

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held in 1820 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Thursday, December 5, 2013
12:15 p.m.

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- President Falbo presiding -

PRESENT: Regents John Behling, Mark Bradley, John Drew, Tony Evers, Michael Falbo, Margaret Farrow, Tim Higgins, Tracy Hribar, Chad Landes, Edmund Manydeeds, Regina Millner, Janice Mueller, Drew Petersen, Charles Pruitt, Gary Roberts, José Vásquez, David Walsh and Gerald Whitburn

UPDATES AND INTRODUCTIONS

President Falbo welcomed everyone to the meeting, and started by extending a warm welcome to UW-Whitewater Chancellor Dick Telfer, who agreed to serve as interim President of the UW System after President Reilly steps down. President Falbo said he was looking forward to working with Interim President Telfer in the coming months, as Chancellor Telfer understands the complex issues the UW System is facing. He said the UW System is fortunate to have someone with his considerable experience and leadership skills to man the helm and provide a sense of stability during this transition period. President Falbo also acknowledged UW-Whitewater Provost and Vice Chancellor Beverly Copper, who agreed to serve as Interim Chancellor at UW-Whitewater.

VISIT AND REMARKS BY GOVERNOR WALKER

President Falbo said it was his honor, on behalf of the Board of Regents, to introduce a special guest, Governor Scott Walker. He recalled that Governor Walker last visited the Board several years earlier, shortly after he was elected, and spoke about the UW's important role in economic development, in Wisconsin and beyond. Since that time, the UW System and the Governor's Office had engaged in many collaborative efforts. He then invited Governor Walker to address the Board.

Governor Walker thanked the Regents, Chancellors, and all in attendance who were representing the wonderful University of Wisconsin System and said it was an honor to be with them at the Board of Regents meeting. He then congratulated President Reilly for his leadership, particularly during the last two years in which they had worked together. He thanked him not only for furthering the growth of the great University of Wisconsin System, but in particular for a number of economic development initiatives, including the University of Wisconsin Flex Option. He said that it has been fun to watch all of the national attention the UW received as the first public institution to pursue such a bold and relevant idea for learners, particularly adult learners in the state of Wisconsin. He said he appreciated President Reilly's leadership on the Flex Option, and many other issues, and personally thanked him on behalf of the state of Wisconsin.

Governor Walker extended his congratulations to Chancellor Sorensen on the announcement of his retirement. He mentioned that he was recently at a manufacturing event at UW-Stout that included a great group of people. He said that Chancellor Sorensen has had a long tenure at UW-Stout, one of the longest in the history of the UW System, and he appreciated Chancellor Sorensen's leadership.

Governor Walker recalled that he had spoken to many Regents and chancellors about the importance of the partnership between the state and institutions of higher learning, and in particular, the distinguished University of Wisconsin campuses across the state of Wisconsin. He said that for economic development to continue to move forward in the state there has to be a strong link. He noted that within the many different regions in the state, the University of Wisconsin campuses are some of the leading catalysts for economic growth and prosperity within the region and within the state. He said he is excited to acknowledge that, and encouraged institutions to continue to build on the strong partnership and the leadership shown by the Regents and by individual campuses all across the state. He again thanked the chancellors and their teams at each individual campus.

Governor Walker indicated that he was excited about the economic development incentive grants included in the biennial budget. Noting that a number of campuses were taking advantage of those grants, he said the grants were just the beginning, as there are even more exciting and dynamic things to come in the future. He also noted that in addition to working on economic development projects or partnerships, he has heard from employers that in addition to creating more jobs, filling jobs is also a big issue. He said this is a task not just for the UW System, but also for the technical college system.

He indicated that with 20 to 25 percent of the adult population in the state having some college credits without a degree, and with opportunities in areas like engineering, information technology and health care, Flex Option is an innovative and relevant opportunity. He said that there are jobs available in these areas, as well as many others, and this is one of the areas in which the University of Wisconsin is stepping up, being more relevant than ever, to help adults and nontraditional learners obtain the degrees needed to fill these positions. He indicated that Flex Option is a competency-based program because it is important for a University of Wisconsin degree to mean something.

Governor Walker said that the Flex Option is one of the many things that will help the state going forward, which is why the state is going to continue to invest in programs like the Flex Option in future budgets and continue to work with the Regents and the campuses to add more programs to the Flex Option.

With respect to workforce development and worker training, Governor Walker said the state has invested more resources in the University of Wisconsin School of Medicine and Public Health to help with training of physicians, particularly primary care physicians in rural and in urban areas with high rates of poverty. He acknowledged some challenges with the legislature, but said that in the future the state would continue to make the necessary commitments. He said that in a recent conversation with dairy farmers, they indicated that in addition to being interested in dairy policy they also want high quality of life in rural areas; the Wisconsin Academy for Rural Medicine plays a big role in ensuring there are enough well-trained primary care physicians and others in key areas throughout the state.

The governor said that in addition to reaffirming the good work that has been done thus far, he also wanted to spark enthusiasm for what more can be done in the future. He said that it is important to continue to find ways to be relevant for adults and nontraditional learners, and also for traditional students. He said he is vested in this, as he has a son attending UW-Madison, as well as a son attending Marquette University. Governor Walker said that he, like a lot of other parents across the state, is excited about the opportunities offered to students at the UW campuses. Governor Walker then offered to respond to questions.

Referring to the governor's mentions of collaboration, President Falbo asked Regent Higgins to highlight the recently-completed Economic Development Incentive Grant process. Regent Higgins said that the process was completed in a manner that was viewed as transparent and fair; he expressed pride in the quality of the grant applications and funded programs. Governor Walker thanked Regent Higgins for his leadership in this area, noting that Regent Higgins had used a key word—transparency, something which had been a focal point for the Regents, particularly since the budget process. He said that the greater the transparency, the greater the result will be in the budget. He said that when people see where resources are going and what the results are, it will make a significant difference.

Governor Walker also addressed the issue of collaboration, noting that he and the Wisconsin Economic Development Corporation had tried to make regional economic development efforts a focal point. Rather than expecting an employer that wants to grow or locate in a given community to navigate multiple layers of bureaucracy, including the state, regions, cities, and counties, that employer should be able to contact one entity that then reaches out to all of the others. He said that in regions that have been successful, the UW campuses have been the driving force in much of that success and have operated in a collaborative spirit with other UW campuses and other institutions of higher learning.

Governor Walker also recalled that he included some additional resources for flexibility in the budget, but because of some things that occurred at the time, the legislature pulled back. He emphasized that the more clearly transparent the Board of Regents and the UW System are as a whole, the greater will be the impetus to provide greater flexibility and the greater the

opportunity to do great things at each of the campuses. He said that he believes that most lawmakers and other parties agree that greater flexibility and opportunity is a good thing, but under the circumstances at the time, they were a bit reluctant to provide it. He also said that he is committed to going down that same path again, noting that the System has an opportunity to be even more transparent, clear, and accountable; this would lead to even more autonomy and flexibility at the campuses, which would be good for the institutions, the System and, most importantly, the state.

Regarding the issue of transparency, Regent Farrow suggested that the issue is how to define transparency in a way that satisfies the legislature; she suggested that after the UW meets the various legislative deadlines, the Governor might be able to help the UW System by encouraging the legislature to become a partner with the System.

Governor Walker praised Regent Farrow's idea and said that the Wisconsin Economic Development Corporation experienced some growing pains as it transitioned from the Department of Commerce into a separate corporation; but in the end, one of the big benefits was having an exhaustive, very public discussion about what had been done, how it was done, and what the changes meant. He said that is needed at some point, so that everyone can move on.

After some conversation about the upcoming Wisconsin-Marquette basketball game, President Falbo again thanked the Governor for his visit to the Board meeting.

The Board meeting was recessed for lunch at 12:45 p.m. and reconvened at 1:00 p.m.

NCAA DIVISION I ATHLETICS REPORT: UW-GREEN BAY

Turning to athletics reporting, President Falbo explained that in late 2012, the Board of Regents approved a new reporting guideline calling for UW institutions participating in NCAA Division I athletics to annually provide information to the Board regarding academic, fiscal and compliance matters. He said that the accountability framework allows the Board to provide proper oversight and safeguard the wellbeing and success of student-athletes, and also provides an opportunity for the Board to review financial viability of athletic programs and how the programs contribute to the institutions' academic missions. Through routine reporting, the Board hopes to maintain good lines of communication between the institutions, the System President and the Board.

Noting that the UW System has three institutions with NCAA Division I athletic programs, President Falbo reminded Regents that UW-Madison made its first presentation to the Board in December 2011, followed by UW-Milwaukee in June of 2013. He said that at the present meeting the Board would hear from the UW-Green Bay Phoenix and Chancellor Tom Harden; Senior Associate Athletics Director Dan McIver; and the new Director of Athletics, Mary Ellen Gillespie.

After thanking the Regents, Chancellor Harden stated that he and his staff were happy to provide UW-Green Bay's accountability update and were pleased with the Board's interest in athletics. He expressed his pride in the UW-Green Bay athletics program and the student-athletes, as they add tremendously to the university. He explained that the presentation would be given by Associate Athletic Director Dan McIver, who, until recently, served as Interim Athletics Director. He invited Mr. McIver to the podium.

Accomplishments

Mr. McIver started his presentation by thanking the Board of Regents for the opportunity to speak about UW-Green Bay athletics. He noted that he had been with UW-Green Bay for 17½ years and was also an alumnus. He said that he was extremely proud to be associated with the program, particularly the program's off-field accomplishments — student-athletes with high academic achievement, who give back to the community through thousands of hours in community service.

Mr. McIver said that the academic success of UW-Green Bay's student-athletes is a team effort that starts with the institution's leadership focusing on academics and extends to the Athletics Department, which also makes academics a top priority. He noted the importance of the institution's supportive faculty, as well as the support provided by other departments, such as tutoring services and academic advising. He said that ultimately, UW-Green Bay recruits the right student-athletes, those who want to achieve academically and know that their education will be the basis for their career.

Mr. McIver highlighted accomplishments in 2012-13:

- 27 consecutive semesters of cumulative grade point averages (GPAs) of 3.0 or higher among all student-athletes;
- a combined GPA of 3.26 for the 2012-13 academic year, the highest in UW-Green Bay's history;
- 12 of 16 teams with a combined GPA of 3.25 or higher and 4 teams with a combined GPA of 3.5 or higher;
- 24 student-athletes, or 10 percent of all student-athletes, achieving a 4.0 GPA in the fall of 2012, and 25 student-athletes (11 percent) doing the same in spring 2013;
- 151 student-athletes achieving a GPA between 3.0 and 3.99 in the fall of 2012 and again the spring of 2013;
- nearly half of all student-athletes achieving academic honors by earning GPAs between 3.5 and 4.0 in the fall of 2012 (46 percent) and the spring of 2013 (48 percent);
- 153 student-athletes, or more than 60 percent of all UW-Green Bay's student-athletes, making the Horizon League Academic Honor Roll for 2012-13, with 24 student-athletes named to Academic All-Horizon League teams; and
- three student-athletes being awarded Chancellor's Medallions and six received University Leadership Awards in 2012-13.

Mr. McIver said that another indication of academic success is UW-Green Bay's high graduation rate. UW-Green Bay works to maintain a high graduation rate by helping student-

athletes with limited financial assistance and encouraging enrollment during the summer or during the January winter term.

He said that UW-Green Bay's federal graduation rate, as compiled by the U.S. Department of Education, was 51 percent for its general student population and 83 percent for student-athletes. UW-Green Bay's NCAA graduation success rate, which is designed to show the proportion of student-athletes on any given team who earn a college degree, was 91 percent, the highest in the Horizon League. He also noted that eight teams posted a perfect graduation rate of 100 percent, something of which the institution is extremely proud.

Mr. McIver explained that the academic progress rate (APR) is an NCAA team-based metric that accounts for the eligibility and retention of each student athlete, each term. He said that for 2011-12, the latest year for which information was published, each of UW-Green Bay's sixteen teams had APRs that exceeded the minimum requirement and continued to be qualified for NCAA postseason competition, and eight of the sixteen teams posted perfect APRs. He said that since this metric was created a number of years ago, only one team has fallen below the required minimum for one year—the Nordic ski team—which led to an academic recovery plan, and that program is now in good shape. Currently, the athletic department has a minor concern with the APR for the men's soccer team, due in part to three different coaches in three years and many student-athletes transferring to other institutions. He indicated that the team's APR is still above the minimum requirement, and the Department is monitoring the situation.

In terms of athletic success, Mr. McIver said that while UW-Green Bay teams did not win a lot of Horizon League championships last year, they have continued to have success. He said that prior to last year the women's swimming program won seven consecutive Horizon League championships. In addition, six teams have qualified for NCAA championships at least once. He touched on the success of the Nordic ski program and the golf program, with athletes qualifying for championships. Additionally, the 2012-13 women's basketball program captured its 15th consecutive regular-season conference championship and fifth straight NCAA tournament berth; and the men's program advanced to post-season play for the first time since 2009-10. Mr. McIver also noted that the men's tennis team captured its first Horizon League regular season title.

Challenges

Mr. McIver indicated that the challenges facing UW-Green Bay are similar to many other Division I institutions. Division I athletics costs are rising due to coaches' salaries, which are increasing at a high rate; rising travel costs; the number of coaches, support staff and administrators that are needed as programs expand; and facility enhancements that are needed on a regular basis to keep up with competitors.

Other challenges relate to university and student fee support. Mr. McIver explained that a lot of "mid-major" NCAA athletic programs rely very heavily on institutional support and student fees, which is more difficult for UW-Green Bay because of its size. He noted that UW-Green Bay students are extremely supportive of the athletics program and contribute a lot of money to it. UW-Green Bay differs from many of its competitors in that the university has to

generate more money from ticket sales, sponsorships, and fundraising. He also noted that the athletics program and other departments at UW-Green Bay have been affected by decreases in state support.

Mr. McIver described several opportunities at UW-Green Bay, such as the continuing success of the men's and women's basketball teams, which are the institution's two revenue generating sports. He noted that both men's and women's basketball games are well attended, and both programs were picked to take first place in the Horizon League's preseason polls.

He concluded by reemphasizing that academics and the "student-first" approach of the athletics program are priorities and said he believes this is a program of which the Regents can be proud.

Chancellor Harden returned to the podium and invited the new Athletics Director, Mary Ellen Gillespie, to say a few words. Ms. Gillespie started her remarks by saying that she is thrilled to be part of the UW-Green Bay family and the University of Wisconsin System. She said that while she could not take credit for the great things that have happened at UW-Green Bay, she could talk about the athletics program moving forward. She noted that during his remarks, the Governor talked about being relevant and finding ways to be relevant. She said that for Division I athletics programs at institutions like UW-Green Bay's, relevance is the biggest challenge because to be relevant, the institution needs to be competitive. She said that at UW-Green Bay, the number-one priority is always going to be the student athlete, and all decisions will be made with their best interest in mind. Students will be prepared in terms of academics and leadership when they receive their diplomas from UW-Green Bay. She said that UW-Green Bay will do things the right way, with compliant programs and an athletic department that is run with integrity. She also said the UW-Green Bay is going to grow its resources and remain relevant and competitive. She concluded by noting that the institution's student-athletes are fantastic young men and women who do a great job, and the accolades belong to the coaches, who recruit top-quality students.

Discussion

President Falbo asked Ms. Gillespie to share a little bit of her background. Ms. Gillespie said that she was the Associate Athletic Director at Bowling Green State University and was on staff there for seven years. Prior to that, she worked in student affairs and fundraising. She said that she was thrilled to be at UW-Green Bay and had wanted to be an athletic director for a long time. She said she believes in working with college students and that athletics can help to strengthen an institution.

Noting that UW-Green Bay has approximately 275 athletes, Regent Whitburn asked what percentage of athletes receive financial aid. Mr. McIver said that almost 100 percent of student-athletes get some financial aid; and in any given year, about 40 student-athletes will receive a full grant that includes tuition, housing and books. The remaining student-athletes receive partial scholarships which could range from \$500 to full tuition. In response to a follow-up question from Regent Whitburn, Mr. McIver indicated that the graduation rates for student-athletes receiving full grants are consistent with rates for other student-athletes.

Noting that the athletics program budget included revenue of \$2.1 million in tuition remissions, Regent Whitburn asked where this money comes from. Mr. McIver explained that it is a combination of tuition support from UW-Green Bay and money that is raised to cover books, housing, and food.

Regent Drew asked the presenters from UW-Green Bay to speak to the issue of the state of their facilities and any challenges they have. In response, Mr. McIver said that the institution's indoor facilities are very good, noting that the Kress Events Center is one of the finest facilities in the country. He added that the men's basketball team plays at the Resch Center, located in downtown Green Bay, which is also a very good facility. He said that the challenge for UW-Green Bay is its outdoor facilities for soccer and softball, which have been virtually untouched for 35 years. The institution is in the very early stages of a capital campaign to raise funds to improve these facilities with field turf for the soccer field and improved drainage for the softball field.

Noting that higher-profile Division I programs face the occasional crisis, Regent Pruitt noted that UW-Green Bay had a situation, several months before, involving the men's basketball program; the situation was handled extremely well. He asked the presenters if they had any insights on best practices for others in similar situations. Chancellor Harden expressed his appreciation for Regent Pruitt's comments, and said that he believed the resolution of the situation had been positively received. He said that UW-Green Bay was quick to react to the situation and get outside help to investigate the concern. In addition, UW-Green Bay was open, transparent and timely. He said the final report of the investigator was submitted to him very quickly after it was completed, and he then quickly made his statement as to how he planned to resolve the situation. He indicated that UW-Green Bay has received positive feedback for its handling of the situation and feels that the institution was well-prepared to react to the particular incident.

Regent Petersen echoed Regent Pruitt's comments and complimented UW-Green Bay's athletics program for its attention to grade point averages and graduation rates. He then asked the presenters to comment on the volatility of the athletics program's operating budget from year to year, noting a surplus one year but not the next. Mr. McIver explained that because of the size of their budget, a few events during the year cause the budget to look more volatile. He noted that in August, the men's basketball team traveled to the Bahamas, which was a \$40,000 expense that does not occur every year. He also mentioned that this year, the men's basketball team has games against Wisconsin and Virginia at the Resch Center, which could increase this year's ticket sale revenue by \$120,000. He said the program strives for a balanced budget, while maintaining enough of a reserve to address unexpected expenses.

Regent Walsh recalled that UW-Green Bay identified the escalation in coaches' salaries as a challenge and asked how the institution planned to address that. Chancellor Harden said that UW-Green Bay is accustomed to running outstanding programs on a little bit of money, which is a good thing, but does create challenges. He said that while Division I athletic programs across the country have increased coaches' salaries tremendously, UW-Green Bay has not. The increases have been incremental, and the institution has not gotten into bidding wars.

Chancellor Harden said that UW-Green Bay has done a great job of hiring outstanding coaches who stay for a while, sometimes a long while. Some coaches have stayed for 15, 20 or 25 years, while others have come for four or five years and then are hired away with double or triple the salary. He indicated he does not like it when this happens, but UW-Green Bay has a reputable program and will be able to hire more outstanding people. He indicated that UW-Green Bay's way of doing athletics business has been built over four decades. The program is lean, but functions with a high degree of excellence, with people like Dan McIver and others. Mr. McIver noted that the athletic programs recruit coaches and staff in a similar way to how they recruit student-athletes—they try to find people who want to be at UW-Green Bay and realize the benefits beyond salary.

Regent Mueller commented that the annual high school girls' state basketball tournament is now held in Green Bay and asked if the athletics program receives any financial benefit from that. Mr. McIver indicated that the tournament is held at the Resch Center, which is not operated by UW-Green Bay, so the institution does not benefit financially from the tournament. He added that having the tournament in the city of Green Bay is still beneficial for the athletics program. Chancellor Harden added that the men's basketball team plays their games at the Resch Center, and having the state high school tournament there provides quite a bit of visibility for UW-Green Bay.

Regent Hribar said that she was troubled by the numbers related to the men's soccer team and asked the presenters to explain what happened and how they are addressing the situation. Mr. McIver explained how the NCAA's APR numbers are calculated. He said that the men's soccer had a coach who left after seven years with the program, and his replacement was with the program for only one year before being hired by UW-Milwaukee. During the coaching transitions, a number of student-athletes transferred to other schools or discontinued their education at UW-Green Bay, affecting the program's APR. He said the APR for men's soccer is an anomaly, and the institution does not have a long-term concern. In response to a follow-up question from Regent Hribar, he stated that he is very pleased with the current coach.

Noting that the athletics program operates on a very tight budget and it has been suggested the program hire a compliance person, Regent Whitburn asked how the program would make space for such a position in a tight budget. Mr. McIver explained that the program has someone on staff who spends approximately one-half of their time on NCAA compliance. The institution has not yet moved forward on adding additional compliance staff because of funding, and until they figure out how to fund another position, they will stay at the current level.

President Falbo thanked Chancellor Harden, Ms. Gillespie, and Mr. McIver, noting they have a very special program at UW-Green Bay.

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PRESENTATION AND DISCUSSION: REMEDIAL EDUCATION

President Falbo turned to the next item on the agenda, remedial education. Noting that national data clearly indicate that the number of college freshmen who have been placed into

remedial classes is rising, he said that the UW System is addressing this challenge head-on. He then invited President Reilly to say a few words.

President Reilly explained that the national trend of more students needing remediation is getting attention for very compelling reasons, including that remedial classes typically extend a student's time to degree and, therefore, the overall cost of their college education. He said that the UW System has taken this issue seriously for a long time, with all of the campuses offering programs and classes, in varying degrees and in different forms, to help students acquire the necessary skills. He said that the diversity of remedial programs within the System provides both a challenge and an opportunity. Different institutions in the System have different student bodies, academic standards, and courses of action; and the aggregate data may not provide simple or straightforward explanations of how the UW System is doing. He said that by using available student data and aligning it with the outcomes at UW institutions, the UW System would gain a full understanding of what works and what does not, and could then develop policies and practices with the right level of standardization and customization for institutions and students across the System. He added that the area of remedial education is one which needs a certain level of standardization across the System.

President Reilly reported that in October he had appointed a systemwide task force to examine remedial education efforts throughout the System. Led by UW-Milwaukee Associate Vice Chancellor Phyllis King, UW-Parkside Associate Provost Dennis Rome, and UW-Stevens Point Professor Mark Balhorn, this task force would review the current Board of Regents, UW System, and institutional policies relating to remedial education, as well as national literature on remedial education. He said that the task force is charged with developing recommendations on necessary policy revisions and best practices in measuring students' readiness for college and serving students who need additional academic preparation in English and math. The task force includes individuals from a wide variety of academic backgrounds and has been asked to engage faculty members working in remedial education within the System. He noted that he had asked the task force to complete its work by the end of the current academic year, and then he invited Senior Vice President Nook to speak.

Background

Senior Vice President Nook started his presentation by noting that the Institute for Higher Education Practice credits UW-Madison with starting the first remedial education program in this country in 1849, and that Wisconsin has a long, storied history of remediation. He also noted that in preparing his report for the Regents he was assisted by a number of current and former UW System staff, including Terry Brown, Jing Chen, Jeff Kosloske, Lynn Paulson, Dennis Rhodes, Diane Treis-Rusk, Artanya Wesley, and Jim Wollack. He provided a brief overview of what he would address in his presentation, which would be followed by presentations from staff at UW-Eau Claire and UW-Milwaukee.

Senior Vice President Nook explained that remediation has existed throughout the history of the UW System, and there have been policy discussions related to remediation dating back to the beginning of the System. The Regents' current policy on remediation can be traced back to 1988 and was last modified in 1994. He noted that a program audit of remediation completed in

2001 included some excellent recommendations, some of which had been followed up on and some of which had not.

Regent Whitburn pointed out that the remediation report provided to the Regents said that follow-up on the audit recommendations was unknown. Senior Vice President Nook said that follow-up on some of the recommendations has been completed, but follow-up on some recommendations has not been done or is unknown.

Regent Policy

Senior Vice President Nook highlighted three points from the current Regent policy on remediation:

- All remedial courses shall be offered on a few recovery basis, meaning that students pay for their remedial education work, and state funds are not used for this purpose.
- A statement of minimal college-level skills and competencies in math and English must be widely circulated and periodically updated. He said the policy was last updated in 1994 and has not been as widely circulated as anyone would like, but it has been available on the UW System website, has been openly discussed, and has been communicated to high school counselors at an annual meeting.
- UW System institutions will cooperate with the Department of Public Instruction (DPI) in developing a plan for assessing English and mathematic skills of high school students throughout the state. He said that this had been worked on this from time to time, and currently the UW System is involved in a project related to the common core standards and working effectively with DPI to help establish competencies through the common core state standards.

National Initiatives

Turning to the national context, Dr. Nook said that most of the discussion over the last three years had been managed by Complete College America, an organization formed to work with states to increase the number of Americans with career certificates or college degrees and to close attainment gaps for traditionally underrepresented students. Forty-five states are members of Complete College America, including the state of Wisconsin. He then identified some conclusions from Complete College America reports:

- too many students are placed into remediation;
- too few students complete remediation;
- too few students complete credit-bearing gateway courses; and
- too few students graduate.

He also referred to some best practices identified by Complete College America:

- Divert students from traditional remedial programs into customized approaches;

- Align requirements for entry-level college courses with requirements for high school graduation;
- Administer early college-ready anchor assessments in high school.

Dr. Nook indicated that the best practice of aligning requirements is already included in the Regent policy. He also noted that the best practice of administering early college anchor assessments in high school is also being done in Wisconsin with the early math placement test, administered to mostly high school juniors and some sophomores, every year. He added that last year, the test was administered to approximately 10,000 high school students.

Regent Higgins commented that there are several national initiatives that address remedial or developmental education in American colleges and universities. He asked why the UW System chose to join Complete College America, as its studies rely heavily on data from two-year community colleges. Senior Vice President Nook acknowledged that Complete College America focused on community colleges for its recent remedial education reports, but the reports identify some good practices. He added that the conclusions of the Complete College America reports do not match up with what is happening in Wisconsin, as the UW System has good graduation rates, if students complete their remedial education.

Regent Higgins asked about the reports from some of the other national initiatives, and if other initiatives were using data more comparable to the UW System's. Senior Vice President Nook explained that most of the data on remediation has focused on two-year institutions, as that is where the majority of the remediation occurs. He noted that the UW System report on remediation provided to the Regents includes a list of all of the reviewed resources, and the work of Complete College America has been the most commented upon and the most visible within the last two to three years. He added that the 2001 audit references reports done at that time, and the recommendations then were very similar to the recommendations now coming out of Complete College America.

Senior Vice President Nook also indicated that Wisconsin became a member of Complete College America a year earlier as a result of the Governor's initiative. He said that the advantage of Complete College America is that the organization has the most current data and the largest range of data as it draws from all different systems and institutions including two-year institutions, technical colleges, community colleges and four-year institutions.

In response to a question from Regent Whitburn as to whether he was comfortable that the Complete College America reports provided an appropriate peer comparison, Senior Vice President Nook stated that he does not think that there is an appropriate peer comparison available, but Complete College America is what everybody is talking about. He said that the UW System has to be aware of what Complete College America is saying if it wants to consider its data in the national context. He added that Complete College America's recent study, "Remedial Education: Higher Education's Bridge to Nowhere" has been seen, discussed, and questioned by everybody; and it is necessary to place the UW System's report in the context of really these sorts of discussions.

Dr. Nook continued his presentation by identifying the four things that impact whether a student is placed into remedial education: their academic preparation, the admission standards of the institution they are applying to, the college readiness exam, and the cut-off scores of the college readiness exam. He said that the UW System controls the admission standards, the college readiness exam, and the cut-off scores that are used. The UW System has an impact on academic preparation and partners with the Department of Public Instruction (DPI) on this issue.

Academic Preparation

Dr. Nook then invited Regent Evers, the Superintendent of Public Instruction, to address the issue of academic preparation. Regent Evers said that he understands that the pre-kindergarten-through-12th-grade education system has a major role in making sure that remediation rates are lowered, which is why DPI has shifted its focus from “every child to graduate” to “every child to graduate, career and college ready.”

Regent Evers said that Wisconsin already leads the nation in graduation rates, but must make sure that the state’s children are career and college ready, which is why the state adopted the Common Core state standards in mathematics and English/language arts three years ago; the standards are now being implemented throughout schools in the state of Wisconsin.

Regent Evers said that more than 100 faculty from the UW System, including UW-Madison, UW-Milwaukee, UW-La Crosse, and UW-Stout, as well as faculty from Marquette University and some of the technical colleges, have provided written testimony to the Assembly and Senate committees that are working on Common Core state standards. He said that these professionals believe that the Common Core state standards will prepare students for success in college, career and beyond. He also said that the UW System has been a great partner with DPI on implementing and rolling out the Common Core state standards over the past three years, and he thanked President Reilly for giving DPI a seat at the table.

Regent Evers concluded by emphasizing that he understands that there are issues that must be faced, but believes the state is headed in the right direction with the adoption of the Common Core state standards and other reform efforts that have been undertaken.

Students Taking Remedial Education Courses

Senior Vice President Nook shared information regarding remedial education students. He explained that students over the age of 20 are twice as likely to be placed into remediation as are students under the age of 20. He indicated that returning adult students who have been away from mathematics often need remediation. He added that if one looks at the history of higher education and remediation, one will find that immediately following the GI Bill, there was a huge spike in remedial activity as the GIs returned home, enrolled in college classes, and needed additional math skills to get back into the college.

Senior Vice President Nook referred to the next slide in his presentation, which showed how the percentage of new incoming freshmen needing remediation has changed over the last several decades. He noted that the percentage of new incoming freshman needing remediation

was at its lowest around 2000 and 2001, climbed rather significantly until 2007 and 2008, and has since leveled off. He said that these UW System numbers follow the national trends in remediation, with somewhere between 20 to 30 percent of students needing remediation. He added that while the UW System numbers are similar to patterns in other states, the numbers are higher than System leaders would like them to be. Senior Vice President Nook reminded Regents that the numbers reflect students placed into remedial education, which is dependent upon UW System admission standards, how placement tests are written, and cut-off scores.

Regent Drew asked if there were any theories as to why the percentage of students placed in remediation decreased during the 1990s and had been on an upward trend since 2000. Indicating that he did not have a complete answer to those questions, which is why the systemwide task force was appointed, he said that in the 1990s there was an effort to bring down the remediation numbers. He also pointed out that the UW System's lowest freshman enrollment numbers were in 1997-98, and the increases in remediation have followed the increases in enrollment. He also indicated that, nationally, the percentage of students in remediation has been around 20 percent.

While remediation includes both mathematics and English, he explained that most of the increase in remediation is due to student placement in math remediation. Currently, approximately 20 percent of UW System incoming freshman students are placed in math remediation courses.

Regent Whitburn posed several questions to Senior Vice President Nook, asking him about the best operating assumption in regard to what has happened in Wisconsin; the implications of enrollment caps; and differences between and changes in math taught in K-12 as compared with college math. He also pointed out that at a recent Regents meeting, the CEO of General Electric spoke about the importance of the advanced and applied engineering today, whereas in the 1990s there was less of that. Regent Whitburn observed that the most concerning thing he saw in the report was that if a cut-off used by one UW campus was applied to the entire system, four percent of the students would need math remediation. However, if the cut-off from a different UW campus is used, 40 percent of students would need math remediation.

Senior Vice President Nook explained that, as noted by Regent Whitburn, enrollment caps were removed at about the time the percentage of students in remediation start to climb. He said that while it might be easy to assume that the UW System started enrolling a different group of students when the enrollment caps were removed, the percentage of Wisconsin high school students enrolling has been flat, at approximately 32 percent, suggesting that the System is enrolling the same group of students.

He continued by saying that changes to the math curriculum occurred in the late 1990s, which may have affected the remediation numbers. However, there have also been changes to the placement exam and how the exam is scored. In addition, institutions have changed their admissions and their admissions requirements. Senior Vice President Nook said that all of these things could have impacted the remediation numbers. He said that he was less worried about how the UW System got to this point and more concerned with what to do in the next few years to determine if it is appropriate to have 20 percent of students in remediation.

Senior Vice President Nook said that from his perspective, the most important thing is that the students admitted to UW institutions have the courses and programs they need to be successful. He said he is much less worried about the percentage of students who are remediated than he is with what happens to them once they pull through remediation. While he is troubled that 20 percent of students are in remediation, he would be more troubled if the statistics on graduation rates were bad.

With regard to the differentiation in the cut-off scores used, Senior Vice President Nook said that the two institutions are somewhat similar. One of the institutions has looked at the numbers and indicated they will be making some changes. While they had good reasons for setting their cut-off scores where they did, they were rethinking their approach.

Regent Farrow commented that the prior day's edition of the *Milwaukee Journal Sentinel* included the international test results for high schools, and the U.S. was ranked 25th. She said she does not know who would be satisfied with such a ranking, and questioned whether that ranking and the remediation rate are related issues. She suggested that the Board of Regents is unlikely to identify the right answers to address these issues, as there is only one member of the Board who deals with K-12 education. She also suggested that if the 426 school districts in the state were expected to cover the cost of the remediation courses, they would better prepare their graduates. She noted that, over time, the terminology used to teach math has changed and become more important than the process. She indicated that as well-intentioned, capable, and professional as the systemwide taskforce may be, the issues that need to be addressed are within the K-12 system.

Senior Vice President Nook indicated that the report provided to the Regents should be used carefully and cautioned against drawing conclusions from aggregate data; it is important to look at individual institutions.

Regent Farrow indicated that she read the report carefully, and noted that the report says that on average, 25 percent of students in the U.S. need remediation. She said that this nation is losing because kids are not learning math. She also said that she does not think that the UW System should be expected to solve the problems related to poor math preparation. She indicated that no one is going to identify the answers to the remediation problem as long as the focus is on finding a new, slick way and a new terminology to teach what used to be taught very thoroughly.

President Falbo said that he was also thinking along those same lines, and he said he was bothered by the idea that the campus where 40 percent of students would be placed in remediation would choose to lower its standards. He said that the philosophy of "if we lowered our standards it would lower our remediation rate" scares him. Senior Vice President Nook said that idea scares him, as well, but it also scares him to know that students may be unnecessarily taking remediation classes.

Referring to the tremendous opportunity that President Reilly mentioned in his introduction, Senior Vice President Nook indicated that due to the diversity of remedial programs and data within the system, the UW System has an opportunity to determine what

programs and testing practices work, and what helps students be successful. These things cannot be determined until the task force has the opportunity to analyze the available data, programs, and practices.

Regent Higgins noted that many students who need remediation are under-represented minority students, and that students who complete remediation have four- and six-year graduation rates comparable to students who did not require remediation. He also noted that the economy needs under-represented minority students to graduate from college, as they are going to fill many of the jobs in the future. He said he hoped that the task force would look very seriously at how to do a better job of making sure those who require remediation actually complete it, and identifying students who are likely to be successful. He said the worst possible financial position is to have to borrow money to get into school, and then to not complete it.

Regent Hribar said she would advocate for consistency, or at least more coordination and collaboration, among the UW institutions. She was approached by a student who at one institution received an A in calculus, and at another institution was forced to take remedial algebra due to a poor ACT score she received years ago in high school. She said that the math department at the second school was unwilling to make an exception, and she had to take remedial algebra. Senior Vice President Nook indicated that some collaboration does occur, with English faculty and math faculty meeting annually on remediation issues. He said the formation of the task force has brought attention to the issue of remediation, cut scores, exams used, and the best practices for remediating different types of students; this will help everyone to “elevate their game.”

Continuing with his presentation, Senior Vice President Nook noted that English remediation placements have not changed much and have been relatively flat, with 5 to 10 percent of new freshman placed in remediation between 1990 and 2012. He also noted that the percentage of students needing both math and English remediation has moved around a bit, but usually runs slightly below 5 percent of new freshman students. He said that about half of the students who need English remediation also need math remediation.

With regard to completion rates, Dr. Nook noted that within the last few years approximately 60 percent of students completed their math remediation within their first year, which is considered a pretty good rate. Completion rates for English remediation are also around 70 percent. More important, he said, is how students do in terms of retention and graduation. He referred to a slide illustrating the retention rates, by institution, for students who did not require remediation, those who required remediation and completed in their first year, and those who required remediation and did not complete it in their first year. He concluded that for all but two institutions, the retention rate of those who required remediation and completed it in their first year was actually higher than the retention rate for students who did not require remediation. He also pointed out that six-year graduate rates for students who completed their remediation are not as high as those for students who required no remediation, but are consistently higher than for students who did not complete remediation. He said that the key point is that students who need remediation should complete it.

In response to a question from Regent Whitburn about why there is no English remediation at UW-Stevens Point, Senior Vice President Nook explained that UW-Stevens Point decided years ago to mainstream students. All students are required to take two three-credit courses, except for those whose writing sample is advanced enough to pass into an advanced, three-credit composition course. He noted that UW-Eau Claire is trying a similar approach, and UW-Madison has always taken this approach. He suggested that there is an opportunity to explore best practices by looking at UW-Stevens Point students' ACT scores, English placement test scores, success rates, retention rates, and graduation rates and compare them with those of students at other institutions.

In response to a comment from Chancellor Lovell, Dr. Nook reiterated that the graduation rates for students who do not need remediation and for those who do need it and complete it in their first year are nearly the same.

Regent Mueller asked if completing a math remediation course fulfills a math requirement. Senior Vice President Nook indicated that Regent policy requires that remediation courses are not for credit and cannot fulfill a quantitative reasoning or a math course requirement.

Regent Landes said he was curious to know how many students who are required to take remedial math, for example, actually need math courses in their major. Senior Vice President Nook explained that there is a reasonable level of achievement expected for all students in the area of quantitative reasoning and English, and UW institutions determine what that level is. A student's major is not considered as part of the remedial placement process.

Senior Vice President Nook referred to his next slide which highlighted the various math tests and wide range of cut-off scores used by UW institutions, as well as the various English tests and range of cut-off scores. He also emphasized that he viewed this range not as a problem, but as an opportunity to identify best practices. He indicated that the UW System has an opportunity because it has tremendous data related to academic preparation; multiple remediation approaches and programs; and achievement data, such as pass rates of initial college courses, retention rates, and graduation rates. He said that all of this allows the UW System to understand how remedial education works, how it can improve, and identify some best practices.

In response to a question from Regent Farrow, Regent Evers confirmed that next year, all high school seniors would be taking the ACT for the first time. Regent Farrow noted that this would provide a more complete profile of student achievement or student capability and add to the UW System's existing body of information. Senior Vice President Nook stated that until there is some longitudinal ACT data, it will be hard to work with this data, which will include data for students who are not going to college.

Regent Farrow asked for clarification on the ACT exam and results, noting that she understood the ACT measures ability rather than classroom performance and tests what students know. She also asked if the ACT could be used to help prepare students for what they need academically. Regent Evers said that the ACT will help with preparing students, but the ACT and SAT primarily measure the possibility for success in higher education.

Senior Vice President Nook then introduced two speakers from UW-Eau Claire, Dr. Carmen Manning, Chair of the Department of English, and Dr. Shevaun Watson, Director of the First-Year Writing Program. He noted that the UW-Eau Claire speakers would be followed by two speakers from UW-Milwaukee, Dr. Phyllis King, Associate Vice Chancellor and Dr. Kyle Swanson, Chair of the Department of Mathematical Sciences.

UW-Eau Claire

Dr. Nook said that UW-Eau Claire's first-year writing program, the Blugold Seminar in Critical Writing and Reading, was recently awarded the Writing Program Certificate of Excellence from the Conference of College Composition and Communication, the primary professional organization for the field of rhetoric and composition. The Certificate of Excellence recognizes a handful of writing programs each year that demonstrate a commitment to innovative curricula, exemplary professional development, effective assessment, and contributions to composition research. The Bluegold Seminar was identified as an exemplar among these groups. He said that the selection committee chair noted in his announcement that the committee was impressed by the Blugold Seminar because the innovations took place at an institutional level, tenure-streamed faculty teach first-year composition, and undergraduates are involved in the program assessment. Additionally, the program revision lowered class sizes, installed a new curriculum, and offered a good assessment process with broad support from across the university. He noted that Professors Manning and Watson would receive formal recognition for this award in April.

Dr. Manning started her presentation by explaining how this reform came about. She said that when UW-Eau Claire's differential tuition was awarded in 2010, the administration challenged the campus to think about how to get students involved in more high-impact practices and transform their learning. She said that when talking about remediation, it is important to understand that what happens in a first-year writing course is not only about the success in that particular course, but how that course prepares students for all the reading, writing, and research work they will be asked to do in all of their other courses.

Dr. Manning said differential-tuition dollars and the commitment from students were an opportunity to take a look at the remediation program, which was in need of reform. She explained that the program had placement issues, and they were unsure if the right people were in remediation. Additionally, there were a lot of students who were not in remedial courses that really needed support. She said that UW-Eau Claire had a low cut-score, and did not have a lot of students in remediation. She said that UW-Eau Claire had a lot of students in a one-size-fits-all course and it was not working very well—some first-year writing courses were doing amazing work; others were doing o.k.; and in some courses, students were not being prepared for what they needed to do. Dr. Manning also noted that there were staffing problems with the remedial courses as they did not fit well in the faculty load, and often the least prepared faculty or academic staff were teaching the most vulnerable students. She also noted that there were some significant issues with student learning.

Dr. Manning referred to a slide showing the pass rate for UW-Eau Claire's English 099 course, the non-credit bearing course into which remedial students were placed. She noted that

between 2001 and 2011, approximately 21 percent of students did not pass the remedial English course, and in any given year the percentage of students not passing ranged from 6 percent to 32 percent. She also noted that during one horrendous semester, 50 percent of the students in one section of English 099 did not pass the course. For a subset of these students for whom she could gather retention data, she found that of the students who took this class during the first year, 42 percent were not retained to their second year. She said this was an indication that UW-Eau Claire was doing something wrong, and needed to look at how to approach the issue of remediation and change practices in order to meet the needs of the students. She said it was in this context of knowing that changes needed to be made to the writing program, particularly for those students with the most needs, that the English Department took on an overall revision of the writing program. She then invited Dr. Watson to speak.

Dr. Watson began her presentation by explaining that the field of basic writing includes a very large and robust area of research, spanning many decades. She indicated that the research indicates that some of the typical approaches to teaching basic writing are not working well. These approaches include the commonly used grammar/correctness or “drill and skill” approach; the developmental model, or working with words and building up to sentences and paragraphs; and the use of additional/non-credit requirements.

Dr. Watson said that the research has shown what approaches really work. She indicated that lowering class size is the number-one thing that can be done for students that struggle with academic writing. She also said that differentiated instruction is key, as basic writers have a vast and sometimes complex array of issues that they are grappling with, and it is crucial that the teacher meet the student where they are at. Another key approach, which Dr. Watson said was eye-opening for her, was to employ a rigorous curriculum with high standards, as it shows to writers who struggle that they are being taken seriously and are being given challenging ideas and opportunities to work in meaningful ways. She said that another key approach is providing additional support, such as writing centers, writing fellows, and studio classes. Also important is countering stereotype threats, as basic writers come from many different backgrounds and have many stereotypes that affect their learning in significant ways.

Dr. Watson explained that the department used the research to devise an entirely new program, building it from the ground up. She and her colleagues gathered baseline data by talking to department faculty, faculty across the campus, and students, and secured funds through the Blugold Commitment. She said that in addition to completely redesigning the program, they also changed the course prefix from “English” to “writing” as students didn’t realize they were going into a writing course. She said that she and her colleagues also consulted with people across campus, in academic departments, student affairs, information technology and the library. She also said that professional development, and teaching faculty how to be effective instructors for basic writers, was key.

Dr. Watson indicated that the outcome of this effort is the new Blugold Seminar in Critical Reading and Writing, which includes four non-sequential courses—Writing 114, 116, 118, and 120, each of which fulfills the university’s writing requirement. She explained that this array includes an intense, but effective, five-credit course and instructors meeting with students four to five times per week. Each of the courses has the same outcomes and curriculum, but uses

different methods and pedagogies related to pace, depth, and types of student support. She indicated that this new approach provides a more sustainable staffing model, as faculty can be moved around more effectively due to the standardized curriculum. She also stressed that this new approach includes ongoing professional development.

Dr. Manning explained that students who used to be placed in remedial writing courses are placed in Writing 114 along with students who scored on the lower end of the placement tests. She indicated that this course has lower class sizes and the best instructors. In addition, the instructors receive professional development regarding basic writers, what things they struggle with, and what approaches work.

In response to a question from Regent Farrow, Dr. Watson indicated that all students at UW-Eau Claire, with the exception of a small percentage who “portfolio out” of the requirement, have to take one of these courses. She explained that Writing 114 is for students that score lower on the English placement test or need more support and would benefit from a smaller class. Writing 116 serves the middle 75 percent of students and is their basic five-credit course. Writing 118 is for Advanced Placement students and honor students who scored exceptionally high on the placement test or otherwise show exceptional ability, and Writing 120 is for transfer students who need to fulfill part of their composition requirement. Dr. Manning added that the curriculum for these courses is based on a “spiral concept,” in which concepts are introduced at the beginning of a course and students are given opportunities to practice those concepts in increasingly- complex ways so that students leave the course ready to go into other courses to do writing and research.

Dr. Manning stated that the curriculum and professional development was piloted in 13 class sections in 2011-12, and the group mean GPA for students in Writing 114, the basic writing students, was similar to the GPA of students in the Writing 116 course and in the same general ballpark as the GPA of students who took Writing 118, who came to UW-Eau Claire with a lot of experience. She indicated that the data suggest their experiment seems to be working. She also said that after four semesters, only five percent, or 12 of 262, have not passed Writing 114. She also explained that most of these students have withdrawn from the course rather than fail.

Regent Whitburn asked about the consequences for a failure. Dr. Watson explained that students who fail the course do not meet the university’s writing requirement and need to retake the course. She said that she believes that the consequences of not passing, as shown in the retention data, are that students leave because they are not successful. She said she believes it is UW-Eau Claire’s responsibility to help those students be successful.

In response to a follow-up question from Regent Whitburn, Dr. Manning explained that under the former English 099 approach, 20 to 30 percent of students failed the course, and 42 percent of those who took the course were not retained. She also noted that English 099 was a remedial course, which students had to pass; this was followed by a credit-bearing course, which they also had to pass. This led to time-to-degree issues, as well as additional expenses for students. She noted that of the 262 students who enrolled in Writing 114, 72 would have taken English 099 under the old model. Only 6 of the 72 students, or 8 percent, did not pass the course; and only one of the six students who did not pass was not retained. She said that these

data tell her that UW-Eau Claire is not quite where it wants to be but is moving in the right direction for students, with a rigorous curriculum, support, and training.

UW-Milwaukee

Senior Vice President Nook invited Dr. Kyle Swanson and Dr. Phyllis King, who is serving as one of the co-chairs of the remedial education work group, to the podium for their portion of the presentation.

Dr. King started her presentation by sharing that almost half of the UW-Milwaukee freshman class, or 1,500 students, needs some form of remedial course work; and the majority of students who take the most basic remedial course, Math 90, will fail. She reported that UW-Milwaukee has seen a surge in the percentage of new freshmen requiring remedial math, from 44 percent last year to 48 percent in the fall of 2013. In addition, UW-Milwaukee has experienced a decline in enrollment. She explained that students who require remedial math will experience increased time-to-degree, receive no credit for remedial math coursework, pay tuition for the remedial course, and are at an increased risk for dropping out of college. She said that the fact is, most remedial students never graduate.

Dr. King reported that of all new freshmen that needed remedial math in 2004, only 31 percent graduated in six years. She said that the majority of the 1,500 freshmen admitted in remedial math at UW-Milwaukee might not graduate if something is not done. She said this is a significant issue, not only for UW-Milwaukee and for those students in remedial math, but also the community and the state of Wisconsin.

Dr. King described several strategies that UW-Milwaukee is employing. She indicated that UW-Milwaukee is applying a laser focus on a developmental math reform effort, looking at the best practices literature that address method of instruction and pedagogy, placement testing and assessment reform, and the creation of pathways. Oversight is being provided through a Remedial Education Steering Committee and a Developmental Math Coordinator.

Dr. King said that UW-Milwaukee is also linking to the K-12 system, working toward curricular alignment and defining math readiness, developing common definitions, and articulating a transfer policy between Milwaukee Public Schools, Milwaukee Area Technical College, and UW-Milwaukee. She said that UW-Milwaukee is investigating best practices related to placement testing and will strictly enforce the Board's policy of requiring students to complete remedial education courses within their first 30 credits. She also noted UW-Milwaukee has an early-warning system in place, with the Math Department enforcing a very strict attendance policy for students in remedial math and requiring an advisor's signature to drop a remedial math course.

Dr. King indicated that UW-Milwaukee also offers preparedness opportunities throughout the summer to help students get ready for college math. Students can retake placement tests and should be encouraged to take placement tests earlier in high school, during the junior year, so they have their senior year to better prepare. She explained that UW-Milwaukee also has a summer bridge program, Panther Math Prep, which accommodates

different learning styles, and is looking at and having some success with a flipped-classroom course design offered through UW Colleges.

Dr. King said that UW-Milwaukee is making tremendous changes, but what she is most excited about is the curricular redesign, with plans to structure the math content to meet the student's degree aspirations or degree program. She then introduced Dr. Kyle Swanson, Department Chair of Mathematical Sciences, who is championing the curricular redesign and who is Dr. King's partner in developmental math reform.

Dr. Swanson explained that through its curricular redesign, UW-Milwaukee is trying to challenge students' beliefs about the role that math plays in their lives, and shift their mindset from "I'm not a math person" to a growth mindset which includes math. He explained that UW-Milwaukee's approach is to develop a new course sequence called pathways, which is based on work that has been done at the Carnegie Foundation and a math literacy movement emerging from the American Mathematical Association of Two-Year Colleges. He explained that each pathway is going to include a two-course sequence, with the first course in each sequence a remedial course, and the second one a credit-bearing course. He explained that built into this sequence is the idea that students are best served if they take math early in their college careers, and in sequence, so that students build in a level of familiarity. He explained that this concept draws on years of research that indicates teaching math content along with strategies to help students persist and proceed academically will help remedial math students to succeed. He said that students need to view their math as being engaging, meaningful, relevant and useful in their lives or, in other words, providing value to the students.

The Algebraic Literacy Pathway is aimed at students who are in beginning algebra, or what students would typically take as freshmen in high school. He said that students who come in at this level need to move relatively quickly to gain algebraic competency if they are interested in becoming a STEM major or a business major. He explained that this pathway will differ from the current pedagogy, in that it will be a "semi-flipped" model, strongly emphasizing problem formulation by students in the classroom. Students will be put in the position of actually struggling with problems, to build on the idea that it is o.k. to struggle, and that not every answer can be found in the back of the textbook or in 30 seconds or less. Research shows this is a better way to teach math as students actually learn better when they are confronted in this manner.

The Mathematical Literacy Pathway is targeted toward taking the lower-level developmental students to college-level math over two semesters. The content will start with the beginning-algebra level and progress to high-intermediate algebra by the end of the pathway. In contrast to the Algebraic Literacy Pathway, this pathway starts using spiral techniques, in which the instructor begins to re-introduce concepts, build on them slowly, and re-introduce them at higher levels throughout the entire pathway. This pathway contains a significant amount of algebra, but it is provided in the context of real world problems.

He noted that UW-Milwaukee is also offering an accelerated pathway, using the UW Colleges pilot Dr. King referred to earlier, which will be technologically intensive. He indicated this pathway will not be offered to a lot of students.

Dr. Swanson indicated these pathways would be offered starting in the fall of 2014, and while UW-Milwaukee has no illusions that it is going to be a bumpy ride to start with, the institution is committed to doing it. There is a tremendous amount of work that needs to happen with advising and instructor training, and in building a data-driven system that provides information on improvement and student outcomes. He indicated that the biggest challenge will be incorporating enough of the right kind of structure into these classes so they are “turn-key” for the roughly 100 part-time graduate student teaching assistants who will deliver this pedagogy.

Dr. Swanson said that mathematical competency is probably the most important adaptive function in the competitive global economy. Access to higher education itself is not sufficient, as it is necessary to produce graduates that have higher levels of attainment, which is UW-Milwaukee’s goal. He said that from the Mathematics Department’s perspective, this reform is a first step in testing new sets of assumptions that will drive institutional innovation, differentiate UW-Milwaukee from its peers, and better serve students. He said that UW-Milwaukee seeks to answer the call to recover the state’s core egalitarian values to deal with some of the ethnic and minority issues that have developed in these math classes and advance the system of higher education that will meet the future needs of Milwaukee, the region, and the state.

Regent Vásquez said that both presentations were very good, and very informative. He indicated that he was impressed with UW-Eau Claire because the students would receive credit for the course and receive financial aid for the course. He asked if there would be any way for remedial math to be addressed, not only at UW-Milwaukee but throughout the System, similar to the UW-Eau Claire model for addressing remedial English.

Dr. Swanson explained that UW-Milwaukee’s general education requirement for math is intermediate algebra or high school Algebra 2, which is what is required to get into the institution. He said students need to get to that functional level, and many of them are not at that level. He also said that it is not clear that accelerating people in math helps, and for a certain group of students, taking it slower is better. He said that the pathways approach eliminates one remedial math class for students, and students who enroll at UW-Milwaukee will not have to take more than one remedial math class; therefore, there is an acceleration in that sense. Dr. King added that UW-Milwaukee is moving in the right direction by reducing the amount of cost and amount of time, but also thinking ahead about the Flex Option, massive open on-line course (MOOC) delivery, and things that have become more cost effective. She explained that the problem is the pedagogy when it comes to these types of students who need the extra help or the really intense supervision.

Senior Vice President Nook added that financial aid can be used for remedial education courses. He also noted that UW-La Crosse is in a great place with their math MOOC and using that in remediation. He said that these presentations are two good examples of innovation and possible best practices. He also noted that the 2012 Remediation Report includes descriptions from other institutions regarding what they are doing.

Regent Hribar thanked the presenters for their presentations. She said that nontraditional learners may find that they are rusty in some of their math skills and may not need an entire semester of remedial math. She asked how the UW-Milwaukee programs would address that issue. Dr. Swanson explained that the mathematics department is looking at using an adaptive

learning knowledge system in a more intensive way that includes a remediation component built into the placement system. Students would get a placement score that tells them what they need to work on, and then they are allowed to retake the placement test. He said this was going to be something that is discussed with the remedial math committee.

Regent Farrow commented that both presentations were heartening and gave one great hope. She also said presenters from both programs showed they have a passion for what they are doing for students. She said that she hoped that passion extended to the teaching assistants and everyone involved. She said that UW-Milwaukee has, for many years, had a program developing urban education teachers who go into Milwaukee Public Schools to work off their tuition costs. Regent Farrow then asked Regent Evers how many math teachers in Wisconsin high schools are certified to teach the math they are teaching. Regent Evers indicated that virtually all high school math teachers are certified, though he is concerned that at the middle-school level, some who are teaching math have an elementary certification rather than math certification. He said that he is working to change that.

Senior Vice President Nook thanked the Regents for their time, patience, and questions. He said that there are a lot of good things going on in within the UW System to improve remediation, two of which were showcased in the presentations. He said that the UW System has a unique opportunity with the available data and the innovation that is occurring, to identify and implement some best practices. President Falbo thanked Dr. Nook and all of the presenters.

CLOSED SESSION

President Falbo called upon Regent Pruitt to present Resolution 10287, to move into closed session. The motion was adopted on a roll-call vote, with Regents Behling, Bradley, Drew, Evers, Falbo, Farrow, Higgins, Hribar, Landes, Manydeeds, Mueller, Petersen, Pruitt, Roberts, Vásquez, Walsh and Whitburn voting in the affirmative. There were no dissenting votes and no abstentions.

Closed Session Resolution

Resolution 10287 That the Board of Regents move into closed session to: (1) consider personal histories related to the naming of facilities at UW-Madison, as permitted by s. 19.85(1)(f), *Wis. Stats.*; (2) consider the appointment and salary of an interim president of the UW System, as permitted by s. 19.85(1)(c), *Wis. Stats.*; (3) consider the salary of an interim chancellor of UW-Whitewater, as permitted by s. 19.85(1)(c), *Wis. Stats.*; (4) to confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), *Wis. Stats.*; and (5) to consider the duties and salary of a Regent professorship and emeritus status for the UW System president, as permitted by s. 19.85(1)(c), *Wis. Stats.*

The following resolutions were adopted during the closed session:

Authority to Name the Student-Athlete Performance Center the “Stephen M. Bennett Student-Athlete Performance Center,” UW-Madison

Resolution 10288 That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to name the Student-Athlete Performance Center the “Stephen M. Bennett Student-Athlete Performance Center.”

Authorization to Appoint: Interim President, University of Wisconsin System

Resolution 10289 That, upon recommendation of the President of the Board of Regents of the University of Wisconsin System, Richard Telfer be appointed Interim President of the University of Wisconsin System, effective January 1, 2014, at an annual salary of \$418,749.

Authorization to Appoint: Interim Chancellor, University of Wisconsin-Whitewater

Resolution 10290 That, upon recommendation of the President of the University of Wisconsin System, Beverly A. Kopper be appointed Interim Chancellor of the University of Wisconsin-Whitewater effective January 1, 2014, at a salary of \$205,046.

Authorization to Appoint Regent Professor and Grant President Emeritus Status, University of Wisconsin System

Resolution 10291 That, upon recommendation of the President of the University of Wisconsin System Board of Regents, Kevin P. Reilly be appointed Regent Professor, effective January 1 2014, at an academic year salary rate of \$103,392, to be pro-rated for part-time employment, as per the attached letter of appointment, and that he be granted the status of President Emeritus of the University of Wisconsin System, also effective January 1, 2014.

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The meeting was adjourned at 3:50 p.m.

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Submitted by:

/s/ Jane S. Radue

Jane S. Radue, Executive Director and Corporate Secretary
Office of the Board of Regents
University of Wisconsin System