

*Minutes of the UW System Board of Regents Education
Committee*

August 21, 2014

Committee Actions

Regent Whitburn convened the meeting of the Education Committee at 10:48 a.m. Regents Purath, Manydeeds, and Vasquez were present. Regent Vice President Millner and Regent President Falbo were in attendance to meet the quorum.

Consent Agenda:

The Education Committee unanimously approved the Minutes of the June 5, 2014 meeting as well as the following two resolutions:

Resolution I.1.a.(2), approving the Master of Science in Biomedical Informatics at the University of Wisconsin-Madison.

Resolution I.1.a.(3), approving an adjusted proffer in the amount of \$7,853,718 from the Trustees of the William F. Vilas Trust Estate for UW-Madison.

Regarding the proposed M.S. in Biomedical Informatics, Regent Whitburn inquired about how the prospective students were going to be served. Provost Mangelsdorf, together with two faculty members, Richard L. Moss, Professor and Senior Associate Dean for Basic Research, Biotechnology and Graduate Studies at the School of Medicine and Public Health, and Paul J. Rathouz, Professor and Department Chair of the Department of Biostatistics and Medical Informatics, gave an overview on the purpose of the degree. Studies in Bioinformatics, Rathouz commented, represented a steadily growing field and were part of the central mission of the UW-Madison School of Medicine and Public Health as well as critical for clinical research. There was a need for additional programs, said Rathouz, because many graduate medical students require training in data analysis to be entirely competent in their fields. Professor Rathouz further explained that the program will serve a small group of highly-specialized students, with a total of 20 students in the program at any time.

The program will be offered by the Department of Biostatistics and Medical Informatics, which has had recent hires of faculty who focus on large data sets. Regent Falbo inquired about a similar program at UW-Milwaukee and asked if UW-Madison tracked how that program's growth progressed. Professor Rathouz responded that he was not sure what growth occurred at UW-Milwaukee but that the proposed program was parallel yet not identical with the Milwaukee program. The proposed program would likely see parallel growth. However, he acknowledged, the nature of the targeted students was different. Regent Vasquez clarified that it was his understanding that many of the students would already be working in their professions and would seek this degree as an additional qualification.

The Consent Agenda, moved by Regent Vasquez and seconded by Regent Millner, passed unanimously.

Full Agenda:

UW-Superior Chancellor Renee Wachter introduced the reasons for the proposed revision of the university's mission. The revision is not a major redirection, Wachter reported, but represents an update and rewording of the language. Adjustments to the language and minor additions were needed so that the University may signal better to audiences what UW-Superior does. Essentially, the mission is now better aligned to the university's budget and resources.

Regent Vasquez asked Interim Senior Vice President David J. Ward whether or not a list of all degrees offered should be included in the mission statement. Ward responded that the specific list of programs and degree types offered can be incorporated in the actual mission statement or can be listed in an additional section. Chancellor Wachter acknowledged that the degrees and degree types UW-Superior offered were enumerated in the actual mission. Regents Vasquez and Whitburn requested that a full list of programs offered should accompany the request for a second reading of the mission.

Regent Vasquez asked SVP Ward what triggered the need to bring a mission change to the Regents for approval. Would the mission have to be revised every time there was a change in wording. Ward responded that in his view only major mission changes should come to the Board for approval, such as when programs of study or emphases changed.

No action was taken on the UW-Superior mission change request as this was only a first reading, to be followed by a campus hearing presided over by a Regent, with a second reading at the Education Committee in Spring 2015.

Resolution I.1.c, approving an addendum to the UW-Stout mission statement, moved by Regent Vasquez and seconded by Regent Manydeeds, passed unanimously.

The addendum specifies academic areas of emphasis and types of degrees offered at UW-Stout as required by Section 36.09 (1) (b) of the Wisconsin Statutes. In 2009, UW-Stout had changed its mission as part of its branding as Wisconsin's Polytechnic University. The 2009 mission statement remains unchanged apart from this addendum. Among the changes introduced in the addendum is the specification of "select engineering degrees" as opposed to the pre-2009 version listing "manufacturing-related engineering and technologies."

Resolution I.1.d., approving the Scope Statements for the revision of:

Chapter. UWS 4, Wis. Admin. Code, "Procedures for Dismissal of Faculty;"

Chapter. UWS 7, Wis. Admin. Code, "Dismissal of Faculty in Special Cases;"

Chapter. UWS 11, Wis. Admin. Code, "Dismissal of Academic Staff for Cause;" and

Chapter. UWS 17, Wis. Admin. Code, "Nonacademic Student Misconduct, "

moved by Regent Vasquez and seconded by Regent Manydeeds, passed unanimously

Regent Whitburn noted that it was important to understand that these were not Regent codes but Wisconsin administrative code. Turning to General Counsel Tomas Stafford, he asked about the formal procedures for changing the statutes and indicated that a great deal of work would need to be done in the coming year. Stafford explained that guidance received from the Department of Education as well as policy process changes at the federal level made necessary the amending of code language. He elaborated that there would be two big changes that the drafting committees could possibly consider: (1) related to the federal guidance that the complainant and the respondent should have parallel rights, meaning that the alleged victim has the rights to call witnesses; and (2), related to the standard of proof, in cases of sexual assault and harassment, to use preponderance of evidence as the standard of proof.

Stafford recounted that the scope statements had been taken to the Governor in June 2014, and had been approved the same month. They were then published in the State Register, on August 1st, 2014. The scope statements when approved by the Regents would then be reviewed at the next step by three working groups drafting specific recommendations. Subsequently, there would be a public hearing and approval by governance bodies and chancellors. After approval of the changes proposed by the drafting committee, the amended chapters would go back to the governor's office for review and approval. After that, they would be considered for approval by the legislature, i.e. Joint Committee for Review of Administrative Rules. After 30 days of passive review, the changed codes would be implemented and effective.

Regent Whitburn inquired of Stafford which venue this hearing would be held at and who from the UW System would be involved. Stafford informed the Committee that the Regents would be chairing the process. Regent Whitburn stated that this process would then be "our own," and not necessarily involve presentation in front of a legislative group, which Stafford confirmed. Regent Whitburn further expressed his expectation that Stafford and SVP Ward would be coordinating the drafting and approving process, taking it through to conclusion. He recounted that there was significant movement in Congress to move more aggressively on issues of sexual assault and harassment at university campuses. Since, nationwide, there were other university campuses that had revisions of code and practices already in place, Regent Whitburn recommended the use of best practices be incorporated in the drafting process. The UW System, Regent Whitburn suggested, should also engage in appropriate liaisoning with the Attorney General and the Justice Department, so as not be at cross purposes or to arrive at a bump in the road with the legislature. Stafford responded that the Attorney General deals primarily with law enforcement, particularly the liaison between local law enforcement and campus law enforcement.

Regent Vasquez inquired as to how many drafting committees there would be and expressed the expectation that there would be several opportunities for constituents to provide input. Further, would there be one hearing on each rule or would there be several at different locations in the state? Stafford indicated that whereas only one hearing on each rule was required, there would be opportunity to hold more hearings so that students, faculty, and other constituents could weigh in. There was no need, said Stafford, to hold the hearings only in Madison.

Regent Manydeeds then inquired whether any changes made to administrative code would have any impact on Chapter 36 of the Wisconsin Statutes. He said he supported giving the victim procedural rights and asked Stafford to explain how the proposed changes stood in relation to criminal code. Stafford clarified that there was no intention to change anything in Chapter 36 but only code outside of it. He added that processes and procedures at the university level are different from the application of criminal code and that the university application of code and procedures in the context of sexual assault and harassment resembled more the civil process. Regent Manydeeds then sought to clarify if there could be simultaneous dual cases to be pursued, i.e. a criminal case and a university case. Stafford confirmed that dual cases could be pursued and that, generally speaking, the university does not wait for criminal case to be brought before it takes action. Stafford indicated that it can be difficult at times to have dual cases going. He added that it was opportune to wait at times and not to interfere in criminal cases. However, Stafford emphasized that UW System legal counsel helps universities to pursue their case as appropriate and necessary.

UW-Oshkosh Presentation:

Provost Earns began by presenting detailed information on signature academic programs jointly offered by UW-Oshkosh and Green Bay, particularly the three Engineering Technology degree completion programs, approved by the Regents in 2013, and the Cooperative Academic Partnership Program (CAPP) program, a dual enrollment program serving high school students. Earns emphasized that CAPP was the only nationally accredited dual enrollment program in the UW System providing concurrent and dual enrollment to 3,700 qualified students. Master's prepared High School teachers certified by UW-Oshkosh teach these courses. Students may take these courses at 50% of the regular tuition cost, as allowed by UW System policy. Earns thanked President Cross for supporting dual enrollment programs by assuming the cost for the 2014-15 academic year, and his continued efforts to find a funding model that is fair to all.

Earns also reported on UW-Oshkosh's innovative and nationally acclaimed University Studies Program, which grew out of the campus's reform of its general education program, and is now in its second year of implementation. The program allows students to engage in academic quests and community-based and civic learning in local nonprofit and campus organizations or communities. As part of this program, approximately 50 mentors function as role models for students and assists them in their learning processes. High impact practices at UW-Oshkosh also include study abroad programs to Panama and Ireland and academic investigations of sustainability in the context of local and global economies.

Upon conclusion of Provost Earns' remarks, Regent Millner acknowledged the featured three Engineering Technology programs as a good example of interdisciplinary cooperation. Commenting that businesses say that students need to enter the workplace with better writing and communication skills, she then inquired of the Director of the University Studies Program, Tracy Slagter, how the curriculum for the University Studies Program was developed for the age group of students the program deals with and what the success rate of the program was. Slagter responded that writing and communication skills were stressed very much in the program and that writing classes were intentionally paired with other disciplines so that students engage in writing across the curriculum. Students cannot put off public speaking skills or writing until

their senior year, said Slagter. All freshmen take a course called Quest 1 which helps them to explore writing. In addition, student developmental concerns are addressed so that all students acquire foundational skills needed for their success in a major. Regent Millner expressed her satisfaction that the program caters to all freshmen and that the curriculum is scaffolded so that additional advanced writing courses also reinforce skills in the junior and senior year. Slagter added that the University Studies Program addresses broadly all aspects of liberal education and application of knowledge in different contexts. Students develop evidence of their skills in an *eportfolio*.

Regent Vasquez inquired how the University Studies Program helped students of color at UW-Oshkosh to be equally engaged. Specifically, Vasquez sought to learn how UW-Oshkosh was helping students to learn to deal with diversity, for example with coworkers, as part of civic issues, and with customers in the working world. Slagter indicated that the program incorporated inclusive excellence strategies and signature initiatives within the System and on the national stage. Signature questions, such as intercultural knowledge and competence, and bridging and understanding differences were the backbone of the program. Further acknowledging that intercultural experiences in Oshkosh may differ from those in bigger cities, the explicit goal of the quest courses was to expose students to difference on campus. UW-Oshkosh serves students of color in gateway classes and awareness of race and ethnicity are wrapped up in the foundations of the University Studies Program, which is designed to speak to every student.

Report of the Senior Vice President:

Interim Senior Vice President Ward presented the next steps in continuing the work to be done on the reform of remedial and developmental education within the UW System. Ward noted that since 1971 five other reports were issued on the topic, showing that remediation has been a consistent issue. His plan will reduce demand for remedial/developmental education, i.e. to reduce the number of students who may need remedial instruction in math or English, to reduce the time and cost to the students, the UW System, and taxpayers. Currently, approximately 21% of UW System students need math remediation. The ultimate goal was to increase success for the student. President Cross, he said, would update the Board on goals to be achieved in remedial instruction within the next five years at the full Board meeting on Friday. There would have to be multiple approaches for multiple audiences and types of students. During the academic year, Ward will ask the provosts, as a committee of the whole, to continually advise and lead on the various steps for remedial education reform under way.

Further, UW System Administration would engage in dialogue with the Wisconsin Department of Public Instruction to revise Regent and System policies, as needed. Math teachers will meet with UW System faculty at various host campuses to discuss best practices and to align high school graduation requirements with admission and college success requirements. President Foy of the Wisconsin Technical College System and President Cross will promote the increased use of the Early Math Placement Test (at no cost and online) by all public and private schools within the state as a means to assess high school students' college readiness. A sample test, available from the UW System Placement Testing Center housed at UW-Madison was included in the Board materials. Interim Chancellor of UW Colleges and UW-Extension, Aaron Brower, will head up a Research and Development Group that will test existing remediation practices,

and incorporate national research, and explore which data to collect and disseminate. The goal, he reported, was to share systemwide data on what is working and what is not, and then to scale up successful programs. Chancellor Brower told the Committee that the student population higher education institutions serve is now changing dramatically, and the number of students will grow dramatically from about 18 million to 20 million, of which 60% to 85% will be nontraditional student. Brower stated that the role, type, and range of remedial instruction was going to grow further and that the UW System needs to prepare itself for this reality.

Best practices documented in the education literature is to move students quickly through remedial instruction through, for instance, boot camps or immersion experience, prior the start of the semester, and to provide proactive and what is called “intrusive” advising support to students. There also needs to be consistency across institutions in the courses bearing credit and different approaches for different students, as well as strong support and training for faculty and instructors. A Gates Foundation grant will financially support this effort, but additional funds may be needed to support this research effort.

Regent Whitburn commented that he and Regent President Falbo had taken the early math placement test. He also reminded the Committee that, according to recent news reports, Wisconsin ranked second in ACT scores, with 78% of Wisconsin students taking the test. How did that good result “square with” the 21% of UW System needing math remediation? Adding that the present remediation reform would take lots of work, Regent Whitburn inquired about the time frame for the actual product. SVP Ward responded that a central difference existed between ACT scores and UW System math placement tests. The ACT could be described as an aptitude test, whereas the placement test could be characterized as a skills test. Ward also suggested that the sequence in which students take math courses, score on the ACT, and then subsequently enroll in college could contribute to the perceived discrepancy between a “good” ACT score and the need for remediation at college, particularly with students who may not have taken math in a few years.

Ward concluded that product delivery and results were already underway and that initial changes have already been implemented at campuses. Results in reducing remedial placement would be visible in about 3 to 5 years. Regent Millner complemented Ward’s plan and the effort of his team, the provosts, and others to take action on this issue. She concluded that the above average ACT scores of Wisconsin students bode well for the success of remediation as students’ aptitude and intellect were evident. Regent Millner also commented that she looked forward to strengthening the exchange and collaboration between high school teachers and faculty. Regent Vasquez emphasized that communication and exchange with choice and charter schools which produce a large number of college-bound students was important, as their combined enrollment made them the third largest school district in Wisconsin.

Moved by Regent Manydeeds and seconded by Regent Vasquez, the meeting adjourned at 11:58.

Respectfully submitted by,

Dr. Carmen Faymonville
Secretary of the Education Committee