

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

A meeting of the Educational Planning and Policy Committee of the Board of Regents was held on Thursday, March 9, 2006, at 9:45 a.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, Kathryn Martin, and Samuel Schuman; Senior Vice President & Provost Thomas Sullivan; Senior Vice President Robert Jones; Vice Presidents R. Timothy Mulcahy and Charles Muscoplat; Executive Director Ann Cieslak; and Provost David Carl.

Student Representatives present: Joshua Colburn and Amy Jo Pierce.

**BOARD OF REGENTS POLICY:**  
***LIBRARIES AND ARCHIVES***

Wendy Lougee, University Librarian, presented the amendments to Board of Regents Policy: *Libraries and Archives*, which the committee reviewed in detail at its February 2006 meeting. The proposed amendments establish principles for the development and operation of the University's libraries and archives; update definitions to accommodate current and future collections; and reformat the policy to conform to the style of other Board policies. The changes also emphasize the role of the University Librarian in maintaining the institution's archives and in collecting the University's historic record.

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

**COORDINATE CAMPUS REPORTS &**  
**STRATEGIC POSITIONING UPDATE:**  
**MORRIS & CROOKSTON**

Senior Vice President & Provost Sullivan introduced Chancellors Casey and Schuman, who led the discussion. Casey reviewed the history of the University of Minnesota Crookston (UMC); summarized the work of its strategic positioning task forces; and identified six challenges for the campus, including recruitment of students, limited academic program offerings, budget constraints, attracting students beyond traditional service areas, location in close proximity to competitive institutions, and retention and graduation rates.

Casey noted that UMC also has a number of strengths that will contribute to a positive outcome from the strategic positioning process, including:

- quality, engaged faculty;
- strong faculty-student relationships;
- investments in faculty and technology;
- improved campus facilities; and
- established academic and private sector partnerships.

A positive sign is that UMC's applications for fall admission are higher than one year ago.

UMC's Strategic Positioning Task Force has not yet completed its assessment and recommendations, but members have focused on a number of themes, including UMC's reputation for academic excellence; opportunities for growth in several program areas; high student satisfaction with campus services; enhanced recruitment efforts; expanded efforts to diversify the campus and institutionalize global perspectives; and research and outreach partnerships.

In response to questions from the committee, Casey indicated that the Strategic Positioning Task Force is considering the creation of benchmarks in such areas as graduation rates, faculty awards, and admissions scores, but that it first must determine what group of institutions constitutes an appropriate peer group. Retention and graduation rates are a continuing concern, but they are due in part to students who come to UMC until they complete general coursework or choose a major that UMC does not offer.

Schuman stated that historic strengths of the University of Minnesota Morris (UMM) have been its faculty, staff, and students, its innovative academic programs, high student satisfaction, and its focused mission. UMM's major challenges are now in the areas of enrollment and finances. With respect to enrollment, he cited the following reasons for recruitment shortfalls in each of the last four years:

- the declining number of Minnesota high school graduates (82% of UMM's applicants);
- UMM's image as too rigorous academically and non-competitive in athletics;
- unstable and underfunded recruiting office; and
- increased competition, especially from the Twin Cities campus.

He also observed that lower student enrollments, operating budget cuts, and the tuition waiver for Native American students have created a temporary budget imbalance that must be addressed.

Among the solutions to these challenges are new staff hires in the areas of admissions and communications. Their efforts to date have produced a 20% increase in applications and admissions compared to last year and an aggressive marketing campaign to strengthen UMM's brand and image.

Schuman described two new opportunities for UMM. First, UMM intends to continue its sustainable energy research and use in partnership with the City of Morris, Stevens County, and the West Central Research Outreach Center. Second, UMM will expand its international involvement by increasing the number of students who study abroad and by building new study abroad programs in emerging nations. He proposed that the confluence of these two initiatives makes UMM a model laboratory, teaching, and learning center.

In response to questions from the committee, Schuman advised that UMM's principal competitors are the Twin Cities campus and other private colleges in the Upper Midwest.

### **PUBLIC ENGAGEMENT UPDATE**

Senior Vice President & Provost Sullivan introduced Robert Jones, Senior Vice President for System Administration, who led the discussion (materials in the docket). Jones stated that as a land-grant institution, the University is responsible for performing an essential outreach and public service function in Minnesota, a function that is in fact a part of the institution's mission statement. More recently, however, this historic mission has been reframed as public engagement, the partnership of university knowledge and resources with those of the public and private sectors.

Jones emphasized that the University's distinctive mission always has been to improve the lives of Minnesotans through teaching, research, and outreach, but in the 21<sup>st</sup> century, public engagement is considered to be a critical component of research, scholarship, and student learning and how the University connects with external communities to improve the human condition. Signaling this change are the national funding, accrediting, and evaluating agencies (such as the National Science Foundation) that are now placing more emphasis on public engagement and Minnesota's Office of Higher Education, which has included public engagement in the development of accountability benchmarks for post-secondary education.

The University, which believes that public engagement is a requirement for distinction, institutional preeminence, and achievement of its top-three public research university goal, has risen to the challenge in several ways. Nationally, the University is a leader in a growing movement to affirm the civic responsibilities of higher education and the need to strengthen an institutional culture of engagement. Internally, the University has adopted a definition of public engagement endorsed by the Committee on Institutional Cooperation and has taken steps toward institutional alignment through, for example, the compact process, competitive seed grants, student service-learning opportunities, and the Community Engagement Scholars Program.

Jones noted that since the committee's last update, the Office for Public Engagement (OPE) has been created to catalyze, facilitate, advocate, coordinate, connect, communicate, and align engaged initiatives across units and with external constituencies. The OPE also partners with the Council on Public Engagement to stimulate creative thinking about public engagement, to recognize and encourage activities that strengthen the University's civic mission, and to assess public engagement as an indicator of institutional performance and public accountability.

In response to questions from the committee, Jones confirmed that the previous public outreach model had relied on scholars venturing into the community with their own agenda, but that public engagement today calls for a partnership in which researchers go to the community to listen and respond to identified community needs. He acknowledged that public engagement activities are less valued relative to teaching and research, but that this issue is on the national agenda.

### **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:

**Collegiate Name Changes:**

- College of Design (Twin Cities Campus) – Integration of the College of Architecture and Landscape Architecture and the Department of Design, Housing and Apparel (from the College of Human Ecology)
- College of Food, Agricultural and Natural Resource Sciences (Twin Cities Campus)—Integration of the College of Agricultural, Food and Environmental Sciences, the College of Natural Resources, and the Department of Food Science and Nutrition (from the College of Human Ecology)

**New Academic Programs:**

- College of Science and Engineering (Duluth Campus)—Minor in Biochemical Engineering
- College of Agricultural, Food and Environmental Sciences and College of Natural Resources (Twin Cities Campus)—Bachelor of Science (B.S.) Degree in Environmental Sciences, Policy, and Management

**Academic Program Changes:**

- Business Department (Crookston Campus)—Offer existing Bachelor of Science (B.S.) Degree in Business in online format
- College of Education and Human Service Professions (Duluth Campus) – Restructure minors in Bachelor of Applied Science (B.A.S.) Degree in Elementary/Middle School Teacher Education
- School of Public Health (Twin Cities Campus)—Offer existing Master of Public Health (M.P.H.) Degree in Maternal and Child Health in online format

**Academic Program Name Change:**

- College of Liberal Arts (Twin Cities Campus)—Change name from Bachelor of Arts (B.A.) Degree in Asian Literatures, Cultures, and Media to Bachelor of Arts (B.A.) Degree in Asian Languages and Literatures, effective spring semester 2006.

**Academic Program Correction:**

- Graduate School—Create a coursework option in Master of Science (M.S.) Degree in Scientific and Technical Communication

**INFORMATION ITEMS**

Senior Vice President & Provost Sullivan directed the committee's attention to the information items, which included the following:

- Continuation of the name of the College of Education and Human Development as the name for a new collegiate unit on the Twin Cities campus created from the integration of the current College of Education and Human Development, the Department of Family Social Science and the School of Social Work from the College of Human Ecology, and the General College, effective July 1, 2006.

- Announcement of a new Department of Postsecondary Teaching and Learning within the College of Education and Human Development, effective July 1, 2006.

The meeting adjourned at 11:40 a.m.

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