AGENDA

1. Board of Regents Policy: *University of Minnesota Press* - Review - T. Mulcahy (pp. 2-3)

2. Focus on Graduate Education - T. Sullivan/H. Schroeder (pp. 4-8)


4. Information Items - T. Sullivan (p. 18)
Educational Planning and Policy Committee

May 13, 2010

Agenda Item:  Board of Regents Policy: University of Minnesota Press

☑ review  ☐ review/action  ☐ action  ☐ discussion

Presenters: Vice President Timothy Mulcahy

Purpose:

☑ policy  ☐ background/context  ☐ oversight  ☐ strategic positioning

To review proposed amendments to Board of Regents Policy: University of Minnesota Press.

Outline of Key Points/Policy Issues:

The proposed revisions to Subdivision 4 are designed to more clearly articulate the faculty review committees involved with the University of Minnesota Press and their oversight authority. The proposed revision to Subdivision 5, the revenues section, will align the policy more appropriately with other Board policies.

Background Information:

Board of Regents Policy: University of Minnesota Press was last reviewed and amended July 9, 2004. The proposed amendments have been reviewed and accepted by the appropriate faculty and administrative governance groups.

President's Recommendation for Action:

The President recommends approval of proposed amendments to Board of Regents Policy: University of Minnesota Press.
Subd. 1. Scope. The University of Minnesota Press (University Press), a department of the University of Minnesota (University), is the University's scholarly publishing arm, and its publications shall include specialized, instructional, and general works.

Subd. 2. University Control. University Press programs shall be within the administrative and financial control of the University and the editorial control of a faculty committee.

Subd. 3. Director. The president or delegate shall appoint as chief administrative officer of the University Press a director who shall be responsible for editorial planning, acceptance of projects for publication, and financial and operational management.

Subd. 4. Faculty Committees. The president or delegate shall annually appoint a committee of the faculty to advise the director on editorial policy and planning and acceptance of projects for publication:

(a) annually appoint a committee of the faculty to advise the director on editorial policy and planning and acceptance of projects for publication;

and

(b) appoint an external committee of researchers and practitioners to establish research priorities, review annual research, and review product development requests for the test publishing program of the University.

Subd. 5. Revenues. The University Press shall be supported by revenues from the sale of book, journal, and test, and digital publications, licenses, and subsidiary rights shall be used by the University Press in its program in accordance with University financial policies and procedures.

Agenda Item: Focus on Graduate Education

Presenters: Senior Vice President/Provost Thomas Sullivan
Vice Provost and Dean of Graduate Education Henning Schroeder

Purpose:

To engage the committee in a discussion regarding the University’s vision and philosophy with respect to graduate education, and to report on progress being made on the effort to restructure the oversight and support of graduate education.

Outline of Key Points/Policy Issues:

To enhance excellence, and consistent with the University’s strategic positioning goal to become one of the top three public research universities, the University has embarked on a plan to restructure the oversight and support of graduate education. This report will describe the vision and philosophy guiding the restructuring, which is now under way after an intensive period of broad consultation and analysis. Changes are designed to advance graduate students as critically and creatively thinking scholars/professionals/individuals prepared for careers in all sectors of the economy.

Background Information:

Recent reports relating to graduate and professional education include: Focus on Medical Education (March 2010); Update: Professional Education (May 2009); Graduate Education: Academic and Student Experience (work session February 2008); Graduate Education: Strategic Positioning Initiatives (May 2007).
Focus on Graduate Education

Transforming Graduate Education to Meet the Challenge of the 21st Century

Graduate education at the University of Minnesota is among the best in the nation, with top programs in many fields and a strong commitment to excellence, diversity, interdisciplinary study, and innovation. Graduate student satisfaction rates are high. But important challenges remain.

The University’s completion rate among doctoral students is no higher than the national average in many fields, lagging at an alarming 50 percent overall, with time to degree stretching to nearly ten years in some fields. Despite unprecedented University investment over the last five years in graduate student fellowship support, funding continues to be an important issue to graduate students – many with family responsibilities, and many who have left behind jobs and careers in order to pursue graduate degrees. In sum, despite high overall student satisfaction rates, challenges and barriers to success in graduate school are serious and systemic.

At the same time, the global environment is changing significantly and rapidly. As production of knowledge and information increases at unprecedented rates along with the flow of students across national boundaries, institutions and nations around the world are restructuring their higher education systems and building new ones to successfully compete with U.S. universities for talent, especially at the graduate level, which is the key to research and innovation. In a global economy undergoing the greatest stress and restructuring in more than half a century, the stakes are high.

Study and Analysis

In 2009, after five years of dramatic improvements implemented in undergraduate education, the University embarked on an effort to devise a plan to further advance graduate and professional education. The effort has engaged a broad cross-section of the University community over the past year through a variety of committees and through substantial formal and informal consultation and collaboration. Last spring a Graduate Education Committee chaired by Dean Steven Crouch developed principles and recommendations to guide the restructuring effort, and more recently two work groups issued a series of detailed recommendations regarding implementation of the principles developed by the Crouch Committee and adopted by the President. Faculty, staff, and students from across the University were involved as committee and work group members, as well as through extensive written and in-person consultation opportunities. The work groups submitted their final report and implementation recommendations on April 30, 2010.

For additional information regarding this year-long effort, see:
A Strategic Investment

A research university cannot function without graduate students, and cannot be outstanding without outstanding graduate students. Top faculty talent is attracted and maintained in tandem with top graduate student talent. These students are at the forefront of identifying research and creative opportunities and engaging in new discoveries. Investment in graduate education is necessary to attract and support these students.

Investment in graduate education also is necessary to maintain a strong, robust economy in our complex global world. Increasingly, jobs that are key to supporting a thriving economy are jobs that require post-baccalaureate education.

Given the importance of graduate education, the University must be mindful of meaningful metrics that can help us monitor and measure the success of our effort. Useful and important metrics include completion rate, time to degree, and job placement of graduates. However, metrics also must be developed to provide a more comprehensive assessment of our graduate programs. These metrics should not privilege only “usefulness” but must safeguard students’ ability to pursue curiosity in a broad spectrum of disciplines. In addition, diversity and inclusiveness of views and demographics must be valued in order to enrich the talent pool and enhance the quality of education we provide to all students.

The challenges of graduate education, and particularly doctoral education, have been the subject of several excellent reports in the past two years, including:


Together with the recent intensive analysis of our own University, these national and international studies have helped to generate useful discussions and ideas that may shape the future of our graduate programs.

**Key Concepts for Transforming Graduate Education**

- The creation of new knowledge should become the central focus of the graduate experience instead of a heavy course load that may not be relevant to the student’s chosen area of research or scholarly or creative activity. An outstanding curriculum is required, and its characteristics should include transferable skills, flexibility, and customization to the individual student.

- The ability to think and work critically and autonomously must be emphasized as a crucial outcome and a requirement for a successful career inside or outside of academia.

- Graduate students need to make the transition from “former student to fellow scholar” earlier in their careers. This can happen only in an intellectual community that encourages curiosity and creativity and sets high expectations for both faculty advising and student initiative.

- Completion rates, especially at the doctoral level, must be increased, and long times to degree must be reduced.

- Financial models for graduate education and ways to finance graduate students need to be reexamined. More training grants and fellowships are needed.

- We must challenge the view that academia is the solely acceptable career path for doctoral graduates, especially in the humanities.

- The methods by which new courses and programs are developed and existing ones are assessed, improved, or sunsetted must become faster and more efficient.

- The traditional metrics need to be rethought for gauging the quality of our graduate programs and the proper balance between disciplinary breadth and quality.

- We must examine the principles by which we determine the appropriate size of programs, including the best balance between undergraduate and graduate students, and use those principles to determine whether adjustments should be made.
• We need to pay attention to other nations’ efforts and latest developments in educating the next generation of scholars in order to maintain our own competitiveness in recruiting the brightest and most promising students from around the world.

• The recommendations from the work groups’ report on the restructuring of the Graduate School will be aligned with our vision to successfully position the University of Minnesota for the future. In this endeavor, the Graduate School’s role will be as convener, collaborator, and facilitator with deans, faculty, and students.

• We must maintain our focus on the issue of diversity and the role of the Graduate School. A diverse and inclusive environment is not only a moral imperative, but leads to greater attainment in graduate education, research, and scholarship.
Educational Planning and Policy Committee

May 13, 2010

Agenda Item: Consent Report

☐ review  ☒ review/action  ☐ action  ☐ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

☐ policy  ☐ background/context  ☒ oversight  ☐ strategic positioning

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:

1. Request for Approval of New Academic Programs

   • Institute of Technology (Twin Cities Campus) – Create B.S. degree in Earth Sciences

   • College of Continuing Education (Twin Cities Campus) – Create Master of Professional Studies degree in Arts and Cultural Leadership

   • College of Education and Human Development (Twin Cities Campus) – Create Minor in Sport Management

   • College of Education and Human Service Professions (Duluth Campus) – Create baccalaureate and post-baccalaureate certificates in Fetal Alcohol Spectrum Disorders

   • Crookston Campus – Create B.S. degree and minor in Environmental Sciences

   • Crookston Campus – Create minor in Chemistry
II. **Request for Discontinuation of Academic Programs**

- College of Continuing Education (Twin Cities Campus) – Discontinue B.A. and B.S. degree in Program for Individualized Learning
- College of Education and Human Development (Twin Cities Campus) – Discontinue B.S. degree in Technology Education
- Institute of Technology (Twin Cities Campus) – Discontinue B.S. Degree in Geophysics
- Institute of Technology (Twin Cities Campus) – Discontinue B.S. Degree in Geology
- Swenson College of Science and Engineering (Duluth Campus) – Discontinue Minor in Biochemical Engineering

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

- Institute of Technology (Twin Cities Campus) – Create Mathematical Biology track in B.S.Math. degree

IV. **Request for Approval of Minnesota-North Dakota Public Higher Education Reciprocity Agreement**

**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.
University of Minnesota Board of Regents
Educational Planning and Policy Committee
May 13, 2010

Consent Report

I. Request for Approval of New Academic Programs

- **Institute of Technology (Twin Cities Campus)—Create B.S. degree in Earth Sciences**

  The Institute of Technology on the Twin Cities campus requests approval to create a Bachelor of Science (B.S.) degree in Earth Sciences, effective fall semester 2010. The program combines the B.S. in Geology (B.S.Geop.) and Geophysics (B.S.Geol.) degrees and addresses the needs of changing priorities in the Earth Sciences that place more emphasis on the interrelationships between the Earth's lithosphere, biosphere and atmosphere.

- **College of Continuing Education (Twin Cities Campus)—Create Master of Professional Studies degree in Arts and Cultural Leadership**

  The College of Continuing Education on the Twin Cities campus requests approval to create a Master of Professional Studies degree in Arts and Cultural Leadership, effective fall semester 2010. The program will prepare students for administrative and leadership roles in professional management of arts-related nonprofit organizations.

- **College of Education and Human Development (Twin Cities Campus)—Create Minor in Sport Management**

  The College of Education and Human Development on the Twin Cities campus requests approval to create a minor in Sport Management, effective fall semester 2010. The minor will provide students from different disciplines the opportunity to explore their interests in the sport industry and sport management concepts and practices. The minor will use faculty and courses from the existing B.S. degree in Sport Management program.

- **College of Education and Human Service Professions (Duluth Campus)—Create baccalaureate and post-baccalaureate certificates in Fetal Alcohol Spectrum Disorders**

  The College of Education and Human Service Professions on the Duluth campus requests approval to create baccalaureate and post-baccalaureate certificates in Fetal Alcohol Spectrum Disorders, effective summer semester 2010. The certificate will be delivered on line and is designed for special education teachers, prospective teachers, and other related professionals who work with children and youth with Fetal Alcohol Spectrum Disorders.
- **Crookston Campus—Create B.S. degree and minor in Environmental Sciences**

  The Crookston campus requests approval to create a Bachelor of Science (B.S.) degree and minor in Environmental Sciences, effective fall semester 2010. The program will provide students with knowledge in areas of biological remediation technologies, water quality, or agriculture and practical skills needed to address environmental issues and pursue graduate study. The proposal is part of the Crookston campus’ strategy to increase the number of program options available to students.

- **Crookston Campus—Create minor in Chemistry**

  The Crookston campus requests approval to create a minor in Chemistry, effective fall semester 2010. The minor will provide a general knowledge of chemistry to students studying in diverse fields such as medicine, forensic science, clinical laboratory science, environmental chemistry and biotechnology. The program will use existing courses and resources.

### II. Request for Discontinuation of Academic Programs

- **College of Continuing Education (Twin Cities Campus)—Discontinue B.A. and B.S. degree in Program for Individualized Learning**

  The College of Continuing Education on the Twin Cities campus requests approval to discontinue the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) in the Program for Individualized Learning, effective fall semester 2010. The proposal is in response to the program's cost and required effort relative to the small number of students served.

- **College of Education and Human Development (Twin Cities Campus)—Discontinue B.S. degree in Technology Education**

  The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the Bachelor of Science (B.S.) in Technology Education, effective spring semester 2010. The proposed discontinuation is the result of declining student interest and the College’s decision to merge two academic departments.

- **Institute of Technology (Twin Cities Campus)—Discontinue B.S.Geop. Degree**

  The Institute of Technology on the Twin Cities campus requests approval to discontinue the Bachelor of Science in Geophysics (B.S.Geop.) degree, effective spring semester 2010. The program has been modified and merged with the B.S.Geol. degree to develop the Proposed B.S. degree in Earth Sciences.

- **Institute of Technology (Twin Cities Campus)—Discontinue B.S. Geol. Degree**

  The Institute of Technology on the Twin Cities campus requests approval to discontinue the Bachelor of Science in Geology (B.S. Geol.) degree, effective spring semester 2010. The program has been modified and merged with the B.S.Geop. degree to form the proposed B.S. degree in Earth Sciences.
Swenson College of Science and Engineering (Duluth Campus)—Discontinue Minor in Biochemical Engineering

The Swenson College of Science and Engineering on the Duluth campus requests approval to discontinue the Minor in Biochemical Engineering, effective spring semester 2010. The College no longer has the necessary faculty to offer the program courses.

III. Request for Approval of Changed Academic Programs

Institute of Technology (Twin Cities Campus)—Create Mathematical Biology track in B.S.Math. degree

The Institute of Technology on the Twin Cities campus requests approval to create the Mathematical Biology track within the Bachelor of Science in Mathematics (B.S.Math.) degree, effective fall semester 2010. The proposal elevates Mathematical Biology from a focus to a track.

IV. Request for Approval of Minnesota–North Dakota Public Higher Education Reciprocity Agreement

1. PARTIES
   The parties to this Agreement are the Minnesota Office of Higher Education, the North Dakota State Board of Higher Education and the North Dakota Department of Career and Technical Education.

2. PURPOSES OF AGREEMENT
   The purposes of this Agreement are to continue to improve the post-secondary education advantages of residents of Minnesota and North Dakota through greater availability and accessibility of post-secondary education opportunities and to achieve improved effectiveness and economy in meeting the post-secondary education needs of those residents through cooperative planning and effort by the two neighboring states.

   It is intended that the opportunity to enter a public post-secondary institution in the neighboring state will be dependent upon the availability of space in the particular program to which the student applies, as determined by each campus. A student whose reciprocity application is approved by the appropriate agency in the student’s state of residence will be accommodated in a public institution in the neighboring state if the student meets admission requirements applied to residents of the neighboring state and if space is available in the program to which the student applies, except for those specific programs noted in Section 4 of the agreement.

3. TERM
   This agreement is to be effective beginning with the 2010-11 academic year. The agreement is ongoing and will be reviewed annually and may be modified at any time upon mutual agreement of the parties.
4. **SCOPE OF AGREEMENT**

(a) **Students.** A resident for tuition purposes in Minnesota or North Dakota shall be defined by the laws and regulations of the state of legal residency. Residents for tuition purposes in either state are eligible for admission to a public post-secondary institution in the other state on the same basis as residents of that other state. Students enrolled in courses or programs that do not charge a nonresident tuition rate but charge a tuition rate other than the resident rate to all students enrolled in a course or program are not covered by this agreement.

Subject to available space, students from one state shall be admitted to programs in the other state if they meet the admission and performance requirements applied to students in the other state, except for the following academic programs:

- North Dakota State University Doctor of Pharmacy
- University of North Dakota Doctor of Medicine
- University of North Dakota Juris Doctorate
- University of Minnesota Juris Doctorate
- University of Minnesota Doctor of Medicine
- University of Minnesota Doctor of Pharmacy
- University of Minnesota Doctor of Veterinary Medicine (beyond five guaranteed new freshmen slots per year, up to a total of 20 for four classes, for qualified applicants)
- University of Minnesota Doctor of Dentistry (beyond ten guaranteed new freshmen slots per year, up to a total of 40 for four classes, for qualified applicants)

The North Dakota University System retains the right to submit recommendations to the University of Minnesota on the selection of North Dakota applicants for admission to veterinary medicine and dentistry.

All forms of financial aid provided by an institution shall be available to qualified students from either state, except aid programs supported by funds for which eligibility is lawfully restricted.

(b) **Institutions and Programs.** This Agreement applies to all public post-secondary institutions in Minnesota and North Dakota. An institution in one state may not offer a program in the other state without prior approval of the administering agency or agencies in the other state.

5. **TUITION**

Reciprocity students generally pay the higher of either the Minnesota or North Dakota resident tuition rates, which varies by type of institution (e.g. doctoral, two-year, etc.). The following rates are consistent with the historical trend and assume that Minnesota’s rate continues to be higher than North Dakota’s rate; however, these are subject to change should the trend change.
North Dakota residents attending Minnesota campuses will pay the following tuition rates:

- North Dakota residents attending the University of Minnesota campuses will pay the University of Minnesota resident rate at the campus attended based on the program of instruction, except for pharmacy, law, medicine, veterinary medicine and dentistry. Students will pay the rate established by Minnesota for pharmacy, law and medicine. For up to five slots per year in veterinary medicine, the state of North Dakota and/or the student will pay 75% of the professional program non-resident tuition rate and for up to 10 slots per year in dentistry the state of North Dakota and/or the student will pay 100% of the professional program non-resident tuition rate.

- North Dakota residents attending Minnesota State University System campuses will pay the higher of the Minnesota State University System resident rate or the average University of North Dakota/North Dakota State University resident rate based on the program of instruction.

- North Dakota students attending Minnesota’s two-year campuses will pay the higher of the Minnesota Community College or Minnesota Technical College resident rate at the campus attended or the North Dakota two-year resident rate.

Minnesota residents attending North Dakota campuses will pay the following tuition rates:

- Minnesota students attending the University of North Dakota and North Dakota State University will pay the average Minnesota State Colleges and Universities four-year campus resident rate based on the program of instruction.

- Minnesota residents attending Dickinson, Mayville, Valley City and Minot State Universities will pay the North Dakota resident rate based on the program of instruction at the institution attended plus a percentage equal to the percent that the Minnesota State University System resident undergraduate tuition rate exceeds the University of North Dakota/North Dakota State University undergraduate resident tuition rate. If the student is enrolled in a graduate program, the student will pay the average Minnesota State Colleges and Universities four-year campus graduate resident rate for graduate programs. The reciprocity rate for Minnesota students attending Minot State shall not exceed the tuition charged to non-residents from other states.

- Minnesota students attending North Dakota’s two-year campuses will pay the average of the Minnesota State Colleges and Universities two-year campus resident tuition rate. At Lake Region State College, Williston State College, and North Dakota State College of Science, the reciprocity rate shall not exceed the tuition charged to non-residents from other states.

- Minnesota students attending the University of North Dakota Physical Therapy and Occupational Therapy programs will pay the University of North Dakota resident rate.

- Minnesota students attending the University of North Dakota in medicine will pay the rate set by the University of North Dakota.

- Minnesota students attending the University of North Dakota in law will pay the rate set by the University of North Dakota.

- Minnesota students attending North Dakota State University in pharmacy will pay the rate set by North Dakota State University.
6. TUITION RECIPROCITY REIMBURSEMENT
The state receiving the lesser number of students shall pay the state receiving the greater number of students from the other state a tuition reciprocity reimbursement. The payment shall be based on a marginal expenditure calculation as follows:

\[
\text{Operational Expenditure per FTE}^1 \times \text{Marginal Expenditure Rate} = \text{Marginal Expenditure per FTE}
\]

\[
- \text{Resident Tuition Rate} = \text{Remaining Marginal Expenditures per FTE}
\]

\[
\times \text{GAP FTE (Difference in state flow of students)}
\]

\[
= \text{Gross State Obligation}
\]

\[
- \text{Student Payment (Total Tuition Payment in Excess of Resident Tuition)} = \text{Net State Obligation}
\]

\[^1\text{Excludes costs of programs exempted under the agreement and others noted in the annual memo of understanding}\]

7. ADMINISTRATION
The chief executive officers of the parties to this Agreement shall prepare and execute an Administrative Memorandum of Understanding concurrent with this Agreement. The Memorandum shall include provision relating to actual base reciprocity tuition rates during 2010-11 and thereafter, marginal expenditure rates, payment schedules and other provisions designed to effectuate the purpose of this Agreement. The Memorandum shall be reviewed at least annually and modified as necessary.

8. ADMISSION, PROMOTION AND RECRUITMENT
The parties expect that the institutions governed by this Agreement will follow the Statement of Principles of Good Practice, adopted by the National Association of Secondary Schools and College Admissions Officers, and the recommended guidelines for institutions adopted by the Minnesota Office of Higher Education, as appropriate codes of conduct for representatives of public institutions involved in admissions, promotion, and students recruitment in a neighboring state.

MINNESOTA OFFICE OF HIGHER EDUCATION:

Date: ________________

David Metzen, Director

NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION:
Educational Planning and Policy Committee

May 13, 2010

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.