

*MINUTES*  
*EDUCATION COMMITTEE, BOARD OF REGENTS*

April 10, 2014

Committee Actions

Regent Bradley convened the meeting of the Education Committee at 9:05 a.m. Regents Evers, Hribar, Manydeeds, Petersen, and Landes, and Vasquez were present.

Consent Agenda

Chair Bradley announced that Agenda Item I.1.e., the Report of the Senior President for Academic and Student Affairs was taken off the agenda because Dr. Nook was not able to attend the meeting.

Chair Bradley presented the Minutes of the April 10, 2014, meeting of the Education Committee, as well as the following four resolutions:

- Resolution I.1.a.(2): UW-Madison, Bachelor of Science in Physical Education;
- Resolution I.1.a.(3): UW-River Falls, Master of Science in Computer Science;
- Resolution I.1.a.(4): UW-Parkside, Bachelor of Science in Elementary Education;  
and
- Resolution I.1.a.(5): UW-Madison and UW-Milwaukee, the annual request to the Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences, biological sciences, physical sciences, and music, in the amounts of \$6,983,251 for UW-Madison and \$120,769 for UW-Milwaukee.

Chair Bradley thanked the Vilas Trust for their generous support of faculty and their projects, especially at UW-Madison. Regent Evers congratulated UW-Parkside on their Elementary Education major and praised faculty and leadership for great cooperation with the Wisconsin Department of Instruction. Indicating support for the program, he observed that all DPI policies and updates were incorporated into the new program. Regent Manydeeds asked Chancellor Ford how Native American students are being served by this new program, particularly if teachers in the community were being prepared to understand their students' communities and background.

Ford confirmed that teachers would be trained to be knowledgeable about Native American culture and asked Dr. Annie Grugel, the faculty chair in the Institute for Professional Educator Development to the table, who explained that inclusivity and cultural diversity were integrated in the entire curriculum, and that educators-to-be would not just take one single course, as is often the case in higher education. UW-Parkside, she added, had worked with diverse school districts, student organizations, and local community agencies to integrate knowledge about diverse communities, such as Native Americans. Regent Manydeeds asked UW-Parkside to make sure that teachers are trained to deal with the curricular content.

The consent agenda, moved by Regent Petersen and seconded by Regent Manydeeds, carried unanimously.

### Full Agenda

#### Renewal and Approval of UW-Milwaukee (UWM) Charter Schools

The Education Committee unanimously approved Resolution I.1.d.(2), authorizing the Milwaukee College Preparatory School-North Campus; and Resolution I.1.d.(3), authorizing three existing charter schools operated by Seeds of Health, Inc., under one single contract:

1. Seeds of Health Elementary School
2. Tenor High School
3. Veritas High School

In response to concerns about quality and performance, the proposed renewal of Urban Day School was put to the vote of the Committee as a new resolution, with amended language, proposed by Regent Vasquez and seconded by Regent Petersen, and was renamed Resolution I.1.f. Regent Landes clarified that the motion would still include a four-year renewal, and not fewer years. This new resolution reads as follows:

Resolution I.1.f., authorizing the renewal of Urban Day School for 4 years, effective July 1, 2014, subject to the submission of a UW-Milwaukee Charter School evaluation report by the end of the 2015-2016 school year.

UW-Milwaukee Charter School Office's evaluation report on Urban Day School will be reviewed by the Education Committee to determine improvement in performance over this 2-year period. UW-Milwaukee may discontinue the charter contract with Urban Day School at any time. Upon review of the evaluation report in 2016, the Board may also vote to terminate the charter, even if UW-Milwaukee recommends the contract for continuation. The motion carried by majority vote.

Preceding the vote on the amended resolution, Regent Evers had raised concerns about renewing Urban Day School, as it has been in existence for almost 50 years and thus has had plenty of time for the school to demonstrate success. Evers indicated that the school has had very low academic performance, in fact, lower than Milwaukee Public Schools (MPS). It serves relatively low numbers of students with disabilities or English language learners. Evers strongly suggested that UW-Milwaukee's mission for charter schools should be to provide quality instruction to Milwaukee children, encourage sharing of best practices and replicate successful models into Milwaukee Public Schools. If UW-Milwaukee will not close a charter school, given Urban Day's academic performance, when would they? Among the issues of concern were low scores and failure to improve the lives of the children it serves, as well as leadership issues and high teacher turnover.

UW-Milwaukee Provost Britz informed the Committee members that the institution is concerned about these quality issues, and will keep monitoring Urban Day School closely. He

asked the Interim Director of the UW-Milwaukee Charter School Office, Paul Haubrich to elaborate on the reasons why the Charter School Office made the recommendation to renew the school for four years and was proposing to the Committee to approve this renewal. Haubrich observed that the UWM Charter School Evaluation team recognized that the data on Urban Day School was not very good. There were achievement issues as well as other issues, such as the attendance rate which fell below 90% and the standard is generally 95%. Reporting some background, Haubrich explained that when the renewal charter was granted, there were discussions on the changes that were needed to begin to improve academic performance. Required changes included the appointment of new leadership at the building level and the need to resolve some long-standing curricular issues to develop consistency across teachers. Additionally, behavior management within the building needed to be improved.

Additional concerns identified by the evaluation team included low salaries for teachers and resulting from it a high turnover of staff. However, Haubrich acknowledged that the latter had been partially addressed in 2013-14. Further, the closing of the Head Start Program necessitated the closing of one school and caused the drop in enrollment. The changes to leadership and curriculum did not begin until the second year of the contract and thus only two years of effort are reflected in the current evaluation.

Haubrich then detailed that the evaluation team debated a three-year contract, but based on interviews with teachers, who were clear about the changes that were starting with the new curriculum, Success for All, this option was dropped. Additionally, the school needed to learn to use MAP data (Measures of Academic Progress) as part of the evaluation model. The teachers all agreed they were now on the same page with regard to curriculum and assessment. However, the assessment and curricular changes did not start until the second year of the contract. Based on the partial progress demonstrated by the school, the evaluation team felt Urban Day needed more time to demonstrate that they could make sufficient progress in about 4 years. The reality of the situation is, reported Haubrich, that even if the Charter School Office would deny a contract, this school would likely become a voucher school as it was before the UW-Milwaukee public charter, or might apply to the City as other schools have when UWM declined to charter the schools or recommended they be closed. "At least," Haubrich expressed, "if they stay with UWM we may be able to create some improvement in their program." The two-year re-evaluation recommended in the evaluation team's report is directed at assessing if Urban Day is making progress. If it is not, commented Haubrich, then it should be considered for non-renewal at that point.

Regent Vasquez asked Chair Bradley to allow that guests from Seeds of Health, Inc., should be heard, as they had traveled a long way to attend the meeting. Asked why it was advantageous to charter three Seeds of Health schools under one contract, Executive Director of Seeds of Health, Inc. (former Regent President Spector's sister) stated that it allows the organization to function as a K-12 school district and provides continuity for the students, as they can now move between the different schools, whereas if the schools were separately chartered, attending students could not count on being admitted to the next-level charter school because of admission restrictions. Regent Evers invited Spector to indicate what made the organization's

approach superior to others. Spector responded that quality factors included a good board, a high quality curriculum, an excellent team, and as a public charter school organization, its support for public schools and its good cooperation with MPS and the City of Milwaukee.

### 2012-13 Program Planning and Review Report

The Regents heard the 2012-13 Program Planning and Review Report delivered by Associate Vice President Dr. Stephen H. Kolison, Jr. Kolison noted that this report covers the activities from July 2012 to July 2013. Actions taken after the annual July deadline are presented in the subsequent annual report. Kolison recounted that the UW System array currently comprises 1,214 programs, which presents a small net reduction in total programs available to students in comparison to the programs available at the time of merger. Addressing new academic program approvals and discontinuation of programs, he reported that during the past five years, 80 new programs were added whereas 48 programs were eliminated from the array. This presents a net addition of 32 innovative programs, specifically responding to emerging employer and student demand over that same five-year period.

Kolison further reported that UWSA pays serious attention to duplication, indicating that with 58 percent of all undergraduate degree programs offered by no more than one institution, the level of necessary duplication is quite low. Only one degree program (Psychology) is offered by all institutions in response to great student demand. Chair Bradley asked Kolison to clarify how only the Psychology program is offered by all universities and colleges within the System, as all students take courses in, for example, English and other general education fields. Kolison explained that degree programs, not courses, are counted for the purposes of the report. Not every institution has an English or a history major, even if selected courses might be offered in a specific field.

Regent Hribar thanked Kolison for his report and his documentation of new program additions and asked him to elaborate on the procedures and guidelines for program closures. Kolison made the case that current guidelines, developed together with the provosts and other stakeholders in 2009, did not favor a top-down approach. He recounted that then-UW Platteville Provost Carol Sue Butts and others did not support his plan for managing underperforming and low-enrollment programs. The decision was to work collaboratively with institutions, and to let them determine which programs make sense for them and to discontinue based on cost-to-deliver and access considerations. UWSA's current role is to consult with the institutions, provide data, and manage the systemwide array. Kolison emphasized that this collaborative management has served the System and the public well.

Compared to other state university systems, including those of Michigan, Illinois, and Minnesota, the program array of the UW System has been managed well, with new programs added and balanced by programs closed. The size of the systemwide array of programs is moderate and has not expanded greatly since merger. Kolison indicated that there is necessary duplication to guarantee access for students. In conclusion, Kolison stated that "we should not close a unique program (such as, for example, a single hypothetical program in poultry science), because then the community would have access to the knowledge of the university."

## Host Campus Presentation by Provost Delgado

In their presentation, “Nontraditional Students and Building New Partnerships at UW-River Falls,” Provost Delgado and his colleagues; LeAnne Van Allen, Director of Graduate Programs, in the College of Business and Economics; Michael Bilden, Assistant Dean, Adult Students, College of Business and Economics; Katrina Larsen, Director of Outreach and Continuing Education; and Dr. Larry Solberg, Dean, College of Education and Professional Studies; focused on new directions in the campus’s academic strategic planning to meet regional needs, including increased access for nontraditional students and working adults both at the home campus and at the Hudson Center, established in 2010. Adult learners may enroll in two alternate schedule undergraduate and nine graduate programs, and through seven programs with UW Extension Continuing Education, Outreach, and E-Learning.

The Hudson Center has over 400 enrollments per semester and is self-supporting from program overhead. Asked about future expansion plans for programming at the Hudson Center, Provost Delgado affirmed that the academic programs offered at this location warrant expansion based on growing enrollments. In response to a question from Regent Vasquez about how underserved, minority, and economically-disadvantaged students were served and included in UW-River Falls’ strategies for growth, Regent Delgado and his team announced that the university will intensify its existing collaborations with Minnesota and Wisconsin educational organizations and school districts, and create articulation agreements with 2-year institutions in the region to increase the educational attainment and career success of all students who choose UW-River Falls. UW-River Falls’ signature programs include the Evening M.B.A., the Bachelor of Applied Studies with foci on business, computer science, geographic information science, law enforcement, the Early Childhood degree completion program, a collaborative health and wellness degree with several UW partners, and the graduate Montessori teacher education program.

Regent Hribar acknowledged that these services for working adults were very timely as they presented students with more options and provided access. Asked whether the same faculty were teaching at the Hudson Center as on campus, Delgado replied that the faculty who teach on campus are also serving the Hudson Center students, mostly by teaching evening classes.

Regent Petersen moved to adjourn and Regent Manydeeds seconded the motion. The meeting adjourned at 10:14 a.m.

Respectfully submitted by,



Dr. Carmen Faymonville  
Secretary of the Education Committee