

# Mission Fulfillment

# October 2022

October 13, 2022

9:15 a.m.

Boardroom, McNamara Alumni Center

#### MIS - OCT 2022

#### 1. Progress Toward MPact 2025 Enrollment Goals: Morris

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AGENDA ITEM: Progress Toward MPact 2025 Enrollment Goals: Morris

Review Review + Action Action X Discussion

This is a report required by Board policy.

PRESENTERS: Rachel Croson, Executive Vice President and Provost Janet Schrunk Ericksen, Acting Chancellor, Morris campus

#### **PURPOSE & KEY POINTS**

This item is the second in a series of discussions on campus-specific enrollment goals as outlined in the MPact 2025 systemwide strategic plan. This item, focused on the Morris campus, will include:

- A review of enrollment trends and student demographics data.
- Challenges, opportunities, and initiatives, including marketing positioning.
- Comparisons to competitors and peers.

#### **BACKGROUND INFORMATION**

The Board most recently discussed this topic at the following meetings:

- September 2022: *Progress Toward MPact 2025 Enrollment Goals: Crookston*, Mission Fulfillment Committee
- June 2022: System Undergraduate Enrollment Management Update, Mission Fulfillment Committee



#### **INITIATIVES**

Strategic Enrollment Management Planning

Strategic Vision and Plan

To build a community of respect

# STRATEGIC ENROLLMENT MANAGEMENT PLANNING

#### **COALS, STRATEGIES, AND PRIORITY TACTICS**

Goal 1: By fall 2025, achieve 1,700 degree-seeking student headcount	+
Goal 2: Increase first to second year retention rate by at least 1 percentage point each year through 1 2025	fall+
Goal 3: Increase four year graduation rate by at least two percentage points each year through fall 2025; increase six year graduation rate by at least two percentage points each year through fall 202	+
Goal 4: Strategically raise level of awareness of Morris within the UMN system, state, and region	+
Goal 5: Establish clear pathways for students to and through UMN Morris and beyond graduation	+
Goal 6: Provide equitable access and opportunity for students from broadly diverse backgrounds	+
Goal 7: Create a university infrastructure that supports the recruitment and graduation of transfer students and students with prior credit	+

#### **BACKGROUND AND TEAMS**

#### **Background**

Beginning in fall 2019, in consultation with AACRAO consultants Stan Henderson and Cedric Howard, UMN Morris engaged in an enrollment management planning process. The goal was to craft a comprehensive Strategic Enrollment Management (SEM) plan designed to address the recruitment of new students while enhancing the persistence and success of matriculated students. Comprehensive feedback from the campus community was essential throughout the planning process.

Priority tactics for 2020-21 were identified in fall 2020, and are outlined under each goal. Each year, we will identify new priority tactics for our goals.

## **UMN MORRIS STRATEGIC VISION AND PLAN**

# A Model for Living and Learning



#### UNIVERSITY OF MINNESOTA MORRIS MISSION

The University of Minnesota Morris provides a rigorous undergraduate liberal arts education, preparing students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship.



As a public land-grant institution, UMN Morris is a center for education, culture, and research for the region, nation, and world.



UMN Morris is committed to outstanding teaching, dynamic learning, innovative faculty and student scholarship and creative activity, and public outreach.



Our residential academic setting fosters collaboration, diversity, and a deep sense of community.

#### STRATEGIC VISION

The University of Minnesota Morris will be a national leader in collaborative and innovative 21st-century liberal arts education. Grounded in our sense of history and place and our commitments to access and sustainability, we will integrate scholarly and creative work, community-building, and outreach into our rigorous academic programs. Our diverse community will inspire and equip students to connect their passions to meaningful futures.





OUR STRATEGIC WORK IS CENTERED IN 4 COMMITMENTS			
PUBLIC LIBERAL ARTS FOR THE FUTURE	EXCELLENCE FOR EVERYONE	VITAL CAMPUS COMMUNITY	ENGAGING WITH THE REGION, STATE, & BEYOND
Building the model 21st-century public liberal arts college	Fostering capacity with respect to community, culture, climate, and governance	Ensuring a sustainable and stable University community	UMN Morris as a leader and partner for tomorrow

guided by 8 strategic aspirations (endorsed by Campus Assembly, 11/2018)
with 18 strategic priorities to achieve our vision (endorsed by Campus Assembly 1-10, 5/2019 and 11-18, 5/2020)

ALIGNED WITH UMN SYSTEMWIDE MPACT 2025 COMMITMENTS				
STUDENT SUCCESS	DISCOVERY, INNOVATION, & IMPACT	MNTERSECTIONS	COMMUNITY & BELONGING	FISCAL STEWARDSHIP

#### **UMN MORRIS STRATEGIC COMMITMENTS**

#### 1. PUBLIC LIBERAL ARTS FOR THE FUTURE—Building the model 21st-century public liberal arts college

**ASPIRATION 1:** We aspire to honor our liberal arts tradition by preparing students to create and discover solutions to complex problems of the 21st century, through inquiry, community-engaged learning, and rigorous experiential projects across the curriculum, including integrated first-year and capstone experiences.

ASPIRATION 2: We aspire to strengthen our commitment to scholarship by supporting faculty, staff, and students in research and creative activities.

**Priority 1:** Build a simpler, more integrated set of general education requirements by designing requirements that are more easily understood and explained.

**Priority 2:** Develop a First-Year Experience with coherent curricular and co-curricular elements to introduce students to UMN Morris, to the resources available to them, and to the education they can expect to receive, as well as lay the foundation for students' successes beyond their degree.

**Priority 3:** Improve pathways to, through, and beyond a UMN Morris degree. Improve campus knowledge and understanding of the opportunities.

Priority 4: Identify gaps in research funding currently available; promote more equitable access among students, faculty, and staff.

#### 2. EXCELLENCE FOR EVERYONE—Fostering capacity with respect to community, culture, climate, and governance

ASPIRATION 3: We aspire to acknowledge the first peoples of this land and the land's history as a Native American boarding school through curriculum, programming, and partnerships with Native Communities, as well as through visual markers on campus.

**ASPIRATION 4:** We aspire to create a democratic community committed to open communication where students, faculty, staff, and local community members from all backgrounds are empowered to contribute to decisions, infrastructure, and liberal arts education.

**ASPIRATION 5:** We aspire to provide full accessibility to all of UMN Morris's teaching, living, service, and learning spaces and technologies to create an inviting and usable environment for everyone on our campus.

Priority 5: Improve campus climate.

**Priority 6:** Recognize the unique obligation and opportunity at UMN Morris for greater equity in education for Native American students fostered by the history of this place; provide indigenized support for student learning, health, wellbeing, and success; and produce graduates from all backgrounds who have a greater understanding of and appreciation for Native American history, cultures, and lifeways.

**Priority 7:** Enhance the liberal arts education opportunity for students from all backgrounds, especially those from diverse, first-generation, and low-income populations.

**Priority 8:** Increase access through the use of universal design to make the physical campus visually welcoming and physically accessible for people of all abilities to participate actively in our liberal arts mission.

**Priority 9:** Strive to provide greater availability of high-quality mental and physical health services, recognizing the importance of all aspects of health for the success of everyone in the community.

Priority 10: Continue to build on efforts to support work/life balance and wellbeing for faculty, staff, and students.

#### 3. VITAL CAMPUS COMMUNITY—Ensuring a sustainable and stable University community

**ASPIRATION 6:** We aspire to develop integrated strategies to build and maintain an optimal and sustainable student body size while also recruiting and retaining high quality faculty and staff.

Priority 11: Create and implement an enrollment management plan.

Priority 12: As a University community, create and communicate a unified internal institutional identity both internally and externally.

Priority 13: Continue efforts to secure external funding for the American Indian Tuition Waiver.

Priority 14: Improve student retention and participation.

**Priority 15:** Develop integrated strategies to build and maintain an optimal and sustainable student body size. Engage students, staff, and faculty to contribute to our overall success.

#### 4. ENGAGING WITH THE REGION, STATE, AND BEYOND—UMN Morris as a leader and partner for tomorrow

ASPIRATION 7: We aspire to ensure that UMN Morris is a leader in environmental, social, and economic sustainability.

**ASPIRATION 8:** We aspire to amplify UMN Morris's place as a center for education engaged with the region, state, nation, and world, and solidify our role within the University of Minnesota system so that we can strengthen and be strengthened by the system campuses.

Priority 16: Become a national model for comprehensive rural sustainability and develop a plan to showcase our progress.

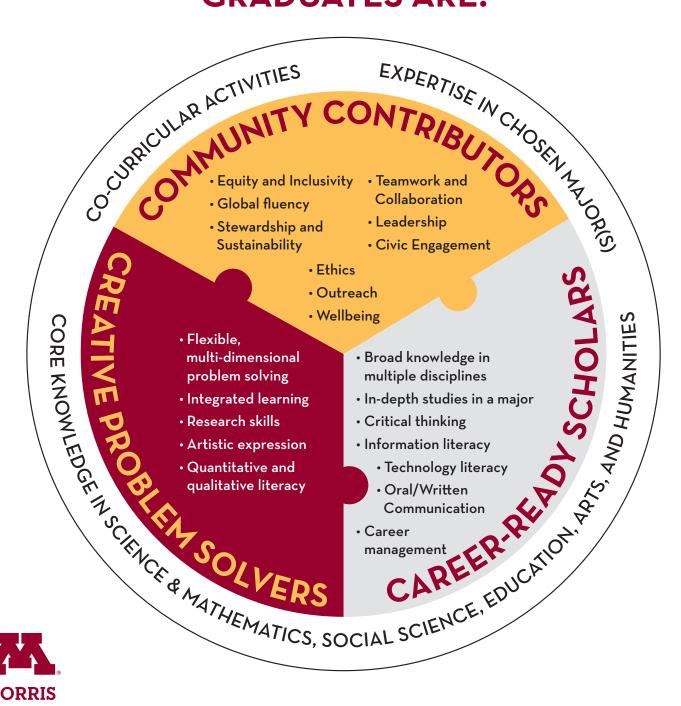
**Priority 17:** Develop and implement a plan that brings more people to the UMN Morris campus, connects them with campus programming, and provides direct regional engagement.

Priority 18: Meet our campus goal to be carbon neutral by the end of 2021.

# CAMPUS STUDENT LEARNING OUTCOMES

approved by Campus Assembly May 2020

# UMN MORRIS 21<sup>ST</sup> CENTURY GRADUATES ARE:



#### Morris Core Curriculum

Approval: Curriculum Committee, 8/25/2022 (unanimous); Campus Assembly review 9/27/22

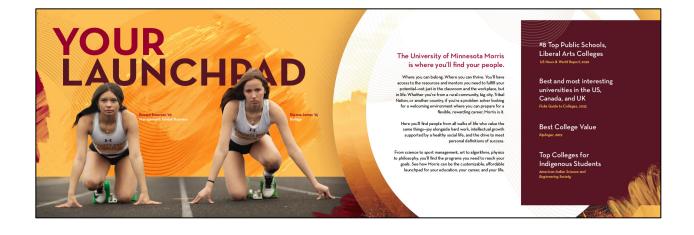
Simple and common message: With a wide range of areas of study, the Morris Core Curriculum prepares students for real life challenges. Students will graduate from UMN Morris as career-ready scholars with the experience and the skill set to better communicate, use critical thinking, and become creative problem solvers and community contributors.

- I. First Year Experience An Introduction to the Liberal Arts (2 classes, 3 credits)
  - A. Intellectual Community (IC) To foster development of a liberal arts intellectual community through the introduction of intellectual and practical skills and through active student-faculty engagement in course material. 2 credits
  - B. College Pathways Morris IS 1101 (CP) 1 credit
- II. Skills for the Liberal Arts Useful Skills for any Major or Career (5 classes, 17-21 credits)
  - A. Writing for the Liberal Arts (WLA) To learn the general conventions and process of academic writing and lay the foundation for learning conventions specific to individual disciplines 4 credits
  - B. Writing Enriched (WE) To develop and improve writing skills through explicit instruction, feedback, and the revision and resubmission of assignments. 2-4 credits
  - C. World Languages (WL) To develop proficiency in a single language other than English at the level equivalent to the first full year of college language study. 8 credits or equivalent proficiency or exemption
  - D. Quantitative/Mathematical/Symbolic Reasoning (M/SR) To increase students' capacity for and competence with formal systems, quantitative reasoning, and symbolic and logical modes of thinking. 2-5 credits
  - E. Artistic Process (ArtP) To introduce an understanding of the creative process through individual performance, and demonstrate skill in such activities as composition, theater, dance, studio art, and music. 1-4 credits
- III. Morris Mission Themes and Liberal Arts Perspectives (23-40 credits)
  - A. Students must fulfill the Morris Mission Themes by completing the requirements in:
    - 1. Human Diversity and Equity (HDE) To develop students' awareness of the individual and institutional dynamics of unequal power relations in societies.
  - 2. Global Perspectives (GP) To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.
  - 3. Ethical and Civic Responsibility (ECR) To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, scientific, professional, and personal values and to understand the ways in which they can be responsible and productive community members.
  - 4. Sustainability & the Environment (SE) To improve students' understanding of today's complex sustainability and environmental challenges. Students will explore issues related to sustainability or the environment through the humanities, sciences, and/or social sciences.
  - B. Students must fulfill the Liberal Arts Perspectives by completing the requirements in:
    - 1. **Humanities** (HUM)- To expand students' capacity to understand, analyze, discuss, and evaluate discourse concerning the complexity of the human condition. *One course*
    - 2. Fine Arts (FA) To develop students' ability to understand, analyze, and appreciate the arts. One course.
    - 3. **Social and Behavioral Sciences** (SS) To increase students' understanding of humans as individuals, and the social systems and institutions in which they live. *One course*
    - 4. **Historical Perspectives** (HIST) To increase students' understanding of the past and the complexity of economic, cultural, religious, political, and scientific affairs. *One course*
    - 5. **Physical and Natural Sciences** (SCI and SCIL) To increase students' understanding of the structure and dynamics of the physical and natural worlds. *Two courses, at least one SciL*
- IV. Capstone Experience Completed within the Major Requirements through senior seminars or senior theses, or senior projects, or completion of a senior seminar equivalent course.
  - To enable the students to integrate the skills and concepts learned throughout their Morris years. Requirement is satisfied by the completion of a major.
- V. Experiential/ Enrichment Learning self-reported or credit-based learning including internships, study abroad, undergraduate research, field experience, and student leadership experience.
  - To complement and extend students' classroom learning.

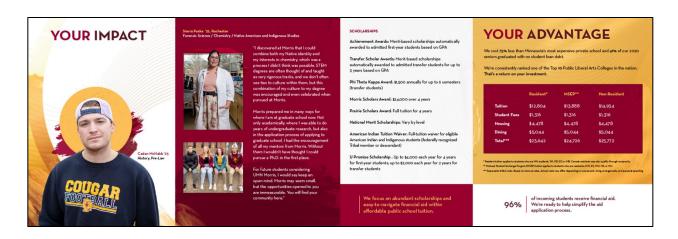
    Requirement is satisfied by completion of one such experience.

#### Admissions new publication suite example: travel guide













New first-year experience courses, alongside Intellectual Communities courses and other aspects of first-year experience programming:

#### Morris 1101

This course supports students' transition to UMN Morris. Coursework focuses on establishing strong campus connections, developing college-level academic success strategies, and implementing health and wellbeing practices in the context of undergraduate living and learning.

#### Morris 1102

This course focuses on college, life, and career pathway planning. Course discussions and activities emphasize articulating personal and professional values and capacities, identifying career readiness skills in the context of a liberal arts education, exploring majors and careers, preparing for enrichment opportunities, and drafting professional materials. The course builds on IS1101, but is open to other first year students with instructor consent.

# Progress Toward MPact 2025 Enrollment Goals: MORRIS

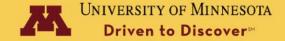
Board of Regents | Mission Fulfillment Committee | October 13, 2022

Rachel Croson

Executive Vice President and Provost

Janet Schrunk Ericksen

University of Minnesota Morris
Acting Chancellor



# MPact 2025

#### Commitment 1: Student Success

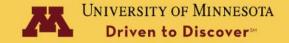
### Action

Establish comprehensive systemwide strategic enrollment strategy.

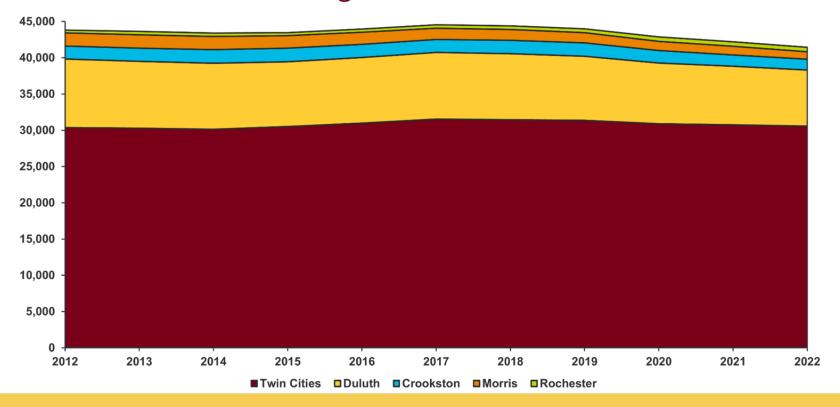
#### Metric

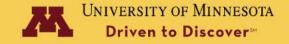
Meet undergraduate enrollment goals for each campus by Fall 2025.



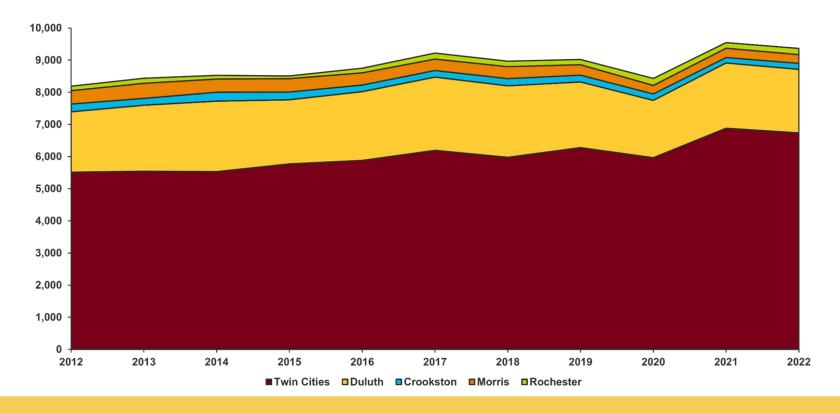


# Fall Semester Undergraduate Headcount Enrollment

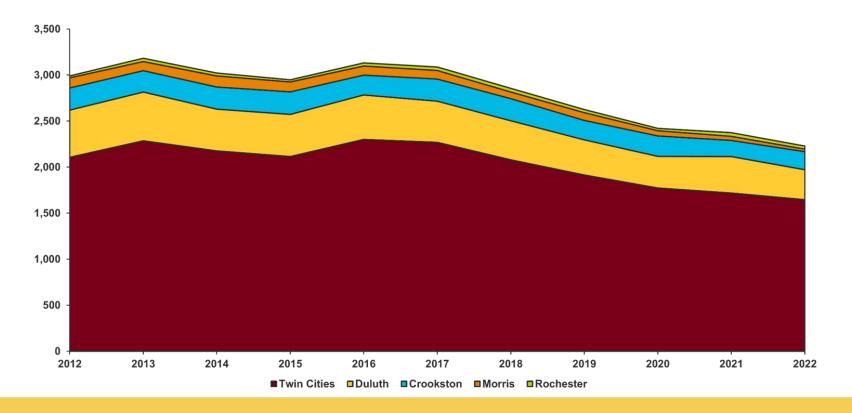


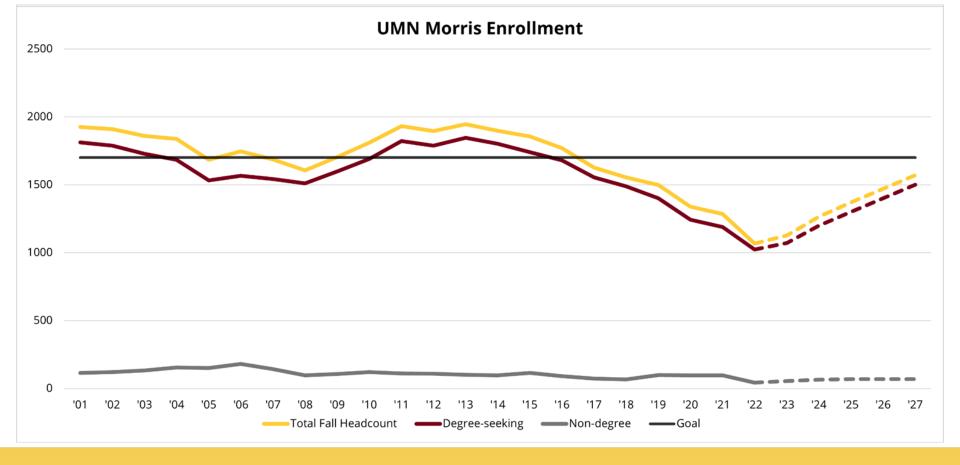


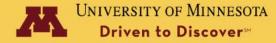
## Fall Semester New Freshmen (NHS) Headcount Enrollment



### Fall Semester New Transfer (NAS) Headcount Enrollment



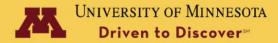




# Student DEMOGRAPHICS



Enrollment	1,068
Gender	44% male   56% female
Race/Ethnicity	579 (54%) white 338 (32%) Native American 442 (41%) all BIPOC 33 (3%) international
Residency	Students from 33 states and 10 countries 832 (77%) Minnesota neighboring counties: 74 (9%) 47 (4%) South Dakota 25 (2%) North Dakota 25 (2%) Wisconsin 103 (10%) other US
First Generation	361 (34%)
Pell-Eligible	314 (29%)
Full time	994 (93%)
TC Metro	321 (30%)
Other MN	510 (48%)
Student-athletes	309 (29%)





#### **CHALLENGES**

- Market visibility
- COVID-19 impact on a studentengagement-centered campus—initial & continuing effects
- Increasing competition for a decreasing number of high school graduates
- Increasing urbanization, undervaluing of rural opportunities
- Scale of a smaller campus (also an asset)



# **OPPORTUNITIES**

- RECRUITING
- RETENTION
- MARKETING

#### Admissions INITIATIVES



- Resumption of in-person travel & increasing number of group visits to campus
- Collaborative recruiting (Crookston/Morris)
- New associate director focused on multicultural & international recruiting
- Personalized & expanded outreach to students and families
- Increased Customer Relations Management (CRM) functionality
- New initiatives to increase college accessibility
  - MN Office of Higher Education Direct Admissions
  - Greenlight Match

# Student Success & Belonging INITIATIVES



- Morris Challenge
- Morris 1101 & 1102
- Morris Core
- Pathways to UMN graduate & professional programs
- Transfer support & pathways;
   NASNTI grant collaboration with
   Tribal colleges
- Morris Strategic Enrollment Council

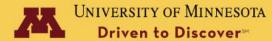


# The Leader in Preparing Students for Life Launch. Early.

UMN Morris is committed to preparing students for careers and life launch—in 3 years.

Experiential Learning Transformative Student Engagement

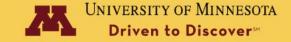
Sustainability



# **UMN Morris DISTINCTIVE IDENTITY**

Student Engagement in High Impact Practices	UMN Morris Seniors	COPLAC	NSSE All	Bac LA
Participated in co-curricular activities in senior year	83%	62%	56%	84%
Attended art exhibits, plays/music/theater performances	80%	60%	51%	74%
Completed internships/field experience/student teaching	71%	74%	72%	79%
Worked on campus in a paid position in the senior year	63%	36%	28%	55%
Held a formal leadership position in a student group	58%	48%	43%	67%
Worked on a research project with a faculty member	50%	42%	35%	52%
Studied abroad	43%	20%	21%	42%

National Survey of Student Engagement 2020

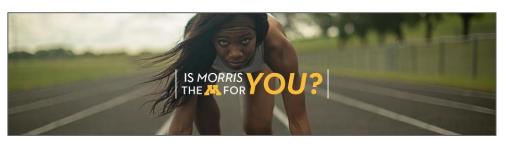


# A top 10 public liberal arts college. U.S. NEWS AND WORLD REPORT





# Marketing CAMPAIGNS



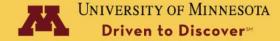


online/social media

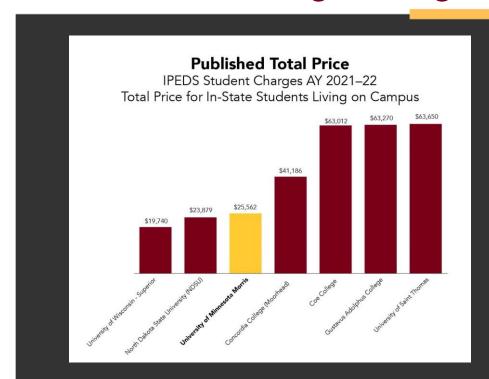


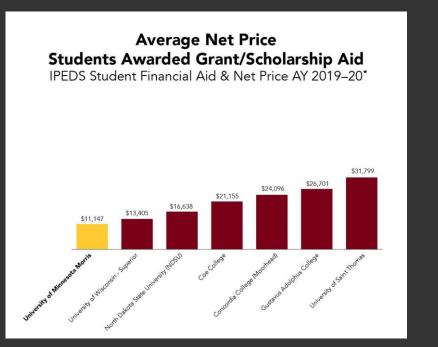




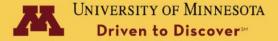


# Pricing vs. Regional Competitors

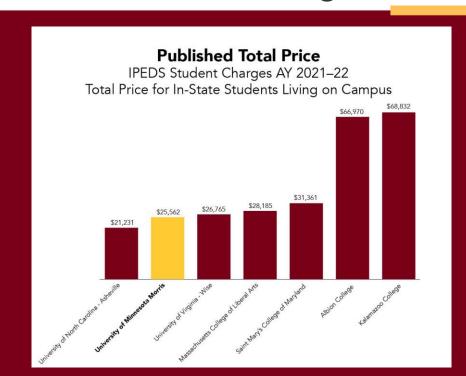


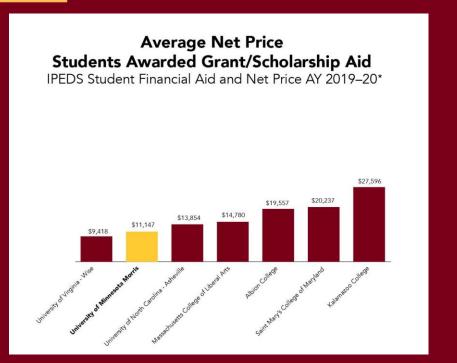


\*Average net price for in-state students at publics & for all students at private institutions

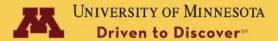


# Pricing vs. Institutional Peers

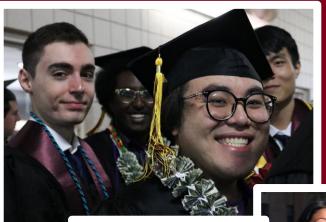




\*Average net price for in-state students at publics & for all students at private institutions



### DISTINCTIVENESS





50 best liberal arts institutions in the U.S. (*Money Magazine*)

- Lowest cost of attendance of any in the top 50
- Great return on investment.

Top ten public liberal arts colleges (U.S. News & World Report)

AASHE Stars Gold Rating

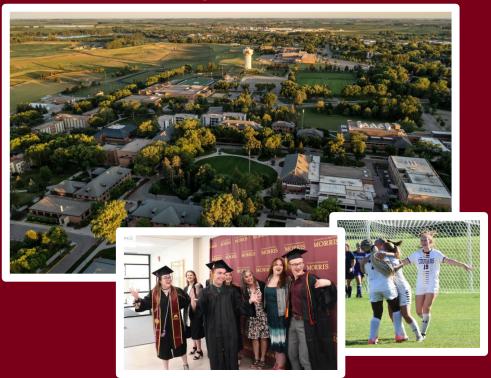
AASHE Sustainable Campus Index

- Top Performer: Baccalaureate Institutions
- Top Performer in Impact Area: Water

Top producer of renewable energy per student in the U.S. (*Environment America*)

Carnegie Foundation Community Engagement Classification

# Regents FEEDBACK



- How might we better advance the visibility of University of Minnesota Morris and its distinctive features?
- Questions?

Mission Fulfillmen	t		October 13, 2022
AGENDA ITEM:	Update on Graduate Education		
Review	Review + Action	Action	X Discussion
This is a	a report required by Board policy.		
PRESENTERS:	Scott Lanyon, Vice Provost and D	ean of Graduate Educa	ation
PURPOSE & KEY PO	DINTS		

The purpose of this item is a discussion of the status of graduate education, with a focus on the goals as outlined in the MPact 2025 systemwide strategic plan.

#### Key points include:

- The distinction between graduate and professional education.
- Efforts to advance career outcomes for graduate students and postdocs.
- Efforts to increase the percentage of students with a favorable sense of belonging.
- Efforts to increase percentage of BIPOC/underrepresented incoming graduate students.
- The competitive landscape for graduate student employment.
- Graduate education strategic priorities.

#### **BACKGROUND INFORMATION**

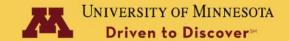
The committee last discussed overall graduate education as part of a five-part series on graduate and professional education in 2018-19.

# Update on Graduate Education

Board of Regents | Mission Fulfillment Committee | October 13, 2022

**Scott Lanyon** 

**Vice Provost & Dean of Graduate Education** 





# **Postbaccalaureate Degrees**

<b>Graduate</b>	Gra	adu	ıate
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(229 degrees)

**Doctorate degrees**:

Ph.D., S.J.D., D.M.A.

Research Master's degrees:

M.S., M.A., M.M., M.F.A. degrees

## **Professional**

(97 degrees)

<u>Doctorate degrees</u>: D.D.S., D.P.T,

D.N.P., D.V.M., Pharm.D., Ed.D.,

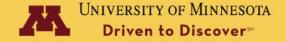
M.D. J.D., D.B.A.

<u>Professional Master's degrees</u>: Over

40 Including M.Acc., M.Arch., M.B.A.,

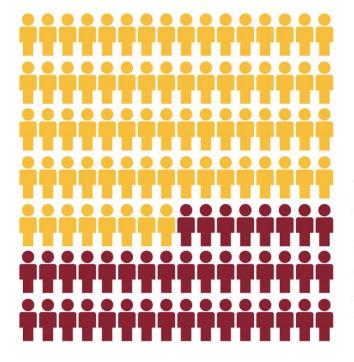
M.Ed., M.Eng., M.GeoE., M.H.A.,

M.P.H., M.P.S., and M.S.W.



# **Students and Programs**

Graduate	Professional
6,931	9,849
Students	Students
134 degree	98 degree
programs	programs



Graduate & professional students comprise

28%

of the UMN student body

# **MPact 2025**

# Commitment 2: Discovery, Innovation, and Impact

#### Goal 3

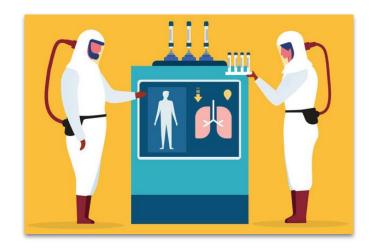
Research Growth

#### Action

Increase percentage of graduate students and postdocs employed in positions that use their degree.

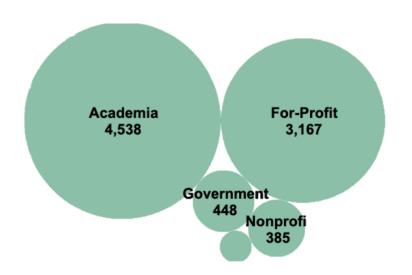
#### Metric

Maintain at 95% or above



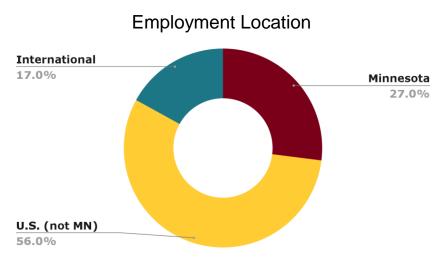
# **Actions**

- Collegiate Actions discipline specific
- Graduate School Actions independent of discipline
  - Individual Development Plans
  - Professional/career development
  - Tracking alumni career paths
  - Surveying alumni



## **Outcomes**

Annual UMN Graduate Alumni Survey – **98%** of respondents indicated that they use their UMN training "Significantly" or "Moderately" in their current job.



## **MPact 2025**

## Commitment 4: Community and Belonging

## Goal 3

Climate survey

### Action

Increase percentage of students with a favorable sense of belonging

### Metric

Increase year over year



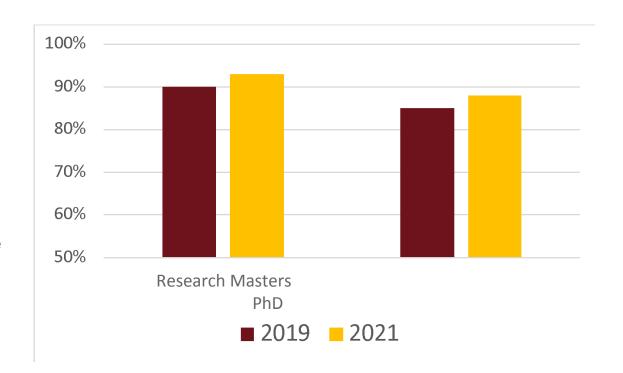
## **Actions**

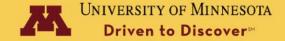
- Encourage graduate programs to implement best practices
- Prepare faculty to be effective advisors
- Administer the gradSERU survey every other year to track climate



## **Outcomes**

Percentage of graduate students who report that their graduate program climate is positive and welcoming





## **MPact 2025**

## **Commitment 4: Community and Belonging**

## Goal 1

Recruit diverse students, faculty and staff

### Action

Increase percentage of BIPOC/underrepresented (ethnicity) incoming students

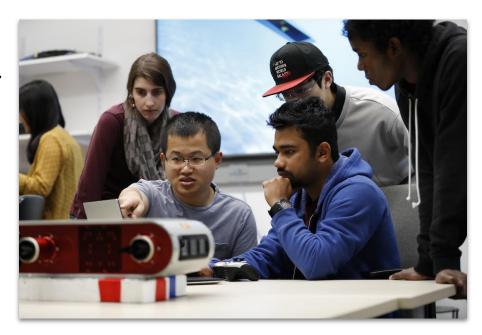
### Metric

Increase year over year

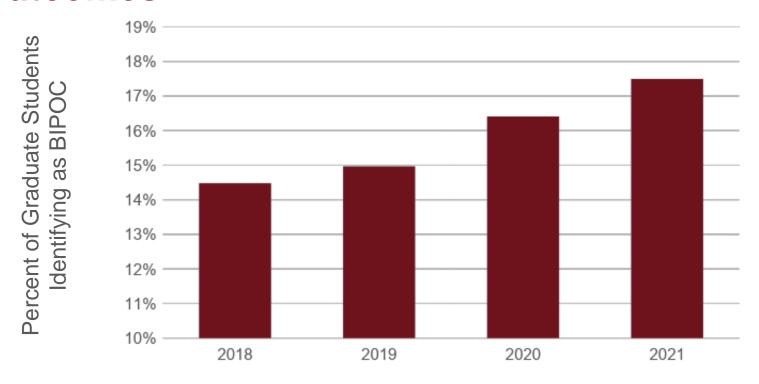


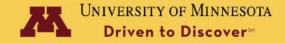
## **Actions**

- UMN Systemwide Diversity Conference and Recruiting Fair
- Consultations
- Communication of Best Practices
- Creating Inclusive Cohorts
   Pilot Program



## **Outcomes**





## **Competitive Landscape**

## Graduate Student Employment

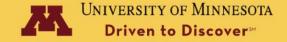
- 20 hours/week of assigned work; 20 hours (or more)/week of scholarly activity
- 100% of tuition coverage
- 95% of individual health insurance coverage

## Compensation

- 2022 salary floor increased from \$19.97/hour to \$20.74/hour
- Institutional share of dependent care coverage increased from 65% to 75%.
- Benchmarking compensation against Big Ten publics by discipline

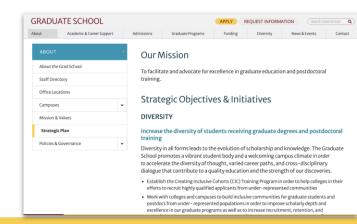
#### Fees

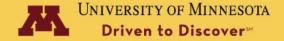
- Graduate Assistants can now spread their payment of fees over the semester
- Benchmarking fee levels against Big Ten publics



## **Graduate Education Strategic Priorities**

- Creating pathways from all our Minnesota campuses
- Increasing Diversity of Students Receiving Graduate Degrees
- Using Holistic Admission (appropriate use of GRE)
- Improving Graduate Student Mental Health
- Providing Professional/Career Development
- Increasing responsiveness to employer needs





## **Summary and Discussion**

- Graduate Students are an important population
  - Support teaching and research missions
  - Increasing diversity leads to greater innovation and productivity for the University and the state of Minnesota
  - Create next generation of intellectual leaders
- How do you see the employment opportunities for graduate students changing in the next 5-10 years? How might we adjust our programs to accommodate?

Mission Fulfillment October 13, 2022

AGENDA ITEM:	Board of Regents Policy: Commerciali	ization of Intellectual Pro	perty Rights
X Review	Review + Action	Action	Discussion
This is a re	eport required by Board policy.		
PRESENTERS:	Shashank Priya, Vice President for Re Rick Huebsch, Executive Director, Tec		tion

#### **PURPOSE & KEY POINTS**

The purpose of this item is to review proposed amendments to Board of Regents Policy: *Commercialization of Intellectual Property Rights.* The proposed amendments are the result of a comprehensive review of the policy and consultation with the University community.

The proposed amendments:

- Improve readability by rearranging sections and simplifying text.
- Codify in Board policy the University's ownership of "research data" and patented inventions (Section III).
- Increase support for University start-ups by increasing the per-company cap on equity securities (Discovery Capital) from \$1.05M to \$1.5M (Section VI).
- Eliminate superfluous text concerning the University holding a controlling equity interest in a private company.

Due to the number and breadth of the proposed revisions to the policy, the docket includes the current and revised policies as separate documents.

#### **BACKGROUND INFORMATION**

Board of Regents Policy: *Commercialization of Intellectual Property Rights* was adopted in 2007 and last amended in February 2022.

#### PRESIDENT'S RECOMMENDATION

The President recommends adoption of the proposed amendments to Board of Regents Policy: *Commercialization of Intellectual Property Rights.* 



### BOARD OF REGENTS POLICY: Commercialization of Intellectual Property Rights

#### SECTION I. SCOPE.

This policy governs the University of Minnesota's (University) ownership and commercialization of intellectual property rights, subject to the exclusions provided in Section IX of this policy.

#### SECTION II. GUIDING PRINCIPLES.

The following principles shall guide the University in commercializing intellectual property rights under this policy:

- (a) The primary mission of University research is the generation and dissemination of knowledge, and academic freedom requires that faculty, staff, and students be free to pursue areas of research and study without regard to the potential for the creation of inventions.
- (b) The development and dissemination of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas is a valued supplement to scholarly publications.
- (c) University commercialization activities shall not inhibit the ability of University researchers to pursue research of their choosing, to publish results of their work in a timely manner, and otherwise to exercise their rights of academic freedom.
- (d) Licensing University-owned technology to private companies promotes the University's interest in successful commercial development of University-owned intellectual property. In some circumstances, a non-commercial method of distribution, such as open source sharing of technology or licensing for humanitarian needs, may be the preferred method of providing public access to, and use of, University discoveries.
- (e) The University may use money earned from the commercialization of University-owned intellectual property to support commercial and other organizations that assist or promote such commercialization.

#### **SECTION III. DEFINITIONS.**

#### Subd. 1. Inventor.

*Inventor* means an individual who is employed by the University, who used substantial University resources to create technology, or who is otherwise subject to this policy. Visiting instructors and researchers, post-doctoral and other fellows, and students are subject to this policy and its exclusions.

Board of Regents Policy: Commercialization of Intellectual Property Rights Last Amended: February 11, 2022 Category: Academic Page 1 of 5

#### Subd. 2. License Equity.

*License Equity* means securities acquired by the University under Section VI, Subd. 1(b) of this policy in connection with commercializing a technology.

#### Subd. 3. Net Income.

Net income means the gross monetary payments the University receives in consideration for granting rights in a technology less (a) the University's out-of-pocket expenditures (including legal and administrative fees) directly attributable to protecting, developing, and commercializing the technology, and (b) a fifteen percent (15 percent) technology commercialization administrative fee of the gross monetary payments to help defray the costs associated with operating the Technology Commercialization office. Net income includes the net cash proceeds received from the sale of License Equity. Net income does not include the net cash proceeds received from the sale of securities acquired under Section VI, Subd. 3, (a) and (b) of this policy. Fees, charges, and other monetary payments made to the University to compensate it for administering intellectual property agreements or seeking and maintaining intellectual property protection for technology shall not be considered monetary payments under this policy.

#### Subd. 4. Research Data.

Research Data means recorded factual material commonly accepted in the scientific or scholarly community as necessary to validate research findings, excluding preliminary analyses, drafts of scholarly or scientific work, plans for future research, peer reviews, communication with colleagues and physical objects. Research Data includes only recorded factual material that the University commercializes alone or jointly with technology.

#### **Subd. 5. Substantial University Resources.**

Substantial University Resources means resources provided by the University that go above and beyond what is customarily provided to University employees or students. Substantial University Resources will vary by department/unit and context. To be substantial, the resources must be beyond the ordinary and must be more than what other members of the department or students in similar situations are regularly offered as support for their work.

#### Subd. 6. Student.

*Student* means an individual who is enrolled in a University course or who otherwise participated in a University educational activity.

#### Subd. 7. Technology.

*Technology* means the intellectual property and related rights in:

- (a) a discovery or invention, patentable or not;
- (b) software; and
- (c) a trademark identifying a technology.

#### Subd. 8. University Official.

University Official means an individual defined by Board of Regents Policy: Institutional Conflict of Interest.

#### SECTION IV. ACADEMIC FREEDOM AND THE RIGHT TO PUBLISH.

Board of Regents Policy: Commercialization of Intellectual Property Rights Last Amended: February 11, 2022 Category: Academic Page 2 of 5

To permit the registration, application for, and protection of the intellectual property rights in a technology, the University may request an inventor to delay the publication or public disclosure of a description of the technology for a brief period of time.

#### SECTION V. OWNERSHIP OF TECHNOLOGY.

#### Subd. 1. Ownership.

The University hereby claims and shall own all right, title, and interests in a technology created by an inventor in the course of their University employment or appointment or using substantial University resources and in research data generated or acquired by an inventor through research projects conducted at or under the auspices of the University, regardless of funding source.

#### Subd. 2. Ownership of Student-Created Technology.

The University does not claim ownership of a technology developed or research data generated or acquired by a student in connection with their participation in a University course or University educational activity. Notwithstanding the foregoing, the University hereby claims and shall own all right, title and interests in a technology developed and in research data generated or acquired by a student when:

- (a) an external sponsor solely or partially funded the development of the technology;
- (b) the technology was an improvement of a University-owned technology;
- (c) the student used substantial University resources to develop the technology; or
- (d) the student and an inventor jointly developed the technology.

In each such situation, the student shall be deemed under this policy an inventor of the technology, with all commensurate rights and obligations.

#### Subd. 3. Inventors' Assignments of Intellectual Property Rights in a Technology.

An inventor hereby irrevocably assigns to the University all of their rights, titles, and interests in a technology they created in the course of their University employment or appointment or they created using substantial University resources. An inventor shall cooperate with the University to effectuate this assignment.

#### SECTION VI. DELEGATIONS OF AUTHORITY.

#### Subd. 1. Commercialization.

The president or delegate is authorized to approve the University:

- (a) assigning, waiving, licensing, or otherwise granting a person a right to practice the University's intellectual property rights covering a technology; and
- (b) accepting equity securities and entering into related equity-ownership agreements in connection with commercializing a technology.

#### Subd. 2. Private Company Board Membership.

The president or delegate is authorized to approve the appointment of an individual to serve on behalf of the University as a voting member of the governing body of a privately held company commercializing a technology. The individual shall:

- (a) have demonstrated experience and competence in technology commercialization and in company creation, management, and capitalization; and
- (b) be reasonably insured against liability arising from service on the governing body.

Board of Regents Policy: Commercialization of Intellectual Property Rights Last Amended: February 11, 2022
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#### The individual:

- (a) shall not accept compensation (excluding reasonable reimbursement for service-related expenses) from the company for their service as a member of the governing body;
- (b) shall comply with applicable Board of Regents (Board) and administrative policies and procedures;
- (c) shall discharge fiduciary and contractual responsibilities to the company, subject to the performance of University duties as provided in Board and administrative policies and procedures if the individual is an employee of the University; and
- (d) shall resign as a voting member of the governing body of the company prior to the company's becoming publicly held, unless the president or delegate approves an extension of the appointment.

#### Subd. 3. Financial Support.

The president or delegate is authorized to approve the following:

- (a) the purchase of equity securities and securities that are convertible to equity securities of a company formed to develop and commercialize technology up to \$1,500,000 per company. The securities may be purchased in one or a series of transactions.
- (b) providing to a non-University person in a single project up to \$250,000 from income the University earned from the commercialization of technology to directly encourage, promote or assist with the development or commercialization of technology.

#### **SECTION VII. EQUITY SECURITIES.**

#### **Subd.1. Disposition of License Equity.**

The University shall sell license equity as soon as practicable and in compliance with all applicable laws.

#### Subd. 2. Investment.

University officials shall not purchase or invest, directly or indirectly, in the equity securities of a non-public company commercializing a technology. University employees who are not University officials may purchase such equity securities if permitted under applicable Board and administrative policies.

#### SECTION VIII. NET INCOME DISTRIBUTION.

The University shall distribute the net income it received from commercializing a technology as follows:

- (a) thirty-three and one-third percent to the inventors of the technology,
- (b) twenty-five and one-third percent to the department, division, or center that supported the creation of the technology, to be spent in support of the inventor's research or directly related University work
- (c) eight percent to the collegiate unit that supported the creation of the technology, and
- (d) thirty-three and one-third percent to the Office of the Vice President for Research, to be spent in support of the University's technology commercialization activities and to fund University research and scholarly activity.

The president or delegate may change the distribution to collegiate units or to departments, divisions, or centers if such cumulative amounts become disproportionate compared to their budgets or if there have been administrative organizational changes, including an inventor's movement among units or

Board of Regents Policy: Commercialization of Intellectual Property Rights Last Amended: February 11, 2022
Category: Academic Page 4 of 5

departments. The president shall inform the Board in each instance after changing a distribution to a collegiate unit or to a department, division, or center.

#### SECTION IX. EXCLUSIONS.

#### Subd. 1. Copyright.

The University only claims ownership of copyrighted works as stated in Board of Regents Policy: *Copyright* and related administrative policies and procedures, except the University claims ownership of the intellectual property rights in software developed by inventors in this policy.

#### Subd. 2. Trademarks.

With the exception of intellectual property rights in University trademarks that identify University-owned plant varieties or that are commercialized in conjunction with other technology covered by this policy, this policy does not apply to the use of University-owned or licensed names, trademarks, or service marks as defined by Board of Regents Policy: *Founding Date, Corporate Name and Seal, and University Marks* and related administrative policies and procedures.

#### SECTION X. REPORTING.

The president or delegate shall report annually to the Board on University activities under this policy as a component of the annual report on the state of the University research enterprise.

#### SECTION XI. IMPLEMENTATION.

The president or delegate shall implement this policy and maintain appropriate administrative policies and procedures to administer it.

#### **REVISION HISTORY**

Adopted: December 14, 2007

Amended: December 10, 2010, February 14, 2014, June 12, 2015; February 11, 2022

**Supersedes:** Educational Materials dated April 14, 1967, Patent and Technology Transfer dated October 10, 1986, Intellectual Property adopted October 8, 1999, Use of Royalty Income to Support Technology Commercialization adopted March 12, 2004, and Acquiring Controlling Equity Interests in Technology Licensees adopted December 8, 2006.

Board of Regents Policy: Commercialization of Intellectual Property Rights Last Amended: February 11, 2022 Category: Academic Page 5 of 5



### BOARD OF REGENTS POLICY: Commercialization of Intellectual Property Rights

#### SECTION I. SCOPE.

This policy governs patents and the ownership, commercialization, and dissemination of intellectual property rights in technology created at the University of Minnesota (University).

#### SECTION II. EXCLUSIONS.

#### Subd. 1. Copyright.

With the exception of the commercialization of intellectual property rights in software owned by the University, this policy shall not apply to the ownership or use of copyrighted works that are governed by other Board of Regents (Board) or administrative policies.

#### Subd. 2. Trademarks.

With the exception of intellectual property rights in University trademarks that identify University-owned plant varieties or that are commercialized in conjunction with other technology covered by this policy, this policy shall not apply to the use of University-owned or licensed names, trademarks, or service marks.

#### **Subd. 3. Equity Interests.**

This policy shall not apply (a) to the University's acquisition of equity securities in a publicly held company or appointment of a voting member to the governing body of a publicly held company or (b) to the acquisition of equity securities of a publicly held company by a University employee.

#### Subd. 4. Student-Created Technology.

This policy shall not apply to technology created or reduced to practice by University students to fulfill a University course requirement unless (i) the development of the technology was funded, in whole or in part, by an external sponsor; (ii) the technology was an improvement of an invention in which the University holds the intellectual property rights; (iii) a University faculty member or other University employee was a co-inventor of the technology; or (iv) substantial University resources were used to develop or reduce the technology to practice. This policy does not prohibit the University from conditioning participation in a University course or other University-sponsored activity on an individual's assigning to or licensing to the University the rights in technology created or reduced to practice in the course or activity.

Board of Regents Policy: *Commercialization of Intellectual Property Rights*Last Amended: February 11, 2022

Category: Academic

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#### SECTION III. DEFINITIONS.

#### Subd. 1. Inventor.

Inventor shall mean a University employee, student, or postdoctoral or other fellow who invents technology.

#### Subd. 2. Technology.

Technology shall mean the following items and their related intellectual property rights:

- (a) a discovery or invention, patentable or not;
- (b) software owned by the University; and
- (c) trademarks owned by the University that identify University-owned or University-licensed plant varieties or that are commercialized in conjunction with other technology covered by this policy.

#### Subd. 3. University Official.

University official shall mean a person defined as a University official in Board of Regents Policy: *Institutional Conflict of Interest* and any person covered by administrative policies or procedures implementing that policy.

#### **Subd. 4. Controlling Equity Interest.**

Controlling equity interest shall mean the University's ownership of equity securities of a licensee sufficient to grant the University the power to direct the licensee's management. The University shall be considered to have a controlling equity interest in a licensee under this policy if:

- (a) the University owns a majority of the voting equity interest in the licensee; or
- (b) the University has the power to appoint a majority of the voting members of the governing body of the licensee.

#### Subd. 5. Licensee.

Licensee shall mean a for-profit, privately held company to which the University licenses or assigns intellectual property rights in University-owned technology.

#### Subd. 6. Net Income.

Net income shall mean the gross monetary payments the University receives in consideration for granting rights in the technology less (a) the University's out-of-pocket expenditures (including legal fees) directly attributable to protecting, developing, and transferring that technology and (b) a fifteen percent administrative fee of the gross monetary payments to help defray the costs associated with operating the Office of Technology Commercialization. Net income includes the net cash proceeds received from the sale of securities acquired under Section V, Subd. 6 of this policy. Net income does not include the net cash proceeds received from the sale of securities acquired under Section VII, Subd. 5 of this policy. Fees, charges, and other monetary payments made to the University to compensate it for administering intellectual property agreements or seeking and maintaining intellectual property protection for technology shall not be considered monetary payments under this policy.

#### **SECTION IV. GUIDING PRINCIPLES.**

The following principles shall guide the University in commercializing technology:

(a) The primary mission of University research is the generation and dissemination of knowledge, and academic freedom requires that faculty, staff, and students be free to pursue areas of research and study without regard to the potential for the creation of inventions.

Board of Regents Policy: Commercialization of Intellectual Property Rights Last Amended: February 11, 2022 Category: Academic Page 2 of 5

- (b) The development and dissemination of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas is a valued supplement to scholarly publications.
- (c) University commercialization activities shall not inhibit the ability of University researchers to pursue research of their choosing, to publish results of their work in a timely manner, and otherwise to exercise their rights of academic freedom.
- (d) Licensing University-owned technology to private companies promotes the University's interest in successful commercial development of University-owned intellectual property. In some circumstances, a non-commercial method of distribution, such as open source sharing of technology or licensing for humanitarian needs, may be the preferred method of providing public access to, and use of, University discoveries.
- (e) The University may own a controlling equity interest and assert control over the direction and management of a licensee only when doing so (1) enhances the potential for the licensee to successfully develop and make available to the public useful products and services and (2) increases the potential value of the University's investment.

#### SECTION V. OWNERSHIP OF TECHNOLOGY.

#### Subd. 1. Ownership.

The University shall be the sole owner of all rights, titles, and interests (including intellectual property rights) in and to technology:

- (a) created by University employees in the course of their employment;
- (b) created by individuals, including employees, students, or post-doctoral or other fellows, using substantial University resources.

#### Subd. 2. Assignment of Intellectual Property Rights.

Inventors assign to the University all rights, titles, and interests, if any, in and to technology owned by the University.

#### **Subd. 3. Ownership Under Third Party Agreements.**

Ownership of and rights in technology are subject to the terms of written agreements between the University and third parties under which the University, solely or in collaboration, conducts research or other activities. Under these agreements, the University may claim, disclaim, or otherwise grant or accept rights in technology as appropriate and desirable.

#### Subd. 4. Waiver of University Rights.

Consistent with administrative policies and procedures, the president or delegate is authorized to waive or otherwise assign to an inventor all or part of the University's rights, titles, or interests in or to a technology created by the inventor.

#### Subd. 5. Rights to Publish.

At the University's request, inventors shall delay the publication or public disclosure of any descriptions of technology for a brief period of time to permit the registration, application for, and protection of the intellectual property rights in the technology.

#### Subd. 6. Rights to Third Parties.

The president or delegate may assign, license, or otherwise grant a third party the right to use technology royalty-free or in exchange for cash, stock or other securities, or other tangible or intangible property.

Board of Regents Policy: Commercialization of Intellectual Property Rights Last Amended: February 11, 2022
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#### SECTION VI. DISTRIBUTION OF INCOME FROM COMMERCIALIZATION OF TECHNOLOGY.

The University shall share with inventors the net income from the commercialization of technology as follows:

- (a) thirty-three and one-third percent to the inventors;
- (b) twenty-five and one-third percent to the department, division, or center that supported the creation of the technology, to be spent in support of the inventor's research or directly related University work;
- (c) eight percent to the collegiate unit that supported the creation of the technology; and
- (d) thirty-three and one-third percent to the Office of the Vice President for Research, to be spent in support of the University's technology commercialization activities and to fund University research and scholarly activity.

The president or delegate may change the distribution to collegiate units or to departments, divisions, or centers if such amounts become disproportionate compared to their budgets or if there have been administrative organizational changes, including an inventor's movement among units or departments. The president or delegate also may distribute to inventors a portion of the net income from commercialization of technology in the form of a bonus or salary supplement.

#### SECTION VII. EQUITY, CONTROLLING INTERESTS, AND ASSISTANCE WITH COMMERCIALIZATION.

#### Subd. 1. Disposition of Equity Securities.

The University shall sell the equity securities acquired under Section V. Subd. 6. of this policy as soon as prudent and in strict compliance with all applicable federal and state laws.

#### Subd. 2. Acquiring a Controlling Equity Interest in the Commercialization of Technology.

In acquiring, as part of a transaction to commercialize technology, a majority or other equity interest in a company that grants the University the power to direct the company's management or the power to appoint a majority of the voting members of the governing body of the company, the following prohibitions shall apply:

- (a) Except as permitted under Section VII. Subds. 4. and 5. of this policy or any other applicable Board policies, the University shall not make a cash investment in, lend money to, or guarantee the obligations of the company; and
- (b) University officials shall not purchase or invest, directly or indirectly, in the equity securities of a licensee as long as the licensee is privately held, except that University employees who are not University officials may purchase or invest, directly or indirectly, in such equity securities if permitted under Board of Regents Policy: *Individual Business or Financial Conflict of Interest* and other applicable Board policies.

## Subd. 3. Appointment of Voting Members to Governing Bodies as Part of the Commercialization of Technology.

The president or delegate may authorize the appointment of voting members to the governing bodies of privately held companies commercializing technology. The member shall:

- (a) be an individual with demonstrated experience and competence in technology commercialization and in the creation, management, and capitalization of privately held companies; and
- (b) be reasonably insured against liability arising from service on the governing bodies of such companies.

Board of Regents Policy: Commercialization of Intellectual Property Rights Last Amended: February 11, 2022 Category: Academic Page 4 of 5

#### The member:

- (a) shall not accept compensation for service as a member of the governing body of the company, but may accept reasonable reimbursement for service-related expenses;
- (b) shall comply with applicable University policies and procedures;
- (c) shall discharge fiduciary and contractual responsibilities to the company, subject to the performance of University duties as provided in Board and other University policy and procedures if the individual is an employee of the University; and
- (d) shall resign as a voting member of the governing body of the company prior to the company's becoming publicly held, unless the president or delegate approves an extension of the appointment.

#### Subd. 4. Use of Technology Commercialization Income to Assist Commercialization by Non-**University Entities.**

The president or delegate may authorize non-University entities to use income the University earns from technology commercialization to directly encourage, promote, or assist with the commercialization and development of University intellectual property. The commitment of financial support for particular projects shall not exceed \$250,000, consistent with Board of Regents Policy: Reservation and Delegation of Authority.

#### Subd. 5. Equity Investment to Support Commercialization by Non-University Entities.

The president or delegate may authorize an investment in the equity securities (including securities that are convertible to equity securities) of a company formed for the purpose of commercializing and developing University-owned technology. No such investment may exceed \$1,050,000.

#### SECTION VIII. REPORTING.

The president or delegate shall report annually to the Board on University activities under this policy as a component of the annual report on the state of the University research enterprise.

#### SECTION IX. IMPLEMENTATION.

The president or delegate shall implement this policy and maintain appropriate policies and procedures to administer it.

#### **REVISION HISTORY**

Adopted: December 14, 2007

Amended: December 10, 2010, February 14, 2014, June 12, 2015; February 11, 2022

**Supersedes:** Educational Materials dated April 14, 1967, Patent and Technology Transfer dated October 10, 1986, Intellectual Property adopted October 8, 1999, Use of Royalty Income to Support Technology Commercialization adopted March 12, 2004, and Acquiring Controlling Equity Interests in Technology Licensees adopted December 8, 2006.

Last Amended: February 11, 2022 Board of Regents Policy: Commercialization of Intellectual Property Rights Category: Academic

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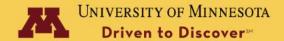
## Board of Regents Policy: Commercialization of Intellectual Property Rights

Board of Regents | Mission Fulfillment Committee | October 13, 2022

Shashank Priya
Vice President for Research

Rick Huebsch

Executive Director,
Technology Commercialization



## **Technology Commercialization Office**

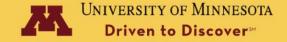
techcomm.umn.edu

**Mission**: Facilitate the transfer of research innovations with impact – for the development of new products and services that:

- Benefit the public good
- Foster economic growth
- Generate value to support the University's mission

**Service:** Within Office for Vice President of Research

**Delegations**: Filing IP, Licensing IP, Starting Companies, Processing Revenue



## **Technology Commercialization Policies**

### **Relevant Policies:**

- Board of Regents Policy:
   Commercialization of Intellectual Property Rights
- Board of Regents Policy: Copyright
- UMN Admin Policy: Reporting Inventions or Software Arising from Research



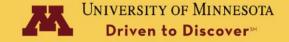
# **Board of Regents Policy:** *Commercialization of Intellectual Property Rights*

## Policy Timeline

- Adopted 2007 superseded a collection of other policies
- Amended 2010, 2014, 2015, and 2022

### Policy Objectives

- Subject to the delegations and controls in the policy:
- Assert University's ownership of intellectual property developed by faculty/staff
- Affirm students' ownership of intellectual property they develop in courses, etc.
- Charge the administration to commercialize University-held intellectual property, support University start-ups, and share net income with inventors



## **Consultations on Policy Changes**





#### BOARD OF REGENTS POLICY: Commercialization of Intellectual Property Rights

#### SECTION I. SCOPE.

This policy governs the University of Minnesota's (University) ownership and commercialization of intellectual property rights, subject to the exclusions provided in Section IX of this policy.

#### SECTION II. GUIDING PRINCIPLES.

The following principles shall guide the University in commercializing intellectual property rights under this policy:

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- (b) The development and dissemination of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas is a valued supplement to scholarly publications.
- (c) University commercialization activities shall not inhibit the ability of University researchers to pursue research of their choosing, to publish results of their work in a timely manner, and otherwise to exercise their rights of academic freedom.
- (d) Licensing University-owned technology to private companies promotes the University's interest in successful commercial development of University-owned intellectual property. In some circumstances, a non-commercial method of distribution, such as open source sharing of technology or licensing for humanitarian needs, may be the preferred method of providing public access to, and use of University discoveries.
- (e) The University may use money earned from the commercialization of University-owned intellectual property to support commercial and other organizations that assist or promote such commercialization.

#### SECTION III. DEFINITIONS

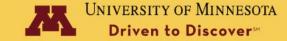
#### Subd. 1. Inventor.

Inventor means an individual who is employed by the University, who used substantial University resources to create technology, or who is otherwise subject to this policy. Visiting instructors are researchers, post-doctoral and other fellows, and students are subject to this policy and its exclusions.

Board of Regents Policy: Commercialization of Intellectual Property Rights Category: Academic

Amended: February 11, 2 Page 1

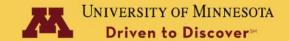
- Office of General Counsel and Board of Regents Office
- Informally consulted key faculty on proposed changes
- Presented revised policy to:
  - Collegiate Research Associate Deans (CRAD)
  - Faculty Senate Research Committee
  - Faculty Consultative Committee
  - Faculty Senate
- Each consulted body endorsed the policy changes



## **Objectives of Policy Revision**

- 1. Improve readability by rearranging sections and simplifying text
- Codify in Board policy the University's ownership of "research data" and patented inventions – Section III
- 1. Increase support for University start-ups by increasing the per-company cap on equity securities (Discovery Capital) from \$1.05M to \$1.5M Section VI
- 1. Eliminate superfluous text concerning University holding a controlling equity interest in a private company

## Questions or Feedback?



Mission Fulfillmen	nt		October 13, 2022
AGENDA ITEM:	Consent Report		
Review	X Review + Action	Action	Discussion
This is	a report required by Board policy.		
PRESENTERS:	Rachel Croson, Executive Vice Pr	esident and Provost	

#### **PURPOSE & KEY POINTS**

The purpose of this item is to seek approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes; and conferral of tenure for new hires, as outlined below.

#### I. Request for Approval of New Academic Programs

- College of Education and Human Development (Twin Cities Campus)—requests approval to create a Master of Learning and Talent Development degree
- College of Science and Engineering (Twin Cities Campus)—requests approval to create a Post-Baccalaureate Certificate in Electrification Engineering
- Carlson School of Management (Twin Cities Campus)—requests approval to create a Managing People in Organizations undergraduate minor

#### II. Request for Conferral of Tenure for New Hire

 Federico Garcia Lammers, associate professor with tenure, School of Architecture, College of Design

#### **BACKGROUND INFORMATION**

Approvals are sought in compliance with Board of Regents Policy: *Reservation and Delegation of Authority* as follows:

- Academic program changes: Article I, Section V, Subd. 2.
- Tenure and/or promotion recommendations: Article I, Section V, Subd. 1.

#### PRESIDENT'S RECOMMENDATION

The President recommends approval of the Consent Report.

#### University of Minnesota Board of Regents Mission Fulfillment Committee October 13, 2022

**Consent Report: Academic Program Changes** 

#### I. Request for Approval of New Academic Plans

College of Education and Human Development (Twin Cities Campus)—requests approval to create a Master of Learning and Talent Development degree, effective spring 2023. The Master of Learning and Talent Development is focused on learning, training, and development of human resources in organizational contexts. It is aimed at early career and more experienced practitioners with interests in design, development, and delivery of learning and training for individuals, teams, and organizations. The proposed degree is aligned with the urgent needs experienced in almost every mid-sized to large organization where internal staff are employed, or where external consultants are engaged, to lead and provide learning and talent development as a core feature of their business strategy. New coursework has been developed to meet the needs of this prospective group of graduate students with this practice-oriented master's degree. The University of Minnesota offers programs in related, but significantly different, areas of human resources: the Carlson School of Management offers programs in Human Resource Management (HRM), a broader discipline and field of practice that covers all aspects of people management; and the College of Liberal Arts offers a Ph.D. in Industrial/Organizational Psychology. The proposed program makes use of existing resources and will be delivered in a fully online format.

College of Science and Engineering (Twin Cities Campus)—requests approval to create a Post-Baccalaureate Certificate in Electrification Engineering, effective spring 2023. The Post-Baccalaureate Certificate will provide an applied graduate-level credential focused on the core systems underpinning the electrified world, and which covers the breadth of technologies used to convert traditional mechanical systems into hybrid or electric platforms. This 12-credit program is suitable for industry professionals and new college graduates looking for an applied learning approach with immediately applicable skills, and responds to a growing demand for engineers, technologists, and managers who understand the complexities and nuances of electrification. This demand is driven by the billions of dollars of invested in technologies including electric vehicles, solar power generation systems, and diesel-electric locomotives. The University is uniquely positioned to launch this certificate program with its strong industrial base suited to this field (Polaris, Thermo King, MTS, Zeus Electric Chassis, Arctic Cat, Wabtec, etc.) and subject matter experts among its faculty, alumni, and corporate partners. A local industry partner is providing resources by funding the development of the curriculum and filling the first cohort of students. Courses in the certificate program will be offered in classroom/in person and partially online formats.

Carlson School of Management (Twin Cities Campus)—requests approval to create a Managing People in Organizations undergraduate minor, effective spring 2023. The Managing People in Organizations minor focuses on preparing students for moments they encounter in school

and work when managing interpersonal dynamics is critical, and which require an understanding of complex issues, navigating change, managing conflict, and motivating and influencing others. The minor prepares students to manage people in business organizations (e.g., coaching, performance management, collaboration) with consideration of organizational contexts (e.g., culture, change management, teams). The minor is designed for Carlson undergraduate students as a complement to existing majors. Carlson students develop deep technical expertise in content areas (e.g., marketing, finance, accounting, supply chain, strategy, human resources), and pairing this functional expertise with effective skills in managing people will better prepare students to excel in the workplace. The minor makes use of existing resources and will be delivered in a majority inperson/classroom modality.

## University of Minnesota Board of Regents Mission Fulfillment Committee October 13, 2022

#### **Consent Report: Request to Grant Tenure to External Hire**

The Executive Vice President and Provost recommends Federico Garcia Lammers for tenure and faculty rank as outlined below. The decision of the Board of Regents to confer tenure and rank for any individual faculty hire with tenure becomes effective on the first day of that faculty member's academic appointment at the University.

## Federico Garcia Lammers, associate professor with tenure, School of Architecture, College of Design

Professor Garcia Lammers is an educator and designer whose teaching and research connect expansive notions of citizenship with the labor systems that underlie architectural production. He received a Master of Architecture degree in 2009 from the University of Minnesota. Previously, Professor Garcia Lammers was a tenured associate professor at South Dakota State University.

Mission Fulfillment		October 13, 2022		
AGENDA ITEM:	Information Items			
Review	Review + Action Action	X Discussion		
This is a	report required by Board policy.			
PRESENTERS:	Rachel Croson, Executive Vice President and Provost			
PURPOSE & KEY POINTS				

#### University, Student, Faculty, and Staff Activities and Awards

A report of select activities among faculty, staff, and students at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University is included in the docket materials.

#### **Updated Partnership Agreement for Carlson School of Management Program**

In 2017, the Carlson Global Institute (CGI) at the Carlson School of Management was approved to offer a Medical Industry subplan/track in the MBA degree program, jointly with Tongji University in Shanghai, China. In August 2022, the partnership agreement with Tongji University was terminated due to Tongji University discontinuing joint-degree partnerships with institutions in the United States and the United Kingdom. The Carlson School of Management has now entered into a new partnership agreement with a Shanghai-based education service provider, Joint-Share Business Management Co. Ltd, to continue offering the Medical Industry subplan in this manner.

#### **Completed Comprehensive Review of Board Policy**

The purpose of this item is to inform the committee that the comprehensive review of <u>Board of Regents Policy</u>: <u>Student Financial Aid</u> is complete and the policy implementer recommends that no changes be made at this time. The policy can be accessed via the hyperlink.

If there are items that the committee would like addressed, those will be recorded and referred back to the policy implementer. If the committee raises no additional items, the comprehensive review process will be complete, and the date of last comprehensive review will be noted within the policy. The president and policy implementers have the ability to recommend changes outside of the comprehensive review process as needed (e.g., changes resulting from the implementation of the MPact 2025).

## University of Minnesota Board of Regents Mission Fulfillment Committee October 13, 2022

## Information Report: Report of University Faculty, Staff, and Student Activities and Awards

#### **University Highlights**

The <u>University of Minnesota was recognized by Forbes as the top employer in Minnesota in its 2022</u> <u>America's Best Employers by State list</u>.

An interdisciplinary group of experts recently received a <u>2.8 million dollar National Science Foundation</u> <u>Frontier Research in Earth Sciences grant</u> to delve into the formation and evolution of the Lake Superior basin.

President Gabel accepted the invitation to serve on the Carnegie Classifications Institutional Roundtable. The roundtable will offer expert perspective as part of updates to the Carnegie Classifications of Institutions of Higher Education.

The <u>University of Minnesota is one of only a few select institutions awarded two U.S. Department of Energy Energy Frontier Research Centers</u>. Over four years, the Center for Interacting Geo-Processes in Mineral Carbon Storage will receive \$11 million and the Center for Programmable Energy Catalysis will receive \$10.6 million. The awards are part of a \$540 million initiative by the DOE to invest in clean energy technologies and low-carbon manufacturing to help the U.S. achieve net-zero emissions by 2050.

The Twin Cities, Crookston, Duluth, and Morris campuses were mentioned in the 2023 U.S. News and World Report rankings. The Twin Cities campus was ranked number 23, reaching the MPact 2025 goal for the campus to be ranked among the nation's top 25 public schools. The Crookston campus retained its No. 1 status among public Midwest Regional Colleges. Duluth placed in the top 20 percent of the Regional Universities in the Midwest category category. The Morris campus improved its ranking among National Liberal Arts Colleges by five places from No. 141 to No. 136.

The University of Minnesota has been awarded a competitive <u>National Resource Center (NRC) grant for International Studies and a second NRC grant for African Studies</u>. The funding for both comes to \$3.5 million over four years from the U.S. Department of Education's Title VI program. The University is one of only nine programs in the country to be designated a comprehensive international center, and one of ten programs in African studies.

#### **Faculty and Staff Awards and Activities**

227 University of Minnesota Medical School and University of Minnesota Physicians (M Physicians) doctors across 70 specialties were named Top Doctors for 2022 by *Minnesota Monthly* magazine.

Emily Vraga, associate professor in the College of Liberal Arts, is part of a multiple university team that was recently <u>awarded a \$5 million Phase II Convergence Accelerator cooperative award from the National</u>

<u>Science Foundation</u> to continue to develop Course Correct, a tool designed to help journalists identify and combat misinformation online.

Sylia Wilson, assistant professor in the College of Liberal Arts, along with researchers from the Institute of Child Development, Psychology, and Pediatrics received a grant of \$1.7 million from the National Institute on Drug Abuse for their project titled, "Neurobehavioral Mechanisms Linking Childhood Social Disadvantage With Substance Use Trajectories in Adolescence and Adulthood."

Claire Halpert, associate professor; Nora Livesay, Ojibwe People's Dictionary editor; and Brendan Kishketon, associate professor, all from the College of Liberal Arts, have been awarded a <a href="mailto:three-year">three-year</a>, <a href="mailto:statucture">\$450,000 NSF/NEH Dynamic Language Infrastructure grant</a> for their project, "Developing Indigenous scholars, curriculum and language documentation."

Cheri Friedrich, clinical professor in the School of Nursing, was <u>selected to be inducted into the 2022 Class</u> <u>of Fellows by the American Academy of Nursing</u>. The achievement is considered one of the highest honors in the nursing profession.

Ningling Kang, associate professor and leader of the Tumor Microenvironment & Metastasis research section, has received a <u>five year</u>, \$2 <u>million R01 award by the National Cancer Institute at the National Institutes of Health</u> titled "Hepatic Stellate Cell Regulation of Metastatic Growth in the Liver."

#### **Student Awards and Activities**

Michael Kelly and Sinibaldo Romero Arocha, Medical School students, were recognized for their outstanding leadership and commitment to the future of medicine with the <u>Minnesota Medical Association's Student Leadership Award</u>.