

MINUTES
EDUCATION COMMITTEE, BOARD OF REGENTS

December 5, 2013

Committee Actions

Regent Bradley convened the meeting of the Education Committee at 10:31. Regent Evers, Drew, Hribar, Manydeeds, Petersen, Vasquez, and Landes were present.

Consent Agenda

Regent Bradley presented the Minutes of the October 10, 2013, meeting of the Education Committee. The consent agenda, moved by Regent Peterson and seconded by Regent Landes, carried unanimously.

Resolution I.1.b., UW-Milwaukee: Ph.D. in Kinesiology

Kristian O'Connor, Co-Chair of the Department of Kinesiology at UW-Milwaukee, presented a program overview for the proposed Ph.D. in Kinesiology. Dr. O'Connor announced that the proposed Ph.D. in Kinesiology may be followed by proposals for other specialized Ph.D.s since programs cannot be ranked nationally without Ph.D. programs. UW-Milwaukee seeks to fill a critical gap in the university's graduate program array in the health sciences because there is a growing shortage of trained scientists and diverse faculty in this field. Graduates will be able to find employment in teaching, research, administrative positions, non-profit and for-profit service and research organizations, businesses, as well as in policy-making positions in government agencies and institutions. Research and teaching on health and physical activity disparities across social and geographic boundaries would align well with UW-Milwaukee's special mission as an urban research university, according to O'Connor. Because the curricular and research infrastructure already exists, UW-Milwaukee expects that the resources needed to implement the Ph.D. in Kinesiology will be minimal.

Regent Landes inquired where a student could currently get a Ph.D. in Kinesiology in neighboring states. O'Connor responded that the University of Illinois at Urbana-Champaign and at Chicago offered a comparable program. Regent Landes commended UW-Milwaukee for providing students the opportunity to earn a Ph.D. in Kinesiology in the state outside the Madison area, and noted that it would likely create more diversity. In response to question about a pathway from an undergraduate program to the Ph.D., O'Connor responded that students will have an "escape hatch," and will be able to earn a master's degree as a step-out degree. O'Connor added that a combination of the Master in Public Health and related Ph.D. programs was in the planning state, and that a joint program with the Doctor of Physical Therapy might also be developed.

Regent Vasquez took the floor and asked about the availability of the proposed Milwaukee program to students of color, and how the proposed Ph.D. was going to be differentiated from the UW-Madison program. Regent Vasquez further imparted that he

expected to see more people of color in the program in a few years. O'Connor agreed that there was a lack of students of color in Ph.D. programs, and that he was looking at ways to graduate a more diverse cohort. Further, O'Connor suggested that expanding a college-wide pathway program that identifies students as freshmen and mentors them to graduation could lead to some progress. However, at this point, there was no particular recruiting strategy for students of color, according to O'Connor. Regent Vasquez proceeded by strongly encouraging UW-Milwaukee to make a serious effort to recruit more students of color to its health programs and to have a greater presence in the community and in the diverse neighborhoods of the city. According to Regent Vasquez, the addition of a Ph.D. program presented a great opportunity to use kinesiology concepts and practices in poor and urban communities, and to forge partnership with schools and neighborhood associations. By establishing a greater presence of scholars and practitioners of Kinesiology, more kids would receive exposure to that discipline, and might get interested in pursuing health careers or athletic activities.

The motion to authorize a Ph.D. in Kinesiology at UW-Milwaukee carried unanimously.

Resolution I.1.c., UW-Platteville: authorizing a School of Business at UW-Platteville

Provost Nimocks den Herder, accompanied by the future director of the proposed School of Business, Susan Hansen, and Dean Wayne Weber of the College of Business, Industry, Life Science and Agriculture, explained that the School of Business will replace the existing Department of Business and Accounting within the College. Two undergraduate degrees and four online master's programs which are currently housed in the department will now be housed in the School of Business. While the reorganization and renaming of the Department of Business and Accounting into a School of Business will poise the unit for future growth, the current administrative structure is sufficient to operate the unit. Regent Hribar inquired whether the existing distance learning options would continue to be offered, as they present important opportunities for nontraditional students, and was assured by Provost den Herder that the reorganizing would not change the curriculum offered via distance education.

The motion to authorize the School of Business at UW-Platteville carried unanimously.

Resolution I.1.d.(2), the Wisconsin Partnership Program 2014-2019 Five-Year Plan

Dean Robert Golden of the UW-Madison School of Medicine and Public Health first presented some highlights of the Annual Report of the Wisconsin Partnership Program (WPP). He announced that, following a previous Board of Regents suggestion, a joint conference with the Medical College of Wisconsin was going to take place. Regent Higgins joined the Education Committee at this point in the discussion.

Golden focused his communication of the Five-Year Plan on the impact of the Wisconsin Partnership Program through its local partnerships. He highlighted the efficient use of resources as part of its mission to serve the public health needs of Wisconsin, particularly the fight against the obesity epidemic. Since 2004, the WPP had issued 329 total grants totaling over \$129 million dollars. Of the total grants awarded,

47% had been awarded to applied public health initiatives and community-academic partnerships, 15% to education and training of public health leaders, 30% to clinical and translational research, and 8% to basic science research. In the period from 2004 to 2013, leveraged funding had amounted to an additional \$226 million dollars.

Among the Partnership's strategic goals for 2014-2019 were the promotion of interdisciplinary research, the promotion of diversity in the medical workforce, student engagement in service and research, as well as the development of online educational opportunities and service learning. Dean Golden communicated that he hoped to secure additional funding from the National Institutes of Health and other organizations. A video presentation exemplifying the work of the partnership was shown to the committee and was well received. In conclusion, Golden announced that in honor of its recognized excellence, the WPP received the 2013 Spencer Foreman Award for Outstanding Community Service.

Regent Vasquez commended the work of the WPP with its different partners and communities, particularly its community fellowship program. Asking what measures would be taken to increase the number of physicians serving communities in need, and how multi-year commitments could be strengthened, Regent Vasquez noted that minority programs often tended to be very short-term and limited. How could that tendency be avoided in this case? Dean Golden responded that the Partnership's approach was "based on the belief that it is important to create more role models among faculty of color." He continued by saying that the Dean's Office provides a quarter million dollars of funding for faculty with a background in a community with a health disparity, and that the WPP had increased its faculty of color. Golden continued by asserting that the highest priority was to find financial aid for students, and to secure alumni gifts so that underserved rural students, urban initiatives, and underrepresented minority students could be supported appropriately.

Efforts to create a pipeline of diverse students included planned pre-college "bootcamps" in partnership with selected UW comprehensive institutions. Critical to the success of outreach, according to Golden, was to work with high schools, junior high schools, and elementary schools so that, for instance, African American students would be encouraged to sign up. Golden then emphasized the need for more resources to do more in the public school system while acknowledging that there were limits to how far the reach of the Wisconsin Partnership could extend. However, by following a multi-factorial approach, faculty and students in the WPP were already reaching out in various ways. In conclusion, Golden reported that there was progress in the number of medical students from marginalized communities admitted to the School of Public Health and Medicine.

Regent Bradley shared with the Committee that through his work on another board, he has come into contact with research health scientists who document the poor dental health of a large part of the population. He asked whether the WPP was making any effort in rural and low income areas regarding dental health? Golden replied that a few projects in dental health had been funded and that he had an expert on dental issues

who understands the issues in grossly underserved areas. Particularly in the intersection of dental and mental health issues, there was room to improve health disparities. According to Golden, an effort to be more inclusive on issues of dental health education in the Ph.D. curriculum was already under way.

Regent Evers brought up the issue of data collection in regard to the work of the WPP, particularly in the area of childhood obesity. Commenting that society was becoming more adverse to collecting data, he asked how the work of the WPP was guided by data. Golden replied that in combining public health and medicine in one school at UW-Madison, one advantage was the richness of data this combination could bring. He assured the Regents that nobody was identifiable in the data collected and that privacy was protected. Insurance companies, for instance, did not have access to the data collected. Regent Drew inquired whether anywhere in the country there was any program comparable to the WPP. Although no other programs of the exact same nature exist, Dean Golden acknowledged that other schools are looking for models combining public health and medicine. Senior Vice President Nook asked whether the work in the communities could be accomplished without the WPP, and was told that key projects and initiatives would likely not happen without the support of the WPP.

The motion to approve the Five-Year Plan of the Wisconsin Partnership Program carried unanimously.

Report of the Senior Vice President

Senior Vice President Nook commenced by making the audience aware of the December 2013 Business and Finance Committee's report on *Faculty Turnover in the UW System* and its report on *Faculty and Staff Base Salary Adjustments and Lump Sum Payments for FY2012 and FY2013*. Since the issues of faculty turnover and salary adjustments were closely related to the Education Committee's priority focus on Faculty Workload, Quality of Education, and Compensation. Nook announced that these issues will be considered, together with expanded data and analysis, at a future meeting of the Education Committee, probably in the spring of 2014. Nook will engage the UW Provosts in creating a systemwide work group that will investigate the complexities of this topic.

Nook said he hoped that the March 2014 Full Board meeting could be dedicated to a deep-dive discussion, with the exact topic still to be determined. An external expert and representatives of UW institutions might be invited to speak at this meeting. Preliminary reports and recommendations might be brought to the Education Committee by June 2014.

In his update on the status of implementing the required transferability of 30 UW general education credits to any institution in the state, Nook reported that most recently a group consisting of Wisconsin Technical College System (WTCS) and UW System staff consulted with a select group of UW institutions and liberal arts transfer technical colleges across the state. Together, they identified barriers to implementation that needed

to be overcome, and took stock of the many existing and functioning transfer and articulation agreements already in place. Nook shared his impression that personal contacts are really important, and that the implementation of transfer agreements statewide was a bit more difficult since sometimes no personal relationships between really distant institutions existed. Turning to the credits that are most likely to transfer relatively easily, he named credits in the social and behavioral sciences, in writing and oral communication, and in quantitative reasoning. As general education credits must transfer universally and count towards breadth and general education requirements, some complications may arise. Among them, were recent revisions of general education programs at UW institutions, inspired by using 21st century new models of providing general education outside a distribution model. Some institutions have moved away from a two-year distribution model to a more flexible system of distributing general education courses throughout a student's four years in college. Nook said he would ask the group to submit a preliminary report by the time of the April 2014 Board meeting, and to bring recommendations to the Board in June 2014 so that all policy and procedural changes are in place for implementation by fall 2014.

Regent Vasquez raised the issue of the distinct missions of the Wisconsin technical colleges and the Wisconsin public university system. He proceeded by advocating on behalf of the continuation of distinct options for students in the state. Emphasizing that vocational and technical education had a distinct place, he added that he did not see the WTCS as a "first step or stepchild to the university" but has having a "separate, solid mission for adults and career education." Regent Vasquez then turned to the expected impact of large numbers of transfers from the technical colleges on UW institutions. Senior Vice President Nook responded that there was no plan to blend the two distinct missions and that the main goals were to increase transfer impact. About four-thousand students from the technical colleges transfer to a UW institution each year. However, the number of UW students transferring to technical institutions was actually a bit higher. Nook reminded the Regents that the legislators affirmed that they also do not seek to alter the mission of the technical institutions and neither do they want to damage the reputation of the UW System. According to Nook, general education courses at UW institutions and the five WTCS colleges that are already offering liberal arts transfer courses are quite similar, and therefore there was a great likelihood to find transfer courses quite readily.

Regent Petersen said that affordability is the main issue and that the 30-credit transfer opportunity, together with remedial education, was one of the many pathways to student success. "We want to offer a spectrum of opportunities and the 30-credit transfer is a pathway to this goal, helping people to progress in their careers." "There was no intention to grow the academic side in technical education," Regent Petersen added. It was his goal to maintain the rigor of education so that students were well served. Nook agreed with Regent Petersen that the primary issue was indeed rigor and quality. Regent Landes then took the floor and expressed concern about how the 30 universally transferable credits would be interpreted by other, non-Wisconsin institutions.

Regent Landes reported that he was informed that at some private and elite institutions, credits students had earned at community colleges (and listed as such on their transcripts) would not necessarily increase their chances to be admitted to a Ph.D. program. Regent Bradley responded that he did not see this as a problem for the UW System. Nook added that the transfer agreements will be 1:1 and that quality issues will be duly considered in establishing these course-to-course transfer agreements. Nook further acknowledged that it will be important to track whether students who transferred credits would subsequently be able “to survive the next course in a course sequence.” For instance, Psychology 101 generally counts as a general education class but also serves as the first course in the major, and specific learning outcomes related to the major may also be incorporated. Nook elaborated that students who seek to transfer technical college courses under the 30-credits transfer agreement may need additional help to succeed and to progress towards graduation. Similarly, UW students who would transfer to a technical college would also encounter a different world, and their knowledge acquired at UW institutions would perhaps not automatically apply to curriculum taught at two-year colleges either.

Nook then reported that an internal UW System Administration work group was evaluating the Regents’ Freshman Admissions Policy, which requires review every five years. The group was currently reviewing institutional practices and investigating peer universities’ use of race in the admission process in the light of the Fisher vs. Texas court decision. A report will be completed by May 2014, with a presentation to the Board tentatively scheduled for June 2014.

In closing, Nook announced that a market survey will help UW System Administration assess the demand for engineering graduates as well as current engineering education capabilities in the state.

Respectfully submitted by,

Dr. Carmen Faymonville
Secretary of the Education Committee