
The University Senate

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UNIVERSITY OF MINNESOTA

Senate Committee on Information Technologies (SCIT) October 11, 2021 Minutes of the Meeting

These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions or actions reported in these minutes reflect the views of, nor are they binding on, the senate, the administration or the Board of Regents.

[**In these minutes:** Welcome and Introductions; Data Governance; NXT GEN MED; New Business - Request for Faculty Participation in the PEAK Initiative]

PRESENT: Michelle Driessen (chair), Keith Brown, Brian Dahlin, Tom Grotenhuis, Bernard Gulachek, Jonathan Koffel, Lindsey Konerza, Kelvin Lim, Lauren Martin, Kate McCready, Sanjana Reddy, Emily Ronning, Robert Rubinyi, Cassandra Scharber, Rielle Swanson, Engin Sungur, Whitney Taha Frakes, Jaime Wascalus

REGRETS: Irene Duranczyk, Amy Pittenger, Daniela Sandler, Mani Subramani

GUESTS: Neha Bansal, senior director, Application Development, University of Minnesota Rochester; Lori Carrell, chancellor, University of Minnesota Rochester; Lincoln Kallsen, assistant vice president, University Budget and Finance; Anne Schult, director, University Data Governance; Teri Pipe, project management consultant and founding director, Center for Mindfulness, Compassion and Resilience, Arizona State University

1. Welcome and Introductions: Professor Michelle Driessen, chair, called the meeting to order and welcomed committee members and guests.

2. Data Governance

Amy Schult, director, University Data Governance, shared a PowerPoint titled [Data Governance Program Overview](#) giving a high level overview of the many topics within data governance. She said that data governance work has been formalized and is supported by a committee called Enterprise Data Management and Reporting (EDMR) to help the University community get the full value from the University's data, reporting, and information assets. Schult noted that enterprise data consists of administrative data that the University collects, and does not include faculty research.

The role of data governance, Schult said, is to provide consistency across platforms, with particular attention paid to the understanding of the data, appropriate access to the data, and management of the data.

The EDMR Steering Committee has established the following guiding principles:

- Data are an institutional asset requiring governance
- Trust and verify the appropriate use and sharing of data
- Access to data is based on University Data Security classification categories
- The University is committed to providing initial and ongoing data education

The EDMR Steering Committee has systemwide representation, including members from institutional units, the Office of Information Technology (OIT), all campuses, colleges, and the EDMR team. Schult added that the make-up of the steering committee is routinely reviewed to ensure that appropriate and broad representation is present.

Schulte explained that the Data Governance Council is responsible for ensuring that data at the University is available, understandable, and transparent, and oversees term definitions, ownership, and access in particular. This council also helps to support the Data Literacy Program, she added, which is in place to help users answer common data questions. Representation on this council is also systemwide.

Schulte added that the Data Governance Council has developed and manages a Glossary of Terms, which allows for consistency across definitions, ownership, and security classification of data terminology. The glossary is available to anyone at the University and can be accessed using University credentials at z.umn.edu/TermGlossaries. Systemwide dashboards and reports that use governed data are available at z.umn.edu/MyURC.

Schult concluded by stating that the goals of data governance groups are to provide consistency of available data systemwide, to create clear paths to needed data, and to build reports and analytics that meet broad needs.

Driessen thanked Schult and invited the committee members to share questions. Bob Rubinyi asked Schult to explain the interaction between very detailed data (such as academic analytics, student data privacy, and constituent relationship management in CRM systems) and the broader, enterprise level of data governance. Schult said that OIT leadership continuously discusses the relationship between privacy functions and data governance, and the best way to bring in multiple points of view when discussing ethical questions.

Additional questions and comments from committee members included:

- Is the data harvesting/collecting done by external platforms such as Zoom handled within the data governance structure?
- Are there policies offering raw data rather than summaries?
- Is there a data flow chart?
- I am interested in the common data layer - integration between our system and what/who is pulling the data. What are the big opportunities you are seeing in that realm from your perspective?
- What are the issues, barriers, and pain points in accessing data?
- How does the University secure its data and meet various compliance regulations?
- There's much interest around student analytics and it would be helpful to have an update on where that stands in terms of student privacy.

In the interest of time, Driessen said that these and any additional questions submitted by committee members would be addressed at a future meeting that today's guests would be invited to attend.

Kelvin Lim noted that data is indeed very safe now, given the work that data governance has accomplished, but added that there are competing needs regarding the data. Lim said he envisions SCIT providing another voice in favor of consistent, transparent access to data when it is needed.

3. NXT GEN MED

Next, Driessen introduced speakers from the University of Minnesota Rochester (UMR) campus to share information regarding NXT GEN MED - a partnership between Google Cloud and UMR. Lori Carrell, chancellor, UMR, gave an overview of the partnership and listed some of the motivating factors for its formation, including:

- The desire to integrate high-touch and high-tech into one program.
- The desire to create a new kind of university that would be learner-centered for revolutionary health care innovation.
- The disruption of the COVID-19 pandemic and how it provided a catalyst to pivot to higher tech education and the possibilities of on-line teaching and learning.
- The desire to produce solutions to the inequities in education and health care which were brought to a broader awareness in the wake of the murder of George Floyd.
- The realization that, in the face of decreasing budgets, corporate partners are needed to fuel public higher education.

Carrell said that the intended launch date for the pilot academic health program is August 2022. It will be a year-round accelerated program with Mayo internships embedded in the program in non-patient care areas. As health care technology develops, Carrell said, it is important to educate students in an interdisciplinary manner that allows them to keep pace with the advancements in technology, while at the same time lowering the disparities in health care education as well as access. The program will be incorporated into UMR's existing health sciences degree.

Carrell added that UMR administration worked with Mayo Clinic hiring managers to understand the numerous competencies needed by employees in the healthcare industry, and grouped them into three subsets (attributes, industry proficiencies, and personal and interpersonal commitments).

Carrell then invited questions from the committee. Driessen started by asking Carrell to describe how the work of taking a two to four year degree program and repackaging it into the seven-week modules for the redesigned health sciences degree was done. Carrell noted that Google Cloud will be responsible for building the platform to administer the program only; they are not engaged in determining academic content. The process of designing was iterative, Carrell said, and she worked with faculty who had expressed interest in the new program as well as using existing work done earlier (in August 2021) by an innovative envisioning and design team of faculty members. She noted there will be various ongoing training and development sessions starting in January 2022 for those who will be teaching in the pilot program.

Carrell said the first year of the program will be in-person teaching and learning and the second year will be remote. Driessen then asked if once the platform and technology designed by Google Cloud is in place, will it be owned by the University and able to be used in other areas of the University. Neha Bansal, senior director, Application Development, UMR, answered that the intention is to design and build the platform so that it would be usable across different campuses and programs.

Committee members had a robust discussion about the involvement of students and faculty in the planning, and what is critical to their engagement in the new program. Carrell noted that two thirds of the UMR faculty expressed interest in engagement in the new program. She also said that while UMR is in partnership with Google Cloud in creating this pilot program, the support and expertise of the Office of Information Technology (OIT) at the University of Minnesota has been impressive and should not be underestimated.

Engin Sungar asked if/when the pilot is successful, what will the learning environment look like in ten years? Carrell said the aspiration is that there will be continually more diverse cohorts of students entering into healthcare innovation, resulting in greater equity in health care availability and delivery to diverse communities. She added that she would also expect to see continued tech enhancement in healthcare diagnostics as well.

Lindsey Konerza asked if Carrell envisions the new program with its seven-week terms or blocks fitting into the University's current admissions processes or will they need to be reconfigured to address the needs of these students? Carrell said that an existing degree as well as an existing calendar are being used for the initial pilot program. Students will be admitted in the fall, with an additional two weeks before the start of the semester to participate in the pilot's "Living on Purpose" course. Classes will be taught in each block of the summer calendar, and internships will take place within existing calendar blocks.

Driessen then asked Carrell to address how financial aid will be managed for these students. Carrell said that this pilot is part of a national program of 14 pilots which are working on reinventing undergraduate curricula, driving down student debt, and driving up equity and quality of education. She noted that some methods are in place to address student financial aid and others are being considered.

Robert Rubinyi asked for more information on how Google Cloud, OIT, and platforms already in use at the University (such as Canvas) will interact to support this program. Bansal said that:

- The entire environment for supporting student engagement will be hosted on the Google Cloud platform (including underlying algorithms, analytics, and data structures).
- OIT's responsibilities center around providing data that is needed for enabling the platform (for example, Canvas, PeopleSoft Campus Solutions, etc.) to Google Cloud platform.
- Canvas will be used for managing course content and the Google Cloud platform would be responsible for *delivery* of course content.

4. New Business - Request for Faculty Participation in the PEAK Initiative

Driessen closed the meeting by noting a request from Ned Patterson, chair, Faculty Consultative Committee, for faculty from the technology sector who would be interested in lending their voice

to the implementation phase of the PEAK Initiative. She added that those who would be interested may reach out to her or the University Senate Office.

Hearing no further business, Driessen adjourned the meeting.

Geanette Poole
University Senate Office