

**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning & Policy Committee  
September 13, 2001**

A meeting of the Educational Planning and Policy Committee of the Board of Regents was held on Thursday, September 13, 2001, at 1:45 p.m. in the East Committee Room, 600 McNamara Alumni Center.

Regents present: William Hogan, presiding, Dallas Bohnsack, Jean Keffeler, Richard McNamara, Michael O'Keefe, and Maureen Reed.

Staff present: President Mark Yudof; Executive Vice President and Provost Robert Bruininks; Chancellors Kathryn Martin, Donald Sargeant, and Samuel Schuman; Provost David Carl; Senior Vice President Frank Cerra; Vice Presidents Sandra Gardebring, Robert Jones, Christine Maziar, and Charles Muscoplat; and Executive Director Ann Cieslak.

Student Representatives present: Kyle Althoff and Nicholas Maxwell.

Regent Hogan introduced Professor Joseph Massey, Department of Natural Resources and Chair, Faculty Consultative Committee, and Professor Kathleen Newell, Division of Dental Hygiene, who will represent the Faculty Senate's Committee on Educational Policy when its chair, Professor Wilbert Ahern, is not able to attend.

**COMMITTEE WORKPLAN, 2001-2002**

Regent Hogan and Executive Vice President and Provost Bruininks led the discussion of the committee's workplan for 2001-02. Bruininks noted that the proposed workplan includes the usual required items of business (such as curriculum changes and policy revisions), follow-up discussions of topics considered in previous years, and discussions of the University's response to the five accountability riders enacted by the legislature in 2001.

At the request of Hogan, former Committee chair O'Keefe briefly reviewed the work of the Committee over the past two years. O'Keefe explained that the Committee's focus has been on the University's three major responsibilities?teaching, research, and outreach. This focus resulted in the identification of a series of issues that will continue to require the Committee's attention, including the development of a metropolitan higher education strategy.

Regent Reed added that since the Commission on University Excellence (Commission) is charged with identifying academic priorities, it will be essential for the Committee to stay abreast of the Commission's progress. She expressed confidence that University representatives to the Commission, Regents Neel and Bergland, Professor Andrew Collins, and Vice President Maziar, will provide critical links to this Committee.

Hogan stressed the importance of attention to the coordinate campuses, asking that whenever possible their issues be incorporated in the workplan. He also acknowledged that many important issues will come before the Committee, but that selectivity will be critical so that adequate consideration can be given to topics of highest priority.

## ACADEMIC PRIORITIES: PROGRESS REPORT

Executive Vice President and Provost Bruininks and Vice President Cerra led the discussion. Bruininks reviewed the University's academic priorities, the commitment of resources to them, and ongoing issues related to these priorities and their funding. Bruininks emphasized that the overall goal has been to increase quality and excellence by accessing new resources and continuously reallocating resources internally.

Bruininks reported that quality and excellence have been improved by:

- focusing on the President's interdisciplinary initiatives;
- reallocating resources from lower to higher priorities;
- leveraging new resources; and
- improving accountability to the Board, the University community, and the general public.

Bruininks referenced the seven academic goals and seven core priority and investment areas that were proposed by the administration, adopted by the Board, and reflected in the University's recent biennial or supplemental budget requests (on file in the Board Office). Over the last few years, \$180 million has been invested in these priorities, which includes \$50 million of permanent and recurring funding.

Bruininks stated that two principles have guided the effort to improve the quality and excellence of education at the University: (1) investing in the University's strengths and strategic opportunities and (2) maximizing investment returns through reallocations and greater accountability.

In response to a question from Hogan, Bruininks indicated that additional details about academic priorities would be reported through the University Plan and Performance Report (Plan), which will come before the committee in December. The Plan will be a more complete statement of the University's status, directions and performance. Additional information also will be available in the legislative reports to be completed by February 2002.

Student Representative Maxwell expressed the hope that priorities will be established in such a way as to minimize future increases in tuition and other student costs.

## UMC ACADEMIC PARTNERSHIPS

Executive Vice President and Provost Bruininks introduced Chancellor Sargeant and Douglas Knowlton, vice chancellor for academic affairs, who led the discussion. Sargeant recalled that in 1992 the Board asked the University of Minnesota, Crookston (UMC) to change directions through two key initiatives: the use of technology in every program and service and the development of academic partnerships. Sargeant reviewed the history of academic partnerships at UMC and referenced materials describing each of UMC's current academic partnerships (on file in the Board Office).

Sargeant identified a number of issues to be addressed in the development of academic partnerships, including the identification of potential students; accreditation; the provision of student services (e.g., advising); the appropriateness of distance delivery; and incompatibilities in academic systems, computer systems, and faculty contracts.

Sargeant conceded that the development of partnerships is difficult because both parties are accustomed to exercising complete control over academic programs. Partnerships, though, are attractive alternatives, because they provide more options for students, are cost effective, and maximize the use of available resources. He indicated that UMC has developed an effective process for creating academic partnerships, but that successful partnerships require institutional flexibility and incentives to elicit desired behaviors (e.g., transferability of credits across institutions).

In response to a question from Hogan, Sargeant explained that partnerships are based on programs not courses. One of UMC's partnerships with Bemidji State University, for example, is feasible because UMC offers courses that prepare

graduates of Bemidji State's criminal justice program for careers in natural resources.

O'Keefe applauded UMC's pursuit of its mission while effectively responding to opportunities for cooperation with other institutions and the private sector, noting that academic programming often involves a natural tension between a self-generated vision and market responsiveness.

### **CONSENT REPORT**

The Committee voted unanimously to recommend approval of the following:

New academic programs:

- College of Human Ecology: Interdisciplinary Undergraduate Minor in Youth Studies

Academic Program Changes:

- Graduate School, School of Social Work: Master of Social Work in Rochester

### **INFORMATION ITEMS**

Executive Vice President and Provost Bruininks referred the committee members to the docket materials. Discussion of the item *Follow-up Report on Centers* was deferred for consideration at a later date.

The meeting adjourned at 3:25 p.m.

**ANN D. CIESLAK**  
**Executive Director and**  
**Corporate Secretary**

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