



Academic & Student Affairs Committee

May 2015

May 7, 2015

9:15 a.m. - 11:15 a.m.

East Committee Room, McNamara Alumni Center

ASA - MAY 2015

1. UMD College of Education and Human Service Professions Discussion and Next Steps

Docket Item Summary - Page 3

2. Future Framework for Supporting Postbaccalaureate Education and Graduate Education Update

Docket Item Summary - Page 4

Proposed Postbaccalaureate Support Framework - Page 6

Graduate Education Update - Page 7

Presentation - Page 11

3. University Accountability & Higher Education Rankings

Docket Item Summary - Page 31

Accountability Report Excerpt - Page 32

Presentation - Page 35

4. Consent Report - Review/Action

Docket Item Summary - Page 45

Program additions, changes, and discontinuations - Page 47



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

May 7, 2015

Agenda Item: UMD College of Education and Human Service Professions Discussion and Next Steps

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Andrea Schokker, Executive Vice Chancellor for Academic Affairs, University of Minnesota Duluth

Purpose & Key Points

The purpose of this item is to discuss with Regents the status of teacher preparation programs at University of Minnesota Duluth (UMD), and their relationship with the Minnesota Board of Teaching (BOT).

The UMD Department of Education has been in the media multiple times in recent weeks. The *Duluth News Tribune* published an article that caused particular concern: "State Board Suspends UMD College of Education." The College of Education and Human Services Professions includes several units outside of education; only Education programs are affected. The suspension refers to moving the education unit from the status of "full approval" to "conditional approval" for the next year while UMD continues to work on paperwork associated with individual program approval. UMD has until April 10, 2016 to complete a written report and site review, but an internal deadline of August 1, 2015 has been set for submission of all unit and program materials to the BOT.

Most importantly, the status for students has not changed. All students currently enrolled in UMD's multiple Teacher Education programs will be eligible for full licensure upon completion of their current programs. Incoming students should not be affected since they do not enter the licensure part of the program until later in their studies. The curriculum is strong, and excellent teachers come from the Education programs. The number one priority is to support the students in Education programs.

The issues related to suspension of programs are due to problems with documentation and communication with the Board of Teaching over a span of many years. Campus leaders are sorry that this has impacted students and are committed to working with the Education Department to ensure that UMD properly documents programs with the Board of Teaching to avoid future issues.

Background Information

State Board Suspends UMD College of Education, Duluth News Tribune, April 14, 2015.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

May 7, 2015

Agenda Item: Future Framework for Supporting Postbaccalaureate Education and Graduate Education Update

Review **Review + Action** **Action** **Discussion**

This is a report required by Board policy.

Presenters: Karen Hanson, Senior Vice President for Academic Affairs and Provost
Henning Schroeder, Vice Provost and Dean of Graduate Education

Purpose & Key Points

The purpose of the presentation is to provide Regents with:

1. An understanding of a proposed Postbaccalaureate Education model that better articulates the distinctions between graduate and professional education.
2. An update about the status of graduate education (as defined in the new framework).

The proposed realignment is in response to feedback from numerous faculty, staff, and students. Details of the proposed model were informed by conversations and analyses over the last two years, as well as by the work of the Special Committee on Graduate Education, which was convened in Fall 2013 by the Faculty Consultative Committee (FCC) and the Provost.

At present, there is confusion and wasted energy connected with the unclear distinction between programs that are aligned with the Graduate School and those that are, or want to be, considered separate. The Provost is proposing a model that more clearly aligns postbaccalaureate academic programs with one of two communities: The first community includes traditional graduate education, where a major portion of the degree program involves research or creative activity. The second includes professional degree programs – programs whose graduates most often seek applied professional or practice-based employment, where there is often a requirement of licensure to practice, and where outside accreditation bodies play important roles in determining program requirements.

The Provost has discussed this model with many groups on campus, including the collegiate deans and various associate deans, the FCC and other senate committees, the Council of Graduate Students, the Graduate and Professional Student Assembly, and others. The aim of the proposed realignment is to 1) recognize these two broadly distinct educational missions, 2) refocus the Graduate School to serve the research-based, graduate education mission, and 3) provide flexibility, clearer communication, and support for the professional education community. Schools, colleges,

and departments will be the best judges of whether a degree program should be assigned to the graduate or the professional side of this model, and final determinations would be made on the basis of appropriate consultation. This realignment is not expected to increase administrative costs connected with postbaccalaureate education.

The Provost is inviting graduate faculty and leaders to consider the details of the proposal.

Academic Programs and Students	<p>Research-based Graduate Education</p> <p>Research-based Degrees such as the M.S., M.A., M.F.A. in every major</p> <p>Ph.D. and D.M.A. Degrees in every major</p>	<p>Professional-focused Postbaccalaureate Education</p> <p>Professional Master's Degrees such as M.P.H, M.Ed., M.N., M.Geo.E., M.Ag., M.Plan.</p> <p>Professional Doctorate Degrees D.D.S., M.D., Pharm.D., J.D., D. V.M., Ed.D., D.P.T., D.N.P.</p>	Academic Programs and Students	
	<p>Graduate Minors</p>			
		<p>Postbaccalaureate Certificates</p> <p>Health Education Fellowships and Residencies</p>		
	<p>Program and Faculty Leadership</p> <p>Directors of Graduate Study Professional Program Liaisons</p>			
	<p>Collegiate Deans, Associate/Assistant Deans, and Department Chairs</p>			
Academic Leadership	<p>Senior Vice President for Academic Affairs and Provost (UMD & UMR Chancellors and Vice Chancellors, and Vice President for Health Sciences)</p> <p>Vice Provost and Dean of Graduate Education <i>Supported by the Graduate School Staff</i></p>		<p>Special Assistant to the Provost for Professional Education <i>Supported by Provost Office Staff</i></p>	Academic Leadership
	<p>Board of Regents</p>			
	<p>Program, Department, Collegiate Responsibilities:</p> <ul style="list-style-type: none"> • Student education, development, and success <ul style="list-style-type: none"> • Student advising and mentoring • Student fellowships, funding, and support • College/department/program orientation <ul style="list-style-type: none"> • Graduation ceremonies • Student recruitment, application, and admission (including diversity priorities) 			
	<p>Graduate School Responsibilities:</p> <ul style="list-style-type: none"> • Research education leadership • GEC facilitation and program approval • Graduate student orientation • Student programming, workshops, training • Student advising and mentoring support • Fellowship funding support/coordination • Policy oversight 	<p>Provost Responsibilities:</p> <ul style="list-style-type: none"> • Leadership coordination and support • Program review and approval • Policy oversight 	Collegiate and Provostal Administration and Support	
<p>University Administration and Support</p> <p>Degree Progress and Clearance Led by Academic Support Resources (Registrar)</p> <p>University Diversity Priorities and Initiatives Led by the Office for Equity and Diversity</p> <p>Academic Program Approval and Review Led by Provost Office with Grad School, AHC, collegiate consultations, support, and recommendations/approvals</p> <p>Academic Policy Postbaccalaureate programs are subject to Univ. policy - exemptions as necessary</p> <p>Recruitment and Admission Academic programs are supported by central admission staff</p> <p>Faculty and Student Governance FCC, COGS, GAPSA, others may wish to align with two communities</p>				University Administration and Support
Budget	<p>Postbaccalaureate Education Administrative Costs such as degree progress/clearance and degree approval support (PCAS)</p>			
	<p>Graduate Student Support and Fellowship DDF, IDF, ETC.</p>			
	<p>General Graduate Tuition Rate Guided by one Graduate School Standard</p>	<p>Professional Student Tuition Rates Guided by established Tuition Bands</p>	Budget	

Graduate Education Updates

Henning Schroeder
Vice Provost and Dean of Graduate Education

May 7, 2015

Introduction

There is a common public perception that graduate education is the same as professional education, with the Ph.D often described as being in the same category as other terminal degrees such as the M.D., D.V.M., and J.D. However, there are distinct differences between research-based graduate education (e.g., Ph.D., M.S. and M.A.) and degree programs that are professional-focused (e.g., Pharm.D., D.D.S., M.Ed. and M.B.A.). We are better able to advance these two types of postbaccalaureate education by differentiating them more clearly and aligning appropriate support behind each of them. This update is focused on the research-based graduate education.

Graduate students in research-based degree programs contribute to the threefold mission of the University on a daily basis. They conduct research that generates new knowledge and discoveries. They teach courses independently and provide teaching assistance to faculty members. They also engage in community outreach through their research or capstone projects or as part of their coursework. Graduate students are an integral part of the research engine for all major research universities across the globe.

High-quality graduate students are often cited as key to attracting and retaining field-shaping faculty. These faculty members, in turn, are crucial for recruiting talented graduate students that keep the research engine operating in high gear. Collectively, the quality of our graduate education enterprise has a significant impact on the overall reputation of the University of Minnesota. In broader terms, the research, scholarship, teaching, and public engagement activities performed by graduate students provide benefits the state of Minnesota, the United States, and the world.

Investing In and Supporting Graduate Education

The University substantially invests in graduate student support, primarily in the form of graduate assistantships, fellowships, and traineeships. The table below summarizes the stipend and fringe expenditures for graduate students over the last six years.

Total funding for Graduate Assistants, Fellows and Trainees
Based on Expenditures from FY09 to FY14

	FY09	FY10	FY11	FY12	FY13	FY14	Change
O&M	\$79,469,164	\$73,183,417	\$76,123,646	\$77,661,581	\$77,640,828	\$ 78,387,582	-1.4%
Sponsored	\$53,861,440	\$58,051,303	\$62,476,228	\$59,606,642	\$57,445,165	\$ 56,448,220	+4.8%
Other	\$22,731,387	\$27,552,637	\$22,545,978	\$23,099,737	\$26,176,348	\$ 25,838,896	+13.7%
Total	\$156,061,991	\$158,787,356	\$161,145,852	\$160,367,960	\$161,262,341	\$ 160,674,699	+3.0%

Note: Amounts listed do not include fringe expenditures for fellows and trainees as they are paid separately and not via payroll.

Source: Office of Institutional Research, University of Minnesota

Since FY10, sponsored and other types of funding have represented a slightly higher proportion of total graduate student support than O&M funding. However, with the end of the Federal Stimulus Bill that significantly boosted research funding for a few years and the greater volatility in the availability of other funding (endowment, foundation, one-time state special, etc.), O&M funding may become an increasingly important source of funding support for graduate students.

Some examples of how O&M funding has been used to support graduate students include the Interdisciplinary Doctoral Fellowship (IDF) that provides outstanding Ph.D. students the opportunity to collaborate with faculty at one of the University’s interdisciplinary research centers or institutes outside of their home department during the fellowship year. Applicants designate the host center or institute they believe is the best match with their planned dissertation topic. To align with the Twin Cities campus strategic plan, the IDFs will be awarded to those proposals that are considered by faculty reviewers to have a high potential for contributing to solving grand societal challenges.

The Thesis Research Travel Grants support Ph.D. and D.M.A candidates traveling nationally or internationally to take advantage of unique research resources and opportunities that would likely enhance the quality of their dissertation and may advance their degree progress. The Graduate School also administers the Doctoral Dissertation Fellowship (DDF) program, which gives the University’s most accomplished Ph.D. and D.M.A. candidates funding support to devote full-time effort to a high-quality research project and complete their dissertation. In most cases, students who were awarded the DDF have graduated in less time as illustrated in the table below.

Median Time to Degree (in Years) for Ph.D. Degrees Awarded from July 2001 through June 2014

	Not Nominated for DDF		Nominated, Not Awarded		Awarded DDF	
	N	Med TTD	N	Med TTD	N	Med TTD
CGS Broad Field						
Arts and Humanities	455	7.7	163	6.8	179	6.2
Business	134	5.8	37	5.4	22	5.3
Education	981	5.9	48	5.8	33	4.7
Engineering	1,026	5.3	150	5.1	226	5.0
Life Sciences	1,761	5.3	227	5.5	294	5.3
Physical and Earth Sciences	976	5.7	147	5.6	191	5.1
Social and Behavioral Sciences	802	6.2	107	6.6	207	5.9
Others	330	6.0	46	6.3	36	6.7

CGS Broad Field = Council of Graduate School’s Broad Field

Med TTD = Median time to degree

Source: The Graduate School, University of Minnesota

Ensuring the Quality of Graduate Programs

At a time when the number of tenure-track faculty positions is dwindling, more industries in different fields have come to realize the significant value graduate students with research experience at both the master’s and Ph.D. level can bring to their organizations. Globally, the competition to recruit high-quality prospective graduate students has intensified. In order to remain competitive, we must be responsive and adaptive to the changing graduate education landscape.

One approach is to encourage programs to offer more flexible curricula that complement the strengths of individual students and to offer more opportunities for students to conduct research, especially earlier in their graduate studies. University-wide policy has been revised to allow research-ready doctoral students—with the approval of the program and college—to register for thesis credits prior to the completion of the preliminary oral exam. This policy change not only motivates and recognizes early

research efforts, it also has the potential to reduce time to degree. Current review of graduate education policies will likely provide more discretion and flexibility for faculty to determine how various degree requirements may be fulfilled based on incoming students' academic background and individual training needs.

Periodic assessment of our academic programs is used to indicate the specific strengths and weaknesses of each of them. There are various ways to evaluate graduate programs. One of them is our Quality Assessment Allocation Plan that was first implemented for fiscal year 2013. It includes a set of nationally recognized, overarching student-based measures that are applicable to all disciplines—including time to degree, completion rate, attrition pattern, and placement record—that are taken into consideration in allocating funding to the colleges. Individual graduate programs (Ph.D., M.S., M.A., and M.F.A. degrees) are invited to submit a two-page narrative to provide proper context for the metrics data, document the particular ways they compare to similar programs across the country, and indicate important programmatic elements not readily measured, such as notable achievements and awards of their students and graduates.

Academic and Professional Development Initiatives for Graduate Students

The placement and successes of our graduates are a reflection of the quality of our graduate programs. Conducting research is an important part of their academic and professional development, as it develops transferable skills that are highly desired by employers across industries and fields. The ability to deal with long-term projects that have uncertain outcomes and to work independently under minimal supervision are among the transferable skills that should be acquired through a well-mentored research experience. Other discipline-independent skills include effective communication to a variety of audiences and the ability to work on a team.

To further prepare research-based graduate students to take on the wide variety of career options available to them, a series of workshops, seminars, and initiatives is being offered throughout the year that caters to the interests and needs of students (<http://www.grad.umn.edu/current-students-academic-professional-development/apdupdate>).

More recently, the Graduate School has developed a Graduate Research Internship program that is intended to broaden the types of training as well as research opportunities available to students during their graduate studies, and to directly connect students with prospective employers in a productive way. Although graduate internship activities do currently exist, they are scattered throughout the University with the majority concentrated in the STEM fields. Students also report that they often cannot afford to take advantage of non-paid internships even though they recognize the benefits these kinds of experiences would likely bring. A pilot program has recently been launched that would provide stipend and health insurance coverage for Ph.D. and D.M.A. students who are able to secure a summer internship position involving a research project with high potential to enhance the student's dissertation research. Successful proposals will demonstrate mutual benefits for the student and the host company/organization as well as clearly articulate how the internship will advance the student's career readiness (<http://www.grad.umn.edu/funding-tuition-fellowships-grants/gradresearchinternship>).

Additional programming is in the works that aims to:

- increase the number and types of research internship opportunities for research-based graduate students at the University;
- expand existing network of partners in government, industry, and the non-profit sector beyond what currently exists;
- elevate the overall number and diversity of students participating in these opportunities, with a particular emphasis on increased participation of students in non-STEM fields; and

- result in innovative approaches to graduate research internship experiences that can serve as models for adoption across the institution, and potentially attract external funding.

These internship opportunities not only prepare graduate students to take on non-academic positions, the skills that can be acquired and developed through these experiences will also help our students become more competitive for academic jobs.

Challenges Facing Graduate Education for Further Discussion

As mentioned earlier, the landscape of graduate education is constantly changing and in addition to increased global competition, we face the following challenges that require our attention and the implementation of thoughtful action plans.

1. Given the general lack of understanding by the public of the value and importance of graduate education, how can we better communicate the role and public good of graduate student research? This may be crucial in determining the success of the upcoming capital campaign to increase public investment in graduate education.
2. With the Graduate Research Internship initiative, how can we better leverage our University's unique location and strengths to establish a broad network of partnerships that will provide the extensive range and number of opportunities for all graduate students who are interested?
3. What are additional strategies we can pursue to further advance the successful recruitment of under-represented students as well as enhancing the quality of their experience and timely degree completion?
4. The federal funding climate is increasingly competitive and agencies are expecting a demonstration of strong institutional support for training grant applications. How can we foster a greater level of commitment from collegiate leaders in supporting these training programs amid the budgetary constraints?

Proposed Structure for Supporting Postbaccalaureate Education

Presentation to the Regents Academic and Student Affairs Committee – May 7, 2015

Karen Hanson

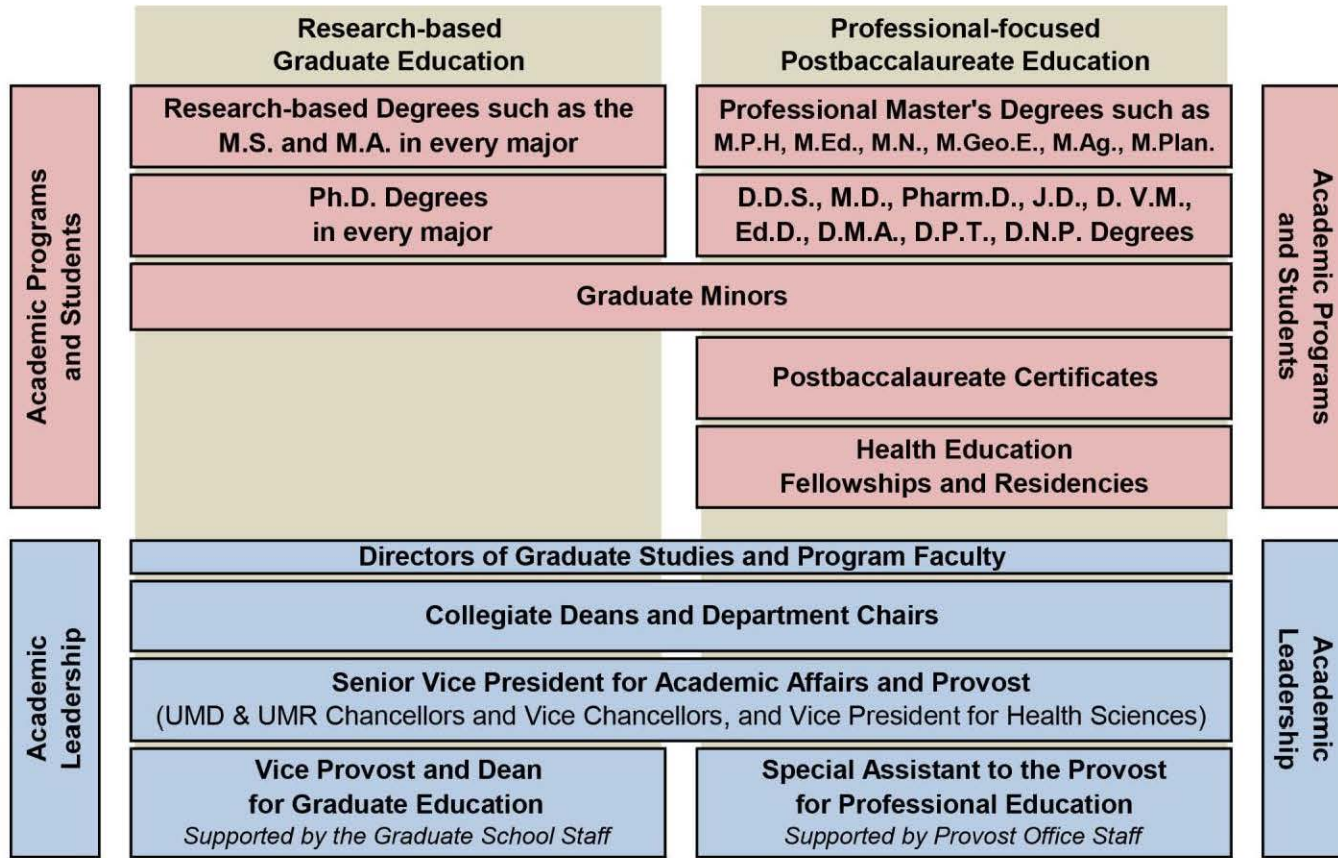
Senior Vice President for Academic Affairs and Provost



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Alternative Structure for Supporting Postbaccalaureate Education -- May 2015



Alternative Structure for Supporting Postbaccalaureate Education -- May 2015

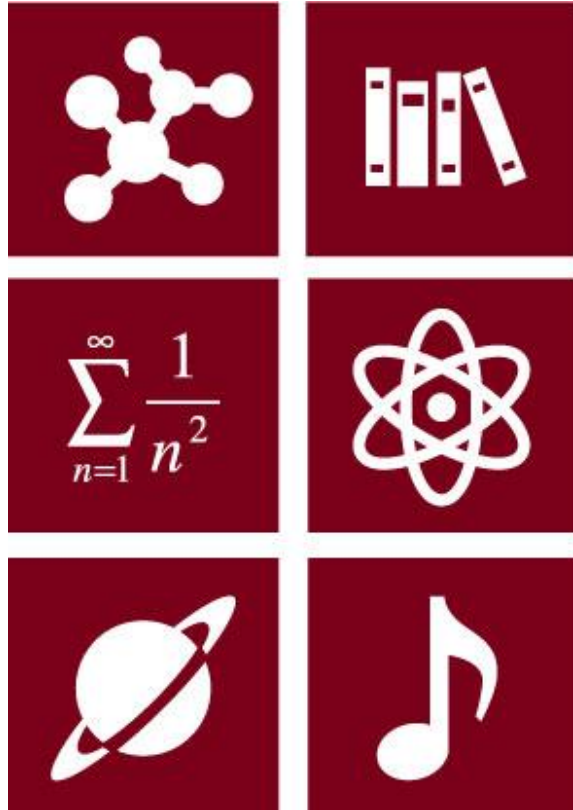
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Presentation to the Board of Regents | May 7, 2015

Henning Schroeder
Vice Provost & Dean of Graduate Education

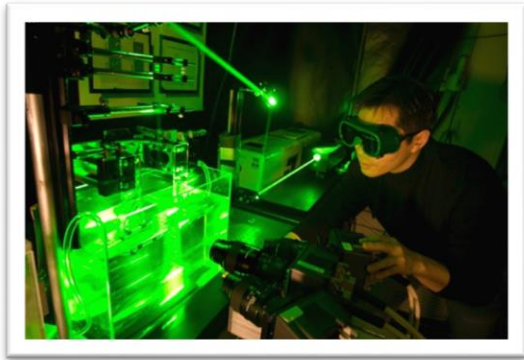
Research-Based Graduate Education



Distinctly different from
professionally focused
postbac education



Graduate students contribute to the University's threefold mission:



**Conducting
research &
generating new
knowledge**



Teaching



**Engaging in
community
outreach**

THE RESEARCH CONTRIBUTIONS

of graduate students
are often overlooked.

Majory Silisyene

Ph.D. Candidate in Natural
Resources, Science and
Management

Interdisciplinary Doctoral
Fellow

**Helping to empower villagers
in Tanzania to make
decisions that contribute to
sustainable resource use**

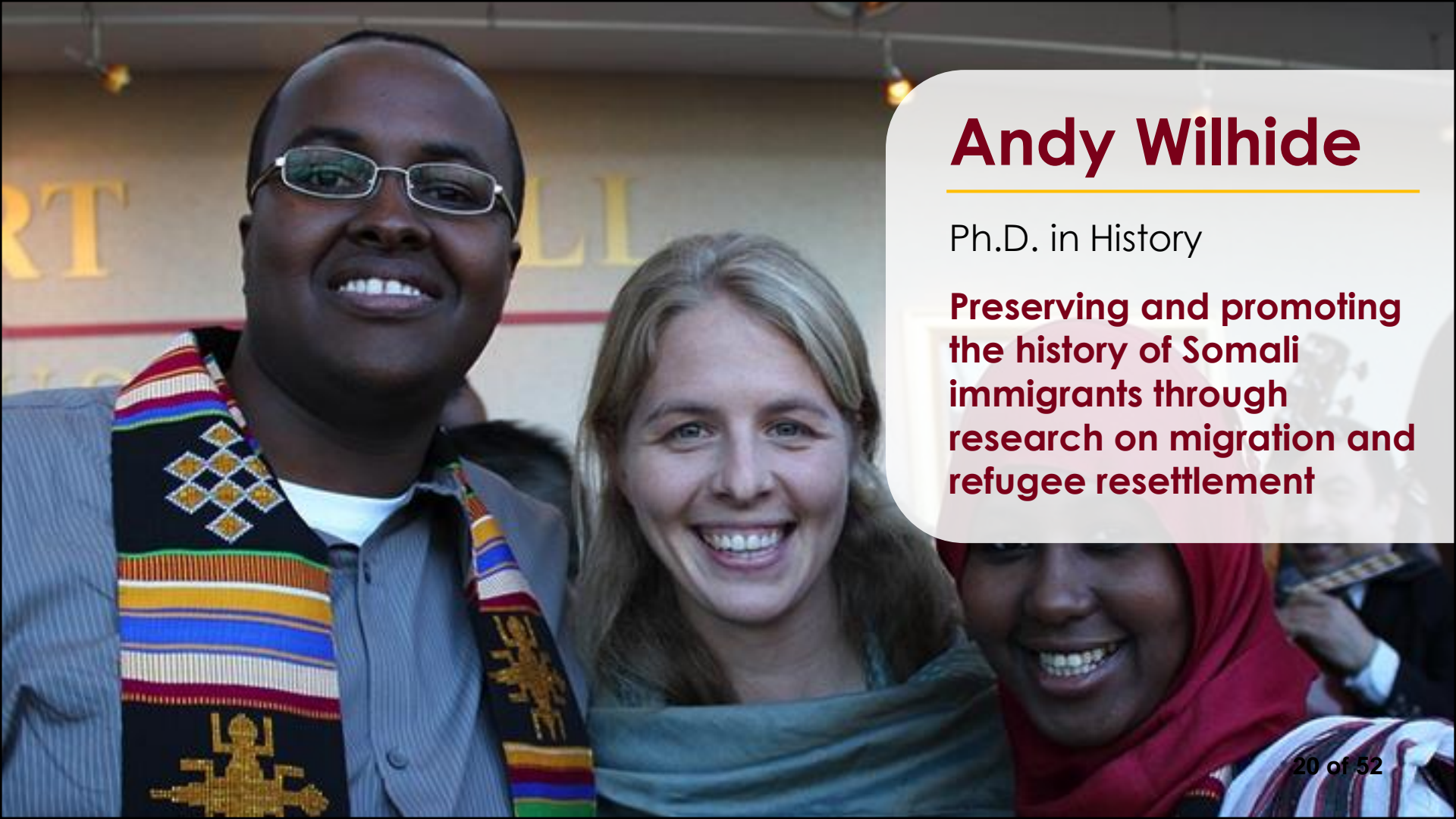




Daniel Zielinski

Ph.D. in Civil Engineering

Working to protect our lakes by designing a system to block the spread of invasive carp



Andy Wilhide

Ph.D. in History

Preserving and promoting the history of Somali immigrants through research on migration and refugee resettlement

Delford Doherty

Ph.D. in Social &
Administrative Pharmacy;
Master of Public Health

Doctoral Dissertation Fellow

**Researching the impact of
the Affordable Care Act on
lower-income Americans'
health and utilization of
health care**



Matt Luttig

Ph.D. in Political Science

Doctoral Dissertation Fellow

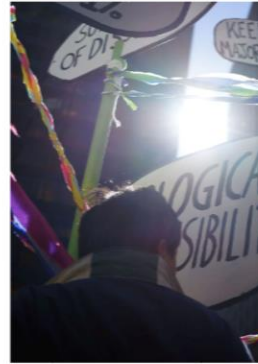
Researching the relationship between rising income inequality and rising opposition to income redistribution

THE NEW YORKER

APRIL 17, 2015

IS SUPPORT FOR INCOME REDISTRIBUTION REALLY FALLING?

BY JOHN CASSIDY



The New York Times

The Opinion Pages CONTRIBUTING OP-ED WRITER

977 COMMENTS

Has Obamacare Turned Voters Against Sharing the Wealth?

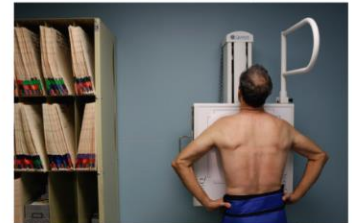
APRIL 15, 2015



Thomas S. Edsall

With the advent of the Affordable Care Act, the share of Americans convinced that health care is a right shrank from a majority to a minority.

This shift in public opinion is a major victory for the Republican Party. It is part of a larger trend: a steady decline in support for redistributive government policies. Emmanuel Saez, an economics professor at Berkeley and one of the nation's premier experts on inequality, is a co-author of a study that confirms this trend, which has been developing over the last four decades. A separate study, "The Structure of Inequality and Americans' Attitudes Toward Redistribution," found that as income inequality increases, so does opposition to income redistribution.



A patient who was eligible for expanded health care because of the Affordable Care Act. Luke Sharrett for The New York Times

THE WALL STREET JOURNAL.

OPINION | COLUMNISTS | POLITICS & IDEAS

A Better Campaign Theme Than Inequality

Income disparity doesn't much worry America. Advocating for growth holds more promise.

CONDUCTING RESEARCH

is an integral part
of the academic and
professional development of
graduate students.

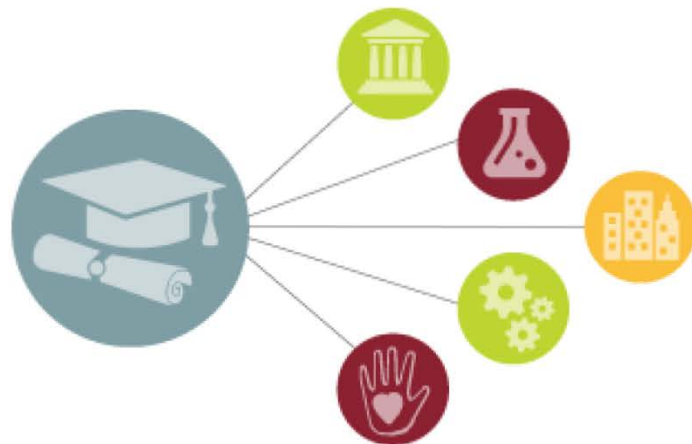
About one-half of new
doctorate recipients find
initial employment in
business, government, or
nonprofit jobs



2015 graduate & professional education assembly

BEYOND *the* ACADEMY

broadening career options for graduate students



“Industries seek out graduate students because they seek innovation.”

– Lloyd Clausen, Target

“We’re looking for technical acumen and judgment; the ability to connect the dots...the ability to work in teams and to collaborate.”

– Bernadette Piacek-Llanes, General Mills

Research
experience
prepares graduate
students to take on
a wide range of
career options –
including
professional-
focused jobs

Adapting to a new environment



Policies to encourage
more flexible curriculum



Early doctoral thesis
credit registration



Interdisciplinary Doctoral
Fellowships

Preparing graduate students for broad career options

Funding/Employment Opportunities

Call for Applications: Graduate Research Internship for Summer 2015

As part of the University's effort to broaden career options and research experiences for graduate students, the Graduate School is launching a pilot program to support summer research-based internship opportunities in 2015. The purpose of the pilot is to expand the network of partners in industry, non-profit, and government sectors offering internships, and to encourage students who might not otherwise consider an internship to explore this possibility. Successful applicants will be awarded a summer stipend of up to \$4,000 from the Graduate School, and provided health insurance coverage (if not already covered by the University) for summer 2015. Up to 25 internship awards will be made. **Application deadline is Wednesday, May 6, 2015.** [View the call for applications >](#)



The challenges we face

- ◆ How can we better communicate about the role & public good of graduate student research?
- ◆ How can we better leverage our University's unique location and strengths to support the Graduate Research Internship Initiative?
- ◆ How can we advance the successful recruitment and experience of under-represented students?
- ◆ How can we gain financial support for these initiatives?





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BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

May 7, 2015

Agenda Item: University Accountability and Higher Education Rankings

Review Review + Action Action Discussion

This is a report required by Board policy.

Presenters: Karen Hanson, Senior Vice President for Academic Affairs and Provost
Lincoln Kallsen, Director, Institutional Analysis, Office of Budget and Finance

Purpose & Key Points

The purpose of this presentation is to provide the committee with:

- 1) An overview of the University's accountability responsibilities and activities.
- 2) Understanding of the environment in which higher education rankings have evolved and how these rankings serve higher education.

There is significant interest in the way that higher education is held accountable to its wide-ranging stakeholders. This interest comes from the Board of Regents, faculty and staff, students, media, the legislature, and the residents of Minnesota.

The University takes its accountability responsibilities seriously. The presentation will discuss the environment in which this accountability takes place, and the ways the University demonstrates its accountability through its regular accountability activities. These activities include reports, government and external agency compliance reports, institutional and specialized accreditation, the media outlets, and the annual *University Plan, Performance, and Accountability Report*.

Higher education rankings are a related aspect of accountability. The presentation will describe how higher education rankings have evolved and the role they play in the higher education environment.

Background Information

The Board approved the 2014 *University Plan, Performance, and Accountability Report* at its December 2014 meeting. An excerpt from that report is included in the May docket for the committee's reference.

An Accountable University

“...[The regents shall] make a report annually, to the Legislature... exhibiting the state and progress of the University... and such other information as they may deem proper, or may from time to time be required of them.”

—University charter, 1851 Territorial Laws, Chapter 3, Section 16

Since the University’s inception over 160 years ago, public and University leaders have established and continuously reaffirmed a principle of accountability. Accountability for an institution as important and complex as the University of Minnesota, however, has myriad forms and interpretations. For some, accountability requires a discussion about the University’s ability to address its mission. For others, accountability may necessitate a precise accounting of revenue and expenditures, an assurance of efficient and competent management of institutional resources, or records and institutional data about students and performance. Yet others may argue that accountability is best met by examining leadership and its ability to employ strategies that advance a vision. Still others understand accountability in terms of return on investment and so look for evidence of direct impacts to the State of Minnesota and its citizens.

The University’s leaders take seriously this responsibility to be accountable, in all of the ways mentioned above. Among the participants engaged in the University’s accountability relationships are its Board of Regents, senior leaders and internal units, faculty, state and federal authorities, citizen and nonprofit organizations, accreditation associations, and multiple media organizations.

University of Minnesota Board of Regents

Chapter 3 of Minnesota’s 1851 Territorial Laws established the University of Minnesota and specified that “[t]he government of this University shall be vested in a board of twelve regents, who shall be

elected by the Legislature.” Later sections delineate specific powers to “enact laws for the government of the University”; “regulate the course of Instruction” and confer degrees and diplomas; regulate and prescribe tuition and fees; and select, manage, and control all University lands.

These twelve regents—eight of whom are elected to represent Minnesota’s eight congressional districts and four who are elected at large—represent the interests and needs of the state and the citizens of Minnesota and, on their behalf, hold the University’s senior leadership and administration accountable. The Board’s fundamental accountability documents are the University Plan, Performance, and Accountability Report (www.academic.umn.edu/accountability); the University Operating Budget (www.budget.umn.edu/document.htm); and the University Capital Budget (www.cppm.umn.edu/master_planning.html).

Other accountability activities at this level include the president’s report to the Regents at each of their regular board meetings, as well as monthly, quarterly, and annually mandated reports to the Board on topics such as student admissions and progress, faculty promotion and tenure, tuition rates, the independent auditors’ report, real estate transactions, gifts, asset management, purchases of goods and services over \$1 million, new and changed academic programs, academic unit strategic plans, NCAA reports on student-athletes, and presidential performance reviews. Such reports and presentations are archived on the Board of Regents website.

Major, University-level Accountability Activities

Senior leaders engage in reporting, communications, and other activities that address the University's accountability responsibility. Select examples include:

- The President's annual State of the University address.
- Studies such as the University's Economic Impact study (impact.umn.edu), which showed that the University creates \$8.6 billion in total economic impact annually.
- Annual Report of University research activity (www.research.umn.edu/news/reports.html)
- Annual accounting of student services fee allocations (www.studentservicesfees.umn.edu).
- Public Engagement reports (www.engagement.umn.edu/our-impact/reports)
- Institutional success and demographic data managed by the Office of Institutional Research (www.oir.umn.edu)
- Annual Report on Real Estate (www.userservices.umn.edu/assets/pdf/RealEstate_2014.pdf)
- Annual Report on Sustainability (www.userservices.umn.edu/assets/pdf/Sustainability_2014.pdf)
- Energy Management and Utilities update (www.userservices.umn.edu/assets/pdf/EnergyMgmtUtilities_2014.pdf)
- Facilities Condition and Utilization update (www.userservices.umn.edu/assets/pdf/FCA_2014.pdf)
- Capital Planning and Project Management Semi-Annual Report (www.userservices.umn.edu/assets/pdf/CPPM_2014.pdf)
- Survey findings, including citizen, alumni, student, and employer satisfaction;
- University participation in higher education consortia, such as the Association of American Universities, Association of Public and Land-grant Universities, American Council on Education, and Committee on Institutional Cooperation.

Office and Program Reports

In addition to the major reports prepared at the institution level by senior leaders for the Board of Regents and other audiences, other offices and programs across the University produce reports or other accountability communications for an array of stakeholders. These include reporting done by University research centers, such as the Center for Urban and Regional Affairs on the Twin Cities campus (www.cura.umn.edu/publications/reporter) or the Precambrian Research Center on the Duluth campus (www.d.umn.edu/prc/annualreports); key administrative or student services areas, such as Orientation and First-Year Programs (www.ofyp.umn.edu/more/annual-reports); and annual reports to donors, such as that provided by the College of Biological Sciences (www.cbs.umn.edu/connect/donors/annual-report-donors).

Government and Other External Organization Requirements

The University provides a number of annual or biannual reports to the Minnesota legislature and other organizations, including:

- Biennial Report to the Minnesota State Legislature, which showed that the University had exceeded all performance measures set forth by the Minnesota Legislature for fiscal year 2014;
- Postsecondary Planning: A joint report to the Minnesota Legislature by the Minnesota State Colleges and Universities and University of Minnesota;
- Compliance reports to such agencies as the U.S. Department of Education, National Science Foundation, National Institutes of Health, U.S. Department of Agriculture, National Collegiate Athletic Association, University Institutional Review Board, City of Minneapolis, Hennepin County, and Minnesota Office of Higher Education;
- Testimony to local, state, and federal governments;
- Assessment and evaluation reports to philanthropic foundations.

Institutional and Program Accreditation

One tool that holds the University accountable for academic quality is accreditation. Accreditation is the process of assuring and advancing the quality of higher education institutions' campuses, departments, and programs through reviews by outside agencies. Two types of accreditation, with varied breadth, apply to the University.

The first type of accreditation reviews an entire higher education institution and its programs for quality. Each University of Minnesota campus operates with full accreditation at the institutional level by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The second type of accreditation involves evaluations by a specialized accrediting body associated with a national professional organization or with a specific discipline. At the University, over 200 academic programs are accredited by bodies such as the American Bar Association, Accreditation Board for Engineering and Technology, National Association of Schools of Music, National Council for Accreditation of Teacher Education, and Accreditation Council for Graduate Medical Education.

Media and the General Public

Media organizations, such as the *Minnesota Daily*, *Pioneer Press*, *Star Tribune*, and Minnesota Public Radio, play an important role in holding the University accountable. The Minnesota Data Practices Act is a set of laws designed to ensure that the media and members of the general public have access to public records of government bodies at all levels in Minnesota. This access positions other parties to engage the University, to raise questions, and to verify information.

The University Plan, Performance, and Accountability Report

As noted earlier, Board of Regents operations policy identifies this report as one of three fundamental accountability and planning documents. It reports on the University's effectiveness in fulfilling its mission, while the operating and capital budgets report on the University's fiscal management.

Specifically, the University Plan, Performance, and Accountability Report:

- articulates the mission and vision of the University;
- identifies critical issues and challenges confronting the University;
- illustrates and analyzes longitudinal trends in key areas;
- provides a means for comparisons with peer institutions; and
- identifies areas for continued work.

The pages that follow align and connect to the mission of the University. Chapter 3 describes some of the planning underway at each campus to ensure future success and excellence. Chapters 4, 5, and 6 discuss the University's effectiveness in fulfilling the fundamental land-grant mission of teaching, research, and outreach. Chapters 7 and 8 address the University's effectiveness in supporting that mission by employing world-class faculty and staff and stewarding an outstanding organization.

University Accountability and Higher Education Rankings

Presentation to the Academic and Student Affairs Committee
May 7, 2015

Karen Hanson, Senior Vice President for Academic Affairs and Provost
Lincoln Kallsen, Director, Institutional Analysis



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Accountability at the University

- The landscape of accountability
- Efficiency and accountability
- Ways the University is accountable
- Higher Education Rankings

Accountability at the University

- Government and agencies
- Office and program reports
- Accreditation and specialized accreditation
- Annual reports
- Media
- The University Plan, Performance, and Accountability Report

Rankings: Global Observations

Rankings matter

Individual components used in rankings are almost always more valuable than the rankings themselves

Promote a false sense of precision

Motivation for rankings

Rankings



A

30

159

7

71

50

71-80

16

32

22

108

Top 9



38

A

24

4

47

30

70

8

256

41

22

Top 9

Landscape of Higher Education Rankings

Student Experience

- Graduation, selectivity, reputation, affordability
- US News, Times Higher Education, Kiplinger

Earnings/ROI

- Primarily use proprietary Payscale data
- Payscale, Money magazine, Forbes, Princeton Review

Research Production and Impact

- Research output through dollars, publications, or citations
- NRC, Center for Measuring University Performance (Florida/ASU), NSF

International

- Primarily research based and/or institutional reputation
- ARWU (aka “Shanghai”), Times Higher Education, QS, EU Multirank

Specialized/Topical

Common sources and measures categories

Sources

- Higher education institution sources
- Independent 3rd party sources (e.g. IPEDS, HERD/NSF, Payscale)
- Survey data of students, peers, employers, or other stakeholders

Measures

- Beginning student characteristics
- Learning inputs – faculty
- Learning inputs – resources
- Student environment/student satisfaction
- Learning outputs/graduation
- Post-college outcomes
- Research & scholarship
- Reputation

President Obama's "college ratings"

Access

- Percentage of students receiving Pell Grants
- Expected family contribution (EFC) gap
- Family income quintiles
- First-generation college status

Affordability

- Average net price
- Net price by quintile
- Loan performance

Outcomes

- Transfer and completion rates
- Labor market success
- Graduate school attendance

Concluding thoughts

Need to understand both the metrics and weightings behind any ranking system

Transparency is important

Watch for changes in methodology

Does the ranking attempt to measure something we value?



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BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

May 7, 2015

Agenda Item: Consent Report

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Karen Hanson, Senior Vice President for Academic Affairs and Provost

Purpose & Key Points

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

I. Request for Approval of New Academic Programs

- Carlson School of Management (Twin Cities campus)—Create a M.S. degree in Finance
- Carlson School of Management (Twin Cities campus)—Create a M.S. degree in Supply Chain Management
- College of Education and Human Development (Twin Cities campus)—Create M.Ed. degrees in Sport and Exercise Science, and Sport Management
- Law School (Twin Cities campus)—Create a S.J.D. degree
- Law School (Twin Cities campus)—Create a LL.M. degree in Patent Law
- College of Continuing Education (Twin Cities campus)—Create undergraduate minor in Health Services Management
- College of Continuing Education (Twin Cities campus)—Create undergraduate certificate in Health Services Management
- College of Design (Twin Cities campus)—Create graduate minor in Ecological Restoration in Landscape Architecture

II. Request for Approval of Changed Academic Programs

- College of Biological Sciences (Twin Cities campus)—Discontinue Health Sciences sub-plan in Biology B.S.
- College of Design (Twin Cities campus)—Change the name of the undergraduate minor in Design to Interdisciplinary Design
- College of Design (Twin Cities campus)—Discontinue sub-plan in Accelerated Architecture in Architecture B.S.
- College of Education and Human Development (Twin Cities campus)—Discontinue sub-plan in Counselling and Student Personnel Psychology in the Educational Psychology Ph.D.

- College of Education and Human Development (Twin Cities campus)—Change the name of the post-baccalaureate certificate in Emerging Leaders in Independent Colleges to Emerging Leaders in Private Colleges
- College of Education and Human Development (Twin Cities campus)—Change the name of the sub-plan in Second Languages and Cultures Education to Second Language Education in the M.A. and Ph.D. in Education, Curriculum, and Instruction
- College of Education and Human Development (Twin Cities campus)—Change the name of the sub-plan in Second Languages and Cultures Education to Second Language Education in the M.Ed. in Curriculum and Instruction and the M.Ed. in Teaching
- College of Education and Human Development (Twin Cities campus)—Discontinue sub-plans in Sport and Exercise Science and Sport Management in the M.Ed. in Applied Kinesiology
- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Change the name of the B.S. degree and accompanying minor in Fisheries and Wildlife to Fisheries, Wildlife, and Conservation Biology
- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Change the name of the undergraduate minor in Food Systems and the Environment to Food Systems
- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Change the name of the B.S. degree in Bioproducts Marketing and Management to Sustainable Products Business Management. Change sub-plan names from Marketing and Management to Sustainable Products Business Management, and from Residential Building Science and Technology to Building Science and Technology. Create sub-plans in Corporate Sustainability Systems, and Energy Systems
- Medical School (Twin Cities campus)—Create sub-plan in Education in Pediatrics Across the Continuum in the M.D. degree
- School of Public Health (Twin Cities campus)—Create sub-plan in Accelerated M.P.H. in the M.P.H. in Environmental Health

III. Request for Approval of Discontinued Academic Programs

- School of Dentistry (Twin Cities campus)—Discontinue the B.S. in Dental Therapy

Background Information

This report appears as a regular item on the Academic and Student Affairs 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

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

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
May 7, 2015**

Consent Report

I. Request for Approval of New Academic Programs

▪ **Carlson School of Management (Twin Cities campus)—Create a M.S. degree in Finance**

The Carlson School of Management on the Twin Cities campus requests approval to create a new Master of Science (M.S.) degree in Finance, effective summer 2016. The proposed program provides students with an advanced understanding of the tools and methods used in businesses and in financial markets. The program focuses on combining financial theory with quantitative and computational methods and real-world applications. Students who graduate from this one-year, full-time, graduate program will be able to analyze and interpret complex financial data and communicate its implication. The program makes use of existing courses and resources.

▪ **Carlson School of Management (Twin Cities campus)—Create a M.S. degree in Supply Chain Management**

The Carlson School of Management on the Twin Cities campus requests approval to create a new Master of Science (M.S.) degree in Supply Chain Management, effective fall 2016. The proposed program provides students with an end-to-end view of supply chain processes and will develop both their strategic and analytical capabilities needed to manage supply chains. The hallmarks of this degree will include leadership development as a programmatic theme, global immersion, corporate social responsibility and the flexibility to focus on supply chain management in specific industry sectors that are foundational to the economy of the State of Minnesota. The program makes use of existing courses and resources.

▪ **College of Education and Human Development (Twin Cities campus)—Create M.Ed. degrees in Sport and Exercise Science, and Sport Management**

The College of Education and Human Development on the Twin Cities campus requests approval to create Master of Education (M.Ed.) degrees in Sport and Exercise Science, and Sport Management, effective fall 2015. These M.Ed. degrees were previously sub-plans within the Kinesiology M.Ed. that would be converted into stand-alone M.Ed. degrees. The proposed degree configuration meets student demand, as well as current curricular goals and alignment. The proposed degrees make use of existing courses and resources.

- **Law School (Twin Cities campus)—Create a S.J.D. degree**

The Law School on the Twin Cities campus requests approval to create a Doctor of Juridical Studies (S.J.D.), effective fall 2015. The proposed program is intended for students who wish to carry on advanced legal study, produce original research, and eventually pursue a scholarly career teaching and researching law. There is a strong interest in this program from international students, broadening the global reach of the Law School. The program makes use of existing courses and resources.

- **Law School (Twin Cities campus)—Create a LL.M. degree in Patent Law**

The Law School on the Twin Cities campus requests approval to create a Master of Laws (LL.M.) degree in Patent Law, effective fall 2015. The proposed program is designed to provide advanced training and an additional credential for lawyers practicing or planning to practice in the areas of patent law and intellectual property law. The program makes use of existing courses and resources.

- **College of Continuing Education (Twin Cities campus)—Create undergraduate minor in Health Services Management**

The College of Continuing Education on the Twin Cities campus requests approval to create a new undergraduate minor in Health Services Management, effective fall 2015. This minor accompanies the recently created Bachelor of Science (B.S.) degree (June 2014) of the same name, as well as the proposed certificate (May 2015). The proposed program provides an option for undergraduate students who want to add a health services management concentration to their existing degree plan. Students will gain a conceptual understanding of business and management aspects of the health care industry along with analytical and problem-solving skills to apply that knowledge in a variety of settings. The minor makes use of existing courses and resources.

- **College of Continuing Education (Twin Cities campus)—Create undergraduate certificate in Health Services Management**

The College of Continuing Education on the Twin Cities campus requests approval to create a new undergraduate certificate in Health Services Management, effective fall 2015. This certificate accompanies the recently created Bachelor of Science (B.S.) degree (June 2014) of the same name, as well as the proposed minor (May 2015). The proposed certificate provides an option for current members of the health services workforce who need additional credentials and content knowledge for career advancement. Students will gain a conceptual understanding of business and management aspects of the health care industry along with analytical and problem-solving skills to apply that knowledge in a variety of settings. The certificate makes use of existing courses and resources.

- **College of Design (Twin Cities campus)—Create graduate minor in Ecological Restoration in Landscape Architecture**

The College of Design on the Twin Cities campus requests approval to create a graduate minor in Ecological Restoration in Landscape Architecture, effective spring 2015. This minor reflects a growing demand for education and training in restoration, conservation, and ecological design. Projects incorporating these topics are increasingly important parts of landscape architecture and natural resource management. The minor makes use of existing courses and resources.

II. Request for Approval of Changes to Academic Programs

- **College of Biological Sciences (Twin Cities campus)—Discontinue Health Sciences sub-plan in B.S. degree in Biology**

The College of Biological Sciences on the Twin Cities campus requests approval to discontinue the sub-plan in Health Sciences within the Bachelor of Science (B.S.) degree in Biology, effective fall 2015. The program was originally intended to allow students to apply up to 30 credits (earned in professional school) toward the completion of an undergraduate biology degree. There has been very low demand for this program, and it did not advance the students to degree completion.

- **College of Design (Twin Cities campus)—Change the name of the undergraduate minor in Design to Interdisciplinary Design**

The College of Design on the Twin Cities campus requests approval to change the name of the undergraduate minor in Design to Interdisciplinary Design, effective fall 2015. This name change better reflects the nature of the program, as well as the goals of the students.

- **College of Design (Twin Cities campus)—Discontinue sub-plan in Accelerated Architecture within the B.S. degree in Architecture**

The College of Design on the Twin Cities campus requests approval to discontinue the accelerated sub-plan within the Bachelor of Science (B.S.) degree in architecture, effective spring 2015. Curricular changes allow students to begin formal architecture courses earlier in their academic program, negating the need for an accelerated track.

- **College of Education and Human Development (Twin Cities campus)—Discontinue sub-plan in Counselling and Student Personnel Psychology in the Educational Psychology Ph.D.**

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the sub-plan in Counselling and Student Personnel Psychology within the Doctor of Philosophy (Ph.D.) degree in Educational Psychology, effective summer 2015. A review of the program projected decreases in personnel and resources needed to maintain a high-quality degree program. Existing programs within the department will accommodate prospective students with similar interests. Students currently enrolled in the program will be supported with the necessary coursework and advisors in order to finish their degree programs.

- **College of Education and Human Development (Twin Cities campus)—Change the name of the post-baccalaureate certificate in Emerging Leaders in Independent Colleges to Emerging Leaders in Private Colleges**

The College of Education and Human Development on the Twin Cities campus requests approval to change the name of the post-baccalaureate certificate in Emerging Leaders in Independent Colleges to Emerging Leaders in Private Colleges, effective fall 2015. The proposed name change better represents curricular goals, as well as the population of students served by this certificate program.

- **College of Education and Human Development (Twin Cities campus)—Change the name of the sub-plan in Second Languages and Cultures Education to Second Language Education in the M.A. and Ph.D. degrees in Education, Curriculum, and Instruction**

The College of Education and Human Development on the Twin Cities campus requests approval to change the name of the sub-plan in Second Languages and Cultures Education to Second Language Education within the Doctor of Philosophy (Ph.D.) and Master of Arts (M.A.) degrees in Education, Curriculum, and Instruction, effective fall 2015. The proposed name change better represents curricular goals.

- **College of Education and Human Development (Twin Cities campus)—Change the name of the sub-plan in Second Languages and Cultures Education to Second Language Education in the M.Ed. in Curriculum and Instruction and the M.Ed. in Teaching**

The College of Education and Human Development on the Twin Cities campus requests approval to change the name of the sub-plan in Second Languages and Cultures Education to Second Language Education within the Master of Education (M.Ed.) degree in Curriculum and Instruction and the M.Ed. in Teaching, effective fall 2015. The proposed name change better represents curricular goals.

- **College of Education and Human Development (Twin Cities campus)—Discontinue sub-plans in Sport and Exercise Science and Sport Management within the M.Ed. degree in Applied Kinesiology**

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue sub-plans in Sport and Exercise Science and Sport Management within the Master of Education (M.Ed.) degree in Applied Kinesiology effective fall 2015. These sub-plans will be converted into stand-alone M.Ed. degrees, proposed in this report.

- **College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Change the name of the B.S. degree and accompanying minor in Fisheries and Wildlife to Fisheries, Wildlife, and Conservation Biology**

The College of Food, Agricultural, and Natural Resource Sciences on the Twin Cities campus requests approval to change the name of the Bachelor of Science (B.S.) degree and accompanying undergraduate minor in Fisheries and Wildlife to Fisheries, Wildlife, and Conservation Biology, effective fall 2015. The proposed name is consistent with the new name of the department, as well as curricular goals.

- **College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Change the name of the undergraduate minor in Food Systems and the Environment to Food Systems**

The College of Food, Agricultural, and Natural Resource Sciences on the Twin Cities campus requests approval to change the name of the undergraduate minor in Food Systems and the Environment to Food Systems, effective fall 2015. The proposed name of the minor is consistent with the name of the major, as well as curricular goals.

- **College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Change the name of the B.S. degree in Bioproducts Marketing and Management to Sustainable Products Business Management. Change sub-plan names from Marketing and Management to Sustainable Products Business Management, and from Residential Building Science and Technology to Building Science and Technology. Create sub-plans in Corporate Sustainability Systems, and Energy Systems**

The College of Food, Agricultural, and Natural Resource Sciences on the Twin Cities campus requests approval to change the name of the Bachelor of Science (B.S.) degree in Bioproducts Marketing and Management to Sustainable Systems Management, effective fall 2015. The college also requests permission to change the names of the following sub-plans from Marketing and Management to Sustainable Products Business Management, and from Residential Building Science and Technology to Building Science and Technology. Finally, the college requests approval to create new sub-plans in Corporate Sustainability Systems, and Energy Systems. These revisions to the major respond to scientific and technological advances, meet social needs and student interests, and align with the University's

Land Grant mission of developing the vocational, civic, and intellectual capacities of communities across the United States. The changes make use of existing courses and resources.

- **Medical School (Twin Cities campus)—Create sub-plan in Education in Pediatrics Across the Continuum in the M.D. degree**

The Medical School on the Twin Cities campus requests approval to create a sub-plan in Education in Pediatrics Across the Continuum (EPAC) within the Doctor of Medicine (M.D.) degree, effective Spring 2015. The proposed sub-plan allows students to engage in a pediatric-focused, longitudinal education, throughout their academic experience. The University of Minnesota is one of four school in the nation piloting this type of clinical training.

- **School of Public Health (Twin Cities campus)—Create sub-plan in Accelerated M.P.H. in the M.P.H. in Environmental Health**

The School of Public Health on the Twin Cities campus requests approval to create a sub-plan in Accelerated M.P.H. within the Masters in Public Health (M.P.H.) degree in Environmental Health, effective fall 2016. This sub-plan will accommodate students who wish to begin working on the aforementioned degree as they are finishing their undergraduate degree. The proposed program will be tied to relevant undergraduate degrees and requires no new resources.

III. Request for Approval of Discontinued Academic Programs

- **School of Dentistry (Twin Cities campus)—Discontinue the B.S. in Dental Therapy**

The School of Dentistry on the Twin Cities campus requests approval to discontinue the Bachelor of Science (B.S.) degree in Dental Therapy, effective summer 2015. In keeping with collegiate and national standards, the program will now be offered as a Masters in Dental Therapy (approved by the Board in 2011). There are no students currently enrolled in the program.