

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held in the University Ballroom, UW-Parkside Student Center  
900 Wood Road  
Kenosha, Wisconsin

Thursday, October 10, 2013  
9:00 a.m.

**PRESENTATION BY UW-PARKSIDE CHANCELLOR DEBORAH FORD: “ENRICHING MINDS, CHANGING LIVES AT THE UNIVERSITY OF WISCONSIN-PARKSIDE: 45 YEARS AND BEYOND” (INCLUDING UW-PARKSIDE’S STRATEGIC DIRECTION).....3**

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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, José Vásquez, David Walsh and Gerald Whitburn

UNABLE TO ATTEND: Regent Gary Roberts

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**PRESENTATION BY UW-PARKSIDE CHANCELLOR DEBORAH FORD:  
“ENRICHING MINDS, CHANGING LIVES AT THE UNIVERSITY OF  
WISCONSIN-PARKSIDE: 45 YEARS AND BEYOND” (INCLUDING UW-  
PARKSIDE'S STRATEGIC DIRECTION)**

President Falbo greeted the meeting attendees and thanked Chancellor Debbie Ford and her team for hosting the two-day meeting. He remarked that he spends a lot of time at UW-Parkside, and it is always a pleasure to visit. He said that the visit was particularly meaningful to him as an alumnus of UW-Parkside and commented that the campus had changed significantly in the years since he was a student.

President Falbo introduced Chancellor Ford to present “Enriching Minds, Changing Lives at UW-Parkside: 45 Years and Beyond.” He noted that as part of the continuing series of discussions of UW institutions’ strategic goals, Chancellor Ford would also update the Board on UW Parkside’s vision and plans.

Chancellor Ford greeted President Falbo, Board members, President Reilly, and others, thanking them for their presence at the meeting and saying that UW-Parkside was honored to serve as the host for the meeting. She announced that city of Kenosha Mayor Keith Bosman, Kenosha County Executive Jim Kreuser, City of Racine Mayor John Dickert, Racine County Executive Jim Ladwig, and town of Somers Chairperson Ben Harbach all proclaimed Thursday,

October 10<sup>th</sup>, as “UW System Board of Regents Day.” She also welcomed State Representative Tod Ohnstad to the meeting, as well as several members of UW-Parkside advisory boards.

After she previewed the activities awaiting Regents and others following the morning and afternoon meetings, Chancellor Ford recognized the many UW-Parkside colleagues who assisted in planning for the Regents visit to UW-Parkside. She specifically thanked Diane Donnelly and Jana McLaughlin, noting that “without their leadership, their commitment to excellence, and their support, this meeting simply would not have been possible.”

### ***UW-Parkside’s History and Legacy***

Chancellor Ford started her presentation by proclaiming “it is another great day to be at the University of Wisconsin-Parkside!” She noted that in 2013, UW-Parkside celebrates its 45<sup>th</sup> year of providing quality higher education; it has educated more than 21,000 graduates, developed exceptional scholars, and provided ready talent for community needs. Quoting UW-Parkside’s first Chancellor, Dr. Ervin Wiley, she said, “The society that builds a new university assesses the future optimistically. It bets that the future will be better than the past and that the university will help make it better”. She said that she is excited about where UW-Parkside is today, but more excited about the future. Inspiration can be found from the extraordinary efforts of those who worked to bring a high-quality, public, four-year university to the region. She said that this academic year “we honor the past, celebrate the present and anticipate the future as the University of Wisconsin Parkside continues to enrich minds, change lives, and brighten futures.”

Chancellor Ford turned to a photo of UW-Parkside’s first commencement, which featured UW-Parkside’s first graduate, George Becker. She explained that after his service in the Air Force, Mr. Becker was part of the construction crew working on what would become UW-Parkside. He eventually enrolled at UW-Parkside as one of the campus’s first nontraditional students, and later became the very first person to receive a degree from the university at the first commencement ceremony in 1970. Chancellor Ford noted that Mr. Becker’s granddaughter, Charlie Becker, recently enrolled at UW-Parkside and was participating in the New Educator Development Program to follow in her grandfather’s footsteps. Chancellor Ford said that just as George and Charlie were key elements of UW-Parkside’s continued legacy, she remained awestruck by the deep passion of UW-Parkside’s founders, whose highest motivation was to bring to others the opportunity to learn, grow, and create better lives. She said that she was “fortunate to stand here on the shoulders of giants, not those seeking glory, but giants of spirit.”

### ***Endowed Scholarship in all Four Colleges – Mrs. Frances Jaeschke***

Noting that UW-Parkside has its very own “giant of education and learning,” Chancellor Ford introduced Mrs. Frances Jaeschke. Chancellor Ford highlighted Mrs. Jaeschke’s many accomplishments: 1971 graduate of UW-Parkside; 2009 commencement speaker; the woman who supported the all-male “committee of 100,” created to advocate for UW-Parkside; and the creator of an endowed scholarship in each of the four colleges at UW-Parkside. She said that Mrs. Jaeschke is intent on securing education for future generations with each passing moment; UW-Parkside honors her devotion and rich legacy.

## ***Original Sculpture Representing the Arts – Ms. Mallory Oleson Willing***

Chancellor Ford also introduced Mallory Oleson Willing, an art student majoring in sculpture and the daughter of two UW-Parkside graduates; Ms. Willing's art instructor, Professor Trenton Baylor; and Dr. Dean Yohnk, the Dean of the College of Arts and Humanities. She explained that Ms. Willing created an original sculpture, entitled "Come About," inspired by the journey of students she met at UW-Parkside. The chancellor read the creative statement that accompanies Ms. Willing's sculpture.

"As an artist, I wanted this piece to have an inclusive and encouraging presence. Although abstract, I wanted to fill the figure with familiar shapes for the viewer, most having to do with the visual and performing arts. I combined these forms to create the implied body of a sailing ship's mid-tacking maneuver. Nautically speaking, to tack or to come about is to turn the bow through the wind repeatedly in a zig-zag pattern in order to gain speed. I found this to be a lovely parallel to the college experience. More ground must be covered and the task is more difficult, however, the speed gained by this maneuver, more than justifies the struggle."

Chancellor Ford announced that the previous day, "Come About" was placed in the Rita Tallent Picken Regional Center for Arts and Humanities, and on this day the sculpture was being dedicated in the name of Frances Jaeschke. She thanked Mrs. Jaeschke for her personal commitment to UW-Parkside.

## ***Today's UW-Parkside Students***

Noting that UW-Parkside's legacy and history are rich, but that "today is just as powerful," Chancellor Ford introduced a video featuring students sharing their personal experiences at UW-Parkside.

Chancellor Ford said that UW-Parkside's mission is and always has been to serve as a catalyst for strength and growth in southeastern Wisconsin. She said that it is important to recognize that the region is diverse, dynamic and transforming; and the needs of the community are changing. Because the skills and talents of students must keep pace, UW-Parkside is focused on preparing students to exceed expectations with 21<sup>st</sup>-century skills such as being adaptable and innovative, effective communicators, problem solvers, and team players. Referring to a presentation slide that featured an ad campaign known as "In Demand," Chancellor Ford said that the ad campaign reinforces the idea that UW-Parkside is, and will remain, a vital source of strength in the community. This is exemplified by new certificate programs in cybersecurity and mobile application development.

## ***Re-Accreditation***

The chancellor said that UW-Parkside's promise is to develop the talents and skills that will provide students, the community and employers with the ability to grow and adapt for decades to come. She said that the entire campus community traveled the path to fulfilling this

promise during the recent self-assessment and peer review visit with the Higher Learning Commission.

Chancellor Ford announced that she was recently notified of UW-Parkside's successful reaccreditation through 2022-23, and she said the institution would now turn its attention to implementing its academic plan and achieving academic excellence and distinction among its peers, while providing rich learning experiences that support students in their efforts toward graduation. She said that the publication of UW-Parkside's academic plan coincides with the creation of four distinctive colleges: the College of Arts and Humanities; the College of Business, Economics and Computing; the College of Natural and Health Sciences; and the College of Social Sciences and Professional Studies. The full implementation of the academic plan would be realized through the work of the colleges, as well as the efforts of all offices and units across campus.

### ***Enrollments***

Chancellor Ford reported that for the past three decades, UW-Parkside had enrolled approximately 5,000 students; but efforts now were focused on "optimal enrollment," which she said involves harmonizing enrollment growth, retention, and graduation. She noted that in the current academic year, UW-Parkside started to gain traction in most areas related to enrollment growth. The number of new freshman on campus increased 7.6 percent, reversing recent downward trends, and the number of transfer students increased 9 percent. Housing occupancy increased by 9 percent, and more students are living on campus than ever before. The chancellor also reported that the number of full-time equivalent students and credit hours increased by 0.5 percent and 2 percent, respectively. The first-to-second year retention rate increased by 4 percent, while the diversity of the new freshman class improved by 2.6 percent. Chancellor Ford noted that the average ACT score of 21 for an incoming student was unchanged, and total headcount enrollment decreased by 3 percent. Even though headcount enrollment decreased, she said she was encouraged by the positive trends regarding new students and retention.

Chancellor Ford said that the majority of students are focused on the needs and lifestyle of southeastern Wisconsin and northeastern Illinois, as reflected in their chosen courses of study—business and health sciences. She noted that current planning initiatives would address the resources needed to support continued growth and excellence in these areas.

### ***Access and Affordability***

According to Chancellor Ford, a large part of what UW-Parkside students need to ensure success stems from the critical issues of access and affordability. However, the more acute issue at UW-Parkside is how students pay for their education, as a higher proportion of UW-Parkside students are paying for most of their tuition and fees as compared with other UW comprehensive institutions. She also noted that nearly half of UW-Parkside students qualify for the federal Pell Grant program. In addition, UW-Parkside students work more hours off-campus than their peers, which contributes to students taking longer to complete their degree programs. She said that as an institution, UW-Parkside is working to find ways to incorporate on- and off-campus work experiences into students' learning goals and exploring new delivery methods and pathways that support students who work.

## ***Diversity***

Chancellor Ford stated that UW-Parkside is very successful in serving first-generation college students, and 62 percent of graduates are the first in their family to earn a university degree. In addition, she said that the institution is a vital educational, social and cultural community for students of color, with the highest percentage of students of color in the UW System. She added that while the percentage of students of color has been increasing since 2008, the percentage of African American students has declined, leading the institution to enhance its recruitment efforts and partnerships with area high schools and churches to change this trend. Efforts to strengthen enrollment for Latinos and Latinas have been successful, due in part to the addition of a bilingual open house and information session.

## ***Retention and Graduation***

Chancellor Ford also reported that preliminary data suggest that the second-year retention rates have exceeded UW-Parkside's target goal, and have increased 10 percentage points over the last three years. She attributed this to several initiatives designed to enhance student success.

With regard to graduation rates the chancellor recognized that UW-Parkside has work to do to meet its targets. However, she pointed out that the graduation rate metric for the UW System Accountability Report only included first-time, full-time students who graduate in six years, and not transfer students, part-time students, or students who stop out between terms and take more time to graduate. She added that when counting all students, regardless of how they enter UW-Parkside or how long they take to graduate, the institution is exceeding its targets for the *More Graduates for Wisconsin* plan. She also noted that UW-Parkside is conferring an increased number of graduate degrees.

## ***Campus Attributes***

Chancellor Ford said that the campus has multiple centers of excellence that result in a varied and richly complex personality that in many ways reflects the region. UW-Parkside is in the heart of a thriving economic corridor, is within minutes of two international airports, is a commuter train trip away from the Loop in downtown Chicago, overlaps two robust media markets, and is part of an economy layered with many industries. Chancellor Ford identified several UW-Parkside successes:

- a 91-percent acceptance rate for graduates applying to medical school over the past decade;
- inclusion in the Carnegie Foundation Community Engagement Classification;
- a growing and superb business program that is accredited by Association to Advance Collegiate Schools of Business;
- a 90-percent placement rate for students into professional theater and the entertainment industry;
- the only NCAA-Division II program in the state, with 66 percent of student athletes earning all-academic honors last year, while capturing conference titles and appearing in NCAA tournaments;

- home to history professor Sandy Moats, one of the first scholars to research the newly opened George Washington Library.

Chancellor Ford said that among these many successes, UW-Parkside is very proud of its proven excellence in the area of pre-health as UW-Parkside students are sought out by the finest medical schools in the state and across the country. The UW-Parkside community is thankful to colleagues at the University of Wisconsin School of Medicine and Public Health for recognizing this strength and inviting UW-Parkside students, along with students from UW-Platteville and UW-Milwaukee, to participate in the Rural and Urban Scholars in Community Health (RUSCH) program. She then invited attendees to watch a video highlighting student experiences in the RUSCH program.

### ***UW-Parkside Partnerships***

Following the video, Chancellor Ford explained that the key to having a deeper impact on students and communities is UW-Parkside's very intentional effort to create partnerships with other institutions, making UW-Parkside a stronger university. UW-Parkside and Gateway Technical College recently came together to promote a deepening partnership known as Forward Together, pledging to students and the community to continue discussions to explore, leverage, and maximize each institution's unique assets and core expertise for the benefit of the region. In September, the two institutions established seven new articulation agreements, in addition to the 11 already-established agreements. She added that this year, 94 students were enrolled at both Gateway and UW-Parkside, working toward a certificate.

Chancellor Ford also noted that UW-Parkside has established additional articulation agreements with UW-Waukesha and the Milwaukee Area Technical College; and it participates in consortia agreements with other UW institutions in sustainable management, health information management and technology, and business administration. She also noted degree pathways from UW-Parkside to other institutions, including one with UW-Milwaukee in nursing. UW-Parkside also has agreements with universities around the world, including the University of Calabria in Italy, the University of Western Sydney in Australia, the Beijing Information Science and Technology University and the Beijing Technology and Business University in China, All Hallows College in Ireland, the University of Fortaleza in Brazil, the Ostfalia University of Applied Sciences in Germany, and the Indian Institute of Cost and Management in India. Additionally, UW-Parkside's pre-health program recently signed an articulation agreement in the area of pharmacology with Rosalind Franklin University of Medicine and Science in Lake County, Illinois.

### ***Teaching and Learning***

Chancellor Ford said that in embracing the concepts outlined in UW-Parkside's academic plan, there was an understanding that there are new opportunities to explore in addressing the needs of 21<sup>st</sup>-century learners. She said that faculty understand their knowledge and expertise is needed to ensure new delivery methods are properly aligned with strong pedagogy; this past summer 17 faculty members participated in UW-Parkside's rigorous online workshop. She



added that UW-Parkside offers more than 200 courses online and is exploring online degree programs and the UW Flex Option.

She said that UW-Parkside's strategic imperative is to support learning of all students, as this is key to creating sustained growth. As such, UW-Parkside is working to develop high-impact practices to facilitate engaged learning.

## **Challenges**

Chancellor Ford then turned to the topic of stressors on UW-Parkside, and how these stressors have been addressed in the institution's planning efforts. Financial barriers to success include reductions in state funding for the 2011-13 and 2013-15 biennia, the tuition freeze, declining enrollment, increased costs, the transfer of costs from municipalities to the university, and a historical reliance on cash reserves to fund basic expenses. She expressed concern about the institution's inability to reallocate internal funds to provide competitive salaries for dedicated faculty and staff, saying the use of reserves could only meet needs on a one-time basis and would not be financially sustainable.

In response to these barriers, she said that UW-Parkside was examining and modeling its financial picture using a three-year time horizon, projecting enrollment growth, working with UW System colleagues to understand the challenges, working to define and discover opportunities, and making strategic choices each day.

Chancellor Ford said that UW-Parkside has also instituted a strategic funding request process to determine the highest priorities, should funding be available. In addition, the campus is working to establish a process for program and service prioritization, which may result in changes to offerings or require additional resources for investment. She said that UW-Parkside would continue to ask "where do we need to invest our limited resources" and "what do we need to stop doing as we deliver our mission."

Chancellor Ford indicated that enrollment, which had been flat or declining for most of the decade, was both UW-Parkside's second barrier to success and an area of great opportunity. She said that UW-Parkside is highly focused on optimal enrollment, realigning resources and developing finely tuned enrollment plans for every program within the university. In addition, the institution is seeking new partnerships, articulations, and alternative delivery models. She said that benefits can be seen in overall enrollment, and if properly implemented, these efforts will increase the impact on learning, graduation, and student success. To help with enrollment, UW-Parkside has embarked on a digital communications initiative to maximize the power of digital and web-based communications for teaching, learning, and greater penetration into the web and social media environments. UW-Parkside's new website will be launched in January 2014, and will bolster marketing and recruitment efforts.

Chancellor Ford said that UW-Parkside's third barrier to success or stressor is related to the pace of change. She explained that UW-Parkside is not change-averse, but has had to balance many priorities at once. Change, combined with declining funding and stagnate salaries,

has had an impact on morale. She explained that the competing priorities for more stakeholders are challenging to implement while sustaining UW-Parkside's commitment to excellence.

Chancellor Ford said that UW-Parkside is mission focused, solutions oriented, and committed to student success. She noted that in spring 2013, the institution celebrated the completion of its 2010-2013 strategic plan, the UW-Parkside Promise, and was now in the process of developing its 2014-2018 strategic plan. As part of this process, UW-Parkside had established five pillars of excellence that build on the successes of the 2010-2013 plan and align with the institution's academic, technology, and master plans. Chancellor Ford described the five pillars of excellence: academic excellence and quality, student success, partnerships and pathways, stewardship and operational excellence, and "telling our story." She introduced a video demonstrating "how we tell the UW-Parkside story of excellence," featuring students and faculty addressing the importance of student internships, community-engaged learning, and professional partnerships.

Chancellor Ford acknowledged that everyone at UW-Parkside is expected to do more with less, has greater demands for increased accountability, and is living through changing times. She said that the students and the impact students will make on their own lives, the lives of their loved ones, and the contributions to their community, are the reasons UW-Parkside will continue to persevere and excel. She recounted that Frances Jaeschke and others succeeded in realizing a university for southeastern Wisconsin, and that just as UW-Parkside's first Chancellor Ervin Wiley observed in 1968, the educators of today know the future will be better than the past and the University of Wisconsin-Parkside will make it better.

Chancellor Ford concluded her remarks by quoting an unknown author, who wrote, "Challenges make you discover things about yourself that you never really knew. They are what make the instruments stretch, what make you go beyond the norm." She said that UW-Parkside embraces challenges and changes as opportunities, and inspires students and each other to always go beyond the norm. Recalling student-sculptor Mallory Oleson Willing's description of the journey of students, Chancellor Ford said that educators must also "come about and move swiftly through the winds of change and challenge in order to gain speed." She expressed enthusiasm about the future because, she said, UW-Parkside is enriching minds and changing lives.

## ***Discussion***

President Falbo asked Regents if they had any questions or comments. Regent Bradley complimented Chancellor Ford for her presentation, and then remarked that many people outside the university, including business people, might be surprised to hear that as the CEO of the university, she does not have the flexibility to reallocate resources. He asked Chancellor Ford to provide an example of what she could do to help UW-Parkside better accomplish its goals if she had the ability to reallocate resources, even if no additional resources were provided. Chancellor Ford indicated that at UW-Parkside, the need is for both flexibility and resources; currently, UW-Parkside does not have the financial means to reward faculty and staff or to compensate them at market rates and remain competitive. Indicating that he was primarily interested in flexibility, Regent Bradley asked Chancellor Ford why she, as a CEO, could not simply put the money in the places where she thought it could be best utilized. Chancellor Ford responded by saying that

she does put money in the places where it can be best utilized, but one of her challenges is that some of UW-Parkside's basic expenses are being funded with one-time dollars. She emphasized that both administrative flexibilities and additional financial resources are needed for UW-Parkside.

Thanking Chancellor Ford for an excellent presentation, Regent Drew noted that her energy, vitality, and leadership were evident. He also noted that the UW System is fortunate to have her. Regent Drew said that he, too, has a connection with UW-Parkside, in that he enrolled at UW-Parkside 35 years prior, when he decided to re-enter the world of higher education. He said that UW-Parkside was accessible and academically challenging, and he was inspired to continue with and complete his education. Regent Drew also said that as a member of the United Auto Workers (UAW), he was quite proud of George Molinaro from Kenosha, a UAW member and the Speaker of the State Assembly, who played a huge role in establishing UW-Parkside.

Regent Drew said that it is a little-known secret that UW-Parkside is the most diverse UW System campus, and it reflects the community it serves. He also congratulated the chancellor on the collaboration with Gateway Technical College and on developing a pipeline of students for UW-Parkside. He then asked her to speak to the issue of declining state support and its impact on the campus, and the difficulty in attracting and retaining faculty due to compensation issues.

Chancellor Ford said that UW-Parkside shares many of the same challenges that its sister campuses do. UW-Parkside has experienced some staff turnover, faculty retirements, faculty attracted to other opportunities across the state and in other parts of the country, and difficulty attracting faculty to UW-Parkside because salaries were not on a par with salaries at other universities. She added, however, that the university has been able to attract some new faculty and is now fully staffed.

Before soliciting additional questions or comments, President Falbo said that Regent Drew's remarks reminded him that there was another gentleman – Representative and Senator Joe Andrea – who, along with George Molinaro, was very instrumental to UW-Parkside's development. He then invited any additional questions or comments.

President Falbo recognized Regent Evers, who complimented Chancellor Ford on her presentation and her great leadership at UW-Parkside. He said that UW-Parkside has an important role to play with high schools and school districts throughout the region, and he asked for an update on the reconstitution of the teacher-preparation program. Chancellor Ford reported that the present semester was the first semester that the new program, now called the Institute for Professional Educator Development (IPED), was being offered at UW-Parkside after suspending the teacher preparation program in 2010. Superintendents, teachers, and community leaders in Racine and Kenosha have said that the preparation of teachers does not end when a student receives his or her licensure and/or diploma; and it needs to be more integrated across a time span. As a result, the UW-Parkside program aligns teacher preparation with professional development activities. She said that UW-Parkside has attracted two amazing faculty members to start the program, which was generating a lot of interest.

Regent Pruitt echoed the comments of his colleagues and thanked Chancellor Ford for her presentation and extraordinary leadership. He said that she mentioned measurements of success, particularly graduation rates, which were impacted by transfer students, part-time students, and students “stopping out” who are not included in the graduation rates reported in the accountability reports. He asked if she could share measures of student success that include those students, and if she had any advice or counsel for the Regents about how they might better capture measures of student success for all students.

Chancellor Ford said that the metrics being used were from the federal Integrated Post-Secondary Educational Data System, which measures four-year and six-year graduation rates for first-time and full-time students. She suggested that the accountability reports might consider the success of students across a spectrum and include the success of transfer and other types of students. She suggested that the UW System would have to consider how to measure student success for students enrolled in the Flex Option program, as they would not be included in the traditional measures of student success. She also said that the National Collegiate Athletic Association (NCAA) created the Academic Success Rate, which is used in addition to graduation rates to measure student success for all NCAA institutions. She reported that the Academic Success Rate tends to be 5 to 15 percent higher than the traditional four-year or six-year graduation rates.

Regent Whitburn noted that national data suggest that fewer than 25 percent of individuals who access remedial English or math programs graduate within eight years. He asked Chancellor Ford to speak about her experience at UW-Parkside with remedial education programs. The chancellor responded that UW-Parkside received a federal Title III grant in 2009 to help improve student retention, an effort known as “Graduate Parkside.” One of the goals of the grant was to understand the patterns and success of students who were placed into remedial courses in reading, English and math at UW-Parkside, as many had concerns about the success rate of these students. She said that under the leadership of the provost and associate provost, Professor Rich Karwatka created a new way to deliver developmental math through a competency-based program, resulting in significant improvements. She said that UW-Parkside is studying this issue every day, developing different ways to help students who may not have received the necessary level of preparation.

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## **ACCOUNTABILITY REPORTS FOR 2012-13 – UW SYSTEM & UW-MADISON**

President Falbo asked President Reilly to introduce a presentation on the latest UW System accountability reports, which represent UW System’s commitment to providing stakeholders with a detailed assessment of what and how well the System is doing. President Falbo first noted that the reports were important to the institutions and to the UW System’s many diverse stakeholders – students, their families, legislators, and taxpayers. He said that one of the Board’s key responsibilities is to examine and analyze the performance of institutions and use that information to influence the Board’s policy decisions. President Falbo said that the UW System is very thorough in its reporting and produces a great deal of data; options for

simplifying the accountability reporting, while still meeting internal and external responsibilities for complete and comprehensive reporting, were being examined.

## **Background**

President Reilly stated that this was the 19<sup>th</sup> annual presentation of the UW System accountability reports. He said that when accountability reporting began in 1993, the UW System was the first state-wide system of higher education to publish an annual accountability report focused on consistent measures of access, degree completion, professional preparation and stewardship of resources. The accountability report underwent a major format revision four years earlier, when it was revamped to reflect the System's strategic framework, the *Growth Agenda for Wisconsin*. The current year's report builds on that theme and reflects the *Knowledge Powers Wisconsin* strategic vision that a stronger workforce and stronger businesses and communities lead to a richer quality of life in Wisconsin.

President Reilly explained that UW System staff would be presenting multiple accountability reports for the second time. One report aligns the UW System's performance measurements with national standards, while the second and third reports were responsive to Wisconsin Act 32, the 2011-13 biennial budget legislation that required reporting on specific performance measures. Act 32 required separate reports for UW-Madison and the balance of the UW System. He said that the reports provide a clear picture of how the UW System is making progress towards its goals and where it needs to do better. In addition to traditional measures such as enrollments, retention rates, graduation rates, and resource management, the reports also included measures related to civic participation, community outreach and engagement, and economic development. He noted that the UW System's accountability report contains 22 indicators, while the Act 32-mandated reports include 38 specific indicators, some of which overlap with the UW System's report; some of the indicators may include multiple metrics. President Reilly asked Senior Vice President Mark Nook to lead the presentation and discussion.

Senior Vice President Nook referred to the 17 accountability reports that Regents had received – one for the System, *Knowledge Powers Wisconsin*; one for each of the institutions; and the two legislatively-mandated reports, one for the System and one for UW-Madison. All are prepared in collaboration with institutional research staff, provosts, chancellors, chief business officers, and senior student affairs officers. Dr. Nook said that his remarks would focus on a few areas systemwide, and then Provost DeLuca would speak about the UW-Madison Act 32 report.

## **Systemwide Accountability Reports**

### **Degrees Conferred**

Senior Vice President Nook started his presentation with information on degrees conferred and a slide with a graph showing the numbers of associate, bachelors, and graduate and professional degrees conferred each year from 2003-04 through 2011-12. He noted that the total number of degrees produced by the UW System has increased by approximately 15 percent over the last ten years. He also noted that the UW System is meeting the goals established under

the *Growth Agenda for Wisconsin* effort, and has exceeded the goals by producing 2,158 additional degrees.

Senior Vice President Nook said that there had been strong growth in the areas of the STEM (science, technology, engineering, and math) and health fields, representing an increase of approximately 30 percent for the two areas combined. He said that degrees in these vital areas, which are key for building the economy, were growing quite rapidly. Referring to a slide illustrating the average annual change in the number of baccalaureate degrees conferred per year, Senior Vice President Nook explained that over the last five years the UW System had average growth of 500 degrees per year. The degree areas experiencing the largest growth are business, health and related programs, engineering, biological and medical sciences, agricultural programs, and computer and information sciences. He also mentioned that the UW System is producing fewer degrees in the areas of family and consumer sciences and education. However, he cautioned that the number of education degrees produced over the last five years had been fluctuating, and definitional issues affect reporting in the education category.

### **Enrollment Challenges**

Dr. Nook said that while the UW System is meeting targets in terms of the number of degrees produced, and the degree areas, it is facing some difficulties with enrollments. He referred to a slide illustrating the total headcount enrollment from the fall of 2003 to the fall of 2012, and projected out to the fall of 2025. He noted that undergraduate enrollments increased over the last 10 years, but have leveled out more recently. In addition, over the last couple of years there has been a decline in graduate degree production, with most of the lost degree production occurring in the area of education. He reminded the Regents that during the 2011-12 biennium, there were changes to how teachers could be compensated based on their education levels, and these changes have greatly impacted the enrollments in UW System's education colleges and programs, particularly at the graduate level.

Turning to a slide illustrating the trends in Wisconsin high school graduates, starting in 1976 and projected through 2022, Senior Vice President Nook explained that the state is experiencing a decline in the number of students graduating from high school, but the numbers are expected to start increasing in approximately two years. He explained that undergraduate enrollments are tied to the number of students graduating from Wisconsin high schools, but UW institutions also recruit transfer students from other states and internationally. These recruitment efforts have helped to keep enrollments growing, even as the number of students graduating from Wisconsin high schools has declined.

Noting that one of the questions that arose during Chancellor Ford's presentation was related to the UW System's tracking of transfer students and success measures, he turned to a slide illustrating the number of UW System transfer students in each of the last ten years, and the sources of the transfers – four-year UW institution, UW Colleges, Wisconsin Technical College System (WTCS), Wisconsin private institutions, out-of-state institutions, or international institutions. Senior Vice President Nook reported that the number of students transferring from the UW's four-year institutions has been steady, while the number transferring from the UW Colleges to UW four-year institutions had increased by about five percent, or 126 students. The most significant area of growth was in transfers from WTCS institutions, which have increased

by 44 percent, or 1,140 transfer students; followed by transfer students from out-of-state institutions, which have increased by 350; and transfers from private colleges, which have increased by 206 students.

In response to a question from Regent Petersen as to whether cost considerations might be affecting transfers, Senior Vice President Nook indicated that cost considerations affect transfer rates to a lesser degree with students transferring from Minnesota, due to the reciprocity agreement, but to a greater degree with students transferring from institutions in Illinois and Iowa. Several other factors may impact a student's decision to transfer, including family situation, transportation issues, or wanting to live at home or closer to home.

Turning to the next slide, which illustrated the race/ethnic composition of UW System enrollment since 2003, Senior Vice President Nook said that UW System has working for two decades to increase the proportion of under-represented minority students enrolled in the system, and during the last decade there has been remarkable growth, from 8.5 percent in 2003 to 13.1 percent in 2012.

Vice President Millner stated her concern regarding the progressive decrease in the proportion of Native American students enrolling at UW institutions, and asked if the UW System was taking particular steps to address the issue. Senior Vice President Nook explained that some Native American students may have reported themselves as belonging to the "two or more races," category which would affect the number of students counted in the Native American category.

In terms of what UW System is doing to enroll Native American students, Dr. Nook mentioned several efforts, including the Access to Success for Native Americans, an effort by the UW System to reach out to faculty and staff who provide resources and programming to Native American students. He also noted that staff had started meeting with Native American education coordinators employed by the tribes to help K-12 students, who serve as the primary contacts for moving students into college and university settings. Several institutions have efforts underway. UW-Madison opened a residence hall that is supported by the Ho-Chunk Nation and takes its name from the tribe. UW-Eau Claire opened a center in collaboration with the Ho-Chunk Nation to help students with the transition to college. Dr. Nook also mentioned efforts to build relationships with the La Courte Oreilles Community College and the College of Menominee Nation, to better serve students who may transfer to UW institutions. He added that Regent Manydeeds had been helpful in building and brokering some of the relationships and that the campuses had also been reaching out to the Native American community.

Regent Whitburn asked if there was any specific outreach to the Lakeland School District in Oneida and Vilas Counties, which serves children from the Lac du Flambeau Band of Lake Superior Chippewa Indians, and if the UW System or one of the four-year campuses should do so. Senior Vice President Nook said that both UW-Green Bay and UW-Oshkosh are active in the northeast corner of the state. He said that he did not know if either institution had specific programs in that particular area, but offered to find out. He noted that both UW-Green Bay and UW-Oshkosh have done an excellent job of building their programs to serve Native American students and working with the College of Menominee Nation, as has UW-Stevens Point.

Regent Manydeeds thanked Senior Vice President Nook for his work in this area, and for continuing the work of Dr. Nook's predecessor, Rebecca Martin. He said that the Access to Success initiative had been well received and was a meaningful program for the faculty and staff working with Native American students; he urged that the UW System continue the effort in some form.

Noting that that Native American people need to be educated, Regent Manydeeds said, "I would ask respectfully that this great System start thinking about doing more." He said that it is time for the UW System to enter into more agreements with the tribes; both the System and the tribes know that they have a responsibility to act. He applauded UW-Eau Claire's commitment to respectfully work with the Ho-Chunk Nation and to agree to do something that would benefit the Ho-Chunk people, UW-Eau Claire, and the surrounding community.

Regent Manydeeds pointed out that during Chancellor Ford's presentation, she identified a list of technical colleges and other colleges, as well as agreements with other countries, to forward their agenda and to promote global education, understanding, and the betterment of people. In contrast, he pointed out that within the UW System, there is only one agreement with a Native American institution of higher education. He said that he would respectfully urge the UW System to do more; the Native American people need respect, and respect is something they are due. If Native American students see that the great University of Wisconsin System respects them by entering into agreements with their sovereign nations, the same type of agreements that UW institutions enter into with all kinds of other entities, the students would feel good about themselves and be more successful.

Regent Manydeeds acknowledged that many chancellors have done a lot of great things and have great programs, which he appreciates and respects; but he urged them to think seriously about treating sovereign nations with a different approach, and to enter into agreements with them for the benefit of the UW campuses, the tribes, all students, all communities, and the state.

Regent Manydeeds apologized for making a speech, but said he felt compelled to do so. He disagreed with early statements that a tribal member would choose the "two or more races" category. He said that the enrollment of Native American students is declining, that it has become a critical problem for the UW System, and something has to be done.

Senior Vice President Nook thanked Regent Manydeeds for his comments and said that he thinks UW System is in a position to make some real gains. He said that many of the UW campuses have tribal members and members of the Native American population serving in key roles on their campuses, which has helped certain institutions with outreach efforts. In addition, there are several key leaders within the Native American community who are also alums of the UW System.

Dr. Nook said that the percentage of Native Americans that graduate from high school and enroll at a UW campus is smaller than any other population in the state. He said that this is a problem the UW System needs to work on, and he said that it had been a pleasure to work with Regent Manydeeds on this issue.



## **Retention and Graduation**

Dr. Nook said that enrollments are something of a challenge for the UW System, and it was nice to see growth in underrepresented minority student enrollments. Another measure that the UW System tracks is the second-year retention rate, which is also a strong indicator of success that is used nationally. He reported that the UW System's retention rate had been fairly flat over the past ten years but, at 80.3 percent, was well above the national average. He also noted that the UW System's retention rate is 0.3 of a percentage point below its *Growth Agenda* target of 80.6 percent.

Four- and six-year graduation rates are another key indicator of how well the UW System is doing, Senior Vice President Nook said, reporting that the UW System is on track with both the four- and six-year graduation rates relative to the *More Graduates* plan. He said that the UW System's six-year graduation rate is almost 60 percent, and about three percentage points above the national average. However, the System's four-year graduation rate is significantly below the national average. He said that the System is working on this issue, but does not have a good answer for why this is occurring. He said that most people speculate that it is the culture of the state to simply take a little longer to finish, and there do not appear to be backlogs in a lot of courses. UW-Madison has done a great job, with the Madison Initiative, of raising its four-year rate. He also said that this is something that each of the institutions watch very closely.

Regent Whitburn recalled that at the Board of Regents conference in September, at least one of the legislative participants cautioned that additional state funding was unlikely. Regent Whitburn pointed out that the six-year graduation rates improved slightly, but the five-year graduation rates deteriorated at about half of the UW campuses and improved at about half of the campuses. He said that he hoped the UW System would continue to focus on getting more people to degrees quicker, due to the limited resources available to the UW System and the expanding debt burden facing students and families. He also suggested that, in the future, the five-year data also be shared. He recalled that in a previous presentation, Senior Vice President Nook talked about the reality of changing majors adding a year to graduation, which is an issue for students and families, as well as faculty and administrators.

Senior Vice President Nook observed that most UW graduates are graduating within five years. He also noted that graduation rates fluctuate; and the fluctuation can be significant, depending on the size of the institution, the number of graduates, and the size of the cohort. He said he watches the ten-year trend, rather than focusing on what happens from year to year. He noted that four-year rates are rising, but are not yet at the national average; the five-year rates are also moving up; and six-year rates are moving up slowly, but significantly, above the national average.

At the suggestion of President Reilly, Senior Vice President Nook shared that several years earlier institutions were asked to develop plans that describe exactly the courses a student needs to take in order to complete a degree in four years. He said that it is important for students to be advised of these plans early. He said that the UW System is in the process of collecting those plans from institutions. He added that all of the UW institutions have developed plans for their four-year degree programs and are advising students based on the plans; they are also

working closely with the technical colleges so that students will be able to effectively transfer and minimize the loss of time toward a degree.

Referring to the culture in Wisconsin that Senior Vice President Nook mentioned, Regent Hribar said that she is aware of an education element that was added between her first two and second two children when they applied to college. She asked if anyone had given any thought to how to change the culture and inform students that they can save money if they graduate sooner.

Senior Vice President Nook responded by saying that the University of Hawaii System developed a program called “15 to Finish,” encouraging students to take 15 credits per semester and graduate in four years; and that system had seen a significant increase in its four-year graduation rate. He said that the UW System is exploring whether it could put together something similar, although many of the UW institutions are already doing this through their orientation programs and advising.

Regent Millner commented that the data suggests that students earn higher grade point averages when taking 15 credits as compared to 12 credits, which is contrary to what counselors may advise students taking a difficult course load. Senior Vice President Nook agreed, and noted that he has corrected high school counselors who have advised students to take fewer credits when they start college. He also said that one of the things the UW System does to encourage students to take more credits is banding tuition so that students can take 15 credits for the same cost as 12 credits.

Regent Walsh asked if the UW System had any data on the difference between the transfer students from the UW Colleges, the technical college system, or the Covenant Scholars program. Senior Vice President Nook said he had data on differences between the technical colleges and UW Colleges, and he could get data on Covenant Scholars. He then referred to a slide illustrating the success and progress rates of students by transfer source – UW four-year institutions; UW Colleges; WTCS; and others, such as private or international institutions. He explained that students starting at a UW System institution finish more quickly and have higher graduation rates than students transferring from a WTCS institution. Dr. Nook said this may be due to some significant barriers to ensuring that all credits transfer, but also due to advising, as most students attending UW Colleges intend to transfer to another UW System institution. He added that many of the students coming from the technical colleges do not directly transfer, but instead work for a while before transferring.

In response to Regent Walsh’s question about the performance of the different students, Senior Vice President Nook explained that that information is more difficult to track. He said that when he worked at UW-Stevens Point, he studied this issue and found that students from the UW Colleges that complete at least 60 credits and obtain their Associate’s Degree often had higher grade point averages and graduation rates than students that started on the campus.

In response to a question from Regent Landes about what the UW System is doing to work with high schools and high school counselors to encourage students to take 15 credits per semester, Senior Vice President Nook said that the UW System has an annual conference with

counselors to provide information regarding aspects of the curriculum, admissions, and other matters.

Regent Landes noted that UW faculty and staff who are advising students also need to understand the importance of taking 15 rather than 12 credits, as well as the required prerequisites for some classes. He asked how the UW System planned to address the issue of educating advisors and faculty regarding this issue. Senior Vice President Nook responded that the issues raised by Regent Landes would need to be solved at the campus level, as this is a matter of day-to-day advising. He said that the System has good policies and guidelines, and institutions work very hard at ensuring that advising is effective. He added that many of the institutions are starting to move toward “impactful” or “intrusive” advising, which will be a big help for students.

Regent Drew suggested that the UW System is fighting another trend – the increased amount of time that students are working – and asked Senior Vice President Nook how the UW System should deal with this trend. He said that if someone stops out for a year and works, they are not increasing the cost of their education. Senior Vice President Nook agreed, noting that it was especially true for students who are paying for their education. For these students, the cost of their education does not increase, but they do experience a long-term cost of not getting into their profession as quickly. He also said that several institutions, UW-Oshkosh in particular, have increased work-study opportunities for students. Such on-campus employment is often a better situation, because travel times are reduced, the employer understands the nuances of being a college student, time off may be provided to prepare for midterms, etc. He said that the amount of time students spend working is a serious issue, and it is important to keep the hours under 20 per week as it is difficult to for students to work more than that, carry a full credit load, and still be successful.

Senior Vice President Nook summarized the UW System’s goals and levels of achievement by first noting that the System is on track with respect to the number of undergraduate degrees conferred, with 28,189 degrees conferred in 2012, or 935 more than UW System’s target. The four-year graduation rate of 29.0 percent was 1.0 percent higher than the target. He also noted that the 2012 retention rate and six-year graduation rate were both slightly under target at 80.2 percent and 59.6 percent respectively. New transfer students are doing fairly well, with a retention rate of 79.5 percent, or 1.2 percent higher than the target, and four- and six-year graduation rates also exceed targets.

Regent Farrow said that she had not yet seen or heard any information regarding the provision of remedial classes on the campuses, which have an impact on the four- and six-year graduation rates, the cost of education, and staffing. She suggested that more information is needed. Senior Vice President Nook said that the Board’s Education Committee would hear a presentation on remedial education later in the day, and he planned to provide the Board with a report at its December meeting. He also said that remediation has never been addressed in the accountability report, but Board policy requires a report on the status of remediation within the System every three years. He added that the report to the Board was supposed to occur last year, but additional time was needed to understand the national literature.

Regent Farrow indicated that she is concerned about K-12 preparation and concerned that the issue is not being addressed. Senior Vice President Nook said that he thought the remediation report would provide a nuanced answer to the questions that she raised. He explained that many factors go into determining who ends up in a remediation program, how well they are served, and the impact that has on retention rates and graduation rates.

Regent Whitburn recalled that at the Board's July meeting, Mr. Jeff Immelt from General Electric talked about the prudence of Wisconsin's looking forward with advanced engineering and related degrees. He observed that the data presented indicated that the System is granting an increasing number of degrees in STEM areas, but does not address the array of programs offered. He indicated that the UW System has approximately 1,950 different degree programs across all of the campuses, and STEM-related programs are now a smaller proportion of the total degree array as compared to several years ago. He suggested that this issue warrants further conversation, and said he hoped that future accountability reports would focus more attention on that distinction. Senior Vice President Nook indicated that he did not have readily available the numbers regarding the actual number of programs being offered in the STEM areas, or how those programs have grown and changed relative to other programs offered in the System.

Continuing to summarize the UW System's goals and accomplishments, Senior Vice President Nook referred to his next slide, related to the achievement gap. He said that the percentage of students in the population that are under-represented minorities is growing. One of the UW System goals is to cut in half, by 2015, the gap that exists in retention rates and graduation rates when comparing underrepresented minority students to other students. The UW System is on track to meet its goals related to the freshman retention rate, and has reached its 2015 goal for the transfer retention rate. He also noted that the gap in the freshman six-year graduation rate has decreased, but the gap in the transfer six-year graduation rate has actually increased.

He also pointed out that the achievement gap between students who are eligible for the federal Pell grant and those who are not eligible is not moving in the right direction, and had actually widened. The freshman retention rate gap for Pell-eligible students increased by two percentage points, and the freshman six-year graduation rate increased by three percentage points. He also noted similar trends in the achievement gaps for Pell-eligible transfer students. Dr. Nook said that the UW System has work to do in closing the achievement gaps, especially for under-represented minority students and economically-challenged, Pell-eligible students.

### **Faculty Salaries**

Senior Vice President Nook turned to the issue of faculty salaries. He referred to a slide illustrating Wisconsin personal income per capita as a percentage of the U.S. average since 1980. He explained that 30 years ago Wisconsin's per capita income was about the same as the U.S. average, and since then Wisconsin's figure had dropped a bit and had been wavering at about 95 percent. In his next slide, he illustrated how the average salary of full professors at the UW's comprehensive institutions had fared relative to Wisconsin's per-capita income, falling drastically since 1990 and now 20 percent below the salaries of faculty at peer institutions. He said that this was an issue that the UW System has to solve.

## **Faculty and Staff Diversity**

In his next slide, illustrating faculty and staff diversity over the last ten years, Dr. Nook said that there had been an increase in the percentage of racially and ethnically diverse education staff, with much of the increase coming from the Asian population category. He added that the UW System is still not on target for matching the population of the state. He also mentioned that among administrators, about 10 percent are from racial/ethnic minority groups, with much of the growth in the Hispanic/Latino population category.

## **Administrative Spending**

Senior Vice President Nook concluded his presentation with a slide illustrating the UW System's administrative spending per student, noting that it is about one-half of the national average. He added that the metric must be used carefully, as it does not include some costs that, in Wisconsin, are covered by the state Department of Administration but in other states would be covered by higher education institutions.

Regent Mueller expressed her appreciation for the data in the accountability report. She suggested that the administrative-spending portion of the report was the weakest section of the report, as it included no actual dollar amounts or expenditure categories that would be meaningful to those outside of academia. She indicated that expenditures coded as "institutional support" are considered administrative expenditures, and there is strong incentive at the institutions to not code expenditures as "institutional support." She acknowledged that administrative spending per student is an important metric, used nationally, and is the best comparison to other schools; but she suggested that outside of the university there are other ways to look at administrative costs. Similarly, absolute numbers are important when illustrating racial/ethnic minority participation; on some campuses these numbers are very low and indicate that more needs to be done. She said that in the future she hoped to see some absolute numbers, not just percentages, and some additional comparisons. Senior Vice President Nook said that Regent Mueller raised an excellent point.

Regent Vásquez shared an experience from when he and his son and wife toured the UW-Madison campus, and the tour guide was very eloquent about the campus and programs. Toward the end of the tour, the guide ended the tour by saying "these have been the best six years of my life." After the tour, his wife privately told the tour guide that she loved everything about the tour, except his final comments. Regent Vásquez joked that he hoped that student tour guides would be instructed to not be so candid. Regent Vásquez also said that he was optimistic about the increasing numbers of racially and ethnically diverse students enrolled in the UW System, but he emphasized that more than just bringing more students of color into the System, what matters is graduating – whether in four years or six years.

## **Comments from UW-Stevens Point and UW-Oshkosh**

Senior Vice President Nook asked Chancellor Patterson to speak briefly about recent developments at UW-Stevens Point. Chancellor Patterson said that he would provide Regents with a thumbnail sketch of UW-Stevens Point's strategic plan and its partnership with thriving communities. UW-Stevens Point's partnership with thriving communities is grounded in four

areas – sustainable communities, vibrant communities, healthy communities and prosperous communities – and the provost had been the main architect of the initiative. Essentially, UW-Stevens Point is pledging that the university will be more relevant to community issues and more responsive to community problems.

As part of this effort, UW-Stevens Point created a new position to address several internal and external functions relating to technology transfer of faculty research, developing new revenue streams, improving efficiency and effectiveness of internal business operations, and bringing together several programs on the campus related to economic development and research. The position will also be taking the lead in facilitating public/private partnerships. He said that the person recently hired into the position – Mr. Dave Eckmann – has experience as both a chief executive officer and in economic development.

Chancellor Patterson explained that Mr. Eckmann had spent his first 100 days engaged in many internal and external projects. These include a project related to the paper industry and a product created by the institution's Paper Science and Engineering Program and efforts to train more programmers to assist a local software company, Skyward Inc. He had also been working with a major employer in central Wisconsin that plans to add additional jobs.

Chancellor Patterson indicated that this position had enabled UW-Stevens Point to have a seat at the table during economic development conversations. Faculty and staff want to be involved in starting businesses, but the university needs to support those efforts. He suggested that there are three things that need to happen to help faculty and staff be more innovative: (1) establish a campus climate that encourages and supports these endeavors; (2) assure that faculty and staff have the time to innovate; and (3) establish the necessary infrastructure on campuses to make this innovation work.

Chancellor Patterson said that while he does not know where all of this will lead, the UW System must be willing to take chances, and the time for bold action is now. Universities must be willing to act even if all the parameters are not known, even if the plan is not complete, and when the opportunity presents itself. He also said that universities must be willing to fail.

Chancellor Wells said that he wanted to bring to the Regents' attention recent events at UW-Oshkosh related to economic and workforce development. He referred to a handout—NewsWave Magazine, produced by the Oshkosh Chamber of Commerce—which included a feature story on UW-Oshkosh's efforts over the last decade to better integrate workforce development and economic development.

The magazine included remarks he provided regarding the issues and challenges facing UW-Oshkosh, and how the campus is meeting those challenges, as well as an article indicating that UW-Oshkosh faculty are at the forefront in leading transformative, innovative change. He noted that the magazine included an update on UW-Oshkosh's University Studies Program, designed to improve graduation rates and time to degree, reduce credit hours to degree, and close achievement gaps; he said the program is featured as one of the five most important transformations of general education to watch in the country. The magazine also included articles regarding the degree programs delivered collaboratively by UW-Oshkosh and other

northeast Wisconsin universities and technical colleges; UW-Oshkosh's new Executive MBA program; and its Center for Executive Education Center, opening in Appleton. He noted that UW-Oshkosh is also involved in another major initiative with the city, county, and technical college – the UW-Oshkosh Accelerator at the Oshkosh Aviation Business Park – an \$11 million initiative to support businesses with a state-of-the-art model for accelerator centers and a focus on aviation, as well as some of the other major cluster industries in the community. The magazine also included an article highlighting the multiple ways UW-Oshkosh is working with K-12 education to ensure better success for all students.

### ***UW-Madison's Act 32 Accountability Report***

President Falbo thanked Chancellors Patterson and Wells for their presentations and invited UW-Madison Provost Paul DeLuca to provide a report on UW-Madison's accountability report.

#### **Degrees Conferred**

Provost DeLuca began his presentation with information about what he called UW-Madison's most important accomplishment—the productivity level of degrees conferred. He referred to a slide illustrating the number of degrees, including bachelor's, master's, PhDs, and clinical doctorates conferred by UW-Madison in each of the last five years. He said the distribution of bachelor's degrees had been relatively constant, and there had been some fluctuation in the number of master's degrees. In addition, there had been a very high level of productivity with respect to the doctoral or PhD programs. He said that degree production had been on target and was at the limit for what UW-Madison has the facilities and capability to do.

#### **Graduation**

With regard to graduation rates, Provost DeLuca said that UW-Madison has increased its six-year graduation rate over the last decade, and the rate is currently near 83 percent, which he said is quite a good number. He explained that very big, public institutions seem to have six-year graduation rates between 85 and 91 percent, and his “stretch goal” is for UW-Madison to reach 88 to 90 percent. He also noted that time-to-degree had decreased over time and was now at about 4.15 years. He said an ideal goal would be around 4.08 years; he believes UW-Madison is doing well in this area.

#### **Under-represented Minority Students**

Provost DeLuca highlighted a slide with fall 2012 enrollment information for low-income students and minority students at UW-Madison, noting that 19.4 percent of Wisconsin resident undergraduates received a Pell grant. The slide also indicated that 9.9 percent of undergraduates at UW-Madison self-identify as a member of an underrepresented minority group. Provost DeLuca said he would not comment on financial aid, other than to say the UW-Madison is doing dramatically better in this area as a result of the Madison Initiative, which is allowing the institution to funnel a significant amount of money back into its financial aid program.

## **Availability of Courses**

Provost DeLuca referred to a slide which presented information on the proportion of students reporting on the availability of courses for their major and on the availability of general education courses. The slide reported that in 2011, 76 percent of first-year students and 86 percent of seniors reported that courses for their major are available most or all of the time. In addition, 77 percent of first-year students and 81 percent of seniors reported that general education courses were available most or all of the time. He said it would be nice to increase these numbers a bit, as the institution has been working hard on this issue.

He also presented information on UW-Madison's top ten high-enrollment courses for fall 2011 and spring 2012, most of which are typically taken during the first three to four semesters. He pointed out that the two most popular courses were Economics 101 and Psychology 202, but the remaining eight courses on the list were STEM-related courses.

## **Retention and Graduation**

Turning to the issue of retention and graduation rates, Provost DeLuca said that through extraordinarily hard work, including early intervention, aggressive advising, and a couple of unique learning environments, UW-Madison had eliminated the retention-rate gap that existed for underrepresented minority students. He also said that the graduation rate gap for underrepresented minority students is improving, but still at 14 percent points. The data suggest that intervention is needed between the second and third years to improve the graduation rate of underrepresented minority students.

## **Economic Markers**

Provost DeLuca highlighted several economic markers, noting that in 2012, among alumni who live in Wisconsin, 74 percent of those who were Wisconsin residents as students were still living in Wisconsin. Of those who were not Wisconsin residents, 8 percent lived in Wisconsin in 2012. He also shared information on the extramural awards brought into Wisconsin by UW-Madison from 2009 through 2012, which reached nearly \$700 million in 2012.

Provost DeLuca concluded his portion of the presentation by answering a question from Regent Whitburn, who observed that UW-Madison's Engineering School had fewer graduates last year as compared to recent years, and then asked how the Board should think about engineering and other STEM offerings going forward. Provost DeLuca said that UW-Madison's School of Engineering is of high quality, with many of the departments ranked in the top three or four nationally. He added that some of the departments are relatively small, and the institution has made an aggressive effort to change that. He said that the targeted growth for the Engineering School includes adding almost 1,000 students to the undergraduate population, but these students are just beginning to graduate. He said that it is important to track resources, and engineering education is costly, both in terms of human capital and physical capital.

President Falbo thanked Senior Vice President Nook and Provost DeLuca for their presentations.



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The meeting was adjourned at 12:10 p.m.

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The Board reconvened at 4:12 p.m. in the University Ballroom, UW-Parkside Student Center.

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, José Vásquez, David Walsh and Gerald Whitburn

UNABLE TO ATTEND: Regent Gary Roberts

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## **CLOSED SESSION**

President Falbo called upon Regent Millner to present Resolution 10262, 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, Millner, Mueller, Petersen, Pruitt, Vásquez, Walsh and Whitburn voting in the affirmative. There were no dissenting votes and no abstentions.

### **Closed Session Resolution**

Resolution 10262: That the Board of Regents move into closed session to confer to: (1) consider UW-Madison honorary degree nominations, as permitted by s. 19.85(1)(f), *Wis. Stats.*; (2) consider a UW-Oshkosh honorary degree nomination, as permitted by s. 19.85(1)(f), *Wis. Stats.*; (3) consider a faculty member request for review of a personnel decision at UW-Milwaukee, as permitted by s. 19.85(1)(f), *Wis. Stats.*; (4) confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), *Wis. Stats.*; and (5) consider chancellors' compensation adjustments, as permitted by s. 19.85(1)(c), *Wis. Stats.*

The following resolutions were adopted during the closed session:

### **Request for Review of a Personnel Decision at UW-Milwaukee**

Resolution 10263 That the Board of Regents adopts the attached Proposed Decision and Order as the Board's final Decision and Order in the matter of a request for Regent review of a UW-Milwaukee personnel decision.

**Consideration of Salary Adjustments for Chancellors**

Resolution 10264      That, upon recommendation of the President of the University of Wisconsin System, the annual base salaries for Chancellors be adjusted due to competitive market factors and equity reasons as set forth in the attached, effective November 1, 2013.

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The meeting was adjourned at 5:10 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