

**Minutes of the UW System Board of Regents  
Education Committee Meetings on  
Thursday, February 4, 2016 and Friday, February 5, 2016**

**Thursday, February 4, 2016 Meeting**

Regent Whitburn convened the meeting of the Education Committee on Thursday, February 4, 2016, at 10:46 a.m. Regents Evers, Farrow, Higgins, Langnes, Manydeeds, Petersen, and Tyler were present. (The Minutes of the February 5<sup>th</sup>, 2016, reconvened meeting of the Education Committee are included below.)

**Committee Actions**

On February 4, 2016, the Education Committee unanimously approved the Minutes of the December 4, 2015 meeting and adopted the following five resolutions:

Resolution I.1.c.(1), approving the renewal of the Capitol West Academy UW-Milwaukee charter and contract for three years;

Resolution I.1.c.(2), approving the renewal of the School for Early Development and Achievement UW-Milwaukee charter and contract for three years;

Resolution I.1.c.(3), approving the United Community Center Acosta Middle School UW-Milwaukee charter and contract;

Resolution I.1.c.(4), approving the Penfield Montessori Academy UW-Milwaukee charter and contract; and

Resolution I.1.c.(5), approving the Stellar Collegiate Charter School UW-Milwaukee charter and contract.

**The Senior Vice President's Report**

VP Ward presented recent data on new UW System freshmen requiring math remediation from fall 2005 to 2015 (with fall 2015 numbers being preliminary). Over the last decade, the percentage of UW students requiring math remediation was lowest in 2005 and again in 2015 at 17 percent. The peak was in 2008 (22 percent). Ward announced a remediation symposium to take place in summer 2016, focusing on expert approaches to reducing demand for remediation in math. In response to a question about which measures and programs are used by UW institutions to reduce remediation, Ward cited the payback on the investment in the Early Math Placement Tool and curricular modifications executed by faculty who deliver remedial math in different formats.

Ward also briefly laid out the transition plan for the incoming Vice President of Academic and Student Affairs, Dr. James Henderson, who will start at UW System Administration on March 15, 2016. Henderson has worked in leadership positions in academic and student affairs in the Louisiana, Colorado, and California state university systems.

**UW-Milwaukee Office of Charter Schools requests for renewals of existing charters and approval of three new charters**

Chancellor Mone elucidated UW-Milwaukee charter school management procedures, guiding the renewal of existing charter schools and contracting with new providers. With the

addition of three new schools, UWM's Office of Charter Schools will now oversee 16 charter schools. Mone reported that renewals of charters by the Board are ordinarily requested for five years except in cases in which performance issues warrant a shorter review interval.

After a robust discussion of performance and achievement data, the Education Committee asked the UWM chancellor to examine the university's capacity for additional programs given limited resources for expansion, the creation of better targets and metrics to assess the progress of underperforming charter schools, and steps to improving learning and academic performance. In comparing charter school performance to that of neighborhood schools, appropriate peers need to be identified. In measuring progress and improvement, the Committee also suggested one-year accountability plans that apply to all schools.

Mone and Adrienne Woods, Director of the UWM Office of Charter Schools, announced the use of a new performance framework to ensure adherence to the standards of the National Association of Charter School Authorizers. UWM's plan is to take corrective action when schools underperform in reading and mathematics and focus on achievement levels and stringent accountability benchmarks.

In support of the approval of Capitol West Academy (CWA) for three years, Chancellor Mone recounted that CWA was approved by the Regents in April 2004, and the charter was renewed in 2012 for four years. The school currently enrolls 286 students in K4-Grade 8, primarily from African American communities. Because academic performance at CWA in some areas trails the Milwaukee Public Schools and the state (e.g., in reading and mathematics), the school will receive a three-year renewal instead of the usual five years, and will present updated performance data in 2019. Renewal is recommended because CWA serves economically and disadvantaged populations and now has a better structure in place to stabilize student achievement. It takes two to three years to gather new data and track improvement.

In support of the approval of the School for Early Development and Achievement (SEDA), Chancellor Mone explained that SEDA serves students in grades K3 through 2<sup>nd</sup>, and enrollment for the 2014-15 school year was 81 students, with 35.8 percent of those students having special education needs. Because measures of academic progress in reading and math for students in 1<sup>st</sup> and 2<sup>nd</sup> grades have been below expectations, the school will be renewed for three years instead of the usual five years, and will present updated performance data in 2019.

In support of the approval of the United Community Center (UCC) Acosta Middle School, Chancellor Mone explained that UCC Acosta Middle School is a college-preparatory charter school, serving primarily students from Latino communities. The proposed school will serve a minimum of 50 students in 6<sup>th</sup> grade during the initial year, aiming to expand to 250 students in grades 6<sup>th</sup> – 8<sup>th</sup>.

In support of the approval of Penfield Montessori Academy (PMA), Chancellor Mone stated that Penfield Montessori Academy (PMA) will serve 340 children when fully implemented. The first-year enrollment will be 69 students in grades K4 and K5, adding one grade each year. Guided by the philosophy of Maria Montessori and using a full-inclusion

education model, PMA will foster an inclusive environment in which children with and without disabilities learn and grow together.

In support of approval of the Stellar Collegiate Charter School, Chancellor Mone informed the Committee that Stellar Collegiate Charter School will serve students in grades K4 and K5, predominantly on Milwaukee's near south side. Four special characteristics of Stellar guide the mission of Stellar Collegiate: (1) extended and prioritized time, (2) a slow growth model, (3) blended learning, and (4) teacher specialization. The UWM Office of Charter Schools will adjust charter contract language and work with legal counsel to make sure that charter schools under UWM contract will not enroll or recruit students before the Board of Regents has given its approval.

### **UW-Madison Presentation Educational Updates**

Provost Mangelsdorf presented data on UW-Madison's recent enrollment and graduation trends, including student diversity. She also addressed the university's efforts to recruit high-ability Wisconsin residents, indicating some of the on-campus opportunities UW-Madison offers.

Enrollment at 43,389 students is robust and growing. New freshmen applications have risen from 25,478 in 2008 to 32,780 in 2015, with Wisconsin resident applications being at a stable rate. Retention rates to the second year are high and the six-year graduation rate is at 85.1 percent. Mangelsdorf highlighted student athlete academic success, with athletes maintaining a cumulative G.P.A. of 3.02 at the end of the spring 2015 semester. The data also shows that UW-Madison students also complete their degrees in shorter time than a decade ago.

UW-Madison saw a 3.6 percent increase in minority student enrollment between 2006 and 2015. In comparison to peer institutions, UW-Madison enrolls a low percentage of minority students, which Mangelsdorf attributed largely to demographic reasons. Additionally, 13.2 percent of all undergraduates at UW-Madison are Pell Grant recipients. Mangelsdorf noted that in comparison to peer institutions, UW-Madison is currently not providing full financial aid packages and as many dedicated scholarships for needy students.

The composite score of Wisconsin test takers of the ACT was 22 out of a possible 36. Mangelsdorf reported that admissions and recruitment efforts are concentrating on high school graduates with an ACT score of 30 or higher.

UW-Madison will conduct a survey to study why talented Wisconsin students, who were admitted, choose to enroll elsewhere. Renewed efforts to attract high-caliber Wisconsin residents include, among others, the utilization of the alumni admissions volunteer program, the honors programs and residential learning communities, increased undergraduate research opportunities, and improved career services and pre-college opportunities.

### **2014-15 Annual Program Planning Report**

Associate Vice President Stephen J. Kolison, of the UWSA Office of Academic Programs and Educational Innovation, reported to the Board on actions related to the establishment, suspension, or elimination of programs. Since merger, undergraduate enrollment has grown by 35 percent whereas the array has grown by only five percent.

In 2014-15, the UW System array included 743 bachelor's degrees (60 percent), 340 master's degrees (28 percent), 15 professional and clinical doctorates (one percent), and 139 (11 percent) academic doctorates, totaling 1,237 degrees. Within the array, 26 percent of the programs were in the STEM area, nine percent in health fields, nine percent in business areas, 11 percent in education, and 45 percent in other areas.

In 2014-15, the Board approved 15 authorizations (six in STEM and four in education) of new programs. The expansion of the array in response to employer and student demand in high-need academic areas was mitigated by three suspensions and seven eliminations of degree programs by UW institutions.

Kolison's gap analysis identified student and employer need in international business, computer science, cyberspace security and defense degrees, engineering, health sciences, health care administration and technology, bioinformatics and biomedical engineering, public health, as well as strategic foreign languages for business and national security. The meeting was adjourned at 12:20 p.m.

### **Friday, February 5, 2016, Reconvening of the Education Committee**

Regent Whitburn reconvened the Education Committee at 11:33 a.m. on Friday, February 5, 2016. Regents Farrow, Higgins, Langnes, Manydeeds, and Tyler were present. Regent Evers was absent. All members of the Board were invited.

Regent Behling recounted the history of the formation of the Tenure Policy Task Force, which was charged by Board of Regent Leadership to come forth with a new policy by April, 2016. Regent Behling thanked the Tenure Policy Task Force members and UW System staff, particularly Director for State Relations, Jeff Buhandt, for their hard work, diligence, and meeting the deadline.

Citing the transparent process the Task Force had followed, Behling emphasized that every document was recorded; that AAUP guidance and review was acknowledged; that the proposed policies reaffirmed academic freedom and tenure; and that the policies would help assure the taxpayers and students, while also helping the UW System to compete in the global education marketplace. He concluded by explaining that the development of robust tenure policies was an important housekeeping item and a demonstration of accountability that the public had demanded to see. "Without the demonstration of accountability, whether real or perceived, our budget prospects will not improve," Behling noted. Behling finally expressed his confidence that the proposed policies together would represent "a robust tenure policy that will strengthen our state for years to come."

Committee members were asked to adopt revisions to Regent Policy Document 20-23, "Faculty Tenure" and to Regent Policy Document 20-9, "Periodic Post-Tenure Review in Support of Tenured Faculty Development." (Since the latter document pertaining to post-tenure review of faculty already existed in a different version, the revisions included a renaming of the policy. The numbering of the RPD remained the same)

The Education Committee was also asked to recommend adoption of the proposed new RPD, “Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination,” by the full Board on March 10, 2016.

After background information given by General Counsel Tom Stafford on each of the proposed policies and some of the pertinent major changes, and after Resolution I.1.f.(1) had been adopted, Regent Whitburn proceeded by substituting the policy document accompanying Resolution I.1.f.(2) with a new policy document containing new, amended language added by Regent Whitburn. The name of the substitute policy remained the same as in the original document. Chancellors Blank, Shields, and Meyer were asked whether they were comfortable with the proposed substitute policy and they affirmed they were. The following section explains what was covered in the original policy in section 12 and where exactly in the adopted substitute policy new language was added.

Section 12 contains descriptions of procedures that apply when a faculty member receives a review in the category of “does not meet expectations” during the periodic post-tenure review process. Specifically, under 12.c, the policy outlines the provision for a remediation plan to be developed by the faculty member in consultation with the dean to assist the faculty member in addressing those deficiencies identified in the review. Section ii under 12.c pertains to language relating to a provision for a mechanism used for determining how and when a faculty member will have satisfied the expectations of the remediation plan as determined by the University’s responsible Dean in consultation with the Chancellor and faculty member, and the time period during which all elements of the plan must be satisfied, i.e., not to exceed three academic semesters.

The new, amended language used in the substitute policy provides for an extension beyond three academic semesters if the remediation plan is related to a performance issue in research. Essentially, the language added gives the chancellors of UW institutions with authority to extend the time period during which the faculty member must complete remediation of performance shortfalls in research by one academic semester. In case of such an extension, the UW System Administration Vice President for Academic and Student Affairs must be notified.

The amended language in section 12.c.ii of Regent Policy Document 20-9 reads as follows (with the addition marked in bold script):

Provision for a mechanism for determining how and when the faculty member will have satisfied the expectations of the remediation plan as determined by the dean in consultation with the chancellor and faculty member; however, all elements of the plan must be satisfied within a reasonable time period, commensurate with the identified deficiencies determined by the dean, not to exceed three academic semesters. **In those few remediation plans related to a performance shortfall in research where more than three academic semesters may be necessary to correct identified deficiencies, an extension of one academic semester shall be permitted only with the approval of the chancellor, which shall trigger a notification of that extension to the UW System Administration Vice President for Academic and Student Affairs.**

**Committee Actions**

The Education Committee unanimously adopted the following three resolutions on February 5, 2016:

Resolution I.1.f.(1), Revisions to Regent Policy Document 20-23, “Faculty Tenure;”

Amended Resolution I.1.f.(2), Revisions to Regent Policy Document 20-9, “Periodic Post-Tenure Review in Support of Tenured Faculty Development” containing the substitute policy; and

Resolution I.1.f.(3), Creation of a new Regent Policy Document, “Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination.”

Final versions of all three policies related to faculty tenure, faculty layoff and faculty post-tenure review are available at: <https://www.wisconsin.edu/regents/tenure-policies/>  
The meeting was adjourned at 11:50 a.m.

Submitted by Carmen Faymonville, Ph.D.  
Staff to the Education Committee