

1/24/2017

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee

Thursday, February 2, 2017
10:45 a.m.-12:15 p.m.
Union South, Varsity Hall II
UW-Madison
Madison, Wisconsin

- a. Approval of the Minutes of the December 8, 2016 meeting of the Education Committee;
- b. Report of the Vice President;
- c. UW-Madison: Approval of the Bachelor of Science in Education Studies;
[Resolution I.1.c]
- d. UW-Superior: Approval of the Post-Tenure Review Policy;
[Resolution I.1.d]
- e. UW-Milwaukee: Approval of the Pathways High School charter and contract;
[Resolution I.1.e]
- f. UW-Parkside: Renewal of the 21st Century Preparatory School charter contract; and
[Resolution I.1.f]
- g. UW-Madison Presentation: UW-Madison Educational Updates

Program Authorization (Implementation)
Bachelor of Science in Education Studies
UW-Madison

EDUCATION COMMITTEE

Resolution I.1.c:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Education Studies at UW-Madison.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN EDUCATION STUDIES
UW-MADISON**

BACKGROUND

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>). The new program proposal for a Bachelor of Science in Education Studies at the University of Wisconsin-Madison is presented to the Board of Regents for consideration. UW-Madison's Provost submitted an authorization document, a financial projection, and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.c, approving the implementation of the Bachelor of Science in Education Studies at UW-Madison.

DISCUSSION

The University of Wisconsin-Madison proposes to establish a Bachelor of Science (B.S.) in Education Studies. The development of the program responds to growing undergraduate student interest in obtaining the multidisciplinary training needed to answer questions regarding domestic and global education policy and practice. The program will prepare students to understand complex educational policy issues and debates, and make effective and efficient use of public and private education resources, both domestic and international. Graduates will be equipped to interpret education reform proposals and to understand the interconnections between education and other social institutions, including the justice, healthcare, and family advocacy systems, as well as areas of economic development and foreign affairs. Among UW institutions, only UW-Milwaukee offers an undergraduate, non-teaching education studies program; the UW-Milwaukee program also serves a wider audience through online delivery and differs in its focus on adult education, youth leadership, and training and workforce development.

Student enrollments in the major will draw from existing classes of undergraduates – both current and projected. It is estimated that the program will attract approximately five new freshmen each year. The balance of enrollments will be comprised of continuing students. Enrollment retention is estimated to be 95 percent and will be comparable to like programs at UW-Madison. By the end of year five, program enrollment is expected to stabilize around 60 students with nearly 20 students graduating each year.

Graduates of the B.S. in Education Studies program will be poised to fill employment needs in local and state-level educational policy-making agencies, state and national education and social policy think tanks, parent-based organizations for schools, community social service organizations, philanthropic and non-profit foundations, workforce development offices, and agencies doing business in the realm of international education. Market demands indicate an

anticipated 4-10 percent growth between 2012 and 2022 for educational administrators percent and 10 percent growth for non-profit organization leadership positions, and policy analysts.

For students enrolled in the B.S. in Education Studies at UW-Madison, the standard undergraduate tuition and fees will apply. For academic year 2016-17, UW-Madison residential tuition and segregated fees total \$5,244.24 per semester for a full-time undergraduate who is enrolled in 12-18 credits per term. Of this amount, \$607.56 is attributable to segregated fees and \$4,636.68 is attributable to tuition. Students are expected to complete the B.S. in Education Studies in four years from freshman admission. Additionally, all the courses required to support the proposed B.S. in Education Studies are currently being offered at UW-Madison. Therefore, no additional faculty hires will be required. Enrollments in existing courses will be expanded.

RELATED REGENT AND UW SYSTEM POLICIES

Regent Policy 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.

Academic Information Series #1 (ACIS 1.0, revised July 2016): Statement of the UW System Policy on Academic Planning and Program Review.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN EDUCATION STUDIES
AT UW-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin-Madison proposes to establish a Bachelor of Science (B.S.) in Education Studies. The development of the program responds to growing undergraduate student interest in obtaining the multidisciplinary training needed to answer questions regarding domestic and global education policy and practice. The program will prepare students to understand complex educational policy issues and debates, and make effective and efficient use of public and private education resources, both domestic and international. Graduates will be equipped to interpret education reform proposals and to understand the interconnections between education and other social institutions, including the justice, healthcare, and family advocacy systems, as well as areas of economic development and foreign affairs. Among UW institutions, only UW-Milwaukee offers an undergraduate, non-teaching education studies program; the UW-Milwaukee program also serves a wider audience through online delivery and differs in its focus on adult education, youth leadership, and training and workforce development.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Madison

Title of Proposed Program

Education Studies

Degree/Major Designations

Bachelor of Science

Mode of Delivery

Single institution, face-to-face

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Student enrollments in the major will draw from existing classes of undergraduates – both current and projected. It is estimated that the program will attract approximately five new freshmen each year. The balance of enrollments will be comprised of continuing students. Enrollment retention is estimated to be 95 percent and will be comparable to like programs at UW-Madison. By the end of year five, program enrollment is expected to stabilize around 60 students with nearly 20 students graduating each year.

Table 1: Projected Enrollment and Completion

	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Enrolled in the program	15	34	54	61	61
Graduating students	0	0	9	17	18

Tuition Structure

Standard undergraduate tuition and fees will apply. For academic year 2016-17, the UW-Madison residential tuition and segregated fees total \$5,244.24 0 per semester for a full-time undergraduate who is enrolled in 12-18 credits per term. Of this amount, \$607.56 is attributable to segregated fees and \$4,636.68 is attributable to tuition.

Department or Functional Equivalent

Department of Educational Policy Studies

College, School, or Functional Equivalent

School of Education

Proposed Date of Implementation

September 2017

INTRODUCTION**Rationale and Relation to Mission**

The proposed B.S. in Education Studies is aligned with the strategic plans of UW-Madison, the School of Education, and the Department of Educational Policy Studies (EPS). The program aligns with UW-Madison's 2015-2019 strategic framework (<https://chancellor.wisc.edu/strategicplan2/>), specifically in both domestic and global aspects and the research opportunities for undergraduates advance the Wisconsin Idea's call to "leverage [the university's] distinctive interdisciplinary strengths to address complex problems in the state and the world." The proposed major also supports the School of Education's 2015-2017 strategic priorities (<https://www.education.wisc.edu/soe/about/school-at-a-glance/strategic-priorities>), reflecting a shared commitment to "produce high quality leaders for rapidly-changing learning environments at all levels," to "promote equity and increase diversity," and to "foster community engaged scholarship to enrich lives, transform communities and better the world." The intent to create the B.S. in Education Studies was endorsed in the department's most recent (2014) program review, where external reviewers "strongly recommend[ed]" that EPS house this initiative and noted that EPS faculty have "the precise blend of expertise for such a major...."

Current degree offerings in EPS are the M.S. and the Ph.D. in Educational Policy Studies. EPS also offers an undergraduate Certificate in Educational Policy Studies. EPS is now positioned to expand service to undergraduates through the proposed B.S. in Education Studies. The department has long instructed a large number of undergraduates, from freshmen to seniors. Coursework has been offered in the areas of history and sociology of education, as well as

comparative/international education. The proposed B.S. in Education Studies will extend the department's ability to serve undergraduates interested in pursuing a degree in this area.

Need as Suggested by Current Student Demand

Student interest is evidenced by the 210 students who have pursued the undergraduate Certificate in Educational Policy Studies since its inception in 2006. In the three years 2013-2016, at least 35 students annually have declared the Certificate. In total, approximately 724 undergraduates enrolled in EPS courses in 2015-16. The proposed B.S. in Education Studies will serve the growing population of students seeking a rigorous multidisciplinary investigation of debates in education policy, as well as the social, cultural, political, and historical contexts in which these debates emerge and evolve.

UW-Madison students have also shown interest in such a degree program through their participation in the Educational Policy Studies department's freshmen-only courses, in which approximately 200 undergraduates have enrolled over the past four years. As well, undergraduates have expressed interest in the degree to faculty and advisors. For example, at the fall 2015 campus "Majors Fair," four first-year students approached School of Education advising staff to ask whether UW-Madison offered a non-teacher preparation B.S. program in the area of Education Studies. School of Education advisors report consistent and growing interest among incoming freshmen and transfer students who want to study education and social policy broadly. Undergraduates with these interests are a natural constituency for the proposed B.S. in Education Studies. Experience suggests that the new major will be particularly attractive to undergraduates who express a strong interest in issues of equality and social justice and who, in general, seek opportunities to study these dimensions of educational policy.

Need as Suggested by Market Demand

Graduates from the proposed B.S. in Education Studies will fill employment needs in local and state-level educational policy-making agencies, state and national education and social policy think tanks, parent-based organizations for schools, community social service organizations, philanthropic and non-profit foundations, workforce development offices, as well as agencies doing business in the realm of international education. The types of positions available to graduates with a B.S. in Education Studies include education administrator, educational policy analyst, non-profit organization director, educational researcher in a for-profit company, educational software development staff person, educational games designer, educational exhibit coordinator for a museum or science center, design advisor for a playground equipment company, educational advisor for product development in the toy industry, textbook company staff writer, test company staff person, and tutoring company director. Half of the students pursuing the B.S. in Education Studies are expected to enroll in graduate school either directly following completion of the undergraduate degree or after working for a few years.

Market demand for several of these occupations is demonstrated as follows:

Education administrator (Other). Wisconsin Department of Workforce Development data indicate an anticipated 10-percent growth in "Educational Administrators, All Others"

between 2012 and 2022.¹ (This category excludes K-12 school administrators, early childhood administrators, and post-secondary educators.) Nationwide, the U.S. Bureau of Labor Statistics (BLS) projects an increase of 4 percent in “Educational Administrators, All Others” between 2014 and 2024.² These positions typically require an entry-level educational background of a bachelor’s degree.

Policy analyst. The U.S. Bureau of Labor Statistics does not classify policy analysts as a separate occupation and, therefore, does not have data on their employment or earnings. These workers are counted by their research specialty and may be trained as political scientists, economists, sociologists, lawyers, urban and regional planners, or natural scientists. The Association for Public Policy Analysis and Management (APPAM) notes on its website that “[t]he new public sector is about linkages between governments, nonprofits, NGOs, universities, and the private sector. All have a role to play in responding to today's pressing issues. Professionals now move among the sectors in their careers, shifting jobs as opportunities present themselves.”³ Graduates of the B.S. in Education Studies will be uniquely positioned and prepared to move flexibly between these sectors.

Non-profit organization leadership. According to the U.S. Bureau of Labor Statistics, the percent change in employment of community service managers (including non-profit leadership) between 2014 to 2024 is projected at 10 percent, above the 7 percent average growth rate for all occupations.⁴ In a more specific projection reported by Concordia University, education-related positions account for 15 percent of all non-profit employment, indicating that education-related jobs within nonprofits will have a strong job outlook.⁵

DESCRIPTION OF PROGRAM

Institutional Program Array

The B.S. in Education Studies complements the School of Education’s high quality teacher-preparation programs. To clearly distinguish this program from the School’s teacher-education programs, the major does not include pedagogy courses or disciplinary teaching methods. The B.S. in Education Studies will fit well with disciplines that have existing ties to education issues such as sociology, anthropology, history, and political science, and provides an undergraduate focus on global/international issues.

¹ Wisconsin Department of Workforce Development, “Labor Market Information, Job Projections,” Wisconsin Job Center, www.wisconsinjobcenter.org/labormarketinfo/. (August 19, 2016)

² U.S. Bureau of Labor Statistics, “Employment Projections,” <https://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm#Management%20occupations>. (August 19, 2016)

³ Association for Public Policy Analysis and Management, “Career Advice,” www.appam.org/careers-education/career-advice/. (August 19, 2016)

⁴ U.S. Bureau of Labor Statistics, “Employment Projections,” <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm>. (August 19, 2016)

⁵ Concordia College-New York, “Outlook Strong for Nonprofit Sector Careers,” <http://online.concordia-ny.edu/nonprofit-career-outlook-strong/>. (August 19, 2016)

Other Programs in the University of Wisconsin System

Among four-year institutions in the UW System, only the University of Wisconsin-Milwaukee offers a non-teaching education major. UW-Milwaukee's undergraduate major in Educational Studies emphasizes adult education and training, youth leadership, and workforce development. The UW-Milwaukee program specifically prepares students for "designing, developing and delivering educational programs and classes to adults and youth learners in a variety of non-school organizations and nonprofit, community-based, post-secondary settings." This program delivers courses online, in the evening, and on weekends.

In contrast, the proposed B.S. in Education Studies at UW-Madison will focus on the multidisciplinary examination of education policy, both domestic and international. Particular emphasis is placed on the ways in which education policies and practices are analyzed and discussed from various disciplinary perspectives, notably history, sociology, anthropology, political science, and comparative/international education. Classes will be offered on a traditional school-day schedule. The audience for this major will be drawn from on-campus UW-Madison undergraduates.

Faculty from UW-Madison and UW-Milwaukee discussed the new degree program in the planning stage and agreed that the proposed UW-Madison's B.S. in Education Studies program and UW-Milwaukee's Educational Studies program with specializations in adult education, youth leadership, and training and workforce development are complementary.

Diversity

The UW-Madison School of Education places a very high value on diversity, equity, and inclusion in all of its programs. The faculty in EPS are particularly noted for their scholarship in these areas, with expertise in the history of equal educational opportunity, the sociology of school districts undergoing demographic change, the governance structures that help and/or hinder ethnic and racial equity and diversity in both school and out-of-school education contexts, the forms of discrimination related to gender and sexuality that affect education both domestically and globally, and the approaches to cultural and linguistic diversity that shape formal and informal education in the United States and abroad.

The principles of multiculturalism form the programmatic foundation of the proposed B.S. in Education Studies. The curriculum encourages students to reflect on the meanings and manifestations of cultural diversity in all forms, both locally and globally. Course readings draw from traditions of scholarship (and other media) that represent diverse perspectives. Course activities expose students to education policy debates that address populations differing by race, gender, class, and sexuality, as well as language, nationality, religion, and political ideology. A core aim of the proposed B.S. in Education Studies curriculum is to encourage students to consider the ways in which their own social contexts may differ from others and to give students as much practice as possible in the analysis of educational policies from diverse viewpoints. These habits of mind are the foundation of complex understanding and effective social policy-making in all fields, including education.

To advance these aims, EPS and its partnering departments are committed to attracting faculty and staff from diverse backgrounds. The department has been successful in recruiting

faculty as well as graduate students from traditionally underrepresented backgrounds and/or targeted minority groups. EPS graduate students regularly serve as lecturers and teaching assistants in undergraduate courses. Currently, 30 percent of EPS faculty and 50 percent of EPS graduate students come from underrepresented backgrounds and/or targeted minority groups. The diversity of the department's instructional staff will significantly enhance the learning opportunities available to students who pursue the proposed B.S. in Education Studies.

Student Learning Outcomes

Students enrolled in the B.S. in Education Studies will:

1. Formulate research-based arguments on topics in education policy using academic literature, including both primary and secondary sources.
2. Demonstrate an understanding of the social, cultural, and historical contexts of education policy.
3. Examine education policy from multiple theoretical perspectives (e.g., ethical/philosophical, economic/political, etc.).
4. Use different historical and/or qualitative social-science methods to answer major questions in education policy research, both contemporary and enduring.
5. Analyze education policy issues from diverse perspectives related to race, class, and gender and other forms of social difference.

Program Objective

Graduates will be equipped to interpret major debates in education policy, both domestically and globally. Additionally, graduates will be able to look for and understand the interconnections between education and other major social institutions, including the justice system, the healthcare system, family advocacy systems, economic development, and foreign affairs.

Assessment of Objectives

An assessment plan has been developed to evaluate all learning goals at least every three years. Included in the plan are the following assessments:

1. Indirect Assessment: Annual course evaluations will include standard questions about the major's five central learning outcomes. Annually, a faculty panel will examine a summary of course evaluations to assess the program's success in achieving these outcomes. Other possible indirect assessments include (1) student satisfaction surveys, (2) use of B.S. in Education Studies data from the First Destination survey fielded to all graduating seniors, and (3) alumni surveys at 1-, 5-, and 10-year intervals post-graduation.
2. Direct Assessment: Selected course paper assignments will require students to demonstrate mastery of the learning outcomes stated above. Every three years a faculty panel will examine a sample of course papers to assess the program's success in meeting these goals.

Annually, the EPS executive committee will review program assessment information. This will include a review of course enrollments, overall program enrollments, degree completion, and time-to-degree. Program changes based on assessment information will be implemented by the department faculty.

Program Curriculum

A minimum of 120 credits is required for graduation. These include university-wide general education breadth requirements, School of Education liberal studies requirements, and major coursework. Major coursework will include 30 credits, comprised of core courses (9 credits), depth requirements (minimum of 12 credits), and breadth requirements (minimum of 9 credits). Major depth and breadth requirements will occur through two concentrations forming the structure of the major: (1) the U.S. Concentration and (2) the Global Concentration.

I. Core Courses (9 credits). All students who undertake the B.S. in Education Studies will be required to take:

- i. ED POL 300 School and Society
- ii. ED POL 340 Comparative Education
- iii. ED POL/HISTORY 412 History of American Education

II. Depth Requirements (12 credits). Students will choose a minimum of four courses (12 credits) in one of two concentrations (U.S. or Global) to facilitate in-depth study of education policy and practice:

U.S. Concentration

ED POL 140 Introduction to Education
ED POL 150 Education and Public Policy
ED POL 200 Race, Ethnicity and Inequality in American Education
ED POL 210 Youth, Education, and Society
ED POL 450 Rethinking After-School Education
ED POL 460 Immigration, Education, and Equity
ED POL 478 Comparative History of Childhood and Adolescence
ED POL 500 Social Issues in Education
ED POL 505 Issues in Urban Education
ED POL 510 Urban School Policy
ED POL 518 Introduction to Debates in Higher Education Policy
ED POL 567 History of African-American Education
ED POL 570 Anthropology and Education
ED POL/GWS 560 Gender and Education
ED POL/PHIL 545 Philosophical Conceptions of Teaching and Learning
ED POL/PHIL 550 Philosophy of Moral Education
ED POL/HIST 622 History of Radical/Experimental Education in US/UK
ED POL/HIST 665 History of the Federal Role in US Education
ED POL/SOC 648 Sociology of Education

Global Concentration

ED POL 140 Introduction to Education
ED POL 317 School and Society: Colonialism and Schools
ED POL 335 Globalization and Education
ED POL 460 Immigration, Education, and Equity
ED POL 478 Comparative History of Childhood and Adolescence
ED POL 591 Schooling and the Rights of Children
ED POL 595 Language Politics, Ethnicity, and Education
ED POL 675 Introduction to Comparative and International Education
ED POL 677 Education, Health, and Sexuality
ED POL/GWS 560 Gender and Education
ED POL/HIST 622 History of Radical/Experimental Education in US/UK

III. Breadth Courses (minimum of 9 credits) to include at least one course from the following three ED PSYCH courses:

ED PSYCH 320 Human Development in Infancy and Early Childhood
ED PSYCH 321 Human Development in Adolescence
ED PSYCH 331 Human Development: Childhood through Adolescence

Additional breadth-course options:

CURRIC 240 Critical Aspects of Teaching, Schooling, and Education
ED PSYCH 320 Human Development in Infancy and Early Childhood
ED PSYCH 321 Human Development in Adolescence
ED PSYCH 331 Human Development: Childhood through Adolescence
ED PSYCH 326 Mind, Brain, and Education
ED PSYCH 506 Contemporary Issues in Educational Psychology
ED PSYCH 521 Adolescent Development in Educational Contexts
ED PSYCH 541 Applied Behavior Analysis in Classrooms
ELPA 640 Legal Rights and Responsibilities for Teachers

Admissions

Students may declare and enroll in the B.S. in Education Studies when they first enroll at UW-Madison. Typically, students will declare the major in their second year. Students who declare the B.S. in Education Studies when enrolling as transfer students must have earned at least a 2.5 cumulative campus grade-point average, which is the School of Education's required minimum GPA to be in good academic standing. Advising for admission will be provided by staff within Education Academic Services.

Projected Time to Degree

Students are expected to complete the B.S. in Education Studies in four years from freshmen admission. All three core courses (EPS 300, EPS 340, and EPS 412) are offered every Fall, Spring, and Summer semester. EPS offers at least three different undergraduate elective courses each Fall/Spring semester, for a total of six per year. A typical student could complete up to 12 credits in the major per semester. Thus, a student could complete all degree requirements within four years.

Institutional Review

In accordance with UW-Madison requirements, a program review will be conducted after five years. Thereafter, the B.S. in Education Studies will be incorporated into the regular ten-year review process.

Accreditation

No accreditation is required for the proposed B.S. in Education Studies.

Resources

All of the courses required to support the proposed B.S. in Education Studies are currently being offered at UW-Madison. Therefore, no additional faculty hires will be required. Enrollments in existing courses will be expanded.

University of Wisconsin - Madison
Cost and Revenue Projections For Newly Proposed BS-Education Studies Program (Note 1)

	Items	Projections				
		2018	2019	2020	2021	2022
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	0	0	0	0	0
	Enrollment (Continuing Student) Headcount (Note 2)	15	34	54	61	61
	Enrollment (New Student) FTE	0	0	0	0	0
	Enrollment (Continuing Student) FTE	15	34	54	61	61
II	Total EPS Credit Hours	225	510	810	915	915
	Existing Credit Hours	450	1020	1620	1830	1830
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac (Note 3)	1.8	1.8	1.8	1.8	1.8
	FTE of Current Teaching Assistants (Note 3)	1.99	1.99	1.99	1.99	1.99
	FTE of Current Academic Advisor (Note 3)	0.25	0.25	0.25	0.25	0.25
	FTE Current Admin Staff (Note 3)	0.3	0.3	0.3	0.3	0.3
IV	New Revenues					
	<i>From Tuition (new credit hours x FTE)</i>	\$0	\$0	\$0	\$0	\$0
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Grants</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	Reallocation Revenue	\$265,148	\$267,774	\$270,427	\$273,107	\$275,814
	Total New Revenue	\$265,148	\$267,774	\$270,427	\$273,107	\$275,814
V	New Expenses	0	0	0	0	0
	Reallocated Salaries plus Fringes					
	<i>Faculty(Note 4)</i>	\$166,602	\$168,268	\$169,951	\$171,650	\$173,367
	<i>Teaching Assistants(Note 5)</i>	\$70,848	\$71,556	\$72,272	\$72,995	\$73,725
	<i>Academic Advisor (Note 6)</i>	\$12,500	\$12,625	\$12,751	\$12,879	\$13,008
	<i>Administrative Staff (Note 7)</i>	\$12,698	\$12,825	\$12,953	\$13,083	\$13,214
	Reallocated Expenses					
	<i>Faculty and Instructional Academic Staff</i>	\$0	\$0	\$0	\$0	\$0
	<i>Administrative Staff</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other:supplies</i>	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Total Expenses	\$265,148	\$267,774	\$270,427	\$273,107	\$275,814
VI	Net Revenue	\$0	\$0	\$0	\$0	\$0

Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program

1. This program has no new funding as courses are already taught by the EPS faculty. Increases in course enrollments will make more efficient use of current resources as enrollments rise and meet enrollment capacity of courses.
2. Minimal attrition is expected per UW-Madison persistence rates.
3. An estimate of 1.8 FTE faculty, 1.99 FTE Teaching Assistants, .25 FTE Academic Advisor and .3 FTE administrative support staff is based on estimates of proportional contributions of 10 faculty, 2 department staff, 1 academic advisor, and 5 TAs who contribute to the program.
4. Faculty salaries are estimated from actual salaries; projection is for a 1% annual salary increase.
5. Teaching Assistant salaries are estimated for 2 TAs at .5 FTE and 3 TAs at .33 FTE. Rates reflect the 2016 Graduate School funding for assistantships. A projection of a 1% annual salary increase is included.
6. Academic Advisor salary is estimated from actual salaries; projection is for a 1% annual salary increase. Undergraduate advising currently has capacity because a program recently moved to a graduate only offering.
7. Administrative Staff salaries are estimated from actual salaries; projection is for a 1% annual salary increase.

a - Number of students enrolled

b - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level

c - Number of faculty/instructional staff providing significant teaching and advising for the program

d - Number of other staff providing significant services for the program

Provost's Signature:

Gorah C. Mangelsky

Date:

11/9/2016

UNIVERSITY OF WISCONSIN - MADISON
COST AND REVENUE PROJECTION NARRATIVE
BACHELOR OF SCIENCE (B.S.) IN EDUCATION STUDIES

The proposed B.S. in Education Studies will build on the popular undergraduate Certificate in Educational Policy Studies that has been offered since 2006. The new B.S. in Education Studies will be comprised of 30 major credits and a total of 120 degree credits. All of the courses required to support the proposed B.S. in Education Studies are currently being offered at UW-Madison. No additional faculty or staff hires will be required. As well, student enrollments in the major will draw from existing classes of undergraduates – both current and projected. Therefore, the financial projections do not reflect new revenues or expenses.

Section I – Enrollment

All anticipated enrollments are classified as continuing student headcount and FTE in the Regent format budget, because student enrollments in the major will draw from existing classes of enrolled undergraduates – both current and projected. Undergraduates who are enrolled at UW-Madison will elect to pursue the proposed B.S. in Education Studies as a choice among UW-Madison's more than 100 undergraduate programs. Enrollment retention is estimated to be 95 percent from year to year, similar to the overall undergraduate retention rate at UW-Madison. By the end of year five, program enrollment is expected to stabilize around 60 student enrollments.

Section II – Credit Hours

All of the courses required to support the proposed B.S. in Education Studies are currently being offered at UW-Madison. The program is planned to be relatively small (60 undergraduates out of about 29,500 total undergraduates), and most of the program course enrollments will be supported by expanding the enrollment capacity of courses that are already being offered, thereby making more efficient use of existing curricular resources.

The BOR Budget Template format reflects the estimated number of credit hours per student FTE. The total student credit hours for students is estimated to be 30 credits annually per enrolled FTE undergraduate. Credit hours in the Department of Education Policy Studies (EPS) are estimated to be one-half (15) of the total credits per enrolled FTE student annually.

Section III – Faculty and Staff Appointments

No new faculty and staff appointments are anticipated. Delivery of instructional, student, and administrative services attributable to the major will be provided through the proportional contributions of 10 faculty (1.80 FTE), 5 teaching assistants (TA) (1.99 FTE), 2 department staff (0.30 FTE), and 1 academic advisor (0.25 FTE). Most of the instructional effort will be met by increasing enrollments in existing courses; this may result in some additional TA support.

Section IV – Program Revenues

For the most part, no new direct dollars will be required. The program is structured to make more efficient use of curricular offerings and available undergraduate advising resources available because of declines in enrollment of some other School of Education programs. Revenues sufficient to cover direct program expenses will be reallocated to the program budget from other areas within the School of Education. Redirected revenues coincide with the direct salary/fringe and supplies and expenses that will be attributable to the delivery of instructional, student, and administrative support services.

Section V – Program Expenses

All of the courses required to support the proposed B.S. in Education Studies are currently being offered at UW-Madison; therefore, no additional faculty, teaching assistant or administrative staff expenses will be incurred. Increases in course enrollments will make more efficient use of current resources to meet enrollment capacity of courses. No additional advising staff expenses will be incurred, as undergraduate advising capacity is available due to conditions described in Section IV. Reallocated expense lines reflect salary attributable to the faculty and staff appointments described in Section III, and project a 1% annual salary increase. Fringe expenses attributable to these current positions are not included in the projections, as the expenditures (and corresponding revenues) are already accounted for in a separate account.



Date: November 9, 2016

To: Ray Cross, President, University of Wisconsin System

From: Sarah C. Mangelsdorf, Provost and Vice Chancellor for Academic Affairs *scm*

RE: Authorization Proposal: Bachelor of Science-Education Studies

In keeping with UW System and Board of Regent Policy I am sending you a proposal for a new BS-Education Studies Program at the University of Wisconsin-Madison.

The program has been designed to meet UW-Madison's definition and standards of quality and to make a meaningful contribution to the institution's overall academic plan and program array. Students will be required to meet all the requirements and standards for a bachelor's degree at UW-Madison.

In keeping with UW-Madison policy, this program has been reviewed and endorsed by the faculty of the School of Education, who originated the proposal. Both the dean and the academic planning council of the School of Education have approved the proposal and support this program. The proposal has also been approved by the University Academic Planning Council.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. The necessary financial and human resources are in place and are committed to implement and sustain the program. The instructional and administrative resources for this new program will come from a reallocation of existing resources of the Department of Educational Policy Studies and by expanding enrollments in existing courses. Assuming approval, the faculty plan to implement the new major in Fall 2017.

We are requesting that this proposal be scheduled for consideration at the February 2-3, 2017, Board of Regents meeting. The proposal and budget are attached. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) with any questions about these materials.

Attachments

Copies:

Rebecca Blank, Chancellor, UW-Madison
Stephen Kolison via UWSA Academic Affairs (afgp@uwsa.edu)
James Henderson, Vice President for Academic Affairs, UW System Administration
Diane Treis Rusk, Director of Undergraduate Education, UW System Administration
Diana Hess, Dean, School of Education
Carolyn Kelley, Associate Dean, School of Education
Jeff Hamm, Associate Dean School of Education
Beth Janetski, School of Education
Adam Nelson, Educational Policy Studies
Jocelyn Milner, Academic Planning and Institutional Research
Laurent Heller, Vice Chancellor for Finance and Administration
Tim Norris, Madison Budget Office

EDUCATION COMMITTEE

Resolution I.1.d:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Superior and the President of the University of Wisconsin System, the Chancellor is authorized to implement the University's Post-Tenure Review Policy.

UW-SUPERIOR POST-TENURE REVIEW POLICY EXECUTIVE SUMMARY

BACKGROUND

Section UWS 2.02, Wis. Admin. Code (“Faculty Rules: Coverage and Delegation”), requires that rules, policies, and procedures developed by each institution in the UW System pursuant to Chapters UWS 3, 4, 5, 6 and 8 be approved by the Board of Regents prior to taking effect.

On March 10, 2016, the UW System Board of Regents adopted revised Regent Policy Document (RPD) 20-9, "Periodic Post-Tenure Review in Support of Tenured Faculty Development," available at <https://www.wisconsin.edu/regents/policies/periodic-post-tenure-review-in-support-of-tenured-faculty-development>). RPD 20-9 states that “[w]ithin nine (9) months of the effective date of this Regent policy each institution shall submit an institutional policy to the Board of Regents. Once the institutional policy has been approved, the chancellor, with the advice and counsel of the faculty, is responsible for implementing the policy and operating the institution consistent with its provisions.”

A memo from Chancellor Wachter requesting approval of the UW-Superior post-tenure review policy by the Board of Regents is attached to this document. The UW System Office of General Counsel and the Office of Academic and Student Affairs reviewed the proposed policy. The President recommends approval of the UW-Superior post-tenure review policy.

Attached to this document is Appendix A, containing the new UW-Superior post-tenure review policy as it would read if approved by the Board of Regents.

REQUESTED ACTION

Adoption of Resolution I.1.d, approving the UW-Superior Post-Tenure Review Policy.

DISCUSSION

On December 20, 2016, the UW-Superior Faculty Senate approved the university’s new post-tenure review policy, attached to this document as Appendix A. For comparison, Appendix B shows the original post-tenure policy document. As the original post-tenure policy document was completely rewritten, there is no appendix item showing changes to the original.

RELATED REGENT POLICIES AND LAWS

Section 36, Wis. Stats.
Chapters UWS 3 and 5, Wis. Admin. Code
Regent Policy Document 20-23

APPENDIX A
New UW-Superior Post-Tenure Review Policy Document

University of Wisconsin-Superior Post-Tenure Review Policy

Approved by Faculty Senate December 20, 2016

*This is meant to replace **UW-Sup 7.4.6 Post-tenure Review***

Scope

This policy applies to all University of Wisconsin-Superior tenured faculty members. The post-tenure review described by this policy is not intended to serve as a substitute for annual or other evaluations of tenured faculty performance, nor is it intended as a re-evaluation of tenure.

Purpose

The purpose of this policy is to reflect the Board of Regents' stated commitment to promoting the continued high-quality teaching, research/scholarship, and service of its tenured faculty, and thereby to enhance the educational environment for its students and the larger community.

Policy Statement

Tenure is an essential part of the guarantee of academic freedom that is necessary for university-based intellectual life to flourish. The grant of indeterminate tenure to faculty members represents an enormous investment of university and societal resources, and those who receive this investment do so only after rigorous review which established that their scholarship, research, teaching, and service met the highest standards, and are congruent with the needs of the university.

It is the policy of the Board of Regents that a periodic post-tenure review of tenured faculty members is essential to promoting faculty development, including recognizing innovation and creativity; enhancing the educational environment for students; and identifying and redressing deficiencies in overall performance of duties through a supportive and developmental remediation process.

Nothing in this policy shall be interpreted to alter or to infringe upon existing tenure rights, as set forth in UW System Board of Regents or UW System policies, nor shall this policy diminish the important guarantees of academic freedom. Specifically, this policy does not supersede administrative rules providing for termination for cause set forth in Chapter UWS 4 of the Wisconsin Administrative Code.

DEFINITIONS

Department or School

"Department" or "School" means a group of faculty members recognized by the faculty and Chancellor of the institution, and the Board of Regents, as dealing with a common field of knowledge or as having a common or closely related disciplinary or interdisciplinary interest.

In those personnel matters that these Rules delegate to the Department or School, the Department has the prerogative of organizing its internal procedures for the implementation of rules.

Department(s) or School(s)

More than one Department or School may be involved in the post-tenure review of faculty with split appointments.

Faculty

"Faculty" means persons who hold the rank of professor, associate professor, assistant professor, or instructor in an academic department or its functional equivalent in an institution.

Faculty Peer

A faculty peer shall be defined as a ranked member (professor, associate professor, assistant professor, or instructor, as defined in Appendix A UW-Sup 7.4.4) with at least a half-time teaching, research, and/or Outreach appointment in the department. Department faculty with more than half-time administrative reassignment shall not be considered peer faculty for the duration of the assignment. Academic staff members designated as having faculty status and academic staff with back-up appointments are not faculty peers. The Department chair or School director shall be considered peer faculty as long as he or she meets the peer faculty definition.

Faculty Status

By action of the appropriate faculty body and Chancellor of an institution, members of the academic staff may be designated as having "faculty status."

"Faculty status" means a right to participate in faculty governance of an institution in accordance with the rules of the institution. Faculty status does not confer rank or tenure, or convert an academic staff appointment into a faculty

appointment.

Post-Tenure Review Committee

A committee of tenured faculty that performs faculty post-tenure reviews. Committees shall be comprised of a minimum of three tenured faculty members from the Department(s) or School(s) in which the reviewed faculty is tenured. The Personnel Council of the University of Wisconsin-Superior will also appoint additional tenured faculty reviewers from outside the Department(s) or School(s) in the event that three Department or School members are not eligible or available to perform the review. The Post-Tenure Review Committee will elect a Chair for the purpose of the review. If at any time during the Post-Tenure Review process a committee member needs to be replaced, the replacement will be appointed by the Personnel Council of the University of Wisconsin-Superior.

POST-TENURE REVIEW PROCESS

The post-tenure review process is separate from and serves a different purpose than the annual performance review process. While the purpose of the Annual Performance Review, as defined in UWS 7.4.2, is to determine salary increases, and to provide information for retention and promotion decisions, the purpose of the post-tenure review process is to provide opportunities for more long-range reflection and planning towards professional development.

The post-tenure review period begins in the academic year following the granting of tenure and occurs every five years thereafter. The review may be deferred, only with the approval of the Provost, for unusual circumstances such as when it may coincide with an approved leave, promotion review, or other appointment. In such cases, the Provost will specify the new review cycle that applies to the faculty member.

Faculty will be notified by their Department chair or School director at least 90 calendar days before the Post-Tenure Review is conducted. However, failure to meet this notice deadline does not obviate the requirement to conduct and participate in the review. Faculty who do not provide review materials within the 90 day period will still be subject to review (without the materials).

Criteria by which the tenured faculty member's performance is to be evaluated will be defined by the evaluating department's or school's personnel

rules/bylaws, will be consistent with the mission and expectations of the department or school and university, and will be sufficiently flexible to permit shifts in professional emphasis. However, any criteria must fall within the three categories of teaching, scholarship/research/creative activity, and service.

Review procedures shall include a review of qualitative and/or quantitative evidence of the faculty member's performance since granting of tenure or the last post-tenure review. Appropriate evidence shall be defined by the personnel rules/bylaws of the Department(s) or School(s).

The chair or designee of the Post-Tenure Review Committee shall provide the faculty member, the chair of the Department or director of the School, the Dean of Faculties and Graduate Studies, and the Provost with the conclusion of the review ("meets expectations" or "does not meet expectations" as defined below) and a written summary of the review within 10 calendar days of the review meeting. The summary shall inform the faculty member of his/her right to respond to the review.

The summary of the review will include the designation of one of the following categories reflecting the overall results of the review. In determining the category, the review will consider whether the faculty member under review has discharged conscientiously and with professional competence the duties appropriately associated with the faculty member's position.

- a **Meets expectations.** This category is awarded to those tenured faculty members whose performance reflects the expected level of accomplishment.
- b **Does not meet expectations.** This category is awarded to those tenured faculty members whose performance reflects a level of accomplishment below the expected level and which requires correction. All reviews resulting in "does not meet expectations," unless overturned upon further review, will result in a remediation plan as described below.

Within ten days of receiving the written summary of the review, the faculty member may provide a written response to the summary to the Department Chair or School Director, the Post-Tenure Review Committee, and/or the Dean.

The Dean of Faculties and Graduate Studies shall conduct a sufficiency review to ensure that the Post-Tenure Review Committee's review was conducted according to the criteria and procedures established by the Department's or School's personnel rules/bylaws and that the results of the review are within reasonable expectations for a faculty member. In the event that the Dean of Faculties and Graduate Studies determines the review was insufficient, he/she shall provide the reasons to the Post-Tenure Review Committee in writing why the review was insufficient within five working days of receiving the report. The Post-Tenure-Review Committee may provide a response addressing the Dean of Faculties and Graduate Studies concerns about the sufficiency of the review within 10 calendar days. Following the sufficiency review, the Dean will perform his/her own review consistent with the personnel policies of the Department or School, and shall indicate whether or not he/she agrees or disagrees with the decision of the Post-Tenure Review Committee. This written summary must be provided to the Post-Tenure Review Committee Chair or designee, the Department Chair or School Director, and the faculty member within 20 calendar days following the Post-Tenure Review meeting. The faculty member may provide a written response to the Dean within 20 calendar days upon notification of the decision. Within 50 calendar days following the Post-Tenure Review meeting, the Dean of Faculties and Graduate Studies will forward his/her sufficiency review/decision/summary, the Post-Tenure Review Committee's summary, and any written response statements from the Post-Tenure Review Committee and/or faculty member to the Chancellor (or designee). The Chancellor (or designee) will review all Post-Tenure Review materials and recommendations and inform the faculty member in writing, within 60 calendar days following the Post-Tenure Review meeting, of the final determination of the review.

REMEDIATION PROCESS

In the event that the Chancellor's (or designee's) review results in a "does not meet expectations" designation for the faculty member, the Dean of Faculties and Graduate Studies, the Department chair(s) or School director(s), and the faculty member shall develop a written plan for professional development to address all issues identified in the review. This plan shall be written no later than 30 calendar days after the Chancellor (or designee) has informed the faculty member of the decision. This plan shall be the product of mutual discussion between the faculty member, the Department chair(s) or School director(s), and the Dean of Faculties and Graduate Studies, shall respect academic freedom and professional self-

direction, shall be flexible enough to allow for subsequent alteration, and shall be consistent with performance criteria defined in the personnel rules/bylaws of the Department or School. The primary focus of the remediation plan shall be developmental and provide the faculty member with appropriate support from the department or college as appropriate. Such a plan could include a review and adjustment of the faculty member's responsibilities, the development of a new research program or teaching strategy, a referral to campus resources, an assignment of a mentoring committee, the institution of mandatory annual reviews for a specified period, written performance expectations, and/or other elements. The remediation plan shall contain a beginning and ending date and continue no longer than 3 semesters before a determination is made regarding the outcome.

The process for determination of the successful completion of the remediation is as follows.

1. The faculty member will submit documentation of his/her activities that fulfill expectations identified in the remediation plan to the faculty member's Post-Tenure Review Committee. This documentation will include any information that the faculty member deems relevant. This documentation can be provided at any time during the remediation period.
2. The Post-Tenure Review Committee will review the materials submitted, and will make a determination as to whether the expectations identified in the remediation plan have been satisfied. The Post-Tenure Review Committee will formulate a written explanation for their determination and will then submit the faculty member's documentation along with their (Post-Tenure Review Committee's) determination to the faculty member, the Department chair(s) or School director(s), and the Dean of Faculties and Graduate Studies no later than 10 calendar days following the end of the remediation period.
3. The Dean of Faculties and Graduate Studies will review the materials submitted and the Post-Tenure Review Committee's determination. If the Dean of Faculties and Graduate Studies determines that the remediation plan has been satisfied, the faculty member's performance is to be considered to "meet expectations." The Dean of Faculties and Graduate Studies will notify the faculty member and the Post-Tenure Review Committee of this decision no later than 20 calendar days following the end of the remediation period.

4. If the Dean's conclusion is that the faculty member has not adequately satisfied the remediation plan, the decision is transmitted to the Chancellor (or designee), and written reasons for this decision provided to the faculty member, the Post-Tenure Review Committee, and the Department chair(s) or School director(s) no later than 20 calendar days following the end of the remediation period.
5. The Chancellor (or designee) will then conduct an evaluation of the faculty member's documentation. The faculty member can provide the Chancellor an additional written statement addressing the decisions made by the Post-Tenure Review Committee and the Dean of Faculties and Graduate Studies. If the Chancellor (or designee) determines that the remediation plan has been adequately satisfied, the faculty member's performance is to be considered to "meet expectations." The faculty member will be notified in writing by the Chancellor (or designee) no later than 40 calendar days following the end of the remediation period.
6. If the Chancellor (or designee) determines that the faculty member has failed to meet the expectations set forth in the remediation plan, discipline may be imposed, as appropriate, up to and including dismissal for cause under Chapter UWS 4.

ADDITIONAL INFORMATION

Timelines described in this policy shall pause during national holidays and periods during which reviewers are neither on contract nor otherwise receiving compensation, including off-contract summer periods.

Faculty members are encouraged to make use of available assistance prior to and following Post-Tenure Reviews. This assistance includes but is not limited to peer mentorship, the resources of the Center for Excellence in Teaching and Learning, professional development grants, and the like.

A full, written record of the Post-Tenure Review is to be housed by the Office of Human Resources containing the results of a faculty member's Post-Tenure Review record and any ensuing actions, as described above, and the written record is to be provided to the Dean of Faculties and Graduate Studies and Chancellor (or designee). Information and documentation relating to the review shall be maintained by the office of Human Resources and disclosed otherwise only at the discretion, or with the explicit consent, of the faculty member, unless

required by business necessity or by law.

Department chairs and school directors will report annually to the Dean of Faculties and Graduate Studies and Chancellor (or designee) that all periodic Post-Tenure Reviews for tenured faculty in that annual cycle have been completed. The Chancellor (or designee) has responsibility for ensuring the reviews adhere to the schedule outlined in this policy, including the stages at which comments/decisions and dissemination of those comments/decisions, are completed.

The reviews conducted and remediation plans developed in accordance with this policy are not subject to the grievance process set forth in Chapter UWS 6.02, Wis. Admin. Code.

APPENDIX B
Existing UW-Superior Post-Tenure Review Policy Document

**Post-Tenure Review and Development Procedure
(Faculty Senate Approved May 6, 2008)**

First Steps:

The Dean of Faculties will provide a list to each department chair of the dates each of their tenured faculty members received tenure from the Board of Regents no later than May 1, 2008. No later than October 15 annually each department chair will send a list to the Dean of Faculties providing the dates when each tenured faculty member will have their 5-year review by the department.

WHO:

The Reviewee is a tenured faculty member who has been tenured five years or more.

The Reviewers – each reviewee will present materials to his or her entire department. The Personnel Committee of the Department will come to consensus about the materials presented.

WHEN:

Each tenured faculty member must have a formal post tenure review completed and forwarded to the Dean of Faculties by March 1st of her or his fifth year following granting of tenure and every fifth year thereafter.

TO WHOM:

A formal report will be sent from the Department to the Dean of Faculties indicating the review has been completed and citing accomplishments and future goals.

PROCEDURES:

The Post-Tenure Review is a goal-setting and development process. It is not a salary review or performance evaluation.

◆ The reviewee shall provide a thorough summary and evaluation of her/his work across the previous 5 years in each of the following components

◆ teaching/advisement

◆ scholarly activities

◆ service

◆ The materials shall be assembled in a portfolio loosely modeled on the promotion portfolio – the portfolio will simply be a skeleton within which each reviewee can assemble information as appropriate to her/his discipline and style.

◆ Minimally the portfolio shall have three sections corresponding to the three components indicated above (these might be done by year or for the full five year period). Each component section (whether annually or in full) shall be preceded by a one-page summary stating:

1) The goal(s) for that component for the previous year (or 5 years)

2) The major accomplishment(s) toward that goal

3) The proposed goal(s) for the next five years

◆ The one-page summary for each section shall be followed by artifacts supporting the accomplishments cited in #2 above

◆ Department members will discuss the materials presented. The Departmental Personnel Committee will come to consensus about the materials and hold a formative discussion with the reviewee about accomplishments, deficiencies and future goals. If significant deficiencies are identified in the review, a specific timeline and plan for remediation will be outlined. The plan shall not involve removal of resources from existing faculty development programs. The reviewee and the Departmental Personnel Committee will come to consensus about the report that will be forwarded to the Dean of Faculties.

Nothing in these guidelines is intended to alter existing rules dealing with tenure termination. This plan for tenured faculty review and development should not involve the creation of unnecessary additional bureaucracy; it is intended to meet the minimum expectations described in the Board of Regents Policy Documents, Section 20-9: Guidelines for Tenured Faculty Review and Development. (Resolution 6118 adopted 5/8/92)



December 23, 2016

James Henderson
Vice President for Academic and Student Affairs
University of Wisconsin System Administration
1730 Van Hise Hall
1220 Linden Dr
Madison, WI 53706

Dear Jim,

Please find enclosed several documents which constitute revisions to our Post Tenure Review rules which have been reviewed by the UW System Office of General Counsel and have been approved by faculty governance on December 20, 2016 and by administration. The old Post Tenure Review rules were completely rewritten so there is no copy with changes indicated, however, the old rules in their entirety are provided.

If possible, we would appreciate their submission to the Board of Regents for review and approval at the February 2016 meeting. If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Renee M. Wachter". The signature is written in a cursive style with a horizontal line at the end.

Renee M. Wachter
Chancellor

UW-Milwaukee
Approval of Charter School
Pathways High School

EDUCATION COMMITTEE

Resolution I.1.e:

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with Milwaukee Pathways High, Inc., to operate a public school known as Pathways High School, for a period of five years, from July 1, 2017 until June 30, 2022.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
APPROVAL OF PATHWAYS HIGH SCHOOL
PREPARED BY UW-MILWAUKEE**

BACKGROUND

In 1997, the Wisconsin Legislature authorized the University of Wisconsin-Milwaukee (UWM) to grant charters in the City of Milwaukee under s. 118.40 (2r), Wis. Stats. In the 2013 session of the Wisconsin Legislature, UWM's chartering authority was expanded from the geographic boundaries of the City of Milwaukee only to a new boundary area defined as "only Milwaukee county and adjacent counties." Most recently, under 2015 Wisconsin Act 55, the university was permitted statewide chartering authority effective July 15, 2015. With the expanded authority, the mission of the Office of Charter Schools (Office) remains to focus on authorizing charter schools in Wisconsin urban areas in which students have limited access to a variety of high-quality educational options. This mission guides the Application and Review Committee when making recommendations for charter applications submitted to the Office.

The Office, along with the Application and Review Committee, undertook an extensive review process which included an in-depth analysis of the Pathways High School prospectus and application, as well as a formal interview. Based on the findings of the comprehensive review, the Office of Charter Schools at UW-Milwaukee, Provost Johannes Britz, and Chancellor Mark Mone recommend Pathways High, Inc., be granted a charter to operate a public school known as Pathways High School.

REQUESTED ACTION

Adoption of Resolution I.1.e, approving the charter school contract with Milwaukee Pathways High, Inc., to operate a public school known as Pathways High School., for a period of five years, from July 1, 2017 until June 30, 2022.

DISCUSSION**School Profile and Design**

Pathways High School plans to serve Milwaukee County and all the adjacent counties in CESA 1 by having a highly diverse group of students in grades 9 through 12, with an innovative fifth year called the IMPACT year for those students choosing the IMPACT diploma track. Pathways High is designed as a regional high school providing a real-world, integrated and multicultural environment accessible to students of any interest, ability, ethnic and/or socioeconomic background. Pathways High is built on the belief that innovation, positive risk-taking and problem-solving thrive in a pluralistic environment. Given the wealth of innovative businesses, but the lack of high-performing and project-based education options at the high school level in the downtown Milwaukee area, Pathways High will focus on a project-based model with real-world partnerships.

At Pathways High, students will be empowered to leverage individual strengths in pursuing unique pathways to success in college, career and life. Mastery of academic content and life skills (EMPOWER traits) is accomplished through student engagement in teacher-and-business partner, co-designed projects (PBL) and extensive connections to the community via the school's IMPACT program. The goal of IMPACT is to expose students to opportunities through direct interactions with partners in the following career clusters: Performance Arts, Multimedia Arts, Engineering, Business/Finance/Entrepreneurship, Environmental Sciences, Social Issues, Life Sciences, Manufacturing/Trades/Skilled Crafting, Global Services, People Services, and Information Technology.

Pathways High will be located near downtown Milwaukee at 1702 N. 4th Street. The school will open with a minimum of 61 students in grades 9 and 10, adding a grade each year. At full capacity, there will be 100 to 120 students per grade for a total of 500 students.

Educational Program

Pathways High will focus on building students as whole people and preparing them for the innovative post-secondary world they will be entering. Through a personalized, project-based model, the educational program will include flexible and varied access points for students to explore many facets of the community and themselves, inspiring students to find relevancy and ownership in their work. Major components of the program are briefly described below.

Project-Based Learning (PBL): Interdisciplinary projects guided by teacher interest and authentic needs connect learning to students in a relevant way. Based on project goals, students will plan, research and complete related projects using content knowledge, collaboration and critical thinking. Projects will include peer reviews (critiques), multiple opportunities to fine tune or recreate work and performance assessments based on the project goals.

Personalized Learning Plan (PLP): A digitized system for planning, executing and maintaining evidence of learning program goals based on student interests and needs.

Inquiry-Based Learning: Learning aimed to answer student-generated questions. Some classes will offer the opportunity for students to choose courses of inquiry that are completely structured around questions related to things that interest them personally.

Culturally Relevant Teaching Practices: Teachers relate learning, projects and IMPACT experiences to the cultural backgrounds of Pathways High students to promote knowledge, engagement and meaning within the context of learning.

Social Justice Curriculum: This practice includes the development of a classroom community whereby all members are committed to supporting each other and considering situations from multiple perspectives.

IMPACT: In order to IMPACT students themselves as well as local and global communities, students will participate in a variety of experiences connected to community partners representing a full spectrum of real-world experiences. They will develop academic, collaborative, critical

thinking, communication and professional skills through these experiences. They will benefit from both peer and adult mentors.

EMPOWER: Through project-based curricula and daily events embedded in the school culture, students will learn, practice and gain proficiency with 21st century learning skills including social, communicative, collaborative, and research skills.

Exhibitions: Exhibitions will be public displays showcasing student-generated work that serves as the culmination, assessment and celebration of projects.

Advisory: Pathways High Advisory program emphasizes both peer and adult mentoring through a unique advisory community model.

Genius Hour: Facilitated by teachers who give guided support in project planning, students are free to explore their own passions and interests and develop projects around them.

Flex Time: Flex time is time built into the schedule at the beginning and end of the day for students to choose their own course of study or involvement. Clubs, teams, community service opportunities, personalized classes, and other opportunities will be available under the guidance and monitoring of Pathways High faculty members and possibly community mentors.

For grades 9 through 12, a team of two educators licensed in a combination of literacy/humanities and science/career and technical education are jointly responsible for delivering the curriculum for 50 to 60 students. Mathematics and acquired language teachers will be added to the team for self-contained classes to deliver content. Additionally, Pathways High will provide one academic intern per 100 students for each semester. Students remaining for the fifth year will be partnered with an IMPACT coordinator.

Demographics and Student Recruitment Plan

It is the intent of Pathways High to have a racially, ethnically and socioeconomically diverse student body indicative of the greater Milwaukee metro-area. Pathways High can influence, but not control, the diversity by recruiting from schools with diverse student populations. Pathways High will use its networks to connect with people of influence in racially, ethnically, and socioeconomically varied communities to assist with recruitment. The Milwaukee Independent K-8 charter schools will offer a starting point for targeting relationships with schools with diverse student populations. Additionally, communities within the City of Milwaukee boundaries as well as the surrounding counties will be targeted.

Pathways High recognizes the challenge of recruiting a first class of students given the innovative nature of the school and the high stakes associated with high school. Pathways High has taken a comprehensive approach that is data-driven and informed by the experiences of charter schools that have opened recently. The Pathways High team believes that student recruitment is about building trust with families in the philosophy and curriculum of the school; therefore, the school has built relationships with other charter and voucher schools and has

reached out to community organizations and business partners that are committed to supporting Pathways High to help message the school's mission and educational program to families.

Assessment

Pathways High will implement a wide variety of ongoing assessments to measure and support student progress. The emphasis will be to help students demonstrate mastery of Wisconsin content area standards within the context of project and blended instruction. Pathways High will use PLPs, digital portfolios, interdisciplinary projects, exhibitions, presentations, IMPACT projects, internships, and classroom assessments.

Additionally, Pathways High will administer all assessments required by the Office of Charter Schools and the Wisconsin Department of Public Instruction (DPI) and other assessments, as necessary, to meet reporting requirements, including the *Measures of Academic Progress* assessment developed by the Northwest Evaluation Association (NWEA) and the Wisconsin Forward Exam.

Governance and Staffing

The Pathways High governance model includes a governing board, Pathways High Council and multiple advisory groups comprised of parents/community, students and educators.

A Board of Directors will govern Pathways High and will ensure accountability to Pathways High's mission, financial viability, and adherence to the terms of its charter. The Board will maintain an odd number of members for voting purposes, and its work will be led by its officers and executed largely through the committee structure.

The Board will form standing committees and assign work as necessary. Each committee will be chaired by a member of the Board and may include other Board members, Council members, community members, interested professionals, parents and stakeholders. Standing committees will include, but are not limited to:

- Governance
- Finance
- Facilities and Technology
- Development and Marketing
- Academic Excellence/Human Resources
- Partnerships

Pathways High Council has been created to support the Director of Pathways High governing board in fulfilling the mission of the school. The Council is responsible for providing expertise and input to the Director that helps support and continually improve the cornerstones of the school. The Board President and Vice President are also members of the Council. The other eight Council members include the Director, an outside educator who chairs the Educator Advisory Group, a business partner, a parent who chairs the Parent Advisory Group, an Ed-Tech advisor, an arts partner, a health and wellness advisor and a non-voting student chair of the Student Advisory Group.

Pathways High will create various advisory groups that will meet separately according to varying schedules and report findings to the Council. The goal is to gather feedback from the specific constituencies of the school community about what is working well and where improvements can be made, and to provide that feedback to the Pathways High Council.

The Pathways High Director will implement and execute the policies and procedures issued by the Board of Directors. The Director will be hired, supported and evaluated by the Board of Directors to whom the Director will report on all elements of the school's academic program and operations.

Pathways High School Charter Contract

The contract negotiated by the UW-Milwaukee Office of Charter Schools with Pathways High, Inc., meets all requirements of the UW-Milwaukee model charter school contract. Pathways High, Inc., is prepared to operate Pathways High School in accordance with all applicable state and federal requirements for charter schools. The full contract is available at the web link below:

<https://drive.google.com/file/d/0BzlGeB9f3pEUQ0w3eEd4dm02ekU/view?usp=sharing>

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999)



Academic Affairs
Provost and Vice Chancellor

Chapman 215
PO Box 413
Milwaukee, WI
53201-0413

414 229-4501 *phone*
414 229-2481 *fax*

http://www4.uwm.edu/acad_aff/

Date: January 3, 2017

To: Ray Cross
President, University of Wisconsin System

James Henderson
Vice-President of Academic and Student Affairs
University of Wisconsin System

Tom Stafford
General Counsel, University of Wisconsin System

Regina Millner
President, University of Wisconsin System Board of Regents

From: Johannes Britz
Provost and Vice Chancellor

Subject: Recommendation for new charter school contract

The Office of Charter Schools (Office) has recommended to Chancellor Mone, Dean Shoho and me that a five-year initial charter be granted to the following organization to open the corresponding public school:

- Pathways High, Inc. to operate Pathways High School

The Charter School Application Review Committee has conducted an in-depth review of the application submitted by the above and determined that the proposed school has a strong educational and business plan and meets all the criteria to become a charter school authorized by the University of Wisconsin-Milwaukee.

Additionally, the Charter School Advisory Committee has approved the Committee's recommendation. UWM Office of Legal Affairs has negotiated the contract, with the organization's legal counsel and governance board, that meet all requirements of the UWM model charter school agreement. The school is prepared to operate in accordance with all applicable state and federal requirements for charter schools.

I am requesting that this item be placed on the agenda for the Board of Regents Education Committee meeting on February 2, 2017.

A copy of the executive summary and contract are being transmitted electronically to Nicole Sment of the UW System Office of Academic and Student Services and the UW System Office of the General Counsel.

If you have any questions, please feel free to contact my office at 414-229-4501 or Adrienne Woods, Director, Office of Charter Schools at 414-229-5679.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Britz", with a stylized flourish at the end.

Johannes Britz
Provost and Vice Chancellor for Academic Affairs
Britz@uwm.edu

cc: Mark Mone, Chancellor
Jill Millner, Executive Assistant to the President, UW System
Nicole Sment, University Executive Staff Assistant, UW System
Jane Radue, Executive Director & Corporate Secretary, UW System
Alan Shoho, Dean, School of Education
Jennifer Herzog, Legal Counsel, Office of Legal Affairs
Adrienne Woods, Director, Office of Charter Schools

EDUCATION COMMITTEE

Resolution I.1.f:

That, upon recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the Board of Regents approves the renewal of the charter school contract with Racine Charter One, Inc., maintaining a charter school known as 21st Century Preparatory School.

**UNIVERSITY OF WISCONSIN-PARKSIDE
21ST CENTURY PREPARATORY SCHOOL
CHARTER RENEWAL
PREPARED BY UW-PARKSIDE**

BACKGROUND

Racine Charter One, Inc., was awarded a five-year charter by the Board of Regents in March of 2002, and opened 21st Century Preparatory School (21st Century) in the fall of 2002. The school was created with the strong and continuing support of local community and business leaders, including the SC Johnson family. The school was approved for two consecutive five-year renewals, which were executed in February 2007 and January 2012. In May, 2015, the 21st Century Leadership Team, led by the school's Executive Director, performed a charter renewal self-evaluation. In fall 2015, a review team comprised of administrators, faculty and staff from the University of Wisconsin-Parkside undertook an extensive review process that included a review of the self-evaluation, site visits, classroom observations and interviews with administrative staff, faculty and parents. The members of the review team were Gary M. Wood, Ph.D., Vice Provost for Academic Affairs; Nancy Whitaker, Ed.D., Associate Professor and Chair of the Institute for Professional Educator Development (IPED); Annie Grugel, Ph.D., Assistant Professor and IPED faculty member; and Justin Davis, M.S., Associate Lecturer in Mathematics. The results of this review are summarized below.

Based on the findings of the comprehensive review, the Office of the Provost at UW-Parkside and Chancellor Deborah Ford recommend that Racine Charter One, Inc., be granted a renewal charter to operate a public school known as 21st Century Preparatory School.

REQUESTED ACTION

Adoption of Resolution I.1.f, approving the renewal of the charter school contract with Racine Charter One, Inc., to continue the operation of a public school known as 21st Century Preparatory School, for five years, effective January 20, 2017 until January 19, 2022.

DISCUSSION**School Profile**

21st Century is located at 1220 Mound Ave. in Racine, an urban area near the center of the city. When the school opened in 2002, it served students in grades K-4. It now serves students in grades PK-8. The school is an open-admission institution and serves a diverse population that reflects the population of the center city. In 2014-15, 446 students were enrolled. The racial/ethnic breakdown was 50 percent black, 24 percent Hispanic, 20 percent white and 6 percent two or more races. The school serves a range of special needs students through a full inclusion model. In 2014-15, 13 percent of the students were identified as disabled, with the most common disability being speech or language. A majority of the students are from economically disadvantaged families. 21st Century is committed to equipping students with the strong academic, personal and social knowledge and skills they need to pursue their talents and gifts. The mission and values include achievement, honesty, respect, responsibility, courtesy,

cooperation and citizenship. Community partners for parent and student support include the United Way and the YMCA.

Educational Program

Curriculum is aligned with the Common Core State Standards, Wisconsin Academic Model Standards and/or Next Generation. Program delivery stresses attention to individual learning styles, authentic hands-on learning and classroom discussion.

Mathematics

To address the new Common Core standards for mathematics, Envision Math was adopted in grades K-5 for the 2013-14 school year. This math curriculum aligns with the Common Core Standards by emphasizing problem-solving and reasoning. Grades six through eight use Big Ideas Mathematics, another Common Core curriculum. To embrace the standards for mathematical practice (a critical piece of the new Common Core Standards for mathematics), increase rigor at the middle school level, and improve the opportunity for students to access real-world problems, the College Preparatory Mathematics (CPM) program was introduced in the 2015-16 school year. Implementation began with sixth grade and will continue in grades seven and eight over the next two years. By the 2017-18 school year, all students in eighth grade will take Algebra I in preparation for high school.

English/Language Arts

The Houghton Mifflin reading program is used in grades K-5 and the McDougal Littell series in grades 6-8. To improve reading skills and ensure that students are reading authentic literature, novel sets were purchased for grades 5 and up. To improve writing skills, students in grades K-6 use the WriteSteps program. This writing and grammar program is Common Core-aligned. It utilizes best practices in writing including 6+1 Traits of Writing, Writer's Workshop, Multiple Intelligences, and Bloom's Taxonomy. Students in grades 6-8 will write research papers in MLA style.

Social Studies/Science/Integrated Writing

Starting in the 2015-16 school year, social studies and science themes drive reading instruction. Teachers use picture books, novels, primary sources, non-fiction text, and articles at varying levels to meet the students' needs. In kindergarten through fourth grade, science topics are also included in the integrated block. This interdisciplinary approach enables students to read more nonfiction, which is a shift required in the Common Core English/Language Arts Standards. It will also encourage the students to delve deeper into the content, leading to a better understanding of key social studies and science concepts.

Response-to-Intervention and Student Support Intervention Team

To address remedial needs, deepen understanding of concepts and challenge gifted students, a three-tiered Response-to-Intervention (RtI) system is used, in which classroom teachers or trained RtI interventionists work with students in small groups for intense, targeted teaching. For individual cases, parents or staff members can request that a Student Support Intervention Team develop an intervention plan to help students overcome academic, social or behavioral difficulties.

Faculty and Staff

Faculty and staff certification and licensing are reviewed annually and updated to ensure all staff are fully qualified. Professional development funds are directed toward keeping current with students' educational needs and enhancing faculty skills in classroom management, diversity and curriculum delivery. In fall 2014, UW-Parkside established a Mentoring and Initial Educator program for teachers with less than two years of teaching experience. Mentors participated in at least 12 hours of training in areas such as analyzing and sharing observation data. Initial educators participated in nine two-hour sessions, held once each month, where mentors assisted with such activities as developing effective student learning outcomes.

Governance and Leadership

The school is governed by a nine-member Board of Directors. Day-to-day school operations are managed by a five-member Leadership Team led by the Executive Director who reports to the Board. The Leadership Team includes two Deans of Instruction, one for the lower grades and one for the upper grades, and a Director of Special Education. All instructional staff members report to the two Deans of Instruction. An education faculty member from UW-Parkside attends the board meetings but is not a voting member. This faculty member also visits the school approximately weekly and advises the Leadership Staff. The leadership staff has stabilized in recent years after several years of turnover. The UW-Parkside evaluation team noted much improved relationships among the Board, the Leadership Team and the Teaching Staff compared to previous evaluations.

Financial Condition and Compliance

21st Century is in compliance with its audits, and overall remains financially sound. The school follows Generally Accepted Accounting Principles for non-profit organizations. The Board of Director's Finance and Human Resource Committee tracks financial activities monthly and provides a financial statement to the entire board. An annual audit is performed by an independent audit firm. Two public meetings are held each year for the school and broader community.

Legal and Contractual Requirements

All other legal and contractual compliance items required by UW-Parkside have been met.

Academic Performance

21st Century's overall performance in 2015-16 as measured by the Wisconsin Department of Public Instruction School Report Card was 68.3 out of 100, placing the school squarely in the middle of the "Meets Expectations" range. (See Figure 1.) This score represents an increase over the 2013-14 score of 64.6, and the 2011-12 score of 62.9. These increases indicate the school is making progress, and in fact has moved in the past four years out of the "Meets Few Expectations" range and into the middle of the "Meets Expectations" range. The 2015-16 score of 68.3 is very high when compared to the overall score of 48.1 for the Racine Unified School District (RUSD) and to the average score of 50.8 for the group of district elementary and middle schools whose student demographics best align with the 21st Century students.

Other results that allowed comparisons to peer groups, such as the Wisconsin Knowledge and Concepts Examination (WKCE), were also positive. The WKCE test measures performance

in reading, language arts, mathematics, science and social studies. 21st Century outperformed approximately two-thirds of other charter schools serving urban centers in southeast Wisconsin, and ranked second and third, respectively, among these schools for 8th grade reading and math. (See Figure 2.)

The Wisconsin Forward Exam was used for the first time in 2015-16. (See Figure 3.) This exam measures math and English/language arts proficiency in grades 3 through 8. In math, the 21st Century results exceeded those of the district in grades 6 and 7, were within three percentage points of the district in grades 3 and 8, and lagged farther behind the district in grades 4 and 5. In English/language arts, the 21st Century results exceeded those of the district in grades 3 and 7, were within three percentage points of the district in grades 5 and 6, and lagged farther behind the district in grades 4 and 8. Similar to what was observed with the report card scores, if a comparison group of elementary and middle schools that serve a student population with demographics similar to those of 21st Century students is chosen, then 21st Century outperformed the district schools, sometimes by as much as 14 percentage points, in both subjects across all grade levels except for 5th grade math and 6th and 8th grade English/language arts. Because 2015-16 was the first year for using the Wisconsin Forward Exam, it is not possible to make comparisons over time.

To address deficiencies in test results, the school plans to improve training with instructional materials, continue development of Common Core-aligned curriculum in English/language arts and science, train staff in data analysis for planning and instruction and place personnel strategically to maximize student achievement. Results should also improve as instructional staff and students become oriented to new testing protocols.

REQUEST FOR CHARTER RENEWAL FOR FIVE YEARS

Recommendations for Improvement

Based on the review and analysis of the 21st Century self-assessment and observations during the renewal site visit, below are recommendations for improvement as suggested by the review team.

1. Continue to refine and develop the relationship between the board and the executive director and staff as board positions change over time. It is essential for the stability and growth of the school that the board continue to support school leadership while shifting priorities to provide support and structure for a facility-focused capital campaign.
2. Support remote access through review of technology implementation and/or provider. Administration and staff need to be able to access email, instructional materials, and student data outside of the physical facility.
3. Recent data show that intervention strategies have reduced the student suspension rate from 60-80 referrals per month to 12 per month. However, it is essential to examine the reasons for the continued high percentage of African American males who are being suspended. Working collaboratively on the learning and behavioral challenges for this segment of the school population should remain a priority.

4. Use of Skyward as a secure portal for student data and parent communication. This increased transparency has had a positive influence on parent understanding and support for student learning, and allows staff to provide timely information about in-school student participation.

5. Continue to examine the implementation and impact of communication tools such as ClassDojo, tracking how many teachers use this application and to what extent, and what is the impact on student learning and parent communication.

6. The number of students who are native Spanish speakers increased from 54 in 2014 to 155 in 2015. Create a staff position focused by student English Language Learners (ELL) and English as a Second Language (ESL) needs that also provides essential support for parent involvement with student learning. This position could support staff, students, and parents as they become part of the school community. (Note: The school has addressed this recommendation and has created an ELL Navigator position.)

21st Century Preparatory School Charter Contract

The five-year contract recommendation from UW-Parkside is based on the overall improvement in the administration of the school, especially in relationships among the Board, the Executive Director, the Leadership Team, and the Instructional and Support Staff; the degree of satisfaction among families served by the school; the significant drop in the frequency of disciplinary actions; and the continued attention to improving performance measures.

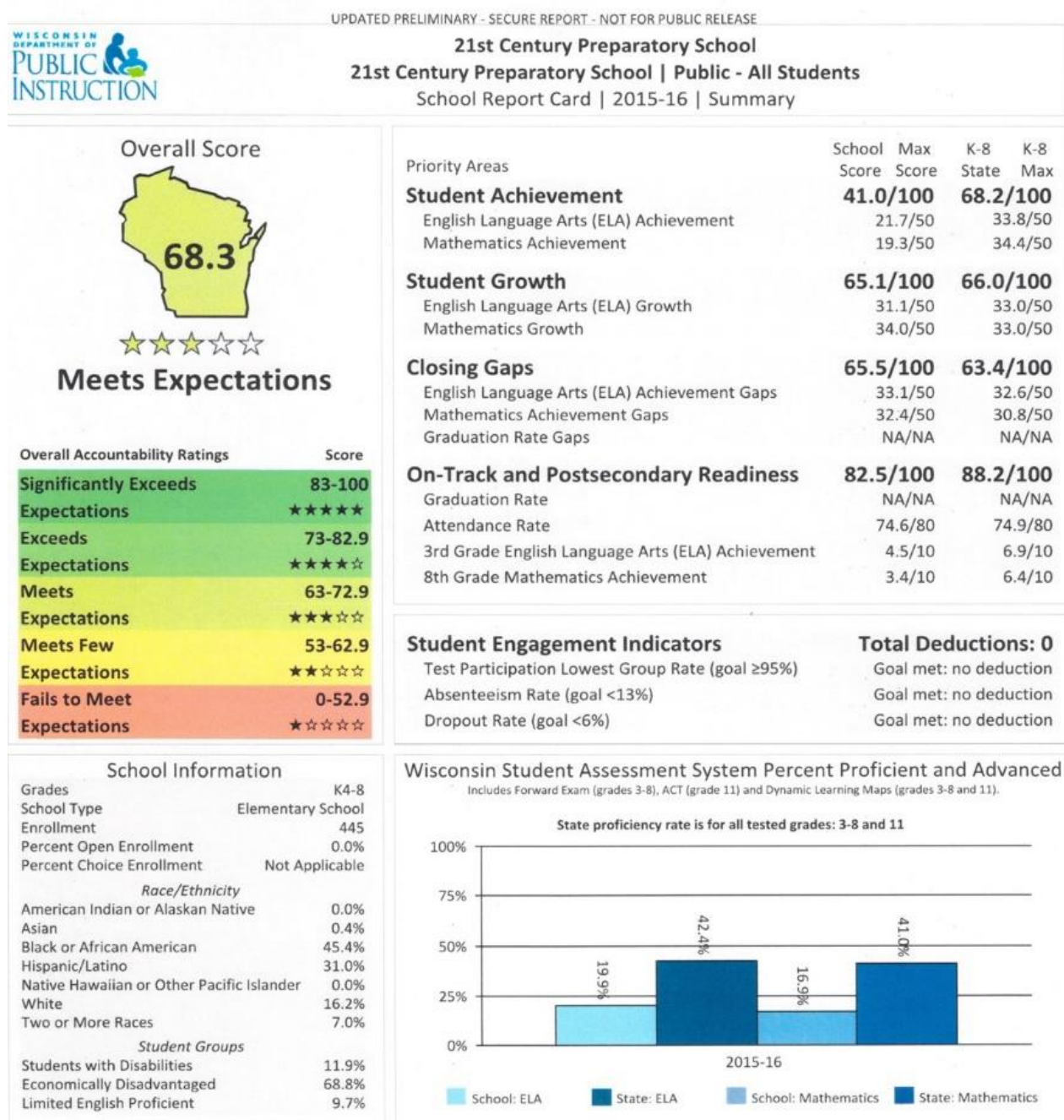
Based on the findings and recommendations of the UW-Parkside review team, the Office of the Provost at UW-Parkside and Chancellor Ford recommend that the renewal of the charter for 21st Century Preparatory School be approved by the Board of Regents for a five-year contract renewal beginning on January 20, 2017, and ending on January 19, 2022. During that time period, Racine Charter One, Inc. and 21st Century should address the recommendations made in this report and continue to comply with all legal and contractual requirements. The full contract is available at the web link below:

https://www.wisconsin.edu/regents/download/meeting_materials/2017/february/UW-Parkside_Racine-Charter-One-Agreement.pdf

RELATED REGENT POLICIES

N/A

Figure 1. Wisconsin Department of Public Instruction Report Card for 2015-2016. The report card score has continuously improved from a value of 62.9 in 2011-2012.



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://dpi.wi.gov/accountability/report-cards>. This report serves for both school and district accountability purposes for this school.

Figure 2. These two charts compare the 2013-2014 (last available) Wisconsin Knowledge and Concepts Exam reading (upper panel) and math (lower panel) scores from 21st Century to other charter school in S.E. Wisconsin. 21st Century scores are represented by the dark black bars to the far left in each group.

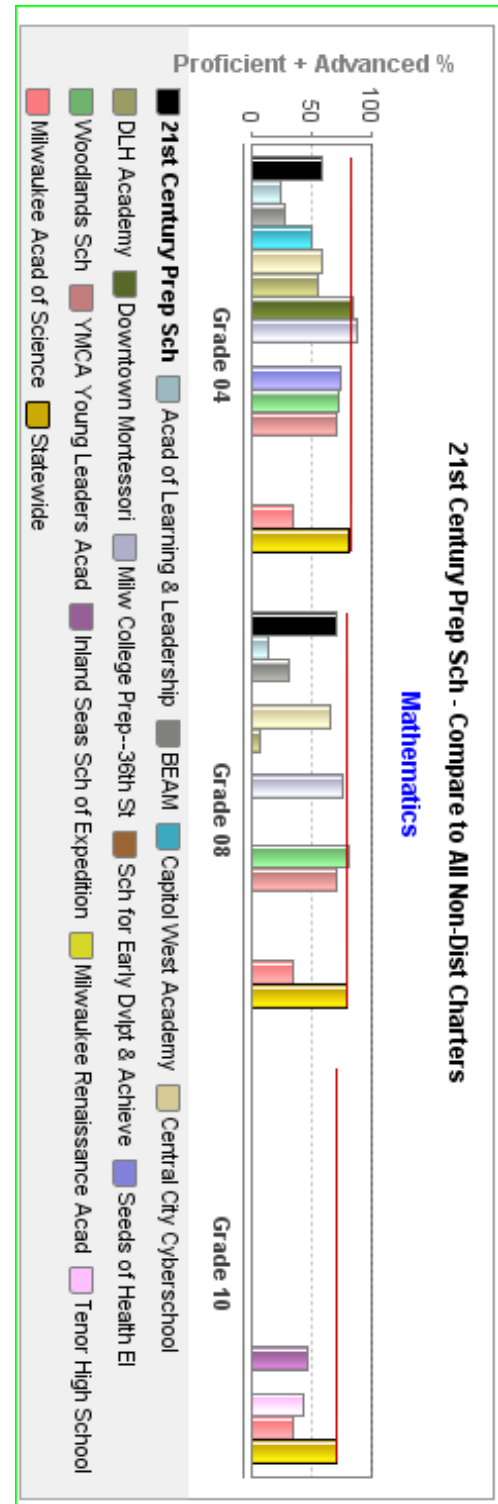
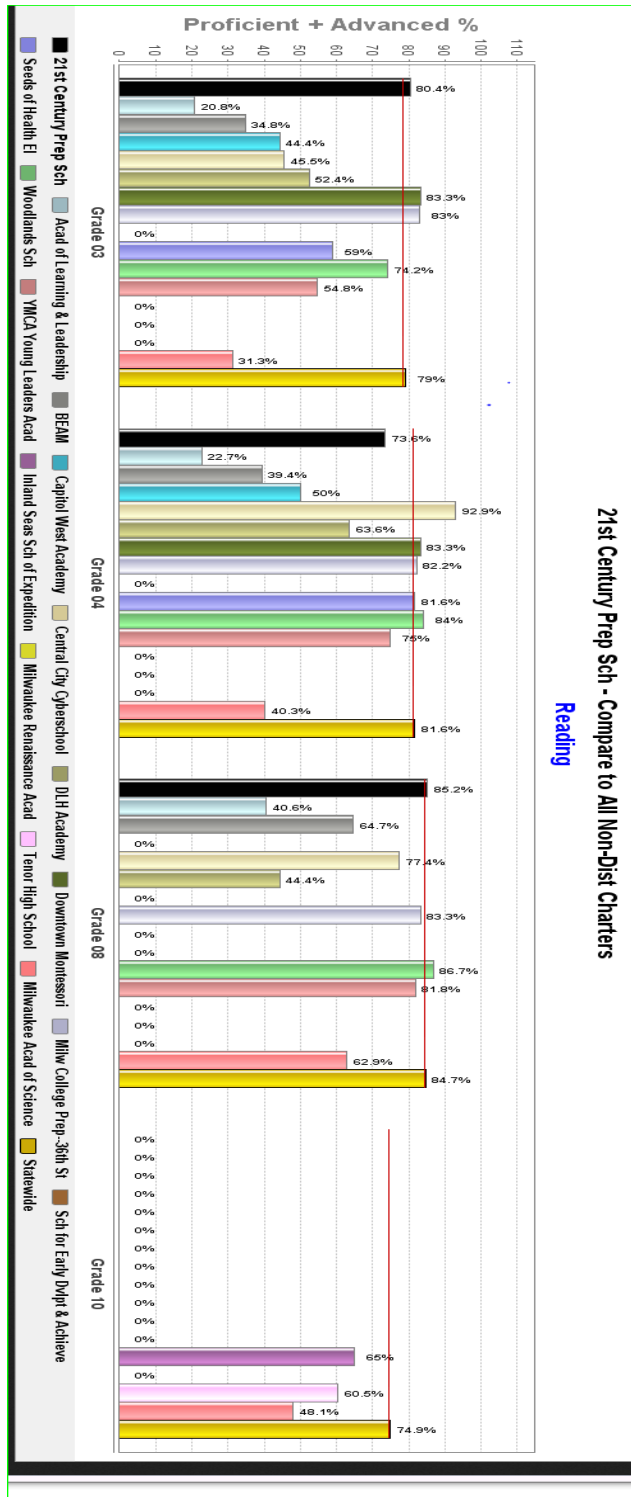
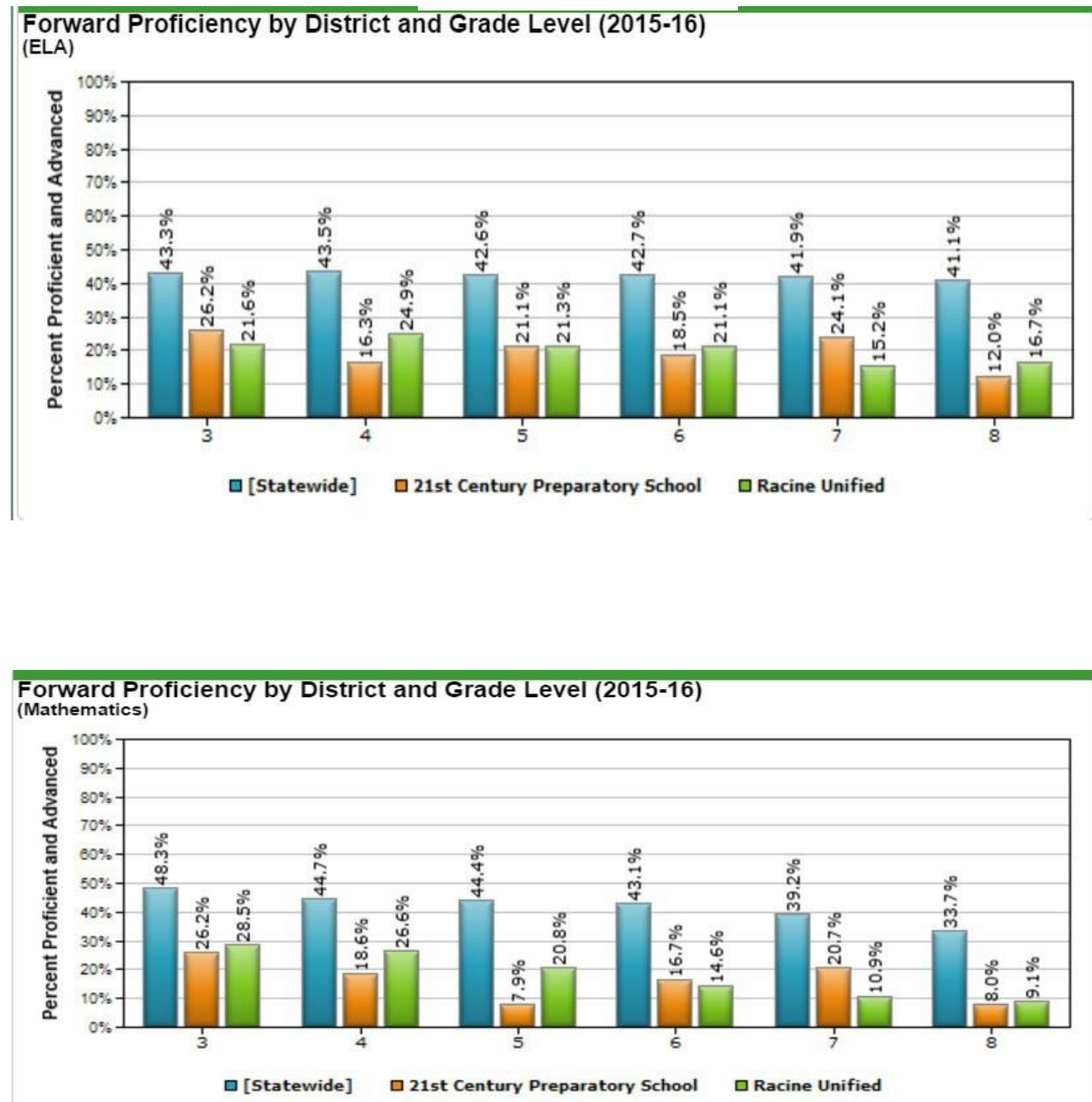


Figure 3. These two charts compare the 2015-2016 Wisconsin Forward Examination English/language arts (upper panel) and math (lower panel) scores from 21st Century to district and statewide averages. 21st Century scores are represented by the middle bar in each group. District averages are represented by the bar to the far right in each group. As noted in the narrative, the comparison to a more representative peer group shows more favorable results.



UNIVERSITY OF WISCONSIN
PARKSIDE

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January 23, 2017

Ray Cross, President
University of Wisconsin System
1720 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706

RE: Recommendation for New Charter School Contract for 21st Century School

Dear President Cross,

At the recommendation of the Provost and the Institute for Professional Educator Development, I recommend that the charter for the 21st Century Preparatory school be renewed for a period of five years.

A charter school review team conducted a five-year comprehensive review of the school and concluded that it has made significant improvements in the school's organization, administration, staffing, parent relations, and student performance. Student performance exceeds that of its most similar peers within the district and of other charters in southeast Wisconsin.

The Office of the Provost has worked in consultation with the school's executive director, governing board and legal counsel to renegotiate the contract. The contract has also been reviewed by UW System legal counsel, and aligns with all Wisconsin Department of Public Instruction Charter School Contract Reviewer Benchmarks. The school is prepared to operate in accordance with all applicable state and federal requirements for charter schools.

I am requesting that this item be placed on the agenda for the Board of Regents Education Committee meeting on February 2, 2017. A copy of the executive summary of the review, supporting data and the contract have all been submitted to the UW System Office of Academic and Student Affairs.

If you have any questions, please contact my office at 262/595-2211, or Gary Wood, Vice Provost, Academic Affairs at 262/595-2364.

Sincerely,



Deborah L. Ford
Chancellor

CC: Robert Ducoffe, Provost
Nancy Whitaker, Chair, Institute of Professional Educator Development
Gary Wood, Associate Provost, Academic Affairs