

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Educational Planning & Policy Committee
February 9, 2006

A meeting of the Educational Planning and Policy Committee of the Board of Regents was held on Thursday, February 9, 2006, at 1:30 p.m. in the West Committee Room, 600 McNamara Alumni Center.

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

Staff present: Chancellors Charles Casey and Samuel Schuman; Senior Vice President & Provost Thomas Sullivan; Senior Vice Presidents Frank Cerra and Robert Jones; Executive Director Ann Cieslak; and Provost David Carl.

Student Representatives present: Joshua Colburn and Amy Jo Pierce.

BOARD OF REGENTS POLICY:
LIBRARIES AND ARCHIVES

Senior Vice President & Provost Sullivan introduced Wendy Lougee, University Librarian, who led the discussion of Board of Regents Policy: *Libraries and Archives*. Lougee noted that proposed changes:

- articulate roles/responsibilities and establish principles for the development and operation of the University's libraries and archives;
- reaffirm the role of the archives;
- update definitions to accommodate current and future collections;
- clarify delegations and align the policy with Board of Regents Policy: *Reservation and Delegation of Authority*;
- remove language related to the acceptance of gifts that is addressed in Board of Regents Policy: *Gift Solicitation and Acceptance*; and
- reformat the policy to conform to the style of other Board policies.

She noted that the changes also emphasize the role of the University Librarian in maintaining the institution's archives, especially in the digital age, and in collecting the University's historic record for contemporary and future decision-making and research.

In response to questions from the committee, Lougee explained that the policy delegates to the president responsibility for libraries on the coordinate campuses. The University Librarian is responsible for libraries on the Twin Cities campus, with the exception of the Law Library, which, because of national accreditation standards for law schools, must be autonomous. She added that in spite of the bifurcation of authority, there is a fair amount of operational coordination across the system through regular

meetings with coordinate campus library directors, the management of electronic content licensing agreements and Enterprise Systems for coordinate campuses, and the MINITEX Library Information Network, Minnesota's cooperative network for sharing library resources.

Lougee acknowledged that budget cuts a few years ago have negatively affected the University Libraries ranking, but that recent allocations have allowed restoration of losses to the collection and new investments in electronic content. She asserted that national rankings should soon reflect these investments, but that national rankings are not the only measure; qualitative measures also are important and are essential in determining success. She also stated that the libraries are not only critical to, but also now well positioned, to support the institution's strategic positioning goals.

The policy will return to a future meeting of the committee for action.

ADMISSION, ENROLLMENT & GRADUATION REPORT

Senior Vice President & Provost Sullivan introduced Craig Swan, Vice Provost for Academic Affairs; Wayne Sigler, Director of Admissions; and Rich Howard, Director, Institutional Research and Reporting, who led the discussion. Sigler reviewed high school graduation rates and freshman application trends (materials on file in the Board Office). Both the number of high school graduates taking the required admissions test and the number of freshmen applying for admission have been rising since 1992, and applications for Fall 2006 are on track to exceed last year's record 20,500. In spite of rising interest among high school graduates, however, University freshman admissions have been maintained at about 5,000 per year to ensure the adequacy of resources and student support services in such areas as advising and housing.

In response to questions from the committee, Sigler observed that applications have increased in all three of the University's markets—Minnesota, reciprocity states, and the rest of the nation. He proposed that the dramatic increase in freshman applications is the result of a number of factors, including favorable comments from former students, the location of the Twin Cities campus, and improvements to the undergraduate experience that make the University a good value. However, he emphasized the importance of maintaining access for students of all economic and ethnic groups as Minnesota's pool of high school graduates begins to shrink.

Howard reported that in 2004-05 the institution awarded a combined total of more than 8,000 baccalaureate degrees and nearly 4,500 advanced degrees on all four campuses. On the Twin Cities campus alone, about 48,000 degrees have been awarded over the last five years. He also compared the number of degrees awarded on the Twin Cities campus to degrees awarded at 15 peer group public institutions that aspire to the same academic standards and with whom the University competes for faculty and students. Relative to this peer group, the University awarded substantially fewer baccalaureate degrees between 2000 and 2005, but there should be some reduction in this disparity with the renewed emphasis on retention and graduation.

Swan identified the four-, five-, and six-year graduation rates and goals established for each campus. On the Twin Cities campus, all rates are above the trend, and by next year, four-year rates are expected to further exceed the trend with full implementation of the 13-credit rule. All rates also are above the trend on the Morris and UMD campuses. Crookston faces the most immediate challenges in meeting its goals, but rates on this campus remain somewhat unstable because of its relatively smaller enrollment and continuing efforts to determine the appropriate mix of degree programs.

In response to questions from the committee, Swan stated that continuing improvements to the residential nature of the campus; involvement in campus life; clear expectations for entering students; ready course access; appropriately structured degree programs; and a robust financial aid system are essential for improving retention and achieving graduation goals.

Student Representative Colburn recalled that many were concerned about the implementation of the 13-credit minimum rule a few years ago, but it has been very well received because it was accompanied by a package of changes that improved the ability of students to schedule and complete 13 credits a semester.

The committee requested that future reports include benchmarking, some assessment of outcomes, and revised graduation goals that are more consistent with the new strategic plan. Swan and Sullivan indicated that the administration is in the process of analyzing graduation rates and goals and expects to bring to the Board a specific plan by Summer 2006.

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:

Academic Program Reorganization:

- University of Minnesota Medical School – Reorganize and combine School of Medicine Twin Cities and School of Medicine Duluth

New Academic Programs:

- College of Education and Human Development (Twin Cities Campus) – Certificate in Teaching Writing and Critical Literacy
- Graduate School – Master of Accountancy (M.Acc.) Degree
- Graduate School – Post-baccalaureate Certificate in Stream Restoration Science and Engineering
- Graduate School – Free-Standing Minor in Education Sciences
- Graduate School – Health Coaching Track, Post-baccalaureate Certificate in Complementary Therapies and Healing Practices

Academic Program Changes:

- Business Department and Center for Adult Learning (Crookston Campus) – Offer existing Bachelor of Science (B.S.) Degree in Manufacturing Management in online format
- Graduate School – Master of Arts (M.A.) Degree and Doctor of Philosophy (Ph.D.) Degree in History of Science, Technology, and Medicine from merger of programs in History of Science and Technology and History of Medicine and Biological Sciences

- Graduate School – Discontinue Master of Science (M.S.) Degree and Doctor of Philosophy (Ph.D.) Degree in Wildlife Conservation and create track in Wildlife Ecology and Management in Master of Science (M.S.) Degree and Doctor of Philosophy (Ph.D.) Degree in Natural Resources Science and Management
- Graduate School – Discontinue Master of Forestry (M.F.) Degree
- Graduate School – Add Plan C (coursework) option in Master of Science (M.S.) Degree in Computer Science
- Graduate School – Discontinue Plan B (paper/project) option and create Plan C (coursework) option in Master of Science in Software Engineering (M.S.S.E.) Degree
- Graduate School – Discontinue Plan A (thesis) and Plan B (paper/project) options and create Plan C (coursework) option in Master of Science (M.S.) Degree in Scientific and Technical Communication
- Graduate School – Discontinue Plan A (thesis) option, modify Plan B (paper/project) option, and add coursework option in Master of Arts (M.A.) Degree in Rhetoric and Scientific and Technical Communication
- Graduate School – Change formal tracks to informal specializations in Master of Science (M.S.) Degree in Integrated Biosciences
- School of Dentistry (Twin Cities Campus) – Create Program for Advanced Standing Students, an alternate pathway to Doctor of Dental Surgery (D.D.S.) Degree
- School of Fine Arts (Duluth Campus) – Offer existing Bachelor of Fine Arts (B.F.A.) Degree in Art and Technology at Rochester Campus
- School of Fine Arts (Duluth Campus) – Offer existing Bachelor of Fine Arts (B.F.A.) Degree in Graphic Design at Rochester Campus

Academic Program Name Changes:

- College of Education and Human Development (Twin Cities Campus) – Change name from Master of Education (M.Ed.) Degree in Teacher Leadership to Master of Education (M.Ed.) Degree in Leadership in Education
- College of Education and Human Development (Twin Cities Campus) – Change name from Master of Education (M.Ed.) Degree in Work, Community, and Family Education to Master of Education (M.Ed.) Degree in Work and Human Resource Education
- College of Education and Human Development (Twin Cities Campus) – Change name from Certificate in Staff Development to Certificate in Professional Development

INFORMATION ITEMS

Senior Vice President & Provost Sullivan and Frank Cerra, Senior Vice President for Health Sciences, directed the committee's attention to the *Resolution Related to State Request for Mayo/University Partnership*, which is scheduled for Board review and action this month. The resolution will request a second state appropriation of \$18 million on behalf of the Mayo/University Partnership, which was created to promote research collaboration in appropriate areas, thereby improving productivity and avoiding duplication of effort.

The meeting adjourned at 3:00 p.m.

ANN D. CIESLAK
Executive Director and
Corporate Secretary