

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Held at Gordon Dining and Event Center
2nd Floor, Symphony Room
770 W. Dayton Street
Madison, Wisconsin

Thursday, March 7, 2019
10:00 a.m.

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Thursday, March 7, 2019
10:00 a.m.

-President Behling presiding-

PRESENT: Regents Robert Atwell, John Behling, Scott Beightol, José Delgado, Michael Grebe, Mike Jones, Tracey Klein, Regina Millner, Janice Mueller, Drew Petersen, Cris Peterson, Jason Plante, Carolyn Stanford Taylor, Torrey Tiedeman, Mark Tyler, and Gerald Whitburn. Regents Eve Hall and Ryan Ring joined the meeting following the lunch recess.

UNABLE TO ATTEND: None

Per Regent Policy Document 2-4, "Ethics and Conflict of Interest Policy for the UW System Board of Regents," no conflicts or potential conflicts of interests were declared with items included on the open session agenda.

APPROVAL OF THE MINUTES OF THE FEBRUARY 2019 MEETING

The minutes of the February 7, 2019 Board of Regents meeting had been provided. Vice President Petersen moved approval of the minutes. The motion was seconded by Regent Beightol and adopted on a voice vote.

UPDATES AND INTRODUCTIONS

President Behling said he was pleased to share that Regent Mark Tyler was recently presented with an award from the Wisconsin Child Care Administrators Association for his work supporting early childhood and families.

President Behling also reminded the Regents that the UW System's Research in the Rotunda event – a celebration of undergraduate research – will be held on April 17th in the State Capitol. This event, now in its 16th year, is an impressive showcase of the many research activities being done by student researchers and their faculty advisors. It is also an opportunity for Regents to join other UW representatives in making legislative visits.

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REPORT OF THE PRESIDENT OF THE SYSTEM

President Behling turned the floor over to President Cross for his report.

President Cross said the general theme of the March meeting was student success. The UW System's efforts to support student success must span a broad range of strategies to accommodate the different needs of each student. The morning's presentation would take a closer look at one key element of student success: the changing world of advising, student support, and student engagement.

Fund for Wisconsin Scholars

Noting that financial aid is also a vital part of the student success picture, President Cross said he recently attended a celebration of the 10th anniversary for the Fund for Wisconsin Scholars. This private, not-for-profit charitable foundation was endowed by a gift of \$175 million from Tashia and John Morgridge. As of 2019, the fund has provided about \$83 million in scholarships to nearly 20,000 students.

President Cross stated, "The Morgridges' investment in Wisconsin is helping to make a UW System education more affordable and more accessible, impacting students in all 72 Wisconsin counties and at all UW System institutions. Investing in our future like this can change lives for generations, and I am personally very grateful for the Morgridges' exceptional generosity."

Restructuring Updates

President Cross said ensuring the transfer process goes smoothly is another key factor in student success and was one of the UW System's priorities in restructuring. However, transfer rates for students from the two-year campuses continues to decline. He called upon Interim Vice President for Academic and Student Affairs Karen Schmitt for a brief update on the UW System's transfer efforts.

Since June, the Office of Academic and Student Affairs Policy Committee has been actively reviewing the relevant state, Regent, and System Administration policies to identify those that require technical and substantive revision to support restructuring. Interim Vice President Schmitt provided two examples that directly support the goals of restructuring related to transfer and statewide outreach.

The first example is the integration of the UW Colleges Guaranteed Transfer Program into System Administration Policy 135, which guides UW undergraduate student transfer. Board of Regents Resolution 10956 set clear expectations that the receiving institutions are responsible for maintaining the transfer mission of the branch campuses. Also, one of the primary objectives of restructuring was to reduce barriers for students transferring within and between all UW institutions.

In response to branch campus student, parent, and faculty concerns, Interim Vice President Schmitt said an early decision of the restructuring process was that the receiving institutions would maintain all of the UW Colleges transfer programs and agreements during Phase 1, from July 1, 2018 to June 30, 2019. To ensure continuity of this decision after Phase 1, the Office of Academic and Student Affairs charged the Restructuring Work Group to review and recommend how to continue the program for the branch campus students.

The Restructuring Work Group recommended that the best way to maintain the benefits of the program across multiple receiving institutions was to integrate this program into System Administration Policy 135, where the principles, guidelines, and administrative practices are established for all institutions to follow, support, and facilitate undergraduate transfer. The one modification recommended by the work group was changing the title of the program from UW Colleges Guaranteed Transfer Program to the UW System Guaranteed Transfer Admission Program.

In August 2018, the work group's recommendations were presented to the UW Restructuring Steering Committee and were endorsed as an effective approach to assuring the benefits of guaranteed transfer for all branch campus students after July 1, 2019. In September 2018, Interim Vice President Schmitt referred the working group's recommendations to the Academic and Student Affairs Policy Committee, which drafted the revised policy as a technical modification and posted it for System-wide comment. After review, the policy was approved by President Cross and is now posted on the UW System policy website.

Interim Vice President Schmitt said, "The importance of this policy cannot be understated, and its design is expressly intended to help support student success in transfer across all institutions of the UW System."

The Office of Academic and Student Affairs is now in the process of developing guidelines, procedures and assessment plans for the ongoing program continuation at the branch campuses. Successful implementation of the Guaranteed Transfer Admission Program will ensure that the benefits of the transfer degree programs offered at the branch campuses will continue to support student success in transfers between all UW institutions.

Interim Vice President Schmitt next provided a brief update about the ongoing progress being made in the review and revision of policies related to the statewide outreach mission of UW-Extension. Board of Regents Resolutions 10956 and 10961 set the expectation that UW-Extension's statewide outreach mission and service responsibilities were transferred with the four divisions to their receiving units at UW-Madison and UW System Administration.

In October 2018, the Office of Academic and Student Affairs formed a Policy Working Group to review and make recommendations for the revision of statutory, Regent, and System Administration policies in this regard. To date, the technical modifications to the System policies have been completed. At the December 2018 Board of Regents meeting, obsolete Regent Policy Documents 18-1 and 18-2 relating to the organization of Extension outreach activities were removed by Resolution 11133.

The Policy Working Group is currently coordinating with the Office of the Board of Regents, as well as the Academic and Student Affairs Committee, to develop and implement recommendations for substantive changes to replace Regent Policy Document 18-1, revise System Policies 125 through 130, and provide guidelines on coordination and administrative practices for UW-Madison and UW System Administration in continuing their respective state outreach missions.

President Cross said one of the key elements of the restructuring is the goal to maintain and improve the use of the Guaranteed Transfer Admission Program to transfer throughout the System, including to UW-Madison. He said there is a misunderstanding on the part of some communities and students that the campuses that were joined with the four-year campuses were the only transfer options those students had. He emphasized that the adoption of the Guaranteed Transfer Admissions policy guarantees transfers throughout the System including transfers to UW-Madison. He thanked Interim Vice President Schmitt for her update.

Wisconsin Dairy Task Force 2.0

President Cross reminded everyone that the Wisconsin Dairy Task Force 2.0 will meet at 10:00 a.m. on Friday, March 15th, at UW-Green Bay's Sheboygan campus. The Dairy Task Force 2.0 was created in June 2018 as a joint effort between the Department of Agriculture, Trade and Consumer Protection (DATCP) and the University of Wisconsin System. The objective of the Dairy Task Force 2.0 is to "right the ship" of one of Wisconsin's most important industries.

Indicating that the dairy industry came up in his recent discussions with Governor Evers, President Cross expressed appreciation for the Governor's continuing support for the work of this Task Force. For the past several months, the 31 members of the Task Force have been working to draft a series of recommendations, which will be discussed and voted on at the March 15th meeting.

UW-Stout Chancellor Bob Meyer Announces Retirement

President Cross noted that UW-Stout Chancellor Bob Meyer recently announced his plans to step down effective August 18th. Chancellor Meyer has spent almost four decades in higher education, including 32 years at UW-Stout and another six years at Indianhead Technical College. At UW-Stout he served as a faculty member, college dean, special assistant to the chancellor, and finally chancellor. President Cross said, “Bob has been a thoughtful, dedicated leader, and it has been our privilege to work with him.” He added that an interim chancellor will be named to lead the campus in 2019-20 while a search is conducted for his successor.

“All in Wisconsin” Campaign

Announcing the launch of the UW System’s “All in Wisconsin” campaign, President Cross said, “The goal is to tell the UW System story, which really means telling the story of all our institutions, our students, our faculty and staff – and our close ties with the people of Wisconsin.” As the UW System continues to advocate for the state to invest in the university, President Cross said the System needs to be bolder in sharing these stories and reminding people of the tremendous positive impact the University of Wisconsin offers in return for that investment.

After showing a brief video about the “All in Wisconsin” campaign, President Cross encouraged everyone to look for, listen to, and share stories with the #AllinWI hashtag on social media and elsewhere in the coming months. Noting that a significant focus of this campaign is expanding the UW System’s reach, President Cross concluded, “Your engagement is critical as we strive to better communicate the benefits and value of the UW System.”

FACULTY SPOTLIGHT: SHOWCASING THE TEACHING, RESEARCH, AND SERVICE OF UW SYSTEM FACULTY

President Cross explained that the Faculty Spotlight is a semi-regular feature at Board meetings to help the public better understand what educators do and what their workload includes. Carrying on the “All in Wisconsin” theme, he said the UW System has a great story to tell about the work done by its faculty, academic staff, and others both in the classroom and outside the classroom.

Noting that many factors go into student success, President Cross said perhaps none is more significant than outstanding faculty: “They are a major part of why the UW System has a longstanding reputation as one of the finest systems of public education in the country, and even around the world.” He then invited Dean Robert Golden to introduce Dr. Robert Dempsey, a member of the UW-Madison faculty who is changing lives on campus and around the globe.

Dean Robert Golden thanked Regent Millner, who encouraged the School of Medicine and Public Health to share a glimpse of Dr. Dempsey’s incredible contributions with the Board

of Regents following a presentation she heard as a member of the UW Hospital and Clinics Authority Board. He said it was both a professional and personal pleasure to introduce Dr. Robert Dempsey.

Dr. Dempsey is the Manucher Javid Professor and Chair of the Department of Neurological Surgery. He graduated summa cum laude from Notre Dame, received his M.D. degree from the University of Chicago, and completed a surgical internship and neurosurgery residency at the University of Michigan. His faculty career was launched at the University of Kentucky, where he was a full professor and director of the Center of Excellence in Stroke, prior to his recruitment to the UW School of Medicine in 1995 as Chair of the Department of Neurological Surgery.

In addition to being an outstanding clinician who also excels in teaching and research, Dean Golden said Dr. Dempsey is a gifted and dedicated administrative leader. Dr. Dempsey cares for patients with serious life-threatening brain diseases, such as stroke and brain cancer, and at the same time leads a very active research program with five currently active peer reviewed grants from the NIH, the VA, and several foundations.

Noting that in many ways Dr. Dempsey's most important contribution to the university and to Wisconsin is as a teacher, Dean Golden reported that he is highly sought after as an educator and mentor. He suggested that Dr. Dempsey's love for teaching forms the foundation for his outstanding leadership as Department Chair, where he has developed truly outstanding people and programs by recruiting the best talent from the very top institutions and then nurturing their development. Since his arrival, the Department of Neurologic Surgery has become widely recognized as one of the best in the country.

Dean Golden said Dr. Dempsey has also taken the Wisconsin Idea global. Every year he completes medical missions to underdeveloped nations in Central and South America and in Africa. He trains the local clinical workforce in the fundamentals of clinical neuroscience and emergency care, and also trains physicians from each region in the basics of neurosurgery. Dr. Dempsey has received numerous national and international awards in recognition of this work.

In 2017, Dr. Dempsey was a visiting professor at academic medical centers in Toronto, Ohio, Illinois, two in New York City, and the Medical College of Wisconsin. During that same year he received the Medical Alumni Distinguished Service Award from his alma mater, the University of Chicago, and published ten of his more than 250 peer-reviewed scientific papers. He served as President of the Society of Neurologic Surgeons and in leadership positions for multiple national and international academic and clinical organizations.

Dean Golden said that while Dr. Dempsey is truly exceptional, some aspects of his service, including some of the challenges and frustrations, are not rare in academic medicine. All faculty must keep up with the rapid pace of clinical innovations and constantly hone their clinical skills while simultaneously trying to keep abreast of the latest developments in highly competitive scientific fields or the dramatic innovations in teaching medical students.

Dean Golden offered a snapshot of Dr. Dempsey's work: He comes in on a weekend to care for a patient suffering from an acute life-threatening bleed in their brain. His team includes medical students, neurosurgery students, and perhaps a fellow. While operating in the surgical suite he is simultaneously teaching his own students, the operating room nurses, the anesthesiology resident, and perhaps a junior faculty member.

After meeting with the patient's family after the operation to explain the outcomes and future treatment plans, he will step into an empty conference room to talk with his team about the patient's prognosis, risk factors for recurrence, and ways to mitigate those risk factors for postoperative complications. Before heading home, he will probably swing by his lab to see how his research fellow's project is progressing.

Dean Golden asked, "How do we categorize the 14 hours that he spent on that Sunday?" Metrics designed largely with conventional undergraduate courses in mind fail to capture Professor Dempsey's teaching contributions. In the M.D. curriculum, students now spend only 1½ years in adaptive course work, mostly in small group and very active learning. Another 2½ years are spent learning under the direct intense supervision of actively practicing physician educators like Dr. Dempsey.

Dean Golden said, "Quantifying medical school faculty effort in medical student teaching via the measurement of course credits and class size is like trying to measure the horsepower of a race car by weighing it. It's the wrong tool for the job and it produces meaningless data."

Stating that Dr. Dempsey is a remarkable physician, teacher, and person, Dean Golden concluded that the UW School of Medicine and Public Health is blessed to have him on the faculty representing the very best ideals of the Wisconsin Idea.

Following a brief video describing his work and teaching methods, Dr. Dempsey addressed the Board about what inspires him. He said the University of Wisconsin is "The Great Academic University" not because of its buildings, courses, or curriculum but because of its people and its ideas. He said the University of Wisconsin has an environment of collaboration and purpose, one that is open to ideas not only from faculty but also students: "They teach me, because that energy and that enthusiasm is inspirational."

Coming to UW-Madison, he also found an environment where "the work was service," and that service was to the entire university, the great state of Wisconsin, and beyond: "That Wisconsin Idea is very alive in the medical school." This environment allowed him to build a Department of Neurological Surgery centered on patient care – "the very best patient care in the world" – for brain tumors, stroke, pain, spinal injury, and congenital defects of babies.

Indicating that none of his colleagues are satisfied with the status quo, Dr. Dempsey said to continue improving care means conducting research in an environment that is open to ideas, collaborative, and facilitates that research. He noted that faculty must literally walk through or around their laboratories to get to the operating room.

Dr. Dempsey said he is grateful in many ways to the University of Wisconsin for making the Wisconsin Idea's tripartite mission possible. He also thanked the Board of Regents for guiding and guarding those ideals, as well as the people of Wisconsin and patients worldwide for allowing and inspiring the University of Wisconsin's service.

President Cross said Dr. Dempsey's work is a stellar example of the Wisconsin Idea and the UW System's three-fold mission of teaching, research, and service. He added that Dr. Dempsey is just one example of the great UW System faculty who are committed to serving not only their students, but also the people of Wisconsin and beyond.

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UW SYSTEM STUDENT SUCCESS COLLABORATIVE

In February 2019, members of the Education Committee heard a brief overview of a new advising software tool that is being implemented on 12 campuses across the UW System. Announcing that the full Board would now get a closer look at how this tool works, President Behling asked President Cross to lead the discussion.

Introduction by UW System President Ray Cross

Recalling that advising was once primarily about helping students with scheduling and course registration, President Cross said today's academic advisors are expected to help students navigate college life, access valuable resources and opportunities, and increase awareness of how their interests and abilities can connect to their academic and career goals. The positive impact of academic advising, greater engagement with students, and earlier interventions on increasing retention and graduation rates is well understood within higher education circles.

President Cross said colleges and universities nationwide are giving greater attention to this critical function. UW-Eau Claire was one of 12 institutions nationwide selected last year to participate in a two-year study of academic advising to help establish standards and a framework to evaluate and improve academic advising. The "Excellence in Academic Advising Project" is sponsored by NACADA: The Global Community for Academic Advising and the John N. Gardner Institution for Excellence in Undergraduate Education.

When the UW System launched its 2020*FWD* strategic framework in 2016, one of the key System-level priorities identified was 360 Advising. President Cross said, "It is our commitment to work to improve student success and reduce time to degree by expanding the use of predictive analytics, intensive advising, and other practices that provide timely support to students."

President Cross added that attention to this priority is also about equity and striving to ensure that all students have the opportunity to succeed: "We recognize that all students don't come to college with the same learning opportunities or life experiences." Among the many impacts these differences can have on students, he said it is unequivocally known that the four-year and six-year graduation rates for underrepresented minority students, first-generation

college students, and Pell grant recipients are lower than the rates for all new students in the UW System. These achievement gaps have been persistent over time, narrowing only slightly over the years.

President Cross indicated that the UW System has tried many things to move the needle. While the System has made some progress, as its improved graduation rates will attest, he concluded, “It’s not enough; we have to do more. It is imperative on moral as well as economic grounds.” The UW System must focus on how to ensure students are provided with the support they need to succeed.

As members of the Education Committee heard in February, the Navigate Student Success System is an advising workflow and student planning management software offered by the Education Advisory Board (EAB). Based on predictive analytics like class attendance and performance, major status, financial factors, and more, this system helps advisors provide personalized guidance to students at key moments along their college career. Students also can use an app to get alerts, schedule meetings with advisors, and connect to campus resources.

While this is leveraging technology to help students persist and graduate, President Cross explained that this is about much more than data: “It’s about people and their relationships – and the critical engagement we know students need with their advisors, faculty, and student affairs staff in order to be successful. It is about providing more support and more timely engagement with students when they need it most.”

Four UW System institutions already use the Navigate System: UW-Eau Claire, UW-Milwaukee, UW-Oshkosh, and UW-Platteville. President Cross said the Board would hear from these institutions about how they use EAB’s Navigate System as a tool to improve the success of all students, and in particular underrepresented minority students, first-generation college students, and Pell grant recipients.

In December, the Board of Regents approved a contract with EAB to purchase the Navigate Student Success Management System. President Cross reported that early stages of implementation are under way, and teams from UW System and EAB are expected to be on campuses to begin meeting with leadership teams later this month.

To learn more about the Navigate Student Success System, he said the Board would first hear from Dr. Edward Venit, managing director of EAB, followed by a panel discussion including:

- Johannes Britz, Provost at UW-Milwaukee;
- John Koker, Provost at UW-Oshkosh;
- Karen McLeer, Director of Retention and Academic Support at UW-Platteville;
- Christine Navia, Associate Vice President of UW System’s Office of Student Success; and
- Ben Passmore, Associate Vice President of UW System’s Office of Policy Analysis and Research.

Presentation by Dr. Ed Venit, Managing Director of the Education Advisory Board (EAB)

Associate Vice President Passmore introduced Dr. Ed Venit as the EAB's leading expert on student success, retention, graduation, advising, and financial aid. Before his many years in this field, Dr. Venit received his Ph.D. in Evolutionary Biology from Duke University.

Dr. Venit characterized EAB as primarily a research firm that also provides consultative services and develops tools based on its research on campuses. He indicated that much of the organization's work is focused around student enrollment and retention, and much of his own work has been focused on student success.

Dr. Venit said the three components of the EAB student success platform – workforce, analytics, and intelligence – help improve the data available to advisors, help advisors better focus their efforts towards high-risk students, and help administrators understand the high-level impacts of student success initiatives. Additionally, the platform offers integrated features and a mobile app that help students with their academic planning.

About one in five Americans have some college and no degree; on average these individuals leave school with \$5,000 to \$8,000 in debt, and default on that debt at a rate of 17 percent. Dr. Venit observed, "Their life is actually economically much harder now because they tried to improve it."

There has also been stagnation in growth over the last few years – and in some areas of the country a decline – in the number of high school graduates. Birth rates fell by 15 percent during the recession and never recovered, which Dr. Venit predicted will lead to an enrollment crisis for higher education in 2028. Although four-year college enrollment in Wisconsin is projected to continue growing at a rate of at least 1.5 percent over the next five years, many of its neighboring states will be in decline – and therefore will be recruiting Wisconsin's high school graduates. By 2029, four-year college enrollments in most of the country will be in decline.

Additionally, public institutions across the country have experienced reductions in state funding and as a result have become tuition-dependent. Most public institutions now receive over half of their funds from students. Dr. Venit noted that this presents a real problem when student enrollments are projected to decline.

Dr. Venit said these challenges require a change in approach towards a return on investment (ROI) mindset: Increasing retention rates will increase enrollments, which in turn increases revenues, which allows for reinvestments in student success that can further increase retention rates. He concluded that adopting an ROI mindset around student success will pay for itself: "Student success is not a cost center. It is a revenue center."

Dr. Venit indicated that the difficulty is in differentiating the ROI for individual student success initiatives. EAB is now encouraging schools to use new data systems that can directly attribute revenue gains to specific activities.

Dr. Venit said East Tennessee State University is a case study for the ROI on hiring more advisors. In 2014, East Tennessee made an investment in 12 first-year advisors when they previously had none. Each advisor was estimated to cost about \$60,000 per year in salary, benefits, and overhead, or \$720,000 per year collectively. In the first year these new advisors generated a 3-percent gain in first-year retention, or an additional 60 sophomores each paying \$8,000 in tuition – resulting in just under \$500,000 in total additional revenue the first year. By the end of three years East Tennessee had an additional 154 students generating \$1.2 million in revenue, while still costing just \$720,000 – resulting in a surplus and a 1.6 ROI.

Dr. Venit reiterated that advising is a revenue center and not a cost center, comparing it to an admissions office for returning students. He went on to discuss work done by the Gates Foundation which shows what happens when technology is added into this situation. The IPASS (Integrated Planning and Advising for Student Success) Initiative included early and large predictive models, different types of intervention, degree planning, and communication tools.

Analysis by RPK Group showed that just in the first year the IPASS Initiative institutions saw an average one-percent increase in retention. On average these schools generated \$40,000 in surplus revenue after costs; the top performing school had almost \$6 million in additional revenue as a result of the initiative. Overall, 20 percent of the costs were for technology and 70 percent were human-related, including both training existing staff to be tech-enabled advisors and adding new personnel.

Dr. Venit said the nature of advisors is changing in ways that will improve efficiency. New job descriptions written in the last three years are seeking holistic advisors who in addition to academic planning also understand and are accountable for student academic performance, financial health, and career preparation. These new advisors are often younger, more in touch with students, and very tech-enabled.

Responding to a question from Regent Beightol, Dr. Venit said the advising function is often housed in student affairs, academic affairs, or enrollment management. He indicated that he has plans this year to study best practices for where advising staff should belong.

Dr. Venit described how institutions can reorganize advising staff to improve ROI and student success by reducing the caseloads of higher-paid expert advisors so they can provide more frequent and in-depth service to high-risk students, while lower-paid standard advisors continue to proactively monitor low-risk students. For very low-risk students, Dr. Venit suggested low-cost advising alternatives including faculty or peer advising and e-advising through websites or mobile apps.

Regent Mueller asked Dr. Venit to speak to the different needs of adult learners, who will become increasingly important as enrollment levels decline. Dr. Venit acknowledged there is a tremendous amount of growth in the 25-34 year old group of undergraduates, who are oftentimes studying online or part-time, and likely have children or jobs they need to navigate around. The biggest challenge of this group is providing services when they need them, which might be in the evenings, on the weekends, or through an online format; Dr. Venit said the integration of the

two-year and four-year schools in Wisconsin is an advantage here. He also noted the challenges in identifying potential adult learners, marketing to them, and getting them to apply and enroll.

Responding to questions from Regent Whitburn and Regent Millner, Dr. Venit said professional advisors are typically driven by their care for students. While long-time, highly-paid advisors are usually highly engaged in professional development and working with student, he suggested that institutions may need to find new roles for staff who struggle to stay up-to-date on today's best practices and tools in advising.

Dr. Venit also noted that many schools are not aware of how much advisors are paid, do not conduct annual reviews, or fail to consider whether staff are well-organized. Indicating that more schools are beginning to pay attention to this, he said he hoped to have more information in the next couple of years on this topic.

Regent Millner observed that students and families are becoming far more sophisticated about the cost of attending school, as well as the costs of starting but not finishing an education. She asked Dr. Venit how success at retention can be factored into marketing towards these cost-sensitive individuals.

Dr. Venit said Gen Z students were molded by the Great Recession and are incredibly value driven: "They want to know what they're paying for." Gen Z students already assume they will graduate from college, so graduation rates are not effective marketing messages. Instead they want to hear success stories about where a school or degree will take them.

Dr. Venit added that while Gen Z students do not respond to graduation rates, they do pay attention to anecdotal information from older siblings, neighbors, and others in their community about who has experienced good outcomes or bad outcomes at a particular institution.

In response to question from Regent Jones, Dr. Venit indicated that the use of predictive analytic models at the high school level is often focused more on anticipating disruptive behaviors than on improving graduation rates. He suggested that academic interventions at an elementary school level would have a greater impact on the number of college-ready high school graduates.

Dr. Venit responded to a series of questions from Regent Delgado about how EAB uses the data it collects to identify risk levels for students. Data collection usually begins with high school transcripts, demographic information, and test scores, and continues to grow as students have more interactions with the campus. Predictions are based on previous outcomes for past students with similar data profiles. He noted that each institution only uses its own data; for example, UW-Platteville's students will not be compared to UW-Eau Claire's students.

Dr. Venit indicated that EAB uses standardized data systems with at least 10 years' worth of records, such as transcripts or student records, which are then rigorously cleaned by data teams over the course of a few months to ensure good predictions. There is also a validation process to ensure the model's predictions match up with the reality of the institution.

Regent Grebe said Dr. Venit had provided a significant amount of compelling information as to why this is a financial imperative for the UW System and its campuses, but he also suggested that the System also has a moral imperative to address the cohort of students who have some college but did not finish. He then asked Dr. Venit to describe other institutions' successes and failures in changing attitudes toward advising.

Dr. Venit said Georgia State University has had success by adding self-sustainable components to everything they do. For example, 60 percent of revenues generated by retaining more students are reinvested into additional student success initiatives. He added that many successful schools have thought about leadership and organization in a much deeper way than most other institutions. Other schools are driven to make some of the biggest improvements in student success where communities are pushing economic issues and public-private partnerships.

In response to questions from Regent Tyler, Dr. Venit said two-year schools are leaders in building relationships with high schools. Admissions officers are sent to high schools to help students fill out FAFSA forms and school applications during lunch, or to recruit students for dual enrollment in advanced coursework.

Dr. Venit noted that there are many inefficiencies in the pipeline between high school and higher education, including not being able to transfer credits between institutions.

He shared a story of one advisor who sent a single email to 4,000 students who had a 3.0 GPA or better but were not registered for the next semester: "Hey, congratulations on the great semester you had. Noticed you weren't registered for the fall. Anything I can do to help?" He said the advisor returned from lunch a couple hours later to 1,100 responses.

Dr. Venit explained that the advisor's message was intentionally designed to fit on a single phone screen with a clear call to action and a friendly tone. Those 1,100 responses helped university leadership identify and begin working through six systemic changes to fix leaks within their own campus.

He shared another story about the University of Central Florida's leadership team, which divided up a list of unregistered students to call and ask why they were not coming back. They found out about different logistical issues that would never have otherwise risen to their attention.

Regent Tiedeman asked if the barriers for reentry for nontraditional students tend to be more dominantly debt or finances, or more logistical or circumstantial issues related to having families or needing after-hours availability of classes, advising, and career resources? Dr. Venit answered that it was very much the latter.

In response to follow-up questions, Dr. Venit indicated that adult learners are usually locals. He provided examples of how former students can be recruited back to complete their education through simplified reenrollment applications, small grants, priority registration, and even parking passes. These returning students may or may not complete their original degrees, and often they will enroll in the general studies degree.

In response to a question from Regent Plante about data security, Dr. Venit said EAB uses Amazon Web Services and maintains internal data security principles from the firm's origin as a health care advisory board company that ascribed to HIPAA requirements: "We're keeping your student data as secure as if it was patient data."

Responding to a question from Regent Klein, Dr. Venit said outcome metrics should be set intentionally. For example, universities can consider both the number of degrees produced as well as the quality of the degrees or the resulting change in the graduate's life. He indicated that data shows regional public universities to be the primary drivers of social mobility.

President Behling thanked Dr. Venit for his presentation.

Panel Discussion: Implementing the EAB Student Success System at UW Institutions

Moving on to the panel discussion, Associate Vice President Chris Navia asked panel members to discuss which groups of students are experiencing the most benefits from the advent of the EAB Student Success Collaborative on their campuses.

Ms. McLeer said the EAB tool went live for UW-Platteville late in fall 2017, was utilized by a pilot group of advisors in spring 2018, and was extended to the entire campus in fall 2018. She reported benefits for specific groups such as incoming freshman and at-risk students, with advisors trying to connect them to resources before they begin having academic problems.

Provost Koker said UW-Oshkosh began using the Student Success Collaborative in fall 2016 with some pilot groups and then geared up the program during the 2017-18 and 2018-19 academic years. He reported seeing the most progress in first-generation students, noting that before it was hard for advisors to tell if a student was in trouble unless they made the first move. With the early alert system and the other success markers UW-Oshkosh has implemented, advisors have been able to deal with many target groups, including those who have low GPAs, are first-generation students, or are students of color.

The retention rate for students of color at UW-Oshkosh initially increased after implementation. UW-Oshkosh had 1,393 students of color enrolled for the fall 2018, and 24 percent, or 333 students, received alerts through the Student Success Collaborative. Advisors were able to contact and follow-up with those students early in the semester to try and get them back on course.

In another example, Provost Koker said the Counseling Center followed up with 154 students who had appointments during the fall semester and who were not enrolled for the spring semester. After the follow up, 134 of those students registered for the spring semester, and 111 reenrolled the next fall semester. He said these are the types of active campaigns UW-Oshkosh can implement using EAB's product.

Provost Britz said UW-Milwaukee began using this product in 2013-14 and has seen success for all students. He indicated that the ability to use big data and data science to integrate

and manipulate information needed to schedule classes, set up appointments, remember deadlines, and get early flags from faculty benefits everybody.

UW-Milwaukee generates about 35,000 progress reports per semester by about 500 TAs, faculty and instructors. Of the 35,000 reports, 5,000 are for reportedly high-risk students. Provost Britz indicated that UWM has seen an increase in its retention rate since 2014-15 for all groups, from 68 to 74 percent overall.

Provost Britz reported significant changes in advising at UWM as a result of the EAB tool, including changes to better counsel students about the course and program choices and to improve communication between students, tutors, advisors, faculty members, and support services like the Accessibility Resource Center.

Associate Vice President Navia next asked the panel members to discuss their return on investment, financial or otherwise.

Provost Britz described using EAB to identify and contact 120 students who had not yet registered for the next semester, of which 97 students reenrolled – a return of \$667,000. He added that there is also a non-monetary return when advisors can connect students to financial aid, accessibility resources, or other forms of support.

Ms. McLeer said UW-Platteville developed 13 separate proactive outreach campaigns to a variety of targeted student populations during the 2017-18 academic year. The goal was to connect students with resources and give them an opportunity to meet with an academic success coach. She reported gains in persistence between students who accepted that assistance and those who did not, with 107 retained students resulting in an additional \$800,000 in revenue during the first year. Ms. McLeer also agreed with Provost Britz about how much students appreciate the proactive outreach.

Provost Koker said the EAB product allows UW-Oshkosh to target different categories of students and give them what they need to succeed. UW-Oshkosh's return on investment or initial success can be seen in over 52,000 advising appointments with over 11,000 unique students, as well as over 3,300 unique alerts sent to students. Ninety percent of faculty advisors are trained on the product. UW-Oshkosh has seen an increase of about 2 percent in retention over the last year and an increase of about 4 percent in its graduation rate.

Associate Vice President Navia asked panel members to discuss the “lift” needed to implement EAB on their campuses.

Provost Britz said a change like this requires buy-in from leadership to work, indicating that he wrote a personal email to the campus about the decision to use EAB's tool. He assigned his data-driven Assistant Provost to oversee implementation, and senior advisors in every school and college met monthly to help implement the tool and do the training. UWM also trained faculty, instructors, and TAs on how to use the tool, specifically for the early warning system. Provost Britz said he worked with the deans to make sure the faculty actually used the early warning alerts, which are sent to the student's advisor or tutor.

Provost Koker said faculty buy-in is very important. He suggested that UW-Oshkosh's new budgeting process and financial transparency helped faculty and staff understand how healthy enrollments turn into healthy revenues. UW-Oshkosh has also started a big campaign to try and get more institutional buy-in, with more than a dozen training sessions scheduled. Last year faculty submitted early alerts or early warnings in 54 percent of the 100-level classes; Provost Koker said UW-Oshkosh will continue working towards 100-percent participation in the early warning system.

Noting that the panelists each described some remarkable and immeasurable programmatic successes, Regent Grebe asked if these also reflect an embrace of new attitudes or approaches toward advising at their institutions?

Provost Britz said Chancellor Mone delivered a clear charge for every school and college to set 3-, 6-, and 10-year goals based on 24 different criteria – from recruitment to enrollment, retention, graduation, and post-graduation – that included developing experiential learning for every single student. He reiterated the need for buy-in from top leadership.

Ms. McLeer said UW-Platteville's approach has been to embark on a self-study of the institution's academic advising processes to help define what its goals were going to be. UW-Platteville increased its professional advising staff, who were integral in communicating with academic departments and faculty advisors about this work and its impact on students.

Provost Koker indicated that student success was one of four major priorities in UW-Oshkosh's recent strategic plan, and so has been a large part of recent conversations on campus.

Regent Mueller asked the panelists what advice they had for balancing the need for more mental health and general health counselors with this focus on academic advising.

Ms. McLeer stated, "If a student isn't whole, isn't well – whether it's physical, whether it's mental, whether it's food and security – whatever it is, they are not going to be able to perform their best academically." As the UW institutions continue supporting students, she said it is important to think about all of their needs in tandem. For a student to work with an academic advisor effectively, they need to have these other needs met.

Provost Koker said UW-Oshkosh is trying to frame student success as an institution-wide responsibility. The mental health of students is just as or more important than their intellectual health or experience. Institutional success requires working to identify students and connect them with the proper programs or assistance they need.

Provost Britz said the EAB tool helps to coordinate and integrate the different support structures on campus with one another. UW-Milwaukee is currently looking at mental health support options for its online students who may live far from campus.

Responding to a comment from Regent Atwell about the benefits of parental engagement for student success, Ms. McLeer agreed that parents are wonderful allies and want to be informed about what is happening at the university, indicating that UW-Platteville regularly

communicates with parents through electronic newsletters. She said parents can help by prompting students to ask for the help and resources they need.

Dr. Venit noted that some universities offer a “boot camp” to help explain common higher education terms and concepts to parents, especially those of first-generation students, that will allow them to help their students navigate the college experience. Another big innovation in some areas of the country is to offer this information in Spanish.

President Cross thanked Dr. Venit and the panelists for sharing their perspectives on how to use student success tools to create informed and intentional changes on the campuses.

Referring to an earlier question from Regent Klein, President Cross also noted that the UW System is working with the Department of Workforce Development to create metrics based on graduates’ earnings.

President Behling led a round of applause for Dr. Venit and the other panelists.

The Board recessed for lunch at 12:15 p.m. and reconvened at 1:10 p.m.

2019-21 BIENNIAL BUDGET UPDATE

President Behling said the Board of Regents appreciates the investment proposed by Governor Evers for the UW System, as well as the positive reception the UW System’s budget proposal is receiving in the Capitol. He then turned the floor over to President Cross to discuss the Governor’s budget proposal.

President Cross reported that Governor Evers announced his biennial budget the previous week, and the funding proposed in his budget closely aligns with the overall budget proposal adopted by the Board of Regents the year before. He stated, “It is clear the Governor shares our belief that higher education is vital to growing Wisconsin’s talent pipeline, improving lives, and providing Wisconsinites opportunities to earn higher wages. We applaud his commitment to the UW System.”

The Governor’s budget proposes to fund the tuition freeze while increasing and accelerating the UW System’s capacity-building initiatives, which are focused on supporting high-demand programs and student success. Investment in these capacity-building initiatives will provide a significant return on investment and help build a better future for the people of Wisconsin. The Governor’s proposed budget also provides targeted investments to help address Wisconsin’s nursing shortage, enhance student support services at the two-year campuses, and expand UW-Extension’s presence in rural Wisconsin.

The Governor’s budget proposes a 2-percent salary increase in each year of the biennium for UW System employees. This funding, combined with the salary increases received in the last state budget, will help keep the System more competitive in the recruitment and retention of faculty and staff. President Cross said, “We strongly urge legislators to support continued investment in our employees. As recent news reports have pointed out, if compensation for UW System faculty and staff lags relative to peers, it can result in the loss of invaluable talent critical to student success.”

On the capital side, President Cross reported that Governor Evers announced earlier that morning his plan to bring forth \$1.075 billion in infrastructure improvements for 15 major UW System projects, as well as \$5 million for planning projects in the pre-enumerated category, representing 40 percent of his total \$2.5 billion budget. Governor Evers’ budget also focuses on financial aid and student debt, proposing a significant \$9 million increase in student financial aid over the biennium.

Noting that the Governor’s budget is now before the legislature, where there will be a robust debate, President Cross said, “We trust that the Governor and legislators understand that a significant investment in higher education helps advance our shared priorities of growing Wisconsin’s talent pipeline, improving lives, and providing opportunities for families and individuals to earn higher wages.” Indicating that the budget proposal has received a very positive response from Republican and Democratic legislators to date, he concluded that the UW System looks forward to working with the Governor, legislators, university stakeholders in the private and public sectors, faculty, staff, and students to advance these shared priorities.

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HIGHER EDUCATION TALENT DEVELOPMENT INITIATIVES AND AREAS FOR OPPORTUNITY AND ALIGNMENT

President Behling said the Board would next hear a presentation on higher education talent development initiatives.

President Cross observed that the combination of Wisconsin’s continued economic strength and low unemployment numbers is causing increased demand for highly skilled graduates. Experts indicate that many positions are going unfilled across a broad range of employment categories. At the same time, state employers are finding the worker shortage impacts their capacity for business growth.

President Cross said this challenge directly aligns with the UW System’s efforts to more closely align the resources of the university with the needs of the state: “To meet the demands of employers – as well as interests of the workforce – we must do our part to help get more graduates successfully into the talent pipeline.” He invited Rebecca Deschane, the UW System and Wisconsin Economic Development Corporation’s joint liaison for talent development, to lead the discussion focused on collaborative efforts to strengthen the development of that talent, as well as attraction and retention initiatives.

Ms. Deschane said there are many opportunities for the UW System and Wisconsin Economic Development Corporation (WEDC) to connect organizations across the state with the talent pipeline.

In January 2018, Wisconsin launched a \$1 million talent marketing campaign in the Chicago region focused on expanding perceptions about the state and making sure people are aware of the career opportunities and the high quality of life available in Wisconsin. These “Think-Make-Happen in Wisconsin” messages are targeted toward three groups: Midwest millennials, alumni, and transitioning service members in the armed forces.

Ms. Deschane reported a positive response to the campaign, with almost six percent of individuals surveyed indicating they would consider moving to Wisconsin. With some additional funding received last year, the campaign has expanded into twelve additional markets with a high probability of people who would be willing to move for career opportunities.

She showed a brief video highlighting one of the millennial marketing campaign’s messages: “With over 170,000 STEM jobs predicted by 2020 and a lower cost of living, you can experience rewarding days at work and enjoyable evenings at home. Wisconsin – it’s more you.”

WEDC has partnered with Hiring Our Heroes, a national program that hosts career summits on base for service members who are transitioning to civilian life. Ms. Deschane said the areas where WEDC focuses its attentions – including Japan, Germany, Hawaii, and other locations throughout the U.S. – are based on the number of service members that participate in those career summits and the likelihood that they would be looking to move elsewhere. Over 4,500 service members and spouses have attended career summits that WEDC participated in. WEDC’s team has personally interacted with 1,100 service members and spouses during that time, resulting in 672 individuals expressing an interest in wanting to learn more about Wisconsin and its opportunities.

Ms. Deschane said Wisconsin is creating a national model for reaching out to service members about career opportunities and quality of life, while also connecting service members with employers. She showed one of the ads marketed to service members, called “Alpha Bravo Charlie to ABC,” highlighting Wisconsin’s public school system. The ad templates created by WEDC are part of a cooperative marketing opportunity from the State of Wisconsin, and can be used by businesses, schools, or other organizations to make connections with service members.

Ms. Deschane said the WEDC’s ad campaign will target alumni of Wisconsin’s public and private universities and colleges through social media. The “In Wisconsin” webpage also includes several profiles of alumni from Wisconsin schools discussing why they chose to stay in or return to Wisconsin. She reiterated that schools and businesses can use these ad templates free of charge to showcase career opportunities in Wisconsin.

Ms. Deschane also highlighted the WEDC and the UW System’s joint efforts to support student success. The UW System’s website includes the Career Connect portal for students to connect with businesses, and for businesses to connect with career services offices on each

campus. WEDC and the UW System are jointly funding the development of an online internship development module. The WEDC and UW System are also looking at ways to further engage alumni, nontraditional students, and transitioning service members.

President Behling thanked Ms. Deschane for her presentation.

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FEDERAL HIGHER EDUCATION AGENDA AND PRIORITIES

Turning the Board's attention to the annual presentation of the UW System's federal priorities, President Behling said several key issues could impact the UW System in the coming year, including student financial aid, the reauthorization of the Higher Education Act, resources for research and development, and campus safety and Title IX. These issues will be among the topics of discussion during an upcoming visit by UW System leaders to Washington, D.C.

President Behling asked Kris Andrews, Associate Vice President for Federal Relations, to present an overview of the UW System's federal agenda for 2019.

Ms. Andrews said the federal government, like the state government, is a very valuable partner to the success of the UW System. In 2018, the UW System received more than \$900 million from federal sources – about equal to what the System received in general purpose revenue from the state. Not factored into that calculation is loan aid from the federal government used by 87 percent of UW students to access and complete their education.

Ms. Andrews indicated that President Trump's budget proposal is expected to be released next week. She said the proposed budget will likely include a 9-percent cut due to spending caps, as well as an additional 5-percent cut to nondiscretionary funding, which includes funding for research and financial aid.

Ms. Andrews recalled that when a similar cut was proposed in the last budget the UW System, along with the national higher education community, successfully advocated for Congress to instead increase funding for many of the key programs that fund the System's operations: "With hard work, we can do this again."

The UW System recently named a Federal Relations Council to assist in designing and implementing its 2019 advocacy strategy. The council includes representation from every campus and every area of interest, from students to deans of nursing, teaching, and engineering; chancellors and other administrators; veterans coordinators; and directors of undergraduate and graduate research. Ms. Andrews thanked everyone who participated in the development of the 2019 federal agenda.

Ms. Andrews said she would highlight four of the UW System's top priorities in 2019: 1) increase higher education access, affordability, persistence and completion; 2) encourage innovation at the campus level; 3) invest in research and development; and 4) promote campus safety for all students.

Increase Higher Education Access, Affordability, Persistence, and Completion

Ms. Andrews noted that one of President Cross's top goals is to increase enrollment in the UW System, which is particularly challenging given the number of students graduating from high schools in Wisconsin has declined by 6,000 in the last decade. This decline means the UW System needs to compete harder than ever to keep outstanding students in Wisconsin, grow the population of adult student learners, and attract students from around the country and the world.

She shared the story of one first-generation student from Chippewa Falls who came from a family of five with an adjusted gross income of \$35,000. She indicated that this student scored a 33 on the ACT, wants to become a chemical engineer, and was interested in attending a UW institution: "He is exactly the kind of student we want to keep here in Wisconsin." Unfortunately, the UW System could not compete with the funding package he was offered elsewhere – he is now enrolled in Minnesota.

Student aid from the federal government and the state has not kept pace with inflation over the last decade. The UW institutions have had to come up with more money to help bridge the gap and safeguard access to higher education for Wisconsin students, but Ms. Andrews said they need the federal government to reinvest in students. Currently more than \$185 million of federal funding comes to Wisconsin for students primarily in the form of grant and work study aid, and more than \$700 million in federal student loan aid. Still, UW students have substantial unmet need.

Ms. Andrews reported that during the last session, despite a very tough environment and the President's proposal to cut education funds, the UW System had some very important successes.

First, the higher education community achieved maximum funding for the Pell Grant, which is the single largest grant program available to undergraduates with need. About 34,000 Wisconsin undergraduate students, or 29 percent of the Wisconsin undergraduate population, receive Pell Grant funding.

Second, the UW System competitively received about \$12 million in funding for TRIO and GEAR UP programs, which are critical to help ensure Wisconsin's neediest students are prepared for college, supported with tutoring and other forms of mentoring, and able to complete their degrees. The budget provided maximum funding for TRIO and GEAR UP; Ms. Andrews said the UW System will continue to advocate strongly for these programs this year.

Third, Congressman Mark Pocan worked with the UW System to include language in the 2019 appropriations bill that authorizes the Department of Education to fund campuses for servicing Perkins Loans. The costs associated with administering student loans did not disappear even when the Perkins Loan program ended and was not extended in 2017. Ms. Andrews said the UW System will continue to monitor this issue as the Department of Education works towards some resolution.

Fourth, with the help of Congressman Glenn Grothman, the UW System was able to amend the House version of the reauthorization of the Higher Education Act (HEA), called the PROSPER Act, with language supportive of UW's Flex Option Program. However, because the PROSPER Act also significantly cut programs the UW System's students depend on, Ms. Andrews said she was happy to report that ultimately the bill was defeated.

Fifth, in 2018 the UW System told the Department of Veterans Affairs (VA) and the Wisconsin delegation that veterans benefits for housing and tuition were being delayed. This was traced back to an update to the VA's IT system. As a result, legislation was passed that created a group of specialists at the VA tasked with fixing the erroneous payments and providing relief to those who experienced delays in their benefits.

In this new session, the House and Senate are putting out competing plans for reauthorization of HEA with committee hearings beginning soon. Ms. Andrews noted that Senator Lamar Alexander, who is Chairman of the Health, Education, Labor & Pensions (HELP) Committee, has announced he will not be seeking reelection next year and will likely prioritize reauthorization of HEA in order to cement his legacy.

Ms. Andrews said the UW System will be working towards the following related to HEA reauthorization:

- 1) A simplified federal application for federal student aid (FASFA) form; there is bipartisan support for this in part because the cumbersome application deters many students from even applying for aid that would make college more affordable for them.
- 2) New ways to repay student loans; 87% of loans held by UW System students originate with the federal government.
- 3) Restoring the annual cost of living increase to the Pell Grant.
- 4) Renewal or replacement of the Perkins Loan program which expired in the fall of 2017, leaving a \$20 million hole in the budgets of more than 11,000 UW System students.

Ms. Andrews stated, "The federal government's partnership that supports student financial aid and our workforce development programs represents a very vital investment that makes higher education affordable and accessible for all students and provides a career pathway for Wisconsin's workforce. We will continue to urge Congress to authorize an appropriate funding for these important priorities."

Encourage Innovation at the Campus Level

The language in federal statutes and regulations still assumes a traditional classroom-based approach to learning and financial aid programs still revolve around traditional credit hours, semesters and courses. This makes it extremely difficult to provide financial aid to students in the UW System's Flex Options Program, which serves students who want to work on a degree at their own time, at their own pace, and even to test out of subjects they already know.

The Flex Options program was the first of its kind in the nation adopted by a public institution of higher education and has been a model for programs across the country. However, the failure to modernize statutes and regulations is holding the program back. The Department of Education is currently rewriting its rules for accrediting agencies and identifying barriers to competency-based education and will likely finish their work in April. Ms. Andrews said the UW System will watch those discussions closely and look for opportunities to provide testimony. The UW System is also working to secure an invitation to testify before the House Education and Labor Committee at a hearing focused on educational innovation.

The reauthorization of HEA is now five years overdue, and both the Senate and House are undertaking significant efforts this year to update the law. The UW System will be working with the respective committees to include language that defines competency-based education in federal statute, which is critical to the 37 million people across America with some credit but no degree and to solving America's future workforce challenges.

Invest in Research and Development

In 2018, the UW System received \$600 million from federal sources for research and development, mostly to UW-Madison and UW-Milwaukee.

In the last session, despite deep cuts proposed by the President, Congress gave significant increases to the agencies that provide most of the UW System's federal funding: NIH, NSF, the Departments of Agriculture and Energy, NOAA Sea Grant, and NASA.

The UW System also sought and received robust funding for one of its key priorities – capacity building. Senator Tammy Baldwin and her staff worked with the UW System to approve a \$5 million appropriation for the Non-Land-Grant Colleges of Agriculture Capacity-Building Program, which is part of the Farm Bill. This program is designed to help develop a skilled workforce in several industries: agriculture, food, and renewable resources. UW-River Falls and UW-Platteville have benefitted significantly with substantial new funding for undergraduate research and outreach as a result of this investment.

The UW System also secured an important amendment to the Farm Bill, signed into law in December 2018, to allow universities like UW-Stevens Point to compete for non-land-grant capacity-building funds. In the past these universities were excluded from the program because they received other research funds from the McIntire-Stennis Capacity Grant program, which enables forestry research.

Ms. Andrews said the UW System will work on the following during the next session:

- 1) Opposing proposed cuts to federal research and development.
- 2) Supporting investment in the Non-Land-Grant Colleges of Agriculture Capacity-Building Program, which was reauthorized in 2018 but has not been funded in the President's budget.

- 3) Advancing reasonable changes to the Established Program to Stimulate Competitive Research (EPSCR) to create access for all UW System institutions. Currently EPSCR funding eligibility is based on a three-year average of total NSF dollars a state receives, hurting smaller campuses in states with powerhouse research universities that receive major NSF funding.
- 4) Finding ways to promote water research at UW-Milwaukee and other UW campuses, including urging full funding for existing programs and leveraging Wisconsin's water resources to expand education and research in an area of increasing regional, national, and worldwide importance.

Promote Campus Safety for All Students

Finally, Ms. Andrews said the UW System is paying very close attention to an issue of deep importance to all the UW institutions: campus safety and compliance with Title IX requirements. The US Department of Education has proposed a rule addressing campus safety by clarifying what is required under Title IX, and the UW System submitted comments regarding the proposal. She indicated that Congress will likely also address some of these issues through HEA reauthorization.

Ms. Andrews thanked the federal relations staff at System Administration and each of the campuses for their efforts. Saying she is optimistic that many of the proposals the Federal Relations Council has identified will find bipartisan support and success in the 116th Congress, Ms. Andrews asked the Regents to lend their voices in advocating for the UW System's federal goals and priorities.

President Behling thanked Ms. Andrews for her report.

REGENT SCHOLAR GRANT AWARDS

The UW System Regent Scholar program provides prestigious, one-time grants to individual faculty or campus programs that undertake undergraduate research projects with the potential to foster innovation, entrepreneurship, and talent development. Formally introduced in the 2014-15 academic year, the Regent Scholar program is designed to stimulate faculty-student collaborative research. All UW System campuses are eligible. Past grant recipients have helped to advance knowledge and build businesses in a variety of fields.

President Cross acknowledged the evaluators who helped select the 2019 grant recipients from a field of candidates from UW campuses across the state. The evaluators included entrepreneurs, technical experts and academic specialists in a variety of fields:

- Regent Mark Tyler, Selection Committee Chair
- Dr. Tracey Davidson, UW System Academic and Student Affairs
- Amy Furreness, Biochemist and Field Engineer, Shimadzu Scientific

- Aaron Hagar, Vice President of Entrepreneurship and Innovation, WEDC
- Zach Halmstad, Founder of JAMF Software, Lead Investor in Pablo Properties
- Peter Romenesko, Microsoft TitleTownTech, Green Bay
- Tom Still, President, Wisconsin Technology Council

President Cross also thanked WiSys for managing the evaluation process.

Regent Tyler, chair of the Regent Scholar selection committee, said one of the most enjoyable parts of being a Regent is having the opportunity to recognize staff, faculty, and programs for their exceptional work. He indicated that the 2019 Regent Scholar grant recipients represent “the highest recognition for projects that support the best of academic scholarship, research and community service.”

The Regent Scholar awards were developed by the Board’s Research, Economic Development, and Innovation Committee, based on input from faculty, staff and business leaders in 2013-14 listening sessions led by Dean Van Galen, Chancellor at UW-River Falls and current chair of the WiSys Advisory Board. Regent Tyler highlighted the program goals of the Regent Scholar initiative:

- Providing summer funding support for faculty to engage in research and other scholarly activities;
- Promoting hands-on research experiences and internships for undergraduate students, thus preparing a high-quality workforce;
- Stimulating research across all UW System campuses, ultimately driving regional economic development; and
- Recognizing superior faculty achievements at the Board of Regents level in the areas of undergraduate research in the STEM disciplines and creative arts field.

Dr. Yijun Tang, Associate Professor of Analytical Chemistry, UW-Oshkosh

Regent Hall, chair of the Research, Economic, Development, and Innovation Committee, announced the first recipient of the 2019 Regent Scholar awards: Dr. Yijun Tang, Associate Professor of Analytical Chemistry at UW-Oshkosh.

Dr. Tang’s area of research focus is medical technology, and his project is titled, “Enzyme-Free Glucose Sensors Composed of Molecularly Imprinted Polymers and Nanosized Metal Particles.” These new glucose sensors have greater stability and effectiveness than the standard enzyme-based blood testing strips. They also last longer, are more accurate and more durable than current strips. Additionally, this product could be used to monitor glucose in other bodily fluids which would be too harsh for enzyme strips, or to test samples in food production.

Dr. Tang thanked the Board of Regents and the Regent Scholar selection committee for this honor. He also expressed appreciation for the constant and strong support he received from the UW-Oshkosh faculty development program and the WiSys Technology Foundation. Finally,

Dr. Tang thanked his research students, past and present: “ Without them, I would not be able to be making progress as I am making now.”

Dr. Gokul Gopalakrishnan, Assistant Professor of Engineering Physics, UW-Platteville

Regent Hall announced that the second 2019 Regent Scholar is Dr. Gokul “Gopal” Gopalakrishnan, Assistant Professor of Engineering Physics at UW-Platteville.

Dr. Gopalakrishnan’s area of focus is biotechnology, and his project, “A Rapid, Customizable Technique for Pathogen Separation and Biomolecular Detection,” is focused on developing a new technology for the rapid and simultaneous separation and concentration of different types of microscopic biological materials, by size and shape, such as proteins, viruses, and bacteria. Such a system, comprised of multi-filter stacks of silicon porous nanomembranes, can be used for field testing of groundwater contamination as well as separation of nanoscale biological samples in the lab.

Dr. Gopalakrishnan said a number of people were instrumental in getting his project to where it is now.

First, he recognized his team of “super motivated, really dedicated” students. He said many students who normally would not look at research as a career-building opportunity are starting to see the cross-platform benefits of engaging in research projects and how many employers value the skills that come from working on a research project, including creative thinking, experience using modern equipment, communication about technical issues, and working in groups.

Thanking UW-Platteville’s Chancellor, Provost, and Dean of the College of Engineering, Math, and Science for their support, Dr. Gopalakrishnan indicated that especially in the last few years there has been increased momentum to promote research and other innovative and creative activities. He also thanked UW-Platteville’s Office of Research and Sponsored Programs.

Recognizing his collaborators at UW-Madison, UW-Eau Claire, and UW-Parkside, Dr. Gopalakrishnan said, “Lots of cool work happens with students and faculty across the System.” Dr. Gopalakrishnan indicated the WiSys Technology Foundation has been a constant source of support, helping with patent applications and commercialization pathways. He also acknowledged a recently-created UW System grant, the Water Research Fellowship program, which fosters collaborative research across the UW institutions: “I think that’s a step in the right direction and I’d like to see more of that happening.”

Finally, Dr. Gopalakrishnan thanked the Board of Regents and the Research, Economic Development, and Innovation Committee for their work and support.

Dr. Saleh Alnaeli, Assistant Professor of Computer Science, UW-Stout & Dr. Zaid Altahat, Assistant Professor of Computer Science and Director of the App Factory, UW-Parkside

Regent Hall said the final two 2019 Regent Scholar recipients worked jointly on their project, “Empirically Examining the Source Code Security and Vulnerabilities in General Purpose Software Systems.” This multi-campus collaborative program helps software instructors better design and plan training courses and curriculum that provides secure coding practices for undergraduate students and software developers.

Dr. Saleh Alnaeli is an Assistant Professor in the Department of Computer Science at UW-Stout. His research effort focuses on software security and addresses source code vulnerabilities through the application of automatic parallelization and multicore programming, the Internet of Things, and static analysis approaches.

Dr. Zaid Altahat is an Assistant Professor of Computer Science and Director of the widely known and increasingly popular App Factory at UW-Parkside. Dr. Altahat’s research is focused on embedded software, software engineering, mobile and web apps, and agile methodologies.

Dr. Alnaeli thanked the students across the UW-Stout and UW-Parkside campuses for their support and for doing a great job representing the UW System in many international contexts. He also thanked the community and his colleagues from other campuses, especially UW-Parkside: “Our students have a lot of stories to share. Maybe in the future they will share their stories with you.”

Dr. Alnaeli explained that their project has multiple objectives. The first is giving students confidence to work on real-life problems and gain experiences that will shape their future, especially their professional job opportunities. Secondly, they hope to help solve some of the problems related to cyber security.

Dr. Altahat thanked the Board of Regents and President Cross for this award, as well as Chancellor Ford and Provost Ducoffe for the extensive support provided by UW-Parkside. He also thanked WiSys for their assistance.

Dr. Altahat shared a list of skills one undergraduate student said he had learned while working on this research project:

- how to research a problem;
- how to read literature and papers related to this problem;
- how to find a solution;
- how to design and implement a cloud-based solution on Amazon AWS;
- how to write a technical paper; and
- how to present findings at a conference attended by Ph.D. students from prestigious research universities.

This student graduated in December, received an offer from every employee who interviewed him, and within weeks accepted a position at Nike. Dr. Altahat said the staffing company contacted him looking for more graduates just like this student, and that with this grant he will be able to produce them.

Dr. Altahat also indicated that his team is also engaged in collaborative research projects with other UW institutions and companies across the state. He thanked everyone for the award and encouragement.

Regent Hall said the UW System is proud of the 2019 Regent Scholar grant recipients and their work. She also thanked all of the faculty and staff from campuses across UW System whose ideas were evaluated during the selection process: “Our vision is for the Regent Scholar program and for this culture of innovation and entrepreneurship to continue to grow across the UW System. We look forward to hearing more about the good work that each of you is doing with students and with business and community collaborators as your projects move forward, and we hope to count you among our grant recipients in future years.”

Regent Hall then led a round of applause for the 2019 Regent Scholars and their supporting campuses.

REVIEW AND APPROVAL OF CHANGES TO THE BOARD OF REGENTS BYLAWS RELATING TO ONE-DAY MEETINGS, STANDING COMMITTEES, AND OTHER TECHNICAL CHANGES

According to the Association of Governing Boards of Universities and Colleges (AGB), bylaws are one of the primary policy documents that guide the governance of a university system. AGB recommends that governing boards review their bylaws regularly. President Behling said he and Vice President Petersen had accordingly undertaken a review of the Board’s bylaws and were recommending several changes relating to one-day meetings, standing committees, and other technical changes.

Regent Millner moved for the adoption of Resolution 11185. The motion was seconded by Regent Tyler. President Behling opened the floor to discussion.

In response to a question from Regent Millner, President Behling confirmed that the current practice of requiring Executive Committee approval to change a two-day meeting to a one-day meeting would continue.

With no additional questions, Resolution 11185 was approved on a voice vote.

Approval of Amendments to Update the Bylaws of the Board of Regents

Resolution 11185 That, upon recommendation of the President of the Board of Regents of the University of Wisconsin System, the Board of Regents approves the attached amendments to the Bylaws of the Board of Regents.

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REGENT COMMUNICATIONS, PETITIONS, AND MEMORIALS

There were no Regent communications, petitions, or memorials.

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The meeting was adjourned at 2:31 p.m.

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Submitted by:

/s/ Jess Lathrop

Jess Lathrop, Executive Director and Corporate Secretary
Office of the Board of Regents
University of Wisconsin System