

MINUTES
EDUCATION COMMITTEE, BOARD OF REGENTS
University of Wisconsin-La Crosse
Cartwright Center – Room 337

December 4, 2008

Regent Davis convened the meeting of the Education Committee at 2:20 p.m. Regents Davis, Crain, Cuene, Loftus, Spector, and Thomas were present. Regent Bradley joined the meeting in progress.

1. UW-La Crosse: Presentation of Campus Academic Plan

Regent Davis welcomed those present to La Crosse. She then introduced UW-La Crosse Provost Kathleen Enz Finken to provide an overview of the university's undergraduate and graduate academic programming with the title, "The Stories Behind the Numbers." Provost Enz Finken informed the Regents that UW-La Crosse did not currently have a formal academic plan, and the most recent strategic plan dated from 2004, prior to the arrival of the current administrative leadership. Her presentation, she said, would focus on the academic environment at UW-La Crosse and the ways in which the campus context supported and reinforced student learning and success.

Provost Enz Finken provided a profile of the university's undergraduate student body, which was largely composed of students entering college right out of high school. She described some of the university's graduate programs, which serve about 800 students. She reviewed UW-La Crosse's academic organization and described some of the co-curricular activities offered to students beyond the classroom. UW-La Crosse is recognized for the high academic achievement of its student athletes, and for the large numbers of students who participate in study abroad—over 500 students in the last year. The campus works hard to help students find the resources to study abroad, and faculty-led study abroad programs were vetted through a rigorous academic review process. The campus was currently hosting over 350 international students, and dozens of visiting scholars.

Provost Enz Finken characterized UW-La Crosse's internship program as the largest and oldest in the UW System, and described the kinds of internships students in a variety of fields had access to. She noted that approximately 65% of the university's business graduates stayed in Wisconsin after graduation, and cited the Mayo Clinic as the number one employer of UW-La Crosse graduates overall. She also described the thriving undergraduate research opportunities available to UW-La Crosse students, supported both by the campus and through external grants. In April 2009, the campus would serve as host to the National Conference on Undergraduate Research, bringing in approximately 3,000 students from over 300 institutions.

She then highlighted some of UW-La Crosse's more distinctive academic programs, including the undergraduate Microbiology program, the Clinical Laboratory Science major, the Bachelor's degree in Nuclear Medical Technology, and the country's only online certificate program in Medical Dosimetry (the calculation and application of radiation treatments for cancer

patients). The River Studies Center, established in 1972, focused on research related to the Upper Mississippi River and other water bodies in the Upper Midwest. The Center has received more than \$13 million in external funding in the last 10 years, providing hands-on research experiences to both undergraduate and graduate students. She then described some of the academic collaborations with local healthcare providers, as well as other UW schools, in fields like nursing and physical therapy.

UW-La Crosse's teacher education programs were also highly rated across the state, reported Provost Enz Finken, including the highly competitive Master of Science in Education degree, and the Mathematics Department's Institute for Innovation in Undergraduate Research and Learning, both of which seek to address the decline in student achievement in math and science through better teacher preparation in these areas. She highlighted several innovative programs in the Department of Sociology and Archaeology, focused on experiential, interdisciplinary learning and cultural resource management. She concluded her overview by recognizing UW-La Crosse's award-winning Theatre Department, some of its pre-college programs, and some of the partnerships undertaken in the College of Business Administration to enhance the professional achievement and ethical competence of business students.

In closing, Provost Enz Finken described assessment results from the institution's first administration of the College Learning Assessment, designed to measure the gains made by students in critical thinking and other intellectual skills over the course of their college years. She observed that, in its hundredth year of operation, and with new senior leadership in place, UW-La Crosse would be revising its select mission statement and begin strategic planning, resulting in a new academic plan. In the midst of many positive developments, including a new academic building, the campus would work to develop a responsible plan that took into account the state's budget crisis. She acknowledged that, while enjoying a well-deserved reputation as a student-centered university, with outstanding academic and co-curricular programs, UW-La Crosse had the highest student-to-faculty ratio of all institutions in its classification in the country. The administration would like to alleviate that situation, although the budget situation would make that difficult.

In response to questions from Regent Loftus, Carmen Wilson, Special Assistant to the Chancellor, responded that the number of low-income students at UW-La Crosse had not gone up as hoped, in part because the university did not receive the financial aid package it had hoped for. Provost Enz Finken responded that, contrary to what one might expect, UW-La Crosse did not have large success in increasing its number of students from out of state, with the exception of students from Minnesota.

Regent Spector asked about research on distance learning and whether students who received their degrees through distance learning were as well-educated as those who graduated from more traditional programs. He was told that the research on the topic was limited but that thus far, there were not necessarily huge differences. Chancellor Gow added that there were both issues of quality and cost and that many online programs used lower-cost, adjunct faculty. In response to a question from Regent Cuene, Provost Enz Finken said that the costs for online courses varied from program to program. In response to a question from Regent Crain, Provost Enz Finken answered that the campus was 45% male and 55% female.

Regent Davis expressed the Committee's appreciation to Provost Enz Finken for her presentation, and asked for a target date for when the campus academic plan might be ready. Provost Enz Finken noted that the plan would follow the strategic planning scheduled for Fall 2009 and the completion of two dean searches that were currently underway.

2. UW System Growth Agenda Action Steps: Endorsement of Shared Learning Goals

Regent Davis turned to Senior Vice President Rebecca Martin, who provided an overview of the process followed in fulfillment of the Growth Agenda for Wisconsin's Action Step #1 on shared learning goals. She emphasized that the process for arriving at a set of shared learning goals needed broad input from the faculty, and needed to uphold the UW System's tradition of shared governance, which gave the faculty at each UW institution authority over curricular matters, including general education and assessment of student learning. It also needed to respect each institution's individual missions and identities. She then introduced Scott Oates, Professor of English and Director of Assessment at UW-Eau Claire, who was a member of the Shared Learning Goals Committee which developed the statement being brought to the Regents for their endorsement.

Professor Oates described the process followed by the faculty in arriving at the shared learning goals. He noted the unease of the faculty who attended the meeting in May 2008, convened to discuss the development of a set of UW System learning goals. The faculty in attendance voiced their concerns that UW System Administration was seeking to impose a set of learning outcomes on each of the institutions, and would then regulate and enforce compliance of them. He credited UW System leadership for being clear that regulation and compliance would play no role in the process. The May meeting resulted in the realization that UW institutions had more in common about the values and skills they wanted their students to develop than previously understood. He cited the essay on liberal education by UW-Madison Professor William Cronon, "Only Connect," a reading he shared every year with his first-year students to help them begin to probe the value and purpose of their undergraduate educations.

Professor Oates also acknowledged the key role played by the Association of American Colleges & Universities and the research AAC&U had conducted among corporate leaders and accreditors of engineering, business, nursing, and teaching. This work provided a rich context to the Shared Learning Goals Committee as it worked to circumscribe the broad range of knowledge, skills, and values students would need into the statement of shared learning goals. Acknowledging their elegance, Professor Oates read the five shared learning goals arrived at by the committee, pointing to the addition of the word "environmental" to the personal and social responsibility goal as distinctive to the UW System.

He then described the extensive vetting process undertaken by the Shared Learning Goals Committee, and the extensive deliberation committee members engaged in on the value and purpose of the shared learning goals. The group reached consensus that the shared learning goals had tremendous public value to everyone who was a part of the UW System—whether students, faculty, administrators, Regents—as a coherent set of talking points to use with Wisconsin families, campus community members, and policy-makers. Professor Oates expressed his belief

that the greatest value of the shared learning goals lay for teachers in the classroom with their students. He concluded by describing his own experience with first-year students, guiding them to think about the purpose and value of college and the liberating part of their liberal educations.

Regent Crain began the discussion by agreeing that the statement of shared learning goals before the Regents was indeed elegant. She said she was pleased that the word “knowledge” was the first word in the goals. Regent Cuene concurred and commended the work of the Shared Learning Goals Committee and the inclusiveness of the goals.

Senior Vice President Martin reiterated that the process for arriving at the goals was faculty-led and that she was not involved. She explained that the statement before the Regents reflected similar expressions at each UW institution and was the “common” of all the campuses. She expressed her appreciation to those faculty who had worked on the process for giving UW System leaders a language that could be used by everyone to recognize the value of the baccalaureate degree in the UW System.

Regent Thomas stated that she was now in her fifth year of amassing knowledge and skills. The value of liberal education was not immediately apparent to her when she started college and she applauded the effort to make such conversations happen as broadly as possible. These conversations were about “who we are as people and our place in the world,” and they needed to happen more intentionally with students as they entered the university.

In response to a question from Regent Cuene, Senior Vice President Martin said that the roll-out of the shared learning goals would be determined in coming weeks. One venue would be a faculty development conference focused on assessment that would take place in the spring; other venues would be planned.

Regent Davis then called for the motion.

I.1.b.: It was moved by Regent Spector, seconded by Regent Cuene, that, upon recommendation of the President of the University of Wisconsin System, the Board of Regents endorses the UW System’s Shared Learning Goals for Baccalaureate Students in fulfillment of the *Growth Agenda for Wisconsin* Action Step #1.

The resolution PASSED unanimously.

Regent Davis expressed her appreciation to Professor Oates and the others who devoted their time to the process. Regent Spector commented that he viewed one of his roles as a Regent was to educate the general public on the meaning and value of the state’s higher education system; the statement of shared learning goals would help him do that. He read an excerpt from the *Chronicle of Higher Education*, in which the President of Cornell University exhorted universities to explain themselves more clearly and plainly to constituents. Regent Spector asked that the UW System find a way to roll out the shared learning goals more publicly, and involving the media. Regents Cuene and Davis concurred, and Regent Crain added that a university education was not just an individual but a social good. Senior Vice President Martin responded that the work on the shared learning goals was an

important part of the System's liberal education initiative and its collaboration with the Lieutenant Governor. That work was proceeding in many directions, and included a media component as well as Wisconsin's other higher education sectors.

3. UW-Milwaukee Program Authorizations

Regent Davis turned to UW-Milwaukee Provost Rita Cheng to introduce the two doctoral programs on the agenda. Regent Loftus asked that, given the state's fiscal environment, the Education Committee be told what GPR funding would be necessary to implement the two programs, prior to hearing from the presenters. Provost Cheng responded that neither doctoral program required additional GPR. The Ph.D. in Environmental and Occupational Health relied on resources that were currently on campus, including some funding from the Center for Urban Population Health. The Doctor of Nursing Practice, she added, was a continuation of UW-Milwaukee's Master's program, which had funding through nursing education monies championed by the Regents several biennia ago.

a. Ph.D. in Environmental and Occupational Health

Provost Cheng introduced Professor Stephen Percy, Director of the Center for Urban Initiatives and Research and Chair of the Public Health Planning Council, and Professor David Petering, Distinguished Chair of Chemistry and Biochemistry and Director of the Children's Environmental Health Core Center. Professor Percy began by recognizing Dr. Petering, who had just received significant funding from the National Institutes of Health to fund work at the Children's Health Center, and had been instrumental in putting together the proposed Ph.D. in Environmental and Occupational Health (EOH).

Professor Percy reminded the Committee that last spring, UW-Milwaukee had sought approval for its planned School of Public Health. The Ph.D. in EOH was the first of four Ph.D. programs that the Regents would be asked to approve that would be housed, it was planned, in the School of Public Health. He explained the need for the program, citing in particular the shortage of trained professionals needed to grapple with the many public health problems, in particular the environmental health problems and health care disparities that were concentrated in Milwaukee. He provided an overview of the program, emphasizing the high-quality preparation that students would receive, the three program foci, and the reason for bringing this Ph.D. program to the Regents first. There are already a number of features and programs in place that would allow for the success of the Ph.D. in EOH, including the inter-institutional collaboration with other educational and health organizations in Milwaukee, the strong research foundation on children's environmental health, and the opportunities for collaborative research focused on the environmental health aspects of freshwater science. Finally, he addressed diversity by invoking the strong notion of environmental justice embedded in the program. Ongoing collaboration with the Health Department would help the program translate knowledge into practice.

Regent Loftus asked whether the Ph.D. in EOH would work to establish connections between environmental health and policy decisions. Professor Percy responded that the program's first mission was to create new knowledge and then work toward impacting policy decisions. Regent Spector asked what would happen if the Legislature did not authorize the School of Public Health, and whether the new Ph.D. in EOH would still be an appropriate program for UW-Milwaukee's doctoral array. Provost Cheng responded that his question had a two-part answer. First, recognizing that the university needed

to think strategically in difficult financial times, she said there was still a commitment by UW-Milwaukee to stay true to its Growth Agenda plans. Even if there was a delay in the Legislature's approval, the university still had enabling legislation that would allow for moving forward, albeit more slowly. Second, the EOH program did not require that the School of Public Health be up and running in order to succeed. The program was a part of the university's strategic initiative in environmental health; it had some funding from the Center for Urban Population Health, in partnership with Aurora and the UW School of Medicine and Public Health; and it had the breadth and depth to thrive on campus. Regent Spector agreed that, given Provost Cheng's response, the program stood on its own merits.

I.1.c.(1): It was moved by Regent Crain, seconded by Regent Spector, that, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Ph.D. in Environmental & Occupational Health at UW-Milwaukee.

The resolution PASSED unanimously.

b. Doctor of Nursing Practice

Regent Davis reminded the Committee that a year ago, it had heard a presentation on the need for doctor of nursing practice programs throughout the state and the country. In November, the Committee had engaged in a policy discussion of professional doctorates in general. With that context, the Committee was well prepared to hear the presentation of the UW System's first Doctor of Nursing Practice (DNP). Provost Cheng then introduced Kim Litwack, Associate Professor, Chair of the College of Nursing Executive Committee, and Chair of the DNP Task Force; Susan Dean-Baar, Professor and Associate Dean for Academic Affairs in the College of Nursing; and Karen Morin, Professor and Director of Graduate Programs in the College of Nursing.

Professor Litwack described the need for the program, focusing on research findings that higher practice levels yielded better patient outcomes, additional practice requirements for nurses, and documented shortages of nursing faculty. She indicated the ways in which the clinically based DNP program would differ from the master's program, as well as from a research Ph.D. program in nursing. The program would provide many hours of direct, clinical experience for students, as well as strong leadership opportunities. Students would be admitted in cohorts, a practice which had proven powerful. She reviewed the specializations students would graduate with, and enumerated the program's strengths, including its urban focus and interdisciplinary collaborations with other UW-Milwaukee partners. She concluded by noting that the diversity of the nursing faculty mirrored national averages, and the diversity of students exceeded national and UW averages, both for students of color and men.

Regent Loftus reiterated his question about resource needs, asking whether additional funding would be needed to bring in the new faculty mentioned in the program's executive summary for years two and three. Provost Cheng emphasized that no new GPR money would be needed and that the new faculty would be brought in through reallocation. Professor Litwack

explained that the faculty in the master's program would be moved to the doctoral program. Senior Vice President Martin added that the master's program would no longer be offered. Professor Dean-Baar reported that the number of students was expected to remain the same. In response to questions from Regent Thomas and Regent Davis, Professor Litwack explained the differences between the master's and the doctoral programs, and noted that nursing students were readily being placed in clinical settings throughout the city.

I.1.c.(2): It was moved by Regent Spector, seconded by Regent Cuene, that, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Doctor of Nursing Practice at UW-Milwaukee.

The resolution PASSED unanimously.

4. Report of the Senior Vice President

a. Review of the Sabbatical Assignments and Guidelines

Senior Vice President Martin began her report with a review of the annual Sabbatical Report that had been mailed to Regents the week before. She noted the diversity of intellectual, scholarly and pedagogical exploration proposed in the sabbatical abstracts, and reviewed the key numbers contained in the report. She outlined the purpose and value of the sabbatical program for faculty and institutions, the competitive campus process for selection, and the fact that the salary savings generated by full-year sabbaticals generally covered any necessary replacement costs for the faculty on leave.

She then turned to the Sabbatical Guidelines, a set of emphases which the Education Committee was asked to review every few years. The existing guidelines were several years old and had been mailed to Regents, Chancellors, Provosts, and Faculty Representatives seeking their input into any revisions. She emphasized that while the guidelines recommended broad areas of interest and focus that were meant to align with institutional missions and priorities, they were not prescriptive.

Regent Spector suggested that the shared learning goals endorsed earlier by the Committee be integrated into the Sabbatical Guidelines. Committee members concurred. Senior Vice President Martin agreed that the shared learning goals would be integrated into the guidelines and they would be shared with the Regents and institutions once revised.

b. Impact of Budget on Academic Affairs Arena

Senior Vice President Martin next provided the Committee with a brief report of the ways in which the state's challenging budget was impacting the System's academic affairs arena, and how her office was responding. She mentioned that Stephen Kolison, Associate Vice President for Academic and Faculty Programs, was working with Provosts to review low-enrollment academic programs across the System. The goal was to identify opportunities for consolidation and collaboration, with an eye towards maximizing instructional resources and ensuring

appropriate program array at the System level. She emphasized that closing academic programs would not save money in the short term, although it might in the long term.

In addition, at the request of President Reilly, her office was exploring the possibility of offering a three-year baccalaureate degree at selected UW campuses. The idea was being piloted in Europe through the Bologna project. In response to a question from Regent Davis, Associate Vice President Kolison added that several American institutions were also piloting a three-year baccalaureate, including Southern Oregon, Eastern Carolina, and some of the State University of New York schools. Preliminary research indicated that programs in sociology, political science and economics might be well suited for such an option. While the idea was still exploratory, such an accelerated degree could lower educational costs for well-prepared students in selected majors, utilizing advanced placement courses, online classes, and summer study.

Senior Vice President Martin added that with any step being taken across the System to address the budget, there was a need to ensure that access to academic programs and services for students was maintained, affordability was safeguarded, and academic quality preserved. In response to a question from Regent Loftus, Senior Vice President Martin described the process by which a program could be closed, noting that because the process was embedded in faculty governance, it would take a long time. When a degree program is ended, she explained, the institution has the responsibility to serve all the students who have been admitted to it, through graduation. New tenure homes would also need to be found for tenured faculty in a closed program. These essential steps would preclude quick saving of money. One of the reasons for taking a systemwide look at low-enrollment programs was to enable campuses to move resources in responsible ways. Regent Davis commented that such a review seemed prudent even if the budget situation were to improve.

Regent Cuene indicated that there was a process already in place in the Wisconsin Technical College System: programs were put on watch for a year or two to see if they were still serving their purpose. While the number of majors did not change much over time, there is some shifting of resources among programs and discontinuation of some majors. Jerry Greenfield, Interim Provost at UW-Parkside, acknowledged that his campus conducted a review on a continuous basis, each time a faculty member left, but that a more systematic process was be advisable. Senior Vice President Martin related a story from UW-Platteville Provost Carol Sue Butts: in the 1980s, Provosts at UW institutions were separately looking at shutting down their German programs, because of low enrollments systemwide. The realization that there might not be any German programs in Wisconsin led Provosts to determine that such decisions should be made together, as a system.

Senior Vice President Martin said that the systemwide review of programs should lead to a set of principles that would help in the decision-making process. Regent Loftus commented that limiting enrollment at the institutions should be an option on the table, as well, and would not involve the firing of personnel or cutting of salaries. Regent Thomas observed that it was curious that there were no such principles already in place.

c. Update on *Project Lead the Way*

Senior Vice President Martin continued her report with an update on *Project Lead the Way*, a non-profit organization focused on preparing the future technical and engineering workforce in America. The program worked with middle and high schools to develop and offer challenging curricula in pre-engineering. In the past ten years, *Project Lead the Way* had grown from one school in New York, to more than 2,300 schools in 49 states, including Wisconsin. The Wisconsin program was receiving generous support from the Kern Family Foundation, based in Waukesha, to help schools develop these curricula. The UW System was working closely with DPI so that a number of *Project Lead the Way* courses were now accepted as science-equivalent courses necessary for freshman admission at UW institutions. She thanked the Provosts for working with their admissions officers to enable acceptance of these science courses. Regent Davis added her appreciation, and observed that Rockwell International and the Kern Family Foundation were exceedingly pleased with the progress being made.

d. Update on Professional Doctorates

Senior Vice President Martin concluded her report with an update on professional doctorates. As requested by the Regents in November, her office was developing draft principles for the offering of professional doctorates at UW System comprehensive institutions. The first draft would be shared with the Provosts at their December meeting; their input would be integrated into the next draft and other constituent groups would review the document, as needed. She planned to present a final draft to the Education Committee at its February meeting for its members' input. Moving forward, the principles would prove valuable to all the groups involved in program development and approval, including faculty and academic leaders at the institutions, the Office of Academic Affairs, and the Regents.

5. Committee Consent Agenda

Regent Davis moved adoption of the minutes of the October 2, 2008, meeting of the Education Committee and the following resolutions as consent agenda items. The motion was seconded by Regent Thomas and carried on a unanimous voice vote.

Resolution I.1.e.(2), authorizing implementation of the B.S. in Materials Science at UW-Eau Claire;

Resolution I.1.e.(3), authorizing implementation of the Bachelor of Science Education at UW-Stout;

Resolution I.1.e.(4), authorizing implementation of the Bachelor of Science Technology Education at UW-Stout;

Resolution I.1.e.(5), authorizing implementation of the B.S. in Geosciences at UW-Stevens Point; and

Resolution I.1.e.(6), delegating to the Dean of the College of Natural Resources at

UW-Stevens Point the authority to establish a Lumber Grading Training Program.

Regent Loftus asked for and received assurance that none of these new academic programs required new GPR funding.

6. Full Board Consent Agenda

Resolutions I.1.b., I.1.c.(1), I.1.c.(2), I.1.e.(2), I.1.e.(3), and I.1.e.(4), I.1.e.(5), and I.1.e.(6) were referred to the consent agenda of the full Board of Regents at its Friday, December 5, 2008, meeting.

The meeting adjourned at 4:32 p.m.