

**UNIVERSITY OF MINNESOTA**  
**BOARD OF REGENTS**  
**Educational Planning & Policy Committee**  
**February 8, 2007**

A meeting of the Educational Planning and Policy Committee of the Board of Regents was held on Thursday, February 8, 2007 at 3:05 p.m. in the West Committee Room, 600 McNamara Alumni Center.

Regents present: Peter Bell presiding; Dallas Bohnsack, David Larson, David Metzen, Lakeesha Ransom, and Patricia Simmons.

Staff present: Chancellors Charles Casey and Jacqueline Johnson; Senior Vice President & Provost Thomas Sullivan; Senior Vice President Robert Jones; Vice President R. Timothy Mulcahy; Executive Director Ann Cieslak; and Associate Vice President Gail Klatt.

Student Representatives present: Katie Jeremiason and Will Kellogg.

**BOARD OF REGENTS POLICY:**  
***SUBMITTING AND ACCEPTING SPONSORED PROJECTS***

Timothy Mulcahy, Vice President for Research, presented for action the draft Board of Regents Policy: *Submitting and Accepting Sponsored Projects*. Mulcahy REMINDED the committee that the only substantive revision incorporates a change in federal regulations, which now allow multiple principle investigators. Other changes involve formatting for consistency with other Board policies and the merger of two existing policies, *Principal Investigator Eligibility on Sponsored Projects* and *Sponsored Grants and Contracts*,

A motion was made and seconded, and the committee voted unanimously to recommend adoption of Board of Regents Policy: *Submitting and Accepting Sponsored Projects*.

**RESEARCH: A REPORT ON ITS  
IMPORTANCE TO THE ACADEMIC MISSION**

Timothy Mulcahy, Vice President for Research, led the discussion of the importance of research to the University's academic mission. He described the University's mission of research, teaching, and outreach in terms of knowledge discovery, knowledge transfer, and knowledge application; reviewed the benefits of research; and explained the importance of research to education. Using essential learning outcomes developed by the American Association of Colleges and Universities (AACU) as a frame of reference, he suggested that the University's research component exposes students to the intellectual and practical skills, personal and social responsibility, and integrative learning that is essential to preparing students for the challenges of the 21<sup>st</sup> century. The University's research activities also advance the

institution toward the AACU's principles of excellence in the areas of teaching students the arts of inquiry and innovation, engaging the big questions, connecting knowledge with real-world problems, and fostering civic, intercultural, and ethical learning (materials on file in the Board Office).

Mulcahy asserted that it is the University's scholar teachers who must take the lead in higher education to prepare students for tomorrow's challenges, but the impact of research on learning can only be expanded through continued investments in world-class faculty, interdisciplinary research and scholarship, and enhanced connections between the arts and sciences.

### **UNIVERSITY OF MINNESOTA EXTENSION: TAKING RESEARCH TO THE PEOPLE**

Senior Vice President Jones and Beverly Durgan, Dean, University of Minnesota Extension, led the discussion of University of Minnesota Extension (Extension) and its work in connecting University research to Minnesota's people and communities. She stated that Extension connects community needs with University resources to address critical issues facing Minnesota; makes University research practical and useful for Minnesotans seeking solutions to real-life problems; provides opportunities for collaboration among researchers, Extension faculty, and citizens; and ensures the relevance of the University's research agenda through feedback from the community to faculty researchers. Through partnerships among Extension faculty, research faculty in five colleges, local educators, state agencies, and all 87 counties, Extension brings University research to citizens where they live and work.

In response to a question from Bell, Durgan reported that federal formula funds use a formula that takes into account state population and agricultural/commodity acreage. States must match federal formula Research and Extension funds, which are used by land-grant universities to support traditional land-grant programs in agriculture, human development, 4-H, natural resources, and veterinary medicine.

### **RESEARCH AND THE UNDERGRADUATE EXPERIENCE**

Craig Swan, Vice Provost and Dean of Undergraduate Education, led the discussion of undergraduate research opportunities and their importance to a successful undergraduate experience. Currently, 25-30% of seniors graduating on the Twin Cities campus have had a research experience. Undergraduate research is valuable because it improves student involvement and retention; provides a distinctive education for talented and prepared students; and aligns with the University's strategic goal to provide undergraduates with a mentored relationship.

To date, two recommendations of the 2006 Task Force on Undergraduate Research have been implemented as part of the Strategic Positioning Initiative: First, Professor Marvin Marshak of the Department of Physics and Astronomy has agreed to serve in the newly created position of director of undergraduate research; and second, the goal for participation of undergraduates in research has been increased to 50% on the Twin Cities campus.

To give the committee a concrete example of the value of research experience in undergraduate education, Swan introduced Sara A. Tupy, a student in the Department of Chemical Engineering and Materials Science and a participant in the Undergraduate Research Opportunities Honors Program, and her faculty mentor, Regents Professor Lanny D. Schmidt. Tupy and Schmidt described their experiences working together in undergraduate research and its contribution to the undergraduate experience.

In response to questions from Regent Bell, Mulcahy acknowledged that the way in which research experience adds value to the undergraduate experience has not been fully explored, but there is evidence that what students need to succeed in a global, complex world are fewer actual facts and more experience in processing facts to see if the results are appropriate to the situation. That is the research process. Also, working on a research project teaches teamwork, communication, and trial and error, components of the research process that have profound benefits outside academia.

In response to a question from Regent Simmons, Swan indicated that 10-12% of undergraduates eventually attend graduate school, but whether or not they pursue graduate studies, undergraduate research provides very broad-based skills that are applicable in a broad range of endeavors.

In response to a question from Student Representative Kellogg, Swan observed that undergraduate research opportunities are somewhat unique to each campus, but they are available systemwide and the commitment to expand is applicable to all campuses.

### **CONSENT REPORT**

A motion was made and seconded, and the committee unanimously recommended approval of the following academic program changes, as described in the docket materials:

#### **New and Changed Academic Programs:**

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

- College of Liberal Arts (Duluth Campus) — In the Bachelor of Arts (B.A.) degree in American Indian Studies, change name of Social Studies emphasis to Social Science and Humanities emphasis
- College of Liberal Arts (Duluth Campus) — In the American Indian Studies minor, change name of Social Studies emphasis to Social Science and Humanities emphasis
- College of Liberal Arts (Duluth Campus) — Discontinue the Minor in Tribal Law and Government
- Crookston Campus — Change name of Bachelor of Science (B.S.) degree in Animal Industries Management to Bachelor of Science (B.S.) degree in Animal Science, with two areas of emphasis—Animal Science and Pre-Veterinary Medicine
- Crookston Campus — Change name of Bachelor of Science (B.S.) degree in Equine Industries Management to Bachelor of Science (B.S.) degree in Equine Science, with two areas of emphasis—Equine Science and Pre-Veterinary Medicine
- Graduate School — Merge the Master of Arts (M.A.) degree programs in Hispanic Literatures, Luso-Brazilian Literatures, and Hispanic Linguistics into one Master of Arts (M.A.) degree in Hispanic and Lusophone Literatures, Cultures, and Linguistics, with three formal tracks—Hispanic Literatures and Cultures, Lusophone Literatures and Cultures, and Hispanic Linguistics
- School of Fine Arts (Duluth Campus) — In the Bachelor of Music in Performance (Performance B.Mus.) degree, discontinue the Musical Theatre emphasis

#### **INFORMATION ITEMS**

Senior Vice President & Provost Sullivan directed the committee's attention to the Information Items, which include:

- a summary of the *2007 Post-Secondary Planning: A Joint Report*, which must be submitted to the legislature in February; and
- graduation rates by campus in 2006 as compared to the new graduation rate goals announced in October 2006.

The meeting adjourned at 4:10 p.m.



**ANN D. CIESLAK**  
**Executive Director and**  
**Corporate Secretary**