

MINUTES
 EDUCATION COMMITTEE, BOARD OF REGENTS
 UW System, Madison, Wisconsin
 February 7, 2013

Regent Vasquez convened the meeting of the Education Committee at 2:32 p.m. Regents Bartell, Millner, Higgins, Evers, Drew, Manydeeds, and Tyler were present. Regent Vasquez welcomed the Provosts to the table.

1. Committee Consent Agenda

Regent Vasquez presented the minutes of the December 6, 2012, meeting of the Education Committee, as well as the following resolutions as consent agenda items:

Resolution I.1.a.(1) authorizing implementation of the Bachelor of Science in Nursing at UW-Stevens Point;

Resolution I.1.a.(2), authorizing implementation of the Bachelor of Science in Nursing@Home online collaborative degree at UW-Stevens Point; and

Resolution I.1.a. (3), authorizing the Bachelor of Science in Accounting at UW-Parkside

Regent Higgins moved and Regent Bartell seconded the adoption of the consent agenda, which passed unanimously.

2. UW-Stout: Doctor of Education (Ed.D.) in Career and Technical Education

Regent Vasquez welcomed UW-Stout Interim Provost Jackie Weissenburger, and invited her to commence her presentation. The proposed doctorate would be the first professional doctorate in Education at a UW System comprehensive institution.

Provost Weissenburger provided documentation on the demand for the degree and UW-Stout's long-standing leadership in career and technical education. She informed the Committee that, in 1935, the Stout Institute was granted legislative authority to offer graduate degrees as only the second postsecondary institution of the State Colleges and Universities in Wisconsin. UW-Stout's first graduate degrees were a Master of Science in Industrial Education, a Master of Science in Vocational Education, and a Master of Science in Home Economics. All three degrees were under the workforce development or "Career and Technical Education" umbrella. The Ed.D. in Career and Technical Education, she said, was a career-oriented professional practice doctorate and thus in perfect alignment with UW-Stout's mission and designation as a polytechnic university.

Weissenburger reminded the audience that UW-Stout has been offering a B.S. in Career, Technical Education and Training since before 1942, an M.S. in Career and Technical Education since 1935, and an Education Specialist degree (Ed.S.) in Career

and Technical Education as one of UW-Stout's signature programs since 1968. The proposed Ed.D. would represent a new practice requirement for educators in the field, and offering this doctoral practice degree at UW-Stout will help to meet the workforce needs, particularly at the area's technical colleges and two-year institutions. Weissenburger defined the Ed.D. as a cohort-based, three-year program using hybrid delivery.

Students would earn 60 credits beyond a master's degree with a focus on applied practice and methodologies, educational leadership, data analysis and statistics, systems analysis, strategic planning, program evaluation, and applied research design. Research showed student demand among master's students and increasing demand for an "Executive Ed.D." model for working adults. In her summary statement, Provost Weissenburger emphasized that the proposed professional doctorate met the criteria established by the Board of Regents.

Weissenburger then introduced Dr. Carol Mooney, the UW-Stout program director of the M.S. and Ed.S. in Career and Technical Education, Dr. Mary Hopkins-Best, UW-Stout's Dean of the College of Education, Health and Human Sciences, Dr. Robert Meyer, the President of Wisconsin Indianhead Technical College, as well as Dr. Bryan Albrecht, President of Gateway Technical College.

Regent Vasquez invited the guests to participate in the Committee discussion. Meyer took the lead and identified himself as the leader of Wisconsin's largest technical college in terms of geographical range, and emphasized how much the proposed doctoral program is needed in western Wisconsin. Meyer fully endorsed the Ed.D in Career and Technical Education. Meyer continued by saying that Wisconsin Indianhead Technical College employs about 1600 teaching academic staff and faculty, including adjuncts, and depends on UW-Stout to provide professional development for the employees. Many of them do not have a Ph.D. and more faculty with terminal degrees are needed for succession planning. His institution would send candidates ready to enroll in Stout's Ed.D. program because it has the necessary attributes and outcomes he would like to see.

In turn, Dr. Albrecht praised UW-Stout for its work on the Ed.D in Career and Technical Education. Albrecht told his personal story of having to commute weekly to the University of Minnesota over a period of seven years to earn his Ed.D because the degree was not offered in Wisconsin. Many of his fellow students dropped out of their doctoral program because of time constraints and busy lives. He praised the learning environment at UW-Stout that encourages applied research. He added that he had a "deep respect for a hybrid program" that would get students through in three years and also told the Committee that he has staff ready to enroll in the degree.

Regent Tyler commented that the University of St. Thomas in Minnesota has a similar program but it is at a substantially higher price; in addition, access to this program is limited. Tyler, who is also president of the Wisconsin Technical College System Board, expressed his strong support for the program. "From the technical colleges' perspective, this (program) is needed," he said.

Regent Higgins then followed up with a question about any possible connection of the proposed degree to economic expansion in the region, particularly in light of a mining bill possibly coming forward. Dr. Meyer responded that a mining bill would add additional pressure on technical colleges to produce welders and other technical diploma holders. The need for credentialed educators to produce these technically skilled graduates, he said, indirectly spoke well for the program.

Regent Higgins then asked how the development of this program and interaction with neighboring campuses, such as UW-River Falls, UW-Stevens Point, and UW-Eau Claire could meet the identified employer needs. “What do we need to talk about together?” Regent Higgins asked. Meyer answered that there are lots of partnerships between UW-Extension, the comprehensives, and the technical (including some tribal) colleges, but there was room for improvement regarding transfer of credits.

Dr. Albrecht relayed that although his institution is located in the southern part of the state, it has many program articulations with UW-Stout, in particular in the area of industrial management programs. “We are UW-Stout-South,” he asserted.

Regent Evers acknowledged that the playing field had changed and that in many institutions of higher education requirements for teaching staff were at a minimum an Ed.D. He asked Provost Weissenburger if she expected that expectations for terminal degrees would increase further in the future. Would the requirement for a terminal degree “creep” to the Ph.D. eventually, and would that be the direction that UW-Stout would be going then as well? Regent Evers thought that there were a limited number of teaching jobs for these graduates, and wondered what would happen if and when the Ph.D. became the expected degree? Provost Weissenburger responded that UW-Stout had no interest in offering a Ph.D. degree since UW-Madison and UW-Milwaukee serve that market. She reminded listeners that the proposed degree was in a very particular field and in a very narrow, specific discipline, so that UW-Stout would not be envisioning any degree creep or enlargement of its vision or mission. UW-Stout’s doctoral offering would stay career-focused.

Regent Tyler remarked on the tight relationship between the technical colleges and UW-Stout, aimed at supporting manufacturing work and connecting manufacturers with the state’s higher education. Regent Vasquez turned to the provosts and asked them if there were any questions. There were none.

I.1.b.: It was moved by Regent Tyler and seconded by Regent Bartell, that, upon the recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Ed.D. in Career and Technical Education.

The resolution PASSED unanimously.

3. Charter School Authorizations and Renewals

Regent Vasquez then turned to the request to approve renewals of two new charter schools and to approve one new charter school under the purview of UW-Milwaukee. Regent Vasquez recused himself from voting on the requested renewal of Bruce Guadalupe Charter School (Agenda Item I.1.c.(1)) because he is a member of its board. Noting as a matter of procedure that the resolution for each charter school would be voted on separately, Regent Vasquez introduced the current director of the UW-Milwaukee Office of Charter Schools and the Dean of the School of Education at UW-Milwaukee, Dr. Carol Colbeck. Dean Colbeck thanked the committee for its attention to charter schools and re-introduced Ms. Meyers, who has been the new director of the Charter School Office at UW-Milwaukee since the previous director, Dr. Bob Kattman, retired.

Before asking the Committee to approve the extension of the charter contracts of two existing UW-Milwaukee charter schools and one new charter, Ms. Meyers provided some personal background: she said she was proud to be a product of the UW System and shared that she had earned a Bachelor of Arts in Education at UW-Eau Claire and a Master in Administrative Leadership from UW-Milwaukee. The goal of her presentation was to add value to the conversation around charter schools and to inform the Regents of the work of the Office of Charter Schools at UW-Milwaukee. Ms. Meyers praised her predecessor, Dr. Kattman for his work on behalf of the UW-Milwaukee charter schools, and acknowledged his legacy.

Her PowerPoint presentation to the Committee summarized that in 1998, the state granted UW-Milwaukee the authority to charter K-12 schools in order to improve the quality of education for children in Milwaukee. UW-Milwaukee now operated 11 public charter schools, of which eight were top performers in the city of Milwaukee. The role of the Office of Charter Schools was to review applications for new charters and to make recommendations to the Board of Regents for the establishment and maintenance of charters in addition to ensuring compliance with the law and the charter contracts. The Office also made decisions on renewing or not renewing charter contracts. For Bruce Guadalupe Community School and Woodlands School, Ms. Meyers recommended a five-year renewal period.

Ms. Meyers directed the Regents' attention to the following characteristics of Bruce Guadalupe Community School: it has been in operation since the latter half of the 1800's, and has been operated as a UW-Milwaukee charter since 2009. Further, it served grades four to eight, and currently enrolled 951 students, of which approximately 99% were Latino(a). Students scored proficient or advanced in both math and reading, and scored higher than Hispanic students throughout the state.

I.1.c.(1) It was moved by Regent Millner and seconded by Regent Bartell, that, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approved the renewal of the charter school

contract with United Community Center, Inc., maintaining a charter school known as the Bruce Guadalupe Community School.

The resolution PASSED unanimously.

Turning next to the University of Wisconsin-Milwaukee charter school contract renewal for the Woodlands School, Ms. Meyers highlighted that Woodlands has been in operation since 1936, and has been operated as a UW-Milwaukee charter since August 2004. It served fourth- to eighth grade and enrolled 333 students. Its school population was quite diverse, with 4% of the students being Asian, 28% Black, 15% Hispanic, and 54% White. Students' academic performance in reading and math was comparable to suburban districts outside of Milwaukee, and average daily attendance was high at 96%. During 2011-12, in the subject of Reading, each grade level showed growth and six out of seven grade levels exceeded expected growth. In mathematics, each grade level showed growth, and four out of seven grade levels exceeded expected growth.

I.1.c.(2): It was moved by Regent Millner and seconded by Regent Bartell, that, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approved the renewal of the charter school contract with Woodland School, Inc., maintaining a charter school known as the Woodlands School.

The resolution PASSED unanimously.

Ms. Meyers explained that the proposed University of Wisconsin new charter school to be named Woodlands School East is noteworthy because it is a replication of the current successful UWM charter named Woodlands School. Woodlands, led by principal Maureen Sullivan, has some key components that are suitable for replication, such as multi-age and multi-disciplinary classrooms, as well as the *A Time for Living* character education. The current Board of the existing Woodlands School would also govern Woodlands School East. Principal Maureen Sullivan would act as the principal at Woodlands School East.

Woodlands School East would initially serve 144 students in 4th grade kindergarten to second grade. Each year, it would add an additional grade, through 8th grade - up to a maximum enrollment of 360 students. The school would reach capacity within seven years.

Inviting comments and discussion, Regent Vasquez noted that the proposed Woodlands School East was the first replication that was presented to the Regents for approval. For the information of new Regents that have joined the Committee, Regent Vasquez noted that there was extensive discussion at previous Committee meetings on replications of charter schools.

In response to Regent Evers' question what the Office of Charter School's plan was going forward, and how many charter schools they would agree to operate, Ms.

Meyers responded that there were no plans to expand within the next year or two. She emphasized that the goal of the Office of Charter Schools is quality. There was no plan to expand the numbers, but to take best practices and to build on them. Regent Evers then asked whether Ms. Meyers had any concerns that the pupils enrolled in UW-Milwaukee operated charter schools do not reflect the make-up of the City of Milwaukee. Ms. Meyers answered that she was not concerned about diversity since the new location of the Woodlands School East would be quite diverse, in fact, even more diverse than the existing Woodlands school. Regarding recruitment of diverse populations, she noted that attendance at charter schools was voluntary and that one “can’t force anybody to attend a charter school.” She confirmed that efforts in marketing would create a pool of diverse applicants.

Regent Bartell inquired about the expense per student. Would the cost of attendance be the same at the replication school? Ms. Meyers confirmed that through the use of planning and implementation grants, flow funding, and other title funding, the cost of implementing the new school would not raise tuition for students. Additional fundraising to cover costs of operation was planned; however, funds available at this time were sufficient.

I.1.c.(3): It was moved by Regent Higgins and seconded by Regent Bartell that, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approved the charter school contract with the Woodlands School, Inc., establishing a charter school known as the Woodlands School East Charter School, effective July 1, 2013.

The resolution PASSED unanimously.

4. UW Platteville: First Reading of Revised Mission

Regent Vásquez reminded the Committee that the process of changing a university’s mission required Regent approval and included a public hearing with at least one Regent presiding. After the hearing at UW-Platteville and further internal discussions, the UW-Platteville mission would be brought back to the Board for approval later in the year.

Provost Mittie Nimocks Den Herder reported that it has been 10 years since UW-Platteville’s mission was last revised. A campus committee of 15 people was appointed by the UW-Platteville chancellor to prepare the change. That committee incorporated input received from over 500 people. The goal was to come up with a mission statement of fewer than 50 words, so that everyone could readily understand and remember the essence of a mission unique to the Platteville campus. Provost Den Herder said that the campus struggled with incorporating all necessary language required by Regent and UW System policy, and that the campus committee had done lots of editing. Provost Den Herder assured the Regents that revisions were invited from anyone and would be incorporated as needed.

Responding to a question whether a specific Regent had been appointed to be at the hearing, Regent Vasquez clarified that at this point none of the Regents had been designated, and that it was possible that more than one Regent would be appointed.

Regent Bartell then asked Provost Den Herder about the broad spectrum of disciplines that is presented in the proposed revised mission statement. He expressed appreciation for the mentioning of the arts in particular. In response to Regent Bartell's question of how UW-Platteville chose its examples, Provost Den Herder relayed that the selection was to represent equally the offerings of three colleges within the university. She explained that the term "Arts" was deliberately put in to emphasize UW-Platteville's strong liberal education program. Regent Bartell conceded that it must have been quite a challenge to describe what UW-Platteville does and repeated that he was glad that the Arts were included. He clarified with Den Herder that the term "Arts" in this context meant liberal education and not just the fine arts or arts proper.

Regent Vasquez concluded by informing the Committee that any future action regarding the proposed mission change will be taken first at the level of the Education Committee, and thereafter by the full Board. The Committee's action items completed, Vasquez then asked Senior Vice President Nook to commence his report.

No action was taken.

5. Report of the Senior Vice President

Senior Vice President Nook extended a welcome to the Provosts present, and acknowledged that a new semester was in full sway with the students being back on campus. He told the Committee that he had just attended an AAC&U board meeting in Washington, D.C., where he had enjoyed the high level of discussion on quality in President Carol Geary Schneider's speech on the status of higher education.

Nook also acknowledged Interim Provost of UW-Stevens Point, Greg Summers, who had given a well-received State of Academic Affairs address at his campus, emphasizing the importance of diversity at UW-Stevens Point. Nook said he would share an electronic link to the address after the meeting.

Nook yielded the floor to Interim Provost of UW-Extension, Aaron Brower, for an update on the UW Flexible Degree Option (Flex Option), noting that the Flex Option had received broad national attention, including an article in the Wall Street Journal.

Provost Brower noted that he found it quite useful to think about the Flex Option in terms of benchmarks to be reached, and emphasized the importance of checking on progress. Brower brought to the attention of the Regents what he called a "terrific amount of national press." Noting bi-partisan support from the media, he reported that bloggers had also taken up the subject across the worldwide web.

There were a couple of questions regarding the funding model, which Brower described as shared, not just state-funded, including funding from the UW System, from UW-Extension, plus revenue sharing, and fundraising. He added that the Lumina Foundation might contribute some support, and bring other funders, such as Gates Foundation, to the table.

Brower thanked Provost Johannes Britz from UW-Milwaukee and Provost Greg Lampe from the UW Colleges for their hard work. Program faculty generally had embraced the Flex Option and program development has taken place all across the state. By the fall of 2013, said Brower, it would be likely that all competencies for students' learning would be specified, and a part of the standard assessments would also be in place. Enough of these assessments would have to be in place in order for the course delivery to function well. He said he trusted that everything that needed to be up-and-running would be since, in his words, "Operations folks are can-do people." They will do the work needed to work out questions dealing with financial aid and admissions.

Noting that current higher education regulations, including accreditation and federal financial aid regulations, were not "competency-based-program-friendly," he envisioned that the path towards the Flex Option degree would not be the same easy path as that of for-credit courses. In order to receive full financial aid, students have to be enrolled at least half-time, but, what does a half-time effort mean in the context of a student's full-time effort expended in pursuit of a UW Flex Option degree? Illustrating the complexity of the issue, Brower made the Committee aware of a possible roadblock: if students were to do only assessments, measuring what they already know - would they be eligible for financial aid? While financial aid is meant to fund educational activity, in the Flex Option there would be no actual assignments. Others beside himself are engaged in a "pretty intensive discussion at the federal level of how to interpret current regulations or re-write them," Brower explained. The Department of Education expressed an interest in discussing these issues with UW leaders.

Brower proceeded by noting that the UW System would need a short-term and a long-term strategy. Full implementation could only happen when students would be fully eligible for financial aid. In the event that financial aid issues would not be worked out by the fall, an alternative would be to conduct a pilot introduction of the Flex Option, keeping the fee structure deliberately low, so that aid does not present a barrier to participation. The impact of a loss of financial aid on students can be likened to saying they can "have a car but nobody can ride it."

Among the solutions to the problems regarding financial aid distribution was to apply for a waiver to the Department of Education on the grounds of experimentation and exceptional circumstances. A second strategy would be to think about pricing the program in an innovative way. On the table was a consideration to offer students an introductory price for a pilot phase. Brower noted that his team was still trying to get good estimates on enrollment, and that he did not expect thousands of students to start the program this fall.

Similar difficult issues, Brower added, would have to be worked out with the Higher Learning Commission (HLC). Brower then invited the Regents to give advice and input. "When push comes to shove, it [the Flex Option] can't be all to all people," said Brower, and the UW System will need to handle expectations and will need to communicate clearly with internal and external audiences.

Regent Vasquez encouraged the provosts and Regents to respond to Provost Brower's invitation for advice and input. UW-Oshkosh Provost Lane Earns recommended that a communication team was of utmost importance. Earns relayed that the UW System is not alone in moving away from classes to competencies, and that there was a large national debate around this topic.

Regent Vasquez then shared a question that had come to his attention; how many students would be enrolled and when would they be finished? He said that he found what he heard “worrisome in some respects.” Vasquez expressed that he was puzzled by the comments about the difficulties with the accreditation body. For a long time, proxies for learning used in America’s higher education had been the number of contact hours and faculty credentials. Here it seemed that accreditation organizations might be mostly concerned about how many hours students spend in the classroom. “He wondered why HLC could not think about these issues differently. In response to this question, Brower said he could speculate why this was happening. He thought that the main issue was to make accreditation bodies understand how to help us to demonstrate that the quality is there. It appears, noted Brower, that HLC’s “checklist” was different. Re-thinking and re-creating what it means to have real learning will be needed.

Vasquez inquired about the use-value of the Alverno College model, i.e. providing students with a narrative evaluation of their progress and using portfolios to demonstrate learning. Brower responded that the Alverno College model was still based on courses, credit hours, and seat time. He acknowledged that he and his team could learn from the Alverno College model of assessment.

Regent Tyler shared that with respect to the Flex Option he was “scared but excited.” He found exciting that, conceptually, this new type of degree would mean a transformation of education and the realization of a great vision. Tyler said he regarded the Flex Option as an entrepreneurial activity, not just an academic one. He maintained that in his perception progress was somewhat slow, noting that “if we applied the calendar to get this done, somebody would beat us to it.” Regent Tyler expressed some interest in the role of the Massive Open Online Courses (MOOCs), and warned that “if we don’t apply it to a broad area of the institution somebody will do it. We have to keep in the game.”

Brower said he was very optimistic about completion times and swift progress toward implementation of the Flex Option. A tremendous number of people on UW campuses were committed to the success of the Flex Option. Brower said he found the pace quite daunting and declared that he was not concerned about being beaten to the punch. There are more than 2000 institutions of higher learning out there, and the Flex Option will be a unique contribution as it will get attached to the specific UW brand. For example, when exploring tuition pricing, Brower’s team asked prospective students what features they found most important, and 50% of the respondents ascribed value to this degree simply because it was attached to the UW. Competency-based learning, Brower claimed, was already ahead of the MOOCs. He said he was not too worried about competitors who have competency models as their foundation. Senior Vice President Nook agreed that it was his impression that other institutions in the nation with a quality reputation were slow to institute comparable degrees. For example, the University of Michigan was not any quicker. He reminded the Regents that the idea for the degree was just 14 months old. “We are nimble here,” asserted Nook, “and have moved quickly.”

Regent Tyler retorted that he did not mean to be critical, but that the Senior Vice President’s perspective of nimbleness differed from his own. Tyler then sought clarification about whether or not the expectation still was that the Flex Option would be available across all courses by the fall. In response, Nook said that that would probably not be the case. Emphasizing the difficulty of achieving quality and flexibility, and designing a UW brand within 14 months, Nook found that the business sector operated quite differently. The main difference,

he argued, was that the UW System had to do everything publically and not quietly behind closed doors. Unlike in the private business sector, what the UW System did was on everybody's radar and research and development was extremely public in this instance.

UW System Senior Special Assistant to the Senior Vice President of Academic and Student Affairs, Dr. Rebecca Karoff, interjected that no new staff was hired, and that all involved were stepping up to the task on top of a full-time job. She called the progress "breathtaking."

Brower then emphasized that in spite of the remaining sticky points, once the competencies were developed, all would go well, and that he remained committed to maintaining the aggressive pace of planning and implementation. He noted that working out federal regulations was quite hard, and remarked that Western Governors University ensured their compliance with federal requirements for full-time attendance of students in an interesting way. At Western Governors University, every student who enrolled, for whatever amount of time, or for whatever number of assessments, was counted as full-time. Being first, Brower explained, was not necessarily an advantage; and, in fact, the UW might very well be first in figuring out these complex issues for the entire country. Nook agreed with Brower that much was outside the UW System's direct control.

Provost Fernando Delgado from UW-River Falls joined the conversation and explained that at his previous employer, Arizona State University, curricular items were dealt with much more autonomously. He reminded the Committee that each UW institution would be accredited separately when it would bring forth a new degree. The HLC component was quite difficult to deal with, asserted Delgado, because HLC employed peer evaluators who can transfer their experience and knowledge from an institution that compares to our university system. HLC may not be able to draw on too many institutions with the scope and size of the UW System that could provide meaningful evaluation of the UW System's educational delivery.

Brower added in this context that representatives from HLC were not the same for each institution within the UW System; HLC had one representative for UW-Milwaukee, and a different one for the UW Colleges. This situation was further exacerbated by the fact that, internally to HLC, these representatives did not necessarily work together or collaborated on issues common to UW institutions.

Brower summarized that managing expectations was important and that there was no intention to be defensive. Regent Millner noted that in this important matter, the UW System may not want to be the pioneers but the settlers.

Provost Earns of UW-Oshkosh stressed the need for getting the tools needed to do the job right. He suggested that the UW needs to walk the line between private industry and an appropriately slower university pace. His impression was that the development of the degree was slower than what was said when the new Flex Option was initially announced. He recommended seeking support at the national level.

In his closing comments, Senior Vice President Nook affirmed that he was impressed that national organizations were extending a helping hand, noting that AAC&U has been particularly engaged. Nook explained that AAC&U was the national leader in the assessment of competencies around shared learning outcomes. AAC&U's leaders also expressed an interest in

working with accreditation agencies to maintain processes that assure quality. Nook assessed the work towards the Flex Option as a possible rethinking of how accreditation bodies will be measuring student performance. Nook made clear that in his view nobody was “gaming the system,” and that all must make sure that students would really to be ready to be effective professionals and citizens. Nook also acknowledged that there was lots of work to do and that this work would, in turn, lead to a lot of gains. Indeed, the communication strategy was to keep everybody informed, as was done today. Nook concluded by thanking Provost Brower and Dr. Karoff for their work.

Regent Vásquez announced that the Committee had asked that the new format for new-program requests should include a financial statement in the future.

Noting that the discussion was concluded, Regent Vasquez then turned to the items for the consent agenda to be submitted to the full Board on Friday, April 8, 2013.

6. Full Board Consent Agenda

Resolutions I.1.a.(1), I.1.a(2), I.1.a.(3), I.1.b, I.1.(c.(1), I.1.c.(2), and I.1.c.(3) were referred to the consent agenda of the full Board of Regents at its Friday, February 8, 2013 meeting.

Regent Bartell moved to adjourn and Regent Tyler seconded.

The meeting adjourned at 4:18 p.m.

Respectfully Submitted,



Carmen Faymonville
Secretary, Education Committee