

4/1/2015

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM  
UW-Waukesha, 1500 N. University Drive, Waukesha, Wisconsin  
Friday, April 10, 2015

II.

9:00 a.m. All Regents – Commons

1. Calling of the roll
2. Approval of the minutes of the February and March meetings
3. Report of the President of the Board
  - a. Higher Educational Aids Board, Hospital Authority Board and Wisconsin Technical College System Board reports
  - b. Status update – chancellor search
  - c. Additional items that the President may report to the Board
4. Report of the President of the System
  - a. News from around the UW System
  - b. Student spotlight
5. Report and approval of actions taken by the Research, Economic Development, and Innovation Committee
6. Report and approval of actions taken by the Education Committee
7. Report and approval of actions taken by the Business and Finance Committee
8. Report and approval of actions taken by the Capital Planning and Budget Committee
9. Report and approval of actions taken by the Audit Committee
10. *Presentation*: 2015 University of Wisconsin System Federal Agenda
11. Presentation of Board of Regents 2015 Teaching Excellence Awards
  - a. Professor Gregory S. Aldrete, UW-Green Bay
  - b. Professor Shubhangi S. Stalder, UW-Waukesha
  - c. Department of Mathematics, UW-La Crosse
12. *Presentations and Discussion*: One System -- One Library: Changes and Transitions in 2015 and Beyond
13. Resolution of appreciation to UW Colleges and UW-Extension as host of the April Board of Regents meeting
14. Regent communications, petitions, and memorials
15. Adjourn

*Thursday's closed session agenda item may be considered during any recess in the regular meeting agenda on either Thursday or Friday.*

## **THE 2015 UNIVERSITY OF WISCONSIN SYSTEM FEDERAL AGENDA**

### **BACKGROUND**

This past fall, the University of Wisconsin System Office of Federal Relations set in motion the annual process to produce a well-honed federal agenda. All the campuses, colleagues from Academic Affairs, the General Counsel, Finance and Budget offices, as well as financial aid and research administration officers were solicited for their input and expertise. The recommendations urge Congress to place a high priority on investments in student financial aid programs, in scientific research today and over the long-term, and include statements of policy to guide the UW System's federal advocacy efforts.

At the April 10, 2015 Board of Regents meeting, Kris Andrews, UW System Associate Vice President for Corporate and Federal Relations, will provide a brief overview of the priority-setting process and the priorities identified for 2015.

### **REQUESTED ACTION**

For information. Federal priorities were previously submitted to Board members for passive review.

### **DISCUSSION**

The UW System's federal priorities for 2015 include:

#### **Ensuring Access through Financial Aid to Students**

- Support continuation of the Perkins Loan Program, loans that are awarded only to students who demonstrate need.
- Support funding to sustain the value of Pell Grant awards, currently \$5,730 for 2014-15; expected to increase to \$5,850 on July 1, 2015. Support cost-of-living increases in the maximum Pell Grant, and urge that program surpluses be retained for future years.
- Invest in the Federal Supplemental Educational Opportunity Grant program, Federal Work- Study program, and the Perkins Loan program, which provide additional financial aid, above the Federal Pell Grant, making higher education a more viable possibility for financially disadvantaged students.
- Provide robust funding for TRIO and GEAR UP programs, both effective pipeline programs, and oppose any proposal to scale back or eliminate any significant component of these programs.

## **Maximizing Federal Support for Research**

- Maintain strong funding for the National Science Foundation, National Institutes of Health, U.S. Department of Energy, and U.S. Department of Agriculture.
- Invest in Non-Land Grant Colleges of Agriculture and National Resources (NLGCA) programs at the U.S. Department of Agriculture.
- Expand federal efforts to support cybersecurity research which could lay the groundwork for leveraging federal agency funding for classified and sensitive research to Wisconsin.
- Continue support for undergraduate research and support programs that engage all students, and especially traditionally underrepresented populations, in meaningful basic and applied research.

## **Meeting National Public Policy Priorities**

### **Higher Education Act Reauthorization**

#### *Access:*

- Support the overarching theme of simplification found in the Financial Aid Simplification and Transparency Act (FAST) that would simplify and streamline the financial aid process for students.
- Oppose two-question FAFSA applications because two questions have the potential to divert funds from low-income to higher income applicants with better resources, and over-reliance on professional judgments by financial aid officials who have limited access to financial records and backgrounds.
- Support automatic inflation adjustment to the annual maximum Pell award.
- Change to utilizing Prior-Prior Year (PPY) data on the FAFSA. The IRS data would then be available earlier for students in the aid process, which would help students and families both complete the FAFSA applications earlier and get earlier award notifications.
- Reinstate year-round Pell Grants.
- Continue support and expand funding for the campus-based aid programs, including keeping the Perkins Loan program in its current configuration of subsidy at a 5% interest rate.
- Expand the McNair Scholars Program/TRIO and Federal Work-Study programs, which support low-income students, and grow the availability of undergraduate research opportunities at the 2- and 4-year institutions.
- Increase support for TRIO and GEAR UP.

#### *Accountability:*

- Work with the U.S. Department of Education to shift its focus away from ratings and toward efforts that would increase transparency and revitalize the Title IV institutional eligibility process as proposed in APLU's "College Transparency and Accountability Plan: An Effective Alternative to a Postsecondary Institution Ratings System."
- As part of reauthorization, seek congressional review of the metrics and data that are available and widely used, and seek possible revisions and enhancements to them. Improvements to IPEDS merit careful and detailed attention.

- Ensure that any ratings system does not penalize public institutions for their historical role as venues for broad access and recognizes the diversity of institutional and student characteristics.

*Affordability:*

- Continue the Perkins Loan Program. The Perkins Loan program is scheduled to end after September 2015 if Congress does not take action. The Perkins Loan program disbursed \$28,835,321 to 15,829 UW students in 2013-14. If this program is eliminated, future students will not be able to receive these loans with more favorable interest rates, repayment requirements, and loan forgiveness options.
- Support the expansion of the Pay As You Earn Program which widens the pool of borrowers with access to this program; provides assistance to UW graduates that currently cannot participate in this program; allows graduates to repay less of their student loans based on income; and helps graduates who are underemployed, struggling to make payments, or working in valuable professions offering modest salaries.
- Support programs that allow student loan borrowers to refinance by allowing students to refinance student loans at more favorable interest rates, just like other borrowers, and allow students with private student loans to refinance them as federal loans. This would give borrowers access to potential loan forgiveness programs (example: public service loan forgiveness), more favorable repayments terms, and potentially lower interest rates.

*Innovation:*

- Adjust Title IV requirements to enable students to engage in various academic modalities simultaneously, e.g., taking assessments in competency-based programs while also enrolling in traditional online and/or face-to-face classes beyond the 2014 Experimental Sites initiative.
- Adjust Title IV requirements to enable students to access Federal student aid funds in ways that are more conducive to self-paced progression and less reliant on time-bound restrictions and enrollment models (SAP, R2Tf, etc.).
- Adjust Title IV requirements so that students, particularly adults, can access the entire spectrum of Federal student aid funds with greater ease when enrolling in and completing employment-directed alternative credentials that are shorter than one year in length.
- Promote congressionally-sponsored demonstration sites to attempt new approaches to administer Title IV funds and for new programs that do not rely on traditional academic measurements such as credit and clock hours.

*International Education:*

- Reaffirm historical support for international and foreign language education programs.
- Amend Title VI to include funding for two-year colleges.

*Regulatory Relief:*

- Support H.R. 970/S. 559, the Supporting Academic Freedom through Regulatory Relief Act.
- Support ongoing regulatory review to streamline compliance burdens whenever possible.

- Encourage more targeted risk-based regulations.
- Support meaningful analysis of the benefits and costs associated with new regulations.

*Teacher Preparation:*

- Oppose U.S. Department of Education proposed regulations mandating that states create a rating system and seek congressional involvement through the legislative process.
- Clarify it is the responsibility of states to develop program performance level criteria.
- Ensure that states evaluate all teacher preparation venues using the same standards.
- Encourage state efforts to develop appropriate licensure standards on the basis of valid, reliable and objective data, and align assessment of teacher preparation programs with those standards.
- Encourage teacher preparation programs to renew and strengthen their relationship with local PK-12 schools by ensuring that high-quality clinical practice is central to preparation so that candidates develop the knowledge, skills and professional dispositions necessary to positively impact all PK-12 students' learning and development.
- Encourage institutions to partner with local PK-12 schools and communities to develop strategic approaches to college readiness that are research-based, intentional, sustained and evaluated.
- Support the Teacher/Educator Quality Partnership Program by expanding the Teacher Quality Partnership Grant program, allowing for partnerships to create principal residencies that last at least one year. As with teacher residencies, graduates will have a three-year service obligation to serve in a high-need school.
- Expand the Teacher Quality Partnership Grant program to allow for partnership grants to support and improve programs to develop other educators needed by school districts, such as librarians, literacy specialists, and school counselors.
- Update the TEACH Grants to limit the eligibility for grants to juniors, seniors, and master's degree level students to align grant eligibility with when candidates make formal decisions to enter preparation programs.
- Make the Grant payback requirement for individuals who do not complete their service obligation proportional to the time they have served in a high-need school setting. Currently, regardless of whether someone completes one year or three years of service, recipients must pay back the full amount of their grant. This change will provide credit for the teaching work performance in a high-need setting.
- Change the definition of a post-baccalaureate program to TEACH-Grant-eligible. Presently, a post-baccalaureate program is not TEACH-Grant-eligible if it is offered by a school that also offers a bachelor's degree in education. We recommend that the definition change to "A post-baccalaureate program is TEACH-Grant-eligible if it is offered by a school that also offers a bachelor's degree in education."

**Immigration**

- Eliminate artificial per-country caps for employment-based immigrant visas.
- Make F visas "dual intent," which would allow students in F visa status to apply for a green card for which they would otherwise qualify except that they have an F visa.

- Expand temporary visas for U.S.-educated graduates, particularly F-1 OPT and H-1B.
- Give all H-4 dependents work authorization, not just those with an approved I-140 form from the U.S. Citizenship and Immigration Service.
- Simplify the green card self-petition process for U.S.-educated graduates.
- Allow non H-1B dependent employers to use their own actual wage data for prevailing wages.
- Create SOC Codes specific to post-doc researchers.

### **Title IX**

- A complainant seeking to file a complaint with the Office for Civil Rights (OCR) should be required to demonstrate an affiliation with the institution of higher education and demonstrate the personal impact of an action or inaction by the institution of higher education before his or her complaint is considered.
- Investigations should be conducted cooperatively, allowing OCR to share information about the nature and particulars of the complaint with institutions of higher education.
- Guidance issued by the Office for Civil Rights should be through the notice and rule-making process with appropriate input from higher education administrators.

### **Veterans and Servicemembers**

- Support the continuation and proper funding of the Department of Defense Tuition Assistance Program including the restoration of TA support for student fees apart from tuition.
- Support the maintenance and improvement of GI Bill educational benefits including support for innovative competency-based and alternative degree programs that attract student veterans.
- Support the Veterans Educational Empowerment Act that would establish a grant program to help institutions of higher education establish veteran student centers.
- Encourage the Veterans Administration to issue guidance on Section 702 of the Veterans Access, Choice, and Accountability Act so that institutions can implement the law's provisions consistently.
- In recognition of significantly increased administrative complexity and time demands, maintain support for the annual payment by the VA to institutions to support the cost of administering benefit programs and attending VA sponsored training conferences.

## **RELATED REGENT POLICIES**

NA

**UNIVERSITY OF WISCONSIN SYSTEM  
ONE SYSTEM, ONE LIBRARY: CHANGES AND TRANSITIONS  
IN 2015 AND BEYOND**

**BACKGROUND**

At recent meetings, the Board of Regents and the Education Committee have explored various academic topics, including developmental/remedial education, the changing nature of faculty work, and advances in instructional technology. These topics are presented, in addition to budget- and management-related topics, as part of an effort to ensure Board members are aware of cutting-edge techniques and the latest trends and innovations in teaching and learning practices by UW institutions and across the nation.

At the April 10, 2015 Board of Regents meeting, information librarians, a provost, and select faculty and students will be discussing the changing roles of librarians and library spaces. This discussion builds on earlier discussions to show how the role of libraries has changed as it impacts both faculty work in instruction and research as well as student learning. The Regents will have opportunity to address issues, give guidance, and ask questions about the evolution and the future of the UW Libraries.

**REQUESTED ACTION**

For information and discussion.

**DISCUSSION****One System, One Library**

As an integral part of the UW System, the UW Libraries help to provide Wisconsin with world-class education and research. The UW Libraries have successfully employed the concept of *One System, One Library* in order to maintain and improve world-class collections that advance teaching, learning and research at all UW universities and colleges. *One System, One Library* has also allowed the UW Libraries to achieve efficiencies in services in an environment of flat or reduced budgets and rapidly increasing library costs. By pooling resources and leveraging contracts for access to online databases and journals, UW libraries serve over 200,000 students, faculty, and staff on 26 campuses. Community members and businesses in Wisconsin have access to many of the shared resources at UW libraries.

The UW System Administration Library Program Office supports library staff, students, faculty, and researchers on the 26 University of Wisconsin campuses by coordinating and managing systemwide shared collections and services. The Library Program Director works with the Council of University of Wisconsin Libraries (CUWL) to develop long- and short-range plans for the libraries and to secure funding for shared initiatives. Programs managed by this office include:

- The selection and management of shared, centrally-hosted library systems
- Systemwide delivery of library materials
- A responsive and varied shared electronic resource collection
- Support for training and continuing education

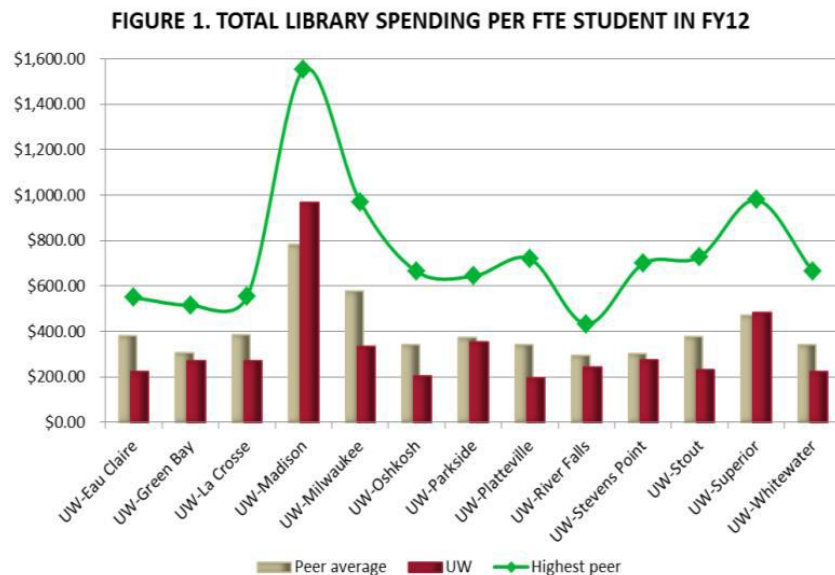
The UW System Library Program Office also licenses and manages a large collection of research databases that are shared across the UW System. In 2014, the UWSA Office for Learning and Information Technology published the *State of the Libraries Report* (available at <https://www.wisconsin.edu/libraries/download/UW%20Libraries%20onscreen%20view.pdf>).

The Council of University of Wisconsin Libraries (CUWL) provides a forum for library and information technology planning within the University of Wisconsin System. CUWL reports to the UW System Senior Vice President for Academic and Student Affairs. CUWL's strategic directions plan is available at: <https://www.wisconsin.edu/systemwide-it/strategic-plans/>. The Council's purposes include:

- Advocating within the University of Wisconsin System regarding library programs, systems and funding (including computing, telecommunications, resource sharing, and information resource structures)
- Planning, developing, and implementing policies, procedures, and strategic directions with regard to system-wide library resources and programs
- Informing local institutional administrators of UW System library initiatives
- Participating in state-wide library planning and advocacy

### UW System Library Resources

Figure 1 below shows the total UW System library spending per full-time-equivalent (FTE) student in fiscal year (FY) 2012, the year for which the most recent data are available, and compares the UW libraries' total spending per FTE student to their peers' spending. The graph in Figure 1 showing the highest peer spending is based on data collected from the FY 2012 Academic Libraries Survey administered by the National Center for Educational Statistics (NCES).



Source: 2014 *State of the UW Libraries Report*



The purpose of this presentation is to do the following:

- Explain how students, faculty, and the public interact with the UW Libraries in innovative and effective ways;
- Explain how libraries, library spaces, online and print collections, and library services have changed to support changing demands in teaching, research, and learning;
- Provide information on the challenges and opportunities libraries provide for UW System institutions now and in the future;
- Outline the UW Libraries' role in preparing human talent for the state's workforce; and
- Advocate for the importance of library resources to academic success.

Following opening remarks by Interim Senior Vice President David J. Ward, the presentation to the Board of Regents will include three parts.

*Part 1: Changes and Transitions – How Students Interact with the Library* will be presented by:

- Valerie Malzacher, Library Director, UW-River Falls; and
- Edward V. Van Gemert, Vice Provost for Libraries and University Librarian General Library System.

The two presenters will discuss changes and transitions in the operation and mission of UW System libraries, including the transformation from print resources to digital resources.

*Part 2: The UW Libraries' Role in Preparing Students (Human Talent) for Today's Workforce*, will be led by UW-La Crosse Provost Heidi Macpherson, who will also introduce a video produced by CUWL.

*Part 3: The Importance of Library Resources (Online and Print) to Academic Success*, will feature a panel comprised of the following presenters and students:

- Josh Calhoun, Assistant Professor of English, and Ryan Hussey, student, UW-Madison, will talk about building learning communities through interdisciplinary study; and
- Susan Stalewski, Director of E-Learning and Clinical Associate Professor of Biomedical Sciences, UW-Milwaukee, will describe advancing students' opportunities in the workforce.

## **RELATED REGENT POLICIES**

N/A