

**UNIVERSITY OF MINNESOTA**

**BOARD OF REGENTS**

**Educational Planning & Policy Committee**

**Thursday, June 10, 2010**

**1:30 p.m. - 3:30 p.m.**

**600 McNamara Alumni Center, East Committee Room**

**Committee Members**

Patricia Simmons, Chair  
Maureen Ramirez, Vice Chair  
Richard Beeson  
Linda Cohen  
John Frobenius  
David Larson

**Student Representatives**

**A G E N D A**

1. Board of Regents Policy: *University of Minnesota Press* - Action - T. Mulcahy (pp. 2-3)
2. Focus on Research Dissemination - T. Mulcahy/W. Lougee (pp. 4-7)
3. Consent Report - Review/Action - T. Sullivan (pp. 8-12)
4. Information Items - T. Sullivan (p. 13-15)



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**June 10, 2010**

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

review       review/action       action       discussion

**Presenters:** Vice President Timothy Mulcahy

**Purpose:**

policy       background/context       oversight       strategic positioning

To act on proposed amendments to Board of Regents Policy: *University of Minnesota Press*.

**Outline of Key Points/Policy Issues:**

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

**Background Information:**

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

**President's Recommendation for Action:**

The President recommends adoption of proposed amendments to Board of Regents Policy: *University of Minnesota Press*.



UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS POLICY

Page 1 of 1

Academic

UNIVERSITY OF MINNESOTA PRESS

Adopted: April 10, 1981

Amended: November 10, 1993; July 9, 2004

Supersedes: (see end of policy)

**DRAFT** for action June 11, 2010

UNIVERSITY OF MINNESOTA PRESS

**Subd. 1. Scope.** The University of Minnesota Press (University Press), a department of the University of Minnesota (University), is the University's scholarly publishing arm, and its publications shall include specialized, instructional, and general works.

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

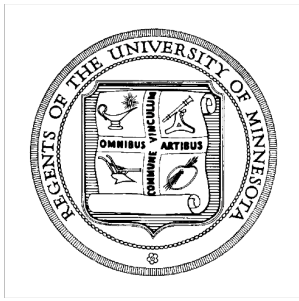
**Subd. 3. Director.** The president or delegate shall appoint as chief administrative officer of the University Press a director who shall be responsible for editorial planning, acceptance of projects for publication, and financial and operational management.

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

- (a) annually appoint a committee of the faculty to advise the director on editorial policy and planning and acceptance of projects for publication;  
and
- (b) appoint an external committee of researchers and practitioners to establish research priorities, review annual research, and review product development requests for the test publishing program of the University.

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

SUPERSEDES: POLICY DATED OCTOBER 5, 1963.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**June 10, 2010**

**Agenda Item:** Focus on Research Dissemination

review       review/action       action       discussion

**Presenters:** Vice President Timothy Mulcahy  
University Librarian and Dean Wendy Lougee

**Purpose:**

policy       background/context       oversight       strategic positioning

The University of Minnesota is the state's only research university and one of the leading research universities in the country. The purpose of this presentation is to engage the Board in a discussion of traditional and evolving methods of research dissemination. Board policies affect dissemination of research; dissemination of research affects the University's impact nationally and internationally. Effective dissemination of research is vital to fulfilling the University's mission and to achieving its strategic positioning goal to become one of the top three public research universities in the world.

**Outline of Key Points/Policy Issues:**

Disseminating and sharing the results of research and scholarship are core to the mission of the University and essential to advancing new discovery and creative endeavors. Publication is the traditional form of research dissemination, but forms of publication are changing with new technology, and so is the economics of dissemination. The federal government has begun to more actively require that the results of some federally-funded research be freely available. These newly evolving open access ideas and policies, as well as traditional intellectual property rights and the role they may play in promoting research, will be discussed.

**Background Information:**

The Board regularly receives research reports.

**University of Minnesota Board of Regents**  
**Educational Planning and Policy Committee**  
**June 10, 2010**

**Focus on Research Dissemination**

**Dissemination: Fueling New Knowledge**

Disseminating and sharing the results of research and scholarship are core to the mission of the University and essential to advancing new discovery and creative endeavors. Dissemination occurs in myriad ways, whether through traditional vehicles of publication and educational programs, or emerging strategies for multi-institutional collaboration. Technology and knowledge transfer also bring research outcomes to the broader community, addressing society's problems and contributing to a global economy.

The benefits that accrue from the dissemination of research are significant and have broad and diffuse impact. Research is essentially a progressive cycle of discovery and the generation of new knowledge, building on previous discoveries, insights, and data. The documentation that results from this process fuels future research and also brings reputational value and visibility to individual faculty and to the institution. A variety of measures help assess impact. For example, analytic tools have been developed to assess the impact of individual publications through the frequency with which the publication is cited. Increasingly the evidence of impact is also reflected in the prominence and connections with a research project that are visible on the Internet. The academy has also developed mechanisms for ranking an institution's academic programs, often incorporating reputational and productivity measures.

Strategies and structures for dissemination are being transformed as new technologies enable more rapid and more robust mechanisms for sharing the outcomes of research and as individual disciplines and professional communities develop new protocols for communicating. With these changes have also come new models for sharing the rights associated with intellectual property.

**Publishing and Publication**

Publication is a traditional venue for sharing research and scholarship, yet it is an arena undergoing transformative change with new genre, enhanced features, and new models for managing copyrights. With the advent of new technologies and online media, the repertoire of books and journals has been expanded to include a broader spectrum of publication types ranging from blogs, to interactive monographs, to online journal articles that incorporate associated data sets and software for analysis.

As the forms of publication have changed, there have been concurrent themes associated with underlying economic models for publication and the prevailing mechanisms for managing copyright. Typically, an author transfers copyright to the publisher in exchange for disseminating the publication. The publisher, in turn, adds editorial value and distributes the publication for a fee. Copyright is, in fact, a bundle of rights that gives the copyright holder the right to reproduce and distribute the work, as well as create derivative works (for example, a second edition). Transferring copyright is often a condition of publication, and publisher

policies often prohibit the author from any other distribution or sharing of the work outside the published venue.

In the last decade, a growing movement towards new methods of sharing copyright has emerged. Referred to as *Open Access*, this model creates mechanisms to provide online access to copyrighted works, royalty-free for non-commercial uses. Two types of open access have emerged: wholly *open access publications* that are supported by author fees or other subsidies and *open access archives* whereby copies of traditionally published works are deposited in a freely available online archive (typically 6-12 months after publication). These open archives can be associated with a research domain (e.g., PubMed Central, NIH's digital archive for biomedical and life science journal literature) or with an institution (e.g., University of Minnesota's Digital Conservancy). Some open archives have become the mainstay of discipline communities, for example the archive for high energy physics (arXiv, managed by Cornell University Libraries) or the decade-old archive for applied economics (AgEcon, managed by University of Minnesota Libraries).

NIH introduced a mandate for open access deposit as policy in 2008, requiring researchers with NIH funding to deposit copies of peer reviewed journal articles resulting from the research in PubMed Central. Legislation is currently before congress, the Federal Research Public Access Act (FRPAA), to implement a similar mandate for 11 U.S. government agencies. FRPAA would require open access deposit of journal articles stemming from funded research to be made available in an agency or other repository. While open access publications and deposit offer opportunities for greatly expanded access, the shifting economic models and roles of universities in providing support are in transition.

### **Institutional Policies**

In the context of the open access movement, individual universities have assessed the value of policies in support of open access. Harvard University (colleges of Arts and Science, Education, Law) and the Massachusetts Institute of Technology have been at the forefront of policy development. Each has adopted a policy requiring faculty authors to deposit copies of their peer reviewed journal articles in the institution's digital archive. Options are provided for faculty to opt-out if publisher policies prohibit the author retaining the rights to accomplish this deposit. More recently Duke University and the University of Kansas adopted similar policies.

In response to government and institutional policies, the publishing community has begun, gradually, to revise policies to allow authors to retain rights for archival deposit and other rights enabling the reuse of the work on the author's campus. Currently the majority of journals allow such actions, although assessments of faculty behavior (including a recent survey at the University of Minnesota and within the CIC) suggest that exploitation of the option for such deposit is modest.

The University of Minnesota's Regents' Policy on Copyright gives faculty full copyright in their academic works. Further, the policy encourages faculty and students to manage their copyrights in a manner that provides the greatest possible scholarly and public access to their work. Discussions are underway within faculty governance about potential policy revision to require open access deposit.

## **Data and Cyberinfrastructure**

Similar to the open access movement for published works, there are growing interests in making research data more readily available for interdisciplinary research and managed to ensure preservation and persistence of the data over time. Open data models encourage researchers to structure their data for sharing and collaboration, recognizing the legitimate limitations for revealing confidential or otherwise restricted data. A growing number of research communities have established mechanisms for sharing data or shared digital archives of data (e.g., NIH's National Center for Bio-technology Information, or the Interuniversity Consortium for Political and Social Research, or the National Climatic Data Center).

Federal agencies are also prompting data sharing practices through policy and funding opportunities. In a 2009 report of the National Science and Technology Council's Interagency Working Group on Digital Data, the dual needs of robust infrastructure for managing and sharing data as well as federal policy to promote these practices are cited as imperatives in advancing future research. In May the NSF announced its intent to require all proposals to include a data management plan.

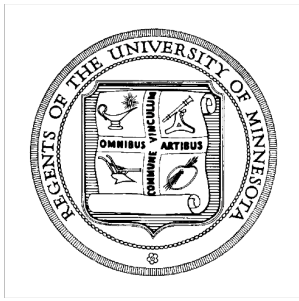
## **Commercialization and Technology Transfer**

Development of marketable products from basic research discoveries represents another prominent form of knowledge dissemination for modern research universities. While translation of new knowledge to practical applications to improve quality of life can trace its origin to the founding of land-grant universities, its current, greatly heightened, significance is attributable to convergence of several factors including: the passage of the Bayh-Dole Act in 1980; the increasing pressure on universities to serve as "engines" for economic development, the growing pressure to demonstrate benefit deriving from the public funding of research; and, the need for state universities (in particular) to identify alternative funding streams to help compensate for the chronic decline of financial support from state governments.

The need to protect intellectual property, an essential element in the commercialization value chain, introduces challenges that must be appropriately managed to reconcile the conflict between the increasing emphasis on open dissemination and the need to "license" access to certain forms of knowledge or resources. It can be safely predicted that this tension will intensify as access to large datasets archived at universities are recognized as potential commercial assets. Consequently, practices inherent in technology transfer will continue to be prominent features on the dissemination landscape that, together with the other issues summarized in this presentation, will require careful management.

## **Dissemination and Future Strategies**

The forces shaping strategies for disseminating research reflect the same forces that are reshaping research itself. Technologies are enabling new capabilities. Changing disciplinary norms of communicating and collaboration are shaping new forms and structures for sharing the results of scholarship and research. And economic and social interests are prompting new models for managing copyrights to make the results of scholarship and research more readily and freely available to a global community. Key components of institutional planning include: policy, infrastructure development, and capabilities for collaboration on a global scale.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**June 10, 2010**

**Agenda Item:** Consent Report

review       review/action       action       discussion

**Presenters:** Senior Vice President/Provost Thomas Sullivan

**Purpose:**

policy       background/context       oversight       strategic positioning

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

**Outline of Key Points/Policy Issues:**

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

- Rochester Campus – Create B.S. degree in Health Professions
- College of Liberal Arts (Duluth Campus) – Create minor and certificate in Geographic Information Science
- Crookston Campus – Create minor in Hotel, Restaurant, and Tourism Management
- Medical School – Create fellowship in Movement Disorders
- School of Nursing (Twin Cities Campus) – Create certificate in Leadership in Health Information Technology for Health Professionals
- School of Public Health (Twin Cities Campus) – Create certificate in Performance Improvement

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

- College of Education and Human Development (Twin Cities Campus) – Deliver M.Ed. degree in Leadership in Education in Singapore



- Law School (Twin Cities Campus) – Create Business Law concentration in LL.M. degree
- College of Liberal Arts (Duluth Campus) – Change name of minor in African American and African Studies to African and African American Studies
- Crookston Campus – Discontinue tracks in B.S. degree in Hotel, Restaurant, and Tourism Management
- Crookston Campus – Offer distance delivery of existing B.S. degree in Accounting

### **III. Request for Academic Unit Name Change**

- Hubert H. Humphrey Institute of Public Affairs – Change unit name to the Hubert H. Humphrey School of Public Affairs

### **Background Information:**

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

### **President's Recommendation for Action:**

The President recommends approval of the academic program proposals detailed in the Consent Report.

**University of Minnesota Board of Regents  
Educational Planning and Policy Committee  
June 10, 2010**

**Consent Report**

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

▪ **Rochester Campus—Create B.S. degree in Health Professions**

The Rochester campus requests approval to create a Bachelor of Science (B.S.) degree in Health Professions, effective fall semester 2011. The proposed program addresses area needs identified by the Rochester Higher Education Development Committee by delivering an upper division curriculum that will prepare students to become certified health professionals in the fields of echocardiography, radiation therapy, radiography, respiratory care, and sonography.

▪ **College of Liberal Arts (Duluth Campus)—Create minor and certificate in Geographic Information Science**

The College of Liberal Arts on the Duluth campus requests approval to create a minor and certificate in Geographic Information Science, effective fall semester 2010. Students in the programs will study the theoretical and applied fundamentals of the collection, management, analysis, and representation of spatial data.

▪ **Crookston Campus—Create minor in Hotel, Restaurant, and Tourism Management**

The Crookston campus requests approval to create a minor in Hotel, Restaurant, and Tourism Management, effective fall semester 2010. The minor will provide students with a service business component that complements various majors. The minor will leverage the resources from the existing major of the same name.

▪ **Medical School—Create fellowship in Movement Disorders**

The Medical School requests approval to create a fellowship in Movement Disorders, effective summer 2010. The fellowship program will generate competent movement disorders physicians, foster the advancement of the neurology subspeciality, create improved outreach to community neurology programs and patient support groups, and provide greater access for patients.

- **School of Nursing (Twin Cities Campus)—Create certificate in Leadership in Health Information Technology for Health Professionals**

The School of Nursing on the Twin Cities campus requests approval to create a certificate in Leadership in Health Information Technology for Health Professionals, effective fall semester 2010. The certificate program will offer clinicians or public health professionals enrolled in advanced degree programs or with existing advanced degrees an opportunity to complete a specialty in informatics.

- **School of Public Health (Twin Cities Campus)—Create certificate in Performance Improvement**

The School of Public Health on the Twin Cities campus requests approval to create a certificate in Performance Improvement, effective fall semester 2010. The proposed certificate is a response to the need for quality improvement methods and techniques in healthcare and public health. Students will learn and employ best practices for process improvement management through study in either a healthcare or a public health track.

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

- **College of Education and Human Development (Twin Cities Campus)—Deliver M.Ed. degree in Leadership in Education in Singapore**

The College of Education and Human Development on the Twin Cities campus requests approval to offer its existing master of education (M.Ed.) degree in Leadership in Education at the Center for American Education (CAE) in Singapore, effective spring semester 2011. The program will provide expanded opportunity for international school educators living and working in Singapore, contribute to the global reputation of the University and the College, expand opportunity for College faculty to teach and conduct research in an international context, enhance global engagement options, and increase program enrollment and revenue.

- **Law School (Twin Cities Campus)—Create Business Law concentration in LL.M. degree**

The Law School on the Twin Cities campus requests approval to create a Law concentration (track) in the Master of Law (LL.M.) degree, retroactive fall semester 2009. The proposed concentration is in response to significant student demand and is consistent with the concentration available to Juris Doctor (J.D.) degree students.

- **College of Liberal Arts (Duluth Campus)—Change name of minor in African American and African Studies to African and African American Studies**

The College of Liberal Arts on the Duluth campus requests approval to change the name of the minor in African American and African Studies to African and African American Studies, effective fall semester 2010. The change is chronologically more correct.

- **Crookston Campus—Discontinue tracks in B.S. degree in Hotel, Restaurant, and Tourism Management**

The Crookston campus requests approval to discontinue tracks in the Bachelor of Science (B.S.) degree in Hotel, Restaurant, and Tourism Management, effective fall semester 2010. The discontinued tracks include Hotel/Restaurant Management Emphasis, Food Service Administration, Resort and Spa Management Emphasis. A recent review of the program has led faculty to restructure its courses and propose one focused major.

- **Crookston Campus— Offer distance delivery of existing B.S. degree in Accounting**

The Crookston campus requests approval to offer distance delivery of the Bachelor of Science (B.S.) degree in Accounting, effective fall semester 2010. By providing students with the option of completing the degree partially or entirely via distance, program faculty hope to extend the degree opportunity to more students.

### **III. Request for Academic Unit Name Change**

- **Hubert H. Humphrey Institute of Public Affairs—Change unit name to the Hubert H. Humphrey School of Public Affairs**

The Hubert H. Humphrey Institute of Public Affairs on the Twin Cities campus requests approval to change its name to the Hubert H. Humphrey School of Public Affairs, effective spring semester 2011. The proposed name change is intended to reduce confusion among prospective students and constituents over whether it offers academic programs.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**June 10, 2010**

**Agenda Item:** Information Items

review       review/action       action       discussion

**Presenters:** Senior Vice President/Provost Thomas Sullivan

**Purpose:**

policy       background/context       oversight       strategic positioning

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

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

**Outline of Key Points/Policy Issues:**

- On May 20, 2010, the provost announced to the University community that he had reviewed and accepted the recommendations of the graduate education work groups, and that the University was ready to begin the implementation phase of the graduate education redesign effort. The full text of the provost's announcement, along with a link to the graduate education work groups report, can be found at:  
<http://www.academic.umn.edu/provost/reports/email052110.html>
- In early May 2010, the provost charged a broadly representative faculty committee to consider issues of enrollment management and right-sizing of the University. A copy of the charge to the committee is attached.


**Background Information:**

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

*Office of the Senior Vice President  
for Academic Affairs and Provost*

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TO: Robert McMaster, Vice Provost and Dean of Undergraduate Education  
Henning Schroeder, Vice Provost and Dean of Graduate Education  
Kathryn VandenBosch, Professor and Head of Plant Biology; Chair of FCC  
Marvin Marshak, Professor of Physics, IT  
John Sullivan, Regents Professor of Political Science, CLA  
Jennifer Windsor, Professor of Speech-Language-Hearing Sciences; Associate  
Dean for Undergraduate Programs, CLA  
William Durfee, Professor of Mechanical Engineering, IT  
Robert Ruckert, Professor of Marketing and Associate Dean of Undergraduate  
Programs, CSOM  
Gregory Vercellotti, Professor, Department of Medicine  
Cathy Wambach, Associate Professor, Postsecondary Teaching and Learning  
Mandy Stahre, graduate student, COGS  
Paul Strain, undergraduate student, MSA

FROM: E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost 

DATE: May 10, 2010

RE: Short- and Long-term Enrollment Management Committee

It is clear that as we move forward with our continued strategic planning efforts involving both the academic and administrative side of the University a careful plan for enrollment management is essential. The short- and long-term enrollment management will affect our budgets and fiscal health, the curriculum we deliver, faculty/student ratios, and access to the University. We must determine what the appropriate balance is among undergraduate, graduate, and professional education students. What is our particular enrollment niche given our role as the state's primary research institution? What is our comparative advantage?

I have asked Robert McMaster, Vice Provost and Dean of Undergraduate Education, and Henning Schroeder, Vice Provost and Dean of Graduate Education, to co-chair this committee. Suzanne Bardouche, Assistant Vice Provost for Undergraduate Education and Ron Matross, Head Enrollment Management Analyst for the Office of Undergraduate Education, will staff the committee. Other key faculty and administrative staff will be tapped for their expertise on particular matters as needed. I would like you to focus on principles that should guide decision-making. Some of the key questions that I would like this committee to address include:

1. What factors (such as quality, including diversity and international enrollments) should inform our enrollment goals at the undergraduate level, the graduate level, and the

professional level? Are there different factors applicable to different colleges or programs?

2. At the undergraduate level, how should we determine the correct balance between PSEO, new high school students, and transfer students?
3. What is the relationship between enrollment at various undergraduate levels and the curriculum? Where are the pressure points?
4. How do we determine the appropriate enrollment balances among the colleges? What factors should be used to determine which colleges or programs should grow and which should be smaller?
5. How do we view the transfer relationship between MNSCU and the U of M, in particular for community colleges?
6. How do we determine the optimum balance among undergraduate, professional, and graduate enrollment, college by college?
7. How do we determine the appropriate role and numbers of part-time students?
8. How do we determine the appropriate size of an academic graduate program?
9. What are the appropriate metrics for monitoring the effects and success of enrollment management changes?
10. What is the appropriate balance between financial aid and tuition, and what level is sustainable over the long term?
11. Given the size of the faculty, the campus and its facilities, what is the optimum number of students who can be accommodated and still maintain a high quality educational experience?

I would like to receive a draft report by the end of this summer, and a final report by the end of fall semester 2010.

cc: Sharon Reich Paulsen, Associate Vice President and Chief of Staff to the Provost