

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Educational Planning & Policy Committee

July 11, 2007

A meeting of the Educational Planning and Policy Committee of the Board of Regents was held on Wednesday, July 11, 2007 at 10:15 a.m. in the West Committee Room, 600 McNamara Alumni Center.

Regents present: David Larson, presiding; Anthony Baraga, Maureen Cisneros, Linda Cohen, Steven Hunter, and Patricia Simmons.

Staff present: Chancellor Kathryn Martin; Senior Vice President & Provost Thomas Sullivan; Senior Vice President Frank Cerra; Vice President R. Timothy Mulcahy; Acting Executive Director Carol Kraus; and Provost David Carl.

Student Representatives present: Meghan Keil and Nathan Olson.

TEACHING & LEARNING

Senior Vice President & Provost Sullivan recalled that over the last year the committee's discussions have emphasized a number of themes related to the strategic planning process. Today, through discussions of teaching, student learning, postsecondary teaching/learning initiatives, and lifelong learning, presenters will describe the ways in which teaching and learning capacities are being leveraged to achieve the University's strategic goals and to provide a continuum from first-year students through adult learners.

Vice Provost for Faculty Affairs Arlene Carney and Vice Provost and Dean of Undergraduate Education Craig Swan discussed efforts to enhance and showcase teaching, including rewards for teaching excellence, which are available at the departmental, college, and all-University level; the Center for Teaching and Learning (CTL), which supports teaching at all career stages; and the Academy of Distinguished Teachers, whose members serve as mentors, advisers, and spokespersons for the University's teaching mission.

Another teaching and learning tool is student evaluations, which provide valuable feedback to faculty and inform departments and colleges about faculty teaching for purposes of merit pay, tenure, and promotion. Faculty Senate policy requires that every course be evaluated by students, and aggregate data for the last several years show statistically significant upward trends in all areas, including overall teaching ability, learning outcomes, critical thinking, and the use of a variety of teaching and learning strategies. These evaluations also indicate that students value the University's

substantial investments in upgrading the quality of classrooms and expanding the availability of state-of-the art equipment in support of teaching and learning.

In response to questions from the committee, Swan commented that some students may not take course evaluations seriously, but faculty members consider them very seriously.

In response to a question from Student Representative Keil, Swan noted that the evaluations are not the only consideration in assessing faculty, but they are important since the award of tenure requires excellence in both teaching and research. Sullivan added that teaching is a very important component of decisions regarding tenure or promotion. Department heads are instructed to read all student evaluations, the evaluations are included in the faculty member's portfolio, and the University has denied tenure because of comments by students on course evaluations.

Carney and Gerald Rinehart, Vice Provost for Student Affairs, summarized the recently adopted student learning and student development outcomes. These outcomes, drafted by faculty, administrators, and staff, provide a framework for the undergraduate educational experience, defining what students will be able to do and the skills they will develop and be able to demonstrate upon completion of an undergraduate degree on the Twin Cities campus (materials in the docket and on file in the Board Office). Carney emphasized that commitment to these outcomes makes the University more intentional about them and equips students with the language needed to discuss their learning and development experiences.

In response to a number of questions from the committee, Carney noted that the CTL is located on the Twin Cities campus, but its resources are available online and a similar center has been established on each coordinate campus. The learning and development outcomes also were developed on the Twin Cities campus, but the Senate Committee on Educational Policy has endorsed them and recommended that the coordinate campuses consider adopting the same types of outcomes.

Implementation of the learning and development outcomes is already under way. The outcomes will be presented during freshman orientation and a number of departments are developing pilot projects that will assess curricula to determine where learning outcomes will be realized. Not every major or course offered will meet the learning outcomes, but faculty are making explicit connections so students understand what each class has to offer. Also under development are a faculty toolkit to facilitate assessments of student learning in the classroom and advising initiatives to help assess the progress of individual students over their four years as an undergraduate.

Darlyne Bailey, dean, College of Education and Human Development (CEHD), highlighted the development of a number of postsecondary teaching and learning initiatives that will position incoming CEHD students for undergraduate success by creating a model for collaboration between disciplines and departments, developing cross-college partnerships, facilitating faculty collaboration, and heightening student engagement.

In response to questions from the committee, Bailey explained that learning communities are a key component of the First Year Experience because they restructure the curriculum to incorporate collaborative and active approaches to learning, team

teaching, interdisciplinary themes, and increased interaction with faculty and fellow students. The First Year Experience is based on valuable lessons learned through the General College, but it also is the beginning of a multi-year effort that will involve bold student outcomes and expectations and programming that will benefit not only CEHD, but also the entire University.

Dean Mary Nichols, College of Continuing Education (CCE), and Dean Beverly Durgan, University of Minnesota Extension (Extension), described *LearningLife*, a new CCE initiative that will be a vehicle for public programming offered through such entities as Extension and the Center for Spirituality and Healing. *LearningLife* will leverage technology, marketing expertise, and the University's long history of serving lifetime learning needs by creating new connections, in person and online, to a large public audience of citizen-learners statewide.

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 Programs:

- Carlson School of Management (Twin Cities Campus) – Create B.S.B. degree in Public/Nonprofit Management
- College of Science and Engineering (Duluth Campus) – Create B.S. degree in Civil Engineering
- Graduate School – Create dual degree in law (J.D.) and Master of Urban and Regional Planning (M.U.R.P.)

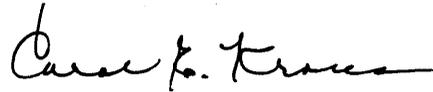
Changed Academic Programs:

- College of Continuing Education (Twin Cities Campus) – Discontinue B.A.Sc., Emergency Health Services degree
- College of Education and Human Development (Twin Cities Campus) – Change name of B.S. degree in Sport Studies to B.S. degree in Sport Management
- College of Education and Human Development (Twin Cities Campus) – Discontinue track in Therapeutic Recreation in B.S., M.Ed., and Ph.D. degrees in Recreation, Park and Leisure Studies
- Graduate School – Add two tracks to Ph.D., Epidemiology degree
- Graduate School – Discontinue minor in Conflict Management
- Graduate School – Add Plan A option to M.A., Educational Policy and Administration degree
- Graduate School – Add Plan C option to M.S., Civil Engineering degree
- Graduate School – Add Plan C option to M.S., Geological Engineering degree

INFORMATION ITEMS

Senior Vice President & Provost Sullivan directed the committee's attention to the Information Items, which include a reminder that a discussion of academic issues related to the *University Plan, Performance, and Accountability Report* has been moved permanently to September, consistent with prior agreement.

The meeting adjourned at 11:40 a.m.



CAROL E. KRAUS
Acting Executive Director and
Corporate Secretary