

**Minutes of the UW System Board of Regents
Education Committee Meeting on
October 6, 2016**

Regent Whitburn convened the meeting of the Education Committee on Thursday, August 18th, 2016, at 9:09 a.m. Regents Evers, Klein, Farrow, Higgins, Langnes, Manydeeds, Petersen, and Tyler were present.

Committee Actions

On October 6, 2016, the Education Committee unanimously adopted the August 18, 2016 Minutes and the following six resolutions:

[Resolution I.1.c], approving the Online Master of Science in Clinical Nutrition at UW-Madison;

[Resolution I.1.d], approving the Online (Hybrid) Master of Science in Information Science and Technology at UW-Milwaukee;

[Resolution I.1.e], approving the UW-Oshkosh Revised Mission Statement;

[Resolution I.1.f], approving revised Faculty Personnel Rules, Sections 53.12 A and 53.12 E, and Sections 54.01-03 (Graduate Programs and Councils);

[Resolution I.1.g], approving revised Faculty Personnel Rules, Chapter VI (Complaints and Grievances Against Faculty); and

[Resolution I.1.h], approving the creation of the Office of Educational Opportunity within the Office of the UW System President.

After the roll call, Committee chair Whitburn reminded chancellors and provosts about the December 2016 submission deadline for campus post-tenure review policies to the Education Committee, as required by Regent Policy Document (RPD) 20-9, approved on March 10, 2016. Regent Whitburn also noted that he expected chancellors to shepherd the process of policy development in alignment with Regent policy at their respective institutions and that there was no plan to amend campus policies in Committee at the December 2016 meeting.

Report of the Vice President

Associate Vice President Kolison reported on the State Authorization Reciprocity Agreement (SARA), which was established to achieve efficiency, quality assurance, and affordability. Wisconsin became a member of SARA on August 15, 2016, and the fourteen UW System institutions became members on August 25, 2016.

SARA was originally developed in response to the federal program integrity rules, which required all institutions of higher education to register in states in which they offered distance education programs, certificates, and courses. The associated costs for the UW System institutions were high because of registration fees and staff time invested in registering. Between 2011 and 2016, institutions paid \$348,489 in registration fees. UW System Administration paid \$17,200 for systemwide registration in a few states that allowed a System approach. The total annual estimated cost to the System is \$66,000.

Vice President Henderson reported on the UW System number of degree programs delivered exclusively as distance education programs. There are 11 distinct undergraduate degree programs, 20 distinct master's level degree programs, one educational specialist program, and one professional doctorate program. The numbers do not include the numerous certificates, minors, and emphases below the degree program level and the degree programs that are offered both face-to-face and through distance delivery formats at various UW System institutions. Whereas collaborative programs involving multiple UW System institutions are counted as one program, each institution reports its graduates separately. Approximately 40,000 online for-credit courses are available to meet the diverse educational needs of students.

Distance Education enrollments are healthy: for example, in Fall 2015, there were 2,665 undergraduate and 1,707 graduate students enrolled in degree programs exclusively offered via distance education. In Fall 2015, 772 undergraduate and 403 graduate degrees were conferred. Students in distance education programs are often enrolled part-time, many of them nontraditional working adult students. However, full-time traditional students also take full advantage of online and flexible options.

Henderson informed the Committee that the UW System compares favorably to its peers and has a healthy distance education program array, with potential for growth in high-demand disciplines. By request of Regent Langnes, Henderson will provide the Education Committee with a comprehensive list of UW System online programs by name and campus, as reported in the Central Data Request (CDR). Henderson will also follow up in a future report with the Committee regarding an overview of the geographical origin of the distance education student body.

Regent Tyler underscored the importance of access to online education in nursing and other high-demand areas. Regent Evers recommended a close evaluation of the appropriate level of growth in distance education so that it meets the needs of students and maintains access to UW System degrees. At the request of Committee chair Whitburn, Henderson will present updated distance education enrollment and degree conferral figures to the Committee in October 2017.

UW-Madison: Online M.S. in Clinical Nutrition

Responding to new degree requirements mandated by national accrediting organizations, UW-Madison will provide the M.S. in Clinical Nutrition online to meet the needs of employers. The U.S. Bureau of Labor predicts a 16% increase in job openings for registered dietitians, and by 2024 a master's degree will be required for licensure instead of the baccalaureate degree that is currently needed.

Provost Mangelsdorf reported that whereas the initial enrollment of students will be kept at a modest level to monitor the success of the program, UW-Madison will be serving more students if there is enhanced student interest. Regent Evers expressed concern that the changes in degree requirements for entry-level positions is driven by national associations, and not by universities, possibly resulting in reduced access to the profession. Advanced degree requirements and increased time to degree will likely increase cost to students and may lead to fewer degree conferrals overall.

Responding to a question from Regent Manydeeds about why there is no distinction in tuition charges for resident and nonresident students, Mangelsdorf responded that all UW System institutions charge customized tuition to distance education students from around the globe because academic degrees delivered in this manner are positioned as cost-recovery programs in alignment with UW System policy. Responding to a question from Regent Langnes regarding the university's plan to phase out the existing undergraduate program currently leading to licensure in dietetics, Mangelsdorf responded that students will have other degree options and that the labor market will determine whether students with undergraduate degrees in the field will find employment. Undergraduate courses in nutritional science will continue to be available to students as only the degree option leading to licensing is being phased out.

UW-Oshkosh: Second Reading of the Proposed Mission Change

At a first reading, on June 8, 2016, the Education Committee reviewed the proposed mission language change. In fulfillment of the statutory requirement, on July 21, 2016, a public hearing on the proposed mission change was held at the Alumni Welcome Center on the UW-Oshkosh campus. Regent Petersen presided over the hearing. The new mission statement highlights the significant curriculum reform efforts that took place over the last five years. Also new in the mission statement are the addition of a global learning outcome; an emphasis on economic development and entrepreneurship; and on civic engagement and sustainability. Further, UW-Oshkosh updated its list of degree programs offered in comportment with state statute. Regent Petersen commended Provost Earns on the wide involvement of the community in this revision process.

UW-Milwaukee: Online (Hybrid) M.S. in Information Science and Technology

Provost Britz reported that the proposed 36-credit graduate program meets the needs of on-campus and online students and contains four tracks that are in high demand in the labor market. The creation of this applied degree program is the result of UW-Milwaukee's strategic planning and collaborations between different departments and the School of Information Studies. The master's degree provides the missing link between the university's successful baccalaureate degree and the Ph.D. in information science and technology. Responding to a question from Regent Farrow, Dean Lipinski explained that the degree is well poised to adapt quickly to technological advances and rapid changes in the field. Regent Tyler shared that in a recent national report on the fastest growing areas of labor demand, the production of qualified information technology professionals was identified as a top priority.

UW-Green Bay: Approval of Faculty Personnel Rules, Sections 53.12 A and 53.12 E, and Sections 54.01-03 (Graduate Programs and Councils)

The Committee approved revisions to UW-Green Bay *Faculty Personnel Rules* in sections related to graduate programs and councils, which include the replacement of the Graduate Studies Council (GSC) with a newly formed Graduate Academic Affairs Council composed of fewer representatives to aid efficiency. The changes also include revised requirements for becoming a member of the graduate faculty and removal of related code in the UW-Green Bay Faculty Handbook.

UW-Whitewater: Approval of Faculty Personnel Rules, Chapter VI (Complaints and Grievances Against Faculty)

The Committee approved the proposed revisions to UW-Whitewater's *Faculty Personnel Rules, Chapter VI, Rules Governing Complaints and Grievances Against Faculty Under UWS 6 of the Wisconsin Administrative Code (Chapter VI)*. The new version streamlines the process in regard to complaints filed against faculty members. The revision was initiated by the faculty personnel committee and secures alignment with new federal and state administrative code as well as recently adopted UW System and Board of Regents policy requirements related to Title IX.

Responding to Regent Langnes' question about a section of the policy which prohibits faculty to be disciplined twice for the same conduct addressed in an original complaint, Paige Reed, the UW-Whitewater Chief of Institutional Policy and Compliance, explained that once the faculty member is presented with a statement of charges, the process for that initial charge needs to be completed first. In the case of new complaints, a second charge would need to be initiated. However, this procedure does not prevent the institution from taking additional disciplinary action against a faculty member for conduct that was not considered during the original disciplinary charges. The goal of the proposed revised policy is to prevent additional conduct being wrapped into the first complaint.

Responding to a question from Regent Evers about the level to which UW-Whitewater faculty and students were involved in writing the policy, Provost Elrod informed the Committee that the faculty personnel committee initiated the revisions and that faculty governance bodies approved the policy. Following established practice at UW-Whitewater, students were not formally consulted. At UW-Whitewater, the development of faculty policies and procedures has a formal process through the Faculty Handbook, which includes reviews from certain committees and then final review and approval from the Faculty Senate. However, administrative policies that impact all campus constituents in a consistent manner (e.g., Title IX) would receive input from all shared governance groups since the policies would apply to all in an equal manner.

Regent Manydeeds commented that it would be helpful for students to know the complex complaint process described in the policy and that there is a need to educate all students about these new rules. Regent Whitburn asked Vice President Henderson to facilitate a discussion regarding appropriate student governance involvement and educational opportunities. Regent Langnes advised that UW-Whitewater student liaisons serving on committees in different colleges and on the Chancellor's cabinet could be informed about important policy changes. Vice President Henderson will discuss the matter with all Provosts and voiced that in his opinion it is good policy practice to consult students in important policy matters that directly impact them.

UW System Administration: Approval of the creation of the Office of Educational Opportunity within the Office of the UW System President

The Committee approved the creation of the Office of Educational Opportunity within the UW System Office of the President, as mandated by s. 36.64, Wis. Stats. Vice President Henderson explained that the Office of Educational Opportunity will function as a future public

charter school authorizer within the UW System and will accept external funding for the establishment of additional charter schools. This additional authority to authorize new charter schools conveyed by the state to the UW System does not impact the current authority of UW-Parkside and UW-Milwaukee to establish public charter schools. Responding to Regent Farrow's question about funding, Henderson replied that there is no budgetary provision from the state. Henderson, together with the UW System Administration employee representing the Office, will ensure collaboration between the diverse authorizers.

Regent Evers asked for clarification on how exactly the proposed Office will intersect with the UW-Milwaukee, the City of Milwaukee, and other chartering authorities given that the UW System Administration office director has singular authority to approve new charter schools. If, for instance, the City of Milwaukee or UW-Milwaukee would decide not to accept a charter from particular providers, would it be good practice if the proposed Office would subsequently approve such a charter denied by the other authorizers. Regent Evers also expressed concern with the parts of the statute which seem to suggest that the person heading the office has the power to make decisions outside the scope of the Board of Regents and the President's office. The passages of concern from s. 36.64, Wis. Stats., are the following:

- (4) The director of the office of educational opportunity may do any of the following:
 - (d) Solicit private gifts and grants for charter schools established under s. 118.40(2x).
- (5) (a) The director of the office of educational opportunity shall report to the board any private gift or grant received by the office of educational opportunity and how the director intends to use the private gift or grant.
 - (b) If the office of educational opportunity receives a private gift or grant, the director shall use the gift or grant, or invest the same in the case of moneys, as the donor or grantor specifies. In the absence of any specific direction as to the use of the gift or grant, the director may, in his or her sole discretion, determine the use or investment of the gift or grant to support the office or any charter school established under s. 118.40(2x). The board may not exercise control over a private gift or grant received by the office of educational opportunity.

Henderson assured the Committee that in conversations with chancellors and the President, and the Office of Charter Schools at UW-Milwaukee, and others, the need for close collaborations among Wisconsin charter authorizers was confirmed. Henderson expects that proposed new UW System charter contracts and renewals of contracts will continue to be brought to the Board of Regents for approval, and if there are disagreements, they would be discussed in Committee. Regent Whitburn shared his understanding that the President appoints the Office of Educational Opportunity's employees and will guide their work.

Responding to a question about the Office's authority to collect monetary contributions and the President's oversight of fiscal matters pertaining to the Office, Henderson replied that all System financial policies will be enforced. Established auditing and review procedures concerning the appropriate use of expenditures will apply. Asking President Cross whether or not he is comfortable with the discussed procedures and checks and balances regarding the operations of the proposed Office, Regent Whitburn received an affirmative answer. The

President acknowledged that there is some questioning what the authority of the Board is with respect to the Office's approval of new charters based on the statutory language, but he agrees that any new charters and renewals should continue to be brought to the Board of Regents. Cross will pursue Office of General Counsel interpretation of the state statute.

In a different matter, Regent Tyler requested that UW System legislatively required reports on remediation should include information on school districts with low remediation rates as a means of celebrating academic success.

UW-Eau Claire Provost Presentation

In her presentation entitled "Creating Our Future and Claiming Our Value," Provost Kleine presented the UW-Eau Claire Academic master plan, which is based on data-driven decision making in response to public and strategic accountability frameworks. As a selective institution recognized by national college-ranking organizations, UW-Eau Claire is currently enrolling over ten thousand students, and is proud to have its largest incoming class since 2005. In 2015-16, UW-Eau Claire conferred 2,268 degrees, among them 114 master's degrees and 24 professional doctoral degrees.

UW-Eau Claire was ranked Number 5 as a regional Midwest public institution of higher education by *U.S. News & World Report*, was designated as "Best for Vets" by the *Military Times*, and was selected as "Top U.S. Green College" by the *Princeton Review*.

The university's academic master plan emphasizes sustainability, a distinct academic footprint, and superior financial management leading to improve the distinctiveness of the university. UW-Eau Claire students have excelled in highly competitive national academic and scholarship competitions, resulting in the selection of two Rhodes Scholars (in 2005 and 2015, respectively) and one Truman Scholar (in 2010).

Updating its academic program array and focusing on engaged and applied learning, the university recently revised its liberal arts education program; safeguarded academic rigor; instituted more High Impact Practices; expanded its civic engagement, service learning, pre-professional experiences, creative and civic learning opportunities; and created more globally infused curricular and co-curricular learning opportunities experiences. Participation in study abroad has increased from 25 percent to 35 percent of the student body, at a price equal to the cost of tuition on campus. Time to degree for most students is a little over four years, which is ahead of the national curve.

Directly matching learning and graduation requirements with employer priorities for the most important college learning outcomes, Provost Kleine observed that UW-Eau Claire seeks to create powerful career connections for its students and offers excellent research opportunities. UW-Eau Claire seeks to connect the curriculum and student learning to relevant and authentic contexts by designing opportunities for every student to complete structured, pre-professional experiences, such as an internship, planning and coordinating an on-campus or community event, clinical experiences, student teaching, or intensive faculty-mentored research or creative activity. UW-Eau Claire students are frequent presenters at the Posters in the Rotunda research demonstration event at the Capitol. Committed to equitable student success by supporting high-

achieving students and maintaining its reputation as a selective university in an increasingly competitive environment, the university practices inclusivity and is committed to equity and diversity. Provost Kleine concluded by drawing a vivid picture of UW-Eau Claire's collaborative academic advising model as well as pre-college and student retention programs which are driven by predictive analytics.

The Education Committee adjourned at 10:48 a.m.

Respectfully submitted by

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Staff to the Education Committee