

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held in Phoenix AB  
UW-Green Bay University Union  
2420 Nicolet Drive  
Green Bay, Wisconsin

Thursday, April 7, 2016  
1:15 p.m.

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-President Millner presiding-

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

UNABLE TO ATTEND: Regents José Delgado, Tony Evers, Tim Higgins, and José Vásquez

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## UPDATES AND INTRODUCTIONS

### *President's Welcome*

President Millner welcomed everyone to UW-Green Bay and thanked Chancellor Gary Miller and his team for their generous hospitality. UW-Green Bay marked its 50<sup>th</sup> anniversary this academic year, and President Millner said the Regents were delighted to share in the celebration.

Next, President Millner recognized and welcomed Regent Emerita Judith Crain, former UW-Green Bay Chancellor Thomas Harden, and Senator Robert Cowles, who were all present at the meeting.

Observing that this would be the final meeting for Regents Chuck Pruitt, José Vásquez, and Nicolas Harsy, whose terms of service on the Board were ending, President Millner announced that these three would be formally acknowledged at the Board's June meeting at UW-Milwaukee. She said it had been a pleasure and a privilege to serve with each of them.

President Millner added that the three new appointees to the Board of Regents – Tracey Klein, Bryan Steil, and Lisa Erickson – would be observing from the gallery at various points

during the April 7th and 8th meetings. She said she was pleased to share that the Legislature had recently voted to confirm their appointments, and the new Regents would officially take their seats at the table at the June meeting.

President Millner provided an overview of the meeting agenda. Following a presentation by Chancellor Miller, the Board would turn its attention to student health, wellbeing and safety. As stewards of the UW System, one of Regents' key responsibilities is to be aware of and safeguard the campus climate where UW students live and learn, to ensure that it nurtures their success. Representatives from UW-River Falls and UW-Stout would lead that presentation.

President Millner noted that a joint meeting of the Audit Committee and the Business and Finance Committee would be held later in the afternoon. The Board's closed session would be held Friday morning at Mary Ann Cofrin Hall, following a breakfast with UW-Green Bay students, which she encouraged all Regents to attend.

### ***Welcome to New Administrators***

#### **James P. Henderson, Vice President for Academic and Student Affairs**

President Millner invited President Cross to make some introductions, beginning with James Henderson, the UW System's new Vice President for Academic and Student Affairs.

Vice President Henderson officially started his position in mid-March, having formerly served as Provost and Vice President for Academic Affairs at the University of Louisiana at Lafayette. In that position, he helped to develop some five-year strategic plans for the university, chaired the University Council, coordinated consortial degree and transfer agreements, and chaired a task force responsible for Title IX compliance.

Vice President Henderson also previously served as Dean of the College of Natural and Social Sciences at California State University in Los Angeles, and as Vice Chancellor for Student Success and Enrollment Management at the University of Colorado at Colorado Springs. He earned a Ph.D. and M.A. in mathematics at UW-Madison, and holds a master's degree and undergraduate degree in mathematics from the University of Texas-Austin.

Now serving as the chief academic officer for the UW System, President Cross explained that Vice President Henderson's areas of responsibility would include: academic program array, diversity and inclusion planning, data and policy analysis, faculty and staff development, student affairs, developmental education, and instructional technology. He would also provide leadership in strategic planning and predictive analytics focused on talent development to support the current and future economic development needs of the state and the nation. President Cross welcomed Vice President Henderson.

#### **Gary Bennett, Special Assistant in the Office of Educational Opportunity**

President Cross said he was also pleased to announce the addition of Gary Bennett to the President's Office as Special Assistant in the Office of Educational Opportunity, effective April

1<sup>st</sup>. This new position is designed to coordinate and collaborate the development of independent charter schools. President Cross explained that, with a unique background as a public educator, attorney, and most recently in the Capitol working for two state senators, Mr. Bennett was an excellent fit to grow this position and lead efforts to coordinate and collaborate with school districts, particularly around Milwaukee and Madison, with respect to charter schools. President Cross welcomed Mr. Bennett to the UW System.

### **Greg Davis, UW-Green Bay, and Robert Ducoffe, UW-Parkside**

President Cross said the UW System also had several new academic officers on its campuses, including Greg Davis, who was recently named Provost at UW-Green Bay. Dr. Davis, a 1981 graduate of UW-Green Bay, spent 27 years on the Natural and Applied Sciences faculty. He previously served as an Associate Professor for Academic Affairs and Director of Graduate Studies, and had been serving as UW-Green Bay's Interim Provost since May.

President Cross added that UW-Parkside also had a new Provost, Robert Ducoffe, who started in his new position earlier that week. Dr. Ducoffe is the former Dean of the Judd Leighton School of Business and Economics at Indiana University South Bend. He earned a Ph.D. in mass media from Michigan State University, a master's in communications management from the University of Southern California, and a bachelor's in political science from McGill University.

President Millner joined President Cross in welcoming these new colleagues.

### ***Update on Budget Reduction Impacts***

President Millner mentioned the Board's recent decision to work with chancellors to share progress updates on the System's budget reduction efforts in the institutions' home communities and regions. She stated that the Board appreciated the hard decisions chancellors have faced, undertaken and implemented. These decisions are complex, and the impact within and surrounding the campus communities throughout the state is real. This was why the Regents were encouraging the chancellors to share their updates and stories of impact with the public where they are, by engaging their local legislators, regional chambers of commerce, economic development agencies, academic partners from K-12 and technical college collaborators, alumni groups, and other members of the broader community. Regents would be joining with these engagements throughout the state.

President Millner emphasized the need to be accountable to the public, which means meeting people where they are, face-to-face, where the effect of the budget reductions is actually being felt. She said the chancellors and their institutions needed and deserved more than five minutes each to highlight their budget decisions and the resulting changes on their campuses, and they needed the Board to join them in the more localized conversations about the complex issues surrounding current and future budgets.

In addition, the Regents needed to see, to experience, and to understand the impact in person, by joining the members of the campuses and the public most directly affected. Noting

that this would not be possible in a five-minute presentation, President Millner said the Regents had a responsibility to find out what these budget-reduction efforts really meant through active participation. She said that Board members would do this in the months ahead, with Regents visiting UW institutions and meeting with students, staff, faculty, community partners, and the public.

President Millner said the Regents could and would help reinforce the fact that the budget reductions are being responsibly managed. Adding that the Board must help the state understand that there has been and will continue to be an effect on the campuses and on students' experiences, she said that this would be apparent in the chancellors' budget summaries, which would be shared that week. President Millner said she looked forward to being part of that effort in the months ahead.

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## **HOST INSTITUTION PRESENTATION BY UW-GREEN BAY CHANCELLOR GARY MILLER: "UWGB: 50 AND FORWARD"**

Stating that the Regents looked forward to hearing more about UW-Green Bay, President Millner invited Chancellor Miller to begin his presentation. Chancellor Miller said it was a great honor to welcome the Board of Regents to UW-Green Bay, which was celebrating its 50<sup>th</sup> anniversary. He said this was a very challenging time for the campus, but also a very exciting time as it looked forward to the next 50 years.

Chancellor Miller explained that, with the help of one of his colleagues, he would tell a story about a very exciting university that was born out of the spirit of the Green Bay community and was in the process of reshaping itself for the future; that was committed to transforming lives in a dynamic urban environment, creating solutions to social, environmental and economic challenges through innovation; and that was committed to being a major partner in growing and nurturing the economy of one of the biggest economic sectors in the state of Wisconsin.

He said UW-Green Bay would accomplish this by redefining what a regional comprehensive university is in that part of Wisconsin. When UW-Green Bay was founded in 1965, there was a strong sense in America of a deep commonwealth value to higher education and public universities. UW-Green Bay's local founders believed very strongly that having a public university would bring substantial social and commercial benefit to the region, and they envisioned a large university that would serve the needs of the growing economy.

Now, he said, many Americans do not believe in the commonwealth value of public universities, with the current view being that the benefits of higher education accrue primarily to those who receive degrees. UW-Green Bay was rearguing the case for a comprehensive university in the region by reshaping itself to add value to the efforts of business and communities, to address the real challenges of Northeastern Wisconsin, and to grow the talent in the state of Wisconsin and beyond. Chancellor Miller noted that this was being done during a

time of retrenchment and important changes in the contributions of the traditional key partners of higher education, the state and students.

Chancellor Miller expressed pride in UW-Green Bay, which he said was taking large, substantial, and hurtful budget cuts while thinking about the future. He shared his belief that the economy of the third-largest city in the state, which has an international brand, could not survive and thrive in the way the state needs it to without the University of Wisconsin as a full value-adding partner in the social culture and economic life of the region.

He said he wanted to show how the university's environment has changed in the 50 years since it was established, as well as UW-Green Bay's unique challenges and opportunities. He also said he would highlight the considerable assets that the university brings to bear on this challenge, and in particular to affirm UW-Green Bay's most important core value: its commitment to interdisciplinary education. This core value is a key element in the new conception of the role of comprehensive universities in the region, with its changing urban environment, and this approach is particularly powerful in preparing students for the modern workforce. Finally, Chancellor Miller said he would provide a glimpse of the future by asking one of UW-Green Bay's newest deans to speak about the vision and future of one of the university's new colleges.

### ***Changing Environment***

Chancellor Miller noted that current circumstances tended to focus attention on local challenges, particularly during a time of budget cuts, but added that everyone in higher education across the country and beyond was also being buffeted by global forces of change. These forces were having both direct and indirect effects on UW-Green Bay and its environment.

He suggested that the impact on the local environment was stronger than in other places, primarily because Green Bay is a growing metropolitan area that is becoming increasingly internationalized and faces many challenges of modern urbanization, including the collision of gentrification and poverty in the inner city and the transformation of surrounding suburbs. This "urban challenge" was the focus of UW-Green Bay's strategy and vision of the future.

Chancellor Miller also noted the challenges presented by demographic shifts in the number of graduating high school students and in the racial and economic diversity of the region, and by the need to meet the emerging technology needs of the biggest economic sectors, particularly health care and manufacturing.

Chancellor Miller stated that traditional views about careers did not serve students well, as students leaving the university today will enter a global economy, even if they stay in Green Bay the rest of their lives, and will also tend to have many more jobs than their parents had. UW-Green Bay has to train students for jobs that do not currently exist and that will use technologies that are only now emerging. Chancellor Miller noted that one of the reasons higher education in America costs so much is because institutions need to be ready to accommodate changes that cannot be predicted. One of the greatest advantages of UW-Green Bay is its

interdisciplinary approach, which can serve as a model for the development of the nimble intellectual range that students will require in the workforce.

Recent trends in state investment, both in Wisconsin and around the country, pose an additional challenge. Chancellor Miller observed that Wisconsin has an unusually highly-regulated higher education system. Chancellor Miller noted that the economy and other aspects of the region had changed since the university was established in 1965, and that these changes were important to the way UW-Green Bay sees the future.

He described how the founders of UW-Green Bay expected that the new university would bring more college degrees into the region, and also expected that the university would keep up with the national trends in degree attainment. Beginning in about 1990, however, the degree attainment rate in the city of Green Bay started to flatten out, becoming lower than those of the nation, the state, and the surrounding county (which was typical of urbanization).

Chancellor Miller stated that UW-Green Bay is a participant in Achieve Brown County, led by Tim Weyenberg, former CEO of The FOTH Companies, who also serves as UW-Green Bay's Austin E. Cofrin School of Business Executive-in-Residence. He indicated that it was an impressive, community-wide, cradle-to-career effort to monitor and encourage transitions in all areas, and degree attainment was part of this effort.

In addition, UW-Green Bay had joined with Northeast Wisconsin Technical College and the Green Bay Area Public School District in an ambitious early college education program called Turbo Charge, which is trying to reach the point where every student in the Green Bay Area Public Schools has the chance to earn at least 15 college credits before leaving high school. Chancellor Miller said that this very ambitious joint effort of the major education leaders in the local community was just beginning.

There was enormous growth in the number of people of underrepresented minority backgrounds in Green Bay from 1960 to 2010. Chancellor Miller noted that the surrounding area of Brown County grew slightly less diverse than the rest of the Wisconsin in that same period, and that racial and economic stratification could be observed in other regions, as well.

Chancellor Miller indicated that Green Bay has a large Hmong population and a rapidly growing Hispanic population, and the university has a longstanding relationship with the First Nations in that area of Wisconsin. Recently-retired professor Cliff Abbott, a Yale scholar who was one of the very first faculty members hired at UW-Green Bay, had spent the first 20 years of his scholarship working with the Oneida Nation to recover its written language. The Board had also recently approved UW-Green Bay's first doctoral program, an E.D.D. in First Nation Studies, which would be one of the few programs of its kind in the country. The chancellor described this diversity as both a challenge and an opportunity for UW-Green Bay, noting that the university must embrace it to succeed.

Chancellor Miller indicated that about 76 percent of Hispanic or non-white adults ages 25 or older in Green Bay did not have bachelor's degrees. He noted that, in this sense, Green Bay is more closely aligned with the urban core of Milwaukee, which has a much more diverse

population, than it is with the locations of some of the other comprehensive universities. This presents a special opportunity for UW-Green Bay to embrace an access mission, in order to provide opportunities mainly for people living in the city of Green Bay.

Chancellor Miller added that the number of underrepresented students in the Green Bay Area Public School District is increasing. This greater diversity presents UW-Green Bay with the exciting challenge of offering access and developing talent within the city schools, and it was for this reason that he had met with the district's superintendent, Dr. Michelle S. Langenfeld, earlier that morning. He shared how, when he first arrived at UW-Green Bay, he had asked Dr. Langenfeld why the university was not getting as many students from the Green Bay Area Public School District as he expected it would. The city's schools are more racially diverse than the schools in the surrounding county and the opportunities of the public schools need to be viewed in a different way.

Moving on, Chancellor Miller explained that the local economy had changed dramatically from 1960 to 2014. The "Agriculture, Construction and Manufacturing" sector had been reduced over the years, primarily due to changes in agriculture. There is still a very vibrant manufacturing sector in the area, though it is becoming more and more automated, which is an opportunity and a challenge for the university.

The "Professional Arts/Entertainment" sector increased from 9 percent of Green Bay's economy in 1960 to 21 percent in 2014, largely the result of the university's being located there. UW-Green Bay has one of the finest performance halls in the American Academy, and through the years has offered many opportunities for arts and entertainment. Chancellor Miller added that the attractions surrounding the Green Bay Packers had increased dramatically over the years as well.

Chancellor Miller also noted the dramatic increase of the sector related to health and education, from 12 percent to 25 percent. He identified this as the main reason for his request to reorganize UW-Green Bay into four colleges beginning July 1, in order to better align its academic programs with these economic sectors.

### ***UW-Green Bay's Response to Urban Challenge***

UW-Green Bay's response to these new realities has been to recognize this urban challenge and to reorganize and reimagine its obligations to the community. Chancellor Miller stated that the university can no longer afford to just teach students how to solve problems, though that was something its interdisciplinary program did well. As an institution, UW-Green Bay must accept ownership for some of the regional challenges and accept its part in the collective responsibility to solve them. Rather than suggesting how to expand social and commercial opportunity, the university must be a key value-added partner in accomplishing that objective. For example, UW-Green Bay now has conversations with the Green Bay Packers organization, which is very actively trying to expand social and commercial opportunities through its planned Titledown District.



This effort will require the university to extend beyond its traditional academic mission. Chancellor Miller acknowledged that UW-Green Bay has been a great university for 50 years, and most of the time has been growing in enrollment while offering enormous assets to the community. However, in the future it would need to be a university that transforms, innovates, and becomes an accountable partner and leader in the community.

Chancellor Miller cautioned that UW-Green Bay must first make it through its current bottleneck before it can transform. The university has had to reduce itself, having lost its key partners in the state and the students, and now needs to rehabilitate those relationships through constructive discussions with the legislature, business leaders, and others in the community. He predicted that the next biennium would be a critical point for UW-Green Bay; the right kinds of relationships and the right kind of support would be needed in order to transform the institution for the next 50 years.

Chancellor Miller explained that the “Invent the Future” process, which began when he first came to UW-Green Bay, was an institution-wide initiative that would help the university accomplish its transformation. It included community members and students, with more than 150 people on campus participating in four different areas. Participants reflected on UW-Green Bay, including its student culture and undergraduate and graduate program arrays, among other topics. This “Invent the Future” process produced four reports and a number of themes, which were currently being developed. Chancellor Miller noted that one theme that stood out was the need to reorganize in order to match the changed economy and meet the university’s mission in the region.

Beginning the previous spring and through the summer, his leadership team worked with shared governance groups to develop a document called “The Future Imagined,” which included a rational business model that was used to develop the reorganization recommendation later approved by the Board. Simultaneously, a different kind of planning group was put in place, called the University Planning and Innovation Council (UPIC). This group of faculty and staff work in business time to advise the chancellor’s cabinet and the shared governance process. Through the next year, University Planning and Innovation Council would take UW-Green Bay’s current strategic plan and shape it into a plan for the future. Chancellor Miller explained that the current strategic plan does include all of the institution’s key values. He said that by the same time next year, he expected to have a prioritized, hard-hitting plan.

### ***Core Values and Key Assets***

Chancellor Miller spoke about UW-Green Bay’s focus on interdisciplinary studies. UW-Green Bay was originally organized around interdisciplinary units; and interdisciplinary perspectives remain a core value of the university and are key to the success of the economy, he said. Conversations with employers of UW-Green Bay graduates revealed that the university had been successful at developing students with great intellectual range and who are not afraid of complexity, work well in interdisciplinary teams, and advance quickly.

Chancellor Miller noted that the most important asset of any university is its faculty and staff, and he reported that UW-Green Bay’s faculty represents some of the most prestigious

graduate programs in the country and includes a number of international scholars. He said that UW-Green Bay's faculty are superb teachers, with nine having received the Regents Teaching Excellence Award; they are productive, having in the previous year published more than 150 peer-reviewed articles and 15 books, and having participated in 130 exhibits and performances.

Chancellor Miller added that UW-Green Bay is proud of its faculty's commitment to the community, with a large number engaged in some service activity each week. In the previous year, more than 200 service projects involved UW-Green Bay faculty; there was rarely a community initiative or effort that did not involve a UW-Green Bay faculty or staff member. He also noted that more than half of the university's researchers applied their work to some local challenge, which was a great foundation for the future work the institution would need to do in the urban area.

The chancellor also praised the university's community partners and alumni. As an example, he highlighted the work of the Council of Trustees, which includes most of the community's major leaders and is engaged in advising the university and in helping to develop programs and in advocating for UW-Green Bay.

Among other notable partnerships, Chancellor Miller mentioned the educational consortium formed by the UW Colleges and technical college campuses in the region, along with UW-Green Bay and UW-Oshkosh. The group meets regularly to discuss how to work together to meet educational and talent needs in this region and to work on pipeline issues, to move students through high school, into IT programs, and out into the workforce faster, to meet the demand for those skills.

The Greater Green Bay Chamber and its partners, including UW-Green Bay, would soon begin a community-wide economic development strategic plan, having arranged for a consultant from Austin, Texas, to lead this effort. Chancellor Miller said it was already clear from early meetings that UW-Green Bay must be a vigorous partner in economic development in the local area, an exciting prospect.

Chancellor Miller listed a few of the university's other assets: the roughly 750 acres of its beautiful campus, which includes a designated arboretum; some great facilities, such as the Weidner Center for the Performing Arts, one of the best performance halls in the country; and UW-Green Bay's location at the entryway to Door County, one of the greatest recreational areas in America.

One of UW-Green Bay's biggest assets is its participation in Division I athletics, which provides the institution with markets in every big city and every region in the country. Chancellor Miller noted that this advantage is now being leveraged in regard to some of UW-Green Bay's online programs. The university's two Division I programs, the men's and women's basketball programs, both made it into the 2016 NCAA championship tournaments. Citing a 220-percent increase in web hits on UW-Green Bay's webpage during the teams' participation in those tournaments as compared to the same period of time in 2015, Chancellor Miller said the university was excited about this development. He also announced that there would be an opportunity for the Regents to meet the two teams, along with their coaches, at the

evening's reception at Lambeau Field. He expressed pride in the players, who are also good students.

Chancellor Miller went on to say that UW-Green Bay is proud of its students. Almost 62 percent come to campus with no traditions in higher education, but they do well at UW-Green Bay. He encouraged the Regents to explore the student research posters displayed in the University Union as part of the Academic Excellence Symposium. Many of these posters would also be at the Posters in the Rotunda event the following week.

After sharing a brief video which juxtaposed UW-Green Bay students discussing their dreams with distinguished alumni discussing their successes, Chancellor Miller concluded that UW-Green Bay can make students' dreams come true.

### ***Dr. John Katers, Inaugural Dean of the College of Science and Technology***

Chancellor Miller stated that the next day there would be an announcement introducing Dr. John Katers as the inaugural dean of the new College of Science and Technology. He then invited Dr. Katers to briefly share his ideas of where this college could go and why it is so important to UW-Green Bay. Chancellor Miller noted that, having grown up in Green Bay, Dr. Katers would be able to show how this particular college also connects to the institution's past and its importance moving forward.

Dr. Katers stated that he would briefly talk about the past and the present, and would spend more time on the future because, as an engineer, he enjoyed thinking about building things and where the university was headed.

Referring to the year 1919, which he said predated UW-Green Bay by quite a bit, Dr. Katers explained that this was an important year because three instrumental companies were established in Green Bay at this point in time: the Green Bay Packers, the Fort Howard Paper Company, and the Paper Converting Machine Company (PCMC). Without these three companies, the university would be a much different place. Going forward, he suggested that the university would need to find other people within the community who can serve the same role as these companies once did.

Examining old photographs of these three companies from a science and technology standpoint, Dr. Katers observed that while the Green Bay Packers' original City Stadium probably did not have a lot of technology, its current Lambeau Field stadium uses an incredible amount of technology. The Green Bay Packers organization also continues to transform itself with new and exciting developments such as its Titledown District.

The Fort Howard Paper Company, now the Georgia-Pacific West Mill, produced energy through a coal-fired power plant (which has since been replaced by a natural gas boiler); used a waste water treatment plant; and employed thousands of people in its facility. Dr. Katers shared that he had worked in the company's research and development division as a UW-Green Bay student, and said that opportunity had a big impact on his life. The paper company's location

next to the Fox River also brought to mind one of the biggest PCB cleanup projects in the world, the Fox River Cleanup Project, estimated to cost nearly \$1 billion.

Similarly, PCMC produces equipment that is used locally and is also shipped all over the world, and hires all kinds of electrical and mechanical engineers. Dr. Katers observed that these companies all demonstrated science, technology, and engineering being deployed locally, presenting opportunities for students and for community improvement.

Looking at the relationship of these three companies to the university, Dr. Katers explained that without them UW-Green Bay would be a completely different institution. The university is the higher education partner of the Green Bay Packers; the Fort Howard Paper Company was founded by Austin E. Cofrin, whose family invested greatly in the campus and the community; and UW-Green Bay's Wood Hall facility was named for PCMC's second president, L.G. Wood.

Dr. Katers shared that, though he is an engineer, he also currently holds the Frederick E. Baer Professorship in Business, which was named after another president of PCMC. Citing the interdisciplinary perspective of the UW-Green Bay campus, he explained how as a student he had double-majored in environmental science and business administration – two entirely different majors which had served him well in his career.

Looking at the present, Dr. Katers noted that the region has an under-educated workforce, and that the huge amount of automation changing many industries will mean that future jobs will be different from those that exist now. Dr. Katers also suggested that the region's environmental legacy would in many different ways create opportunities for engineers, scientists, human biologists, and all of the people who would be housed within his new college. For instance, the local waste water treatment plant spends about \$160 million on upgrading equipment to improve water quality, which presents opportunities for UW-Green Bay students and faculty to do collaborative research. As an example, some faculty have deployed sensors in the river to study the effects of phosphorus and nutrient loading. This is technology that can then be used and deployed all over the world.

It was expected, Dr. Katers said, that the new College of Science and Technology would include programs in the natural and applied sciences, such as biology, chemistry, geoscience, environmental science, and math; the Cofrin Center for Biodiversity; and the Environmental Management and Business Institute (EMBI), which was established in 2008.

The strengths of the new college would be the faculty, staff and students, who conduct huge amounts of research, write publications, and perform well in the classroom. It would also include many good programs that are long established and have potential for some great new opportunities, such as engineering technology programs; a new partnership with the Medical College of Wisconsin; and new programs in athletic training, actuarial science, and water science.

The keys to the college's future success would again begin with its people. Dr. Katers pointed out the need to recruit and retain exceptional faculty in order to continue moving

forward, adding that this would be his top priority. He also recognized the need to continue developing programs and diverse opportunities that meet the needs of the community and the university's partners. He suggested that the college could have a regional, national, and potentially international footprint with some of the programs it would roll out.

One example of how the university goes out into the community is the Environmental Management and Business Institute (EMBI). Related to UW-Green Bay's interdisciplinary focus, students can receive a certificate in sustainability by taking courses in environment science, environmental policy and business. EMBI places a large number of interns in the community, and has received funding from Great Lakes Higher Education to place 260 interns over the next three years. These students would be paid to participate in internships, giving them practical, hands-on, real-world experience out in the community.

Sharing examples of some of the organizations sponsoring EMBI internships, Dr. Katers indicated they should be future partners of the College of Science and Technology. These organizations came from many different industry clusters, including agriculture, engineering, food processing, science, technology, and health, all of which could be related to this new college.

Noting that the role of scientists and engineers is to solve problems, and that there is no shortage of problems these days, Dr. Katers proposed that the new college should be the first place people go when they have a problem with science, technology and engineering. He said he wanted to deploy the incredible amount of talent at the university, get students involved in that process, and help make things better. Doing this would lead to better quality of life, job creation, and new businesses and new industries in the region. He added that Northeast Wisconsin in particular needs more scientists, more engineers and more technologically-savvy people.

Looking ahead to future challenges and opportunities, Dr. Katers said the university needs to take advantage of opportunities in the community beyond its old ties to the Packers or to paper companies; UW-Green Bay needs to be at the center of attracting young professionals to the area and building the community.

### ***Regent Discussion***

Chancellor Miller thanked President Millner for the opportunity to showcase UW-Green Bay. President Millner congratulated the chancellor and Dr. Katers on UW-Green Bay's new college, noting that the university's tradition of collaboration and interdisciplinary work with its partners was making a difference. She invited Regents' questions.

Regent Pruitt said he was struck by Chancellor Miller's "commonwealth case" for a public university and called it a neat concept. Noting that both the chancellor's and Dr. Katers' presentations had emphasized links to the business sector, Regent Pruitt suggested that over time the business sector had been disconnected from that commonwealth case for a public university. He asked Chancellor Miller about his recent conversations with businesses in relation to this important concept.

Chancellor Miller reported that he was very encouraged, and added that the community's support for the university had not lost its original intensity. However, the university needs to explain how it can become more of a partner in addressing big challenges, and must be very clear about what it can do and understand how it can adjust to the new environment. He observed that Americans' support for public universities began waning around the same time that states began divesting about 15 years earlier, and that very few public universities formed in the United States after UW-Green Bay was established in 1965. He suggested it was necessary to reinvent the value of the university in the region.

Regent Petersen recalled that the Research, Economic Development, and Innovation Committee had heard a very expansive discussion earlier that morning about how UW-Green Bay's Council of Trustees had been mobilized as part of the re-engagement with the business community. In his own previous discussions with Green Bay's business community, Regent Petersen said that one thing they had emphasized was that the university needs to grow with the business community of Green Bay and Brown County.

Having already heard some exciting ideas for this from Dr. Katers, Regent Petersen asked Chancellor Miller to discuss some of the impediments that the Board could perhaps break down for the university, so that UW-Green Bay can indeed grow with and elevate the surrounding businesses and community development.

Chancellor Miller pointed to changes that could be made internally. The first was to operationalize the interdisciplinary program so that UW-Green Bay could sell it as an asset to the educational experience. Another change would be to rethink UW-Green Bay's program array in terms of the new environment, which would require interaction with the Board of Regents and the System. He suggested that this conversation would include asking questions about how the university will fund its programs, how it will handle programs that might not work, and whether there should be more competition.

Chancellor Miller added that UW-Green Bay was currently investing a great deal in its approach to enrollment, something it had not needed to do before because it was an institution that people wanted to attend. The university was working hard to have its enrollment efforts gain traction and had started to consider how to market itself.

Addressing Regent Petersen's comment about the Council of Trustees, Chancellor Miller explained that they had decided to ask the trustees to go beyond advising the university by becoming its partners. This meant the university had to start being accountable to the trustees at some level. As an example, Chancellor Miller shared that any program request coming to the Board from UW-Green Bay will have community support, because those proposals must first go through the Council of Trustees. He noted that there had been a few programs that did not go on to the Board because they could not get the Council's support. Chancellor Miller said he agreed with the trustees' belief that there were better ways to shape those programs.

Stating that it was hard to imagine Wisconsin without a vibrant Green Bay, Chancellor Miller emphasized that the region cannot educate itself out of its talent problem; it must also

attract and keep 19- to 27-year-olds. One of the reasons the university was in such deep discussion with the trustees was because they have that same challenge.

Regent Farrow praised UW-Green Bay's partnership with its local technical college. She noted that such close involvement was rare, and likened the relationship to the European model of "training the hand and the mind" by teaching both skills and the theory behind them. She indicated that legislators should receive input about this collaboration, as well as any obstacles that might cause it not to work.

Chancellor Miller affirmed that legislators would be informed about this collaboration, and added that he did not see a future where UW-Green Bay grows without being virtually married to the technical college. Most of the impediments he had observed were a matter of will and determination on the part of the institutions, but he said they would find ways to work collectively.

Regent Farrow also observed that, due to the state's tax climate and funding caps, many school districts had to develop ways to make the community a direct owner in the success of education, rather than filtering revenues through Madison. Referring to the Council of Trustees, she suggested that by giving the trustees a sense of ownership, they would develop another level of understanding and pride toward UW-Green Bay and would market the university.

In response to a question from Regent Langnes, Chancellor Miller noted that the university had just started a new partnership with the Green Bay Area Public School District's Superintendent's Office and the Northeast Wisconsin Technical College to work on an ambitious project, which he said would articulate closely with the efforts of Achieve Brown County in exchanging data between the university, the school district and the health care system. Details about the program had been discussed in the Research, Economic Development, and Innovation Committee meeting earlier that day.

President Cross asked Chancellor Miller to further discuss how the Council of Trustees was engaged and helping to hold UW-Green Bay accountable.

Chancellor Miller stated that it was a matter of trusting the Council. For example, the trustees had pushed back on some missing aspects to UW-Green Bay's strategic enrollment package; one of the more interesting comments was that they did not foresee the university engaging its students with a certain strategy. Chancellor Miller said the trustees were able to provide a different perspective than the university's administration, and UW-Green Bay benefited from getting that wisdom. In another example, he explained that while programs come from the faculty, the university asks the trustees to provide input and ratify a program before it sends on the notice of intent to UW System Administration.

President Millner thanked Chancellor Miller and Dr. Katers for an engaging and impressive presentation. Speaking on behalf of her colleagues, she expressed appreciation for the opportunity to get to know UW-Green Bay and its people, programs, and community better.

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## **PRESENTATION AND DISCUSSION: “STUDENT HEALTH, WELL-BEING AND SAFETY,” LED BY ALICE REILLY-MYKLEBUST, DIRECTOR OF STUDENT HEALTH AND COUNSELING SERVICES, UW-RIVER FALLS, AND JOHN ACHTER, INTERIM ASSOCIATE DEAN OF STUDENTS, UW-STOUT**

### ***Background***

President Millner turned the Regents’ attention to the topic of student health, well-being and safety. She said that it is a vital part of the Board’s commitment to students in the UW System that their needs are met both in and outside the classroom. Students’ physical health, mental health, alcohol and/or drug use, and safety are factors that can play a significant role in student success. It is important that campus professionals, UW System leadership, and the Board of Regents are kept up to date on these issues.

From 2005 to 2011, institutions administered a common alcohol and other drug (AOD) survey on a biannual basis to track student substance abuse behaviors. When that initiative ended due to budgetary and logistics issues, there were calls from constituent groups across the System to begin tracking trends in other important areas that impact student success.

The National College Health Assessment (NCHA) was chosen as the tool to accomplish this goal. It is a comprehensive national survey that assesses several critical areas of student health, safety, and well-being. With funding from the UW System and assistance from UW Stout’s Applied Research Center, the first systemwide administration of the National College Health Assessment took place in the spring of 2015.

President Millner indicated that it has been recommended that this tool be administered systemwide every three years in order to establish trend data that can assist campuses in ongoing planning and evaluation of health-related initiatives. The presentation would include some highlights from the inaugural survey from the previous spring, with a few additions from related assessment efforts across the UW System. Each institution received a full report of its individual campus data, a copy of its raw data file to allow for further analysis, and copies of both UW System and national benchmark reports.

To lead the Regents in this discussion, President Millner welcomed Alice Reilly-Myklebust, Director of Student Health and Counseling Services at UW-River Falls, and John Achter, Interim Associate Dean of Students at UW-Stout.

### ***National College Health Assessment Highlights***

Dr. Achter explained that this effort had been several years in the making, and that this was the first time that the UW System had administered a systemwide survey to track health, mental health, and safety trends. He expressed appreciation to the Board of Regents for supporting past committee reports that led to these evaluation efforts, and to the UW System for providing funding to the Applied Research Center at UW-Stout.



The NCHA is a comprehensive health and health behavior survey, which in 2015 was administered to a representative group of 8,000 students at UW campuses. Dr. Achter explained that the national trend comparisons that he and Dr. Reilly-Myklebust would be making were from the national reference group of more than 90,000 students at more than 100 campuses around the country.

Noting that the NCHA is a very comprehensive and long survey for students to take, Dr. Achter emphasized that the areas covered by this presentation were only a snapshot of the data collected; he and Dr. Reilly-Myklebust would try to highlight the important findings in areas that most impact the experiences and the success of UW students.

### **Disabilities**

Dr. Reilly-Myklebust reported that the survey asked about a variety of disabilities. The top four disabilities reported by UW students were ADHD (Attention Deficit Hyperactivity Disorder), psychiatric conditions, chronic illness, and learning disabilities. UW System students reported higher rates than the national reference group, and the national trend data show that the rates of all of these disabilities are increasing. She explained that this has an impact on the UW System's disability services offices, as well as its health and counseling services related to chronic illnesses and psychiatric conditions.

### **Health Conditions, Health Insurance, & Health Services**

The survey also asked about a variety of health conditions. For UW System students, the top eight conditions diagnosed or treated by a professional in the previous 12 months were: allergies, sinus infections, back pain, urinary tract infections, strep throat, migraine headaches, asthma, and ear infections. UW System students reported higher rates of most of these conditions than the national reference group, with 60 percent of females and 43 percent of males reporting one or more of these conditions in the previous 12 months.

Dr. Reilly-Myklebust stated that responses to extra questions about the use of campus health services indicated that 54.3 percent of UW System students said they had accessed their campus health services. More and more students have chronic illnesses, and an increasing number of visits are related to mental health or psychiatric conditions, in particular medication management. Other services accessed included reproductive health services; public health functions, like communicable disease surveillance and management; advocacy for campus policies such as tobacco-free policies; and advocacy for student access to affordable and adequate health insurance.

Dr. Reilly-Myklebust indicated that more UW System students reported having no health insurance (3.6 percent) compared to students nationally (3.2 percent). She noted that this figure did not address the issue of underinsured students; it was not unusual for a student to have a \$2,000 or \$3,000 deductible for their health insurance, meaning they would have to pay all of those costs before their health insurance would cover anything. Another issue was that increasing coinsurance meant that students would have to pay higher copays of 10, 20, 30 or 40

percent. Therefore, having access to some basic health and mental health services through the UW campuses is critical.

### **Sexual Violence, Physical Violence, and Safety**

The survey also asked questions about sexual violence, including instances where a student was sexually touched without consent, sexually penetrated without consent, or a victim of stalking. Rates tended to be higher among females than males, but additional analysis also showed that rates were disproportionately higher among students with disabilities and LGBTQ students.

National trends show that perpetrators are overwhelming males, often students, who are an acquaintance or a friend of the victim; that sexual assault is very under-reported; and that alcohol is often involved, making it difficult to address the issue of sexual violence without also addressing the issue of alcohol.

Noting that the federal Violence Against Women Act (VAWA) requires that sexual assault information be provided to all new students, Dr. Reilly-Myklebust said that 70 percent of UW System students reported receiving that information, compared to 77 percent of students nationally. She added that the UW System Sexual Assault Task Force was working to improve on that, among many other efforts related to sexual assault.

The survey questioned students on whether they had been in a relationship that was physically or emotionally abusive within the previous 12 months. Again, females reported higher rates, as did students with disabilities and LGBTQ students. Dr. Reilly-Myklebust noted that a significant proportion of UW students reported being in emotionally abusive relationships.

The survey asked students if they had been verbally threatened, in a physical fight, or physically assaulted in the previous 12 months. Rates of violent incidents, particularly for verbal threats or physical fights, tended to be higher among males compared to females. Dr. Reilly-Myklebust added that further analysis again found that students with disabilities and LGBTQ students had higher rates of these incidents. She also called attention to the significant number of UW System students who said they had been verbally threatened.

The survey also asked about whether students felt very safe on campus, both during the day and at night. Dr. Reilly-Myklebust said the good news was that UW System students generally reported feeling safer than students nationally. Male students tended to feel safer than female students, particularly at night, and students in racial and ethnic minorities and transgender students reported feeling less safe.

### **Mental Health**

Dr. Achter, who explained that he is a psychologist and has directed UW-Stout's counseling center for 13 years, said that after the school shootings at Virginia Tech and Northern Illinois, increased attention had been paid to mental health around the country, especially among college students. There was an ad hoc committee that presented to the Board of Regents in 2009

and led to two ongoing evaluation efforts. One is a population assessment of mental health needs, and the other an assessment of the counseling impact of the services provided around the System.

Displaying the results from the UW System's participation in the Healthy Minds Study from spring 2012, Dr. Achter drew attention to a graph showing that nearly one-third of UW students screened positive for a mental health concern. This figure included all students who at the time of the survey screened positive for clinically significant levels of symptoms related to the following conditions: major depression, "minor" depression, panic disorder, generalized anxiety, suicidal ideation, and non-suicidal self-injury.

Dr. Achter reported that the good news was that 40 percent of UW students were coded as "flourishing," which is a measurement of positive mental health or the degree to which someone is exhibiting above-average mental health or resilience.

Depression is one of the top two mental health conditions faced by adults in general, and this also applied to UW System students. Dr. Achter noted that higher percentages of female, ethnic minority, disabled, and LGBTQ students reported feeling so depressed that it was difficult to function at least once in the previous 12 months. Nationally, the trend for students reporting diagnosis or treatment of depression within the last 12 months had risen from about 10 percent to about 14 percent from 2010 to 2015.

Dr. Achter observed that, while ethnic minority students reported more experiences of depression, they were less likely to have been diagnosed or treated during that same timeframe, meaning they were less likely to seek services. This was also noted in the UW System's Counseling Impact Assessment Project, which asked students if they had received prior counseling. Saying that the System needs to pay attention to this known trend, he suggested that it could mean both that these students might have less access to services prior to coming to college, and also that they might be less comfortable using the university's services. He added that the latter explanation might possibly be related to the diversity of the System's counseling staffs.

Anxiety is the other most common mental health issue, and in recent years it surpassed depression as the most commonly diagnosed mental health condition. Half or more of UW System students reported feeling overwhelming anxiety in a given year. There were stark gender differences, with more female students indicating issues with anxiety; there was also a greater prevalence of anxiety among ethnic minority students, students with disabilities, and LGBTQ-identified students. The national trend from 2010 to 2015 showed the percentage of students reporting the diagnosis or treatment of anxiety in a given year growing from 10 percent to 16 percent.

Moving on to suicide and self-harm, Dr. Achter explained that the focus on more serious health and safety concerns consumes the time and energy of behavior intervention teams at all of the UW campuses. While threats of violence to others are thankfully quite rare, threats to self are more common. Nearly 10 percent of students in the whole UW System population seriously consider suicide in a given year, and 1 percent, or roughly 2,000 UW System students, report

making an attempt. These statistics have led to prevention efforts around the country and in the UW System, including bystander intervention and gatekeeper trainings to identify and refer troubled students. Dr. Achter again noted that certain populations are more vulnerable to suicide and self-harm, including students with disabilities and those who identify as LGBTQ.

Speaking about counseling center utilization trends, Dr. Achter said that in the fall of 2015, the Center for Collegiate Mental Health, located at Penn State University, surveyed its membership of over 350 college and university counseling centers nationwide, including many UW System institutions. That survey found that responding schools' enrollment growth over the past six years averaged 6 percent, yet there was a 30 percent growth in the utilization of services.

Dr. Achter indicated that his own survey of all UW System counseling center directors showed that there was an average growth of 3 percent in enrollment across the UW System's four-year campuses, but utilization of counseling centers had grown 27 percent. While this trend is a growing concern, he said the good news is that students are increasingly comfortable seeking services. The challenge is the difficulty in keeping pace with this growth, and some counseling centers have had to resort to wait lists during more busy times of the year.

Sharing some results of the Counseling Impact Assessment Project, Dr. Achter stated that UW students are very satisfied with the services that are provided, with licensed mental health professionals on every one of the campuses. He added that 94 percent of students said they would recommend counseling services to a friend, and 96 percent said it was important to have counseling services located on campus.

The study also asked whether the issues that brought students to counseling were forcing them to consider leaving school, and almost a quarter of students in a given year answered "yes." After counseling, the study followed up with those students to ask them if their counseling experience helped them stay in school, with over three-quarters saying that it had.

### **Alcohol and Drugs**

Shifting to the topic of alcohol, Dr. Achter noted that the NCHA survey was replacing a biennial systemwide Alcohol and Other Drug Abuse (AODA) survey. There were a few messages from this data that he said he would highlight.

First, the percentage of students who choose to abstain from drinking is increasing nationally, and is also increasing among UW System students. Nearly one-third of students now answer "no" to the question, "Have you consumed alcohol in the last 30 days?"

Among students who do drink, binge drinking is an important topic because of the negative consequences that are known to accrue at higher rates of consumption. Binge drinking is defined as five or more drinks in one sitting for men, and four or more drinks for women. Dr. Achter noted that the UW System had been seeing some positive trends, hopefully due to prevention efforts on campus, with the percentage of students who report binge drinking decreasing from 60 percent to 35 percent over the previous decade. The UW System was closing the gap and becoming comparable to national averages.

He observed that students' drinking behaviors do not always begin in college. The previous AODA survey asked whether students drink the same or less than before coming to college; 60 percent of UW System students reported that they were drinking the same or less, indicating that they had prior drinking experience.

Some of the negative consequences due to drinking that are most commonly reported by students include doing something they later regretted, forgetting where they were or what they did, and having unprotected sex, among other risk behaviors. Over 50 percent of UW System students experienced one or more of these consequences, though this figure is on the decline.

The good news is that students are increasingly engaged in "protective behaviors," which are actions that make it less likely that students will experience negative consequences. Almost all UW System students are engaging in some form of behavior that will reduce their risk, even if they are choosing to drink. This is a change from previous generations, with current students being less likely to drink and drive, and more likely to look out for each other.

After alcohol, marijuana is the second-most used drug among UW System students. Dr. Achter noted that the effect of marijuana legalization around the country on the use of marijuana by Wisconsin students thus far appeared to be negligible. About 14 percent of UW students reported that they had used marijuana in a 30-day period, under the national average of 17 percent. While the national average had been increasing, that effect had not yet been seen in Wisconsin.

Social norms marketing is one of the prevention efforts to correct misperceptions about the extent to which one's peers engage in a particular behavior. This has been a successful strategy to reduce alcohol use, as students now understand in more accurate ways what their peers are doing. Rather than the exaggerated "everybody is drinking," students now seem to know that not everybody is drinking, and some students are drinking at safer levels. However, there is still a gap between perception and reality concerning marijuana, with students believing that their peers are using marijuana to a greater degree than they actually are. This presents another opportunity to make some headway with prevention efforts.

There are also some differences in the student populations that are more likely to use marijuana, with LGBQ and transgendered students reporting higher rates of use. Dr. Achter speculated that some of these students might be using marijuana as a way to self-medicate some of the stresses he had previously mentioned.

After alcohol and marijuana, the other drugs that students were using most included the illegal use of prescription drugs, primarily stimulants (such as those that would be prescribed for ADHD, such as Ritalin or Adderall) or pain killers (the opioids). Dr. Achter noted that other drugs, such as heroin or club drugs like ecstasy, were not included in the survey results because less than 1 percent of students reported using them.

## **Weight and Physical Activity**

Turning to other health concerns, Dr. Reilly-Myklebust explained that the body mass index (BMI) is a measure that adjusts weight for height, and that a BMI of 25 or greater is considered overweight and puts a person at higher risk for conditions like cardiovascular disease, diabetes, and also certain types of cancers. The average UW System student's BMI is 25.00 for females and 25.90 for males, higher than for students nationally.

The NCHA survey found that less than half of UW students were meeting recommended physical activity guidelines, which is comparable to national trends. Noting that people tend to be less physically active and gain weight as they grow older, Dr. Reilly-Myklebust said these BMI scores and physical activity levels were concerning for a survey population with an average age of 21 or 22. This highlights the importance of having access to recreational and fitness programming and facilities for students.

## **Sexual Behaviors and Sleep**

Dr. Reilly-Myklebust stated that about 85 percent of UW System students reported having zero to two sexual partners in the prior 12 months. Also, 54 percent said they had used a condom with vaginal sex mostly or always in the last 30 days, and 59 percent said they had used contraception the last time they had vaginal sex, which was higher than 54 percent nationally.

The top methods of contraception that students reported were male condoms followed by birth control pills, both very popular. She added that withdrawal is unfortunately still fairly popular, though not very effective; and that intrauterine devices (IUDs), which are a very effective and very safe form of contraception, are becoming more popular. Finally, the fifth most popular method of contraception was the use of male condoms combined with another method for additional protection. Dr. Reilly-Myklebust emphasized the importance of having access to reproductive health services to help students make healthier choices about sex.

Sleep is becoming more of a problem with students, both nationally and within the UW System, Dr. Reilly-Myklebust reported. The survey found that 39 percent of UW students said they had "more than a little" to "a very big" problem with sleepiness during the day within the previous week. Students in ethnic minorities, students with disabilities, and LGBQ and transgendered students all had a more significant problem.

A researcher doing secondary analysis of the national NCHA data from 2014 found that a problem with sleepiness during the day was associated with increased levels of stress and also increased suicidal ideation among students. For students with depression and anxiety, problems with sleepiness or tiredness during the day were associated with even more significant negative academic impacts.

## **Impact on Academics**

Elaborating on the impacts of these health and mental health issues on academics, Dr. Reilly-Myklebust stated that the top eight issues that negatively affected academics for UW

System students – whether that meant getting a lower grade on an exam or project; getting a lower grade in a class; having to drop a class or take an incomplete; or having significant disruption in research, practicum, thesis or dissertation work – included stress, anxiety, sleep difficulties, work, cold/flu/sore throat, depression, internet use/computer games, and having a troubled friend or family member.

The NCHA survey also asked how discrimination negatively impacted academics. About 1 percent of the general student body said it negatively impacted their academics, compared to 2.2 percent of disabled students, 3.2 percent of students in ethnic minorities, 4.3 percent of LGBQ students, and 18.7 percent of transgender students. Dr. Reilly-Myklebust added that all of the previously-mentioned issues had a greater negative impact on academics for these under-represented groups.

Speaking about her own campus, UW-River Falls, Dr. Reilly-Myklebust explained that the NCHA survey had been conducted every three years since 2000, providing trend data that the institution uses often. For example, secondary analysis of UW-River Falls' 2009 NCHA data found that the following behaviors were significantly associated with a lower GPA: alcohol use, smoking or tobacco use, marijuana, sleep difficulties, mental health stressors, three or more hours a day using the computer not for work or academics, and being involved in an emotionally or physically abusive relationship.

Dr. Reilly-Myklebust observed that in 2009, about 30 percent of UW-River Falls students reported spending three or more hours a day using the computer not for work or academics. This added question was re-worded in the 2015 survey to ask, "How many hours a day do you spend on electronics for leisure purposes?" Fifty percent of male students and almost 60 percent of female students responded that they spent three or more hours a day on electronics for leisure purposes. She said that secondary analysis had not yet been done, but this change was interesting.

### **What Can Be Done**

Dr. Reilly-Myklebust stated that the UW System needs to approach the issues from a comprehensive public health environmental approach, since the issues have a significant impact on individuals and also on academics.

Individual-level interventions, such as counseling services, health services, sexual violence advocacy services, and disability services, are critical. However, these are complex interconnected issues that cannot be addressed in isolation and will require comprehensive and environmental approaches, including policy development, significant cooperation and collaboration among on- and off-campus entities to change the campus and the community environment, and a major and ongoing time commitment to making progress, as research shows that there are interventions that work but take significant time, resources and perseverance.

Summarizing, Dr. Achter stated that UW System students reported feeling safer on campus than the national average, although there were some exceptions for a few under-represented groups.

There are more students coming to UW campuses with physical and mental health issues, and these issues are more serious than in the past. Students of color, students with disabilities, and LGBTQ students are disproportionately impacted by many of the factors covered during the presentation, and these issues are known to impact the academic success of UW System students.

The issues are complex and interconnected, and require collaborative comprehensive strategies for both prevention and intervention. Some positive results have already been observed, and surveys such as the National College Health Assessment can help document trends over time and in different areas.

The survey also identified that services are stretched, and that institutions have been challenged to be creative to continue to meet the needs of students. Additional resources would help the UW System to better meet those needs.

### ***Personal Reflection by Natasha Mykkanen, Graduate Student at UW-Stout***

Next, Dr. Achter introduced Natasha Mykkanen, a second-year master's student in school counseling at UW-Stout, who shared a brief personal reflection on how some of the topics covered in the presentation had affected her academic career.

Ms. Mykkanen began by saying that her difficult childhood may not be apparent to those who now see her as a young, ambitious adult who is determined to reach her dream profession as a school counselor, or as a confident, responsible and friendly individual. She recalled how growing up in a small city with little to no diversity was difficult for her, and said she spent her teenage years feeling sad and depressed, and spent her early 20s wondering where she had gone wrong.

While starting graduate school at UW-Stout, Ms. Mykkanen entered a stage of severe anxiety and was averaging only about two to three hours of sleep each night. It was then that she began advocating for herself by reaching out to others to tell them that she was struggling. First she turned to her faith, and then she turned to the counseling center at UW-Stout. She explained that, while her faith is most important to her, she knew she needed help from trained professionals who could help her understand why she was feeling the way that she did.

Ms. Mykkanen said that the first few times she used the counseling center, she felt nervous that people would see her, and often wondered if she had chosen the wrong career – how could she use counseling services if she herself were to become a counselor. However, she said she soon realized that she was not alone, as many counseling students do take advantage of the student services offered by the UW System.

Through these services, she said she was able to share her experiences for the first time in a safe place, and was also able to learn different techniques to begin her healing process. She recalled one exercise in particular, when her counselor asked her to list some of her own positive traits; when she was not able to list any, the counselor directed her to ask friends to list the different qualities they saw in her. Ms. Mykkanen said that when she started to have negative thoughts about herself that week, she would read the words that her friends had listed – kind,



loving, funny, caring, beautiful, and determined – and after reading them numerous times, she started to believe them.

Ms. Mykkanen concluded that everything she experienced would help in her future profession as a school counselor, where she was guaranteed to have the opportunity to work with students who face some of the same challenges that she had encountered. She thanked the Board of Regents for the opportunity to share her story, and for the support and availability of the counseling and other student support services offered by the UW campuses.

### ***Regent Discussion***

President Millner thanked the presenters and opened the floor to questions. Regent Farrow asked Dr. Reilly-Myklebust to elaborate on the lack of health care among students, observing that Wisconsin has historically had higher rates of health insurance, and that under the Affordable Care Act adults are supposed to be able to stay on their parents' family plans until they turn 26 years old.

Dr. Reilly-Myklebust answered that there are families who do not have health insurance, and that even students who have health insurance may not have a plan that covers everything. While it is great for students to have access to some basic health services, it is sometimes challenging when students need health services or mental health services beyond what is offered on campus.

Referring to the data on alcohol use, President Millner asked if it would be possible to use the data to understand whether there is a causal relationship between alcohol and some of these issues. Dr. Achter responded that alcohol was known to impact many of the issues, and looking at the connections would be very important. He said he would like to call on faculty researchers to answer a number of other questions using the data, which he referred to as a goldmine of information.

President Millner invited the chancellors to share their thoughts and examples from their campuses. Chancellor Leavitt took the opportunity to say how grateful he was to the professionals on all of the campuses, and particularly at UW-Oshkosh, where almost 20 percent of students access some type of counseling services. He noted that many students find it difficult to get treatment in their local communities because of the lack of existing mental health care, presenting a real challenge for the campuses. This large use of services puts a great deal of stress on campus mental health counseling professionals, who do an amazing job with the resources available.

Chancellor Ford thanked those on all of the campuses who were responsible for preparing the presentation, which provided information on topics that she said were not discussed enough. She pointed out that sharing this data is critically important, and expressed hope that the UW System would continue to do the survey in order to see trends, but also to hopefully reduce some of the occurrences through intervention and prevention services on campuses.

Chancellor Ford also underscored that many of the services and efforts are provided through the student segregated fees, which is an important dimension in how the campuses provide counseling, prevention and health services for the students.

Her final point was that it is important for the chancellors to make sure that the faculty and staff have the survey information, which can help them understand some of the stressors that today's students bring to campus, and how to help the students cope so they can reach their academic, professional, and personal goals.

Chancellor Sandeen observed that, as the UW System moves into an era where it is serving more and more nontraditional students, it may need to think about how to provide counseling services in different ways at different times. For example, UW Colleges Online has contracted with an employee assistance program in order to provide counseling services to the students who are in fully online programs through UW Colleges. She encouraged innovative thinking to allow campuses to both continue their current work and to expand the number of students served.

Chancellor Meyer noted that local municipalities had felt the same budget pressures as the university, resulting in the decline of available mental health services. Looking at the increasing caseload for student support services, which was growing faster than the overall student population, he indicated that being the only resource for students creates a tremendous challenge for the campuses.

President Cross said he would like to add some additional words to Ms. Mykannen's list of descriptions: confident, poised, bright, engaged, and wise beyond her years. He said that she would make a great counselor and wished her well.

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The meeting was adjourned at 3:10 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