

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held in the UW-Eau Claire Davies Center  
Council Fire Room (252)  
UW-Eau Claire  
Eau Claire, Wisconsin

Thursday, October 15, 2009  
10:00 a.m.

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- President Pruitt presiding -

PRESENT: Regents Jeffrey Bartell, Mark Bradley, Eileen Connolly-Keesler, Judith Crain, Michael Falbo, Thomas Loftus, Kevin Opgenorth, Charles Pruitt, Brent Smith, Michael Spector, José Vásquez, and Aaron Wingad

UNABLE TO ATTEND: Regents Danae Davis, Stan Davis, John Drew, Tony Evers, David Walsh, and Betty Womack

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**INTRODUCTORY REMARKS**

**Thanks to UW-Eau Claire**

On behalf of the Board, Regent President Pruitt expressed appreciation to all those who had put so much effort into preparing for these meetings. The Regents looked forward to learning more about the campus and hearing directly from faculty, students, and staff.

The Board's last visit to UW-Eau Claire had been in October 2001 and, before that, in October 1995.

**161st Anniversary of First Meeting of Board of Regents**

Regent President Pruitt reported that, on October 7, 1848, the Board of Regents met for the first time in the library room of the State Capitol. Led by Regent Eleazer Root, the board approved the university's first admission requirements and educational curriculum, appointed John Lathrop as chancellor, and selected John Sterling as the first UW professor.

## **Meeting of Chancellors' and President's Assistants**

Welcoming UW System assistants to the Chancellors and the President, who were meeting at UW-Eau Claire in conjunction with the board meeting, President Kevin Reilly thanked them for their competent and committed service and for the flair and discretion with which they perform their duties.

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## **UW-EAU CLAIRE PRESENTATION – *TRANSFORMING OUR FUTURE***

Regent President Pruitt introduced UW-Eau Claire Chancellor Brian Levin-Stankevich to make a presentation showing how the campus has transformed in recent years and how it is serving as a catalyst for transformation across the region and the state.

Welcoming the members of the Board of Regents and other meeting participants, the Chancellor noted that UW-Eau Claire is home to 10,035 BluGold students. In the past eight years, the university has produced 15,706 graduates and 10 Fulbright scholars; the Jazz Band has performed in China, and the BluGold Marching Band has played for the Pope. Every year, UW-Eau Claire students have played a premier role in community service.

Presenting a welcome on behalf of the students, Rebecca Kidnie, vocal performance major and catcher on the Division III championship women's softball team, spoke of her passion, not only for opera and softball, but also for undergraduate research. She sang an aria, titled "Ah, Love, but a Day."

Chancellor Levin-Stankevich remarked that UW-Eau Claire students all benefit from the rich liberal education offered at the university and the opportunity to explore wide-ranging interests. Long a leader in research, study-abroad, and focus on learning, the university has a vision for transforming the future, which is happening every day.

Dr. Kate Wilson, campus sustainability fellow, noted that sustainability is one element of transforming the future. Stewardship, which means preserving what matters most, inspires the sustainability effort.

Robyn Fennig, a senior economics major, described the 2008 carbon emissions inventory. In September 2007, Chancellor Levin-Stankevich signed the American College and University Presidents Climate Commitment, which now has 655 signatories across the United States. A carbon-neutral team was created and the inventory was conducted. The next step would be to set a date for becoming carbon-neutral.

Isaac Borofka-Webb, also a senior economics major, described the study, which was modeled after a greenhouse gas emissions inventory at Middlebury College in Vermont. Noting that quantification has been a challenge because of the complexity of the campus environment, he said that such items as heating, driving, lighting, and recycling were included.

The team made a number of recommendations, which the university has begun to implement. One of them was to identify a sustainability leader, which resulted in appointment of Dr. Wilson to that position. Others included lighting and cooling system changes.

Another initiative, Ms. Fennig continued, is the “Clean Commute” effort to promote public transportation through an agreement with the city for free bus access and promotion of biking to campus, rather than driving.

She and Mr. Borofka-Webb were sustainability interns and helped to develop a carbon initiative inventory course. After graduation, she planned to study urban planning at the graduate level.

Mr. Borofka-Webb indicated that the Climate Action Plan, with a timeline for carbon neutrality, was being developed. The next semester, he planned to study in Sweden, in the greenest city in Europe, and bring ideas back to UW-Eau Claire.

Dr. Douglas Dunham, director of the Materials Science Center, explained that the mission of the center includes student/faculty research and outreach, both to K-12 schools and to the industrial sector. The purpose of K-12 outreach is to get students excited about careers in science while they are still in middle school.

The center partnered with UW-Stout in the NanoSTEM initiative as part of the Growth Agenda for Wisconsin. Nano-science is integrated into the Materials Science major; and students are encouraged to follow careers in science through high impact activities, such as faculty/student research and internships.

The industrial outreach effort involves bringing companies to the center and collaborating with them. For example, if a company wants to test a new process, it can bring a sample to the center and get results right away, rather than sending it to a distant testing facility.

As to bringing companies to the area, Dr. Dunham cited the example of Resonant Microsystems, a new high tech firm in the Chippewa Valley. The company, which moved to Wisconsin from California, employs three UW-Eau Claire interns and is projected to expand to 30 employees by the end of next year.

Dr. Marcus McEllistrem, director of Materials Science Center academic programs, described a collaboration among engineers at Resonant Microsystems and faculty at UW-Eau Claire, Purdue University, Chippewa Valley Technical College and UW-Stout on a nanoswitch project, which has the goal of reducing power consumption of integrated circuits. Resonant Microsystems has purchased a \$350,000 instrument that will be housed at UW-Eau Claire.

Patrese Hoffman, a UW-Eau Claire senior physics major, described outreach to students from grade four to high school, which includes laboratory activities, demonstrations and presentations to show them that science is fun. She added that she has had significant research experience as a student at the university and has worked for private sector companies, including Resonant Microsystems.

Introducing a presentation on the Latin American Sustainability Education and Development (LA SED) program, Analisa De Grave, associate professor of Spanish and Latin American Studies, remarked that students' lives have been changed by participating in the program's project in Nicaragua.

Cory Ploessl, a senior Art-Ceramics major and president of LA SED, recalled that a group of students who had studied abroad in Nicaragua and worked in a community called El Fortin formed LA SED upon their return to Eau Claire.

Meghan Sluga, a senior Spanish and Social Work major and secretary of LA SED, explained that one goal of the group's projects is to build cultural understanding. The first year, they built a greenhouse and planted fruit trees; the next year, the goal was education about parasites and nutrition; and the next project would be to build a bridge.

Kristin Racchini, a senior Spanish major and vice-president of LA SED, said that the children of El Fortin could not afford the uniforms required for school, so LA SED raised money and gave them scholarships. In 2008 LA SED won the New Student Organization of the Year Award.

Margaret McInnis, a junior Political Science major and treasurer of LA SED, observed that the project has empowered residents of El Fortin. The planned bridge will help the children get to school; and, through education, they will learn how to support themselves and their community. LA SED also planned to send three Nicaraguan women to a program on how to become independent – knowledge they can use to further empower the community. The LA SED program participants, she said in conclusion, have had their lives changed by the work in El Fortin and have been inspired to do more community service in the future.

To describe a civil rights pilgrimage to the deep South, Associate Dean of Students Jodi Thesing-Ritter introduced Sarah Gonzalez, a senior Psychology major, who explained that the pilgrimage was a 10-day excursion beginning in Atlanta and proceeding to Birmingham, Montgomery, and Selma, Alabama; New Orleans; Little Rock's Central High School; and ending at the Memphis, Tennessee site of Martin Luther King's assassination.

A video on the pilgrimage showed the group tracing the journey made by civil rights marchers in Selma and speaking to a minister in Montgomery, who urged them to remember that citizens can act to bring about social change even when they are disenfranchised. Throughout the journey, they were inspired by hearing from people who had participated in the civil rights movement.

Janna Caspersen, a junior Geography major, noted that she had gone on the pilgrimage and then worked as an intern on all of the succeeding ones. She did research on the impact of the pilgrimage on participants' attitudes and perspectives on racism, which she presented at a National Conference on Race and Ethnicity.

In conclusion, Ms. Thesing-Ritter observed that the pilgrimage is an example of connected learning and that, upon return, participants have become change agents on campus and in the community.

In discussion following the presentations, Regent Loftus asked Chancellor Levin-Stankevich to expand on the university's philosophy of international education.

Noting that one goal is to see oneself through the eyes of others, the Chancellor added that there also are multiple cultures in the United States and that all students should be exposed to such experiences. The university was attempting to level costs so that all students could afford to participate.

In response to a question by Regent Connolly-Keesler, students explained that, while they pay for many of the costs, some scholarships are available. Mr. Ploessl added that returning students find that, although their "pocketbooks are lighter, their minds are fuller."

Regent Crain complimented Chancellor Levin-Stankevich and the other speakers for the richness of the presentations.

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## **THE UW SYSTEM'S PARTICIPATION IN GIVE STUDENTS A COMPASS: A TRI-STATE PARTNERSHIP FOR COLLEGE LEARNING, GENERAL EDUCATION, AND UNDERSERVED STUDENT ACCESS**

In opening remarks, President Reilly explained that the Compass Project connects efforts to more successfully educate non-traditional students with re-thinking general education to reflect shared learning goals for the 21st century.

A collaborative grant project with the UW System, the California State University System and the Oregon University System, the project models ways in which state systems can become catalysts for change, in partnership with individual campuses.

Senior Vice President Rebecca Martin began the presentation by explaining that the Compass Project is a part of the Liberal Education and America's Promise (LEAP) initiative, a ten-year campaign sponsored by the American Association of Colleges and Universities that seeks to engage educational institutions and the public with questions about what really matters in college.

Remarking that the Compass Project represents inclusive excellence in action, Dr. Martin said that its effort is to place diversity, equity and excellence at the heart of the higher education enterprise for the benefit of students and the workforce of the future.

With funding from the Carnegie Corporation and the Lumina Foundation, the UW System and the Oregon and California State university systems have each designated three of their institutions as Compass campuses. In Wisconsin, those institutions are UW-Eau Claire, UW-Oshkosh, and UW-Milwaukee, which were chosen because they are part of the Equity Scorecard Project and because all of them are in the process of revising their general education programs.

With regard to general education reform, she cautioned that the work is challenging; that cohesive, outcome-based general education programs are difficult to design given the revenue model in existence and the way departments and majors are organized; and that faculty governance plays a critical role in the curricular revision required in this work.

High-impact practices, she explained, are intellectually engaging and effective educational practices that have been shown to deepen student learning and engagement and to raise levels of performance, retention and success for students. While all students benefit from these practices, historically underserved students tend to benefit the most.

Examples of high-impact practices include learning communities, writing-intensive courses, global learning experiences and internships. All UW campuses offer some such practices, which tend to be more resource intensive than other forms of learning.

Research on high-impact practices clearly shows the most dramatic benefits for students of color and students who begin college at a lower level of achievement. It also shows that underserved students, who benefit most from high-impact practices, are least likely to have access to them.

High-impact practices, Dr. Martin stated, have the most potential to advance the UW System's commitment to the Shared Learning Goals – the knowledge, skills, abilities and habits of mind with which all UW students should graduate in order to participate fully in the 21st century global society.

Turning to campus presenters for examples of what is being done, Dr. Martin introduced Susan Turell, associate vice chancellor for academic affairs at UW-Eau Claire.

Dr. Turell noted a growing consensus on a need for curricular reform, with a general education reform process that has started a shift from a course/credit basis to a focus on outcomes. High-impact practices, such as honors courses and living-learning communities, will be used as a way to shrink the learning gap and achieve equitable outcomes.

Data were analyzed for internships, student/faculty research, and study abroad experiences. Findings were that:

- For internships, there was no significant difference in completion among all groups;
- For faculty/student research, significantly fewer first generation students participated;

- For study abroad programs, significantly fewer students who were both low income and first generation took part in these experiences.

The finding that first generation status impedes access to high-impact programs is especially important for UW-Eau Claire since 45% of its students are first generation students.

Next steps include development of interventions to remove barriers.

A description of the Compass project at UW-Oshkosh was presented by Carleen Vande Zande, assistant vice chancellor for curricular affairs and student academic achievement, who indicated that the project focuses on ensuring inclusive excellence through high-impact and best practices, including a first-year experience, writing-based inquiry study, study abroad, an honors program and undergraduate research.

The goals of the project are to:

- Increase participation of students who are underserved – first generation, low income and students of color – and transfer students in high-impact practices.
- Assist student and academic support programs to meet needs of transfer students so that they can be successfully integrated into the university.

Activities included:

- Studying barriers to participation in high-impact practices;
- Looking at advising and other services;
- Studying the influence of high-impact practices on grade-point averages of students of color; and
- Tying findings to general education reform.

Jeffrey Merrick, associate dean of humanities and communication and professor of history, presented a description of UW-Milwaukee's Compass project, principles of which were:

- General education reform based on outcomes that cross disciplinary lines;
- Making excellence inclusive.

The goal of the project was defined as integration of LEAP essential learning outcomes into the undergraduate experience for all students, which fit well with UW-Milwaukee's goals of research growth and access to success. Access to success has the goal of closing achievement gaps and raising retention rates.



Noting that UW-Milwaukee has had a task force on general education in place since 2005, Mr. Merrick said that high-impact practices are in place, focusing on freshman seminars, learning communities, undergraduate research, and capstone courses.

Data is being used to analyze results, with connection to high-impact practices.

Resuming her remarks, Senior Vice President Martin said that the Compass Project has the goal of making it possible for every student to participate in at least two high-impact activities during his or her undergraduate program – one in the first year, as part of general education, and one taken later, as part of the major.

She outlined the following activities at the system level:

- The UW System will sponsor a professional development institute in 2010 to build capacity around the goals of the Compass Project;
- A high-impact practice website is under construction to be used as a portal for sharing the good work going on at each UW institution;
- Some Growth Agenda grant funding for 2010 -2011 will be used to support campus development of high-impact practices and making those practices more accessible; and
- The next Accountability Report will contain information on campus offerings of high-impact practices, which will allow measurement of progress over time in deeper student learning and retention.

In conclusion, Dr. Martin reiterated that the Compass Project is about leveling the playing field and redefining excellence to include diversity and equity. Through this effort the UW System and its partners would continue working to “help America’s extraordinarily diverse students reap the full benefits of their studies in college – benefits that are economic, civic, and personal.”

In discussion following the presentation, Regent Crain remarked that the Compass Project is both exciting and important. She asked if it is known why high-impact practices are less available to students who would benefit the most from them.

Noting that more information in that regard is expected from ongoing studies, Dr. Martin expected that some disparity resulted from lack of knowledge about high-impact practices on the part of some students, such as those who are first-generation students, and lack of time on the part of working students to participate in them. One of the challenges to be faced, she said, is to design the experiences in such a way that they are more readily accessible to these and other students.

Regent Vásquez inquired about student involvement in sharing their insights about the results of high-impact practices.

In reply, Ms. Vande Zande said that UW-Oshkosh uses interviews, focus groups, and debriefings in its qualitative research to obtain student perspectives; and Mr. Merrick added that UW-Milwaukee's freshman seminar incorporates a student evaluation at the end of the semester, while other high-impact practices are developing other forms of feedback.

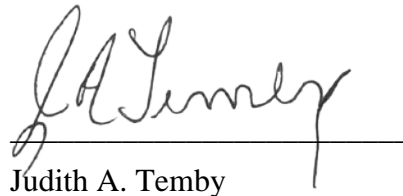
Concluding the discussion, President Reilly observed that continuous improvement, such as that taking place through the Compass Project, is at the core of what the university does to ensure that more students are well educated.

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The meeting was adjourned at 12:00 p.m.

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Submitted by:



Judith A. Temby