

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held in Velzy Commons, Ullsvik Hall
University of Wisconsin-Platteville
Platteville, Wisconsin

Thursday, April 6, 2017
1:15 p.m.

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-President Millner presiding-

PRESENT: Regents Mark Bradley, José Delgado, Margaret Farrow, Michael Grebe, Eve Hall, Tim Higgins, Tracey Klein, James Langnes, Edmund Manydeeds, Regina Millner, Janice Mueller, Drew Petersen, Bryan Steil, and Mark Tyler

UNABLE TO ATTEND: Regents John Behling, Lisa Erickson, Tony Evers, and Gerald Whitburn

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**HOST CAMPUS PRESENTATION BY UW-PLATTEVILLE CHANCELLOR
DENNIS SHIELDS: “COMPREHENSIVE UNIVERSITIES ARE THE
STEWARDS OF PLACE IN THEIR COMMUNITIES AND BEYOND”**

President Millner started the meeting by noting that each of the Regents had received carved wooden name plates made from the trees that were lost during UW-Platteville’s infamous tornado in June 2014. She thanked UW-Platteville technology education seniors Nathan Haja and Jack Kendall, who designed the name plates.

Thanking Chancellor Dennis Shields and his team for their wonderful hospitality, she indicated that the Regents sincerely appreciated all the work that had been done to make their time on UW-Platteville’s campus something special. She added that members looked forward to seeing and hearing much more about the home of the Pioneers.

The Regents’ introduction to UW-Platteville began the previous night, with a reception that included interesting conversations with students, faculty, and administrators, as well as community members who have been strongly supportive of UW-Platteville.

President Millner also highlighted the Regents' visit to the clean room in Engineering Hall, and to the student production areas where they heard presentations by members of SAE (Society of Automotive Engineers), an extracurricular club for students who build and race off-road four-wheel vehicles in national and international competitions.

Finally, President Millner recognized Regent Tony Evers' reelection on Tuesday as State Superintendent of Public Instruction. Though he was unable to attend Thursday's meeting, she said the Regents would have a chance to personally congratulate Regent Evers on Friday.

President Millner then turned the floor over to Chancellor Shields for his presentation, "Comprehensive Universities are the Stewards of Place in their Communities and Beyond."

Before beginning his presentation, Chancellor Shields recognized Mike Ernst, director of UW-Platteville's Dining Services, which was handling catering for the Board's meeting. Indicating that UW-Platteville is one of only five of the UW System's four-year institutions with self-operated dining services, Mr. Ernst said that this provides an opportunity to do wonderful things for the campus. UW-Platteville's Dining Services has 40 full-time employees and over 450 student employees. He said the students really run this \$12 million operation, from the student chefs to the workers who enter the student management program.

Mr. Ernst then outlined the menu for Thursday night's reception, noting that students would also be working this event. He added that Regents would have the opportunity to sample ice cream made by one of Associate Professor Tera Montgomery's agriculture science classes using milk from the school farm.

Community Impact as "Stewards of Place"

Chancellor Shields said UW-Platteville was pleased to host this meeting and have the Board visit its beautiful campus. He welcomed back Regent Bradley and Regent Manydeeds, the only currently serving members who had attended the Board's last meeting at UW-Platteville almost six years earlier.

Chancellor Shields indicated that UW-Platteville takes great delight in being affiliated with the great UW System; its flagship university, UW-Madison; its urban research institution, UW-Milwaukee; and its extraordinary two-year colleges and UW-Extension. He stated that the regional comprehensive universities, including UW-Platteville, have a special role in higher education and in the UW System as "stewards of place," as articulated by the American Association of State Colleges and Universities.

Regional comprehensive universities by definition serve a local and regional purpose. Chancellor Shields said that this was particularly of note as UW-Platteville celebrates its sesquicentennial this academic year. UW-Platteville's roots go back to Platteville's State Normal School, which was founded to train teachers for southwest Wisconsin, and Platteville's Mining School, which opened in the early 20th Century to train mining engineers for the region's then-booming mining industry. He explained that the Mining School was the forerunner of UW-Platteville's remarkable engineering program.

Chancellor Shields then showed a short video introduction to the campus.

The video described UW-Platteville's mission, to "promote excellence by using a personal, hands-on approach to empower each student to become broader in perspective, intellectually more astute, ethically more responsible, and contribute wisely as an accomplished professional and knowledgeable citizen in a diverse global community."

In 2016, UW-Platteville celebrated its sesquicentennial – 150 years of pioneering the future. Offering more than 130 academic programs, the campus includes the College of Business, Industry, Life Science and Agriculture; the College of Engineering, Mathematics and Science; and the College of Liberal Arts and Education.

The video highlighted team efforts on campus to secure the Higher Learning Commission's approval for UW-Platteville's reaccreditation, and to recover following the tornado that ripped through the campus.

UW-Platteville's faculty and students have received numerous grant awards, including from the National Science Foundation; the USDA; and the Wisconsin Department of Agriculture, Trade and Consumer Protection, among many others. The institution offers various research projects involving undergraduate students, and its faculty and students earned four of the 12 state research grants awarded by WiSys and the UW System.

The women in UW-Platteville's Engineering, Mathematics and Science program received the Claire L. Felbinger Award for Diversity, one of only three awarded in the nation in 2016.

According to a 2016 pay scale survey, UW-Platteville was named a Best Public Higher Education Institution in Wisconsin two years in a row for return on investment. The school was also rated a Best Value College by Smartasset.com.

The UW-Platteville Soils Team won an international competition in New Zealand.

Finally, the institution now offers a new commercial construction lab at the south edge of the city, thanks to the collaboration of several business partners.

The video concluded that these are just a few examples of why people on campus and in the community will say that "every day is a great day to be a Pioneer."

Chancellor Shields said that, as stewards of place, the fabric of UW-Platteville has been woven throughout southwest Wisconsin for 150 years. The strength of its community, this region, and the state of Wisconsin relies in large part on the success of the university and its sister comprehensive universities.

Through meetings with community leaders and business owners, many of whom are alumni, Chancellor Shields said that the impact of UW-Platteville as a steward of place has been reinforced in each community he has visited over the last seven years.

For example, Lands' End in Dodgeville employs 67 UW-Platteville alumni in addition to offering part-time employment to many of its students. Other companies that employ or are managed by graduates of UW-Platteville include MPC in Prairie du Chien; Nonmetallic Components in Cuba City; and Rockwell Automation in Richland Center.

Chancellor Shields noted that Rockwell Automation also recently asked UW-Platteville to help them engage in an internal corporate program, "The Culture of Inclusion," focused on improving the diversity and internal climate of the company's international workforce.

UW-Platteville also has a broader state footprint: companies like Kohler, Kimberly-Clark, Georgia-Pacific, and Strand Associates all employ many of the university's graduates. Chancellor Shields indicated that each of these companies is providing significant support to UW-Platteville in a variety of ways because the institution is producing the skilled workforce that meets its needs.

Noting that UW-Platteville prepares its students for the workforce through engineering co-ops and agricultural and industrial study internships, Chancellor Shields stated that all of this is evidence of the profoundly positive impact that UW-Platteville has on its city, the region, and the state – and how businesses can enhance the education of its students.

The annual economic impact of UW-Platteville on the state of Wisconsin is \$394 million; more significantly, \$250 million of this impact is in southwest Wisconsin alone.

Challenges

Chancellor Shields stated that UW-Platteville faces a number of challenges, which the Pioneers will meet "without fear or recrimination."

Along with its sister comprehensive universities, he said that UW-Platteville adds value to the region and the state of Wisconsin and does a phenomenal job with the resources it has in place. However, he raised the issue of the need to invest in UW-Platteville, particularly in three areas: its students, its talent, and its infrastructure.

Chancellor Shields indicated that the success of the students, faculty and staff is the most rewarding aspect of a chancellor's work. UW-Platteville has been and will continue to be invested in these three areas, he said, but the institution needs community partners to advocate for the same type of investments.

Investing in Students

As stewards of place, Chancellor Shields stated that UW-Platteville is first encouraging an investment in its students, 75 percent of whom receive financial aid. After receiving all support available through the financial aid system, including from the campus and from the federal government, each student still needs on average \$5,000 annually to meet their full educational expenses.

He noted that there are wide disparities in how students cover these expenses. A substantial number are first-generation college students who come from modest means. According to the Urban Institute Project, a low-income student attending a public, in-state, four-year college will receive a two-percent contribution from the family, as compared to a wealthy student at the same school who receives an 81-percent contribution from the family.

Chancellor Shields explained that he is advocating for more need-based aid and the importance of investing in UW students. In 2015, the State Higher Education Executive Officers ranked Wisconsin 42nd nationally compared to other states' investment in student aid.

Instead of across-the-board tuition cuts, Chancellor Shields urged that those dollars be committed more specifically and directly to the students that are most in need. This is especially important at UW-Platteville, where nearly a third of students are Pell Grant-eligible.

He indicated that students come to UW-Platteville because it is affordable, accessible, and offers a high-quality education. Most of the students are from Wisconsin – he noted that there are more Wisconsin residents attending UW-Platteville on an annual basis now than ever before – but the university also has significant numbers of students from Illinois, Iowa and Minnesota.

UW-Platteville is developing a student success platform to increase its four-year and six-year graduation rates and its retention rate from the first year to the second year. This will support a consistent enrollment of approximately 8,000 undergraduate students, which Chancellor Shields said should make the institution financially stable.

Stating UW-Platteville's commitment to achieving even better student outcomes, Chancellor Shields introduced a video detailing the impact that the university has on the lives of students.

In the video, civil engineering senior Sam Crawford described the work of UW-Platteville's chapter of Engineers without Borders with seven communities in Ghana. These communities were identified in 2008 as having many sanitary, education, and basic infrastructure needs. The chapter's first project was a culvert replacement; the students then moved on to build a footbridge over a little creek that in the rainy season blocks access to a market, well, and school.

The chapter's current and most ambitious project is a four-building, 250-student capacity primary school. The NAVA Primary School's name is an acronym for the four communities it will serve. Mr. Crawford indicated that he worked closely with the group's faculty advisor, Dr. Sam Owusu-Ababio, on this project.

The video also highlighted psychology senior Sakara Wages. Ms. Wages explained that her mentor, Dr. Elizabeth Gates, helped set up a meeting with Chancellor Shields when she first started at UW-Platteville. During that conversation, Chancellor Shields asked Ms. Wages what she wanted to do and told her to think about getting a Ph.D. She said that his statement prompted her to investigate pursuing science and what it meant to have a Ph.D.

As a recipient of financial aid, a housing voucher, and food vouchers, Ms. Wages said that without all these welfare programs she could not have focused on this journey; there was no way she could have done three internships last summer if she did not have the finances required to live. She explained that she made the decision to come to UW-Platteville because the cost is low and the financial aid she receives is almost covers the cost.

[A note about these minutes: The information in the following four paragraphs was intended to be presented during the meeting, but was interrupted due to technical difficulties with the video shown during the meeting.]

Had she not had financial aid, Ms. Wages indicated that she would not be on her way to becoming a Ph.D. She stressed the importance of financial aid for allowing her to enter academia. She indicated that programs such as financial aid are important to broadening the scope of academia to allow all perspectives to be heard, regardless of socioeconomic status.

The video also introduced Sarah Willie, a civil engineering senior at UW-Platteville. Ms. Willie explained that she had participated in the Women in STEM Living and Learning Community on campus during the program's second and third year. Students are placed in two wings of Dobson Hall and are put into similar classes, which she said helps to even out the male-female ratio in classrooms. Noting that STEM fields are heavily male-dominated, which can be intimidating for women going into them, Ms. Willie stated that the Women in STEM LLC is a support system that encourages women to strive for excellence in these fields.

Ms. Willie also discussed the importance of having outreach programs for younger students, especially in the STEM fields. As a woman in engineering, she noted that STEM has not been promoted as much for young girls, adding that she did not know engineering was an option for herself until her senior year of high school.

Outreach programs can show young students what opportunities exist in engineering, mathematics, science, and technology. The Explore Engineering program and the Engineering Expo are opportunities to open kids' eyes and show them what is possible in STEM, and Ms. Willie concluded that this is very important for the continuation of these fields.

After the video, Chancellor Shields stated that UW-Platteville not only provides a high-quality education for its current students, but also finds opportunities to help youth and other students in the pipeline by expanding their horizons and raising their aspirations.

The previous week, UW-Platteville hosted the annual FFA career development event. The campus was bustling with more than 2,000 high school students, primarily from Wisconsin. The students also visited the 430-acre Pioneer Farm just a few miles south of the city.

This summer, the institution will be starting a new, hands-on camp to explore science, technology, engineering, and mathematics as an outreach program to assist diverse and low-income families with gaining access to STEM exploration. Chancellor Shields thanked President Millner and President Cross for committing financial support for this exciting initiative.

As stewards of place, UW-Platteville staff are committed to nurturing education at a young age. More than 1,600 young students were currently attending the 46th annual Engineering, Mathematics and Science Expo hosted at UW-Platteville, with more than 50 projects and exhibitions. Chancellor Shields expressed hope that these students would become future Pioneers.

Chancellor Shields turned to a live stream from the expo, where lead event coordinator Jaclyn Esqueda and senior lecturer John Goomey performed one of the most popular demonstrations: an electro-static discharge creating lightning sparks and sounds.

Investing in Talent

Chancellor Shields stated that the southwest region of Wisconsin is enhanced through cultural and intellectual endeavors by UW-Platteville's talented faculty and staff. As good stewards of place, the university invests in talent like Ms. Esqueda and Mr. Goomey. He then provided some examples of UW-Platteville faculty:

- Dr. David Krugler, a recognized author who continues to contribute to the cultural enrichment of Wisconsin. He recently published a detective mystery novel based in Washington, D.C. around the time of World War II.
- Tim Swenson has been honored for outstanding work in adaptive physical education.
- Dr. Yari Johnson is researching the fragile habitat of the Venus flytrap.
- Dr. Kara Candito has been nationally recognized for her many literary contributions.

Chancellor Shields then introduced a video featuring Dr. Kyle Metzloff, the recipient of UW-Platteville's first endowed professorship, and Dr. Tera Montgomery, who is leading the development and execution of the dairy science program at UW-Platteville. Both are engaged in research and work closely with industry, in addition to being outstanding teachers, and their focus is on students and preparing them for the workforce.

In the video, Dr. Metzloff explained that in addition to being the endowed chair of metal casting, he is the Foundry Education Foundation (FEF) Key Professor at UW-Platteville. He took over this role under the guidance of Dr. Roger Hauser, who started the school's FEF program in 1969. Dr. Metzloff suggested that UW-Platteville has become one of the top schools in the nation for metal casting with the growth of this program.

UW-Platteville is one of the 25 schools in the country that participate in the FEF program, which is meant to inspire young people to go into the metal casting industry. Participating schools are certified with a review of their programs every four to five years. UW-Platteville receives some funding from FEF to help run the metal-casting laboratory. Dr. Metzloff said that he could not run the laboratory that UW-Platteville currently has without this funding.

The endowed chair position provides the program with additional funding. Dr. Metzloff indicated that he had been concerned about how the university would continue its FEF program

if he were no longer at UW-Platteville; the endowed chair position would help the institution find someone with a similar background, namely a Ph.D. in metal casting or metallurgy.

Most engineering graduates have not had much experience in metal casting, but UW-Platteville's students have a particular knowledge in how to design something that can be manufactured as a metal casting. Dr. Metzloff said that he has had students graduate from his program with over \$25,000 in industry scholarships as a result of being from a school with a well-recognized metal-casting program.

Dr. Metzloff indicated that he tries to help students receive funding and get internships, and to guide them into employment with the right company in their particular field. He said he acts as an advisor for both the student and the company to find the right fit on both sides, suggesting that spending so much time with students in the laboratory helps him pick the right companies for them to pursue. He added that he usually has an "in" with those companies, calling them to say, "You really need to hire this student. They are going to do well for you."

Next the video turned to Dr. Montgomery, who discussed UW-Platteville's unique dairy program. While the state's flourishing dairy industry means that other schools in the UW System also have dairy science majors, southwest Wisconsin's thriving population of small ruminant animals – goats and sheep – gives UW-Platteville's program a unique focus on small ruminant dairy production.

The UW-Platteville dairy program is also unique due to some of the hands-on learning that happens at its farm. Dr. Montgomery said the new calf and heifer production systems class is partnering with companies like Purina and Land O'Lakes to give students great hands-on experiences with some of the best technology available. For example, collars on the cows monitor their health and rumination; UW-Platteville's dairy records analysis class takes that information and makes recommendations for improving production.

Finally, while UW-Platteville does not have a food science program, Dr. Montgomery stated that it is very important for its students to understand what is done with milk. Dairy science students can come into the lab to analyze the milk and use the pasteurizer, cheese vat, and ice cream machines to learn how milk is turned into the great dairy products on which Wisconsin prides itself.

By giving students these hands-on experiences, showing them how to think critically, and asking them to problem-solve and create new products, Dr. Montgomery concluded that the dairy science program is doing something that will benefit the students in school and for a lifetime.

After the video, Chancellor Shields said that metal-casting sessions with Dr. Metzloff could be arranged for interested Regents. He added that 100 percent of UW-Platteville metals program graduates are placed through strong partnerships with the foundry industry.

He also observed that there is a projected 9-percent increase in available career positions in animal and food science, which is why UW-Platteville's dairy science program is important.

In terms of workforce development in Wisconsin, Chancellor Shields said that these are the types of faculty UW-Platteville wants to retain and attract. Since 2011, UW-Platteville has annually redirected \$2 million of its own resources towards meeting the challenge of investing in faculty and staff.

Investing in Infrastructure

Chancellor Shields stated that, as stewards of place, infrastructure investments are critically important for UW-Platteville. He indicated that the opportunity to visit a number of campuses around the country has given him perspective on what is happening with infrastructure at peer and near-peer universities.

The chancellor expressed appreciation for the attention that the Board has given this issue and for recently designating a couple of UW-Platteville projects as a priority. He urged the Regents to keep being advocates to make sure that those projects are put forward.

Chancellor Shields provided an example of one Midwestern private liberal arts college that saw an opportunity to fill a niche as a comprehensive university. Some of the first things this school did were to hire away one of UW-Platteville's engineering faculty members to be the founding dean and to invest in a magnificent-looking engineering building. Another nearby private institution in another state has invested \$155 million in infrastructure improvements in the last 15 years.

Looking on either coast, Chancellor Shields reported that the same thing is happening: a peer institution in Massachusetts built an \$87-million science building, and another regional comprehensive in New Jersey invested almost \$150 million in a new scientific park.

He recalled visiting UW-Platteville's sister institution in China, the South Central University for Nationalities, which is building a new engineering building. The University of West Scotland is also building a brand new engineering facility.

Chancellor Shields pointed out that Wisconsin is competing for business and industry across the world; UW-Platteville needs to be making the same sort of investments in infrastructure as its competitors or it will be left behind.

The chancellor then discussed UW-Platteville's approach to helping itself. The last academic building built on the campus was the Engineering Hall, constructed almost ten years earlier; 44 percent of the funding for that project came directly from the campus without a state investment. He said that UW-Platteville continues to pay the debt service for that project, with much of the money coming from its Tri-State students.

UW-Platteville handled the first phase of the Boebel Hall renovation, which was completed in July 2010 with the promise that the rest of the renovation would be done shortly thereafter. Chancellor Shields noted that the university is still having that argument with the state in 2017, and thanked the Regents for making this their first-priority renovation project.

In another spin on being stewards of place, the chancellor commented that Velzy Commons in Ullsvik Hall, where the Board was currently meeting, already has been serving the community, with 18 local weddings and receptions booked for the summer. Chancellor Shields indicated that UW-Platteville also put up a significant amount of funding for the remodel of the building, which used to be the student union with a bowling alley and a bar. Now, Ullsvik Hall offers wonderful conference facilities, classrooms, faculty offices, and more.

Indicating that UW-Platteville is covering 35 percent of the costs of the Ullsvik Hall project, Chancellor Shields said that the institution is unique among the UW System's comprehensive universities in funding academic buildings itself.

UW-Platteville's Bridgeway Commons and Rountree Commons residence halls have been in operation for four and five years, respectively. The Bridgeway Commons project also allowed the campus to build a brand new food service facility, rather than waiting to repair the old facility.

The chancellor explained that the significant aspect of these two projects is that they were both completely financed by UW-Platteville's real estate foundation. He said that he has urged for a long time that the state ought to get out of the business of building residence halls, because there are more efficient and effective ways to do this.

The Bridgeway Commons and Rountree Commons projects were built at \$15 million less than what the normal cost would have been. These residence halls are very popular among students; in addition to the buildings paying for themselves, the students living in these residence halls also help to pay for maintenance costs. For other buildings on campus, UW-Platteville must get in line and wait for all-agency funding from the state.

Chancellor Shields added that both residence hall projects were built in 13 months, which he noted is "like the speed of light" for the state.

The chancellor said that these examples demonstrate that UW-Platteville is engaging in activities that enable the institution to help itself, and is not just asking for support. However, there must be appropriate funding and administrative support for these projects to ensure that the UW System's regional comprehensive universities can deliver on their educational missions. The UW institutions also need to have the flexibility to repurpose dollars when needs change. He thanked the Regents again for their support of these capital projects.

UW-Platteville is proposing construction of a new engineering facility and renovation of a STEM building. The new engineering building will replace Ottensman Hall, which was built in 1966. Chancellor Shields stated that the conditions in the current building are not adequate for training today's engineers without great sacrifice on the part of faculty.

The Joint Finance Committee toured UW-Platteville's campus earlier in the week. Chancellor Shields shared that, quite unprovoked, one of the committee members asked about UW-Platteville's wind tunnel equipment, which was original to Ottensman Hall in 1966. If

something breaks on that piece of equipment, the only place UW-Platteville can find parts is on eBay.

As stewards of place, UW-Platteville is providing the skilled workforce for the state of Wisconsin. The institution educates about 23 percent of the state's engineers; 80 percent of UW-Platteville engineering graduates stay in Wisconsin. If built, Sesquicentennial Hall would increase the capacity for engineering education by 800 students. Chancellor Shields concluded that an investment in the UW-Platteville campus is an investment in Wisconsin.

The other building in desperate need of renovation, Chancellor Shields said, is the STEM building, Boebel Hall, which was built in 1976. Boebel Hall houses UW-Platteville's biology program, which has grown tremendously – since 2000, enrollments have increased 300 percent. Proposed renovations would add 300 biology and pre-professional programs and majors.

Chancellor Shields then introduced a video featuring faculty member Dr. Marilyn Tufte, who began working at UW-Platteville in 1968. Dr. Tufte helped design her lab in Boebel Hall in 1971, and has been working with Dr. Miranda Bader to continue cancer research that she started in the 1980s.

In the video, Dr. Tufte said that she decided to work at UW-Platteville because she felt comfortable and believed she could do well at this university. For half of her time in the biology program, she was the only woman in the faculty and the youngest person in the faculty. She indicated that it was a very nice environment, and she was highly respected and worked well with her colleagues. She suggested that the department has made so many gains because everyone puts out as much as they can, both independently and working together.

When she first arrived on campus in 1968, the new Boebel Hall building was in the works. She recalled that there were around 40 majors at the time; now there are over 400, and yet the department has not expanded its physical facilities at all. Dr. Tufte was able to design her room in Boebel Hall. She explained that, as the only microbiologist in the area, she had a big impact and was able to direct the architects where to put things.

The current desks are at least 40 years old, and the original windows do not close properly. Dr. Tufte said that the department moved as much equipment as possible from its previous location at Old Main; her classes still use this old equipment, while hoping that the safety valves and other pieces will continue to work. The pipes freeze and sometimes burst in winter; the air conditioning does not reach her lab; and there are no computer facilities in the building, which she noted is becoming a fairly serious issue.

Dr. Tufte stated that the lab facilities need refreshing and replacing because “science marches on.” She concluded that UW-Platteville needs to make good on the promises it made to the alumni and use their gifts to rejuvenate Boebel Hall.

After the video, Chancellor Shields noted that he often runs into alumni who had Dr. Tufte for biology and want to know if she is still at UW-Platteville.

When he arrived at the institution, it was estimated that the cost would be just under \$17 million to finish the Boebel Hall renovation; now that cost is \$23 million. Expressing appreciation for the Board making Boebel Hall a priority in the capital budget request, Chancellor Shields said that UW-Platteville needs the Regents' continued advocacy to make sure its projects are moved forward.

He closed his presentation by talking about the remarkable job that UW-Platteville has done attracting and retaining students and growing the campus over the last decade, despite the significant infrastructure investment and budget challenges. He suggested that now is the time to reinvest, not only at UW-Platteville but everywhere in the UW System, to make sure that the university is able to continue to provide the high-quality, affordable education needed to invest in students' futures.

Chancellor Shields stated that, as a regional comprehensive university, UW-Platteville plays a critical role, along with its sister institutions, of being stewards of place. The institution's relationships within the community, beyond the campus, and throughout the state help foster community engagement, support economic development efforts, and educate future generations. UW-Platteville's students travel the educational pipeline, and its graduates enhance the state's workforce.

Chancellor Shields reiterated that the fabric of UW-Platteville has been woven throughout southwest Wisconsin for 150 years, and that the strength of the community, the region, and the state of Wisconsin is critical to the state of the University of Wisconsin. He emphasized the need to be committed to making sure that every day is "a great day to be a Pioneer."

Discussion

President Millner thanked Chancellor Shields for his presentation. She commented that she had once done metal casting with Lieutenant Governor Kleefisch under the direction of Professor Metzloff, and encouraged her colleagues to try the experience.

President Millner then opened the floor to questions from the Regents.

Stating that Chancellor Shields had provided some great statistics on what UW-Platteville is striving toward with its student success platform, Regent Steil asked about the timeline.

Chancellor Shields indicated that UW-Platteville would at least have significant pilots in place by the fall. He explained that many of UW-Platteville's students are first-generation students coming from modest means who face challenges that are not necessarily related to their academic training or ability, such as money problems or family challenges. These students sometimes need help understanding what it takes to be successful in college; a student success platform uses intrusive advising to intervene earlier in students' experiences on campus and gain awareness of the kinds of challenges they are facing.

The Hope Lab at UW-Madison's School of Education approached UW-Platteville about three years ago to help the institution engage and attract low-income students and learn what was impacting their performance. Chancellor Shields said that the report, which was produced about a year ago, contained many useful insights.

For example, the report noted that some of UW-Platteville's low-income students were not eating or receiving proper nutrition; students who are not eating may have trouble studying. Chancellor Shields indicated that he had a conversation with Mr. Ernst, the director of Dining Services, and learned that the university already knew which students were running out of their meal plan and reached out to them, but the students did not respond.

Chancellor Shields suggested that this is an example of a piece of data that the institution already has, but which is not getting to the right person who can influence students' behavior. Students receiving a message from Dining Services likely thought the university was trying to get them to pay more money, but in fact UW-Platteville has developed a grant program that can add meals to students' plans to get them through the rest of the semester.

Getting information to the right person who can interact with these students is an example of the kinds of things UW-Platteville needs to work on as it develops the student success platform, he concluded.

Regent Klein asked Chancellor Shields to describe the Tri-State Initiative and how that has been influential on campus.

Chancellor Shields credited his predecessor, Chancellor David Markee, with developing the idea for the Tri-State Initiative. Tri-State students pay approximately \$3,000 more than resident students to attend UW-Platteville, which is still about \$3,000 less than full non-resident tuition. He added that this makes UW-Platteville competitive with public higher education in the state of Iowa.

Tuition revenue from the Tri-State Initiative helps to pay the debt service on Ullsvik Hall, Engineering Hall, Markee Center, and part of the renovations on Boebel Hall. In the current year the Tri-State Initiative adds about \$14 million to UW-Platteville's annual operating budget, which is \$3 million more than the general purpose revenue that the institution received from the state.

Unlike the reciprocity program with Minnesota, Chancellor Shields explained that the Tri-State Initiative is not an agreement between institutions, but is merely a tuition program that UW-Platteville offers.

Noting that he and the chancellor had previously discussed some of the outreach opportunities that Chancellor Shields has incubated related to outreach to inner city schools, Regent Petersen asked the chancellor to comment on the discovery camps summer program that UW-Platteville is developing.

Chancellor Shields stated that he tries to adhere to a couple of principles, one of which is not to assume he knows precisely what a community needs. The STEM discovery program is a way to offer talented students an opportunity to come to the UW-Platteville campus and be introduced to STEM disciplines. It is also a way to engage their teachers, school leaders, and families. The intention is to give each of the 75 to 80 students a project that they can take home and engage with over the course of the school year.

The chancellor said he wanted to engage community leaders in Milwaukee, Madison and Dubuque more broadly than the university had before, so the STEM discovery program is not being offered as a one-shot deal. This event also will be happening at the same time that a significant number of math teachers from across the state will be on campus, so Chancellor Shields said UW-Platteville would like to get them engaged in this process as well.

President Millner thanked Chancellor Shields again for his presentation. She observed that over the years, UW-Platteville has earned a reputation as a vibrant hub of activity and innovation in Southwest Wisconsin; today the Regents had heard more about how and why that is, and what lies ahead for UW-Platteville in the future.

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UW SYSTEM ACCOUNTABILITY: PAST PERFORMANCE AND FUTURE 2020FWD REPORTING

Turning to accountability, President Millner stated that the UW System is committed to providing information about what the university is doing and how well it is doing it. This is important not only to the UW institutions, but also to the many diverse stakeholders – from students and their families, to legislators, citizens, and the Regents themselves – who are all invested in the success of the UW System.

One of the Board's key responsibilities is to examine and analyze the performance of the UW institutions and use that information to inform its policy decisions. The work the System has done with accountability reporting over the years demonstrates that it is delivering on the investment people make in higher education. President Millner said that this commitment to transparency has never been more important.

Though the UW System is very thorough in its reporting and produces a great deal of data, President Millner indicated that it is just as important to provide context for that data: a frame of reference to give meaning to the numbers that are being reported.

She then invited Jim Henderson, Vice President for Academic and Student Affairs, to present the annual report on how the UW System is doing, as well as how it proposes to report progress on its 2020FWD initiatives in the future.

Vice President Henderson said that he would be reporting on data that is available on the UW System's online performance dashboard, along with some additional context. He explained

that he had chosen to look at certain performance metrics related to the four topics of the 2020FWD plan to give context to why the System is emphasizing these areas: the educational pipeline, the university experience, business and community mobilization, and operational excellence.

Focus on the Educational Pipeline

Beginning with the educational pipeline, Vice President Henderson indicated that the UW System is looking to increase the enrollment and success of students. He spoke about four different metrics in this area: total enrollment for the System; the pipeline into the UW System of high school graduates; the enrollment of high-need, Pell-eligible students; and the pattern of transfers.

Vice President Henderson clarified that these metrics were for the UW System. He encouraged those with questions about the individual institutions to find this information on the System's online accountability dashboard.

He stated that total fall enrollment for the UW System has been averaging around 180,000 students, although enrollments have declined slightly in the last couple of years. In 2016 the fall enrollment headcount was 175,825 students, and the FTE enrollment was 148,326 students, which is a concern for the UW System.

The 2020FWD plan looks at how to get additional engagement in higher education at the System, with a focus on "new traditional" students. For example, the collaborative applied computer science degree program approved by the Education Committee earlier that morning is targeted at working adults. The same is true of the RN to BSN program for working nurses who want to get their next degree.

The percentage of Wisconsin high school graduates who go into the UW System, including the UW Colleges, the comprehensives, and the research universities, has been hovering around 32 percent. Including the Wisconsin Technical College System, only about half of Wisconsin's high school graduates are going on to any form of public postsecondary education within the state of Wisconsin.

Vice President Henderson observed that the number of Wisconsin high school graduates has slightly declined in recent years, similar to total enrollment at the UW System. He said that this demographic is expected to level off, then slightly decrease before rising again. The issue of how to manage enrollments presents a tough situation for UW institutions who depend on Wisconsin's high school graduates and their tuition dollars, which is why the System must also look to nontraditional students.

One of the primary measures for student need is whether or not students are eligible for Pell Grants. The number of UW undergraduate students receiving Pell Grants jumped in 2009, the time of the Great Recession.

Though some of the administrative processes for Pell Grants have changed, eligibility for Pell Grants is still determined by a student's EFC, or Expected Family Contribution. The EFC is calculated by the federal government using a complex formula based on income and other assets. An EFC of zero means that the student will get the maximum Pell Grant; as EFC increases, the amount of the Pell Grant declines.

About 28 percent of the UW System's undergraduates are Pell-eligible, which means that 72 percent of undergraduates receive no federal financial aid. Some of these students are ineligible because of their family income, but Vice President Henderson noted that some families of first-generation students will not fill out the Pell Grant application because the FAFSA (Free Application for Federal Student Aid) is so complex, or because they do not want to share their information.

Suggesting that these numbers say a lot about the UW System's students and their level of need, Vice President Henderson commended the Regents for submitting a proposal last fall to the Higher Education Aids Board for increased state aid of about \$19 million to help families with demonstrated need.

Many students transfer into the UW System from other institutions rather than beginning as full-time, first-time freshmen. The largest number of transfer students come from out of state, and the second-largest number come from the Wisconsin Technical College System.

Vice President Henderson indicated that there is room for improvement in how the UW System is partnering with these other institutions to make transferring an easier process. He added that there is also room for increased enrollments and transfers from the UW Colleges. He concluded that nontraditional and transfer students will become more important in the future.

Focus on the University Experience

Vice President Henderson indicated that if the focus on the educational pipeline is about getting students into the UW System, then the focus on the university experience is about how successful the System is at retaining and graduating them. He looked at three different metrics in this area: degrees conferred, retention rates, and graduation rates.

The UW System offers two-year associate's degrees, bachelor's degrees, and graduate degrees. Bachelor's degrees are the largest segment of UW graduates. The top three disciplines for undergraduate degrees are business, health professions, and biological and biomedical sciences. At the graduate level, the top degree subjects are business, health professions, and education.

In 2015-16, the UW System institutions conferred 36,487 degrees at all levels. Vice President Henderson noted that trends in degrees conferred and graduation rates will slightly lag behind the trend of declining enrollments. This must be taken into consideration when using the number of degrees conferred or the number of graduates as performance metrics.

Retention of first-time, full-time students in the UW System from the first to second year is comparable to the national norm. Vice President Henderson indicated that there have been steady gaps in the rates for under-represented minority students, who have the lowest retention rate of any group, and Pell-eligible, low-income students.

Three-quarters of under-represented minority students are retained from the first to second year, compared to 82 percent of those who are not in an under-represented group. Students who are Pell-eligible have a 76-percent retention rate, while 83 percent of non-Pell-eligible students are retained from the first to second year. He stated that the UW System must pay attention to these achievement gaps.

Turning to graduation rates, Vice President Henderson explained that the metric for associate's degrees is graduations over a three-year period (equivalent to the six-year graduation rate for bachelor's degrees). However, he cautioned that three years may not be a realistic timeframe for UW Colleges students, who often are low-income or working adults, to complete their degrees.

About 46 percent of students either graduate or transfer out from the two-year Colleges within three years. Vice President Henderson noted that the students who graduate and transfer out are not mutually exclusive; some may graduate with an associate's degree in addition to transferring to a four-year institution.

More students are transferring out of the UW Colleges than are graduating. He indicated that the function of the UW Colleges as transfer institutions and how students' abilities to graduate can be enhanced is something to consider.

The most recent six-year graduation rate for students entering a four-year institution in 2010 and graduating from the same institution was 60.9 percent. The six-year graduation rate for students graduating from any UW institution was 66.5 percent. Vice President Henderson observed that these rates have been fairly stable.

Suggesting that there may be an opportunity for the UW System to enhance its graduation rates, he explained that there are gaps in the rates for under-represented students and Pell Grant-eligible students. He concluded that closing the opportunity gaps for these students is very important for increasing the UW System's graduation rates.

Focus on Business & Community Mobilization

The third focus of the 2020*FWD* plan is business and community mobilization. Vice President Henderson looked at three indicators for this area: research and public service expenditures, degrees awarded in STEM and health fields, and graduates who stay in Wisconsin.

Long-term trends in research and public service expenditures are good, he said. Research expenditures recently saw a slight decrease, while public service expenditures increased and then flattened out. These are indicators of how well the UW System is doing in terms of engaging and expending funds that can support business and the community.

Research expenditures were about \$1 billion in FY 2015, while public service expenditures were about \$342 million. Vice President Henderson explained that public service dollars are primarily used for non-instructional services provided to external individuals and groups.

One of the priorities in the 2020FWD plan is to increase the number of STEM degrees and the number of degrees in the health services. The UW System has been making good progress on that goal, he said. These fields are important to the economic and physical health of the state of Wisconsin.

Looking at the percentage of out-of-state or international UW bachelor's degree recipients who stay in Wisconsin after graduation, Vice President Henderson said the percentage remains fairly stable. However, the percentage of UW graduates from Wisconsin who stay in the state steadily decreases with time. Vice President Henderson said that this raises the issue of how universities could affect whether or not someone decides to stay in the state, for example, three, four, five or ten years after they have graduated.

Focus on Operational Excellence

Vice President Henderson stated that operational excellence is about the efficiency and effectiveness of the UW System's operations. He discussed five different metrics in this area, many of which are related to students.

First, administrative expenditures per student FTE in the UW System were \$2,143 in FY 2015, lower than the national average of \$3,485. Although the System's administrative expenditures have slightly increased from \$1,739 in FY 2013, Vice President Henderson tied this to the trend of lower enrollments over the last couple of years. He added that there are also other ways to look at administrative expenditures, including as a percentage of the budget or the number of dollars

The average number of credits attempted by a bachelor's degree recipient includes credits for courses that students dropped after the tenth day of class. Vice President Henderson explained that a student who drops a course later in the semester, possibly due to hardship issues, would have prohibited another student from taking that course. Using this definition of attempted credits takes these enrollment impacts into account.

The average number of credits attempted by a UW student is 132 credits. The typical college degree is 120 credit hours, which means that on average students are taking 12 credit hours more than required to complete their degrees. This is the equivalent of one course per year, assuming the student graduates in four years.

Vice President Henderson noted that students are not simply taking all sorts of courses and staying enrolled; 12 credit hours is actually within 10 percent of the graduation requirement. Students are being much more efficient in the number of credits they attempt.

The average number of semesters that students are enrolled has been decreasing and is currently at 8.8 semesters, only slightly more than four academic years. He said that this demonstrates the UW System's progress on time-to-degree.

Student loan debt has increased, as has the percentage of students who are borrowing. The average student loan debt for 2015-16 graduates who took out loans was approximately \$30,900. Vice President Henderson reiterated the need for additional institutional aid to help with some of these issues.

Finally, Vice President Henderson reviewed the comparison of the UW System's tuition and fees to the median family income in the state of Wisconsin. Average tuition and fees as a percentage of the median family income has declined over recent years. Though this signals improved affordability for the average family, he noted that the cost of higher education is more of a challenge for students taking out loans.

Next Steps on Accountability

Vice President Henderson stated that a key part of the 2020FWD plan is to set goals. The next steps are to determine metrics for each of the four areas – the educational pipeline, the university experience, business and community engagement, and operational excellence – and then to set goals for those metrics.

The UW System's accountability dashboard includes more than 50 different metrics, which he noted does not allow for a quick look at the System's performance. Saying that the System would like to develop a report card that provides a straightforward graphic overview of its progress on goals, he displayed a rough-draft model of what the proposed report card might look like. He then invited questions and additional conversation.

Discussion

President Millner invited President Cross to make some comments. President Cross explained that the UW System wants to focus less on historical performance and shift instead to looking at its goals, which would tie into the Governor's proposed outcomes-based funding and the report card concept.

He described performance-based budgeting as pre-investment acts based on a desired plan for improvement, while performance-based funding would be post-investment acts based on where institutions already excel. The UW System must find a balance between them: some of the data that the System already collects would fit into this process nicely, but the System must find ways to aggregate the data effectively so it is meaningful on both the macro and micro levels.

President Cross emphasized that one of the UW System's goals is to make the tools it provides user-friendly, because with so much data it becomes difficult to see what is important. He concluded that people should be able to see both the System's goals and its performance trends.

President Millner indicated that President Cross would have the opportunity to go into more detail about this during Friday's biennial budget overview. She then opened the floor to questions for Vice President Henderson.

Regent Tyler thanked Vice President Henderson for his presentation. He then asked him to discuss how the UW System is addressing big-picture problems related to Wisconsin's future workforce needs.

Vice President Henderson expressed again his surprise that only 50 percent of Wisconsin's high school graduates are going on into the state's public higher education systems, and that less than one-third are entering the UW System.

He indicated that the System has an opportunity to build on the career planning that will be required within the K-12 system, working to get more students to view postsecondary education as a part of their plan.

The 2020*FWD* plan also acknowledges the opportunity presented by nontraditional students. He said the System needs to engage these students in a more constructive way to get them into the postsecondary education pipeline.

Finally, Vice President Henderson said that the UW System has both an opportunity and an obligation to improve retention. He pointed to the Georgia State System's work in increasing retention and success rates by using predictive analytics to advise students at appropriate times.

Vice President Henderson stated that the UW System cannot ignore Wisconsin's demographic factors, but that there are different opportunities to impact the postsecondary attainment rate. The higher education attainment goal set by the Lumina Foundation is 60 percent; currently Wisconsin's population is at about 45 percent. The technical colleges will provide a large number of quality certificates that will go toward that goal, but he said the UW System also has work to do to make transfers easier and more transparent for all of those students.

Asking about accountability dashboard metrics on academic excellence and how each institution compares against its peer group, Regent Klein noted that part of recruiting students is having a tremendous product. She said she wanted to see institutions improve rather than just maintain the status quo. She added that, given the state's demographics, the UW System institutions need to have goals in place for "amping up" recruitment efforts, whether for out-of-state or nontraditional students.

Vice President Henderson noted that there are many tools institutions can use for recruitment; for example, Chancellor Shields talked earlier about UW-Platteville's Tri-State Initiative. He said that the UW System needs to make sure that the institutions have flexibility to come up with some creative ways to boost recruitment and maintain their commitment to the people of Wisconsin.

Vice President Henderson also suggested that the UW System can improve recruitment by focusing on nontraditional students, and especially first-generation students. He explained that when the first person in a family goes to higher education and does not succeed, they may go home and tell their relatives about that experience – then the System’s ability to recruit those family members is limited.

One of the best things the UW System can do for recruitment is to show that more of its students are successful, he said. Increasing retention and graduation rates will have an impact on recruitment.

Regent Mueller recalled that when she was appointed to the Board in 2013, she met with Senator Harsdorf about the need for the UW System to work with the Lumina Foundation and to create an effective dashboard. She observed that the System has come a long way in just a few years.

She asked about head count versus full-time-equivalent (FTE) enrollment, and Vice President Henderson clarified that the head count includes all students enrolled in even one course, including through UW-Extension. FTE enrollment counts include only students who are enrolled full-time in a degree program, excluding UW-Extension. The number of credit hours required to qualify as full-time is typically 30; for Pell Grant-eligible students, it is 24.

In 2016, the headcount was 175,825 and FTE was 148,326. Vice President Henderson indicated that there was not a huge drop-off between the headcount and FTE figures, meaning that the headcount was not inflated by many students taking a single credit hour.

In response to additional questions from Regent Mueller, Vice President Henderson confirmed that transfers can have a negative impact on the graduation rates of the “sending” schools. He added that the success of these transfers can be captured by looking at graduation rates for all first-time, full-time freshman students who start and graduate from institutions within the UW System (even if not the same institution).

While graduation rates within the same institution are used by *U.S. News and World Report*, for example, he stated that the UW System is interested in knowing how many students – including those who transfer between its institutions – are graduating.

Regarding the growth in the UW System’s administrative expenditures, Regent Mueller expressed interest in learning which areas of the System’s workforce may be growing or shrinking.

Vice President Henderson indicated that there has been a decline in full-time faculty over recent years related to major budget cuts, which has created some issues in terms of advising. Adding that the System has also seen some declines in staff from other areas, he agreed with Regent Mueller’s suggestion of looking at the areas in which personnel changes have been occurring over the years.

Referring to the declining numbers of Wisconsin high school graduates and the need to pursue nontraditional students, Regent Langnes suggested that the UW System should be more aggressive in recruiting students for online education. However, he reported hearing concern among students, parents, and legislators about higher tuition and fees for online classes. He asked how the UW System can make online education more affordable and accessible.

Vice President Henderson noted that establishing residency for online students is often a challenge. Online courses are charged at one rate, which is a blend of the resident and nonresident rates. There are many expenses for online education that do not apply to residential students, but online students also do not pay fees for some on-campus resources.

He added that more of the online courses being created are designed to help nontraditional students who are already employed progress to the next level. Sometimes employers pay for the courses in these cases.

Vice President Henderson said that UW-Extension has been trying to create online programs that reflect awareness of the costs and are as efficient as possible. Doing more of these programs will allow the System to make online education more efficient and more affordable.

President Millner recognized Chancellor Blank, who commented that taking action on graduation and retention rates will make a difference in people's lives and provide value. Eight years earlier, her predecessor worked with the Regents and the State to increase UW-Madison's in-state tuition. All of that money went into three factors that are known to affect graduation rates: financial aid, increased advising, and reducing bottleneck courses.

As soon as that money started coming through, UW-Madison saw substantial changes in its graduation rates. Chancellor Blank reported that it took about five years to realize the full effect of those investments, but UW-Madison's graduation rates increased over 15 points, and its retention rates were also up. She seeks to at least maintain those numbers.

Referring to Vice President Henderson's comments about the Georgia State System, Chancellor Blank explained that Georgia State had invested many dollars into financial aid and advising. The UW System can do the same, she said, but it will require some investment.

Regent Hall observed that there has been continued concern for a long time regarding families being very apprehensive about completing the FAFSA form. She asked Vice President Henderson for examples of some positive strides, especially in the greater Milwaukee area or other areas with low-income populations, towards increasing the number of parents who are comfortable with filling out the forms.

Vice President Henderson indicated that many universities have had initiatives where financial aid staff go into the high schools and counsel the parents and students to help them fill out the FAFSA form. Unfortunately, a tool that had been available from the IRS, which automatically downloaded tax information into the FAFSA form, had just been disabled due to security and functionality concerns. He indicated that this was another impediment.

Vice President Henderson said that there has been movement toward simplifying the FAFSA form. One change is that students used to have to wait until January or February for their parents to finish doing their income taxes for the prior year before they could fill out the FAFSA form. Now, the form allows students to use the prior-prior year's tax data.

He added that some smaller high schools in the nation have made completion of the FAFSA a graduation requirement. Parents who want to opt out must explain and sign a waiver.

Indicating that the Milwaukee Urban League has been having conversations about how to complement efforts to support families in filling out the FAFSA, Regent Hall asked about tying completion of the form to benefits received by the families.

President Millner noted that Wisconsin was a leader in getting the change to prior-prior year data enacted. Having served in an organization that gives out significant scholarships, she recalled that the immediacy of the FAFSA deadline had been very difficult for some families.

Chancellor Ford reported that over the previous six years, UW-Parkside has had more graduates than at any other period in its history. She added that 45 percent of the institution's graduates are transfer students, and so would not be counted in the graduation rate metrics for first-time full-time students.

Chancellor Ford emphasized the importance of counting every student who graduates from a UW institution, regardless of how they started, because this metric is tied to the outcomes that the UW System is trying to achieve. She also echoed Chancellor Blank's remarks about the need to invest resources in the factors that help students succeed: financial aid, effective advising, and reduced time-to-degree through improved scheduling and working closely with faculty.

Regent Grebe stated that having simple, understandable, and direct accountability measures is essential in order to promote the UW System. He agreed that it is important to have goals and trends, but emphasized that these should be simple and clear so that there are no questions about what graduation rates or transfers really mean.

Vice President Henderson replied that the System has been having many conversations about how to set clearly stated goals and provide data without devolving into arguments about what it really means.

Noting that the proportion of STEM and health profession degrees conferred by the System has been increasing, Regent Grebe asked which degree fields were shrinking. Vice President Henderson indicated that he did not have that information off hand.

Regent Farrow expressed support for Regent Grebe's recommendation to keep the System's goals simple, saying that clear communication would help drive the point home.

Regent Farrow also agreed that navigating the FAFSA remains a huge problem for families, including her own. If even college-educated parents find the form annoying and complicated, she said, then parents of first-generation students will find it difficult too.

President Millner expressed agreement, then thanked Vice President Henderson and asked him to remain at the podium for the next presentation.

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FOLLOW-UP ON MARCH MEETING: “RESEARCH IN SUPPORT OF STUDENT SUCCESS, FACULTY ENGAGEMENT, AND ECONOMIC DEVELOPMENT”

Introducing the next item on the agenda, President Millner said Vice President Henderson would provide a brief follow-up on the presentation Dr. Susan Baxter gave the Board at its last meeting. Dr. Baxter had shared the forward-thinking approach and structure of the collaborative California State University System Program for Education and Research in Biotechnology (CSUPERB), which she heads.

She indicated that Vice President Henderson would now address some of the UW System’s actions.

UW Research Achievements and Opportunities

Vice President Henderson said that one of the things he had noticed when he joined the UW System one year ago was the diverse set of institutions that cover the state of Wisconsin.

Stating that these institutions do amazing work, he referred to Chancellor Shields’ comments about some of the work done by UW-Platteville’s engineering students. Other examples include UW-Eau Claire’s receiving an award from the Council on Undergraduate Research; UW-River Falls’ activities with dairy science; UW-Green Bay researchers studying the effects of the Fox River emptying into the Green Bay; and the UW System’s two Research I universities.

There are research achievements across the System, but Vice President Henderson said he was surprised that there was not more coordination and collaboration among the universities around a centralized theme. He suggested that there is an opportunity for the UW System to use the incredible assets of its faculty and students for the benefit of the state of Wisconsin.

Having served as a dean for a comprehensive university, Vice President Henderson said he recognized that the research horsepower of the faculty at the comprehensives and the colleges is outstanding. These faculty are doing amazing teaching in addition to first-rate research and providing service to the communities.

He indicated that the faculty view their research as not only part of their own professional development, but also as part of their role in the mission of supporting outstanding education for the undergraduate students at their institution. Undergraduate research is one of the high impact practices that increases retention and graduation rates, producing manifold effects and opportunities.

Lessons from CSUPERB

Vice President Henderson explained that he invited Dr. Baxter to speak at the Board's previous meeting because he had actually been a dean serving on the strategic planning group for CSUPERB. Like the UW System, the Cal State universities are spread throughout the state of California. These institutions have found ways to collaborate and work together to support faculty and students and focus on their strategic priorities: expanding experiential biotechnology learning opportunities within CSU; innovating biotechnology education; and partnering with the life sciences industry.

The Cal State biology faculty have changed the way that they teach classes to reflect the priorities for the biotech industry. Biotech research is actually reflected back into the curriculum, and they have built significant partnerships with California's biotech industry.

Vice President Henderson said that what CSUPERB has been able to accomplish in terms of investment in faculty is remarkable. For every dollar put into CSUPERB's seed grant program, faculty are able to obtain \$12 in research funding.

He indicated that the key to receiving these research grants is for faculty to engage students in research projects. Students involved in research projects graduated at a much higher rate – 90 percent – than CSU's average six-year graduation rate of 51 percent.

At least 91 percent of students who were engaged in CSUPERB between 2006 and 2014 went into either the biotech industry or graduate school programs in biotech areas. Vice President Henderson said that this demonstrates the effect of students' engaging in and experiencing hands-on research.

Proposed Initiative: UW Collaborative on Water

Vice President Henderson then introduced a proposed initiative for the UW System to focus on the role that water plays in the Wisconsin economy.

He indicated that there are several reasons for focusing on water. One is that water plays a huge role in Wisconsin's recreation, industry, and environmental issues. Another is the strength of water-related programs through the UW System. UW-Milwaukee recently hosted a Fresh Water Summit for people from across the System for a broad-based conversation.

Based on his conversations with the provosts, Vice President Henderson suggested that the UW Collaborative on Water would have a broad impact and could fit in well with the comprehensives and the Colleges, engaging and supporting faculty and students. It would work

with UW-Madison and UW-Milwaukee, but the focus would be on creating a collaborative with the comprehensives.

The UW System's array of water-related programming is primarily focused on the STEM fields, but the UW Collaborative on Water could engage students from a broad range of disciplines. Students in political science will be interested in how water policies are developed; anthropology students will look at the role of water in the development of different cultures. Vice President Henderson said that this initiative would give the UW System an opportunity to engage in many private and public partnerships.

Next Steps

Outlining the next steps for the UW Collaborative on Water, Vice President Henderson said that each of the provosts had appointed a faculty representative to convene and discuss a structure and defining mission statement for the initiative. Noting that Dr. Baxter had laid out many different theoretical approaches to creating collaboratives, he stated that the UW System will do this in a way that works best for Wisconsin and for its institutions.

The group also will consider appropriate funding to initiate the collaborative. Vice President Henderson said the hope is to launch the UW Collaborative on Water in the fall.

Discussion

President Millner observed that UW-Milwaukee's School of Freshwater Sciences is the only one of its kind in the country. She added that the issue of freshwater is foremost around the world, the need for water being the single greatest drive of all humans, animals, or vegetation.

Thanking Vice President Henderson for following up on Dr. Baxter's report, President Millner said that this was a wonderful lead-in to the undergraduate research that will be presented at the Capitol Rotunda on April 12th. She encouraged everyone to attend this event, which is a special opportunity to see displays of undergraduate research from around the state.

Regent Manydeeds congratulated Vice President Henderson on moving this initiative forward, and asked him to consider Wisconsin's tribes when developing partnerships for the collaborative.

Indicating that the numerous tribes in the state will have different perspectives about the role of water in society, he suggested that this would be an opportunity for the UW System to make good on some of its promises to reach out. Regent Manydeeds said he would be happy to help with this.

Vice President Henderson agreed that the tribes would be an important component of this collaboration, and said he would be calling Regent Manydeeds for his assistance. President Millner thanked Regent Manydeeds for his comments.

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CLOSED SESSION

President Millner called upon Regent Petersen to offer the resolution to move into closed session. The motion was seconded by Regent Farrow and adopted on a roll-call vote, with Regents Bradley, Delgado, Grebe, Farrow, Hall, Klein, Langnes, Manydeeds, Millner, Mueller, Petersen, Steil, and Tyler voting in the affirmative. There were no dissenting votes and no abstentions.

Closed Session Resolution

Resolution 10840 Move into closed session: (a) to consider personal histories related to the naming of a school at UW-Stout, as permitted by s. 19.85(1)(f), Wis. Stats.; (b) to confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), Wis. Stats.; and (c) to consider personal histories or disciplinary data of specific persons which, if discussed in public, would be likely to have a substantial effect upon the reputation of such persons, as permitted by s. 19.85(1)(f), Wis. Stats.

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The Board recessed at 3:38 p.m. to relocate to Room 0300 and reconvened at 3:55 p.m.

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The following resolution was adopted during the closed session:

Authority to Name School of Engineering, UW-Stout

Resolution 10841 That, upon the recommendation of the Chancellor of UW-Stout and the President of the University of Wisconsin System, the Board of Regents grants authority to name the Robert F. Cervenka School of Engineering within the UW-Stout College of Science, Technology, Engineering, Mathematics and Management, effective July 1, 2017.

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The meeting was adjourned at 4:10 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