

MINUTES
EDUCATION COMMITTEE, BOARD OF REGENTS

June 6, 2013

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

I.1.a Committee Consent Agenda

Regent Vasquez presented the minutes of the April 4, 2013, meeting of the Education Committee, as well as the following resolutions as consent agenda items:

Resolution I.1.a.(2), accepting the 2013-14 proffer from the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in the arts, humanities, social sciences, and music at UW-Madison and UW-Milwaukee;

Resolution I.1.a.(3), authorizing the implementation of the Bachelor of Business Administration in Management at UW-Oshkosh;

Resolution I.1.a.(4), authorizing the implementation of the Bachelor of Science in Statistics at UW-La Crosse;

Resolution I.1.a.(6) authorizing the implementation of the Master of Science in Architecture at UW-Milwaukee;

Resolution I.1.a.(7), authorizing the Master of Science in Transnational Human Services Leadership at UW-La Crosse;

Resolution I.1.a.(8), Report on Promotions, Tenure Designations, and Related Academic Approval Items, accepting the 2013 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status;

Resolution I.1.a.(9), approving two appointments to the Natural Areas Preservation Council; and

Resolution I.1.a.(10), approving revisions to the UW-Eau Claire Faculty Personnel Rules.

Resolution I.1.a.(5), a proposal to approve a Master of Sustainable Peacebuilding at UW-Milwaukee, was removed from the consent agenda at the request of Regent Higgins. The consent agenda, moved by Regent Bartell and seconded by Regent Millner, passed unanimously.

Regent Higgins took the floor to explain why he requested further discussion of the Master in Sustainable Peacebuilding. Citing recent national publications, including former United States Secretary of Education, William J. Bennett's, and co-author David Wilczol's book, *Is College Worth It?*, Regent Higgins asked the Committee to consider the proposed program in the context of increasing student debt, as well as diminished expectations of students' financial success immediately following graduation. Concerned also about possible responses from members of the public to this program proposal, Regent Higgins asked for clarification of whether the proposed master's would be duplicative of programs that UW-Milwaukee already offered, leading to a possible concern that the proposed degree would be "a new packaging of what is already there." Provost Britz responded that he fully supported the purpose of this "seminal" program and assured the Regents that he expected that jobs in various fields, particularly in support of business opportunities in developing markets, were available. Explaining that some of the collaborating departments offer modules of the proposed degree in different contexts, Provost Britz said he was not concerned about unnecessary duplication.

Responding to questions from Regent Higgins, Regent Drew, Regent Millner, and Regent Bartell, UW-Milwaukee Provost Britz and his colleagues, Dr. Tim Ehlinger, Professor of Biological Sciences, and Dr. Rob Ricigliano, Director of the UW-Milwaukee Institute of World Affairs, emphasized the alignment of the proposed degree with UW-Milwaukee's global mission and vision. Faculty members, who will teach in this interdisciplinary program, have extensive real-life experience in conflict resolution, socio-cultural reforms, health advocacy, economic development, ecology, and "Systems-thinking." Provost Britz highlighted that students will learn from experts in various allied fields, including engineers, scientists, policy analysts, and health services providers, and will use their high-level problem solving skills to help communities who struggle with economic development and with rebuilding social structures after disasters, such as wars and natural disasters.

In response to additional questions from Regents Millner and Higgins, Dr. Ehlinger and Dr. Ricigliano reported that major corporations in pursuit of business opportunities at home or abroad, are looking for qualified graduates, who can help them manage complex cultural situations in countries or regions that may be considered volatile, so that businesses can thrive. In response to Regent Higgins' question whether the work of a sustainable peace builder is different from that of a diplomat, Professor Ehlinger responded that the prevention of war was part of the job of peacebuilding, as were the resolutions of related conflicts, such as contentions over the control of water in poor communities. Professor Ricigliano added that "peacebuilders take over when diplomats have reached agreements," or "when immediate skirmishes are over," and non-military work leading to stable societies has to be done.

In response to a question by Regent Millner, whether the term peacebuilding was a "word of art" that may not be readily understood by lay persons, including corporations, both professors assured the Regents that the term "peacebuilding" was part of the nomenclature and vocabulary of policy, governmental, and non-government organizations, and that employers would recognize graduation from the proposed program as an excellent qualification. According to Professor Ehlinger, the term

“peacebuilding” has found entry into dictionaries and was modeled on the word “nationbuilding,” a term initiated during the Reagan administration. While salaries, he said, would vary depending on career paths, the degree addresses the demand for longer-term support for multinational corporations operating within local cultures. Professor Ricigliano added that the degree was also, in part, developed in response to the UN Foreign Assistance Act, which was recently amended.

Regent Bartell thanked the professors and Provost Britz for their explanations, and asked them to elaborate on what the term “sustainable” in the name of the program meant. Professor Ehlinger explained that societies seem to be relapsing to war, and that one of the “big realizations” of Western governments was that they did not know how to use sustainability and how to make conflict resolution last. As an ecologist, Ehlinger was acutely aware, he said, that “sustainable” is not a steady state and that resiliency needed to be built so that in response to conflicts, communities learn to work together.

In response to a question from Regent Bartell to Senior Vice President Mark Nook regarding the possibility of overlap between the Master in Sustainable Peacebuilding with UW-Oshkosh’s proposed Online Master of Science in Transnational Human Services Leadership, the Regents heard that the two degrees serve different student pipelines and target different career paths. Dr. Nook explained that UW-Oshkosh and UW-Milwaukee extensively conferred with each other to demarcate the degrees from each other, and that the proposed degrees serve different non-profit sectors. While UW-Oshkosh is building the next generation of human resource directors for a network of local providers and their interfacing with national and international organizations, the UW-Milwaukee program is about training managers for complex multinational and non-government organizations, including policy analysis. Professor Ehlinger added that students will choose different courses, depending on the field they wish to be in, but that all students will learn to “understand each other’s languages across disciplines,” a skill set that employers in the field have demanded.

Regent Drew then inquired about the availability of faculty to teach the courses in the program. Professor Ehlinger responded that faculty from the fields of engineering, health, ecology, policy and global studies, among others, were very excited about the program and that faculty from these areas would be represented on the advisory committee for the program. Professor Ehlinger also added that interest in teaching in the proposed program was so great that the development of a new certificate, involving even more schools, was being considered. No additional faculty lines would be needed to implement the proposed degree or other, additional options for students.

Regent Higgins continued the conversation by acknowledging the importance of internships, and by noting that students may take potentially six internships in the Master of Peacebuilding program, one of them local. He asked for more detail on the curricular outcomes of these internships. Professor Ehlinger responded that diverse agencies are committed to cooperate with UW Milwaukee, providing internships in diverse settings such as health centers and economic development organizations. Students would be using “Systems-Mapping” to aid agencies fighting poverty and infant mortality, as well

as drug abuse. In closing, Provost Mittie Nimocks den Herder of UW-Platteville also expressed her support for the program. The motion to approve the Master in Sustainable Peacebuilding, moved by Regent Millner and seconded by Regent Drew, carried unanimously.

Agenda Item I.1.b, UW-Milwaukee, Report of Provost Johannes Britz

In his presentation, “Embedding Innovation into Academic Planning: Process and Outcomes,” Provost Britz presented numerous examples of UW-Milwaukee’s comprehensive academic planning process. Starting off with the observation that the idea for the implementation of the comprehensive planning process came to him during a long overseas flight, he vividly explained the evolution of the academic planning process, from program array planning to a fully-fledged academic plan. The results of the campus’s collaborative efforts include linking academic programming more intentionally to considerations of the success of students, costs and resources, accreditation regulations, as well productive research. Through an engagement of all stakeholders and the building of community, and collaboration among all relevant university offices and individuals engaged in learning and teaching, UW-Milwaukee, he said, would be poised to adopt an academic and strategic plan in spring 2014 that would fully integrate diverse aspects of UW-Milwaukee’s mission, vision, and values.

Provost Britz made it clear that the process took time and energy, but that his decision to listen to the voices of all relevant parties, and their presentations during a series of public meetings throughout the academic year, was a key to the success of the planning. By integrating cross-cutting themes, such as building a digital future through technology, sound budgeting, creative space planning, and improving the campus climate and academics through inclusion and diversity, UW-Milwaukee was able to come up with a succinct plan that would improve student success, and would further substantiate its community and economic engagements.

Characterizing the planning process as flexible, holistic, adaptable, and innovative, Provost Britz concluded that “learning what others were doing,” was an important outcome of interactions among the various stakeholders, highlighting strengths, and opportunities both from top-down and bottom-up. Asking for any further comments or questions, and noting that there were none, Regent Vasquez concluded the discussion.

Agenda Item I.1.c, Report of the Senior Vice President for Academic Affairs

In his update on Academic and Student Affairs, Dr. Nook reported on various Omnibus motions to the biennial budget by the Joint Finance Committee. Reminding the Committee that they heard about topics relating to the budget implications in the context of the Regents’ discussion during the morning session, he offered some thoughts on the impact of the biennial budget and the proposed changes issued by the Joint Finance Committee on academic and student affairs in the UW System.

Recognizing that it may be hard to measure academic quality, Nook expressed some concern that “we may have crossed the line” with respect to achieving quality in every respect, even if goals set by the universities and the UW System had been met and exceeded. Turning first to fair compensation of faculty as an indicator of institutional quality, he remarked that salaries for faculty were so low that the UW System regularly lost qualified applicants. Some prospective faculty would not even apply. Nook shared with the Committee that at national conferences and meetings, he was regularly informed that academic job seekers do not send in applications because they realize that the UW System is offering salaries that are 18% behind peer institutions.

With regard to planned raises and pay plans, Nook noted that whereas other states in the region are raising salaries to reflect cost of living and market conditions, the consideration of a 1% raise would not effectively address the current compensation crisis, and would, in fact, result in falling even more behind. Nook’s goal would be to insure and assure quality faculty in the UW System, by seeking to create a 6-8 year plan aimed at raising salaries at least to the peer institution median or to the 75% percentile mark. Nook then expressed interest in developing better collaboration with the legislature to maintain the UW System’s focus on quality. Nook concluded his remarks on this topic by articulating a call for action so that the UW System brand and its reputation for academic quality could continue to thrive. Arguing for a long-term planning effort and cooperation with the legislature leading to consistent investing in Wisconsin higher education, Nook said he would continue to advocate for fair compensation of faculty and staff, and hoped that university leaders, legislators, and the governor would make firm commitments to raising faculty salaries.

Dr. Nook then turned to specific changes by the Joint Finance Committee to the Governor’s budget for the UW System. UW System and the Wisconsin Technical Colleges System would be required to establish a core general education courses transfer agreement of no less than 30 credits that would satisfy core general education requirements at the receiving institution. Noting that several hurdles remain to be taken regarding the implementation of a fully-functioning reciprocal core general education courses transfer agreement with the diverse institutions that form the Wisconsin Technical College System, Nook handed out an excerpt containing the revised language regarding the 30-credit transfer. The phrase “without loss of credit toward graduation or toward completion of a specific course of study” contained in the governor’s budget language was deleted and replaced with “and would satisfy general education requirements at the receiving institution.”

Nook emphasized that several internal hurdles to the transfer of 30 still remained, and that he would engage the UW System provosts in working out the details with respect to transfer of credits among System institutions and between System and external institutions. In particular, he saw some differences in the way general education credits functioned at the technical colleges. Based on input he received from provosts and others, the proposed universal transfer of 30 credits would create some difficulties in the delivery of professional degrees since the latter typically require very specific general education and liberal arts credits to satisfy degree requirements.

Regent Vasquez asked Dr. Nook how the Wisconsin Technical College System positioned itself regarding the requirements for the transfer of 30 credits both to and from their institutions. Nook responded that it was his impression that the technical colleges' leadership was satisfied with the language and process as drafted, and expected that it would work for them. Nook then commented on the high number of students who transfer from the technical colleges to the UW System and vice versa. About 4,000 students transfer annually from UW System institutions to technical colleges and an equal number of about 4,000 students transfer from the technical colleges to UW System universities and colleges.

Regent Bartell inquired about the authorship of the language in the handout Nook had provided. Nook replied that to the best of his knowledge, initially the language was developed by Governor's the College and Workforce Readiness Council., chaired by Tim Sullivan.

Nook then turned to other Joint Finance Committee changes to the Governor's budget provisions for the UW System affecting student veterans. Nook explained that in the current language proposed by the Joint Finance Committee, veterans may receive tuition and fee remissions if they resided in the state for five consecutive years prior to enrolling at a System institution, even if they did not originally enlist in Wisconsin. Student veterans would also now be eligible for priority registration for courses. Veterans and their children and spouses receiving remissions would be required to maintain a cumulative 2.0 GPA beginning the first semester after January 1, 2014. Further, the student veteran must have been a Wisconsin resident at the time of entry into service for children and spouse benefits to be received. Nook clarified that institutions will have some liberty in defining priority registration according to local practices and students' needs. It was not clear, he said, how priority registration should be interpreted in all instances. Institutions would have to determine if student veterans would be ahead of the line for registration in general or be ahead of their class in different registration rounds.

The Joint Finance Committee's changes to the governor's budget also state that students will have the opportunity to pay, but not be required to pay, an additional fee to support inter-institutional student governmental organizations. United Council fees would fall in this category. In addition, allocable segregated fees were also frozen at the 2012-13 levels. Reporting that student groups who talked to him did not universally support the freezing of allocable fees at the 2012-13 levels, Nook noted that this policy change may need further consideration, as campus bylaws may not allow adjustments at this point. Dr. Nook confirmed that the changes did not affect the non-allocable portion of the fees and noted that some institutions determined allocable fees below the 2012-13 levels, whereas others approved fees above those levels.

Provost Earns from UW-Oshkosh asked Dr. Nook to clarify whether student veterans would need to have priority registration opportunities ahead of the entire student body, or whether they should be allowed to register first within categories, such as first among fellow veteran students, distinguished by their majors, status in progress towards degree, class/year, etc. Dr. Nook responded that institutions could make sure in various ways that veterans would not be disadvantaged in their progress to degree completion. This concluded the discussion of the item.

Responding to a question from Regent Vasquez regarding the impact of the omnibus motion on UW-Milwaukee and UW-Parkside's charter school operations, Regent Evers shared his interpretation that UW-Milwaukee would now be authorized to operate independent charter schools in the County of Milwaukee and Waukesha County. There are no immediate effects on UW-Parkside's operation of its charter school.

Asking whether there were any questions for Senior Vice President Nook, and noting that they were none, Regent Vasquez invited a motion to adjourn.

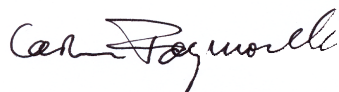
Regent Bartell moved to adjourn and Regent Evers seconded.

Full Board Consent Agenda

Resolutions I.1.a.(2), I.1.a.(3), I.1.a.(4), and I.1.a.(6), I.1.a.(7), I.1.a.(8), I.1.a.(9), and I.1.a.(10) were referred to the consent agenda of the full Board of Regents at its Friday, June 7, 2013 meeting.

The meeting adjourned at 3:56 p.m.

Respectfully submitted,



Carmen Faymonville
Secretary, Education Committee