

**Education Committee
Meeting Minutes
Thursday, October 4, 2018**

Education Committee

The Education Committee convened at 9:00 a.m. on the UW-Parkside campus, in Ballroom A&B of the Student Center. Present were Regents Millner, Jones, Plante, Ring, and Tyler. Regent Klein joined the discussion at 9:52 a.m. and did not participate in voting. Absent were Regents Evers and Peterson. The August 23, 2018 Meeting Minutes passed unanimously.

UW-Stout: The University of Wisconsin-Stout proposed to establish a Bachelor of Science degree in Video Production. Provost Patrick Guilfoile presented on behalf of the campus, and stated that this program will elevate the existing and successful minor in Photography and Video to a major in Video Production. The development of the program responds to industry advisory board recommendations, faculty recommendations, and increased student demand. It also responds to workforce demand for graduates in rapidly expanding fields, related to the creation and presentation of video for online and multi-channel media distribution, such as content for social media, training, education, and digital display websites. UW-Stout has received more than ten letters of support from employers, including representatives of: Film Wisconsin, Milwaukee Filmmakers Alliance/Milwaukee Film, and Dreamworks Feature Animation.

Graduates of the program will have advanced technical knowledge and skills to create and edit video and media products in a team environment, under the guidance of producers and directors. The program builds on the existing video and sound production studios and green screen room at UW-Stout. These spaces, which currently serve both the Learning Technology Services and the digital cinema concentration courses, will provide the basic infrastructure required for the program.

Regent Millner asked for a motion to approve the degree program. Regent Ring moved for approval. Regent Tyler seconded. Regent Millner asked Committee members whether they had any questions or discussion items.

Regent Ring commended UW-Stout for developing the major, on behalf of students especially those within the northwest region of the state.

Regent Millner commended the campus for developing a major that is required for workforce development in Wisconsin.

Regent Tyler stated that this would be a great opportunity for companies that struggle to develop and deliver video production to showcase their products. Therefore, he asked whether there could be internships for students, so that companies could gain access to high quality video production. He also stated that this is an area where UW-Stout could really expand its internship opportunities for students, because there would be demand among local employers. Provost Guilfoile stated that there is a practicum component of the major, which would then allow students these types of internships.

The degree program was unanimously approved.

Second Reading of a Proposed Change to the Distinct Mission Statement of UW-River Falls: The University of Wisconsin-River Falls requested approval of its revised mission statement and mission addendum. Chancellor Dean Van Galen and Provost David Travis presented on behalf of the campus.

Chancellor Van Galen stated that the updated mission statement includes required language regarding the types of student populations, academic programs, and degrees conferred by UW-River Falls. He also stated that the process for gaining review and approval of the revised mission statement has fulfilled procedural requirements of both UW-River Falls and the Board of Regents.

On August 1, 2018, the University of Wisconsin-River Falls Faculty Senate unanimously approved the revised mission statement. On August 23-24, 2018 the Education Committee and Board of Regents completed a first reading of the revised mission statement and mission addendum. On September 10, 2018, a public hearing was properly noticed by the Board of Regents Secretary's Office. On September 13, 2018, Regent Mark Tyler presided over the public hearing, and provided interested persons with the opportunity to make an oral presentation on the revised mission statement. Nine individuals attended, with two people providing note and comment in response to the revised mission statement.

Provost Travis reported that beginning in July, he met twice with the Faculty Senate to review the mission statement, which voted unanimously to support the revised mission statement. Provost Travis also met with Academic Staff Council, and University Staff Senate to review the language and together they came to an agreement that the revised mission statement meets the needs of UW-River Falls campus at all levels. Finally, on September 25, 2018, Provost David Travis met with members of the Student Senate to review the revised mission statement, and on October 2, 2018 the Student Senate formally passed a motion to endorse the University's revised mission statement.

Therefore, final approval was requested from the Board of Regents at the October 4-5, 2018 meeting. This timeline will allow for Board approval prior to the scheduled reaccreditation visit of the Higher Learning Commission on October 15-17, 2018.

Regent Millner asked for a motion to approve the revised mission statement. Regent Tyler moved for approval. Regent Ring seconded. Regent Millner asked Committee members whether they had any questions or discussion items.

Regent Tyler stated that the comments at the public hearing were very supportive for the revised mission statement. There was not any controversy or objection whatsoever. Also, the press was there, and the result was a very positive article in regional papers. Much of this positive response was due to excellent communication by university leadership as they rolled out this revised mission statement.

Regent Jones commended the campus for its thorough and successful process in gaining campus approval for the revised mission statement. He then asked how the campus would gain community support for the new mission.

Chancellor Van Galen stated that pursuant to its strategic planning process in 2012, the campus had been living by most of the provisions within the revised mission statement for several years. Thus, this newly-revised statement has been a guidepost, in effect, for the campus and community since 2012. And the community has been supportive across this span of time.

The revised mission statement and mission addendum passed unanimously.

Vice President's Report: Karen Schmitt, Interim Vice President for Academic and Student Affairs, provided an update regarding the UW Colleges and UW-Extension Restructuring Initiative. Vice President Schmitt also led a committee discussion on the topic of teacher education program array at UW Schools and Colleges of Education, in collaboration with Education Committee Chairperson, Regina Millner. This discussion reviewed the four presentations, which have been presented to the Committee, as well as steps forward to: increase enrollment in UW Schools and Colleges of Education; reduce student loan debt; meet workforce demand for teachers, especially in high need fields and school districts; increase retention of teachers in the profession; and raise public esteem for the teaching profession in the State of Wisconsin.

Vice President Schmitt stated that the UW System 2020FWD Strategic Plan provides a bold vision for folding in our analysis of teacher education. The framework specifically provides direction to the UW System to add or expand programs where there is high demand and need.

Regent Millner asked the Provost from each institution to join the Committee at the table.

Regent Millner then asked Provost Greg Summers from UW-Stevens Point to describe the reasons why teacher education was the focus of the Provost Working Group, which presented to the Education Committee on June 7, 2018.

Provost Summers stated that the Provost Working Group began with teacher education as the focus, because it provides a model for how the UW System can analyze system-wide program array issues. He stated that the Provost Working Group really wanted to learn how to work together as a system to try and manage program array across the State of Wisconsin.

Regent Millner then asked Regent Ring to comment on the direction going forward from a student perspective. Regent Ring stated that many of his fellow students were enrolled in teacher education programs, and that their consistent message addresses the barriers they face when trying to graduate and obtain licensure. One of the primary barriers is the number of required credit hours and time to degree.

Regent Millner then asked Regent Plante to comment on what it means to him, as a business owner, to have a strong education system in Wisconsin. He stated that a strong education system is the future, and that it is essential to have highly-trained students in Wisconsin, in order to build a vibrant future for our State. Our students are essential to our future.

Regent Millner asked Regent Tyler what it means to have a strong workforce from the Technical Colleges perspective, as well as from the perspective of our higher education system.

Regent Tyler stated that the biggest challenge he sees is the public perception of teachers. He also stated that so many of our children come into school unprepared for kindergarten, and unprepared to enter the K-12 system. Regent Tyler stated that he is a steel fabricator, not a neuroscientist, but everything that he has read states that what happens in the brain from infancy to age three is highly determinative in human health and development. And if we do not focus on early childhood development, then we tie one hand behind our back, in terms of developing students to enter K-12.

Regent Tyler stated that we underpay early childhood educators, and we have not prioritized this element of the workforce, which is critical. He also stated that we have huge turnover and churn in the teacher education workforce, because teachers are undervalued in our state and underpaid by our schools. We need to raise public esteem and pay for our teachers.

Regent Millner stated that the issue of early childhood education has got to be an important footnote to what we are doing. It is critical and important and ties into the question of raising public esteem for the profession.

Regent Millner requested that the assembled Provosts discuss time to degree. She asked: Is there something that Provosts could do to reduce time to degree and the required coursework?

Provost Mangelsdorf from UW-Madison stated that her campus runs annual regression models on the time to degree. Each year, education degrees always take the longest time to complete. Provost Mangelsdorf stated that one of the things that keeps happening is that we keep adding requirements, but we do not take any away. And that some of the additional coursework is responsive to DPI licensure requirements.

Provost Wilson from UW-Platteville stated that DPI adds requirements, which require additional courses in order to ensure licensure and certification.

Provost Morgan from UW-La Crosse concurred that as requirements are added for teacher licensure, additional coursework is necessary for students and for campuses to provide. She stated that these are labelled as courses added for competency.

Provost Summers stated that we could reduce time to degree and credit hour requirements if our campuses better align coursework with DPI requirements. Campuses often silo one from the other, which increases credit and coursework requirements. But if we integrate the two, then we could reduce time to degree and credit hour requirements.

Provost Guilfoile from UW-Stout commented on the public esteem of teachers. He stated that our efforts could be broader and more impactful than just on our campuses.

Regent Jones stated that prior to analyzing how we can raise public esteem, perhaps we ought to analyze whether there is a lack of esteem, and what is its cause? Is this perception or reality—what are the facts?

Regent Plante expressed that we continually need to attract millennials and that our system of higher education still looks very much like it long has looked. How much work have we done to attract millennials? Are we tailoring our student recruitment efforts to the millennial population that we seek to recruit? In his industry, he has to change and adapt to the style and preferences of millennials. Are we doing the same when it comes to recruiting and retaining teacher education majors?

Provost Morgan expressed that students on their campus speak primarily about debt load and time to degree. Once they are in the field, they talk most about behavior management in the classroom. Thus, they comment that they would like more classes on behavior management and less on theory. One of the key focal points is that 50% of our teachers leave within the first five years of being in the field. This ought to be part of the Task Force analysis.

Regent Millner then asked the Provosts how many programs have students in the classroom before the end of coursework practicum. Most of the Provosts indicated that their students are in the field prior to their senior year.

Provost Davis from UW-River Falls stated that from his perspective the fact that teachers are in the classroom only nine months of the year diminishes their perceived value as professionals. But during the summer months, they engage in professional development, which is essential to their development as classroom teachers. Perhaps we could advocate for paying teachers year round, and highlight what they do in the summertime to hone and advance their skill set.

Provost Elrod from UW-Whitewater stated that perhaps we could provide programming for teachers in the summer, which not only affords professional development, but also interdisciplinary engagement in research, innovation, and scientific opportunities.

Regent Millner stated that our history of having students off in the summer, is because Wisconsin was traditionally an agrarian state and children were needed to work the farm in the summer. She also responded on the topic of student preparedness. She stated that some students, especially those from traditionally-disadvantaged backgrounds, lose a great deal of learning during the summertime. Perhaps we could consider year round schooling for students.

Regent Tyler stated that in some states students are enrolled in classes in the summertime. And that they have different school schedules.

Regent Klein stated that one of her concerns is the lack of certification for teachers in some schools and school districts. Perhaps we could utilize the summer months to ensure that teachers gain the certification that they need in order to teach subjects. We could thereby reduce the number of emergency certifications that are issued by DPI to classroom teachers each year.

Provost Summers identified one final issue. The growing demand for dual enrollment classes in high school. Many schools struggle to find certified teachers to conduct these classes. We could utilize the summer months in order to certify dual enrollment teachers.

Regent Millner concurred, stating that the dual enrollment courses also are essential for students in Wisconsin, and it links to reducing time to degree and student debt load for our college students.

Host Campus Presentation: UW-Parkside Provost, Robert Ducoffe, delivered a presentation entitled: "Recommitting to our Vision: Renewing an Academic Plan to Lead UW-Parkside to 2020."

Regent Millner commended Provost Ducoffe on an excellent presentation and adjourned the meeting at 10:28 a.m.