

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held in Reeve Union 227  
UW-Oshkosh  
Oshkosh, Wisconsin

Thursday, October 7, 2010  
10:00 a.m.

**PRESIDENTS' GREETING ..... 2**

**UW-OSHKOSH PRESENTATION: "UW-OSHKOSH'S 'PRINCIPLES FOR PROGRESS AND PROSPERITY:' A COMPACT TO BETTER EDUCATE MORE PEOPLE" ..... 3**

    UW-OSHKOSH AND THE COMPACT .....3

    ADVOCACY STRATEGY .....4

    CONTROLLING COSTS.....4

**UW SYSTEM'S PARTICIPATION IN THE NATIONAL ACCESS TO SUCCESS INITIATIVE ..... 6**

    BACKGROUND .....6

    ALIGNMENT WITH EXISTING INITIATIVES .....7

    NEXT STEPS .....8

    REGENTS' QUESTIONS AND DISCUSSION .....8

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held in Reeve Union 227  
UW-Oshkosh  
Oshkosh, Wisconsin

Thursday, October 7, 2010  
10:00 a.m.

– President Pruitt presiding –

PRESENT: Regents Jeffrey Bartell, Mark Bradley, Judith Crain, Danae Davis, Anthony Evers, Michael Falbo, Thomas Loftus, Edmund Manydeeds, Charles Pruitt, Jessica Schwalenberg, Brent Smith, Michael Spector, José Vásquez, David Walsh, Aaron Wingad, and Betty Womack

UNABLE TO ATTEND: Regents Stan Davis and John Drew

- - -

## **PRESIDENTS' GREETING**

President Pruitt greeted the Regents and other meeting attendees, welcoming them to UW-Oshkosh. He thanked Chancellor Rick Wells and his team for their hard work in preparing for the Board's visit. President Pruitt also recognized the presence of state Representative Gordon Hintz.

President Pruitt turned to President Reilly to introduce some new UW System leaders, the first of whom was Michael Lovell, who had agreed to serve as Interim Chancellor at UW-Milwaukee during the search for a successor to Chancellor Carlos Santiago. Dr. Lovell has been Dean of the College of Engineering and Applied Science at UWM since 2008 and has developed a clear vision for the whole UW-Milwaukee campus and its role as an economic engine for southeastern Wisconsin.

President Reilly also recognized Tomas Stafford, who was recently appointed as UW System's new General Counsel, succeeding Pat Brady. Mr. Stafford previously served as Interim Deputy General Counsel, having worked as a UW System attorney for ten years. He has represented the university before the Wisconsin Equal Rights Division and the U.S. Bankruptcy Court, and worked with the Wisconsin Department of Justice to represent the university in state and federal court cases.

In addition, President Reilly recognized the assistants to the chancellors from across the UW System, including his assistant, Rita Sears. The assistants meet in person once each year for professional development.

- - -

## **UW-OSHKOSH PRESENTATION: “UW-OSHKOSH’S ‘PRINCIPLES FOR PROGRESS AND PROSPERITY:’ A COMPACT TO BETTER EDUCATE MORE PEOPLE”**

President Pruitt introduced Chancellor Wells, to speak about “UW-Oshkosh’s ‘Principles for Progress and Prosperity’: A Compact to Better Educate More People.” Chancellor Wells welcomed the Board of Regents, President Reilly, and UW campus colleagues to UW-Oshkosh, which he called one of the UW System’s twelve “Greater Wisconsin Universities,” one of those universities beyond Madison and Milwaukee, serving 110,000 UW students.

### ***UW-Oshkosh and the Compact***

Chancellor Wells spoke about UW-Oshkosh’s ability to support the new compact proposed in summer 2010 by Regent President Pruitt and past Regent-President Jay Smith. Chancellor Wells stressed UW-Oshkosh’s emphasis on high-impact educational practices and essential learning outcomes, which he said develops graduates who are talented, liberally educated, technically skilled, global citizens, and who are fully engaged as leaders and participants in civic, political, and social life.

Chancellor Wells focused his comments on UW-Oshkosh’s commitment to the proposed “Smith-Pruitt Compact,” saying that the compact seeks to forge the kind of relationship that Wisconsin’s public university needs to maintain with elected officials and the public at large. The university must convince them that taxpayer funding of public higher education is a critical investment for a prosperous future, and not just a big expenditure, he said. Known as “Principles for Progress and Prosperity,” this compact calls for three things from the UW System: expanded access, increased productivity, and enhanced quality. In exchange, the compact calls for three things from the state: a greater and more stable share of state tax dollars for the UW System, including the resources and flexibility needed to make faculty and staff compensation competitive; greater management flexibility in purchasing, contracting, and construction; and prudent investments in need-based financial aid to preserve access for low- and moderate-income students.

Chancellor Wells said that in many ways, UW-Oshkosh is well positioned to uphold its end of the bargain. Regarding expanded access, for example, UW-Oshkosh is Wisconsin’s third-largest and second-fastest growing university, with six consecutive record-breaking years of enrollment growth, including preliminary fall 2010 enrollment of 13,600 students. He observed that in a time of economic uncertainty, it is a positive sign to see students investing in a progressive future.

UW-Oshkosh has also expanded access to high-demand programs, including new academic majors in athletic training, environmental studies, and environmental health and 13 new graduate certificate programs. In addition, UW-Oshkosh has a long-term commitment to make a UW-Oshkosh degree affordable and accessible by securing funds for scholarships and paid internships; scholarship awards and paid internships help the university attract and retain a diverse student population, offset tuition costs for students in need, and encourage non-traditional students to complete their education.

With regard to increased productivity – the second component of the agreement – Chancellor Wells said that UW-Oshkosh has also established a good track record, setting new records for the number of degrees conferred in each of the past four years. UW-Oshkosh was the second school in the nation to implement a degree-completion initiative for “stop outs,” known as the Graduation Project, which has significantly increased the number of baccalaureate and associate-degree holders.

Regarding the third component of the compact, enhanced quality, Chancellor Wells said that UW-Oshkosh has adopted a set of student learning outcomes based upon the Essential Learning Outcomes of the American Association of Colleges and Universities. With definitions and performance indicators for each outcome, students have a better understanding of what is expected of them.

Chancellor Wells said that UW-Oshkosh is working creatively and innovatively to improve quality through strategic financial planning. For example, employment-based learning outcomes have been integrated into the Student Titan Employment Program (STEP), which improves the quality of on-campus employment while helping to make education more affordable for 200 students through a reallocation of \$500,000 annually.

### ***Advocacy Strategy***

Chancellor Wells said that a compelling case can be made for the Smith-Pruitt compact by building on the advocacy strategy that worked well in 2007-09. The case for the 2007-09 *Growth Agenda* was about the university’s mission and meeting the needs of the people, the communities, and the students that the university serves. The university is an excellent investment because of its alignment with the needs of the region and its ability to leverage resources through many partnerships and collaborations. The chancellor stressed the importance of building on the good faith, respect and mutual understanding that the 2007-09 *Growth Agenda* advocacy strategy generated.

A similarly compelling strategy is needed for 2011-13, to promote the investment of a greater share of state tax dollars in public higher education. Chancellor Wells said that the university must provide not only better educational quality, but better educational quality at a lower per-capita degree cost.

### ***Controlling Costs***

Chancellor Wells noted the challenges of increasing quality when there is a state budget deficit, but said that he believes quality can be increased. Citing two recent articles in the

*Chronicle of Higher Education*, “The Elephant in the Room: Curricular Glut” and “Can Learning Be Improved When Budgets Are in the Red?” the chancellor described efforts to simplify degree requirements and to consider fundamental questions about improving the quality of student learning and engagement. At UW-Oshkosh, students are being asked to reach broad learning outcomes that will enable them to think for themselves and to work with others to solve problems in innovative ways. The campus adopted the UW-Oshkosh Student Learning Outcomes in May 2008 and has undertaken other efforts to improve the quality of the educational experience.

Observing that both external and internal stakeholders have the same goals of more value and less debt, Chancellor Wells spoke about strategies for controlling the per-capita cost of a degree, such as reducing time to degree, curricular glut, requirement maze, and bureaucracy. The quality/cost relationship can be enhanced in multiple ways: (1) new funding, (2) reallocated funding, and (3) better use of time and controlling costs.

With respect to new funding, the chancellor referred to the example of the Beach Monitoring project, funded through more than \$3 million in local, state, and federal grants. The project engages more than 100 student researchers in high-impact learning, addresses community health concerns, and helps protect the tourism economy. A subsequent video presentation exemplifying the high-impact learning opportunities available to UW-Oshkosh students described students’ work collecting data to assess the overall health of many beaches across the state; the students’ work has resulted in the re-engineering of ten beaches in Door County and others around the state.

The AirBoat Rescue project is an example of using private funding and reallocated university resources to develop a student-faculty project that produced a documentary film, a magazine, a CD, and a gallery exhibit. The project was funded by a combination of private and reallocated university resources. As further explained in the video, “AirBoat Rescue 1: When the Ice Breaks,” was a cross-discipline (Journalism, Radio-TV-Film, Music, Art, Learning Technologies) student-faculty project. Two students worked with Adjunct Instructor Grace Lim to tell the story of Norm and Joyce Lee and their family. The Lees lost their son to a snowmobile accident on Lake Poygan in 1977; Norm Lee and two sons, Colin and Perry, operate an AirBoat and have been rescuing people off of Lake Poygan and surrounding lakes for more than three decades.

A third way of enhancing the quality/cost relationship is through better use of time and controlling costs. It is important to have fair, competitive compensation for the retention, recruitment, and development of faculty and staff, while also identifying ways to control degree costs and increase quality through reduced bureaucracy; more cost-efficient support services for faculty, staff and students; reduced time to degree; and streamlined curricula.

Next, Chancellor Wells introduced several speakers:

- Professor Gregory Kleinheinz spoke about the Environmental Health and Water Quality Outreach/Research Group; he described a collaborative project that brought UW expertise and resources to communities in need for water-quality testing and seasonal inspections of

small businesses. Marvi Verma, a biology major with a health-care emphasis, described her internship with the Research Group, and its benefits for her educational experience.

- Adam Kostrzek from Yahoo! spoke about a partnership with the university for students to provide services for the Yahoo! Global Technical Support Center. Through the partnership, Yahoo! gains a source of talented, motivated employees. Barb Koss, a UW-Oshkosh graduate, was one of the first students hired by Yahoo!, and she is now the Global Service Desk Supervisor. She spoke of the critical-thinking, problem-solving, and communication skills students develop through this opportunity.
- Adjunct Instructor of Journalism Grace Lim further described the story of the Lee family and its heroism. She introduced Trent Hilborn and Mark Mazur, Radio-TV-Film majors, who she said fearlessly filmed for many hours to produce a documentary of the Lees' story, and who told the Board about the value of learning in the field how to make a documentary. Ms. Lim also introduced others who participated in the production of the documentary, including musicians who composed original music for the film and who performed a piece for the Board.

In closing, Chancellor Wells introduced Norm Lee and family members, who received a standing ovation from the Board and meeting attendees.

---

## **UW SYSTEM'S PARTICIPATION IN THE NATIONAL ACCESS TO SUCCESS INITIATIVE**

President Pruitt, thanking Chancellor Wells and the other presenters for the extraordinary opening to the Board meeting, introduced the discussion of the UW System's participation in the national *Access to Success* initiative. President Pruitt noted that this is an initiative in which the UW System is on the cutting edge of university systems across the country. He expressed pride in the outstanding leadership of Senior Vice President Rebecca Martin, President Reilly, and the extraordinary chancellors and provosts across Wisconsin, who are leading the way. President Pruitt then turned to President Reilly, who offered further background information.

### ***Background***

President Reilly began by saying that the UW System joined the national *Access to Success* initiative in 2009, while in the process of developing the *More Graduates for Wisconsin* initiative. Under the leadership of the National Association of System Heads, *Access to Success* now includes some two dozen public higher education systems around the country. The initiative has two interrelated goals: to increase the number of college graduates in a state; and to ensure that those graduates are more broadly representative of the state's high school graduates, particularly regarding race and income.

Data clearly indicate that students of color and those from lower-income families do not enroll in college at the same rate as their more affluent, white peers; those who do go on to college also tend not to graduate at the same rate as their more affluent, white peers. This is not acceptable, President Reilly said. The potential for positive change from *Access to Success* is enormous; the 24 higher-education systems involved in this initiative represent 378 two-year and four-year campuses, and more than three million students. Collectively, these systems educate almost 40 percent of undergraduates attending four-year public colleges and universities, and almost 20 percent of all college undergraduates nationwide.

The UW System's involvement in *Access to Success* reflects a commitment to comprehensive and systemic transformation of the way students are educated. It also positions the System to act as the catalyst for that transformation. The Board of Regents has advocated for more focused, strategic, evidence-based efforts to eradicate the achievement gap between students of color and their white peers. *Access to Success* represents such an effort, President Reilly said, introducing Senior Vice President Rebecca Martin to provide more specifics.

### ***Alignment with Existing Initiatives***

Senior Vice President Martin began her remarks by noting that *Access to Success* clearly aligns with the University of Wisconsin's priorities, as reflected in the *Growth Agenda, More Graduates*, efforts to close the achievement gap, *Inclusive Excellence*, and other initiatives. Dr. Martin reiterated the importance of the *Access to Success* initiative because of the large proportion of undergraduates enrolled in the participating institutions. The initiative is a partnership of the Education Trust, which has championed closing the achievement gap in the PK-12 arena, and the National Association of System Heads.

The commitment the participating institutions have made includes: cutting current achievement gaps in half by 2015 for college entry and completion; reflecting the economic and racial diversity of the state; improving overall student access and success, and reporting on progress publicly every year. The focus is on under-represented minorities – African American, Latino, and Native American (as well as Southeast Asian, in Wisconsin), and on low-income students – students eligible for a federal Pell Grant.

Progress will be measured by: (1) access (i.e., whether the system's entering class reflects the socioeconomic and racial/ethnic profile of its state's high school graduates); (2) success (i.e., how the success rates of low-income and underrepresented minority students compare with those of other students within the system; and (3) access plus success (i.e., whether the system's graduates reflect the diversity of the state's high school graduates). The UW needs to make significant improvement in each of these areas. Senior Vice President Martin said that Regents will be able to review progress in closing the achievement gap in the next accountability report in April.

Some of the *Access to Success* initiatives in which the UW System is actively engaged include: (1) delivery, a systematic process to deliver results; (2) the leading indicators project, which will help to identify measurable academic and enrollment patterns that will give students a good chance of reaching key milestones and earning a degree; (3) math course redesign, using

small modules and computer-assisted, mastery-based learning; (4) strategic enrollment management to advance the equity agenda; and (5) a task force on Native American student success.

### ***Next Steps***

Summarizing the next steps to be taken, Senior Vice President Martin said that goals for cutting the achievement gap in half are imbedded in campuses' *More Graduates* goals, and new indicators will be incorporated in future accountability reports. Closing the gap in achievement for under-represented and low-income students is a major goal for the UW System; excellence and opportunities must be available for all students. *Access to Success* confronts the biggest challenges to higher education, the country's economic viability in the global economy, and the stratification by race and income of the nation's educational institutions.

### ***Regents' Questions and Discussion***

Reacting to Dr. Martin's comments, Vice President Spector commented that taking on this major task will be very difficult without dramatic improvement in K-12 preparation. Remediation is a second-best answer. It is important to turn the attention of the UW education schools and UW experts' attention to how the university can make a significant improvement in K-12 education. Senior Vice President Martin mentioned, in response, that Wisconsin's adoption of Common Core Standards will be helpful and will be discussed at the November Board meeting.

Regent Vásquez said that special projects sometimes are seen as outside the mainstream and may suffer from budget cuts. He asked about the sustainability of the *Access to Success* project. Senior Vice President Martin noted that the *Access to Success* goals are embedded in *More Graduates* goals, and that inclusive excellence is also being integrated into the way the university does business. Therefore, these are core principles for the university, rather than a special project. Also, an initiative such as the math project is a redesign of entry-level math courses in a way that will fundamentally change student success; this will lead to real change in the way business is done.

In response to a question from Regent Vásquez about the Education Trust and the university's potential influence on pre-school-aged children, Dr. Martin noted that the Education Trust is working in the pre-K arena. President Reilly added that work is going on in the UW System to ensure children are as prepared for school as possible.

Regent Loftus asked how the UW Colleges' goals are included in the *Access to Success* project; Dr. Martin said that the two-year degree is part of the goals. In response to a further question about the cost of the *Access to Success* project, Senior Vice President Martin noted that the Lumina Foundation and Bill and Melinda Gates Foundation are supporting the work, with some staff time involved in addition.

Regent Crain said that the frequency of accountability reports is important. Also important is more information about the specific gaps, including differentiation between rural



and urban or male and female. Regent Crain also noted that development from birth, and early childhood development, is critical.

Regent Evers responded that viewing the effort as a seamless one, from birth to 20, is imperative. He also noted that the Education Trust is very involved in pre-K education; also, the Education Trust will be an aggressive monitoring entity.

Regent Danae Davis agreed with Senior Vice President Martin about the transformative possibilities of *Access to Success*. She also commented on the goal of the System's graduates reflecting the diversity of high school graduates; this would miss a huge population, she said. Therefore, it is important to visualize how K-12 and college success fit together. She asked how the Board can hold itself accountable for the accomplishments of this transformative initiative. Senior Vice President Martin said that the issues the Board brings to the table promote accountability in the System. President Reilly added that being part of the initiative along with other systems will also enhance data-based accountability. Regent Davis asked if the System Administration would welcome feedback from the Board of Regents about areas to emphasize in closing the achievement gap; President Reilly responded in the affirmative.

Regent Bartell asked about the data the Board can expect to receive in April. Senior Vice President Martin provided a brief overview of aspects of the Accountability Report. Chancellor Wells noted the importance of holding individual campuses accountable for improvement; it will also be important to assess and learn from the reasons for the improvement.

Regent Loftus said that the decision to place accountability for the UW Colleges at the two-year level is a change. Senior Vice President Martin said that in the *Access to Success* project, tracking of gaps will occur at both the bachelor's degree and associate's degree level; for the Colleges, the two-year degree is the applicable measure in this particular project. Overall, the work being done on *More Graduates* looks at how UW Colleges students transfer and where, as well as how well Colleges students do when they transfer.

President Pruitt noted that *Access to Success*, as well as K-12 education, will be discussed at subsequent Board meetings and will help to continue the Board's momentum on these subjects in the future.

- - -

The meeting was adjourned at 11:53 a.m.

- - -

Submitted by:

/s/ Jane S. Radue  
Jane S. Radue, Secretary of the Board  
Office of the Board of Regents  
University of Wisconsin System