

**UW System Board of Regents  
Education Committee Meeting Minutes  
Thursday, February 5, 2026**

**Education Committee**

The Education Committee convened at 8:45 a.m. in person and via Zoom videoconference. Committee members in attendance were Regents Prince (Chair), Adams, Manydeeds, Rogers, Terwilliger, and Underly in person, and Regents Adongo and Traynor (Vice Chair) via Zoom. No Regent declared a conflict of interest regarding any of the items on the meeting agenda.

**Item C. Proposed Consent Agenda**

Given the number of agenda items to be covered during the meeting, the Chair recommended that the committee consider the following routine, non-controversial items on a consent agenda. Note: Items on a consent agenda may be acted upon by the committee in a single vote. Any Board Member may remove items from a consent agenda for separate discussion and consideration. The meeting agenda reflected the following two (2) items on the consent agenda:

1. Approval of the Minutes of the December 4, 2025 Meeting of the Education Committee
2. UW-Madison: Approval of Bachelor of Science in Aerospace Engineering

All items remained on the consent agenda. Senior Vice President Johannes Britz provided an overview of Item C.2. A motion to approve Item C was made by Regent Adams and seconded by Regent Terwilliger. The motion carried on a voice vote.

**Item D. Approval of Revisions to University Policies on Campaigning in Residence Halls**

Quinn Williams, General Counsel, presented an overview of proposed revisions to university policies on campaigning in residence halls submitted by all UW universities for Board review, as required under UWS 18.11(9)(c). General Counsel indicated that revisions had been made since 1988, and that the proposed updates are part of a broader effort to review campus policies requiring Board submission or approval under the Wisconsin Administrative Code. The revisions create more alignment across the Universities of Wisconsin and balance equitable and safe access for campaigning activities with campus resource constraints and policy

preference. Each proposed policy was approved by the appropriate student governance body and Chancellor, and they were reviewed by the Universities of Wisconsin Office of General Counsel for statutory and administrative code compliance. General Counsel mentioned policy revisions were brought to the Board in 2024, but the Office of General Counsel and universities were asked to provide consistent and aligned plans and ensure the appropriate engagement with stakeholders on campuses. General Counsel expressed that the final policy revisions successfully met those requests. Regent Prince thanked the team for taking the policies back to consider the requests and to ensure that stakeholders were heard. Regent Underly indicated appreciation of the template and the flexibility to allow universities to adapt policy to meet their needs.

A motion to approve Item D was made by Regent Underly and seconded by Regent Adams. The motion carried on a voice vote. Regent Prince thanked General Counsel, his team, and all the individuals at the campuses for their work.

### **Item E. UW-Madison Host Campus Presentation – “Exploring the Many Ways We Teach and Learn”.**

Interim Provost John Zumbrunnen led a conversation with UW-Madison student panelists Brandon Kreger (Nursing), Grace Benish (Neurobiology), Joshua Clark (Mechanical Engineering, Certificate: Business), and Maggie Claussen (Information Science; Political Science, Certificates: Educational Policy Studies; Digital Studies).

Each student shared their engagement in experiential learning outside of the classroom; clinical rotations, undergraduate research, student organization involvement, and the University Alliance Scholars Program were featured. Students noted the rewarding nature of these experiences and articulated how these opportunities expanded their educational experience and prepared them for next steps or future careers. Interim Provost Zumbrunnen highlighted the ways in which faculty and instructional staff extend their teaching outside of the classroom to provide impactful experiential learning such as the opportunities described by the panelists.

Regent Underly asked about the UW-Madison experience and whether there were any concerns about going to such a large school from a small Wisconsin town. Maggie Claussen highlighted the many student organizations and opportunities to become engaged that it made it easy to feel supported and part of the community. Regent Rogers asked about what career pathways the students identified through

these experiences. Regent Manydeeds noted that there were many individuals involved in providing students with the various experiences and that they should remember to give back to others in the future. He also noted that he was proud of the students for their accomplishments. Regent Prince reflected on her own experience as a student who reached out to a professor to gain hands-on experience. Regent Prince reiterated Regent Manydeeds message for the students to give back. She also asked that the Provosts share the student panelists' message: that faculty and instructors and the work they do make a meaningful difference in students' lives.

### **Item F. Ongoing Academic and Student Affairs Updates**

Senior Vice President Britz provided an overview of ongoing Division of Academic and Student Affairs (DASA) work related to Act 15 implementation and associated policy revisions. He expressed appreciation for all individuals (faculty, staff, provosts, and Regents) involved in the process and the tremendous effort that everyone contributed to bring these policies to fruition. For Teaching Workload, he highlighted that the interim SYS 200-03 policy on faculty and instructional academic staff teaching responsibilities and workload was published in late January, providing stakeholders an opportunity to submit feedback that will inform development of a permanent policy over the next year. He also noted that a systemwide workgroup is addressing the processes needed to capture, store, and report teaching workload data to meet legislative accountability requirements.

For Core General Education Requirements, he highlighted that interim SYS 100-013 CGER policy was published in December, with feedback mechanisms in place to support future permanent policy development. All 13 UW universities have approved new CGER models and are actively mapping courses to the six CGER categories and adding course attributes for fall implementation. Existing technology is being leveraged to automate CGER transfer where possible. UW Administration provided funding to all UW universities to help offset the manual work of implementing catalog and schedule changes for the fall. He also noted that short-term working groups comprised of campus representatives are being utilized, and CGER liaisons from each university will be used to support communication, monitor progress, and identify challenges. Multiple Regent and UW System Administrative policies will also require creation or revision as a result of the Act 15 CGER statute. He indicated that a written report with further details will be sent to the Education Committee.

Finally, Senior VP Britz noted that in spring 2025, three provost-led working groups – the Provost Council NOI/Appeal Working Group, the Reduced Credit Bachelor’s Degree Working Group, and the Program Elimination Task Force – reviewed SYS 102 and the associated SYS 102.A procedures and developed recommendations for revision. In response, the Office of Academic Affairs updated and reorganized the policy and procedural materials to align with current practice, resulting in comprehensive revisions across the SYS 102 framework and the creation of five documents that clearly define processes for academic program development, revision, monitoring, and review.

Regent Prince thanked everyone for their work over a difficult year and acknowledged the tremendous effort of all individuals involved.

### **Item G. Regent Policy Document Review: RPD 4-12, “Academic Program Planning, Review, and Approval in the University of Wisconsin System”**

Senior Vice President Britz outlined that proposed revisions to RPD 4-12 incorporate commonly accepted minimum credit-hour requirements for degree types (e.g., associate’s, bachelor’s, and master’s) conferred by UW universities and permit bachelor’s degree programs having fewer than 120 credits when appropriate justification is provided. The proposed revisions align with the Higher Learning Commission’s revised assumed practices effective September 1, 2025, and would allow UW institutions to develop reduced-credit bachelor’s degree programs. This item was presented as a first read for information and discussion, with a vote anticipated at a future Board meeting.

### **Item H. Presentation and Discussion on Artificial Intelligence and the Universities of Wisconsin “On Being an AI Chief Academic Officer: An Unusual Relationship with an Unusual Disrupter”**

Senior Vice President Britz provided an overview of Artificial Intelligence (AI) academic program landscape nationally and across the Universities of Wisconsin. He noted significant growth in AI-related bachelor’s and master’s degree programs nationwide and reported that across the UWs there are three academic degree programs, along with multiple AI-related concentrations, certificates, and minors. He also highlighted the recent approval of UW-Madison’s College of Computing and Artificial Intelligence. Senior VP Britz emphasized that AI extends beyond formal academic programs, noting that AI is a tool rather than a single discipline. Irrespective of whether a UW university offers an AI-specific degree or credential,

each UW university is pursuing mission-aligned and strategic approaches to AI, including but not limited to applications in teaching and learning, student support, operations, AI fluency, and responsible use. Provosts contributed to the discussion by sharing their university's approach and their successes and challenges related to AI.

Regent Prince thanked Senior VP Britz and the provosts for the engaging discussion and emphasized the importance of critical thinking in the use of AI. She encouraged continued progress in leveraging existing resources underscored identifying any additional resources that may be needed to ensure that no campus or K-12 student is left behind with respect to AI fluency and use.

The Education Committee meeting was adjourned by Regent Prince at 10:11 a.m.