

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Educational Planning & Policy Committee
December 8, 2005

A meeting of the Educational Planning and Policy Committee of the Board of Regents was held on Thursday, December 8, 2005, at 9:45 a.m. in the East Committee Room, 600 McNamara Alumni Center.

Regents present: Peter Bell, presiding; Dallas Bohnsack, David Larson, David Metzen, and Lakeesha Ransom.

Staff present: Chancellors Charles Casey and Samuel Schuman; Senior Vice President & Provost Thomas Sullivan; Senior Vice Presidents Frank Cerra and Robert Jones; Vice Presidents Kathryn Brown and R. Timothy Mulcahy; Executive Director Ann Cieslak; and Executive Associate Vice President Al Sullivan.

Student Representatives present: Joshua Colburn and Tiffany Varilek.

BOARD OF REGENTS POLICY:
RESEARCH SECRECY

Senior Vice President & Provost Sullivan introduced Timothy Mulcahy, Vice President for Research, who led the discussion of Board of Regents Policy: *Research Secrecy*. The proposed amendments include a new name for the policy, *Openness in Research*, and incorporate provisions of Board of Regents policies *Research Secrecy* and *Publication of Investigation Results*, which will be superseded.

In response to comments by the committee during its review in October 2005, Mulcahy discussed a number of additional changes, including new language to clarify (1) restrictions on participation in University research and (2) the University's position regarding publication rights of research sponsors. The committee also reviewed language now included in related administrative procedures governing the granting of exceptions, which shall be allowed only for compelling reasons.

A motion was made and seconded, and the committee voted unanimously to recommend adoption of amendments to Board of Regents Policy: *Research Secrecy*.

RESOLUTION RELATED TO
EVENTS AND CLASSES ON PRECINCT CAUCUS NIGHT

Senior Vice President & Provost Sullivan introduced Craig Swan, Vice Provost for Academic Affairs, who led the discussion. Swan explained that Minnesota state statutes limit the scheduling of events after 6:00 p.m. on the day of a major political party precinct caucus, but allow the University to schedule such events, including classes, if they are specifically authorized by the Board. The purpose of the resolution is to end confusion among students and faculty and to set expectations for faculty regarding accommodations that will allow students to participate in the political process.

In response to questions from the committee, Swan explained that the political participation of faculty is protected in the language permitting individual faculty to make alternative arrangements for their own classes; that Minnesota Statutes 202A.19 is the only state law governing events and classes scheduled on precinct caucus night; and that the Board's approval of this resolution will remain in effect until the Board chooses to do otherwise.

Student Representative Colburn reported that the Graduate and Professional Students Association (GAPSA) does not support the resolution because it might require students to make up work individually, a disincentive to participation in the caucus process. GAPSA prefers instead that classes be rescheduled.

Swan mentioned that routinely rescheduling evening classes could pose a hardship for many students. On the Twin Cities campus this fall, for example, there are nearly 8,000 students in class on Tuesday evenings and more than 5,000 in classes meeting only on Tuesdays. Sullivan added that the resolution places with the president responsibility for determining the nature and scope of appropriate accommodation, but that he will work with Swan to inform faculty of the flexibility the resolution provides and the specific language requiring accommodation.

A motion was made and seconded, and the committee voted unanimously to recommend approval of the resolution related to events and classes on precinct caucus night with the expectation that at the appropriate time the administration will update the committee regarding its implementation.

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

Senior Vice President & Provost Sullivan introduced John Ziegenhagen, Director of University Accountability, who led the discussion. Ziegenhagen reviewed the proposed outline of the *2005-06 University Plan, Performance & Accountability Report (Accountability Report)*; the measures it specifies to gauge progress; the recommendations emerging from the strategic positioning task forces launched in Fall 2005; and the progress of coordinate campuses in establishing [their own] strategic priorities and measures.

Ziegenhagen emphasized that the major difference in this year's *Accountability Report* is the alignment of data with strategic positioning initiatives in five areas: students; faculty and staff; research and infrastructure; public engagement; and organizational culture. He also indicated that some of the measures reported in previous years will no longer appear in the *Accountability Report* itself, but will be available instead on the *Accountable to U* website. This change allows the focus to be on clear results reporting, gaps analysis, and strategic positioning goals rather than a mere description of activities.

In response to committee concerns about public perceptions of efficiency and productivity at the University, Ziegenhagen reported that citizen satisfaction is measured annually through an independent public survey. Sullivan observed that while efficiency and productivity goals are explicitly stated only through the continuous service improvement measure, the president considers efficiency and productivity to be implicit in the strategic positioning process. He also assured the committee that the *Accountability Report* is central to discussions within the administration, with the leadership of each college, and with faculty governance.

In response to a comment from Regent Bell, Sullivan agreed on the importance of the *Accountability Report* to decision making and indicated that the final report will be the subject of extensive discussion at a future meeting of the Board.

**ISSUES RELATED TO:
PreK-12 PARTNERSHIPS**

Senior Vice President & Provost Sullivan introduced Senior Vice President Jones; Geoffrey Maruyama, interim associate vice president, Office for Multicultural and Academic Affairs; and Patricia Harvey, Distinguished University Fellow and Visiting Campbell Endowed Chair in Urban Education, who led the discussion. Jones noted that the University has long had relationships with PreK-12 education, but that changing demographics and widening achievement gaps among students will require improved coordination and the creation of new models. Specific goals and objectives in this area include the following:

- partnering with the PreK-12 system to raise academic aspirations and narrow the achievement gap;
- improving the preparation of PreK-12 staff to deal with changing student demographics;
- improving student preparation to ensure a high quality cadre of students can be recruited within the state;
- expanding post secondary options programs;
- expanding support for new scholarships to maintain access for low-income students; and
- enhancing the University's recruitment capacity.

Jones identified the following policy questions for the Board's consideration:

- What is the University's appropriate role vis-à-vis PreK-12 education?
- How should the University communicate with Minnesotans about the importance of education and the educational standards that should be attained?
- How should the University respond to changing demographics in Minnesota and nationally?
- How should PreK-12 initiatives be prioritized relative to other University priorities?

Maruyama summarized the demographic changes characterizing Minnesota's PreK-12 student population and described the consequences of these changes for post secondary education (materials on file in the Board Office).

Harvey maintained that the University's current level of engagement with the PreK-12 system is high, but that in some respects it lacks visibility, coordination, focus, and relevance. To succeed, the University must improve communication and build sustained partnerships with PreK-12 practitioners. More specifically, she asserted that postsecondary success for Minnesota's future high school graduates will require (1) the development of effective outreach programs that cultivate the interest of children and leverage the high aspirations of immigrant parents; (2) the imposition of rigorous standards; (3) improved advising to encourage planning beyond high school; (4) the transformation of teacher expectations; and (5) the development of new standards for leadership by superintendents and principals.

In response to questions from Bell, Harvey stated that organization of the data by race is not the critical issue because there are no differences across children. The problems identified are exacerbated for children with multiple problems, but differences among students arise from the support provided and the ability of teachers to create hope. The key to improvement in the PreK-12 system is coherent practices across a district and from one level to another within a district.

In response to a question from Student Representative Varilek, Maruyama stressed that Minnesota compares favorably with the efforts of other states, but has lost some of its advantage in recent years.

CONSENT REPORT

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

New Academic Program:

- School of Public Health (Twin Cities Campus) – Post-Baccalaureate Certificates of Management Studies in Health Services Administration (ISP-I, ISP-II, ISP-III)

Academic Program Discontinuations:

- College of Science and Engineering (Duluth Campus) – Limnology Minor
- College of Liberal Arts (Duluth Campus) – B. A., Political Science, Public Policy Concentration

INFORMATION ITEMS

Senior Vice President & Provost Sullivan directed the committee's attention to the update on a recent accreditation visit by the Higher Learning Commission (HLC) of the North Central Association of Schools and Colleges. During its October 30-November 2, 2005 visit to the Twin Cities campus, the HLC team indicated that it will recommend full accreditation through 2015–16 with no need for follow-up reports or follow-up visits in the interim. The committee will be advised later this year when the HLC issues its final report and takes formal action to continue accreditation.

The meeting adjourned at 11:40 a.m.

ANN D. CIESLAK
Executive Director and
Corporate Secretary