

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Educational Planning & Policy Committee

September 10, 2009

A meeting of the Educational Planning and Policy Committee of the Board of Regents was held on Thursday, September 10, 2009 at 3:15 p.m. in the East Committee Room, 600 McNamara Alumni Center.

Regents present: Patricia Simmons, presiding; Richard Beeson, Linda Cohen, John Frobenius, and Maureen Ramirez.

Staff present: Senior Vice President & Provost Thomas Sullivan; Vice President Timothy Mulcahy; Executive Director Ann Cieslak; and Associate Vice President Kristin Lockhart.

Student Representatives present: Christina Brakken-Thal and Megan Hines.

ACADEMIC PROGRAM CHANGES REPORT

Senior Vice President & Provost Sullivan introduced Director John Ziegenhagen, who led the discussion of the Academic Program Changes Report. Ziegenhagen noted that this year's report, the fifth presented to the committee, provides an excellent opportunity to take a longer term, higher-level view of broad trends and their relevance to the University's strategic positioning aspirational goals.

Ziegenhagen described the administrative process through which academic changes are evaluated prior to their consideration by the Board; analyzed program changes approved by the Board from 2004-2009; and identified some conclusions about the program changes implemented (materials in the docket and in associated handouts distributed at the meeting and on file in the Board Office). As a result of a rigorous program approval process, academic departments, collegiate units, coordinate campuses, and the University as a whole are taking an increasingly mission driven, holistic approach to the creation and amendment of academic programs and degrees.

During the first five years of the strategic positioning plan, academic additions, changes, and discontinuations were the result of collegiate reorganizations; curriculum reform/revitalization; new undergraduate initiatives; changes in student/market demand; changes in accreditation standards; and new interdisciplinary initiatives/degree programs. Next steps include improved monitoring of graduate degree programs; post-approval program reviews at all levels; and additional cost-savings through programmatic efficiencies.

In response to questions from the committee, Ziegenhagen indicated that academic programming resource allocations reflect the need to offer courses in support of a quality undergraduate education; the need to offer courses in areas of comparative advantage; and the vagaries of student/market demand. Sullivan added that there always is a creative tension between the allocation of academic programming resources to meet the demands of students and allocations to meet the demands of the marketplace, but that the University's goal is to intellectually challenge students so that they are prepared to assume their place in the larger society.

**ACADEMIC ISSUES RELATED TO:
UNIVERSITY PLAN, PERFORMANCE & ACCOUNTABILITY REPORT**

Senior Vice President & Provost Sullivan led the discussion of the *University Plan, Performance & Accountability Report* (UPPAR). He stated that the focus of his remarks would be the measures and metrics related to student academics, primarily compared to peer institutions (materials in the docket and in associated handouts distributed at the meeting and on file in the Board Office).

Relative to its peers, the University has a notably larger graduate and professional student enrollment and ranks in the top five in the number of graduate degrees awarded. The University also compares favorably in the diversity of incoming freshmen, student satisfaction, research expenditures, and the quality of Twin Cities Campus libraries. Substantial gaps remain between the University and peer institutions on such indicators as the class rank and average ACT scores of incoming freshmen and retention/graduation rates.

Sullivan emphasized that achievement of the established four-year graduation rates is closely linked to continued improvements in the profile of incoming freshmen. Although there is room for improvement compared to the freshman profile at peer institutions, the University is committed to a broad range of strategies that will continue to improve the quality and diversity of incoming freshmen; improve academic advising and mentoring programs; and enhance PreK-12 relationships. These efforts, in combination with student learning outcomes, student development outcomes, and changes in cultural norms regarding graduation in four years, will produce an alignment that is consistent with timely graduation.

In response to a question from Regent Beeson, Sullivan explained that the UPPAR conceptual framework is a first attempt at measuring efficiency. He agreed that this is an area of concern to many external stakeholders and that it will be important for UPPAR measures to evolve to a more mature stage that appropriately measures the University's success in managing its resources.

In response to a question from Student Representative Hines, Sullivan reported that graduation rates do vary by college. The academic profile of incoming students, degree requirements, and the quality of advising/mentoring are critical determinants of graduation rates, but recent evidence also suggests the importance of creating a culture in which it is presumed that students will graduate in four years, and it is to that point that the University is now turning its attention.

The committee's suggestions for improvements to the UPPAR include a breakdown of data by gender; the University's responsibilities relative to PreK-12 education; and the addition of a separate section for graduate education data and metrics.

COMMITTEE WORKPLAN 2009-10

Regent Simmons and Senior Vice President & Provost Sullivan led a discussion of the committee's workplan for 2009-10. Simmons noted that the workplan is a strategically focused, flexible framework within which additional appropriate topics could be considered. The committee expressed support for the workplan.

CONSENT REPORT

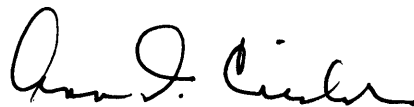
A motion was made and seconded, and the committee unanimously recommended approval of the following academic program changes, as described in the Consent Report:

- **New Academic Programs**
 - Graduate School – Create M.A. degree and minor in Multicultural College Teaching and Learning
 - Medical School – Create Fellowship in Selective Pathology
 - Medical School – Create Fellowship in Neurotology
 - Crookston Campus – Create Bachelor of Manufacturing Management (B.M.M.) degree in Quality Management
 - Crookston Campus – Create B.S. degree in Marketing
 - Crookston Campus – Create Minor in Marketing
- **Changed Academic Program**
 - Law School (Twin Cities Campus) – Create Business Law concentration in J.D. degree
- **Discontinuation of Academic Programs**
 - College of Education and Human Development (Twin Cities Campus) – Discontinue the Education and Human Development B.S. degree
 - College of Continuing Education (Twin Cities Campus) – Discontinue the B.A.Sc. in Radiation Therapy

INFORMATION ITEMS

There were no information items this month.

The meeting adjourned at 4:47 p.m.

A handwritten signature in black ink, appearing to read "Ann D. Cieslak". The signature is fluid and cursive, with the first name "Ann" and last name "Cieslak" clearly distinguishable.

ANN D. CIESLAK
Executive Director and
Corporate Secretary