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The Legislature provided for the 1987-88 budget 4000 additional credit hours (100,000) to fund the purchase of the computerized credit transfer matrix that was budgeted model was less than the board's request of \$1.1 million for the biennium. The project would be delayed of the board was still intended that the matrix would be completed and would become an integral part of the credit transfer system. The board's transfer system and matrix was most welcome and helpful.

MINUTES OF THE SPECIAL MEETING

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

Held in the Clarke Smith Room, Room 1820 Van Hise Hall

Thursday, July 9, 1987

10:00 a.m.

Responding to the negative President Shaw explained that had delay would make it less easy for students to get information on course availability and to plan accordingly.

- President Weinstein presiding -

In response to a question by Regent Clusen, President Shaw said he understood what could be accomplished with the money budgeted and then he would go out to request additional funds if the board of regents decided to request additional funds.

PRESENT: Regents Clusen, Finlayson, Fish, Hanson, Hassett, Heckrodt, Lyon, Nicholas, Nikolay, Schilling, Vattendahl and Weinstein

ABSENT: Regent Flores, Gerrard, Grover and Schenian

Regent Study Group on Future of UW System -

Report on Implementation of Regent Plan for the Future, all pages

Introducing the report, President Weinstein said the purpose was to review progress in implementing the Regents' Plan for the Future, adopted in December 1986. There would be additional updates at least every six months to the standing committees which would report to the board. He expressed appreciation to President Shaw for providing this report at a time when staff were already fully occupied with budgetary matters.

In presenting the report, President Shaw stated first that the regents' strategic plan and the attention it received promoted understanding that the UW System was moving forward with a plan to provide the best possible education with the resources available and that the university system was a vital social institution that could adapt well to change while preserving the most essential values.

Noting that the report outlined progress made to date on each of the plan's 100 initiatives, President Shaw highlighted progress in several major areas that represented significant steps for the system.

With regard to credit programs, protocols were being developed by the board and shared with UW staff for use in reviewing non-college petitioned UW courses. The president mentioned, however, that only in rare instances should credit transfer for credit to UW institutions be encouraged. The report on this effort also was to be completed by January 1988. Another initiative would be to explore degree programs which would be by...

Admissions - Report on

Admission Standards as prescribed by

Regent Study Group on Future of UW System, p. 2

With regard to admission policy (Resolutions SG 8 and SG 24), President Shaw noted that in June the board acted to require a minimum of sixteen credits from prescribed academic areas. The institutions had responded to the earlier standard expressed in the original Future Study resolution and were in the process of amending their standards to reflect board policy. The new policy, specifying at least the Department of Public Instruction's minimum academic distribution requirements for high school graduation, would be in effect for applicants who graduated from high school after fall 1988. In 1991, each institution would require 16 academic units, including the DPI specified requirements. Currently required for admission to some system institutions, the ACT would be required for admission to all system institutions in fall 1989. In the meantime, studies were being undertaken to investigate a number of issues, including biases that might occur in test results by race, sex or age. Institutional differences among student requirements, demographic variables and other matters also were important in utilizing the ACT in the admission process. It was hoped that these studies would improve understanding of the issues related to student retention. Deadlines set forth in the regents' plan were expected to be met.

In response to a question by Regent Weinstein, President Shaw indicated that there was still public misunderstanding about the new requirements and when they took effect, although people generally understood that standards were increasing. Brochures explaining the new requirements were to be sent to counselors, parents and others throughout the state.

His perception of public reaction was that there was support for raising standards, but there was also some anxiety about understanding and meeting the new requirements.

Transfer of Credit - Report on SG 4 from Regent Study Group on Future of UW System to accept associate degrees from Centers, pp 2-3
Transfer of Credit

Transfer Credits - (same)

President Shaw reported that, pursuant to Resolution SG 4, the board's policy requiring all system universities to accept the UW associate degree in fulfillment of general education breadth requirements had been implemented in a timely manner. The policy, which achieved the goal of facilitating transfer for graduates of the centers, was intended both to be helpful to students and to advance the enrollment management plan. Noting that the policy avoided the necessity of dictating general education requirements to each of the institutions, President Shaw commented that to do so would infringe on faculty prerogatives and would result in uniformity in areas where flexibility was beneficial, particularly since there was no agreement among higher education experts as to a perfect set of general education requirements.

UW Centers - (same as above)

Commending the systemwide committee for achieving consensus, the President noted that it was led by Vice President Trani with participation by faculty members and administrators from the institutions, and that its report would be presented later in the day for final consideration by the Education Committee.

The Legislature provided \$202,000 in the 1987-88 budget (the biennial amount being \$350,000) to develop a prototype of the computerized credit transfer matrix that was called for in the regent study. Because the budgeted amount was less than the board's request of \$1.1 million for the biennium, the project would be delayed, but it was still intended that the matrix would be completed and would become an important part of the credit transfer system. The president added that legislative endorsement of the idea of a credit transfer system and matrix was most welcome and helpful.

Regent Weinstein asked if lack of funds to complete the matrix would affect the ability of students to transfer credits.

Responding in the negative, President Shaw explained that the delay would, however, make it less easy for students to get information on course transferability and to plan accordingly.

In response to a question by Regent Clusen, President Shaw said he intended to see what could be accomplished with the monies budgeted and then assess whether or not to request additional funds in view of other priorities. The approach would be to develop a prototype for use at several institutions and then assess the results. While it was likely that additional funds would be needed, he thought it possible that a way might be found to complete the matrix at less expense than originally estimated.

Regent Fish asked if the fiscal shortfall would have any effect on setting up committees to establish the information needed for the matrix.

President Shaw replied in the negative, adding that the UW Centers were working on that matter and that the four-year institutions had been eager to be helpful.

Outlining the process being followed, Chancellor Portch noted that the project had been ongoing all year, with each chancellor having designated a staff person to be responsible for transfer issues. The centers' staff representative was working with people at the receiving institutions to develop a hard copy of what should be put on the computer matrix. By January 1, 1988, that task should be completed, after which the technology component of the matrix would come into play.

Transfers of Credit - Report on SG 6 & SG 21 from Regent Study Group on Future of UW System on VTAE Coordination and Credit Transfer, pp 3-5

X ref Credits - (same)

Outlining joint activities initiated pursuant to Resolutions SG 6 and SG 21, President Shaw noted that Regents Hassett and Lyon chaired a committee on noncredit programs which was due to report by January 1988. With regard to credit programs, protocols were being developed in conjunction with VTAE staff, for use in reviewing non-college parallel VTAE courses. The president cautioned, however, that only in rare instances should those courses transfer for credit to UW institutions since duplication of programs should not be encouraged. The report on this effort also was to be completed by January 1988. Another initiative related to capstone degree programs which would be implemented by some institutions.

X ref VTAE - (same as above)

Regent Weinstein asked if it was correct that agreements on granting credit for college parallel courses were developed between the three VTAE institutions which offered such programs and the receiving UW institutions.

Replying in the affirmative, Regent Hassett, President of the VTAE Board, observed that the non-college parallel area was more difficult, inasmuch as local VTAE board members and staff were not in agreement among themselves as to which courses should be transferable to UW institutions for credit.

President Shaw added that where UW institutions were located in close proximity to VTAE schools, there should be little need for duplication. Instead, arrangements could be made for courses at VTAE institutions to be taught by UW faculty or for VTAE students to take certain courses at a UW campus. If general principles involving transfer could be resolved, confusion about particular courses could be minimized.

Regent Weinstein reported that discussion at the last VTAE Board meeting indicated that the state board and staff generally concurred with the principle that faculty of the receiving UW institution should have the right to determine what credits were transferable, and Regent Hassett agreed with that observation.

In response to a question by Regent Weinstein, President Shaw said he viewed the impact of the budget provision requiring transfer of VTAE college parallel programs to be more symbolic than actual, in that the UW System had excellent relationships with the institutions offering those programs. As a matter of principle, however, he was concerned about a legislative mandate on a matter of educational judgment. In addition, the provision might have the effect of encouraging VTAE districts to press for expanding college parallel offerings.

Regent Finlayson asked if a college-parallel associate degree from a VTAE institution would meet the general education breadth requirements under the regent policy.

President Shaw replied in the negative, but noted that this was a question which should be addressed.

Regent Hanson asked how the nursing degrees granted by VTAE institutions compared with those granted by the universities.

In reply, Acting Chancellor Cohen indicated that the difference was in level of skills and types of training in the two-year, four-year and graduate programs.

Regent Finlayson added that these differences were reflected in the level of responsibility and salary offered by the employer.

Regent Weinstein indicated that a member of the VTAE Board had raised the issue in terms of licensing and credit transfer. If a VTAE graduate and a UW System graduate both could qualify for a license to practice nursing upon passing an examination, the question was why VTAE graduates could not receive university credit for all the courses they took.

Describing the arrangement at UW-Oshkosh, Chancellor Penson explained that the baccalaureate program prepared graduates to be direct care nurses, fully responsible for all medical care under physician instructions. They also could progress to supervisory nursing, whereas the associate degree nurse would not be employed in supervisory nursing. While the university accepted, on a case by case basis, general studies courses taken toward the ADN degrees, clinical level courses were very different at the university, and VTAE courses of that type were not likely to transfer.

Referring to questions on transfer of nursing credit to UW-Green Bay from the local technical institute, Regent Clusen observed that the most difficult problem was how to determine, on a fair basis, whether or not courses were comparable.

Chancellor Schnack noted that UW-Eau Claire had developed a method of comparing its courses with those offered by the local technical institute and that some of those nursing courses were recognized as transferable to UW-Eau Claire.

Regent Hanson questioned the duplication of nursing programs at VTAE and UW institutions, since graduates of both received the same kind of license.

Regent Weinstein noted that the license was a minimum requirement which did not qualify the holder to do the maximum range of work.

Pointing out that nursing programs were very expensive to provide, Regent Hanson questioned whether duplication of such programs was justified, unless graduates practiced different kinds of nursing.

✓ Enrollment - Report on SG 10 from Regent Study Group on Features of UW System on → Enrollment Management, pp 5-7

Referring to Resolution SG 10, President Shaw reported that the four-year enrollment reduction plan was being implemented throughout the system. Detailed enrollment targets for each institution had been developed with the goal of reducing enrollment by about 7,000 FTE over the next four years. Along with budget improvements in the biennium, the enrollment reductions would make it possible for the UW System to move toward the regent goal of funding at the national average.

While early enrollment figures suggested that fall 1987 targets to reduce enrollments by 1,500 students would be achieved, the president cautioned that figures were uncertain at this point because of a large number of multiple applications and because predictions were difficult in this first year of change in the process. Later in the fall, figures would be analyzed and reported to the regents so that any needed adjustments could be made.

Enrollment management also would be reviewed in light of the 341 new positions provided in the biennial budget, in order to analyze whether additional action should be taken in the years to come. The needs analysis presented to the regents in April indicated a shortage of approximately 800 faculty members using the base year of 1978-79 for the faculty/student

ratio. The 7,000 student reduction in the enrollment management plan accounted for about 400 of those faculty, and the additional 341 brought the system close to the 1978-79 target. Emphasizing that these new positions were greatly needed, he expressed appreciation for the Governor's and Legislature's understanding of this high priority matter.

At the same time, particular efforts were being made to increase opportunities for minority students to enroll, the president continued, emphasizing that enrollment management should not be synonymous with lowering opportunities for the disenfranchised.

In response to a question by Regent Schilling, President Shaw said that over time admissions policies would play the deciding role in enrollment management. While time constraints this year required use of application deadlines as the major approach, in future years admissions criteria were to form the major basis for enrollment decisions. While there still would be application deadlines, they would not be used as the means of limiting enrollment.

Regent Hassett questioned the consistency of recruitment practices with efforts to limit enrollment. Noting that system institutions sometimes seemed to compete with each other for the same students, he inquired about a process by which students could receive information about the entire UW System rather than being subject to individual campus recruiting.

Indicating that it was necessary to change practices which had evolved during times when funding was enrollment driven, President Shaw noted that there were systemwide sources of information, such as the Higher Education Location Program and the Minority Information Center. While institutions would not need to compete for students, he felt that their own representatives were best qualified to give students exposure to the institutions' unique attributes, whereas it would be difficult for a person representing the whole system to be able to do that. One benefit of individual campus recruiting, he felt, was to educate potential students so that they could better choose institutions to which they were well suited and thus maximize their chance for success.

Expressing agreement with Regent Hassett, Regent Fish recalled that he had broached the issue during the study of the future but did not find support for changing the process, having detected resistance to change among chancellors, system administration and some regents. He thought, however, the public and Legislature would view it as an anomaly to advocate enrollment management, while at the same time running advertisements to induce students to go to a particular institution. Stating that he was not satisfied that current recruiting practices best served the students and the UW System, he suggested that the regents continue to raise the issue periodically to find out if there were a better way to proceed.

President Weinstein indicated the subject should be put on the agenda of the Education Committee.

Regent Hanson pointed out that some advertising and other recruiting strategies were designed to increase minority enrollments.

Regent Fish said he would not want his comments interpreted as being critical of efforts aimed at minority recruitment. His concern was with cross-recruiting by individual institutions which resulted in competition and wasting of efforts.

Minorities - Report on Regent Study Group structure of UW System on SG 15+17 regarding → Status of Minorities and Women pp 7-9

Observing that initiatives to improve the status of minorities and women required ongoing attention by all system institutions, President Shaw reported that a number of programmatic initiatives called for in Resolutions SG 15 and SG 17 were already under way. Others would require additional funding in the next budget cycle, and some had not received any budgetary support.

+ ref Women - (Same as above)
Each chancellor convened a special retreat in the spring to discuss implementation of Resolution SG 17 and plans for recruitment and retention of minority faculty, staff and students. Reports on the outcome of these retreats were being used as planning documents for 1987-88 program activities. President Shaw had directed each chancellor to include as part of his or her annual goal statement a plan for improving the status of minority students, faculty and staff, and he intended to hold them responsible for achieving those goals.

A number of programs had been approved by the Legislature and awaited the Governor's reaction. Among them was the pilot freshmen tuition award program, funded for 1988-89, which would enable academically qualified minorities from selected high schools to attend any UW System institution tuition free if they met requirements. Modeled along the lines of a privately funded program in New York, the plan was to offer incentives to students in five high schools, so that they would come to view study as an important activity with a significant and valuable outcome.

The System Minority Information Center, developed with reallocated internal funds, was being enlarged, as was the consortium to serve Native American students. In addition, the Superintendent of Public Instruction and UW System President had convened a joint committee to look at statewide goals and programs focusing on pre-college programming for underrepresented minorities.

Requests not funded included additional pre-college programs and demonstration retention projects, such as the successful UW-Whitewater minority business program.

Funding was received for a teacher education loan forgiveness program for minority juniors and seniors in teaching certification programs, in the amount of \$100,000 for 1988-89. Partial funding of about \$183,000 was received for a program to recruit and graduate underrepresented minority PhDs. A committee had been formed to design this grow-your-own program, which was to begin in fall 1988.

More than 90 faculty members from around the state had participated in the minority faculty conference in April, and a report was due in May 1988 from the systemwide committee on ways to improve the status of minority faculty and staff.

Initiatives for women set forth in Resolution SG 15 included further implementation of the policy on equal opportunities in education which was being widely distributed and discussed. New hiring goals were being established, and affirmative action committees were examining promotion and retention of women and minority faculty. Funding had not been received for an experimental program to bring women into the degree programs such as engineering and sciences.

In response to a question by Regent Lyon, President Shaw explained that the intent of the tuition award program was to let young people know as early as possible that there was a tangible reward waiting for them if they worked hard and performed well. They would be expected to meet the same admission standards as other students, although exceptions could be made when warranted.

Regent Lyon cited as one example of a noteworthy effort the Cooperative Extension 4-H program, which included as participants about 150,000 Wisconsin young people, more than 20 percent of whom were racial and ethnic minorities.

Regent Hanson inquired as to the cost of replicating a successful program like the minority business program at UW-Whitewater.

Chancellor Connor indicated that the program served 115 minority students at a cost of \$50,000.

Even without additional funds, Regent Hanson commented, institutions could use ingenuity to emulate effective programs.

President Shaw added that work was being done on developing a more effective way to evaluate minority programs, but that one difficulty was determining how to define success. Dollars for minority programs were allocated on the basis of judgments on program effectiveness, as well as the number of minorities the campuses were attempting to serve. At least half of the \$5.5 million used in these programs were monies the institutions had taken from their own resources for this purpose, as opposed to earmarked funds provided for the system.

Regent Hanson emphasized the importance of using available dollars as effectively as possible.

Regent Finlayson noted the value of external funding for some initiatives, such as the Kellogg Foundation grant for minority leadership.

President Shaw observed that the overall goal of helping minority students succeed was elusive, in that it involved not only the public schools, VTAE and the universities, but also the churches, social service agencies, families, the business community and the federal government. There were many positive steps being taken, he said, recalling that Dr. Reginald Wilson, of the American Council of Education, had termed the UW System a leader in its minority program efforts. President Shaw, who served as chairman of the Commission on Minorities of the American Council of Education, said that group planned to publish a statement in January 1988

on measures campuses could take to recruit and retain minorities. They also planned to form a major national committee to deal with significant federal, business and other issues. It was his conviction that the successful approach required looking at the whole picture and putting together all the pieces, including grants and personal support, along with involvement of communities, churches and others who influenced young people at an early age.

Referring to the freshmen tuition award program, Regent Weinstein asked if it was true that these grants were to be made on the basis of merit rather than need, with the recipients being required to meet the entry standards of the institutions they were to attend and not being admitted as exceptions to those requirements.

President Shaw said it was correct that the purpose was to reward meritorious work, although his understanding of legislative intent was that among students of merit, the awards should go to those most needy. Exceptions to entry requirements could be made for outstanding students who might have a minor lack in course work.

Regent Weinstein asked what would happen to the award recipients if the Legislature decided not to renew the program, and President Shaw indicated that an existing retention program for upper division students could be used to help meet their needs.

President Shaw added that if the program proved highly successful it might well be worth expanding to more schools. He considered this kind of program an example of an initiative which could save society a great deal of money in the long run.

Regent Weinstein noted that one possibility would be to utilize funds diverted from other programs to expand this one.

President Shaw agreed that might be done, particularly if increased academic standards resulted in better quality students who had less need for special academic support services.

✓
Economic Development - Report on SG 13 from
Regent Study Group on Future of UW System regarding economic development, pp 9-
Referring to Resolution SG 13, President Shaw reported that special 10
attention had been given to consortia, technology transfer, business outreach, small business development, and linking resources with needs of individuals in business. There was a well-organized team of faculty and staff throughout the system working in partnership with the private sector and with government to enhance the economy, as exemplified by the effort to attract the Sematech program, which would be the nation's center for semiconductor research. Members of the Department of Development, UW-Madison, UW System Administration, and the private sector cooperated in an around-the-clock effort to complete the proposal for this center which would bring hundreds of millions of dollars to Wisconsin's economy.

✓
Business/Industry - (same)

Among initiatives funded in the budget was \$800,000 for industrial and economic development research. Biotechnology initiatives, fermentation laboratory upgradings, and community economic development also were funded.

Conclusion and Future Steps

Concluding his presentation, President Shaw observed that great progress had been made in implementing the Regents' strategic plan and that the ambitious time lines would be achieved. Although not all requested initiatives were funded, there was support in the state budget for important elements of the plan, including instructional quality improvements and management flexibility.

Regent Fish commended President Shaw for the progress made in implementing the strategic plan. Recalling that it was decided in the regent study to concentrate on specific and realistic recommendations, with time lines for accomplishment, he observed that the regents' plan for the future, as adopted by the board, had a beneficial effect in promoting legislative action by focusing attention on priority needs. While the plan would require fine tuning over time, he felt that should be done through normal regent procedure, providing for full committee and board consideration.

President Weinstein summarized the following matters for follow-up:

- The regents would receive semi-annual updates on implementation of the plan for the future.
- The Education Committee would review recruiting methods for consistency with the enrollment management plan and use of resources, with specific attention to cross-recruiting by various institutions.
- The Education Committee would look at the cost/benefit effectiveness of minority programs, with particular reference to successful models such as the UW-Whitewater business program.
- The Education Committee would consider the question of transferability of VTAE college-parallel associate degrees in meeting general education breadth requirements.

Regent Lyon suggested that a report be made regarding the UW-Madison Research Park, in view of the Governor's expression of concern about that matter.

Regent Heckrodt recommended beginning at the campus level before bringing the matter to the board, and Regent Lyon agreed that the report should proceed through the normal channels.

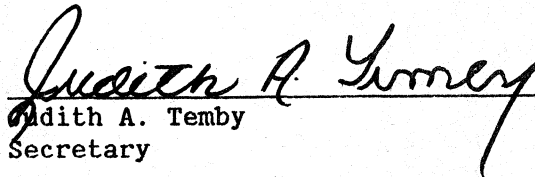
Regent Clusen recalled that the Physical Planning and Development Committee had received an update on the progress of the park several months previously.

Regent Weinstein indicated that the matter could be assigned jointly to the Business and Finance and the Physical Planning and Development committees.

It was suggested by Regent Clusen that the full board might benefit from the kind of briefing the Physical Planning and Development Committee had received.

President Shaw thanked system administration staff, particularly Elizabeth Wright, for help in preparing the report.

Upon motion by Regent Nikolay, seconded by Regent Vattendahl the meeting was adjourned at 11:25 a.m.



Judith A. Yonney
Secretary

August 27, 1987