AGENDA

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Agenda Item:  Board of Regents Policy: Submitting and Accepting Sponsored Projects

☐ review  ☐ review/action  ☒ action  ☐ discussion

Presenters:  Vice President Timothy Mulcahy

Purpose:

☒ policy  ☐ background/context  ☐ oversight  ☐ strategic positioning

To take action on proposed Board of Regents Policy: Submitting and Accepting Sponsored Projects.

Outline of Key Points/Policy Issues:

1. The new policy combines two existing Board policies: Principal Investigator Eligibility on Sponsored Projects and Sponsored Grants and Contracts.
2. The changes were made to reformat the policies to conform to new Board policy standards.
3. In response to a discussion by the committee, the policy was revised as shown in bold in Section IV, subd. 1 (d). Another minor change was made as shown in bold in Section IV, subd. 2 (c).
4. The new policy is shown on pages 2-5; the existing policies are shown on pages 6-10.

Background Information:

President's Recommendation for Action:

The President recommends Board adoption of proposed Board of Regents Policy: Submitting and Accepting Sponsored Projects.
SUBMITTING AND ACCEPTING SPONSORED PROJECTS

SECTION I. SCOPE.

This policy identifies the circumstances under which University of Minnesota (University) faculty, staff, and students shall be eligible to submit proposals for sponsored projects and the conditions under which the University will accept such awards.

SECTION II. DEFINITIONS.

Subd. 1. Principal Investigator. Principal investigator shall mean the individual or individuals primarily responsible for and in charge of a sponsored project.

Subd. 2. Eligible Academic Professional and Administrative Employees. Eligible Academic Professional and Administrative Employees (P&A employees) shall mean employees whose primary position at the University is classified within the 93XX, 96XX, or 97XX series.

Subd. 3. Regular Faculty. Regular faculty shall mean a faculty member with a tenure or probationary appointment.

Subd. 4. Sponsored Project. Sponsored project shall mean a project funded with grants, contracts, and/or cooperative agreements, including, but not limited to, training, public service, research, and cooperative projects.

Subd. 5. Term Faculty. Term faculty shall mean a faculty member with an appointment for a specified length of time.

SECTION III. DELEGATION OF AUTHORITY.

Subd. 1. Sponsored Project Proposals. The president or delegate has the responsibility to approve sponsored project proposals, exercising appropriate judgment regarding the applicant’s ability to provide the necessary scientific/technical leadership and administrative/financial management of the project. Only the president or delegate may exercise this authority; individuals eligible to serve as principal investigators may not directly submit proposals to prospective sponsors.

Subd. 2. Sponsored Project Acceptance. The president or delegate has the responsibility to accept sponsored projects on behalf of the Regents of the University of Minnesota.
SECTION IV. SPONSORED PROJECT PROPOSAL REQUIREMENTS.

Subd. 1. Approval Requirements. Proposals may be approved for submission only if:

(a) the applicant is eligible to serve as a principal investigator as specified in subd. 2 below;
(b) the president or delegate has approved the applicant as principal investigator on the proposal;
(c) adequate space is available to house the project; and
(d) sufficient resources judged to be sufficient are available to conduct and complete the project are available.

Subd. 2. Principal Investigator Eligibility Requirements. The following criteria specify the minimum standards for approval as a principal investigator. These minimum standards must be incorporated into department or collegiate policies and procedures, but units may develop additional or more restrictive standards regarding this matter.

(a) Automatically Eligible Individuals – The following individuals shall be automatically eligible to serve as principal investigators:

    (i) regular faculty; and
    (ii) emeriti faculty.

(b) Other Eligible Individuals – The following individuals may be eligible to serve as principal investigators if they adhere to policies established by the unit in which they are an employee or student and if they meet funding source criteria, which must be compatible with the University’s standards:

    (i) term and non-regular faculty and other academic employees, such as P&A employees;
    (ii) individuals with graduate student/professional training status; and
    (iii) employees with non-academic titles, in unusual circumstances.

(c) Training Requirements – Principal investigators must complete all training required by the sponsor and the University for that sponsored project.
SECTION V. PRINCIPAL INVESTIGATOR STATUS.

Subd. 1. Relationship to the University. An individual’s University appointment document shall govern the relationship of a principal investigator to the University. Principal investigator status does not imply a University commitment to any subsequent appointment beyond the term of appointment then in effect, nor does it alter the standing of individuals with graduate student/professional training status or commit the University to their future employment.

Subd. 2. Voluntary Termination of Principal Investigator Relationship with University. Should the principal investigator, of whatever title, leave the University prior to completion of the project, the future of that project shall be governed by the terms of that grant/contract agreement, the wishes of the sponsor, or negotiations among the sponsor, the University, and the principal investigator, as appropriate to specific circumstances.

Subd. 3. Rescission. An individual’s status as a principal investigator may be rescinded for just cause during the term of the grant/contract agreement, but the individual may appeal the decision in accordance with applicable University policies and procedures.

SECTION VI. SPONSORED PROJECT ACCEPTANCE.

Subd. 1. Acceptance. To be accepted, sponsored projects must adhere to applicable Board of Regents (Board) policies and administrative policies and procedures.

Subd. 2. Ownership. Grants and contracts for sponsored research and training projects are awarded to the University rather than to individual investigators.

SECTION VII. REPORTING.

The following information shall be reported to the Board:

(a) Quarterly – Report on grants and contracts received during the quarter.
(b) Annually – Report on the status of the University’s research, including sponsored project activity.
(c) Ad hoc – Report on significant individual grants and contracts on an ad hoc, but timely basis. Significant grants are those that represent more than 2 percent of the prior year’s externally funded research expenditures or that would have a substantial impact on the academic plan or budget of the University.
SECTION I. PURPOSE.

University of Minnesota faculty on regular appointments are expected to contribute to the University's research, teaching, and outreach mission. The following policy has been developed to provide guidance to department and collegiate officials in reviewing research and/or training applications to be submitted for sponsored support. Units may develop additional or more restrictive standards regarding this matter; however, the minimum standards of this policy must be incorporated into department or collegiate policies and procedures.

SECTION II. DEFINITIONS.

Subd. 1. Principal Investigator. "Principal investigator" means the individual primarily responsible for and in charge of a sponsored project.

Subd. 2. Professional and Administrative Employees. "Professional and administrative staff" means an employee whose primary position at the University is classified within the 93XX, 96XX, or 97XX series.

Subd. 3. Regular Faculty. "Regular faculty" means a faculty member with a tenure or probationary appointment.

Subd. 4. Sponsored Project. "Sponsored project" means a project funded with grants, contracts, and cooperative agreements, including but not limited to training, public service, research and cooperative projects.

Subd. 5. Term Faculty. "Term Faculty" means a faculty member with an appointment for a specified length of time.

SECTION III. ELIGIBILITY FOR PRINCIPAL INVESTIGATOR STATUS.

Subd. 1. Regular and Emeriti Faculty. Faculty who hold regular appointments, including emeriti, are automatically eligible to serve as principal investigator, subject to the terms of this policy.
Subd. 2. Term Faculty and Professional and Administrative Staff. Term and non-regular faculty, and other academic employees (such as P&A employees) are eligible to serve as principal or co-investigators on research grants and contracts and other sponsored projects upon approval by the department head and/or the dean of the unit in which the individual is employee according to policies established by the unit.

Subd. 3. Other Academic Employees. Individuals holding "graduate student/professional training" academic appointments are eligible to serve as principal investigator on sponsored projects that the funding agency has specified as programs for which students are eligible. Applications in this category must receive the approval of the department head and/or the dean of the college or school in which the student is registered. The department head and/or the dean must inform the applicant that his or her position as principal investigator in no way affects his or her status as a student, nor does it commit the University to any future employment.

Subd. 4. Non-Academic Employees. In unusual circumstances, employees holding non-academic titles may serve as principal investigators, subject to approval by the department head and/or the dean of the unit in which the individual is employed.

Subd. 5. Eligibility Criteria Stipulated by Funding Source. Some funding sources stipulate the criteria for principal investigators for their grants. Those criteria can be followed to the extent they are compatible with the University’s criteria.

Subd. 6. Principal Investigator Roles and Responsibilities. Principal investigator roles and responsibilities are listed in the "Roles and responsibilities" section of the Vice President for Research’s web site at: http://www.research.umn.edu/research.html.

SECTION IV. DETERMINATION OF PRINCIPAL INVESTIGATOR STATUS.

The responsibility for determining the status of an individual as principal investigator rests with the department head or the dean who must exercise appropriate judgment regarding the individual’s capability to provide the scientific/technical leadership and administrative and financial management of the project. These must be the primary criteria for the determination of principal investigator status.

SECTION V. APPROVAL OF PROPOSALS.

Subd. 1. Approval of Proposals by Department Heads, Deans, and Sponsored Projects Administration. Responsibility for the approval for all research and training
projects proposals rests with departments heads, deans or comparables University officers, and ultimately the Sponsored Projects Administration (SPA). The SPA will not forward any application for sponsored support without the approval of the appropriate department head(s) and dean(s).

**Subd. 2. Factors Considered in Approving Proposals.** At least three factors enter into the decision of department heads and deans when approving or disapproving the Proposal. The proposer must have Principal Investigator status and in addition, there must be space to house the project and resources available to conduct and complete the project.

**Subd. 3. Principal Investigator Training Required.** Principal investigators must have completed all required training before any award documents will be released by the SPA.

**SECTION VI. RELATIONSHIPS BETWEEN PRINCIPAL INVESTIGATOR, THE UNIVERSITY AND THE SPONSORED PROJECT.**

**Subd. 1. Grants and Contracts Awarded to the University.** Grants and contracts for sponsored research and training projects are awarded to the University of Minnesota, rather than to individual investigators. Should the principal investigator, of whatever title, leave the University prior to completion of the project, the future of that project shall be governed by the terms of that contract/grant agreement, the wishes of sponsor, or negotiations among the sponsor, the University, and the principal investigator, as is appropriate in the specific circumstances.

**Subd. 2. Relationship of the Principal Investigator to the University.** The relationship of principal investigator to the University is governed by the appointment document. The approval of individuals as principal investigators or co-investigators in no way affects the rights, claims, and duties of such persons as may be specified in the tenure code or elsewhere. In particular, responsibilities as principal investigator or co-investigator do not imply any commitment on the part of the University of Minnesota to any subsequent appointment beyond the term of appointment then in effect.

**Subd. 3. Affirmative Action/Equal Opportunity Provision.** Appropriate affirmative action/equal opportunity policies and procedures apply to hiring non-regular or term academic and non-academic staff on sponsored research and training projects. Regardless of the availability or presumed availability of sponsored support, staff may not be hired independent of appropriate affirmative action policies and procedures.
Subd. 4. Rescinding Principal Investigator Status. An individual's status as a principal investigator may be rescinded for just cause, but the individual may appeal the decision in accord with applicable University policies and procedures.
SPONSORED GRANTS AND CONTRACTS

Subd. 1. Delegation of Authority. The president or delegate shall formally accept sponsored grants and contracts on behalf of the Board of Regents (Board) of the University of Minnesota (University).

Subd. 2. Compliance with Existing Policies. To be accepted, grants and contracts must adhere to applicable Board policies and administrative policies and practices.

Subd. 3. Reporting. Information on grants and contracts shall be reported to the Board quarterly. The president or delegate shall report to the Board annually on the status of the University’s research, including sponsored grant and contract activity. Significant individual grants and contracts shall be reported to the Board on an ad hoc, but timely basis. Significant grants are those that represent more than 2 percent of the prior year’s externally funded research expenditures or that would have a substantial impact on the academic plan or budget of the University.
Educational Planning and Policy Committee  
February 8, 2007

Agenda Item: Research: A Report on Its Importance to the Academic Mission

☐ review  ☐ review/action  ☐ action  ☑ discussion

Presenters: Vice President Timothy Mulcahy

Purpose:

☐ policy  ☐ background/context  ☐ oversight  ☑ strategic positioning

This presentation will highlight the breadth and depth of the University’s research prowess and report why research is such a vital component of a leading, public, land-grant University. The presentation will describe how research is woven into the very fabric of the University, blending seamlessly into all elements of its academic mission.

Outline of Key Points/Policy Issues:

In explaining the importance of research to the academic core of the University, the presentation will:

1) Summarize the breadth of the University’s research competencies.
2) Describe how research is an integral element in all phases of the University’s academic mission.
3) Discuss why a strong research core and research faculty benefits students and enriches their academic experience at the University.
4) Illustrate the pervasive nature of research in the life of the University by highlighting the research, teaching, and outreach activities of several faculty members.
5) Discuss the need to consider the essential nature of research to the University’s academic mission when making investments.

One frequently asked question is “Why is research such an important area of emphasis and what does it contribute to the education of undergraduate students?” This question presupposes that research and education at the University are independent entities that can be evaluated on their own merits and, therefore, that one can be supported without consideration of the other. In contrast to this commonly held misconception, research and education are codependent at world-class universities, including the University of Minnesota. Consequently, investments in research or educational programs and initiatives must be made in full consideration of mutual impact, one on the other. Ideally, strategic initiatives implemented and investments made in support of the University’s goal need to be made with full recognition of the codpendence of the University’s research and education missions.
This presentation will highlight the integration of research and education at the University of Minnesota and demonstrate how that integration translates into outstanding education of students, outreach opportunities for Minnesota communities, and economic benefits for the State of Minnesota.

**Background Information:**

The Board of Regents has endorsed the University’s strategic plan to transform itself into one of the top three public research universities in the world. While this designation is intended to reflect a holistic characterization of the University’s diverse academic roles and contributions, research is a prominent element, not just of the stated goal, but also of all the University’s activities that will collectively be used to monitor progress. Research is, therefore, front and center in the transformation process.
Educational Planning and Policy Committee

February 8, 2007

Agenda Item: University of Minnesota Extension: Taking Research to the People

☐ review  ☐ review/action  ☐ action  ☒ discussion

Presenters: Senior Vice President Robert Jones
Dean, University of Minnesota Extension, Beverly R. Durgan

Purpose:

☐ policy  ☒ background/context  ☐ oversight  ☒ strategic positioning

This report will describe how University of Minnesota Extension (Extension), the major educational outreach arm of the University, brings research-based educational programs to people and communities of the state and how Extension connects Minnesota's needs with research opportunities at the University.

Outline of Key Points/Policy Issues:

• Extension plays an important role in supporting the University’s goal to become a top research university.
• Extension is committed to delivering high quality, research-based educational programs to Minnesota citizens and communities.
• Extension connects the University’s research mission with the land-grant mission of public engagement and outreach.
• Extension helps Minnesotans experience, understand, and value the University of Minnesota and its research.

Background Information:

The last Extension report to this committee occurred in October 2005. It included a description of the progress and outcomes of the 2003-05 reorganization. In December 2006, the Board approved a name change from University of Minnesota Extension Service to University of Minnesota Extension.
University of Minnesota Extension Description

University of Minnesota Extension (Extension) is the major outreach arm of the University. Extension’s mission is “making a difference by connecting community needs and University resources to address critical issues in Minnesota.” Our core mission is outreach—providing high-quality, research-based noncredit educational programs to citizens throughout Minnesota. Our outreach programs are closely integrated with research in the College of Food, Agricultural and Natural Resource Sciences; College of Veterinary Medicine; College of Education and Human Development; College of Design; and Hubert H. Humphrey Institute of Public Affairs. Our faculty and staff, located in regional centers, county offices and the Twin Cities campus, help make University research and knowledge practical and useful to the people of Minnesota and provide feedback to campus faculty that leads to new research opportunities and enriched resident instruction.

Extension’s Strategic Reorganization and Planning for Program Delivery

Extension implemented a major reorganization in January 2004 as a result of reductions in state and federal funding and in order to respond to changing societal needs. The reorganization resulted in the development and staffing of 18 regional Extension centers throughout the state. These centers are funded by state and federal dollars, which also fund Extension campus faculty positions.

Extension’s relationship with counties and other local entities has changed in response to the reorganization. Counties and other local partners can now choose to augment regional and statewide programming by contracting for local programming, services and faculty positions. To date, all 87 counties have chosen to support some level of local and county-based programming. Counties’ support of local positions is increasing by a projected 7% in 2007.

Extension’s reorganization and strategic planning has resulted in greater efficiency and synergy between our campus and field faculty and among outreach, research and teaching efforts. Extension programs continue to be of high quality and are meeting the needs of the state. In 2006, Extension:

- served over 370,000 Minnesotans in educational events
- provided educational programs for over 127,000 youth in 4-H youth development programs, increasing 4-H club enrollment by 17%
- received over 15.8 million visits to our Web site and was rated by Google as the most used Web site of any state extension service
- received national recognition for many of Extension’s educational programs, many of which have been adopted for use by other states
- handled over 36,000 consumer phone calls via four phone answering services
- sold over 150,000 publications.
Extension’s Alignment with Strategic Positioning and President’s Initiatives

Extension has an important role to play in assisting the University to reach its goal to be one of the top three public research universities. The recent changes in Extension position us to actively participate in the University’s strategic planning efforts and to ensure that Extension remains aligned with the University’s goals, initiatives and strategies. Extension brings community input to the research agenda to assure relevance. In addition, our collegiate faculty continue to be involved in college restructuring and strategic positioning task forces.

Extension currently is involved and/or is providing leadership in several of the President’s Interdisciplinary Initiatives, including: Healthy Foods, Healthy Lives; Environment and Renewable Energy; and Children, Youth and Families.

Communication Strategies

Extension actively communicates the value of University research and education throughout Minnesota. Every day, news articles and educational news columns appear in Minnesota newspapers, radio stations and television stations. Extension has also introduced Source, a magazine featuring Extension positive impact on Minnesota’s families, youth, communities, environment, food and agriculture systems. Source is published three times a year and also is available on Extension’s Web site.

Challenges, Opportunities and Policy Implications for Extension

Designing and delivering non-credit educational programs and services requires different expertise and approaches than credit or research programs, including curriculum development and marketing expertise, infrastructure and instructional support, and funding structures. Extension must continue to address the unique challenge of funding non-credit, non-tuition generating educational programs.

Currently, Extension is funded largely by appropriated funds (state, local and federal). The fiscal year 2007-08 budget for Extension is $57 million. The State of Minnesota provides 44% of the budget. Counties, in support of local positions and programs, provide 21% of the budget. The Federal government, via federal formula funds, provides 19% of the budget. The remaining 16% of the budget is generated via grants, gifts, contracts, publication sales and fee-based programs. In total, 84% of Extension funding is state, local and national funding. This funding model makes Extension very different than other collegiate units within the University.

Every Extension program now has a business plan outlining how outside funds will be generated to support direct costs and eventually some staff time. This fee-based programming provides additional funding to develop new Extension educational programs. Extension will continue to develop systems to generate non-allocated funding to support programs.

Funders and stakeholders indicate that they have high expectations for Extension programs and policy makers are mandating new measures of accountability. Extension welcomes more involvement from funders, stakeholders, and policy makers because that results in more meaningful engagement, clarity about program priorities and alignment of resources with priorities. To support accountability, Extension has developed an on-line program evaluation and impact reporting system that will be used by all faculty and staff. This program will be fully implemented in the Spring of 2007 and will greatly increase Extension’s ability to measure the impact of our programs.
Agenda Item:  Research and the Undergraduate Experience

☐ review  ☐ review/action  ☐ action  ☒ discussion

Presenters:  Senior Vice President/Provost Thomas Sullivan
Vice Provost and Dean of Undergraduate Education Craig Swan

Purpose:

☐ policy  ☐ background/context  ☐ oversight  ☒ strategic positioning

This presentation will highlight the breadth and depth of the University of Minnesota’s undergraduate research opportunities and report why an undergraduate research experience is a critical component of a successful undergraduate experience. The presentation will outline steps to increase student participation in research opportunities.

Outline of Key Points/Policy Issues:

1. Summarize undergraduate research experiences at the University of Minnesota.
2. Describe why undergraduate research is critical for student success and student satisfaction, including a summary of findings from the 2006 strategic positioning task force on undergraduate research.
3. Highlight undergraduate opportunities to present research, both nationally and on campus.

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. In October 2006, the Board of Regents approved the new undergraduate graduation rates for the Class of 2012. Because student involvement with faculty is a critical factor in student success and student satisfaction, investing in undergraduate research will help the University meet its undergraduate graduation rate goals and its goal of becoming a top research university.
University of Minnesota Board of Regents

Educational Planning and Policy Committee
February 8, 2007

Research and the Undergraduate Experience

As a research university in an urban area, the University of Minnesota’s Twin Cities campus offers unique opportunities for students to participate in the mission of the university by conducting research under the direction of University faculty members.

“Research” at the University encompasses a variety of scholarly and creative activities across all disciplines. A research project in dance may involve choreographing and presenting a new dance work; in history, it might include archival research in the University’s Immigration History Research Center; in biology, it might be a field study at the University’s Cedar Creek Natural History Center. Given the range of disciplines at the University and the incredible resources of the University and the Twin Cities, students involved in undergraduate research might find themselves pursuing elusive equations in theoretical physics or solving real-world problems in transportation.

For example, when electrical engineering student Patrick Delaney was in Nicaragua a year ago conducting research for a senior design project, he spent a few minutes helping a family in a remote mountainous region fix a nonfunctioning solar-energy panel. As a result of his thoughtful gesture, Delaney changed the entire focus of his research project. He's now embarked on a collaborative effort to create a portable, solar-powered "lantern" that would give rural villagers a few hours of low-grade lighting each night. Delaney and five other electrical engineering students at the University are working with students from the University of Nicaragua and the University of Calgary, Canada, to design a Light Emitting Diode (LED) lamp that can be manufactured in Nicaragua and purchased cost-effectively by the people there.¹

Students participate in the University’s research mission in a variety of ways. They may register for a “directed studies” course, which will grant credit for a project done under the supervision of a faculty member. They may participate in any of a number of research grant programs ranging from the University’s Undergraduate Research Opportunities Program (UROP) to programs funded by foundations or by the federal government. And many students are employed in research labs or on research teams that allow them to earn money while gaining critical research skills in a mentored environment.

**Why is undergraduate research important?**

Over the past 30 years, numerous national studies have shown that the most critical factors in student success and student satisfaction are the student’s involvement with faculty and involvement with other students. Any strategies that the University can use to foster this level of involvement will pay off in increased satisfaction and increased graduation rates.

Talented and prepared students deserve and demand a distinctive education. Strategic positioning has identified a focused set of initiatives that will strengthen the University’s ability to offer a distinctive education that equips students for their place in a complex global society. Undergraduate students who participate in the University’s research mission enjoy an enriching experience, and develop skills that help make their education distinctive and life changing. By participating as apprentice researchers with active scholars, students share in cutting-edge discovery, and learn the possibilities and limitations of inquiry. Experience shows that such intimate exposure to the research enterprise ignites curiosity and passion, hones important analytical and communication skills, improves retention and graduation rates, and encourages more undergraduates to pursue graduate or professional education.

A 2006 task force on undergraduate research did a detailed study of the freshman cohort that entered the Twin Cities campus of the University in 1999. They looked at these students’ involvement in undergraduate research (courses, UROP and other programs, research employment) and compared the graduation rates of students who participated in these activities with those who did not. Across the board, at all grade point and ability levels, students who participated in research graduated at higher rates than students who did not.

Expansion of undergraduate research opportunities is a key element in a broader strategy to insure that all undergraduates will have a mentored scholarly, creative, professional, or research experience as part of their undergraduate education at the University of Minnesota.

**How do we increase student participation in the University’s research mission?**

The 2006 Task Force on Undergraduate Research made a number of recommendations about enhancing undergraduate research opportunities on the Twin Cities campus. Central to their recommendations was the need for a faculty director of undergraduate research who will lead the University’s effort to expand undergraduate research opportunities and to make research a hallmark of the University of Minnesota undergraduate experience. A search for a new half-time faculty director is nearing completion. The Director, who will report to the Vice Provost and Dean for Undergraduate Education, will work with colleges to expand opportunities for students to participate in research and to make current opportunities more visible and more accessible. The current UROP program will report to the new director, but he or she will also coordinate with undergraduate research programs housed in colleges and elsewhere.
in the University, and will provide “one-stop” information about how undergraduates can participate in research through a variety of programs.

The Task Force estimated that at the present time, about 30% of Twin Cities campus graduates have done some sort of intensive faculty-mentored research or creative work by the time they graduate. They urged the University to establish a goal of increasing the undergraduate participation rate in research or creative activity, broadly defined, to 50%. We have adopted this as a target for the efforts of the new director.

We also need to establish appropriate incentives for faculty to mentor the research work of undergraduate students. There are many demands on faculty time and it is crucial that those faculty who mentor undergraduate students be appropriately recognized and that their work be acknowledged in the University’s reward structure.

The UROP program is the most visible university-sponsored undergraduate research program. Student participation in UROP system-wide has been increasing steadily. Over the past 5 years there has been a system-wide increase of 34% in UROP proposals. With an infusion of new funds last year, the percentage or proposals funded is back up to its original 90% after several years when we were able to fund only 80% of applications.

One of the important components of undergraduate research is the opportunity for students to present their research to other students, to faculty, and to a broader audience. The University of Minnesota is a founding member of the National Council on Undergraduate Research, and each spring that organization hosts a national conference featuring outstanding undergraduate research. We support 30 of our best UROP scholars each year to attend this program and present the results of their research. The Twin Cities campus also hosts a campus-wide Undergraduate Research Symposium in the spring. This showcase of undergraduate research was formerly hosted by the College of Biological Sciences and was originally focused on undergraduate research in the life sciences, but for the past two years it has been reframed as an all-campus undergraduate research symposium celebrating student creativity, performance, public engagement, research, and scholarship. This year’s event will be on April 18 in the Coffman Great Hall and Theatre. The public is welcome and invited.
Educational Planning and Policy Committee  

February 8, 2007

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:

I. New Academic Programs

- College of Education and Human Development (Twin Cities Campus)—Create a Bachelor of Science (B.S.) degree in Youth Studies
- College of Education and Human Development (Twin Cities Campus)—Create a Post-Baccalaureate Certificate in Community and Learning
- College of Education and Human Service Professions (Duluth Campus)—Create a Bachelor of Applied Science (B.A.Sc.) degree in Ojibwe Elementary/Middle School Education
- College of Science and Engineering (Duluth Campus)—Create a Bachelor of Science (B.S.) degree in Environmental Science
- College of Science and Engineering (Duluth Campus)—Create a Minor in Environmental Science
- Crookston Campus—Create a Bachelor of Science (B.S.) degree in Biology
- Crookston Campus—Create a Minor in Biology
- Graduate School—Create a Doctor of Education (Ed.D.) degree in Teaching and Learning on the Duluth Campus
II. Changed Academic Programs

- College of Education and Human Service Professions (Duluth Campus)—In the Bachelor of Applied Science (B.A.Sc.) degree in Physical Education, add a concentration in Outdoor Education

- College of Liberal Arts (Duluth Campus)—In the Bachelor of Arts (B.A.) degree in American Indian Studies, change name of Social Studies emphasis to Social Science and Humanities emphasis

- College of Liberal Arts (Duluth Campus)—In the American Indian Studies minor, change name of Social Studies emphasis to Social Science and Humanities emphasis

- College of Liberal Arts (Duluth Campus)—Discontinue the Minor in Tribal Law and Government

- Crookston Campus—Change name of Bachelor of Science (B.S.) degree in Animal Industries Management to Bachelor of Science (B.S.) degree in Animal Science, with two areas of emphasis—Animal Science and Pre-Veterinary Medicine

- Crookston Campus—Change name of Bachelor of Science (B.S.) degree in Equine Industries Management to Bachelor of Science (B.S.) degree in Equine Science, with two areas of emphasis—Equine Science and Pre-Veterinary Medicine

- Graduate School—Merge the Master of Arts (M.A.) degree programs in Hispanic Literatures, Luso-Brazilian Literatures, and Hispanic Linguistics into one Master of Arts (M.A.) degree in Hispanic and Lusophone Literatures, Cultures, and Linguistics, with three formal tracks—Hispanic Literatures and Cultures, Lusophone Literatures and Cultures, and Hispanic Linguistics

- School of Fine Arts (Duluth Campus)—In the Bachelor of Music in Performance (Performance B.Mus.) degree, discontinue the Musical Theatre emphasis

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

- **College of Education and Human Development (Twin Cities Campus)—Create a Bachelor of Science (B.S.) degree in Youth Studies**
  
  The College of Education and Human Development on the Twin Cities campus requests approval to offer a Bachelor of Science (B.S.) degree in Youth Studies, effective fall semester 2007. The 120-credit program, which includes a minimum of 37 credits in the major, is a multi-disciplinary program that builds on the currently offered Youth Studies minor. The program prepares students for work with youth in community settings, public policy, and research, and supports the University’s strategic initiative in children, youth and families. It is expected that 40 students will complete the program annually.

- **College of Education and Human Development (Twin Cities Campus)—Create a Post-Baccalaureate Certificate in Community and Learning**
  
  The College of Education and Human Development on the Twin Cities campus requests approval to offer a post-baccalaureate certificate in Community and Learning, effective immediately. The 15-credit certificate is geared toward educational professionals or those who aspire to professional roles in community-based human development settings such as after-school programs, youth and community service organizations, faith-based programs, shelters, etc. Anticipated annual enrollment in the program is estimated to be between eight and 11 students.

- **College of Education and Human Service Professions (Duluth Campus)—Create a Bachelor of Applied Science (B.A.Sc.) degree in Ojibwe Elementary/Middle School Education**
  
  The College of Education and Human Service Professions on the Duluth campus requests approval to offer a Bachelor of Applied Science (B.A.Sc.) degree in Ojibwe Elementary/Middle School Education, effective fall semester 2007. The 135-138 credit program, which meets Minnesota Board of Teaching and National Colleges of Teacher Education accreditation standards, is designed to further the Duluth campus’s commitment to American Indian education and to develop a national model for the teacher preparation of indigenous people. This program,
like others at Duluth, was developed in collaboration with faculty at White Earth Tribal and Community College.

- **College of Science and Engineering (Duluth Campus)—Create a Bachelor of Science (B.S.) degree in Environmental Science**

  The College of Science and Engineering on the Duluth campus requests approval to offer a Bachelor of Science (B.S.) degree in Environmental Science, effective fall semester 2007. The 120-credit interdisciplinary program builds on the environmental studies and research strengths of the Duluth campus. Graduates of the program are expected to be well positioned for a variety of graduate-level programs as well as entry into the environment-related job market.

- **College of Science and Engineering (Duluth Campus)—Create a Minor in Environmental Science**

  The College of Science and Engineering on the Duluth campus requests approval to offer a minor in Environmental Science, effective fall semester 2007. The 30-34 credit minor complements the proposed interdisciplinary Bachelor of Science (B.S.) degree in Environmental Science (described above).

- **Crookston Campus—Create a Bachelor of Science (B.S.) degree in Biology**

  The Crookston campus requests approval to offer a Bachelor of Science (B.S.) degree in Biology, effective fall semester 2007. The 120-credit program is designed to provide students with a broad knowledge of the biological sciences while introducing them to the practical skills needed in today’s biotech industries. The program, developed in consultation with the College of Biological Sciences on the Twin Cities campus, is part of a strategic initiative to broaden the degree offerings on the Crookston campus in targeted fields.

- **Crookston Campus—Create a Minor in Biology**

  The Crookston campus requests approval to offer a minor in Biology, effective fall semester 2007. The minor is designed to complement majors in Animal Sciences, Agriculture, and Natural Resources but can be tailored for students in other majors as well.

- **Graduate School—Create a Doctor of Education (Ed.D.) degree in Teaching and Learning on the Duluth Campus**

  The Graduate School requests approval to offer a professional Doctor of Education (Ed.D.) degree in Teaching and Learning on the Duluth campus, effective summer 2007. The 76-credit program will include online and face-to-face program delivery, which will enable greater participation by practitioners in post-secondary education, including several tribal colleges, and preK-12 school districts in the region. It is anticipated that 25-student cohorts will be admitted to the program every other year.
II. Request for Approval of Changed Academic Programs

- **College of Education and Human Service Professions (Duluth Campus)—In the Bachelor of Applied Science (B.A.Sc.) degree in Physical Education, add a concentration in Outdoor Education**

  The College of Education and Human Service Professions on the Duluth campus requests approval to add a concentration in Outdoor Education to the Bachelor of Applied Science (B.A.Sc.) degree in Physical Education, effective fall semester 2007. The 11-credit concentration meets an increasing demand for outdoor and adventure activities to be taught in K-12 physical education programs.

- **College of Liberal Arts (Duluth Campus)—In the Bachelor of Arts (B.A.) degree in American Indian Studies, change name of Social Studies emphasis to Social Science and Humanities emphasis**

  The College of Liberal Arts on the Duluth campus requests approval to change the name of the Social Studies emphasis to Social Science and Humanities in the Bachelor of Arts (B.A.) degree in American Indian Studies, effective fall semester 2007. The name change more accurately reflects the breadth of course requirements in the emphasis.

- **College of Liberal Arts (Duluth Campus)—In the American Indian Studies minor, change name of Social Studies emphasis to Social Science and Humanities emphasis**

  The College of Liberal Arts on the Duluth campus requests approval to change the name of the Social Studies emphasis to Social Science and Humanities in the American Indian Studies minor, effective fall semester 2007. The name change more accurately reflects the breadth of course requirements in the emphasis.

- **College of Liberal Arts (Duluth Campus)—Discontinue the Minor in Tribal Law and Government**

  The College of Liberal Arts on the Duluth campus requests approval to discontinue the minor in Tribal Law and Government, effective summer 2007. The discontinuation of this minor is due to low enrollment. The one remaining student will graduate in spring semester 2007.

- **Crookston Campus—Change name of Bachelor of Science (B.S.) degree in Animal Industries Management to Bachelor of Science (B.S.) degree in Animal Science, with two areas of emphasis—Animal Science and Pre-Veterinary Medicine**

  The Crookston campus requests approval to change the name of the Bachelor of Science (B.S.) degree in Animal Industries Management to Bachelor of Science (B.S.) degree in Animal Science, effective immediately. The newly named
program would have two areas of emphasis—Animal Science and Pre-Veterinary Medicine. The proposed degree name conforms to accepted terminology in the field and parallels expectations, courses, and requirements at other institutions.

- **Crookston Campus—Change name of Bachelor of Science (B.S.) degree in Equine Industries Management to Bachelor of Science (B.S.) degree in Equine Science, with two areas of emphasis—Equine Science and Pre-Veterinary Medicine**

The Crookston campus requests approval to change the name of the Bachelor of Science (B.S.) degree in Equine Industries Management to Bachelor of Science (B.S.) degree in Equine Science, effective immediately. The newly named program would have two areas of emphasis—Equine Science and Pre-Veterinary Medicine. The proposed degree name conforms to accepted terminology in the field and parallels expectations, courses, and requirements at other institutions.

- **Graduate School—Merge the Master of Arts (M.A.) degree programs in Hispanic Literatures, Luso-Brazilian Literatures, and Hispanic Linguistics into one Master of Arts (M.A.) degree in Hispanic and Lusophone Literatures, Cultures, and Linguistics, with three formal tracks—Hispanic Literatures and Cultures, Lusophone Literatures and Cultures, and Hispanic Linguistics**

The Graduate School requests approval to merge three Master of Arts (M.A.) degree programs—Hispanic Literatures, Luso-Brazilian Literatures, and Hispanic Linguistics—into a single Master of Arts (M.A.) degree in Hispanic and Lusophone Literatures, Cultures, and Linguistics, with three formal tracks—Hispanic Literatures and Cultures, Lusophone Literatures and Cultures, and Hispanic Linguistics, effective fall semester 2007. This restructured master’s degree program of 33-34 credits will continue to be offered under Plan A (thesis) and Plan B (non-thesis) options. The program merger is part of the Graduate School’s efforts to consolidate and streamline degree offerings, where appropriate.

- **School of Fine Arts (Duluth Campus)—In the Bachelor of Music in Performance (Performance B.Mus.) degree, discontinue the Musical Theatre emphasis**

The School of Fine Arts on the Duluth campus requests approval to discontinue the Musical Theatre emphasis in the Bachelor of Music in Performance (Performance B.Mus.) degree, effective immediately. The discontinuation of this emphasis is due to low enrollment. The two students currently enrolled will have three years to complete current requirements.
Educational Planning and Policy Committee February 8, 2007

**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:**


- Graduation rates update

**Background Information:**

This report appears as a regular item on the Educational Planning and Policy Committee agenda.
University of Minnesota Board of Regents

Educational Planning and Policy Committee
February 8, 2007

Information Items

1. 2007 Post-Secondary Planning: A Joint Report

The University of Minnesota and the Minnesota State Colleges and Universities produce a joint report to the Minnesota Legislature on cooperative programs, as required by the Omnibus Higher Education Bill, S.F.675 (chapter 1133), art 1, Section 7. The 2007 Post-Secondary Planning Report is the fourth such report, and reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint post-secondary programs in the Twin Cities and throughout Minnesota.

The full report is available from the University’s Office of Government Relations (www.umn.edu/govrel). Highlights from the report include the following:

Metropolitan Higher Education Demand and Capacity

The continuing growth and increasing diversity of the Twin Cities population will place significant strains on higher education institutions’ ability to provide an educated citizenry and qualified workforce. Specifically:

- Population in the 11-county Twin Cities metropolitan area is projected to grow by 20 percent over the next 25 years, a rate that is considerably higher than the rest of Minnesota.
- The metropolitan population is aging like that in the rest of the state and nation. The growth in all age groups up to age 50 will be modest. However, dramatic increases will be seen in the 60 and above age groups.
- Although the actual number of working-age people in the metropolitan area is projected to increase through 2030, they represent a continuously declining proportion of the overall population as baby boomers move into retirement age.
- Ethnic minorities make up an increasing proportion of Minnesotans. African Americans are the largest ethnic minority population and Asians are the second largest. Asian-Pacific Islander, Hispanic, and African American student populations are growing at a much faster rate than white student populations.
- The metro area institutions of the Minnesota State Colleges and Universities and the University of Minnesota – Twin Cities serve over 93,000 full-year equivalent students per year, including substantial enrollments of students of color. Continuing future growth is projected.
- The percentage of students receiving free or reduced-price lunch, who have limited English proficiency, or who receive special education is growing faster than overall K-12 enrollment.
Collaborative Programs

- During the past six years the number of formal academic collaborations and partnerships between the University of Minnesota and the Minnesota State Colleges and Universities has grown from 60 to nearly 200 programs.
- Other collaboration between the two systems occurs at the University Center Rochester and through the Post-Secondary Enrollment Options Program and University of Minnesota Extension.
- Increasingly sophisticated library and information technology resources are jointly available to and heavily used for learning and research by University of Minnesota and Minnesota State Colleges and Universities’ students throughout the state.

Program Duplication

- There is very little duplication of programs in the metropolitan area between the University of Minnesota and the Minnesota State Colleges and Universities. Among the nearly 1,300 degree programs available at the University of Minnesota – Twin Cities and metropolitan-area institutions of the Minnesota State Colleges and Universities, only 36 are similar enough in content to be considered duplicative, and most are in high-demand fields.
- Both systems monitor and evaluate their own programs for possible duplication and overlap.

Credit Transfer

- Effective credit transfer policies are a central component of the cooperation and collaboration between the Minnesota State Colleges and Universities and the University of Minnesota.
- The Minnesota State Colleges and Universities and the University of Minnesota have established and improved cooperative inter-system transfer programs, including articulated transfer standards, the Minnesota Transfer Curriculum, a transfer specialists’ network, shared electronic transfer data software systems, and articulation committees in various disciplines.
- All institutions in the Metro Alliance of the Minnesota State Colleges and Universities and the University of Minnesota offer all or part of the Minnesota Transfer Curriculum.

College Readiness and Under-Prepared Students

- The two systems, through the P-16 Education Partnership and other alliances and programs, work cooperatively to meet the needs of under-prepared students and prepare increasingly diverse student population for post-secondary education opportunities.

2. Graduation Rates

Graduation rate information for 2006 became available last month. The following tables show progress by campus as compared to the new graduation rate goals announced in October 2006.