AGENDA


3. Academic Initiatives: Imagine Fund for Humanities/Arts - T. Sullivan/J. Binks/C. Flink (pp. 9-11)


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Agenda Item: Board of Regents Policy: Academic Freedom and Responsibility

☑ review  ☑ review/action  ☑ action  ☐ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

☑ policy  ☐ background/context  ☐ oversight  ☐ strategic positioning

To approve proposed amendments to Board of Regents Policy: Academic Freedom and Responsibility. Amendments were endorsed unanimously by the University Faculty Senate, and no changes were requested when the proposed amendments were reviewed by the Board of Regents Education Planning and Policy Committee during its May 2009 meeting.

Outline of Key Points/Policy Issues:

Changes are intended to clarify the definitions of academic freedom and responsibility for faculty and staff and address faculty concerns arising out of the recent U.S. Supreme Court decision Garcetti et al. v. Ceballos (2006). The plain text of the amended policy provides that academic freedom is rooted together with responsibilities incumbent upon all University faculty and staff. These include adherence to all federal and state laws, as well as University policies, procedures, and contractual obligations, including specifically those pertaining to employee, patient and student privacy and confidentiality rights; intellectual property and trade secrets; and conditions accompanying grants and other research agreements.

Background Information:

Board of Regents Policy: Academic Freedom and Responsibility was adopted on January 28, 1938 and revised on December 14, 1963; January 8, 1971; and September 8, 1995.

President's Recommendation for Action:

The President recommends Board adoption of proposed amendments to Board of Regents Policy: Academic Freedom and Responsibility.
The Senate Committee on Academic Freedom and Tenure provided the following background information to the Faculty Senate prior to the Senate vote endorsing the proposed amendments on April 2, 2009:

COMMENT:

1. Introduction

The amendment the Committee has proposed to Section II is designed to protect faculty and staff members who participate in the governance system and who may express views critical of institutional proposals or actions. Nothing in the amendment or the policy exempts or excuses those covered by it from faithful performance of their professional duties and obligations, as reflected in Section III.

The Committee recognizes that freedom to speak about the affairs of the University without institutional discipline or restraint does not extend to those who hold senior administrative positions. The Committee understands that the Board of Regents and the President have the right to expect that senior officers and others in key administrative positions (for example, at the level of dean or above) and their immediate staff will support the University’s mission and the policies, procedures, goals, and programs established and announced by the Board of Regents and the President, and will not publicly undermine them. This includes, for example, statements before the legislature, to the media, etc.

2. Background

The Senate Committee on Academic Freedom and Tenure has taken note of what it considers to be an ominous development in case law in the United States and recommends an amendment to the Regents policy, Academic Freedom and Responsibility. The Committee wishes to make it clear that the amendment it has proposed is intended to preserve the status quo, in response to a trend in federal court cases that may restrict the subjects of discourse in the University. The amendment does not abridge any authority or freedom of action that is already the prerogative of the Board of Regents or of members of the University administration.

In the case of *Garcetti et al. v. Ceballos* (2006), the U. S. Supreme Court ruled that an employee (in this case, a district attorney) who wrote a memo about his employer is not protected by the First Amendment. The Court wrote that "the First Amendment does not prohibit managerial discipline based on an employee’s expressions made pursuant to official responsibilities. . . . [T]he controlling factor is that Ceballos’ expressions were made pursuant to his official duties. That consideration distinguishes this case from those in which the First Amendment provides protection against discipline. Ceballos wrote his disposition memo because that is part of what he was employed to do. He did not act as a citizen by writing it. The fact that his duties sometimes required him to speak or write does not mean that his supervisors were prohibited from evaluating his performance. Restricting speech that owes its existence to a public employee’s professional responsibilities does not infringe any liberties the employee might have enjoyed as a private citizen." The Court went on to note that "[t]here is some argument that
expression related to academic scholarship or classroom instruction implicates additional constitutional interests that are not fully accounted for by this Court's customary employee-speech jurisprudence. We need not, and for that reason do not, decide whether the analysis we conduct today would apply in the same manner to a case involving speech related to scholarship or teaching."

Justice Souter dissented in the *Garcetti* case and wrote that "I have to hope that today’s majority does not mean to imperil First Amendment protection of academic freedom in public colleges and universities, whose teachers necessarily speak and write “pursuant to official duties.” See *Grutter v. Bollinger*, 539 U. S. 306, 329 (2003) (“We have long recognized that, given the important purpose of public education and the expansive freedoms of speech and thought associated with the university environment, universities occupy a special niche in our constitutional tradition”); *Keyishian v. Board of Regents of Univ. of State of N. Y.*, 385 U. S. 589, 603 (1967) (“Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom. ‘The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools’” (quoting *Shelton v. Tucker*, 364 U. S. 479, 487 (1960)); *Sweezy v. New Hampshire*, 354 U. S. 234, 250 (1957) (a governmental enquiry into the contents of a scholar’s lectures at a state university “unquestionably was an invasion of [his] liberties in the areas of academic freedom and political expression—areas in which government should be extremely reticent to tread”).

Public-employee First-Amendment law, up until the *Garcetti* case, was governed by the Court's decision in *Pickering v. Board of Education* (1968), which held that a school board could not dismiss a teacher who wrote a letter to a newspaper complaining about the board's decisions on several matters, including the allocation of funds. The Court held that the teacher was speaking on a matter of public concern, so her speech was protected by the First Amendment.

Although the Supreme Court did not decide how the *Garcetti* ruling applies to colleges and universities, one federal district court in California and one federal appeals court have applied the *Garcetti* rule in academic settings. In *Hong v. Grant* (2007), a faculty member at the University of California-Irvine criticized several hiring and promotion decisions within his department and voiced concern about the department's reliance on part-time lecturers to teach lower-division classes. He was subsequently denied a merit salary increase, placed on a remediation plan, and assigned extra teaching duties. He sued, claiming the actions were taken in retaliation for his criticisms. The District Court cited the *Garcetti* case in dismissing the faculty member’s lawsuit. (The *Hong* case is on appeal.)

In *Renken v. Gregory* (2008), a professor at the University of Wisconsin-Milwaukee complained about the way the University was using, and proposing to use, University matching funds in a project to enhance the education of engineering undergraduates by adding laboratory components to classes, and he refused to sign a letter detailing use of matching funds that he said would be improper under NSF regulations. The University decided to return the grant to NSF. Renken sued, claiming that the University had reduced his pay and terminated the NSF grant in retaliation for his criticisms. The District Court cited the *Garcetti* case in dismissing the faculty member’s lawsuit. (The *Hong* case is on appeal.)
The Academic Freedom and Tenure Committee is concerned about the implications of these cases. While the caveat in the *Garcetti* opinion ("We need not, and for that reason do not, decide whether the analysis we conduct today would apply in the same manner to a case involving speech related to scholarship or teaching") might be reassuring, we are concerned that it refers only to scholarship and teaching. What of a faculty or staff member who speaks up at a meeting of a Senate committee, at a department meeting, or at a meeting of the Faculty or University Senate, to object to actions by a department, a college, or the University? If such speech is "made pursuant to official responsibilities," as the *Garcetti* case provides, then it is NOT protected by the courts as coming under the First Amendment; whether it would be protected in the courts by the traditions of academic freedom to which Justice Souter referred is an open question. Moreover, the *Renken* case applied the *Garcetti* analysis to a matter that was related to scholarship and teaching.

As Professor Neil Hamilton from St. Thomas University pointed out in a visit with the Committee, the *Garcetti* case, if it were applied to higher education, would present a paradox for faculty. On the one hand, the faculty and staff believe in and are committed to the consultative processes of the governance system in the University (as are the senior officers and the members of the Board of Regents, as they have assured the faculty repeatedly in the past decade). On the other hand, if consultation is part of their "official duties" as understood by the courts, then speech uttered in the course of consultation could put someone at risk of discipline if an administrator took issue with it.

The importance of the issue has been recognized by the AAUP, which has filed a friend-of-the-court brief in the appeal of *Hong v. Grant* and has established a panel of prominent First Amendment scholars to seek new ways to defend academic freedom at public colleges. The concerns of the AAUP, of constitutional scholars, and of faculty leaders were discussed in a recent article by Peter Schmidt in The Chronicle of Higher Education (*Professors' Freedoms Under Assault in the Courts*, February 27, 2009).

The Committee is thus recommending to the Faculty Senate, the Council of Academic Professionals and Administrators, and the Board of Regents that the University preclude the possibility that internal discussions and debates about institutional policy and decisions could subject an employee to discipline. If everyone who participates in a committee or Senate discussion must worry about facing sanctions as a result of what he or she said, the consultative governance system that has served the University well could wither away. The proposed amendment would put the institution on record as protecting speech made about the functioning of the University. As noted by Provost Sullivan in the Chronicle article cited above, a "very important part of our universities—particularly our public universities—should be transparency,' which is lacking where employees do not feel free to speak their minds."
ACADEMIC FREEDOM AND RESPONSIBILITY

SECTION I. GUIDING PRINCIPLES.

The Board of Regents (Board) of the University of Minnesota (University) reaffirms the principles of academic freedom and responsibility. These are rooted in the belief that the mind is ennobled by the pursuit of understanding and the search for truth, and the state well served when instruction is available to all at an institution dedicated to the advancement of learning. These principles are also refreshed by the recollection that there is commune vinculum omnibus artibus, a common bond through all the arts.

SECTION II. ACADEMIC FREEDOM.

Academic freedom is the freedom to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write as a public citizen without institutional discipline or restraint on matters of public concern as well as on matters related to professional duties and the functioning of the University.

SECTION III. ACADEMIC RESPONSIBILITY.

Academic responsibility implies the faithful performance of academic professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution in matters of public interest.

Agenda Item: Senate Committee on Educational Policy: Academic Policy Review

Presenters: Senior Vice President/Provost Thomas Sullivan
Cathrine Wambach, Chair, Senate Committee on Educational Policy
Robert McMaster, Vice Provost and Dean, Undergraduate Education

Purpose:

To highlight the recent reorganization of 39 educational policies, which has resulted in improved accessibility and usability of policies and procedures for students, faculty, staff, and others.

Outline of Key Points/Policy Issues:

The Office of the Senior Vice President and Provost, along with the Senate Committee on Educational Policy (SCEP), is pleased to announce the publication of 39 revised or new education policies for the campuses of Morris, Rochester, and the Twin Cities. More than a year’s work by a committee chaired by Dr. Cathrine Wambach has culminated in crisp, consistent, and clear policies for students, faculty, and staff and has greatly improved the usability and accessibility of policy at the University. Educational policies were reorganized and revised into a standard format and structure, with clear, descriptive titles. As a result, the revisions have:

- improved the clarity of policy language, titles and definitions;
- provided language to document current practice;
- outlined policy ownership and responsibilities;
- specified the type(s) of student covered by each policy; and
- clarified the appropriate campus(es) covered by each policy.

All educational policies are now located in the Education and Student Life category on the Uwide Policy Library homepage (http://policy.umn.edu). The policies listed there are published there in the standard format for all University of Minnesota policies. An extensive communication plan has announced the revision of these policies to numerous constituencies of faculty, staff, and students.
Senate Committee on Educational Policy: Academic Policy Review

Rationale and Goals for Policy Review

Educational policies provide clear guidelines for decision making and to direct necessary action. As such, these policies are accessed frequently by faculty, students, advisors, and administrators. Previously, the educational policies at the University were in several locations, not clearly titled, and not presented in a consistent format. In addition, some policies were in need of updating.

In order to improve the accessibility and clarity of existing educational policies for all users, the Senate Committee on Educational Policy (SCEP) reviewed and revised 39 policies. These revisions included reorganizing and restructuring existing policies, clarifying policy titles, consolidating or separating existing policies, and clarifying the scope of each policy.

Timeline and Charge for Policy Review

Launched in October 2007, a joint subcommittee of the Faculty Consultative Committee (FCC) and SCEP was charged with the reorganization and re-titling of the educational policies. As the subcommittee began its work, however, it saw that some policies were unclear or out of date, and that more work would be needed. SCEP and FCC then re-charged the subcommittee to revise the policies as appropriate. Subcommittee members included:

- Cathrine Wambach, Subcommittee Chair and SCEP chair
- Carol Chomsky, FCC member
- James Leger, SCEP member
- LeAnn Alstadt, Student, SCEP member
- Gary Engstrand, Secretary to the Faculty
- Tina Falkner, Director, Academic Support Resources Administration

Communication of Policy Review

Following approval, the Educational Policies were published in the University of Minnesota Policy Library in the category “Education and Student Life.” The policies appear in the same format and structure as all administrative policies, including links to related policies, frequently asked questions, related definitions, and contact information for policy owners. Following the launch of the revised policies on April 24, 2009, extensive communication to faculty, students, academic advisors, career counselors, and other academic staff was coordinated via emails, presentations, website changes, and updated training and orientation materials.
Agenda Item: Academic Initiatives: Imagine Fund for Humanities/Arts

☑ review/action
☐ action
☒ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Jon Binks, Assistant to the Provost, Staff to the Imagine Fund
Carl Flink, Chair, Department of Theatre Arts and Dance / Imagine Fund Committee Member

Purpose:
☐ policy
☐ background/context
☐ oversight
☒ strategic positioning

To update the Board on the new system-wide Imagine Fund arts, design, and humanities initiative.

Outline of Key Points/Policy Issues:

A unique arts, design, and humanities initiative was developed to build on the previous University of Minnesota McKnight Arts and Humanities initiative. The new "Imagine Fund" provides $1.3 million annually in faculty support for five new and redesigned programs. The Imagine Fund is competitive, rewards innovation and imagination, and provides the means for the University’s finest scholars to create new works that otherwise would not be possible due to the absence of outside funding sources for these types of arts, design, and humanities projects.
In September 2008, after a year-long faculty committee appraisal and assessment, the University's new "Imagine Fund" was launched by Senior Vice President for Academic Affairs and Provost Thomas Sullivan. The Imagine Fund aligns existing financial resources ($1.3 million annually) with the goal of promoting innovation and impact across the arts, design, and humanities. The program is supported by a generous grant from the McKnight Foundation, by new internal reallocations from the Graduate School and the Office of the Vice President for Research, and by the Permanent University Fund.

The Imagine Fund initiative is unique in higher education; no other university integrates arts, design, and humanities across such a broad set of targeted opportunities. The Imagine Fund supports the University's strategic positioning effort by: enhancing the educational experience for undergraduate and graduate students through new courses, new research opportunities, and new campus special events; assisting in the recruitment, development, and retention of faculty with new sources of financial support and new ways to support junior faculty; rewarding innovation by encouraging imaginative and robust outcomes; and enhancing the visibility and prominence of arts, design, and humanities at the University and beyond, especially the broader community.

There are five new or revised arts, design, and humanities faculty support programs. Each program is competitive: all awards are evaluated by a 10-member faculty committee. In its initial year, the results have been highly positive. Faculty have discovered, in their words, "gateways to new research and teaching," allowing faculty to initiate, complete, and extend their work, including involving new collaborations and community interactions.

The centerpiece of the Imagine Fund is up to 250 competitive annual $3,000 awards. In addition there are: visiting and in-house chairs to promote curricular innovation and enhance the visibility of arts, humanities, and design across the University; special events funds to promote public engagement; and course releases for faculty development and increasing in scholarship and publishing progress.

Following are some representative examples of the 2009-10 Imagine Fund Annual Award projects:

- Creating 3D animations of the art form of making ancient stone tools to teach to over 900 students a year in anthropology courses

- Depicting massive Gulf Coast erosion in works of art to alert the public to the scale of the consequences of climate change
• Creating new methods of joining and structuring textiles using welding techniques rather than traditional sewing

• Developing dance pieces with the local community to explore the impact of different aspects of environmental justice on global communities of color

• Research into the history of modern China that suggests the importance of underappreciated new political, social, and legal dynamics

• Seeking answers to the question: What does new transpecies transplantation and the creation of human-animal hybrids mean for our understanding of what it is to be human?

Our inaugural Imagine Fund chair is Professor Susan Noakes of the Department of French and Italian who will use the Chair to build an international community of interdisciplinary teams, to develop sophisticated technology and computer software to share knowledge of medieval texts, to engage communities through public performance and workshops, to create innovative and revised courses, and to leverage Imagine Fund resources to seek external support.

Additional information about the Imagine Fund is available at: http://www.artsandhumanities.umn.edu
Agenda Item: Strategic Positioning Update: College Reorganizations

☐ review      ☐ review/action      ☐ action      ☒ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Dean Thomas Fisher
Dean Allen Levine
Interim Dean Jean Quam

Purpose:

☐ policy      ☐ background/context      ☐ oversight      ☒ strategic positioning

To provide an update on the progress of the three new colleges that opened on July 1, 2006: College of Design, College of Education and Human Development, and College of Food, Agricultural and Natural Resource Sciences. The presentation will focus on each college’s contribution to the University’s strategic positioning goals.

Outline of Key Points/Policy Issues:

Each college will share:

• Contributions to the University’s strategic positioning goals and a comparison to the goals outlined in the final recommendations of the strategic positioning task forces.
• Lessons Learned/Current Challenges
• Opportunities

Background Information:

The Board of Regents has endorsed the University’s strategic plan to become one of the top three public research universities in the world. On July 1, 2006, six colleges were blended into three colleges, with the goal of creating academic synergies and combinations to facilitate new opportunities for teaching, research, and public service, thus advancing the University’s goal.
College of Design

Merged:
College of Architecture and Landscape Architecture
Department of Design, Housing, and Apparel from the College of Human Ecology (CHE)

Contribution to the University of Minnesota’s Strategic Positioning Goals:
The College of Design is contributing to the University’s goal of becoming one of the top three public research universities in the world. Adding the Department of Design, Housing, and Apparel shifted the College’s focus from architecture to design. That combination created synergies, and broadened the intellectual scope, which infused creativity as the College viewed itself in a new way. The scope and creativity positioned the College to contribute to the University a whole new way. The advances in teaching, research, outreach in interdisciplinary, international, and sustainability would not be possible without the new College. In the past three years, the College has focused on delivering high quality programs to increasingly competitive students.

The quality of the College’s faculty and students is evident through honors and awards:
- Six faculty editors or coeditors of professional journals
- Seven presidents or president-elect of professional societies
- Ten faculty major national award winners
- Twenty Imagine Fund winners
- Sixteen student major national award winners
- Two of nine U of M students who received Fulbright scholarships are CDes students

Specific contributions to the goal of becoming one of the top three public research universities in the world include:

Interdisciplinary Initiatives
- Hired eight new faculty since July 2006. New faculty hires increased the ethnic diversity of the faculty from 15 percent in fall 2007 to 20.75 percent in January 2009. Our strength is in our interdisciplinary connections with partners, both within and outside of the College and University.
- Developed and still developing interdisciplinary teaching, research, and outreach activities with 14 colleges, institutes, and centers (College of Food, Agricultural and Natural Resource Sciences; Carlson School of Management; Humphrey Institute; College of Liberal Arts; Institute of Technology; College of Education and Human Development; Law School; Academic Health Center; Center for Transportation Studies; Extension Service; Agricultural Experiment Station; Weisman Art Museum; Institute on the Environment; Institute for Advanced Study).
Partnered successfully with IT and Construction Management (College of Continuing Education) to be selected as one of 20 universities competing in the 2009 Solar Decathlon.

Partnered with CLA since 2006 in the creation and management of the Digital Content Library, a system of digital content management and delivery that is used by many colleges and campuses in the University system.

- Established an Interdisciplinary Studies office to support interdisciplinary courses and programs.
  - The undergraduate interdisciplinary design minor has 89 students from five colleges.
  - Development of a new undergraduate interdisciplinary design major is underway.
  - On of the founding team for the University-wide sustainability minor.
- Developed a series of online learning opportunities through InformeDesign, linking practitioners worldwide with interdisciplinary research.
- Fostered multi-state research through college faculty representation in two multi-state Agricultural Experiment Station research projects. Researchers representing universities throughout the U.S. meet to establish and implement research agendas.
- Appearing in each of the “five emerging commonalities” identified by the University of Minnesota Foundation for the upcoming campaign.
- Launching new programs and centers:
  - Ph.D. in design, with delineation of several tracks, enabling new tracks in architecture and landscape architecture in the future.
  - Proposal to establish a graduate minor focused on design and health.
  - Approval of a new Center for Design in Health that combines design and cognitive psychology with health and wellbeing issues.

**International Initiatives**

- Increased student participation in study abroad: in 2007-08, over 20 percent of the college’s graduating seniors (65) had participated in a for-credit study-abroad experience, up from 17 percent (44 students) in 2006-07.
- Increased faculty participation in study abroad: in 2008-09, CDes faculty led 107 undergraduate students and nine graduate students in learning abroad programs.
- Launched the M.S. in Architecture concentration in heritage preservation and conservation, the only historic preservation program in the U.S. that fully integrates a global perspective. It is connected with the college’s Center for World Heritage Studies (CWHS), in partnership with UNESCO.
- Launched an international journal for design practice.
- Exploring new student exchanges with Shanghai’s Donghua University and with Munich’s Technische Universität München. Development of a fieldwork program in Zanzibar, Tanzania (a UNESCO World Heritage site) is underway.
- Implementing a plan for a materials library at the University. A team, including the Goldstein Director and Registrar researched the criteria and best practices of selected materials libraries in the U.S. and U.K.
- Collaborating with Yonsei University in Seoul, Korea on sustainability issues.

**Sustainability Initiatives**
- Launched one of the country’s only M.S. degrees in Architecture with a track in sustainable design, with 27 students enrolled and a growing number of applications.
- Integrated storm water-sensitive design practices into landscape architecture studio assignments; presented to the University’s advisory committee on storm water compliance procedures.
- Incorporated LEED – AP instruction to contribute to the health, safety, and welfare of interiors into interior design students’ education.
- Added sustainability of households’ and communities’ economic in housing studies.
- Leading a legislatively-funded statewide initiative on green buildings through The Center for Sustainable Building Research (CSBR), a widely-recognized leader in this area. Disseminating research nationally and internationally.
- Developing partnerships between the College’s Center for World Heritage Studies, CSBR, the National Trust for Historic Preservation, and the Athena Institute to promote historic preservation as a sustainable practice (e.g., refurbish existing buildings, reuse “embodied energy”).

Lessons Learned/Current Challenges:
- Planning for and adjusting to the reorganization had productivity effects in the year preceding and the year following the reorganization.
- Being almost evenly divided on two campuses makes it much harder to achieve a common culture and good communication. Frequent travel between the two campuses affects productivity. Physical relocations take a minimum of three months to plan and three months to execute.
- Development of a common culture can take up to two years post-merger.
  - A process of closure and transition is imperative for employee morale, retention, and long-term satisfaction.

Opportunities:
The new college is well-positioned to develop new interdisciplinary programs and research/outreach activities that would have been very difficult before the merger. These include:
- An undergraduate, interdisciplinary design degree currently being discussed that would enable students to combine parts of several of our disciplines in response to new, hybrid design needs in the marketplace.
- New research centers in Design and Health, Design and Geographical Information Systems, and Design and Native Lands that are either in operation or in the process of being discussed, developed, or funded.
- Programs aimed at retraining mid-career people for the “green” economy that would tap economic stimulus funding and occur in the summer or through online courses.
College of Education and Human Development

Merged:
College of Education and Human Development (CEHD)
School of Social Work from the College of Human Ecology (CHE)
Department of Family Social Science from the College of Human Ecology (CHE)
General College

Contribution to the University of Minnesota’s Strategic Positioning Goals:
The College has had two leadership transitions, and with nine departments is still blending as a single unit. The College is now the third largest in the University system with more than 900 faculty and staff and over 5,750 full-time equivalent undergraduate and graduate students enrolled in 57 academic programs. Indeed, the College is well on its way to becoming a national leader in teaching, learning, and human development to further the University’s goal of becoming one of the top three public research universities in the world. The values and emphases outlined in the Final Recommendations of the Task Force on Collegiate Design: GC/CEHD are major focuses of the new College. In addition, the Department of Postsecondary Teaching and Learning is following many of the recommendations from the Task Force report.

Lessons Learned/Current Challenges:

Bringing the people and departments together has been a process of realigning and restructuring programs, physical moves of faculty and staff offices, refurbishing and remodeling facilities, and updating technology. As an example of the magnitude of this challenge, more than 200 faculty, staff and students will be moved and relocated into different office space by fall semester 2009 because of the College’s efforts to move all of our units out of Appleby Hall and close a department.

Over the past three years, the culture has transformed from three cultures to one. For example, General College faculty who remained in CEHD needed to reinvent themselves by designing a completely new curriculum, a new undergraduate major in Multicultural Community Engagement, a graduate degree in Multicultural Teaching and Learning, and an online certificate in Multicultural Teaching and Learning. Faculty also designed a first-year experience for freshman as the new College became a freshman-admitting college. While we had admitted undergraduate students previously as transfer students, this is our first opportunity to admit freshman directly.

The School of Social Work and the Department of Family Social Science, two highly-ranked programs with diverse faculty and students, have remained on the St. Paul campus and are somewhat removed physically, as well as in their missions from the new CEHD. The most difficult task for each of these units was transitioning from one of only four units in a small college to one of nine departments in a large college where most units were on another campus. Neither unit had a primary educational focus.

For many of the six departments in the old College of Education and Human Development there has been little change. Even the name did not change. Of the six original units, two departments
(Work and Human Resource Education and Educational Policy and Administration) are being merged and five faculty and some staff will be moved from the St. Paul campus to the Minneapolis campus. A small number of academic programs in which there were very few students, have been eliminated or revised. The vast majority of faculty have not experienced much, if any, change.

Additional challenges include:

- Name recognition and means of communication, especially with older alumni
- Travel time between campuses (College programs are located on both the Minneapolis and St. Paul campuses). Creative use of technology is helping the College to overcome this challenge.
- Pace of curricular review and program changes needs to be increased in order to examine curricular efficiencies across academic programs in a nimble fashion.
- The College has a specific plan and is paying off a serious structural deficit, which will take several years to eliminate.
  - Identified $3.6 million of recurring cost reductions over FY 2009 and 2010, $500,000 in space reductions, and $350,000 by the closure of the Work and Human Resources Education department.

Opportunities:

- Faculty (through the use of the idea of “Neighborhoods”) have been interested in learning more about each other’s work. Interdisciplinary research has been the easiest form of collaboration. A new STEM education center resulted from one such collaborative effort.
- Committees with a balance among the collegiate different constituencies lead to faculty and staff respecting each other’s experiences and histories, allowing new ideas to emerge. A new workload policy was developed in such a manner this spring.
- Preservation of culture to facilitate new developments:
  - Faculty and staff have accepted new leadership in the Dean’s Office – partly because there is a balance of leaders from all three former units.
  - The former General College had committees and college-wide awards that have been continued. However, in some cases college-wide awards have been combined and/or renamed.
  - Pictures of formers CHE deans and a donor board were preserved in McNeal Hall to remember the history of CHE as well as McNeal Hall.
- An Interdisciplinary Research Institute (IRI) was proposed on our compact that would serve as an overarching umbrella to promote College-wide interdisciplinary research efforts.
- An office of research support and four grant coordinators helped to increase sponsored awards by 17% and the number of grants and contracts submitted by almost 10%.
- Three new national initiatives are underway to strengthen teacher education. One project with the Bush Foundation combines our expertise with that of other universities in the region to redesign teacher education.
- A new director of international initiatives focused efforts on international research, improving study abroad opportunities for students and developing partnerships with institutions abroad.
College of Food, Agricultural and Natural Resource Sciences

Merged:
College of Agricultural, Food, and Environmental Sciences (COAFES)
College of Natural Resource (CNR)
Department of Food Science and Nutrition (FScN) in the College of Human Ecology (CHE)

Contribution to the University of Minnesota’s Strategic Positioning Goals:
The merged College of Food, Agricultural and Natural Resource Sciences (CFANS) has fulfilled
the organizational, research, academic and public engagement expectations proposed by the
Final Recommendations of the Task Force on Collegiate Design: CNR, COAFES, CHE. These
recommendations focused primarily on structure, programs, and building interdisciplinary
excellence. Recommendations for managing staff, communications, policies, and cultural change
were not prescribed; however, some resources were provided centrally. New working groups
within the College developed recommendations that provided invaluable guidance during the
first year of reorganization, especially in the functional areas: information technology,
communications, alumni relations, development, and student services.

Specific contributions to the goal of becoming one of the top three public research universities in
the world include:

- Invested strategically in world-class faculty with competitive salary and start-up
  packages.
  - Invested approximately $1.6 million to increase the capacity of atmospheric
    sciences research (land/surface/gas interactions with the atmosphere) with four
    new faculty hires in the first 18 months.
- Developed priority themes for interdisciplinary activities that address the College’s
  mission of bioeconomy; biodiversity; food, health, and agricultural systems; and global
  climate and environmental change.
- Recruited bright, curious, and highly motivated undergraduate and graduate students and
  post-doctoral scholars.
  - Increased graduate fellowships and research funding.
  - Increased graduate program and grants administration support from dean’s office.
- Enhanced research interactions across a continuum of basic and applied sciences to
  translate discoveries for societal benefit.
- Developed appropriate assessment tools for measuring our progress toward excellence:
  - IREE;
  - Graduate Education fellowships;
  - Research seminars; and
  - Environmental Sciences and Policy Management (ESPM) major.
- Developed appropriate assessment tools for measuring our progress toward excellence
  (e.g., Key Performance Indicators (KPIs) developed in research teaching and Extension).
- Organized departments in three transitional clusters of related disciplines, plus three non-
  clustered departments.
- Implemented a transformational model for CFANS interdisciplinary Divisions and the
  associated functional areas (HR, budget and finance, IT).
Facilitated individual faculty choice of departmental affiliation—all new faculty hires given a choice of tenure home within divisions.

Considered further the organization and administration of the Research and Outreach Centers (ROCs) and the Cloquet Forestry Center.

Streamlined the process for graduate students to obtain joint degrees:
- Law School and Natural Resources Science and Management (JD/MS);
- Law School and Conservation Biology (JD/MS);
- Curriculum and Instruction and Environmental Education (MEd/MS); and
- Peace Corp Masters International and Natural Resources Science and Management (MS).

Developed an “allied department” concept after examining current working models of unit alliances (CBS, VetMed, School of Public Health, IT).

Coordinated activities and opportunities with the College of Biological Sciences (CBS) at our respective off-campus facilities, as well as sharing administrative functions with Extension.

Fostered interactions of the Department of Plant Biology within CFANS through shared research equipment and facilities and discussion with CBS dean.

Budgeted regularly for acquisition of new biological technologies:
- Invested approximately $2 million in a joint effort between CFANS, the Agricultural Experiment Station, and the OVPR to increase capabilities in the number and diversity of mass spectrophotometers for biochemical analysis in the areas of metabolomics and sugar chemistry.

Assisting in biology curriculum development in biology, and fostering interactions with the Ecology, Evolution, and Behavior Department – Bell Museum curators.

Developing and implementing communication strategies to support increased public engagement.

Optimizing the partnership with Extension and develop new partners.

Increasing curriculum quality and selection.

Engaging in collaborative research (e.g., Healthy Foods, Healthy Lives; Institute on the Environment).

Realizing cost savings, specifically from reduced number of personnel (i.e., deans, associate deans, directors, other staff), and from shared business processes.
- Reinvest savings in academic programs and in diversity, student scholarships and international experiences.

**Lessons Learned/Current Challenges:**

All current challenges relate to human resource needs. St. Paul campus staff and faculty were relocated between the former COAFES and CNR buildings before new leadership was installed. Some of these moves were premature as the strategic focus of the new College had not been determined. Consequently, some staff and faculty have been unnecessarily moved multiple times.

Three years later, one of the most important lessons we have learned is to allow people ample time to adjust, to genuinely acknowledge feelings and opinions, and to encourage the creation of new traditions. At the same time, importance must be placed on maintaining past traditions. The College currently is working on change management, culture, and people to increase faculty and
staff satisfaction, further develop the College’s new culture, and promote academic excellence among all employees.

**Opportunities:**
This expedited process of administrative personnel change helped reduce the level of uncertainty as permanent leadership began to shape the culture, practices and policies of the new College shortly after its official birth. Frequent communication from college and departmental leadership may have lessened the anxiety resulting from these administrative changes. In addition, CFANS appreciably low attrition rate since the merger can be attributed to strong effective leadership and dedication from faculty and staff. Three years after the blending of these units, it is clear that the College, specifically the new collaborations and intellectual activity, has furthered the University’s strategic positioning goal.
Educational Planning and Policy Committee

June 11, 2009

Agenda Item: Consent Report

☒ review/action
☐ action
☐ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

☒ oversight
☐ strategic positioning

☐ policy
☐ background/context

To seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes, as outlined below.

Outline of Key Points/Policy Issues:

I. Request for Approval of New Academic Programs

- Medical School – Create Advanced Training Year Fellowship in Advanced Hematology and Oncology
- Medical School – Create Fellowship in Pediatric Rheumatology
- Medical School – Create Post Professional Fellowship in Geriatric Physical Therapy
- Crookston Campus – Create Minor in Equine Science
- Crookston Campus – Create Minor in Animal Science
- Crookston Campus – Create Minor in Agricultural Business
- Crookston Campus – Create Minor in Agricultural Systems Management
- Crookston Campus – Create Minor in Agronomy
II. **Request for Approval of Changed Academic Programs**

- College of Liberal Arts (Twin Cities Campus) – Create tracks in B.S. degree in Scientific and Technical Communication to include Information Technology and Design, Biological and Health Sciences, Legal Discourse and Public Policy, and Environmental Science

- College of Education and Human Development (Twin Cities Campus) – Change name of License track in M.Ed. degree in Family Education to Family and Consumer Sciences License track

III. **Request for Approval of Discontinuation of Academic Programs**

- Crookston Campus – Discontinue A.A.S. degree in Information Management

- Crookston Campus – Discontinue A.A.S. degree in Agriculture

- Crookston Campus – Discontinue Minor in Environmental Horticulture

- Crookston Campus – Discontinue Sustainable Development track in B.S. degree in Agricultural Business

IV. **Request for Approval of Campus Mission Statement**

- Rochester Campus—Create Campus Mission Statement

**Background Information:**

This report appears as a regular item on the Educational Planning and Policy Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

**President's Recommendation for Action:**

The President recommends approval of the academic program proposals detailed in the Consent Report.
I. Request for Approval of New Academic Programs

- **Medical School—Create Advanced Training Year Fellowship in Advanced Hematology and Oncology**

  The Medical School requests approval to create an Advanced Training Year Fellowship in Advanced Hematology and Oncology, effective summer semester 2009. The fellowship program will offer an additional year of research or advanced clinical training that builds upon the foundation of training.

- **Medical School—Create Fellowship in Pediatric Rheumatology**

  The Medical School requests approval to create a fellowship program in Pediatric Rheumatology, effective summer semester 2009. The fellowship program will provide fellows with the clinical skills to diagnose and manage pediatric and young-adult patients with acute and chronic rheumatic and musculoskeletal diseases.

- **Medical School—Create Post Professional Fellowship in Geriatric Physical Therapy**

  The Medical School requests approval to create a post professional fellowship in Geriatric Physical Therapy, effective summer semester 2009. The fellowship program combines opportunities for ongoing clinical supervision and mentoring with a theoretical basis for advanced practice and scientific inquiry.

- **Crookston Campus—Create Minor in Equine Science**

  The Crookston campus requests approval to create a minor in Equine Science, effective fall semester 2009. The minor will introduce students to core concepts of the equine industry and provide training in reproduction, exercise physiology, nutrition, management of equine facilities, and rider instructor training.

- **Crookston Campus—Create Minor in Animal Science**

  The Crookston campus requests approval to create a minor in Animal Science, effective fall semester 2009. The minor will train students for careers in ranching, herdsmen, dairymen, and other allied industry positions.
• **Crookston Campus—Create Minor in Agricultural Business**

The Crookston campus requests approval to create a minor in Agricultural Business, effective fall semester 2009. The minor provides students a broad understanding of marketing techniques, livestock and grain commodities, financing, and economics of agriculture.

• **Crookston Campus—Create Minor in Agricultural Systems Management**

The Crookston campus requests approval to create a minor in Agricultural Systems Management, effective fall semester 2009. The minor instructs students in the principles of agricultural technologies related to crop and livestock production and modern agricultural machinery.

• **Crookston Campus—Create Minor in Agronomy**

The Crookston campus requests approval to create a minor in Agronomy, effective fall semester 2009. The minor prepares students to work in crop production operations and provides education for careers in the agricultural service sector.

II. **Request for Approval of Changed Academic Programs**

• **College of Liberal Arts (Twin Cities Campus)— Create tracks in B.S. degree in Scientific and Technical Communication to include Information Technology and Design, Biological and Health Sciences, Legal Discourse and Public Policy, and Environmental Science**

The College of Liberal Arts on the Twin Cities campus requests approval to create tracks in the Bachelor of Science (B.S.) degree in Scientific and Technical Communication to include Information Technology and Design, Biological and Health Sciences, Legal Discourse and Public Policy, and Environmental Science, effective fall semester 2009.

• **College of Education and Human Development (Twin Cities Campus)— Change name of License track in M.Ed. degree in Family Education to Family and Consumer Sciences License track**

The College of Education and Human Development on the Twin Cities campus requests approval to change the name of the License track in the Master of Education (M.Ed.) degree in Family Education to Family and Consumer Sciences License track, effective fall semester 2009. The proposed name change will describe better the licensure area.
III. Request for Approval of Discontinuation of Academic Programs

- **Crookston Campus—Discontinue A.A.S. degree in Information Management**
  
  The Crookston campus requests approval to discontinue the Associate in Applied Science (A.A.S.) degree in Information Management, effective spring semester 2009. The proposal is part of the campus’ strategic decision to discontinue two-year programs.

- **Crookston Campus—Discontinue A.A.S. degree in Agriculture**
  
  The Crookston campus requests approval to discontinue the Associate in Applied Science (A.A.S.) degree in Agriculture, effective fall semester 2009. The proposal is part of the campus’ strategic decision to discontinue two-year programs.

- **Crookston Campus—Discontinue Minor in Environmental Horticulture**
  
  The Crookston campus requests approval to discontinue the minor in Environmental Horticulture, effective fall semester 2009. The minor is being replaced by the minor in Horticulture.

- **Crookston Campus—Discontinue Sustainable Development track in B.S. degree in Agricultural Business**
  
  The Crookston campus requests approval to discontinue the Sustainable Development track in the Bachelor of Science (B.S.) degree in Agricultural Business, effective fall semester 2009. The proposed discontinuation is due to a lack of student interest.
IV. Request for Approval of Campus Mission Statement

• Rochester Campus—Create Campus Mission Statement

The Rochester campus requests approval of its campus mission statement, effective summer semester 2009. The proposed mission statement is as follows:

The University of Minnesota Rochester promotes learning and development through personalized education in a technology-enhanced environment. The University of Minnesota Rochester empowers undergraduate and graduate students to be responsible for their own learning and provides appropriate support to prepare them to succeed in a global and multicultural society.

The University of Minnesota Rochester serves as a conduit and catalyst for leveraging intellectual and economic resources in Rochester and southeastern Minnesota through its signature academic, research, and public engagement programs in collaboration with other campuses of the University of Minnesota, other higher education institutions throughout the state and nation, governmental and nonprofit organizations, and private enterprise.
Educational Planning and Policy Committee

June 11, 2009

Agenda Item: Information Items

☐ review    ☑ review/action    ☐ action    ☑ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

☐ policy    ☑ background/context    ☐ oversight    ☐ strategic positioning

To inform members of the Educational Planning and Policy Committee of noteworthy items and policy-related issues affecting University units and departments.

To provide the committee with background information related to issues of regional, national, and international policy affecting higher education.

Outline of Key Points/Policy Issues:

There are no information items to report.

Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda.