

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

October 8, 2014

Committee Actions

Regent Bradley convened the meeting of the Education Committee at 9:06 a.m. Regents Evers, Hall, Purath, Manydeeds, Vasquez, and Whitburn were present.

Consent Agenda:

The Education Committee unanimously approved the Minutes of the August 21, 2014 meeting as well as the following two resolutions:

Resolution I.1.a.(2), approving the Bachelor of Applied Science in Organizational Leadership at UW-Stevens Point; and

Resolution I.1.a.(3), approving the re-appointment of Cynthia Haq and Katherine Marks and the appointment of Sue Kunferman and Richard L. Moss to the UW School of Medicine and Public Health Oversight and Advisory Committee of the Wisconsin Partnership program for four-year terms, beginning November 1, 2014 through October 31, 2018.

Regent Vasquez sought confirmation from UW-Stevens Point Provost Summers that any applied associate college degree would be accepted for admission to the Bachelor of Applied Science in Organizational Leadership. It was confirmed.

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

Full Agenda:

Moved by Regent Whitburn and seconded by Regent Evers, the Committee unanimously passed:

Resolution I.1.b., approving the revised Faculty Bylaws for UW-Platteville and the incorporation of part of the Bylaws into a Faculty Handbook.

Provost Den Herder introduced the changes made to the UW-Platteville bylaws by recounting that the faculty rules were embedded in the faculty constitution and were difficult to access. For instance, minor changes to the faculty rules currently required two meetings of the majority of the faculty for approval and these meetings often lacked a quorum. Den Herder recounted that Part Three of the Bylaws, the personnel rules and procedures were put into a separate faculty handbook. She acknowledged the leadership of UW-Platteville staff members Dr. Dominic Barraclough and Dr. Elmo Rawling, as well as former Dean of Liberal Arts and Education, Dr. Laura Anderson and the Faculty Tenure Committee.

Regent Whiburn asked if the revisions included any significant changes to faculty's tenure processes. Den Herder responded that a simplification of tenure decision procedures was among the intended changes. Currently, a select group of faculty called the Department Review Board recommends changes whereas a different group makes retention decisions. Now, the same people who recommend retention of a faculty member also make recommendations on the faculty member's tenure.

Regent Bradley congratulated Provost Den Herder on the vast improvement of the process and acknowledged the work that went into revising the large document.

UW-Stevens Point Presentation:

Provost Summers' presentation, entitled "Turning the Academic Ship: Meeting the Changing Educational Needs of Central Wisconsin," focused on UW-Stevens Point's distinct mission and program array, including its new high-impact and streamlined General Education Program, data-driven recruitment and retention efforts, attention to student bodies with different backgrounds and abilities, outreach to secondary schools to determine prospective students' knowledge gaps, innovative budget models that maximize revenue streams, and new educational partnerships with technical and two-year UW colleges in the region. Highlighting the Central Wisconsin Higher Education Alliance with two year colleges, among them UW-Marathon, UW-Marshfield, Mid-State Technical College, Northcentral Technical College, and Nicolet College, Summers pointed out the advantages of these collaborations to students. UW-Stevens Point plays an important part in creating a regional system of higher education that works for students, for instance helping them to earn a seamless flow of credits, as their lives permit.

Specifically pertaining to budgets, Summers continued by pointing out that due to changing demographics and changing budgets, UW-Stevens Point needed to leverage its base funding differently, and developed new ways of maximizing revenues and created new revenue streams as part of the university's operational base. Part of the University's innovative ways of incentivizing faculty is to give departments part of their revenue back as well as to bring on additional advisers and instructional staff.

UW-Stevens Point Assessment Coordinator and Professor of Education, Paula de Hart, went into some more depth about assessment models of student learning used at UW-Stevens Point, emphasizing that good assessment would not just focus on student grades but digs deeper into what the grades actually represent and what kinds of skills students need to be demonstrating at the end of their studies. De Hart reported that during the first year of the assessment of instruction, the focus was on foundation, whereas the coming year would focus on implementation.

Summers' presentation finally focused on demonstrating the University's external and internal accountability, data-driven decision making, and faculty professional development. Improvements in student learning outcomes, reported Summers, could already be discerned in critical thinking and reading skills.

Regent Bradley inquired what the focus on faculty development meant for the individual faculty member: what was the actual change and what would he or she do differently now? Summers responded that the implemented changes were focused on improved accountability to the accrediting bodies, to university and system boards, parents, students, and the public. The individual faculty member would be able to use better technology, for instance to document course evaluations. Faculty teaching foundation-level courses were asked to submit a course portfolio that explains how the course aligns with university learning outcomes. Each portfolio is evaluated by a team of five to six peers who teach in the area. Summers emphasized that struggling instructors receive help. Faculty learning communities bring faculty together and gives them a forum to talk about teaching and learning.

Regent Whitburn asked Provost Summers to elaborate on the paradigm shifts created by the second-year assessment work would create and to elucidate the takeaways for the Committee. Regent Whitburn specifically asked what the university would have to do differently based on the data collected. What discoveries had been made so far? Summers replied that faculty often did not have much background in pedagogy and that work needed to continue on making teaching more effective and optimizing techniques for assessment.

In response to Regent Vasquez's inquiry of how the needs of first-generation students, disabled students, and students with special needs were addressed, Summers responded that the University was attuned to the different needs, paying attention to all students the university serves, always with an eye to the needs of student who also need to work in addition to being enrolled. Regent Vasquez elaborated that he understood that UW-Stevens Point was trying to grow the number of degrees it confers, yet some students have a variety of experiences and reasons for leaving academics. Further, inquired Regent Vasquez, how was UW-Stevens Point attending to the needs of returning adult students. De Hart answered that the University operates a Center for Inclusive Learning strengthening university-wide efforts to be inclusive. Adding that part of the new assessment culture shift on campus was precisely that learning is less teacher-centered and that the learner-centeredness is now more nuanced, including different perspectives, backgrounds, abilities.

Regent Hall inquired as to the reaction of the faculty to the changing culture. Summers explained that accreditors now lead the discussion on assessment and that for some faculty members the discourse on assessment remained a challenge as they perceive it as more work. However, other faculty regard a culture of continuing assessment as a way to create more collegiality and to create rich conversations around teaching. To Regent Hall's question about how faculty were being incentivized as they already carried big loads and concentrate on the improvement of learning, Summers replied that faculty development has been used as an incentive and that most faculty did not need extrinsic motivation, in particular as the professional training they receive is not "make-work" but helps them to support their students.

Regent Purath requested more information on areas that students were not excelling in. Having been asked to elaborate on what improvements in outcomes were to be expected, Summers responded that critical reading skills had been identified as a learning area in need of improvement. Students tended to struggle to identify an author's complex line of argument and found it difficult to support an argument from research sources. Pre-assessments of these skills

have shown that faculty need to spend more time on this learning goal and no longer assume that students had learned the skills elsewhere. By focusing on improving faculty skills in this area, the student results have been more positive, added Summers.

Regent Vasquez showed interest in the attention to students prior to enrollment at the university, as assessment happens on a student-by-student or class-by-class basis after the student has made the decision to enroll. Which connections, he asked, does the University make before the students arrive and what history or ability would UW-Stevens Point have to work with the secondary school system to identify what it takes for high school students to be successful. In reply, Summers cited the effort to identify specific deficiencies in college readiness and gaps in learning with high school teachers in the region.

Regent Whitburn commented that portfolio and peer review in the faculty's discipline were important. How do we balance the need for review with the space for faculty members to be themselves and to try different things, even if it means failing sometimes? Summers acknowledged that it was important to keep a firewall between faculty members' classrooms and assessment and accountability measures so they can still employ their respective pedagogies and experiment.

Regent Evers reminded that the Common Core Standards adopted in the state also target critical and disciplinary literacy and expressed appreciation for UW-Stevens Point's work in this area, as it showed that secondary and postsecondary education was moving in the same direction. Regent Manydeeds inquired about efforts to improve teacher education, particularly to prepare teachers for younger students. Summers responded that assessment also needed to be worked into teacher education more and that faculty were presenting their scholarship on this issue at national conferences.

Regent Bradley observed that his main takeaway was that leadership clearly mattered in these areas as it was clear that the described changes came from within the institution from within and were not imposed from the outside. It was clear, Bradley extolled that the leaders cared for their students and that they took the extra time to help students. Provost Summers then thanked Shelly Mondeik and Laurie Borowicz from Northcentral Technical College, Steve Smith from Mid-State Technical College, Keith Montgomery from UW-Marathon, and Pat Stuhr from UW-Marshfield for showing their support meeting of the Education Committee as they served as important partners in the redesign of higher education in the region.

In conclusion, Regent Bradley thanked UW-Stevens Point for their leadership and innovative practices, and encouraged institutions to give the Education Committee feedback on UW System, Regent, or legislative policies including policies on budget and tuition, that may need to be revised so that campus leaders will have more flexibility to provide superior service to students and to move the discussion to possible solutions, particularly with respects to solving budget impasses. In his concluding words, Summers specifically mentioned recent "All Money is Green" conversations within UW System Administration that would allow more flexibility with program revenue and asked for more consistency in the interpretation of UW System policies and revision of outdated policies. In particular, he explained, the tuition plateau should be more flexible and allow for more experimentation and pilot projects. It was possible,

Summers indicated, that the public may have misconceptions about which flexibilities the UW institutions really have.

The University of Wisconsin School of Medicine and Public Health: The Wisconsin Partnership Program – Acceptance of the 2013 Annual Report

Upon recommendation from Regent Bradley, Dean Golden started out by summarizing the history and uniqueness of the Wisconsin Partnership Program (WPP) before presenting highlights of the 10-year history of the Program in addition to the 2013 Annual Report. According to Golden, 136 community organizations and 124 academic partners established partnerships since 2004. Golden proceeded to give details on the amounts and type of grants issued by the Oversight and Advisory Committee (OAC) and by the Partnership Education and Research Committee (PERC) for projects that advance population health in Wisconsin.

In 2013, the Wisconsin Partnership awarded over \$15.4 million in grants to improve the health and lives of individuals, families, and communities. This grant support is part of the effort of public institutions to return resources to the people they serve, said Golden. As an example of an OAC grant, Golden gave a short introduction to the organization Walnut Way, which supports the revitalization of Milwaukee's Lindsay Heights neighborhood through programs for the new Wellness Commons. An example of an initiative funded through PERC is the New Investigators program, for which 5 candidates were selected in 2013. These investigators will address topics ranging from the mechanisms by which HIV spreads from cell-to-cell to the development of a new tool to help elderly patients make decisions regarding potential surgery. Through PERC's Collaborative Health Sciences Program, two multi-disciplinary oncologist and bioengineering teams will work on accelerating the development of personalized breast cancer therapy.

Housed in a School of Medicine and Public Health, the intent of the program is to bring power to community health and health promotion programs and thereby to spread the Wisconsin Idea, in addition to treating diseases. Areas served reach from Oneida and Polk counties in the North to Grant, Green, and Rock counties in the southern part of the state. Funding was provided, for example, for the Transforming Medical Education grant, the population Health Service Fellowship, a Master of Public Health, a Preventive Medicine Residency program, and the Wisconsin Academy for Rural Medicine programs.

The WPP continued its focus on racial disparities in infant mortality, through its support of the Lifecourse Initiative for Healthy Families, and a major interdisciplinary initiative to attack the state's obesity epidemic with an emphasis on children. Golden recognized the Partnership's 10th year of operation, highlighting the achievements of the past decade, which include research, outreach, and collaborations with comprehensive universities as well as UW-Milwaukee, the Medical College of Wisconsin, and diverse communities in underserved areas. Start-up and seed funding received by diverse institutions and community groups through the Wisconsin Partnership Programs have had big returns on investments, particular in grant funding from the National Institutes of Health (NIH). A video shown during the Committee meeting featured community programs in the city of Kenosha that illustrate how WPP resources are used locally to focus on family support in people's homes.

Regent Whitburn thanked Dean Golden for his presentation on the array of programs and initiatives and encouraged a focus on minorities and people at the poverty level “as they often cannot participate in the good quality of healthcare in Wisconsin.” Regent Whitburn also pointed to existing problems with access to dental care, in particular among people on Medicaid. Dean Golden agreed that the School of Medicine and Public Health will keep focusing on counties where health disparities are the most pressing. Golden wants to “move the needle on the compass” so that disadvantaged populations are being helped, particularly in the pockets of disparities in Southeastern Wisconsin in which African American infant mortality rates reach levels that are higher than in some Third World nations. In addition, Golden announced a renewed focus on helping communities in which mental illness, dental pain, and preventable diseases by training medical students in these community health fields.

In response to Regent Evers’ inquiry about the long-term sustainability of successful programs, Golden replied that the key element is to start with innovative ideas, to implement pilots and then to look at performance before scaling them up to the point that programs have to garner support from other supporters to continue. He added that return on the investment in community is great, particularly as awards from federal sources have exceeded expectations. Freed up resources are always re-deployed for new programs until they also reach sustainability. Golden cited the UW-Madison Institute for Clinical and Translational Research, founded in 2006, which has now garnered more than \$80 million in NIH support. Marshfield clinic partners have also secured competitive grants from the National Institutes of Health.

Next, Regent Vasquez asked about the participation of faculty outside the Madison area and systemwide, and Golden reaffirmed that the School of Medicine and Public Health was a “system school” serving the entire state. Apart from bringing students from UW institutions to campus and involving them in research, he also cited partnerships with UW-Milwaukee, the Medical College of Wisconsin. The Director of the Wisconsin Partnership, Eileen Fisher also cited faculty partners at UW-Eau Claire and UW-Oshkosh as examples of statewide collaborations.

Report of the Senior Vice President:

Senior Vice President Ward greeted Kathy Cullen, Provost and Vice President of Teaching and Learning at the Wisconsin Technical College System, and thanked her for her continued collaboration on transfer and other issues. Ward proceeded to update the Committee on the implementation of the Universal Credit Transfer Agreement the Board of Regents approved in June, 2014 in response to section 36.31(2m) of the Wisconsin Statutes. Ward mentioned that issues surrounding transfer among the institutions went back to the days of merger. Data shows that students are successfully using the increased opportunity to transfer both from WTCS and UW System institutions. Transferable credits exceed the mandated 30 credits, at 34-48 credits, depending on the student’s educational trajectory.

An advisory team consisting of members from Wisconsin Technical College System and UW System campuses meets regularly to maintain, review, and assess the agreement and its

implementation. Ward will travel to meet with tribal college leaders in Wisconsin this fall in order to collaborate on the possible extension of the agreement to tribal college transfer students.

Ward also reported that the UW System Engineering Programs Study commissioned from the National Center for Higher Education Management Systems (NCHEMS) has now been received and has been shared with Chancellors, Provosts, Chief Business Officers, and the President's Cabinet. This study, including feedback received from constituents and additional data, will be used to assess state- and systemwide demand for new programs and engineering education locations, as well as capacity in existing programs. Feedback will also be solicited from Wisconsin businesses, agencies, and organizations.

The implementation of the remediation and developmental education action items that SVP Ward presented at the August meeting of the Education Committee is progressing well. A Research and Development task force, led by Interim Chancellor of UW Colleges and UW-Extension, Aaron Brower, has been created. All institutions are invited to participate in the testing and scaling up of successful methods and best practices. Ward will seek advice and leadership from the System's Provosts. UW System faculty will also participate in regional Wisconsin Department of Public Instruction conferences seeking to address college readiness and alignment of the K-12 Common Core State Standards in mathematics and English (adopted in 2010) with college and work expectations.

Ward further reported that a letter, from President Cross and Wisconsin Technical College System President Morna Foy to Wisconsin high school principals and math chairs, recommending the Early Math Placement Test (EMPT), prompted a noteworthy increase in the adoption of this tool. Compared to 2013, there are 27% more teachers, 29% more schools, 53% more classrooms, and 22% more students registered. As of October 8th, 2014, 2,010 students have already taken the test and 2,458 are registered to take it.

As part of the Education Committee priorities and goals for 2014-15, Ward introduced three major areas of focus. During the spring of 2015, the Committee will engage in discussions on:

1. Student Engagement, such as internships in businesses and in communities and undergraduate research, as well as the impact of using high-impact practices on changing faculty roles.
2. The uses of Technology, such as social media and online course delivery systems in instruction, and strategic planning for developing the technical infrastructure needed to keep up with rapid technological change; and
3. Strategic planning for library information resources and digital platforms in the UW System in response to increased licensing cost and the need to preserve and create digital collections

Ward informed the Committee that there was some work to be done with adopting technology into instruction and instructional platforms that will give the UW System and the public a better picture of faculty workload, particularly as faculty spend much more time on

student engagement, incorporating research and teaching outside the classroom as well as mentoring in their work.

Finally, Ward expressed some concern with the turnover rate of probationary faculty at UW institutions. As a next step, and in collaboration with the Business and Finance Committee, Ward will seek to collect more data on systemwide trends in faculty turnover rates.

Moved by Regent Whitburn and seconded by Regent Evers, the meeting adjourned at 10:38.

Respectfully submitted by,

Dr. Carmen Faymonville
Secretary of the Education Committee