

9/25/2020

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Via WebEx Videoconference

Thursday, October 8, 2020

10:30 a.m. – 12:00 p.m.

- A. Call of the Roll
- B. Declaration of Conflicts
- C. Approval of the Minutes of the August 20, 2020 Meeting of the Education Committee
- D. Approval of Changes to Regent Policy Document (RPD) 4-18, "Making Textbooks Affordable"
- E. Approval of Changes to Regent Policy Document (RPD) 9-1, "Principles for Developing Alcohol Policies"
- F. Approval of the Rescission of Regent Policy Documents (RPDs) Related to Distance Education and the Creation of a New Policy on Distance Education
- G. Approval of Changes to Regent Policy Document (RPD) 23-1, "Basic Health Module"
- H. Approval of Changes to Regent Policy Document (RPD) 30-6, "Policy on Recognition of Student Organizations"
- I. Report of the Vice President for Academic and Student Affairs
 - 1. UW System Online Learning Initiative
 - 2. UW System Fall Semester: Lessons Learned and Future Planning

**REGENT POLICY DOCUMENT REVIEW
RPD 4-18, "MAKING TEXTBOOKS AFFORDABLE"**

REQUESTED ACTION

Adoption of Resolution D., which amends RPD 4-18, "Making Textbooks Affordable."

Resolution D.: That, upon the recommendation of the President of the University of Wisconsin System, the UW System Board of Regents approves the amendment of Regent Policy Document 4-18, "Making Textbooks Affordable," to update and reformat the policy to meet the standards for a Regent Policy Document.

SUMMARY

Regent Policy Document 4-18, "Making Textbooks Affordable," was adopted in 2010 as a part of a Board-initiated effort to review and identify strategies to control textbook costs within the UW System. The provisions of the policy, which were developed after extensive consultation with the institutions, remain relevant.

This proposal, included as Attachment A, retains those provisions with some modifications to clarify language. First, the proposal includes a new provision requiring institutions to comply with Section 133 of the Higher Education Opportunity Act (HEOA), along with changes to other provisions to align RPD 4-18 with the HEOA requirements. For example, some of the provisions of the current policy apply to UW bookstores. This revision adopts language from the HEOA to clarify that those provisions apply to "each bookstore operated by, or in a contractual relationship or otherwise affiliated with," a UW institution. In addition, the HEOA requires publishers to sell unbundled components of bundled textbooks. The current policy complements this provision by requiring UW bookstores to make available to students both unbundled and bundled versions of course materials to the extent possible.

Second, the current policy identifies several examples of creative ways that institutions could lessen the financial hardship of textbook costs. This proposal adds Open Educational Resources (OERs) to that list. OERs are teaching, learning, and research resources that are held in the public domain or are under other licensing agreements that allow the materials to be retained, reused, revised, remixed or redistributed for educational purposes. OERs

are typically provided to students for free or at a very low cost. The OER advocacy group Scholarly Publishing and Academic Resources Coalition (SPARC) estimated that the use of OERs saved students approximately \$117 over the use of traditional materials in an average course in 2018.¹

Finally, the proposal reformats the policy to meet the standards for a Regent Policy Document and includes new sections defining the scope, purpose, and oversight responsibilities for adopting practices to control textbook costs within the UW System. The wording of some of the provisions was revised to improve clarity.

Presenter

- Dr. Carleen Vande Zande, Associate Vice President for Academic Programs and Faculty Advancement, UW System

BACKGROUND

The rising cost of textbooks and its impact on the cost of attendance and student debt have been a concern for several decades. The Board adopted Regent Policy Document 4-18, "Making Textbooks Affordable," in 2010 as a result of the Board-initiated effort to address textbook costs within the UW System. In 2006, the Board requested UW System Administration's former Office of Operations Review and Audit to conduct a program review examining textbook costs. The review described trends and factors driving textbook costs and recommended approaches for controlling those costs.² The Board endorsed the report's findings by adopting Resolution 9352 in May 2007. UW System subsequently established a workgroup to identify specific strategies for controlling textbook costs within the UW System. After extensive consultation with UW System Provosts, Chief Business Officers, and Faculty and Academic Staff Representatives, the workgroup identified recommendations, which the Board adopted as RPD 4-18, for controlling textbook costs within the UW System.

¹ Nyamweya, M. (2018, December 20). *SPARC*. Retrieved from A New Method for Estimating OER Savings: <https://sparcopen.org/news/2018/estimating-oer-student-savings/>

² UW System Office of Operations Review and Audit. (2007). *Textbook Costs in Higher Education*. UW System Administration. Retrieved from the National Association of College Stores website at: <http://www.nacs.org/LinkClick.aspx?fileticket=yq0SGHFVX5E%3D&tabid=1598&mid=2088>

Current Provisions of RPD 4-18

RPD 4-18 identifies a list of strategies, which are mostly voluntary, that UW institutions may adopt to reduce the cost of textbooks. The current policy, included as Attachment B, requires institutions to implement schedules for the early adoption of textbooks to provide students with enough time to shop around for the best deals and encourages faculty and instructional academic staff to use the same textbook for multiple semesters.

The policy also encourages faculty and instructional academic staff to request unbundled versions of textbooks and for UW bookstores to make available both bundled and unbundled versions of materials. Bundled textbooks are textbooks that are sold together with supplemental materials or that require a code to access supplemental resources such as quizzes and exams that are required for the course. Because the supplemental materials may only be used once and new materials can only be acquired by purchasing the full bundle, courses that require students to purchase textbook bundles severely restrict opportunities for students to sell or buy the course materials used.

Around the same time that UW System was developing the Board policy, Congress reauthorized the Higher Education Opportunity Act and included provisions to control textbook costs. Sec. 133 (20 U.S.C. 1015b) of the Higher Education Opportunity Act (HEOA) of 2008 included new provisions requiring, among other items, textbook publishers to disclose the cost of textbooks to faculty, publishers to offer the option of purchasing supplemental materials separately from textbooks, and institutions to publish textbook information in course catalogs.

A footnote in RPD 4-18 indicates that the policy took into consideration what were then impending requirements of the HEOA requiring institutions to disclose the International Standard Book Number (ISBN) and retail price information of required and recommended textbooks and materials or to provide alternative information if the ISBN is not available. These provisions are now incorporated directly in the policy.

Related Regent Policy Documents and Applicable Laws

- 20 U.S. Code § 1015b., Textbook information

ATTACHMENTS

- A) RPD 4-18, "Making Textbooks Affordable" (*Proposed Policy*)
- B) RPD 4-18, "Making Textbooks Affordable" (*Current Policy*)

4-18 MAKING TEXTBOOKS AFFORDABLE (Proposed Policy)**SCOPE**

This policy applies to institutional initiatives to control the cost of textbooks and supplemental materials within the UW system. For the purposes of this policy, a UW bookstore is any bookstore that is operated by, or in a contractual relationship or otherwise affiliated with, a UW institution.

PURPOSE

The purpose of this policy is to encourage UW institutions to adopt approaches for controlling the cost of textbooks and supplemental materials and to ensure UW institutions comply with federal regulations related to textbook costs.

POLICY STATEMENT

The UW System Board of Regents recognizes that it is the responsibility of faculty and instructional academic staff to select textbooks and other instructional materials for UW courses. At the same time, effective institutional efforts to control textbook costs are essential for reducing college costs, lowering student debt, and promoting student success.

1. Each UW institution shall comply with applicable provisions of 20 U.S. Code § 1015b., "Textbook Information," including but not limited to the requirement to disclose the International Standard Book Number (ISBN) and retail price of required and recommended college textbooks and supplemental materials for each course listed on the institution's course schedules.
2. Each institution shall develop and implement a schedule for the early adoption of textbooks that students are required to purchase to allow students time to order textbooks from competitively priced sources.
3. To the extent possible, at the time the materials are ordered, each UW bookstore shall provide faculty and instructional academic staff who order course materials with current information about the retail price of the textbook and supplemental materials ordered.
4. To enhance the viability of used textbooks as an option for lowering the costs of textbooks to students, to the extent feasible and appropriate, faculty and instructional academic staff teaching the same course for multiple semesters are encouraged to use the same textbooks and course materials for multiple semesters.

5. Whenever appropriate within the goals of the course, faculty and instructional academic staff are encouraged to order new editions of textbooks only if older editions are not of comparable educational content or are no longer available through normal distribution channels. In such cases, instructors are encouraged to list information pertinent to previous editions which are acceptable for use.
6. When available, and economically advantageous to students, faculty and instructional academic staff shall request unbundled versions of textbook and course materials or adopt open educational resources.
7. If faculty or instructional academic staff assign bundled materials for a course, each UW bookstore shall make available both the bundled and unbundled versions of the materials for purchase. In situations where bundled materials are assigned, institutions and bookstores should notify students that they may choose to purchase either the bundled package or all required portions of the bundle individually.
8. Faculty and instructional academic staff shall encourage students to purchase electronic versions or other alternative formats of textbooks when appropriate, available for purchase, and economically advantageous to the student.
9. Each UW institutions shall continue to identify and implement other creative ways to lessen the financial hardship of college textbook purchases, such as: adopting open educational resources, targeted scholarship and financial aid funds, exploration of economically viable textbook rental programs for selected courses, consideration of placing selected course materials on reserve in campus libraries, using information in the public domain (custom publishing), and encouraging student-managed initiatives such as textbook swaps.

OVERSIGHT, ROLES, AND RESPONSIBILITIES

Each UW institution is responsible for identifying and implementing approaches to control textbook and other course material costs and for complying with the applicable provisions of 20 U.S. Code § 1015b., "Textbook Information," and with this policy.

RELATED REGENT POLICY DOCUMENTS AND APPLICABLE LAWS

20 U.S. Code § 1015b., Textbook information

History: Res. 9618, adopted 05/08/2009, implemented interim guidelines. Res. 9778, adopted 06/11/2010, created Regent Policy Document 4-18. Res. XXXX, adopted XX/XX/XXXX, amended Regent Policy Document 4-18.

Regent Policy Document 4-18 (*Current Policy*)

Making Textbooks Affordable

1. All institutions within the University of Wisconsin System shall develop and implement schedules for the early adoption of textbooks (requiring purchase) to allow students time to order textbooks from competitively priced sources. It is expected that all institutions will achieve this goal by the end of 12 months from the effective date of this policy.¹
2. Each bookstore owned by a UW institution shall provide faculty and instructional academic staff who are placing book orders with current information about the retail price of selected course materials. A bookstore not owned by a UW institution, but granted a contract to operate on a campus prior to the development of this policy, shall, to the extent possible, also provide faculty and instructional academic staff who are placing book orders for purchase with current information about the retail price of selected course materials.
3. To enhance the viability of used textbooks as an option for lowering the costs of textbooks to students, to the extent feasible and appropriate, faculty and instructional academic staff teaching the same course for multiple semesters are encouraged to use the same textbooks and course materials for multiple semesters.
4. Whenever appropriate within the goals of the course, faculty and instructional academic staff are encouraged to order new editions of textbooks only if older editions are not of

¹ This policy takes into consideration the imminent action of the federal government. By July 2010, all institutions within the University of Wisconsin System will need to comply with Section 133 of the 2008 Higher Education Opportunity Act which, among its provisions, requires that *"to the maximum extent practicable, each institution of higher education receiving Federal financial assistance shall:*

1. *Disclose on the institution's Internet course schedule and in the manner of the institution's choosing, the International Standard Book Number (ISBN) and retail price information of required and recommended college textbooks and supplemental materials for each course listed on the institution's course schedule used for preregistration and registration purposes.*
2. *If the ISBN number is not available for such college textbook or supplemental material, then the institution shall include in the Internet course schedule the author, title, publisher and copyright date for such college textbook or supplemental material. If the institution determines the disclosure of the information required above is not practicable for a college textbook or supplemental material, then the institution shall so indicate by placing the designation 'To Be Determined' in lieu of the information required."*

comparable educational content or are no longer available through normal distribution channels. In such cases, instructors are encouraged to list information pertinent to previous editions which are acceptable for use.

5. When available, and economically advantageous to students, faculty and instructional academic staff shall request unbundled versions of textbook and course materials.
6. To the extent possible, if bundled materials are assigned, bookstores owned by UW institutions shall make available both bundled and unbundled versions of the materials for purchase. In situations where bundled materials are assigned, institutions and bookstores should clarify whether students can purchase either the bundled package or all required portions of the bundle individually.
7. When appropriate and available for purchase, faculty and instructional academic staff shall encourage students to purchase electronic versions or other alternative formats of textbooks.
8. All UW institutions shall continue to look for creative ways to lessen the financial hardship of college textbook purchases, such as: targeted scholarship and financial aid funds, exploration of economically viable textbook rental programs for selected courses, consideration of placing selected course materials on reserve in campus libraries, using information in the public domain (custom publishing), and encouraging student-managed initiatives such as textbook swaps.

History: Res. 9618, adopted 05/08/2009, implemented interim guidelines. Res. 9778, adopted 06/11/2010, created Regent Policy Document 04-18.

REGENT POLICY DOCUMENT REVIEW
RPD 9-1, "PRINCIPLES FOR DEVELOPING ALCOHOL POLICIES"

REQUESTED ACTION

Adoption of Resolution E., which amends RPD 9-1, "Principles for Developing Alcohol Policies," to meet the standards of RPD 2-3, "Standards and Protocol for Regent Policy Documents."

Resolution E.: That, upon the recommendation of the President of the University of Wisconsin System, the UW System Board of Regents amends Regent Policy Document 9-1, "Principles for Developing Alcohol Policies," to meet the standards of Regent Policy Document 2-3, "Standards and Protocol for Regent Policy Documents."

SUMMARY

This proposal revises Regent Policy Document 9-1, "Principles for Developing Alcohol Policies," to meet the standards for a Regent Policy Document (RPD). The current policy simply restates the Board resolution adopting a set of principles, which were created by a UW System advisory committee, for developing alcohol policies. Currently, the principles are included as an attachment to RPD 9-1 and the *Guidelines* are included as an appendix to the principles.

This policy proposal, included as Attachment A, revises RPD 9-1 to meet the standards for a Regent Policy Document. The proposal replaces the text of Resolution 8356 in RPD 9-1 with the principles the policy currently adopts for developing alcohol policies. The proposed policy does not substantively change the list of principles but updates the principles to include current terminology and approaches and adapts other components of the document to meet the format for an RPD.

This proposal removes an outdated appendix that included guidelines for alcohol and beverage marketing, with the expectation that UW System Administration will adopt updated guidelines in a UW System administrative policy.

The proposed policy provides useful guidance for institutional efforts to develop alcohol-related policies and programs and support alcohol policy development activities required under federal law. The requirement in RPD 9-1 that institutions periodically assess their

alcohol policies and programs is consistent with the Clery Act requirement that institutions review their alcohol programs biennially. Further, the *Guidelines for Alcohol and Beverage Marketing* complements requirements in UWS 18.09 (1), Wis. Admin. Code, regarding the possession and use of alcohol on university premises. This proposal reinforces the connection between RPD 9-1 and efforts to meet regulatory requirements by including a statement describing UW chancellors' oversight responsibilities for meeting those requirements.

Presenter

- Dr. Carleen Vande Zande, Associate Vice President for Academic Programs and Faculty Advancement, UW System

BACKGROUND

In May 2001, the Board of Regents adopted a new Regent Policy Document, now codified as RPD 9-1, "Principles for Developing Alcohol Policies," to replace RPD 85-2, "Use of Alcohol on System Campuses." Rather than describing the principles developed by a UW System workgroup to guide alcohol policy development efforts, RPD 9-1 simply restates the language of Resolution 8356 (Attachment B). One of the principles directs UW institutions to address alcohol marketing as part of their institutional policies and to model those provisions on the *Guidelines for Alcohol and Beverage Marketing on College and University Campuses* in institutional policies.¹ The principles are included as an attachment to the policy and the guidelines are included as an appendix to the guidelines.

Regulations Related to Alcohol Sale, Possession, and Use

Federal, state, and local laws regulate various components of the sale, possession, and use of alcohol for the general public. Examples include federal laws that establish the minimum drinking age, state laws that establish legal blood/breath alcohol limits for operating a motor vehicle and that prescribe penalties for underage drinking, and local laws that adopt zoning and other restrictions on the sale of alcohol.

In addition to alcohol regulations that apply to the general population, UW institutions are also required to develop policies and programs specifically related to alcohol use on college campuses. The following summarizes these requirements.

The Drug-Free Schools and Communities Act Amendments of 1989 (34 CFR Part 86) -- As a condition of receiving federal funds or any other form of financial

¹ Inter-Association Task Force on Campus Alcohol Issues. (n.d.). *Guidelines for Beverage Alcohol Marketing on College and University Campuses*. Retrieved from Inter-Association Task Force on Alcohol and Other Substance Abuse Issues: <http://iatf-org.topnation.com/iatf3b.htm>

assistance under any federal program, higher education institutions must comply with the federal Drug-Free Schools Act. Among other provisions, the Act requires institutions to distribute the following policies related to alcohol use to each student, as well as to employees:

1. Standards of conduct that prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on the institution's property.
2. A description of applicable legal sanctions under local, state, or federal law for the unlawful possession or distribution of illicit drugs and alcohol.
3. A description of the health risks associated with the use of illicit drugs and alcohol.
4. A description of any drug or alcohol counseling, treatment or rehabilitation program available to students and employees.
5. A clear statement that the IHE will impose disciplinary sanctions, consistent with local, state and federal law, on students who violate the institution's standards of conduct.

Each institution is also required to review its drug and alcohol programs biennially to determine the program's effectiveness and to ensure disciplinary sanctions are consistently enforced.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (34 CFR 668.46) -- The Clery Act is a federal law that requires each institution of higher education to keep and disclose a variety of data and information related to crime that occurs on or near campus. Among the requirements of the Clery Act, institutions must develop and distribute to students a statement of policy regarding the possession, use, and sale of alcoholic beverages and a statement regarding the enforcement of state underage drinking laws. Institutions are also required to develop and distribute a description of any drug and alcohol abuse education program it has established to meet requirements under section 120 (a) through (d) of the Higher Education Act. Institutions must also report liquor law arrests and referrals for disciplinary action as part of their crime data. As is the case with the Drug-Free Schools Act, institutions must comply with the Clery Act to receive federal funding.

UW System Administration Code -- UWS 18.09 (1), Wis. Admin. Code, prohibits the use and possession of alcohol beverages on UW System premises, except in faculty and staff housing and as permitted by the chief administrative officer, subject to statutory age restrictions. The chief administrative officer may generally permit the use or possession of alcohol beverages by "promulgating institutional regulations" in consultation with appropriate staff and students. Institutional regulations developed under UWS 18.09 (1), Wis. Admin. Code, are required to be reported to the System President for review and approval.

Related Regent Policy Documents and Applicable Laws

- 23 U.S.C. § 158. "National minimum drinking age"
- 34 CFR Part 86, "Drug and Alcohol Abuse Prevention."
- 34 CFR 668.46, "Institutional security policies and crime statistics."
- Chapter 125, Wis. Stats., "Alcohol Beverages"
- UWS 18.09 (1), Wis. Admin. Code, "Alcohol Beverages"

ATTACHMENTS

- A) RPD 9-1, "Principles for Developing Alcohol Policies" (*Proposed Policy*)
- B) RPD 9-1, "Principles for Developing Alcohol Policies" (*Current Policy*)

9-1 PRINCIPLES FOR DEVELOPING ALCOHOL POLICIES – *Proposed Policy*

Scope

This policy applies to efforts at UW institutions to develop policies and programs to reduce harmful student alcohol use.

Purpose

Due to its potential to interfere with the education and well-being of students, high-risk drinking among students within the UW System has been an ongoing matter of significant concern for the people of the state of Wisconsin. The most effective way to reduce excessive alcohol use in the university community is through the implementation of policies and programs that operate at both the individual and environmental levels. The purpose of this policy is to establish principles to aid and guide UW institutions in the development of effective alcohol policies and programs related to reducing excessive student alcohol use.

Policy

The Board directs the chancellor of each institution to use the following principles for developing institutional policies and programs related to the sale, possession, and use of alcohol on UW campuses to reduce harmful student alcohol use within the UW System.

Policy and Program Development: The development of campus alcohol policies and programs should be a collaborative effort involving students, faculty, staff, administration and other segments of the university and local community. The policies and programs should be informed by alcohol prevention research, educational and supportive in nature, comprehensive in scope and consistent with state and federal laws. Institutional policies should be enforceable and consistently enforced. Efforts should be aimed at fostering an environment that supports non-drinkers in addition to the responsible and legal use of alcohol among those who choose to drink—and should include alternative alcohol-free programming. Institutions should provide support systems both for those who choose not to drink and for those who are at risk of developing problems due to alcohol use.

Research: Faculty and staff should be encouraged to develop and conduct research studies that provide the basis for improving alcohol policies and programs at each institution.

Curricular Integration: Efforts should be made to encourage faculty to develop ways to incorporate issues of alcohol education and prevention into the curriculum.

Assessment: Each institution shall develop strategies to understand the nature and scope of alcohol usage on campus and assess the effectiveness of its alcohol policies and programs.

Awareness and Promotion: Each institution shall use multiple methods and strategies to ensure that all members of the university community are sensitized to issues of harmful alcohol use among students, aware of campus alcohol policies and programs, and encouraged to participate in efforts that lead to responsible and legal choices about drinking. Students should be involved in the development of strategies that will be effective with their peers.

Collaboration: Collaboration with other institutions of higher education, school districts, community agencies, businesses, and other relevant partners should be established as part of a comprehensive effort to reduce the incidence of harmful student drinking.

Alcohol Beverage Marketing: Institutional policies should include guidelines related to alcohol beverage marketing modeled from those recommended by UW System.

The Board further directs each chancellor to periodically assess the institution's policies and programs as part of a comprehensive effort to examine alcohol use issues and for meeting federal regulations. Finally, the Board directs UW System Administration to coordinate systemwide efforts that support and enhance institutional initiatives to reduce harmful levels of student alcohol use.

Oversight, Roles, and Responsibilities

Each UW chancellor is responsible for developing appropriate policies, procedures, and programs related to the sale, possession, and use of alcohol within the UW System. Policies and procedures shall be consistent with all federal, state, and local laws and UW System policies and regulations, including UWS 18.09, Wis. Admin. Code, related to the sale, possession, and use of alcohol on university property. Each UW chancellor shall also be responsible for compliance with *the Drug-Free Schools Act of 1989* (34 CFR Part 86), and *the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (34 CFR 668.46), including the provisions related to the development and distribution of alcohol policies and programs as required under these Acts.

UW System Administration's Office of Academic and Student Affairs (OASA) shall be responsible for coordinating systemwide efforts that support and enhance institutional initiatives to reduce harmful student drinking, including efforts to assess institutional policies and programs. Further, OASA shall provide support to institutions in complying with federal, state and local laws and regulations and UW System policies and

administrative code regarding the sale, possession, and use of alcohol within the UW System.

Related Regent Policy Documents and Applicable Laws

23 U.S.C. § 158. "National minimum drinking age"

34 CFR Part 86, "Drug and Alcohol Abuse Prevention."

34 CFR 668.46, "Institutional security policies and crime statistics."

Chapter 125, Wis. Stats., "Alcohol Beverages"

UWS 18.09 (1), Wis. Admin. Code, "Alcohol Beverages"

History: Res. 3332, adopted 07/12/1985, replaced RPD 72-13 with RPD 85-2. Res. 8356, adopted 05/11/2001, replaced RPD 85-2 with RPD 01-1 (subsequently renumbered RPD 9-1). Res. XXXXX, adopted XX/XX/XXXX, amended RPD 9-1.

9-1 PRINCIPLES FOR DEVELOPING ALCOHOL POLICIES (Formerly 01-1) – *Current Policy*

Upon recommendation of the President of the University of Wisconsin System, the Board of Regents replaces Regent Policy 85-2, Use of Alcohol on System Campuses, with the [Principles For Developing Alcohol Policies & Programs at UW System Institutions](#) . The Board further resolves that a uniform process of reporting be developed that will allow the University of Wisconsin System Institutions to assess the impact of University of Wisconsin System AODA programs.

History: *Res. 3332, adopted 07/12/1985, replaced RPD 72-13 with RPD 85-2. Res. 8356, adopted 05/11/2001, replaced RPD 85-2 with RPD 01-1 (subsequently renumbered RPD 9-1).*

**REGENT POLICY DOCUMENT REVIEW
RPDs 15-1, 15-2, AND 15-3 RELATED TO DISTANCE EDUCATION**

REQUESTED ACTION

Adoption of Resolution F., which rescinds Regent Policy Documents (RPDs) 15-1, "Distance Education Pricing Principles," 15-2, "Distance Education Standards," and 15-3, "Vision, Mission Statement, Principles, And Action Plan for *The University of Wisconsin Online*," because the policies do not meet the standards for Regent Policies and/or are considered obsolete. The proposed resolution would adopt a new policy, "Distance Education," to establish guidance for UW System distance education programs.

Resolution F.: That, upon the recommendation of the President of the University of Wisconsin System, the UW System Board of Regents rescinds Regent Policy Documents 15-1, "Distance Education Pricing Principles," 15-2, "Distance Education Standards," and 15-3, "Vision, Mission Statement, Principles, and Action Plan for *The University of Wisconsin Online*," and creates a new policy titled "Distance Education."

SUMMARY

This proposal rescinds RPDs 15-1, 15-2, and 15-3, because the documents simply restate the Board resolutions adopting separate standards and do not meet the standards for a Regent Policy Document. This proposal also recommends creating a new Regent Policy Document, "Distance Education," establishing system-wide guidelines for distance education programs in the UW System.

The proposed policy, "Distance Education," provides overall high-level guidance for distance education programs in the UW System. In addition, the policy defines distance education and incorporates the current academic program approval process for distance education programs. The policy adopts distance education guidelines developed by the Council of Regional Accrediting Commission to assist institutions in planning new distance education programs and provide a framework for assessing existing programs. Finally, the policy identifies oversight roles and responsibilities for distance education. Each UW university will be responsible for ensuring that these guidelines are integrated into university-level policies. A copy of the proposed policy is included as Attachment A.

Presenter

- Dr. Carleen Vande Zande, Associate Vice President for Academic Programs and Faculty Advancement, UW System

BACKGROUND

Regent Policy Documents are intended to establish fundamental principles as a guide for action. RPDs 15-1, 15-2, and 15-3 simply reiterate verbatim the Board Resolutions that approved the documents associated with each RPD, with no additional guidance or context to aid institutions in compliance with the policies. This proposal recommends rescinding the policies because the policies are obsolete. They also do not meet the standards for a Regent Policy Document as outlined in RPD 2-3, "Standards and Protocol for Regent Policy Documents."

The principles, standards, and guidelines associated with RPD 15-1 and 15-2 are more appropriately addressed within UW System Administrative policies rather than as Regent Policy Documents. The pricing principles approved under RPD 15-1 are already incorporated verbatim as Appendix C of UW System Administrative Policy (SYS) 130, "Programming for the Non-Traditional Market." The guidelines for approving distance education programs require such programs to be approved following procedures consistent with approving any academic program as outlined in SYS 102. Any guidance specific to approving distance education programs would most appropriately be incorporated into SYS 102. *The Standards for Academic and Student Support Services* in distance education could also similarly be established within UW System policy and guidance.

The principles, standards, and guidelines associated with RPDs 15-1 and 15-2 were created in 1999 and 2000. Distance education has changed substantially since that time. The plan associated with RPD 15-3 was developed in July 2001 and includes time-specific references and is obsolete.

The following summarizes each policy.

RPD 15-1, "Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs," (Formerly 99-4)

RPD 15-1, adopted in July 1999, establishes a pricing model for UW System distance education courses and programs. UW System first established pilot distance education funding policies in 1995 to provide institutions with flexibility in identifying funding sources and establishing fees and nonresident tuition for distance education courses. In 1998, the Board requested that UW System develop a new pricing model for distance education

courses and programs. In response, a working group of chancellors, vice chancellors, chief information officers, institutional business officers, and representatives from UW System developed nine principles for pricing distance education courses, degrees, and certificate.

The principles require that UW System develop a common methodology for UW institutions to use to identify distance education costs; that institutions be allowed to choose to increase the price charged for distance education courses and programs to take advantage of market opportunity and also to decrease the price according to certain factors identified in the policy; and that tuition for distance education be charged at a per-credit rate outside the credit plateau. A copy of RPD 15-1, including a link to a complete list of the principles, may be found in Attachment B.

RPD 15-2, "Distance Education Standards" (Formerly 00-4)

One of the pricing principles adopted under RPD 15-1 requires that academic and student support services for distance education courses adhere to system-wide standards. To meet that requirement, the Board adopted Resolution 8149 in June 2000, approving the *Standards for Academic and Student Support Services in Distance Education Credit Course, Degree and Certificate Programs*. The standards establish institutional responsibility for curriculum and instruction, evaluation and assessment of distance education courses, library and learning services, student services, and facilities and finances for distance education programming. Resolution 8149 became Regent Policy Document 00-4, which was later renumbered RPD 15-2.

The Board also approved a second set of standards under Resolution 8149, *Guidelines for Distance Education Credit Program Array and Approval*. That policy essentially requires distance education programs to follow an approval process consistent with the process for approving any academic program under the former Academic Information Series-1 (ACIS-1), "Academic Planning and Program Review." ACIS-1 has since been renumbered as UW System Administrative Policy (SYS) 102, "Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review and Reporting."

A copy of RPD 15-2, along with links to the standards and the guidelines associated with the policy, is included in Attachment C.

RPD 15-3, "Vision, Mission Statement, Principles, and Action Plan for *The University of Wisconsin Online*"

In January 2001, former System President Katharine Lyall requested UW System's then Executive Group for Online Learning to "*define a strategic vision and direction the UW System should take in identifying collective online opportunities that require the efforts of more than a single campus to exploit and to identify steps necessary to achieve this vision.*" The charge was

only to apply to online courses and not all distance education efforts. In response, the Executive Group which was chaired by the Chancellor of UW Colleges and comprised of eight other Chancellors and two Regents, developed a vision, mission statement, principles and action plan. A copy of RPD 15-3, along with a link to the associated plan, is found in Attachment D.

Related Regent Policy Documents and Applicable Laws

- Regent Policy Document 4-5, "Accreditation and Assessment of Student Learning"
- Regent Policy Document 4-12, "Academic Program Planning, Review and Approval in the University of Wisconsin System"
- 34 CFR 602.3, "The Secretary's Recognition of Accrediting Agencies" (Definitions)
- Section 36.27(3p)(a)(1m), Wis. Stats., "Nonresident Tuition"
- Section 36.27(3n)(a)(1g), Wis. Stats., "Fee Remission for Spouse, Surviving Spouse, and Children of Certain Veterans"

See Also:

- Administrative System Policy 102, "Policy on University System Array Management: Program Review, Planning, Delivery and Reporting"
- Administrative System Policy 130, "Program for the Non-Traditional Market"

ATTACHMENTS

- A) RPD 15-X, "Distance Education" (*Proposed Policy*)
- B) RPD 15-1, "Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs," and distance education pricing principles referenced in the policy (*Current Policy*)
- C) RPD 15-2, "Distance Education Standards," and the documents *Standards for Academic and Student Support Services in Distance Education Credit Course, Degree and Certificate Programs* and *Guidelines for Distance Education Credit Program Array and Approval* referenced in the policy (*Current Policy*)
- D) RPD 15-3, "Vision, Mission Statement, Principles, and Action Plan for *The University of Wisconsin Online*" (*Current Policy*)

RPD X-X, DISTANCE EDUCATION (*Proposed Policy*)

SCOPE

This policy applies to the implementation of distance education programs within the UW System.

PURPOSE

The purpose of this policy is to establish guiding principles that adhere to federal and accreditation standards for distance education programs with the UW System.

POLICY STATEMENT

A. Distance education

Distance education uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. Examples of distance education technologies include the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audioconferencing; and other technologies for providing distance education programming.

Distance-delivered courses are courses in which at least 75 percent of the instruction and interaction occurs through electronic communication, correspondence or equivalent mechanisms, with the faculty and students physically separated from each other.

Distance-delivered programs are certificate or degree programs in which 50 percent or more of the required courses may be taken as distance-delivered courses.

B. Approval of Distance Education Programs

UW System distance education degree programs shall be approved by UW System Administration and the UW System Board of Regents consistent with and according to procedures identified in UW System Academic Planning and Program Review policy.

UW System or UW System Board of Regents approval is not required for distance education certificate programs, concentrations, sub-majors, and other academic programs as identified in the UW System Academic Planning and Program Review policy. However, institutions shall inform UW System of any plan to implement a distance education program using processes covered in UW System Academic Planning and Program Review.

C. Guidelines for the Evaluation of Distance Education

UW System adopts the following guidelines developed by the Council of Regional Accrediting Commissions (C-RAC) for distance education. The guidelines shall be used to assist UW System institutions in planning distance education courses and programs and to provide an assessment framework for existing distance education programs.

1. All distance-education learning is appropriate to the institution's mission and purposes.
2. The institution's plans for developing, sustaining and, if appropriate, expanding distance education learning offerings are integrated into its regular planning and evaluation processes.
3. Distance education learning is incorporated into the institution's systems of governance and academic oversight.
4. Curricula for the institution's distance-education learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.
5. The institution evaluates the effectiveness of its distance-education learning offerings, including the extent to which the distance education learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.
6. Faculty responsible for delivering the institution's distance education learning curricula and evaluating the students' success in achieving the on-line learning goals are appropriately qualified and effectively supported.
7. The institution provides effective student and academic services to support students enrolled in distance education learning offerings. Academic and student support services for distance education courses should adhere to system-wide, federal, and regional accreditor standards to assure high quality distance education programming.
8. The institution provides sufficient resources to support and, if appropriate, expand its distance education learning offerings.
9. The institution assures the integrity of its distance education learning offerings.

OVERSIGHT, ROLES AND RESPONSIBILITIES

The UW System Office of Academic and Student Affairs and UW System Extended Campus shall provide guidance and assistance to UW institutions in identification of distance education strategies to meet the requirements of this policy. UW System shall establish

system-wide policies related to the pricing, planning, and delivery of distance education programs.

Each UW institution is responsible for identifying, implementing, and documenting its distance education policies and programs in conformance with this policy and for providing access to those programs and courses to all UW System students as appropriate.

RELATED REGENT POLICY DOCUMENTS AND APPLICABLE LAWS

Regent Policy Document 4-5, "Accreditation and Assessment of Student Learning"
Regent Policy Document 4-12, "Academic Program Planning, Review and Approval in the University of Wisconsin System"
Section 36.27(3p)(a)(1m), Wis. Stats., "Nonresident tuition"
Section 36.27(3n)(a)(1g), Wis. Stats., "Fee Remission for Spouse, Surviving Spouse, and Children of Certain Veterans"

See Also:

Administrative System Policy 102, "Policy on University System Array Management: Program Review, Planning, Delivery and Reporting"
Administrative System Policy 130, "Program for the Non-Traditional Market"

15-1 DISTANCE EDUCATION PRICING PRINCIPLES (Formerly 99-4) – Current Policy

Upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the [Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs](#). These principles will be reviewed in three years.

History: Res. 7940 adopted 7/2/99.

15-2 DISTANCE EDUCATION STANDARDS (Formerly 00-4) – CURRENT POLICY

That the board approves [Standards for Academic and Student Support Service in Distance Education Credit Courses, Degree and Certificate Programs](#) and [Guidelines for Distance Education Credit Program Array and Approval](#). (Document available from the Secretary of the Board of Regents.)

History: *Res. 8149 adopted 6/00.*

15-3 VISION, MISSION STATEMENT, PRINCIPLES, AND ACTION PLAN FOR “THE UNIVERSITY OF WISCONSIN ONLINE” (Formerly 01-2) – CURRENT POLICY

Upon recommendation of the President of the University of Wisconsin System, the Board of Regents approve the [Vision, Mission Statement, Principles and Action Plan for “The University of Wisconsin Online.”](#) (Document available from the Secretary of the Board of Regents.)

History: *Res. 8404 adopted 7/12/01.*

**REGENT POLICY DOCUMENT REVIEW
RPD 23-1, "BASIC HEALTH MODULE"**

REQUESTED ACTION

Adoption of Resolution G., which amends RPD 23-1, "Basic Health Module," to meet the standards of RPD 2-3, "Standards and Protocol for Regent Policy Documents."

Resolution G.: That, upon the recommendation of the President of the University of Wisconsin System, the UW System Board of Regents amends Regent Policy Document 23-1, "Basic Health Module," to meet the standards of Regent Policy Document 2-3, "Standards and Protocol for Regent Policy Documents."

SUMMARY

Regent Policy Document 23-1, "Basic Health Module," delineates minimum levels of physical and mental health care that institutions must make available to students at each UW institution. This proposal retains the provisions but reformats the policy, which was first established in 1978, to meet the standards of Regent Policy Document 2-3, "Standards and Protocol for Regents Policy Documents."

The revised policy, included as Attachment A, continues to recognize institutional autonomy with respect to the levels of health care that each institution should provide. The policy identifies the following services to be provided and available at four-year UW institutions: Clinical (Medical and Nursing); Mental Health and Counseling; Public Health; Health Education, Health Promotion, and Prevention Services; and Access to Affordable and Sufficiently Comprehensive Health Insurance. The revised policy continues to include criteria for Quality Management and Improvement, but removes language related to funding options and strategies for the provision of health services to students as this information is addressed in UW System Administrative policies. The revised policy includes new language on accessing affordable and comprehensive health insurance to reflect the availability of insurance under the Affordable Care Act.

UW System administrators indicate that the provisions of the policy remain relevant and except for a few minor technical corrections, this proposal retains the policy without modification. The proposal reformats RPD 23-1 to meet the standards of a Regent Policy Document and includes new scope and purpose statements and identifies oversight

responsibilities and related Regent Policy Documents and applicable laws. The proposal also removes language that restates requirements of other UW System and Regent Policy Documents.

Presenter

- Dr. Carleen Vande Zande, Associate Vice President for Academic Programs and Faculty Advancement, UW System

BACKGROUND

RPD 23-1, "Basic Health Module," was adopted in 1978 after a lengthy discussion about the variation between UW institutions in the availability of health care services provided to students and the amount of segregated fees allocated to health services. As part of their discussion of auxiliary budgets, the Board indicated a preference for UW System to establish a "minimum module" of healthcare for the UW System.

A 2002 program review of RPD 23-1 by the UW System Administration's former Office of Operations Review and Audit found that the policy did not reflect contemporary health services standards, needs, and practices at UW System institutions. UW System Health Services Directors, in consultation with UW Chief Student Affairs Officers, developed a new policy to replace the former basic health module, which the Board approved in May 2005. RPD 23-1 was further revised in December 2009 to incorporate mental health services into the module and in March 2017 to make technical corrections to the policy. The current policy is included as Attachment B.

Related Regent Policy Documents and Applicable Laws

- Regent Policy Document 30-5, "Policy and Procedures for Segregated University Fees"

See Also:

- SYS 820, Segregated University Fees
- SYS 822, Student Services Funding

ATTACHMENTS

- A) RPD 23-1, "Basic Health Module" (*Proposed Policy*)
- B) RPD 23-1, "Basic Health Module" (*Current Policy*)

23-1 BASIC HEALTH MODULE (Formerly 78-9) – Proposed Policy**Scope**

This policy applies to the physical and mental health services provided by UW institutions.

Purpose

This policy identifies the minimum level of physical and mental health care that each institution must provide to its students.

Policy Statement

The University of Wisconsin System recognizes that the present and future health of its students is among the most precious of its public resources. Students' most pressing physical and emotional health concerns influence academic achievement and affect civility, citizenship, and connectedness. Attention to these important health issues permits the university to educate and prepare learners as whole human beings.

It is the policy of the Board of Regents that a basic module of the minimum level of physical and mental health care must be available to students at each of the UW System institutions. Essential to the acceptance of the basic module is the continuation of the principle that institutional self-determination with respect to levels of physical and mental health care will continue. Determination of the level of services to be provided above this basic module will be the responsibility of the Chancellor of each institution. Recommendations for increases above the level established by the Chancellor will be made by appropriate institution governance groups for consideration by the Chancellor and the Regents.

The Board of Regents does not prescribe the manner in which the basic module of services will be provided or made available. The characteristics of each institution, the community where it is located, and characteristics of the student body will result in a variety of strategies for providing the services. Components of the basic module may be the primary responsibility of the institution's health and mental health services. The responsibilities may be distributed across a variety of institution offices. Some services may be contracted out to community service providers. Coordination and collaboration among service providers – institution or community – is critical. It is expected that the basic module of services will be readily accessible (physically and financially) and will meet accepted standards for quality.

The institution service providers must have the appropriate resources including space and personnel. The staff is expected to model ethical and professional standards and have the appropriate professional and educational credentials and skills as determined by the

institution. They should have access to and utilize outside resources or consultation to augment programming. Ongoing participation in continuing education programs should be an expectation in order for professional staff to maintain their credentials with appropriate licensing boards and/or other credentialing bodies.

Services to be Provided/Available

Students should be informed participants in all of their health care decisions. Educating students regarding health care utilization and discussion of insurance issues should be incorporated as appropriate. Services not available on campuses or services beyond what campuses can provide should be available by referral mechanisms. After hours care, emergency services, and hospitalization should be accessible to students or available by referral.

Clinical (medical and nursing) Services: Clinical Services should include easily accessible medical care for evaluation and treatment of health-related concerns, injuries, and illnesses. These services should include diagnosis, treatment, and follow up care for acute illness, chronic illness, and injury. Prevention of illness to include individual health counseling and instruction in self-care should be an essential component of the clinical visit. Physical examinations for well women's and well men's care, sexually transmittable infection screening, immunizations, and travel health consultation should be available. Mechanisms for providing pharmaceutical, laboratory, imaging, surgical, physical therapy, dentistry, and overnight care services should be determined by each individual institution. At a minimum, these clinical services should be available by referral mechanisms.

Mental Health and Counseling Services: Mental health is a critical factor in student success. Ongoing psychological or emotional distress can significantly disrupt student academic progress. Each institution should provide counseling services sufficient to address the psychological and developmental needs of students as well as respond to unexpected crises. Services should reflect a brief psychotherapy model that is time-sensitive and goal-oriented. The services should be provided by licensed mental health professionals, e.g., psychologists, counselors, clinical social workers, marriage and family therapists.

Services should include an educational component geared to helping students develop effective self-care and adaptive skills. Psychiatric evaluation and medication management should be available and accessible. Communication between the institution's health and counseling services is essential to assure coordination and continuity of care for student patients/clients. Counseling services should develop and maintain referral sources for students with psychological conditions that require more intensive care.

Health Education, Health Promotion, and Prevention Services: A primary role of the institution's health and counseling services is to provide health education that informs students of the effects of current behavior on future health status. There should be an emphasis on how current behavior affects their learning environment, their performance at the university, and their ultimate quality of life. Providing a healthy environment that supports wellness behaviors, promotes healthy lifestyle choices, and provides health education is consistent with the mission and goals of higher education.

Health education is both a process and a program. Health and counseling service professionals should use every student contact as an opportunity to address key health indicators from a variety of contexts. Institutional health and counseling services have the opportunity to promote positive attitudes, healthy lifestyles, and responsible self-care. Students should be encouraged to become active participants in promoting and protecting their health and wellbeing.

A systematic assessment of the target population's needs should provide direction and highlight the most significant areas needing attention and prevention efforts. Including students as active participants in the process of identifying needs enhances the possibility of success. The American College Health Association's Healthy Campus document (modeled after the nationally recognized Healthy People documents and updated every ten years), identifies a number of high priority issues for campus settings. Health education/health promotion/prevention activities should address significant issues such as:

- Alcohol and other drugs
- Sexual health
- Social and emotional health
- Coping with stress in competitive education environments
- Intentional and unintentional injury
- Nutrition
- Psychological relationships to food
- Anxiety
- Depression
- Suicide Prevention
- Health services costs and availability of insurance
- Links between campus health services and other academic and service departments

Programming and services should use a variety of screening foci, sites, and methods, e.g. one-on-one encounters, informal group or formal classroom sessions, co/sponsored themed health events, or programming by trained Peer Health Educators who share their skills with fellow students. Methods should be developed for evaluating the quality and effectiveness of programming and services.

Public Health: Each institution's health and counseling services should play a role in addressing the core functions of public health, including assessing the health-related needs of the campus, supporting policies that promote and protect the health of the campus community, and collaborating with other institution departments to assure that needs are addressed.

The institutions of the UW System exist both as discrete communities and as components of the larger community where they are located. Protecting the health and safety of members of the institution's community requires a robust institutional public health surveillance infrastructure that will address 1) communicable disease surveillance/prevention through disease identification and reporting, epidemiologic investigations, screening programs, immunization programs, and plans/procedures for quickly responding to disease outbreak situations, 2) issues of environmental health and safety including food safety, air quality, waste disposal, pest control, and water quality including swimming pool inspections, and 3) identification and intervention of at-risk students and situations, for example: educating the community, behavioral intervention teams, threat assessment, and suicide prevention programming.

The institution, usually through its health service, should have strong collaborative relationships and agreements (delineating roles and responsibilities) with local (city and/or county) public health agencies. Institution health services should provide the critical link to these agencies. Each institution's health and counseling services should be active participants in the institution's crisis response planning.

Access to Affordable and Sufficiently Comprehensive Health Insurance

Access to the full range of health and mental health services that students might require during their academic experience requires adequate health insurance coverage. Institution health services should encourage all students to have comprehensive, affordable health insurance that complements the health and counseling services provided by the institution. The institution should make publicly accessible information available regarding affordable health insurance options for those who do not already have adequate coverage.

Quality Management and Improvement

The University of Wisconsin System is committed to the principles of quality management and improvement and expects institutions to apply these principles in providing health and psychological counseling services to students. Institution health services are encouraged to seek formal accreditation by a national health care accrediting organization such as the Accreditation Association for Ambulatory Health Care (AAAHC). Mental health counseling units should use the International Association of Counseling Services Accreditation

Standards (IACS). Both health services and mental health services may want to consider The Council for the Advancement of Standards in Higher Education (CAS) as a model for designing and organizing services. Absent formal accreditation, institution health and counseling services should seek periodic external review of their programs and services.

Institution health and counseling services are expected to have or participate in a quality management program that includes a process for credentialing, privileging and/or licensure of providers and other professional staff, a system of peer review for providers, ongoing systems for assessing/evaluating utilization and patient/client satisfaction, and a quality improvement program addressing clinical care issues, administrative concerns, and cost of care issues.

Oversight, Roles, and Responsibilities

Each UW Chancellor shall be responsible for ensuring compliance with this policy.

Related Regent Policy Documents and Applicable Laws

- Regent Policy Document 30-5, Policy and Procedures for Segregated University Fees
- Regent Policy Document 19-8, Funding of University Facilities Capital Costs

See Also:

- SYS 820, Segregated University Fees
- SYS 822, Student Services Funding

History: Res. 1797 adopted 12/08/1978; with 1984 amendments. Res. 9012, adopted 05/06/2005; Res. 9701, adopted 12/11/2009. Res. 10835, adopted 03/09/2017, authorized technical corrections. Res. XXXXX, adopted XX/XX/XXXX, amended RPD 23-1.

Regent Policy Document 23-1 *(Current Policy)*

Basic Health Module

Introduction

The University of Wisconsin System recognizes that the present and future health of its students is among the most precious of its public resources. Students' most pressing physical and emotional health concerns influence academic achievement and affect civility, citizenship, and connectedness. Attention to these important health issues permits the university to educate and prepare learners as whole human beings.

"Health is best understood as capacity – the presence of conditions that enable individuals and communities to work, learn, participate as citizens, and have strong human relationships. Health, in other words, embraces many elements of life: it is not simply the absence of disease or injury, and it is not just a medical, or clinical, quality. Among students in higher education, health supports the capacity to learn; when health is compromised, learning is constrained. Health problems among students include the universe of personal, developmental, social, physical, and mental issues that reduce their capacity to learn – from disruptions in relationships or stress to chronic, intrapersonal, physical or psychological illnesses" (Fabiano, Keeling, and Viele, 2006, p.69).

To this end, in this document the Board of Regents delineates a basic module of the minimum level of physical and mental health care that must be available to students at each of the UW System two and four-year institutions. Essential to the acceptance of the basic module is the continuation of the principle that institutional self-determination with respect to levels of physical and mental health care will continue. Determination of the level of services to be provided above this basic module will be the responsibility of the Chancellor of each institution. Recommendations for increases above the level established by the Chancellor will be made by appropriate institution governance groups for consideration by the Chancellor and the Regents.

The Board of Regents does not prescribe the manner in which the basic module of services will be provided or made available. The characteristics of each institution, the community where it is located, and characteristics of the student body will result in a variety of strategies for providing the services. Components of the basic module may be the primary responsibility of the institution's health and mental health services. The responsibilities may be distributed across a variety of institution offices. Some services may be contracted out to community service providers. Coordination and collaboration among service providers – institution or community – is critical. It is expected that the basic module of services will be readily accessible (physically and financially) and will meet accepted standards for quality.

The institution service providers must have the appropriate resources including space and personnel. The staff is expected to model ethical and professional standards, and have the appropriate professional and educational credentials and skills as determined by the institution. They should have access to and utilize outside resources or consultation to

augment programming. Ongoing participation in continuing education programs should be an expectation.

Services to be Provided/Available

Students should be informed participants in all of their health care decisions. Educating students regarding health care utilization and discussion of insurance issues should be incorporated as appropriate. Services not available on campuses or services beyond what campuses can provide should be available by referral mechanisms. After hours care, emergency services, and hospitalization should be accessible to students or available by referral.

Clinical (medical and nursing) Services

Clinical Services should include easily accessible medical care for evaluation and treatment of health related concerns, injuries, and illnesses. These services should include diagnosis, treatment, and follow up care for acute illness, chronic illness, and injury. Prevention of illness to include individual health counseling and instruction in self-care should be an essential component of the clinical visit. Physical examinations for well women's and well men's care, sexually transmittable infection screening, immunizations, and travel health consultation should be available. Mechanisms for providing pharmaceutical, laboratory, imaging, surgical, physical therapy, dentistry, and overnight care services should be determined by each individual institution. At a minimum, these clinical services should be available by referral mechanisms.

Mental Health and Counseling Services

Mental Health and Counseling Services Mental health is a critical factor in student success. Ongoing psychological or emotional distress can significantly disrupt student academic progress. Each institution should provide counseling services sufficient to address the psychological and developmental needs of students as well as respond to unexpected crises. Services should reflect a brief psychotherapy model that is time sensitive and goal oriented. The services should be provided by licensed mental health professionals, e.g., psychologists, social workers, counselors.

Services should include an educational component geared to helping students develop effective self-care and adaptive skills. Psychiatric evaluation and medication management should be available and accessible. Communication between the institution's health and counseling services is essential to assure coordination and continuity of care for student patients/clients. Counseling services should develop and maintain referral sources for students with psychological conditions that require more intensive care.

Health Education, Health Promotion, and Prevention Services

A primary role of the institution's health and counseling services is to provide health education that informs students of the effects of current behavior on future health status. There should be an emphasis on how current behavior affects their learning environment, their performance

at the university, and their ultimate quality of life. Providing a healthy environment that supports wellness behaviors, promotes healthy lifestyle choices, and provides health education is consistent with the mission and goals of higher education.

Health education is both a process and a program. Health and counseling service professionals should use every student contact as an opportunity to address key health indicators from a variety of contexts. Institution health and counseling services have the opportunity to promote positive attitudes, healthy lifestyles, and responsible self-care. Students should be encouraged to become active participants in promoting and protecting their health and wellbeing.

A systematic assessment of the target population's needs should provide direction and highlight the most significant areas needing attention and prevention efforts. Including students as active participants in the process of identifying needs enhances the possibility of success. The American College Health Association's Healthy Campus document (modeled after the nationally recognized Healthy People documents and updated every ten years), identifies a number of high priority issues for campus settings. Health education/health promotion/prevention activities should address significant issues such as:

- Alcohol and other drugs
- Sexual health
- Social and emotional health
- Coping with stress in competitive education environments
- Intentional and unintentional injury
- Nutrition
- Psychological relationships to food
- Anxiety
- Depression
- Suicide Prevention
- Health services costs and availability of insurance
- Links between campus health services and other academic and service departments

Programming and services should use a variety of screening foci, sites, and methods, e.g. one-on-one encounters, informal group or formal classroom sessions, co/sponsored theme health events, or programming by trained Peer Health Educators who share their skills with fellow students. Methods should be developed for evaluating the quality and effectiveness of programming and services.

Public Health

Each institution's health and counseling services should play a role in addressing the core functions of public health, including assessing the health related needs of the campus,

supporting policies that promote and protect the health of the campus community, and collaborating with other institution departments to assure that needs are addressed.

The institutions of the UW System exist both as discrete communities and as components of the larger community where they are located. Protecting the health and safety of members of the institution's community requires a robust institutional public health surveillance infrastructure that will address 1) communicable disease surveillance/prevention through disease identification and reporting, epidemiologic investigations, screening programs, immunization programs, and plans/procedures for quickly responding to disease outbreak situations, 2) issues of environmental health and safety including food safety, air quality, waste disposal, pest control, and water quality including swimming pool inspections, and 3) identification and intervention of at risk students and situations, for example: educating the community, behavioral intervention teams, threat assessment, and suicide prevention programming.

The institution, usually through its health service, should have strong collaborative relationships and agreements (delineating roles and responsibilities) with local (city and/or county) public health agencies. Institution health services should provide the critical link to these agencies. Each institution's health and counseling services should be active participants in the institution's crisis response planning.

Access to Affordable and Sufficiently Comprehensive Health Insurance

Access to the full range of health and mental health services that students might require during their academic experience requires adequate health insurance coverage. Institutions must provide access to a university sponsored health insurance plan that is reasonably priced. The plan must complement the health and counseling services provided by the institution. When feasible, collaboration among institutions to develop a common plan is encouraged. Each institution's health and counseling services should take a leadership role in selecting the plan and communicating its importance to students and their families. Institution health services should encourage all students to have comprehensive, affordable health insurance.

Quality Management and Improvement

The University of Wisconsin System is committed to the principles of quality management and improvement and expects institutions to apply these principles in providing health and psychological counseling services to students. Institution health services are encouraged to seek formal accreditation by a national health care accrediting organization such as the Accreditation Association for Ambulatory Health Care (AAHC). Mental health counseling units should use the International Association of Counseling Services Accreditation Standards (IACS). Both health services and mental health services may want to consider The Council for the Advancement of Standards in Higher Education (CAS) as a model for designing and organizing services. Absent formal accreditation, institution health and counseling services should seek periodic external review of their programs and services.

Institution health and counseling services are expected to have or participate in a quality management program that includes a process for credentialing, privileging and/or licensure of providers and other professional staff, a system of peer review for providers, ongoing systems for assessing/evaluating utilization and patient/client satisfaction, and a quality improvement program addressing clinical care issues, administrative concerns, and cost of care issues.

Funding Options and Strategies

Existing University of Wisconsin System and Board of Regents policies delineate the acceptability of several options for funding the provision of health and psychological counseling services to students. Student segregated fees are the preferred primary funding source for student health services and health education/wellness programs [UW System Administrative Policy (SYS) 822, *Student Services Funding* (formerly G15)]. General program revenue funding (GPR) and fee-for-services funding are deemed acceptable. General program revenue is the preferred primary funding source for counseling services including personal individual, group, crisis intervention, and AODA counseling; outreach and prevention; and consultation with faculty and staff regarding student problems (SYS 822, *Student Services Funding*). Segregated fees and fee for non-crisis services funding are deemed acceptable. Most campuses will use a combination of these three funding sources. Students should play an important role in determining the balance between segregated fee and fee for service funding. There should be a goal of keeping student out of pocket costs at a minimum. It is important to limit out of pocket expenses so that cost will not be a barrier to students receiving necessary health care and counseling services.

UW System Administrative Policy 820, *Segregated University Fees* (formerly F50), specifically describes appropriate categories of segregated fee expenditures for the operations and activities of institution health and counseling services. These include salaries for staff including student staff, professional services, facilities/equipment/supplies/services, organizational membership fees, and debt service reduction. [Regent Policy Document 19-8](#), Funding of University Facilities Capital Costs, specifically prohibits the use of segregated fees as a source of funding for the construction of student health and counseling service facilities. GPR funding is the prescribed funding source for construction of student health service facilities. Gift funds are an allowable/acceptable source.

History: *Res. 1797 adopted 12/08/1978; with 1984 amendments. Res. 9012, adopted 05/06/2005; Res. 9701, adopted 12/11/2009. Res. 10835, adopted 03/09/2017, authorized technical corrections.*

**REGENT POLICY DOCUMENT REVIEW
RPD 30-6, "POLICY ON RECOGNITION OF
STUDENT ORGANIZATIONS"**

REQUESTED ACTION

Adoption of Resolution H., which amends RPD 30-6, "Policy on Recognition of Student Organizations," to meet the standards for a Regent Policy Document and renames the policy, "Recognition of Student Organizations."

Resolution H.: That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents amends RPD 30-6, "Policy on Recognition of Student Organizations," to meet the standards for a Regent Policy Document and to rename the policy, "Recognition of Student Organizations."

SUMMARY

RPD 30-6 allows student organizations to select their members based on a commitment to a set of beliefs as long as the organization does not exclude any student based on other protected characteristics, as defined in Wisconsin law.

This proposal retains the policy without revision, but reformats the policy to meet the standards of RPD 2-3, "Standards and Protocol for Regent Policy Documents," and renames the policy, "Recognition of Student Organizations." A copy of the proposed policy is included as Attachment A.

Presenter

- Dr. Carleen Vande Zande, Associate Vice President for Academic Programs and Faculty Advancement, UW System

BACKGROUND

In December 2006, the UW System Board of Regents adopted Resolution 9279 creating RPD 30-6, "Policy on Recognition of Student Organizations." A copy of the current policy is included as Attachment B. The Board adopted the policy at the recommendation of a UW System workgroup convened to examine anti-discrimination laws as they related to the official recognition of certain student organizations, such as political or religious student organizations, that restricted membership to students who agree with the organization's beliefs.

Official recognition of a student organization by a UW institution confers certain benefits to the organization, including the ability to use the institution's name, access to university facilities, and the ability to seek allocable segregated fee funding for its activities. UW System policies at the time therefore required a student organization seeking to become an officially recognized student organization (RSO) to be open to all students.

UW System decided to examine the policy because at the time, some religious student organizations had filed lawsuits against higher education institutions in other states. The organizations contended that institutional policies requiring them to accept members who did not subscribe to the beliefs of the organization, infringed on their constitutional rights to freedom of association and expression.

At the time the Board adopted the policy, the U.S. Court of Appeals for the Seventh Circuit had granted a preliminary injunction in one of the court cases cited by the workgroup, *Christian Legal Society v. Walker*. In that case, Southern Illinois University (SIU) revoked the official student organization status of the Christian Legal Society (CLS) because CLS's membership policies prohibited students who engaged in or affirmed homosexual conduct from joining the organization. The university argued that the organization's membership restriction violated SIU's nondiscrimination policies and therefore disqualified the organization from receiving official recognition from the institution. The Court concluded that the student organization was likely to prevail in its claim that the university had violated its constitutional rights. However, in 2010, in a nearly identical challenge involving CLS and the University of California, Hastings College of Law (*Christian Legal Society v. Martinez*, 561 U.S. 661 (2010)), the United States Supreme Court ruled that the institution's policy requiring student organizations seeking official recognition to accept all students was reasonable, viewpoint-neutral and did not infringe on the members' constitutional rights.

When reviewing policy options, UW System's workgroup examined relevant case law, as well as UW System student recognition policies and practices and those at other public universities to determine whether enforcing a strict nondiscrimination policy was legally defensible and sound policy. At the UW System workgroup's recommendation, the Board adopted the University of North Carolina's (UNC) policy related to the recognition of

student organizations, which were modified to reflect characteristics protected from discrimination under Wisconsin law.

RPD 30-6 allows certain recognized student organizations to select members or officers based on a commitment to a set of beliefs, while prohibiting those organizations from excluding students from joining on the basis of characteristics protected under Wisconsin law. This proposal retains but reformats the policy to meet the standards of a Regent Policy Document as described in RPD 2-3, "Standards and Protocol for Regent Policy Documents." This proposal also recommends renaming the policy, "Recognition of Student Organizations."

Related Regent Policy Documents and Applicable Laws

- Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"
- Regent Policy Document 14-3, "Equal Opportunities in Education: Elimination of Discrimination Based on Gender"
- Regent Policy Document 14-5, "Measures to Alleviate Racism"
- Regent Policy Document 14-10, "Nondiscrimination on Basis of Disability"
- Regent Policy Document 17-1, "Programs for Minority and Disadvantaged Students"
- Regent Policy Document 17-8, "Equal Opportunities in Education and Employment"
- Regent Policy Document 30-5, "Policy and Procedures for Segregated University Fees"
- Wisconsin Statutes 36.12

See Also:

- UW System Administrative Policy 820, "Segregated University Fees"

ATTACHMENTS

- A) RPD 30-6, "Recognition of Student Organizations" (*Proposed Policy*)
- B) RPD 30-6, "Policy on Recognition of Student Organizations" (*Current Policy*)

30-6: RECOGNITION OF STUDENT ORGANIZATIONS – *Proposed Policy*

SCOPE

This policy applies to certain student organizations, such as religious or political organizations, that select members or officers based on a commitment to a set of beliefs and who seek official recognition by a UW institution.

PURPOSE

The purpose of this policy is to balance the interests of certain officially recognized student organizations to restrict membership to students who share the organization's commitment to a set of beliefs with the responsibility of the UW System, as a public institution, to prohibit discrimination and promote diversity.

POLICY STATEMENT

Student organizations that select their members or officers on the basis of commitment to a set of beliefs (e.g., religious or political beliefs) may limit membership, officer positions, or participation in the organization to students who affirm that they support the organization's goals and agree with its beliefs, so long as no student is excluded from membership, officer positions, or participation on the basis of his or her race, color, creed other than commitment to the beliefs of the organization, religion, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status, or, unless exempt under Title IX, sex.

This policy is in addition to other requirements for the official recognition of student organizations set forth in UW System or institutional policy documents, except that, to the extent that such UW System or institutional policy documents are inconsistent with this policy statement, they are superseded.

OVERSIGHT, ROLES, AND RESPONSIBILITIES

Each UW Chancellor shall establish policies and procedures as needed to ensure institutional compliance with this policy.

UW System's Office of General Counsel shall provide guidance, upon request, regarding the implementation of this policy.

RELATED REGENT POLICY DOCUMENTS AND APPLICABLE LAWS

- Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression."
- Regent Policy Document 14-3, "Equal Opportunities in Education: Elimination of Discrimination Based on Gender."
- Regent Policy Document 14-5, "Measures to Alleviate Racism."
- Regent Policy Document 14-10, "Nondiscrimination on Basis of Disability."
- Regent Policy Document 17-1, "Programs for Minority and Disadvantaged Students."
- Regent Policy Document 17-8, "Equal Opportunities in Education and Employment."
- Regent Policy Document 30-5, "Policy and Procedures for Segregated University Fees."
- Wisconsin Statutes 36.12

See Also:

- UW System Administrative Policy 820, "Segregated University Fees."

History: *Res. 9279 adopted 12/8/06. Res. XXXXX, adopted XX/XX/XXXX, amended RPD 30-6.*

30-6 POLICY ON RECOGNITION OF STUDENT ORGANIZATIONS (Formerly 06-3)
- Current Policy

That, upon recommendation of the UW System President, the Board of Regents adopts the following policy on the recognition of student organizations:

Student organizations that select their members or officers on the basis of commitment to a set of beliefs (e.g., religious or political beliefs) may limit membership, officer positions, or participation in the organization to students who affirm that they support the organization's goals and agree with its beliefs, so long as no student is excluded from membership, officer positions, or participation on the basis of his or her race, color, creed other than commitment to the beliefs of the organization, religion, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status, or, unless exempt under Title IX, sex.

This policy is in addition to other requirements for the official recognition of student organizations set forth in UW System or institutional policy documents, except that, to the extent that such UW System or institutional policy documents are inconsistent with this policy statement, they are superseded.

History: *Res. 9279 adopted 12/8/06.*

**REPORT OF THE VICE PRESIDENT
FOR ACADEMIC AND STUDENT AFFAIRS**

REQUESTED ACTION

For information and discussion.

SUMMARY

Vice President Anny Morrobel-Sosa will report on two items, including:

- (1) UW System Online Learning Initiative
- (2) UW System Fall Semester: Lessons Learned and Future Planning

The Vice President will ask Dr. Laura Dunek, UW System Special Assistant for Governance and Strategic Initiatives, to lead a discussion regarding the UW System Online Learning Initiative. This project addresses one of the most critical challenges facing the UW System due to the COVID-19 pandemic: Delivering high-quality online learning at scale, while ensuring broad access and equity so that all students succeed.

As presented at the August 20, 2020 meeting of the Committee, the UW System is working collaboratively with campus leaders to expand the capacity of faculty and student support staff to plan, develop, and deliver online learning and advising for students, which is of high quality, equitable, and accessible. UW Extended Campus also has created high-quality professional development materials to support faculty, staff, and students in the online learning environment, and to ensure that quality online education scales across the entire UW System. In addition, for students in need, both UW System and campus leaders are expanding access to information technology tools by providing hardware, such as laptops and tablets, as well as access to Wi-Fi networks and hotspots. The discussion will advance the Initiative's blueprint for success.

The Vice President will also ask three Provosts and three Senior Student Affairs Officers to complete a presentation on the lessons learned from the UW System campuses during the fall semester of the 2020-2021 academic year. They will not only report on lessons learned, but also future planning for the spring semester of the 2020-2021 academic year.

Presenters

- Dr. Anny Morrobel-Sosa, Vice President for Academic and Student Affairs, UW System
- Dr. Laura Anne Dunek, Special Assistant for Governance and Strategic Initiatives; and Project Director, UW System Online Learning Initiative, UW System
- Dr. Fay Akindes, Director, Professional & Instructional Development, UW System
- Dr. Aaron Brower, Senior Associate Vice President, and Executive Director, UW Extended Campus
- Dr. Carolyn Keller, Interim Assistant Provost and Associate Professor, UW-Platteville
- Dr. Betsy Morgan, Provost, UW-La Crosse
- Dr. Karl Scholz, Provost, UW-Madison
- Dr. Johannes Britz, Provost, UW-Milwaukee
- Dr. Vitaliano Figueroa, Vice Chancellor for Student Affairs, UW-La Crosse
- Dr. Lori Reesor, Vice Chancellor for Student Affairs, UW-Madison
- Kelly Haag, Chief Student Affairs Officer, UW-Milwaukee