

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held in James R. Connor University Center, UC 275  
University of Wisconsin-Whitewater  
Whitewater, Wisconsin

Thursday, September 10, 2015  
1:15 p.m.

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-President Millner presiding-

PRESENT: Regents John Behling, José Delgado, Tony Evers, Margaret Farrow, Michael Grebe, Eve Hall, Nicolas Harsy, Tim Higgins, James Langnes, Edmund Manydeeds, Regina Millner, Janice Mueller, Drew Petersen, Charles Pruitt, Mark Tyler, and Gerald Whitburn

UNABLE TO ATTEND: Regents Mark Bradley and José Vásquez

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**UPDATES AND INTRODUCTIONS, INCLUDING INTRODUCTION OF  
REGENT S. MARK TYLER**

President Millner greeted everyone and thanked Chancellor Bev Kopper and her team at UW-Whitewater for their wonderful hospitality in welcoming the Regents to their campus. President Millner also pointed out that UW-Whitewater is the home campus of student-Regent James Langnes, and said that the Regents looked forward to seeing and hearing much more about UW-Whitewater in the next two days.

President Millner said she was pleased to welcome back a familiar colleague, Regent Mark Tyler, who had previously served on the Board as the Wisconsin Technical College System representative from 2011 to 2013. She explained that it was in that capacity that he was rejoining the Board, succeeding Regent Drew Petersen.

Regent Tyler is founder and president of OEM Fabricators, a contract manufacturer in western Wisconsin, and is Vice President of the WTCS Board and chair of the Governor's Council on Workforce Investment. Over the years, he has served on numerous boards and councils, including Wisconsin Manufacturers and Commerce, the West Central Wisconsin Workforce Development Board, the Family Resource Center in St. Croix Valley, and the Wisconsin Technology Council. OEM Fabricators received honors as Wisconsin Manufacturer of the Year in 2006 and 2012.

Stating that the Board was delighted to have him rejoin, President Millner invited Regent Tyler to share a few words.

Regent Tyler thanked the Regents for their welcome, and also thanked current WTCS President John Schwantes for appointing him to the role. He said that his objective on the Board would be to encourage closer relationships between the organizations that he was involved with and try to drive a deeper collaboration. Though all of those organizations have very distinct and important missions, Regent Tyler said he believed that by standing together everyone would be better and stronger. He concluded that he looked forward to working with all of the Regents.

In other Regents' news, President Millner offered congratulations on behalf of the Board to Regent José Vásquez, who was recently named the new president of Milwaukee's St. Anthony School, the largest K-12 Catholic school system in the country. St. Anthony has two elementary school campuses, as well as separate middle school and high school campuses and a preschool and day care. President Millner explained that Regent Vásquez was not present at the meeting, having started his new position just one week before; she said that the Board wished him well in his new venture.

Next, President Millner turned to President Cross, who introduced the Board to a new member of the UW System Administration, Dr. Shenita Brokenburr, Senior Associate Vice President for Human Resources and Workforce Diversity, as well as chief human resources officer. Dr. Brokenburr fills the position held by Al Crist, who retired earlier in the summer.

Most recently a Vice President at the Ounce of Prevention Fund in Chicago, Dr. Brokenburr previously served as Vice Chancellor and System Chief Human Resources Officer for the West Virginia Higher Education Policy Commission, where she was responsible for the development and implementation of human resources policy across a network of 21 higher education institutions. She has also held leadership positions in human resources at the College of Southern Maryland and at Montclair State University. She earned a Ph.D. in higher education administration at Michigan State University, where she served as project director for the Michigan Center for Education and Work. Though she would officially start her new role the next week, President Cross noted that Dr. Brokenburr was present at the meeting and welcomed her aboard.

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## **HOST-CAMPUS PRESENTATION BY BEVERLY KOPPER, CHANCELLOR, UW-WHITewater: "THE WARHAWK WAY: FOSTERING EXCELLENCE THROUGH ENGAGEMENT, LEADERSHIP AND SERVICE"**

President Millner stated that one of the best parts of taking the Board's meetings on the road was having an opportunity to visit one of the UW System's fine institutions and to learn about its programs and students. She then turned to Chancellor Bev Kopper for a presentation about UW-Whitewater.

Chancellor Kopper greeted the Regents and said that the campus was delighted to have them visit. Each Regent was then individually welcomed by a student.

### ***Record Applications, Enrollment, Retention and Graduation***

Describing UW-Whitewater as one of the bright stars in the UW System, Chancellor Kopper said that UW-Whitewater is proud of the records set in recent years for applications received, total enrollment, retention rates, and graduation rates. She noted that less than two weeks earlier 12,000 students were welcomed to campus, with another year of record enrollment predicted – something that had happened five out of the last six years.

Chancellor Kopper shared that, like most UW institutions, UW-Whitewater was heavily dependent on having strong enrollment, and tuition dollars were absolutely critical to overall fiscal health. In the current fiscal year UW-Whitewater's state funding was only 10.22 percent of its overall budget, making it critical that the institution continue to grow its enrollment.

However, Chancellor Kopper said that UW-Whitewater's housing facilities were no longer able to accommodate all of those who wanted to attend and live on campus. UW-Whitewater had actually had to turn students away because of this problem – in May, 25 transfer students were lost when told that there was no on-campus housing available for them.

In the recent move-in, 179 students were placed in lounges and 450 students were living in two off-campus apartments run by University Housing. UW-Whitewater also released 558 sophomores from the on-campus housing requirement, a practice that began several years earlier. She noted that there was no record of the institution's seeking the Board's approval to make these exemptions, as required by Board Policy, but she said that she would be bringing forward a plan to address this.

Chancellor Kopper stated that a new residence hall was critical for UW-Whitewater to serve its students and for its financial future, and she said the institution needed the Board's support to ensure that UW-Whitewater's stalled new residence hall would move forward and that all of its housing options would continue to be viable.

### ***Mission and Commitment to Student Success***

Returning to the student experience, Chancellor Kopper said that part of UW-Whitewater's select mission states that the institution serves multicultural students, students with disabilities, and nontraditional students by providing specific support services and programs for them. The previous year the campus enrolled a little under 1,400 underrepresented minority undergraduate students, more than any other comprehensive university in the System. The class of 2019 was even more diverse, with 14 percent underrepresented minority students, 39 percent first-generation college students, and 18 percent nonresident students.

Stating that UW-Whitewater's students work extremely hard, and that the Regents work hard too, Chancellor Kopper then invited some of those students to present gifts to the Regents and President Cross. After the gifts had been passed out, Chancellor Kopper thanked the Regents and President Cross on behalf of everyone at UW-Whitewater for everything that they

do, and she promised that they would have additional opportunities to meet more of UW-Whitewater's students in the coming days.

Moving on, Chancellor Kopper said that commitment to the success of all students ran deep on the UW-Whitewater campus. The question of how to better serve the needs of every student was a philosophy core to being part of the Warhawk community.

### **Multicultural Affairs**

Referring to a presentation the Regents heard a year before, about UW-Whitewater's equity gap in retention and graduation rates between its underrepresented minority (URM) students and non-URM students, Chancellor Kopper explained that the gap fluctuated a great deal from year to year and overall was simply too large. Closing the gap is imperative, as its existence is counter to UW-Whitewater's mission; beyond that, she said, closing the gap is simply the right thing to do.

To address this gap UW-Whitewater initiated a program called Pathway for Success, which was gaining significant traction with students. Chancellor Kopper then introduced Dr. Richard Gregory, Assistant Vice Chancellor for Multicultural Affairs and Student Success, to share more about this program.

Dr. Gregory explained that the Pathway for Success program developed from initial conversations between the admissions, advising, multicultural affairs, and registrar offices in 2009. The purpose of the discussions was to find a way to better engage a population of students that the campus was admitting. These students had profiles such that they were taking at least one developmental course, and administrators wanted to make sure that these students had a greater chance for success. Ultimately that engagement would take the form of greater coordination of advising, instruction, and academic support services, to more intentionally make the Pathway students' academic experience more seamless.

The program began as a pilot initiative that served a maximum of 50 freshmen students per year in the 2010-11 and 2011-12 academic years. The early signs of success allowed UW-Whitewater to secure a UW System grant to expand the program to 150 students per year for the 2012-13 and 2013-14 academic years. Dr. Gregory said that continued success, as well as many of the lessons learned from the expansion, further convinced UW-Whitewater's supportive chancellor and provost of the need to institutionalize the program at 100 students per year for the 2014-15 academic year and beyond.

He reported that the program has been impactful. Looking first at the first-to-second-year retention rate, students with Pathway profiles had a retention rate in the 60s before the program with implemented; that rate had since risen to approximately 75 percent for Pathway participants. Secondly, the Pathway for Success committee had worked to bring together faculty and staff in an instructional capacity, as well as advisors and support services personnel, to have regular discussions about how to more effectively serve students.

Recent data suggested that Pathway services were helping students be successful; Pathway students used tutorial services during their freshman year of involvement at a rate of approximately 12 hours per week. Dr. Gregory noted that this did not include additional time

spent studying outside of tutoring. Pathway students also had an enviable record of engaging in high-impact educational practices; Dr. McGregory reported that at the previous week's orientation program a number of sophomore and junior Pathway students indicated that this year they would be serving as resident hall assistants.

Saying that no one could explain the program's success better than the students themselves, Dr. McGregory invited two of UW-Whitewater's Pathway students, Natalie Arriaga and Dimitri Starks, to share their perspectives.

Ms. Arriaga said that upon entering UW Whitewater, she would have never imagined herself where she was today: entering her junior year with the aspiration of being one step closer to an International Studies major, Spanish minor, and Diversity Leadership Certificate. She expressed her gratitude for the help of advisors Kristine Yesbeck and Janay Alston. Ms. Arriaga also shared that she was aware of all of the meetings, calls, papers, photos, and even the amount of balloons needed for the Board meeting through her job in the University Marketing and Media Relations Office, which she was able to acquire due to her participation in the Pathway for Success program and with the recommendation of Professor Susan Huss-Lederman, one of the program's primary English professors.

Citing her experiences studying abroad and her involvement with campus organizations, Ms. Arriaga questioned whether she would have stepped out of her comfort zone so easily had she not been enrolled in this academic learning community. She expressed her pride in participating in the Pathway for Success program, explaining that she had been taught by her classmates, professors, and advisors that even though she had struggled with academics in the past, this was no excuse for her to give up on her future. Ms. Arriaga described how she began attending the Pathway tutoring sessions even when attendance was optional, noting that often she and her peers were ahead on their work but needed the extra help or second opinions offered by the program. By taking advantage of every opportunity provided by Pathway for Success, Ms. Arriaga said she had solidified her college career and was headed in the right direction.

Mr. Starks thanked the Regents for the opportunity to talk about the continued success of the Pathway for Success program. He explained that, like many students, when he first entered the program he did not know what it was. Noting that he had academic troubles in the past and had been afraid of how that would affect his college career, Mr. Stark said that having the opportunity each year to see how far Pathway students have come and hearing their success stories was a personal treat for him.

Mr. Stark credited Kristine Yesbeck, one of the Pathway for Success program's advisors, with helping him to realize the unique possibilities available for him to become not only a better student but also a better person. As he entered his final year at UW-Whitewater, he said he had not only taken advantage of those educational opportunities but had also become an extremely happy person in the process. Though supplemental instruction, tutoring, and required classes may have seemed like a waste of time when he first arrived on campus, he now recognized that these actually give students the chance to create relationships that would last a lifetime and better their skills overall.

Noting that college means independence, and that it is up to the individual to decide what they want to do with their limited time on campus, Mr. Stark said that it was his experience that participating in the structured program and taking the help it offered had always equaled success. In fact, he said, his experience with the Pathway for Success program had assisted him in obtaining both a summer internship and employment after graduation. Mr. Stark concluded that Pathway for Success was not just a great program, but was also necessary for students whose academic careers had not started well or who believed they did not have what it takes to be successful; the program teaches that students have everything they need to succeed and just gives them that little push.

### **Warhawk Athletics**

Moving on to discuss Warhawk Athletics, Chancellor Kopper noted that UW-Whitewater had beat 38-million-to-one odds by winning national championships in football, men's basketball, and baseball all in the same year – something never before done in the history of the NCAA – and that UW-Whitewater's gymnastics team and men's and women's wheelchair basketball teams had won their own national championships.

She said that they would share with the Regents how the campus helps its student-athletes become future leaders through its Warhawk Leadership Academy, which has received national attention and special grant funding from the NCAA. She then introduced Athletic Director Amy Edmonds and Assistant Professor Kristina Navarro, who developed the program.

Director Edmonds explained that Warhawk Athletics belongs to NCAA Division III, the membership of which is comprised of 450 institutions, 80 percent of which are private. By embracing the phrase "Powered by Tradition," UW-Whitewater aimed to achieve excellence one day at a time in the classroom, in the community, and in the playing field. She reported that UW-Whitewater had taken 6<sup>th</sup> in the past year's Division III Athletic Directors' Cup because 17 out of its 20 programs went to post-season play.

Speaking about the Warhawk Leadership Academy, Director Edmonds said that five years ago she and Dr. Navarro knew of each other through Student Services Enhancement and shared a passion for student athlete development. After looking at Division I and II institutions for a vision of what a program might look like for Division III, Dr. Navarro joined UW-Whitewater's athletics team as Director of Student Athlete Engagement three years ago, and together they were able to bring to life the Warhawk Leadership Academy.

Director Edmonds then introduced Dr. Navarro, who said it was a privilege to work alongside Director Edmonds and UW-Whitewater's fine student-athletes.

Dr. Navarro described the Academy as a collaborative effort at the forefront of national programming. Nationally, student athlete leadership development was at the forefront of conversations from Division I to Division III; the Warhawk Leadership Academy was founded on national standards that stemmed from conversations with an NCAA committee charged with redeveloping and revamping a national curriculum. From the freshman to the senior year, the programming focused on enhancing student success through high-impact student engagement principles, which were tied to the cornerstones of UW-Whitewater's liberal education standards.

Dr. Navarro indicated that UW-Whitewater had leveraged this national curriculum movement to serve as a pioneer, moving forward not only as a Division III model but across the NCAA. What truly set this program apart, she said, was the campus-wide commitment to the student experience and a deeply rooted tradition in excellence in athletics and academics. Dr. Navarro said that this commitment to student-athletes' academic success, retention, engagement and career readiness truly defined the athletic department's mission. She then invited two of UW-Whitewater's student-athletes, Mike Salm and Christine Panella, to share more about the logistics of the Academy and their own experiences.

Mr. Salm served as the president of the Warhawk Leadership Academy, president of the Student Athlete Advisory Committee (SAAC), and acting treasurer for the student organization ACTIVE. He was working toward a double major in chemistry and health and human performance, with a minor in coaching, and was also a member of UW-Whitewater's men's soccer team.

Mr. Salm shared that his personal career aspiration was to be an athletic administrator at an NCAA institution because the way athletics had affected his own college experience had been extraordinary. He said that he contacted Dr. Navarro about a year before to pursue some undergraduate research, and through that relationship he learned of an opportunity to apply for the NCAA Career and Sport Forum, which took place in the NCAA headquarters in Indianapolis during the summer. Calling this a life-changing opportunity, Mr. Salm said that it solidified his passion for improving the student-athlete experience. He indicated that the curriculum, knowledge, and experience gained at the forum had helped in the development of the Warhawk Leadership Academy, which would officially launch on Monday night.

The Warhawk Leadership Academy's mission is to develop, challenge, and support student-athletes, coaches, and staff in their continual pursuit to become leaders in athletics, academics, and life. The program stresses career exploration, major choice, and academic preparation with special attention to identity development. In the freshman year, programming includes a six-week orientation program where veteran Warhawks mentor rising Warhawks – the freshmen athletes – in mentor groups. During the sophomore year, the program focuses on leading by example by incorporating campus and community outreach in an initiative called Warhawks Give Back. Beyond SAAC participation and the Warhawks Give Back program, upperclassmen could also participate in the Veteran Warhawks Program. The experience continues and extends career and leadership development as its participants practice leading while investing in the development and mentorship of younger teammates.

As the SAAC and WLA President, Mr. Salm said it was his charge to his fellow student-athletes to continue to build a more robust program stemming from the solid foundation already in place. In his time at UW-Whitewater, the athletic department had presented him with many outreach opportunities, such as Reading with the Warhawks, where student-athletes go to local elementary schools and read to the children during their library hour. In another example, Mr. Salm shared that just one week prior, the residents of the Fair Haven Continuing Care Retirement Community came to a football practice, where student-athletes listened to the stories they shared about the Whitewater community and even about the campus before its Old Main bell tower burned down 45 years ago. Mr. Salm said that these experiences continued to help motivate him to continue the promotion of the Warhawk Leadership Academy.



Next to speak was Christine Panella, who was part of the higher education athletic administration graduate program at UW-Whitewater, and who was at the meeting to share more about how student-athletes were actively engaging in the campus and surrounding community.

Ms. Panella explained that she was very passionate about athletics and healthy lifestyles, being very involved in athletic events and student-athlete engagement, as well as playing a large role in the recreation sport department on campus. Her passion was solidified through the opportunity to do undergraduate research with Dr. Navarro on student engagement efforts from all NCAA divisions. She said that being granted the opportunity to present research at conferences across the United States affected her significantly as a student and as a professional, and helped her determine that athletics was where she wanted to be both now and in the future.

Ms. Panella indicated that for athletes at any level, from college to professional, off-court performance is as important as on-court. She explained that Warhawks Give Back is a unique part of the Warhawk Leadership Academy, not only giving student-athletes the opportunity to make a difference on the campus and in the community, but also allowing them to tell the story about the impact they are creating. The program allows student-athletes to collaborate with all of the different departments on campus, as well as the surrounding communities.

Led by the SAAC and staffed by UW-Whitewater's athletic administration graduate students, the development of the Warhawks Give Back initiative has allowed the athletic program to create a service tracking system, to reach out to more organizations for a wider scope of opportunities, and also to unify efforts within its own departments. Touching briefly on some of the larger campus and community partnerships, Ms. Panella explained that student-athletes would take part in a major effort at the College of Education to enhance children's literacy by pairing with the Reading with the Warhawks program; at the College of Letters and Science, partnerships around science education and athletics would teach students about velocity, acceleration, and physics through the use of athletics equipment and sport.

She added that she could not imagine a better fit for her passion for athletics, education, and community involvement, and expressed her gratitude to Director Edmonds and Dr. Navarro for working with Mr. Salm, herself and other students to make UW-Whitewater a leader in student-athlete development.

### **Research and Students with Disabilities**

Next Chancellor Kopper focused on UW Whitewater's special mission to serve students with disabilities. She estimated that this year the institution would serve slightly fewer than 1,000 students with self-identified disabilities. For more than 40 years UW-Whitewater had taken this mission to heart, she said; it was embraced by faculty and staff across the campus, not just in the Center for Students with Disabilities.

She then introduced Dr. Steve Sahyun, a member of the physics department, to explain his mission to make the sciences more accessible and how students were helping with that effort.

Dr. Sahyun's area of specialization was in physics education research, with an emphasis on students with visual disabilities. He described for the Regents his project on tactile physics learning objects, which began the previous year when his colleague Ozgur Yavuzcetin, an

associate professor specializing in nanophysics, acquired a 3D printer. After looking at that 3D printer Dr. Sahyun said he realized that it would be a good tool for making some objects that teachers at remote locations could use for their students who may have special needs. He explained that if students are not able to understand a picture, a tactile object that they could touch, feel and manipulate may be more useful.

Some funds had been set aside for faculty to support students in research; Dr. Sahyun used a portion of those funds for two projects. The first was the creation of a pulley by Rebecca Holter, a dual-degree engineering student at UW-Madison. This pulley had special indicators on it that allowed students to feel the motion of the wheel relative to the base. This object was created using an industry standard program called Auto Cad to create a 3D model, which was then used to print the object in plastic.

Dr. Sahyun said that in order to learn the Auto Cad program to help his students, he started making a little model of Upham Hall, which is where his office was located. Soon he had created a small 3D map of campus, which he realized would be a great tactile map for any students with low or impaired vision. After consulting with Dr. Elizabeth Watson at the Center for Students with Disabilities for advice and feedback about the map, Dr. Sahyun began using high-contrast printing – examples provided to the Regents were purple and white, UW-Whitewater's school colors – and added new features, including Braille labels for the buildings, a star for the location of the Center for Students with Disabilities, and a ring representing a water feature that serves as a prime auditory landmark on campus. At the same time, Eric Compass, a professor in the Department of Geography and Geology and the director of the Geographic Information Systems Center, had two students working with him on a project to create updated print and online versions of the campus map. Dr. Sahyun indicated that the tactile map now corresponded to the updated printed map.

Next Chris Marshall, a junior physics student at UW-Whitewater, described an eight-dot Braille slate using the Auto Cad program. Normally, Braille uses a set of six dots to create a character, which could then be written on a slate. However, the six-dot Braille cell only allowed for a maximum of 64 characters; while adequate for writing text, this was generally inadequate for writing in math and science. By using an eight-dot Braille cell, 256 unique characters can be created, and many math and scientific characters can more easily be represented. Mr. Marshall's achievement was to create the first-ever eight-dot slate that could be produced on a 3D printer.

Mr. Marshall explained that this project intrigued him because it aligned with his desire to improve the world and make science more accessible. He added that he also enjoyed being able to make a physical object that could help students in the immediate future with learning math and science, and that he was excited to work with an actual professor on this project. Being an undergrad, he said he did not think he would have the opportunity to work on a project like this until later.

Dr. Sahyun concluded that all of these projects were ways for students to participate in research and design processes and to help other students at UW-Whitewater and abroad. He then introduced Professor Bob Benjamin, Chair of the Physics Department, to tell the Regents about his and his students' research on the Milky Way Galaxy.

## Physics

Dr. Benjamin explained that in addition to serving as department chair, he also teaches the introductory physics course for future scientists and engineers. In that course his first objective was to try to convince the students that physics is useful, and he usually began by asking if they knew where the electric thermostat came from. The answer is that it was invented on the UW-Whitewater campus in 1883 by Professor Warren Johnson, who realized that there was some commercial potential in this; he then formed Johnson Controls in Milwaukee.

Dr. Benjamin emphasized the difference between a high school teacher and a college professor, which is that high school teachers can teach about their discipline or field, but university professors not only know their field but have contributed to it through the creation of new knowledge – new interpretations of literature, new approaches to dance, and new scientific discoveries. When you are at the university, he said, you can be part of the search for knowledge.

Dr. Benjamin said he wanted to show the Regents both what he has shared with his students in terms of the research on the Milky Way galaxy, and also what his students have shared with him. Showing the Regents a picture of the Milky Way that he had developed in 2008 with a NASA artist, Dr. Benjamin explained that the same week he started at UW-Whitewater, NASA launched the Spitzer Space Telescope into space. With collaborators at UW-Madison, UW-Whitewater's students have had steady access to data from this telescope over the last decade, and are often the first people to discover things in the data.

Dr. Benjamin provided the Regents with pictures of star-forming regions located somewhere in the Milky Way, which had been discovered in the telescope's data. Currently all that was known about these regions was that they existed, but in a year's time he planned to update each of the Regents on the status of the star-forming region assigned to them. Noting that over 3,000 of these regions had been discovered in the last few years, Dr. Benjamin said that his students have been a part of that process.

He then introduced his student Andrew Eagen, who had done some of his own research on the Milky Way.

Explaining that he was not always motivated by school, Mr. Eagen described how after high school he spent five years living in different places and working at different jobs before finally deciding to pursue higher education as a nontraditional first-generation student.

It was at freshman orientation that he decided that physics was the direction he wanted to go; it was also there that he was introduced to a program called Ulead, which was designed to familiarize incoming freshmen with opportunities on campus. After being inspired by Ulead he started three research projects in the first week of his freshman year. He also worked on campus – doing everything from one-on-one tutoring to group efforts with science outreach – and became a project manager of the Society of Physics Students (SPS), an organization aimed at informing students of opportunities in the physics field.

His most recent opportunity was a chance to conduct research over the summer for NASA, where he learned to work with the data from the Wisconsin H-Alpha Mapper telescope

to look at the rotation of gas around the center of the galaxy. Mr. Eagen joked that he had spent five years “wandering around, not doing much with my life,” but two years at UW-Whitewater had made him a NASA scientist.

Dr. Benjamin said that UW-Whitewater had been a fantastic place to work. While he was proud of how his research had improved understanding of the Milky Way, he said the difference he had made with students was equally important. One example he shared was the story of Tyler Engel, a mechanical engineering student who was inspired to build a better wheelchair. Dr. Benjamin recalled how an airline broke Mr. Engel’s wheelchair on his way to a professional meeting, and stated that the incident made him an activist for his students.

Chancellor Kopper said that the individuals who had spoken were only a very small sampling of the extraordinary people at UW-Whitewater. She showed the Regents a video of students, faculty and staff explaining what it meant to be a part of the “Warhawk family.” She concluded that UW-Whitewater was truly a community of passionate learners.

President Millner noted that over the years UW-Whitewater had earned a reputation as a vibrant hub of activity and innovation in southeast Wisconsin. She thanked Chancellor Kopper and the presenters, as well as the student greeters who had presented Regents with letters describing their personal stories; she said that she looked forward to talking with students about their UW experiences at breakfast the next morning.

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## **INTRODUCTION AND DISCUSSION: ANNUAL UW SYSTEM ACCOUNTABILITY DASHBOARD**

### ***Background***

President Millner then turned to the latest UW System accountability reports. She explained that these reports represent the Board’s commitment to providing stakeholders with a detailed assessment of what the UW System is doing and how well it is doing it. It is important not only to the institutions but also to the many diverse stakeholders, from students and their families, to legislators, to every taxpaying resident in the state who has an investment in the UW System. One of the key responsibilities of the Board is to examine and analyze the performance of the UW institutions and use that information to inform its policy decisions.

The work the UW System has done with accountability reporting over the years demonstrates that it is delivering on the significant investment that people make in higher education in Wisconsin, and that commitment to transparency and accountability has never been more important. President Millner noted that the System is very thorough in this reporting and produces a great deal of data.

President Millner explained that David Ward, Interim Vice President for Academic and Student Affairs, would present and explain the annual reports, but first President Cross would share some introductory remarks.

President Cross began by noting that this was the 21<sup>st</sup> annual presentation of the UW System Accountability Reports, and that the UW System was the first statewide system of higher education in the U.S. to publish such reports. Saying that he was pleased with the progress the System was making to better explain and help others understand how it was trying to be accountable, open, and transparent, President Cross indicated that Senator Harsdorf and other legislators had been working with the UW System to refine these metrics in ways that would mean something to the legislature and would be useful on a statewide basis. Recalling his past comments that the System should not secure flexibility unless there was accountability, he said he was glad to have this ongoing dialogue.

President Cross explained that what the Regents were about to see was, to him, very impressive and useful. The dashboard would give the public the ability to go online and explore and analyze the accountability data. He indicated that this would be a tremendous tool for stakeholders throughout the System, and represented a huge step forward for the System. He observed that the dashboard was easy and intuitive to operate, helping individuals analyze and compare data for different institutions. It would provide information about how certain numbers were selected or how peer institutions were chosen, and its interactive charts and maps would help illustrate things in a digestible and user-friendly manner.

His final point was that the reporting process includes a large amount of data, and to interpret that data it was necessary to have context, some frame of reference to give meaning to the numbers being reported. As Interim Vice President Ward would explain, the System provided this context by identifying peer groups and by being transparent about the content. Each UW institution is unique, with different missions, different characteristics, and different student bodies. In some cases, looking at each institution's data within the context of its peer group could be more useful and instructive than comparing one UW institution to another.

### ***Accountability Reporting***

President Cross turned to Interim Vice President Ward to present the annual accountability report. After promising the Regents a live demonstration of the features of the dashboard later in the presentation, Interim Vice President Ward first provided some history of accountability reporting in the UW System, beginning in 1993 when Governor Thompson appointed an Accountability Taskforce, of which he was one of the charter members. Out of that taskforce came some accountability measures, and several revisions of the accountability reports followed as additional measures were added. Later institutional reports were added, and then in 2011 the legislature passed Act 32, which required the UW System to report on a total of 46 measures, with separation between UW-Madison and all the other campuses.

All 18 of these paper reports would be replaced with the Accountability Dashboard, which Interim Vice President Ward said would bring the UW System into the digital age of accountability. Earlier in that morning's committee meetings the Regents had looked at other accountability measures from the 2015-17 budget; those measures, some of which were already included in the Accountability Dashboard, also would be kept as a separate set of reports. Eventually these additional measures likely would be melded into a sub-dashboard.

The new dashboard would fulfill the purpose of accountability reports while making information accessible in new ways. The key focus was on performance indicators, items that were central to the systemwide mission, strategically important, or required by statute. The dashboard provides trends and benchmarks against peer and national data; it is also interactive and allows the user to drill down for more detail. Interim Vice President Ward added that the dashboard provided charts, graphs, and maps, which he said were more useful than the tables found in the former paper reports.

Outlining the rest of his presentation, Interim Vice President Ward explained that after the dashboard demonstration, which would include some pointers to help the Regents navigate the website on their own after the website went live at noon the next day, he would provide a summary of the UW System's performance by drawing out some challenges and accomplishments from the dashboard data.

Finally, Interim Vice President Ward noted that while the dashboard meets Board- and legislatively-mandated requirements for accountability reporting and offers visualizations of that data, it reflects only a fraction of all of the data the UW System had collected. The dashboard was critically focused on the System's 46 accountability measures.

## ***Demonstration***

Moving on to the live demonstration, Interim Vice President Ward went to the UW System Accountability Dashboard website (<https://www.wisconsin.edu/accountability/>). On this page there were a collection of icons representing different areas or clusters of accountability measures, such as "Progress & Completion" or "Cost & Efficiency."

Clicking on the icon for "Access" accountability measures, which looked at how the UW System was serving the state and who was coming to its campuses, Interim Vice President Ward said he would illustrate three navigation features of the dashboard – the ribbon bar, the filter, and the time-slider – which would allow users to look at individual campuses and certain sequences of data or spans of time.

The first navigation feature, the ribbon bar, was located above the data display and contained all of the indicators in the "Asset" cluster of accountability measures. The second feature, the filter, was a drop-down menu that allowed the user to select institutions. In the past data were reported collectively for all institutions except UW-Madison, which was reported separately; now people could view data for any campus. The final navigation feature was the time-slider, which allows the user to manipulate the time sequence; while year-to-year data tended to vary greatly, it tended to smooth out when looking at the big picture.

Looking at the display itself, the default data displayed on the "Access" page was a bar graph showing fall total enrollments in the UW System. Exact headcounts were displayed when the cursor was hovered over the bar for a certain year; for 2014, the headcount was 180,979 enrollments. Overlaying the bar chart was a line graph detailing the number of FTE (full-time equivalent) enrollments. If the user wanted to know how FTE enrollments were defined, they could scroll down the page and look beneath the data display to find a box labeled "Technical Notes." Clicking on this box produced a pop-up window that included the definitions for each

category of data used by the “Access” accountability measures. Interim Vice President Ward noted that most of these were standard national definitions.

He also showed how the dashboard had different ways of visualizing data by using the ribbon bar to move to a new indicator, new freshmen by geographic origin. The data for this indicator was displayed using maps of Wisconsin, the U.S., and the world, to show which counties, states, and countries new freshman were coming from.

Moving to another indicator, the percentage of Wisconsin high school graduates that enroll in the UW System, Interim Vice President Ward demonstrated the importance of the time-slider feature. Initially the dashboard displayed data for 2000 through 2013, and the trend was for the high school graduate participation rate to hover consistently around the 32 percent target. However, when the data set was expanded to 1976 through 2013, users could see how that rate had climbed from 25 percent before plateauing in recent times.

Looking at the “Access” indicator of underserved minority groups, the dashboard mapped out the percentage of Wisconsin high school seniors coming from various racial groups and ethnic groups that went on to the University of Wisconsin. The most recent data from 2013 showed that the participation rate for Asian students was 37 percent; for American Indians it was 10 percent; for African Americans it was 11 percent; and for Hispanic students it was 22 percent.

Navigating out of the “Access” cluster of accountability measures and moving on to “Progress & Completion,” Interim Vice President Ward pointed out another feature of the dashboard – peer and national data comparisons, which allowed the user to compare UW institutions to similar institutions elsewhere in the country.

Looking first at retention rates, he explained that the retention rate for the entire UW System was actually a record 82.1 percent the previous year. He then looked specifically at UW-Madison, for which the retention rate was 95.4 percent in 2013. The most recent comparison data available was for 2012; that year, UW-Madison’s retention rate was 95.2 percent, the peer median rate was 90.9 percent, and the national rate was 79.9 percent. Interim Vice President Ward emphasized the importance of comparing institutions to their peers. To find out who the peer institutions were for UW-Madison, the user would go to the “Technical Notes.”

Other indicators in the “Progress & Completion” cluster included retention rates by underrepresented group; four- and six-year graduation rates, which had seen continuous improvement since 1973; and continuation and graduation rates for new freshmen and transfer students.

Interim Vice President Ward explained that the percentage of first-time full-time students starting in the fall of 2008 who graduated from the same UW institution in which they initially enrolled was 60.7 percent. Another 5.5 percent were the roughly 15,000 to 16,000 students who started in the UW System, transferred, and completed their education somewhere in the UW System. The students who started at a UW institution and went to a non-UW institution were another 3.8 percent. Finally, 4.4 percent were current full-time students enrolled in the UW System and 4.6 percent were full-time students at a non-UW institution. In total, 79 percent of

students who enrolled in the fall of 2008 had either graduated or were still active in higher education.

He then moved to another cluster, “Economic Development,” which included measures involving research funding, STEM degrees, and alumni. Looking at a map of bachelor’s degree recipients by their zip codes, he pointed out that a large number of UW alumni have settled in Wisconsin, the Twin Cities, and the Chicago area. Data were shown for Wisconsin residents, Minnesota reciprocity students, and other nonresident students; he observed that Wisconsin was retaining a good number of both resident and nonresident UW graduates. Interim Vice President Ward added that he did not think the UW System was overtly trying to keep the brain power of its nonresident students in the state of Wisconsin; if it did, it might do an even better job of retaining those alumni.

Other accountability measure clusters on the dashboard included “Cost & Efficiency,” with indicators on affordability and time- or credits-to-degree; “Undergraduate Experience,” with indicators on student participation in high impact practices; “Faculty & Staff,” with indicators on employee diversity, compensation, and turnover; and “Institution Highlights,” which provided links to the various institution websites. Interim Vice President Ward encouraged the Regents to explore the dashboard further after it went live the next day.

Regent Whitburn asked about whether the dashboard would replace the previous accountability publications, and Interim Vice President Ward indicated that it would. Dr. Ward then offered his observations about what challenges were revealed when looking at the dashboard. These included: equity gaps in participation, graduation, and retention rates for underrepresented minorities; an average of \$8,000 in unmet financial need for those applying for financial aid; and levels of faculty compensation that averaged 19 percent below that of peer institutions (for UW-Madison this was 18 percent; for the comprehensives it was 21 percent).

Another challenge not immediately apparent in the indicators was that of total higher education enrollment in Wisconsin. He explained that total enrollments in the UW System, technical colleges, and private colleges had been declining in an advancing skills and job market; for the UW System, enrollments had been more or less flat. He suggested that thought should be given to what the statewide goal for higher education attainment should be.

Interim Vice President Ward stated that there was good news in the data, pointing to record highs in enrollments, retention, graduation rates, and numbers of degrees conferred. Cost-of-attendance measures were below the national average, and measures for student participation in high-impact practices were comparable to the national average. He added that employee diversity was increasing; administrative spending was below the national average; research funding was at an all-time high; degrees in STEM and health care were at all-time highs; and retention of alumni in Wisconsin after graduation was high.

Dr. Ward said that Sue Buth and her team in the Office of Policy Analysis and Research would be available to help with any questions related to using the dashboard. While they were creating a web video demonstration on how to use the dashboard, they were also available to arrange tutorials for anyone interested in learning more.



## ***Regent Discussion***

Regent Petersen commented that the Board had been criticized in the past for a lack of transparency and asked what kind of preliminary outreach had been done with legislators in the delivery of the dashboard. Interim Vice President Ward replied that because they needed to show the dashboard to the Board of Regents first, thus far legislative outreach had been limited to a demonstration for the two chairs of the higher education committees; however other demonstrations had been planned for after the Board's meeting.

President Cross suggested that the System needed to move away from simply making presentations and should instead let people get into the data and allow them to ask their questions. He added that the System was also interested in helping the staff of key legislators understand how to access and use the dashboard so that they could do their own analytical work with it. Speaking to Regent Petersen's point about transparency and ease of use, President Cross indicated that the socialization of how to use the dashboard was critically important; otherwise it would just "sit on the shelf" like the paper reports.

Regent Petersen said that the dashboard's level of sophistication seemed very high and included a great amount of data; he wanted to know whether this was an expensive unfunded mandate and how the UW System dealt with that.

Interim Vice President Ward answered that the dashboard was largely built internally, and required the investment of staff members' time in the Office of Policy Analysis and Research and in other departments. The only out-of-pocket expense that he could think of was for Tableau, a very powerful visualization software tool. The System had to hire a consultant to set up the program, but System staff had also been trained in that area.

Regent Petersen recommended that the System take the opportunity to point out that the dashboard was extremely well done, and by its own staff. President Cross asked Ms. Buth to stand and be recognized, and Interim Vice President Ward named a few members of the OPAR team who were key drivers for the project, including Heather Kim, Eric Durkee, and Todd Bailey. They received a round of applause.

Regent Farrow asked if the dashboard requirement was included in the budget or added to it by the Joint Finance Committee. Interim Vice President Ward said that it was actually not required by the budget; rather, it was the System's idea to streamline and digitize the reports by visualizing and presenting the data through an online dashboard.

Regent Farrow agreed with Regent Petersen that the governor's staff and legislators should know the time and manpower costs that were put into this effort to be transparent. She said that this was a good, strong reaction to the need for transparency that the Board had been hearing about for over two years.

President Cross noted that while the 46 accountability measures included in the dashboard – some of which had previously been part of Act 32 – were not required in legislation that year, the latest budget did include four accountability categories that eventually would be embedded into the dashboard.

President Millner indicated that she had an opportunity to go through the dashboard with System staff and had found it a very useful tool for examining both current and historical data.

Regent Mueller said that the dashboard seemed to be a great improvement and that she looked forward to navigating it. She noted, however, that while the UW System's accountability measures were greater than any other states' in terms of comprehensiveness, the quality of the data was sometimes not very strong. She cautioned that the dashboard was only as good as the data that went into it, and said she was eager to see any errors or definitional differences worked out – particularly for finance, which was very much on the minds of the UW System's stakeholders.

Regent Mueller then asked how the dashboard would translate to mobile use on tablet devices. Interim Vice President Ward said that the dashboard had been tested on all major browsers and tablets, and should work on a desktop, laptop, or regular sized tablet with a web browser. However, it was not designed to be viewed on a small screen like a phone, which would not be able to display the whole image. He explained that the System was not able to develop something small enough for a phone that could still convey the complexity and quantity of information available in the dashboard.

President Cross followed up on Regent Mueller's earlier point by emphasizing the importance of both context and quality data. He encouraged the Regents to bring anything that did not make sense to the attention of System staff so they could look into Regents' questions.

Regent Pruitt asked Interim Vice President Ward to return to the "Progress & Completion" data, which included information about students who started at one UW institution and completed their education at another UW institution. He noted that some of the comprehensive institutions had been frustrated by their graduation rates being potentially suppressed because their students were transferring to and graduating from other UW institutions. He wanted to know if the System now had new information that would enable it to track success rates for transfer students to the individual campuses where they began their studies.

Interim Vice President Ward said that he thought Regent Pruitt was correct. Explaining that a perfect retention rate was impossible because of factors like people moving, he suggested that these figures told a more complete story of student success and degree completion, which were improving steadily.

Regent Whitburn requested that Interim Vice President Ward click on the dashboard to select and view the data for UW-Oshkosh; this action opened a new webpage. It was explained that information about student success and progress rates for each of the four-year institutions was already reported through a voluntary system of accountability and was presented on a website called College Portraits ([www.collegeportraits.org](http://www.collegeportraits.org)). Rather than trying to replicate that information in the dashboard, the user is instead directed to the College Portrait page for the selected institution.

Regent Whitburn commented that part of the Board's responsibility was to look at outliers and ask why they existed. One of the most important things for the Regents was analysis

of key takeaways and areas where progress was being made or lost. President Cross stated that Regent Whitburn's final comment was in some ways related to how the System could best use this tool from a management perspective, and he invited the Regents to share any thoughts they might have in that regard.

He also thanked Interim Vice President Ward, Ms. Buth, Dr. Kim, and the rest of the OPAR team for their work on the dashboard, calling it a huge step forward. He said that once the four new accountability categories required by the budget, along with some additional items, were integrated into the dashboard, it would be easier to spot anomalies and act on them. President Cross also expressed his hope that the transparency and usefulness of the dashboard would have an impact.

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## **CLOSED SESSION**

President Millner called upon Vice President Behling to present Resolution 10549, to move into closed session. The motion was seconded by Regent Delgado and adopted on a roll-call vote, with Regents Behling, Delgado, Evers, Farrow, Grebe, Hall, Harsy, Higgins, Langnes, Manydeeds, Millner, Mueller, Petersen, Pruitt, Tyler and Whitburn voting in the affirmative. There were no dissenting votes and no abstentions.

### **Closed Session Resolution**

Resolution 10549      That the Board of Regents move into closed session to: (1) consider personal histories related to the naming of a facility at UW-Stevens Point, as permitted by s. 19.85(1)(f), Wis. Stats.; (2) confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), Wis. Stats.; and (3) consider annual personnel evaluations, as permitted by s. 19.85(1)(c), Wis. Stats.

The following resolution was adopted during the closed session:

### **Authority to Name the New Cabin at Central Wisconsin Environmental Station the "Byron and Margaret Shaw Cabin," UW-Stevens Point**

Resolution 10550      That, upon the recommendation of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, authority be granted to name the new cabin at Central Wisconsin Environmental Station the "Byron and Margaret Shaw Cabin."

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The meeting was adjourned at 4:42 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  
University of Wisconsin System