the table. The institute helps to create student leaders who will carry its mission into the future.

As examples of partnerships, he referred to an energy audit and wind mapping study, carried out in collaboration with WPPI (Wisconsin Public Power Institute) and the River Falls Municipal Utility. There also are presentations and study circles conducted in cooperation with the Phipps Center for the Arts and the St. Croix Valley Community Foundation, along with a range of other partnerships. Success, he emphasized, depends on strong partnerships among universities, local governments, organizations, and businesses, which are focused on re-localization and self-sufficiency.

Some of the students involved were: Nick Bisley, who worked on a trail and septic design project for eco-tourism in Yunnan, China; Andrew Taylor, who worked on a trail design project between the communities of Spring Valley and Elmwood; Eric Wickstrom, who received a \$7,000 grant from the UW System for a food composting and vermin-culture project; Stacy Dekkers, who worked on a green purchasing policy and guidelines in an internship with the St. Croix Institute; and Ian Johnson, who worked in an internship with the River Falls Municipal Utility in the Powerful Choices program.

He then introduced River Falls Mayor Don Richards, a strong supporter of sustainable community development. Mayor Richards noted that River Falls was chosen by Wisconsin Public Power as one of two communities in Wisconsin to lead by example, with 5.5% of the city's ratepayers having chosen to buy sustainable energy. This ranked the city 9<sup>th</sup> in the United States in green power programs. The city also passed a resolution to join a national group striving to become inclusive communities, making River Falls one of only two so designated in the state.

Dr. Cain then introduced Jennifer Borup, associate professor of Social Work, who spoke about faculty and student commitment to those in need as a component of sustainable community development. In that regard, she explained that her field views sustainability not only at the level of economic and environmental planning, but also from the standpoint of the family as the basis of community.

Pursuant to that commitment, the UW-River Falls Social Work Program met a need that no other entity has been able to address. Using a model begun at UW-Green Bay, UW-River Falls joined with 24 county human service directors, the Wisconsin Division of Children and Family Services, and the federal government to provide in-service training for county child protection staff, supervisors, and directors. Because there are no state monies to train child protective staff and many counties are too small to

develop their own programs, universities worked with counties to develop training partnerships that could join with the state and bring in federal dollars.

These partnerships, said Professor Borup, are unique in the country and have been remarkably successful. In 1998, she wrote the grant that secured funding for the Western Wisconsin Child Welfare Training Partnership, which last year trained 961 professionals. The result has been that counties have adopted practices to benefit families and make children safer.

The next presenter was Jean Batiste Uwimana, an alumnus of UW-River Falls and a master's degree student at the University of Minnesota's Humphrey Institute in Public Policy. He has been working with Dr. Cain on an internship project to measure the carbon footprint of the UW-River Falls campus – the amount of carbon released to the atmosphere as a result of burning fossil fuels, electric power, travel and other sources of carbon.

Benefits of the project include: Helping to manage sources of carbon production; helping to maximize energy efficiency and avoid utility costs, saving millions of dollars over the long term; and helping the university meet its pledge to the American Colleges and Universities President's Climate Commitment.

In addition, the project will help the university eventually to take advantage of carbon cap and trade of emission certificates as a source of revenue, using the power of the marketplace to reduce emissions in a cost-effective and flexible manner; and it will contribute to spin-off economic benefits related to the pursuit of energy independence in the St. Croix region and across the state.

This is an example, Mr. Uwimana said in conclusion, of how internships and service learning opportunities contribute to UW-River Falls' leadership in helping to achieve sustainable community development.

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## **2007-09 BIENNIAL BUDGET UPDATE AND RESOLUTION**

In opening remarks, Regent President Bradley spoke of the broad public support for the Growth Agenda for Wisconsin and the consistent message of support conveyed by legislators, both Republican and Democratic, in the Senate and Assembly.

President Reilly and UW-Madison Chancellor John Wiley had written letters to the Conference Committee. Chancellor Wiley's letter said: "The cuts reflected in this version of the budget jeopardize our mission and threaten the quality of teaching, research and outreach Wisconsin citizens expect from their flagship university." President Reilly wrote: "Even with new money earmarked for the Growth Agenda, the net effect of the Assembly budget would be fewer class sections, reduced student

services, lower quality, and higher tuition. In this scenario, students from every legislative district would be paying more for less.”

Regents Colleene Thomas and Tom Shields joined with student government leaders from all 26 campuses and United Council leaders in writing a letter that stated: “It’s time for lawmakers to recognize that the future of students and the economic vitality of our state depend on a strong and vibrant public university.”

In addition, a letter was written by a large group of business leaders – both Republicans and Democrats – to the Conference Committee expressing support for the university’s budget and pointing out that it is important to keep the state’s knowledge pipeline intact. Those business leaders wrote: “Conscientious investment in higher education is a solid move towards our goal of creating a vibrant state economy where high-growth businesses and high-wage jobs are abundant.”

More than 30,000 UW-Madison alumni have contacted legislators and flooded offices with post cards in the “Save Bucky” campaign; and UW-Madison Professor Louise Robbins wrote an editorial in the *Wisconsin State Journal*, urging the Legislature to protect the money needed to maintain current operations and to allow the university to grow the economy.

Regent Bradley remarked that these and other people all over the state – Republicans, Democrats and Independents – do not see the budget as a partisan issue; they see it as a policy issue. On that issue their message is consistent: They are asking the Legislature to fund the university’s cost to continue current operations; preserve affordable tuition and broad access; and to empower the university to move forward with the Growth Agenda for Wisconsin. That message, he emphasized, has very broad support.

President Reilly indicated that all chancellors are engaged in contingency planning in the event that no budget is passed.

He recently met with the UW-Oshkosh Foundation Board and UW-La Crosse Chancellors’ Community Council. Both events were attended by 120-140 community leaders, Republican and Democratic, business people, elected officials and others who know that that state needs to reinvest in its university system.

Governor Doyle, he noted, spoke of the university as the core economic engine for Wisconsin and as the state’s most important competitive advantage. There have been numerous editorials and many letters from legislators and others that have made the same point and have expressed support for the Growth Agenda for Wisconsin.

With regard to the Wisconsin Alumni Association’s “Save Bucky” campaign, he indicated that Paula Bonner, the WAA’s executive director, had told him that alumni were supportive and eager to sign on.

While no one wants to raise taxes, he pointed out that, unless the state reinvests in the university and per capita income is increased, there will be no choice in the future but raise taxes higher or lower quality of life.

If no budget is passed, President Reilly cautioned, the cost to continue current operations still will rise and the university will be forced to make draconian cuts. Noting that the second semester will begin in a couple of months, he said that, with no budget, offerings would have to be curtailed and those cancellations would need to be made before students registered for classes.

To describe the situation on their campuses, he called on UW-Green Bay Chancellor Bruce Shepard, UW-Platteville Chancellor David Markee, and UW-River Falls chancellor Don Betz.

Chancellor Shepard said that it is important for the public to understand that current costs consist primarily of personnel costs and bond obligations; therefore, reductions must be made elsewhere. For the second semester, it would be necessary to use all reserves and funding for courses taught by adjunct faculty, in addition to which there would be a hiring freeze. Decisions would need to be made by November 1<sup>st</sup>, before students pre-register for the second semester.

Indicating that the university would not reduce security or mental health services, he cautioned that, in the longer term, there would need to be more cuts and that there would be anger if students could not take the classes they need to graduate. Community leaders, he pointed out, are hard-headed business people who understand that the state is on a downward spiral and that the university is Wisconsin's best tool for creating a better future.

Chancellor Markee expressed the same concerns, noting that funding for salaries and debt service have been committed. Without provision of cost to continue funding, there would need to be a 10-12% reduction in second semester classes, mostly those taught by adjunct faculty. In the following year, a 10% reduction in enrollments would have to be considered.

Noting that part of UW-Platteville's Growth Agenda is committed to expanding engineering programs to other parts of the state, including Washington County, he cautioned that these programs could not go forward without adequate budgetary support.

Chancellor Betz remarked that the situation is demoralizing to the university and the community as a whole. It seemed that Wisconsin was establishing a pattern of operation that only could lead to loss of reputation and respect.

Noting that UW-River Falls is "full to the brim" with students, he cautioned that, as much as they would hate to make cuts of 10-12% in classes, it would be necessary to take such actions if a budget were not passed.

Emphasizing the great outpouring of support for the Growth Agenda from people of all political persuasions, President Reilly noted that none of planned cuts need to be made if the state would make a modest reinvestment in the UW System.

Regent Salas expressed concern about the nearly 5,000 students who qualified for state financial aid but were not receiving their grants due to the budgetary impasse.

These students, he noted, are from low income families and could not afford college without financial assistance.

President Reilly agreed, adding that these students are the ones he is most worried about and that the state cannot afford to lose them. The Growth Agenda for Wisconsin can be successful, he said, only if a wider, deeper cut of students attend college.

Regent Smith inquired about impacts on the campuses to date.

Chancellor Keating reported that UW-Parkside has admitted 100 students on contingency, while they wait for their held-up state grants. The students have been informed that the university will pick up the cost, if necessary, this semester, placing the university at risk if financial aid funds are not forthcoming.

Regent Salas commended UW-Parkside for taking that action and expressed the hope that other campuses would do the same.

Chancellor Wells added that donors are asking what will become of their gifts for capital projects if there is no budget.

Noting that it would be extremely difficult to make up for lack of a budget through cuts, Regent Pruitt asked what level of tuition surcharge would be needed.

Chancellor Shepard replied that \$125 per semester would be needed to cover Assembly budget cuts. To fully recover cost-to-continue funds would require three times that much.

Regent Crain urged the Board to make a statement about the budgetary situation, and Regent Rosenzweig remarked that the public should be informed of the consequences of having no budget.

Regent Falbo pointed out that there are donors in various stages of commitment to capital projects. If monies had to be returned because projects could not go forward, he did not believe the donors would be likely to give money again.

Noting that budgets are about making choices, Regent Pruitt remarked that inaction is a choice and that the resolution before the board makes that clear.

Regent Davis observed that that students and donors would receive disheartening messages about the dire consequences of inaction on the budget. She urged that the Legislature heed all the pleas that had been made for reinvestment in the university and act in the best interest of the state.

Regent Thomas pointed out that it is of critical importance to students to maintain the value of their degrees. Noting that students are becoming more aware of the budgetary problems, she said it is important to talk about their inability to take classes that they need and the consequences of losing esteemed professors.

In response to a question by Regent Crain, Regent Walsh explained that Wisconsin is one of the few states that is legally able to continue to operate without a budget. He commended Regent President Bradley, President Reilly and the chancellors for their leadership in conveying the message of the Growth Agenda for Wisconsin that the university is an important part of the solution to the state's problems and should be considered an investment, rather than an expenditure. Noting that education is a top



priority for Governor Doyle, he remained optimistic that there would be a successful outcome.

Adoption of the following resolution was moved by Regent Connolly-Keesler and seconded by Regent Bartell:

**Resolution on UW System 2007-09 Budget**

Resolution:

**WHEREAS**, the cost of operating two doctoral universities, 11 comprehensive universities, 13 freshman-sophomore UW Colleges, and 72 county Extension offices has already increased due to normal inflationary factors, and the absence of a 2007-09 operating budget leaves the University of Wisconsin System without adequate resources to cover higher operating expenses; and

**WHEREAS**, the UW System operates and maintains more than 60 million square feet of facilities, and the absence of a 2007-09 capital budget leaves the state's public university without necessary funds for major maintenance projects; and

**WHEREAS**, continuing to cut the UW by refusing to fund annual inflationary costs will only accelerate Wisconsin's slipping further behind states like Minnesota, which now has advanced 7 points ahead of Wisconsin in the percentage of state residents with baccalaureate degrees, and \$4,000 ahead in per-capita income; and

**WHEREAS**, per-student state support in Wisconsin is already \$1,200 below the national average for four-year universities, and the Board of Regents is committed to slipping no further behind peer states in terms of educational quality and affordable access; and

**WHEREAS**, the shortfall in state funding created by an ongoing appropriation in 2007-08 is equivalent to the amount of state support for 6,700 full-time equivalent undergraduate students; and

**WHEREAS**, the shortfall in state funding created by an ongoing appropriation in 2007-08 would force the Board of Regents to choose from among a set of unacceptable alternatives: shrinking enrollments,

reducing class sections and thereby extending time to degree, and a tuition surcharge on top of the 5.5 percent tuition increase already approved for the academic year;

**BE IT THEREFORE RESOLVED** that the Board of Regents, echoing the call of students, alumni, business leaders, legislators, UW faculty and staff, and statewide media outlets, calls on the State to fund the UW System's normal inflationary costs and make a modest investment in the Growth Agenda for Wisconsin, which will increase seats on UW campuses for Wisconsin students, and ramp up research and development efforts to create and support knowledge economy jobs for our children and grandchildren.

Regent Rosenzweig suggested inclusion of specific consequences in terms of contractual obligations, bonding and other impacts; and Regent Falbo expressed agreement with that suggestion.

Regent President Bradley and Regent Walsh urged that action be taken at this meeting.

Regents Davis and Crain suggested that impacts on the campuses be highlighted; and Regent Shields concurred, noting that, in addition to consequences identified by the chancellors, students are concerned about withholding of Wisconsin Higher Education Grants.

It was suggested by Regent Smith that an accompanying news release could include examples of such impacts; and Regents Connolly-Keesler and Bartell agreed with that idea.

At the suggestion of Regent Salas, it was moved by Regent Walsh and seconded by Regent Rosenzweig that the resolution be amended to add in the fourth line of the second last paragraph after "tuition increase" the words "further burdening students from low and moderate income families". At the suggestion of Regent Rosenzweig, it was agreed that the word "tax" be added after the word "surcharge" in the same line.

The amendment was adopted on a unanimous voice vote.

The question was put on the resolution, as amended, and it was adopted on a unanimous voice vote.

### **Resolution on UW System 2007-08 Budget**

Resolution 9393:       **WHEREAS**, the cost of operating two doctoral universities, 11 comprehensive universities, 13 freshman-sophomore UW Colleges, and 72 county Extension offices has already increased due to normal inflationary factors, and the absence of a 2007-09

operating budget leaves the University of Wisconsin System without adequate resources to cover higher operating expenses; and

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**BE IT THEREFORE RESOLVED** that the Board of Regents, echoing the call of students, alumni, business leaders, legislators, UW faculty and staff, and statewide media outlets, calls on the State to fund the UW System's normal inflationary costs and make a modest investment in the Growth Agenda for Wisconsin, which will increase seats on UW campuses for Wisconsin students, and ramp up research and development efforts

to create and support knowledge economy jobs for our children and grandchildren.

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## **PARTICIPATION BY THE UW SYSTEM IN LIBERAL EDUCATION AND AMERICA'S PROMISE (LEAP)**

Senior Vice president for Academic Affairs Rebecca Martin began her presentation by explaining that *Liberal Education and America's Promise: Excellence for Everyone as a Nation Goes to College (LEAP)* is a ten-year campaign launched in 2005 by the Association of American Colleges and Universities (AAC&U). The mission of the campaign is to make visible and understood the value of a liberal education, both for individual students and for a nation dependent on economic creativity and democratic vitality.

The UW System was named by AAC&U as its pilot partner in moving the *LEAP* agenda forward, and Wisconsin became the first state to participate in the association's advocacy and campus action activities.

As to what is meant by a liberal education, Dr. Martin listed the following:

- Liberal education is a philosophy of education that empowers individuals with broad knowledge and transferable skills, with a strong sense of values, ethics, and civic engagement.
- These broad goals have endured even as courses and requirements that comprise a liberal education have changed over the years.
- Characterized by challenging encounters with important and relevant issues, a liberal education prepares graduates both for socially valued work and for civic leadership in their society.
- It usually includes a general education curriculum that provides broad exposure to multiple disciplines and ways of knowing, along with more in-depth study in at least one field.
- By its nature, liberal education is global and pluralistic.
- It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world.

The following essential learning outcomes were identified by AAC&U as an emerging consensus developed from broad discussions with higher education and employers:

- Knowledge of human cultures and the physical and natural world, through studies in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts;

- Intellectual and practical skills, including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem-solving;
- Personal and social responsibility, including civic knowledge and engagement (local and global), intercultural knowledge and competence, ethical reasoning and action, and the foundations of skills for lifelong learning; and
- Integrative thinking, including synthesis and advanced accomplishment across general and specialized studies.

As to why the initiative is important at this time, Dr. Martin cited a recent editorial from the *Wall Street Journal*, urging higher education to look beyond a narrow focus on STEM disciplines and to include “reasoning, creativity and knowledge across a dozen subjects” as essential components of a 21<sup>st</sup> century education. The editorial went on to point out that, “The liberal arts make us ‘competitive’ in the ways that matter most. They make us wise, thoughtful and appropriately humble. They help our human potential to bloom. And they are the foundation for a democratic civic polity, where each of us bears equal rights and responsibilities.” (Chester E. Finn Jr. and Diane Ravitch, “Not by Geeks Alone,” *Wall Street Journal*, August 8, 2007)

The point is, she said, that the skills, abilities, and habits of mind instilled in students through a liberal education are those most needed in a 21<sup>st</sup> century global society. The business community has been saying this as well, as evidenced by a 2006 national survey showing that 76% of employers support the contents of a liberal education.

The *LEAP* campaign in Wisconsin consists of coordinated strategies, focused on campus action, leadership, public outreach, and advocacy.

The campus action strategies work to make the teaching and learning of liberal education goals intentional among faculty, staff and students at UW institutions.

Leaders in the *LEAP* campaign include: Regent President Bradley and President Reilly, who have spoken to audiences in Wisconsin and elsewhere, and Lieutenant Governor Barbara Lawton, a lifelong champion of liberal education and a member of the AAC&U National Leadership Council for *LEAP*. A Wingspread Conference is being planned by President Reilly and Lt. Governor Lawton to build leadership and advocacy for *LEAP* throughout the state.

Public advocacy and outreach strategies include campus-community dialogues and numerous outreach programs to Wisconsin citizens originating from almost every UW institution. In addition, in concert with the Department of Public Instruction, public schools, business executives and government, the UW System is working to add value to the high school diploma by raising the rigor of high school standards, assessments and curriculum and by aligning expectations with the demands of post-secondary education and work. Initiatives toward that end include the Partnership for 21<sup>st</sup> Century Skills and the American Diploma Project.

Dr. Martin then introduced UW-Oshkosh Provost Lane Earns and Dr. Don Christian, dean of Arts and Sciences at UW-Eau Claire and chair of the System Advisory Group on the Liberal Arts (SAGLA).

Provost Earns began his remarks by recalling that, in response to Chancellor Wells' call in 2000 to develop a strategic planning process at UW-Oshkosh, the campus formulated a set of ideas, initiatives and plans, out of which grew support across campus for components of the AAC&U's liberal education initiative even before there was an official LEAP program

Former Letters and Science Dean Michael Zimmerman, long an advocate of the liberal arts, became a leading figure in creation of SAGLA. Dr. John Koker, current dean of Letters and Science also is an active member of SAGLA and a tri-captain of the campus's Liberal Education Reform Team. In September 2004, Dr. Earns spoke of the importance of a liberal education in his Opening Day remarks.

In November 2004, Carol Geary Schnieder of the Association of American Colleges and Universities (AAC&U) spoke to the Board of Regents about the association's liberal education initiative, which was launched as the LEAP project in January 2005, with the UW System as a pilot collaborator.

In spring 2006, the *UW-Oshkosh Magazine* published the first of three special issues on Liberal Education and America's Promise, focusing on the accomplishments of faculty, staff and students of Letters and Science. In it, Chancellor Wells spoke of the "priceless return on investment provided by a liberating education." In the second issue, the focus was on the value of a liberal education within the professional studies programs. The series concluded in spring 2007 with a discussion of connecting liberal education to the community and why a liberal education forms the basis of what students need to succeed, both in their careers and in their place in a wider society.

At that point, as Chancellor Wells and Provost Earns were preparing to bring the Liberal Education Initiative before faculty, staff and students on a broader basis, the Higher Learning Commission sent a site team to the campus as part of the 10-year reaccreditation process. The commission granted unconditional reaccreditation but suggested that more be done to reform the General Education program and develop a university-wide assessment plan. Since the Liberal Education initiative addresses both of those issues, a campus-wide Liberal Education Reform Team was created, which has examined the AAC&U's Essential Learning Outcomes as a basis for moving forward.

To further the campus discussion, Debra Humphreys, of AAC&U, will speak at the Provost's Summit on Teaching and Learning; and three campus leaders will go to St. Norbert College for a state-wide conference on LEAP in November.

With regard to the need to distribute liberal education across all colleges and levels of the curriculum, Provost Earns quoted the following comments by Chancellor Wells in *UW-Oshkosh Magazine*: "...A liberal education introduces students to multiple perspectives and develops their independent, critical judgment. It exposes them to a wide array of ideas and teaches them how to evaluate those ideas. The introduction to new perspectives often leads students to question preexisting ideas and beliefs. This is

precisely why it is an ideal education to prepare students to function in a diverse and rapidly changing work environment.”

In conclusion, Provost Earns indicated that accrediting bodies across all professional disciplines speak to the importance of the skills and values developed through a liberal education.

Dean Don Christian began his remarks by reporting that, in addition to campus-based programs, there is considerable coordination among UW campuses directed toward advocating for liberal education, much of which takes place through an initiative titled “The Currency of the Liberal Arts and Sciences: Rethinking Liberal Education in Wisconsin,” which began in 2004.

Much of the work of that initiative is guided by the System Advisory Group on the Liberal Arts (SAGLA), which has been working in the following areas: Identifying, discussing, and sharing among campuses useful models to advance liberal education; advocating publicly for liberal education; developing multi-campus and system-wide initiatives; and serving as the primary point of collaboration with the AAC&U on its LEAP campaign.

The group includes: Chancellor Erlenbach, who serves as an honorary member, one provost, 11 deans of Arts and Sciences or Letters and Sciences, six faculty and staff, four members of System Administration, the vice president for Communication and Public Affairs at AAC&U, and the executive director of the Wisconsin Humanities Council.

Examples of SAGLA’s work include sharing of best practices, such as “syllabus projects” that inventory and showcase language that highlights liberal education values and campus discussions among faculty and staff to increase common understanding about liberal education.

Examples of public advocacy activities are campus-community discussions about liberal education, public radio programming that has included a new monthly series at UW-Stevens Point on liberal education, opinion pieces and editorials, and presentations for alumni and other off-campus groups. Some of these have emphasized strongly shared views among policy, business and university leaders about what matters most in a college education and how that view differs from that of many parents, students and members of the public.

System-wide efforts have included support for a liberal education conference next month that is a joint effort of the UW System, the Wisconsin Technical College System, the Wisconsin Association of Independent Colleges and Universities and the AAC&U.

SAGLA is planning another conference for next year that will emphasize liberal education as a theme for building greater cohesion within universities. Faculty, staff, administrators, business and media representatives and other non-university participants will be included.

A very successful initiative has been an annual liberal arts essay scholarship competition, which has the purpose of promoting the value and purpose of liberal

education. The program awards three scholarships, system-wide, of \$2,000 each. Some campuses have earmarked additional scholarships for students whose essays are submitted for the system competition.

Concluding his remarks, Dean Christian indicated that an additional benefit of system-wide efforts is the motivation and support that participants draw from each other and from the knowledge that liberal education is being advanced in campus strategic plans and support by system-wide efforts, which are part of the AAC&U's national LEAP campaign.

In discussion following the presentation, Regent Crain emphasized the importance of making liberal education part of all university majors, noting that it contributes positively to personal and community, as well as career, aspects of life. She suggested eliminating the term "general education" as not suitably descriptive of what a liberal education offers.

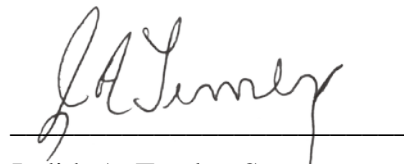
Noting pressures on faculty to delve ever deeper into their specific disciplines, President Reilly observed that it is easy in such an environment to lose the connections among disciplines, but with the help of the LEAP campaign and other liberal education initiatives, that trend is starting to be reversed and faculty are becoming re-energized about liberal education.

In response to a question by Regent Falbo, Dr. Martin indicated that many students and their parents are strongly focused on career preparation; and the mind-opening value of liberal education is not always clear to them. In addition, the term sometimes is misunderstood to mean educating "liberals". For such reasons, better communication about the importance of liberal education is needed.

Provost Earns added that, in recent years of difficult budgets, the LEAP initiative has brought faculty and staff together to focus on the community and what students need. Dean Christian pointed out that much of the value is in communication with students about what they need to know for their future success.

The discussion concluded and the meeting was adjourned at 1:00 p.m., upon motion by Regent Rosenzweig, seconded by Regent Davis.

Submitted by:

A handwritten signature in cursive script, appearing to read "J. A. Temby", is written over a horizontal line.

Judith A. Temby, Secretary